

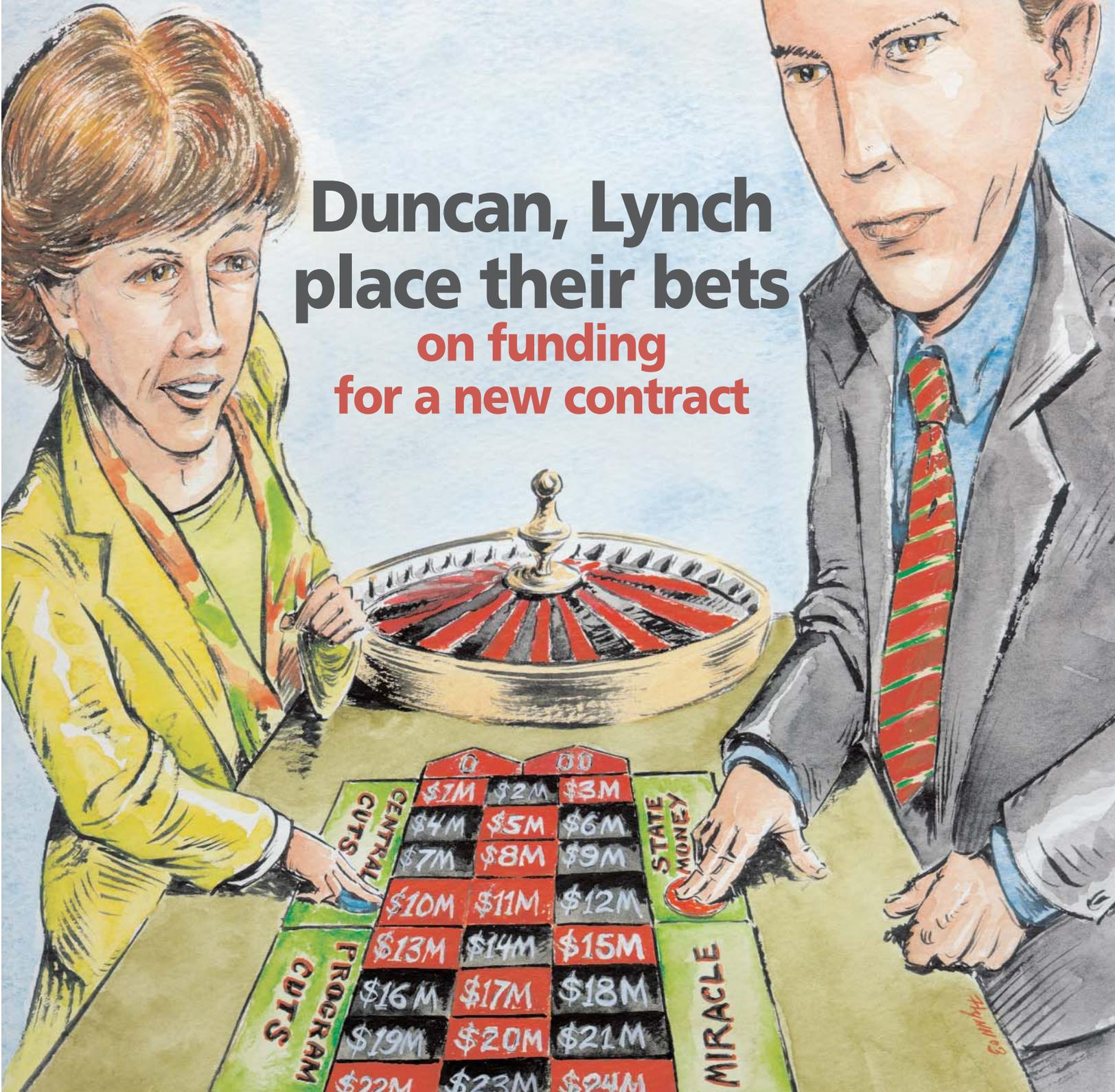
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Catalyst

VOICES OF CHICAGO SCHOOL REFORM

Duncan, Lynch place their bets on funding for a new contract



Funding reform is next battle for equity

In early January, a federal judge declared that the desegregation consent decree signed by the Board of Education and the U.S. Department of Justice more than 20 years ago was "passé."

"The whole complexion of the city has changed," said U.S. District Court Judge Charles P. Korcoras, contrasting the current demographics to those of the 1970s, which formed the basis for the 1980 agreement. "The school system has changed dramatically. Somebody tell me why this case should stay alive?"

Neither the School Board nor Justice officials had a ready answer. Nor do we. Between 1980 and today, the percentage of white students enrolled in the Chicago Public Schools has dropped from 20 percent to less than 10, and they're not sprinkled evenly throughout this far-flung district, making racial integration a pipe dream. And no one—Latino, African American or white—wants forced busing.

The consent decree required the School Board to integrate school faculties within certain percentage points, to maintain a federally-prescribed racial mix among students at magnet schools and to keep all schools under 65 percent white. But the district was never able to live up to those goals. Many magnet schools are out of compliance. The number of schools with majority white enrollment increased in the late 1990s, and a year ago, the district reported that more than half of its 600 schools were failing to meet faculty integration targets.

While we believe in integration, we believe even more in equal educational opportunity. And that means sufficient money for schools in black and brown communities to offer the services and provide the quality that will level the educational playing field for their children. Under the current demographics, that moves this civil rights battle to Springfield, where a growing number of organizations are pushing school finance reform.

Two groups—a coalition of business, union and civic groups called Network 21 and the state's Education Funding Advisory Board—have endorsed plans that would shift the burden of education funding away from property tax

to income tax, and would raise base level of school funding from \$4,500 per student to more than \$5,600. The latter would cost \$1.8 billion, equivalent to an increase in the state income tax from the current 3 percent to 3.67 percent. Such an increase could mean hundreds of millions in additional state funding for CPS.

It's old news that school spending in Illinois varies widely from district to district. Spending per pupil ranges from the base all the way up to more than \$15,000, typically in districts where family wealth already gives children a head start. It's also widely known that in Illinois, the state's contribution to public school revenues—37 percent—is among the lowest in the country. On average, states pick up just over half of the tab for public education.

The state of the economy and of the state's budget has made the tough sell of school finance reform even tougher. However, the educational climate has grown more hospitable since the last big push, in the early 1990s. Under the evolution of school reform in Chicago, taxpayers can have more faith that their money will be used wisely. The accountability measures of the federal No Child Left Behind Act give an added boost.

The major missing piece is the money to maintain the momentum. It's time for politicians who claim education as a top priority to put their money where their mouth is. House Speaker Mike Madigan? Gov. Rod Blagojevich? What say you?

ABOUT US Web site editor **Dan Weissmann**, who has worked in various capacities at *CATALYST* since 1991, is leaving to pursue new opportunities. Speaking for myself and the rest of the staff, we will miss Dan's presence and good work, but we share his excitement about moving on and wish him well in future endeavors.



Veronica Anderson

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Catalyst

VOICES OF CHICAGO SCHOOL REFORM

VOLUME XIV NUMBER 5
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2001, 1998 Sigma Delta Chi for public service
1998 Chicago Association of Black Journalists
1998, 1993 Peter Lisagor Award,
Best Newsletter
1999, 1995 Peter Lisagor Award, Reporting
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2000 Peter Lisagor Award, Online Reporting

2001 Peter Lisagor Award, Editorials
1997 International Reading Association
1996 Education Writers Association
1997, 1996, 1995, 1994, 1993 Distinguished
Achievement Award; 1994, Best Newsletter,
Educational Press Association of America

Lots of will, few ways



JOHN BOOZ

Arne Duncan: *"We have to work real hard with the union to generate new revenue sources."*

by Dan Weissmann

Deborah Lynch, president of the Chicago Teachers Union, says that when contract talks start with the Board of Education she will demand a pay increase that is higher than the "paltry" raises the union got the last time around. "We've made that promise to our members," she says.

But even the 3 percent raise that kicked off the last contract would be a steep challenge for the School Board, which is facing its worst budget year in a decade. Attorney James Franczek, the board's chief labor negotiator, sums up the situation succinctly: "Expenses are going up. Revenues are going to be down. It's going to be a bear."

Franczek, Lynch and even some outside observers say they are confident the two sides will forge a contract without a strike. These optimists note that the union and board already have found common ground on a difficult issue, restoration of bargaining rights the legislature took away from the union in 1995.

But the financial prospects are bleak.

Raising salaries 3 percent while maintaining the status quo in other areas of the contract would cost the board about \$142 million, according to current CPS estimates. That includes:

- \$57 million for increases in the CTU salary schedule.
- \$34 million for "natural growth" costs, including pay hikes based on seniority and increases in pension costs.
- \$15 million in raises for other board employees, who historically have gotten what the CTU gets.
- \$36 million for rising health insurance costs.

But the board can't count on anywhere near that much new revenue. CPS budget officials say that new local revenues, limited by the state's property tax cap law, will come in at \$36 to \$54 million. Federal revenues are a question mark.

Further, the state's budget crunch

to provide staff raises

could mean that CPS will take in less money next year than this year. Without new revenues, the state will have to cut its budget by an estimated 23 percent, state budget watchers say. A proportionate cut in state funding for CPS would amount to a \$345 million loss.

"We have to work real hard with the union to generate new revenue sources," says schools chief Arne Duncan.

But neither Duncan nor Lynch has promising suggestions.

Despite the pledge of Gov. Rod Blagojevich not to raise taxes, Duncan says he would go first to Springfield.

The Center for Tax and Budget Accountability, a local think tank that monitors state budget and tax policy, has developed a list of measures the state could take to generate new revenue, short of raising the sales and income tax rates. But those measures would generate, at most, \$1.6 billion in new money, which is less than a third of the state's projected \$5 billion revenue shortfall.

Blagojevich says he has his own list of money-saving measures, but his still-unspecified suggestions would total just \$1.2 billion. And powerful legislators have already raised questions about the kinds of cuts the governor has in mind.

"We're going to be walking on a tightrope until all this is over," says Andrea Ingram, who tracks tax and budget policy for the advocacy group Voices for Illinois Children. "Everybody who was involved last year understands that right up until the last minute, the winners and losers were flipping with regularity."

Asked how she thinks the Chicago School Board might come up with more money, Lynch first suggests cutting administrative positions. She reasons there are a lot to cut because few schools can claim the pupil-teacher ratio that the School Board boasts for the system as a whole. Counting all employees with a teaching certificate, including administrators, the ratio is 22 to 1 in elementary schools, according to the board's web site.

"We've seen a quadrupling in the last year-and-a-half of the number of people making over \$100,000," Lynch adds.



JOHN BOOZ

Deborah Lynch: *"We will not go back to [our members] with the contract we have now."*

Some of the higher-paid administrators are in the new area instructional offices (AIOs), a realm that Lynch suggests may be overstaffed. "There are new titles and job descriptions emerging around that model," she says.

