



New Schools for Chicago
PROGRESS
2016

CORE BELIEFS

Kid First. As citizens and advocates it is everyone's responsibility to protect a child's right to a great education. Whether you are a politician, a parent, a teacher, an alderman, or even just a resident of Chicago—you should support policies and procedures that put "kids first."

Prioritize School Quality. Quality should be at the heart of any discussion around education—if a school is delivering a high-quality education to students we should support and protect it.

School-type Agnostic. Along with our focus on school quality, we support any school, regardless of type, that provides a high-quality option to parents and students.

CPS Needs a Healthy Charter Sector. We believe that a healthy ecosystem—that supports school quality—includes school options for families. With charter students now representing 15% of all CPS students (nearly 60,000 students), and a majority of charter schools performing very well, we believe charters must continue to be one of many options for families in Chicago. We believe these options played an important role in improvements in CPS over the past 15 years.

Parents want Options. Research continues to show that parents want and exercise choice when it comes to schools. Our work supports their right to choices.

DEAR FRIENDS,

In 2004, New Schools for Chicago (NSC) set out to improve outcomes for all public-school students by addressing broad needs of the education ecosystem. We did this initially by introducing school choice with an investment of \$100 million to support 80 new schools, many of which were charter.

Since the introduction of choice, graduation rates in Chicago have increased over 20 percentage points; ACT scores have increased nearly two points; and reading and math scores in elementary schools have improved at rates that rank in the top of urban districts nationally.

While choice is prevalent, access to high-quality seats is not. Despite incredible progress, 49,984 kids are still trapped in failing schools. Tens of thousands of students languish in mid-performing schools, and more than 6,000 students drop out each year. 25% of dropouts came from only 10 of the 120+ high schools.

These facts are startling in the face of progress made. In 2015, New Schools for Chicago engaged in an organizational restructure. We recognized that the market had shifted and our strategies needed to shift as well.

While our overarching goals have remained constant—to ensure that the marketplace operates effectively and efficiently for families—our current strategies are designed to ensure that families continue to have the options they want, that schools are high-quality, and that policies reflect a “kids-first” mindset.

This ecosystem-focused work serves as the second wave of improving outcomes and dramatically reducing the number of students who end up trapped in low-quality school seats.

We focus on three critical levers to strengthen the ecosystem: (1) Elevate and amplify parent needs and concerns, while supporting parents in navigating to high-quality schools (2) Enhance policy, placing “kids first.” (3) Provide direct support to mid-performing schools to improve outcomes, while creating a “blueprint” for contextualized improvement.

A healthy, efficient ecosystem will allow great schools to thrive—providing 50,000 additional high-quality seats to kids in Chicago by 2020.

Towards those goals, we invite you to share in our progress and to explore the milestones achieved to date.

Sincerely,



Daniel Anello
Chief Executive Officer



Patrick J. Canning
Board Chairman

SPECIAL THANKS

Thank you to all those individuals, organizations, and foundations who make our work possible. It is only through the generosity of their contributions and support that New Schools for Chicago can and will provide 50,000 more students access to high-quality seats.

Thank you for all that you do.

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OUR PRIORITY AREAS

Creating an environment conducive to high-quality schools is dependent upon significant investment in our priority areas:

- 1 Shift the conversation to school quality by elevating and amplifying parent voices.**

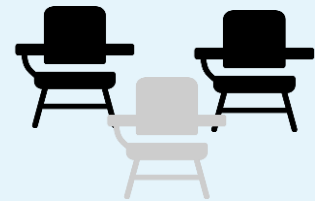
 - Provide tools and resources that will increase parent understanding and access to high-quality school options so that they can more effectively advocate.
 - Elevate the parent voice through a comprehensive parent advocacy campaign.
 - Amplify parent voice and concerns through a synchronized and widespread media effort.
- 2 Enhance policy to prioritize kids and families.**

 - With parents, identify and advocate for policy change through an activated parent voice.
- 3 Provide direct support to targeted schools to improve outcomes.**

 - Identify mid-performing schools and provide comprehensive supports to transform them into high-performing schools.
 - Work intentionally with school leaders.
 - Create a “blueprint” for contextualized improvements.

Through initial efforts towards these goals, New Schools for Chicago continues to grow in our role as an unbiased advocate for school quality focused on ensuring kids are in, or moving to, high-quality seats.

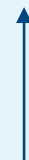
NEW SCHOOLS FOR CHICAGO VISION



**MOVE 50,000
MORE KIDS INTO
HIGH-QUALITY SEATS**



**IMPROVE ACCESS AND POLICY IN
SUPPORT OF HIGH-QUALITY
SCHOOL CHOICES**



**WORK IN COMMUNITIES TO ELEVATE
PARENT VOICES, WHILE SUPPORTING
SCHOOL LEADERS**

SETTING TRANSFORMATIVE GOALS & MEASURING IMPACT

In 2015 New Schools for Chicago recognized that despite remarkable progress in Chicago's education ecosystem, more work remained. At that time, approximately 75,000 children remained trapped in failing schools.

As a result, we set the ambitious goal of providing 50,000 more students access to high-quality seats by 2020.

Now, when we revisit progress a year later, we see that nearly 50,000 students still attend failing schools.

In order to create and continue a transformative shift, we recognized that our work would have to be largely focused on the broader educational ecosystem. Namely, we work to ensure that parent needs and concerns are at the forefront of the discussion, that policies “put kids first”, and that we are providing direct support to mid-performing schools to improve school quality.

Over time, we hope to shift the system so that parents and students are able to more easily navigate to high-quality schools. At the same time, we hope that policy changes will improve transparency and access to high-quality options for families, as well as improve the overall quality of the educational ecosystem for parents, so that less low-quality options exist.

To measure progress, we compare school performance information based on CPS' accountability framework, the School Quality Rating Policy (SQRP).

