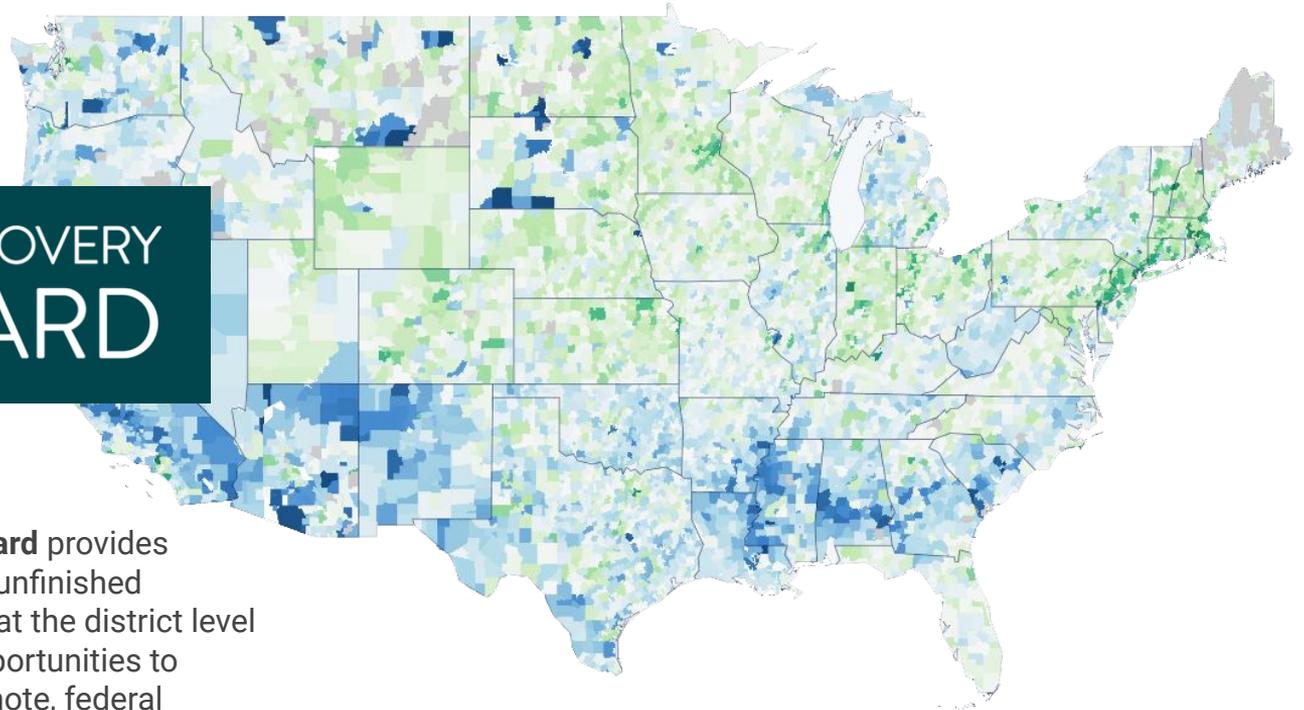


A young Black male student in a red polo shirt is sitting at a desk in a classroom, focused on reading an open book. He has his left hand resting on his chin, and his right hand is holding a yellow pencil over the pages. The background is a blurred classroom with other students in red shirts. A large blue semi-transparent graphic is overlaid on the right side of the image.

ACHIEVING & SUSTAINING ACADEMIC GROWTH

March 21, 2024

EDUCATION RECOVERY SCORECARD



The Education Recovery Scorecard provides the first opportunity to compare unfinished learning and academic recovery at the district level across the country, providing opportunities to further understand how time remote, federal dollars expenditure, and other factors impacted students during and after the COVID-19 pandemic, as well as how some districts have made substantial progress toward academic recovery.

A collaboration of:

 The Educational Opportunity Project
at Stanford University

 Center for Education Policy Research
HARVARD UNIVERSITY

Stanford cepa

Methodology

Harvard/Stanford Education Recovery Scorecard:

- Landmark national study on pandemic recovery
- Researchers analyzed state-specific exam performance
- 30 states out of 50 states are represented in the study
- For IL: Illinois Assessment of Readiness (IAR) exam scores were used
- IAR measures Grades 3–8 in Reading and Math
- Researchers compared scores from 2019, 2022, and 2023
- Growth/loss presented as “Grade-Level Equivalents” (GLE)s – how much a student learns in a given year
- More detail on the methods used are available here: [2023 Report](#)

Council of Great City Schools (CGCS):

- Represents large urban school districts in the U.S.
- CGCS compared performance across large urban districts

Chicago Public Schools Education Recovery Scorecard Data

A photograph of a female teacher with long dark hair, wearing a blue short-sleeved shirt and white pants, leaning over a desk to assist a young girl. The girl is wearing a purple and white striped polo shirt and is focused on reading an open book. The teacher is pointing at the text in the book with her right hand. On the desk, there is a blue pencil case, a purple pencil, and a yellow pencil. The background shows a classroom setting with a bulletin board and other students.

