

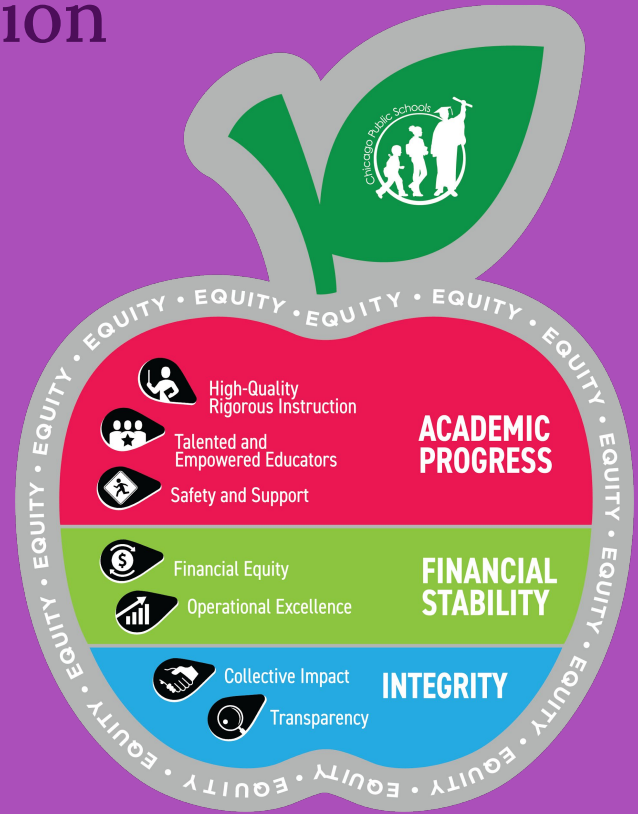


COVID Response and Reopening Updates

November 18, 2020

Grounded in Our Collective Vision

- Equity is a moral imperative. As always the district is focused on equitably responding to the COVID-19 pandemic.
- We will return to in-person learning, starting with Pre-K and students in cluster programs.
- Students in Pre-K and Cluster Programs are currently scheduled to return to in-person learning on January 11, 2021. Staff will come back on January 4.
- Students in K-8 will return to in-person learning on February 1, 2021 and staff will come back on January 25.





Reopening school
is an issue of equity

Timeline for Returning to In-Person Learning

Week	Staff	Families
November 23, 2020	<p>Intent-to-return form sent to K-8 staff</p> <p>Instructional guidance released</p>	<p>Opt-in form sent to all pre-k-8 families. Please note for families that responded to the survey in October, you do not need to re-submit your form if your preference has not changed.</p> <p>Parent guidance released</p>
December 7, 2020	Intent-to-return deadline for K-8 staff	Opt-in form submission deadline
January 4, 2021	Pre-K and cluster program staff return	
January 11, 2021		Students in pre-k and cluster programs return
January 25, 2021	K-8 staff return	
February 1, 2021		K-8 students return

Stay-At-Home Advisory

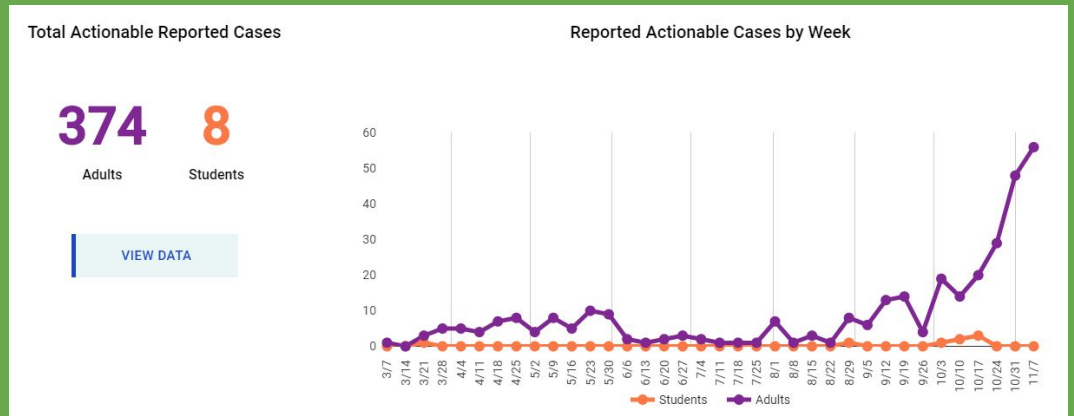
- Schools are essential.
- Our schools are safe because we have put the safety protocols in place, such as use of masks, social distancing, disinfecting, ventilation, and more.
- During the Stay-At-Home Advisory, schools can, and should, continue to operate.
- Schools will remain open to serve meals, operate Learning Hubs, and offer out-of-school time activities such as sports.



Tracking COVID-19 at CPS

CPS is sharing data about actionable COVID-19 cases to keep families, students, and staff informed about how the pandemic is affecting the district and its community.

This data set is updated on a daily basis with information about cases, schools, and more.



CPS COVID-19 Tracking as of 11/14/2020 <https://www.cps.edu/school-reopening-2020/>

Chicago's Stay-at-Home Advisory and Our Schools

- Data and experience shows that schools and daycare centers can be safe when health and safety protocols are followed
- In addition, schools that are open and following health and safety protocols have not been found as major centers of transmission of the virus, especially for students
- Given this evidence and the importance of the services provided at schools and daycare centers, Chicago's stay-at-home advisory, which began on Nov. 16, says that schools and daycares can remain open during this time

Schoolchildren Seem Unlikely to Fuel Coronavirus Surges, Scientists Say

Researchers once feared that school reopenings might spread the virus through communities. But so far there is little evidence that it's happening.



Lessons From Europe, Where Cases Are Rising But Schools Are Open

November 13, 2020 · 7:00 AM ET



Ensuring Health and Safety at Schools

The district has implemented the following public health measures to promote the health and safety of students, staff, and anyone who enters a school building:

- Face Coverings
- Pods (at Learning Hubs)
- HEPA Air Purifiers
- Additional Custodians
- Sanitizer, Soap, Disinfectant Wipes
- Ventilation, Indoor Air Quality Audits
- PPE
- Plexiglass dividers and Signage
- Hospital-Grade Disinfectant Sprayers
- Health Screener and Temperature Checks



New testing Protocols are also being developed

- CPS collaborates with CDPH on surveillance testing plan (measures prevalence among ASYMPTOMATIC people)
- School-based staff members will be tested regularly through a testing plan that is in development and will launch in time for the return of in-person learning



New Testing Protocols (continued)

Surveillance Testing Plan for ASYMPTOMATIC student-facing staff is in development in collaboration with Chicago Department of Public Health

- Regular surveillance testing of CPS staff using rapid Binax Testing System
 - 15 min turnaround
 - Must be supervised by a trained person
 - Must be recorded in a state registry
 - Test Positives, must ISOLATE; must then be investigated by Contact Tracing Team

SYMPTOMATIC people and direct contacts must be tested

1. By Primary Care Provider (PCP)
2. City Testing Sites www.chicago.gov/city/en/sites/covid-19/home/testing.html
3. Academic partners (Lurie, UIC, RUSH)

If positive, the employee must self report to the talenthealth@cps.edu according to protocol

Continued Building Preparation

- The comprehensive assessment of every ventilation system in every school building was completed and 99% of classrooms in school buildings have been cleared
- In order to complete an additional comprehensive assessment of our Indoor Air Quality (IAQ), we engaged independent, state-certified industrial hygienists. These assessments were completed last month and all campuses that have been evaluated are acceptable for re-occupancy
- In addition to conducting a review of all ventilation systems, CPS improved its preventative maintenance program and implemented new procedures to address ventilation
- CPS invested \$8.5 million to purchase more than 20,000 Intellipure HEPA air purifiers for every classroom and main office
- Any room that is not properly ventilated will be repaired or not used



Learning Hubs

- We will continue to expand Learning Hubs given we will not return in person until January 2021
- CPS is currently operating 15 sites
- The district has reached out to 13,000 parents who have expressed interest and is currently serving nearly 500 students



Learning Hubs

- CPS will re-send the interest survey with the announcement of Q2 plans to gauge the interest of additional parents
- Using Q1 data, CPS will expand Learning Hubs sites to schools / community with the lowest participation rates
- In addition to participation rates, we will also continue to prioritize schools with high Students in Temporary Living Situations (STLS) enrollments, and school buildings that are underutilized
- CPS will also continue to work through CBOs and the STLS team to ensure the interest survey is accessible to high-needs families, particularly those with limited internet access



