

# 2021–2022 End of Year Data

*Presentation to  
the Board of Education*

October 26, 2022



# Major Challenges

## Academic Progress

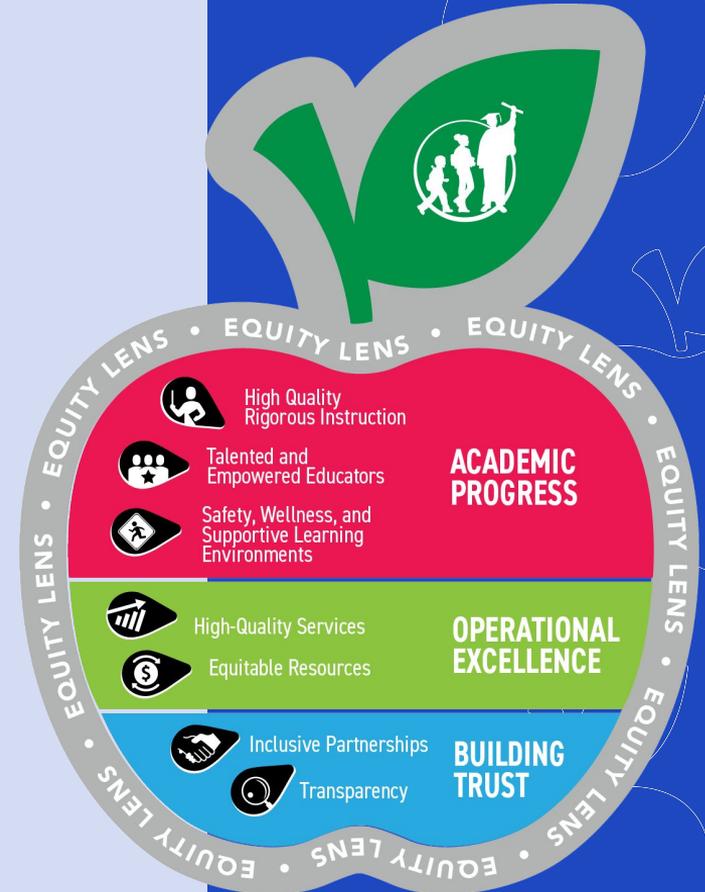
- Overall proficiency decline
- Persistent & widening opportunity gaps
- Variance in student experiences

## Operational Excellence

- State underfunding & nonrenewal of ESSER funding
- Declining enrollment
- Comprehensive facilities plan

## Building Trust

- Unrecognized lived experiences
- Lack of transparency in decision making



# From *Success Starts Here* to *Success for All*

## Theory of Action

If... we co-design solutions with communities to ensure

- ***equity of access;***
- ***excellence in programming; and***
- ***equitable resourcing and financial stability...***

Then... every student will experience high quality academic, social-emotional, and culturally responsive learning; develop the competencies of the CPS Graduate Profile; and be prepared for postsecondary success.



# Our Commitment to our Students

## Graduate Student Profile

Every day, in every school, all students' experiences:

Affirm their identity, sense of belonging and connectedness

Prepare them for educational and career pathways leading to upward economic and social mobility

