



*Investment Partner in Renaissance 2010*

**RSF Symposium – Free to Choose Free to Succeed**

May 6, 2008

*A public/private partnership that infuses innovation and resources to create educational options, excellence, and accountability in communities of greatest need.*

# RSF uses both quantitative and qualitative data to drive on-going improvement in its portfolio of schools

## The Renaissance Schools Fund Portfolio Management Strategy

### Selection

- ▶ Evaluate school design versus investment criteria and lessons learned from prior cohorts
- ▶ Fund participation of national new schools development experts in selection process
- ▶ Participate in feedback sessions during selection process to drive improved proposal quality
- ▶ Run 14 seminars on new school development best practices during proposal phase

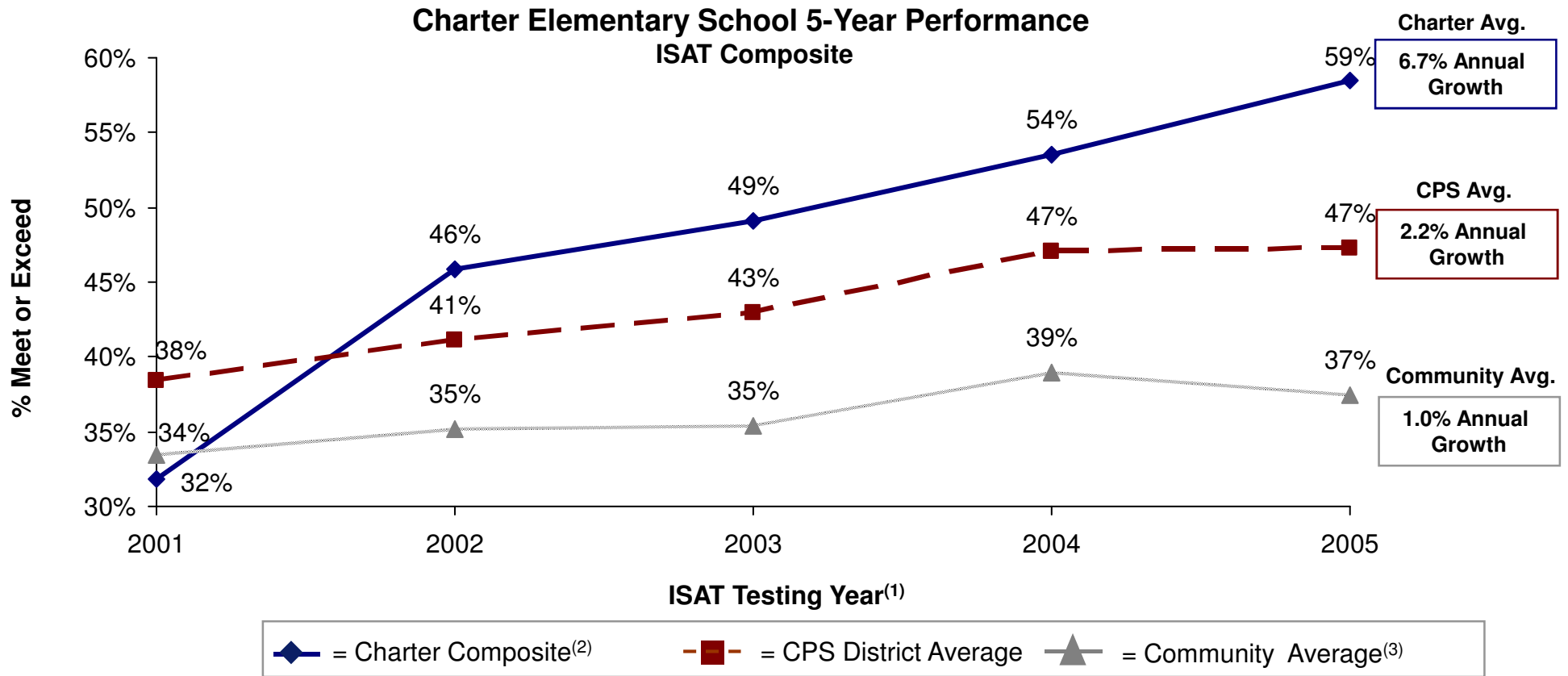
### Start-up Investments

- ▶ Conduct launch readiness review of schools to ensure successful school launch
- ▶ Conduct performance review on leading school indicators prior to each funding cycle
- ▶ Review school performance and grant impact twice a year to determine investment effectiveness and challenges
- ▶ Work with schools on required action plans and use grants to support improvement efforts

### Technical Assistance

- ▶ Fund national experts to help schools address development needs
- ▶ Provide technical assistance in key areas covering educational plan, back office and replication planning

# Analysis of early Chicago charters shows an average proficiency growth of nearly seven percentile points a year



Source: The Renaissance Schools Fund analysis of Chicago Public Schools data.

