PERSPECTIVES ON SCHOOL REFORM AND ACCOUNTABILITY

CHICAGO'S STORY

The Chicago Experience

- Theory of Change
- Overview of PM in Action
- Evolution of PM and Focus on Capacity Building

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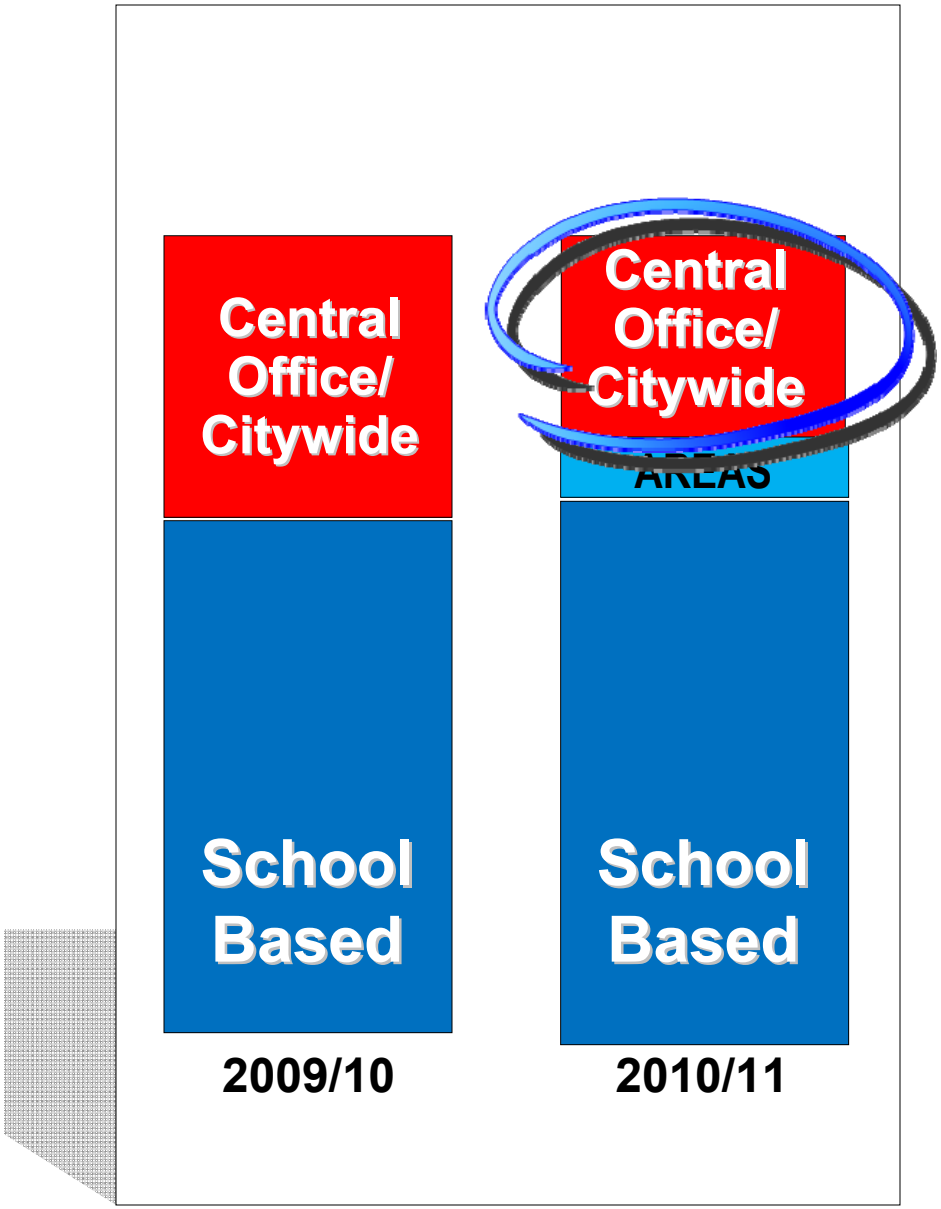
Theory of Change

Themes Emerged

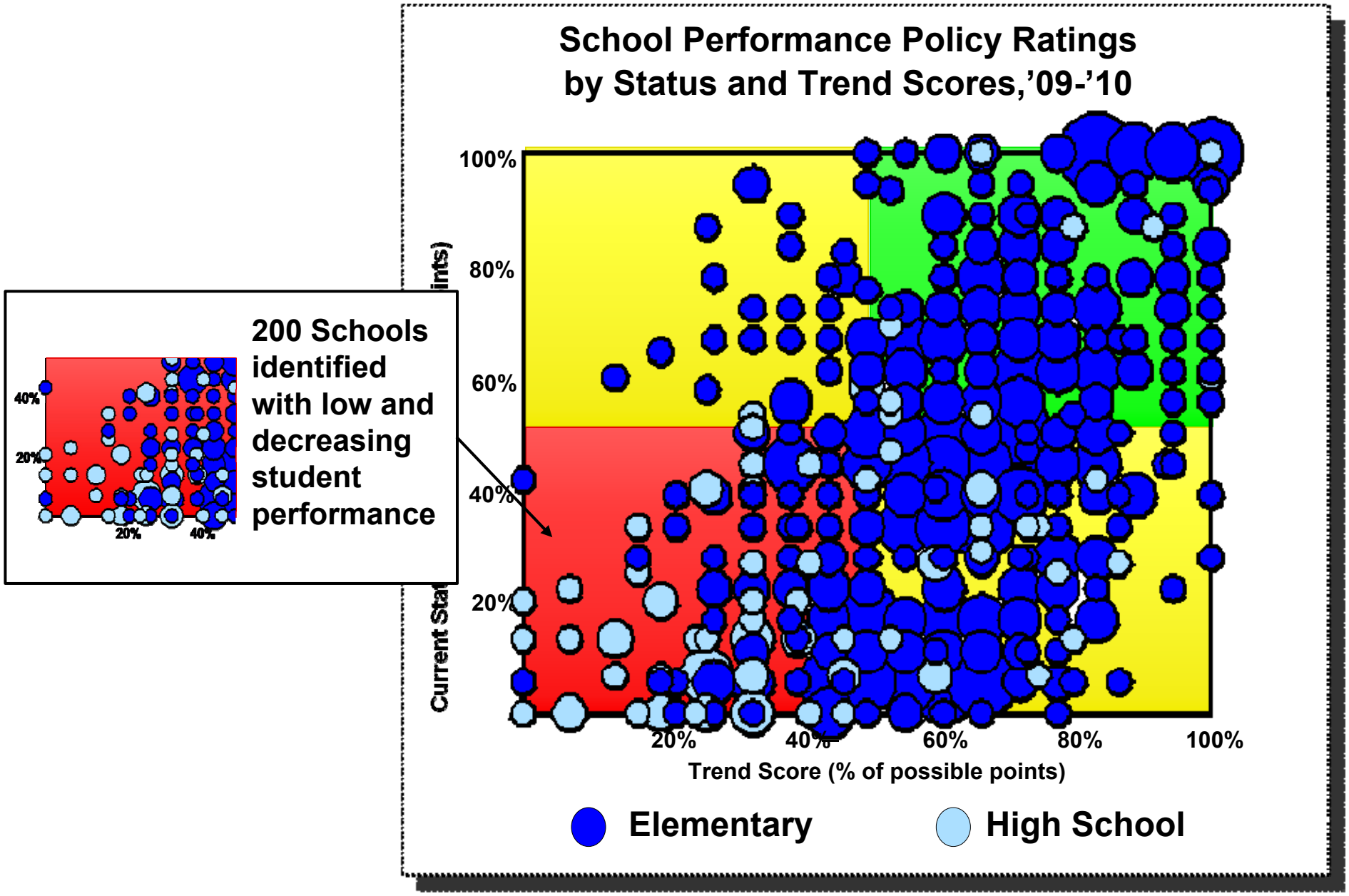
- ✓ Decisions needed to made closest to the student
- ✓ Human capital decisions needed to be linked to performance outcomes
- ✓ The District needed to focus on growth, not absolutes
- ✓ Routines and process mattered tremendously

