

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [] Choice

Name of Principal Mr. Timothy Patrick Devine

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Payton College Preparatory High School

(As it should appear in the official records)

School Mailing Address 1034 N Wells St

(If address is P.O. Box, also include street address.)

City Chicago State IL Zip Code+4 (9 digits total) 60610-2513

County Cook State School Code Number* _____

Telephone 773-534-0034 Fax 773-534-0035

Web site/URL http://www.wpcp.org E-mail tpdevine@cps.edu

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Ms. Barbara Byrd-Bennett E-mail: bbyrd-bennett@cps.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name City of Chicago SD 299 Tel. 773-535-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. David Vitale
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 472 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 106 High schools
 - 0 K-12 schools
- 578 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	93	140	233
10	92	111	203
11	92	142	234
12	62	81	143
Total Students	339	474	813

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 11 % Asian
 - 17 % Black or African American
 - 23 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 40 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	856
(5) Total transferred students in row (3) divided by total students in row (4)	0.011
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish the primary non-English language spoken at home, but none of our students receives ELL services.
8. Students eligible for free/reduced-priced meals: 31 %
 Total number students who qualify: 251

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 7 %
54 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|---|
| <u>20</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>9</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>13</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>10</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalent (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	46
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	92%	94%	94%	95%	95%
High school graduation rate	95%	96%	99%	99%	99%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	244
Enrolled in a 4-year college or university	95%
Enrolled in a community college	3%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	1%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2008

PART III – SUMMARY

Payton was founded in 2000 as a magnet high school with 350 freshman and a simple motto: “We Nurture Leaders.” Since then, we’ve grown to four full classes totaling 813 students, with plans to add 370 more. Students are selected by a combination of standardized test scores, grades, and performance on an academic exam, with 35% of seats allotted to students in low- and moderate-income neighborhoods. The result is an astoundingly diverse student body. Half of our students are African-American or Latino, and 31% get free or reduced lunch; they come from every neighborhood, over 100 public and private elementary schools. As we’ve grown, our vision of leadership has focused on four “C’s”: curiosity, character, compassion, and courage. It calls for students and teachers alike to be “inquisitive, creative, and skeptical problem solvers,” “ethical and engaged representatives of our local and global communities” who are “empathetic” but “appropriately disruptive of the status quo.” These traits and habits distinguish us and our students from other schools who focus solely on academic success.

Our students are selected for academic credentials, so academic success is a tradition we’ve come to expect. But our students surpass expectations: the class of 2014’s 29.5 average ACT is 2.2 points above its statistically-predicted score based on 8th grade EXPLORE. With diversity comes the challenge of meeting every learner’s individual needs. We supplement core course instruction with three programs that together create a unique Payton experience: block scheduling, “seminar” Wednesdays, and during-the-school-day scheduled enrichment time.

Almost all classes are taught in 90-minute blocks, allowing time for exploration, extended activities and high-level discussions, differentiated activities, and one-on-one teacher-student contact. A typical U.S. History class starts with a 10-minute lecture putting the 1932 election in context, after which students work together reading primary source documents (campaign speeches), analyze the candidates’ positions, and write speeches for each candidate that they give at the end of class. Because of the blocks, students receive intellectually demanding out-of-class work without having to race through eight assignments in a single night. At Payton, learning consists of figuring things out, making connections, articulating positions and defending them with evidence--not just memorizing facts and procedures.

Learning at Payton isn’t confined to core classes. Students go beyond and across traditional high school curricula in two 90-minute seminars that meet every other Wednesday. These pass-fail courses encourage students to try new challenges, whether that’s learning yoga, reading *Infinite Jest*, or applying the educational philosophy of Alfie Kohn to the experience of learning at Payton. After seminars, students are dismissed at noon, with time to pursue internships at local institutions such as the Adler Planetarium or the University of Chicago; teachers use the time for ongoing professional development. On other days, school ends with 45 minutes of scheduled “enrichment time”; students sign up daily for activities including academic support, club meetings, academic and sports team practices, postsecondary planning with counseling staff, and mini-courses. On Mondays, Soapbox gives every student the chance to give a speech on any topic; on Thursdays, speakers from architects to Sudanese refugees speak about their experience in PED Talks.

Payton is, to our knowledge, the only urban public school that sends half of its students on international trips and exchanges. From Costa Rica to France to Beijing, the list of destinations evolves constantly. Students prepare for these experiences in seminars through the year. These trips help our kids become global citizens, and more aware of their own circumstances. Homestays on either side of these trips help students develop genuine international friendships. Ten to twenty percent of travelers are on free/reduced lunch. Making this diversity possible requires a combination of cost-cutting and fundraising, but it’s part of our commitment to making every Payton experience open to every student.

