

April Progress Monitoring Presentation

*Every School: Exceptional and
Diverse Talent Targeted Priority*



Our Theory of Action | Together We Rise

If CPS Ensures:

- **Every student** is heard, valued, and affirmed and engages in decisions impacting their school and the District;
- **Every school** creates the conditions and implements the practices to drive continuous improvement of student learning and well-being through an equity lens;
- **The District** provides equitable resources and supports to each school;
- **Every community**, especially those that have experienced historical disinvestments due to structural racism, is engaged as a partner to envision high-quality schools and programmatic options;



Then:

- The **daily student experience** will be rigorous, joyful, and equitable; and
- **Student learning and well-being** will improve, providing students with the skills and competencies they need to thrive, obtain family-sustaining jobs, achieve upward economic and social mobility, and contribute to thriving communities.

Our Theory of Action | Together We Rise

Every School creates the conditions and implements the practices to drive continuous improvement through an equity lens.

Strategies: How We Get There

Targeted Priorities: Exceptional and Diverse Talent

Strategies:

- Continue to invest in the Teach Chicago initiative, CPS' comprehensive strategy to build the highest-quality and most diverse teaching force in the nation.
- Continue to build a diverse workforce at every level of the organization by expanding our teacher pathway initiatives and investing in professional development and leadership development opportunities, especially for employees of color.
- Develop and implement a robust employee experience and retention strategy, including expanding BeWell, our comprehensive employee wellness program, and Lead with CPS, our hub of professional and leadership development opportunities.
- Develop a transition plan to insource select school support services (such as custodial services, technology support, and transportation staff) to elevate service quality, foster greater accountability, and positively change the student experience.
- Continue to monitor, refine, and improve talent strategies. Evaluate the impact of teacher preparation programs on teacher recruitment and retention, and assess employee satisfaction with external partners.

Goals:

- Reduce teacher vacancies by 25% in majority Black and Latinx schools and be on track to support over 500 CPS graduates to become teachers through the Teach Chicago Tomorrow program, focusing on communities that have historically had understaffed schools (e.g., South and West sides) and teachers in high-need subject areas (e.g., special education, bilingual education, early childhood).
- Strive to recruit 1,500 more Black and 1,500 more Latinx teachers. Ensure that our executive leadership team is more representative of the students and communities we serve.
- Improve teacher retention from 92% to 94%, resulting in more employees staying in CPS, providing stability to our schools, and progressing into more senior roles. Sustain proportional retention rates of Black and Latinx teachers to the overall District rates.
- Commit to transition 25% of privatized support personnel (e.g., custodial, technology support, and transportation workers) to district employees.

CPS' "Teach Chicago Strategy" takes a comprehensive approach to tackling systemic talent challenges



The Teach Chicago initiative is focused on three critical components:

Teacher Pathways

- Teacher Residency program (~250 residents in high needs subject areas, 75% black/lx and 80% former CPS paraprofessionals, or grads/parents)
- Teach Chicago Tomorrow attracts 100+ CPS grads into teacher prep programs (35% Black, 57% Latinx)
- PSTEP program ensures we have more student teachers in the highest needs schools (compensates PSTs and mentors)
- Continued Partnership with AUSL's teacher preparation program

Teacher Recruitment

- Early Offer Program that better anticipates district's macro teacher talent needs
- Dedicated Opportunity School support recruitment
- Revamped recruitment and marketing strategies with improved analytics
- Expanded partnerships with universities and partners (GA, TFA GYO IL) and HBCUs and HSIs
- International Teaching Expansion

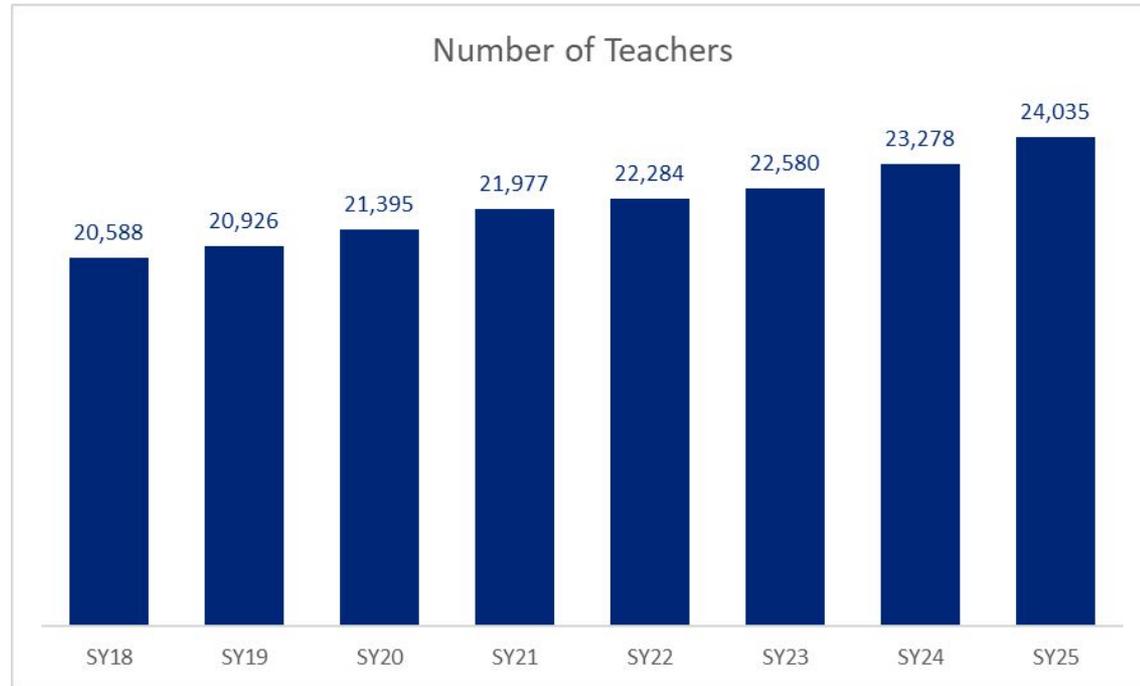
Teacher Retention

- Expansion of new teacher mentoring to a 2 to 1 max ratio, and finalized a school based model (~600 mentors for new teachers)
- Centrally funded 1200+ teacher leadership roles along with training and support from T&L and Talent
- Supported principals in highest need schools with developing teacher retention plans
- Expansion of employee wellness strategy

Teach Chicago has produced considerable improvements in key teacher staffing metrics

