



**Chicago Public Schools
Department of Human Resources
Faculty Desegregation Annual Review**

November 1, 2005

Table of Contents

I. Executive Summary	3
II. Introduction	4
III. Current State of Faculty Integration	5
IV. Initiatives to Attract and Retain Quality Teachers	8
V. Update and Review of Implementation Plan	10
VI. Conclusion	12

Appendices

<i>A. Racial Composition of Teachers by School</i>	13
<i>B. Annual Compliance Data for All Schools</i>	14
<i>C. Compliance Data for Administrators</i>	15

**Chicago Public Schools
Department of Human Resources
Faculty Desegregation Annual Report**

I. Executive Summary

- ☑ There was an overall decrease of 16% in the total number of Faculty Integration Waiver Requests received system-wide as compared to the same timeframe last year
- ☑ There were a total of 9 new schools since November 2004.
- ☑ The Department of Human Resources has received several new grants to assist in attracting and retaining new teachers.
 - Transitions to Teaching (TTT) – targeted toward candidates seeking to obtain teacher certification through non-standard or alternative methods in all subject areas.
 - Teacher Quality Enhancement (TQE) – targeted toward candidates interested in alternative certification avenues in all subject areas.
 - Transition to Teacher with the Illinois State Board of Education (ISBE TTT) – targeted toward candidates in the area of bilingual education.
- ☑ A total of 53 teachers were terminated in 2005 due to non-compliance with No Child Left Behind (NCLB) guidelines for teacher certification.
- ☑ The CPS@Work Campaign was implemented to restructure the collective Human Capital functions of CPS related to human resources, payroll, and benefits. The goal of this initiative is to provide efficient, effective and high quality service to CPS employees so principals, teachers, and all educational support personnel (ESP) can effectively manage the business of educating CPS students.
- ☑ Several pipeline initiatives have been put in place to attract and retain quality teachers in the district including the Student Teacher Initiative, the Alternative Certification Program, The Urban Teacher Residency Program, the Bus Tours Program and expanded Career Fairs.

☑ II. Introduction

The Chicago Public Schools (CPS) has been operating under the requirements of a Consent Decree with the Department of Justice (DOJ) in an attempt to establish consistency with respect to the integration of Faculty within CPS. The overall goal of faculty desegregation can be stated as follows:

The Board will make every good faith effort to follow professional staff assignment and transfer practices which, when taken together as a whole on a frequently reviewed, periodic basis, will assure that the racial composition, the experience, and the educational background of individual school faculties and administrative staff more nearly approach (plus or minus 15 percentage points) the citywide proportion of minority, experienced, and more extensively trained professional staff; provided, however, that nothing in this Plan shall require the assignment or transfer of any person to a position for which he or she is not professionally qualified.

In 2003, after reviewing the Consent Decree, DOJ and CPS agreed that CPS will publish a plan for making and monitoring progress toward achieving the faculty and administrator desegregation goals stated above. In addition, CPS has agreed to publish a number of studies, reports and guidelines that show how the goals of the decree are being supported. These ongoing reports became a part of the *Modified Consent Decree* between CPS and DOJ and on March 8, 2004 the modifications were approved.

This document is prepared in accordance with the Modified Consent Decree to provide a district-wide analysis of progress toward faculty and administrator assignment goals.

III. Current State of Faculty Integration

Compliance Statistics

Current to September 30, 2005

School Level	# Minority	# Non-Minority	Total # of Teachers	% Minority	% Non-Minority
Elementary	9,207	7,982	17,189	53.56	46.44
High School	3,349	3,576	6,925	48.36	51.64
Totals	12,556	11,558	24,114	52.07	47.93

Based upon the system-wide percentages calculated in the chart above, the current compliance range in the Chicago Public Schools for teachers is as follows:

Range of Compliance

Current to September 30, 2005

School Level	Minority Range
Elementary	38.56% - 68.56%
High School	33.36% - 63.36%

There are currently 332 schools or 55.3% in compliance and 268 schools or 44.7% out of compliance.

The table below reflects the compliance data of our schools for the past three fiscal years:

Year	In Compliance	% In	Out of Compliance	% Out	%Inc/(Dec) In Compliance Schools Over Prior Year
2003	279	47.45	309	52.55	(.59)
2004	326	55.80	258	44.20	8.35
2005	329	55.48	264	44.52	(.32)

The significant gain that was achieved at the onset of the increased efforts to achieve faculty and administrator desegregation compliance pursuant to the *Modified Consent Decree* declined slightly. The slight decline was primarily the result of a district-wide initiative that creates small schools within existing high schools. The initiative in essence, resulted in several high schools splitting from one school into two or more small schools within the same building. In most cases the teachers from the original school split off into the various small schools creating new schools that are out of compliance; however there was no physical change in location for the affected teachers.