Focus on Resource Allocation



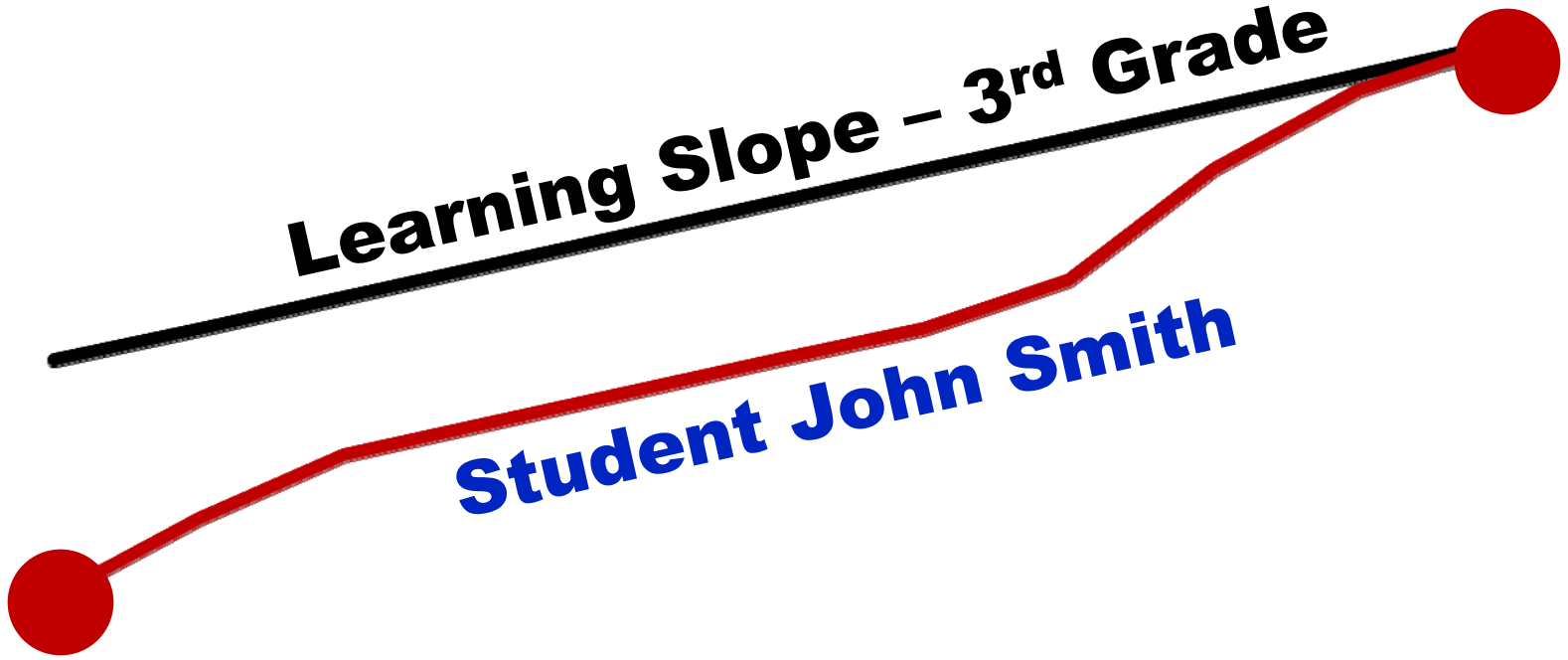
- ✓ Central Office exists only to the extent that schools buy its services.
- ✓ 26 Area Offices created with total autonomy from Central Office and accountability for school performance.
- ✓ Over 1,000 positions eliminated in Central Office – resources shifted to Areas.

Focus on Leadership

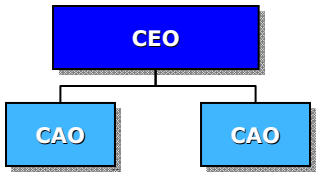


Focus on Growth

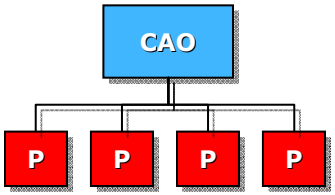
- Approximately 60% of CPS students test grade level in an average year
- Need more than one year's growth for these students
- The only fair barometer for teacher effectiveness is growth



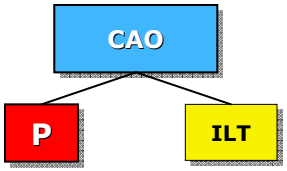
Focus on Routine



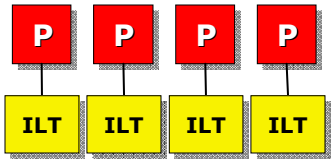
- Review of benchmark assessment data or rounds/walkthrough data with a deep dive into content/grade or instructional strategy



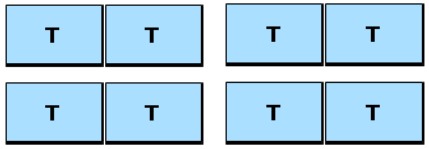
- As needed, CAO meets with a principal & ILT to dive deep into a variety of school measures and/or to assist in major strategy revision



- CAO/Area Team models a PM for the principal & ILT



- Principals and ILTs review of progress report data, walkthrough data, student work (across grade levels)



- Teacher teams look at student work, common grade level/course assessments & instructional tasks, peer observation data

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Performance Management in Action

Questions We Wrestled With

What do we expect students to learn?

How can we best teach what we want them to learn?

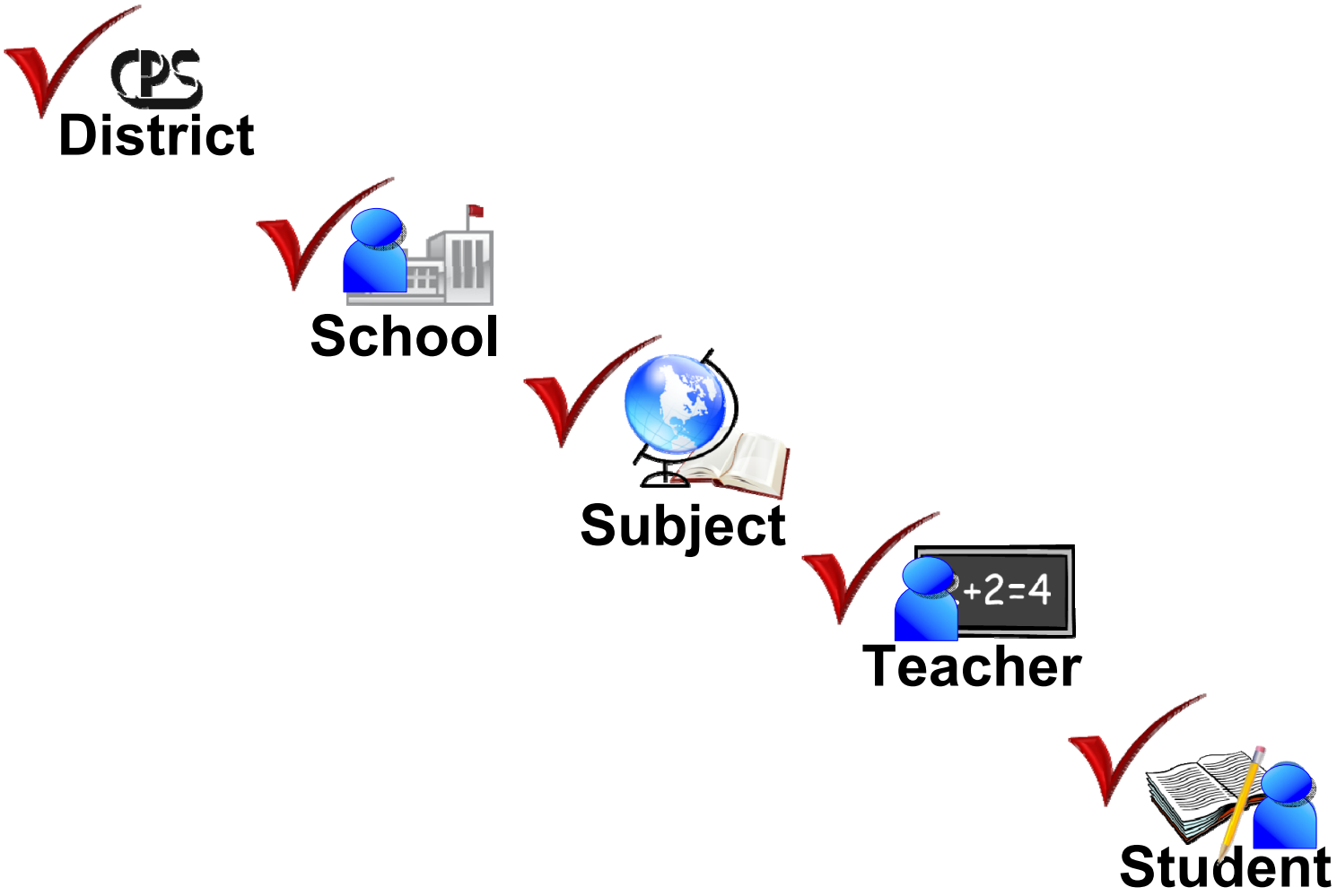
How will we know if they learned?