Learning at Payton stretches beyond the traditional school’s classrooms, buildings, and hours. Our approach has brought us national and international recognition: we were named the “Star Innovator” among Intel’s 2010 Schools of Distinction, and were honored in 2011 with a visit from China’s then-president Hu Jintao. President Hu was so impressed, he invited twenty students and teachers to visit him at Zhongnanhai, the

Chinese presidential compound. We're regularly ranked in the top 50 high schools nationally by U.S. News; our STEM programs are also top-50 ranked, and the school as a whole was named the #1 high school in Illinois in 2013-14. But the real reward is our students: besides the awards they win (for bridge building, science fair, national merit/achievement, etc.) the 243 students in the class of 2013 earned \$20 million in college scholarships. More than that: our alumni's eagerness to return and share their experiences with teachers and current students shows that, for them, high school was more than just something to get through; it was the learning experience of a lifetime.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a. The Prairie State Achievement Exam is administered to all Illinois 11th graders at the end of April. The PSAE contains an ACT (with writing until 2011; no writing component was administered in 2012 or 2013) and a WorkKeys exam assessing literacy and math skills for the workplace. The overall scores in reading and mathematics combine results from the two tests. In reading, students “meet” standards by demonstrating proficiency in reading and analyzing both fiction and nonfiction texts, including identifying and finding evidence for implicit and explicit textual features. But we want students to recognize and connect multiple perspectives within a work, and to interpret and to evaluate the author’s choice of literary devices--what the state describes as “exceeds”. In math, students “meet” standards by showing proficiency in applying a range of procedures to standard problems, but in our view, those skills don’t reach the essence of doing mathematics. We expect that our students will transfer those skills flexibly to new real-world situations and unusual or complex problems, and justify their mathematics clearly, which is closer to the state’s “exceeds”. Our mission is to help students become creative problem-solvers who use evidence to support and evaluate claims and who can understand and appreciate multiple perspectives, which is why “meets” isn’t enough.

b. Our students overwhelmingly “meet” standards, but that isn’t enough: to be successful in college, and to be the kinds of analytical, reflective, and creative thinkers we want, our students must do better. The years 2009-2012 saw two phenomena in our test data. First: a very slight, gradual decrease in the percentage of students meeting or exceeding state standards, from 98% to 95% -- just over the 2% threshold of statistical significance. Second: a more pronounced decrease in the percentage of students exceeding standards. These patterns showed up in the overall scores and across all subgroups, and raised substantial concern. In meetings over the spring of 2011, we connected the two phenomena: in efforts to make sure that students weren’t slipping behind, we had reduced the level of challenge and rigor to the point that all students were suffering; in fact, we discovered that the only places where truly rigorous tasks were common were on final assessments and on take-home projects, which doubly disadvantaged struggling students. So for the entire year we focused on presenting students with “challenging but doable” tasks in daily classwork as well as in projects and on assessments. By the second semester, observers in regular classroom visits (“instructional rounds”) found students working on higher-level tasks that required more synthesis and research and less recall. Our test scores validated our theory: while our “meets/exceeds percentage increased to 97%, our exceeds percentage jumped from 42% to 65%. In fact, our “meets” percentage held steady across all subgroups except African-American students, and our “exceeds” percentage jumped by comparable amounts in each subgroup; 89% of our students on free/reduced lunch met state standards, and 43% exceeded them.

We’re still not satisfied. Our African-American students continue to lag somewhat behind — especially in the “exceeds” category—and even though our schoolwide mid-80%’s “meets” level is much higher than the state’s 29%, and although the percentage exceeding increased from 26% to 44%, the decrease in students meeting standards between 2012 and 2013 (from 91% to 84%) is concerning. While part of the issue is a particular cohort of students who were accepted under a different (and now-abandoned) admissions policy, we also realize that we need to do more to support disadvantaged students, particularly students of color, in their first two years. This year, we are implementing a Multi-Tiered Support System (MTSS) program (early result: only one African-American 9th grader failed any classes first semester) and are rethinking the math and science courses taken by our weakest students to make them more accessible to kids whose backgrounds experiences were mostly about isolated facts and procedures, not genuine mathematical or scientific thinking. We’re also planning a “step-up” day for admitted students later this spring to help them understand what a typical day at Payton feels like; we hope this experience will lessen the culture shock many minority and low-income students feel when they walk in the doors in August.

It should be noted that most of our gain in the “exceeds” area is among nonwhite students, so these initiatives are substantially impacting African-American and Hispanic students. We’re looking to increase our success with students who have disabilities. Although the total number of such students is very small,

we've reduced the frequency with which we assign them "regulars" level coursework in an effort to make sure that we're helping them reach the same high standards that apply to everyone else.

