

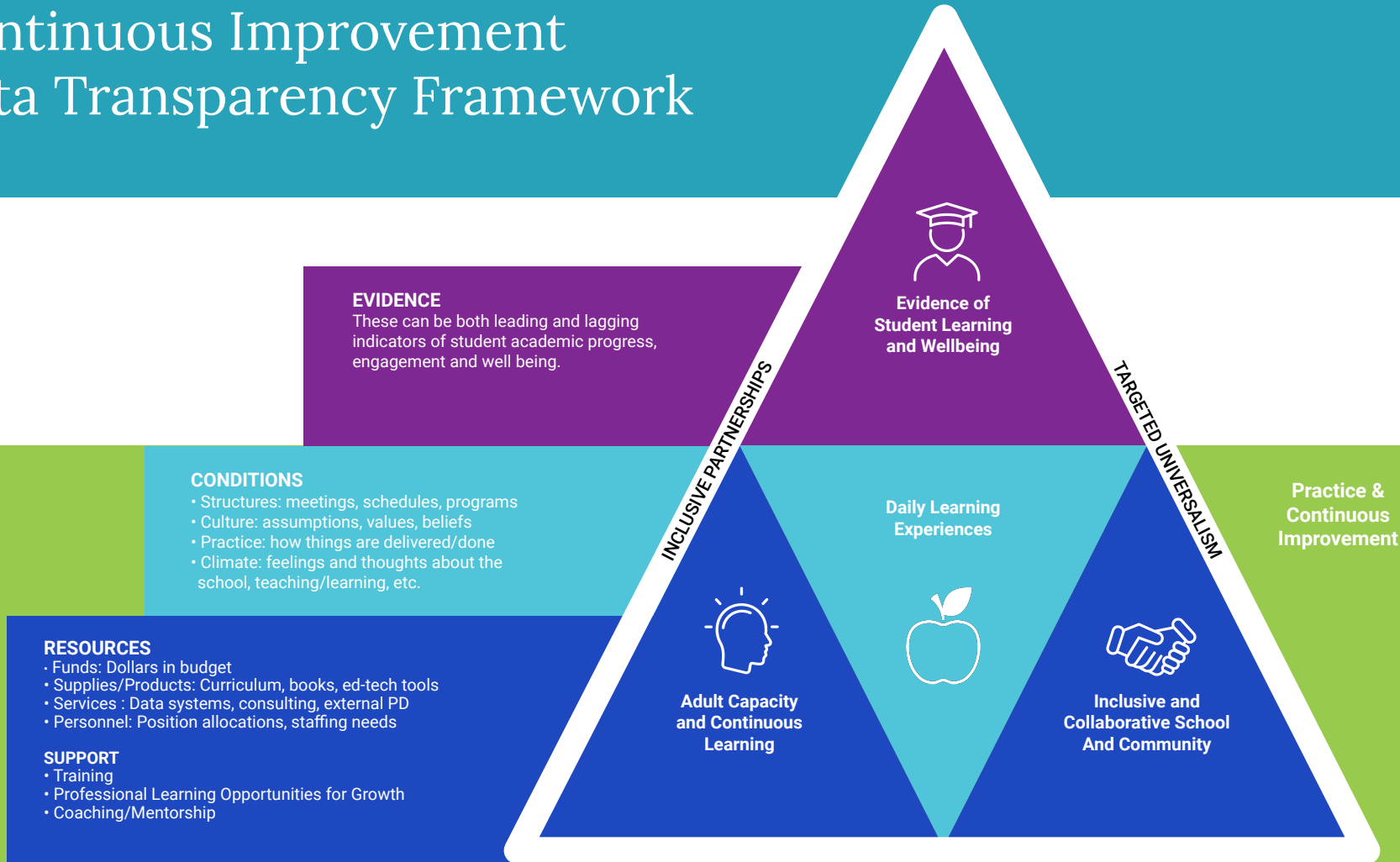


Accelerating Success



Chicago Public Schools

Continuous Improvement Data Transparency Framework



The Daily Student Experience

Daily Learning Experiences



Rigorous



Joyful

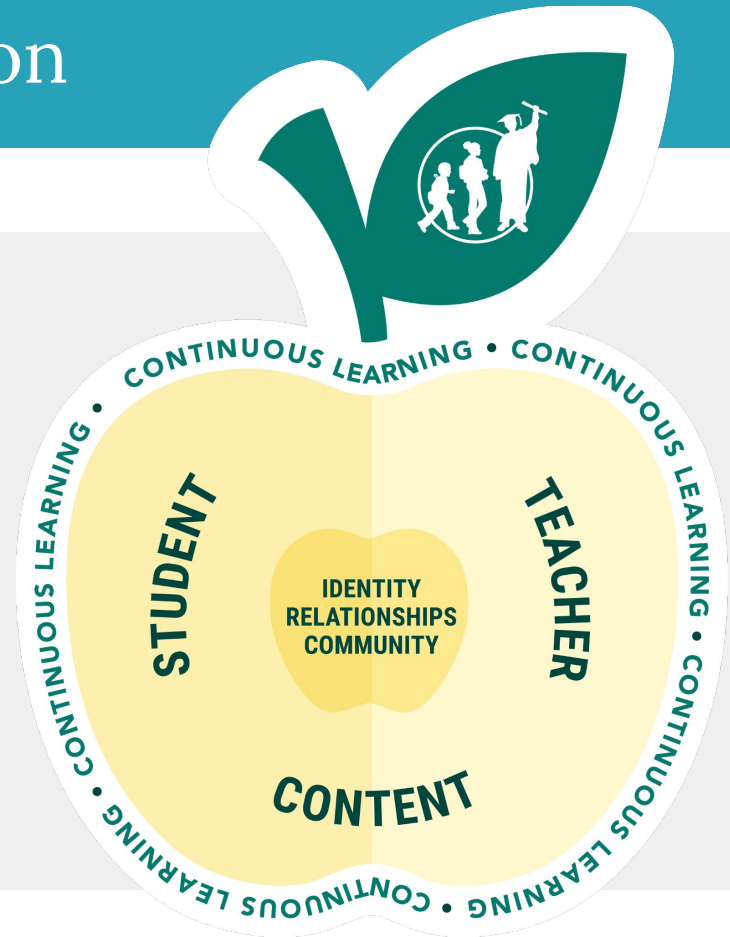


Equitable

CPS Instructional Core Vision

To educate for equity, the CPS Instructional Core centers on identity, community, and relationships

Students must experience core instruction that is responsive to and sustaining of who they are and what they bring, and empowers them to connect, imagine, and act as ethical, critical actors that shape the world



Daily Learning Experiences

Indicators

High-Quality Curriculum

Access to Postsecondary Opportunities

Rigorous Instruction

Research-based Academic Interventions within a MTSS Framework

Conditions for Learning and the Student Experience

Specially Designed Instruction

Balanced Assessment



High-Quality Curriculum

A rigorous, joyful, equitable student experience requires curriculum that is:



Standards-aligned



Horizontally-aligned
across instruction and
assessments



Vertically-aligned
across grade bands



Accessible for
all learners



Supportive of students'
social-emotional learning



Culturally
responsive



All schools must have
high-quality curriculum in all
courses by SY26

87%

of all content area-grade
bands are using high-quality
curriculum in SY24

High Quality Curriculum - Skyline Adoption



462
Schools

have adopted Skyline as their high-quality curriculum in at least one content area and grade band.
Additional breakdowns are below:



335
Schools

have adopted
English Language Arts



203
Schools

have adopted
Math



354
Schools

have adopted
Science

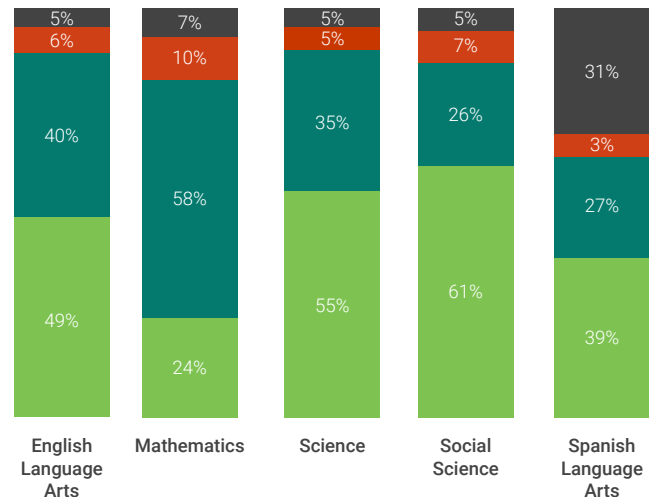


379
Schools

have adopted
Social Science

High-Quality Curriculum

Quality Ranking



“

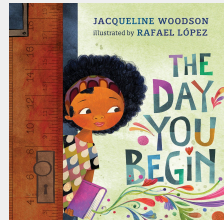