How will we respond when they don't learn?

*Questions adapted from Richard DuFour

Performance Management

- Are we achieving positive student outcomes?



Bottom-up PM System that answers…

CENTRAL OFFICE

- Are the Central Office services effective for schools?
- Are they cost-effective?
- Are resources directed at the right things?

AREA OFFICES

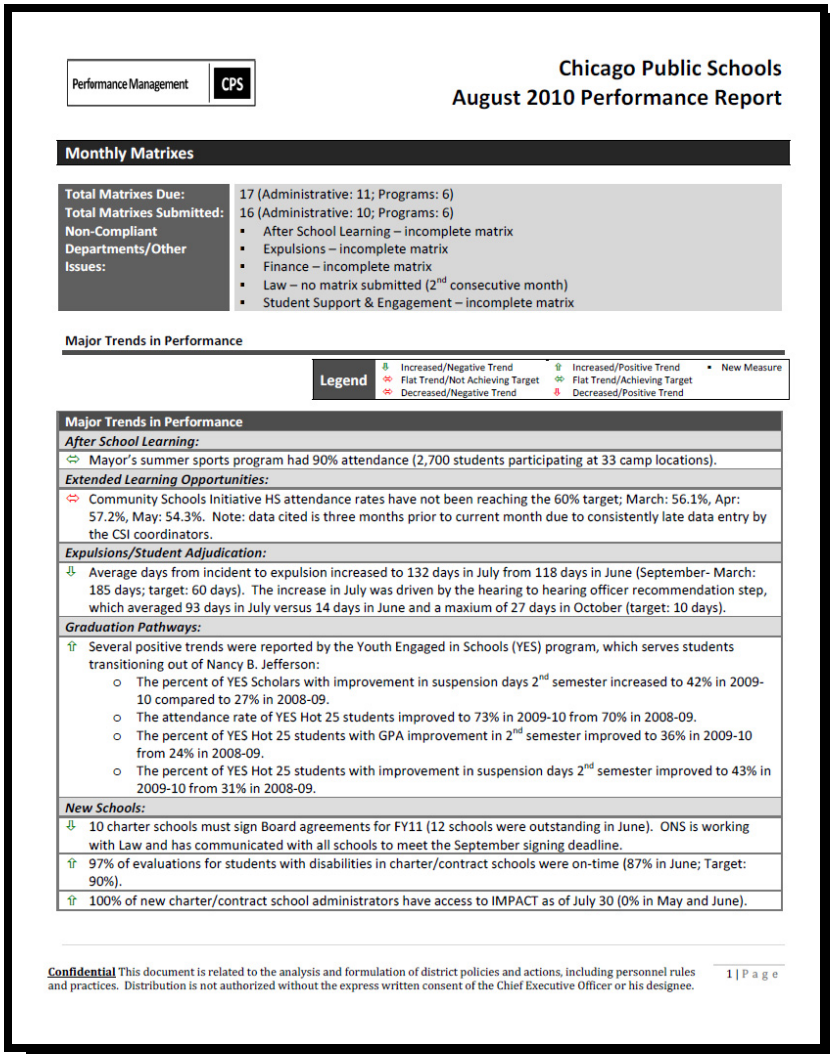
- Are schools making progress?
- Is money appropriately focused?
- Are the right personnel in place?
- What is the right strategy for growth?

SCHOOL/ CLASS

- Is every student making sufficient growth?
- Are the instructional strategies working to ensure every student is “on-track?”

Central Office Performance Report

Central Office departments use key performance indicators to identify strategies that will improve the effectiveness and efficiency of service provided to schools



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Chicago Public Schools
August 2010 Performance Report

Monthly Matrixes

Total Matrixes Due:	17 (Administrative: 11; Programs: 6)
Total Matrixes Submitted:	16 (Administrative: 10; Programs: 6)
Non-Compliant Departments/Other Issues:	▪ After School Learning – incomplete matrix ▪ Expulsions – incomplete matrix ▪ Finance – incomplete matrix ▪ Law – no matrix submitted (2nd consecutive month) ▪ Student Support & Engagement – incomplete matrix

Major Trends in Performance

Legend

⇩ Increased/Negative Trend	⇧ Increased/Positive Trend	▪ New Measure
⇔ Flat Trend/Not Achieving Target	⇔ Flat Trend/Achieving Target	
⇔ Decreased/Negative Trend	⇩ Decreased/Positive Trend	

Major Trends in Performance
After School Learning:
⇔ Mayor's summer sports program had 90% attendance (2,700 students participating at 33 camp locations).
Extended Learning Opportunities:
⇔ Community Schools Initiative HS attendance rates have not been reaching the 60% target; March: 56.1%, Apr: 57.2%, May: 54.3%. Note: data cited is three months prior to current month due to consistently late data entry by the CSI coordinators.
Expulsions/Student Adjudication:
⇩ Average days from incident to expulsion increased to 132 days in July from 118 days in June (September- March: 185 days; target: 60 days). The increase in July was driven by the hearing to hearing officer recommendation step, which averaged 93 days in July versus 14 days in June and a maxium of 27 days in October (target: 10 days).
Graduation Pathways:
⇧ Several positive trends were reported by the Youth Engaged in Schools (YES) program, which serves students transitioning out of Nancy B. Jefferson: o The percent of YES Scholars with improvement in suspension days 2nd semester increased to 42% in 2009-10 compared to 27% in 2008-09. o The attendance rate of YES Hot 25 students improved to 73% in 2009-10 from 70% in 2008-09. o The percent of YES Hot 25 students with GPA improvement in 2nd semester improved to 36% in 2009-10 from 24% in 2008-09. o The percent of YES Hot 25 students with improvement in suspension days 2nd semester improved to 43% in 2009-10 from 31% in 2008-09.
New Schools:
⇩ 10 charter schools must sign Board agreements for FY11 (12 schools were outstanding in June). ONS is working with Law and has communicated with all schools to meet the September signing deadline.
⇧ 97% of evaluations for students with disabilities in charter/contract schools were on-time (87% in June; Target: 90%).
⇧ 100% of new charter/contract school administrators have access to IMPACT as of July 30 (0% in May and June).

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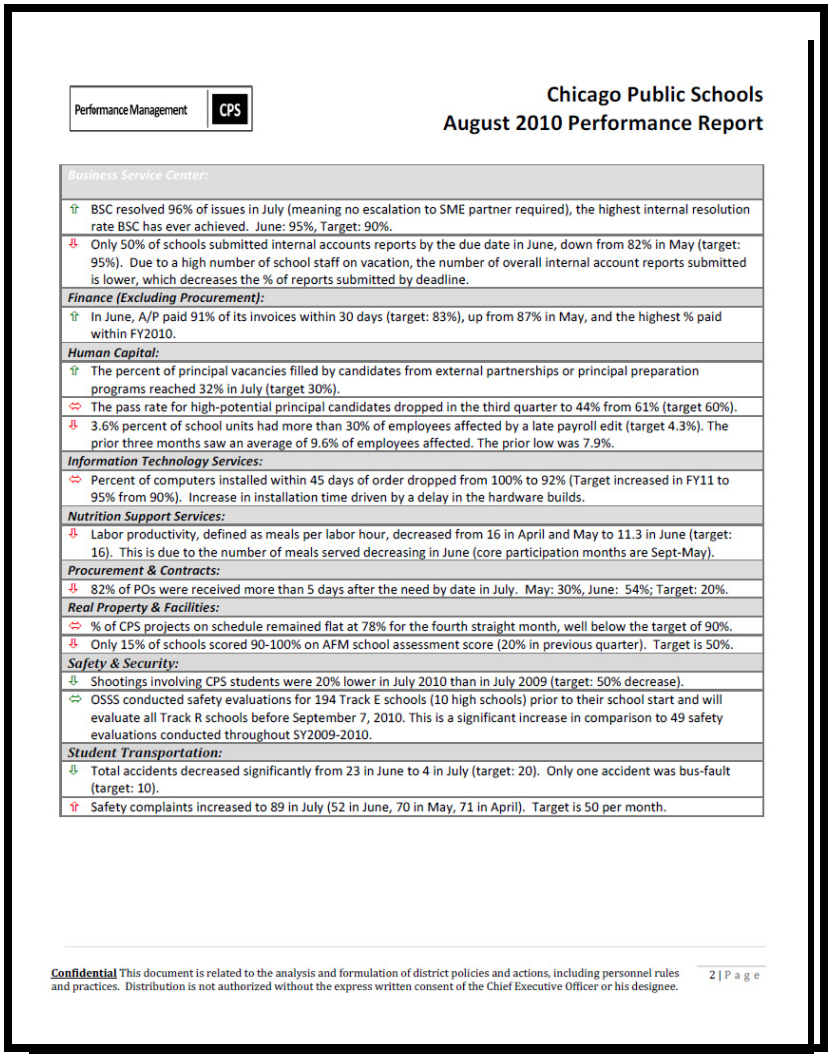