2. Using Assessment Results:

We use three primary data sources: national assessments given annually, course-wide assessments (tests and quizzes), and observational data about classroom practice. First, we use data from EPAS (Explore-PLAN-ACT) and AP tests to identify whole-school and course-level issues of curriculum and pedagogy. For example, we observed that the number of students getting 4's and 5's AP tests--and the number of students reaching high-end scores on EPAS--was dropping slowly but steadily, and those data were part of what led to identifying the challenge level of classroom tasks as a problem of practice last year. Course teams and departments also use that data to identify areas for vertical alignment and to adjust timing and pacing through the year. For example, dividing up the trigonometry content among Geometry, Algebra-Trig, and Pre-calculus classes so that students get sufficient practice before the ACT, and ensuring that essential trig concepts are covered in each class before April's testing.

Second, some departments (mathematics and English) and courses (e.g. Chemistry, Physics) have long given common course-wide assessments. In mathematics, the Algebra, Geometry, and our lower-level Algebra-Trig course all use standards-based grading. All teachers typically review student performance on assessments as aids to planning upcoming lessons and units and to reflect on the lessons taught; those reflections are incorporated in common lesson and unit plans for the following year. The American Studies curriculum combines social studies and American literature; those teachers share information about strengths and weaknesses of their classes and of individual students. Other departments are developing their own standards-aligned benchmarks as a way to move forward: World Language is working on benchmark assessments that would apply across different languages, and the science teachers are using formative assessments as the first step to implementing the Next Generation Science Standards. All departments use course-level and department-level assessments to identify students for MTSS.

Finally, our curriculum coordinator leads groups of teachers on weekly instructional rounds; groups observe three classes for five minutes each, and share observations about the task, about what students are doing, and about what teachers are doing. Those observations are aggregated into schoolwide data used for developing our schoolwide problem of practice and assessing our progress on that issue. For example, this year we've adopted high-level questioning as a problem of practice, and at staff developments we've given feedback on the number and kinds of high-level questions we've seen in classes. Over the year, we've seen a steady increase in analytical and evaluative questions as the basis of discussions, which has been rewarding.

Data relating to school performance and achievements are shared on CPS websites and the Illinois School Report Card, but we also provide that information to parents in regular newsletters and in meetings of the Local School Council and parent organizations (FOP). Students are represented on the Local School Council, and the principal discusses schoolwide initiatives and results with Student Government in regular meetings. The Instructional Leadership Team meets every other week, and data are presented to address instructional goals and long-term school priorities.

3. Sharing Lessons Learned:

Payton teachers present regularly at local, national, and international conferences. Last year, members of our World Languages department presented "Building a Travel Program from the Ground Up" at the Illinois Council of Teachers of Foreign Languages and again to the Chicago Public Schools Office of Language and Culture. Our PE Chair taught other Illinois teachers how to create a "Wellness Fair" with outside exhibitors teaching students about health, safety, nutrition (the one she created at Payton draws organizations from the Illinois Secretary of State's Driver Safety program to local vegetarian restaurants). Our astronomy teacher has presented her own work on engaging young people in research, but at last year's meeting of the American Astronomical Society, she brought several Payton students to present their own research findings. Our statistics teachers presented at state and national conferences about incorporating reading and analysis of professional journal articles that apply statistical analysis. And our Algebra and Geometry teachers have

spread the word about those courses' implementation of standards-based grading in two other conferences. In 2012, Texas Instruments brought two math teachers to China to share uses of technology with schools from all over the PRC.

Locally, we've been highly involved with schools both private and public, and especially with the "network" of public schools linked to us administratively and geographically. At the math department's annual lesson study, we welcome other schools' teachers and principals, and citywide administrators to observe the demonstration lesson and participate in the debriefing afterwards. Our principal has presented to Network meetings about analyzing teaching and learning using the Danielson framework, and to the Network for College Success on our innovative schedule. Our curriculum coordinator recently led a discussion with the math department chairs and principals of all schools in the Archdiocese of Chicago regarding algebra articulation.

Besides these formal learning environments, we've engaged in a wide range of other collaborative learnings. We welcome dozens of teachers each year for visits from as far away as Singapore and Hong Kong. And we talk teaching on our trips: when we went to Beijing, administrators and teachers from three of the top high schools met with us to discuss common problems and practices. A Saturday math enrichment program started by our school has become a hub for retired, in-service, and pre-service teachers to talk about teaching and learning advanced mathematics, and two local universities (UIC and U of Chicago) have incorporated it into their pre-service teacher preparation. English and Social Studies teachers regularly participate in workshops sponsored by the Newberry Library, and we partner with the Chicago Humanities Festival to bring speakers into Payton and to share ideas about humanities instruction.

