

**BAIN & COMPANY**

# **Bain Chicago charter school involvement summary: 2007-09**

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# Our imperative: public education in Chicago is failing underserved communities

## Current State of Education in Chicago

*“After nine years of progress, many of our schools consistently perform better, but others don’t.”*

– **Mayor Richard M. Daley**  
*Renaissance 2010  
Announcement  
June 24, 2004*

**61%** of high school students are not proficient in reading<sup>(1)</sup>

**70%** of high school students are not proficient in math<sup>(1)</sup>

Only **3** of every **100** African-American and Hispanic males in Chicago Public Schools earn a college degree<sup>(2)</sup>

A majority of students in **155** Chicago Public Schools are not proficient in reading and math<sup>(3)</sup>

Low performing schools are concentrated in **27** communities primarily on the south and west sides

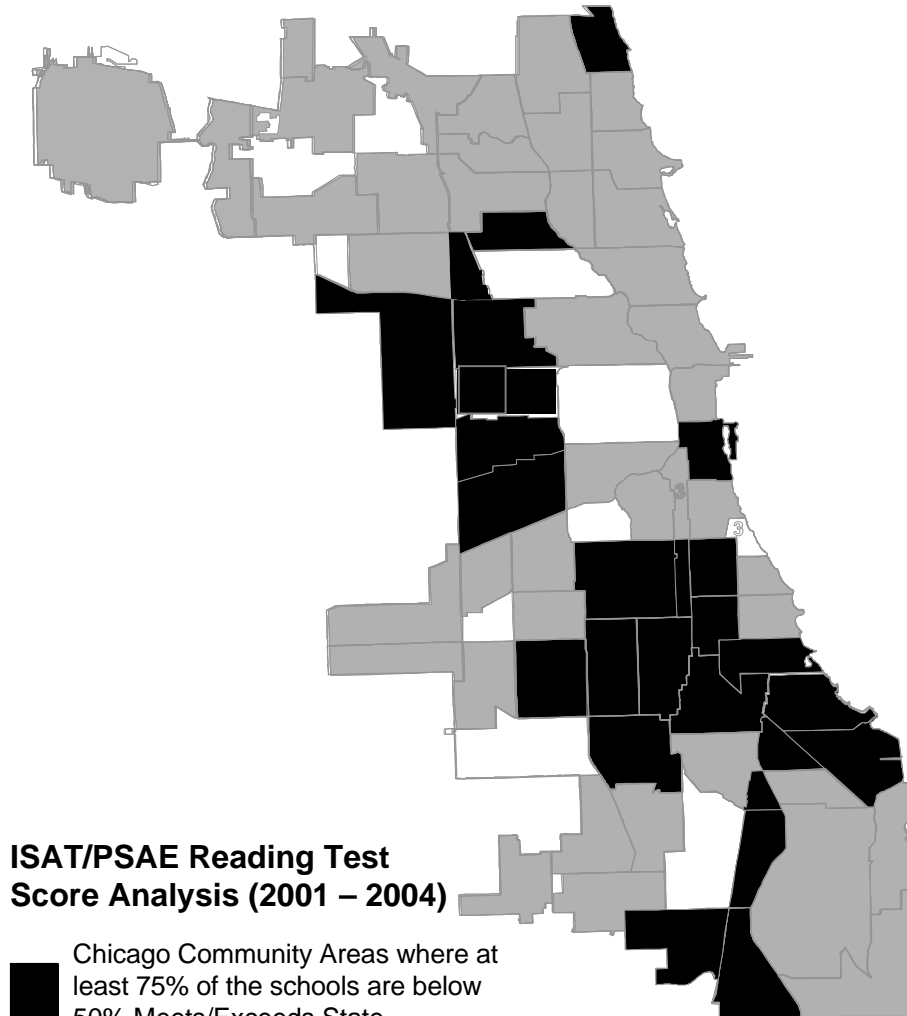
Note(1): 2005-2006 Chicago City-wide PSAT for 11 grade students per Chicago Public Schools.

Note(2): “From High School to the Future,” Consortium on Chicago School Research, April 2006.

