

Ogden-Jenner Consolidation Proposal

OCTOBER, 2015

Ogden-Jenner Joint Task Force

Prepared by Amara C. Enyia JD, PhD
Ogden-Jenner Joint Task Force Facilitator

Contents

Executive Summary.....	3
Explanation of Process	5
Timeline.....	6
Background.....	7
Jenner under-enrollment.....	7
Ogden over-crowding.....	8
A new elementary school in Ogden’s boundary has also been proposed. While this would be an ideal solution, no funds exist for such an endeavor. Given CPS’s current budget crisis, it is unlikely that funds will be allocated for a new building anytime in the next few years.....	9
Enrollment projections.....	9
Circumstances if no Ogden-Jenner consolidation occurs	11
Proposal.....	12
School Organization and Staffing (teachers, leadership).....	13
Academics.....	14
Transportation	15
Budget.....	16
Social/Emotional Support and Safety	17
Conclusion	19
Task-Force Recommendations.....	19
APPENDIX	20
.....	21
Projections of Enrollment at a Merged Ogden-Jenner Elementary School, 2016-2020 ...	21
Executive Summary.....	21
Overview.....	23
Historical Data.....	24
Summary of Ogden-Jenner Enrollment Projections.....	27
Comparison of Projections for Other Neighborhood Schools.....	29
Enrollment Projections Methodology	30
Census Tract Tiers, Neighborhood School Boundaries, and the Number of School-Aged Children by Neighborhood.....	36
.....	37
Research Reference List.....	39
.....	40
.....	41
.....	45

Executive Summary

The Jenner-Ogden Joint Task Force was formed to explore options to address overcrowding at Ogden International School and under-enrollment at Jenner Academy of the Arts. The 14 members of the task force (7 from Ogden and 7 from Jenner) were comprised of teachers, community members and parents. They were selected to represent the diverse voices of the many stakeholders that would be affected by any consolidation plan. The primary directive of the task force was to develop a plan that:

- 1) Addresses the under-enrollment issue of Jenner and the overcrowding issue at Ogden in a way that frees up the most space for the longest amount of time;
- 2) Proposes a school configuration that is equitable and is the least disruptive for Jenner and Ogden parents and families;
- 3) Employs the most cost-effective mechanism that protects the integrity of the academic and social emotional experience for children

The Task Force was committed to operating with transparency and equity in process - recognizing that the possible consolidation represents a possible partnership between peer schools and peer communities. The Task Force recognized that both schools should have equal voice in deciding whether a consolidation was the right step for each. Low enrollment has negatively impacted the quality of academic options students enjoy at Jenner. Students do not receive second language instruction. Until 2015, middle grade students were not receiving science instruction from a certified science educator. The low enrollment for the 2015 school year meant a loss of \$310,000 for the school – the equivalent of 3 teachers.

Meanwhile, at Ogden, overcrowding threatens to erode the quality of educational experience for teachers and students. Over the past four years both science labs have been lost, as one became an art room, since the art room was converted into two primary classrooms. This year the Spanish room was converted into a homeroom, and the music room would have been if Ogden did not create a split grade level classroom. The library storage room and a book room have been converted to learning spaces for special education classrooms.

Given the current circumstances at both schools and the Task Force's mandate to determine whether consolidation was feasible, and what consolidation would look like in operation, the Task Force voted by a vote of 10 to 2 (with 2 votes still outstanding) to consolidate schools for the 2016 school year.

The Task Force selected a configuration of grades K – 3 at Ogden East, grades 4-8 (with pre-K) at Jenner, and grades 9 – 12 at Ogden West. This configuration was selected because it frees up the most amount of space at each school for the longest amount of time – freeing up about 100 additional seats at each school for a period of about 5 years. In addition, Jenner is the only existing school in the vicinity with a footprint that

allows for the construction of an annex that could create even more seats when necessary.

The consolidation would not incur significant additional costs to either school and administratively, there exists an opportunity for a co-principal model which would allow the schools to retain existing leadership. Funding and training exists to ensure Jenner faculty are trained in the IB curriculum and the consolidation of schools would create access to Title 1 federal funds, which mean more financial resources to add to the school's budget.

It must be noted that many alternatives to consolidation were considered. For example, the task force assessed the viability of turning the Ogden parking garage into classroom space, building vertically, or constructing a new elementary school. All three of these options were cost prohibitive and CPS is unable to commit resources due to budget constraints. Changing the attendance boundaries also proved unworkable due to already overcrowded neighboring schools whose attendance boundaries border both Ogden and Jenner. Delaying consolidation also proved to be an unfavorable decision. For Jenner, it means the possibility of deep funding cuts for the 2016 school year. This would cause further cuts to staff and programs such as music and art. If Jenner aggressively recruits students from around the city and is able to increase enrollment in 2016 (it experienced a 10% increase in enrollment for 2015) this could mean a consolidation is no longer an option for Ogden.

The options on the table were to consolidate both schools or not consolidate. If no consolidation occurs (Plan B) both schools would go back to their respective drawing board – meaning that Jenner will have to aggressively recruit students from around the city in an effort to avoid further cuts to staff and programs while Ogden would prepare to lose additional classroom space and prepare for increased class sizes.

The proposal by this task force to move forward with consolidation for the 2016 school year reflects the desire to be proactive, yet thoughtful about how to address the issues both schools face, challenging though they may be. It also represents a willingness to work collaboratively, recognizing that a consolidation entails the merger not just of staff and facilities but also of cultures. The process recognizes the unique identities of two great schools separately, with the opportunity to join forces to create something even greater. The Joint Task Force is confident that the strengths of both communities and desire to work on behalf of the children served by both schools can create an opportunity for a productive consolidation process that will benefit all stakeholders.

Explanation of Process

The purpose of the Ogden-Jenner Joint Task Force is to determine if and when a consolidation¹ between The Ogden International School of Chicago and the Jenner Academy of the Arts is a viable solution to address Ogden's overcrowding and Jenner's under-enrollment.

Recognizing the layers of issues that the Ogden-Jenner Task Force must address, both principals selected individuals from their parent community, faculty, and community groups to represent the voices of the diverse stakeholders in the proposed consolidation process.




Joint Task Force Members:

Ogden	Jenner
Mario Hollemans , community rep	Tracy Alvarez , community rep
Thea Kachoris-Flores , parent	Ashley Linzey , parent
Brett Leibsker , parent	Toni Pullen , community rep
Robin Moore , parent	Deborah Sheriff , teacher
Kayci Pickett , teacher	Terence Swims , teacher
Taneel Sanders , teacher/IB coordinator	Katie Welsh , assistant principal
Brendan Vaughan , teacher	Quoizel Benton , Parent

Principals: Michael Beyer, Ed.D – Ogden, Robert Croston, Jenner
(See *Principal Bios in Appendix*)

The Task Force leadership recognized the need for a neutral facilitator to ensure that the principles of transparency, parity, and rigor prevailed throughout the process. They sought a facilitator with both legal and education expertise, experience in working in diverse educational settings in communities around Chicago, and the ability to oversee an effective, transparent, and neutral process. Principals Michael Beyer and Rob Croston selected Dr. Amara Enyia to facilitate the task force. Dr. Enyia holds a law degree as well as a PhD in Education Policy where she specialized in education equity and evaluation. (See full bio in Appendix).

Under the facilitator's guidance, the Task Force developed four (4) sub-committees to address the key areas of concern as expressed by forums and town halls involving parents, teachers, administrators, and community members.

-  **Safety and SEL (Social/Emotional Learning)**
-  **Transportation**
-  **Budget and Organizational Structure**

¹ Consolidation is the technical term CPS uses for what has been described as a merger.

² 690 students is the official CPS capacity for the Jenner building, based on an average class size of 30 students, but more students could be enrolled depending on the CPS budget for per pupil funding.

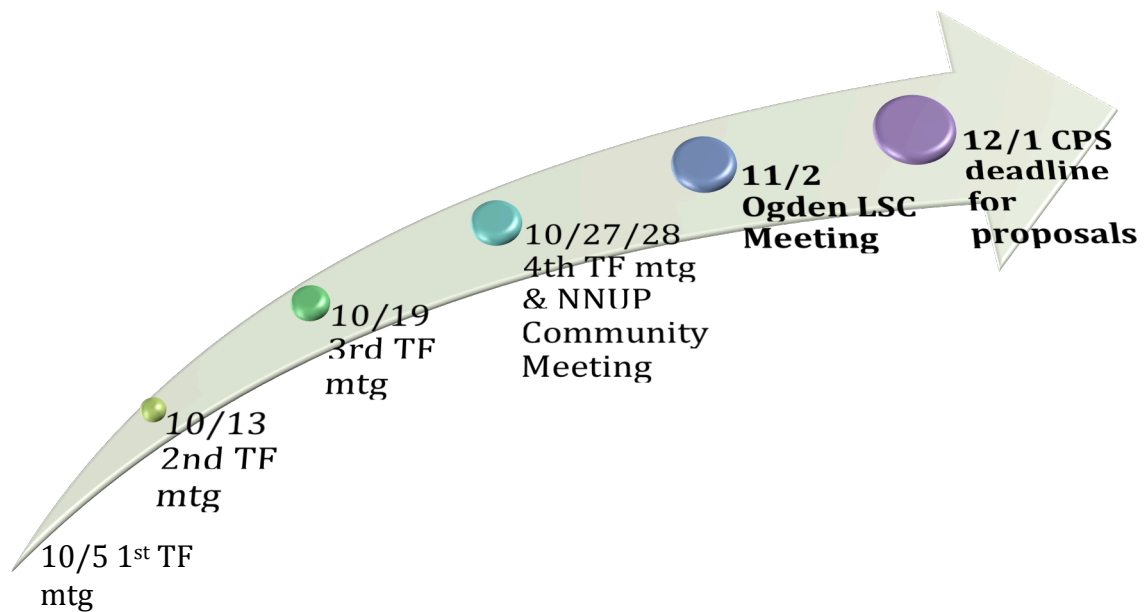
³ Official capacity is based on an average class size of 30 students per classroom. If the per-pupil

Academics, and Staffing and Leadership

The full Task Force met on a weekly basis on the following dates: Monday, Oct. 5, Tuesday, Oct. 13, Tuesday Oct. 19th, and Tuesday, Oct. 27th. Each subcommittee met independently in between full Task Force meetings to discuss key issues, identify data sources, and compile information to present to the full Task Force. With a commitment to transparency, Task Force notes were compiled on an online, shared document and notes were kept from each task force meeting.

Timeline

The Task Force worked under an aggressive timeline to develop a proposal for a potential consolidation. Key dates included an October 28th NNUP meeting, a November 2nd Local School Council meeting, and the CPS December 1st deadline for proposed school actions for the subsequent year.



Background

Jenner under-enrollment

As a result of fewer housing options for families that traditionally attended Jenner, and the introduction of a charter school, student enrollment at Jenner has steadily declined since 2010 from 482/690 to 240/690² today.

After Jenner was removed from the list of schools to be closed for under utilization in 2012, district officials and community partners considered rebranding Jenner as an International Baccalaureate (IB) school. The rebranding of Jenner offered the promise to increase rigorous academic courses, attract and retain more Near North families, and to increase student enrollment. These plans never gained traction. The following school year the principal was removed and Principal Croston was assigned as interim. In December of 2014, Jenner Academy of the Arts's LSC awarded Principal Croston a 4-year contract.

In the past year, Principal Croston, at the direction of Jenner Academy of the Arts's LSC and Network 6 Chief, Chip Johnson, has collaborated with the Near North Unity Program (NNUP) and local school partners to explore viable and sustainable options to rebrand Jenner Academy of the Arts. During school action of 2012, NNUP offered an alternative consolidation plan that included Jenner and Ogden merging to increase Prekindergarten-eighth grade seats in the Near North neighborhood. The framework by which the Jenner-Ogden exploration began was laid by NNUP.

Low enrollment has negatively impacted the quality of academic options students enjoy at Jenner. Students do not receive second language instruction. Until 2015, middle grade students were not receiving science instruction from a certified science educator. However, during the 2014-2015 school year, music instruction returned, an after school band program led by the Chicago Jazz Philharmonic started and a local dance company began conducting dance classes after school at Jenner.

² 690 students is the official CPS capacity for the Jenner building, based on an average class size of 30 students, but more students could be enrolled depending on the CPS budget for per pupil funding.

This year, Jenner's administration secured three grants to support teachers' professional development needs: Children's Literacy Initiative (primary reading), Gust Foundation (special education) and Peggy Notebaert Nature Museum (science instruction). The University of Chicago's Urban Teacher Education Program has agreed to send student teachers to learn with and from Jenner teachers.

Jenner's efforts to improve the school's brand began with "Be the N.E.S.T.," a school theme that reinforces the principles of being Neighborly, staying Engaged, being Scholarly, and using Teamwork. This effort has led to double-digit growth in the number of students performing at grade level, higher student attendance, and surpassing enrollment projections by 10% for the 2015-2016 school year. Jenner is committed to making Jenner Academy of the Arts the number one neighborhood school choice for all Near North Residents.

