

Early Learning

The image features a solid teal background. A large, faint, light-blue star graphic is positioned in the lower right quadrant, partially overlapping the text. The star has eight points and a central dark spot, resembling a compass rose or a stylized star.

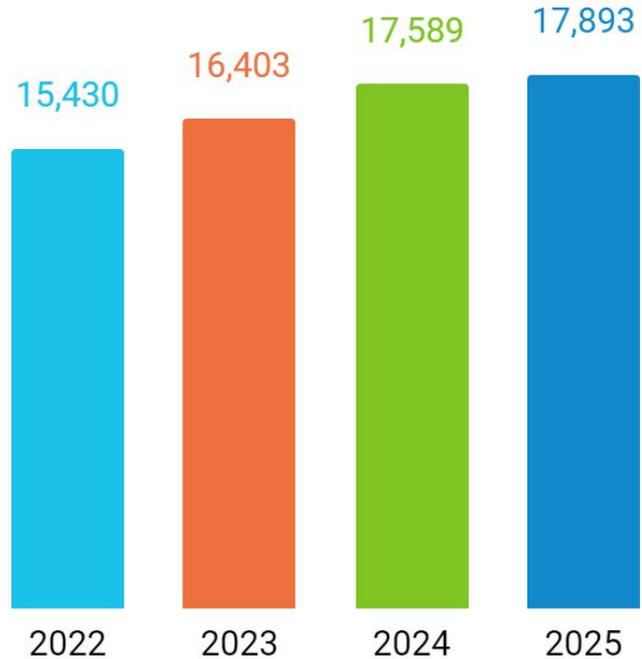
Early Learning

Create **high-quality, comprehensive, and aligned learning experiences** for students in preschool through second grade focused on building knowledge and foundational academic skills in all content areas (including social-emotional learning), providing support to meet the unique needs of all young learners, and expanding enrichment opportunities.



Pre-K Application Updates: Enrollment

CPS 20th Day Pre-K Enrollment



Pre-K Application Updates: Enrollment



Our Pre-K Students

71%

Are Economically Disadvantaged

28%

Have an IEP

35%

Are English Learners

84%

Meet the Early Childhood Block Grant Criteria for being “at risk of academic failure”

Pre-K Application Updates: 2025 Launch

April 8

**Application
launched**

May 22

**Families started
receiving
placements**

Ongoing

**Families apply and
are placed on a
rolling basis**

Pre-K Application Updates: 2025 Launch

As of May 29, **66% of our full-day seats** and **75% of our half-day seats** have been offered to families.



Pre-K Application Updates: How to Support Enrollment

- Direct families to the website or Chicago Early Learning Hotline to apply
Website: chicagoearlylearning.org
Hotline: (312) 229-1690
- Share [Chicago Early Learning materials](#) with families
- Invite CPS Early Childhood to events in your district: oece@cps.edu

The Daily Student Experience

Daily Learning Experiences



Rigorous



Joyful



Equitable

High Quality Curriculum Definition



Standards-Aligned



Horizontally-Aligned
Across Instructional and
Assessment Materials



Vertically-Aligned Across
Grade Bands



Accessible for All Learners



Supportive of Students'
Social-Emotional Learning



Culturally Responsive

The use of HQ materials impacts student learning

"[Research has shown that students need] consistent opportunities to work on grade-appropriate assignments...When students who started the year behind had greater access to grade-appropriate assignments, they closed the outcomes gap with their peers by more than seven months." (The Opportunity Myth, 2018)

Curriculum-based learning for teachers impacts student learning

"When teachers participated in curriculum-based professional learning, their students' test scores improved by 9 percent of a standard deviation – about the same effect caused by replacing an average teacher with a top performer or reducing class size by 15 percent." (The Elements, 2020)

Early Learning High Quality Curriculum Adoption, SY25

- The Pre-K Foundational Skills supplement has been adopted at more than 200 schools with Pre-K programs
- In SY25, a significant majority of district schools were implementing high-quality curriculum in their K-2 classrooms:

	High Quality	Not High Quality
<i>English Language Arts</i>	356	13
<i>ELA Foundational Skills</i>	369	13
<i>Mathematics</i>	368	28
<i>Science</i>	369	16
<i>Social Science</i>	361	8

- We are currently collecting SY26 curriculum information, which will include data for Pre-K classrooms and Artes del lenguaje del español (Spanish Language Arts) curriculum, a key lever in the District's strategy to champion multilingualism.

