ORIGINAL

CHICAGO PUBLIC SCHOOLS

For the Proposed Reconstitution of

Dewey Elementary Academy of Fine Arts

Public Hearing

STENOGRAPHIC REPORT OF PROCEEDINGS had in the above-entitled matter held on April 30, 2013, at Chicago Public Schools Headquarters, Board Chambers, 125 South Clark, at 5:30 p.m., Fredrick H. Bates, Esq., presiding.

CPS STAFF MEMBERS PRESENT:

MS. ESTHER YAHNIG, Lawyer, CPS Law Department

MR. RYAN CROSBY, Director of Performance Data and Policy for CPS

MR. VICTOR SIMON, Chief of Schools for The Pershing Elementary School Network

ALSO PRESENT:

MR. TERRENCE CARTER, AUSL

MEMBERS OF THE PUBLIC

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HEARING OFFICER BATES: Good evening. My name is Fredrick Bates, I'm an attorney in private practice here in Chicago. I'm not an employee of Chicago Public Schools. On or about April 3, 2013, I was retained by the CEO, Chief Executive Officer, of the Chicago Public Schools to serve as an independent hearing officer in connection with this matter.

The purpose of this hearing is to enable me to receive public comments from concerned persons, specifically including representatives of the CEO, members of the Local School Council, parents of the school's students, members of school's staff, the principal, representatives of the Chicago Teachers Union, and interested members of the public, concerning the CEO's proposal to reconstitute Dewey Elementary Academy of Fine Arts. Pursuant to 5/34-8.3(d)(4)of the Illinois School Code, notices of the hearing was served on the parents, principal, staff members of the Local School Council.

Pursuant to said notice, this hearing was scheduled to beginning at 5:30 p.m. on April 30, 2013. I would like the record to reflect that we

began promptly at 5:30.

Pursuant to the directives provided in the document entitled Procedures for Public Hearings on Proposed School Reconstitutions, the hearing officer is solely responsible for conducting the hearing, determining the number of persons who speak at the hearing, and he or she may impose limitations necessary to ensure that the proceedings are orderly and efficient.

I want to hear from as many people as possible this evening, so I have some ground rules I would like everyone to respect. This is a public hearing, so I would expect everyone in attendance to comport their conduct to reflect that fact. Anyone who fails to do so will be removed. Please turn off your cell phones or put them on vibrate. Do not clap or cheer if you agree with something a witness has to say, nor "boo" if you oppose what a witness has to say. This is a opportunity for public comment regarding the CEO's recommendation, it is not a question-and-answer session. I don't have any answers. I reiterate, I'm not an employee of CPS.

I'll attempt to conduct an orderly

hearing, and I assure you, I will respect every person in this room. I will insist that you respect me by honoring the ground rules that I have just set forth.

Just to tell you how we will proceed, I will receive comments from representatives from the CPS concerning why they are proposing to reconstitute Dewey Elementary. Then I will hear from those individuals who have signed up to speak today, primarily in the order they have signed in, until everyone who signed in before 6:30 p.m. is heard, or until we've reach the hour of 7:30 p.m., whichever occurs first.

I have a few exceptions. Public officials and the principal, when it comes to the school's opportunity for presentation, I like to hear from them up front. The principal has indicated that he has an order of speakers that he would like to have present the school's position, and I'm happy to accommodate that as soon as I get the speaker cards, which I don't have yet.

A certified court reporter is here to transcribe the hearing. She is seated to my left and to the audience's right. She cannot record two

people speaking at the same time. Therefore, if I have a question for you, please stop. We can't both talk at the same time. Wait until my question is concluded before you begin to answer it.

Are there Spanish and sign language interpreters in the room? Okay. If you need Spanish language interpreter, she's seated in the back side of the room.

Can you, ma'am.

THE INTERPRETER: (In Spanish).

HEARING OFFICER BATES: Thank you.

When you are called upon speak, please step to the microphone. State your first and last name, spell your complete name, and please state your affiliation with the school.

Following the public hearing, pursuant to State law and the procedures promulgated by the Board governing this hearing, I will prepare and submit to the CEO a written recommendation and summary of the public comments and documents received at the hearing this evening.

Finally, the record in this case will remain open until 5:00 p.m. tomorrow evening for persons to submit any written materials they want

me to consider and make a part of the record. Those materials should be submitted to Ruchi Verma in the CPS Law Department via facsimile, at -- 1769, 1700 which is your preference?

MS. YAHNIG: 1769.

HEARING OFFICER BATES: At (773)553-1769. Materials submitted after 5:00 p.m. tomorrow will not be considered in my recommendation and report. My report will be issued sometime before the next Board meeting.

With that said, will the first CPS representative come forth.

ESTHER YAHNIG

MS. YAHNIG: Good evening, Mr. Hearing Officer. My name is Esther Yahnig, E-s-t-h-e-r, Y-a-h-n-i-g. I am an attorney in the Chicago Board of Education's Law Department, and I am appearing before you today in connection with the proposal of the Chief Executive Officer, or CEO, of the Chicago Public Schools to reconstitute Dewey Elementary Academy of Fine Arts, or Dewey.

Throughout the CEO's presentation today, witnesses may refer to this proposal as a reconstitution, or also as a turnaround.

At this time I would like to ask that you admit into the record the CEO's compiled Exhibit 1, which is a binder of documents already tendered to you and being submitted for your consideration in support of this proposal. A copy of the binder is also available here in Board Chambers on the ledge behind me. I believe someone is looking at it right now, but it will be on the ledge right over there for public viewing.

The binder consists of documentary evidence and written statements demonstrating that the CEO's proposal complies with the Illinois School Code and with Chicago Board of Education Policy. Specifically, the written statements and documents demonstrate the following:

At tab A, the binder includes the notice letters to the parents and guardians of students, school administrators, faculty, staff, and Local School Council members at Dewey. Tab A also includes an affidavit attesting to the delivery of notice to the Dewey parents or guardians, school administrators, faculty, staff, and Local School Council members.

At tab B, the binder includes the

Illinois School Code Provisions on the Board's powers, and the remediation and probation of the attendant centers. This tab also includes the Board's policy on school performance, remediation and probation for the 2011 to '12 school year, and the 2012 to '13 school year, and the CEO's Procedures for Public Hearings on Proposed Reconstitutions.

At tab C, the binder includes written evidence in support of the CEO's proposal. Tab C includes the written statement of Ryan Crosby, the accompanying Power Point presentation, and supporting documents demonstrating that Dewey was placed on probation and failed to make adequate progress in correcting deficiencies that year. Tab C also includes the written statement of Victor Simon and supporting documents demonstrating that Dewey has an improvement plan and budget for correcting deficiencies and has been provided with support from the Network.

Finally, tab C includes the written statement of Terrence Carter and accompanying presentation describing the turnaround method and how it's expected to improve outcomes of Dewey.

At this time I would like to ask that the CEO's compiled Exhibit 1 be admitted into the record.

HEARING OFFICER BATES: Counsel, I've had an opportunity to review the information behind tab A. For the record, I'm finding proper notice of this hearing has been given. The CEO's binder will be received into evidence as CPS compilation Exhibit 1.

MS. YAHNIG: Thank you.

(Whereupon, document so offered was received as CPS Compiled Exhibit No. 1.)

MS. YAHNIG: Mr. Hearing Officer, I would now like to ask permission to call the CEO's first representative. Ryan Crosby will make a statement in support of this proposal. His statement is located in the binder at tab eight.

HEARING OFFICER BATES: You may proceed.

Mr. Crosby, state your full name and a spell your first and last names for the record.

MR. CROSBY: Ryan Crosby. R-y-a-n, C-r-o-s-b-y.

HEARING OFFICER BATES: You may proceed.

MR. CROSBY: Thank you.

RYAN CROSBY

Good evening, Mr. Hearing Officer. I am the Director of Performance Data and Policy for the Chicago Public Schools. In this capacity I oversee the implementation of the District's Performance, Remediation and Probation Policy, or "Performance Policy," and compliance with state and federal school accountability policies. I have been in this position since June, 2012, but have maintained oversight of the Performance Policy since June, 2008.

I am appearing before you today to present specific data highlighting the low academic performance of Dewey Elementary Academy of Fine Arts. This data will be displayed on the Power Point presentation currently being shown. If it's not, it is definitely in the binder of documents which you side of as well.

The Chief Executive Officer's proposed recommendation that Dewey be reconstituted is based on Section 34-8.3 of the Illinois School Code. There is a copy of the Statute in the binder of documents that you have received in support of this

proposal.

Section 8.3 grants the Chief Executive Officer and the Board of Education the authority to take certain corrective measures with respect to schools with academic deficiencies. Once of those measures is placing schools on probation, which allows the Chief Executive Officer and the Board of Education to take additional corrective actions intended to correct the school's academic deficiencies.

Specifically, Section 8.3 allows the Chief Executive Officer, with the approval of the Board of Education, and after a hearing, to reconstitute the school if, after a maximum of one year, the school has failed to make adequate progress in correcting its academic deficiencies.

The Board of Education has adopted policies setting forth the criteria for determining when a school is subject to being placed on probation and when it can be removed from that status. Specifically, the Performance Policy is the District's school accountability policy. Under this policy, each school receives an annual rating based on its performance on a variety of student

outcomes measures, including standardized test scores and student attendance.

This rating is based on a point system. Points are received for the school's current level of performance and improvement over time on standardized test and attendance, as well as the growth of the individual students from year to year on the state test.

There are 14 separate metrics on which schools are evaluated, each worth up to 3 points, for a total of 42 available points. Elementary schools that receive less than 50 percent of the total available points earn a rating of Level 3 and are placed on probation.

CPS began using this structure for the Performance Policy in 2008. As you can see, in each of the last five years Dewey has been a Level 3 school. In the 2007-2008 school year, Dewey received 40.5 percent of available points. In the 2008-2009 school year, it received 38.1 percent of available points. In the 2009-2010 school year, it received 9.5 percent of available points. In the 2010-2011 school year, it received 9.5 percent of available points. In the 2011-2012 school year, it

received 14.3 percent of available points.

Dewey has been on probation for the past five consecutive school years. The notices of Dewey's Performance Policy status for the last five school years, which were sent to the Dewey principal, are included in the binder of documents that you have received.

The next slide shows the results of the Illinois Standards Achievement Test, or ISAT, for the 2011-2012 school year for Dewey, the geographic Network in which Dewey is located, and the District. Dewey is located in the Pershing Network. The term "geographic network" refers to the school that are currently in the Pershing Elementary School Network, as well as the elementary schools located within the community but managed independently, such as charter schools.

The calculations used in this testimony exclude full-site selective enrollment schools. The reason for using geographic network in this calculation was to show how Dewey is performing compared to all other schools within its community.

As you can see, Dewey's 2011-2012 ISAT

Meets or Exceeds Composite score, which is the combined result of the ISAT reading, mathematics, and science assessment, was 45.3 percent, compared to a geographic network average of 76.9 percent, and a District average of 76.4 percent.

In reading, the percent of students at Dewey meeting or exceeding State standards was 39.1 percent, compared to a geographic network average of 73.4 percent, and a District average of 73.4 percent. In mathematic, Dewey's performance was 64.7 percent, compared to a geographic network average of 81.8 percent, and a District average of 80.5 percent. In science, Dewey's performance was 36.1 percent, compared to a geographic network average of 72.9 percent, and a District average of 72.9 percent.

As a point of reference, Dewey's 2011-2012 Meets or Exceeds Composite score of 45.3 was among the lowest ten scores for attendance area elementary schools last year.

The next few slides show Dewey's performance over time on the metrics used in the Performance Policy. These slides demonstrate the performance gap between Dewey and the other schools

in the network and across the District has widen considerably over the last three years.

Dewey's ISAT Composite Meets or Exceeds score was 13.7 percentage points below the geographic network average in 2005-2006, and 31.6 percentage points below the geographic network average in 2011-2012. Dewey's ISAT Composite Meets or Exceeds score was 12 percentage points below the District average in 2005-2006, and 31.1 percentage points below the District average in 2011-2012.

In addition to measuring the percentage of students meeting state standards, CPS also measures the percentage of students exceeding state standards. In 2011-2012, Dewey's ISAT Composite Exceeds score was 2.5 percent, compared to a geographic network average of 17.6 percent, and a District average of 18.9 percent. Dewey's Composite Exceeds score was 1.9 percentage points below the geographic network average in 2005-2006, and 15.1 percentage points below the geographic network average in 2011-2012. Dewey's Composite Exceeds score was 1.9 percentage points below the District average in 2005-2006, and 16.4 percentage points below the District average in 2011-2012.

Another measure on the Performance Policy is the percentage of students exceeding state standards on the ISAT at the school's highest grade level. This allows us to see how well students the are doing as they exit the school.

In 2011-2012, Dewey's ISATs Composite Exceeds score for it's eighth graders was 2.6 percent, compared to a geographic network average of 16.1 percent, and a District average of 15.8 percent. Dewey's eighth grade Composite Exceeds score was 7.4 percentage points below the geographic network average in 2005-2006, and 13.5 percentage points below the geographic network average in 2011-2012. Dewey's eighth grade Composite Exceeds score was 7.2 percentage points below the District's average in 2005-2006, and 13.2 percentage points below the District average in 2011-2012.

The performance gap between Dewey and the District is consistent across subjects. Dewey's ISAT reading Meets or Exceeds score was 15.4 percentage points below the geographic network average in 2005-2006, and 34.3 percentage points below the geographic network average in 2011-2012.

Dewey's reading score was 15.1 percentage points below the District average in 2005-2006, and 34.3 percentage points below the District average in 2011-2012.

Dewey's ISAT mathematics Meets or Exceeds score was 12.1 percentage points below the geographic network average in 2005-2006, and 27.1 percentage points below the geographic network average in 2011-2012. Dewey's mathematics score was 9.4 percentage points below the District average in 2005-2006, and 25.8 percentage points below the District in 2011-2012.

Dewey's ISAT science Meets or Exceeds score was 14 percentage points below the geographic network average in 2005-2006, and was 36.8 percentage points below the geographic network average in 2011-2012. Dewey's science score was 10.6 percentage points below the District average in 2005-2006, and 36.8 percentage points below the District average in 2011-2012.

In addition to standardized test scores --

I'm sorry. Please forward through the math, science. And one more, please.

In addition to standardized test scores, the CPS Performance Policy evaluates schools on attendance rate. The attendance rate for Dewey has been consistently lower than the District average. Dewey's attendance rate has declined from a high of 92.8 percent in 2008-2009 to 90.1 percent in 2011-2012, which was in the bottom 4 percent of attendance rates among elementary schools. Since the 2005-2006 school year, the District average for elementary schools has been consistently above 94 percent, and was 95.3 percent in 2011-2012.

The Value-Added metric, which is a component of the Performance Policy, compares student academic growth on the ISAT at a school with the growth of similar students across the District. This is done through a regression methodology that controls for nine student-level factors, including grade level; prior performance on the ISAT; free or reduced lunch eligibility; race or ethnicity; mobility; participation in the Students in Temporary Living Situations program; Individualized Education Program, or IEB, status; English Language Learners status; and gender.

Controlling for these factors allows us

to see how much impact the school had on its average student over the past year. Because we control for prior performance, this metric allows us to identify schools with low test scores where growth is rapid, and schools with high test scores where growth is slow.

The Value-Added metric is a standardized measure with a mean of zero. Standardized means the score is reported in standard deviation units, which is a measure of how far away the school's score is from the District average. A positive number means that students at the school are growing at a faster pace than similar students in the District. For example, a positive 1 indicates that the school is one standard deviation above the mean, meaning that the school's students are growing at a faster pace than approximately 84 percent of schools in the District. A score near zero means that students at the school are growing at about the same pace as similar students in the District. And a negative score means students at the school are growing at a slower pace than similar students in the District.

Dewey's reading Value-Added score was

negative 4.4 in 2009-2010, negative 1.2 in 2010-2011, and negative 0.5 in 2011-2012. It's mathematic Value-Added score was negative 4.3 in 2009-2010, 0.4 in 2010-2011, and 0.4 in 2011-2012. This means that on average, students at Dewey grew at a below-average pace in reading in all three years, and in one of the last three years in math.

As a point of reference, Dewey's reading Value-Added score of negative 0.5 in 2011-2012 was in the 28th percentile, and the math Value-Added percentage was in the 69th percentile.

To conclude, Dewey Elementary School is on probation in accordance with state law and the Performance Policy. The school has a low performance, this performance is consistently low across subject areas, and the school is not making sufficient progress in catching up with the rest the District.

Thank you, Mr. Hearing Officer. This concludes my statement.

HEARING OFFICER BATES: I have one question for you.

The school Performance Policy that was in effect for 2011-'12, as it pertains to

elementary schools, it looks like it's unchanged with respect to 2012-2013. Is that true?

MR. CROSBY: I would have to check if there are no changes. There are no changes in the metrics used and no changes in the benchmarks to earn points in those metrics. There may have been minor changes to awarding --

HEARING OFFICER BATES: That's what I was asking. Okay, thank you. I don't have anything else.

MS. YAHNIG: Mr. Hearing Officer, I would now like to ask permission to call the CEO's next representative, Victor Simon, who will make his statements in support of this proposal. Mr. Simon's statement is located in the binder at tab 11.

HEARING OFFICER BATES: Proceed.

MR. SIMON: Good evening.

HEARING OFFICER BATES: Good evening. State your name for the record and spell your first and last name.

MR. SIMON: My name is Victor Simon, V-i-c-t-o-r, last name S-i-m-o-n.

HEARING OFFICER BATES: You may proceed.

I'm employed by the Board of Education of the City of Chicago as the Chief of Schools for the Pershing Elementary School Network. Chicago Public Schools are divided up into Networks managed by a Chief, and provide support and oversight for the schools assigned to them on behalf of the CEO.

Dewey is within the Pershing Elementary School Network, and I'm responsible for the support and oversight of Dewey on behalf of the CEO. I have been the Chief of Dewey since April of 2012.

By way of background, prior to being appointed to my current role, I served as the Deputy Chief of Schools in the Pershing Network, and as Deputy Officer for the Autonomous Management and Performance Schools District for Chicago Public schools. My experiences in education include teacher, instruction specialist, principal, and management support director at both the elementary and high school levels. I have a Bachelor of Science in Biology from Illinois Wesleyan University, a Master's in Leadership and Administration from the University of Illinois, Chicago, and I am completing my work on a doctorate

in Urban Education Leadership, also at the University of Illinois, Chicago.

Dewey has been on probation for the past five consecutive school years for failing to meet the CPS required standards for minimum student performance. As my colleague, Ryan Crosby, testified, the school has demonstrated low academic performance across subject areas and students are not growing at a rate consistent with other comparable schools in the geographic network and the District, as measured by Board policy. Based on the Performance Policy and my observations, I have concluded that Dewey has made insufficient progress in improving student academic achievement.

Through my review of the Dewey School Improvement Plans, Continuous Improvement Work Plan, information I have gained from Network staff, my own knowledge of the District's initiatives, and my own work with Dewey since 2011, I'm aware of how the District has supported Dewey in an attempt to correct its deficiency during the lasting several years with programmatic, professional development, and mentoring supports.

Since Dewey has been on probation, the District has provided oversight of its discretionary budget to ensure that funds are allocated in line with the goals to improve student outcomes. Prior to this school year, this was done through the School Improvement Plan for Advancing Academic Achievement, or SIPAAA. The SIPAAA was created with input from data and from several stakeholders to identify the key areas where the school needed improvement, plan interventions to support the school, and allocate funds accordingly. The Chief provides input in the creation of the SIPAAA, and the Board of Education also approved the SIPAAA. Copies of the SIPAAA for 2010 through 2012, and Board reports adopting them, are located in your binder at tabs 12 and 13.

The Network has provided additional support to Dewey in an effort to correct academic deficiencies at the school. During the 2011-2012 school year, the Network assisted Dewey in the following ways.

First, the network provided the Dewey administration with principal coaching by pairing the school with a retired CPS principal who spent

approximately 40 days throughout the school year working with the administration.

Second, the Network coordinated a diagnostic visit, performed by Atlantic Research Partners, to help identify areas of strength and potential areas of focus for the Dewey administration.

Third, the Network paid for Dewey to receive online student achievement programs including eSpark, a program that uses student data to create individual learning profiles and offers online educational activities tailored to each individual student's learning needs; and ST Math, an instructional software program focused on growing students' reasoning abilities to explain, understand, and solve multi-step programs.

Fourth, Network Instructional Support Leaders, or ISLs, provided two full-staff professional development sessions focused on effectively using Northwest Evaluation Association student assessment data, NWEA.

Finally, Network ISLs made bi-weekly visits to Dewey to provide support and coaching to the administration and teachers.

Beginning this school year, the District began providing oversight of Dewey's discretionary budget and goals for improved student outcomes through the Continuous Improvement Work Plan, or the CIWP. The CIWP is a two-year strategic plan created by a team of participants at the school level with support and guidance from the Network Chief. The CIWP team consists of 6 to 12 committed stakeholders, including parents, teachers, the principal, and other members of the school community such as Local School Council representatives.

The CIWP team uses data and self-evaluation to set student performance goals, develop strategic priorities, identify milestones, and create action plans for each priority, and allocates funds in the budget to align with its goals and strategic priorities. The Network Chief provides input throughout the planning process, and also approves the CIWP upon completion on behalf of the District. The Board of Education also approves the CIWP, and copies of the Board report approving the Dewey 2012-2014 CIWP are located in your evidence binder at tab 14.

The Dewey CIWP set the following strategic priorities to improve student achievement and created an action plan for each.

The first goal was to produce students proficient in reading and math upon the completion of the pre-kindergarten program, prepared for primary grades.

The second goal was to provide consistent, effective, data-driven instruction in third through eighth grades, using balanced literacy and math models.

The third goal was to implement a whole-school positive behavior support model to improve school climate and increase student engagement.

The Network has provided additional support to Dewey this school year in an effort to correct academic deficiencies in the following ways.

First, prior to the start of the school year, the Network provided a summer institute for teachers and leaders focusing on the implementation of the common core state standards and curriculum development techniques for ensuring academic rigor.

Second, the Network Assistant Deputy Chief has made bi-weekly visits to Dewey for coaching sessions with the administration on topics such as effective classroom observation and feedback strategies, the use of student performance data, and overall operations and management needs, including, but not limited to, various personnel matters and assessment of framework implementation.

Third, network ISLs have provided five coaching professional development sessions to the Dewey administration and two coaching professional development sessions for kindergarten, first, and second grade teachers regarding early literacy programs and the use of data to inform instruction.

Fourth, the network continued to pay for Dewey to receive the online student achievement program, eSpark.

Despite the supports provided by the District in recent years, student academic growth at the school, according to the Performance Policy, has not kept pace with District averages. For individual students and for the community, there is

an urgent need for the performance of Dewey to improve and to improve quickly. Accordingly, the CEO is recommending that Dewey be turned around.

If the Board approves the proposed turnaround of Dewey, students will not be displaced from the school. Instead, a new team of administrators, faculty and support personnel will be staffed at the school. You will hear testimony from Terrence Carter next, who will explain the turnaround method and why it is expected to result in better educational outcomes at Dewey.

In conclusion, there is an urgent need to accelerate student achievement at Dewey, and prior supports and interventions have not produced satisfactory results. The CEO believes that the turnaround will accelerate student achievement and provide Dewey students with better educational opportunities.

Thank you for your time and attention. That concludes my statement.

HEARING OFFICER BATES: I have no questions.

Call your next witness, please.

MS. YAHNIG: Mr. Hearing Officer, I would now like to introduce Terrence Carter, who will make a

statement in support of this proposal. Mr. Carter's statement is located in the evidence binder at tab 15.

HEARING OFFICER BATES: Good evening. Please state your name for the record and spell your first and last name.

MR. CARTER: My name is Terrence Carter, T-e-r-r-e-n-c-e, C-a-r-t-e-r.

HEARING OFFICER BATES: You may proceed.

TERRENCE CARTER

Good evening, Mr. Hearing Officer. My name is Terrence Carter, I'm employed by the academy of Urban School leadership as the Director of Curriculum and Instruction.

The CEO has asked me to appear at this hearing today to convey to you and the Dewey school community, as well as interested members of the public in attendance, information on the Academy of Urban School Leadership, otherwise known as AUSL.

By way of background, I have been the Director of Curriculum and Instruction since 2010. Prior to joining AUSL, I served as the Principal of Clara Barton Elementary School for five years, and a Principal-in-Residence for Dodge Renaissance

Academy for one year. I have a Bachelor of Arts, and two Master's degrees in Social Welfare and Public Health, and a Doctor of Philosophy, and a Certificate of Advance Studies in Educational Administration and Leadership and Adult Learning.

AUSL is a nonprofit agency that partners with CPS to manage school. AUSL is a proven turnaround provider that has a great deal of experience improving student achievement at chronically under-performing Chicago Public Schools. AUSL manages 25 schools, and 7 are "dual mission" CPS schools, which include training academies that equip teachers to work specifically in turnaround settings. The remaining 18 schools are turnarounds; 16 elementary schools and 2 high schools.

While the turnaround process is a multi-year journey, experience has shown that AUSL turnaround strategies create hiring performing schools with accelerated student academic growth and other indicators of good schools. AUSL has transformed schools with disorderly school environments and persistently low student achievement into schools with positive school

climates that are inviting and conducive to increasing student achievement and accelerating student academic growth.

The PowerPoint presentation currently being shown illustrates AUSL's multi-year success in implementing turnaround strategies.

The first slide compares the percentage of students meeting or exceeding state standards before AUSL managed the school to the same schools' performance in the 2011-2012 year. As you can see, AUSL turnarounds have produced the following results.

At Howe School of Excellence, only 42.8 percent of students were meeting or exceeding state standards on the ISAT before the turnaround. In year four, 70.2 percent of students were meeting or exceeding state standards.

At Morton School, only 41 percent of students were meeting or exceeding state standards on the ISAT prior to the turnaround. At year four of the turnaround, 78.2 percent of the students were meeting or exceeding state standards.

At Dulles School of Excellence, only 48.5 percent of students were meeting or exceeding the

state standards on the ISAT before the turnaround. In year three, 70.1 percent of students were meeting or exceeding state standards.

The next slide compares the schools' performance growth for the last six years to that of the District. As you can see, every year since 2007, AUSL's average yearly increase in the percentage of students meeting or exceeding on the ISAT has more than doubled the average yearly increase at CPS.