Key Strategies:

- Recruitment Strategies
- Early Offer program
- Dedicated capacity to support recruitment through Opportunity Schools
- Teacher Residency expansion - driving supply in hardest to staff subjects
- Teach Chicago Tomorrow
- Expansion of student teacher program and PSTEP (pre service teacher equity project)
- Expansion of international teacher program

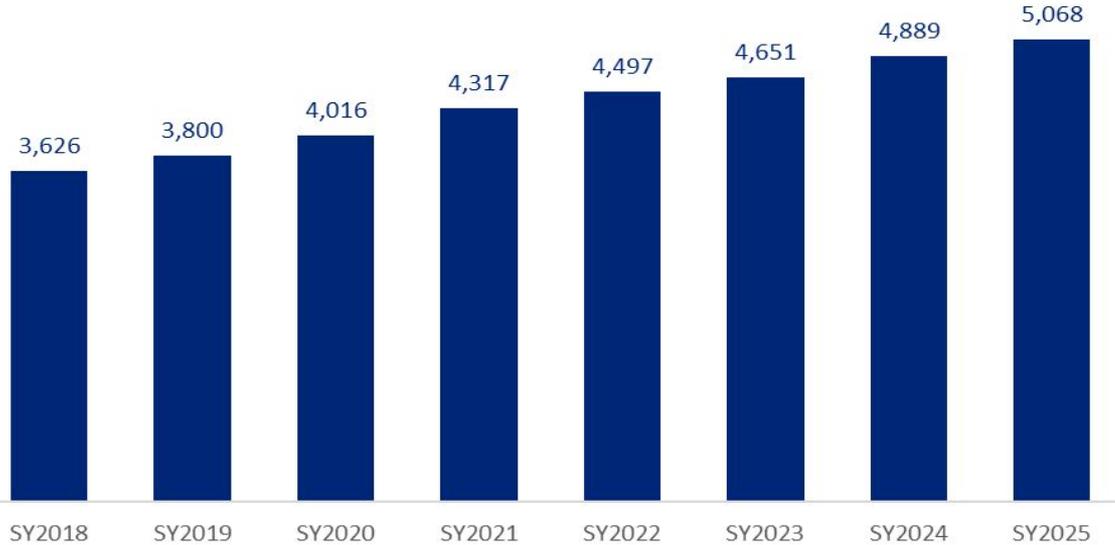


***17% improvement in teacher staffing levels since SY18**

Data is as of February 13th of each school year

CPS has more than 1,300 more special education teachers than six years ago

Teachers Staffed in SPED Positions



Key Strategies:

- Recruitment Strategies
- Early Offer program
- Residency Program produces 170+ special education teachers
- Subsidizing the costs of licensure (~100 teachers annually)
- International teachers - 100 or so annually from Philippines through expansion of cultural exchange visa
- Expanded university partnerships



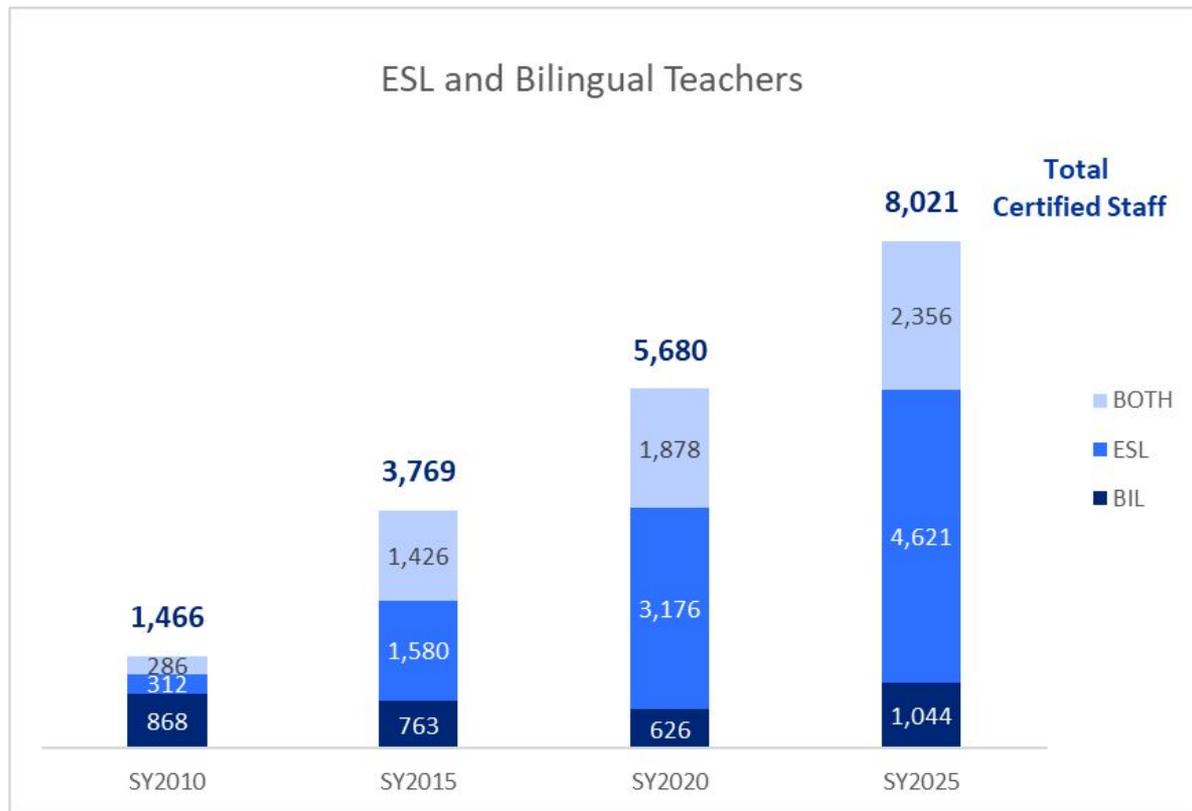
***40% increase in Special Ed teacher staffing levels since SY18**

Data is as of February 13th of each school year

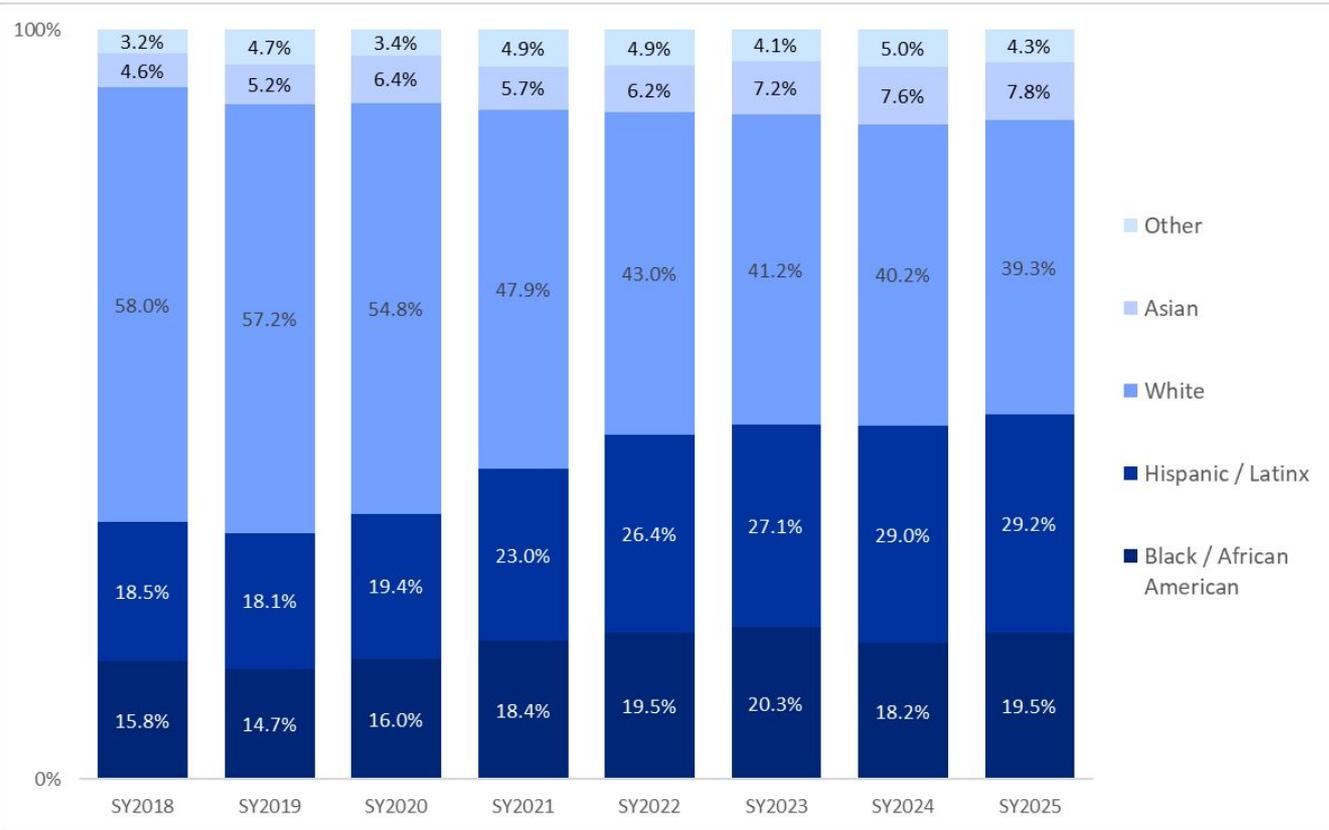
CPS has more than 2,000 more bilingual, ESL, or Bilingual and ESL teachers than five years ago

Key Strategies:

- Recruitment Strategies
- Early Offer program
- Residency Program produces 150+ bilingual teachers annually
- Subsidizing the costs of licensure (as codified in CTU CBA)
- International teachers - ~50 annually from DR, Mexico and Spain through expansion of cultural exchange visa
- Teach Chicago Tomorrow will be critical going forward



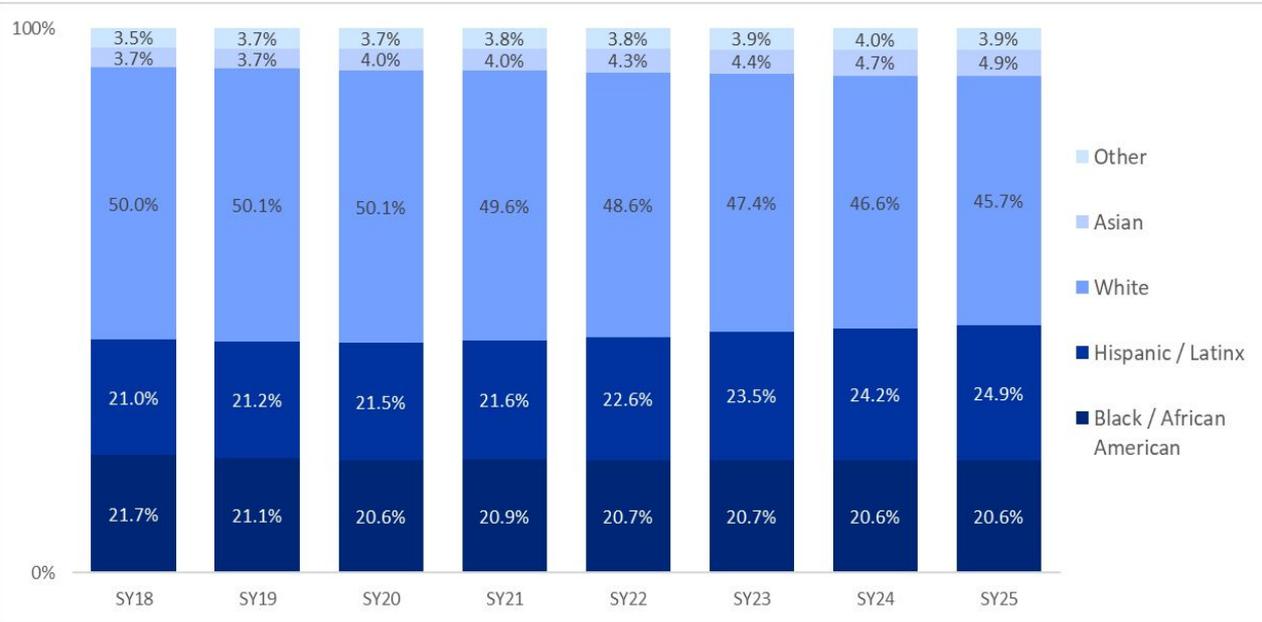
Nearly 50% of new teachers this year have been Black or Latinx, up from 32% in 2019. 60% of new teachers identify as a person of color



Key Strategies:

- Teacher Residency program (80% of participants are POC)
- Teach Chicago Tomorrow recruits our own
- Recruiting more preservice teachers into CPS
- More targeted recruiting to teachers who seek to teach in higher need schools

CPS' teacher workforce is becoming more diverse, as newer cohorts impact teacher diversity



Key Insights:

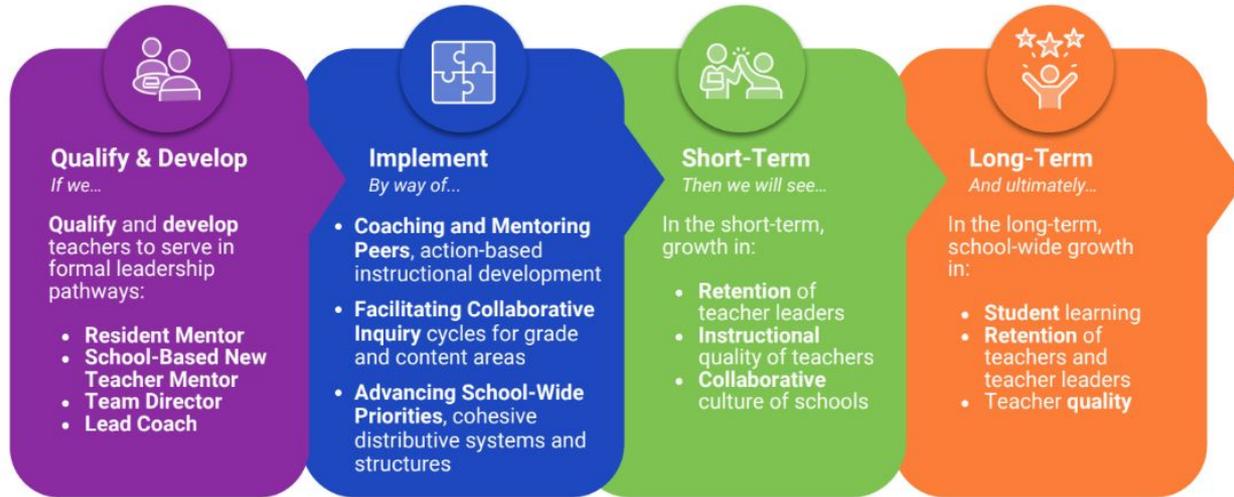
- Reversed 25 year trend of declining Black Teacher percentages; despite significant numbers of Black teachers being of retirement age
- ***In addition to teacher pathway and recruitment efforts, CPS has closed the gap between Black/White teacher retention at 92% over the past three years; Latinx teacher retention is 94%***

***34% of all retirement eligible teachers are Black/African American**

In 2023, CPS revamped its comprehensive Teachers Lead Chicago strategy

Teachers Lead Chicago (TLC) is a first-of-its-kind, initiative to support and compensate formalized teacher leader pathways. These formal teacher leadership roles empower educators with coaching and mentorship at every stage of their career, creating meaningful impacts on teacher retention, student learning, and school environment.

Our Theory of Change

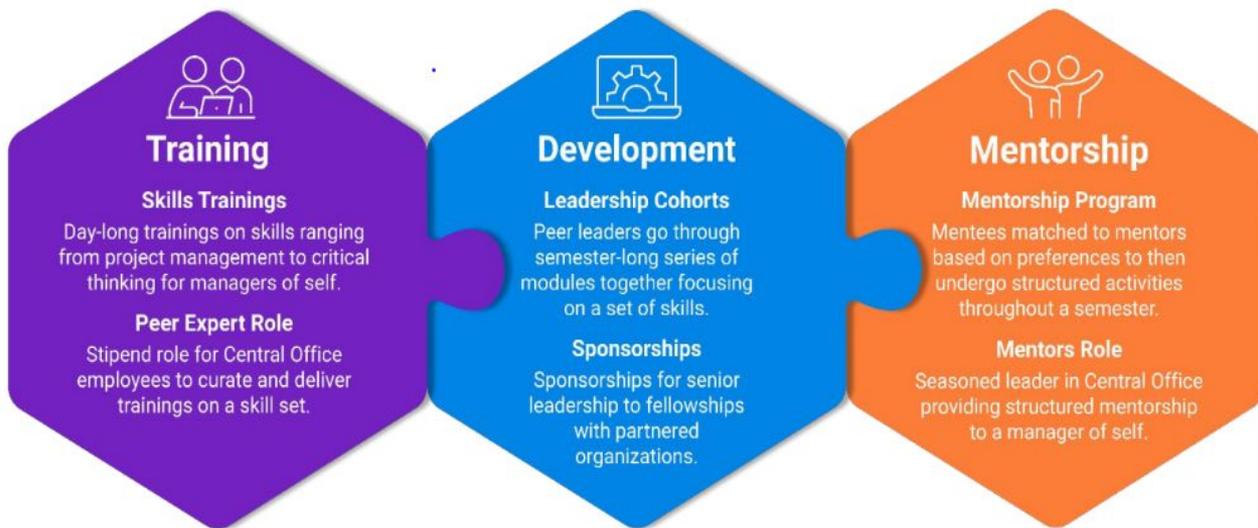


Key outcomes:

- 1100 formalized teacher leadership roles in CPS (61% POC vs 50% overall)
- 89% teacher retention rates at school level v 85% overall
- 78% of new teachers who had mentorship were retained at their school vs 74%; 81% retained in year two

CPS is providing high quality leadership development opportunities through the Lead with CPS strategy

The Talent Office is committed to ensuring that the district is developing a deep and diverse bench of talent to become the next generation fo CPS leaders. For the first time, we have developed a comprehensive leadership development program for central office, network office and citywide employees.



Key outcomes:

Engagement: One in three Central and Network Office employees will have engaged in professional development - training, cohorts, and mentorship - from June 2024-25.

Diversity: This SY 500 staff have engaged in 53 development opportunities at least once. 76% of which are staff of color.

Retention: Those who have engaged had four (4) percentage points higher retention rate from 2023-24 (94% versus 90%).

Promotion: Those who engage in Lead with CPS learning are more likely to be promoted (30% versus 19%).

In 2024, CPS launched our Be Well employee wellness program

The Be Well program seeks to support employees' overall wellness. Talent has invested in wellness programming, increasing participation in CPS benefits programs, supporting leaders and managers towards employee wellness, and making our offerings more accessible to staff.

Key outcomes:

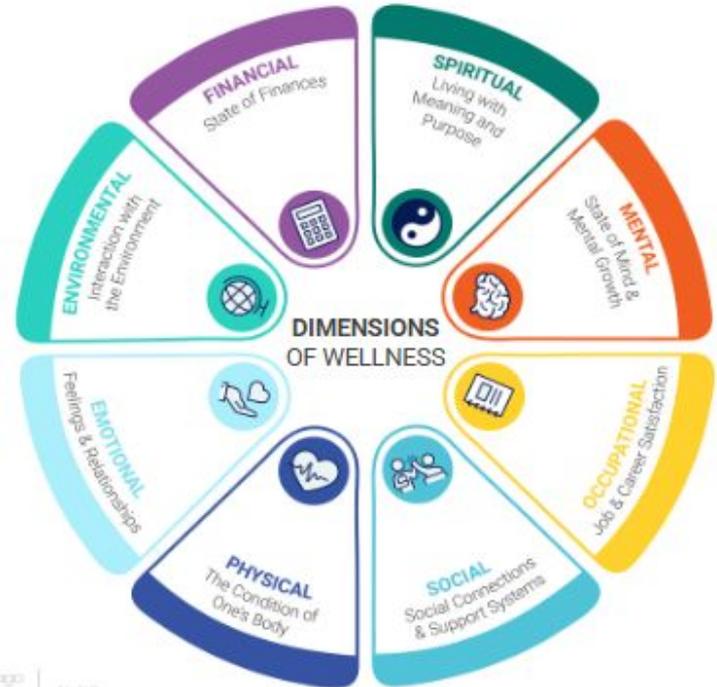
- In addition to expanded benefits for all CPS employees (health, dental, financial/retirement options, etc), dramatic expansion in wellness programming

- Nearly 10% of CPS staff attended wellness webinars in 2024

- 500 managers in CPS attended voluntary webinars re supporting staff's mental health needs

- Instituted wellness champion programs at CPS schools to spread awareness about CPS' programming and benefits

- Healthcare navigation app will be launched in 2025, allowing CPS to connect employees with the right resources for them





Department of
Principal
Quality

CPS EXCEPTIONAL & DIVERSE TALENT

Priority: Recruit, retain, support, and develop exceptional and diverse talent at all levels of the District.

DPQ MISSION

Identify, develop, support, and retain strong school leaders who are dedicated to student success in CPS.

DPQ VISION

is for every CPS school to have a strong leader who provides opportunities for all students to reach their fullest potential.

Starting Point

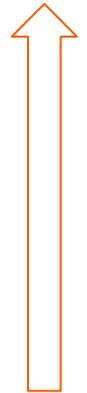




Increased Access and Opportunities

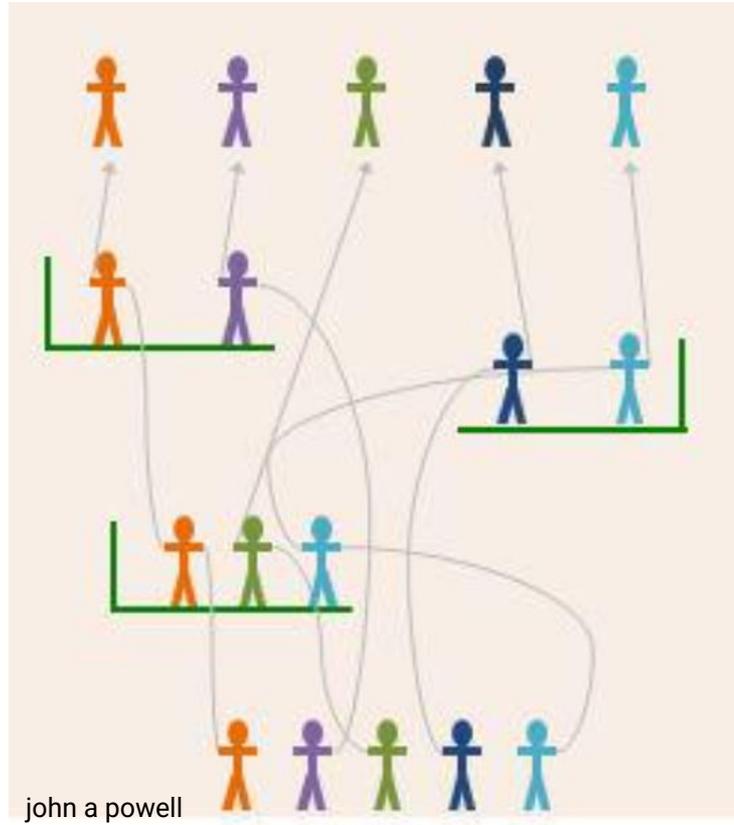
Principal Readiness

High Performing School Leader



Aspiring School Leader

Principal Readiness

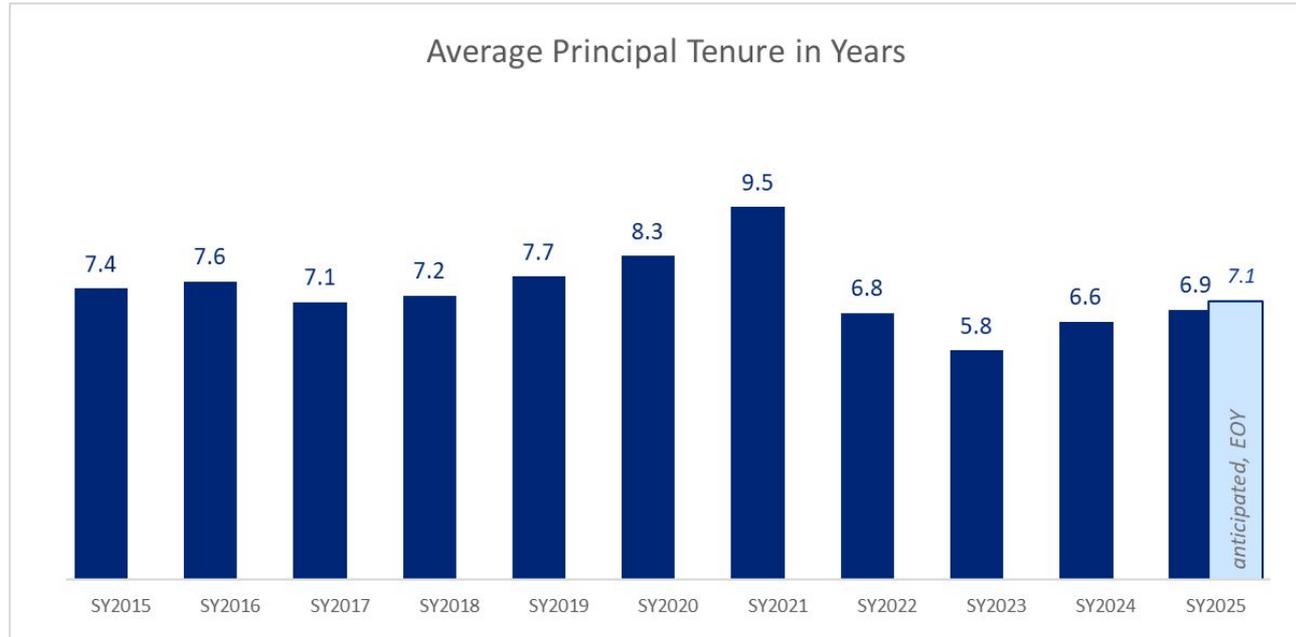


- DPQ supports the full pipeline of school leaders, from aspiring to retiring.
- Though we describe the talent we aim to serve as our “pipeline”, we strive to support leadership pathways that are non-linear and meet the unique needs and goals of our aspiring and sitting school leaders.
- We approach our work through a lens of Targeted Universalism, supported by stakeholder engagement and organized use of data.

- Develop and support strong school leadership that is well-prepared to meet the needs of the students, families, and communities we serve.
- Support conditions that increase the stability of strong school leadership.
- Provide meaningful learning opportunities for every school leader in district-run schools.

Avg. Tenure of Principals in Role in CPS

Average Principal tenure is expected to reach 7.1 years at the end of the school year, continuing a trend of increasing tenure since 2023 and nearing pre-pandemic averages.



Avg. Tenure of Principals at Current School

4.5
years

National
Average in
Public Schools*

4.5
years

National
Average in
City Schools*

4.9
years

Illinois
Average*

6.2
years

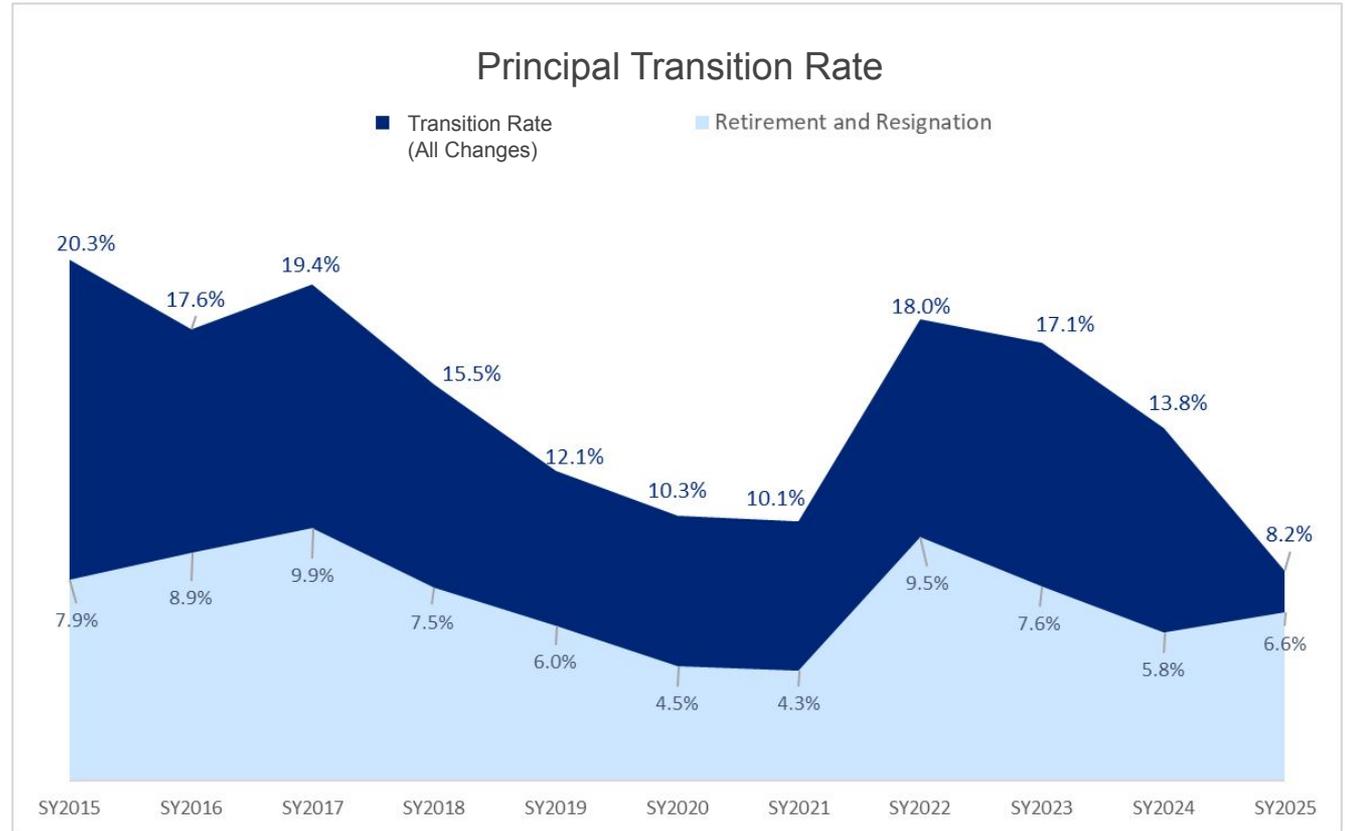
CPS Average
SY25, YTD

*Data from National Center for Education Statistics, 2020-21

Principal Transition Rate

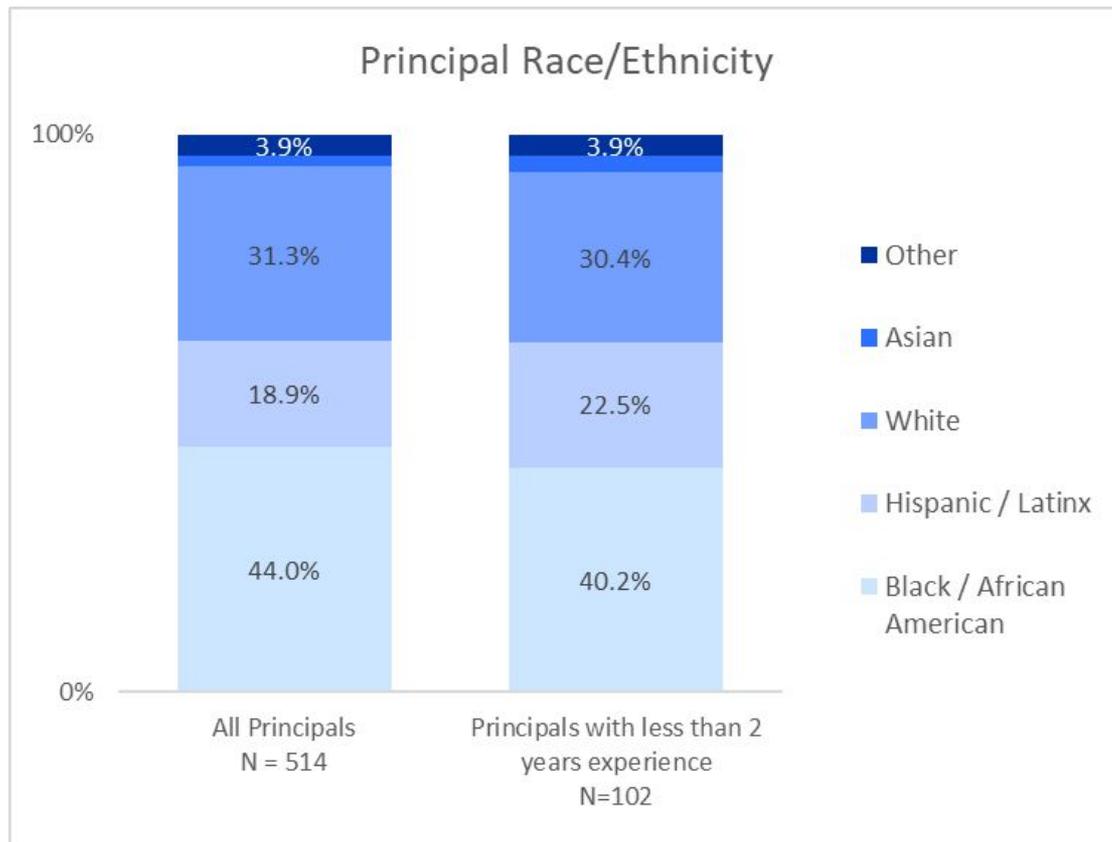
Principal transition has been continuously declining since 2022.

As of this month, 8.2% of district principals have transitioned from their position in SY25.



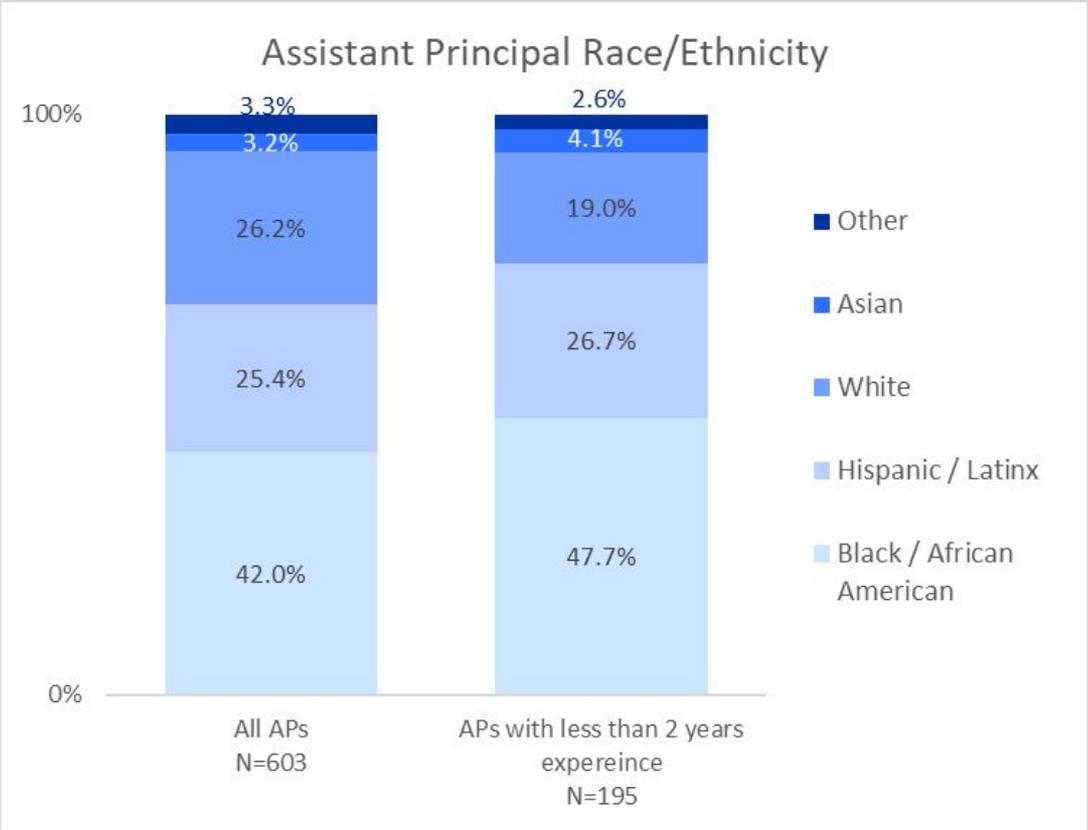
Principal Race/Ethnicity Relative to Tenure

New principals, those with less than 2 years of experience in the role, are more likely to be Latinx, but less likely to be White or Black compared to the entire pool of principals.