Duncan isn't buying her line of thinking. "We cut 400 positions in the last two years," he says, emphasizing that teacher positions were spared. He adds that the new instructional leaders are essential for improving achievement. "I think the system we had [with six regional offices] was unworkable. God couldn't do that job well. Getting some absolute star principals, who are respected by their peers, and giving them a manageable number of schools to work with and letting them focus just on instruction will pay dividends in the long run."

Lynch says the after-school program is another place to look for cuts. "Many of our members believe they're bleeding the day program," she says. By beefing up programs during the school day, CPS could "reduce the need for after-school remediation, so that kids can get it right the first time."

Duncan doesn't buy that one either. "Obviously, we'll look at everything, but the after-school program has been really effective," he says, giving credit for last year's rise in test scores to a bump in after-school programming. And parents

are fans, he says. "Parents really appreciate it. Those non-school hours are times, as you know, of real anxiety for parents." Teachers too. "We employ thousands of teachers during the non-school hours, so it's a way for teachers to pick up additional pay from us."

Neither Duncan nor Lynch mentioned a recent report that found that the board gets little bang for the \$123 million central office spends on professional development for teachers. The biggest single item, accounting for \$56 million, is the eight professional development days required by the board-union contract. Asked whether those days might be a source of savings, both Duncan and Lynch said only that they would consider it.

Pate's roadblock

Former State Senate President James "Pate" Phillip (R-Wood Dale) also threw a wrench into negotiations when he held up legislation that the CTU said was necessary for talks to begin.

The board and the union spent much of the summer hammering out an agreement that would partially restore the union's bargaining rights over class size and other issues, and they spent much of the fall bringing the city's business community on board. But their legislation

failed to pass in the veto session when Phillip refused to let it be called for a vote.

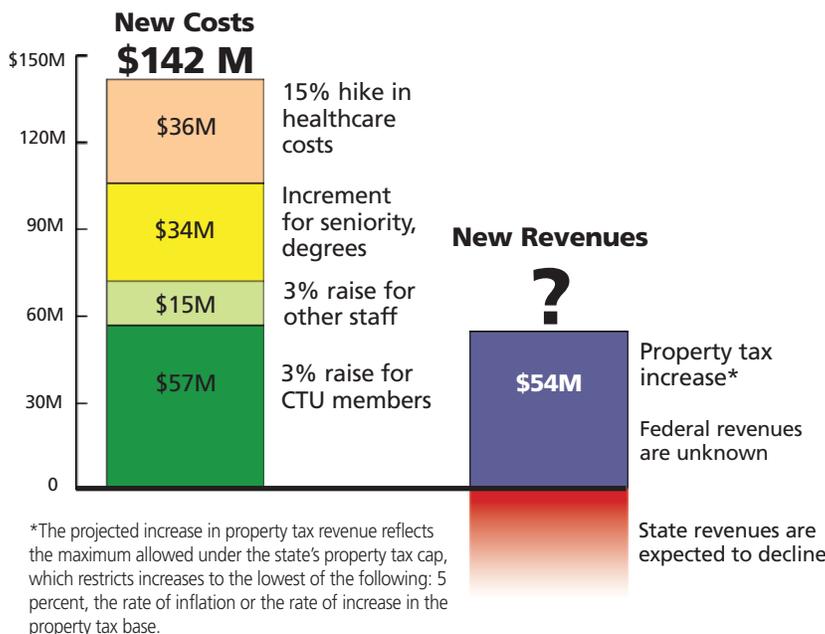
Lynch says she won't sit down at the bargaining table until that measure becomes law. With Democrats in control of both legislative houses and the governor's mansion, that's sure to happen, but Lynch says that even with the bill getting "fast-track" treatment, it probably won't be before early March. That leaves less than four months before the CTU contract expires June 30.

With so much riding on state legislative action, negotiations are expected to go down to the wire and possibly right up to the start of the 2003-2004 school year. "It's hard to nail down an agreement when you don't know what the revenues are going to be," notes Northwestern University researcher G. Alfred Hess Jr., a longtime watcher of board-union relations.

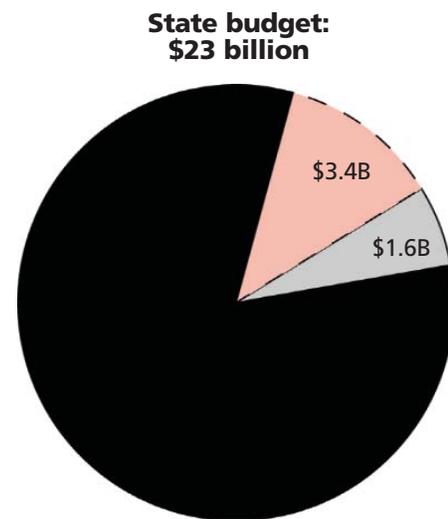
Despite the difficulties, board negotiator Franczek says he's expecting things to work out. "The good news is, you've got people who are optimistic and positive and want to see it work," he says. "And so, chances are, it'll work."

Duncan says he's looking forward to negotiations. "Our relationship is in a better place than it's ever been," says Duncan. "I think we're coming into this with a spirit of partnership that we haven't had previously."

3% raise would outpace new revenues



What state budget crunch



Outsiders caution that good will is not enough.

Hess sees lots of common ground between Duncan and Lynch, including a shared commitment to professional development for teachers. “But that doesn’t mean that they can necessarily resolve these fundamental issues.”

“You’ve got new people bargaining, and there’s always a learning curve,” notes Ald. Patrick O’Connor (44th), who chairs the City Council’s education committee. Having veterans like Franczek on board doesn’t change that, he says. “Even though you may have the same attorneys in there, their clients will be hearing a lot of this stuff for the first time.

“The one thing I’d encourage all of them to do is to agree on the finances—because that makes the conversations real,” says O’Connor. “You can posture, say what you want, but there’s a difference between what you want and what’s actually in the cookie jar. I hope they have enough trust in each other to say, ‘Here’s where our books are, now let’s sit down and talk about it.’”

If the issue of the area instructional offices is any indication, that isn’t happening. CPS officials have said that creation of the area instructional offices—an area where Lynch believes trims could be found—did not increase costs. Their printed budget shows the

area offices costing \$1.2 million less and having 20 fewer staffers than did the regional offices they replaced. But a *CATALYST* analysis of the district’s line-item, electronic budget file shows that more than 20 regional staffers were simply moved to other budget lines or placed in central office positions that support the new area offices.

However, even a frank discussion on finances is unlikely to produce quick agreement, O’Connor says. “I don’t think the union leadership can afford to salt it away quickly. When there’s a change in leadership, people think, ‘We’ve got to hit a home run here because we’re new.’ They went through this change because people said the other guys were rolling over. If they come back and say, ‘Well, we got a contract,’ people will say, ‘Hey, what happened to stamping our feet?’”

The fiscal situation “can be plain as day, and they’ll still have to go through a certain amount of exercise,” O’Connor says.

O’Connor also warns that Lynch’s promises could come back to haunt her. “When you make promises before you know what the numbers are, you risk breaking the promise if you’re going to negotiate reasonably,” he explains. “Unless she sees some numbers that are different from what we see, or unless the state’s going to come through with more

money, those promises are going to be real hard to deliver on.”

There are still other pressures on the union. “No public-sector union people want strikes right now,” says John Ayers, executive director of Leadership for Quality Education, a business-backed school reform group. “It does more harm than good, and they’ve learned that. How many [American Federation of Teachers] strikes have there been in the last 10 years? Not many. Partly that’s because there’s been a diminution of labor solidarity, but partly it’s because they have a big public perception problem: For teachers, as professionals, burning wood in garbage cans and screaming obscenities is not a good image.”

If there were a strike, “the union would win points with its membership, but I’m not sure how it would stand with people of Chicago and downstate,” says Jeffery Mirel, a history professor and dean of the education school at the University of Michigan. “Teacher unions are not high on everybody’s gift list. Teachers are, but not teacher unions.”

Teacher unions in Michigan took it on the chin in the 1990s, as then-Gov. John Engler outlawed strikes, in effect, by imposing enormous fines on striking teachers and unions. “The public was not outraged” by Engler’s anti-union actions, says Mirel. “Had he been able to run again, he’d have won, and his antipathy to the union was something he stood proudly on. That’s not likely to happen with a Democratic legislature and a Democratic governor, but as we know, things change.”

Despite the budget woes and other pressures, few sources think a strike is likely. For one, the board also has a strong incentive to avoid a breakdown in negotiations: A strike—especially if it were long or resulted in only a one-year contract—would disrupt 10 years of relative stability and threaten Mayor Daley’s longtime dream of keeping middle-class families in the city and its public schools.

Longtime observers note that when push comes to shove, the district finds money in its enormous budget, which is now \$3.5 billion. And the union has accepted such sleight of hand as raises that begin mid year and, therefore, cost less at the outset. In the words of Carolyn Nordstrom, president of Chicago United, a business organization that promotes racial diversity and equity: “What I’ve learned about Chicago is that budget magic happens.”

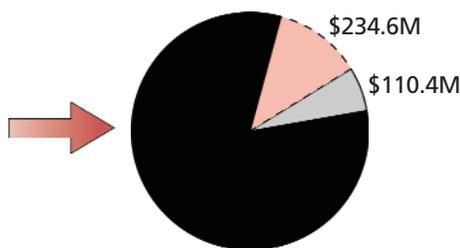
could mean for CPS

Without new revenue, the state will have a \$5 billion deficit.

Experts estimate that the state could bring in \$1.6 billion in new money without raising the sales or income tax rates.

That would still leave a \$3.4 billion hole.

CPS state revenue: \$1.5 billion



If the state collects no new revenue and cuts spending across the board, CPS could face a \$345 million loss.

With an additional \$1.6 billion in revenue, the state could reduce cuts to CPS by \$110.4 million.

That would still leave a \$234.6 million cut from the state.

SOURCES: Chicago Public Schools, U.S. Dept. of Education, Gov. Rod Blagojevich, Center for Budget and Tax Accountability

The contract & reform

In recent years, some school reform advocates have embraced a number of traditional union positions. In the following pages, Dan Weissmann, CATALYST's web site editor, gives a status report on three of them: competitive pay for teachers, career ladders and lower class size. He also identifies the crux of an evergreen issue: the difficulty of firing bad teachers. And it's not in the contract.

CPS pay starts high, ends low

Chicago's teacher salary schedule makes the city a great place to start teaching but a much less attractive place to stay.

That is the picture painted by a CATALYST analysis of the number of teaching jobs in area school districts that pay more than Chicago does and the number of teaching jobs in districts that pay less.

In the six-county metropolitan region, beginning elementary teachers have few better-paying alternatives to Chicago, and the city offers fairly competitive pay for beginning high school teachers.

But for seasoned veterans, most

teaching jobs in the six-county region pay more than Chicago. For elementary teachers, the top of Chicago's pay scale is below average, but for high school teachers, it's bottom of the barrel. Only 3 percent of the region's high school teaching jobs have a lower top salary than Chicago.

"That is our problem," says Deborah Lynch, president of the Chicago Teachers Union. "We can get 'em, but we can't keep 'em."

Lynch says that of 1,650 teachers who left the system during the 2000-2001 school year, only 6 percent were retirees.