Note(1): The ISAT was first administered in 2001.

Note(2): The Charter Composite is composed of the weighted average for all 1997 – 1999 Cohort elementary schools with seven years of testing data, including CICS – Prairie (1997 opening), CICS Washington Park (1997 opening), UNO – Octavio Paz (1998 opening), UCCS – NKO (1998 opening) and Betty Shabazz (1999 opening).

Note(3): Community Average data calculated using weighted averaged of Charter Composite student test counts. Excludes selective enrollment schools, special schools, Charter, Performance and Contract Schools.

# Though we are early in the initiative, RSF has identified leading indicators to evaluate progress

Lever	Indicator	Goal	Status
<b>Accountability</b>	▶ Elementary attendance rates <sup>(1)</sup>	▶ 95%	▶ 95%
	▶ High School attendance rates <sup>(2)</sup>	▶ 92%	▶ 90%
	▶ Annual growth in % of students proficient in <i>reading</i> over a 5 year period	▶ 7%	▶ -- <sup>(3)</sup>
	▶ Annual growth in % of students proficient in <i>math</i> over a 5 year period	▶ 7%	▶ -- <sup>(3)</sup>
	▶ % of schools in operation for three or more years outperforming sending schools in <i>reading</i>	▶ 100%	▶ -- <sup>(4)</sup>
	▶ % of schools in operation for three or more years outperforming sending schools in <i>math</i>	▶ 100%	▶ -- <sup>(4)</sup>
<b>Choice &amp; Competition</b>	▶ % of schools that provide choice <sup>(5)</sup>	▶ 90%	▶ 95%
	▶ % of schools that focus on priority communities <sup>(6)</sup>	▶ 90%	▶ 84%
	▶ Student demand <sup>(7)</sup>	▶ 150%	▶ 140%
<b>Innovation &amp; Entrepreneurship</b>	▶ % of schools with longer daily instruction in core academic areas <sup>(8)</sup>	▶ 90%	▶ 87%
	▶ % of schools with extended school year <sup>(9)</sup>	▶ 90%	▶ 94%
	▶ % of schools with extended professional development <sup>(10)</sup>	▶ 100%	▶ 84%
	▶ % of schools using merit-based compensation	▶ 75%	▶ 60%

Note(1): CPS average of 94%

Note(2): CPS average excluding selective enrollment schools of 83%.

Note(3): No schools currently with five or more years of data. After two years of operations, current annual growth rates for the 2005 Cohort are 3% and 12% in reading and math, respectively.

Note(4): No schools currently with three or more years of data. After three years of testing, RSF projects that of its 2005 and 2006 Cohorts 81% and 88% of schools will outperform comparable sending schools in reading and math, respectively.

Note(5): Choice enrollment models include city-wide, overlay and combined boundaries (city-wide + neighborhood).

Note(6): Includes schools located in and within one mile of a RSF priority community.