Ogden over-crowding

The Ogden East campus building was originally designed to house prekindergarten through 8th grade. By the time the new building was opened, it could only house prekindergarten through 6th grade. Seventh and eighth grades were moved to the West campus, and a year later 6th grade followed. At the end of the 2014-2015 school year, prekindergarten was closed to make room for additional homerooms. If Ogden had kept prekindergarten and did not have a West campus building, the East campus would hold approximately 1,200 students and would be 150% overcapacity, one of the highest in CPS.

Over the past four years the following rooms have been converted to serve as homerooms: both science labs have been lost as one became an art room, since the art room was converted into two primary classrooms. This year the Spanish room was converted into a homeroom, and the music room would have been if Ogden did not create a split grade level classroom. The library storage room and a book room have been converted to learning spaces for special education classrooms.

The recess spaces at Ogden East are not designed to hold recess for large numbers of students, especially older students. Similarly the lunchroom has a certain capacity and will reach a limit within two years, at which time classes will have lunch in their homerooms, leading to sanitation and allergy concerns.

Alternative Suggestions for Ogden

It has been suggested that the parking garage be converted into classroom space, but

that would cost a significant amount of money that CPS cannot promise at this time. It has also been suggested Ogden build vertically. However, when the new building was being constructed it was supposedly prevented from building additional floors because it would have reduced the value of condominiums whose view would be blocked by the additional floors. Convincing the City Council to waive the height restriction now would be a politically challenging and lengthy process. It has been suggested Ogden simply reduce the size of the school's attendance boundaries. Ogden is limited in its ability to shrink its boundaries because of overcrowding in neighboring schools. Specifically, South Loop Elementary is currently at 125% capacity and Skinner Elementary in West Loop is at 140% capacity based upon CPS available data. In addition, shrinking the attendance boundary would disenfranchise hundreds of families, many of whom purchased their home so they could attend Ogden. Furthermore, changing or reducing Ogden's boundaries could result in economic segregation, which would be both politically unpopular and counter to the school's International Baccalaureate mission.

A new elementary school in Ogden's boundary has also been proposed. While this would be an ideal solution, no funds exist for such an endeavor. Given CPS's current budget crisis, it is unlikely that funds will be allocated for a new building anytime in the next few years.

Finally, it has been proposed that the consolidation be delayed to the 2016-2017 school year. Jenner managed to increase enrollment by nearly 10% since the Spring due to aggressive advertising and enrolling procedures in efforts to recruit students from around the city. This aggressive, citywide recruitment strategy is necessary in order to keep the school functional by building its enrollment numbers. If this consolidation is postponed a year, it is a possibility that Jenner might grow to 300+ students, and could lead to capacity issues once the schools consolidate, or even eliminate Jenner entirely as an option for consolidation. Principal Croston is willing to abstain from enrolling more students from outside the school's attendance boundary if this consolidation is approved.

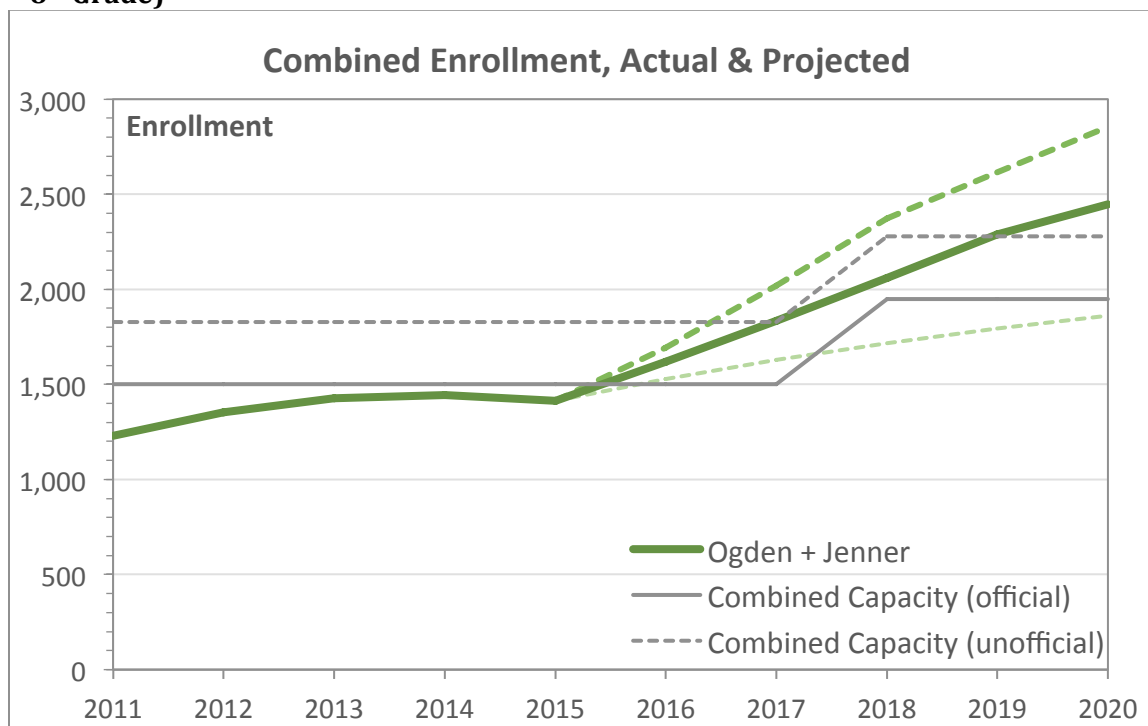
Enrollment projections

Extensive research has outlined the enrollment projections for Ogden school, taking into account current trends. A combined elementary school would have an official CPS total capacity of 1,500 students, though unofficially the schools can accommodate closer to 1,830 students. If an annex were to be built at Jenner comparable in size to

annexes built at other similarly situated schools, the combined capacity would be 1,950 students and the unofficial capacity would be closer to 2,280 students.³

The baseline enrollment projection for Pre-K through 8th predicts that a combined Ogden-Jenner elementary school would surpass 2,000 students within three years, and have nearly 2,450 students within five years. The projection would put the Ogden-Jenner combined school over the CPS “efficient” capacity, and would generate an overcrowding issue (again) by 2019, dependent on the usage of each campus. (See Appendix for full report).

Figure 1. Actual and Projected Enrollment at a Combined Ogden-Jenner School (Pre-K – 8th Grade)



Notes: Data for 2011-15 represent CPS enrollment numbers, while data for 2016-20 represent forecasted enrollment. The thick solid line represents the actual data and the baseline scenario, the thick dashed line represents the high-growth scenario, and the thin dashed line represents the low-growth scenario. The official combined capacity refers to the “efficient” level of enrollment that the Ogden and Jenner buildings can hold combined, according to CPS. The unofficial combined capacity refers to what their respective administrators believe the two buildings can actually accommodate.

³ Official capacity is based on an average class size of 30 students per classroom. If the per-pupil funding continues to decrease due to the CPS budget crisis, a higher class size will be required, and therefore schools will enroll additional students in order to pay for salaries and supplies, and therefore a higher capacity could occur in each building.

Circumstances if no Ogden-Jenner consolidation occurs

Implications for Ogden

If the Ogden-Jenner consolidation does not happen in 2016-2017 and enrollment trends continue, we will need two additional homerooms. To handle this, the music room and an art room will be converted to homerooms, forcing all specials classes to be delivered to students via a cart, which is when teachers will move from homeroom-to-homeroom and not have a room of their own. This causes specials teachers (music, art, library) to limit what they can teach, since large instruments cannot be moved on a cart, and because art teachers will be reluctant to make a mess in a teacher's homeroom.

The science lab, which was converted to serve special education students, will likely become a homeroom for general education, and special education students will return to receiving services in a small, windowless room.

In 2017-2018, we are projecting that we will need another two additional homerooms. Ogden will then be faced with a choice of dividing the library into classrooms, or increasing class sizes to more than 35 students and giving an hour of support to each classroom by a "co-teacher".

By the 2018-2019 school year, Ogden will have to divide the library, if it had not done so already, or increase class sizes to nearly 40 to handle the need of two additional homerooms.

By 2019-2020 school year, if no other solution is found to alleviate Ogden, the school will have classes in the hallways, as is done in schools like Peck Elementary.

Implications for Jenner

If no consolidation occurs for Jenner in 2016/2017, Principal Croston will need to boost enrollment numbers to keep the school viable and open. To do this, he will engage an aggressive, citywide recruitment strategy such as was implemented in the 2015 school year. This strategy is designed to increase enrollment numbers by relying on attracting students from all over the city – not just those within the local Jenner community area. Given the success of 2015 recruiting (a 10% increase in enrollment), Jenner could continue to see an increase in enrollment. Jenner has also applied for several enrichment programs that could serve as attractive features to new families. These measures could increase enrollment for the school. Ultimately, if enrollment recruitment measures are successful, this removes Jenner as an option to help relieve Ogden's overcrowding.

Proposal

The Ogden-Jenner task force sought to develop a proposal that addresses the most pressing questions and concerns pertaining to the current status of each school, as well as issues that would arise if the schools were to consolidate. The proposal takes into account the concerns, questions and issues that emerged in the discussions of a potential consolidation and proposes what the process and outcomes could look like if approved. The proposal used three major criteria when determining which consolidation structure would be most feasible:

- 4) Addresses the under-enrollment issue of Jenner and the overcrowding issue at Ogden in a way that frees up the most space for the longest amount of time
- 5) Proposes a school configuration that is equitable and is the least disruptive for Jenner and Ogden parents and families
- 6) Employs the most cost-effective mechanism that protects the integrity of the academic and social emotional experience for children

The Ogden-Jenner merger joint task force is proposing a consolidation to take place for the 2016 school year with the following 3-campus building structure:



K – 3rd at Ogden East

4th – 8th at Jenner Building (with pre-K)

9th – 12th at Ogden West High School building

This school structure frees up about one hundred seats at each campus, and possibly more if the 6th grade were moved from the Jenner building over to the high school building. This model addresses the overcrowding situation for Ogden for up to five years, assuming population trends increase at projected rates. It should also be noted that at this time, Jenner Academy is the only building within this proposal that maintains a real estate footprint conducive to development of an annex for expansion. Therefore, if overcrowding does become an issue again at any point in the future, there still exists the option to expand the Jenner building to accommodate more students, thus extending the viability of this proposal beyond initial estimates. Overall, this building configuration would free up the special education rooms at Ogden, would restore science classroom space, and would give Spanish teachers classroom space so that they are no longer relying on carts and the computer lab for classes.

School Organization and Staffing (teachers, leadership)


The configuration of the staff post-consolidation is a major concern, as the potential exists for lay-offs of redundant positions and other potential staff losses. At the teacher level, staff changes are guided by the Collective Bargaining Agreement between CPS and the Chicago Teachers Union (CTU). The CTU contract provides a specific process for the lay-off of teachers. If the consolidation of Jenner and Ogden is considered an action described in Appendix H(1)(A-G), then layoffs, if necessary will occur in the following order: (1) any teachers rated unsatisfactory, (2) any substitute or temporary teachers, (3) probationary appointed teachers by performance tier, (4) tenured teachers rated “emerging”, (5) all other layoffs within each group will be by inverse seniority.

Based on anticipated enrollment with the possibility of a slight increase of students enrolling from the Jenner boundary that current do not attend, neither principal anticipates there would be reductions in teaching staff due to a consolidation.

At the administrative level, both principals would be able to stay on staff. However, only one would be the school’s official principal. The second principal could be staffed into a principal role, but would essentially serve as second-in-command, hired by the first, and without a contract from the Local School Council. Keeping both principals would help ensure a smooth consolidation process between the two schools as well as continuity to provide stability throughout the course of the consolidation process.

Only one Local School Council would exist if the consolidation takes place. According to 105 ILCS 5/34-2.1(a), a local school council shall be established for each attendance center. The Illinois State Board of Education defines schools with multiple campuses as one attendance center.

Recommendations

-  As there might be fluctuations in enrollments in the first couple of years, we are recommending that all teaching positions be retained until we have a clear projection of enrollment.

Academics

The Ogden-Jenner consolidation addresses the most pressing academic concerns that parents expressed. The goal for the consolidation is to preserve the integrity of rigorous curriculum at both schools, ensure the schools maintain high ratings within the school district, preserve its quality International Baccalaureate (IB) program, and ensure that all children receive the highest quality academic experience.

According to CPS data, Ogden is a Level 1+ school. Preliminary data shows that after a consolidation, Ogden would retain at least a Level 1 status. This is due in part to the fact that the school is performing well above the threshold for level 1. In addition, the difference in population size between Ogden and Jenner (Jenner having significantly fewer students, and therefore, fewer students underperforming), the number of potential students at Jenner possibly performing below Level 1 standards, is small. Preliminary data of primary students in Jenner indicate significant improvement from prior cohorts, and the Jenner ratings will improve as these students enter 2nd grade, when test scores count towards school ratings.