Empower them to become civic actors in our democracy



**Inquisitive  
Learners**



**Empowered  
Decision Makers**



**Ethical &  
Collaborative Leaders**



**Engaged Community  
Members**

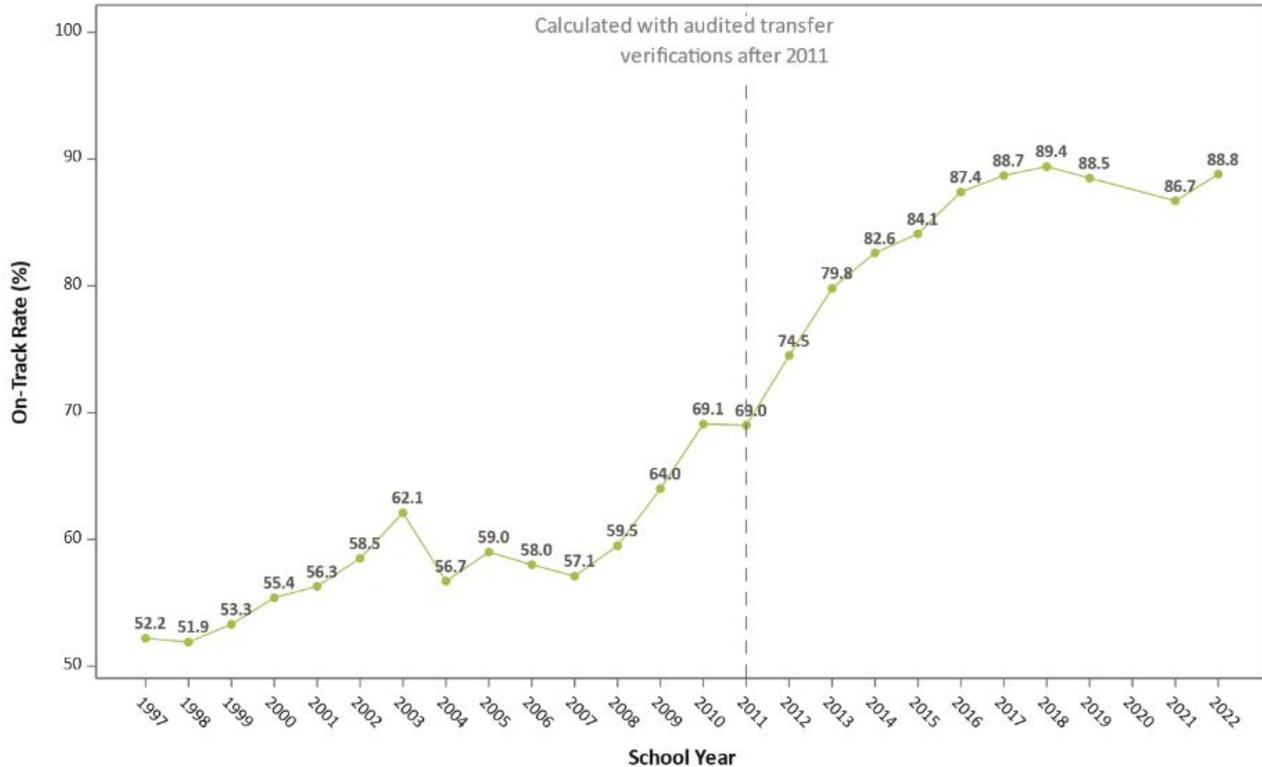


**Adaptable and  
Independent Thinkers**

# District Achievements 2022

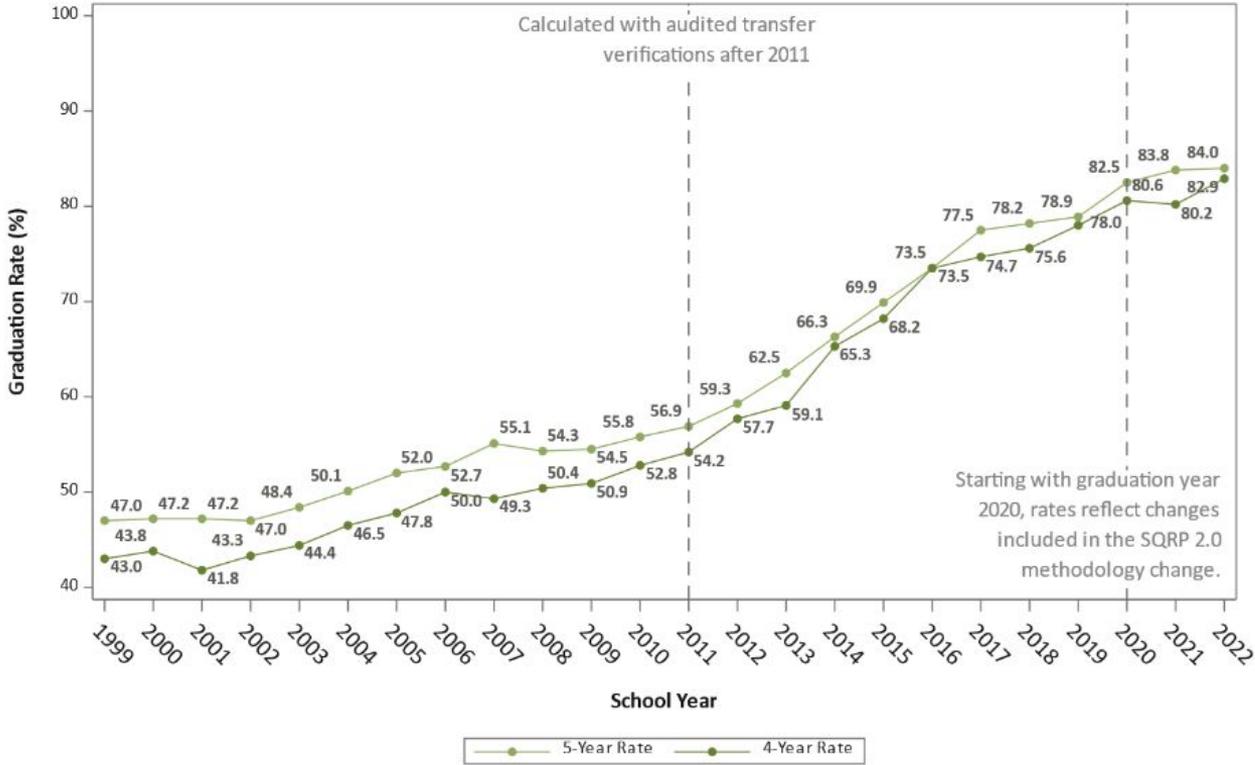


# District Freshman On-Track Rates Over Time



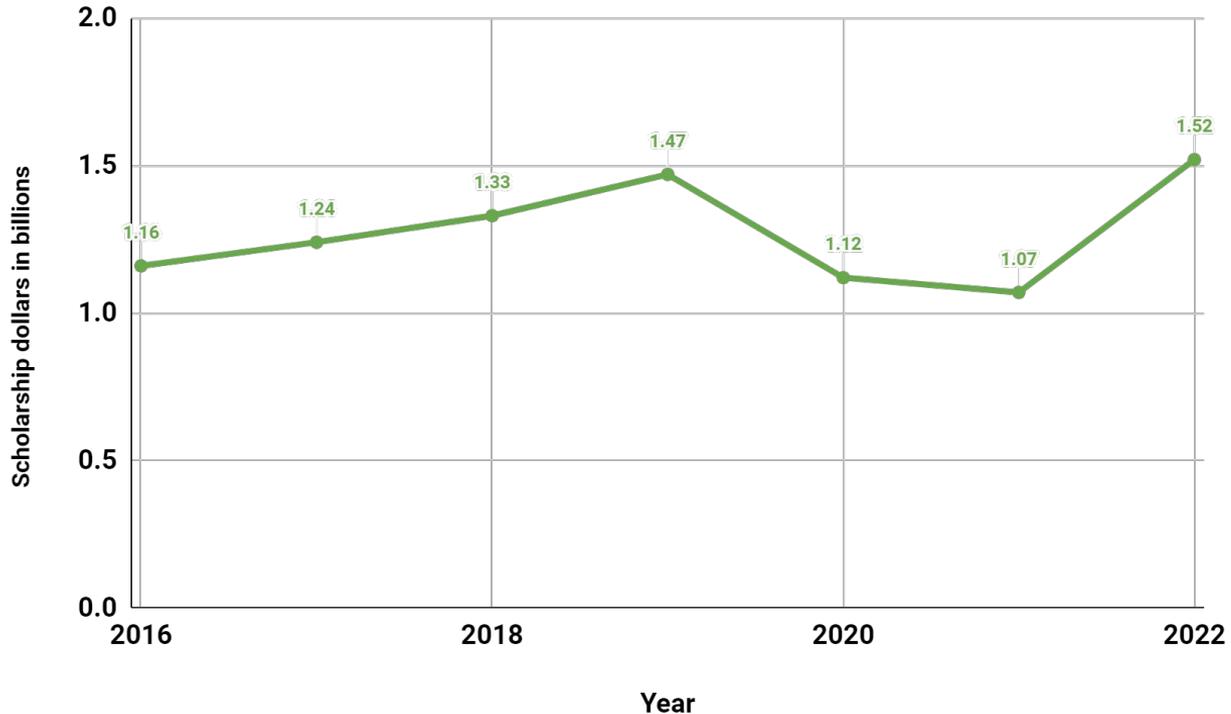
- Freshman on-track is a key predictor of high school graduation.
- In 2022, the district returned to pre-pandemic levels of ensuring students successfully transition to high school.

# 4 and 5 Year Graduation Rates Over Time



- 2022 data shows strong post-pandemic recovery with respect to the number of students graduating in four or five years.
- Results for both metrics are records for the district.

# Record High Scholarship Dollars Awarded



- The class of 2022 received the record highest amount of scholarships awarded
- The class of 2022 marks the 7th consecutive year of scholarship offers surpassing the 1 billion dollar mark

# Impact of Pandemic on Students Across U.S. & Chicago

The New York Times

## *The Pandemic Erased Two Decades of Progress in Math and Reading*

The results of a national test showed just how devastating the last two years have been for 9-year-old schoolchildren, especially the most vulnerable.

CHICAGO'S VERY OWN  
**WGN9**

LIVE

NEWS

## **ACT reports lowest average test score in over 30 years**

AXIOS

Q Log In

National test scores fall to lowest levels in decades

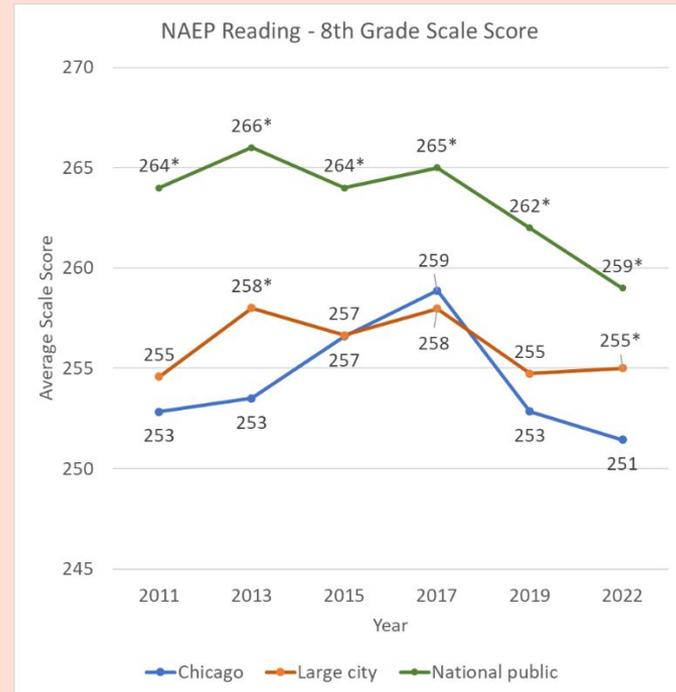
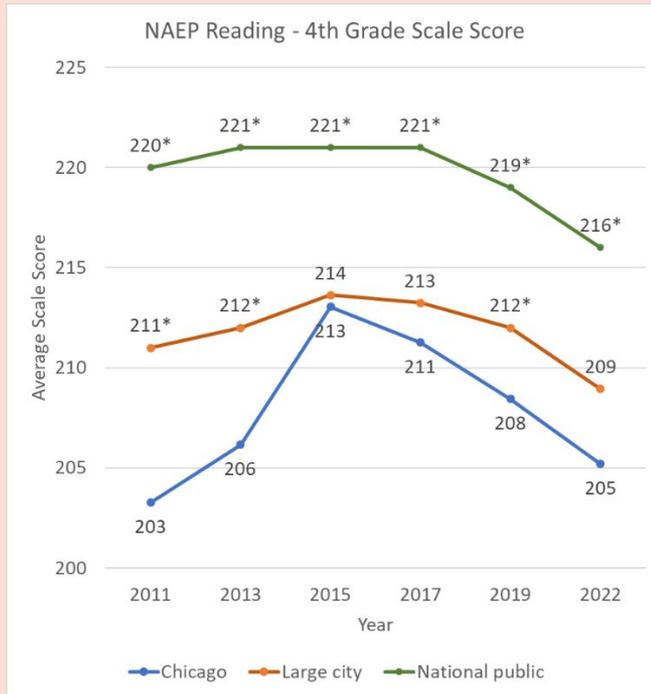
# Data From Pandemic-Era Assessments Reveal Major Challenges