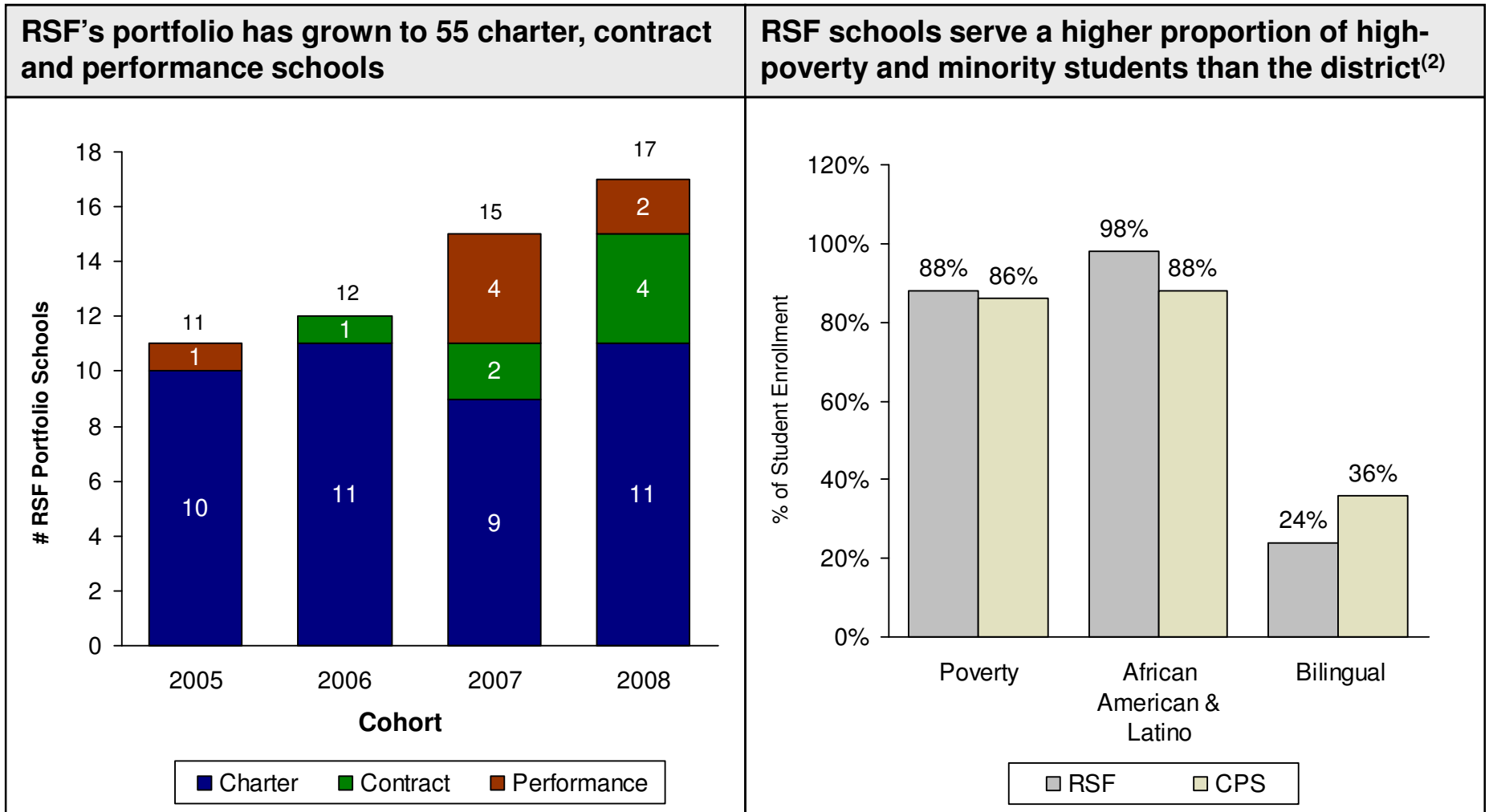
Note(7): Applicants as a % of available seats. Per school management team reporting.

Note(8): Core academic areas include English Language Arts / Humanities, Math, Science, History/Social Studies, and Foreign Language. Longer daily instruction is greater than 239 minutes for Elementary Schools and 280 minutes for High Schools. Excludes 12 RSF schools due to lack of data availability.

Note(9): Extended school is greater than 170 instructional days. Excludes 8 RSF schools due to lack of data availability.

Note(10): Extended professional development is greater than the CPS average of 6 hours of professional development per month.