Through our work, we hope to see more students enrolled in schools with a 2-year average SQRP rating of 3.5 or greater. At the same time, we hope to improve middle performing schools, and grow higher performing schools—providing more high-quality options.

HOW IS QUALITY MEASURED?

In Chicago, each school, regardless of school type, receives a School Quality Rating Policy (SQRP) score. This score is primarily driven by student achievement and growth for a particular school, and is utilized to measure a school's overall performance. Schools receive a numerical score and a performance level rating each year based on their performance during the previous school year. This is a robust and comprehensive measure of a school's overall performance, and includes factors beyond assessments, including survey and culture data.

The SQRP is also used to measure school performance over time and determine whether schools are eligible for more intense interventions.

Because the SQRP places emphasis on growth, which can fluctuate from year to year, it is often insufficient to rely solely on a single year's measure of a school. This can be especially true for schools in the mid-level range of performance.

To counteract movement from year to year, NSC uses a 2-year SQRP average along with a multi-year view of level ratings to better understand a school's performance. Measuring the consistency of a school's SQRP over time provides a much more accurate depiction of that school's performance.

In aggregate, we look at the breadth of all schools' performance from year to year to better understand whether the ecosystem is functioning effectively and efficiently for families.

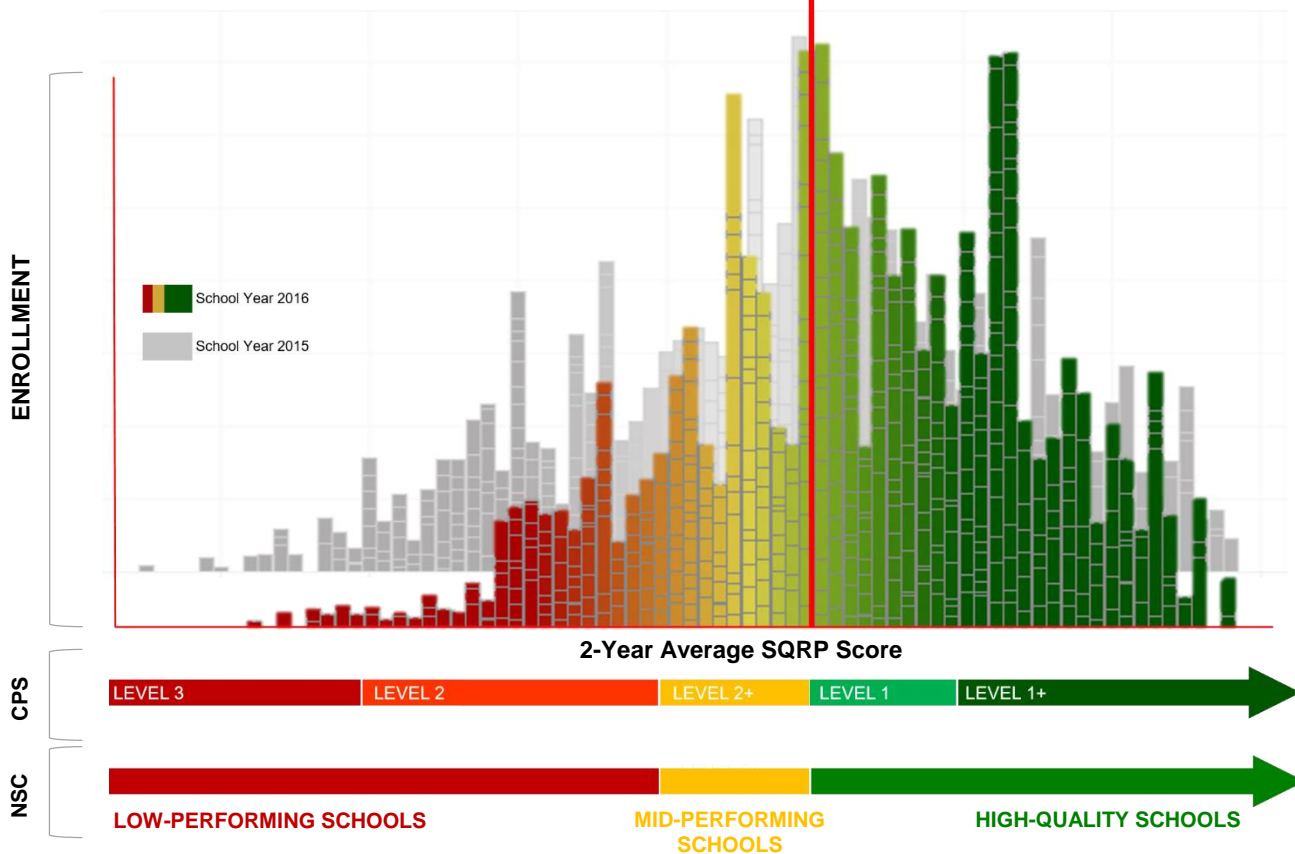
SQRP LEVEL RATINGS & NEW SCHOOL QUALITY LEVELS

SQRP LEVEL RATINGS (1 Year)	SCORE RANGE	CPS Description	NSC Description
Level 1+	4.0 or more	Highest Performance	Schools that consistently perform above a 3.5 and are given a Level 1 or 1+ are considered high-quality .
Level 1	Between 3.5 and 3.9	High Performance	
Level 2+	Between 3.0 and 3.49	Average Performance	Schools that perform between a 3.0 and 3.49 are considered mid-quality .
Level 2	Between 2.0 and 2.9	Below Average Performance	Schools that consistently perform at a 2.9 or less are considered low-quality by NSC, with those consistently rated a Level 3 as the lowest quality schools.
Level 3	Less than 2.0	Lowest Performance; school requires "intensive intervention"	

UNDERSTANDING SCHOOL PERFORMANCE A KEY

3.5 (2-Year Average SQRP Score)

NSC defines "high-quality" as those schools that consistently perform at this level or better. We measure progress over time by monitoring the shift of both schools and students from low and mid-performing options to higher performing ones above this point.







