

PURE FACT SHEET

Myth v Reality: Challenges to LSC principal contract decisions

Issue	Myth	Reality
<i>Principal contract non-renewal arbitration challenges</i>	Principals have lost 10 out of 10 contract arbitrations.	Over 8 years: Only 3 principals lost their challenges 6 principals withdrew before the hearing began after receiving the LSC's statement of reasons for not renewing their contracts 1 principal defaulted by failing to show up for the hearing
<i>Arbitration standard</i>	LSCs can refuse to renew a contract based on personality conflicts or on a student grade disagreement (as per Mayor Daley, Chicago Tribune, 3/2/07).	Hearing officer rulings are confidential; however, public information shows, for example, that in the first arbitration case in 2000, compared with nearby neighborhood schools, the school in question ranked: <ul style="list-style-type: none">▶ 7 out of 8 in attendance rate▶ 8 out of 8 in grade 3 reading scores▶ 7 out of 8 in grade 3 math scores▶ 8 out of 8 in grade 6 reading scores▶ 5 out of 8 in grade 8 reading scores▶ 8 out of 8 in combined scores
<i>Curie HS status</i>	Curie's "a great, great school"; Jones is a "superstar" (as per Daley, Tribune, 3/2/07).	Curie HS failed to meet Adequate Yearly Progress under the No Child Left Behind Act in both reading and mathematics in 2006 (in 2005 Curie failed to make AYP in reading only). There is a math score gap of 23% between white and black students in 2006.
<i>LSC member qualifications</i>	LSC members lack the qualifications to make critical principal hiring decisions.	Parent and community LSC members are significantly better educated than the average Illinois adult. Thirty-one percent of LSC members have a bachelor's degree, compared with 21% of Illinois adults. Thirty-two percent have some college, compared with 25% of Illinois adults. Only 13% lack a high school diploma, compared with 24% of Illinois adults. Illinois has nearly 900 school boards. Like LSCs, they are made up of elected citizens who set educational policy and hire superintendents. No one is suggesting that their power be taken away. (<i>Consortium on Chicago School Research, Designs for Change Fact Sheet, May 2007</i>)

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