The task force also sought to determine whether a consolidation of both schools would lead to a decrease in learning outcomes or academic performance for existing high-performing students from either school. Extensive education policy research demonstrates that this is not the case. Academic achievement for existing students, including already high-achieving students, does not decrease when lower-performing students are introduced into their classrooms. In fact, students who were low-performers are consistently found to improve their academic outcomes in the new school setting across a range of studies. (See Appendix for the following cases that support this assertion: *Bankston and Caldas 1996, Brown 1999, Hallinan 1998, Hawley 2002, Hochschild 1997, National Association for the Advancement of Colored People [NAACP] 1991, Orfield and Eaton 1996, Wells and Crain 1994, 1996.*)

A commitment to maintaining rigorous academic curriculum can ensure continued high performance. An established MTSS⁴ process to control for excessive IEPs will ensure that all students receive the specialized assistance they need to perform at or above grade level.

To ensure that the IB curriculum and standards are maintained, Jenner teachers and staff would receive training with minimal expenses. This includes attending the IB training workshops in Chicago in 2016, leveraging CPS and Friends of Ogden funds for professional development, and utilizing Ogden teachers who have volunteered to train Jenner teachers on IB.


Jenner currently maintains a number of key partnerships that provide a breadth of supplementary academic enrichment initiatives for students. This is including but not limited to: Sinai Tutors, WITS tutoring, Cabrini Connections, Kids Club, Chicago Tutoring,

⁴ MTSS is Multi-Tiered Systems of Support

Moody/SLAM and GRIP, Brothers Standing Together, and Walter Payton College Prep student tutors. These partnerships would continue if the schools choose to consolidate.

Overall, a proposed consolidation could enhance the academic outcomes for students by leveraging existing partnerships that enrich academic programs, ensuring reasonable class sizes that are conducive to effective instruction, sufficient classroom space for specialized curriculum in Arts, Languages, Science, and a more diverse environment that supports enhanced academic outcomes for students.

Recommendations

-  Utilize funding available from CPS and Friends of Ogden to train Jenner faculty on IB curriculum

Transportation

Ensuring that all families have access to transportation across three campuses remains one of the top concerns for the joint task force and for the parents and community members that expressed concern about how a consolidation would affect transportation access.

Due to the fiscal crisis, CPS is seeking ways to cut all costs, including those for transportation. Already this school year CPS has consolidated bus pickup sites across the city for students attending magnet and selective enrollment schools, increasing the distance thousands of students must walk before being picked up by a bus for school. CPS has also cut the number of shuttle buses between West and East Campus, which was only recently resolved once CPS determined they could also use a route bus for a shuttle.

As a result, we cannot anticipate CPS will pay for busing to and from Jenner, leaving families to rely on personal and public transportation options. However, given the unique circumstances of the consolidation plan Jenner and Ogden have an opportunity to lobby for a shuttle service, particularly because the distance between Ogden East and Jenner is less than one mile.

The distance from Ogden East campus to Jenner is 0.8 Miles and the distance from East to West campus is 2.0 miles. Due to the size of the Ogden attendance boundary, Jenner is closer to some families than Ogden East. The distance to Jenner is walkable for some Ogden families, but not all. Significant numbers of Ogden and Jenner families do not have a car and will be forced to rely on public transportation. Fortunately, the neighborhood streets between East campus and Jenner are safe with ample sidewalk space and crosswalks with stoplights at almost all intersections. All campuses are close

to major CTA locations and major routes. Jenner is 0.7 miles from the Red Line Clark /Division station, and 0.6 miles from the Brown/Purple Lines Chicago station.

Jenner has more space and considerably less traffic to enable safer pick-up and drop-off. There is also significantly more sidewalk and green space to improve safety and meeting locations during pickup and drop off.

An obstacle families might face is arranging how siblings meet after school. Arrival and dismissal times at each campus would necessitate careful coordination to enable both parents and siblings enough time to travel between up to three campuses. Each campus that houses students in grades kindergarten to fifth grade should plan childcare options before and after school to support families who cannot make other arrangements.

Encouraging parents to share transportation duties by improving the family directory might help resolve some of the challenges of having a three-campus school. Assigning students to homerooms by the end of the school year, thus enabling parents the entire summer to make arrangements with other families, will also help families solve challenges they face.

The cost for one bus per year is \$36,800.00 and depending on budget, Ogden might be required to look for other sources of funding to pay the cost, e.g., fundraising.

Safe Passage might be extended between Ogden East and Jenner campuses, ensuring adults are present for students walking to school. Safe Passage might not be approved due to the budget crisis, and parent volunteers should be encouraged to assist.

Recommendations

- ✚ Request funding for a shuttle between Jenner and Ogden East (lobbying CPS for special funds due to the consolidation)
- ✚ Relocation and/or expansion of Safe Passage routes
- ✚ Creation of set paths for students to follow
- ✚ Use of volunteers to serve as “Community Watchers”
- ✚ Staggered start times (30 minutes apart) for sibling or parent pick up/drop off

Budget

The Ogden-Jenner consolidation outlined in this proposal is the most cost-effective, requiring minimal additional costs to either school or CPS for implementation. Given the school district’s dire financial circumstances, the task force operated under fiscally conservative assumptions about resources that could be availed to assist in a consolidation.


In accordance with the CPS student-based budgeting practice, CPS would include students at all three campuses under one budget while allowing the LSC and administration to determine how that budget is spent across three campuses.

With current population demographics, an Ogden-Jenner consolidation would result in the required 41% Title 1 threshold. Title 1 is Part A of the federal Elementary and Secondary Education Act and provides financial assistance to the local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. This means more funds to enhance educational outcomes if the consolidation occurs.

Costs of the merger might include:

- Limited training costs, as mentioned above
- Possible transportation shuttles, as mentioned above
- Staff costs that are not supported by student-based budgeting to weather fluctuations in student enrollment
- Move and logistics costs
- Additional classroom supply costs

Recommendations

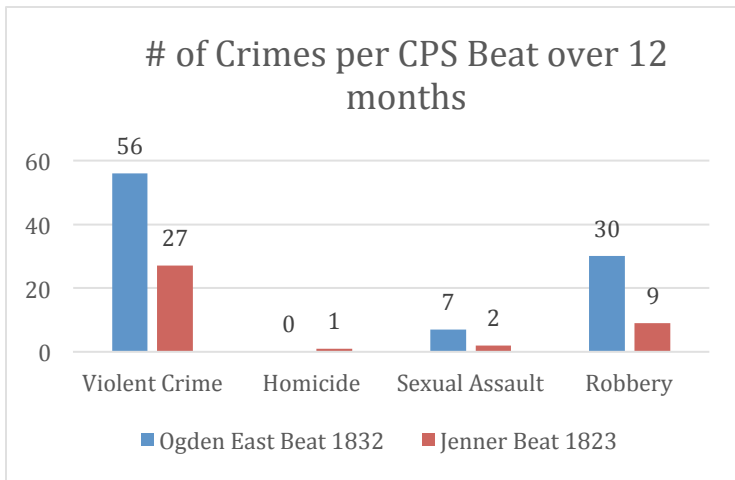
-  Identify all costs, including staffing, and potential funding sources outside of CPS, e.g., Friends of Ogden and local foundations.

Social/Emotional Support and Safety

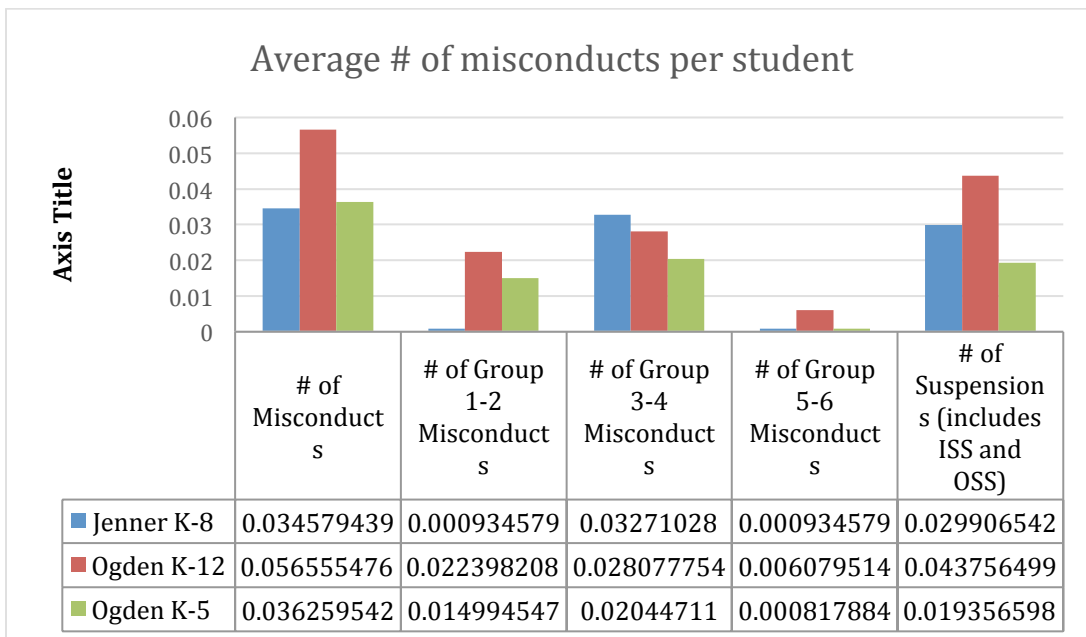
An Ogden-Jenner consolidation must address the social and emotional support and safety needs of the students and communities served. A consolidation is not just a consolidation of academic curriculum – it is also the consolidation of two different school cultures with the development of a new culture and philosophy that must take into account the needs of the students, families, and communities served by the school. Both schools already employ mechanisms to support the social and emotional learning of students. These include after school programs with partner community-based organizations, partnerships with local universities (i.e. DePaul University, Moody Bible Institute) for enrichment programs, and other local resources.

Moreover, the principles of the IB curriculum are responsibility, community, open-mindedness, diversity and passion. Ensuring that those principles are carried over into the development of a school environment that is receptive to a consolidation of two schools. The consolidation presents an opportunity for the schools to live up to the IB principles in real world ways.

From a safety standpoint, according to Chicago Police Department crime statistics on ClearMap (see tables below and Appendix), safety around Jenner and Ogden is comparable, and there may be no need for Safe Passage.



Similarly, data on in-school safety shows Ogden and Jenner as having a similar percentage of in-school incidences. Overall, both schools show low levels of serious safety-related incidences in school (i.e. fights and other disruptions). It is admittedly difficult to compare both schools completely because Ogden's data set is divided between K-5 or 6-12, whereas Jenner's data is grouped as K-8. Therefore, the table below shows K-12 and K-5 for Ogden to enable a comparison. Ogden K-5 and Jenner K-8 show an almost identical rate of incidents of Group 5-6 misconducts, which are the most significant and can include anything from use or possession of illegal drugs (5-17) to aggravated battery (6-8).



Recommendations

- ✚ Ensure all faculty, staff, and administration attend CHAMPS and restorative justice training to ensure a consistent discipline policy.

Conclusion

The Ogden-Jenner Joint Task Force assessed the concerns, questions, and feedback gathered to assess the viability of a consolidation. The Task Force sought to develop this proposal to provide an overview of the merger option as well as how the proposed consolidation would look operationally, if implemented. According to the data utilized throughout this process, a consolidation between Jenner and Ogden for the 2016 school year with pre-K at both Ogden East and the Jenner building, K-2 at Ogden East, 3-6 at Jenner, and 7-12 at Ogden West would serve as the most viable, cost-effective model to immediately address the over-crowding issue at Ogden and the under-enrollment issue at Jenner while creating a diverse, enriching academic and social experience for students, teachers, administrators and community serving these schools.

The Ogden-Jenner Task Force also recognizes that there will be a need for another school facility in the very short term and that we recommend:

1. To CPS: that another school is built in the southern portion of the boundary to address the growing population and density.
2. To the Chicago Department of Planning and Development: that approval of new housing developments must take into account the availability of school facilities.

Task-Force Recommendations

The Jenner-Ogden Task Force is comprised of 14 individuals. The results of the vote are below:

5 Jenner Task Force members voted in favor of consolidation with Ogden starting in the 2016-2017 school year

5 Ogden Task Force members voted in favor of consolidation with Ogden starting in the 2016 – 2017 school year

2 Ogden Task Force members voted against a consolidation

(As of 10-28-15, 2 Jenner Task Force votes are still outstanding)

APPENDIX

Projections of Enrollment at a Merged Ogden-Jenner Elementary School, 2016-2020..	Error!
Bookmark not defined.	
Crime and Student Misconduct Data	Error! Bookmark not defined.
Research Reference List	Error! Bookmark not defined.
Bio of Dr. Amara Enyia, Task Force Facilitator	Error! Bookmark not defined.
Resume of Michael Beyer.....	Error! Bookmark not defined.
Resume of Robert E. Croston	Error! Bookmark not defined.