4. Engaging Families and Community:

From a philosophical perspective, we firmly believe in consistently creating the space and time to listen to the voices of our family and extended community members. The local governing body of our school, Payton's Local School Council, is comprised of our principal, teachers, parents, and members of the local community outside the school. Its monthly meetings are open to the public and cover a spectrum of issues related to the continuous progress of the school: our current budget, the development of any/all new policies, and annual reports from each of our academic content areas. The LSC evaluates and hires the principal, who reports to it on all school-related decisions, ensuring that our progress is supported by all community members.

Two parent groups (FOP and PPIE) raise funds to support the growth and success of all our students. FOP funds teacher professional development, educational supplies, technological improvements, and stipends for guest instructors who teach courses outside the scope of our teachers' expertise through our seminar program (such as Jazz and Hip Hop Dance, Financial Investment, Yoga, and Tai Chi). FOP also provides international travel scholarships to low- and moderate-income students who would otherwise not be able to participate in our Global Connections program. Global Connections exchange trips include homestays with Payton families, bringing cross-cultural experiences to parents, siblings, and the community at large. PPIE has already raised \$500,000 to create an endowment that will fund Payton programs not supported by CPS.

While most high school schools have athletic booster clubs, we recently developed a Payton Booster Association to ensure the continued growth and success of our athletic AND extra-curricular programs, including math team and debate. The Association is comprised of parent representatives from each of our athletic and extra-curricular programs, organized into committees that work to improve access to athletic facilities, support efficient and clear communication between our programs and families, raise funds for out-of-city competitions, and host celebratory events that recognize our students and teams' successes.

Because of recent CPS budget shortfalls, we rely on the invaluable help of parent volunteers for much of our main office work. Parents assist in answering telephone calls, filing paperwork, and greeting and guiding visitors, freeing up staff positions for actual teachers. Many parents also volunteer their time to help facilitate some of our larger events throughout the year: Annual Open House, Admitted Students Night, Freshman Parent Orientation, and Report Card Pick-up.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Payton's 98% college matriculation rate means that we must prepare every student for college, but high ACT scores aren't enough. We offer 27 AP courses from arts to US Government to ensure that our students enter college more than ready for college-level work--and we work hard to make those courses accessible and available to all students. In math, we offer incoming freshmen a summer Algebra I Semester 2 course that allows 60 more freshmen to place directly into Geometry; these kids get to take AP calculus before they graduate, and over half of our students do. Over half take AP Statistics, and many take both: almost three-quarters of our students leave with at least one year of college math. In English, about three-quarters of our 11th grade is taking AP Language and Composition to hone their nonfiction reading and writing skills, which are the most essential skills for college success. Virtually all students take four years of a world language--qualifying them to place out of at least one semester of college language--as well as four years of science (with about half our students taking at least one year of AP science) and four years of social studies. With 150 students currently enrolled, AP Microeconomics is the most popular elective in the school; so two-thirds of our seniors graduating having taken college-level economics. And students pass these courses overwhelmingly; our average AP pass rate in 2013 was 90%.

But academic skills alone--no matter how strong--do not adequately prepare kids for college. Students need to be well-rounded, with the emotional and physical health that come from arts and PE, and they need to know their passions, what it is they actually want to do. We have orchestra, a jazz band that performs at events around the city, choir, boys' and girls' a capella ensembles that are also much in demand, sixty students annually taking AP Photography, and a growing drama program that puts on two major productions annually (currently Mary Zimmerman's adaptation of *The Arabian Nights*). And our PE program is growing as well; the "wellness fair" run by our PE department annually draws hundreds of students to booths about physical and mental health and nutrition. Every other Wednesday, our students discover their passions in seminars in everything from art workshops to zumba. This spring's seminars include Mathematical Modeling, bookmaking, Grade School Math Club (in which the students plan activities that they run at math enrichment programs around the city), Mexican Telenovelas, Personal Finance and Investing (taught by representatives from Morningstar investments), Half the Sky (studying modern-day human trafficking), Public Speaking, Tae Bo, and Jazz Dance. Our kids refuse to be pigeonholed: at graduation last year, a student speaker joked (truthfully) that the math team and the football team are "practically the same thing".

Beyond these offerings, eleventh graders can propose their own independent study courses and projects for senior year. This year's projects include a course in neuroscience, starting an elementary school French club, an analysis of educational inequality, and an assessment of the Ashcan movement in American art. Many of these projects move outside the four walls of Payton to people and resources (labs, archives, etc.) around the city; one student's op-ed was published in the *Chicago Tribune*. And at the end of the year, students share what they've done and what they've learned with the rest of the school.