AUSL has developed a data-driven framework that is the basis for its plan to improve academic performance outcomes at Dewey. Including, first, the development of rigorous, transparent goals for schools, teams, and individuals, including high expectations and no excuses climate and culture.

Second, the use of performance management systems with cycles of inquiry and data-driven interventions.

Third, the inclusion of high-quality instruction through the implementation of Common Core State Standards to ensure a rigorous instructional program that gives students the

knowledge and skills needed to be college and career ready.

Fourth, efforts to recruit, retain, and motivate high-quality staff to meet the needs of the school community, including educators with the appropriate bilingual language skills and special education training.

Fifth, intervention and tutoring services for students who need extra support in reading and math.

Sixth, advanced data systems and aligned assessments that allow staff to identify students who need additional assistance early and give them the help they need to stay on track.

Seventh, after school programs to give students access to additional instruction time to further accelerate student achievement.

Eighth, professional development and coaching that give teachers the strategies and tools needed to address diverse needs of students in challenged urban environments.

And finally, extensive curricular enhancements, including fine and performing arts and athletics, to the round out the curriculum and

extend the students' time at school learning.

AUSL's full school turnaround plan also includes improvements emphasizing students' socio-emotional behavior with effective attendance and discipline policies; safe and orderly school and classroom environments; focus on skills related to self-management, responsible decision making, empathy towards others, establishing positive interpersonal relationships, and determining positive goals; and partnerships with outside agencies that provide additional supports to students and their families.

As you can see, AUSL's full school turnaround plan is designed to be a comprehensive approach to teaching and learning. If the Board approves this proposal, AUSL would welcome the opportunity to serve the Dewey school community.

Thank you, Mr. Hearing Officer. That concludes my statement.

HEARING OFFICER BATES: I have no questions. Thank you, sir.

MR. SIMON: Thank you.

MS. YAHNIG: Mr. Hearing Officer, this concludes the presentation in support of the CEO's

proposal. If You have any additional questions, we will be available to answer them.

HEARING OFFICER BATES: Great. Thank you.

Alderman Pat Dowell.

Again, please state your name for the record and spell your first and last name.

ALDERMAN PAT DOWELL

Pat Dowell, P-a-t, D-o-w-e-l-l.

Attorney Bates, thank you for holding this hearing that will affect the futures of thousands of Chicago children, their teachers, and all our schools in my neighborhood. I'm Alderman Pat Dowell from the Third Ward.

You might notice that in 2009, it looks like based on the presentation a lot of the scores and the numbers begin to dip. So you might ask, well, what happened in 2009?

In 2009, there was a death of a principal of Dewey School, which was a very traumatic situation in terms of what had happened. And I think the students in the schools were affected, the whole neighborhood was affected, and it has been hard recovering from that.

But is Dewey ready for making rapid,

deep improvement? It is, yes, without a question. And I want to provide you with some evidence.

First, starting three years ago, the Local School Council put in place a new principal and assistant principal. Today, 70 percent of the teachers are new.

Second, working together, the teaches and the administration has developed a strong action plan that draws upon the best high-performance research from education and business. I ask you to read it carefully when it's presented to you.

Third, this team that I have gotten to know has the necessary energy, creativity, and commitment to quickly transform the things that need to be improved.

Fourth, over the past two years, Dewey's ISAT scores are improving more rapidly than the Citywide average. Today, this means that about 300 CPS elementary schools are improving less rapidly than Dewey has been.

In the year before the new administration team arrived at Dewey, Dewey's ISAT scores had fallen 50 percent. They fell from a score of 60 on reading to a score of 30. Their

improvement since then is a remarkable, remarkable story of improvement. This team is ready to go tomorrow.

Do they have the right partners they need to support what they want do? Yes, they do. CPS has identified two partners to choose from. The first model that CPS uses is the Academy for Urban School Leadership, which takes over the management of the school to turnaround the ISAT scores of schools whose performance has stalled. Their first school was launched in 2006.

This model assumes that the school staff are the major barrier to progress, so they remove virtually all of the staff before starting. They hire new teachers that have been trained in their own program for their schools.

The second model that CPS has used that CPS helped design, is a Chicago nonprofit --

HEARING OFFICER BATES: The CPS what?

ALDERMAN DOWELL: CPS helped design, it's the second model.

HEARING OFFICER BATES: I am missing the word, is it "help" or "health"?

ALDERMAN DOWELL: Helped. CPS helped design

with the Chicago nonprofit Strategic Learning Initiatives. It also started in 2006 by working with ten schools, all of them at the bottom range of the ISAT scores. The CPS SLI model retains all the staff at the beginning of the process, and is based on systematic research. As the process unfolds, some staff leave the school.

CPS SLI schools, or Strategic Learning Initiative schools, also have an excellent record of transforming ISAT as a result, and the school culture.

A month ago, Barbara Byrd-Bennett invited the media to join her in a visit to the Willa Cather School in Garfield Park. She wanted to show them what a welcoming school would look like that would welcome students from the closing schools. Cather is also the most improved school in the CPS system over a five-year period, as measured by both its ISAT Composite score and the school culture.

Cather is also an example of the CPS SLI, Strategic Learning Initiative model, for school transformation. The same CPS SLI model has been used elsewhere in the State of Illinois, and

it has transformed three high schools in downstate Illinois.

The CPS SLI modeled costs less than $200,00 per year per school. This compares to the over $1 million per year per school for the CPS AUSL model. For each CPS AUSL school, CPS could fund five CPS SLI schools. And in this day of dwindling resources and dearer resources, we should think about the financial impact of the decisions that we're making.

to my understanding, Dewey has chosen by a 91 percent confidential vote of their staff and a supportive decision from the Local School Council, which includes the principal, to apply to CPS for them to use the CPS SLI transformation model. They want to keep their new team together that has already begun to turn this school around. This choice will also save CPS the $2.4 million over the next three years.

In closing, I'm urging you, Attorney Bates, the Hearing Officer, and the CPS staff that is present, to make this recommendation to the leadership of CPS and the Board of Education. The Dewey School, and the three other schools that have

studied and voted for the CPS SLI model, should be allowed to use that model to continue the transformation of Dewey that the new Dewey team has so successfully started.

Thank you.

HEARING OFFICER BATES: Thank you, Alderman.

I would like to hear from the principal next.

While you're coming to the microphone, just for everyone's edification, I talked to you before the hearing. I'm going to try to let you present the school's case in the order that you want to presented it, but I have over 90 person who have signed in to speak, okay?

So you may proceed.

MR. DOCKERY: Not a problem. I'm happy to hear that we have 90 people that's supposed to speak.

HEARING OFFICER BATES: State your name for the record, and spell your first and last name.

PRINCIPAL ERIC DOCKERY

My name is Eric Dockery. First name E-r-i-c, last name D-o-c-k-e-r-y. I'm the proud Principal of Dewey Elementary Academy of Fine Arts. And, Mr. Hearing Officer, I appreciate this

opportunity to speak to you this evening about Dewey.

We just heard from the Board, you heard from my boss, the Network Chief, and you saw all of our data. And as Alderman Dowell said, when you look back at those last five years that we have been on probation, those last five years, well, the first two look quite a bit different from the last three. You see, as Alderman Dowell said, a drop. But it was more like a plummet between the scores in 2009 and 2010 when I arrived.

That question, again as Alderman Dowell said, what happened? What could have possibly happened for a school to drop that much? Well, a lot of things happened.

As she mentioned, the principal at the time, you know, pass I away in the school at an LSE meeting. It was quite traumatic for the children. That led to a spiraling downward affect for the school. In essence, we were broken. I mean, we were just flat broken.

When I arrived it was time to put things back together. Now, if you think about it, if there was going to be a turnaround, back in 2010

when we were at our low point, that probably would have been the best time for a turnaround. Since then, however, we have taken the steps to rebuild the school, and that's what we're still doing, we are rebuilding.

You see increases in our scores for the last two years, and as we do, with us putting in the programs and interventions that have more of a long term affect, and you will hear about those.

So the school was broken. So when the school is broken to the extent that we were, it takes time and effort to put it back together. You have to start somewhere. If it was a quick fix that could change the test scores just like that, no problem, I would have done that. But the extent that we were broken, it's not just putting the train back on the track. It's a rebuilding the tracks and rebuilding the train. And that's what we set out to do.

And the first thing do you is with the right people. You need the right people in order to do the work that we needed to do. That's why over 70 percent of our staff is new. In just this last year, we have 20, 20 new staff members. And

we are a small school, we only have a total staff of 52.

But these are not just 20 people this year, or 70 percent over the last three years, these are committed individuals who bought into my vision, who want the best for our students. Who understood the hard work that it was going to take. Who also understood that it was going to take some time. That this was not for a quick fix, and they were in it for the long haul. So I think they are all to be committed for joining me on this struggle.

And now, we are starting to see progress. We, in addition to having new people, we've invested in the infrastructure of the school. We believe that our students deserve the best. We believe that our students, despite the area that they live in, they need the same the access to technology, the same access to a high quality education, the same high quality resources that they would have if they had been in a more of affluent area.

So in that area of technology, we have made tremendous strides. We are one of the

District leaders in the use of technology, and you will hear a little bit more about that.

We have been recognized by the Chief Technology Officer. Victor Simon mentioned that he was able to support us with a program, eSmart. Well, he was able to support us with that because we wrote a grant, and through our budgeting were able to acquire iPads to be one-to-one for all of our middle school students and all of our special needs students. So it's because our efforts and this, you know, help us working together, that we were able to accomplish this. And you saw, and you're starting to see the results.

Another area that we knew we had to address was the socio-emotional and physical and mental health well-being of our students. Not only was the school broken, it had an affect on the students. We had to repair the students as well. I wish this could have been an easy process, I wish this could have been a quick process, it's not. It just simply isn't. So we had to do the work that's necessary.

We have invested tremendously. And I acquired partners to provide additional mental

health services and counseling for our children who need it. And we find that the more we listen, the more we discover and the greater need that we have. And you will hear from one of our partners, CRT, and you will hear from our partner with our safe schools grant to show the commitment that we have to repair our students and making sure they are ready learners.

Again, looking at the schools, look at the ISAT scores, they have been on the increase forth the last two years. Looking at all of the schools, and really focusing on those schools that were receiving a zero on the Performance Policy, these schools that were less than 50 percent, they are only four schools in the last two years that have two consecutive increases. Dewey was among those schools.

Now, our Network has really de-emphasized ISAT. We've not really put a great emphasize on ISAT. We have been looking at the new meters that the Board uses, that CPS uses, and that is the NWEA measure of growth. In that measure last year, that's the first year that we adopted it, Dewey was among the Network leaders. So in

reading, 60.8 percent of our students -- no, I'm, sorry that's the Network average. Dewey had 68 percent of our students meet their growth target. And 69 percent of our students meet their growth target in math. That put us in the top 35 percent of schools nationally. So we are heading in the right direction, and we have the data to show this.

Again, a school being broken the way that we were is going to take some time. But we're already starting to see some results.

Another area, and this is a long term fix, because we weren't in this for a short term. We are headed for the long haul. So again, being broken, where do you start? What better place to start than with our earliest learners, to build a foundation of success in future years.

So building on the strength of our child-parent center, the child-parent center is an early childhood model that emphasizes learning not just for children, the C in the CPC, but for their parents as well, the P in the CPC. We were fortunate enough to be part of a CPC expansion this year.

So the CPC started in 1967 in Chicago,

and it started as a PreK-to-third grade model. This year, we are starting back on that model for PreK to third grade. With the help of Dr. Arthur Ellis (phonetic) and the CPC expansion grant, we were able to take everything that came with that grant, and that's the re-conduction of the parent resource teacher and the school community rep, and all those resources to help kids learn, our youngest learners, and we doubled down on that.

We introduced technology. So we have SMART boards in every one of our child-parent center, or the full day rooms and full day kindergarten and full day PreK. So, yes, we were able to offer full day for our four-year-old students. And not too many schools are willing to do that. We're starting to see the results of that.

These students are going to be prepared, just like I wrote in the SIPAAA, these students are going to be prepared for kindergarten, first grade, second grade. And when they get to third grade and take whatever standardized test is still around, they will be ready.

But that's planting a seed. That seed is

going to produce fruit. I plant seeds. But I also know that we have to plant trees. We have some students in third through eighth grade, and that's where we are turning our attention now. Again, if I could have fixed everything all at once, I would have, but that's impossible. So now, we are moving this next year towards improving third through eighth. Jump starting third through eighth, because we have that divergence here as well.

But again, knowing, being in the school and knowing everything about the school, we knew that this was going to be a long process.

HEARING OFFICER BATES: Mr. Dockery, I'm going to ask you to begin to wrap up so I can hear from your team.

MR. DOCKERY: Yes, sir. Yes, sir.

So getting to that process of jump starting third through eighth and continuing to building on our strength of preK, we have seven major findings of fact, explanations and plans for enhancing our current reforms.

No. 1, Dewey is implementing a comprehensive turnaround strategy already composed of five elements. Number two, significant progress

has been achieved over the past three years and deserves more time to be fully realized. Number three, a comprehensive plan is supposed to continue and further enhance reforms without AUSL intervention.

Four, the proposed turnaround will create instability at a time when stability and continuity are needed most. Number five, align the turnaround strategy, our own strategy, to continuity with additional enhancements, not at CPS's expense, but additional enhancement will save CPS money. Six, achievement growth is larger than comparable schools at the time they began the AUSL turnaround.

Seventh --

HEARING OFFICER BATES: I'm sorry, would you repeat that?

MR. DOCKERY: Okay. Number six, achievement growth is larger than comparable schools at the time they began AUSL turnaround.

And finally, number seven, achievement growth at the time of the Board's decision is larger at Dewey than the close-by school, Holmes, whose recommendation for turnaround was withdrawn

in 2009 to improve achievement.

I would like to submit to you our plan, our progress report for 2010-2013, and the comprehensive plan to enhance student learning.

HEARING OFFICER BATES: Before you walk away, I would like you to repeat point three.

MR. DOCKERY: Point three, a comprehensive plan is proposed to continue and further enhance reforms, the reforms that we have already started, without AUSL intervention.

So this whole plan is spelled out in this binder of documents that I would like to submit, and I have copies for Board members as well.

HEARING OFFICER BATES: Is this the document from which you're other speakers are going to be speaking as well, or no?

MR. DOCKERY: Yes.

HEARING OFFICER BATES: I'm going for the record describe the document. It says Dewey Elementary Academy of Fine Arts and Child-Parent Center, 2010-'13 progress report and comprehensive plan to enhance learning gains. Public hearing April 30, 2013, will be received into the record as School Exhibit Number 3.

I'm going to receive the Alderman's written comments into the evidence as School Exhibit No. 2.

(Whereupon, documents so offered were received as School Exhibit Nos. 2 & 3.)

MR. DOCKERY: Thank you very much.

HEARING OFFICER BATES: The other speakers are not going to have nearly as much time as I gave you, but you can go ahead and indicate to me who the next person is.

MR. DOCKERY: The next person is one of our new teachers.

HEARING OFFICER BATES: Name?

MR. DOCKERY: Nichole Ferrin.

HEARING OFFICER BATES: Is she signed in to speak?

MR. DOCKERY: Yes.

HEARING OFFICER BATES: Okay. I got you number, 62.

Okay, proceed. Please state your name spell your last name.

NICOLE FERRIN

MY name is Nicole Ferrin. N-i-c-o-l-e,

last name, F as in Friday, e-r-r-i-n.

HEARING OFFICER BATES: And you're a teacher at Dewey?

MS. FERRIN: Yes, I'm a middle school special education teacher.

This is my first year teaching at Dewey, so I'm a new teacher there. It is also my first year teaching in CPS. It is also my first year teaching, period.

After a career in marketing and advertising and the arts, including founding and providing over a business, my own business, I made a dramatic career change. I discovered the achievement gap in my city's urban, low income schools, and I was outraged, so I committed myself to making a difference.

When I went own my job hunt about a year ago, I was seeking a level three, on probation school in a low income neighborhood, because I know that all children can learn and I know that I can make a difference in their lives.

But what set Dewey apart, they fit that criteria, but what set them apart is the administration's vision for this school. Their

support for social and emotional programming, as well as fine performing arts as part of academic development.

After eight months together in my classroom, I've seen progress academically and with the aid of challenges. When it comes to the middle of the year NWEA scores in reading and math, all of my students, 67 percent of my students met their goals. 100 percent of my students who met their maths goals exceeded them, and 75 percent of my students who met their reading goals exceeded them.

And this growth could not have happened without addressing their behavior challenges as well. To help addressing them, I developed relationships with not only with my students, but with their families, their guardians, and together we are allies inside and out of our classroom to see that these students succeed.

Thank you.

(Applause.)

HEARING OFFICER BATES: Thank you.

Now, please, hold on off that, would you?

Mr. Principal, it would be helpful if you can get your next two or three speakers lined up so they are ready to go, please. Really, I want to hear from as many people as I can, these kind of delays are not helpful, so if you would. And keep them two or three ready queued up, ready to go.

MS. McFADDEN: Hello.

HEARING OFFICER BATES: State your name for the record, please, spell you're first and last name, and tell me your affiliation with the school.

TALITHA McFADDEN

Talitha McFadden, T-a-l-i-t-h-a, M-c-F-a-d-d-e-n. I'm a special education classroom assistant, middle school. I'm also a cheer coach and a member of the social Emotional Partner Leadership Team.

Okay. In my time at Dewey, the short time at Dewey, it will be two and a half years, I have learned that building relationships and trust is very important in their -- the students' learning and achievement. Also, as a relatively new staff member, I have been able to develop trusting relationships with the parents, the students, and our new staff. We have a very strong

staff that is a very committed to learning of the students.

just one quick example of, you know, you see the scores, you may not see growth or think there is learning going on, but there is. When I entered Dewey there was one student that I began to work with who felt that he was not smart enough to ask a question in class. He didn't have the confidence to ask for help, and he was in self-contained all day.

Therefore, we worked together, built confidence and now that student is one of the leaders in the school. He is also only in special education classes for English Language Arts. He has become a very great part of the general education classroom. And I just want to say you may not see the growth, but I think the staff that are there every day working hard, we definitely do see the growth and the work that is being put forth.

Thank you.

HEARING OFFICER BATES: Thank you.

Next, please.

JACQUELYN DELANEY

Good evening. My name is Jacquelyn Delaney, that's Jacquelyn, J-a-c-q-u-e-l-y-n, Delaney, D-e-l-a-n-e-y. I'm the resources coordinator for the 21th Century after school program at Dewey. I organize before and after school programming, parent program. Some of the programs that we provide are like hip hop dancing, mine in our dancing, we provide extended learning hours for ST math and learning after school. We also have cooking classes, nutrition classes for parents and students also. We provide -- we have held several health fairs at the school for the community, parents and students.

I'm a little nervous, forgive me.

We have built a partnership with West Haven Senior home. We feel that it's very important that the students get to have build inter-generational relationships in their community, so we go over every so many months to play bingo with the senior citizens. So the children buy gifts at the Dollar Store to provide to the seniors. I must say that the seniors and the students really enjoy playing bingo together.

Our relationship with the parents have been very instrumental. We provide -- we have provided GED classes, crocheting classes, financial literacy. And we also partner with COFI, Community Organizing Family Issues.

And in closing, Dewey Academy is a vibrant community with many dedicated staff, parents community members, and family focus, we'll continue to support the happenings at Dewey and continue to assist them in their efforts.

Thank you.

HEARING OFFICER BATES: Thank you.

MS. FRIEL: Good evening.

HEARING OFFICER BATES: Can I ask you to hold on one second.

All right. Can you state your name for the record, please. Spell your first and last name.

MS. FRIEL: Good evening. My name is Susan Friel. Susan, S-u-s-a-n, Friel, F-r-i-e-l.

HEARING OFFICER BATES: F-r-i-e-l.

MS. FRIEL: Correct.

HEARING OFFICER BATES: All right.

SUSAN FRIEL

Good evening. I'm an experienced art educator with over 20 years of art education around the world. I'm a National Board Certified teacher candidate, I'm a contributing author to a publication of Learning by Heart: Teaching to Free the Creative Spirit. I'm a proud art teacher and magnet cluster lead teacher for Dewey Academy of Fine Arts. In addition, I'm the CPS art liaison and arts coordinator for 95 schools on the south side of Chicago. So I know what I'm talking about.

While it is important to recognize the connection between academic achievement and the arts, we must not be complacent, use one school against the other. We know how the intrinsic value of the arts is the development of the whole child. The fundamental building blocks of creativity and problem solving are not measured by the standardized tests that we saw on the charts here today. These are both essential to learning. In fact, nothing is more essentially to learning, particularly in an age that requires urgent thinking to solve problems in the 21st Century.

Dewey students receive a vibrant program

of arts with a full-time art teacher, a full-time music teacher and full-time technology coordinator. As former director of education for ART, Art Resources in Teaching in Chicago, at University of Arts in Los Angeles, I know what it takes to be a good arts partner and so sought and developed stellar art partners for Dewey. Through our relationship building, grant writing, and of students expectations each year, I bring approximately $50,000, 5-0-0-0-0 wroth of free programs for our students, professional development services for our teachers, parents and staff, students art materials, transportation, software publicity and exposition opportunity.

Our students have exhibited at museums, at Loyola University of Art Choice, at Dart City of Chicago and this Friday, you're all welcomed to the opening May 3, 4 and 7 at Gallery 79.

Our external partners help fill in some of the gaps and some of the missing services that the school cannot normally provide on a limited budget, and also grows the faculty of our school staff to fill in some of the gaps.

Some of our partners include Chantey

(phonetic) Foundation for Peace, now called Changing World, Barrell of Monkeys, May I Have This Dance, Loyola University Museum of Art, Smart Museum of Art. And in fact, Lisa Davis with the Smart Museum of Art was here earlier, but she had to leave because she wasn't able to speak earlier. Dewey Youth Voices, which has chosen us as one of the handful of CPS schools that were awarded sophisticated software for our all of our computers for all of our students, training for teachers, mentors, support for students and annual exhibits.

In each area to use our active participants working with along with the teaching artists, develop writing and other curricular connections to the common core as well. It's clear the arts play an important role in our lives, and as I mentioned, it doesn't normally show up on the test, but one that I know it really does work because last year a parent told me that the art program saved a child's life.

So it is my desire -- it is my desire that all this work does not go for naught, and that we would be able to continue these programs that are built on relationships an people -- and so that

when these people are replaced, it's not like their legacy can be replaced with other people from the same people and the relationship will not exist.

Thank you.

HEARING OFFICER BATES: Thank you.

Next.

MS. FRIEL: Can I refer you to the binder, there are three letters from my partners that would relate to these points? Thank you.

HEARING OFFICER BATES: I'm going to read everything in the binder I have, so thank you.

LISA COOPER

Good evening, Mr. Hearing Officer. My name is Lisa Cooper, L-i-s-a, C-o-o-p-e-r.

HEARING OFFICER BATES: Your affiliation with the school, Ms. Cooper.

MS. COOPER: I am the community relations specialist for State Farm Insurance Company, and so there has been a partnership with the school.

I welcome the opportunity to address you as the hearing officer for this appeal process. Again, I am the community relations specialist for State Farm Insurance Company in the Chicagoland area. Actually, I have communities all the way

down through Springfield and cover two-thirds of the state.

I am here to speak in favorite of the retention of Principal Eric Dockery and the current administration and teachers at Dewey Elementary Academy of Fine Arts.

I began working with Mr. Dockery in his role as assistant principal at Horace Mann Elementary School. Mr. Dockery reached out to me to provide educational programming on fire safety and 911 call stimulation programs to his students.

Mr. Dockery was quick to contact me about his new assignment at Dewey. He advised me that while he would be working closely with his Local School Council, he would also be forming an advisory council to identify and reach out to other partners for support.

We began the council with State Farm and Sherwin Williams, and continue to build upon these existing partnerships. Advisory council members have introduced new partners to Dewey. One specific example that I can provide is the involvement of the Illinois State Police and Wal-Mart. I was contacted by the sergeant that I

work with on the community programming with the Illinois State Police. She mentioned that she was working with Wal-Mart on a Christmas program and they were looking for a new school with whom they would partner due to lack of response at the existing school. She asked me for a recommendation, and I offered Dewey Elementary.

The sergeant was impressed with Mr. Dockery's response time. His teachers and staff were timely with students' wish list, which added the Illinois State Police in acquiring gifts and treats for from Wal-Mart for the entire student body.

In addition, the Chicago Police Department assisted along with the Chicago Fire Department and Santa came to Dewey in style in a big red fire truck. The Wal-Mart executive was shocked to see the students with their iPads to record the days activities. They were even more shocked to see and learn that Principal Dockery had applied not for just one, but two grants to make certain that the middle school students and the special needs students all had iPads.

Mr. Dockery truly understands and knows

how to form and leverage key partnerships. I have seen grant dollars fall by the wayside just as short as Friday, where 22 schools were asked to apply for money and only nine showed up for it. I was able to call Mr. Dockery and ask him to get his application in on time, and that grant is being processed. He was able to benefit of someone else's money that they left laying on the table.

I am again saying that I am in support of Mr. Dockery, his staff, and his teachers, and I know that they are committed to our children and the community in which we live.

Thank you, Mr. Hearing Officer. And I have a copy of my comments for your review.

HEARING OFFICER BATES: Thank you.

Next.

CARYN CURRY

Good evening. My name is Caryn Curry, C-a-r-y-n, C-u-r-r-y, and I'm Director of Prevention at Mental Health America of Illinois, by the way of the 30-plus year relationship with --

HEARING OFFICER BATES: Ms. Curry, you have to slow down and speak a little more loudly. I guess I'm having difficulty hearing you, and the court

reporter is as well.

MS. CURRY: I will start over.

HEARING OFFICER BATES: If would you, please.

And before you do, the letter that Ms. Cooper has submitted and will be received into evidence as School Exhibit No. 4.

(Whereupon, document so offered was received as School Exhibit No. 4.)

HEARING OFFICER BATES: Okay, start over, please.

CARYN CURRY

Okay I'm Caryn Curry. First name is named C-a-r-y-n, last name is C-u-r-r-y.

I'm with the organization called Mental Health America of Illinois. And we have enjoyed an over a relationship with CPS that exceeds --

HEARING OFFICER BATES: Mental Health --

MS. CURRY: America of Illinois. A private, non-for-profit organization.

HEARING OFFICER BATES: Okay.

MS. CURRY: Okay? Before I go any further, I do have to say that the MHAI as an organization has no official position on this decision or the

District's recommendation to turnaround Dewey. Having said that, I'm very pleased to share with you the work that MHAI has been doing with Dewey since this past summer.

