

# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**FY 2007 APPLICATION FOR GRANTS UNDER THE MAGNET SCHOOLS ASSISTANCE  
PROGRAM**

**CFDA # 84.165A**

**PR/Award # U165A070070**

**Grants.gov Tracking#: GRANT00253861**

OMB No. 1855-0011, Expiration Date: 04/30/2007  
Closing Date: APR 27, 2007

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**Application for Federal Assistance SF-424** Version 02

<b>* 1. Type of Submission:</b> <input type="radio"/> Preapplication <input checked="" type="radio"/> Application <input type="radio"/> Changed/Corrected Application	<b>* 2. Type of Application:</b> <input checked="" type="radio"/> New <input type="radio"/> Continuation <input type="radio"/> Revision	<b>* If Revision, select appropriate letter(s):</b> <input type="text"/> <b>* Other (Specify)</b> <input type="text"/>
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<b>* 3. Date Received:</b> <input type="text" value="04/27/2007"/>	<b>4. Applicant Identifier:</b> <input type="text"/>
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<b>5a. Federal Entity Identifier:</b> <input type="text"/>	<b>* 5b. Federal Award Identifier:</b> <input type="text"/>
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**State Use Only:**

<b>6. Date Received by State:</b> <input type="text"/>	<b>7. State Application Identifier:</b> <input type="text"/>
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**8. APPLICANT INFORMATION:**

**\* a. Legal Name:**

<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> <input type="text" value="36-6005821"/>	<b>* c. Organizational DUNS:</b> <input type="text" value="067464487"/>
---	--

**d. Address:**

<b>* Street1:</b>	<input type="text" value="125 South Clark Street, 4th Floor"/>
<b>Street2:</b>	<input type="text"/>
<b>* City:</b>	<input type="text" value="Chicago"/>
<b>County:</b>	<input type="text" value="Cook"/>
<b>* State:</b>	<input type="text" value="IL: Illinois"/>
<b>Province:</b>	<input type="text"/>
<b>* Country:</b>	<input type="text" value="USA: UNITED STATES"/>
<b>* Zip / Postal Code:</b>	<input type="text" value="60603"/>

**e. Organizational Unit:**

<b>Department Name:</b> <input type="text" value="Office of Academic Enhancement"/>	<b>Division Name:</b> <input type="text" value="Gifted and Enriched Academic"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

<b>Prefix:</b> <input type="text" value="Ms."/>	<b>* First Name:</b> <input type="text" value="Abigayil"/>
<b>Middle Name:</b>	<input type="text"/>
<b>* Last Name:</b>	<input type="text" value="Joseph"/>
<b>Suffix:</b>	<input type="text"/>
<b>Title:</b>	<input type="text" value="Director"/>

**Organizational Affiliation:**

<b>* Telephone Number:</b> <input type="text" value="(773) 553-2396"/>	<b>Fax Number:</b> <input type="text" value="(773) 553-2061"/>
--	--

**\* Email:**

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

\* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.165

CFDA Title:

Magnet Schools Assistance

\* 12. Funding Opportunity Number:

ED-GRANTS-030907-002

\* Title:

Magnet Schools Assistance Program CFDA 84.165A

13. Competition Identification Number:

84-165A2007-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Chicago, Cook, Illinois

\* 15. Descriptive Title of Applicant's Project:

CPS Magnet Schools Assistance Program (CPSMSAP) 2007-2010

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

\* a. Start Date:

\* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="3,968,192.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,968,192.00"/>

\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

- Yes
- No

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

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Prescribed by OMB Circular A-102

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

## Attachments

AdditionalCongressionalDistricts

**File Name**

**Mime Type**

AdditionalProjectTitle

**File Name**

**Mime Type**



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution Organization: Chicago Public Schools, District...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

\*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm dd yyyy)

Approving Federal agency:  ED  Other (please specify):

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or  Complies with 34 CFR 76.564(c)(2)?





U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution Organization:  
Chicago Public Schools, District...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 4040-0007  
Expiration Date 04/30/2008

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Tracking Number: GRANT00253981

9. Will comply, as applicable, with the provisions of the Davis- Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327- 333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93- 205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Isidora Brookens	* TITLE Interim Director
* APPLICANT ORGANIZATION Chicago Public Schools, District # 299	* DATE SUBMITTED 04-27-2007

Standard Form 424B (Rev. 7-97) Back

## DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure.)

Approved by OMB

0348-0046

<p>1. * Type of Federal Action:</p> <p><input type="checkbox"/> a. contract</p> <p><input checked="" type="checkbox"/> b. grant</p> <p><input type="checkbox"/> c. cooperative agreement</p> <p><input type="checkbox"/> d. loan</p> <p><input type="checkbox"/> e. loan guarantee</p> <p><input type="checkbox"/> f. loan insurance</p>	<p>2. * Status of Federal Action:</p> <p><input checked="" type="checkbox"/> a. bid/offer/application</p> <p><input type="checkbox"/> b. initial award</p> <p><input type="checkbox"/> c. post-award</p>	<p>3. * Report Type:</p> <p><input checked="" type="checkbox"/> a. initial filing</p> <p><input type="checkbox"/> b. material change</p> <p>For Material Change Only:</p> <p>year                      quarter</p> <p>date of last report</p>
<p>4. Name and Address of Reporting Entity:</p> <p><input checked="" type="checkbox"/> Prime    <input type="checkbox"/> SubAwardee    Tier if known:</p> <p>* Name: Chicago Public Schools, External Resources and Partnerships</p> <p>* Address: 125 South Clark Street</p> <p>Chicago</p> <p>IL: Illinois</p> <p>60603</p> <p>Congressional District, if known:</p>		<p>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</p>
<p>6. * Federal Department/Agency:</p> <p>U. S. Department of Education</p>	<p>7. * Federal Program Name/Description: Magnet Schools Assistance</p> <p>CFDA Number, if applicable: 84.165</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known:</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, complete name):</p> <p>* Name: Board of Education of the</p> <p>City of Chicago</p> <p>External Resources and Partnerships</p> <p>* Address: 125 South Clark Street</p> <p>Chicago</p> <p>IL: Illinois</p> <p>60603</p>	<p>b. Individual Performing Services (including address if different from No. 10a):</p> <p>* Name: Mr.</p> <p>Ray</p> <p>Anderson</p> <p>* Address: 1301 Pennsylvania Avenue, NW, Suite 702</p> <p>Washington</p> <p>DC: District of Columbia</p> <p>20004</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352.</p>		<p>* Signature: Isidora Brookens</p> <p>* Name: Mr.</p>

This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Albert

Sanchez

Title: Interim Director

Telephone No.: (773) 553-1543

Date: 04-27-2007

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### **Public Burden Disclosure Statement**

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

## Attachment Information

File Name

Mime Type

5231-GEPA.pdf

application/pdf

## **GEPA Statement**

The Chicago Public Schools (CPS) seeks to eliminate all barriers to an excellent and equitable education. This CPS Magnet Schools Assistance Program (CPSMSAP) proposal has developed procedures that will ensure both equal access and fair outcomes in regard to all the subgroups that the Chicago Public Schools encompasses among its 420,982 students and 44,417 staff. These subgroups include gender, race, national origin, linguistic abilities, disability, age, and sexual orientation.

All subgroups within the student population in the Chicago Public Schools will have equal access to the activities and services of CPSMSAP. Further, CPSMSAP project personnel will take proactive steps so that all activities and services will include an equitable representation of all student subgroups in all activities and services. Finally, CPSMSAP will promote equal access to project employment opportunities among all subgroups.

This proactive plan is outlined below:

- **Employment:** The Project Director will recruit a diverse group of applicants for all staff positions using a variety of networking, postings, and publications to ensure as broad an applicant pool as possible.
- **Race/Ethnicity of Students:** As per its current court-ordered Consent Decree, computerized lotteries will ensure that student populations who have been underrepresented will be included in the student populations of each of our magnet schools. The Chicago Public Schools continues to **operate under a desegregation consent decree and lottery selections are subject to racial/ethnic guidelines established by this decree**. Should the **Supreme Court decision expected in June change how court-ordered desegregation plans operate** – this **policy will be appropriately adjusted**.



- **Needs of Diverse Learners:** Project personnel will ensure that classroom environments in project schools meet the needs of diverse students and their learning styles by including:
  - Materials that allow flexibility in presentation, are culturally relevant, and are challenging to students' abilities (without being overwhelming). The technology learning strategies proposed here are especially successful with special education students and English Language Learners, of which CPS has high rates. Instruction can be easily modified or adapted to their needs to accommodate individual differences.
  - Instructional activities that provide multiple means of engagement to support success for all learners.
  - Subject matter that is presented in alternate modes including technology for students who learn best from visual or auditory information, or for those who need differing levels of complexity.

---

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>
-----------------------------------

Chicago Public Schools, District # 299
--

<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
--

Prefix: Mr.    * First Name: Albert    Middle Name:
* Last Name: Sanchez    Suffix:    * Title: Interim Director

* SIGNATURE: Isidora Brookens    * DATE: 04/27/2007
---

# SUPPLEMENTAL INFORMATION REQUIRED FOR DEPARTMENT OF EDUCATION GRANTS

## 1. Project Director

**\* Name:**

Ms.

Michelle

Frazier

Ed.D

**\* Address:**

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Cook

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## 2. Applicant Experience:

Yes  No  Not applicable to this program

## 3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

FileName

MimeType

Tracking Number: GRANT00253861

# **Project Narrative**

## **Abstract Narrative**

Attachment 1:

Title: Pages: Uploaded File: **6776-ABSTRACT.pdf**

**Chicago Public Schools  
2007 Magnet Schools Assistance Program Grant Application**

**Abstract Narrative:** This application is from Chicago Public Schools (CPS), Illinois, which is the third largest school system in the country. It serves a very large K-12 student population – over 400,000 students; most of whom are low-income (over 85%) and minority (91%). This application contains a plan for creating 5 new, schoolwide magnet programs in grades Pre K-5 or 8 (most elementary schools in CPS are Pre K-8) - all but one (Lakeshore) will open in the fall of 2007. The schools have room for more than 2,000 new magnet students with a total capacity of just over 3,000. Two of the 5 schools are currently in the Title I School Improvement Process and are offering Choice and Supplemental Education Services. One school had been identified for Restructuring and was closed in June of 2006 – it will reopen as a new magnet school.

**Frazier Elementary (K-5)**, reopening in the fall of 2007, will offer the International Baccalaureate (IB) Primary Years Programme. It currently has no students. Since the district has identified it as a “small school” it will be able to **serve 360 new magnet students**. **Kershaw (K-8)** will convert to a schoolwide, **new magnet offering PYP in grades K-5 and IB Middle Years Programme (MYP) in grades 6-8**. Kershaw currently serves 252 students, however it has the capacity to serve 660 students. Therefore, it has **room for 408 new magnet students**. **Miles Davis** is currently serving 355 K-3 students – in the fall of 2007, it will **convert** into a **K-3 Children’s Engineering magnet school** recruiting new magnet students in kindergarten and filling any open spaces in grades 1-3. In the **fall of 2008**, Miles Davis will **move into a new building and become a full K-8 Children’s Engineering school**. It will have **room for 295 new magnet students**. **Oscar Mayer (Pre K-8)** currently serves 524 students. In the fall of 2007, it will **convert** to a schoolwide magnet offering **Montessori education in grades Pre K-5 and MYP in grades 6-8**. Its capacity is 948; therefore, it has **room for 424 new magnet students**. Because of 1) the strong parent demand for IB programs in CPS as well as 2) the philosophical and instructional compatibility between Montessori and MYP at the middle school level, MYP was selected rather than continuing Montessori into those grades. **Lakeshore East** will open in the **fall of 2008** with a **schoolwide K-8 World Languages Academy offering instruction in 4 languages supported by the Integrated Thematic Instruction reform model – 3 of languages are on the USDE list of Critical Need Languages** (Mandarin Chinese, Arabic, and either Hindi or Farsi) and, because it is so widely spoken in Chicago as well as the rest of the country, the fourth language will be Spanish. **The capacity of Lakeshore East is 650 students; therefore it has room for 650 new magnet students**. Overall the **five new, schoolwide magnet schools will serve 3,268 students of which 2,137 will be new student spaces**.

Project goals and objectives are aligned with the Secretary’s 3 performance measures and the 6 MSAP purposes. The major ones are to: 1) promote desegregation and reduce minority group isolation in the participating schools or in their feeder schools; **increase public school choice options (especially for students attending low-performing schools)**; and **transform the 3 schools that are (or were) under Corrective Action, as well as the other 2 target schools into high performing schools** 2) create innovative, academically challenging programs capable of attracting an applicant pool reflective of the diverse group of students targeted for each school; 3) develop a highly trained cadre of teachers with the skills needed to ensure long term sustainability; 4) produce written, curriculum documents for each school, which define Pre K-5/8 programs; 5) increase student achievement for all groups to the point that they all meet the Illinois requirements for Adequate Yearly Progress (AYP); and 6) continue increasing student achievement so that the 5 schools will meet or exceed Illinois’ AYP standard in accordance with the State’s plan required by section 1111 of the ESEA.

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 6878-Mandatory\_PROGRAM\_NARRATIVE.pdf

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## COMPETITIVE PRIORITIES

### PRIORITY ONE - NEED FOR ASSISTANCE

#### (a.) The costs for fully implementing the project as proposed

The costs for implementing this magnet school project are reasonable but beyond the scope of the Chicago Public Schools (CPS) to fund. The programs were **designed in alignment with MSAP and NCLB requirements**. Specific program designs include **descriptions of how the project will increase student academic achievement and how it will create instructional areas that will support that improvement**. The **themes** that were **selected** for this project were chosen based on their abilities to **attract diverse groups of students** and to **increase academic achievement** for all students. In order to accomplish these goals funding in excess of CPS's normal funding formulas are needed. The district is committed to and expects to continue covering the costs of the basic program expenditures for each school. Projected MSAP implementation costs are *about \$3.43 million* dollars a year for the next three years. The money requested in this application is to cover costs that are primarily related to personnel, staff training, technology, equipment, supplies, instructional materials (research-based and promising core content curricula) and program design.

The budget items selected have been carefully chosen with the input and expertise of local professionals, school staff, program coordinators, subject area supervisors and directors and the district's Office of Academic Enhancement staff. After the programs are fully established, the funding needed to continue them will be significantly less. Although the dollars requested are reasonable and adequate to ensure program success, the current economic conditions in Illinois and the state's generally poor funding of education, mean that these costs are beyond the fiscal capability of the district.

**(b.) The resources available to the applicant to carry out the project if funds under the program were not provided.**

The most recent budget approved by the Chicago Board of Education was \$4.5 billion (over 420,000 students in 481 schools with more than 44,000 employees). The Chicago Board of Education has made significant spending cuts to ensure that the fiscal year 2008 budget is balanced. Other fiscal needs make it impossible, without federal assistance, for Chicago Public Schools to fund this program.

CPS's financial resources are very limited; the school system cannot reasonably rely on state funding. At this time, the State of Illinois currently ranks 49<sup>th</sup> of the 50 states in education funding and in providing for equitably funded schools. This is particularly true in Chicago – although CPS serves a significant portion of all of the students in Illinois – it is not funded appropriately to meet the huge problems associated with being the third largest district in the country. In addition, the state has historically relied primarily on property taxes to fund elementary and secondary schools. It is unlikely that, as currently structured, other Illinois taxes could serve as reasonable funding sources. At present, the Illinois sales tax base is among the narrowest in the nation, due to the almost complete exclusion of personal and professional services, and partial exemption for groceries and drugs. In addition, the Illinois income tax has traditionally been a low-yield tax because of its low, flat rate. Again, the current administration has discussed the possibility of expanding the state's sales tax base but, if put into effect, such an expansion would not take place for at least two years.

**(c.) The extend to which the costs of the project exceed the applicant's resources**

During the course of this project, teachers will receive extensive professional development and training. MSAP funds will be used to provide training in: the use of state of the art

equipment and software; Montessori; IB Primary Years Programme (PYP) and IB Middle Years Programme (MYP); Integrated Thematic Instruction (ITI) and Foreign Language in Elementary School (FLES) models; Inquiry based and problem-based instructional strategies; research-based or promising reading, English, math, and science programs; and Children's Engineering concepts and Project Lead the Way's Gateway to Technology. In addition, materials and supplies in the previously mentioned programs, as well as FLES materials in USDE-identified critical needs languages (Chinese, Arabic, & Hindi or Farsi) as well as more widely used languages (Spanish). In addition, funds will be used to purchase state of the art technology, including computers, LCD projectors, presentation stations, video teleconferencing equipment, etc., to create the interactive environments needed to actively engage diverse students in learning. This will allow them to master state standards and meet the State's criteria for "meeting or exceeding standards" in reading and math. The investment needed to implement these new programs exceeds CPS' fiscal resources.

**(d.) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought ...**

CPS' plan for implementing five new school-wide elementary (PreK or K-5 or -8) magnet programs, has and will continue to require a great deal of effort on the part of many system employees as well as a substantial district financial obligation. The specialized curriculums for these schools do not currently exist. Recruitment of students will begin as soon as the MSAP grant is awarded. School-based personnel have been assigned program responsibilities and administrators and teachers have been in part of the planning process. Pending notification, Montessori training will begin this summer and IB training will be scheduled in late summer and during the school year. Two of the target schools have no current staff. Teachers will be hired

who are committed to the magnet themes and willing to be part of the required training. In addition, principals will be able to ensure that new hires meet the State qualifications for highly qualified staff as defined by NCLB standards. Another school will expand from its current K-3 population to K-8 – thus the capacity for hiring appropriate staff is again high. The two other schools will ask staff to commit to the expectations of 90+ annual hours of training (Montessori is 400) and to be part of the magnet planning and implementation process. Those who do not wish to be part of the magnet program will have the option of transferring to another CPS school.

In order to create new schoolwide magnet programs capable of attracting the target number of students needed to meet project objectives, a great many curriculum enhancements must be made. All 5 schools will require specialized staff, equipment, software, and supplies to ensure that target students will attend. With the financial support requested from the MSAP, the district will be able to accomplish the objectives set forth in this application.

The program is a difficult one to carry out. The objective is to attract non-minority students into neighborhoods and to schools that traditionally they have been reluctant to enter. The target schools currently are not achieving at high levels, have poor academic reputations and are located less than desirable areas. With staff changes where highly qualified teachers are recruited and the implementation of challenging academic programs we hope to counteract the difficulty we have had recruiting students in these areas. This goal can only be attained by offering programs that are so outstanding and unique that the desire for a high quality education overcomes the initial apprehension. The magnet schools will need to advertise and market their new programs to the public. This will be achieved by newspaper announcements, personal visits by the Curriculum Coordinator/Recruiter to schools and public events, and the inclusion of all 5 programs in the CPS Choice Directory and the CPS Options for Knowledge Guide.

## **PRIORITY 4 – EXPANDING CAPACITY TO PROVIDE CHOICE**

### **(1) Help parents whose children attend low-performing schools ... under Title I of ESEA**

The five magnet schools proposed in this application are geographically located in various areas of the City of Chicago. Four of the five are located in “Priority Neighborhoods” as defined in the City of Chicago’s Renaissance 2010 plan. The plan was unveiled by Mayor Daley in 2004 and it presents a bold plan for turning around CPS’s low-performing schools with assistance from the business and civic community. Grants were made to five high schools in 2005. As planning for this application progressed, the team looked at ways the project could support Title I Choice and provide opportunities for students in low-performing schools to attend higher performing schools. CPS proposes to **develop excellent, academic programs with MSAP funding** that will **improve the quality of teaching and learning** at five schools and **provide additional choices to parents whose children attend low-performing.**

#### **(a) Selecting schools identified for School Improvement**

The five schools selected for this application meet the priorities set by the MSAP and NCLB. As a way of **improving instruction and student achievement**, the district **targeted schools** in the **Title I School Improvement process. Two of the target schools are currently in the School Improvement Process (Kershaw and Mayer).** Based on its 2005 state test scores **Frazier** had reached the “**restructuring**” level, as a result it was **closed in June of 2006.** The other two schools are not currently in the School Improvement process. The two schools not currently identified as in “School Improvement” will be used to provide NCLB Choice options for students currently attending NCLB-identified “low performing” schools. MSAP grant funds will be used to develop innovative, high quality education programs at all 5 schools that will

ensure high academic performance for all students in all NCLB categories. The table below details the NCLB status of the five target schools.

School name	AYP Status		School Improvement	Federal Status	Illinois State Status
	Reading	Math			
Frazier (2005)*	No	No	Yes	Restructuring	Academic Watch
Kershaw (2006)	Yes	Yes	Yes	Choice SES	Academic Early Watch
Mayer (2006)	No	No	Yes	Choice	Academic Early Watch
Davis**	Yes	Yes	No	NA	NA
Lakeshore E.***	NA	NA	NA	NA	NA

Currently Davis\*\* only serves students in grades Pre-K – 3; as a result it is not in the School Improvement process. In the fall of 2008, it will move into a new facility and, with its new capacity, expand its service to include grades K-8. Lakeshore East\*\*\* will open in a new facility in the fall of 2008 as a result it has not yet been identified for School Improvement. As indicated in the chart above, neither Kershaw nor Mayer met Illinois’ Adequate Yearly Progress standards in 2006. As a result of its AYP restructuring designation based on its 2005 test results, Frazier\* was closed in 2006. It will reopen in the fall of 2007 as a magnet school including grades K-5. Therefore, three of the five schools selected for this application are or were in the School Improvement process and the design of this project includes themes and research-based or promising practices selected because of their capacity for improving the quality of teaching and instruction at these schools.

**(b) Maximizing the opportunity for students in low-performing schools to attend higher performing schools funded under this project ... reducing MGI in the ... sending schools.**

CPS has had a School Accountability Plan for many years, and at this time, CPS has **more than 300 elementary schools** (total 464 schools serving students in grades K-8) **in the School Improvement process**. CPS is dedicated to fulfilling the requirements of the *No Child Left Behind* Act's choice provision, and will incorporate the student selection process for the target schools into the district's NCLB choice plan. Specifically, each magnet school will give priority to students coming from schools identified as School Improvement schools on state assessments. Students from these schools will apply to the target schools during the annual magnet schools application season, which is from October to December for elementary schools. This proposal describes how with MSAP funding, Davis, Frazier and Lakeshore East will develop innovative, rigorous magnet program curriculums leading to higher academic achievement for all students. These schools are either empty, significantly under-enrolled, or expanding their capacity for new students, thus they have the ability to accept both non-minority and minority students. **This capacity will provide opportunities for students attending schools designated as low-performing under Title I to attend these higher performing magnet schools and also reduce minority group isolation in the sending schools.** Frazier has the capacity for 360 new students (K-5). Beginning in the fall of 2008, Lakeshore has the capacity for 650 new magnet students (K-8) and Davis for 295 new students (grades 4-8). [In addition, beginning in the fall of 2007, Kershaw has the capacity for 408 and Mayer for 424 new students.] The enrollment projections (MSAP Table 3, Part 4) clearly show how as the **schools grow, they can maintain diverse populations while accepting students from low-performing schools while reducing minority group isolation on their own campuses or at their feeder schools.**

**(2) Effectively inform parents whose children attend low-performing schools about choices that are available to them...**

CPS will improve its informational outreach to parents concerning *No Child Left Behind*, especially as it relates to recruiting for the target magnet schools. This will be done in conjunction with the district's Voluntary Public School Choice program, which has a parent information component. Outreach will include improved design and distribution of choice materials, presentations to community organizations, church groups, daycare organizations, and other parent organizations, and a sophisticated advertising and marketing campaign.

**The district has developed a three tiered process to effectively inform parents about the choices that are available to them under the public school choice provisions of NCLB.** The process involves progressive levels of personal contact with parents to provide information and answer questions as they make decisions about remaining at their current school or choosing to transfer to a school within their attendance area that has not been identified for school improvement, including the higher performing magnet schools to be developed with MSAP funding.

1. **Written Notification:** Following identification of a school for improvement under Title I, a letter is sent home explaining the choices available to parents under NCLB and the procedures to follow if they wish to choose another school. The letter includes information about scheduled parent meetings to provide further information and answer questions. **The letter also will contain information about the new magnet programs included in this application,** as well as other schools, that are available as choices, i.e., not identified for School Improvement.
2. **Group Meetings:** Meetings are held with school and district personnel at each school or groups of nearby schools eligible for NCLB choice to answer parent questions and communicate which schools are available, if funded, this information will include the new magnet programs.

**The MSAP Project Director and the MSAP Curriculum Coordinator and Recruitment**



**Specialist will attend these meetings to provide information about the MSAP funded programs at Frazier and, when available, Davis and Lakeshore, including scheduled tours /visits to these sites.**

3. **Personal Assistance:** Title I are and, if funded, magnet office staff will be available to talk with parents, answer questions, and provide additional promotional information on school choice **With MSAP funding and the help of the MSAP Curriculum Coordinator & Recruitment Specialist, the target schools will have the resources to develop professional marketing materials that will attract the attention of parents and students.** In addition, the new magnet programs will offer open houses and regularly scheduled tours for prospective parents and students. These will be conducted by the school principal and/or the school's Program Specialist(s). Tours are intended to provide visitors with additional information about the school, its curriculums, and programs. As parents consider exercising their options for public school choice under the Title I provisions of NCLB, this additional information will be invaluable.

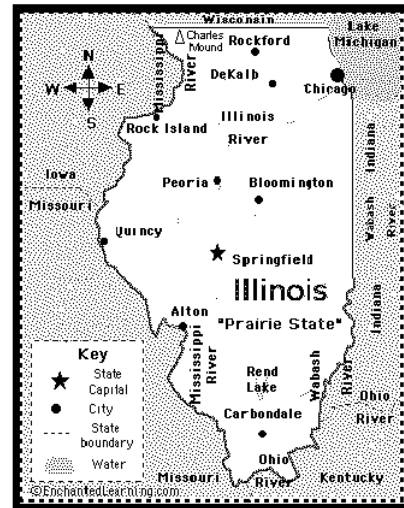
## (a.) PLAN OF OPERATION

**Introduction:** This application is from the Chicago Public Schools (CPS). CPS is the **third largest school district** in the country, **serves over 420,000 K-12 students**, and **employs over 44,500 full-time people** in instructional, administrative, and support services positions. The district is approximately 235 square miles and measures about 25 miles long and 9 miles wide. The district has over 600 school sites and less than 10% of the district's K-12 population is non-minority. The students in CPS are needy, for example, over 85% of students are from low-income families and more than 14% are limited English Proficient. For 2006/07, the operating budget of CPS exceeded \$4.4 billion, which averages about \$9,758 per pupil.

## BACKGROUND

Incorporated as a town in 1833, Chicago once boasted a population of fewer than 400 residents in an area that covered approximately three-eighths of a square mile. Four years later, Chicago was incorporated as a city and, after the arrival of the railroad in 1848, it became the chief railroad center in the United States. By 1870, the city's population had increased to 300,000 – one thousand times greater than when it began.

On October 8, 1871, the Great Chicago Fire began on the city's southwest side. In two day's time, the blaze had destroyed 18,000 buildings, killed 300 people, and left 90,000 homeless. Despite this tragedy, the people of Chicago began to rebuild, and in 1882 the city produced the world's first skyscraper, the ten-story Montauk building. Ten years later, one of the country's first elevated trains was up and running, and in 1893, Chicago hosted the World Columbian Exposition, commemorating the 400<sup>th</sup> anniversary of the discovery of America.



As of the 2005 census, the city of Chicago has a population of nearly three million residents. Of this number, 34.8% are black, 29.6% are white, 29% are Hispanic, 4.9% are Asian, and about 2% are some other race. Despite the diversity of Chicago's citizenry, however, its residential patterns remain among the most segregated in the nation.

One of the most common measures of segregation between two groups is the "dissimilarity index." Within the same city or metropolitan area, it can be used to reflect the relative distributions of the two groups across neighborhoods. It ranges in value from 0, indicating complete integration, to 100, indicating complete segregation. In most cities and metro areas, however, the values are somewhere between those extremes. According to CensusScope (a tool for investigating U.S. demographic trends, provided by the Social Science Data Analysis Network at the University of Michigan), the dissimilarity index between blacks and whites in the city of Chicago in 2000 was 87.3. Further analysis of 2000 census data by the *Los Angeles Times* newspaper found that Hispanics in Chicago, Cleveland and Milwaukee live in more pronounced segregation than Hispanics in any other major metropolitan areas.

Another segregation indicator is called "exposure by race" or "exposure indices," because they show the exposure that a given race group experiences with members of their own race and each other race in an average neighborhood in the city. This analysis, also conducted by CensusScope, indicates that the average white Chicagoan resides in a neighborhood that is approximately 78.6% white; the average black Chicagoan lives in a neighborhood that is approximately 75.4% black, and the average Hispanic Chicagoan lives in a neighborhood that is 50.7% Hispanic.

**THE CHICAGO PUBLIC SCHOOLS:** In 1837, when Chicago was incorporated as a city, the members of the common council were made commissioners of schools for the city and 10 school inspectors were elected. The schools were placed on a permanent and self-supporting basis by a

special act of the legislature in 1839. In November 1840, free public schools were permanently established and a Board of Inspectors was organized. The first public school house was built on Madison Street between Dearborn and State in 1844; this area is located in what is now downtown Chicago. The Great Chicago Fire destroyed this first school building in 1871.

Prior to World War II, there were few minority students in the Chicago Public Schools. Enrollment of black students in 1930 was approximately 6.4% of the total population of the system. This figure increased to 11% in 1940, and 21.1% in 1950. Since 1963, when the system began to keep official records of racial/ethnic school composition, the percentage of blacks in the Chicago Public Schools has increased significantly, from 46.5% in 1963 to 53.9% in 1969. By the end of the 1970s, black enrollment had risen to more than 60% of the total population in the Chicago Public Schools.

Concomitantly, the system's white population has steadily decreased since the system's record-keeping process was initiated in 1963. At that time, a total of 50.9% of the students in the Chicago Public Schools were white. By the end of the decade, that figure had dipped to 41.0%, and by 1979, the student population in the system was only 20.0% white.

Like the city of Chicago, the backgrounds of students in the Chicago Public Schools system exhibit great racial and ethnic diversity. However, the school system is far more minority in character and mirrors the city only in its segregated nature. By the end of the 1970s, a total of 100 schools (out of a total of 605) had white enrollments between 70-100%, and 458 schools had black enrollments of 70-100%.

In 1980, the U.S. Justice Department threatened to sue the Chicago Board of Education for running a segregated school system. Rather than go to trial, the Chicago Public Schools signed a court-supervised agreement – called a Consent Decree – that directed the school system to develop a plan for desegregating the schools. As a result, the system created the *Student*

*Desegregation Plan for the Chicago Public Schools*, which identified initiatives designed to foster racial/ethnic integration, decrease the number of predominantly white schools, and provide educational enrichment programs for students in schools that could not be desegregated because of the city's demographics. The Department of Equal Educational Opportunity Programs (now the Office of Academic Enhancement) was appointed to implement and monitor the Desegregation Plan.

In 1988, at the height of its implementation, the Student Desegregation Plan had succeeded in eliminating all schools with more than 70% white students, while maintaining 177 schools with white enrollments ranging from 15% to 70%. At that time, all elementary magnet schools and neighborhood schools with magnet programs provided bus transportation to students who resided at least 1.5 miles from the school. In addition, the staff of the Department of Equal Educational Opportunity Programs included 23 coordinators, housed throughout the city, who were responsible for a variety of duties including monitoring schools to ensure compliance with the Desegregation Plan, conducting on-site school visits to ensure that programs were operating according to design, collecting enrollment data from schools, and assisting schools in developing student recruitment activities. The total system-wide enrollment was 12.4% white, 59.7% black, 24.9% Hispanic, 2.9% Asian/Pacific Islander, and 0.1% Native American.

The Office of Academic Enhancement (formerly the Department of Equal Educational Opportunity Programs) no longer houses any coordinators in the city, and the system only provides transportation to gifted schools, International Baccalaureate Preparatory Programs, and magnet schools if students reside within 1.5 to 6 miles from the school. The current system wide enrollment is 8.1% white, 48.6% black, 37.6% Hispanic, 3.2% Asian/Pacific Islander, 0.1% Native American, and 2.4% multi-racial.

**Magnet Schools in This Application:** The Chicago Public Schools has 40 elementary and three

high school magnet schools that serve the entire city of Chicago. [Note: Most Chicago elementary schools are K-8 and high schools 9-12]. For the 2006-2007 school year, nearly 23,000 applications were filed at the elementary schools, and 7,063 at the high schools. Of these, 2,625 were accepted at the elementary schools and 771 at the high schools. Furthermore, there are very few magnet schools in close proximity to neighborhoods that are predominantly Hispanic, meaning students from this ethnic group have to travel long distances to attend a magnet school. The popularity of district magnet schools, combined with the lack of magnet schools in some areas of the city, has led CPS to pursue funding to create new magnet schools.

The magnet schools being created through this Magnet Schools Assistance Program application will bring five new elementary school magnets [note: elementary schools in CPS serve grades K-8] to areas of the city that are currently underserved by existing magnet schools. Although some current schools do accept students citywide, students in targeted areas of the city are unlikely to apply to schools that are excessively far from their homes. Furthermore, CPS policy limits transportation for students to magnet schools to those living between 1.5 and 6.0 miles from the school. This means that in some parts of the city, there are a limited number of magnet schools within the required six-mile transportation radius from a student's home to school. This application proposes the following magnet schools:

**Frazier Elementary School:** Beginning with the 2006/07 school year Frazier Elementary School *was closed*. It is located in the northwest part of Chicago in the North Lawndale neighborhood. Its closing was met with much resistance from the community and the district has agreed to reopen the school in the fall of 2007 and implement a new magnet program using the academically rigorous International Baccalaureate Primary Years Programme in grades K-5. Frazier will reopen as a "small school" during its first year (07/08) it will offer one class per grade level (about 180) and in its second year of operation it will add a second class per grade

level (another 180). This plan gives the school a total capacity of 360 students – all of whom will be new magnet students. **Within a 6 mile radius of Frazier there are 79 private schools with a combined enrollment of 10,668 students – 49.3% (5,263) are non-minority.**

**Oscar Mayer Elementary School:** This currently operating K-8 elementary school will start Pre-K-1 Montessori classes in the fall of 2007. By the end of the 2009/10 school year, (using both local and current grant funds) all Pre-K – 5 teachers will be trained and (Pre-K – 5) students will be in Montessori classes. Students in these Montessori grade levels will be added over the next three years. In the fall of 2007, CPS will also begin implementing an IB Middle Years Programme (MYP) magnet program for students in grades 6-8. By the end of the grant cycle, the school will have a Pre-K – 5 new Montessori magnet program feeding into its own 6-8 new Middle Years Programme. Since Montessori does a great job of preparing students for the MYP and there is such a great demand in CPS for IB programs that can feed into the district's successful high school Diploma Programmes (DP), the decision was made to implement MYP in the middle grades (6-8) rather than to continue the Montessori program into middle school. Students attending the Montessori program would automatically continue into the MYP – unless they chose to apply to another CPS magnet program. Students completing the MYP would be encouraged to apply to Clark High School (should be authorized by the fall of 07) to continue the MYP and to participate in the DP. Oscar Mayer is located in the north side of Chicago in the Lincoln Park neighborhood and its capacity is 948 students and it currently serves 524 – thus it has room for 424 new magnet students. **Within a 6 mile radius of Mayer there are 85 private schools with a combined enrollment of 18,851 students – 47.3% (8,916) are non-minority.**

**Miles Davis Elementary School:** Miles Davis Elementary School currently serves students in grades K-3 grades. In the fall of 2008 it will move into a new building and expand its capacity to include grades K-8. In the fall of 2007, it will become a new magnet school and begin offering a

new school-wide Children's Engineering Program, as the additional grades are added in the fall of 2008, the program will be expanded to include all grades. In grades K-5 the engineering program will focus on Design Expos and the curriculum in grades 6-8 it will be Project Lead The Way's – Gateway to Technology program. Miles Davis is located in the Englewood (highest priority area) neighborhood on the Southside of Chicago. M. Davis currently serves 355 students its capacity in the new building will increase to 650 students – thus providing spaces for 295 new magnet students. **Within a 6 mile radius of M. Davis there are 82 private schools with a combined enrollment of 13,728 students – 45.5% (6,252) are non-minority.**

**Kershaw Elementary School:** This existing K-8 school will be transformed into a new IB magnet school, offering both the PYP and MYP to its existing K-8 students as well as new magnet students. In 2007, teachers in the primary & intermediate grades and the middle grades (6-8) will begin IBO training and the implementation of that training in their classrooms. The school will submit Applications A in the first year of funding, Applications B in the second year, and be ready for IB Authorization in the third project year. These programs will prepare more students for the existing, Authorized Diploma Programmes available in several CPS high schools. Kershaw is located in the Southside of the city in the Englewood (highest priority area in the City) neighborhood. Kershaw currently serves 252 students and has a capacity for 660 – thus providing spaces for 408 new magnet students. **Within a 6 mile radius of Kershaw there are 76 private schools with a combined enrollment of 17,719 students – 25.8% (4,576) are non-minority.**

**Lakeshore East Elementary School:** In 2008, Lakeshore East Elementary School will begin operating in a new facility. Faculty and students will be recruited to offer a new K-8 World Languages magnet program. Students will be able to study 4 different language including Spanish and three of which will be "critical needs" languages – including: Chinese, Arabic, and



either Hindi or Farsi. Lakeshore East will be located on the near Southside side of the City. It will have the capacity to enroll 650 new magnet students in grades K-8. **Within a 6 mile radius of Lakeshore's planned site there are 54 private schools with a combined enrollment of 12,899 students – 43.0% (5,553) are non-minority.**

Through these programs, CPS will establish more than 2,000 new magnet school seats (total number served 3,268), which will help to meet some of the community's current demand for more magnet schools. Furthermore, the implementation of the programs selected for these schools will allow CPS to develop new, innovative, rigorous programs in CPS schools that will feed into existing high school magnet programs. Adding the IB Primary Years Programme at Frazer and Kershaw and the Middle Years Programme at Kershaw and Oscar Mayer will build upon CPS's past success with IB Primary Years and Middle Years programmes and help to prepare more minority and non-minority students for the authorized IB Diploma Programme at Clark High School. A new Pre-K-5 Montessori at Oscar Mayer Elementary will help with the large number of applications the district is receiving for the Montessori programs at Suder and Drummond Elementary schools {both schools are part of the district's current MSAP grant}. The World Languages Academy, which will be implemented at Lakeshore East Elementary in the fall of 2008, will build on the reputation of the popular and successful elementary foreign language program at Andrew Jackson Elementary. It will offer a high quality academic program, supported by the Integrated Thematic Instruction model, that will allow all its students to learn one (or more) of four different languages. Finally, Miles Davis Elementary which is currently serving grades K-3 will begin offering a **new** Children's Engineering program in the fall of 2007. It will move into a new facility (planning included details to support Children's Engineering activities) in the fall of 2008, when the new magnet program will be expanded to include all grades K-8. This program will feed CPS' high tech magnet high school program at Lindblom.

In addition, these innovative magnet schools will allow CPS to **provide new choice options** to students eligible **for transfers under *No Child Left Behind* provisions**. The success of these programs will provide models for the Chicago Public Schools to develop similar programs and expand choice in the future.

**NEEDS ASSESSMENT: The District has identified three priority needs, which will be addressed by this project.**

**NEED 1: DESEGREGATION AND INNOVATION (MSAP Purposes 1 & 3): The district needs to reduce minority group isolation (MGI) in the Chicago Public Schools' target schools with substantial proportions of minority students (over 85%). Lakeshore East, Frazier, and Miles Davis (in grades 4-8) will help decrease minority group isolation (MGI) in feeder schools (i.e., schools that send students to the target magnet programs). *While the programs at Oscar Mayer, Kershaw, and Miles Davis (grades K-3) Elementary schools, will help to reduce MGI on their campuses.***

The district proposes to develop, design, and implement innovative educational methods and practices that promote diversity and increase choices in public schools and public educational programs. Although, CPS only provides busing for magnet students within 6 miles of a school – the **population density in Chicago is such that 15-20 schools are located within 6 miles** of a school. The bulk of the non-minority school population in the city attends private/parochial schools. (As noted previously – there are over 30,000 majority students attending private/parochial schools located within a 6 mile radius of each target school.) The following Chart shows the MGI goals for the schools.

<b>SCHOOL</b>	<b>CURRENT MINORITY %</b>	<b>MSAP MGI GOAL</b>
Frazier	100% (as of 6/06)	Reduce MGI in feeder schools
Kershaw	100%	Reduce MGI
Lakeshore East	Est. 100%	Reduce MGI in feeder schools
Miles Davis K-3	100% K-3	Reduce MGI
Miles Davis 4-8	Est. 100% 4-8	Reduce MGI in feeder schools
Oscar Mayer	89.5%	Reduce MGI

**NEED 2: BUILDING CAPACITY (MSAP Purpose 5): To improve the capacity of the Chicago Public Schools, through professional development as well as other means, to continue operating magnet schools at a high performance level after Federal funding for the magnet schools is terminated.**

Magnet School Assistance funds provide seed money to start or significantly revise magnet schools. As such it is properly used for large and significant purchases that will enable the schools to offer unique themes at high performance levels and for the staff development necessary for the faculty to be able to deliver their programs. Each school will have a staff development plan that will ensure a fully trained staff at the end of the grant period.

**NEED 3: ACADEMIC ACHIEVEMENT OF STUDENTS (MSAP Purposes 2, 4, & 6): The development and implementation of magnet school programs that will assist the Chicago Public Schools in achieving systemic reforms and providing all students the opportunity to meet challenging State of Illinois academic content standards and student academic achievement standards; The development of courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills of students**

**attending such schools; Ensuring that all students enrolled in the magnet school programs have equitable access to high quality education that provides a basis for secondary school instruction that will enable the students to succeed academically.**

The schools selected for this project are supporting Title I School Improvement efforts. Kershaw and Mayer are in School Improvement, and Frazier was in Restructuring when it was closed in June 2006. Two of the target schools are not currently in School Improvement - M. Davis only has students in K-3 and Lakeshore which will be a new school. These two new, magnets will be used to provide NCLB Choice transfers to students in low-performing schools.

In support of the state education initiative, the Chicago Public Schools has developed a strategic Education Plan that is designed to ensure that all students are provided with superior instructional programs and supportive school environments that will allow them to meet standards and develop high aspirations. The Education Plan focuses on eight goals:

**1) Building instructional capacity:** CPS will provide students with differentiated, engaging, and challenging curriculum and strong instructional programs in early childhood, primary, intermediate, middle, and high school grades. CPS schools will develop students' basic skills, ensuring that students have high levels of literacy, mathematics, and science proficiency, and the writing, technological, and problem solving skills that they need to reach standards and be successful in today's economy and society.

**2) High quality teaching and leadership:** CPS will develop innovative and rigorous approaches to recruiting, developing, supporting, retaining, & rewarding high quality teaching & leadership. Principals and teachers in Chicago schools will be recognized as leaders in their field.

**3) Learning communities and professional development:** CPS schools will have strong communities of learning where teams of teachers work with the principal and other school staff to create a work and school environment of problem solving, innovation, reflection on practice,

and collaborative professional development to design and implement effective instructional programs. [Note: the PLCs proposed in this application will focus on magnet issues.]

**4) Support for student development and post-secondary training and education:** CPS schools will be student-centered environments that provide the relationships, experiences, and support that students need to form and realize high aspirations. CPS classrooms will be safe and orderly environments necessary to promote learning. Graduation from high school and participation in post-secondary training and education will be the goal for all CPS students. Students will be engaged throughout their school careers in after-school and enrichment activities that support engagement in school, identification of talents, and future aspirations.

**5) Schools as centers of communities in partnership with families:** CPS schools will work in partnership with families, local school council members, community agencies, universities, and the civic and business communities to promote student achievement and the development of child-centered neighborhood and community-oriented schools.

**6) Strengthening existing high school programs:** CPS will place a high priority on strengthening and broadening existing improvement of neighborhood high schools and the development of a wide range of programs to provide all students with high-quality secondary schooling and prepare students for college, work, and citizenship.

**7) Expanded choice within neighborhoods:** All CPS students and families will be able to choose from a range of high quality options for elementary and high schools close to their home. Efforts to support creative, innovative, research-based schools across the city will be intensified.

**8) Accountability to support improvement in all schools:** CPS will develop a comprehensive system of accountability that supplies data to schools to measure improvement on a broad array of indicators. The accountability system will provide benchmarks for school performance and yearly progress of students. Additionally, accountability will build effective systems of supports,

rewards, recognitions, and interventions.

As in most districts the system wide application of such lofty goals is somewhat spotty at best. However, this MSAP plan will ensure full implementation and compliance with these goals in the target schools. Student achievement will be monitored through the collection of standardized test data on an individual level that then can be aggregated to program and school levels. The data collected will include information about the students' performance on standardized tests during the two years prior to the implementation of the program. These data will be tracked longitudinally.

Under a new system of accountability, Chicago Public Schools are judged partially on how much their test scores improve, with the top 60 receiving \$10,000 and a reception in their honor. Elementary schools are judged on: (a) improvement on the Illinois Standards Achievement Tests (ISAT) compared to the citywide average, and (b) progress compared to the previous year's scores. In addition to the Prairie State Examination (PSAE), high schools are also judged on dropout and on-track to graduation rates, which monitors freshman classroom performance. The new system moves beyond traditional accountability measurements in three ways: 1) by focusing on all schools, instead of just schools on probation, 2) by considering multiple indicators, instead of just one, and 3) by focusing on and rewarding school gains. Based on these factors, schools are categorized as Schools of Excellence, Distinction, Merit, Challenge and Opportunity, and Schools on Probation.

### **Testing for CPS Schools**

CPS elementary schools are tested using two assessments. The State of Illinois uses the Illinois Standard Achievement Test (ISAT) as the state measure of achievement at the elementary level, and the Prairie State Achievement Examination (PSAE) at the high school level. Since no high schools are included in this project – no further details on this test are

included.

The Illinois Standards Achievement Test (ISAT) measures individual student achievement relative to the Illinois Learning Standards. The results give parents, teachers, and schools one measure of student learning and school performance. Students in grades 3, 5, and 8 take the ISAT in **reading, writing** and **mathematics**. Students in grades 4 and 7 take the ISAT in **science** and **social science**. Schools may voluntarily administer tests in **physical development and health** and **fine arts** to students in grades 9 and/or 10.

**(i) Effectiveness of management plan - proper and efficient administration of the project**

The responsibility for the MSAP project will be assigned to the Project Director of Magnet Schools, Michelle Frazier Ms. Frazier is the Project Director for CPS' current MSAP grant. The Project Director reports to the Officer of the Office of Academic Enhancement, who is a member of the district instructional cabinet.

The Project Director will manage and monitor the budget; prepare all interim and final program and fiscal reports; coordinate the operations of the magnet programs with the general education programs; assist in the development and implementation of student recruitment and selection; direct the development and implementation of the instructional programs; assist in staff selection; and provide visibility and central leadership to the programs. The Project Director will be responsible for the following: 1) assisting personnel in each magnet school to determine long- and short-range goals and objectives; 2) researching and implementing innovative programs, 3) assisting in the design, implementation, and evaluation of the curricula, 4) coordinating the recruitment of staff, 5) monitoring MSAP and district expenditures related to magnet programs, 6) measuring achievement of district desegregation and academic goals, 7) recommending program revisions, 8) coordinating Magnet Schools activities with those of other district departments. One-hundred percent of the Project Director's time will be devoted to

implementing the MSAP project. The Project Director will be paid with MSAP funds.

The principals at the implementation sites will be responsible for the operation of the programs on site. They will supervise the Program Specialists, Content Specialists, and the teachers in the program. They will meet regularly with the project director to coordinate program policies. The principal will delegate the day-to-day responsibility for the operation of the program to the identified theme-related Program Specialist (1 per school except Kershaw & Mayer) who will serve as site manager. Additionally, each school will have Content Specialists or instructors for major programmatic components. The principals and Program Specialists, with input from the Project Director, will be responsible for the overall program implementation including program development, staff selection, staff evaluation, staff development and inservice, curriculum development, and student recruitment.

By the end of the project, the Program Specialists will have facilitated the production of printed curriculum guides for each grade level of each program. The curriculum guides will contain a standards driven curriculum that integrates the specific school theme through all subject areas. These guides will align the Illinois Learning Standards and the CPS Student Expectations with the magnet theme. The guides will also contain information on grade-specific curriculum activities for all teachers and in combination with research-based programs and innovative instructional practices lead to improved academic achievement and the ultimate achievement of the expectations of NCLB.

Curriculum development will be directed by the Program Specialists, site principals, assistant principals, Content Specialists/instructors and curriculum supervisors. The district's curriculum supervisors and directors, site-based Program Specialists & Content Specialists, identified magnet teachers, and the project director will provide the core of the development committees. Parents and community representatives also will participate in curriculum development. This process will begin in the Fall of 2007, and will be ongoing throughout the duration of the project.

The project director, Ms. Frazier, will be responsible for maintaining communication and



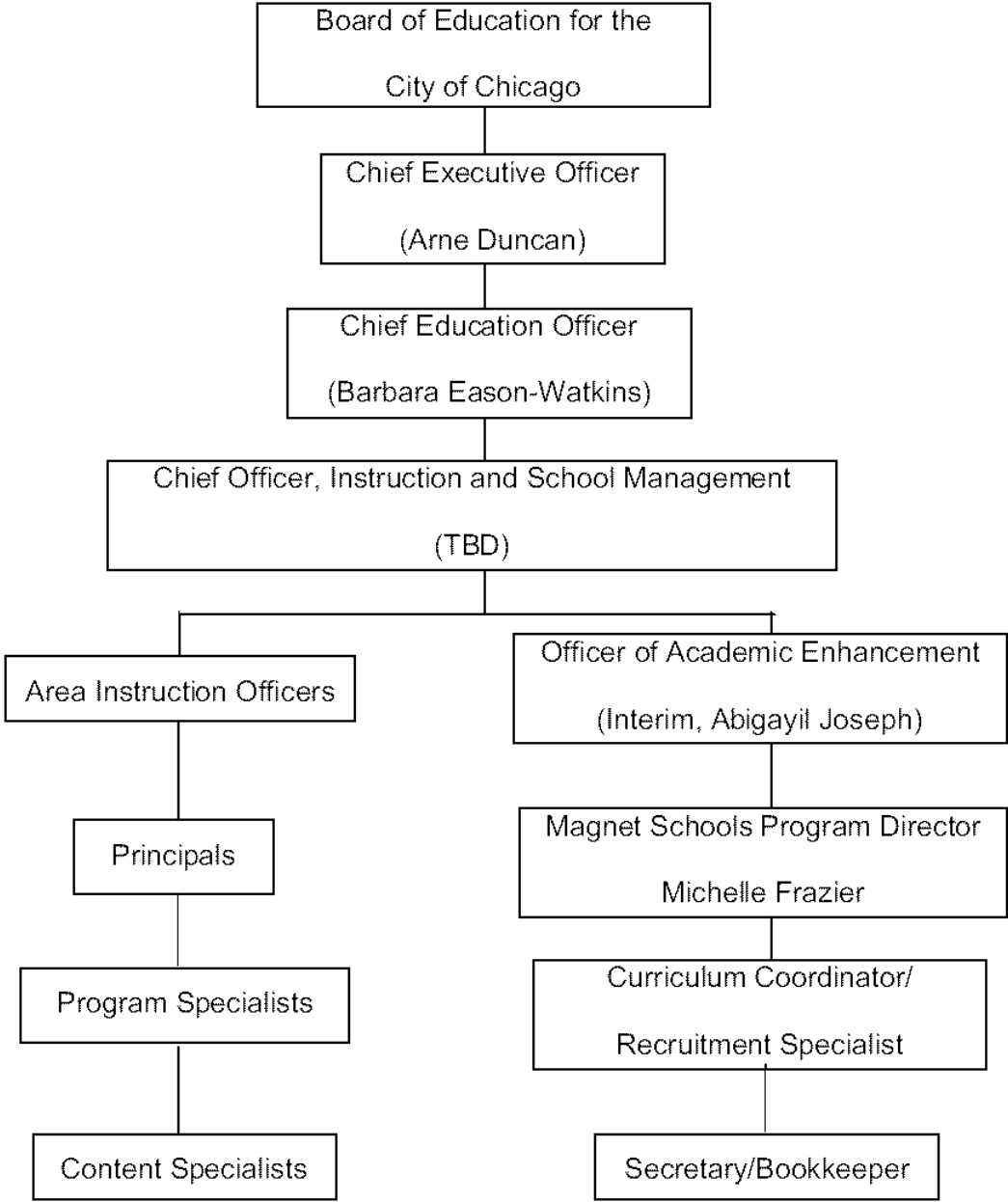
coordination with other departments at the district office, and assuring bureaucratic cooperation and assistance for the project. The project director will be responsible for completing all reports to the U.S. Department of Education. She has served for the last three years as the project director for CPS' current MSAP grant. This experience will assure that the new project is implemented in a timely manner and with high fidelity

Because of past difficulties finding school personnel with expertise in marketing and public relations, an outside agency will be hired to assist the project director and program coordinators in these areas. The agency will report to the project director. Duties will include: developing program materials; creating and distributing public service announcements, recruitment videos, newsletters, and slide presentations; and assuring that the public is aware of the new area magnets.

A full-time Curriculum Coordinator/Recruitment Specialist (CCR) will be hired to assist the project director and Program Specialists in curriculum development, program implementation, staff training, and student recruitment. He/she will be housed with and report to the project director. Curriculum duties will include: coordinating staff development activities and curriculum development efforts among the school sites as well as being an active member of each school's comprehensive magnet school planning committee. Recruitment duties will include: collaborating with consultants and school staff to develop appropriate and appealing marketing tools, including brochures, displays, websites, advertisements, school tours, discovery nights, community outreach projects and activities for recruitment. The primary goals for this position will be 1) facilitating curriculum development and staff development, 2) identifying and recruiting students for the new magnet schools, and 3) **notifying parents whose students attend low-performing Title I schools (not making AYP) of the opportunities** available at the new magnet schools and **recruiting their students for the programs**.

A secretary/bookkeeper will provide administrative support for all project activities. The secretary/bookkeeper will assist the director and specialist in maintaining financial records; preparing all correspondence and newsletters; answering phones; taking messages; responding to

phone and mail requests for program information; monitoring time lines; keeping project records; preparing project reports; preparing and maintaining payroll accounts; monitoring budgets; preparing purchase orders; maintaining an inventory of project purchases; and assisting the project director in preparing required financial reports. He/she will report to Ms. Frazier. The chart below indicates the organization of key personnel for the MSAP Grant:



**MANAGEMENT OF THE PROJECT:** The management plan to implement the MSAP project can be clearly explained using a chart that indicates the major milestones in implementing the project, the person(s) in charge of ensuring that the milestone is reached, and the date by which the milestone will be completed. This management timeline will be the basis for the implementation of the project and will be used in reporting on the progress of the project to local and federal officials.

<b>ACTIVITY</b>	<b>RESPONSIBLE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
1. Appoint MSAP Project Director	Officer, Office of Academic Enhancement	July		
2. Appoint MSAP staff & school positions	Project Director (PD) and Principals	July		
3. Identify & Assign New Personnel	PD & Principals (Prin.)	July-Aug		
4. Orientation/Training of All Magnet Staff	PD, Prin., Program Specialists (PS)	July-Aug		
5. Develop Recruitment Activities	PD, PS, Prin., & Curr Coord/Recruiter (CCR)	Sept-Oct		
6. Recruit Students	PD, CCR, PS, Prin., & Content Specialists (CS)	July-Aug	Oct - Dec	Oct - Dec
7. Assign Students to Programs	PD, CCR, PS, Prin.	July-Aug	Jan - April	Jan - April
8. Develop Magnet Curriculum	CCR, PS, CS & Teachers	July-June	July - June	July - June

<b>ACTIVITY</b>	<b>RESPONSIBLE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>
9 Monitor Project Activities	PD, Prin., PS, CS, & Evaluator	July-June	July –June	June – June
10. Select & Order Equipment & Supplies	PD, Prin., PS, & CS	July-Dec	July-Dec	July-Dec
11. Collect Data for Evaluation	PD, Prin., CCR, PS, & CS	Sept-- May	Sept-- May	Sept-- May
12. Prepare & Offer Sat/Evening Program	PD, Prin., CS, & PS	Sept-Mar	Sept-Mar	Sept-Mar
13. Develop & Initiate PR Campaign	PD, CCR, PS, Prin., & CS	Sept-June	July-June	July-June
14. Plan & Offer Summer Programs	PD, CCR, Prin., PS & CS	Jan - July	Jan - July	Jan - July
15. Prepare Annual Evaluation	Outside Evaluator	Feb – June	Feb – June	Final Report Sept. 2010

**(ii) The Effectiveness of the Management Plan to Attain Specific Outcomes that: (A) Will accomplish the purposes of the program**

The following table summarizes the plan for each of the proposed magnet schools.

<b>REDUCTION OF MINORITY GROUP ISOLATION (MGI)</b>		
<b>SCHOOL</b>	<b>CURRENT MINORITY %</b>	<b>MSAP MGI GOAL</b>
Frazier	100% (as of 6/06)	Reduce MGI in feeder schools
Kershaw	100%	Reduce MGI

<b>REDUCTION OF MINORITY GROUP ISOLATION (MGI)</b>		
<b>SCHOOL</b>	<b>CURRENT MINORITY %</b>	<b>MSAP MGI GOAL</b>
Lakeshore East	Est. 100%	Reduce MGI in feeder schools
Miles Davis K-3	100% K-3	Reduce MGI
Miles Davis 4-8	Est. 100% 4-8	Reduce MGI in feeder schools
Oscar Mayer	89.5%	Reduce MGI

The six NCLB MSAP purposes fit into three categories- Desegregation and Choice (Purposes 1 & 3), Building Capacity (Purpose 5), and Academic Achievement for All Students (Purposes 2, 4,& 6) Chicago Public Schools has developed objectives for each of the three categories of MSAP Purposes. [The objectives are numbered X.X. – the first number indicates the MSAP Category and the second the objective number.] **Annual benchmarks or performance targets for each objective can be found in a chart later in this section.**

**Category 1 – Desegregation and Choice (MSAP Purposes 1 & 3)**

**OBJECTIVE 1.1.A:** By June 30, 2010, as a result of the implementation of the new MSAP programs at Kershaw, Miles Davis (grades K-3), Oscar Mayer Elementary schools, minority group isolation will have been reduced by 6 percentage points as evidenced by examination of official CPS enrollment records by the project evaluator. *Performance Measures – school enrollment data – October FTE Count.*

**OBJECTIVE 1.1.B:** By June 30, 2010, as a result of the implementation of the new MSAP programs at Frazier, Lakeshore East, and Miles Davis (grades 4-8 added in fall of 2008) Elementary schools, minority group isolation will have been reduced by at least 140 students at [15-20] feeder schools as evidenced by examination of official CPS enrollment records by the project evaluator. *Performance Measures – school enrollment data – October FTE Count.*

**OBJECTIVE 1.2:** By June 30, 2008, and for each succeeding school year, as a result of the opening of the schoolwide magnet programs at five schools, there will be no resulting negative impact - becoming more minority group isolated - on the feeder schools, as verified by school and district enrollment record. *Performance Measures – school enrollment data – October FTE Count.*

**OBJECTIVE 1.3:** By June 30, 2008, and for each succeeding school year, the applicant pool for each magnet school will reflect a racial and ethnic composition that, in relation to the total enrollment of the school, will reduce minority group isolation from a baseline established in 2008 as evidenced by application records (GPRA performance measure (a)). *Performance Measures – school enrollment data – October FTE Count.*

**OBJECTIVE 1.4:** By June 30, 2008, and for each succeeding school year, the project design of the magnet schools will show evidence of the use of innovative, challenging instructional materials and content that will promote diversity and choice, while meeting state performance standards as evidenced by observations of classrooms by the outside evaluator and teacher responses to survey items developed by the outside evaluator. *Performance Measures – Classroom observations: Survey results.*

**Category 2 – Building Capacity (MSAP Purpose 5)**

**OBJECTIVE 2.1:** By June 30, 2008, and for each succeeding school year, each of the magnet schools will have an effective and continuing staff development program to enhance administrators` and teachers` skills, support innovative practices, and coordinate program activities as evidenced by a staff development plan, hours of attendance at staff development sessions, percent of staff that meets the state`s requirements for “highly qualified” teachers, and teacher responses to survey items developed by the outside evaluator. *Performance Measures – Staff Development Plan, Data on training sessions and teacher attendance, “Highly Qualified”*

*teacher data. Survey data.*

**OBJECTIVE 2.2:** By June 30, 2008, and for each succeeding school year, each of the magnet schools will provide students with a resource-rich learning environment as evidenced by a review of the purchases of computers, other technology, instructional materials, and classroom supplies; construction of interactive learning environments; and teacher responses to survey items developed by the outside evaluator. *Performance Measures – Purchase records:*

*descriptions of interactive learning environments. Survey data.*

**OBJECTIVE 2.3:** June 30, 2008, and for each succeeding year, grade-level teams at each of the magnet schools will form *magnet* professional learning communities (PLC) that meet regularly to develop curriculum, reinforce strategies learned in staff development sessions, and as the new curriculum is implemented, coach others as measured by teacher responses to survey items developed by the outside evaluator. *Performance Measures – Review of teacher assignments to learning communities. agendas of meetings. Review of curriculum developed. Survey data.*

**OBJECTIVE 2.4:** By June 30, 2008, and for each succeeding school year, the schools implementing IBO-related themes will complete the steps required by the IBO to receive IB authorization by June 30, 2010. *Performance Measures – Confirmation of submission of appropriate materials to the IBO and its response.*

**Category 3 – Increasing Academic Achievement MSAP Purpose 2, 4, & 6)**

**OBJECTIVE 3.1:** By June 30, 2008, and for each succeeding school year, the instructional staff at the magnet schools will have a clear understanding of state content and performance standards and provide instructional programs based on those standards as evidenced by teacher responses to survey items and classroom observations by the outside evaluator. *Performance Measures – Classroom observations. Survey results.*

**OBJECTIVE 3.2:** By June 30, 2008, each of the magnet schools will offer a curriculum and

course of instruction that provides students with the tools and opportunities to think conceptually, solve complex problems, and communicate ideas effectively as evidenced by a review of the published curriculum for each school, a review of projects and special activities of the school, and teacher responses to survey items. *Performance Measures – Classroom Observations, Review of student projects and rubrics, Survey results.*

**OBJECTIVE 3.3:** By June 30, 2009, and for each succeeding school year as a result of the implementation of the magnet school projects at each school, the percentage of students meeting proficiency in reading and math on the Illinois Standard Achievement Test (ISAT) as the state measure of achievement at the elementary level, and the Prairie State Achievement Examination (PSAE) at the high school level will increase annually. (Baseline to be established by the 2008 test scores.) *Performance Measures – Standardized Test (ISAT & PSAE) results.*

**OBJECTIVE 3.4:** By June 30, 2008, and for each succeeding school year, magnet school students from major racial and ethnic groups will meet or exceed their State's adequate yearly progress standard, in accordance with their State's plan required by section 1111 of the ESEA (GPRA performance measure). *Performance Measures – State Report Card: AYP results.*

**OBJECTIVE 3.5:** By June 30, 2013, the magnet schools included in the project will still be in operation and will meet or exceed the state's annual yearly progress standard, in accordance with Illinois' plan required by section 1111 of the ESEA (GPRA performance measure 'c'). *Performance Measures – District Records: State Report Card: AYP results.*

Clearly the project objectives are directly related to the purposes and requirements of the federal statutes and regulations of the Magnet Schools Assistance Program and NCLB. Each objective will be assessed by one or more performance measures using the ED524.b template. The project objectives are clear and measurable, and will provide a basis for evaluation of the overall project. **Annual benchmarks or performance targets for each objective are detailed**



**in a chart later in this section.** Details on the district's comprehensive evaluation plan may be found in later section.

**(B) Outcomes are attainable within the project period;**

All objectives for this project will be completed within the three-year project period. Each objective has an individual time line for the Project Director to use in managing the magnet school grant. All objectives are to be completed by June 30, 2010, the end of the project period. This timeline can be found under paragraph (D) of this section.

Four of the five proposed magnet schools will begin operation in the 2007-08 school year the fifth one, Lakeshore East will open in a new building in the fall of 2008. The IB PYP, IB MYP, Children's Engineering, Montessori and World Languages Academy programs will be phased in over the course of the grant with full implementation completed by June 30, 2010.

**(C) Project objectives are measurable and quantifiable;**

All of the project objectives are measurable and quantifiable. The district has set goals that can be evaluated and has established standards for that evaluation. All of the objectives conform to the standards established by the MSAP Performance Indicator System and follow the suggestions in the MSAP Performance Measures Guidebook. These formats are used by the Department of Education for collecting information from MSAP grantees about the objectives of their programs and their success in meeting them.

Previously, the district has successfully designed and operated magnet schools that have reduced minority group isolation. This success was possible due to the resources that were provided by both district and grant funds and the district's commitment to create excellent magnet programs staffed with superior teachers. **Based on both the information gathered and the number of parents attending the forums for the proposed schools, each site should have an applicant pool, which is sufficient to meet the district's MSAP objectives related to**

**MSAP Purpose 1 and the reduction of minority group isolation either at the magnet schools**

**or at their feeder schools.** With the resources made possible through MSAP funding and with CPS' commitment to develop new full-school magnet programs at Kershaw, Miles Davis (K-3), and Oscar Mayer Elementary schools, the district should be able to reduce minority group isolation at these sites, thus, meeting objective 1.1.A by June 30, 2010. This project will reopen the previously closed Frazier Elementary as a full school magnet school with the International Baccalaureate Organization' (IBO) Primary Years Programme (PYP) serving grades K-5. In addition, Miles Davis will in the fall of 2008, move to a new building and add grades 3-8, where the Children's Engineering Theme will also be implemented. Lakeshore East will open in the fall of 2008 and implement a full-school World Languages Academy. These changes will allow these three magnets to recruit students from surrounding feeder schools, thus reducing minority group isolation in their selected feeder schools. Therefore the project will meet objective 1.1.B, by June 30, 2010. In the process of selecting students for each site, data will be maintained on the number of non-minority and minority students in the applicant pool and on the program's impact on feeder schools. The applicant pool refers to those students who select a magnet school during the annual magnet application period. The diversity of the applicant pool will ensure that feeder schools are not negatively impacted by the magnet schools: therefore, there will be no problem annually meeting objective 1.2. As a result of establishing the magnet programs and recruitment efforts described in this proposal, the percentage of non-minority students in the applicant pool for each school will increase annually, thus ensuring the district is able to meet objective 1.3. The following table summarizes the capacity for each target school. Clearly each school has the capacity to continue serving its exiting population (if any) as magnet students as well as to attract significant numbers of new magnet students.

School	06/07 Enrollment	New Magnet Seats	Total – End of Grant
Frazier (open 9/07)	0	360	360
Kershaw	252	408	660
Lakeshore (open 9/08)	0	650	650
Miles Davis	355	295	650
Oscar Mayer	524	424	948
Totals	1,131	2,137	3,268

**Four of the five schools (excludes Mayer) serve students from the City’s Priority Neighborhoods. Two of the schools, Frazier and Davis are located in Englewood – the highest priority area in the City. The City’s Priority Neighborhoods were identified by the Renaissance 2010 project in conjunction with Mayor Daley.** The target schools have and will continue to have a **significant proportion of students from minority families**. Even as the total population changes with newly “attracted” magnet students, major ethnic and racial groups will continue to be significant portions of each site’s school population. It is, therefore, **imperative that the program employ innovative themes, educational methods, and practices that promote diversity and increase choices for parents and students (MSAP Purpose 3).**

Planners considered these issues as program themes were selected as well as when “best practices” and research-based programs were identified for each school. As the theme, curriculum, educational methods, innovative practices, teacher training, and involvement of parents, local businesses and institutions of higher learning are implemented over the next three years, the district will be able to meet the objectives related to Purpose 3 (Objective 1.4).

Objectives 2.1, 2.2, 2.3, and 2.4 are those that relate to the fifth MSAP purpose – Building Capacity. These objectives will be assessed by having the pertinent documents reviewed and

analyzed by an expert to determine if, in fact, they exist and then, if they meet all of the requirements. Authorization by the International Baccalaureate Organization of the Primary Years Programme at Frazier (K-5) and Kershaw (K-5) Elementary and the Middle Years Programme at Oscar Mayer (6-8) & Kershaw (6-8) will be seen as proof that these schools are capable of continuing to operate at a high performance level. The **Midwest Montessori Teacher Training Center** will verify that teachers at Oscar Mayer are trained and that the K-5 program is operating according to its standards. The appropriate implementation of the FLES program model as a guide for the World Languages Program at Lakeshore East will be evaluated against standards published by the American Council on the Teaching of Foreign Languages and the Integrated Thematic Instruction model by consultants with Susan Kovalik, Inc. The independent outside evaluator and other experts will verify that the Children's Engineering Program is in place and operating effectively at Miles Davis and the middle school – Project Lead the Way program will be submitted for PLTW recognition. The project has a comprehensive Professional Development Plan and school staffs must commit to a minimum average of 90 hours (more for Montessori) of annual training. Quantitative data will be gathered on teacher survey results, professional learning community effectiveness, teacher and administrator staff development activities, and the development of innovative themed curriculum. If not already rated as highly qualified, by the end of the third year of the project, all teachers at the magnet schools will meet the highly qualified requirements of NCLB.

Because of content requirements set by the State of Illinois, which are aligned with those of No Child Left Behind, this program will be developed **utilizing systemic reforms to provide all students the opportunity to meet challenging State content standards and student achievement standards (Purpose 2)**. Program curricula will be aligned to the Illinois Learning Standards. In addition, all magnet teachers will receive training in a variety of topics, including

theme-specific content and best practices. Additionally, the project has developed a plan to involve parents in the education process. This plan supports parent involvement parameters set by *No Child Left Behind* as required by NCLB – **parents whose children attend schools in the Title I School Improvement process will be notified of their Choice Transfer options.**

**Names of schools in this project will be given to parents as transfer options.** Therefore, the project will meet annual benchmarks for objective 3.1. *See the Priority 4 – Expanding Capacity to Provide Choice – for details on the AYP status of the target schools.*

For elementary school (grades K-8) the State of Illinois uses the Illinois Standard Achievement Test (ISAT) as the approved assessment in Illinois' NCLB Accountability Plan and is given each spring to students in grades 3, 5, and 8 in reading, writing, and mathematics. Students in grades 4 and 7 take the ISAT in science and social science. Benchmarks increase every year, thereby, leading to 100% of students being proficient by 2014. **To make NCLB Adequate Yearly Progress a subgroup must meet the annual reading and math benchmarks, which are currently both 47.5%.** If the reading or math benchmarks have not been met, a group may still make AYP through the “safe harbor” provisions.

This accountability system will be used **to address MSAP Purpose 4 - substantially strengthening the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills.** In order to meet its achievement goals for all students, this project will employ research-based instructional strategies, which are innovative and have been shown to meet the needs and interests of the diverse populations to be served by the magnet programs. All schools will implement reform and accountability measures in order to achieve educational excellence, thus, assuring that students acquire the skills described in *No Child Left Behind*, the Illinois Learning Standards, as well as the skills and competencies outlined in the *SCANS* (Secretary's [of Labor] Council on Achieving Necessary

Skills) Report and more recently reinforced by the new *Tough Choices Tough Times*. In later document the authors discuss the need to strengthen US schools, increase student's knowledge and understanding of global awareness, and the importance of increasing the skills of US workers and companies in order to ensure they are prepared for a global economy. This report stresses the need for American students and workers to: 1) be able to think creatively and innovatively, 2) have high level of preparation in reading, writing, speaking, mathematics, science .... 3) be capable of using high level thinking skills, i.e., comfortable with ideas and abstractions and good at both analysis and synthesis, and 4) be self-disciplined, well organized, able to learn quickly and work well in a team. The programs being planned for the target schools will incorporate these skills into their curriculums. Additionally, support services for struggling students will be implemented during and after school, as well as during the summer **Therefore, by June 30, 2010, students in the racial and ethnic subgroups will meet the AYP provisions of Illinois' Approved Accountability Plan (Objective 3.4)**. Additionally, students completing any of the proposed magnet programs will: 1) be achieving at or above previous levels in reading and math, as well as other core content areas, 2) be better able to express themselves in writing, and 3) minority and non-minority students will be achieving at comparable rates, thus, achieving objectives 3.2 and 3.3.

Objectives 3.4 and 3.5 deal with **MSAP Purpose 6 - ensuring all students have equitable access to high quality education that will enable students to succeed academically**. This objective will be assessed by test data and teacher survey data that will verify that 1) diverse groups of students participate in all activities and classrooms, 2) efforts are made to encourage all students to interact, and 3) there are opportunities for students from different races to work and play together. The reform efforts, innovative instructional strategies, additional academic support for struggling students, and greater parental decision making strategies listed earlier will

ensure that **by June 30, 2010, students in the racial and ethnic subgroups as well as other subgroups will meet the AYP provisions of Illinois' Approved Accountability Plan (Objective 3.4)**. In addition, the project will improve achievement for the other NCLB subgroups, within three years after the end of MSAP funding, leading to the achievement of objective 3.5 – i.e., all schools in this project still operating as magnet schools and meeting state requirements for Adequate Yearly Progress (AYP).

**(D) For Multi-year projects, can be used to determine the project's progress in meeting the intended outcomes;**

The Magnet School Assistance Program requires objectives for each year of the three-year project period. The district's objectives are both formative and summative. Formative data are intended to be of maximum use to internal project management. These data are descriptive and document actual project implementation in relation to the project's implementation plan. These data guide program improvements and permit adjustments in the implementation plan as identified in the descriptive accounts provided by the outside evaluator. Summative data are intended to quantify the progress of the project in relation to the planned outcome objectives (Annual Reports will use the ED524.b format). These data further guide project development and assure continuing focus on project objectives. Annual evaluation reports plus the feedback from site visits (at least three per year) by a highly-qualified evaluation team will provide multiple opportunities for continuous program improvements.

In most cases project objectives were written with an expectation that the goal would be reached at the end of the project period – June 30, 2010. In order to determine if the project is making adequate progress toward attaining its objectives by that date, interim goals or benchmarks for each year are needed. These are transitional objectives used to gauge the progress the project has made in reaching its final objectives in addition, they provide an

opportunity for project leadership to assess progress and, if needed, refine processes. The annual objectives or benchmarks for each year of the grant are:

<b>Objective #</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>
1.1.A. Davis, Mayer, & Kershaw	MGI down 1 %age pts.	MGI down 2 %age pts.	MGI down 3%age pts. (cum MGI down 6 %age pts)
1.1.B Frazier, Davis & Lakeshore	Reduce MGI in feeder schools by 30 students	Reduce MGI in feeder schools by 40 students	Reduce MGI in feeder schools by 70 students Cum feeder MGI down 140 students
1.2	No increase MGI – feeder schools	No increase MGI – feeder schools	No increase MGI – feeder schools
1.3	At least 40 majority in applicant pool	At least 60 majority in applicant pool	At least 80 majority in applicant pool
1.4	50% teachers agree	75% teachers agree	90% teachers agree
2.1	Average 70 hours per teacher	Average 80 hours per teacher	Average 90 hours per teacher
2.2	50% teachers agree	75% teachers agree	90% teachers agree
2.3	50% teachers	75% teachers	90% teachers agree



	agree	agree	
2.4	Application A to IBO	Application B to IBO	Authorization by IBO
3.1	50% teachers agree	75% teachers agree	90% teachers agree
3.2	50% teachers agree	75% teachers agree	90% teachers agree
3.3	Scores up 1%	Scores up 2%	Scores up 3%
3.4	0-1 group makes AYP	1-2 grps make AYP	All groups make AYP
3.5	1 sch makes AYP	2 schs make AYP	3 schools make AYP 5 operate & make AYP by 2012/13

**(iii) The effectiveness of the plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project.**

The achievement of the objectives of this project is an interrelated process. The achievement of the desegregation goals is dependent upon the design and implementation of a magnet school program that is attractive to parents and students. Hence, the achievement of one objective facilitates the achievement of the other objectives.

The Chicago Public Schools is committed to the most efficient use of resources to make the MSAP project successful. This goal requires coordinated use of a variety of local, state, federal, and private resources, as well as the funds requested from the U.S. Department of Education

Magnet Schools Office. The district will use MSAP funds to supplement and extend efforts supported by other funding sources. The district will provide other resources that will support the operation of the magnet project, including new buildings and renovations, transportation of students, hiring of classroom teachers, purchase of supplies, building maintenance, administration, and utilities. It will not use the MSAP funds to supplant local efforts. As usual in the opening/reopening of a closed school, the district will also pay for basic library materials and instructional supplies at Frazier, Lakeshore East and Miles Davis (expanded grades).

Although the objectives of the project are interrelated, it is possible to show how resources and personnel will be used to achieve the objectives associated with the three categories of MSAP purposes. The following section will describe the strategies the district has identified to ensure the success of the project.

#### **STRATEGY: TO REDUCE MINORITY GROUP ISOLATION**

**Marketing and Recruitment:** The reduction of minority group isolation at Miles Davis (K-3), Oscar Mayer, & Kershaw Elementary magnet schools is based on the ability of the schools to attract non-minority students. The reduction of minority group isolation in target feeder schools for the reopened Frazier, Lakeshore East, and Miles Davis (grades 4-8) magnets schools will be achieved by attracting non-minority and minority students to these sites. **As noted earlier within a 6 mile radius of each target school, there are large numbers of private schools (76-85) that serve more than 25,000 non-minority students. This pool of students is significantly larger than is needed to help each target school meet its goal.** The project will use two primary strategies for recruiting students. The first one will be the development of highly attractive magnet programs that are structured to meet the needs of students and their parents. These programs will be based on the instructional use of technology and highly effective instructional methods. The programs will not only offer the most up-to-date technology but a

wide range of instruction that is oriented toward developing the talents of all students in the schools. The second strategy will be an aggressive public relations and marketing program to support the instructional programs. Schools typically do a poor job of marketing their product. Parents must be made aware of the opportunities available to them and the quality of programs that are available at the magnet schools. The District will base its recruitment on a massive marketing campaign that is detailed later in this application.

**Personnel:** The greatest asset to marketing magnet programs will be the resource and specialty trained teaching staffs hired to implement the programs. The specialty teachers will bring their unique expertise in Montessori methods, International Baccalaureate Programmes, World Languages (FLES & Kovalik's ITI models), and Children's Engineering to their schools, which will help to attract more diverse student populations. Parents realize that the strength of the teaching staff is the strength of the program. The program specialists will build upon the strength of the teaching staff by coaching them in a variety of teaching strategies to ensure the transfer of inservice training to the classroom. All teachers will participate in rigorous and effective professional development to improve their skill level and ensure that certification requirements are met. Subject-area expertise combined with variety of instructional methods is the basis for building an effective program that will ensure student academic success.

**Technology and Other Resources:** As parents search for the best educational opportunities for their children they are attracted to schools with 1) state of the art technology and 2) innovative methodologies and instructional materials that allow teachers to implement challenging academic programs. Technology equipment such as computers, printers (both black & white & color), digital cameras, LCD projectors, video conferencing, language labs, video editing supplies and materials, and computer peripherals will be purchased. Instructional materials needed to implement Montessori, International Baccalaureate, World Languages, ITI, and Children's

Engineering's programs will also be used. In addition, schools will also build partnerships with outside resources to enhance the academic, social and emotional curriculum at the new schools.

### **STRATEGY: TO BUILD DISTRICT CAPACITY**

**Staff Development and In-service:** The program has a comprehensive Staff Development Plan for the instructional staff at each site. A chart outlining the major training components of this project can be found later in this section. The planned training will prepare teachers to use a variety of technological equipment, provide new ideas for teaching academic curriculum material, and ensure they are using the most effective, research-based instructional practices in the classroom. All teachers, both technical and non-technical, will receive training in the use of computers and their application in the instructional program. All teachers are required to attend a minimum of 90 hours (Montessori will far exceed this amount) of annual training in 5 areas. The areas are: 1) cultural literacy/awareness & team building, 2) instructional technology, multimedia, and/or telecommunications, 3) reform and restructuring techniques, 4) theme-specific knowledge and Best Practices, and 5) research-based curricular programs.

Teachers will have extensive training during the first year of the program. This will provide an opportunity for modification of the program to meet the reality of the classroom. It will also give teachers the opportunity to address problems and resolve issues that arise during the year. Frequently, federal grants are awarded after the school year begins, making it necessary to conduct inservice during the school year. To the extent possible restructured and institute days will be used for professional development sessions and, when needed, substitute teachers will be used to release teachers to attend training. Releasing teachers on a regularly scheduled day is frequently necessary to ensure appropriate professional development occurs.

For each target school, there is a critical need for one or more (depending on their themes) Program Specialists and Content Specialists. Program Specialists will perform regular classroom

observations and **coach classroom teachers**. [As noted later, **coaching is the most effective means of ensuring classroom application** of new pedagogical skills.] They will collect data and conduct observations to determine whether the curriculums, initially planned, meet the needs of the participating students. As gaps are identified, the Program Specialists will work with the Director to organize curriculum teams to revise or develop appropriate programs. The Program Specialists will assist teachers in modifying their classroom delivery. The key to changes in the classroom is the interactive instructional areas that are part of the design of each of the magnet schools. These areas are designed to facilitate the integration of academic subjects and student hands-on activity. They will provide the focus for the necessary change in pedagogy that is necessary to produce higher student achievement.

Content Specialists will provide direct instruction to students and assist teachers in mastering content and pedagogical skills in their specific content areas. Content Specialists positions are specific to the thematic programs being implemented at each school. The following text describes the positions needed at each school to ensure program attractiveness and full, successful implementation.

**Frazier** will be an IB-PYP school – it needs 1 Program Specialist and 1 Content Specialist (Foreign Language). IB requires a program coordinator and foreign language instruction.

**Kershaw** has two themes – IB-PYP & MYP – it needs 1 PYP Program Specialist, 1 MYP Program Specialist, and 1 Content Specialist (Foreign Language). IB requires a program coordinator and foreign language instruction.

**Miles Davis** will be a Children’s Engineering magnet – it needs 1 Program Specialist and 2 Content Specialists – 1 for Technology (Computer instruction) and 1 for the K-5 Science Lab.

**Maver** will be both a Montessori magnet (Pre-K-5) and an IB-MYP magnet (6-8). For its Montessori Program, it will have one Program Specialist. The Montessori Program Specialist

(who is or will be certified at the appropriate level) will be able to provide support and coaching for other Mayer staff as they complete their Montessori training and implement the curriculum in their classrooms. For its MYP magnet, Mayer will need 1 MYP Program Specialist and 1 Content Specialist (Foreign Language). IB requires a program coordinator and foreign language instruction.

**Lakeshore East** will offer a World Languages Academy – it will need 1 Program Specialist and 2 Content Specialists (Foreign Language – Mandarin Chinese and Arabic). Through a combination of local funding and other grant programs, two other foreign language instructors will be hired – 1 will teach Spanish and the other either Hindi or Farsi. Chicago is a city with significant diversity. It has specific neighborhoods for each of the World Languages selected or being considered for this school. Three of the program languages are on the USDE list of “critical needs” languages. Spanish was selected because of the large number of Spanish speaking peoples in the city as well as the United States.

During funding, the positions described above are critical to the success of the new MSAP magnets as well as needed to increase the likelihood the programs will be sustained. The Program/Content Specialists will ensure that teachers learn and apply new content and pedagogical skills. Coaching and modeling are the most effective means of ensuring full implementation of the new programs. At the end of the funding cycle, some positions – such as IB Coordinators and foreign language instructors will continue to exist and become part of the staffing models for the appropriate schools. Other positions – such as the K-5 science lab instructor – will no longer be needed. During the funding cycle – regular classroom teachers will learn the content and skills needed to use the lab and this position will become institutionalized in the regular education program.

Three of the magnet programs allow schools to be recognized or authorized by outside

agencies – IBO programs, Montessori, and PLTW’s Middle School Recognition for Gateway to Technology programs. Once these programs are authorized and/or certified, CPS is committed to ensuring that these proposed magnets will continue to be recognized by the IBO or other certifying agencies.

Additional information on training for the magnet schools includes: 1) For IBO programs, training will include, but not be limited: IB Workshops, Foreign Language for Elementary Students (FLES), Discipline-Based Arts Education (DBAE), and inquiry learning. In order for a school to be authorized, the International Baccalaureate Primary and Middle Years programmes both require initial & advanced PYP/MYP training. IB training will be provided by the International Baccalaureate Organization (IBO), DBAE by CPS staff, and FLES and inquiry are described later. 2) For the Montessori program, training will include but not be limited to: Early Childhood Certification, Lower Elementary Certification, and Upper Elementary Certification. The teachers in the Montessori school will have at least 400 hours of Montessori training. This will be conducted in the summers and during the school year. Every K-5 teacher at Oscar Mayer will be expected to obtain full Montessori certification. K-5 teachers and classrooms will be trained and outfitted using MSAP grant funds. Montessori training will be provided by the Midwest Montessori Teacher Training Center, which is accredited by the Montessori Accreditation Council for Teacher Education (MACTE). 3) For the Children’s Engineering program, training will include but not be limited to: engineering in the elementary classroom; informed design process; augmenting elementary mathematics for engineering, Problem-Based Learning, and PLTW’s Gateway to Technology. Inquiry and engineering concepts training will be provided by the Chicago Museum of Science & Industry (K-5), the Illinois Math and Science Academy will provide Problem-Based Learning training for grades K-8, and the University of Illinois Urbana or Chicago campuses (affiliated with Project Lead the Way Illinois) will provide

GTT training for grades 6-8 teachers. 4) For the World Languages program, training will include, but not be limited to: ITI training, FLES training, TRIBES training, integrating world languages and cultural concepts into core content areas. ITI training will be provided by Kovalik, Inc. and FLES and World Languages training will be provided by the U. of Illinois, Chicago Campus and the Center for East Asian Languages and Civilizations at the University of Chicago.

The magnet school programs are designed to provide quality, integrated educational programs which meet individual student needs, talents, and interests. This goal will be best achieved through a strong staff development program. Teachers must have the opportunity to develop new teaching techniques and learn educational approaches appropriate to the new magnet schools. Each teacher will have the staff development necessary to meet the requirements of his/her magnet theme. This will require staff development for all three years of the project. Not only will this provide the staff with the knowledge and skills to implement the programs, it will ensure long term sustainability for the programs.

#### **STRATEGY: TO IMPROVE STUDENT ACHIEVEMENT**

To improve student academic achievement, five critical areas will be addressed during the project: the magnet theme, unique magnet school curriculum, staff development, use of technology, and resources.

**Magnet Themes:** The themes of the 5 proposed magnet schools were selected by teams that included teachers. The selection was based on student interests, with the knowledge that students achieve best when engaged in stimulating and challenging programs. As part of a larger team, teachers have been developing these theme-based program designs over the past year, planning for innovative instructional approaches, and are eager to provide these educational opportunities to children. MSAP assistance will accelerate implementation and help the schools provide these



stimulating experiences to children.

A necessary component for developing magnet programs is the implementation of innovative and effective methods and practices. The program descriptions for the magnet schools include a number of innovative practices that have proven to be effective in improving academic achievement and reducing minority group isolation in other Chicago schools. However, the implementation of these practices and the identification and development of new methods depend on the staff that is hired for the program. The staffs must be motivated and supported as they develop curriculum and learn new pedagogy. Teachers will attend conferences and workshops that feature effective methods and practices and visit successfully operating schools with like themes. As innovative ideas are identified, consultants will be brought to the school to present the program to the staff. As a result, the entire staff will be stimulated by presentations of the most creative and innovative ideas available. The magnet schools have identified the innovative elements that will be featured in their themes.

<b>SCHOOL</b>	<b>THEME</b>	<b>INNOVATIVE METHODS &amp; PRACTICES</b>
Lakeshore East Elementary School Grades K-8	World Language	Integrated Thematic Instruction/TRIBES FLES language instruction techniques Cooperative Learning Authentic Assessment
Miles Davis Elementary School Grades K-8	Children`s Engineering	Inquiry-Based Instruction Problem-/Project-Based Instruction Cooperative Learning Engineering Concepts & PLTW – GTT Authentic Assessment

SCHOOL	THEME	INNOVATIVE METHODS & PRACTICES
Frazier & Kershaw Elementary Schools Grades K-5 Kershaw & Oscar Mayer Elementary Schools Grades 6-8	IB Primary Years Programme (PYP) & Middle Years Programme (MYP)	Problem Solving Individual and Group Projects Inquiry-Based Instruction Character Education Project-Based Instruction Cooperative Learning Authentic Assessment
Oscar Mayer Elementary School Grades K-5	Montessori	Brain-Based Instruction Inquiry Learning Authentic Assessment

**Magnet School Curriculum:** The staffs at the magnet schools will implement high quality magnet programs that use rigorous curriculums to stimulate and motivate students. These programs will be built around the Illinois Learning Standards that feature challenging content and student performance standards for all students. Since **all of the proposed Chicago MSAP magnet schools will be full-school magnet programs, every student who attends one of these schools is a magnet student.** Hence, the program must be effective for all students. The district will administer the Illinois Standard Achievement Test (ISAT) to monitor the effectiveness of the implementation of those standards at the magnet schools.

The schools will redesign the instructional program to better individualize instruction to meet student needs. A Program Specialist, who will be on site, will assist teachers in modifying their classroom delivery and implementing best practices. Computer programs will be put in classrooms to give students greater access to individualized instruction and assistance. The

magnet schools will use their unique themes to stimulate interest and motivate the students to learn. Moreover, as part of the magnet themes, higher academic expectations and standards will be introduced to the schools. Supporting these higher expectations will be new instructional methods/practices and instructional programs that extend beyond the magnet themes and provide the best educational practices for improving student achievement. Additional staff development will be offered in these areas. These instructional methods and practices are listed in the table.

<b>PROGRAM</b>	<b>INSTRUCTIONAL PROGRAMS</b>
<b>World Languages</b>	Chicago Math and Science Initiatives; Reading First – Open Court; FLES Multiple Language Instruction; World Cultures
<b>IBO – PYP &amp; MYP</b>	IBO PYP and MYP instructional outlines; Chicago Math and Science Initiatives; Reading First – Open Court; FLES Multiple Language Instruction; World Cultures & Civilizations
<b>Montessori</b>	Montessori curriculum and materials; Chicago Math and Science Initiatives; Reading First – Open Court;
<b>Children’s Engineering</b>	PLTW – Gateway To Technology (grades 6-8); Problem-Based Learning; Chicago Math and Science Initiatives; Reading First – Open Court

**Staff Development:** The improvement of academic instruction requires changes in instructional methodology. The staff at the magnet schools will receive extensive staff development and use a variety of teaching strategies to meet individual student needs. Staff members are currently looking at the best practices in research and in schools around the United States. The research is covering every area of school life, including family and student support, staff support, community involvement, extra- and co-curricular opportunities, assessment, facilities, governance and leadership, and staff development.

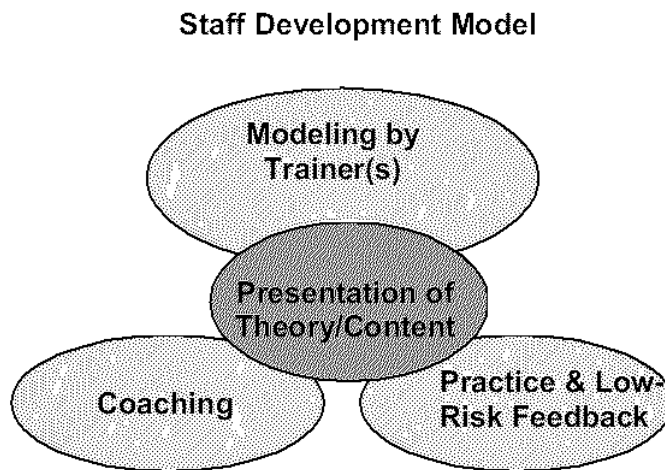
The project will offer training during the school year as well as during the summer. Teachers will also be encouraged to visit and spend time in appropriate businesses or agencies related to the theme of each magnet. Some examples of such businesses can be found in a chart later in this section. All five schools will participate in similar training in the **first three areas** of the five identified earlier. The following paragraphs briefly outline planned training for each program: On the following page is an overview of the training planning for the new magnet schools.

All professional development will use the National Staff Development Council Standards for Staff Development. The professional development model for this project is comprehensive, has four component stages, & was derived from a SERVE publication, titled, *Achieving Your Vision of Staff Development*, (Collins, 2000). (SERVE is the Regional Education Laboratory at the University of North Carolina at Greensboro.) The graphic visually represents the model.

Staff Development Chart for Proposed Magnet Schools

Cultural Awareness & Team Building	Instructional Technology	Restructuring & Reform	Theme Specific and Best Practices	Research-Based Curricular Programs
TRIBES	Technology Integration	<ul style="list-style-type: none"> <li>Integrated, standards-Based</li> </ul>	IBO PYP & MYP	Everyday Mathematics
PLC Leadership	Productivity Applications	Backward	Montessori	Science & Technology for Children & Full Options Science System (FOSS)
World Cultures	Multimedia Authoring	Curriculum Design	Project Lead the Way	Investigating Earth Systems
Coaching	Digital Cameras/Graphics	Alternative	Problem-Based Learning	Science & Life Issues & Issues, Evidence & You & Science Ed for Public
Inclusion	Video Production	Scheduling	Project-Based Learning	Understanding Program
	Web Page Authoring	Authentic	Inquiry Instruction	Connected Math or MathThematics
	Video Teleconferencing	Assessment	FLES Strategies	Open Court Reading
		<ul style="list-style-type: none"> <li>Data-Driven</li> </ul>	Cooperative Learning	SpringBoard
		Decision Making		

The heart of the model is Presentation of Theory — Content Knowledge. This component creates awareness and its workshop presentation styles include lectures, group discussions, question-answer sessions, panels, and handouts. The other three components include modeling the desired competency, providing opportunities for the participants to practice the competency, and coaching. Following the model, text briefly describes these components.



Modeling by Trainer(s) — this stage promotes comprehension and its presentation styles include the trainer demonstrating the intended competency/skill(s) or using films or case studies to do so. Practice and Feedback in a protected environment — during this stage, structures are "provided so that participants can safely demonstrate the target skill(s). Trainers for these sessions must be able to reinforce appropriate behaviors, identify but dignify inappropriate responses, offer alternative responses, offer alternative behaviors, and maintain the self-esteem of participants (Collins, pg 62)." Coaching — provides opportunities for participants to use the new skills in classrooms and for "coaches" to provide feedback to participants on their performance. In this project the four components of the Staff Development model will involve a variety of people and activities. The following chart briefly describes how each component will be addressed.

<b>Component</b>	<b>Provider</b>	<b>Activities</b>
Presentation of Theory	Consultants & outside providers	National & local workshops
Modeling by Trainer	Consultants & outside providers	Trainers during workshops Demonstration lessons by coaches
Coaching	Coaching duties – Program & Content Specialists	Classroom observations, demonstration lessons, feedback
Practice & low-risk feedback	Coaches & PLC members	PLC members observe each other and provide feedback, coaches provide feedback

In order to ensure participants will use their new knowledge and skills in the classroom, coaching is essential. The project will hire Program and Content Specialists for each target school. These MSAP-paid staff members will work closely with teacher participants as they implement magnet strategies and content they learn in training. As part of the project, participants will work closely in magnet Professional Learning Communities (PLC), made-up of grade level or subject area teachers in a target school. These teams will be able to support and assist each other as they implement the new content and strategies in the classroom. According to research by David Collins (p. 61), each of the identified training components impact teacher learning and classroom use in different ways. The following chart shows the impact of the various components on concept understanding, skill attainment, and the likelihood that teachers will apply the new skills/ competencies. It clearly shows why coaching is essential to project success.

<b>Impact of Training on Teacher Learning and Classroom Use</b>			
Training Components	Concept Understanding	Skill Attainment (mechanical use)	Application
Presentation of Theory	85%	15%	5-10%
Modeling by Trainer(s)	85%	18%	5-10%
Practice & Feedback	85%	80%	10-15%
<i>Coaching</i>	<i>90%</i>	<i>90%</i>	<i>80-90%</i>

Clearly in order to ensure the long-term impact of training as well as its application in the classroom, coaching is imperative. These duties will be shared by the Program and Content Specialists – MSAP funded staff requested for each school. Training opportunities will utilize resource people from local businesses & colleges. In addition, experts from the district central office staff and other outside consultants will offer support and training. These resources will offer assistance and provide guidance as the schools adopt their selected curriculum changes. They will provide the necessary expertise for the ongoing identification of training needs and will offer solutions for meeting those needs.

The staff at the magnet schools will take full advantage of the opportunities available through digital technology. With the assistance of MSAP funds, all schools will have state-of-the-art technology available for student use. Students will use word processing and spreadsheet software for class assignments and on-going projects. They will use multi-media equipment and presentation software for reports and class presentations. They will use telecommunications equipment and the Internet for research and to disseminate the products of their research. Students will use technology as a tool to gain knowledge of academic subjects.

The assistance of MSAP funds will allow the full implementation of the plan and ensure a



resource-rich environment for the schools. Schools will utilize parent and community involvement as key resources in developing their programs. Parent support and involvement are critical to the success of the schools. Parents must understand and support new programs and concepts.

The magnet schools also work hard to build community support. In fact, the Chicago Public Schools are often cited as a school district with a remarkably high level of community involvement. Each of the magnet schools has campus partners. The campus partners of each school are as follows:

SCHOOLS	CAMPUS PARTNERS
<b>Frazier</b>	Stains Foundation, Homan Square Community Center, Westside Association for Community Action, Gallery 37
<b>Kershaw</b>	Kennedy King College, St. Bernard's Hospital, Chicago State University, DePaul University, and University of Chicago
<b>Lakeshore East</b>	University of Illinois – Chicago, University of Chicago – Asian Studies Department, Loyola University,
<b>Miles Davis</b>	Wm Milhouse, ITT Technical Institute, University of Illinois – Chicago Campus, Illinois Math and Science Academy
<b>Oscar Meyer</b>	DePaul University, Zephyr Dance (math instruction with dance), Wrightwood Neighbors, Vitum Theater, Rick Mayer (grandson of Oscar)

**(iv) How will the project ensure equal access and treatment for eligible project participants who have been traditionally under represented in courses or activities offered as part of the magnet school?**

All students will be selected by a computerized lottery system; therefore, all students have

equal access to the programs. For those schools with current populations, their students will be allowed to continue in the new programs. There are **no entrance criteria** for any of the magnet schools in this proposal. The district uses a lottery to select students from a pool of applicants. Students apply to a school based on their or their parents' desires and interest in the theme. All enrollments will be voluntary. The project will make a **concerted effort to recruit students eligible for Title I NCLB transfers.**

In October of each year, the selection procedure is initiated by the Office of Academic Enhancement. Students send applications directly to the magnet schools in the fall and winter. Schools enter applicants into a computerized lottery system. After the application deadline, the Office of Academic Enhancement conducts a computerized lottery that randomly selects students based on the number of seats available at each grade level and the racial/ethnic category (**CPS has a court-ordered Consent Decree**) self-reported by the applicant. In addition, a proximity lottery is run for schools that have not achieved the goal of 30% of enrollment from a proximity radius (1.5 miles for elementary schools and 2.5 miles for high schools). A sibling lottery is run for schools where applicants have siblings already enrolled in the school. Up to 45% of incoming students may be selected through the sibling lottery. There are **no academic criteria for entrance into these schools.** Special education students will be accommodated at each magnet school. **If the upcoming Supreme Court decision, regarding the use of race in selection changes the way that court ordered districts should operate their lotteries – the CPS selection process will be adjusted to align with that decision.**

As per the Consent Decree, the principal of each school will receive notification of their enrollment goals in December of each year. Also in December, principals will receive a Lottery Packet that will contain, among other items, a Lottery Worksheet. With assistance from staff of the Office of Academic Enhancement, principals will use the Lottery Worksheet to identify the

number of spaces available at each grade in accordance with the direction issued by the Office of Academic Enhancement. The Lottery Worksheet is returned to the Office of Academic Enhancement, where staff will use the data on the worksheet to conduct each school lottery and fill the available spaces at each grade level. The lottery will also generate an unplaced applicant, comprised of non-selected students. This pool will be maintained until the end of the school year.

The computerized lottery system is utilized for the following purposes: 1) Equity: each applicant to a magnet should be assured of equal enrollment opportunity. 2) Efficiency: a manual process for choosing names, keeping tallies, and maintaining lists of accepted, non-accepted, and students still in the pool is time-consuming and prone to error. A computerized process allows for increased efficiency, regarding both time and process. 3) Documentation: the computerized process facilitates the production of timely, reliable information regarding lottery results.

In October of each year, the Office of Academic Enhancement distributes to parents (NCLB Choice also) the Education Opportunities guide, which provides details regarding each magnet school and magnet program to which students may apply. The guide also explains the application, selection, and notification process, and includes an application that may be photocopied by parents as necessary. Parents must submit one application to each school, for each child for which they are applying. Special education students and English Language Learners are considered in the computerized lotteries in the same manner as regular education students. The application period for schools begins in October and ends in mid-December.

Schools, **without academic admissions criteria, which the target schools are**, select their students through a computerized lottery. Student data are entered into the computer database and the lottery software program is used to select students to fill available spaces available at each grade, in accordance with the guidelines of CPS' Court-Ordered Consent Decree. The lottery program is also used to generate applicant pools of students who were not selected for the

available spaces. In the event selected students decline the slots offered to them, students are selected from these applicant pools. Schools that select students through the lottery notify parents in early March regarding the selection or non-selection of students. Parents have approximately one month to notify schools of their selection.

Transportation service is provided to students attending elementary magnet schools who live more than 1.5 miles but less than 6 miles from the school. Under limited circumstances, transportation guidelines may be modified to accommodate disabled students and students who might face a serious safety hazard without transportation. [Note: Chicago has an efficient public transportation system and a very high population density – within six miles of the target schools there are between 15-20 other elementary schools. In addition, a significant portion of the non-majority students living in Chicago attend private or parochial schools. }

**Classroom Assignment Procedures:** In 1980, the Chicago Board of Education adopted a policy, as part of the overall desegregation effort, which prevents groups of students from being isolated or segregated from other students. Under this policy, composition of each class must reflect, within 20 percent, the racial/ethnic composition of the school. Classrooms that deviate from this standard may be justified if they meet the requirements of one of the categories developed by the United States Department of Education, Office of Civil Rights.

As required by the court, students will be selected in accordance with the CPS Consent Decree, which calls for “the establishment of the greatest practicable number of stably desegregated schools, considering all the circumstances in Chicago... [and] ... to the greatest extent practicable . . . in all age and grade levels above kindergarten.” Specifically, students will be selected in an effort to adhere to the magnet school guidelines identified in CPS’ Student Desegregation Plan.

**(v) The effectiveness of the plan to recruit students from different social, economic, ethnic,**

**and racial backgrounds in to the magnet schools.**

The key to assuring that the project will recruit students of different social, economic, ethnic, and racial backgrounds to the magnet schools is the quality of the recruitment program. The recruitment activities will commence immediately after receipt of the grant. The 2007 campaign will include: *1) Distribution of the Education Opportunities book, 2) Public information meetings, 3) P.T.A. meetings, 4) Meetings with civic groups, churches, and day care centers of various racial and ethnic groups, 5) Television and radio promotional ads that target cable television and radio stations that appeal to various ethnic groups in the community, 6) Student programs at the school that invite students from other neighborhoods, 7) Personal contact with students by teachers and counselors, 8) Paid advertising in newspapers, 9) News articles, feature stories, and editorials.*

The student recruitment campaign for the second year of the program will begin in October 2007. This campaign will be implemented so that program target enrollments are met before the end of the school year in June 2008. The campaign will be designed to reach all residents of the community by using appropriate and available ethnic and neighborhood media, churches of all denominations and faiths, libraries, park district offices, ward offices, and shopping malls. The second and third year recruitment campaign will include:

1) Paid advertising in ethnic and neighborhood newspapers, 2) Billboards, 3) Television and radio promotional ads that target cable television and radio stations that appeal to various ethnic groups in the community, 4) Flyers and brochures, 5) Articles in school newsletters, 6) Slide and video tape presentations to neighborhood and community groups, day care centers and civic and social organizations, 7) Neighborhood meetings, and 8) Promotional items and posters distributed at churches, shopping malls, local businesses, grocery stores, and the magnet school website ([www.ChicagoMagnetPrograms.org](http://www.ChicagoMagnetPrograms.org))

In September the magnet schools will celebrate a "Grand Opening." This will be a "media event" that will feature student performances, open houses, celebrity ribbon cuttings, and dedications for the programs. In addition, the magnet schools will have ongoing public information activities. Each school will publish a monthly magnet school newsletter for enrolled students, their parents, and magnet school staff. The Project Director will also coordinate: 1) News releases, 2) Radio and television talk shows, 3) Open houses and tours of the magnet schools. **Parents** of students who are eligible for **NCLB Choice transfers** will **receive special invitations** to these events.

Each year the district will hold a school fair in October to give parents the opportunity to see displays that demonstrate the outstanding elements of the magnet program and meet the school staffs. Every effort will be made to include the new magnet schools in this application in this event in the fall of 2007, and of course they will be included in the fall of 2008 and 2009

## **(b.) Quality of Personnel**

### **1. Qualifications of the personnel to be used on the project**

The Chicago Public Schools is the third largest school district in the country. It serves more than 420,000 students and employs more than 44,500 individuals in full-time instructional, administrative, and support services positions. The district has a wide variety of well-qualified people who will contribute to the success of this project. Because of its large size, the district is able to hire experts in many more areas and assign more job responsibilities than a small school system. The following paragraphs detail the qualifications of current employees who will work closely to ensure the success of the three new magnet programs. Information is also included on the expected qualifications of personnel who will be hired to implement the project.

### **2. (i) The Project Director is qualified to manage the project**

Michelle Frazier, Ed.D., will serve as the project director for this grant. She is currently serving as the project director of the Magnet Schools Assistance Program (MSAP) grant for the 2004-2007 grant cycle. The 2004-2007 grant developed two Montessori and three International Baccalaureate programs. In order to provide leadership to schools transitioning to a new educational focus, Dr. Frazier attended Montessori and International Baccalaureate Primary Years, Middle Years, and Diploma Programme training. (She has already been trained in 3 of the 5 magnet themes included in this application.) Her participation in this training provided her with a clearer understanding of each program and the process involved in order for schools to effectively implement the curricula. Dr. Frazier used the knowledge gained from the training programs to conduct workshops and informational meetings for parents and community organizations.

Dr. Frazier is a native of Chicago and a product of the Chicago Public Schools who has spent 24 years living her lifelong dream, to educate children. In her years with the Chicago Public

Schools system, she has taught all levels from kindergarten through eighth grade. As a classroom teacher, she participated in a team teaching approach, used a hands-on program in science and math, and taught a literature-based language arts program that required her to create units of study for each book. She incorporated various methods of assessments and differentiated instruction, enabling students to participate successfully in classroom activities. At the local school level, she supervised teachers and developed and maintained curriculum; was involved in the process of aligning the curriculum with the state standards and the Chicago Framework Statements; and worked with staff to obtain textbooks, equipment, and other material needed to conduct an accelerated and enriched academic program. She also worked closely with the Local School Council (a governance committee whose voting members consist of six parents, two community representatives, two teachers, and the principal) and aided with the development of the School Improvement Plan (a budgetary guideline for the school year).

As coordinator at the local and regional levels, Dr. Frazier oversaw the development and implementation of programs for academically talented elementary and high school students. In addition, she oversaw the budget, implemented assessment plans, and prepared proposals, requests for funding, and reports for state reimbursement. She assisted with the organization, screening, and selection process for the Regional Gifted Center programs, which adhere to current desegregation guidelines. These centers serve students in grades K-8 who have been identified as gifted and are able to benefit from an accelerated (one to two years above grade level) and enriched academic program. She presented information sessions to parents about guidelines, procedures, and policies and organized testing for several comprehensive gifted programs. The comprehensive gifted model serves students at the local school who would benefit from an accelerated and differentiated curriculum. Other duties included on-site visits to both elementary and high schools. During these visits, she met with principals, coordinators,



teachers, and staff to discuss concerns, coordinate orientations, observe classes, and work with staff to improve program delivery and increase parent involvement. She coordinated schedules and workshops for schools, parents, and students in addition to planning and scheduling year-round staff development programs for teachers. She also guided and assisted with curriculum development for new programs and assisted in the development, expansion, and/or refinement of existing programs in the Office of Academic Enhancement.

Dr. Frazier's experiences as a teacher and coordinator, both at the elementary and high school levels, have fostered her understanding of the academic, developmental, and social needs of students. These experiences also allowed her to develop a balanced understanding of the intricacies of the classroom and the nuances of administration. She is involved in many aspects of the educational setting and is experienced in diverse and multicultural environments.

She served as chairman of the Bell School Junior Science Fair, co-chaired the Professional Personnel Advisory Committee, and served as a member of the Education Connection Grant team, and the staff development and budget committees. She was recruited for membership in the United States-Japan Foundation/Education for Global Involvement, which included a three-week visit to Japan to study the education system and participated in the Argonne National Laboratories FCCSET Program. She also received a nomination for the Golden Apple Teaching Award.

She received her bachelor's of science degree in communicative disorders from Northwestern University in Evanston, Illinois. She holds a master of arts degree in curriculum and instruction and a master of education degree in Educational Leadership. She recently received her doctorate of education in curriculum and instruction from Loyola University-Chicago. The focus of her research was whether professional development and training programs assist teachers with the transition to different curriculums and models of teaching.

**2. (ii) Other key personnel are qualified to manage the project**

**CHIEF EXECUTIVE OFFICER**

On June 26, 2001, Mayor Richard M. Daley named **Arne Duncan** Chief Executive Officer of the Chicago Public Schools. Mr. Duncan was previously Deputy Chief of Staff for the Chief Executive Officer. Mr. Duncan currently serves on the boards of the Ariel Education Initiative, Bold Chicago, Chicago Cares, The Children's Center, the Golden Apple Foundation, the Illinois Council Against Handgun Violence, Junior Achievement, the National Association of Basketball Coaches Foundation, Scholarship Chicago, and the South Side YMCA. He is Co-Chair of Mayor Daley's Reading Advisory Council. He also serves on the Visiting Committee for the University of Chicago's School of Social Service Administration. He was a fellow in the Leadership of Greater Chicago's class of 1995, and is currently a member of the Aspen Institute's Henry Crown Fellowship Program. In May 2003, he received an Honorary Doctor of Laws degree from Lake Forest College

Mr. Duncan graduated magna cum laude from Harvard University in 1987, majoring in sociology. He was co-captain of Harvard's basketball team and was named a first team Academic All American. From 1987-1991, Mr. Duncan played professional basketball in Australia, where he also worked with children who were wards of the state. Mr. Duncan returned to Chicago in 1992 to direct the Ariel Education Initiative, which seeks to create outstanding educational opportunities for inner-city children on the city's south side. In 1998, he joined the Chicago Public Schools.

**CHIEF EDUCATION OFFICER**

Barbara J. Eason-Watkins, Ed.D., is a graduate of the University of Michigan. She holds a master of arts degree from Chicago State University and a doctorate of education from Loyola University-Chicago. Dr. Eason-Watkins is the Chief Education Officer for the Chicago Public

Schools and has worked in the system as both an elementary school teacher and principal. She is an adjunct professor at Roosevelt College teaching curriculum development courses and is a member of the Professional Development Advisory Board, Association for Curriculum and Supervision Development and the Advisory Board for the Chicago Public Education Fund. She has received the following prestigious awards: Whitman Award for Excellence in Educational Leadership, 1989; CPS Principal of Excellence Award, 1990 and 1995; Phi Delta Kappa Educator of the Year, 1995; CPS Principal Leadership Award, 1997; and 1998 Chicagoan of the Year Award.

#### **OFFICE OF ACADEMIC ENHANCEMENT**

Abigayil Joseph currently serves as Interim Officer for the Office of Academic Enhancement of the Chicago Public Schools, where her responsibilities include providing leadership and guidance in the management of magnet schools, magnet cluster schools, gifted and enriched academic programs, and open enrollment schools. Ms. Joseph has extensive experience working in a variety of senior administrative roles in the Office of Academic Enhancement. As Project Manager and Cluster Coordinator of the Magnet Cluster Initiative, she has coordinated professional development activities and monitored funding and program compliance for more than 250 schools. Ms. Joseph's professional experience also includes serving as Community Programs Manager for Chicago's Museum of Science and Industry, for which she managed an annual budget of \$400,000 and developed programs to enhance parent involvement. Ms. Joseph holds a master's degree from Harvard University and a bachelor's degree from Emory University.

#### **PRINCIPALS**

Patricia Johnson has served as principal of Kershaw for nine years. During her tenure, Kershaw has been recognized as a School of Distinction and a School of Merit. Mrs. Johnson

has received the Educator of the Year award on five occasions, most recently in 2005. Kershaw was recognized in 2000-2001 and 2003-2004 for significant improvement based on an increase in test scores.

Mrs. Johnson served as an adjunct professor for Concordia University, where she taught classroom management courses for new interns and mentor teachers. She has worked at the district level for several years in various positions. Her experiences include teacher recruitment and induction, the development and implementation of assessment and evaluation strategies to meet the needs of all students, staff development and remediation, and increasing parental involvement while improving parental support provided by the school. She received her Bachelor of Science degree in education from Illinois State University and her Master of Science degree in early childhood and educational administration and supervision from Roosevelt University.

Dr. Maxine Toliver, principal of Miles Davis Academy, is a product of the Chicago Public Schools system. She earned her bachelor's and master's degrees from Chicago State University. Her first teaching assignment was at the Van Vlissingen Elementary School (now Lavizzo School). She taught at Barnett and then Raster Elementary, where she became assistant principal. In 1984 she transferred to the Raster Branch School (now Miles Davis Academy) as assistant principal. In 1990, Dr. Toliver became principal of Miles Davis Academy, diligently working toward higher academic achievement for all students.

She earned a doctorate degree in administration and supervision from Nova Southeastern University in 1997.

Dr. Toliver's accomplishments as principal of Miles Davis Academy include:

- improved academic achievement ( as evidenced by test scores)
- improved student attendance

- yearly summer jobs for youth
- stabilized faculty and staff
- leadership for new school building (currently under construction)

**Greg Mason** has worked as **assistant principal at Miles Davis Academy** since July 2005. Prior to this position, he served for **five years as administrator** for the Chicago Public Schools **Math and Science Magnet Cluster Program**, for which he oversaw the planning, operation and budget for 96 schools. His **expertise** in these areas will **be invaluable** as the **Children's Engineering program is implemented** at Miles Davis.

Mr. Mason taught high school math classes for eight years, and served for three years as the math department chairperson at the city's prestigious Whitney Young Magnet High School. He also taught an elementary math methods course at Chicago's Loyola University, and is currently consulting with the Illinois Math and Science Academy in Aurora, Illinois as a math/science curriculum writer. In 1999, Mr. Mason served on the Woodrow Wilson National Fellowship Foundation's National Board for Schools and Scholars.

A native of Chicago, Illinois, Mr. Mason earned his bachelor's degree from Illinois State University, in Normal, Illinois, and his master's degree in educational administration and supervision from the University of Illinois at Chicago. His extensive background in math and science provides additional support for the implementation of a Children's Engineering Program at Miles Davis Academy.

Katherine Konieczny brings a diverse professional background to the principalship of Mayer Elementary, with experience in both the educational and the corporate realm. As an account executive, she honed her skills in forecasting large annual budgets, managing long-range timelines and delegating tasks, all skills needed in her role as principal. Her leadership style focuses on creative problem solving and direct communication.

As a lead literacy teacher, Ms. Konieczny implemented block scheduling and a new discipline policy, and used data to inform instruction. She participated in the New Leaders for New Schools program during the 2005-2006 school year, which prepared her for her transition to the leadership role at Mayer Elementary.

Ms. Konieczny received her Bachelor of Arts degree from the University of Dayton, her Master of Science in education from Northwestern University and her master's in educational leadership and administration from National-Louis University.

Colette Teasley is assuming the role of interim principal of Frazier International Magnet School after 10 years as the head teacher and principal's designee at Chicago's Wildwood Elementary, an IB PYP school. In this capacity, she participated in curriculum development, staff development, and the creation of a School Improvement Plan. She provided IB PYP training for staff and parents and coordinated the school's Middle Years Programme. From 1994 to 2006, she served as a special education teacher at Wildwood, and taught third grade from 1989 to 1994.

Previously, Mrs. Teasley served as the Instructional Intervention Teacher at the Region One Office of the Chicago Public Schools. She also gained experience working with emotionally disturbed and cognitively disabled students in her years at Carpenter Elementary School and Manley High School.

A former recipient of the Rochelle Lee Grant for reading, Mrs. Teasley has also been the recipient of three small grants from the Chicago Teachers Foundation. In July 2006, Mrs. Teasley was a presenter at the 25<sup>th</sup> annual regional conference of International Baccalaureate North America, and will be a presenter at the 2007 Magnet Schools of America conference. The focus of her presentation will address how special education students can be successful in the IB Programme. Mrs. Teasley received a bachelor's degree from Eastern Illinois University in

Charleston, Illinois and a master's in public administration from Roosevelt University as well as a master's degree in supervision and administration from Northeastern Illinois University in Chicago. She is excited to open an International Magnet School on the West Side of Chicago.

**Principal, Lakeshore East Elementary School** has not yet been selected. The educational leader of the school will be appointed as interim principal by one of the members of the Chicago Public Schools administration: the Chief Executive Officer or the Chief Education Officer. According to CPS policy, an official principal (i.e., no longer interim) is selected by elected members of a school's Local School Council. Until such a council is elected, the interim principal will be responsible for the administration of the school for at least two years. At the first citywide Local School Council (LSC) election following the two-year period, an LSC will be elected for the school. The newly elected LSC will be responsible for selecting a permanent principal and extending a four-year contract. This same process will be used at Frazier.

#### OTHER MAGNET SCHOOL STAFF

A full-time Curriculum Coordinator/Recruitment Specialist (CCR) will be hired to assist the project director and Program Specialists in curriculum development, program implementation, staff training, and student recruitment. He/she will be housed with and report to the project director. Curriculum duties will include: coordinating staff development activities and curriculum development efforts among the school sites as well as being an active member of each school's comprehensive magnet school planning committee. Recruitment duties will include: collaborating with consultants and school staff to develop appropriate and appealing marketing tools, including brochures, displays, websites, advertisements, school tours, discovery nights, community outreach projects and activities for recruitment. The primary goals for this position will be 1) facilitating curriculum development and staff development, 2) identifying and recruiting students for the new magnet schools, and 3) notifying parents whose students attend low-performing Title I schools (not making AYP) of the opportunities available at the new

magnet schools and recruiting their students for the programs.

The Program Specialists at each school will be hired based on the recommendations of an interview committee that includes the principal of the school, the project director, parents, and teachers. The Specialists must have full teacher and administrative certification, experience with computer hardware and software, and experience that includes working in an urban area.

Specialist candidates must be available and willing to take extensive courses (at project expense) in the instructional programs that are being offered at the magnet schools.

The Program Specialists will be master teachers with extensive training and experience in delivering the type of program being offered at each magnet school. The Specialists will have had experience in developing and evaluating curriculum in one or more subject areas, including the theme of the particular magnet school. The Specialists will have sensitivity to the needs of minority and non-minority students as evidenced by successful teaching/administrative experience.

The Specialists will be familiar with effective strategies for teaching in a multi-ethnic setting and able to assist classroom teachers in implementing those strategies. They will be familiar with such programs as Cooperative Learning, Integrated Curriculum, CPS academic initiatives including the Chicago Reading Initiative and the Chicago Math and Science Initiatives, project teaching, multicultural curriculum, and computers.

Each target school will have one or more **Content Specialists**. These specialists are subject specific and will **provide** direct instruction to students and assist teachers in mastering content and pedagogical skills in their specific content areas. Content Specialists positions are specific to the thematic programs being implemented at each school. Although personnel for the positions of Program Specialists and Content Specialists have not yet been made, the following profiles exemplify the caliber of professionals currently working for CPS.



Nancy Ruiz has been involved in Montessori education for more than 20 years. She began her association with Montessori as a directress or “teacher,” and trained several assistants to work in Montessori classrooms. She has also served as a Montessori director. Her responsibilities included facilitating the opening of a new Montessori magnet school, coordinating the professional development for Montessori staff, conducting parent and student orientation programs and organizing parent education programs to provide knowledge and understanding of the Montessori program and the home/school connection.

Dr. Mellisa Kazlauskas has a doctorate from Loyola University in curriculum and instruction as well as a Type 75 certificate in administration and supervision. She is a second grade teacher, and serves as a mentor for other second grade teachers. Dr. Kazlauskas has provided homebound services for students and is active in the community. She was the teacher representative and secretary on the LSC for eight years. She won a grant for the “Visions of the Future” career program and Goals 2000 project.

**Veronica Nash** has extensive experience providing instructional leadership and creating and maintaining a professional learning community that is student-centered, data-driven and family-oriented. Mrs. Nash facilitated a grant writing team that was awarded a Safe School Grant. She has provided ongoing professional development that models effective best practices in reading and math. She has been instrumental in forging school partnerships with D.A.R.E., Violence Prevention Programs, museum partnerships and Chicago Communities and Schools. She is also involved in organizing monthly parent meetings.

**2. (iii) The teachers who will provide instruction in the magnet schools are qualified to implement the special curriculum of the magnet schools.**

District screening, application, and selection procedures are followed in placing teachers in magnet schools. Potential faculty members must meet state certification and NCLB Highly

Qualified requirements that indicate outstanding teaching competencies and the ability to work successfully with students from diverse economic, ethnic, and racial backgrounds. They must be committed to the goals and objectives of the program in which they teach. The faculty at each site will be vital to the success and achievement of the program. It is also very important that each staff include educators who can be role models for a variety of students who represent different social, economic, ethnic, and racial backgrounds. Special efforts and recruiting practices will therefore be used to assure that the staff at each magnet site includes minority representation as well as an appropriate gender mix. To the degree possible, this has already begun. As the school year ends, principals at the proposed magnet sites will begin hiring teachers with the understanding that they would be involved in the district's MSAP grant proposal and the development of thematic curriculum. *All teachers must agree to be part of the implementation planning process and are aware that if funded, they will participate in a minimum of 90 hours of staff development each year.* If funding occurs early enough, training for Montessori and IB programs will begin this summer.

Continuous staff development and training, in which these teachers must agree to participate, will insure that project objectives are achieved. All magnet teachers are considered to be devoting 100% of their time to their program. Program & Content Specialists, described previously, will be hired and paid through the grant, and will devote 100% of their time to the project. The success of the magnet programs will depend on the quality of staff assigned to each school. All staff, including administrative personnel, will be required to sign a letter supporting the goals of the program and agreeing to attend a minimum of 90 hours of annual training (more for Montessori). New staff will be selected based on personnel records, recommendations, knowledge of curriculum development and desegregation strategies, and interviews.

At all sites, the following criteria will be considered in the selection of new staff members.

Candidate should: 1) have a recommendation from his/her current principal/supervisor, 2) make a demonstrated commitment to teach with technology, 3) articulate his/her educational philosophy in a competitive interview, 4) make a stated commitment to multicultural awareness and cultural competence, and have experience working with racially and ethnically mixed student bodies, 5) be ready, willing, and available for ongoing training, including becoming a member of a Professional Learning Community, 6) expect to participate in site-based decision-making, 7) have attended state and national conferences, 8) have memberships in professional organizations, 9) complete a written application, 10) have a student-centered philosophy, 11) be willing to act as an academic coach for students, 12) be willing to participate in Saturday and evening training for students and parents, 13) be willing to stay with the same groups of students for several years, 14) have attended and/or participated in courses, components, and summer institutes in a) theme-specific topics or b) such instructional training workshops as teaching strategies for ELL students, cooperative learning and/or instructional technology, and 15) have a minimum of three years teaching experience.

Teachers hired for the magnet programs will possess skills in integrating technology into the curriculum, interdisciplinary instruction, authentic assessment, and/or providing experience-based learning opportunities. These professionals should have participated in extra curricular activities that range from computer clubs to multicultural fairs to school reform efforts. Teachers will acknowledge and welcome the valuable resources which parents and community leaders bring to the educational setting. After receiving funding notification, the district will advertise for staff members for the programs. Although new hires have not been made, the following teacher profiles exemplify the caliber of professionals who currently comprise each school's staff. All target schools are either under-enrolled or currently empty, therefore will require additional staff. The above criteria will be used as a guideline for all new hires.

While the teachers have not been selected, there are many excellent, highly qualified individuals in the Chicago Public Schools. Some of these teachers are currently teaching at the target schools. The section below presents their qualifications as an example of the types of teachers that will be sought. However, they, as other teachers, will have to apply for positions.

### **KERSHAW ELEMENTARY SCHOOL**

Mrs. Karen Jones was named Kershaw Teacher of the Year for the years 2001, 2003 and 2005. She is currently the school's resident primary teacher mentor and primary science facilitator, and is working on a master's degree in curriculum. She also administers the after-school technology club. Her room is designated as the primary demonstration classroom. She is the teacher of new teachers and veteran teachers seek her out for assistance and are referred to her for observations.

Mrs. Jones-Barlow has served as a classroom teacher, curriculum coordinator, and after-school and summer school program coordinator. She currently serves as the lead literacy teacher at Kershaw Elementary School. In her current position, she models lessons, coaches teachers, and provides feedback and continuous professional development to update teachers' knowledge regarding various strategies and activities that have proven successful with students. Mrs. Jones-Barlow organized the school's first multicultural fair and Family Reading Night, which involved staff, students, parents and the community. Mrs. Jones-Barlow received a Kohl McCormick nomination for outstanding teaching.

### **FRAZIER INTERNATIONAL MAGNET SCHOOL**

Ebanah Hasanat received her bachelor's of science degree from Chicago's Loyola University. Prior to her employment with the Chicago Public Schools, Ms. Hasanat worked with the Gear Up Program, providing tutoring in all high school subjects to 11<sup>th</sup> and 12<sup>th</sup> graders

attending inner-city Chicago public high schools. She also team-taught third grade art classes with the Loyola University Art Connection Program.

### **MILES DAVIS ELEMENTARY SCHOOL**

Ms. Taura Bivens achieved National Board Certification in 2006. She has won the Chicago Teachers Foundation Grant, completed a two-year mathematics, science, and technology professional development at the Teachers Academy of Math and Science, and as Chairperson of the Fine Arts Committees, she wrote the successful proposal for the school's \$35,000 fine arts grant. Ms. Bivens has helped to establish the school's Dear Santa Program, Open House Committee, and Social Committee, and serves as the school's UNCF Coordinator.

Ms. Karen Hollinsworth has been teaching at Miles Davis Academy for seven years. She is currently working on her master's degree in curriculum and instruction. She has a math endorsement and also serves as the teacher representative on the school's Local School Council (LSC).

Ms. Marie Berry is a 2006 National Board Certified Teacher. She holds a master's degree in early childhood education. She won the Chicago Foundation for Teachers small grant in December 2005.