Two years ago, we realized that our expectation that students and teachers alike participate in extracurricular activities meant that those activities weren't really "extra". So we created a special "enrichment" period from 2:45 until the 3:30 end-of-day bell; students sign up daily using a web interface we designed and created. Academic teams like math team and debate, "interest" clubs (like Anime), cultural organizations (Alliance of Latin American Students, Payton Organization of Women), and sports teams all meet during Enrichment. But students can also get tutoring and academic support. Putting all these different activities into Enrichment has made them accessible to all students--even those whose disabilities mean they get picked up by buses at the scheduled end of day--and has given our kids a new problem: there are too many interests to pursue, and too little time.

2. Reading/English:

English courses are fully aligned with CCSS and explore major literary forms (short story, novel, drama, poetry, non-fiction) to help our students analyze and articulate complex ideas, to provide evidence, and to understand the world beyond their own neighborhoods. Freshman take Survey Literature, which builds vocabulary and reading skills in complex texts including *There Are No Children Here*, *Brave New World*, and *The Tempest*. Student work emphasizes writing and rewriting while performing literary analysis; this is the first time many of our students have written argumentative essays with textual support. Sophomores have two choices: American Literature, or American Studies, co-taught with the Social Studies department, and integrating canonical American literature with primary sources in various media to critically understand “America” from multiple perspectives. Most 11th grade students take AP Language and Composition, exploring non-fiction and rhetorical writing at the college level. Other students take Honors British Literature, exploring, discussing, and critiquing the foundation of the Western literary tradition within a contemporary context. Both AP Language and Composition and British Literature emphasize critical thinking and writing skills that prepare students for the ACT, college application essay, and college-level reading and writing. Seniors take either AP Literature, World Literature, or AP Language and Composition. Both literature courses emphasize college-level analysis and critique, but AP Literature concentrates on literary conventions, authorial voice, and intertextuality, while World Literature uses texts to explore the Self in relation to global political, social, and philosophical themes. Electives in creative writing and drama give students an opportunity to express their ideas and develop their own voices.

All courses include differentiation and support systems. Freshmen begin with a short story unit that begins with straightforward texts to build skills in annotation and evidence selection before moving into more complex ones. Teachers model close readings in class and use a variety of techniques to improve students’ abilities to conduct high-level discussions. English teachers use Enrichments to work with students who are reading and/or writing below grade level. Students working above level are engaged through alternate projects and more complex text options. Our writing center offers support to students for writing assignments in all disciplines. Teachers also encourage the writing of multiple drafts of essays. Payton English teachers also collaborate with our special education program to enable our students with special needs to work in the least restrictive environment. Students demonstrate significant growth in vocabulary, reading, and writing.

3. Mathematics:

The math department structures curriculum, course placement, in-class and out-of-class experiences to ensure that all students are engaged in challenging mathematics that goes beyond procedures. Courses range from Algebra I to a two-year sequence of college 200-level courses, including computer science, AP statistics, and AP calculus. Algebra I and Geometry use standards-based grading, which gives weaker students multiple opportunities to reach high expectations while challenging our strongest students. Algebra II, Precalculus, and Calculus are offered in “BC”-level versions that provide a faster pace and more challenge, while students who need more review opt for honors “AB” courses.

All entering students take a placement exam that shows specific strengths and weaknesses; we use that data to inform curriculum as well as to place individual students. The exam identifies students who know enough algebra to skip part of Algebra I; we offer them a Semester 2 course the summer before freshman year. Last year, 80 students enrolled, receiving both an introduction to high school math and a seat in Geometry freshman year. They (and 70 classmates who placed higher) will get to take AP Calculus before graduation--a major determinant of college success.

Classroom pedagogy is CCSS-aligned in practices, not just content, emphasizing explanation and justification. All courses use NSpire+CAS calculators, which are loaned to low-income students; CAS encourages inquiry and makes higher-level math accessible to students with poor computation skills. Courses also use Sketchpad, Mathematica, and Fathom software to explore ideas and develop conjectures. Teachers create and post “Khan Academy”-style screencast videos for students to review or preview material.

Math teachers collaborate to ensure that all students succeed. All courses use common lesson plans, assignments, and assessments. Each course team has common planning time to reflect, revise each day's lessons, plan the next day's lesson, and evolve the current unit. Common assignments help students between classes to form productive study groups, and establish common expectations for the following courses.