- Overall decline in student performance
- Pre-pandemic opportunity gaps widened for our Black and Latinx students, Diverse Learners and English Learners, and students experiencing poverty
- Elevated need for social emotional learning, well-being, and connectedness of staff and students



# NAEP - Reading

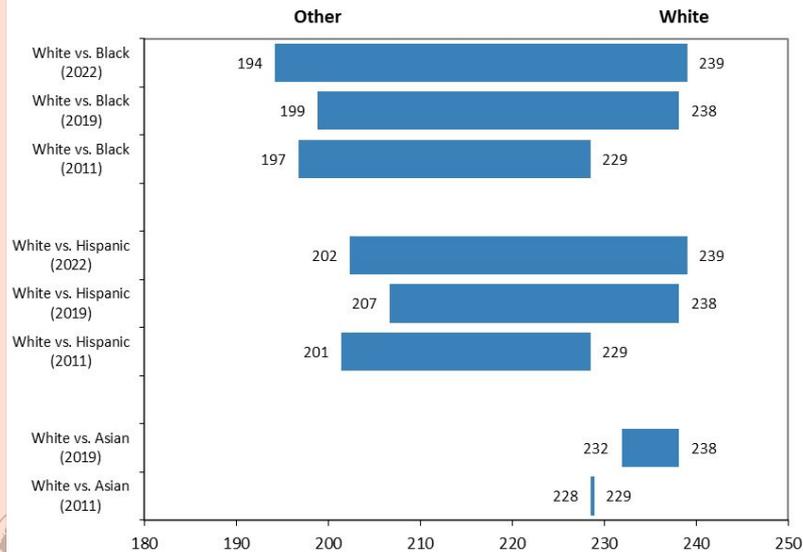
There was not a statistically significant score difference in reading between 2019 and 2022. CPS's 5-year trend shows a decline similar to the pattern across the nation and other large cities.



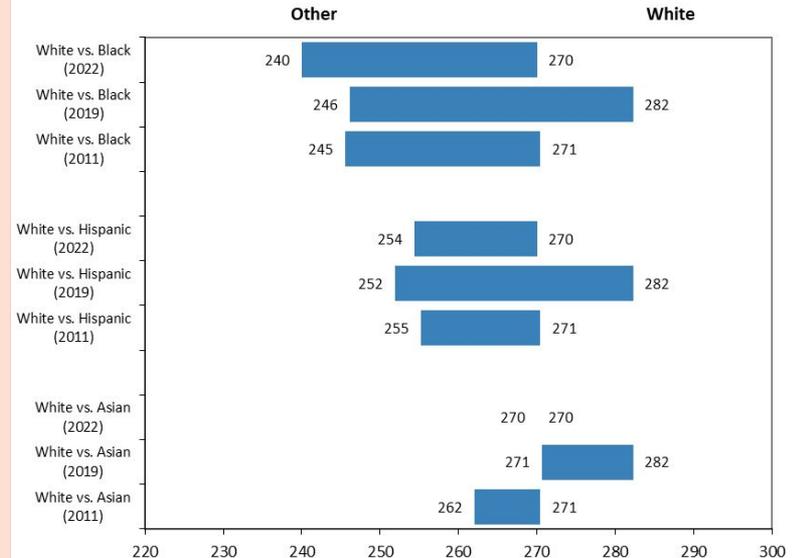
# NAEP – Reading by Race/Ethnicity

Opportunity gaps widened slightly in 4th grade reading and narrowed in 8th grade reading. The 4th grade trend is driven by score declines for Black and Latinx students, and the 8th grade trend is driven by score declines for White students.

NAEP Reading 4th Grade – White - Black, Hispanic, Asian  
Gap - Average Scale Score: 2022, 2019, 2011

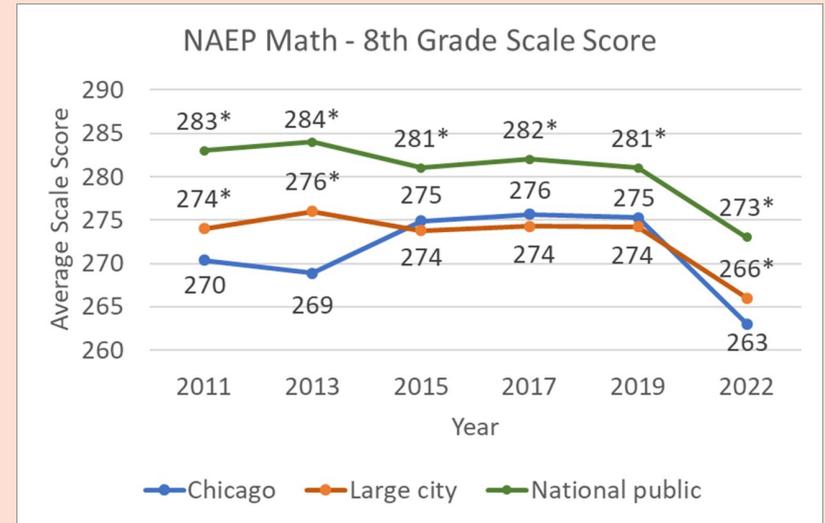
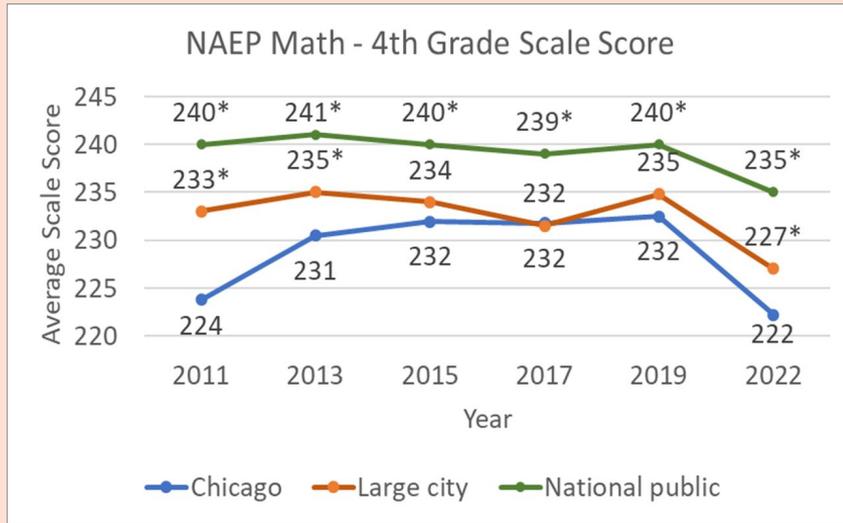