Quarter 1 Attendance

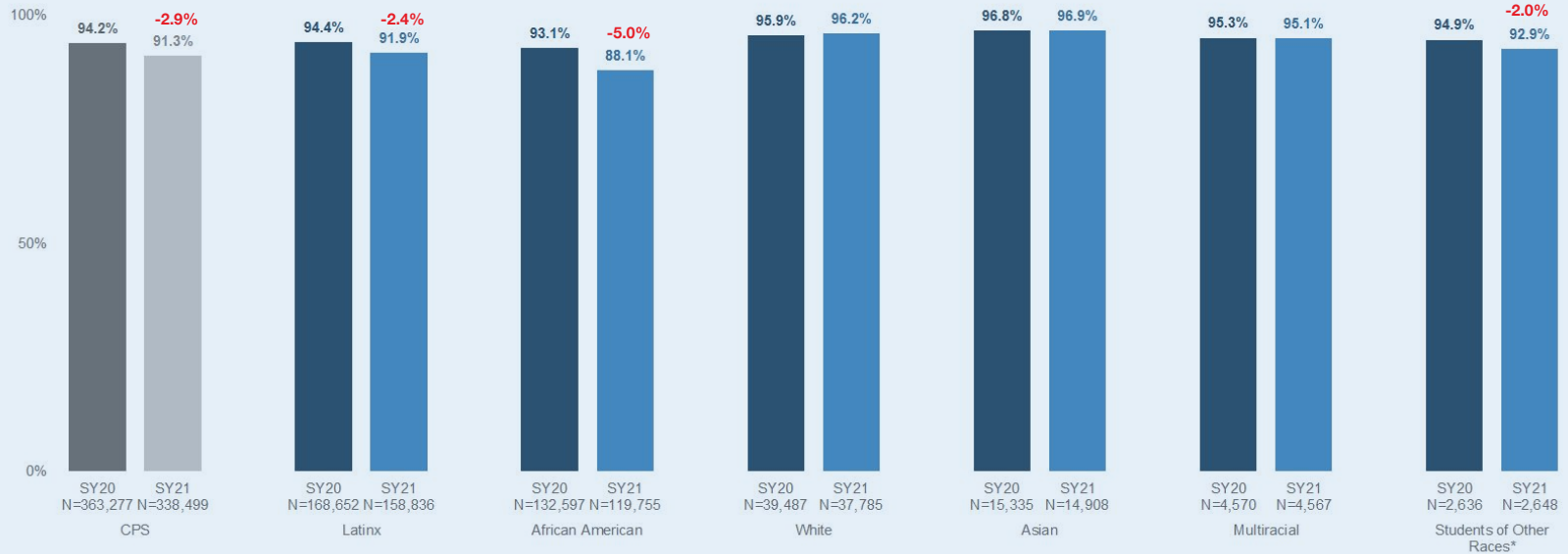
- Last Spring, CPS tracked engagement in remote learning through Google Analytics
- This year, the district is monitoring engagement through attendance



Quarter 1 Attendance

Broken out by Race/Ethnicity

The drop in attendance was most notable in our African American students who saw a 5 percentage point drop.



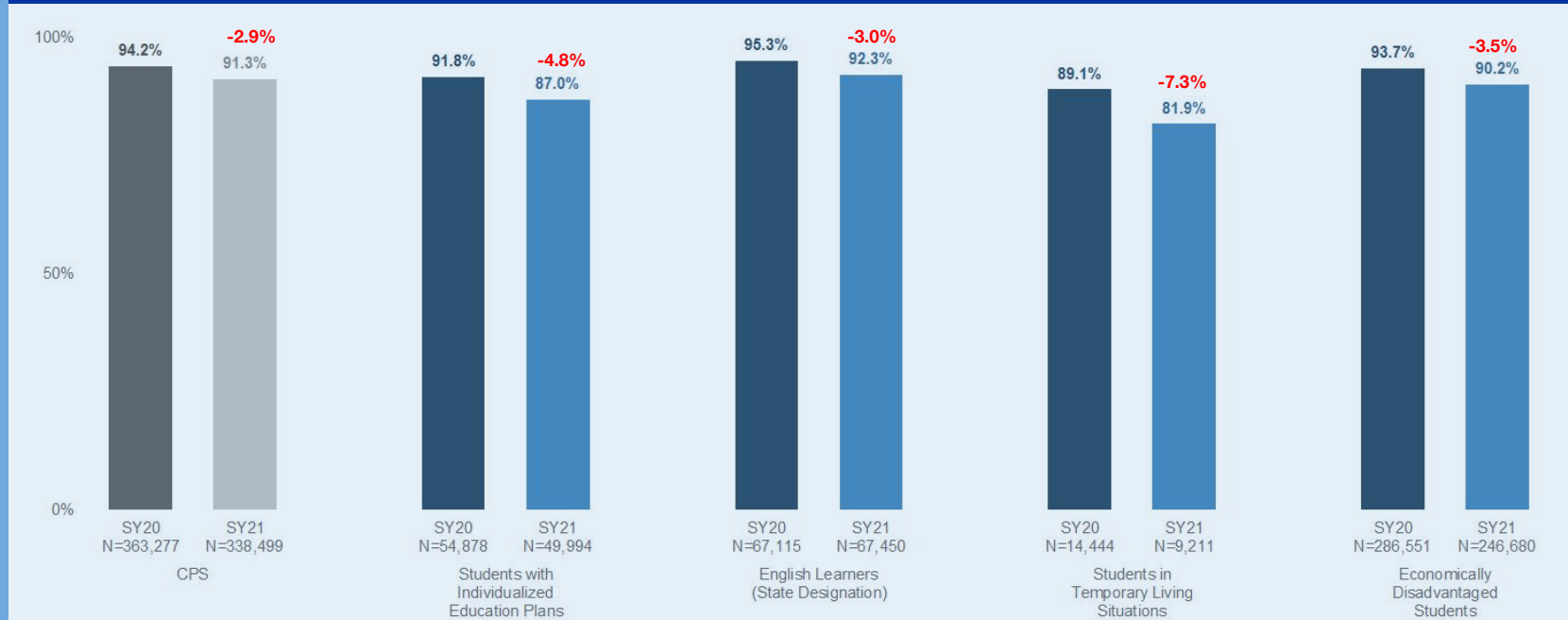
This metric represents the district attendance rate through the end of the first quarter for all CPS schools.

The Student of Other Races category includes all students that do not identify only as Latinx, African American, White, Asian, or Multiracial.

Quarter 1 Attendance

Broken out by Priority Groups

All priority groups of students saw bigger drops in attendance compared to the district overall.

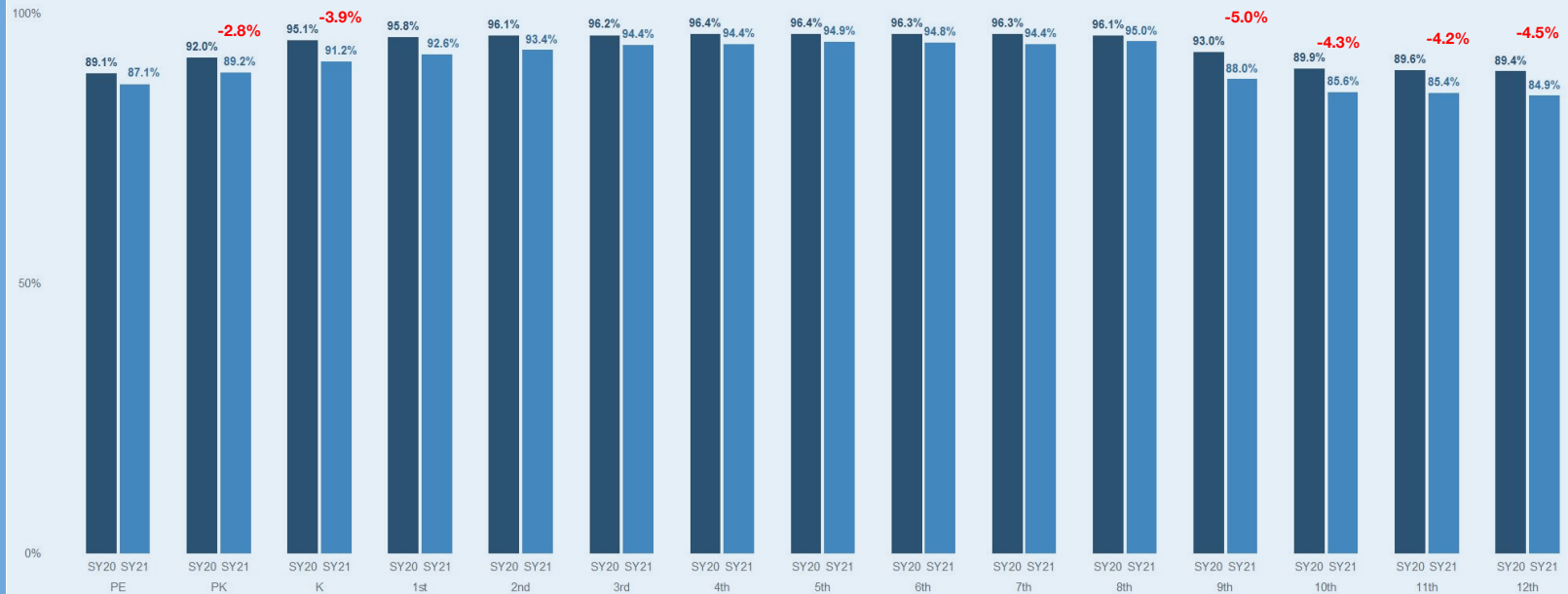


This metric represents the district attendance rate through the end of the first quarter for all CPS schools.

