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## Managing Schools for High Performance: The Area Instruction Officer at Chicago Public Schools

After a long day of school visits, Olga La Luz was exhausted yet preoccupied by several challenges she had encountered in the field. As she drove back to her office with one of her reading coaches, Blanca Campillo, she thought about the various schools she had visited. Dubbed by La Luz and her team as “blitzes,” these particular visits had centered on reviewing student work and coaching principals. La Luz was one of Chicago Public Schools’ 17 elementary-level area instruction officers (AIOs), whose charge was to support and oversee groups of elementary school principals. From 2002 to 2006, La Luz’s 28 elementary schools posted one of the highest test score gains of any area in the district on the Illinois Standards Achievement Test (ISAT) (see **Exhibit 1**). These schools had been among Chicago’s lowest-performing and most challenging schools. However, she was not content to rest on her laurels. La Luz recognized the enormous challenge of ensuring continuous improvement and high-quality schooling opportunities for the over 22,000 students in her area. “I am pushing my schools, really pushing,” she insisted. “I was raised in this neighborhood, and when I went to these schools, the expectations were low and the instruction poor. I took this job because I feel a moral responsibility to give back to my community and to make sure these schools improve.”

Turning left on West North Avenue, La Luz’s thoughts shifted to the four schools she had visited earlier that day. This year’s ISAT was just eight days away, and La Luz and her team had met with principals and lead teachers to discuss short-term preparation interventions and long-term goals. These coaching sessions gave La Luz both insights and opportunities to address instructional, management, and leadership challenges facing her schools. “Each of my schools is so different,” she reflected, “and the supports that are needed are varied.”

At her last school blitz, La Luz was unable to meet with first-year principal David Kovach. Kovach, a graduate from New Leaders for New Schools (a national nonprofit organization focused on training new principals), had taken the reigns at Cameron Elementary, a historically low-performing school that had been mired in gang violence, low parental engagement, and high teacher turnover. Just five months into the school year, Cameron’s school climate had begun to improve. La Luz reflected on the changes she saw: “Cameron is one of my most challenging schools, but David really came in and took the bull by the horns. He has a real sense of mission. And, I think he’s selected an

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Professors Monica Higgins and Allen S. Grossman and Research Associate Tiffany K. Cheng prepared this case. PELP cases are developed solely as the basis for class discussion. Cases are not intended to serve as endorsements, sources of primary data, or illustrations of effective or ineffective management.

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incredible team of assistant principals; these are strong people who know instruction.” La Luz’s coaching session with Kovach had not yet begun when a serious issue requiring Kovach’s intervention arose. La Luz had encouraged Kovach’s immediate response and assured him that she could return the next morning. Now, she wondered how she should structure her coaching session with Kovach to call his attention to the instructional gaps she saw and still provide appropriate support for his continued development.

Arriving at her office, she turned the car ignition off and let out a small sigh. La Luz had briefly considered early retirement due to burnout and feeling as though there was not enough time to collaborate with colleagues for support, but she felt as though her departure would disrupt the improvement trends and leadership dynamic at her schools. She knew she should seek support but was unsure who to go to. Just then, her handheld device rang. On the other end was one of her content coaches, waiting for La Luz’s response to an e-mail sent earlier in the day.

## Background<sup>1</sup>

As the nation’s third-largest school system, CPS served 420,000 students in 512 elementary (PK-8) and 131 high schools. The district employed 44,400 people and operated with a \$4.4 billion budget in SY07.<sup>2</sup> CPS largely comprised African-American (49%) and Latino students (38%), with smaller numbers of white (8%), Asian-American (3%), and multiracial students (2%). Concentrated poverty rates in Chicago affected nearly 86% of the district’s student population.

### *Governance and District Leadership*

Since 1995, Chicago’s mayor, Richard M. Daley, had appointed the district’s seven-member board of education and the district’s chief executive officer. Chicago’s long-standing tradition of local control was manifested in local school councils (LSCs), which hired, evaluated, and fired the principal and approved the budget and curricula at every school. Each school had its own LSC on which parents, community members, and school staff served.

CPS’ chief executive officer, Arne Duncan, had led the district since 2001. Upon his tenure at CPS, Duncan appointed Dr. Barbara Eason-Watkins to the post of chief education officer. As one of Duncan’s seven direct reports, Eason-Watkins was a career educator with nearly 30 years of experience. One of Eason-Watkins’s direct reports was Flavia Hernandez, chief instruction officer of elementary areas and schools. A former AIO herself, Hernandez had been promoted to this central office position after her predecessor retired in 2005. Hernandez managed 17 elementary AIOs and shared AIO recruitment responsibilities with Eason-Watkins (see **Exhibit 2** for reporting structure).

### *CPS’s Strategy for High Performance in Every School: Focus on Literacy<sup>3</sup>*

In recent years, CPS had introduced many reforms aimed at improving and strengthening organizational and student performance. The district had spearheaded several programs that focused on advancing literacy, strengthening human capital, and providing additional learning opportunities for students. For example, the Chicago Reading Initiative required all elementary

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<sup>1</sup> For an overview of Chicago Public Schools, please see “Managing the Chicago Public Schools,” PEL-033.

<sup>2</sup> SY is a PELP convention that denotes “school year.” For example, SY07 refers to the 2006–2007 school year.

<sup>3</sup> This section is adapted and contains excerpts from “Managing the Chicago Public Schools,” PEL-033.

students to receive two hours of balanced literacy instruction per day. CPS's explicit emphasis on literacy was also evident in their staffing and resource allocation. Each area office had two reading coaches: one worked with primary-grade teachers (PK–3) and another with upper-grade teachers (4–8). Schools were also funded for several lead literacy teachers at the school level who often worked with their colleagues using practices taught at area-level professional development sessions. By contrast, elementary area offices staffed only one math/science coach per area; the district did not require or fund lead math/science teaching positions at every elementary school. District officials hoped that this focus on literacy would address low reading scores in the short term and spread learning improvements to other content areas in the long term.

CPS had also invested resources into identifying several high-quality literacy and math curricula. Schools were given varying levels of autonomy in choosing instructional programs based on their performance category status. For example, struggling schools could choose from among a range of curricula preselected by the district, whereas high-performing schools exercised greater choice and freedom. Area offices were expected to provide targeted professional development to enhance curriculum adaptation but also tailored these sessions in order to maximize the curriculum's effectiveness in schools with unique demographic and instructional needs.

Student performance had risen steadily under Duncan's six-year tenure. In 2006, a combined 62% of CPS students achieved passing scores on the reading, math, and science ISAT sections, up 14 percentage points from 2005. Across the state, 77% of pupils posted passing marks in 2006, up 8 percentage points (see **Exhibit 3** for a more detailed comparison between district and state performance). Pointing to Chicago's higher gains, Duncan remarked, "The numbers are extraordinarily encouraging. Over the long haul, Chicago is dramatically outperforming the rest of the state."<sup>4</sup>

### *Designing and Implementing the AIO Role*

CPS also focused on organizational reforms in an effort to make the district's size and scale more manageable. In 2002, Duncan and Eason-Watkins reorganized the district from six 100-plus school regions to 24 geographic areas in order to improve instruction and learning. This initial restructuring divided the district into 18 elementary school (PK–8) areas of 19–44 elementary schools each and six high school (9–12) areas of 10–35 high schools each.

In an effort to scale teaching and learning improvements within and across the new area structure, district leaders introduced the AIO role. AIOs understood that they were expected to devote 100% of their time to instructional leadership issues. In SY06, district leaders revised the AIO job description, which set the expectation that AIOs would allocate fully 70% of their time to improving instructional leadership and 30% to principal-succession planning (see **Exhibits 4** and **5** for an AIO job description and information regarding compensation and bonuses). Eason-Watkins hoped to attract candidates with strong instructional backgrounds who could also coach and develop principals. She reflected:

We were looking for individuals who had demonstrated success in their schools, who could develop a strong professional community to drive improvement. We knew we wanted people who really understood the importance of data and its usefulness in informing instruction at the school level. And, we looked for people who clearly had some area of expertise they could share more broadly with other schools.