In the spring of 2012, Dewey was one of just 29 schools in the entire District selected to participate in the $750,000, 3-year-long comprehensive implementation of social and emotional learning. And we have called that project the Safe schools Pilot Project.

One of the goals of this project is to examine the impact of social and emotion learning on bully reduction in schools. An equally significant objective is to support, in this case Dewey's, efforts the create optimal conditions for effective learning and healthy development among students, staff and the entire school community.

The research is very clear that effective implementation of social and emotional learning programs yields outcomes that are consistent with the Illinois State Board of Education's priority to create those aforementioned conditions for effective learning and healthy development.

Among others, the some of those outcomes include student attitudes about self, others, and schools are significantly improved. Student attendance is improved. There is a reduction in conduct problems and aggressive behavior, with effective can ACL programming. There is reduction in aggressive conduct in the school. There is an increase in positive classroom behaviors. Students solve problems more effectively and improving their planning abilities.

There is improvement in the math, literacy and social studies skills, and there is significant, statistically significant gains on standardized achievement tests with the effective FCLS programming.

These gains don't happen in a semester or a year, but they do happen with time. In other words, effective SCL implementation leads to improvement in students' attitudes, behavior, mental wellness, and academic success and the skills necessary to satisfactorily engage in work and life outside the school.

Our implementation process is based on the very highly regarded CASEL implementation

model, which is the Collaborative for Academic Social and Emotional Learning. The CASEL model, which includes at its core training and development of a building implementation team and ongoing coaching.

Our project also includes multiple all-staff trainings and a process for parent and community engagement designed to enlist as many stakeholders as possible in the education and nurturance of these children. The Safe Schools Pilot Project is a community building project as well as in as much as it is a school project.

Over the course of this first year in the project, Dewey administration, staff and parents have begun developing trusting relationships with project staff. Common sense tells us that trust is important to a partnership. Neuroscience confirms the importance of positive interpersonal relationships to successful team building.

The Dewey staff has also diligently participated in all project requirements, despite the various challenges that have confronted them over the course of the school year. Parents have participated in meaningful conversations about

their role in teaching their children social and learning skills.

HEARING OFFICER BATES: Ms. Curry, I'm going to have to ask you to conclude.

MS. CURRY: Yes, sir. I will conclude with this.

Dewey is now poised to continue building upon the foundation as was set this year through the trainings and meetings that building staff have participated in. And I would just like to say that I would very much welcome the students to continue the work with the entire school community in social and emotional education.

Thank you very much. And I do have something to submit.

HEARING OFFICER BATES: Okay. That will be School Exhibit 5.

(Whereupon, document so offered was received as School Exhibit No. 5.)

HEARING OFFICER BATES: Are you signed in to speak, ma'am?

MS. CONROY: I am.

HEARING OFFICER BATES: State your name for the

record and spell your full name, please.

MS. CONROY: Tiffany Conroy, T-i-f-f-a-n-y, C-o-n-r-o-y.

HEARING OFFICER BATES: Affiliation with the school?

MS. CONROY: Yes. I am a licensed clinical social worker with Children's Research Triangle, CRT, and we partner with Dewey to provide mental health services at no cost to the school or the students at Dewey.

HEARING OFFICER BATES: CRT you said?

DEFENDANT'S ATTORNEY: CRT, correct.

HEARING OFFICER BATES: Okay. Proceed.

TIFFANY CONROY

As I said, my name is Tiffany Conroy, I'm a licensed clinical social worker with CRT. I'm lucky enough to spend every Wednesday down at Dewey. My agency has had a relationship with Mr. Dockery for about four years now.

When he moved to Dewey it was he who reached out to us to build a partnership at his new school. Mr. Dockery and the Dewey administration understand that the students' emotional well-being is directly connected with their academic

performance, and there is has been tireless work to cultivate that understanding among staff and students and it's working.

The shift in students' learning how to learn is critical. We currently have 30 students receiving services, and at least once a week I have a kid come up to me in the hallway with tears in their eyes asking me when I'm going to be their counselor. There is not just a want for these services, there is a need.

A study by the Project on Human Development in Chicago Neighborhoods found out when a homicide occurs in a student's block, there is a statistically significant reduction in their academic performance. The child did not need to know the victim and they didn't need to be present for the crime. They were impacted simply by being part of the neighborhood.

Additionally, research on the neuro-biological impact of trauma on the brain as shown by exposures to traumatic experiences can change not only the physical but the chemical structure of the brain as well. In order to heal and recover, a person needs safety. They need security and they

need predictability. It is their exposure to safe and predictable experiences that a child's brain can begin to process their experiences and to heal.

Dewey is not just for walls, classrooms, and basketball courts, it's a consistent security blanket for many students. If you were to change everything that the students know about Dewey and take away everyone they go to for comfort and security, you would be taking away one of the only resources that Their students have to find safety and hopefully to heal from their negative experiences.

A study in 2009 showed that a trusted therapeutic relationship that is tailored to the individual needs can be a large percentage of the why a client improves. The staff at Dewey knows their kids. They know them by name, some of the staff know their parents as well because they were Dewey students as well.

Please consider my appeal to not turn around Dewey and allow them to continue on the path of consistency, safety and security that they have only just begun. Thank you.

HEARING OFFICER BATES: Hold on a second. I just want to say that I already know, given the time, Mr. Dockery, that I'm not going to get through all your people, because I want to hear from parents and from some other than just the school. So whoever is standing, that's going to be the last person.

You may proceed.

HASSIE JOHNSON

Good evening. My name is Hassie Johnson. H-a-s-s-i-e, J-o-h-n-s-o-n. I was signed in to speak. I am a teacher at Dewey. As a matter of fact, I'm one of the 20 who came this year. However, prior to coming to Dewey, I worked as Chicago Public Schools Learning Technology Center Director. I was also a part of the technology education team here in Central Office.

My desire was to touch people, and not just policies and other documentation that I touched on a day-to-day base.

Since I've been at Dewey, I found out there is a lot of technology, there is all types of different devices, from iPads to laptops to overhead projectors, even to SMART boards.

However, many educators know that a device without education is just a device, and it might serve very little purpose. That's where I come in.

I am a technology education specialist. My job at Dewey is to make sure our students understand how to effectively use the technology that is at hand. My job is also to work with the staff, and I help the administration to make decisions on what technology we invest in and how it's rolled out.

Many schools might have technology, but Dewey also has the expertise that will allow our technology to effectively impact our students. At home, at school, today, and tomorrow.

So please, let me stay at Dewey for one more year. Thank you.

HEARING OFFICER BATES: Thank you.

Again, state your name for the record, spell your first and last name and tell me your affiliation with the school.

ANGELA WOOTEN

My name is Angela Wooten. A-n-g-e-l-a, last name Wooten, w-o-o-t-e-n. I'm currently one of the all day PreK teachers at Dewey.

I will keep my statement brief. Dr. Carter so eloquently stated that time was needed in order to develop what needs to be learned at school. This is my first year at Dewey, my 20th year teaching. I have seen so much incredible growth in the four year olds that I have my classroom, and I would like to see the fruits of my labor, to see them in kindergarten, to see them in first grade, second grade, third grade.

Myself and the staff at the CPC and the staff in the building, we've worked hard to establish a working community at Dewey. I have children that are emergent readers. Which when I told people at my Englewood, I told them my children are reading, it's basically unheard of. The children are, if you tested them now, they would be at a first grade level. That's basically unheard of. And that's from the children that I'm receiving from the three-year-old classroom.

We need to stay. We need to see what we are doing three or four years from now. We work hard with these children. They have embraced us as a family and as a community. And even though this is my first year at Dewey, it's like I've been

there my whole teaching year.

I would like to continue and I'm sure my constituents would like to continue as well, we just need more time. And with time, there is growth. Especially with the staff that we have now.

So I would like to thank you for your time and I really appreciate it. Thank you.

HEARING OFFICER BATES: Thank you.

MS. RUSSE: Good evening.

HEARING OFFICER BATES: You still have to pull it down.

Start over.

ASSISTANT PRINCIPAL RHONDA RUSSELL-HENDERSON

R-h-o-n-d-a, R-u-s-s-e-l-l, H-e-n-d-e-r-s-o-n.

HEARING OFFICER BATES: I know everybody wants to talk fast so they can get it all in. The problem with that is she can't type it, and I can't keep up with it. So take your time, please.

MS. RUSSELL-HENDERSON: I am the Assistant Principal at Dewey Academy. I wanted to talk to you about point three in our binder that we presented, it is our comprehensive plan without

turning us around with AUSL.

In this plan is a multiple-year journey with the support from the IPPC (phonetic) expansion project, where our plan is to improve our currently performance without AUSL.

The first thing is we have contributions over the next two years through the IPPC grant. We're not asking the Board to fund us with anything but our current budget to be able to provide support for our teachers and our students.

Number two, we are providing a steering committee with our partnership with the help of our I3 grants, and teachers and administrators from the school. That steering committee will be able to monitor overall implementation of our new program and practices.

Number three, we are trying to -- we will prioritize three, four areas. Our first area is instructional framework across all grade levels, otherwise known as "The Dewey Way." We will be working on planning, teaching and progress monitoring all aligned with the common core. With that, we will have the continuation of the primary pallet, which are K-through-3 teachers, working

with our Pershing Network, who will also expand the reading and math workshops in all grades. These programs will be developed and have rigorous goals with a no excuse attitude from our staff, our students, and administration.

Number four, we will provide additional support in K-through-3 classrooms by hiring instructional programs. In our IP grant, we were supposed to roll out instructional aids each year as our four-year-olds made it to third grade. With the help of the IP grant, we will be able next school year to put instructional aids in classrooms from kindergarten to third grade, which we know are very important grades to have smaller class size and sound instruction.

All of these things are well-documented by research that small classrooms, low child-to-teacher ratios are beneficial from preschool to third grade.

Number five, we will hire a curriculum specialist and interventionist.

HEARING OFFICER BATES: You will hire what?

MS. RUSSELL-HENDERSON: A curriculum specialist/interventionist. Three years ago during

the Reading First grant, the Board provided interventionists in schools to help K-through-three instructions to help students at the earlier grades to get the target instructions and interventions they needed to become readers. So our plan is to provide that same instruction to all of our students. Because if you come to Dewey, you will find out that many of our students sitting in third to eighth grade are reading at a pre-primary level, and that the material that is presented in front of them is already a struggle, they are already working at a frustrational level.

So this person will be able to come in, pull groups, and be able to support students at their reading level and even where they are, which is the current research is leading. Teachers need to able to access them at their reading level and then move them up. Currently at Dewey that is one of our biggest challenges. Most of our students are not at reading levels, which you see in our test scores. One of our first challenges that we had to work on was identifying these students and making sure that they get the proper intervention.

Number six, the head teacher of the CPC

and myself will be the primary support for teachers, being in their classrooms, monitoring instruction, and helping teachers plan classroom instructions and lessons.

Number five, all of our PD modules will support all of our --

HEARING OFFICER BATES: I think that's number six.

MS. RUSSELL-HENDERSON: I kind of outlined, they are all in number three.

HEARING OFFICER BATES: Okay. I'm looking at it, but you just said the last one was number five.

MS. RUSSELL-HENDERSON: Right. I was trying to make sure I got everything.

HEARING OFFICER BATES: Keep going, I'm giving you time.

MS. RUSSELL-HENDERSON: Where all our PT modules will be aligned and supporting with all of our practices in the school.

And number eight, we know that we go cannot do this alone. Our first year as administration we were able to work with a company called Achievement Network or otherwise ANet. When working with ANet we learned how important it was

to curriculum map, to be able to understand PAC standards and realize what we needed to teach in order for our kids to access instruction.

So with the guidance of ANet, they would provide us aligned assessment.

HEARING OFFICER BATES: You said curriculum mapping, right?

MS. RUSSELL-HENDERSON: Yes.

With the help of ANet, they will be able to come in and support teachers, staff, and administration on curriculum mapping, and they will also align assessment in six weeks intervals where we will be able to find out if our kids are meeting their skills, and if not, how can we go back and re-teach these necessary skills in order for our kids to be successful on any standard exam.

Thank you.

HEARING OFFICER BATES: Thank you.

Mr. Dockery, you should probably pick two people you think it's really important that I hear from. Okay.

Your name, sir?

MR. SIMMONS: John Simmons, I'm the President of Strategic Learning Initiatives.

HEARING OFFICER BATES: I thought I recognized you, sir. How are you?

JOHN SIMMONS

Fine. Thank you for holding these hearings on turnaround schools.

Our organization, Strategic Learning Initiatives, has been supporting over 16 Chicago schools over the last three years. Over the last ten days the teachers in Local School Councils, four of the six schools cited for turnaround with the CPS AUSL model, have voted for an alternative model. They voted to ask the CPS leadership for an alternative that was proven with the CPS Schools that would be more effective, less destructive, and one fifth the cost of the CPS AUSL model.

The CPS Strategic Learning Model has been used not only in Chicago, but also by the Illinois State Board of Education to transform the results of failing high schools in Chicago. In the last three years, three high schools have turned around their scores within less than a year as a result of applying our model, and they were all at the lowest list of performance.

This year we started working with and

East St. Louis High School. That's the fifth high school in Illinois. In 2006, the first year that the CPS SLI model was used in Chicago, the lowest performing elementary schools in Chicago became (inaudible). In the first year, three of the schools turned around their ISAT scores and the school culture in the first year. In the second year, three more of the schools turned around their ISAT scores and the culture. And in the third year, the last two of the students turned around their scores.

These results have been validated by the American Institutes of research. They have published a study that's on our website, so anybody can look at that.

Here is the basic question. How did these elementary schools, which have been failing for 10 to 15 years, on probation for that length of time or longer, how could they, with the same parents, teachers, students, administration, within less than six months begin to show significant progress in their weekly assessments? And then at the end of the year, ISAT scores.

Here is the basic reason. There are

four drivers to systemic, deep, and powerful change in any organization, and especially with the school we have tailored the reach, which is for the school folks. The four drivers are these.

One, the effectiveness of the school leadership team in leading the change effort. We work a team training coach and are available 24/7 for any of the members of that team. So we do get phone calls at 2:00 o'clock in the morning and we are out their saying, Mary Jane wants to talk to you. How can I help you?

Second, the power of the systemic research that is behind the transformation efforts. The model includes a number of components, all very common sense components. They come in part from the essential supports developed by research at the University of Chicago. They include professional development for teachers, for the principals, support for the parents, learning the common standards to apply them to homework that they get in our workshops. So that teachers and the students and the parents are aligned on a common core from the first week they come to school.

Furthermore, it's important to build a culture of trust in the buildings, and finally, to have shared leadership as an effective piece of this triangle.

The essential supports says what to do, but what our work shows is how to do it, how to actually implement these efforts. Remember that the (inaudible) for a long time before the scores have improve dramatically in CPS with the model, such as ours, at low cost.

So the next and crucial driver is that third driver. The third SLI team of former principals of turnaround schools, foreman master teachers and parents with abilities as well leading these workshops.

Finally, the fourth arm of course is the alignment of the people in the buildings with the people at the Central Office. From the very beginning we have very close relationship as we designed together with the CPS leadership in 2005 and 2006 exactly what this model is going to look like.

So four major drivers from our experience. And in conclusion, the Strategic

Learning, team after spending some time hopefully with our colleagues at Dewey indicate and believe that the combination of the results that the new teams have been able to achieve over the last three years, combined with the experience and skills that the Strategic Learning team will be able to share with the Dewey team, it will be a very significant transformation of the Dewey results, for the Dewey family and the CPS as well.

Thank you.

HEARING OFFICER BATES: Thank you.

Mr. Dockery, apparently you didn't believe me.

I would like to hear from Teresa Mathis next, and after Ms. Mathis I would like to hear from Belinda Bishop. So If they would come forward, ms. Mathis and Ms. Bishop.

Okay. Ms. Bishop, sorry. Is Ms. Bishop here? Please come forward. No, okay. Tell you what, come up.

MR. REYNOLDS: Hi.

HEARING OFFICER BATES: State your name for the record, please.

MR. REYNOLDS: My name is Arthur Reynolds, and I'm an educational partner --

HEARING OFFICER BATES: Spell your name, please, first and last.

MR. REYNOLDS: A-r-t-h-u-r, R-e-y-n-o-l-d-s. I'm an educational partner with Dewey. I am the Co-Director of the Capital Research Collaborative.

HEARING OFFICER BATES: Did you sign-in to speak?

MR. REYNOLDS: Yes, I believe I did.

And the way I look at it, I see that as you look at the plan, it's really which plan for Dewey will meet the largest improvements in two or three years. Is it building on momentous gains that have been achieved in the last three years since 2010, and they're now occurring, or is it starting all over again with a new system under the AUSL framework.

I as leaser of Minnesota in collaboration with Dewey Elementary School and Child-Parent Center, I direct the Midwest expansion of the child-parent center program, the preschool-to-third grade program. It's a collaboration with the

Chicago Public Schools. I'm the Director of the program, and this is funded by the US Department of Education, over five years and $15 million, including $3 million additional funding from private contributors, includes Pritzker, Boeing, McCormick, and other foundations in Chicago.

And this model was funded by the US Department of Education as a turnaround model. As a model to help turn around under-performing schools and to build and achieve a pattern for the future.

And so the first point I would make is because of this model that's already being implemented at Dewey, I want to subscribe that Dewey is already undergoing turnaround under the US Department of Education's Office of Investing Innovation. And that Dewey is 1 of 16 schools in Chicago that is receiving over $300,000 per year investment that we are contributing.

So what is the CPS model, turnaround model that's already being implemented? I might want to point out, because as I'm talking about model as, well, there is, as you heard today, there is a tremendous amount of work already, other kind

of groups with technology, with balanced curriculum, with all the fabulous work going on already at Dewey just adds value to that.

In the CBC turnaround model, So What is it? One it's a continuity system from preschool to third grade that involves not only aligning curriculum, but professional development and parents involvement. There are small classes that are provided all the way through from preschool to third grade. For example, Dewey this year, two new full day PreK classes opened up this year as a result of the CBC expansion framework.

In addition, the small class size will be all the way through third grade. And by the way, this is also the same model that has been shown is renown early childhood model that returns over $7 per dollar invested, and it's the same program that was cited for the State of the Union, by president Obama in the State of the Union address in 2013.

HEARING OFFICER BATES: I need you to conclude.

MR. REYNOLDS: I will conclude by saying over the next few years, I'm here to personally say as Director of the CPC expansion project, that we're

not only will to continue our efforts on behalf Dewey, but have offered an additional $450,000 dollars over the next two years to further the enhance and strengthen reforms that are already going on that you heard about earlier.

I agreed to be part of the steering committee. We will monitor the progress of the program; we're going to have curriculum specialists, we're going to have small class sizes, we're going to have --

HEARING OFFICER BATES: I need you to conclude.

MR. REYNOLDS: -- in third grade. And that by offering this, as the CBC expansion project, we believe this is the best path for Dewey to continue the momentum that's already been achieved.

And if it is that Dewey is one on the ones in the turnaround --.

HEARING OFFICER BATES: Sir, sir --

MR. REYNOLDS: Is not turned around --

HEARING OFFICER BATES: Sir, can you sit down.

MR. REYNOLDS: Then we are going to have to reassess our own investment in the CBC process and Dewey as well.

HEARING OFFICER BATES: I tell you what we're

going to do here. First of all, the gentleman with the suite jacket on, what is your name.

MR. JOHNSON: My name is Matthew Johnson, I'm a Local School Council chairperson.

HEARING OFFICER BATES: Did you sign in to speak?

MR. JOHNSON: All three of us signed in to speak.

HEARING OFFICER BATES: I would like to hear from you. That's just what I was go to ask for was the LSC person.

Please, state your name for the record, spell your first and last name.

MATTHEW JOHNSON

My name is Matthew Johnson, I'm the Local School Council Chairperson. M-a-t-t-h-e-w, J-o-h-n-s-o-n.

With all due respect to Victor and the Network office, but the information chairman in the Network office, one is leaving and one resigning. How can the Network Office say they have assisted Dewey for the past two years, and they refused to meet with key stakeholders of the Local School Council?

HEARING OFFICER BATES: Hold on. Pull just a little away, please.

MR. JOHNSON: In the binder the Network Office submitted to you, in tab 11, Victor says some wonderful things about how he assisted the administration. At one time how he said how he met with the Local School Council, which I reached out to the Network Offices on many occasions before Victor and Victor.

I'm sorry. The Dewey School improvement plan, which is also in the binder at tab 12, which is supposed to be according to the Illinois School Code, which is also in that binder, Article 34843C, it clearly states the CEO's Office is supposed to prepare a school improvement plan that is supposed to the identify specific steps that the Local School Council and staff must take to correct, identify.

HEARING OFFICER BATES: Easy, Mr. Johnson. I can hear you.

MR. JOHNSON: Okay. I'm a little emotional, I'm sorry.

We at the Local School Council, which consists of teachers, principal, community and

parents, refuse to accept any proposal from Network Office or CPS that identifies Dewey as a low performing school. Especially when we are one of the few probation schools that is improving in reading and math during two consecutive years. Dewey Local School council.

HEARING OFFICER BATES: Hold on.

Sir? Would you sit down?

AUDIENCE MEMBER: I'm just standing here to support him.

HEARING OFFICER BATES: I would like it if you would sit down.

MR. JOHNSON: Sorry about that.

HEARING OFFICER BATES: Proceed.

MR. JOHNSON: Dewey Local School Council voted April 23, 2003, pertaining to the turnaround module. But I'm here to say as a parent, and I would like to submit this packet, as a voice of our parents, we reached out to -- we knocked on 2,000-some doors. 80 percent of Dewey's parents, and those 80 percent that we were able to reach, and 100 percent of that 80 percent is against AUSL.

Mr. Carter spoke very highly about

yourself, and I agree. But one key word, Mr. Bates, please listen what Mr. Carter stated. That's comment Mr. Carter said this is a multiple year journey. We don't want to go through no multiple year journey. We started our multiple year journey in 2009 when Mr. Johnson was labeled a principle. We started that journey, we don't want to start that all over.

I'm not against AUSL, I don't know too much about AUSL. That is the first time I met Victor.

Pleased to meet you, Victor, but according to the School Code, you were supposed to work with us. I reached out to you all on seven occasions. That did not happen.

I'm going wrap it up, Mr. Bates.

HEARING OFFICER BATES: I was going say you can have a conversation with him afterwards, but you're talking to me now.

MR. JOHNSON: Mr. Bates, our precious children are depending on you to weigh all evidence, to discern truth from false, and they're praying that you are able to see the facts, the facts that show three years of consistent growth, over fiction that

is a political agreement.

If our Network Office, Mr. Simon's office, if they found any fault with Dewey, its administration or the Local School Council, please don't use that as a reason to abandon us or turn us around. But add it to the list of reasons why you are needed to help us correct our deficiencies. And, well, we already started.

Thank you.

HEARING OFFICER BATES: Thank you.

Kelly Tyler. Ms. Tyler?

I want that petition.

The Document that the LSC submitted will be received in evidence as School Exhibit No. 6.

(Whereupon, document so offered was received as School Exhibit No. 6.)

HEARING OFFICER BATES: State your name for the record, please, spell your first and last name, and I know you're a parent.

KELLY TYLER

My name is Kelly Tyler, K-e-l-l-y, last name is T-y-l-e-r. I am the parent of T.K., she's a preschooler at Dewey Academy. And I can see a

remarkable change in my daughter since the beginning of the school year until now. She can read, rhyme words, she can account from 0 to 50. Those are things she could not do before the beginning of the school year. I don't feel that AUSL coming in would do anything to change a working program except to make it worse.

I reached it, and research shows that coming in and changing a whole administration never did anything to positively change the academic environment of children. And I listened to you present your case about the failing reading and math scores, but they were over a long period of time. Most of the teachers there are brand new. So you're judging with teachers based off the work of past teachers who aren't even there anymore.

Over the last three years, I saw an increase on the board. But we were talking about the stuff from before Mr. Dockery even got into office.

I know that he's a good principal. When things aren't working right, we have sat down and we worked together and we research an understanding. I don't know what AUSL will offer,

but this is a program that I chose for my child. The education is supposed to be about the children, so let it about that.

That's all I have to say. Thank you.

HEARING OFFICER BATES: Thank you.

Deon Coley?

And then you will be last.

MS. POPE: No union representative? Excuse me. I did sign in.

HEARING OFFICER BATES: Please don't interrupt my hearing.

Please state your name for the record, spell your first and last name.

DEON COLEY

Good evening. My name is Deon Coley. D-e-o-n, last name C-o-l-e-y. I'm an LSE member and parent at Dewey Academy of Fine Arts.

And I would like for you to know that the Council came together and to select a new leader, Principal Dockery, sharing with him the vision that we had for our children and our school. The vision that demanded a high quality education for every child at our school. A vision that ensured full day PreK and full day

kindergarten.

A vision that uses discretionary dollars to reduce class sizes and to pay for extra resources like SMART boards, iPads, laptops, and computers. A vision that makes sure that our children benefit from some of the same classes that children from schools like Andrew Jackson receive. Classes like art, music, computers, technology, gym, ballroom dancing and after and before school tutoring.

Mr. Hearing Officer, Dewey School has made a full turnaround. It's headed back in the right direction. Because of our Local School Council, our teaching staff, and our administration, Dewey schools have shown three years of consistent growth on ISAT, reading and math.

In spite of the lack of extra and much needed support from the Pershing Network Office, Dewey still maintains to show growth. Dewey has been on probation for five years. The first 18 months of probation, Dewey his experienced four changes of leadership, four different principals, and a total of five in all. Also in those five

years of probation, Dewey's administration have the to endure changes of five different chiefs -- excuse me, education officers. A different one for each of the past three years. This is Mr. Simon's last year as the Chief Education Officer, making it six starting in the new school year.

It's a shame that this happens to be the first meeting of our Chief Education Officer has ever had with us valuable stakeholders at LSC.

Thank you.

HEARING OFFICER BATES: Thank you.

Ms. Pope.

DEBORAH POPE

Thank you, Officer Bates. Long time no see, but no long time no seeing you, too. My name is Deborah, D-e-b-o-r-a-h, Pope, P-o-p-e, and I'm speaking here representing the Chicago Teachers Union, the bargaining member of the teachers and staff at the Dewey Elementary School and CPC.