NAEP Reading 8th Grade – White - Black, Hispanic, Asian  
Gap - Average Scale Score: 2022, 2019, 2011



# NAEP - Math

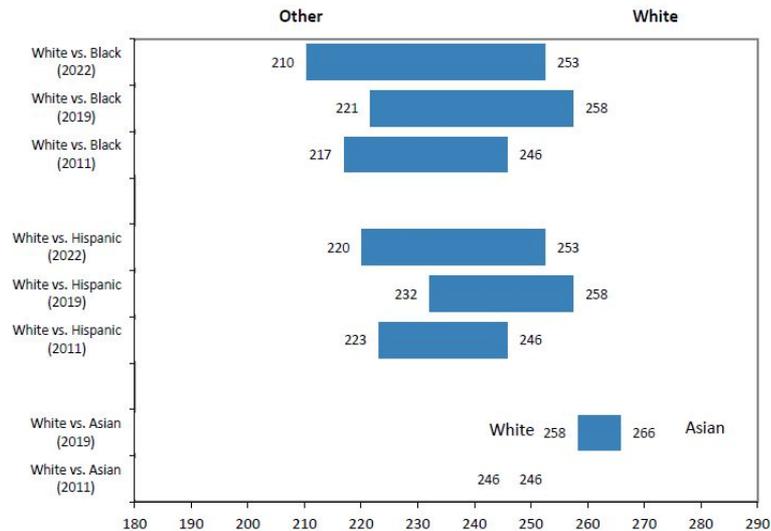
The pandemic had a significant impact on math performance, with CPS's scores in 4th and 8th grade declining by 10 and 12 points, respectively, from 2019 to 2022.



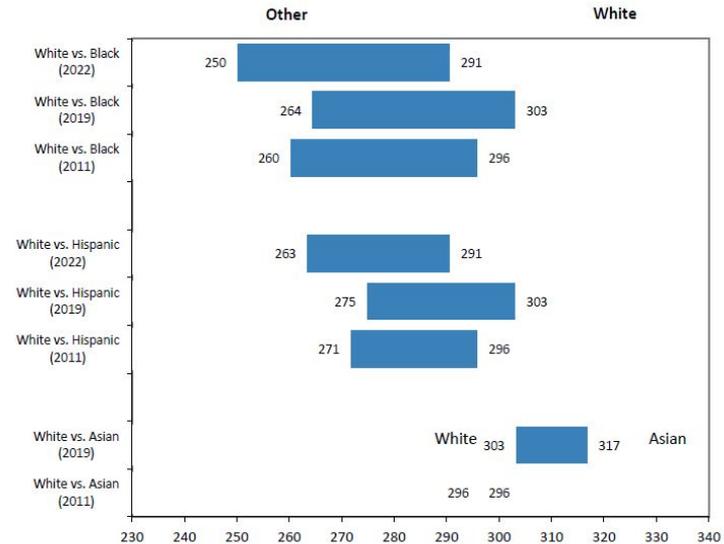
# NAEP - Math by Race/Ethnicity

Opportunity gaps widened slightly in 4th grade math and remained about the same in 8th grade math. The 4th grade trend is driven by larger score declines for Black and Latinx students than White students, and the 8th grade trend is driven by approximately equal declines in the scores of the largest three racial demographic groups.

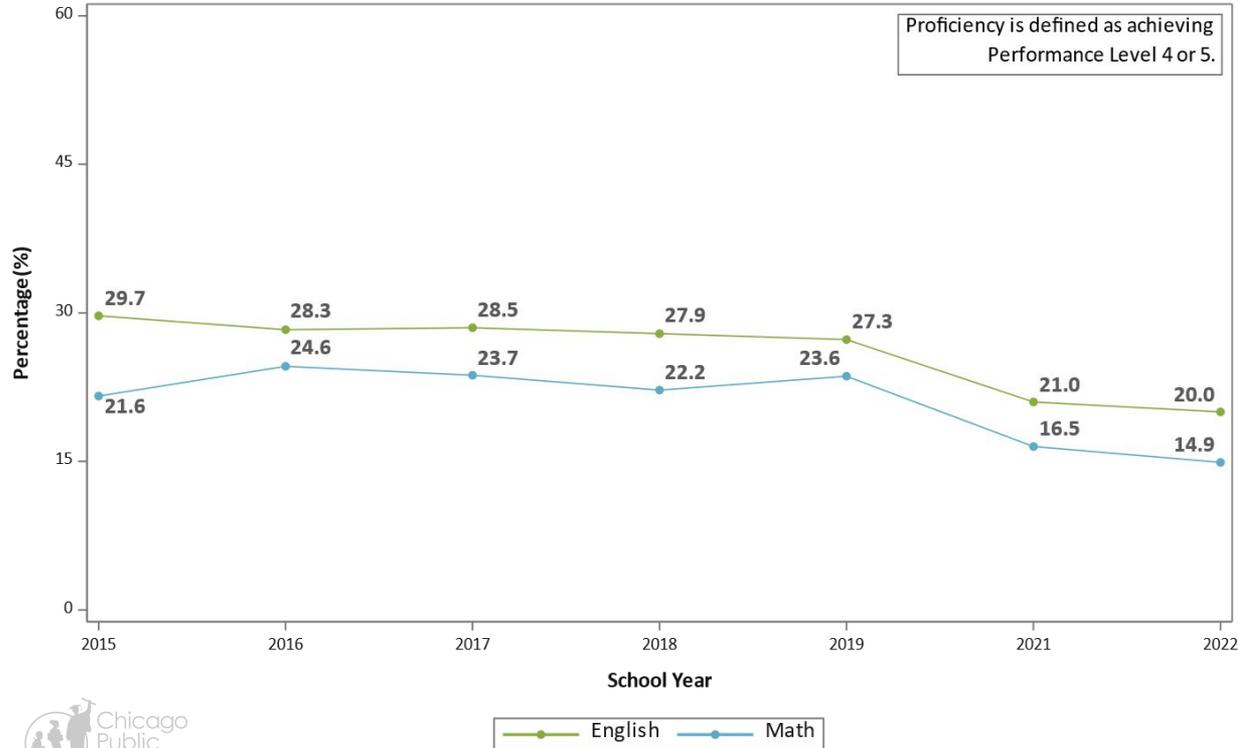
NAEP Math 4th Grade – White - Black, Hispanic, Asian  
Gap - Average Scale Score: 2022, 2019, 2011



NAEP Math 8th Grade – White - Black, Hispanic, Asian  
Gap - Average Scale Score: 2022, 2019, 2011