We have a strong math team (top 2 city/top 10 statewide), but students can enjoy noncompetitive math in three outreach activities. Our Saturday "math circle" brings kids and teachers from all over the city to Payton. Every December, we host a citywide youth math research symposium; thirteen of our students presented projects that advanced to the city science fair. And students at all mathematical levels develop and deliver math enrichment activities to math clubs at CPS grade schools.

4. Additional Curriculum Area:

Payton's Social Science, Science and World Language departments also support our efforts to cultivate the 4 C's of our mission.

In Social Science, students become curious and insightful global thinkers in response to contexts both within and beyond our classrooms. Our curriculum provides an exceptional range of impactful "real-world" learning experiences. Guest speakers have included a photojournalist who documents human rights, Nobel Laureate Dr. Shirin Ebadi, former Deputy Assistant Attorney General John Yoo, author William Kamkwamba, New York Times journalists and Dr. Gregory Stanton (President and founder of Genocide Watch). In addition, our students compete in the Chicago Metro History Fair, and our students regularly represent the State of Illinois in the National History Day competition. Since Payton's inception we have had students involved in campaign internships, public policy debates, and election judging. Several have had opportunities to travel to the New Hampshire primaries, the Iowa Caucuses, the Presidential Inauguration, and the Democratic National Convention. The Model United Nations team researches global issues from the perspective of countries they represent at conferences and has been recognized for its performance at the United Nations in New York. Their work attracted the attention of the UN Secretary General Ban Ki-Moon, who visited Payton in 2010. In 2012-2013, 378 students took AP Social Science exams; 85% passed with 3 or higher.

Our Science curriculum supports our students' development of the essential skills of scientists and engineers. Students create and utilize scientific models; develop complex claims they support with evidence from investigations they plan and carry out; and construct knowledge of core ideas such as energy, the structure and properties of matter, and evolution and natural selection. The pedagogical vision is student-centered and constructivist. Collaborative work leads to building mathematical models from data, applying energy principles to launch hydrogen-powered rockets, and simulating natural selection. Furthermore, the curriculum exposes students to fundamental knowledge in introductory, honors-level, courses, leading them to delve deeper in Advanced Placement courses in Physics, Chemistry, Biology, Environmental Science, and in independent study science or engineering projects (e.g. design a low cost water filtration system, take a course in neuroscience). In labs from introductory physics onwards, students use computerized data collection equipment similar to what they would use in professional labs. In the 2012-13 school year one-third of our juniors and seniors enrolled in one of the AP Science classes, and 80% scored a 3 or higher on their AP exam, 20% more than the national average. For the 2013-14 school year, enrollment in the AP science classes has increased to 50% of the junior and senior classes. Outside of core classes students achieve national and international recognition for engineering: bridge building, science olympiad, and scientific knowledge in chemistry and physics olympiad tests.

To support our students' appreciation for diverse backgrounds and cultures, Payton students can learn Chinese, Japanese, Spanish, French, or Latin. Many of our students are native speakers of Spanish or Chinese but opt to take a new language at Payton, effectively becoming trilingual. As a result, it is as common to witness a Chinese-American student making a presentation in fluent Spanish, as it is to see a Latino student speaking Chinese with visiting dignitaries or hosting a French student from Alsace. About

5% of our students take two languages concurrently, starting a new language while pursuing their primary language at advanced levels. In these classes, students practice grammar and vocabulary, and create independent projects demonstrating their cultural knowledge and communication skills. Typically, all instruction within each class is conducted in the target language--even during the first weeks of the first year, and students use a computerized language lab for individualized practice and instruction. Outside the classroom, one of our students this year is completing a senior project teaching French at a local elementary school. Most alumni enter college placing out of introductory language courses, continuing with higher-level work and studying abroad.

Service is part of virtually every activity in the school. Freshmen English students read *There Are No Children Here* to help them understand that the issues highlighted in *Oliver Twist* are part of the daily fabric of many Chicagoans' lives; in Geometry, they study water scarcity in developing countries; and our AP Environmental Science students go on a research and service trip to Costa Rica. Literally hundreds of students participate in on-campus service clubs, from Habitat and Best Buddies to a unique group that organizes and runs grade school math clubs in elementary schools. Our namesake, Walter Payton, wore jersey number 34; every year, March 4 (3/4) is "Sweetness Day," and the entire school completes service projects around the city. Students reflect that these projects do more than just provide "warm fuzzies" for helping out; they bring our own students together into groups and conversations that wouldn't happen anywhere else.

5. Instructional Methods:

Students choose to attend Payton because they want a challenge; our job is to make sure they get it, and to support them so that they grow. All classes are Honors, but 27 AP courses and a variety of electives (including two math courses at the college 200-level) ensure that students never run out of courses. Our seminars and enrichments also provide opportunities to go beyond, and, each year, about a dozen students have undertaken self-designed projects or independent study courses. But we're not satisfied: this year, for example, departments have taken extra care to recruit capable minority and low-income students to AP and other advanced courses.