Projections of Enrollment at a Merged Ogden-Jenner Elementary School, 2016-2020

by R. Jason Faberman, Ph.D. (8th grade parent)

Executive Summary

This report summarizes enrollment projections for a merged Ogden-Jenner elementary school (Pre-K – 8th grade). It presents projections under three scenarios, each with different assumptions of the future growth of school-aged children in each neighborhood and how many of those children would enroll in the school. The projections are compared to similar forecasts for enrollment in adjacent neighborhood schools (Otis, Manierre, Lincoln, South Loop).

Ogden and Jenner combined currently have just over 1,410 children enrolled in Pre-K through 8th grade, with the bulk of these at Ogden and split between the East and West Campuses. Just over 850 of Ogden's approximately 1,170 students are at the East Campus.

Over the past four years, Ogden has added more students than any of its neighboring schools, with 257 more children now than in 2011, giving it an average annual enrollment growth rate of 6.5%. This occurred despite a sharp drop-off in enrollment growth over the last two years. In comparison, Lincoln and South Loop elementary schools averaged enrollment growth of less than 2% per year.

Jenner's enrollment fell by 73 children over the last four years, for an annual enrollment decline that averaged 6.3% per year. Only neighboring Manierre saw an enrollment decline over this period (of 2.8% per year).

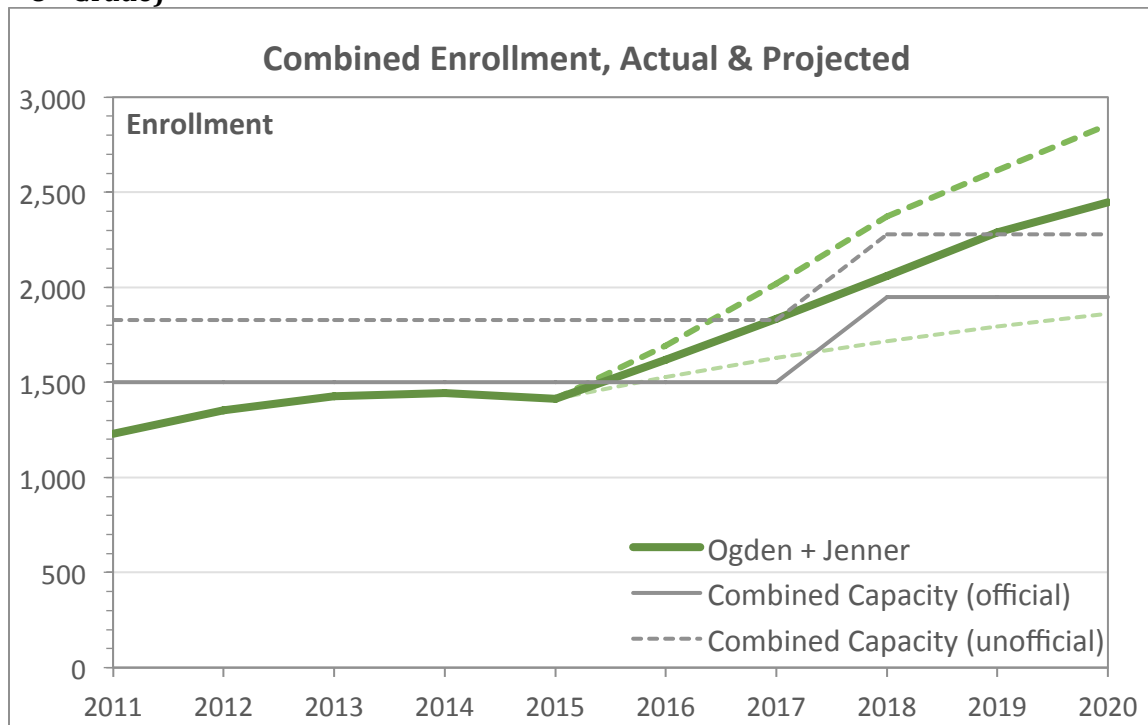
A combined elementary school would have an official CPS total capacity of 1,500 students, though unofficially the schools can accommodate closer to 1,830 students. If an annex were to be built at Jenner comparable in size to the one recently built at Lincoln Elementary, the combined capacity would be 1,950 students and the unofficial capacity would be closer to 2,280 students.

The baseline enrollment projection predicts that a combined Ogden-Jenner elementary school would surpass 2,000 students within three years, and have nearly 2,450 students within five years. Even with an annex built at Jenner, the projection would put the Ogden-Jenner combined school over the CPS “efficient” capacity almost immediately, and would generate a true overcrowding issue (again) by 2019.

Even if there is no increase in enrollment per school-aged child in either neighborhood, the most conservative projection still forecasts that the combined school would have nearly 1,900 students within five years because of population growth.

Enrollment projections for the neighboring elementary schools suggests that the combined Ogden-Jenner school would continue to have the highest enrollment growth going forward.

Figure 1. Actual and Projected Enrollment at a Combined Ogden-Jenner School (Pre-K – 8th Grade)



Notes: Data for 2011-15 represent CPS enrollment numbers, while data for 2016-20 represent forecasted enrollment. The thick solid line represents the actual data and the baseline scenario, the thick dashed line represents the high-growth scenario, and the thin dashed line represents the low-growth scenario. The official combined capacity refers to the “efficient” level of enrollment that the Ogden and Jenner buildings can hold combined, according to CPS. The unofficial combined capacity refers to what their respective administrators believe the two buildings can actually accommodate.

Overview

This write-up summarizes the historical trends and projections for future enrollment at a merged Ogden-Jenner school. The projections are for enrollment growth in Pre-K through 8th grades over the next five years. They are only for total enrollment relative to the combined capacity of Jenner and the Ogden East campus and do not break out the enrollment projections by building. It is assumed that the school administration could allocate the grades between the two buildings to keep the capacity used roughly equal between them.

The enrollment data come from CPS. The report uses estimates obtained directly from CPS for Ogden and Jenner, and estimates of 20th-day enrollment from the CPS website for the comparison schools. The number of school-aged children in each neighborhood refers to all children through high-school age. These estimates come from Census tract data provided to the City of Chicago by the U.S. Census Bureau. Readers should refer to the accompanying report for more details on how they are estimated for each neighborhood.

Enrollment projections are made under three different scenarios. The first, referred to as the baseline scenario, assumes that population growth (and hence the growth in the number of school-aged children) will continue to increase at a pace comparable to the historical average. It also assumes that enrollment per school-aged child, or the enrollment-to-children ratio (i.e., the fraction of neighborhood children that are actually enrolled in the neighborhood school), returns to close to the value it had about two years ago (i.e., prior to principal turnover, a threat of address audits, and a general trend of families not (re-)enrolling their children in CPS schools).

The second scenario predicts higher enrollment growth due to slightly stronger population growth and a somewhat stronger response of families (re-)enrolling their children in CPS. It essentially assumes that CPS solves its budget mess in a way that instills confidence in many parents that were on the fence about putting their children in a CPS school.

The final scenario predicts lower growth than the baseline through a mix of lower population growth and lower enrollment-to-children ratios. It essentially assumes that the current state of enrollment is permanent, though it does not assume that it gets progressively worse.

The report does not consider a scenario where the CPS (and citywide) budget situation continues to deteriorate, causing more families to seek alternative schooling options and potentially affecting population growth as well. This scenario is arguably a moot point for the purposes of this report, as overcrowding issues would likely subside as enrollment rates decline sharply.

The remainder of the report is organized as follows. The historical data on enrollment and the growth of children in the neighborhoods is summarized. The projections for a combined Ogden-Jenner elementary school is presented next, followed by a comparison of projections for the neighboring schools. Finally, the methodology used to generate these projections is detailed.

Historical Data

Table 1 through Table 3 present the historical data on enrollment, the number of school-aged children, and enrollment-to-children ratios for Ogden, Jenner, Ogden and Jenner combined, and four adjacent neighborhood schools (Manierre, Otis, Lincoln, and South Loop). The data cover 2011 through 2015.

Table 1 presents the enrollment data for each school. As of 2015, Ogden has 1,174 students enrolled in Pre-K through 8th grade, with 853 of them at the East campus. Jenner currently has 240 students, making the combined enrollment 1,414. Ogden has by far added the most students over the last four years (257), while Jenner has lost the most (73). Manierre, another under-enrolled school in a low-SES neighborhood like Jenner's, is the only other school in the area to have lost students on net. Severe overcrowding at Lincoln and South Loop elementary schools (both

have been over 125% of their capacity) are at least partly to blame for their relatively low enrollment growth. South Loop has also been transitioning a gifted program out of their school, depressing their enrollment numbers somewhat. Every school saw a reduction in enrollment in 2015, which may be due to parents pulling their children from CPS given the uncertainty of the current budgetary climate.

Table 2 presents the number of school-aged children in each neighborhood. Note that these include both elementary and high school-aged children. The estimates are also discussed in more detail in the companion report. Migration into (or out of) the neighborhood is the main driver of changes in the number of school-aged children within a neighborhood school boundary over time. Ogden has had a staggering increase in the number of school-aged children during the last four years, essentially adding a neighborhood school's worth of children during that time. Its increase of 1,361 children is over 400 more than the next closest school (South Loop), and triple that of Lincoln's increase.

Part of the reason is that Ogden has by far the largest population, in terms of the total number of school-aged children, compared to the other neighborhood schools. Even in 2011, it had 2,354 children, compared to 1,577 children in Lincoln's neighborhood and 1,463 children in South Loop. By 2015, Ogden's neighborhood has grown to include 3,715 children, compared to 2,014 in Lincoln and 2,390 in South Loop. Ogden's average annual growth rate in school-aged children was 12.1%, which is only slightly lower than South Loop's growth rate and well above the growth rates of the other neighborhoods. While enrollment may have fallen because of parents' worries about the viability of CPS, it has not stopped families from moving into Ogden's neighborhood or the other neighborhoods at similar rates as before.

Table 3 reports the enrollment-to-children ratios for each neighborhood school. For each school and year, the enrollment-to-children ratio equals the data reported in Table 1 divided by the data reported in Table 2. The ratio is a useful measure of how much families in a neighborhood are utilizing its public school. The ratio will increase when more parents choose the neighborhood school over other options, and it will decrease when parents instead choose to send their children to a private school, charter school, or other CPS non-neighborhood school. Changes in the ratio in either direction can come from either existing parents enrolling or un-enrolling their child from the neighborhood school, or from newly-arrived parents choosing either the neighborhood school or some other option.

Table 3 shows that Ogden's enrollment-to-children ratio was fairly stable until the last two years. This year, it fell considerably from its earlier average of 0.39 to its current 0.316. Overall weakness in CPS and the threat of an audit are likely to blame for this. In 2015, enrollment-to-children ratios fell considerably for every neighborhood school in the study. Some schools, like Jenner and Manierre, have had declining enrollment-to-children ratios for years. South Loop, despite having a much different demographic than these two schools, has also had declining enrollment-to-children ratios throughout. Lincoln has also had a declining ratio over time, though

to a much smaller degree. As noted above, both Lincoln and South Loop have faced a large overcrowding issue, which is at least partly responsible for the declining ratios. As mentioned, South Loop has also been phasing out a gifted program to deal with its overcrowding. Otis elementary school has had a notably volatile enrollment-to-children ratio over the last five years.

Table 1. Annual 20th-Day Enrollment by Neighborhood

School	2011	2012	2013	2014	2015	2011-15 Net Change	Avg. Annual Growth (%)
Ogden	917	1,043	1,153	1,198	1,174	257	6.5
Jenner	313	311	275	245	240	-73	-6.3
<i>Ogden + Jenner</i>	<i>1,230</i>	<i>1,354</i>	<i>1,428</i>	<i>1,443</i>	<i>1,414</i>	<i>184</i>	<i>3.6</i>
<i>Other Schools</i>							
Manierre	393	351	359	359	349	-44	-2.8
Otis	489	471	635	596	551	62	4.4
Lincoln	787	781	808	824	838	51	1.6
South Loop	809	815	867	908	866	57	1.8

Notes: Estimates come from either publicly-available CPS 20th-day enrollment projections (Manierre, Otis, Lincoln, South Loop) or from internal CPS estimates provided to Ogden (Ogden, Jenner).