### **OSCAR MAYER ELEMENTARY SCHOOL**

Mrs. Betty Scalia is a recipient of the Golden Apple Award as well as the Rochelle Lee Grant for reading. In addition to receiving recognition for demonstrated professionalism, Mrs. Scalia also exemplifies commitment to professional growth as a participant in Math Lesson Study, a partnership with DePaul that provides teachers with extensive inquiry-based professional development. Mrs. Scalia's contributions to Mayer go beyond the classroom. She is also responsible for co-sponsoring the school's first Girl Scout troop. Mrs. Scalia earned her master's degree from Northwestern University.

Ms. Rebecca Gonzalez's background in early childhood education includes both private and public Pre-K programs in addition to Montessori experience. After receiving her early childhood certificate from DePaul University, Ms. Gonzalez's commitment to professional growth now includes participating in Erikson Institute's Child Development Master's Program. Her Pre-K program regularly receives high ratings on the Chicago Public School's Ecers Pre-K evaluation. In addition to her professionalism, Ms. Gonzalez's connection with parents and students make her program a huge success.

Mrs. Katie Albers is a recipient of the Rochelle Lee Grant for reading and is a mentor teacher for beginning colleagues participating in the Golden Teachers Program. In addition to Mrs. Albers' demonstrated leadership abilities, she also exemplifies a commitment to professional growth as a participant in Math Lesson Study, a partnership with DePaul that provides teachers with extensive inquiry-based professional development. Mrs. Albers' class was one of four classes that participated in a grant with Zephr Dance to provide integration of dance into the math curriculum.

**Lakeshore East:** At this time this school does not have any staff.

**2. (iv) How the district, ... ensures that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability**

CPS adopted a non-discrimination policy on November 19, 1997. The policy requires that all persons, regardless of race, religion, sex, age, or national origin be afforded equal opportunities for employment and promotion. The policy ensures that minorities, including the handicapped and women, are specifically sought for openings and carefully evaluated for departments or job classifications where they are under-represented. The school district is dedicated to the employment of the most qualified individual. The policy states, in part:

*Any student or employee who believes that he or she has been subjected to discrimination on*

*the basis of race, color, national origin, gender, sex, sexual orientation, age, or religion may file a complaint . . . to any of the following persons: (a) a supervisor, administrator, teacher, counselor, or principal; (b) the Region Education Officer; (c) the Director of Human Resources or designee; or (d) The Human Relations Office. The Human Relations Office shall promulgate procedures for investigating such complaints.*

The policy continues to define sexual harassment as a form of prohibited discrimination and to prohibit discrimination because of an individual's disability. The district complies with all civil rights laws and assurances. Any student or employee who feels that their rights have been violated or subjected to discrimination is to immediately report the alleged act to the Human Relations Office. That office is responsible for investigation of all complaints as well as with overseeing the district's hiring processes and procedures. It compiles statistics on hiring and gives regular reports to the CEO and the Board of Education.

The persons who are employed by the magnet school program will be selected after open recruitment and competitive screening. The programs will be staffed to reflect a balance in race, sex, age, experience, and expertise.

**(3) Personnel Qualifications ...experience, training in fields related to objectives, ...**

The following chart provides detailed information on the existing key personnel. Their areas of expertise, years of service, ethnicity, the source of funding for their salaries, and the estimated percentage of their time that will be devoted to the project are included. The chart also details the expected qualifications for the new staff necessary to implement the project.

Name/ Position	Yrs Exp.	Curriculum/ Other Areas	Best Practices	Alternative Assessment	Desegregation	Ethnicity	Funding Source	% Time on Project
Project Director, Michelle Frazier	24	X	X	X	X	African American	MSAP	(b)(4)
Superintendent, Arne Duncan	9	X	X	X	X	White	District	
Chief Education Officer, Barbara Eason-Watkins	33	X	X	X	X	African American	District	
Officer, Office of Academic Enhancement, Abigail Joseph	4	X	X	X	X	White	District	
Principal, Frazier, Colette Teasley	30	X	X	X	X	African American	District	
Principal, Kershaw, Patricia Johnson	33	X	X	X	X	African American	District	
Principal, Lakeshore East, TBD	TBD	X	X	X	X	TBD	District	
Principal, Miles Davis, Maxine Toliver	34	X	X	X	X	African American	District	
Assistant Principal, Miles Davis	14	X	X	X	X	African American	District	
Greg Mason								
Prin., Mayer, Katherine Konieczny	4	X	X	X	X	White	District	



Name/ Position	Yrs Exp.	Curriculum/ Other Areas	Best Practices	Alternative Assessment	Desegregation	Ethnicity	Funding Source	% Time on Project	
Curriculum Coordinator/Recruiter (1)	TBD	X	X	X	X	TBD	MSAP	(b)(4)	
<b><u>Program Specialists</u></b>									
Montessori (1) – Mayer	TBD	X	X	X	X	TBD	MSAP	(b)(4)	
IB PYP (2) – Frazier & Kershaw	TBD	X	X	X	X	TBD	MSAP		
IB MYP (2) – Kershaw & Mayer	TBD	X	X	X	X	TBD	MSAP		
World Languages & ITI (1) – Lakeshore	TBD	X	X	X	X	TBD	MSAP		
Children’s Engineering – M. Davis	TBD	X	X	X	X	TBD	MSAP		
<b><u>Content Specialists</u></b>									
World Language (5) – Frazier, Kershaw, Lakeshore, & Mayer	TBD	Languages & FLES	X	X	X	TBD	MSAP		
Technology (1) – M. Davis	TBD	Technology	X	X	X	TBD	MSAP		
Science Lab (1) – M. Davis	TBD	K-5 Science	X	X	X	TBD	MSAP		

### (c.) Quality of Project Design

**Introduction:** CPS will continue to be guided by the parameters of its Consent Decree and is fully committed to the success of its magnet programs. The district's magnet planning process requires planners to review relevant research, seek assistance from qualified personnel as well as experts in the private sector, and visit existing exemplary programs. The five new elementary (either K-5 or K-8) magnet programs described in this application were designed using this process. The selection of themes was based on input from parents, the professional community, national magnet experts, students, site visits, and curriculum specialists. These programs would feed into existing, successful high school programs. Based on the numbers of magnet applications received at the high school level, there are more than enough interested students to fill the proposed programs.

The proposed magnet schools are planning to use some of the same research-based instructional practices, core content curriculum programs, and organizational restructuring techniques. These components have been selected based on evidence or indications that they will 1) **increase student achievement in the theme-related content of the magnets** as well as 2) **other content areas needed to insure students' success** in these schools as well as high school and college. Instead of describing them multiple times, **they are described once in this section** with **references in the individual project designs** to look here for more details.

#### *Instructional Strategies:*

*Cooperative Learning* - "Research shows that cooperative learning has been effective in meeting the needs of culturally diverse learners, students with disabilities in the general education classroom [inclusion], and regular education students as well. Studies show that as students make progress in terms of academics, social skills, and acceptance of diversity, there is a

corresponding improvement in the climate of the room as well” (Goor, 1993.) As suggested by Goor & Schwenn, the greater the diversity of the group the more time the teacher may need to spend on building a team atmosphere. Cooperative learning activities help teachers build a sense of community and team spirit within the classroom as well as increase students’ skills in interpersonal relationships, peer mediation, and problem solving. Teaching through “inquiry” involves engaging students in the research process with instructor support and coaching at a level appropriate to their starting skills. Students learn discipline specific content but in doing so, engage and refine their inquiry skills. An inquiry course: 1) Is question driven, rather than topic or thesis driven, 2) Begins with a general theme to act as a starting point or trigger for learning, 3) Emphasizes asking good researchable questions on the theme, and coaches students, 4) Builds library, interview, and web search skills, along with the critical thinking skills necessary for thoughtful review of the information. Teachers coaches students on how to best report their learning in oral or written form. 5) Provides some mechanism (interviews, drafts, minutes of group meetings, bench mark activities, etc.) to help students monitor their progress within the course 6) Draws on the expertise and knowledge of the instructor to model effective inquiry and to promote reflection. **As students are assigned to teams, teachers will ensure diversity on those teams. Project groups will always reflect as nearly as possible the same minority/non-minority distribution as the total school. Students working together on projects related to the field study will promote interaction among students of diverse backgrounds.**

*Guidelines for creating inquiry-based math and science classrooms:* These instructional strategies help teachers provide students with the time, space, resources, and safety necessary for learning. They include 1) Engages students in designing the learning environment. 2) Integrates

science laboratories into the regular class day, 3) Uses inquiry in the mathematics classroom, 4) Employs management strategies to facilitate inquiry, 5) Reflects the nature of inquiry by displaying and demanding respect for diverse ideas, abilities, and experiences; modeling and emphasizing the skills, attitudes, and values of scientific inquiry: wonder, curiosity, and respect toward nature; enables students to have a significant voice in decisions about the content and context of their work; and nurtures collaboration among students

*Standards-Based Integrated Curriculum Planning* - Integrated curriculum planning is more comprehensive than an interdisciplinary unit. This process requires that selected topics permeate and reinforce learning in all subject areas. For example, the topic could be World Cultures, students might write an original story about the life of a child in the appropriate culture (language arts), study how the natural resources of this country impact its culture (science), create a slide show illustrating a brief history of the country (social studies), create a scale drawing of a major monument or building in the country (math), draw pictures in the style of the country (art), and create original music in the style of the country (music).

*Backward Curriculum Design*: The magnet schools will utilize a backward curriculum design model incorporating the work of Wiggins and McTighe. This model uses three interrelated questions to guide curriculum development: 1) What content should students learn (aligned to rigorous international, national, and state standards)? 2) Which instructional strategies and methodologies should be used to determine how best to learn this content? And 2) which assessment strategies should be used to determine exactly what students have learned? In addition, the magnet school teachers will ask “what will we do – if students do not learn the material?” Together the answers to these questions will guide curriculum design, thus ensuring that all students learn and that they do so at high academic levels.

*Brain-Based Learning* (1) Active, meaningful learning; (2) Accurate, timely, helpful feedback; (3) Rich, stimulating environment; (4) Safe, non-threatening environment.

*Mentors and Tutors* - Mentors will be either older students or adults. They will work with students to assist them in their academic pursuits and provide role-models for academic achievement and/or career success. Older students in specific theme magnet programs will assist students in developing language and other skills. Tutors may be either older students or adults. They will work with students, but their primary role will be to assist students in mastering academic concepts.

*Business Partnerships* - Many local global and/or culture-related businesses are and will continue to be involved in the development of this program. These partners will participate in curriculum and program design. Additionally, they will provide such program enhancements as mentors, tutors, study trip sites, guest speakers, guest “teachers”, and technology experts. Business partnerships will be instrumental in assuring that the program is relevant and provides “real world” experiences.

*Activity-Driven and Experience-Based Learning Projects* - These programs will be designed to include a number of learning activities which require students to be actively involved in their learning experiences. This process helps to assure that all students are starting from the same learning point and are, therefore, able to progress toward the same endpoint. As recommended in Integrated Thematic Instruction (ITI), students will begin examination of major topics with a study trip. Beginning with the same experience, ensures students start with the same understanding of a topic. And, as noted in current brain research, they are therefore, able to retain new information and find it meaningful, because they can relate it to something they already know (Ryan and Cooper).

*Authentic Assessments* - These programs will add alternative assessments to the currently used standardized testing instruments. [Note: At the World Languages Academy these include: the commercially available foreign language assessments as well as those to be developed by the project.] Such alternative assessment measures, as projects and portfolios, allow opportunities for parents, staff, and students to interact around more concrete examples of student work. They also allow students' progress to be measured against an identifiable starting point. A more comprehensive assessment process indicates students' progress, maintains motivation, and keeps students from becoming discouraged. As students who have not been successful in school get older, it is harder to maintain their interest in school. Alternative assessments help teachers protect students from a sense of failure, maintain motivation, and encourage them toward future success.

*Organizational Re-structuring: - Flexible Scheduling* - In order to facilitate the collaboration among staff as well as professional development, flexible scheduling is necessary. For example, flexible scheduling would provide blocks of time during which all fourth grade students would rotate through foreign language, art, music, or PE. This would provide a 2<sup>+</sup> hour block of time for teacher collaboration and/or staff development options.

*Before- and After-School Programs* – Various agencies offer before and after school care programs for students attending the target schools. Grant personnel will work with staff from these groups to increase educational opportunities for students in the magnet program. Project staff will provide tutors, enrichment activities, and materials for program participants.

*Summer Immersion Camps* - Beginning in the summer of 2008, students enrolled in the magnet schools will be eligible for a theme-specific Summer Immersion Camp. These programs will be planned in conjunction with staff from the schools and/or their business/university partners. The

summer immersion curriculum will continue and expand the school year program by providing a full-day, two week specific language immersion program. The goal is to further extend language acquisition and communications skills by providing total immersion in the appropriate language. The district will make every effort to provide transportation for participants on already established summer school bus routes.

**Core Content Instructional Programs:**

**K-5 Reading Instruction:** In order to substantially strengthen students' skills in reading, the school will use basal texts that have shown a research-base. In order to determine if reading programs were correlated with the requirements of Reading First and aligned with State Learning Standards, the Illinois State Board of Education requested that interested publishing companies submit their scientifically based reading programs for review. A report of findings was made available, titled *The Illinois Consumer's Guide to Choosing and Using Scientifically Based Reading Programs and Materials*. Illinois has allowed districts and individual schools to select reading programs from those included in the *Consumer's Guide*. The Chicago Public Schools provided schools with a list of seven core reading programs that include the essential components of scientifically based reading programs. Individual schools may select from the seven programs, which are: Houghton Mifflin Company, Macmillan/McGraw-Hill, Harcourt School Publishers, Scott Foresman, Open Court, Reading Mastery, or DISTAR. The target schools have selected the Open Court reading series Houghton Mifflin reading program. This program uses systemic strategies and has a high-quality core reading program that teaches the five components of reading, including explicit instruction, coordinated sequencing, alignment with supplemental services, and ample practice opportunities. In other words, the instructional program in these elementary magnet schools will comply with the expectations of the district's

Reading First K-3 classrooms. Therefore, the reading program will be more than a mere layering of reading components (e.g., phonemic awareness or vocabulary instruction) that form a piecemeal program – but, instead will be a comprehensive approach built from the ground up around scientifically based reading research.

**K-5 Mathematics Instruction:** the K-5 magnet schools will adopt mathematics curricula such as Connected Mathematics or *Everyday Mathematics* which are listed on the CMSI website ([www.cmsi.cps.k12.il.us](http://www.cmsi.cps.k12.il.us)). A NSF flyer stated that these programs have “been informed by research, piloted and field tested with ethnically diverse student populations throughout the United States.” In September 2006, the U.S. Department of Education’s *What Works Clearinghouse* published results of its rigorous evaluation of elementary mathematics programs and listed *Everyday Mathematics* as having “potentially positive effects,” the highest rating of any elementary math program reviewed. The *Everyday Mathematics* curriculum is based on research that suggests that people rarely learn new concepts or skills the first time they experience them, but fully understand them only after repeated exposures. Students in the program study important concepts over consecutive years; each grade level builds on and extends conceptual understandings established in prior grades. The instructional models blend exposition and discussion, individual and group work, explorations, and projects. In each grade level of the program, students experience hands-on, student-centered activities that introduce them to various mathematical concepts. Children also learn and practice basic facts throughout the curriculum in the context of problem-solving, choral drills, and a variety of games.

**K-5 Science Instruction:** The K-5 magnet schools will adopt the science curriculum model developed for the K-8 Chicago Math & Science Initiative ([www.cmsi.cps.k12.il.us](http://www.cmsi.cps.k12.il.us)). At the elementary level (K-5), the science program includes components of the *Full Options Science*



*System* (FOSS) and *Science and Technology for Children* (STC) Both of these science programs were listed on an NSF flyer that listed elementary level Research-Based Science & Mathematics Core Curricula programs. The flyer noted that “these core curriculum materials can be used to construct a comprehensive science program for K-12 students”. They are unique because they have been created through a comprehensive research and development process. Therefore, they have been informed by research and piloted and field tested with ethnically diverse student populations throughout the United States.” The chart below shows the topics, by grade level, that will be covered during the year. Following the chart are brief descriptions of the two science programs:

Grade	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K	FOSS Animals Two By Two		FOSS Fabric	
1	STC Organisms	FOSS Solids & Liquids	FOSS Pebbles, Sand & Silt	FOSS Plants
2	FOSS Insects	FOSS Balance & Motion	STC Balancing & Weighing	FOSS Weather
3	FOSS Physics of Sound	FOSS Earth Materials	FOSS Structures of Life	FOSS Water
4	FOSS Human Body	STC Chemical Tests	STC Land & Water	FOSS Magnetism & Electricity
5	STC Microworlds	STC Measuring Time	FOSS Lever & Pulleys	FOSS Solar Energy

*Full Option Science System (FOSS)* is an elementary school science program developed at the Lawrence Hall of Science with support from the National Science Foundation. *FOSS*

incorporates methodologies such as hands-on inquiry and interdisciplinary projects with multi-sensory observation and collaborative learning groups. *FOSS* is a modular science program comprised of 27 modules. The modules are organized under four strands: Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology. The modular structure of the *FOSS* program is intended to give teachers the opportunity to adapt and implement the materials according to their own programs.

*Science and Technology for Children (STC)* is a modular program consisting of 24 units. There are four units for each grade level, one for each of the following strands: life science, earth science, physical science, and technology. Each *STC* unit generally has 16 lessons with hands-on investigations. Teachers can use the four modules to comprise the science curriculum for the entire year or use one or two individual units as supplements to other curriculum pieces. *STC* is published by Carolina Biological Supply Company and was developed at the National Science Resource Center ([www.si.edu/nsrc/pubs/stc/overv.htm](http://www.si.edu/nsrc/pubs/stc/overv.htm)). A characteristic of the *STC* program is that the investigations encourage students to develop an appreciation for science, technology, and society. *STC*'s pedagogical approach to teaching science is represented in its learning cycle – focus, explore, reflect, apply – which forms the basis of the sequencing of instructional activities. This approach is designed to help students develop an understanding of scientific concepts and apply their learning to technological contexts.

**6-8 SpringBoard English & Mathematics:** The SpringBoard program in English and mathematics (grades 6-12) provides a comprehensive program of academic success through an integrated program of professional development, instructional resources, diagnostic assessments, and model instructional units. The instructional resources – in print and online – make the College Board Standards for College Success and state standards attainable for all students. The

diagnostic assessments give teachers information on how well students mastered a concept or standard. This allows teachers to re-teach a topic if necessary or to allow students who need more time to go back to SpringBoard's resources with teacher guidance for additional instruction. The middle grades (6-8) will use SpringBoard's English curriculum as the program of study for Language Arts classes. The SpringBoard Math program will be used as a supplement for CSMI programs.

**6-8 Science Curriculum:** The Chicago Public Schools has implemented a comprehensive Chicago Science and Math Initiative (CSMI). In grades K-8, comprehensive core curricula have been identified that are research-based and which have proven effective with diverse groups of students from low-income homes. In science, the K-8 science scope, sequence and instructional materials outline includes the following programs recognized as effective by the National Science Foundation: Grades 6-8 – Investigating Earth Systems (IES); SEPUP Science and Life Issues (SALI); and SEPUP Issues, Evidence, and You (IEY). The district has outlined an eight-year scope and sequence that includes a topic for each quarter and specifies a research-based science core curriculum as the source for the instructional topic. The district has been providing resources and assistance as schools implement the new program. The target schools will participate in the Chicago Math & Science Initiative (CMSI). As a result of being part of this project, they will adopt the guidelines of CMSI. The science programs listed above were developed by the National Science Resources Center and are listed on the National Science Foundation's flyer showing Research-Based Science Education Core Curriculum Programs ([www.cmsi.cps.k12.il.us](http://www.cmsi.cps.k12.il.us)). Brief descriptions of the middle school science programs follow:

*Investigating Earth Systems* (IES) Grades 5-8: this is a new, standards-based Earth Science curriculum developed by the American Geological Institute in association with It's About Time

Publishing. Every investigation follows a learning cycle including: a problem or a question, a series of activities that lead students through finding possible answers to the challenge, content notes for students' background information, and a review and reflect section that encourages students to reflect on what they have done and summarize what they have learned in their journals.

Five key scientific concepts underlie *IES*: 1) Earth is a set of closely linked systems, 2) Earth's processes are powered by two sources: the sun and Earth's own inner heat, 3) The geology of Earth is dynamic and has evolved slowly over 4.5 billion years, 4) The geological evolution of Earth has left a record of its history that geoscientists interpret, and 5) We depend upon Earth's resources – both mined and grown. Collectively, the modules are designed to encourage students to think about Earth as a system, and to guide students' understanding of each of the five concepts by the time they complete eighth grade.

*Science Education for Public Understanding Program (SEPUP)* is a grade 7-9 science program that uses environmental issues to engage students in science experiences that relate to their own lives. It focuses on social issues and problem-solving with the intention of increasing students' awareness of those issues as well as developing their understanding of the scientific concepts pertinent to the issues. The program is composed of 12 modules, each of which includes a series of conceptually related activities designed in 2-4-week units. Each unit has between 5 and 10 activities that range from experiments and simulations to exploration, collection, and examination of data. SEPUP modules may be used in combination with other units, reference books, or materials and several different modules typically are used over the course of a year. The program is designed to help students build the knowledge and skills they need to become informed citizens.

SEPUP is designed to encourage students to develop an understanding of the relationships among science and technology and people, the environment, and social issues. It involves activities and investigations, discussions and debates based on readings and findings, and collection and interpretations of data. Students are expected to collect and evaluate scientific evidence, assess risks and benefits, ask questions, and make decisions based on evidence. The chart below shows the topics, by grade level, that will be covered during the year.

Grade	Quarter 1	Quarter 2	Quarter 3	Quarter 4
6	IES Climate & Weather	IES Fossils	IES Dynamic Earth IES Solar System	IES Energy Resources
7	SALI My Body & Me	SALI Micro-life	SALI Our Genes, Ourselves	SALI Ecology & Evolution
8	IEY Water	IEY Material Science	IEY Energy	IEY Environmental Impact

**6-8 Mathematics Curriculum:** The goal for all target schools with 6-8 populations is to ensure as many students as possible complete Algebra I by 8<sup>th</sup> grade. This will prepare students for the rigors of the IB mathematics sequence or for AP mathematics in high school. The CMSI also includes recommended math programs. Schools with grades 6-8 that participate in the magnet grant may choose either *MATH*Thematics or *Connected Mathematics*. All schools in this project with grades 6-8 have agreed to adopt one of these programs and will begin implementing the curricula in 2007 or 2008. Brief descriptions of both programs follow:

*Connected Mathematics* is organized around important mathematical ideas, each of which is studied in depth. To help students develop understanding and skill, mathematical concepts are embedded in the context of interesting problems. The curriculum emphasizes significant connections among various mathematical ideas and between mathematics and other disciplines. Information is represented in numeric, graphic, symbolic, and verbal forms to help students learn to reason effectively and move flexibly among these representations. Exploring rich problem situations promotes instruction based on inquiry and discovery of mathematical ideas. To help the teacher orchestrate such a classroom, instruction consists of three phases: launching, exploring, and summarizing the problem.

*MATHThematics* is a complete three-year mathematics curriculum for students in grades 6-8. This program presents mathematics in relevant and meaningful contexts; each module focuses on a theme that extends throughout the module. The goals of this program are to help all students develop their abilities to reason logically, apply mathematical skills to real-life activities, communicate mathematically, and feel confident in using quantitative and spatial information to make decisions. Major mathematical strands of the program include: number concepts, measurement, probability, statistics, algebra, geometry, and discrete mathematics.

**Greater parental decision making and involvement:** The proposed magnet schools recognize the importance of meaningful parental involvement with the instructional program and will seek opportunities for parental and community leadership in supporting the magnet programs. Parent involvement has evolved from fundraising to more meaningful parent involvement with instructional issues. The process used to involve parents and the community in planning and implementing the magnet programs has fostered this growth. Feedback from all parents continues to be sought through general surveys, specific surveys about instructional programs,

and through focus groups. This feedback is used to improve services and programs provided to students.

Parents at each school will serve on a Magnet Leadership/Implementation Team (MLIT). These groups will meet once a month at various times to accommodate parent and teacher work schedules. Teacher members of the leadership team will be representative of the faculty and the school staff. Parent members of the MLIT will be representative of the student body.

The role of the MLIT is to facilitate, monitor, and evaluate the implementation of the school's magnet program including such tasks as monitoring school reform efforts, reviewing the staff development plan and safe school plan, and planning student and teacher recognition, as well as coordinating pertinent school data. The MLIT will also examine data from time to time and reflect on the effectiveness of the program as well as provide feedback on program evaluations.

On the following pages, individual project designs for each theme are presented. Two schools (Frazier & Kershaw) are implementing the IB Primary Years Programme (PYP) in grades K-5, two schools [Oscar Mayer (6-8) & Kershaw (6-8)] are implementing the IB Middle Years Programme (MYP), one school is implementing a K-8 Children's Engineering Program (Miles Davis), and one school is implementing a K-5 Montessori (Oscar Mayer), and Lakeshore East will implement a World Languages Academy supported by Foreign Language in the Elementary School (FLES) instruction strategies and Integrated Thematic Instruction (ITI) a recognized reform model for schools. By the end of the project period, June 2010, the themes will be fully implemented at all grade levels.

## **International Baccalaureate – Primary Years Programme**

### **Frazier and Kershaw Elementary Schools Grades K-5**

**Introduction:** The Chicago Public Schools (CPS) is committed to a program of academic excellence and rigor that fulfills the purposes of the Magnet Schools Assistance Program. At Frazier & Kershaw Elementary, the International Baccalaureate Organization's (IBO) Primary Years Programme (PYP) has been selected as the most appropriate program to fulfill the MSAP purposes.

Frazier is located in the West part of Chicago in the North Lawndale neighborhood, and was closed in the fall of 2005. CPS intends to reopen Frazier in the fall of 2007 and implement the academically rigorous International Baccalaureate Primary Years Programme (PYP) in grades K-5. When closed schools are reopened, CPS some capital outlay funds are provided for necessary renovations, structural upgrades, furnishings, etc. At Frazier, these expenditures, supplemented by MSAP funding, will support implementing the PYP theme including a Global Assembly Room and a World Language Lab. The principal has already been identified and teachers will be selected based on their interest in and commitment to the principles and strategies of the PYP. There will be no students assigned to the school; all participants will be magnet students who have gone through the magnet lottery and placement process. If Frazier were to reopen as a neighborhood school, its **population would be nearly 100% minority and almost 100% of its students would come from low-income families.** When it **closed it was in Title I School Improvement at the Restructuring level.** Frazier will reopen as a part of the Small Schools Network – **it will recruit 180 students in 2007/08** – or one class per grade level – and an **additional 180 – second class per grade level in 2008/09.** When at capacity the school will **serve 360 students.**



Kershaw is located on the Southside of Chicago in the Englewood neighborhood. It currently serves neighborhood students in grades K-8. In the fall of 2007, it will become a citywide magnet school implementing the academically rigorous International Baccalaureate Primary Years Programme (PYP) in grades K-5. The middle school grades (6-8) will implement the Middle Years Programme (described elsewhere in this document.) All new magnet students selected for the school will have gone through the magnet lottery and placement process. It is currently minority group isolated - more than **99% of its population consists of minority and low-income students**. Kershaw is currently in the **Title I School Improvement process at the Choice – Supplemental Education Services** level. Currently Kershaw is **significantly under capacity**; it is only **servicing 252 students**. At full capacity the school **can serve 660 students**, therefore it has **room for 408 new students**.

International Baccalaureate programs have proven effective for attracting and fostering interactions between diverse groups of students in Chicago Public Schools and promoting desegregation, thus reducing minority group isolation while providing rigorous high quality educational programs that increase student achievement. Implementing the PYP at Frazier & Kershaw and new Middle Years Programme at Kershaw and Mayer Elementary schools, where students can continue their IBO experience, will build upon CPS's successes with its IB programs and help to prepare more minority and non-minority students for the authorized IB Diploma Programme at Clark High School. Students at Frazier may also choose to enter the MYP program in grade 6 at Clark High school, a 6-12 facility. Thus Frazier (K-5), Kershaw (K-8), Clark (6-12) sequence will provide the district an additional K-12 IB strand that many families desire for their students.

### **Overview of Project Design across Programmatic Strands**

The Frazier & Kershaw Elementary project design is designed to address the six purposes of the Magnet Schools Assistance Program and §280.31(c) of the MSAP Regulations, therefore, the PYP was selected for these school. This program provides an international curriculum framework that focuses on the total growth of a child. The program addresses the academic welfare of a child as well as their social, physical, emotional, and cultural needs. It is a program that seeks to affect both hearts and minds, emphasizing the teaching of attitudes such as responsibility, respect, and integrity. It provides a complete curriculum model, which incorporates guidelines on what students should learn as well as guidelines on teaching methodologies and assessment strategies.

Using an inquiry-based approach to teaching and learning, the PYP offers a program in which all content is presented within the context of six basic questions. The questions are designed to guide a child's learning of concepts, knowledge, skills, attitudes, and actions by examining how their lives are impacted as citizens in a global community. The questions are 1) Who are we? 2) Where are we in place and time? 3) How do we express ourselves? 4) How does the world work? 5) How do we organize ourselves? 6) How should we share our planet?

With inquiry-based instruction and a global focus as the heart of the PYP, three specific areas will be expanded as the **major programmatic strands, i.e., curriculum strands for the Programme of Inquiry** of the project design. 1) **Global Studies** will focus on how nations interact and influence each other socially, politically, geographically, and economically and will include the study of a foreign language. 2) **Science and Technology Investigations** will utilize a structured inquiry approach to investigate environmental and technological issues that impact nations. 3) **Art and Media** will provide avenues for students to experience global artistic expressions and to express their own creativity in a variety of artistic formats.

Through the integration of these three areas of study, students will develop attitudes of acceptance and cooperation and will acquire a significant body of knowledge. The outcome of such a comprehensive and broad based program will prepare Frazier's and Kershaw's students for the continuation of the International Baccalaureate program at either Kershaw's or Clark's Middle Years Programmes.

**(i) Promote desegregation and increase interaction among students of different social, economic, ethnic, and racial backgrounds (MSAP Purposes 2 & 6)**

Two important factors will make it possible for Frazier & Kershaw to promote desegregation on their campuses by attracting students from all geographic areas and socio-cultural backgrounds: 1) the widely renowned and outstanding reputation of the International Baccalaureate programs, and 2) the dynamic, academic program that will be widely advertised to the public. The desegregation goal for Kershaw is to reduce minority group isolation by 6 percentage points and for Frazier to reduce Minority Group Isolation in its feeder schools. The programs selected and being designed for these schools should ensure that the schools meet this objective by June 30, 2010.

Students at Frazier & Kershaw will be immersed in a series of unique experiences that will provide an equitable base on which to build new levels of learning. **The experiences will provide a common knowledge base for students of diverse backgrounds and will foster interaction among different groups of students.** Field studies will be designed to introduce or broaden new areas of learning for all students and will be linked to the global topics and science investigations that students are working on in their classrooms. Examples of field studies will include visits to globally focused art performances (music, dance, and theater), museums, environmental research institutions, and local TV stations.

Teachers will visit museums or other sites prior to developing an integrated unit based on curricular concepts that can be covered in each fieldtrip. The developed units will integrate all strands of the magnet program. For example, a unit could focus on an investigation of international snacks. Upon returning, students would research the ingredients, develop recipes, explore the nutritional values, examine the origins, research the distribution of the snacks to other countries in the world, prepare graphs showing the statistics of the distribution, and design their own wrappers for the snacks. **As students are assigned to teams, teachers will ensure diversity on those teams. Project groups will always reflect as nearly as possible the same minority/non-minority distribution as the total school. Students working together on projects related to the field study will promote interaction among students of diverse backgrounds.**

Parents will be encouraged to accompany their children on these field studies. As parents share these experiences with their children, they will more effectively partner in the educational processes of their children. The field studies will provide opportunities for parents to meet one another and plan additional times for their children to interact with one other.

The Internet will provide unique experiences as well. **Students will work in groups or in pairs as they embark on virtual field studies.** They will visit art museums around the world such as the Art Institute of Chicago ([artic.com](http://artic.com)), and the Louvre ([louvre.fr](http://louvre.fr)); research international topics on sites such as National Geographic ([nationalgeographic.com](http://nationalgeographic.com)), and Cultures ([cultures.com](http://cultures.com)); and interact with scientists studying global issues by visiting sites such as the Jason Project ([jasonproject.com](http://jasonproject.com)) and Sci4kids ([ars.usda.gov/is/kids/index.html](http://ars.usda.gov/is/kids/index.html)). Guest speakers from international, cultural arts, and science institutions will be invited to share their areas of

expertise with the students. Many of these speakers will, no doubt, stimulate partnerships, helping to enhance the students' global explorations.

Having been originally developed by and for international schools that taught students of many nationalities, PYP and the magnet program being designed for Frazier & Kershaw are extremely well suited to foster interactions among diverse groups. One of the five essential elements of the PYP curriculum addresses "Attitudes" and authorized PYP schools promote a set of attitudes that include tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, cooperation, confidence, commitment and appreciation. Establishing a school culture that supports these attributes and attitudes will create an environment that promotes equitable educational opportunities for all students and a school that families from diverse social, economic, and racial groups will choose to attend.

Students will work together on **projects and activities** that involve solving problems, gathering data, discovering solutions, creating new products, and sharing information. Thematic units of study, integrating the Illinois Standards, the principles of the Primary Years Programme, and the three strands of the magnet program, will create the Programme of Inquiry framework for Frazier & Kershaw. As students work to accomplish project goals, classrooms will become communities of learners where students are developing mutual respect for the gifts and talents of their peers from various geographic, religious, ethnic, and racial backgrounds.

Examples of projects and activities in the Global Studies strand will include establishing future problem solving teams, analyzing global and environmental issues, simulating diplomatic problem solving, participating in daily foreign language classes, conducting international field days, and recreating global, historical events. In the Science and Technology strand, students will conduct science summits, investigate and offer solutions to problematic environmental

conditions in the world, and participate in science-related community service projects. As part of the Art and Media strand, students will critique and replicate art work from around the world, use a variety of art forms to express themselves and their ideas (music, visual art, dance, theater, multimedia), produce television shows that deal with global and environmental issues, and create sophisticated, computer-generated print material such as programs for their theatrical productions, advertisements for upcoming speakers, and reports from research projects.

Each grade level will sponsor at least one **community service project** in which every child will participate in planning, researching, and implementing. Through collaborative planning, teachers will develop a school-wide community service program as well.

**(ii) Educational needs and interests of students will be addressed through innovative themes and elements (MSAP Purposes 4 & 5)**

The staffs realizes the range of differences among the diverse student bodies of each school and will provide innovative situations in which students come together and share their talents and support one another. At each school, state-of-the-art work areas will be created to facilitate effective instruction in the three programmatic strands. **Each will have a “General Assembly Room”** will be designed to resemble and simulate the general assembly room at the United Nations. This room will have learning walls depicting global themes and be outfitted with new room darkening blinds. The General Assembly Room will be equipped with flags from around the world, special tables and chairs, a Symposium, LCD projector, electric drop-down screen, video equipment, and a portable, wireless laptop lab, with high speed internet access, to facilitate international communication and research. Students will use this room for international debates, multimedia student presentations, guest presentations, and research. Parents will be invited to attend the presentations. The General Assembly Room will provide students with a facility to

develop communication, presentation, and research skills. Other specialized areas planned for each school are described below:

**World Language Lab** will further support the Foreign Language in the Elementary School (FLES) content-enhanced instructional model planned for these schools as well as to promote the international focus of each school. Frazier will teach Spanish – there are large Spanish-speaking communities in Chicago and this school is located near one. Kershaw, which will have both PYP and MYP will teach Mandarin Chinese, a nationally-recognized critical need language. These languages will be taught in the labs and reinforced in the classrooms. The computers in the labs will be equipped with multilingual software that will give students an opportunity to practice speaking, reading, and writing in the target languages. The lab will allow students to increase the efficiency and rate at which they assimilate the world language. As some students are engaged in computer-driven world language instruction, others will be working in small groups, studying the cultures in Chinese- or Spanish- speaking countries/areas. Frazier & Kershaw’s language labs will be on wheels. World language software will be loaded onto each computer and/or a site license will be purchased for software or web subscriptions accessed through the network servers.

**Media Centers:** will feature reproductions and artifacts from cultures around the world. As students critique artwork from other nations and discuss the ideas expressed through the artists’ work, they will strengthen their critical thinking skills, develop sensitivity towards the needs and feelings of others, learn to respect the views, values, and traditions of other individuals and cultures, and mature in seeking and considering a range of points of view. A student art gallery will also display students’ artwork. As students experience creating art as an expression of their own ideas, thoughts, and feelings, they will develop a greater appreciation for and understanding

of the expressed culture of others. The media centers will have digital cameras, editing software, LCD projector, and supplies (tapes, cards, ink, etc.) to facilitate student presentation of multimedia projects. Internet equipped computer workstations and printers will be put in classrooms throughout the school and will ensure students are connected to other students and experts around the world. These computer workstations will provide greater accessibility to research and data and will assist students as they develop multimedia presentations.

**Science Lab Center:** will be housed in a specifically equipped lab room. Science equipment, manipulatives, the research-based FOSS (Full Options Science System) and STC (Science and Technology for children) science program materials (identified by the Chicago Math and Science Initiative (CMSI) and the National Science Foundation), and computer stations with Internet access will be included. (See the Introduction to this section for more details on these programs.) The materials will facilitate scientific investigations. To structure inquiry, students will be given problems to solve and questions to answer. They will participate in interactive science-related projects on the Internet. Natural curiosity will be nurtured as students acquire the skills necessary to conduct purposeful, constructive research. Activities in the science centers will address goals of the Primary Years Programme such as “students will exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems” and “students will approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas, and strategies.”

Educational research shows that when students employ several modalities in the learning process, more effective learning will take place. These modalities will be demonstrated through student-created projects in the arts and media, for example student theatrical performances and student written scripts related to their studies. Each program will provide special state-of-the-art



stage lights, audio equipment, backdrops, stage curtains, portable stage, and a variety of costumes and props.

**Media Centers:** To facilitate student presentations of multimedia projects, the centers will have digital cameras, editing software, LCD projectors, and supplies (tapes, cards, ink, etc.).

Multicultural displays and learning walls depicting the cultures that are part of the PYP Programme of Inquiry will be in display cases and/or on book shelves around the media center. Special areas for literature supporting PYP themes will also be setup in the media center.

**Classrooms:** Internet equipped computer workstations and printers will be put in classrooms throughout each school and will ensure students are connected to other students and experts around the world. These computer workstations will provide greater accessibility to research and data and will assist students as they develop multimedia presentations.

**(iii) A high quality educational program ... (MSAP Purposes 3, 4 & 5)**

The Primary Years Programme provides a comprehensive approach to teaching and learning that incorporates rigorous study in all subject areas. The PYP utilizes a backward curriculum design model incorporating the work of Wiggins and McTighe. This model uses three interrelated questions to guide curriculum development: **what content should students learn** (aligned to rigorous international, national, and state standards) which instructional strategies and methodologies should be used to determine **how best to learn this content**, and which assessment strategies should be used to determine exactly **what students have learned**.

Additionally, Frazier & Kershaw **will implement specific research-based programs with evidence of improving students' academic skills. Research programs to be used in grades K-5 include curricula in reading, math, and science. Since these programs will be used in more than one school, details are included in the introduction of this section.**

**Other Instructional Components:** A rigorous academic program will be strengthened as Frazier's & Kershaw's staffs progress through the authorization requirements of the International Baccalaureate Organization (IBO). During this time, the staff will attend training, study the program's philosophy, and will develop an understanding of the practical implementation of the program. Prior to becoming a PYP site, an IBO delegation will visit each school to determine whether it should be authorized. In addition, the curriculum support materials that are developed by the International Baccalaureate will provide the teachers with implementation guidance and the structure needed to align content and curriculum with the IB framework.

The staffs will design interdisciplinary thematic units of study aimed at helping students develop in-depth understanding of global issues and concepts. **They will develop the units using primary sources, reference materials, and the Internet.** Units will correlate and integrate standards, PYP philosophy and concepts, texts, and ancillary materials, and will be inquiry-based. Students will discuss literature, develop projects, interpret information, defend opinions, and explore their place in the global community. Units will stem from the PYP's six questions or themes. The questions will provide the basis for in-depth study of concepts and provide a framework for instruction and collaborative planning. The questions elicit ideas of local and global significance, reinforce that all people share common concerns, allow for student exploration, and encompass instruction of subject matter.

**All students in the PYP program are required to take a Foreign Language.** Mandarin Chinese will be taught at Kershaw Elementary and Spanish at Frazier using the Foreign Language in the Elementary School (FLES) content-enhanced model and will be supported through the innovative instructional environment provided by each school's World Languages Lab. **Music, art, physical education, and drama** teachers will encourage students to explore

their talents. Special area teachers will develop and implement activities and lessons that correlate with the thematic units of study being developed and taught by the classroom teacher.

Internationalism is a foundation of the IBO and environmental studies is one of the areas of interaction. History, geography, cultural awareness and the social studies are integrated into all units of study. An example of such of an overarching theme might be **Global Environmental Studies, which would contain units at various grade levels.**

For example a **primary** unit of study might be a kindergarten unit on butterflies, where the class would be divided into teams and each team would observe the metamorphosis of a caterpillar to a chrysalis to a butterfly. Through cross-peer teaming, students from a higher grade level would help the kindergarten teams chart their observations. The kindergarten students would also learn the basic body parts, feeding, and environmental needs of butterflies. In their journals they draw the information and script (dictate) the text to their cross-peer buddies. These two classrooms might plant a butterfly garden in the courtyard or adjacent park. Before the butterflies are released, students would hypothesize which butterflies will remain and which will leave. Global education could be introduced by studying a part of the Greek island of Rhodes where for decades, millions of butterflies have congregated in a small area or by following the migration patterns of Monarchs to Mexico.

In their courtyards or in adjacent parks, older students would plant an Illinois garden, featuring plant life indigenous to Illinois and non-indigenous, but common, Illinois plants. This would also serve as an outdoor classroom for primary students to study plant life in their own backyard. An example of an **intermediate** unit might be biomes and plant life. Biomes are an interplay of large geologic, biologic, cultural, and meteorological systems. Within each system

is a subset of systems of plant communities. The understanding of systems is essential to understanding ecological principles.

Students could identify and problem-solve a community issue involving ecosystem concepts. Citizenship skills are woven through the study of natural, human and social interactions. This integration of social studies, literacy, art, math, and science will culminate in a holistic model of environmental education. In the **upper** grades, energy efficiency and renewable energy sources would be studied. Energy drives our advanced technological society. Students will learn energy classifications, their various sources, and their impact on the natural environment. They will also study how economics and politics sometimes drive policy rather than health, safety, and the future of life on earth.

In conjunction with studying civics and the Constitution, students might track a Congressional bill dealing with energy, making its way through Congressional committees. Students would have to analyze it from political, environmental, economical, and ethical perspectives. Teachers will integrate this unit with the Stock Market Project, thus, students will see the economic impact of creating energy sources through the Stock Market Project and reflect on the very real role economics has on policy making.

Finally, a **culminating** unit could be one on global environmental terrorism which ties in directly with the front pages of our daily newspapers. This could cover a unit from the burning of oil fields to the inhumane war time practice of landmines. Through this Programme of Inquiry, students would become better connected to the Earth and become more aware of individual actions on its future.

**The magnet program will incorporate educational methods and practices that promote student achievement (MSAP Purpose 5):** Teaching techniques/strategies will incorporate an

**inquiry-based instructional model.** Students will explore key concepts related to global issues through the PYP's six basic questions. Topics such as refugees, cultural conflicts, migration, and urbanization/ modernization will be studied through questions such as: How do we organize ourselves? How should we share our planet? And how do we express ourselves? Students will investigate environmental issues such as air and water pollution, natural disasters, and extinction through questions such as: where are we in place and time? And how does the world work? **This approach will develop critical thinking skills, provide for a sound grasp of the principles of moral reasoning, promote an understanding of physical and mental well-being, develop a sense of fairness and justice, and stimulate a personal commitment to action and service.**

The Primary Years Programme emphasizes **character education.** Purposeful lessons and projects will be created to guide students in the development of a series of desired attributes and dispositions. These attributes include globally minded young people who are: 1) *Inquirers (conducts purposeful, constructive research; loves learning)* 2) *Thinkers (applies critical thinking skills; solves complex problems; makes sound decisions)* 3) *Communicators (receives and expresses ideas and information confidently)* 4) *Risk-takers (approaches unfamiliar situations without anxiety; has confidence to explore new ideas; defends beliefs)* 5) *Knowledgeable (explores themes that have global relevance and importance; acquires significant knowledge)* 6) *Principled (possesses a sound grasp of moral reasoning, integrity, honesty, fairness)* 7) *Caring (shows sensitivity towards the needs and feelings of others, leading to action and service)* 8) *Open-minded (respects the views, values, and traditions of other individuals and cultures; aggressively seeks other points of view)* 9) *Well-balanced (understands the importance of physical and mental balance and personal well-being)* 10) *Reflective (gives*

*thoughtful consideration to their own learning; analyzes their own strengths and weaknesses in a constructive manner)*

**Project-based instruction** will be utilized to strengthen skills and develop content. Use of projects will facilitate the integration of the magnet strands, the Illinois Learning Standards, and all subject areas. For example, a project might focus on the migration of people in Ethiopia due to food shortages. As part of their science inquiry, students would gather weather data, investigate soil composition, and explore possible solutions. They would study the art and culture of the people to understand their ways of living. Students would produce a variety of products such as weather data charts, soil composition visuals, newspaper clippings, video images from the Internet, and a slide presentation using hyper studio. Projects such as this will enable students to explore content in-depth and more fully grasp relevant concepts and will allow teachers more flexibility in differentiating instruction.

**The magnet program will support systemic reforms, ensuring attainment of state content and student performance standards (MSAP Purpose 4):** The interdisciplinary units of study that will be developed by teachers will include high standards and broader international perspectives and issues. **Consultants will facilitate the thematic unit curriculum writing effort as well as conduct implementation strategies workshops that combine specific thematic applications, educational best practices (such as cooperative learning), and integration of the Illinois Learning Standards. The instructional matrix with its thematic units will be interwoven and benchmarked to deliver a curriculum beyond the minimal state standards.** The International Baccalaureate Primary Years Programme, with its intellectual vigor, high standards, and high expectations, will naturally lead students to perform above grade level. Students will explore the unit topics using authentic literature, manipulatives,

electronic information, science magazines, appropriate science kits, state-of-the-art technology, and specialized math and science activities. This level of intellectual engagement by students will serve as an enhancement to the Illinois Learning Standards.

**Assessments of goals stated in the Illinois Learning Standards will be correlated with the International Baccalaureate Organization's Primary Years Programme (IBO/PYP).**

Formative assessment will include, but not be limited to, teacher observations, student participations-individually or cooperatively, journal maintenance, oral presentations, written communications, students' products, and teacher-made quizzes.

Summative assessments will include, but not be limited to, teacher observation, student participation, portfolios, group projects, individual research and projects, oral presentations, multimedia presentations, unit tests, standardized tests, Illinois Standard Achievement Test (ISAT), and independent inquiry projects (5<sup>th</sup> grade only).

Continuous staff development and professional growth opportunities are essential to the progress and success of the Primary Years Programme. Its components will focus on, but not be limited to: 1) Inquiry Learning, 2) Technology integration, 3) Internet use, 4) Higher order thinking skills, 5) Integrated units of study, 6) Backward Curriculum Design, and 7) Facilitating instruction,

Frazier & Kershaw will each employ a full-time Primary Years Programme Program Specialist. The Specialist will supervise curriculum implementation, coordinate the IBO authorization process, arrange parent education activities, collect program evaluation data, and the order program materials. The Specialist will also oversee staff development and the follow-up training needed for the formal certification process.

Frazier & Kershaw will each employ a full-time Content Specialist for World Language instruction (Chinese at Kershaw and Spanish at Frazier). The teachers will use the Foreign Language in Elementary School (FLES) content-enhanced model for instruction – therefore, language lessons will reinforce concepts taught in such subjects as math, science, reading, and geography. The FLES curriculum will provide language and culture instruction in the target languages, with a systematic development of language skills and cultural understanding. K-5 students will participate in instruction for 150 or more minutes per week and, including instruction in the MYP (grades 6-8) are expected to develop sufficient fluency and literacy to qualify for placement in honors or second year language courses upon entrance to high school.

All participating Primary Years Programme member schools are visited by an IBO delegation three years after authorization. Schools are visited in five-year intervals after that. A team of professional educators will review the delivery and effectiveness of the Primary Years Programme at the site. Recommendations will be made for improvement. Frazier & Kershaw Elementary School staff members will work conscientiously to ensure outstanding reviews by the IBO authorities.

**Building Capacity to continue high quality magnet schools programs after MSAP funding**

**(MSAP Purpose 3) through Staff Development:** The International Baccalaureate Primary Years Programme is based on a high degree of intellectuality and sensitivity relating to all areas of academic study and the peoples of the world. In order to ensure the staffs at Frazier & Kershaw Elementary have the skills to create a Programme of Inquiry that meets this standard, as well as the specific IBO requirements, they will have to be involved in **rigorous and exciting staff development activities**. Some staff development activities have already been planned and others may come to light over time as the staffs implement the program and determine special



needs. The planned activities will be offered each year of the grant, (additional details on staff development are available in the Plan of Operation) the number of people participating, the provider, and time duration follow: 1) Chinese or Spanish Courses through Berlitz (2-3 people, 1 night a week), 2) IBO PYP Training, Levels 1-3 (IBO consultants, all staff, various times), 3) Inquiry Learning (local university professors, all staff, 3 week long summer workshops), 4) Project-Based Instruction (professional consultants, all staff, after/embedded in school day), 5) Integrating technology skills in the curriculum (CPS trainers, all staff, after/embedded in school day), 6) Backward Curriculum Development (outside consultants, all staff, summer and PLC meetings), 7) Multicultural Education (professional consultants, all staff, after/embedded in school day), 8) Global Arts Instruction (professional consultants, all staff, weekends 3 times a year), 9) Chinese or Spanish Culture and tours of the embassy (Chinese or Spanish consultants, all staff 1/3 at a time, PD days and evenings).

**(iv) Greater parental decision making ....:**

During recent years, parent involvement has evolved from fundraising to more meaningful parent involvement with instructional issues. Feedback from all parents continues to be sought through general surveys, specific surveys about instructional programs and year-round inter-sessions, and through focus groups. This feedback is used to improve the services and programs provided to students.

As Frazier & Kershaw become magnet schools, a Parent Teacher Organization (PTO) or Local School Council (LSC) will be either formed or revised. These groups will be involved in: 1) Planning and initiating extra academic enrichment programs, supporting challenging endeavors for all students, recognizing academic achievement and improvement. 2) Expanding business partnerships in the community, writing grants to secure additional funding and

opportunities for students. 3) Safety program, which will reflect fire, bike and other safety-related issues. 4) Extra activities for students in academic and fine arts. 5) Activities for students achieving the honor roll. 6) Annual Family Reading Night for students and parents. 7) Making the school library available on a weekly or biweekly basis for parents and students to read together. Staff members will be available to model and work with parents.

The Frazier & Kershaw school communities recognize the importance of meaningful parental involvement with the instructional program and will continue to seek opportunities for parental and community leadership in supporting the magnet program.

## **Mayer & Kershaw Grades 6-8**

### **International Baccalaureate Magnet School Middle Years Programme (MYP)**

**Introduction:** The International Baccalaureate Organization's (IBO) Middle Years Programme has been selected for grades 6-8 at Mayer & Kershaw as the most appropriate program to fulfill the MSAP purposes and demonstrate Chicago Public Schools' (CPS) commitment to a program of academic excellence and rigor. Beginning in the fall of 2007, both schools will begin implementing the IBMYP programs.

Mayer Elementary School will also be implementing a Montessori program for students in grades K-5. By the end of the project, the district will have completed training staff, purchased classroom materials and implemented the Montessori Program in grades K-5. Montessori is built upon individual student inquiry and as such is a natural feeder program for the new IBO Middle Years Programme (MYP) proposed for Mayer & Kershaw. The MYP is a five year program and Mayer & Kershaw will partner with Clark High School for the final two years. Students who complete the K-5 Montessori program at Mayer will be encouraged to continue their studies in the MYP (6-8) magnet program at the school and go to Clark High School to complete the MYP and, then if desired attend Clark's (currently candidate site) IB Diploma Programme (a program previously developed with MSAP funds). Currently, **Mayer is in the Title I School**

**Improvement Choice process.** The school is serving 524 students, but its building could hold 948, therefore it has **room for an additional 424 new magnet students.**

Kershaw Elementary is also implementing the IBPYP program in grades K-5. As students complete this program the natural progression will be to continue into the IBMYP. Since completion of the PYP program is not required for participation in MYP, the two programs will be implemented simultaneously. **Kershaw is currently in Title I School Improvement –**

offering **Choice and Supplementary Educational Services**. It is currently serving 252 students, but its build could hold 660, therefore, the school has **room for 408 new magnet students**.

The Primary Years Programme (PYP), the Middle Years Programme (MYP), and the Diploma Programme (DP) cover the educational continuum from kindergarten through twelfth grade. While the PYP is the primary feeder for the MYP, the Montessori program at Mayer is built upon a similar foundation of personal responsibility and inquiry and is well aligned to the IBO's Middle Years Programme. The MYP and DP typically involve two schools – a middle or junior high and high school. Clark High School will provide this partnership and allow students at Mayer & Kershaw to complete the Middle Years Programme (9-10) and Diploma Programme (11-12 – program should be authorized by the time this grant begins).

**Overview of Project Design across Programmatic Strands:** The prospective MYP at both Mayer & Kershaw will have an international curriculum framework that focuses on the total growth of a child. The MYP program addresses the academic welfare of a child as well as their social, physical, emotional, and cultural needs. It is a program that seeks to affect both hearts and minds, emphasizing the teaching of attitudes such as responsibility, respect, and integrity. The MYP Programs will encourage the use of a variety of teaching and learning methodologies while actively aligning each school's curriculum with the Illinois Learning Standards. The MYP at Mayer will serve as a natural continuum of its Montessori Program.

While the objectives of the MYP subjects ensure an academic challenge, the MYP aligns with many concepts of local literacy components such as differentiated learning styles and groups and literacy rich environments. The flexibility of the MYP is designed to allow all young people to benefit in different ways from the program's holistic, integrative approach to teaching and learning.

The Mayer & Kershaw MYP programs will provide learning in a broad base of subjects each year. As the students mature and develop thinking skills, they will explore the eight subject groups in increasing depth (scope and sequence) and realize how the subject groups are connected to each other and to global issues.

All Areas of Interaction touch the eight subject groups in different and complementary ways. All teachers therefore share the responsibility of integrating skills, ideas, themes and issues related to those Areas within the subjects themselves or in special projects. The Areas of Interaction aim to encourage new links between teachers. A new dynamic is created as teachers work together as a more cohesive team and learn to consider the curriculum from the point of view of the learner. The following are briefs of the eight subjects and the five Areas of Interaction that will play a pivotal role in the teaching at Mayer & Kershaw IB MYP School.

**Eight MYP subjects:** **Language A:** the student's best language, usually the school's language of instruction, writing, English grammar, and literature; **Language B:** an additional modern language learned at school; **Humanities:** history and geography; **Sciences:** biology, chemistry, physics; **Mathematics:** one course including five branches of mathematics: number theory, algebra, geometry and trigonometry, probability and statistics, and discrete mathematics; **Arts:** arts and performing arts; **Physical education:** one course including a wide range of physical activities; and **Technology:** computer and design technology.

**Five Areas of Interaction:** **Approaches to Learning;** How do I learn best? How do I know? How do I communicate my understanding? Approaches to learning (ATL) is central to the program, as it is concerned with developing the intellectual capacity, discipline, attitudes, strategies and skills which will result in critical, coherent and independent thought and the capacity for problem solving and decision making. It goes far beyond study skills, having to do with "learning how to learn" and with developing an awareness of thought processes and their

strategic use. This area of interaction recognizes that true learning is more than the acquisition of knowledge: it involves its thoughtful application, as well as critical thinking and problem solving, both individually and collaboratively.

**Community and Service:** How do we live in relation to each other? How can I contribute to the community? How can I help others? Community and service starts in the classroom and extends beyond it, requiring students to participate in the communities in which they live. The emphasis is on developing community awareness and concern, a sense of responsibility, and skills and attitudes needed to make an effective contribution to society. Students are expected to become actively involved in service activities.

**Homo Faber:** Why and how do we create? What are the consequences? Homo Faber allows students to focus on the evolution, process and products of human creativity. It considers their impact on society and on the mind. Students learn to appreciate and to put into practice the human capacity to influence, transform, enjoy and improve their quality of life. This area of interaction encourages students to explore the relationships between science, aesthetics, technology and ethics. It is at the core of student-centered learning, where the students themselves are placed in the position of Homo Faber: solving problems and showing creativity and resourcefulness in a variety of contexts throughout the curriculum and school life.

**Environment:** Where do we live? What resources do we have or need? What are my responsibilities? Environment aims to make students aware of their interdependence with the environment so that they accept responsibility for maintaining an environment fit for the future. Students are confronted with global environmental issues, which require balanced understanding in the context of sustainable development. Students also face environmental situations at home and at school, which require decision-making. This area of interaction places the students in a position where they take positive, responsible action for the future.

**Health and social education:** How do I think and act? How am I changing? How can I look after others and myself? Health and social education prepares students for a physically and mentally healthy life, aware of potential hazards and able to make informed choices. It develops in students a sense of responsibility for their own well-being and for the physical and social environment. This area encourages students to explore their own selves as they develop healthy relationships with others.

The curriculum model of the MYP places the student and the way the student learns at its center, as the child's development is the basis of the whole educational process. The five areas of interaction surrounding the student in the model are the core elements of the MYP. They provide a framework for learning within and across the subject groups. They allow connections among the subjects themselves, and between the subjects and real-life issues. The questions are designed to guide a child's learning of knowledge, understanding, skills, attitudes, and actions by examining how their lives are impacted as citizens in a global community. The Areas of Interaction go far beyond traditional study skills. They also include: organizational skills and attitudes towards work; collaborative skills; communication; information literacy; reflection; problem solving and thinking skills, and subject-specific and interdisciplinary conceptual understanding. The IBMYP's curriculum model is based on having the student at the center and the Five Areas of Interaction surrounding the student. The areas serve as interactive themes or enhancement tools for the eight subjects. The eight subject areas connect the student's learning and align it with traditional local disciplines

The MYP framework is flexible enough to allow a school to include other subjects not determined by the IBO but which are determined, by local authorities, to be effective in meeting MSAP priorities. After consultation with the IBO, and provided certain conditions are met, schools enjoy much flexibility in terms of language of instruction and languages taught. The Mayer & Kershaw Elementary MYP Project Design

MYP is based on the premise that education can foster understanding among young people around the world. Intercultural awareness is central to the MYP and when internalized will help future generations to live more peacefully and productively than we do today

In order to **guide curriculum development and the writing of interdisciplinary units**, Mayer & Kershaw have identified **three programmatic strands: Global Studies, Math, Science, and Technology, and Arts and Multimedia**. 1) Global Awareness will focus on how nations interact and influence each other socially, politically, geographically and economically and will include the study of a foreign language. 2) Math, Science and Technology Investigations will utilize a structured inquiry approach to investigate environmental and technological issues that impact nations. The program includes implementing National Science Foundation and/or Eisenhower Clearinghouse recognized curricula. 3) Art and Multimedia will provide avenues for students to experience global artistic or musical expressions and to express their own creativity in a variety of artistic or musical formats.

Through the integration of these three areas of study, students will develop attitudes of acceptance and cooperation and will acquire a significant body of knowledge. The outcome of such a comprehensive and broad based program will prepare students for the continuation of the International Baccalaureate components at the high school level.

**(i) Promote desegregation and increase interaction among students of different social, economic, ethnic, and racial backgrounds (MSAP Purposes 2 & 6)**

The MYP programs at Mayer & Kershaw have been constructed to be free of stereotypical patterns and functional barriers and to encourage participation by students of diverse backgrounds. All instructional practices will support equal access and reinforcement of personal worth. The programs will be motivating to individuals who will come together based on interest rather than group characteristics. Two important factors will make it possible for Mayer &



Kershaw to promote desegregation: 1) the widely renowned and outstanding reputation of the International Baccalaureate programs, and 2) the interactive curriculum strategies that will foster interaction among diverse groups of students and which will be widely advertised to the public.

Students at Mayer & Kershaw will be immersed in a series of unique experiences, which will provide an equitable base on which to build new levels of learning. **The experiences will provide a common knowledge base for students from diverse backgrounds and will foster interaction among different groups of students.** Field studies will be designed to introduce or broaden new areas of learning for all students and will be linked to the global topics and science investigations that students are working on in their classrooms. Examples of field studies will include visits to globally focused art performances (music, dance, and theater), museums, and environmental research institutions.

As students participate in community partnership programs they interact with people from diverse backgrounds. This increases their exposure to other cultures and develops tolerance, understanding, and respect for their classmates as well. Guest speakers from international, cultural arts, and science institutions will be invited to share their areas of expertise with the students. Many of these speakers will, no doubt, stimulate partnerships, helping to enhance the students' global explorations.

The Mayer & Kershaw IBO Middle Years Programmes will promote internationalism and intercultural understanding, a holistic view of knowledge, and communication throughout the core academic areas. Unit planning will promote intercultural understanding and address global issues through well-planned learning classroom experiences. Students will "travel" through their subjects, which cover diverse topics (cultures, regions, & world social and political conditions) produce projects, complete presentations, participate in field experiences, and have classroom discussions about the different perspectives and ideas of various cultures. Teachers will guide Mayer & Kershaw Elementary MYP Project Design

students through the process of effectively communicating their ideas and listening to and appreciating the ideas of others. The ultimate goal is to increase awareness, tolerance, and empathy for the cultures of our world.

Internationalism has **no barriers of language**. By viewing the international world as a dynamic, self-supporting ecosystem, students gain a new appreciation of our growing planet, its diverse cultures, and the knowledge to manage its resources intelligently. Students will be able to relate to global problems of the world in terms of climatic change, extinction of species, population dynamics, and consumption of natural resources. They will grow to appreciate cultural diversity, global contributions of mankind, and socio-cultural values of people around the world.

The student's educational accomplishments will be documented in a **portfolio of achievement**, which records the skills acquired and results obtained in each academic subject. The portfolio includes a self-evaluation by the student and will also contain information on extracurricular activities such as **community service**. The student's appreciation of the areas of interaction will be assessed through an exercise known as the **personal project**. Supervised by a MYP teacher, the personal project will be either an essay, an artistic production or some other means of expression accompanied by written commentary in grade 10 with a mini-personal project in grade 8.

Students will work together on projects and activities which involve solving problems, gathering data, discovering solutions, creating new products and sharing information. Thematic units of study, integrating the standards defined in the Illinois Learning Standards, the principles of the Middle Years Programme and the three strands of the magnet program will create the framework for the project design. As students work to accomplish project goals, classrooms will become communities of learners where students are developing mutual respect for the gifts and

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talents of their peers from various geographic, religious, ethnic, and racial backgrounds.

Giving back to the community is important to MYP students. Each grade level will sponsor at least one service learning project such as: cleaning up the local park, designing and painting garbage cans for the city of Chicago, tutoring students in elementary school, teaching seniors to use computers, or beautifying the grounds at the community center. Every student will participate in planning, researching, and carrying out service learning projects.

**(ii) Educational needs and interests of students will be addressed through innovative themes and elements (MSAP Purposes 4 & 5)**

The staffs realize that the new magnet programs will attract diverse student bodies with a range of social backgrounds and academic skills. The IBMYP magnet curriculum will provide innovative situations in which students come together and share their talents and support one another. State-of-the-art work areas will be created to facilitate effective instruction in the three programmatic strands. MSAP funds will allow each school to create and implement:

- **World Language Lab:** will further promote the international focus of the school. Chinese will be taught in the lab and reinforced in the classrooms. The computers in the lab will be equipped with multilingual software that will give students opportunities to practice speaking, reading, and writing in the world language. The lab will allow students to increase the efficiency and rate at which they assimilate the world language. As some students are engaged in computer-driven world language instruction, others will be working in small groups, studying the cultures of Chinese speaking countries. A world language family night will be held to showcase students' knowledge of Chinese speaking countries. Examples of activities may include food samples, games, costumes, and art. A major factor in the successful implementation of a strong Chinese program will be the schools world language specialist, provided by grant funds.

- **“General Assembly Room”** will be designed to resemble and simulate the general assembly room at the United Nations. This room will have learning walls depicting global themes and outfitted with new room darkening blinds. The General Assembly Room will be equipped with flags from around the world, special desks and chairs, a smart board, LCD projector, electric drop-down screen, video equipment, and a portable, wireless laptop lab, with high speed internet access, to facilitate international communication and research. Students will use this room for international debates, multimedia student presentations, guest presentations, and research. Parents will be invited to attend the presentations. The General Assembly Room will provide students with a facility to develop communication, presentation, and research skills
- **Media Center:** will include an “IBO Corner” where artifacts, books, materials, and other resources will be placed to encourage student visits. These areas will be set up to allow student interaction, and changed periodically to promote various intercultural awareness themes. They will also include a publishing center and high-speed Internet access. New materials will be purchased school-wide that reflect the various themes that are the core of the IBO program. Flags, posters, and other visuals will be displayed to promote the themes.
- **Interactive Science Labs:** Students will participate in cooperative learning groups utilizing hands-on materials that reinforce not only state science competencies but also the National Science Standards. These labs will integrate the grades 6-8 – Investigating Earth Systems (IES); SEPUP Science and Life Issues (SALI); and SEPUP Issues, Evidence, and You (IEY) (see details in the introduction to this section). Students will investigate topics like cell biology, make plant and animal slides, and use compound light microscopes to view the student-made slides. State of the art equipment like a Scalar Proscope will enable all students to see microscopic material as a class and view computer material together as a class. Analyzing DNA through gel electrophoresis will enable students to further study molecular biology and expose

students to related careers. Seeds and plant specimens can be grown to explore genetic traits and trace inherited characteristics through generations of species. As plants are grown and crossed, students will observe homozygous and heterozygous traits, and use their observations to further understand asexual and sexual reproduction in other living organisms.

**(iii) A high quality educational program ... (MSAP Purposes 3, 4 & 5)**

To reach students with different learning styles and to ensure that they truly understand the targeted concepts, each concept will be presented in a variety of contexts, modalities, methods, and/or activities. The goal of the program is to ensure that students master state standards and the benchmarks mandated by the Illinois Department of Education. In addition, the curriculum will ensure that students develop higher order thinking skills, problem-solving ability, communication skills, computer skills, and the ability to contribute in a group.

In the Middle Years Programme, the school is given a great deal of latitude in planning its curricular program and assessments. The IBMYP curriculum document will be the primary vehicle for building a rigorous academic program. In addition, it will be supported by the academic strength and interest provided by the three program strands. There are eight subjects in the MYP Programme of Inquiry. The MYP curriculum combines these eight subjects and the five areas of interaction.

IBMYP standards require that students' educational accomplishments be documented in a portfolio of achievement, in which the skills acquired and results obtained in each academic subject are recorded. A portfolio will be used and will include visual and written evaluations as well as self-evaluation. Community service and extracurricular activities will also be included to better prepare students to: 1) enter the IB DP at Clark (or another high school), 2) meet the Community, Action, and Service requirements (CAS), and 3) foster Interaction among students of different social, economic, ethnic, and racial backgrounds.

**The magnet program will incorporate educational methods and practices that promote student achievement (MSAP Purpose 5):**

**Instructional Strategies:** At Kershaw & Mayer, the MYP will use a variety of instructional strategies and best practices selected both to support the theme and meet the needs of the culturally diverse student body. Instructional strategies include cooperative learning, field experiences, brain-based learning, interdisciplinary units, integrated curriculum planning, mentors and tutors, business partnerships, activity-driven and experience-based learning projects, and authentic assessments. In addition, the school will schedule classes to facilitate teaming, flexible scheduling, and before-and after-school programs. For more information on the instructional strategies and restructuring techniques, see the introduction to this section.

**The magnet program will support systemic reforms, ensuring attainment of state content and student performance standards (MSAP Purpose 4):**

**Science/Math Programs:** The Chicago Public Schools has implemented a comprehensive Chicago Science and Math Initiative (CSMI). In grades K-8, comprehensive core curricula have been identified that are research-based and which have proven effective with diverse groups of students from low-income homes. For details, see the introduction to this section.

**Global Studies Program:** Faster communication and advances in technology have truly made the world smaller. The United States can no longer be a country in isolation from the rest of the world. MYP students must develop global awareness and understanding. A sample of such an activity is: Examine the impact of robotics on the global economy. Students will compare and contrast the societal benefits and problems brought about by robotics, i.e. faster production versus machines taking human jobs.

**Arts and Multimedia Program:** The Arts: visual, drama, movement, and music will be infused into every curriculum area. They will be used as a teaching tool and not just as an afterthought.

It is through the Arts that a student's multiple intelligences can be identified, strengthened, and enhanced. A sample of such an activity: Creating PowerPoint presentations based on experience and knowledge derived from field trips will showcase not only students' understanding of the material but also their creative and technical skills. These presentations will be shared with other classes, the school community, parent groups, other schools, civic clubs, and state and national educational organizations.

The International Baccalaureate Middle Years Programme "combines the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational framework for all children." The framework is based on a high degree of intellectual challenge and developing students' sensitivity for the peoples of the world. If the MYP staffs are to support full program implementation that meets these standards, as well as the specific IBO requirements, they will have to participate in rigorous and exciting staff development activities. It is the expectation of the project that all staff will attend a minimum of 90 hours of staff development per year of the project period. All staff development must be related to one or more areas needed for full and successful implementation of the Middle Years Programme. [For complete details on the Staff Development Plan, see the Plan of Operation.]

As important as specialized training is, it is also essential to provide continual support on campus for all teachers. This is especially crucial in a program that requires knowledge of so much advanced content material and high tech applications. MSAP-funded positions include: 1) a MYP Program Specialist, and 2) a full-time foreign language instructor (Content Specialist). These highly-qualified specialists will provide support, coach in classrooms, as well as coordinate unit planning, assemble materials, order equipment and assist with logistical matters. It is understood that these specialists will work with site-based professional learning

communities, so that when the three years of the grant funding are over, staff will be able to continue the program without external support. Planners understand that, when every teacher performs vital functions, the program will become institutionalized and self-sustaining; something, which would not happen, if special personnel provided the program. Since both specialists are necessary to the implementation of and the long term maintenance of the MYP, the Program Specialists (IB Coordinator) will be continued at district expense and the foreign language instructors will be paid with FTE funds.

**Assessments:** Because students will be using experimental design and comparative studies in their activities, the assessment format will parallel this. Some examples include: 1) Students will present their conclusions and experimental findings using PowerPoint or other presentation software (both visual and oral), publishing their reports using the publishing lab resources, or through journal logs. 2) Teachers will create rubrics to assess the effectiveness of classroom experiments, accuracy of student conclusions, and the teamwork skills of participants. 3) Each student will maintain a portfolio of their best work. The teacher will use checklists, criteria and/or rubrics to evaluate student growth.

Oral presentations of students' work will be reviewed by each grade team as part of a peer assessment structure. Teamwork and good communication practices will be evidenced as the teams prepare for their field experiences. A portfolio for each student will be developed, continued, and maintained for the five years (through grade 10) that the student is enrolled in the MYP. Samples of student expository writings on legal and ethical issues relating to the thematic studies will be published via the school web site, distributed through parent newsletters and maintained in an electronic portfolio. In addition, video presentations of student field-studies will be shown throughout the school for analysis, discussion, and follow-up activities.

The program curriculums will be aligned with the Illinois Learning Standards. When  
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constructing units of study, the specific Illinois standards will be carefully annotated beside the activity and each content selection used. Grade level instruction will be conducted by the teachers and they will compact many of the standards into a unit. Curriculum guides will show specifically how the standards are to be integrated into the instructional content and classroom activities.

There are no externally-set or externally marked examinations for IBMYP students. All assessment of student work is carried out by teachers in participating schools using criteria established by the International Baccalaureate Organization (IBO). The IBO validates the standards of the school's assessment through a process of external moderation. Annual IBO validation of the school's assessment procedures is mandatory for the issue of certificates. All participating schools are evaluated three years after authorization and then every five years after that. A team of professional educators reviews the overall delivery and effectiveness of the IBMYP at the site and make recommendations for improvement.

### **Building Capacity to continue high quality magnet schools programs after MSAP funding**

#### **(MSAP Purpose 3) through Staff Development:**

Systemic reform cannot occur without fully competent personnel carrying out programmatic initiatives within a standards based program. An extensive staff development program will occur over the three years of the project design in order for all staff members to acquire a comprehensive background of advanced subject area content, integrated thematic applications and the appropriate methodologies and techniques for their delivery. Much of this training is provided by expert trainers from the International Baccalaureate Organization. Some will take place at IBO Workshop sites, while other training will occur in the district utilizing IBO trainers, or previously trained local staff. [See Plan of Operation for additional details.] The IBO Training for staff development includes the following components: MYP Introductory Workshop; MYP Mayer & Kershaw Elementary MYP Project Design

Teacher Training Workshop, MYP Areas of Interaction Workshop, MYP Assessment Workshop, Site Visits to other IBO Schools, Curriculum Writing and Development – to integrate IBO into current curriculum, Planning time/work time for ongoing adjustments, collaboration.

Training from community partners will be necessary to maximize the effectiveness of the program design. In particular, staff will receive extensive training in the area of intercultural awareness, and the schools will utilize experts from CPS. In addition, selected staff leaders (teachers and/or administrators) will attend the national Magnet Schools of America Conference to learn how other schools are accomplishing their goals and to stay informed about the latest techniques that are being incorporated into other schools.

As important as specialized training is, it is also essential to provide continual support on campus for all teachers. This is especially crucial in a program that requires knowledge of so much advanced content material and high tech applications. At each school, a full time person – MYP Program Specialist - will be needed to provide support for the IBO program, as well as to guide the Authorization process, coordinate unit planning, assemble materials, order equipment, and assist with logistical matters. When the three years of the grant funding are over, the teachers will be fully trained. It is the intent of Chicago Public Schools to continue this position, after MSAP funding ends, as it is an IBO requirement for authorization and continuing participation.

Staff development will include training components in five areas. These include: 1) cultural awareness & team building, 2) instructional technology, 3) restructuring & reform techniques, 4) IBO training & best practices, and 5) the use of research-based and promising curricular programs – NSF recognized math and science programs and the College Board's SpringBoard English and math programs.

### *IB Professional Development Plan*

All staff in grades 6-8 will attend subject specific training in one or more of the IBO eight subject areas: Language A –English Levels 1-3; Language B – Chinese Levels 1-3; Humanities – Social Studies Level 1-3; Mathematics – Level 1-3, Science – Level 1-3; Physical Education – Levels 1-3; The Arts – Levels 1-3; and Technology – Levels 1-3. Workshops will be offered by the IBO and located in various cities around the country. In addition to the IBO workshops, implementation teams from each subject area will visit other CPS candidate or authorized MYP schools or some in other nearby locations.

**(iv) Greater parental decision making and involvement ...**

The Mayer & Kershaw school communities recognize the importance of meaningful parental involvement with the instructional program and will continue to seek opportunities for parental and community leadership in supporting the magnet programs. Parent involvement has evolved from fundraising to more meaningful parent involvement with instructional issues. The process used to involve parents and the community in planning and implementing the MYP programs has fostered this growth. Feedback from all parents continues to be sought through general surveys, specific surveys about instructional programs, and through focus groups. This feedback is used to improve the services and programs provided to students.

At each school, parents will serve on the MYP IBO Leadership Team. This group will meet once a month at various times to accommodate parent and teacher work schedules. Teacher members of the leadership team will be representative of the faculty and the school staff. Parent members of the IBO Leadership Team will be representative of the student body.

The role of the IBO Leadership Team is to facilitate, monitor, and evaluate the implementation of the school's IBO programs including such tasks as monitoring school reform efforts, reviewing the staff development plan and safe school plan, and planning student and teacher recognition, as well as coordinating pertinent school data. The IBO Team will also

examine data from time to time and reflect on the effectiveness of the program.

Parents will be invited to attend introductory IBO workshops, where they will learn about overall school plans, the IBO Middle Years Program, and have the opportunity to shape how IBO will be implemented in their school. Parental issues and concerns will be addressed. Parents will work in groups to create opportunities and activities that will lead to greater parental involvement in the IBO program and its initiatives.

Parent support at Mayer & Kershaw Elementary Schools is essential for optimal student success. Parents can also participate in the school through the Local School Council (LSC), which serves as a policy-making body for the school, is comprised of **six parent representatives**, the principal, two teachers, two community representatives, and one student representative. The role of the LSC is to facilitate, monitor, and evaluate the implementation of the school improvement programs. This group will be involved in: 1) Planning and initiating extra academic enrichment programs, supporting challenging endeavors for all students, recognizing academic achievement and improvement. 2) Expanding business partnerships in the community, writing grants to secure additional funding and opportunities for students. 3) Supporting the safety program – including fire, bike and other safety-related issues. 4) Extra activities for students in academic and fine arts. 5) Activities for students achieving the honor roll. 6) Annual Family Reading Night for students and parents. 7) Making school library available for reading together. Staff members will be available to model and work with parents as they read with their children weekly or biweekly.

LSC parent representatives are elected by other parents. Interested parents are encouraged to run for election and serve on the council for a two-year term. LSC parent representatives meet monthly with the principal, the student representative, and council representatives from the community to assess how well the school is addressing needs identified in the school

improvement plan. The LSC, half of which is comprised of parents, makes important decisions as to how discretionary funds are to be spent to improve the learning climate of the school. The council also conducts the principal's annual performance evaluations

A variety of topics are covered during these monthly workshops. Topics are based on parent and student needs/interests. They have included financial aid, child development, parenting skills, technology, and adult education. Parent field trip experiences are also planned to familiarize parents with museums and places of interests across the city and state. Annual state college tours are arranged for parents and students to visit college campuses.

A parent orientation is held prior to the opening of school. Shortly after school opens, an open house is hosted so that parents can meet the faculty and staff and learn about the curriculum and the many programs and activities available at Mayer or Kershaw.

**Community and Service:** Mayer & Kershaw students will participate in many of community partnership programs. Throughout the year, students will become involved in helping their communities through school-sponsored service projects. Through their participation they see both benefits for their communities and themselves. Examples of service projects include: Food drives to support local food pantry; holiday food baskets for families in need; and neighborhood senior citizen home visits with cards, gifts and fruit baskets. As expressed in the IBO mission, these field experiences help students to become "critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs."

Another way parents will be involved in the MYP programs is through surveys. All major decisions at the schools – including such topics as the school calendar or changing the dress code – require parent and student input. Parents will be involved in setting the school calendars, advising on district budgets, as well as involved in curriculum processes. In addition, parent involvement will be critical in planning and holding extracurricular activities.

### **Miles Davis Elementary Children's Engineering Academy – K-8<sup>th</sup> Grade**

The goal of this school-wide magnet program is to allow each Miles Davis student to be a "child engineer." Why has Miles Davis chosen Children's Engineering for its magnet theme? Because the Children's Engineering curriculum allows students to apply scientific theories and technological processes in order "to find solutions to real life problems. It is an exiting and innovative approach that engages children in scientific investigation, problem solving, and technology. Children research, design, construct, test, and analyze their products" (The Children's Engineering Journal, Vol. 1, Issue 1, 9/1/02.)

Miles Davis is currently a K-3 school in a very old building. The district is building a new facility for the school, which will open in the fall of 2008. The **school will open as a full-school, K-3 Children's Engineering magnet in the fall of 2007** and when it moves into its new facility in the fall of 2008, **will expand the program to include all students in grades K-8.** Since the school only has students in K-3 it is **not in Title I School Improvement.** It is currently serving 355 students, all of which are minorities – specifically African Americans. The new building will hold 650 students; therefore the school will have **room for 295 new magnet students.**

Henry Petroski, the keynote speaker at the 2003 Children's Engineering Convention in Williamsburg VA, is nationally renowned. He has written extensively on many aspects of engineering and technology. During his Jan. 24, 2003 address, he notes that fewer US students, particularly those from different ethnic backgrounds are pursuing degrees in engineering. He blames this fact on the non-inclusion of engineering principles or career information in the K-12 school curriculum. He states that "children are born engineers. Everything they see, they want to change. They want to remake their world." He indicates that the real-world career of "engineering, which is as old as civilization, maintains the youth and vigor and imagination of a

child.” He goes on to say that “when presented to children in their own terms, the excitement of engineering is immediately apparent and fully comprehensible.”

Dr. Petroski states that engineering, although frequently referred to as a branch of science, is actually a unique specialty because its primary activity is design. He notes that scientists and mathematicians spend their time “analyzing things” as opposed to designing new products or concepts. He indicates that introducing children to engineering at an early age will help them realize that the field is something they might really enjoy doing. Thus, inspiring them to take enough math and science courses to prepare them for engineering school. Although the career is based on fun and design, to be practical students must also learn to work within the parameters of the real world – including costs, practicality, and the “rules of physics, chemistry, and the other sciences.”

**(i) Promoting desegregation and interaction among students from different ... (MSAP)**

**Purposes 2&6)**

Fostering interaction among diverse groups of individuals is a natural outcome of the engineering process. The advancement of knowledge and solving the problems of society in the real world is a social process. Adults collaborate with each other all the time. They work as members of teams, communicate and share information as they work toward common goals. Engineering is the ultimate team endeavor; rarely do engineers work in isolation. Designing creative solutions to practical problems crosses all realms of human interest and study. Routinely engineers will work with individuals from diverse educational and cultural backgrounds to identify a unique problem, and the constraints that must be overcome to design a practical solution. In the process of developing practical solutions to these myriad problems, engineering utilizes knowledge from science, mathematics, social science, and the humanities.

Engineers form design teams that can include scientists, psychologists, writers, historians, and

representatives from business, medicine, manufacturing, government, and the arts, just to name a few.

The Children's Engineering program at Miles Davis Elementary will create an age appropriate microcosm of this engineering process. While using the Technology Design Loop & Problem-based learning processes, **children will work together in cooperative groups on engineering design challenges, projects and activities**, requiring them to define problems, research, design, construct, test, analyze, and communicate solutions. The very nature of these design problems will necessitate group work and cooperation. These design challenges will be part of interdisciplinary units of study driven by Illinois Learning Standards, national science, math and technology standards as well as reading, writing, and presentation skills. The Children's Engineering design challenge problems will often originate from studies in language arts, social studies, art, music, and physical education. As described in additional detail later, the Technology Design Loop (TDL) process incorporates the constructivist view of learning, that knowledge is actively constructed by the learner as he or she experiences the world. Students are challenged to construct their own meaning related to the concepts they are investigating and to transform their ideas through construction of new understandings. (Jackie Grennon Brooks SUNY at Stony Brook, MSTe Implementation and Resource Guide, 1999)

*Research has documented the benefits of this type of constructivist cooperative learning: increased academic achievement (including depth and retention of knowledge) and peer norms that favor academics, especially for ethnic minorities and female students whose learning styles and strong interpersonal intelligence may favor group interaction over individual competition. Cooperative learning also can improve the development of higher level, critical thinking skills, intergroup relations, self-esteem and foster positive attitudes toward subject matter and learning.*



**As cooperative student groups are formed, care will be taken to assign students to maximize diversity and heterogeneity.** Students of mixed ability and gender, as well as different social, economic, ethnic and racial backgrounds will have the ability to work together toward achieving common goals much the same way as professional engineers. Whenever possible competition will be avoided by either having different groups working on unique problems or ideally, having small groups working on solutions to sub-projects that will ultimately be combined to solve a larger classroom challenge. These groups will need to communicate their needs and design decisions to other groups, and make decisions together. In doing so, children will learn to value each individual's input and talents and learn about one another in the process.

**The very nature of engineering and the design process poses problems that can only be solved through teamwork thereby fostering interaction among students of different social, economic, ethnic, and racial backgrounds.** By creating a learning environment and instructional culture that brings these diverse groups together for a common purpose students will broaden their perspectives, and develop a respect for diversity. Students will recognize that people from differing backgrounds and cultures each have valuable contributions to make in achieving a common goal.

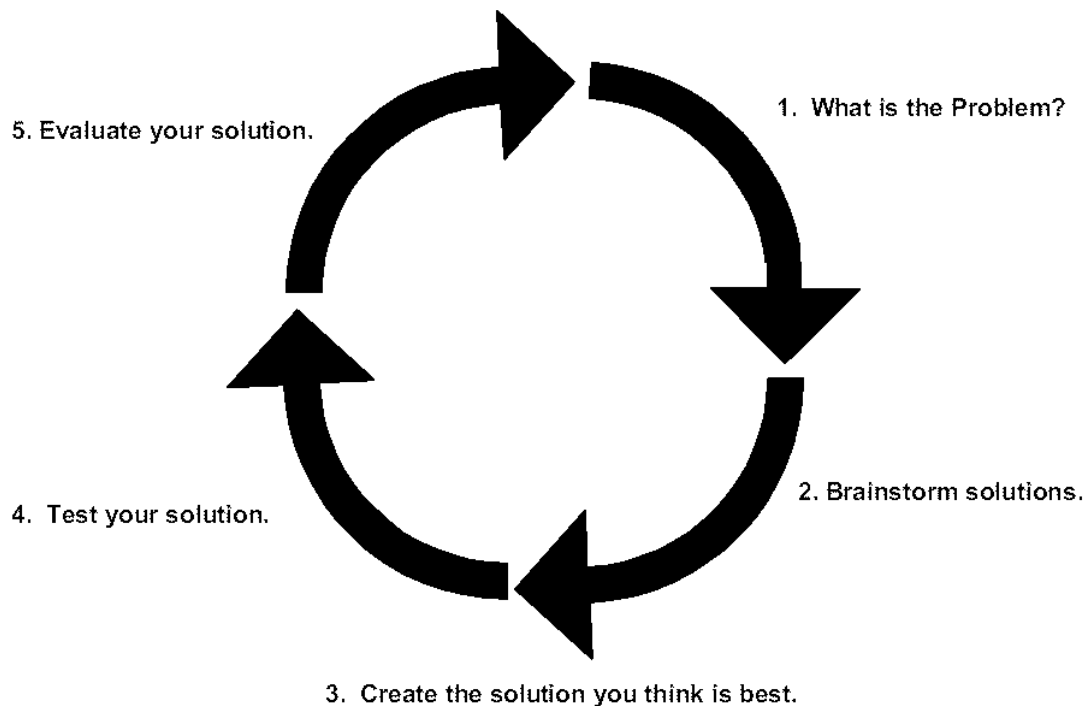
Several extracurricular programs will also be developed to foster interactions among a diverse student body and provide opportunities for increased parental involvement. After school clubs like Math Club, Young Engineers Club, Robotics Club, Inventors Club, Young Astronauts Club, Odyssey of Mind teams and summer "engineering experience" camps will provide no cost opportunities for children of different backgrounds to extend their exploration of engineering, mathematics and science.

The goal of Miles Davis' magnet program will be to improve student achievement and this will be achieved through the use of innovative and interactive instructional approaches that focus on science and technology. The program will create a comprehensive curriculum with experiment-based lesson plans using materials from Children's Engineering ([www.childrensengineering.com](http://www.childrensengineering.com)), NASA, LEGO Dacta, Everyday Mathematics and Full Option Science System (FOSS), Math Thematics, Science Education for Public Understanding Program (SEPUP), Investigating Earth Systems, and the College Board's SpringBoard English and math programs. Engineering principles, science concepts and mathematical skills will be integrated across all core subject areas and at every grade level.

Engineering is the application of scientific ideas to find real solutions to actual problems. The exciting nature of this curriculum will have broad appeal and meet the needs and interests of a diverse population of students. The exciting hands-on program will be interesting for students and lessons and activities will become relevant when students realize the concepts, principles, and skills can be applied in everyday life.

Miles Davis students will understand and apply the steps outlined in the Technology Design Loop which is the basis for the design process in Children's Engineering. The Loop has five steps, which are: 1) What is the problem? 2) Brainstorm solutions – use your productive thinking talent to list many varied and unusual ideas, 3) Create the solution you think is best – make sure you have a plan for how to create your solution: i) What things will you need to create your solution? ii) How will you build it? A sketch might help. iii) List the problems that might keep you from building your solution. 4) Test your solution, and 5) Evaluate your solution – i) What is the best solution? ii) What would you have done differently? Can you add it to make it better? The process is shown in the following graphic.

# Technology Design Loop



**Because of the cultural diversity of the student population at Miles Davis, instructional strategies will emphasize opportunities for students to work together in multicultural groups, actively engaged in learning activities that will allow all students to have the same experience base.** As the students become young engineers they will learn to: 1) use appropriate materials to explore and investigate the ideas of science, 2) test and analyze samples to find solutions and answers to questions and problems, and 3) access resources from a variety of mediums including print, video, audio and field experts' advice to aid their research. To successfully perform these processes, students must collect, quantify, analyze, display and evaluate data. In order to present project information, they will need to communicate well in all

mediums including orally, graphically, as well as in writing. In short, to successfully complete and appropriately present a project, skills across all curriculum areas must be accessed, understood, and applied effectively.

**(ii) Educational needs & interests of students ... be addressed ... (MSAP Purposes 4 & 5)**

As the Miles Davis campus grows and expands, project planners realize that innovative educational practices and learning environments will need to be developed to address the wide range of student needs and interests. The Miles Davis campus will be transformed with state-of-the-art innovative learning environments to support the inclusion of all students and facilitate the Children's Engineering, Applied Mathematics, Inquiry-based Science & Technology, and Language Development components of the magnet program. The unique nature of the program will be evident the moment one arrives on campus. Sculptures, learning walls, flags, kiosks and displays will highlight the engineering theme, and celebrate great engineering achievements and inventors. Student work and design challenge solutions will be displayed prominently throughout the campus.

The Technology Design Loop requires unique environments to build, test, and communicate engineering solutions. The **K-5 Engineering Center** will house an active problem-based learning environment where students have access to wide varieties of traditional and innovative construction and building materials. Modular learning centers will provide guided design and construction opportunities as well as materials for students to construct their own solutions from scratch. The Engineering Center will include innovative materials and construction supplies from vendors like Lego Dacta and Technics, K'nex, Edventures Academy of Engineering and Robotics and ScanTEK 2000. These innovative materials allow students to construct models and devices with levers, gears, pulleys, motors, solar panels, etc. Machines, vehicles and robotic

devices can be created and tested with these materials. Many devices can interface with computers, PDA's, and graphing calculators and be programmed to carry out a variety of tasks and make performance measurements. A woodworking and building station will include materials and tools to construct more traditional solutions to design challenges with wood, metal, cardboard, and plastics. With the importance of evaluating and redesign in the Informed Design Process, testing facilities are required. The Engineering center will also be equipped with computers, timers, scales, balances, motion sensors, a wind tunnel, a fluid chamber and a variety of other apparatus to test and measure the performance of student built devices. Additional **outdoor testing grounds** will be designated for students to experiment, and evaluate various devices that require more space. This testing area will open space for launching and testing devices like model rockets, catapults, parachutes, etc. The test grounds will include a spectator area where classmates and parents can view the process. A second Engineering Center will house the Project Lead the Way (PLTW) – Gateway to Technology Lab. It will contain many of the same features as the K-5 lab plus the equipment and materials necessary to support the PLTW curriculum.

In order to help students understand their own thinking, Miles Davis' teaching staff will employ Problem-Based Learning (PBL) instructional practices. Because it is inquiry-based, PBL is the instructional method that will best accommodate Miles Davis' thematic curriculum. As mentioned by Savioe & Hughes and Stepien & Gallagher, some benefits of PBL include: 1) it nurtures collaboration among learners, 2) it increases motivation, 3) students learn time management skills, 4) it represents authentic learning, and 5) students learn both content and skills. One major distinction between problem-based and project-based learning is that PBL requires not only the solving of problems but also carrying that solution to reality through the

creation of a finished product (Teri D'Agostino.)

Using real world problems as the context for in-depth investigation seems to suit an engineering theme where science, math and technology will be emphasized. Students will tackle problems by having just enough information to suggest how they should proceed with the investigation, yet not enough information to enable them to solve the problem without further inquiry. The answers cannot be found by using formulas. Students will practice the inquiry process and use reasoning to discover that there are various ways to solve the same problem. Through this instructional method, students will become better problem solvers because they hone skills such as reasoning, collaboration, and persistence in their self-directed search for solutions.

The math and science programs for Miles Davis were selected because they both 1) are based on inquiry learning and 2) will support and enhance the engineering curriculum. The programs were developed using National Science Foundation funds and have increased student achievement in similar elementary schools. [For additional details – see the introduction.]

Regularly scheduled, collaborative planning among grade level teachers and specialists will ensure thematic infusion across curriculum areas. This will provide a more natural context for addressing student misconceptions as well as maximizing student learning and achievement. Beginning in the 2008/09 school year, team-teaching will be used in grades three through eight to capitalize on teacher strengths in core curriculum areas. In grades 6-8, the staff will be departmentalized.

Flexible scheduling in interactive lab spaces will ensure equal access by students and teachers. This will allow specialists time to support classroom teachers as they develop the necessary knowledge & skills in engineering and techniques for managing lab materials.

Material-rich environments will provide exciting experiential learning opportunities for all students as they conceptually move from concrete to more abstract levels of thinking.

PROGRAM COMPONENTS - CHILDREN'S ENGINEERING: A theme like Children's Engineering fosters student understanding of the ongoing development of man-made objects and their various uses. It also enables students to explore the effects of engineering solutions on society and helps them develop a sense of appreciation for the tools and techniques engineers use. This strong thematic emphasis will introduce and prepare students for the ever-changing, dynamic world in which they live.

DESIGN EXPOS: At every grade level, Children's Engineering will be at the heart of the curriculum. Teachers will develop lesson plans around Design Expos (K-5) and Project Lead the Way (6-8), which will provide the themes for interdisciplinary units. Classroom teachers will work together with the Program and Content Specialists to integrate these themes across subject area disciplines. The themes will incorporate all subject areas and will encompass the Illinois Learning Standards. Every quarter students will develop projects that will be designed around two open-ended engineering problems/challenges. Students will master content skills, while exploring and investigating engineering problems/challenges. Participating in Design Expos will assure students develop a thorough understanding and mastery of complex concepts.

PROJECT LEAD THE WAY (Gateway To Technology Curriculum Grades 6-8): Gateway To Technology's (GTT) cutting-edge program addresses the interest and energy of middle school students, while incorporating national standards in math, science and technology. GTT is "activity oriented" to show students how technology is used in engineering to solve everyday problems. The five instructional units excite and motivate students to use their imaginations and teach them to be creative and innovative, while gaining the skills they need to develop, produce

and use products and services. Miles Davis will have a departmentalized staff in grades 6-8; the **GTT lab teacher will be part of the school's staff model and paid by CPS.**

The GTT curriculum provides problem-based learning—a hands-on approach—that is exciting and fun for the full-range of students in today's grade 6 – 8 classrooms and that relates technology to students' daily lives. It also promotes communication and collaboration by emphasizing a teaming approach in the instructional units. This approach utilizes the strengths of each team member to accomplish the goals of the project, while offering students learning challenges at all ability levels.

The math, science, and technology integrated GTT program helps students develop and hone skills in middle school that enable them to enter the high school program with foundation knowledge and skills for success in pre-engineering. Although not intended as an introduction to the PLTW pre-engineering high school program, many schools report improved interest in the high school program because of Gateway To Technology.

GTT consists of five independent units that will be taught in conjunction with a rigorous academic curriculum. The units are designed to challenge and engage the exploratory minds of middle school students. Each 9-week unit contains performance objectives and suggested assessment methods. The five units are: 1) Design and Modeling: This unit uses solid modeling (a very sophisticated mathematical technique for representing solid objects) to introduce students to the design process. Utilizing this design approach, students understand how solid modeling has influenced their lives. Students also learn sketching techniques, and use descriptive geometry as a component of design, measurement, and computer modeling. Using design briefs or abstracts, students create models and documentation to solve problems. 2) The Magic of Electrons: Through hands-on projects, students explore the science of electricity, the movement



of atoms, circuit design, and sensing devices. Students acquire knowledge and skills in basic circuitry design and explore the impact of electricity on our lives. 3) The Science of Technology: This unit traces how science has affected technology throughout history. Students learn about the mechanics of motion, the conversion of energy, and the use of science to improve communication. 4) Automation and Robotics: Students trace the history and development of automation and robotics. They learn about structures, energy transfer, machine automation, and computer control systems. Students acquire knowledge and skills in engineering problem solving and explore requirements for careers in engineering. And 5) Flight and Space: The purpose of this unit is to introduce the student to aeronautics, space, and the use of design used to help make aerospace engineering an important field. They learn about Newton's Laws of Motion, forces, rockets, propulsion, and what makes things fly. Students acquire and apply knowledge and skills in engineering problem solving and explore the many aspects of aerospace engineering.

The flexible middle school program provides schools with an opportunity to implement the five units in a variety of ways. For maximum impact on student achievement, the GTT curriculum should be combined with a challenging academic curriculum in which: a) Students complete Algebra I successfully or pass a pre-algebra proficiency test and use algebra concepts to reason and solve problems; b) Students use laboratory and technology experiences to learn scientific concepts in physical, life and earth/space sciences; c) Reading instruction is included in the academic core curriculum through grade eight; d) Students use language correctly and effectively to find, organize and report information through reading, writing, speaking, and listening; and e) Students describe their heritage, their government, their world and economic principles through the study of key issues of the past, present and future.

Because of the rapid growth and success of the middle school component, PLTW has introduced the Gateway Standard of Excellence Program. It recognizes the achievement of students and teachers in Middle Schools in the PLTW Network and calls the community and nation's attention to the vital role middle schools play in motivating students to reach excellence. The process parallels the High School Certification program in quality standards. **Miles Davis will seek membership in the Gateway Standard of Excellence Program.**

**(iii) High quality education program ... (MSAP Purposes 3, 4, & 5)**

The program development team at Miles Davis has identified a set of student outcomes including: 1) the ability to use engineering processes, scientific investigation, mathematics and technology to solve real-world problems, 2) acquiring knowledge and skills in reading, writing, mathematics and science to meet the rigorous Illinois Learning Standards, documented through the ISAT, 3) developing skills in cooperative learning, higher order thinking, problem solving, and communication, and 4) developing grade level appropriate workplace skills aligned to the SCANS competencies. A rigorous academic program of interdisciplinary instruction will be developed as teachers and magnet curriculum coordinators design standards-based thematic units of study. These units include engineering design challenges integrating overarching engineering concepts of higher order thinking, understanding, problem solving, collaboration, evaluation, and communication. Students will also practice engineering processes including design and construction, technology application, and mechanisms of control.

Reading and Language Arts: This school will use one the K-5 reading program recognized by Reading First and CPS as effective in diverse school – Open Court. In grades 6-8, the Language Arts curriculum will be the College Board’s SpringBoard English Curriculum. There is data to

indicate that this is a promising practice and that it is effective in schools with large populations of minority and low-income students.

MATH AND SCIENCE STUDIES: Miles Davis will adopt the University of Chicago School Mathematics Project (UCSMP) program, called *Everyday Math and Math Themes*, which was developed by the Six Through Eight Mathematics Project (STEM) at the University of Montana - Missoula. Research with children and teachers led UCSMP and STEM researchers to a number of principles when developing the K–5 *Everyday Mathematics* and 6-8 *Math Themes* curricula. [For further details on these programs, see the introduction to this section.] They include: 1) From their own experience children construct an understanding of mathematics and acquire knowledge and skills. *Everyday Mathematics* and *Math Themes* begin with children's experience and connect that experience with the discipline of mathematics. Mathematics is woven into daily classroom routines—jobs, attendance, weather tracking, the calendar, and even lining up. 2) Children begin school with a great deal of knowledge and intuition. *Everyday Mathematics* and *Math Themes* make use of this knowledge and aim for significantly higher achievement than has traditionally been expected. Investigations in geometry, data and statistics, and early concepts of algebra begin in kindergarten and continue with greater sophistication throughout the grades. The curriculum helps children make the transition from intuition and concrete operations to abstract ideas and the use of symbols, while at the same time fostering new intuitions that will mature beyond sixth grade. 3) Excellent instruction is crucial. Teachers have many roles that the curriculum must support. These include explaining and demonstrating, questioning and leading discussions, managing practice, guiding practical work and explorations. *Everyday Mathematics* and *Math Themes* provide materials and procedures that help teachers to carry out the wide variety of instructional tasks that are required in a well-rounded program. 4)

Reforms must take into account the working lives of teachers. *Everyday Mathematics* and *Math* *Thematics* materials are designed to be manageable and include many suggestions and procedures that make teachers' lives easier, at least in the long run. 5) *Everyday Mathematics* and *Math* *Thematics* use practical routines to build the arithmetic skills and quick responses that are so essential in a problem-rich environment. Routines that stress mental arithmetic also encourage students to be flexible in applying standard procedures in novel situations. And 6) the *Everyday Mathematics* and *Math* *Thematics* curricula will provide for a seamless transition for studying algebra in the 8<sup>th</sup> grade

*The Science Programs* are correlated to human cognitive development and will be aligned with the progression outlined in the Chicago Science and Math Initiative. In K-5 students will use a combination of FOSS and Science and Technology for Children (STC). In grades 6-8, they will use a combination of units from Science Education for Public Understanding Program (SEPUP) and Investigating Earth Systems (IES). Additional details on these programs can be found in the introduction to this section.

*Math and science manipulatives* provide concrete examples that facilitate student understanding. They will, therefore, be used by students as they experiment and test designs to solve engineering projects/problems. For example, if students are building bridges in engineering, they may be conducting stress tests. Experimentation will actively engage students with the purposeful use of tools and materials. They will understand and apply scientific ideas and processes in order to find solutions to the problems they have been assigned. A digital photography and publishing center will be established for printing student documentary studies which can be used for extended projects and longitudinal studies.

Grasping algebra concepts in elementary school will be an essential step in helping to raise

the educational level of Miles Davis students as they prepare for higher mathematical studies. It will also help to increase students' self esteem when they realize they are solving mathematical equations that appear sophisticated and complex. The Hands on Equations Learning System is a mathematics strategy for children to learn algebraic equations in a fun, exciting game-like manner. [Developed by Dr Henry Borenson, Hands-on Equations is a patented teaching methodology that empowers teachers to successfully present essential algebraic concepts to students as early as third grade (www.borenson.com.)] Teachers at Miles Davis will use Hands-On Equations' strategies as part of the curriculum. These strategies, in conjunction with Everyday Mathematics, will provide students with a sound, intuitive understanding of the fundamental properties of algebra, which are necessary for understanding engineering principles and solving engineering problems.

Utilization of the **Cambridge Physics Outlet (CPO) Hands-On Curriculum** materials will further enhance the study of science and math for Miles Davis students. This program will work in conjunction with the Science and Technology for Children elementary science curriculum. The CPO materials include activities at various grade levels for the same topic. Some examples are: 1) Gears, Levers, & Rotating Machines and 2) Forces and Work with Ropes and Pulleys. With these materials, teachers will be able to demonstrate to students the principles of simple machines and motion. Timers, cars and ramps will be used to predict motion; gears, levers, ropes and pulleys will address the concepts of force and work. These classroom experiments will serve as fascinating explorations capable of holding the interest and attention of students.

**Problem-Based Learning**, along with Inquiry-based instruction, will form the core instructional strategies for the program. Training for these important program components will be provided by the Illinois Mathematics and Science Academy (IMSA) located in Aurora, Ill. Problem-Based

Learning (PBL), which is based in inquiry learning, is an educational approach that organizes curriculum and instruction around carefully crafted problems. Students gather and apply knowledge from multiple disciplines in their quest for solutions. Guided by teachers acting as cognitive coaches, they develop critical thinking, problem solving, and collaborative skills as they identify problems, formulate hypotheses, conduct data searches, perform experiments, formulate solutions, and determine the best “fit” of solutions to the conditions of the problem (Technology Design Loop). Problem Based Learning enables students to embrace complexity, find relevance, and joy in their learning, and enhance their capacity for creative and responsible real-world problem-solving.

The PBL Design Institutes, also known as Harris Institutes, are provided by IMSA staff. The four-day institute provides participants with experience as PBL learners engaged in a problem. From this experience, the participants analyze the critical elements of IMSA’s PBL model through dialogue with fellow participants and facilitators. They apply this knowledge as they engage in the design process for a problem that will be used in their classrooms. Participants receive instruction and mentoring from a team of experienced PBL educators. Skills gained by participants include: 1) identify learning objectives linked to state and national standards and benchmarks, 2) design a PBL scenario considering local context, 3) develop problem materials and documents, 4) understand coaching in PBL, and 5) design assessment opportunities and the problem documents.

**TECHNOLOGY INTEGRATION:** In addition to supporting instruction in core curriculum areas, technology use will be expanded and it will serve as a daily tool for effective communication, research and investigation, data collection, and display. All instructional areas within the school will have access to internal communications and Internet resources. Students

will participate in global scientific projects and will interact on-line with scientists world-wide. The district has already installed a LAN (Local Area Network) throughout the building.

Within each program component a number of engineering topics will be addressed. [The graphic on the following page provides a model for the K-5 Engineering curriculum.] Some engineering fields to be included are: civil, environmental, mechanical, electrical, aeronautical, and systems. In order to assure highest achievement for all students, teachers will use a variety of innovative, research-based instructional strategies and all curriculums will be developed using a standards-based curriculum design model. Other instructional processes include 1) cooperative learning, teaming, interdisciplinary units, 2) an extensive mentor and tutor program, 3) using experts from business partnerships to guide program development and to provide curriculum expertise, 4) creating an activity- and experienced-based curriculum, and 5) using authentic assessments. Students will use a variety of multimedia and technology skills to create video productions, slide show presentations, and computer graphics. The introduction to this section contains additional details on these strategies.

Program planners have identified the following student outcomes: 1) Students will acquire skills in: quantitative observation; scientific methods; cooperative learning; critical thinking; problem solving (creative approaches and teamwork); and reading, writing, and math (to meet Illinois Learning Standards and national standards). 2) They will: develop an understanding of the principles of engineering design as well as an appreciation of the importance of engineering in sustaining as well as providing creature comforts for human life. 3) And finally, students will achieve the grade level-appropriate SCANS competencies, including workplace skills, as well as opportunities for career exploration.

Illinois' School Improvement and Accountability System, is managed by the Office of

Educational Accountability. Illinois has a defined set of student expectations called the Illinois Learning Standards, which are supported by the locally developed CPS standards. These documents define the standards and frameworks for this program. As curriculum is developed, it will be aligned to these standards and support the identified student outcomes for this program. The program will be designed so that about 85% of student time is spent on core curriculum skills in which engineering thematic activities will be infused. The remaining 15% of student time will focus on engineering-related curriculum enhancement activities designed to reinforce core curriculum skills while expanding students' knowledge of theme subject areas.

Engineering instruction will utilize a constructivist approach. Planners found that the type of schooling typified by a constructivist environment could be described as active learning/ adventurous teaching (Sheingold, 1991), or hands-on/minds-on learning (Lowery, 1994). Within the Engineering Academy Program at Miles Davis Elementary, school organization, curriculum, teachers, and assessment will support a constructivist learning environment.

**Staff Development:** Well trained and knowledgeable teachers are essential to the successful development and implementation of a magnet school. In order to assure that all staff has the necessary skills to be successful in the Children's Engineering Academy Program at Miles Davis, a comprehensive training plan is necessary. Each major component of the program will have a full-time specialist, including 1) Children's Engineering Program Specialist, 2) K-5 Science Content Specialist and a 6-8 Science Content Specialist [part of the staffing model and paid by CPS], and 3) K-8 Content Specialist for technology. These program specialists will be responsible (in conjunction with the principal, assistant principal, project manager, and subject area specialists) for developing the training plan, scheduling workshops, registering participants, and monitoring participation. In addition to the training program, the curriculum coordinators



and lead teachers will be encouraged to attend local and national conferences to maintain their knowledge of curriculum content and emerging instructional theories. They will be expected to share this information with others at the school, by offering planned workshops.

Each year all magnet teachers will attend a minimum of 90 hours (15 full days) of training. [As part of the academy staffing process, teachers will sign a letter of commitment agreeing to attend the required training.] Annually, teachers will agree to attend at least one training in each of five areas. The five training areas are: 1) Children's Engineering or Project Lead the Way and instructional strategies such as Problem Based Learning, Inquiry and Brain-Based Learning strategies 2) cultural awareness and team building, 3) technology, 4) restructuring and reform techniques or best practices in specific subject areas, i.e., using cooperative learning techniques, in the elementary classroom, to teach math problem-solving skills, and 5) research-based/promising curriculums such as *Everyday Mathematics*, *FOSS*, *Math Thematics*, *SEPUP*, *IES*, *Open Court*, and *SpringBoard English & Math*. Some of the training will be accomplished during the school year on district-scheduled Professional Education days, some will be scheduled during block scheduled planning times, some will be available after-school or in the evening, and the remainder will be offered during the summers.

In addition to the described staff development program, the school's media center will maintain professional libraries offering numerous titles supporting the subject areas covered by the magnet theme. Program and Content Specialists will share research information with all classroom teachers and will maintain a variety of resource materials for curriculum development. Subject area supervisors will also direct staff to appropriate materials and best practices within their own areas of expertise.

**Advisory Committee:** Key people in the business community have been involved in planning

this project. They and/or representatives from their companies will continue to be involved in the development and implementation of the Children's Engineering Academy Program. As the program is implemented, the planning committee will be transformed into an advisory committee. This group will continue to include some of the people who made-up the planning committee. Other people, more appropriate to the implementation phase of the project, will be added to the committee. The following paragraph describes the make-up and duties of the magnet program advisory committee.

The advisory committee will be made-up of community-based, engineering-related business representatives; university personnel; school-based and central-office personnel; parents; and students. Its purpose will be to oversee the design and implementation of the Children's Engineering Academy Program, to assure that the curriculum is relevant for today's world, and that the program and students' skills are staying abreast of cutting edge technology. This committee will provide feedback and input into curriculum selection as well as development. They will provide "experts" capable of speaking to students and sharing information on career opportunities and techniques used in the real-world. Additionally, the committee will recruit local firms to provide opportunities for students to visit engineering-related industries and see them in operation.

**Assessment Measures and Reporting Systems:** All teachers will receive training in authentic assessments as well as the use of diagnostic and prescriptive assessments for instruction. These procedures will assure that teachers have the skills necessary to develop appropriate student assessment activities and to create and effectively use assessment rubrics. Teachers will learn to use student achievement data to analyze the effectiveness of their classroom assignments and to know when appropriate adjustments are necessary.

Assessment will be conducted in a number of ways, including standardized tests, multiple choice tests, portfolios representing students' best work, classroom observations, and performance-based assessments, such as projects. Many educators have begun to see that, in order to measure the skills needed by students in the 21<sup>st</sup> century, evaluation must encompass more than standardized testing. Arnold Packer, the Johns Hopkins researcher who directed the SCANS commission, sees very little correlation between what is measured by standardized tests and the skills defined in the SCANS report. He states, "Tests [are] driving schools to teach to the answers of multiple choice questions. The world is more complicated than that; it requires a different kind of thinking. The problems the world will serve up to you don't look at all like the problems on a multiple choice test."

**(iv) Greater parental decision making and involvement...:**

Parent support at Miles Davis Elementary School is essential for optimal student success. Parents can participate in the school through the Local School Council (LSC), which serves as a policy-making body for the school, is comprised **of six parent representatives**, the principal, two teachers, two community representatives, and one student representative. The role of the LSC is to facilitate, monitor, and evaluate the implementation of the school improvement programs. This group will be involved in: 1) Planning and initiating extra academic enrichment programs, supporting challenging endeavors for all students, recognizing academic achievement and improvement. 2) Expanding business partnerships in the community, writing grants to secure additional funding and opportunities for students. 3) Supporting the safety program – including fire, bike and other safety-related issues. 4) Extra activities for students in academic and fine arts. 5) Activities for students achieving the honor roll. 6) Annual Family Reading Night for students and parents. 7) Making school library available for reading together. Staff members will be

available to model and work with parents as they read with their children weekly or biweekly.

LSC parent representatives are elected by other parents. Interested parents are encouraged to run for election and serve on the council for a two-year term. LSC parent representatives meet monthly with the principal, the student representative, and council representatives from the community to assess how well the school is addressing needs identified in the school improvement plan. The LSC, half of which is comprised of parents, makes important decisions as to how discretionary funds are to be spent to improve the learning climate of the school. The council also conducts the principal's annual performance evaluations.

A variety of topics are covered during these monthly workshops. Topics are based on parent and student needs/interests. They have included financial aid, child development, parenting skills, technology, and adult education. Parent field trip experiences are also planned to familiarize parents with museums and places of interests across the city and state.

A parent orientation is held prior to the opening of school. Shortly after school opens, an open house is hosted so that parents can meet the faculty and staff and learn about the curriculum and the many programs and activities available at Miles Davis. In the fall of 2008, a Special Dedication for the new building will be held at the school.

Another way parents will be involved in the Children's Engineering program is through surveys. All major decisions at the schools – including such topics as the school calendar or changing the dress code – require parent and student input. Parents will be involved in setting the school calendars, advising on district budgets, as well as involved in curriculum processes. In addition, parent involvement will be critical in planning and holding extracurricular activities.

## **Oscar Mayer (Pre K-5) Montessori Program Design**

The Chicago Public Schools is dedicated to a vision of helping every child develop to their fullest potential and committed to a program of academic excellence and rigor. The Montessori program has been selected as a comprehensive reform model that will assist in achieving these goals at one school that is currently minority group isolated: Oscar Mayer Elementary School. **Oscar Mayer** currently serves students 524 in grades Pre K – 8 and its current population is 89.5% minority. Since CPS' Consent Decree defines minority group isolation (MGI) as 85%+ minority enrollment, this school is MGI. Ultimately, the Montessori program will be implemented in grades Pre K-5 and the Middle Years Programme (described elsewhere) will be implemented in grades 6-8. The school opened in 1959 and, from 1999 to 2001, some renovations were completed. Renovations have included exterior finishes and windows, a local area network, and power/service distribution upgrades. At this time, the **school does not have a magnet program** – this will be a **new magnet school**. The school is well **under its capacity of 948** and has **room for 424 new magnet students**.

The Montessori program will be built on the scientific observations and foundational principles of Dr. Maria Montessori who, during the early 1900s, was an Italian physician and education reformer. The goals of Dr. Montessori's program reflect her beliefs that an educator's job is: 1) To awaken the child's spirit and imagination, 2) To encourage the child's normal desire for independence and high self-esteem, 3) To help the child develop the kindness, courtesy, and self-discipline that will allow him to become a full member of society, and 4) To help the child learn how to observe, question, and explore ideas independently.

Montessori teachers work to develop strong character, build high self-esteem, and develop culturally literate children who are interested in the world and enthusiastic about life. Their

focus is to educate the “whole child” and provide an “education for life.” By having the freedom to explore and investigate topics that capture their interests, Montessori students maintain the curiosity, creativity, and giftedness that they were born with. Teachers are committed to helping each child discover his (her) unique talents and unlimited potential.

### **The Montessori Early Childhood Level - (Pre-K and Kindergarten)**

Before the age of six, a child has a sensorial relationship to his environment. Learning occurs through sensory experiences. For this reason, the Montessori early childhood program revolves around hands-on didactic materials which help the child develop the building blocks for learning: concentration, coordination, order, and independence. There are five main curriculum areas at the early childhood level:

**The Practical Life Area** is the foundation of the classroom, for it is in this area that the child acquires mastery of his/her movements and the ability to complete first simple and later complex tasks related to daily living. The practical activities in this area are familiar to the child and provide a link between the home and school. They include lessons in care of self, such as buttoning and bow tying; care of the environment, such as table washing and polishing; practical skills, such as pouring, scooping, cutting, and sewing; food preparation lessons; and grace and courtesy lessons. These activities are appealing to the young child, who, while having fun with these seemingly simple and ordinary tasks, is developing gross and fine motor control (including the pincer grasp), the ability to remain focused on and complete a task, and the ability to follow a logical sequence of steps. The result of work in this area is a confident and independent child who is physically and cognitively ready for the challenges of more academic work.

**The Sensorial Area** provides the child with opportunities to sort and classify specific sensory information. The sensorial materials encourage exploration of size, color, shape, pattern, smell,

sound, touch, and taste. Like the practical life materials, the sensorial materials offer far more than the obvious purpose. For example, building the “pink tower” provides for the development of coordination of movement, as the child carries each of the ten cubes, one by one, across the room to the workspace. This slow methodical process develops both concentration and order, while the child begins to use problem-solving skills to carefully balance the graded cubes to successfully build a tower. The sensorial materials help the child develop higher thinking skills as he/she begins to analyze and compare the various sensorial attributes highlighted in these lessons.

While the Montessori early childhood classroom has a specific **Language Area**, language-learning opportunities can be found throughout the classroom. The child at this age is in what Dr. Montessori called a “sensitive period” for language development. The child is fascinated by words and the symbols of his/her language. The child has an almost insatiable desire to expand his/her communication skills. The Montessori environment supports this sensitive period by providing limitless opportunities for vocabulary development, extensive oral language games, pre-writing and writing development activities, games for learning the letter symbols and phonetics, and whole language literature experiences.

The focus of the early childhood **Mathematics Area** is on the development of a mathematical mind: the ability to calculate, reason, investigate, order, create, and measure. The foundation for the mathematical mind begins with the activities of practical life and sensorial, long before the child actually works with the math materials. The Montessori mathematics materials give the young child an opportunity to become familiar with math symbols and language, while exploring number quantities and mathematical concepts with real hands-on

activities. Each new concept is isolated and presented in a way that gradually moves the child from the concrete to the abstract.

**The Cultural Area** includes activities in geography, history, science, art, and music. These lessons are a central focus in the Montessori environment. Their purpose is to connect children to the world around them. Young children are introduced to puzzle maps, globes, science experiments, nature study, art activities, music, and movement. The people, animals, and places of the world are studied with celebrations that include food, art, music, and stories about various cultures. In this way, all of the subjects in this area are interrelated, providing children a fun learning experience leading to greater understanding, respect, and appreciation for the rich diversity of life on our planet.

#### **The Montessori Lower and Upper Elementary Levels (Grades 1-3 and 4-5)**

The Montessori elementary curriculum will be implemented at Oscar Mayer in two multi-age levels: Lower elementary classes will have students in first through third grades. The upper elementary classrooms will have students in fourth and fifth grade. At each level, the students will be grouped for instruction according to interest and ability. While grouping will be flexible to meet individual needs, basic curriculum presentations will be managed in single grade cycles with clear expectations and goals for a first-year student, second year student, etc. This enables the teachers to efficiently plan, evaluate, and monitor student progress, while still giving the flexibility to move a student through the curriculum at his or her own pace.

The Montessori curriculum provides a structural framework of content and skill goals, while remaining flexible and open-ended to meet individual student needs and encourage exploration of student interests. The curriculum integrates cognitive and experiential learning. This active



discovery approach to learning develops self-motivated students who can think creatively and critically and who are personally and socially responsible.

The Montessori elementary curriculum builds on the foundation laid in the early childhood program. Like the program for younger children, it is based on the specific developmental needs of children at this stage. The following text provides brief descriptions from *The Montessori Public School Consortium, 1988*: 1) An integration of arts, sciences, geography, history, and language evokes the native imagination and abstraction of the elementary child. 2) The presentation of knowledge as part of a large-scale narrative unfolds the origins of the earth, of life, of human communities (agricultural and urban), of empires, and of modern history, always in the context of the wholeness of life. 3) The presentation of formal scientific language of zoology, botany, anthropology, geography, geology, etc., exposes the child to accurate, organized information which respects the child's intelligence and interests. 4) The use of timelines, picture charts, and other visual aids provides a linguistic and visual overview of the first principles of each discipline. 5) The mathematics curriculum is presented with concrete materials which simultaneously reveal the arithmetic, geometric, and algebraic correlations. 6) Montessori-trained adults are able to integrate the teaching of all subjects, not as isolated disciplines, but as part of a whole intellectual tradition. 7) The emphasis on open-ended research and in-depth study uses primary and secondary sources (books) as well as other materials. 8) "Going out," entails the ongoing use of community resources beyond the four walls of the classroom. (Proposal Summary Montessori Public School Implementation Planning: Special Report, 1988 : *Montessori Public School Consortium.*)

Science, history, and cultural studies provide the central focal point for the Montessori elementary curriculum. Students follow the development of the solar system, life on earth, the

development of humans, early civilizations, and the history of human advancement. Students are presented a global and environmental view that emphasizes human possibilities and highlights our interdependence with all life on earth. Studies of the fundamental needs of humans throughout history and among all modern cultures helps students appreciate the diversity and creativity of humanity.

Dr. Montessori called the elementary curriculum the “cosmic education.” Her vision was to transform society by giving students a sense of their place in the great story of the universe. Riane Eisler (2000) comments on the importance of such a worldview content in curriculum in her book, Tomorrow’s Children: A Blueprint for Partnership Education in the 21<sup>st</sup> Century: *Transforming curriculum content is basic to transforming education. The curriculum we teach is the food we offer children’s minds: food for thought, from there, action. It is the wherewithal out of which young people will form views of our world and their place in it (p.17).*

Preparing students for the challenges of the complex post-industrial, highly technological society of the 21<sup>st</sup> Century requires more than the development of basic skills and core knowledge. Montessori offers students a learning environment in which they can develop strong skills in language and mathematics while exploring the questions that have intrigued humans throughout time. Students who participate in this learning community will benefit from the rich content of the curriculum. This, combined with an experiential approach to learning, will give students the keys to success and a commitment to making a contribution to society.

**Implementation at Oscar Mayer:** Based on the philosophy of the Montessori program, the curriculum at Oscar Mayer will be organized into a spiral of integrated studies. The study of literature, the arts, history, social issues, political science, economics, science, and technology

will be interwoven as students pursue topics of interest. The separate disciplines of the curriculum will be tied together into three broad categories: *the physical universe, the world of nature, and the human experience*. The staff at the school will develop thematic units that fit within the framework of these three broad categories. The units will be organized according to three investigation strands: Land, Sea and Air and Space. 1) As students study the Land, they will investigate living and non-living things on the earth, interdependence, geographical concepts, geological changes, and what's inside the earth. They will study where plants, animals, and humans live on the earth; how earth's resources are used; how global issues affect man on the earth; careers associated with Land; and how humans protect and destroy the earth. 2) Student investigations of the Sea will include an examination of living and non-living things in the sea, interdependence, bodies of water (lakes, rivers, ponds, and oceans), resources from the sea, global issues that affect the seas, careers associated with the sea, and how humans protect and destroy bodies of water on the earth. 3) Investigations of Air and Space will include examination of air and its properties, weather and seasons, global issues that affect the atmosphere, how humans protect and destroy the atmosphere, how life is sustained in outer space, and space explorations. Land & the Physical World will include maps and globes, seven continents, land forms, rocks and minerals, inside the earth, and geological changes. Land & the World of Nature will include animals (land), animal habitats, animal life cycles, plants (land), plant reproduction, and ecosystems. Land & the Human Experience will include: conservation, careers, resources from the earth, cultures and ways of living, and global issues affecting earth's land environments. Sea & the Physical World will include: oceans, lakes, rivers, ponds, water cycle, and salt water vs. fresh water. Sea & the World of Nature will include: animals (ocean, lakes, and ponds), plants (ocean, lakes, and ponds), and ecosystems. Sea & the Human

Experience will include: conservation, careers, resources from the sea, and global issues affecting bodies of water. Air and Space & the World of Nature will include: oxygen, carbon dioxide, photosynthesis, and the water cycle. Air and Space & the Human Experience: conservation, careers, space explorations, and global issues affecting the atmosphere & space travel.

**(i.) Promote desegregation - increasing interaction among students (MSAP Purpose 2 & 6.)**

The Montessori classrooms at Oscar Mayer will be fascinating and inviting places for the student and staff. They will be filled with plants and animals, art, books, and interest centers with charts, artifacts, and other hands-on materials. They will house “prepared environments” filled with projects and activities to capture students’ interests and will be organized in such a way as to allow students to delve into focused explorations and investigations of their interests. The goal will be to help students “fall in love with the process of focusing their complete attention” on the topics and questions at hand. Students will research, explore, and discover in pairs, groups or individually. Students will learn “with” each other and “from” each other. The structure and environmental design of the Montessori classroom will support broad participation and interaction among different groups of students, thereby, promoting desegregation and reducing racial isolation.

The thematic units of study will create interesting group projects to capture students’ interests. Grade levels will develop units that will address the land, sea, and air and space strands. For example, a land investigation project might include a study of the forest ecosystem. Collaborative groups could conduct research about the forest ecosystem, finding out about plant life, animal/insect life, soil composition, type of forest, and people living in or near the forest region, etc. The groups could then visit a forest, record sounds heard, use binoculars to observe

different types of birds, describe and draw pictures of those birds, collect samples of living organisms (small plants, insects, etc.) and non-living items (bark of trees, rocks, soil samples, etc.), take digital pictures and video footage of their findings in the forest area, examine who lives in or near the forest and explore how the forest impacts their lives.

Upon returning, student groups would conduct further research to identify their collected samples, bird pictures, and other items/ideas brought back for study. The research would take place in the classroom or in the Investigation Center. The group would then prepare a multimedia presentation of their findings. The multimedia presentation could include descriptions of findings, digital photos and clips from the video footage, and predictions about the possibilities of finding the same samples on another visit. Segments of the multimedia presentation would be shared with other students around the country on the Franklin Institute interactive web site. Students would be able to get feedback as well as additional information on their topics from other students who have done similar investigations. Projects that involve students exploring outdoors and presenting their findings together, will foster broad participation, enable students from different backgrounds to interact in a variety of ways and settings, and reduce racial isolation.

**Oscar Mayer** is fortunate to exist within the city limits, enabling extensive partnerships with world-class Chicago museums universities, and businesses. Land partners include: Peggy Notebart Museum, The Botanical Gardens in Lincoln Park, and the Field Museum. Sea partners include: The Shedd Aquarium, Lake Michigan, and an assortment of existing river projects. Air and Space partners include: The Adler Planetarium, The Museum of Science & Industry, The Children's Museum of Chicago, and O'Hare Airport.

Students will work on gardening projects, utilizing the outdoor gardens and indoor grow labs. They will work in pairs, experimenting with plant needs, recording observations made of each others' plants, collecting and recording data on the plants' growth, and submitting predictions about future growth. Working together growing and observing plants will promote interaction among different groups of students, promote desegregation, thus reducing racial isolation.

A variety of rich experiences will be provided to promote broad participation and interaction among different groups of students. The experiences will be designed to enable students, regardless of their backgrounds or previous levels of exposure, to share a common knowledge base upon which they can build new levels of learning. Field studies will be organized to stimulate students' investigations of the land, sea, air and space and to explore the interdependence of man and the physical world.

Field studies designed to strengthen students' understanding of living and non-living things on land will include trips to various ecosystems such as forests, wetlands, and grasslands. Students will visit Garfield Park, Lincoln Park Conservancy and nature parks, and zoos. They will also visit local and state government departments such as the departments of Parks and Recreation, Environment and Natural Resource, and Soil and Water Conservation.