READING



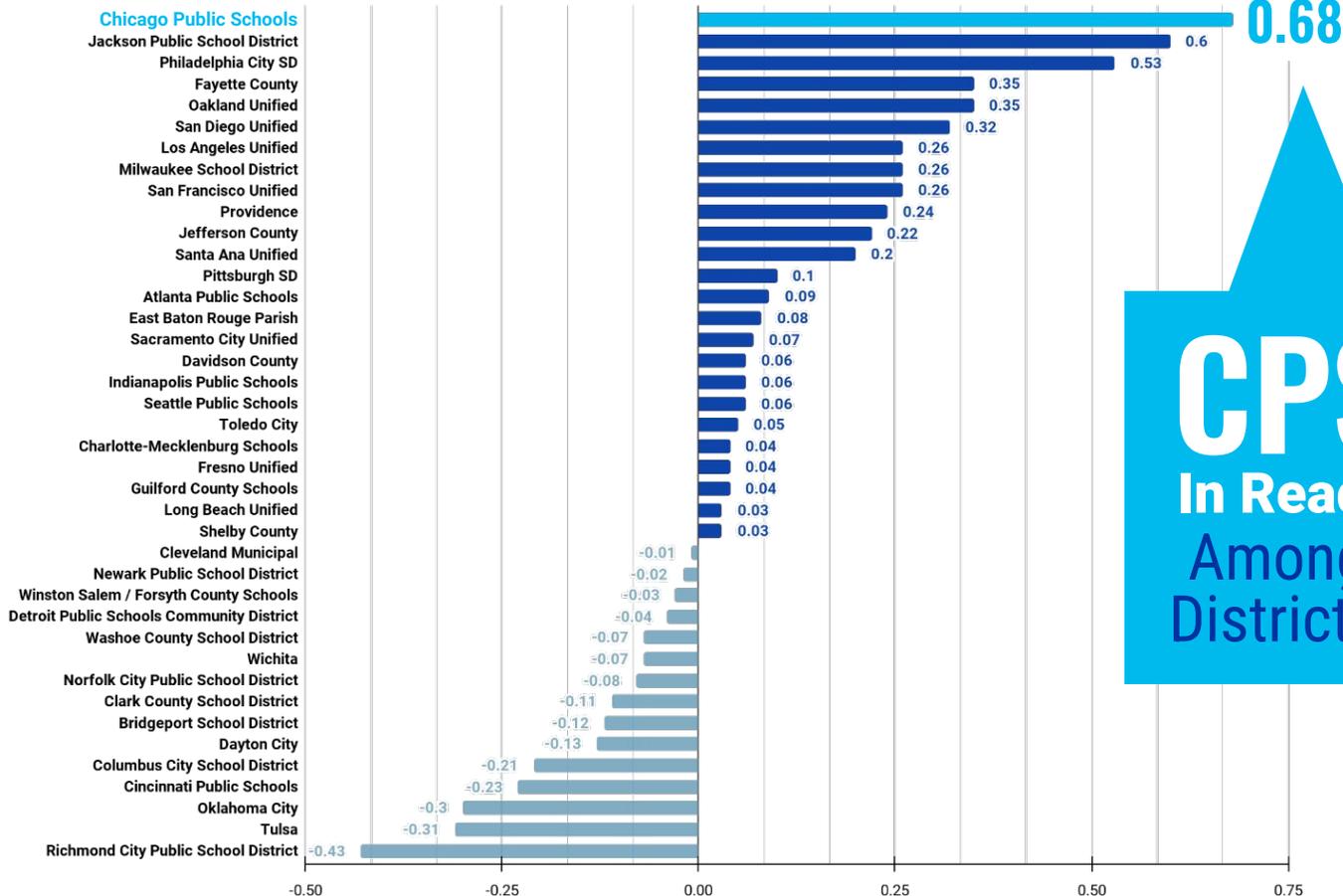
Chicago Public Schools

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**



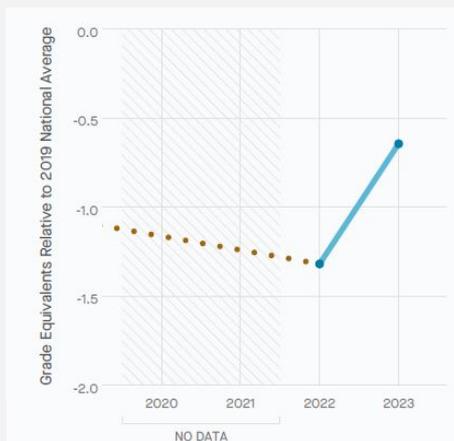
2022-2023 Change in Average Reading Scores



CPS is #1
In Reading Recovery
Among Large Urban
Districts (Grades 3-8)

CPS Reading Performance

CPS Reading Performance, Grades 3-8, 2019-2023



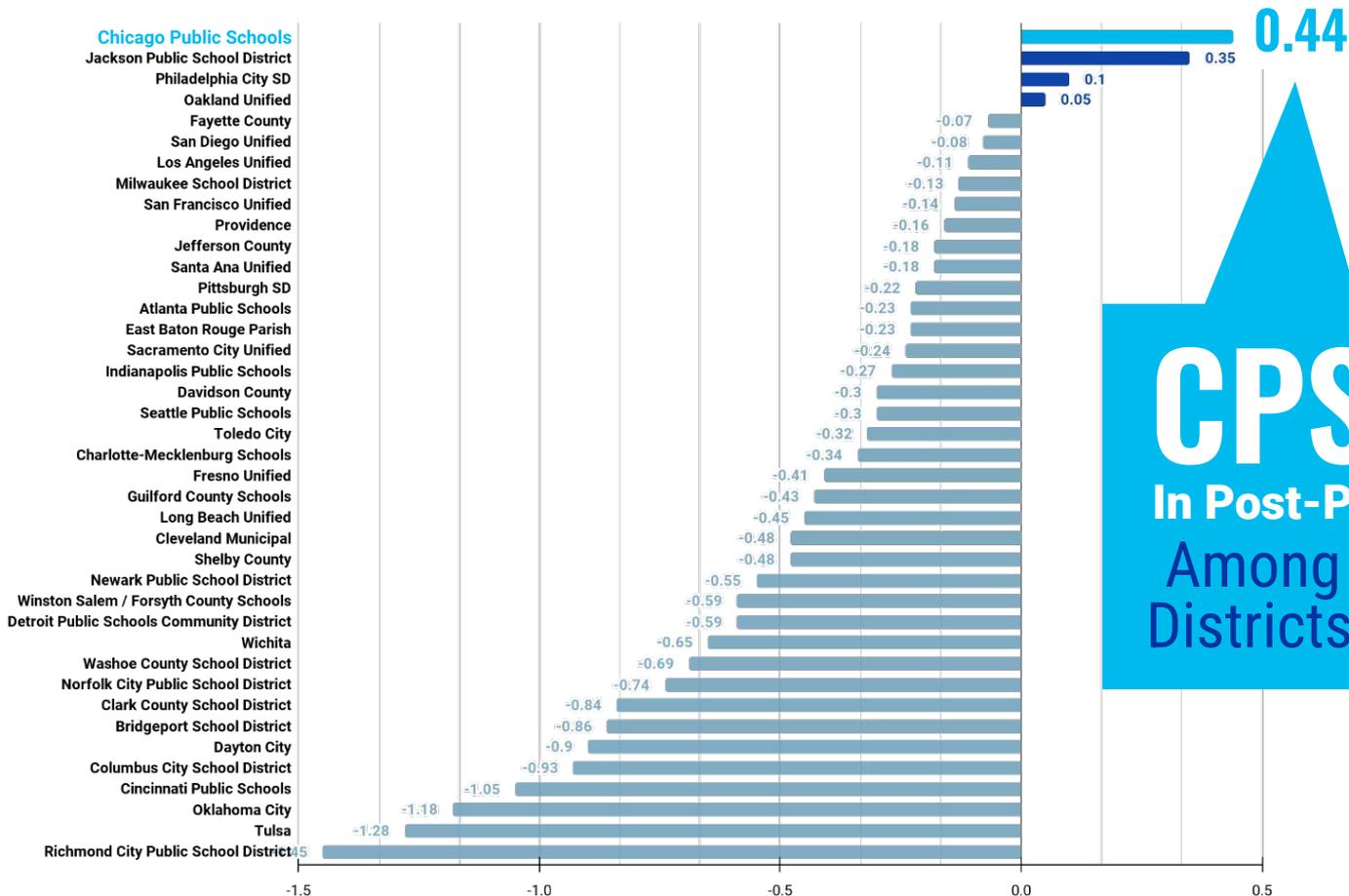
2022-2023 Change
In Grade Level Average
Reading Scores

CPS reading performance **improved .68 grade level equivalents (GLEs)** from 2022 to 2023. CPS reading performance in 2023 was

.44 GLEs Higher

than in 2019.