Table 2. Number of School-Aged Children by Neighborhood

School	2011	2012	2013	2014	2015	2011-15 Net Change	Avg. Annual Growth (%)
Ogden	2,354	2,697	2,941	3,310	3,715	1,361	12.1
Jenner	504	565	564	579	664	160	7.3
<i>Ogden + Jenner</i>	<i>2,858</i>	<i>3,262</i>	<i>3,505</i>	<i>3,889</i>	<i>4,379</i>	<i>1,521</i>	<i>11.3</i>
<i>Other Schools</i>							
Manierre	1,079	1,171	1,229	1,292	1,464	385	8.0
Otis	1,015	1,088	1,140	1,183	1,270	255	5.8
Lincoln	1,577	1,684	1,766	1,874	2,014	437	6.3
South Loop	1,463	1,707	1,914	2,173	2,390	927	13.1

Notes: Estimates are derived from aggregating Census tract data for each year up to the neighborhood level.

Table 3. Enrollment-to-Children Ratios by Neighborhood

School	2011	2012	2013	2014	2015	2011-15 Net Change	2011-15 Avg. Value
Ogden	0.390	0.387	0.392	0.362	0.316	-0.074	0.369
Jenner	0.621	0.550	0.488	0.423	0.361	-0.260	0.489
<i>Ogden + Jenner</i>	<i>0.430</i>	<i>0.415</i>	<i>0.407</i>	<i>0.371</i>	<i>0.323</i>	<i>-0.107</i>	<i>0.389</i>
<i>Other Schools</i>							
Manierre	0.364	0.300	0.292	0.278	0.238	-0.126	0.294
Otis	0.482	0.433	0.557	0.504	0.434	-0.048	0.482
Lincoln	0.499	0.464	0.458	0.440	0.416	-0.083	0.455
South Loop	0.553	0.477	0.453	0.418	0.362	-0.191	0.453

Notes: Estimates are derived from enrollment data in Table 1 and children data in Table 2. See notes to those tables for more details.

Summary of Ogden-Jenner Enrollment Projections

The projections for enrollment at a combined Ogden-Jenner elementary school are in Figure 1. The figure reports the historical behavior of combined enrollment for the two schools from 2011 to 2015. For 2016 forward, it reports the projections under one of three scenarios. The first scenario, referred to as the baseline scenario, assumes that population growth (and hence the growth in the number of school-aged children) will continue to increase at a pace comparable to the historical average. It also assumes that the enrollment-to-children ratio returns to close to the value it had about two years ago. The second scenario is a “high-growth” scenario that assumes slightly stronger population growth and a somewhat stronger response of families (re-)enrolling their children in CPS. The third scenario is a “low-growth” scenario that instead predicts lower growth than the baseline through a mix of lower population growth and lower enrollment-to-children ratios.

Our baseline projection can be really only be considered as the “middle” projection. It is difficult to say that it is the “most likely” projection because all three projections assume that CPS no longer faces budget issues after this year, or any other issues that could adversely affect enrollment. This is a fairly heroic assumption, but if CPS budget issues continue to adversely affect enrollment citywide, the overcrowding issue studied here becomes a bit of a moot point.

The figure also reports the anticipated total capacity across the two buildings (Ogden East Campus and Jenner). Because of how CPS measures capacity, there are two estimates, an “official” capacity estimate, which is used to determine whether a school is overcrowded, and an “unofficial” estimate, which is based on each principal’s estimate of how many children each building could actually accommodate without deteriorating the quality of education. The official capacity of the Ogden East campus is 810 students, while the unofficial capacity is 828 students. At Jenner, the official capacity is 690 students, while the unofficial capacity is 1,000 students. The both the official and unofficial capacity estimates in Figure 1 also assume that an annex would be built at Jenner and completed by the start of the 2018 school year, and that this annex would be comparable in size to the one recently built at Lincoln Elementary School. Lincoln’s annex added capacity for approximately 450 more students.

Figure 1 shows that, under the baseline projection, combined Ogden-Jenner enrollment would rise from 1,414 this year to 1,619 in 2016. The CPS projection for 2016 is somewhat lower, at 1,550 students, though it is unclear how CPS derived this estimate. The high-growth scenario predicts a strong rebound for enrollment in 2016, with 1,694 students across the two buildings, while the low-growth scenario predicts only 1,527 students.

Under the baseline scenario, enrollment continues to grow, reaching 2,048 students by 2018 and 2,448 by 2020. These projections leave the combined enrollment above what CPS deems the “efficient” capacity (i.e., the “official” capacity), but projected enrollment does not reach the “unofficial” capacity (assuming an annex is built) until 2019. Without an annex, projected enrollment exceeds the unofficial capacity by 2018. By 2020, enrollment would be at 126% of efficient capacity (107% of unofficial capacity) with an annex, and at 163% of efficient capacity (134% of unofficial capacity) without an annex. In comparison, South Loop is at currently at 126% of efficient capacity, while Lincoln would be at 133% of efficient capacity without its annex, and is currently at 78% capacity with its annex.

Under the high-growth scenario, enrollment reaches a staggering 2,855 students by 2020. Under the low-growth scenario, enrollment still rises to 1,850 students by 2020.

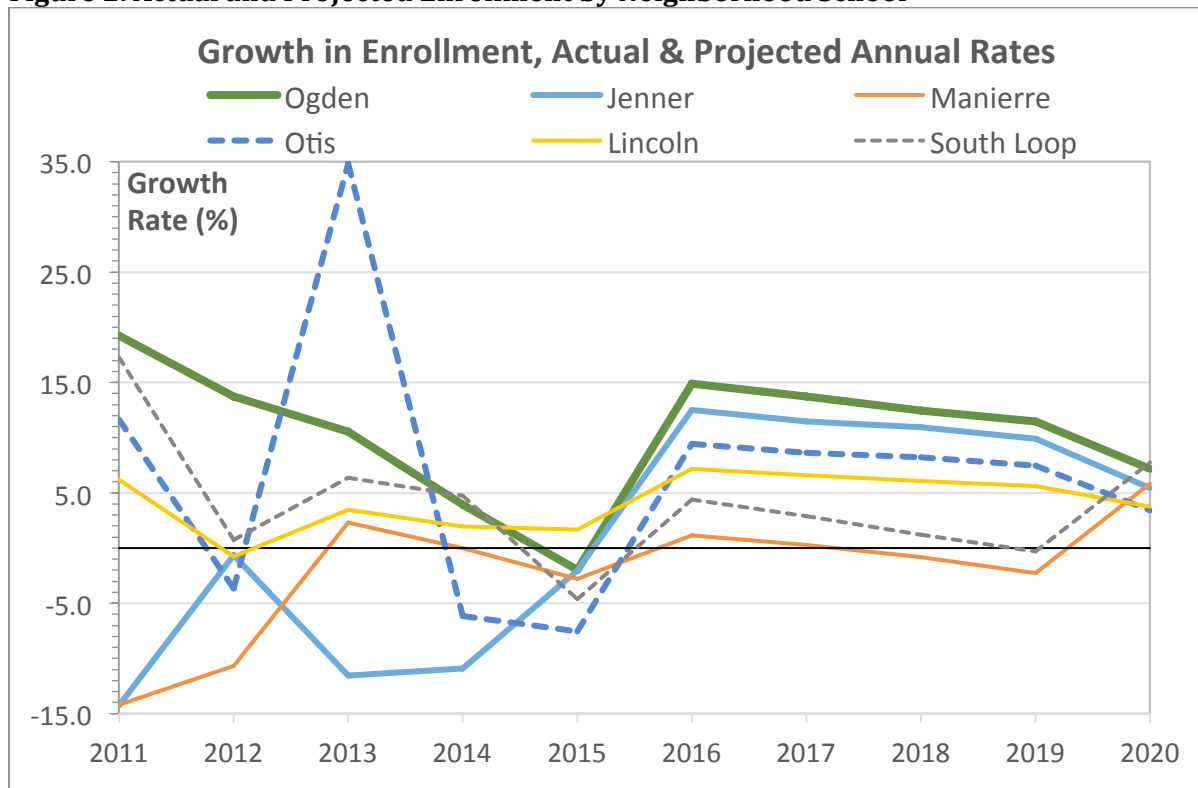
Comparison of Projections for Other Neighborhood Schools

Figure 2 compares the enrollment growth of the Ogden and Jenner neighborhoods separately to the enrollment growth projections of the neighboring elementary schools. All projections use the baseline scenario. As the report details below, these projections have their assumptions augmented to account for various situations and historical patterns that are unique to each school.

Figure 2 presents the enrollment growth rates for all six elementary schools studied. Growth rates (measured as a percent of the previous year's enrollment level) are used to account for differences in size across the elementary schools.

Compared to the other schools, Ogden and Jenner are predicted to have relatively higher enrollment growth going forward. This is partly due to Ogden's historically high enrollment growth rate and an assumption under the baseline scenario that Jenner's enrollment-to-children ratio will rebound post-consolidation. Otis is predicted to have moderate growth, partly because of an assumption of a fairly stable enrollment-to-children ratio coupled with steady population growth. Lincoln is also predicted to have moderate growth, partly because of its new annex, while Manierre and South Loop are predicted to have low to flat enrollment growth. The baseline scenario assumes that nothing is done to address the enrollment, performance, or overcrowding issues at either of these schools.

Figure 2. Actual and Projected Enrollment by Neighborhood School



Notes: Figure reports estimates of the annual growth rates of actual and projected enrollment for each elementary school. Growth rates are measured as a percentage of the previous year's enrollment. Projections use the "baseline" scenario for each school. See text for details of this scenario.

Enrollment Projections Methodology

The final section of this report details the methodology used to generate the enrollment projections for each school in the study, under each of the three scenarios. The methodology uses a method of first estimating what the growth in the number of school-aged children should be over the next five years. It then generates an assumption on how the enrollment-to-children ratio should evolve over the same period. Multiplying the predicted number of school-aged children by the enrollment-to-children ratio generates the projected enrollment level.

Some general rules are followed for the assumptions that go into the growth rate of school-aged children and enrollment-to-children ratios. These general rules are then augmented based on histories and situations that are unique to each school.

For the growth rate of school-aged children, assumptions are made based on their historical growth rates. For the enrollment-to-children ratios, assumptions are again made based on historical values, but this part of the forecast is by far the most

uncertain because it requires assumptions on how parents will react to the existence of a new school, to any budget resolution (or changes) for CPS, and so on.

Since the assumptions are essentially what determine the enrollment projections for each school, they are detailed below for each scenario.

Baseline Scenario

The baseline scenario assumes that population growth in each neighborhood begins close to its previous five-year average and steadily moderates over time. For most schools, it also assumes that enrollment-to-children ratios gradually return to their 2014 levels by 2019 and remain constant thereafter. All three scenarios augment their assumptions to account for some of the more neighborhood-specific patterns observed in Tables 1-3. For the baseline scenario, these adjustments are as follows:

- Jenner and Manierre use initial growth rates that are based on their 2014-15 average rather than their 2012-15 average because these two neighborhoods showed a marked increase in their growth as new construction popped up at increasing rates. This construction looks to continue for the foreseeable future.
- South Loop and Manierre enrollment-to-children ratios are assumed to continue a gradual decline. South Loop declines because it is assumed that their overcrowding issue will not be addressed and Manierre declines because it is assumed that nothing will be done to address its low performance.

High-Growth Scenario

The high-growth scenario essentially assumes higher population growth and higher enrollment-to-children ratios. Population growth is assumed to eventually moderate, but that moderation does not happen for an additional two years relative to the baseline scenario. Enrollment-to-children ratios rise to their 2011-13 averages (which are generally higher for each neighborhood) rather than their 2014 values, as in the baseline scenario. The high-growth scenario is also augmented as follows:

- Jenner's and Manierre's enrollment-to-children ratios are assumed to steadily increase throughout, reaching their 2014 value in 2018.
- South Loop's enrollment-to-children ratio is assumed to remain constant until 2018, then gradually increase afterwards.