On the other end of the academic spectrum, several new interventions have reduced our failure rates to all-time lows. In the classroom, block periods give teachers time to circle around and give students individual attention, while courses for ninth and tenth graders are designed to scaffold students' learning with experiences that ensure equal access, for example, practice writing argumentative paragraphs in English, or hands-on, exploratory activities in Geometry. Algebra and Geometry used to have high failure rates, but now use standards-based grading, which allows students multiple attempts to meet our high expectations without penalizing them for starting behind. Last semester, only three freshmen failed either course. Standards-based grading also allows us to ratchet up the challenge for students seeking A's. Course materials are available on-line to parents and students (via Moodle), and students and parents can monitor progress through online gradebooks—so kids who have trouble keeping assignments and handouts straight can still participate fully. Math and science classes use NSpire+CAS calculators, giving computationally-weak students access to high-level ideas.

Outside of class, teachers and students use Enrichment periods for academic supports; teachers even sign kids up directly. Scheduling mandatory "homework club" during enrichment time for students who "forget" their homework has reduced the problem to negligible levels. Our National Honors Society provides tutoring to students during homework club, ensuring that students understand the work they complete.

This year, we've instituted a tiered intervention system for 9th and 10th graders to monitor progress, help departments adjust curriculum and instruction, and address individual students. Our results have been promising. In the first semester, only three 9th graders failed any courses, and only one each; in both classes, we've connected many struggling students with physical and mental health services they need but hadn't requested.

6. Professional Development:

Although our teachers are constantly trying to learn and find new content for their classes, the primary focus of our professional development is on our classroom practice. At the individual level, our parent boosters provide financial and substitute support for teachers to attend conferences and workshops, around Chicago and, when necessary, across the country. We also support teachers seeking National Board Certification, by paying the portion of their application fee not covered by the state, and by providing mentoring, guidance, and release periods as they prepare their applications. Twenty of our current teachers achieved NBC status while teaching at Payton, and a total of 25 of our 45 full-time teachers are NBPTS certified.

At a school level, teachers and administrators work together to identify a schoolwide “Problem of Practice” that guides professional development. In 2012-2013, for example, our problem was “challenging but doable tasks” for all students; we discussed the issue at every schoolwide PD and every teacher evaluation meeting. During educational rounds, which take place weekly and in which every teacher participates at least once each semester, teachers gather observational data about the rigor and accessibility of classroom tasks, but also calibrate their own sense of what rigor “looks like” and shared ideas about teaching and learning—for example, about how much students should struggle before a teacher intervenes. Thanks partly to these efforts, the percentage of our students exceeding state standards jumped from 42% to 65% last year. This year, our problem of practice is using high-level questioning and discussion techniques, and again, we’ve seen substantial improvement.

Our curriculum coordinator designs schoolwide professional development geared towards these problems and other major issues, so while the English and Mathematics departments have been working to fully include the CCSS, a series of team meetings have helped teachers in other disciplines learn multiple reading strategies to help students read and analyze texts in their content areas. The curriculum coordinator also meets with individual teachers and departments to help solve problems and create new strategies: currently, the science department is creating NGSS-aligned assessments in the first steps of implementation, while the world languages and social studies departments are determining appropriate grade-wide achievement standards and benchmarks across their different courses. We’re fortunate to have so many expert practitioners in the building to guide our own growth: the most popular PD session of the year is a mini-conference we design and host ourselves.

7. School Leadership

The essence of leadership at Payton is an unwavering commitment to student growth. Our principal is legally and ethically responsible for everything that occurs on campus, but many members of our community have genuine leadership roles. Our Instructional Leadership Team (ILT) meets biweekly to review implementation and success of school-wide programs. Each month, members of the ILT present to the school’s Local School Council (the school’s “board of trustees”, comprised of parents, staff, and community members). Together, the ILT and LSC write and evaluate Payton’s two-year growth plan and allocate the school’s budget. ILT members also lead weekly department meetings about curriculum and pedagogy. The ILT and departments have emerged several new academic programs, including three AP courses, Honors Drama, a team-taught English/Social Sciences course, Honors Dance, and a robust independent studies and projects program. Our hiring process includes significant input from departments and department chairs.

Parents help lead the school via two 501(c)(3)s: Friends of Payton (FOP) and the Payton Prep Initiative for Education (PPIE). FOP raises funds and provides hundreds of volunteers for Payton events, and runs a new program for parents of upperclassmen to mentor freshmen parents. PPIE is working to create a \$3 million endowment to support school functions not financially supported by CPS. The principal ensures coherence by serving on all these committees.