A 1999 CATALYST analysis of School Board data found that 30 percent of teachers new to the Chicago Public Schools (CPS) leave within the first five years.

Those numbers reflect a national pattern, where teachers start their careers in urban centers but then leave for higher-paying jobs in the suburbs, says Thomas Carroll, executive director of the National Commission on Teaching and America's Future, a Washington, D.C.-based think tank. "By not paying those teachers a competitive salary, you lose the most seasoned educators," he says.

Working conditions also play a large role in teachers' decisions to move, he says, but "pay is at least as important to teachers as to any other worker."

This pattern carries educational costs for districts like Chicago. "Teachers

How teacher pay stacks up

The following are averages compiled by the U.S. Department of Labor in October 2001 for jobs in the Chicago, Gary and Kenosha metropolitan areas. Average CPS teacher pay is from the Illinois State Board of Education.

Occupation	Average earnings	Average hrs/year
Lawyers (private-sector)	\$166,501	2,293
Executives, administrators and managers	77,711	2,066
Financial managers	69,884	2,111
Computer systems analysts and scientists	63,500	2,072
Carpenters	58,663	2,080
CPS teachers	54,766	NA
Firefighters	54,721	2,450
Police	51,462	2,083
All teachers	43,898	1,300
Librarians	39,596	1,833
Social workers	31,030	2,015

Keeping up with inflation

December 1998 - December 2002

Increase in consumer price index: 9.8%

Increase in pay for teachers with 12 years of experience or less: 9%

Increase in pay for teachers with more than 12 years: 12%

Source: U.S. Bureau of Labor Statistics, CTU contract

increase in effectiveness steadily over the course of their first years of teaching, for up to eight years,” says Carroll.

In effect, cities like Chicago are subsidizing the training of suburban teachers, he says. “Teachers are getting their training and professional development in Chicago, and then they’re moving to one of your suburbs, Naperville or wherever, and they’re taking their experience with them.”

Typically, they wind up working longer hours, though. Chicago elementary teachers work a 5½-hour day, compared to a state average of 6 hours, 21 minutes, according to a 2002 analysis by the *Chicago Tribune*.

A similar situation figured in contract talks in New York City last year. In return for a large raise, teachers agreed to work an extra 100 minutes each week.

Beyond salary:

CPS teacher benefits

Insurance (health, dental, life)

CPS contribution

Individual coverage: \$4,043

Family coverage: \$4,661

Elsewhere in Illinois

Individual coverage: 152 of the 891 districts pay nothing toward individual coverage. In those that do, the amounts range from \$8 to \$9,640.

Family coverage: 503 districts pay nothing toward family coverage. Of those that do, the amounts range from \$9 to \$13,000.

Pension

The retirement option begins at age 55. Benefits vary according to age, years of service and salary. One example: A 60-year-old with 20 years of experience would get a minimum annual benefit of \$24,200.

Other

10 vacation days per school year

10 sick days per school year. Teachers can bank up to 315 unused sick days.

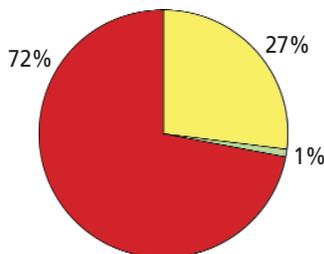
3 personal leave days per school year

Source: Chicago Public Schools, Illinois State Board of Education, Chicago Teachers Pension Fund.

Q: How competitive are CPS teacher salaries?

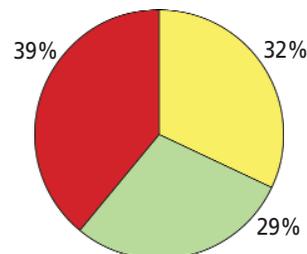
These pie charts show the total number of public school teaching jobs in the six-country metropolitan region. The pieces represent the number of teachers in Chicago, the number in districts whose starting salaries are less than Chicago’s and the number in districts whose starting salaries are more than Chicago’s. They illustrate how much competition, from the viewpoint of salaries, CPS has for different types of teachers.

A: For beginning elementary teachers, CPS starting pay of \$36,232 has few area competitors.



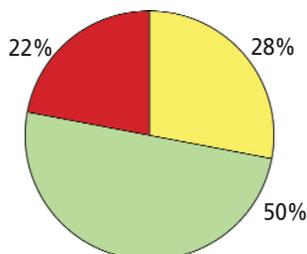
Top-paying: Lincolnwood, \$39K
Chicago: \$36.2K
Lowest: Homer Community Consolidated, \$22.9K

A: For beginning high school teachers, CPS starting pay of \$36,232 is a strong draw.



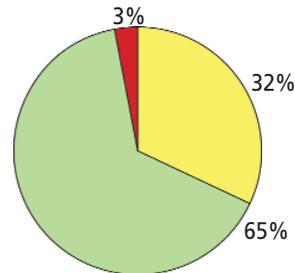
Top-paying: Niles Township, \$40.6K
Chicago: \$36.2K
Lowest: Alden Hebron, \$23.7K

A: For veteran elementary teachers, CPS top pay of \$65,734 is a below-average draw.



Top-paying: New Lenox, \$90.9K
Chicago: \$65.7K
Lowest: Berkeley, \$40.6K

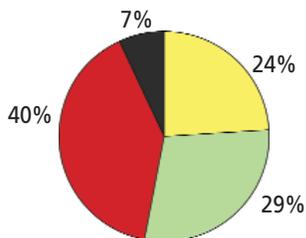
A: For veteran high school teachers, CPS top pay of \$65,734 is unattractive.



Top-paying: Deerfield/Highland Park (113), \$99.8K
Chicago: \$65.7K
Lowest: Wilmington, \$43.4K

Chicago insurance benefits above average

This pie chart represents the total number of public school teaching jobs in the six-country metropolitan region. The pieces represent the number of teachers in Chicago, the number in districts that pay more than Chicago does for health, dental, vision and life insurance and the number in districts that pay less.



Top-paying: Center Cass (66), \$9,640
Chicago: \$4,043
Lowest: Franklin Park, \$19

- Chicago teaching jobs
- Teaching jobs in districts paying more
- Teaching jobs in districts paying less
- Teaching jobs in districts paying no insurance

NOTES: Data were not available on starting pay for elementary teachers in one district and on top pay for elementary teachers in 10 districts.

Source: CATALYST analysis of data provided by the Illinois State Board of Education.

Class size reduction on back burner

Reducing class size was a big plank in the platform Deborah Lynch ran on for president of the Chicago Teachers Union. Now though, the issue is on the back burner since funds are scarce, and the union's first priority is a pay raise.

"It's a balancing act," says Lynch. "For every reduction in class size, you're balancing it against a 1 percent reduction in pay."

Reducing class size limits by one student across the board would cost about \$23.5 million, the same as a 1 percent pay hike, according to the School Board. However, the cost of additional reductions would accelerate, budget officials say, so that a five-student reduction—creating a ratio of 23-to-1 in most classes—would cost almost six times as much.

Board officials also say that class-size reduction could bring additional costs in classroom construction and maintenance and in the hiring of additional school clerks, who are assigned on the basis of the number of teachers in a school.

Limited to the primary grades, where research shows that small classes have

the biggest impact, a reduction of one student would cost \$9.6 million in teacher salaries. A reduction of five would cost \$54.8 million, according to the School Board.

But the research that makes the strongest case for reducing class size points to still larger reductions. For example, in the 1980s, Tennessee's Project Star found that reducing class size to 15 in primary grades produced substantial gains for all students on a range of tests. Follow-up studies found that the benefits persisted at least through the 8th grade.

Reducing class size by one or two—or even five—is "just not worth it," says Alex Molnar, an Arizona State University professor who has studied class-size reduction efforts in Wisconsin. "While I don't think reducing class size from 28 to 23 would be a bad thing, you're just not going to show the kinds of achievement gains that you show when you drop it down to the 15 to 1 range."

Molnar likes the model he studied in Wisconsin, where a program called SAGE (Student Achievement Guarantee in Education) has targeted schools with



low-income students, reducing class size to 15 to 1 for students in kindergarten through 3rd grade.

The program was phased in over four years, starting with kindergarten and adding a grade every year. "That way, you give schools an opportunity to prepare, and you don't put out such a demand for new teachers right away," he says.

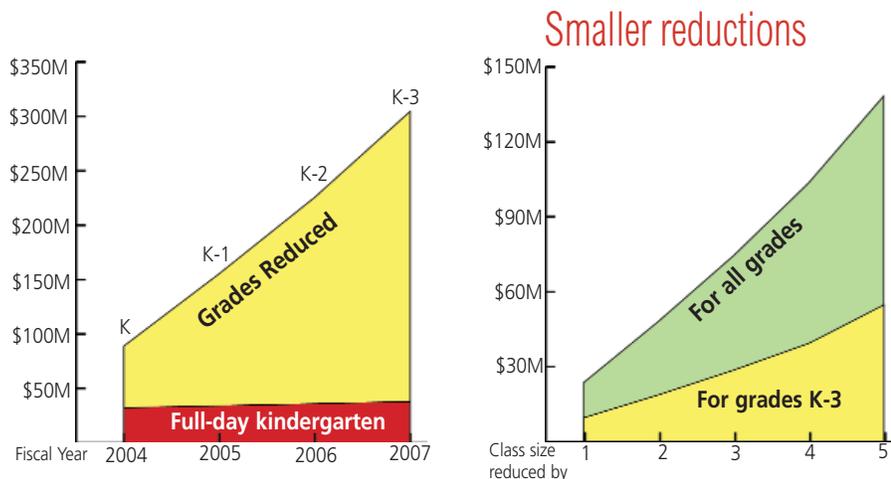
It's not necessary to build new classrooms, he notes. The results for classrooms with 30 students and two teachers were the same as those for classrooms with 15 students and one teacher. Students in these classes consistently scored higher than students in a comparison group, although after 1st grade, the results were not always statistically significant.

In Chicago, such a program would cost \$304 million in teacher salaries alone at the end of the phase-in, CPS budget officials estimate.

"I would love to reduce class size significantly," says CEO Arne Duncan. "It's simply finding the funding to do that."

The cost of reducing class size to 15

Alex Molnar, an Arizona State University professor who has studied class-size reduction efforts in Wisconsin, reports good results from a program that gradually brought class size down to 15 students in kindergarten through 3rd grade. Here's what it would cost CPS in teacher compensation to do that.



SOURCE: Chicago Public Schools

Salary info online

www.catalyst-chicago.org

A spreadsheet containing district-by-district salary information for the six-county metropolitan area is posted on the CATALYST web site.

Salary reform a growing rumble

Changing salary structures to promote better teaching has been a hot topic in districts around the country for the last several years. In 2001, a business-backed group in Chicago made it a bigger part of the local discussion.

Chicago United, a business coalition that works on education issues, brought a leading expert and proponent, Allen Odden, to town several times that year and paved the way for a \$50,000 grant from the John D. and Catherine T. MacArthur Foundation to Odden's center at the University of Wisconsin to devise new pay alternatives for Chicago and Illinois.