Note(3): 2005-2006 PSAT data and 2006-2007 ISAT data per Chicago Public Schools.

# Renaissance 2010 is aiming to impact these communities through new school creation

## Pre-Ren10 State of Education



### ISAT/PSAE Reading Test Score Analysis (2001 – 2004)

Chicago Community Areas where at least 75% of the schools are below 50% Meets/Exceeds State Standards

## Renaissance 2010 Strategy and Results

- **Strategic Goal:** Transform Chicago public education through the creation of a new market of high performing autonomous public schools
  - Launch 100 new autonomous schools
  - Build demand for school choice
  - Develop pipeline of quality education providers
  - Drive systemic change in Chicago's traditional public schools

### ► RSF Portfolio results:

#### New School Openings

- 38 new schools
- 19,000 students at capacity

**Strong Demand** (140% subscription rate)

**Longer School Days** 32% more time on core subjects

**Higher Attendance** 91% v. 83%

#### Student Achievement (Early Data)

- Outperformed neighborhood schools by 3%

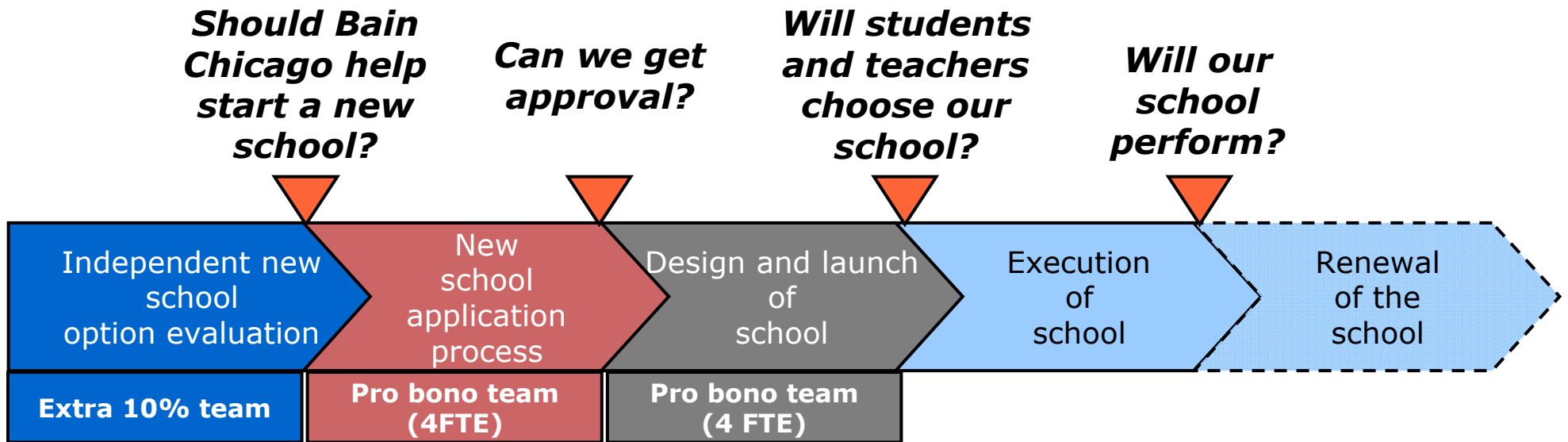
# Bain saw Ren10 as an opportunity to take its own community impact goals to a new level

- Impact our community together, in a way we as individuals could not
- Reinforce our core values by applying our skills to a tough community problem
- Get involved in an entrepreneurial, “bottom up” effort that will have long-term effects on our community
- Create office excitement and connectedness



**Our partner group encouraged the formation of a team to evaluate the opportunity**

# Bain's involvement has grown as we have made progress in launching the school



## 2H 2007

- Evaluate charter school effectiveness to date
- Understand various models, including partnership
- Recommend path forward

## Feb-June 2008

- First partner capital calls
- Membership on Settlement Chicago Board
- 30+ volunteers at Community Impact Day at NUSH

## Feb-June 2009

- Ongoing project support
- Office-wide charity auction to benefit school raises \$50K
- 30+ volunteers at CID (again)
- Summer intern service day