Literacy Key Practices



Abundant reading of diverse, engaging texts



Systematic and explicit foundational skills instruction



Extensive discussion



Frequent process-based writing

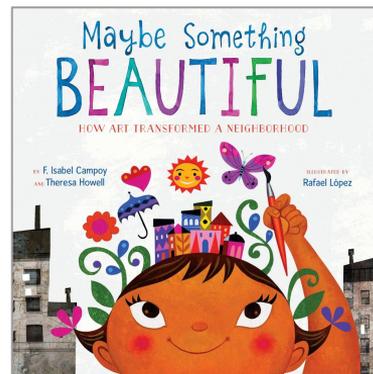
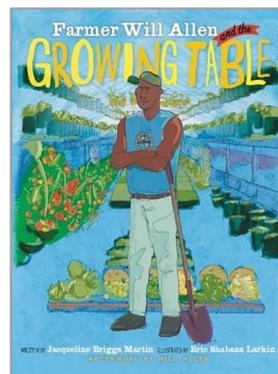
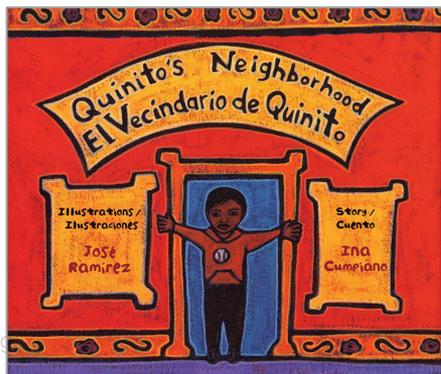
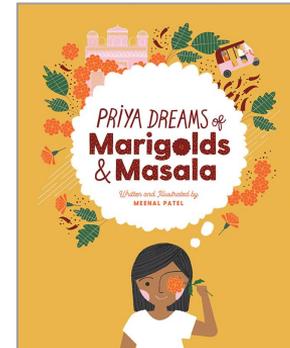
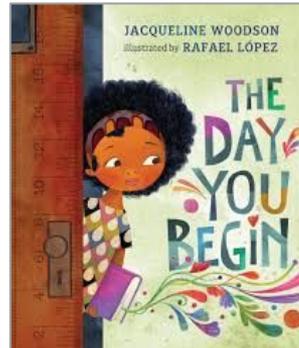
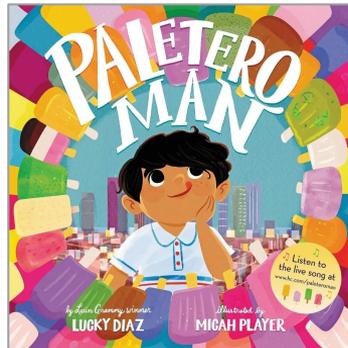
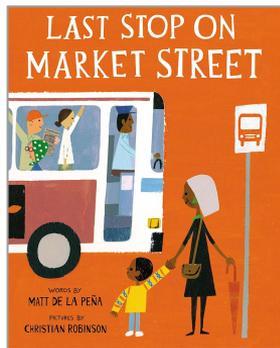
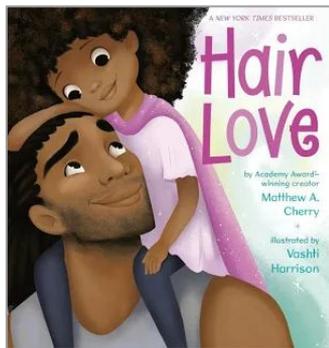


Rigorous and authentic learning experiences



Communicating and creating content in a modern digital environment

Culturally Responsive Instruction



Building Math Fluency in Primary Grades

Early Fluency is crucial to future success in mathematics. However, traditional methods of fluency often skip critical phase 2 development. Introducing games shifts instruction, assessment, and feedback to focus on deriving strategies from foundational facts (Phase 2). [Let's Watch!!](#)

Baroody's Phases of Fluency (2006)

Phase 1: Modeling and/or counting to find the answer

Counting all or counting on to find the answer (using fingers or counters)
 $5+7$ I have 5 and I need 7 more. 6,7,8,9,10,11,12

Solving 6×4 by drawing 6 groups of 4 dots and skip counting the dots



Phase 3: Mastery (efficient production of answers)

$5+7=12$ "I just knew it."

$6 \times 4=24$ "I just knew it."