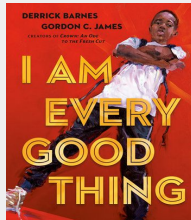
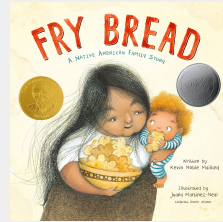
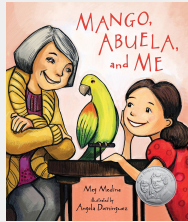
National research shows that providing access to grade-level curriculum is key to closing the opportunity gap, especially following a crisis*

*The Opportunity Myth (2018); Learning Acceleration Guide (2020), The New Teachers Project

”

High-Quality Curriculum - Skyline Localism

More than 80% of text in ELA courses are uniquely selected by teachers and content experts for CPS students:



An optional district curriculum ensures we are not reliant on products that are impacted by national trends. Since January 2021,

44 states have taken steps to limit how teachers can talk about racism or sexism, and 17 states have imposed bans or restrictions

Allows resources to remain relevant, research-based, culturally responsive and provides our students with a more consistent learning environment whether they are newcomers, are experiencing housing insecurity, or are in a temporary alternative educational setting

Rigorous Instruction

A rigorous, joyful, equitable student experience requires instruction where students:



Access grade-level instruction



Work in teams to grapple with problem-solving



When students who started the year behind grade level had access to stronger instruction... they closed gaps with their peers by six months; in classrooms with more grade appropriate assignments, those gaps closed by more than seven months.

TNTP Opportunity Myth



Conditions for Learning and the Student Experience

We partner with the University of Chicago to administer the Cultivate Survey designed to gather student perspectives on their learning experiences and overall sense of belonging.

In all three of our survey administrations, students have expressed wanting more **feedback for growth**, demonstrating their willingness to develop and succeed.