The reason I'm here is not because of my job. However, I am here because I am a veteran teacher. I have two Master's degrees, one in bilingual bi-cultural curriculum and instruction, one in family therapy from the Adler School of

Professional Psychology, and I'm here to talk about two things.

One is the vital need for continuity for children. Particularly for children who may come from homes where there isn't all that kind of stability and continuity that they would like to have and the children thrive best under.

A school is not made up of four walls, a roof, and a floor, a school is made up of human beings. And the Dewey School is made up of this extraordinarily dedicated staff and administration that you heard today. Dewey School is made up of the Local School Council members who give so generously of their time, and that's what it's about. And these children need that continuation of services from people they know, they trust, they care about, and that have demonstrated their knowledge and caring about them.

The scores have gone up at Dewey. We all know scores are only one measure of success, and we all know that they have a place, but that that place is not as a be-all end-all definer of a school's success.

Part of what a school's success is in a

neighborhood like Englewood is if it can instill a love of learning in children, and if it can make children feel safe in a neighborhood that they don't always feel safe in. And if they can come to school knowing people that they know, who care about them, who understand them, who can relate to them and who they can trust. That is one point.

Another point is, taking these educators, many of whom have long careers, many of whom have shown great dedication, have great experience, and tossing them into a reassigned teacher pool where they may or may not find other positions, especially given the huge number of school closings, this is not the way to show respect for educators who have spent their career dedicated the children of Chicago.

This is not a model that is useful. It is not helpful to bring in large numbers of new, inexperienced teachers that have been the denominate culture of the school. What is useful in the school, and I have taught in the schools, is have a multi-generational school with a mix, as Dewey has, of new, eager, inexperienced teachers, mentored teaches who have a great deal of

experience, and people in between.

This is a community. It is not a post-college experience for people who can then go on and lead the rest of their lives. The turnover at AUSL schools is the extraordinarily high, and that is not the kind of stability that will benefit the Dewey students.

Thank you, sir.

HEARING OFFICER BATES: Thank you.

I told you at the outset we were not going to get anybody, and I would be happy to stay a little longer, except we're not going to be able to get to everyone. I indicated that we would conclude whenever the last person who had signed in by 6:30 had spoken, or the hour of 7:30. The time is now 7:33. So you all can sit down, I'm not going to hear from any more witnesses, okay.

The hearing was scheduled for 5:30 to 7:30. We are going to conclude.

As I indicated at the outset of the hearing, the record in the case will remain open until 5:00 p.m. tomorrow. So if you still want to submit your comments in writing to me, or submit any other written material to me for my

consideration, please do so by faxing those materials to Ruchi Verma in the CPS Law Department, last name V-e-r-m-a, via facsimile at (773) 553-1769.

I heard one of the witnesses mention Oliver Wendell Holmes. I was a hearing officer in that case that was scheduled for reconstitution in 2009, and was frankly elated that the Board took that school off of consideration to be turned around because of the testimony that was presented.

So people think these hearings don't matter, they do matter. They do matter. People in administration here the hearings whether or not the technical aspect of 5/34-8.3(d)(f), which is all I'm retained to ascertain.

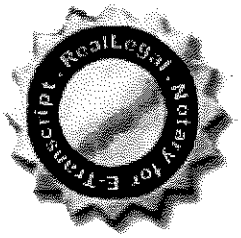
With that said, I want to compliment this audience for the way you have conducted yourselves. You should be very proud of the school that you built. Thank you, and have a good night.

(Whereupon, documents so offered was received as Exhibits No. 7, Group 8, and 9.)

(Ending at 7:40 p.m.)

STATE OF ILLINOIS)
) SS:
COUNTY OF C O O K)

April T. Hansen, being first duly sworn on oath, says that she is a court reporter doing business in the City of Chicago, and that she reported in shorthand the proceedings of said hearing, and that the foregoing is a true and correct transcript of her shorthand notes so taken as aforesaid, and contains the excerpts of proceedings given at said hearing.



April T. Hansen
Certified Shorthand Reporter

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HEARINGS-SCHOOL ACTIONS 2013-CHICAGO BOARD OF EDUCATION

DATE: APRIL 30TH, 2013

REPORTER: APRIL HANSEN

DEWEY ELEMENTARY SCHOOL

*****EXHIBITS ONLY*****

Draft 3-30-13

Mr. Bates

Talking Points
CPS Hearing for Dewey Elementary School
April 30, 2013
Board Chambers, Chicago Public Schools

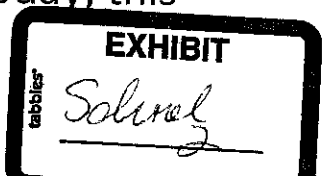
Thank you for holding this hearing that will affect the futures of thousands of Chicago children, their teachers and all the other schools in my neighborhood.

I am Alderman Pat Dowell from the 3rd Ward.
→ 2009 - Death of Principal - very traumatic
Is Dewey ready for making rapid, deep improvement?
Yes, without a question. Here is the evidence.

First, starting three years ago, the Local School Council put in place a new principal and Assistant Principal. Today, 70 percent of the teachers are new.
Second, working together, the teachers and administrators have developed a strong action plan that draws upon the best high performance research from education and business. I ask you to read it carefully.

Third, this new team that I have gotten to know has the necessary energy, creativity and commitment to quickly transform the things that need to be improved.

Fourth, over the past two years, Dewey's ISAT scores are improving more rapidly than the citywide average. Today, this



means that about 300 CPS elementary schools are improving less rapidly than Dewey has been.

In the year before the new administrative team had arrived, Dewey's ISAT scores had **fallen** by 50 percent. They fell from a score of 60 on reading to a score of 30! Their improvement since then is a remarkable story of improvement. This team is ready to go tomorrow!

Do they have the right partners they need to support what they want to do? Yes they do. The CPS has two partners to choose from.

The first model that the CPS uses is the Academy for Urban School Leadership which takes over the management of the school to turnaround the ISAT scores of schools whose performance has stalled. Their first school was launched in 2006. Their model assumes that the school staff are the major barrier to progress, so they remove virtually all the staff before starting. They hire new teachers that they have trained in their own program for their schools.

The second model that the CPS has used, the CPS helped design with a Chicago non-profit, Strategic Learning Initiatives. It also started in 2006 by working with ten schools, all of them at the bottom range of the ISAT scores. The CPS- SLI model retains all the staff at the beginning of the process and is based on systemic research. As the process unfolds, some staff leave the school. CPS-SLI schools also have an excellent record of transforming the ISAT results and the school culture.

A month ago, Barbara Byrd-Bennett invited the media to join her in a visit to the Willa Cather School in Garfield Park. She wanted to show them what a "welcoming school" would look like that would welcome students from the closing schools. Cather is also the most improved school in the CPS over a five year period measured by both it's ISAT composite score and the school culture.

Cather is also an example of the CPS-SLI Model for school transformation. The same CPS-SLI model has also helped transform the results of three high schools in downstate Illinois.

The CPS-SLI model costs less than $200,000 per year per school. This compares to the over a $1 million per year per school for the CPS-AUSL model. For each CPS-AUSL school, the CPS could fund five CPS-SLI schools.

Dewey has chosen, by a 91 percent confidential vote of their staff and a supportive decision from the Local School Council which includes the principal, to apply to the CPS for them to use the CPS-SLI transformation model. They want to keep their new team together that has already begun to turn this school around. This choice will also save the CPS $2.4 million over three years.

In closing, I urge the hearing officer, and the CPS staff that is present, to make this recommendation to the leadership of the CPS and Chicago Board of Education:

The Dewey School, and the three other schools that have studied and voted for the CPS-SLI model, be allowed to use that model to continue the transformation of Dewey that the new Dewey team has so successfully started.

Thank you.

StateFarm®

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Field Community Relations Specialist

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Providing Insurance and Financial Services

Tuesday, April 30, 2013

Dewey Elementary Academy of Fine Arts Appeal

Greetings Madam/Mr. Hearing Officer:

I welcome the opportunity to address you as the hearing officer for this appeal process. My name is Lisa Cooper, I am the Community Relations Specialist for State Farm insurance Company in the Chicago area and I am here to speak in favor of the retention of Principal Eric Dockery and the current administration at Dewey Elementary Academy of Fine Arts. I began working with Mr. Dockery in his role as assistant principal at Horace Mann Elementary School. Mr. Dockery reached out to me to provide educational programming to his students.

Mr. Dockery was quick to contact me about his new assignment at Dewey. He advised me that while he would be working closely with his local school council, he would also be forming an Advisory Council to identify and reach out to other partners for support. He began the council with State Farm and Sherwin-Williams and continued to build upon those existing partnerships. Advisory Council members have introduced new partners to Dewey. One specific example that I can provide is the involvement of the Illinois State Police and Walmart. I was contacted by a sergeant that I work with on community programming with the Illinois State Police. She mentioned that she was working with Walmart on a Christmas program and they were looking for a new school with whom they could partner. She asked me for a recommendation of a new partner. I suggested Dewey.

The sergeant was impressed with Principal Dockery's response time. His teachers and staff were timely with student's wish lists which aided the Illinois State Police in acquiring gifts and treats from Walmart for the entire student body. In addition, the Chicago Police Department assisted along with the Chicago Fire department. Santa came to Dewey in style on a big red fire truck. The Walmart executive was shocked to see the students using their iPads to record the day's activities. They were even more impressed to learn that Mr. Dockery had applied for not just one but two grants to make certain that his seventh and eighth grade students all had iPads. The executives were also given a tour of the model classroom with all of its technological equipment.

Prior to the close of the event during the inaugural year Walmart was so impressed that they decided that they would return for Christmas 2012. When Walmart came back for the second year, they had throngs of volunteers with them to play games with the students and complete arts & crafts activities.

Mr. Dockery truly understands and knows how to form and leverage key partnerships. In my role, working with community organizations, it is important to have committed partners like Principal Dockery and his staff to assist in furthering our commitment to children and the communities in which they live.

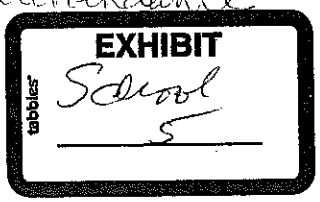
CPS Community Hearing
Dewey Elementary Academy of Fine Arts
April 30, 2013

spell name

Good evening. My name is Caryn Curry and I'm Director of Prevention at Mental Health America of Illinois. MHAI has enjoyed 30+ year relationship with Chicago Public Schools... Before going any further, I should say that Mental Health America of Illinois has no official position on the district's decision to recommend turnaround status for Dewey. Having said that, I am pleased to share with you the work that we've been engaged in with Dewey since last summer. In the spring of 2012, Dewey was one of just 2 schools in the district selected to participate in a $750,000, 3-yr long, comprehensive implementation of social and emotional learning, called the Safe Schools Pilot Project.

One goal of this project is to examine the impact of social and emotional learning on bullying reduction in schools. An equally significant objective is to support Dewey's efforts to create optimal conditions for effective learning and healthy development. The research is very clear that effective implementation of social and emotional learning programs yields outcomes consistent with the IL State Board of Educ Schools' priority to create those conditions. Among others Those outcomes include:

- Improved attitudes about self, others, and school – improved attendance
- reduction in conduct problems and aggressive behavior



- reduction in Emotional distress
- increase in positive classroom behavior
- Better problem solving and planning abilities
- Improved math, literacy, and social studies skills
- Significant gains on standardized achievement tests

In other words, effective social and emotional learning implementation in school communities leads to improvement in student attitudes, behaviors, mental wellness and academic success, and the social and emotional skills necessary to successfully engage in work and life outside of school.

Our implementation process is based on the very highly regarded CASEL school implementation model, which includes, at its core, training and development of a building implementation team and ongoing coaching. Our project also includes multiple all staff trainings and a process for parent and community engagement designed to enlist as many stakeholders as possible in the education and nurturance of Dewey's children. The Safe School's Pilot Project is, in some ways a community building project as well as a school project

Over the course of this first year of the Project, Dewey administrators, staff and parents have begun developing trusting relationships with project staff. Common sense tells us that trust is important to any partnership. Neuroscience confirms the importance of positive interpersonal relationships to successful team building.

The Dewey staff has also diligently participated in all project requirements, despite the various challenges that have confronted them over the course of the school year. Parents have participated in meaningful conversations about their role in teaching their children sound social and emotional skills and capacities. While some the timing of ~~the certain~~ project activities has been altered as a result of the situation that finds us here this evening, Dewey is poised to continue building on the foundation set this year through the trainings and meetings that building staff participated in. I would just end by adding that as the coordinator of the Safe Schools Pilot Project, I would welcome the opportunity to continue to work with the entire school community.

Respectfully submitted by,

Claire P Curry
Director of Prevention
Mental Health America of Illinois

Good evening, honorable hearing officer. My name is Matthew Johnson and I'm the proud Local School Council chairperson at Dewey Academy of Fine Arts. Since this process began, we've knocked on over 200 doors, making sure that every parent is aware of the CEO proposal, and gathered valuable input from parents and community. Of the 80% of parents we were able to reach, 100% of them signed a petition against AUSL and in support of Dewey's local school council and staff with the turnaround we've already started, for the following reason:

We have several members of our local school council that have been active with our council for over 10 years, starting in 2001 when Dewey's ISAT reading scores were at 27% of students that meet or exceed. This council made tough decisions, but they were decisions that were made in the best interests of students, by those most affected by those decisions-Parents, teachers, and member of the community surrounding Dewey. We made decisions to ensure that every child at Dewey receives a high-quality education. Our Local School Council was a key stakeholder in the success that Dewey accomplished; in a matter of 7 years, going from 27% in ISAT reading to 62%, and 21% in ISAT math to 71% in math.

Honorable hearing officer, this council and the Dewey family is not looking for excuses or favors. When Dewey faced a tragic loss of our contract principal, Dr. Buckley, during a LSC meeting with a heart attack in 2009, we pulled together. We didn't get distracted by our reading scores dropping from 60% to 32% and our math dropping from 71% to 41%.

This council came together and selected a new leader, Principal Dockery, sharing with him our vision for our kids and our school, a vision that demands a high quality education for every child at our school. A vision that ensures full-day pre-K and full-day kindergarten; A vision that uses discretionary dollars to reduce class sizes, and to pay for extra resources, like smart boards, I-pads, laptops and computers; A vision that made sure our children benefited from some of the same classes that kids from a school like Andrew Jackson receive, classes like art, music, computer, technology, gym, ballroom dancing, after-school and before school tutoring.

Hearing officer, Dewey school has made a full u-turn, headed back in the right direction. Because of our local school council, our teaching staff and our administration, Dewey students have shown 3 years of consistent growth on ISAT reading and math (3rd through 8th grade).

In spite of the lack of extra & much needed support from the Pershing Network Office, Dewey still managed to show growth. Dewey has been on probation for 5 years. The first 18 months of probation, Dewey has experienced 4 changes of leadership (4 different principals), a total of 5 in all. Also, in those 5 years of probation, Dewey administration had to endure the changes of 5 different chief education officers, a different one for the past 3 years; and this is Victors last year as chief education officer, making it 6 starting next school year. It's a shame this happens to be the 1st meeting our Chief education Officer has ever had with a valuable stakeholder (us the LSC)!

Illinois Compiled Statutes (Illinois School Code) Sec 34-8.3(C), states, "Each school placed on probation should have a school improvement plan and school budget for correcting deficiencies identified by the board. The plan shall include specific steps that the local school council and school staff must take to correct identified deficiencies and specific objective criteria by which the school's subsequent progress will be determined. The school budget shall include specific expenditures directly calculated to correct educational and operational deficiencies identified at the school by the probation team.

Honorable Hearing Officer, with all due respect, the information shared by our chief education officer comes off as misleading and misguided. Dewey LSC has invited the Chief of our network to attend local school council meetings on several occasions. How can he state he's done everything possible to assist Dewey if he refused to meet with key stakeholders like the LSC? The improvement plan from the network office that was supposed to correct deficiencies identified by the board wasn't being implemented correctly. The plan by state law was supposed to include specific steps that the local school council and school staff must take to correct identified deficiencies.

Honorable hearing officer, we the local school council, which consists of teachers, principal, community and parents, refuse to accept any proposal from the network and CPS that identifies Dewey as a low-performing school, especially when we're one of the few schools that's been performing with positive gains for the past 3 years on the reading and math ISAT. Dewey's Local school Council voted Thursday April 25, 2013; & we refuse to accept any turnaround process that takes away the authority of the local school council. We're asking for the same consideration that was given to Libby School and Holmes, the consideration that removed them from the closing or turnaround list, In spite of 3 consecutive years of dropping scores in ISAT reading. Dewey deserves the same consideration.

Honorable Hearing Officer, our precious children are depending on you to weigh all evidence, to discern the truth from the false, and their praying that you're able see the facts that shows consistent growth, from the fictions that are created for a political decision.

Honorable Hearing Officer, we ask that you recommend not to turnaround Dewey Academy, but find other options to explore that will assist Dewey in the growth that we have already started.

A message to the Pershing Network & CPS: If our network office fond any fault with Dewey, its administration, or our LSC, please don't use it as a reason to abandon or Turnaround our school, but add it to the list of reasons why you're needed to help us correct our deficiencies that we've already started.

Honorable hearing officer we understand the district has a budget crisis, but the children in our school shouldn't have to suffer because of it. Our principal is in his final year of

his 4-year contract, and he should be given the opportunity to finish the work that he has started that shows 3 years of consistent growth in ISAT reading and math. We the Dewey LSC have been providing a true turnaround model for our school. Don't turn that around.

Illinois House of Representatives

Esther Golar

State Representative • 6th District

Committee Chairwoman:

- Housing

Member:

- Appropriations Human Services
- Elementary & Secondary Education
- Personnel & Pensions
- Public Utilities

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Letter for the Hearing Officer,

CPS Turnaround Hearing for Dewey Elementary

CPS Board Chambers

April 30, 2013

Thank you for the opportunity to address the important issue of the future of the Dewey School.

I am Esther Golar, Representative to the Illinois Assembly for Englewood where Dewey is located.

I regret that I cannot particpate in person, but I need to be in Springfield today for the Assembly's session.

I am impressed by the significant results that the new leadership and staff have accomplished in less than three years. The transformation process is well underway.

The fact that their ISAT scores are improving more rapidly than the citywide average is significant evidence. It shows that Dewey is already improving faster than the 300 elementary schools that are below average.

I fully support the confidential vote of the teachers and the decision of the Local School Council to decide to use the CPS-Strategic Learning model for school transformation. It is research-based and proven with schools both in the CPS and downstate under the auspices of the Illinois State Board of Education.

It is best for the school and will save money for the CPS.

Thank you,

Esther Golar
Illinois State Representative

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Valencia Boswell, the parent/legal guardian of Alicia Tate am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Valencia Boswell

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I LaCaya Hardin, the parent/legal guardian of Noah Winsley am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Frankquita Cornwell, the parent/legal guardian of Jylan Jones am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Frankquita Cornwell

(Parent/legal guardian)

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I Helen Painter, the parent/legal guardian of Rayleen Reed am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Erica Love, the parent/legal guardian of Zebedee Love am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Erica Love

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Ethel Robinson, the parent/legal guardian of Jakaryon Williams am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Ethel Robinson

(Parent/legal guardian)

Chicago Public Schools (CPS)

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Shemeka Hudson, the parent/legal guardian of Shontay Hudson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Shemeka Hudson

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

Shawndale Lanier, the parent/legal guardian of Shalonn'e Lanier am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Shawndale Lanier

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Lonnesha Bracy, the parent/legal guardian of Shaunnie Daniel am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Lonnesha Bracy

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Shawndale Lanier, the parent/legal guardian of Shawndale Lanier am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Shawndale Lanier

(Parent/legal guardian)

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Lonnesha Bracy

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Yolanda Freman, the parent/legal guardian of Takyalous Freman am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Deon Coley, the parent/legal guardian of Trell Dowdy am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Deon Coley

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Sharette Aldane, the parent/legal guardian of Tamia Flowers am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Sharette Alden

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Shataqua Elmore, the parent/legal guardian of Isaiah Moore am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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S. Elmore

(Parent/legal guardian)

Chicago Public Schools (CPS)

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S Elmore

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Lincoln Martin, the parent/legal guardian of Jon Angel S. Martin am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Lincoln Martin

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Tyree Antwan Itson, the parent/legal guardian of Antwan Itson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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T. Itson

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Miriam King, the parent/legal guardian of Alexandria King, am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

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I Chaunti Graden, the parent/legal guardian of Chaunti Graden am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

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I Allethea NEAL, the parent/legal guardian of Allethea NEAL am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Allethea NEAL,

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I ANTONIO WRIGHT, the parent/legal guardian of ANTOINETTE WRIGHT am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Antonio Wright

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Alice Boose, the parent/legal guardian of Dashawn Harris am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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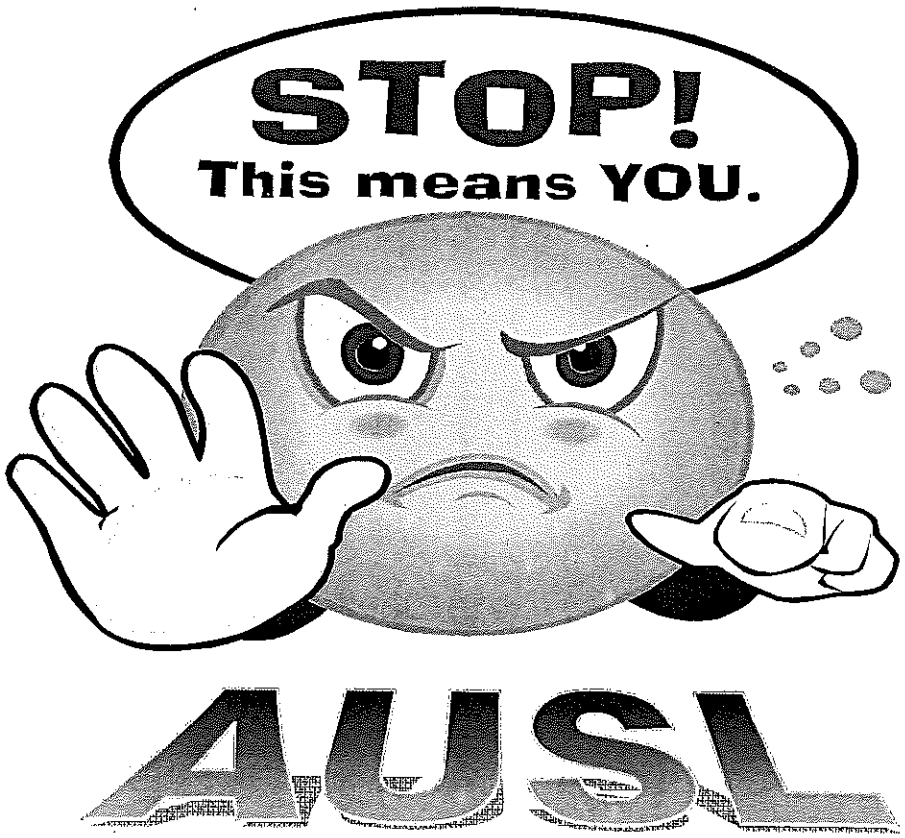
A. Boose

(Parent/legal guardian)



AUSL: "TURN AROUND!!! HANDS-OFF! YOU'RE NOT WELCOME AT DEWEY"

Let the Dewey staff and parents keep improving their school

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Renee Dunbar, the parent/legal guardian of Dashon Dunbar am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

Over the last 5 years Dewey school has been on probation. Also over the last 5 years Dewey has had 5 different principals & 5 different area managers. In spite of the inconsistency in leadership at Dewey & the Network office, the students at Dewey still manage to show growth in reading and math.

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R. Dunbar

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

Miriam King, the parent/legal guardian of Darnell King am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Miriam King

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

Renee Gloria, the parent/legal guardian of Diamond Hill am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Renee Gloria

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I LASHAWNDA BENNETT, the parent/legal guardian of RICARDO BENNETT am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Lashawnda Bennett

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Alicia Boose, the parent/legal guardian of Kodiak Henderson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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A. Boose

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Cuela Harris, the parent/legal guardian of Keyla Harris am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Cuela Harris

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Kena Montogmery, the parent/legal guardian of Charles Tate am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Kena Montogmery

(Parent/legal guardian)

Chicago Public Schools (CPS)

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_____

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Angel Williams, the parent/legal guardian of Jaylin Williams am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Angel Williams

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Ms. JaVannah Miller, the parent/legal guardian of Jamille Thomas Jr. am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Ms. JaVannah Miller

(Parent/legal guardian)

Chicago Public Schools (CPS)

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Jovannah Miller, the parent/legal guardian of Jamille THOMAS JR. am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Jovannah Miller

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Patricia Muhammad, the parent/legal guardian of Patrell Brooks-Stallworth am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Patricia Muhammad

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Brian Friday, the parent/legal guardian of Kimora Friday am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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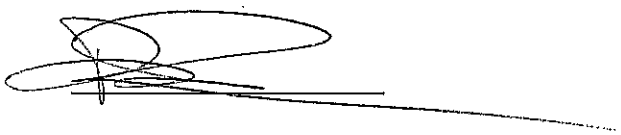

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Helen Pointer, the parent/legal guardian of Ashaureah Reed am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Helen Pointer

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Megan Ware, the parent/legal guardian of Makayla Triplett ~~am~~ signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Megan Ware

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I JoAnn Mardaman, the parent/legal guardian of Jomarcus Mardis am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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JoAnn Mardaman

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Tameka Humphrey, the parent/legal guardian of Taharius Humphrey am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Mercedes Hawkins, the parent/legal guardian of Nevaeh Warren am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Mercedes Hawkins

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Valentina Jones, the parent/legal guardian of
Dalya Mease am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Valentina Jones

(Parent/legal guardian)

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I Rashieda Saunders the parent/legal guardian of Lorrigan D. Brown am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Rashieda Saunders

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Angelica Bannister, the parent/legal guardian of Christian Montgomery am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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I Maurice Smith, the parent/legal guardian of Azuria Smith am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Maurice L. Smith

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Brionne McInnis, the parent/legal guardian of Kenton McInnis am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

Over the last 5 years Dewey school has been on probation. Also over the last 5 years Dewey has had 5 different principals & 5 different area managers. In spite of the inconsistency in leadership at Dewey & the Network office, the students at Dewey still manage to show growth in reading and math.