Field-study investigations of living and non-living things in the sea will include trips to lakes, ponds, zoos, fish hatcheries, aquariums, and the Chicago River. Students will explore, investigate, and seek answers to questions generated in class prior to the field study. As an extension activity, students will write to the mayor and other City Council members to inform them of the findings of the world we live in.

Air and space investigations will include trips to weather stations and planetariums. Prior to and/or after field studies, pairs or collaborative groups will work on projects that involve

researching/investigating some aspect of the field study. Students will also have access to the Skylab, a program where a large dome is set up in the gymnasium, students gather inside and watch as the celestial heavens are cast among the ceiling to track and investigate. Group projects and research work will promote interaction among all groups of students, promote desegregation, thus, reducing minority isolation.

Parents will be invited to attend field studies and assist with learning center investigations in the classroom. As parents participate in the educational process, academic skills are strengthened, the self-esteem of students rises, and a message of the importance of learning is further validated. The field studies will provide a chance for parents to meet other parents, which could establish future avenues of interaction among students from different backgrounds.

Students will work together on projects as they explore and investigate virtual field study sites on the Internet. They will work with interactive Internet science projects such as GLOBE (Global Learning and Observations to Benefit the Environment: (<http://www.globe.gov>), the Regional Alliance for Mathematics and Science Education (<http://www.ra.terc.edu>), and The Franklin Institute (<http://www.fi.edu>). Student teams will communicate with scientists and participate in ongoing science experiments, make predictions, collect data, and draw conclusions. Working together on interactive Internet projects will also foster interaction among different groups of students.

A diverse group of guest speakers will be invited to share their areas of expertise. The speakers' topics will complement the thematic unit of study. Lively discussions resulting from the guests' interesting topics will promote broad participation among different groups of students. Culturally diverse speakers will validate the capabilities of all people and will reduce minority isolation.

**(ii) Educational needs and interests of students ... (MSAP Purpose 4 & 5).**

Specialized areas will be developed for students to engage in real world situations. Focused learning centers in the classroom will provide reinforcement, while centrally located common areas will provide opportunities to use equipment that is unique or too expensive to be housed in regular classrooms.

Every Montessori classroom will be furnished with authentic Montessori materials along with a variety of district and state adopted materials. Sample Montessori environments for early childhood groups will be appropriately equipped for Practical Life, Sensorial, Mathematics, Language, Cultural, Art, Music, Science, and Social Studies. Similar environments will also be found in classrooms for students in grades 1-5. Classrooms will house a grow lab for plants, an animal to care for, and/or an aquarium to facilitate authentic investigations.

Theme-related learning centers will be in each classroom. Exploratory equipment, books, magazines, Internet articles, videos, artifacts, science journals, etc., will be housed in the centers to facilitate investigation. Students and teachers working together will develop the investigation questions that will provide the theme for each center. Lessons designed for each unit will be placed in plastic containers with the outside decorated to match the theme. The materials for the centers will be housed in a central location so all teachers have access to them.

An **Outdoor Center** will be developed to give students additional hands-on learning experiences. The area will have adequate space for classroom gardens. Each classroom will have a garden plot for growing trees and other plants and flowers. Gardening activities will be related to projects that are part of the classroom unit theme.



Oscar Mayer will showcase an outdoor Poetry Garden where students can read and write and enjoy the world that surrounds them. The garden will be created and maintained by students. Students will gain firsthand experience by watching how man interacts with nature.

An **Investigation/Presentation Center** will serve as an investigation lab for student examination of specimens and a presentation center for preparing books, slide shows, etc., to share information gathered. The investigation area will be equipped with microscopes and other probing/exploratory equipment for close-up viewing of collected samples. High-quality research materials and theme-related software will be provided to extend student investigation. Digital cameras and a digital video camera will be on hand to take pictures of the samples collected. The pictures will be included in student-developed multimedia presentations.

The **Presentation Room** will be equipped with 10 computers with Internet access, a quality color printer, and graphic/print software such as Adobe PhotoShop, Quark XPress, and Illustrator. Software for producing slide shows and inserting video clips into presentations will be provided. A large overhanging monitor and a LCD projector will allow audiences to view students' work. Materials and equipment for producing different types of books, such as a spiral binding machine, will also be provided.

In order to accommodate an entire class, the **Technology Center** will be furnished with 30 computers. The computers will have Internet access and will be networked with other computers in the school. Students in the Technology Center will engage in extensive research of classroom unit topics. They will research their topics using theme-specific software and Internet searches. They will participate in Internet science projects and communicate with scientists and other students in other parts of the world. Classrooms will be equipped with mini-technology centers to assist in project investigations. The computer stations will consist of at least six computers

per room and a printer. Each computer station will have Internet access and theme-related software.

**Environmental and Young Scientist Clubs** will meet after school. These clubs will give students time for more in-depth exploration of topics. Every club will be open to any student.

**(iii) A high quality educational program .... (MSAP Purposes 3, 4, & 5)**

Interdisciplinary units will be developed using primary sources, Montessori materials and books, quality desk reference sources, professional trade journals, Internet sites, etc. The units will be designed to challenge students and project activities will include thought-provoking questions that will stimulate critical and creative thinking, drive explorations that lead to discovery, and develop reading, writing, and research skills.

Students will use a variety of primary and secondary source materials in their independent and group research investigations. These will include scientific field guides, Internet sites, maps and atlases, newspapers, computer software, etc. Textbooks, if used, will be considered minimal level of information.

The staff at **Oscar Mayer** will employ innovative, research-based, best practices to promote high student achievement. Classrooms will have multi-age grouping of students ages 3-6, and 6-9, and 9-10. Students will have the same teacher for approximately three years. Many of **Oscar Mayer** teachers have participated in 'looping' – i.e., where teachers follow students through two academic years. This strategy will enable teachers to follow students through various stages of their developmental learning. The multi-age grouping will also provide opportunities for older students to help younger students and will help develop social and interaction skills. Students will share their interests and discoveries with each other. The teacher will be seen as the

facilitator, enabling all students to achieve at their individual levels by guiding and supporting their growth and instruction.

True to the Montessori approach, individualized and small group instruction will be utilized in this setting more than teacher-directed instruction. Using this approach, the teacher will be able to easily assess student needs. Students will be called together as their skill levels indicate they are ready.

Classrooms will be student-centered rather than teacher-centered. The materials and the rooms will be designed so that children will be “attracted” to learning. Students will self-select an activity and will be given time to explore and discover. The students will work collaboratively or individually. Students and student groups will be given the opportunity to work at their own pace for as long as is needed. This independence will empower students socially and emotionally and help them become comfortable and confident in mastering their environment, asking questions, and figuring out answers without adult help. In this setting, the teacher will function as facilitator and coach.

Learning centers will be correlated with the thematic units of study. The centers will incorporate lessons that utilize the multiple intelligences. Diverse lesson formats will enable students to grasp concepts according to their “way of knowing.”

**Reading Instruction:** In addition to the reading methodology presented through the Montessori Model, the school will use basal texts that have been developed from a research base. In order to determine if reading programs were correlated with the requirements of Reading First and aligned with State Learning Standards, the Illinois State Board of Education requested that interested publishing companies submit their scientifically based reading programs for review.

A report of findings was made available, titled *The Illinois Consumer's Guide to Choosing and*

*Using Scientifically Based Reading Programs and Materials.* Illinois has allowed districts and individual schools to select reading programs from those included in the Consumer's Guide. For details on the reading programs selected for the magnet schools, see the Introduction to this section.

Reading instruction will further be enhanced through the Reading Renaissance Program, which has been scientifically researched and approved by NWREL. This program is technology-based, allowing all students to work at their own specific reading level to practice, monitor and self-correct fluency and comprehension.

**Mathematics Instruction:** The Montessori method has been recognized as effective for all children. In 2001, it was listed on the Comprehensive School Reform Demonstration website as a school-wide comprehensive reform model. The Montessori math program has proven effective for a variety of students and will be used by students at Oscar Mayer.

Benchmarks, standards, text and ancillary materials will be correlated to ensure a tightly aligned curriculum document that is practical and user-friendly. State standards will be considered minimal goals, with objectives aimed at a grade level higher than student placement. All objectives in the Illinois Standards will be aligned with Montessori objectives at all grade levels.

A variety of assessment formats matching curricular content and activities will be employed throughout thematic unit studies and at appropriate end points. The assessment formats will serve as authentic measures for teachers to determine exactly what, when, and how students learn. Use of rubrics will be essential for maximum instructional effectiveness. Assessment will include the following: 1) Portfolio evaluations; 2) Group problem solving projects; 3) Individual oral presentations; 4) Written material; 5) Visual documentation; and 6) Formal test evaluation.

**Science Instruction:** The Montessori magnet school will adopt the science curriculum model developed for the K-8 Chicago Math & Science Initiative. At the elementary level (K-8), the science program includes components of the **FOSS, STC, SEPUP, and IES**. These science programs are listed on the NSF flyer that lists elementary level Research-Based Science & Mathematics Core Curricula programs. The flyer notes that “these core curriculum materials can be used to construct a comprehensive science program for K-12 students. They are unique because they have been **created through a comprehensive research and development process**. Therefore, they have been informed by research and piloted and **field tested with ethnically diverse student populations throughout the United States**.” For details on these programs, see the introduction to this section.

**Staff Development:** One essential ingredient to ensure the success of the systemic reform measures is the careful implementation of a comprehensive staff development program for all staff members. The program will have a full-time Program Specialist (MSAP funded). This person will be responsible (in conjunction with the principal, assistant principal, project manager, and subject area specialists) for developing the training plan, scheduling workshops, registering participants, monitoring participation, and coaching teachers as they complete Montessori training. The staff at Oscar Mayer has analyzed what they will need in order to carry out the Montessori program, as well as the enhanced strands of Land, Sea, and Air and Space. They have outlined a program of continuous staff development that will support high quality programs with resulting academic achievement. As a result, Oscar Mayer will include training for its staff in the following areas: 1) Montessori training leading to certification; 2) In-depth training in Land, Sea, Air and Space topics; 3) Training in the use of multimedia hardware and software; 4) Training in gardening and outdoor area project design; 5) Training in effective

learning center development; 6) Further Reading Renaissance training; 7) Multi-cultural training focusing on pride and respect for all cultures and ourselves.

Teachers will enhance their training by visiting other Montessori schools and will attend workshops such as the National Center for Montessori Education convention and Magnet Schools of America. Local college professors and environmental agency experts will host workshops to assist with content development of land, sea, air and space unit topics. Consultants will facilitate implementation strategies workshops that combine thematic applications, best practices and integration of the Illinois Learning Standards. This collaborative effort will provide educational opportunities that challenge students at least two years above grade level.

**Montessori Training:** Montessori training will be provided by the Midwest Montessori Teacher Training Center, which is accredited by the Montessori Accreditation Council for Teacher Education (MACTE). CPS has already used this organization successfully for Montessori training. One teacher for each classroom will receive the appropriate level of training for the age group that will be served in that class. During training, teachers must pass a written and an oral exam on the appropriate Montessori lessons. He/she is trained to recognize a child's readiness according to age, ability, and interest in a specific lesson, and is prepared to guide individual student progress. Teachers also receive instruction on classroom leadership, parent relations, parent education, and professional development. Each teacher trainee will complete a one-year teaching practicum phase, during which they will receive support from the teacher-training center and have a minimum of six evaluations.

According to the American Montessori Society (AMS, 11/93) *Position Statement on Teacher Training*, Montessori teachers are educated in the following areas: 1) *Human growth and development*; 2) *Observation skills in order to match students' developmental needs with*

*materials and activities. Observation skills enable teachers to guide students in creating individual learning plans.* 3) *An open-ended array of suggested learning materials and activities, which empower teachers to design their own developmentally responsive, culturally relevant learning environment.* 4) *Teaching strategies, which support and facilitate the unique and total growth of each individual.* 5) *Classroom leadership skills that foster a nurturing environment that is physically and psychologically supportive of learning.* The following text gives a short description of the training that will be provided at each level:

**Early Childhood Certification** This component prepares teachers to work with students ages 3-6, which includes kindergarten. Training consists of a minimum of 300-lecture hours in Montessori theory, philosophy, and methodology. Teachers will be presented the lessons in practical life, sensorial, language, mathematics, geography, history, science, art, and music. Training also includes supervised practice with the learning materials, observation in established Montessori programs, and a one-year practicum phase.

**Lower Elementary Certification** This component prepares teachers to work with students ages 6-9 (grades 1-3). Training for this level includes a 45-hour preparatory course on the early childhood curriculum. The lecture phase is a minimum of 400 hours in Montessori theory, philosophy, and methodology covering biology, physical science, geography, history, geometry, mathematics, language, art, and music. Training also includes supervised practice with the learning materials, observation in established Montessori programs, and a one-year practicum phase.

**Upper Elementary Certification** This component requires teachers to already hold a lower elementary certificate and goes on to prepare teachers to work with students ages 9-12 (grades 4-6). This course builds on the curriculum presented at the lower elementary level and provides the

teacher with advanced lessons appropriate for the older student. Training includes 200 hours of lecture, supervised practice with the learning materials, observation in established Montessori programs, and a one-year practicum phase.

**(iv.) Greater parental decision making and involvement ...**

Oscar Mayer will establish Parent Clubs whose sole responsibility will be to hold monthly meetings that will motivate parental involvement and support academic activities as well as fundraising efforts. Parent Clubs will also be formed in order to involve parents in planning sessions. At these planning sessions, parents, school, and central office personnel will review all aspects of the ongoing program in order to get their feedback. The Parent Club will be representative of all student populations, including the different races, ethnicities, and socioeconomic groups within the school. In addition to the regular meetings, input will be collected through surveys and community outreach. This input will be analyzed and published through the school newsletter.

At the beginning of each school year, the Parent Club will elect a leader and determine monthly meeting times and dates. Meetings will focus on informing parents and getting their feedback about the schools' academic program as it relates to the needs of students, the Montessori method of instruction, and the Illinois Learning Standards. Specific topics of the meetings will include videotapes of Montessori in action, field trips and special events planning, parent presentations, student presentations, and teacher presentation.



## **K-8 Lakeshore East Elementary World Languages Magnet Academy**

**Overview of the Project Design:** Beginning in the fall of 2008, Chicago Public Schools proposes to design and implement a World Languages Academy at Lakeshore East Elementary (K-8) School. This program will support Secretary Spelling's proposed priorities with significant emphasis on Proposed Priority 3 – Critical Need Languages. In particular the project will implement activities that lead students towards proficiency and advanced proficiency in such infrequently taught languages as Arabic, Chinese (Mandarin), Spanish and either Hindi or Farsi. As noted in a Center for Applied Linguistics (CALdigest, 2005) publication, "it can take up to 720 hours of instruction for a student to achieve proficiency at the ACTFL (American Council for the Teaching of Foreign Languages) Advanced Level, and for a native English speaker to acquire proficiency at the Superior Level in a language such as Russian the Foreign Service Institute estimates that a minimum of 1320 hours is required." Clearly students must begin foreign language instruction before high school to reach these estimates of needed instruction for proficiency.

According to the same 2005 CALdigest, "the House Permanent Committee on Intelligence has identified language as the single greatest need in the intelligence community." The late Senator Paul Simon (2001) pointed out that "some 80 federal agencies need proficiency in nearly 100 foreign languages. While the demand is great, the supply remains almost nonexistent. Only 8% of American college students study another language." Very few students study foreign languages and even fewer reach high levels of proficiency. The CALdigest (2005) identifies some strategies for ensuring more Americans can reach high levels of proficiency in critical need languages: 1) start programs early and build a strong basis for ...language learning; 2) offer

intensive summer immersion experiences; and 3) build on the expertise of students whose first language is not English.

Rosenbusch (ERIC Digest, June 1995) noted that, if a program has a central goal of high level fluency in a foreign language, the program should 1) “choose the earliest possible start for the study of language, 2) maximize the time and intensity of the program at every level, and 3) provide an articulated program that flows across levels without interruption.” She goes on to note that students should continue studying a foreign language at every level and the language program should be flexible enough to allow students to add a second language or change languages during their schooling.

Studying a second language has major benefits for students. Bamford & Mizokawa (1991) indicate that several studies have shown that “individuals who learn a second language are more creative and better at solving complex problems than those who do not.” Other studies have correlated bilingual proficiency with higher scores on standardized tests and tests of both verbal and nonverbal intelligence (Cladas & Boudreaux, 1999; Hakuta, 1986; Thomas, Collier, 1993). In addition, Marcos and Peyton (2000) note that “a multilingual workforce enhances America’s economic competitiveness abroad, helps maintain our political and security interests, and promotes tolerance and intercultural awareness.” And finally, Keatley (2004) states that there is “scientifically based research that suggests the benefits of foreign language study to cognitive development and first language literacy.”

The ACTFL website ([www.actfl.org](http://www.actfl.org)) identifies a number of benefits of programs that allow early learning of a second language. The site notes that such a program “has a positive effect on intellectual growth; enriches and enhances a child’s mental development; leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening;

improves a child's understanding of his/her native language; gives a child the ability to communicate with people s/he would otherwise not have the chance to know; opens the door to other cultures and helps a child understand and appreciate people from other countries; gives a student a head start in language requirements for college, and increases job opportunities in many careers."

Clearly, a carefully developed and well-structured World Languages program will enhance the core academic skills of participants as well as build a foundation on which students may reach proficiency or advanced proficiency in a variety of languages including those that are infrequently taught. The guidelines, needs and benefits cited above were used in developing the project design for Lakeshore East World Languages Academy.

**World Languages Program Overview:** The major goal of the Lakeshore East Elementary World Languages Magnet School is to assure that all students are able to master academic skills, use critical thinking skills, and communicate in diverse media in their first and second languages. Students will be provided with a rich, exciting environment designed to give them activity-driven, experience-based learning opportunities. **Because of the cultural diversity of the student population at Lakeshore East, instructional strategies will emphasize opportunities for students to work together in multicultural groups, actively engaged in learning activities that will allow all students to develop and share a common experience base.**

The program at Lakeshore East Elementary has World Languages as its theme and will use the federally-approved comprehensive school wide reform model, Integrated Thematic Instruction (ITI) as its process model. ITI provides an umbrella for designing key aspects of a school's (or district's) plan for school reform and improvement. The ITI model guides professional development, curriculum development, selection of teaching strategies, assessment

of results, and family and community involvement.

All students at the Lakeshore East Academy will begin studying foreign languages in kindergarten – the kindergarten curriculum will be an exploratory class that will sequentially introduce students to the 4 languages taught at the school. Language classes will meet daily for 30 minutes in kindergarten and 40 minutes in grades 1-6. In the seventh and eighth grades, classes will be 50 minutes daily [These class period lengths correspond with recommendations made by Swender and Duncan (1998).]

Beginning in first grade, students will select a specific language to “major” in. They will have the opportunity to concentrate on this language from first through eighth grades. If a student wishes, opportunities will be available to “minor” in other languages. The “minor” classes will provide the needed flexibility to allow students to change majors as well as to accommodate new students in the program.

In grades K-6, language instruction will use a Foreign Language in the Elementary School (FLES) program model. It will be a content enriched program – therefore, language lessons will reinforce concepts taught in such subjects as math, science, reading, and geography. The program will incorporate the five C’s of the National Foreign Language Standards (Communication, Cultures, Connections, Comparisons, & Communities) into its curriculum. The principle goal of the program is to fully prepare students for the appropriate third year language course in high school. This will be done by back-mapping the standards of the high school curriculum all the way down to kindergarten. Then the magnet language teachers will work with classroom teachers to build an appropriate standards-based curriculum that will be articulated from kindergarten through eighth grade. The FLES model tends to focus on the development of oral communication skills and on cultural awareness (ERIC Digest, ED309652, 1989). These

skills will be emphasized in the early grades; however, because Lakeshore East will be developing a long-term, content-enriched program model, additional emphasis will be placed on early literacy development in the second language. Indeed, research has shown a relationship between first and second language literacy skills, for example, decoding, comprehension strategies, and writing skills (Dressler & Kamil, 2006). Supporting students' literacy development in two languages offers multiple opportunities to strengthen common underlying proficiencies such as phonemic/phonological awareness (Cummins, 2000; Francis, 2006; Geva & Genesee, 2006).

Since Lakeshore East is a K-8 school, the foreign language program in grades 7-8 will continue to be articulated vertically with the K-6 program as well as with the 9-12 high school language programs. In order to ensure students are prepared for third year language courses in high school, a greater portion of the 7<sup>th</sup> and 8<sup>th</sup> grade curriculums will focus on academic language skills such as grammar and writing. At this level, the foreign language model will be more of a cross between a content-enriched FLES model and the more traditional sequential foreign language model. However, since classes are still in an elementary school, the curriculum will continue to be designed so that it enhances concepts taught in other subject areas. Based on this articulated sequence, students would be prepared to take the appropriate Advanced Placement (AP) Language course in 11<sup>th</sup> grade and the AP Literature course in 12<sup>th</sup> grade.

In order to ensure the curriculum and student learning match the programs goals, assessment will be a very important part of program development. Major assessments will be given at the end of grades 4 and 8 to determine whether students have attained the language levels defined by the Performance Guidelines for K-12 learners (American Council on the Teaching of Foreign Languages, 1998.) As noted by Ursula Lentz (2005), these assessments will ensure that students

can successfully participate in appropriate high school level courses. In addition to the major assessments, others will be developed for the end of each school year as well as interim ones that will be used during the school year. Some examples of existing validated standardized assessment instruments (developed by the Center for Applied Linguistics (CAL) and the National K-12 Foreign Language Resource Center) for K-8 language programs include: 1) SOPA (Student Oral Proficiency Assessment) offered in a variety of languages for K-8 students and used in a number of schools and districts. 2) ELLOPA (Early Language Listening and Oral Proficiency Assessment) offered in a variety of languages, for Pre-K-2 students and used in several states. 3) The CAL Oral Proficiency Exam (COPE) offered in a variety of languages for grades 5-8.

**Integrated Thematic Instruction (ITI): One of the most important aspects of the design of a magnet program is to broaden the background knowledge of students so that they have common areas of understanding and experience upon which to build new levels of learning.**

This process is an essential foundation of ITI. Susan Kovalik, who developed the ITI model in 1984, says that “learning is a function of experience,” and “new knowledge needs an address in the brain.” She therefore recommends that teachers begin units of study by taking students on a “being there experience” (field trip), allowing students to build schemata for new knowledge based on experience. As was noted by Ryan and Cooper (2000, p. 346), “knowledge cannot be given directly from the teacher to the learner, but must be constructed by the learner and reconstructed as new information becomes available.” These authors go on to state that, “cognitive psychologists have also discovered that if learners are to retain new information and find it meaningful, it must be related to what the learners already know. Thus, real learning involves moving from the Trivial Pursuit or Jeopardy type of factual or declarative knowledge to

use-oriented knowledge — in other words from ‘knowing what’ to ‘knowing how’.” (Ryan and Cooper, 2000, p. 346)

The ITI reform model stresses problem-solving and decision-making. The model is built on three interlocking, interdependent principles: 1) Human brain research, which has given us a window into learning, should be the basis for all decisions made to improve student and teacher performance. 2) Teachers’ strategies or ability to orchestrate learning in a classroom is both an art and a science. To apply such art and science, teachers MUST constantly update their knowledge and skills. In addition, curriculum needs to motivate students while at the same time making them potential contributors to society. 3) Curriculum development cannot be mandated by textbook publishers from afar but must be developed at the classroom level from the knowledge and understanding only the classroom teacher can bring to bear. In sum, if learning is to come alive, curriculum must be a creative act of the teacher, a modeling of what it is to be a learner, to possess an absolute passion for lifelong learning (Kovalik, 1997).

**The safe learning environment, created in an ITI school will facilitate highest student achievement for a diverse group of students.** The LifeSkills and Lifelong Guidelines, which are the foundation of the student management plan in an ITI school, include all of the social skills necessary for successful participation in cooperative learning groups. **When student behavior is characterized by and recognized for the Lifelong Guidelines of trustworthiness, truthfulness, active listening, no put-downs, and personal best, then school indeed becomes a place of learning and community.**

ITI curricular content begins with a primary source — the study trip. The teacher, using an enriched classroom environment, immerses students in an active learning experience. Classroom activities are hands-on and as much as possible real world. ITI will allow Lakeshore East

Elementary to offer a well-articulated K-8 curriculum, which represents a “Slice of Life” and spirals in complexity and content from kindergarten through eighth grade. Each year, students will be presented higher level concepts. At Lakeshore East, World Languages will be the school-wide theme and each grade level will focus on a different aspect of World Languages (WL)/Cultures. State standards and district expectations will be imbedded in the WL curriculum. In other words, this new curriculum will become the K-8 program for all students — not an addition to the existing program. *Curricular activities developed within the ITI model are easily presented with a variety of instructional practices — all of which are “best practices”.*

**(i.) Promote desegregation and increase interaction among students of different social, economic, ethnic, and racial backgrounds (MSAP Purposes 2 & 6).**

As noted earlier, the study of foreign language has been associated with high academic achievement. The Lakeshore East program will capitalize on this reputation while addressing rigorous educational standards. Preparing students to be productive learners with skills necessary to succeed in higher education and increasingly specialized job markets will make the World Languages Program attractive to parents and students from diverse social and cultural backgrounds. Lakeshore East will combine research-based programs for mathematics, science, reading, and foreign language instruction that consider the whole child. **Lakeshore East will create an environment that promotes equitable opportunities for all students and a school that families from diverse social, economic, and racial groups will choose to attend.**

Students at the Lakeshore East Elementary World Languages Academy will have access to many unique opportunities and learning environments, thus, many families will want their children to attend this program. Professors and graduate students, from the University of Illinois and the University of Chicago’s Asian Studies program, will visit Lakeshore East to mentor and



assist students as they develop skills in the Five C's defined in the Standards for Foreign Language Learning: Communication, Cultures, Connections, Comparisons, and Communities. New integrated units of study will often begin with unique experiences and study trips designed to provide background knowledge and exposure to the real world of international issues and communications. Teachers will research field-study sites prior to taking the class on the trip. They will develop authentic standards-based integrated units and student projects based on one or more aspects of the field-study. Prior to visiting the Chicago Office of the Consulate General of India, students will learn about the culture and customs of the country. After the visit, the students may publish a newsletter or website about processes for getting permission to visit India. Students will have opportunities to visit ethnic neighborhoods; for each of selected languages there is an area of the city where ethnic restaurants, stores, and customs are apparent. In addition, they can visit university classrooms where language professionals work and are trained.

Parents will be encouraged to accompany their children on these field studies. As parents share these experiences with their children, they will become more effective partners in the education of their children. The field studies will provide opportunities for parents to meet one another and plan additional times for their children to interact with one other. This will stimulate the development of partnerships and community involvement in the program.

*A dynamic marketing plan will be developed to communicate the unique learning environments and program features to diverse groups of students from different parts of the community. Brochures, billboards, websites, magnet fairs and multimedia presentations will be developed to inform all aspects of the community about the unique educational opportunities offered by the Abbott World Languages Academy. The innovative program, combined with*

*effective marketing and recruitment will attract a more diverse group of students, thus reducing minority group isolation.*

**The successful implementation of the World Languages Magnet Academy will lead to the reduction of minority group isolation in feeder schools by at least 140 students.** The objective for Lakeshore East is that by 2010 minority group isolation in feeder schools will be reduced by at least 140 students.

Since the student population in CPS is very diverse, Lakeshore East Elementary is expected to attract a very diverse population. **The focus of this project is to maintain a diverse population in the school, while reducing minority group isolation in feeder schools. The academic program will be designed to foster interaction among students of different social, economic, ethnic, and racial backgrounds.** In order to assure the project meets this goal, Tribes TLC (Gibbs, 2001, 2006) will be implemented. Tribes is a democratic, group process of community building in the classroom whose ultimate goal is to develop and sustain a learning environment of mutual respect and caring wherein students can thrive in cognitive and social growth and become more resilient. The Tribes training is a four-day, interactive workshop in which participants experience in an intensified format the dynamic process of creating a Tribes classroom community that normally occurs over a period of months. The training program includes the text and provides multiple strategies that can be implemented to build classroom inclusion and promote continuous reflection on learning, problem solving, conflict resolution, and decision-making among students. Because there are currently no Tribes district trainers in CPS, the project's staff development plan include contracted training available from the parent company, Center Source Systems. In order to build capacity within the school and district, at least one teacher at Lakeshore East Elementary will also attend the Tribes Training of Trainers

become a district trainer.

Many schools are making a major shift — students and teachers are being encouraged to work together to improve student achievement. The Tribes process provides a vehicle for achieving this collaborative improvement. The Tribes literature describes the program by saying, “What is Tribes? Tribes is a democratic process, not just a curriculum or set of cooperative activities. ...The outcome of the Tribes process is to develop a positive environment that promotes human growth and learning. How does this happen? ...It requires learning how to build community through three stages of group development using four agreements among the students or adults with whom you are working.” The agreements are: 1) Attentive listening, 2) Appreciation/no put-downs, 3) The right to pass, and 4) Mutual respect. These agreements parallel the ITI Lifelong Guidelines.

The mission of Tribes is “to assure the healthy development of every child so that each has the knowledge, skills, and resiliency to be successful in a rapidly changing world” (Gibbs, 2001, p. 22). As teachers and students experience the Tribes process, they “learn to use specific collaborative skills, and to reflect both on the interaction and the learning that is taking place. The Tribes process not only establishes a caring environment for cooperative learning, but provides structure for positive interaction and continuity for working groups whether in the classroom, the faculty, the administration or the parent community.” (Gibbs, 2001, p. 21) **Tribes will help to assure that Lakeshore East Elementary addresses the educational needs (both academic and social) of its students.**

At Lakeshore East Elementary each year’s curriculum will contain units based on the Five C’s of the Standards for Foreign Language Learning: Communication, Cultures, Connections, Comparisons, and Communities. Each of these language components has standards which can be

used to guide curriculum development. In addition, these components represent major concepts that are annually explored in K-8 core content subject areas. The curriculum developed for the program will be based on this sequential development of complex language development skills and core content knowledge. As is emphasized in the ITI model, the curriculum will begin locally and, throughout the K-8 continuum, become more global. Chicago is located on Lake Michigan, is a major economic and commercial center, and offers a variety of cultural and intellectual pursuits. The Lakeshore East neighborhoods as well as the City of Chicago contain a variety of ethnic communities, which would provide many “being there” opportunities for students. In addition, a number of university and business partners representing global interests are located in the community. They include: World Languages Department at the University of Illinois, Center for Asian Studies and the University of Chicago, International Trade Association of Greater Chicago, International Business School at Loyola University, and the International Trade Club of Chicago.

In order to assure highest achievement for all students, teachers will use a variety of innovative, instructional strategies and all curricula will be developed using the Integrated Thematic Instruction model with the incorporation of Tribes, as described earlier. Other instructional strategies include 1) cooperative learning, teaming, integrated units, and Tribes Discovery Learning 2) an extensive mentor and tutor program, 3) collaboration of parents and experts from business partnerships to guide program development and to provide curriculum expertise, 4) creation of an activity- and experienced-based curriculum, 5) Summer Immersion Camps, and 6) use of authentic assessments. Students will use a variety of multimedia and technology skills to create video productions, slide show presentations, and computer graphics. In addition students will use telecommunications, the Internet, video conferencing, and

distance learning to communicate with other students and outside experts, learn new information, research topics, take video field trips, and enhance their study of foreign languages.

Program planners have identified the following student outcomes: 1) Students will acquire skills in: second language communications skills; cooperative learning; critical thinking; problem solving (creative approaches and teamwork); and reading, writing, science, social studies and math (to meet state standards). 2) They will: develop an understanding of the impact of World Languages and cultures on global issues; be able to draw connections between their actions and the interpersonal consequences of those actions; understand the interdependence of all peoples/cultures; and develop a foundation in the study of at least one foreign language. 3) And finally, students will achieve the grade level-appropriate SCANS (Secretary's [of Labor] Commission on Achieving Necessary Skills) competencies, including workplace skills, as well as opportunities for career exploration.

CPS' existing Jackson magnet site has had great success with its World Languages program. It has been a great draw for both parents and students. Research shows (Armstrong and Rogers 1997 and Rosenbusch 1998) students who study a foreign language score higher on standardized tests, including the SAT. Students who begin studying a foreign language in elementary school develop better pronunciation skills and the early study provides a foundation for later study. Proficiency can only be achieved through long study - kindergarten through twelfth grade or longer. Therefore, a World Languages Academy at Lakeshore East should draw students from diverse backgrounds and ensure all students achieve at high standards.

**(ii.) Educational needs and interests of students ... (MSAP Purposes 4 & 5)**

The State of Illinois has an accountability system and a defined set of student expectations called the Illinois Learning Standards, which are supported by the locally developed CPS Student

Expectations. These documents define the standards and frameworks for this program. As curriculum is developed, it will be aligned to these standards and support the identified student outcomes for this program. The program will be designed so that about 85% of student time is spent on core curriculum skills in which World Languages thematic activities will be infused. The remaining 15% of student time will focus on World Languages curriculum enhancement activities designed to reinforce core curriculum skills while expanding students' knowledge of their selected languages.

The research-based World Languages Program will use a variety of instructional strategies and best practices selected both to support the theme as well as meet the needs of the culturally diverse student body. Instructional strategies include cooperative learning, standards-based integrated units, integrated curriculum planning, mentors and tutors, business partnerships, activity-driven and experience-based learning projects, and authentic assessments. In addition, to the identified instructional strategies, the program also will adopt organizational structure changes recommended by ITI, which have been linked to student achievement and, therefore, will contribute to a successful magnet school. In addition, the school will schedule classes to facilitate teaming, flexible scheduling, and before- and after-school programs. For details on these program components, see the introduction of this section.

**Advisory Committee:** Key people in the business community have been involved in planning this project. [See letters of commitment in the appendices.] They and/or representatives from their companies will continue to be involved in the development and implementation of the World Languages Magnet Program. As the program is implemented, the planning committee will be transformed into an advisory committee. This group will continue to include some of the people who made-up the planning committee. Other people, more appropriate to the

implementation phase of the project, will be added to the committee. The following paragraph describes the make-up and duties of the magnet program advisory committee.

The advisory committee will be made-up of community-based, international and culture-related business representatives; university personnel; school-based and central-office personnel; parents; and students. Its purpose will be to oversee the design and implementation of the World Languages Magnet Academy, to ensure that the curriculum is relevant for today's world, and that the program and students' skills are staying abreast of cutting edge technology. This committee will provide feedback and input into curriculum selection as well as its development. They will provide "experts" capable of speaking to students and sharing information on career opportunities and techniques used in the real-world. Additionally, the committee will recruit local firms to provide opportunities for students to visit international and local ethnic businesses and see them in operation.

Lakeshore East Elementary will have a World Languages Lab Center. It will be a full-size, lab for World Languages study and research, complete with computers, listening centers, headphones, and a variety of world languages software including *Rosetta Stone*. In Illinois elementary schools are not normally built with language labs, therefore, within the district, this interactive learning environment will be unique. The lab will include designated areas for the study of each of the four target languages. In the appropriate languages, each center will contain literature/books, software, videos, and tapes, Each area will have computer workstations, thus allowing students to work in groups and use technology to access the Internet and other school sites. The labs and classrooms will also house extensive collections of resources on cultures, countries, and languages, such as books, video tapes, CD's, and simple books in the target languages. The school will also subscribe to cable TV stations that offer foreign language

programming, news, and instructional programs.

In the entry way of the school, a large mural (learning wall) will clearly indicate the magnet theme. In addition, upper, outside walls of classrooms will be used to display artistic renderings of a variety of international icons and cultures. Student produced work also will be displayed along the corridors. Student-produced videos and computer programs will be set-up on computers or video players in the media center and available for all students to review. Foreign language videos and aural tapes would be available so that students may reinforce their language skills.

Computers will be available in each classroom, which will be connected to the building's local area network (LAN) and, through the LAN server, to the Internet and the real world. Students will have many opportunities to interact in the classroom and to use telecommunications to interact with other schools, research sites, or students in other countries.

The World Languages Magnet Program at Lakeshore East Elementary School will offer an individualized, child-centered, sequential instructional approach. Students will be actively involved in problem solving and will work in groups to create innovative projects. In order to show that students have mastered a specific set of standards, teachers will have them create products that represent the application of that required knowledge. These products offer students choices and creative opportunities to demonstrate their acquisition of learning standards, and also integrate research, technology, and literacy skills across disciplines. Examples of these products may include:

- Bilingual identity texts (Cummins et al., 2005). Identity texts are interdisciplinary, collaboratively-produced, bilingual products that students create about themselves. These



products can integrate standards from various subject areas and draw on students' home and target languages, culture, and prior experience.

- Biographical i-movies, PowerPoint presentations, or written texts that, based on student-developed interviews, share life stories of native speakers of the target languages.
- Multimedia dioramas that represent a typical home of one of the target cultures.
- Planting and growing various herbs that are typical of target cultures
- Interactive, technology-based experiences that require students to use their communication skills to reach understanding with others; e.g., video presentations, animated films, dramatic presentations, debates, advertisements, multicultural presentations, and computer graphic presentations.

Students will be able to work on these projects inside their classrooms, in the media center or in the World Languages Laboratory. High school World Languages students as well as language professionals could come to Lakeshore East Elementary and provide feedback to students on their products. Such an assessment process provides a more "authentic assessment" of student work than that provided solely by the classroom teacher.

The teleconferencing capability that the school will have will allow students to interact with and work with students from schools all over the world. This will be particularly helpful for English language learners. These contacts will help these students reinforce their native languages as well as practice their English skills. Through this medium, all students will be able to practice their foreign language skills, thereby, reinforcing their interest in studying another language as well as their verbal and written skills in that language.

Opportunities to participate in such programs as GLOBE (an international project that uses students to collect weather and environmental data) will allow students to see weather and

environmental conditions in the nation as well as the whole world. This information will enhance their efforts to study the impact of weather systems on various countries and their economies. These activities will reinforce student knowledge of global geography and weather conditions as well as their understandings of the impact of environment on developing cultures.

In addition to the resources provided by the Internet, the program will have a satellite dish to access a variety of real-time learning opportunities. A satellite dish can provide access to 1) special video programs in the target languages, 2) video "field trips", and 3) and special satellite presentations. These resources will provide real-time, real-world learning opportunities for Lakeshore East Elementary students. Another resource provided by the satellite dish is access to television programming in other languages. These programs will reinforce language skills taught by the World Languages Content Specialists.

**iii. A high quality educational program will be carried out ... (MSAP Purposes 3, 4& 5)**

All teachers will receive training in authentic assessments as well as standards-based curriculum design, second language acquisition, and World Languages Standards. These procedures will assure that teachers have the skills necessary to develop appropriate student assessment activities and to create and effectively use assessment rubrics. Teachers will learn to use student achievement data in analyzing the effectiveness of their classroom assignments and to know when appropriate adjustments are necessary.

Assessment will be conducted in a number of ways. They will include standardized tests and other traditional evaluations such as multiple choice tests and language assessment instruments, as well as portfolios representing students' best work, classroom observations, and performance-based assessments. Many educators have begun to see that, in order to measure the skills needed by students in the 21<sup>st</sup> century, evaluation must encompass more than standardized testing.

Arnold Packer, the Johns Hopkins researcher who directed the SCANS commission, sees very little correlation between what is measured by standardized tests and the skills defined in the SCANS report. He states, "Tests [are] driving schools to teach to the answers of multiple choice questions. The world is more complicated than that; it requires a different kind of thinking. The problems the world will serve up to you don't look at all like the problems on a multiple choice test."<sup>1</sup>

Technology lends itself to supporting a variety of assessment activities and will be used extensively in the World Languages Magnet Academy at Lakeshore East. Obviously, computers are very capable of giving students multiple choice and standardized-type tests, while maintaining student performance records and producing reports for teacher use. Many traditional as well as newer technologies easily lend themselves to support student produced performance-based assessments. These include such "old" technologies as video production. For example, students whose classroom has selected to focus on the influence of Asian art on western art might produce a 10 minute video documenting their analysis of the impact of famous Asian artists on western artists. The students might then present this video to their peers, teachers, local community experts and advisory board members. Such a presentation allows students to experience real-world problems and authentic evaluation.

Many software packages and applications support student-created products that can be used as performance-based assessments of student achievement. Some examples are MicroSoft PowerPoint; HyperStudio; i-Movie; Microsoft Publisher; Microsoft Office; Print Shop; PageMaker; Print Master; QuickTime movies, pod casts, graphics, sound clips, or animations;

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<sup>1</sup>Bruder, I. Alternative Assessment: Putting Technology to the Test. *Electronic Learning*, 12(4), pp. 22-29.

and at a more sophisticated level, hypertext/hypermedia presentations.

According to DeWert (1995), "Portfolios are collections of students' work that give evidence of their best thinking, understanding, writing, and performing on a subject or skill." Technology will allow teachers and students to use a process similar to one developed by the Coalition of Essential Schools and two high schools, who created a digital portfolio to document and assess student progress in an easy-to-access digital format. "The result is a single disk or CD that can follow a student's progress — in still pictures, audio, video, or written text — through his or her entire school career"(Cushman, 1998).

Program planners firmly believe that the combined use of all of the instructional strategies, curriculum materials, teacher training, activity-driven and experience-based learning opportunities, and participant interest in the selected theme will assure highest achievement for all students. With the financial assistance sought from MSAP and with both the financial and personnel support of the district, this program will become a national model for student success.

**Incorporate educational methods and practices that promote student achievement and systemic reforms, ensuring attainment of performance standards. (MSAP Purpose 4 & 5)**

As identified by the American Council on the Teaching of Foreign Languages, effective elementary school foreign language programs have 12 components ([www.actfl.org](http://www.actfl.org)). These components will guide program development at the Lakeshore East Academy. 1) Access and Equity: all students, regardless of learning styles, achievement levels, race/ethnic origin, socioeconomic status, will have opportunities for languages study. 2) Program Goals & Program Intensity: the program will use a FLES – content-enhanced model, with school class periods growing from 30 minutes a day in kindergarten, to 50 minutes per day in grades 7-8. After, 8 years of study, this amount of time is sufficient to prepare students for the third year of the

appropriate high school language. 3) Extended Sequence: This program will provide an extended sequence of study from kindergarten through grade 8. Since all grades are in the same building, the complete sequence of study will be determined at the same time. 4) Articulation: The program will bring high school language teachers together with the K-8 teachers to plan an articulated K-12 curriculum. Standards at the high school level will be back-mapped to kindergarten and a full K-8 curriculum will be defined for each language taught at Lakeshore East. 5) Curriculum: Since fully articulated K-12 foreign language curricula do not yet exist in the U.S. for critical need languages, this project will devote the human, fiscal, and time resources needed for systematic K-12 curriculum development. 6) Instruction: Instructional strategies, appropriate to the developmental level of students will be consistent with expected program outcomes and current professional practices. 7) Materials: As decisions are made on materials, it will be critical that they are appropriate to students' developmental levels, rich in authentic culture and language, and related to core curriculum content. 8) Evaluation: Processes for evaluating both student achievement and program success will be used. They will be aligned with program goals, objectives, and teaching strategies of FLES as well as to the developmental level of children. 9) Staffing: The language staff will be certified teachers who: 1) have completed their preparation in FLES methods and material, and 2) understand the developmental characteristics of elementary students as well as the whole elementary curriculum. They should have high language and cultural competence and, based on the ACTFL/ETS proficiency scale should have at least an "advanced" oral proficiency level. 10) Professional Development: Ongoing professional development opportunities will be available for language teachers to advance in their levels of language, culture, and instruction. 11) School & Community Support & Development: The foreign language instructors and classroom teachers will work together to

create a seamless curriculum that fully integrates World Languages and core content instruction. In addition, parents and the community will be actively involved in program design and implementation. And 12) Culture: the connection between language and culture will be made explicit and foreign language instruction will be implemented within a cultural context. Cultural awareness and understanding will be explicit goals of the program and activities will be put in place to ensure language is learned within a context of cultural experiences.

As noted in a 1989 ERIC Digest (ED309652), the criteria for good FLES teacher should include *1) native or near-native fluency, 2) an understanding of the culture(s) of or associated with the language, 3) knowledge of second language learning processes and teaching methods, and 4) experience working with young children.* The Digest goes on to state that students will not be able to achieve a higher level of fluency than their teacher. A 2000 online resource (EDO-FL-00-11) available on the CAL website ([www.cal.org/resources/digest/0011planning.html](http://www.cal.org/resources/digest/0011planning.html)) confirms the criteria listed above and adds that a teacher should be knowledgeable in second language acquisition, and appropriate second language teaching strategies and practices. In addition, since there are few K-8 foreign language materials available, a prospective teacher should be knowledgeable in curriculum development and procurement of appropriate materials. Redman (1999) says that, for effective language instruction, FLES teachers should use games, stuffed animals, puppets, giant storybooks and other visual, hands-on approaches. Clearly successful FLES teachers must be outgoing, demonstrative, caring, and relate well to children. The criteria discussed in this paragraph will form the basis for the FLES Teacher Job Announcements.

While the World Languages Program is the heart of the magnet program at Lakeshore East, the school wide program will be supported with research-based curricula in core subjects. Reading instruction will be aligned with the principles of the NCLB *Reading First* initiative and Lakeshore East Elementary World Languages Project Design

utilize the *Harcourt Trophies Open Court* core reading program. Lakeshore East will be part of the Chicago Math and Science Initiative (CSMI) and will use the research based math and science programs described in the Introduction to this section. The research base and benefits of these programs have been documented and should support the school wide reform efforts that will be part of the program implementation at Lakeshore East. For details on these programs, see the introduction to this section.

### **Building Capacity to continue .. magnet schools after MSAP funding (MSAP Purpose 3)**

**Staff Development:** In order to assure that all staff has the necessary skills to be successful in the World Languages Magnet Program at Lakeshore East, a comprehensive training plan is necessary. The program will have a full-time Program Specialist (MSAP funded). This person will be responsible (in conjunction with the principal, assistant principal, project manager, and subject area specialists) for developing the training plan, scheduling workshops, registering participants, monitoring participation, as well as becoming an expert in the ITI model. In addition to the training program, the Program Specialist and 4 Content Specialists (1 for Chinese and 1 for Arabic, 1 for Spanish and 1 for either Hindi or Farsi – 2 will be paid with MSAP funds and 2 with CPS funds) will be encouraged to attend local and national conferences to maintain their knowledge of curriculum content and emerging instructional theories. They will be expected to share this information with others at the school, by offering planned workshops.

Each year all magnet teachers will be expected to attend a minimum of 90 hours (15 full days) of training. [As part of the magnet staffing process, teachers will sign a letter of commitment agreeing to attend the required training.] Annually, teachers will agree to attend at least one training activity in each of five areas. The five training areas are: 1) Tribes - cultural literacy or awareness and team building; 2) instructional technology, multimedia, and/or

telecommunications; 3) FLES instructional strategies, 4) ITI, and 5) best practices in specific subject areas, i.e., using cooperative learning techniques, in the elementary classroom, to teach math problem-solving skills. Some of the training will be accomplished during the school year on district-scheduled Professional Education days, some will be scheduled during block scheduled planning times, some will be available after-school or in the evening, and the remainder will be offered during the summers. Further details on staff development are in the Plan of Operation.

In addition to the described staff development program, the school's media center will maintain a professional library for staff offering numerous titles supporting ITI, Tribes, school reform, as well as a variety of books on the topics covered by the magnet theme. Curriculum coordinators will share research information with all classroom teachers and will maintain a variety of resource materials for curriculum development. District-level subject area supervisors will also direct staff to appropriate materials and best practices within their own areas of expertise.

Highly qualified and knowledgeable teachers are essential to the successful development and implementation of a high quality magnet school and the capacity to continue a high quality program after MSAP funding is exhausted. All staff development must be related to one or more areas needed for full and successful implementation of the systemic reform effort that will lead to a successful magnet school

The development of Professional Learning Communities will be the principle vehicle for ongoing professional development in the CPS MSAP project. Building Professional Learning Communities is designed to change school culture, to embrace continuous learning, and provide the context and processes for group study of innovative and research-based instructional



practices. In Professional Learning Communities educators can collaborate, reflect, support and coach each other as they develop and implement new curricula, learn new instructional strategies and analyze student data to guide instruction and improve achievement for diverse groups of students. A wealth of research supports the effects of ongoing collegial professional development on student achievement (Joyce & Showers, 1995; DuFour & Eaker, 1998, Fullan, 2001; NSDC Standards, 2001). Flex time and block scheduling will be utilized to restructure the school and work day to provide time for staff to meet in learning communities. Teachers will arrive at school 30 minutes later twice each week to provide one hour of flex time to meet after school each week in their learning communities. This time can be used for curriculum development, training, and analysis of student achievement data to plan instruction. Block scheduling of special art, music, and physical education classes will allow teachers at the same grade level to share additional learning community time within the workday for ongoing professional development.

Lakeshore East has a comprehensive staff development plan for its World Languages Academy. All staff will participate in training, which will be provided by outside consultants and district trainers. Topics and activities include Standards-based integrated curriculum design and writing; strategies for integrating the National Standards for Foreign Language goals into the core curriculum; FLES and second language acquisition strategies; specific training for subject specific programs; problem-based learning; authentic assessment strategies; Tribes; ITI; multicultural education and diversity training; inclusion training for students with special needs; instructional technology skills and software; state and national conference attendance; site visits to other exemplary magnet programs; and facilitating parental involvement. Additional information on professional development may be found in the Plan of Operation section.

**(iv.) Greater parental decision making ...**

Community and parental involvement have been critical in the program planning and development process for the CPS MSAP proposal and the program planned for Lakeshore East Elementary. As Lakeshore East become magnet school, a Parent Teacher Organization (PTO) or Local School Council (LSC) will be formed. This group will be involved in: 1) Planning and initiating extra academic enrichment programs, supporting challenging endeavors for all students, recognizing academic achievement and improvement. 2) Expanding business partnerships in the community, writing grants to secure additional funding and opportunities for students. 3) Safety program, which will reflect fire, bike and other safety-related issues. 4) Extra activities for students in academic and fine arts. 5) Activities for students achieving the honor roll. 6) Annual Family Reading Night for students and parents. 7) Making the school library and language lab available on a weekly or biweekly basis for parents and students to read together and practice the target languages. Staff members will be available to model and work with parents.

The Lakeshore East school community recognizes the importance of meaningful parental involvement with the instructional program and will continue to seek opportunities for parental and community leadership in supporting the magnet program.

## **(d.)Budget and Resources**

### **(1) Adequacy of the facilities the applicant plans to use**

The facilities the school district plans to devote to the project are adequate. The district has assessed the facilities at each school according to its regular capital improvement program that provides for the maintenance of the facilities such as roofs, plumbing, wiring, etc. It also identifies any need for new construction. New buildings are under construction for Miles Davis and Lakeshore East. Before its re-opening in the fall of 2007, substantial renovations will occur at Frazier.

The facilities have also been assessed as part of the planning process for the magnet schools. This assessment looked at the viability of the building as a site for the specialized areas necessary for the implementation of the magnet school theme. The following text briefly describes each school site

**Frazier Elementary** was constructed in 1970. Since then, a new roof and windows were added in 1998-99, a schoolwide Local Area Network (LAN) was added in 2000, and air conditioning and power upgrades were added in 2000-01. In addition the pre-K classrooms and facilities were renovated and ADA improvements are underway. The building houses 18 classrooms, a library that will serve as the media center, a main office, a science lab, a fully wired computer lab and a full-sized gymnasium with a stage. The stage will allow students to view and participate in various fine arts activities. Construction on the playlot was completed in 1996 and this area can be used by students in conjunction with units on health and fitness. Funded renovations and improvements exceed \$8 million.

**Kershaw Elementary** was built in 1962. From 1998-99, exterior renovations were completed, including new roofing, windows and outside painting. In addition, improvements to

the air conditioning system, lighting, and power distribution system were completed (2000-2003), and a LAN was installed (2003). In 2000 new modular classrooms for grades 1-4 were completed. The two-story building houses a hard-wired computer lab, which is also wireless accessible. Kershaw contains a science and math lab, a gymnasium, a library, and a lunchroom. The school floor plan allows the wing of the building housing the lunchroom, library, and gym to be closed off from the academic side of the building. This allows the facility to be accessible to the community for evening and weekend activities and improves the community/school relationship. The first floor of the facility is wheelchair accessible. Within the next two years, a campus park will be constructed and shared with Kennedy-King City College. Funded renovations and improvements exceed \$3.5 million.

**Miles Davis'** current facility was constructed in 1920 and only houses K-3 students. A new building is under construction, which will open in the fall of 2008. The new building will allow the school to serve students in grades K-8. The new building will cost \$24,876,000 and contain 100,264 square feet. It will house 23 academic classrooms: a music, art, and computer classroom; two science rooms; a gymnasium; a media center, and other specialized areas. It will be fully ADA compliant, have a state-of-the art computer network, and be air conditioned throughout. It will be three-story brick and dimension stone construction on steel structure with ornamental metal fencing and appropriate landscaping. The new building will be a compliant "Green" school with a vegetative "Green" roof over the gym. New construction and previous renovations exceed \$28.5 million.

**Lakeshore East** is under construction and will open in the fall of 2008. The opening of the new building will coincide with the implementation of the new World Languages program. The new building will use the floor plan as the one being constructed for Miles Davis. The new

building will cost \$24,876,000 and contain 100,264 square feet. It will house 23 academic classrooms; a music, art, and computer classroom; two science rooms; a gymnasium; a media center, and other specialized areas. It will be fully ADA compliant, have a state-of-the-art computer network, and be air conditioned throughout. It will be three-story brick and dimension stone construction on steel structure with ornamental metal fencing and appropriate landscaping. The new building will be a compliant "Green" school with a vegetative "Green" roof over the gym. New construction and previous renovations exceed \$28.5 million.

**Oscar Mayer Elementary** was constructed in 1959. In 1999, renovations were made to equipment, roofs, and windows. In 200-01, an individual E-Rate LAN was installed and upgrades were made to the power distribution and service systems. Mayer is a two-story building that houses a hard-wired computer lab and wireless access is expected to be completed by the end of summer. The building houses a science lab, a language lab and an art room with a working kiln. The drama room allows students to practice for upcoming performances and the music room contains small pianos and keyboards. The school sits next to a campus park with playground equipment that facilitates students' accessibility to fitness and health activities. The Chicago Park District uses the gymnasium for evening activities for the community. Accessibility to the facility has enhanced the school/community partnership. The Lincoln Park Public Library is located one block away, within walking distance of the school. Funded renovations and improvements exceed \$3 million.

The total expended by CPS on new construction and recent renovations and improvements exceeds \$67.9 million. As these magnet schools were being designed the emphasis has been on using either the existing facilities or the ones that were under construction. Site plans or other information on the facilities are located in the Appendices.

## **(2) Adequacy of equipment and supplies**

The district has assessed the materials and supplies that are necessary for the operation of the magnet programs. Some will be provided out of district funds, such as instructional materials and equipment as provided to other students. Children in the magnet schools will receive the same (or equivalent) educational services as their counterparts in the regular school program: art, music, gym, and special and compensatory education.

The equipment and supplies that will be purchased, for student use in the magnet schools using the MSAP funds, will be state-of-the-art equipment and research-based and/or promising curriculum materials. Items were selected in order to **ensure compliance with NCLB requirements** and to ensure the fully implemented magnet programs would **lead to increases in student achievement for all**. The programs will provide students with access to the latest technology – with computers in the classrooms, in labs, and in interactive instructional centers. Students will use the most current versions of information, productivity, multimedia, and instructional software to enhance projects and field activities. The equipment and supplies needed for this project were identified with input from teachers, curriculum experts, business representatives, school-based staff, parents, and students.

## **(3.) Adequacy and reasonableness of the budget in relation to the objectives**

The budget requests made for this project focus on: 1) The staff needed to develop, implement, and institutionalize the magnet programs. 2) Professional development required to ensure all staff have the content and pedagogical skills required to create world-class magnet programs. 3) Outside experts who will provide support during program development and implementation. 4) Interactive learning labs designed and created to improve achievement through active, hands-on learning in sophisticated labs modeled after real-world environments.

And 5) the equipment and instructional materials that are so vital to magnet school success, but are outside the ability of the district to fund. With the funding of these components, the district will create unique and innovative programs at each site capable of attracting both non-minority and minority students to the schools. The objectives of this project are substantive and of great importance to the Chicago community and the school district. The only way that the magnet schools can attract the targeted mix of students, is to offer curriculums and programs that are unique, innovative, academically rigorous, and which are of the highest quality. The magnets will use research-based and promising core content curriculums such as *EveryDay Math*, *FOSS*, and *SpringBoard* to ensure students have a strong academic background in all content areas.

The personnel requested in this application are those whose functions are **critical to implementing quality magnet school programs** that have the **potential to attract a diverse group of students** to the schools and help them meet **the district's NCLB Choice transfer needs**. These positions are needed during the initial implementation of the programs and, if they do their jobs correctly, in some cases, the teaching staff will be able to continue the program without their assistance after MSAP funding ends. As has been previously noted, there are a significant number of schools within a 6 mile radius of each target school and the number of private/parochial schools within those same distance ranges from 54-85. The private/parochial schools serve large populations of majority students and as shown in maps in the appendix, there are over 30,000 majority students currently attending a non-public school located within 6 miles of the proposed magnets. Clearly, **diverse populations exist in the target neighborhoods** and **high-quality, rigorous magnet programs with interactive learning environments**, could **attract these diverse populations to the proposed magnet schools**.

As decisions on equipment, software, and supplies were made for this application, separate committees, composed of successful professionals related to school themes, have provided and will continue to provide guidance to school staffs and project planners. Classroom teachers, school-based administrators, parents, business partners, and students at each site have also provided input in final budget decisions. In addition, district supervisors and directors in specific areas have reviewed prospective budgets and had input in the final budget request. The equipment, software, and supplies listed in the school budgets are, therefore, appropriate to the needs of the anticipated student populations and will be effective in increasing achievement and attracting students to the schools. The district will augment federal funds with local funds and contributions from cooperating businesses and agencies. The district will make prudent and informed resource choices to ensure high quality materials and services.

The district has developed a budget that will allow the project to meet its objectives, provide parents with Choice – including NCLB Choice for parents and students, and, at the end of MSAP funding, have ongoing costs that are reasonable and which can be assumed by the district. The average annual per pupil project costs by school are presented below:

<b>SCHOOL</b>	<b>AVERAGE ANNUAL COST</b>	<b>NUMBER OF STUDENTS</b>	<b>PER PUPIL COST</b>
Frazier	645,660	360	\$1,793
Kershaw	671,512	660	\$1,017
Lakeshore East	592,955	650	\$912
Miles Davis	664,573	650	\$1,022
Oscar Mayer*	732,407	948	\$773
Total	3,307,107	3,268	\$1,011



*\*Note: Montessori programs have high start-up costs.*

The MSAP provides for three years of project funding. The district took this into consideration in formulating the budget. The budget request phases in the acquisition of equipment over three years. This will allow the purchase of equipment as the staff learns how to use it. It will also enable the schools to buy later versions of computers and software. This is important since "state-of-the-art" in technology changes from year to year.

The district has developed a detailed three-year budget. Of course, the programs will grow and evolve during the course of planning and implementation. The Project Director will work closely with the magnet school principals to monitor expenditures and assess the needs of the program. When modifications are needed in budget line items, the Project Director will seek authorization for such changes from the program officer in the U.S. Department of Education.

The federal support requested in this application amounts to approximately \$3.4 million per year. By the end of the project (after all facilities are at capacity) total enrollment will be 3,268 students. This amounts to only \$1009 per magnet student, which is less than one fourth of the average dollar amount the district spends per student at the proposed magnet schools (\$8,963).

{Note: Although this **amount may seem high, CPS has the lowest per pupil funding rate in the State of Illinois and Illinois ranks 49<sup>th</sup> of the 50 states in providing for equitably funded schools.**} According to a 1985 study of magnet schools conducted by Ralph Blank, the average magnet program adds about 25% to district per pupil costs. The amount requested by CPS, and which is detailed in each school's budget request, is actually below the amount found in this study. The MSAP funds requested will provide the extra curriculum staff and program enhancements that are above and beyond the basic program and are critical to meeting the project's objectives. By meeting these objectives, the district will accomplish the 6 purposes of

the MSAP Act. Once the magnet schools are operational, CPS will be able and willing to provide the ongoing funds necessary to maintain the programs, thus, ensuring their continued success.

### (e) EVALUATION PLAN

**Introduction:** The program evaluation will be conducted by an outside, independent evaluator. The district has chosen Deidra K. Honeywell, Ph.D., president of DKH Consulting Services, Inc., to conduct this evaluation. She has extensive experience evaluating, designing, and implementing state and federally funded projects. Dr. Honeywell has over 37 years of experience and has worked on project or program evaluations in 14 school districts in 12 states. She has evaluation experience with four federal programs including – Magnet Schools Assistance Program (8 districts); Teaching American History (2 districts); Advanced Placement Incentive Program (2 districts – 3 projects) and Smaller Learning Communities (1 district). At this time, DKH Consulting Services, Inc. has 7 evaluation contracts with four school districts in two states. Dr. Honeywell has a Ph.D. in curriculum & instruction, a Master’s in gifted education and a Bachelor’s in secondary mathematics education. Dr. Honeywell has written a number of funded MSAP applications and been part of the evaluation team for 8 districts. In addition, she was a project director for two MSAP grant cycles.

This evaluation plan is aligned with the *MSAP Performance Measures Guidebook* produced for the USDE by the Windwalker Corporation. In planning each magnet school included in this application, planners used the MSAP Conceptual Model (page 4 of the *Guidebook*). This process included considering the impact of MSAP Conceptual Variables on selected MSAP activities as well as their correlation with the MSAP Statutory Purposes. The outside evaluator and project management will identify one or more Performance Measures for each project objectives. In addition, the Annual Performance Report will address the three MSAP Performance Measures included in the MSAP: Notice Inviting Applications of New Awards for Fiscal Year (FY) 2007 (March 9, 2007). In the Annual and Final Performance Reports each Performance Measure will be addressed in the ED524.b template provided by the

USDE. The evaluation of each Performance Measure will follow four procedures. As defined in the Guidebook, they are: 1) Document and Monitor Activities, 2) Determine Targets for the Current Performance Period, 3) Assess Progress, and 4) Explain Progress. The steps for each procedure are briefly outlined below:

1. **Document and Monitor Activities:** As noted in the guide, the purpose of Procedure One is “to document and monitor the development and implementation of MSAP Activities and to gather data regarding the effectiveness of MSAP Activities”. As part of the evaluation process, Dr. Honeywell and appropriate DKH consultants will visit each funded MSAP school site three times a year. During these visits, classrooms will be observed, teachers and students will be interviewed, and school leaders will meet with the evaluation team. As a result of these formative evaluation processes, the evaluation team be able to answer questions such as “to what extent did the school/project do what it planned to do (implementation monitoring)? And “how effective were the development and implementation processes (process evaluation)? Both implementation monitoring and process evaluation are ongoing, formative types of evaluation that are done as part of the development, implementation, evaluation, and management of [the] magnet project.” Following each formative evaluation visit, the team will produce written formative evaluation reports that will be given to project management and district leadership. These documents recognize appropriate implementation progress and make recommendations on needed improvements to ensure the magnet school/project is and continues to make adequate progress towards MSAP Performance Measures and its achievement of MSAP Objectives/Statutory Purposes. Data in these reports will provide information that explains why or why not expected progress is being made by the project.

- 2. Determine Targets for the Current Performance Period:** In Procedure Two, project leadership and the outside evaluator will collaborate to determine appropriate annual targets for each Performance Measure. These targets will be based on requirements specified in the MSAP Performance Measure and, considering the context within which the magnet school operates, will reflect realistic expectations of progress. Setting these targets will require a review of data from previous years as well as possible data trends. Data sources and end of project goals for each objective (Performance Measure) were identified in the Plan of Operation. The Guide focuses on annual reporting; however as annual targets are determined, project management and the outside evaluator will keep the end of project goals in mind. When annual reports are prepared, meeting a target will be defined as making progress and not meeting a target as not making progress, even if increases occur.
- 3. Assess Progress:** In this procedure, the purpose is to assess whether or not each individual magnet school or when appropriate the project has made progress on the MSAP Performance Measure. The outside evaluator will identify the Data Source and when it was collected. Data will be compared to the Target established in Procedure Two. Finally, a determination will be made of whether or not the school or project has met or exceeded the target. Thereby, determining whether the magnet school/project is making progress or not making progress towards the goals set for the MSAP Performance Measure.
- 4. Explain Progress:** In the fourth procedure, the evaluator will explain the magnet school's or project's progress on the MSAP Performance Measure. The first step in this procedure is to answer the Evaluation Question identified for the MSAP Performance Measure. The second step is to provide an explanation of why or why not the Target was met. In doing this the evaluator will reference MSAP activities documented and monitored in Procedure One (formative evaluation visits and reports). Information, gathered during the formative

evaluation process on the effectiveness of the development and implementation of magnet activities, provides the data for addressing why or why not Targets are met. In addition, the evaluator will consider the impact of MSAP Contextual Variables on the achievement or lack of achievement of the MSAP Target. If the Target is not met, a discussion on expected steps for program improvement will be included. These steps will be “based on the data provided in Procedure One on the implementation and effectiveness of MSAP Activities and on data related to the MSAP Contextual Variables that impact” the CPS program. The result of this process will be information on the relative strengths and weakness of each magnet school and the project. This information will be used to guide and refocus planning and implementation of MSAP activities, in light of each school’s Contextual Variables, for the following year.

In responding to each Performance Measure, the evaluator will use the format specified in the ED524.b. A sample of the format is shown below:

Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

The evaluation plan developed for this project 1) is based on the project’s desired outcomes and performance measures, 2) uses a Modified CIPP (Context, Input, Process, Product) design [Daniel Stufflebean, Western Michigan University], 3) includes two evaluation components: formative and summative, and 4) will gather and analyze all test data using the subgroups defined in *No Child Left Behind* legislation.

The magnet schools evaluation effort will be guided by the following major goals:

1. To eliminate, reduce, or prevent minority group isolation.
2. To promote diversity and increase choices.
3. To continue operating magnet schools at a high performance level.
4. To provide all students the opportunity to meet challenging State academic content standards and student achievement standards.
5. To strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills of students.
6. To ensure all students have equitable access to a high quality education and are able to succeed academically.

The purpose of this magnet program evaluation effort is to provide project personnel with information for managing program activities to accomplish stated objectives. Specifically, this evaluation plan addresses the efficiency of implementing proposal activities and the extent to which project objectives are met.

The proposed plan includes a series of objectives and performance measures unique to Chicago Public Schools (CPS), the three scoring criteria (numbers 1, 2 and 3) subsumed under *Evaluation Plan* outlined in the Federal Register; and, the three performance measures (letters 'a', 'b' and 'c') also listed in the Federal Register. Objectives, indicators and performance measures are threaded throughout the plan and are explained and addressed as appropriate.

**(1) The extent to which the evaluation includes methods that are appropriate to the project.**

The evaluation contractor will implement a summative and a formative evaluation. The summative evaluation will address whether the district has met its objectives for each year of the project. The formative evaluation will be continuous assessment of the program which will be used to monitor program implementation and make necessary adjustments. At the end of the

project, a final evaluation will be prepared. It will provide a summary of progress over the three years of grant funding.

The CPS evaluation plan is designed to provide full evaluation services to project staff members, as well as summative reports to concerned district, state, and federal officials. The first component provides a summative evaluation (i.e., the Annual Performance and Final Performance Reports). This type of evaluation quantifiably measures the extent to which end-of-the-year objectives are met.

The second component provides formative evaluations. Formative evaluations are designed to quantifiably measure progress made toward achieving summative objectives. This is accomplished by assessing the implementation of the CPS magnet programs at various times throughout the project year. Data is reported back to staff members on a continuous or as needed basis. Staff members then will use this information to modify program procedures to maintain the level of momentum necessary to meet all program objectives.

Reforming schools is not an easy task, so a heavy emphasis is being placed on the formative part of the evaluation. Formative evaluation efforts look closely at whether or not the strategies needed for a successful transition to CPS magnet schools are being implemented. Formative evaluations first look to see whether the intervention, teaching method, etc. is being implemented and second examines the extent to which it is being implemented as was described. It is impossible to achieve the project's performance measures and objectives without building an appropriate infrastructure, therefore, it is very important for project leadership and the outside evaluator to monitor/measure how project initiatives are being implemented, provide consistent support to the schools and their staffs, give accurate and data-based feedback, and assist site-based professional learning communities to make continuous improvements in their implementation processes.



**(2) The extent to which evaluation will determine how successful the project is ...**

The following evaluation plan is written in accordance with the notice inviting applications for the Magnet School Assistance Program for fiscal year 2007 (Catalog of Federal Domestic Assistance Number (CFDA): 84.165A). Specifically, the plan will determine how effective the International Baccalaureate Primary Years Programme (PYP) at Frazier and Kershaw elementary, the Middle Years Programme MYP at Oscar Mayer and Kershaw elementary, the Montessori Programs at Oscar Mayer, the World Languages Program at Lakeshore East Elementary (opening in 2008), and Children's Engineering at Miles Davis Elementary schools are in meeting their goals for desegregating students and increasing student achievement.

There are six primary objectives that form the framework for the evaluation plan. These objectives were developed based on a review of literature relevant to magnet schools, including the six purposes outlined in the *No Child Left Behind Act of 2001 (NCLB)*. A series of indicators is listed under each of the objectives. The indicators are used to determine the extent to which the five elementary schools (Frazier, Kershaw, Lakeshore East, Miles Davis, and Oscar Mayer) met the objectives of their respective magnet programs. Procedures follow the indicators and explain how data will be collected and analyzed. The surveys and instruments to be developed for the evaluation plan are then summarized. Formative, summative and final reports will be generated throughout the project period. A description of the reports and procedures for the dissemination of results is explained. Finally, a timetable of evaluation tasks and activities is presented in a table.

**Goal 1: Eliminate, reduce, or prevent minority group isolation in the targeted school (s) (magnet and/or feeder schools).**

*District Objectives and Performance Indicators:*

- By June 30, 2010, as a result of the implementation of the new MSAP programs at Kershaw, Miles Davis (grades K-3), and Oscar Mayer Elementary schools, minority group isolation will have been reduced by 6 percentage points as evidenced by examination of official CPS enrollment records by the project evaluator. *Performance Measures – school enrollment data – October FTE Count.*
- By June 30, 2010, as a result of the implementation of the new MSAP programs at Frazier, Lakeshore East, and Miles Davis (grades 4-8 added in fall of 2008) Elementary schools, minority group isolation will have been reduced by at least 140 students from their feeder schools as evidenced by examination of official CPS enrollment records by the project evaluator. *Performance Measures – school enrollment data – October FTE Count.*
- By June 30, 2008, and for each succeeding school year, as a result of the opening of the schoolwide magnet programs at five schools, there will be no resulting negative impact - becoming more minority group isolated - on the feeder schools, as verified by school and district enrollment records. *Performance Measures – school enrollment data – October FTE Count.*
- By June 30, 2008, and for each succeeding school year, the applicant pool for each magnet school will reflect a racial and ethnic composition that, in relation to the total enrollment of the school, will reduce minority group isolation from a baseline established in 2007/08 as evidenced by application records (GPR A performance measure 'a') *Performance Measures – school enrollment data – October FTE Count.*

**(3) The extent to which the project includes methods that are objective and will produce data that are quantifiable.**

The methods utilized to assess the indicators are objective and will yield quantitative as well as qualitative data. Methods are replicable, will produce data that can be generalized to similar

populations, and are fully explained in all of the procedures. Benchmarks and goals have been set in terms of numerical units. In addition to standardized tests, surveys and instruments will be developed to systematically collect information that is specific to the project. The acquisition of an external consultant further reduces the chance of bias and ensures the integrity of the data and reports.

**Procedures:** The number and percentage of minorities/non-minorities enrolled in the magnet schools and feeder schools (or applicant pool—applicant pool includes those students who applied to a particular magnet school) will be reviewed by the project evaluator in October of 2007, 2008 and 2009. Since all of the schools in this project are new magnet schools, there is no applicant pool data prior to that for the 2007/08 school year. ‘Minority groups’ as defined by the *No Child Left Behind Act of 2001 (NCLB)* includes: African-American, Asian, Pacific Islander, Hispanic, and Native American/Alaskan. District enrollment data will be used to determine the number and percentage of minority/non-minority students in the magnet school and in the appropriate feeder schools (schools in which students applied to the magnet school). Minority enrollment at targeted feeder schools will be compared to their previous levels to determine whether the magnet programs had any impact. As part of the final report in 2010, enrollment data **for each school** will be examined across all three (3) years. Results will be disaggregated according to minority status and will be presented in a table with a narrative summarizing the results. Possible explanations for the inability to meet projected enrollment percentages for each year of the grant, if applicable, will be explored in terms of the Contextual Variables of each magnet school.

**Performance Measure (a) The extent to which the student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, reduces, eliminates or prevents minority group isolation.**

Enrollment data for feeder schools and the respective magnet schools as well as the demographics of the applicant pool for each of CPS' magnet schools will assist the Secretary in assessing the effectiveness of the MSAP project as described in the performance measure. The racial and ethnic composition of the pool of students applying to each of the magnet schools will be analyzed in terms of numbers and percentages and compared to the racial and ethnic composition of the corresponding magnet schools. Data will be compared over the life of the grant to determine the extent to which minority group isolation has been reduced at the magnets or at the feeder schools.

**Goal 2: Develop and design innovative educational methods and practices that promote diversity and increase choices in public elementary and public secondary schools.**

*District Objectives and Performance Indicators*

- By June 30, 2008, and for each succeeding school year, the project design of the magnet schools will show evidence of the use of innovative, challenging instructional materials and content that will promote diversity and choice, while meeting state performance standards as evidenced by observations of classrooms by the outside evaluator and teacher responses to survey items developed by the outside evaluator. *Performance Measures – Classroom observations; Survey results.*

*Procedures:* District enrollment records will be examined by the project evaluator in October of each year of the grant. Data will be disaggregated by minority/non-minority status to determine whether there was any negative impact on feeder schools.

The project evaluator and an assessment team will assess the type and frequency of strategies employed by school staff in each grade level, designed to foster participation and interaction among all magnet students through interviews with school personnel in October, February and May of each year of the project. One class per grade level will randomly be

selected for review. The assessment team will be comprised of one (1) educator from outside of the district with the necessary background and expertise and the project evaluator. The assessment team referred to hereinafter is the team just described. The team will make three (3) site visits to the magnet schools throughout the year to conduct evaluation activities, present formative reports and to help staff make plans for improvements. The assessment team will summarize the results of site visits in a narrative report highlighting areas of strength and areas needing improvement. Formative reports will be relatively informal and will be presented to school and district staff by the assessment team.

In order to help strengthen the validity of the findings, a survey will be administered to teachers at the end of the year (April) wherein staff will be asked about practices described by school personnel and observed by the assessment team throughout the year. The use of multiple methods to collect the same information is known as triangulation (Rossi, Freeman & Lipsey, 1999). Using multiple methods is a way of controlling for different kinds of bias and measurement error. Triangulation is especially helpful when gathering qualitative data and is incorporated throughout the evaluation plan.

Qualitative data (site observations, teacher interviews) will be summarized and will include major trends and patterns. Results from surveys and other measures will be presented as ratios and percentages with a brief narrative.

**Goal 3: Improve the capacity of the local education agency to continue operating the magnet schools at a high performance level after Federal funding has terminated.**

*District Objectives and Performance Indicators:*

- By June 30, 2008, and for each succeeding school year, each of the magnet schools will have an effective and continuing staff development program to enhance administrators' and teachers' skills, support innovative practices, and coordinate program activities as

evidenced by a staff development plan, hours of attendance at staff development sessions, percent of staff that meets the state's requirements for "highly qualified" teachers, and teacher responses to survey items developed by the outside evaluator. *Performance Measures – Staff Development Plan. Data on training sessions and teacher attendance. "Highly Qualified" teacher data. Survey data.*

- By June 30, 2008, and for each succeeding school year, each of the magnet schools will provide students with a resource-rich learning environment as evidenced by a review of the purchases of computers, other technology, instructional materials, and classroom supplies; construction of interactive learning environments; and teacher responses to survey items developed by the outside evaluator. *Performance Measures – Purchase records; descriptions of interactive learning environments; Survey data.*
- June 30, 2008, and for each succeeding year, grade-level teams at each of the magnet schools will form magnet professional learning communities (PLC) that meet regularly to develop curriculum, reinforce strategies learned in staff development sessions, and as the new curriculum is implemented, coach others as measured by teacher responses to survey items developed by the outside evaluator. *Performance Measures – Review of teacher assignments to learning communities. agendas of meetings. Review of curriculum developed. Survey data.*
- By June 30, 2008, and for each succeeding school year, the schools implementing IBO-related themes will complete the steps required by the IBO to receive IB authorization by June 30, 2010. *Performance Measures – Confirmation of submission of appropriate materials to the IBO and its responses.*

**Procedures:** The ratio and percentage of staff reporting that they were provided adequate and appropriate professional development opportunities will be calculated based on responses to a

teacher survey administered in April of each year of the project. A review of materials will include each school's staff development plan as well as training documentation such as attendance logs and workshop evaluations will indicate the number of hours of professional development activities that staff completed. The teacher survey will also include questions regarding the extent to which staff members have worked with other teachers. All staff will be required to complete the survey.

The extent to which students were provided with a rich, active-learning environment will be evaluated through a variety of methods (triangulation). Site observations will be conducted in October, February and May of each year of the project wherein the assessment team will examine the school environment for evidence of interactive learning opportunities. Additionally, the assessment team will review project expenditures and resource logs. Students and teachers will be given a survey in May of each year of the project with questions relating to the types of resources in the school and the availability of such resources.

The assessment team will review the school curricula in May of each year of the project to determine whether the themes and their elements of have been incorporated into the appropriate grade levels. The team will examine curricula materials, supplies and any other relevant documents.

The extent to which professional learning communities existed in the school will be determined by the assessment team in May of each year of the project. Interviews with school personnel, a review of team meeting minutes and a teacher survey will provide information regarding the learning communities such as whether they are grade- and/or department-level, number of meetings, objectives of the groups and the roles of staff in the groups.

For those schools implementing one of the programs sponsored by the International Baccalaureate Organization, steps toward authorization will be examined on an annual basis.

During year one, each school must submit Application A, in year 2, Application B, and in Year 3, the each school receives an IBO site visit and the authorization process is completed.

Preparation of each application will be monitored, copies of the documents will be reviewed, and schools will need to provide the evaluation team with copies of their application approval letters from the IBO. After an IBO consultant is assigned to each school, correspondence between that school and its consultant will be monitored at each site visit. Recommendations from the IBO consultant will be considered in the preparation of formative evaluation reports.

**Goal 4: Provide all students the opportunity to meet challenging State academic content standards and student academic achievement standards.**

*District Objectives and Performance Indicators:*

- By June 30, 2008, and for each succeeding school year, the instructional staff at the magnet schools will have a clear understanding of state content and performance standards and provide instructional programs based on those standards as evidenced by teacher responses to survey items and classroom observations by the outside evaluator. *Performance*

*Measures – Classroom observations, Survey results.*

*Procedures:* The extent to which the magnet programs demonstrated evidence of using challenging instructional materials and content that will meet state performance standards will be determined by the assessment team on each site visit throughout the project period. Through classroom observations and teacher surveys, there should be evidence of challenging curricula in units of study in the appropriate grade levels. Classrooms to be examined will be those that were previously selected for review.

The ratio and percentage of teachers incorporating the Illinois Learning Standards into their classrooms will be measured through classroom observations, a review of teacher lesson plans and a teacher survey. Classes will be observed by the assessment team in October,



February and May of each year of the project. Teacher-developed exams, student projects and standardized tests will also be reviewed by the assessment team three times each year to ensure alignment with the content standards.

The assessment team will review the school curricula in May of each year of the project to determine whether the theme and elements of the magnet program have been incorporated into the appropriate grade levels. Specifically, the team will assess whether original, curriculum models have been developed and whether they incorporate the type of instruction supported by the International Baccalaureate Organization (IBO) or other appropriate organizations. The team will also examine curricula materials and supplies for evidence of the Illinois Learning Standards. School and classroom visits will verify that the curricula are standards-based and appropriate. Additionally, feedback will be sought from the IBO consultants and other outside training groups.

Survey results will be presented according to the number and percentage of type of response to relevant questions. Findings from the curricula review and staff interviews will be summarized in a narrative.

**Goal 5: Substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological, and professional skills of students.**

*District Objectives and Performance Indicators:*

- By June 30, 2008, each of the magnet schools will offer a curriculum and course of instruction that provides students with the tools and opportunities to think conceptually, solve complex problems, and communicate ideas effectively as evidenced by a review of the published curriculum for each school, a review of projects and special activities of the school, and teacher responses to survey items. *Performance Measures – Classroom Observations, Review of student projects and rubrics, Survey results.*

- By June 30, 2009, and for each succeeding school year as a result of the implementation of the magnet school projects at each school, the percentage of students meeting proficiency in reading and math on the Illinois Standard Achievement Test (ISAT) as the state measure of achievement at the elementary level will increase annually. (Baseline to be established by the 2008 test scores.) *Performance Measures – Standardized Test (ISAT) results.*

**Procedures:** The assessment team will review the curriculum and courses of instruction to determine whether the tools provided and skills taught to students are appropriate. A review of student products and authentic assessment examples will verify that students are able to demonstrate knowledge and proficiency in professional, technical and vocational skills related to their magnet theme. The reviewers will also examine relevant documentation to determine whether there is evidence of strategies to improve the academic achievement as well as the vocational, technological and professional skills of students.

The project evaluator will analyze results on the Illinois Standard Achievement Test (ISAT) as the state measure of achievement at the elementary level for magnet students in the current (baseline 2008 scores) and previous school year for each year of the project. A comparison will be made between the ratios/percentages of magnet students meeting proficiency in the current year on the ISAT and reading and math tests to those in the previous year. This measure will determine whether the percentage of magnet students meeting proficiency is increasing annually. ISAT scores in reading and math will be compared according to the grades in which standardized tests are administered. Results on the ISAT will be disaggregated according to NCLB subgroups and presented in terms of mean scores for students according to school, grade level and subject area.

**Goal 6: All students enrolled in the magnet program have equitable access to high quality education that will enable students to succeed academically.**

***District Objectives and Performance Indicators:***

- By June 30, 2008, and for each succeeding school year, magnet school students from major racial and ethnic groups will meet or exceed their State's adequate yearly progress standard, in accordance with their State's plan required by section 1111 of the ESEA (GPRA performance measure 'b'). *Performance Measures – State Report Card: AYP results.*
- By June 30, 2013, the magnet schools included in the project will still be in operation and will meet or exceed the state's annual yearly progress standard, in accordance with Illinois' plan required by section 1111 of the ESEA (GPRA performance measure 'c'). *Performance Measures – District Records: State Report Card: AYP results.*

***Procedures:*** Mean scores in reading, math and writing on the Illinois Standard Achievement Test (ISAT) are used as the state measure of achievement at the elementary level [in CPS grades 3 – 8]. In July of each year of the project, the evaluator will examine ISAT scores for each magnet school as well as for subgroups within the schools. Scores will be disaggregated by NCLB subgroups. The scores will then be reviewed to determine whether the scores for magnet school students met or exceeded the scores for the district and state. Mean scores for students in the magnet program will be considered comparable to the scores for the district and state if they are within two (2) points (i.e., not less than the district or state scores by more than 2 points). The 2-point difference allows for variability and error and is not considered to be either practically or statistically significant. Scores for subgroups will only be analyzed if there is a sample large enough to produce statistically sound results (i.e., 40 or a number pre-determined by the State). Mean scores for students in the magnet programs on the ISAT will be compared to mean scores for the district and state over the three years of the project at the conclusion of the grant by the project evaluator.

**Performance Measure (b) The percentage of students from major racial and ethnic groups that meet or exceed the State's adequate yearly progress standard increases annually.**

The percentage of students, including NCLB subgroups, meeting adequate yearly progress standards as defined by the State will be reviewed by the project evaluator in July of each year of the project. Results on the ISAT for reading and math will be disaggregated by NCLB subgroups at the schools. The percentage of students in each subgroup meeting the standards for adequate yearly progress must meet the State criteria. The achievement of each group, as well as overall achievement for the school will be evaluated. According to the NCLB Act, all students are to reach proficiency in reading and math no later than 2013-2014 (Paige, 2002). Additionally, the percentage of students in each subgroup meeting the standards for adequate yearly progress should increase for each year over the grant period. A comparison of the percentage of students from the major racial and ethnic groups at the school will assist the Secretary in assessing the effectiveness of the MSAP as described in the performance measure. Results will be presented in terms of percentages according to subgroups with a narrative summarizing the findings.

**Performance Measure (c.1): The percentage of magnet schools that receive assistance and that are still operating magnet school programs three years after Federal funding ends increases annually [maximum 100%](baseline to be established in the 2012/13 school year).**

**Performance Measure (c.2): The percentage of magnet schools that received assistance that meet State standards increases annually [maximum 100%] (baseline to be established in the 2012/13 school year).**

Throughout the project period, data will be kept on the percentage of the magnet schools in this application making AYP based on the Illinois State Criteria. After the funding period ends, the CPS Magnet Office will continue to maintain data on the operation of each magnet

school included in this application as well as its annual AYP status. Beginning in 2012/13 or if requested before that date, the data will be submitted to the appropriate MSAP program officer and/or the appropriate evaluation contractor.

**Surveys and Instruments:** The proposed evaluation plan will incorporate information from locally-developed measures as well as data from standardized assessments. The following instruments will be developed for use with the current plan: student survey, parent survey, teacher survey, standard questions for interviews with school personnel, standard questions for interviews with district personnel, classroom observation rating form, school environment rating form, and a site observation checklist. The instruments will be designed by the evaluator with input and feedback from school and district personnel. The student, parent and teacher surveys will include questions that relate to specific objectives and indicators. After the first year of the project, the surveys will be reviewed in each subsequent year to determine whether questions are to be modified, deleted or added. A standard set of questions for use in interviews with school and district personnel will be developed so as to ensure that the evaluator and assessment team members collect the same data using the same questions. Interview questions will also be reviewed to determine usefulness and applicability. Rating forms will be created for use in assessing the environment and the classroom. Finally, a site observation checklist will be created to serve as a data collection tool for the assessment team when conducting site visits. The checklist will serve as an outline for the formative evaluation reports. The evaluator will train the assessment team members on proper use of interview and rating forms. The purpose of the training will be to reduce variability in interpretation so as to limit errors in scores. The instruments will have Likert-scale, multiple choice and open-response items.

#### **Formative, Summative and Final Reports**

A series of reports will be created by the evaluator and the members of the assessment team over the project period: formative, summative and final. Formative evaluations are carried out on a regular basis and findings are used to guide program improvements. Formative evaluation reports will be generated from site visits conducted in October, February and May of each year and will conform to the format of the site observation checklist. Areas of strength and areas needing improvement, as well as recommendations, will be summarized. The findings will be presented to those administrators and supervisors directly involved with the magnet program.

Summative evaluations provide information on the extent to which project objectives and goals have been met. The extent to which the magnet schools were successful in meeting their yearly objectives will be summarized in the report and will be supported by the relevant data. Summative evaluation reports will be produced on an annual basis and use the ED524.b format. That is, the summative evaluation will annually address each magnet school individually and results will be presented to administrative school and district staff at the conclusion of the school year. Recommendations for improvements based on a review of the data will also be included. The project evaluator will generate a total of three (3) summative evaluation reports over the course of the funding cycle (2008, 2009, 2010). Each Performance Measure will be addressed using the ED524.b format, provided by the USDE.

A final report will be written at the conclusion of the project. The final report examines long-term goals and objectives. While the summative report will address issues on an annual basis, the final report will look at program effects over the project period (three years). This report will address each Performance Measure using the ED524.b format, provided by the USDE. The purpose of the final report is to share the results of projects with other stakeholders and audiences who may use the information to make major program decisions. Program modifications are not made using the final report since the report is not completed until the

particular study has concluded. However, information in the report may influence future studies and interventions and the decision as to whether to continue the magnet programs. The evaluator will produce a final report that addresses the six goals and relevant indicators described in this evaluation plan and in which the ED524 b template will be used to analyze changes in each Performance Measure from year 1 to year 3 of the project. Findings will be shared with school and district personnel and an executive summary will be distributed to parents and the community.

**Timetables**

Project evaluation activities will be carried out according to the schedule presented in the table below. The task is listed as well as the person(s) responsible and the month and year (Year 1=2007/08, Year 2=2008/09, Year 3=2009/10) in which the activity is expected to be completed. The evaluator will work with the district to ensure that tasks adhere to the timetable

<b>Timetable for project evaluation activities for Chicago Public Schools (CPS)</b>				
<b>Tasks</b>	<b>Person(s) responsible</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Evaluator meets with district personnel to Review implementation of evaluation plan.	Evaluator School/district staff	Aug	Aug	Aug
Identify dates for completion of evaluation activities.	Evaluator School/district staff	Aug	Aug	Aug
Distribute timeline to appropriate staff.	Evaluator	Sep	Sep	Sep
Form assessment team(s).	Evaluator	Sep	Sep	Sep
Develop surveys and other measures necessary to conduct the evaluation.	Evaluator	Sep/Oct	Sep/Oct	Sep/Oct

<b>Timetable for project evaluation activities for Chicago Public Schools (CPS)</b>				
<b>Tasks</b>	<b>Person(s) responsible</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Review surveys and instruments. Modify as necessary.	Evaluator School/district staff		Sep	Sep
Calculate number/percentage of students enrolled in magnet schools/feeder schools/district by minority status/subgroups.	District staff	Oct	Oct	Oct
Submit enrollment data to evaluator.	District staff	Oct	Oct	Oct
Conduct site observations.	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Interview school/district staff	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Complete formative evaluation reports. Present results to staff.	Evaluator/ Assessment team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Administer online teacher, student and parent surveys.	School staff	May	May	May
Compile results of surveys	Evaluator	May	May	May
Compile and submit standardized test scores for the magnet school students, district and state for all students and by subgroups.	District staff	May	May	May
Compile and submit results of measures	District staff	May	May	May



<b>Timetable for project evaluation activities for Chicago Public Schools (CPS)</b>				
<b>Tasks</b>	<b>Person(s) responsible</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
used to assess levels of proficiency on skills of students for all students/subgroups.				
Compile and analyze data regarding the percentage of students meeting standards for adequate yearly progress and submit to evaluator.	District staff Evaluator	May/ June	May/ June	May/ June
Present summative evaluation report.	Evaluator	Jul	Jul	Jul
Complete and present final evaluation report.	Evaluator			Aug
Continue collecting data for Performance Measure (c) – magnet office will annually collect and maintain data on funded magnet schools in operation and making AYP	Magnet Office Staff			Three years after funding ends

## **(f.) Commitment and Capacity**

### **(1) Applicant is likely to continue magnet schools ... after assistance**

The Chicago Board of Education is committed to promoting desegregation and reducing minority isolation in the proposed magnet schools or their feeder schools and to supporting magnet schools as a method for accomplishing those goals. If the project is funded, the district will contribute capital improvement funds already committed for Miles Davis, Frazier, and Lakeshore East. Federal funds are requested to provide program components that are beyond the capacity of the district to provide. These funds will provide supplemental personnel and programs and activities that will make the magnet schools attractive to diverse groups of students. The infusion of federal funds will give the district the ability to immediately implement important high quality educational programs that will attract students of all racial and ethnic groups (**including through NCLB Choice transfers**) in order to create diverse school settings. Federal funds will provide the magnet schools with the needed resources to establish programs that will earn reputations for quality, innovation, achievement, and rigor. Local funding offered by the Chicago Public Schools consists of the following:

- State Title I Replacement Funds
- Magnet and Specialty Programs Funds
- Race and National Origin Desegregation Funds
- Central/Citywide and District Support

Beginning with school year 1980-81 and continuing through 2006-07, a total of approximately \$2.5 billion has been allocated for desegregation purposes in the Chicago Public Schools system. Of this total, the Chicago Board of Education has provided \$2.305 billion, or 92.2 percent, while the federal government has provided \$195 million, or 7.8 percent. The Chicago Public Schools has operated its desegregation activities strictly through local funds

since 1995. As demonstrated by these figures, the Chicago Board of Education has a significant commitment to the desegregation effort through magnet schools and programs.

This commitment is further evidenced by the fact that, prior to his appointment as CEO, the current Chief Executive Officer of the Chicago Public Schools, Arne Duncan, served as Director of Magnet Schools and Programs for three years. In this capacity, Mr. Duncan demonstrated an unwavering commitment to utilizing magnet schools and programs to promote desegregation and foster interactions among various student groups and to improve the educational experience of students through innovative, standards-based activity-driven curriculums. In his position as CEO of the school system, Mr. Duncan continues his commitment to magnet schools.

**(2.i) Applicant is committed to the magnet schools project**

CPS is fully committed to implementing the proposed magnet programs. The superintendent, other high ranking administrators, and the school board have publicly committed themselves to the success of the magnet programs and recognize their importance in meeting the guidelines of the district's Court Ordered Consent Decree. The district has borne the initial costs for planning and designing the programs described in this MSAP application and, until MSAP funding is received, will continue supporting the costs of program development. It is also contributing substantial financial support in terms of the costs of: 1) reopening and renovating Frazier Elementary, 2) the new building (opening in 2008) for Miles Davis, and 3) the new building (opening 2008) for Lakeshore East. The estimated costs of these projects exceed \$67.9 million.

In addition, the district will provide the same or equivalent operating support for these magnet programs as it provides for regular school programs. As all schools in the district, these schools will continue to receive their district allocation for staff salaries & benefits, public utilities & energy, materials and supplies, capital outlay, purchased services, and instructional budgets. The amounts CPS budgets per schools are detailed in the following table:

Average Annual Cost	Frazier	Kershaw	Lakeshore	M Davis	O Mayer
Salaries	\$1,260,013.00	\$2,503,273.74	\$3,837,616.17	\$2,845,004.14	\$4,366,706.42
Operating	\$269,360.00	\$173,903.60	\$206,876.57	\$347,226.62	\$216,820.98
Total	\$1,529,373.00	\$2,677,177.30	\$4,044,492.74	\$3,192,230.76	\$4,583,527.40
Cost/Student	\$8,690	\$10,540	\$7,574	\$9,445	\$8,567

The total cost of the basic program (averaging \$8,963) will be the responsibility of the district. Additionally, the district will pay the costs of busing to implement these magnet programs and for NCLB Choice transfers. An estimate of these costs is \$350,000 for the five magnet schools. None of the items requested in this document represents supplanting. All are necessary to provide the highest level of instruction and to create the “attractiveness” needed to guarantee the success of the proposed magnet schools.

With the infusion of the supplemental, theme-specific instructional materials and resources, evidence-based and promising core content curriculums (such as *EveryDay Math*, *SpringBoard*, *FOSS*), specialized labs, professional development activities and coaching provided by the Program/Content Specialists, and supplies needed to establish exemplary magnet programs, these schools will become outstanding. [The project will use a Training Model described in the Plan of Operation that emphasizes the importance of modeling and coaching to ensure that new content and pedagogical skills are applied in all classrooms.] In addition, the schools will receive their regular allocation for staff and other operating expenses as do other schools in the district. The goal of this application is to **request the supplemental funding** needed to provide the additional staff, the appropriate teacher training, curriculum development, equipment and technology, instructional materials, and marketing materials that are so important to the success of magnet programs – but outside of the ability of the district to fund. With MSAP funding, **CPS is**

**committed to the implementation and longtime support** of the magnet programs in this application. After federal funding ends, CPS will provide ongoing support for these programs.

**(2.ii) Other resources to continue support after assistance no longer available**

The MSAP funds are committed for three years. At the end of the third project year the district will be prepared to assume program costs through the following:

It will continue support for the magnet school programs through money received from the following programs: State Chapter 1 funds, Federal Title 1 funds, local taxes, and grants. Due to the restricted finances of the school district, this application was designed to project costs that are reasonable to assume at the end of federal funding. A significant portion of the items requested in the MSAP budget are equipment, supplies, trained staffs, and curriculum development. These will continue to be of value at the end of the project. The district will assume the maintenance and replacement costs of equipment and materials.

At the end of the project, curriculum will exist for the programs and the staff will have been trained in program implementation. The same level of inservice will not be necessary on an annual basis. The district will assume the costs necessary to have regular reviews of the curriculum, to keep teacher training up to date, and, as they are hired, to train new staff members.

At the end of the grant cycle, ongoing costs for the public information campaigns will be substantially reduced. Recruiting materials and brochures will already be designed and the most effective recruitment techniques will be identified. Ongoing expenses for public information and recruitment will be much lower. The district will already have materials designed with the most effective communication techniques and paid for with federal funds. The district is willing to assume these projected lower costs.

Although personnel costs are generally considered continuing costs, this project was designed so that many of the requested personnel positions would no longer be needed at the end

of funding or that their costs could be assumed as part of the school's staffing model. The personnel costs for this MSAP proposal constitute \$4,372,859 or 42% of its budget request. At the end of funding, CPS will assume the costs of required personnel and the funds needed to continue all 5 magnet school programs. Costs to be assumed include: personnel costs, maintenance of equipment, follow-up curriculum and inservice, and recruitment. **The district is committed to assuming**  **in ongoing program costs.** The table below summarized these commitments.

Budget Item	Project Costs	Continuing Costs To Be Assumed By CPS
<b>Personnel</b>	3,076,998.00	<input type="text" value="(b)(4)"/>
<b>Benefits</b>	1,323,288.00	
<b>Travel</b>	272,000.00	
<b>Supplies</b>	1,788,208.00	
<b>Equipment</b>	1,792,922.00	
<b>Contract Services</b>	587,109	
<b>Staff Development</b>	1,082,953	<input type="text" value="(b)(4)"/>
<b>Other</b>	185,175	
<b>Indirect Costs</b>	312,6177	
<b>Totals</b>	10,421,269	<input type="text" value="(b)(4)"/>

## **Project Narrative**

### **Other Narrative**

Attachment 1:

Title: Pages: Uploaded File: **5314-Mandatory\_APPENDICES.pdf**

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# **APPENDIX A: CONSENT DECREE**



**United States District Court, Northern District of Illinois**

Name of Assigned Judge or Magistrate Judge	Charles P. Kocoras	Sitting Judge if Other than Assigned Judge	
<b>CASE NUMBER</b>	80 C 5124	<b>DATE</b>	August 10, 2006
<b>CASE TITLE</b>	United States of America vs. Board of Education of the City of Chicago		

**DOCKET ENTRY TEXT**

Joint motion [1224] of United States and Board of Education of the City of Chicago for approval of Second Amended Consent Decree is granted in part and denied in part. We vacate the Modified Consent Decree and enter the consent decree set forth below.

■ [ For further details see text below.]

Docketing to mail notices.

**STATEMENT**

**ORDER**

On March 1, 2004, approximately 24 years after the Original Consent Decree in this case was entered, the United States and the Board of Education of the City of Chicago ("CPS") (collectively the United States and CPS are sometimes referred to herein as the "parties") entered into a Modified Consent Decree ("MCD"). The MCD was the result of extensive negotiations between the parties and was formed for the purpose of bringing this long-standing litigation to an orderly and just conclusion. Although the MCD embodied the central purposes of the 1980 Original Consent Decree, it also contained a number of new reporting obligations on CPS, specific limits on CPS' desegregation budget, and significant obligations with respect to CPS' programs serving English Language Learners ("ELLs"). In approving the MCD, we noted that this is a complex case requiring the parties and this court to grapple with many difficult issues, and that in the context of a district as large as CPS, the complexities and unique challenges are multiplied many times over. Mem. Op. of Mar. 1, 2004, at 3. We also recognized the labors of the parties, and particularly CPS, in pursuing the goals espoused within the Original Consent Decree. *Id.* at 3.

In 2005, we asked the parties to consider which provisions of the MCD should continue, if any, and set a hearing for May 15, 2006, to consider this question. A principal reason for the inquiry was the substantial change in the racial and ethnic demographics in the City of Chicago and the student population in the city's schools during the life of the Original and Modified Consent Decrees. The current demographic make-up of Chicago and its student population bears virtually no resemblance to that which gave rise to the litigation between the parties in the first instance. In response to our inquiry, the parties filed position papers, conducted discovery, and engaged in settlement discussions. As a result of these discussions, the parties refined their positions and have now jointly requested that we vacate the Modified Consent Decree and enter a proposed Second Amended Consent Decree.

**STATEMENT**

The motion is granted in part and denied in part. By this order, we vacate the Modified Consent Decree and enter the consent decree set forth below, which differs in some respects from the one proposed by the parties. In particular, Section VI of the proposed decree, which suggested an automatic expiration of the decree next June, has been removed. As we explained in our opinion addressing the entry of the Modified Consent Decree, we do not share the parties' view that the decree can expire of its own accord. If the parties intend that the decree expire in June 2007, they can seek a determination by this court regarding unitary status at that time.

Wherefore, it is ordered, adjudged, and decreed that:

I. Student Assignment

A. Goals

The parties recognize that, given the geographical size of CPS and the City of Chicago, as well as the demographic trends in the student enrollment of CPS, it is not practicable for all CPS schools to have enrollments that would traditionally be considered desegregated. Therefore, in assigning students to schools, CPS shall use a variety of strategies to assign students to schools, and in implementing these strategies, CPS shall establish and maintain as many schools with desegregated enrollments as practicable.

B. Student Assignment Strategies

1. CPS shall use a variety of strategies to assign students to schools and to provide students the opportunity to attend schools with desegregated enrollments. These strategies shall include:
  - (a) Magnet schools;
  - (b) Specialized schools, including selective enrollment high schools, gifted centers, classical schools, academic centers, IB preparatory, and other options; and
  - (c) Other voluntary options.
2. CPS shall, to the extent practicable, achieve and maintain desegregated magnet and specialized schools. These schools shall be considered desegregated if they have enrollments that are 15% to 35% white and 65% to 85% minority.

C. Magnet Schools

1. CPS shall continue to implement magnet schools throughout CPS. Three key goals, among others, of the magnet schools in CPS are: (1) to improve academic achievement of all students enrolled in the schools; (2) to voluntarily attract racially and ethnically diverse enrollments; and (3) to provide curricular programs that provide enriched and focused thematic learning experiences to meet the interests of students in CPS.
2. The magnet schools are open to students from throughout CPS, although transportation to magnet schools may be limited as set forth in the Magnet Policy. If there are more applicants than seats available, CPS shall use a lottery process to select students. If there are fewer applicants than seats available, CPS shall admit all applicants. The schools that are currently considered magnet schools are listed in Appendix A...

D. Specialized Schools and Other Options

In addition to magnet schools, CPS shall provide a number of other programmatic options for parents and students. These include selective enrollment high schools, gifted centers, classical schools, academic centers, IB preparatory, and other options.

E. Other Voluntary Options

1. Magnet Cluster Schools

Magnet cluster schools are open to students who live in the attendance boundary for a particular magnet cluster school. If there are seats available after the students who live

**STATEMENT**

in the attendance boundary for a magnet cluster school have enrolled in that school, students who live outside the attendance boundary for that magnet cluster school may apply to attend that magnet cluster school. If there are more applicants than seats available, CPS shall use a lottery process to select students. If there are fewer applicants than seats available, CPS shall admit all applicants.

In identifying schools to be part of a magnet cluster, CPS identifies four to six elementary schools that are in close geographical proximity to one another. Where possible, CPS shall identify schools to be a part of a magnet cluster that are in close geographical proximity and that may contribute to the desegregation of the schools in the cluster. Each school within a magnet cluster implements one of five (5) academic areas of focus: Fine and Performing Arts, the International Baccalaureate Middle Years Programme, Literature and Writing, Math and Science, or World Language. The schools that are currently considered magnet cluster schools are listed in Appendix B.

2. **Open Enrollment Schools**

Open enrollment schools shall be identified in the school opportunities publication issued annually by CPS and shall consist of all non-magnet/magnet-cluster, non-selective enrollment and neighborhood schools with attendance boundaries. CPS shall monitor out of attendance area enrollment at neighborhood schools with greater than 40% white enrollment consistent with its Enrollment and Transfer Policy of August 24, 2005.

3. **Majority to Minority Transfers**

CPS shall provide students the opportunity to transfer from a school where they are in the racial or ethnic majority to one where they are in the racial or ethnic minority ("M-to-M transfers") and where there is space available with transportation provided to designated schools. Subject to space availability, minority students may transfer to schools with 40% or more white enrollment, and priority shall be given to those minority students attending schools whose student population is 85% or more minority. In the 2006-07 school year, M-to-M transfer students shall have the option of using existing CPS routes or receiving Chicago Transit Authority ("CTA") bus and subway tokens. Parents or guardians of M-to-M transfer students in grades 1-8 also may receive CTA bus and subway tokens to accompany their children to school.

II. **Principal Assignment**

CPS shall use its best efforts to maintain a pool of qualified principal applicants who are as racially and ethnically diverse as practicable and to forward such information to local school councils.

III. **Compensatory Programs**

On March 28, 2006, a \$24.5 million reading grant was awarded by the United States Department of Education to CPS. The grant is designated for 32 Chicago public elementary schools, the overwhelming majority of which are racially identifiable. The grant will fund the expansion of Striving Readers, a pilot program conducted last year at 13 Chicago schools designed to raise the reading achievement levels of students in grades 6-8. During the term of this decree, CPS commits to implementing compensatory programs at racially identifiable schools, which include but are not limited to: supplemental reading programs, after-school tutoring programs, math/science initiatives, early childhood, full-day kindergarten and after-school programs, and Striving Readers at the racially identifiable schools designated in the grant.

IV. **English Language Learners**

A. CPS shall provide language acquisition programs to all eligible students in a timely and educationally appropriate manner, consistent with Amended Appendix C and CPS' written

**STATEMENT**

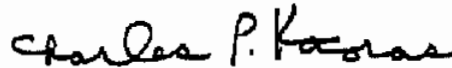
policies as set forth in its August 1999 version of the *Framework for Success*, which was amended by the Amend Board Report 98-1027-PO1 dated October 23, 2002 (hereinafter "the *Framework*"). As specifically detailed in Amended Appendix C, which is incorporated herein by reference, CPS shall continue to discharge its legal obligations to provide language acquisition to all eligible students in a manner consistent with the overall objectives of this decree. To the extent practicable, CPS shall not assign or reassign ELL students to schools in a manner that interferes with their participation in language acquisition programs and shall fulfill its obligations under Section 2.d of Amended Appendix C.

- B. If CPS decides to amend the *Framework* before the termination of this decree, CPS shall provide a draft of the amended *Framework* to the United States and the amici curiae for a thirty-day period in which to comment regarding the amended *Framework's* compliance with federal law. If the parties agree in writing that the amended *Framework* should govern CPS' provision of ELL services, all references to the *Framework* in this section and Amended Appendix C shall refer to the amended *Framework*.

V. Reporting

1. By December 1, 2006, CPS shall report to the United States and amici curiae: (a) the number and percentage of students, disaggregated by race/ethnicity, per school and in CPS as a whole; (b) the number and percentage of teachers, disaggregated by race/ethnicity, per school and in CPS as a whole; (c) the race of the principals of each school; (d) for each magnet school, the number and percentage of students, disaggregated by race/ethnicity, who applied, were accepted, enrolled, and denied admission to the school; and (e) the number of students, disaggregated by race/ethnicity who applied, were accepted, and enrolled as M-to-M transfers by sending and receiving school.
2. By December 1, 2006, CPS shall submit to the United States and amici curiae a listing of each compensatory program at each school.
3. The parties may agree to reasonable extensions of the above reporting deadlines.

Dated: August 10, 2006



**CHARLES P. KOCORAS**  
U.S. District Court Judge

APPENDIX A

Chicago Public Schools  
Office of Instruction and School Management  
Office of Academic Enhancement

Magnet Schools

<u>Unit #</u>	<u>School</u>
6660	Beasley
7860/7861	Black/Black Branch
2520	Burnside
1790	Chicago High School for Agricultural Sciences
6620	Clark High School
1820	Curie High School
2990	Decatur
8000	Disney
3120	Drummond
2220	Edison
3240	Ericson
3420	Franklin
4160	Galileo
3490	Gallistel
3290	Goodlow
3690	Gunsaulus
3830	Hawthorne
4890	Inter-American
4690	Jackson
6920	Jensen
1060	Jones High School
3370	Kancon
4960	Keller
4420	LaSalle
7240	Lenart
4750	McDade
5030	Murray
5080	Newberry
5240	Owen
5400	Pershing
5460	Poe
3550	Randolph
7790	Sabin
4250	Saucedo
4920	Sheridan
5940	Skinner
5970	Smyth
6340	Suder
6070	Stone
6190	Thorp
3110	Turner-Drew
6250	Vanderpoel
1610	Von Steuben High School
1810	Whitney Young High School
6470	Wildwood
	39 Magnet Elementary Schools
	6 Magnet High Schools
	45 TOTAL Magnet Schools

## APPENDIX B

Unit	School	Area
2020	Addams Elementary School	18
2030	Agassiz Elementary School	6
2040	Alcott Elementary School	6
2710	Aldridge Elementary School	18
2060	Andersen Community Academy	6
4590	Aral Middle School	2
3640	Ariel Community Academy	15
2080	Armstrong Elementary School	2
5700	Armstrong Elementary School	3
2100	Attucks Elementary School	13
2110	Audubon Elementary School	2
2130	Avalon Park Elementary School	17
2150	Barnard Elementary School	16
6660	Beasley Academic Magnet Center	13
6540	Beethoven Elementary School	13
2260	Belding Elementary School	1
7860	Black Magnet School	17
2300	Blaine Elementary School	2
2320	Boone Elementary School	2
2430	Bouchet Elementary School	17
2340	Bradwell Elementary School	17
6600	Brenemann Elementary School	2
2370	Brentano Math and Science Academy	6
2400	Brown Elementary School	7
5040	Brown Academy	18
2550	Brunson Elementary School	3
2440	Budlong Elementary School	2
2450	Burbank Elementary School	3
2470	Burley Elementary School	6
2480	Burnham Academy	18
2530	Burr Elementary School	6
2540	Burroughs Elementary School	10
2570	Byrne Elementary School	11
2580	Caldwell Elementary School	17
6610	Calhoun North Elementary School	7
4260	Canter Middle School	15
2620	Canty Elementary School	1
2630	Carnegie Elementary School	15
2640	Carpenter Elementary School	6
2650	Carroll-Rosenwald Elementary School	16
2660	Carson Elementary School	12
2700	Carver Middle School	18
2690	Carver Primary School	18
2720	Cassell Elementary School	16
2510	Castellanos Elementary School	10
6730	Cather Elementary School	7
2740	Chalmers Elementary School	8
2750	Chappell Elementary School	2
2760	Chase Elementary School	4
5640	Chavez Elementary School	12

2770	Chopin Elementary School	4
7480	Claremont Academy	12
2230	Clark Elementary School	3
6620	Clark Middle School	3
2790	Clay Elementary School	18
2820	Clissold Elementary School	16
2830	Coles Elementary School	17
2940	Crown Community Academy	8
6560	Daley Elementary School	12
2960	Darwin Elementary School	4
7180	Davis, M. Academy	12
2980	Daves Elementary School	11
7420	De Diego Community Academy	6
7330	De La Cruz Elementary School	10
6740	Dett Elementary School	7
3030	Dewey Elementary School	13
8000	Disney Magnet School	2
3040	Dixon Elementary School	17
3080	Dore Elementary School	11
6630	Douglass Junior High Academy	3
3100	Drake Elementary School	9
3120	Drummond Magnet School	6
8010	Dubois Elementary School	18
6890	Dumas Elementary School	15
8050	Dunne Elementary School	16
6760	Dvorak Math/Science/Technology Academy	8
1600	Dyett Academic Center	22
7450	Earhart Elementary School	17
3140	Eberhart Elementary School	11
3150	Ebinger Elementary School	1
2220	Edison Regional Gifted Center	1
3200	Edwards Elementary School	11
3220	Ellington Elementary School	3
3230	Emmet Elementary School	3
3250	Esmond Elementary School	16
7990	Evers Elementary School	16
3330	Fernwood Elementary School	16
3350	Field Elementary School	2
3360	Fiske Elementary School	15
3400	Fort Dearborn Elementary School	16
3430	Foster Park Elementary School	16
3440	Fuller Elementary School	13
3480	Gale Community Academy	2
3490	Gallistel Language Academy	18
5420	Garvey Elementary School	16
3510	Garvy Elementary School	1
3530	Gillespie Elementary School	17
3540	Gladstone Elementary School	9
7840	Goldblatt Elementary School	7
3570	Gompers Elementary School	18
3600	Graham Elementary School	13
3620	Gray Elementary School	1



2730	Greeley Elementary School	2
3660	Gregory Elementary School	8
3680	Grimes Elementary School	11
3580	Grissom Elementary School	18
3700	Haines Elementary School	9
3710	Hale Elementary School	11
2360	Haley Elementary School	18
3730	Hamilton Elementary School	2
2350	Hampton Fine and Performing Arts School	11
3780	Harte Elementary School	15
3830	Hawthorne Scholastic Academy	6
3840	Hay Community Academy	3
3880	Healy Elementary School	9
3890	Hearst Elementary School	11
3900	Hedges Elementary School	12
3930	Hendricks Community Academy	13
3940	Henry Elementary School	1
3970	Herzl Elementary School	8
7210	Higgins Community Academy	18
4020	Holden Elementary School	9
4060	Howe Elementary School	3
4080	Hoyne Elementary School	17
8060	Hughes, Langston Elementary School	16
4120	Hurley Elementary School	11
4690	Jackson Language Academy	9
4170	Jahn Elementary School	2
4200	Jenner Elementary School	6
6940	Johnson Elementary School	8
2870	Jordan Elementary School	2
3370	Kanoon Magnet School	10
4960	Keller Regional Gifted Center	16
3410	Kellman Corporate Community School	8
4240	Kellog Elementary School	16
4280	Key Elementary School	3
4300	Kilmer Elementary School	2
4330	Kinzie Elementary School	11
4350	Kipling Elementary School	17
4380	Kozminski Community Academy	15
4400	Lafayette Elementary School	4
4420	LaSalle Language Academy	6
6750	Lathrop Elementary School	8
4430	Lawndale Community Academy	8
4550	Lawrence School for Math and Science	18
7170	Lee Elementary School	11
7320	Leland Elementary School	3
4480	Lincoln Elementary School	6
4510	Locke Elementary School	3
4380	Lozano Bilingual and International Center	6
6310	Madero Middle School	10
4570	Madison Elementary School	17
4580	Manierre Elementary School	6
4610	Mann Elementary School	17

6590	Marconi Community Academy	7
4620	Marquette Elementary School	11
4630	Marsh Elementary School	18
4650	Mason Elementary School	8
4670	May Community Academy	3
4680	Mayer Elementary School	6
6820	McCorkle Elementary School	13
4720	McCormick Elementary School	10
4740	McCosh Elementary School	15
6910	McCutcheon Elementary School	2
4800	McPherson Elementary School	2
4810	Medill Elementary School	9
3190	Metcalf Community Academy	18
5880	Mireles Academy	17
4840	Mitchell Elementary School	4
4850	Monroe Elementary School	1
4870	Moos Elementary School	4
4940	Mount Greenwood Elementary School	16
4980	Mount Vernon Elementary School	16
5020	Murphy Elementary School	1
5030	Murray Language Academy	15
5060	Neil Elementary School	17
5070	Nettelhorst Elementary School	2
7060	New Field Elementary School	2
5080	Newberry Math and Science Academy	8
2200	Nicholson Specialty School	14
3720	Ninos Heroes Academic Center	17
5120	Norwood Park Elementary School	1
5150	Ogden Elementary School	6
5180	O'Keefe Elementary School	17
5190	Orahan Elementary School	1
7610	Orozco Community Academy	9
5220	Otis Elementary School	6
3470	Owens Community Academy	18
6020	Paderewski Elementary School	8
5270	Parker Community Academy	14
5310	Pasteur Elementary School	11
5340	Peck Elementary School	11
5360	Peirce Elementary School	2
5370	Penn Elementary School	8
4210	Pilsen Community Academy	9
5440	Pirie Elementary School	17
5480	Pope Elementary School	8
5500	Prescott Elementary School	6
6810	Price Elementary School	15
6460	Pritzker Elementary School	6
5520	Pulaski Community Academy	6
3550	Randolph Magnet School	12
5560	Ray Elementary School	15
6870	Reed Elementary School	14
5610	Revere Elementary School	17
6780	Robinson Elementary School	15

5630	Rogers Elementary School	2
7510	Roque de Duprey Elementary School	4
5390	Ruiz Elementary School	10
5670	Ryder Math/Science Specialty School	17
5680	Ryerson Elementary School	7
7790	Sabin Magnet School	6
5720	Sayre Language Academy	3
5760	Schiller Elementary School	6
5820	Seward Elementary School	12
5920	Shoemith Elementary School	15
5930	Shoop Elementary School	18
5970	Smyth Elementary School	9
5980	Solomon Elementary School	1
3960	South Loop Elementary School	9
6000	Spencer Math and Science Academy	3
6010	Spry Elementary School	10
6030	Stevenson Elementary School	11
6040	Stewart Elementary School	2
6060	Stockton Elementary School	2
6080	Stowe Fine and Performing Arts Academy	4
6100	Sullivan Elementary School	17
6110	Sumner Mathematics and Science Community Aca	7
6120	Sutherland Elementary School	16
6130	Swift Specialty School	2
6140	Talcoft Fine Arts and Museum Academy	6
6150	Taylor Elementary School	18
3380	Telpochcalli Elementary School	10
6190	Thorp, O.A. Scholastic Academy	1
6210	Tilton Elementary School	7
6230	Trumbull Elementary School	2
3110	Turner-Drew Language Academy	17
6250	Vanderpoel Magnet School for the Humanities	16
8030	Wacker Elementary School	16
6300	Wadsworth Elementary School	15
6320	Walsh Elementary	9
6330	Ward, J Elementary School	9
6350	Warren Elementary School	17
5380	Washington H. Elementary School	17
6360	Washington, G. Elementary School	18
6370	Waters Elementary School	2
6400	West Pullman Elementary School	18
6420	Whistler Elementary School	18
7440	White Elementary School	18
6450	Whittier Elementary	9
6470	Wildwood Elementary School	1
7080	Woods Community Academy	14

### AMENDED APPENDIX C

1. Registration, Identification and Placement of ELLs
  - a. The Chicago Public Schools ("CPS") shall continue to manage and oversee school-based implementation of the Home Language Survey ("HLS") to ensure that the HLS is given to every student upon initial enrollment in the CPS, in his or her primary language, where appropriate.
  - b. All students who indicate on the HLS that they have a non-English language background (e.g., the student lives in a home where a language other than English is spoken, or the student speaks a language other than English) must be assessed for possible placement in a language acquisition program.
  - c. At each school, CPS shall compile and maintain a current list of personnel, including non-teaching staff, available to provide language translation assistance when necessary to serve English Language Learners ("ELLs") and/or their parents and guardians. Each list shall specify the languages for which each staff or faculty member can provide translation assistance. CPS shall ensure, to the extent practicable, that English as a Second Language ("ESL") and/or Bilingual teachers are not pulled away from their teaching and/or class preparation responsibilities to serve as translators.
  - d. CPS shall take reasonable steps to ensure that:
    - 1) Each ELL is identified and placed, in a timely and appropriate manner, in an English language acquisition program that is consistent with CPS' policies, including the August 1999 version of the *Framework for Success*, which was amended by the Amend Board Report 98-1027-PO1 dated October 23, 2002 (hereinafter "the *Framework*"); or
    - 2) After being notified of language acquisition program placement options, the ELL's parents have waived the ELL's right to be placed in an English language acquisition program.
2. Instruction of ELLs
  - a. CPS shall continue to implement its ELL instruction consistent with the policies and guidelines set forth in the *Framework*.
  - b. Where there are 20 or more ELLs of the same language background in a given school, ELLs of that language background shall receive instruction pursuant to the Transitional Bilingual Education ("TBE") model provided in the *Framework*. CPS shall take reasonable steps to ensure that the

amount of instruction in the native language and English in the TBE program varies according to the ELL's English language proficiency level consistent with the *Framework's* TBE guidelines on pages 9-11 regarding Beginning, Intermediate, and Advanced English proficiency levels.

- c. Where there are 19 or fewer ELLs of the same language background in a given school, such ELLs shall receive instruction pursuant to the Transitional Program of Instruction ("TPI") model provided in the *Framework*, which includes ESL instruction. To the extent practicable, CPS shall provide ESL instruction to ELLs in groups of students who are at a comparable English language level. CPS shall ensure, to the extent practicable, that the amount of ESL instruction it provides to students at a given English language level is uniform within each school and consistent with educationally sound practices.
- d. If CPS learns that an ELL is not receiving the language acquisition instruction to which the student is entitled under the *Framework*, CPS shall take reasonable steps to ensure that appropriate services become available at the school, or if necessary, another school within a reasonable distance of the ELL's residence.
- e. CPS shall continue to annually assess the academic performance and English language proficiency of each ELL enrolled in a language acquisition program. Annual testing of English language proficiency during the 2005-2006 and 2006-2007 school years shall utilize the state-prescribed English language proficiency assessment and include assessment of all four language domains.
- f. CPS shall ensure that all schools use the results of the state-prescribed English language proficiency assessment to ensure that the language acquisition placement of every ELL is appropriate.
- g. CPS shall take reasonable steps to ensure that at least one language acquisition teacher, or such other teacher or administrator as CPS may designate at schools with no state-designated ESL position, of each ELL shall be responsible for recording and timely updating the ELL's language, program entry and exit dates, annual English proficiency test scores, acquisition of certain language skills, and other relevant information on each ELL's English Language Learner Data Folder, or in any updated electronic student information database that may become operational while this SACD is in effect.
- h. To the extent practicable, CPS shall integrate ELLs with non-ELL general education students in appropriate classes and activities, including art, music, lunch, recess, physical education, and extracurricular activities. To the extent practicable, CPS shall integrate ELLs with non-ELL general education students in school functions and co-curricular activities.

3. Resources for ELLs

CPS shall take reasonable steps to ensure that:

- a. Each school and/or class library has sufficient language-ability appropriate literary materials in English, as well as age-appropriate literary materials in the native languages(s) of the ELLs at the school. Such materials may include those accessible to ELLs on the internet;
- b. ELLs in each school receive all instruction (e.g., in-classroom, pullout, other) in facilities that are comparable to the facilities used by students who are not ELLs;
- c. Sufficient funds are allocated to each school to provide ELLs with educationally sound textbooks and instructional materials; and
- d. ELLs in each school have meaningful access to educational programs, activities and services (e.g., kindergarten, tutoring, after-school programming and magnet schools and programs) that are comparable to the educational programs, activities and services provided to students in the same school who are not ELLs.

4. Teacher certifications

a. CPS shall ensure, to the extent practicable, that:

- 1) Those teachers who lack appropriate certification receive adequate training in working with ELLs and are working towards achieving full certification in a timely manner;
  - 2) Vacancies for teachers in the language acquisition program are filled in a reasonable amount of time with fully certified teachers (i.e., teachers who have a standard certification plus either an ESL or bilingual certification); and
  - 3) Schools that have a high percentage of less than fully certified ELL teachers in the language acquisition program are identified and provided assistance in securing certified staff.
- b. CPS shall encourage all teachers of general education classes (i.e., teachers of classes that are not specifically a part of a language acquisition program) to receive training regarding working with current and recently transitioned ELLs and coordinating with ESL and Bilingual teachers to identify and address any language barriers that may hinder current or recently transitioned ELLs from participating in general education classes.
- c. CPS shall ensure, to the extent practicable, that the student/teacher and student/staff ratios in classrooms serving ELLs are not substantially higher

than the student/teacher and student/staff ratios in general education classes in the same school that serve the same grade level and teach similar subject matter.

5. ELL Access to Special Programs

- a. CPS acknowledges that ELLs are entitled to services that shall enable them to participate meaningfully in all CPS educational programs, services and activities for which they are eligible.
  - 1) CPS shall ensure that ELLs are provided an opportunity for assessment, as appropriate, for CPS' gifted and talented programs, which are conducted in English and certain foreign languages.
  - 2) CPS shall advise all school-based administrators and BLTs in writing that ELLs who qualify for gifted programs are entitled to participate in those programs while also receiving appropriate language acquisition instruction.

6. Special Education

- a. CPS shall take reasonable steps to ensure that:
  - 1) Special education services at each school are sufficient to address the language acquisition and special education needs of ELLs; and
  - 2) To the extent practicable, schools with special education ELLs hire teachers who have Bilingual or ESL certification and special education certification and/or adequately train teachers and aides who lack such certification and provide special education services to ELLs.
- b. CPS shall take reasonable steps to ensure that the approximately 1,576 special education ELLs who had no special education model recorded in CPS' student information system as of March 27, 2006, are receiving one of the six models approved by CPS and shall update its student information system to reflect the model number for all ELLs.

7. Transitioning and Monitoring Transitioned ELLs

- a. CPS shall ensure that ELLs are not exited from the TBE or TPI program during the 2005-06 and 2006-2007 school years until their score is "proficient" on the annual state-prescribed English language proficiency assessment, which evaluates all four language domains.
- b. CPS shall identify current ELLs and transitioned ("T") students on the rosters for general education classes so that general education teachers are aware of such students.

8. Systemic Monitoring

- a. At least once each school year, CPS shall monitor the implementation of its language acquisition programs and the ELL-related requirements set forth in this Amended Appendix C at each school that reports having ELLs for that school year to assess each school's compliance with the *Framework* and the terms of Section IV of the Second Amended Consent Decree. Consistent with the *Framework*, CPS also shall identify schools for technical assistance visits and shall conduct compliance review visits for schools that fail to implement technical assistance recommendations. CPS shall keep a record of each finding of non-compliance with the terms of the *Framework* and Section IV of the Second Amended Consent Decree and shall document the steps taken to achieve compliance. Such records and documentation shall be made available for review by the United States, upon request.
- b. CPS shall provide to the United States on a quarterly basis a copy of all technical assistance, compliance review, and monitoring reports prepared during that quarter. The first set of reports shall be provided by November 15, the second set by February 1, the third set by April 15, and the fourth set at least one week prior to the last day of school.
- c. CPS shall designate appropriate personnel to fulfill these monitoring obligations.
- d. CPS shall permit the United States (10) days of site visits per semester to monitor schools' compliance with Amended Appendix C.

9. Reporting

CPS shall provide a report to the United States by March 1 of each year that includes the following:

- a. The number of ELLs, by school, grade and native language, who:  
(i) participated in a language acquisition program (e.g., Transitional Bilingual Education, Transitional Program of Instruction, Dual Language, or other), specifying the type of program; (ii) waived their right to be served in a language acquisition program; and (iii) did not waive their right to be served in a language acquisition program, but were not served in such a program;
- b. The number of students, by school and native language, who:  
(i) completed an HLS in connection with registering for the school year preceding the annual report; (ii) indicated on their HLSs that they speak a language other than English or that a language other than English is spoken in the home; (iii) based on their responses on the HLSs, were



assessed for possible placement in a language acquisition program; and (iv) after being assessed, were identified as ELLs;

- c. For each school offering either a TBE or a TPI program, the number of teachers assigned to the program, broken down by type of certification held (e.g., Bilingual, English as a Second Language, Type 29);
- d. A list of schools that had vacant teaching positions in the language acquisition program that remained vacant for more than thirty (30) days, specifying the number of such vacancies;
- e. For each school, the number of students who were re-entered into one of CPS' language acquisition programs, broken down by grade, native language, language acquisition program and number of years in the language acquisition program; and
- f. For each school, the number of ELLs who (i) were referred for special education assessment, and (ii) are eligible for and receiving special education services, specifying the model or models by which those ELLs are receiving special education services.