Low-Growth Scenario

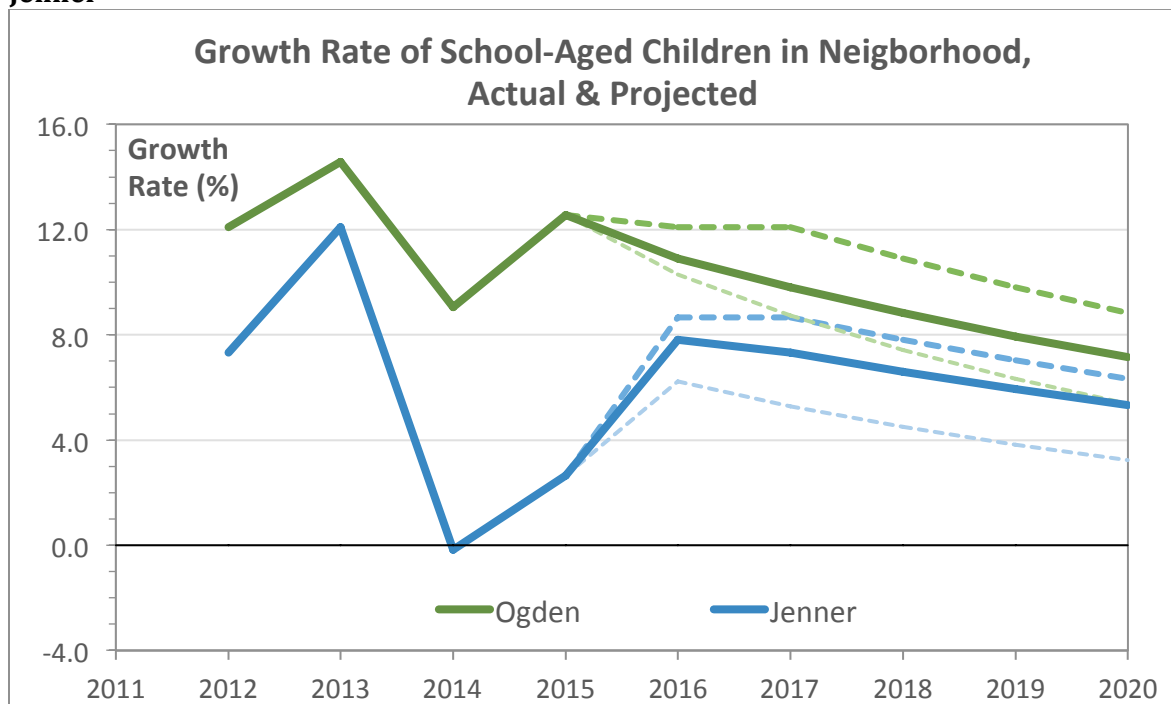
The low-growth scenario assumes the same population growth patterns as the baseline scenario, but it also assumes that the moderation in growth rates occurs at a higher pace. Enrollment-to-children ratios either remain constant at their 2015 value (Ogden and Lincoln), or continue to decline at half their 2011-15 pace throughout (Jenner, Manierre, South Loop, Otis).

Figure 3 shows the actual and projected annual growth rates of school aged-children for the Ogden and Jenner neighborhoods separately. These growth rates are fed into the model to generate the projected enrollment estimates. The enrollment numbers in Figure 1 reflect the combined projection for the two neighborhoods. The figure shows that each scenario assumes that growth rates will moderate in the coming years, but to different degrees, depending on the scenario.

Figure 4 shows the actual and projected enrollment-to-children ratios for Ogden and Jenner. These ratios are the second component used to generate each projection. The figure shows that both the baseline and high-growth scenarios assume some degree of rebound in the enrollment-to-children ratios of both neighborhoods over time. The low-growth scenario assumes a constant enrollment-to-children ratio for the Ogden neighborhood at its current level, and a continuously declining ratio for the Jenner neighborhood.

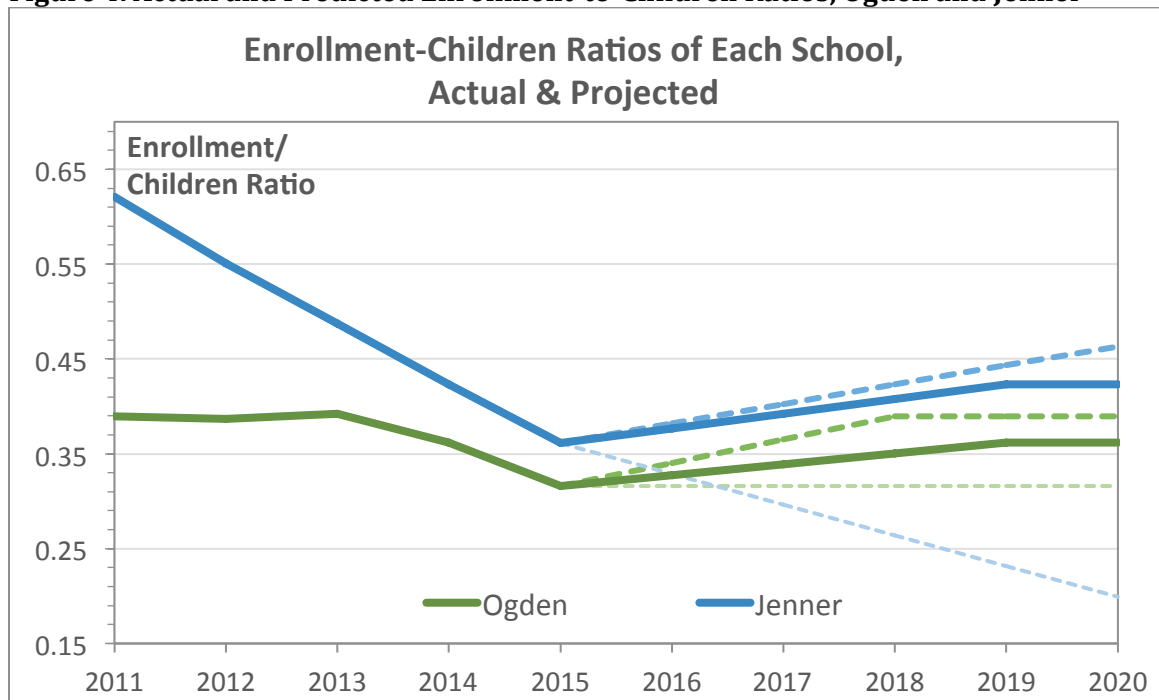
Finally, Figure 5 shows the actual and projected enrollment for Ogden and Jenner separately. The sum of the two schools' enrollment is what is depicted in Figure 1. Under both the baseline and high-growth scenarios, both elementary schools have a steady increase in enrollment, albeit to varying degrees. Under the low-growth scenario, Enrollment from the Ogden neighborhood continues to grow, but enrollment from the Jenner neighborhood declines. The latter is driven by a declining enrollment-to-children ratio, as population growth continues at a moderate pace in the Jenner neighborhood even under the low-growth scenario.

Figure 3. Actual and Predicted Growth Rates of School-Aged Children, Ogden and Jenner



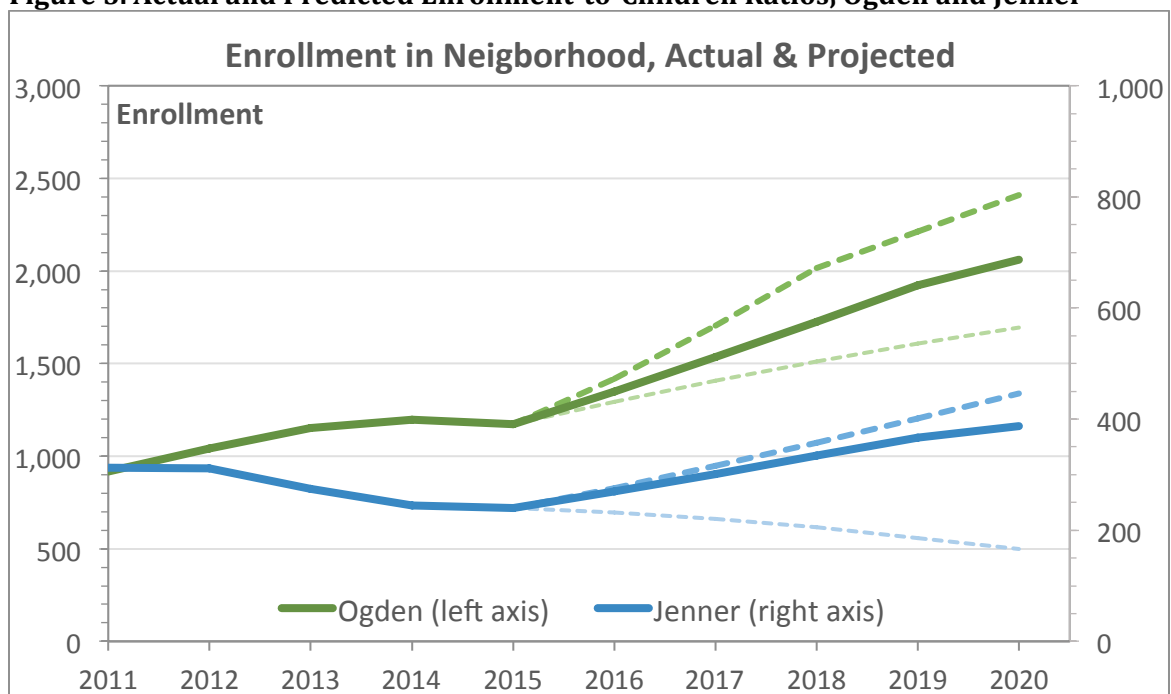
Notes: Figure reports actual and projected estimates of the annual growth rate of the number of school-aged children within the Ogden and Jenner current neighborhood boundaries. Growth rates are measured as a percentage of the previous year's children. Each thick solid line represents the actual data and the baseline scenario, each thick dashed line represents the high-growth scenario, and each thin dashed line represents the low-growth scenario.

Figure 4. Actual and Predicted Enrollment-to-Children Ratios, Ogden and Jenner



Notes: Figure reports actual and projected estimates of enrollment per school-aged child for Ogden and Jenner elementary schools. Each thick solid line represents the actual data and the baseline scenario, each thick dashed line represents the high-growth scenario, and each thin dashed line represents the low-growth scenario.

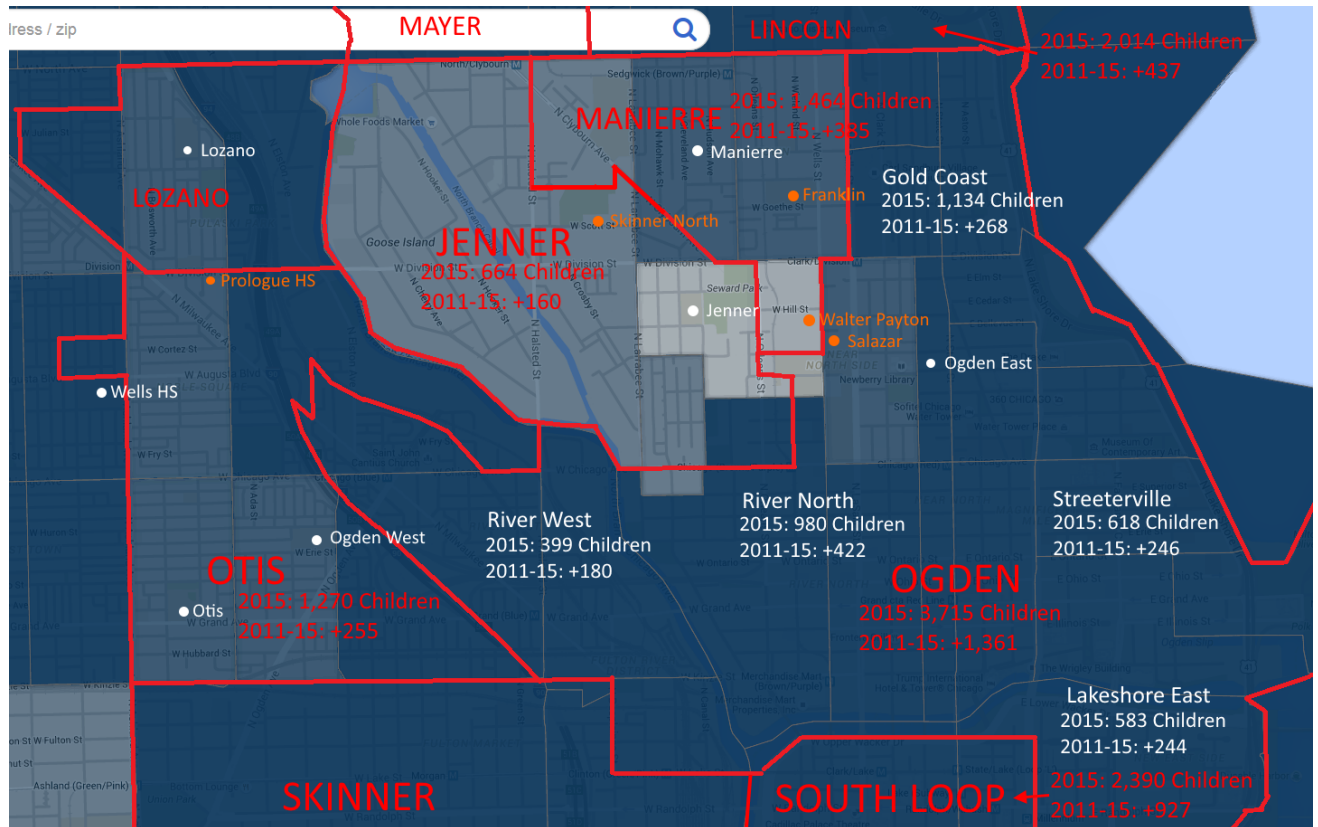
Figure 5. Actual and Predicted Enrollment-to-Children Ratios, Ogden and Jenner