IMPACT ON DISTRICT PERFORMANCE

In 2015, New Schools for Chicago recognized that despite remarkable progress in Chicago's education ecosystem—75,000 children remained trapped in failing school seats.

As we set our priority areas to address the needs of the broader educational ecosystem, we recognized that our work would have both a direct immediate effect, as well as a long term indirect effect.

For example, in the past year New Schools for Chicago directly led implementation of a clearer accountability policy which led to the closure of six severely low-performing charter schools.

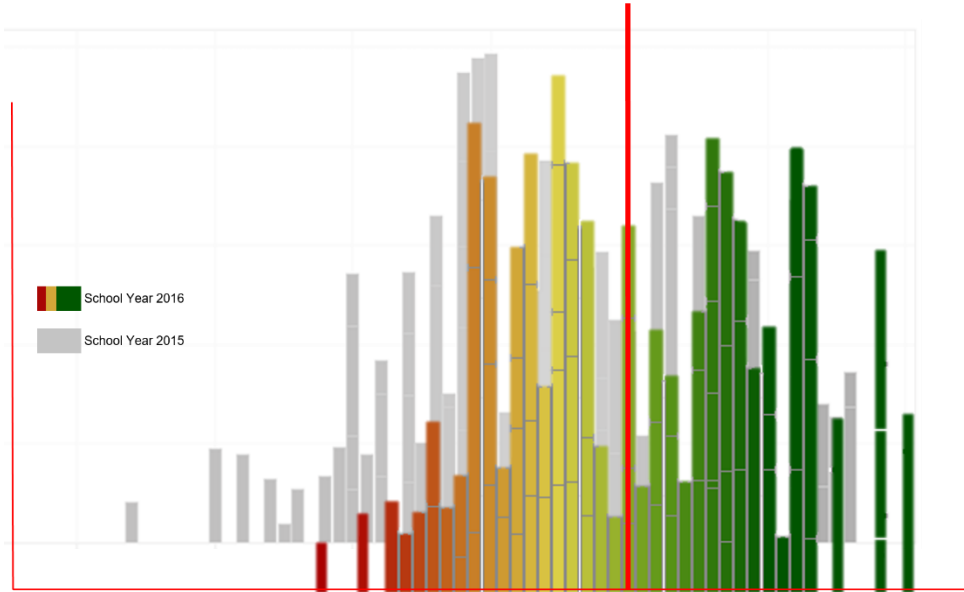
Moreover, as a result of this policy, 4,068 more students are now in schools demonstrating high-quality performance. These schools have improved to meet the newly established standards, and their students have benefited as a result.

Similarly, we can directly measure the impact of our School Improvement Grants. As mid-performing grantees are improved (becoming higher performers), those students have benefited as the quality of their school has improved.

Indirectly, we can see that our role as impartial "referee" around school quality has played an important role in the overall positive improvement of the Chicago Public Schools educational ecosystem when comparing 2015-2016 school performance data to the newly released 2016-2017 performance data.

Our work to create and implement a restart policy, support for parents in navigating to quality options, as well as early success in parent and community organizing around a stop-gap budget measure have all been key ingredients to improved performance in the district.

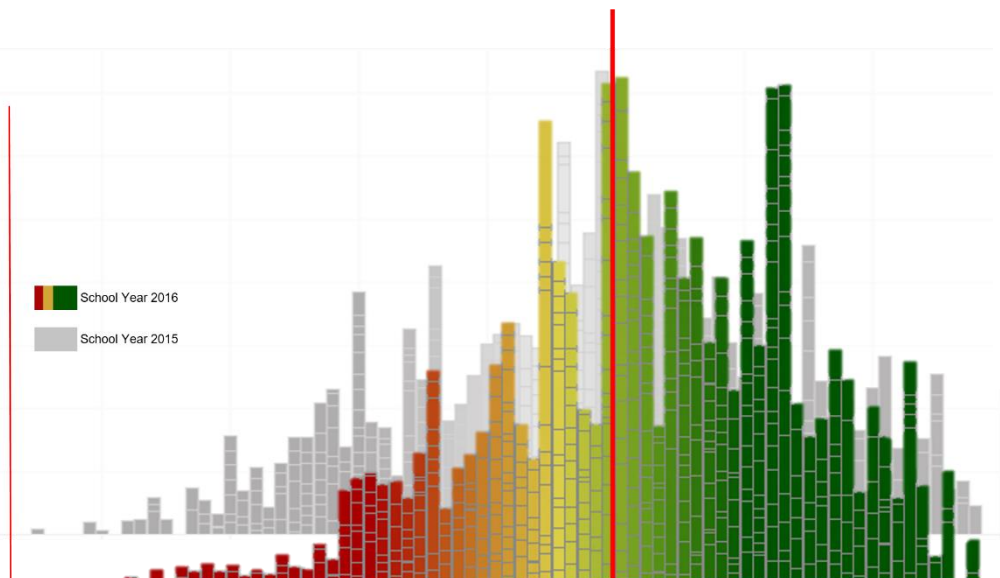
CHARTER SCHOOLS—DIRECT IMPACT



When comparing charter school performance from school year 2015 to school year 2016, 5,158 charter students are now in higher performing seats.




Moreover, **there are now no Level 3 charter schools.**

THE DISTRICT—INDIRECT IMPACT



When comparing district-wide school performance from school year 2015 to school year 2016, we see a shift in the overall ecosystem. Less kids are in low-quality schools, and less low-quality schools exist.