Quarter 1 Attendance

Broken out by Grade Levels (PE-12)

All grade levels saw declines in attendance relative to last year, though the biggest drops in attendance were observed in the high school grade levels.



This metric represents the district attendance rate through the end of the first quarter for all CPS schools.

Quarter 1 Grades

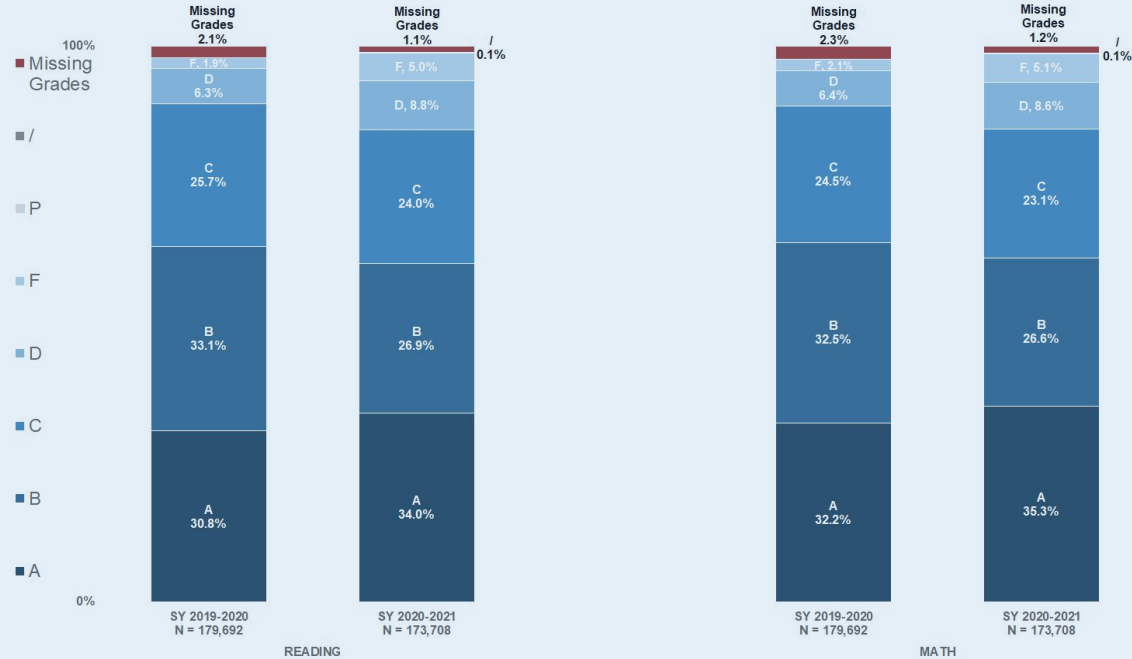
Elementary and High School grades are broken down to look at:

- English and Math
- By race and ethnicity
- By priority group populations



Elementary School: Q1 Grades Overview in Core Courses

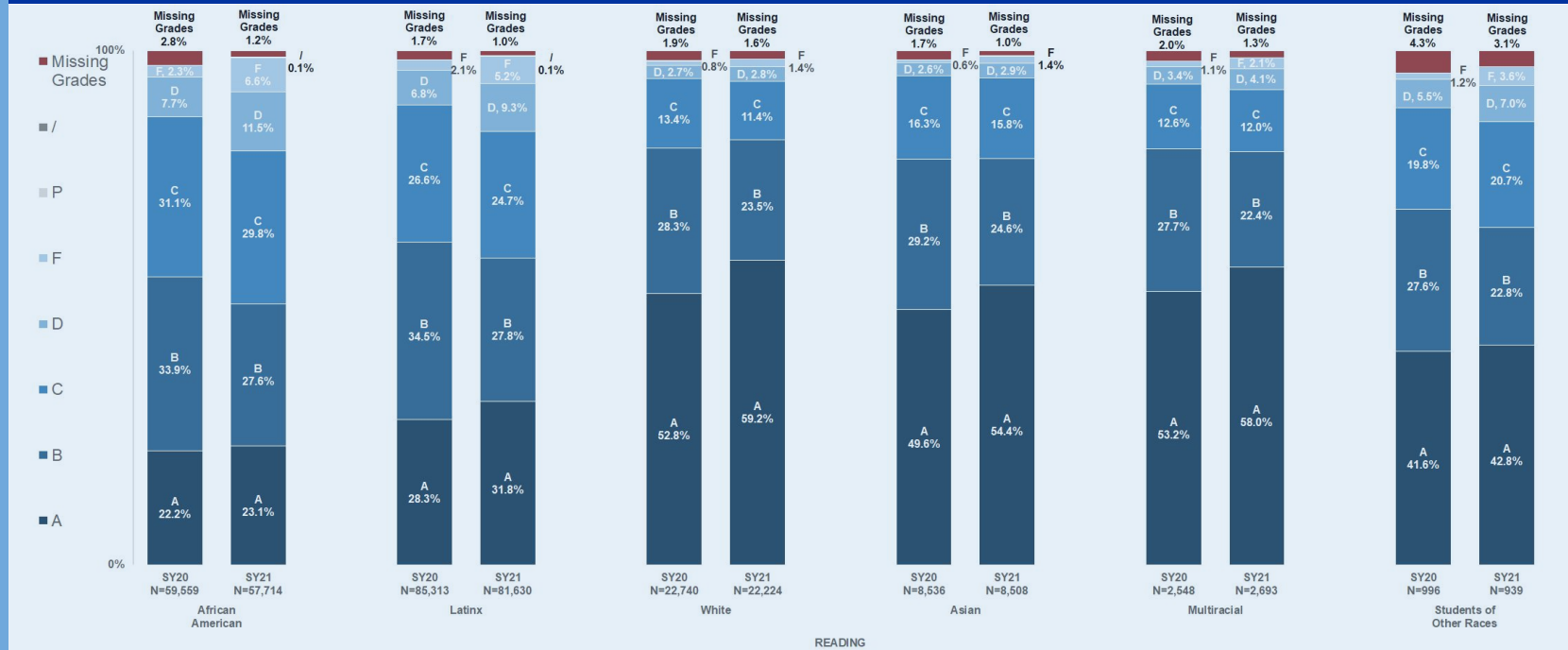
Fewer passing marks (A, B, C,D) were assigned in SY21 Q1 across all core subjects, however a higher number of A's were assigned for Reading and Math in ES. This trend remains constant across all races and priority groups (IEP, EL, STLS, ED).



This metric represents all final Q1 marks reported as of Nov 16, 2020, for students at all district-managed elementary schools. If a student does not have a mark in a core subject it is denoted as "Missing". N represents the total number of students assigned a mark in a subject area for Elementary schools.