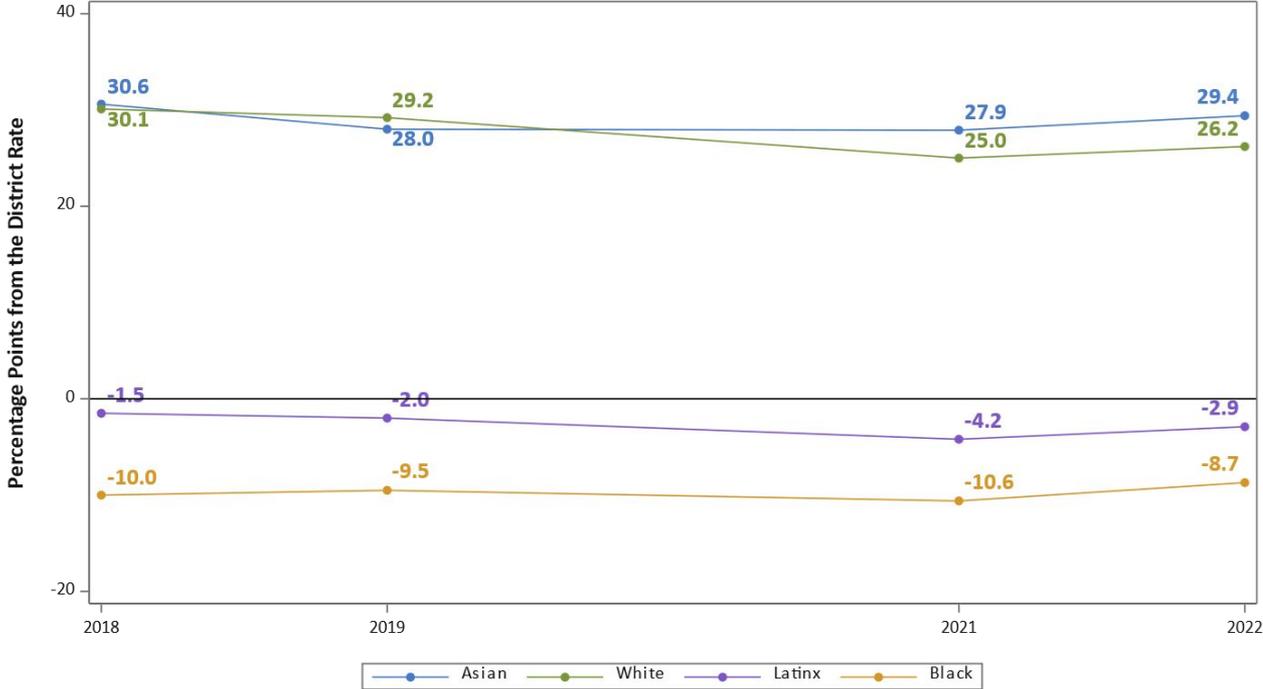
# 3-8 Grade % IAR Proficiency Over Time



Overall, proficiency on IAR is down in the district in both English language arts (ELA) and Math.

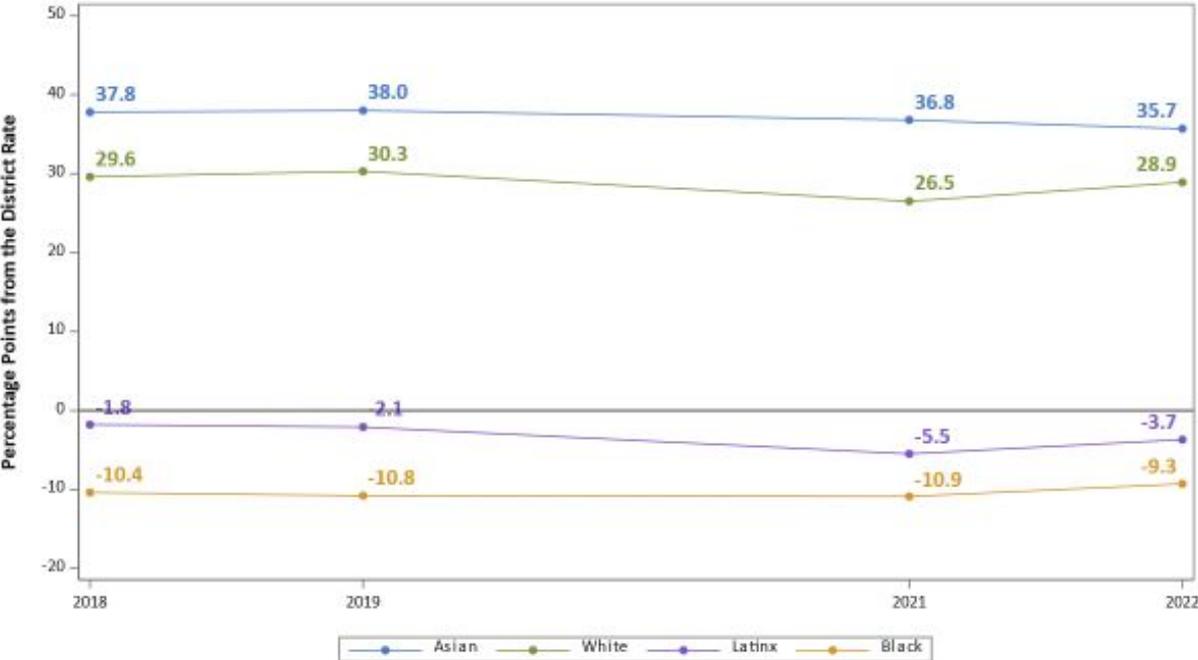
This is one of several measures of the scale of unfinished learning as a result of the pandemic.

# 3-8 Grade % IAR Proficiency in ELA by Race/Ethnicity



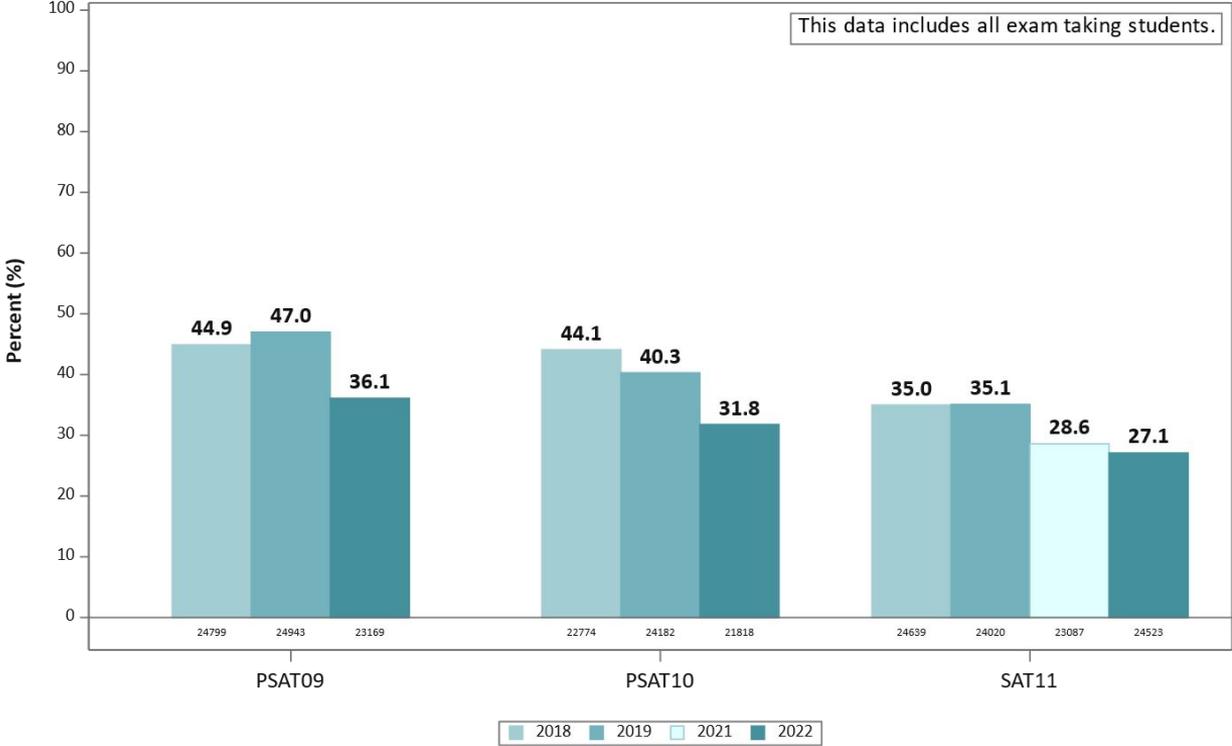
In the general context of lower ELA proficiency across the district, there are also concerning opportunity gaps between student groups.

