

TRANSITION PLAN**For the Approved Phase-Out of Walter H. Dyett High School****I. Introduction**

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to high quality schools in order to graduate college and be career ready. This means we must put our students' needs first, make difficult decisions, and act now to ensure that our communities have better educational opportunities. CPS proposed school actions (including closures, consolidations, reassignment boundary changes, phase-outs, and co-locations), along with significant investments to improve our schools in the communities with the greatest need for better opportunities.

In order to ensure a quality education for the Washington Park community, we proposed a school action that the Board of Education of the City of Chicago (Board) approved to phase-out Walter H. Dyett High School (Dyett). Current 9th, 10th, and 11th grade students will continue to be assigned to Dyett for the 2012-2013 school year. This action will reassign incoming ninth grade students to Phillips High School (Phillips). The transition plan outlined below summarizes the action, identifies the academic, social, emotional, and safety supports that will be provided to impacted students, and explains the process that was provided for commenting on the action.

Since this action was proposed in December 2011, CPS has received feedback from parents, schools, and community members and considered that feedback in this final transition plan.

II. Summary of Action

Dyett is a neighborhood high school located at 555 East 51st Street, within the Washington Park community and the South Side geographic network of CPS. Dyett currently serves 318 students in grades nine through twelve.

CPS has been approved to phase-out Dyett based on the school's chronic academic failure and the need for higher quality educational options for students in the Washington Park community. The phase-out meets the academic criteria of the Chief Executive Officer's Guidelines for School Actions: Dyett has received the lowest performance level (Level 3) on the Performance Policy (Board Report 10-0728-PO4) for at least two consecutive years, had a 5-year cohort graduation rate below its geographic network average in 2010-11, and scored below the 25th percentile on the trend and growth component of the Performance Policy in 2010-11. More specifically, Dyett has achieved the lowest performance rating, Level 3, every year since the Level 3 rating was introduced four years ago. The school's 5-year cohort graduation rate is 33.7%, and its trend and growth scores are in the 6th percentile of all schools subject to the CPS Performance Policy.

As a result of the board's approval, Dyett's attendance area boundary will be changed to decrease its grade offerings by one grade per year until the end of the 2014-2015 school year. Current 9th, 10th, and 11th grade students will continue to be assigned to Dyett for the 2012-2013 school year.

Incoming ninth grade students residing in the current Dyett attendance area will be assigned to Phillips High School (Phillips), located at 244 East Pershing Rd. Please see Appendix B for a map and narrative further explaining the proposed boundary reassignment.

III. Safety and Security

CPS has consulted with its Office of Safety and Security (OSS) regarding potential safety and security issues related to the proposed phase-out of Dyett, and is prepared to address any safety and security challenges that arise in this community. OSS will partner with local community groups, elected officials, other sister agencies, and the Chicago Police Department, specifically with the Commander of the Second Police District, to ease the transition of students to a changed school environment.

CPS will continue to provide safe passage supports to ensure the safety of all students and staff traveling to school. Safe passage workers wear identifiable vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. OSS will also continue to follow Dyett's current dismissal plan and foster Dyett's partnership with the CTA to assist students as they travel to and from school. OSS will conduct a security audit of the Dyett facility before the start of the 2012-2013 school year to ensure that the facility promotes a calm learning environment for all returning Dyett students. OSS is committed to maintaining the secure climate at Dyett and supporting the current security team through this transition.

IV. Supports for Students and Schools

Dyett High School serves 318 students in grades 9-12. CPS is committed to ensuring that all students impacted by the phase-out of Dyett have additional supports that will improve their educational opportunities.

Academic Needs of Students

To ensure students are given access to high quality instruction throughout the phase-out, CPS will invest in an additional instructional leader to support Dyett's school staff in meeting students' needs. The instructional leader will ensure that classroom quality remains high throughout 2011-2012 school year so that students continue to progress in their learning. CPS will also invest in additional instructional supports, with an increased focus placed on continued alignment of coursework to the College Readiness Standards as well as Common Core State Standards to ensure a rigorous instructional program.

CPS is currently working with Dyett leadership to review student performance data, student transcripts, and course sequence options to ensure that educational programs are aligned to the individualized support each student needs. CPS will invest in targeted ACT preparation programs and a comprehensive reading program to promote students' development and accelerate academic growth. A thorough review of credit recovery options has been conducted to maximize students' opportunity to meet graduation requirements. CPS will invest in online, summer school and evening credit recovery programs to allow Dyett students to make up high school credits. CPS will also invest in a counselor to facilitate Dyett students' successful completion of high school and provide thoughtful consideration of post-secondary opportunities.

Although Phillips is not the subject of a school action, future students who will attend Phillips due to the change to Dyett's attendance area boundary will receive the benefit of attending an Academy for Urban School Leadership (AUSL) school. As part of the AUSL network, Phillips incorporates a multi-tiered model of student support that addresses behavioral, social, emotional, and academic concerns at levels of increasingly intensive support. This model ensures that students receive strong core instruction, differentiated support in the classroom, and appropriate small group and individualized intervention for students who are struggling. AUSL also has an in-house training program for aspiring teachers which ensures that all teachers have mastered a set of powerful instructional strategies aimed at meeting the needs of all students. This program

is specifically tailored to prepare teachers to meet the specific challenges of urban school transformation. This program also allows for additional adult personnel on site that will support students' transition.