Elementary School: Racial Breakdown for Q1 Grades in Reading

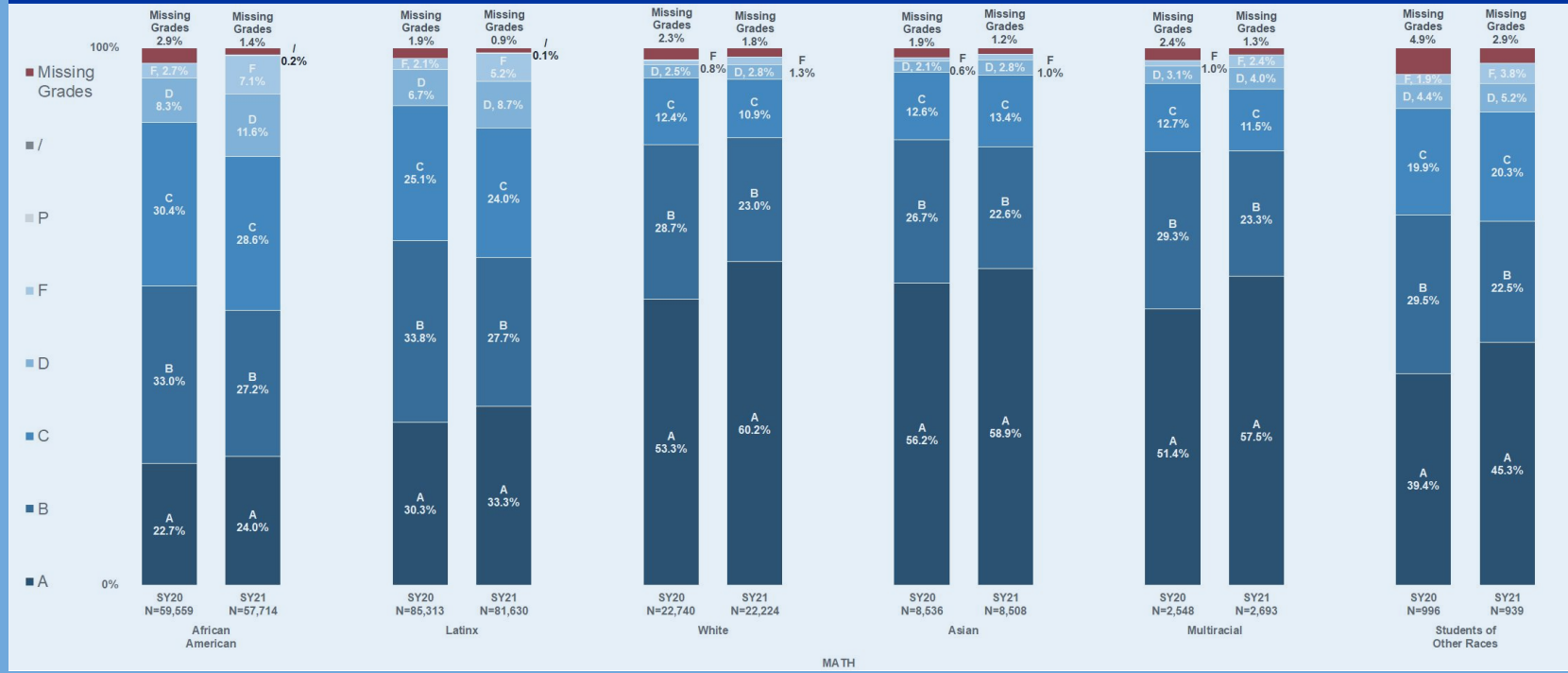
African American and LatinX students had the largest increase in failing marks in SY21 for Reading, compared to students of all other races. White and Asian students had the smallest increase in failing marks across all core subjects.



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Elementary School: Racial Breakdown for Q1 Grades in Math

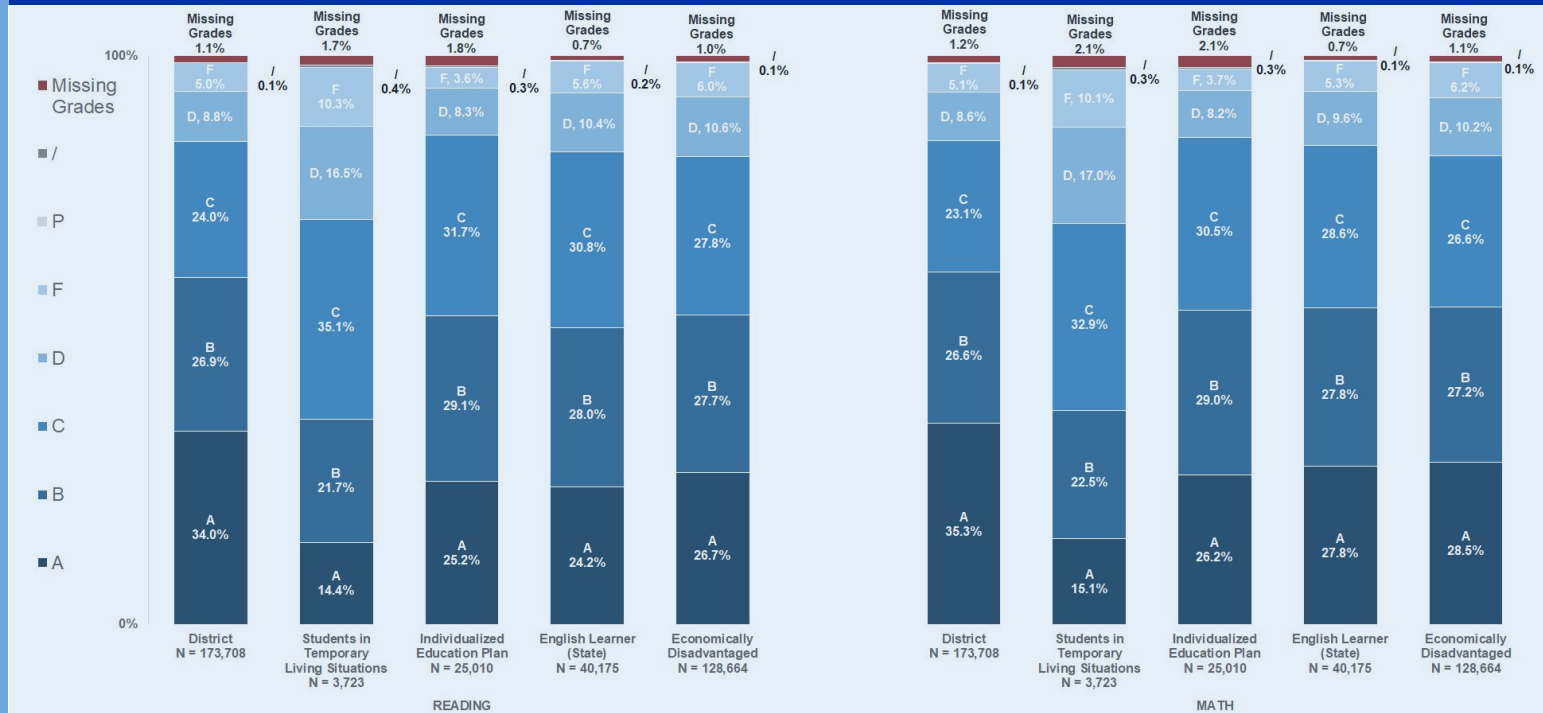
African American and LatinX students also had the largest increase in failing marks in SY21 for Math, compared to students of all other races.



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Elementary School: Q1 Grades by Priority Groups (IEP, EL, STLS, ED)

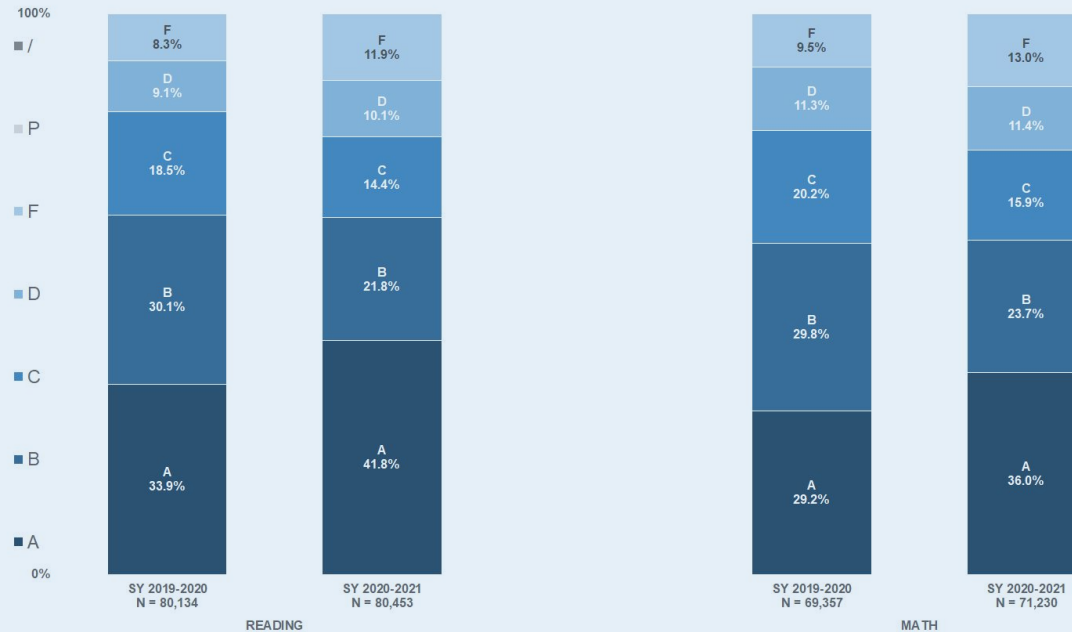
STLS students were assigned a lower proportion of passing marks across core subjects compared to the District overall, and other priority groups.



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High School: Q1 Grades Overview in Core Courses

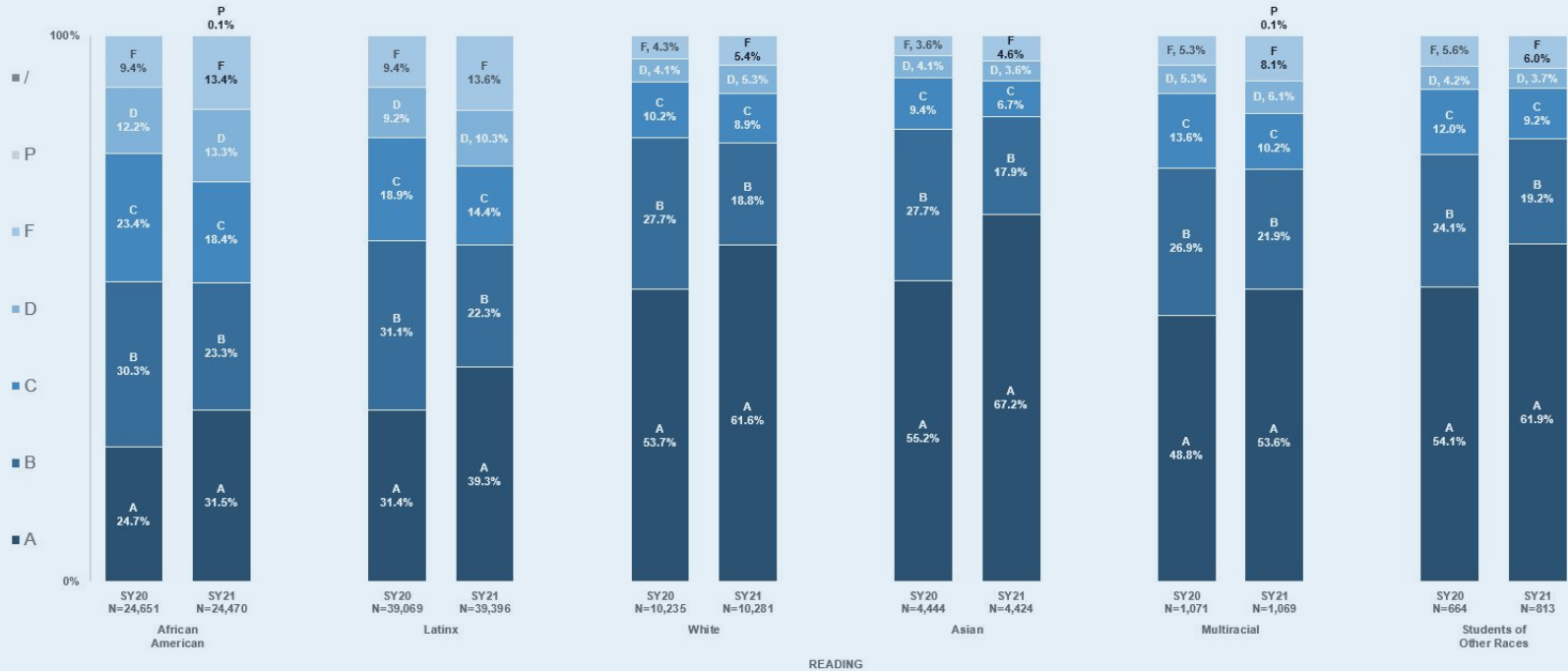
Similar to ES, fewer passing marks (A, B, C, D) were assigned overall for HS in SY21 Q1 while a higher number of A's were assigned for Reading and Math.



This metric represents all final Q1 marks reported as of Nov 16, 2020, for students at all district-managed high schools and academic centers. N represents the total number of marks assigned for the subject, not students as students could be in multiple courses by subject per semester.

High School: Q1 Grades Racial Breakdown for Reading

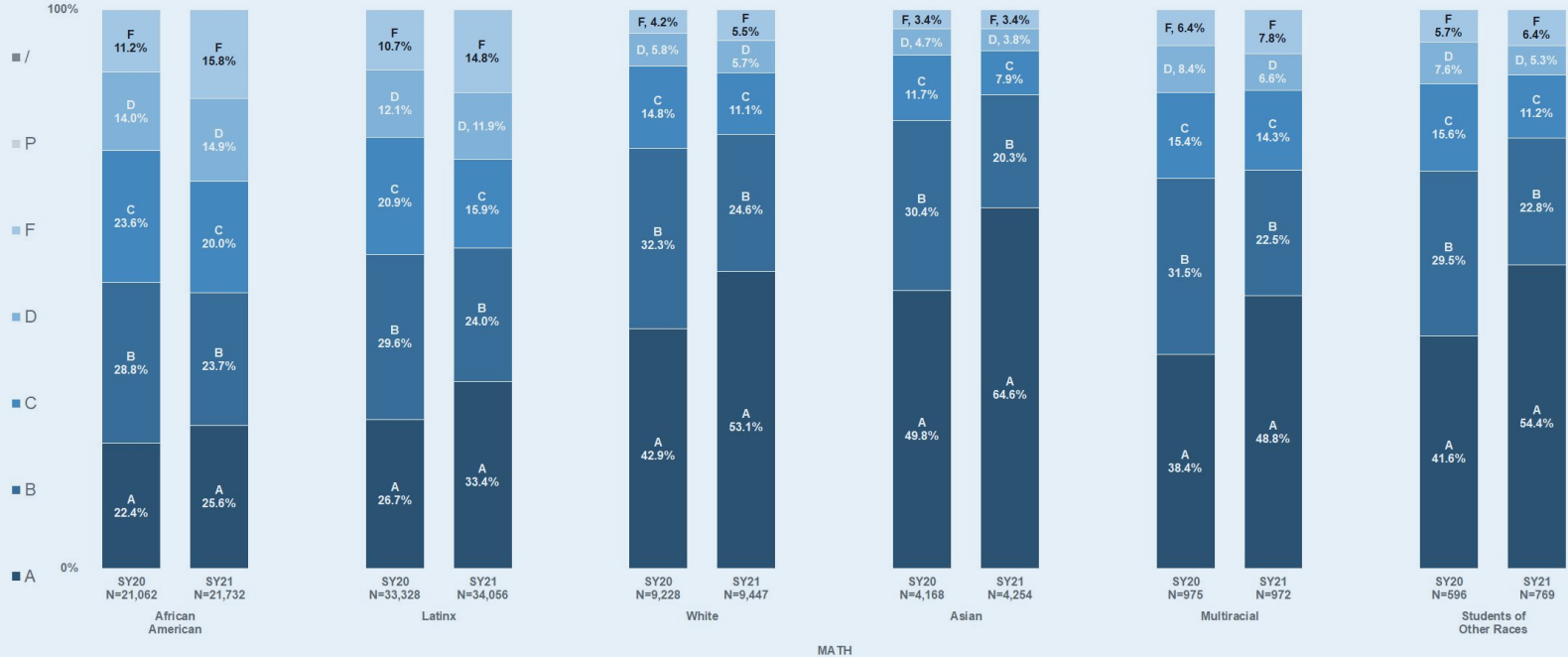
Similar to ES, in HS Asian and White students were assigned more total passing marks (A,B,C,D) for Reading than students of all other races.



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High School: Q1 Grades Racial Breakdown for Math

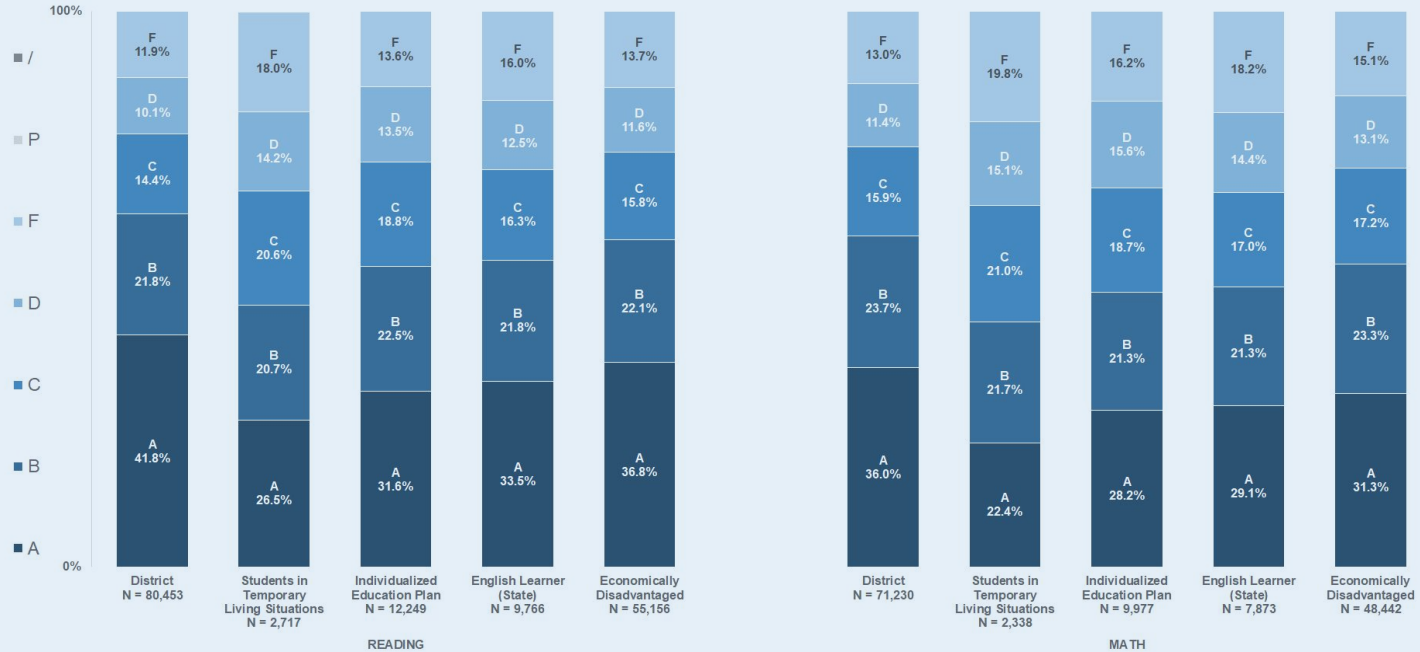
Similar to ES, in HS African American and LatinX students also had the largest increase in failing marks in SY21 for Math, compared to students of all other races.