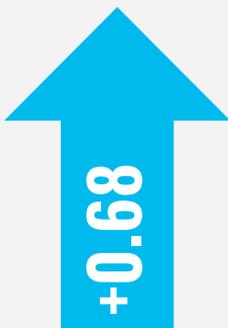
2019-2023 Change in Average Reading Scores



CPS is #1
In Post-Pandemic Gains
Among Large Urban
Districts (Grades 3-8)

CPS Outpaced Illinois in Reading Recovery

Reading Performance in CPS vs. Illinois and Similar Districts, Grades 3-8, 2022-2023



2022-2023 Change
Chicago Public Schools



2022-2023 Change
Illinois



2022-2023 Change
Average Among Similar
Districts* in IL

*Rockford SD 205, SD U-46, Springfield SD 186, Peoria SD 150, Joliet PSD 86

CPS' reading improvement

from 2022 to 2023
(.68 GLEs) was

1.3x >

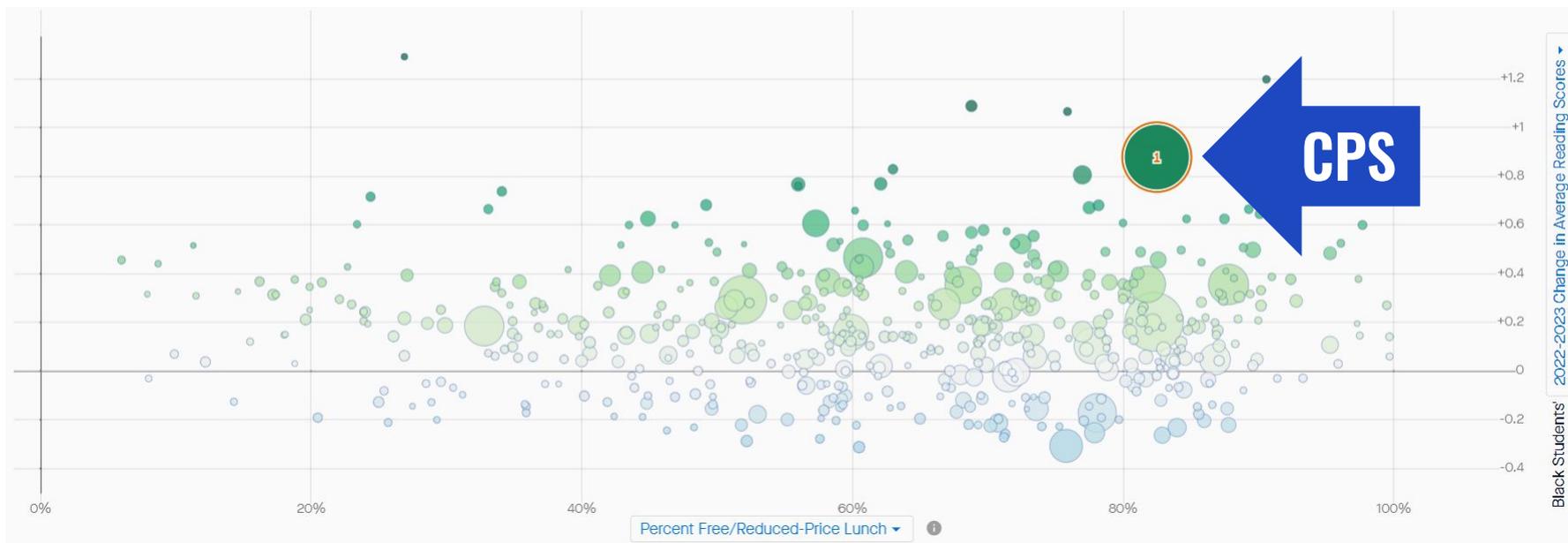
the progress of Illinois
as a whole, and

1.4x >

the progress of similar
districts in Illinois.

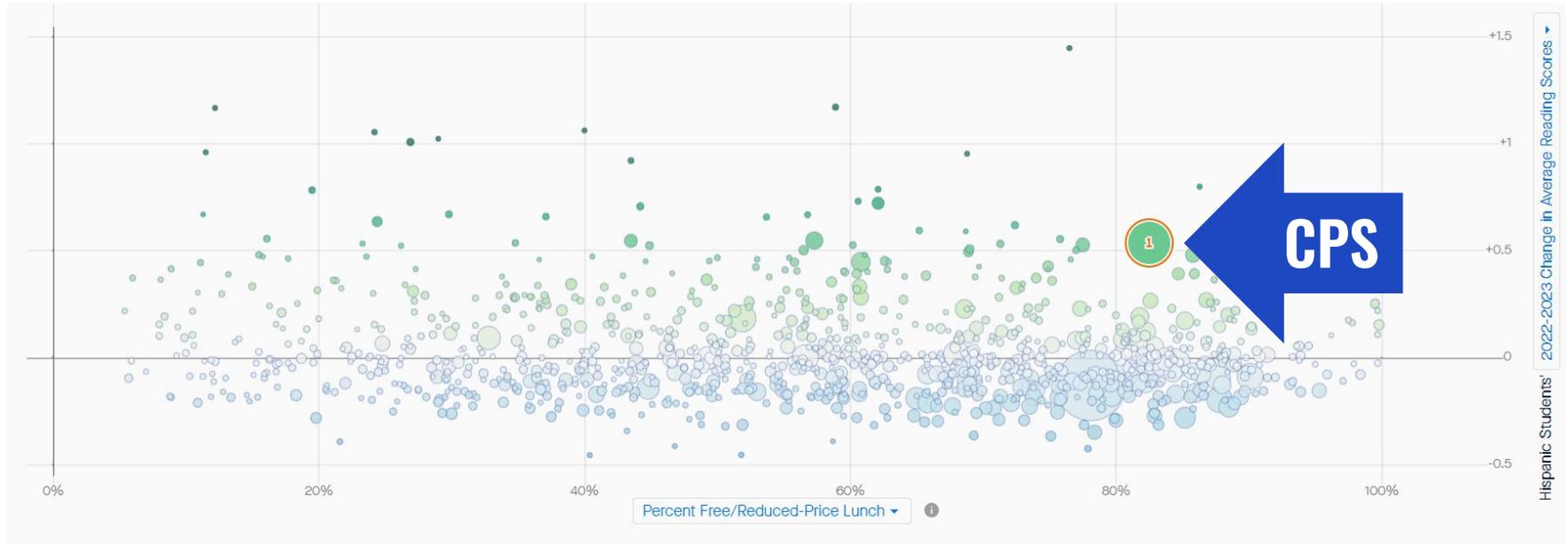
Average Black Students' 2022-2023 Change in Average Reading Scores vs. Percent Free/Reduced-Price Lunch