## Ongoing

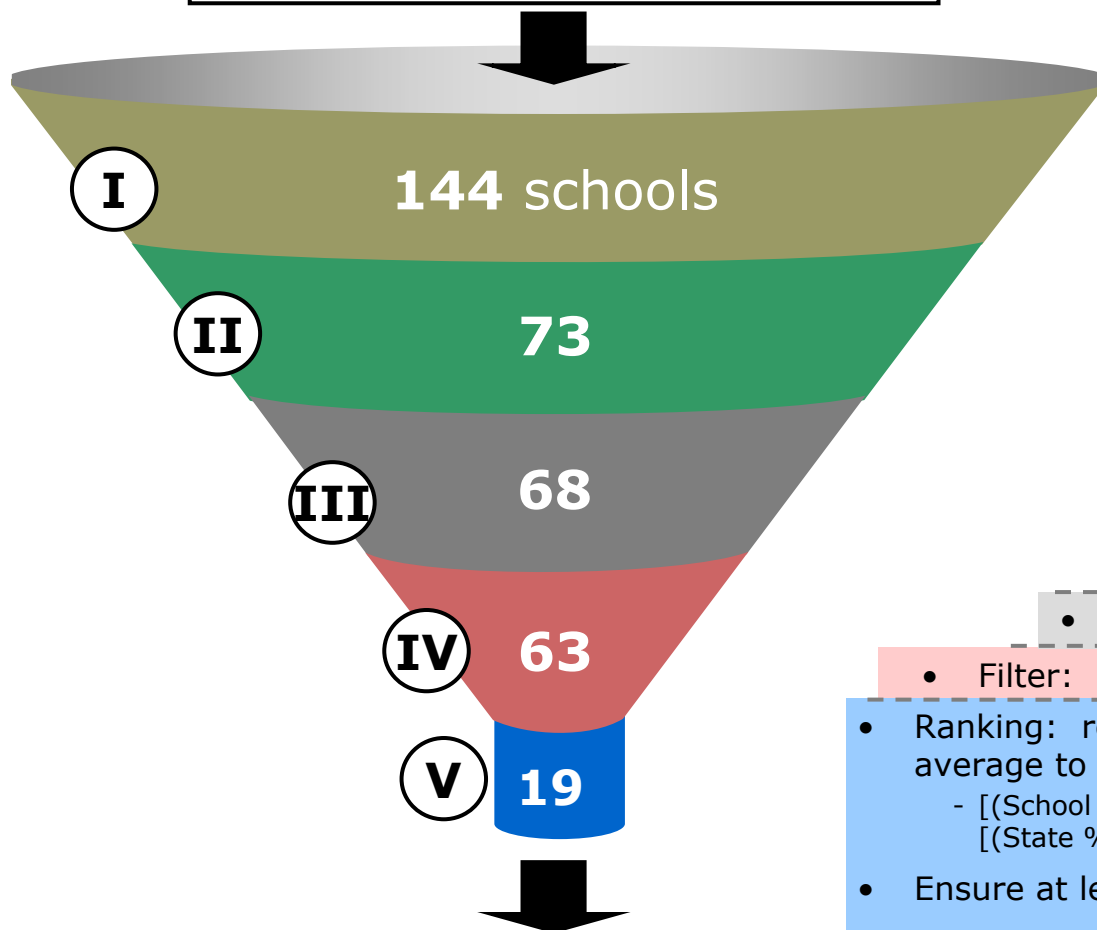
- Significant volunteer and support opportunities for current Bainies and extended Bain community (alumni, SOs)
- Launch of newsletters and other inform vehicles
- More TBD