Students who learn basic facts through traditional methods do not retain facts because the method attempts to move students from phase 1 directly to phase 3 of Baroody's three developmental phases.

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Solving 6×4 by drawing 6 groups of 4 dots and skip counting the dots



Phase 2: Deriving using reasoning strategies based on known facts

Solving $5+7$ by thinking five plus five equals ten, and two more will make 12

Solving 6×4 by thinking 5×4 is 20 and I need one more group of 4 so $20+4$ is 24

Phase 3: Mastery (efficient production of answers)

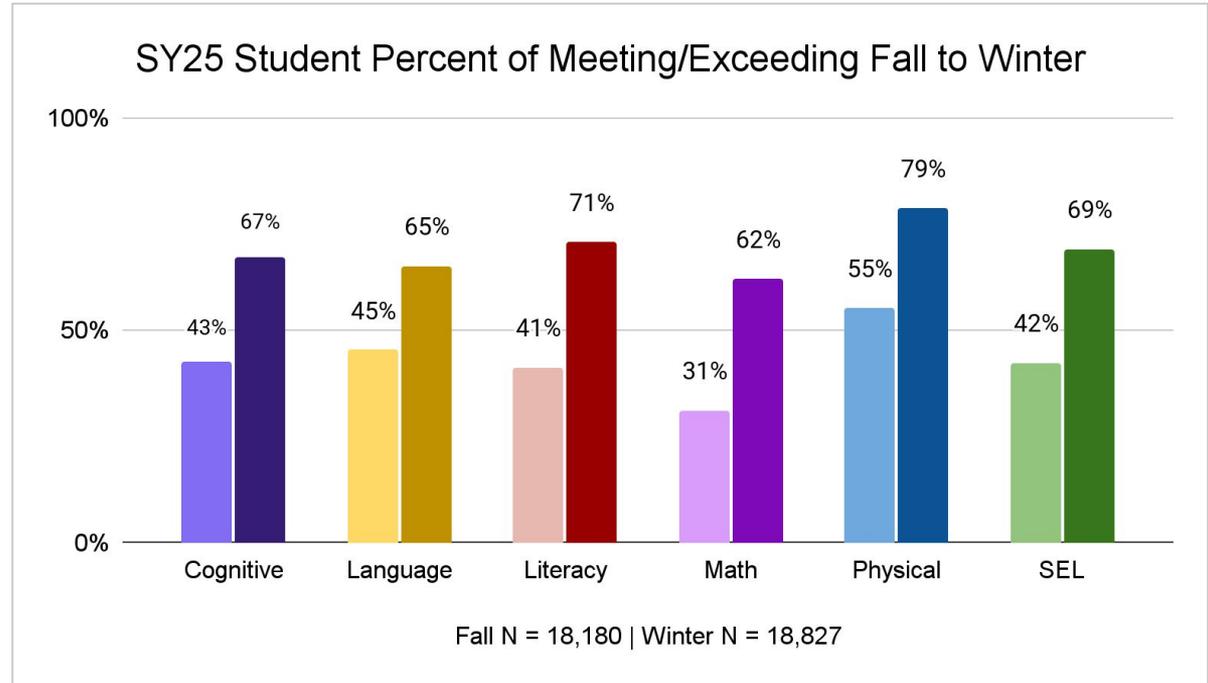
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Pre-K Teaching Strategies GOLD Checkpoint Data

Pre-K students demonstrate significant growth between the Fall Checkpoint (October) and Winter Checkpoint (February).

Percent of students who meet or exceed the TS-GOLD *widely held expectations* increases across all subgroups from Fall to Winter.