Social Emotional Needs of Students

CPS is committed to ensuring that all students impacted by the phase-out of Dyett experience a positive learning climate for the remainder of their high school career. The CPS Department of Youth Development and Positive Behavior Supports will work directly with school and network administrators to assess students' social, emotional and behavioral needs and determine what supports should be implemented and/or remain available to address those needs.

CPS will work with staff and leadership at Dyett to address concerns regarding the phase-out of their school and to emphasize the unique need to maintain a stable, positive and supportive learning environment for students. As needed, the Department of Youth Development and Positive Behavior Supports will consult with the leadership and staff at Dyett to ensure school climate systems are in place that support learning for all students throughout the school.

Students with Disabilities

Students with disabilities at Dyett will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs).

All instructional, clinical and related services will continue to be provided to students in accordance with their IEP. All specialized services, including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will be provided in the manner stated on each student's IEP. The additional academic supports outlined above will also be made available for all students including students with disabilities. IEPs will be revised as necessary to address any additional support needed throughout and beyond the transition.

The administration at Dyett will work with the Office of Special Education and Supports to ensure that a full analysis of IEPs for all students be performed and that proper teaching, clinical and related service are allocated to meet the needs of all students. Furthermore, staff will be equipped to meet with parents to answer any questions or concerns regarding the transition.

The Dyett facility is accessible to the public and compliant with the Americans with Disabilities Act. Schools designated as "accessible" all have a basic level of access, but the accessibility of individual floor levels, rooms and features may vary. For more information about a particular school, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

The CPS Office of Students in Temporary Living Situations (OSTLS) will continue the supports currently provided to students in temporary living situations (STLS), which include but are not limited to immediate enrollment, STLS transportation, and hardship transportation as appropriate, at Dyett.

English Language Learners

According to the Office of Language and Cultural Education (OLCE), currently Dyett does not have any English language learners (ELLs) enrolled. Future ELL students will receive state mandated transitional bilingual program services which include, depending on the number of ELL students enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from OLCE.

Transportation

No additional transportation will be offered as a result of this action. Provisions for specific student populations (i.e. student with disabilities, students in temporary living situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

City of Chicago Resources

Chicago Departments and sister agencies that work with CPS students and families will partner to support the transition.

V. Informational Briefings Regarding Choice of Schools

Current Dyett students' home school assignments will not be impacted by the phase-out of Dyett. Students and families have had the opportunity to pursue additional enrollment options. CPS provided informational briefings regarding enrollment options on the dates below during the times specified. At these informational briefings, parents and guardians were given relevant information to assist them in making informed choices on the enrollment of their children.

For current 9-11th grade students

January 18, 2012 from 5-7 p.m.
Malcolm X College
1900 W. Van Buren St.

January 21, 2012 from 12-2 p.m.
West Englewood Library
1745 West 63rd Street

CPS staff was also available to provide detailed information to students and parents immediately prior to the first community meeting, on January 6, 2012 from 5-6 p.m. at Charles A. Hayes Center, 4859 S. Wabash Ave.

VI. Public Comment***Community Meetings and Public Hearings:***

CPS held two community meetings and one formal public hearing regarding this action. Public comment was accepted during each meeting. CPS considered community feedback and adjusted this transition plan accordingly.

Community Meeting 1

January 6, 2012 from 6-8 p.m.
Charles A. Hayes Center
4859 S. Wabash Ave.

Community Meeting 2

January 20, 2012 from 6-8 p.m.
Charles A. Hayes Center
4859 S. Wabash Ave.

Public Hearing

January 27, 2012 from 5:30-7:30p.m.
Board Chambers
125 S. Clark St., 5th floor

Further Questions and Concerns:

Please call the Chicago Public Schools Quality Schools Hotline at (773) 553-5020 with any additional questions or concerns concerning the phase-out of Dyett.

Appendix A: Performance Data

CPS has a policy to hold all schools accountable called the Performance, Remediation and Probation Policy. Its purpose is to effectively and fairly measure school performance. Based on the percentage of current statistics and growth points earned, schools are awarded one of three ratings:

- **Level 1** (Excellent Standing): High schools receiving at least 66.7% of available points.
- **Level 2** (Good Standing): High schools receiving between 44% and 66.6% of available points.
- **Level 3** (Probation): High schools receiving less than 44% of available points.

For more information please visit: http://cps.edu/SiteCollectionDocuments/PerformancePolicy_FAQ.pdf

FY11 Performance Data for Schools Subject to Action:	School: Dyett HS
Performance Policy Level	Level 3
Percent of Policy Points	12.0%
% of Current Status Points	0.0%
% of Trend and Growth Points	19.4%
Trend and Growth Percentile Rank	6th
Cohort Graduation %	33.7%
NETWORK Graduation %	59.6%

Appendix B: Boundary Changes and Proposed Student Reassignment

If the Board of Education approves the phase-out of Dyett, all current Dyett students in 9th to 11th grade will return to Dyett. For future students, the current attendance area boundaries of Dyett and Phillips will be modified according to the proposed boundaries for 2012-13 described in the map here.