Circles represent school districts, sized relative to the number of Black students

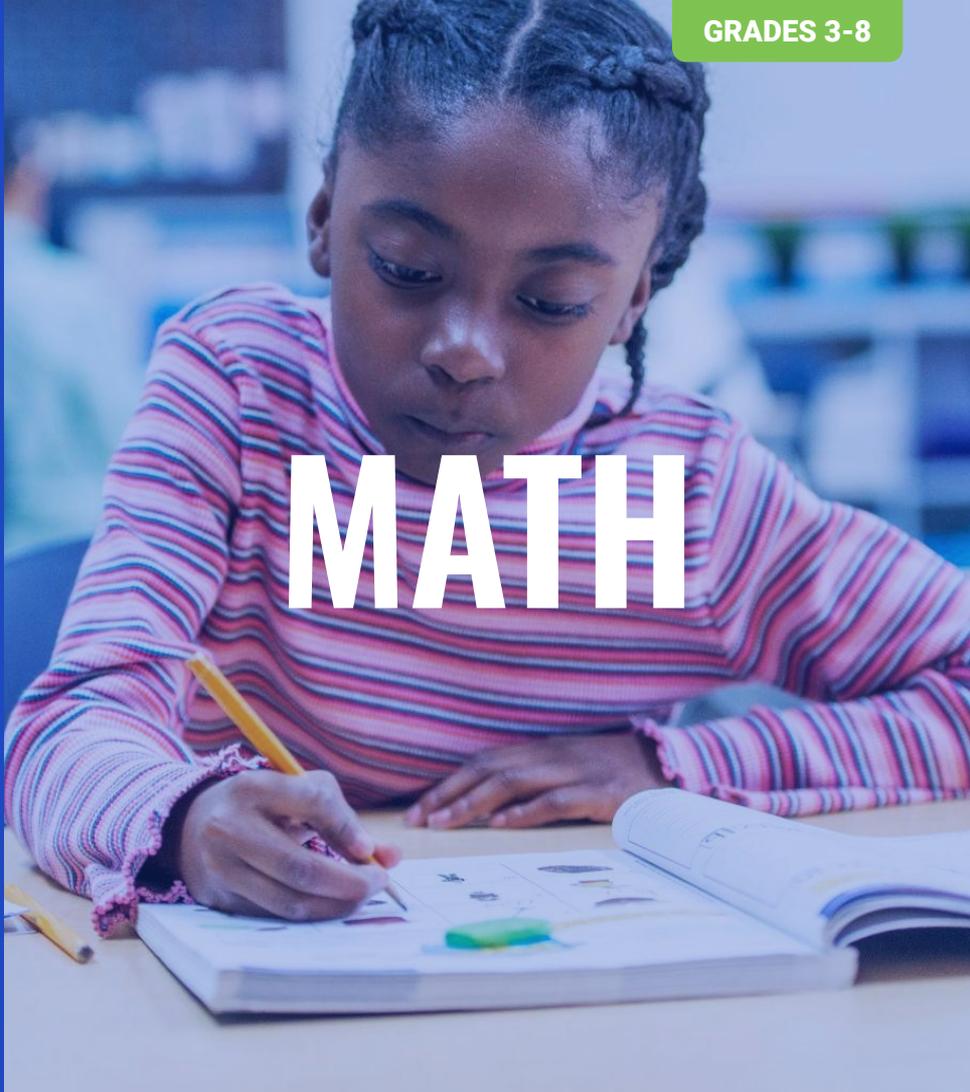


Average Latino Students' 2022-2023 Change in Average Reading Scores vs. Percent Free/Reduced-Price Lunch

Circles represent school districts, sized relative to the number of Black students