# The first Bain Chicago pro bono team focused on school design (Feb-Jun 2008)

- In 2008, after an extensive evaluation, **Bain Chicago partnered with Northwestern University Settlement House (NUSH)**, to design, apply for, and open a K-8 grammar school
- Though NUSH has a long history with K-8 after school programs and charter schools, it had **no elementary school experience**
  - Strong organization and leadership team, with commitment to education
  - Track record of success with Noble Street Charter High School
- The **2008 Bain team helped inform school design** by:
  - Helping define the school mission and vision
  - Identifying the key success factors and common practices among high performing elementary schools
  - Incorporating these and NUSH programs to create a financially sustainable school
  - Developing a detailed plan of activities, deliverables, and timing required to launch the business plan
  - Managing the processes involved in obtaining approval for the school
- The **Northwestern Settlement Grammar School, renamed Rowe Elementary School (RES)**, was approved in Fall 2008, with scheduled opening in September 2009

# We selected 19 high-performing schools to visit and research

~4000 charter schools in U.S.



- 9 schools to interview (primary research)
- 10 add'l for profiling (secondary research)

## **Detailed criteria**

- List top ranked schools
  - USNews, Center for Education Reform, US Charter Schools, Department of Education research
- List schools with top reading and math scores in:
  - Boston, Chicago, Columbus, Dallas, Houston, Jacksonville, Los Angeles, Miami, New York City, Philadelphia, Phoenix, San Antonio, San Francisco, San Diego, San Jose, and Washington D.C.
- Ensure all are charter schools with some portion of grades K-8

- Filter: at least 2 years in existence
- Filter: student body is majority low-income (>50%)
- *Removed 9 schools due to lack of data*

- Filter: must be making Adequate Yearly Progress

- Filter: Does not have budget deficit >\$100K

- Ranking: reading and math proficiency (RAMP) vs. state average to rank schools
  - $\frac{[(\text{School \% proficient, math} + \text{School \% proficient, reading})/2]}{[(\text{State \% proficient, math} + \text{State \% proficient, reading})/2]}$  less
- Ensure at least two Chicago schools to interview
- Limit one school per charter school network
- Exceptionally small schools generally removed (must have more than one class per grade)
- Review selections with state or local experts and organizations

# Several key learnings emerged from the best practice research

## LESSONS LEARNED

**There is no one right way to design a school.** The high performing schools we researched varied in many ways, with different missions, school cultures, leadership styles, approaches to parent involvement, etc. However, there are some common themes across high performing schools that can be incorporated into new or existing charter schools:

- 1 Invest early in defining a mission that states what you want to achieve and build a meticulous plan for how you will get there.**
- 2 Build a leadership team that will pour themselves into the school and structure the team based on the people filling the roles.**
- 3 Build an attractive, effective, and sustainable institution for teachers.**
- 4 Structure the school to remove distractions.**



# This culminated in a vision for the charter school and a plan to support it

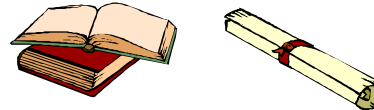
**MISSION:** To prepare all of our **K-8 students** to succeed in and graduate from **college**. We will do so by cultivating the **expectation that all students can and will go to college** and by delivering an **academically rigorous curriculum** infused with **unique social and emotional programs** led by the **Northwestern University Settlement House**.

## Cultivating the expectation and desire for college

**COLLEGE**

- The expectation and desire to go to college is developed over time
- Student exposure to college-like experiences creates familiarity and comfort
- All stakeholders aligned (that students should and can go to college)

## Academic rigor



- More time dedicated to literacy and math
- Students work with great teachers
- School uses real-time, useful data to course correct
- Students, families, and teachers aligned on goals (all students can achieve)
- Curriculum/programming rapidly develops student skills and brings joy into learning
- Distractions are removed so students can focus on learning

## Social and emotional support for students and families



- Student basic needs are met so they can focus on academics
- Students feel safe, supported, and a sense of belonging
- All students develop positive social behaviors to succeed in school and beyond
- Students are provided opportunities to build leadership and life skills needed for success
- Family is supportive and involved (so students learn best)

# We committed another pro bono team in Feb-May 2009 to execute the plan

## Situation

- Since Fall 2008, key school leadership (Principal and Director of Operations) had come on board
- Leadership had made good headway towards September school opening on many dimensions, both strategic and operational
  - Developed fundraising plan, launched teacher and staff recruiting, etc.
- However, there were hundreds of activities still to be completed on the business plan