As indicated by the data above, there has been a slight increase in schools in compliance of 1.8% and a slight increase in schools out of compliance of 3.7%. A further breakdown of the data by category of schools shows the following:

School Level	In Compliance	Out of Compliance	Total	Needs Minority	% Needing Min	Needs Non-Minority	% Needing Non-Min
Elementary	268	227	495	90	40%	137	60%
High School	61	37	98	13	35%	24	65%
Totals	329	264	593	103	39%	161	61%

As indicated, the majority of the schools that are out of compliance require non-minority teachers. The major drawbacks that these schools indicate that prohibit the hiring and retention of teachers who will enhance their integration are classroom management and safety perceptions.

Faculty Integration Waiver Requests were required for 8.8% of the 2,846 total new hire staffing requests received for the 2005-2006 school year as of September 30, 2005 as compared to 19% in the prior year. The CPS followed approved guidelines with respect to the processing of these requests.

During the fiscal 2005 heavy hiring season (June - September), the Chicago Public Schools received a total of 389 Faculty Integration Waiver Requests, a decrease of 16% in the number of requests received in the prior year. Of these requests, 300 were granted, 23 were denied, and 65 were approved on appeal. A review of the waivers granted indicate that the majority of the approved waivers were for subject areas that are defined as critical need for the district. These critical need areas are as follows:

Critical Need Areas

Bilingual	School Nurses
Guidance and Counseling	School Psychologists
Library/Media	Science – all disciplines
Mathematics	Special education – all disciplines
Physical Education	Speech Pathologists
Reading	

The committee also recognizes that there is a shortage of male teachers and may give more weight to a request submitted on behalf of a male teacher.

In keeping with a trend that was identified in the prior year, the Faculty Integration Committee noted that there was a shortage of minority candidates for the district in almost all areas of certification except Elementary Education. Again, this resulted in a significant number of last minute waiver requests primarily at the High School level. The Recruitment and Workforce Planning Unit in the Department of Human Resources has also noticed this trend. As a result, the Recruitment Unit is expanding on its development of a minority recruitment plan that we hope will contribute to an increase in minority hires and an overall increase in the number of schools that will be able to achieve and maintain Faculty Integration Compliance. Some components of the expanded plan include:

- ☑ Continued membership on the Diversity in Education Executive Board – The Board helps members to develop strategies to recruit and retain minorities in education as well as share opinions on the current shortage
- ☑ Virtual Recruitment at Historically Black Colleges and Universities (HBCU) – Virtual recruitment will allow CPS to have a presence at the various universities without the cost of travel. Based on the results of our efforts, we will determine which school(s) to visit. This item was in our plan from last year and was not implemented at any HBCUs in fiscal 2005. The district did perform virtual recruitment at Vanderbilt University and will expand to those HBCUs with the technical capabilities in fiscal 2006.
- ☑ Visits to target schools with large Hispanic populations, including New Mexico, Arizona and local schools. Our research indicates that there are a select group of schools that produce the largest volume of Hispanic educators. We will again target these schools for visits.
- ☑ Continued targeted outreach to Minority Organizations in **Big Ten** and other high quality universities to ensure that our message reaches all available candidates.
- ☑ Increased visits to regional urban universities such as Detroit, St. Louis, and Milwaukee to target minority population

IV. Initiatives to Attract and Retain Quality Teachers

CPS@Work

The CPS@ Work Initiative is a restructuring of the Departments of Human Resources, Payroll and Benefits within the CPS. The ultimate goal of the initiative is to define and implement strategic processes that focus on effectiveness and superior service delivery. A key component of this process is the implementation of a new personnel/payroll system. CPS will implement PeopleSoft Systems. PeopleSoft is an industry leader in human resource systems. The implementation of the new system is expected to occur over the next 12-18 months.

With respect to Recruitment, the PeopleSoft System will provide a more efficient route for principals to access prospective employee credentials and resumes, provide feedback upon interview that can be accessed by subsequent interviewers and finally staff the selected employee through point and click technology. This system will eliminate manual referral requests and provide a more efficient recruitment process.

Student Teacher Initiative

For those schools that require non-minority teachers in order to achieve faculty and administrator integration compliance, the Recruitment and Workforce Planning Unit is expanding its Student Teacher Initiative. The Student Teacher Initiative is a plan that includes outreach to local and now regional universities to increase their placement of student teachers in our district. The selected student teachers are then strategically placed in order to enhance faculty and administrator integration within the various units. The placement of these employees is then monitored to ensure success.

Urban Teacher Residency Program

The Urban Teacher Residency Program has been developed to provide prospective teachers with a better understanding of CPS and its schools. The six-week program involves soliciting outstanding candidates from our various university visits, virtual visits and other recruitment efforts to come to CPS to intern within the CPS for the summer. The program includes a marketing piece to “sell” the city of Chicago, an instructional piece to demonstrate best practices in urban education as well as a support piece to ensure that the teachers have a positive experience. Their feedback to their local universities is critical in increasing the probability that teachers from their respective schools have a positive image of CPS. These teachers will primarily perform the internships in year-round schools. In addition, we will specifically solicit involvement from schools with large minority student populations.

Bus Tours Program

The Bus Tours Program will be expanded to offer more candidates the ability to visit our schools and obtain a first-hand look at our schools in operation. This program directly targets the perception that CPS schools are not safe resulting in the imbalance of faculty at certain schools. The program involves groups of thirty or fewer prospective teachers touring schools within CPS for the day. The program is being expanded to allow for teachers from regional universities to participate in multi-day activities.

Career Fairs

Each year, the Recruitment Unit organizes several major career fairs for teachers. These fairs take place in venues that allow for the attendance of 200+ schools and 2,000+ prospective candidates. The fairs bring the hiring authority together with the prospective candidates for an opportunity to share ideologies. This year, there was also a presentation by world-renowned educational motivator Harry Wong. Mr. Wong, author of *The First Days of School*, discussed success in the classroom with our prospective teachers.

The feedback from administrators indicates that the career fairs are an excellent opportunity to quickly access prospective teachers and invite them to their local schools for follow-up interviews.

Senior Management Involvement

The district will implement a monthly reporting process to ensure that all parties charged with achieving success at the local schools are aware of all staffing concerns. The Workforce Planning Unit will provide monthly reports to the Area Instructional Officers. Principals report to Area Instructional Officers and seek solutions to day-to-day problem through the area office.

The monthly reports will include information on vacant positions, closed positions, new hires, school-to-school transfer and faculty integration compliance percentages for each school within a geographical area. See <http://www.cps.k12.il.us/AIO/> for a breakout of schools within each area.

Principal Training

The Department of Human Resources plans to design and pilot a training program that will assist unit administrators in positively marketing their schools. This comprehensive program will assist all schools within the district regardless of their compliance status. The program will encompass all aspects of the recruitment and placement process and will be piloted in fiscal 2006. The pilot schools will be selected by the Area Instructional Officers and will initially be targeted at those schools which are furthest from compliance with the faculty desegregation guidelines.

V. Update and Review of Implementation Plan

The Faculty Integration Plan included the following items for review, discussion and/or process improvement:

A. Ensure that the Department of Human Resources of the Chicago Public Schools continues to enforce the Board-adopted guidelines as stated in the Consent Decree.

In prior years report, the District discussed the use of a Faculty Integration Waiver Rubric to better promote waiver decisions that fairly balance the faculty goals of the Modified Consent Decree with the instructional needs of the children in CPS. Several weeks of testing could not produce results that were satisfactory to the committee. Our current process includes the review of various factors that contribute to the recruiting environment of our individual schools. What the committee found was that there was not a consistent geographical environment with which to categorize schools. We found that each school has a unique environment that is not readily comparable to other schools in the geographic area and across the city. CPS will continue to work on developing a model that produces successful results.

B. Enhance reporting abilities of statistical data.

In prior year's report, CPS discussed the development of an electronically submittable Faculty Integration Waiver Request. We have completed the initial phase of this process which includes designing the specifications for the tool. We are currently in a holding pattern with respect to the design and implementation of the tool due to budgetary and resource constraints. We anticipate that this tool will be available for fiscal 2006-2007.

C. Decrease waiver decision notification time through the streamlined use of new technology-related information sources and tools.

The CPS is moving forward with the development of an on-line meeting. Implementation is expected for 2006-2007 school year.

D. Introduce the Faculty Integration Compliance Recognition Award Program.

In October 2005, _____ certificates were disseminated to those schools that have maintained faculty integration percentages for the entire fiscal year. See appendix __ for a complete list of schools.

E. Implement a field visit strategy to focus recruitment efforts on priority zone schools to target strategic placement in an effort to enhance integration within the schools.

The Faculty Integration Committee along with the Department of Human Resources will utilize the historical compliance data to address inconsistencies within the various geographical areas of the city of Chicago. This data along with other key indicators, such as number of vacancies and retention rates will

help the CPS to develop marketing plans that address the varied needs of all CPS schools. Were possible, we will look for trends and maintain consistency within areas.

As a result of the committee's findings with respect to the use of the rubric, we are investigating the creation of "Priority Zone" schools. These schools would reflect those that have a consistently difficult time identifying and hiring teachers that would enhance their faculty integration. "Priority Zone" schools would have a team assigned to them to visit and understand the unique school environment. Based on these field visits, an individual plan would be developed for each school to address the hiring needs.

VI. Conclusion

CPS is still creating positive change with respect to directing all schools toward Faculty Integration Compliance. The national trend of declining minorities in education is a major factor in our inability to achieve greater compliance. For those schools with difficulty attracting minority candidates, we hope that the increased expansion of our minority recruitment efforts will better address their needs. For those schools with difficulty attracting non-minority candidates, the creation of the “Priority Zone” schools, the Student Teacher Initiative, the Urban Teacher Residency Program and the Bus Tour programs will attempt to address these shortages.

Appendix A

Appendix B

Appendix C