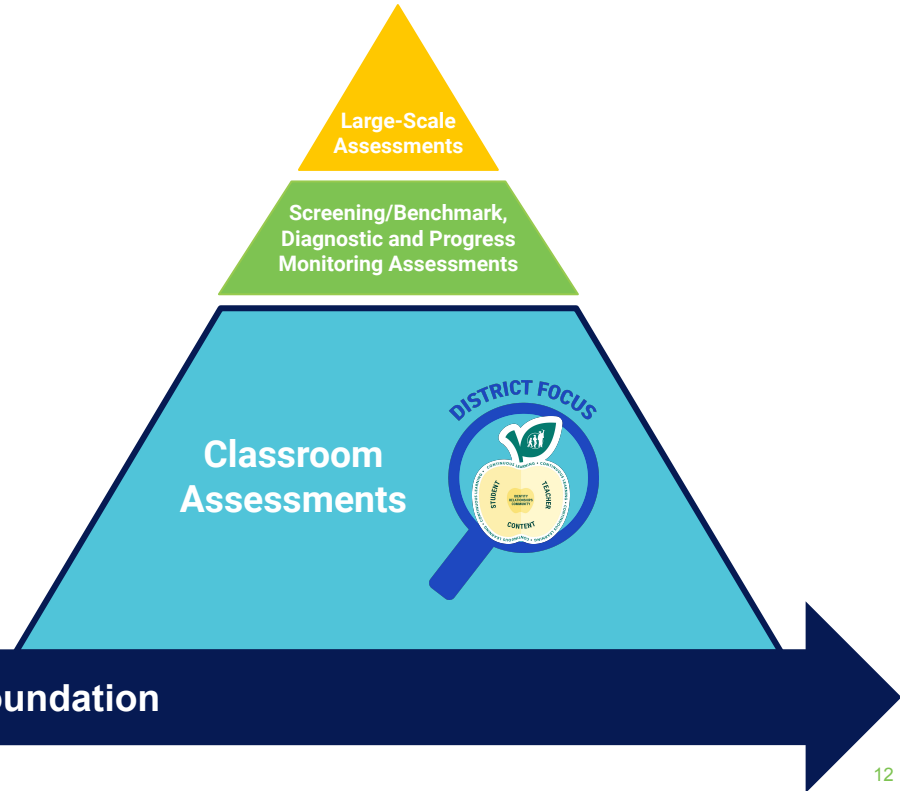


Balanced Assessment

A rigorous, joyful, equitable student experience requires aligned curriculum and assessments where:

- Teacher teams focus on standards-aligned, curriculum-embedded assessments
- School teams use universal screening/benchmark assessments to support differentiated instruction and decisions for academic interventions

420,000 Skyline assessments administered in SY24,
up 68% from 250,000 in SY23



Research-based Academic Interventions within a Multi-Tiered System of Support Framework

A rigorous, joyful, equitable student experience requires targeted student supports where:

Teachers, Interventionists, and MTSS teams identify student academic needs and provide targeted interventions

so that students can access grade-level materials

More than **298,000 academic intervention plans** logged in SY24 **up 70% from SY23**



Research-based Academic Interventions within a Multi-Tiered System of Support Framework

Adult Capacity and Continuous Learning

Monthly Learning for:

- MTSS Teams in Every School
- MTSS Leads/Interventionists in Every School
- MTSS ISL In Every Network

Resourcing and Tools

- Branching Minds Progress Monitoring Platform
- Amira Reading Intervention: **355** Schools
- Freckle Math Intervention: **410** Schools
- CPS Tutor Corps: **229** Schools, **12,391** Students

Access to Postsecondary Opportunities

More Students Taking Advanced Courses and Participating in Work-Based Learning Opportunities.

- More than **370** elementary schools had access to Algebra, an increase of almost 30 schools compared to SY23
- **530** more students completed the Algebra Exit Exam than in SY23
- **1,040** SY23 Summer Internships provided to mostly Black and Latinx students
- Over **9,000** Work-Based Learning experiences



30,000 Students

Took AP exams in SY24,
up almost 4,000 students
compared to SY23

Career Spotlight Days

This year, we impacted

3,265
STUDENTS
(1784 HS + 1481 MS)

642
CPS staff members

151
schools

Adult Capacity and Continuous Learning

Indicators

Leadership Context

School Vision and Continuous
Improvement Practices

Distributed Leadership and Teacher
Leader Development

Teachers and Staff Capacity



Leadership Context + School Vision and Continuous Improvement Practices

7.3 Years

average tenure
for principals

10.5 Years

average tenure for
retiring/resigning principals

< 6%

of principals resigned or retired in SY24



Leadership Context + School Vision and Continuous Improvement Practices

“

The New Principal PLC provided a safe space to explore and share the glows and grows of being a new principal, as well as resources and tools to positively impact my leadership.

— **Network 17 Principal**

”

88%

of New Principals were part of the New Principal Institute Professional Learning Community, up from 50% last year

Distributed Leadership and Teacher Leader Development + Teacher and Staff Capacity

\$8M

Centrally funded professional learning dollars for all schools resulting in:

195,970 Hours

of robust professional learning for teacher teams

Examples of Teacher Leadership Opportunities and Teacher Lead Teams

- Instructional Leadership Teams who cultivate the instructional vision of the school
- Behavioral Health Teams who craft school culture and provide supports to students
- Postsecondary Leadership Teams who guide students in setting postsecondary goals



Distributed Leadership and Teacher Leader Development + Teacher and Staff Capacity

A rigorous, joyful, equitable student experience requires distributed leadership and cultures of continuous learning.