Performance Management | CPS

Chicago Public Schools
August 2010 Performance Report

Business Service Center:
⇧ BSC resolved 96% of issues in July (meaning no escalation to SME partner required), the highest internal resolution rate BSC has ever achieved. June: 95%, Target: 90%.
⇩ Only 50% of schools submitted internal accounts reports by the due date in June, down from 82% in May (target: 95%). Due to a high number of school staff on vacation, the number of overall internal account reports submitted is lower, which decreases the % of reports submitted by deadline.
Finance (Excluding Procurement):
⇧ In June, A/P paid 91% of its invoices within 30 days (target: 83%), up from 87% in May, and the highest % paid within FY2010.
Human Capital:
⇧ The percent of principal vacancies filled by candidates from external partnerships or principal preparation programs reached 32% in July (target 30%).
⇔ The pass rate for high-potential principal candidates dropped in the third quarter to 44% from 61% (target 60%).
⇩ 3.6% percent of school units had more than 30% of employees affected by a late payroll edit (target 4.3%). The prior three months saw an average of 9.6% of employees affected. The prior low was 7.9%.
Information Technology Services:
⇔ Percent of computers installed within 45 days of order dropped from 100% to 92% (Target increased in FY11 to 95% from 90%). Increase in installation time driven by a delay in the hardware builds.
Nutrition Support Services:
⇩ Labor productivity, defined as meals per labor hour, decreased from 16 in April and May to 11.3 in June (target: 16). This is due to the number of meals served decreasing in June (core participation months are Sept-May).
Procurement & Contracts:
⇩ 82% of POs were received more than 5 days after the need by date in July. May: 30%, June: 54%; Target: 20%.
Real Property & Facilities:
⇔ % of CPS projects on schedule remained flat at 78% for the fourth straight month, well below the target of 90%.
⇩ Only 15% of schools scored 90-100% on AFM school assessment score (20% in previous quarter). Target is 50%.
Safety & Security:
⇩ Shootings involving CPS students were 20% lower in July 2010 than in July 2009 (target: 50% decrease).
⇔ OSSS conducted safety evaluations for 194 Track E schools (10 high schools) prior to their school start and will evaluate all Track R schools before September 7, 2010. This is a significant increase in comparison to 49 safety evaluations conducted throughout SY2009-2010.
Student Transportation:
⇩ Total accidents decreased significantly from 23 in June to 4 in July (target: 20). Only one accident was bus-fault (target: 10).
⇧ Safety complaints increased to 89 in July (52 in June, 70 in May, 71 in April). Target is 50 per month.

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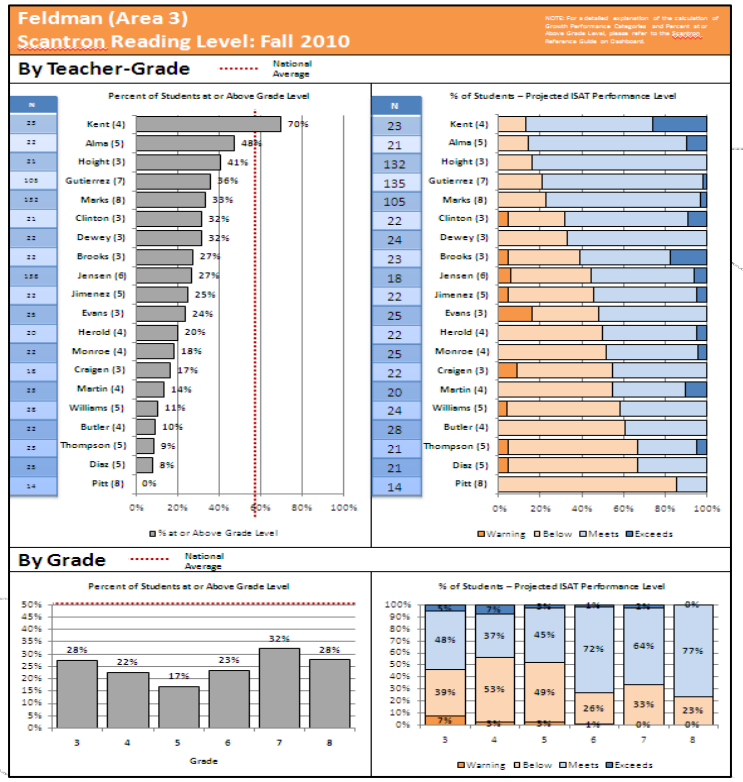
Scorecards Populated Quarterly

CORKERY ELEMENTARY SCHOOL			Administrator:		Principal	Bertha Arredondo	Tenure:	3.29	yrs	School ID	609870
			District	Area 10	CORKERY	CORKERY	CORKERY	CORKERY	District	Area 10	CORKERY
Category	#	Metric	2010	2010	2010	2009	2008	2007	TREND 2010 - prev 3yr avg	TREND 2010 - prev 3yr avg	TREND 2010 - prev 3yr avg
Increase Student Achievement	1	Reading Value Added Score (Dist, Area=% at Green)	20.3%	15.4%	-0.10	0.06	-0.60	NA	NA	-3.8%	NA
	2	Reading Value Added Color	NA	NA				NA	NA	NA	NA
	3	Math Value Added Score (Dist, Area=% at Green)	25.8%	11.5%	-0.31	-0.85	-2.10	NA	NA	-5.1%	NA
	4	Math Value Added Color	NA	NA				NA	NA	NA	NA
	5	% Exceeding Standards ISAT Composite	15.4%	9.6%	11.2%	9.7%	12.0%	11.3%	2.6%	1.3%	0.2%
	6	% Exceeding Standards ISAT Composite at highest grade	14.8%	10.1%	14.5%	7.6%	6.5%	8.3%	3.3%	2.7%	7.0%
	7	% M/E ISAT Reading	68.4%	64.5%	59.6%	63.0%	63.6%	59.7%	3.3%	2.4%	-2.5%
	8	% M/E ISAT Math	76.5%	75.2%	75.9%	71.4%	69.3%	69.0%	5.6%	5.4%	6.0%
	9	% M/E ISAT Science	67.9%	65.6%	61.8%	67.0%	60.6%	59.5%	5.5%	3.9%	-0.6%
	10	% M/E ISAT Writing	58.6%	53.9%	63.0%	55.6%	49.4%	43.4%	9.7%	8.9%	13.5%
	11	% of K-2 Students Reading at Benchmark: DIBELS	63.3%	54.1%	60.6%	NA	65.2%	NA	6.3%	1.6%	-4.7%
	12	% of K-2 Students Reading at Benchmark: IDEL	63.3%	65.7%	77.8%	77.8%	NA	NA	5.2%	6.3%	7.0%
Ensure Elementary Students are High School Ready	13	% of 8th Graduates on-track at end of 9th grade	69.1%	64.4%	65.5%	56.9%	69.4%	70.5%	9.0%	6.7%	-0.1%
	14	% of 8th Graduates Meeting Coll. Readiness on 9th EXPLORE	7.4%	3.9%	3.4%	3.0%	6.5%	1.8%	2.7%	1.4%	-0.4%
	15	Attendance Rate	95.0%	95.8%	94.9%	95.4%	94.8%	NA	0.6%	0.7%	-0.2%
	16	% 8th Grade Students Taking Algebra	13.1%	13.6%	0.0%	0.0%	NA	NA	2.7%	2.5%	0.0%
	17	% of Algebra Test Takers Passing	50.5%	45.2%	NA	NA	NA	NA	14.8%	22.9%	NA
Eliminate the Achievement Gap	18	Pct Point Gap, ISAT Composite Meets/Exceeds: District White To School or Area level African-American	26.1%	32.7%	37.9%	36.5%	35.2%	38.3%	-3.2%	-1.5%	1.2%
	19	Pct Point Gap, ISAT Composite Meets/Exceeds: District White To School or Area Level Hispanic	12.3%	16.6%	15.5%	15.5%	13.2%	10.2%	-0.6%	-1.3%	2.6%
	20	Pct Point Gap, ISAT Composite Meets/Exceeds: District Non-ELL To School or Area Level ELL	37.5%	43.0%	38.9%	29.3%	30.7%	-6.9%	10.7%	15.4%	21.2%
	21	Pct Point Gap, ISAT Composite Meets/Exceeds: District Non-IEP to School or Area Level IEP	45.7%	53.3%	50.0%	58.4%	61.7%	53.4%	-0.9%	0.0%	-7.9%
	22	% ELL students meeting progress on ACCESS	94.1%	93.4%	81.8%	90.2%	NA	NA	0.7%	-0.5%	-8.3%
	23	% ELL students meeting proficiency on ACCESS (all ELLs)	7.0%	4.9%	1.2%	25.6%	18.2%	NA	NA	NA	NA