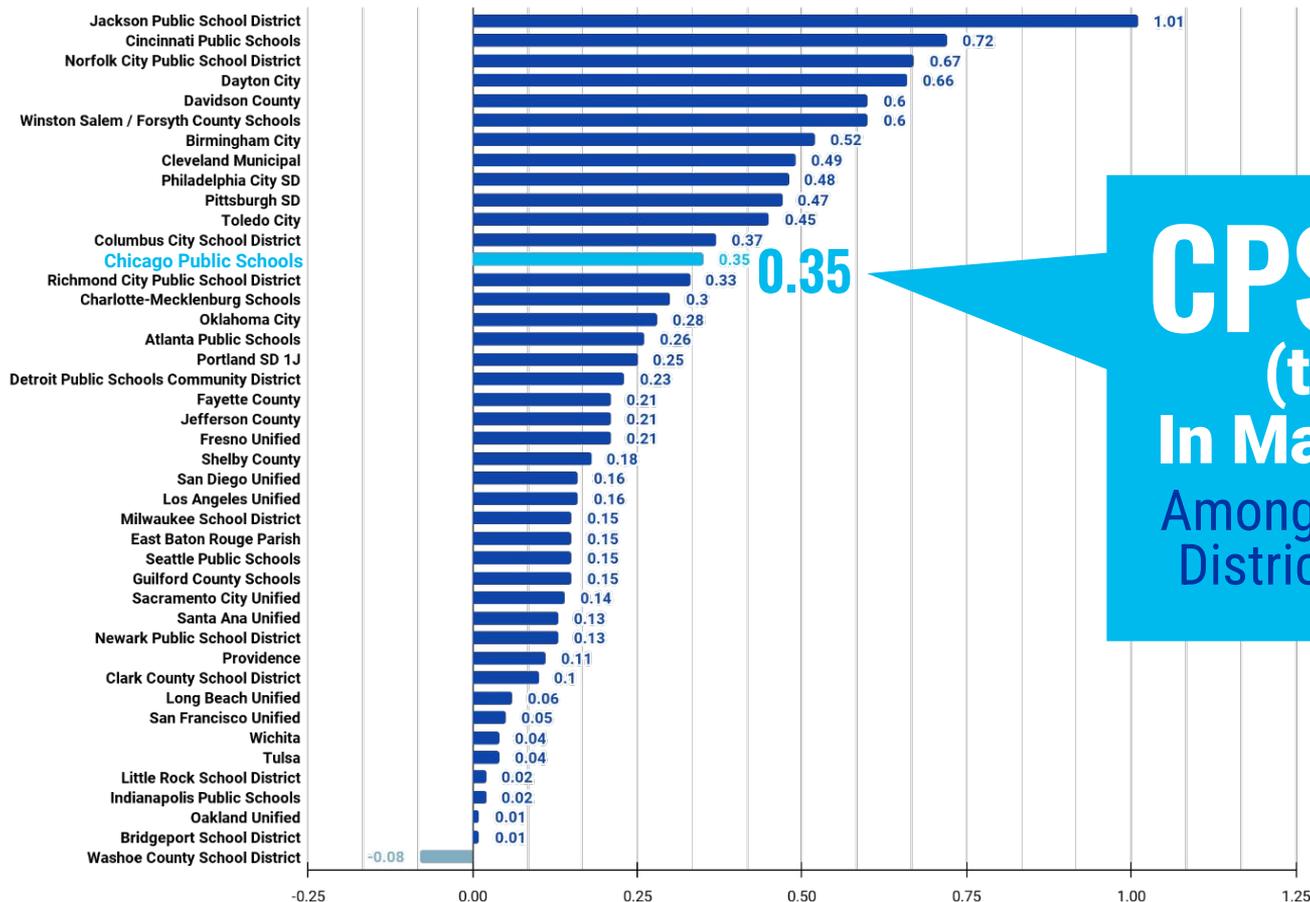


Chicago Public Schools Education Recovery Scorecard Data



MATH

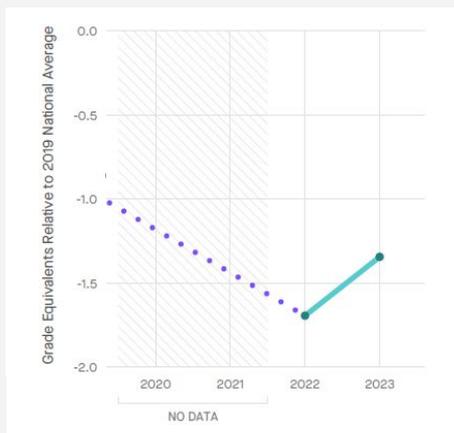
2022-2023 Change in Average Math Scores



CPS is #13
 (top-third)
In Math Recovery
 Among 43 Large Urban
 Districts (Grades 3-8)

CPS Math Performance

CPS Math Performance, Grades 3-8, 2022-2023



2022-2023 Change
In Grade Level Average
Math Scores

CPS' math
performance
improved
.35 GLEs

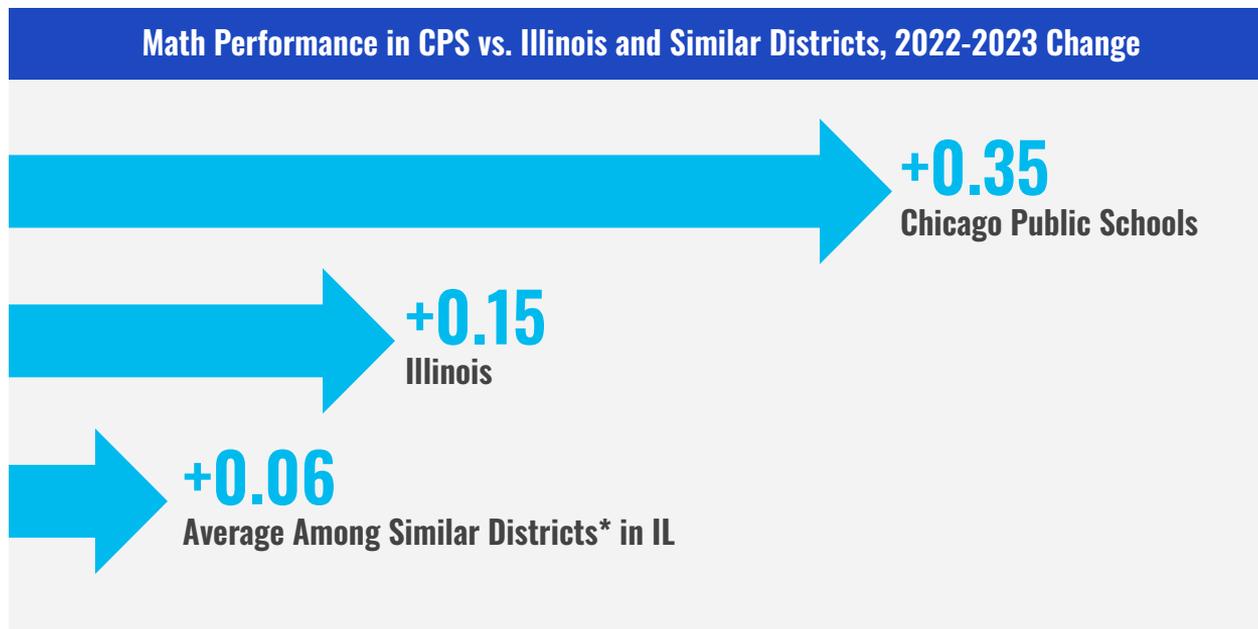
from 2022 to 2023.
CPS math performance
in 2023 was .42 GLEs
lower than 2019.

2019-2023 Change in Average Math Scores



CPS is #16
(38th percentile)
In Post-Pandemic
Score Changes
Among 43 Large Urban
Districts (Grades 3-8)

CPS Math Performance and IL



*Rockford SD 205, SD U-46, Springfield SD 186, Peoria SD 150, Joliet PSD 86

CPS' math improvement

from 2022 to 2023
(.35 GLEs) was

> 2x

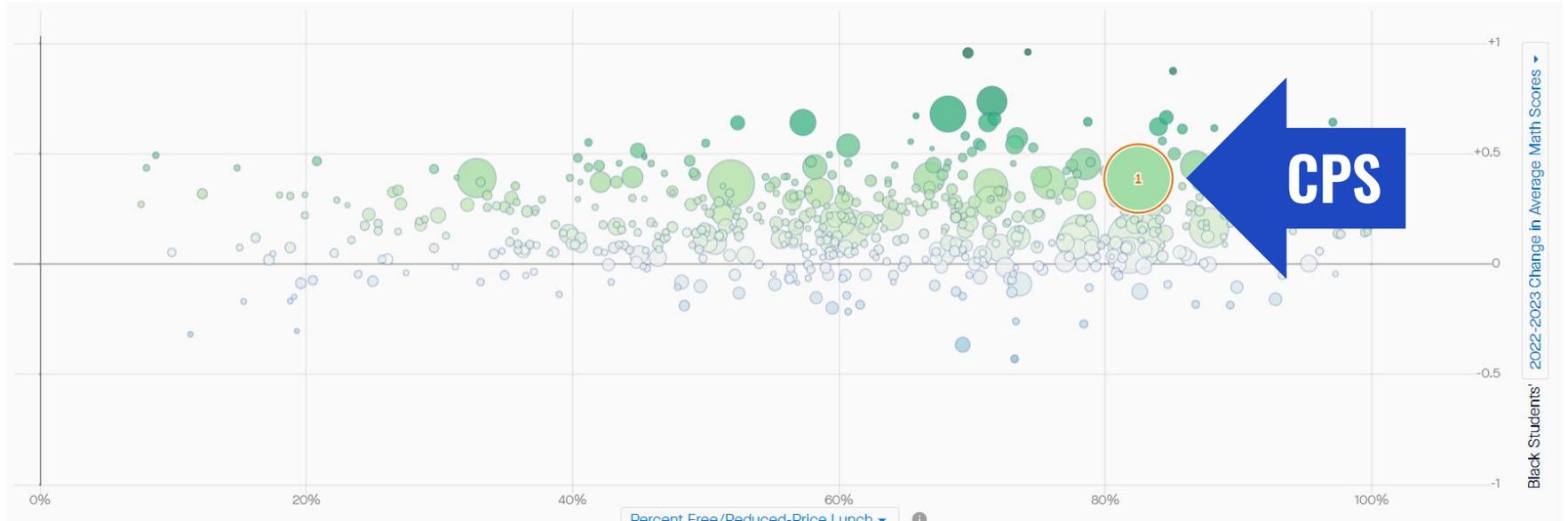
the progress of
Illinois and

> 5x

the progress of similar
districts in Illinois.

Average Black Students' 2022-2023 Change in Average Math Scores vs. Percent Free/reduced-price Lunch

Circles represent school districts, sized relative to the number of Black students



Average Latino Students' 2022-2023 Change in Average Math Scores vs. Percent Free/Reduced-Price Lunch

Circles represent school districts, sized relative to the number of Black students





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



Chicago Public
Schools Education
Recovery
Scorecard Data

A photograph of two young children walking away from the camera on a paved path. The child in the foreground is wearing a pink and white plaid shirt and denim shorts, carrying a pink backpack. The child in the background is wearing a white dress with a floral pattern and a white backpack. The background shows a yellow building with windows.

**HOW DO WE
SUSTAIN
PROGRESS?**

Our Strategic Approach to Investments



How We Made Our Decisions:

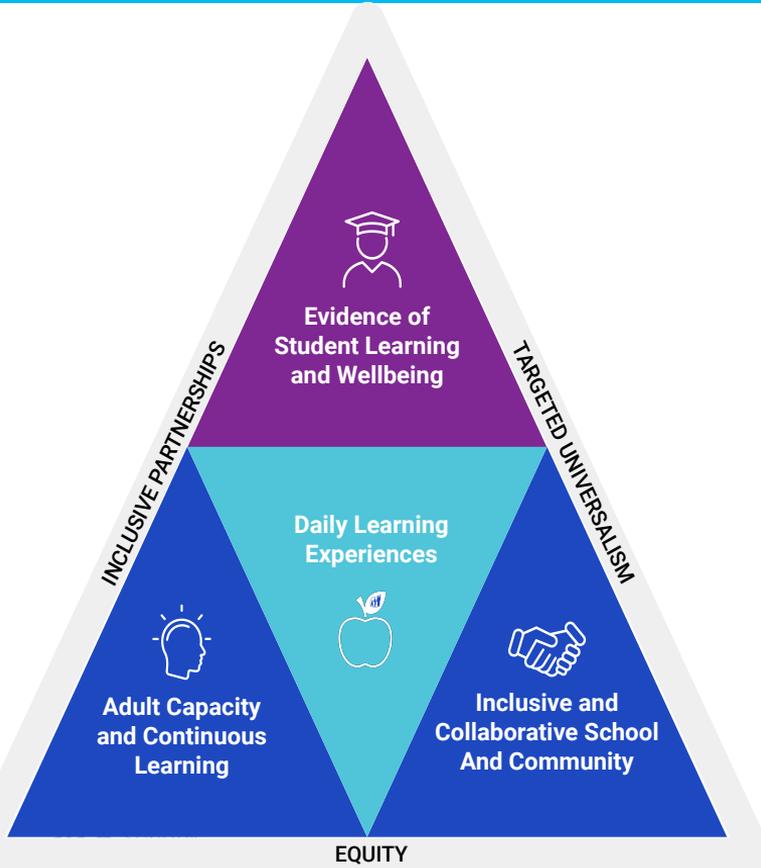
- Support the whole child and improve the Instructional Core
- Invest in research-based best practices
- Spend ESSER funding wisely for the length of the grant period



How We Made Our Investments:

- Universal resources for all schools
- Targeted resources to the students who need it most
- Discretionary funding in the hands of principals to make the best local decisions for their students and community

CPS Continuous Improvement and Data Transparency Policy



Daily Learning Experience

High Quality Curriculum	Rigorous Instruction	Conditions for Learning and the Student Experience	Research-based Academic Interventions within a Multi-tiered System of Supports (MTSS) Framework
Balanced Assessment System	Access to Postsecondary Opportunities	Specially Designed Instruction	

Adult Capacity and Continuous Learning

Leadership Context	School Vision and Continuous Improvement Practice	Distributed Leadership and Teacher Development	Teachers and Staff Capacity
--------------------	---------------------------------------------------	------------------------------------------------	-----------------------------

Inclusive and Collaborative School and Community

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
-----------------------------------------------------------------------	-----------------------------------------------------------------------	-------------------------------------------------	--------------------------------------------------

Strategies & Paired Investments

Learning Acceleration

- High-Quality Curriculum: **Expansion of Skyline**
- Expanded Professional Development Offerings: **Over 180 Instructional Coaches in our Highest Needs Schools**
- Tiered Intervention Strategies: **Interventions and Intervention Platform**
- High-Dosage Tutoring: **Over 600 Tutors in over 200 Schools**