# 3-8 Grade % IAR Proficiency in Math by Race/Ethnicity



These opportunity gaps persist in Math as well as English, as measured by IAR for 3rd through 8th grade.

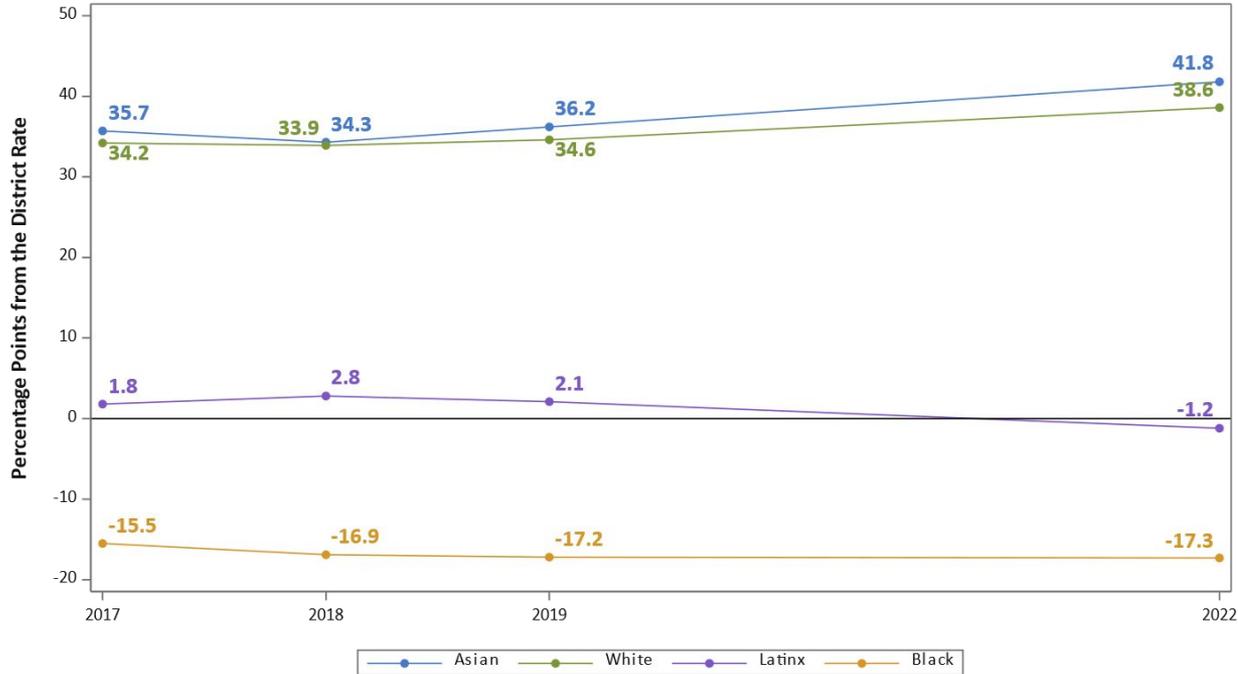
# PSAT/SAT % Meeting Benchmarks



This graph shows a post-pandemic decline in college readiness, another sign of unfinished learning.

# PSAT/SAT % Meeting CRB

## Demographic Gap in Percent Meeting Combined CRB (All Grades)



Opportunity gaps between student groups persist in high school, as measured by P/SAT scores.

# Recommitments

*To mitigate impacts of the pandemic, we are focusing our resources and energy in improving the daily instructional experience of students by **strengthening the Instructional Core**.*

- Ensure access to **high-quality, rigorous, and culturally responsive curriculum** through the further development and support of Skyline curriculum; currently adopted by over 400 schools in SY23.
- **Empower and develop our educators** by investing in professional development including professional learning, collaboration time for school-based instructional teams, and Lead Coaches in buildings with identified needs.
- Increase the number of staff in every building to **improve instruction and bolster student supports**, ensuring **an interventionist position in every building**.

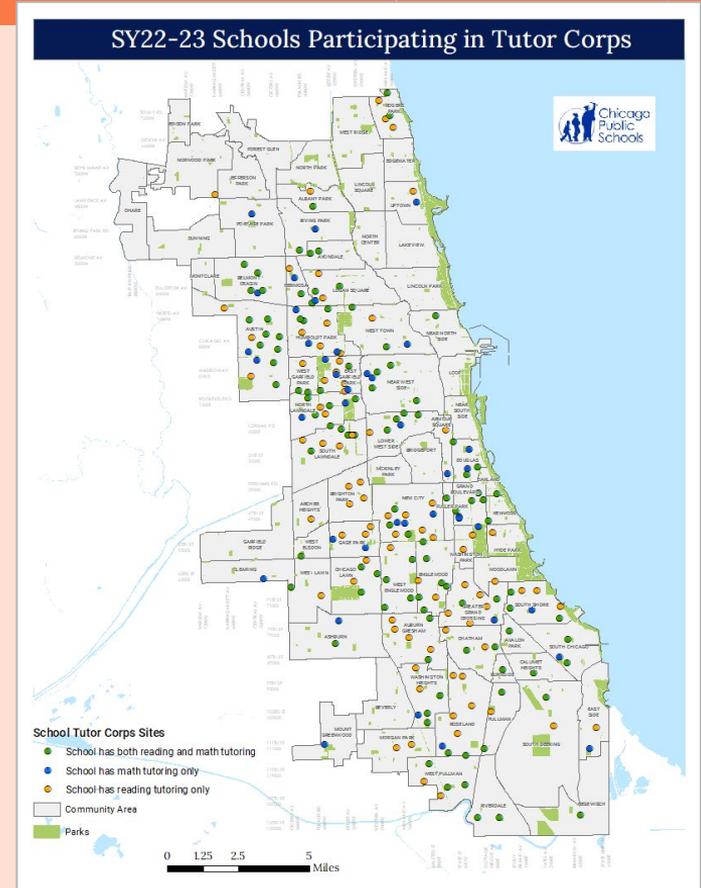
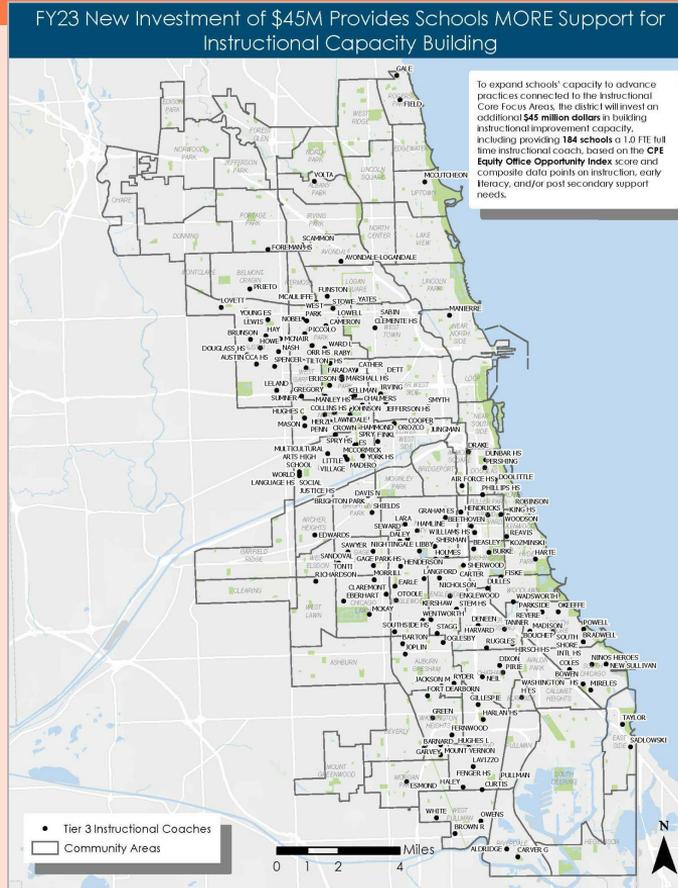
# Recommitments (Continued)