151
Schools

Received an additional \$12M

1300 participating teachers surveyed reported

- 91% improvement in student growth
- 92% improvement in teacher effectiveness
- 94% improvement in quality of teacher collaboration

180+
Lead Coaches



95% of Lead Coaches improved Teacher Leader Competencies through 50+ hours of professional learning and 1:1 coaching

800+
New Teacher Mentors



School-Based mentors improved the retention rate of new teachers by **12.7%** in SY23

Inclusive and Collaborative School and Community

Indicators

Healing-Centered Culture, Supports and Social-Emotional Interventions

Inclusive and Collaborative Structures and Involved and Engaged Youth

Out-of-School Time and Enrichment Opportunities

School and Community Partnerships and Engagement

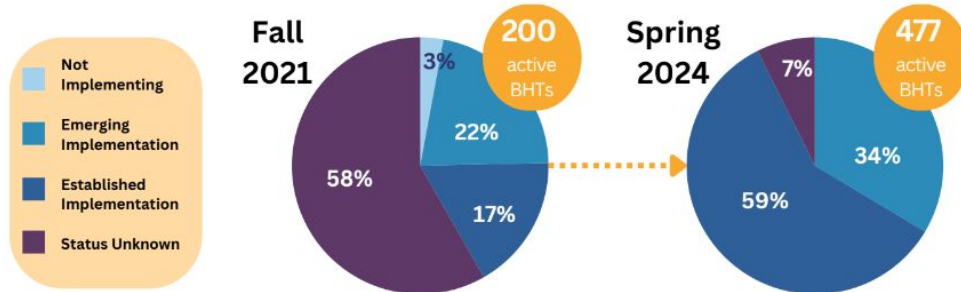


Healing-Centered Culture, Supports and Social-Emotional Interventions

A rigorous, joyful, equitable student experience requires school cultures where students feel a sense of connectedness and belonging.

An Expansion of BHTs Across the District

Since the beginning of School Year 2021-2022, the number of district-managed schools reporting that they have implemented a BHT has increased by over 200%. **To date, over 90% of 515 district-managed CPS schools have implemented a BHT.** The number of schools reporting their BHT implementation status to the district has also improved during this time frame from 39% to 93%.



- **600+ school counselors, social workers, and psychologists** received training in tier II behavioral health interventions to expand their menu of interventions this school year
- **272 schools had at least one behavioral health or mentoring partner** providing small group or individualized student services during the school day this school year
- **11,130 students received school-day behavioral health and/or mentoring services** provided by community partners this school year

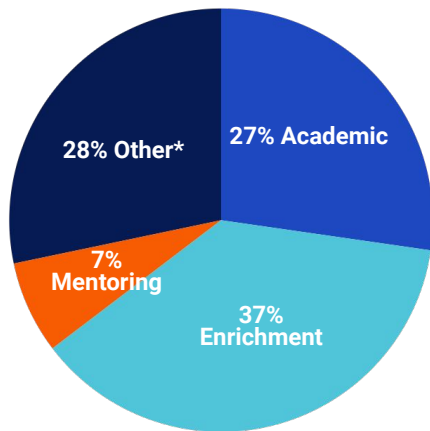
Out-of-School Time and Enrichment Opportunities

A rigorous, joyful, equitable student experience requires extended time for students to explore interests, grow academically, and connect with their school communities.