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No.	Commitment:	Consent Decree Section	Type of Due Date:	Specific due date:
1	Provide a list of current magnet schools.	(C)(2)	Specific	10/30/03
2	Annually revise/update magnet recruitment guidelines/procedures.	(C)(3)	Annual	06/1/
3	Conduct a study of magnet schools.	(C)(4)	Specific	06/01/04
4	Review/revise as necessary magnet curriculum, recruitment procedures, transportation issues.	(C)(4)	Specific	06/01/04
5	If recommended by the magnet school study, implement additional magnet schools/programs.	(C)(4)	Specific	06/01/04
6	Provide DOJ a copy of the magnet school study.	(C)(4)	Specific	06/01/04
7	Notify the DOJ of any proposed material changes to the magnet schools/programs.	(C)(4)	Specific	06/01/04
8	Review/Revise, if necessary, definitions, recruitment procedures, and requirements for other programmatic choices for students (i.e. selective enrollment high schools, gifted centers, classical schools, military academies, vocational schools).	(D)	Specific	06/01/04
9	Provide DOJ a list of other programmatic choices for students and any revisions.	(D)	Specific	06/01/04
10	Where practicable, identify new magnet clusters that will contribute to the desegregation of the schools in the cluster.	(E)(1)	Annual	06/1/
11	List all current magnet cluster schools.	(E)(1)	Specific	10/30/03
12	Review/Update transfer policy to provide for open enrollment, majority-to-minority, and NCLB transfers consistent with Consent Decree.	(E)(2)	Specific	05/01/04
13	Monitor and report number of open enrollment transfers (by sending/receiving schools and race/ethnicity). Assess impact of open enrollment transfers on desegregation efforts; if negative, takes steps to redress this impact.	(E)(2)(a)	Annual	
14	Each school year, report to DOJ the schools available for M-to-M transfers and for which transportation may be provided.	(E)(2)(b)	Annual	04/1/
15	Each school year, report to DOJ the number of M-to-M transfers for prior school year (disaggregated by sending/receiving school, race/ethnicity).	(E)(2)(b)	Annual	07/1/
16	Publicize availability of M-to-M transfers, including names of identified schools, racial/ethnic enrollment, and transportation available.	(E)(2)(b)	Annual	04/1/
				08/01/

17	Identify "where feasible" NCLB transfer schools where transferring will promote deseg enrollment.	II(E)(2)(c)	Annual	07/01/
18	Provide annual documentation to the DOJ of NCLB transfer options considered, including for each school considered: capacity, total enrollment numbers and racial/ethnic student info.	II(E)(2)(c)	Annual	11/01/
19	Report annually to the DOJ on number of NCLB transfers for prior school year (by sending/receiving school, and by race/ethnicity).	II(E)(2)(c)	Annual	11/01/
20	Post current CPS attendance boundaries on CPS website.	II(F)	Specific	01/01/04
21	Develop a policy for establishing/revising attendance boundaries.	II(F)(2)	Specific	04/01/04
23	During term of Consent Decree, notify DOJ of proposed boundary changes.	II(F)(3)	Ongoing	One month before it goes to the Board
24	Review/revise procedures regarding overcrowding/controlled enrollments. Provide copy of procedures to DOJ. Provide plan for monitoring controlled enrollments to DOJ.	II(G)(2)	Specific	04/01/04
25	CPS shall report to DOJ on Closed Enrollment schools.	II(G)(3)	Annual	07/01/
26	Follow assignment/transfer practices for teachers while promoting/maintaining as many schools with racially/ethnically diverse faculty as is practicable.	II(A)(1)	Ongoing	11/1/ 04/1/
27	Follow assignment/transfer of school-based administrators and promote racial/ethnic diversity.	II(A)(1)	Ongoing	11/1/
28	Make good faith effort to assign full-time teachers to each school such that teacher certification, experience, and educational backgrounds are evenly distributed throughout the district.	II(A)(2)	Ongoing	
29	Review/update/publish a plan for making/monitoring progress toward achieving the faculty & administrator assignment goals. Provide a copy of the plan to DOJ.	II(B)	Specific	11/1/ 04/1/
30	Annually submit a district-wide analysis of progress towards faculty and administrator assignment goals to DOJ.	II(B)	Annual	04/01/04
31	Review/update/publish written guidelines regarding the process by which facilities are evaluated and decisions are made regarding facilities.	III(A)	Specific	11/1/
32	Provide DOJ with copy of Capital Improvement Plan.	II(B)	Specific	06/01/04
				Done

	III(B)	Ongoing	One month before it goes to the Board
33 Notify DOJ of proposed major facility changes.	III(B)	Ongoing	
34 Annually provide DOJ with report that lists, for each school, number of portables, number of classroom spaces rented offsite, and numbers of each that were added/removed.	III(B)	Annual	11/1/
35 Annually identify schools that are implementing the reading initiative, the math/science initiative, early childhood education programs, full-day kindergarten programs, or after-school/extended day programs. All compensatory/supplemental programs funded by or outside the desegregation budget shall be noted on the schools' report cards.	V(A)	Annual	
36 For each year that the Decree is in effect, CPS shall maintain its deseg budget at \$98.3 million, but may decrease it by no more than 10% from the previous year's level upon showing that the proposed decrease is consistent with the Decree's goals.	V(B)	Annual	12/1/
37 Review/update/publish the guidelines for allocating deseg funds, approving programs for which the funds are used, and monitoring how such funds are used at each school.	V(B)(1)	Specific	07/1/
38 Each school year, CPS shall report to the DOJ the total amount of deseg funds allocated by program and school.	V(B)(2)	Annual	04/01/04
39 CPS shall review the implementation of its discipline policy to ensure that a student's race/ethnicity is not a factor in any disciplinary action. Provide DOJ with results of this review.	V(C)	Specific	08/1/
40 CPS shall review/update its plan to increase the number of A-A and H students participating in, and successfully completing, higher-level courses at the H/S level (by increasing participation in existing higher-level courses offered at the schools and by increasing the number of higher-level courses offered at the schools).	V(D)	Specific	07/01/04
41 Each school year, CPS shall report (a) the number and percentage of students participating and successfully completing higher-level courses at each school, disaggregated by race/ethnicity, and (b) the title of higher-level courses offered at each H/S, indicating whether they are AP or honors classes. CPS shall contact schools reporting few or no AP/honors classes to help establish such classes.	V(D)	Annual	07/01/04
			11/1/

42	Develop an extracurricular policy to ensure students are given equitable access to extracurricular activities no matter where they attend school.	V(E)	Specific	06/01/04
43	Annually report the academic, social, sports, and other activities offered by each school, disaggregated by race/ethnicity.	V(E)	Annual	12/1/
44	CPS shall review all relevant existing policies to ensure that they are consistent with this Decree.	VII	Specific	07/01/04
45	CPS shall provide training for principals regarding the goals and requirements of the Decree.	VIII	Specific	07/01/04
46	Every principal shall provide training for his or her LSC regarding the goals and requirements of the Decree.		Specific	07/01/04
47	At least twice each school year, the Chief Exec Officer shall make a presentation to the CPS Board regarding progress on the Decree. Dates and copies of the presentation shall be given to the DOJ.	IX(B)(3)	Annual	
48	Attorneys for the DOJ and the CPS shall meet at least twice during each school year to discuss progress on the Decree.		Annual	Fall/Spring
49	Each school year, CPS shall publish for the public and provide DOJ a report card for the district and each school regarding implementation of the Decree. Report card shall include: a) student racial/ethnic profiles; b) faculty racial/ethnic profiles; c) faculty experience/INCLB "Highly Qualified"; d) compensatory-type programs; e) total school budget dollars; and f) extracurricular programs.	IX(C)(1)	Annual	Fall/Spring
50	Each school year, CPS shall report: a) the number and percentage of students, disaggregated by race/ethnicity, per school and in the CPS as a whole; b) the number and percentage of teachers, disaggregated by race/ethnicity, per school and in the CPS as a whole; and c) for each magnet school, the number and percentage of students, disaggregated by race/ethnicity, who applied, were accepted, and denied admission to the school.	IX(C)(2)	Annual	12/1/
51	CPS shall revise its ELL policy "Framework for Success" to ensure adequate PY4/5 instruction and districtwide proficiency testing.	Attach. C, ¶ 2.e	Specific	11/1/
52	CPS shall develop/implement written procedures to ensure ELL access to gifted programs.	Attach. C, ¶ 5.a.2	Specific	05/01/04
53	Train all BLT'S regarding ELL access to gifted programs.	Attach. C, ¶ 5.a.2	Specific	05/01/04
54	CPS shall develop a plan to ensure transitioning ELLs are assessed in all four language domains prior to exist and that no ELL is required to exit without meeting the CPS' transition criteria.	Attach. C, ¶ 7. a	Specific	09/01/04
				05/01/04

IN THE UNITED STATES DISTRICT COURT  
FOR THE NORTHERN DISTRICT OF ILLINOIS  
EASTERN DIVISION

UNITED STATES OF AMERICA,

Plaintiff,

v.

BOARD OF EDUCATION OF  
THE CITY OF CHICAGO,

Defendants.

No. 80 CV 5124

Judge Charles P. Kocoras

NOTICE OF JOINT FILING

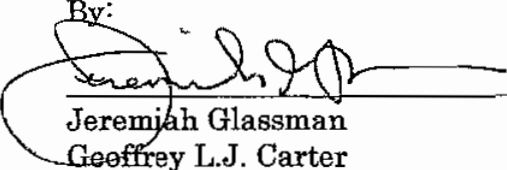
Plaintiff, United States of America, and defendant, Board of Education of the City of Chicago, by their undersigned counsel, submit for filing the attached Modified Consent Decree.

Respectfully submitted,

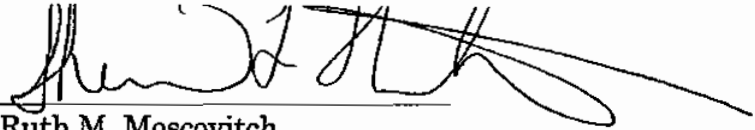
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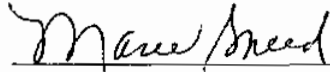
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IN THE UNITED STATES DISTRICT COURT  
FOR THE NORTHERN DISTRICT OF ILLINOIS  
EASTERN DIVISION

RECEIVED

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U.S. DISTRICT COURT  
EASTERN DIVISION

UNITED STATES OF AMERICA, )  
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Plaintiff, )  
 )  
v. )  
 )  
BOARD OF EDUCATION OF )  
THE CITY OF CHICAGO, )  
 )  
Defendants. )

No. 80 CV 5124

Judge Charles P. Kocoras

MODIFIED CONSENT DECREE

The original Consent Decree in this desegregation lawsuit was entered in 1980 between the Chicago Public Schools (the "CPS") and the United States to settle a lawsuit filed in 1980 by the United States against the Board of Education of the City of Chicago. By entering into the original Consent Decree, the CPS neither admitted nor denied the allegations in the lawsuit filed by the United States. To implement the 1980 Consent Decree, the CPS developed, and the Court approved, a Desegregation Plan, which the CPS began implementing in 1982.

The complaint in the lawsuit alleged that the CPS was operating in violation of the Equal Protection Clause of the Fourteenth Amendment of the United States Constitution and Titles IV and VI of the Civil Rights Act of 1964. Complaint at ¶¶ 1, 4. The complaint also alleged that the CPS had engaged in "unlawful[] segreg[ation of] students on the basis of race and ethnic origin (Hispanic)" through a number of "specific practices" regarding student and faculty assignment and related educational practices. These alleged practices included: drawing attendance zone boundaries and adjusting grade structures of schools in racially and ethnically segregative ways; allowing racially segregative intradistrict transfers by white students; maintaining severely overcrowded and thereby educationally inferior schools for African American students and less crowded schools for white students; and assigning teachers and staff to schools in racially segregative ways. Complaint at ¶ 15.

*The Original Consent Decree and the Desegregation Plan.* The original Consent Decree and Desegregation Plan had two major goals. The first goal was to establish "the greatest practicable number of stably desegregated schools, considering all the circumstances in Chicago." The second goal of the Decree and Plan was to "provide educational and related programs for any Black or Hispanic



schools remaining segregated." Today, the CPS and the United States remain fully committed to both of these goals.

With regard to the first goal, the 1980 Decree required the CPS to use various techniques to achieve the greatest number of stably desegregated schools. These included: magnet schools; majority-to-minority ("M-to-M") transfers; attendance areas; site selections and school closings. For magnet schools, the Decree required the use of racial/ethnic goals. Decree at ¶¶ 4.1, 4.2, 4.3. To prevent the resegregation of students, the Consent Decree required that the Plan include, inter alia, "provisions to ensure that site selections, construction, school closings, readjustments of attendance areas and feeder patterns, and new placement of mobile classrooms [be] accomplished so as not to cause the resegregation of schools." Decree at ¶ 10.3. In addition, the Decree required that faculty be assigned so that the racial composition, the experience, and the educational background of individual school faculties and administrative staff "more nearly approach" the city-wide proportions of minority, experienced, and more extensively trained teachers. Decree at ¶ 3.

The student assignment component of the Desegregation Plan included provisions for implementing the student assignment goal and obligations of the Consent Decree. For example, the Plan called for magnet schools to have a goal of 15% to 35% white and 65% to 85% minority enrollments and for the CPS to provide transportation for students to attend magnet schools and for students who exercise voluntary desegregation transfers. Plan at 209, 212, 133. The Plan also allowed the use of controlled enrollment to relieve overcrowding and to maintain racial and ethnic stability in schools. Plan at 85-86.

For the second goal, the 1980 Decree required the CPS to implement a plan that included "specific programs for Black and Hispanic schools remaining segregated, in the following areas among others": remedial and compensatory educational programs; improved curricula and instruction; pre-service and in-service instruction for CPS personnel; testing, counseling, guidance and student welfare; facilities, safety, and security; and supportive relationships with community and government institutions. Decree at ¶¶ 7, 7.1-7.7. The Decree also required the CPS to develop and implement a plan to ensure that English Language Learner ("ELL") students are provided the instructional services necessary to assure their effective participation in the educational programs of the CPS. Decree at ¶ III.2.

Like the student assignment component of the Desegregation Plan, the educational component of the Plan included a number of provisions and strategies to implement the second goal of the Consent Decree and the CPS' obligations regarding that goal. These provisions included one in which the CPS committed to conduct a comparative analysis of high school curricular offerings to maximize parity, program accessibility and consistency in the range of courses offered. See

Educational Components at 26. In addition, consistent with the Decree's requirement that the Plan include "provisions to ensure that discipline was administered in a non-discriminatory way," Decree at ¶ 9, the CPS agreed to systematically monitor discipline by race and ethnicity and to prepare recommendations for improvement. Educational Components at 71.

*Changes in CPS Since 1980's.* The parties acknowledge and agree that much has changed in the CPS since the entry of the 1980 Consent Decree. For example, while the total enrollment in the CPS has fluctuated since the implementation of the Consent Decree and the Desegregation Plan, the enrollment has increased over the last 10 years. For the 2003-04 school year, the CPS has an enrollment of approximately 434,000 students and operates approximately 600 schools. The CPS also has experienced significant growth in enrollment in certain geographic areas of the City and decline in other areas of the City.

Since the early 1980's, the CPS has experienced racial and ethnic demographic shifts in its enrollment. The number and percentage of Hispanic students has increased sharply, while the number and percentage of White and African American students has decreased. The number of English Language Learners who are enrolled in the CPS also has increased significantly.

Since 1980, the CPS also has experienced changes as a result of new and revised state and federal laws. At the federal level, for example, the CPS is now subject to the requirements of the *No Child Left Behind Act of 2001* ("NCLB"), which affects all aspects of the CPS, including student and faculty assignment, facilities, compensatory education and English Language Learner programs. At the state level, the legislature, in 1989, passed the Illinois School Reform Law, which significantly modified the manner in which the CPS governs and operates its schools.

*Going Forward.* In 2001, the CPS determined that it was time to conduct a comprehensive review of its implementation of, and compliance with, the original Consent Decree and the Plan. The CPS engaged desegregation experts to assist it in conducting this review. At the inception of the review, the CPS notified and held discussions with the United States regarding the review and met with community leaders and groups to determine whether they had any issues regarding the CPS' implementation of the 1980 Consent Decree and Plan that should be considered as part of the review. The United States began its own review of the CPS' implementation of, and compliance with, the Consent Decree and Plan.

The United States and the CPS have reviewed the CPS' compliance with the Decree and the Plan and have identified areas where further attention is warranted. These areas where full compliance is yet to be achieved relate to magnet schools, transfers, school openings and closings, attendance zone changes, controlled enrollment, assignment of faculty and school-based administrators, compensatory

programs and services for English Language Learner students. The parties acknowledge and agree that the CPS has met certain obligations under the 1980 Consent Decree and the 1982 Desegregation Plan, but that the remaining areas of noncompliance necessitate the remedies included in this Modified Consent Decree. Accordingly, the parties agree to enter into this Modified Consent Decree, which includes a timetable to bring this case to a just and orderly resolution. The United States and the CPS expect the goals of the original Consent Decree and Desegregation Plan will be achieved through full and good faith implementation of this Modified Consent Decree.

WHEREFORE, IT IS ORDERED, ADJUDGED AND DECREED that:

I. Student Assignment

A. Goals

The parties recognize that, given the geographical size of the CPS and the demographics of the CPS and the City of Chicago, it is not practicable for all the CPS schools to have enrollments that are desegregated. Therefore, in assigning students to schools, the CPS shall use a variety of strategies to assign students to schools, and in implementing these strategies, the CPS shall establish and maintain as many schools with stably desegregated enrollments as practicable.

B. Student Assignment Strategies

1. The CPS shall use a variety of strategies to assign students to schools and to provide students the opportunity to attend schools with desegregated enrollments. These strategies shall include:
  - a. magnet schools;
  - b. specialized schools, including selective enrollment schools, gifted centers, classical schools, scholastic academies, metropolitan high schools, program themes and other options;
  - c. other voluntary transfers; and
  - d. attendance boundaries.
2. Magnet schools and specialized schools shall be considered desegregated if they have enrollments that are 15% to 35% White and 65% to 85% minority.

C. Magnet Schools

1. The CPS shall continue to implement magnet schools throughout the CPS. Three key goals, among others, of the magnet schools in the CPS are: (1) to improve academic achievement of all students enrolled in the schools; (2) to voluntarily attract racially and ethnically diverse enrollments; and (3) to provide curricular programs that provide enriched and focused thematic learning experiences to meet the interests of students in the CPS.
2. The magnet schools are open to students from throughout the CPS, although transportation to magnet schools may be limited as set forth in the Magnet Policy. If there are more applicants than seats available, the CPS shall use a lottery process to select students. If there are fewer applicants than seats available, the CPS shall admit all applicants. The schools that are currently considered magnet schools are listed in Appendix A.
3. By the date specified in Appendix D of each school year, the CPS shall revise and update, if necessary, its magnet school recruitment guidelines and procedures to ensure that student from all races and ethnicities have equitable access to magnet schools and that a variety of strategies — at both the district and school levels — continue to be used to recruit students from all races and ethnicities to achieve a desegregated enrollment.
4. By the date specified in Appendix D, the CPS shall conduct a study of its magnet schools, which shall analyze whether, in light of the number of students who have applied for and who were not accepted into magnet schools or other quality school options due to space constraints, the CPS should establish additional magnet schools, including additional magnet schools, where appropriate, to provide continuity in magnet themes from the elementary school to the high school. In addition, as part of the study, the CPS shall review and update, if necessary, the curriculum, recruitment procedures, transportation limitations and other aspects of magnet schools to enhance their ability to attract a racially and ethnically diverse pool of applicants and to enroll desegregated student bodies. The CPS shall implement additional magnet schools and programs or other voluntary desegregative choice options, such as “small schools,” contract schools or demonstration schools, if they are recommended by the study and are practicable. By the date specified in Appendix D, the CPS shall provide a copy of this study to the United

States. By the date specified in Appendix D, the CPS shall notify the United States of any proposed material changes to the magnet schools and programs or other voluntary desegregative choice options. Nothing in the Modified Consent Decree shall preclude the United States from conducting its own magnet study and/or seeking further relief, including petitioning the Court to order the CPS to open additional magnet schools.

- D. Specialized Schools, including selective enrollment schools, gifted centers, classical schools, scholastic academies, metropolitan high schools, program themes and other options.

In addition to magnet schools, the CPS provides a number of other programmatic options for parents and students. These include selective enrollment schools, gifted centers, classical schools, scholastic academies and metropolitan high schools. By the date specified in Appendix D, the CPS shall conduct a review of the definitions, recruitment procedures, and requirements for each of these options to ensure that all options are clear to all parents and students and that all students have equitable access to these options. The CPS shall review and update, if necessary, any definitions, recruitment procedures, and admission requirements that are not clear to all parents and students or that do not provide equitable access for all students. By the date specified in Appendix D, the CPS shall provide any revisions to the United States, and shall make appropriate modifications.

- E. Other Voluntary Options

1. Magnet Clusters

Magnet cluster schools are open to students who live in the attendance boundary for a particular magnet cluster school. If there are seats available after the students who live in the attendance boundary for a magnet cluster school have enrolled in that school, students who live outside the attendance boundary for that magnet cluster school may apply to attend that magnet cluster school. If there are more applicants than seats available, the CPS shall use a lottery process to select students. If there are fewer applicants than seats available, the CPS shall admit all applicants.

In identifying schools to be part of a magnet cluster, the CPS identifies four to six elementary schools that are in close geographical proximity to one another. Where possible, the CPS

shall identify schools to be part of a magnet cluster that are in close geographical proximity and that may contribute to the desegregation of the schools in the cluster. Each school within a magnet cluster implements one of six academic areas of focus: Fine and Performing Arts; the International Baccalaureate Middle Years Programme; the International CPS Scholars Program; Literature and Writing; Math and Science or World Language. The schools that are currently considered magnet cluster schools are listed in Appendix B.

## 2. Transfers

By the date specified in Appendix D, the CPS shall review and update, if necessary, its transfer policy to provide for open enrollment transfers, majority-to-minority transfers and NCLB transfers and to ensure that the transfer policy is consistent with this Consent Decree.

### a. Open Enrollment Transfers

The CPS has permitted open enrollment to all schools subject to available space. By the date specified in Appendix D of each school year, the CPS shall monitor and report the number of open enrollment transfers by sending and receiving school, disaggregated by race and ethnicity. If open enrollment transfers are having a cumulative negative impact on desegregation in a school, the CPS shall take steps to redress this impact.

### b. Majority-to-Minority Transfers

The CPS provides students the opportunity to transfer from a school where they are in the racial or ethnic majority to one where they are in the racial or ethnic minority ("M-to-M transfers") and where there is space available with transportation provided to designated schools. By the date specified in Appendix D of each school year, the CPS shall report to the United States the schools that may be available for M-to-M transfers and for which transportation may be provided. By the date specified in Appendix D of each school year, the CPS shall report to the United States the number of M-to-M transfers for the prior school year by sending and receiving school, disaggregated by race and ethnicity. The CPS shall publicize through a variety of means the availability of M-to-M transfers, including the names of the identified schools, the

racial and ethnic enrollment of these schools and the transportation available.

c. NCLB Transfers

Students attending a Title I school identified for School Improvement, Corrective Action or Restructuring pursuant to the NCLB have the opportunity to transfer to a school that is not identified for School Improvement, Corrective Action or Restructuring. For these transfers, the NCLB allows districts to identify schools to which students may transfer. Where feasible, the CPS shall identify schools to which students may transfer where the students transferring shall promote or maintain desegregated enrollments. The CPS shall document the options considered in identifying schools to which students may transfer pursuant to the NCLB and shall provide such documentation to the United States by the date specified in Appendix D of each school year. For each school considered, this documentation shall include the capacity, total enrollment, and racial and ethnic enrollment. By the date specified in Appendix D of each school year, the CPS shall report to the United States the number of NCLB transfers for the prior school year by sending and receiving school, disaggregated by race and ethnicity.

F. Attendance Boundaries

1. By the date specified in Appendix D, the CPS shall post on its website the current CPS attendance boundaries.
2. By the date specified in Appendix D, the CPS shall review and update, if necessary, and publish a policy for establishing and revising attendance boundaries. This policy shall include the process and procedures for setting these boundaries, including the public hearing requirement, which is now in effect. In addition, the policy shall include the process and information that shall be provided to the Board. The policy shall require that alternatives or options be developed for each proposed attendance boundary and that a range of factors be considered, including the capacities of each of the schools involved in the proposed boundaries, the current and projected racial and ethnic composition of the schools affected, geographic barriers and travel time. Where feasible, the CPS shall establish attendance boundaries to maintain or promote stably desegregated enrollments in each of the affected schools and to avoid the creation of one race schools. The CPS shall document its

consideration of alternatives and all of the factors listed in this provision.

3. During the term of this Consent Decree, the CPS shall provide the United States with any proposed boundary changes within the days specified in Appendix D before such boundary changes are to be considered and approved by the CPS Board of Education, and shall include documentation of its consideration of alternatives and the factors listed in paragraph I.F.2.

G. Overcrowded Schools/Controlled Enrollment

1. The CPS shall alleviate any racially and ethnically disproportionate overcrowding of school sites, to the extent practicable.
2. By the date specified in Appendix D, the CPS shall review and update, if necessary, and publish its procedures regarding overcrowded schools and controlled enrollment to include (a) a provision that the CPS shall determine whether there exists a racially or ethnically disproportionate overcrowding of schools districtwide and (b) a provision that the CPS shall consider a variety of factors when alleviating overcrowding in schools. These factors shall include maintaining or promoting stable desegregated enrollments at sending and receiving schools. By the date specified in Appendix D, the CPS shall provide these procedures to the United States.
3. By the date specified in Appendix D, the CPS shall develop and implement a plan to monitor enrollment at schools that are overcrowded and the implementation of the controlled enrollment procedures at these schools to ensure that schools do not remain part of the controlled enrollment process after such time that enrollment drops to capacity where additional students may be enrolled. The CPS shall report annually to the CPS Board and the United States the following for each school that has been identified for controlled enrollment: (1) the capacity; (2) the current enrollment, disaggregated by race and ethnicity and by those students who reside in the attendance boundary and those who attend the school, but live outside the attendance boundary; and (3) the number and race and ethnicity of the students who reside in the attendance boundary, but who are assigned other schools due to controlled enrollment, including the name of the school they attend.



## II. Faculty Assignment

### A. Goals

The parties recognize that the CPS is subject to, and operates under, the Illinois School Reform Law (the "Reform Law"). With regard to faculty assignment, the parties recognize that the goals of the original Consent Decree are not legally supplanted in any manner by the Reform Law, and agree to the benefits of a harmonious interpretation of both.

While the CPS maintains ultimate hiring authority under the Reform Law, hiring of faculty is currently based on principal recommendation for specific positions at the principal's school and principals are hired upon the recommendation of Local School Councils. Currently, there is no centralized assignment of faculty.

1. The CPS shall make every good faith effort to follow assignment and transfer practices for teachers that, when taken together as a whole on a frequently reviewed periodic basis, promote and maintain individual school full-time teaching faculties that more nearly approach the districtwide proportion of full-time minority teachers at schools serving the same grade levels. The CPS also shall make every good faith effort to make annual progress toward meeting the faculty goals of the 1980 Consent Decree at each school that has not met the goals. The goal is to have the racial and ethnic composition of full-time teachers in each school to be within plus or minus 15 percentage points of the racial and ethnic composition of full-time teachers districtwide at the schools serving the same grade levels. *See* Decree at ¶ 3.1. Finally, the CPS shall make every good faith effort to follow assignment and transfer practices for school-based administrators so that a school is not racially identifiable by student enrollment and by the teachers and school-based administrators assigned to the school.
2. The CPS shall make every good faith effort to assign full-time teachers to each school so that the certification, experience levels (to the extent practicable) and educational backgrounds of full-time teachers assigned to schools approximate the certification, experience levels and educational backgrounds of full-time teachers districtwide at schools serving the same grade levels.

3. Nothing in this Consent Decree shall require the assignment of any teacher or school-based administrator to a position in school for which he or she is not professionally qualified.
4. The CPS shall not discriminate on the basis of race or ethnicity in the hiring of teachers or school-based administrators.

B. Plan

By the date specified in Appendix D, the CPS shall review and update, if necessary, and publish a plan for making progress toward achieving the faculty and school-based administrator assignment goals outlined above, and particularly in bringing the schools that vary from the districtwide ratio the most toward the goals. This plan also shall include provisions requiring the CPS to: advertise teaching and school-based administrator vacancies to the public; engage in recruitment and outreach to attract a racially and ethnically diverse pool of applicants for all such positions; and consider racially and ethnically diverse pools for teacher and school-based administrator positions. The plan also shall include provisions for monitoring progress in achieving the faculty and school-based administrator goals. This monitoring shall include a computer database that provides information for each school on: (1) progress toward achieving the goals outlined above regarding teachers and school-based administrators; (2) the certification, experience and degree goal; and (3) teachers teaching out-of-field. By the date specified in Appendix D, the CPS shall provide a copy of the plan to the United States. By the specified date in Appendix D of each year, the CPS shall provide a districtwide analysis of the information collected in its database to the United States for its review and comment.

III. Facilities

The CPS has expended approximately \$4 billion to build new schools and to renovate and expand existing schools throughout the CPS.

- A. By the date specified in Appendix D, the CPS shall review and update, if necessary, and publish written guidelines regarding the process by which facilities are evaluated and decisions are made regarding facilities, including maintaining of existing facilities, opening new schools, closing existing schools, consolidating schools, rehabilitating existing schools, constructing additions and annexes to existing schools, utilizing portables and renting additional classroom space offsite. In addition, the guidelines shall include the factors that are used to ensure that facilities are equitable throughout the CPS and that

relevant demographics are considered in making facilities decisions, such as whether there is increasing or declining enrollment in the affected area and the racial and ethnic enrollment of the affected schools. Where feasible, the CPS shall make decisions regarding facilities that maintain or promote stably desegregated enrollments in each of the affected schools and shall avoid the creation of one-race schools. When making such decisions, the CPS shall document its consideration of the factors listed in this provision.

- B. By the date specified in Appendix D, the CPS shall provide the United States with a copy of its Capital Improvement Plan. In addition, during the term of this Consent Decree, the CPS shall provide the United States with any proposed major facilities changes within the number of days specified in Appendix D before such major facilities changes are to be approved by the CPS Board of Education and shall include documentation of its consideration of the factors listed in paragraph III.A. For purposes of this provision, major changes shall include opening new schools, closing of existing schools, consolidating schools and constructing additions and annexes to existing schools. By the date specified in Appendix D of each school year, the CPS shall provide the United States with a report that lists, for each school, the number of portables and the number of classroom spaces rented offsite, noting the number of each that were added or removed.

#### IV. Transportation

The CPS shall not discriminate based on race or ethnicity in providing transportation. The CPS may limit the time or distance of transportation to ensure that no student shall be transported for a time or distance that would create a health risk or impinge on the educational process. These limitations may vary among different age and grade levels.

#### V. Equal Educational Opportunities

- A. Compensatory and Supplemental Programs, including early childhood programs, all day kindergarten, after-school programs, and research-based programs.

According to the 1982 Plan, the overriding goal of the compensatory and supplementary programs required by paragraphs 2.2 and 7 of the 1980 Decree is to address minority students' educational needs through improving achievement in all schools, with particular emphasis on those schools with the greatest needs and attended by children who have been most disadvantaged. The parties agree that this goal shall remain in effect during the implementation of this

Consent Decree and the CPS shall meet its obligations under the 1980 Decree and the 1982 Plan with respect to eligible African American and Hispanic racially-isolated schools. Compensatory and supplemental programs may include: early childhood programs; full day kindergarten; after-school programs; research-based programs in reading and math/science; part-time programs in desegregated settings; parental involvement programs and other compensatory programs that the CPS believes will improve achievement for minority students.

In recent years, the CPS has initiated programs that address the compensatory and supplementary program goal and funds such programs independent of its desegregation budget through other local, state, and federal funds. Recent examples of such programs include the CPS Reading Initiative, which, for the 2003-04 school year, provides supplemental reading resources to approximately 300 schools. The CPS also has fully implemented a math/science initiative at 84 schools and is preparing an additional 49 schools to implement the math/science initiative in the future. In addition, the CPS has expanded its early childhood, full day kindergarten, and after-school programs. During the life of this Consent Decree, the CPS shall maintain, and increase, if practicable, these programs at African American and Hispanic racially-isolated schools.

By the date specified in Appendix D of each school year, the CPS shall identify the schools that are implementing the reading initiative, the math/science initiative, early childhood education programs, full-day kindergarten programs or after-school or extended day programs. For each school where one or more of these programs are being implemented, the CPS also shall include in the school's report card which of these programs are being implemented. In addition, the CPS shall include in each school's report card any other supplementary and compensatory programs funded by or outside the desegregation budget.

#### B. Desegregation Funding

During the implementation of the original Consent Decree, the CPS has allocated significant local funds to its desegregation budget for desegregation activities. Such desegregation funds (*e.g.*, the 065, 163, and 011 funds) have supported magnet schools and programs, specialized schools, compensatory and supplemental programs, magnet clusters, transportation for desegregation, and other purposes. Obligations undertaken by the CPS with respect to the original Decree, however, are not limited to the desegregation budget.

For each year that this Modified Decree is in effect, the CPS shall maintain its desegregation budget at its current level of \$98.3 million, but may decrease it by no more than 10% from the previous year's level upon a showing by the CPS that the proposed decrease is not inconsistent with this Decree's goals. During the life of this Consent Decree, the CPS may use these funds for magnet and specialized schools, compensatory and supplementary programs, transportation and magnet cluster programs.

1. Guidelines for Allocation of Desegregation Funds

To ensure that the desegregation funds are used in a manner that is consistent with this Consent Decree, by the date specified in Appendix D, the CPS shall review and update, if necessary, and publish the guidelines for allocating desegregation funds, approving programs for which the funds are used, and monitoring how such funds are used at each school.

a. Magnet and Specialized Schools

The guidelines shall provide that the CPS allocate desegregation funds to assist magnet and specialized schools in developing and maintaining magnet themes, in attracting desegregated enrollments and in implementing any new magnet schools or improvements to existing magnet schools that result from the CPS' magnet study. The guidelines shall consider whether the funds are necessary for the success of the magnet school and whether the magnet school is meeting its goals, including whether achievement of such goals is feasible.

b. Compensatory and Supplemental Programs

The guidelines shall provide that the CPS allocate desegregation funds for compensatory and supplemental programs to African American and Hispanic racially-isolated schools and that priority be given to racially-isolated schools that do not receive funding for compensatory, supplemental or magnet programs, including clusters. In addition, the guidelines shall consider the schools with the greatest needs, taking into account factors related to particular issues in these schools, including achievement, safety and security, facilities, and counseling.

c. Transportation

The guidelines shall provide that the CPS allocate desegregation funds for transportation for magnet and specialized schools and for M-to-M transfers.

d. Magnet Clusters

The guidelines shall provide that desegregation funds may be used for magnet cluster schools and that, where such funds are allocated to magnet cluster schools, they are to be used to develop and to maintain the magnet themes at magnet cluster schools. The guidelines shall explain how existing and new magnet cluster schools may apply for desegregation funds. In addition, the guidelines shall require that desegregation funds for magnet cluster programs be allocated to African American or Hispanic racially-isolated schools or to schools that enhance the desegregation of schools within that cluster. The guidelines also shall ensure that the amount of desegregation funds allocated to magnet cluster schools each year does not exceed the amount of desegregation funds allocated to (1) magnet schools and programs and specialized schools, or (2) compensatory and supplemental programs for that year.

2. Reporting

By the date specified in Appendix D of each year, the CPS shall report to the United States the total amount of desegregation funds allocated by program and by school.

C. Discipline

The CPS shall review the implementation of its discipline policy and practices to ensure that a student's race or ethnicity is not a factor in any disciplinary action. By the date specified in Appendix D, the CPS shall provide the United States a copy of the results of this review.

D. Higher Level Course Offerings at High Schools

The CPS continues to be committed to increasing the number and percentage of African American and Hispanic students who participate in, and successfully complete, higher-level courses at the high school level, including Advanced Placement ("AP") and honors classes, and to ensuring that African American and Hispanic students are not discriminated against in gaining access and admission to these courses. By the date specified in Appendix D, the CPS shall review and update,

if necessary, its plan to increase the number of African American and Hispanic students participating in, and successfully completing, higher-level courses at the high school level by increasing their participation in existing higher-level courses offered at their schools and by increasing the number of higher-level courses offered at their schools. By the date specified in Appendix D of each school year, the CPS shall report (1) the number and percentage of students participating in, and successfully completing, higher-level courses at each school, disaggregated by race and ethnicity, and (2) the title of higher-level courses offered at each high school, indicating whether they are AP or honors classes. The CPS shall contact any school or schools reporting few or no AP or honors classes to determine the reason for this and shall assist the school or schools in establishing such classes.

E. Extracurricular Activities

By the date specified in Appendix D, the CPS shall develop an extracurricular policy that shall ensure that students are given equitable access to extracurricular activities no matter where they attend school. In addition, the policy shall include a provision for reporting participation in extracurricular activities by school, disaggregated by race and ethnicity. In particular, each school shall report annually the academic, social, sports and other activities offered at that school, disaggregated by race and ethnicity.

VI. English Language Learner Programs

The CPS continues to be committed to providing language acquisition programs to all eligible students. The CPS shall provide these programs in a timely and educationally appropriate manner, consistent with its written policies as set forth in its *Framework for Success* and any modifications thereto required by Appendix C. As specifically detailed in Appendix C, which is incorporated herein by reference, the CPS shall continue to discharge its legal obligations to provide language acquisition instruction to all eligible students in a manner consistent with the overall objectives of this Consent Decree. The CPS shall not assign or reassign ELL students to schools in a manner that interferes with their participation in language acquisition programs.

VII. Review of Existing Policies

By the date specified in Appendix D, the CPS shall review all relevant existing policies to ensure that they are consistent with this Consent Decree.

VIII. Training

By the date specified in Appendix D, the CPS shall provide training for the principals regarding the goals and requirements of this Consent Decree. By the date specified in Appendix D, each principal shall ensure that training is provided for his or her local school council regarding the goals and requirements of this Modified Consent Decree.

IX. Monitoring and Reporting

A. Monitoring

1. The CPS shall assign an identified department the responsibility for assisting the Chief Executive Officer in monitoring implementation of this Consent Decree.
2. The parties anticipate cooperating and therefore do not see the need for an outside monitor at this time; however, should the United States conclude otherwise, it reserves the right to petition for an independent monitor.
3. At least twice each school year, the Chief Executive Officer shall make a presentation to the CPS Board at a public board meeting regarding the progress of the CPS in implementing this Consent Decree. The CPS shall notify the United States of the dates of the presentations and shall provide a copy of each presentation to the United States.
4. The attorneys for the United States and the CPS shall meet at least twice during each school year to discuss the progress of the CPS in implementing this Consent Decree.

B. Reporting

1. By the date specified in Appendix D of each school year, the CPS shall publish for the public and shall submit to the United States a report card for the CPS and for each school regarding the implementation of this Consent Decree. Each report card shall include information regarding: (1) student racial/ethnic profiles; (2) faculty racial/ethnic profiles; (3) faculty experience/NCLB "Highly Qualified"; (4) compensatory-type programs; (5) total school budget dollars; and (6) extracurricular programs.
2. By the date specified in Appendix D of each school year, the CPS shall report:



- a. the number and percentage of students, disaggregated by race and ethnicity, enrolled in the CPS as a whole, and the number and percentage of students, disaggregated by race and ethnicity, enrolled in each school in the CPS. This data shall be provided in the binder format used by the CPS Office of Accountability;
  - b. the number and percentage of teachers, disaggregated by race and ethnicity, in the CPS districtwide at the elementary and high school levels, and the number and percentage of teachers, disaggregated by race and ethnicity, assigned to each school in the CPS. This data shall be provided in the binder format used by the CPS Office of Accountability; and
  - c. for each magnet school, the number of students, disaggregated by race and ethnicity, who: applied for admission to the school; were accepted into the school; and were denied admission to the school.
3. By the date specified in Appendix D of each school year, the United States shall review the information provided in the report cards and the reports listed in paragraph IX.B.2. and shall submit in writing to CPS any comments, recommendations and objections concerning the information contained in these annual reports.

X. Review and Termination

- A. The United States shall have the right to seek judicial resolution of any non-compliance with this Consent Decree occurring during the pendency of the Decree, by motion or other appropriate means.
- B. At all times the United States shall have the right to conduct discovery pursuant to the Federal Rules of Civil Procedure in order to assess the CPS' compliance with this Consent Decree, including the development and implementation of plans, programs and guidelines required by this Consent Decree.
- C. Upon the submission of all annual reports for the completed 2006-07 school year, the CPS shall file a motion for dismissal of this case, provided the CPS has fully and in good faith implemented the terms of this Modified Consent Decree. The CPS, however, reserves the right to move for dismissal of this case after submitting all annual reports for the completed 2005-06 school year. Should the CPS move for dismissal after the completed 2005-06 school year, it shall bear the burden of

showing full and good faith compliance with this Modified Consent Decree and why dismissal is appropriate at that time. The United States shall file any objection or objections that it may have regarding the District's motion within 60 days from the filing by CPS. The Court thereafter shall schedule any appropriate proceedings, make appropriate findings and render appropriate orders with respect to the CPS' motion for dismissal of the case in accordance with applicable law.

DATE

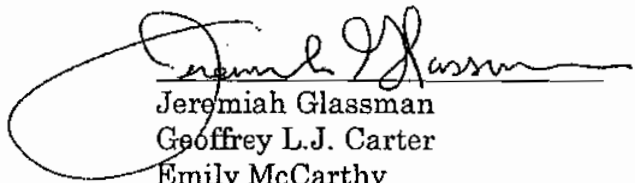
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UNITED STATE DISTRICT JUDGE

THE UNDERSIGNED CONSENT TO THE ENTRY OF THIS DECREE:

Respectfully submitted,

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**Magnet Schools**

<u>Unit #</u>	<u>School</u>		
6660	Beasley		
7860/7861	Black/Black Branch		
2520	Burnside		
1790	Chicago High School for Agricultural Sciences		
6620	Clark High School		
1820	Curie High School		
2990	Decatur		
8000	Disney		
3120	Drummond		
2220	Edison		
3240	Ericson		
3420	Franklin		
5850	Frazier		
4160	Galileo		
3490	Gallistel		
3290	Goodlow		
3690	Gunsaulus		
3830	Hawthorne		
4890	Inter-American		
4690	Jackson		
6920	Jensen		
1060	Jones High School		
3370	Kanoon		
4960	Keller		
4420	LaSalle		
7240	Lenart		
4750	McDade		
5030	Murray		
5080	Newberry		
5240	Owen		
5400	Pershing East		
2680	Pershing West		
5460	Poe		
3550	Randolph		
7790	Sabin		
4250	Saucedo		
4920	Sheridan		
5940	Skinner		
5970	Smyth		
6340	Suder		
6070	Stone		
6190	Thorp		
3110	Turner-Drew		
6250	Vanderpoel		
1610	Von Steuben High School		
1810	Whitney Young High School		
6470	Wildwood		
		41	Magnet Elementary Schools
		6	Magnet High Schools
		47	TOTAL Magnet Schools

Unit	School	Area	Program	Special Info	Cluster Name
3150	Ebinger Elementary School	1	World Language		Northwest Magnet Cluster
2220	Edison Regional Gifted Center	1	Regional Gifted Center	Regional Gifted Center	Northwest Magnet Cluster
3510	Gandy Elementary School	1	Math/Science		Northwest Magnet Cluster
5120	Northwood Park Elementary School	1	World Language		Northwest Magnet Cluster
5190	Onahan Elementary School	1	Math/Science		Northwest Magnet Cluster
5980	Solomon Elementary School	1	International CPS Scholars		Northwest Magnet Cluster
6470	Wilwood Elementary School	1	International Baccalaureate	Middle Years Programme	Northwest Magnet Cluster
2110	Audubon Elementary School	2	Math/Science		Lake View North Magnet Cluster
2300	Blaire Elementary School	2	Fine and Performing Arts		Lake View North Magnet Cluster
2730	Greeley Elementary School	2	World Language		Lake View North Magnet Cluster
3730	Hamilton Elementary School	2	Fine and Performing Arts		Lake View North Magnet Cluster
4170	Jahn Elementary School	2	World Language		Lake View North Magnet Cluster
5070	Nellehorst Elementary School	2	International CPS Scholars		Lake View North Magnet Cluster
2440	Budlong Elementary School	2	Math/Science		Lake View North Magnet Cluster
2750	Chappell Elementary School	2	World Language		Lake View North Magnet Cluster
4800	McPherson Elementary School	2	International Baccalaureate	Middle Years Programme	Northwest Magnet Cluster
5360	Peirce Elementary School	2	International CPS Scholars		Northwest Magnet Cluster
6130	Swift Specialty School	2	World Language		Northwest Magnet Cluster
6230	Trumbull Elementary School	2	Fine and Performing Arts		Northwest Magnet Cluster
6370	Waters Elementary School	2	Literature and Writing		Northwest Magnet Cluster
2080	Armstrong Elementary School	2	Fine and Performing Arts		Northwest Magnet Cluster
2320	Boone Elementary School	2	International CPS Scholars		Northwest Magnet Cluster
3350	Field Elementary School	2	Fine and Performing Arts		Northwest Magnet Cluster
3480	Gale Community Academy	2	Math/Science		Rogers Park Magnet Cluster
2870	Jordan Elementary School	2	World Language		Rogers Park Magnet Cluster
4300	Kilmer Elementary School	2	Literature and Writing		Rogers Park Magnet Cluster
7060	New Field Elementary School	2	Fine and Performing Arts		Rogers Park Magnet Cluster
4590	Aral Middle School	2	International CPS Scholars		Rogers Park Magnet Cluster
6600	Brennemann Elementary School	2	World Language		Rogers Park Magnet Cluster
8000	Disney Magnet School	2	Fine and Performing Arts		Rogers Park Magnet Cluster
8910	McCUTCHEON Elementary School	2	International CPS Scholars		Rogers Park Magnet Cluster
6040	Stewart Elementary School	2	Fine and Performing Arts		Rogers Park Magnet Cluster
6060	Stockton Elementary School	2	Fine and Performing Arts		Rogers Park Magnet Cluster
2450	Burbank Elementary School	2	Math/Science		Rogers Park Magnet Cluster
4510	Locke Elementary School	3	Literature and Writing		Rogers Park Magnet Cluster
5720	Seyre Language Academy	3	International Baccalaureate	Middle Years Programme	Rogers Park Magnet Cluster
2580	Brunson Elementary School	3	World Language		Rogers Park Magnet Cluster
6630	Douglas Junior High Academy	3	International Baccalaureate	Middle Years Programme	Rogers Park Magnet Cluster
4060	Howe Elementary School	3	Fine and Performing Arts		Rogers Park Magnet Cluster
5700	Armstrong Elementary School	3	Math/Science		Rogers Park Magnet Cluster
2230	Clark Elementary School	3	Math/Science		Rogers Park Magnet Cluster
6620	Clark Middle School	3	Fine and Performing Arts		Rogers Park Magnet Cluster
3220	Ellington Elementary School	3	World Language		Rogers Park Magnet Cluster
3230	Emmet Elementary School	3	World Language		Rogers Park Magnet Cluster
4670	May Community Academy	3	Math/Science		Rogers Park Magnet Cluster
6000	Spencer Math and Science Academy	4	World Language		Rogers Park Magnet Cluster
2760	Chase Elementary School	4	World Language		Rogers Park Magnet Cluster
2860	Darwin Elementary School	1	World Language		Logan Square Magnet Cluster
4850	Montroe Elementary School	1	World Language		Logan Square Magnet Cluster
4870	Moos Elementary School	4	Literature and Writing		Logan Square Magnet Cluster

6080	Stowe Fine and Performing Arts Academy	4	Fine and Performing Arts	Logan Square Magnet Cluster
2530	Burr Elementary School	5	World Language	West Town Magnet Cluster
2640	Carpenter Elementary School	5	Fine and Performing Arts	West Town Magnet Cluster
4380	Lozano Bilingual and International Center	5	International CPS Scholars	West Town Magnet Cluster
5220	Olis Elementary School	5	World Language	West Town Magnet Cluster
7790	Sabin Magnet School	5	World Language	West Town Magnet Cluster
2060	Andersen Community Academy	5	World Language	Wicker Park Magnet Cluster
2770	Chopin Elementary School	5	Math/Science	Wicker Park Magnet Cluster
7420	De Diego Community Academy	5	Literature and Writing	Wicker Park Magnet Cluster
4400	Lafayette Elementary School	5	Math/Science	Wicker Park Magnet Cluster
6460	Pritzker Elementary School	5	Fine and Performing Arts	Wicker Park Magnet Cluster
5520	Pulaski Community Academy	5	Fine and Performing Arts	Wicker Park Magnet Cluster
4840	Mitchell Elementary School	5	Literature and Writing	Wicker Park Magnet Cluster
4900	Morse Elementary School	5	Literature and Writing	West Humboldt Park Magnet Cluster
7510	Roque de Duprey Elementary School	5	Math/Science	West Humboldt Park Magnet Cluster
5680	Ryerson Elementary School	5	Math/Science	West Humboldt Park Magnet Cluster
2030	Agassiz Elementary School	6	Fine and Performing Arts	West Humboldt Park Magnet Cluster
2370	Brentano Math and Science Academy	6	Math/Science	Lake View South Magnet Cluster
2470	Burley Elementary School	6	Literature and Writing	Lake View South Magnet Cluster
5090	Newberry Math and Science Academy	6	Math/Science	Lake View South Magnet Cluster
5150	Ogden Elementary School	6	IB-Prep	Lake View South Magnet Cluster
5500	Prescott Elementary School	6	International CPS Scholars	Lake View South Magnet Cluster
2040	Alcott Elementary School	6	International CPS Scholars	Lincoln Park Magnet Cluster
3830	Hawthorne Scholastic Academy	6	Literature and Writing	Lincoln Park Magnet Cluster
4420	LeSalle Language Academy	6	World Language	Lincoln Park Magnet Cluster
4480	Lincoln Elementary School	6	IB-Prep	Lincoln Park Magnet Cluster
4680	Mayer Elementary School	6	Fine and Performing Arts	Lincoln Park Magnet Cluster
2560	Byrd Community Academy	6	Math/Science	Near North Magnet Cluster
4200	Jenner Elementary School	6	Fine and Performing Arts	Near North Magnet Cluster
4580	Manierre Elementary School	6	Math/Science	Near North Magnet Cluster
5760	Schiller Elementary School	6	International CPS Scholars	Near North Magnet Cluster
7840	Goldblatt Elementary School	7	Fine and Performing Arts	Near North Magnet Cluster
6590	Marconi Community Academy	7	Fine and Performing Arts	Comprehensiv e/Classic Magnet Cluster
6110	Summer Mathematics and Science Community Academy	7	Math/Science	Comprehensiv e/Classic Magnet Cluster
6210	Tilton Elementary School	7	World Language	Comprehensiv e/Classic Magnet Cluster
6610	Calhoun North Elementary School	7	Math/Science	United Academic Magnet Cluster
6730	Cather Elementary School	7	Math/Science	United Academic Magnet Cluster
6740	Dett Elementary School	7	Math/Science	United Academic Magnet Cluster
3610	Grant Elementary School	7	Math/Science	United Academic Magnet Cluster
2400	Brown Elementary School	7	World Language	United Academic Magnet Cluster
5990	Spaulding Elementary School	7	Math/Science	West Haven Education Connection
6090	Suder Elementary School	7	International CPS Scholars	West Haven Education Connection
2740	Chalmers Elementary School	8	International CPS Scholars	North Lawndale Learning Collaborativ e
3660	Gregory Elementary School	8	Math/Science	North Lawndale Learning Collaborativ e
6940	Johnson Elementary School	8	Math/Science	North Lawndale Learning Collaborativ e
3410	Kellman Corporate Community School	8	World Language	North Lawndale Learning Collaborativ e
5490	Pope Elementary School	8	Fine and Performing Arts	North Lawndale Learning Collaborativ e
2940	Crown Community Academy	8	Math/Science	South Lawndale Learning
6760	Dvorak Math/Science/Technology Academy	8	Fine and Performing Arts	South Lawndale Learning
7780	Frazier Elementary School	8	Math/Science	South Lawndale Learning
3970	Herz Elementary School	8	World Language	South Lawndale Learning
4070	Howland School of the Arts	8	Fine and Performing Arts	South Lawndale Learning
6750	Lathrop Elementary School	8	International CPS Scholars	South Lawndale Learning



4430	Lawndale Community Academy	8	Math/Science	South Lawndale Learning
4650	Mason Elementary School	8	Math/Science	South Lawndale Learning
5370	Penn Elementary School	8	Literature and Writing	South Lawndale Learning
3090	Douglas Community Academy	9	Math/Science	Global Excellence Magnet Cluster
3100	Drake Elementary School	9	International CPS Scholars	Global Excellence Magnet Cluster
3700	Haines Elementary School	9	Math/Science	Global Excellence Magnet Cluster
3880	Healy Elementary School	9	Fine and Performing Arts	Global Excellence Magnet Cluster
4020	Holden Elementary School	9	Fine and Performing Arts	Global Excellence Magnet Cluster
3960	South Loop Elementary School	9	Fine and Performing Arts	Global Excellence Magnet Cluster
6330	Ward, J Elementary School	9	World Language	Global Excellence Magnet Cluster
3540	Gladstone Elementary School	9	Fine and Performing Arts	Near West/Pilsen Magnet Cluster
4690	Jackson Language Academy	9	World Language	Near West/Pilsen Magnet Cluster
4810	Medill Elementary School	9	Math/Science	Near West/Pilsen Magnet Cluster
7610	Grocco Community Academy	9	Fine and Performing Arts	Near West/Pilsen Magnet Cluster
4210	Pilsen Community Academy	9	Literature and Writing	Near West/Pilsen Magnet Cluster
5970	Smyth Elementary School	9	International CPS Scholars	Near West/Pilsen Magnet Cluster
2540	Burroughs Elementary School	10	International CPS Scholars	The Village Park Magnet Cluster
2310	Castellanos Elementary School	10	Literature and Writing	The Village Park Magnet Cluster
7330	De La Cruz Elementary School	10	Math/Science	The Village Park Magnet Cluster
3370	Kanoon Magnet School	10	World Language	The Village Park Magnet Cluster
6310	Madero Middle School	10	International Baccalaureate Middle Years Programme	The Village Park Magnet Cluster
4720	McCormick Elementary School	10	World Language	The Village Park Magnet Cluster
6020	Padlewski Elementary School	10	Math/Science	The Village Park Magnet Cluster
5390	Ruiz Elementary School	10	Fine and Performing Arts	The Village Park Magnet Cluster
6010	Spy Elementary School	10	Fine and Performing Arts	The Village Park Magnet Cluster
3390	Telpochoalli Elementary School	10	World Language	The Village Park Magnet Cluster
2980	Daves Elementary School	11	Math/Science	The Village Park Magnet Cluster
2350	Lionel Hampton Fine and Performing Arts School	11	Fine and Performing Arts	The Village Park Magnet Cluster
6030	Stevenson Elementary School	11	Math/Science	The Village Park Magnet Cluster
2570	Byrne Elementary School	11	Math/Science	The Village Park Magnet Cluster
3080	Dore Elementary School	11	Math/Science	The Village Park Magnet Cluster
3260	Edwards Elementary School	11	Fine and Performing Arts	The Village Park Magnet Cluster
3710	Hale Elementary School	11	Math/Science	The Village Park Magnet Cluster
3890	Hearst Elementary School	11	Fine and Performing Arts	The Village Park Magnet Cluster
4330	Kinzie Elementary School	11	Fine and Performing Arts	The Village Park Magnet Cluster
3140	Eberhart Elementary School	11	Fine and Performing Arts	The Village Park Magnet Cluster
3680	Grimes Elementary School	11	Math/Science	The Village Park Magnet Cluster
4120	Hurley Elementary School	11	Fine and Performing Arts	The Village Park Magnet Cluster
7170	Lee Elementary School	11	International CPS Scholars	The Village Park Magnet Cluster
4620	Marquette West Elementary School	11	International Baccalaureate Middle Years Programme	The Village Park Magnet Cluster
5310	Pasteur Elementary School	11	World Language	The Village Park Magnet Cluster
5340	Peck Elementary School	11	Math/Science	The Village Park Magnet Cluster
5640	Chavez Elementary School	12	International CPS Scholars	The Village Park Magnet Cluster
6560	Daley Elementary School	12	Math/Science	The Village Park Magnet Cluster
3900	Hedges Elementary School	12	Fine and Performing Arts	The Village Park Magnet Cluster
5820	Seward Elementary School	12	Literature and Writing	The Village Park Magnet Cluster
7480	Anderson Community Academy	12	Math/Science	The Village Park Magnet Cluster
2660	Carson Elementary School	12	World Language	The Village Park Magnet Cluster
7180	Davis, M. Academy	12	Math/Science	The Village Park Magnet Cluster
3550	Randolph Magnet School	12	Literature and Writing	The Village Park Magnet Cluster
6660	Beasley Academic Magnet Center	13	Math/Science	The Village Park Magnet Cluster
6540	Beethoven Elementary School	13	Math/Science	The Village Park Magnet Cluster
3030	Dewey Elementary School	13	Fine and Performing Arts	The Village Park Magnet Cluster



3300	Farran Elementary School	13	Math/Science		Grand Boulevard Magnet Cluster
2100	Attucks Elementary School	13	Math/Science		Project Challenge Magnet Cluster
3440	Fuller Elementary School	13	World Language		Project Challenge Magnet Cluster
3600	Graham Elementary School	13	Math/Science		Project Challenge Magnet Cluster
3930	Hendricks Community Academy	13	Math/Science		Project Challenge Magnet Cluster
6820	McCorkle Elementary School	13	Math/Science		Project Challenge Magnet Cluster
2200	Nicholson Specialty School	14	Math/Science		Englewood Magnet Cluster
5270	Parker Community Academy	14	Math/Science		Englewood Magnet Cluster
6870	Reed Elementary School	14	International CPS Scholars		Englewood Magnet Cluster
7080	Woods Community Academy	14	Math/Science		Englewood Magnet Cluster
4260	Cantler Middle School	15	World Language	Grades 7-8	Hyde Park Magnet Cluster
3780	Harta Elementary School	15	Math/Science	Grades K-6	Hyde Park Magnet Cluster
5030	Murray Language Academy	15	World Language	Magnet School	Hyde Park Magnet Cluster
5560	Ray Elementary School	15	World Language	Grades K-6	Hyde Park Magnet Cluster
5920	Shoemith Elementary School	15	Math/Science	Grades K-6	Hyde Park Magnet Cluster
3540	Ariel Community Academy	15	Math/Science		Mid-South Magnet Cluster
1600	Dyett Academic Center	22	Math/Science		Mid-South Magnet Cluster
4390	Kozminski Community Academy	15	International CPS Scholars		Mid-South Magnet Cluster
6810	Price Elementary School	15	Fine and Performing Arts		Mid-South Magnet Cluster
6780	Robinson Elementary School	15	Literature and Writing		Mid-South Magnet Cluster
2630	Carnegie Elementary School	15	International Baccalaureate Middle Years Programme	Regional Gifted Center	Woodlawn Magnet Cluster
6890	Dumas Elementary School	15	Fine and Performing Arts		Woodlawn Magnet Cluster
3360	Fiske Elementary School	15	World Language		Woodlawn Magnet Cluster
4740	McCosh Elementary School	15	Math/Science		Woodlawn Magnet Cluster
6300	Wadsworth Elementary School	15	Math/Science		Woodlawn Magnet Cluster
2150	Barnard Elementary School	16	International Baccalaureate Middle Years Programme		Beverly/Morgan Park Magnet Cluster
2820	Crisold Elementary School	16	International Baccalaureate Middle Years Programme		Beverly/Morgan Park Magnet Cluster
3250	Esmond Elementary School	16	International Baccalaureate Middle Years Programme		Beverly/Morgan Park Magnet Cluster
4240	Kellogg Elementary School	16	International Baccalaureate Middle Years Programme		Beverly/Morgan Park Magnet Cluster
6250	Sutherland Elementary School	16	Fine and Performing Arts	Magnet School	Beverly/Morgan Park Magnet Cluster
2850	Vanderpool Magnet School for the Humanities	16	Math/Science		Beverly/Morgan Park Magnet Cluster
3400	Fort Dearborn Elementary School	16	Fine and Performing Arts		Brahnard-Asburn Magnet Cluster
3430	Foster Park Elementary School	16	Fine and Performing Arts		Brahnard-Asburn Magnet Cluster
2720	Cassell Elementary School	16	Fine and Performing Arts		Chicago Southwest Magnet Cluster
4960	Keller Regional Gifted Center	16	Regional Gifted Center		Chicago Southwest Magnet Cluster
4940	Mount Greenwood Elementary School	16	Math/Science		Chicago Southwest Magnet Cluster
6050	Dunne Elementary School	16	Fine and Performing Arts		Washington Heights West Magnet Cluster
7990	Evens Elementary School	16	Math/Science		Washington Heights West Magnet Cluster
3330	Ferrwood Elementary School	16	Fine and Performing Arts		Washington Heights West Magnet Cluster
5420	Garvey Elementary School	16	Math/Science		Washington Heights West Magnet Cluster
8060	Hughes, Langston Elementary School	16	World Language		Washington Heights West Magnet Cluster
8030	Wacker Elementary School	16	International CPS Scholars		Washington Heights West Magnet Cluster
7860	Black Magnet School	17	Math/Science		Calumet Heights-Burnside Magnet Cluster
2580	Caldwell Elementary School	17	Math/Science		Calumet Heights-Burnside Magnet Cluster
7450	Earhart Elementary School	17	Fine and Performing Arts		Calumet Heights-Burnside Magnet Cluster
4080	Hayne Elementary School	17	Fine and Performing Arts		Calumet Heights-Burnside Magnet Cluster
6350	Warren Elementary School	17	Math/Science		Calumet Heights-Burnside Magnet Cluster
5380	Washington H. Elementary School	17	Fine and Performing Arts		Calumet Heights-Burnside Magnet Cluster
3040	Dixon Elementary School	17	Math/Science		Chatham/Washington Heights
3530	Gillespie Elementary School	17	International CPS Scholars		Chatham/Washington Heights
4350	Kipling Elementary School	17	Fine and Performing Arts		Chatham/Washington Heights
5060	Neil Elementary School	17	Literature and Writing		Chatham/Washington Heights

5440	Pine Elementary School	17	Fine and Performing Arts	Magnet School	ChathamWashington Heights
5670	Ryder MathScience Specialty School	17	Math/Science	Magnet School	ChathamWashington Heights
3110	Turner-Drew Language Academy	17	World Language	Magnet School	ChathamWashington Heights
2430	Bouchel Elementary School	17	Math/Science	Magnet School	South Shore North Magnet Cluster
4570	Madison Elementary School	17	Fine and Performing Arts	Magnet School	South Shore North Magnet Cluster
5180	O'Keefe Elementary School	17	Math/Science	Magnet School	South Shore North Magnet Cluster
5610	Revere Elementary School	17	International CPS Scholars	Magnet School	South Shore North Magnet Cluster
2130	Avalon Park Elementary School	17	Fine and Performing Arts	Magnet School	South Shore South Magnet Cluster
2340	Bradwell Elementary School	17	Math/Science	Magnet School	South Shore South Magnet Cluster
2830	Colts Elementary School	17	World Language	Magnet School	South Shore South Magnet Cluster
4610	Mann Elementary School	17	Math/Science	Magnet School	South Shore South Magnet Cluster
2710	Aldridge Elementary School	18	Math/Science	Magnet School	South Shore South Magnet Cluster
2700	Carver Middle School	18	Fine and Performing Arts	Grades 4-8	Carver Magnet Cluster
2690	Carver Primary School	18	Fine and Performing Arts	Grades K-3	Carver Magnet Cluster
8010	Dubois Elementary School	18	World Language	Magnet School	Carver Magnet Cluster
2360	Haley Elementary School	18	World Language	Magnet School	Carver Magnet Cluster
7210	Higgins Community Academy	18	World Language	Magnet School	Carver Magnet Cluster
4980	Mount Vernon Elementary School	18	Fine and Performing Arts	Magnet School	Far South Side Magnet Cluster
5930	Shoop Elementary School	18	Fine and Performing Arts	Magnet School	Far South Side Magnet Cluster
6420	Whisler Elementary School	18	Math/Science	Magnet School	Far South Side Magnet Cluster
5880	Mireles Academy	18	Math/Science	Magnet School	Far South Side Magnet Cluster
3720	Ninos Heroes Academic Center	18	International CPS Scholars	Magnet School	Far South Side Magnet Cluster
6100	Sullivan Elementary School	18	Math/Science	Magnet School	Far South Side Magnet Cluster
2020	Addams Elementary School	18	Fine and Performing Arts	Magnet School	Far South Side Magnet Cluster
2480	Burnham Academy	18	International CPS Scholars	Magnet School	Far South Side Magnet Cluster
2790	Clay Elementary School	18	Math/Science	Magnet School	Far South Side Magnet Cluster
3490	Gallistel Language Academy	18	World Language	Magnet School	Far South Side Magnet Cluster
3390	Griscom Elementary School	18	Fine and Performing Arts	Magnet School	Far South Side Magnet Cluster
4550	Lawrence School for Math and Science	18	Math/Science	Magnet School	Far South Side Magnet Cluster
4630	Marsh Elementary School	18	International Baccalaureate Middle Years Programme	Magnet School	Far South Side Magnet Cluster
6150	Taylor Elementary School	18	Math/Science	Magnet School	Far South Side Magnet Cluster
6360	Washington, G. Elementary School	18	Literature and Writing	Magnet School	Far South Side Magnet Cluster
5040	Brown Academy	18	World Language	Magnet School	Far South Side Magnet Cluster
3570	Gompers Elementary School	18	Fine and Performing Arts	Magnet School	Far South Side Magnet Cluster
3190	Meicalfe Community Academy	18	Math/Science	Magnet School	Far South Side Magnet Cluster
3470	Owens Community Academy	18	Fine and Performing Arts	Magnet School	Far South Side Magnet Cluster
6400	West Pullman Elementary School	18	Literature and Writing	Magnet School	Far South Side Magnet Cluster
7440	White Elementary School	18	International CPS Scholars	Magnet School	Far South Side Magnet Cluster

## APPENDIX C

1. Registration, Identification and Placement of ELLs
  - a. The CPS shall continue to manage and oversee school-based implementation of the Home Language Survey (“HLS”) to ensure that the HLS is given to every student upon initial enrollment in the CPS, in his or her primary language, where appropriate.
  - b. All students who indicate on the HLS that they have a non-English language background (*e.g.*, the student lives in a home where a language other than English is spoken, or the student speaks a language other than English) must be assessed for possible placement in a language acquisition program.
  - c. At each school, the CPS shall compile and maintain a current list of personnel, including non-teaching staff, available to provide language translation assistance when necessary to serve ELLs and/or their parents and guardians. Each list shall specify the languages for which each staff or faculty member can provide translation assistance. The CPS shall ensure, to the extent practicable, that ESL and/or Bilingual teachers are not pulled away from their teaching and/or class preparation responsibilities to serve as translators.
  - d. The CPS shall ensure that:
    - 1) Each ELL is identified and placed, in a timely and appropriate manner, in an English language acquisition program that is consistent with the CPS’ policies, including the *Framework for Success* (“Framework”); or
    - 2) After being notified of language acquisition program placement options, the ELL’s parents have waived the ELL’s right to be placed in an English language acquisition program.
2. Instruction of ELL Students
  - a. The CPS shall continue to implement its ELL instruction consistent with the policies and guidelines set forth in the *Framework* and shall implement any modifications to the *Framework* that result from this Modified Consent Decree.
  - b. Where there are 20 or more ELLs of the same language background in a given school, ELLs of that language background shall receive instruction pursuant to the Transitional Bilingual Education (“TBE”)

model provided in the *Framework*. The CPS shall ensure that the amount of instruction in the native language and English in TBE classes varies according to the program year of the student and the amount of instruction in English increases over time consistent with the *Framework*.

- c. Where there are 19 or fewer ELLs of the same language background in a given school, such ELLs shall receive instruction pursuant to the Transitional Program of Instruction ("TPI") model provided in the *Framework*, which includes ESL instruction. To the extent practicable, the CPS shall provide ESL instruction to ELLs in groups of students who are at a comparable English language level. The CPS shall ensure, to the extent practicable, that the amount of ESL instruction it provides to students at a given English language level is uniform within each school and consistent with educationally sound practices.
- d. If the CPS learns that an ELL student is not receiving the language acquisition instruction to which the student is entitled under the *Framework*, the CPS shall take steps immediately to ensure that appropriate services become available at the school, or if necessary, another school within a reasonable distance of the ELL's residence.
- e. By the date specified in Appendix D, the CPS shall revise its ELL policies and practices under the *Framework* to ensure that:
  - 1) ELLs in program years four ("PY4") and five ("PY5") of a language acquisition program receive adequate language acquisition instruction, provided in a consistent manner within and across schools;
  - 2) PY4 and PY5 ELLs are given a language proficiency test annually, which evaluates all four language domains (*i.e.*, listening, speaking, reading and writing); and
  - 3) language support programs are available to PY4 and PY5 students at their respective schools.
- f. Consistent with the *Framework*, the CPS shall ensure that:
  - 1) All PY5 students and eligible PY4 students have access to a summer bilingual transition support program;
  - 2) At each school, appropriate personnel meet with the parents of PY5 students, prepare an Individual Bilingual Instruction Plan ("IBIP") for each PY5 student, and maintain a summary of the

language acquisition instruction provided to each PY5 student;  
and

- 3) CPS personnel audit the instructional program of the IBIP, including any summaries, as part of the program compliance review process.
  - g. The CPS shall continue to annually assess the academic performance and English language proficiency of each ELL enrolled in a language acquisition program. Annual testing of English language proficiency shall utilize multiple assessment instruments and shall evaluate all four language domains.
  - h. The CPS shall ensure that all schools use the results of language proficiency assessments to ensure that the language acquisition placement of every ELL is appropriate. To the extent that such test results are not available in a timely fashion, schools shall use the information recorded in the English Language Learner Data folders ("ELL Folder") and any other relevant information to ensure appropriate placement and to tailor language acquisition instruction to each ELL student's particular needs. The CPS shall provide training on the use of such data for teachers who require such training, and shall monitor the instructional techniques of each language acquisition teacher at least once a year to ensure that the techniques used are educationally sound.
  - i. At least one language acquisition teacher of each ELL shall be responsible for recording and timely updating the ELL's language, program entry and exit dates, annual English proficiency test scores, acquisition of certain language skills, and other relevant information on each student's ELL Folder.
  - j. The CPS shall integrate ELLs with non-ELL general education students in appropriate classes and activities, including art, music, lunch, recess, physical education, and extracurricular activities. To the extent practicable, the CPS shall integrate ELLs with non-ELL general education students in school functions and co-curricular activities.
3. Resources for ELL Students

The CPS shall ensure that:

- a. Every school's media center and library is fully accessible for ELLs, and shall provide ELLs with orientation and training in the use of such media and library resources;

- b. Each school library has sufficient language-ability appropriate literary materials in English, as well as age-appropriate literary materials in the native language(s) of the ELLs at the school,
- c. ELLs in each school receive all instruction (*e.g.*, in-classroom, pullout, other) in facilities that are comparable to the facilities used by students who are not ELLs;
- d. Sufficient funds are allocated to each school to provide ELLs with educationally sound textbooks and instructional materials; and
- e. ELLs in each school have meaningful access to educational programs, activities and services (*e.g.*, kindergarten, tutoring, after-school programming and magnet schools and programs) that are comparable to the educational programs, activities and services provided to students in the same school who are not ELLs.

4. Teacher certifications

- a. The CPS shall ensure, to the extent practicable, that:
  - 1) Those teachers who lack appropriate certification receive adequate training in working with ELLs and are working towards achieving full certification in a timely manner;
  - 2) Vacancies for teachers in the language acquisition program are filled in a reasonable amount of time with fully certified teachers (*i.e.*, teachers who have a standard certification plus either an ESL or bilingual certification); and
  - 3) Schools which have a high percentage of less than fully certified ELL teachers in the language acquisition program are identified and provided assistance in securing certified staff.
- b. The CPS shall encourage all teachers of general education classes (*i.e.*, teachers of classes that are not specifically a part of a language acquisition program) to receive training regarding working with current and recently transitioned ELLs and coordinating with ESL and Bilingual teachers to identify and address any language barriers that may hinder current or recently transitioned ELLs from participating in general education classes.
- c. The CPS shall ensure, to the extent practicable, that the student/teacher and student/staff ratios in classrooms serving ELLs are not substantially higher than the student/teacher and student/staff

ratios in general education classes in the same school that serve the same grade level and teach similar subject matter.

5. ELL Access to Special Programs

- a. The CPS acknowledges that ELLs are entitled to services that shall enable them to participate meaningfully in all CPS educational programs, services and activities for which they are eligible.
  - 1) The CPS shall ensure that ELLs are provided an opportunity for assessment, as appropriate, for gifted and talented programs.
  - 2) By the date specified in Appendix D, the CPS shall develop and implement written procedures for identifying ELLs in each school who may be able to qualify for the gifted and talented programs and for parent outreach about such programs. In developing such procedures, the CPS shall review the extent to which ELLs participate in gifted programs and include procedures that ensure ELLs from all language backgrounds have an equal opportunity to participate those programs. The CPS shall train all Bilingual Lead Teachers ("BLTs") about the procedures by the 2004-05 school year, and shall monitor all schools with ELLs annually to verify that personnel follow the procedures and to assess the effectiveness of the identification and outreach procedures.
  - 3) The CPS shall advise all school-based administrators and BLTs in writing that ELLs who qualify for gifted programs are entitled to participate in those programs while also receiving appropriate language acquisition instruction.

6. Special Education

- a. The CPS shall ensure that:
  - 1) Special education services at each school are sufficient to address the language acquisition and special education needs of ELL students; and
  - 2) To the extent practicable, schools with special education ELLs hire teachers who have Bilingual or ESL certification and special education certification and/or adequately train teachers and aides who lack such certification and provide special education services to ELLs.

- b. The CPS shall ensure that the approximately 2,700 special education ELLs recorded in its database for the 2002-03 school year as having an "unknown" special education model are receiving one of the six models approved by the CPS and shall update its database to reflect the model number for all ELLs.

7. Transitioning and Monitoring Transitioned ELL Students

- a. By the date identified in Appendix D, the CPS shall develop a plan to ensure that its criteria for transitioning ELLs include an individual language proficiency assessment of all four language domains and that no ELL is required by CPS to exit without meeting the CPS' transition criteria. The plan shall provide uniform, multiple transition criteria for high school students, and such criteria should be sufficiently flexible to allow transitions before students complete third or fourth level ESL when such transitions are warranted. To the extent the plan allows principals to make discretionary transitions, the plan shall identify uniform, multiple exit criteria for discretionary transitions, shall require principals to document the basis for such transitions in writing, and shall monitor discretionary transitions to ensure consistency across schools. The plan also shall outline a procedure for retesting and reentering students into the ELL program and recording their reentry in the CPS' database.
- b. The CPS shall identify current ELLs and transitioned ("T") students on the rosters for general education classes so that general education teachers are aware of such students.
- c. The CPS shall collect and record data, including grades, standardized test scores, retentions in grade, graduation and drop out rates, and academic performance of current ELLs and T students in general education classes.
- d. The CPS shall monitor the academic performance of each T student in general education classes for at least one year.
  - 1) The CPS shall identify a teacher who shall be responsible for reviewing the academic performance data and meeting with T students within six weeks of the first day of school, and whenever five-week progress reports or other sources of information, reveal that the student is experiencing language proficiency problems or is failing one or more subjects or standardized tests.



2) At such meetings, the teacher shall discuss whether the T student needs any support services and shall detail appropriate services that are available at the school.

e. The CPS shall ensure that each school provides sufficient support services for T students. If the CPS finds or learns that such support services are inadequate, the CPS shall take steps immediately to ensure that appropriate services become available at the school, or if necessary, another school within a reasonable distance of the T student's residence.

#### 8. Systemic Monitoring

a. At least once each school year, the District shall monitor the implementation of its language acquisition programs and the ELL-related requirements set forth in this Appendix at each school that reports having ELLs for that school year to assess each school's compliance with the *Framework* and the terms of this Modified Consent Decree. Consistent with the *Framework*, the CPS also shall identify schools for technical assistance visits and shall conduct unannounced compliance review visits for schools that fail to implement technical assistance recommendations. The CPS shall keep a record of each finding of non-compliance with the terms of the *Framework* and this Modified Consent Decree and shall document the steps taken to achieve compliance. Such records and documentation shall be made available for review by the United States, upon request.

b. The CPS shall designate appropriate personnel to fulfill these monitoring obligations.

c. For all plans pursuant to this Appendix that must be developed by a specified date, the CPS shall submit such plans to the United States for review and comment by that specified date. The United States shall have 30 days from the date of receipt to raise any questions or concerns regarding each plan. Thereafter, the parties shall confer about any disagreements about each plan and shall attempt to resolve those disagreements amicably before deciding to bring the disagreement to the Court's attention for resolution.

#### 9. Reporting

The CPS shall provide a report to the United States by July 1 of each year that includes the following:

- a. The number of ELLs, by school, grade and native language, who:
  - (i) participated in a language acquisition program (*e.g.*, Transitional Bilingual Education, Transitional Program of Instruction, Dual Language, or other), specifying the type of program; (ii) waived their right to be served in a language acquisition program; and (iii) did not waive their right to be served in a language acquisition program, but were not served in such a program;
- b. The number of students, by school and native language, who:
  - (i) completed a home language survey in connection with registering for the school year preceding the annual report; (ii) indicated on their home language surveys that they speak a language other than English or that a language other than English is spoken in the home; (iii) based on their responses on the home language surveys, were assessed for possible placement in a language acquisition program; and (iv) after being assessed, were identified as ELLs;
- c. Copies, in English and in Spanish, of all forms related to student registration that are provided to students, parents, and/or the general public, as well as a list of other languages in which those forms are available;
- d. A list of the schools that have not prepared a list of teaching and non-teaching personnel available to provide language translation assistance when necessary to serve ELLs and/or their parents or guardians;
- e. For each school offering either a TBE or a TPI program, the number of teachers assigned to the program, broken down by type of certification held (*e.g.*, Bilingual, English as a Second Language, Type 29);
- f. For each school and grade, the average student/teacher and student/staff ratios for classes composed only of ELLs, and the average student/teacher and student/staff ratios for all other classes;
- g. A list of schools that had vacant teaching positions in the language acquisition program that remained vacant for more than thirty (30) days, specifying the number of such vacancies;
- h. For each school, the number of students who transitioned from the TBE program into the general education program, separately listing the number of students who made the transition during or at the end of their first, second, third, fourth and fifth year in the program, and specifying whether the students received an automatic (*i.e.*, based on test scores) or discretionary transition. The CPS shall provide the same information regarding each school's TPI program;

- i. For each school, the number of students who have completed five or more years in a language acquisition program and continue to participate in such a program, broken down by grade, native language and language acquisition program;
- j. For each school, the number of students who completed five years in either a TBE or a TPI program and were then placed in the general education program without having met the criteria for transitioning into that program;
- k. For each school, the number of students who were re-entered into one of the CPS' language acquisition programs, broken down by grade, native language, language acquisition program and number of years in the language acquisition program;
- l. A list of each school that does not integrate ELLs with general education students in each of the following subjects/activities: art, music, lunch, recess, physical education and extracurricular activities. For each such school, please specify the subjects/activities in which the school does not integrate ELLs with general education students;
- m. The number of books in English in each school library, and the number of books, by language, in any other foreign languages in each school library;
- n. For each school, a list of all language acquisition classes and pullout language acquisition instruction of ELLs that occur in facilities that are not designed to serve as instructional facilities (*i.e.*, storage closets and hallways), noting the number of ELLs, by native language, who are served in each such facility;
- o. For each school, the number of ELLs who (i) were referred for special education assessment; and (ii) are eligible for and receiving special education services, specifying the model or models by which those ELLs are receiving special education services;
- p. The number of ELLs, by school, grade and native language, who (i) were referred for the gifted and talented program, noting the referring individual (*e.g.*, bilingual teacher, enrichment teacher, parent), (ii) were found eligible for the gifted and talented program, and (iii) participated in a gifted and talented program not based at a gifted and talented center; and
- q. For each school, the total number of students, and the number of ELLs among the total number broken down by native language, in the following school or educational programs: a) Advanced Placement

courses; b) Honors courses; c) vocational programs (separately listing each program of study); d) magnet programs or schools; e) gifted and talented centers; and f) schools with academic admission criteria.

RECEIVED

SEP 24 1980

IN THE UNITED STATES DISTRICT COURT  
FOR THE NORTHERN DISTRICT OF ILLINOIS  
EASTERN DIVISION

UNITED STATES DISTRICT COURT,  
H. STUART CUNNINGHAM, CLERK

UNITED STATES OF AMERICA, )  
 )  
Plaintiff, )  
 )  
vs. )  
 )  
BOARD OF EDUCATION OF THE )  
CITY OF CHICAGO, )  
 )  
Defendant. )

NO. 80-05124!  
!

CONSENT DECREE

1. The United States has filed a complaint alleging that the Board of Education of the City of Chicago (the "Board") has engaged in acts of discrimination in the assignment of students and otherwise, in violation of federal law. The United States alleges further that such acts have had a continuing system-wide effect of segregating students on a racial and ethnic basis in the Chicago public school system.

2. In addition, the United States Department of Health, Education and Welfare ("HEW") in 1979 and in 1980 found the Board ineligible for funding under the Emergency School Aid Act on the basis of its determinations that the Chicago public school system is characterized by racially segregated and overcrowded schools. Following a presentation of facts by the Board in defense of its actions, these HEW determinations were reaffirmed by the Department of Education on June 12, 1980.

3. The Board neither admits nor denies the allegations of the complaint in this action. It recognizes, however, that the Chicago public school system is characterized by substantial racial isolation of students.

4. The Board believes that racial isolation is educationally disadvantageous to all students and that educational benefits will accrue to all students through the greatest practicable reduction in the racial isolation of students.

5. The Board believes that litigation of this action would require a substantial expenditure of public funds and a substantial commitment of Board and staff time and resources, at a time when financial and personnel resources are already greatly limited, and that such resources can more appropriately be used to achieve the educational goals of the school system. The parties further believe that litigation of this action would be protracted and that settlement of the action is in the public interest.

6. In light of these considerations, the parties, as indicated by the signatures of their counsel below, have determined to settle this action and resolve the United States' request for injunctive relief by entry of this consent decree. The parties submit to the jurisdiction of the Court and acknowledge that subject matter jurisdiction exists over this action under the Fourteenth Amendment of the United States Constitution; under Titles IV and VI of the Civil Rights Act of 1964, 42 U.S.C.

2000c and 2000d; and under 28 U.S.C. §1345. The Board waives the notice provisions of those acts. Both parties waive the entry of findings of fact and conclusions of law. Each party shall bear its own costs.

7. Both parties agree that this Consent Decree is final and binding as to the issues resolved herein. The Court shall retain jurisdiction of this action for all purposes, until a final order is entered terminating this litigation.

8. In the event that objections or challenges are raised (e.g., through intervention or separate collateral lawsuits) to the lawfulness or appropriateness of (a) this decree, any provision hereof, or proceedings pursuant hereto, or (b) any aspect of the desegregation plan provided for in Part I hereof after approval of the plan by the Department of Justice or by the Court, the Board and the Department of Justice shall defend the lawfulness and appropriateness of the matter challenged. If any such collateral lawsuit arises in state court, the parties shall seek to remove such action to the U.S. District Court.

WHEREFORE, the parties having freely given their consent, the terms of the Decree being within the scope of the complaint, and the terms of the Decree being fair, reasonable and adequate, it is hereby ORDERED, ADJUDGED, and DECREED that:

## I. STUDENT DESEGREGATION

1. Systemwide Remedy. The Chicago Board of Education (the "Board") will develop and implement a system-wide plan to remedy the present effects of past segregation of Black and Hispanic students.

### 2. Basic Objectives

2.1 Desegregated Schools. The plan will provide for the establishment of the greatest practicable number of stably desegregated schools, considering all the circumstances in Chicago.

2.2 Compensatory Programs in Schools Remaining Segregated. In order to assure participation by all students in a system-wide remedy and to alleviate the effects of both past and ongoing segregation, the plan shall provide educational and related programs for any Black or Hispanic schools remaining segregated.

2.3 Participation. To the greatest extent practicable, the plan will provide for desegregation of all racial and ethnic groups, and in all age and grade levels above kindergarten.



2.4 Fair Allocation of Burdens. The plan shall ensure that the burdens of desegregation are not imposed arbitrarily on any racial or ethnic group.

3. Board Discretion in Plan Development.

3.1 Board Discretion in Selecting from Alternatives. The Department of Justice recognizes that there is a broad range of constitutionally acceptable plans that will fulfill the basic objectives stated in Part 2. The Department of Justice further recognizes the Board's familiarity with and sensitivity to the unique situation presented in Chicago, and the authority of the Board, in its discretion, to select from within the constitutional range the plan that best meets the needs of the Chicago School District.

3.2 Racial/Ethnic Balance or Specific Ratios Not Required. The parties recognize that courts have not required specific racial ratios in schools as a necessary remedy in desegregation cases, that racial and ethnic balance throughout the Chicago School District is neither practicable nor required, and that no particular definition of a desegregated school is required.

4. Techniques. In establishing desegregated schools, the Board may use the following techniques, among others:

4.1 Voluntary Techniques.

4.1.1 Permissive transfers that enhance desegregation, with transportation at Board expense.

4.1.2 Magnet schools that enhance desegregation.

4.1.3 Voluntary pairing and clustering of schools.

4.1.4 If magnet schools or other voluntary techniques are used, each shall contain racial/ethnic goals and management controls (e.g., an alternative that would require mandatory re-assignments) to ensure that the goals are met.

4.2 Mandatory Techniques Not Involving Transportation.

4.2.1 Redrawing attendance areas.

4.2.2 Adjusting feeder patterns.

4.2.3 Reorganization of grade structures, including creation of middle schools.

4.2.4 Pairing and clustering of schools.

4.2.5 Selecting sites for new schools and selecting schools for closing to enhance integration.

4.3 Mandatory Reassignment and Transportation. Mandatory reassignment and transportation, at Board expense, will be included to ensure success of the plan to the extent that other techniques are insufficient to meet the

objective stated in §2.1. The plan may limit the time or distance of mandatory transportation to ensure that no student shall be transported for a time or distance that would create a health risk or impinge on the educational process. These limitations may vary among different age and grade levels.

4.4 Priority and Combination of Techniques. The plan may rely upon the techniques listed above and any other remedial methods in any combination that accomplishes the objective stated in §2.1.

5. Exceptions.

5.1 Justification for Remaining Identifiable Minority Schools. With respect to any schools that remain identifiable as Black or Hispanic schools, the plan shall provide specific justification in terms of practicability (i.e., educational or practical considerations), in the context of the extent to which the plan as a whole achieves the objectives stated in Part 2.

5.2 Stably Integrated Schools. The plan may create exceptions with respect to individual schools which it shows are already stably integrated (or will become stably integrated by the time of implementation of the plan).

5.2.1 Initial Exception. The plan may exclude such schools from reassignment of students if the extent of integration is within a reasonable range of that to be achieved in the schools referred to in §2.1.

5.2.2 Subsequent Exception. The plan may provide for the later exclusion from student reassignment of any initially included school that, through demographic changes or other factors, promises to become stably integrated.

5.2.3 Subsequent Inclusion. The plan should include sufficient flexibility to enable any of the techniques outlined above to be applied to any school in which stability of integration is threatened by unforeseen circumstances.

6. Bilingual Education. The Board's legal obligations to provide bilingual education for non- and limited-English speaking students shall be discharged in a manner consistent with the overall objectives of the plan. To the extent that students who require bilingual education are reassigned, they shall not be reassigned in a manner that interferes with their participation in bilingual programs.

7. Compensatory Programs in Schools Remaining Segregated. To accomplish the objective stated in §2.2, the plan will include specific programs for Black or Hispanic schools remaining segregated, in the following areas among others:

- 7.1 Remedial and compensatory educational programs.
- 7.2 Improved curricula and instructional and evaluative techniques (including the utilization of tests that validly measure student achievement) for academic, vocational and alternative educational studies.
- 7.3 Pre-service and in-service instruction for administrators, principals, teachers and other school personnel.
- 7.4 Selection, and evaluation of the performance of, principals and supporting leadership staff.
- 7.5 Testing, counseling, guidance and student welfare.
- 7.6 Physical facilities, safety and security.
- 7.7 Supportive relationships between such schools and groups and institutions in the community and in government.

8. Overcrowding. The Board is encouraged but not required to eliminate overcrowded schools. The plan should provide, to the greatest extent practicable considering all the circumstances, for the elimination of racially disproportionate overcrowding of classrooms and school sites.

15.2 Each party reserves the right to seek to add additional parties who may be legally obligated to contribute to the cost of the desegregation plan.

15.3 The parties recognize that financial cost of implementation does not excuse the failure to develop a desegregation plan consistent with the principles set forth in §§ 2 - 14, and is not a basis for postponement, cancellation or curtailment of implementation of the plan after it has been finally adopted, but is one legitimate consideration of practicability in meeting the objective stated in §2.1.

16. Time table. The plan will be developed in accordance with the schedule set forth in Attachment A and will be implemented beginning with the 1981-82 school year.

17. Public Participation. The Board will receive and consider comments and recommendations from all persons and groups during the development of the desegregation plan.

18. Resolution of Disagreements. If the parties to this decree are unable to agree as to whether the desegregation plan is consistent with the principles set forth above in §§ 2 through 15, the disagreement will be submitted to the court for resolution.

## II. ADDITIONAL PROGRAMS AND PARTIES

1. Interagency Coordination. The Department of Justice agrees that it will, pursuant to the Attorney General's authority (including that under Executive Order 11764 to coordinate the enforcement of Title VI of the Civil Rights Act of 1964), initiate and carry forward discussions with other agencies of the federal government to bring about a coordinated affirmative administration of federal grant programs in the Chicago SMSA with the goal of contributing to the creation and maintenance of stably integrated schools in the Chicago SMSA. These federal programs include, for example, housing, employment and transportation in addition to education.

2. State Responsibility.

2.1 The Department of Justice will thoroughly pursue and promptly complete its investigation of whether the State of Illinois should be made a party defendant and be required to assist and support, financially and otherwise, the implementation of the desegregation plan discussed in Part I. The investigation will examine whether the State and/or its agencies have contributed, through action and inaction, to the segregation of, or other discrimination against, students in the Chicago School District.

the Chicago SMSA by racially discriminatory use of state or federal housing laws or programs, or of state or local land use control laws.

3.2 Upon completion of the investigation, the Department will submit the factual findings thereof to the Court and will take whatever enforcement action is appropriate under the circumstances, consistent with the Attorney General's responsibilities under Title IV of the Civil Rights Act of 1964.

4. LEAA Grant Condition. The Department of Justice agrees that the entry of this consent decree is a sufficient basis for the removal, from the grant awarded by the Law Enforcement Assistance Administration to the Board on September 10, 1980, (#80-JS-AX-0043), of the condition relating to Title VI of the 1964 Civil Rights Act and §815 of the Criminal Justice Improvement Act of 1979.



### III. OTHER ISSUES

1. Classroom Segregation. The Board will promptly implement a plan to ensure that no student is assigned to a racially/ ethnically isolated or identifiable classroom except when the assignment is justified educationally. The plan will be consistent with the Board's application for a waiver of ineligibility for funding under the Emergency School Aid Act ("ESAA") for Fiscal year 1979, which was found acceptable by the Department of Health, Education and Welfare ("HEW") and is presently acceptable to the Department of Education.
2. Bilingual Programs. The Board will promptly implement a plan to ensure that non- and limited English speaking students are provided with the instructional services necessary to assure their effective participation in the educational programs of the Chicago School District. The plan will be consistent with the Board's application for a waiver of ineligibility for funding under ESAA for fiscal year 1979, which was found acceptable by HEW and is presently acceptable to the Department of Education.
3. Faculty Assignment. The Board will promptly implement a plan to assure that the assignment of full-time classroom teachers to schools will be made in such a manner that no school is identified as intended for students of a particular race, color or national origin. Except as specifically provided

herein, the plan shall be consistent with the Board's application for a waiver of ineligibility for funding under ESAA for fiscal year 1979, which was found acceptable by HEW and is presently acceptable to the Department of Education.

3.1 Not later than November 1, 1981, with respect to the full-time classroom teachers in each school faculty, the racial/ethnic composition and the proportion of experienced teachers will be between plus and minus fifteen percent of the systemwide proportions of such teachers with respect to such characteristics, and the range of educational training will be substantially the same as exists in the system as a whole.

3.2 The Board will make every good faith effort to follow professional staff assignment and transfer practices which, when taken together as a whole on a frequently reviewed periodic basis, will assure that the racial composition, the experience and the educational background of individual school faculties and administrative staff more nearly approach \*/ the city-wide proportions of minority, experienced, and more extensively trained professional staff; provided, however, that nothing in

---

\*/ Plus or minus ten percentage points of city-wide averages for race, experience and training for each type of school facility.

this Plan shall require the assignment or transfer of any person to a position for which he or she is not professionally qualified. The Board will not adopt or follow assignment and transfer practices which will foreseeably result in the racial identifiability of schools based on faculty or administrative staff composition or in unequal distribution of experienced and more extensively trained staff.

- 3.3 The failure of a particular school or schools to meet the guidelines will not constitute noncompliance with the above guidelines if the district provides a detailed satisfactory explanation justifying such failure to meet the guidelines.

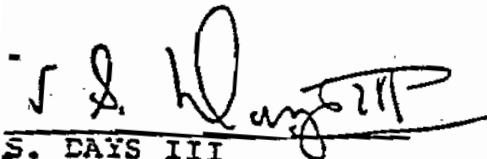
September 24, 1980

Date


ENTER:

William D. Stender  
UNITED STATES DISTRICT JUDGE

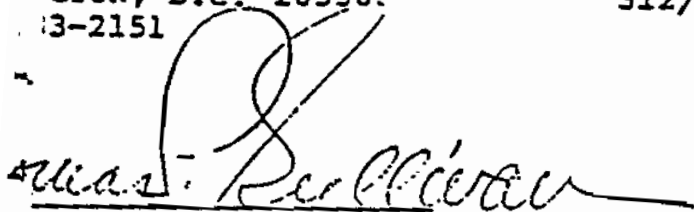
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# APPENDIX B: DESEGREGATION INFORMATION



**Student Desegregation Plan  
for the  
Chicago Public Schools:**

**Recommendations on  
Educational Components**

Prepared for the  
Board of Education - City of Chicago  
by  
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## INTRODUCTION

The public schools in Chicago have long been characterized by racial isolation. Black children have attended the public schools of this city since public education began in 1837. Although they were not at first segregated from white children, neither were they particularly encouraged to attend schools. It was not until after the race riot of 1919 that compulsory attendance laws were enforced for blacks.

As Chicago grew, other racial and ethnic groups were represented. Hispanic immigration began about the time of the first World War and increased markedly during World War II. In recent years, Asians and other national groups have settled in Chicago, making the city an urban center characterized by a diverse population representing many racial, ethnic, and religious backgrounds. Gradually a pattern of neighborhood segregation developed, based on these racial, ethnic, and religious identities. In 1981, Chicago is a city characterized by extreme housing segregation, with a pattern of racial separation resulting from many actions, policies, and practices.

The Chicago public schools grew on the basis of the neighborhood school, and as segregation of the city's housing occurred, the schools also became segregated. Official restrictive housing covenants, and neighborhood school policies established to be consistent with them, worked to contain blacks and other minorities in specified areas of the city. By 1956, 91 percent of the elementary schools and 71 percent of the high schools were single race. In 1963, the first year that the Board of Education conducted an official racial survey of the schools, over half

## Introduction

the students in the public schools were white, but 90 percent of the black elementary students attended schools that were more than 90 percent black.

Beginning with the 1964 report of the Hauser Committee, the Board of Education has approved a number of plans and policies to promote desegregation of the schools. Yet today the schools are as segregated as ever. The school system has lost over 200,000 white students in fifteen years; the white and Hispanic enrollments are now about equal, at 18.5 percent. The vast majority of black and Hispanic students still attend schools which are segregated.

In March 1976, the Illinois Board of Education informed the Board that its schools did not comply with the State Board's rules on school desegregation and directed the Board to prepare a plan to come into compliance. The Board of Education, on April 12, 1978, adopted a plan, Access to Excellence, to achieve compliance through a program of voluntary desegregation. This plan was based on the use of educational magnet schools and programs, the expansion of the permissive transfer program that had been in operation since 1962, and the creation of programs in and for the administrative districts. The Illinois Board of Education gave a qualified approval to Access to Excellence, and it was implemented beginning in the summer of 1978.

In the spring of 1979, the U.S. Department of Health, Education, and Welfare rejected the Board's application for Emergency School Aid Act funding, as it had done every year, finding the system ineligible on several grounds, the most serious of which was discrimination in the assignment of children to schools. During the summer, staff of the Board and the Department attempted to work out a basis for an acceptable plan.

## Introduction

The plan that was developed by the Board, Access to Excellence: Further Recommendations, was rejected by HEW as inadequate and imprecise. HEW referred the Chicago case to the Department of Justice for investigation of a possible violation of the Civil Rights Act of 1964.

In April 1980, the Department of Justice indicated its conclusion that a sufficient case existed to warrant filing suit against the school district, but invited the district to negotiate a settlement. In May, ten new members were appointed to the Board, and one of their first acts was the creation of a Committee on Student Desegregation. During the summer, negotiations ensued between the Board and Justice. The results of this effort became embodied in a Consent Decree entered in the United States District Court for the Northern District of Illinois on September 24, 1980.

The Consent Decree acknowledges the existence of substantial racial isolation of the schools but sets aside the issue of responsibility. The Board affirms a belief that "racial isolation is educationally disadvantageous to all students" and commits itself to developing and implementing a "systemwide plan to remedy the present effects of past segregation of Black and Hispanic students."

This plan is to have two major objectives, as set forth in the decree. The first is the creation of "the greatest practicable number of stably desegregated schools, considering all the circumstances in Chicago." (Section 2.1) The plan need not have any particular definition of desegregation and may draw from a broad range of techniques in order to accomplish the objective of as much desegregation as practicable.

## Introduction

The second part of the plan called for is to "provide educational and related programs for any Black or Hispanic schools remaining segregated" in order to correct the educational disadvantages of past or continuing racial isolation. The Consent Decree recognizes that many schools in Chicago will likely remain racially isolated and therefore commits the district to undertake a comprehensive effort in compensatory activities.

The rationale for this approach lies in the notion that the desegregation of a school system involves much more than the reassignment of students. Too often, desegregation planners have seemed to be concerned only with the movement of students in order to achieve some specified distribution by race and ethnic background. This preoccupation has been matched by a public concern with "busing," as though the question of how a student reached school was more important than what the student received from the school.

Research covering the last thirty years indicates that the physical separation of students by race and ethnic background is almost always accompanied by disparities in the educational services provided to minority and nonminority students, and by significant gaps in the achievement of minority students, particularly those from low-income backgrounds. Stated simply, segregation creates educational deprivation for minority children--black, Hispanic, Asian, and Native American--and also results in attitudinal deprivation for all students.

A desegregation plan must, therefore, address not only the physical desegregation of schools but also the educational desegregation of individual students. The educational disadvantages resulting from past

## Introduction

racial/ethnic isolation--or any such isolation that may have to continue-- must be remedied. The over-riding goal of this plan is to address minority students' educational needs arising from the segregation of the public schools. The method being proposed is through improving achievement in all schools, with particular emphasis on those schools with the greatest needs and attended by children who have been the most disadvantaged.

One of the most critical issues in an effort to raise achievement levels is how the curriculum of a school system is defined, structured, organized, managed, taught, tested, and evaluated. Other important factors include the caliber of the school administration, the levels of expectations that teachers set for their students and that principals set for their teachers, the climate of behavior in the school, the physical condition of the facility, and the use of test results to improve instruction.

These factors are addressed in the development of this plan. In addition, attention is given to the enlargement of educational choices provided to students. Enrichment of curriculum and the creation of alternative modes of instruction enable parents and children to select schools that better meet individual needs.

This report sets forth the proposed desegregation plan for the Chicago public schools. In keeping with the Consent Decree, it addresses both the matter of pupil assignment and the area of educational components.

In the discussion of each component, the report presents first a rationale, followed by a description of the current status in the Chicago public schools, and finally, a set of recommendations for each component.

EDUCATIONAL COMPONENTS

Curriculum and Instruction, Elementary Schools

all-Black schools was unavoidable in St. Louis, educational components have been required by the courts. <sup>\*</sup>/ Educational components are also an important element of the desegregation plans in Boston, Cleveland, Nashville, Tennessee; and Wilmington, Delaware. <sup>\*\*</sup>/

<sup>\*</sup>/ Adams v. United States, 620 F.2d 1277, 1296-97 (8th Cir. 1980); on remand sub. nom. Liddell v. Board of Education of City of St. Louis, 491 F. Supp. 351, 353 (E.D.Mo. 1980); aff'd. \_\_\_\_\_ F.2d \_\_\_\_\_ (No. 80-1458, 8th Cir., February 13, 1981).

<sup>\*\*</sup>/ Boston: Morgan v. Kerrigan, 401 F.Supp. 216, 235 (D. Mass. 1975), aff'd. 530 F.2d 401 (1st Cir. 1975).

Cleveland: Reed v. Rhodes, 455 F.Supp. 569, 597-600 (N.D. Ohio 1978), aff'd 607 F.2d 737 (6th Cir. 1979).

Wilmington, Delaware: Evants v. Buchanan, 447 F.Supp. 982, 1014-17 (D. Del. 1978), aff'd. 582 F.2d 750, 768-73 (3d Cir. 1978);

Nashville, Tennessee: Kelley v. Metropolitan City Board of Education, 492 F.Supp. 167, 190-91 (M.D. Tenn. 1980).



## Curriculum and Instruction, Elementary Schools

The curriculum of a desegregating school district and the manner in which that curriculum is implemented are of prime importance in the effort to alleviate the effects of past discrimination and to ensure equity in the future. This section addresses several aspects of the development and delivery of a curriculum designed to ensure equity of achievement for all Chicago public school children.

The recommendations offered are based on two major assumptions, both derived from a substantial body of research conducted during the last ten years. The first assumption is that all children can learn, regardless of race, ethnic background, family income, social status, or any of the other non-school variables often used to "explain" the failure of many students to learn even the minimal skills necessary for successful adult life.

The second assumption is that there are inequalities in the teaching, testing, and treatment of majority and minority students, particularly minority children from poor families. These inequalities are not necessarily attributable to official action or inaction--they may, in fact, be contrary to the stated policies of the school system--but they do exist in most of the nation's major urban areas and in Chicago as well.

Curricular programs in support of a desegregation effort may vary, depending on the needs of particular groups of students. Elimination of systemwide curriculum disparities, which tend to fall in patterns adverse to black and Hispanic students, should be a primary goal of educational desegregation. Students who were previously in racially isolated schools but who are now enrolled in desegregated schools may have special needs which are different from those of students who have been attending stably integrated schools. Other groups of students may also have particular needs requiring intervention strategies.

## Curriculum and Instruction, Elementary Schools

In Chicago, an additional stimulus for the development and implementation of such programmatic intervention strategies is found in Section 2.2 of the Consent Decree, which states:

In order to insure participation by all students in a system-wide remedy and to alleviate the effects of both past and ongoing segregation, the plan shall provide educational and related programs for any Black and Hispanic schools remaining segregated.

Although this instruction does not specify or imply either the nature or comprehensiveness required of those programs, a considerable body of research provides guidelines by which the final product can be developed and judged as an adequate "remedial" or "compensatory" (legally compensating) response.

Finally, the overriding objective for the curriculum component in a desegregating school system must be the achievement of high academic standards at each stage of educational progress by all students, regardless of race, national origin, family background, or other non-school considerations. In order to achieve this goal, ensuring competency and accountability of instructional and administrative staff is essential, and therefore must be taken into account in both curricular and staff development interventions.

### CURRENT STATUS

Although the Chicago public school system officially mandates a single elementary curriculum, the delivery of that curriculum is characterized by a wide variety in teaching methods, choice of textbooks and other materials, general school climate, and achievement outcomes.

According to the official policy of the Chicago public schools, the reading and math curriculums are implemented through the Continuous Progress/Mastery Learning (CP/ML) organizational model.

## Curriculum and Instruction, Elementary Schools

The Continuous Progress organizational model has been imperfectly and irregularly implemented throughout the system. In some schools, Continuous Progress has been extensively implemented, while other schools are characterized by partial implementation. In still other schools, the Continuous Progress model has been largely ignored.

Parents, teachers, and outside observers have raised questions about the Continuous Progress method of organization. Parents may find the structure and the reporting system attached to it difficult to understand. The use of levels organized into cycles, with students being identified by age cycles, can lead to confusion. The report cards have been criticized on the grounds that the information provided may be misleading.

Outside observers have questioned whether the time-based standard for achievement attached to the Continuous Progress organizational model operates in a way that is conducive to optimal educational progress for all students. In relation to age-(time)-based national achievement norms, students may be actually "failing" and yet be seen as making progress "at their own rates."

Teachers working with the Continuous Progress model may do so within a framework of limited expectations for certain groups of students, particularly those from poor and minority backgrounds. Other teachers, trained and experienced in traditional graded structures, may resist the Continuous Progress model because they find it more complex than other organizational systems.

Mastery Learning, the second half of Chicago's CP/ML program, identifies an instructional strategy. Although mandated as part of the CP/ML design, Mastery Learning appears to be even less uniformly applied throughout the system than the Continuous Progress model.

## Curriculum and Instruction, Elementary Schools

The use of Continuous Progress/Mastery Learning in Chicago schools has not been accompanied by the kind of inservice training needed to ensure effective implementation. Any criticisms of this method and its implementation must be seen from this perspective.

Although Mastery Learning may involve the use of large group and small group strategies for instruction, much of the testing and teaching must be carried forward on an individualized basis. To the extent that Mastery Learning requires individualized instruction, certain problems may be associated with its use. Among limitations noted in the literature, with respect to individualized instruction, are the following:

1. Different levels of expectations are held for, and conveyed to, different students.
2. Teachers are called upon to spend considerable time in record keeping, material preparation, and the development of individual instruction plans.
3. Classroom management problems are exacerbated when large proportions of teacher time must be spent in managing individualized testing and detailed record-keeping.

As noted earlier, although Mastery Learning is mandated for reading and math in the Chicago public schools, other instructional strategies are also used throughout the system.

Whatever organizational structures and instructional strategies may be operative in Chicago schools, the evidence is overwhelming that there are significant disparities in rates of achievement between predominantly nonminority and predominantly minority schools. Intervention strategies must be undertaken to address these inequities and to provide for the delivery of quality education to all Chicago children. The reassignment of students to new schools may have the effect of placing these disparities

## Curriculum and Instruction, Elementary Schools

within individual schools, resulting in possible resegregation of students within the schools unless some curricular and instructional initiatives are taken.

Large numbers of Chicago public schools will remain black or Hispanic segregated schools, even after implementation of all pupil reassignment recommendations. Many of these schools are likely to be characterized by patterns of low achievement scores in reading and mathematics. Students in these schools have experienced the educational disadvantages of racial and ethnic isolation, and they will continue to be educated in isolation from other races and ethnic groups. It is incumbent upon the school system to make special efforts to improve the achievement of these students.

If the achievement scores of the Chicago elementary schools on the standardized Iowa Tests of Basic Skills (ITBS) are ranked in order from highest to lowest, the schools have, in effect, also been ranked according to race and socioeconomic status. The existence of this direct correlation between achievement and racial and SES characteristics of schools is indicative of serious problems relating to school management and organization, teacher and administrator expectations, school climate, student monitoring, and physical condition of the building.

The failure of entire schools of students to achieve at rates approximating citywide or national norms cannot be attributed to such non-school characteristics as race or ethnic background, poverty, family instability, or any of the other factors often identified as the reasons why students "can't learn." The existence of schools having all these characteristics and still succeeding in teaching the students is highly suggestive that these variables do not determine success. Several such schools exist in Chicago.

## Curriculum and Instruction, Elementary Schools

The special efforts required by Section 2.2 of the Consent Decree should be in addition to any programs now in place. These new efforts should not repeat the deficiencies of existing "compensatory" programs such as ESEA Title I.

The Chicago Board of Education is currently expending approximately \$60 million in ESEA Title I funding for programs of academic remediation. There also are other supplementary remedial programs, most of which are targeted on significantly underachieving students in schools located in areas with a high degree of poverty. Remedial programs tend to develop--formally or informally--a separate curriculum with lower standards of expectations for students. The heavy use of pull-out models, particularly when there may be a lack of close cooperation between the classroom teacher and the special program teacher, tends to create confusion in the instructional sequence.

In these programs, Chicago teachers use some 25 different remedial reading methods. Although evaluation procedures are in place with respect to the relative merits of these programs, the evaluation data are not being used to fullest potential in determining which programs are most effective in overcoming the learning deficiencies of the target students.

Further, Chicago's ESEA Title I program has established extremely modest learning objectives. Students are not required to catch up, nor are they required to gain one month in reading or math for one month spent in the program. Thus, the Title I program can be "successful" even though the participating students continue to fall farther and farther behind. Additionally, the Chicago Board of Education must develop consistent budgetary and programmatic guidelines for allocation of "State Title I" monies that are supportive of desegregation efforts.

Curriculum and Instruction, Elementary Schools

RECOMMENDATIONS

SYSTEMWIDE

1. Adopt a policy establishing achievement of high academic standards as the priority objective of the Chicago public schools, including a concise statement of the educational outcomes to be attained by every student, correlated to a time line reflecting normal rates of achievement.
2. Conduct an in-depth assessment of the Continuous Progress model, to be undertaken by a task force composed of staff members and outside specialists appointed by the General Superintendent of Schools, to determine:
  - a. whether the Continuous Progress model can be modified or more effectively implemented to deliver more equitable rates of achievement to all children; or
  - b. if not, what organizational method should replace it.
3. If Continuous Progress is maintained as a method of organization in the elementary schools for the academic year 1981-82, make adequate provisions for support staff, staff development, and a stronger mechanism for monitoring.
4. Acknowledge the use of a repertoire of methods of instruction, including Mastery Learning.
  - a. Assign responsibility to individual schools for determining the instructional strategies to be used at school sites.

## Curriculum and Instruction, Elementary Schools

5. Establish a centrally initiated and coordinated program of elementary school staff development focused on:
  - a. Mastery Learning as an instructional strategy
  - b. other instructional strategies
  - c. building-focused instructional strategies.
6. Establish a process for parent orientation and training in order to inform parents fully of the school system's organizational structure, range of instructional strategies, curriculum design and objectives, reporting procedures, and expected educational outcomes for each grade or age cycle.
7. Assess the instructional materials in all schools for evidence of cultural bias. Replace biased materials with materials that are pluralistic in orientation.
8. Establish an evaluative reporting system focusing on achievement trends in all schools, with particular regard to the changes in achievement of those students in the lowest achievement quartile of each school.

### NEWLY DESEGREGATED SCHOOLS

1. Provide a program of extensive staff development for teaching, counseling, and administrative staff in newly desegregated schools. This inservice training should focus on methods of improving instruction, human relations, and parental involvement, so that all schools in the district can be effective for all of the students they serve.



Curriculum and Instruction, Elementary Schools

SCHOOLS REMAINING RACIALLY ISOLATED

1. Establish, in accordance with Section 2.2 of the Consent Decree, a Board policy/resolution recognizing the need to focus priority attention on schools remaining racially isolated and academically deficient.
2. Establish in each district an Instructional Improvement Team reporting to the district superintendent and consisting of specialists as determined by the needs of the district. Team members would have responsibility for assessing and addressing the instructional and learning environment needs of the schools.
  - a. The number of staff on each district team would be determined by district needs; each district would have at least three persons on the team.
  - b. Districts having a significant population of limited-English speaking students would have their Instructional Improvement Teams supplemented by a bilingual education specialist.

SPECIALLY TARGETED SCHOOLS

1. Select the maximum feasible number of black or Hispanic isolated schools in which to implement a strong instructional intervention strategy.
  - a. Such schools would be identified on the basis of several variables, including trends of achievement scores in reading and math, student mobility, attendance and suspension rates, SES characteristics, and others.\*

\*Tentative list of possible target schools for 1981-82 is presented in Appendix A.

## Curriculum and Instruction, Elementary Schools

- b. Identify the final list of target schools and establish a timetable for implementation of specific intervention activities prior to September, 1981.
2. Implement an instructional strategy based on a modification of the "Effective Schools" design. (This design, used in New York City, Milwaukee, and other urban areas, is based on research on "school effects" and focuses on improving instruction through strengthening whichever school characteristics judged to be of critical importance are found to be deficient.) Among the key factors identified through research are the following:
  - a. leadership
  - b. instructional emphasis
  - c. school climate
  - d. teacher and principal expectations
  - e. use of achievement test results
  - f. parent/citizen involvement
3. Conduct an on-site needs assessment in order to identify the particular strengths and weaknesses of each school, considering the factors listed above, and then develop school plans tailored to meet individual needs, as revealed by the assessment process.

### ESEA AND STATE TITLE I: PROGRAMS OF ACADEMIC REMEDIATION

1. Coordinate the learning objectives and instructional activities of the regular classrooms and the remedial program; reduce reliance on the use of pull-out programs, except when pull-outs are specifically targeted to skill development for short periods of time.
2. Establish a study committee, in cooperation with the Illinois Board of Education staff and the United States Department of Education, to

## Curriculum and Instruction, Elementary Schools

determine the impact of desegregation in Chicago on the allocation of resources to students eligible for ESEA Title I remedial programs, and/or State Title I (Illinois School Code Section 18-8.9 (h)) monies; and to formulate recommendations to ensure that all designated resources are used for the benefit of these students.

3. Assess existing and proposed ESEA Title I and state-funded reading math programs and other activities to identify those most effective to be recommended for use in this school system.

### STAFF DEVELOPMENT

1. Provide inservice training appropriate for the successful implementation of this aspect of the desegregation effort, such training to be coordinated with the activities described in the Staff Development section of this report.
2. Establish a Task Force to identify mechanisms and standards for improved faculty evaluation and accountability, with a report due to the Superintendent on or before December 1, 1981, and implementation of the new provisions as soon thereafter as is practicable.

CURRICULUM AND INSTRUCTION  
High Schools

RATIONALE

School environment and curricular and instructional procedures are of critical importance in a desegregation effort. These factors are particularly important at the high school level. While a tranquil, orderly, and business-like climate is no guarantee of maximum student achievement, the opposite is almost certain to ensure that minimal learning takes place. The administration and the educational and support staff have, as a primary responsibility, the establishment of a school environment that is conducive to learning. Curricular and instructional procedures must also be developed which are effective and administered in a nondiscriminatory manner so that all racial and ethnic groups may benefit from the educational experience provided.

Course offerings and course content in the basic subjects--English, mathematics, social studies, and science--must all be examined to determine whether there is parity among the various high schools in the district in terms of courses available and required. Students ought to be able to transfer from one school to another and find the level of curricular offerings relatively equal. All students should have access to college preparatory courses as well as vocational training and specialized courses such as those provided in magnets or other alternative schools.

A second consideration with respect to curriculum involves the necessity to present materials free from cultural bias and which reflect a multicultural perspective. History courses, for example, which ignore the contributions of racial and ethnic groups are antithetical to the successful

## Curriculum and Instruction, High Schools

### RECOMMENDATIONS

1. Conduct a comparative analysis of high school curricular offerings, the analysis to be used in district efforts to maximize curriculum parity, program accessibility, and consistency in the range of courses offered.
2. Conduct a further comparative analysis of the high schools focusing on such factors as rate of attendance, SES data, drop-out rates, standardized test scores, and post-secondary school attendance in order to assess the relationship of these factors to student achievement patterns.
3. Assess the instructional material in all schools for evidence of cultural bias. Replace biased materials with materials that are pluralistic in orientation.
4. Examine the general school climate to ensure that it reflects a commitment to desegregation in a framework of parity and cultural awareness.
5. Evaluate the appropriateness, accuracy, and usefulness of the Chicago public school criterion-referenced program of assessment for evaluating pupil progress.
6. Provide staff development for high school teachers in the principles of effective classroom instruction, to include such factors as teacher expectations, classroom management, human relations, sequential organization of learning and correlation with testing, and other principles.

Curriculum and Instruction, High Schools

7. Provide special training in school management, with particular emphasis on discipline, security, and school climate, for high school principals, assistant principals, and counselors and other ancillary staff.
8. Design and place in desegregating high schools an orientation program for both new and old students and parents to occur during both pre-implementation and implementation phases of the desegregation plan.
9. Provide inservice training in the teaching of reading for teachers at the high school level.

## MAGNET SCHOOLS

### RATIONALE

Magnet schools are designed to attract students to a particular environment featuring special programmatic, organizational, or instructional offerings. Magnets are, in essence, a method of concentrating resources, personnel, and students to achieve a desired educational goal that cannot be achieved in a regular school setting.

Because magnet schools may draw students from a broad area, even city-wide, they can make an important contribution to a desegregation effort through the imposition of requirements for a racially and ethnically balanced student population. This is an attractive technique in a desegregation effort inasmuch as participation is voluntary and students and parents believe that a superior quality education is provided.

Experience around the country indicates that magnets, when used as the sole or primary technique for achieving desegregation, have a very limited impact. In order for voluntary techniques like magnet schools to have a significant effect on a total desegregation effort, the overall plan must incorporate pupil reassignment in some manner.

In a desegregation plan with mandatory provisions, magnet schools can be extremely valuable in addressing both pupil reassignment and educational reform. Magnet schools represent a choice for parents and students, an alternative to reassignment, and an option for educational experiences structured within a particular programmatic, organizational, or instructional framework.

## Magnet Schools

### CURRENT STATUS

The Chicago public schools currently operate a variety of magnet schools and magnet programs within schools, in the sense that a "magnet" is a school or program that offers students an alternative to the regular educational program, and is open to students on a citywide or area-wide basis. These programs may be summarized thus:

- . 15 magnet elementary schools enrolling all students full-time in the magnet offering
- . 5 capital development board magnet elementary schools enrolling students from both inside and outside a local attendance area
- . 3 magnet high schools drawing all students citywide
- . 6 kinds of magnet high schools programs, located in 7 different schools
- . 29 magnet elementary program sites, enrolling students for particular program offerings, along with regular program students drawn from the local attendance area

As these figures indicate, the Chicago public school system has a variety of magnet schools and magnet programs in regular schools, both elementary and secondary. Other features also vary: entrance criteria, drawing areas, program designs, and extent of student participation. In short, there is a lack of consistency among the magnet schools, programs, and activities. The sole common characteristic of those schools and programs presently labeled "magnet" is that some of the students come from outside what would normally be considered the school's attendance area.



There is also some confusion in terminology applied to this type of educational offering. Some schools are referred to as "program options" although the exact implications of that term are not clear. There is a need to use terms with more precision and to bring some degree of uniformity to the magnet offerings of the school system.

It is also important to consider the possible merits of some of the criticisms leveled against magnet schools. Both in Chicago and elsewhere, magnets have been criticized for "skimming" the best students, the best teachers, and a disproportionate share of resources. Another common criticism is that magnets fail to address the needs of educationally disadvantaged children from low SES backgrounds.

There is a need to expand educational alternatives for children who have been, and will continue to be, in racially isolated schools. The implementation of the magnet school concept can help to meet the need.

The following recommendations propose three types of schools under the general term of "magnets":

1. Magnet schools as described by uniform guidelines
2. Special program options that serve a part of a school's population along with a regular instructional program
3. Community Academies located in racially isolated areas and designed to serve the educational needs of children from those areas

Magnet Schools

RECOMMENDATIONS

GENERAL

1. Adopt the following guidelines to which all existing and new regular magnet schools will conform:
  - a. Entrance criteria are limited to those actually required by the nature of the program.
  - b. Attendance area is established on a city-wide or multi-district basis.
  - c. Attendance is required on a full-time, full-year basis.
  - d. The magnet school is identified as the home school of students enrolled.
  - e. Programs and racial compositions are established consistent with desegregation standards of the system.
  - f. Educational offerings are consistent from one unit to another as regards entrance criteria and organizational or curricular design.
  - g. Staff members for magnet schools are selected by the person or persons responsible for the implementation of the program, and are exempted from displacement on the basis of seniority.

CURRENT PROGRAMS

1. Continue for 1981-82 all existing magnet schools currently in operation and make any necessary modifications to conform to the uniform guidelines set forth above.\*

\*Recommendation to continue programs does not indicate Board approval of current programs, locations, or racial enrollments.

## Magnet Schools

2. Assess existing special programs offered to students from outside the established attendance area in terms of desegregation and educational outcomes; establish uniform guidelines for these special programs and modify existing programs to conform to these guidelines.

### NEW PROGRAMS

1. Begin planning five to seven elementary Community Academies to be opened as soon as practicable in predominantly black or Hispanic areas.
2. Begin planning two new magnet high schools to be opened as soon as practicable in predominantly black or Hispanic areas.
3. Begin planning up to six new magnet schools, in conformity with the uniform guidelines, to be opened as soon as practicable.

### ASSESSMENT AND EVALUATION

1. Continue to address both the assessment and possible modification of current magnet schools, including their location and programs, and the feasibility of establishing new magnets, with respect to:
  - a. strengthening current stably desegregated schools
  - b. enhancing student desegregation
  - c. educational outcomes
  - d. range of offerings
  - e. attitudinal effects among students, staff, and parents
  - f. impact on the non-magnet schools
  - g. cost effectiveness
  - h. criticisms that magnets draw off the best students and teachers

## Magnet Schools

2. Establish a special study group, composed of district staff and outside specialists selected by the General Superintendent of Schools to conduct an in-depth evaluation of magnet schools and programs.

## STAFF DEVELOPMENT

1. Provide inservice training appropriate for the successful implementation of this aspect of the desegregation effort, such training to be coordinated with the activities described in the Staff Development section of this report.

## VOCATIONAL AND TECHNICAL HIGH SCHOOLS

### RATIONALE

Vocational and technical schools provide specialized programs that train students in job-entry level skills and competencies ranging from para- to pre-professional entry requirements for a specified vocational, career, business, or professional endeavor. Such schools also offer courses required for a diploma and for entry into higher education or advanced technical training. Thus, they provide an alternative to the general high school curriculum. If the needs of all of the students in a system as large as Chicago are to be met, it is necessary to provide the diversity of programs that such schools offer.

### CURRENT STATUS

There are ten vocational high schools in Chicago: Chicago, Cregier, Dunbar, Flower, Jones, Near North, Prosser, Richards, Simeon, and Westinghouse. The smallest, Cregier, enrolls 692 students, and the largest, Chicago, enrolls 4,012 students. Altogether, these ten vocational high schools enroll 15,706 students, or about 13 percent of all high school students.

The vocational high schools prepare students for entry level employment in home economics, industry, and health and business occupations. Students desiring admission to all vocational schools (except Cregier, which serves overage underachievers) must read at the ninth grade level or higher. The schools draw their students on a regional basis, and draw about 3 percent of all white high school students, 5 percent of all Hispanic

## Vocational and Technical High Schools

high school students, and about 19 percent of all black high school students.

Eighty-eight percent of the students at the vocational high schools are black, 6 percent are white, and 5 percent are Hispanic. Six of the ten vocational high schools are more than 95 percent black in their enrollment. There are no white students at four schools, and no Hispanic students at three schools. The use of these schools ranges from a low of 68 percent of capacity at Flower to a high of 137 percent at Simeon, with average use at 103 percent.

The courses offered at these schools are diverse, and the number of courses offered varies with the size of the school. With the exception of Jones, which enrolls only students in grades 11 and 12, all of the vocational schools offer basic English, math, science, and history courses, and none offers foreign language courses. The variety of other courses offered at the ten schools is extensive and includes typing, accounting, bookkeeping, data processing, shorthand, drafting, machine shop, graphic arts, electronics, auto body, auto mechanics, sheet metal, and welding.

There are two technical high schools in Chicago: Lane and Lindblom. Students desiring admission to these schools must have above-average reading and math scores, and all students must take four years of math and science courses if they are admitted. Because there are so many applicants for admission, students are selected by lottery for attendance. The purpose of these schools is to prepare students for post-secondary training in the professional side of a career.

Together, the two technical high schools enroll 7,005 students, or about 6 percent of all high school students. They draw about 10 percent of white high school students, 4 percent of black high school students,

## Vocational and Technical High Schools

3 percent of Hispanic high school students, and 24 percent of Asian high school students. Overall, 40 percent of the students attending technical schools are white, 42 percent are black, 8 percent are Hispanic, and 10 percent are Asian. Lane is a desegregated school while Lindblom is predominantly black. Lane is at 88 percent of capacity, and Lindblom is over capacity at 114 percent.

The courses offered at these schools include a wide variety of English, math, science, history, and foreign language courses. Also offered are courses in drafting, art, music, machine shop, auto shop, graphic arts, and computer programming.

Because the exploration of careers is a vital aspect of any student's education, and because entry-level skills are important to graduating students, the Department of Vocational and Career Education Program Development has developed a proposal on maximizing student participation in training level programs. Recognizing that it is not economically feasible to furnish the needed specialists and equipment at each and every school, the department has, in its proposal, focused on streamlining and centralizing vocational programs so that all students can gain maximum benefit from the programs.

## Vocational and Technical High Schools

### RECOMMENDATIONS

1. Examine the feasibility of reducing over-use and under-use of some vocational high schools.
2. Develop strategies to desegregate vocational high schools that are over 95 percent black.
3. Explore the feasibility of opening one or two more technical high schools with the same high quality of personnel and resources that are present at the two existing technical high schools. Current indications are that a sufficient pool of students exists for using additional schools at or near capacity.
4. Use part-time programs whenever economically and otherwise feasible.
5. Pursue the adoption and implementation of "A City-Wide Vocational Education Plan to Maximize Student Participation in Training Level Programs." As suggested in this proposal, use strategic site locations for particular programs offered in vocational schools.
6. Develop strategies to ensure substantially increased desegregation of the Washburne Trade School.
7. Assess curriculum and equipment of all vocational high schools to determine the compatibility with current entry level job requirements and currently used equipment.



## SPECIAL EDUCATION AND TESTING

### RATIONALE

The question of how best to serve students described as having emotional and intellectual developmental problems has generated controversy over the years. Previous practice was to isolate or segregate special education students from regular classroom participation. Recently, however, educators have increasingly moved toward incorporating special education students into normal classrooms or other educational settings. The movement to place students in the "least restrictive environment" compatible with their educational and emotional growth has also received substantial legal reinforcement--though not necessarily equivalent dollar resources--with the passage of Public Law 94-142 and similar statutes in several states.