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Brionne McInnis

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Aklee Thompson, the parent/legal guardian of Maikya Jackson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Aklee Thompson

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Latoya Moore, the parent/legal guardian of Aaliyah Rosa am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Latoya L. Moore

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Christin Powell, the parent/legal guardian of Shakobia Leachman am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Christin Powell

(Parent/legal guardian)

I love Dewey And staff All of them

Chicago Public Schools (CPS)

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I Mercedes Hawkins, the parent/legal guardian of Damiano Warren am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Mercedes Hawkins

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Mercedes Hawkins, the parent/legal guardian of Samaria Warren am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Mercedes Hawkins

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Kelly Tyler, the parent/legal guardian of Tanya Brackenridge am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Patricia Brown, the parent/legal guardian of Jayden Mason am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Patricia Brown

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Frankquita Corgwell, the parent/legal guardian of Jonathan Jones am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Frankquita Corgwell

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Jonnetta Moore, the parent/legal guardian of Amiya Miller am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Jonnetta Moore

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Krystal stone, the parent/legal guardian of Malikai Jackson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Krystal Stone

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Kayuma Jakes, the parent/legal guardian of _____ am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Kayuma Jakes

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Lori Washington, the parent/legal guardian of Gerry Watson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Lori Washington

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Gerald Arnold, the parent/legal guardian of Andrew Williams ~~am~~ signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Gerald Arnold.

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I ANTONIO WRIGHT, the parent/legal guardian of ANTONETTE/ANTONIA WRIGHT am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Nicole Vivians, the parent/legal guardian of
ye Qeuane Blair am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Nicole Vivians (Aunt)

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Marcus Wardell, the parent/legal guardian of Martell Wardell am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Marcus Wardell

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Craig Wallace, the parent/legal guardian of Ronnie Bobo Yolanda Wallace am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Marcus Wardell, the parent/legal guardian of Marcus Parker am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Marcus Wardell

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Barbara Price, the parent/legal guardian of Marquan Werdall am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Barbara Price

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Alicia Tate Valencia Boswell the parent/legal guardian of Darnell Robinson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Valencia Boswell

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Lakiesha Hale, the parent/legal guardian of Makiya Mcgee am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Lakiesha Mcgee

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Anthony B. Gregory, the parent/legal guardian of Jade A. Gregory am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Anthony B. Gregory, the parent/legal guardian of Tayla A. Gregory am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Anthony B. Gregory

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Ethel Robinson, the parent/legal guardian of Ja'Marion Martin am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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ER Ethel Robinson

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Deborah Wilson, the parent/legal guardian of Darrion Hicks am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Deborah Wilson

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Cynthia Allen, the parent/legal guardian of Marshawn Cooper am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Cynthia Allen

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Cynthia Allen, the parent/legal guardian of Ezriyah Wooten am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Cynthia Allen

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Jonie Kennedy, the parent/legal guardian of Darius Martin am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Jonie Kennedy

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

Sonic Kennedy
Endia Martin
, the parent/legal guardian of _____ am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Sonic Kennedy
(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Felix Dotson, the parent/legal guardian of Asia Dotson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Felix Dotson

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Barbara Allen, the parent/legal guardian of Tyreese Allen am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Barbara Allen

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I LAKiesha Mele, the parent/legal guardian of Makiya Magee am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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LaKiesha Mele

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I LaToya Dismuke, the parent/legal guardian of Andrea Dismuke am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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LaToya Dismuke

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Latoya Ocasio, the parent/legal guardian of Andrea Ocasio am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Latoya Ocasio

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Kathy Desmuke, the parent/legal guardian of Kadyn Desmuke, am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Kathya Desmuke

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Bethany Tucker, the parent/legal guardian of Daucris Tucker am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Bethany Tucker

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Keetie Jackson, the parent/legal guardian of Darryl Meiner Jr. am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Keetie Jackson

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Lori Washington, the parent/legal guardian of Taeylor Washington am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Lori Washington

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Tawanda Brewer, the parent/legal guardian of Rasheed Brewer am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Tawanda Brewer

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Koyuna Jakes, the parent/legal guardian of Terrance Jakes am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Koyuna Jakes

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Koyuna Jones, the parent/legal guardian of FRANK MUNSON am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Koyuna Jones

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Hafuma Sykes, the parent/legal guardian of Hamyah Sykes am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Hafuma Sykes

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Lillie Washington, the parent/legal guardian of Marcus Parker am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Lillie Washington

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Lillie Washington, the parent/legal guardian of Marquise Wardell am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Lillie Washington

(Parent/legal guardian)

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I Lillie Washington, the parent/legal guardian of Shannell Franklin am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Lillie Washington

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Lillie Washington, the parent/legal guardian of Sharon Franklin am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Lillie Washington

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Constina Williams, the parent/legal guardian of Jakia am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Constina Williams

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Tanya Bell, the parent/legal guardian of Dreon Jay am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Tanya Bell

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Tamya Bell, the parent/legal guardian of Tamya Bell am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Tamya Bell

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Joanne Jones, the parent/legal guardian of Cherat Davontae Smith am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Joanne Jones

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Patricia Muhammad, the parent/legal guardian of Javell Foster am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Patricia Muhammad

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Michael Finley, the parent/legal guardian of Brianna Finley is signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Michael Finley

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Kent D. Kennedy, the parent/legal guardian of Endia Martin is signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Kent D Kenn

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Kent Kennedy the parent/legal guardian of DARIUS Martin is signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Kent D. Kenn

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I LaShawnda Dowdy the parent/legal guardian of Trell Dowdy is signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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LaShawnda Dowdy

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I LaShaunda Doody the parent/legal guardian of Briannacox is signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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LaShaunda Doody

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Consuelo Wills, the parent/legal guardian of KeyShaun Marrow is signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Consuelo Wills

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Elicia Randle, the parent/legal guardian of Community Rep is signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Elicia Randle

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Stevie Stamps, the parent/legal guardian of Haviland Stamps is signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Stevie Stamps

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Doreshia Chapman the parent/legal guardian of Ashaun Rogers is signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Doreshia Chapman

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Frankquita Cosgrove II, the parent/legal guardian of Jonathon Jones Sr. is signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Frankquita Cosgrove II

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Frankquita Caraway II, the parent/legal guardian of Tylen Jones is signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Consuelo Willis, the parent/legal guardian of Christopher Morrow is signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Consuelo Willis

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Cassandra Nash, the parent/legal guardian of Mary Nash am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Cassandra Nash

(Parent/legal guardian)

Chicago Public Schools (CPS)

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Tonia Carter

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Renee Dunlap, the parent/legal guardian of Dasha Dunlap am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Renee Dunlap

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I MS D TAYLOR, the parent/legal guardian of _____ am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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D Taylor

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Roshien EAgle, the parent/legal guardian of Delonte, Kavier Dockery am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Roshien Eagle

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Jovannah Miller, the parent/legal guardian of Jamille Thomas Jr. am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

Over the last 5 years Dewey school has been on probation. Also over the last 5 years Dewey has had 5 different principals & 5 different area managers. In spite of the inconsistency in leadership at Dewey & the Network office, the students at Dewey still manage to show growth in reading and math.

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Jovannah Miller

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Luida Harris, the parent/legal guardian of Kayla Harris am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Luida Harris

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Cayce Mack, the parent/legal guardian of _____ am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Cayce Mack

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Ida Romero, the parent/legal guardian of Jamila Maberry am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Ida Romero

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Darius Knox, the parent/legal guardian of Julian Labron am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Darius Knox

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Sheree Malone, the parent/legal guardian of Darnice Malone am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Sheree Malone

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I, Deneice Hudson, the parent/legal guardian of Shontey and Marshon am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Deneice Hudson

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Lawanda Wells, the parent/legal guardian of Francisca Wells am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Lawanda Wells

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Ameenah Demmard, the parent/legal guardian of Kawhan Marshall am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Kawhan Ameenah Demmard

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Alethea Neal, the parent/legal guardian of Alethea Neal am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Alethea Neal

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Helen Powe, the parent/legal guardian of Share/Asharean/Baylon Reed, am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Helen Powe

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Lonnie BAKER, the parent/legal guardian of FREDDIE HUDSON am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Lonnie Baker

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Deborah Wilson, the parent/legal guardian of De'arius Hicks am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Deborah Wilson

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Keyonna Dunlap, the parent/legal guardian of Marquise Winfield am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Shymera Jones, the parent/legal guardian of Kayla Friday am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Jonnetta Moore, the parent/legal guardian of Dillie Miller am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Jonnetta Moore

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Amelia Owens, the parent/legal guardian of Gabrielle Parker am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Gabrielle Parker

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Peshaun Dawn, the parent/legal guardian of Demetrius Baker am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Peshaun Dawn

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Antoinette Reynolds, the parent/legal guardian of Antoinette Reynolds am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Antoinette Reynolds

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Tinosha Barney, the parent/legal guardian of Tijona McGhee am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Latisha Johnson, the parent/legal guardian of Ajiana Willis am signing the petition calling on CPS to immediately stop the ~~AUSL~~ turnaround & any other turnaround for Dewey school.

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Latisha Johnson

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Belinda Bishop, the parent/legal guardian of Michael Nines, JR am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Belinda Bishop

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I LaShunya Moore, the parent/legal guardian of Sebastian Young am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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LaShunya Moore

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Rishunda Hall, the parent/legal guardian of Destiny Collins am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

Over the last 5 years Dewey school has been on probation. Also over the last 5 years Dewey has had 5 different principals & 5 different area managers. In spite of the inconsistency in leadership at Dewey & the Network office, the students at Dewey still manage to show growth in reading and math.

Dewey has an African American principal (Mr. Eric Dockery), who's in the middle of his first contract. Mr. Dockery and his administration have turned Dewey around themselves in the last 2 years. Providing students with the opportunity to access a high quality education; 80% of Dewey's current staff is in their 1st & 2nd year teaching at Dewey.

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We're all frustrated by the school district budget crisis. It's going to take us working together to find other options to explore besides turnaround of schools like Dewey that's providing everything that AUSL is offering. CPS, we urge you to Turnaround your AUSL proposal for Dewey school.

Rishunda Hall

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Paula Ford, the parent/legal guardian of Brearee Gage am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Paula Ford

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Lachonda Humphrey, the parent/legal guardian of Tayla Benson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Lachonda Humphrey

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Demitra Lawrence, the parent/legal guardian of Clarence am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Demitra Lawrence

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Deborah Wilson, the parent/legal guardian of Christian Warren am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Deborah Wilson

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I D Taylor, the parent/legal guardian of Corithian Green am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Danetta Taylor

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Sherry McCrary, the parent/legal guardian of Chantyra Gayden am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Sherry McCrary

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Gwendolyn Hope, the parent/legal guardian of Cellular Erskin am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Gwendolyn Hope

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Matthew Johnson, the parent/legal guardian of Mack Johnson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Matthew John

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Maurice Vance, the parent/legal guardian of Maurice Vance Jr. am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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M. Vance

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Debra Mallett, the parent/legal guardian of _____ am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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_____

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

Darien King, the parent/legal guardian of Mirium King am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Mirium King

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Mark Shelley, the parent/legal guardian of Markesha Shelley am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Mark D Shelley

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Patricia Brown, the parent/legal guardian of Rhonda Norwood am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Patricia Brown

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Patricia Brown, the parent/legal guardian of Amari Norwood am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Patricia Brown

(Parent/legal guardian)

Chicago Public Schools (CPS)

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Patricia Brown

(Parent/legal guardian)

Chicago Public Schools (CPS)

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Patricia Brown

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Angel Masuca, the parent/legal guardian of Angelina Gallardo am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Angel Masuca

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Quintana Jeffery, the parent/legal guardian of Tyreion Jeffery am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Quintana Jeffery

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Shanetha Lefore, the parent/legal guardian of Deenya Smith am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Shanetha Lefore

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Raymond Gardner, the parent/legal guardian of Jaiden Blackman am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Raymond Gardner

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Patricia Brown, the parent/legal guardian of Ramaria Dickey am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Patricia Brown

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Barbara Price, the parent/legal guardian of Martrell Wardell am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Barbara Price

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Keith Townes, the parent/legal guardian of Shenae Townes am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

Over the last 5 years Dewey school has been on probation. Also over the last 5 years Dewey has had 5 different principals & 5 different area managers. In spite of the inconsistency in leadership at Dewey & the Network office, the students at Dewey still manage to show growth in reading and math.

Dewey has an African American principal (Mr. Eric Dockery), who's in the middle of his first contract. Mr. Dockery and his administration have turned Dewey around themselves in the last 2 years. Providing students with the opportunity to access a high quality education; 80% of Dewey's current staff is in their 1st & 2nd year teaching at Dewey.

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Keith Townes

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Marshelle Harris, the parent/legal guardian of Armoni Harris am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Marshelle Harris

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Najibah Schaefer, the parent/legal guardian of Liara Dockery am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Najibah Schaefer

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Erica Johnson, the parent/legal guardian of Emonni Germany am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Erica Johnson

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Candice Hunt, the parent/legal guardian of Marquell Gibbs am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Candice Hunt

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Tiffany Bryant, the parent/legal guardian of Terrell Bryant am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Desiree Funches, the parent/legal guardian of Malaiya Montgomery am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Desiree Funches

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Constance Williams, the parent/legal guardian of Janiya Latson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Constance Williams

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Raymond Gardner, the parent/legal guardian of _____ am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Raymond Gardner

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Gloria Smith, the parent/legal guardian of Ta'uan Richard am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Gloria Smith

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Robert L Roach jr, the parent/legal guardian of Zion Roach am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Robert L Roach

(Parent/legal guardian)

Chicago Public Schools (CPS)

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(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Latoya E. Moore, the parent/legal guardian of Jaimie Moore am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Latoya E. Moore

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Michelline Smith, the parent/legal guardian of Erin Tisdel am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Michelline Smith

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Kimberly Day, the parent/legal guardian of Takeia Davis am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Kimberly Day

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I KAYLA COLLINS, the parent/legal guardian of _____ am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Betty Patterson

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I LaShunya Moore, the parent/legal guardian of Javar Young am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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LaShunya Moore

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Carla Anderson, the parent/legal guardian of Camariana Anderson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Carla Anderson

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Yolanda Foreman, the parent/legal guardian of Lena Silva am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Bonita Bracy, the parent/legal guardian of Lonnaye Richardson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Bonita Bracy

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Lauren Joseph, the parent/legal guardian of Kanish a Joseph am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Lauren Joseph

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I LaShunya Moore, the parent/legal guardian of Sebastian Young am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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LaShunya Moore

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Renee LeFlore, the parent/legal guardian of Jazmine Styles am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Renee LeFlore

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Norma Gonzalez, the parent/legal guardian of Michelle Del Rio am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

Over the last 5 years Dewey school has been on probation. Also over the last 5 years Dewey has had 5 different principals & 5 different area managers. In spite of the inconsistency in leadership at Dewey & the Network office, the students at Dewey still manage to show growth in reading and math.

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Norma Gonzalez

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Latisha Johnson, the parent/legal guardian of Martaveon Young am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Latisha Johnson

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Ella Moore, the parent/legal guardian of Auri-anna Goshe am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Ella S. Moore

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Domonique Baker, the parent/legal guardian of Tyrone Collins am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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D Baker

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Maurice Wilson, the parent/legal guardian of Tanaiyah Wilson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Maurice Wilson

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Gerald Arnold, the parent/legal guardian of Andrew Williams am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Herald Arnold.

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Carla Lane, the parent/legal guardian of Anthony Owens am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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X _____

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

Frank Haynes, the parent/legal guardian of
Randee Haynes JR am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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X _____

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Valentina Jones, the parent/legal guardian of Diamond Munn am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Valentina Jones

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Jasmine Williams, the parent/legal guardian of Nacana Williams am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Jasmine Williams

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Tasheka Slaughter, the parent/legal guardian of Demetris Heller am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Tasheka Slaughter

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Deon Coley, the parent/legal guardian of Briana Cox am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Deon Coley

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Valentina Jones, the parent/legal guardian of Da'Janae Nunn am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Valentina Jones

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Bernadine Jackson, the parent/legal guardian of Brianna Finley am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Bernadine Jackson

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Tonya Durban, the parent/legal guardian of MARKESE WILSON am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Tonya Durban

(Parent/legal guardian)

Chicago Public Schools (CPS)

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I Bianca Posey, the parent/legal guardian of Armon Posey am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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Bianca Posey

(Parent/legal guardian)

Chicago Public Schools (CPS)

STOP THE TURNAROUND OF DEWEY SCHOOL

I Elaine Thompson (Grandmother) the parent/legal guardian of Xavier Jackson am signing the petition calling on CPS to immediately stop the AUSL turnaround & any other turnaround for Dewey school.

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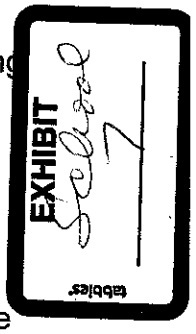
Elaine Thompson

(Parent/legal guardian)

I am a member of a city wide parent organization called Raise Your Hand. I would like to tell you about our findings about the CPS space utilization formula. This is the formula CPS that was just used to "make the case" for closing this school.

A Raise Your Hand parent discovered that the formula CPS is using is flawed. The formula CPS is using allows for 36 kids in a homeroom which really skews the numbers on reporting overcrowding and underutilization.



This parent has found that overcrowded schools are UNDERreported and underutilized schools are OVERreported.

A school can be labeled as "efficient" with 36 students in every homeroom. On the flip side, a school can be labeled as "underutilized" with 23 students in every homeroom. In the 2011-2012 school year in Illinois, the mean average homeroom size was 21.9 for grades Kindergarten through 8th grade.

By using the flawed CPS formula, our "underutilized" schools have more students enrolled per homeroom than the average Illinois school. Furthermore, as a parent, I can tell you I am not ok with 36 children in a classroom.

The space utilization formula does NOT capture how space is actually used by the school. Raise Your Hand has been in 22 schools and we have not found an underutilized building yet nor one that is "half empty." RYH can attest that the numbers from CPS do not match the reality of the building. You are not receiving the full picture. At this point, we should be looking at floor plans that explain how all the children from the proposed consolidated schools will actually fit into the classroom and into the school. What programs will be lost to fit all these kids together? Art? Music? Library? How will Special Education students be accommodated? To this point, CPS has disregarded Special Education students & the smaller class size required by law and for their education when calculating their space utilization rates.

I have been to 3 Network meetings, 9 community meetings and this is my ~~3rd~~ 5th Hearing, I can tell you based on my observations, many people come to these meetings and NO ONE wants their school to close. Every parent and every child is concerned about safety on the way to & from school as well as within the building. Parents are concerned about further overcrowding of classrooms and schools. We are all concerned about the destruction of neighborhoods that 54 school closures will cause.

Our school buildings are sacred places to us parents and to many, many community members and to the staff within. Many schools that CPS has deemed underutilized are thriving centers of learning for our children. Parents, educators, and communities have asked CPS decision makers again & again to come visit their school and see for themselves. Making decisions based off a piece of paper hinging on a flawed space utilization formula is not in the best interest of our children.

Thank you.
Www.ilraiseyourhand.org
Jennie Bigger

Please turn over for statement from Raise Your Hand. →

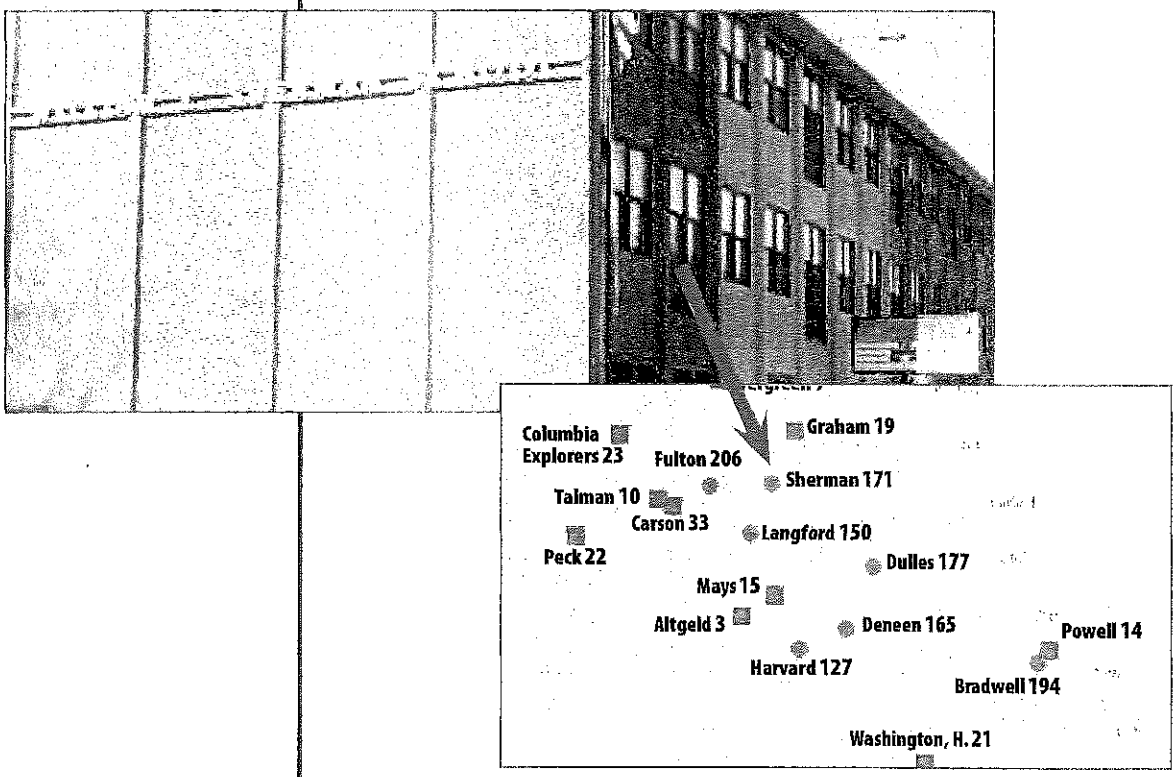
Dewey – principal is new.

Many parents feel he is making great improvements at the school & is doing his own turnaround.

P's really feel he's doing great work & want him to have a chance to fulfill contract.

*Many parents have called us re: the excellent child–parent center that wouldn't stay in place w/ AUSL turnaround.

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



Yet Turnaround Schools Receive Lavish Extra Resources

Designs for Change

www.designsforchange.org

February 2012

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

SECTION

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

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

The two reform strategies being compared are:

- **School-Based Democracy** (which emphasizes the involvement of **each school community** in improving their school), through school-based participation by parents, teachers, non-teaching school staff, community members, principals, and students. A central focus of School-Based Democracy in Chicago is an **elected Local School Council** at each school representing these groups. A key part of this strategy is to intervene with **high quality supportive external assistance** in the portion of these schools that **do not improve on their own.**
- **Turnaround Schools** (which concentrate near-total control of a low-achieving high-poverty school with an independent "turnaround specialist"), through a contract with the Board of Education. Or in Chicago, the Chicago Board may operate the turnaround school directly through a department of the central administration.

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

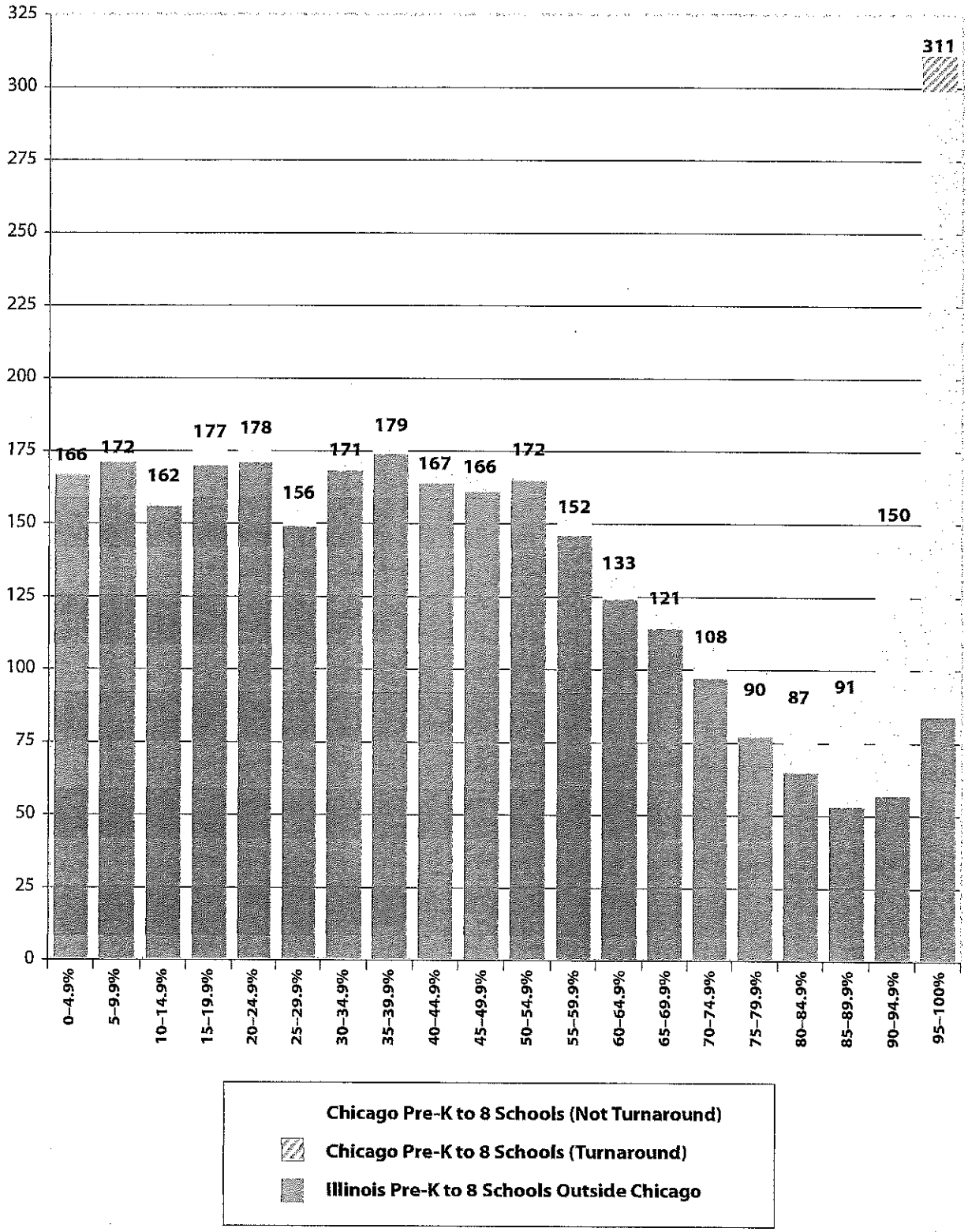
The study's purpose is to assess the potential of two fundamentally different strategies for improving hundreds of very high-poverty urban elementary schools. (School-Based Democracy and School Turnarounds.)