Breakdown of District OST Programming

522 Schools

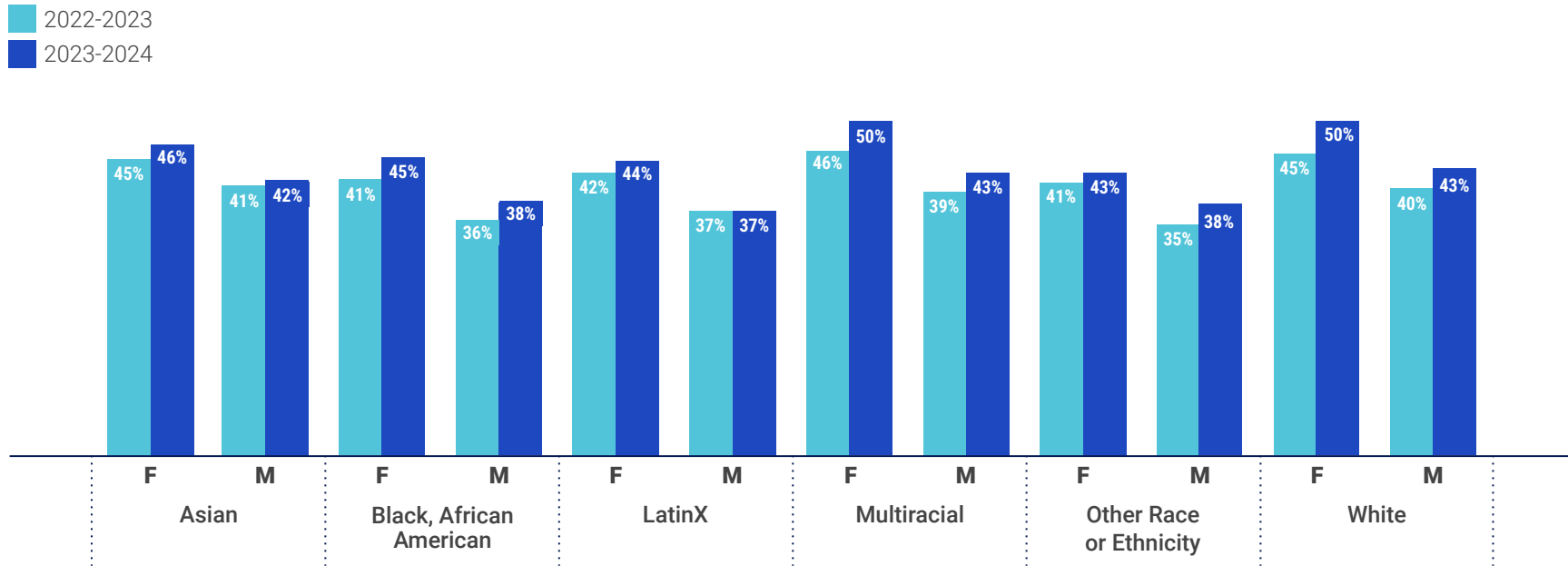
115,000
Students



- **41.6% of students participated in OST/CSI/SCS programming** so far this year, up from 38.6% at this point last year
- **11,000 more students** participating in programming as compared to last year
- **400,000+ Program Hours**, or 20 hours per school per week (up from 17 hours last year)
 - 172,000 hours in Fall Semester, 228,000 hours in Spring Semester
- **175+ OST Community-Based Partners Engaged with Schools**
- **Improved program participation among all priority groups** (Diverse Learners, Black and Latinx Males, and Chronically Truant)

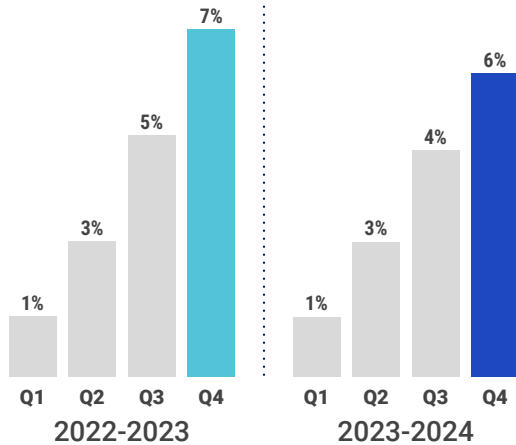
Out-of-School Time and Enrichment Opportunities

Program Participation by Gender and Race

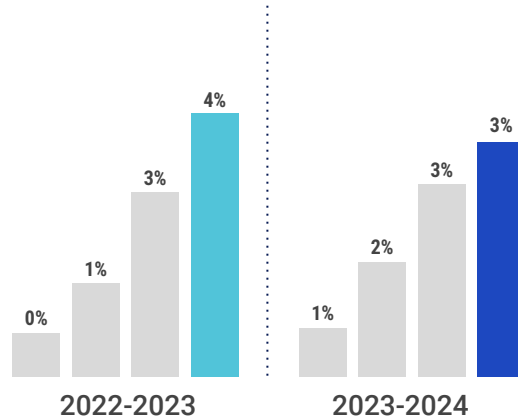


Inclusive and Collaborative School and Community

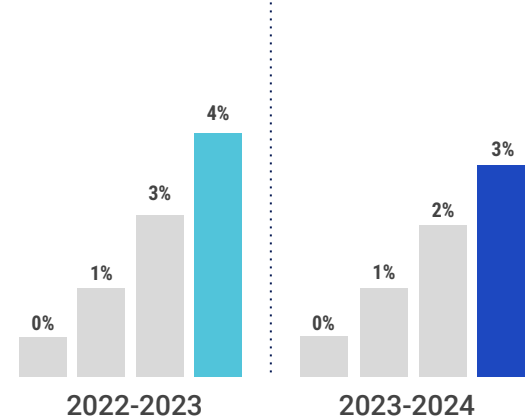
Serious Misconducts per 100 Students Enrolled