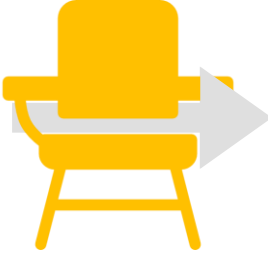

NEW SCHOOLS FOR CHICAGO DIRECT IMPACT BY PRIORITY AREA

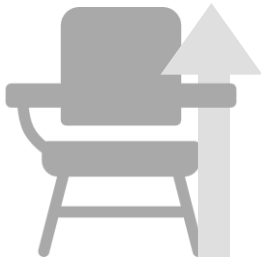
Priority Area	Key Activities	Students
 Elevate and Amplify the Parent Voice	<ul style="list-style-type: none"> Helped parents navigate to higher quality options following closure of two charters Launched Kids First Chicago 	108*
 Enhance Policy	<ul style="list-style-type: none"> Led the creation and implementation of an accountability framework with CPS Using accountability policy closed six low-quality charter schools Initiated restart policy 	4,068
 Direct Support to Schools	<ul style="list-style-type: none"> Cohort 1 Grantee improvements 	+ 982

*Kids First Chicago was recently launched in September 2016. As a result, direct impact cannot yet be measured, and this number is only inclusive of parent support activity.

DISTRICT PERFORMANCE IN THE NUMBERS

Since New Schools for Chicago began broader ecosystem driven work in 2015, district performance has improved.

PERFORMANCE LEVEL	School Year 2015 SQRP	School Year 2016 SQRP
HIGH 	204,331 Students in 291 Schools	241,982 Students in 347 Schools
MID 	84,633 Students in 132 Schools	75,622 Students in 140 Schools
LOW 	88,311 Students in 187 Schools	47,893 Students in 112 Schools



37,651

Students moved to higher quality seats across the district.



5,158

Charter students moved to higher quality seats as a direct result of New Schools for Chicago.



56

Schools moved from low and mid-range to high-quality performance.

BECAUSE
EVERY KID DESERVES A GREAT SCHOOL!



kidsfirstchicago.org



OUR ACTIVITIES
DIGGING
DEEPER

1 SHIFTING THE CONVERSATION TO SCHOOL QUALITY BY ELEVATING AND AMPLIFYING PARENT VOICES

The narrative today has taken an unfortunate turn toward politics rather than focusing on what matters: **student outcomes**. Too often politicians, local policymakers, and even state officials make decisions without the interests of kids as their first priority.

Similarly, debate between charter schools vs. traditional public schools, has become a red herring that distracts us from the real issue that parents care about—school quality.

New Schools for Chicago is committed to changing the dialogue towards what parents really care about—putting “kids-first” policies and school quality at the forefront of public discussion—so that high-quality school options can thrive. We believe that the critical first step in this process is to support parents in navigating to quality schools and advocating for education policies that put kids first.

When parents are armed with the information they need to advocate and their voice is ever-present, policymakers will take notice and real change can begin.

LAUNCHING KIDS FIRST CHICAGO A Campaign to Support Parents

In 2015 New Schools for Chicago determined that in order to fully support parents in their quest for great schools, we needed to create both a set of resources that parents could rely on in navigating to quality, as well as the infrastructure and platform to effectively advocate for their children. To serve these goals **Kids First Chicago**, was established.

As a critical tool, the [Kids First Chicago website](#) aims to make school quality information more transparent, available, and easy to understand. It provides a valuable school search tool that allows parents to find the highest quality school closest to their home. Further, once parents have identified high-quality schools, the site provides information around enrollment procedures.

As a movement, Kids First Chicago, amplifies parent voices providing the necessary resources and platform to share their stories, interact with elected officials, volunteer, and advocate for kids-first school policies.

LEADING PARENT AND COMMUNITY TRAININGS

In the fall of 2016, the Kids First Chicago team (supported by NSC), will initiate its first set of parent and community trainings in the same communities that our school improvement work is targeted. These critical trainings will support parents in understanding school quality and navigating to good schools. Trainings are also a step towards identifying and recruiting parent advocates.