Extended Learning Time

- Expansion of Out-of-School Time Programs
- Expansion of Summer Programs
- Funding given directly to schools to design local programs tailored to student needs.
- **Over one-third of CPS students have participated**

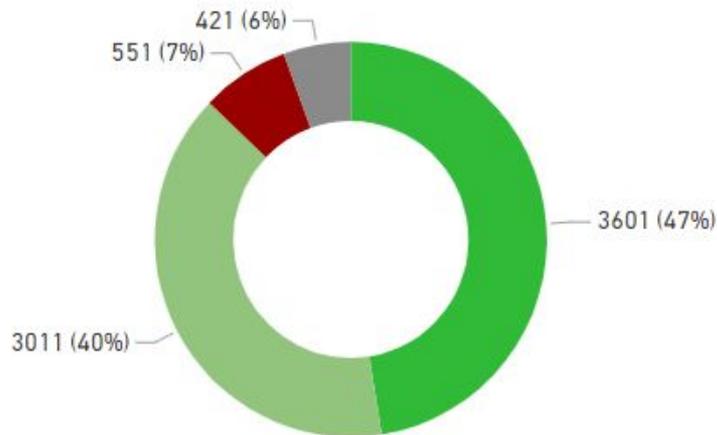
Emotional and Behavioral Health Support

- Additional Counselors – targeted to schools with greatest needs **(Almost \$16M investment)**
- More than \$30 million in Social-Emotional Learning (SEL) resources and services
- Expanded access to community mental health providers and partnerships at the school level

Focus: High Quality Curriculum

CHICAGO PUBLIC SCHOOLS CURRICULUM REVIEW

- 1-High Quality - Skyline
- 2-High Quality - Other
- 3-Not High Quality
- 4-No data



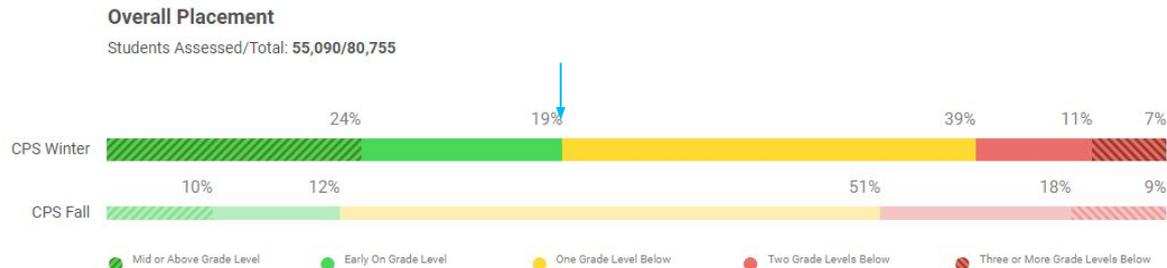
Since curriculum is adopted at the grade-content band level, denominators on this page represent grade-content bands (i.e., *3rd-5th Grade Math at Burr Elementary*).

CPS High Quality Curriculum Rubric

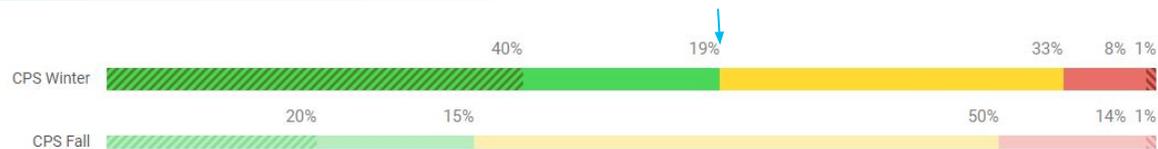
1. Standards-aligned
2. Horizontally-aligned
3. Vertically-aligned across grade bands (PK-2, 3-5, 6-8, HS)
4. Accessible for all learners as aligned to Universal Design for Learning, and supportive of differentiation for students, including English learners and diverse learners
5. Supportive of students' social-emotional learning
6. Culturally responsive

From Practice to Outcomes (K-2 iReady Data Feb. 2024)

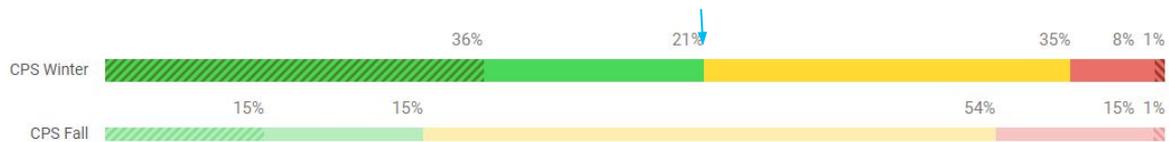
All Schools



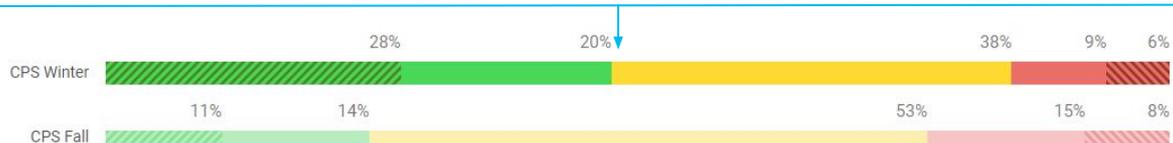
Skyline ELA Adopters



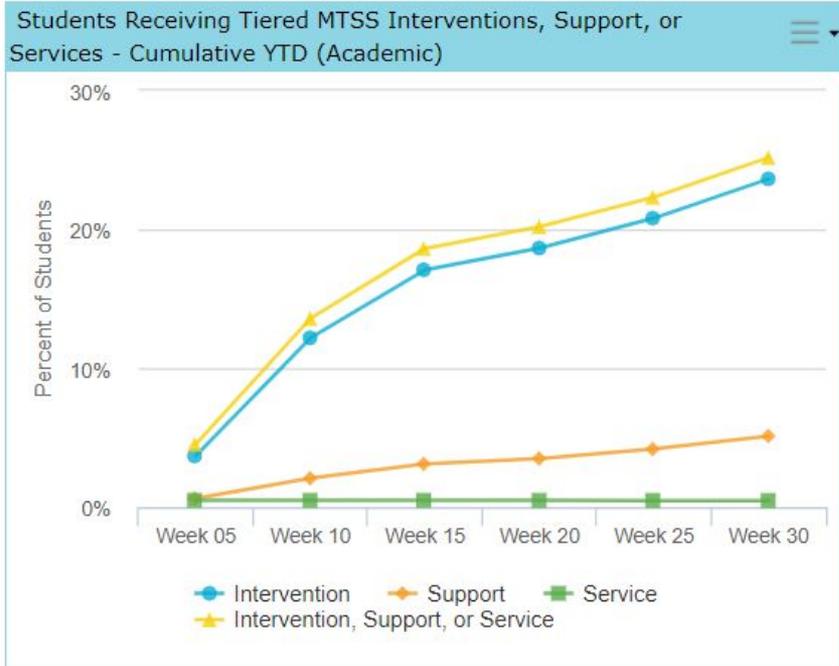
Skyline Foundational Skills Adopters



Wilson Foundations Adopters



Focus: Multi-Tiered System of Support



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: 439 Schools
- Freckle Math Intervention: 500 Schools
- CPS Tutor Corps