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<sup>4</sup> Tracy Dell'Angela, "Almost All Gain, Many by More Than 20 Percentage Points," *The Chicago Tribune*, March 6, 2007.

Each AIO, along with an area-level team, worked with principals to improve instruction in either elementary or high schools. The area-level team, consisting of math, reading, special education, and bilingual coaches, spent most of their time providing professional development and targeted support to schools. Although LSCs had ultimate hiring and firing authority, AIOs also evaluated principals against established performance targets. High-performing schools and high schools were grouped in larger numbers to allow smaller assignments for challenging areas. When budget cuts forced the elimination of one AIO position in 2003, some area sizes increased to accommodate these schools. On average then, in 2007, elementary AIOs managed 25 schools located in the same geographic area.

As the position evolved, Eason-Watkins focused even more on candidates' leadership capacity and began looking for "courageous leadership" potential. She explained, "In many cases, AIOs are working with former colleagues. You could have a colleague and engage in discussions over the years, but when you actually go into their schools and see the type of work that's going on, you have to be able to call it what it is and make the right choices for children. That takes tremendous courage."

Hernandez underscored the importance of selecting AIOs with highly developed interpersonal skills. She added, "It's been five years since we unveiled the AIO role, and we've turned over a number of principals. We now have brand-new principals in their first year as well as experienced principals. AIOs are developing principals and school leaders, but they also need to know how to build an area-level team that will provide differentiated support schools."

In addition to providing instructional support to schools, AIOs were asked to devote 30% of their time to working with LSCs as their advisors on the hiring of principals when positions became open—even though LSCs had formal hiring authority. This was an especially critical function, since CPS experienced high principal turnover due to a large number of retirements and relocations each year. In 2006, about 70 principals stepped down from their positions. By March 2007, 120 principals, or one in five systemwide, had notified the district of their plans to leave. Eason-Watkins recognized the enormous staffing challenges facing the district and emphasized the importance of having skilled AIOs leading areas. She said, "If we have AIOs that don't approach the principal appropriately or work well with teachers, they won't be able to support change at the school level."

**Central office support to AIOs** Twice monthly, AIOs gathered at the central office for training, data and performance progress reports, and support. In the early years, development and support took the form of book readings, guest speakers, and other training activities. The district also convened cluster groups consisting of several AIOs and their respective area teams to share practices and discuss challenges. Hernandez explained: "We tried to encourage cluster collaboration so that AIOs not only impact the 20 or 25 schools that they work with, but the 100 in the cluster of three elementary areas."

In 2007, however, some AIOs privately wondered why the district's focus on developing and supporting AIOs had seemingly lessened. To some, the balance between development and compliance had begun to shift over the last couple of years. As one elementary-level AIO said, "Our meetings are very long—I wonder if the same message could be delivered by e-mail instead so that we could spend more time supporting one another on instructional issues." Another reflected, "I have been an AIO for two years and want to continue developing my skills as an instructional leader, coach, and manager. It would be great if these meetings could provide a space for continuous improvement."

Some within central office worried about the number of schools each AIO was asked to support, especially since 2003, when one area office was eliminated due to budget cuts. A high-ranking district official observed, "The area offices are not staffed at a level where they can do much in terms

of instructional improvement and coaching. People tend to point to budget cuts as the reason for the number of schools we give AIOs, but we could find the money if it was decided that this was the most important thing to do.” Eason-Watkins also expressed concerns about school loads. She said, “Some AIOs will tell you that they’ve got too many schools. After the budget cuts eliminated one of the AIO positions, Olga was given six additional schools, bringing her total to 28. It’s too high. We would definitely like to reduce the number of schools supported by each AIO, especially if we have a struggling area, to less than 15.”

## Managing Area 4 Schools

La Luz’s schools were located in Area 4. Situated on the northwest side of Chicago, Area 4 included the Humboldt Park and Logan Square neighborhoods of Chicago, which predominantly comprised African-American, Mexican, Puerto Rican, and a smaller proportion of Cuban communities. These were economically depressed areas that now faced increasing gentrification pressures. School officials believed these economic forces were largely responsible for Area 4’s high student mobility rates.<sup>5</sup>

Schools in Area 4 (and across CPS) were classified into three general categories based on performance.<sup>6</sup> Low-performing schools were placed in either the district’s “probation” or NCLB restructuring schools category and received additional instructional support options, increased attention by AIOs, and a mix of other interventions. High-performing schools were identified using 13 academic, operational, and compliance indicators and the AIO’s recommendation. Known as “AMPS” (Autonomous Management and Performance Schools), each exercised 10 “autonomies,” such as determining their own dates for quarterly professional development days or transferring money across line items without asking for area-level approval. The remainder of the midtier schools were grouped together and provided various supports. From the start, Area 4 was “very challenging—we had a huge list of schools that were not making adequate yearly progress<sup>7</sup> (AYP) and still do not,” said La Luz. Fully half of La Luz’s 28 schools were under restructuring status<sup>8</sup> (see **Exhibit 6** for a summary of Area 4 schools’ demographics, performance history, and status).

### *Olga La Luz: Passion and Purpose*

A career educator with over 30 years of experience in CPS, La Luz knew that managing every school for high performance required an unwavering focus on instruction. Her perspective was shaped by her experiences growing up in the same community as her students. “I was traumatized as far as the education I received, so it took me a long time to finish my education. I came back to make sure this didn’t happen to these children,” she said. Her passion was evident to those familiar

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<sup>5</sup> Mobility rates account for both enrollments in and transfers out of a school after October 1 of each school year.

<sup>6</sup> For more information, see “Managing the Chicago Public Schools,” PEL-033.

<sup>7</sup> In order to meet AYP standards under the federal policy known as No Child Left Behind (NCLB), schools needed to achieve proficiency performance targets on state assessments (e.g., ISAT). Yearly targets were defined by a straight-line gain model using initial proficiency data and the federally mandated goal of 100% proficiency by 2014.

<sup>8</sup> Schools in the “restructuring” performance category had failed to meet federal AYP targets in reading and math for five consecutive years. To comply with federal policy, CPS was required to develop a school restructuring plan that would enact significant changes to staffing (which could include removal of the principal), governance, and financial management/resources.

with her work. As Eason-Watkins commented, “Olga is an example of what it is like to be passionate and work extremely hard.”<sup>9</sup>

La Luz’s teaching career spanned bilingual, general, and special education classrooms at the elementary and high school levels. After a stint as an assistant principal, she became principal at Chase Elementary. La Luz led Chase off of probation and won a national award from the Child Study Center at Yale University School of Medicine.<sup>10</sup> La Luz laughed when she remembered her dealings with the district as a principal: “I was the kind of principal that broke the rules in order to focus on the important things. That’s why I wondered why they hired me as an AIO initially.”

The core values she held as a school leader continued to endure in her work as an AIO. “As a principal, I believed in consensus, collaboration, no fault, and shared decision making. Believe me, I have a strong, strong drive and high expectations, but I was always one of the staff. I’ve carried that into my AIO-ship and make sure principals can see that. I know it’s one of the things that’s helped me greatly.”

### *The AIO’s Range of Responsibilities*

**Walk-throughs, coaching sessions, and building an effective area team** La Luz was supported in her efforts with the assistance of an area management and instructional support team. As was the practice of every AIO in the district, La Luz used walk-throughs as the primary method for identifying instructional weaknesses. Since each school in Area 4 presented different challenges, La Luz based the frequency of formal and informal walk-throughs on principal feedback, school data, and her own observations.