Scantron Growth Assessment

What is Scantron?

- 3x/year online assessment
- Grades 3-9
- Results show student achievement and growth, as compared to a national avg.



Example of a school-level report

Teacher: Ms. Hegyi, Grade 4 — **Scantron Math**
School: Wolf (Area 7) — **Fall SY11**

Student List: Suggested Learning Objectives

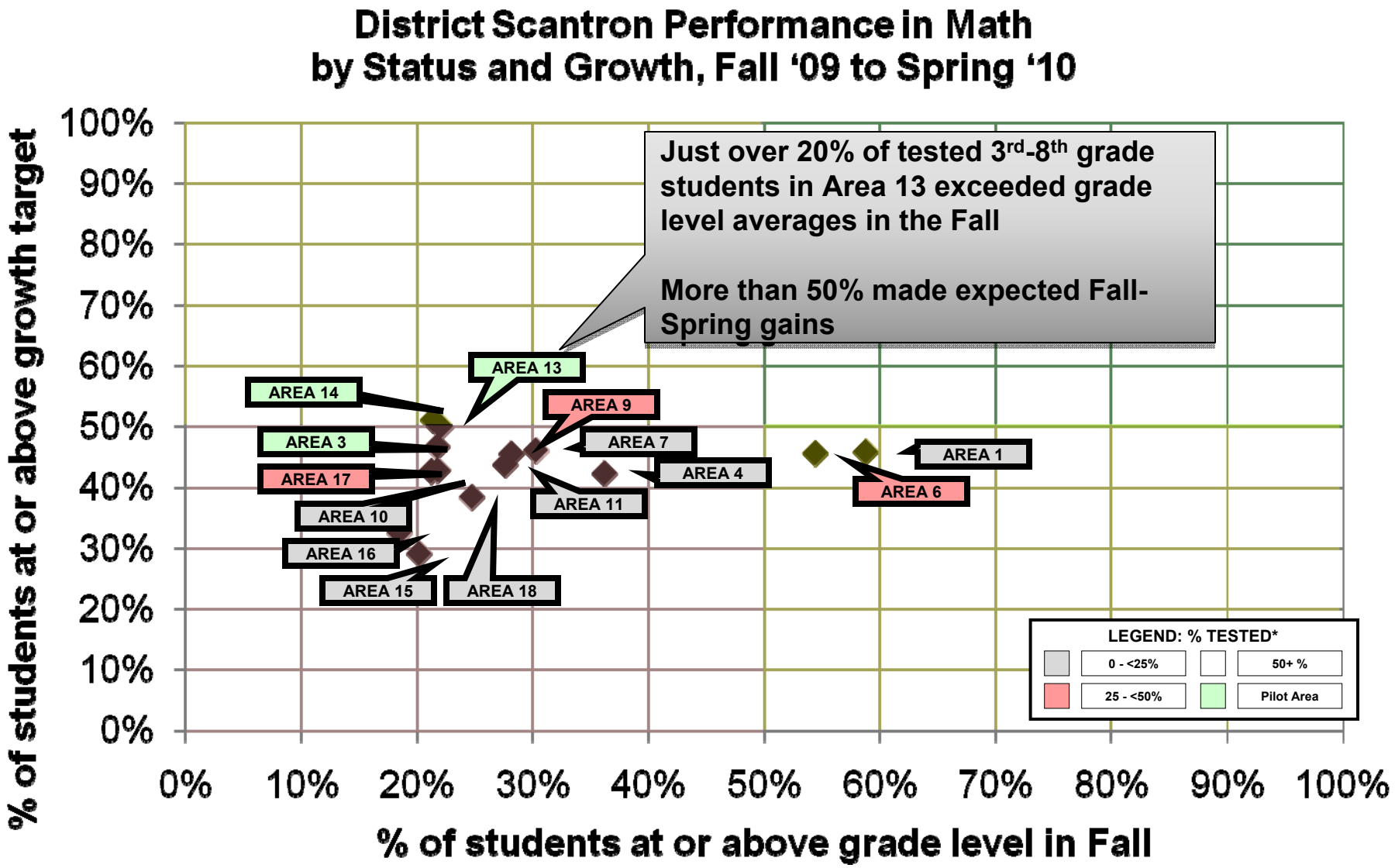
Name	NPR	Projected ISAT Level	Fall Score	Fall Group Avg Score	Spring Target	Numbers & Operations	Algebra	Geometry	Measurement	Data Analysis & Probability
D. Davis	1	W	1667	1887	1817	ILAF 6.3.09: Solve problems and number sentences involving addition and subtraction with regrouping	ILAF 8.3.01: Determine a missing term in a pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence)	ILAF 9.4.02: Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices)	ILAF 7.3.01: Solve problems involving simple elapsed time in compound units (e.g., hours, minutes, days)	ILAF 10.4.01: Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.
T. Truman	1	W	1737		1887					
J. James	1	W	1744		1894					
D. Douglas	4	B	2025		2175					
L. Lynn	5	B	2056		2206					
D. Diver	8	B	2095		2245					
R. Richards	21	M	2209	2275	2359	ILAF 6.4.16: Make estimates appropriate to a given situation with whole numbers.	ILAF 8.5.03: Write an expression using variables to represent unknown quantities.	ILAF 9.3.10: Identify congruent and similar figures by visual inspection.	ILAF 7.4.03: Solve problems involving the perimeter of a polygon with given side lengths and the area of a square, rectangle, or irregular shape composed of rectangles using diagrams, models, and grids or by measuring (may include sketching a figure from its description).	ILAF 10.3.01: Read and interpret data represented in a pictograph, bar graph, Venn diagram (with two circles), tally chart, or table.
J. Johnson	25	M	2236		2386					
K. Klein	25	M	2237		2387					
A. Anthony	25	M	2237		2387					
M. Murray	32	M	2268		2418					
C. Craig	37	M	2291		2441					
J. Jefers	38	M	2298		2448					
J. Juarez	40	M	2303		2453					
J. Jimenez	48	M	2337		2487					
C. Carver	48	M	2337		2487					
K. Kent	51	M	2352	2405	2502	ILAF 6.5.09: Order and compare fractions having like or unlike denominators with or without models.	ILAF 8.5.05: Demonstrate, in simple situations, how a change in one quantity results in a change in another quantity (e.g., input-output tables).	ILAF 9.4.04: Graph, locate, identify points, and describe paths using ordered pairs (first quadrant).	ILAF 7.6.01: Select and use appropriate standard units and tools to measure length, mass/weight, capacity, and angles.	ILAF 10.3.04: Classify events using words such as certain, most likely, equally likely, least likely, possible, and impossible.
K. Kerry	56	M	2372		2522					
A. Adams	59	M	2381		2531					
J. Liss	59	M	2381		2531					
L. Mongomery	63	M	2397		2547					
A. Amaio	68	M	2416		2566					
Jacobs	69	M	2418		2568					
D. Donovan	70	M	2421		2571					
J. Jewel	77	M	2451		2601					
E. Everett	80	M	2460		2610					
A. Ryan	93	M	2529	2542	2679	ILAF 6.5.03: Read, write, recognize, and model equivalent representations of fractions, including improper fractions and mixed numbers.	ILAF 8.7.01: Determine a missing term in a sequence, extend a sequence, and construct and identify a rule that can generate the terms of an arithmetic or geometric sequence.	ILAF 9.5.06: Identify whether or not a figure has one or more lines of symmetry, and sketch or identify all lines of symmetry.	ILAF 7.4.01: Solve problems involving elapsed time in compound units (e.g., 1 hour and 40 minutes) that occur in the same half day (a.m. only or p.m. only).	ILAF 10.7.05: Determine and use the mode, range, median, and mean to interpret data.
D. Denn	93	M	2529		2679					
L. Leed	94	M	2541		2691					
D. Drake	96	M	2567		2717					