The passage of this law, with its provisions for mainstreaming, non-discriminatory assessment, parental involvement, and individualized instruction, provided a basis for hope for educational reform measures affecting the exceptional child. Public Law 94-142 generated high expectations of redress for the thousands of children, mostly black and Hispanic, who had been erroneously labeled as "handicapped." Although these children may have encountered difficulties in meeting the demands of school life, they often demonstrate intelligence and ability as they function in the non-school areas of their lives. The removal of inappropriately labeled students from the ranks of those who were actually handicapped could be advantageous to both groups.

## Special Education and Testing

In school systems undergoing desegregation, the placement of students designated as being in need of special education services has come under scrutiny and evaluation. Systems judged to be segregated have tended to have black and Hispanic students over-represented, isolated, and segregated in special education or similar classes. Racial segregation and over-representation are also seen by many as further evidence of a broader pattern of racially motivated or biased treatment of blacks and other minorities. Accordingly, such practices are being increasingly challenged with respect to both educational efficacy and intent.

This discussion is not meant to suggest that the needs of all children can be met in a normal classroom setting. What is being called into question is whether some students may have been erroneously classified and misplaced in special education classes, while others who need these services may have been neglected.

As school systems, motivated by desegregation requirements, re-examine their programs, practices, and policies, special education is one area where precise scrutiny is required. Such examination should ensure that educational equity is not limited to questions of where students attend school, but also should include consideration of the mechanisms by which students come to be identified and placed. The assignment of students to settings other than regular classrooms should not be seen as a signal that they cannot learn.

A well-designed program operating under clearly defined guidelines can result in a fully integrated special education offering where segregated classrooms and facilities are at a minimum and where mislabeling is virtually nonexistent.

CURRENT STATUS

Numerous policy and procedural manuals, reports, records, and correspondence were reviewed and analyzed in order to identify areas needing attention in the Chicago public schools. Group data on the distribution and characteristics of the special education student population were also examined.

Overall, about 66 percent of the students in special education programs are black, 11 percent are Hispanic, and 21 percent are white. The percentage of students in individual special education programs (for instance, behavior disorder, deaf, speech impaired), however, varies considerably by race. In particular, there is a disproportionate percentage of black students in programs for the Educable Mentally Handicapped (EMH). Of the 10,692 students currently involved in the EMH program, 81.5 percent are black. Such a condition suggests potential bias in testing, assessment, and placement policies or their implementation. Assessment should not result in disproportionate numbers of minority students being placed in special education classes, where they often continue throughout their school careers.

Public Law 94-142 poses an additional dilemma by requiring that a child be certified as handicapped and as in need of special education services before those services can be provided. The law also requires the use of nondiscriminatory assessment procedures in the evaluation and placement of handicapped students. When nondiscriminatory assessment procedures are used, many children, particularly minorities who were previously labeled handicapped, will no longer be so categorized. Nonetheless, it is

## Special Education and Testing

likely that students previously labeled as handicapped will require supplementary programs to meet their educational needs as they are returned to regular classrooms. Experience in other districts indicates that as many as 60 percent of the minority children labeled as handicapped are not handicapped under the legal definitions when racially and culturally nondiscriminatory procedures are used.

The following recommendations are based on an examination of the EMH program and were developed with reference to the policies and procedures set forth in Public Law 94-142. The recommendations are grouped by general area of concern for purposes of clarity. The reader should be aware, however, that the recommendations respond to twelve distinct components of the EMH assessment, referral, and placement process in Chicago public schools, to specific requirements of state and federal guidelines, and to Chicago Board policy. These twelve areas are:

1. Adaptive Behavioral Assessment
2. Referral Process
3. Least Restrictive Environment
4. Socio-Cultural Background Information
5. Health History and Assessment
6. Informed Consent
7. Parental Involvement in Assessment
8. Nondiscriminatory Assessment
9. Intellectual Assessment
10. Bilingual Assessment
11. Monitoring and Annual Reporting
12. Staff Development

## Special Education and Testing

Time constraints and insufficient information precluded examination of the full spectrum of special educational programs and services. Although recommendations are focused on EMH, approval of procedures and practices in other areas of special education is not implied. (See recommendation for additional study.)

Further, the general guidelines recommended to ensure nondiscriminatory and more accurate and appropriate assessment procedures can and should be applied to other Special Education programs as appropriate.

Finally, time did not permit analysis of the system's procedures and policies governing the overall testing and evaluation of students. The general review that was undertaken, however, provided sufficient indication of areas that could be strengthened to warrant the suggestion for an in-depth review and assessment of those practices.

## Special Education and Testing

### RECOMMENDATIONS

Reaffirm and specify Board policy that no students will lose access to Special Education services as a result of implementation of desegregation recommendations.

Establish a program to ensure accurate, non-discriminatory assessment procedures for the EMH program, and as appropriate for other Special Education categories, including consideration of the special needs of limited English-fluent students, consistent with the following guidelines:

### ASSESSMENT PROCEDURES

1. Reassess students in special education programs, using a scale of Adaptive Behavior (see recommendation 2) or another standardized instrument with independently validated local norms.
2. Gather information on adaptive behavior in assessing all handicapping conditions except those expressly excluded in the Federal and Illinois guidelines. The adaptive behavior scale selected should have the following characteristics:
  - a. Uses information by direct observations or from parent or guardian
  - b. Uses a scale which has internal, external, and normative validity for the purposes for which it is being used
  - c. Has been standardized for the population on which it is being used
3. Gather sociocultural background information.
  - a. Adopt systematic procedures for collecting information on the sociocultural environment in which the student is being reared.

Special Education and Testing

- b. Require assessment personnel to take sociocultural background factors into account in interpreting any measures of adaptive behavior.
4. Provide for assessment of health history.
- a. Give all children referred for assessment screening tests for vision (both near and far) and for hearing, using standardized audiometric techniques.
  - b. Give all children referred for assessment screening tests for motor coordination or dexterity, such tests to include visual-motor coordination, fine motor sequencing, equilibrium, ambulation, and gross motor coordination.
  - c. Interview parents to collect systematic health data in order to determine whether the child's present academic or behavioral difficulties may be related to health impairment.
5. Develop data-based techniques equivalent to those used with English-speaking children for use in measuring educational and psychological characteristics of children with limited-English proficiency.
6. Clarify and define precisely the terms and criteria used in the descriptions of nondiscriminatory assessment procedures and instruments.

## Special Education and Testing

7. Discontinue the use of standard individual tests of intelligence as the sole or primary source of information in the special education screening and evaluation of black and Hispanic children.
8. Move immediately in the assessment process toward the use of such measures as criterion-referenced, rather than norm-referenced, tests calibrated to specific curriculum and to performance in specific academic areas.

### REFERRAL PROCEDURES

Establish a program to ensure accurate, non-discriminatory referral procedures for the EMH program, and as appropriate for other Special Education categories, consistent with the following guidelines:

1. Strengthen the use of alternative educational strategies in the regular classroom before recommending referral of students for placement in special education classrooms.
2. Accept referral for placement of any student in a special education program only after at least three alternative strategies have been used unsuccessfully to accommodate the child's learning problems in the regular classroom setting.
3. Establish informed consent guidelines.
  - a. Establish a system of procedural safeguards to ensure that consent is informed consent.
  - b. Encourage parents to be accompanied or represented by an individual of their choice who is qualified to understand and explain placement procedures and recommendations.



## Special Education and Testing

4. Involve parents in the assessment process.
  - a. Require that in all cases needing a comprehensive case study, a parent or parent surrogate of the child will be interviewed by a trained interviewer.
  - b. Ensure that the interview includes scorable, systematic, standardized information to include the following: the child's health history and adaptive behavior in the family and community, and the socio-cultural and linguistic characteristics of the family background.
  - c. Ensure that the parent or parent surrogate will be fully informed of the nature of the evaluation procedures, the nature of the program for which the student is being assessed, and the family's rights under the law.
  - d. Require that the staff conference be preceded by the parent interview; information gathered in the parent interview should be used at the staff conference in making educational decisions, and the staff conference may not be substituted for the parent interview.

### MONITORING AND ANNUAL REPORTING

1. Establish a system to monitor, on an annual basis, the rate of student placements, by ethnic groups, into special education programs.

### STAFF DEVELOPMENT

1. Establish a required program of staff development for all personnel, including administrators and principals, responsible for the education

## Special Education and Testing

of handicapped students. Staff development should include the following topics:

- a. principles of psychometric and edumetric testing
- b. principles of test construction (including issues of validity and cultural bias)
- c. principles of nondiscriminatory assessment
- d. courses that lead to behavioral competencies in and knowledge of the cultures of the children being served
- e. courses that lead to an understanding of the different learning and cognitive styles employed by children
- f. preparation of individualized educational programs
- g. preparation for implementation of mainstreaming.

### ADDITIONAL STUDY AND REVIEW

1. Establish a committee of district staff and local and national specialists to conduct an in-depth review of the screening, testing, placement, and mainstreaming procedures and practices in the Chicago public schools, with particular focus on the development of staff capabilities in this area.
2. Authorize the committee to examine the state of the art of nondiscriminatory assessment procedures and make recommendations as to the effectiveness of these approaches.

Special Education and Testing

3. Establish a second Task Force composed of both staff and outside consultants to undertake a comprehensive review of the system's student testing and evaluation procedures, including both citywide and locally administered tests, and the use to which data so collected is put, especially the manner in which it impacts on the development and implementation of the curriculum, and on related aspects of management, funding, personnel selection, and utilization of resources.
  
4. Authorize the initiation of activities by this Task Force, with the Final Report due on July 1, 1981.

## BILINGUAL EDUCATION

### RATIONALE

The Consent Decree calls for the Board to discharge its legal obligations to provide bilingual education. (Section 6) This is interpreted to mean: preserving the gains already made in implementing the bilingual education program, and improving the program and the services it provides to children of limited-English proficiency.

The goals of preservation and improvement involve structured activity by the Board of Education. In addition, because the desegregation process will entail some dislocation and uncertainty, it should also include community participation, a commitment of resources, well-informed participants, and widespread public information. Steps should be taken to ensure that the bilingual program is fully understood and supported by all concerned.

The term bilingual education as herein used refers to programs of instruction for limited-English proficient students; these programs involve the use of both English and the home language in a systematic approach aimed at enhancing students' knowledge of subject matter while they are in the process of learning English.

### CURRENT STATUS

At the present time, there are approximately 35,300 students being served in bilingual programs. Approximately 37,893 students require bilingual services out of 94,184 identifiable non-English language background students. The identification of students in need of bilingual education is a function of the Multilingual Data Form (which includes

## Bilingual Education

the Functional Language Assessment, or the FLA), the Bilingual Information Sheet, and available reading and math test scores from the citywide testing program. Since 1977, only students new to the public schools are assessed through the use of the multi-lingual data form, of which the FLA is a component. Students who have been participating in the bilingual programs (since 1977) are annually assessed through the use of the Bilingual Information sheet and available standardized reading tests. There appears to be a need to streamline the mechanical procedures of assessment. As is true on a national level, there is also a need to collect standardized achievement test data on students' native language performance.

The goal of bilingual education in Chicago schools is to provide limited-English proficient students with the instructional services necessary to ensure effective participation in the educational programs. While there is a system-wide policy statement concerning bilingual education program goals, there is a need for revision and dissemination of the 1979 handbook concerning guidelines and procedures for the implementation of bilingual programs.

Efforts to standardize Chicago's bilingual curriculum resulted in the development of the Differentiated Curriculum. This instructional design parallels the general program of instruction and was developed as a result of the 1977 agreement with the Office for Civil Rights. Implementation of this design remains problematical. In particular, an evaluation report from the 1979-80 school year indicated that a major problem is in the area of specified time allocations, that is, the implementation of the time allocations in schools with relatively small bilingual pro-

## Bilingual Education

grams. Another problem is that curriculum supplements in languages other than English and Spanish have not been developed, due to human and fiscal constraints. In addition, foreign-published textbooks may not cover the same content as the domestically-published texts, and there appears to be considerable variation from teacher to teacher and from school to school in the delivery of services.

Three curriculum organizational models are currently in use: self-contained, team-teaching, and pull-out. These models, which are a function of the number of target students in a school and the respective staffing allocation, are applied in particular situations. With the multiple combinations possible, numerous variations are used in bilingual programs at the elementary and secondary levels. A comprehensive, system-wide evaluation of bilingual programs is needed to investigate organizational models and educational treatment, in particular as they interact with identified student and teacher variables.

The program monitoring system used for bilingual programs depends extensively on curriculum guides, the Continuous Progress report card, and school principals. Inadequate distribution of guides, non-standardized report cards, and discretionary power of administrators to implement bilingual education may prevent efficient functioning of the monitoring system. While standards for bilingual education exist, more serious attention should be given to appropriate inservice to reduce variability in the application of these standards.

Teachers employed in bilingual programs must have bilingual endorsement indicating second language fluency. Such endorsements are granted to

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candidates who hold standard elementary or high school certificates and have been judged fluent in a second language. Applications for endorsement are completed at the time that initial temporary certification is sought. In addition, applications are accepted from interested parties who are currently teaching in monolingual programs. Examinations have both written and oral components, and success on both sections is necessary for endorsement. Language endorsed teachers are provided with an identification card and their names are placed on personnel reports. In addition, their records are provided to departments of both Personnel and Multilingual Education. A critical shortage of bilingual teachers exists in the current programs; 273 more bilingual teachers are needed. Movement of students as part of the desegregation activities could exacerbate or alleviate this shortage. The district needs to examine present recruiting, hiring, and staffing practices in order to identify bilingual staff and to expedite the hiring of bilingual teachers.

Three areas require immediate and long-range attention in bilingual curriculum planning: a need for consistent and uniform curriculum practices; a need to maintain the overall coordination mechanism for ensuring effective implementation of bilingual policies and curriculum; and a need for management investment to ensure expedient dissemination of materials and to mount an effective monitoring system.

RECOMMENDATIONS

The following recommendations are made in the context of the Board's obligation to ensure that no student lose access to bilingual education services as a result of implementation of desegregation recommendations.

CURRICULUM

1. Provide the same goals and objectives for both regular English fluent and limited-English fluent students.
2. Continue to review and revise the Differentiated Curriculum, including time allocation, organization model, staffing, and criteria for entry and exit.
3. Review and revise various categories of instructional materials:
  - a. Provide curriculum materials for all language groups and TESL (Teaching of English as a Second Language).
  - b. Cross-reference commercially available reading materials to the Chicago Continuous Progress reading skill continuum for Spanish and English.
  - c. Review, evaluate, update, and expand the listing of commercially published textual materials for all language and TESL instruction.
  - d. Provide a list of centrally-approved textbooks for selection by teachers.
  - e. Evaluate and order appropriate library materials.
4. Establish citywide guidelines for the selection of textual materials in languages other than English to ensure articulation of instruction at local sites.



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5. Provide equitable funding for the purchase of native language and TESL materials.

## EVALUATION

1. Expedite assessment procedures by evaluating the Functional Language Assessment (FLA); by streamlining data collection and flow procedures relating to the identification and assessment of target students; and, if necessary, by locating or developing an effective standardized test to assess native language performance.
2. Develop standardized tests for documenting bilingual classroom achievement.
3. Provide timely and relevant data to teachers, principals, and administrators for program implementation, integrating existing data banks, and employing additional staff as necessary.
4. Continue to conduct a longitudinal study to determine the long-range impact of bilingual programs.
5. Continue to conduct ongoing research in bilingual studies including evaluation of program models (especially pull-out) and program effectiveness profiles to isolate relevant variances accounting for program success.

## MONITORING

1. Standardize procedures for both qualitative and quantitative monitoring processes and for the dissemination of monitoring reports.

## Bilingual Education

2. Implement citywide procedures for ensuring corrections of discrepancies (e.g., curriculum materials, report cards, administration of tests), with appropriate accountability provisions.
3. Establish a system of ongoing communication and interaction with funding agencies, working toward role clarification appropriate for such interaction.

### STAFFING

1. Review on a continual basis hiring policies and practices relating to bilingual teachers.
2. Intensify recruitment efforts and report to the General Superintendent and the Board on the progress made in recruiting certified bilingual teachers.

### STAFF DEVELOPMENT

1. Provide inservice training appropriate for the successful implementation of this aspect of the desegregation effort, such training to be coordinated with the activities described in the Staff Development section of this report.

### MOVEMENT OF STUDENTS

1. Ensure full access to school activities for students in bilingual education programs.
2. Provide special services to students in bilingual programs in segregated schools.

## Bilingual Education

3. Do not exclude students in bilingual programs from participation in any optional program or school solely on the basis of limited-English proficiency. Programs created for the purpose of desegregation must contain provisions to ensure full participation of these students.
4. Include options to attract a combination of limited-English proficient students, bilingual students, and English monolingual students into innovative language programs, or other new programs.
5. Establish procedures to ensure instructional continuity for limited-English proficient students affected by changes in student assignment, with particular regard to the number of students at a given site necessary to establish bilingual education programs.

## PARENT INVOLVEMENT

1. Establish procedures and allocate resources to ensure adequate communication with limited English-fluent parents regarding all aspects of bilingual and other programs.

## WITHIN-SCHOOL SEGREGATION

### RATIONALE

Elimination of racially segregated schools was the focus of the Brown decision in 1954 and has been the subject of numerous court cases in the intervening years. In many school systems, however, minority students continue to be racially isolated within schools that, on the surface, appear to be desegregated. Various forms of "tracking" and "ability grouping" have been used or have served to resegregate students within the school building. Classes for "gifted" students, for example, tend to be primarily white, while black and other minority students tend to be channeled into special education, compensatory, remedial, or vocational courses.

Further, many teachers assume that students placed in such courses are not capable of learning very well or very much and they therefore tend to use different materials and teaching methods. This differential treatment results in a self-sustaining pattern of increasingly poor achievement which, in turn, leads to low self-esteem among students enrolled in such courses. Many students assigned to remedial and other special classes remain in them for the rest of their school years and often find themselves unable to meet graduation requirements. If they do manage to graduate, they may find themselves inadequately prepared either to enter the workforce or to pursue additional education or training.

Given these national trends, any plan designed to eliminate or minimize racial isolation of students in a given district must also include provisions to prevent resegregation within schools if the ultimate goal of educational equity is to be achieved.

## Within-School Segregation

### CURRENT STATUS

The data collected at the elementary and high school levels indicated that there were 293 classrooms in 88 elementary schools and 2,021 classrooms in 30 high schools deviating more than 20 percentage points from the racial/ethnic composition of the age cycle, school, or program. The educational justifications submitted by principals for the 293 elementary classrooms included ability grouping, bilingual programs, Program Options programs, special education programs, and classrooms which had been or were to be reorganized. For the 2,021 high school classrooms, the justifications included those listed above and additional considerations related to class characteristics such as being electives, single section, small, or appealing to only one group of students. Other justifications were related to program conflict and computer selection problems.

At the 30 high schools which contained classrooms that deviated by more than 20 percent from the school composition, the number of such classrooms ranged from a low of 3 to a high of 223. Ten high schools exceeded the average (68 classrooms out of compliance per school), and two high schools--Kennedy and Morgan Park--had 43 percent and 46 percent, respectively, of their classrooms out of compliance.

It is not clear that all of the justifications (e.g., electives, single section classes, and program conflict/computer selection) cited by principals comply with ESAA regulations. Through the use of appropriate and well-defined guidelines, it is likely that more classrooms, particularly at the high school level, could be reorganized to come into compliance. In some cases, principals did not seem to be aware of why the

## Within-School Segregation

within-school classroom segregation data was being collected, nor did they seem to be aware of the need to provide racially mixed classes when possible.

In addition to the clarification of appropriate educational justifications, there is a need for policy decisions concerning how classroom reorganization, when called for, is to be accomplished. Current Board policy states that all classes that deviate by more than 20 percent must be educationally justified or reorganized, but there are no guidelines concerning how this is to be done.

## Within-School Segregation

### RECOMMENDATIONS

#### GENERAL

1. Direct special attention to those schools that have an unusually high percentage of classes out of compliance.
2. Initiate an immediate review of practices and procedures used in other systems to respond to the requirement for desegregation within as well as among schools.
3. Provide clear and concise definitions to principals and district staff as to what constitutes acceptable educational justifications for classes out of compliance with the 20 percent standard.
4. Establish uniform criteria and procedures for reorganizing classes found out of compliance without acceptable educational justification.
5. Consider the inclusion of other criteria for "justifications," such as the need for student employment or participation in extra-curricular activities.

#### PREVENTION STRATEGIES

1. Provide inservice training for counselors and others involved in the student selection/placement process so that students are scheduled in a non-discriminatory manner.
2. Record the racial/ethnic identification of each student on the high school student scheduling file, and use such data as one basis for scheduling students.

## Within-School Segregation

3. Identify alternatives and implement procedures to avoid, insofar as possible, the programming of high school classes which deviate by more than 20 percent from the racial/ethnic composition of the school, including provisions for rescheduling classes as well as students.
4. Inform principals and personnel who do the actual scheduling of students' classes of the necessity of maximizing the number of racially integrated classes.
5. Establish desegregation standards for Program Options schools, programs, and courses.

### MONITORING PROCEDURE

1. Identify, on an annual basis, classrooms and programs deviating more than 20 percent from the racial/ethnic composition of the cycle, school, or program; review the educational justifications provided; and promptly correct the composition of classes unjustifiably out of compliance, as provided in the November 19, 1980 Board resolution.



## STUDENT DISCIPLINE

### RATIONALE

Effective and fair disciplinary processes should have the following characteristics:

1. The rights and responsibilities of all persons associated with the schools must be made clear to students, teachers, parents, and administrators.
2. Rules and regulations concerning specific misbehavior and absenteeism must be clarified and disseminated to teachers, students, and parents.
3. Rules must be enforced fairly, firmly, and consistently.
4. The effectiveness of the rules and disciplinary practices must be evaluated in terms of their impact upon improved behavior and attendance.

For any school, whether the student population is racially and economically homogeneous or diverse, the qualities that will make disciplinary practices effective are those listed above.

The purposes of uniform codes of student conduct are to provide guidelines to help ensure a stable learning environment, provide a clear set of regulations governing the behavior of students, establish guidelines for certain infractions, and clarify formal and informal procedures for securing due process rights.

## Student Discipline

While school officials are properly concerned with the general incidence of discipline problems, as well as with the effectiveness and costs of their discipline systems, educational leaders must focus on the factor of possible disproportionality, that is, the relative involvement of minority students in the discipline system and associated sanctions.

### CURRENT STATUS

The application of disciplinary procedures in the Chicago school system is often inequitable and varies according to the district and the racial background of students. There is no single governing tool used as a yardstick in applying uniform standards of discipline system-wide. In the absence of a common code, principals can use discretionary power in a way that may not be equitable or just.

Suspension of students is generally used as a form of punishment in the Chicago public schools and in most school systems across the nation. Suspensions interrupt the educational process, deprive students of an education, and cost the system revenue because of lost days in attendance. Consequently, creative leadership must be used by the schools to seek alternatives to suspension in dealing with discipline problems. A substantial number of student suspensions in Chicago fall into non-serious categories such as truancy or tardiness. The district has several alternative programs in operation but, considering the high incidence of suspensions, these alternatives need to be expanded.

Discussions with parents, building administrators, central office personnel, and community leaders confirm the need for more intensive inservice education at all levels. Recent articles in local newspapers

## Student Discipline

have also highlighted the need for disciplinary programs in the context of desegregation. Parents will be concerned about sending their children to unsafe schools, and principals and teachers must provide strong and effective leadership in being fair and impartial to all students.

An examination of the official publications issued by a number of Chicago high schools and distributed to students reveals inconsistencies in regard to form and content. The rules of conduct and disciplinary practices are most often not included in these publications. It is necessary that there be uniformity regarding expected behavior, attendance, and consequences of infractions for all similar level schools in the Chicago system.

The suspension data for the 1979-80 school year reveal an almost one-to-one correspondence between the racial percentages of suspensions and the racial enrollments in the high schools. There are variations between high schools, however, in the number of students suspended, even when the racial and socio-economic characteristics of the student populations are similar. One school in a low-income community suspended only 24 students, while another school, similar in student composition, suspended 220 students. Still another school, with similar characteristics, suspended 532 students.

As is true with suspension practices, great variations are found in attendance rates among schools with similar demographic characteristics. In the 1977-78 school year, Chicago elementary school attendance averaged 90.2 percent, yet 13 elementary schools with 50 to 80 percent of their families living at or below the poverty level had attendance records of

## Student Discipline

92 percent or better. In the case of high schools, the 54 general high schools averaged 85.7 percent attendance. There did not seem to be any correlation between the attendance rate and the proportion of students coming from low-income families.

RECOMMENDATIONS

UNIFORM CODE OF STUDENT CONDUCT

1. Develop in concert with administrators, teachers, students, and citizens a systemwide uniform code of student conduct.
2. Codify the penalties that would be applicable systemwide, yet retain administrative flexibility in application.
3. Enforce in a uniform and equitable manner the new code of student conduct in each Chicago city school.
4. Permit individual schools to adopt additional regulations governing actions not covered by the new code of conduct; but such additional regulations may neither substitute for, nor negate, any of the provisions or the spirit or intent of the new code of conduct, and must be approved in writing by the General Superintendent.
5. Furnish the uniform code of student conduct to every principal, faculty member, and student, so that they may become familiar with its contents.
6. Analyze and review, on an annual basis, the uniform code of student conduct.

DISCIPLINARY PRACTICES AND PROCEDURES

1. Approach discipline problems from a holistic perspective, with strategies for preventing unacceptable conduct, managing such conduct when it occurs, and following up with remedial activities subsequent to such conduct.

## Student Discipline

2. Review, on a district by district basis, current efforts to prevent and manage unacceptable behavior and to develop a comprehensive program.
3. Systematically monitor suspension, expulsion, and other disciplinary data by race, ethnicity, and sex of student, and prepare recommendations for improvement of school discipline.
4. Give special consideration to ensure that programs and activities directly impact upon any over-representation of minority students in suspensions and other disciplinary actions.
5. Provide, when possible, counseling services in values clarification and decision-making for elementary students who may be potential "dropouts."
6. Make maximum use of alternative methods (e.g., in-school suspension centers, time-out rooms, peer group counseling, and work-study alternatives) for dealing with student suspensions in the cases of non-dangerous, non-violent offenses which do not have a seriously disruptive effect on the educational process.
7. Provide for the submission of a "Plan of Action," prepared annually by principals, addressing principals' recommendations and directions for reducing pupil suspensions, and stating the responsibilities of principals, teachers, students, and parents in the disciplinary process.
8. Analyze and review the records of students who drop out, inasmuch as the often-used expression "unable to adjust to a school situation"

## Student Discipline

may provide an easy release for principals to expedite the exit of some students who have chronic disciplinary problems.

9. Direct that appropriate central administrative staff receive the names and relevant information regarding students opting to be "dropped" from the school rolls, along with a chronology of actions taken by the principal to keep those students in school.

### INSERVICE FOR ADMINISTRATORS, FACULTY, AND STUDENTS

1. Implement inservice education programs as soon as possible for those involved in the disciplinary process: administrators, faculty, and students.
2. Focus inservice programs on human relations and multi-ethnic and multi-cultural relations, and on methods and techniques for reducing discipline problems, reducing suspensions, and developing strategies to improve the learning climate in the classroom.
3. Distribute to all students, parents, and faculty at the beginning of the school year, a copy of the new uniform code of student conduct, and schedule appropriate orientation sessions for all students and faculty to review and discuss the contents of the code.
4. Provide inservice training for counselors in the area of dropout prevention.

STAFF DEVELOPMENT





## STAFF DEVELOPMENT

### RATIONALE

The successful implementation of the Chicago student desegregation plan will be enhanced by intensive preservice and ongoing inservice training programs. Moreover, the critical need for a staff development program has been acknowledged in the Consent Decree, and should be established as an integral part of the systemwide remedial process as specified by the desegregation plan.

There are numerous critical issues in the implementation of the systemwide student desegregation plan, as roles will be redefined and educational goals reestablished. This will necessitate the development or strengthening of pedagogical and administrative skills. Further, the proposed program of ancillary relief will require a continuum of training experiences from preservice through ongoing inservice training to interface with programmatic changes. Accordingly, the district must assume the obligation to help its staff members through the transition period, providing training designed to develop new skills and attitudes that will enable staff members to cope with this dynamic situation. The recommended staff development plan is designed to facilitate this process.

An effective staff development model should have the following attributes:

1. The staff development model must be constructed so that individual and collective anxiety concerning desegregation can be minimized.

## Staff Development

2. The staff development model should be planned and implemented, insofar as possible, using existing staff and staff development structures.
3. To ensure that input is received from all levels, mechanisms to facilitate input should be established and directed toward problems that arise before or during the desegregation process.
4. The scope of the initial training effort must be limited in order to ensure that adequate communication occurs, and to ensure that resources are available to carry out the inservice education as soon as possible.
5. There is a need to set priorities concerning the learning which should occur and to establish appropriate teaching/learning strategies to ensure that the acquisition of skills, knowledge, and attitudes follows.
6. A number of teaching/learning strategies will need to be employed, including self-directed approaches, public media, direct teaching strategies, supervision, and others.
7. Many of the skills and attitudes to be developed will require both immediate instruction and relatively long-term follow-up activities.

CURRENT STATUS

Currently the Chicago public school system addresses the need for staff development through two basic mechanisms. First are two centrally coordinated and planned half-days of inservice for representative teachers from all schools. Topics to be addressed are selected by staff of the Department of Instructional Services, and technical expertise is drawn from the Department of Curriculum as required. Generally, there has been considerable concern expressed by both teaching and administrative personnel as to the immediate relevance and effectiveness of this procedure, though it has been admitted that many of the sessions are interesting and informative. The second primary aspect of staff development within the system consists of three half-day inservice sessions planned and implemented on the district level, again with the assistance of resource persons from the departments of Curriculum and Instructional Services. These sessions are usually developed on the basis of needs assessments conducted by district superintendents, building principals, or the district office staff. Though reports of the participants in these sessions indicate that they tend to be more valuable to instructional staff than the citywide sessions, they do appear to be lacking in ability to provide staff with immediately usable knowledge and skills.

A general problem encountered by the district in attempting to implement staff development activities is the need for professional counseling assistance, dollars, and personnel resources. Additionally, current requirements of the union contract limit the amount of time that can be devoted to these purposes. Finally, because persons who attend staff development and inservice sessions are usually selected by the principal,

## PUBLIC PARTICIPATION

### RATIONALE

Education of children is a complex and difficult task and becomes even more complicated when the school district faces the challenge of desegregating its schools. The success of a desegregation effort is dependent upon many variables, including commitment, financial resources, staff attitudes, and planning. Much of the ultimate success of any desegregation plan also depends on the development of a broad base of support from the community. Public involvement in the planning and implementation of a desegregation program is a most important element.

The implementation of a desegregation plan often produces significant changes in schools and school districts. Constructive change is more likely to occur if those affected by the change are involved in the planning and decision-making preceding that change. Ongoing public participation is required to facilitate meaningful desegregation and to ensure quality education for all children in the Chicago public schools.

### CURRENT STATUS

In large school systems such as Chicago's, citizen involvement becomes extremely complex. The sheer size of the administrative structure places a great distance between key decision-makers and their constituents. Today's citizens are demanding a greater voice in school affairs. In some school systems, they have felt left out of the decision-making process and stifled in their ability to effectively communicate their needs and concerns to school officials. In addition, they have been unable to acquire needed information. This lack of access to information heightens resistance to school desegregation efforts. It is important, therefore, in any

## Public Participation

desegregation plan that methods be provided for citizens to receive pertinent information and to have opportunity for positive and constructive input into the desegregation efforts.

To address the task of involving Chicago citizens in the development of a desegregation plan, the Board of Education held eight public meetings. The first meeting was planned for citywide organizations and was held in a central location. Seven subsequent meetings were held in various parts of the city, so that local groups, community organizations, and individuals could express their comments and suggestions. The eight public meetings had a two-fold purpose: to provide opportunity for citizens to hear from the desegregation planners and board members on the status of the project, and to provide opportunity for the planners and decision-makers to hear ideas from community representatives.

Following the public hearings, it became evident that more comprehensive information was needed from parents, students, and citizens. Additionally, there was an expressed desire from the public for qualitative input and more meaningful involvement. Project staff also desired another means for collecting information, raising questions, sharing ideas, and coping with the potential for misinformation regarding the desegregation planning effort.

On January 14, 1981, the Board of Education approved the establishment of two Advisory Panels: one of parents and students and the other of representatives of citywide and community organizations. The Board also authorized the Committee on Student Desegregation to make available to the panels appropriate information on the desegregation planning process. The role of each panel was established as advisory, since

Public Participation

educational desegregation policy decisions must be made by the Board in accordance with the Consent Decree.

From the responses made by citizens through the public hearings and the advisory panels, it is evident that the public participation component of the desegregation plan should include two-way communication and formal access by the citizenry to the important policy and program questions associated with the plan. Additionally, and in accord with the Consent Decree (Sections 7.7, 11.1, 11.3, and 17), there is a need to make recommendations as to new ways for the school and the community to share and exchange ideas and resources in a manner that is helpful in the desegregation process.

## Public Participation

### RECOMMENDATIONS

1. Maintain an Advisory Panel of Parents and Students and an Advisory Panel of Citywide and Community Organizations.
  - a. Ensure that the membership of the Advisory Panel of Parents and Students reflects the racial and socio-economic composition of the school system.
  - b. Provide each panel with a specific statement of mission and charge which should include a recommendation for the scheduling of regular meetings.
  - c. Make provision for review and possible expansion of panels to ensure widespread participation.
  - d. Provide training and orientation workshops for the members of the advisory panels.
  - e. Appoint a staff person whose primary responsibility would be to interact with, and to act as a resource to, the advisory panels.
  - f. Facilitate interaction of panel members with representatives of the various teacher, administrator, and other staff groups.
2. Devise methods by which schools can be kept informed and can make recommendations to the administration regarding the desegregation plan; persons serving as volunteer liaisons in this effort should receive appropriate inservice training.
3. Develop a central information dissemination and resource center.



Public Participation

4. Establish mechanisms for exchanging resources with other institutions (state and local government, private business, colleges and universities, civic and community organizations, labor unions, professional organizations, religious and cultural institutions), the parochial school system, and other private schools, for the purposes of (1) cooperating in goal-setting and development associated with the desegregation process (advocacy function); and (2) enriching learning opportunities in the desegregation process (service function).

## METROPOLITAN INITIATIVES

### RATIONALE

The elimination of school segregation requires that the effects of housing segregation be taken into account, since these two areas of segregation are so closely intertwined. Actions that increase racial concentration will necessitate increased student transportation to maintain desegregation. Conversely, actions that encourage the development of residentially integrated neighborhoods will permit a reduction in reassignment for desegregation. Unless the desegregation plan's effects on housing patterns and the effects of housing policies on the plan are taken into account, the desegregation plan will be unnecessarily jeopardized and opportunities will be missed to create stably desegregated neighborhoods and schools.

In order to overcome the effects of segregated housing, school desegregation requires reassignment to achieve desegregated schools. The effect, however, is temporary. By nightfall, the city is once again as highly segregated as ever. Thus, it is reasonable to consider seeking a more lasting way to end school segregation through efforts to end housing segregation.

Segregation in both schools and housing is a metropolitan problem, and an effective and long-lasting solution must therefore be metropolitan in scope. Schools that are desegregated over an entire metropolitan area experience not only less white enrollment loss but also more housing integration, thus reducing the need for busing for desegregation.

## Metropolitan Initiatives

Voluntary programs of the type suggested in the Consent Decree have been in place in at least four cities for some time and have involved several hundred to several thousand students, mostly minority.

### CURRENT STATUS

At the turn of the century, the relatively small black population of Chicago was not highly segregated, but by 1940, racially restrictive covenants and exclusionary practices had led to rigid restrictions on black residential choices. In comparison with blacks, Hispanic groups have been less segregated and have generally been settled in nationally distinct locations: Mexican Americans, Puerto Ricans, and Cubans, each in different areas of the city.

Segregation in Chicago is intense, and the segregation index for the Chicago metropolitan area is greater than that of any other metropolis in the country. Stably integrated neighborhoods are rare within the city of Chicago.

Segregation in the housing market and the rapid rise in Chicago's minority population are paralleled in the trends in school enrollment. Total enrollment in Chicago public schools peaked at about 580,000 in 1969 and has declined since then to about 463,000 in 1980. The change has reflected different trends for each racial group. While white and black enrollments have steadily declined over the past 10 years, Hispanic enrollments have increased by 50 percent. The proportion of white students declined from 34 percent in 1970 to 19 percent in 1980,

Metropolitan Initiatives

while the proportion of black students rose from 55 to 61 percent, and the proportion of Hispanic students increased from 10 to 18 percent.

Chicago's public schools have experienced both a steady rise in minority percentages and continued high levels of segregation. Indices that measure segregation reveal that, in spite of the dramatic changes in the proportions of white, black, and Hispanic students, actual levels of segregation have remained high for all groups, especially for blacks, and particularly at the elementary level. These school segregation levels are higher, and have shown less change, than those of any other major non-Southern city.

The basic direction, and likely impact, of currently planned but not yet built subsidized housing in Chicago is clear. Relatively little such housing will aid the desegregation plan, and some of it may make the Board's burden significantly greater. Thus, there is a definite need to develop working relationships with local, state, and federal housing officials to guarantee that school and housing programs are mutually supportive.

Suburban school enrollment patterns are generally the reverse of those of the city--that is, suburban enrollments are overwhelmingly white while city enrollments are overwhelmingly minority. Although minority students have been a majority in the public schools of Chicago for some time, they did not become a majority in Cook County public schools until 1979, when the minority percentage reached 51.5 percent of the total enrollment. Excluding Chicago, however, minority enrollment in suburban public

## Metropolitan Initiatives

schools was only 17.2 percent in 1980. This indicates that minorities in Cook County are concentrated in the public schools of Chicago while the whites are concentrated in the public schools primarily outside the city. Racial isolation in the suburban schools is high, but still lower than in the city.

Analysis of housing trends reveals that, while some minority families are moving to the suburbs, most of them are moving to areas already heavily minority, so that the processes of racial transition and resegregation are being repeated in the suburbs. The result is that the suburbs are unlikely to reduce housing segregation in the foreseeable future, and the high level of school as well as housing segregation may be self-reinforcing.

RECOMMENDATIONS

METROPOLITAN INITIATIVES

1. Contact suburban school districts that have shown an interest in exploring the possibilities of voluntary metropolitan programs.
2. Designate school staff, or consultants, or both, to study metropolitan voluntary programs in other cities and to develop specific proposals for Chicago.
3. Request the Illinois Board of Education to act as a coordinator in seeking two-way voluntary interdistrict transfer of students. Student recruitment efforts should begin now for implementation in September 1981.

SCHOOL AND HOUSING INITIATIVES

1. Initiate and support efforts to achieve equal opportunity in housing.
  - a. Request that the Chicago Housing Authority, the City of Chicago, and the U.S. Department of Housing and Urban Development provide the opportunity to review and consult concerning the location of proposed housing developments.
  - b. Work with housing counseling programs so that information is made available about the desegregation plan.

## FACULTY DESEGREGATION AND AFFIRMATIVE ACTION

### RATIONALE

Desegregation as a broad concept refers to the establishment of a unitary system of public instruction, not necessarily limited to student assignment. Indeed, a more complete understanding of the genesis and goals of desegregation clearly indicates that the instructional environment to which students are exposed should be multi-racial and multi-ethnic. This perspective suggests that the composition of the total staff and the development of appropriate staff assignment policies are proper and necessary topics for review.

Concern in this area is directed toward both faculty desegregation and affirmative action. First, general faculty desegregation at each school site is a necessary but not sufficient consideration. Schools are characterized by a separation of responsibilities and a hierarchy of authority for educational aspects that impact on students' lives. For example, an all-minority high school may have a balanced total faculty, but all counselors may be nonminority. Staff members who administer the various ancillary programs may not reflect the students they serve. Persons responsible for placement of students into special education or bilingual programs may not be sufficiently sensitive to the social, cultural, economic, and behavioral realities of the students being placed. In these instances, the question is not whether the faculty as a whole is balanced, but instead, whether the various components of faculty personnel reflect an appropriate range of racial, ethnic, and cultural experiences and backgrounds.

## Faculty Desegregation and Affirmative Action

Second, in undertaking a plan for the desegregation of students and faculty in the schools, there must be a commitment to the removal of any policies, procedures, and practices which have the effect of discriminating against individuals on the basis of racial or ethnic identity. Meaningful implementation of a comprehensive affirmative action policy requires the systematic development of an affirmative action program within the context of desegregation.

### CURRENT STATUS

In Chicago, the issue of systematic segregation of faculty was largely resolved by the Consent Decree, which requires that each Chicago school have a faculty makeup reflecting within 15 percent the systemwide faculty composition.

Current data from the faculty and staff survey indicate a number of schools out of compliance. The establishment of the required faculty integration is essential.

Related Board policy in affirmative action already exists. In 1975, the Board of Education adopted a policy for equal employment opportunity (BR 75-36-1). This policy exemplifies the Board's commitment:

The Board of Education of the City of Chicago is committed to the concept and principle of non-discrimination and affirmative action to assure equal employment opportunity to all without regard to race, religion, color, sex, national origin or ancestry.



Faculty Desegregation and Affirmative Action

The policy further declares this principle to be applicable in all personnel practices.

To date, no detailed Affirmative Action program has been developed for the Board of Education. The need for a comprehensive program is evidenced by the under-representation of Hispanics in administrative positions.

Given the foregoing discussion of the implications of the question of faculty integration and affirmative action, the following recommendations are presented. These recommendations also address the effect on minority teachers of reductions in staff, whether the reductions are due to declining student enrollment or to declining revenue.

Faculty Desegregation and Affirmative Action

RECOMMENDATIONS

FACULTY DESEGREGATION

1. Require that each Chicago public school have a faculty makeup reflecting within 15 percent the systemwide faculty composition, in keeping with the Consent Decree.
2. Implement existing policies concerning equity in employment, with particular regard to department chairpersons, assistant principals, and counseling and discipline staff.
3. Assess the current status of blacks and Hispanics in administrative positions throughout the system, and make recommendations for the correction of any existing inequities.
4. Establish procedures to ensure that all reductions in teaching staff and other personnel are done in a way that will be corrective of any existing under-representation of Hispanics and blacks in teaching, staff, and administrative positions.
5. Initiate negotiations with the Chicago Teachers Union to ensure that provisions of the Union's contract are not in opposition to the Board's other legal obligations under the Consent Decree and pertinent affirmative action rulings, judgments, and guidelines or requirements.

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## Faculty Desegregation and Affirmative Action

### AFFIRMATIVE ACTION

1. Implement the existing Board of Education Affirmative Action policy, addressing all areas of employment and all personnel practices.
2. Establish a comprehensive program for identification, training, and placement of minority candidates for administrative positions; priority in this effort will be directed toward members of minority groups significantly under-represented in administrative positions.
3. Establish specific affirmative action employment goals and establish a timetable, at all levels for all minority groups, for the attainment of these goals.
4. Seek appropriate legislative action to incorporate and ensure continuing compliance with affirmative action goals and policies within the context of required staff reductions.
5. Establish a task force to review the existing Board of Education Affirmative Action policy, and its implementation, for all levels of employment.

## EVALUATION

Upon acceptance of these recommendations, a comprehensive and detailed evaluation model will be developed by the Lead Consultant in cooperation with the Department of Research, Evaluation, and Long Range Planning. The model will include detailed procedures and steps to be taken to ensure compliance with the desegregation plan including all of the various educational components herein described.



## MONITORING

### RATIONALE

In order to ensure the timely and proper implementation of the desegregation plan, a mechanism is needed to monitor the various stages of implementation and operation. This mechanism should serve both to oversee the district's activities and to provide support and assistance to the district.

### DESCRIPTION

The Board should appoint a monitoring commission that will report to the General Superintendent. The commission should monitor all aspects of the desegregation project. Particular emphasis should be placed on the attainment of stated objectives; on the implementation of adopted recommendations; and on the protection of the civil and educational rights of all children, especially those in bilingual and special education programs, and those in minority schools unaffected by desegregation. This commission should also establish liaison with the school-based community groups and with appropriate community and citywide organizations and institutions.

In addition to monitoring the activities of the district, the commission should assess desegregation progress and provide recommendations to the Board of Education for improving desegregation. Through its membership, the commission should be capable of providing expert assistance and support to the desegregation project.

To perform these functions, it is essential that the commission consist primarily of individuals who hold a high degree of credibility in

**Monitoring**

the city and the community and among their constituent groups. Members may be drawn from the business community, institutions of higher education, religious organizations, community groups, and other segments of the population. The commission should be composed of members who are committed to making the desegregation plan work.



RECOMMENDATIONS

1. Establish a Desegregation Monitoring Commission which reflects proportionately the racial/ethnic composition of the school system's student population.
2. Formulate goals, objectives, and functions of the Commission, with appropriate deadlines for gathering of data and regular presentation of reports.
3. Establish working relationships between the Commission and the General Superintendent of Schools to ensure the Commission's access to appropriate data and district staff.
4. Provide the Commission with adequate staff support to perform its functions.

APPENDIX



## APPENDIX

### TENTATIVE TARGET SCHOOLS

The schools listed below are those suggested as potential target schools for intervention with the Effective Schools model. This tentative list is divided into Group A and Group B:

- A. These schools are 100 percent black, in the lowest 75 schools on the achievement listing, and in the highest 75 schools with respect to percent of poverty students. They are both the poorest and lowest achieving black schools.
- B. These schools are in the lowest 50 in achievement and are at least 58 percent Hispanic.

It is recommended that this combined list of 45 schools be subjected to a more rigorous review of other relevant characteristics such as: length of tenure of the principal, trend of achievement scores, stability of the student population, nature and type of ancillary resources already available, attendance, suspensions, etc.

Additionally, it should be noted that this initial list of schools was compiled from the Board's masterfile data, and therefore does not reflect possible changes recommended in the Student Assignment Supplement. In the event that this list is inconsistent with finally adopted student assignment procedures, modifications will be made.

GROUP A

<u>School (unit)</u>	<u>District</u>	<u>Achievement Rank</u>	<u>Poverty Rank</u>
Oakenwald So.	14	3	16
Morton UGC	5	5	73
Hess UGC	10	7	72
Oakland	11	9	40
Donoghue	11	12	26
Einstein	11	14	11
Beethoven	13	15	4
Dodge	9	20	35
Schiller	3	21	20
Cather	9	22	65
Beidler	7	23	61
Jensen	9	25	63
Dett	9	26	10
Frazier	10	27	23
Chalmers	8	30	27
Farren	13	32	13
Smyth	9	33	7
Colman	13	34	5
Tilton	7	35	52
Dewey	13	36	53
Wadsworth	14	39	71
Williams	11	45	11
Hartigan	13	52	31
Burke	13	54	36
Attucks	11	55	2
Woodson No.	14	57	33
Price	14	60	55
Terrell	13	63	1
McCorkle	13	69	3
Suder	9	70	6
Howland	8	71	18
Sumner	10	73	50
Scott	14	74	54
Medill Prim.	9	75	22
Shepard	8	76	64

GROUP B

<u>School (unit)</u>	<u>District</u>	<u>Achievement Rank</u>	<u>Poverty Rank</u>
Tuley Mid.	6	2	124
New McCormick	19	8	347
Lafayette	6	11	106
Lowell	5	16	117
Stowe	5	17	189
Komensky	8	28	324
Sabin	6	29	162
Otis	6	38	226
Von Humboldt	6	40	67
Moos	6	42	174

**Board of Education of the City of Chicago**

**Comprehensive  
Student Assignment  
Plan**

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**January 22, 1982**

**Board of Education of the City of Chicago**

**Comprehensive  
Student Assignment  
Plan**

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III. Chicago School District Desegregation Survey

## I. INTRODUCTION

This Comprehensive Student Assignment Plan (the "Plan") is the final portion of the Board's Student Desegregation Plan. The Plan comprises three volumes. This volume, the Text, sets forth the basic provisions of the Plan. It discusses the implementation of those provisions and sets forth the reasons for their use as particular desegregation techniques. In a second volume, the Plan analyzes each school in the Chicago public school system (with the exception of certain special needs schools, see pp. 47). For each school, the Plan provides information about the nature of its current enrollment, its attendance area, the actions adopted by the Board for the school and projected enrollment through the 1985 school year (reflecting the implementation of those actions). Various Appendices to the Plan are set forth in a third volume.

### A. THE LEGAL CONTEXT

In September 1980, the Board of Education of the City of Chicago (the "Board") began the development of its current student desegregation plan for the Chicago public schools.

This desegregation process was initiated when the Board entered into a Consent Decree with the United States Department of Justice. The Consent Decree contains no admission or presumption of liability on the part of the Board. It

was approved by the United States District Court for the Northern District of Illinois on September 24, 1980.

By the Consent Decree\*, the Board agreed to develop and implement a system-wide student desegregation plan. The Consent Decree recognized that there is a broad range of constitutionally acceptable plans, and provided for the Board to retain the authority "in its discretion, to select from within the constitutional range the plan that best meets the needs of the Chicago School District." [Decree, ¶3.1]

The Consent Decree established two basic objectives:

Establishment of the greatest practicable number of stably desegregated schools, considering all the circumstances in Chicago.

Provision of educational and related programs for any Black or Hispanic schools remaining racially isolated.

Pursuant to the Consent Decree, the Board adopted Part I of its Student Desegregation Plan on April 15, 1981 -- the Recommendations On Educational Components. These Educational Components were prepared by a team of nationally-recognized consultants working in conjunction with Board staff.

The introduction to the Educational Components noted (pp. 4-5) that:

"The Consent Decree recognizes that many schools in Chicago will likely remain ra-

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\* The Consent Decree is set forth as Appendix 1.

cially isolated and therefore commits the district to undertake a comprehensive effort in compensatory activities.... The overriding goal of this plan is to address minority students' educational needs... through improving achievement in all schools, with particular emphasis on those schools with the greatest needs and attended by children who have been the most disadvantaged."

The Educational Components provided for adoption of specific measures for immediate implementation, delineation of policies to guide future activities of the Board, and initiation of ongoing studies, evaluation and monitoring.\* The Educational Components were adopted in April 1981, and extensive implementation of these Components has already taken place. The Board issued detailed Progress Reports in August

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\* The broad scope of the Educational Components is reflected by its Table of Contents:

Educational Components

1. Curriculum and Instruction--Elementary Schools
2. Curriculum and Instruction--High Schools
3. Magnet Schools
4. Vocational and Technical High Schools
5. Special Education and Testing
6. Bilingual Education
7. Within-School Segregation
8. Student Discipline

Staff Development

Other Components

1. Public Participation
2. Metropolitan Initiatives
3. Faculty Desegregation and Affirmative Action
4. Evaluation
5. Monitoring

and November 1981, which describe implementation of the Educational Components. (The August and November Progress Reports also discuss in detail the Board's implementation of student assignment measures for the 1981-82 school year.)

Part II of the Student Desegregation Plan was adopted on April 29, 1981, and was entitled Student Assignment Principles; Financial Aspects; General Policies Concerning the Desegregation Plan. The Student Assignment Principles (the "Principles") established a framework both for implementation of student assignment measures in the 1981-82 school year, and for development of this Plan.

The Principles provided definitions, policies, goals and a timetable for student assignment efforts. In summary, the Principles called for the Board to employ, in 1981 and 1982, a variety of student assignment techniques, including voluntary techniques and mandatory techniques not involving transportation. The Board preliminarily determined that those techniques would best meet the objective of providing for "establishment of the greatest practicable number of stably desegregated schools, considering all the circumstances in Chicago." [Consent Decree, §2.1]

Upon adoption of the Principles, the Board began implementation of student assignment measures for the 1981-82 school year. During the summer of 1981, several questions and concerns as to the interpretation and application of the Prin-

principles were identified by the Department of Justice. Further discussions between the Board and Justice Department, and a review of the Board's actual implementation activities and their projected results, resolved the Justice Department's questions and concerns. This resolution was reflected in a Joint Statement, filed with the Court on August 28, 1981, in which:

A number of student assignment policy issues were discussed and clarified;

The United States endorsed the Educational Components as an integral and necessary aspect of the Board's plan, and as consistent with the Consent Decree and the Constitution; and

The parties agreed that "the [Student Assignment] Principles, and the general direction they establish, as clarified by this Joint Statement, are consistent with the requirements of the Consent Decree and the Constitution, since their proper implementation would lead to a final plan within the broad range of constitutionally acceptable plans."

Simultaneously with filing of the Joint Statement, the Board filed its August Progress Report describing in detail the process of implementation of the Educational Components and student assignment measures for Fall 1981. Ten weeks into the school year (in November, 1981), the Board filed another Progress Report, describing and analyzing the preliminary results of those measures.

On the basis of the first-year student assignment results and its continued planning work, the Board adopted on



November 9, 1981, a Policy Resolution and Planning Guidelines for Student Assignment. These documents established various goals for desegregation and provided guidance for formulation of the Plan.

This Plan is consistent with the requirements and purposes of the several documents described above. It has been developed from the Board's familiarity with and sensitivity to the unique situation presented in Chicago, and represents the Board's selection, from within the broad range of constitutionally acceptable plans, the plan that the Board has determined best meets the needs of the Chicago School District.

This Plan, together with the Educational Components and the Financial Aspects of Part II, constitute the Board's Student Desegregation Plan, adopted pursuant to the requirements of the Consent Decree. So that relevant material may be comprehensively and conveniently presented in one document, this Plan supersedes the Student Assignment Principles\* and the General Policies Concerning the Desegregation Plan, which were contained in Part II of the Student Desegregation Plan. Rele-

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\* The Student Assignment Principles presented, in overview form, the Board's general goals and strategies for achieving an equal non-separate school system. The Comprehensive Student Assignment Plan is considerably more far-reaching in its use of desegregative techniques than the Principles. Furthermore, implementation of the Plan will achieve more desegregation at a more rapid pace than was required by the Principles. Thus, the Board's student assignment measures must be judged against this Plan.

vant provisions of those two sections are incorporated into this Plan, with revision as appropriate. The various requirements and provisions of the Consent Decree (other than the provisions dealing with time requirements) shall govern all aspects of the Plan.

B. DEMOGRAPHIC PROFILE OF THE SCHOOL SYSTEM:  
PAST, PRESENT AND PROJECTED.

The Board's Plan must be considered and evaluated in the context of the demographic patterns of the City of Chicago and the surrounding metropolitan area. These patterns can be summarized as follows. The Chicago School District is a mainly minority school district which has experienced (and is projected to continue to experience) a significant decline in enrollment of white children. Chicago is the central city of a metropolitan region which is extensively segregated in its residential housing patterns, with minorities residing predominantly within the city limits, while the suburban areas are almost exclusively white. Furthermore, the City itself has not experienced significant residential integration. Rapid racial and ethnic transition in neighborhood residential population (resulting in resegregation) has been the rule and not the exception.

In this section of the Plan, the school system is considered from the following perspectives:

1. aggregate enrollment and racial composition trends;
2. the demographics of the city, the Chicago metropolitan area and other school systems within the region; and
3. the racial and ethnic composition of schools comprising the Chicago public school system.

OVERALL PUBLIC SCHOOL ENROLLMENT AND RACIAL COMPOSITION

Changes in Total Enrollment. Chicago public school enrollment\* was 372,278 total students in 1952, having declined from about 470,000 students in 1930. From 1950 to 1969 total enrollment increased steadily, reaching 580,292 in 1969. Enrollment has subsequently declined to 458,497 in 1980 and 442,889 in 1981. Total enrollment in the Chicago public schools is expected to continue declining, reaching about 421,000 by 1985.

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\* It is important to note that two different data bases are used in the Plan. This Statistical Profile uses total enrollment, pre-school and kindergarten through 12th grade. In analyzing individual schools, however, the remainder of the Plan (both the Text and the School-by-School Analysis) uses first through 12th grade enrollment. Kindergarten and pre-school students are omitted, in accordance with §2.3 of the Consent Decree and §6.3 of the Student Assignment Principles.

The term "enrollment", as used in the Section and throughout the Plan, refers to what is more precisely described by the term "membership". "Enrollment" describes the number of students who have registered for school during a given year. Children who leave the system during the year are not removed from the enrollment count. "Membership" differs from "enrollment" in that students who leave the system are removed from the membership count. Membership is computed at the 40th day of the school year.

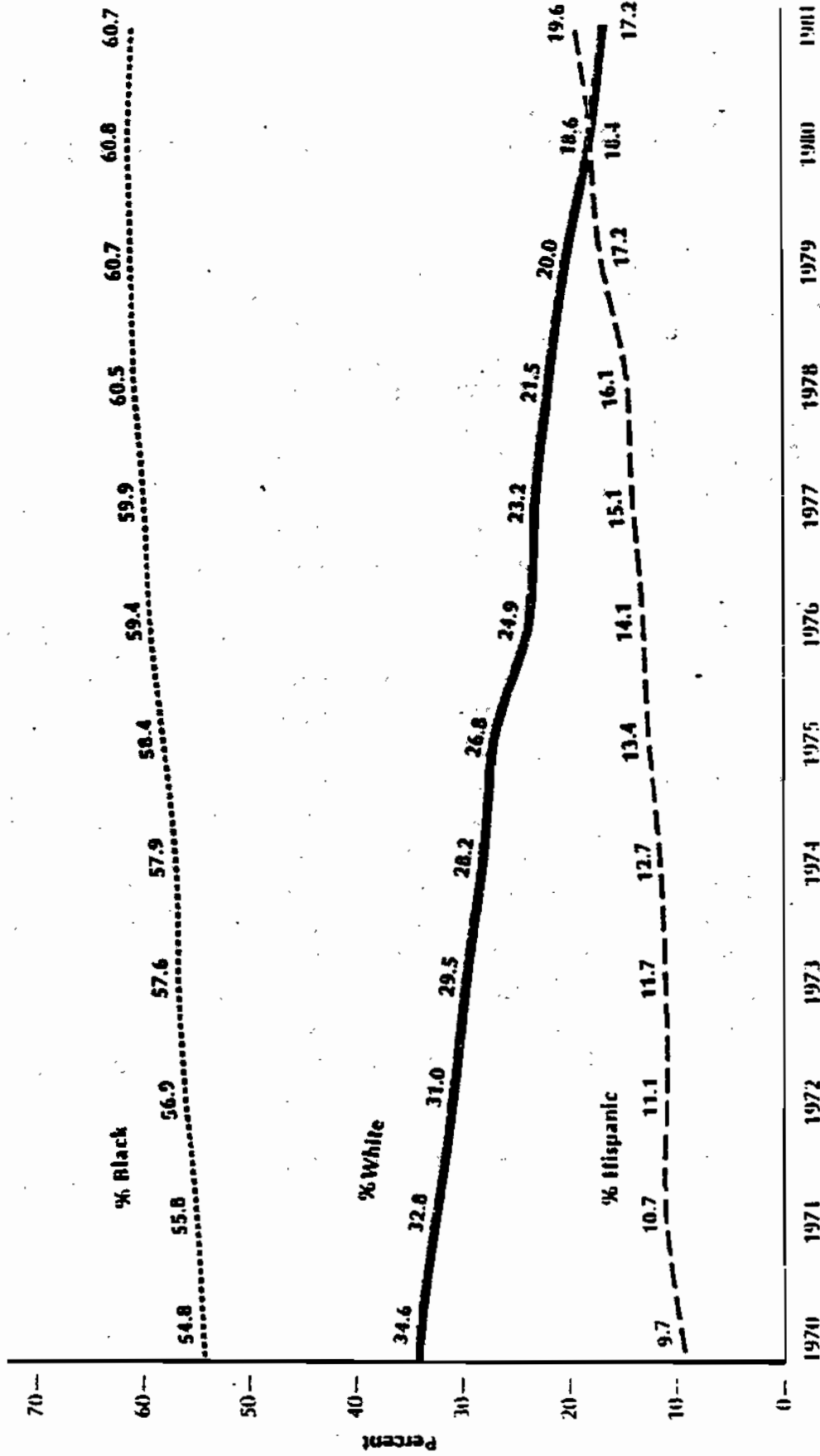
increased in each year (until the current year). In the last decade, the number and percentage of Hispanic students has increased sharply. The number and percentage of Asian students, while small, has grown steadily. The number of American Indian and Alaskan Native students is very small and decreasing. These trends are reflected in the following charts.

## Nineteen Year Summary of Racial Surveys - Chicago Public School

Year	Total* Membership	White		Black		Other		Indian/Alaskan # %	Asian/Pacific Is. # %	Puerto Rican # %	Hispanic # %	
		#	%	#	%	#	%					
1963	508,521	258,654	50.9	236,471	46.5	13,396	2.6					
1964	491,813	241,943	49.2	237,401	48.3	12,469	2.5					
1965	523,220	249,478	47.7	258,835	49.5	14,907	2.8					
1966	571,233	264,431	46.3	292,637	51.2	14,165	2.5					
1967	577,003	239,337	41.5	301,720	52.3	11,252	1.9			24,694	4	
1968	580,207	244,718	42.2	306,848	52.9	4,589	.8			24,052	4	
1969	580,292	237,660	41.0	312,872	53.9	4,819	.8			24,941	4	
1970	577,679	199,669	34.6	316,711	54.8	1,042	.2	3,883	.7		56,374	9
1971	574,495	188,312	32.8	320,797	55.8	1,184	.2	4,424	.8		59,778	10
1972	558,825	173,143	31.0	317,975	56.9	1,168	.2	4,561	.8		61,978	11
1973	544,971	160,846	29.5	314,089	57.6	1,042	.2	5,264	1.0		63,730	11
1974	536,657	151,290	28.2	310,880	57.9	977	.2	5,558	1.0		67,952	12
1975	526,716	141,264	26.8	307,549	58.4	917	.2	6,672	1.3		70,314	13
1976	524,221	130,785	24.9	311,261	59.4	914	.2	7,429	1.4		73,832	14
1977	512,052	118,713	23.2	306,997	59.9	915	.2	8,156	1.6		77,271	15
1978	494,988	106,581	21.5	299,590	60.5	754	.2	8,437	1.7		79,526	16
1979	477,339	95,513	20.0	289,920	60.7	748	.2	9,210	1.9		81,948	17
1980	458,497	85,292	18.6	278,726	60.8	667	.1	9,586	2.1		84,226	18
1981	442,889	76,112	17.2	269,019	60.7	735	.2	10,268	2.3		86,755	19

\* Includes Pre-school and Kindergarten pupils.

# Comparison of Student Membership in Chicago Public Schools\* 1970-1981



\* American Indian and Asian students are not indicated because of their low enrollment figures.

Decline of White Enrollment. Enrollment of white children declined gradually in the school system from 258,654 in 1963 to 237,660 in 1969. (Because Hispanic children were sometimes included in the white category during these years, as discussed above, these figures tend to understate the decline in enrollment of white children.) The percentage of whites in the school system declined from 51% in 1963 to 41% in 1969, largely because of the significant numerical increase in the enrollment of black students during those years.

Beginning in 1970, when the present system of categorization was adopted, the decline in the number and percentage of white children became very accelerated and can be clearly identified. From 199,669 white students in 1970 (34.6% of total enrollment), white composition dropped by about 122,000 to 76,112 in 1981 (17.2% of total enrollment). The annual percentage decline of white children enrolled in the school system has increased from a range of approximately 6-8% per year in the first half of the 1970's to approximately 9-11% per year from 1977 to the present.

The number and percentage of white children in the school system is projected to continue to decline in the next four years.\* By 1985, enrollment of white children is pro-

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\* These projections (as well as those for projecting enrollment other racial and ethnic groups) are based on birth-rates, in- and out-migration and cohort continuation (see footnote, p. 48).



jected to decline to 54,730 or 13.0% of total enrollment.\* This will constitute a 28.1% decline in the total number of white children enrolled in the school system.

The trend of declining white enrollment in the school system is reflected on the following table.

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\* While there are grounds for believing that white enrollment may begin to level off in future years, this will not occur until after continued substantial reduction in white enrollment.

## Changes in WHITE Membership 1970 - 1985

Totals  
1970...199,669 1981...76,112 1985...54,730 (projection)

	YEAR	MEM- BERSHIP	Change	
			NUMBER	PERCENT
Actual	1970	199,669	Not Available	
	1971	188,312	-11,357	-6%
	1972	173,143	-15,169	-8%
	1973	160,846	-12,297	-7%
	1974	151,290	- 9,556	-6%
	1975	141,264	-10,026	-7%
	1976	130,785	-10,479	-7%
	1977	118,713	-12,072	-9%
	1978	106,581	-12,132	-10%
	1979	95,513	-11,068	-10%
	1980	85,292	-10,221	-11%
Projected	1981	76,112	- 9,180	-11%
	1982	69,006	- 7,106	-10%
	1983	63,325	- 5,681	-8%
	1984	58,658	- 4,667	-9%
	1985	54,730	- 3,928	-7%

Trend of Black Enrollment. Enrollment of black children increased sharply between 1963 and 1966. During these years, the increase was from 236,471 to 292,637, an increase of approximately 56,000 students or about 23%.

From 1966 through 1971, the increase in the number of black children continued but at a slower pace. Over that five year period, the increase was about 29,000 students, or 10%.

Since 1971, the number of black children has declined annually (with the exception of 1976), first at the rate of about 3,000 to 4,000 children per year and more recently at the rate of about 9,000 to 11,000 children per year.

Despite the decline in total number of black children during the past ten years, however, the percentage of black children in the system has continued to increase gradually because of the much more rapid decline of the number of white children. From 1971 through 1981, the percentage of black students increased from 55.8% to 60.7%.

Black enrollment is projected to continue declining gradually over the next four years, reaching 254,705 by 1985. This is a decrease of approximately 15,000 children, constituting a 5.3% decline in the total number of black children enrolled in the school system. The percentage of black children in the system is projected to remain constant at about 60%.

## Changes in BLACK Membership 1970 - 1985

Totals  
1970...316,711 1981...269,019 1985...254,705 (projection)

	YEAR	MEM- BERSHIP	Change NUMBER	PERCENT
Actual	1970	316,711	+ 3,839	+1%
	1971	320,797	+ 4,086	+1%
	1972	317,975	- 2,822	-1%
	1973	314,089	- 3,886	-1%
	1974	310,880	- 3,209	-1%
	1975	307,549	- 3,331	-1%
	1976	311,261	+ 3,712	+1%
	1977	306,997	- 4,264	-1%
	1978	299,590	- 7,407	-2%
	1979	289,920	- 9,670	-3%
	1980	278,726	-11,194	-4%
Projected	1981	269,019	- 9,707	-3%
	1982	264,306	- 4,713	-2%
	1983	257,975	- 6,331	-2%
	1984	255,732	- 2,245	-1%
	1985	254,705	- 1,027	-1%

Increase in Hispanic Enrollment. The trend of enrollment of Hispanic children can be measured most accurately since 1970, when the Hispanic category was established in the racial and ethnic survey of students. In this eleven-year period, the number of Hispanic children increased from 56,374 to 86,755, an increase of 66%. Thus, in 1981, the number of Hispanic children enrolled in the school system exceeded the number of white children.

As a percentage of total enrollment in the system, Hispanic composition has more than doubled, from 9.7% in 1970 to 19.6% in 1981. The annual percentage increase of Hispanic children has been steady, varying between 3% and 7% for each year since 1971.

Enrollment of Hispanic children is projected to continue increasing, reaching 97,250 or 23.1% of total enrollment, by 1985. It is projected that the total number of Hispanic children enrolled in the school system will increase by 12.1% over the next four years.

## Changes in HISPANIC Membership 1970 - 1985

Totals  
1970...56,374 1981...86,755 1985...97,251 (projection)

	YEAR	MEM- BERSHIP	Change NUMBER	PERCENT
Actual	1970	56,374	Not Available	
	1971	59,778	+ 3,404	+ 6%
	1972	61,978	+ 2,200	+ 4%
	1973	63,730	+ 1,752	+ 3%
	1974	67,952	+ 4,222	+ 7%
	1975	70,314	+ 2,362	+ 3%
	1976	73,832	+ 3,518	+ 5%
	1977	77,271	+ 3,439	+ 5%
	1978	79,526	+ 2,255	+ 3%
	1979	81,948	+ 2,422	+ 3%
	1980	84,226	+ 2,278	+ 3%
Projected	1981	86,755	+ 2,529	+ 3%
	1982	88,970	+ 2,215	+ 3%
	1983	91,375	+ 2,493	+ 3%
	1984	94,528	+ 3,153	+ 3%
	1985	97,251	+ 2,723	+ 3%

Trend of Asian Enrollment. The enrollment of Asian children, who constitute a much smaller segment of the Chicago school population, has increased significantly in the past eleven years. The increase is approximately 170%, from 3,883 students in 1970 to 10,268 in 1981. As a percentage of total enrollment, the enrollment of Asian children has increased from under 1% to 2.3%.

Composition of Individual Grades. The enrollment trends of the various racial and ethnic groups discussed above are strongly reflected in the differing compositions of specific grades in the school system. For example, as of October, 1981 the twelfth grade was 30.0% white while the primary grades (1-3) were 13.7% white. Conversely, the twelfth grade was 13.3% Hispanic while the primary grades were 24.3% Hispanic.

The differing racial and ethnic compositions of various grades are reflected on the following chart.

### Racial Proportions of the Chicago Public Schools by Grades October 1981

Grades	Membership	% White	% Black	% Hispanic	% Asian	% American Indian
Preschool - K	40,035	13.4	60.7	23.8	1.9	0.1
Primary (Gr 1-3)	102,272	13.7	59.7	24.3	2.1	0.1
Intermediate (Gr 4-6)	101,001	15.5	61.3	20.6	2.4	0.2
Upper (Gr 7-8)	58,954	19.2	59.0	19.0	2.6	0.2
Elem Non-Graded and Others	15,372	15.2	71.1	12.0	1.6	0.1
Grade 9	35,875	16.7	63.8	17.0	2.3	0.2
Grade 10	33,111	19.7	62.4	15.3	2.4	0.2
Grade 11	25,883	24.9	57.0	14.7	3.2	0.1
Grade 12	19,057	30.0	53.2	13.3	3.3	0.1
High School Non-Graded and Others	11,329	23.7	67.0	8.6	0.5	0.2
<b>Total</b>	<b>442,889</b>	<b>17.2</b>	<b>60.7</b>	<b>19.6</b>	<b>2.3</b>	<b>0.2</b>

The continuing decline of white enrollment in the school system is demonstrated by a review of this grade-by-grade enrollment data. As white children graduate, they will not be replaced by a corresponding number or percentage of white children. Rather, they will be replaced by an increasing percentage of minority children (who comprise a larger proportion of the system's lower grades than of the upper grades). Thus, as a result of normal graduation and promotion patterns, the school system can be expected to continue its trend towards steadily increasing minority enrollment.



Racial and Ethnic Diversity Within the School System.

The backgrounds of the children attending the public schools exhibit great racial and ethnic diversity. There are children of many different races, nationalities, religions and cultures. By way of example, the Board's bilingual program offers education in the following languages for those whose English is too limited for primary instruction: Arabic, Assyrian, Cambodian, Cantonese, French, Greek, Gujarati [an Asian Indian language], Hmong [A Lao tribal language in oral form only], Indic, Italian, Korean, Lao, Philipino, Polish, Romanian, Russian, Spanish, Serbo-Croatian, Urdu [another Asian Indian language] and Vietnamese.\*

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\* The various schools offering these bilingual programs are identified in the School-by-School Analysis.

RELATIONSHIP BETWEEN CHICAGO SCHOOL SYSTEM  
DEMOGRAPHICS AND CITY OF CHICAGO DEMOGRAPHICS

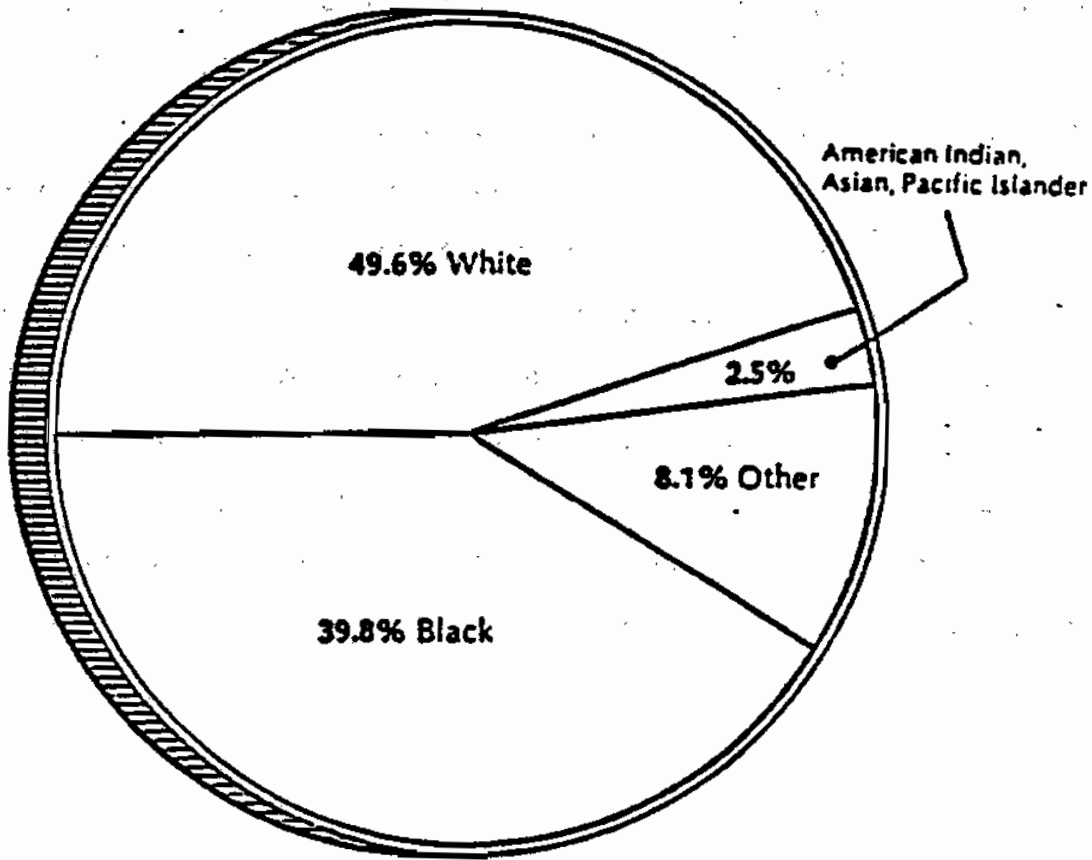
Comparison of School Population to that of City of Chicago. While there is great racial and ethnic diversity in both the Chicago public school system and the population of the City of Chicago, one does not mirror the other. The school system is much more minority in character.

The 1980 United States Census reports that overall, 49.6% of Chicago's population is white, 39.8% is black, 2.5% is American Indian, Asian and Pacific Islander and 8.1% is counted as "other". The Census does not treat Hispanics as a separate racial group but as an ethnic group. The 1980 Census reports that 14% of Chicago's population is ethnically Hispanic. This number is spread among the white, black and "other" racial groups reported by the Census.\*

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\* 1980 Census PHC, 80-V-15, pp. 8-42.

## Racial Proportions of Chicago's Population 1980



**NOTE:** The census does not treat Hispanics as a separate racial group but as an ethnic group. The 1980 census reports that 14% of the population is ethnically Hispanic, this number is spread among the white, black, and "other" racial groups reported by the census.

RELATIONSHIP BETWEEN CHICAGO SCHOOL SYSTEM  
DEMOGRAPHICS AND PRIVATE SCHOOL DEMOGRAPHICS

Catholic Schools. One principal reason that the proportion of whites is lower among public school students than among the overall city population is that a large number of white children attend non-public schools in Chicago, especially the Catholic parochial schools. About 117,000 children attend the Catholic schools in Chicago.\* Of these 65,855 are white. This is approximately 56.3% of total enrollment, or about 3.2 times the percentage of white children enrolled in the Chicago public schools.

Enrollment of white children in Catholic schools represents about 46% of the combined enrollment of white school-age children in public and Catholic schools in the city (increasing from 38.2% in 1976). Enrollment of white children in the Catholic schools has declined but much more slowly than in the public schools. From 1976 to 1979, the decline is from 80,777 white children to 67,691, a decrease of 15.9%. During the same three years, enrollment of white children in the public schools declined from 130,785 to 95,513, a decrease of

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\* Catholic school population comprises the great majority of the Chicago non-public school population. According to figures from the Illinois State Board of Education, total Chicago non-public school enrollment for 1980-81 was 148,657. Out of this total, 117,150 students, or 78.9% attended Catholic schools in Chicago. (Total non-public school enrollment is not broken down into racial and ethnic categories. Figures are not yet available for the 1981-82 school year.)

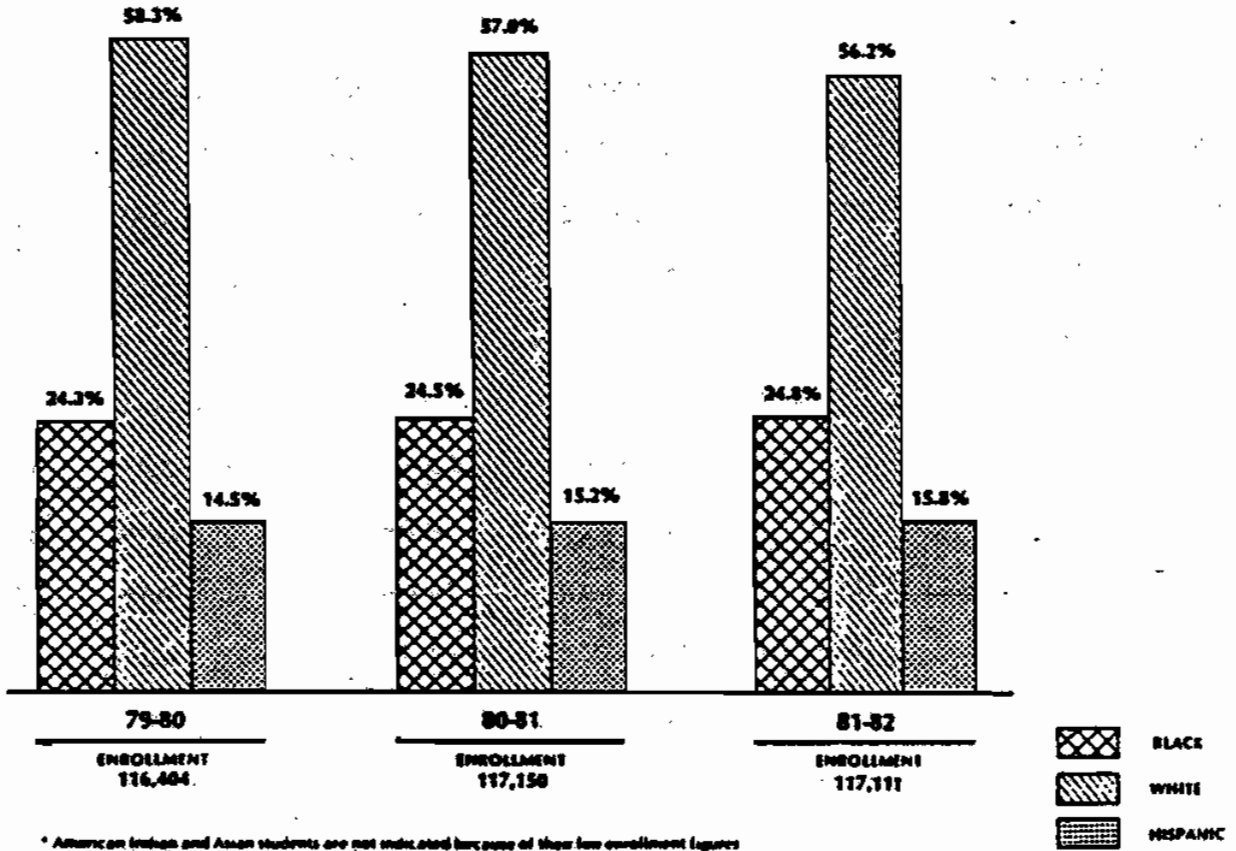
27.0%. In the past two years, enrollment of white children in the Catholic schools has leveled off, dropping by only 3%, while enrollment of white children in the public schools has dropped by 20%. (Enrollment of black children in Catholic schools has increased slightly in the past two years. These recent enrollments trends appear to reflect increased transfers of students from the public school system.)

## Catholic School Enrollments 1970-81

	<b>Enrollment</b>	<b>Black</b>	<b>Spanish</b>	<b>Oriental</b>	<b>Indian</b>	<b>White</b>
1970	174,100	26,891—15%	13,747—8%	1,181—1%	136—.001%	131,994—76%
1971	165,069	27,607—17%	13,217—8%	1,385—1%	182—.001%	122,141—74%
1972	155,800	28,776—18%	14,011—9%	1,427—1%	199—.001%	111,973—72%
1973	145,707	28,315—19%	13,855—10%	1,554—1%	200—.001%	100,274—69%
1974	139,173	29,400—21%	14,738—11%	1,804—1%	167—.001%	92,041—66%
1975	134,216	30,402—23%	15,386—11%	2,516—2%	160—.001%	84,291—63%
1976	132,836	31,207—23%	16,250—12%	2,876—2%	189—.001%	80,777—61%
1977	128,665	31,482—24%	16,797—13%	3,408—3%	134—.001%	75,902—59%
1978	122,055	29,685—24%	16,794—14%	2,730—2%	110—.001%	71,125—58%
1979	116,404	28,357—24%	16,898—15%	3,065—3%	123—.001%	67,961—58%
1980	117,150	28,852—25%	17,939—15%	3,352—3%	239—.002%	66,766—57%
1981	117,071	29,078—25%	18,449—16%	3,528—3%	151—.001%	65,865—56%

Source: Archdiocese of the City of Chicago

### Racial Composition of the Catholic Schools in Chicago



Decline of Families with School-Age Children. An-

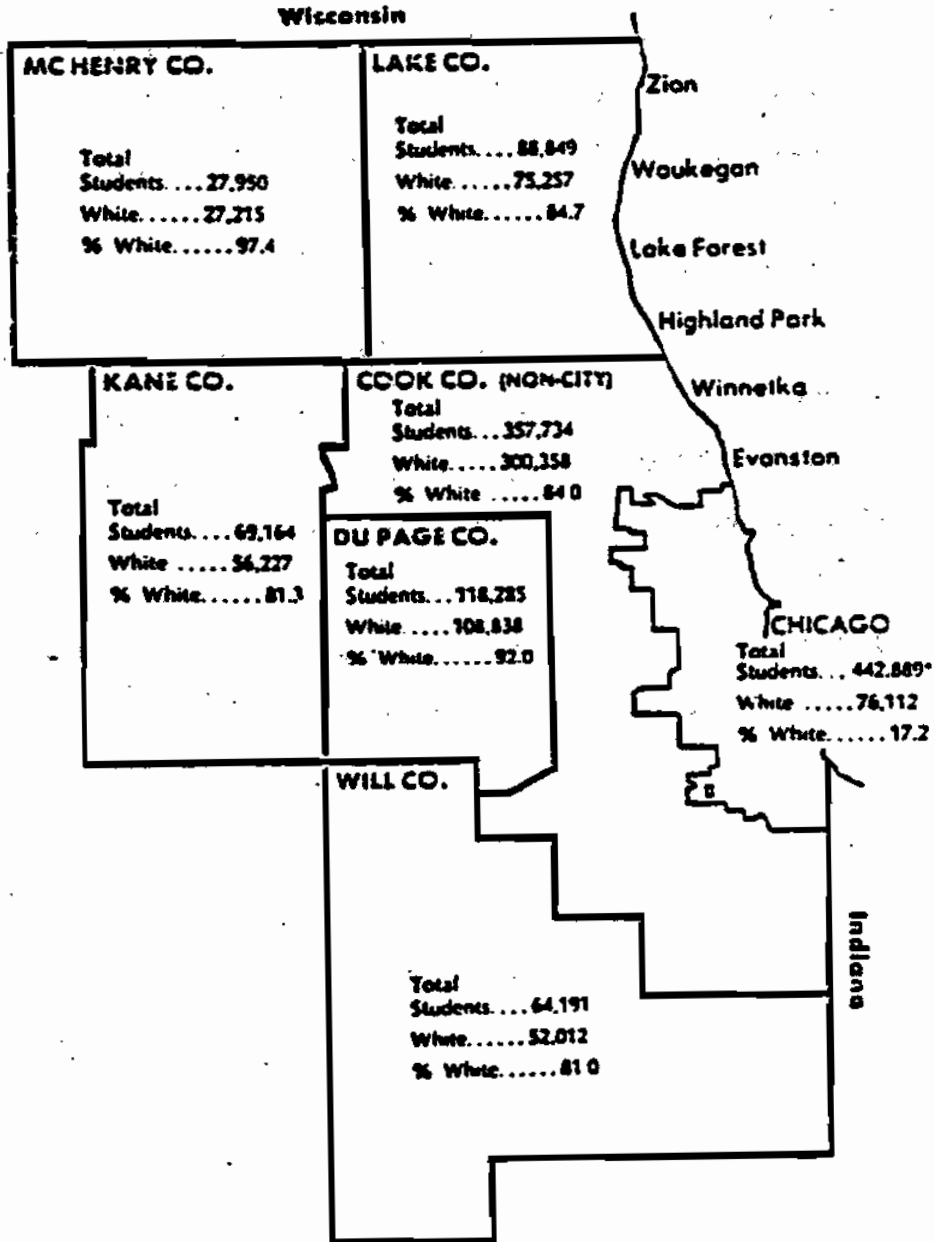
other significant reason that the proportion of whites attending public school is less than the proportion of whites among the city population as a whole is that the percentage of families with school age children is lower among whites than among other racial and ethnic groups. Chicago's overall white population declined 32.5% from 1970 to 1980 (representing a loss of 717,552 white residents). However, during the same period, the total number of white school age children in public and Catholic schools\* combined declined from 331,663 students to 152,060, a decrease of about 180,000 students or 54.4%.

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\* See footnote on page 27, comparing Catholic school enrollment to overall non-public school enrollment in Chicago.



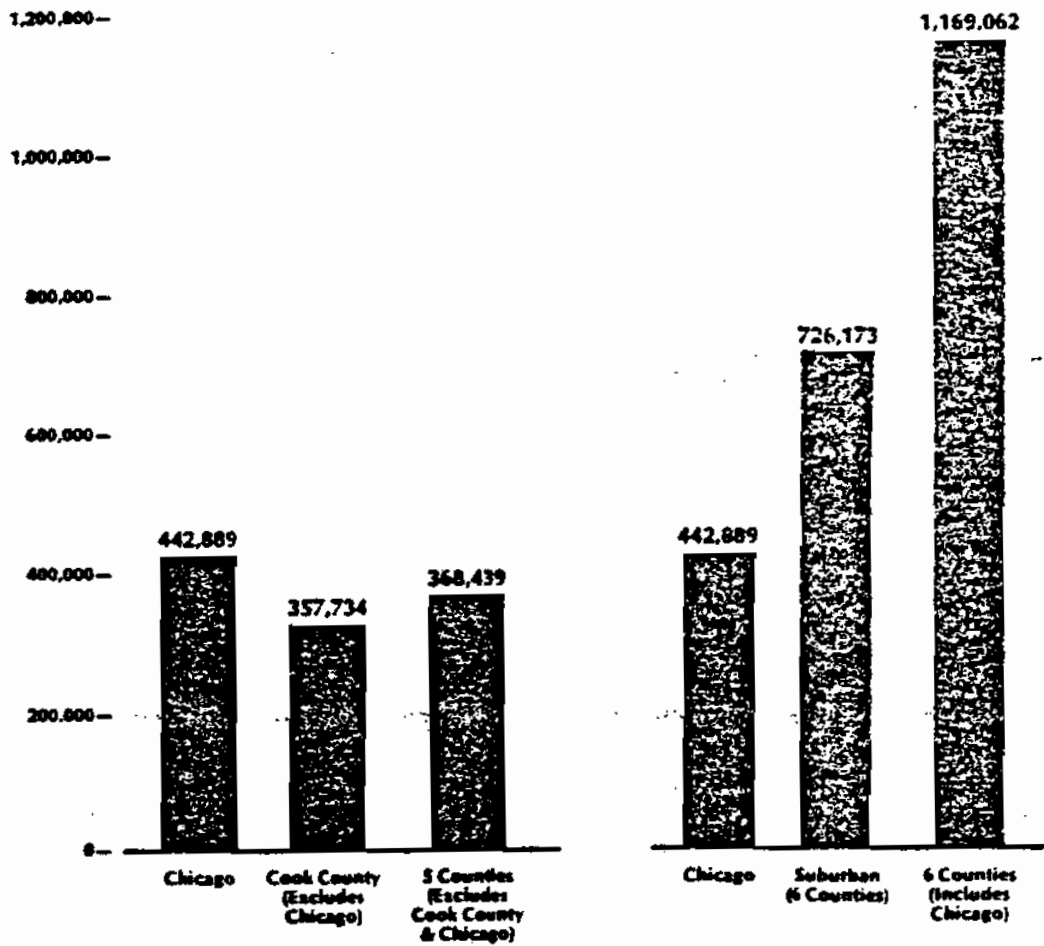
PUBLIC SCHOOL COMPOSITION  
IN THE SIX-COUNTY AREA  
1980



SUMMARY

TOTAL: Six County Area		TOTAL: Suburban	
No. Students	1,169,062	No. Students	726,173
No. White	696,019	No. White	619,907
% White	59.5%	% White	85.3%

### PUBLIC SCHOOL COMPOSITION IN THE SIX-COUNTY AREA 1980



**RACIAL CHARACTERISTICS OF INDIVIDUAL  
SCHOOLS WITHIN THE CHICAGO SCHOOL SYSTEM**

Number and Type of Schools. The Chicago school system presently operates 605 schools. The total enrollment and racial composition in each category of schools is shown in the following table:

**Racial Proportions of the Chicago Public Schools by Type of School  
October 30, 1981**

# of Schools	# of Units	# of Students	% White Non-Hispanic	% Black Non-Hispanic	% Amer. Ind. Alaskan Native	% Asian Pacific Is.	% Hispanic
Elementary Schools (Includes Branches)	452	299,432	15.9	60.2	0.2	2.2	21.3
Upper Cycle Schools	5	2,716	4.5	51.1	0.2	3.9	40.3
E.V.C. Centers	7	1,192	0.9	87.8			11.3
Child Parent Centers	25	4,110	0.6	92.6	0.1	0.4	6.3
General High Schools (Includes Branches)	55	104,086	23.4	37.1	0.2	2.9	16.4
Vocational High Schools	10	15,117	3.4	88.2	0.1	0.5	5.8
Middle Schools	8	6,851	3.4	71.8	0.4	3.6	18.8
Other Schools*	43	9,385	29.1	50.3	0.1	2.7	17.8
<b>TOTALS</b>	<b>605</b>	<b>442,889**</b>	<b>17.2</b>	<b>60.7</b>	<b>0.2</b>	<b>2.3</b>	<b>19.6</b>

\* Included are special schools for the physically and mentally handicapped, students with special needs, bilingual education, adult education, and apprentice programs.

\*\* Includes Pre-school and Kindergarten pupils.

Racial Composition of Individual Schools, 1963-1980.

The racial and ethnic composition of individual schools can be examined since 1963, the earliest year for which data is available. The table on page 39 shows a distribution of schools by deciles (10 percentage points) from 1963-1980.\*

In 1963, over 80% of the schools in the system had enrollments of greater than 90% white or greater than 90% minority. 319 schools, or 55.9%, were over 90% white; 151 schools, or 26.4%, were over 90% minority. By this Plan's definition of an integrated school as one having enrollment of 30-70%, both white and minority children, only 38 schools out of 571, or 6.7%, were integrated in 1963.

By October 1980 (when the Board undertook development of the present Student Desegregation Plan), the enrollment compositions of individual schools had changed markedly, as a result of both demographics and Board efforts. At that time, 2.1% of the schools were more than 90% white, and 58.8% were more than 90% minority. The proportion of integrated schools increased to 14.5% by 1970 (89 of 612 schools) and then remained at about that level to 1980, when there were 15.4% integrated schools (98 of 634).

However, this similarity in the proportion of integrated schools existing in 1970 and in 1980 must be understood

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\* For comparability of data, the table includes preschool and kindergarten students.

in context and not misconstrued. In, fact almost none of the schools that were integrated in 1970 remained so in 1980. Rather, those schools became predominantly minority in enrollment while the schools with integrated enrollments in 1980 were primarily schools that had previously been predominantly white.

This trend of transitory integration is illustrated by the data presented in Appendix 4, which identifies the specific regular elementary and high schools that had integrated enrollments in 1971 and shows their present (October 1981) enrollments. The same comparison is presented for schools with integrated enrollments in 1976.\*

Of the 62 regular schools that had integrated enrollments in 1971, only 9 retained an integrated enrollment 10 years later. Of the 56 schools that had integrated enrollments in 1976, only 19 remained in 1981.

These trends are even more pronounced for schools with integrated enrollments between 50-70% minority. Of 32 such schools in 1971, only 1 remained integrated 10 years later. Of 30 such schools existing in 1976, only 4 remained integrated five years later.

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\* 1971 data is used for this comparison because it is the first year in which the present racial and ethnic survey categories were used. Controlled enrollment and magnet schools (and the special schools identified in Appendix 6) were excluded from these comparisons.

DISTRIBUTION OF SCHOOLS BY  
PROPORTION OF WHITE ENROLLMENT  
1963-1980

<u>% White</u>	<u>1963</u>	<u>1970</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>Net Change 1963-1980</u>
90.01-100	319	138	27	16	13	-306
80.01-90	23	38	59	46	30	- 7
70.01-80	16	19	34	38	42	+ 26
60.01-70	12	21	21	31	38	+ 26
50.01-60	10	25	18	17	17	+ 7
40.01-50	9	22	22	21	21	+ 12
30.01-40	7	21	26	20	23	+ 16
20.01-30	9	21	24	39	35	+ 26
10.01-20	15	23	35	35	42	+ 27
0-10	151	284	381	384	373	+222
<b>Totals</b>	<b>571</b>	<b>612</b>	<b>647</b>	<b>647</b>	<b>634</b>	<b>+ 63</b>

C. BASIC OBJECTIVES AND STRATEGIES

This portion of the Plan describes its basic objectives and relates these objectives to the requirements of the Consent Decree. It also discusses the Board's basic strategies in achieving these objectives. These strategies are, of course, shaped in large measure by the demographic information presented above.

The most basic objective of the Plan is to follow the mandate of the Consent Decree in establishing the greatest practicable number of stably desegregated schools:

"The plan will provide for the greatest practicable number of stably desegregated schools considering all the circumstances in Chicago." [Consent Decree, §2.1]

This is to be accomplished in a way which does not cause the resegregation of schools:

"The plan shall include provisions to ensure that children shall not be reassigned in a manner that, considering the district as a whole, causes the resegregation of schools." [Consent Decree, §10.2]

These objectives of maximizing stable desegregation and preventing resegregation are closely related. A failure to achieve and preserve stability in the desegregation of schools will reduce the number of children enrolled in integrated educational settings.

The Consent Decree further provides:

"...the Board will develop and implement a system-wide plan to remedy the present effects of past segregation of Black and Hispanic students." [§1]\*

However, it must be emphasized that there are no admissions or findings as to what prior illegal segregation of students, if any, may have occurred in the Chicago school district. Thus, in seeking to develop a student assignment plan for Chicago in this context (of there being no admissions or findings as to the nature of any illegally segregative acts), the Board has undertaken to achieve two fundamental goals:

1. The Plan seeks to ensure that no segregative acts are initiated or authorized to continue during the term of the Plan.

The Plan seeks to ensure that decisions, whether taken now or in the future, as to school location, attendance zones, closings and the like, do not create impediments to the rights of children to attend schools without state-created segregation. The Plan seeks to make all practicable attendance area changes to facilitate the integration of racial and ethnic groups, consistent with the goal of avoiding the resegregation

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\* The Consent Decree also provides:

"To the greatest extent practicable, the plan will provide for desegregation of all racial and ethnic groups...." [§2.3]



of schools. The Plan also contains provisions [see Section V] to ensure that future decisions as to boundary changes, school closings and the like do not adversely affect the desegregation of the school system.

In addition, the Plan seeks to provide all school children an opportunity to receive regular instruction in a permanent school building and not in a mobile classroom. Disproportionate overcrowding of schools among various racial or ethnic groups is to be excluded. The potential of the use of mobile classrooms to contain minority children is eliminated. Furthermore, opportunity to learn in a permanent school facility, in the absence of mobile classrooms, will improve the educational environment at those remaining racially identifiable schools. In other words, the Plan ensures the elimination of any future actions which may allegedly result in illegally segregated schools.

2. The Plan seeks to eliminate, on a system-wide basis, the isolation of white children from other racial and ethnic groups, in a way which avoids resegregation of schools.

In seeking to reduce racial and ethnic isolation in Chicago schools, the Plan recognizes the enormous difficulties faced in this regard. The demographic facts mean that the amount of desegregation that can be achieved is severely limited. The number of white children enrolled in the school system is relatively small and rapidly declining, as parents

choose to live in suburban areas or to send their children to private schools. This both reduces the aggregate potential for desegregation and requires that special efforts be taken to achieve stability in desegregative efforts.

Moreover, the experience in cities with enrollment patterns and metropolitan area demographics similar to Chicago is that desegregation plans have not achieved significant amounts of stable or lasting desegregation, despite the very determined use of reassignment methods. Indeed, resegregative trends have often outstripped these desegregative efforts.\*

Despite these difficulties, the Board is committed to desegregating the Chicago school system. The Plan adopts the following strategies to deal with these obstacles:

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\* The experience of Boston, Detroit and Los Angeles are instructive in this regard. In these cities, the implementation of student desegregation plans, including the use of mandatory reassignment measures accelerated a trend toward increasing minority enrollment far in excess of that which was expected to occur based solely upon demographic analysis.

In Detroit, for example, between 1971, when school desegregation litigation began and 1977, the third year of that system's mandatory reassignment plan, the enrollment of white children declined from approximately 100,000 to 36,000. This is a decline of 30,000 in excess of what would have been expected based solely on demographic projections.

The experience of the Boston public schools is well documented in a report published by the Boston Municipal Research Bureau entitled The State of Boston Public Schools: A Pessimistic Diagnosis by the Numbers, (September 17, 1981). This Report is set forth as Appendix 5.

Nonetheless, the focus of the Plan is clearly on non-compulsory methods. The Board determines that the substantial use of mandatory reassignment involving transportation in Chicago, in a plan which seeks to desegregate only the Chicago public school system and not suburban school districts, would not increase the number of children in stably integrated and desegregated schools. Accordingly, the Board seeks to maximize the number of children in integrated and desegregated schools in Chicago through the implementation of a plan which minimizes the use of mandatory transportation techniques.

D. PLAN METHODOLOGY

The methodology followed by the Board in developing this Plan evidences the difficulty of preparing a desegregation plan for such a large school system, the comprehensive nature of the Plan and the Plan's attempt to achieve the greatest practicable amount of stable desegregation in Chicago.

The Principles set forth the basic elements and the general direction of the Plan. The elaboration of the Principles by the Joint Statement and by the Planning Guidelines provided more detail on the general policies and directions to be followed. Both the Principles and the Planning Guidelines were adopted after extensive opportunity for public hearing and comment

Neither the Principles nor the Guidelines, however, dealt with the school system on an individual school-by-school basis. That has been the dominant focus of this Plan. The starting point for the Plan was the development of school-by-school base-line enrollment projections. This provided a profile of enrollment numbers and racial and ethnic composition for each school in the system\* for each year through 1985-86.

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\* Special schools for the physically and mentally handicapped and students with other special needs, bilingual education centers, adult education schools, child-parent centers and schools housing apprentice programs are not discussed in the Text or in the School-by-School Analysis. A description of these 68 special schools is set forth as Appendix 6.

With regard to these special schools, the Board adopts as a provision of the Plan, the following policy: Assignment of students to these schools shall be on the basis of objective, racially neutral and uniformly applied criteria that are educationally appropriate to the instructional program at the particular school.

These base-line projections sought to project school enrollments, assuming the continuation of existing desegregation measures (see pp. 184-243) but without considering the effect of any additional desegregative techniques. For example, in a school now receiving permissive transfers, the projections assumed that the same number of children would continue under that program at the school. Anticipated changes not arising from the Plan were also taken into account. These included anticipated changes in neighborhood composition and demographic changes. The projections of demographic changes took into account factors such as birthrates, in- and out-migration rates, and known changes taking place in neighborhood character.\*

The Board believes that the base-line projections are quite accurate. Historically, projections of the system as a whole (projecting one to two years into the future) have been extremely accurate (to within 1/2%). As the projections advance further in the future, they become somewhat less precise. Intervening variables may occur. Similarly, as the unit of projection is reduced to a single school, precision of projection is reduced. Nonetheless, the Board believes these projections are sufficiently accurate to be the proper basis for the School-by-School Analysis.

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\* The method of computing the effect of these changes is known technically as "modified cohort survival method."

Once these school-by-school projections were made, schools were identified by category: already integrated schools (both with and without rapid rates of change in enrollment composition), schools already desegregated, schools which remained to be desegregated (within the definitions established by the Principles), and schools projected to become or remain racially identifiable.

The Board's staff, under the direct supervision of the General Superintendent, then developed a comprehensive set of "treatments" believed to be appropriate for the schools in the various categories. For virtually every school in the system, a wide variety of possible programs and treatments was considered. The Staff also sought to develop new and additional program models and to locate them at particular schools. A review was made of all instances in which boundary changes might produce or enhance stable integration or desegregation. A variety of pairing and clustering arrangements, as well as numerous other techniques, to desegregate predominantly minority schools were also tested.

When various potentially useful "treatments" were identified, they were then carefully reviewed, including by district superintendents and field administrators, for practicability. Revisions to reflect those suggestions were made. Projections taking into account the effectiveness of these treatments were then developed. (However, the projections

neither establish the limits for Plan implementation nor constitute the actual requirements of the Plan.)

On the basis of these first "post-treatment" projections, schools were examined to look for potential problems -- schools which might not meet the goal of 35% minority enrollment by Fall, 1983, schools which were in danger of resegregation, or schools with comparatively few black children. On the basis of this reconsideration, a whole series of further "treatments" were developed. These included measures to increase black enrollment at integrated and desegregated schools where the minority children were (and were projected to remain) largely Hispanic, and where the introduction of additional minority children would not disturb the stability of desegregation. The projections were then modified to take these additional actions into account.

There are two aspects in which the projections deliberately do not take account of factors which may affect the outcomes. First, for magnet schools and new programs, additional numbers of children are projected to be involved. These additional children, of any race, are not subtracted from the projected enrollment at other schools. This results in some double counting of children because it is almost impossible to project from which school a child would transfer to a magnet, a metropolitan or a specialty school. In addition, one of the purposes of these schools is to attract children to the public

schools who otherwise would not attend them -- such as children who otherwise would attend the suburban or private schools.

Second, the projections do not take into account any increase in the anticipated loss of children from the school system resulting from the implementation of the Plan. The Board believes this is not wholly unrealistic. While there may probably be some increased loss of enrollment, especially in the first years of Plan implementation, it should not reach especially large numbers. This is because the Plan seeks to use methods which retain children in the system in desegregated schools, rather than techniques which would serve to exacerbate the segregation of children between City public schools on the one hand and suburban and private schools on the other hand.

As these projections were completed, individual school-by-school analyses were prepared (Volume II of the Plan). These analyses describe in summary terms the work and consideration that went into developing a strategy for each school. They also provide a detailed statement as to why it is not practicable to desegregate a number of schools which will remain racially identifiable.

After the school-by-school analyses were completed, the basic text of the Plan was developed, to describe and put into more structured form the individual school-by-school decisions. However, the Plan's seminal feature is its school-by-school character.



It must be kept in mind that the Plan is empirical in nature. School desegregation on this large a scale has never been successfully implemented. Some of the techniques adopted may not succeed and may require modification over time. The system and each school in the system will require careful and continuing examination. Thus, the Board will conduct an Annual Desegregation Review (see pp. 325-326) to consider where changes are required to increase the Plan's effectiveness.

\* \* \*

The Board believes that the Plan it is proposing will maximize the creation of stably desegregated schools in Chicago. In accomplishing this objective, the Plan focuses on programs that will combine the attainment of system-wide student desegregation with educational enhancement. Thus, the Board believes, the Plan has the potential to stabilize and desegregate the school system, provide improved educational opportunities and serve as a focus for achieving the broader goal of developing an integrated community.

E. OVERVIEW OF PLAN ORGANIZATION

The Plan essentially divides all schools in the school system into three broad categories. It begins with a discussion of residentially integrated schools. It identifies two basic types of schools within this category -- stably integrated and integrated but with potential for racial change. A third type -- stable mixed (schools having a small but relatively constant enrollment of white children) is also identified. (Two other sub-categories are also identified: (a) schools which are currently integrated but whose enrollment of white children is projected to decline, resulting in a mixed enrollment and (b) schools whose enrollment composition is currently racially mixed but is projected to become racially identifiable). The measures provided by the Plan both to preserve and increase the current levels of integration at these schools are described.

The Plan next considers the category of the desegregated school, consisting both of schools which have previously achieved stably desegregated status through the implementation of various student assignment measures and schools which are to achieve such status as a result of previously existing and newly adopted student assignment techniques (which are described in detail). The Plan also sets forth the Board's mandatory backup plan -- compulsory reassignment of children to achieve desegregation if voluntary and other mandatory measures do not succeed in meeting the requirements of the Plan.

The Plan next considers those schools which are projected to remain racially identifiable. It describes why, in the Board's judgment, these schools cannot practicably be desegregated. The Plan also describes the compensatory educational arrangements which will be provided for at these schools and the various voluntary transfer arrangements in which students enrolled at these schools may participate.

The Plan then sets forth other student assignment provisions which will be applied throughout the school system to provide and maintain the maximum practicable desegregation and to ensure that the Plan will not initiate or authorize any illegally segregative actions. Among these provisions are ones concerning school closings, boundary area adjustments and with-in school racial segregation. The Plan also contains a separate section detailing the Board's proposed voluntary inter-district student transfer program.

Lastly, there is a discussion of the Plan's projected cost, the financial constraints under which the Board operates and the legal principles which are to govern Plan implementation.

## II. INTEGRATED SCHOOLS

As a starting point, the Plan identifies schools which are already integrated. These are schools which have significant numbers of both white children and minority children. The schools identified as integrated are those which are "naturally integrated", in that their racial and ethnic integration derives primarily from residential and other natural attendance patterns and not from student assignment techniques of the Plan.\*

For these schools, the principal focus of the Plan is to buttress and support the existing integration. This is especially important in Chicago where integration has often been only a transitional phase in the resegregation of neighborhoods and schools. Integrated schools are, except as described below, generally exempted from further reassignment techniques, especially those which might interfere with the stability of that integration.

The Plan identifies certain schools as stably integrated. It provides actions to support the stability of integration at these schools. It also identifies schools which are

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\* The Board operates a number of schools whose attendance derives from a larger area than a local neighborhood. Attendance at these schools, which is not derived from the implementation of desegregation techniques, is included in the reference to natural attendance patterns. An example is Lane Technical High School, whose attendance area comprises that portion of the City north of Roosevelt Road.

integrated but have a potential for racial change and provides actions to stabilize the existing integration. Finally, the Plan deals with schools which do not have enough white children to be considered integrated but which are capable of maintaining a stable, although comparatively small, white enrollment. For these schools the Plan takes steps to increase or to stabilize the enrollment of white children.

STABLY INTEGRATED SCHOOLS

The Plan identifies schools which are integrated and are stable in that integration. By and large, it exempts these schools from desegregation techniques which might destabilize their integrated status. At the same time, the Plan provides support for continued stable integration at these schools.

A. PROVISIONS OF DOCUMENTS

The Consent Decree provides:

" 5.2 Stably Integrated Schools. The plan may create exceptions with respect to individual schools which it shows are already stably integrated (or will become stably integrated by the time of implementation of the plan).

5.2.1 Initial Exception. The plan may exclude such schools from reassignment of students if the extent of integration is within a reasonable range of that to be achieved in the schools referred to in §2.1. [Schools to be desegregated.]

5.2.2 Subsequent Exception. The plan may provide for the later exclusion from student reassignment of any initially included school that, through demographic changes or other factors, promises to become stably integrated.

5.2.3 Subsequent Inclusion. The plan should include sufficient flexibility to enable any of the techniques outlined above to be applied to any school in which stability of integration is threatened by unforeseen circumstances."

The Student Assignment Principles provide:

"1.1.1 A school may initially (by December 31, 1981) be identified by the Board as stably integrated if its enrollment is 30-70% white, or 30-70% minority, and has some history of stability or has become stable."

The Joint Statement provides:

"The Board also concurs that schools with 30% minority enrollment may not be automatically identified as stably integrated on a numerical basis alone, and that the attainment of a 30% minority enrollment will not categorically preclude consideration of further student assignment measures involving such schools, such as practicable attendance area or feeder pattern adjustments to desegregate adjacent schools.... The parties also concur that voluntary transfers as well as students residing within the attendance zone may be considered, in determining whether to identify a school as stably integrated, in conjunction with the other criteria that are to be developed by October 30, 1981, for identifying stably integrated schools."  
(Joint Statement, pp. 11-12)

## B. BASIC PLAN PROVISIONS

1. Definition of Integrated School and Stably Integrated School. An integrated school is one which has an enrollment consisting of both at least 30% white children and at least 30% minority children. This is the same minimum of extent of integration which is to be achieved in schools which are or are to become desegregated. Both residential and transfer students are included in the enrollment for purposes of the definition

of an integrated school. However, only schools whose enrollment of both whites and minorities is principally derived from residential or other natural attendance patterns are included in the category of integrated schools.

A stably integrated school is one which is:

(a) presently naturally integrated;  
(b) projected to remain integrated through October, 1985; and

(c) projected to experience a change in either white or minority composition, derived from its natural attendance area\*, of less than approximately 20 percentage points from October, 1981 through October, 1985.

2. Exemptions from Reassignment. Schools identified as stably integrated are exempted from all further mandatory student reassignment measures, except that boundary changes for these schools may be considered in future years as needed to maintain stability of integration. (See pp. 228-235 for the standards and procedures governing future attendance area

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\* The percentage of white children enrolled at the Nightingale School, in District 12, is projected to decline by about 26 percentage points over the next four years. This decline results from actions implemented by the Plan to increase the enrollment of black children, from out of the attendance area, through additional permissive transfers (see p. \_\_\_\_). Notwithstanding this change in enrollment composition, the Plan identifies Nightingale as a stably integrated school because the decline is a result of actions implemented by the Plan rather than being derived from its natural attendance area.



adjustments). Open enrollment transfers may continue to the school as long as they enhance integration and desegregation. (See pp. 191-193 for a statement of the Plan's provisions on when such transfers enhance integration and desegregation).

3. Efforts to Increase Black Enrollment. Special efforts are taken to attract additional black children to stably integrated schools which do not have significant black enrollment where these actions will not threaten the stability of integration already achieved at these schools.

4. Programs. Stably integrated schools will not be closed during the term of the Plan, if to do so would adversely affect the integration of children which the school achieves. No programs at stably integrated schools will be altered during the term of the Plan, if to do so would adversely affect the stable integration at the school (unless another program is added which is at least as effective in preserving stability). New educational programs are to be established in school year 1982-83 to maintain and increase integration at some of these schools.

5. Regular Review. The Board will annually review the status of all schools during the term of the Plan to determine if they should be added to or dropped from the category of stably integrated schools and to determine if further steps to maintain the stability of integration are needed. This review

will be part of the Board's Annual Desegregation Review which will be conducted in each year during the term of the Plan.

C. IMPLEMENTATION OF PLAN PROVISIONS

1. Definition and Identification of Schools. The Board has made projections as to enrollment at all schools for each year through October, 1985. In projecting future enrollment for purposes of evaluating whether a school should be identified as stably integrated, these factors were considered:

The history of enrollment composition and the direction and magnitude of historic changes;

The reasons for past changes, such as programs in the school, boundary adjustments and school closings, location in the City, changes in neighborhood composition and community effort and attitudes; and

The extent and the anticipated stability of voluntary transfers at the school, including for high schools transfers from their feeder elementary schools.

A figure of approximately 20 percentage points change in either white or minority enrollment over four years is established as a measurement of stability. This represents an average annual change of about 5%.\*

Under these criteria, a total of 42 schools are identified as stably integrated. These schools are described

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\* In fact, the precise "cut-off" point is 22%. This figure was empirically derived. In seeking to assess relative stability, the Board initially looked at an annual change of composition of about 5% or less as relatively stable. In examining the universe of already integrated schools, however, a frequency distribution analysis, demonstrated that a dividing point between stably integrated schools and schools with more rapid rates of change occurred at 22 percentage points and, accordingly, this figure was used.

in the detail in the School-by-School Analysis. The schools so identified are the following schools with the following present and projected racial compositions. (The enrollment projections take into account the implementation of the Plan actions):

IDENTIFICATION OF STABLY INTEGRATED SCHOOLS

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
PASSIZ (3)	MEMBERSHIP	408	377	298	279	252	240	225	214	208
	% WHITE	42.4	39.0	37.2	38.7	40.1	41	39	37	36
	% BLACK	2.5	9.0	11.4	13.3	9.5	9	9	10	10
	% HISPAN	50.7	47.2	47.0	43.7	44.8	45	46	47	47
	% OTHER	4.4	4.8	4.4	4.3	5.6	5	6	7	7
ARMSTRONG (2)	MEMBERSHIP	718	624	602	589	620	635	658	688	723
	% WHITE	77.7	72.6	68.9	64.9	55.0	50	45	40	35
	% BLACK	4.5	9.9	13.5	14.3	19.4	23	27	30	34
	% HISPAN	4.6	4.3	5.3	8.7	13.9	16	17	20	23
	% OTHER	13.2	13.1	12.3	12.2	11.8	11	12	10	9
MCDUBON (3)	MEMBERSHIP	737	598	583	644	600	573	550	539	536
	% WHITE	73.4	67.9	61.9	60.9	55.5	53	49	47	43
	% BLACK	0.5	0.3	0.5	0.3	0.8	1	1	2	2
	% HISPAN	19.4	27.4	31.6	34.8	39.3	43	45	47	49
	% OTHER	6.6	4.3	6.0	4.0	4.3	3	4	5	6
MURPHY (4)	MEMBERSHIP	583	524	509	492	456	465	480	483	489
	% WHITE	83.4	77.1	72.7	68.7	66.0	61	57	52	50
	% BLACK	0.0	0.0	0.0	0.0	0.0	3	4	6	6
	% HISPAN	14.1	18.1	17.5	21.3	24.3	27	30	34	36
	% OTHER	2.6	4.8	9.8	10.0	9.6	9	10	9	8

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
BATEMAN (1)	MEMBERSHIP	981	797	793	801	823	835	850	854	869
	% WHITE	72.0	70.4	64.1	61.5	58.1	54	50	45	40
	% BLACK	0.0	0.5	0.4	0.7	0.4	0	0	0	0
	% HISPAN	16.0	17.9	22.1	24.8	26.6	29	31	34	36
	% OTHER	12.0	11.2	13.5	12.9	14.9	17	19	22	24
BELL (3)	MEMBERSHIP	726	616	604	599	609	605	600	600	599
	% WHITE	67.4	67.4	65.2	64.3	62.4	60	57	55	53
	% BLACK	8.0	8.1	8.8	9.2	9.7	11	12	12	13
	% HISPAN	19.7	18.0	19.4	19.0	19.0	19	19	19	19
	% OTHER	5.0	6.5	6.6	7.5	8.9	11	12	14	15
BURLEY (3)	MEMBERSHIP	604	512	488	426	420	415	407	407	406
	% WHITE	66.2	67.2	59.8	50.7	47.6	44	40	37	32
	% BLACK	0.5	2.5	1.8	1.9	2.9	4	5	6	7
	% HISPAN	29.3	27.5	34.2	43.0	46.0	49	52	55	59
	% OTHER	4.0	2.7	4.1	4.5	3.6	4	3	2	2
CLEVELAND (1)	MEMBERSHIP	562	499	483	454	408	378	352	339	338
	% WHITE	81.5	74.1	70.6	68.9	67.4	61	55	52	50
	% BLACK	2.0	4.0	7.2	6.6	6.9	12	16	18	19
	% HISPAN	11.7	16.2	16.4	18.1	17.6	18	19	20	20
	% OTHER	4.8	5.6	5.8	6.4	8.1	9	10	11	11

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
LISSOLD (18)	MEMBERSHIP	463	445	435	416	498	480	475	498	531
	% WHITE	86.4	76.0	74.5	71.9	68.7	65	61	57	51
	% BLACK	12.3	22.9	23.4	26.0	29.1	33	36	40	45
	% HISPAN	0.6	0.4	0.9	0.7	1.0	1	2	2	3
	% OTHER	0.6	0.7	1.1	1.4	1.2	1	1	1	1
DONLEY (3)	MEMBERSHIP	583	519	461	453	410	405	390	376	364
	% WHITE	89.4	81.3	73.1	72.2	69.5	62	58	54	51
	% BLACK	0.3	0.6	1.3	3.1	2.9	6	7	8	9
	% HISPAN	6.9	14.8	19.7	19.9	22.2	25	27	29	30
	% OTHER	3.4	3.3	5.9	4.9	5.4	7	8	9	10
AVIS (8)	MEMBERSHIP	543	457	432	426	414	430	420	397	396
	% WHITE	55.6	48.8	42.1	37.3	36.5	40	38	36	34
	% BLACK	0.0	0.0	0.0	0.0	0.0	0	0	0	0
	% HISPAN	43.3	50.3	56.7	61.5	62.1	59	61	63	64
	% OTHER	1.1	0.9	1.2	1.2	1.4	2	2	2	2
VERETT (8)	MEMBERSHIP	409	351	315	281	308	290	275	269	260
	% WHITE	84.1	83.2	80.6	85.1	69.8	57	49	48	48
	% BLACK	0.0	0.0	0.0	0.0	0.0	9	15	14	12
	% HISPAN	14.7	16.5	18.4	14.6	29.2	33	35	37	39
	% OTHER	1.2	0.3	1.0	0.4	1.0	1	1	1	1

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
GREENE (11)	MEMBERSHIP	245	274	252	232	410	400	395	397	401
	% WHITE	71.4	59.9	64.3	59.1	60.0	54	50	46	44
	% BLACK	0.8	14.2	13.1	14.2	11.0	13	15	17	17
	% HISPAN	27.8	24.8	22.6	26.7	28.8	33	35	38	39
	% OTHER	0.0	1.1	0.0	0.0	0.2	0	0	0	0
HAMILTON (3)	MEMBERSHIP	120	591	493	440	417	395	375	356	338
	% WHITE	0.0	51.3	48.5	44.8	49.4	46	44	41	41
	% BLACK	100.0	0.7	1.0	3.2	2.6	3	2	2	2
	% HISPAN	0.0	42.8	45.0	46.4	41.2	44	46	48	49
	% OTHER	0.0	5.2	5.5	5.7	6.7	7	8	9	9
HANSON PK (4)	MEMBERSHIP	243	253	312	381	442	450	465	488	510
	% WHITE	92.6	90.9	84.6	72.2	64.0	59	54	48	44
	% BLACK	0.0	0.0	1.9	3.9	7.7	10	10	10	10
	% HISPAN	6.2	7.1	11.5	20.8	26.5	30	35	40	45
	% OTHER	1.2	2.0	1.9	3.1	1.8	1	1	1	1
HAUGAN (1)	MEMBERSHIP	1531	1350	1278	1301	1257	1210	1175	1220	1265
	% WHITE	74.5	69.6	65.8	61.3	56.6	53	49	43	38
	% BLACK	0.3	0.6	0.2	0.5	0.7	1	1	2	2
	% HISPAN	15.1	18.1	20.5	23.2	24.8	26	29	32	35
	% OTHER	10.2	11.7	13.5	15.0	17.8	20	21	24	25



SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
HAYT (2)	MEMBERSHIP	724	602	543	525	522	540	550	559	573
	% WHITE	73.1	63.5	61.9	56.8	54.4	52	49	45	42
	% BLACK	2.6	4.2	6.4	9.9	11.3	13	16	18	20
	% HISPAN	10.8	11.1	12.7	17.7	17.8	17	19	20	22
	% OTHER	13.5	21.3	19.0	15.6	16.5	18	17	18	17
HEALY (11)	MEMBERSHIP	779	666	663	580	538	515	480	483	479
	% WHITE	65.2	64.9	62.7	56.4	54.3	51	47	44	42
	% BLACK	1.2	1.5	2.0	5.0	9.7	13	16	18	20
	% HISPAN	33.1	33.0	33.8	36.0	32.0	31	31	30	30
	% OTHER	0.5	0.6	1.5	2.6	4.1	6	7	8	8
HENRY (1)	MEMBERSHIP	697	546	561	519	494	491	480	479	479
	% WHITE	82.1	80.0	72.2	67.6	64.2	59	53	49	47
	% BLACK	0.0	0.0	0.4	1.3	0.4	3	6	6	6
	% HISPAN	12.5	13.7	21.4	25.6	29.4	31	34	38	40
	% OTHER	5.5	6.2	6.1	5.4	6.1	7	7	7	8
HOLDEN (11)	MEMBERSHIP	534	439	414	433	456	470	480	499	520
	% WHITE	59.9	54.4	53.4	51.5	54.8	54	51	49	46
	% BLACK	5.6	6.4	7.7	9.5	9.2	12	15	16	17
	% HISPAN	33.7	38.7	37.7	38.6	34.4	32	31	32	33
	% OTHER	0.7	0.5	1.2	0.5	1.5	2	3	3	4

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
JAHN (5)	MEMBERSHIP	620	538	498	501	505	515	535	569	599
	% WHITE	67.7	59.5	58.8	53.5	51.7	49	48	44	41
	% BLACK	0.2	1.1	1.4	0.8	1.4	2	2	2	2
	% HISPAN	28.9	35.5	36.1	42.7	42.8	45	46	48	51
	% OTHER	3.2	3.9	3.6	3.0	4.2	5	5	6	6
KELLY H.S. (8)	MEMBERSHIP	1785	1651	1456	1725	1733	1755	1745	1759	1785
	% WHITE	76.1	74.9	72.2	71.1	67.3	61	56	52	48
	% BLACK	0.1	0.1	0.1	0.0	0.2	2	4	6	7
	% HISPAN	23.4	24.2	26.6	27.7	31.4	35	38	42	45
	% OTHER	0.4	0.8	1.1	1.3	1.0	1	1	1	1
LANE TECH (3)	MEMBERSHIP	4610	4516	4558	4526	4596	4580	4560	4611	4689
	% WHITE	72.3	68.1	63.8	62.2	59.4	57	56	53	51
	% BLACK	8.1	9.6	11.3	11.5	12.0	14	14	15	15
	% HISPAN	9.5	11.0	11.8	12.0	14.5	15	16	17	18
	% OTHER	10.1	11.3	13.0	14.3	14.1	14	14	15	15
LINCOLN (3)	MEMBERSHIP	517	528	539	469	449	432	417	407	403
	% WHITE	78.5	69.3	66.4	59.3	52.3	48	42	38	32
	% BLACK	12.2	23.7	26.7	31.8	39.0	44	49	54	59
	% HISPAN	5.0	3.8	3.7	6.0	5.8	6	6	6	6
	% OTHER	4.3	3.2	3.2	3.0	2.9	3	3	3	3

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
LINNE (5)	MEMBERSHIP	482	400	443	444	467	485	510	544	573
	% WHITE	74.3	69.0	54.2	53.8	50.7	47	44	39	36
	% BLACK	0.6	1.3	4.1	2.5	1.7	2	1	1	1
	% HISPAN	21.8	28.5	39.3	41.4	42.8	46	49	53	56
	% OTHER	3.3	1.3	2.5	2.3	4.7	6	7	8	8
LOVETT (4)	MEMBERSHIP	433	423	416	396	408	410	405	407	406
	% WHITE	91.0	85.8	74.5	66.7	60.0	54	49	47	43
	% BLACK	0.0	0.0	0.0	0.0	0.7	1	2	2	3
	% HISPAN	6.7	11.8	24.0	30.3	36.8	42	46	47	50
	% OTHER	2.3	2.4	1.4	3.0	2.5	3	4	4	5
MARQUETTE (15)	MEMBERSHIP	702	588	606	564	572	575	585	620	661
	% WHITE	79.3	78.1	71.8	71.5	66.4	60	55	50	46
	% BLACK	9.5	7.1	6.3	7.3	6.6	7	8	8	8
	% HISPAN	10.5	14.3	20.5	20.2	25.2	30	35	40	43
	% OTHER	0.6	0.5	1.5	1.1	1.7	2	2	2	3
MAYER (3)	MEMBERSHIP	661	664	620	577	593	610	600	595	586
	% WHITE	46.3	45.9	46.3	47.5	47.0	47	46	46	45
	% BLACK	11.5	19.6	20.3	21.5	25.0	27	29	30	31
	% HISPAN	37.1	30.9	30.0	27.9	24.8	23	22	22	21
	% OTHER	5.1	3.6	3.4	3.1	3.2	3	3	3	3

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
McCLELLAN (11)	MEMBERSHIP	431	293	268	237	271	265	250	240	228
	% WHITE	63.8	60.1	51.9	56.5	50.9	46	41	37	34
	% BLACK	0.0	0.3	2.6	1.3	1.1	1	1	0	0
	% HISPAN	36.2	39.2	45.5	41.8	47.6	53	58	62	66
	% OTHER	0.0	0.3	0.0	0.4	0.4	0	0	0	0
MORRILL (15)	MEMBERSHIP	1015	930	985	981	1016	1045	1080	1118	1171
	% WHITE	79.8	68.8	62.2	55.4	52.4	49	45	40	36
	% BLACK	3.6	0.0	0.1	0.0	0.1	0	0	0	0
	% HISPAN	15.7	29.2	34.5	42.5	46.2	50	55	59	64
	% OTHER	0.9	1.9	3.1	2.1	1.4	1	1	1	0
NIGHTINGALE (12)	MEMBERSHIP	702	593	625	622	600	585	560	585	619
	% WHITE	87.3	82.6	73.8	67.5	67.2	57	50	46	41
	% BLACK	0.0	0.0	4.3	3.5	1.2	7	10	10	10
	% HISPAN	11.8	15.9	21.0	26.8	31.2	36	40	45	49
	% OTHER	0.9	1.5	1.0	2.1	0.5	0	0	0	0
OGDEN (3)	MEMBERSHIP	627	531	510	487	527	520	504	493	481
	% WHITE	75.1	71.6	70.0	66.7	62.2	58	56	54	52
	% BLACK	14.7	16.4	17.6	19.5	24.3	27	28	30	32
	% HISPAN	6.9	9.4	9.6	9.0	8.2	8	8	7	7
	% OTHER	3.3	2.6	2.7	4.7	5.3	7	9	9	10

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
PALMER (1)	MEMBERSHIP	566	475	469	446	456	500	520	554	593
	% WHITE	86.0	75.2	69.9	65.9	57.5	53	51	47	42
	% BLACK	4.8	7.6	6.2	5.4	3.5	4	3	3	3
	% HISPAN	4.1	9.3	17.5	19.3	30.3	34	36	38	42
	% OTHER	5.1	8.0	6.4	9.4	8.8	10	10	12	14
PETERSON (1)	MEMBERSHIP	691	577	606	578	572	580	565	564	567
	% WHITE	78.1	77.1	73.3	70.4	63.6	58	51	47	43
	% BLACK	0.6	0.7	2.3	3.1	3.5	5	7	7	7
	% HISPAN	4.6	5.0	6.6	6.7	8.6	10	12	13	15
	% OTHER	16.6	17.2	17.8	19.7	24.3	27	31	32	36
PROSSER (4)	MEMBERSHIP	1532	1492	1475	1395	1326	1300	1275	1271	1275
	% WHITE	69.7	65.2	58.3	52.9	48.3	46	44	41	37
	% BLACK	13.6	16.8	21.4	25.0	28.8	30	32	34	35
	% HISPAN	14.7	16.6	18.8	20.4	21.5	23	23	24	26
	% OTHER	2.0	1.3	1.5	1.6	1.4	1	1	1	1
RAY (14)	MEMBERSHIP	601	567	588	587	602	600	590	590	599
	% WHITE	40.1	39.3	38.6	39.4	36.7	36	35	35	34
	% BLACK	49.4	51.3	52.7	51.1	52.0	52	52	52	52
	% HISPAN	3.0	1.6	1.4	2.2	2.8	3	3	3	3
	% OTHER	7.5	7.8	7.3	7.3	8.5	10	10	11	11

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
ROOSEVELT (1)	MEMBERSHIP	1835	1831	1783	1724	1597	1450	1350	1291	1249
	% WHITE	73.8	73.2	66.0	61.8	58.5	54	50	46	42
	% BLACK	1.9	4.0	7.1	10.0	10.0	10	10	10	10
	% HISPAN	13.3	13.2	16.6	17.4	20.5	26	29	32	35
	% OTHER	11.0	9.6	10.3	10.8	10.9	11	11	12	13
SCHURZ H.S. (4)	MEMBERSHIP	4074	3922	3699	3597	3182	3095	3000	2960	2941
	% WHITE	72.0	67.2	60.4	51.9	49.5	49	47	47	45
	% BLACK	2.1	2.4	6.6	11.5	12.0	12	11	11	10
	% HISPAN	24.3	28.0	30.4	33.9	35.0	35	36	36	38
	% OTHER	1.7	2.4	2.7	2.6	3.6	5	6	7	8
SOLOMON (1)	MEMBERSHIP	268	263	275	256	276	280	283	290	302
	% WHITE	71.3	59.3	58.2	55.5	55.1	53	50	50	49
	% BLACK	8.6	17.5	13.5	13.7	13.0	13	13	14	14
	% HISPAN	4.9	3.4	4.4	3.9	3.6	3	2	1	2
	% OTHER	15.3	19.8	24.0	27.0	28.3	31	34	35	36
SUTHERLAND (18)	MEMBERSHIP	610	479	376	351	384	390	395	407	427
	% WHITE	93.6	90.4	88.0	80.6	65.1	60	57	53	50
	% BLACK	3.6	7.1	9.6	17.7	32.6	37	36	39	43
	% HISPAN	2.1	1.7	1.6	1.1	0.8	1	5	4	4
	% OTHER	0.7	0.8	0.8	0.6	1.6	2	3	3	4

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
RUMBULL (2)	MEMBERSHIP	1033	854	820	759	759	755	745	747	760
	% WHITE	58.0	49.2	48.8	45.1	43.1	41	39	36	31
	% BLACK	3.0	4.8	6.1	7.5	9.6	11	13	15	18
	% HISPAN	29.1	33.1	32.9	35.8	31.4	31	28	27	25
	% OTHER	9.9	12.9	12.2	11.6	15.9	18	21	23	27
WATERS (1)	MEMBERSHIP	716	617	583	583	548	544	528	544	552
	% WHITE	73.2	66.8	68.6	62.8	59.5	54	49	44	42
	% BLACK	1.0	1.1	1.5	1.0	0.4	3	5	7	7
	% HISPAN	12.8	16.9	17.2	20.2	25.5	29	34	36	39
	% OTHER	13.0	15.2	12.7	16.0	14.6	13	13	12	13

These schools exhibit a wide array of enrollment compositions. Some have more black children than other children, some have more Hispanic, some more white and some more Asian. But they are broadly representative of the multi-ethnic and racial nature of Chicago public schools.\*

Before being identified as stably integrated, each of these schools was examined to see if boundary changes with adjacent schools could produce more than one stably integrated or desegregated school. As described in the School-by-School Analysis (Volume II of the Plan), the Board has determined for the schools identified as stably integrated that boundary changes would not presently increase the aggregate number of stably integrated or desegregated schools in the school system.