La Luz conducted walk-throughs with area content coaches (who provided support and some of the professional development services to schools) and usually two to four school staff, such as the principal, assistant principal, and school-site coaches. Typically, La Luz and her team of content coaches spent three to five hours at the school site and visited each school one to four times a month. La Luz described this process: “We use walk-throughs to make sure there is rigorous instruction in schools. I go into every school to observe classrooms, which creates awareness of what needs to be done.”

After each walk-through, La Luz and her team provided a detailed report reflecting short-term and long-term instructional goals based on what they observed. La Luz emphasized the collaborative reporting process and said, “I’m very, very careful to make sure that the schools are involved 100%. When we write a report, we write it together. I say to them, ‘If you think there is something that is completely off, please feel free to give me input, and we’ll change it.’” La Luz also coached and supported her principals’ leadership development during these sessions. In order to effect change in schools, she felt that establishing strong relationships was critical:

I always let my principals know that I don’t know it all. I want them to feel safe and work hard to build a relationship where we can talk. I have to be patient and let them evolve. I make sure to acknowledge people, especially principals who are taking baby steps in really challenging environments. Part of my job is to provide the nurturing they need, but I make sure they know I have high expectations and that I’m clear about how we should look at student work with rigorous lenses.

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<sup>9</sup> Sarah Karp, “I Just Couldn’t Let It Continue,” *Catalyst Chicago*, December 2006, p. 8.

<sup>10</sup> Ibid.

La Luz's area team also received coaching and support from her (see **Exhibit 7** for an area-level organizational chart). La Luz strived to meet with her content coaches once a week in order to integrate the area's efforts and ensure that as a team they were sending consistent messages to principals. She elaborated, "I have a very passionate staff, and some of them want to go in our schools and fix whatever problems they see immediately. That doesn't work for every principal. Also, it's not always appropriate or the best strategy for how we support particular schools."

While noninstructional-area staff went on fewer walk-throughs and focused on different issues (e.g., compliance, operations, budgets, etc.), the practice of walk-throughs helped them appreciate the scope of La Luz's work as well as develop the managerial savvy required to solve complex problems. Management support specialist Taina Velasquez described her efforts to limit the noninstructional issues that could easily overwhelm La Luz' daily schedule: "My role is to keep policy and procedural challenges at schools away from Olga. She needs to be able to focus on the day-to-day instructional issues. She knows that if an issue arises that needs her attention, we'll make her aware."

**Training LSCs for effective principal selection** La Luz also worked with parents and community members from LSCs to make sure they were prepared to select effective principals when vacancies arose. She commented, "I build a trusting relationship between myself and the parents and the teachers, who are part of the selection process. I work with the parents and train them to make sure they know the indicators of a good principal. I cannot emphasize the importance of this enough. We want LSCs to recruit instructional leaders who can make a big difference in schools."

**Principals' professional development** One of the most important facets of an AIO's role was that of developing principals. In addition to informal individual coaching, AIOs were charged with providing formal professional development to their principals on an ongoing, monthly basis. During these meetings, La Luz sought to train all principals in proven instructional practices. Recently, she had reorganized these large group meetings into five smaller groups to promote collegial support and collaboration. La Luz rotated herself among these groups so that she could continue integrating the work of all Area 4 schools. Principals overwhelmingly supported these small group sessions because they felt they could share challenges and promising approaches in a more targeted fashion. "I am so happy to see it working. My principals tell me they appreciate and benefit from the new structure so much more," remarked La Luz.

### *Evaluating AIO Performance*

Eason-Watkins and Hernandez managed the AIO evaluation process, which focused on three core "success measures": (1) instructional improvement, (2) principal support, and (3) community outreach. With this approach, Eason-Watkins and Hernandez reviewed each AIO's school performance data to evaluate whether appropriate instructional support was provided. Next, annual survey data collected from principals regarding the quality and effectiveness of support received from AIOs were considered. Finally, AIOs were judged on what Eason-Watkins referred to as "their ability to reach out to the community. We look at succession planning—whether or not they're able to get principals that are recommended by the district into schools. We want AIOs to educate LSCs to the extent that there is someone in the principal candidate pool who could take the school to the next level."

However, some district insiders felt that the evaluation process did not serve to improve AIOs' skill sets. One noted, "It would be helpful to have a conversation about the work you're doing and how you could get better. The idea should be that once AIOs have their evaluations, they can then develop plans for rewards and consequences. The consequences could be professional development linked to the areas an AIO needs to improve." Another shared these observations and the need for

professional development: “It’s incredibly difficult to hire 17 AIOs who all have the baseline skills needed to develop, coach, and manage principals effectively. We simply can’t expect that AIOs will come in knowing how to lead and support principals.”

### *Challenges*

Despite her schools’ record of continuous improvement, La Luz still worried about her performance and effectiveness. She explained:

The pressure on me is tremendous, and I really take this work very personally. There are more meetings and reports required of me than ever before. There is also a big focus on testing, which I’m not completely comfortable with; I don’t want my team or my schools to think that we only need to get higher scores to improve opportunities for our children. But our test scores still worry me. The first few years that I was an AIO, we really made some great gains. That was also before I was given six more schools. I feel that to be effective, I really need to be in schools in a deeper way. I am really concerned that my scores are starting to plateau.”

## **A Day in the Life of an AIO**

Before her day of school blitzes began, La Luz managed to fit in a gym workout. “Mostly cardiovascular work, so I have the energy to get through my day,” she said. She arrived at Moos Elementary at 7:20 a.m., pulling a briefcase stuffed to the brim with important data and notes along the school’s exterior. Walking up the stairs, she greeted several mothers who had just dropped off their children. She turned into the converted classroom where her team and Moos’s principal were working together. “Good morning everyone,” she said. Addressing the principal, La Luz said, “Maria, how was the principals’ meeting last night? Were you able to get some feedback about the new reading program you’re using?”

### *Moos Elementary*

As a PK–8 school, Moos Elementary enrolled 645 students and was led by second-year principal Maria Cruz. Cruz had spent 18 years at Moos in a variety of roles: math teacher, math and bilingual coordinator, and, most recently, assistant principal. Well-liked and respected by her staff and teachers, Cruz came into the principalship focused on boosting instruction and academic performance, especially in reading. Although recent gains on the ISAT indicated steady progress, students at Moos continued to struggle in reading, had difficulty meeting proficiency standards on the state assessment, and had not made AYP targets.

Cruz knew she needed help. She explained, “I’m a math person; I needed help with literacy.”<sup>11</sup> But she was hesitant to call upon La Luz’s office: “I was afraid she would say, ‘You’re a principal. You’re supposed to know these things.’ But instead, she said, ‘Okay Maria, I have a staff that will help you.’ I thought, ‘Thank God. I don’t have to walk on eggshells.’”<sup>12</sup>

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<sup>11</sup> Debra Williams, “Intensive Academic Care at Moos,” *Catalyst Chicago*, December 2006, pp. 12, 16.

<sup>12</sup> *Ibid.*

La Luz sent in area coaches to provide intensive professional development in response to the instructional challenges experienced by Cruz's staff. During SY06, La Luz and her team clocked in more than 150 hours at Moos, working with Cruz and her faculty reorganizing curriculum into themes that were also aligned to state standards.<sup>13</sup> "We wanted to get away from the stage-on-stage mode of instruction in which lectures and textbooks are used almost exclusively and to shift to a model where students are engaged in thematic learning. It's important that they see the connections between what they are learning," said La Luz. Area reading coach Blanca Campillo agreed: "We continue to spend time working with Moos's lead literacy teachers. The difference in instruction is clear. Before, writing primarily consisted of prompts, summaries, and book reports. That's all kids were exposed to. Now, we use reading-response journals to increase the amount of time students spend on text interpretation. Now, there's an opportunity for a student and teacher to interact and really discuss meaningful literature by writing extended responses." As part of her visit, La Luz and her team always looked at student work such as the extended response journals Campillo referred to.

At first, some teachers resisted the hands-on support provided by area coaches. Campillo recalled, "It was challenging to get teacher buy-in because everyone has their own perspective on effective instruction." But Cruz persisted and made sure her expectations as the school's leader were clear. She said:

I have teachers at different levels—some are retiring, some are just out of teacher-preparation programs, and they're all at different levels of accepting professional development. Sometimes, we have situations where I feel the teacher needs that team teaching or modeling in their classroom. If the teacher is saying to an instructional coach, "No, I don't want you in here," I'll call the teacher into my office and say, "This is the literacy coach. She is going to go into your classroom and model the lesson for you." It's important for my teachers to see that I consider this a school priority. I am always looking for ways to get teachers to buy in.

La Luz often met one-on-one with Cruz for coaching sessions to increase Cruz's leadership capacity. La Luz credited Cruz's willingness to accept help and coaching: "If there's an issue, Maria's very open about calling me. She is clear about her needs, whereas other principals may or may not be. I would say that Maria has grown tremendously as an instructional leader in the past year." And Cruz acknowledged the importance of the strong rapport the two had built: "If Olga didn't trust me, I couldn't pick up that phone and get the support I need."

After completing her walk-through, La Luz settled in among the crates of student work collected for this particular coaching session with Cruz. "I appreciate you having all these examples of writing available for us to look at today. In the primary grades, we still need to push a little bit. Some of the teachers actually rated students lower than they have to, as you can see," she said. Cruz nodded, scanning the matrix chart and writing rubrics containing student scores and spaces for teacher feedback. After reading several of the samples, La Luz continued, "If they're going to give a student a '2,' they need to tell the student why. You need to focus on third and fourth grade the most. I think you and your team agree, since they came up with the same observations we saw. In special education, we saw some very good writing. For these classes, we saw more summaries and can maybe now say, 'Stop, don't have them write any more,' and model for the next four days what an extended response should look like. Let's continue doing that."

As they looked over the stack of student writing journals, Cruz pulled out a few and matched them with the rubrics she had on her desk. She noted La Luz's feedback and came up with ideas for

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<sup>13</sup> Ibid.

linking classroom practices to improvement plans going forward: “Last week, I called for Blanca’s primary grade literacy coach to come in because I knew I was going to need some professional development in language arts. Going forward, I think I need to focus on what it is we’re going to do once the ISAT is over. I’ll need to sit down with the administrative team and both literacy coaches and the area math/science coach to set a plan.”

La Luz nodded and continued talking with Cruz about bringing in the right mix of professional development. “Let’s make sure that it is balanced. I know that the teachers are under a lot of pressure, and we’re asking them to make a huge shift. Let’s make sure they know how much improvement we’ve seen in students’ writing.”

La Luz peered over her glasses at the classroom wall clock and saw that it was almost 11:00 a.m. She needed to move on to her next school blitz. Thanking Cruz, “It really is wonderful to be here, a real pleasure,” La Luz also reiterated her open-door policy. “E-mail me if you need help with anything,” she said, gathering up her briefcase and coat.

### *Hanson Park Elementary*

With a student population of 1,528 in PK–8 grades, Hanson Park Elementary was one of Area 4’s largest elementary schools. Its fully inclusive programs for students with special needs constituted almost 30% of the school’s overall enrollment. Led by veteran principal Susan Stoll, Hanson Park had made substantial improvements in recent years, especially in the upper grades. In 2006, Stoll and her staff met their AYP targets for the first time since NCLB regulations had gone into effect in SY04.

Stoll reasoned that the school’s culture was one key to supporting steady improvements at Hanson Park for all students. She said, “Yes, we have very large bilingual and special education populations, but we have always seen ourselves as one school. Our slogan has always been, ‘All children belong to me,’ so our teachers, staff—everyone—feel collectively responsible for our children.”

Hanson Park received additional funds because of its student enrollment size and population characteristics. Stoll and her leadership team used these funds to purchase outside services and programs for the school. However, Stoll did not see these resources as detracting from the value of support from the area office: “I learn a lot at area-wide principals’ meetings. I come back and share it with my team. We implement new instructional strategies and see, as Olga and her coaches conduct walk-throughs, whether we’ve done it the way we should be doing it.”

La Luz regarded Hanson Park as “a school that’s really working.” She reflected on the effect of Stoll’s leadership: “Susan is very, very focused. Here, you have a principal who’s been here for a while. She’s surrounded herself with instructional experts, and she really follows through. Her scores, the level of teacher professionalism and low turnover in the building really show how far she’s come.” On the whole, La Luz and her staff visited Hanson Park less frequently than other schools because of the improvements they had seen over the past year. “I just want to get out of Susan’s way,” said La Luz. Stoll explained, “We have a big staff at Hanson Park. We don’t have to ask for help or rely on the area staff as much as we used to because we’ve developed resources within our own school.”

At this coaching session, La Luz sat down with Stoll and her leadership team consisting of assistant principals and several teacher leaders. At Stoll’s request, one classroom teacher began the meeting by sharing the program she created with other teachers to define consistent grading standards on extended math responses. This was an issue La Luz had identified in her previous

walk-through. La Luz listened intently, clearly impressed by the teacher's thorough diagnosis and strategy. "This is really great, and the conversations you're having with other teachers are helpful," she said. Turning to Stoll, La Luz continued, "Doing these blitz lessons will help students as they approach the ISAT, but I want to see this going deeper. Is there anything we can do, possibly next year, to make this a priority?"

Stoll responded, "We're going to start this much earlier, and Francesca, who led her colleagues through the extended math response scoring work, has decided that she is interested in becoming our math coordinator. You can see how enthusiastic she is." Recalling a recent area principals' meeting, Stoll reported, "I like the idea that someone shared about starting this work with kids in the next grade after spring break. I think that will help move this understanding deeper into the classroom for next year. We'll also be changing their math curriculum, so we'll be looking to your area content coaches for guidance in selecting the right one. Francesca has ideas about which one to adopt and the other teachers all have ideas as well."

Switching her coaching session to the writing-response journals, La Luz asked, "How does the extended response for writing in primary grades look right now? Are there examples we can see?" Stoll explained that while the teacher leader who had been working with first- and second-grade teachers was off campus and unable to meet with La Luz today, La Luz would be "pleasantly surprised." Stoll commented:

We've been able to swing the pendulum so that teachers aren't engaging in fluff and low-level instruction. We really pushed, especially since you said to me in my review last summer how I needed to make sure there was less direct teaching. I remember you had documented and observed that too many of our classrooms appeared to have teachers doing most of the talking and teaching from the textbook. We told teachers what we wanted to see when we came in and gave them deeper feedback using data trends. We've improved tremendously—children are engaged in groups, and we saw the impact teachers are making during our last walk-through.

La Luz looked at the data and summary of supports provided by the area office staff that she had brought with her (see **Exhibit 8**). These charts helped her focus the coaching session discussion. "If I look at all the scores, what we really want to focus on is third and fourth grade and work backwards to figure out why our primary-grade reading scores are so low. Let's see if we can help teachers supplement the entire curriculum with more rigorous books that contain higher-level vocabulary."

It was almost 1:30 p.m. La Luz knew she needed to move on to one of her more challenging schools next and was satisfied with what she had seen at Hanson Park. She reached over to grab a few grapes and crackers from the snack platter Stoll had provided for the meeting. Lunch would have to wait. On her way out, La Luz said to Campillo and her other literacy coach, Judy DeJan, "Susan is doing such a great job. You walk into her school and you can sense the calm that is there when teachers are well supported and students are learning. My job is just to continue to push and support one of my veteran principals the best I can."

### *Williamson Elementary*

As a predominantly Latino school, Williamson Elementary enrolled a large population of bilingual students in one of Chicago's oldest neighborhoods. Williamson had a long history of collaboration with local community organizations that provided leadership training to immigrant parents. Graduates of this leadership training program served as classroom aides and provided one-on-one tutoring to struggling children.

Williamson's principal, Miguel Garcia, had arrived three years earlier after completing an alternative principal certification program. He recalled, "I came in at a difficult time because the school year had already begun. There was also a great deal of turmoil because I was brand new. One of the first things I had to do was fire people, which was very difficult to do. I needed to bring in new staff who were willing and able to work with me."

Garcia's initial actions elicited strong reactions. La Luz recalled, "There were complaints from everyone. The community was angry, the teachers were angry, parents were angry. I was at Williamson a lot during Garcia's first year, coaching and trying to show him how to trust his staff. I have helped him improve his listening skills. It took a while, but things are improving. Still, it's one of my most challenging situations as far as leadership is concerned."

La Luz continued to describe the resources and support she offered Garcia:

Miguel lost his lead literacy teacher, who decided to accept a position within the central office team. So, I have been sending one of my own coaches to the school once a week to support him until he finds someone new. I send other members of my staff more often to provide professional development on instructional practices. With Miguel, it has to be constant conversations to help him see that he doesn't need to amplify the problems to the magnitude he was making them before.

La Luz had organized a small principals group that met twice a month to examine, discuss, and address common issues and problems identified at area schools. With funding support from a local entrepreneur, the group also underwent guided coaching that focused on developing each principal's emotional intelligence. "We demand so much from our principals, and I want them to have a place where they could get collegial support. The best part about this group is that it provides a safe and confidential space where they can share challenges openly," said La Luz. Garcia (and eight other principals at other Area 4 schools) was part of this initial group. "I'm also hoping that these conversations with more experienced principals will teach Miguel how to lead his school better," she explained. La Luz also used a portion of her discretionary budget to hire a retired principal to help coach schools such as Williamson on a rotating basis. She said, "I'm sending her into two schools at a time, and she's done a great job of helping principals raise scores. Even though I would love to go deeper in all my schools, it's just not possible with 28."

Garcia appreciated these resources in addition to La Luz's coaching sessions: "For me, the area has been my greatest support. It's very difficult when you're bombarded with so many mandates, surveys, and demands on your time."

As she began to gather the stacks of paperwork she had taken out from her briefcase for the walk-through at Williamson, La Luz reflected on her relationship with Garcia:

This is somebody I'm going to continue to meet with. For example, he has a partnership with a university that I want to make sure that we preserve because it's an excellent partnership. So with him, I'm modeling how to talk to people, how to embrace the good things that are happening and to acknowledge people for the good things they are doing. I'm providing constant support to help him see that his leadership behaviors directly affect the school in both negative and positive ways.

La Luz walked briskly from Williamson's front doors to her car. Snow flurries had begun. It was 3:45 p.m., and La Luz realized that she was running late for her last walk-through and coaching session for the day, which was with David Kovach at Cameron Elementary.

### *Cameron Elementary*

Cameron presented a myriad of difficulties and was known for decades as one of the lowest-performing schools in CPS. When judged strictly by performance scores, it ranked lowest among La Luz's schools. She elaborated: "Cameron is my most challenging school. Violence, gangs, you name it. The school was out of control. But David, who is a new principal from out of state, came in before he even got the contract and put in hours upon hours for planning. In the four years I've been here, I have never seen this school so calm since he and his team took over."

Kovach reflected on his priorities as the school's principal:

There are a lot of serious issues in the building, many of which we control. A lot of that is around teacher retention and how the school presents itself and works with families. We also want to address teachers' core beliefs about our kids and what our kids are capable of. Cameron is certainly the right school for a lot of people who have a serious conviction about the moral importance of what's in front of us.

Kovach respected La Luz's management approach. He said, "Olga has a lot of blind faith, which is first and foremost good for me. As a former principal, Olga also realizes that this is a learning year. We are in the building for the first year, and she is not making my work more difficult. I'm very frank about problems and asking her for help when I need it, but I know what I need to focus on."

La Luz agreed with Kovach's self-assessment and found similarities in their approaches. She said, "I come from the same spirit and mission that David comes from. I know that he drives the school from a moral obligation that our children must be taught. When things get in the way, I try to facilitate. Like David, I was a principal that rebelled against the system, but always in support of what was best for the children."

After the walk-through, La Luz and Kovach sat down to discuss Cameron's pre-ISAT plans. La Luz asked, "Are you comfortable with focusing in the next eight days on what you're saying you're going to do?" She paused, taking a sip of her tea, and then continued:

I'm just going to give you an example of what some schools are doing. One principal is getting on the intercom every day to read an extended response and then explains why the response earned a certain grade very quickly. In another school, they're putting writing samples up by the lunchrooms or by the bathroom doors. They're even putting up a big piece of butcher paper that they call "connection graffiti," where they'll have the writing prompt for the day. Then, kids are writing their three-word connections so they really get into their head what a connection is. Anyway, you may have your own thing—it's just about getting things going and making it a family activity.

Kovach responded with his own concerns:

Some of my teachers are wondering whether our kids see the seriousness of the tests. When they're working with some of our kids and see that they're so bright, they question why it doesn't reflect in their test scores. I'd venture to guess that it's more that they don't have the tools to express their intelligence. I think we need to talk more about how to make sure they have the tools.

La Luz agreed. "It seems like you're almost there," she said. "What you're talking about may be taking the extended responses that are already written and then looking at them again and working with those instead of going to the new entries."

La Luz glanced over at the few response journals collected by Kovach's team. She noted how few there were compared with the numbers she had seen at her other schools. She said:

David, this is really important. We just came from a school where they had sent out bins to collect response journals from classrooms. We had lots of response journals in bins on a long table. It's really helpful for you and your team to see the entire body of work. When teachers know that you're going to look at them, it makes a big difference. And, it sends a very strong message about the urgency of this assignment.

Kovach nodded and responded, "Since we have 60 teachers in the building, I only asked for two per room since pulling all the response journals would have been a massive undertaking. I've spent a lot of time in classrooms and can see that our teachers are working hard. Our students are producing quality work as well. I'll make sure that we have more evidence of this at our next walk-through."

At 6 p.m., one of Kovach's assistant principals entered the meeting room to explain that an irate parent was on the phone, wishing to speak with Kovach. "Go ahead and take the call," urged La Luz. She agreed to return the next day and packed up her folders. Since she would be back in the morning, La Luz began to think about what she would need to discuss with Kovach in order to make the most of this valuable time together.

## Reflections on the Day

Back at her office, La Luz made a phone call to get back to her math coach, who was working with teachers at another Area 4 school. After addressing her coach's concerns, she hung up and sat silently at her desk. It was already 6:30 p.m., but her day was far from over. While she was contemplating how she could best meet Kovach's leadership needs, she began to realize how much she yearned for coaching herself:

When we first got these jobs, there was very good professional development from central office. We read books together. The AIOs were working collaboratively, which embedded good practices among our group. Even though they were night meetings after a very long day, I was very happy, because we were growing. Those were really fruitful and rich conversations, and fabulous training.

She knew that she would have to be deliberate when reaching out for the supports she desired but was unsure where to start. One thing she was certain about was this: She could not continue to manage 28 schools effectively at the pace at which she was currently going.