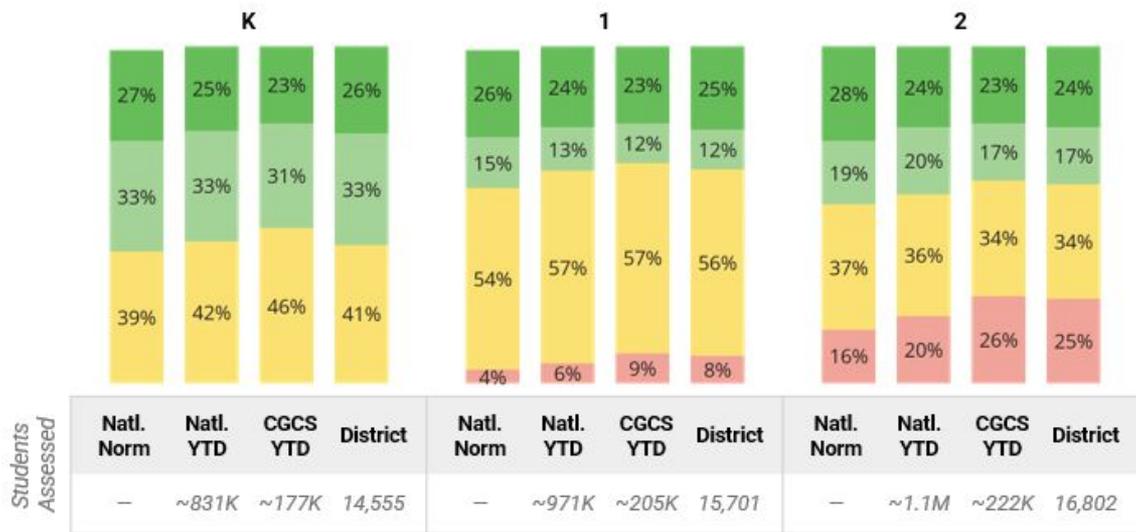


i-Ready Middle-of-Year Data Review (Grades K-2)

Reading (English)

CPS outperforms Council of Great City Schools across all grades (greatest in K) and has performance consistent with, or slightly below (2nd grade), the nation Year-to-Date.

CPS Placements Comparison to the Benchmarks?



■ Mid or Above Grade Level
 ■ Early On Grade Level
 ■ 1 Grade Level Below
 ■ 2 Grade Levels Below
 ■ 3+ Grade Levels Below

Natl. Norm: i-Ready National Norms Winter 22-23

Natl. YTD: National Year-to-Date Winter 24-25

CGCS YTD: CGCS Year-to-Date Winter 24-25

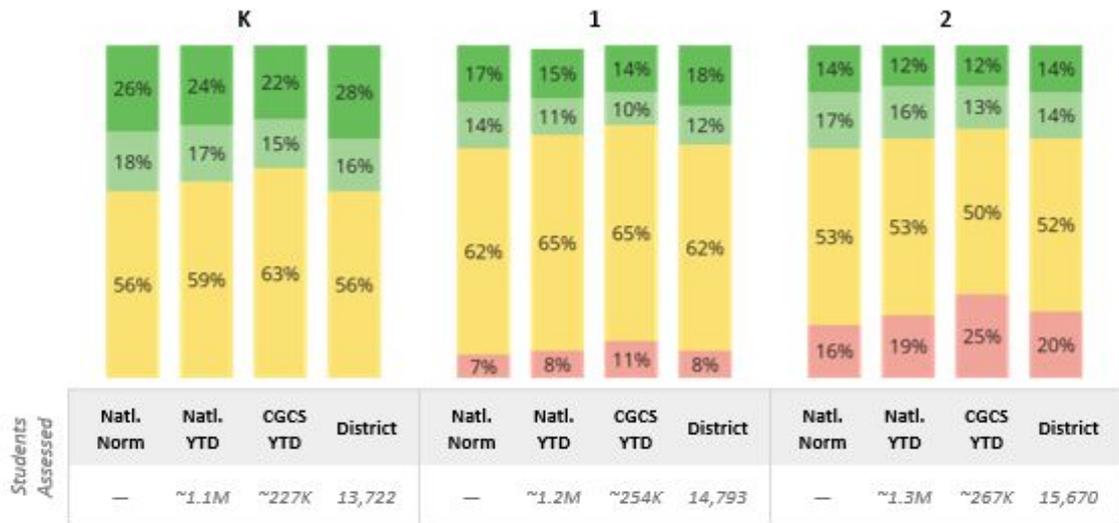


*Benchmarks are National Norms from 22- 23, the national YTD, and CGCS YTD.

i-Ready Middle-of-Year Data Review (Grades K-2)

Mathematics (English) CPS Placements Comparison to the Benchmarks?

CPS outperforms Council of Great City Schools across all grades (greatest in K) and has performance greater than, or consistent with (2nd grade), the nation Year-to-Date.



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i-Ready Middle-of-Year Data Review (Grades K-2)

Cohort Analysis (Current 2nd Graders)

When we track the same students over a three-year period (from K to 2nd), we see notable positive improvement since 22-23.

Longitudinal Cohort Analysis

A view of the same students over time. Diagnostic in **all** testing windows examined across years.