In School Suspensions per 100 Students Enrolled

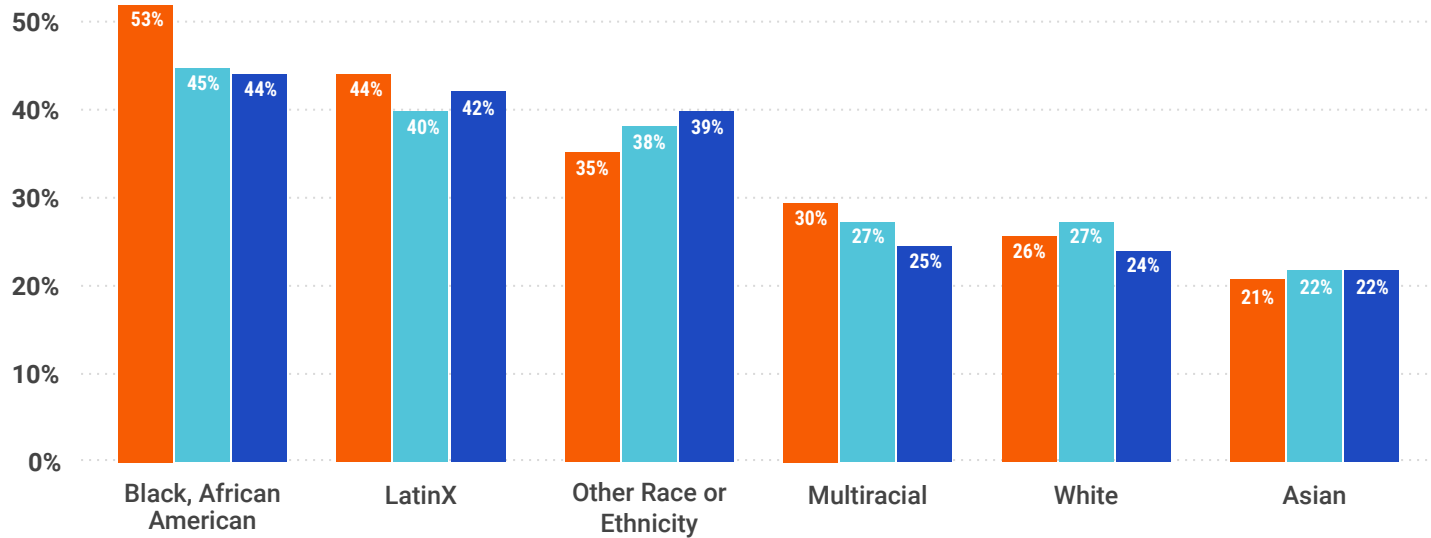


Out of School Suspensions per 100 Students Enrolled



Chronic Absenteeism by Race

Chronic Absenteeism by Racial Group



Evidence of Student Learning and Well-Being

Indicators	
Student Growth and Proficiency	Chronic Absence
DL Progress to Proficiency	Four-Year Cohort Graduation Rate
EL Progress to Proficiency	Early College and Career Credentials
On-Track	College Enrollment and Persistence





Chicago Public Schools

Of the 40 large urban districts from the Council of the Great City Schools with Education Recovery Scorecard reporting in reading,

**CPS was #1 in Reading Growth
from 2022 to 2023
and #1 in Reading gains from 2019-2023**





Chicago Public Schools

Of the 40 large urban districts from the Council of the Great City Schools with Education Recovery Scorecard reporting in both reading and math,

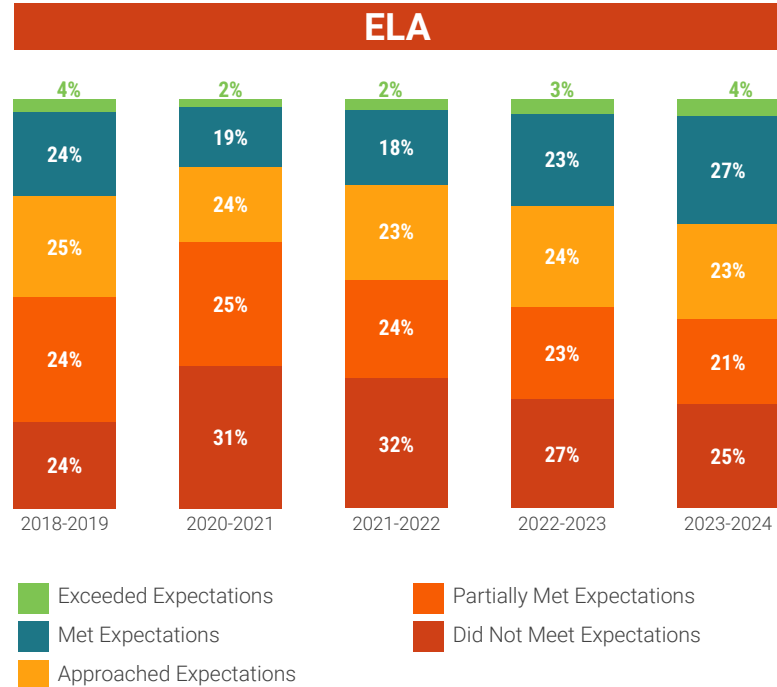
CPS was #3 in Combined Reading and Math Growth from 2022 to 2023



IAR 3rd-8th Grade ELA Time Comparisons

ELA achievement continues upward trajectory in SY24

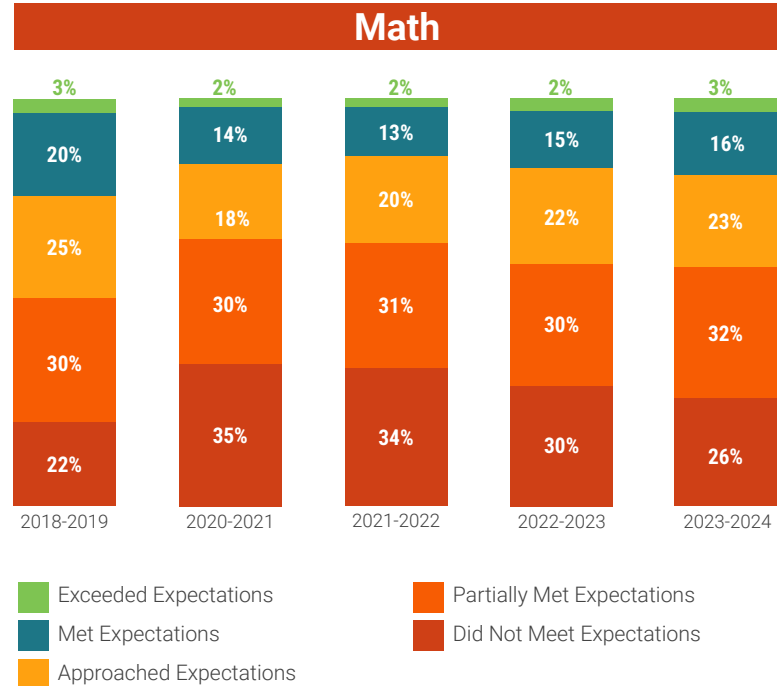
- 31% of students achieved proficiency in SY24, a 5 percentage point increase from SY23 and **surpassing the pre-pandemic level of 28% in SY19**
- Students performing in the lowest two performance levels (1 and 2) **decreased 4 percentage points from SY23 to SY24**