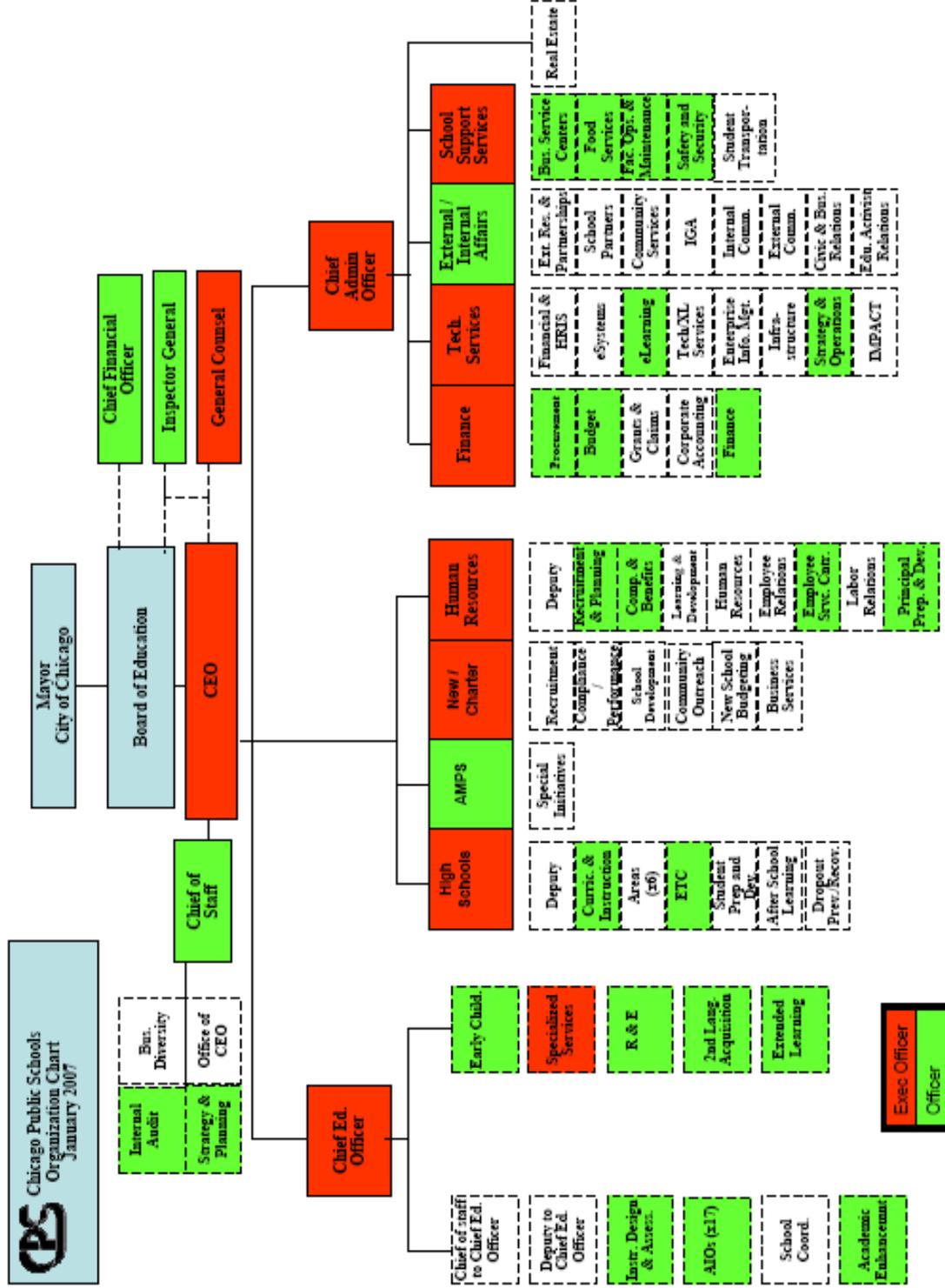
**Exhibit 1** CPS’s Performance on the ISAT by Area (2002–2006)

<b>CPS's ISAT Performance in Elementary Areas (PK–8)</b>					
Percent Meet/Exceed Proficient (Composite Scores)					
<b>Area</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
1	62.7	63.4	68.2	69.1	79.4
2	53.2	56.0	59.9	60.7	74.7
3	30.5	32.5	34.0	34.3	49.7
4	34.4	35.8	43.2	44.3	58.8
5*	38.6	42.1	45.2	45.0	
6	50.9	53.8	56.3	59.4	72.5
7	23.9	27.3	30.3	30.8	46.5
8	27.2	30.4	35.3	32.5	50.3
9	51.9	49.3	56.5	57.5	70.4
10	40.1	43.9	51.4	50.9	66.6
11	48.8	48.3	53.3	53.7	66.3
12	32.6	34.5	38.6	39.4	54.6
13	36.1	36.4	37.0	38.8	50.6
14	27.0	28.9	30.5	29.7	44.1
15	37.6	38.8	41.3	40.5	56.2
16	40.9	43.7	47.1	46.4	61.0
17	36.5	39.0	41.4	38.7	53.3
18	38.0	40.4	42.6	43.3	59.0

\*In 2005, Area 5 was eliminated due to district budget cuts. Its schools were redistributed to three areas.

Source: District files.

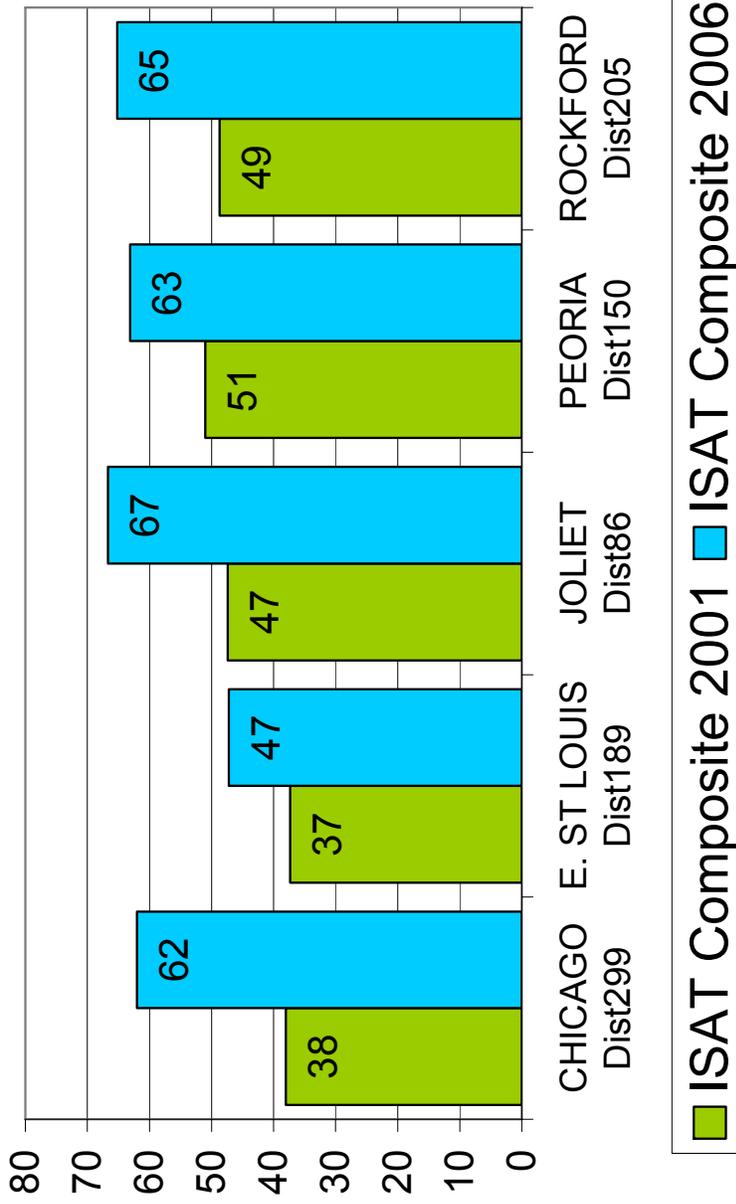
Exhibit 2 Organizational Chart



Source: District files.