The current administrative team came to Payton in 2011. Since then, we’ve focused professional development with a school-wide problem of practice under the leadership of a Curriculum Coordinator, instituted routine interdepartmental observations and conversations, increased the number of students who

take AP courses and exams (90% pass), and created a successful MTSS program. A Language teacher directs our Global Connections program, which sends almost half of our students abroad. We've also helped Payton within the larger community: saving 16 positions in three years of drastic citywide budget cuts, implementing a new teacher evaluation system with robust feedback, and creating an alumni association. We even negotiated a \$17 million building addition that will bring the Payton experience to 100 more students annually.

At Payton, leadership is not confined to adults. Students teach enrichments and seminars alongside faculty members. Student government weighs in on policy matters from the annual calendar to facilities. Students independently lead freshman orientation and advisories. And students create organizations, including Payton Organization for Women and BuildOn, an international service club. Conversely, all administrators teach classes, including the Principal.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Prairie State Achievement Exam

All Students Tested/Grade: 11

Edition/Publication Year: 2013

Publisher: ACT

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets Plus % Exceeds	98	98	96	98	99
% Exceeds	52	37	30	37	44
Number of students tested	138	247	218	243	159
Percent of total students tested	91	97	96	98	94
Number of students tested with alternative assessment	2	0	2	0	2
% of students tested with alternative assessment	1	0	1	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets Plus % Exceeds	94	96	93	96	100
% Exceeds	31	19	24	24	20
Number of students tested	35	83	79	72	45
2. Students receiving Special Education					
% Meets Plus % Exceeds	67	100	69	89	60
% Exceeds	33	10	8	44	20
Number of students tested	3	10	13	9	5
3. English Language Learner Students					
% Meets Plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets Plus % Exceeds	100	100	98	96	100
% Exceeds	33	17	15	20	26
Number of students tested	27	79	47	51	31
5. African- American Students					
% Meets Plus % Exceeds	88	94	91	97	100
% Exceeds	32	20	8	14	16
Number of students tested	25	66	67	37	31
6. Asian Students					
% Meets Plus % Exceeds	100	100	100	100	100
% Exceeds	82	46	44	50	59
Number of students tested	11	13	27	42	22
7. American Indian or					

Alaska Native Students					
% Meets Plus % Exceeds					
% Exceeds					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets Plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets Plus % Exceeds	100	100	97	99	98
% Exceeds	65	69	58	50	63
Number of students tested	63	71	66	88	64
10. Two or More Races identified Students					
% Meets Plus % Exceeds	100	100		100	100
% Exceeds	46	65		38	36
Number of students tested	11	17		24	11
11. Other 1: Other 1					
% Meets Plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets Plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets Plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 11
Publisher: ACT

Test: Prairie State Achievement Exam
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Meets plus % Exceeds	97	96	95	98	100
% Exceeds	65	42	48	48	59
Number of students tested	138	247	218	243	159
Percent of total students tested	91	97	96	98	94
Number of students tested with alternative assessment	2	0	2	0	2
% of students tested with alternative assessment	1	0	1	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Meets plus % Exceeds	89	90	91	97	100
% Exceeds	43	22	34	31	38
Number of students tested	35	83	79	72	45
2. Students receiving Special Education					
% Meets plus % Exceeds	67	100	77	89	60
% Exceeds	67	50	23	56	20
Number of students tested	3	10	13	9	5
3. English Language Learner Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
4. Hispanic or Latino Students					
% Meets plus % Exceeds	100	98	98	98	100
% Exceeds	48	27	34	37	48
Number of students tested	27	79	47	51	31
5. African- American Students					
% Meets plus % Exceeds	84	91	94	97	100
% Exceeds	44	26	30	43	42
Number of students tested	25	66	67	37	31
6. Asian Students					
% Meets plus % Exceeds	100	92	89	100	100
% Exceeds	73	46	44	41	59
Number of students tested	11	13	27	42	22
7. American Indian or Alaska Native Students					
% Meets plus % Exceeds					
% Exceeds					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
9. White Students					
% Meets plus % Exceeds	100	100	97	98	100
% Exceeds	75	70	80	60	72
Number of students tested	63	71	66	88	64
10. Two or More Races identified Students					
% Meets plus % Exceeds	100	100		100	100
% Exceeds	91	59		50	64
Number of students tested	11	17		24	11
11. Other 1: Other 1					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
12. Other 2: Other 2					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					
13. Other 3: Other 3					
% Meets plus % Exceeds					
% Exceeds					
Number of students tested					

NOTES: