

September 28, 2023

# Board Meeting

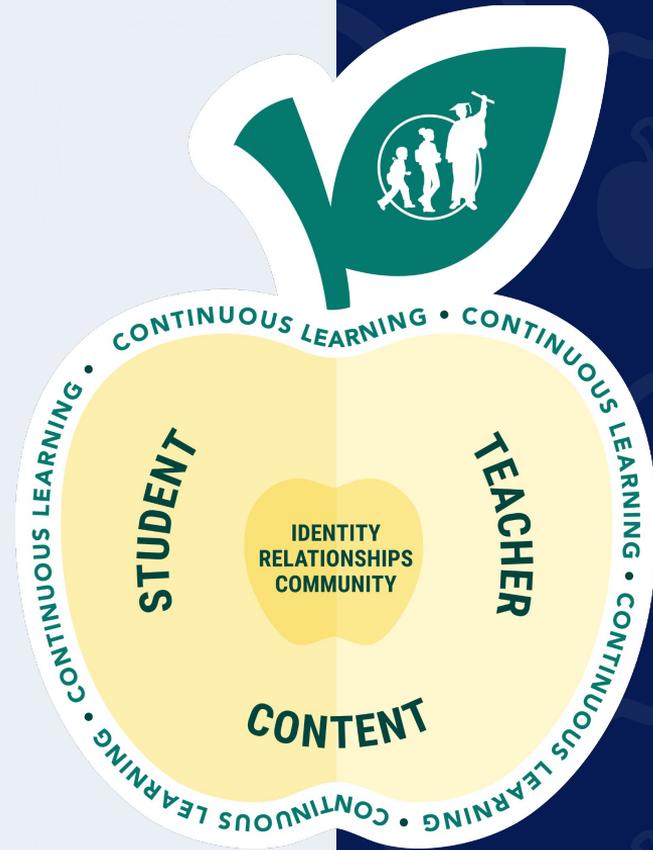
End of Year (EOY) SY23 Elementary Data



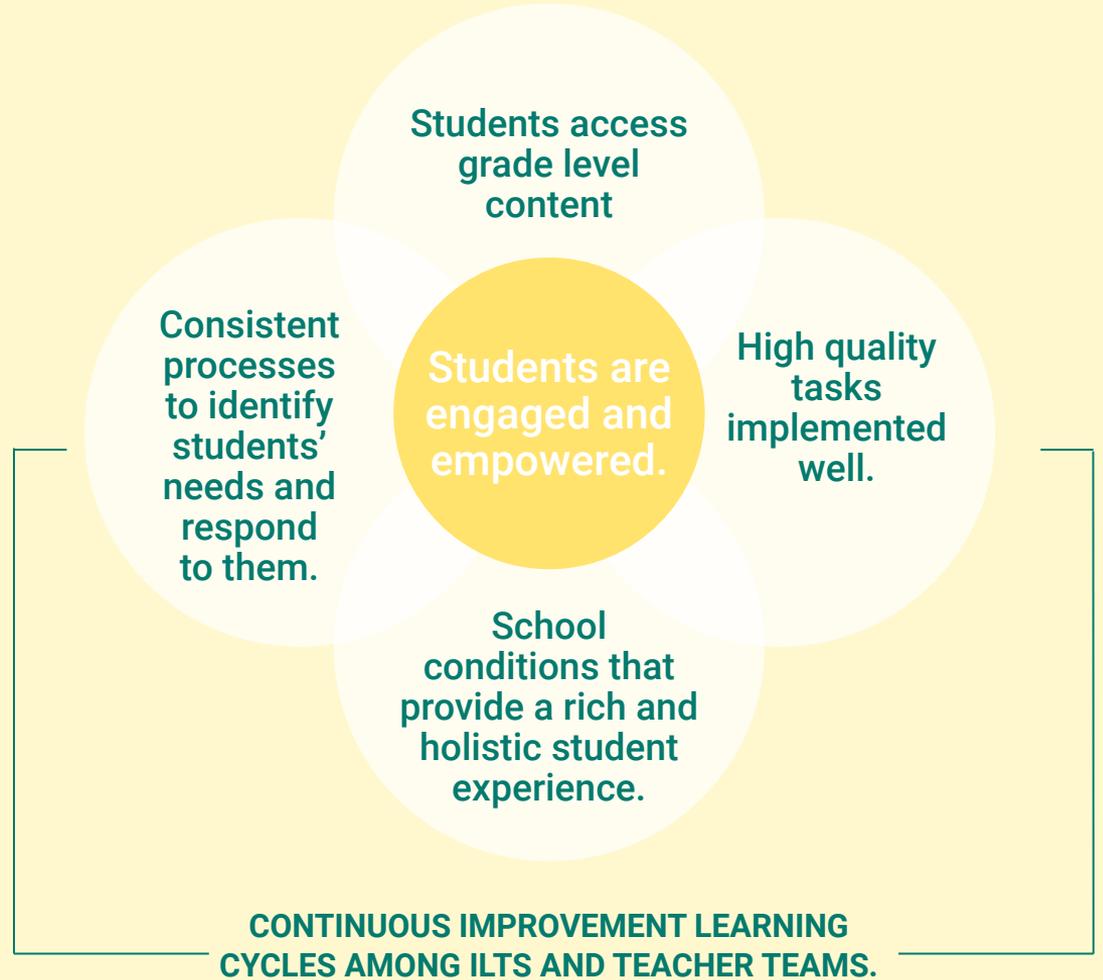
# CPS Instructional Core Vision

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.



# The Daily Student Experience





# Academic Progress in Elementary Schools Across the District

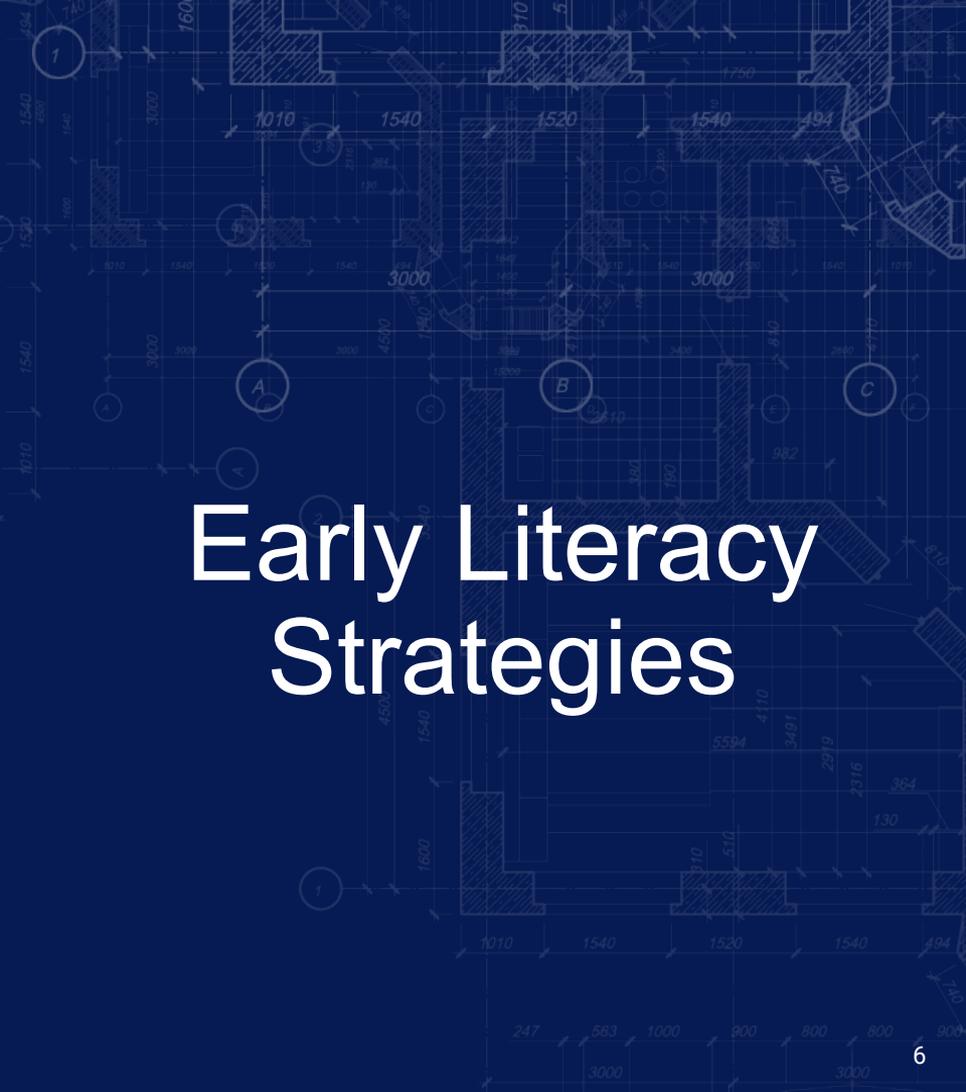
# Celebrating Elementary School Success

This month we celebrated the success of our elementary school leaders and educators across the city.

Focus of celebrations:

- Amplify practices and strategic investments that are driving academic success
- Pay purposeful attention to the Instructional Core and the daily student experience





# Early Literacy Strategies

# Early Literacy at Ellington Elementary School

- At Ellington, we focused on our youngest learners and saw how early literacy is critical to building a strong foundation for student success.
- We saw our foundational skills curriculum in practice.
- We also saw how educators are able to look at student progression using data from the iReady assessment.



# Literacy Key Practices



Systematic  
and explicit  
foundational  
skills  
instruction



Abundant  
reading of  
diverse,  
engaging texts



Extensive  
discussion



Frequent  
process-based  
writing



Rigorous and  
authentic learning  
experiences



Communicating  
and creating  
content in a  
modern digital  
environment



# Districtwide Academic Investments

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- More teachers, smaller classes
- Increased access to the Arts
- High-quality, rigorous, and culturally responsive curriculum for all
- Interventionists in every school
- Professional learning support for Instructional Leadership Teams
- Professional learning support for curriculum implementation and instructional best practices

# Academic Investments at Green Elementary School

- At Green, we saw how our investments help our dedicated students, teachers, staff and leaders do their best work.
- Investments like lead coaches who help grow the capacity of our teachers, and interventionists who provide targeted supports to students who are struggling.
- This is in addition to hiring more teachers, nurses, counselors, and other support staff, investing in a social-emotional learning curriculum and behavioral health supports, and expanding our Skyline initiative to ensure that all students have access to a robust, high-quality curriculum.
- This combination of investments and hard work is driving academic gains in our classrooms every day.





# High Quality Curriculum

# Elements of CPS High-Quality Curriculum



**Standards-aligned**



**Horizontally-aligned across instructional and assessment materials**



**Vertically-aligned across grade bands (PK-2, 3-5, 6-8, HS)**



**Accessible for all learners as aligned to Universal Design for Learning, and supportive of differentiation for students, including English learners and diverse learners**



**Supportive of students' social-emotional learning**



**Culturally responsive**

# Adoption: HQ Curriculum SY22- SY23

- **47** additional schools adopted Skyline in SY23 (322 total schools)
- **186** SY22 Skyline adopting schools increased the number of courses adopted in SY23
- Offered Foundational Skills Skyline supplement to non-Skyline schools to incorporate explicit foundational skills into school-based early literacy curriculum

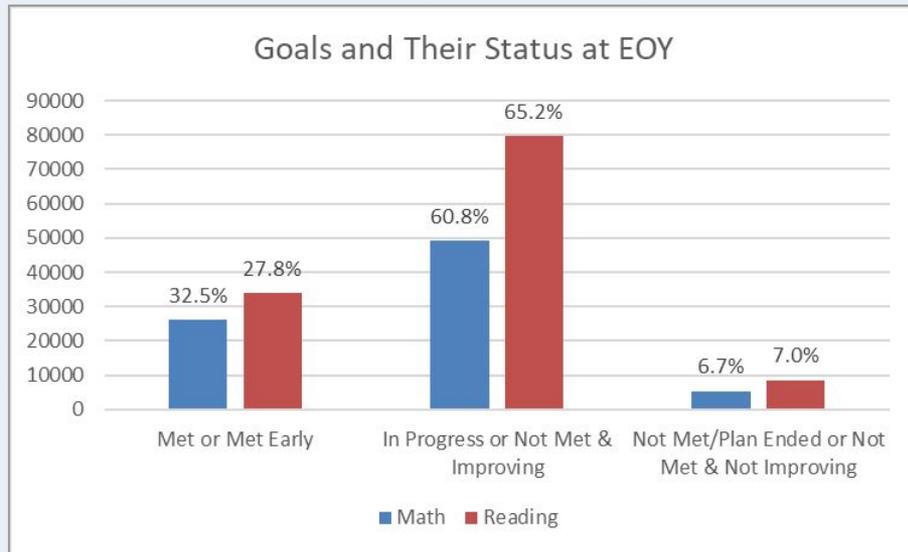
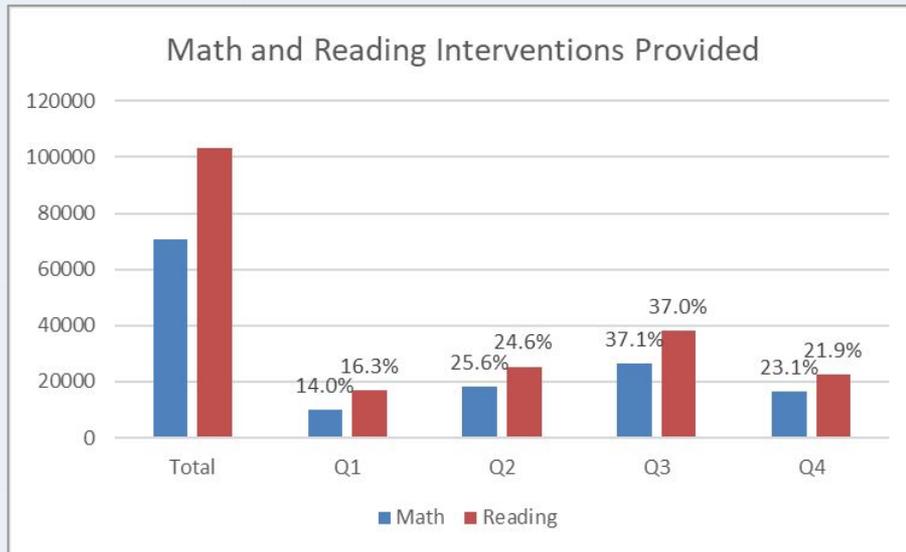


# Targeted Academic Investments

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- **Expanded Coaching for Educators:** 184 schools mostly on Chicago's South & West sides received funding for an instructional coach
- **Tutor Corps:** 670 tutors across 232 schools provided tutoring sessions in reading and math
- **Increased Special Education Staffing:** 232 more special education teachers to best serve our diverse learners
- **Additional Counselors:** 131 schools mostly on Chicago's South & West sides received funding for an additional counselor to support students with the greatest needs

# Instructional Core Data: MTSS





# Investments that Support the Whole Child and Center the Inner Core

- Administered the Cultivate Survey focused on understanding how students are impacted by their learning environment
- Made Multi-Tiered Systems of Supports (MTSS) and Social Emotional Learning (SEL) Supports universally available
  - For SEL Curriculum, there are over 8,000 current users in the platform with 186 schools implementing this year.
- Provided robust Out-of-School Time offerings
- More social workers, counselors, and psychologists in schools
- A Behavioral Health Team in every school and access to a mental health



provider partner

# Districtwide MOY Cultivate Data

	School Count of Prioritized Learning Condition 1	School Count of Prioritized Learning Condition 2	School Count of Prioritized Learning Condition 3	Total Number of Prioritizations
<b>Classroom Community</b>	46	285	73	404
<b>Feedback for Growth</b>	300	51	40	391
<b>Supportive Teaching</b>	9	101	245	355
<b>Student Voice</b>	144	48	29	221
<b>Learning Goals</b>	2	6	49	57
<b>Affirming Identities</b>	0	2	48	50
<b>Teacher Caring</b>	1	8	14	23
<b>Meaningful Work</b>	0	3	4	7
<b>Well-Organized Classroom</b>	2	0	2	4

## Most Frequently Prioritized

1. Classroom Community
2. Feedback for Growth
3. Supportive Teaching
4. Student Voice

## Top Priority 1

1. Feedback for Growth
2. Student Voice

**97,624**  
students  
completed the  
survey

**64.4%**  
completion rate  
(for eligible  
students)

# Investments that Support the Whole Child and Center the Inner Core

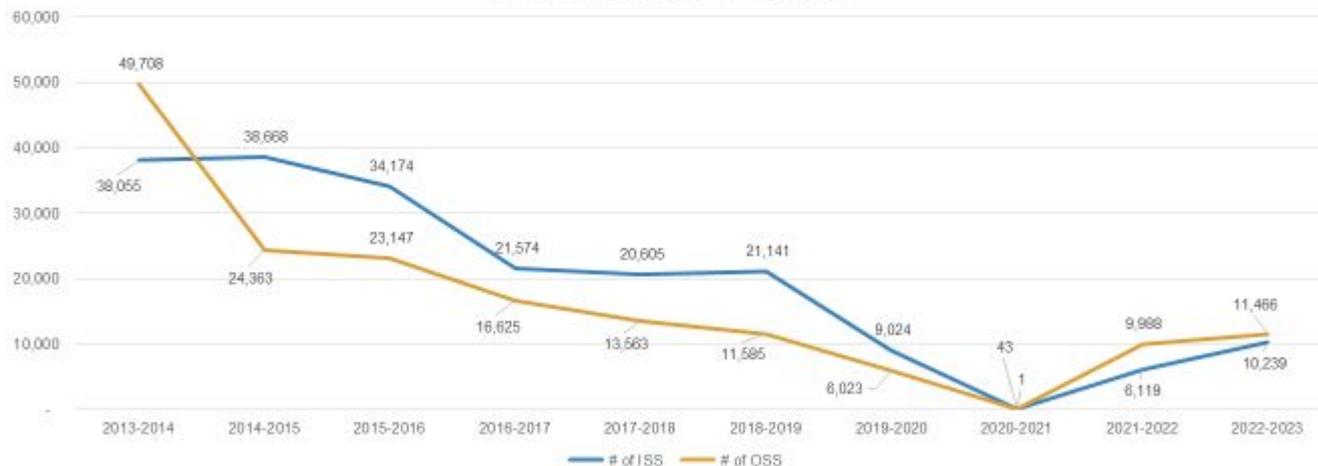
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# Behavior Data

## OSS & ISS Summary of Trends, SY14-SY23

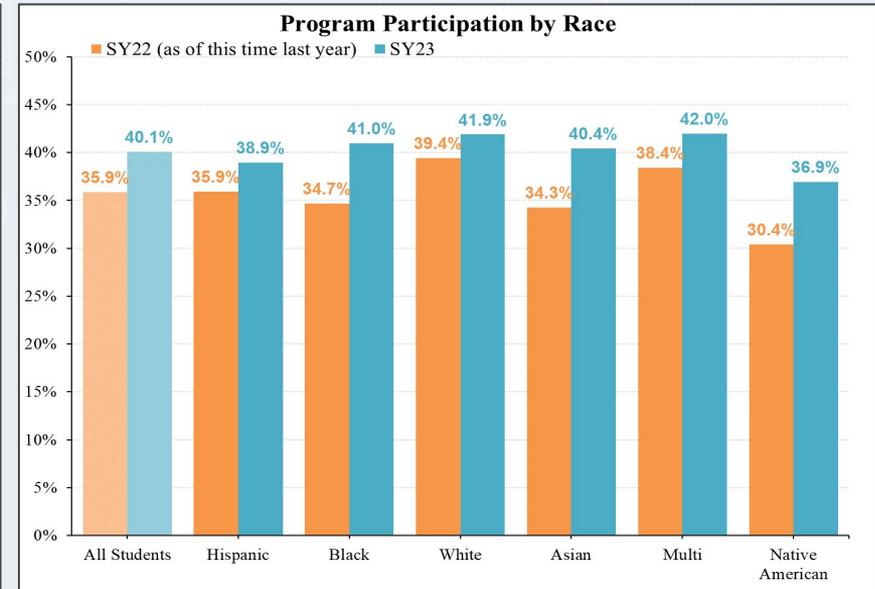
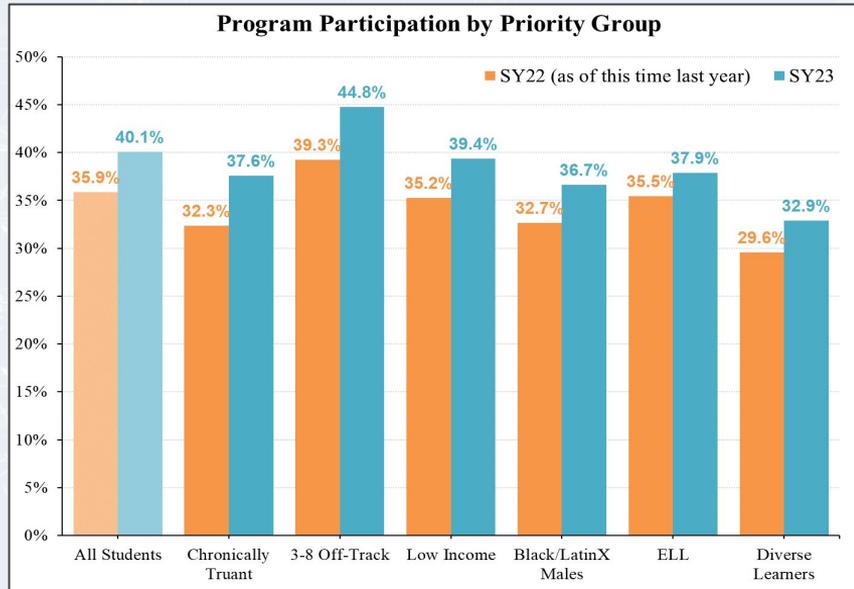
Out of school suspension usage has decreased by 77% and in school suspension usage has decreased by 73% since SY13-14. Please note that for SY19-20 and SY20-21, due to the shift in remote/hybrid learning, we had fewer in-person learning days, which contributing to the lower rate of OSS and ISS for SY19-20 and SY20-21.

Counts of ISS and OSS Over Time



# Connectedness and Wellbeing Data: Engagement

	Number of Schools with Programs	Number of Students in Programming	Events	Program Hours	Attendance
<b>SY22</b>	473	90,897	301,936	328,203	65.9%
<b>SY23</b>	505	106,139	350,240	381,443	71.7%



Note: Excludes 16 CSI schools with no programs recorded (some CSI vendors are not required to record program data).



# IAR Data Provides Evidence our Strategies are Working

# Illinois Assessment for Readiness

According to scores on the annual IAR assessment, CPS students in grades 3-8 have:

- Returned to pre-pandemic levels in English Language Arts (ELA)
- Improved in Math since the pandemic

**428 out of 491 (87%)** of schools administering this assessment increased the percentage of students meeting or exceeding expectations in ELA

**359 out of 491 (73%)** of schools administering this assessment increased the percentage of students meeting or exceeding expectations in math

# Largest Proficiency Increase Since 2016

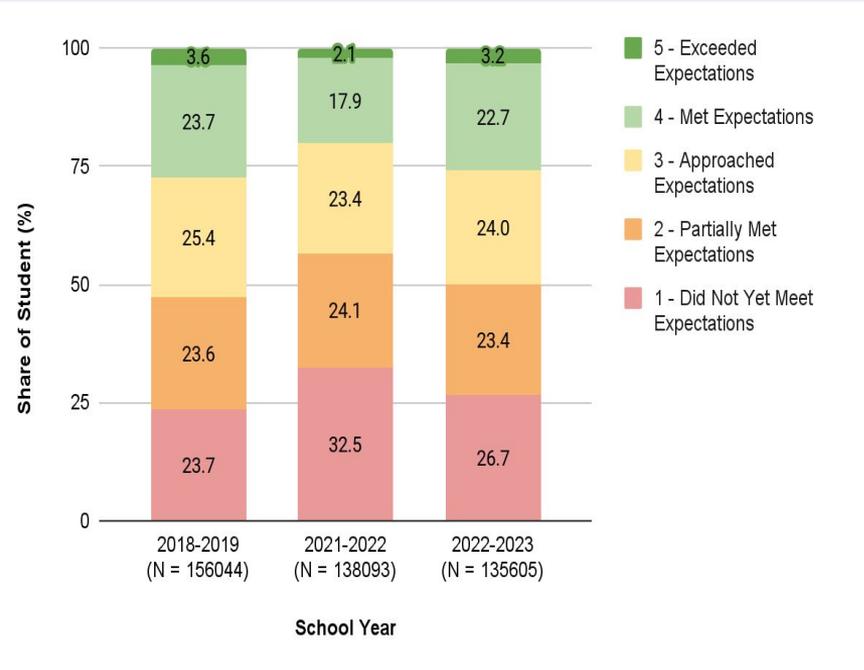
In 2023, CPS student scores on the IAR had the largest year-over-year proficiency increase since 2016

Year	ELA Change	Math Change
2016	-1.4	+3
2017	+0.2	-0.9
2018	-0.6	-1.5
2019	-0.6	+1.4
2020	No Data	No Data
2021	-6.3*	-7.1*
2022	-1	-1.6
<b>2023</b>	<b>+5.9</b>	<b>+2.6</b>

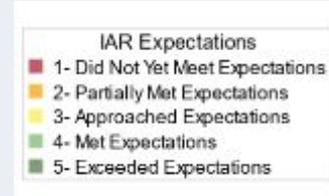
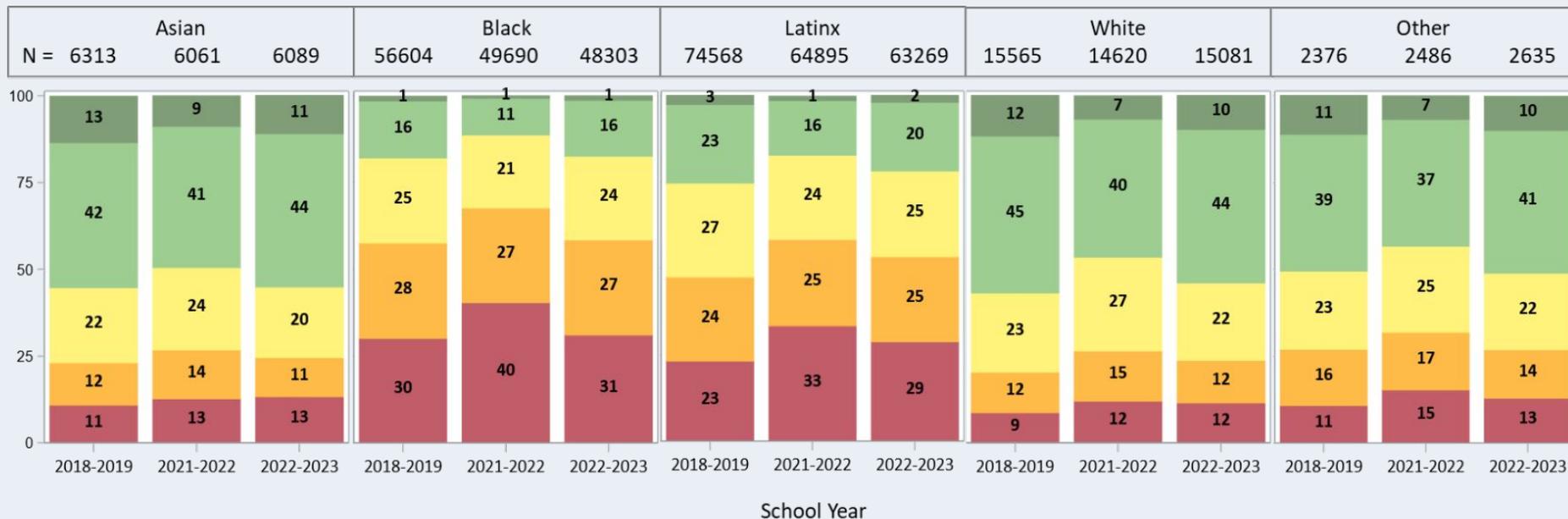
# IAR Assessment Scores – English Language Arts

**+5.9 percentage point increase** in proficiency from SY22 to SY23

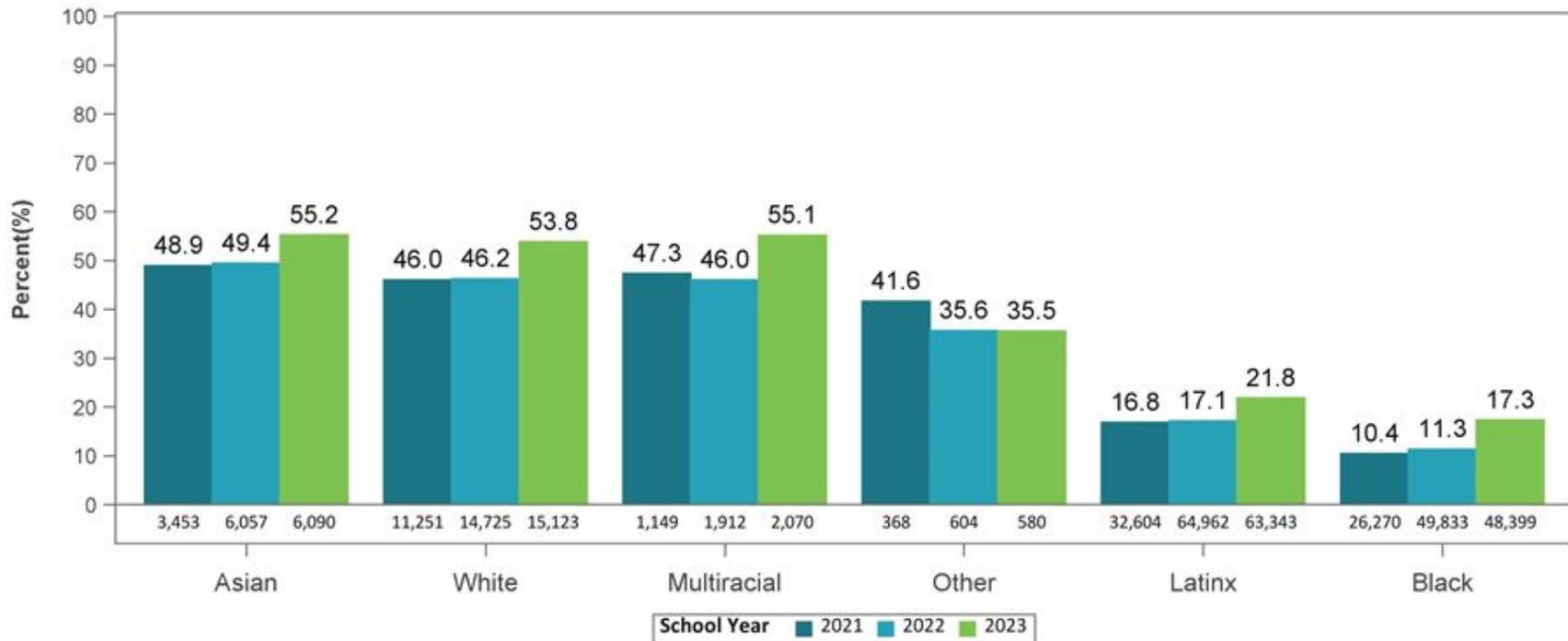
**-5.8 percentage point decrease** in students not meeting expectations from SY22 to SY23



# Percent Achieving Proficiency by Race: English



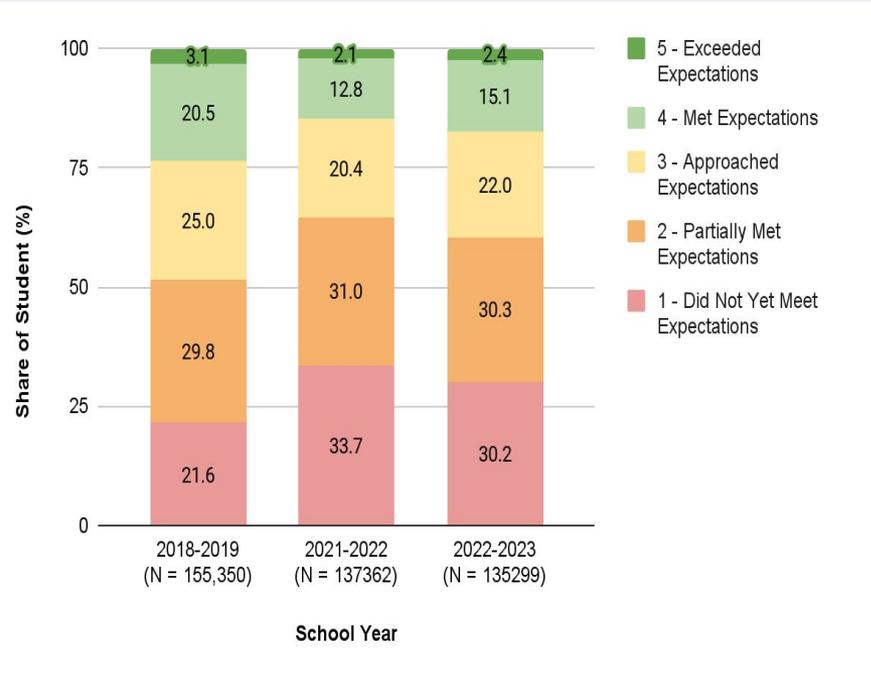
# Percent Achieving Proficiency By Race: English



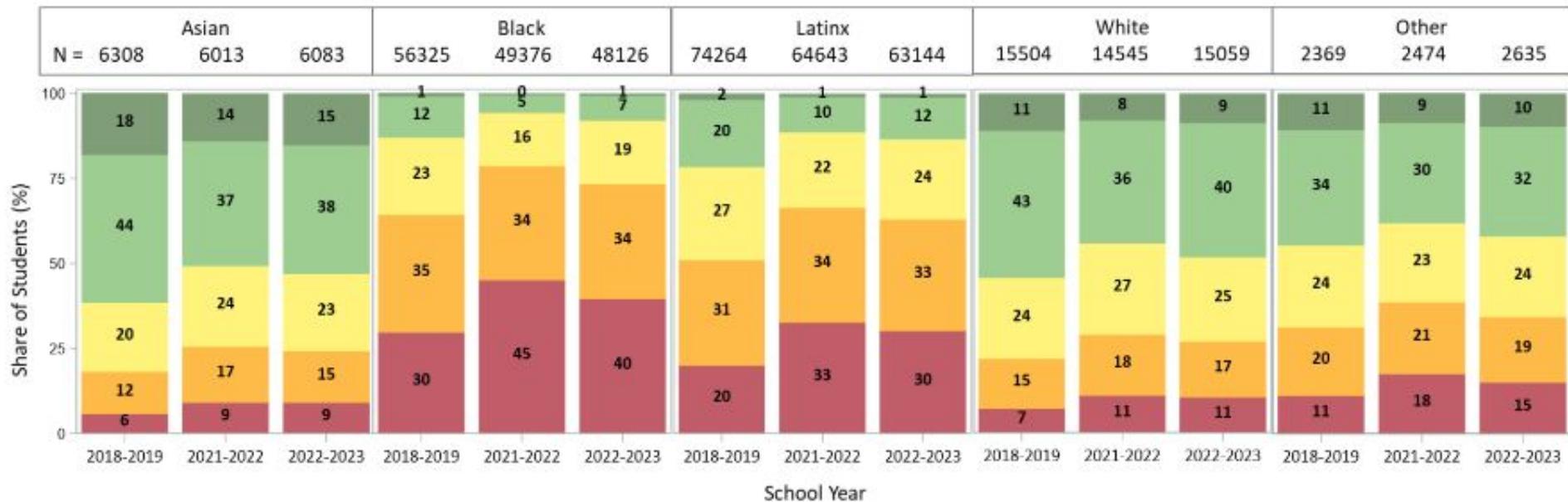
# IAR Assessment Scores – Math

**+2.6 percentage point increase**  
in proficiency from SY22 to SY23

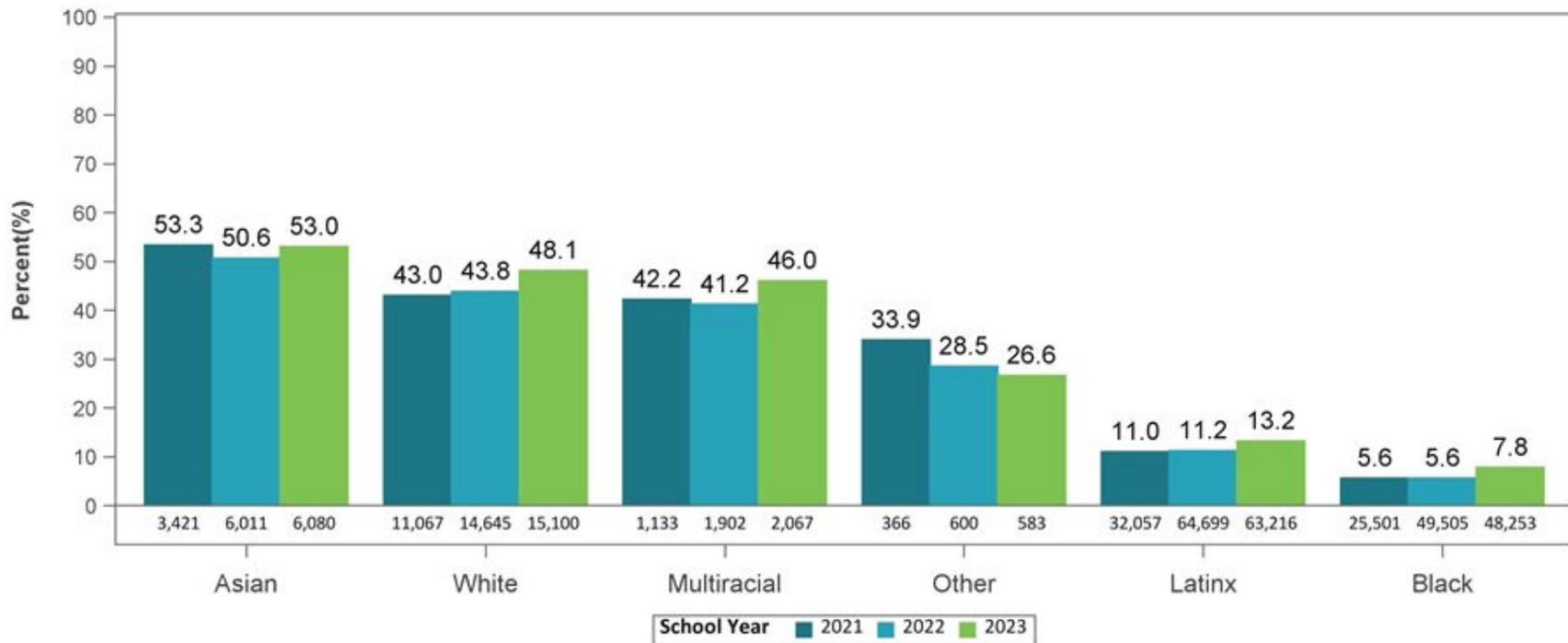
**-3.5 percentage point decrease**  
in students not meeting expectations  
from SY22 to SY23



# Percent Achieving Proficiency By Race: Math



# Percent Achieving Proficiency By Race: Math



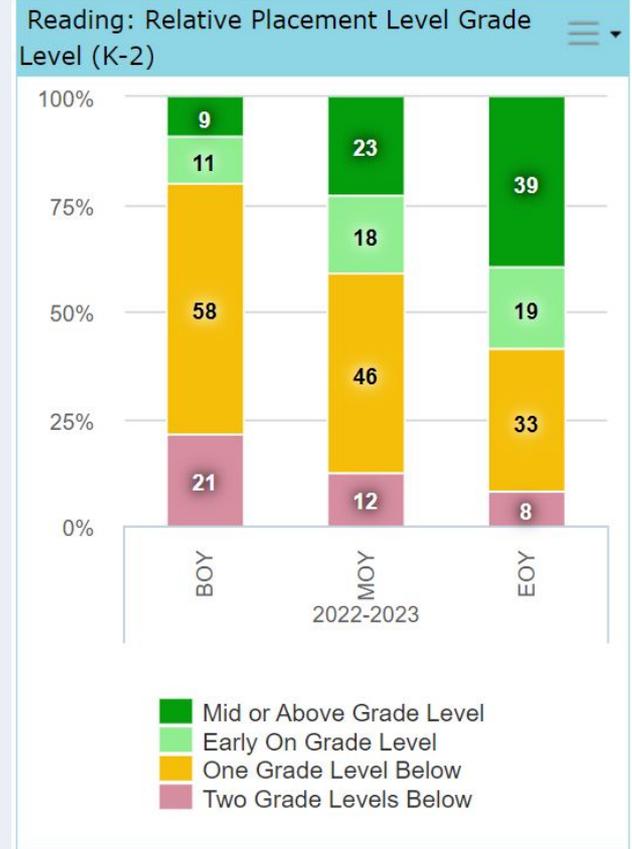


# i-Ready Data Provides Evidence our Strategies are Working

# K-2 Reading Overall (i-Ready)

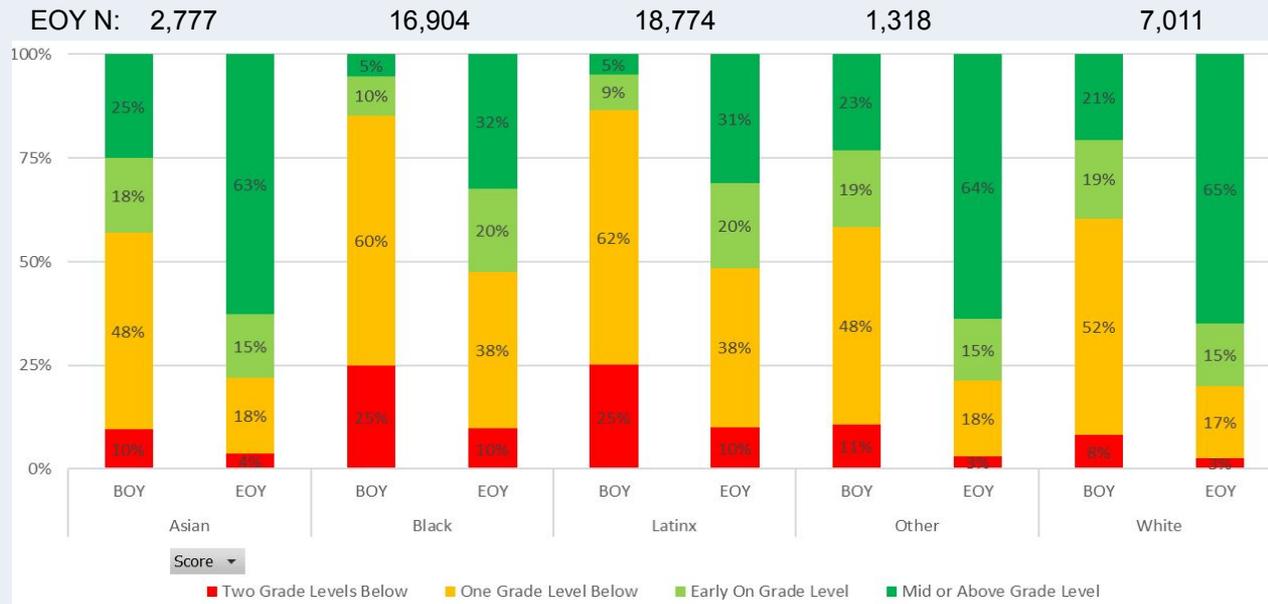
## Across grades K-2:

The percentage of students at mid- or above-grade level more than quadrupled over the course of the 2022-23 school year, going from 9% at the beginning of the year to 39% at the end of the year.



# K-2 Reading by Race (i-Ready)

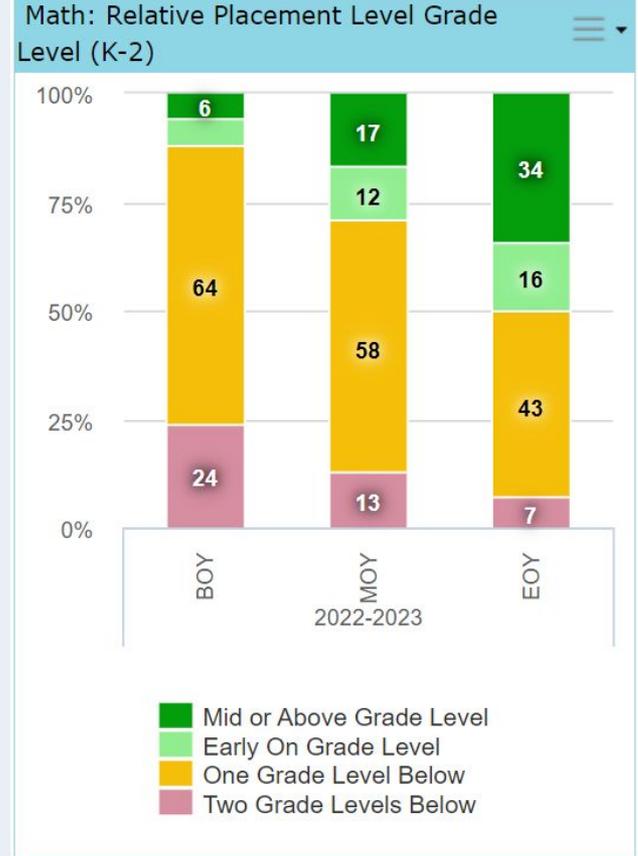
- Students in all racial groups made significant gains
- The percentage of Black students at mid- or above-grade level increased sixfold from 5% at the beginning of the year to 32% by the end of the year
- The percentage of Latino students at mid- or above-grade level also increased sixfold from 5% at the beginning of the year to 31% by the end of the year
- Achievement gaps still persist between different racial groups



# K-2 Math Overall (i-Ready)

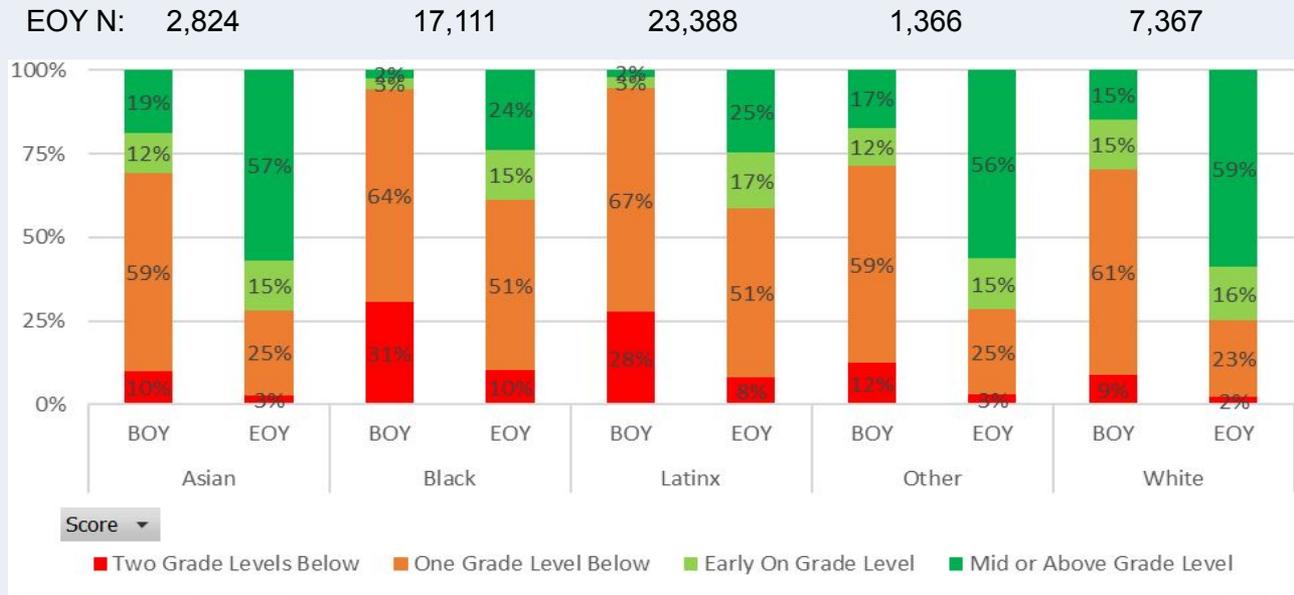
## Across grades K-2:

34% of students ended the year mid or above grade level, a 28 percentage point increase from BOY.



# K-2 Math by Race (i-Ready)

- Students in all racial groups made significant gains
- The percentage of Black students at mid- or above-grade level increased twelvefold from 2% at the beginning of the year to 24% by the end of the year
- The percentage of Latino students at mid- or above-grade level increased almost thirteenfold from 2% at the beginning of the year to 25% by the end of the year





# Expanding Middle School Algebra Access

# Expanded Algebra Access at Earle STEM Academy

- Along with more than 100 other elementary schools around the District, Earle is part of an expanded access program where thousands of students are able to complete high school algebra as middle school students.
- More than 98% of CPS elementary schools now offer algebra programming, an increase of roughly 20% in the past two years.
- Last school year, more than 87% of schools offering this programming had students take the Algebra Exit Exam (up 11% from the 2021-22 school year)
- Next month we'll show how this work is pivotal to high school success.



# MS Algebra Exit Exam

Over 4,300 students passed the Middle School Algebra Exit Exam this school year!

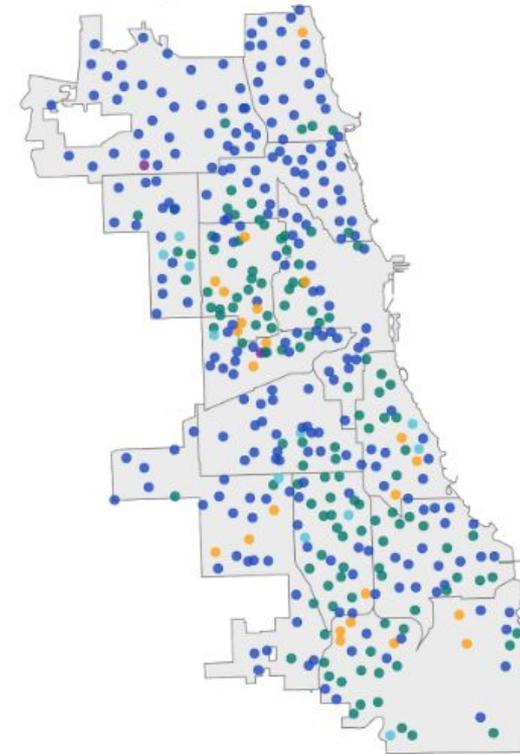
- Over 400 more students compared to last year

This year, MS algebra will be available to algebra ready 8th graders at almost all schools

- 242 schools on-campus
- 124 schools through our Algebra Access Hubs
- 2 schools in a HS partnership

## 2023-2024 Plans to Offer Middle Grades Algebra

One dot for each district-run school with 8th graders



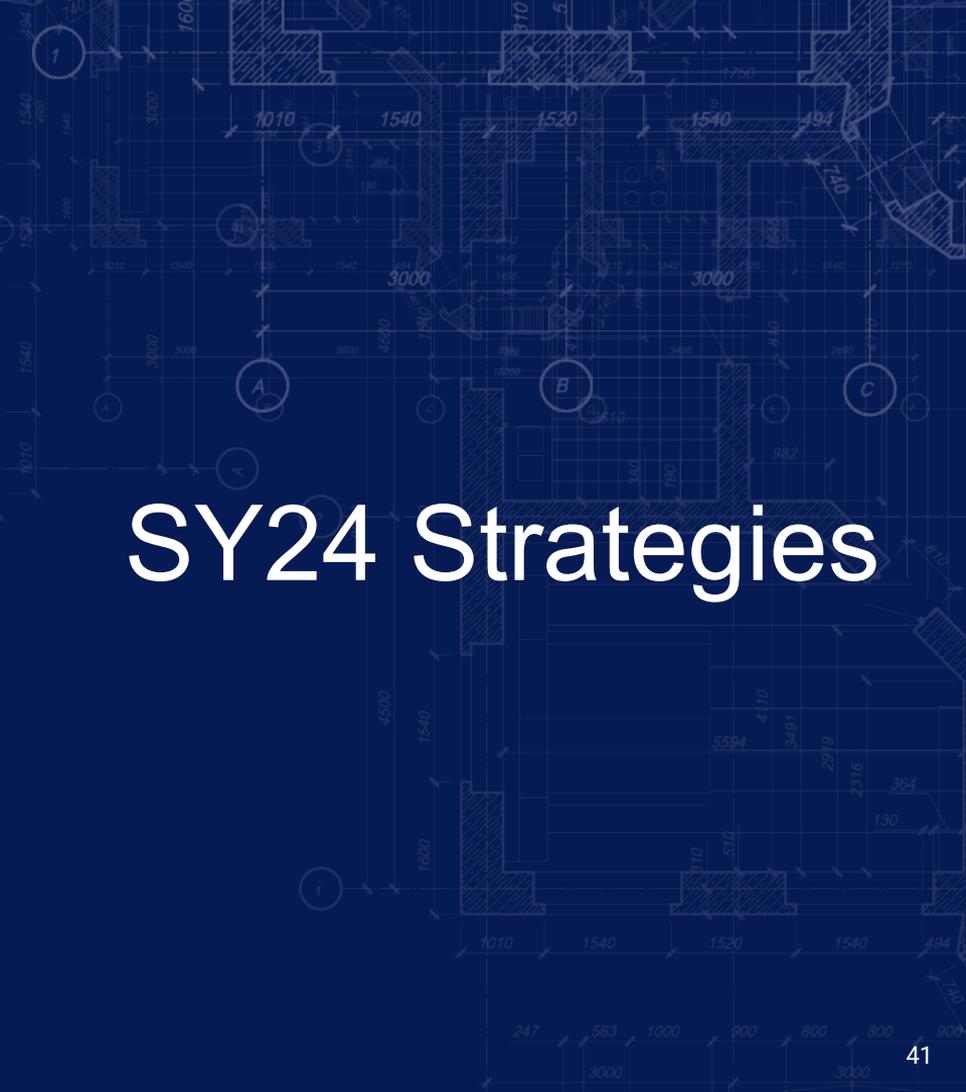
In-Person Algebra (242 schools)

In-Person Algebra - Awaiting TQE  
(11 Schools)

Algebra Access Hubs (124)

No Students in Algebra  
(23 Schools)

High School Partnership  
(2 Schools)



# SY24 Strategies

# Go Deeper, Expand Opportunities: SY24 Strategies

- Increased High Quality Curriculum Implementation
- Differentiated Professional Learning Pathways (*Distributed Leadership, Curriculum Adoption, Learning Conditions*)
- New universally accessible intervention tools: Amira, Freckle
- Continue to build capacity of new instructional and support roles (Interventionists, Lead Coaches)
- Targeted Behavior Supports
- SAMHSA Grant- Substance Abuse