IAR 3rd-8th Grade Math Time Comparisons

Math performance continued its slight improvement trajectory but is still below pre-pandemic levels

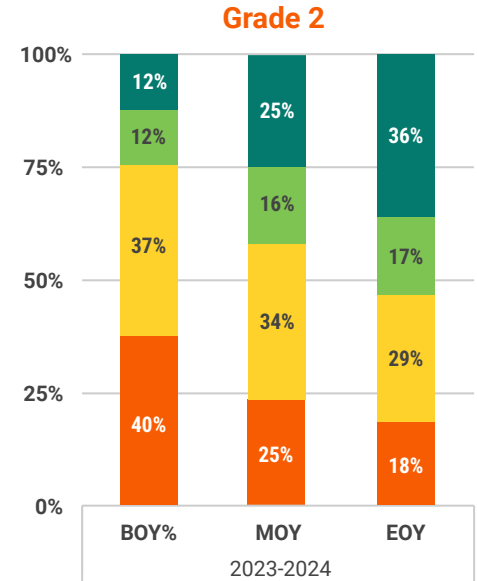
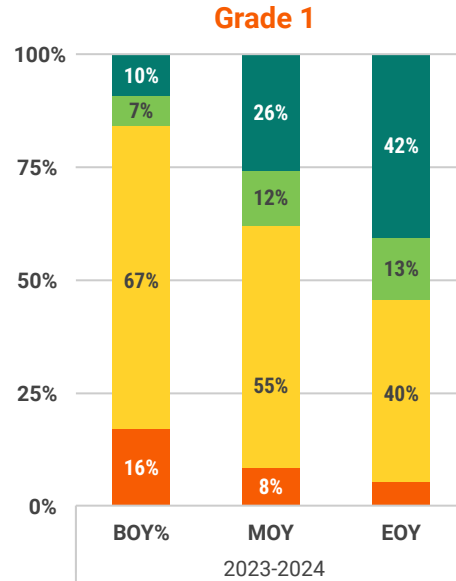
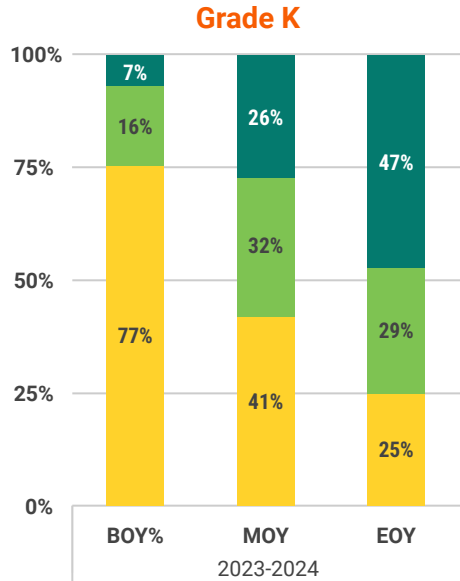
- **19%** of students achieved state-defined proficiency (performance levels 4 and 5) in SY24, a 2 percentage point increase from SY23 but still 5 percentage points below SY19 (24%).
- **58%** of students performed in the lowest levels (1 and 2), a decrease of 2 percentage points from SY23 but still 6 percentage points higher than SY19.



K-2 Reading by Grade (i-Ready)

Students in all grade levels made progress towards end of year expectations, with greater relative placement change and attainment in the younger grades (most in K, then 1st, then 2nd)

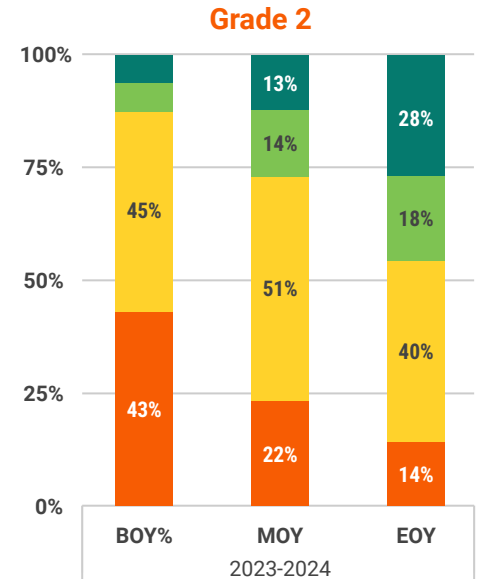
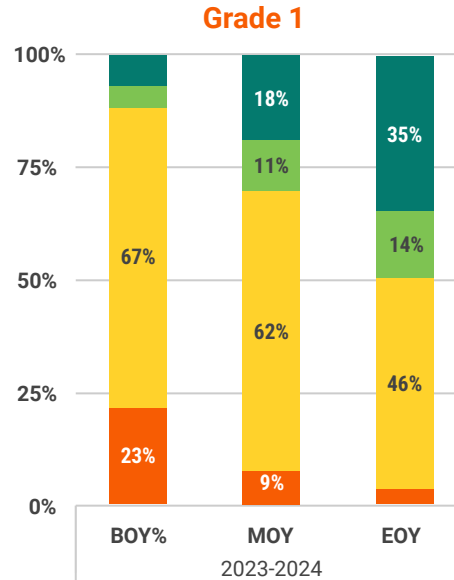
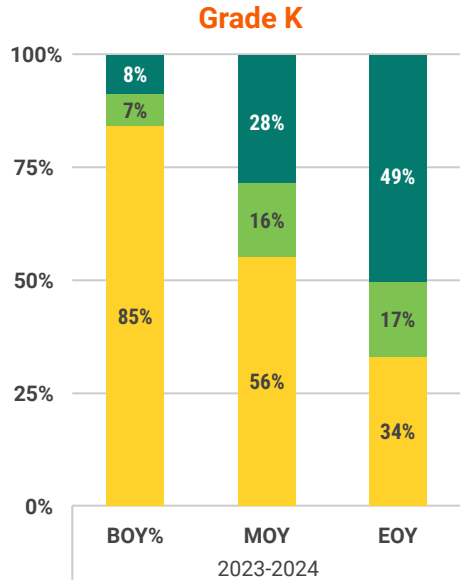
Mid or Above Grade Level Early On Grade Level One Grade Level Below Two Grade Levels Below