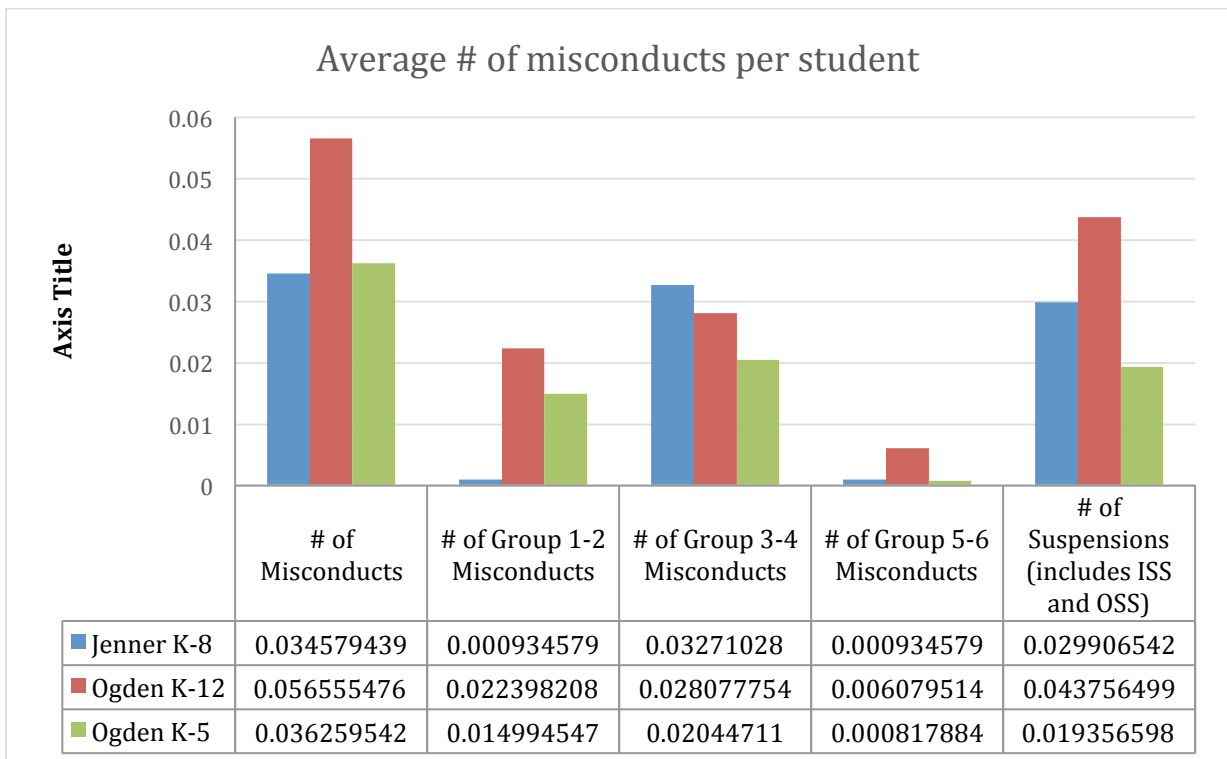
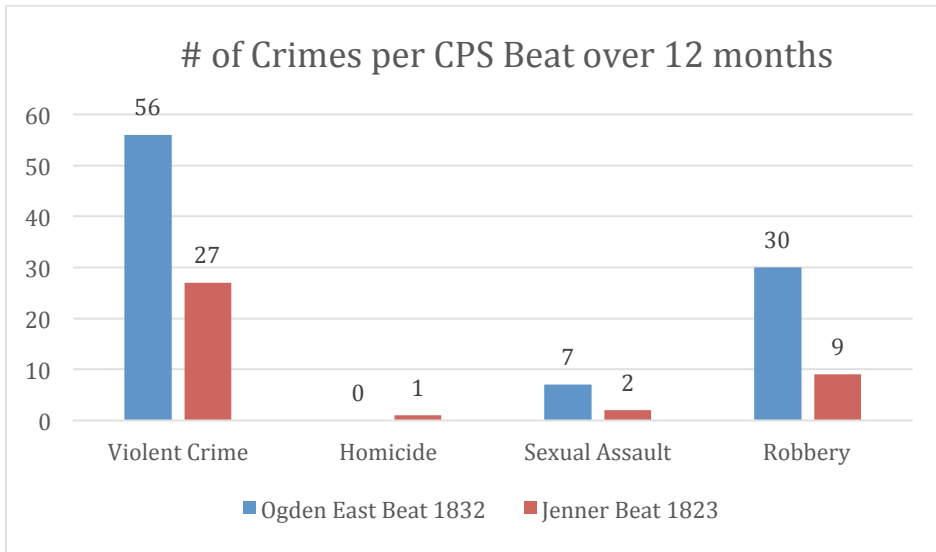
Notes: Figure reports actual and projected estimates of enrollment separately for Ogden and Jenner elementary schools. Each thick solid line represents the actual data and the baseline scenario, each thick dashed line represents the high-growth scenario, and each thin dashed line represents the low-growth scenario.

thick dashed line represents the high-growth scenario, and each thin dashed line represents the low-growth scenario.

Census Tract Tiers, Neighborhood School Boundaries, and the Number of School-Aged Children by Neighborhood



Notes: Shades of blue represent Census tract tier levels. Higher tiers are a darker shade. Red lines represent neighborhood elementary school borders. White dots represent neighborhood elementary and high schools. Orange dots represent citywide elementary and high schools.



Descriptions of what each group of misconducts entail can be found at http://cps.edu/SiteCollectionDocuments/SCC_StudentBehaviors.pdf

Ogden & Jenner Misconduct Five-year historical data

School Name	School Year	# of Misconducts	# of Group 1-2 Misconducts	# of Group 3-4 Misconducts	# of Group 5-6 Misconducts	# of Suspensions <i>(includes ISS and OSS)</i>
Jenner	2011-2015	37	1	35	1	32
Ogden K-5	2011-2015	133	55	75	3	71
Ogden HS	2011-2015	574	225	276	73	476

Research Reference List

- Oakes, Jeannie, Karen Muir, & Rebecca Joseph. (2000). "Course taking and achievement in math and science: Inequalities that endure and change." Paper presented at the NISE Conference, Detroit, MI, May
- Bankston, C. & C. Caldas. (1996) "Majority African American schools and social injustice: The Influence of de facto segregation on academic achievement." *Social Forces* 75: 535-552.
- Hurtado, S. (1996). "How Diversity Affects Teaching and Learning" *Educational Record* (fall): 27-29.
- Mickelson, Roslyn Arlin (2001b). "How middle school segregation contributes to the race gap in academic achievement." Paper presented at the meeting of the American Sociological Association. Anaheim, CA, August
- Mickelson, Roslyn Arlin, & Carol A. Ray. (1994). "Fear of falling from grace: The middle class, downward mobility, and school desegregation." *Research in Sociology of Education and Socialization* 10: 207-238
- Mickelson, Roslyn Arlin (2002). "The Academic Consequences of Desegregation and Segregation: Evidence from the Charlotte-Mecklenburg Schools." Paper prepared for the Conference on the Resegregation of Southern Schools. Chapel Hill, North Carolina
- Hanushek, Eric A., Kain, John F., & Rivkin, Steven G. (2000). "How Much Does School Integration Affect Student Achievement?" Paper prepared for the *Annual Meetings of the Association for Public Policy Analysis and Management*. Seattle, Washington
- Hawley, Willis D. (1979). "Getting the Facts Straight About the Effects of School Desegregation." *Association for Supervision and Curriculum* (February): 314-321.



Amara C. Enyia JD, PhD

FACEBOOK: Amara Enyia
TWITTER, INSTAGRAM, PERISCOPE:
@AmaraEnyia

Amara C. Enyia (ACE) is a public policy consultant who writes extensively on issues of community and economic development, public policy, and systems

thinking. Dr. Enyia is a regular radio contributor for “The Commentators” segment on WVON 1690 AM where she provides commentary on local, national and international policy and politics. She is also a regular contributor to CUSP magazine and pens a regular column for the Austin Weekly News.

Dr. Enyia leverages years in municipal government experience in several policy areas including: economic development, education, public safety, housing, food security and food access, community development, business development and workforce development. She has worked as an education researcher, evaluator and policy advocate, served as Executive Director the nonprofit Austin Coming Together, and worked as a policy director in the advanced manufacturing sector around large-scale development projects, workforce development education, and community-driven economic development. Dr. Enyia leverages her knowledge locally working with community groups and organizations in some of Chicago’s most challenged communities.

Dr. Enyia serves on the Board of the Illinois Commission for Diversity and Human Relations and serves on the Executive Leadership Team of 1919, an organization created for women in technology and entrepreneurship. She received Bachelors degrees in Broadcast Journalism, Political Science, and News Editorial with concentrations in History and Philosophy. She also received a law degree focusing on International law and development as well as contracts and negotiations. She holds a Masters Degree in Education and received a PhD in Educational Policy Studies where she specialized in education equity issues, legal remedies for school districts dealing with equity issues, and evaluation methodology. She is fluent in Igbo, Spanish, French, and Portuguese and maintains reading and writing proficiency in Italian.

Michael Beyer

PROFILE

Elementary School administrator with more than eleven years with the Chicago Public Schools implementing and improving research-based, data-driven, rigorous instructional practices school-wide. Established policies and practices ensuring safe, efficient, and effective school operations. Developed a culture and community of collaboration, transparency, accountability, and lifelong learning.

PROFESSIONAL EXPERIENCE

OGDEN INTERNATIONAL SCHOOL, Chicago Illinois

2015 – present

Principal

- Created CIWP committees with more than thirty parents, faculty, and staff, the first time the community had input on a CIWP in several years.
- Designing cycle of inquiry for professional learning.
- Established communication strategies with all stakeholders, helping to build a strong base-level of trust and rapport with parents, students, faculty, and staff.
- Received unanimous LSC support for a budget that maintained class size and created common planning time for all teachers K-12 for the first ever at Ogden, despite the \$400,000 budget cut.

MORRILL MATH & SCIENCE SCHOOL, Chicago Illinois

2011 – 2015

In four years as the principal, successfully transformed the school from severely disorganized to a learning environment with above-average metrics, and successfully getting the school off probation for the first time since the inception of No Child Left Behind.

Principal

- Student achievement:
 - During first year increased attendance from 93.4% to 95% and maintained above 95% four consecutive years.
 - In first year students achieved gain of 5.3% in reading and 6.2% in math on ISAT, five times more than average CPS school. More than 60% of students achieved their target gain in Scantron, 10% higher than statistical average.
 - Achieved Level 1 status in 2013-2014 after nearly a decade at Level 3 or equivalent.
 - In second year, achieved composite gain of 3%, more than one-and-a-half times the CPS average. Approximately 65% of students achieved their target goal on the NWEA.
 - Achieved growth in both reading and writing in the 90th percentile nationally in 2012-2013.
 - In third year achieved school growth more than 80th percentile in reading and math, achieving Tier 2 status.
- Partnerships:
 - Established three year partnership with Roosevelt University's Mansfield Institute of Social Justice to implement Restorative Justice; decreased suspensions from 100+ per year to less than 25 per year.
 - Awarded \$1.5 million, 2.5 year DoE E3 Convergence grant, leading to integrating technology, digital and media literacy, and social justice into

- daily instruction and our annual curriculum maps, and partnering with Columbia College.
 - Selected as one of four schools in Network to participate in two-year grant to improve math practices aligned to Common Core.
 - Invited to become mentor school for UIC Teacher Candidates.
- Grants:
 - One of four schools in CPS chosen for Space to Grow, a \$1.5 million grant to design a state-of-the-art playground.
 - Chosen as Community School and awarded \$130,000 per year for five years to offer after-school programming for students, parents, and community members.
 - Awarded two-year \$60,000 grant to create model RtI program to target struggling learners.
 - Raised \$10,000 for a mural on the Field House.
 - Awarded \$230,000 grant from Openlands for community garden.
 - Selected for two year grant implementing Social-Emotional Learning curriculum PATHS
 - Achieved gold level for Healthy Schools Certification
 - Awarded “Arts Strong” level for continued arts programing.
- Organizational:
 - Hired and retained exceptional, award-winning faculty and staff.
 - Built a collaborative, teacher and student led culture and climate.
 - Implemented project-based and inquiry-based cross-curricula units of learning.
 - Converted kindergarten from 4-hour to full-day one year prior to CPS requirement.
 - Reinstigated sports after years without at Morrill; by second year there were at least two boys and girls sports for every season.
 - Organized, cleaned auditorium for assemblies for the first time in more than four years.
 - Painted and refurbished 75% of all classrooms and hallways.
 - Stabilized enrollment after a decade of decline, and began to increase enrollment by 50 students in 2014-2015.
 - Ensured transition to Aramark was not as detrimental as at other schools.
 - Transitioned heating kitchen to cooking-kitchen.
- Community:
 - Tripled parent participation in Southwest Organizing Project Parent Mentor (SWOP) program, more than any parent volunteers in any CPS school.
 - Partnered with National Housing Services and SWOP to identify families needing affordable housing options.
 - Supported SWOP in requesting more than \$5 million from the State to refurbish housing.
 - Established network of IP cameras in families’ homes to increase safety and security.
 - Enabled ten parent leaders to have regular access to the fieldhouse, creating a safe park during after-school hours.