Last fall, Chicago United brought in William Sanders, the developer of another approach, to speak to reform activists.

Meanwhile, the Chicago Teachers Union (CTU) elected a new president, Deborah Lynch, who is willing to talk about revising pay incentives, though in a different way than either Odden or Sanders would.

In the current economic climate, however, all such ideas are on hold. "Our thoughts are to really focus on a meaningful raise for everyone," says Lynch.

With few exceptions, pay scales nationwide reward teachers for additional years of teaching and for college work beyond a bachelor's degree. The former are called steps; the latter, lanes. Reform proposals add incentives. Here are the most popular ideas:

Knowledge- and skills-based pay: Teachers get higher pay for specific kinds of academic work or for demonstrating that they possess specific professional skills. Certification by the National Board for Professional Teaching Standards is an example of a way to demonstrate knowledge and skills, and some districts pay National Board-certified teachers a premium. Odden's work tends to focus on knowledge- and skills-based pay.

Value-added assessment: Researcher Sanders has developed a sophisticated computer program to create a picture, based on test scores, of how much an individual teacher contributes to her or his students' learning each year. This so-called value-added assessment compares

students' scores in any given year with the scores they would be expected to get, based on previous scores. The difference is the "value added" (or subtracted) by the students' teacher.

Career ladders: In the late 1980s, the Rochester (N.Y.) Teachers Association worked with its school district to create a "Career in Teaching" program, where teachers receive promotions and raises for taking on new responsibilities, such as providing support to below-par teachers. Teachers wishing to advance on the career ladder have their applications vetted by a joint district/union panel.

Chicago schools chief Arne Duncan says he is "extremely interested" in career ladders because they provide two benefits: "upward mobility for teachers that keeps them in the classroom" and support for beginning teachers from veteran teachers.

Career ladders are Lynch's preferred reform as well, although she says they are not her first priority. "The board has asked us if we're interested in the concept of career ladders," she says. "That's something we'd be willing to talk about, but only in combination with a fair and across-the-board [pay] increase."

Lynch notes that currently teachers can advance only by leaving the classroom. "If we can address that, then it's worth a look," she says.

Lynch has watched the Rochester program and notes approvingly that lead teachers there make the same as principals, but she warns that such initiatives come with big price-tags. "When Rochester implemented this, it came with a significant across-the-board increase for all teachers," Lynch says.

Devil in details

For each of the last three years, Odden has organized a conference on teacher compensation and seen his audience of primarily district and union officials grow each time. The 2002 conference, held in November, brought a small delegation from Chicago: two staffers from the School Board and two from Leadership for Quality Education, a business-

backed school reform group. The same week, CTU staffer Allen Bearden joined this group on a trip to Arizona, which adopted its own new teacher-pay model a few years ago.

One big message they heard is that changing teacher compensation requires changing teacher evaluation as well. For instance, Lynch notes that in Chicago, evaluation "generally amounts to a one-word rating by the principal, given in June." To determine which teachers should move up to a higher paying rung on a career ladder would require something more thorough, she says.

"This stuff is incredibly complex to do right," says Xavier Botana, head of the CPS teacher accountability office. Charged with re-examining Chicago's teacher evaluation system, Botana says that the biggest lesson he learned at the November conference is that great care must be taken in deciding how to change evaluation. "It's beyond having the union involved," he says. "It's being able to develop something that the rank and file of the union is going to be supportive of, not just the people at the table."

Similarly, Lynch says, "There are very few examples out there to look at because of the investment that needs to be made in getting everything right. One of the key words is trust. These things have to be grounded in a level of trust that too often you don't have in urban education."

Even so, she says, teacher evaluation is "probably going to come up" in contract negotiations this year. The current system, with its cursory rating system, doesn't serve teachers well, she thinks.

Solid models like Rochester's are scarce. Districts that made presentations at the November conference told stories of slow progress with plenty of roadblocks and reversals.

- Cincinnati became known as a trend-setter in fall 2000 when union members gave initial approval to a new evaluation and pay system designed with Odden's help. By the end of the school year, the union leaders who promoted the new system were voted out of office in favor of candidates who wanted to put on the brakes. Last May, union members voted 1,892 to 73 to scrap the new pay structure, which had been scheduled for

implementation in the fall of 2002.

- Plans for an “enhanced compensation system” got written into Philadelphia’s teacher contract during 11th-hour contract talks in 2000. But negotiations over the design of a pilot program have dragged on for more than two years. The contract expired Dec. 31, 2002.

- Conference organizers highlighted the work of Steamboat Springs, Colo., which they billed as a success story. Administrators and union officials from Steamboat Springs said that they’d worked for 10 years to develop a pilot program, which was due to start this year. But according to the district’s web site, even the pilot is being pushed back, as negotiators work to resolve issues that come up.

“I don’t think that the single salary structure works all that well,” says researcher Dan Goldhaber, one of the conference’s featured speakers. “But I don’t think there are any proven alternatives.”

Funding reform awaits Mike Madigan

The statewide funding crisis, coupled with the Democratic sweep in the 2002 elections, has made some observers hopeful that Illinois will make broad changes in the way it funds schools.

A coalition of prominent business, union and civic groups called Network 21 has produced a school finance reform plan. By late November, 58 state legislators, including Senate President Emil Jones (D-Chicago), had signed a Network 21 pledge to raise the so-called foundation level, which is the minimum amount school districts must spend per child.

But a political linchpin is missing. “You haven’t mentioned the critical names,” says G. Alfred Hess, Jr., a Northwestern University researcher who led a finance reform coalition in the early 1990s. “They would be ‘Mike’ and ‘Madigan.’”

The ideas behind the Network 21 proposal and a similar one by the Education Funding Advisory Board (EFAB), a state advisory group, have been around for more than a decade, says Hess, but they have never been championed by House Speaker Michael Madigan, who also heads the state Democratic Party. “Until someone named Mike stands up and says, ‘This is a great idea,’ optimism is not warranted,” says Hess.

Madigan’s spokesman, Steve Brown, doesn’t offer much encouragement. Asked about the proposal to reduce property taxes and raise income taxes by a like amount, he said, “My guess is that it would be immediately portrayed as a tax increase,” which Gov. Rod Blagojevich has ruled out. About the proposed \$1,000 increase in the foundation level, Brown says only, “It will be part of the budget debate.”

Dan Weissmann

Bad teachers not a contract issue

An evergreen complaint against teachers unions is that they make it too difficult to get rid of bad teachers. But those familiar with the process say that the CTU contract isn’t the obstacle.

“The contract isn’t all that unreasonable,” says Pam Clarke, an attorney who worked eight years representing school boards that were trying to fire teachers. Currently she is associate director of Leadership for Quality Education, a business-backed school reform organization.

Much of the process for dismissing tenured teachers comes out of state law, which sets a higher standard for firing teachers than most other employers have to meet. A school district can’t just prove that a teacher’s work or conduct is bad. It has to prove that it is “irremediable,” or beyond help.

Marilyn Johnson, the Chicago Board of Education’s general counsel, says the

irremediable standard is unique. “Out there in the rest of the real world,” she says, the firing standard generally is for “good cause.”

Beverly Tunney, president of the Chicago Principals and Administrators Association, agrees that the problem is “the standard of evidence” that the process has come to require. “It’s really the principal who’s on trial,” she says. “You have to have a very strong case.”

If the law requires four evaluations, says Clarke, a school board should have 20. “If you want to win your case, you want to do 20 evaluations to show that every time you walked in there, things were going crazy. And you need a principal who’s reasonably articulate but who also comes across as fair and unbiased.”

Clarke says that principals share some of the blame. “Most of them originally went into education because they like people, and they look for the good in peo-

ple. They’re used to trying to find positive things to say about kids and adults.”

That made it hard for Clarke to get them to document incompetence convincingly. “They weren’t used to being hard on somebody, even if it was accurate.” Clarke recalls one principal who described a teacher to her as incompetent, “but then I’d see [his written] evaluations, and they’d be kind of glowing.”

Deborah Lynch, president of the Chicago Teachers Union, says the larger problem is that “there is very little support in place to help a teacher who is struggling.” The union contract requires that the principal provide a struggling teacher with a “mentor teacher” for a time before termination procedures begin. But that process is anemic, says Lynch. “The mentor teacher is carrying a full load of classes, so it’s a glorified buddy system.”

Beefing up that system “may be one of the things that we talk about in contract talks,” she says. “We did a survey a year ago, and over 80 percent of our members said it was important or very important that the union be involved in developing a program to support struggling teachers.”

“It’s really the principal who’s on trial. You have to have a very strong case.”

Beverly Tunney, president of the Chicago Principals and Administrators Association

Who's who

on negotiating teams



While the leaders of the Chicago Public Schools (CPS) and Chicago Teachers Union (CTU) are new, their bargaining teams include some old negotiating hands. Here is a rundown.

CPS team

James Franczek, who heads up a law firm dedicated to labor, employment and education law, is lead negotiator for CPS. He represented CPS in contract talks in 1985, 1995 and 1999, and currently represents the City of Chicago in its negotiations with police officers and firefighters. A law partner, **Charles Rose**, also is on the CPS team.

Others on the CPS team are:

- Chief of Staff **Peggy Davis**, who negotiated labor contracts in her nine years as general counsel for the Metropolitan Pier and Exposition Authority, the body that runs McCormick Place and Navy Pier.
- **Ascención Juarez**, a longtime CPS administrator who served on the district's negotiating team in the 1987 contract talks.
- Chief Attorney **Marilyn Johnson**, who also negotiated with unions as chief attorney for the Chicago Housing Authority before joining CPS. In the early 1980s, she was president of the union representing employees of the Legal Assistance Foundation of Chicago, where she was a staff attorney.
- **John Franz**, chief labor relations officer, who has worked in the district's central office for seven years, after 10 years each as a teacher and a principal.
- **John Maiorca**, budget director, who worked in the City of Chicago's budget office from 1981 to 1989 and the city's revenue department in the early and mid-1990s, before joining CPS in 1997.
- **Cheryl Nevins**, director of labor relations, who came to the board in 1997.
- **Georgette Hampton**, director of risk and benefits management, who has worked for the district since 1997 and in the benefits field for 22 years.
- **Rochelle Gordan**, an attorney in the board's law department, who has supervised litigation over contract grievances since 1997.

CTU team

Bob Peickert, the CTU's director of administration and labor relations, and **Kathrin Koenig**, the union's general counsel, bring the most experience to the table. Peickert, who worked for the Illinois Federation of Teachers (IFT) for 22 years, has negotiated over 80 collective bargaining agreements and has served as a trainer in negotiating techniques for both the IFT and the American Federation of Teachers (AFT).

As a lawyer in private practice for more than 20 years, Koenig specialized in school, employment and civil rights law. She spent a year working for the IFT, where she served as a contract negotiator.