**Exhibit 3** ISAT Performance Comparison between CPS and IL

**CPS' ISAT Performance Compared to Illinois' Other Urban Districts**  
*(Percent Meet and Exceed Across All Grades and Subjects 2001 to 2006)*



Source: District files.

## Exhibit 4 AIO Position Description

**Area Instruction Officer: Position Description**

<b>Position Title:</b> Area Instruction Officer (AIO)	<b>Current Position Code/Salary Grade:</b>
<b>Department:</b> Office of Instruction and School Management (elementary) or Office of High School Programs (high schools)	<b>Supervisor's Title:</b> Chief Instruction Officer (elementary) or Chief High School Officer (high school)
<b>Approvals:</b> Dale Moyer, Compensation Mgmt.	<b>Date:</b> November 15, 2005

**Purpose or Summary Statement of Primary Duties and Responsibilities of Position**

Supports, develops, coaches, and supervises principals in providing instructional leadership in area schools. Allocates area instructional support resources to schools based on school performance and need. Works with Local School Councils and other CPS departments to identify, prepare, place, and retain great principals in area schools.

<b>Principal Accountabilities</b>	<b>Weight</b>
1. Assist area principals to develop data-based school plans for improving instruction aligned with district goals and strategies. Help principals identify and utilize the support and resources necessary to successfully implement their school plans.	70%
2. Supervise and evaluate all area principals against established performance targets. Based on the evaluations, provide principals with opportunities for professional development that build on strengths and address weaknesses. When necessary, recommend principal removal to the chief executive officer. Facilitate conversations and collaboration among principals to address common challenges and share best practices.	
3. Assist area principals in planning, coordinating, and delivering school-based teacher professional development. Coordinate the delivery of district- and area-based professional development and other instructional support to area schools.	
4. Identify and support the development of potential candidates for the principalship in area schools. Lead principal-succession planning, working with Local School Councils to help them identify and hire the best possible principals.	30%

**Supervision:**

	<b>Exempt</b>	<b>Non-Exempt</b>
<b>Number of Direct Reports:</b>	<b>7-10</b>	<b>2</b>
<b>Total Number in Group Supervised:</b>	<b>30-55</b>	
<b>Describe Supervisory Responsibilities:</b> Monitor work of principals, conducts performance goal setting and evaluation, may discipline and recommend removal of principals to the CEO.		
<b>Listing of Titles of Direct Reports:</b> Principals, Management Support Director, 2 Reading Coaches, Math/Science Coach, Bilingual Program Specialist, Special Education Specialist, School Improvement Coordinator, Administrative Assistant, Telephone Operator		

*Qualifications:*

Strong working knowledge of the principles and practices of education, instruction, educational administration, and leadership. Demonstrated aptitude for learning the pertinent laws, statutes, rules, regulations, and collective bargaining agreements affecting the operation of Chicago Public Schools.

Type 75 Certificate or equivalent. Incumbent must demonstrate the ability to improve instruction in schools.

Demonstrated leadership abilities. Ability to plan, organize, assign, and review the work of subordinate staff. Demonstrated ability to plan, develop, and implement innovative educational and instructional programs designed to improve student achievement levels. Ability to communicate effectively and diplomatically with parents, all levels of personnel, elected officials, law enforcement personnel, local school council members, the general public, and the media.

Proficiency in PC skills: Word, Excel, and PowerPoint. Ability to use PC to draft proposals, develop and track progress on projects, use and facility with spreadsheets for budgets and forecasting.

*Type of Education Required:*

Bachelor's degree from accredited college or university. Master's degree in educational administration or related instructional background supplemented by at least 10 years related professional work experience.

*Type of Experience Required:*

Minimum three years professional work experience as principal or superintendent. Experience must demonstrate increasing responsibilities and leadership in education.

Source: District files.

## Exhibit 5 AIO Compensation and Bonus Plan (effective SY08)

## Elementary AIO Measures

Measurement	Weighting
<b>Student Attendance</b>	
Percentage of area schools with either 95% student attendance or, for schools under 95%, making a .5 percentage point gain from the prior year.	20%
<b>Schools Making Expected Student Gains</b>	
Percentage of area schools making the expected student-level gains in grades 4 to 8 from one year to the next on the ISAT.	30%
<b>CPS District and Area ISAT Improvement</b>	
Overall district ISAT composite improvement by 5 percentage points in the Meets Category over the prior year.	20%
Overall area ISAT composite improvement by 5 percentage points in the Meets Category over the prior year.	20%
Overall area ISAT composite improvement by 5 percentage points in the Exceeds Category over the prior year	10%

## Calculation for Elementary AIO

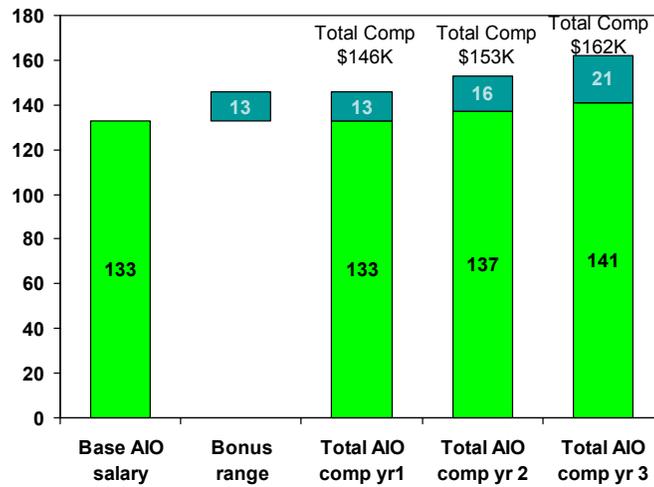
Measurement	Success	Weight	Threshold (0% success)	Expected Payout (50% success)	Maximum Potential
Student Attendance	0-100%	20%	\$0	\$1,300	\$2,600
Schools Making Expected Student Gains	0-100%	30%	\$0	\$1,950	\$3,900
CPS District ISAT Improvement	0-100%	20%	\$0	\$0	\$2,600
CPS Area ISAT Improvement (Meets Category)	0-100%	20%	\$0	\$0	\$2,600
CPS Area ISAT Improvement (Exceeds Category)	0-100%	10%	\$0	\$0	\$1,300
				\$3,250	\$13,000

Source: District files.

Exhibit 5 (continued)

## Escalating Bonus Potential Under Best Case Scenario\*

### AIO Compensation



\*Assumes 3% base salary increase in years 2 and 3. Assumes successfully advancing to 12% and 15% bonus eligibility in years 2 and 3.

Source: District files.

Exhibit 6 Area 4 Schools' Performance, Demographic, and Status Summary

**2007 Area 4 Elementary School Overview**

**Demographic and Achievement Data**

<b>Total # of students in area (2006 Data):</b> 22,392	<b>Ethnic Composition (2006 Data)</b>	<b>Predominantly African American (Over 85% Black)</b>	<b>Predominantly Hispanic (Over 85% Hispanic)</b>	<b>Predominantly Minority (Over 85% Mixed-Minority)</b>	<b>Racially Mixed (15% to 30% White)</b>	<b>Integrated (Over 30% White)</b>
<b>Total number of schools in area (2007 Data):</b> 28		0	12	15	0	1
		<b>Number of Schools</b>				

<i>Number of schools in each citywide quartile</i>	<b>Attendance (2006 Data)</b>		<b>Low Income (2006 Data)</b>		<b>ELL (2006 Data)</b>		<b>SWD (2006 Data)</b>		<b>Mobility (2006 Data)</b>	
	Citywide Quartile	Count of Schools	Citywide Quartile	Count of Schools	Citywide Quartile	Count of Schools	Citywide Quartile	Count of Schools	Citywide Quartile	Count of Schools
First Quartile	Less than 91.4%	0	Less than 82.3%	0	*	*	Less than 10.5%	2	Less than 15.7%	4
Second Quartile	91.4-93.3%	6	82.3-91.6%	2	Less than 1.3%	0	10.5-13.0%	7	15.7-24.0%	11
Third Quartile	93.4-94.9%	12	91.7-96.4%	12	1.4-22.0%	11	13.1-17.2%	13	24.1-32.5%	7
Fourth Quartile	95.0% or Greater	10	96.5% or Greater	14	22.1% or Greater	17	17.3% or Greater	6	32.6% or Greater	6

\* No First Quartile in this topic.