School-Based Democracy

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

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

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



data source: Illinois State Board of Education

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

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

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

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

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

Stanford political scientist Michael Kirst told the New York Times that the 1988 Chicago School Reform Act was "... the biggest change in American school control since the 1900s. ... It is the most dramatic change in any school system that I can think of. It is **absolutely precedent-breaking.**"[2] [emphasis added].

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

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

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

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

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

- **Cather** Elementary School (219 students. 100% African American, 99% low income). 74% of students Meet or Exceed ISAT Standards in Reading. 91% Meet or Exceed ISAT Standards in Math. Cather has been turned around by a highly **effective principal**, who has formed a partnership with **Strategic Learning Initiatives**, an organization which assists staff and parents to gain new skills, rather than firing the staff.
- **Chopin** Elementary School (309 students. 86% Latino, 96% low income). 94% of students Meet or Exceed ISAT Standards in Reading. 95% Meet or Exceed ISAT Standards in Math. Chopin achieves **well above** the statewide achievement average and made federal Adequate Yearly Progress in 2011. Chopin has out-achieved many suburban schools. There is a close relationship between the school staff, LSC, parents, and community. The principal carries out "**looping**," which involves a teacher staying with a class for two, three, or more years.

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

- **Gallistel** Language Academy (**1,444 students** in **three buildings**, 93% Latino, 96% low income). 70% of students Meet or Exceed ISAT Standards in Reading. 79% Meet or Exceed ISAT Standards in Math (83% following previous state policy about when English Language Learners had to begin taking the ISAT). Gallistel's LSC hired a new principal in spring 2000, who has unified the school. Gallistel is **intensely over-crowded. 400 to 600** Gallistel parents, teachers, and students have testified at school system facilities hearings each year over the past several years, asking for major repairs. The main building is **plagued** by electrical outages, leaks, and widely varying temperatures. Despite these obstacles, **75%** of Gallistel teachers have remained at the school for at **least four years.**

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

Turnaround Schools

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

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

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

III. Curriculum: Challenging, Rich, Culturally Relevant and Aligned

To turn around students' learning, schools teach an intellectually challenging, rich curriculum, including art, music, physical fitness, history and science, one that is relevant to the children's culture and experiences and engages their interests.[xvii] The schools align the curriculum within grades and between grades, so that the higher the grade, the greater the challenge.[xviii]

IV. Climate: High Expectations, Respect, Support and Safety

The school climate is one of safety and orderliness, with a norm of high expectations that all students will achieve academically and behave properly, a challenging curriculum, high standards, pride in students' work, and a friendly, supportive, collegial atmosphere. Staff are devoted to continually upgrading their instructional capability, take shared responsibility for all students' learning, and provide extra personal and academic support to the students most in need.[xix]

V. Parent and Community Involvement and Support

A. Academic - Programs, such as ones for enhancing parenting skills, strengthen parents' capacity to support their children's academic learning at home and engage parents to become involved with the school. Having the schools reach out to the parents increases the students' motivation to learn and assists their studying, as well as providing the trust between family and school that would facilitate solving any student behavioral problems.[xx] Community members provide valuable academic services as volunteer tutors, adult mentors and providers of enrichment programs for students.[xxi]

B. Non-Academic - Finally, the schools have pupil services professionals who provide services directly for students with behavioral and other non-academic barriers to learning. And they work closely with community health, recreation, youth, police and other local institutions to address external student and family obstacles to students' learning.[xxii]

Gary Ratner, Esq., Executive Director, Citizens for Effective Schools, with Monty Neill, Ed. D., Interim Executive Director, FairTest

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[i] Indeed, a uniquely comprehensive, new, in-depth study contrasting more than 200 improving and stagnating Chicago public elementary schools over 7 years, found that "a sustained weakness in any one of [the five 'essential supports' it identified] undermined virtually all attempts at improving student learning." Anthony S. Bryk, Penny Bender Sebring, Elaine Allensworth, Stuart Luppescu, and John Q. Easton, Organizing Schools for Improvement: Lessons from Chicago (2010) ("Bryk"), p. 198. Bryk characterized the common elements as: 1) "leadership;" 2) "parent-community ties;" 3) "professional capacity;" 4) "a student-centered learning climate;" and 5) "instructional guidance." *Id.* at 45-46.

Bryk "found that schools having strong indicator reports [which are measures of the five 'essential supports'] were up to ten times more likely to improve students' reading and mathematics learning than were contexts where three or more of these indicators were weak. Moreover, a low score in even just one indicator reduced the likelihood of improvement to less than 10 percent." *Id.* at 197-98; see 81, 93, 95-96 (meaning and selection of the "indicators"). And the five essential supports are highly interactive. *Id.*, at 197.

Similarly, an analysis of disparate schools nationwide, serving many poor and minority students, which have unexpectedly high student achievement found that the schools "all share ... some characteristics." Karin Chenoweth, It's Being Done: Academic Success in Unexpected Schools (2007) ("Chenoweth"), 213; accord, 4. The characteristics found by Bryk and Chenoweth overlap to a great extent.

The weight of this evidence is enhanced by the fact that many of the same individual elements that Bryk and Chenoweth identified have previously been found to improve student learning by themselves, see, e.g. Gershon M. (Gary) Ratner, "Why the No Child Left Behind Act Needs to be Restructured to Accomplish Its Goals and How to Do It," 9 Univ. Dist. Columbia Law Review 1, 25 and n. 145 (Winter 2007) ("Ratner"). Further, the persuasiveness of these elements is strengthened because their effectiveness comports with common sense and common experience. (For a good summary of the Bryk, *et al.* findings, see Anthony S. Bryk, "Organizing Schools for Improvement," *Phi Delta Kappan*, 23-30 (April 2010).)

[ii] Bryk, 45-46, 61-64, 197, 199, 204-205, 207, see 6 (example).

[iii] *Id.* at 61.

[iv] *Id.* at 47, 62-62, 197, 199, 204-205, 2070208; Chenoweth, 219, 222-224.

May 14, 2010

Common Elements of Successful School Turnarounds: Research and Experience

While we now know that it is possible to turn around low-performing public schools, the critical question becomes: how? Because schools are complex organizations composed of many different people, turning them around is not easy. It requires significantly changing the expectations, beliefs and practices of many diverse individuals, even though people are normally resistant to having to make major changes, as well as changing collective systems, structures and cultures.

Fortunately, research and experience have shown that successful turnarounds share a number of common strategies.[i] Although there are many different ways that these strategic elements might be labeled and organized, in the interests of clarity and potential legislative usefulness, we suggest the following:

I. Leadership: Principal, Teachers and Other Stakeholders

A. Principal Leadership – The typical starting point for school turnaround is a skilled, strong and committed principal who serves as the catalyst for change. The principal leads in developing a vision for the school to dramatically improve student learning and engages the teachers, staff, parents, students and community (i.e., "stakeholders") to share in developing, and buy into, this vision.[ii] The principal needs to function effectively in three basic roles:[iii] as "instructional leader," to help improve teaching and learning;[iv] facilitator of inclusiveness, to induce all categories of stakeholders to work together to carry out the vision;[v] and manager, to oversee the school's non-academic functions.[vi]

B. Leadership by Teachers and Other Stakeholders – In a successful turnaround, the principal alone typically does not, and cannot, provide all the leadership or make all the decisions. Other stakeholders, including key teachers, administrators, other staff, and even parents and community members, assume responsibilities for leading change in their own domains.[vii] They work closely together as "teams."[viii]

II. Instructional Improvement

A. Peer Collaboration/"School-Based Professional Community" – A central element of improving instruction is breaking down the traditional isolation of teachers in their own classrooms and getting them to work together on reviewing data on student performance, analyzing students' work, developing lesson plans and assessments, aligning curriculum, etc. Teachers model good teaching for each other and learn from each other. The faculty members together accept responsibility for all students learning and engage in a continual process of improving their own teaching.[ix] Such a collective capacity building undertaking is referred to as a "school-based professional community."[x]

B. Professional Development/Mentoring/Coaching - A second powerful strategy employed for improving instruction is individual mentoring or coaching by accomplished teachers or administrators, both for beginning and, where necessary, experienced teachers.[xi] More broadly, turnaround schools also provide other forms of professional development that meet the specific subject matter knowledge and pedagogical needs of a particular school's teachers.[xii]

C. System of Effective Teaching Practices and Assessments – Implementing a coherent school-wide system of effective teaching practices that engages students in higher-order thinking, problem-solving and communications, involves various kinds of student projects and work products, and effectively assesses student learning on each kind, is another key element.[xiii] Teachers regularly collect and analyze multiple sources of data on each student's learning, including classroom-based formative assessments, and adjust their teaching accordingly.[xiv]

D. Replacement Non-Participatory and Ineffective Teachers with Motivated, Capable Teachers – Principals closely observe teachers in their classrooms, help them improve their teaching and encourage them to collaborate with other teachers. Teachers who are not motivated to participate in the school's turnaround efforts frequently leave voluntarily to avoid close scrutiny; if not, and they are persistently ineffective, they must be removed.[xv] Schools seek capable teachers who want to participate in the school's reform.[xvi]

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

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

AUSL promised that **about half** of Sherman's new teachers would come from a **one-year clinical residency** program operated by AUSL, from which the new

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

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

Public Awareness of Schools Operating Under the Two Strategies

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

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

Five-Year ISAT Performance Goals for AUSL Turnaround Schools				
	Year 1	Year 2	Years 3-4	Year 5
ISAT scores at *meet* or *exceed* in reading, math, and science	40%	50%	70%	80%
ISAT composite scores at *exceed* in reading, math, and science	5%	5%	15%	25%
ISAT composite scores at *exceed* for the highest grade level	5%	5%	15%	25%

At the beginning of its contract, AUSL promised

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

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

Comparative Map Under-Scores Dramatic Contrasts

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

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

The Percent of Students Who Exceed State Standards in Reading

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

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

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

Turnaround Schools are not a model for Exceeding Standards.

The Limited Progress of Sherman Elementary School

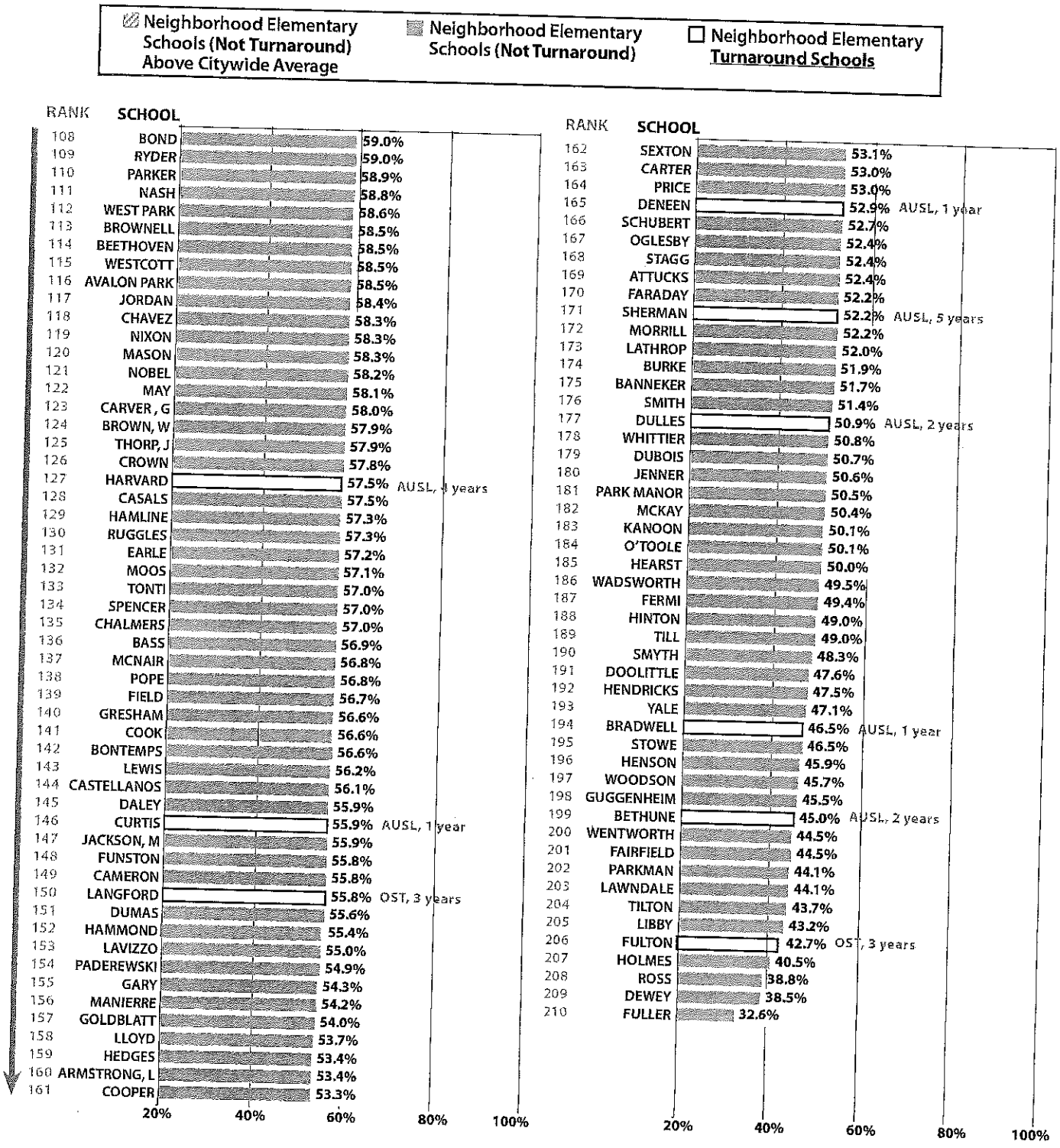
- The scores of **Sherman** Elementary School are **particularly disappointing,** since Sherman had been through the **entire five years** of the Turnaround experience, in which its culture and achievement were **supposed to be "reset."**

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

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

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

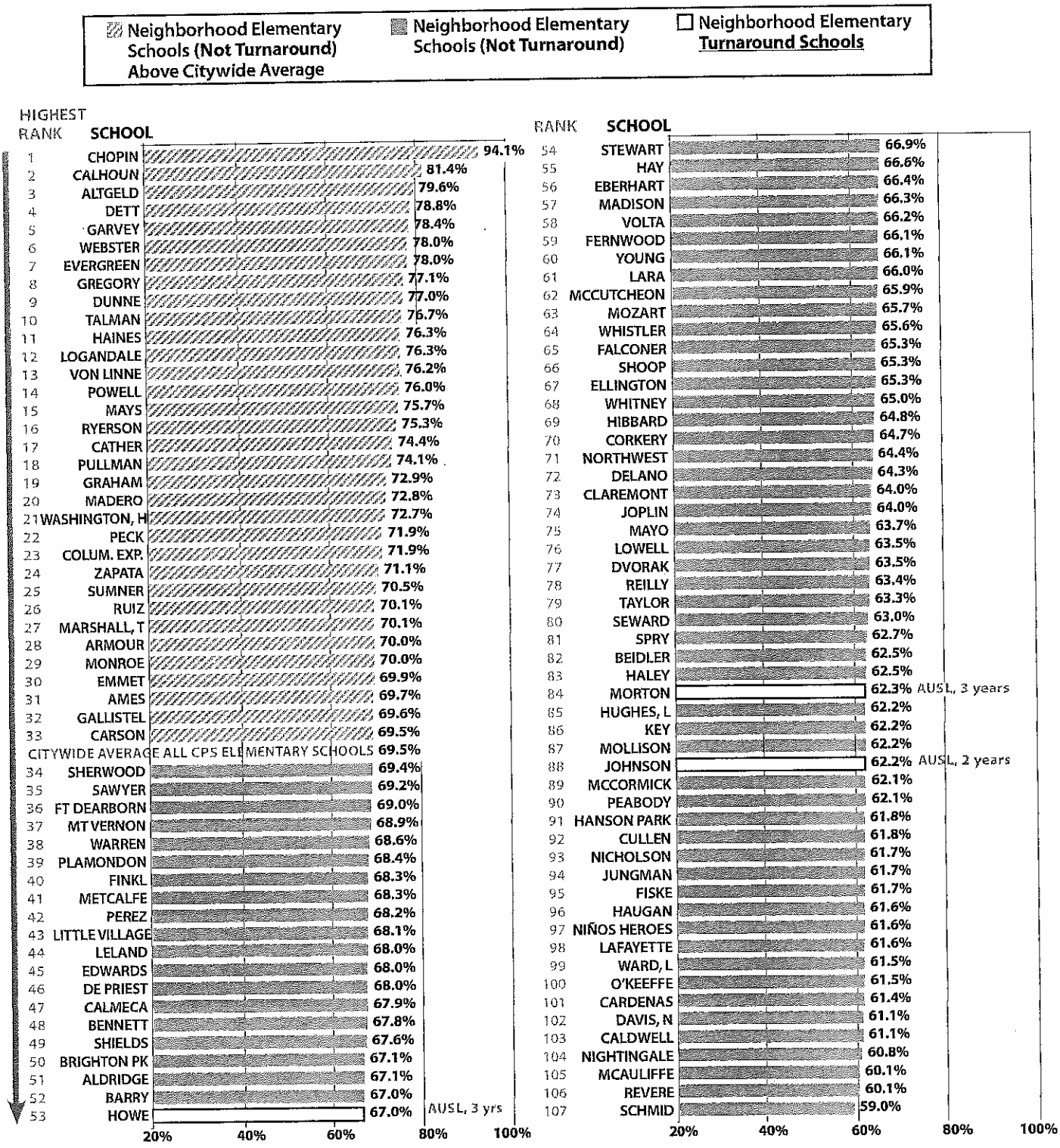
CHART 2. *(continued)*
Ranked by Percent Meets or Exceeds on ISAT Reading Test in Spring 2011
Chicago Non-Selective Elementary Schools with 95% or More Low-Income Students



data source: Chicago Public Schools Office of Performance

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

CHART 2.
Ranked by Percent Meets or Exceeds on ISAT Reading Test in Spring 2011
Chicago Non-Selective Elementary Schools with 95% or More Low-Income Students



data source: Chicago Public Schools Office of Performance

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

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

HIGHEST RANK

Rank	School Name	Area	Enrollment 2010-11	% Low Income 2010-11	Largest Racial Group	Percent Meets or Exceeds on ISAT Reading: Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Gain from 06 to 11	Average Annual Gain 06-11
1	Chopin	4	309	95.8	86% Lat	65.5	69.7	70.3	86.6	89.3	**94.1**	28.6	5.7
2	Calhoun	7	303	98.3	100% Af Am	53.0	56.3	64.8	71.5	66.7	**81.4**	28.4	5.7
3	Altgeld	14	587	98.5	99% Af Am	40.5	49.1	60.5	74.8	66.9	**79.6**	39.1	7.8
4	Dett	7	246	98.8	99% Af Am	40.1	50.8	60.6	67.2	74.7	**78.8**	38.7	7.7
5	Garvey	16	349	96.0	99% Af Am	66.8	64.6	75.4	77.9	74.3	**78.4**	11.6	2.3
6	Webster	7	373	100.0	91% Lat	54.1	44.0	54.5	62.3	70.4	**78.0**	23.9	4.8
7	Evergreen	10	381	97.4	99% Af Am	67.9	69.2	70.4	68.6	66.9	**78.0**	10.1	2.0
8	Gregory	7	368	96.2	99% Af Am	45.2	51.2	51.7	62.0	70.8	**77.1**	31.9	6.4
9	Dunne	16	352	97.7	99% Af Am	51.9	51.6	68.3	62.7	72.5	**77.0**	25.1	5.0
10	Talman	54	376	96.5	97% Lat	57.1	63.2	57.9	60.8	67.5	**76.7**	19.6	3.9
11	Haines	54	704	95.6	93% Asian	77.4	83.3	71.7	71.1	75.1	**76.3**	-1.1	-0.2
12	Logandale	6	254	97.6	88& Lat	59.2	60.8	59.3	66.4	71.2	**76.3**	17.1	3.4
13	Von Linne	6	621	95.3	94& Lat	67.3	66.1	58.7	65.6	67.3	**76.2**	8.9	1.8
14	Powell	17	534	96.8	98% Af Am	51.5	48.4	60.3	66.4	68.1	**76.0**	24.5	4.9
15	Mays	14	309	98.4	88% Af Am	65.1	61.3	72.8	67.2	67.4	**75.7**	10.6	2.1
16	Ryerson	7	463	99.6	100% Af Am	44.7	40.9	52.3	63.3	66.4	**75.3**	30.6	6.1
17	Cather	7	219	99.1	100% Af Am	35.2	47.4	51.3	56.6	64.2	**74.4**	39.2	7.8
18	Pullman	18	259	97.7	75% Af Am	46.1	44.8	55.9	65.2	57.6	**74.1**	28.0	5.6
19	Graham	13	483	95.9	39% Lat	48.4	53.6	62.0	64.3	64.6	**72.9**	24.5	4.9
20	Madero	10	310	96.1	99% Lat	60.1	63.0	68.1	65.0	64.7	**72.8**	12.7	2.5
21	Washington, H	54	557	96.8	99% Af Am	60.3	56.3	59.8	62.6	66.5	**72.7**	12.4	2.5
22	Peck	11	1,567	96.7	97% Lat	69.7	71.0	66.2	66.5	68.9	**71.9**	2.2	0.4
23	Columbia Expl.	54	1,013	97.2	98% Lat	63.4	60.7	64.8	63.6	62.2	**71.9**	8.5	1.7
24	Zapata	54	961	99.0	100% Lat	69.1	71.3	63.0	63.4	63.7	**71.1**	2.0	0.4
25	Sumner	54	443	96.4	98% Af Am	63.3	57.9	65.7	66.1	65.3	**70.5**	7.2	1.4
26	Marshall, T.	1	548	96.0	88% Lat	62.2	69.7	64.2	66.6	67.6	**70.1**	7.9	1.6
27	Ruiz	10	927	95.7	96.4% Lat	62.6	64.9	65.6	65.7	63.1	**70.1**	7.5	1.5
28	Monroe	1	1,112	95.0	95% Lat	58.7	62.7	59.4	61.0	60.5	**70.0**	11.3	2.3
29	Armour	9	332	97.6	86% Lat	51.6	60.8	59.5	54.9	60.2	**70.0**	18.4	3.7
30	Emmet	3	495	99.8	99% Af Am	46.2	43.9	51.2	55.6	66.8	**69.9**	23.7	4.7
31	Ames	4	567	95.2	93% Lat	57.2	59.1	57.8	64.1	56.8	**69.7**	12.5	2.5
32	Gallistel	18	1,444	96.1	93% Lat	65.0	63.6	58.9	65.0	64.2	**69.6**	4.6	0.9
33	Carson	54	1,284	98.7	92% Lat	71.5	73.0	59.0	70.1	67.2	**69.5**	-2.0	-0.4
TOP NON-SELECTIVE SCHOOLS 95% LOW-INCOME: AVERAGE						**58.6**	**59.9**	**62.0**	**65.8**	**66.4**	**73.3**	**14.7**	**2.9**
ALL ELEMENTARY SCHOOLS: CITYWIDE AVERAGE						**59.1**	**60.9**	**63.5**	**64.6**	**63.5**	**69.5**	**10.4**	**2.1**

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

ABOVE CITYWIDE AVERAGE

Rank	School Name	Area	Enrollment 2010-11	% Low Income 2010-11	Largest Racial Group	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011	Gain After Turnaround	Avg. Annual Gain After Turnaround
SCHOOLS RANKED 34–52													
• 53	Howe * AUSL	28	579	98.1%	99% Af Am	34.5	33.6	49.6	48.9	62.4	**67.0**	AUSL, 3 yrs → 17.3	5.8
SCHOOLS RANKED 54–83													
• 84	Morton * AUSL	28	317	99.4%	98% Af Am	37.8	36.2	39.6	31.7	39.4	**62.3**	AUSL, 3 yrs → 22.7	7.8
• 85	Johnson * AUSL	28	364	100.0%	97% Af Am	37.8	45.9	48.1	41.9	50.6	**62.2**	AUSL, 2 yrs → 20.3	10.2
SCHOOLS RANKED 86 TO 126													
• 127	Harvard * AUSL	28	455	98.5%	99% Af Am	31.2	31.8	36.2	51.8	51.9	**57.5**	AUSL, 4 yrs → 25.7	6.4
SCHOOLS RANKED 128 TO 144													
• 145	Curtis * AUSL	28	455	99.6%	99% Af Am	45.0	38.9	42.7	36.0	40.3	**55.9**	AUSL, 1 yr → 15.6	15.6
SCHOOLS RANKED 146 TO 149													
• 150	Langford * OST	29	334	99.7%	99% Af Am	28.9	30.5	48.9	39.7	46.6	**55.8**	OST, 3 yrs → 6.9	2.3
SCHOOLS RANKED 151 TO 164													
• 165	Deneen * AUSL	28	480	98.5%	98% Af Am	45.6	45.8	51.9	50.9	51.3	**52.9**	AUSL, 1 yr → 1.6	1.6
SCHOOLS RANKED 166 TO 170													
• 171	Sherman * AUSL	28	450	98.2%	98% Af Am	30.5	33.2	40.3	46.6	49.7	**52.2**	AUSL, 5 yrs → 21.7	4.3
SCHOOLS RANKED 172 TO 176													
• 177	Dulles * AUSL	28	499	97.8%	99% Af Am	43.3	39.6	37.1	46.8	37.1	**50.9**	AUSL, 2 yrs → 4.1	2.1
SCHOOLS RANKED 178 TO 193													
• 194	Bradwell * AUSL	28	694	98.6%	99% Af Am	45.6	44.7	44.3	41.0	50.3	**46.5**	AUSL, 1 yr → -3.8	-3.8
SCHOOLS RANKED 195 TO 198													
• 199	Bethune * AUSL	28	351	97.2%	100% Af Am	29.6	39.5	38.8	35.3	37.3	**45.0**	AUSL, 2 yrs → 9.7	4.9
SCHOOLS RANKED 200 TO 205													
• 206	Fulton * OST	29	488	97.1%	79% Af Am	30.6	33.0	37.3	32.6	39.3	**42.7**	OST, 3 yrs → 5.4	1.8
SCHOOLS RANKED 207 TO 210													
												AVG. ANNUAL GAIN AFTER TURNAROUND	4.9

BELOW CITYWIDE AVERAGE

LOWEST RANK

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

• Turnaround schools

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

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

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

For example:

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

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

In fact, after Sherman achieved the meager results cited above, the Chicago Board quietly gave approximately $194,000 to AUSL for a **sixth year** of assistance to Sherman in April 2011).[7] The Board's Report of its action contains no measurable objectives for improving student achievement at Sherman. The Board Action simply states that "AUSL's services will result in improved teaching and learning and shall accelerate student achievement at Sherman."