Others on the CTU team are:

- CTU President **Deborah Lynch**, who worked on educational issues for the AFT in the 1980s, and was the founding director of the CTU's Quest Center in the early 1990s.
- **Victor Gonzalez**, director of field services, who served as a field representative from 1987 to 2001.
- **Howard Heath**, CTU vice president. He taught at Lane Tech High School for 28 years, served as a union delegate for 12 and was first elected to citywide union office in 1998.
- **Jacquelyn Price Ward**, recording secretary. She taught for 12 years in CPS, served as a union delegate for eight years and worked as a trainer for the Quest Center.
- **James Alexander**, financial secretary. He taught in CPS for 40 years before being elected two years ago.
- **Maureen Callaghan**, treasurer. In the late 1990s, while working as a school clerk, she organized clerks, who successfully lobbied for a significant raise, which became part of the 1999 contract.

Dan Weissmann

Catalyst

Briefing page:

Negotiating a new CTU contract



"Expenses are up. Revenues are going to be down. It's going to be a bear."

Attorney James Franczek,
chief labor negotiator for the Chicago Board of Education

The problem

Irresistible force, meet immovable object: Chicago Teachers Union President Deborah Lynch has promised her members a better deal in their next contract—scheduled to begin July 1, 2003—than the one they got four years ago.

Under current revenue estimates, however, the Chicago Public Schools will take in substantially less money next year than it did this year. Due to state tax caps, property taxes are expected to rise \$54 million at most. Meanwhile, the state budget crisis could spell a loss of as much as \$335 million.

Lynch says the district should look for administrative fat to trim, but schools CEO Arne Duncan says he's been there and done that already.

The stakes are high for both Lynch and Duncan. Duncan's predecessor, Paul Vallas, staked a large chunk of his claim to fame on having brought labor peace to a system that had endured decades of turmoil. Lynch was elected union president in 2001, largely by promising to be tougher on management than her predecessor, Thomas Reece, was. The current talks will be her only chance to bring in a contract victory before she stands for re-election in 2004.

On the plus side, the union and the board took a successful practice run at contract talks last year when they struck a deal that would ease bargaining

restrictions imposed by the state legislature in 1995.

Neither side wants a strike. Nor certainly does Duncan's boss, Mayor Richard M. Daley. And when stakes are high, solutions sometimes appear out of nowhere. As one source quipped, "What I've learned about Chicago is that budget magic happens."

How Chicago fares

✓ **Competitive pay:** As a K-12 school district in a region dominated by separate K-8 and 9-12 districts, CPS's salary schedule, which pays elementary and high school teachers the same, is an uneven draw. For beginning elementary teachers, CPS starting pay of \$36,232 has virtually no competitors in the six-county metropolitan area. For beginning high school teachers, \$36,232 is competitive. Only 29 percent of the area's high school teaching jobs are in districts whose starting pay is higher than Chicago's. (Salaries are from 2001-2002.)

However, for veteran elementary teachers, CPS top pay of \$65,734 is below average, and for veteran high school teachers it is downright unattractive. Virtually all other high school jobs are in districts whose top pay exceeds Chicago's.

✓ **Keeping up with inflation:** From December 1998 to December 2002, the

consumer price index rose 9.8 percent. During that period, the increase in pay for CPS teachers with 12 years of experience or less was 9 percent; for those with more than 12, it was 12 percent.

Resources

⇒ The Center for Tax and Budget Accountability has published analyses of the state budget crisis and possible solutions, including: "Funding a quality education requires fiscal reform." <http://www.ctbaonline.org>

⇒ The state's Education Funding Advisory Board has come up with recommendations for changing school finance: <http://www.isbe.net/efab/>

The online version of this story also contains links to:

⇒ The compromise bill crafted by CPS and the CTU on teacher bargaining rights.

⇒ School funding proposals from Network 21, a coalition of education, business and civic organizations.

⇒ Proposals to revamp the state's budget process from Voices for Illinois Children.

⇒ A *CATALYST* profile of Deborah Lynch.



South Shore High

Smaller schools learn to live together

by Jody Temkin

LaCael Palmer-Pratt, the internship coordinator at one of the new small schools at South Shore High, has always dressed smartly for work, wearing business shoes and attire. This year, though, she quickly switched to jeans and gym shoes on Wednesdays, the day she has to get students on buses to their internships.

"The first three weeks, Wednesdays were a nightmare, so I stopped dressing up," says Palmer-Pratt, "It's actually a lot smoother now, but I'm still running."

The same could be said for the small-schools experiment at South Shore, which began to refashion itself this year by launching two small specialty schools, one in entrepreneurship and one in the arts. The traditional school, which now serves about three-fifths of the student body, is to disappear over the next three years. In its place will be four or five small, teacher-led schools, each with its own academic program and culture.

Subdividing South Shore into smaller learning units is part of the Chicago High School Redesign Initiative, which is also funding small school conversions at Bowen and Orr high schools. Grants from the Bill and Melinda Gates Foundation and a consortium of local funders are underwriting the \$18.6 million effort.

Funding glitches, communication breakdowns and the strain of reordering roles have all taken some of the luster off the first year, with the fits and starts taking place in full view.

Gates small schools

This is the second of CATALYST's in-depth reports on the Chicago High School Redesign Initiative, a foundation-supported effort to transform large CPS high schools into smaller learning communities. In this article, we look at the small schools experiment at South Shore High.

Despite the hassles, the principals of the two small schools feel they're making progress. "We're trying a lot of new things with our school," says Bill Gerstein, principal of the entrepreneurship school. "Some of them are working, some aren't. But we feel, overall, we're satisfied with how things are going.

"It's so much better than last year," he adds, referring to when the entrepreneurship school was a program and not a separate school. Being housed with the arts school in one of South Shore's two buildings, away from the tumult of the general school population, has made it easier for entrepreneurship teachers to keep an eye on their students.

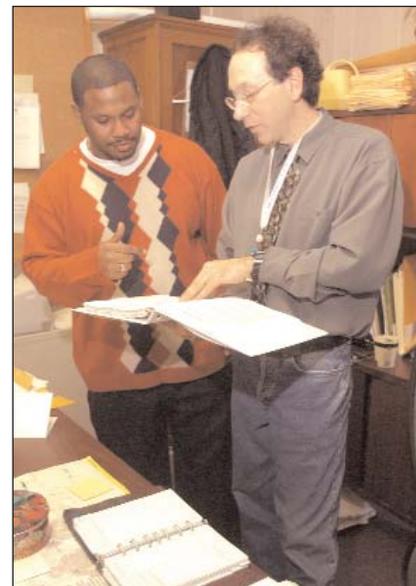
"The building has a safer feel," Gerstein adds. "There are fewer discipline problems. Because of the small school structure, you have teachers working together to solve problems, and they know the kids and know when things are going to happen."

Still, the small schools began the school year on shaky financial footing.

Each school had to wait until October to get the first allocation of a three-year, \$500,000 grant from the Redesign Initiative. The entrepreneurship school was counting on \$250,000, the arts school \$170,000, to be paid in two installments over the school year. Next year, the process to cut checks will begin earlier so schools will receive funding at the start of the school year, says Redesign Initiative Director Pat Ford.

The small schools also started the year with no discretionary money of their own. When budgets were planned last spring, a decision was made to allocate all of the discretionary dollars to the general school. Empty pockets forced arts school Principal Doug Maclin to pick up the tab for several thousand dollars worth of basic school supplies during the first week of school.

Former South Shore Principal Larry Thomas says when he allocated all dis-



Small schools principals Doug Maclin, left, and Bill Gerstein meet informally every day.

cretionary funding to the general school's budget, his intention was to divvy up the money as needed. First-time principals Maclin and Gerstein had no experience with the CPS budget process, he notes. "I was going to share and re-deploy staff to make a smooth transition until they got the feel for it."

But that didn't happen. Amid mounting tensions last summer over the small schools' autonomy, central office sent Thomas back to his former principal post at Coles Elementary and replaced him with Leonard Kenebrew, an administrative assistant to Arne Duncan.

Without their own discretionary accounts, the small schools initially had to negotiate with Kenebrew to get a share of South Shore's funds. "We had a lot of kinks to work out," says Maclin. "Some of the sharing things worked out, some didn't."

By November, central office stepped in and mandated that discretionary money had to follow students. Principals at Redesign Initiative high schools were

More in the works

Several groups of South Shore teachers are drafting proposals to open three more small schools next fall.

A pitch to create a Junior ROTC small school that was turned down previously is being recast this year as a School of Leadership. The plan calls for an integrated curriculum that combines political science, criminal justice and service learning with Junior ROTC training.

Another proposal is to open a School of Technology whose graduates would be certified in information technology-related fields. Such credentials are “attractive to employers,” says Olufemi Adeniji, a special education teacher who is slated to become the school’s director.

The third small school would focus on environmental science and community activism, and would be named for local civil rights activist Al Raby, who died in 1988. Planners have not yet selected a director, says teacher Janice Jackson, who is a member of the planning committee.

Teachers for these schools are being recruited primarily from South Shore’s general population school, where morale has been low this year, say several insiders.

“You can’t allow lethargy to set in as you wait for the next conversion,” says Joe McCord, president of the board of the Coalition for Improved Education in South Shore (CIESS), one of several groups that have worked long and hard to improve South Shore.

Some are not yet convinced. Sidney Brooks, an LSC member whose daughter is a junior in the arts school, worries about administrators with little or no experience, large class sizes and internships that are unrelated to fine arts. He would prefer to wait and see how the first two schools fare before opening new ones. “We have no evidence yet on how this is going to work,” Brooks says. “Why add more now?”

Proposals were submitted at the end of January to the Chicago High School Redesign Initiative, which awards and administers the Gates small schools grants. Decisions will be made by March.

Jody Temkin

directed to shift such funds into small schools budgets.

Dividing resources among all three schools was a challenge, says Kenebrew. “You never have enough books, enough space, enough technology, so you try to divide those things, and you keep tweaking it until you get it right.”

Negotiating over resources was not a painless process. By November, Gerstein and Maclin, who meet informally daily, were no longer having weekly sessions with Kenebrew. “It’s an awkward situation with three principals in two buildings, but I’m confident we can work it out,” Gerstein says optimistically.

By mid-January, the meetings resumed. “It’s a lot better now,” says Gerstein. “The meetings have been very productive.”

Teachers in charge

One tenet of the small school model calls for them to be teacher-led institutions. Learning how to create policy—and finding enough time to do so—has been an adjustment for small schools teachers.

At the entrepreneurship school, teachers take turns setting the agenda and chairing Wednesday staff meetings. Decisions are made by consensus.

The arts school has a school leadership team, comprised mostly of faculty who make policy decisions that Maclin enacts. Two other bodies, an advisory council and a student town hall, provide input on school-related issues.

Town hall meetings are held weekly in the cafeteria. So far, students have successfully lobbied for healthier cafeteria food and bathroom repairs.

Initially, some teachers at both schools balked over the additional responsibility of creating policy. “At first it irritated us that [Gerstein] wouldn’t make the decisions,” says entrepreneurship teacher Linda Stone. “It was stressful. Sometimes, it creates conflict, but we’ve learned to work through it.”

Both small schools are paying National-Louis University’s Center for City Schools to provide staff development several days a week. Teacher consultant Yolanda Simmons works with teachers individually and in groups, sharing instructional strategies.