*To mitigate impacts of the pandemic, we are focusing our resources and energy in improving the daily instructional experience of students by **strengthening the Instructional Core**.*

- **Provide intensive supports** where needed to students through new intervention tools and platforms; including an **expansion of CPS' Tutor Corps program** with over 660 tutors in over 232 schools
- **Ensure access to arts for all students**, expand support for **athletic programs**, and **work based learning** opportunities
- **Expanding Out-of-School Time (OST) programming** to give students year-round opportunities for advanced coursework, academic supports, and exposure to extracurricular activities, building on our successful summer programming.
- Ensure that we meet the needs of the whole child by **making SEL curriculum, professional development, and resources universally available**, and building partnerships to secure a school-based or regional **Mental Health Partner for every CPS school**.

# CPS' Investments Prioritize Equity

CPS is concentrating our additional investments in instructional capacity, including our Tutor Corps program, in our South & West side communities with the greatest needs.



# We Will Work With Communities to Reimagine How CPS Can...



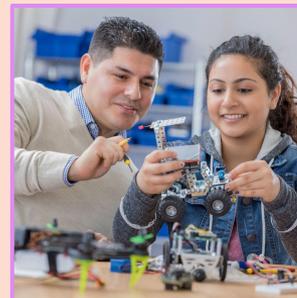
Improve our **accountability system** to account for historical and systemic inequity, while providing stakeholders with information they need



Redesign our **admissions and enrollment policies and processes** to ensure that they are responsive, accessible, and equitable for all families



Intentionally involve communities as inclusive partners in **reinvesting in** and planning for the future of their **neighborhood schools**



Design **responsive programming and school models** specifically for students who are furthest from educational opportunities



Provide **career readiness and preparation** to all students in grades 6-12 through career awareness and exploration, real-world learning, and early college opportunities

# We Will Work With Communities to Reimagine How CPS Can...



**Serve students with diverse learning needs** to ensure that all students access positive, inclusive, and rewarding academic and extra-curricular experiences



Design a continuous, connected system of Pre-K - 2 **early literacy supports**, and partner with families to ensure that every child is a proficient reader by third grade



Ensure that all students develop spoken and written proficiency in a second **language**



Ensure **grading policies, procedures, and practices** are consistent, equitable, and transparent



Have **out-of-school time and summer programming** become a critical extension of the school day and year, offering all students responsive experiences

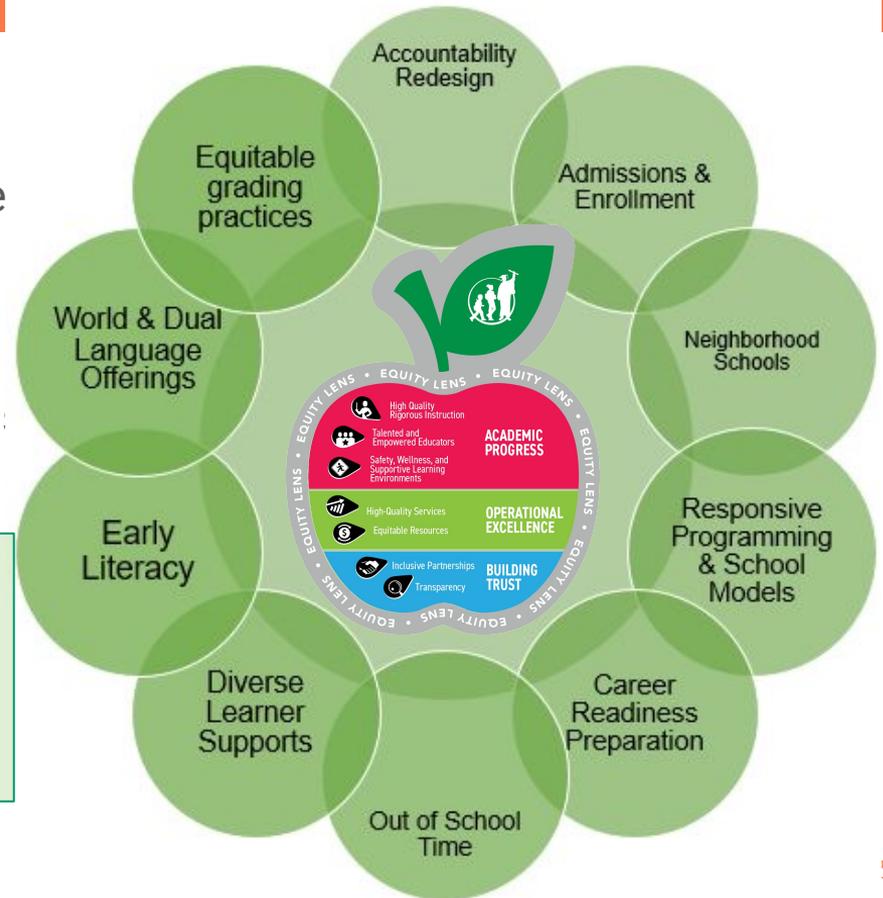
# From *Success Starts Here* to *Success For All*

Our **Recommitment** work to mitigate the impacts of the Pandemic and regain our successes will still not be enough to eradicate the opportunity gaps that exist.

We need to **Reimagine** how we can ensure equitable access to high-quality school models and programs to **all** students.