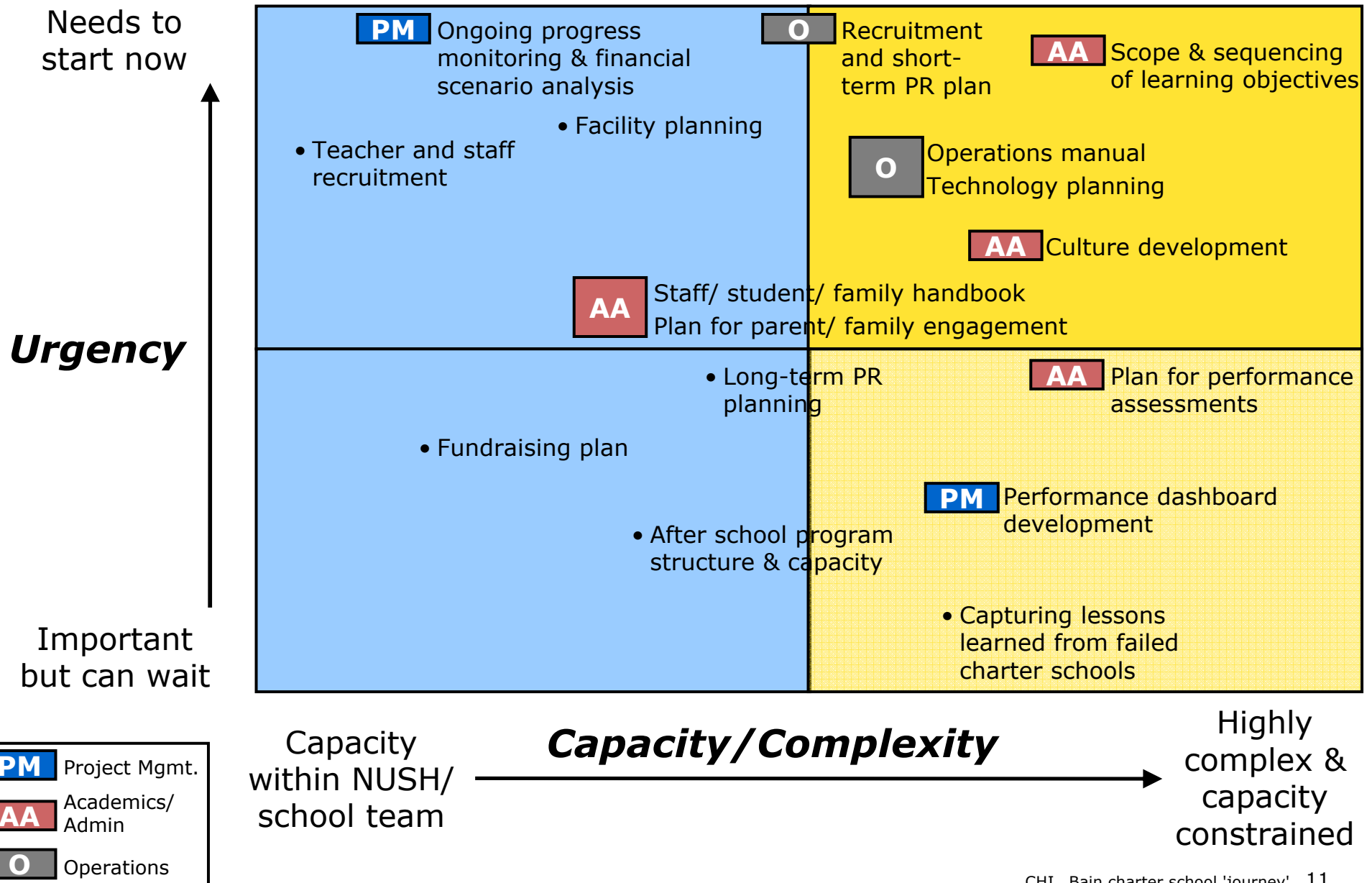
## Complication

- The leadership team was bandwidth-constrained and needed project management and execution support
- Focus was on dealing with several unexpected 'curveballs'
  - Physical facility had not been secured, jeopardizing school capacity and recruitment (teacher and student)
  - Major funding was up in the air, leading to proposed budget cut-backs
  - Terms of charter contract were unclear and under negotiation