<b>Number of Schools by % Promoted to Next Grade by Citywide Quartile (2006 Data)</b>	<b>% Promoted to Next Grade</b>			
	Less than 85%	85-89%	90-94%	More than 94%
Third Grade	1	4	7	14
Sixth Grade	0	0	6	19
Eighth Grade	0	0	3	18

<b>Race Information (2006 Data)</b>	White	African American	Hispanic	Asian	Native American
Number of Students	615	3,808	17,874	79	16
Percent of Students	2.7	17.0	79.8	0.4	0.1

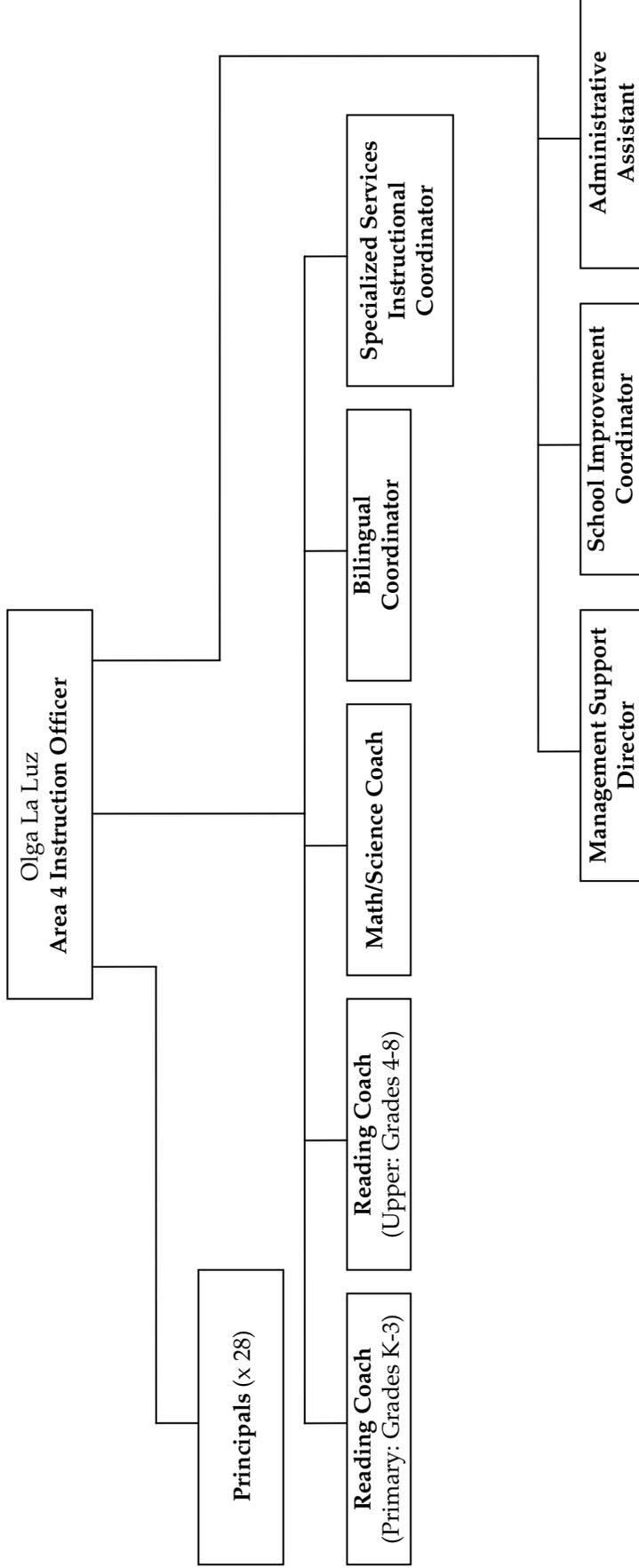
<b>Low Income Information (2006 Data)</b>	Yes	No
Number of Students	21,440	952
Percent of Students	95.7	4.3

<b>Special Education Info (2006 Data)</b>	Yes	No
Number of Students	3,233	19,157
Percent of Students	14.4	85.6

<b>Gender Information (2006 Data)</b>	Male	Female
Number of Students	11,544	10,848
Percent of Students	51.6	48.4

Source: District files.

Exhibit 7 Area 4 Organization Chart



Source: Casewriter.

**Exhibit 8** School Data and Summary of Supports Provided to Hanson Park Elementary

School	2006 ISAT Rdg	2006 ISAT Math	2006 ISAT Sci	2006 ISAT Comp	Math/SCI Programs	Reading Program	LLTs & LLs	Comments	Supports provided
Hanson Park K-8 1,528					SAXON K-8	M-M K-5; Prentice-Hill 6-8	Julie Tracht Kelly Zanona Esmeralda Roman	<ul style="list-style-type: none"> <li>Fast Forward new program, technology very strong in this school. Instituted Response Journals immediately.</li> <li>Very focused and hard-working principal</li> <li>The upper grades have really increased in numbers since last year (from 2 8<sup>th</sup> grade rooms last year to 4 this year).</li> </ul>	<ul style="list-style-type: none"> <li><b>School of Merit, Made AYP with very high Sped population</b></li> <li>McDougal grant school. 5<sup>th</sup> – 8<sup>th</sup> grade teachers attended the training in the summer; there is uneven implementation of the strategies.</li> <li>Through the McDougal program, the curriculum alignment discussion is beginning.</li> <li>Teachers are using AVID strategies in the content areas (Cornell notes).</li> <li>BIC has provided training on the ACCESS for ELLs and the WAPT screener test for bilingual students.</li> <li>BIC has provided professional development on “Effective Strategies for Teaching Bilingual Split-Grade Classrooms.”</li> <li>Upper-grade teachers would like to get rid of Saxon Math program and adopt a CMSI program. Principal is hesitant because she is afraid scores will drop due to implementation phase.</li> </ul>
3 <sup>rd</sup>	53.4	71.6							
4 <sup>th</sup>	64.8	82.4	71.4	62.5					
5 <sup>th</sup>	60.0	80.0		72.9					
6 <sup>th</sup>	50.0	74.1		70.0					
7 <sup>th</sup>	71.4	82.4	84.6	62.1					
8 <sup>th</sup>	56.6	58.5		79.5					
3-8	59.1	75.9	78.0	57.5					
	3 <sup>rd</sup>	17%		69.1					
	4 <sup>th</sup>	16%							
	5 <sup>th</sup>	31%							
	6 <sup>th</sup>	24%							
	7 <sup>th</sup>	23%							
	8 <sup>th</sup>	38%							
ER Reading % Meets/Exceeds			lowest subtest						
	3 <sup>rd</sup>								
	4 <sup>th</sup>								
	5 <sup>th</sup>								
	6 <sup>th</sup>								
	7 <sup>th</sup>								
	8 <sup>th</sup>								
ER Math % Meets/Exceeds									
Special Ed	Rdg 28.6	Math 22.7							
% scored 4+ on ACCESS									
		% Benchmark	% Strategic	% Intensive					
		18	36	46					
1 <sup>st</sup> Grade DIBELS	BOY	33	39	28					
	EOY								

Source: District files.