K-2 Math by Grade Level

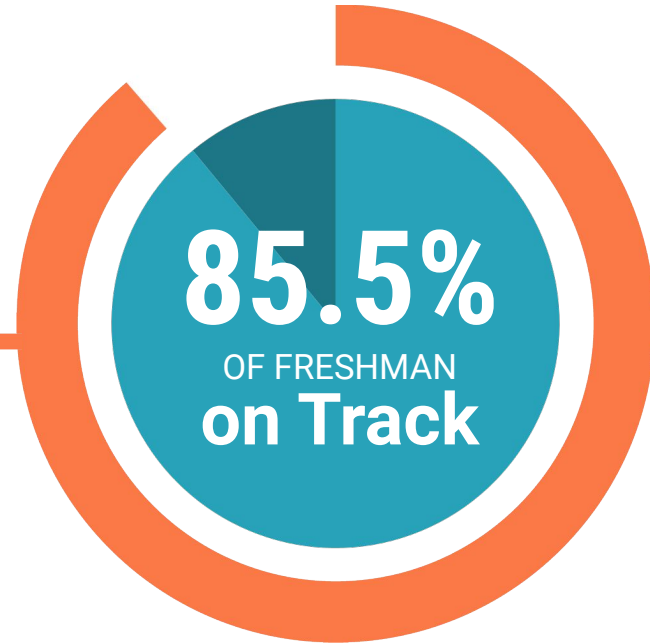
Students in all grade levels made progress towards end of year expectations, with greater attainment and change in relative placement in the younger grades

Mid or Above Grade Level Early On Grade Level One Grade Level Below Two Grade Levels Below



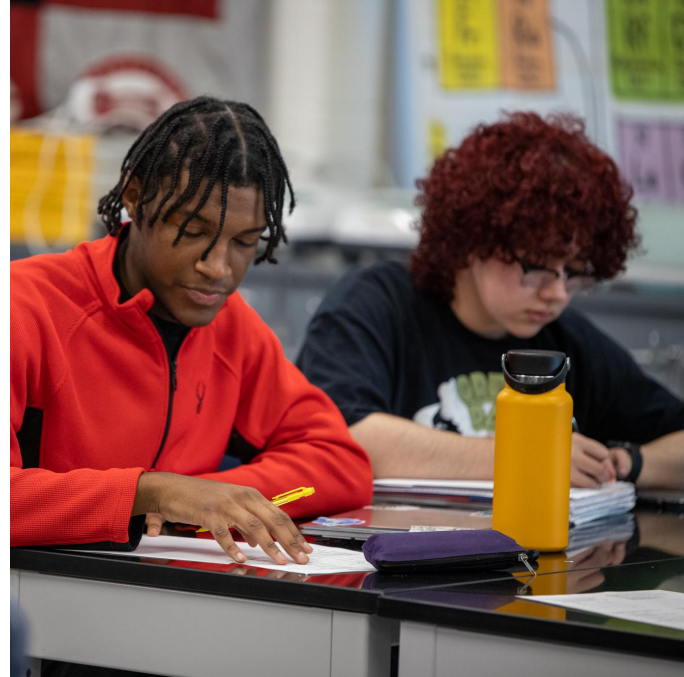
Keeping Students On Track

85.5 percent of freshmen are on track to graduate within four years.



SAT 11th Grade

- SAT performance rates have remained stable across the years
- ELA saw a slight increase with **9% of students at the top performance level in SY24**, up from 8% in SY23.
- Math held steady with **5% of students in the top performance level across SY21-SY24**



Early College and Career Credentials

S24 Early College Credits Earned

More students are completing a **semester** of college while in high school



5,500+

district graduates
earned nearly

50,000+
total credits



4,648

Elementary
students passed
Algebra Exit Exam

Class of 2024 - By the Numbers

(As of May 21, 2024)

Total Early College credit hours earned	55,285
Students earning Early College credits with all partners	5,922
Associate degrees earned with all early college partners	144
Illinois Seal of Biliteracy earned	2,827
International Baccalaureate (IB) graduating seniors	2,263
Advanced Placement exams administered to students	49,702

The Daily Student Experience

Daily Learning
Experiences



RIGOROUS



JOYFUL



EQUITABLE

Equitable for All Learners

+12,000

SY23 to SY24

Students In Temporary
Living Situations

+10,000

SY23 to SY24

English
Learners

+4,000

SY23 to SY24

Students With
Disabilities