This year, she says, has been a big adjustment for everyone in the building.

“Things are going quite well when you consider that change happens over time,” she says. “You have teachers who are used to simply managing a classroom, who now have to balance that with making major decisions about the school. I’m trying to help them understand that this is a really messy business, and they need to embrace the mess.”

Getting the word out

On top of the challenges of creating a new school in a glass house, Gerstein and Maclin have to figure out how to recruit students to schools that have not yet established reputations.

An open house held in November for parents of 8th-graders at nearby feeder schools yielded only a handful of parents. The following month, Gerstein asks his advisory council members to talk up small schools with other neighborhood parents. (Small schools created under the Redesign Initiative have appointed advisory councils; local school councils may replace them in 2004.) Principals at feeder elementary schools are not encouraging graduates to take a chance on the small schools, he says.

Thomas says that’s because feeder school principals are miffed. “They really wanted to be part of the planning, but it didn’t pan out,” he says.

Larry Turner of Mann Elementary says he didn’t feel snubbed—he was one of two feeder school principals who served on South Shore’s small schools planning committee. But he declines to comment on whether he is a fan of the model. Instead, he says that he presents the range of high school options to his students and leaves the decision up to them and their parents.

Arts school teacher Twumwa Grant says there was some resistance to the arts school at first because community leaders preferred college prep to an arts curriculum. “We have enough singers and dancers,” Grant recalls them saying. Students are getting both.

Each small school is looking to recruit 100 freshman for next year. Their strategy centers on Kenebrew as the pitch man. “He’ll work the community and the feeder schools and get them interested,” Gerstein says. “Then, we’ll have them choose which small school they want to attend.”

School of Entrepreneurship: A running start

South Shore's entrepreneurship school had a couple advantages that gave it a running start.

For one, Principal Bill Gerstein is a former community activist and businessman. After teaching high school in the 1970's, he ran a family-owned grocery store in Hyde Park. When he returned to education in 2000, he brought along a wealth of business contacts that made it easy to line up internships for students.

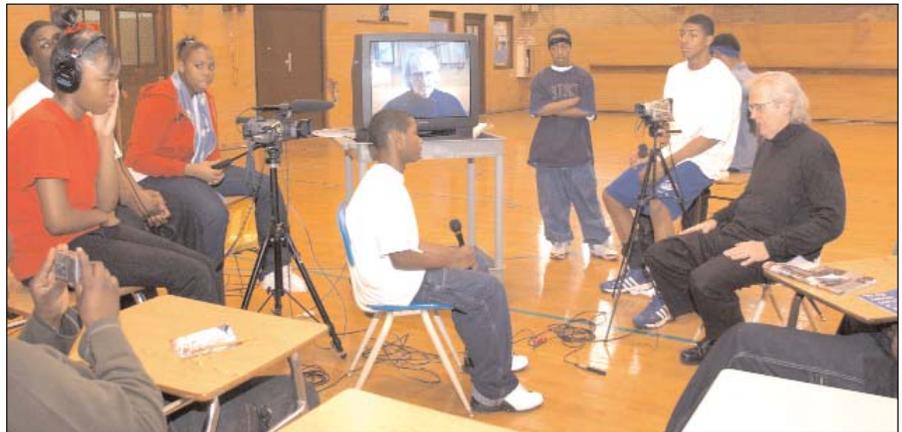
Another leg up for the school was the extra time it had to create an academic plan, recruit students and hire a faculty. Gerstein began working with community groups on a small schools concept two years ago while he was an assistant principal at South Shore.

In the fall of 2001, Gerstein launched a prototype of the program based in South Shore's south building with 130 freshmen and 6 teachers. Gerstein says the school did well despite obstacles such as a lack of autonomy and not having separate space. "We couldn't create our own school culture because we were in the middle of the general school population," he says.

At the same time, he applied to the Chicago High School Redesign Initiative for a grant to get an autonomous entrepreneurship school off the ground. Once his proposal was accepted, Gerstein and his teachers got to work recruiting staff, planning the curriculum and lining up business and community groups to teach students about entrepreneurship and starting a business.

When the school opened in dedicated space last September, it had grown to 250 students—110 freshmen and 140 sophomores, most of whom had been enrolled in the pilot program. Thirteen of the entrepreneurship school's 16 teachers were hired from South Shore. Also on staff are a clerk and a counselor, whose salaries are paid by CPS, and a full-time social worker, whose position is supported by the Gates grant.

Academic classes are held four days a week. On the fifth day, Wednesdays, freshmen attend off-site internships—at hospitals or local newspapers, for instance—and sophomores remain at



Students in the entrepreneurship school interview Sports Illustrated writer Lester Munson, right, for a documentary film project.

the school to work with community and educational groups to learn what it takes to start a business of their own. Next year, they will be required to write a business plan.

One sophomore group is working with the Illinois Institute for Entrepreneurship Education to develop a plan for a shop that would sell school supplies at South Shore. Another group is working with former professional basketball player Stephen Bardo and television producer Jeff McCarter to make a documentary film on sports careers and plan a neighborhood sports festival.

Sophomore Kenneth Triplett, who as a freshman was enrolled in South Shore's general high, says he prefers the small school. "Students aren't hanging out in the hall and you can't cut class. You can get a tutor one-on-one when you need one."

McCarter and Bardo supply the video equipment and are paid only \$5,000 for the yearlong course. "Both of us are doing this in an under-funded way because we love this work," explains McCarter, who's president of Free Spirit Media, a nonprofit educational television company. "We have relatively young organizations, and we want to build relationships." Next year, he concedes, the entrepreneurship school will need to raise more money to keep the program.

McCarter says his students show up regularly for class and are engaged in the project. "They're positive and easy to work with," he says.

The school is using \$50,000 of its Gates grant to support the Wednesday program, dividing it among 10 organizations. (Another \$30,000 was earmarked

to outfit a computer lab.) While students are at their internships, teachers plan lessons and discuss student performance.

Not all Wednesday internships are as successful as McCarter's. At a weekly staff meeting last December, teachers complained that some students refused to go to off-site internships and intentionally missed the bus. The teachers agree to talk to those students and make it clear that internships are mandatory and that they will receive grades for them.

And one organization that worked with sophomores was unable to manage its students. The group did not return for second semester. Instead, those students have been dispatched to a neighborhood elementary school to work as tutors.

Despite the problems, several of the school's teachers say they're making progress. "Student behavior is better, attendance has improved, the failure rate is down," says economics teacher Janice Jackson.

Attendance was a respectable 89 percent during first semester; it was 83 percent for South Shore's general population and 87 percent for the arts school. The failure rate at the entrepreneurship school is lower than South Shore overall, but it's still high: 50 percent of all students failed one or more first-semester courses.

Students who are failing can get immediate attention in the small school setting, says special education teacher Linda Stone. Recently, eight teachers met with a student and her parents to discuss her disinterest in class. "We've done that with several students and it seems to motivate them," says Stone.

Jody Temkin

School of the Arts: Finding a way

Lawaune Moorman came to South Shore three years ago with a background in performance education and degrees in special education and counseling. Her one goal: To create a small school with an arts-integrated curriculum. She persuaded a social studies teacher to join her.

"It was a grassroots movement; they didn't really have the blessing of the school," says arts school Principal Doug Maclin. "Everyone was saying we needed a more rigorous curriculum."

Moorman charged ahead, nonetheless, convinced that arts would hook students' interest in traditional subjects.

"We brought in students we identified as good in the arts and brainstormed with them," says co-founder Twumwa Grant. Last year's pilot program, composed of 120 sophomores and four teachers, was deemed a success. Moorman says attendance was up, discipline problems were down, and arts students outperformed other South Shore students on standardized tests.

Now in its first year as an autonomous small school, the arts school is facing more challenging obstacles, including a batch of unruly freshmen who have poor academic skills.

"As a small school, we wanted to accept everybody," says Maclin, a first-year administrator whose expertise is special education. "We had students from Hirsch, from CVS, from Hyde Park who showed up here after the frozen [enrollment] date. We can't just throw these kids away. We took some of them, and now they're showing their true colors."

A large number of freshmen in the arts school have no interest in the arts and enrolled only because they had no place else to go, says Moorman.

Sidney Brooks, a member of South Shore's LSC, says he and some other parents have no idea how their children were enrolled in an arts school. His daughter, junior Yessenia Ovalle, did not sign up for the arts school, he says. "She was just put in it." Yessenia did not participate in the pilot arts program.

Initially wary, Yessenia now likes the arts school, Brooks reports. The atmosphere is calmer than at the big school,



Art school freshman Charlie Thompson stretches on stage with her classmates in Lawaune Moorman's performance class.

and she's hoping to land an internship that will introduce her to clothes design.

This year, Moorman is the lead teacher for the arts school's 129 freshmen, and Grant is the lead teacher for 132 juniors. All students are enrolled in a college-prep curriculum. In addition to those courses, freshmen take drama and juniors take a fine arts class.

Wednesdays are a mix of enrichment activities. They include internships for juniors and academic tutoring for freshmen. There are also faculty-sponsored clubs—photography, journalism and graphic arts, for instance—and on-site arts workshops led by visiting artists from Muntu Dance Theater and ETA Creative Arts Foundation. (Gates money pays for the arts partnerships, after-school programs and art supplies.)

Getting students to buy into the program was a challenge the first year, but after several months, the students began responding to teachers' efforts to reach out to them, Moorman explains. "The process of being student-centered hit home," she says. "They started to take their learning seriously."

Those students, now juniors, continue to do well, Moorman says. But that's not the case for the freshmen, some of whom are "out of control and often aggressive," she says. "Our structure isn't enough for some of these children, and having them in with kids who really want to perform isn't safe."

For instance, Moorman says she was unable to get much work done in her drama classes for several months because of the disruptive students. In December, she decided to reassign the

20 most difficult students, all of them boys, to their own class.

She drew up a contract that spelled out rules such as "I will remain calm and focused in class" and "I will use appropriate language." If they signed the agreement, the students could join a makeshift technical crew that would work backstage for arts school shows.

That effort fell flat. Only eight students showed up for the second session. A few signed the contracts, but some didn't. Most spent the time interrupting, cracking jokes and wrestling with each other. Since then, Moorman has brought in a mentoring group and a social worker to help her with this class.

Taking these students out of the freshmen drama classes, however, has improved the course for the remaining students, she adds. Moorman spends 8th-period teaching her drama class stage directions and body positioning in the auditorium. If the disruptive students were still in that class, "this couldn't have happened," she notes.

Most freshmen in the arts school score in the lowest quartile of students nationwide, and about 20 percent of them report to a probation officer, Maclin adds. The majority are neighborhood kids who were not accepted at selective schools elsewhere in the city.

Maclin and arts school teachers are hoping that positive word-of-mouth will attract a better mix of students.

"Our track record, our fewer absences, our test scores will help us," Grant says. "We need to get the word out that there's something different happening here."