OFFICE OF PERFORMANCE MANAGEMENT, Chicago Illinois**2010 – 2011**

Implemented, coordinated, and managed School PM for ILTs and Teacher Teams for Areas 10, 11, and 13. Worked closely with CAOs, MSDs, ADAs, principals, and school faculties to ensure ILTs and Teacher Teams are using the PM process with relevant and timely data, asking probing questions leading to the root cause, creating action items with owners, deadlines, and metrics, and following up to ensure fidelity and success.

Senior Manager, School Performance Management

- Developed capacity of 26 schools to lead effective Instructional Leadership and Teacher Teams.
- Supported 26 ILTs and 90+ Teacher Teams focusing on improving the instructional core.
- Collaborated in the roll-out of Scantron, Teaching for Learning Framework, and Rtl.
- Led 30+ professional development sessions, leading to exceptional metrics of PM implementation.
- Created professional development modules to support schools in using the PM process.
- Collaborated in creation of ILT and Teacher Team toolkits, resulting in more than 95% of schools adapting for use in their school.

TALMAN ELEMENTARY SCHOOL, Chicago Illinois**2009 – 2010**

AMPS school, 336 students, 96% Hispanic, 94% low income, 12% SPED, 30% ELL
Implemented NWEA and coordinated Benchmark/ISAT assessments; responsible for school-wide math instruction and technology; collaborated on literacy and science instruction, SIPAAA planning, discipline referrals, and improving parent communication; responsible for safety/efficiency of operations.

Resident Principal

- Facilitated team of 10 math teachers that analyzed student work to adapt instruction, resulting in grade-level spiraling staircase of benchmarks, and a 70% increase of using HOTS questions in math, resulting in 75% of students meeting growth targets in math, 2nd highest in AMPS, top-40 value-added in all of CPS, and nearly doubling the number of students Exceeding from 13.8% to 24.2%.
- Developed and coached teachers to create and implement rigorous, differentiated instruction, which resulted in 63% of students meeting growth targets in reading, 3rd highest in AMPS, 6th highest value-added in all of CPS, and more than tripling the number of students Exceeding from 6% to 20.8%.
- Led data and application of item analysis discussions, which resulted in projected gains exceeding 1.5 years of growth in both math and reading.
- Collaborated with 600+ staff, parents and students to create personal and school-wide goals through use of data, resulting in improved communication and a better understanding of expectations.
- Developed dashboard to monitor teachers' instructional practices, leading to 46% increase of small-group instruction, 53% increase in HOTS questions, and a measurable increase in student engagement.
- Integrated technology with instruction that led to redefining use of computer lab and implementation of Study Island and Odyssey software, digitized library catalog, and doubling of computers in classrooms.

NOBEL ELEMENTARY, Chicago, Illinois**2006 – 2009**

817 students, 83% Hispanic, 16% African-American, 98% low income, 9% SPED, 28% ELL
Fifth & Sixth Grade Teacher, self-contained

- Achieved largest increase in Meeting/Exceeding on ISAT: 32% increase in Reading, 29% increase in Math by using weekly assessment data to drive instruction and rigorous, differentiated instruction.
- Organized and implemented research-based reading and writing curricula with 22 classrooms.
- Organized Aspira, after-school, and Saturday school programs for 700+ students.

W.E.B. DUBOIS ELEMENTARY, Chicago, Illinois **2005 – 2006**
 350 students, 93% African-American, 7% Hispanic, 97% low income, 10% SPED, 2% ELL
Fourth & Fifth Grade Teacher

- Created a community garden linked to the science curriculum.
- Developed model classroom with library of 1,000+ books; shared and discussed practices.
- Founded after-school Chess Club.

JUNGMAN ELEMENTARY, Chicago, Illinois **2004**
Student Teacher / Teacher Connector

WALSH ELEMENTARY, Chicago, Illinois **2003 – 2005**
Cadre Substitute Teacher

UNITED STATES AIR FORCE, RAF Mildenhall, England **1996 – 2000**
Avionics Technician
 Received Air Force Outstanding Unit Award with Valor and the Air Force Good Conduct Medal.

AWARDS

Outstanding Principal Award, Healthy Schools Campaign, 2015
 Neighborhood Hero Award, NHS, 20013
 DRIVE Award (Delivering Results through Innovative and Visionary Education), 2006
 Member, DRIVE advisory panels to Arne Duncan and Dr. Barbara Eason-Watkins
 National Board Certification, Middle Childhood Generalist, 2009
 CGNA President's Award for Community Service, 2008

CERTIFICATIONS

Master Elementary Teacher Certificate 03 (Certificate #2173744)
 Middle School Endorsements: Language Arts, Social Science, Art
 State of Illinois Type 75 Administrator Certificate
 Master Teaching Certificate, NBCT Middle Child Generalist

EDUCATION

UNIVERSITY OF ILLINOIS AT CHICAGO, Ed.D., Urban Education Leadership, 2013
NATIONAL BOARD CERTIFICATION, Middle Childhood Generalist, 2009
CHICAGO STATE UNIVERSITY, MAT Elementary Education, 2004
UNIVERSITY OF ILLINOIS AT CHICAGO, M.A., Art History, 2004
UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE, B.S., Psychology, 2000
UNIVERSITY OF TEXAS AT AUSTIN, Studio Art, 1995

ROBERT E. CROSTON, JR.

Summary of Qualifications

- Eligible CPS Principal and REACH Certified
- 9 years of experience as a Chicago Educator and Administrator
- 4 years of teaching experience including 1.5 years as 2nd grade teacher, and 2.5 years as lead teacher
- 5.5 years of proven and successful school based leadership experience
- Ed.M. in School Leadership from Harvard Graduate School of Education
- Illinois Professional Educator License, General Administrative Endorsement
- Proven experience with increasing parent engagement and establishing community partnerships to support holistic needs of students and culture of achievement
- Demonstrated leadership in establishing safe, welcoming, and excellent school culture and climate

Instructional Leadership

Chicago Public Schools Jenner Academy of the Arts (Pre-K-8th)

Chicago, IL

Principal

August 2014-Present

- Increased student attendance by Nine-tenths of a percentage point (2014-2015)
- Increased percentage of students "On Track" by 11 percentage points (2014-2015)
- Increased student enrollment 10% above projection (2015-2016)
- Secured additional funding to restart Music programming (2014-2015)
- Awarded competitive grants: Children's Literacy Initiative, Gust Foundation, and Peggy Notebaert (2015-2016)
- Active member of Near North Unity Program
- Trained staff in Responsive Classroom and Restorative Practices
- Introduced "Be the NEST" as a Culture and Climate Initiative for students and adults
- Established partnership with Chicago Jazz Philharmonic, Dynamic Force Dance, and WITS tutoring

Chicago Public Schools Coles Language Academy For Excellence (Pre-K-8th)

Chicago, IL

Principal Resident, Chicago Leadership Collaborative

August 1, 2013--August 2014

- Built teachers' instructional capacity through 25 REACH evaluations of Pre-K—8th grade teachers
- Led the Multi-Tiered System of Supports Team, School Based Problem Solving Team and Special Education Team to, increased Student attendance by Eight-Tenths of a percent FY2013 to FY2014.
- Initiated, implemented, monitored Cougar Circles, a school wide model of restorative justice to improve culture and climate, reduced behavior infractions by 10% FY2013 to FY2014
- Introduced and organized Learning Walks to improve student engagement and teachers' instructional practices
- Led grade level teacher teams to align daily lesson plans and unit plans with CCSS and CPS unit plans
- Aligned writing instruction to CPS quarterly writing assessment rubrics in grades 3-8
- Managed day to day operations: supervised ESP, substitute teaching assignments, lunchroom procedures, parent concerns, and entry/dismissal procedures
- Awarded competitive CPS TIF Grant for Visual Arts instructor--1 of the 84 schools awarded from 681 Chicago Public Schools
- Supported the development of Coles CIWP
- Established after-school (parent-student) culinary arts program with Common Threads

Boston Public Schools—Dever-McCormack K-8 School

Boston, MA

Principal Intern, Harvard Graduate School of Education

August 2012—May 2013

- Observed, Coached and Mentored 8 teachers on the 4th and 7th grade teacher teams serving 200 students
- Co-Facilitated ILT walk-throughs to prepare for state turnaround evaluation
- Led evaluation of Diplomas Now, a dropout prevention program, increased team's intervention effectiveness.
- Chaired hiring committee for two visual arts teachers in the spring
- Monitored teachers' lesson plans and instruction to ensure alignment with Common Core State Standards
- Ensured effective implementation of support services to meet individual students' academic needs
- Designed and implemented school-wide transition procedures and policies to ensure student safety during passing periods.

Teach For America—Summer Institute 3rd, 6th, 8th

Chicago, IL

School Director—Melody & Mason Elementary

March 2012- -July 2012

- Led and supervised instruction and operation between 2 school sites for 70 pre-service teachers, serving approximately 340 students
- Coordinated summer school instructional plans with two District assistant principals across two school sites
- Analyzed school-wide (Behavior, Attendance, Grades) data to maximize student achievement and corps member learning
- After the first week of institute, seven out of ten corps members felt a part of the culture of the summer institute.
- After institute, one of my two school sites exceeded satisfaction metrics of the overall summer institute.
- 97% of pre-service teachers matriculated.
- Oversaw operations, logistics and culture at the summer school site

CICS—Dr. Lloyd Bond School (EdisonLearning) K-8

Chicago, IL

Founding Academy Director/Vice Principal/Teacher

December 2009—June 2012

- Increased student attainment in Mathematics on NWEA between 2010-2012 from 70.7% to 74.1%
- Increased student attainment in Reading on NWEA between 2010-2012 from 56.3% to 66.5%
- Achieved EdisonLearning FOUR Star School Rating after Second year, by outperforming comparable schools (2011)
- Implemented Responsive Classroom and reduced out of schools suspensions by 50% after 1 school year (2011)
- Coached teacher development with Teach Like a Champion, Teaching as Leadership
- Managed the professional development plans of 4 lead teachers, 4 house teams and 7 curriculum coordinators
- Ensured lesson plans aligned to state standards, EdisonLearning Benchmarks, NWEA and ISAT
- Oversaw daily operations of school personnel, entry, dismissal, lunchroom, maintenance

CICS-Loomis Primary Academy (EdisonLearning) K-2

Chicago, IL

Extended School Year Coordinator

June 2009-July 2009

- Led and managed the instruction of 17 classrooms and 150 students.
- Developed a teacher evaluation rubric.
- Designed the scope and sequence for K-2 math, reading, and writing instruction.

- Created behavior contracts as disciplinarian with students.

Teaching Experience

CICS—Loomis Primary Academy (K-2)

Chicago, IL

Founding 2nd Grade Teacher

July 2008—December 2009

- Led 26 students to 1.1 years growth in math and reading.
- Led 83% of students to finish school year reading at grade level.
- Outperformed average national growth on NWEA by 40% in math and by 30% in reading.

Teach for America

Los

Angeles, CA

Second Grade Teacher

June 2008—July 2008

- Taught remedial summer program for students in Los Angeles School District.

Educational Research Lectures/Professional Development

- Croston, Jr, R. *Scaling Up Waters Down*. (April 2013) Presented at Harvard Graduate School of Education *Ed Talks*
- Croston, Jr, R. *The Neo-Liberal Pitfalls of Venture Philanthropy at the Intersection of Race and Class*. (March 2013) Presented at Emory University
- Campbell, M. and Croston, Jr., R.E. (Spring 2010) *Maximizing Student Achievement Data*. Presented at Chicago State University, College of Education, Chicago, IL
- Campbell, M and Croston, Jr. R.E. (Summer 2010) *Rigor in Teacher Evaluation*. Presented at EdisonLearning Leadership Development Academy, San Diego, CA.
- Campbell, M and Croston, Jr., R.E. (Fall 2010) *Maximizing Student Achievement Data*. Presented at Chicago State University, College of Education, Chicago, IL
- Campbell, M and Croston, Jr., R.E. (Fall 2011) *Maximizing Student Achievement Data*. Presented at Chicago State University, College of Education Faculty Summit, Chicago, IL

Education

Harvard Graduate School of Education

August 2012- May 2013

Ed. M., School Leadership Program , MA and IL Administrative Certificate (1823203)

Cambridge, MA

Dominican University

June 2008—June 2010

MAT, IL Certificates (1823203) in K-9 Education, Social Science Endorsement in 6-8

River Forest, IL

University of Chicago

September 2005-August

2006

AM, Social Sciences

Chicago, IL

Marquette University

June 2001-2005

BA, Political Science, Social Philosophy

Milwaukee, WI

Les Aspin Center for Government

September 2003—December 2003

Washington, D.C.