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

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

The Issue of School Gains

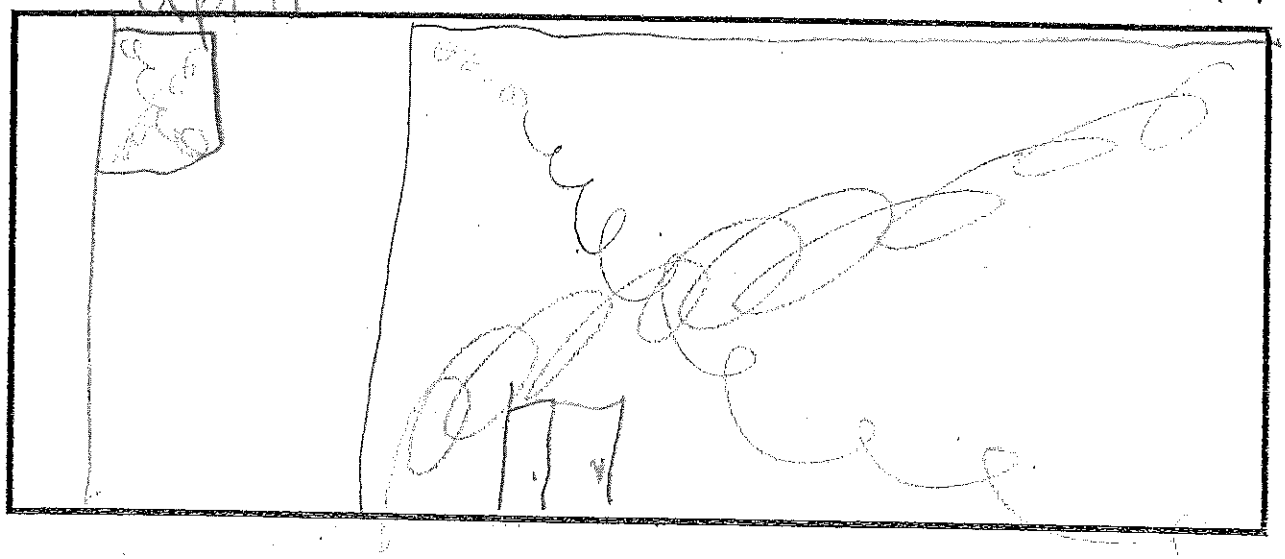
A **valid issue** to examine is that the top 33 schools are being compared with Turnaround Schools that began their turnaround process with lower scores, but have made somewhat larger yearly gains, on average, than the top 33 schools (as indicated in Chart 6). The 33 top-achieving high-poverty schools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

AUSL School	Address	Grades	Enrollment	Type	
Bethune School of Excellence	3030 W. Arthington St. East Garfield Park	Pre K-8	375	Turnaround School	Probation 2010
Bradwell School of Excellence	7736 S. Burnham Ave. South Shore	Pre K-8	781	Turnaround School	Probation
Casals School of Excellence	3501 W. Potomac Ave. Humboldt Park	Pre K-8	464	Turnaround School	Probation 2012.
The Chicago Academy	3400 N. Austin Ave. Portage Park	Pre K-8	601	Training Academy	
Chicago Academy High School	3400 N. Austin Ave. Portage Park	9-12	517	Training Academy	
Collins Academy High School	1313 S. Sacramento Dr. North Lawndale	9-12	428	Training Academy	Probation
Curtis School of Excellence	32 E. 115th St. Pullman	Pre K-8	474	Turnaround School	Probation
Deneen School of Excellence	7257 S. State St. Greater Grand Crossing	Pre K-8	547	Turnaround School	Probation
Dodge Renaissance Academy	2651 W. Washington Blvd. East Garfield Park	Pre K-8	424	Training Academy	
Dulles School of Excellence	6311 S. Calumet Ave. Greater Grand Crossing	Pre K-8	531	Turnaround School	Probation 2010
Fuller School of Excellence	4214 S. Saint Lawrence Ave. Bronzeville	Pre K-8	267	Turnaround School	Probation 2012
Harvard School of Excellence	7525 S. Harvard Ave. Auburn-Gresham	Pre K-8	437	Turnaround School	Probation
Herzl School of Excellence	3711 W. Douglas Blvd. North Lawndale	Pre K-8	506	Turnaround School	Probation 2012

AUSL School	Address	Grades	Enrollment	Type		
Howe School of Excellence	720 N. Lorel Ave. Austin	Pre K-8	606	Turnaround School	Probation	
Johnson School of Excellence	1420 S. Albany Ave. North Lawndale	Pre K-8	407	Turnaround School	Probation	2010
Marquette School of Excellence	6550 S. Richmond St. Marquette Park	Pre K-8	1332	Turnaround School	Probation	2012
Morton School of Excellence	431 N. Troy Ave. East Garfield Park	Pre K-8	360	Turnaround School	Probation	
National Teachers Academy	55 W. Cermak Rd. South Loop	Pre K-8	540	Training Academy		
Orr Academy High School	730 N. Pulaski Ave. Humboldt Park	9-12	664	Turnaround School	Probation	2009
Phillips Academy High School	244 E. Pershing Rd. Bronzeville	9-12	608	Turnaround School	No data	2010
Piccolo School of Excellence	1040 N. Keeler Ave. Humboldt Park	Pre K-8	518	Turnaround School	Probation	2012
Sherman School of Excellence	1000 W. 52nd St. Englewood	Pre K-8	432	Turnaround School	Probation	2006
Solorio Academy High School	5400 S. St. Louis St. Gage Park	9-11	837	Training Academy		
Stagg School of Excellence	7424 S. Morgan St. Englewood	Pre K-8	544	Turnaround School	Probation	2012
Tarkington School of Excellence	3330 W. 71st St. Marquette Park	Pre K-8	1061	Training Academy		

Asia Dotson 4-26-2013

April



I thik Dewey sould not closing
becaue I mess ms. sobut and also
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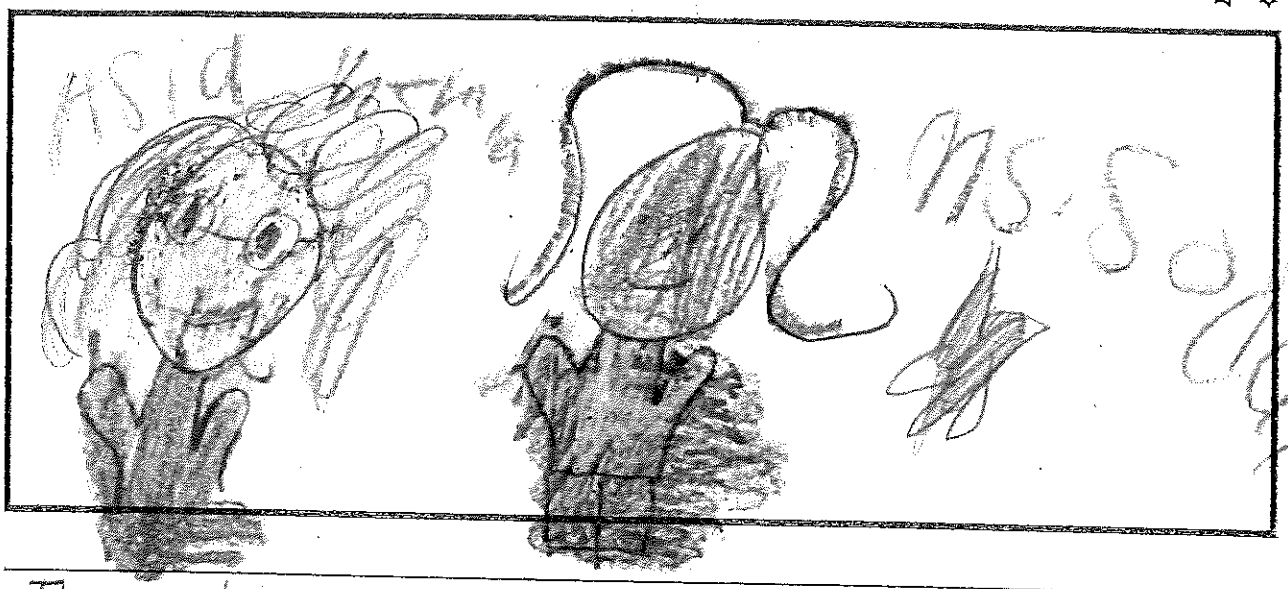
my firends and ms. rogers
The Ther End

EXHIBIT
Student
Group 8

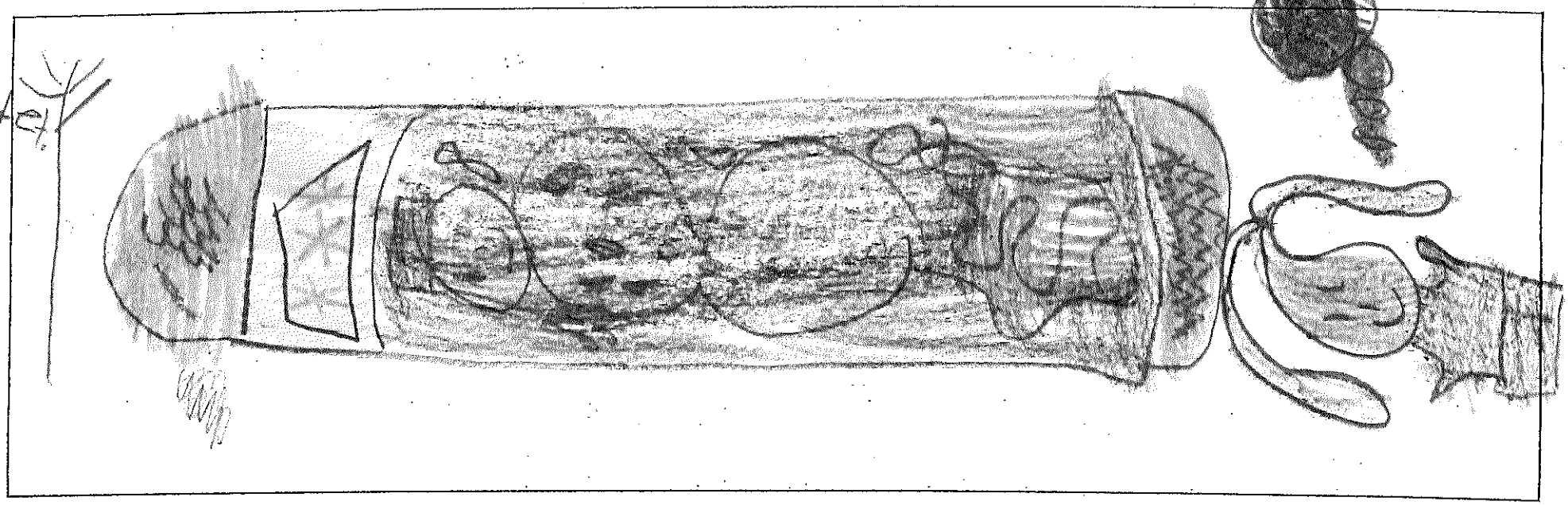
Shenya Berry



I do Not Wat to
Dewey to [illegible] dios Be
cus I dow not Wat My
teacher to Lev Be
cus Wey Wat to Cap
Ate teacher So Wey
can Be happy And
happy Wey can go to Fit

Name [redacted]

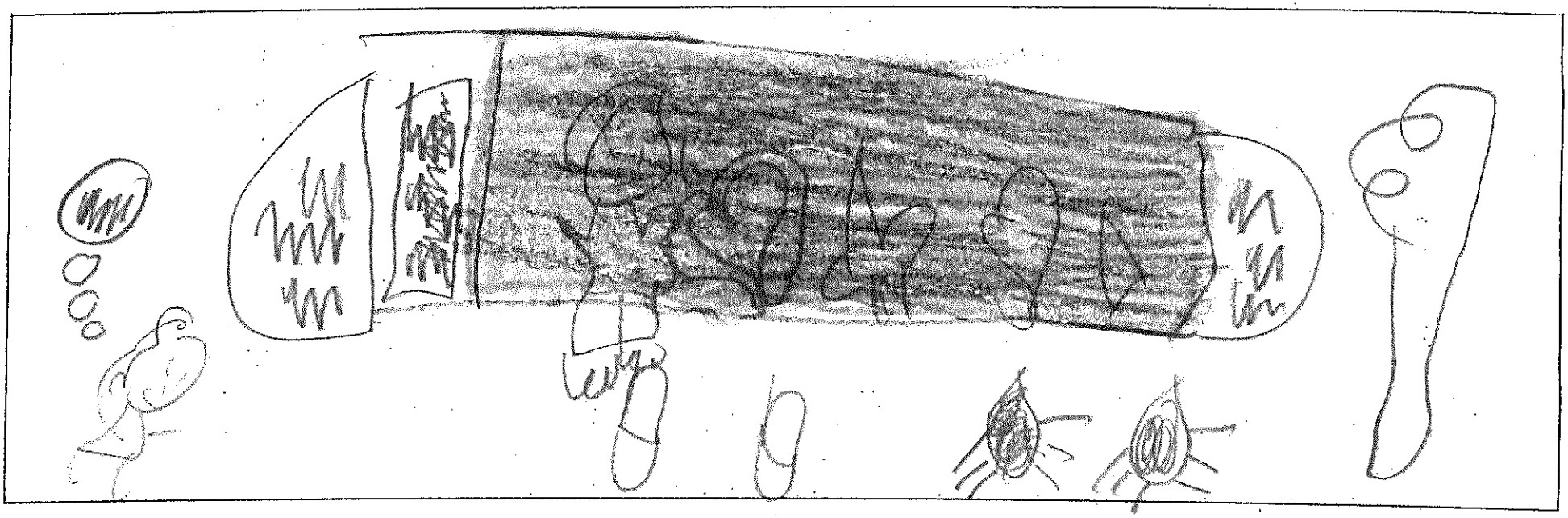
How to Get



Then I put my Leg on my bed So I dot See no beeplow.

How to get con the bed

Maya Dear



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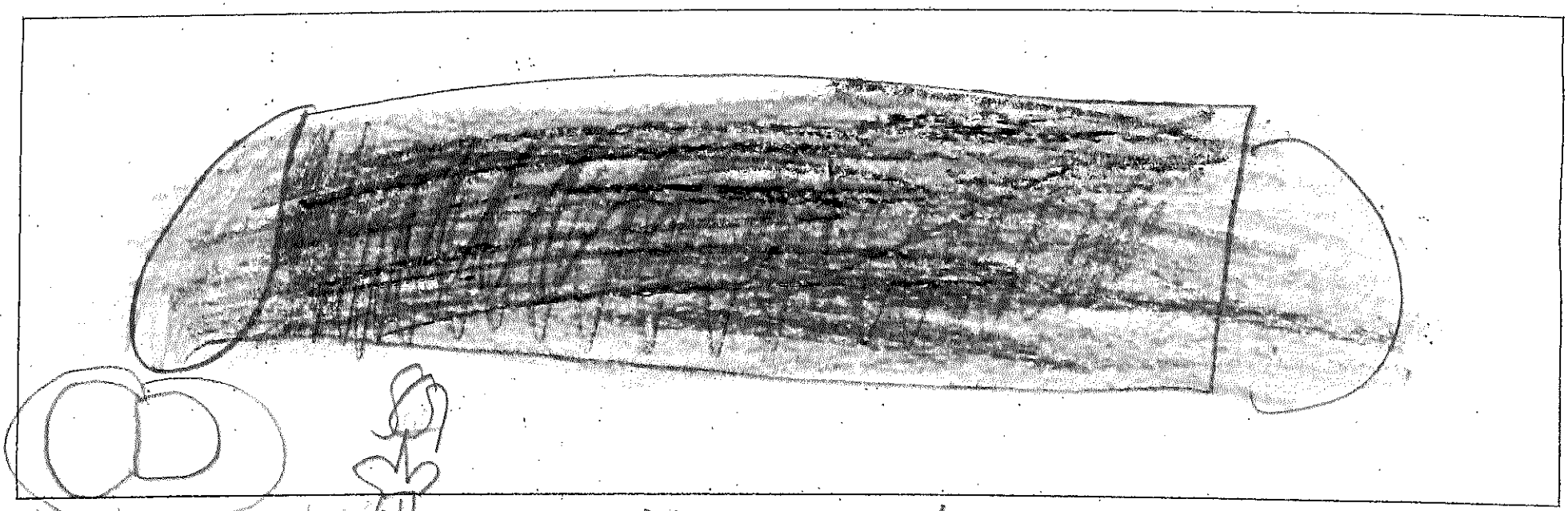
and open my es.



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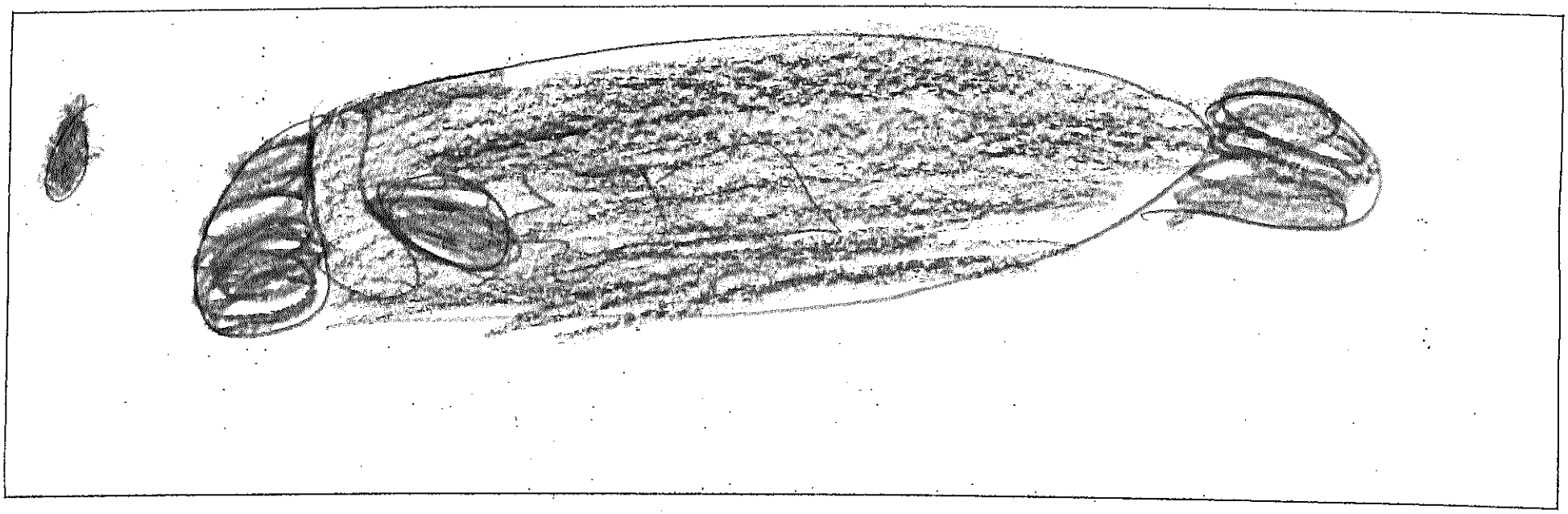
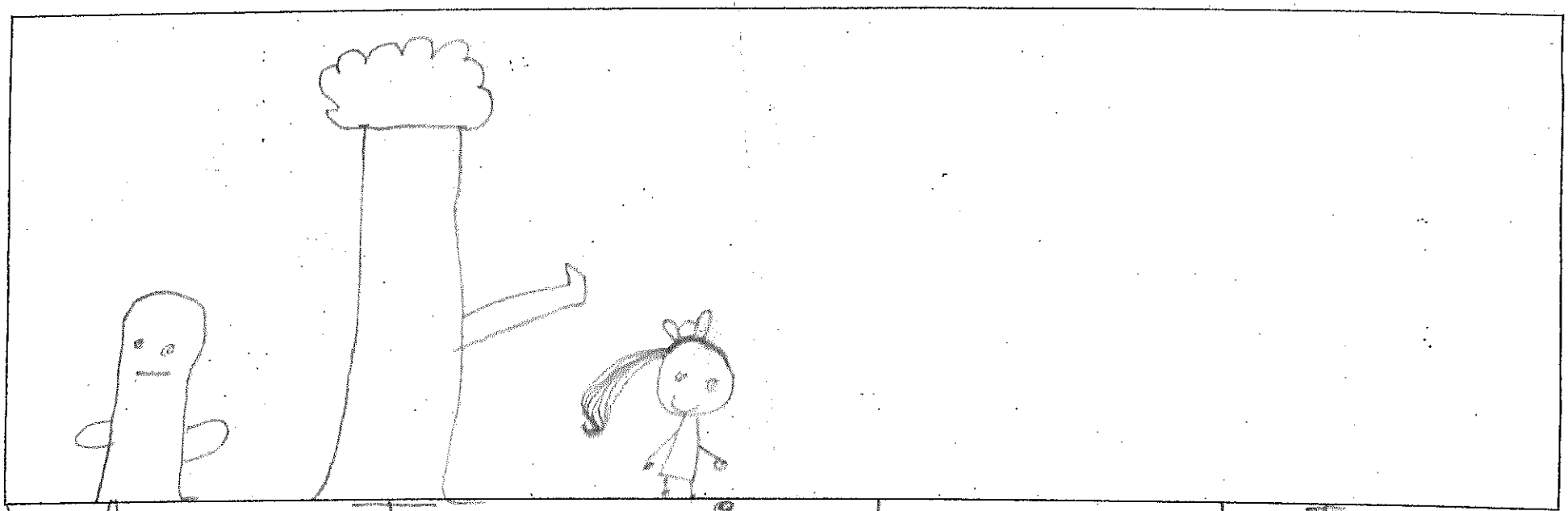
an a pelow a Mr
blankit I Reed tomr
I Selt.



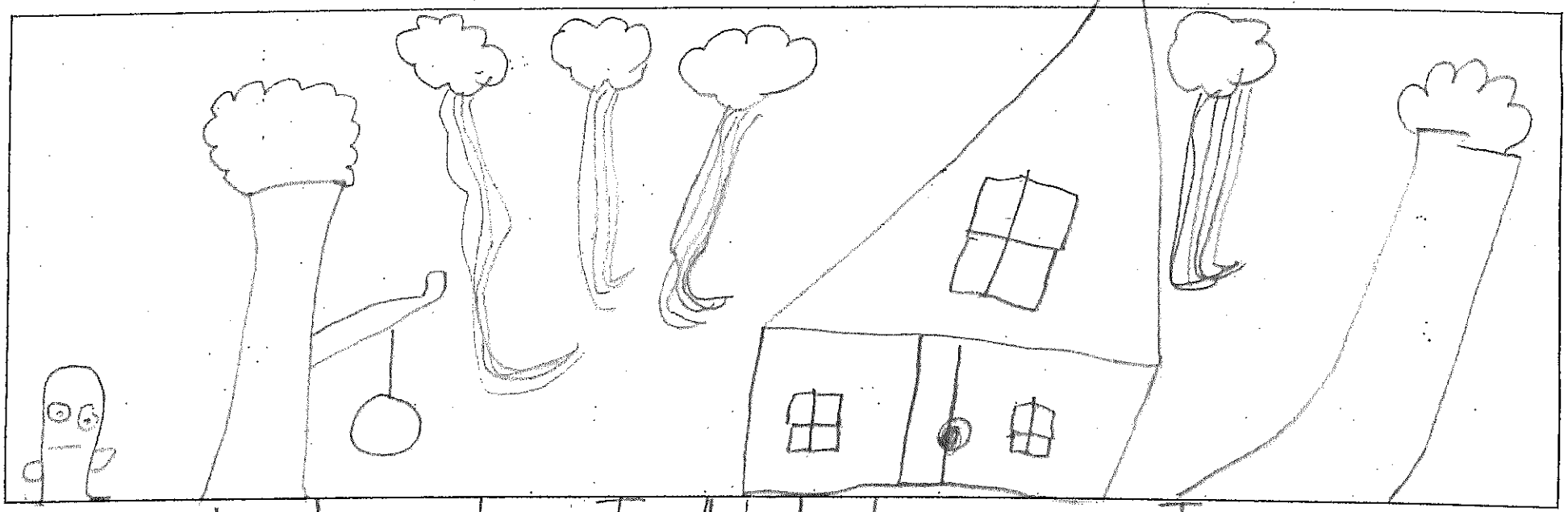
Lath. I Wet Put to
Sleep Mr Mom gov
Me a kiss it Wat Me to
~~Sleep~~ Sleep.

Danah Buckner 4-18-13



When I was in the woods I saw a ghost. I was scared. I ran and ran to a house. A girl open the door on the

Dariah Buckner 4-18-B



Second knock I Ask her can I come in because I was being chase by a ghost the ghost left I was safe now.

Name: _____ Date: _____

Draw a picture of your favorite animal.