## Key questions

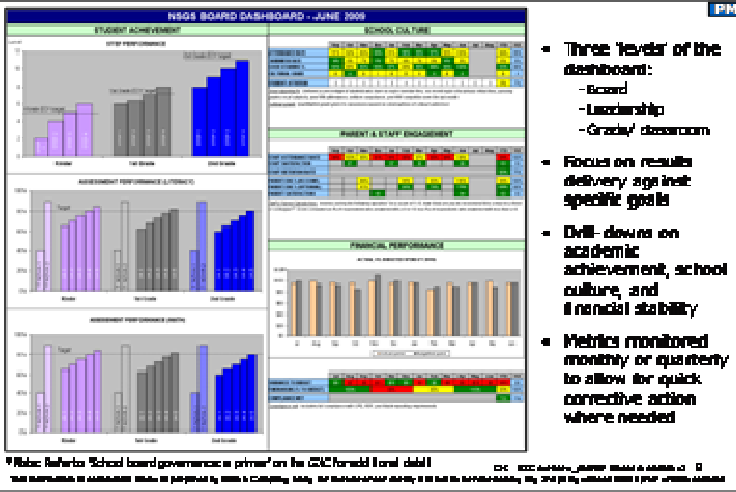
- How can we structure and drive the execution process to ensure all elements of the business plan are on track?
- Where can we accelerate results delivery for the leadership team through best practice research and implementation?

# The 2009 team focused on critical path, time, and capacity constrained areas...

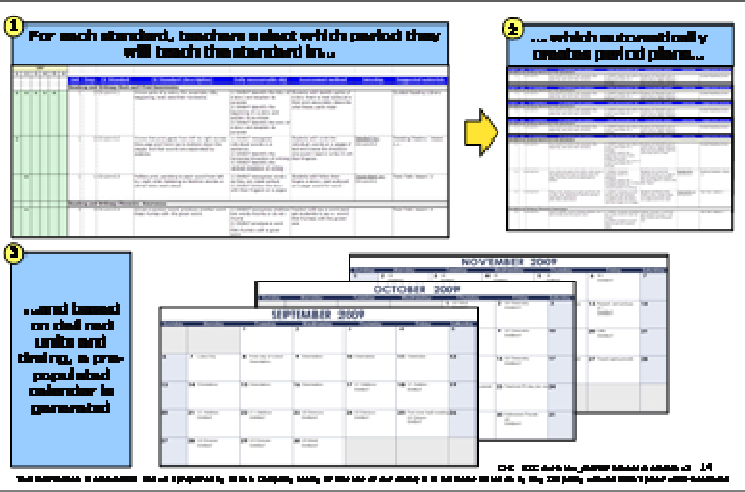


...Collaborating with school leadership on a set of tactical processes and tools

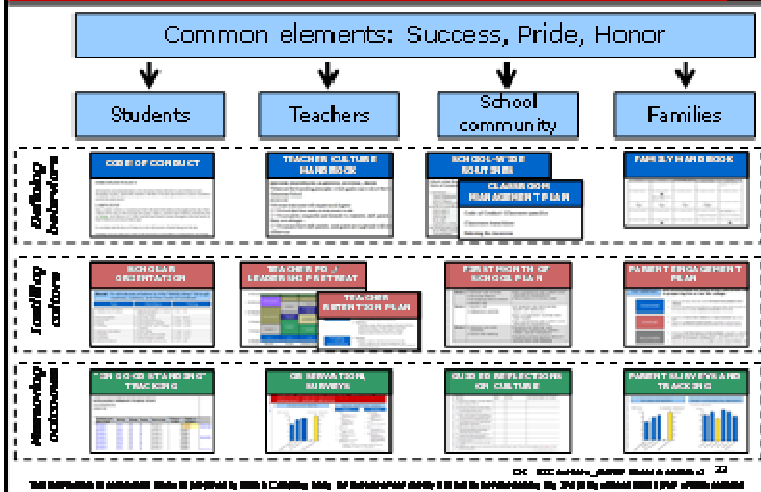
The leadership team will continue monitoring results using dashboards we developed