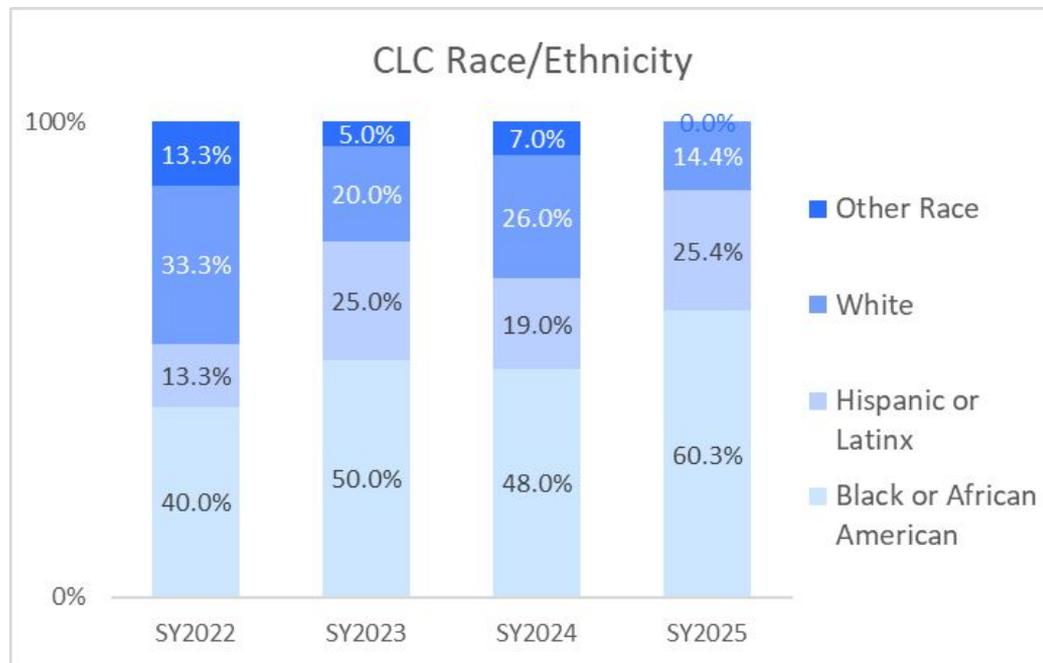
Assistant Principal Race/Ethnicity Relative to Tenure

New assistant principals, those with less than 2 years of experience in the role, are more likely to be Black and Latinx, but less likely to be White compared to the pool of all assistant principals in the district.



Chicago Leadership Collaborative

- In SY24, we began implementing a new structure for our cornerstone pipeline program, Chicago Leadership Collaborative (CLC).
- The new structure provides year-long leadership development programs for leaders with varying levels of school leader readiness.
- 85% of participants in SY25 identify as people of color, compared with 67% in SY22.

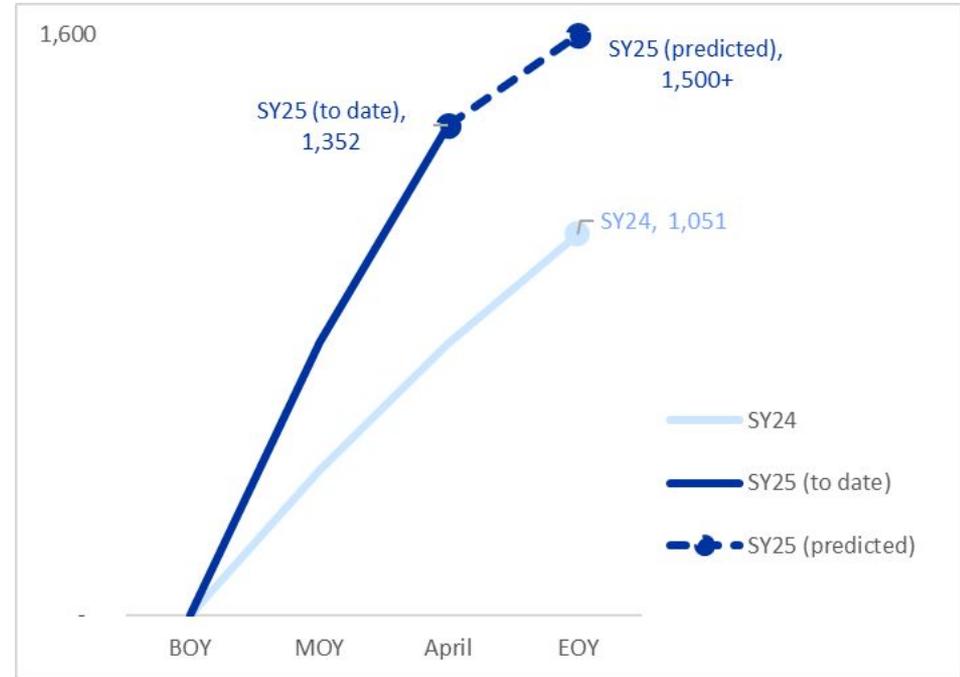


School Leader Participation in Professional Learning

- School leaders' Tier 1 structure for professional learning occurs through their monthly meetings with the Networks.
- DPQ provides additional professional development, aligned to the School Leadership Framework, through a tiered approach
- We have filled 1,352 total participant seats through our flagship, opt-in, and Network push-in offerings, August 1st through April 15th.
- 955 of those participants were engaged with us through opt-in PD offerings from August 1st through April 15th

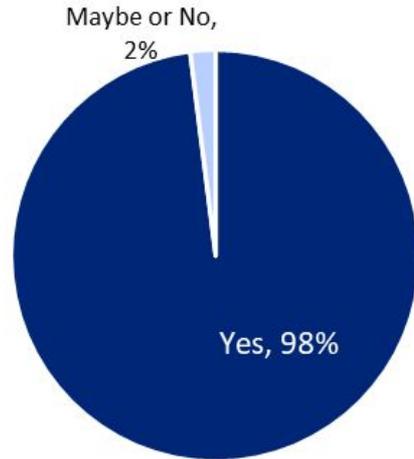
School Leader Participation in Professional Learning

- Total participant seats filled for SY24 was 1,051.
- We currently have 1,352.
 - At the MOY point of SY25, we already had 752.
- A conservative prediction of remaining Semester 2 participation puts us above 1,500 total participants.

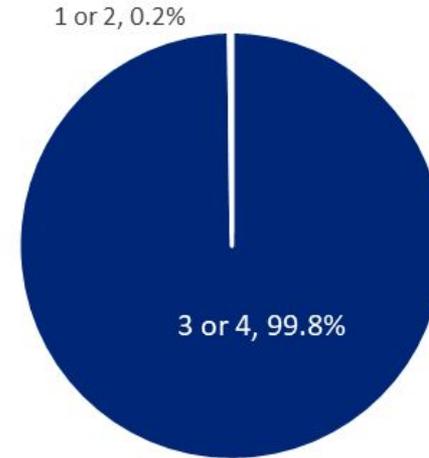


School Leader Participation in Professional Learning: Feedback Survey Results

Would you recommend this learning to a friend or colleague?



Was the learning in this session responsive to your professional learning needs? (rate 1-4)



Data captured from exit slips; 86% exit slip completion YTD SY25