Example of a classroom-level report

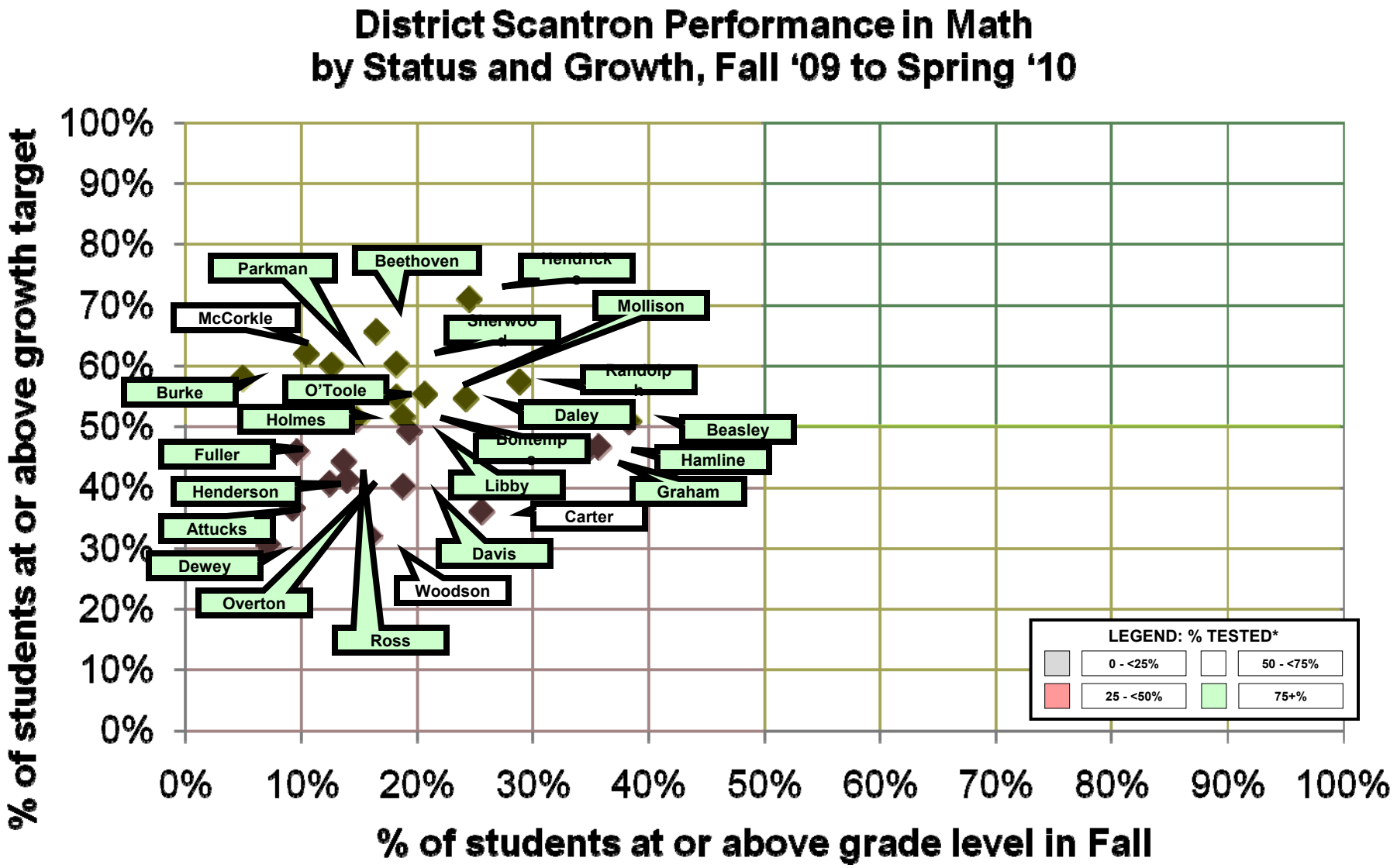
Benefits of an adaptive assessment:

- Provides teachers with detailed information about each student's performance in reading, math and science
- Offers subjected learning objectives customized for each student that are aligned to state standards
- Pinpoints for teachers where students are at academically, even if they are above or below grade level

District-to-National Comparison: Status vs. Growth



Area 13 Comparison: Status vs. Growth



Teacher: Ms. JACKSON, Grade 4 — **Scantron Math**
School: WRIGLEY (Area 8) — **Fall SY11**

Name	NPR	Projected ISAT Level	Fall Score	Fall Group Avg	Spring Target	Numbers & Operations	Algebra	Geometry	Measurement	Data Analysis & Probability
A. Simpson	1	W	1667	1887	1817	ILAF 6.3.09: Solve problems and number sentences involving addition and subtraction with regrouping	ILAF 8.3.01: Determine a missing term in a pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern	ILAF 9.4.02: dentify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics	ILAF 7.3.01: Solve problems involving simple elapsed time in compound units (e.g., hours, minutes, days)	ILAF 10.4.01: Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.
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B. Jones	5	B	2056		2206					
R. Sanchez	8	B	2095		2245					
T. Gregory	21	M	2209	2275	2359	ILAF 6.4.16: Make estimates appropriate to a given situation with whole numbers.	ILAF 8.5.03: Write an expression using variables to represent unknown quantities.	ILAF 9.3.10: Identify congruent and similar figures by visual inspection.	ILAF 7.4.03: Solve problems involving the perimeter of a polygon with given side lengths and the area of a square, rectangle, or irregular shape composed of rectangles using diagrams,.	ILAF 10.3.01: Read and interpret data represented in a pictograph, bar graph, Venn diagram (with two circles), tally chart, or table.
J. Taylor	25	M	2236		2386					
O. Pace	25	M	2237		2387					
B. Murray	25	M	2237		2387					
T. Diggs	32	M	2268		2418					
A. Freeman	37	M	2291		2441					
J. Dixon	38	M	2298		2448					
R. Bell	40	M	2303		2453					
D. Coleman	48	M	2337		2487					
C. Johnson	48	M	2337		2487					
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J. Garcia	56	M	2372		2522					
W. Williams	59	M	2381		2531					
W. Phillips	59	M	2381		2531					