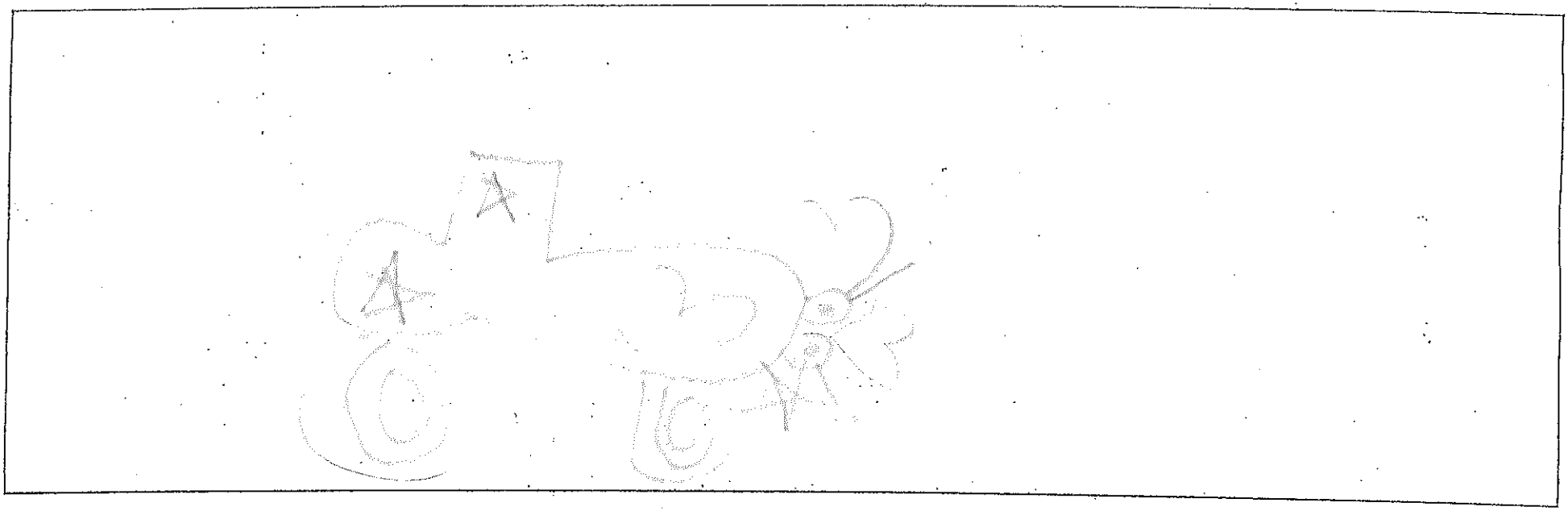
Write about your favorite animal.

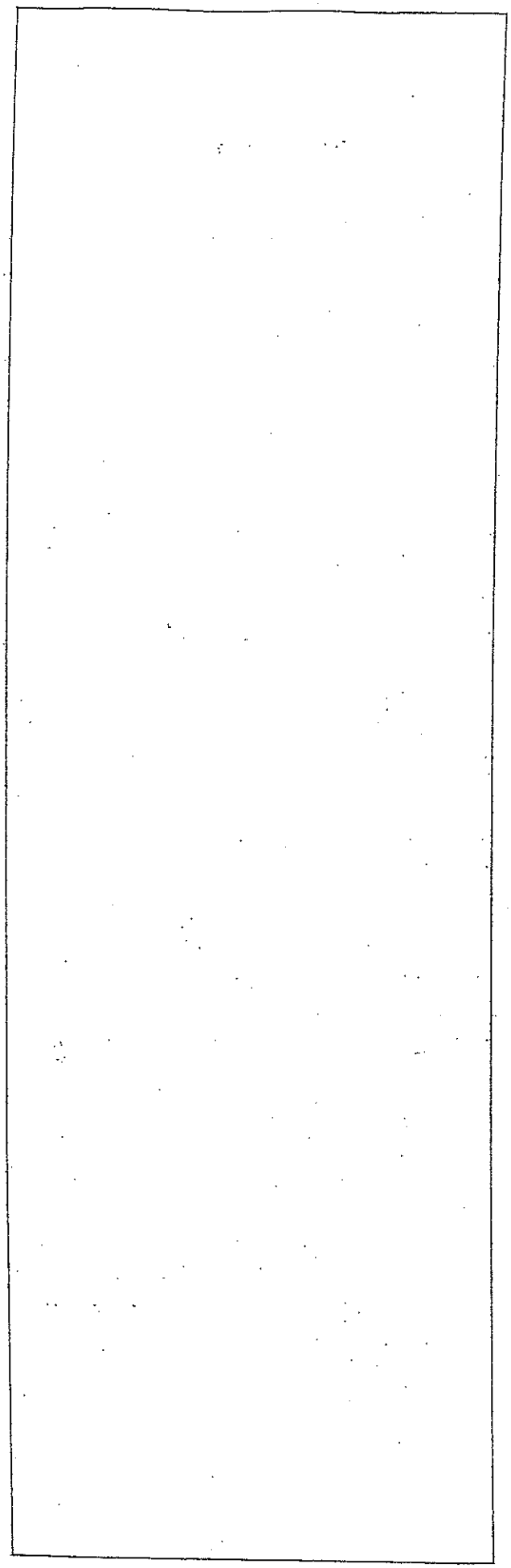
I like _____ because _____

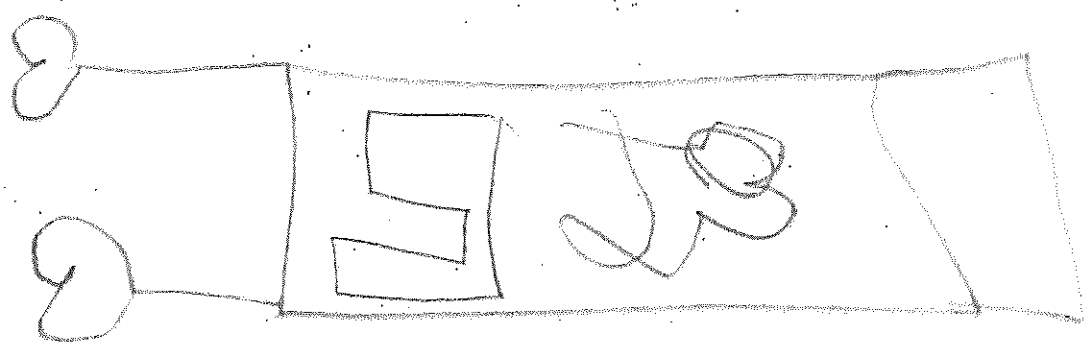
_____

_____

_

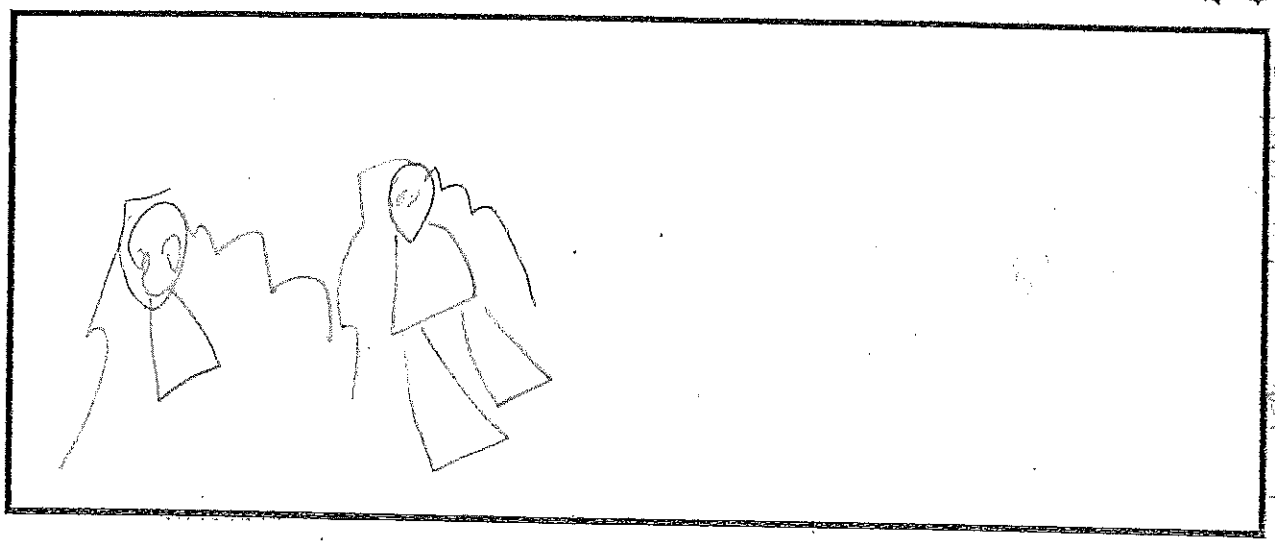






Mr Dad to Me
to Cen Me bad
Mex Room Knd

Diamond



I DONT The One FO
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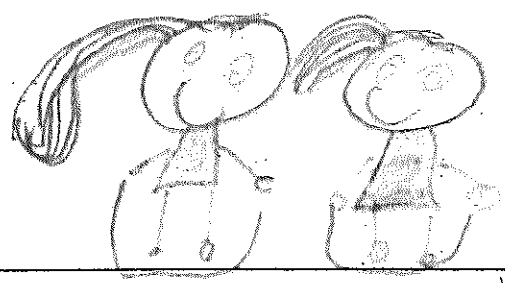
Me SOUT In I LOVE
UO1 The TEG I LOVE
Me SOUT BCUZ I LOVE
hUn BCU I LOVE The
TEG BCUZ The tHat Mes
In I LOVE AS SOUT

How to jumprop first

How to jumprop first you get the rop
then you jump and jump to do it then to
prikcess

Daniah

Sacana

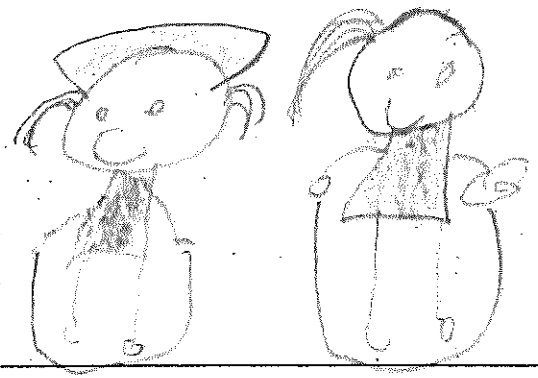


then you ~~g~~ a friends I was sad because I

cdint gony cap I tc my mom helpme

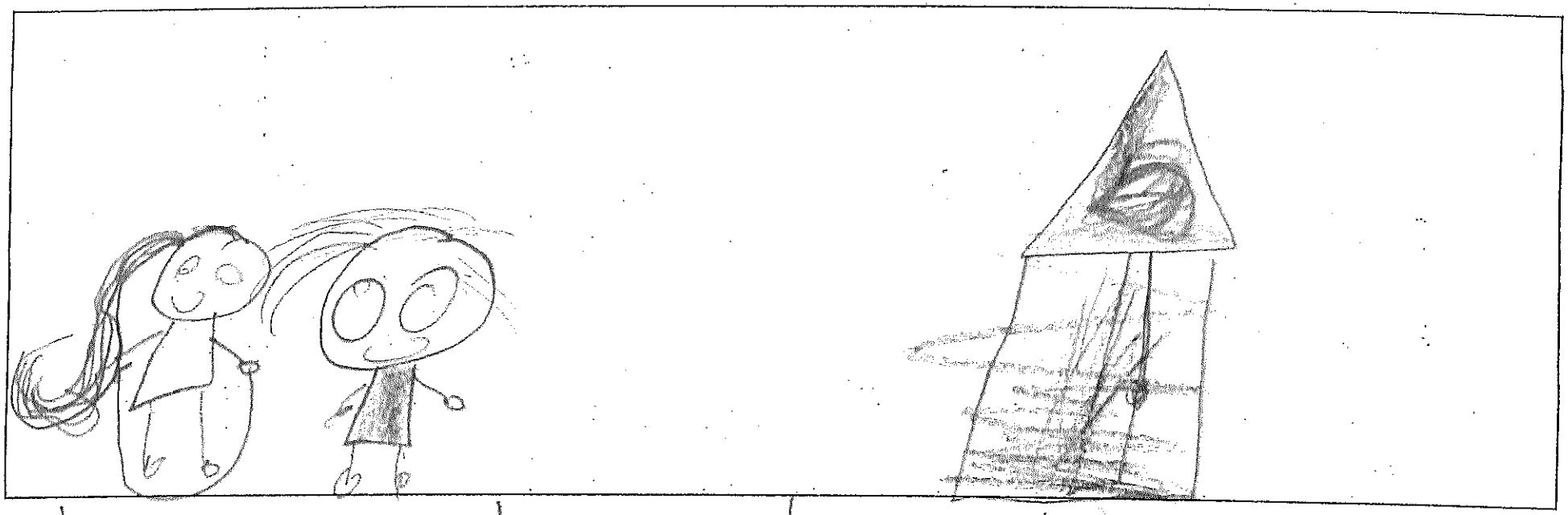
then I did it

fofr



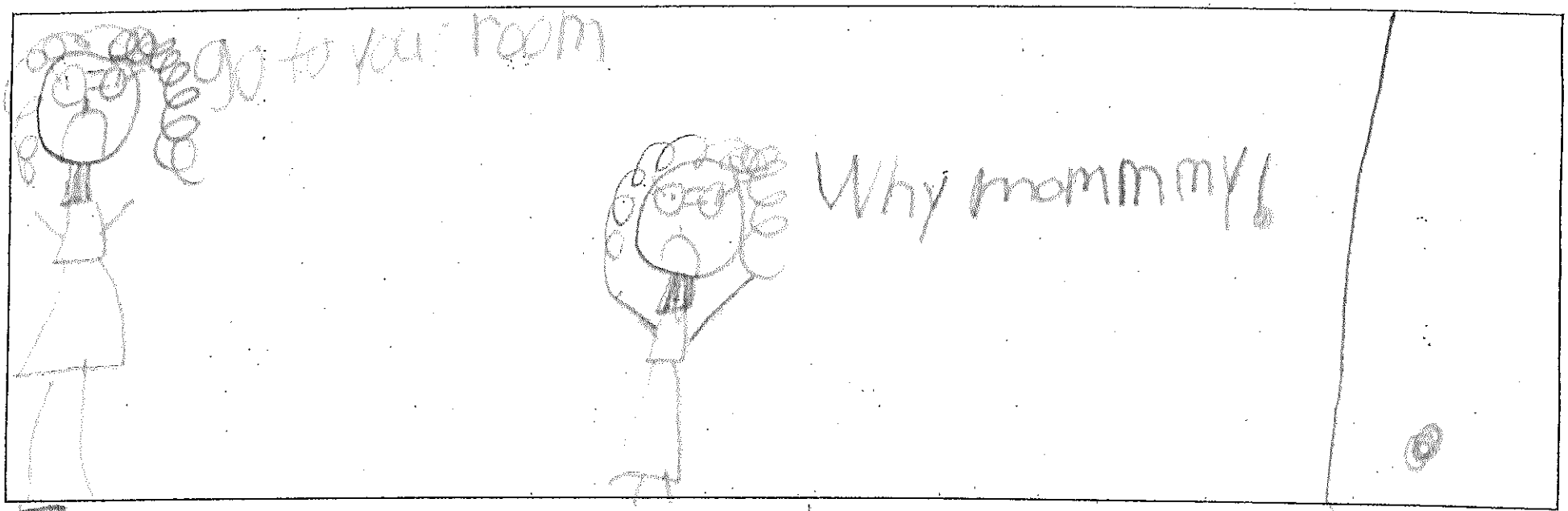
then you get a nutr friend then you jumper an a gum and gumg to get, f

las



thre you take a braca then you get redy to jumgrop.

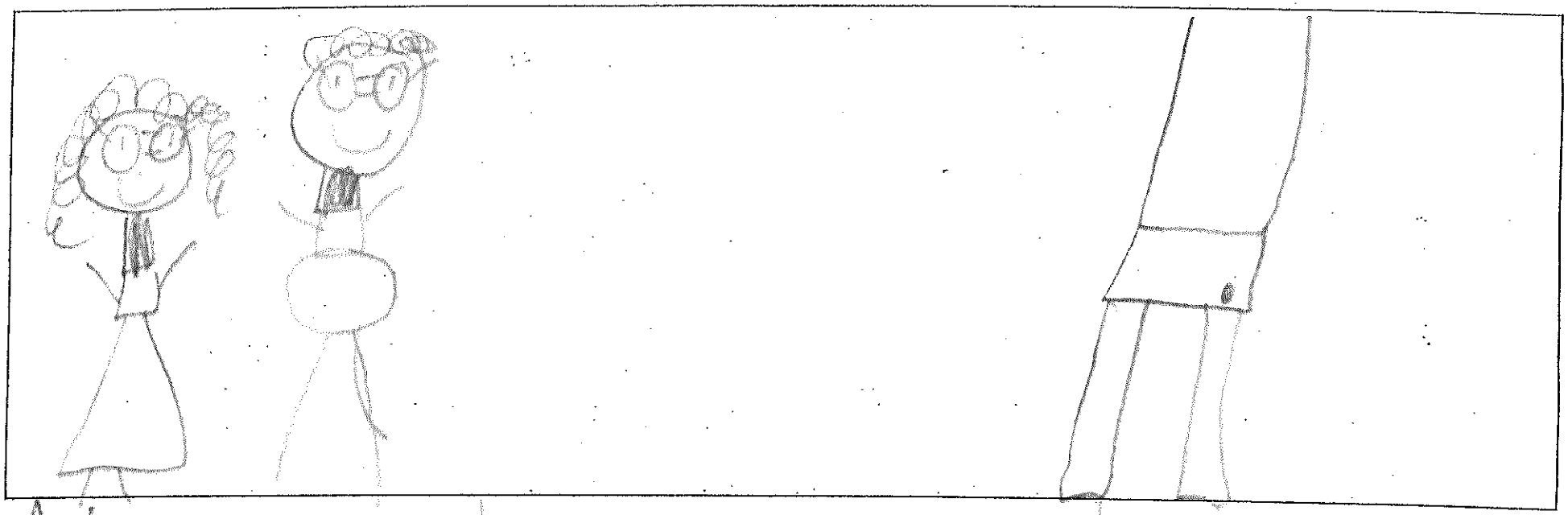
how to clean my room.



First i put my shoes under the tv and my sleaves and my raincost.

Asia Dotson April 4-13-2013

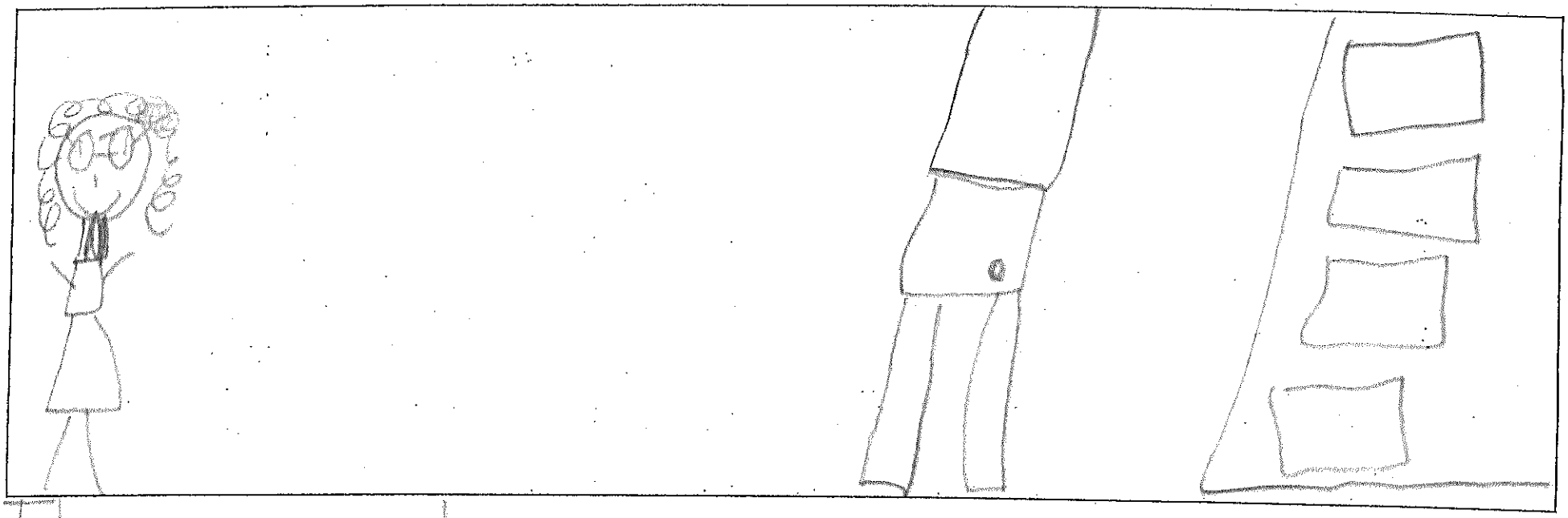
how to clean my room.



Next I pick up my socks and my underpeans and my tisto too.

Asia Dotson 4-18-2013 April

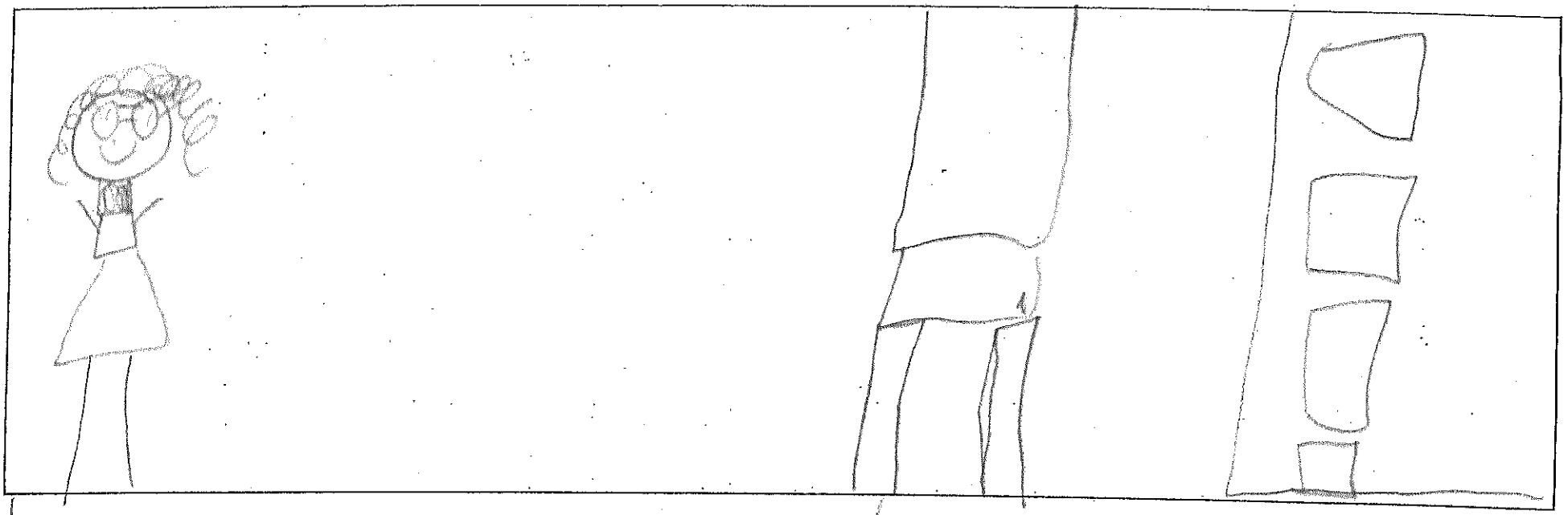
how to clean my room.



then i pick up my toys and my gatar.

Asia Dotson 4-18-13 2013 April

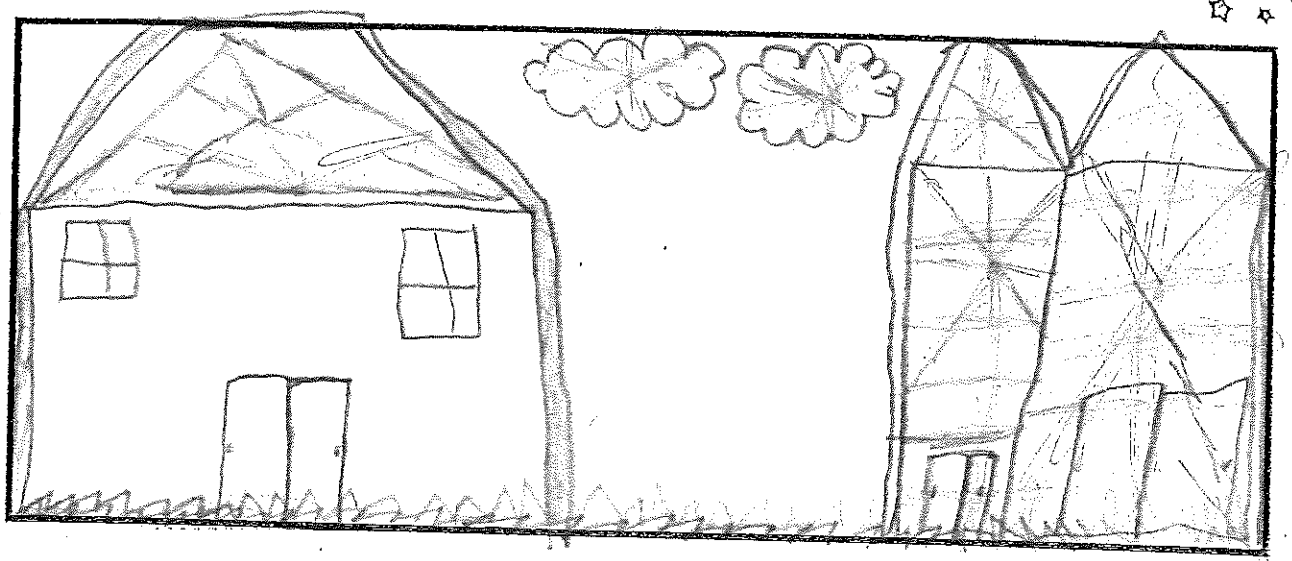
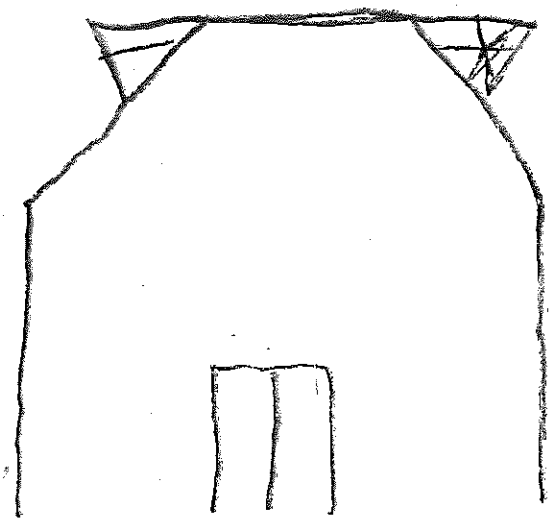
- how to clean my room.



ast i put my shots in the
door.

Asia Dotson 4-18-2013 April

Brayden



I know not not not dowey
to Tim & Ran cus
We are aowed to
Mis Ms. SoBut and
Kenya and Dariah and
Markese and Laniyah
and Demetrisand Asia and
Doreon and Randee.