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High School: Q1 Grades by Priority Groups (IEP, EL, STLS, ED)

Similar to ES, in HS STLS students were assigned a lower proportion of passing marks across core subjects compared to the District overall, and other priority groups.



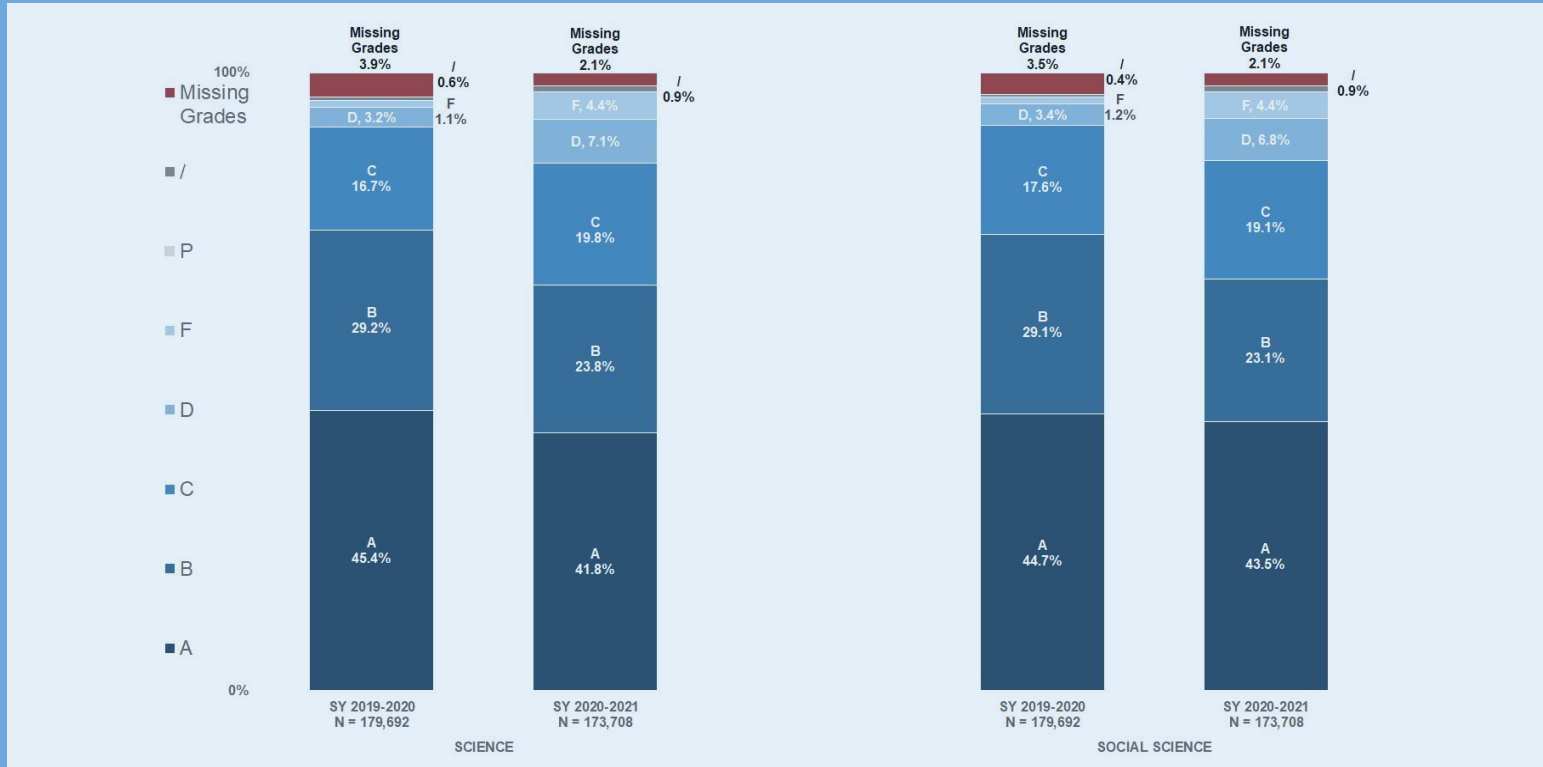
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Q&A

Thank you!