# RSF has helped launch a diverse portfolio of new schools targeted toward Chicago's high need students

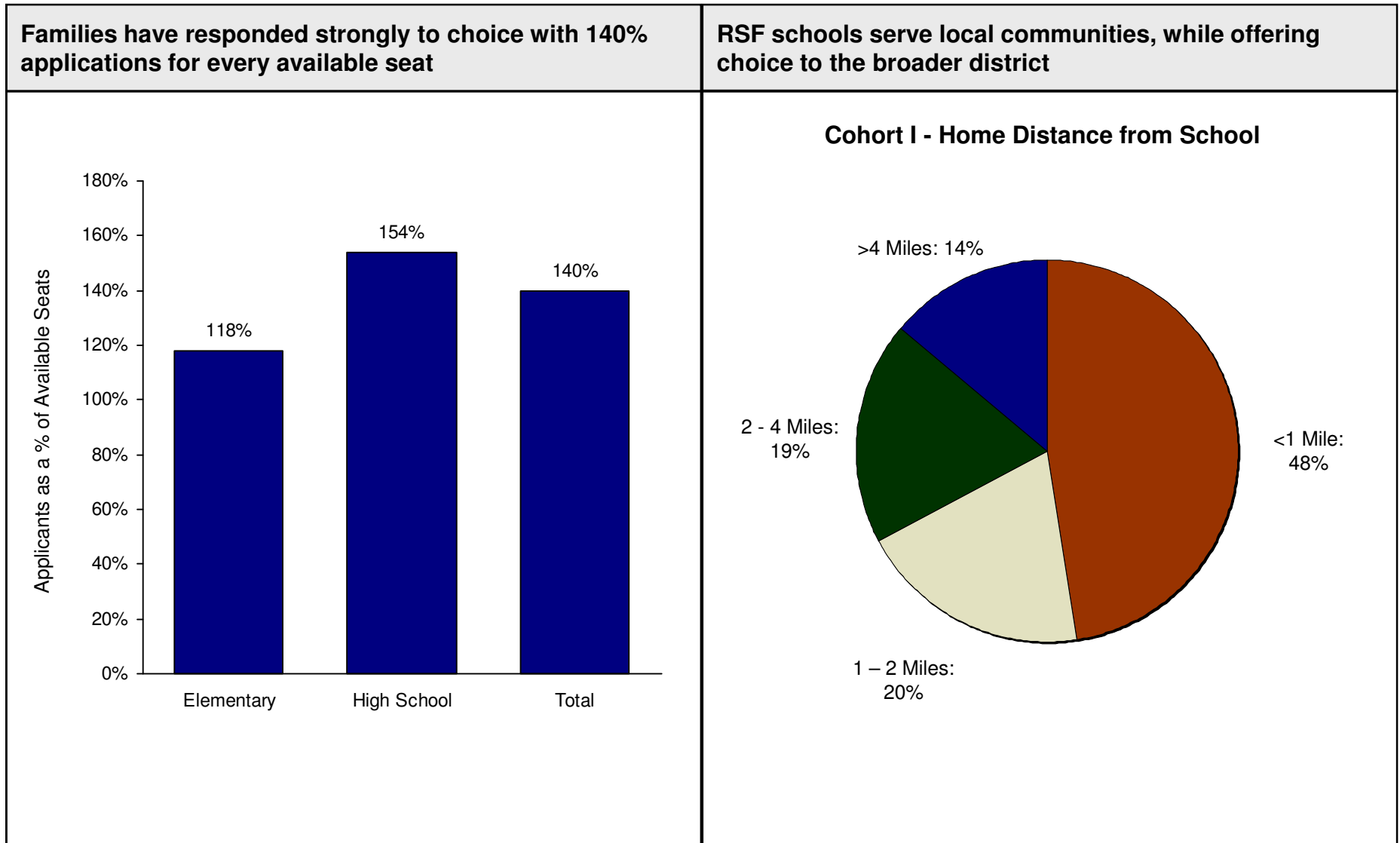


Note (1): Assumes 14 additional schools with 500 students in both 2009 and 2010.

Note (2): Includes only 2005 and 2006 Cohort RSF schools. Per Chicago Consortium on School Research.