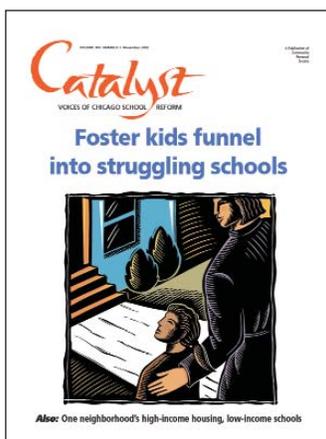
Jody Temkin

CATALYST overstates concentration of foster children in Chicago schools

Contrary to claims published by *CATALYST* in the November article “Child Welfare Rx Has Side Effects for School,” abused and neglected children in the care of the Illinois Department of Children and Family Services (DCFS) are neither clustered in a small number of Chicago public schools, nor present in sufficient numbers to impact school performance. Prior to publication, independent researchers refuted the data used to assert these claims. In addition, *CATALYST* completely ignored data showing improved academic performance after DCFS involvement.

FY 2002 CPS data shows DCFS wards enrolled in 458 elementary and 92 high schools, less than 1 percent of elementary and 0.26 percent of high school students. While 20 percent of these students were enrolled in 32 schools, they comprised only 2.97 percent of the school enrollment. The greatest number of students in a school was 66 (not 200), or 3.97 percent of the 1,740 students. Only three schools (not 42) had an enrollment of 10 percent or more, and these were specialized schools with a total of 24 DCFS wards.

Unfortunately, the *CATALYST* article appeared to be blaming abused and neglected children for a school’s low academic performance. When the safety and well being of a child warrants intervention from the child welfare system, more often than not the child is already behind developmentally and academically as a result of maltreatment. It should come as no surprise then that children who have been the victims of maltreatment progress at a significantly slower rate than children who have been spared the trauma of abuse and neglect. Overlooked in the analysis completed by *CATALYST* is what happens next, when CPS and DCFS work jointly to serve this vulnerable population. Test scores improve at a rate comparable to other CPS students (Children and Family Research



Center, University of Illinois). Placing children in foster care actually mitigates the very factors contributing to weak academic performance rather than allowing children to fall behind (Chapin Hall Center for Children, University of Chicago).

The progress has not been without effort. For more than five years, both DCFS and CPS have developed and maintained an unprecedented collaborative relationship not seen anywhere else in the nation. Together, we have helped thousands of foster children, their families and teachers overcome educational obstacles. Along with the Illinois State Board of Education (ISBE), we have secured legislation improving policy and increasing education funding to children in DCFS care. Finally, ISBE, DCFS and CPS representatives participate on the advisory board of the Center for Child Welfare and Education at Northern Illinois University in order to better bridge the gaps between the bureaucracies for public education and child welfare.

In closing, we want to commend the hard work of professionals in both the public education system and the child welfare system who clearly make a difference in the lives of these vulnerable children. We also commend the devotion of foster families and relative caregivers committed to

ensuring better futures for these children. While hard work remains, their efforts continue to show results.

Jeff McDonald
Director,

Illinois Department of Children and Family Services

Arne Duncan
CEO,
Chicago Public Schools

Editor’s note: Mr. McDonald and Mr. Duncan have misrepresented what CATALYST and The Chicago Reporter wrote. Our joint report points out that over the last 10 years more foster children have been funneled into schools that are struggling academically. Our report neither says nor implies that foster children are to blame for those schools’ academic failures.

Our story notes that the figures cited include some children who have been, but no longer are, wards of the state, which one CPS official agreed was a sufficient measure of the number of public school children who had ever been in the state’s child welfare system. CATALYST and The Reporter examined the number and distribution of foster children in Chicago public schools over time. And while CPS did provide current year data, neither it nor DCFS was able to produce similar information for prior years. The Consortium of Chicago School Research, however, did have historical data on foster children in public schools. Our report used the Consortium’s statistics.

In recent years, DCFS has succeeded in moving more and more children out of the foster care system and into permanent homes. Even so, those children are more likely to need additional supports to do well in school, and schools that are struggling already don’t have the resources to provide foster children or ex-foster children with the extra help they may need.

Principal training program scores average in placements

by Faye A. Silas

Five years ago, educator Frank Haggerty decided to shoot for the brass ring. After 28 years as a teacher and an assistant principal for Chicago Public Schools, he set his sights on becoming a principal.

“My goal was to run my own school,” says Haggerty, who was then an assistant principal at Schurz High. When he learned that a new CPS principal training program—Leadership Academy and Urban Network for Chicago (LAUNCH)—was seeking applicants, he leapt at the chance to participate.

After completing the program, Haggerty threw his hat into the ring at different schools, was a finalist twice, but still could not land a top spot.

“I have never gone all the way, never gotten the brass ring,” he laments.

When LAUNCH was created five years ago, its aim was to invigorate public school leadership by cultivating a pool of highly qualified principal candidates. At the time, the program was unique for combining management training with education courses, and for requiring participants to complete full-time internships.

One of 37 CPS educators selected for the inaugural class in 1998, Haggerty believed LAUNCH would provide the extra boost he needed to reach his goal.

The program exceeded his expectations. “It was one of the best educational experiences I have ever had,” he says.

Haggerty says he does not blame LAUNCH for his unsuccessful attempts to land a principal job. He cites a variety of reasons, including the school system’s unique principal selection process—elected local school councils have the authority to hire and fire principals—and his own no-nonsense approach to leadership, which he believes may be perceived as abrasive.

Now an assistant principal at Richards High, Haggerty is unusual among his classmates that first year but not among graduates over all. Sixty-two percent of the inaugural participants are now principals, but only 27 percent of the 91 educators who completed the program between 1999 and 2001 are leading schools. Overall, LAUNCH’s principal placement rate is 37 percent, according to August 2002 statistics furnished by LAUNCH.

Since it was created, LAUNCH has established a solid reputation among CPS administrators for preparing aspiring principals to become good instructional leaders. Since LAUNCH graduated its first class, 48 of their so-called “fellows” have landed jobs as principal.

According to district officials, about 40 principal jobs are currently vacant, and 540 district employees have the credentials required to fill those spots.

By the end of this school year, 198 principal slots will need to be filled at 149 schools where contracts are set to expire and at another 49 that are led by interim or acting principals, according to Designs for Change, a school reform group.

A 2001 survey of LAUNCH graduates found 21 percent who cited politics as a major obstacle to landing a principal position.

G. Alfred Hess Jr., a Northwestern research professor who taught LAUNCH workshops for three years, has some reservations about the program. LAUNCH is “a well-conceived program, [but] more in-depth training is needed for the job of being a principal,” he says.

Placements

LAUNCH, of course, cannot guarantee that its graduates will get a principal job. Often, graduates return to their old schools and begin applying for principal and other administrative positions throughout the district.

Still, says LAUNCH’s founding director Ingrid Carney, “[LAUNCH] has accomplished what it set out to do: Provide well-trained people to move into the principal pipeline.” Carney, a former principal, now heads an umbrella organization that oversees LAUNCH and several other leadership programs for administrators.

LAUNCH Director Faye Terrell-Perkins says the program’s mission has shifted from training aspiring principals to preparing school leaders who could land administrative jobs at schools or at regional or central office. Since 1999, 12 LAUNCH graduates have been hired to work in central office administrative

“My goal was to run my own school. ... I have never gone all the way, never gotten the brass ring.”

Frank Haggerty, assistant principal, Richards High



Despite his 33-year tenure as a CPS educator, LAUNCH graduate Frank Haggerty has not landed a principal position. He is currently an assistant principal at Richards High.

jobs. Among them are David Pickens, a 2001 graduate, who is deputy chief of staff to Arne Duncan; Nancy Slavin, class of 1998, director of substitute services; and Angela Buckels, 1998, deputy chief officer of professional development.

"[LAUNCH graduates] finish at different stages of readiness. We don't advocate that anyone go from teaching to a principalship," Terrell-Perkins explains, noting that a number of LAUNCH participants are teachers and the recommended career path for teachers is to become an assistant principal or school administrator first. Of the 30 members of the current 2002 class, nine are teachers.

For many years, Susan Kurland, a long-time educator with a doctorate, tried and failed to land a principal job. "I was always the bridesmaid, never the bride," she quips.

Her fortunes turned when an out-of-town candidate declined the principal position at Nettelhorst, and the LSC asked to interview LAUNCH graduates. Kurland, who completed the program in 1999, got the job. "They were looking for a good instructional leader, and the added LAUNCH training was beneficial," she notes.

Three years later, Kurland says Nettelhorst is "a good place with a good fit."

By contrast, Amelia Mason, a special

education team teacher at Las Casas High School and a 1999 LAUNCH graduate, has been unsuccessful in snaring a principal or an assistant principal slot.

She credits LAUNCH for boosting her confidence and giving her a stronger foundation in leadership and hands-on management. Since returning to Las Casas in 2000, Mason has applied for an average of three assistant principal positions a year. "Not a nibble," says Mason, who remains optimistic. "After finishing [LAUNCH], I would have loved to move on. At first I was disappointed, but I'll keep trying."

Mason believes her inability to negotiate LSC politics has hampered her chances of getting a principal job.

Persistence is what paid off for Phyllis Crombie-Brown, a 1998 graduate who landed a principal job at Ronald Brown Elementary a year ago. "There was not a lot of consistency with what the LSCs want," she says, noting her experiences with LSCs that distrusted programs supported by CPS.

Some LAUNCH graduates speculate that LSCs may not be familiar with LAUNCH, and as a result, may discount qualified candidates. However, Donald Moore of Designs for Change questions such assertions. "Many LSCs are positive toward LAUNCH candidates," Moore says. "LAUNCH is a well-designed pro-

gram that is grounded in research about effective principal models."

Launching LAUNCH

The belief that principals are the most important component of school improvement led Beverly Tunney, president of the Chicago Principal and Administrators Association, and businessman Martin Koldyke to create an intensive training program that would enhance the pool of qualified principal candidates. The result was LAUNCH, a collaboration among the principal's association, CPS and Northwestern University, where Koldyke is a trustee.

The application process for LAUNCH is rigorous. In addition to having a master's degree and state certification to become principal, applicants must undergo a series of interviews, participate in a role-playing exercise and write an essay. Successful candidates are deemed to be the system's best and brightest, and possess strong potential for leadership, Terrell-Perkins says.

"I look for [applicants who] have a passion for teaching and learning, good communications skills, an interest in leadership and can see issues globally," she explains.

However, Hess notes that he was also

troubled by some participants who believed low-income children cannot learn. "They must find ways to assess this [attitude] up front and weed these people out."

Training begins with five weeks of instruction—an academic boot camp—at Northwestern University's Kellogg School of Management. The courses cover a gamut of instructional and administrative issues that CPS principals face: team building, change management in schools, political frameworks, conflict management, negotiation and decision making, instructional strategies, school management and parent-community involvement. Instructors include faculty from Northwestern's business and education and social policy schools, as well as CPS principals and administrators.

After completing the coursework, participants begin putting theory into practice in the fall when they are placed in five-month internships at public elementary and high schools and work side-by-side with the principal. They receive a \$40,000 stipend that is paid by CPS.

Mentor principals undergo extensive screening to ensure that they have suitable experience and personalities to allow interns to shadow them daily, says Terrell-Perkins.