\* The present and projected total enrollments for stably integrated schools (and those schools which are integrated but identified as having potential for racial change, see pp. 84-99) are as follows:

	-----ACTUAL-----				-----PROJECTION-----				
	1977	1978	1979	1980	1981	1982	1983	1984	1985
MEMBERSHIP	52,349	48,045	46,409	44,859	44,370	43,667	42,899	42,981	43,421
WHITE	36,495	31,534	28,168	25,431	23,688	21,844	20,057	18,674	17,500
%	69.71	65.63	60.7	55.9	53.4	50.0	46.7	43.4	40.3
BLACK	4,498	4,892	5,585	6,141	6,408	6,610	6,797	7,182	7,673
%	8.6	10.18	12.03	13.6	14.44	15.1	15.84	16.7	17.6
HISPN	8,473	8,596	9,471	10,087	10,809	11,362	12,087	13,042	13,715
%	16.19	17.89	20.4	22.5	24.4	26.0	28.2	30.3	31.6
OTHER	2,858	2,905	2,960	3,220	3,432	3,628	3,970	4,080	4,544
%	5.46	6.05	6.37	7.4	7.7	8.3	9.3	9.5	10.5



2. Exemptions from Reassignment. Schools identified as stably integrated are exempted from all mandatory reassignment involving transportation. Schools identified as stably integrated are also exempted from all other reassignment techniques, except that the following reassignment techniques may be applied for these schools on a case by case basis:

(i) As part of its Annual Desegregation Review, the Board will consider whether boundary changes should be adopted for the purpose of buttressing stable integration at that school (see pp. 228-235 for a description of procedures and standards governing future boundary changes);

(ii) Open enrollment and other voluntary transfers of children to these schools will continue to the extent that these transfers will enhance integration at the stably integrated school (see pp. 191-193). Voluntary transfers of additional children accordingly will be allowed on a majority-to-minority basis.\* The establishment of a 50% white -50% minority enrollment as a point beyond which transfers will not enhance desegregation derives both from the need to maintain stability of integration and from a determination that such a school is non-identifiable as either white or minority.

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\* No child, once properly enrolled in a school, will be excluded on this basis. Brothers and sisters of such a child also will not be excluded on this basis.

The Board will closely monitor out-of-attendance area enrollment at each of these schools to ensure that all such transfers promote stability of integration. Schools will be required to report regularly to the Board on all out-of-attendance area enrollment to provide evidence of compliance with these requirements of the Plan.

3. Efforts to Increase Black Enrollment. Special efforts are being taken to increase black enrollment at stably integrated schools with small black enrollment, to the extent consistent with maintaining stability at these schools. Each stably integrated school was examined to determine if additional steps could be taken, consistent with maintaining stability of integration, to increase black enrollment.\* This review resulted in the determination to add permissive transfer arrangements to a number of schools to increase black enrollment. (These measures are necessarily limited by consideration of school capacity). Stably integrated schools for which these special efforts are taken are the following:

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\* The determination as to when voluntary transfers will no longer enhance desegregation at these schools is made on a school-by-school basis. Such transfers will not be permitted beyond a point at which the Board determines would materially affect the stability of the school's integration.

STABLY INTEGRATED SCHOOLS  
WITH ADDITIONAL PERMISSIVE TRANSFER  
ARRANGEMENTS TO ENHANCE BLACK ENROLLMENT

<u>District</u>	<u>School</u>
1	Henry
1	Peterson
1	Waters
3	Coonley
4	Barry
11	Green
12	Nightingale

In other stably integrated schools it was determined that it was not practicable to take additional steps to increase black enrollment either for reasons of stability or school capacity.

4. Programs. No stably integrated school will be closed during the term of the Plan, if to do so would jeopardize the stable integration of children which the school achieves. To ensure that this is the case an impact analysis, public hearing and Board review will be required prior to any such school being closed. (See Section V for a description of procedural prerequisites to such closings.) Similarly, prior to any alteration of any significant programs, such as a Basic Skills or Regional Options Program, at a stably integrated school, an impact analysis will be made to ensure that the program elimi-

nation will not adversely affect the school's stable integration, unless another program is added which is at least as effective in preserving stability of integration.

In order to foster and maintain stable integration at schools identifiable as stably integrated, the following new educational programs are to be established:

(i) Educational Teaming. Six schools in the northeast part of the City are to be teamed (see pp. 253-255 for a more detailed description of this program.) These include Armstrong and Hayt which are stably integrated schools. One purpose of this teaming is to maintain the stability of integration at these schools.

Kelly High School is stably integrated but currently enrolls few black children. It is teamed with Juarez and Collins to increase its enrollment of minority children and especially black children.

Everett Elementary School is teamed with Armour. One objective of the teaming is to increase minority enrollment at Everett so that it achieves at least 35% minority enrollment by 1983.

These programs are not compulsory on children. It was determined that compulsory programs at stably integrated schools would be counterproductive to the natural integration these schools have already achieved.

5. Annual Future Review. Each year during the term of the Plan, the Board will conduct an Annual Desegregation Review. As part of that review, the Board will re-examine each school that has been designated as stably integrated to determine if the school remains stably integrated and whether additional stabilization or integration efforts are needed. Where appropriate, the Board shall set specific requirements for adjustments in enrollment composition at schools where such adjustments are necessary to maintain and preserve stable integration. If a school fails to meet these requirements, the Board may remove it from the category of a stably integrated school.

Each year, as part of its Annual Desegregation Review, the Board will also examine whether additional schools should be identified as stably integrated. The standard will be whether the school has the potential for continuing to have at least 30% minority and at least 30% white students for four years, with a reasonably limited rate of change.

D. RATIONALE

In Chicago, integration has frequently been only a way station on the road to racial transition and subsequent resegregation. This is demonstrated by a review of the change in racial composition of the Chicago public schools which has occurred over the last ten years, when school enrollment was primarily determined by reference to natural attendance areas. In 1971, 62 schools had enrollments of 30%-70% white, 30%-70% minority and were thus integrated according to the definition adopted by the Board in this Plan. By 1976, 30 of these schools or approximately 50% had become predominantly minority (with enrollments of less than 30% white children). By 1981, only 9 of these 62 schools (or 14.5%) remained integrated schools. Similarly, of the 56 schools which were integrated (by the Plan's definition) in 1976, only 19, or 33% remained within that category in 1981.\*

However, by identifying stably integrated schools and buttressing the integration already achieved at these schools, the Board seeks to break this entrenched pattern of resegregation. The identification of schools as stably integrated, and the support of continued stability for these schools, is thus very important in achieving the greatest practicable overall integration and desegregation in the school system. It

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\* Appendix 4 provides a detailed breakdown of changing enrollments in the school system over the last ten years.

is desirable to avoid disrupting those schools that have obtained a stably integrated enrollment by means of residential integration.

Giving special attention to ensuring stability of integration at these schools serves to increase the possibility of broader residential and other types of integration in the neighborhoods served by these schools. It also provides an incentive for parents of students enrolled in these schools to remain in the City of Chicago and to keep their children in the public school system.

Schools which are so identified shall not be wholly exempt from further efforts to increase their overall integration and desegregation. However, any further measures must be approached with great care to avoid endangering their stably integrated status.

The Board has selected the percentage requirement of a school having both at least 30% white and at least 30% minority enrollment to ensure that there are sufficient proportions of white and minority children to allow for effective participation and interaction among different racial and ethnic groups.

Since one purpose of exempting stably integrated schools from further reassignment measures is to foster residential integration, reference to the nature of integrated neighborhood schools is relevant. A neighborhood in which

there are at least 30% minority children in the public schools is considered by the Board to be residentially integrated, given the racial composition of the Chicago metropolitan area housing market as a whole.\*

In fact, very few integrated schools in Chicago are perfectly stable. Indeed, all of the schools identified by the Plan as stably integrated are projected to experience an increase in their proportion of minority enrollment in the next four years.\*\* The fact that even these "stable" schools are projected to undergo continuing increase in minority enrollment makes the buttressing of stability at these schools especially important.

Programs established at stably integrated schools can help to continue interracial enrollment and the maintenance of stably integrated communities by attracting people to interracial schools and neighborhoods. They can also build on the existing integration to provide interracial educational experiences for more children.

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\* As set forth at pp. 32-33, the Chicago SMSA is over 70% white, according to the 1980 Census. Thus, any school whose attendance area minority composition is at least as large as that of the SMSA is properly considered as racially integrated.

\*\* For these schools, considered in the aggregate, minority enrollment is projected to increase from 43.3% to 56.0% over the next four years.



SCHOOLS WITH POTENTIAL FOR RACIAL CHANGE

There are thirteen schools which are presently integrated but there exists the potential for racial change which would threaten that status.\* The Plan seeks to provide methods to stabilize integration at these schools.

A. PROVISIONS OF DOCUMENTS

The Consent Decree provides:

"10. Resegregation. The plan shall contain provisions to ensure against resegregation of students after implementation, in the following areas:"

10.2 Student Reassignment The plan shall include provisions to ensure that students shall not be reassigned in a manner that, considering the district as a whole, causes the resegregation of schools."

The Student Assignment Principles provide:

" 5.1 Student reassignments and transfers shall be closely scrutinized to ensure that they do not cause the resegregation of schools."

"5.3 Until the fall of 1984, the Board shall make adjustments in the student assignment plan to preserve the integration/desegregation achieved, where it is threatened by student population changes, to the greatest extent practicable consistent with stability of student assignment and similar factors. Thereafter the Board may make such adjustments in its discretion."

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\* Not included in this category are schools whose enrollment is currently integrated (30%-70% white, 30%-70% minority) but is projected to decline to less than 30% white (a mixed enrollment). These schools are addressed at pp. 100-106.

B. BASIC PLAN PROVISIONS

1. Definition and Identification. Integrated schools with potential for racial change are schools which are presently integrated (at least 30% white and 30% minority), but:

(a) are projected, absent stabilizing steps, to experience change over approximately 20 percentage points in white or minority enrollment by 1985;

(b) enroll students pursuant to a controlled enrollment plan; or

(c) have an enrollment over 50% white or minority, and on the basis of enrollment history or other factors, it appears that there is a threat of resegregation.

2. Techniques. To promote stability at these schools, various techniques are adopted. These include:

(a) Encouraging voluntary transfers that enhance integration and not permitting additional voluntary transfers that do not enhance integration (see pp. 191-193 for a description of when these conditions apply).

(b) Boundary area adjustments.

(c) Academic program review, assessment and modifications, including the addition of new programs at these schools.

3. Controlled Enrollment.

(a) Controlled enrollment programs, a particular technique used to relieve overcrowding and to maintain stability of

racial composition, will be continued at schools where they are presently being used. Controlled enrollment programs will be initiated at additional schools where necessary.

(b) Controlled enrollment may be implemented in various ways. These may include establishing targets for racial composition at the school and limiting enrollment in line with these target projections. It may also include placing part of an attendance area within both the controlled enrollment school and an adjacent school that has a racially distinct enrollment composition.

(c) Children who are excluded from a school because of controlled enrollment will be given their choice among the following alternatives\*:

(i) Enrolling in a contiguous school.

(ii) A voluntary transfer (open enrollment or permissive transfer) that enhances integration (with transportation provided at Board expense if the new school is not within walking distance).

(iii) Transfer to a magnet school or program that enhances desegregation of the particular school or program (with transportation provided at Board expenses if the new school is not within walking distance).

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\* Students residing within the area of a controlled enrollment school who are participating in bilingual education programs and in special education programs at controlled enrollment schools will not be excluded from enrollment in these schools if the exclusion would significantly diminish the bilingual educational services these children receive.

(iv) Transferring to any other school where the transfer will not adversely affect integration or desegregation at the receiving school (e.g., a minority student may transfer into a school that is substantially minority where space is available). Transportation will be provided by the Board for such transfers.

4. Review. As part of its Annual Desegregation Review, the Board will determine for each school identified as integrated with potential for racial change whether stabilizing techniques are to be continued and whether further techniques are needed. The Board will also determine whether additional schools require the implementation of stabilizing techniques, including the initiation of controlled enrollment programs. When a controlled enrollment program is in effect for a school, its enrollment will be annually evaluated and monitored.

IMPLEMENTATION OF PROVISIONS

1. Identification. The following schools are identified as integrated schools in which there is potential for racial change and at which controlled enrollment programs are initiated or continued:

- (i) Hibbard Elementary;
- (ii) Volta Elementary;
- (iii) Lewis Elementary;
- (iv) Young Elementary;
- (v) Gage Park High School;
- (vi) Morgan Park High School.

These schools have the following current and projected enrollment compositions:

IDENTIFICATION OF CONTROLLED ENROLLMENT SCHOOLS

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
HIBBARD (1)	MEMBERSHIP	1039	938	1014	1049	937	900	945	966	1051
	% WHITE	52.0	48.9	38.5	38.0	34.9	31	27	24	20
	% BLACK	0.4	1.3	1.4	1.6	1.8	2	2	3	3
	% HISPAN	27.5	26.7	31.0	32.9	34.2	36	38	40	42
	% OTHER	20.1	23.1	29.2	27.5	29.1	31	32	33	35
VOLTA (1)	MEMBERSHIP	821	690	729	744	770	795	825	849	874
	% WHITE	66.1	56.4	48.7	48.1	42.9	40	38	36	34
	% BLACK	0.6	0.9	1.0	1.6	2.7	3	5	5	6
	% HISPAN	11.8	15.8	21.1	21.8	21.7	21	22	20	19
	% OTHER	21.4	27.0	29.2	28.5	32.7	36	35	39	42
LEWIS (4)	MEMBERSHIP	1014	944	933	911	780	710	650	635	625
	% WHITE	46.4	37.5	22.9	16.9	16.3	16	14	13	11
	% BLACK	13.2	28.3	44.5	50.8	50.4	51	50	50	50
	% HISPAN	35.5	31.3	28.8	30.0	30.3	31	32	33	34
	% OTHER	4.8	3.0	3.8	2.3	3.1	3	4	4	6
YOUNG (4)	MEMBERSHIP	1212	1131	1120	977	885	825	750	722	703
	% WHITE	58.7	43.0	29.5	27.5	24.9	24	21	20	18
	% BLACK	8.0	21.0	33.8	35.9	39.5	40	42	42	42
	% HISPAN	24.0	25.1	24.6	25.1	26.8	29	30	32	34
	% OTHER	9.2	10.9	12.1	11.5	8.8	7	7	6	5

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
GAGE (12)	MEMBERSHIP	1582	1551	1472	1557	1413	1350	1295	1220	1165
	% WHITE	42.6	44.6	39.7	42.6	42.4	44	43	42	40
	% BLACK	45.8	44.0	49.0	46.8	47.1	46	47	48	50
	% HISPAN	11.0	11.0	10.9	9.9	9.8	9	10	10	10
	% OTHER	0.6	0.5	0.4	0.8	0.7	1	1	1	1
MORGAN PK (18)	MEMBERSHIP	2583	2270	2049	2024	1833	1700	1600	1525	1457
	% WHITE	38.7	40.7	41.9	38.1	34.3	32	30	27	24
	% BLACK	60.0	58.1	57.1	61.2	65.1	68	70	72	76
	% HISPAN	0.8	0.8	0.7	0.5	0.4	0	0	0	0
	% OTHER	0.5	0.4	0.2	0.2	0.2	0	0	0	0

The following schools are those (a) projected to experience greater than about 20 percentage point change in enrollment composition or (b) where there otherwise exists the potential for resegregation\*:

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\* Aggregate enrollment, both current and projected, for integrated schools with potential for racial change is considered at p. 75.



SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
AMUNDSEN (2)	MEMBERSHIP	1748	1718	1631	1559	1482	1470	1370	1332	1327
	% WHITE	76.1	73.7	70.2	66.5	58.8	51	44	36	31
	% BLACK	0.5	1.7	4.2	6.2	7.7	9	10	10	11
	% HISPAN	15.6	16.3	16.7	18.9	20.8	23	25	27	29
	% OTHER	7.8	8.3	9.0	8.4	12.7	17	22	27	29
CHAPPELL (2)	MEMBERSHIP	400	357	328	349	356	370	385	397	411
	% WHITE	81.3	76.2	68.6	61.3	58.7	53	47	41	36
	% BLACK	0.5	0.8	1.5	0.9	0.3	1	1	1	1
	% HISPAN	8.8	10.4	15.9	19.8	24.2	29	33	38	42
	% OTHER	9.5	12.6	14.0	18.1	16.9	18	19	20	21
NETTELHORST (3)	MEMBERSHIP	582	522	462	405	426	400	380	371	375
	% WHITE	50.5	50.6	47.0	40.7	31.2	28	22	17	12
	% BLACK	19.8	22.8	23.4	25.4	34.5	38	42	47	51
	% HISPAN	24.7	21.5	25.5	27.7	28.6	29	30	31	33
	% OTHER	5.0	5.2	4.1	6.2	5.6	6	5	5	5
LLOYD (4)	MEMBERSHIP	748	665	657	615	601	605	615	641	666
	% WHITE	84.0	73.4	67.1	63.9	56.6	52	45	40	34
	% BLACK	0.0	0.0	0.3	0.3	0.7	1	1	2	2
	% HISPAN	14.8	23.9	30.0	32.0	39.4	44	51	55	61
	% OTHER	1.2	2.7	2.6	3.7	3.3	3	3	3	3

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
ARMOUR (11)	MEMBERSHIP	684	552	531	490	468	450	435	417	406
	% WHITE	65.9	69.0	65.0	63.9	40.4	36	30	23	16
	% BLACK	0.1	0.0	0.0	0.0	0.0	0	0	0	0
	% HISPAN	33.2	31.0	34.7	35.1	54.1	57	62	67	73
	% OTHER	0.7	0.0	0.4	1.0	5.6	7	9	10	11
GALLISTEL (19)	MEMBERSHIP	587	522	466	502	471	470	475	488	510
	% WHITE	85.7	76.4	69.3	61.2	54.4	48	41	32	26
	% BLACK	2.9	8.0	9.9	13.9	15.3	17	19	22	24
	% HISPAN	11.2	15.1	20.4	23.7	30.1	35	40	46	50
	% OTHER	0.2	0.4	0.4	1.2	0.2	0	0	0	0
WASHINGTON ELEMENTARY (20)	MEMBERSHIP	502	442	421	408	408	410	400	386	385
	% WHITE	89.2	86.2	84.6	80.6	67.9	61	56	50	44
	% BLACK	7.2	10.2	10.0	13.7	19.6	22	23	24	26
	% HISPAN	3.6	3.4	5.0	5.4	12.3	18	21	26	30
	% OTHER	0.0	0.2	0.5	0.2	0.2	0	0	0	0
WASHINGTON HIGH SCHOOL (20)	MEMBERSHIP	2144	1991	1876	1816	1748	1720	1690	1698	1718
	% WHITE	89.8	89.9	85.6	81.3	69.9	62	57	53	46
	% BLACK	0.0	0.1	1.0	2.7	6.4	9	10	11	14
	% HISPAN	9.5	9.5	12.9	15.4	22.7	29	31	35	39
	% OTHER	0.6	0.5	0.5	0.6	1.1	1	2	2	2

2. Techniques (Other than Controlled Enrollment). For schools identified in this section, the following techniques are adopted:

(a) Encouraging voluntary transfers that enhance integration. Open enrollment transfers of children to these schools will continue, but only to the extent it will enhance integration and desegregation. Open enrollment transfers of additional children will be allowed on a majority-to-minority basis.\* The Board will closely monitor out-of-attendance area enrollment at each of these schools to ensure that all such transfers promote stability of integration. Schools will be required to report regularly to the Board on out-of-attendance area enrollment as evidence of compliance with these requirements of the Plan.

(b) New educational programs are established at certain of these schools:

(i) Specialty programs. Specialty programs (see p. 252 for a detailed description of specialty programs) will be created at Gage Park and Morgan Park High Schools. These specialty programs will be implemented to attract additional white students into these schools, thereby permitting more minority students residing in the attendance area to enroll and stabilizing current enrollment patterns.

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\* No child, once properly enrolled in a school, will be excluded on this basis. Brothers and sisters of such a child also will not be excluded on this basis.

(ii) Educational Teaming. Gage Park High School, a school enrolling students pursuant to a controlled enrollment program (see below), is teamed (see pp. 253-255 for a description of educational teaming) with Hubbard High School in order to attract additional white students to Gage Park and thereby allowing additional minority students residing in the Gage Park attendance area to attend the school.

The Chappell Elementary School is teamed with Budlong to stabilize its enrollment of white children. Similarly, Armour Elementary school is to be teamed with Everett. This team is designed to increase the minority enrollment at Everett, while stabilizing or increasing the white enrollment at Armour.

Young, a controlled enrollment school (see below), is teamed with Gray, with the objective of increasing white enrollment at Young (which is currently 24.9% and is projected to drop to 18% by 1985).

3. Controlled Enrollment. For the following schools, controlled enrollment programs are adopted or continued except that under this Plan, a single ratio for enrollment for all controlled enrollment schools is established for 1982, of 35% white, 65% minority, within a range of 5 percentage points. This ratio supercedes any other ratios or target compositions currently in force, and it to be reviewed annually as part of

rapid growth in minority population, primarily Asian. (It is contiguous to Hibbard.) In order to stabilize the desegregation of the school, a controlled enrollment program will be instituted in September 1982. It will limit the enrollment to the program capacity of the school, and will establish a ratio of enrollment that is: 35% white, 65% minority within a five percentage point range. This program will not act to exclude students who are enrolled in kindergarten or in special education, or who are siblings of students currently enrolled. Students excluded under this program from enrolling in Volta will be provided with the options indicated at pp. 86-87.

4. Review. Each year as part of its Annual Desegregation Review, the Board will consider whether additional stabilizing steps are required at any of these schools. It will also examine whether stabilizing methods, including the initiation of controlled enrollment programs, need to be introduced at additional schools. The Board will review each of these schools for possible boundary area changes which would stabilize enrollment composition and not affect the stability of integration or desegregation at any contiguous school.

D. RATIONALE

A major focus of any desegregation plan should be to preserve the existing integration. Otherwise, the opportunity

for school integration is lost and what began as neighborhood integration rapidly becomes neighborhood resegregation. Vigorous efforts to interrupt the process of resegregation are needed and are adopted by the Plan.

Schools Currently Integrated But Projected To Have A Mixed Enrollment.

(a) Identification. The Plan also identifies 11 schools whose enrollments are currently between 30% and 70% white, but are projected to decline to below 30% by 1985. The enrollment composition at these schools is, by and large, stable and not projected to change at a rapid rate. However, changes in enrollment composition are projected to cause these schools to drop out of the integrated category and into the category of schools with a mixed enrollment (15%-30% white).

These are the following schools:

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
VNSTBN UG (1)	MEMBERSHIP	348	307	279	299	303	325	340	361	385
	% WHITE	52.0	46.3	41.2	33.4	32.3	30	27	23	20
	% BLACK	0.6	0.0	2.2	1.0	2.0	2	2	2	2
	% HISPAN	33.4	35.8	33.3	39.7	30.4	27	26	25	23
	% OTHER	14.1	17.9	23.2	25.9	35.3	41	45	50	55
FIELD (2)	MEMBERSHIP	763	636	649	709	715	730	750	783	812
	% WHITE	56.6	53.8	50.2	40.1	37.6	35	32	28	23
	% BLACK	12.1	16.0	19.7	26.8	29.9	34	40	46	52
	% HISPAN	11.9	14.5	16.8	18.8	18.6	18	17	16	16
	% OTHER	19.4	15.7	13.3	14.4	13.8	13	11	10	9
KILMER (2)	MEMBERSHIP	758	603	606	610	596	585	575	578	593
	% WHITE	64.0	60.7	59.1	49.2	44.1	39	34	30	26
	% BLACK	4.7	4.8	10.9	15.2	17.3	20	23	25	28
	% HISPAN	16.9	17.2	18.3	22.1	24.5	26	28	30	31
	% OTHER	14.4	17.2	11.7	13.4	14.1	16	15	15	15
McPHERSON (2)	MEMBERSHIP	1051	909	849	800	816	825	839	849	857
	% WHITE	60.0	60.8	59.5	51.8	46.6	42	36	32	26
	% BLACK	0.6	0.4	1.6	2.1	1.3	1	1	1	1
	% HISPAN	26.3	28.9	29.3	33.5	37.6	41	45	48	50
	% OTHER	13.1	9.8	9.5	12.6	14.5	17	17	20	23



SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
PIERCE (2)	MEMBERSHIP	765	661	608	632	665	675	690	686	687
	% WHITE	50.7	48.0	45.6	40.8	34.3	30	25	20	16
	% BLACK	0.4	1.5	2.1	4.4	4.2	4	4	4	4
	% HISPAN	30.3	30.4	31.3	35.3	38.8	43	44	49	52
	% OTHER	18.6	20.1	21.1	19.5	22.7	23	27	27	28
SULLIVAN (2)	MEMBERSHIP	1348	1396	1343	1281	1268	1250	1230	1240	1254
	% WHITE	65.3	55.0	52.8	47.2	36.8	32	27	22	17
	% BLACK	14.5	24.1	27.4	31.9	38.6	44	48	53	58
	% HISPAN	9.9	10.1	10.6	12.9	15.9	15	15	15	13
	% OTHER	10.4	10.7	9.2	8.1	8.8	9	10	11	12
LAKEVIEW (3)	MEMBERSHIP	2125	1955	1822	1561	1371	1300	1235	1169	1080
	% WHITE	40.1	35.8	33.8	31.4	31.1	31	29	28	27
	% BLACK	5.1	6.7	9.0	8.6	9.2	9	10	10	11
	% HISPAN	49.1	51.2	50.6	53.9	53.3	54	55	54	55
	% OTHER	5.7	6.3	6.6	6.1	6.4	6	7	8	7
MONROE (5)	MEMBERSHIP	796	732	750	799	760	730	710	686	677
	% WHITE	66.8	57.4	50.9	41.3	38.4	35	32	27	25
	% BLACK	0.6	2.0	1.2	2.8	4.6	6	6	6	7
	% HISPAN	29.9	36.7	45.1	52.1	54.5	57	61	64	66
	% OTHER	2.6	3.8	2.8	3.9	2.5	2	2	3	3

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
PRESCOTT (5)	MEMBERSHIP	487	354	405	415	405	400	390	386	390
	% WHITE	60.0	50.3	45.2	41.0	38.5	35	32	29	24
	% BLACK	0.4	0.6	1.2	2.9	3.2	4	5	5	6
	% HISPAN	38.2	47.2	51.4	55.2	57.0	60	62	66	70
	% OTHER	1.4	2.0	2.2	1.0	1.2	1	1	1	1
HEDGES (8)	MEMBERSHIP	345	292	323	355	380	407	435	468	500
	% WHITE	67.0	62.7	48.3	43.9	37.4	33	28	23	18
	% BLACK	0.3	0.3	0.6	0.3	0.3	0	0	0	0
	% HISPAN	29.9	37.0	51.1	55.2	62.4	67	72	77	82
	% OTHER	2.9	0.0	0.0	0.6	0.0	0	0	0	0
TAYLOR (19)	MEMBERSHIP	390	399	381	399	416	425	435	447	463
	% WHITE	63.3	57.1	46.7	47.4	41.6	39	34	31	29
	% BLACK	7.9	11.8	12.3	5.8	6.5	7	7	8	8
	% HISPAN	28.7	31.1	40.9	46.9	51.9	55	59	61	63
	% OTHER	0.0	0.0	0.0	0.0	0.0	0	0	0	0

(b) Plan Objective. The Plan seeks to preserve and, where possible, to increase the existing integration at these schools. Techniques are implemented to attract additional enrollment of white children and thereby enable these schools to remain within the category of an integrated school. In particular, new educational programs are established at these schools to attract additional enrollment of white children.

(c) Plan Implementation. Various desegregation techniques are adopted to help promote current levels of integration at these schools. These techniques include:

(i) Encouraging voluntary transfers that will enhance integration and not permitting additional voluntary transfers that do not enhance integration (see pp. 191-193 for a description of when this is true). Voluntary transfers of additional children to these schools accordingly will be allowed on a majority-to-minority basis.\* The Board will closely monitor out-of-attendance area enrollment at these schools to ensure that all such transfers promote integration or desegregation. Schools will be required to report regularly to the Board on out-of-attendance enrollment as evidence of compliance with the requirements of the Plan.

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\* No child, once properly enrolled in a school, will be excluded on this basis. Brothers and sisters of such a child will also not be excluded on this basis.

(ii) Establishing new educational programs at many of these schools:

Specialty Programs

A Specialty Program in Urban Studies will be instituted at Lakeview High School to attract additional white students, thereby promoting integration. Lakeview is currently 31% white and its enrollment of white children is projected to drop to 27% by 1985.

Specialty programs are also instituted at the Hedges, Monroe and Prescott Elementary Schools. Without further intervention, these schools are projected to fall outside the enrollment range set by the Board for an integrated school. These programs are placed in these schools to attract additional white students to attempt to preserve current levels of integration.

Educational Teaming

Sullivan High School is teamed (see pp. 253-255 for a detailed description of educational teams) with Senn and Mather High Schools in order to stabilize enrollment composition and increase enrollment of white children by approximately 3%.

Field and Kilmer elementary schools are teamed with the following four schools: Armstrong, Hayt, Rogers and Gale. One purpose of the team is to attract additional white enrollment to Field and Kilmer.

(d) Review. As part of its Annual Desegregation Review, the Board will examine each of these schools and assess the Plan's effectiveness to maintain current levels of integrated enrollment. The Board will determine whether additional desegregation techniques need to be implemented at these schools.

The Board will review updated enrollment projections and determine if any additional schools should be added to this category and assess what measures should be implemented at such schools to preserve existing levels of integration.

STABLE MIXED SCHOOLS

The Board also recognizes a third major category of school related to the integrated school. This is a school which does not have enough white children to be integrated. Yet, it is or has the potential for stability of enrollment composition. Efforts to buttress and increase enrollment of white children are taken to allow these schools to maintain their current levels of integration.

A. PROVISIONS OF DOCUMENTS

The Board's Resolution adopting the Planning Guidelines states:

"[T]he Board has also agreed to consider whether schools with an enrollment somewhat less than 30% white children may also be treated in the same way as stably integrated schools, with a view towards assuring continued stability at these schools. It is contemplated that a number of schools shall be so identified."

B. BASIC PLAN PROVISIONS

1. Definition and Identification. A stable mixed school is one where the enrollment of white children is currently between 15% and 30% and is projected to remain within that range through October, 1985. These do not include schools which are projected as undergoing rapid change in racial compo-

sition.\* Each of the stable mixed schools derives its enrollment, both white and minority, principally from natural attendance patterns.

2. Actions. Some of these schools are stable and potentially integrated schools. Other schools are not projected to include sufficient numbers of white children to be classified as stably integrated. For these schools, the Plan seeks to promote stability of current white enrollment. These objectives are sought to be achieved, where practicable, by the adoption of programs at these schools to attract enrollment of white children.

C. IMPLEMENTATION OF PROVISIONS

1. Identification. The following schools, with their present and projected enrollments, are identified as stable mixed schools:

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\* Also not included are schools whose enrollment composition is currently mixed (15%-30% white) but is projected to decline to below 15% white, as a result of residential enrollment patterns. These schools are addressed at pp. 115-122.

IDENTIFICATION OF STABLE MIXED SCHOOLS

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
SENN HS (2)	MEMBERSHIP	2698	2478	2457	2317	2306	2260	2210	2181	2173
	% WHITE	40.8	36.5	31.2	29.3	25.6	24	21	19	16
	% BLACK	20.0	22.0	20.1	19.8	22.1	22	24	26	28
	% HISPAN	22.2	23.5	23.2	23.6	21.6	20	19	16	15
	% OTHER	16.9	18.0	25.6	27.3	30.6	34	36	39	41
ALCOTT (3)	MEMBERSHIP	520	417	410	401	339	315	295	285	271
	% WHITE	47.5	39.2	41.0	34.2	29.8	27	23	20	17
	% BLACK	19.8	30.5	35.6	37.9	38.6	39	41	41	42
	% HISPAN	28.5	26.4	19.3	24.7	28.0	30	32	35	37
	% OTHER	4.2	3.8	4.1	3.2	3.5	4	4	4	4
RAVENSWOOD (3)	MEMBERSHIP	689	601	563	549	535	521	507	498	494
	% WHITE	50.7	42.8	36.6	33.2	29.5	27	23	21	18
	% BLACK	1.5	2.5	4.4	4.6	5.6	6	7	7	8
	% HISPAN	37.0	41.6	45.3	49.7	50.3	51	53	54	55
	% OTHER	10.9	13.1	13.7	12.6	14.6	16	18	19	20
AVONDALE (5)	MEMBERSHIP	958	820	859	941	845	860	885	915	963
	% WHITE	50.2	41.2	29.1	28.7	27.5	27	24	23	18
	% BLACK	0.2	0.0	0.1	0.1	0.6	0	2	2	3
	% HISPAN	46.5	55.1	66.4	67.3	68.4	70	72	73	77
	% OTHER	3.1	3.7	4.4	3.9	3.6	3	3	2	2



SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
BRENTANO (5)	MEMBERSHIP	1138	947	902	956	902	915	930	966	1015
	% WHITE	41.2	38.2	36.3	29.6	28.7	28	26	23	20
	% BLACK	0.4	0.7	0.6	1.3	0.8	1	1	0	0
	% HISPAN	54.1	59.0	60.3	67.2	68.7	70	73	75	79
	% OTHER	4.2	2.0	2.9	2.0	1.8	2	1	1	1
SCHNEIDER (5)	MEMBERSHIP	621	510	520	531	509	485	462	458	453
	% WHITE	32.9	32.7	30.4	27.7	27.7	27	27	25	23
	% BLACK	15.3	16.7	17.7	18.6	17.3	17	16	15	14
	% HISPAN	50.1	48.8	48.3	50.3	52.1	54	56	59	63
	% OTHER	1.8	1.8	3.7	3.4	2.9	2	2	1	1
KOSCIUSZKO (5)	MEMBERSHIP	1078	974	905	921	887	865	849	839	833
	% WHITE	21.5	18.9	15.8	17.0	17.5	18	18	18	18
	% BLACK	0.9	1.8	1.9	1.8	1.8	2	2	2	2
	% HISPAN	75.8	78.0	81.4	79.6	80.0	79	80	80	80
	% OTHER	1.8	1.2	0.9	1.5	0.7	1	0	0	0
MITCHELL (6)	MEMBERSHIP	625	577	555	515	501	490	478	469	463
	% WHITE	31.8	29.5	28.8	27.8	25.0	24	23	20	19
	% BLACK	3.0	3.1	2.3	1.2	2.8	2	1	1	1
	% HISPAN	64.8	67.2	68.1	70.9	72.1	75	77	79	80
	% OTHER	0.3	0.2	0.7	0.2	0.2	0	0	0	0

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
OTIS (6)	MEMBERSHIP	767	626	663	644	695	700	685	681	677
	% WHITE	29.3	28.8	24.0	22.2	21.6	20	18	17	15
	% BLACK	1.3	1.8	1.8	1.9	3.0	4	5	6	7
	% HISPAN	68.6	69.5	74.1	75.9	75.3	76	77	78	78
	% OTHER	0.8	0.0	0.2	0.0	0.1	0	0	0	0
HARTE (14)	MEMBERSHIP	503	425	413	358	362	360	345	341	338
	% WHITE	34.4	32.0	26.9	22.6	19.3	21	22	22	25
	% BLACK	59.0	60.7	66.8	69.8	73.2	72	71	70	68
	% HISPAN	1.4	1.2	1.2	1.1	1.1	1	1	1	1
	% OTHER	5.2	6.1	5.1	6.4	6.4	7	7	7	7
KENWOOD (14)	MEMBERSHIP	1920	1924	2012	2084	2164	2155	2145	2176	2217
	% WHITE	24.8	23.8	21.3	19.0	19.7	20	20	20	19
	% BLACK	68.1	69.6	72.9	76.4	74.4	74	73	73	74
	% HISPAN	1.7	1.7	1.9	1.4	2.4	3	3	3	3
	% OTHER	5.4	4.8	3.9	3.2	3.6	4	4	4	4
MARSH (19)	MEMBERSHIP	412	334	318	304	289	275	263	257	260
	% WHITE	47.3	35.3	31.8	26.6	24.9	23	21	19	17
	% BLACK	0.0	0.0	0.0	0.0	0.0	0	0	0	0
	% HISPAN	52.4	64.7	67.9	72.2	74.7	77	79	81	83
	% OTHER	0.2	0.0	0.3	0.7	0.3	0	0	0	0

2. Actions to Maintain and Increase White Enrollment.

These actions are taken for these schools:

(a) Educational team arrangements (see pp. 253-255 for a detailed description of educational teaming) are established for the following school:

Senn High School is teamed with Sullivan and Mather High Schools to promote stability of its racial enrollment composition and to seek to attract additional white students.

(b) The Board guarantees that significant programs, such as Basic Skills or Regional Options programs, at stable mixed schools will not be eliminated if such action would adversely affect the school's stability or opportunity to become stably integrated. An impact analysis (see Section V of the Plan) of any such change at these schools will be made if any of these changes are needed.

(c) Open enrollment transfers of children to these schools will continue, but only to the extent it would enhance integration at the stably integrated school (See pp. 191-193 for a description of the instances in which transfers enhance integration.) Open enrollment transfers of additional minority children will not be allowed.\* The Board will closely monitor out-of-attendance area enrollment at each of these schools to

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\* No child, once properly enrolled in a school, will be excluded on this basis. Brothers and sisters of such a child also will not be excluded on this basis.

ensure that all such transfers promote stability of integration. Schools will be required regularly to report on all out-of-district enrollment for reports to be regularly submitted to the Board as evidence of compliance with these requirements of the Plan.

(d) Voluntary transfers of white children to these schools is encouraged.

(e) Certain of these schools are included as sending schools for permissive transfers out of minority students.

(f) As part of its Annual Desegregation Review, the Board will examine the status of these schools and determine whether further stabilizing measures are needed.

D. RATIONALE

Schools which are mainly minority but which have a stable white enrollment may potentially become integrated or desegregated schools. This is a basic objective of the Consent Decree and therefore the Plan implements measures, where practicable, to increase enrollment of white children to bring these schools into the integrated or desegregated category.

Other schools which have a stable but limited white enrollment are unlikely to attract many more white children in the foreseeable future. The Board does not regard these schools as integrated for purposes of the Plan. White enrollment at these schools is insufficient to ensure effective participation

and personal interaction among whites and other races. However, while these schools are not integrated, maintaining the white enrollment at these schools, nonetheless, has value for several reasons:

(a) It provides for some interracial contact in schools; and

(b) It may provide the basis for some stability of residential integration.

The stable mixed schools are commonly located in neighborhoods where most of the public school children are minority children. Voluntary transfer programs of white children to these schools and of minority children from these schools to other schools can produce desegregation at both the sending and the receiving school and is therefore encouraged.

Schools With a Currently Mixed Racial Enrollment But Projected to Become Racially Identifiable.

(a) Identification. The Plan also identifies a category of schools entitled mixed but projected to become racially identifiable. These are schools currently with a small enrollment of white children (between 15-30%) which is projected to decline over the next four years. While the decline to the enrollment of white children is not projected to occur at a rapid rate, it will be sufficient to cause these schools to become racially identifiable. Where practicable the Plan implements measures to seek to maintain the school's enrollment of white children. The schools identified in this category are the following:

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
ARAI MIDD (2)	MEMBERSHIP	1038	1038	964	956	1044	1061	1050	1048	1056
	% WHITE	38.9	36.2	31.0	25.9	21.4	17	14	10	9
	% BLACK	22.2	23.3	25.8	28.7	33.0	38	41	45	47
	% HISPAN	25.2	25.9	27.1	26.0	22.0	19	17	15	13
	% OTHER	13.7	14.5	16.1	19.4	23.6	26	27	30	31
GOUDY (2)	MEMBERSHIP	673	529	455	498	515	525	529	536	
	% WHITE	28.1	26.8	24.4	20.2	17.1	15	12	10	9
	% BLACK	29.1	32.1	35.2	36.9	31.9	32	33	33	33
	% HISPAN	24.4	23.8	26.2	25.1	25.3	25	24	23	21
	% OTHER	18.4	17.2	14.1	17.8	25.7	28	31	35	38
GREELEY (2)	MEMBERSHIP	631	515	481	532	560	570	580	580	573
	% WHITE	24.6	25.2	19.3	18.2	17.1	16	15	15	13
	% BLACK	4.6	5.8	8.5	12.2	14.6	16	18	19	21
	% HISPAN	60.4	57.5	59.9	60.0	60.7	61	61	62	62
	% OTHER	10.5	11.5	12.3	9.6	7.5	7	5	5	4
STEWART (2)	MEMBERSHIP	640	472	462	481	475	461	458	456	
	% WHITE	38.0	36.4	31.0	23.5	17.9	14	10	8	5
	% BLACK	23.6	25.0	33.1	31.3	34.7	35	36	37	42
	% HISPAN	25.6	24.8	19.7	21.3	20.2	20	19	18	16
	% OTHER	12.8	13.8	16.2	23.9	27.2	32	36	38	37

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
STOCKTON (2)	MEMBERSHIP	1018	807	760	773	806	825	850	854	862
	% WHITE	49.0	49.4	41.3	34.7	27.7	21	17	13	9
	% BLACK	12.9	14.5	21.3	25.1	26.2	27	29	30	32
	% HISPAN	28.8	28.0	29.1	27.2	27.5	27	25	24	22
	% OTHER	9.3	8.1	8.3	13.1	18.6	25	29	33	37
SWIFT (2)	MEMBERSHIP	761	652	613	660	613	607	600	595	599
	% WHITE	40.1	36.7	25.6	21.1	17.3	14	10	7	4
	% BLACK	27.1	35.0	42.9	46.7	50.7	55	59	64	68
	% HISPAN	16.3	13.3	14.7	12.1	13.2	13	12	11	10
	% OTHER	16.6	15.0	16.8	20.2	18.8	18	18	18	18
BLAINE (3)	MEMBERSHIP	1024	805	702	644	656	650	635	625	619
	% WHITE	40.2	36.4	33.0	31.1	26.2	22	18	16	12
	% BLACK	0.9	1.7	2.7	2.8	5.0	7	8	9	10
	% HISPAN	50.3	52.9	54.4	58.5	63.0	66	69	71	74
	% OTHER	8.6	8.9	9.8	7.6	5.8	6	6	4	4
GOETHE (5)	MEMBERSHIP	868	711	743	748	760	775	790	808	812
	% WHITE	33.3	26.9	25.0	22.7	20.5	19	16	14	12
	% BLACK	0.5	0.8	0.9	1.2	2.0	2	2	3	3
	% HISPAN	65.7	71.4	72.7	74.2	75.7	78	80	82	84
	% OTHER	0.6	0.8	1.3	1.9	1.8	2	2	1	1



SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
KELVYN PA (5)	MEMBERSHIP	1679	1510	1337	1391	1531	1620	1675	1728	1718
	% WHITE	46.6	36.4	30.6	27.1	21.1	20	15	12	8
	% BLACK	0.3	2.1	0.9	1.8	2.4	4	3	3	5
	% HISPAN	51.0	59.4	65.4	68.5	74.7	76	81	85	89
	% OTHER	2.0	2.1	3.1	2.6	1.9	2	1	1	1
MOZART (5)	MEMBERSHIP	1006	885	867	865	905	950	980	991	989
	% WHITE	42.5	33.1	27.6	21.4	20.0	18	16	13	9
	% BLACK	0.7	1.1	2.1	2.1	2.1	2	2	2	2
	% HISPAN	53.4	62.6	67.8	73.6	74.9	77	78	81	85
	% OTHER	3.4	3.2	2.5	2.9	3.0	4	4	5	5
NIXON (5)	MEMBERSHIP	1119	1007	996	1010	1110	1150	1185	1169	1166
	% WHITE	51.8	43.3	39.6	32.7	24.8	18	10	6	3
	% BLACK	0.0	0.1	0.2	0.7	0.1	0	0	0	0
	% HISPAN	45.1	43.9	57.8	64.0	73.2	80	90	94	97
	% OTHER	3.0	2.7	2.4	2.7	1.9	2	1	0	0
NOBEL (5)	MEMBERSHIP	871	814	852	918	973	1023	1050	1042	1015
	% WHITE	42.5	34.2	35.2	21.4	8.0	16	11	6	2
	% BLACK	0.6	1.1	1.1	2.9	3.6	4	6	6	8
	% HISPAN	56.0	63.3	72.5	75.4	77.3	80	83	88	90
	% OTHER	0.9	1.5	1.2	0.3	0.2	0	0	0	0

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
CHASE (6)	MEMBERSHIP	821	699	795	672	716	710	691	686	685
	% WHITE	33.4	27.3	25.8	23.2	17.7	13	8	4	2
	% BLACK	0.9	0.7	0.8	1.9	2.8	4	4	6	-
	% HISPAN	65.3	71.7	73.1	74.7	78.5	83	86	88	89
	% OTHER	0.5	0.3	0.4	0.1	1.0	1	2	2	3
COLUMBUS (6)	MEMBERSHIP	453	338	304	334	322	307	290	276	260
	% WHITE	16.8	11.5	14.8	18.3	17.4	16	15	14	12
	% BLACK	2.6	2.1	3.3	3.6	4.3	5	5	6	7
	% HISPAN	74.8	81.1	78.9	75.7	75.8	77	78	79	80
	% OTHER	5.7	5.3	3.0	2.4	2.5	3	2	2	2
DRUMMOND (6)	MEMBERSHIP	630	539	519	494	454	427	400	384	364
	% WHITE	39.4	37.7	35.1	33.2	25.8	20	15	10	6
	% BLACK	1.3	1.3	0.4	1.4	1.8	2	3	3	5
	% HISPAN	58.9	59.9	64.2	65.2	71.1	76	80	84	86
	% OTHER	0.5	1.1	0.4	0.2	1.3	2	2	3	3
TALCOTT (6)	MEMBERSHIP	317	118	1040	1059	1057	1050	1040	1042	1041
	% WHITE	20.7	18.9	17.6	16.2	15.6	14	13	12	10
	% BLACK	2.6	4.2	3.0	4.4	5.2	6	6	7	8
	% HISPAN	76.3	76.6	79.2	79.2	78.7	80	81	81	82
	% OTHER	0.5	0.4	0.2	0.1	0.5	1	0	0	0

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
RICHARDS (11)	MEMBERSHIP	872	800	817	844	745	700	675	646	625
	% WHITE	31.9	28.3	25.1	19.0	15.0	11	10	7	5
	% BLACK	24.0	26.5	28.6	36.5	40.1	43	45	47	40
	% HISPAN	43.7	44.9	45.8	44.0	44.3	45	45	45	45
	% OTHER	0.5	0.4	0.5	0.6	0.5	1	1	1	1
FULTON (12)	MEMBERSHIP	995	920	823	891	840	850	840	844	859
	% WHITE	48.0	36.5	31.7	22.4	20.0	18	15	13	10
	% BLACK	4.6	4.7	8.0	11.2	12.9	14	16	18	20
	% HISPAN	47.2	57.1	59.4	66.3	66.9	69	70	70	70
	% OTHER	0.1	0.8	0.9	0.0	0.2	0	0	0	0
McKAY (15)	MEMBERSHIP	657	583	546	498	479	465	456	455	453
	% WHITE	46.4	38.9	36.4	31.5	24.2	19	15	11	9
	% BLACK	37.4	47.9	53.8	57.8	64.5	69	73	75	75
	% HISPAN	13.9	11.3	8.6	9.8	10.0	11	11	12	14
	% OTHER	2.3	1.9	1.1	0.8	1.3	2	2	2	2
BLACK BR (19)	MEMBERSHIP	148	147	151	138	143	135	130	127	125
	% WHITE	34.5	26.5	21.9	19.6	15.4	12	10	8	6
	% BLACK	56.1	58.5	62.9	65.9	66.4	67	66	65	64
	% HISPAN	6.1	10.9	11.3	10.9	14.0	17	20	23	25
	% OTHER	3.4	4.1	4.0	3.6	4.2	4	5	5	5

(b) Plan Implementation. New educational programs are established at some of these schools, both to provide compensatory educational opportunities and to seek to maintain sufficient enrollment of white children for these schools to retain their currently mixed enrollment:

(i) Specialty Programs. Specialty Programs (see p. 252 for a description of these programs) are established at the Arai Middle School and the Drummond Elementary School.

(ii) Educational Teams. Kelvyn Park High School (whose enrollment of white children is currently 21.1% and is projected to drop to 8% in 1985) is teamed with Orr and Foreman High Schools (see pp. 253-255 for a description of education teaming). This teaming is designed in part to stabilize the enrollment composition at Kelvyn Park.

(iii) Voluntary Transfers. Not permitting additional voluntary transfers that do not enhance integration. Open enrollment transfers of children to these schools will continue, but only to the extent it will enhance integration and desegregation. Transfers of additional children will be allowed on a majority-to-minority basis. The Board will closely monitor out-of-attendance area enrollment of each of these schools to ensure that all such transfers promote integration or desegregation. Schools will be required to report regularly to the Board on out-

tion, is counterproductive. Accordingly, the Plan seeks to establish desegregated schools in a manner that will ensure stability, and to provide policies promoting the same objective for the continuing administration of student assignment methods.

In seeking to desegregate the greatest practicable number of schools, the Board has employed a wide variety of student assignment techniques. Existing methods are continued, and important new approaches are introduced, in this Plan. Both voluntary methods, and mandatory methods not involving transportation, are being used. A contingency plan for the use of mandatory transportation is also provided.

The Board has determined, based both on its experience and careful analysis, that desegregative techniques which are not compulsory on children are the most effective and most practicable in achieving stable desegregation. Voluntary methods emphasize education. They provide to all children and their families the opportunity to attend a school because they believe that educational opportunities will result. These affirmative choices not only enhance desegregation, but do so in a positive manner which is supportive of the educational objectives of the school system. Therefore, they are the techniques which are the most likely to produce both stable desegregation and educational enrichment.

This section of the Plan (A) defines a desegregated school and discusses the Plan's requirements and objectives in establishing desegregated schools; (B) describes the existing student assignment techniques and their application in the Plan; (C) introduces new approaches that combine student assignment and educational objectives and describes the goals they seek to attain; and (D) provides for a contingency plan which will be implemented if certain desegregation requirements are not achieved by these non-compulsory techniques.

DESEGREGATION DEFINITIONS, REQUIREMENTS, AND OBJECTIVES

A. PROVISIONS OF DOCUMENTS

The Consent Decree provides:

"2. Basic Objectives.

2.1 Desegregated Schools. The plan will provide for the establishment of the greatest practicable number of stably desegregated schools, considering all the circumstances in Chicago.

2.2 Compensatory Programs in Schools Remaining Segregated. In order to assure participation by all students in a system-wide remedy and to alleviate the effects of both past and ongoing segregation, the plan shall provide educational and related programs for any Black or Hispanic schools remaining segregated.

2.3 Participation. To the greatest extent practicable, the plan will provide for desegregation of all racial and ethnic groups, and in all age and grade levels above kindergarten.

2.4 Fair Allocation of Burdens. The plan shall ensure that the burdens of desegregation are not imposed arbitrarily on any racial or ethnic group.

3. Board Discretion in Plan Development.

3.1 Board Discretion in Selecting From Alternatives. The Department of Justice recognizes that there is a broad range of constitutionally acceptable plans that will fulfill the basic objectives stated in Part 2. The Department of Justice further recognizes the Board's familiarity with and sensitivity to the unique situation presented in Chicago, and the authority of the Board, in its discretion to select from within the constitutional range the plan that best meets the needs of the Chicago School District.

3.2 Racial/Ethnic Balance or Specific Ratios Not Required. The parties recognize that courts have not required specific racial ratios in schools as a necessary remedy in desegregation cases, that racial and ethnic balance throughout the Chicago School District is neither practicable nor required, and that no particular definition of a desegregated school is required."

The Student Assignment Principles provide:

"1.2 Desegregated Schools. A desegregated school is one in which the Board establishes, by any assignment technique, an enrollment of 30-70% white, or 30-70% minority.

2.2 Magnet Schools. The Board will implement magnet schools pursuant to Part (B)(3) of the Educational Components. Magnet schools shall contain racial/ethnic goals and management controls to ensure that their racial/ethnic composition achieves integration/desegregation at a level of 15-35% white (65-85% minority) by September 1982, with respect to entering grades, and with respect to other grades to the extent the goal can be achieved without excluding students presently enrolled.

4.4 Progress Requirement for Predominantly White Schools. During Phase I and Phase II, any school which had a white enrollment in excess of 70% as of October 1980 shall be required to become a stably integrated or desegregated school not later than fall 1983, and to make substantial progress toward that goal in each preceding year beginning in school year 1981-82. Substantial progress shall be considered as having been made only if the difference between the October 1980 white enrollment percentage for the school and the 70% figure is reduced by at least 1/3 (or 5% of enrollment, whichever is greater) by school year 1981-82, by at least 2/3 (or 10% of enrollment, whichever is greater) by school year 1982-1983, and is eliminated by the fall of 1983. The Board will establish



affirmative methods or programs specifically directed to each school that fails to meet this progress requirement (such as designating the school a special receiving school for voluntary transfers), and will annually report to the Court identifying such schools and the steps being taken with respect to them."

B. BASIC PLAN PROVISIONS

1. Definition of a Desegregated School. A desegregated school is one which has an enrollment consisting of at least 30% white children and 30% minority children, where that enrollment has been established primarily by student assignment techniques under the Plan.\*

2. Definition of Minority. "Minority" includes black, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan Native children.

3. Definition of a Magnet School. A magnet school is a school specifically so designated by the Board, in which a special fullsite educational program is offered to attract a racial/ethnic mix of students that would not occur as a result of enrollment from the residential area in which the school is located. A magnet school is required, in general, to have a racial/ethnic composition between 15-35% white/65-85% minority.

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\* A school which is desegregated by a boundary adjustment may also be identified as a stably integrated school because its integrated enrollment is then principally derived from residential attendance patterns.

(Additional provisions concerning magnet school composition requirements are set forth at pp. 209-212 below).

4. Mandatory Requirement for the Desegregation of All Predominantly White Schools. Any school which had an enrollment of white children in excess of 70% as of October 1980 is required to:

- (a) become a stably integrated or desegregated school not later than Fall, 1983, and
- (b) make substantial progress toward that goal in each preceding year beginning in school year 1981-82.\*

5. Goal for Additional Minority Enrollment in Desegregated Schools. The definition of a desegregated school, and the mandatory requirement that every school achieve not later than fall 1983 an enrollment of at least 30% minority children, are not a determination by the Board of the greatest practic-

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\* Substantial progress shall be considered as having been made only if the difference between the October 1980 white enrollment percentage for the school and 70% is reduced by at least 1/3 (or 5% of enrollment, whichever is greater) by school year 1981-82, by at least 2/3 (or 10% of enrollment, whichever is greater) by school year 1982-83, and is eliminated by the fall of 1983. The Board will establish affirmative methods or programs specifically directed to each school that fails to meet this progress requirement (such as designating the school a special receiving school for voluntary transfers), and will annually report to the Court identifying such schools and the steps being taken with respect to them.

able enrollment of minority students at particular schools, but only a minimum requirement.

The determination of what enrollment composition at each school will both maintain stability and best contribute to the greatest practicable integration and desegregation depends on the facts and circumstances at that school. The Board will exercise its discretion to allow a broad range of enrollment compositions in order to maximize stable integration and desegregation in the Chicago school system but will, in all instances, implement desegregative techniques to achieve additional minority enrollment at desegregated schools where practicable.

To implement this goal, it is provided that:

- (a) The requirement that each school achieve an enrollment consisting of at least 30% minority children is not to be regarded as a maximum enrollment of minority children in any school. Nor is it to be regarded as a sufficient achievement for most schools in terms of maximizing overall desegregation.
- (b) Except for schools identified as stably integrated, a goal is established, for each school which has an enrollment with less than 35% minority children, to achieve an enrollment

consisting of at least 35% minority children by October 1983.\*

(c) Exceptions to this goal are presently established for 2 schools, discussed below at page 162. Exceptions may also be established by later Board action. The Board will annually review whether exceptions previously granted shall be continued and whether additional exceptions shall be provided.

(d) The goal established by paragraph (b) is not to be regarded in any way as a maximum enrollment of minority children in any school. The goal shall be achieved without the use of mandatory reassignment involving transportation, and shall not apply to schools which are identified as stably integrated.

6. Desegregative Impact in Predominantly Minority Schools. Predominantly minority schools will be desegregated

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\* Exceptions to the goal established by paragraph (b) above may be established by Board action where the Board finds, in the exercise of its discretion under the Consent Decree, that the attainment of the goal is not practicable or will not produce a stably desegregated school. The Board action making the exception shall state the reason(s) why it is needed. Reasons that an exception may be granted include limitations in school capacity, geographical remoteness from schools with greater minority concentrations, problems of maintaining stability, or requirements of additional time to meet the goal where satisfactory progress is being made.

wherever practicable, consistent with the Board's basic obligation to establish the greatest practicable number of stably desegregated schools, considering all the circumstances in Chicago.

Because it is practicable to do so, the Board has flatly required that every predominantly white school be desegregated. With respect to predominantly minority schools, in a system 82.8% minority, no such simple mandate can be issued. The Consent Decree is clear that "racial and ethnic balance throughout the Chicago school district is neither practicable nor required," (§3.2) and that predominantly minority schools are expected to remain (§2.2).

Therefore, it is the requirement of the Plan to achieve desegregation in any predominantly minority school where it is practicable to do so. The only limitations are that such efforts be genuinely effective to establish and maintain stable desegregation and integration in individual schools and in the system as a whole.

7. Mandatory Requirement For Minimum Aggregate Enrollment in All Integrated, Desegregated, Magnet, Scholastic and Metropolitan Schools. A minimum requirement for the total number of children who will attend integrated, desegregated, magnet schools, metropolitan schools and scholastic academies in the aggregate is appropriate, to ensure sufficiency of the level of desegregation in the system, as a whole. A mandatory

requirement is established that there be by October 1983 a minimum aggregate enrollment in all integrated and desegregated schools (including magnet schools, Scholastic Academies and Metropolitan Schools) at least two times the number of white children available for such schools. This overall requirement is not a requirement or goal for any individual school, but is a requirement applicable to the total number of children in all such schools taken together. The number of white children available for such schools includes, in each year the total number of white children enrolled in the school system, in grades 1 through 12, excluding the white children enrolled in predominantly minority schools (schools with less than 30% white enrollment other than magnet schools, Scholastic Academies and Metropolitan Schools.)

8. Ensuring an Open School System and Stability of Desegregation. To ensure an open, non-separate school system, and to assure stability of desegregation and integration, students have the right to transfer voluntarily to any school, providing the transfer will enhance or maintain integration at the receiving school, and will not lessen integration at the sending school. Transportation will be provided for such transfers at Board expense. Enhancement and lessening of integration will be determined on a majority-to-minority basis. In other words, minority students may transfer out of schools more than 50% minority and into schools less than 50% minority.

White students may transfer out of schools more than 50% white and into schools less than 50% white. The conditions must be met at both the sending and receiving schools. These policies are refined and stated in greater detail in the provisions on voluntary transfer techniques, (pp. 190-195 below.)

9. Ensuring Participation of Black Students in Desegregation. All desegregation activities shall be designed, implemented and carefully monitored to ensure that there is substantial participation of black students. That determination shall be made on a continuous basis, with respect to each program and each school, in light of all relevant circumstances. Among the circumstances which may be considered in determining what constitutes "substantial participation" may be the historical and anticipated enrollment in a particular program or school, the anticipated stability of a school, the extent to which efforts have already been made to elicit and facilitate enrollment of black students in a program or school, policies or administrative practices that might operate to deter enrollment of black children, and geographical or administrative factors that may limit the practicability of increasing black participation.

Each school which is, or will become, desegregated under the Plan has been and shall continue to be reviewed to ensure that there is substantial enrollment of black children. (Schools which are naturally stably integrated are also ad-

dressed in this connection, as discussed in Part II above.) If a school is identified as one in which increased enrollment of black students is practicable, the Board may, among other measures, establish a priority among voluntary transfers to that school for transfer applications from black children.

10. Annual Review. The Board will ensure that all children are fully informed of voluntary transfer opportunities. Annually during the term of the plan, beginning in 1982, the Board will evaluate the number of applications by black children for open enrollment and permissive transfer, and determine whether the plan provided such applicants the opportunity for a transfer. If such opportunity was not provided, an assessment will be made as to whether the majority-to-minority voluntary transfer policy has operated as a constraint upon the opportunity of black children to transfer to desegregated schools. If the Board finds that there is any constraint upon such opportunity, then the operation of the majority-to-minority policy shall be examined on a school-by-school basis, and if appropriate modified, in accordance with the guidelines provided by the voluntary transfer policies (pages 190-195, below). The principal question to be examined shall be whether modification of the majority-to-minority policy is practicable in particular schools consistent with the objective of the Plan.



As part of the Annual Desegregation Review, desegregated and magnet schools will be assessed and appropriate actions identified to enhance or maintain desegregation and stability of enrollment composition. Voluntary programs in such schools may be established, expanded, modified, reduced or terminated as necessary to achieve objectives of the Plan.

C. IMPLEMENTATION OF AND RATIONALE FOR PLAN PROVISIONS

Definition of A Desegregated School. The definition accurately describes schools which are not racially identifiable. As further discussed below, the definition is only a minimum requirement for a desegregated school, not a determination of the greatest desirable or practicable proportion of white and minority students at particular schools.

The definition is based on the Plan's distinction between an integrated school, where the enrollment derives primarily from natural residence patterns, and a desegregated school, where the diversity of enrollment is established by the Plan's student assignment techniques.

Definition of Minority. The term "minority" includes the racial and ethnic categories established by the United States Department of Health, Education and Welfare more than ten years ago, and used in the Board's annual student racial/ethnic surveys since that time: black, Hispanic, Asian/Pacific Islander and American Indian/Alaskan Native.

The Board determines that the composite minority concept is appropriate in the Plan because in Chicago, each of these groups constitutes, in general, a historically disadvantaged minority.

Both in its numerical aspect and in its composite minority concept, the definition of a desegregated school is within the constitutional range established by court decisions concerning comparable school systems.\*

Definition of a Magnet School. The Plan provides for magnet schools to achieve, in general, a racial/ethnic composition between 15-35% white/60-85% minority. Additional specific provisions concerning magnet school compositions are set forth at pp. 209-212 below.

This enrollment requirement will not result in all magnet schools achieving the 30% level of white enrollment which the Board believes is essential for a school to be classified as desegregated. However, the magnet school definition was adopted to ensure that the educational benefits of magnet schools would be made available to minority and white students roughly in proportion to their numbers in the school system.

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\* For example, the recent federal court decision in the Dallas school desegregation case adopted a definition of a desegregated school as one with an enrollment of at least 25% white and 25% "combined minorities" (black, Hispanic, Asian and American Indian). Tasby v. Wright, U.S. District Court, Northern District of Texas, Opinion of August 3, 1981.

The lower range of white enrollment is also practicable for magnet schools, while not for regular schools, because enrollment in magnet schools is voluntary, occurring in response to their special educational offerings. Issues of stability and compulsion are therefore not presented in the same way as for regular schools.

29 magnet schools are provided in the Plan. For clarity, only schools specifically so designated by the Board are "magnet schools". 26 of these have been established in predominantly minority schools or communities.

25 of the 29 magnet schools are at or near compliance with the required racial/ethnic enrollment range. (A list of magnet schools with enrollment data, and discussions of magnet school implementation, are presented at pp. 212-226 below.)

Mandatory Requirement for the Desegregation of All Predominantly White Schools. The Plan seeks to establish the greatest practicable number of stably desegregated schools. In part, the fulfillment of this objective is sought through the mandatory requirement that all schools in the system have at least 30% minority enrollment by fall 1983.

At the time development of this Plan commenced in October 1980, 13 schools were stably desegregated as a result of the Board's previous efforts. At that time, however, 81

schools (10 high schools and 71 elementary schools) had less than 30% minority enrollment.\*

By October 1981, after initial implementation of the Plan, only 32 schools (3 high schools and 29 elementary schools) remained with less than 30% minority enrollment. In the same time, the number of schools with less than 20% minority enrollment has been reduced from 37 to 4.

As a result, the number of stably desegregated schools that were formally predominantly white (excluding magnets) has increased in the first year of the Plan from 13 to 42 schools.\*\* These are the following schools:

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\* This and all following data in Part III uses grade 1-12 enrollment data. Pre-school and kindergarten are excluded in accordance with §2.3 of the Consent Decree and §6.3 of the Student Assignment Principles.

\*\* The increase in desegregated schools is smaller than the decrease in schools less than 30% minority for several reasons, including that some schools achieving 30% minority this year have been identified as stably integrated and that some predominantly white schools were closed.

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
BRIDGE (1)	MEMBERSHIP	491	387	380	355	357	345	337	335	344
	% WHITE	91.9	82.4	78.9	75.2	67.8	64	61	57	55
	% BLACK	7.1	15.8	18.9	21.1	27.5	30	31	33	33
	% HISPAN	0.6	0.8	1.3	2.0	3.6	5	6	8	10
	% OTHER	0.4	1.0	0.8	1.7	1.1	1	2	2	2
CANTY (1)	MEMBERSHIP	524	407	379	324	303	276	253	245	245
	% WHITE	92.6	81.3	78.6	74.7	69.0	65	60	56	52
	% BLACK	3.6	15.0	15.0	18.2	22.8	26	30	33	34
	% HISPAN	2.9	2.7	4.5	4.6	7.3	8	10	11	13
	% OTHER	1.0	1.0	1.8	2.5	1.0	1	0	1	2
DIRKSEN (1)	MEMBERSHIP	610	556	530	434	484	475	468	460	468
	% WHITE	95.9	90.6	86.8	88.2	68.2	60	55	52	49
	% BLACK	0.3	0.4	3.8	2.1	13.0	18	20	22	23
	% HISPAN	0.7	4.9	5.7	6.0	11.6	14	15	16	17
	% OTHER	3.1	4.1	3.8	3.7	7.2	9	10	10	11
EBINGER (1)	MEMBERSHIP	379	293	266	253	232	220	210	201	195
	% WHITE	92.3	85.7	78.2	75.1	67.2	62	58	54	50
	% BLACK	6.9	13.3	20.3	19.0	27.2	31	35	36	38
	% HISPAN	0.0	0.3	0.8	3.6	2.2	2	3	4	4
	% OTHER	0.8	0.7	0.8	2.4	3.4	4	4	6	7

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
EDGEBROOK (1)	MEMBERSHIP	291	242	194	177	164	153	141	132	124
	% WHITE	96.9	90.5	88.1	73.4	69.5	65	62	56	50
	% BLACK	0.0	2.1	4.1	10.2	19.5	23	25	29	31
	% HISPAN	0.7	2.9	3.1	9.0	6.1	7	7	7	9
	% OTHER	2.4	4.5	4.6	7.3	4.9	6	7	9	11
EDISON (1)	MEMBERSHIP	339	250	239	158	131	115	100	92	88
	% WHITE	86.7	84.8	77.4	72.8	64.1	58	53	48	48
	% BLACK	8.6	13.2	19.2	22.2	33.6	37	40	43	41
	% HISPAN	2.1	0.8	0.4	1.9	0.8	1	1	2	3
	% OTHER	2.7	1.2	2.9	3.2	1.5	4	5	7	9
MURPHY (1)	MEMBERSHIP	592	480	485	482	444	425	410	407	432
	% WHITE	82.8	75.8	68.9	61.4	59.0	55	51	47	44
	% BLACK	2.0	2.9	6.0	12.9	12.2	13	16	18	18
	% HISPAN	11.1	16.5	18.8	18.5	18.5	21	21	23	25
	% OTHER	4.1	4.8	6.4	7.3	10.4	11	12	12	13
NORWOOD P (1)	MEMBERSHIP	195	179	198	159	167	155	144	137	135
	% WHITE	97.9	82.1	72.7	72.3	52.7	53	52	51	50
	% BLACK	0.0	14.5	23.3	18.9	18.0	18	18	18	18
	% HISPAN	0.5	2.2	2.5	3.8	18.0	19	19	20	21
	% OTHER	1.5	1.1	1.5	5.0	11.4	11	11	11	11

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
ONAHAN (1)	MEMBERSHIP	423	357	320	297	260	235	210	203	198
	% WHITE	96.7	88.8	88.1	79.1	66.9	60	55	50	49
	% BLACK	0.7	7.8	8.8	13.5	23.8	26	29	30	31
	% HISPAN	1.4	1.4	1.3	4.7	6.2	8	10	13	13
	% OTHER	1.2	2.0	1.9	2.7	3.1	6	6	7	7
PORTAGE P (1)	MEMBERSHIP	783	680	631	587	611	620	615	618	625
	% WHITE	97.4	89.7	83.7	75.5	68.6	62	59	54	48
	% BLACK	0.0	4.9	9.2	16.2	20.3	24	26	28	31
	% HISPAN	2.0	4.7	4.9	6.8	7.9	10	11	12	14
	% OTHER	0.5	0.7	2.2	1.5	3.3	4	4	6	7
PRUSSING (1)	MEMBERSHIP	479	407	325	265	277	285	280	269	260
	% WHITE	91.9	83.5	84.3	84.5	65.0	58	55	51	48
	% BLACK	2.5	12.0	11.4	9.1	25.6	31	32	34	36
	% HISPAN	3.5	2.2	1.5	1.5	4.7	6	8	10	11
	% OTHER	2.1	2.2	2.8	4.9	4.7	5	5	6	5
SAUGANASH (1)	MEMBERSHIP	287	213	176	155	131	110	100	94	88
	% WHITE	90.9	85.4	70.5	60.6	58.0	55	51	50	50
	% BLACK	0.0	3.8	10.2	17.4	17.6	19	22	23	23
	% HISPAN	3.1	0.9	5.1	2.6	5.3	6	7	8	8
	% OTHER	5.9	9.9	14.2	19.4	19.1	20	19	20	19

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
SMYSER (1)	MEMBERSHIP	566	476	490	408	380	360	345	337	333
	% WHITE	85.2	79.8	75.5	69.1	64.2	60	56	54	54
	% BLACK	11.5	16.0	21.4	25.7	30.5	34	38	39	39
	% HISPAN	1.9	2.7	1.8	2.7	3.4	4	5	5	5
	% OTHER	1.4	1.5	1.2	2.5	1.8	2	2	3	3
WILDWOOD (1)	MEMBERSHIP	193	146	153	107	134	130	120	112	99
	% WHITE	94.8	91.8	86.9	85.0	52.2	50	49	48	48
	% BLACK	0.0	0.0	0.0	0.0	14.9	16	17	17	19
	% HISPAN	1.6	1.4	3.3	4.7	20.9	22	23	23	23
	% OTHER	3.6	6.8	9.8	10.3	11.9	12	11	12	10
BOONE (2)	MEMBERSHIP	690	658	728	697	626	630	620	600	593
	% WHITE	88.4	82.1	78.2	76.6	68.8	60	54	51	48
	% BLACK	0.0	4.3	3.2	2.7	4.5	12	15	15	14
	% HISPAN	1.7	1.5	3.6	4.3	5.6	7	8	9	10
	% OTHER	9.9	12.2	15.1	16.4	21.1	21	24	25	28
JAMIESON (2)	MEMBERSHIP	718	647	621	614	585	585	570	559	546
	% WHITE	83.1	80.7	76.3	73.6	68.9	60	53	49	46
	% BLACK	0.0	0.3	2.4	2.9	2.7	8	12	12	11
	% HISPAN	5.3	5.7	5.8	4.2	6.0	8	8	9	10
	% OTHER	11.6	13.3	15.5	19.2	22.4	25	27	31	33



SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
MATHER HS (2)	MEMBERSHIP	1628	1699	1634	1589	1519	1500	1450	1423	1405
	% WHITE	85.7	80.2	73.8	72.2	69.5	63	58	53	49
	% BLACK	3.1	7.4	10.0	11.7	12.0	14	15	17	17
	% HISPAN	2.9	2.9	3.2	3.8	4.4	6	7	8	8
	% OTHER	8.2	9.5	12.9	12.3	14.1	17	20	22	26
ROGERS (2)	MEMBERSHIP	609	536	496	457	487	496	490	483	480
	% WHITE	76.4	72.4	72.0	68.3	63.0	59	57	56	53
	% BLACK	3.3	9.0	12.3	9.6	16.4	18	19	20	22
	% HISPAN	4.6	4.9	2.8	5.0	5.1	6	6	7	8
	% OTHER	15.8	13.8	12.9	17.1	15.4	17	17	18	17
BURBANK (4)	MEMBERSHIP	335	497	566	603	669	665	650	646	645
	% WHITE	72.2	55.1	48.8	49.1	48.9	50	50	50	50
	% BLACK	17.9	25.6	38.7	37.8	40.4	40	40	40	40
	% HISPAN	5.1	8.7	8.1	7.3	6.9	7	7	7	7
	% OTHER	4.8	10.7	4.4	5.8	3.9	4	4	4	4
FOREMAN HS (4)	MEMBERSHIP	1708	1584	1377	1405	1313	1275	1235	1220	1223
	% WHITE	92.6	89.2	87.2	78.6	64.4	56	50	46	40
	% BLACK	0.2	0.1	2.0	8.9	19.9	25	27	25	23
	% HISPAN	6.3	9.0	9.2	11.3	13.7	17	21	27	35
	% OTHER	0.9	1.7	1.6	1.1	2.1	2	3	3	2

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
LOCKE (4)	MEMBERSHIP	676	548	540	504	488	475	463	458	453
	% WHITE	88.2	85.6	82.2	77.2	66.0	60	56	51	50
	% BLACK	11.1	13.9	15.0	20.0	32.2	38	42	47	48
	% HISPAN	0.3	0.2	2.2	2.4	1.2	2	2	2	2
	% OTHER	0.4	0.4	0.6	0.4	0.6	1	1	1	1
LYON (4)	MEMBERSHIP	459	409	422	411	425	435	430	426	418
	% WHITE	36.1	80.9	79.1	71.8	69.2	66	61	58	55
	% BLACK	12.2	17.6	19.4	23.8	25.9	28	31	34	36
	% HISPAN	1.1	1.2	0.9	3.9	4.5	5	7	8	8
	% OTHER	0.7	0.2	0.5	0.5	0.5	1	1	1	1
REINBERG (4)	MEMBERSHIP	391	326	323	300	302	300	287	280	271
	% WHITE	87.2	80.4	71.2	68.7	56.0	53	50	49	47
	% BLACK	4.3	10.7	17.6	20.3	32.8	35	38	39	40
	% HISPAN	6.6	6.7	7.1	7.3	8.3	10	10	11	11
	% OTHER	1.8	2.1	4.0	3.7	3.0	3	2	2	2
SCAMMON (4)	MEMBERSHIP	536	440	444	439	488	500	525	559	599
	% WHITE	90.3	85.7	84.9	72.7	66.4	62	56	52	48
	% BLACK	0.4	0.5	0.5	10.7	13.3	15	18	18	17
	% HISPAN	6.5	10.2	9.5	11.4	15.2	19	22	26	32
	% OTHER	2.8	3.6	5.2	5.2	5.1	5	5	4	4

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
SCHUBERT (4)	MEMBERSHIP	656	636	564	610	560	550	540	559	593
	% WHITE	93.4	82.4	78.5	66.6	58.0	53	49	47	46
	% BLACK	0.2	6.3	12.1	19.7	24.6	27	29	30	31
	% HISPAN	4.6	9.1	7.8	12.0	15.4	18	21	21	22
	% OTHER	1.8	2.2	1.6	1.8	2.0	2	2	2	2
STEINMETZ (4)	MEMBERSHIP	2711	2470	2415	2350	2204	2100	2015	1967	1915
	% WHITE	89.1	86.0	81.2	74.1	67.8	63	57	52	48
	% BLACK	6.3	8.3	11.4	16.5	19.9	22	25	28	31
	% HISPAN	3.7	4.2	5.3	6.7	8.2	10	11	12	13
	% OTHER	0.9	1.6	2.2	2.8	4.1	5	6	7	8
REILLY (5)	MEMBERSHIP	485	452	467	515	552	585	610	646	651
	% WHITE	87.2	84.1	70.0	60.8	57.2	55	50	45	39
	% BLACK	0.2	0.7	8.4	15.1	14.9	15	14	12	11
	% HISPAN	11.3	12.8	18.4	21.9	23.4	25	28	33	39
	% OTHER	1.2	2.4	3.2	2.1	4.5	5	8	10	11
KEY-CLARK (7)	MEMBERSHIP	134	116	112	103	113	115	112	111	109
	% WHITE	84.3	80.2	79.5	82.5	61.9	55	51	49	46
	% BLACK	4.5	6.0	6.3	4.9	18.6	22	23	24	25
	% HISPAN	11.2	13.8	9.8	7.8	16.8	20	23	24	26
	% OTHER	0.0	0.0	4.5	4.9	2.7	3	3	3	3

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
BURROUGHS (8)	MEMBERSHIP	365	292	276	275	268	260	250	239	239
	% WHITE	77.5	76.4	71.0	61.8	62.3	60	57	54	50
	% BLACK	0.0	0.0	0.0	0.0	0.0	3	5	8	10
	% HISPAN	21.4	22.6	28.3	37.1	36.9	36	37	37	38
	% OTHER	1.1	1.0	0.7	1.1	0.7	1	1	1	1
EDWARDS (12)	MEMBERSHIP	542	515	498	486	490	485	480	478	484
	% WHITE	83.0	76.1	74.9	71.4	64.7	58	53	46	41
	% BLACK	1.3	1.6	1.2	3.7	3.9	6	7	8	9
	% HISPAN	14.9	21.6	22.5	24.9	28.8	33	37	41	45
	% OTHER	0.7	0.8	1.4	0.0	2.7	4	4	5	6
FLEMING B (12)	MEMBERSHIP	254	209	189	174	169	165	160	158	151
	% WHITE	91.3	92.8	93.1	93.1	69.8	63	57	52	49
	% BLACK	0.0	0.0	0.0	0.0	13.0	16	19	22	24
	% HISPAN	6.3	5.7	6.3	6.9	16.6	20	23	25	26
	% OTHER	2.4	1.4	0.5	0.0	0.6	1	1	1	1
KENNEDY HS (12)	MEMBERSHIP	2177	2088	1909	1929	1693	1575	1450	1398	1301
	% WHITE	89.8	84.2	79.9	72.1	66.2	60	56	53	51
	% BLACK	8.0	13.3	17.1	24.1	29.7	35	38	41	44
	% HISPAN	1.9	2.3	2.8	3.3	3.7	5	6	6	6
	% OTHER	0.3	0.2	0.2	0.5	0.4	0	0	0	0

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
GRAHAM (13)	MEMBERSHIP	1002	784	714	619	533	525	510	508	515
	% WHITE	89.7	87.2	87.3	83.4	69.0	64	59	54	48
	% BLACK	0.0	0.5	0.6	0.6	14.3	19	21	24	28
	% HISPAN	10.3	12.2	12.0	15.3	16.7	18	20	22	24
	% OTHER	0.0	0.0	0.1	0.6	0.0	0	0	0	0
HURLEY (15)	MEMBERSHIP	375	328	345	336	338	340	335	336	338
	% WHITE	90.4	80.8	71.3	61.9	69.5	64	60	55	49
	% BLACK	5.3	15.9	23.5	31.0	20.7	24	26	28	32
	% HISPAN	3.7	3.4	4.6	5.1	7.4	10	12	14	16
	% OTHER	0.5	0.0	0.6	2.1	2.4	3	3	3	3
LEE (15)	MEMBERSHIP	317	256	240	228	231	235	230	224	219
	% WHITE	89.6	87.1	83.8	78.5	63.2	58	56	51	48
	% BLACK	6.9	10.9	11.7	17.1	32.5	38	39	43	45
	% HISPAN	3.5	2.0	4.6	4.4	4.3	4	5	7	8
	% OTHER	0.0	0.0	0.0	0.0	0.0	0	0	0	0
OWEN (15)	MEMBERSHIP	234	211	217	200	153	150	130	112	104
	% WHITE	91.5	80.6	74.7	53.5	63.4	61	57	54	52
	% BLACK	6.0	18.0	23.5	46.0	35.9	39	43	46	48
	% HISPAN	1.3	0.9	1.8	0.5	0.7	0	0	0	0
	% OTHER	1.3	0.5	0.0	0.0	0.0	0	0	0	0

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
CASSELL-K (18)	MEMBERSHIP	148	95	110	117	74	90	95	102	99
	% WHITE	100.0	100.0	86.4	75.2	43.2	40	41	42	44
	% BLACK	0.0	0.0	13.6	24.8	55.4	58	57	55	54
	% HISPAN	0.0	0.0	0.0	0.0	1.4	2	2	3	2
	% OTHER	0.0	0.0	0.0	0.0	0.0	0	0	0	0
KELLOGG (18)	MEMBERSHIP	266	218	212	216	247	260	275	305	338
	% WHITE	79.3	67.9	62.3	58.8	49.4	45	38	33	30
	% BLACK	19.9	30.3	35.8	40.3	47.8	52	58	63	65
	% HISPAN	0.4	0.9	1.4	0.9	2.0	3	4	4	5
	% OTHER	0.4	0.9	0.5	0.0	0.8	0	0	1	1
MT. GREENW (18)	MEMBERSHIP	624	558	535	418	536	545	540	539	546
	% WHITE	89.7	85.5	79.6	75.1	58.4	54	50	49	48
	% BLACK	9.6	14.0	19.6	24.4	40.0	44	48	49	49
	% HISPAN	0.6	0.4	0.6	0.2	0.4	0	0	0	0
	% OTHER	0.0	0.2	0.2	0.2	1.1	2	2	2	2
ADDAMS (19)	MEMBERSHIP	511	421	375	326	336	340	345	346	344
	% WHITE	90.8	87.6	89.1	84.4	66.7	58	55	54	54
	% BLACK	0.0	0.0	0.0	0.0	15.5	20	20	18	15
	% HISPAN	8.6	12.4	10.9	15.6	17.6	21	24	28	30
	% OTHER	0.6	0.0	0.0	0.0	0.3	1	1	1	1

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
CLAY (20)	MEMBERSHIP	682	570	517	513	520	525	520	519	526
	% WHITE	88.4	84.7	79.9	72.3	66.9	63	60	56	54
	% BLACK	5.9	9.5	12.6	20.1	21.2	22	23	24	25
	% HISPAN	5.7	4.7	6.6	6.6	8.3	11	13	15	16
	% OTHER	0.0	1.1	1.0	1.0	3.7	4	5	5	5
GRISSOM (20)	MEMBERSHIP	402	328	288	269	272	275	270	269	271
	% WHITE	84.6	83.2	79.9	72.5	57.0	56	54	53	51
	% BLACK	1.7	2.4	2.1	10.0	26.1	27	28	29	30
	% HISPAN	10.7	13.7	16.3	17.5	16.2	17	17	18	18
	% OTHER	3.0	0.6	1.7	0.0	0.7	1	1	1	1

The present and projected aggregate enrollment for 1981 to 1983 in these 42 schools that formerly were predominantly white and are now stably desegregated is as follows:\*

	1981		1982		1983	
	#	%	#	%	#	%
White	13,094	64.5	11,733	59	10,675	55
Black	4,236	20.9	4,773	24	5,072	26
Hispanic	1,885	9.3	2,187	11	2,367	12.2
Asian & Am. Indian	<u>1,054</u>	5.2	<u>1,193</u>	6	<u>1,208</u>	6
Total	20,269		19,886		19,322	

To Be Desegregated Schools. As a result of student assignment activities under the Plan, including both continued use of existing techniques and the introduction of new programs, virtually all of the remaining 32 schools that had less than 30% minority enrollment in 1981 are projected to meet the requirement in the 1982-83 school year, a year ahead of the date required by the Plan. Only 3 schools are projected to need the third year which is permitted under the Plan: Byrne (Dist. 12), Carroll (Dist. 15), and Cassell (Dist. 18). These schools will become stably desegregated, with at least 30% minority enrollment, by fall 1983.

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\* Pre-school and kindergarten students excluded.



The 32 schools that will become stably desegregated under the Plan in 1982 and 1983 by achieving 30% minority enrollment are the following:\*

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\* This list of schools, and the following discussion, does not include Lincoln Park High School whose enrollment is currently 25.5% white, 74.5% minority and is projected to become stably desegregated by 1983 with enrollment of 31.% white (see p. 167).

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
BEAUBIEN (1)	MEMBERSHIP	533	537	478	380	381	370	350	336	341
	% WHITE	86.5	71.7	69.2	73.7	70.9	65	61	56	50
	% BLACK	8.3	10.2	9.8	7.6	7.6	10	12	13	16
	% HISPAN	3.8	15.3	16.9	11.8	13.6	15	17	19	21
	% OTHER	1.5	2.8	4.0	6.8	7.9	10	11	12	14
BELDING (1)	MEMBERSHIP	496	437	399	378	431	442	458	473	505
	% WHITE	79.4	78.5	71.4	72.2	70.3	64	57	51	46
	% BLACK	6.3	7.8	7.8	4.0	6.5	11	15	18	18
	% HISPAN	8.5	7.3	10.5	11.9	12.3	13	14	16	19
	% OTHER	5.8	6.4	10.3	11.9	10.9	12	14	15	17
BUDLONG (1)	MEMBERSHIP	861	753	718	699	690	680	669	668	677
	% WHITE	86.4	82.5	78.7	80.0	76.2	65	59	52	46
	% BLACK	2.4	3.7	4.0	3.7	5.4	10	13	16	18
	% HISPAN	3.7	3.2	5.0	6.0	7.2	8	10	12	14
	% OTHER	7.4	10.6	12.3	10.3	11.2	17	18	20	22
FARNSWORTH (1)	MEMBERSHIP	388	356	325	286	320	310	300	290	286
	% WHITE	92.5	86.0	84.3	82.5	71.3	65	60	55	50
	% BLACK	4.9	11.2	11.1	8.7	11.3	13	15	17	20
	% HISPAN	2.1	1.7	3.4	7.3	13.4	17	20	22	23
	% OTHER	0.5	1.1	1.2	1.4	4.1	5	5	6	7

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
GARVY (1)	MEMBERSHIP	374	309	308	253	218	200	181	169	150
	% WHITE	89.0	79.9	78.2	78.7	75.1	70	65	60	55
	% BLACK	7.2	13.9	14.0	12.6	14.7	19	21	23	26
	% HISPAN	1.9	3.6	2.9	2.8	2.8	4	4	5	6
	% OTHER	1.9	2.6	4.9	5.9	6.4	7	10	12	13
HITCH (1)	MEMBERSHIP	501	468	430	350	345	350	340	336	323
	% WHITE	90.6	91.2	86.9	84.3	75.4	68	61	56	53
	% BLACK	0.0	5.8	9.4	12.0	20.0	25	27	31	33
	% HISPAN	1.0	1.1	2.1	2.3	2.6	4	4	5	5
	% OTHER	2.4	1.9	1.6	1.4	2.0	4	8	8	9
ORIOLE PA (1)	MEMBERSHIP	294	238	216	177	139	119	95	76	73
	% WHITE	94.6	87.4	84.3	75.1	71.2	68	64	60	56
	% BLACK	3.4	9.2	12.0	21.5	23.0	25	26	28	31
	% HISPAN	0.3	1.3	1.4	1.7	3.6	6	8	10	11
	% OTHER	1.7	2.1	2.3	1.7	2.2	2	2	3	3
TAFT HIGH (1)	MEMBERSHIP	3004	2898	2635	2343	2228	2100	2000	1922	1874
	% WHITE	98.9	95.7	94.1	91.9	80.1	66	60	55	50
	% BLACK	0.0	2.7	4.3	6.2	16.1	25	28	31	33
	% HISPAN	0.5	0.9	0.9	1.2	2.2	5	7	8	9
	% OTHER	0.5	0.7	0.8	0.7	1.6	4	5	6	8

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
CLINTON (2)	MEMBERSHIP	593	543	623	651	666	675	687	702	720
	% WHITE	81.5	81.2	75.6	75.4	70.3	62	53	49	46
	% BLACK	0.0	1.1	3.2	1.7	2.1	8	12	13	12
	% HISPAN	6.6	5.5	7.5	8.0	8.0	8	8	8	6
	% OTHER	12.0	12.2	13.6	14.9	19.7	23	27	31	36
DEVER (4)	MEMBERSHIP	588	481	453	414	397	385	373	365	359
	% WHITE	90.1	86.9	86.3	81.4	70.3	65	60	55	50
	% BLACK	9.2	11.2	12.1	15.5	25.2	30	32	34	37
	% HISPAN	0.2	1.0	0.9	1.7	2.8	3	5	6	7
	% OTHER	0.5	0.8	0.7	1.4	1.8	2	3	5	6
FALCONER (4)	MEMBERSHIP	650	559	566	518	526	535	540	544	546
	% WHITE	89.2	87.7	85.7	78.0	70.2	65	60	56	52
	% BLACK	0.5	1.6	3.5	8.3	15.6	20	25	28	31
	% HISPAN	6.9	8.6	8.5	8.9	10.1	11	12	13	15
	% OTHER	3.4	2.1	2.3	4.8	4.2	4	3	3	3
GRAY (4)	MEMBERSHIP	604	580	503	448	437	440	450	468	468
	% WHITE	95.9	92.1	88.1	84.3	79.4	70	66	61	56
	% BLACK	0.0	4.5	7.0	9.6	13.7	21	24	28	32
	% HISPAN	2.8	2.6	3.6	2.5	3.4	4	5	6	7
	% OTHER	1.3	0.9	1.4	3.1	3.4	5	5	6	6

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
SHIELDS (8)	MEMBERSHIP	604	517	479	479	502	521	540	569	599
	% WHITE	90.1	86.3	81.4	75.4	70.3	63	57	50	45
	% BLACK	1.0	1.0	0.2	0.6	1.6	4	6	8	8
	% HISPAN	8.4	12.4	18.0	23.2	27.3	32	37	41	46
	% OTHER	0.5	0.4	0.4	0.8	0.8	1	1	1	1
BYRNE (12)	MEMBERSHIP	477	386	418	361	341	360	350	336	323
	% WHITE	96.6	94.6	92.6	91.4	92.4	75	65	58	53
	% BLACK	2.5	2.8	3.8	3.0	3.2	19	29	35	40
	% HISPAN	0.6	2.3	3.3	5.3	3.8	5	5	5	5
	% OTHER	0.2	0.3	0.2	0.3	0.6	1	2	2	3
DORE (12)	MEMBERSHIP	192	142	118	99	210	220	225	224	219
	% WHITE	96.9	96.5	90.7	85.9	76.2	68	65	61	56
	% BLACK	0.0	0.0	0.0	10.1	12.9	18	21	22	26
	% HISPAN	2.1	2.1	7.6	3.0	10.5	15	15	18	18
	% OTHER	1.0	1.4	1.7	1.0	0.5	0	0	0	0
GRIMES (12)	MEMBERSHIP	215	200	207	183	167	175	170	168	161
	% WHITE	96.7	98.0	93.7	96.7	77.2	68	62	55	51
	% BLACK	0.0	0.0	0.0	0.0	14.4	20	24	28	30
	% HISPAN	2.8	2.0	5.8	3.3	7.2	10	12	14	16
	% OTHER	0.5	0.0	0.5	0.0	1.2	2	2	3	3

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
HALE (12)	MEMBERSHIP	654	596	537	502	502	495	480	468	468
	% WHITE	91.1	84.1	74.7	78.3	72.3	66	59	54	50
	% BLACK	5.5	13.1	11.7	10.8	12.4	17	20	22	23
	% HISPAN	2.6	2.7	11.4	9.2	11.4	13	14	15	17
	% OTHER	0.8	0.2	2.2	1.8	4.0	5	7	9	10
KINZIE (12)	MEMBERSHIP	286	260	347	300	274	265	260	254	239
	% WHITE	94.4	80.8	78.4	77.7	73.0	68	64	60	55
	% BLACK	2.4	14.6	15.6	17.0	21.2	26	30	34	37
	% HISPAN	2.8	3.5	5.2	4.7	5.1	5	6	6	7
	% OTHER	0.3	1.2	0.9	0.7	0.7	1	1	1	1
PASTEUR (12)	MEMBERSHIP	421	343	310	262	284	300	310	305	297
	% WHITE	96.9	89.5	87.1	85.9	73.9	66	59	53	49
	% BLACK	1.9	9.0	10.0	11.8	12.7	16	19	23	24
	% HISPAN	1.2	1.5	2.6	1.9	10.2	15	18	20	23
	% OTHER	0.0	0.0	0.3	0.4	3.2	4	4	5	5
PECK (12)	MEMBERSHIP	549	472	427	396	375	390	385	376	375
	% WHITE	96.5	94.3	93.9	90.9	77.6	65	60	55	51
	% BLACK	0.0	3.0	2.6	5.3	11.7	20	22	25	27
	% HISPAN	2.0	2.8	3.3	3.5	9.9	15	17	19	21
	% OTHER	1.5	0.0	0.2	0.3	0.8	1	1	1	1

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
SAWYER (12)	MEMBERSHIP	417	377	366	375	356	350	330	320	312
	% WHITE	89.7	86.7	83.6	84.8	77.8	68	62	57	51
	% BLACK	4.3	5.6	7.7	7.2	10.1	16	20	22	24
	% HISPAN	6.0	6.6	7.9	7.5	10.7	15	16	19	22
	% OTHER	0.0	1.1	0.8	0.5	1.4	2	2	3	3
TONTI (12)	MEMBERSHIP	591	490	498	453	431	425	410	397	390
	% WHITE	87.3	84.5	80.7	78.4	72.2	64	56	51	46
	% BLACK	3.0	6.9	9.6	7.3	8.1	12	16	17	19
	% HISPAN	6.8	7.3	7.8	13.0	16.5	20	23	26	28
	% OTHER	2.9	1.2	1.8	1.3	3.2	4	5	6	7
TWAIN (12)	MEMBERSHIP	493	398	382	318	368	380	375	356	349
	% WHITE	90.7	88.9	87.2	86.5	78.5	66	55	50	45
	% BLACK	2.2	3.8	3.4	0.9	3.5	14	21	23	25
	% HISPAN	4.9	6.3	8.6	11.0	15.8	17	20	22	24
	% OTHER	2.2	1.0	0.8	1.6	2.2	3	4	5	6
BOGAN HS (15)	MEMBERSHIP	2384	2155	1872	1658	1666	1635	1580	1561	1551
	% WHITE	98.2	98.1	98.1	95.0	78.0	67	61	57	54
	% BLACK	0.0	0.0	0.1	0.8	15.4	25	30	33	35
	% HISPAN	1.2	1.8	1.2	3.7	5.8	7	8	9	10
	% OTHER	0.6	0.1	0.6	0.5	0.7	1	1	1	1

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
CARROLL (15)	MEMBERSHIP	405	319	315	266	237	225	200	183	172
	% WHITE	96.0	91.8	91.7	89.5	84.8	76	68	63	57
	% BLACK	0.0	0.6	0.6	0.8	3.0	11	16	19	21
	% HISPAN	3.2	5.0	5.7	7.1	9.7	11	14	16	19
	% OTHER	0.7	2.5	1.9	2.6	2.5	3	3	3	3
CARROLL R (15)	MEMBERSHIP	255	193	165	143	149	155	160	153	151
	% WHITE	95.3	87.0	93.3	95.1	78.5	69	61	57	52
	% BLACK	0.0	0.0	0.0	0.0	12.8	19	24	27	30
	% HISPAN	3.9	5.7	5.5	4.9	8.1	11	14	16	17
	% OTHER	0.8	7.3	1.2	0.0	0.7	1	1	1	1
DAWES (15)	MEMBERSHIP	779	689	670	623	585	565	545	534	531
	% WHITE	96.3	94.0	91.0	79.1	79.1	69	63	55	51
	% BLACK	0.0	2.6	4.2	9.8	10.4	20	25	29	30
	% HISPAN	3.0	2.6	4.0	8.3	9.7	10	12	16	18
	% OTHER	0.8	0.7	0.7	2.7	0.7	1	1	1	1
EBERHART (15)	MEMBERSHIP	701	626	566	518	523	535	540	544	552
	% WHITE	94.3	94.7	90.5	89.4	76.5	68	60	55	51
	% BLACK	0.0	0.8	1.6	2.5	9.9	16	20	22	34
	% HISPAN	3.7	4.0	7.6	7.3	13.0	16	19	23	25
	% OTHER	2.0	0.5	0.4	0.8	0.6	1	1	1	1



SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
HUBBARD HS (15)	MEMBERSHIP	2067	1863	1767	1613	1508	1420	1350	1296	1236
	% WHITE	91.6	91.6	88.0	81.2	72.7	66	60	54	49
	% BLACK	0.0	1.0	4.2	8.6	14.3	19	23	27	31
	% HISPAN	7.1	6.0	6.9	9.2	11.4	14	15	16	17
	% OTHER	1.3	1.3	0.9	1.1	1.7	2	3	3	3
STEVENSON (15)	MEMBERSHIP	576	537	572	529	600	619	533	580	533
	% WHITE	84.9	85.1	81.5	77.1	73.6	69	62	57	53
	% BLACK	13.8	13.8	14.5	17.7	21.5	26	31	34	36
	% HISPAN	0.6	0.6	2.1	1.9	2.8	4	6	8	9
	% OTHER	0.7	0.6	1.9	3.3	2.1	2	2	2	2
CASSELL (18)	MEMBERSHIP	68	188	167	152	185	210	200	193	187
	% WHITE	22.1	98.4	96.4	93.4	84.3	74	65	59	55
	% BLACK	75.0	1.6	1.8	4.6	14.6	25	33	40	44
	% HISPAN	1.5	0.0	1.8	2.0	1.1	1	2	1	1
	% OTHER	1.5	0.0	0.0	0.0	0.0	0	0	0	0
WIGGIN BR (18)	MEMBERSHIP	169	143	134	115	107	100	90	83	78
	% WHITE	90.5	79.0	81.3	86.1	74.8	68	62	58	53
	% BLACK	8.9	21.0	18.7	13.9	24.3	31	37	40	45
	% HISPAN	0.6	0.0	0.0	0.0	0.9	1	2	2	3
	% OTHER	0.0	0.0	0.0	0.0	0.0	0	0	0	0

Under the Plan, therefore, there will be 74 stably desegregated schools that were formerly predominantly white (excluding magnets and stably integrated schools). The aggregate enrollment in these schools from 1981-83 is as follows:\*

	1981		1982		1983	
	#	%	#	%	#	%
White	25,356	69.6	22,419	62.6	19,994	57.4
Black	6,256	17.2	7,804	21.8	8,644	24.8
Hispanic	3,226	8.8	3,782	10.5	4,231	12.1
Asian & Am. Indian	<u>1,587</u>	4.4	<u>1,831</u>	5.1	<u>1,985</u>	5.7
Total	36,425	100	35,836	100	34,854	100

Goal For Additional Minority Enrollment In Desegregated Schools. The Plan provisions are explicit that the definition of a desegregated school, and the mandatory requirement that every school achieve at least 30% minority enrollment by 1983, are not a determination of the greatest desirable or practicable proportion of minority students in particular schools, but rather a minimum requirement.

The definition properly describes a school which is not racially isolated or identifiable, and is therefore a desegregated school. However, additional minority enrollment at desegregated schools is desirable, and the Board will, where practicable and consistent with stability, act to increase the

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\* Pre-school and kindergarten excluded.

total number of children attending integrated and desegregated schools in the system as a whole. In fulfillment of this policy, the Board adopts a goal of at least 35% minority enrollment in all desegregated schools by October 1983.

It is projected that virtually all desegregated schools will achieve this goal and most will substantially exceed it.

There were 95 schools with less than 35% minority enrollment when student assignment measures were initiated in October 1980. These included 18 that have now been identified as integrated schools. While not formally subject to the 35% goal, all of these schools will nonetheless achieve 35% minority enrollment by 1983.

Of the remaining 77 schools, 14 have already met the goal of 35% minority enrollment and 8 were closed. 55 more are projected to achieve that goal by October 1983, three by becoming scholastic academies with minority enrollments of at least 50%.

Thus, of the 95 school initially less than 35% minority, all but 2 are projected to meet the goal by October 1983.\*

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\* The two exceptions are Carroll (Dist. 15) and Gray (Dist. 4). Each of these schools will have made steady progress, will be desegregated in 1983, and are projected to achieve 35% minority enrollment by the following school year. Accordingly, the Plan establishes for these schools a provisional one-year exception to the 35% goal. However, these schools will receive continuing attention and monitoring to determine whether additional desegregative techniques can be implemented to achieve at least 35% minority enrollment by 1983.

Indeed, it is apparent from the Plan that most desegregated schools are expected to exceed substantially the 35% minority goal. Including scholastic academies, the 77 desegregated schools that were formerly predominantly white are projected to have an aggregate minority enrollment of 43% by fall 1983.

Desegregative Impact-Predominantly Minority Schools.

Whereas the desegregation of predominantly white schools can practicably be a universal mandate of the Plan, the desegregation of predominantly minority schools can only be approached on a case by case basis, achieving desegregation or desegregative impact wherever it is practicable.

The application of each student assignment technique to the overall task of desegregating predominantly minority schools is discussed below in Section B, Continuing Student Assignment Methods (pp. 184-243), and Section C, New Student Assignment And Educational Programs (pp. 244-270). The results of the policies and student assignment techniques of the Plan, as applied to each racially identifiable school, are presented in the School-by-School Analysis.

In some instances, these techniques will be effective in desegregating predominantly minority schools by achieving 30% minority or more white enrollment.

In a number of other instances, including some magnet schools and stably mixed schools, these techniques establish,

or stabilize, mixed racial and ethnic enrollments where there is material participation of white students, but less than the 30% that would constitute a desegregated school.

Finally, in other schools the Plan seeks to have desegregative impact by establishing or increasing white enrollments in racially identifiable schools, but does not anticipate that it will be practicable to establish a desegregated or mixed enrollment.

The principal methods by which the Plan achieves these various outcomes in predominantly minority schools are magnet schools and programs and the new student assignment and educational programs.\*

Twenty-nine magnet schools are provided in the Plan, twenty-six of which are located in predominantly minority schools or communities. Almost all of these twenty-six schools would be entirely minority without the magnets.

The following list of magnet schools shows district, school, year established, percent minority the year before being established, percent minority October 1981, and projected percent minority October 1982. The percent minority prior year shows the actual composition where magnets were established in existing schools, and shows the composition of surrounding schools where magnets were located in newly constructed facilities.

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\* The detailed implementation discussions of these methods are presented below at pp. 209-226 and 240-270, respectively.

Dist.	School	Year Created	Percent Minority Prior Year	Present Minority 10/81	Anticipated Percent Minority 10/82
1	Beard	1978	16.7	46.2	47
2	Decatur	1978	12.7	38.3	44
	Disney	1969	30.0 (est.)*	62.4	65
3	Franklin	1979	97.2	72.4	69
	LaSalle	1978	62.2	59.8	62
	LeMoyne Br.	1980	76.8	76.2	80
	Near North H.S.	1975	100.0	96.2	94
	Newberry	1981	93.8	71.0	70
4	Sayre	1979	19.9	59.4	54
9	A. Jackson	1981	78.2	71.8	70
	Skinner	1979	83.1	81.1	85
	Whitney Young	1975	95.0 (est.)	69.0	58
10	Crown	1981	100.0	99.8	85
	Kanoon	1979	97.0	80.8	80
11	M. Sheridan	1981	67.5	69.3	74
	Pershing	1981	98.8	96.9	85
13	Beasley	1978	100.0	85.6	82
14	Murray	1979	92.0	82.1	84
15	Goodlow	1980	100.0	85.3	80
	Randolph	1980	100.0	85.3	85
17	Ninos Heroes	1981	100.0	83.3	82
18	M. Jackson	1979	99.7	98.9	**
	Metcalf	1980	100.0	81.2	86
	Vanderpoel	1981	91.8	80.5	80
19	Black	1968	60.0	72.0	75
	McDade	1978	100.0	90.0	86
20	Owens	1980	100.0	90.5	85
	Poe	1979	100.0	78.1	82
	Turner	1979	97.9	76.5	**

\* These estimates are for schools that were designated or built as magnets. The estimates represent what the enrollment at these schools would have been had the schools not been magnets.

\*\* These schools will be relocated for fall, 1982.

The present aggregate enrollment in magnet schools very closely resembles the racial/ethnic composition of the school system as a whole:

	<u>Number of Students</u>	<u>Percent</u>
White	3,739	22.3%
Black	10,025	59.8%
Hispanic	2,531	15.1%
Asian	403	2.4%
Indian/Alaskan	<u>67</u>	<u>0.4%</u>
Total	16,765	100.0%

Magnet programs are also provided under the Plan in 14 predominantly minority schools. These are the following:

<u>District</u>	<u>School</u>
2	Senn High School Stewart Stockton Swift
3	Lincoln Park High School
6	Wicker Park Tuley
8	Harrison High School
9	Whitney Young High School
10	Penn Sumner
11	Ward
14	Kenwood High School
18	Barnard

In one of the schools, Lincoln Park High School, the magnet programs are effective to desegregate the school by increasing white enrollment from 6.2% in 1978 to 31% in 1983. This school, is therefore, regarded under the Plan as a school to be desegregated.

In other instances, as noted above, magnet programs have established or stabilized white enrollments in mixed or predominantly minority schools, but the Plan does not anticipate that it will be practicable to establish desegregated schools in those instances. Additional information on implementation of and enrollment in magnet programs is presented at pages 224-226.

The new student assignment and educational programs established by this Plan also have significant impact in predominantly minority schools. The policies, site selections and goals for these new programs are presented below at pages 244-270.

As discussed at pp. 244-246, some of these new programs seek to establish mixed enrollments in predominantly minority schools. Others, while available for all students, are conceived primarily as compensatory measures under §2.2 of the Consent Decree in that they are established at schools that will remain racially identifiable. The predominantly minority schools in which these new programs are being placed are the following:



<u>District</u>	<u>School</u>
<u>Metropolitan High Schools</u>	
8	Harrison
9	Marshall
11	Jones
17	Hirsch
<u>Scholastic Academies</u>	
3	Hawthorne
9	Jensen
19	Shedd
<u>Specialty Programs - High Schools</u>	
7	Austin
9	Crane
13	DuSable Tilden
14	King
16	Englewood Robeson
<u>Specialty Programs - Elementary Schools</u>	
2	Arai
6	Carpenter Drummond
7	M. Clark
10	Frazier
14	Harte
16	Cuffe
17	Avalon
20	Gompers

<u>District</u>	<u>School</u>
<u>Team Schools - High Schools</u>	
2	Senn
5	Kelvyn Park Orr
7	Austin
8	Collins Juarez
15	Harper
<u>Team Schools - Elementary Schools</u>	
2	Field
4	Young
12	Hearst
13	Hendricks
15	Earle Foster Park Joplin
18	Esmond

Community Academies and Effective Schools Programs.

Pursuant to §2.2 of the Consent Decree, the Plan also provides special educational programs in schools remaining predominantly minority. These efforts have been described in detail in the August and November Progress Reports. In addition, the Plan's Effective Schools Program is implemented to have a significant educational impact, backed by financial resources, in every school that remains predominantly minority. Every regular high school and elementary school has received a special budget supplement for effective schools activities (see the Financial Aspects, p. 320).

Among these schools, intensive educational efforts are being made in as many schools as financial and administrative resources permit. At present, these include eight community academies and 45 target schools for the effective schools program, located in the following sites:

<u>District</u>	<u>School</u>
<u>Community Academies - Established 1981</u>	
8	Pilsen Community Academy (formerly Jirka)
10	Lawndale Community Academy (formerly Lawson)
<u>Community Academies Being Established In 1982</u>	
3	Byrd
6	Tuley
7	Marconi
13	Hope
16	Parker
17	Parkside
<u>Target Schools In Effective Schools Program</u>	
3	Schiller Elementary
4	Hay Branch
5	Stowe Elementary Morton U.G.C. Lowell Elementary
6	Tuley Middle Yates Elementary Von Humboldt Elementary Lafayette Elementary Moos Elementary Anderson Elementary

<u>District</u>	<u>School</u>
7	Beidler Elementary Goldblatt Elementary Tilton Elementary Douglas Middle Melody Elementary
8	Chalmers Elementary Komensky Elementary
9	Dett Elementary Dodge Elementary Herbert Elementary Smyth Elementary Suder Elementary Medill Primary
10	Frazier Elementary Henson Elementary Hess U.G.C. (Lawson)
11	Donoghue Elementary Einstein Elementary Williams Elementary Douglas Elementary
12	Sherman Elementary Fulton Branch
13	Burke Elementary Beethoven Elementary Colman Elementary Parkman Elementary McCorkle Elementary Hartigan Elementary Farren Elementary Oakenwald South Inter. Robinson Branch Wadsworth Elementary
15	Raster Elementary Raster Branch

In addition to the various types of schools and programs listed here, other predominantly minority schools receiving attention under the Plan are the stably mixed schools

identified in Part II above, where various policies are adopted to stabilize or increase the mixture of enrollment.

In summary, the Plan impacts every predominantly minority school with either student assignment or educational measures pursuant to Sections 2.1 and 2.2 of the Consent Decree. Among these, 128 schools are involved either in desegregative student assignment efforts or particularly intensified educational programs:

Magnet schools	26
Magnet programs	14
Metropolitan High Schools	4
Scholastic Academies	3
Specialty programs - high schools	7
Specialty programs - elementary	9
Team schools - high schools	7
Team schools - elementary	7
Community Academies	8
Target schools	<u>45</u>
	130
Less overlaps	(6)
Total	124

Additional discussion concerning each racially identifiable school is presented in the School-by-School Analysis.

Mandatory Requirement For Minimum Aggregate Enrollment In All Integrated, Desegregated, Magnet, Scholastic, and Metropolitan Schools. The Plan requires that there be achieved a minimum total enrollment in all integrated and desegregated schools (including magnet schools, scholastic academies, and metropolitan high schools) by October 1983 of at least two times the number of white children available for such schools.

The number of white children "available" includes, in each year, the total number of white children in the school system in grades 1 through 12, less the number enrolled in predominantly minority schools (schools with less than 30% white enrollment, other than magnet schools, scholastic academies and metropolitan high schools).\*

This requirement is more rigorous than the goal established by the Board's student assignment resolution of November 9, 1981, in several aspects:

- (a) The provision is now a mandatory requirement of the Plan rather than a goal.
- (b) Stably mixed schools, (15-30% white/70-85% minority) are not counted toward meeting the requirement.

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\* This provision of the Plan may also be expressed as a requirement that by October 1983 the index or ratio resulting from the following fraction must equal or exceed 2.0:

Total white and minority enrollment in integrated and desegregated schools (including magnet, scholastic and metropolitan schools)

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Total white system-wide enrollment in grades 1-12, minus white students in predominantly minority schools.

(c) Predominantly white schools are excluded from total enrollment (the numerator of the ratio), but the white children in such schools are included in the number of white children available for integrated and desegregated schools (the denominator of the ratio).

The ratio of the Chicago school system from 1977 through 1983 reflects very rapid desegregation progress, particularly from 1980 to 1983 under the Desegregation Plan. The enrollment data and the index are as follows:

<u>Year</u>	<u>Total white and minority enrollment in integrated, desegregated, magnet, scholastic and metropolitan schools*</u>	<u>System-wide white enrollment in grades 1-12, less white enrollment in pre-dominantly minority schools</u>	<u>Index</u>
1977	63,072	108,355	0.58
1980	71,982	68,182	1.06
1981	92,554	58,444	1.58
1982	109,508	53,340	2.05
1983	109,640	48,922	2.24

The reasons for the rapid change in the index may be briefly explained. In 1977, there were no schools desegregated by transfers and only three magnet schools; most students were

\* Pre-school and kindergarten are excluded, except in 1977 when such data is not available. For 1982 and 1983, the table is based on projected enrollments and includes all metropolitan school and scholastic academies except Marshall High School. Desegregating schools still over 70% white, stably mixed schools and mixed schools with potential for racial change are excluded in all years. The M. Jackson and Near North Career magnet schools are excluded in all years. The table therefore includes 144 schools in 1981, 178 schools in 1982, and 182 schools in 1983.

\*\* 197 includes pre-school and kindergarten.

attending predominantly white schools. The index was 0.58. (For each white student in an integrated/desegregated school, there were about three white students in predominantly white schools.)

In 1980, some schools had been desegregated and additional magnet schools established, but a large number of predominantly white schools remained. The index was 1.06.

In 1981 the first year of this Desegregation Plan, total integrated/desegregated enrollment increases sharply, because a large number of predominantly white schools have been desegregated, and the number of magnet schools have been increased to 29, mainly in predominantly minority communities. Total integrated/desegregated enrollment is 1.58 times the number of available white children.

For 1982, the total enrollment figure is projected to be again significantly increased, both because the scholastic academies and metropolitan high schools will have been established, and almost all of the predominantly white schools will have been desegregated. In addition, the index increased because of increasing minority composition in virtually all of the integrated and desegregated schools. Because of these factors, the Plan is projected to produce by 1982 a index of 2.05.

In 1983, the year in which this mandatory requirement first applies, the index is projected to increase further, reflecting additional desegregation in all of the schools involved and the complete elimination of predominantly white schools. In that year, the index is projected to be 2.24,



reflecting 109,640 total integrated/desegregated enrollment compared to 48,922 available white students.

The Plan is therefore projected to increase sharply, the enrollment of integrated, desegregated and magnet-type schools in relation to the number of white children available for desegregation in such schools.

Ensuring An Open School System And Stability of

Desegregation. To ensure an open, non-separate school system, and to assure stability of desegregation and integration, students have the right to transfer voluntarily to any school on a majority-to-minority basis. The Board has determined that the majority-to-minority policy is desirable in terms of the enhancement of integration and desegregation, and is necessary in terms of the objective of ensuring stability of integration and desegregation. Using a 50% white-50% minority enrollment as a guideline for the operation of the voluntary transfer programs is also appropriate because a school which has attained this racial composition is non-identifiable as a white or minority school. It has achieved a desirable racial and ethnic equilibrium.

Provision is made in the voluntary transfer policies (see pp. 191-192 below) for Board discretion to modify the majority-to-minority policy in specific schools based on the considerations of practicability that affect the school. (The Plan also addresses, immediately below, the relationship between the majority-to-minority transfer policy and the policy of ensuring participation of black students in desegregation.)

Ensuring Participation of Black Students In Desegregation. The Plan's basic provisions (pp. 134-135) call for ensuring that there is substantial participation of black students in all desegregation activities, and establish both school-by-school and aggregate review processes in this regard.

A principal concern here is that the Plan's combined definition of minority not operate in practice to exclude black children (or any other minority children) from desegregation, or to cause the participation of black students to be disproportionately small in relation to other minorities.

Scrutiny of the Board's desegregation programs to date reflects that black participation in the aggregate has indeed been substantial both in absolute terms and in relation to the participation of other minorities. Desegregated programs -- that is, desegregated schools and magnet, scholastic and metropolitan schools -- are the proper reference for this analysis, for these are the schools in which diverse enrollments have been created by actions of the Board under the Plan.

One measure of black participation is the extent to which black students are enrolled in magnet schools and magnet programs. Tables are presented elsewhere in the text showing separately the enrollment in magnet schools (p. 165, above) and magnet programs (p. 225, below). Participation in these programs combined in fall 1981 was as follows\*:

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\* In accordance with the provisions concerning magnet schools, kindergarten students are included in magnet school enrollments.

	<u>Number of Students</u>	<u>Percent</u>
White	5,302	25.2
Black	11,789	55.9
Hispanic	3,295	15.6
Asian	611	2.9%
Indian/Alaskan	<u>82</u>	<u>0.4%</u>
Total	19,506	100.0%

This distribution of students very closely resembles the aggregate racial and ethnic composition of the school system. That is the Board's objective, because the special educational offerings in magnet schools should be available to students roughly in proportion to their numbers in the aggregate school system population.

Similarly, in the Metropolitan Schools and Scholastic Academies that are being established in 1982, there is also substantial black participation. The six Scholastic Academies are projected to have 38% black enrollment in fall 1982, and the six Metropolitan Schools and Programs to have 32% black enrollment when fully implemented in 1985.\*

Involvement of black children in other student assignment methods, voluntary transfers and boundary adjustments have also been substantial. As a result, in the 74 schools initially predominantly white, that are or will become stably desegregated, aggregate enrollment of black students is about

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\* For the Metropolitan School at Marshall which is a program within the school rather than a full-site school, racial and ethnic breakdown for the program only is included in this date.

twice as great as that of Hispanic students and will increase from 17.2% this year to 24.8% in 1983 (see table, page 21).

In summary, in magnet schools, new programs and desegregated regular schools, where desegregation has been established by action of the Board, there is already substantial black participation. The present and projected enrollment in desegregated, magnet, Scholastic and Metropolitan schools is as follows:

	1981		1982		1983	
	#	%	#	%	#	%
White	20,548	47.0	29,382	48.0	27,631	44.6
Black	15,550	35.6	20,601	33.6	21,899	35.3
Hispanic	5,784	13.2	8,776	14.3	9,021	14.6
Asian & Am. Indian	<u>1,851</u>	4.2	<u>2,476</u>	4.1	<u>3,454</u>	5.6
Total	43,733	100.0	61,235	100.0	62,005	100.1

To assure that the Plan's projections are achieved or exceeded, the Plan provisions (pp. 132-135) call for continuing review of black participation on both a school-by-school and aggregate basis. These processes involve the interplay of several important policies.

First, the Board believes that the combined definition of minority (including black, Hispanic, Asian/Pacific Islander, and American Indian/Alaskan native) is only not plainly constitutional but also wholly appropriate in view of

the racial/ethnic diversity of Chicago, the historical experience of these minority in Chicago and the need to provide flexibility for desegregation to be achieved at each school in light of its particular circumstances.

Second, the Board is mindful of the desirability of taking additional steps to reduce the isolation of black children from white children in the school system. It is by no means possible to remedy this isolation completely, but all practicable measures to ensure participation of black students in desegregation should be employed.

Third, the Board does not believe that any arbitrary standard can be established that would uniformly quantify what constitutes "substantial participation" of black students. Rather, that determination must be made in light of the circumstances and considerations of practicability bearing upon each individual program or school.

Fourth, a significant measure of ensuring participation of black students is whether the Plan has sufficiently provided, to students who desire to transfer to desegregated schools, the opportunity to do so.

Fifth, a principal objective of the Plan is to establish stable desegregation in schools.

In light of these various policies, and recognizing that black participation in desegregated schools, magnet schools/programs and new programs is already substantial and is

increasing, the Board conducted an additional school-by-school analysis of black enrollment in schools that are desegregated or to be desegregated. Through this process, it was determined that in certain schools the enrollment of black children should be increased. The principal method for achieving this objective is to target permissive transfers of black students into such schools. A list of these schools is set forth below, and the considerations affecting each of these schools are discussed in the School-by-School Analysis:

DESEGREGATED SCHOOLS WITH TARGETED PERMISSIVE  
TRANSFER ARRANGEMENTS TO ENHANCE BLACK ENROLLMENT

<u>District</u>	<u>School</u>
1	Taft H.S.
1	Budlong
1	Belding
1	Cleveland
1	Edison
1	Hitch
2	Boone
2	Clinton
2	Jamieson
8	Everett
12	Byrne
12	Dore
12	Edwards
12	Grimes
12	Fleming
12	Hale
12	Kinzie

<u>District</u>	<u>School</u>
12	Pasteur
12	Peck
12	Sawyer
12	Tonti
12	Twain
15	Bogan
15	Hubbard
15	Carroll
15	Rosenwald
15	Dawes
15	Eberhart
15	Stevenson
18	Cassell

Having determined that black participation in desegregated schools in the aggregate is already substantial and is increasing, and having provided for increased black enrollment in certain schools after a school-by-school analysis, the final provision of the Plan concerning participation of black children is a continuing review to determine whether the Plan, in the aggregate, is operating to provide, or to constrain, the opportunity of black students to transfer into desegregated schools.

If experience shows that such opportunity is reasonably provided by the Desegregation Plan as a whole, policies designed to ensure stability should not be disturbed. On the other hand, if experience shows that such policies are in fact constraining the opportunity of black children to attend de-

segregated or integrated schools, then the application of such policies and the considerations of practicability should be reexamined in individual schools to determine whether any constraint can be alleviated consistent with the overall objectives of the Plan.

Section 10 of the Basic Plan Provisions (page 135 above) establishes an annual review procedure to implement this policy. This review will be first conducted during the summer of 1982, with respect to voluntary transfer applications received by June 1 and processed during the school year. A similar review will be conducted between November 1982 and February 1983, with respect to overall permissive transfer and open enrollment activities for fall 1982. The Board will then determine whether the annual review in future years is most effectively conducted during the summer, based on initial applications, or during the winter, based on the overall voluntary transfer experience for the preceding fall.

Further Review and Action. As part of the Annual Desegregation Review, desegregated and magnet schools will be assessed and appropriate actions identified, not later than March 1, to enhance or maintain desegregation and stability of enrollment composition. Voluntary programs in such schools may be established, expanded, modified, reduced or terminated as necessary to achieve objectives of the Plan.



B. FURTHER IMPLEMENTATION OF EXISTING STUDENT  
ASSIGNMENT METHODS

Beginning in the fall of 1981, the Board employed a variety of student assignment methods to desegregate Chicago public schools. This section sets forth the policies governing the further use of these methods and summarizes their implementation to date.

The matters addressed here are:

1. Priority and combination of techniques.
2. Voluntary transfers (open enrollment and permissive transfer).
3. Magnet schools and magnet programs.
4. Elementary school attendance areas.
5. High school feeder patterns.

The Board has not only refined these existing student assignment techniques, but has created new approaches for the coming years that seek both to strengthen the amount of desegregation and to improve the quality of education. This array of new programs is described, and relevant policies and goals set forth, in Part C.

1. PRIORITY AND COMBINATION OF TECHNIQUES

A. PROVISIONS OF DOCUMENTS

The Consent Decree provides:

"4. Techniques. In establishing desegregated schools, the Board may use the following techniques, among others:

4.1 Voluntary Techniques.

4.1.1 Permissive transfers that enhance desegregation, with transportation at Board expense.

4.1.2 Magnet schools that enhance desegregation.

4.1.3 Voluntary pairing and clustering of schools.

4.1.4 If magnet schools or other voluntary techniques are used, each shall contain racial/ethnic goals and management controls (e.g., an alternative that would require mandatory reassignments) to ensure that the goals are met.

4.2 Mandatory Techniques Not Involving Transportation.

4.2.1 Redrawing attendance areas.

4.2.2 Adjusting feeder patterns.

4.2.3 Reorganization of grade structures, including creation of middle schools.

4.2.4 Pairing and clustering of schools.

4.2.5 Selecting sites for new schools and selecting schools for closing to enhance integration.

4.3 Mandatory Reassignment and Transportation. Mandatory reassignment and transportation, at Board expense, will be in-

cluded to ensure success of the plan to the extent that other techniques are insufficient to meet the objective stated in §2.1. The plan may limit the time or distance of mandatory transportation to ensure that no student shall be transported for a time or distance that would create a health risk or impinge on the educational process. These limitations may vary among different age and grade levels.