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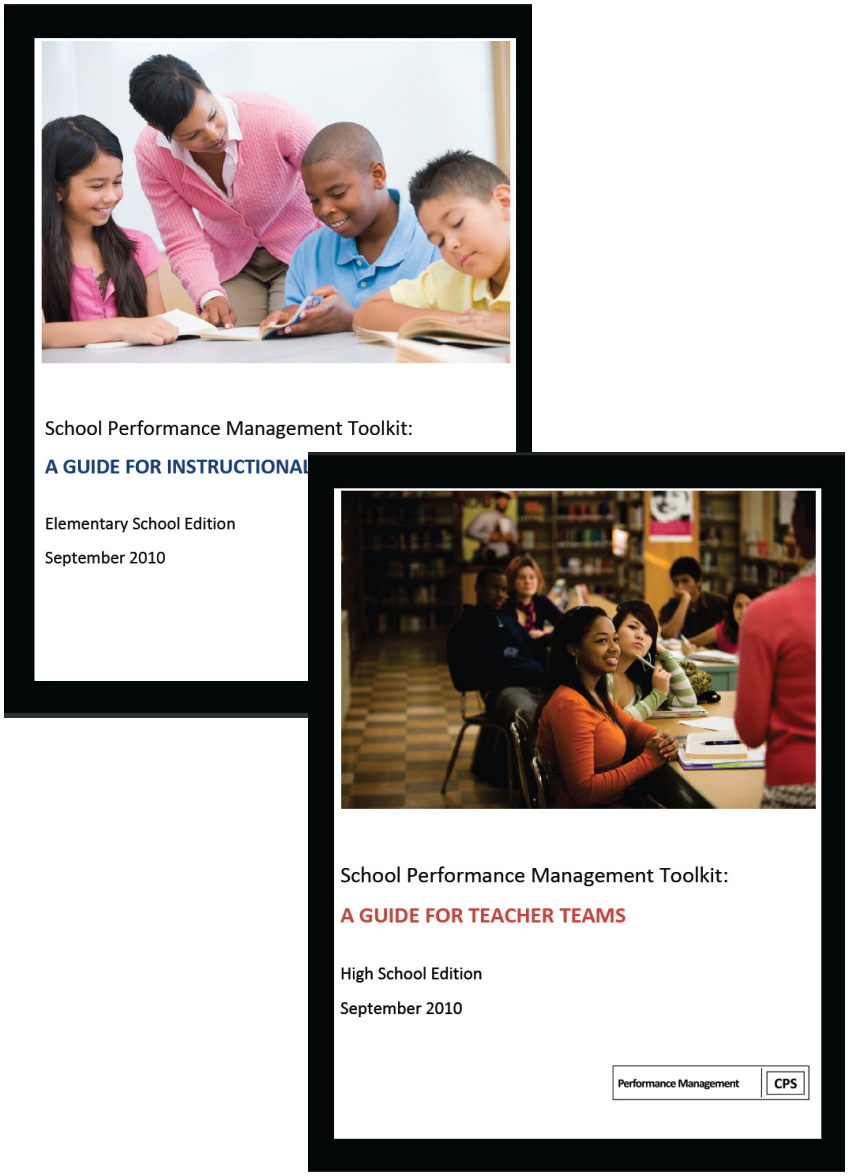
Evolution of PM

School PM Toolkits



Toolkits offer step-by-step guides for Teacher Teams and Instructional Leadership Teams on using student data to differentiate instruction. Guides offer recommendations and tools to assist schools in:

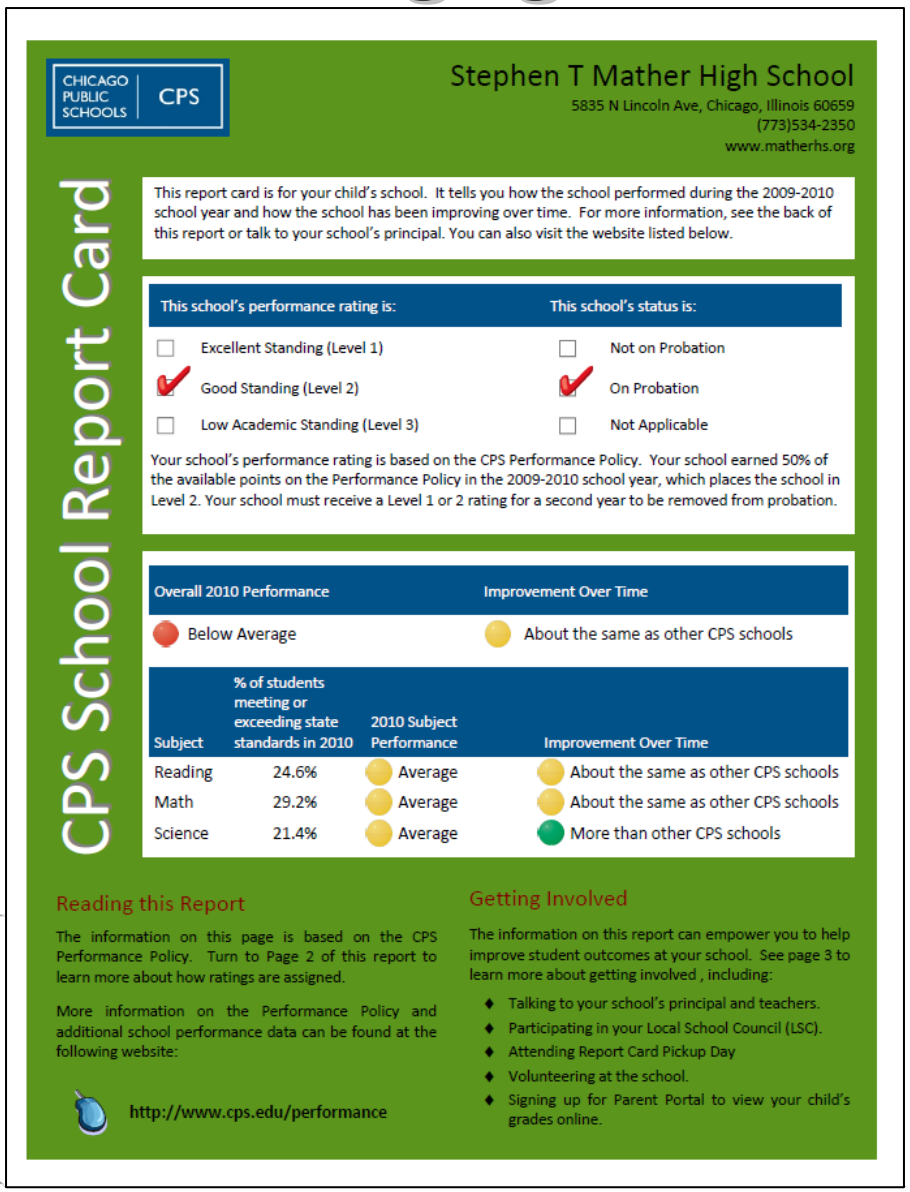
- **Creating conditions for success**
- Setting goals
- Choosing and developing strategic data sources
- Developing norms and protocols for effective teamwork

- **Analyzing data**
- Preparing data
- Asking the right questions of data
- Conducting root cause analysis

- **Taking action and adjusting instruction**
- Developing meaningful action items
- Executing and monitoring action items
- Reflecting on effectiveness of action items and team process

Performance Management | CPS

Parent Engagement



CHICAGO PUBLIC SCHOOLS | CPS

Stephen T Mather High School
5835 N Lincoln Ave, Chicago, Illinois 60659
(773)534-2350
www.matherhs.org

CPS School Report Card

This report card is for your child's school. It tells you how the school performed during the 2009-2010 school year and how the school has been improving over time. For more information, see the back of this report or talk to your school's principal. You can also visit the website listed below.

This school's performance rating is:	This school's status is:
☐ Excellent Standing (Level 1)	☐ Not on Probation
☑ Good Standing (Level 2)	☑ On Probation
☐ Low Academic Standing (Level 3)	☐ Not Applicable

Your school's performance rating is based on the CPS Performance Policy. Your school earned 50% of the available points on the Performance Policy in the 2009-2010 school year, which places the school in Level 2. Your school must receive a Level 1 or 2 rating for a second year to be removed from probation.

Overall 2010 Performance	Improvement Over Time
Below Average	About the same as other CPS schools

Subject	% of students meeting or exceeding state standards in 2010	2010 Subject Performance	Improvement Over Time
Reading	24.6%	Average	About the same as other CPS schools
Math	29.2%	Average	About the same as other CPS schools
Science	21.4%	Average	More than other CPS schools

Reading this Report

The information on this page is based on the CPS Performance Policy. Turn to Page 2 of this report to learn more about how ratings are assigned.