After completing the internship, LAUNCH graduates become members of its "urban network" of educators. Carney says this built-in support network allows fellows to keep in touch and support each other once they're on the job.

Meanwhile, Haggerty keeps in touch with many of his LAUNCH classmates through the urban network, and attended a social gathering last fall. But, at 56, he says he has decided not to apply for any more principal jobs. In his most recent attempt, he was among five finalists for principal at Kennedy High.

Haggerty wonders whether LSCs give too much weight to personality and not enough to credentials, a factor that he believes hurt him during his job search. "I'm not one who dances around an issue," he says. "I tell people what is educationally sound, and they may not want to hear that."

Still, he remains upbeat about his experience and training with LAUNCH. "It was an outlet that came at a time that was important," Haggerty says. "I met people who share the same philosophies and goals." ●

New leaders on the rise

New Leaders for New Schools, a 2-year-old national training program for aspiring principals, started smaller than LAUNCH but posted similar results in placing its first crop of Chicago graduates.

Among the seven graduates of its 2002 charter class in Chicago, four landed principal positions, two were hired as assistant principals and one became executive director of a new alternative certification program for teachers.

"We were successful in preparing fellows for principalships," says Sylvia Gibson, New Leaders' Chicago executive director. "The skills allowed them to go right into a school."

New Leaders' mission is to recruit former educators who wish to return to the field and train them to become certified principals. Among its graduates and current participants are a former mental health therapist, an education director for a non-profit policy group, a marketing manager and a game show producer.

New Leaders participants must have a minimum of two years of teaching experience; most have four to seven years of experience. After completing the program, they will have gotten their state administrative credentials and other CPS requirements by completing coursework at National-Louis University.

By contrast, LAUNCH participants must be current CPS educators or administrators who already have principal credentials.

Both programs, however, use a similar training model that combines academic coursework with practical experience. New Leaders participants enroll in a six-week summer institute at National-Louis University, which uses

case studies to teach management and instructional leadership skills. In the fall, they move on to a nine-month paid "residency" at a CPS school and work with a mentor principal. Each resident is paid \$40,000, which is paid for by foundation grants. After completing the program, graduates will get two years of professional development and support.

"Right now we're trying to identify whether or not New Leaders fellows have been able to out-perform [other] first-year principals," Gibson says.

"We're anxious to develop this assessment so that we can convince people that this type of preparation works."

New Leaders, which also has programs operating in New York and California, selects candidates who have demonstrated potential as leaders, says Gibson, who has taken a leave-of-absence as principal of Cregier Multiplex to direct the Chicago effort. The 16 selected for this year's class are now doing their school internships.

Last October, New Leaders got a huge boost when Boeing Co. announced that it would contribute \$400,000 to the program and that CEO Philip Condit, along with other local chief executives, would serve as mentors. The collaboration aims to add an additional 100 principals to the pipeline by 2005, says New Leaders founder Jonathan Schnur.

Patrick Baccellieri, a former Seattle teacher and New Leaders graduate, moved right into that pipeline when he became interim principal, then contract principal at South Loop Elementary last December. "I feel equipped to handle the job, and connected with the board, parents and students," he says. "I don't feel like I'm on my own."

Faye A. Silas

CORRECTION

In the December 2002 issue, the article "The haves and the have nots" should have indicated that Austin High School has a higher percentage of special education students than any other general high school. The story mistakenly reported that Austin has the most special education students in the district.

CASE closed, new exam in the works

by Maureen Kelleher

CPS is developing a new standards test—it could be piloted this spring—to replace the Chicago Academic Standards Exams (CASE) that it scrapped in December.

The district is planning to hire a test publishing company to design the new high school course content tests, says Chief Education Officer Barbara Eason-Watkins. “We want to do this right,” she says. “We’re trying to find a couple who’ve done some work with high school districts.”

CPS is in discussions with at least two companies: Educational Testing Service (ETS) and WestEd, one of 10 nonprofit Regional Educational Laboratories created by federal education law.

Both companies have experience developing high school tests. ETS—best known for creating the SAT college entrance exam—is currently under contract with the California Department of Education to develop, administer and score a statewide high school exit exam. The test, which includes English and

mathematics, is aligned with state standards and taken by 10th-graders, who must pass both sections to earn a diploma. (The first class of students required to pass this test will graduate in 2004; so far, fewer than half of them have passed both parts of the exam.)

Meanwhile, WestEd has worked on a high school proficiency test for the state of Nevada and has developed questions for elementary and secondary school tests in Kentucky.

In December, CPS announced that it was dumping CASE, a group of standardized final exams in core subjects that were administered system-wide to 9th- and 10th-graders. Last fall, a group of social studies and English teachers from Curie High threatened to not give the tests this winter, complaining that the 4-year-old exams were poorly designed, disconnected from state standards and so time-consuming that they hampered instruction.

Dubbing themselves Curie Teachers for Authentic Assessment, the group met with CPS officials several times last fall. “They said, ‘You’re right, this is bad. We have to do something,’” says teacher

Martin McGreal. “They just decided to listen. They didn’t really defend it at all.”

In announcing plans to end CASE, CEO Arne Duncan said he wanted a test that would be better aligned with the state’s Prairie State Achievement Exam, which 11th-graders must take, and that is attuned with the district’s emphasis on reading and writing.

Eason-Watkins says school officials are also discussing ways to integrate the new exams with two other high school tests, PLAN and EXPLORE, that are taken by 9th- and 10th-graders to prepare them for the Prairie State.

Meanwhile, CPS has formed an advisory group to make recommendations on ways to assess student performance and give teachers feedback on the curriculum and their teaching skills. The commission will study how students learn, not just what they learn, officials say.

Samuel Meisels, president of the Erikson Institute, and Donald Stewart, president and CEO of the Chicago Community Trust, will co-chair the commission, which also includes CPS staff, teachers, principals, academics and school reform advocates. ●

Judge signals end of desegregation case

by Dan Weissmann

A Feb. 27 court hearing is expected to be the beginning of the end or perhaps the end itself of desegregation in the Chicago Public Schools.

On that date, attorneys for the School Board and the U.S. Department of Justice will respond to a federal judge’s surprise announcement in early January that he was ready to pull the plug on the school system’s 22-year-old desegregation consent decree, which the judge called “passe.”

The normal process for ending a consent decree involves a series of evidentiary hearings, but Marilyn Johnson, the board’s chief attorney, says it is possible that U.S. District Court Judge Charles P.

Kocoras will choose to end Chicago’s desegregation case immediately.

Without the decree, the School Board would not be required to maintain a racial mix among faculty at each school nor among students at magnet schools. Indeed, Johnson believes it could not use race as a factor in magnet school admissions. Under the decree, whites are to make up 15 percent to 35 percent of magnet school enrollment.

On Jan. 10, U.S. District Judge Charles Kocoras told attorneys in the Chicago case, “The whole complexion of the city has changed. The school system has changed dramatically. So somebody tell me why this case should stay alive.”

After the hearing, School Board President Michael Scott, who has favored cutting spending on busing in the past,

voiced support for integration and busing to provide choice.

“We believe education is enhanced through appropriate and practical desegregation of our classrooms,” he said.

He added that the district would continue to bus students to magnet schools even if the courts lift the federal desegregation consent decree.

Kocoras’s move comes at a time when the re-segregation of public schools in Chicago and elsewhere is on the rise, according to a new report by the Harvard Civil Rights Project. The average black student in Chicago goes to a school that is just 3 percent white, the report finds.

Additional information and a transcript of the Jan. 10 hearing are posted at www.catalyst-chicago.org.

AT CLARK STREET Gov. Rod Blagojevich has appointed CPS Chief Operating Officer **Timothy W. Martin** to the post of state Secretary of Transportation. Since 1997, Martin has been principally responsible for overseeing a multi-billion dollar capital improvement plan. ... **Philip Hansen**, CPS Chief Accountability Officer, has resigned and accepted a position as special assistant to the superintendent of the Illinois State Board of Education. Among his duties will be serving as a liaison between CPS and the state board on issues related to the federal education law, No Child Left Behind. **Joseph Hahn**, an assessment and compliance director, has been named acting chief accountability officer.

MOVING IN/ON **Steven Zemelman** joins Leadership for Quality Education (LQE) as director of professional development, where he will work with teachers at charter schools and small schools. Zemelman, one of the founders of Best Practice High School, is an educator and school improvement advocate who has been director of the Center for City Schools at National-Louis University since 1994. He will continue his work on South Shore small schools.



Zemelman

... **Ken Rolling**, who last served as executive director of the Chicago Annenberg Challenge, is now executive director of Parents for Public Schools, a national parent involvement and leadership group based in Mississippi. Rolling will remain in Chicago to oversee the opening of the organization's Chicago chapter ... **Jobi Petersen**, who previously handled No Child Left Behind policies at CPS, is now executive director of the Illinois Caucus for Adolescent Health. ... Business and Professional People for the Public Interest (BPI) hired **Laura Siegel-Critz** as senior policy associate to work on small schools and school design initiatives.

DRAWING BOARD The Chicago High School Redesign Initiative is seeking additional funding to open 10 new small high schools. The \$10 million proposal—now pending at the Bill and Melinda Gates Foundation—calls for CPS to identify and retrofit the facilities, and for the Redesign Initiative to select educator groups to run the schools. ... A new elementary school for kindergarten through 4th grade will be built on the lakefront just east of the Loop. The \$12 million facility is slated for completion in 2005 and will serve 400 students. Attendance boundaries have not yet been determined.

PRINCIPAL CONTRACTS **Patrick Baccellieri**, a graduate of the 2002 inaugural class of New Leaders for New Schools, an alternative principal training program, was awarded a four-year contract as prin-

cipal of South Loop. ... **Carolyn Epps** is interim principal at Miriam Canter Middle School; former interim principal **Theresa Speegle** is on a medical leave of absence from Canter.

PRINCIPAL RETIREMENTS The following principals have retired: **Louis Hall**, Raymond; **John Jursa**, Prosser High; **Linda Layne**, Gwendolyn Brooks College Prep; **Barbara Peck**, Bateman; and **Constance Roberts**, Rogers. Serving as interim principals are **Carl Dasko**, Bateman; **Pamela Dyson**, Gwendolyn Brooks; **Jose Rodriguez**, Prosser; and **Mary Rose**, Raymond. ... Senior guidance counselor **Joel Bakrins** is now contract principal at Rogers.

RENAISSANCE SCHOOLS CPS is proposing to restructure Williams Elementary into a K-12 school to reopen in the fall and converting Dodge Elementary into a teacher training academy. The proposal calls for the schools to partner with a number of outside experts, including Erikson Institute, Illinois Institute of Technology, National-Louis University and the Academy of Urban School Leadership. Two advisory councils comprised of parents, civic leaders and educators will gather community input before a final plan is determined for each school. Last spring, CEO Arne Duncan announced the closing of Williams, Dodge and Terrell, promising to reopen the first two by fall 2003. (See *CATALYST*, November 2002).

Compiled by Genevieve Lill



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