4.4 Priority and Combination of Techniques. The plan may rely upon the techniques listed above and any other remedial methods in any combination that accomplishes the objective stated in §2.1."

The Student Assignment Principles provide:

"4.1 The Board will develop a comprehensive student assignment plan, based upon the principles here adopted, on the planning schedule set forth in §9. The plan will take into consideration the factors identified in §8. The plan will be implemented in three phases.

4.2 Phase I. Phase I will be implemented beginning in September 1981 and continuing indefinitely thereafter. Phase I will include voluntary techniques (voluntary transfers and magnet schools), and will also include adjustments of attendance areas and feeder patterns to the greatest practicable extent.

4.3 Phase II. Phase II will be implemented in September 1982. It will include further implementation of voluntary techniques, any attendance area and feeder pattern adjustments that could not practicably be implemented in September 1981, and other practicable mandatory techniques not involving transportation, such as contiguous pairs.

4.5 Phase III. The Board recognizes the provision of the Consent Decree (§4.3) that:

Mandatory reassignment and transportation, at Board expense, will be included to ensure success of the plan to the extent that other techniques are insufficient to meet the objective state in §2.1.

The Board determines, however, that this technique is to be used only if other techniques prove to be insufficient, in its determination, to meet the objective of providing for the greatest practicable number of stably desegregated schools, considering all the circumstances in Chicago. Phase III, if it is necessary, will include mandatory reassignment involving the use of transportation, to the extent that other techniques have been determined by the Board to be insufficient. The comprehensive student assignment plan will include a contingency plan specifying the conditions under which the Board shall adopt mandatory assignment measures involving the use of transportation, and the extent to which such mandatory assignments shall be employed, in order to achieve the objectives prescribed by the Consent Decree. The contingency plan may provide a reasonable period of time, not to exceed June 1983, to determine the extent to which the other techniques provided herein have succeeded or promise to succeed in achieving the objectives of the Consent Decree."

B. BASIC PLAN PROVISIONS AND RATIONALE

1. Priority of Techniques. Student assignment techniques shall be implemented in the order in which they were set forth in the Consent Decree: first voluntary techniques, then mandatory techniques not involving transportation, and then mandatory reassignment involving transportation. The Board determines that voluntary techniques are preferred not only

because they are less intrusive, but because they are more effective in achieving stable integration and desegregation and in promoting educational improvement. Wherever more than one type of student assignment technique would be practicable, the selection among techniques shall be made according to this priority.

2. Phasing of Techniques. Because of the preference for less intrusive techniques, and the belief that voluntary techniques and mandatory techniques not involving transportation can meet the objectives of the Consent Decree and the plan, these shall be given the first opportunity to succeed in meeting those objectives. These techniques will be used in the 1982-1983 school year, and thereafter during the term of the Plan, in accordance with the policies set forth below for each technique. Such techniques will be employed each year to the full extent practicable at that time. Steps which are practicable in a given year shall not be deferred to later years.

2. VOLUNTARY TRANSFERS (OPEN ENROLLMENT AND PERMISSIVE TRANSFER)

A. PROVISIONS OF DOCUMENTS.

The Consent Decree provides that in establishing desegregated schools, the Board may use, among other voluntary techniques, "permissive transfers that enhance desegregation, with transportation at Board expense." (§4.1)

The Student Assignment Principles provide:

"2.1 Voluntary Transfers. The Board will adopt affirmative programs of student transfers (with transportation provided as appropriate) in which participation is not compulsory for students.

2.1.1 The Board will encourage, promote and assist voluntary transfers in view of the desirability of voluntary desegregation techniques, the large number of schools remaining predominantly Black, Hispanic and/or overcrowded, and the legal precedent supporting such transfers.

2.1.2 Any student desiring to transfer has the right to do so, subject to §5, if the transfer will enhance integration/desegregation at the receiving school and not adversely affect it at the sending school.

2.1.2.1 Any student who meets the foregoing criterion will be permitted to transfer to the school of the student's choice, within the physical and program capacity and admission requirements (if any) of the school.

2.1.2.2 Without limiting the preceding paragraph, the Board will promote voluntary transfers by establishing administrative systems involving sending and receiving schools or zones or a similar procedure. In doing so, the priority among sending schools will be schools that are over-

crowded and schools that are more than 70% Black and/or Hispanic or more than 70% white. The priority for receiving schools will be schools more than 70% white or more than 70% Black and/or Hispanic.

2.1.3 The Board will provide transportation, or reimbursement of the cost of transportation, for voluntary transfer students where the distance from home to school is more than 1-1/2 miles. The Board reserves the discretion to determine when actual transportation or reimbursement of the cost of public transportation will be provided."

B. BASIC PLAN PROVISIONS.

1. Student Transfer Programs. The Board will employ, for desegregation purposes, affirmative programs of student transfers (with transportation provided as appropriate) in which participation is not compulsory for students.

2. Students' Right to Transfer. Students have the right to transfer to any school, providing the transfer will enhance or maintain integration at the receiving school, and not lessen integration at the sending school. The transfer must be within the program capacity (and published admission requirements, if any) of the receiving school. The Board will conduct information and recruitment activities to ensure that all students are informed of voluntary transfer opportunities.

3. Transportation. Transportation will be provided at Board expense for voluntary transfers that enhance integration

or desegregation, if the new school is not within walking distance. "Walking distance," as used here and throughout the Plan, refers to a distance from home-school to the new school of less than 1-1/2 miles, unless otherwise determined by the Board in specific circumstances. Transportation may be provided by contracted carrier (school bus) or by providing bus or train fare to the transferring student.

4. Enhancement of Integration. Enhancement and lessening of integration will be determined on a majority-to-minority basis. In other words, minority students may transfer out of schools more than 50% minority and into schools less than 50% minority. White students may transfer out of schools more than 50% white and into schools less than 50% white. The conditions concerning both the sending and receiving schools must be met. Exceptions to this policy are established as follows:

(a) Magnet Schools and Programs. Inasmuch as magnet schools and programs provide special educational opportunities, application should be open to all students in the City of Chicago. Therefore, the requirement for application to a magnet school or program shall be that the student's enrollment will enhance or maintain desegregation in relation to the school or program, and transfers shall be permitted regardless of the effect of the transfer on the student's present school.

(b) School-by-School Exceptions. The Board may establish exceptions, on a school-by-school basis, providing a



- (d) Ensuring against loss of special programs in the sending school.

7. Permissive Transfer Programs. Permissive transfer programs are a specific, focused form of group voluntary transfer in which designated sending and receiving schools are linked with one another to achieve particular desegregation objectives. In identifying schools for participation in the permissive transfer program, the priorities include:

- (a) For sending schools, those that are more than 70% minority or more than 70% white, those that have over-capacity enrollments and those that call for efforts to stabilize changing enrollments.
- (b) For receiving schools, those more than 70% white or more than 70% minority.
- (c) For receiving schools, to achieve the goal of increasing desegregation in schools beyond the minimum 30% requirement, including to achieve the goal of 35% minority enrollment in all schools by 1983.
- (d) For receiving schools, to increase enrollment of black and Hispanic children in integrated and desegregated schools that are without substantial black and Hispanic enrollment.

8. Modification of Permissive Transfer Programs. Permissive transfer to or from a particular school may be in-

creased, maintained at its present numerical level in the school, reduced or terminated, as is appropriate to achieve desegregation goals. (Termination means that the recruitment or acceptance of new permissive transfers into or out of the school is stopped (with exception made for siblings of students already enrolled and students already enrolled pursuant to a permissive transfer assignment continue attending in their receiving school.)

9. Sanctions. To strengthen administration and monitoring of voluntary transfer programs, specific voluntary transfer objectives may be established for particular sites. Site or district administrators will be notified of objectives established under this paragraph, and personnel not achieving the objectives established for their site(s) will be subject to administrative sanctions, including, in appropriate instances, removal from their position.

C. IMPLEMENTATION OF AND RATIONALE FOR PLAN PROVISIONS

Program Description and Methodology. There are two forms of voluntary transfer programs: open enrollment and permissive transfer. Open enrollment may be simply described. It gives any student the right to transfer to any school with space available, providing the transfer will enhance or maintain integration at the receiving school and not lessen integration at the sending school. Enhancement is defined on a majority-to-minority basis, and transportation is provided at Board

expense. The majority-to-minority standard for enhancement of integration and desegregation has two purposes. It focuses voluntary transfers to ensure that all desegregated schools not only achieve the minimum definition of desegregation but further increase their minority enrollment. Second, it is intended to ensure that the integration that exists, or the desegregation that is achieved, is stable. (As discussed above, see p. 76, the establishment of majority-to-minority standard for voluntary transfer programs also derives from determination by the Board that a school with a 50% white-50% minority enrollment is non-identifiable as either a white or minority school).

In addition to being provided as a matter of right to all students, open enrollment transfers are encouraged and recruited in appropriate circumstances. For example, when a significant number of schools was closed by the Board in June 1981, students in all of those schools received individual letters advising them of open enrollment as well as other voluntary desegregation programs. Similarly, open enrollment transfers will be encouraged from schools that are over-capacity, in instances where it is desirable to stabilize a rapidly changing enrollment or in a stably mixed school that has the potential to become a desegregated school.

Permissive transfer is a more specifically targeted type of voluntary group transfer program. Specific sending

schools are linked with specific receiving schools, so that recruitment and administration can occur on a focused basis. The methodology of permissive transfer programs has been described in detail in the August Progress Report (at pages 81-101) and in the November Progress Report (at pages 110-127). Those discussions serve as a model of the overall use of this technique, although the particular emphasis or targeting of permissive transfer will change from year to year as desegregation objectives are refined.

Application. Student assignment techniques are not of universal application in desegregating schools. Rather, a particular technique is effective in achieving specific desegregation objectives.

In order to achieve the wide range of objectives contained in a systemwide desegregation plan, particular methods must be targeted on particular problems. Voluntary transfer techniques, for example, have their greatest application in desegregating predominantly white schools. Magnet schools (see pp. 213-222 below), have their greatest application in desegregating predominantly minority schools.\*

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\* These desegregative techniques are similar in that both voluntary transfer and magnet school programs permit and encourage students to change schools voluntarily because they believe they will thereby obtain a better education. The programs differ in that magnet school programs modify the educational program offered by a particular school, in order to encourage the desegregative transfers, whereas voluntary transfers occur in significant numbers without such program modifications.

Voluntary transfer programs have been applied to all schools, as open enrollment operates on a majority-to-minority basis. Most open enrollment transfers, however, are of minority students into schools having a greater than 50% white enrollment. Permissive transfers have primarily been focused up to this time on predominantly white schools (those less than 30% minority) as receiving schools. Permissive transfers will continue for such schools even after they are successful in achieving minority enrollment of at least 30%.\*

For the 1982-83 and subsequent school years, the emphasis of the permissive transfer program is being enlarged, both to increase the level of minority enrollment at desegregated schools and to ensure, where practicable, significant levels of enrollment of black children throughout the school system.

The Plan also will employ voluntary transfer programs to reduce overcrowding throughout the school system. The Plan establishes a priority for sending schools to include over-

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\* Voluntary transfer programs are a highly effective method of desegregating predominantly white schools. Largely through the use of such techniques, a minority enrollment of at least 35% in virtually every school in the system will have been assured by October of 1983. Larger minority enrollments will occur at most schools. In addition, the Plan will achieve increased black enrollment in stably integrated and desegregated schools. (See pp. 77-78 and 177-183 above.)

capacity schools will help to bring enrollment within capacity in those instances.\*

Implementation for Current School Year. Since one major desegregation objective for the current school year was to advance as rapidly as possible the desegregation of all predominantly white schools, all such schools were identified as receiving schools unless there were specific reasons for not doing so. For example, 54 elementary schools were identified as permissive transfer receiving schools while 18 were addressed by the following methods:

School closings	8
Attendance area adjustments	3
Magnet program	1
Open enrollment transfers	6
Total	18

Of course, open enrollment and permissive transfer programs are not mutually exclusive. During the current school year, open enrollment also operates at virtually all permissive

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\* It should be noted that this objective is in potential conflict with another Plan objective: the ensuring substantial black enrollment in desegregated schools. Since most over-capacity schools are predominantly Hispanic, the use of voluntary transfers to relieve over-capacity use in these schools tends to increase Hispanic enrollment in the receiving desegregated schools.

transfer schools, and at many additional schools as well. In all, there were 94 open enrollment elementary receiving schools in the fall of 1981.

Permissive transfer programs while similarly focused on predominantly white schools in the current schools year, are not limited to those schools. Seven schools that had already achieved 30% minority enrollment were also designated as receiving schools, the objective being to further increase minority enrollment in those schools.

New Permissive Transfer Relationships. For the 1982-83 and subsequent school years, the targeting of permissive transfer programs by the Plan will be expanded to address additional desegregation objectives. (Of course, any schools that still need to meet the Plan requirement of at least 30% minority enrollment will continue as one priority.) Permissive transfers will be used to further increase minority enrollment in desegregated schools, including to ensure that schools achieve the goal of 35% minority enrollment, by the fall of 1982 where practicable, and in any event, by the fall of 1983. In addition, permissive transfer will be used to increase black enrollment in integrated and desegregated schools that were without a significant black enrollment as of October 1981. (See pp. 77-78 and pp. 173-183 above.)

The following schools are identified at this time for new permissive transfer relationships\* to begin in the fall of 1982. (Further discussion regarding these new permissive transfer relationships are set forth in the School-by-School Analysis).

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\* Existing permissive transfer relationships established in the current school year will continue.



NEW PERMISSIVE TRANSFER RELATIONSHIPS - FALL 1982

<u>Dist.</u>	<u>Receiving School</u>	<u>Sending School &amp; District</u>	<u>Projected No. Student</u>
1	Beaubien	Young (D4)	30
1	Belding	Hay (D4)	30
1	Budlong	Young (D4)	30
1	Cleveland	Howe (D4)	35
1	Henry	Key (D7)	25
1	Edison	Byford (D4)	25
1	Garvy	Lewis (D4)	25
1	Hitch	Young (D4)	30
1	Peterson	Byford (D4)	20
1	Waters	Manierre (D3)	25
2	Boone	Gale (D2) Swift (D2)	25 25
2	Clinton	Gale (D2) Swift (D2)	20 25
2	Jamieson	Manierre (D3)	30
4	Barry	Hay (D4)	25
8	Everett	Henderson (D12)	40
11	Green	Henderson (D12)	25
12	Byrne	Hearst (D12)	40
12	Edwards	Henderson (D12)	20
12	Hale	Henderson (D12)	30
12	Grimes	Earle (D15)	20

<u>Dist.</u>	<u>Receiving School</u>	<u>Sending School &amp; District</u>	<u>Projected No. Student</u>
12	Fleming	Earle (D15)	20
12	Kinzie	Henderson (D12)	30
12	Nightingale	Henderson (D12)	30
12	Pasteur	Libby (D12)	20
12	Peck	Henderson (D12)	20
12	Sawyer	Sherman (D12) Henderson (D12)	20 25
12	Tonti	Sherman (D12)	35
15	Dawes	Libby (D12)	30
15	Eberhart	Libby (D12)	30
15	Stevenson	Randolph (D15)	30
18	Cassell	Sullivan (D17)	30

Recruitment. Successful execution of voluntary transfer programs depends in part upon active recruitment and monitoring. All students must be made aware of their right to a voluntary transfer. In addition, where specific objectives apply to either sending or receiving schools, it is insufficient merely to make the voluntary transfer program available; publicity, recruitment, contact with parents and administrators and site-by-site monitoring must also occur.

The following kinds of recruitment activities were undertaken in the summer and fall of 1981:

1. The Options for Knowledge brochure, in both English and Spanish, was prepared and delivered in quantity to all schools and District offices, along with application forms. Principals were asked to pass out the materials and to hold special meetings with parents and students to explain the opportunities available. About 100,000 copies of the brochure were distributed.
2. Publicizing Options for Knowledge and specific programs in citywide and neighborhood newspapers and disseminating progress reports to the media. Special newspaper supplements were printed by the Sun-Times and the Chicago Tribune, using program information from the brochure. Staff also participated in numerous radio and television interviews to discuss the programs. Similar appearances were made before various community, school, church and other groups.
3. Sending over 45,000 letters and brochures to the parents of all students attending overcrowded schools.
4. Forwarding waiting lists from magnet schools with programs filled to capacity, to voluntary transfer receiving schools with available spaces. Staff called parents to apprise them of the options.

5. Sending communications to principals at over-capacity and predominantly minority schools inviting their students and parents to visit and consider the receiving schools' educational programs.
6. Holding conferences with district superintendents and principals of those schools having the most difficulty in meeting the minimum progress requirements.
7. Holding open houses and assemblies at receiving schools for potential enrollees.
8. Holding inservice sessions with receiving and sending school district superintendents to discuss the reciprocity involved in student transfers.
9. Having staff from many receiving sites visit identified sending schools to talk with students and parents about their specific school and/or programs.

One lesson learned during the fall 1981 implementation of voluntary transfer programs is that applications from sending schools may be constrained by the negative impact that would occur from a decline in enrollment at the school. This impact may involve, for example, loss of staff or programs, and may cause staff at the sending school to be reluctant to en-

courage children to participate in voluntary transfers. This problem has been addressed by the Plan (see p. 193) which provides for measures to reduce or eliminate the adverse effects of voluntary transfers on sending schools.

While desegregation objectives for the fall 1981 implementation of the plan were generally met, there are still many parents who are not aware of the choices available to their children. It has been learned that the most effective recruiting and counseling occurs at the local level with the assistance of the PTA and local school councils. An active recruitment program must be a grass-roots effort, with the administrator providing resources and support. Recruitment activities for fall 1981 were somewhat constrained, in part by adoption of the Student Assignment Principles late in the prior school year, and in particular by reduction of staff at all levels. Budgetary constraints forced staff reductions among the very personnel who are key to effective voluntary transfer programs: administrative personnel in the individual schools and in the district offices.

Additional financial resources for field administration of voluntary transfer programs were applied for and received through an Emergency School Aid Act grant (see p. 323); but the grant was not made until September 30, 1981 and the funds could not be put to work in the field until January 1982. Now that additional personnel have been allocated to

specific sites and district offices, additional recruitment and follow-up measures will be implemented both to increase participation during the balance of this school year, and to ensure achievement of the goals for fall 1982.

The publicity and recruitment efforts to be carried out this spring, to elicit participation in Fall 1982 voluntary transfer and magnet-type programs, are expected to include:

Information Brochures Provided To Parents;

Use of School Community Representatives to provide counseling for parents and students as the program;

An information hot line on the programs;

A city-wide recruiting week focusing on school open-houses, mass media publicity and special transportation arrangements;

A special partnership day to provide for parent and student meetings with administration and faculty;

Speakers bureau;

Use of newspaper supplements (English and Spanish);

Slide/tape presentations for use by PTA's etc.

Annual Review. As part of the Board's Annual Desegregation Review, the status of permissive transfer programs in achieving desegregation objectives will be assessed. Modifications to the permissive transfer programs and creation of new transfer relationships will be implemented as appropriate. In the context of this review, projections of school enrollments for 1982-85, set forth in the Plan, whether in the Text

or the School-by-School Analysis, will not constitute a limitation on voluntary transfers or on minority enrollment at particular schools.

3. MAGNET SCHOOLS AND MAGNET PROGRAMS

A. PROVISIONS OF DOCUMENTS

The Consent Decree provides (§4.1) that the Board may use, among other voluntary techniques:

"4.1.2 Magnet schools that enhance desegregation.

4.1.4 If magnet schools or other voluntary techniques are used, each shall contain racial/ethnic goals and management controls (e.g., an alternative that would require mandatory reassignments) to ensure that the goals are met."

The Student Assignment Principles provide:

"2.2 Magnet Schools. The Board will implement magnet schools pursuant to Part B(3) of the Educational Components. Magnet schools shall contain racial/ethnic goals and management controls to ensure that their racial/ethnic composition achieves integration/ desegregation at a level of 15-35% white (65-85% minority) by September 1982, with respect to entering grades, and with respect to other grades to the extent the goal can be achieved without excluding students presently enrolled."

B. BASIC PLAN PROVISIONS

1. Magnet Schools. Magnet schools shall achieve and maintain a racial and ethnic composition of 15-35% white/ 65-85% minority by October 1982, with respect to entering grades. With respect to other grades, this enrollment range will be achieved to the extent possible without excluding students presently enrolled.



- (a) With respect to a magnet school not in overall compliance with this racial and ethnic composition requirement, students enrolling in any grade above the entrance-level grade shall be selected so as to improve compliance with the required composition.
- (b) Kindergarten students may participate in magnet schools and magnet programs and will be counted as part of that school's enrollment.
- (c) The Board may establish exceptions to the required enrollment composition in particular magnet schools in response to specific considerations of practicability at those schools.\*

2. Management Controls. Magnet schools shall employ management controls to ensure achievement of the required racial and ethnic compositions. Such controls may take the form of enrolling students on a matched basis (i.e., admitting students in groups that meet the composition requirements). When a particular school does not achieve, or promise to achieve, the required enrollment composition the magnet school may be relocated to another site.

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\* Exceptions for three magnet schools (Beard, Decatur and Sayre), were adopted by the Board in August, 1981 and required enrollment compositions of 50%-85% minority were established. These exceptions are incorporated in the Plan.

3. Magnet Programs. A magnet program is a special voluntary educational program within a school which has the purpose of enhancing integration or desegregation in the school. Racial and ethnic compositions shall be established on a school-by-school basis for magnet programs, within the basic requirement that the racial and ethnic composition of the magnet program will improve the overall composition of the school. Magnet programs may be enlarged, reduced, relocated or terminated as may be appropriate to achieve Plan objectives.

4. Application by Students to Magnet Schools and Magnet Programs. Students may apply to enroll in a magnet school or program, regardless of the effect of the transfer on the student's present school, provided that:

(a) The student's enrollment will enhance or maintain desegregation in relation to the racial and ethnic composition applicable to the school or program.

(b) The student meets the published admissions requirements (if any) of the school or the program.

5. Magnet School Staff. To ensure that magnet schools and programs are able to fulfill the Plan's objective of offering a special educational program capable of attracting a diverse enrollment through voluntary student assignment means,

staff members for magnet schools and magnet programs shall be selected by the person(s) responsible for the implementation of the program and are exempted from displacement on the basis of seniority.

6. Transportation. Transportation will be provided at Board expense for students attending magnet schools and programs, if they do not live within walking distance of the school or program.

7. Annual Review. As part of its Annual Desegregation Review, the Board will review each magnet school and program and assess their effectiveness in achieving Plan objectives. The Board will consider the relocation of magnet schools and programs to other sites and the establishment of additional magnet schools and programs, as appropriate.

C. IMPLEMENTATION OF RATIONALE AND FOR PLAN PROVISIONS

Magnet Schools. The principal method by which the Plan seeks to encourage, promote and assist voluntary transfers of white students into predominantly minority schools is the establishment of magnet schools and magnet programs. The Board believes that the special educational offering of a magnet school or program (which may be the content of the program or the method of instruction or both) is the most appropriate technique to attract such transfers.

A magnet school is a site entirely devoted to the magnet function. The Board has established a different racial and ethnic enrollment range for magnet schools than for regular schools. This range, established in recognition of the special programs and voluntary nature of the enrollment at magnet schools, is 15-35% white and 65-85% minority.

There are now 29 magnet schools established by or incorporated in the Plan. The development and status of these schools are discussed in detail in the August Progress Report (pages 104-113) and the November Progress Report (pages 127-132). The overall impact of magnet schools on achieving student desegregation is summarized below.

Of the 29 magnet schools now in operation, 26 have been established either in predominantly minority schools or in predominantly minority neighborhoods. Three other magnet schools (Beard, Decatur and Sayre) were established in predominantly white neighborhoods and are required to have an enrollment of at least 50% minority.

The Board believes that these magnet schools will, with few exceptions, achieve the required racial and ethnic enrollment composition range by October 1982. Of the 29 exist-

ing magnet schools, 25 are either already within the required range, or within 5% of compliance.\*

The 29 magnet schools identified, together with their present and projected enrollments, are as follows:

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\* Compliance of a magnet school with the required racial and ethnic composition cannot be assessed simply on the basis of the overall composition of the school, because the Student Assignment Principles (§2.2) and the Plan (§1 above) both establish the required composition "with respect to entering grades, and with respect to other grades to the extent the goal can be achieved without excluding students presently enrolled." Therefore, some magnet schools may meet the enrollment range requirement without their overall enrollment presently being between 65-85% white and 35-35% minority.

IDENTIFICATION OF MAGNET SCHOOLS

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
BEARD (1)	MEMBERSHIP	121	173	192	206	221	225	230	229	229
	% WHITE	83.5	69.4	60.4	55.8	53.8	52	52	50	49
	% BLACK	14.0	17.9	28.1	30.1	27.1	26	24	23	22
	% HISPAN	0.0	5.2	7.3	5.8	9.0	10	11	13	14
	% OTHER	2.5	7.5	4.2	8.3	10.0	11	13	14	14
DECATUR (2)	MEMBERSHIP	0	0	233	238	248	250	260	269	271
	% WHITE	0.0	0.0	65.2	66.0	61.7	56	53	51	50
	% BLACK	0.0	0.0	16.7	17.2	17.7	19	19	19	20
	% HISPAN	0.0	0.0	2.6	3.8	6.0	8	9	9	9
	% OTHER	0.0	0.0	15.5	13.0	14.5	17	20	21	21
DISNEY (2)	MEMBERSHIP	1768	1346	1360	1351	1307	1300	1275	1291	1312
	% WHITE	45.6	43.5	45.0	43.9	39.6	35	35	35	35
	% BLACK	30.1	31.1	30.0	31.8	33.3	30	30	30	30
	% HISPAN	19.9	18.7	19.0	17.8	20.4	30	30	30	30
	% OTHER	4.4	6.7	6.0	6.5	6.7	5	5	5	5
FRANKLIN (3)	MEMBERSHIP	165	128	267	374	341	315	310	305	297
	% WHITE	4.2	3.1	17.2	21.9	27.6	31	32	33	33
	% BLACK	88.5	96.9	60.7	55.6	49.9	50	50	49	48
	% HISPAN	7.3	0.0	7.1	9.0	8.3	7	7	6	9
	% OTHER	0.0	0.0	15.0	13.5	14.2	12	12	12	10

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
LASALLE (3)	MEMBERSHIP	279	443	486	476	485	423	475	422	427
	% WHITE	37.9	41.1	43.6	41.6	40.2	38	35	34	34
	% BLACK	50.7	47.2	44.4	44.7	43.9	45	45	45	45
	% HISPAN	11.5	5.6	7.2	8.6	10.3	12	15	16	16
	% OTHER	0.0	2.1	4.3	5.1	5.6	3	5	5	5
LEMOYNE (3)	MEMBERSHIP	0	0	0	308	354	225	220	219	219
	% WHITE	0.0	0.0	0.0	21.1	23.7	20	20	20	20
	% BLACK	0.0	0.0	3.0	3.9	9.0	9	9	9	9
	% HISPAN	0.0	0.0	0.0	72.8	60.1	70	70	70	70
	% OTHER	0.0	0.0	0.0	2.3	1.2	1	1	1	1
NEWBERRY (3)	MEMBERSHIP	465	381	341	308	472	415	410	412	415
	% WHITE	3.7	2.1	3.8	6.5	29.0	30	31	33	34
	% BLACK	55.3	61.7	65.4	62.3	47.2	48	46	44	43
	% HISPAN	38.9	34.6	29.0	28.9	21.4	20	20	20	20
	% OTHER	1.1	1.6	1.8	2.3	2.4	2	3	3	4
NEAR NORTH CAREER MAGNET H.S. (3)	MEMBERSHIP	0	0	815	712	976	1000	950	951	937
	% WHITE	0.0	0.0	3.1	1.1	3.8	6	8	10	14
	% BLACK	0.0	0.0	88.2	88.2	80.6	75	70	65	58
	% HISPAN	9.0	0.0	3.8	4.8	9.4	12	14	16	18
	% OTHER	0.0	0.0	4.9	5.9	6.1	7	8	9	10

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
SAYRE (4)	MEMBERSHIP	536	439	415	368	361	350	340	330	328
	% WHITE	82.8	80.0	66.5	60.9	54.6	47	40	35	35
	% BLACK	13.8	17.3	30.4	34.5	39.6	47	52	54	54
	% HISPAN	2.4	2.5	2.7	4.3	4.7	5	6	8	8
	% OTHER	0.9	0.2	0.5	0.3	1.1	2	2	3	3
A JACKSON (9)	MEMBERSHIP	182	208	453	495	287	235	245	254	260
	% WHITE	20.3	25.5	15.9	22.8	28.2	30	31	32	35
	% BLACK	2.7	9.1	32.2	20.6	13.9	13	12	11	10
	% HISPAN	76.9	65.4	46.8	54.1	56.1	56	56	56	54
	% OTHER	0.0	0.0	5.1	2.4	1.7	1	1	1	1
SKINNER (9)	MEMBERSHIP	389	294	367	408	403	260	260	259	263
	% WHITE	16.2	14.6	19.3	17.4	18.9	16	16	17	17
	% BLACK	66.1	72.1	64.9	66.4	64.5	77	77	77	76
	% HISPAN	16.7	12.9	15.2	15.4	15.6	7	6	6	6
	% OTHER	1.0	0.3	0.6	0.8	1.0	1	1	1	1
YOUNG HS (9)	MEMBERSHIP	2340	2342	2331	2322	2309	2275	2250	2247	2290
	% WHITE	27.4	26.3	25.1	24.2	31.5	32	33	34	34
	% BLACK	53.5	55.2	56.5	57.2	41.9	40	39	39	39
	% HISPAN	13.6	12.5	12.6	13.1	22.6	25	25	25	25
	% OTHER	5.4	6.0	5.9	5.4	4.0	3	3	3	2



SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
CROWN (10)	MEMBERSHIP	660	558	579	468	580	575	565	564	458
	% WHITE	0.3	0.0	0.0	0.0	0.0	15	15	15	15
	% BLACK	99.4	100.0	99.8	100.0	99.7	85	85	85	85
	% HISPAN	0.3	0.0	0.2	0.0	0.3	0	0	0	0
	% OTHER	0.0	0.0	0.0	0.0	0.0	0	0	0	0
KANOON (10)	MEMBERSHIP	0	0	0	717	655	650	640	646	651
	% WHITE	0.0	0.0	0.0	14.9	19.7	20	21	22	23
	% BLACK	0.0	0.0	0.0	2.5	4.4	5	6	7	8
	% HISPAN	0.0	0.0	0.0	82.0	75.9	75	73	71	69
	% OTHER	0.0	0.0	0.0	0.6	0.0	0	0	0	0
PERSHING (11)	MEMBERSHIP	270	236	218	228	260	235	230	229	229
	% WHITE	2.6	1.7	1.8	0.4	3.1	15	15	15	15
	% BLACK	94.8	94.9	96.8	97.8	95.8	84	84	84	84
	% HISPAN	0.7	0.4	0.5	0.4	0.0	0	0	0	0
	% OTHER	1.9	3.0	0.9	1.3	1.1	1	1	1	1
SHERIDAN (11)	MEMBERSHIP	248	188	197	190	414	350	350	356	364
	% WHITE	50.8	37.2	34.5	32.1	30.7	27	25	24	22
	% BLACK	0.0	0.5	0.0	0.0	28.5	31	34	35	37
	% HISPAN	48.4	61.2	62.4	60.5	34.0	37	36	37	37
	% OTHER	0.8	1.1	3.0	7.4	6.8	6	6	5	5

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
BEASLEY (13)	MEMBERSHIP	0	1039	1150	1175	1175	1170	1165	1174	1197
	% WHITE	0.0	0.0	2.9	10.0	14.4	18	20	21	22
	% BLACK	0.0	99.9	96.3	88.8	84.4	80	79	78	77
	% HISPAN	0.0	0.1	0.7	1.1	0.9	1	1	1	1
	% OTHER	0.0	0.0	0.1	0.1	0.3	1	1	1	1
MURRAY (14)	MEMBERSHIP	390	301	254	289	307	300	300	295	291
	% WHITE	13.1	7.0	18.1	20.4	17.9	16	15	14	14
	% BLACK	84.9	91.4	76.4	74.4	75.9	77	77	77	77
	% HISPAN	1.0	0.7	3.2	1.4	2.3	2	2	2	2
	% OTHER	1.0	1.0	2.3	3.8	3.9	5	6	7	7
GOODLOW (15)	MEMBERSHIP	0	0	0	702	762	643	640	641	651
	% WHITE	0.0	0.0	0.0	10.7	17.8	20	21	22	22
	% BLACK	0.0	0.0	0.0	89.0	82.2	80	79	78	78
	% HISPAN	0.0	0.0	0.0	0.1	0.0	0	0	0	0
	% OTHER	0.0	0.0	0.0	0.2	0.0	0	0	0	0
RANDOLPH (15)	MEMBERSHIP	0	0	0	861	844	725	720	722	749
	% WHITE	0.0	0.0	0.0	10.6	14.7	15	16	17	18
	% BLACK	0.0	0.0	0.0	89.4	85.3	85	84	83	82
	% HISPAN	0.0	0.0	0.0	0.0	0.0	0	0	0	0
	% OTHER	0.0	0.0	0.0	0.0	0.0	0	0	0	0

SCHOOL		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
NINGS HEROES (17)	MEMBERSHIP	0	0	0	0	616	550	565	569	573
	% WHITE	0.0	0.0	0.0	0.0	16.7	18	18	18	18
	% BLACK	0.0	0.0	0.0	0.0	39.3	40	40	41	41
	% HISPAN	0.0	0.0	0.0	0.0	42.9	40	40	41	41
	% OTHER	0.0	0.0	0.0	0.0	1.1	2	2	1	2
JACKSON M (18)*	MEMBERSHIP	784	700	677	666	803	--	--	--	--
	% WHITE	1.0	0.3	0.3	0.3	1.2	--	--	--	--
	% BLACK	97.4	99.0	98.8	98.9	98.0	--	--	--	--
	% HISPAN	1.5	0.7	0.8	0.8	0.8	--	--	--	--
	% OTHER	0.0	0.0	0.1	0.0	0.0	--	--	--	--
METCALFE (18)	MEMBERSHIP	0	0	734	1001	1013	800	750	712	703
	% WHITE	0.0	0.0	0.0	15.5	18.8	15	15	15	15
	% BLACK	0.0	0.0	99.3	83.1	79.3	83	82	82	81
	% HISPAN	0.0	0.0	0.7	1.4	2.0	3	3	4	4
	% OTHER	0.0	0.0	0.0	0.0	0.0	0	0	0	0
VANDERPOEL (18)	MEMBERSHIP	488	380	451	426	333	290	275	254	245
	% WHITE	17.8	13.2	9.3	7.3	19.5	20	20	20	18
	% BLACK	80.7	85.8	90.2	91.5	79.9	80	80	80	82
	% HISPAN	0.4	0.0	0.2	0.0	0.0	0	0	0	0
	% OTHER	1.0	1.1	0.2	1.2	0.6	0	0	0	0

\* To be moved in 1982-83 school year.

SCHOOL (DIST.)		-----ACTUAL-----					-----PROJECTION-----			
		1977	1978	1979	1980	1981	1982	1983	1984	1985
BLACK (19)	MEMBERSHIP	245	245	236	252	244	240	230	229	229
	% WHITE	31.8	34.3	29.2	31.0	27.9	26	24	23	21
	% BLACK	51.8	55.1	59.3	59.5	62.7	65	66	67	69
	% HISPAN	9.8	7.3	9.3	4.8	6.1	7	8	8	8
	% OTHER	6.5	3.3	2.1	4.8	3.3	3	3	3	3
MCDADE (19)	MEMBERSHIP	194	288	271	234	200	185	175	168	167
	% WHITE	1.0	3.5	5.5	8.5	10.0	15	16	17	17
	% BLACK	99.0	96.5	94.5	90.6	87.5	83	81	80	80
	% HISPAN	0.0	0.0	0.0	0.9	1.0	1	1	1	1
	% OTHER	0.0	0.0	0.0	0.0	1.5	2	2	2	2
OWENS (20)	MEMBERSHIP	0	0	0	310	493	400	390	386	390
	% WHITE	0.0	0.0	0.0	8.1	9.5	15	16	15	15
	% BLACK	0.0	0.0	0.0	91.3	90.5	85	84	85	85
	% HISPAN	0.0	0.0	0.0	0.0	0.0	0	0	0	0
	% OTHER	0.0	0.0	0.0	0.6	0.0	0	0	0	0
POE (20)	MEMBERSHIP	0	0	153	163	187	175	165	166	156
	% WHITE	0.0	0.0	26.1	24.5	21.9	18	16	15	15
	% BLACK	0.0	0.0	72.5	75.5	78.1	82	85	85	85
	% HISPAN	0.0	0.0	0.7	0.0	0.0	0	0	0	0
	% OTHER	0.0	0.0	0.7	0.0	0.0	0	0	0	0

One approach to equitable distribution of magnet programs has been to assign a certain number of programs to each district, to be applied within that district in the way that is most effective in achieving objectives of the desegregation plan.

Another approach has been to target the programs to achieve desegregation objectives at particular sites. For example, at Lincoln Park High School the enrollment in 1978 was 93.8% minority. The use of multiple magnet programs has helped to increased white enrollment to 25.5% in 1981, and it is projected that this school will come within the definition of a desegregated school by 1983.

Annual Review. As part of its Annual Desegregation Review, the Board will review each magnet school and program. Those which have been or promise to be effective in achieving the desegregation objectives of the Plan will be continued. For those programs which have not succeeded, the Board will consider discontinuing the magnet school or program or moving it to another site. The Board will also consider whether modification of these programs or intensified recruitment should also be implemented as a means of enhancing their success.

Furthermore, the Board will examine whether additional magnet schools or programs should be established at particular sites to further enhance desegregation throughout the school system.

4. ELEMENTARY SCHOOL ATTENDANCE AREA ADJUSTMENTS

A. PROVISIONS OF DOCUMENTS

The Consent Decree provides (§4.2) that among the student assignment techniques that may be used are:

"4.2.1 Redrawing attendance areas.

4.2.3 Reorganization of grade structures, including creation of middle schools.

4.2.4 Pairing and clustering of schools.

4.2.5 Selecting sites for new schools and selecting schools for closing to enhance integration."

The Student Assignment Principles provide:

"3.1 The Board will determine and implement systemwide adjustments of elementary attendance areas and high school feeder patterns that will:

3.1.1 achieve the greatest practicable degree of integration/desegregation; and

3.1.2 relieve overcrowding, reduce or eliminate the use of mobile units, and/or make the geographic organization of the school system more efficient.

3.2 After making the initial set of adjustments, the Board will annually review, and periodically make further adjustments of, attendance areas and feeder patterns to achieve these objectives.

<u>High Schools</u>	<u>Feeder Pattern Adjustments</u>
Foreman - Kelvyn Park	Lloyd Elementary School shifted to Kelvyn Park
Kelly - Tilden	Seward Elementary School shifted to Kelly
Hubbard - Harper	McKay Elementary School shifted to Hubbard
Bogan - Calumet	Geographical section of Calumet feeder pattern shifted to Bogan
Washington - Bowen	Bright, Black and Marsh Elementary Schools shifted to Washington

In two other situations, the Board determined that feeder pattern adjustments between predominantly white and predominantly minority high schools were not practicable: Steinmetz-Austin and Mather-Senn. In both instances, the predominantly white schools were stably desegregated by other methods.

The other high schools that had less than 30% minority as of October 1980, Taft and Kennedy, were not adjacent to any predominantly minority high schools. Nonetheless, they were examined for possible feeder pattern adjustments for fall 1981. Adjustments were determined not to be practicable (for reasons detailed in the August Progress Report). Kennedy has been, and Taft will be in 1982, stably desegregated by other methods.

Finally, the process for fall 1981 examined Gage Park and Morgan Park High Schools, where enrollments of about 60%

minority and 40% white have been maintained for several years by controlled enrollment programs. Those schools were examined to determine whether feeder pattern adjustments could render the controlled enrollment programs unnecessary. It was determined (for reasons detailed in the August Progress Report at pages 136-142) that feeder pattern adjustments could not establish stable integration in the absence of the controlled enrollment plans, and accordingly the programs were maintained. An adjustment adding two predominantly white elementary schools to the Gage Park feeder pattern was adopted in an effort to strengthen the controlled enrollment plan at that school.

Current Implementation. The Board reviewed all situations in which predominantly minority high schools are adjacent to predominantly white high schools. Only three high schools remain with less than 30% minority enrollment: Taft (19.9%), Bogan (22%), and Hubbard (27.4%).

Taft is not contiguous to any elementary schools that could significantly increase its minority enrollment. Furthermore, Taft will be stably desegregated by other methods in fall 1982.

Bogan and Hubbard will both receive a further increase in minority students under the feeder pattern adjustments adopted in 1981, through the enrollment of another class of entering freshman from the reassigned elementary schools. Both high schools are also projected to become stably desegregated schools in fall 1982.



In reviewing possible feeder pattern adjustments for fall 1982, the Board has also examined the practicability of adjustments in circumstances where schools already stably desegregated or integrated were adjacent to predominantly minority schools. This matter has been approached with caution, because it is undesirable to disrupt stable integration or desegregation at one school unless two stably desegregated schools can be effectively established. The Board determined that no such feeder pattern adjustments were practicable.

The feeder patterns of three high schools are reassigned to adjacent schools in connection with the new educational programs adopted in the desegregation plan (see pp. 256-260 concerning Metropolitan High Schools). Two schools, Harrison and Hirsch, are both predominantly minority schools surrounded by similar schools, and accordingly there is no desegregative impact on the adjacent high schools. The third, Von Steuben, is a stably integrated school. The adjustment of its feeder patterns will offset Taft, Roosevelt and Mather. These schools are identified by the Plan as either stably desegregated or to be desegregated. The adjustment of Von Steuben's feeder pattern will help to increase or maintain stable desegregation at these schools.

Finally, the Board examined other possible techniques related to feeder pattern adjustments which are mentioned in the Consent Decree. These techniques were determined not to be

practicable at the present time. New school construction is not feasible at this time because of lack of financial resources. Closing of schools and multi-school techniques were examined as alternative forms of boundary adjustment and were determined not to have desegregative impact.

In some instances where feeder pattern adjustments were deemed not practicable, the Plan teams two or more high schools, as discussed at pp. 265-267 below. In most instances, predominantly minority high schools are teamed so as to provide schools which are stably integrated or stably desegregated. The teaming seeks both to promote desegregation and educational compensatory educational arrangements.

Annual Review. As part of its Annual Desegregation Review, the Board will annually review high school feeder pattern arrangements and make additional adjustments as appropriate to achieve Plan objectives and requirements. Adjustments in feeder patterns for desegregation will be made and announced by March 1 preceding the school year for which the adjustments will occur.

C. NEW STUDENT ASSIGNMENT METHODS AND EDUCATIONAL PROGRAMS

The Plan continues the implementation of existing student assignment methods, as described in Section B, to achieve the greatest practicable desegregation which those methods can provide. In addition, the Plan implements new student assignment methods to promote additional desegregation and to provide increased educational opportunities for students in remaining racially identifiable schools. The Plan establishes five new programs:

Metropolitan Schools  
Scholastic Academies  
Community Academies  
Specialty Programs  
Team Schools

The major emphasis of these new programs is the achievement of further desegregation and the enhancement of existing integration and desegregation. At the same time, these programs respond to Section 2.2 of the Consent Decree by providing compensatory educational measures for schools remaining racially identifiable.\*

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\* The discussion below describes the essential characteristics of each method and explains the rationale for application to specific sites. Particular sites may be integrated, desegregated, or predominantly minority in character. Accordingly, portions of this discussion also apply to other major sections of the Plan. Appropriate cross references are provided.

The new programs serve the following purposes:

1. To increase the total number of students participating in integrated, desegregated and racially mixed schools.
2. To seek to attract white students into predominantly minority schools where existing student assignment methods cannot practicably accomplish this objective. (However, additional white students may not be attracted in sufficient numbers to establish these schools as desegregated.)
3. To attract sufficient numbers of minority students into predominantly white or newly desegregated schools to create or enhance stable desegregation.
4. To expand the range and scope of educational choices available, particularly to students in racially isolated and predominantly minority schools.
5. To attract students - minority and white - from the nonpublic schools in Chicago into the public schools.
6. To provide an initial programmatic basis for a voluntary interdistrict transfer program.

All of these methods are based on the premise that voluntary movement of students will result from the creation of

exceptional educational offerings which are located in sites that (a) can accomodate the programs, (b) will be positively affected by the program, and (c) will have a reasonable capability of attracting the projected racial and ethnic enrollment composition.

A. PROVISIONS OF DOCUMENTS

The Consent Decree provides:

"2.1 Desegregated Schools. The plan will provide for the establishment of the greatest practicable number of stably desegregated schools, considering all the circumstances in Chicago.

2.2 Compensatory Programs in Schools Remaining Segregated. In order to assure participation by all students in a system-wide remedy and to alleviate the effects of both past and ongoing segregation, the plan shall provide educational and related programs for any Black or Hispanic schools remaining segregated.

4. Techniques. In establishing desegregated schools, the Board may use the following techniques, among others:

4.4 Priority and Combination of Techniques. The plan may rely upon the techniques listed above and any other remedial methods in any combination that accomplishes the objective stated in §2.1."

B. BASIC PLAN PROVISIONS

1. Metropolitan Schools. There are established six Metropolitan Schools throughout the City of Chicago. These schools are high schools dedicated to the exclusive study of one broad field of knowledge, offering four-year sequenced courses of study within that field.

2. Scholastic Academies. There are established six Scholastic Academies through the City of Chicago. These are elementary schools offering a traditional back-to-basics in-

structional program enhanced by the active involvement of parents in the education of their children.

3. Community Academy. There are established six new Community Academies throughout the City of Chicago. These schools are in racially identifiable schools and communities to provide enriched educational opportunities comparable to those available at magnet schools.

4. Specialty Programs. There are established 23 specialty programs throughout the City of Chicago, 13 in elementary schools and 10 in high schools. Specialty programs offer a unique subject or an in-depth study of a particular subject, consisting of sequenced multi-year courses of study.

5. Educational Teaming. There are established 17 educational teams throughout the City of Chicago, involving 26 elementary schools and 15 involving high schools. Team schools are two or more complementary schools that are linked together to both enhance desegregation and expand educational opportunities.

6. Enrollment Targets. For all Metropolitan Schools and Scholastic Academies, the Plan seeks to establish and maintain enrollments that are between 50% and 85% minority (50% and 15% white). In addition, each of these schools will seek to achieve a target racial composition that is particular to the

school and appropriate to its particular circumstances. The requirement that each school have at least 50% minority enrollment is a minimum; the minimum requirement of 15% white enrollment is regarded as highly desirable but will not act to restrict educational opportunities for minority students. Enrollment targets, which are established within these ranges for any particular school, are neither limitations on enrollment composition nor requirements of specified enrollment at those schools.

It should be emphasized that these are newly created programs, and that particularly in predominantly minority schools there can be no firm assurance that the programs will achieve the racial and ethnic composition goals which they seek. The Board will make every effort to achieve those goals, but in view of the combined student assignment and educational compensation objectives served by these programs, the programs are appropriate student desegregation measures under the Consent Decree even if the enrollment composition goals are not fulfilled.

7. Entrance Requirements. For all new programs, there will be no entrance requirements based on academic achievement (such as reading scores). Entrance requirements related to the particular program (such as artistic ability at a school offering a special program in the creative arts) offering may be established.



8. Staff Selection. To ensure that these new schools and programs fulfill the Plan's objective of achieving a diverse enrollment, staff members for these five types of schools and programs shall be selected by the person(s) responsible for the implementation of the program and are exempted from displacement on the basis of seniority.\*

9. Transportation. Transportation will be provided at Board expense for students attending metropolitan schools, scholastic academies and community academies, if they do not live within walking distance of the school or program.

C. PROGRAM IMPLEMENTATION AND RATIONALE

1. Metropolitan Schools. These are high schools that offer sequenced courses of study in a broad field, e.g., the sciences, or communications. The Metropolitan School will be able to provide intensive, four-year study in specialized areas. At the same time, the existence in a single school of many related areas will stimulate interdisciplinary study. Further, students may readily move from one specialized course to another, if they find it more appropriate. Thus, in the Metropolitan School of Medical and Health Services, a student

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\* To ensure effective implementation of the Board's Effective Schools Program, similar staff selection procedures are adopted as a Plan provision for the target schools selected (and to be selected) for participation in that program (see p. 285).

who begins in a pre-nursing program may chose to switch into a program to prepare for pre-medical school in college.

Metropolitan Schools will be open to all high school students in Chicago, both current public school students and students presently enrolled in private and parochial schools in Chicago. If the Board's voluntary interdistrict transfer program is implemented (see Part VII of the plan), the Metropolitan School will be a central offering for suburban students.

In order to ensure a reasonable opportunity for all students to participate in these schools, all Metropolitan School programs will seek to establish and maintain a racial/ethnic composition of at least 50% and nor more than 85% minority enrollment (15% to 50% white enrollment). This range is between the basic range of the plan (30-70% white and minority) and the range established for magnet schools (15% - 35% white, 65% - 85% minority). This range is established in recognition of differences in program locations and the potential for drawing students from the suburban and the city nonpublic schools. The Metropolitan School is one technique (the Scholastic Academy is another) designed to attract students back into the public school system, in integrated, desegregated and mixed settings.

The Metropolitan School program will be phased in over four years, beginning with the ninth grade. This will

permit the gradual conversion of the sites to full Metropolitan Schools, without displacing the students currently in these schools. (Two schools, Marshall and Curie, will continue to serve their present feeder elementary school patterns, for reasons noted below.)

2. Scholastic Academies. The Scholastic Academy is an elementary school that offers a traditional educational program with active involvement of the parents, working with the teachers and the students. It has a strict code of conduct and dress for students, a commitment by the parents to ensure the child's attendance and completion of homework, and frequent communication between the home and the school as a requirement. The only enrichment is the inclusion of a full-day kindergarten program.

The Scholastic Academy is designed to attract students from the private and parochial schools, as well as the public schools, by offering a "no-frills" education based upon the parents' commitment to the school and the child's education. Scholastic Academies are open to all students. There are no achievement-based admissions requirements. Scholastic Academies will not have attendance areas - since they will draw citywide - but the students currently enrolled in the schools so designated will have priority placement on admission, provided that such priority is consistent with the target enrollment percentage established.

3. Community Academies. The Community Academy is designed to provide enriched educational opportunities for racially isolated students. As such, it is compensatory in the terms of Plan. The Community Academy replicates some of the specialized offerings of magnet schools. Target enrollment percentages are not established for Community Academies. Two Community Academies were previously established through implementation of the Educational Components of the Student Desegregation Plan. The Plan establishes six additional Community Academies.

4. Specialty Programs. The Specialty Program is a special area of study, or depth of study in an area, offered by one or a very few schools. It is intended to provide educational enrichment to students. In some locations, it is compensatory; in some it will serve to contribute to desegregation; in some it will do both.

5. Teaming of Schools. Teaming is a method of joining schools with complementary features in order to achieve or enhance desegregation. It consists of two or more schools being linked. Each school, in cooperation with the other team members, develops a special offering or feature. This could be organizational (one school becoming a primary, the other an intermediate-upper), instructional (different approaches to teaching and operating), or programmatic (different specialized subject offerings).

There are essentially two types of Teams: the dual desegregative type, designed to enhance desegregation in all the schools in a Team; and the desegregative/compensatory type, designed to enhance desegregation in one of the schools and to provide compensatory educational opportunities to students in a predominantly minority or racially isolated school. In the latter situation, the racially identifiable school may enroll some white students - in fact, it would be expected to do so - but these would be insufficient to move the school significantly toward desegregation. A significant number of the teams involve schools that are not contiguous.

Participation in the team school offerings is open primarily to students enrolled in, or residing in the attendance area of, the team schools. All students in the team will have equal access to the offerings. Requirements for enrollment will be limited to those actually needed for effective participation in the program or offering. Enrollments will be on the basis of date of application, consistent with entrance and racial composition range.

If schools in a team choose an offering that will be school-wide in the team schools, students in the schools will have the following options:

To: enroll in the special program at one of the team schools.

To transfer to another school offering a special program or under open enrollment, to enhance desegregation.

It should be reiterated that, while some team schools are designated as compensatory in nature, this is not intended to imply that their option programs or offerings are not open to students at the other schools in the Team. School administrators are expected to actively recruit white students for such programs. The designation of compensatory is intended to indicate that the program is not anticipated to desegregate the racially isolated or predominantly minority school, and is provided in accordance with §2.2 of the Consent Decree.

While the Team School program is intended primarily for the students of the team schools, other students may apply for and be admitted to these programs, within the composition range and providing that priority is given to Team school students. Also, no Team will be constructed so as to involuntarily exclude a student from attending the school in the attendance area of which he or she resides.

D. SITES FOR NEW PROGRAMS

1. Metropolitan Schools. Metropolitan High Schools are established at the following program sites.

(a) Von Steuben High School. This schools is currently stably integrated, with about 47% white enrollment and projected to remain at that level through 1985. The school is, however, seriously under capacity and might have to be closed in the near future. (It is located three blocks from Roosevelt High School, which is also under capacity. In the general area are Mather and Taft High Schools, both of which have surplus capacity.) Von Steuben has a capacity of 1,153 students and is projected to enroll 835 in September 1982, declining to about 650 in 1985. Further, the Von Steuben building contains an Upper Grade school, with additional capacity of about 350.

By phasing out the high school and reducing enrollment at the Upper Grade Center it will be possible to establish a Metropolitan School of the Sciences enrolling between 1,200 and 1,500 students. In the first year, the school is projected to enroll about 300 ninth grade students in the program. The target goal for the program is 65% minority, 35% white.

(b) Marshall High School. This school is currently racially identifiable, enrolling 2,190 students, all of whom are black. Its enrollment is projected to decline to amount 2,100 next September. Its capacity is about 2,400. Marshall is located close to the West Side medical complex of hospitals

and to the University of Illinois at Chicago Circle. This proximity makes it a good site for the Medical and Health Services program. The building is an attractive, well-maintained structure, accessible from the nearby Eisenhower Expressway.

During the first year, Marshall will enroll 300 to 400 students in the program. It will retain its feeder pattern because adjacent high schools lack space to absorb Marshall's enrollment. The program's target enrollment composition is 25% white, 75% minority.

(c) Harrison High School. This school is currently racially identifiable and is significantly under capacity. It is enrolling 1,294 students this year in a building with a capacity of over 3,000. Further, this school is uniquely designed and equipped to become an Institute of Technology similar in design to Lane Technical and Lindblom Technical. Both of the existing technical schools have waiting lists.

The Harrison attendance area will be transferred to Farragut High School. Harrison will enroll approximately 400 students in the technical program in 1982-83. Its target enrollment will be 20% white, 80% minority.

(d) Jones Commercial High School. This school, located in the Loop, currently enrolls eleventh and twelfth grade students from throughout the City in a commercial training program. It has a capacity of approximately 1,000. In 1982-83, it will enroll approximately 250 ninth grade students



in the Metropolitan Business and Commerce program. Its target enrollment composition is 25% white, 75% minority.

In order to provide increased opportunities for students in racially identifiable schools, the present commercial training program at Jones will be replicated at the Flower school site on the West Side. This school, to be known as the Flower Commercial Training Institute, will be open to students city-wide, but is expected primarily to provide enriched career training opportunities to minority students living on the West Side. The school will enroll approximately 600 students. No target enrollment percentage has been set.

The present Flower vocational program will be transferred to the nearby Westinghouse Vocational School, which is under capacity and is being rehabilitated.

By establishing these new programs, the Plan endeavors:

- (a) to create one additional stably mixed school
- (b) to provide better facilities to an existing vocational program for girls (Flower)
- (c) to create additional career training opportunities at Flower for students from racially identifiable schools.

(e) Curie High School. This school is currently a stably desegregated school. Its enrollment is 49% white, but projected to decline to 37.5% in 1985, and its enrollment is

approximately at capacity. Currently, Curie offers an extensive magnet program in the performing arts. The facility, which opened in 1973, was designed specifically for arts.

The Curie feeder pattern consists of the Edwards, the Twain, and part of the Hearst elementary attendance areas. In addition, Curie is enrolling a large number of students from outside its attendance area, through the magnet program, open enrollment, or other methods.

The Metropolitan School program in the Performing and Creative Arts will be established at Curie. It will enroll approximately 250 students the first year. The target percentage (for the program only) will be 50% white, 50% minority.

Contiguous high schools cannot practicably absorb the elementary schools within the Curie feeder pattern, either because they lack additional capacity or because desegregation at these school would be adversely affected. Therefore, Curie will continue to offer a regular high school program, in addition to its Metropolitan program. (The Curie feeder schools are contiguous to Kennedy High School, which both lacks capacity and is projected to reach 50% minority by 1985, and to Hubbard High School, which is currently 72% white and will be desegregated by other methods. The only Curie feeder school proximate to Hubbard is the Edwards, currently 65% white.)

In order to create additional space in Curie for the program, students from outside the feeder pattern who are not

enrolled in the Performing and Creative Arts program will be counseled on desegregative opportunities in other schools.

(f) Hirsch High School. This school is currently racially identifiable. It has a capacity of 1,600 and a projected enrollment for next September of 950. (This is expected to decline to 800 by 1985.)

This school will become the Metropolitan School of Communications, enrolling about 400 students the first year. Its target enrollment composition is 25% white, 75% nonminority. Its feeder elementary schools will be reassigned to Harlan, South Shore, and Calumet High Schools.

2. Scholastic Academies. Scholastic Academies are established at the following sites:

(a) O. A. Thorp. This is currently a desegregated school, enrolling 30.3% minority children. It has a capacity in excess of 900 students but is currently enrolling less than 400. It is to enroll approximately 800 students (up to its program capacity) as a Scholastic Academy. Its target enrollment composition is 50% minority, 50% white.

(b) Stone Elementary School. This school is similar to Thorp in that it is currently desegregated (currently 37.3% minority) and under capacity (design capacity is 1,260; enrollment is projected at 585). This school will enroll up to 700 students in the Scholastic Academy program, with a target enrollment composition of 50% minority, 50% white.

(c) Gunsaulus Elementary School. This school is similar to Stone and Thorp in being under-used (capacity over 1,000, enrollment 350). It differs in that those two schools are desegregated, while Gunsaulus is predominantly white, at 77.7% white. As a Scholastic Academy, it will enroll up to 900 students. Its target enrollment composition percentage will be 50% minority, 50% white.

In these three schools, the Scholastic Academy is an effective method of both stabilizing desegregation at the 50% level on a voluntary enrollment basis and of significantly increasing the number of students in a stably desegregated setting (by about 1,000).

Two of the other sites for Scholastic Academies are currently racially identifiable. The third has a mixed enrollment but is projected to become racially identifiable.

(d) Jensen Elementary School on the West Side, was built in 1962. It was designed by Harry Weese and has received architectural recognition. It is immediately adjacent to the Eisenhower expressway, at the Sacramento Street exit. It has a design capacity over 1,000 and a current enrollment of about 540 (100% black). The Jensen will enroll about 700 students in the Scholastic Academy program, with a target enrollment composition of 15% white, 85% minority.

(e) Shedd Elementary School, on the far South Side, is also 100% black. It is a small school, with a capacity of

240 and a current enrollment of 120. It is a branch of the Bennett and its current attendance area will be assigned to the Bennett. Shedd will be a Kindergarten through Grade 6 Scholastic Academy. It will enroll up to 240 students, with a target enrollment composition of 20% white.

(f) The sixth Scholastic Academy is the Hawthorne Elementary School, located on the near north side. The school is about 60% of capacity and projected to drop well below 50%. Its capacity is 870 design and 700 program. The school's enrollment is currently 23.1% white and 62.9% Hispanic. The Hawthorne Scholastic Academy will enroll approximately 700 students, with a target percentage of 20% white. It will continue to offer bilingual education program services to students with limited fluency in English.

3. Community Academies. Community Academies are established at the following sites (current enrollment is noted in parentheses). Byrd (District 3, 100% black), Tuley (District 6, 74.6% Hispanic), Marconi (District 7, 100% black), Hope (District 13, 100% black), Parker (District 16, 100% black) and Parkside (District 17, 100% black).

Community Academies are established at predominantly minority schools or in predominantly minority communities. No target enrollment compositions are established for these schools.

4. Specialty Programs. Specialty Programs are established at the following schools.

(a) Lakeview High School (Dist. 3). A Urban Studies program is established to attract sufficient additional white enrollment to maintain the schools' integrated status. Its enrollment is currently 31.0% white and it is projected to decline to 27%.

(b) Gage Park (Dist. 12) and Morgan Park (Dist. 18). Both are controlled enrollment schools, in which minority students are selected by lottery to maintain enrollment compositions of about 40% white, 60% minority. Both schools, are below capacity. Specialty programs are intended, in part, to attract additional white students into these schools, which would thereby permit more minority students residing in the attendance areas to enroll in these schools. (For Gage Park, see also Educational Teaming, below.)

(c) Specialty programs, designed to provide compensatory educational opportunities, are also established at seven high schools: Austin, Crane, King, DuSable and Robeson/Englewood (all of which are 100% minority), and at Tilden, which is predominantly minority.

(d) Among the elementary schools, three Specialty Programs are placed in stable mixed schools: the Arai (Dist. 2), Drummond (Dist. 6) and Harte (Dist. 14). These programs are intended as compensatory, in that these schools are outside

the definition of an integrated school, and desegregative in that they are expected to help maintain the stable enrollment mix.

(e) Hedges, Prescott and Monroe schools are currently integrated schools which are projected to have a mixed enrollment (15%-30% white). They will, without further intervention, approach or fall outside the definition of an integrated school. Therefore, Specialty Programs will be placed in these schools to attract additional white students sufficient to stabilize these schools.

(f) One Specialty Program will be located in a elementary school that is predominantly white (Dawes 20.5% minority). Dawes was not projected, without further intervention, to achieve compliance with the 30% minority enrollment requirement until 1984. The Specialty Program is intended to attract sufficient minority students to the school, which has ample available space, to bring the enrollment above 30% minority no later than September 1983.

(g) A Specialty Program for gifted children is to be established at the Keller branch of Cassell. The school has a capacity of 225 but an enrollment of less than 100. It is stably desegregated at 54% minority. The Specialty Program will permit additional minority and white students to participate in a desegregated education, at about the 40% white/60% minority level. (The small number of resident students at

Keller not in the gifted program are too few for efficient organization of a regular school program and will have an optional attendance zone at Cassell.)

(h) Specialty Programs are also designated for six schools which are racially identifiable: Carpenter, Cuffe, Gomphers, Frazier, Avalon Park and Michelle Clark. These programs are established to provide compensatory educational opportunities at these schools.

5. Educational Teaming. The following educational teams are established:

Taft/Austin. Taft is currently 80.0% nonminority. It was not projected to become desegregated until September 1983. This Team is desegregative/compensatory. The special educational offering developed at Taft will be expected to attract sufficient minority students to Taft (along with other techniques being applied) to bring minority enrollment at Taft to 32% in school year 1982-83. The special educational offering at Austin, a Career Academy program, is designed to provide compensatory educational opportunities to students in a racially isolated school.

Senn/Sullivan/Mather. Senn is a stably mixed school (approximately one-quarter white, black, Hispanic and Asian), Sullivan is a transitional school that was projected to become nearly 85% minority by 1985, and Mather is a stably desegregated school projected to enroll 65% white students in 1982.



This Team is designed to stabilize enrollment at Sullivan and to maintain stability at Senn, without destabilizing Mather. The Mather enrollment is targeted to become 60% minority in 1982, while Senn and Sullivan are targeted to increase their white enrollments by about 3 percent each.

Foreman/Orr/Kelvyn Park. Kelvyn Park is currently 21% white, 74% Hispanic. It is projected to continue to increase its Hispanic enrollment, both in absolute numbers and on a percentage basis. This Teaming is designed to stabilize and enhance the mix at Kelvyn Park, through the attraction of white students from Foreman and minority students from Orr. Foreman is expected to enroll additional minorities through its special educational offering. The educational offering at Orr is designed as compensatory programming for racially isolated students.

Juarez/Kelly/Collins. Kelly High School is 67.3 percent white, with virtually no black enrollment. It is teamed with Juarez (93% Hispanic) and Collins (100% black). The target is to increase minority enrollment at Kelly by at least 5%, including black students.

Gage Park/Hubbard. Gage Park is a stably desegregated school; as a result of the controlled enrollment stabilization program in operation in the school. This program has resulted in a large number of minority students being excluded from Gage Park in order to maintain an enrollment of about 40%

white, 60% minority. The school is below capacity. Hubbard is a predominantly white school. The purpose of the Teaming is two-fold: to attract additional white students into Gage Park, thereby permitting more black students residing in the Gage Park area to enroll in the school; and, to increase the minority enrollment at Hubbard to approximately 35-40%.

Bogan/Harper. Bogan High School is predominantly white. It is projected to come within minimum compliance by September 1982, but it might not achieve 35% minority enrollment in September 1983. Therefore, it is being Teamed with Harper (100% black) to permit Bogan to reach the 35% goal. The special educational offering at Harper will be compensatory, though it will attempt to attract white students from Bogan.

Budlong/Chappell. Budling is a predominantly white school that is projected not to achieve 30% minority in 1982. Chappell, the adjacent school, is 58% white but projected to drop to 35% by 1985. In order to desegregate Budlong and stabilize Chappell, they are being teamed.

Armstrong/Field/Gale/Hayt/Kilmer/Rogers. These six schools in the northeast part of the city consist of three stably desegregated or integrated schools (Armstrong, Hayt, Rogers), two integrated but transitional schools (Field and Kilmer), and one predominantly minority school (Gale). The purpose of the multi-school team is to stabilize the Field and Kilmer - without destabilizing the three stable schools - and to increase white enrollment at Gale.

Gray/Young. Gray is predominantly white and was projected not to reach minimum compliance in 1982. Young is a controlled enrollment school, with slightly less than 25% white enrollment. The objective is to bring Gray to at least 30% minority in 1982-83, and to increase the white enrollment at Young to 30%.

Everett/Armour. Although it is stably desegregated, Everett was not projected to have 35% minority in 1983. Armour, currently about 40% white, is projected to decline below 30% by 1983. The objective of the Teaming is to increase the white enrollment at Armour and to achieve at least 35% minority at Everett by September 1983.

Burroughs/Paderewski. Burroughs is 62.8% white and has no black enrollment. In order to achieve some substantial enrollment of black students at Burroughs and to create educational opportunities for racially isolated students at Paderewski (99.6% black), the schools are teamed. The target is to increase black enrollment at Burroughs to at least 10%.

Byrne/Hearst. Bryne is predominantly (92.4%) white, largely because of its geographic isolation. It was not projected to come into minimum compliance without further intervention. Therefore, in addition to expansion of permissive transfer, the Byrne is being Teamed with Hearst. The objective is to increase the minority enrollment at Byrne and desegregate the school by 1983. The program offering at Hearst will be compensatory for students in a racially isolated school.

Peck/Earle. Peck was projected to be above 70% white in September 1982, without further intervention. Therefore, it is being teamed with Earle (100% black). The objective is to have Peck achieve at least 30% minority enrollment in 1982-83 and at least 35% in September 1983. The additional educational offering at Earle is compensatory.

Rosenwald/Joplin. Despite boundary adjustments made in September 1981, Rosenwald did not achieve 30% minority enrollment. Therefore, in addition to a further boundary adjustment, it is being teamed with Joplin. Both schools will develop and offer educational options: at Rosenwald, the objective is to attract an additional 5% minority enrollment; at Joplin, the program is compensatory.

Carroll/Foster Park. Carroll was projected to fall short of the minimum requirements for 1982 and 1983 unless there is further intervention. The objective of the Team is to increase minority enrollment at Carroll to ensure that it is desegregated by 1983. Foster Park will receive a compensatory program.

Graham/Hendricks. A boundary adjustment made for the 1981 school year was partially successful. Graham achieved the minimum minority enrollment required. In order to enhance the desegregation at Graham, and to seek to reduce the racial isolation of Hendricks as well as to provide compensation there, the schools are being Teamed. Each school will develop

and implement an option program designed to attract students from the other.

Cassell/Esmond. Cassell was projected to be 78.9 percent white in 1982 and 70 percent in 1983 without further intervention. In order to accelerate the achievement of the minimum requirements, it is being Teamed with Esmond. Cassell will be expected to increase its minority enrollment by at least 7 percent over baseline projections. The option program developed at Esmond will be compensatory.

D. CONTINGENCY PLAN: MANDATORY BACKUP

The Plan's basic objective is to produce the greatest practicable number of stably desegregated schools considering all the circumstances of Chicago. The Board believes that this objective can and should be achieved without the use of compulsory assignment of students by transportation (mandatory busing). Thus, the Plan primarily employs voluntary desegregation techniques and mandatory measures not involving transportation. The use of desegregative techniques other than compulsory transportation will produce the maximum feasible degree of stable desegregation at less financial cost and with greater system-wide and city-wide stability and potential for long term achievement.

However, should the Plan fail to achieve specified minimum levels of desegregation, additional mandatory measures including compulsory transportation will be used. This Section sets forth the contingency plan which provides for the timing, extent and circumstances under which these additional mandatory measures will be employed.

A. PROVISIONS OF DOCUMENTS

The Consent Decree provides:

§4.3 Mandatory Reassignment and Transportation. Mandatory reassignment and transportation, at Board expense, will be included to ensure success of the plan to the extent that other techniques are insufficient to meet the objective stated in

§2.1. The plan may limit the time or distance of mandatory transportation to ensure that no student shall be transported for a time or distance that would create a health risk or impinge on the educational process. These limitations may vary among different age and grade levels.

The Student Assignment Principles state:

The Board determines, however, that this technique is to be used only if other techniques prove to be insufficient, in its determination, to meet the objective of providing for the greatest practicable number of stably desegregated schools, considering all the circumstances in Chicago. Phase III, if it is necessary, will include mandatory reassignment involving the use of transportation, to the extent that other techniques have been determined by the Board to be insufficient. The comprehensive student assignment plan will include a contingency plan specifying the conditions under which the Board shall adopt mandatory assignment measures involving the use of transportation, and the extent to which such mandatory assignments shall be employed, in order to achieve the objectives prescribed by the Consent Decree. The contingency plan may provide a reasonable period of time, not to exceed June 1983, to determine the extent to which the other techniques provided herein have succeeded or promise to succeed in achieving the objectives of the Consent Decree.

#### BASIC PLAN PROVISIONS

1. Use of Mandatory Backup. Mandatory backup measures will not be used except to the extent that the techniques used by the Plan fail to meet, or to promise to meet, the requirements of the Plan specified in paragraph 5 below.

2. Timing. Mandatory backup measures will not be used in school year 1982-83. This is to enable the Board to assess the extent to which other techniques have succeeded or are expected to succeed without mandatory transportation.

3. Board Determination. By June 1983, the Board will determine the extent to which and the circumstances under which mandatory backup measures will be used starting in the Fall of 1983.

4. Exemptions. All children at magnet schools, stably integrated schools and stably desegregated schools in each year will be exempt from mandatory backup measures for that year.

5. Use of Mandatory Backup to Achieve Plan Requirements. Mandatory backup measures will be used to:

- (a) remedy the failure of a school to achieve or to promise to achieve at least 30% minority enrollment by October 31, 1983; and
- (b) remedy the failure of the system to achieve a total number of children in all integrated, desegregated, magnet schools, Metropolitan Schools and Scholastic Academies at least twice the number of white children available for such schools.

6. Review. As part of its Annual Desegregation Review, the Board will assess compliance with the desegregation require-



ments set forth in paragraph 5 and determine whether it is necessary to implement mandatory backup measures to achieve those requirements. The Board will also assess the success which any previously introduced mandatory backup measures have had and determine whether those measures should be continued, terminated or otherwise modified.

C. IMPLEMENTATION (AS REQUIRED) OF PLAN PROVISIONS

Mandatory backup measures will be used only within the following criteria:

- (a) no children shall be assigned to a school which is a distance of more than 30 minutes by bus away from his or her home;
- (b) no child shall be assigned to a school which is not, or is not projected to become, a stably desegregated school;
- (c) mandatory transportation will not be assigned in a way that would arbitrarily burden one racial or ethnic group disproportionately to other groups;
- (d) mandatory backup measures shall be applied only to the extent it can be projected to increase the total number of children attending stably desegregated schools.

D. RATIONALE

The Board determines that mandatory reassignment of children by transportation will, in the great majority if not all cases, not be necessary in order to achieve the Plan's objective of the greatest practicable number of stably desegregated schools in Chicago.

Moreover, mandatory reassignment by transportation is a highly disadvantageous method of student desegregation for Chicago. It deprives children of the opportunity to go to school near their home. As a result, it weakens the potential for parents to be active participants in their children's education. It further works to the disadvantage of local community support of schools by breaking up the local community.

Furthermore, mandatory reassignment will substantially reduce the number of white children enrolled in and available to desegregate the school system and will thereby reduce the total number of children attending desegregated schools. The Board's research indicated that the institution of a mandatory reassignment program will result in an acceleration in the decline in the enrollment of white children in the school system. Based on the experience in comparable cities, such as Los Angeles, Boston and Detroit, between 40% and 45% of white students reassigned by transportation to minority schools can be expected to leave the school system, attending either

private or suburban schools.\* A school system, desegregated by means of mandatory reassignment, but which is subsequently resegregated in enrollment of minority children is not the type of system the Board wishes to create.

For these reasons, the Board believes that compulsory transportation should not be used unless clearly required. It determines that it is highly preferable to implement other techniques and assess the level of desegregation thereby achieved.

However, a contingency or backup plan does have certain advantages. It provides a mandatory element to the Plan. It alerts local school officials to the necessity of meeting the Plan's mandatory requirements as to desegregation. However, its most appropriate use is as an incentive and not as a technique to achieve particular results.

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\* The Board commissioned the National Opinion Research Center to survey the attitudes of parents of Chicago school children about various issues concerning school desegregation, including mandatory reassignment. The results of this Student Desegregation Survey are set forth as Part III of Volume III.

discussed at pp. 163-172, the Plan utilizes voluntary group transfer and various educational program options to achieve desegregation of minority schools to the degree practicable. Also, this Plan adopts or continues boundary changes and feeder pattern adjustments where practicable.

3. Right to Attend Desegregated School. Every child has the opportunity to transfer a desegregated school, provided the transfer enhances desegregation at the receiving school. Children at remaining racially identifiable schools will have access to open enrollment and permissive transfer programs, magnet schools and special educational program options to the extent space is available for them within the racial composition of the particular school program.

4. Compensatory Educational Opportunities. For schools projected to remain racially identifiable and for which desegregation is not practicable, compensatory educational programs and opportunities are to be provided.

5. Practicability of Mandatory Reassignment. Criteria are established to test the practicability of desegregating racially identifiable minority schools by mandatory measures involving the use of transportation. These criteria are established only for purposes of assessing the practicability of

desegregating these schools.\* They do not represent Board policy decisions on use of mandatory transportation (see pp. 271-277 for a broader discussion of the use of this technique including specific determinations of the circumstances under which the Plan would implement mandatory transportation).

For example, the Plan states that the Board will implement mandatory back-up measures to remedy the failure of a school to achieve a minority enrollment of at least 30% (with enrollment of white children to be no greater than 70%) by 1983. However, for purposes of theoretically assessing practicability of desegregating racially identifiable schools, the Board considered mandatory reassignment that would reduce enrollment of white children to 60% (see pp. 287-288).

These criteria are as follows:

(a) No reassignments were considered from stably integrated schools or magnet schools. Reassignments from stably integrated schools would interfere with stability of residential integration already achieved at those schools. Reassignments from magnet schools would wholly defeat the purpose of these schools.

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\* The establishment of these criteria for theoretical testing purposes is not a suggestion that the Board believes that use of these techniques, with these criteria, is practicable. Rather, these following criteria have been established simply to enable the Board to assess whether mandatory reassignment of student transportation would in fact result in the stable desegregation of remaining racially identifiable schools.

(b) Reassignments were considered only on a basis that would create stably desegregated schools with an enrollment range of 40%-60% white, 40%-60% minority. Accordingly only white children in excess of 60% (see pp. 287-288) of the white enrollment at a potential sending school were considered as available for reassignment.\*

(c) Each receiving school must have a projected enrollment of at least between 40% and 60% white and minority, depending on the circumstances (neighborhood, distance, educational programs) of the receiving school. Seeking to desegregate with a lower number of white children would have a substantial potential for resegregation.

(d) No child was considered for reassignment if the travel time from home to new school will be greater than 30 minutes. A travel time in excess of that would be detrimental to the educational development of the children, outweighing the benefits from any desegregation which could be achieved.

(e) In projecting outcomes, adequate allowance was to be considered for children who would refuse to participate in reassignment (such as by moving or leaving the school system).

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\* The reduction of white enrollment at a school through mandatory reassignment often results in the destabilizing and eventual resegregation of that school. Board research indicates that the decline in the enrollment of white children not reassigned from a sending school is generally twice the decline projected to occur simply as a result of demographic changes. Therefore, in assessing the practicability of mandatory reassignment, the Board considered the importance of maintaining stability of desegregation at the sending school.

C. IMPLEMENTATION OF PLAN PROVISIONS

1. Greatest Practicable Desegregation. All racially identifiable white schools are projected to be desegregated by fall, 1982. A number of racially identifiable minority schools are projected to have made significant desegregation progress by fall, 1983.

2. Desegregation by Non-Compulsory Measures. The Plan includes an analysis and justification for each school which is projected to remain racially identifiable. For each such school, there is an explanation in the School-by-School Analysis of why the various desegregation techniques available to the Board generally either were not relevant to the particular school, would not desegregate the school or would be inconsistent with the broader goal of producing the maximum practicable stable desegregation of the system as a whole.

(a) Voluntary Measures. Magnet schools and other new programs and new schools have been established in formerly minority schools (see pp. 229-236, 250-270). However, there are practicable limits on the number of these schools and programs which can be established. First, the expense of these schools imposes financial constraint on the Board. Second, the purpose of the special magnet and other programs is to attract children of all races to schools offering exceptional educational opportunities. Too rapid an expansion of the number of such schools would tend to dilute or eliminate the desegrega-



tive effect of these schools. Finally the total number of white children available for these schools is finite. The Board determines that the implementation of these programs, as provided by the Plan, represents the greatest practicable use of these techniques.

(b) Mandatory Measures not Involving Transportation.

As discussed above, extensive consideration has been given to instances in which boundary changes might desegregate minority schools. In most cases, however, there simply are no possible boundary changes that would produce desegregated schools. These considerations are discussed in detail in the school-by-school analyses. The Board determines that there are no additional boundary changes which would convert racially identifiable minority schools into stably desegregated schools.

3. Transfer Opportunities. Children attending remaining racially identifiable schools have the following transfer opportunities.

(a) Children at these schools may participate in open enrollment programs.

(b) Children at these schools may participate in the permissive transfer program.

(c) The availability of these voluntary transfer programs (see pp. 189-208) provides every child at a racially identifiable school with the opportunity to attend a desegregated schools, in accordance with the criteria established for voluntary transfer programs.

(d) Magnet schools.

(e) Special educational program options.

(f) Voluntary interdistrict transfer arrangements may be made available for these schools (see Section VIII).

4. Compensatory Educational Opportunities.

(a) Schools which are projected to remain racially identifiable are to receive compensatory educational programs. These are discussed in the Educational Components which comprise Part I of the Student Desegregation Plan. Forty-five remaining racially identifiable schools with the most need of educational improvement have been selected as initial target schools in the Board's Effective Schools Program. These schools are receiving a supplemental allocation of Board resources to implement new educational programs.\*

In addition, a core group of highly qualified and committed teachers is needed in these target schools, both to provide leadership in the implementation of the effective schools method and to be an on-site training resource for the other staff in the school system. Accordingly, a cadre of teachers in each present and future target school may be selected by the person(s) responsible for the implementation of the Effective Schools Programs and are exempted from displacement on the basis of seniority.

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\* The Effective School Program and funding for target schools is discussed in the Progress Reports and at pp. 320-321 below.

(b) New educational programs at certain schools are established. A number of new educational programs are designed both to have some desegregative effect at the school (although they are not projected to create additional desegregated schools) and to be compensatory in nature. Other programs will only provide additional compensatory educational opportunities. (These new programs established by the Plan at racially identifiable schools are described in more detail at pp. 250-270 and in the School-by-School Analysis). For example:

(i) Marshall High School is to be the site for a Metropolitan High School of Medical and Health Services program. This is hoped to produce some desegregative effect at Marshall. However, it is acknowledged that this will not be easy to achieve and it is most probable that Marshall will not become a fully desegregated school. Thus, this program is both desegregative and compensatory.

(ii) Six new Community Academies are established at racially identifiable schools to provide enriched educational opportunities similar to those at magnet schools.

(iii) Specialty programs at Austin, Crane, King, DuSable and Tilden High Schools and at the Ward and Clark Elementary schools will be compensatory in nature.

(iv) A number of team schools are established to facilitate voluntary group transfers from a minority school to a desegregated school. There is usually then a compensatory program at the sending school.

5. Mandatory Reassignment. Using the criteria established for testing the practicability of mandatory transfers for every school, an analysis was done to determine whether it was possible to desegregate remaining minority schools by mandatory transportation of available white children. This analysis was performed as follows:

(a) The number of white children theoretically available for reassignment from each school was computed. This was the number of white children projected to be enrolled in the school in Fall, 1983 above a number equal to a given percentage of the enrollment.

The percentage first used was 70% - reflecting the percentage established by the Plan as the definition for a desegregated school. When the practicability analysis was performed using this criteria (which the Board believes would be the appropriate criteria in implementing a mandatory reassignment plan), it was determined that an insufficient number of children would be available to desegregate any racially identifiable school.

To assess the practicability of mandatory reassignment, the percentage was lowered to 65%. This percentage was determined to be appropriate as it reflects the Plan's goal that each school have a minority enrollment of at least 35% by 1983. Use of this percentage also did not result in the desegregation of any racially identifiable school. The Board then

The Board has also examined the practicability of desegregating racially identifiable minority schools by closing a number of schools in predominantly white neighborhoods and assigning all the children to a minority school within a 30 minute home-to-school transportation time. The examination revealed that this technique would not result in the achievement of additional stable desegregation in the school system.

V. ENROLLMENT WITHIN CAPACITY; FUTURE SCHOOL CLOSINGS, CONSTRUCTION OF NEW FACILITIES, ADJUSTMENTS OF ATTENDANCE AREA BOUNDARIES AND HIGH SCHOOL FEEDER PATTERNS

Board decisions for changes in schools, such as by closings, new construction, attendance area alterations (including feeder pattern adjustments) and change in grade structure will continue to be made in future years. During the period of the Plan, the Board adopts a system to ensure that these decisions do not adversely affect the desegregation of the school system.

A. PROVISIONS OF DOCUMENTS:

The Consent Decree provides:

"The plan shall include provisions to ensure that site selections, construction, school closings, readjustment of attendance areas and feeder patterns, and the placement of mobile classrooms shall be accomplished so as to not to cause the resegregation of schools." (§10.3)

"The Board is encouraged but not required to eliminate overcrowded schools. The plan should provide, to the greatest extent practicable considering all the circumstances, for the elimination of racially disproportionate overcrowding of classrooms and school sites." (§8)

The Student Assignment Principles state:

"The Board shall ensure that the placement of school facilities, closing of schools, and readjustment of attendance areas and feeder patterns, are accomplished so as not to cause the resegregation of schools." (Student Assignment Principles, §5.2)

"Overcrowded Schools. The Board will seek to eliminate overcrowded schools, and particularly racially disproportionate overcrowding of schools and school sites, to the greatest extent practicable considering all the circumstances." (Student Assignment Principles, §6.2)

B. BASIC PLAN PROVISIONS:

1. Closings. The Board will avoid, to the maximum extent consistent with financial constraints,\* closing any school if the result of that closing is projected (a) to cause any other stably integrated or desegregated school to become racially isolated, (b) to threaten the stability of integration or desegregation at any school or (c) to threaten the attainment of stably integrated status for any other potentially stably integrated school. Similarly, during the term of the Plan, the Board will avoid, to the maximum extent consistent with financial constraints,\* closing any stably integrated school, if to do so would jeopardize the stable integration of children which the school achieves. In selecting schools for closings during the term of the Plan, the Board will give special consideration to any increase in desegregation or integration which may be achieved by particular school closings.

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\* See pp. 315-317 for a further discussion of this issue.

2. Construction of New School Facilities.

(a) The Board will not provide for the construction, acquisition or reopening of any school facility which is not projected to be (i) stably integrated or (ii) desegregated (through the application of the techniques set forth in this Plan) within three years of the opening of that facility. Limited exceptions to this requirement may be made in special circumstances where the Board determines that an additional school is needed to serve an attendance area and that there are no practicable methods to provide that facility in a way to produce a stably integrated school.

(b) The Board will not provide for the construction of any new school facility, the opening of which is projected to (i) cause any stably integrated or desegregated school to become racially isolated, (ii) cause the stability of integration or desegregation at any school to become threatened or (iii) to threaten the attainment of stably integrated status for any potentially stably integrated school.

3. Attendance Areas and Change in Grade Structure. The Board will not make changes in attendance areas (or high school feeder patterns) or in the grade structure of particular schools if the change is projected to (i) cause any stably integrated or desegregated school to become racially isolated, (ii) cause the stability of integration or desegregation at any school to become threatened or (iii) to threaten the attainment



of stably integrated status for any potentially stably integrated school.

4. Mobile Classrooms - Enrollment within Capacity.

(a) Beginning in September, 1983, students will be permitted to enroll in a school only if that school has sufficient capacity in a permanent classroom. Mobile classroom units may (during the remaining term of the Plan) be used only for supplemental instruction of pupils (such as language laboratories, special shops and the like) but not for regular classrooms.

An exception to this requirement may be made by the Board after determination of the existence of exceptional circumstances which would necessitate the deferral of the achievement of this objective. Such exception will be made only after thorough examination by the Board of the space available at all contiguous schools and the performance of an audit of the existing space within the particular school being considered for an exception.

(b) Students participating in bilingual education programs and in special education programs will not be excluded from enrollment in their neighborhood if the exclusion would diminish the educational services they receive.

C. IMPLEMENTATION OF PLAN PROVISIONS

1. School Closings, New Construction and Change in Attendance Areas or Grade Structures.\* Before a proposal for any school closing, construction or acquisition of any new school facility, adjustment of attendance area or high school feeder pattern or change in grade structure (collectively referred as a "proposed action"), such as those described above, is presented to the Board for approval, Board staff will be required to prepare three-year enrollment projections, broken down among racial categories, for all schools affected by the proposed action.

In addition, before the implementation of any such action, Board staff will be required to prepare an impact analysis setting forth:

- (1) the projected impact on the racial composition and stability of all schools affected by such action (with three-year enrollment projections attached);
- (2) any negative impact on the racial composition and stability of any affected school projected to result from such action; and

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\* This provision applies only to attendance area changes, feeder pattern adjustments, changes in grade structure or school closings other than those implemented by the Board specifically for the purpose of desegregating predominantly white or racially identifiable minority schools or developing magnet schools or other program options. Such adjustments, made specifically for the purpose of implementing the Plan, are discussed elsewhere.

- (3) the possible alternatives to the proposed action, including the maintenance of the status quo, together with the projected impact these alternatives would have on the racial composition and stability of all schools affected by such action.

The Board will cause a public hearing on any such proposed action to be held before scheduled Board action on the proposal. Appropriate notice of the public hearing shall be provided. At the public hearing, members of the public will be invited to comment on the proposed action.

The three-year enrollment projections, impact analysis and a transcript of the public hearing will be provided to the Board prior to final Board consideration of the proposed action. The Board will review these data and will not approve any action inconsistent with Plan provisions.

2. Mobile Classrooms - Enrollment within Capacity. The elimination of the use of mobile classroom units for regular instructional purposes is to be accomplished by the fall of 1983. There are currently 320 mobile units in use by the Board (and it is projected that approximately this number will remain at the end of the current school year). Mobile classrooms will not in each case be abandoned. They may continue to be used for supplemental facilities such as shops, language laboratories and the like.

The Board will seek to discontinue the use for regular instruction of these units during the 1982-83 school year

and the remainder by the start of the 1983-84 school year. Board staff will be directed to submit periodic reports (not less frequently than twice during each school year) detailing the status of implementing this provision.

Of the 320 mobile classrooms projected to be in operation by the end of the current school year, 21 are at schools which are integrated (30-70% minority, 70-30% white), one is at a school which is predominantly white, 198 are at schools predominantly Hispanic and 60 at schools predominantly black. As mobile classrooms are phased out for regular instruction, staff will be directed to place a priority on discontinuation of racially identifiable units and to submit periodic reports on the achievement of this objective.

D. RATIONALE

1. Schools Closings, School Construction and Change in Attendance Areas or Grade Structure. Demographic projections (see pp. 9-10) indicate that the aggregate enrollment of the school system will continue to decline, at least through the 1985-86 school year. This continued decline in enrollment may require closing additional schools. Furthermore, additional school closings may be implemented as a cost-saving measure in order to reduce Board expenditures in times of severe financial constraint.\* In addition, the Board expects that in future years, the construction or acquisition of additional schools may be required.

Thus, in future years, the Board will be required to make certain decisions about the use of school facilities. No such decision will be implemented if it is expected to adversely impact upon the desegregation of the school system.

Similarly, changing demographics and residential housing patterns in the City of Chicago, among other factors, may require the Board to make changes in elementary attendance boundary areas, high school feeder patterns or grade structure of particular schools.

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\* This saves less money than commonly regarded. Teaching costs are not, by and large, reduced. The principal savings are reductions in utility bills and maintenance costs.

Any such actions taken by the Board also must not adversely impact upon the desegregation of the school system. The implementation process described above is designed to insure that this goal is achieved. It provides a detailed framework for Board decision-making and assessment of the potential impact any school closing or new construction might cause. It also provides a framework for public participation and input into the decision-making process. (As described above, these procedures would not apply to changes made specifically to promote desegregation or maintain integration in any particular school or schools).

2. Mobile Classrooms Enrollment within Capacity. The Board believes that education should take place in permanent school facilities, not mobile classrooms units. Furthermore, the establishment and continued existence of these units has, whether rightly or wrongly, generated unfavorable sentiment among many segments of the Chicago community.

The system's projected declining enrollment suggests that the Board can eliminate use of these mobile units for regular instruction as a matter of facility usage. Thus, the Board proposes to eliminate all remaining mobile units by the fall of 1983. This will require the discontinuation of 320 units.

In April 1982, schools projected to be enrolling students beyond their program capacity or providing instruction

in mobile classroom units will be notified of the number of excess students. The school and the district will make aggressive efforts to reduce their enrollment by conseling students into optional programs or other schools where the students will enhance desegregation.

Commencing in September 1983, no mobile classroom units will be used for the instruction of students; no student will be permitted to enroll in a school unless the student is guaranteed a seat in a permanent classroom, within established pupil/teacher ratios.

In April 1983 and again in September 1983, schools will be notified of the number of students beyond its capacity that is projected for the 1983-84 school year.

3. Application Of This Policy. For almost ten years the Board has pursued the elimination of mobile units for classroom instruction. From 1972 to 1981 there has been a very substantial reduction in the use of such units, as shown in the following table:

Mobile Unit Status Report

<u>Years</u>	<u>Number of Schools With Units</u>	<u>Units Removed</u>	<u>Mobile Units In Use</u>
1972	209	-	1,352
1973 - 08/13/76	201	107	1,245
09/01/76-08/31/77	177	74	1,171
09/01/77-08/31/78	132	314	857
09/01/78-08/31/79	112	252	605
09/01/79-08/31/80	83	107	498
09/01/80-10/19/81	58	177	320

Racial Characteristics of Mobile Unit Locations

	<u>Over 70% white</u>	<u>Over 70% black</u>	<u>Over 70% Hispanic</u>	<u>deseq.</u>
October 19, 1981	3	88	208	21

As the table reflects, the use of mobile units has been reduced by more than 75% since 1972. Of the 320 mobile units still in use as of October 1981, most of them (208 or 65%) were in schools where the principal racial or ethnic group is Hispanic (28% are in predominantly black schools and 7% in integrated schools). The reason is the rapid increase in Hispanic enrollment, which has more than doubled in the past ten years.

The new policy is directed to ensuring not only that the use of mobile units for regular classroom instruction will be eliminated, but to ensuring that every child is guaranteed a seat in a permanent classroom.

The elimination of 140 units per year is a feasible but difficult goal. Since 1972, the Board has discontinued the use of 1,072 units or an average of 107 per year. This process has been more rapid since 1976. As of that year, the Board has eliminated an average of 149 units per year.



VI. PREVENTION OF WITHIN-SCHOOL SEGREGATION

Classes within schools must avoid racial separation that is not the result of valid educational decisions.

A. PROVISIONS OF DOCUMENTS

The Consent Decree provides:

"The plan shall include provisions to ensure that students attending desegregated schools are not resegregated with their schools without adequate educational justification. This provision shall apply to the assignment of students to classrooms as well as to programs of instruction." (Consent Decree, §10.1)

Provisions for prevention of within school racial segregation are already established by Part I of the Desegregation Plan, the Educational Components, and by the Board's 1981 Emergency School Aid Act (ESAA) grant agreement with the United States Department of Education.

B. BASIC PLAN PROVISION

During the term of the Plan, no classroom in any elementary school or high school shall deviate by more than 20% from the racial/ethnic composition of the age cycle, grade, school or program from which the classroom draws its student population, unless this deviation is justified as relating to a specified set of educational criteria.

C. IMPLEMENTATION OF PLAN PROVISION

Prior to the beginning of each school year during the term of the Plan, the Board will distribute instructions to school principals concerning the organization of classes in a manner that will prevent educationally unjustified classroom racial separation.

In October of each year, during the term of the Plan, the Board will conduct a survey of classroom enrollment data and ascertain which classrooms deviate by more than 20% from the relevant racial and ethnic composition. Schools containing classrooms out of compliance will be notified and the principals will be required to provide educational justifications for such deviations. Classes out of compliance for which a valid educational justification is not provided will be required to be reorganized on or before the beginning of the second semester (approximately the first of February).

As set forth in the August, 1981 Progress Report, Board staff, working in conjunction with the Office for Civil Rights of the United States Department of Education (OCR), have identified the following four categories of educational justifications which would permit deviation of greater than 20%:

- (1) ability grouping;
- (2) student-selected programs;
- (3) high school electives;
- (f) administrative limitations.

Guidelines and procedures to assure compliance with this provision have been developed with OCR and forwarded to all school principals. These guidelines provide the framework in which school principals will be required to provide educational justification for any exceptions to the "20% variance" permitted by the Plan. In addition, in-service programs have been developed concerning equitable, non-discriminatory class selection and placement policies.

D. RATIONALE

A student assignment plan must do more than simply provide for the creation of integrated and desegregated schools. It must also insure that students are not racially separated by classroom or program within schools that are integrated or desegregated as to aggregate enrollment.

Prevention of "within-school segregation" is addressed directly and in detail by the Educational Components of the Board's Student Desegregation Plan. In addition, by resolution dated November 19, 1980 and in its 1981 ESAA grant eligibility agreement, the Board has established policies and administrative procedures on this matter, which have been approved by the U.S. Department of Education as complying with the ESAA statute and regulations. These measures have been reported to the Court in the August and November Progress Reports. However, the Board believes that this matter should

also be addressed in the student assignment plan. Accordingly, the Board reaffirms the intention to prevent educationally unjustifiable within-school segregation, through the use of administrative directives, an annual classroom enrollment survey and the follow-up procedures discussed above.

VII. VOLUNTARY INTERDISTRICT TRANSFERS

Chicago schools are substantially minority in enrollment. Most suburban schools are white in enrollment. Minority children who attend schools in suburban districts tend to be substantially racially isolated. There are many excellent programs in both City and suburban schools. This Plan provides a means to encourage and facilitate voluntary interdistrict transfer programs. Children both in Chicago and suburban schools should be able to obtain both the benefits of a multi-racial educational experience and the opportunity to take advantage of superior educational opportunities, regardless of school district boundaries.

A. PROVISIONS OF DOCUMENTS

The Consent Decree provides:

"Voluntary Interdistrict Pupil Transfers.  
The plan will include provisions, including without limitation the payment of transportation costs, to encourage and facilitate voluntary interdistrict pupil transfers having integrative effects between schools in the Chicago School District and schools in other districts in the Chicago Standard Metropolitan Statistical Area ("SMSA").  
[§12]

The Educational Components of the Board's Student Desegregation Plan also provide for initiatives to be taken to foster interdistrict voluntary transfer arrangements.

B. BASIC PLAN PROVISIONS

1. Program Coordination. The Illinois State Board of Education (the "State Board") and the State Superintendent of Public Instruction (the "State Superintendent") are requested to coordinate programs of interdistrict voluntary transfer and the establishment of interdistrict schools involving the Board and suburban school districts. Board staff will also work with their colleagues at suburban school districts to develop and implement particular voluntary interdistrict transfer programs.

2. Desegregation. The programs to be created by the State Board and State Superintendent (or by the Board working in conjunction with suburban districts) are to provide for open enrollment and voluntary group transfer programs to enhance desegregation. Under these programs, Chicago public school students would be free to attend suburban schools (and suburban children, City schools) where the transfer would enhance integration at the receiving school and would not adversely affect it at the sending school.

3. Transportation. Voluntary transfer students shall receive free transportation or transportation reimbursement. This should be paid for by the State Board.

4. Interdistrict Schools. Interdistrict schools should be created in both City and suburbs. The Board is establishing

metropolitan schools designed to be attractive to suburban children (see p. 245). Suburban schools available on a similar basis for Chicago school children should be established.

5. Financial Costs. The State of Illinois should finance the voluntary interdistrict program.

C. IMPLEMENTATION OF PLAN PROVISION

1. Coordination and Participation. The Board is formally requesting the State Board and State Superintendent to assume the responsibility and leadership for coordinating a voluntary program of interdistrict transfer and of interdistrict schools. (At the same time, Board staff will be directed to continue their efforts in working with suburban school districts to develop particular interdistrict transfer programs.)

The Plan considers only voluntary interdistrict transfer programs. No interdistrict plan now at this stage of the desegregation development can be compulsory on children. The Plan proposes, however, that if there is insufficient voluntary participation on the part of suburban districts, the State Board and State Superintendent consider using their regulatory authority to make the program effective.

A special planning council should be established for the interdistrict program under the direction of the State

Superintendent. The council should include staff from Chicago and other participating districts from the affected Educational Service Regions and from the State Superintendent's office.

If the State Board and State Superintendent decline to assist, the Board will seek bi-lateral arrangements with suburban schools. A council of participating districts will be set up for coordinating purposes.

2. Voluntary Transfers It would be presumptuous for the Board alone now to set forth details of programs which involve other school districts. Nonetheless, it is suggested that voluntary transfer arrangements similar to that provided within Chicago would be a good basis for consideration. Voluntary transfer arrangements could include these components:

(a) An open enrollment program, permitting children to apply for admission to any school in the area with vacancies and where the transfer would enhance desegregation. The total number of transfers to any school may be limited to promote willingness of the Board and suburban districts to participate.

(b) Voluntary group transfer arrangements between Chicago and suburban schools may establish partnership relations between schools. Schools could form relationships in which they would share strengths and help each other, through a variety of part-time and full-time activities.



(c) Short-term, part-time programs (similar to the Project Wingspread activities conducted between Chicago and suburban schools between 1968 and 1971).

3. Interdistrict Schools

(a) The creation of new, interdistrict schools drawing upon the resources of the entire metropolitan area would serve the needs and interests of children throughout metropolitan area. This Plan begins Chicago's part of the proposal by establishing a number of metropolitan high schools (see pp. 256-260 for a detailed description of six metropolitan high schools created by the Plan). Additional programs can be considered following adoption of an interdistrict program. Suburban metropolitan or magnet schools should also be established with a large number of places reserved for Chicago's minority children.

(b) There should be availability of spaces for out-of-district students in magnet schools, technical and career schools and centers, and other special programs available in both Chicago schools and in suburban schools.

4. Money. The State Board will need to provide funds to finance costs of the interdistrict coordination services, the costs of interdistrict transfers (largely paid from state transportation assistance) and additional costs to receiving

schools and districts establishing metropolitan schools. No local school district should be required to bear the burden of financing the interdistrict arrangements. Special incentives to districts (and for children) will also need to be considered in connection with such a program, particularly provisions affecting the counting of children for purpose of state aid apportionment.

D. RATIONALE

This Plan is based upon both demography and educational benefits.

The Chicago public schools currently enroll 442,000 students, of whom 76,000 or 17 percent are white. The suburban school districts in Cook County alone enroll about 360,000 of whom more than 80 percent are white. The combined enrollment of Chicago and suburban school districts in Cook County is nearly evenly divided between minority and white students. (Additional demographic information as to Chicago and suburban school enrollment is presented at pp. 32-35). This represents a solid demographic basis for achieving further substantial desegregation.

Equally important are the educational benefits that interdistrict cooperation can provide for the children of the metropolitan area. There are many excellent suburban schools, offering unique educational programs. Similarly, there are

many excellent educational programs and outstanding school facilities in Chicago that are, at present, not available to suburban students. Further, many suburban school districts have been experiencing declining enrollments and are faced with having to close school buildings. In some cases, these empty seats are closer to Chicago students enrolled in over-capacity schools than are the empty seats available in Chicago.

Because of these considerations, the Board of Education has been seeking voluntary interdistrict movement of students for the last three years. These attempts have, by and large, been without substantial success. Accordingly, the Board has concluded that simply to ask suburban schools to participate and to do no more would not be fruitful.

However, the potential value of voluntary interdistrict arrangements are so significant that the Board is not willing simply to accept this rejection of Chicago children. Instead, the Board proposes that the State Board and State Superintendent organize the voluntary interdistrict transfer program. Use of the State Board may reduce the suburban anxiety about Chicago children and schools. The State Board and State Superintendent are appropriate to call upon in this area. The State Board has supervising responsibility to desegregation efforts of Illinois school districts. The State Superintendent has broad regulatory power over such districts (ch. 122, §2-3, Ill. Rev. Stat.).

The State Board and State Superintendent may need to use their regulatory powers to provide for participation by suburban schools in order to make the Plan work. Otherwise, effective participation may not be possible.

The Board hopes that further court action in this regard will not be necessary. Nonetheless, it recognizes that court orders may be necessary to secure general cooperation. It will report regularly to the court, therefore, on the progress of the interdistrict voluntary transfer program.\*

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\* Pursuant to the Consent Decree, the United States is conducting an investigation of the extent to which interdistrict remedies may be appropriate to achieving additional student desegregation in Chicago. The United States' Interim Investigation, set forth as Appendix 2, comments generally on the substantial degree of residential segregation and employment discrimination within the Chicago metropolitan area. It does not directly consider whether court-ordered interdistrict are appropriate. The Board's voluntary interdistrict transfer is proposed as an alternative to any court-ordered remedies.

It should be emphasized that this is only an estimate of the incremental cost of implementing the new student assignment measures adopted by this Comprehensive Student Assignment Plan. Additional financial resources will be required to continue the application of student assignment measures implemented by the Board in the current school year which are made part of the Plan. In addition, moneys will be required to continue implementation of other aspects of the Board's Student Desegregation Plan, in particular, the Educational Components (constitution Part I of the Student Desegregation Plan).\*

Furthermore, it should be noted that this is only an estimate of the minimum costs involved in implementation of new Plan measures and programs. Additional expenditures would be appropriate and desirable for these new programs to achieve maximum effectiveness in achieving the objectives of the Plan.

While all Plan provisions are requirements which the Board determines to implement, future financial constraints may make implementation of certain Plan provisions impossible. The Board experienced a severe financial crisis in November, 1979. While its financial condition has improved considerably over the last two years, it projects a deficit for its 1982-83

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\* A discussion of the amounts budgeted for student desegregation in the Board's current fiscal year is set forth in Section D below. This discussion provides some guidance as to the range of the costs the Board expected to be required to continue implementation of the previously adopted provisions the Student Desegregation Plan.

fiscal year budget of at least \$35 million (a complete discussion of the Board's projected financial position is set forth in the Board's Financial Plan, see pp. 318-319). This projected deficit, of course, does not include, the incremental cost of plan implementation, as described above.

Therefore, in instances of extreme financial hardship, where implementation of any Plan provision is impossible, the Board may seek authorization from the Court to differ or vary, in whole or in part, the level of financial commitment imposed by such Plan provision. In such circumstances, the Board may also request financial assistance from the State of Illinois and the United States in order to ensure continued implementation of the Plan.

For example, the Plan states that stably integrated schools will not be closed if to do so would adversely affect the stable integration of children which the school achieves. Similarly, the Plan states significant educational programs at stably integrated school will not be altered or eliminated unless another program is added which is at least as effective in preserving the stability of integration (see p. 60). Financial limitations imposed upon the Board in future years may require the Board to seek Court authorization to waive this provision, in a particular instance, or to require that the State of Illinois or the United States provide the necessary financial resources to keep these schools open and continue these programs.

C. APPROVAL OF CHICAGO SCHOOL FINANCE AUTHORITY

As a result of the Board's recent financial difficulties, its finances have been made subject to the supervision and oversight of the Chicago School Finance Authority (the "Authority"). Under the legislation which created the Authority [the School Finance Authority Act (the "Act")], the Board is required to adopt, subject to the approval of the Authority, three-year financial plans. On September 3, 1981, the Authority approved (in conjunction with its approval of the Board's 1982 fiscal year budget) the Board's Financial Plan For Fiscal Years 1982-84 (set forth as Appendix 7). In this current Financial Plan, the Board stated:

"For fiscal years 1983 and 1984, no reasonable estimate of desegregation costs can be made at this time".

Thus, specific provision was not made for costs of implementing the Plan in future fiscal years.

Thus, with regard to the Student Desegregation Plan, approval of the Board's 1982-84 Financial Plan by the Authority constituted approval only of those expenditures budgeted for the Board's current (1982) fiscal year and not approval of expenditures to be incurred in subsequent fiscal years. (A detailed description of these expenditures is set forth at pp. 319-324 below.)

The Act [Section 405(a)] provides:

"No contract or other obligation shall be entered into by the Board unless it is

consistent with the Financial Plan and Budget in effect."

Depending upon the final determination of the costs associated with implementing the Plan, approval of its financial aspects by the Authority (through amendment of the Board's current Financial Plan) may be required before any provision of the Plan becomes a binding obligation of the Board. In addition, the Board will act to amend its Financial Plan now in effect to incorporate the Plan's financial aspects for future fiscal years covered by the Plan.\* This amendment has not yet been adopted by the Board and not approved by the Authority.

D. COSTS OF IMPLEMENTING DESEGREGATION-FISCAL YEAR 1982

Set forth below are the amounts which the Board has budgeted (and expects to spend) during the current school year to implement its student desegregation plan (expressed in terms of millions of dollars):

Remaining Racially Identifiable Schools	\$23.0
Transportation Expenditures	9.0
Expenditures for Options for Knowledge	6.1
Stably Integrated and Desegregated Schools	.5
Administrative Costs	.7
<b>Total</b>	<b>\$39.3</b>

\* Upon adoption of Part I and Part II of the Student Desegregation Plan, the Board acted to amend its Financial Plan then in effect (the Plan for the remainder of Fiscal Year 1980 and Fiscal Years 1981 and 1982) to incorporate the financial aspects of those Parts of the Plan. This amendment was rejected by the Authority in July, 1981. Thus, the only provisions of the Plan which currently constitute obligations of the Board, pursuant to the Act, are those presently budgeted for the current fiscal year.



1. Remaining Racially Identifiable Schools. The Board expects to make expenditures totaling approximately \$23 million to provide compensatory educational opportunities at remaining racially isolated schools. Approximately \$16 million of these moneys come from the reallocation of State Title I School Aid.\* Approximately \$7 million of these moneys come from other Board resources.

For purposes of allocating these additional resources, remaining racially isolated schools have been divided into three categories. All such schools will receive a "baseline" additional appropriation of \$47,000 in fiscal year 1982 to implement the educational components of the Student Desegregation Plan. As described in the November Progress Report, certain of the racially isolated schools have been identified as target schools, pursuant to the recommendations of the Student Desegregation Plan. Each of these target schools will receive an additional appropriation of \$72,000. Of these target schools, certain ones have been selected as "impact" schools and are to receive additional appropriations in excess of \$72,000.

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\* Title I Aid is provided to school districts on the basis of the number of economically disadvantaged students under the requirements of the Illinois School Code (Ch. 122, §18-8.9(h)), the Board was required to reallocate its distribution of Title I funds to ensure that the funds appropriately distributed to schools who enroll economically disadvantaged children.

As described in the November Progress Report, Board staff has developed guidelines for the expenditure of these moneys. Board staff also prepared and distributed proposal forms on which each racially isolated school is required to set forth the program(s) on which it anticipates spending its supplemental allocation. These proposal forms require each school to include provisions in its programs for a needs assessment, community input and program evaluation. These proposals have been reviewed at the district and Board level. These procedures were implemented to insure that they will be used to implement specific educational components of the desegregation plan and in particular on those programs developed for targeted schools which derive from "Effective Schools Model".

2. Transportation Expenditures. The Board has budgeted approximately \$9 million in fiscal year 1982 for paying transportation costs related to the implementation of the desegregation plan. These expenditures will be primarily for the operation and maintenance of buses used for the transportation of students to magnet schools and participating in permissive transfer and open enrollment programs.

The State of Illinois reimburses the Board for the cost of transporting pupils, pursuant to state law (Ch. 122, Sec. 29 et seq. State reimbursement is computed by mathematical formula and the Board will not be reimbursed for all of the

transportation costs incurred. State reimbursement is received in the year following its expenditure by the Board. Thus, the Board amounts expended by the Board in the current fiscal year for transportation of students, including those expenses relating to implementation of the desegregation plan, will not be received as cash until fiscal year 1983.

3. Expenditures for Options for Knowledge. Options for Knowledge is the Board's name for certain programs which seek to enhance desegregation and integration in the school system - voluntary transfers, magnet schools and programs, regional options programs, etc. In addition to the expenditures for transportation of students discussed above, in fiscal 1982 the Board has budgeted approximately \$5.5 million for implementation of Option for Knowledge programs.

Of this amount, approximately \$2.0 million was budgeted for operation of magnet schools and magnet programs in fiscal 1982. These moneys are budgeted primarily for the funding of existing and additional teacher positions at these magnet schools. The remaining \$3.5 million was budgeted for other Options for Knowledge programs.

In addition, the Board has budgeted approximately \$.6 million for (a) the recruitment of students for its various desegregative programs, (b) dissemination of information about these programs to the public and (c) community participation and input.

4. Stably Integrated and Desegregated Schools. The Board expects to spend approximately \$.5 million at stably integrated and desegregated schools to implement and provide programs. Most of this amount comes from a \$1.8 million Emergency School Aid Act ("ESAA") grant (discussed below) received by the Board in the current year. This money is to be spent on staff development, in-service training and human relations programs at these schools to maintain the stability of desegregation and promote improved interaction among students, teachers and staff.

5. Administrative Costs. The Board has budgeted \$.7 million for its Office of Equal Educational Opportunity which is charged with responsibility for overall planning, implementation and monitoring of the desegregation plan. Part of this amount comes from a grant received under Title IV of the Civil Rights Act of 1964.

E. OUTSIDE SOURCES OF FUNDING

For fiscal year 1982, the Board received a \$1.8 million ESAA grant from the United States Department of Education. This money is expected to be spent as follows:

- \$ 487,782 - human relations teams to work in newly desegregated and target schools
- \$ 345,730 - recruit students for the open enrollment program, magnet schools, and magnet program schools

- \$ 394,044 - resource personnel for 45 targeted schools
- \$ 153,306 - bilingual assessment, monitoring, and data bank
- \$ 125,980 - public and media information for desegregation activities
- \$ 106,183 - community participation and involvement in implementing the plan
- \$ 200,000 - management and evaluation of the ESAA project.

In addition, the Board has received \$.6 million of grants under Title VII of the Elementary and Secondary Education Act ("ESEA") for the implementation of various bilingual education and special education programs.

The Board has received no money from the State of Illinois for the implementation of its desegregation plan.\*

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\* As discussed above the Board will be reimbursed for a portion of its transportation expenditures in connection with voluntary transfer programs.

IX. PROCEDURAL AND LEGAL PROVISIONS

1. Term of Plan. The Plan will be in force and effect through the 1985-86 school year.

2. Plan Refinement. The Board may make appropriate modifications in the plan that are calculated to effectuate and not to thwart the basic purposes of the Consent Decree and the Plan, consistent with the flexibility provided for in §14 of the Consent Decree.

3. Board Discretion. The Board reserves its discretion, concerning all matters not expressly provided in the Plan, to determine the details of implementation and to determine the policies, programs and operations of the Chicago public schools, within the law and in a manner consistent with the Consent Decree and the Plan.

4. Duration. It is the Board's desire and anticipation that the plan will be in process of complete implementation by December 1983. At that time the Board intends to seek a final order from the United States District Court declaring that the Chicago Board of Education has complied with the Consent Decree and terminating the United States v. Chicago Board of Education litigation.

5. Annual Desegregation Review. The Board will conduct an annual examination of the implementation of the Plan and the progress being made towards achievement of the Plan's objec-

10. No Contractual Rights. The various requirements and provisions of the Consent Decree between the United States and the Board govern all aspects of the Plan. Except as substantive or procedural rights may obtain under the Consent Decree for persons or organizations other than the United States, the provisions of the Plan do not establish legal or contractual rights for any such person or organization.



# APPENDIX C: TABLES 1 - 6





**Table #1: Enrollment Data—LEA-Level**

Actual Enrollment—October 1, 2006 (Current School Year)				Projected Enrollment—Oct 1, 2007 (Year 1 of Project)				Projected Enrollment—Oct 1, 2008 (Year 2 of Project)				Projected Enrollment—Oct 1, 2009 (Year 3 of Project)			
GRADE	Minority Student No	Minority Student Pct	Total Students	Minority Student No	Minority Student Pct	Total Students	Minority Student No	Minority Student Pct	Total Students	Minority Student No	Minority Student Pct	Total Students	Minority Student No	Minority Student Pct	Total Students
PK	19,472	91%	21,363	19,083	91%	20,956	18,693	91%	20,508	18,498	91%	20,293	17,796	9%	20,293
K	25,937	91%	28,403	25,418	91%	27,885	24,900	91%	27,267	24,640	91%	26,983	2,343	9%	26,983
1	29,326	92%	32,019	28,739	92%	31,379	28,153	92%	30,738	27,860	92%	30,415	2,558	8%	30,415
2	28,516	92%	30,975	27,946	92%	30,356	27,375	92%	29,736	27,090	92%	29,426	2,536	8%	29,426
3	30,341	93%	32,750	29,734	93%	32,095	29,127	93%	31,440	28,824	93%	31,113	2,289	7%	31,113
4	28,178	92%	30,660	27,614	92%	30,047	27,051	92%	29,434	26,769	92%	29,127	2,358	8%	29,127
5	28,505	92%	30,912	27,935	92%	30,294	27,365	92%	29,676	27,080	92%	29,366	2,287	8%	29,366
6	30,317	93%	32,663	29,711	93%	32,010	29,104	93%	31,356	28,801	93%	31,030	2,229	7%	31,030
7	30,361	93%	32,723	29,754	93%	32,069	29,147	93%	31,414	28,843	93%	31,087	2,244	7%	31,087
8	27,254	92%	29,662	26,709	92%	29,069	26,164	92%	28,476	25,391	92%	28,179	2,288	8%	28,179
9															
10															
11															
12															
<b>Tot</b>	278,207	92%	302,130	272,643	92%	296,087	267,079	92%	290,045	264,397	92%	287,024	22,727	8%	287,024

**Table #2: Year of Implementation for Existing Magnet Schools Included in the Project**

School Name	First School Year as a Magnet School	School Name	First School Year as a Magnet School
None			

Check here if all of the magnet schools included in the project are schools that are implementing a magnet program for the first time.

**Table #3: Enrollment Data—Magnet School**

Actual Enrollment as of October 1, 2006 (Current School Year)		Projected Enrollment as of October 1, 2007 (Year 1 of Project)					Projected Enrollment as of October 1, 2008 (Year 2 of Project)					Projected Enrollment as of October 1, 2009 (Year 3 of Project)							
GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students	GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Total Students
PK	48	100%	0	48	PK	46	96%	2	48	PK	44	92%	4	48	PK	32	89%	4	36
K	79	100%	0	79	K	76	99%	2	77	K	59	95%	3	62	K	38	90%	4	42
1	81	100%	0	81	1	79	100%	0	79	1	74	96%	3	77	1	48	92%	4	52
2	70	100%	0	70	2	81	100%	0	81	2	79	100%	0	79	2	60	97%	2	62
3	77	100%	0	77	3	70	100%	0	70	3	81	100%	0	81	3	62	97%	2	64
PK-3 Tot	355		0	355	PK-3 Tot	352	99%	4	355	PK-3 Tot	337	97%	10	347	PK-3 Tot	240	94%	16	256
4	0		0	0	4	73	95%	4	77	4	70	95%	4	74	4	77	97%	2	79
5	0		0	0	5	17	100%	3	17	5	73	91%	7	80	5	80	94%	5	85
6	0		0	0	6	17	100%	3	17	6	37	86%	6	43	6	80	92%	7	87
7	0		0	0	7	0		0	0	7	37	86%	6	43	7	65	92%	6	71
8	0		0	0	8	0		0	0	8	0		0	0	8	66	92%	6	72
4-8 Tot	0		0	0	4-8 Tot	107	96%	10	111	4-8 Tot	217	90%	23	240	4-8 Tot	368	93%	26	394
New minority students from feeder schools						+37					+40					+70			
9					9					9					9				
10					10					10					10				
11					11					11					11				
12					12					12					12				
Tot	355	100%	0	355	Tot	459	98%	14	466	Tot	554	94%	33	587	Tot	608	94%	42	650

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
  - Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented

<b>Table #3: Enrollment Data—Magnet School</b>																	
<b>Magnet School: Frazier Elementary School</b>																	
Actual Enrollment as of October 1, 2006 (Current School Year)			Projected Enrollment as of October 1, 2007 (Year 1 of Project)				Projected Enrollment as of October 1, 2008 (Year 2 of Project)				Projected Enrollment as of October 1, 2009 (Year 3 of Project)						
GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non- Minority Students	Non-Minority Student Pct.	Total Students	GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non- Minority Students	Non-Minority Student Pct.	Total Students	GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non- Minority Students	Non-Minority Student Pct.	Total Students
PK						PK						PK					
K					30	K	38	84%	7	16%	45	K	51	85%	9	15%	60
1					30	1	38	84%	7	16%	45	1	51	85%	9	15%	60
2					30	2	38	84%	7	16%	45	2	51	85%	9	15%	60
3					30	3	38	84%	7	16%	45	3	51	85%	9	15%	60
4					30	4	38	84%	7	16%	45	4	51	85%	9	15%	60
5					30	5	38	84%	7	16%	45	5	51	85%	9	15%	60
6						6						6					
7						7						7					
8						8						8					
9						9						9					
10						10						10					
11						11						11					
12						12						12					
Tot					180	Tot	228	84%	42	16%	270	Tot	306	85%	54	15%	360

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
  - Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented

<b>Table #3: Enrollment Data—Magnet School</b>																				
<b>Magnet School: Kershaw Elementary School</b>																				
Actual Enrollment as of October 1, 2006 (Current School Year)			Projected Enrollment as of October 1, 2007 (Year 1 of Project)				Projected Enrollment as of October 1, 2008 (Year 2 of Project)				Projected Enrollment as of October 1, 2009 (Year 3 of Project)									
GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non- Minority Students	Minority Student Pct.	Number of Non- Minority Students	Minority Student Pct.	Number of Non- Minority Students	Minority Student Pct.	Number of Non- Minority Students	Minority Student Pct.	Number of Non- Minority Students	Minority Student Pct.								
PK	29	100%	0	0%	29	42	98%	1	2%	43	54	97%	2	4%	56	67	94%	5	7%	71
K	26	100%	0	0%	26	38	95%	2	5%	40	51	97%	2	4%	53	64	94%	5	7%	68
1	29	100%	0	0%	29	40	95%	2	5%	42	53	97%	3	5%	55	66	94%	5	7%	70
2	38	100%	0	0%	38	49	100%	0	0%	49	58	97%	3	5%	60	70	94%	5	7%	74
3	23	100%	0	0%	23	36	100%	0	0%	36	49	97%	2	4%	50	59	94%	4	6%	63
4	23	100%	0	0%	23	36	100%	0	0%	36	49	97%	2	4%	50	59	94%	4	6%	63
5	17	100%	0	0%	17	33	100%	0	0%	33	48	97%	2	4%	49	58	94%	4	6%	62
6	24	100%	0	0%	24	37	100%	0	0%	37	49	97%	2	4%	51	60	94%	5	8%	64
7	19	100%	0	0%	19	35	100%	0	0%	35	49	97%	0	0%	50	58	94%	2	3%	62
8	24	100%	0	0%	24	37	100%	0	0%	37	49	97%	0	0%	50	59	94%	2	3%	63
9																				
10																				
11																				
12																				
Tot	252	100%	0	0%	252	383	99%	5	1%	388	508	97%	18	3%	524	620	94%	41	6%	660

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
  - Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented

<b>Table #3: Enrollment Data—Magnet School</b>																	
<b>Magnet School: Lakeshore East Elementary School</b>																	
Actual Enrollment as of October 1, 2006 (Current School Year)			Projected Enrollment as of October 1, 2007 (Year 1 of Project)				Projected Enrollment as of October 1, 2008 (Year 2 of Project)				Projected Enrollment as of October 1, 2009 (Year 3 of Project)						
Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students	Grade Level	Number of Minority Students	Minority Student Pct.	Number of Non-Minority Students	Non-Minority Student Pct.	Total Students
PK						PK						PK					
K						K	31	86%	5	14%	36	K	62	85%	11	15%	73
1						1	31	86%	5	14%	36	1	62	85%	11	15%	73
2						2	31	86%	5	14%	36	2	61	85%	11	15%	72
3						3	31	86%	5	14%	36	3	61	85%	11	15%	72
4						4	31	86%	5	14%	36	4	61	85%	11	15%	72
5						5	31	86%	5	14%	36	5	61	85%	11	15%	72
6						6	31	86%	5	14%	36	6	61	85%	11	15%	72
7						7	31	86%	5	14%	36	7	61	85%	11	15%	72
8						8	31	86%	5	14%	36	8	61	85%	11	15%	72
9						9						9					
10						10						10					
11						11						11					
12						12						12					
Tot						Tot	279	86%	45	14%	324	Tot	551	85%	99	15%	650

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
  - Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented

<b>Table #3: Enrollment Data—Magnet School</b>																								
<b>Magnet School: Oscar Mayer Elementary School</b>																								
Actual Enrollment as of October 1, 2006 (Current School Year)				Projected Enrollment as of October 1, 2007 (Year 1 of Project)				Projected Enrollment as of October 1, 2008 (Year 2 of Project)				Projected Enrollment as of October 1, 2009 (Year 3 of Project)												
GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non- Minority Students	Non-Minority Student Pct.	Total Students	GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non- Minority Students	Non-Minority Student Pct.	Total Students	GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non- Minority Students	Non-Minority Student Pct.	Total Students	GRADE LEVEL	Number of Minority Students	Minority Student Pct.	Number of Non- Minority Students	Non-Minority Student Pct.	Total Students	
PK	5	38%	8	62%	13	PK	17	61%	11	39%	28	PK	30	70%	13	30%	43	PK	39	67%	19	33%	58	
K	37	77%	11	23%	48	K	49	79%	13	21%	62	K	60	79%	16	21%	76	K	70	78%	20	22%	90	
1	39	91%	4	9%	43	1	49	86%	8	14%	57	1	59	83%	12	17%	71	1	69	80%	17	20%	86	
2	38	88%	5	12%	43	2	50	88%	7	12%	57	2	61	85%	11	15%	72	2	70	81%	16	19%	86	
3	47	89%	6	11%	53	3	59	88%	8	12%	67	3	70	86%	11	14%	81	3	79	83%	16	17%	95	
4	47	90%	5	10%	52	4	59	89%	7	11%	66	4	69	86%	11	14%	80	4	79	84%	15	16%	94	
5	54	92%	5	8%	59	5	66	90%	7	10%	73	5	76	87%	11	13%	87	5	85	84%	16	16%	101	
6	66	96%	3	4%	69	6	77	93%	6	7%	83	6	87	90%	10	10%	97	6	96	86%	15	14%	111	
7	69	95%	4	5%	73	7	81	93%	6	7%	87	7	90	90%	10	10%	100	7	99	87%	15	13%	114	
8	66	93%	5	7%	71	8	78	92%	7	8%	85	8	89	90%	10	10%	99	8	99	88%	14	12%	113	
9						9						9							9					
10						10						10							10					
11						11						11							11					
12						12						12							12					
Tot	468	89%	56	11%	524	Tot	585	88%	80	12%	665	Tot	691	86%	115	14%	806	Tot	785	83%	163	17%	948	

- Use a separate copy of this table (or the applicants own format) for each magnet school participating in the project.
  - Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2 and 3 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented

**Table 4: Enrollment Data—Feeder Schools**

Schools		Actual Enrollment as of October 1, 2006 (Current School Year)						Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)						
		Number of Minority Students	Minority Student Pt	Number of Non-Minority Students	Non-Minority Student Pt	Total Students		Number of Minority Students	Minority Student Pt	Number of Non-Minority Students	Non-Minority Student Pt	Total Students		Number of Minority Students	Minority Student Pt	Number of Non-Minority Students	Non-Minority Student Pt	Total Students		Number of Minority Students	Minority Student Pt	Number of Non-Minority Students	Non-Minority Student Pt	Total Students		
<b>Private Feeder Schools</b>																										
82 Private Schools (w/in 6 miles)	Miles Davis	7,476	54.5%	6,252	45.5%	13,728	7,476	55%	6,238	45%	13,714	7,476	55%	6,219	45%	13,695	7,476	55%	6,210	45%	13,686					
79 Private Schools (w/in 6 miles)	Frazier	5,405	50.7%	5,263	49.3%	10,668	5,405	51%	5,233	49%	10,638	5,405	51%	5,221	49%	10,626	5,405	51%	5,209	49%	10,614					
76 Private Schools (w/in 6 miles)	Kershaw	13,143	74.2%	4,576	25.8%	17,719	13,143	74%	4,571	26%	17,714	13,143	74%	4,558	26%	17,701	13,143	74%	4,535	26%	17,678					
54 Private Schools (w/in 6 miles)	Lakeshore	7,346	57.0%	5,553	43.0%	12,899	N/A	N/A	N/A	N/A	N/A	7,346	57%	5,508	43%	12,854	7,346	57%	5,454	43%	12,800					
85 Private Schools (w/in 6 miles)	Mayer	9,935	52.7%	8,916	47.3%	18,851	9,935	53%	8,892	47%	18,827	9,935	53%	8,857	47%	18,792	9,935	53%	8,809	47%	18,744					
<b>Private Totals</b>		<b>35,959</b>	<b>59.0%</b>	<b>25,007</b>	<b>41.0%</b>	<b>60,966</b>	<b>35,959</b>	<b>59%</b>	<b>24,934</b>	<b>41%</b>	<b>60,893</b>	<b>35,959</b>	<b>59%</b>	<b>24,855</b>	<b>41%</b>	<b>60,814</b>	<b>35,959</b>	<b>59%</b>	<b>24,763</b>	<b>41%</b>	<b>60,722</b>					

\*\*\*Shaded rows indicate public feeder schools losing minority students to new magnet schools Miles Davis (grades 4-8), Frazier, or Lakeshore East to meet Objective 1.1.b.

