

# SCHOOL REFORM IN **CHICAGO**

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LESSONS IN POLICY  
AND  
PRACTICE

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Edited by **Alexander Russo**

# School Reform In Chicago Lebons In Policy And Practice

**Rose Army**



## **School Reform In Chicago Lebons In Policy And Practice:**

*The Consortium on Chicago School Research* Melissa R. Roderick, John Q. Easton, Penny A. Sebring, 2009 **Charting Chicago School Reform** Anthony Bryk, Penny Bender Sebring, David Korb, Sharon Rollow, John Easton, 2018-03-08 In 1989 Chicago began an experiment with radical decentralization of power and authority Intertwining extensive narratives and rigorous quantitative analyses this book tells the story of what happened to Chicagos elementary schools in the first four years of this reform In 1989 Chicago began an experiment with radical decentralization of power and authority This book tells the story of what happened to Chicagos elementary schools in the first four years of this reform Implicit in this reform is the theory that expanded local democratic participation would stimulate organizational change within schools which in turn would foster improved teaching and learning Using this theory as a framework the authors marshal massive quantitative and qualitative data to examine how the reform actually unfolded at the school level With longitudinal case study data on 22 schools survey responses from principals and teachers in 269 schools and supplementary system wide administrative data the authors identify four types of school politics strong democracy consolidated principal power maintenance and adversarial In addition they classify school change efforts as either systemic or unfocused Bringing these strands together the authors determine that in about a third of the schools expanded local democratic participation served as a strong lever for introducing systemic change focused on improved instruction Finally case studies of six actively restructuring schools illustrate how under decentralization the principals role is recast social support for change can grow and ideas and information from external sources are brought to bear on school change initiatives Few studies intertwine so completely extensive narratives and rigorous quantitative analyses The result is a complex picture of the Chicago reform that joins the politics of local control to school change This volume is intended for scholars in the fields of urban education public policy sociology of education anthropology of education and politics of education Comprehensive and descriptive it is an engaging text for graduate students and upper level undergraduates Local state and federal policymakers who are concerned with urban education will find new and insightful material The book should be on reading lists and in professional development seminars for school principals who want to garner community support for change and for school community leaders who want more responsive local institutions Finally educators administrators and activists in Chicago will appreciate this detailed analysis of the early years of reform Working for School Improvement Karin Sconzert, Mark A. Smylie, Stacy A. Wenzel, 2004 This report presents the thoughts and observations the collective wisdom of Annenberg external partners about a wide range of topics The report looks back on the work of the partners between 1995 and 2001 to what they said they learned about the challenges of working with schools the keys to successful school improvement and the causes of failure and the support they needed but did not always get to do their work well This report also looks forward presenting Annenberg partners views about the future of external partners as agents of local school change The next section of the

report begins by introducing Annenberg's external partners and their work. It then describes the various contexts in which the partners worked: the Chicago Annenberg Challenge as the organization that sponsored and supported them; the policies and practices associated with Chicago school reform; and the individual schools partners were to help improve. These descriptions of the Annenberg partners and the contexts of their work, drawn primarily from other reports of the research project, frame the voices of the partners in subsequent sections. Sections in the document include: 1 Meet the Partners; 2 The Contexts of Partners' Work; 3 Lessons on Promoting School Improvement with External Partners; 4 What Partners Need to Do Their Work Well; 5 On the Future of External Partners as Agents of School Improvement; and 6 Summary and Concluding Remarks. Contains 39 endnotes.

*Trends in Chicago's Schools Across Three Eras of Reform* Stuart Luppescu, Elaine Marie Allensworth, Paul Moore, 2013-04-04. Trends in Chicago's Schools Across Three Eras of Reform finds that Chicago Public Schools (CPS) has experienced tremendous growth in graduation rates over the past 20 years, but learning gains have been modest. The report tracks elementary and high school test scores and graduation rates in Chicago since 1988, when U.S. Secretary of Education William Bennett proclaimed the city's public schools to be the worst in the nation. One key finding of the report is that graduation rates in Chicago have improved dramatically and high school test scores have risen more. Students are graduating without a decline in average academic performance. Math scores have improved incrementally in the elementary/middle grades, while elementary/middle grade reading scores have remained fairly flat for two decades. Racial gaps in achievement have steadily increased, with white and Asian students making more progress than Latino students and African American students falling behind all other groups. Despite progress, however, the vast majority of CPS students have academic achievement levels that are far below where they need to be to graduate ready for college.

*1988 Chicago School Reform Act* Kevy E. Brown, 1989

**Chicago School Reform** Constantine Ress, 1999

*School Reform, Corporate Style* Dorothy Shippy, 2006. Like other big city school systems, Chicago's has been repeatedly reformed over the last century. Yet its schools have fallen far short of citizens' expectations and left a gap between the performances of white and minority students. Many blame the educational establishment for resisting change. Other critics argue that reform occurs too often; still others claim it comes not often enough. Dorothy Shippy reappraises the tumultuous history of educational progress in Chicago, revealing that the persistent lack of improvement is due not to the extent but rather the type of reform. Throughout the twentieth century, managerial reorganizations initiated by the business community repeatedly altered the governance structure of schools as well as the relationships of teachers to children and parents, but brought little improvement, while other more promising reform models were either resisted or crowded out. Shippy chronicles how Chicago's corporate actors led, abetted, or restrained nearly every attempt to transform the city's school system, then asks whether schools might be better reformed by others. To show why city schools have failed urban children so badly, she traces Chicago's reform history over four political eras, revealing how corporate power was instrumental in designing and revamping the system. Her

narrative encompasses the formative era of 1880 1930 when teachers unions moderated business plans previously unexplored business activism from 1930 to 1980 when civil rights dominated school reform and the decentralization of the 1980s She also covers the uneasy cooperation among business associations in the 1990s to install the mayor as head of the school system a governing regime now challenged by privatization advocates Business people may be too wedded to a stunted view of educators to forge a productive partnership for change Unionized teachers bridle at the second class status accorded them by managers If reform is to reach deeply into classrooms Shippy concludes it might well require a new coalition of teachers unions and parents to create a fresh agenda that supersedes corporate interests This study clearly shows that in Chicago as elsewhere urban schooling is intertwined with politics and power By reviewing more than a century of corporate efforts to make education work Shippy makes a strong case that it s high time to look elsewhere perhaps to educators themselves for new leadership

**Comprehensive Dissertation Index, 1861-1972: Law and political science** Xerox University Microfilms,1973

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**The Effects of Chicago School Reform as Perceived by the Local School Council Members** Willimethra Reed Davenport,1993 Paperbound Books in Print ,1982

**School Reform Chicago Style** Mary O'Connell,1991 Chicago School Reform G. Alfred Hess,1990 Current Law Index ,2003

*The Effects of Chicago School Reform on Performance* Janice Kennedy,2003

**The Politics of School Reform in Chicago** Karen Glinert Carlson,1996

*High Stakes Education* Pauline Lipman,2004-02-29 Noted scholar Pauline Lipman explores the implications of education accountability reforms particularly in urban schools in the current political economic and cultural context of intensifying globalization and increasing social inequality and marginalization along lines of race and class

*Forthcoming Books* Rose Army,2003-12

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