Focus: Tutor Corps



Program Overview

- High-Dosage Tutoring in Reading (Grades K-5) and Math (Grades 6-12)
- Program is unique to CPS – one of the only ones like it in the country
- Community support has been one key to success



600+
TUTORS



229
SCHOOLS
PARTICIPATING



10,000+
STUDENTS
BENEFITING

CPS faces a \$391 million budget deficit in FY25

Absent additional, yet-to-be identified revenue, the district is facing an FY25 budget deficit. Federal relief funding, which has supported our budget in recent years, ends in September 2024. Any new costs for FY25 will further increase the district's deficit.

	\$M
Beginning deficit – One-Time ESSER Revenues Supporting FY2024 Budget	(670)
Projected Increase/(Decrease) in Structural Revenue	102
Projected (Increase)/Decrease in Expense Obligations	(123)
Projected Structural Budget Gap	(691)
Projected ESSER III available to support FY2025	300
Remaining FY2025 Budget Gap	(391)

Guiding principles informing the FY25 budget

1

Incorporate stakeholder feedback to make improvements to funding model where possible

2

Improve transparency and community understanding of approach to school funding

3

Continue to shift resourcing strategy towards a need-based funding model

4

Protect investments in district and community priorities to provide a high-quality educational experience for every student

5

Release budgets to schools with time to ensure principals have the ability to plan, schedule, and staff for upcoming year

Stakeholder feedback will inform FY25 priorities

Throughout the fall and winter, we have engaged stakeholders on ways to improve school funding. Below are key themes that we've heard that have informed our draft FY25 school resourcing model.

1

Shifting away from Student Based Budgeting (SBB)

2

Greater transparency in school funding

3

Investments that support the whole child and seek to increase student connectedness and wellbeing

4

Acknowledging diversity of needs through autonomy in local resourcing decisions

5

Importance of foundational positions, including teachers, counselors, and Assistant Principals

FY25 school funding will move away from SBB

- Our funding strategy will ensure schools are equitably funded and that we are investing in priority areas in all schools and programs, including neighborhood schools, magnet and selective, dual language, and others.
- Informed by stakeholder input, FY25 school funding strategy will complete CPS' shift away from student-based budgeting (SBB) to a need based funding model that sets an equitable standard for the student experience.
- Our commitment is to ensure that our funding strategies enable us to provide a high-quality educational experience for every student in every school.

FY25 school funding will move away from SBB

The approach to FY25 school funding will allocate resources by:

- Expanding foundation resources for every school, including allocating centrally-funded foundation teacher positions to set district-wide, equitable standards for class sizes, programming, and other instructional supports
- Expanding need-based resourcing to ensure our schools with greater needs receive greater resources to support smaller class sizes and additional investment in areas that include social and emotional support, extracurricular programming, and teacher professional development
- Guaranteeing a baseline level of resources for every school, regardless of enrollment
- Continuing to allocate resources based on school and student need for students with disabilities, English learners, and other priority student populations

The FY25 budget will also seek to protect priority investments advancing student achievement

To sustain and build upon recent academic gains, the District is working to protect the effective, evidence-based investments of the last several years. Though most of these investments leveraged federal ESSER funding, the FY25 budget will seek new opportunities to support key investments in:

- **Learning Acceleration**

High-quality curriculum, expanded professional development and instructional coaching, tiered intervention strategies, and high-dosage tutoring

- **Extended Learning Time**

Expanded before- and after-school programming and expanded summer programming

- **Emotional and Behavioral Support**

Additional counselors, social and emotional learning resources and services, expanded mental health supports

The FY25 budget expands foundation resourcing while relying heavily on needs-based allocations

Foundation Resources for Every School	Additional Resources Based on Need
<ul style="list-style-type: none">● Principal● Assistant Principal● Core classroom and holistic teachers● Counselor(s)● Clerk● Professional development funding● Baseline funding for discretionary needs● Centrally-managed operational positions (custodians, engineers, security, lunchroom)● Before- and after-school programming to support athletics, enrichment, and other activities	<ul style="list-style-type: none">● Additional teachers to support smaller class size● Additional discretionary funding for high-needs schools● Additional counselors for high-needs schools● Instructional coaches● Tiered intervention supports● Tutoring● Advocates for Students in Temporary Living Situations● Special education positions● Supplemental English learner resources● Social and emotional supports● Restorative justice coordinators for high-needs schools

The District's Opportunity Index will be used to drive resource equity

CPS' Opportunity Index is a tool that uses indicators to analyze differences in access to opportunity.

The tool helps CPS make operational and funding decisions to ensure those most impacted by inequity have strong, vibrant and healthy school communities.

Opportunity Index Indicators		
Community Factors	Demographics	Historical Funding
<ul style="list-style-type: none">• Chicago Hardship Index• Students Residing in Invest SJW• Community Life Expectancy Index	<ul style="list-style-type: none">• % of students with disabilities• % eligible for free and reduced lunch• % of English Learner students• % eligible but not enrolled in Medicaid• % of students in temporary living situations• % of teachers retained• Majority Single Race/Ethnicity	<ul style="list-style-type: none">• Historical Capital & TIF Funding• Historical School Funding Levels & Changes Over Time

CPS will continue to engage stakeholders around FY25 priorities

Throughout the fall and winter, CPS has solicited input from stakeholders via a variety of forums, including:

- Community budget roundtables
- District-wide principal resourcing survey
- School leader focus groups

Moving forward, CPS will continue to seek feedback from key stakeholders and to deepen accessibility, understanding, and trust with school communities through:

- Continued outreach to school leaders to finalize approach to budget
- Engagement with Local School Councils to improve understanding of resourcing strategies
- Engagement with elected officials and labor partners
- Development of more transparent budget information for school communities