**Table 4: Enrollment Data—Feeder Schools**

Schools		Actual Enrollment as of October 1, 2006 (Current School Year)						Projected Enrollment as of October 1, 2007 (Year 1 of Project)						Projected Enrollment as of October 1, 2008 (Year 2 of Project)						Projected Enrollment as of October 1, 2009 (Year 3 of Project)					
Feeder	Magnet(s)	Number of Minority Students	Minority Student Pt	Number of Non-Minority Students	Non-Minority Student Pt	Total Students	Number of Minority Students	Minority Student Pt	Number of Non-Minority Students	Non-Minority Student Pt	Total Students	Number of Minority Students	Minority Student Pt	Number of Non-Minority Students	Non-Minority Student Pt	Total Students	Number of Minority Students	Minority Student Pt	Number of Non-Minority Students	Non-Minority Student Pt	Total Students				
		Public Feeder Schools																							
	Frazier, Kershaw, Miles Davis, Lakeshore	120	99.2%	1	0.8%	121	120	99.2%	1	0.8%	121	120	99.2%	1	0.8%	121	125	99.2%	1	0.8%	126				
ABBOTT		310	87.3%	45	12.7%	355	306	87.2%	45	12.8%	351	306	87.2%	45	12.8%	351	306	87.2%	45	12.8%	351				
AGASSIZ	Frazier, Mayer, Lakeshore	257	56.7%	196	43.3%	453	257	56.7%	196	43.3%	453	257	56.7%	196	43.3%	453	257	56.7%	196	43.3%	453				
ALCOTT	Mayer, Lakeshore	688	99.3%	5	0.7%	693	678	99.3%	5	0.7%	683	678	99.3%	5	0.7%	683	678	99.3%	5	0.7%	683				
ALTGELD	Kershaw, Miles Davis	556	95.4%	27	4.6%	583	556	95.4%	27	4.6%	583	550	95.3%	27	4.7%	577	540	95.2%	27	4.8%	567				
ANDERSEN	Frazier, Mayer, Lakeshore	226	87.9%	31	12.1%	257	226	87.9%	31	12.1%	257	226	87.9%	31	12.1%	257	226	87.9%	31	12.1%	257				
ARMOUR	Kershaw, Miles Davis, Lakeshore	788	98.6%	11	1.4%	799	788	98.6%	11	1.4%	799	788	98.6%	11	1.4%	799	768	98.6%	11	1.4%	799				
AMES	Frazier, Mayer, Lakeshore	372	99.7%	1	0.3%	373	372	99.7%	1	0.3%	373	372	99.7%	1	0.3%	373	372	99.7%	1	0.3%	373				
ATTUCKS	Frazier, Kershaw,																								





BURBANK	Frazier	1274	98.6%	18	1.4%	1292	1271	98.6%	18	1.4%	1288	1267	98.6%	18	1.4%	1265	1260	98.6%	16	1.4%	1276	
	Kershaw, Miles Davis, Lakeshore																					
BURKE	Frazier, Mayer, Lakeshore	226	100.0%	0	0.0%	226	226	100.0%	0	0.0%	226	226	100.0%	0	0.0%	226	226	100.0%	0	0.0%	226	
BURLEY	Kershaw, Miles Davis	298	62.6%	178	37.4%	476	298	62.6%	178	37.4%	476	298	62.6%	178	37.4%	476	298	62.6%	178	37.4%	476	
BURNHAM	Frazier, Miles Davis	144	100.0%	0	0.0%	144	144	100.0%	0	0.0%	144	144	100.0%	0	0.0%	144	151	100.0%	0	0.0%	15	
CASTELLANOS	Frazier, Lakeshore	586	99.8%	1	0.2%	587	586	99.8%	1	0.2%	587	586	99.8%	1	0.2%	587	586	99.8%	1	0.2%	587	
BURR	Frazier, Mayer, Lakeshore	289	94.8%	16	5.2%	305	289	94.8%	16	5.2%	305	289	94.8%	16	5.2%	305	289	94.8%	16	5.2%	305	
BURROUGHS	Frazier, Miles Davis, Lakeshore	512	94.1%	32	5.9%	544	512	94.1%	32	5.9%	544	512	94.1%	32	5.9%	544	502	94.0%	32	6.0%	534	
BRUNSON	Frazier, Mayer	926	99.9%	1	0.1%	927	926	99.9%	1	0.1%	927	926	99.9%	1	0.1%	927	926	99.9%	1	0.1%	927	
BYRNE	Frazier	349	52.0%	322	48.0%	671	349	52.0%	322	48.0%	671	349	52.0%	322	48.0%	671	349	52.0%	322	48.0%	671	
CALDWELL	Kershaw, Miles Davis	445	100.0%	0	0.0%	445	445	100.0%	0	0.0%	445	445	100.0%	0	0.0%	445	445	100.0%	0	0.0%	445	
LITTLE VILLAGE	Frazier, Miles Davis, Lakeshore	792	99.9%	1	0.1%	793	792	99.9%	1	0.1%	793	789	99.9%	1	0.1%	790	785	99.9%	1	0.1%	786	
CAMERON	Frazier, Mayer, Lakeshore	1071	99.9%	1	0.1%	1072	1071	99.9%	1	0.1%	1072	1071	99.9%	1	0.1%	1072	1071	99.9%	1	0.1%	1072	
CARNEGIE	Kershaw, Miles Davis	688	99.4%	4	0.6%	672	688	99.4%	4	0.6%	662	688	99.4%	4	0.6%	662	648	99.4%	4	0.6%	652	
CARPENTER	Frazier, Mayer, Lakeshore	343	96.1%	14	3.9%	357	338	96.0%	14	4.0%	347	333	96.0%	14	4.0%	347	333	96.0%	14	4.0%	347	
CARROLL	Kershaw, Miles Davis	310	100.0%	0	0.0%	310	310	100.0%	0	0.0%	310	310	100.0%	0	0.0%	310	310	100.0%	0	0.0%	310	
CARSON	Frazier, Kershaw, Miles Davis	1274	99.8%	2	0.2%	1276	1271	99.8%	2	0.2%	1273	1267	99.8%	2	0.2%	1269	1260	99.8%	2	0.2%	1262	
CARTER	Kershaw, Miles Davis	423	100.0%	0	0.0%	423	423	100.0%	0	0.0%	423	423	100.0%	0	0.0%	423	423	100.0%	0	0.0%	423	
GREELEY	Mayer, Lakeshore	435	89.1%	53	10.9%	488	435	89.1%	53	10.9%	488	435	89.1%	53	10.9%	488	425	88.9%	53	11.1%	478	
CHALMERS	Frazier, Mayer, Lakeshore	290	100.0%	0	0.0%	290	290	100.0%	0	0.0%	290	290	100.0%	0	0.0%	290	290	100.0%	0	0.0%	290	
CHAPPELL	Mayer	347	87.2%	51	12.8%	398	347	87.2%	51	12.8%	398	342	87.0%	51	13.0%	393	342	87.0%	51	13.0%	393	
CHASE	Frazier, Mayer,	563	95.6%	26	4.4%	589	563	95.6%	26	4.4%	589	563	95.6%	26	4.4%	589	563	95.6%	26	4.4%	589	



DIXON	Kershaw, Miles Davis	665	100.0%	0	0.0%	665	660	100.0%	0	0.0%	660	660	100.0%	0	0.0%	660
DODGE	Frazier, Mayer, Lakeshore	457	100.0%	0	0.0%	457	457	100.0%	0	0.0%	457	457	100.0%	0	0.0%	457
DOOLITTLE INTERMEDIATE	Kershaw, Miles Davis, Lakeshore	548	100.0%	0	0.0%	548	548	100.0%	0	0.0%	553	553	100.0%	0	0.0%	553
DRAKE	Frazier, Kershaw, Mayer, Miles Davis, Lakeshore	368	99.2%	3	0.8%	371	366	99.2%	3	0.8%	366	366	99.2%	3	0.8%	366
EARLE	Kershaw, Miles Davis	486	99.8%	1	0.2%	487	487	99.8%	1	0.2%	487	487	99.8%	1	0.2%	487
EBERHART	Kershaw, Miles Davis	1740	97.4%	47	2.6%	1787	1787	97.4%	47	2.6%	1777	1777	97.4%	47	2.6%	1777
EDWARDS	Frazier, Kershaw, Miles Davis	1141	93.4%	81	6.6%	1222	1131	93.3%	81	6.7%	1212	1121	93.3%	81	6.7%	1202
ELLINGTON	Frazier	607	100.0%	0	0.0%	607	607	100.0%	0	0.0%	607	607	100.0%	0	0.0%	607
EMMET	Frazier	568	100.0%	0	0.0%	568	568	100.0%	0	0.0%	568	568	100.0%	0	0.0%	568
ESMOND	Miles Davis	489	99.8%	1	0.2%	490	487	99.8%	1	0.2%	483	475	99.8%	1	0.2%	476
EVERETT	Frazier, Kershaw, Miles Davis, Lakeshore	350	93.8%	23	6.2%	373	345	93.8%	23	6.3%	368	345	93.8%	23	6.3%	368
FALCONER	Frazier, Mayer	1404	92.0%	122	8.0%	1526	1404	92.0%	122	8.0%	1516	1394	92.0%	122	8.0%	1516
FERMI	Kershaw, Miles Davis	326	100.0%	0	0.0%	326	326	100.0%	0	0.0%	326	326	100.0%	0	0.0%	326
FERNWOOD	Kershaw, Miles Davis	436	100.0%	0	0.0%	436	436	100.0%	0	0.0%	436	436	100.0%	0	0.0%	436
FISKE	Kershaw, Miles Davis	428	100.0%	0	0.0%	428	428	100.0%	0	0.0%	428	423	100.0%	0	0.0%	423
TELPOHCALLI	Frazier, Kershaw, Mayer, Miles Davis, Lakeshore	283	98.3%	5	1.7%	288	283	98.3%	5	1.7%	288	283	98.3%	5	1.7%	288
BELMONT-CRAGIN	Frazier, Mayer	262	98.9%	3	1.1%	265	262	98.9%	3	1.1%	265	262	98.9%	3	1.1%	265
FORT DEARBORN	Kershaw, Miles Davis	680	100.0%	0	0.0%	680	680	100.0%	0	0.0%	680	680	100.0%	0	0.0%	680
KELLMAN	Frazier, Mayer	295	100.0%	0	0.0%	295	295	100.0%	0	0.0%	295	295	100.0%	0	0.0%	295
FOSTER PARK	Kershaw, Miles Davis	581	100.0%	0	0.0%	581	581	100.0%	0	0.0%	581	581	100.0%	0	0.0%	581
FULLER	Kershaw, Miles Davis, Lakeshore	329	100.0%	0	0.0%	329	329	100.0%	0	0.0%	329	329	100.0%	0	0.0%	329

FULTON	Frazier, Kershaw, Miles Davis	727	100.0%	0	0.0%	727	727	100.0%	0	0.0%	727	727	100.0%	0	0.0%	727
FUNSTON	Frazier, Mayer, Lakeshore	618	99.5%	3	0.5%	621	611	99.5%	3	0.5%	611	608	99.5%	3	0.5%	611
GARY	Frazier, Kershaw, Miles Davis	1286	100.0%	0	0.0%	1286	1286	100.0%	0	0.0%	1286	1286	100.0%	0	0.0%	1286
GILLESPIE	Kershaw, Miles Davis	713	99.9%	1	0.1%	714	711	99.9%	1	0.1%	711	707	99.9%	1	0.1%	700
GLADSTONE	Frazier, Mayer, Lakeshore	423	98.1%	8	1.9%	431	431	98.1%	8	1.9%	426	418	98.1%	8	1.9%	426
GOETHE	Frazier, Mayer, Lakeshore	633	96.9%	20	3.1%	653	653	96.9%	20	3.1%	653	633	96.9%	20	3.1%	653
GOUDY	Mayer	645	87.0%	96	13.0%	741	741	87.0%	96	13.0%	741	645	87.0%	96	13.0%	741
GRAHAM	Frazier, Kershaw, Lakeshore	390	63.1%	228	36.9%	618	618	63.1%	228	36.9%	618	385	62.8%	228	37.2%	613
GRAY	Frazier, Mayer	1020	78.9%	272	21.1%	1292	1292	78.9%	272	21.1%	1292	1020	78.9%	272	21.1%	1292
ORTIZ DE DOMINGUEZ	Frazier, Kershaw, Miles Davis	799	99.8%	2	0.2%	801	801	99.8%	2	0.2%	801	809	99.8%	2	0.2%	811
ARIEL	Miles Davis, Lakeshore	428	99.3%	3	0.7%	431	431	99.3%	3	0.7%	431	428	99.3%	3	0.7%	431
GREENE	Frazier, Kershaw, Miles Davis, Lakeshore	586	94.2%	36	5.8%	622	622	94.2%	36	5.8%	622	576	94.1%	36	5.9%	612
GREGORY	Frazier, Mayer, Lakeshore	428	100.0%	0	0.0%	428	428	100.0%	0	0.0%	428	428	100.0%	0	0.0%	428
GRESHAM	Kershaw, Miles Davis	502	100.0%	0	0.0%	502	502	100.0%	0	0.0%	502	502	100.0%	0	0.0%	502
GRIMES	Miles Davis	137	77.0%	41	23.0%	178	178	77.0%	41	23.0%	178	142	77.6%	41	22.4%	183
HAINES	Frazier, Kershaw, Mayer, Miles Davis, Lakeshore	745	99.3%	5	0.7%	750	750	99.3%	5	0.7%	747	738	99.3%	5	0.7%	743
HALE	Miles Davis	565	63.4%	326	36.6%	891	891	63.4%	326	36.6%	891	565	63.4%	326	36.6%	891
HEROES	Kershaw	748	100.0%	0	0.0%	748	748	100.0%	0	0.0%	748	748	100.0%	0	0.0%	748
HAMILTON	Mayer, Lakeshore	159	75.0%	53	25.0%	212	212	75.0%	53	25.0%	212	159	75.0%	53	25.0%	212
HAMLIN	Frazier, Kershaw,	403	99.0%	4	1.0%	407	407	99.0%	4	1.0%	402	398	99.0%	4	1.0%	402





KEY	Frazier	452	99.8%	1	0.2%	453	452	99.8%	1	0.2%	453	452	99.8%	1	0.2%	453
CASALS	Frazier, Mayer, Lakeshore	639	99.4%	4	0.6%	643	639	99.4%	4	0.6%	643	639	99.4%	4	0.6%	643
KILMER	Mayer	841	96.2%	33	3.8%	874	831	96.2%	33	3.8%	864	826	96.2%	33	3.8%	859
KING	Frazier, Mayer, Lakeshore	348	100.0%	0	0.0%	348	348	100.0%	0	0.0%	348	348	100.0%	0	0.0%	348
CARDENAS	Frazier, Mayer, Miles Davis, Lakeshore	409	100.0%	0	0.0%	409	409	100.0%	0	0.0%	409	409	100.0%	0	0.0%	409
KINZIE SCHOOL	Frazier, Miles Davis	383	54.7%	317	45.3%	700	383	54.7%	317	45.3%	700	383	54.7%	317	45.3%	700
KIPLING	Kershaw, Miles Davis	478	100.0%	0	0.0%	478	478	100.0%	0	0.0%	478	478	100.0%	0	0.0%	478
KOHIN	Kershaw, Miles Davis	640	100.0%	0	0.0%	640	640	100.0%	0	0.0%	640	640	100.0%	0	0.0%	640
LOZANO	Frazier, Mayer, Lakeshore	440	97.3%	12	2.7%	452	440	97.3%	12	2.7%	452	440	97.3%	12	2.7%	452
KOZMINSKI	Kershaw, Miles Davis, Lakeshore	457	99.6%	2	0.4%	459	457	99.6%	2	0.4%	459	447	99.6%	2	0.4%	449
LAFAYETTE	Frazier, Mayer, Lakeshore	652	99.5%	3	0.5%	655	645	99.5%	3	0.5%	648	638	99.5%	3	0.5%	641
GREEN W	Kershaw, Miles Davis	275	100.0%	0	0.0%	275	275	100.0%	0	0.0%	275	275	100.0%	0	0.0%	275
LAWDALE	Frazier, Mayer, Lakeshore	509	100.0%	0	0.0%	509	509	100.0%	0	0.0%	509	509	100.0%	0	0.0%	509
LEMOYNE	Mayer, Lakeshore	49	80.3%	12	19.7%	61	49	80.3%	12	19.7%	61	49	80.3%	12	19.7%	61
LEWIS	Frazier, Mayer	1036	99.9%	1	0.1%	1037	1036	99.9%	1	0.1%	1037	1036	99.9%	1	0.1%	1037
LIBBY	Frazier, Kershaw, Miles Davis	701	99.9%	1	0.1%	702	701	99.9%	1	0.1%	702	701	99.9%	1	0.1%	702
LINCOLN	Frazier, Mayer, Lakeshore	270	40.8%	391	59.2%	661	270	40.8%	391	59.2%	661	270	40.8%	391	59.2%	661
LINNE	Frazier, Mayer, Lakeshore	683	96.2%	27	3.8%	710	683	96.2%	27	3.8%	710	676	96.2%	27	3.8%	703
LLOYD	Frazier, Mayer	1380	98.7%	18	1.3%	1398	1380	98.7%	18	1.3%	1398	1380	98.7%	18	1.3%	1398
LOCKE	Frazier	994	86.4%	156	13.6%	1150	994	86.4%	156	13.6%	1150	994	86.4%	156	13.6%	1150
LOVETT	Frazier	587	99.7%	2	0.3%	589	587	99.7%	2	0.3%	589	587	99.7%	2	0.3%	589
LOWELL	Frazier, Mayer,	759	99.6%	3	0.4%	762	759	99.6%	3	0.4%	762	759	99.6%	3	0.4%	762





MONTEFIORE	Frazier, Mayer, Lakeshore	99	98.0%	2	2.0%	101	99	98.0%	2	2.0%	101	99	98.0%	2	2.0%	101
MOOS	Frazier, Mayer, Lakeshore	656	98.8%	8	1.2%	664	656	98.8%	8	1.2%	664	656	98.8%	8	1.2%	664
MORRILL	Kershaw, Miles Davis	1043	99.9%	1	0.1%	1044	1043	99.9%	1	0.1%	1044	1029	99.9%	1	0.1%	1030
MOUNT GREENWOOD	Miles Davis	164	28.2%	417	71.8%	581	164	28.2%	417	71.8%	581	164	28.2%	417	71.8%	581
MOUNT VERNON	Kershaw, Miles Davis	390	100.0%	0	0.0%	390	390	100.0%	0	0.0%	390	390	100.0%	0	0.0%	390
MOZART	Frazier, Mayer	879	99.1%	8	0.9%	887	879	99.1%	8	0.9%	887	879	99.1%	8	0.9%	887
MURPHY	Frazier, Mayer	466	83.1%	95	16.9%	561	466	83.1%	95	16.9%	561	463	83.0%	95	17.0%	558
NASH	Frazier, Mayer	634	99.8%	1	0.2%	635	634	99.8%	1	0.2%	635	634	99.8%	1	0.2%	635
NEIL	Kershaw, Miles Davis	423	99.5%	2	0.5%	425	423	99.5%	2	0.5%	425	418	99.5%	2	0.5%	420
NETTELHORST	Mayer, Lakeshore	253	55.5%	203	44.5%	456	253	55.5%	203	44.5%	456	253	55.5%	203	44.5%	456
NIGHTINGALE	Frazier, Kershaw, Miles Davis	1337	98.9%	15	1.1%	1352	1334	98.9%	15	1.1%	1349	1323	98.9%	15	1.1%	1338
NIXON	Frazier, Mayer	1073	99.4%	7	0.6%	1080	1073	99.4%	7	0.6%	1080	1073	99.4%	7	0.6%	1080
NOBEL	Frazier, Mayer	858	99.3%	6	0.7%	864	858	99.3%	6	0.7%	864	858	99.3%	6	0.7%	864
WEST PARK	Frazier, Mayer	759	99.9%	1	0.1%	760	759	99.9%	1	0.1%	760	759	99.9%	1	0.1%	760
OGDEN	Frazier, Mayer, Lakeshore	384	62.0%	235	38.0%	619	384	62.0%	235	38.0%	619	384	62.0%	235	38.0%	619
OGLESBY	Kershaw, Miles Davis	663	100.0%	0	0.0%	663	663	100.0%	0	0.0%	663	663	100.0%	0	0.0%	663
OKEEFE	Kershaw, Miles Davis	746	100.0%	0	0.0%	746	746	100.0%	0	0.0%	746	746	100.0%	0	0.0%	746
PICCOLO	Frazier, Mayer	802	100.0%	0	0.0%	802	802	100.0%	0	0.0%	802	802	100.0%	0	0.0%	802
OTIS	Frazier, Mayer, Lakeshore	450	96.4%	17	3.6%	467	450	96.4%	17	3.6%	467	443	96.3%	17	3.7%	460
OTOOLE	Kershaw, Miles Davis	772	100.0%	0	0.0%	772	772	100.0%	0	0.0%	772	772	100.0%	0	0.0%	772
OWEN	Kershaw, Miles Davis	232	92.8%	18	7.2%	250	232	92.8%	18	7.2%	250	227	92.7%	18	7.3%	245
WELLS	Kershaw, Miles Davis, Lakeshore	149	100.0%	0	0.0%	149	149	100.0%	0	0.0%	149	149	100.0%	0	0.0%	149
PALMER	Mayer	602	64.5%	331	35.5%	933	592	64.1%	331	35.9%	923	592	64.1%	331	35.9%	923
PARKER	Kershaw, Miles Davis	588	99.5%	3	0.5%	591	588	99.5%	3	0.5%	591	588	99.5%	3	0.5%	591
PARKMAN	Kershaw, Miles Davis, Lakeshore	275	100.0%	0	0.0%	275	275	100.0%	0	0.0%	275	275	100.0%	0	0.0%	275

	Kershaw, Miles Davis	391	100.0%	0	0.0%	391	100.0%	0	0.0%	391	100.0%	0	0.0%	391
PARK MANOR	Kershaw, Miles Davis	372	99.7%	1	0.3%	373	99.7%	1	0.3%	373	99.7%	1	0.3%	373
PARKSIDE	Frazier, Kershaw	1189	89.5%	139	10.5%	1328	89.5%	139	10.5%	1328	89.5%	139	10.5%	1328
PASTEUR	Frazier, Mayer, Lakeshore	274	99.3%	2	0.7%	276	99.3%	2	0.7%	276	99.3%	2	0.7%	271
PEABODY	Frazier, Kershaw, Miles Davis	1385	95.9%	59	4.1%	1444	95.9%	59	4.1%	1444	95.9%	59	4.1%	1444
PECK	Frazier, Mayer, Lakeshore	494	95.7%	22	4.3%	516	95.7%	22	4.3%	513	95.6%	22	4.4%	502
IRVING	Mayer, Lakeshore	848	91.8%	76	8.2%	924	91.8%	76	8.2%	924	91.8%	76	8.2%	924
PEIRCE	Mayer													
PENN	Frazier, Mayer, Lakeshore	420	100.0%	0	0.0%	420	100.0%	0	0.0%	420	100.0%	0	0.0%	420
PENNS	Kershaw, Miles Davis	675	100.0%	0	0.0%	675	100.0%	0	0.0%	675	100.0%	0	0.0%	675
WASHINGTON H	Frazier, Kershaw, Mayer, Miles Davis, Lakeshore	1006	98.5%	15	1.5%	1021	98.5%	15	1.5%	1021	98.5%	15	1.5%	1014
RUIZ	Mayer	722	75.1%	239	24.9%	961	75.1%	239	24.9%	961	75.1%	239	24.9%	961
PETERSON	Mayer													
PETERSON	Kershaw, Miles Davis,	520	100.0%	0	0.0%	520	100.0%	0	0.0%	520	100.0%	0	0.0%	520
GARVEY	Frazier,													
GARVEY	Kershaw, Mayer, Miles Davis, Lakeshore	637	98.5%	10	1.5%	647	98.4%	10	1.6%	637	98.4%	10	1.6%	627
PICKARD	Kershaw, Miles Davis	551	99.8%	1	0.2%	552	99.8%	1	0.2%	552	99.8%	1	0.2%	552
PIRIE	Frazier, Mayer, Lakeshore	207	100.0%	0	0.0%	207	100.0%	0	0.0%	207	100.0%	0	0.0%	207
PLAMONDON	Frazier, Mayer, Lakeshore	461	99.8%	1	0.2%	462	99.8%	1	0.2%	462	99.8%	1	0.2%	462
WARD L	Frazier, Mayer, Lakeshore	175	100.0%	0	0.0%	175	100.0%	0	0.0%	175	100.0%	0	0.0%	175
POPE	Mayer, Lakeshore	679	59.2%	468	40.8%	1147	59.2%	468	40.8%	1147	59.2%	468	40.8%	1147
FORTAGE PARK	Mayer													
FORTAGE PARK	Frazier, Mayer, Lakeshore	195	93.8%	13	6.3%	208	93.8%	13	6.3%	208	93.8%	13	6.3%	208
PRESCOTT	Frazier, Mayer, Lakeshore	195	93.8%	13	6.3%	208	93.8%	13	6.3%	208	93.8%	13	6.3%	208

	Frazier, Mayer, Lakeshore	855	97.5%	22	2.5%	877	855	97.5%	22	2.5%	872	850	97.5%	22	2.5%	872	850	97.5%	22	2.5%	872
PULASKI																					
	Kershaw, Miles Davis	363	100.0%	0	0.0%	363	363	100.0%	0	0.0%	363	363	100.0%	0	0.0%	363	363	100.0%	0	0.0%	363
JOHNS																					
	Mayer	409	85.4%	70	14.6%	479	404	85.2%	70	14.8%	474	404	85.2%	70	14.9%	474	404	85.2%	70	14.8%	474
RAVENSWOOD																					
	Kershaw, Miles Davis	537	82.1%	117	17.9%	654	528	81.9%	117	18.1%	645	528	81.9%	117	18.1%	645	525	81.8%	117	18.2%	642
RAY																					
	Kershaw, Miles Davis, Lakeshore	402	99.8%	1	0.2%	403	402	99.8%	1	0.2%	403	402	99.8%	1	0.2%	403	402	99.8%	1	0.2%	403
REAVIS																					
	Frazier, Mayer	1382	89.1%	169	10.9%	1551	1382	89.1%	169	10.9%	1551	1382	89.1%	169	10.9%	1551	1382	89.1%	169	10.9%	1551
REILLY																					
	Frazier, Mayer	950	74.6%	324	25.4%	1274	950	74.6%	324	25.4%	1274	950	74.6%	324	25.4%	1274	950	74.6%	324	25.4%	1274
REINBERG																					
	Kershaw, Miles Davis	528	100.0%	0	0.0%	528	528	100.0%	0	0.0%	528	528	100.0%	0	0.0%	528	528	100.0%	0	0.0%	528
REVERE																					
	Frazier, Kershaw, Miles Davis, Lakeshore	938	96.0%	19	2.0%	957	935	98.0%	19	2.0%	954	931	98.0%	19	2.0%	950	924	98.0%	19	2.0%	943
CHAVEZ																					
	Kershaw, Miles Davis	502	100.0%	0	0.0%	502	502	100.0%	0	0.0%	502	502	100.0%	0	0.0%	502	502	100.0%	0	0.0%	502
ROSS																					
	Kershaw, Miles Davis	439	100.0%	0	0.0%	439	439	100.0%	0	0.0%	439	439	100.0%	0	0.0%	439	439	100.0%	0	0.0%	439
RUGGLES																					
	Kershaw, Miles Davis	455	100.0%	0	0.0%	455	455	100.0%	0	0.0%	455	455	100.0%	0	0.0%	455	455	100.0%	0	0.0%	455
RYDER																					
	Frazier, Mayer, Lakeshore	516	100.0%	0	0.0%	516	516	100.0%	0	0.0%	516	516	100.0%	0	0.0%	516	516	100.0%	0	0.0%	516
RYERSON																					
	Frazier	183	100.0%	0	0.0%	183	183	100.0%	0	0.0%	183	183	100.0%	0	0.0%	183	183	100.0%	0	0.0%	183
ARMSTRONG L																					
	Frazier, Kershaw, Miles Davis	1986	99.1%	19	0.9%	2005	1986	99.1%	19	0.9%	2005	1986	99.1%	19	0.9%	2005	1986	99.1%	19	0.9%	2005
SAWYER																					
	Frazier	487	90.2%	53	9.8%	540	487	90.2%	53	9.8%	540	487	90.2%	53	9.8%	540	487	90.2%	53	9.8%	540
SAYRE																					
	Frazier, Mayer	956	89.6%	111	10.4%	1067	956	89.6%	111	10.4%	1067	951	89.5%	111	10.5%	1062	951	89.5%	111	10.5%	1062
SCAMMON																					
	Kershaw, Miles Davis	447	100.0%	0	0.0%	447	447	100.0%	0	0.0%	447	447	100.0%	0	0.0%	447	447	100.0%	0	0.0%	447
BONTEMPS																					
	Frazier, Mayer, Lakeshore	271	100.0%	0	0.0%	271	271	100.0%	0	0.0%	271	271	100.0%	0	0.0%	271	271	100.0%	0	0.0%	271
SCHILLER																					
	Frazier, Mayer, Lakeshore	175	97.2%	5	2.8%	180	175	97.2%	5	2.8%	180	175	97.2%	5	2.8%	180	175	97.2%	5	2.8%	180
SCHNEIDER																					
	Frazier, Mayer	1297	93.7%	87	6.3%	1384	1297	93.7%	87	6.3%	1384	1297	93.7%	87	6.3%	1384	1297	93.7%	87	6.3%	1384
SCHUBERT																					
	Frazier, Kershaw, Miles Davis, Lakeshore	708	99.2%	6	0.8%	714	708	99.2%	6	0.8%	714	708	99.2%	6	0.8%	714	708	99.2%	6	0.8%	714
SEWARD																					
	Kershaw, Miles Davis	542	100.0%	0	0.0%	542	542	100.0%	0	0.0%	542	542	100.0%	0	0.0%	542	542	100.0%	0	0.0%	542
SEXTON A O																					

COLUMBIA EXPLORERS	Frazier, Kershaw, Miles Davis	1011	98.0%	21	2.0%	1032	1011	98.0%	21	2.0%	1032	1011	98.0%	21	2.0%	1032
	Kershaw	1226	99.8%	3	0.2%	1229	1226	99.8%	3	0.2%	1229	1226	99.8%	3	0.2%	1229
SHERMAN	Kershaw, Miles Davis	615	99.7%	2	0.3%	617	615	99.7%	2	0.3%	617	615	99.7%	2	0.3%	617
	Miles Davis	417	100.0%	0	0.0%	417	417	100.0%	0	0.0%	417	417	100.0%	0	0.0%	417
SHIELDS	Frazier, Kershaw, Miles Davis	1783	97.8%	41	2.2%	1824	1783	97.8%	41	2.2%	1824	1783	97.8%	41	2.2%	1824
	Kershaw, Miles Davis, Lakeshore	350	99.4%	2	0.6%	352	350	99.4%	2	0.6%	352	350	99.4%	2	0.6%	352
SHOESMITH	Kershaw, Miles Davis	877	100.0%	0	0.0%	877	877	100.0%	0	0.0%	877	877	100.0%	0	0.0%	877
	Miles Davis	294	99.7%	1	0.3%	295	294	99.7%	1	0.3%	295	294	99.7%	1	0.3%	295
SCHMID	Miles Davis	221	56.8%	168	43.2%	389	221	56.8%	168	43.2%	389	221	56.8%	168	43.2%	389
	Mayer	949	99.8%	2	0.2%	951	949	99.8%	2	0.2%	951	949	99.8%	2	0.2%	951
SOLOMON	Frazier, Mayer					948					948					937
	Mayer															
SPRY	Frazier, Kershaw, Mayer, Miles Davis,															
	Lakeshore	809	99.8%	2	0.2%	811	809	99.8%	2	0.2%	811	809	99.8%	2	0.2%	811
STEVENSON	Kershaw, Miles Davis	1120	90.3%	120	9.7%	1240	1120	90.3%	120	9.7%	1240	1120	90.2%	120	9.8%	1230
	Mayer, Lakeshore	359	95.2%	18	4.8%	377	359	95.2%	18	4.8%	377	359	95.2%	18	4.8%	377
STEWART	Kershaw, Miles Davis	517	100.0%	0	0.0%	517	517	100.0%	0	0.0%	517	517	100.0%	0	0.0%	517
	Mayer, Lakeshore	484	95.9%	20	4.1%	484	484	95.9%	20	4.1%	484	484	95.9%	20	4.1%	484
STOCKTON	Frazier, Mayer, Lakeshore	1094	99.1%	10	0.9%	1104	1094	99.1%	10	0.9%	1104	1094	99.1%	10	0.9%	1090
	Lakeshore	755	99.0%	8	1.0%	763	755	99.0%	8	1.0%	763	755	99.0%	8	1.0%	763
STOWE	Kershaw	602	100.0%	0	0.0%	602	602	100.0%	0	0.0%	602	602	100.0%	0	0.0%	602
	Frazier, Mayer	444	56.0%	349	44.0%	793	444	56.0%	349	44.0%	793	444	56.0%	349	44.0%	793
SULLIVAN	Kershaw, Miles Davis	500	79.6%	128	20.4%	628	500	79.6%	128	20.4%	628	500	79.6%	128	20.4%	628
	Mayer															
SUMNER	Frazier, Mayer, Lakeshore	508	92.9%	39	7.1%	547	508	92.9%	39	7.1%	547	508	92.9%	39	7.1%	547
	Lakeshore	582	99.8%	1	0.2%	583	582	99.8%	1	0.2%	583	582	99.8%	1	0.2%	583
SUTHERLAND	Frazier, Mayer, Lakeshore	475	99.2%	4	0.8%	479	475	99.2%	4	0.8%	479	475	99.2%	4	0.8%	479
	Lakeshore	885	98.1%	17	1.9%	902	885	98.1%	17	1.9%	902	885	98.1%	17	1.9%	902
SWIFT	Frazier, Mayer, Lakeshore	475	99.2%	4	0.8%	479	475	99.2%	4	0.8%	479	475	99.2%	4	0.8%	479
	Lakeshore	885	98.1%	17	1.9%	902	885	98.1%	17	1.9%	902	885	98.1%	17	1.9%	902
TALCOTT	Frazier, Mayer, Lakeshore	475	99.2%	4	0.8%	479	475	99.2%	4	0.8%	479	475	99.2%	4	0.8%	479
	Lakeshore	885	98.1%	17	1.9%	902	885	98.1%	17	1.9%	902	885	98.1%	17	1.9%	902
THORP J N	Frazier, Mayer, Lakeshore	475	99.2%	4	0.8%	479	475	99.2%	4	0.8%	479	475	99.2%	4	0.8%	479
	Lakeshore	885	98.1%	17	1.9%	902	885	98.1%	17	1.9%	902	885	98.1%	17	1.9%	902
TILTON	Frazier, Mayer, Lakeshore	475	99.2%	4	0.8%	479	475	99.2%	4	0.8%	479	475	99.2%	4	0.8%	479
	Lakeshore	885	98.1%	17	1.9%	902	885	98.1%	17	1.9%	902	885	98.1%	17	1.9%	902
TONTI	Frazier, Mayer, Lakeshore	475	99.2%	4	0.8%	479	475	99.2%	4	0.8%	479	475	99.2%	4	0.8%	479
	Lakeshore	885	98.1%	17	1.9%	902	885	98.1%	17	1.9%	902	885	98.1%	17	1.9%	902





ROBINSON	Kershaw, Miles Davis, Lakeshore	260	100.0%	0	0.0%	260	100.0%	0	0.0%	260	100.0%	0	0.0%	260	100.0%	0	0.0%	260
MORTON	Frazier, Mayer, Lakeshore	395	100.0%	0	0.0%	395	100.0%	0	0.0%	395	100.0%	0	0.0%	395	100.0%	0	0.0%	395
PRICE	Kershaw, Miles Davis, Lakeshore	299	100.0%	0	0.0%	299	100.0%	0	0.0%	299	100.0%	0	0.0%	299	100.0%	0	0.0%	299
MCCORKLE	Kershaw, Miles Davis, Lakeshore	283	100.0%	0	0.0%	283	100.0%	0	0.0%	283	100.0%	0	0.0%	283	100.0%	0	0.0%	283
DULLES	Kershaw, Miles Davis	531	100.0%	0	0.0%	531	100.0%	0	0.0%	531	100.0%	0	0.0%	531	100.0%	0	0.0%	531
REED	Kershaw, Miles Davis	336	100.0%	0	0.0%	336	100.0%	0	0.0%	336	100.0%	0	0.0%	336	100.0%	0	0.0%	336
BANNERKER	Kershaw, Miles Davis	432	100.0%	0	0.0%	432	100.0%	0	0.0%	432	100.0%	0	0.0%	432	100.0%	0	0.0%	432
DUMAS	Kershaw, Miles Davis	390	100.0%	0	0.0%	390	100.0%	0	0.0%	390	100.0%	0	0.0%	390	100.0%	0	0.0%	390
ASHE	Kershaw, Miles Davis	730	99.9%	1	0.1%	731	99.9%	1	0.1%	731	99.9%	1	0.1%	731	99.9%	1	0.1%	731
MCCUTCHEON	Mayer	309	98.1%	6	1.9%	315	98.1%	6	1.9%	315	98.1%	6	1.9%	315	98.1%	6	1.9%	315
PADEREWSKI	Frazier, Mayer, Lakeshore	306	100.0%	0	0.0%	306	100.0%	0	0.0%	306	100.0%	0	0.0%	306	100.0%	0	0.0%	306
JOHNSON	Frazier, Mayer, Lakeshore	373	100.0%	0	0.0%	373	100.0%	0	0.0%	373	100.0%	0	0.0%	373	100.0%	0	0.0%	373
MOLLISON	Kershaw, Miles Davis, Lakeshore	309	100.0%	0	0.0%	309	100.0%	0	0.0%	309	100.0%	0	0.0%	309	100.0%	0	0.0%	309
OVERTON	Kershaw, Miles Davis, Lakeshore	378	100.0%	0	0.0%	378	100.0%	0	0.0%	378	100.0%	0	0.0%	378	100.0%	0	0.0%	378
TANNER	Kershaw, Miles Davis	603	99.3%	4	0.7%	607	99.3%	4	0.7%	607	99.3%	4	0.7%	607	99.3%	4	0.7%	607
POWELL	Kershaw, Miles Davis	618	100.0%	0	0.0%	618	100.0%	0	0.0%	618	100.0%	0	0.0%	618	100.0%	0	0.0%	618
MCNAIR	Frazier, Mayer	605	99.7%	2	0.3%	607	99.7%	2	0.3%	607	99.7%	2	0.3%	607	99.7%	2	0.3%	607
GUGGENHEIM	Kershaw, Miles Davis	386	100.0%	0	0.0%	386	100.0%	0	0.0%	386	100.0%	0	0.0%	386	100.0%	0	0.0%	386
NEW FIELD	Mayer	620	97.0%	19	3.0%	639	97.0%	19	3.0%	639	97.0%	19	3.0%	639	97.0%	19	3.0%	639
WOODS	Kershaw, Miles Davis	576	100.0%	0	0.0%	576	100.0%	0	0.0%	576	100.0%	0	0.0%	576	100.0%	0	0.0%	576
ASHBURN	Kershaw, Miles Davis	521	97.9%	11	2.1%	532	97.9%	11	2.1%	532	97.9%	11	2.1%	532	97.9%	11	2.1%	532
MAYS	Kershaw, Miles Davis	394	99.7%	1	0.3%	395	99.7%	1	0.3%	395	99.7%	1	0.3%	395	99.7%	1	0.3%	395



TARKINGTON	Kershaw, Miles Davis	1086	99.2%	9	0.8%	1092	1079	99.2%	9	0.8%	1088	1072	99.2%	9	0.8%	1081
LEE	Kershaw, Miles Davis	1054	95.3%	52	4.7%	1106	1054	95.3%	52	4.7%	1106	1054	95.3%	52	4.7%	1106
MELODY	Frazier, Mayer, Lakeshore	437	100.0%	0	0.0%	437	437	100.0%	0	0.0%	437	437	100.0%	0	0.0%	437
HINTON	Kershaw, Miles Davis	558	100.0%	0	0.0%	558	558	100.0%	0	0.0%	558	558	100.0%	0	0.0%	558
WESTCOTT	Kershaw, Miles Davis	557	98.8%	7	1.2%	564	557	98.8%	7	1.2%	564	557	98.8%	7	1.2%	564
LELAND	Frazier	192	100.0%	0	0.0%	192	192	100.0%	0	0.0%	192	192	100.0%	0	0.0%	192
DE LA CRUZ	Frazier, Kershaw, Mayer, Miles Davis, Lakeshore	188	98.4%	3	1.6%	191	188	98.4%	3	1.6%	191	188	98.4%	3	1.6%	191
RUDOLPH	Frazier, Mayer, Lakeshore	78	94.0%	5	6.0%	83	78	94.0%	5	6.0%	83	78	94.0%	5	6.0%	83
MCDOWELL	Kershaw, Miles Davis	207	100.0%	0	0.0%	207	207	100.0%	0	0.0%	207	207	100.0%	0	0.0%	207
DE DIEGO	Frazier, Mayer, Lakeshore	1107	98.1%	21	1.9%	1128	1107	98.1%	21	1.9%	1128	1107	98.1%	21	1.9%	1128
EARHART	Kershaw, Miles Davis	291	100.0%	0	0.0%	291	291	100.0%	0	0.0%	291	291	100.0%	0	0.0%	291
BRIGHTON PARK	Frazier, Kershaw, Miles Davis, Lakeshore	879	97.2%	25	2.8%	904	879	97.2%	25	2.8%	901	872	97.2%	25	2.8%	897
EVERGREEN	Frazier, Kershaw, Miles Davis, Lakeshore	419	92.7%	33	7.3%	452	419	92.7%	33	7.3%	452	419	92.7%	33	7.3%	452
DE DUPREY	Frazier, Mayer, Lakeshore	328	97.3%	9	2.7%	337	328	97.3%	9	2.7%	337	328	97.3%	9	2.7%	337
MARSHALL MIDDLE	Frazier, Mayer	388	95.3%	19	4.7%	407	388	95.3%	19	4.7%	407	388	95.3%	19	4.7%	407
LOGANDALE MIDDLE	Frazier, Mayer, Lakeshore	322	99.4%	2	0.6%	324	322	99.4%	2	0.6%	324	322	99.4%	2	0.6%	324
OROZCO	Kershaw, Mayer, Miles Davis, Lakeshore	717	99.7%	2	0.3%	719	717	99.7%	2	0.3%	719	717	99.7%	2	0.3%	719
STAGG	Kershaw,	554	99.8%	1	0.2%	555	554	99.8%	1	0.2%	555	554	99.8%	1	0.2%	555



## Table 5: Selection of Students

### Instructions:

For each magnet school included in the project:

- Indicate whether or not academic examination is used as a factor in the selection of students for the magnet school and, if so, how it is used.
- Briefly describe how students are selected (e.g., weighted lottery, first come/first served, etc.). In the description, identify the criteria that are used, if any, in selecting students and indicate how each of those criteria is used in the process.
- If the same process and use of academic criteria applies to more than one of the magnet schools included in the project, in the "Magnet School(s)" identify all of the schools for which the student selection process applies.
- Use additional sheets or space, if necessary.
- Information on the student selection processes used by other magnet schools (i.e., magnet schools that are not included in the project) is not needed.

**Magnet School(s)** Frazier, Kershaw Elementary, Lakewood East, Miles Davis, Oscar Mayer Elementary Schools

Check the appropriate box:

- Academic examination is a criterion in the magnet school student selection process.  
 Academic examination is not a criterion in the magnet school student selection process.

Describe the student selection process.

Students send applications directly to the school in the fall and winter. Schools enter applicants into a computerized lottery system. After the application deadline, the Office of Academic Enhancement conducts a computerized lottery that randomly selects students based on the number of seats available at each grade level and the racial/ethnic category (**CPS has a court-ordered Consent Decree**) self-reported by the applicant. In addition, a proximity lottery is run for schools that have not achieved the goal of 30% of enrollment from a proximity radius (1.5 miles for elementary schools and 2.5 miles for high schools). A sibling lottery is run for schools where applicants have siblings already enrolled in the school. Up to 45% of incoming students may be selected through the sibling lottery. There are *no academic criteria for entrance into these schools*. Special education students will be accommodated at each magnet school. In the event that a student's disability cannot be accommodated at a school that he or she is accepted to, the Chicago Public Schools will find an alternative site for that student. **If the upcoming Supreme Court decision, regarding the use of race in selection changes the way that court ordered districts should operate their lotteries – this process will be adjusted as necessary.**

**Table 6: Revised Magnet Schools**

Instructions:

For each magnet school identified in Table #2 (Existing Magnet Schools Included in the Project):

- Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc); and
- Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of diminishing effectiveness of the existing program; what would be accomplished or achieved as a result of the revision to the magnet program; the expected benefits or effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc.
- If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box.
- Use additional sheets, if necessary.

**Magnet Schools:** Frazier Elementary, Kershaw Elementary, Lakewood East, Miles Davis, Oscar Mayer are all new magnet schools

Explanation of How or Why the Revision is Significant:

No schools included in this application are being revised.

**All target schools will offer new magnet programs.**

❧❧❧  
**APPENDIX D: RESUMES AND  
LETTERS OF SUPPORT**  
❧❧❧

# ABIGAYIL LEAH JOSEPH

(b)(6)

aljoseph1@cps.k12.il.us · (b)(6)

## EDUCATION

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### **HARVARD UNIVERSITY, Cambridge, MA**

Master of Education, Risk and Prevention, 1999

- Relevant Coursework: Urban Poverty and Policy, Forging Partnerships, Community Decision Making in Schools, Leadership Styles, Managing Negotiations, Case Study Seminar in Effective Implementation, and Business in Education
- Activities and Affiliations: Co-Chair, Harvard Development and Gift Committee; Member, Financial Committee; Member, Student Government Association; Member, Diversity Committee

### **EMORY UNIVERSITY, Atlanta, GA**

Bachelor of Arts, Psychology, 1996

Honors: Summa Cum Laude, Vice President of Psi Chi (National Honor Society in Psychology), Honor's Thesis, Alpha Kappa Delta (National Honor Society in Sociology)

## WORK EXPERIENCE

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### **CHICAGO PUBLIC SCHOOLS, Chicago, IL**

2007- Present

#### **Interim Officer, Office of Academic Enhancement**

Provide leadership and guidance in the management of magnet schools, gifted and enriched academic programs, magnet cluster schools, and open enrollment schools. Specific duties include developing and implementing policy and procedures; resolving parent concerns related to the application, selection, and notification process; providing direction for the development and implementation of the annual desegregation budget; working collaboratively with central office and field units to maximize the provision of services to schools; providing guidance for the compilation of data; and identifying strategies designed to increase and enhance equity of access for all students..

#### **Program Manager, Magnet Cluster Initiative, Office of Academic Enhancement**

2005 - 2007

Managed the programming and monitored the funding for more than 250 schools, 500 lead teacher positions and 250 principals across five magnet themes – Fine and Performing Arts, Math and Science, World Language, International Baccalaureate, and Literature and Writing. Established programmatic goals and work plans; provided regular reports and presentations to local, state and federal agencies; and delegated assignments to direct and indirect reports, as well as staff from other departments such as the Office of Communications, Office of New Schools, Office of Language and Culture, and the Office of Mathematics and Science. Also provided oversight for two federal grants: the Voluntary Public School Choice (VPSC) grant, a USDOE grant of approximately \$11 million disseminated over five years, and the Building Curriculum, Community and Leadership through the Arts (BCCLA), a USDOE grant of \$1 million disseminated over three years.

#### **Cluster Coordinator, Magnet Cluster Initiative, Office of Academic Enhancement**

2003 - 2005

Facilitated collaboration between magnet cluster schools and the neighborhood community; worked with school principals and staff to develop and implement outstanding educational programs in mathematics, science, reading, fine arts, and/or world language; acted as a liaison with participating schools and the Office of Academic Enhancement; developed and forged relationships between schools and external partners; coordinated professional development sessions for participating teachers and/or principals; and assisted in the monitoring of student mobility and overall program success.

### **CONSULTANT, Chicago, IL**

2003

#### **Leadership for Quality Education**

Prepared a best practices report on teacher prep programs and professional development to be used on a national scale.

#### **Resources for Indispensable Schools and Educators**

Designed a marketing and communications plan for national dissemination to acknowledge and retain high quality teachers working in low-income public schools.

**Work Experience, continued**

**THE MUSEUM OF SCIENCE AND INDUSTRY, Chicago, IL** **2001 - 2003**

**Community Programs Manager**

Managed an annual budget of \$400,000; developed programs to enhance parent involvement; and created a strategic plan and successfully led staff to design and implement programs to target traditionally under-served populations in math and science and by cultural institutions including, but not limited to, teenage girls and racially isolated public schools and communities.

**UNEXT, Deerfield, IL** **2000 - 2001**

**Analyst**

- Managed all training interfaces for more than 400 adjunct faculty for Cardean University, UNEXT's online university.
- Led a cross-functional team to develop online courses from definition through course release.

**SYLVAN LEARNING SYSTEMS, Northbrook, IL** **1999 - 2000**

**Teacher and Educational Consultant**

- Taught K -12 academic writing, math, accelerated reading and comprehension, and American College Test courses.
- Created and published a 100-page instructional manual for the American College Test course.

**AMERICORPS TEACH, Bay Area and East Bay, CA** **1996 - 1998**

**Teacher and Program Developer**

- Taught 1<sup>st</sup> grade – 5<sup>th</sup> grade students with behavior disorders.
- Created, implemented, and disseminated three innovative educational programs targeting high-risk elementary school students, resulting in a significant decrease in behavioral problems throughout the school community.

**CERTIFICATES**

**LOYOLA UNIVERSITY, Chicago, IL** **2006 - Present**

Type 75: In process

Classes completed or currently enrolled: Philosophy of Education, School Administration, School Supervision, The Teacher and the Law, and Administrator Special Education Services.

**COMMUNITY INVOLVEMENT**

Advisor, Mayor's Chicago Youth Council, Chicago, IL **2001 - Present**

Religious Teacher, 5<sup>th</sup> Grade, Sukkat Shalom, Wilmette, IL

Advisory Board Member, Young Women's Leadership Charter School, Chicago, IL

Co-Chair Leadership/Advocacy Subcommittee, Emerging Leaders Serving Chicago's Youth, Chicago, IL

Metcalf Scholar Mentor, University of Chicago, Chicago, IL

Member, Chicago Cultural Institution's Community Outreach Network, Chicago, IL

Pro Bono Consultant, The Robert Taylor Homes Gap Project, Chicago, IL

Spoken Word Poet Performer, Women OutLoud, Chicago, IL

**RESEARCH AND PUBLICATIONS**

**Selected Publications and Presentations** **1995 - Present**

- Joseph, A.L., "The Heart of Desegregation: How Far We've Come." Presented at the Chicago Cultural Center for the Magnet Fall Conference, Chicago, IL (September 2006).
- Joseph, A.L., "Raising Accountability, Standards, and Compliance in Desegregation Programs." Presented at the Chicago Cultural Center for the Magnet Fall Conference, Chicago, IL (September 2005).
- Joseph, A.L., "Best Practices in Public School Choice in Chicago." Presented at the Project Director's Conference for Voluntary Public School Choice, Washington D.C. (July 2005).
- Joseph, A.L., "Voice for Choice: Neighborhood Schools and Charter Schools Working Together." Presented at the DuSable Museum for the Illinois Network for Charter Schools Success By Design Conference, Chicago, IL (April 2005).

**Publications and Presentations, continued**

- Patent, Co-Inventor of Method and System of Enhancing Instructional Quality for an Electronic Course, Patent Serial Number pending.
- Joseph, A.L., "The Culture of Power in Progressive Multiracial/Multicultural Schools." Presented to Thesis Committee, Graduate School of Education, Harvard University (May 1999).
- Joseph, A.L., et al., "Briefing Book of Policy Recommendations." Presented to Milwaukee Mayor John Norquist, Kennedy School of Government, Harvard University (January 1999).
- Paddock, J.R., Joseph, A.L., Chan, F., Terranova, S., & Loftus, E.F. (1998). "When guided visualization procedures may backfire: imagination inflation and predicting individual differences in suggestibility." Special edition of Applied Cognitive Psychology, Volume 12, Issue 7: S63-S75.
- Joseph, A.L., "We Congregate." Commencement Poem Presented at Americorps Graduation (July 1997).
- Paddock, J.R., Terranova, S., Joseph, A.L., & Chan, J. "Susceptibility to Suggestion: Searching for Individual Differences." Paper Presented at Annual Meeting of the Society for Research in Memory and Applied Cognition, Toronto, Ontario (July 1997).
- Joseph, A.L. "The Effects of Gender and Expertise on Attitude Change." Independent Research Presented at Southeastern Sociology Symposium (February 1995).

**Research Concentrations**

**1993 - Present**

- Desegregation Policy and Programs to Unitary Status (Chicago Public Schools) Current
- Elephant Conservation Project (Barbara McKnight, PhD, Tsavo Plains, Kenya) January 2000
- The Culture of Power in Progressive Multiracial/Multicultural Schools (Harvard University) 1998-1999
- Social Policy in Milwaukee's Inner City North Corridor (Harvard University) 1998-1999
- Cognition and Memory Malleability/ Social Learning Theory (John Paddock, PhD, Emory University) 1996-1998
- Identity Formation in Cancer Survivors (Emory Medical School: Child and Adolescent Psychiatric Division) 1994-1995
- Non-verbal Communication Validity Study in Great Britain (Marshall Duke, PhD, Emory University) 1994
- Infant Cognitive Development (Philippe Rochat, Ph.D., Emory University) 1993-1995

**EXTENSIVE TRAVEL EXPERIENCES**

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Israel, Jordan, Kenya, Malaysia, Morocco, Nepal, New Zealand, Tanzania, Thailand, Europe

**REFERENCES**

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Will be furnished upon request.



Colette Teasley

(b)(6)

**Objective:**

To secure a principalship and provide strong instructional leadership where I can work collaboratively with teachers, students, parents, and the Local School Council in a shared vision to work towards academic excellence which will increase student achievement, and create a sound learning environment.

**Experience:**

**Chicago Board of Education: Wildwood Elementary School**

**Chicago, Illinois**

**Head Teacher and Principal's designee**

**September, 1990 -October 21, 2000**

**Official Teaching Assistant Principal**

**October 22, 2000 to Present**

- Provide ongoing administrative assistance
- Internal review Chair
- Participate in the development of the School Improvement Plan
- Assist the Principal in Curriculum development using results from test driven data
- Staff development coordinator
- Interview coordinator for new hires
- Supervise staff during principal's absence
- Attend administrative meetings on principal's behalf
- Disciplinarian
- Implement behavior management plans
- Meet with parents to discuss student issues and concerns
- Provide PYP training for Staff and Parents
- Facilitate staff development meetings with PYP consultant for development of Units of Inquiry
- Interim coordinator for the Middle Years and PYP Programme 2004-2005
- Assist principal with budget allocations for implementation of the PYP / MYP Programme
- Developed IB Request for Proposal Packet for Middle Years and Primary Years Programme
- Developed Application A for the Primary Years Programme
- Developed student/parent contract for the Middle Years Programme
- Created a brochure for the PYP/ Middle Years Programme
- Presenter at the 2006 IBNA conference (Freeport, Bahamas)
- Co-writer of Parent Handbook for Wildwood School from 1995- 2003
- L.R.E. Facilitator
- Monitored a budget of \$68,000 for implementation of the LRE mandate
- Coordinator of the Internal Review Process
- Created a parent survey to assist with gathering information from the Internal review process
- Reviewed and analyzed data based on trends in the student population during the internal review process. Then submitted the information to the principal for the SIPAAA committee

**Chicago Board of Education: Wildwood Elementary School**

**Chicago, Illinois**

**Special Education Teacher (Learning Disability Resource)**

**September, 1994 to Present**

- Development of individualized educational program
- Participate in multidisciplinary staffings
- Frequent consultation with school psychologist, nurse, social worker and medical psychiatrist
- Collaborate with community based organization
- Coordinate, delegate, and evaluate teacher assistant responsibilities

**Chicago Board of Education: Wildwood Elementary School,  
Chicago, Illinois**

**Regular Education teacher ( third Grade)**

**September, 1989 - June,1994**

Primary responsibilities involved implementing the Third Grade curriculum

**Chicago Board of Education: Region One Office,  
Chicago, Illinois**

**Instructional Intervention Teacher**

**January 1989 to June 1989**

- Provided additional support for teachers in the Emotionally Disturbed Program
- Provided technical assistance and support for principals and case managers
- Attend staffings when placement issues were a concern
- Provided additional support for students and parents
- Frequently collaborated with school psychologist, nurse and social worker
- Participated in multidisciplinary team decision making

**Chicago Board of Education: Carpenter Elementary School,  
Chicago Illinois**

**Teacher of the Emotionally Disturbed**

**September 1978 to January 1989**

- Development of Individualized Educational Plan
- Implementation of behavior modification techniques
- Evaluation of individualized programs. Frequently collaborated with school psychologist, nurse, social worker, and medical psychiatrist

**Chicago Board of Education: Manley High School  
Chicago, Illinois**

**Teacher of Cognitively Disabled Students**

**October 1977 to June 1978**

Responsibilities parallel those outlined in the previous Special Education positions. Additional responsibilities involved teaching English and reading to students in the Cognitive Disabilities Program

#### **Education**

- Eastern Illinois University, Charleston, Illinois  
Bachelor of Science Degree in Special Education, May,1977
- Roosevelt University, Chicago, Illinois  
Master's Degree in Public Administration, May, 1983
- Northeastern Illinois University, Chicago, Illinois  
Master's Degree in Supervision and Administration, May, 2000  
Participated in a Comparative Education Study in the United Kingdom,  
Summer of 1999 under the guidance of the staff from Northeastern IL. University

#### **Certificates held**

Type 10 Certificate in Educable Mentally Handicapped and  
Behavior/Emotionally Disturbed.

Approval in Learning Disabilities.

Type 75 Certificate in Administration

**References** available upon request

**Patricia Ann Johnson**

(b)(6)

Email: pajohnson2@cps.k12.il.us

(b)(6)

**OBJECTIVES:**

I am interested in continuing my work as a principal with a focus on effective school practices which support student achievement. Additionally, I would want to explore a position which provides opportunities and experiences that lead to the continuous expansion of my base of knowledge as an administrator, and provide administrative challenges. My skill set particularly qualify me to lead a successful management team because of my skills in problem solving, organization, communication and knowledge of effective instructional practices in the core content areas. An addition, I have had the opportunity to view and evaluate a number of educational programs structured to shape teaching strategies that better support student successes in the learning process. I have an extensive background in teacher recruitment, teacher induction, assessment, evaluation and remediation of staff, and the ability to provide staff development in a variety of content areas. Finally, I know what is involved in the process of removing a school from probationary status and achieving AYP under NCLB.

**EDUCATION / TRAINING:**

Farragut High School		1961
Illinois State University	B.S. Education	1972
Roosevelt University	M.S. Early Childhood Education	1977
Roosevelt University	M. S. Educational Administration and Supervision	1987
De Paul University	Philosophy for Elementary Students	1987
De Paul University	Great Books Seminar	1976
Chicago Public Schools	Improving Instruction	1980
	Teacher Effectiveness and Student Achievement	1980
Roosevelt University	School Leadership	1993
State of Illinois	School Quality Review Training	1997
Educational Conferences	Reading & Technology	1999 - 2005

**CERTIFICATES:**

03 State of Illinois	Elementary Teacher Certification	1972
04	Early Childhood Teacher Certification	1988
Type 75	Administrative Certification	1995

## **EMPLOYMENT / EXPERIENCE:**

Chicago Board of Education Chicago, IL

Principal Joshua D. Kershaw Elementary School

06/98 - Present

- Significantly increased the level of student achievement
- Developed and monitor weekly school wide reporting assessment model for all students in reading and math
- Significantly use technology in classroom and for communications with, between and among staff members
- Developed a supportive parent program – Joyce Epstein Model
- Principal Mentor
- Instructional Leader with grade, department and literacy team
- Achieved School of Distinction and Merit Status
- Established nurturing supportive school climate
- Developed, implemented and monitor school discipline plan to shape student behaviors
- Implemented the only after school and Saturday detention process in Area 14 in lieu of suspensions
- Monitor professional development of teachers and encourage pursuit of advance degrees
- Staff Development Instructional Strategies, Content Areas, Monitoring Systems, Student Achievement, Team Building, Conflict Resolution, Test Preparation, Assessments, Analysis of ITBS/ISAP, Cooperative Learning Strategies, etc
- See Awards Section

Region Three Instructional Coordinator

08/97-06/98

- Probation Team Member.
- Resource for parents, principals, teachers, and CPS Policies
- Hearing Officer for Student Expulsions
- Special Projects – LSC Elections

Director Region Three Magnet Transition High School Program 01/97-08/97

- Recruit, interview and hire teachers able to provide a high quality remediation and acceleration educational program for past under achieving students, enabling students to enter high school as sophomores in September 1997.
- Design, implement and monitor instructional program for 134 students because their academic was below that of expected achievement level for entry into high school.
- Increase student achievement while decreasing frequency of suspensions
- Motivate students

- Evaluate effectiveness of staff and educational programs in supporting student success.

Teachers for Chicago Coordinator

03/94-01/97

- Assume responsibility for 40 schools
- Meet monthly with union, universities, local school administrators and CPS department personnel to monitor achievement of TFC recruitment and teacher development goals
- Develop and monitor achievement TFC budget of \$9,873,594.
- Prepare TFC board reports
- Monitor school positions numbers used to support the program
- Interact with local and local and regional site administrators, local school staff and councils to provide information about the program
- Recruit and advise participants about the TFC Program
- Supervise and process staffing interacting with the departments of budget, personnel, staffing services and payroll
- Coordinate Teacher for Chicago Mentor Academy, Candidate Interviews, and Match universities to local schools and intern teachers
- Haberman Interview Trainer
- Prepare monthly, quarterly and yearly reports for school principals, central office staff, and college personnel

Concordia University – River Forest, Illinois  
Adjunct Professor

07/92-99

Taught Classroom Management, Course Number 454 and conducted workshops for new intern teachers and mentor teachers.

- Education Instructor – Classroom Management
- Coach the development of interns behaviors that would ultimately result in effective teachers of minority students in an urban environment
- Model behaviors of effective teachers, team taught and demonstrated a variety of teaching methods in different subject areas

Chicago Board of Education - Chicago, IL

07/74 – 03/94

- Teacher of grades preschool through eight
- Math laboratory teacher for students grade five through eight special education
- Designed and implemented school wide organization for 800 students, grades preschool through eight including special education divisions
- After school reading improvement teacher
- Department chairperson for six second grade teachers
- Coordinator/teacher for computer laboratory of students in grades first through eight for language arts, math, science and independent research projects.

- Conducted teacher workshops at the district level on creative writing and motivating reluctant readers in old service center four
- Conducted workshops citywide for teachers, parents and local school councils for central office and reform groups on math and reading strategies, roles / responsibilities of local school councils, budgets and consensus / team building
- Teacher sponsor for eighth grade graduation, National Junior Beta Club, school newspaper and yearbook
- CTU Delegate
- School coordinator for Young Authors manuscripts
- School Improvement Plan committee where I help rewrite school's date and federal plans
- Teacher representative Tilton's Local School Council

City Colleges of Chicago Public Schools  
G. E. D. Teacher

09/76 – 08/79

- Instructed adults in language arts, math, science and social studies in preparations for G.E.D. testing

Argo-Summit Board of Education

06/72 – 06/74

- Summer school reading and math teacher
- Kindergarten Teacher

### **ORGANIZATIONS:**

Phi Delta Kappa, Association for Supervision and Curriculum Development, National Staff Development Council, National Black Child Council, National Alliance of Black Public School Educators, International Reading Association, International Society for Technology in Education, Top Ladies of Distinction, and Alpha Kappa Alpha Sorority, Inc.

### **PERSONAL:**

(b)(6)

### **AWARDS:**

Educator of the Year

1991, 1993, 2000, 2001 and 2005

Certificate of Academic Achievement – Chicago Board of Education – Significant Student Test Score Gains 2000 – 2001 School Year

Kershaw School Exited Probation Status 4 different school years

Most Improved School By Percentage Point Gain from 2003 – 2004 School Year  
+21.1

Featured in Chicago Tribune and Chicago Sun-Times

Made AYP two years

2005 – 2006

2006 - 2007

School of Merit 2005 - 2006

**Maxine Toliver**

(b)(6)

**Email** [MToliver@cps.k12.il.us](mailto:MToliver@cps.k12.il.us)

**Resume**

**Summary of Qualifications**

Thirty four years experience with Chicago Board of Education: teacher, Assistant principal, district summer school coordinator, principal

**Professional Experience**

- 1973 - 1981           Teacher (Barnett School) Chicago, Illinois
- 1981 - 1984           Assistant Principal (Raster School) Chicago, Illinois
- 1984 - 1990           Assistant Principal (Raster Branch School)  
Chicago, Illinois
- 1984 - 1990           District Summer School Coordinator Chicago, Illinois
- 1990 - Present       Principal (Miles Davis Academy) Chicago, Illinois

**Education**

- 1968 - 1970           Wilson Jr. College  
(Associate Arts Degree)
- 1970 - 1972           Chicago State University  
Bachelor of Science Degree  
(Teaching)
- 1977 - 1979           Chicago State/Governors University  
Master of Arts Degree  
(Administration/Supervision)
- 1995 - 1997           Nova Southeastern University (Ft. Lauderdale, Florida)  
Doctor of Education Degree  
(Educational Leadership)



**Maxine Toliver**

(b)(6)

**Email [MToliver@cps.k12.il.us](mailto:MToliver@cps.k12.il.us)**

## **Resume**

### **Professional Memberships**

Chicago Principals and Administrators Association  
Illinois Principals Association  
Chicago Area Alliance of Black School Educators  
Superintendent council of Greater Chicago

**EXPERIENCE**

**Sir Miles Davis Academy**

**Chicago, IL**

07/05 - Present      Assistant Principal Work directly with the principal on all aspects of the school; manage student discipline and parent conferences; conduct classroom observations and teacher conferences; oversee summer school and afterschool; serves as the tech coordinator; write the monthly school newsletter; oversee SIPAAA implementation; maintain school's website; oversee Walkthroughs.

**Chicago Public Schools**

**Chicago, IL**

07/00 – 07/05      Administrator, Magnet Cluster Initiative Plan and oversee professional development in mathematics for 96 K-8 schools. Assist schools with program development in mathematics. Manage and oversee the annual operating budget of over one-half million dollars. Promote after-school programs and teams/clubs (LEGO, Math Counts, etc). Assist principals with the operation of the cluster program (staffing, budgeting, etc). Work with university and business partners to learn of current levels of services and support.

**Whitney M. Young Magnet High School**

**Chicago, IL**

09/95 - 07/00      Math Teacher Taught math classes ranging from 8th grade mathematics to calculus.

09/97 - 07/00      Chair, Department of Mathematics Supervised all aspects of the instructional program; oversaw departmental operations; chaired the committees for development, evaluation and revision of departmental curriculum; managed all fiscal items pertaining to the department.

09/97- 07/00      Grade Coordinator Responsible for downloading teachers' files for the purpose of setting up computer lab for grade entry; created schedules for all staff; supervised grade entry.(Done five times a year)

**Loyola University Chicago**

**Chicago, IL**

01/99-2000      Part-Time Lecturer Taught math method courses to elementary school pre-service and in-service teachers.

**James H. Bowen High School**

**Chicago, IL**

09/93-07/95      Math Teacher Taught Algebra, Geometry, and Trigonometry. Coached math team.

**Illinois Math & Science Academy (IMSA)**

**Aurora, IL**

07/93-08/95      Summer Instructor for 6<sup>th</sup> - 8<sup>th</sup> Graders Assisted in the development of an integrated math and science curriculum for each summer sessions. Was a team member in the implementing and evaluating of the curriculum.

**Roosevelt University-Upward Bound**

**Chicago, IL**

06/90-09/93      Secondary Education Counselor/Instructor    Advised high school students on academic and post secondary options. Taught fundamental and enrichment mathematics.

**EDUCATION**

**The University of Illinois At Chicago**

**Chicago, IL**

1996              M. Ed. in School Administration/Evaluation.

**Roosevelt University**

**Chicago, IL**

1993              Completed Certificate for Middle School and Secondary Mathematics.

**Illinois State University**

**Normal, IL**

1986              B.S. in Industrial Technology w/ Business Administration minor.

**CERTIFICATES**

Illinois State Certificate in Mathematics 6-12 (Type 09)  
Illinois State Certificate in General Administration (Type 75)  
Completed 96 clock hours for Administration/Supervision

**ACTIVITIES/AWARDS**

Association for Supervision & Curriculum Development (ASCD)  
Chairman, PPAC Bowen H.S.(1994/95)  
Chess Coach (Young H.S. 1995- 2000)  
FIRST Robotics League (Illinois Advisory Board)  
Illinois Council of College Attendance (Board of Directors—1995-97)  
Interstate New Teacher Assessment and Support Consortium (INTASC)  
Math Coach (Bowen H.S. 1994/95)  
Museum of Science and Industry (President`s Advisory Board—Presently)  
National Council of Teachers of Mathematics (NCTM)  
National Association of Elementary School Principals (NAESP)  
Phi Delta Kappa  
Who`s Who in America  
Who`s Who in American Education  
Woodrow Wilson National Fellowship Foundation (National Board for S&S—1999-01)  
University of Illinois Advisor Board for Teacher Education (1998/99)

**REFERENCES**

References will be furnished upon request

(b)(6)

E-mail vnash@cps.k12.il.us

# Veronica Nash



## OBJECTIVE:

To work cooperatively as an instructional leader in creating and maintaining a professional learning community that is student-centered, data-driven, and family-oriented through a shared leadership approach to enhance student achievement, teacher effectiveness, parent involvement, and community partnerships.

## EDUCATION:

University of Chicago	Chicago, Illinois
† Math Endorsement	Spring 2007
Chicago State University	Chicago, Illinois
† Reading Endorsement	Fall 2007
Governors State University	Chicago, Illinois
† M.A. School Administration	Spring 1997
Northeastern Illinois University	Chicago, Illinois
† Bachelor of Arts- Elementary Education	Fall 1988

## CERTIFICATION:

State of Illinois Administrative Certificate Type 75 (K-12)

- General administration
- State of Illinois Teaching Certificate Type 03 (K-9)
- Endorsements: Language Arts, Social Science, Math

## EXPERIENCES:

Assistant Principal	1997-Present
Kershaw Elementary School	Chicago, Illinois

- ◆ Monitored weekly lesson plans
- ◆ Facilitated grant writing team that was awarded \$8,000 for Safe School Grant

- ◆Achieved School of Distinction and Merit Status
- ◆Achieved AYP status 2006 ISAT scores
- ◆Provided on-going professional development that model effective best practices in math and reading
- ◆Instrumental in forming school partnerships beneficial to school and community (D.A.R.E. : In My Shoes; Boys to Men; Violence Prevention Programs; GED; Health; Dental; Museum partnerships; and Chicago Communities and Schools
- ◆Responsible for internal accounts, monitoring SIPAAA and monthly MYOB reports
- ◆Instructional leader for intermediate-upper department
- ◆Monitor and analyze weekly reporting assessments for reading and math
- ◆Developed, implement, and monitor discipline, safe school and emergency plans
- ◆Organizes monthly parent meetings

Library/Media Specialist (1995-1997)	1989-1997
Teacher (1989-1995)	Chicago, Illinois
May Community Academy	

**LEADERSHIP  
PROFILE**

Common Vision – Engages all stakeholders in the transformation of the school organization into smaller student-centered learning communities, while administering a shared vision.

Instructional Leadership – Utilizes collaboration and team building to facilitate trusting relationships in implementing collegial and clinical supervision, which enhances leadership capacities and professional development throughout the school.

Student Centered Learning Environment- Advocates for students' voices in policies, programs, and activities to ensure ownership and equity while promoting a safe, student-centered learning environment that is nurturing, stimulating, and rewarding.

Professional Development- Cultivates a professional learning environment in which all stakeholders receive on-going professional development that is data-driven and linked to the needs and interests of students, staff, and parents.

Parent Involvement and Community Partnerships – Nurtures productive relationships amongst staff, parents, and community members through open communication, team building, recognition, and long term strategic planning.

Management- Works collaboratively with the LSC, PAC, staff, and students to develop attendance, discipline, incentive, and emergency plans that reflect the voices of all stakeholders and work to create a productive, safe, secure, and orderly learning environment.

Interpersonal Effectiveness- Fosters trusting relationships amongst all stakeholders through skillful communication, fairness, and support while exhibiting professionalism, concern, and sensitivity at all times.

**LEADERSHIP  
DEVELOPMENT**

-CPS Principal Preparation and Development Programs

-Illinois Administrators Academy

-Governors State University

**PRESENTATIONS:**

Teacher Effectiveness Training (Madeline Hunter)

Developing Effective Classroom Management Plans

Implementing Standards Based Instruction

Social Emotional Learning

Integrating Technology into the Curriculum

**AFFILIATIONS:**

Association for Supervision and Curriculum Development (ASCD)

National Association for Elementary School Principals (NAESP)

Chicago Communities in Schools

International Reading Association

International Society for Technology in Education

National Alliance of Black Public School Educators

**CREDENTIALS:**

Available upon request

# Nancy J. Ruiz

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(b)(6)

Cell phone - (b)(6)  
e-mail - njruiz@cps.k12.il.us  
(b)(6)

## Objective

To assist and support teachers in a Montessori environment utilizing my experience as an instructional leader, Montessori Coordinator, Montessori Director, and member of the management team at an elementary school.

## Experience

### Montessori Director

2005–2007 **Suder Montessori Magnet School** Chicago Public Schools

- Facilitate opening of new Montessori magnet school
- Supervise Montessori magnet school
- Order furniture and materials specific to Montessori curriculum
- Coordinate professional development for Montessori staff
- Provide support for newly trained Montessori staff
- Conduct selection process and parent / student orientation
- Design classroom organization

### Montessori Coordinator

1992–2005 **Clissold School** Chicago Public Schools

- Coordinate Montessori magnet program
- Coordinate professional development for Montessori staff
- Facilitate curriculum alignment with Illinois standards
- Conduct selection process and parent / student orientation
- Design classroom organization on yearly basis
- Organize and support ongoing parent education program
- Serve as a member of the administrative management team

### Technology Coordinator

1995-present **Clissold School** Chicago Public Schools

- Design and implement technology plans
- Conduct staff in-services to update technology skills
- Update and maintain computer hardware and software
- Resolve technology issues at school level utilizing CPS and outside resources

### Montessori Directress

1984–1992 **Clissold School** Chicago Public Schools

- Implemented Montessori multi-grade level classroom
- Trained multiple teacher assistants in Montessori classrooms

### Teacher

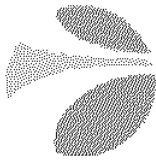
1973–1982 **Barnett School** Chicago Public Schools  
**Mark Sheridan Academy**

- Served as first grade teacher

**Education**

2002-2003	Saint Xavier University	Chicago, IL
	<ul style="list-style-type: none"><li>▪ Administrative Certification</li></ul>	
1990-1992	Governors State University	University Park, IL
	<ul style="list-style-type: none"><li>▪ Master of Arts in Computer Education</li></ul>	
1983-1984	MMTTC	Chicago, IL
	<ul style="list-style-type: none"><li>▪ Montessori Elementary Teacher Certification</li></ul>	
1967-1972	University of Illinois	Chicago, IL
	<ul style="list-style-type: none"><li>▪ Bachelor of Arts in Elementary Education</li></ul>	





## Ebanah Hasanat

(b)(6)

E-Mail: Ehasanat@cps.k12.il.us

### OBJECTIVE:

To obtain a K-4 teaching position in elementary education in the Chicago area.

### EDUCATION:

2006 **Loyola University of Chicago** Chicago, IL  
B.S. Elementary Education

### CERTIFICATIONS:

Type 3 – Elementary, MATH, ELEM, SCGE endorsements.

### WORK HISTORY:

*February 2007* **Fraizer International Magnet School** North Lawndale, IL  
*to* New School set-up committee  
*Present*

- Helping the Principal in the re-opening of Frazier International Magnet School, a Renaissance 2010 school.
- Created databases of all students enrolled using various programmes such as SI, MS Words, and MS Access.
- Reached out to the Frazier school community with the principal, design team and other members by: mailing/passing/posting school flyers in local stores and to people in the area, holding informational meetings at parks and polling places near the school, airing a Frazier school advertisement on B96.3 and WGCI 107.5, posting ads in the Lawndale Community Newspaper and Alderman forum, and participated in newspaper interviews to name a few.
- Attend Incubational meetings and various workshops/trainings.
- Will be the new kindergarten teacher upon official school opening in Sept. 2007.

*October 2006* **Private Tutor** Edgebrook, IL  
*to* Tutor  
*March 2007*

- Tutor a 7th grade student in Science and Social Studies.

*September 2006* **CPS** Chicago, IL  
*to* Substitute Teacher  
*February 2007*

- Provide substitute teaching at elementary level Chicago Public Schools.

*February 2003* **Gear Up Program: Who Wants to Win a Scholarship** Chicago, IL  
*to* Tutor  
*April 2006*

- Provided team tutoring on all high school subjects to Grades 11 and 12 at various Chicago land inner city high schools.
- Prepared students for the WWWS TV show and helped them get through the college application/scholarship processes.
- Brainstormed and created lesson plans with my team to provide fun and educational learning for each weekly session.
- Maintained frequent outside contact with our students and program directors.

## EXPERIENCE:

January 2006  
to  
April 2006

**Wildwood IB World Magnet School**  
Student Teacher

Edgebrook, IL

- Taught a self contained kindergarten class of over 30 students. experience involved 16 weeks of independent teaching.
- Provided classroom management and developed and implemented curriculum that was appropriate to students' learning abilities and reflected their needs and interests using creative and hands on activities/lessons.
- Chaperoned a V-day dance and fieldtrips, helped out in after school activities and programs. communicated with: parents/guardians, teachers, T.A's and various other faculty members.

October 2005  
to  
November 2005

**Uplift Community School**  
Clinical

Chicago, IL

- Experience involved 5 weeks of observing Grade 7 students and teacher.
- Created and taught a math lesson with a partner.

October 2004  
to  
January 2005

**Chicago Youth Program**  
Tutor

Chicago, IL

- Volunteered in partnership with CYP at Loyola University Chicago to provide tutoring in reading to 1st graders using art, videos, books, and manipulatives.
- Provide written feedback to VPC's and phone calls to parent/guardian regarding progress of the student I was assigned.

October 2004  
to  
November 2004

**Middleton Elementary**  
Clinical

Skokie, IL

- Observed Grades 1 and 4 for 5 weeks.
- Co-taught History classes in Grade 4 and created a bulletin board displaying the history projects resulting from one of my lessons.
- Developed and taught guided reading lessons with individual groups in Grade 1.
- Implemented a shadow study.

April 2004  
to  
May 2004

**Loyola Univeristy Art Connection**  
Co-teacher

Chicago, IL

- Team taught Grade 3 art class twice a week at Swift Elem.
- Created and implemented our own lesson plans.
- Created a final project lesson plan and displayed the students work in Mundeline Centers' 3rd floor hallway at Loyola University.
- Sent out invitations to students parents to attend the art fair at Mundelin showcasing their childrens' work and created awards for each student.

## SKILLS:

- Computer savy • Quick learner • English/Arabic
- DIBELS PDA Certified • SI

## ACTIVITIES:

- Muslim Student Association member, Fundraiser and Decoration Committee, Loyola University Chicago, 2002 -2005.
- Attended the 2005 Association of Teacher Education Conference.

- Attended 2006 Wildwood Magnet School Fundraiser & Silent Auction Dinner.
- Member of the IRA
- Attended two day DIBELS PDA training in March 2007 and received certification
- Attended Scott Foresman and Harcourt Workshop in March 2007

**Congress of the United States**  
Washington, DC 20515

April 20, 2007

Steven L. Brockhouse, Director  
Magnet Schools Assistance Program  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Director Brockhouse:

We write today to support the application of Chicago Public Schools to renew its Magnet Schools Assistance Program grant.

The Chicago Public Schools has a long-standing commitment to providing public choice through a menu of school options in its Renaissance 2010 program. It also is a strong proponent of the magnet school system. Currently, Chicago Public Schools system offers a total of 47 magnet schools throughout the city. Given its dedication to expanding the number of students participating in magnet schools, the Chicago proposal centers on launching five new magnet schools. This expansion would develop magnet schools in areas of the city that are currently underserved and significantly increase the number of magnet school students.

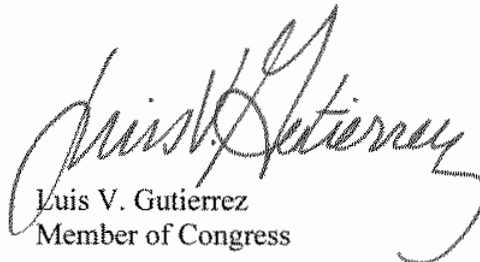
The new magnet schools would offer the following programs: the Montessori Program, an innovative initiative based on a child's natural desire to learn, combined with a basic respect for the individual child; the International Baccalaureate Program, a renowned curriculum and assessment program created by a private foundation headquartered in Switzerland; a World Language Program focused on the critical languages; and a Children's Engineering Program that exposes students to math and science interests and careers. We are certain that these programs will lay the groundwork for increased academic achievement and educational excellence system-wide.

We look forward to the decision of the Magnet Schools Assistance Program office, and thank you in advance for your consideration.

Sincerely,

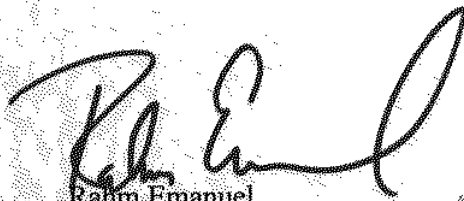


Danny K. Davis  
Member of Congress



Luis V. Gutierrez  
Member of Congress

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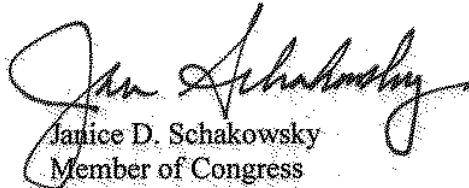
Rahm Emanuel  
Member of Congress



Jesse L. Jackson, Jr.  
Member of Congress



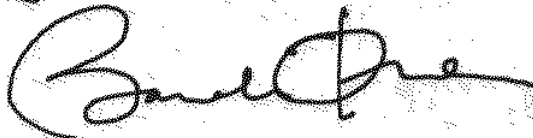
Bobby J. Rush  
Member of Congress



Janice D. Schakowsky  
Member of Congress



Richard J. Durbin  
United States Senator



Barack Obama  
United States Senator

DKD/jhw



Daniel Lipinski  
Member of Congress



OFFICE OF THE MAYOR

CITY OF CHICAGO

April 18, 2007

RICHARD M. DALEY  
MAYOR

The Honorable Margaret Spellings  
Secretary  
United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Dear Secretary Spellings:

This is to request your support for the Magnet Schools Assistance Program grant proposal, to be submitted to your office by the Chicago Public Schools.

The Chicago Public Schools system has enjoyed considerable success through the implementation of its magnet schools. These schools have not only served as effective vehicles for student desegregation, but also have provided enhanced academic experiences for our students. As a result, students are given the opportunity to meaningfully interact with students from other backgrounds, as well as gain exposure to a wide range of educational initiatives.

Our entry for the Magnet Schools Assistance Program grant proposes that an additional five schools be converted to magnet schools, which would significantly increase the number of magnet school students, as well as install magnet schools in areas of the city that are currently underserved.

The proposal will provide for the implementation of the highly effective Montessori program, the International Baccalaureate Primary Years Programme and Middle Years Programme, the first World Language Academy offering critical languages, and the district's first Children's Engineering Program.

Our goals include increasing the percentage of students that meet or exceed the state adequate yearly progress standard, eliminating minority student isolation and developing and implementing staff development programs.

We are certain that the grant proposal submitted for the Magnet Schools Assistance Program from the Chicago Public Schools will serve as an excellent means of enriching educational experiences, increasing and enhancing the choices available, and preparing our students for future success. Thank you in advance for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard M. Daley".

Mayor



CHICAGO PUBLIC SCHOOLS

---

Arne Duncan  
Chief Executive Officer

April 17, 2007

Secretary Margaret Spellings  
United States Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Spellings:

The Chicago Public Schools (CPS) is in the process of finalizing our grant proposal for submission to the Magnet Schools Assistance Program (MSAP). We are seeking your support for this initiative.

Currently, CPS offers a total of 47 magnet schools throughout the city, which were initially developed as part of our implementation of the system's Student Desegregation Plan. The magnet schools have provided our students with a variety of programs designed to meet their diverse needs, interests, and skill levels in addition to spearheading an effective desegregation effort.

Through the MSAP grant, our objective is to implement five additional magnet schools, fostering additional desegregated learning environments and promoting equity of access for a significant number of students. Our proposal will focus on five programs: the Montessori Program, the International Baccalaureate Primary Years Programme, the International Baccalaureate Middle Years Programme, a World Language Academy and the city's first Children's Engineering Program. Through the implementation of these initiatives, we intend to improve student achievement as well as eliminate the isolation of minority students. We are confident that our proposed strategies will allow us to meet these goals, thereby providing an increased number of students with a foundation for excellence.

I hope that you will find our proposal worthy of your support. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Arne Duncan', is written over a printed name.

Arne Duncan

## Budget Narrative

### Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1065-Mandatory\_BUDGET\_NARRATIVE.pdf**



TOTAL BUDGET through MSAP GRANT												BUDGET through CPS FUNDS	
ITEM	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010			YEAR 2010 - every year		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
TOTAL PERSONNEL				874,000			1,085,220			1,117,778			(b)(4)
TOTAL BENEFITS			362,814			465,089			495,386				
TOTAL TRAVEL			87,500			100,500			84,000				
TOTAL EQUIPMENT			1,006,958			435,694			350,270				
TOTAL SUPPLIES			825,018			540,175			423,015				
TOTAL CONTRACT SERV			220,609			193,500			173,000				
TOTAL STAFF DEVELOPMENT			409,979			366,348			306,626				
TOTAL OTHER			62,305			64,055			58,815				
TOTAL DIRECT COSTS			3,849,182			3,250,581			3,008,890				
INDIRECT COSTS			119,009			100,333			93,275				
GRAND TOTALS			3,968,191			3,350,914			3,102,165				

**BUDGET FOR OFFICE OF MSAP**

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
<b>PERSONNEL:</b>										
Projed Director		(b)(4)		90,000	(b)(4)		92,700	(b)(4)		95,481
Curriculum and Recruiter Specialist				61,750			63,603			65,511
Administrative Assistant				32,250			33,218			34,214
<b>TOTAL PERSONNEL</b>				<b>184,000</b>			<b>189,520</b>			<b>195,206</b>
<b>BENEFITS:</b>										
Health @ 15% increase each yr.		7,056	3	21,168	8,114	3	24,342	9,332	3	27,996
FICA @ 6.2%	0.062			11,408			11,750			12,103
Pension Teacher @ 21%	0.21		2	31,868		2	32,824		2	33,808
Pension ESP @ 18%	0.18		1	5,805		1	5,979		1	6,159
Medicare @ 1.45%	0.0145			2,668			2,748			2,830
General Liability @ .4%	0.004			37			758			781
Unemployment @ .4%	0.004			736			758			781
Worker's Compensation @ .95%	0.0095			1,748			1,800			1,854
<b>TOTAL BENEFITS</b>				<b>75,438</b>			<b>80,960</b>			<b>86,312</b>
<b>TRAVEL:</b>										
Conference travel		2,500		10,000	5,000		5,000	3,000		3,000
School Visits		2,000		2,000	2,000		2,000	2,000		2,000
<b>TOTAL TRAVEL</b>				<b>12,000</b>			<b>7,000</b>			<b>5,000</b>
<b>EQUIPMENT:</b>										
Dell Desk Computer		3,000	2	6,000						
Computer & telephone wiring		500	2	1,000						
15" Monitors		500	2	1,000						
LCD Projector		2,052	1	2,052						
Laptops		2,000	2	4,000						
<b>TOTAL EQUIPMENT</b>				<b>14,052</b>						

**BUDGET FOR OFFICE OF MSAP**

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
<b>SUPPLIES:</b>										
Layout & Design and printing		12,000	5	60,000	9,000	5	45,000	7,500	5	37,500
Radio & T.V.		10,000	2	20,000	9,000	2	18,000	8,000	2	16,000
Computer Software		2,000		2,000						
Office Supplies		3,000		3,000	1,500	1	1,500	1,500	1	1,500
Postage		3,000		3,000	2,000	1	2,000	1,000	1	1,000
<b>TOTAL SUPPLIES</b>				<b>88,000</b>			<b>66,500</b>			<b>56,000</b>
<b>CONTRACTED SERVICES:</b>										
Montessori & IB consultant		50,000		50,000	32,000		32,000	25,000		25,000
Evaluation team		45,000		45,000	47,000		47,000	50,000		50,000
Website Productions		4,000	5	20,000	2,000	5	10,000	2,000	5	10,000
<b>TOTAL CONTRACT SERV</b>				<b>115,000</b>			<b>89,000</b>			<b>85,000</b>
<b>STAFF DEVELOPMENT:</b>										
Registration		1,000	2	2,000	1,000	2	2,000	1,000	2	2,000
Program Development		2,500	2	5,000	1,000	2	2,000	1,000	2	2,000
Magnet Workshops		2,000	2	4,000	1,000	2	2,000	1,000	2	2,000
<b>TOTAL STAFF DEVELOPMENT</b>				<b>11,000</b>			<b>6,000</b>			<b>6,000</b>
<b>OTHER</b>										
Magnet Schools Fair				10,000	10,000		10,000	10,000		10,000
<b>TOTAL OTHER</b>				<b>10,000</b>			<b>10,000</b>			<b>10,000</b>
<b>TOTAL INDIRECT COSTS</b>	<b>3%</b>			<b>119,009</b>			<b>100,333</b>			<b>92,885</b>
<b>TOTAL OFFICE COSTS</b>				<b>\$614,447</b>			<b>\$549,313</b>			<b>\$536,403</b>

**BUDGET FOR FRAZIER INTERNATIONAL MAGNET SCHOOL**

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
<b>PERSONNEL:</b>										
IB PYP Coordinator		(b)(4)		65,000	(b)(4)		66,950	(b)(4)		68,959
Language Teacher				60,000			61,800			63,654
<b>TOTAL PERSONNEL</b>				<b>125,000</b>			<b>128,750</b>			<b>132,613</b>
<b>BENEFITS:</b>										
Health @ 15% increase each yr.		7,056	2	14,112	8,114	2	16,229	9,332	2	18,663
FICA @ 6.2%	0.062			7,750			7,983			8,222
Pension @ 21%	0.21			26,250			27,038			27,849
Medicare @ 1.45%	0.0145			1,813			1,867			1,923
General Liability @ .4%	0.004			500			515			530
Unemployment @ .4%	0.004			500			515			530
Worker's Compensation @ .95%	0.0095			1,188			1,223			1,260
<b>TOTAL BENEFITS</b>				<b>52,112</b>			<b>55,369</b>			<b>58,977</b>
<b>TRAVEL:</b>										
IB conference travel		1,000	13	13,000	1,000	13	13,000	1,000	10	10,000
annual conference travel		1,000	6	6,000	1,000	10	10,000	1,000	10	10,000
<b>TOTAL TRAVEL</b>				<b>19,000</b>			<b>23,000</b>			<b>20,000</b>
<b>EQUIPMENT:</b>										
Science lab equipment		25,000	1	25,000	17,000	1	17,000	10,000	1	10,000
Science lab furniture		18,000	1	18,000	1,500	3	4,500			0
laptops				0	1,345	6	8,070	1,345	6	8,070
Upgrade technology lab		40,000	1	40,000	25,000	1	25,000	15,000	1	15,000
Computer Lab on a Cart		22,500	1	22,500	22,500	1	22,500	22,500	1	22,500
Digital cameras & equipment		1,000	10	10,000	1,000	15	15,000	1,000	15	15,000
Fax with international access		1,500	1	1,500			0			0
Symposium, monitor & projector		4,500	1	4,500	6,000	1	6,000	6,000	1	6,000
networking accessories		5,500	1	5,500			0			0
computers, LCD, etc for UN room		30,000	1	30,000			0			0
laser printers w/scanners					2,000	10	20,000	2,000	10	20,000
videocamera w/tripod					2,000	2	4,000	2,000	2	4,000
heavy duty color copier					8,600	1	8,600			
table, chairs & other supplies for UN room		48,324	1	48,324			0			0
Library manager		5,000	1	5,000			0			0
television/VCR/DVD & mounts		1,000	10	10,000				1,000	5	5,000
3m LCD Projector		2,700	1	2,700	2,700	2	5,400	2,700	2	5,400
Prestige Video editing		4,400	1	4,400	4,400	1	4,400	4,400	1	4,400
Scan converter		100	10	1,000	100	10	1,000	100	10	1,000
Electric book bonders		150	6	900			0	150	8	1,200
Smart boards		2,400	2	4,800			0			0
Display cases		18,500	1	18,500			0			0
heavy duty electric pencil sharpeners		80	15	1,200			0	80	6	480
Fisk paper cutter with Decorative blades		1,500	1	1,500			0	1,500	1	1,500
mobile lecturn				0	240	4	960	240	2	480
art materials		5,000	1	5,000	4,000	1	4,000	3,500	1	3,500
p.e. materials		5,000	1	5,000	4,000	1	4,000	3,500	1	3,500
<b>TOTAL EQUIPMENT</b>				<b>265,324</b>			<b>150,430</b>			<b>127,030</b>
<b>SUPPLIES:</b>										
Publications		3,000	1	3,000			0	1,000	1	1,000

**BUDGET FOR FRAZIER INTERNATIONAL MAGNET SCHOOL**

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
Lanugage textbooks		25,000	1	25,000			0			0
internationalism materials		10,000	1	10,000	10,000	1	10,000	10,000	1	10,000
Consumables		10,000	1	10,000	10,000	1	10,000	12,000	1	12,000
Update library		15,000	1	15,000	13,500	1	13,500	12,750	1	12,750
Software & licenses		12,000	1	12,000	6,000	1	6,000	5,000	1	5,000
IB subject guides		3,000	1	3,000	600	1	600	1,000	1	1,000
Art technology projects		5,000	1	5,000	5,000	1	5,000	5,000	1	5,000
stage lights, audio equipment, etc		5,000	1	5,000	5,000	1	5,000	5,000	1	5,000
magazine subscriptions		2,300	1	2,300	2,300	1	2,300	2,300	1	2,300
learning walls		25	36	900	25	55	1,375	25	65	1,625
textbooks		7,000	1	7,000	9,000	1	9,000	9,000	1	9,000
cd players w/headphones		135	15	2,025	135	25	3,375	135	25	3,375
cd's & videos for language lab		25	30	750	25	40	1,000	25	50	1,250
Instructional materials		15,000	1	15,000	15,000	1	15,000	15,000	1	15,000
consumables		20	450	9,000	20	500	10,000	20	500	10,000
multicultural posters & artifacts		2,000	1	2,000	3,500	1	3,500	3,000	1	3,000
reference materials		1,500	7	10,500	1,500	6	9,000	1,500	6	9,000
libraries for classrooms & lanugage lab		1,000	11	11,000	1,500	11	16,500	1,500	12	18,000
Mural/fresco				0	10,000	1	10,000	10,000	1	10,000
<b>TOTAL SUPPLIES</b>				<b>148,475</b>			<b>131,150</b>			<b>134,300</b>
<b>CONTRACTED SERV ICES:</b>										
Website development & maintenance		1,700	1	1,700	1,000	1	1,000	1,000	1	1,000
Learning Labs at the Museum of Science and Industry		250	36	9,000	250	36	9,000	250	36	9,000
International Film Festival Tickets		1,500	1	1,500	1,500	1	1,500	1,500	1	1,500
Gallery 37 projects		6,000	1	6,000	6,000	1	6,000	6,000	1	6,000
IB mini-personal projects and fairs		5,000	1	5,000	5,000	1	5,000	5,000	1	5,000
Xerox maintenance		5,000	1	5,000	5,000	1	5,000	5,000	1	5,000
<b>TOTAL CONTRACT SERV</b>				<b>28,200</b>			<b>27,500</b>			<b>27,500</b>
<b>TOTAL CONSTRUCTION</b>										
<b>STAFF DEVELOPMENT:</b>										
IB PYP application registration		4,500	1	4,500	4,500	1	4,500			0
IB training registration		550	20	11,000	550	20	11,000	550	20	11,000
Substitutes		5,000	1	5,000	7,000	1	7,000	8,000	1	8,000
Extended Day Teacher Pay		50	360	18,000	50	360	18,000	50	360	18,000
Differentiated instruction		1,500	8	12,000	1,500	8	12,000	1,500	8	12,000
Integrating technology in the classroom training		5,000	1	5,000	5,000	1	5,000	5,000	1	5,000
curriculum development training		8,000	1	8,000	5,000	1	5,000	5,000	1	5,000
inquiry based training		5,000	1	5,000	5,000	1	5,000	5,000	1	5,000
annual conference registrations		600	6	3,600	600	12	7,200	600	12	7,200
student registration to museums, performances, etc		15	700	10,500	15	650	9,750	15	600	9,000
<b>TOTAL STAFF DEVELOPMENT</b>				<b>82,600</b>			<b>84,450</b>			<b>80,200</b>
<b>OTHER</b>										
Marketing		4,000	1	4,000	5,000	1	5,000	5,000	1	5,000

**BUDGET FOR FRAZIER INTERNATIONAL MAGNET SCHOOL**

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
Postage		1,000	1	1,000	1,000	1	1,000	1,000	1	1,000
Parent education and resources		5,000	1	5,000	6,500	1	6,500	6,500	1	6,500
<b>TOTAL OTHER</b>				<b>10,000</b>			<b>12,500</b>			<b>12,500</b>
<b>GRAND-TOTALS</b>				<b>\$730,711</b>			<b>\$613,149</b>			<b>\$593,120</b>
<b>3 YEAR TOTAL BUDGET</b>										<b>\$1,936,980</b>

## BUDGET FOR KERSHAW SCHOOL

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
<b>PERSONNEL:</b>										
IB PYP Coordinator		(b)(4)		65,000	(b)(4)		66,950	(b)(4)		68,959
IB MYP Coordinator				65,000			66,950			68,959
World Language Teacher				60,000			61,800			63,654
<b>TOTAL PERSONNEL</b>				<b>190,000</b>			<b>195,700</b>			<b>201,571</b>
<b>BENEFITS:</b>										
Health @ 15% increase each yr.		7,056	3	21,168	8,114	3	24,343	9,332	3	27,995
FICA @ 6.2%	0.062			11,780			12,133			12,497
Pension @ 21%	0.21			39,900			41,097			42,330
Medicare @ 1.45%	0.0145			2,755			2,838			2,923
General Liability @ .4%	0.004			760			783			806
Unemployment @ .4%	0.004			760			783			806
Worker's Compensation @ .95%	0.0095			1,805			1,859			1,915
<b>TOTAL BENEFITS</b>				<b>78,928</b>			<b>83,836</b>			<b>89,272</b>
<b>TRAVEL:</b>										
IB conference travel		1,000	18	18,000	1,000	10	10,000	1,000	10	10,000
annual conference travel		1,000	6	3,000	1,000	8	8,000	1,000	8	8,000
<b>TOTAL TRAVEL</b>				<b>21,000</b>			<b>18,000</b>			<b>18,000</b>
<b>EQUIPMENT:</b>										
Upgrade science lab equipment		25,000	1	25,000	15,000	1	15,000	10,000	1	10,000
Science tables and chairs		10,000	1	10,000			0			0
science storage cabinets		1,500	4	6,000			0	1,500	3	4,500
demonstration bench		2,000	1	2,000			0			0
laptops		1,345	10	13,450			0	1,345	10	13,450
Upgrade technology lab		40,000	1	40,000	19,000	1	19,000	10,000	1	10,000
Computer Lab on a Cart		22,500	1	22,500	22,500	1	22,500	22,500	1	22,500
Digital cameras & equipment		1,000	10	10,000	1,000	7	7,000	1,000	5	5,000
Fax machine with international access		1,500	1	1,500			0			0
Symposium, monitor & projector		4,500	1	4,500	6,000	1	6,000	6,000	1	6,000
networking accessories		5,500	1	5,500			0			0
computers, LCD, etc for UN room		30,000	1	30,000			0			0
laser printers w/scanners					2,000	8	16,000			0
videocamera w/tripod					2,000	2	4,000	2,000	2	4,000
heavy duty color copier					8,600	1	8,600			
table, chairs & other supplies for UN room		48,324	1	48,324			0			0
Library manager		5,000	1	5,000			0			0
television/VCR/DVD & mounts		1,000	15	15,000			0	1,000	10	10,000
3m LCD Projector		2,700	3	8,100			0	2,700	2	5,400
Prestige Video editing		4,400	3	13,200			0			0
art materials		5,000	1	5,000	7,000	1	7,000	3,000	1	3,000
p.e. materials		5,000	1	5,000	4,000	1	4,000	2,500	1	2,500
Scan converter		100	20	2,000			0	100	10	1,000
mobile lecturn				0	240	4	960	240	2	480
Electric bookbinders		150	4	600	150	2	300			0
heavy duty electric pencil sharpeners		80	20	1,600	80	12	960			0
Fisker paper cutter with decorative blades		1,500	1	1,500	1,500	1	1,500	1,500	1	1,500
<b>TOTAL EQUIPMENT</b>				<b>275,774</b>			<b>112,820</b>			<b>99,330</b>
<b>SUPPLIES:</b>										
Publications		3,000	1	3,000			0			0
Lanugage textbooks		25,000	1	25,000			0			0

## BUDGET FOR KERSHAW SCHOOL

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
Internationalism materials		10,000	1	10,000	10,000	1	10,000	10,000	1	10,000
Consumables		20	600	12,000	20	500	10,000	20	400	8,000
Update library		15,000	1	15,000	8,000	1	8,000	5,000	1	5,000
Software		7,000	1	7,000	5,000	1	5,000	3,000	1	3,000
IB subject guides		3,000	1	3,000	2,000	1	2,000	1,000	1	1,000
Art technology projects		5,000	1	5,000	3,500	1	3,500	1,800	1	1,800
stage lights, audio equipment, etc		5,000	1	5,000	5,000	1	5,000	2,000	1	2,000
magazine subscription		2,300	1	2,300	2,300	1	2,300	2,300	1	2,300
learning walls		25	36	900	25	36	900	25	36	900
television/VCR/DVD & mounts		800	12	9,600	800	10	8,000	800	6	4,800
textbooks		7,000	1	7,000	5,000	1	5,000	5,000	1	5,000
cd's & videos for language lab		25	20	500	25	20	500	25	20	500
cd players w/headphones		135	25	3,375	135	18	2,430			0
consumables		20	150	5,000	20	150	5,000	20	150	5,000
multicultural posters & artifacts		2,000	1	2,000	2,000	1	2,000	1,500	1	1,500
libraries for classrooms & lanugage lab		1,000	14	14,000	1,500	11	16,500	1,500	5	7,500
Instructional materials		15,000	1	15,000	12,000	1	12,000	8,000	1	8,000
<b>TOTAL SUPPLIES</b>				<b>144,675</b>	<b>0</b>		<b>98,130</b>			<b>66,300</b>
<b>CONTRACTED SERVICES:</b>										
Website development & maintenance		1,700	1	1,700	1,000	1	1,000	1,000	1	1,000
Learning Labs at the Museum of Science and Industry		250	36	9,000	250	30	7,500	250	30	7,500
International Film Festival Tickets		1,500	1	1,500	1,500	1	1,500	1,500	1	1,500
Gallery 37 projects		6,000	1	6,000	5,000	1	5,000	4,000	1	4,000
IB mini-personal projects and fairs		5,000	1	5,000	4,000	1	4,000	3,000	1	3,000
Xerox maintenance		5,000	1	5,000	5,000	1	5,000	5,000	1	5,000
<b>TOTAL CONTRACT SERV</b>				<b>28,200</b>			<b>24,000</b>			<b>22,000</b>
<b>TOTAL CONSTRUCTION</b>										
<b>STAFF DEVELOPMENT</b>										



## BUDGET FOR KERSHAW SCHOOL

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
IB PYP application registration			1			1				
IB PYP & MYP application registration		4,500	2	9,000	4,500	2	9,000			0
IB training registration		550	20	11,000	550	13	7,150	550	13	7,150
Substitutes		5,000	1	5,000	6,000	1	6,000	6,000	1	6,000
Extended Day Teacher Pay		50	360	18,000	50	360	18,000	50	300	15,000
Differentiated instruction		1,500	8	12,000	1,500	8	12,000	1,500	8	12,000
Integrating technology in the classroom training		5,000	1	5,000	4,000	1	4,000	3,000	1	3,000
curriculum development training		8,000	1	8,000	5,000	1	5,000	3,500	1	3,500
inquiry based training		5,000	1	5,000	4,000	1	4,000	3,500	1	3,500
annual conference registrations		600	6	3,600	600	12	7,200	600	9	5,400
student registration to museums, performances, etc		15	700	10,500	15	700	10,500	15	700	10,500
<b>TOTAL STAFF DEVELOPMENT</b>				<b>87,100</b>			<b>82,850</b>			<b>66,050</b>
<b>OTHER</b>										
Marketing		4,000	1	4,000	4,000	1	4,000	3,000	1	3,000
<b>TOTAL OTHER</b>				<b>4,000</b>			<b>4,000</b>			<b>3,000</b>
<b>GRAND-TOTALS</b>				<b>\$829,677</b>			<b>\$619,336</b>			<b>\$565,523</b>
<b>3 YEAR TOTAL BUDGET</b>										<b>\$2,014,536</b>

**BUDGET FOR LAKESHORE EAST SCHOOL**

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
<b>PERSONNEL:</b>										
World Language & ITI Coordinator					(b)(4)		65,000	(b)(4)		66,950
World Language Teacher							120,000			123,600
<b>TOTAL PERSONNEL</b>							<b>185,000</b>			<b>190,550</b>
<b>BENEFITS:</b>										
Health @ 15% increase each yr.					7,526	3	22,578	8,655	3	25,965
FICA @ 6.2%	0.062						11,470			11,814
Pension @ 21%	0.21						38,850			40,016
Medicare @ 1.45%	0.0145						2,683			2,763
General Liability @ .4%	0.004						740			762
Unemployment @ .4%	0.004						740			762
Worker's Compensation @ .95%	0.0095						1,758			1,810
<b>TOTAL BENEFITS</b>							<b>78,818</b>			<b>83,892</b>
<b>TRAVEL:</b>										
conference travel (MSA, ACTFL)				0	2,000	10	20,000	2,000	10	20,000
<b>TOTAL TRAVEL</b>							<b>20,000</b>			<b>20,000</b>
<b>EQUIPMENT:</b>										
Welcome Kiosk					5,000	1	5,000			0
Welcome Kiosk furniture					5,000	1	5,000			0
Dell Desk computers					1,500	10	15,000	1,500	10	15,000
Laser printers w/scanners					2,000	8	16,000	2,000	8	16,000
digital cameras & equipment					1,000	5	5,000	1,000	5	5,000
laptops					1,345	8	10,760	1,345	8	10,760
3m LCD Projector					2,700	2	5,400	2,700	2	5,400
Video camera w/tripod					2,000	2	4,000	2,000	2	4,000
cd players w/headphones					135	32	4,320	135	32	4,320
language labs					22,000	1	22,000	22,000	1	22,000
library manager					5,000	1	5,000			0
electric book binders					150	2	300	150	2	300
smart boards					2,400	1	2,400			0
overhead projectors					100	20	2,000	100	10	1,000
heavy duty electric pencil sharpeners					80	20	1,600	80	20	1,600
Fisk paper cutter with Decorative blades					1,500	1	1,500	1,500	1	1,500
mobile lecturn					240	4	960	240	2	480
art materials					4,000	1	4,000	4,000	1	4,000
television/VCR/DVD & mounts					1,000	10	10,000	1,000	10	10,000
materials for heritage learners					5,000	1	5,000	3,500	1	3,500
materials for non-heritage learners					5,000	1	5,000	3,500	1	3,500
instructional materials( flashcards, tapes, etc.)					5,000	1	5,000	5,000	1	5,000
posters, pictures, etc.					4,000	1	4,000	3,000	1	3,000
Wireless Laptop Cart				0	22,500	1	22,500	22,500	1	22,500
Industrial color copier				0	8,600	1	8,600			0
<b>TOTAL EQUIPMENT</b>							<b>170,340</b>			<b>138,860</b>
<b>SUPPLIES:</b>										

**BUDGET FOR LAKESHORE EAST SCHOOL**

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
Rosetta Stone Language Learning software (30 licenses languageA)					170	30	5,100			0
Rosetta Stone Language Learning software (30 licenses languageB)					170	30	5,100			
Rosetta Stone Language Learning software (30 licenses languageC)					170	30	5,100			
Rosetta Stone Language Learning software (30 licenses languageD)					170	30	5,100			
Symtalk language building system (4 languages)					1,500	4	6,000	1,500	4	6,000
textbooks					10,000	1	10,000	7,000	1	7,000
consumables					8,000	1	8,000	8,000	1	8,000
software					5,000	1	5,000	3,000	1	3,000
site licenses					3,000	1	3,000	1,500	1	1,500
cds & videos for language lab					25	100	2,500	25	150	3,750
professional library					3,000	1	3,000	3,000	1	3,000
World Language Texts (K-3)				0	50	120	6,000			0
World Language Texts (4-5)				0	50	70	3,500			0
World Language Texts (6-8)				0	60	105	6,300			0
artifacts related to languages taught								3,000	1	3,000
<b>TOTAL SUPPLIES</b>							<b>73,700</b>			<b>35,250</b>
<b>CONTRACTED SERVICES:</b>										
visiting artist program					4,000	1	4,000	2,000	1	2,000
Website development				0	1,700	1	1,700	1,200	1	1,200
International Film Festival tickets					2,000	1	2,000	2,000	1	2,000
FLES consultant					10,000	1	10,000	10,000	1	10,000
ICTFL training				0	10,000	1	10,000	10,000	1	10,000
Xerox maintenance				0	5,000	1	5,000	5,000	1	5,000
<b>TOTAL CONTRACT SERV</b>							<b>32,700</b>			<b>30,200</b>
<b>TOTAL CONSTRUCTION</b>										
<b>STAFF DEVELOPMENT:</b>										
Tribes TLC course					13,500	1	13,500	13,500	1	13,500
ITI initial climate survey/assessment					2,500	1	2,500	2,500	1	2,500
ITI Foundational Workshop					8,000	1	8,000	6,500	1	6,500
ITI Books					40	50	2,000	40	50	2,000
Science and technology for children training workshop					2,500	1	2,500	2,500	1	2,500
Great Explorations in Math and Science					1,800	1	1,800	1,800	1	1,800
Substitutes				0	6,500	1	6,500	5,000	1	5,000
Extended Day Teacher Pay				0	50	200	10,000	50	200	10,000
Technology training				0	7,500	1	7,500	6,000	1	6,000
<b>TOTAL STAFF DEVELOPMENT</b>							<b>54,300</b>			<b>49,800</b>

**BUDGET FOR LAKESHORE EAST SCHOOL**

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
<b>OTHER</b>										
Marketing				0	4,000	1	4,000	5,000	1	5,000
Postage					1,000	1	1,000	1,000	1	1,000
parent education & resources					6,500	1	6,500	5,000	1	5,000
<b>TOTAL OTHER</b>							<b>11,500</b>			<b>11,000</b>
<b>GRAND-TOTALS</b>							<b>\$626,358</b>			<b>\$559,552</b>
<b>3 YEAR TOTAL BUDGET</b>										<b>\$1,185,910</b>

## BUDGET FOR MILES DAVIS SCHOOL

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
<b>PERSONNEL:</b>										
Children's Engineering Coordinator		(b)(4)		65,000	(b)(4)		66,950	(b)(4)		68,959
Technology Teacher				60,000			61,800			63,654
K-5 Science Lab Teacher				60,000			61,800			63,654
<b>TOTAL PERSONNEL</b>				<b>185,000</b>			<b>190,550</b>			<b>196,267</b>
<b>BENEFITS:</b>										
Health @ 15% increase each yr.		7,056	3	21,168	8,114	3	24,343	9,332	3	27,995
FICA @ 6.2%	0.062			11,470			11,814			12,169
Pension @ 21%	0.21			38,850			40,016			41,216
Medicare @ 1.45%	0.0145			2,683			2,763			2,846
General Liability @ .4%	0.004			740			762			785
Unemployment @ .4%	0.004			740			762			785
Worker's Compensation @ .95%	0.0095			1,758			1,810			1,865
<b>TOTAL BENEFITS</b>				<b>77,408</b>			<b>82,270</b>			<b>87,660</b>
<b>TOTAL TRAVEL</b>										
<b>EQUIPMENT:</b>										
Multi Media Production Center		7,000	1	7,000	7,000	1	7,000	7,000	1	7,000
Prestige Video Editing		4,395	1	4,395			0	4,395	1	4,395
VCR/DVD and mounts		270	15	4,050			0	270	15	4,050
Scan converter		100	40	4,000			0	100	5	500
Dell GX270 computers		945	70	66,150	945	7	6,615	945	9	8,505
HP Deskjet 6122 printers		169	20	3,379	169	10	1,690	169	10	1,690
HP Officejet 6110 Printer		290	4	1,160			0	290	4	1,160
HP Color/BW Ink Kit		110	35	3,850	110	35	3,850	110	35	3,850
Multi Media Projection Cart		227	5	1,135	227	4	908	227	4	908
Mobile Lecturn		240	4	960			0			0
3m LCD projector		2,700	2	5,400	2,700	1	2,700	2,700	2	5,400
Sony digital 8 Camcorder		500	4	2,000	500	4	2,000	500	4	2,000
Sony digital camera kit		400	4	1,600	400	4	1,600	400	8	3,200
Laptop computers		1,345	10	13,450	1,345	10	13,450	1,345	10	13,450
Smart Boards		2,400	2	4,800			0			0
Display cases		10,000	1	10,000			0			0
Electric bookbinders		150	7	1,050			0	150	7	1,050
Heavy duty electric pencil sharpeners		80	20	1,600			0	80	20	1,600
Fisker paper cutter with decorative blades		1,500	2	3,000	1,500	1	1,500	1,500	0	0
<b>TOTAL EQUIPMENT</b>				<b>138,979</b>			<b>41,313</b>			<b>58,758</b>
<b>SUPPLIES:</b>										
Everyday Math consumables		17	540	9,180	17	540	9,180	17	540	9,180
Math manipulatives kits		486	29	14,094			0	486	12	5,832
Manipulative Kit refill		500	2	1,000	500	7	3,500	500	7	3,500
Game Kits		201	32	6,432			0	201	20	4,020
Wall charts		49	19	931	49	13	637	49	29	1,421

## BUDGET FOR MILES DAVIS SCHOOL

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
Activity and game books		55	120	6,600			0			0
Calculators and overheads		86	150	12,900	86	10	860	86	20	1,720
Hands-on materials		28	55	1,540	28	50	1,400	28	10	280
Hands-on equations		281	1	281	281	4	1,124	281	4	1,124
Math manipulatives kits		189	2	378	489	1	489	489	1	489
Math Start Libraries		100	17	1,700	100	32	3,200			0
Math Student Reader library		24	64	1,536	24	64	1,536	24	64	1,536
Science supplies and kits		25,000	1	25,000	50,000	1	50,000	17,000	1	17,000
Edventures Engineering Lab		20,018	1	20,018	20,018	1	20,018			0
K'Nex & Lego supplies		51,000	1	51,000	40,000	1	40,000	37,000	1	37,000
Engineering supplies		15,000	1	15,000	23,412	1	23,412	4,913	1	4,913
Technology supplies		38,326	1	38,326	24,000	1	24,000	20,000	1	20,000
Macromedia Studio MX		3,000	1	3,000			0	3,000	1	3,000
Site licenses for software		5,000	1	5,000	8,000	1	8,000	3,000	1	3,000
classroom libraries		1,000	12	12,000			0	1,500	11	16,500
<b>TOTAL SUPPLIES</b>				<b>225,916</b>			<b>187,356</b>			<b>130,515</b>
<b>CONTRACTED SERVICES:</b>										
Edventures		1,500	2	3,000	1,500	1	1,500	1,500	1	1,500
Children's engineering education		6,014	1	6,014	25,000	1	25,000	15,500	1	15,500
Everyday Math		1,500	2	3,000	1,500	1	1,500	1,500	1	1,500
K'Nex		2,000	2	4,000	2,000	1	2,000	2,000	2	4,000
<b>TOTAL CONTRACT SERV</b>				<b>16,014</b>			<b>30,000</b>			<b>22,500</b>
<b>TOTAL CONSTRUCTION</b>										
<b>STAFF DEVELOPMENT:</b>										
Substitutes		125	100	12,500	125	100	12,500	125	100	12,500
Extended day teacher Pay		50	650	32,500	50	400	20,000	50	250	12,500
NCTM conference		600	7	4,200	600	7	4,200	600	7	4,200
Technology conferences		625	7	4,375	625	12	7,500	625	12	7,500
Engineering conferences		622	7	4,354	622	9	5,598	622	8	4,976
Tom Snyder Prod		3,500	1	3,500	3,500	2	7,000	3,500	2	7,000
Problem-based learning training		500	15	7,500	500	10	5,000	500	10	5,000
NSTA conference		750	7	5,250	750	7	5,250	750	7	5,250
Staff development courses		5,000	5	25,000	5,000	3	15,000	5,000	1	5,000
<b>TOTAL STAFF DEVELOPMENT</b>				<b>99,179</b>			<b>82,048</b>			<b>63,926</b>
<b>OTHER</b>										
PORTS		12,000	1	12,000	12,000	1	12,000	12,000	1	12,000
Summer programs		10,000	1	10,000	10,000	1	10,000	10,000	1	10,000
Marketing & postage		4,000	1	4,000	4,050	1	4,050	4,010	1	4,010
<b>TOTAL OTHER</b>				<b>26,000</b>			<b>26,050</b>			<b>26,010</b>
<b>GRAND-TOTALS</b>				<b>\$768,496</b>			<b>\$639,587</b>			<b>\$585,635</b>
<b>3 YEAR TOTAL BUDGET</b>										<b>\$1,993,718</b>

### BUDGET FOR MAYER SCHOOL

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
<b>PERSONNEL:</b>										
Montessori Coordinator		(b)(4)		65,000	(b)(4)		66,950	(b)(4)		68,959
IB MYP Coordinator				65,000			66,950			68,959
World Language Teacher				60,000			61,800			63,654
<b>TOTAL PERSONNEL</b>				<b>190,000</b>			<b>195,700</b>			<b>201,571</b>
<b>BENEFITS:</b>										
Health @ 15% increase each yr.		7,056	3	21,168	8,114	3	24,343	9,332	3	27,995
FICA @ 6.2%	0.062			11,780			12,133			12,497
Pension @ 21%	0.21			39,900			41,097			42,330
Medicare @ 1.45%	0.0145			2,755			2,838			2,923
General Liability @ .4%	0.004			760			783			806
Unemployment @ .4%	0.004			760			783			806
Worker's Compensation @ .95%	0.0095			1,805			1,859			1,915
<b>TOTAL BENEFITS</b>				<b>78,928</b>			<b>83,836</b>			<b>89,272</b>
<b>TRAVEL:</b>										
IB conference travel		1,000	13	13,000	1,000	13	13,000	1,000	5	5,000
Montessori conference travel		2,500	5	12,500	2,500	5	12,500	2,500	4	10,000
Annual conference travel		1,000	10	10,000	1,000	7	7,000	1,000	6	6,000
<b>TOTAL TRAVEL</b>				<b>35,500</b>			<b>32,500</b>			<b>21,000</b>
<b>EQUIPMENT:</b>										
Montessori Classroom Furniture (3-5 year olds)		12,850	3	38,550			0			0
Montessori Classroom Furniture (6-8 year olds)		10,000	3	30,000			0			0
Rewiring of sound system in auditorium/ gymnasium				0	8,500	1	8,500			0
upgrade science lab equipment		15,000	1	15,000	8,500	1	8,500	4,000	1	4,000
Computer Lab on a Cart		22,500	2	45,000	22,500	1	22,500			0
Color Copier		8,600	1	8,600			0			0
Computer furniture		1,100	10	11,000			0			0
Dell Desk Computers		1,500	35	52,500			0			0
Laser printers w/ scanners		2,000	10	20,000			0	2,000	10	20,000
Montessori Art Equipment		5,000	1	5,000			0			0
upgrade technology lab		22,000	1	22,000	17,000	1	17,000	8,000	1	8,000
fax machine with international access		1,100	1	1,100			0			0
Digital Camera & equipment		1,000	10	10,000	1,000	10	10,000	1,000	6	6,000
Laptop w/ printer		3,000	12	36,000	3,000	10	30,000			0
LCD projector		2,052	1	2,052	2,052	1	2,052	2,052	1	2,052
Video Camera w/ tripod		2,000	1	2,000	2,000	1	2,000	2,000	1	2,000
CD Players w/headphones		135	20	2,700	135	20	2,700	135	20	2,700
Classroom Monitors/hardware/VCR					1,700	15	25,500	1,700	12	20,400
wireless network		13,000	1	13,000			0			0
Welcome Kiosk		5,000	1	5,000			0			0
Welcome Kiosk furniture		5,000	1	5,000			0			0
Smart Boards		2,379	1	2,379	2,379	1	2,379			0
<b>TOTAL EQUIPMENT</b>				<b>326,881</b>			<b>131,131</b>			<b>65,152</b>
<b>SUPPLIES:</b>										
Montessori Classroom materials (3-5 year olds)		23,883	3	71,649			0			0

### BUDGET FOR MAYER SCHOOL

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
Montessori Classroom materials (6-8 year olds)		24,608	3	73,824			0			0
Display cases		15000	1	15,000			0			0
Montessori Bell sets w/baseboards		693	3	2,079	693	3	2,079			0
IB MYP Publications		2000	1	2,000			0			0
Instructional materials & consumables		13000	1	13000	10000	1	10,000	8000	1	8,000
update library		10,000	1	10,000	10,000	1	10,000	3,000	1	3,000
software		5,000	1	5,000	5,000	1	5,000	3,000	1	3,000
Lending library		3,000	1	3,000	3,000	1	3,000	1,000	1	1,000
Reference Materials		350	10	3,500	350	10	3,500	350	10	3,500
Computer Supplies		3,000	1	3,000	3,000	1	3,000	2,000	1	2,000
IB subject guides		1,000	1	1,000	1,000	1	1,000	1,000	1	1,000
Postage		40	10	400	40	15	600	40	10	400
Heavy Duty Electric Pencil Sharpeners					80	12	960	80	10	800
Electric Bookbinders					150	4	600	150	2	300
Fisker Paper Cutter with Decorative Blades		1500	1	1,500			0	1,500	1	1,500
Curriculum Driven Software		5,000	1	5,000	5,000	1	5,000	3,000	1	3,000
MicroSoft site licenses ( 4 different programs)				0	70	40	2,800	70	20	1,400
Hyper Studio				0	750	2	1,500	750	4	3,000
art technology projects		8000	1	8,000	8,000	1	8,000	4,000	1	4,000
<b>TOTAL SUPPLIES</b>				<b>217,952</b>			<b>57,039</b>			<b>35,900</b>
<b>CONTRACTED SERVICES:</b>										
Memberships		195	1	195			0			0
Montessori certification		18,000	1	18,000	10,000	1	10,000	6,000	1	6,000
Technology Designer		10,000	1	10,000	8,000	1	8,000	5,000	1	5,000
Xerox maintenance		5,000	1	5,000	5,000	1	5,000	5,000	1	5,000
<b>TOTAL CONTRACT SERV</b>				<b>33,195</b>			<b>23,000</b>			<b>16,000</b>
<b>STAFF DEVELOPMENT:</b>										
curriculum development training		8,000	1	8,000	4,000	1	4,000	3,000	1	3,000
inquiry based training		5,000	1	5,000	5,000	1	5,000	3,000	1	3,000
annual conference registrations		600	6	3,600	600	9	5,400	600	6	3,600
student registration to museums, performances, etc		15	800	12,000	15	800	12,000	15	800	12,000
IB application		4500	1	4,500	4500	1	4,500			0
IB training registration		550	15	8,250	550	15	8,250	550	10	5,500
Differentiated instruction		1500	6	9,000	1500	5	7,500	1500	4	6,000
Integrating technology in classroom		5000	1	5,000	4000	1	4,000	3000	1	3,000
website development		1200	1	1,200	800	1	800	800	1	800
Substitutes		5,000	1	5,000	5,000	1	5,000	5,000	1	5,000
International Film Festival tickets		1,700	1	1,700	1,700	1	1,700	1,700	1	1,700
Gallery 37		4,000	1	4,000	4,000	1	4,000	4,000	1	4,000
Mini-personal projects and fair		2,000	1	2,000	2,000	1	2,000	2,000	1	2,000
technology training		1,000	1	1,000	1,000	1	1,000	1,000	1	1,000
Extended Day Teacher Pay		8,000	1	8,000	6,000	1	6,000	6,000	1	6,000
Montessori certification training		6,000	8	48,000	6,000	6	36,000	6,000	5	30,000
Montessori Leadership Institute		3,850	1	3,850	3,850	1	3,850	3,850	1	3,850
<b>TOTAL STAFF DEVELOPMENT</b>				<b>130,100</b>			<b>111,000</b>			<b>90,450</b>
<b>OTHER</b>										
AMS dues		305	1	305	305	1	305	305	1	305



## BUDGET FOR MAYER SCHOOL

Item	%	YEAR 2007-2008			YEAR 2008-2009			YEAR 2009-2010		
		Unit	Quantity	Extension	Unit	Quantity	Extension	Unit	Quantity	Extension
Marketing		5,000	1	5,000	4,200	1	4,200	3,000	1	3,000
Parent education & resources		7,000	1	7,000	7,000	1	7,000	4,000	1	4,000
<b>TOTAL OTHER</b>				<b>12,305</b>			<b>11,505</b>			<b>7,305</b>
<b>GRAND-TOTALS</b>				<b>\$1,024,861</b>			<b>\$645,711</b>			<b>\$526,650</b>
<b>3 YEAR TOTAL BUDGET</b>										<b>\$2,197,222</b>