More information on the Performance Policy and additional school performance data can be found at the following website:

http://www.cps.edu/performance

Getting Involved

The information on this report can empower you to help improve student outcomes at your school. See page 3 to learn more about getting involved , including:

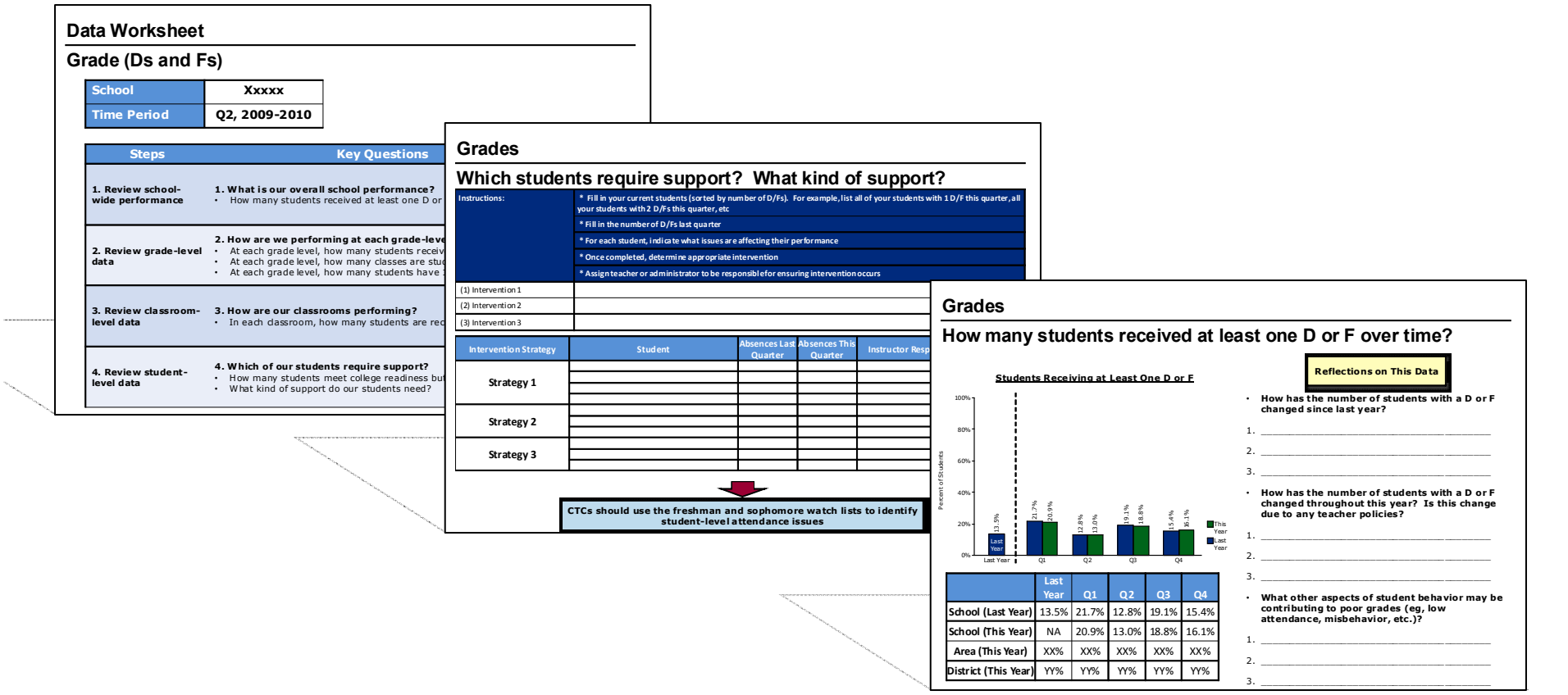
- Talking to your school's principal and teachers.
- Participating in your Local School Council (LSC).
- Attending Report Card Pickup Day
- Volunteering at the school.
- Signing up for Parent Portal to view your child's grades online.

Information Presented

- New parent-friendly report format
- Summarizes school performance
- Indicates probation status
- Ratings based on CPS Performance Policy
- AYP results also included (meets NCLB requirements)

Dashboard Guided Analysis Tools

- Automated reports provide custom analysis of key student outcome measures
- These reports are meant to assist ILTs so that they don't have to crunch their own data
- Interactive documents highlight issues by grade, classroom, and students in need of intervention
- Example metrics include attendance, student grades, and on-track status



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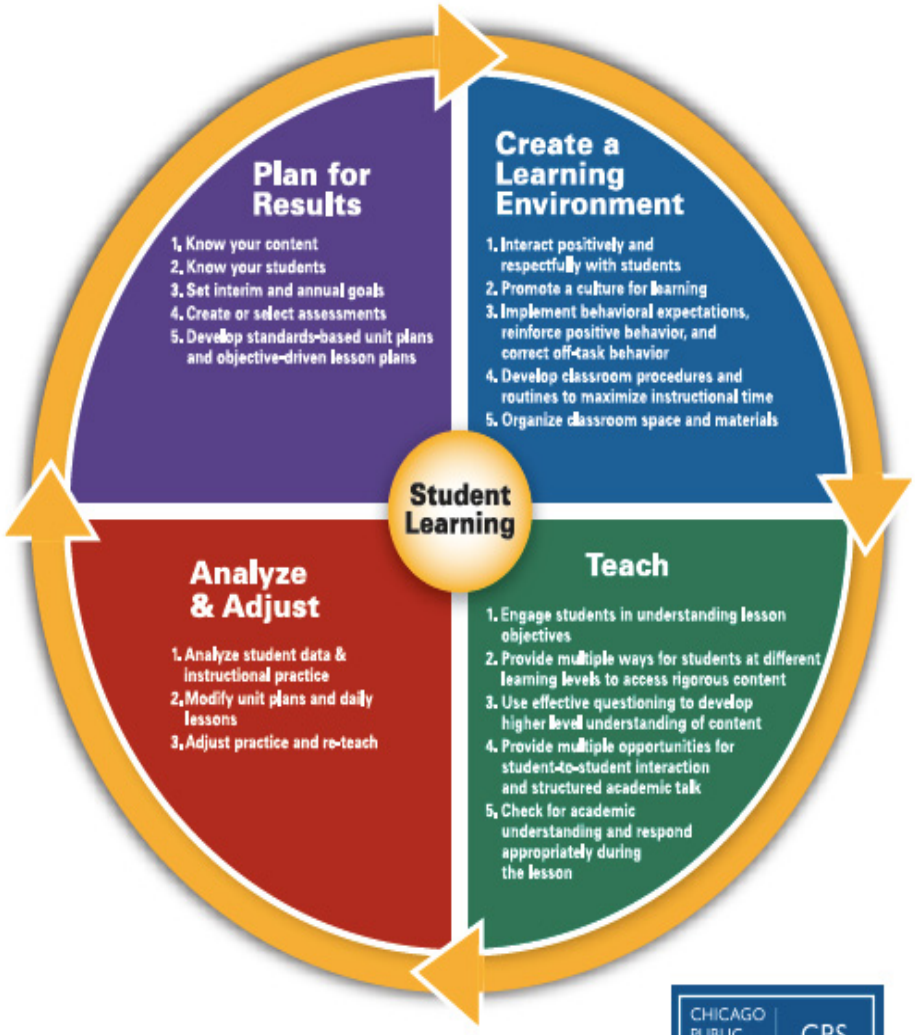
Teaching for Learning Framework



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Educate • Inspire • Transform

- ✓ Creating a CPS shared language of good teaching
- ✓ Providing clear expectations for teachers
- ✓ Providing tools for coaching and providing feedback on the quality of instruction
- ✓ Focusing on what matters most: *improved student outcomes*

Teaching for Learning Framework

CPS Teaching for Learning Framework Rubric
Draft: October 22, 2010

Teaching for Learning Framework Rubric: *Create a Learning Environment*

LE1: Interact positively and respectfully with students					
		Level 4	**Level 3**	**Level 2**	**Level 1**
LE 1		Teacher is highly effective at interacting positively and respectfully with students _____ There is evidence that the teacher has strong, individualized relationships with students. The teacher has a positive rapport with all students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions. Interactions among students are both positive and respectful. Students actively seek one another's assistance and support for learning. Teacher cultivates and maintains a classroom culture that is explicitly based on respect. Teacher and students clearly value individual personalities, abilities, and cultures.	Teacher is effective at interacting positively and respectfully with students _____ The teacher has a meaningful rapport with most students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions. Interactions among students are mostly positive and respectful. Students may seek assistance and support from those they are most familiar. Teacher seeks to develop a classroom culture that is based on respect. Students do not overtly criticize or ostracize their peers based on personality, ability, or culture.	Teacher is partially effective at interacting positively and respectfully with students _____ The teacher may have a positive rapport with some students, but not others, or may demonstrate little rapport with students. Some interactions among students are sometimes negative and disrespectful. Students rarely seek assistance from one another. Teacher may attempt to build a classroom culture that is positive. Most of the time, students do not criticize or ostracize their peers based on personality, ability, or culture.	Teacher is ineffective at interacting positively and respectfully with students _____ There may be little or no evidence of a positive rapport between the teacher and the students, or there may be evidence that the teacher has a negative rapport with students. Interactions among students are often negative and disrespectful. Students avoid working with one another. Teacher does not attempt to develop a classroom culture. In several cases, students are overtly criticized or ostracized by their peers based on personality, ability, or culture. For example, there is frequent use of sarcasm, put-downs, or Conflict by both teacher and students.

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PERSPECTIVES ON SCHOOL REFORM AND ACCOUNTABILITY

CHICAGO'S STORY