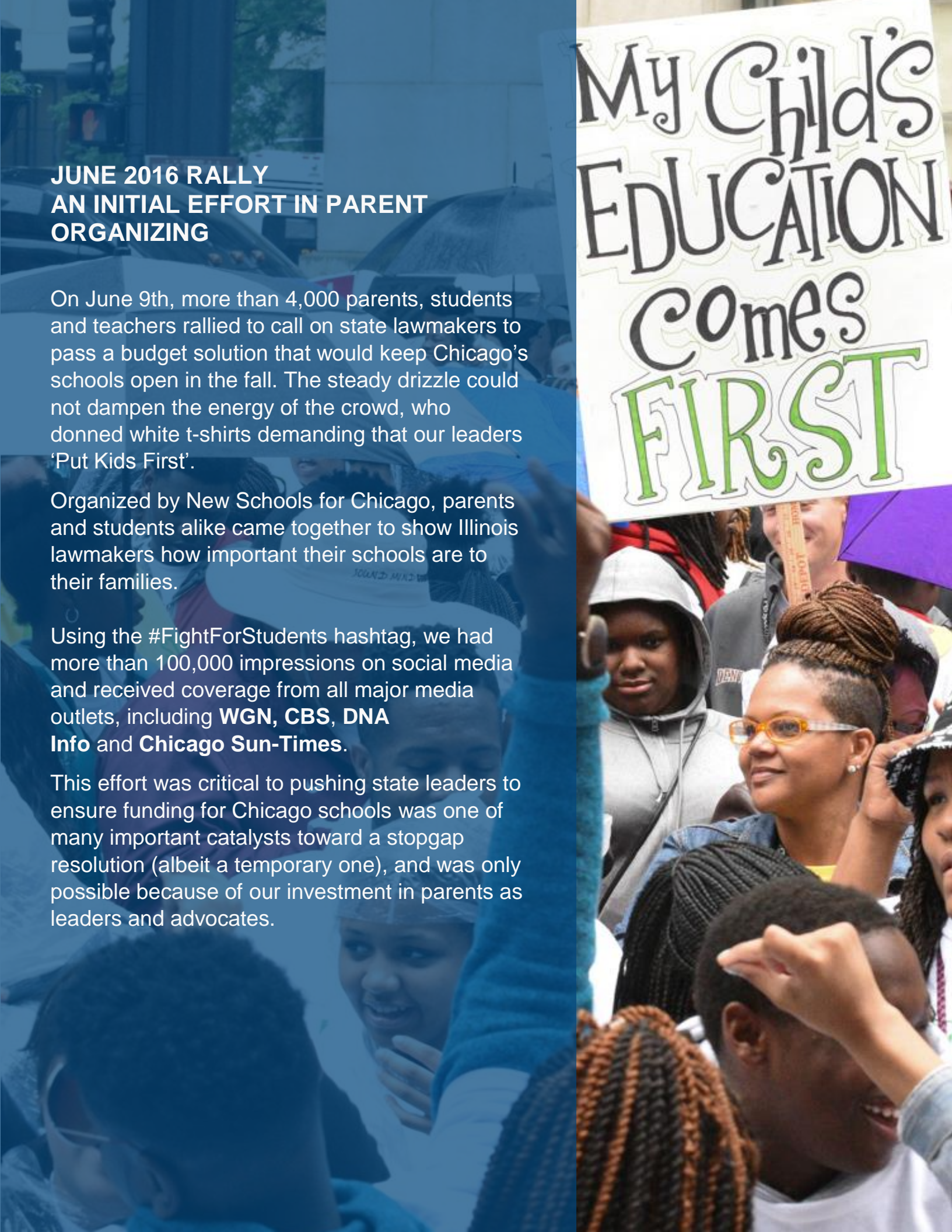
JUNE 2016 RALLY AN INITIAL EFFORT IN PARENT ORGANIZING

On June 9th, more than 4,000 parents, students and teachers rallied to call on state lawmakers to pass a budget solution that would keep Chicago's schools open in the fall. The steady drizzle could not dampen the energy of the crowd, who donned white t-shirts demanding that our leaders 'Put Kids First'.

Organized by New Schools for Chicago, parents and students alike came together to show Illinois lawmakers how important their schools are to their families.

Using the #FightForStudents hashtag, we had more than 100,000 impressions on social media and received coverage from all major media outlets, including **WGN, CBS, DNA Info** and **Chicago Sun-Times**.

This effort was critical to pushing state leaders to ensure funding for Chicago schools was one of many important catalysts toward a stopgap resolution (albeit a temporary one), and was only possible because of our investment in parents as leaders and advocates.



My Child's
EDUCATION
Comes
FIRST



2 ENHANCING POLICY TO PRIORITIZE KIDS & FAMILIES

As the dialogue shifts towards school quality and parent needs, there are a number of education policies that can be reformed to place “kids first.” These policies, which were identified through parent focus group and polling data, have the capacity to dramatically spur significant improvements in student outcomes:

- Universal Enrollment
- Adequate and Equitable Funding
- Transparent and Fair Accountability

These policies benefit all kids and families regardless of which school they choose (traditional, charter, etc.).

While we continue to organize parent advocates around these issues, New Schools for Chicago actively collaborates with and challenges CPS in order to ensure that “kids-first” policy changes move forward—laying the foundation to provide thousands of students access to high-quality seats that are currently unavailable to them.

IMPLEMENTING A DISTRICT ACCOUNTABILITY POLICY

In January of 2015 CPS and NSC agreed to work hand-in-hand to push for higher standards of accountability. Together, we assembled a coalition of organizations to work toward a clearer standard for performance. The final policy, a more articulate accountability framework, was the result of more than eight months of collaboration between CPS, charter organizations, the Illinois Network of Charter Schools, and New Schools for Chicago.

The new policy measures performance over multiple years and provides clearer cut-off points for low- and high-performing schools. It also defines what actions are to be taken depending on a school’s multi-year ratings, should a school require intervention, drastic support, or even closure.

There are still a number of opportunities to better the overall accountability system, especially given the numerous shifts in testing protocols and the changes in federal law around accountability (ESSA). We continue to work directly with CPS in refining the policy. Our goal is to increase clarity around actions that are available to CPS given various school types, including both charter and traditional public schools.

MOVING TOWARDS UNIVERSAL ENROLLMENT SIMPLIFYING THE SYSTEM FOR PARENTS

One of the most consistent themes generated through our polled families and parent focus groups was confusion around where good schools could be found and how to enroll in them. Specifically, they identified a lack of transparency and ease of access.

Currently, parents feel “on their own” when it comes to finding good schools. In the absence of clarity and transparency, they are forced to rely on word-of-mouth, and limited or confusing information to determine where to enroll their children.

Further, there is tremendous misunderstanding around school types, quality, programming, and more. This is more pronounced in Chicago’s poorer communities.

A common application could be an important tool, and win, for families living in underserved communities. It would eliminate the 100+ applications CPS reports to have for its more than 250 schools and programs, as well as provide tremendous transparency for families trying to understand where quality schools are available.

Because it would force the district to clarify confusing information, simplify enrollment practices, and provide more transparent information around school quality, it would help level the playing field for Chicagoans in accessing high-quality options.

When parents are able to clearly understand which schools are high-quality, a universal application could lead to increased demand for high-quality seats.

Further, it will become more evident that high-quality schools are much more prevalent in certain neighborhoods—a fact that isn’t often

evident to Chicagoans—and has stalled the creation of a common application in the past.

This political inertia is slowly shifting, as New Schools for Chicago leads the charge for a common application for parents.

Specifically, New Schools for Chicago works directly with CPS to:

- Vet potential universal enrollment systems;
- Poll parents and families around their needs;
- Solicit feedback from schools around potential barriers; and
- Work alongside the district to create an implementation plan.

New Schools for Chicago recognizes that there are benefits CPS could realize in implementing Universal Enrollment, creating a strong case for moving forward, despite political barriers.