Our scoping tool automated creation of period teaching plans and calendars



We developed a plan to define, instill, and measure school culture



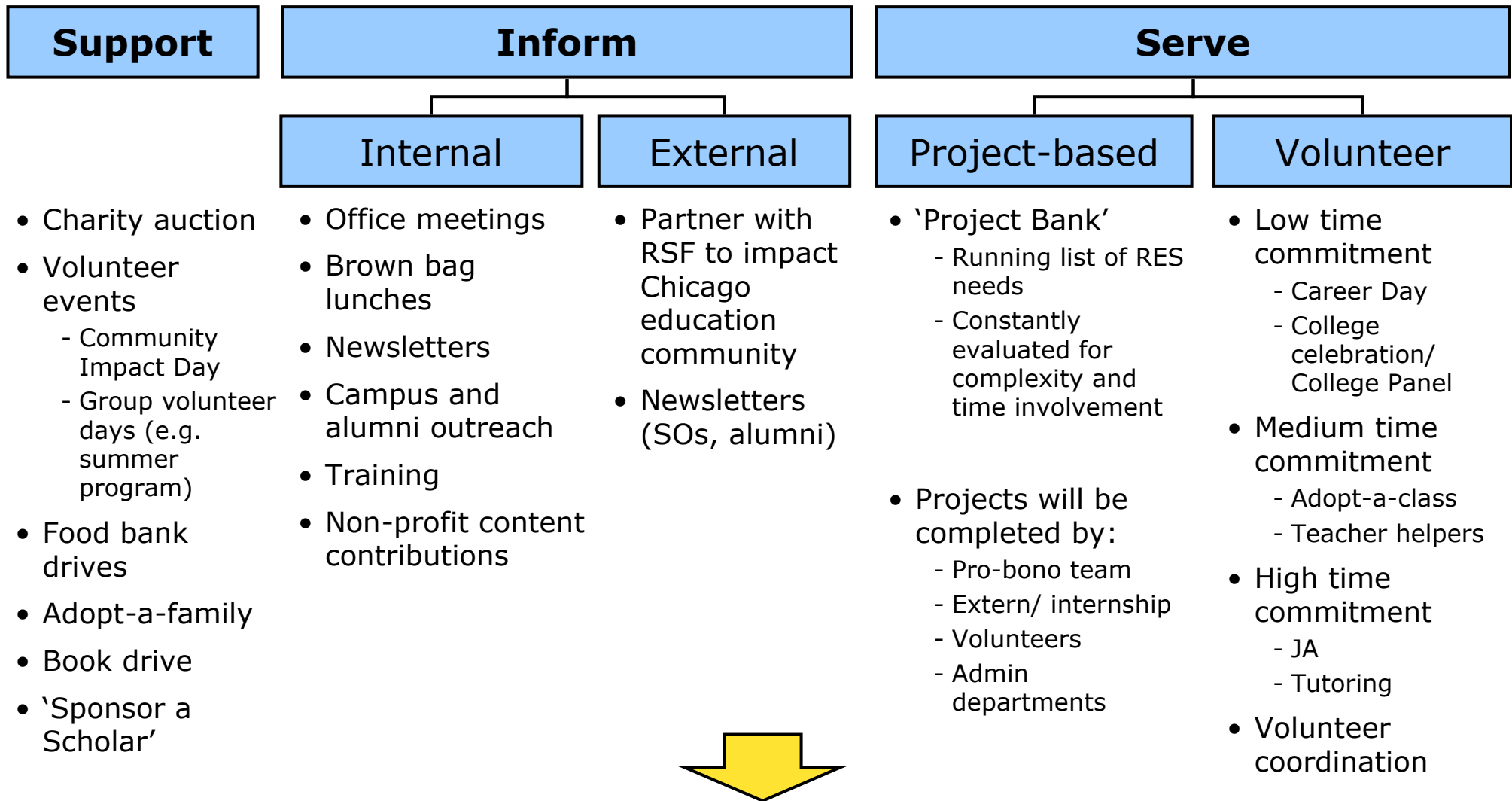
We designed a comprehensive recruitment plan covering multiple outreach channels:

Audience	Method	Rationale	Priority
<b>Mobile/Mahout's Families</b>	<ul style="list-style-type: none"> <li>Short message text used in all weeks, more active in rough and school year</li> </ul>	<ul style="list-style-type: none"> <li>More likely to know and trust the Rabbi's name</li> <li>Highly by touch and pace</li> </ul>	High
<b>NUJIM Families</b>	<ul style="list-style-type: none"> <li>Regular email / updates to all NUJIM employees</li> <li>Meetings with "high-touch" email system</li> <li>Letter to Moshe Shifrit family</li> <li>Letter to Moshe in the Woods family</li> </ul>	<ul style="list-style-type: none"> <li>Know and trust the NUJIM name</li> <li>Employees can judge if family is interested</li> <li>Refer family members</li> </ul>	High
<b>Wider community</b>	<ul style="list-style-type: none"> <li>Community outreach               <ul style="list-style-type: none"> <li>Community system meet</li> <li>Working with organizations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Access to large audience who can't be reached through other avenues or through newspaper or newspaper has gone out of business</li> </ul>	High
<b>Chaplain's school organizations</b>	<ul style="list-style-type: none"> <li>Leverage existing channels of communication</li> </ul>	<ul style="list-style-type: none"> <li>Positive branding, character schools</li> <li>Actively offering their students</li> </ul>	High
<b>Wider community</b>	<ul style="list-style-type: none"> <li>Outdoor advertising</li> </ul>	<ul style="list-style-type: none"> <li>Warner at Golden Old Age Prep</li> <li>Warner at Golden Old Age</li> </ul>	High
<b>Wider community</b>	<ul style="list-style-type: none"> <li>Free presentations to students whose schools are doing</li> </ul>	<ul style="list-style-type: none"> <li>Students must look for a new school</li> <li>Little to no community need paid</li> </ul>	High
<b>Wider community</b>	<ul style="list-style-type: none"> <li>Print advertising in local media</li> <li>Local media attention</li> </ul>	<ul style="list-style-type: none"> <li>Edwin, Los Angeles, Chicago Journal</li> </ul>	Medium
<b>Wider community</b>	<ul style="list-style-type: none"> <li>Door-to-door canvassing</li> </ul>	<ul style="list-style-type: none"> <li>Personalized information on potential students, families</li> <li>Real-time answers to questions and concerns</li> </ul>	Medium
<b>Wider community</b>	<ul style="list-style-type: none"> <li>Mass mailings</li> </ul>	<ul style="list-style-type: none"> <li>High cost with unknown yield</li> <li>Only pursue if necessary</li> </ul>	Medium
<b>Wider community</b>	<ul style="list-style-type: none"> <li>Local street, bike, and mail</li> </ul>	<ul style="list-style-type: none"> <li>Occurs in summer after school process is complete</li> </ul>	High

CSC - 2020-2021 Jewish Community Outreach Project - 2021

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# Go-forward Bain involvement with the school will continue to support our impact goals



**Activities and involvement will continue to expand in future years**



# Rowe Elementary School opened its doors on September 8, 2009 to 147 scholars in K-2



- 147 scholars and families in grades K-2
- Day starts at 7:20am and ends at 4:15pm
- Extended day allows for:
  - 2.5 hours/ day of reading-focused literacy
  - 45 minutes of writing-focused literacy
  - 75 minutes of math
  - 45 minutes of science or social studies
  - 45 minutes each of Fine Arts and Phys Ed
- Early dismissal Fridays supports a robust teacher professional development program
- School opened to public October 9th

# For more information...

- Please visit [www.roweelementaryschool.org](http://www.roweelementaryschool.org) or [www.nush.org](http://www.nush.org)



- Or contact Julie Coffman, Lina Bankert, or Stefanie Cyr in the Chicago office