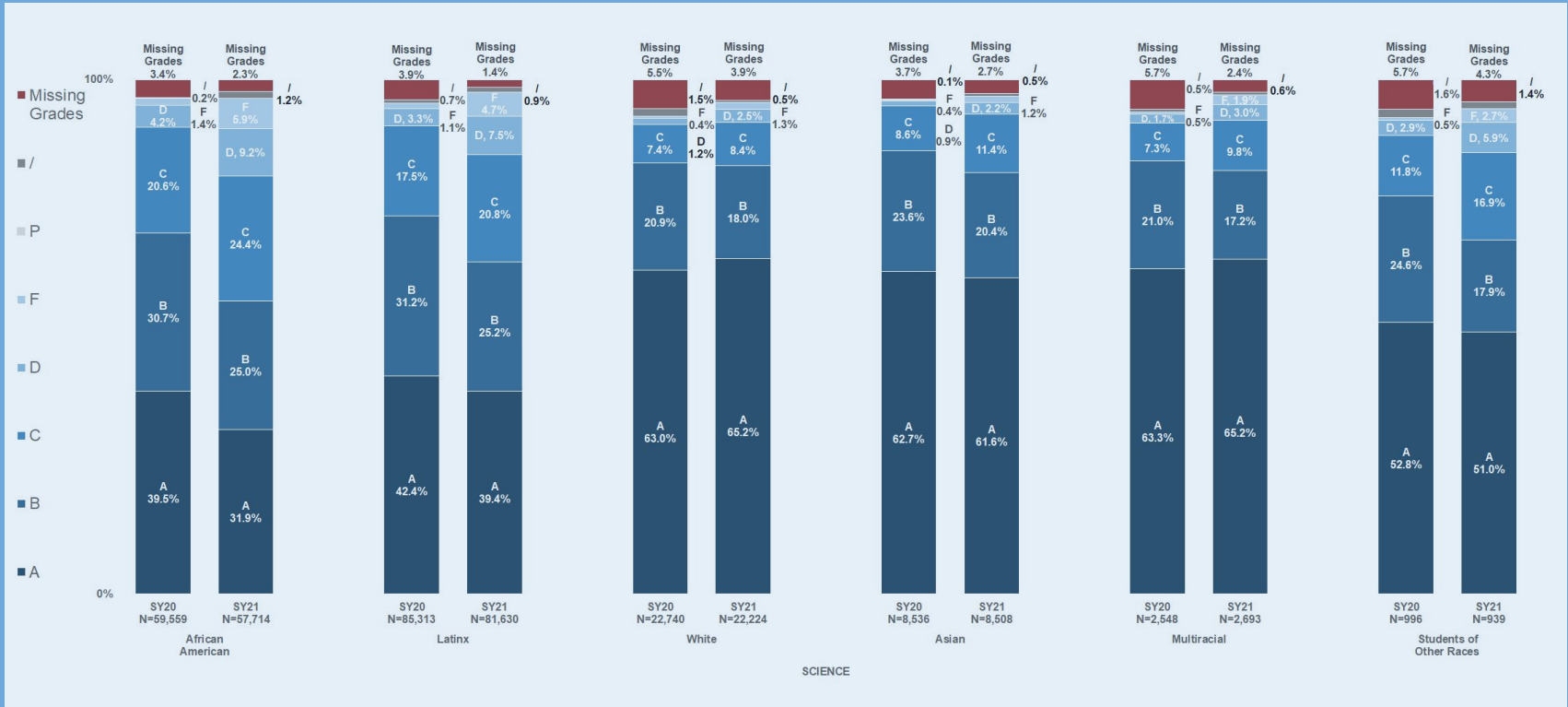
Appendix

Elementary School: Q1 Grades Overview in Core Courses



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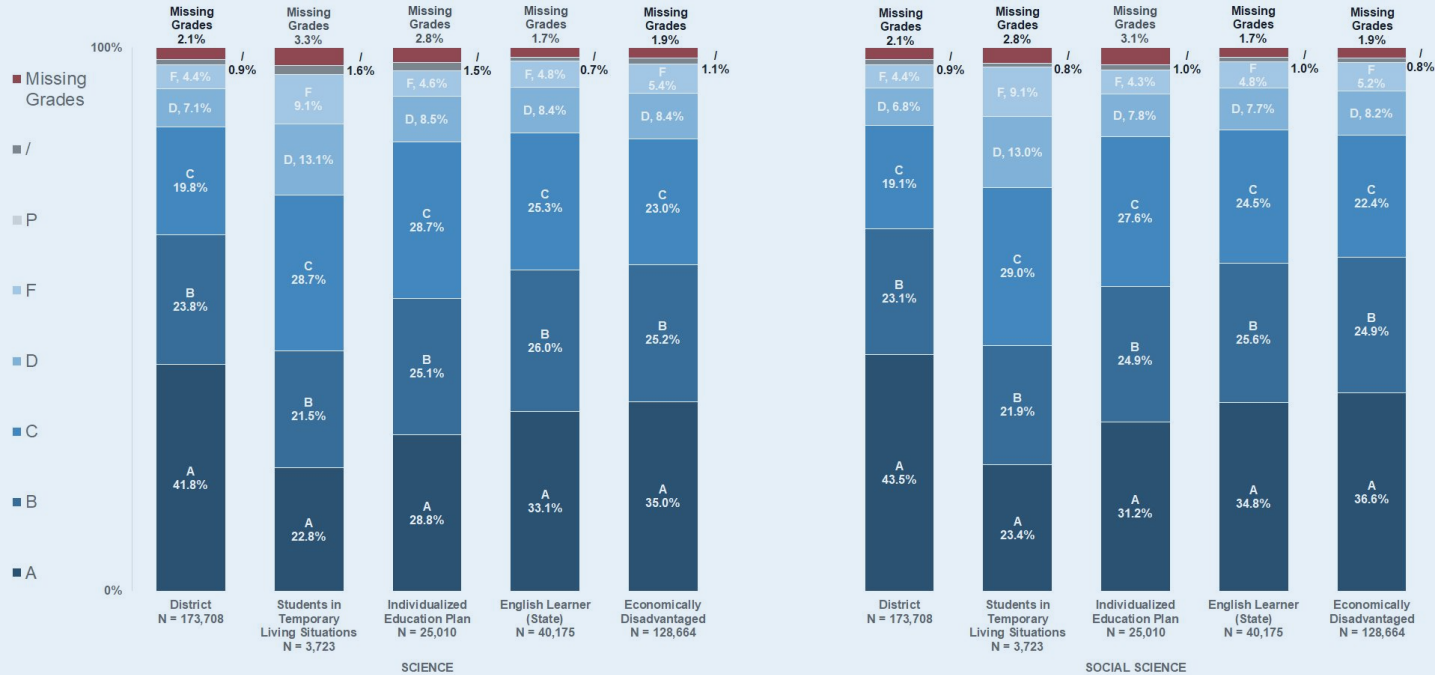
Elementary School: Racial Breakdown for Q1 Grades in Science



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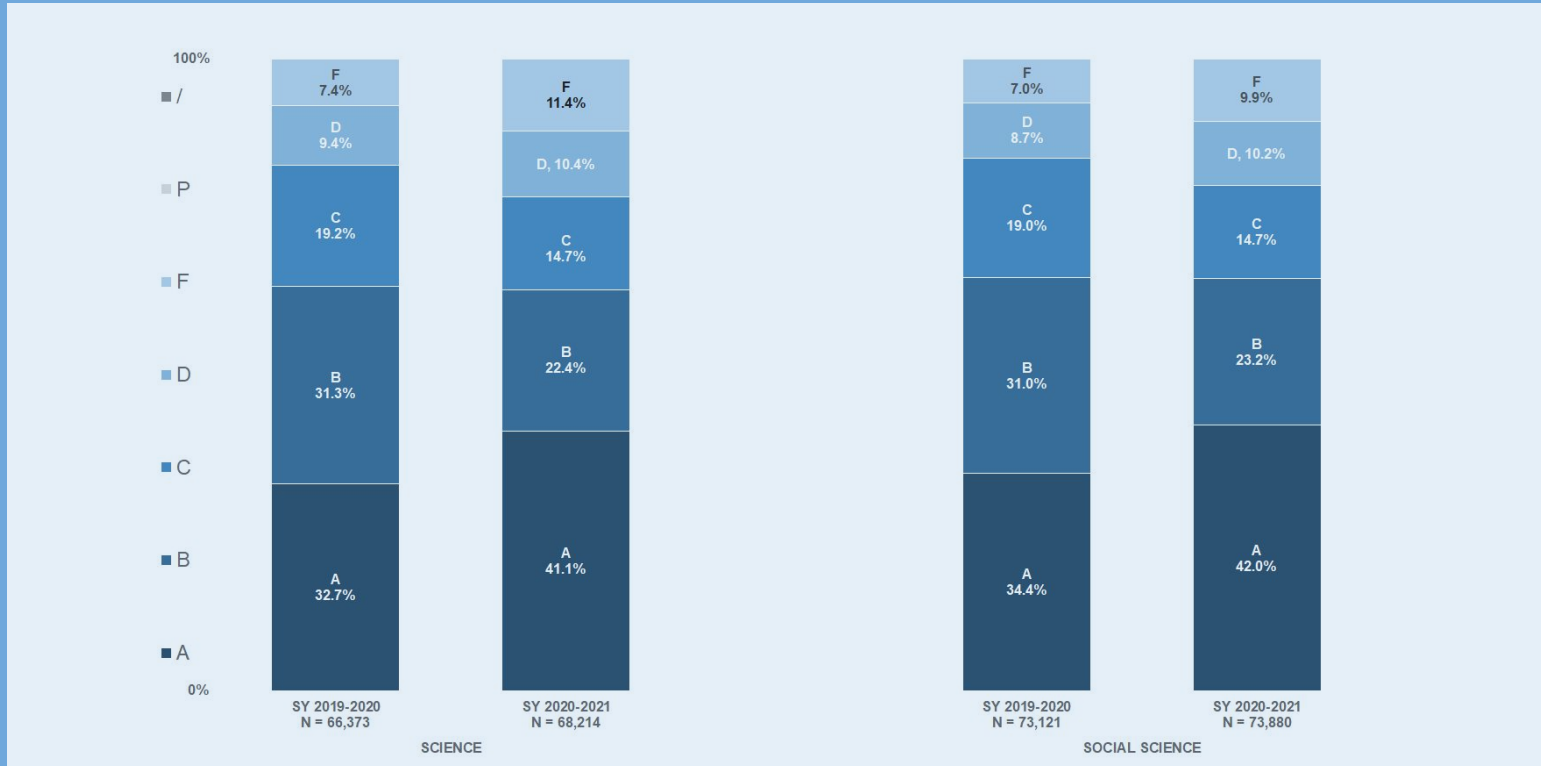
Elementary School: Q1 Grades by Priority Groups (IEP, EL, STLS, ED)

STLS students were assigned a lower proportion of passing marks across core subjects compared to the District overall, and other priority groups.