Universal enrollment would ensure that data around where students are, and are not, enrolling is more readily available. Armed with this information CPS has the potential to more efficiently and effectively manage supply and demand within its portfolio.

Better understanding and a quicker reaction to migratory patterns for student enrollment would benefit CPS in a number of ways, including opening opportunities to find economic efficiencies (of which they are in desperate need).

With our resources, expertise and impartial position, CPS may realize a common application system for families in the next several years—a goal that once seemed like an impossible dream.

A FRAMEWORK FOR SCHOOL RESTARTS LED BY NEW SCHOOLS FOR CHICAGO

Much like our collaboration with CPS around a more transparent accountability framework, we have worked to develop a school restart policy in partnership with CPS. This framework, which was largely driven by New Schools for Chicago, outlines the process and procedure for a school “restart” where a higher-quality school operator takes over a low-performing school rather than shutting down a school entirely.

When school quality drops, enrollment dips as parents opt to move their children to other school options. School funding follows decreased enrollment trends—causing an overall destabilization where the school cannot increase quality. At some point a school closure may become the only viable option, but closures can be devastating to families and communities.

While any transformational change can be difficult, a school restart is easier on families and on children than a school shutdown because it allows students to continue attending school in the same building, and parents to have an increased voice in the transition process. In some cases, high-quality teachers are also retained—creating additional opportunity for familiar faces during transition.

For New Schools for Chicago, creating a school restart framework for CPS represents a critical step towards increasing school accountability, creating transparency for parents, and ultimately ensuring that students are in high-performing seats.

Importantly, the work led by New Schools for Chicago is likely to be formally implemented by CPS beginning in the Fall of 2016.





NAVIGATING THROUGH SCHOOL CLOSINGS WHEN POLICY AND PARENT SUPPORT CONNECT

New Schools for Chicago recognizes the need for more transparent and fair accountability. However, accountability can be difficult, as it sometimes results in closure of the lowest performing schools.

We know that closing schools is hard. It's brutally hard on families who are forced to find another schooling option for their child and are thrust into a complex and often confusing landscape. Those difficulties can be even more devastating for families when there is uncertainty in accountability due to lack of clarity.

And it is also hard on communities when communications aren't managed well, and political pressure ratchets up.

That said, there are times when a school closing is unavoidable, where nearly all the kids in the building are not learning, most families are not choosing the school, and kids are at significant risk of falling so far behind their peers they will never catch up. The new accountability policy is intentional in only flagging these types of cases for action, where intervention is absolutely necessary despite how difficult it will be. In these situations, we partner with the district to help families choose high-quality options, to provide resources that support transition services for students (including transportation orientation, introductions to their new school's culture, and academic transition orientation) to support the district in creating closure procedures that work for communities, and to effectively communicate the transition plan to all involved.

Through these efforts, New Schools for Chicago was able to successfully transition **108 students** to higher-quality options following the closing of 2 low-performing charter schools this past year.

SUPPORTING ADEQUATE AND EQUITABLE FUNDING

Simply stated, if schools do not have adequate funds to operate, providing high-quality outcomes for students is not feasible. Moreover, if schools are not operating within an equitable system where more disadvantaged students are provisioned with additional support to be successful, then our poorest children will continue to see outcomes that lag further and further behind their more affluent peers.

With a population where 87% falls below the poverty index, equitable funding is critical to Chicago both on a local and state level. Further, local funding becomes particularly charged as the city is hyper-segregated—with dramatic economic differences from community to community.

Local Funding: In the spring of 2014, after months of deliberation and work in close proximity with charter leaders, CPS made an unprecedented decision to quietly increase per pupil funding for charter students.

This decision “put kids first,” as extensive budget analyses revealed a substantial shortfall in funding to charter students, who the district had inadvertently underfunded relative to their district-run school peers. The decision was driven by fair-minded individuals, from both the traditional and charter community, who agreed to do the right thing, regardless of political repercussions.

However, this equalizing was isolated to operating funds, but left inequity in several other key areas, like facilities support and access to federal grants, to be addressed in the future.

We continue to monitor the fairness of Student Based Budgeting to all students by leveraging the substantial expertise of the current staff. The initial budget analysis that eventually led to this dramatic shift was driven largely by the NSC current CEO, Daniel Anello. Further, Gerald Liu, NSC Director of Policy, played a critical role in the 2014 negotiations as well. At the time, both represented opposite sides of the original discussion.

Finally, key individuals on the Civic Committee staff also have deep expertise in this issue, and have been significant influencers in school funding since the 1990’s. Currently, NSC has access to some of the deepest budget expertise external to CPS.

New Schools for Chicago continues to be a leading voice in local discussions with CPS on efforts to provide equitable funding to all students.

State Funding: There is no longer a dispute regarding the inequity of the current state funding formula¹. Illinois has one of the most regressive formulas nationally, which has a dramatic impact on poorer districts throughout the state, compounding over decades. The politics around school funding have prevented a fix in previous years due to the risk of political winners and losers, and given years of inaction, the growing cost of rightsizing.

However, there is more momentum around this issue currently than there has been in previous years. We will continue to support organizations such as Advance Illinois and others, as they dig into this broader issue and look for a fair resolution. We have been an analytical thought partner on the design of potential funding formulas to replace the current state formula, and will continue to work behind the scenes to push for more equitable funding statewide.

We believe the funding issues are particularly resonant with Chicago families, given the state budget impasse and CPS' risk of financial insolvency. Our earliest advocacy work has been rooted in the need for a solution from the state in funding CPS. We know this is a galvanizing issue, as it allowed us to organize a 4,000-person rally and significant media attention where Chicago parents demanded a resolution from state leaders.

There continues to be significant energy around this issue as there has yet to be a longterm equitable resolution.