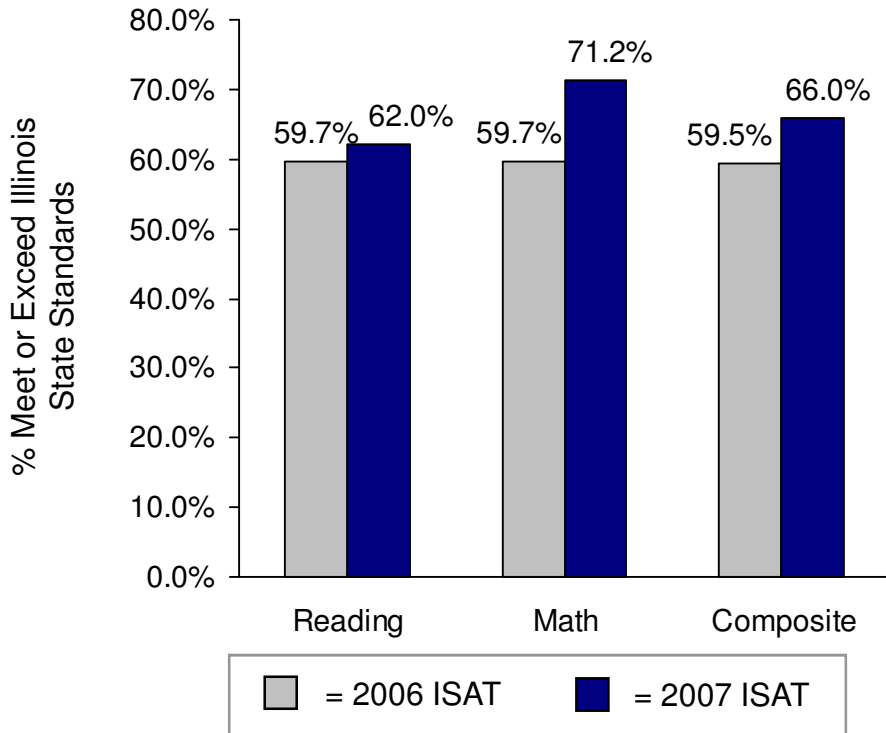
Note (3): Includes schools located in and within one mile of a RSF priority community.

# RSF schools experience strong demand, drawing students from local communities and the broader city

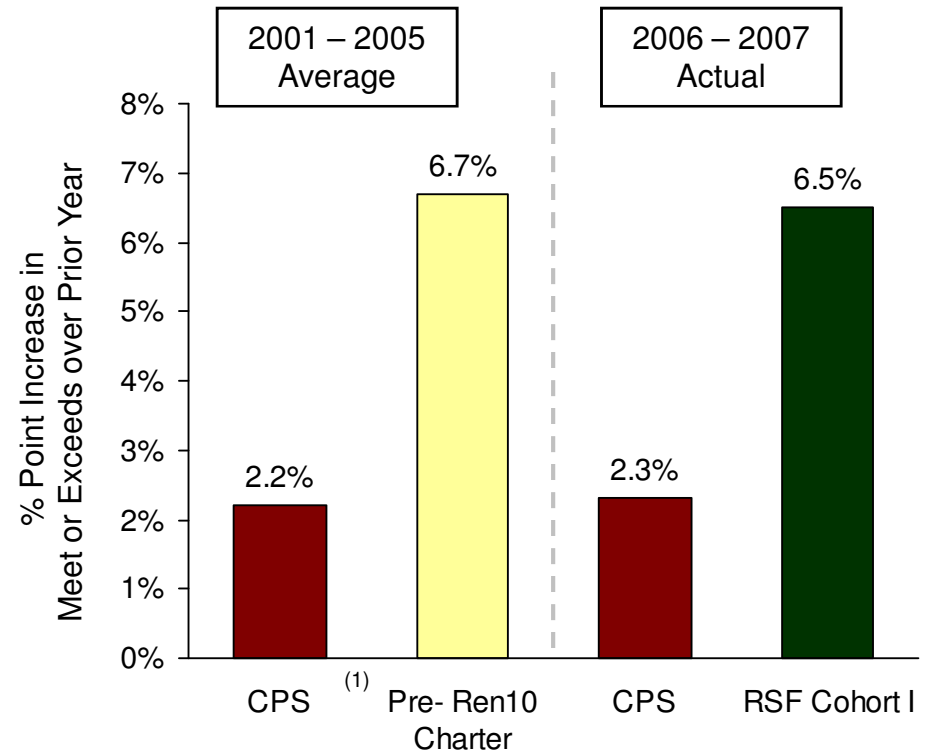


# We believe RSF schools are well positioned to meet the long-term seven percentile achievement growth of pre-Ren10 charter elementary schools