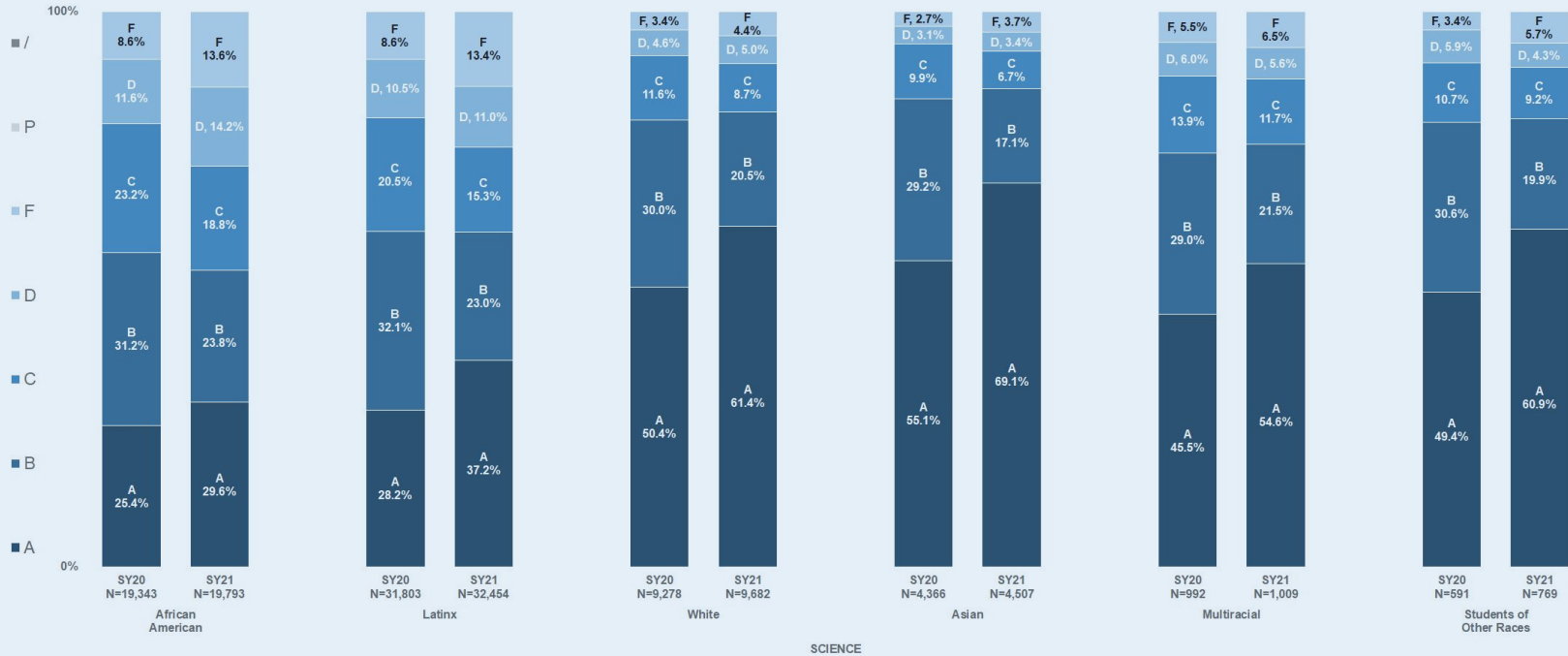
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High School: Q1 Grades Overview in Core Courses



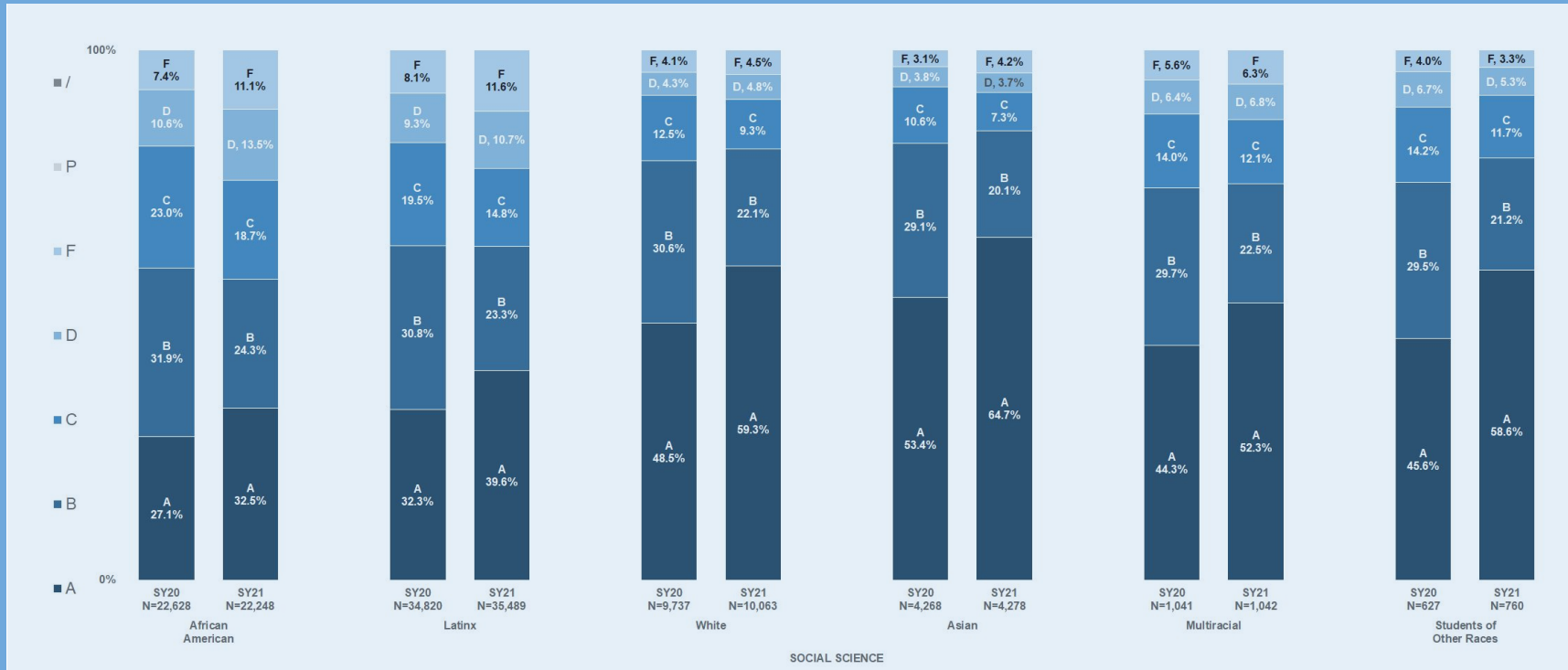
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High School Q1 Grades: Racial Breakdown for Science



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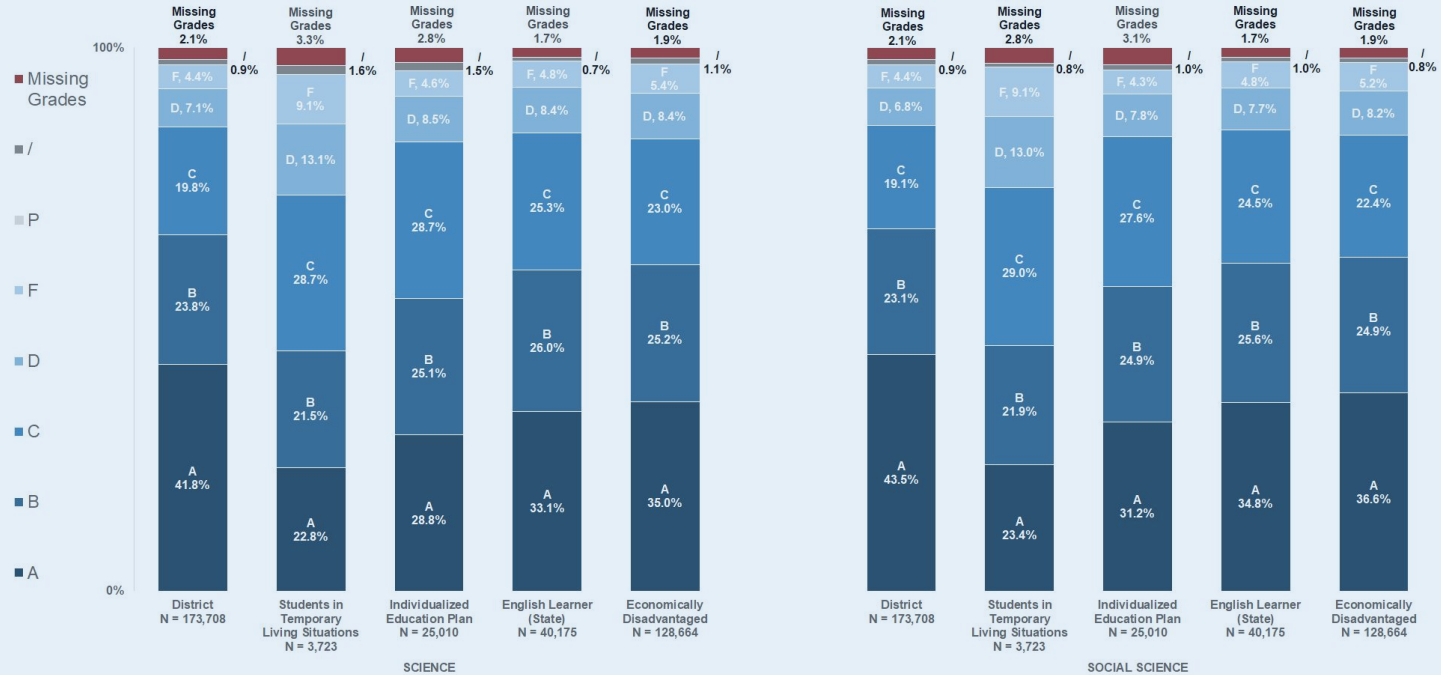
High School Q1 Grades: Racial Breakdown for Social Science



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High School: Q1 Grades by Priority Groups (IEP, EL, STLS, ED)

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