Our expertise around school funding as well as the potency of the problem will continue to be critical in our advocacy efforts.

¹ National Reports:

http://www.schoolfundingfairness.org/National_Report_Card_2014.pdf

<https://www.americanprogress.org/issues/education/report/2012/09/19/38189/the-stealth-inequities-of-school-funding/>

Illinois State Board of Education Report:

<http://www.isbe.net/budget/FY15/fy15-fact-sheet3-sb16.pdf>

Media Spotlight:

<http://www.chicagotribune.com/ct-sta-kadner-sudies-st-0327-20150326-column.html>

<http://www.chicagotribune.com/news/opinion/commentary/ct-illinois-school-funding-rauner-cullerton-meeks-perspec-0731-jm-20150730-column.html>



PROVIDING DIRECT SUPPORT TO TARGETED SCHOOLS TO IMPROVE OUTCOMES

In 2004, one in two students dropped out of high school, a statistic that plagued Chicago for over 30 years. Through the expansion of 68 new charters as well as a dozen innovative traditional schools, NSC played a critical role in strengthening the ecosystem. Five-year graduation rates are at an all-time high of 73%. In 2004 charters were only 3% of the district, but have grown to represent 16% (65,000) of Chicago students.

Now nine out of ten families opt out of the worst performing public schools even when zoned to those schools—choosing other school options including traditional neighborhood schools (in nearby communities), charter, magnets, and contract schools. While the ecosystem has improved overall, there is an overabundance of mid/poor-quality seats for a population of nearly 400,000 students.

At almost 660 schools, nearly a third of district schools are in this middle range of performance, where they aren't providing a high-quality education, but are easily overlooked as the district and others focus on the most challenging schools.

That oversight leads to thousands of kids languishing in schools with no incentive or resources to drive improvement and truly offer those kids what could be a great education. In many ways, these schools represent low-hanging fruit for improving outcomes for thousands of children, as they are doing many things well, and with the right supports could become great schools. Identifying an approach to improving these schools would move tens of thousands of kids into higher-quality seats if scaled districtwide.

Aligned to national best practices, we work as partners to school leaders at mid-performing schools through a comprehensive 3-year School Improvement Grant. Our goal is to improve mid-performing schools, while creating a contextualized “blueprint” going forward.


We provide strategic resources and a leadership coach, establish mid-year and end-of-year milestones, act as the fiscal agent for all grant monies, and closely monitor progress through several metrics.

COHORT 1 EARLY SUCCESSES

In the fall of 2015 we received 26 grant applicants out of 52 eligible schools for Cohort 1. In December, leaders from Erie Elementary*,² Epic Academy, and Perspectives Leadership Academy were selected out of this highly-competitive applicant pool. In January of 2016 we began working with the first cohort of School Improvement Grantees to develop and refine strategic plans. Grantees have moved forward in selecting and participating in professional development opportunities including the 2-week summer Accelerate Institute Program.

We are already seeing early signs of success where two high schools have improved at least one rating category in CPS' accountability framework, and are showing above average growth on standardized tests.

*The Erie Elementary Charter School leader, has transitioned out of her role to pursue new opportunities. As a result, she is no longer participating in the NSC School Improvement Grant opportunity.



“The investment NSC made in the diagnostic walkthrough provided a great starting point for our leadership team to begin working on our [academic] rigor issues. Providing a leadership coach for me has made a significant impact on our achievement and my leadership of our academic coaches. The work New Schools is supporting with additional supports will amplify our success.”

Matt King
Principal and CEO
EPIC Academy

COHORT 1 GRANTEE PROGRESS

EPIC ACADEMY CHARTER HIGH SCHOOL

3.5
2 YEAR AVERAGE SQRP

Year	SQRP Rating
2014-15	2
2015-16	2+
2016-17	1+

QUICK FACTS

- Matt King**
PRINCIPAL
- 501**
STUDENTS
- 9th-12th**
GRADES

Since inclusion in New Schools for Chicago School Improvement Grant Cohort 1, Epic Academy has improved overall school quality by 2 full SQRP level ratings.

- 63%** Black
- 36%** Hispanic
- 23%** Diverse Learners
- 96%** Low Income

SOUTH CHICAGO
NEIGHBORHOD

PERSPECTIVES LEADERSHIP ACADEMY

3.4
2 YEAR AVERAGE SQRP

Year	SQRP Rating
2014-15	2+
2015-16	2
2016-17	1

QUICK FACTS

- Sarah Severson**
DIRECTOR
- 442**
STUDENTS
- 6th-12th**
GRADES

Since inclusion in New Schools for Chicago School Improvement Grant Cohort 1, Perspectives Leadership Academy has improved overall school quality by 1 full SQRP level rating.

- 98%** Black
- 1%** Hispanic
- 18%** Diverse Learners
- 93%** Low Income

AUBURN GRESHAM
NEIGHBORHOD

COHORT 2 MOVING TOWARDS A “BLUEPRINT”

As we begin selection for Cohort 2 in Fall 2016, we look forward to welcoming mid-performing traditional neighborhood schools to apply alongside their charter school peers.

Aligned to a core value—school type agnostic—including traditional schools will allow us to strengthen models for contextualized improvements going forward.