**RSF Cohort I  
Historical ISAT Performance**



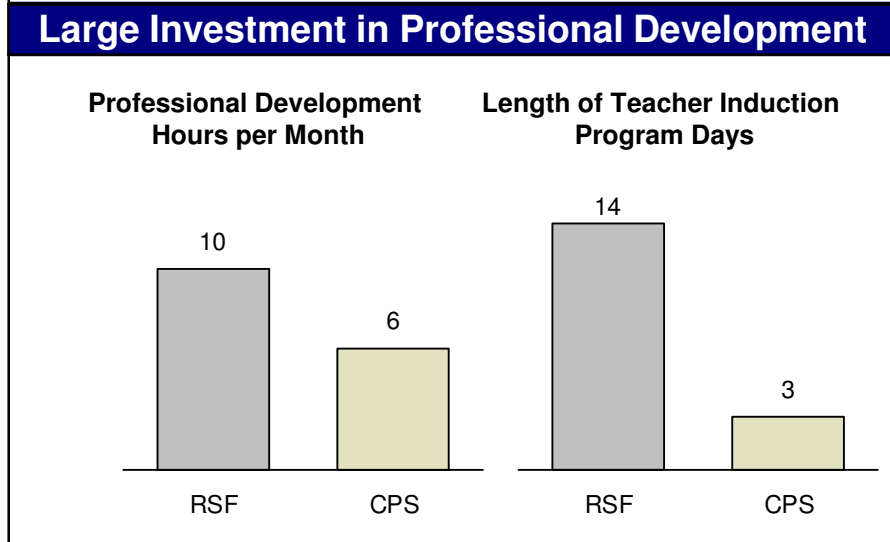
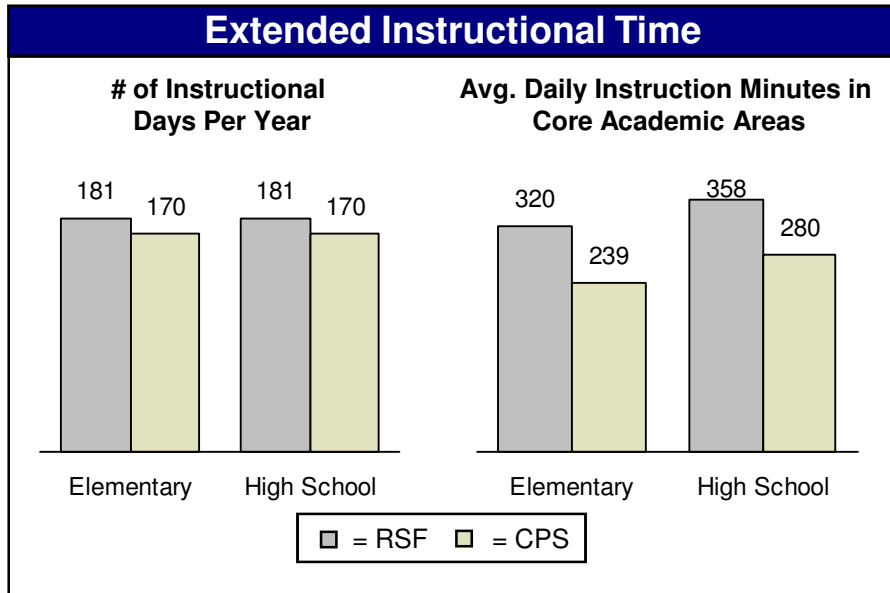
**Historical ISAT Composite Annual Growth  
Pre-Ren10 Charter Elementary vs. CPS vs. RSF**



Source: The Renaissance Schools Fund analysis of Chicago Publics Schools data.

Note(1): The Charter Composite is composed of the weighted average for all 1997 – 1999 Cohort elementary schools with seven years of testing data, including CICS – Prairie (1997 opening), CICS Washington Park (1997 opening), UNO – Octavio Paz (1998 opening), UCCS – NKO (1998 opening) and Betty Shabazz (1999 opening).

# RSF schools are leveraging Ren10 autonomies and transforming traditional silos of expertise into integrated systems to drive change



### Promising Practices

- ▶ Integrated Performance Management
 

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            graph TD
            PE[Performance Evaluation] --> GS[Goal Setting]
            GS --> PDA[Program Design / Adjustment]
            PDA --> RA[Resource Allocation / Staffing]
            RA --> PD[Professional Development]
            PD --> PE
            
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- ▶ Highly defined culture that reinforces integrated systems and goals

### Improvement Areas

- ▶ Transfer promising practices to all RSF schools
- ▶ Improve teacher assessment literacy
- ▶ Develop standardized interim assessment for high schools



THE  
**Renaissance**  
S C H O O L S F U N D