FINANCIAL HIGHLIGHTS FISCAL YEAR 16

REVENUE

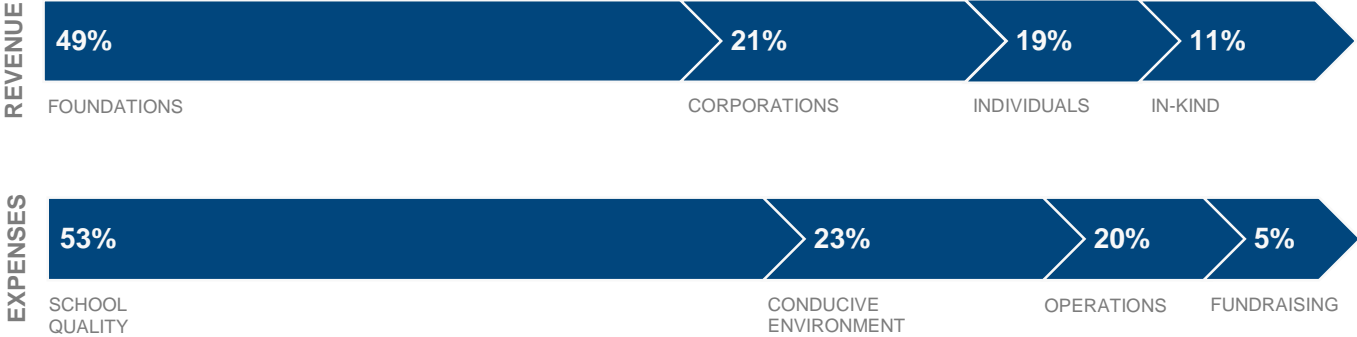
Foundation Grants.....	2,266,249
Corporate.....	947,459
Individual Contributions.....	859,499
Donated Services (In-kind).....	505,341
Other.....	570
TOTAL REVENUE	\$4,606,118

EXPENSES

Operations.....	538,565
Fundraising.....	143,805
Conducive Environment.....	625,627
School Quality.....	1,449,511
TOTAL EXPENSES	\$2,757,508

EXCESS OF REVENUE OVER EXPENSES \$1,848,610

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BOARD OF DIRECTORS

NSC is a not-for-profit education organization focused on improving outcomes for all kids in Chicago through policy and direct support to schools.

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CEO, New Schools for Chicago

PAT CANNING, BOARD CHAIRMAN

Managing Partner, KPMG LLP

TY FAHNER

President, Civic Committee of The Commercial Club of Chicago

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Partner New Harbor Capital LLC

DON LUBIN

Partner, Dentons US LLP

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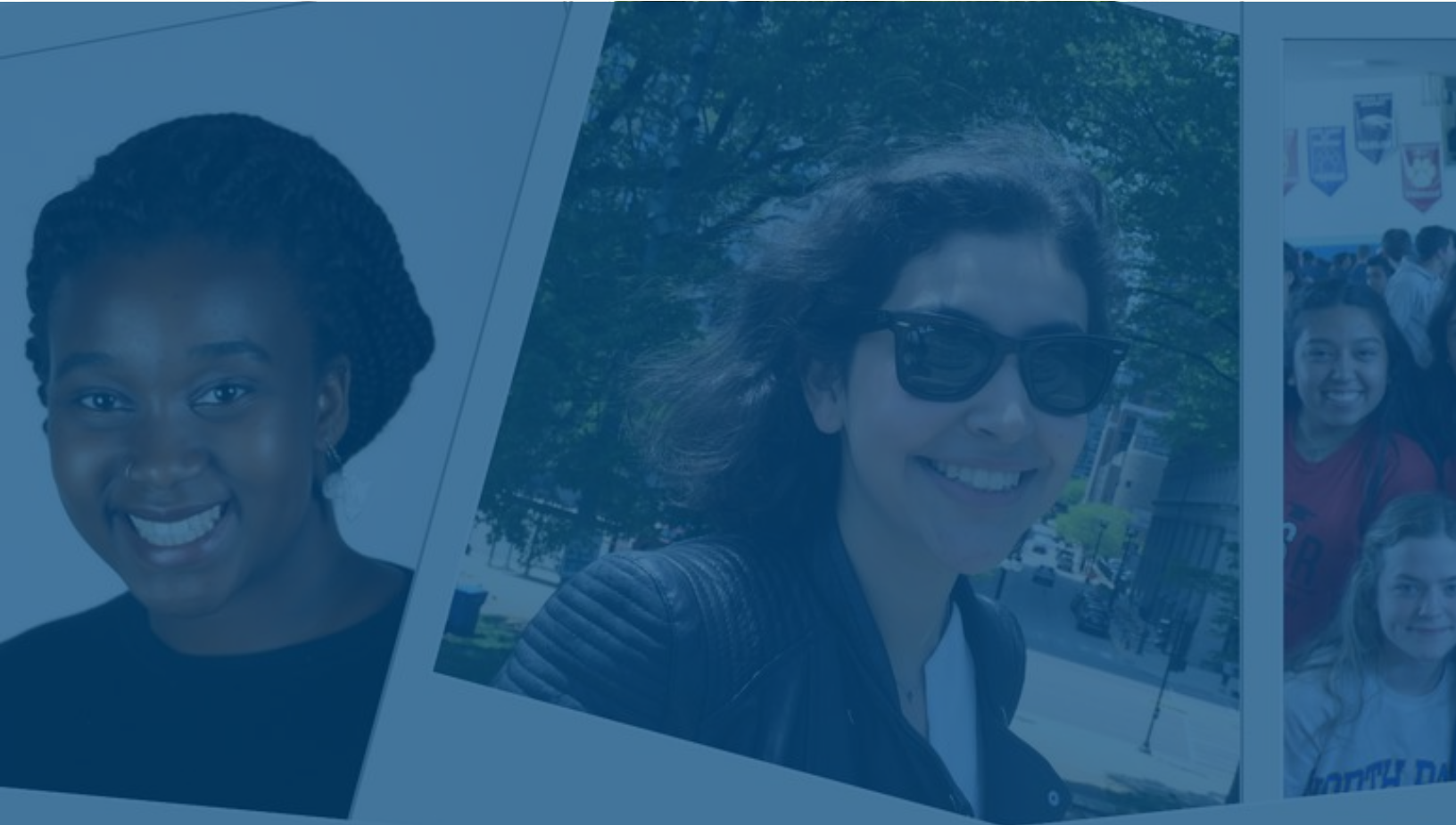
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**New Schools for Chicago
2016**



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