## Our Goals

1. Equity of access
2. Excellence in programming
3. Equitable resourcing and financial stability





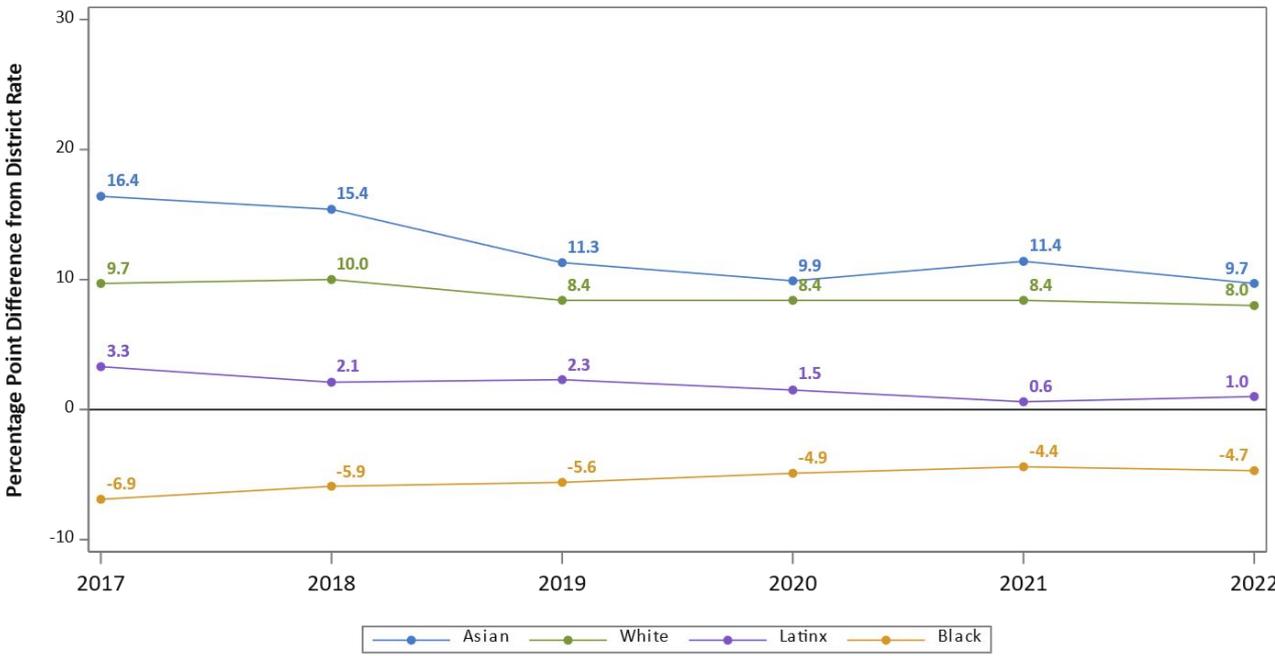
# Questions?

# Appendix



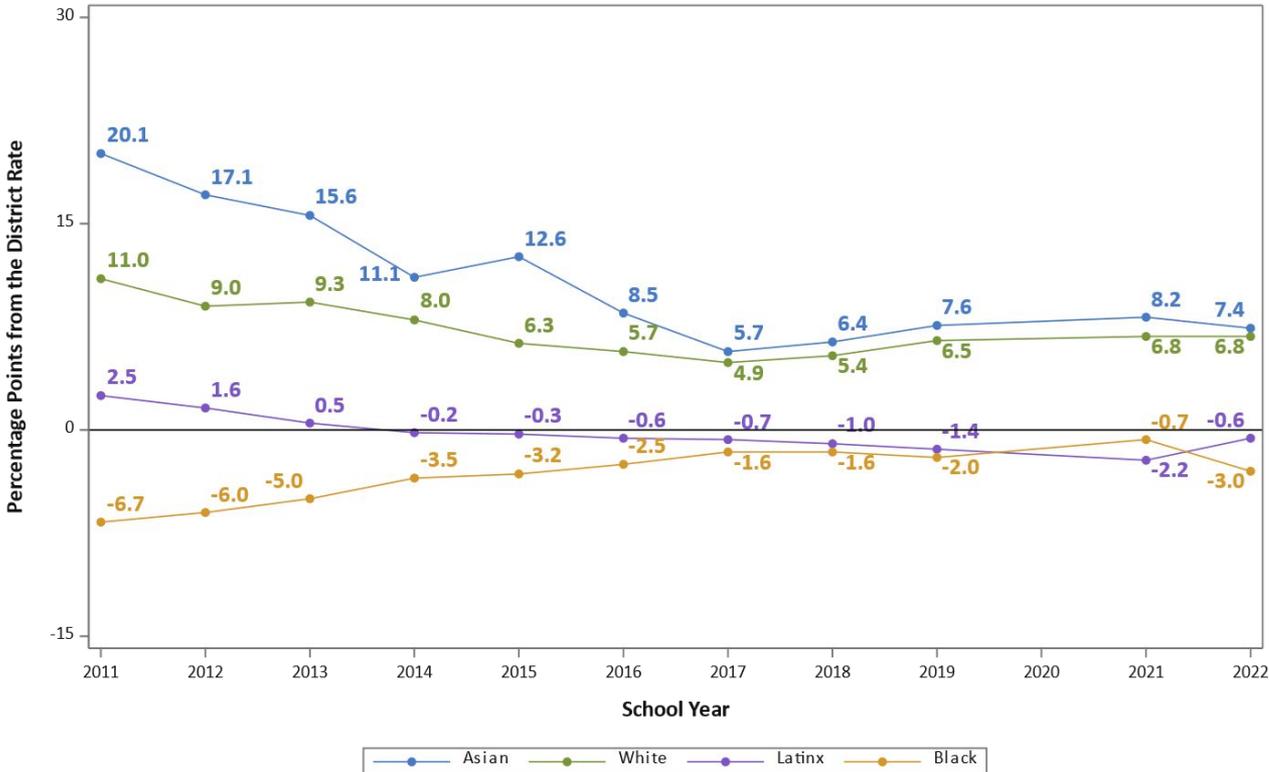
# 4-Year Cohort Graduation Rate – Demographic Gap

Distance from District Rate



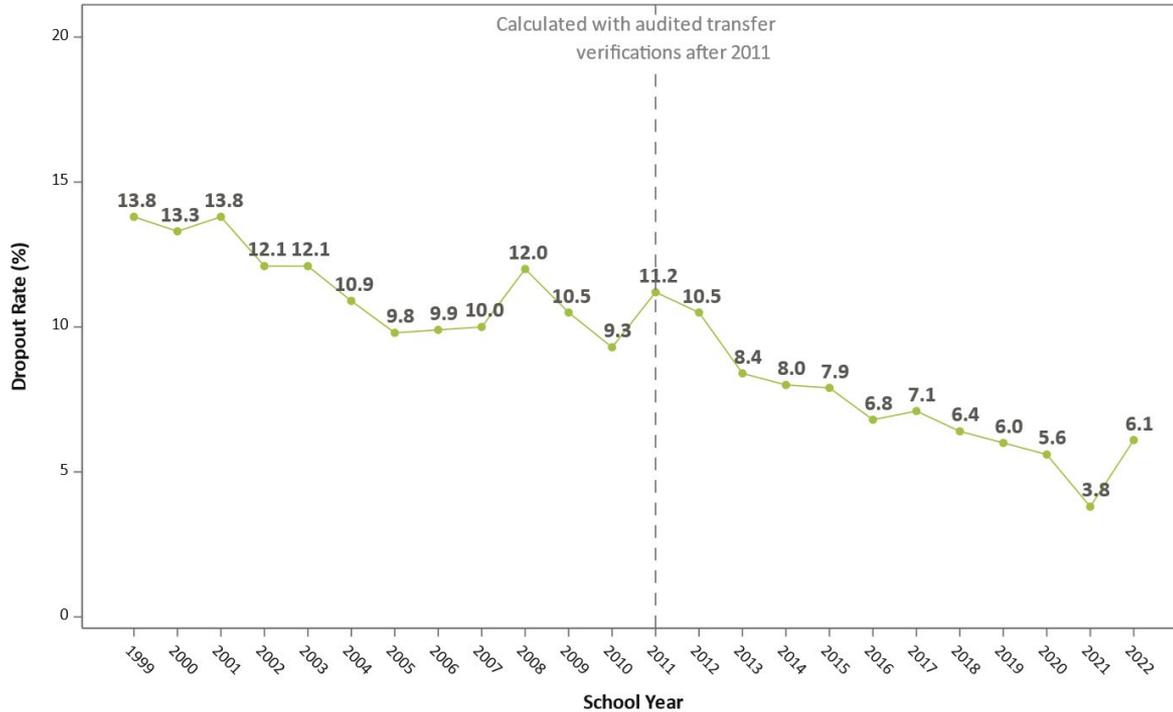
While the opportunity gap between student groups is smaller for graduation than other metrics (and has narrowed over time), it is still a persistent concern for the district.

# Demographic Gap in Freshman On-Track Rates



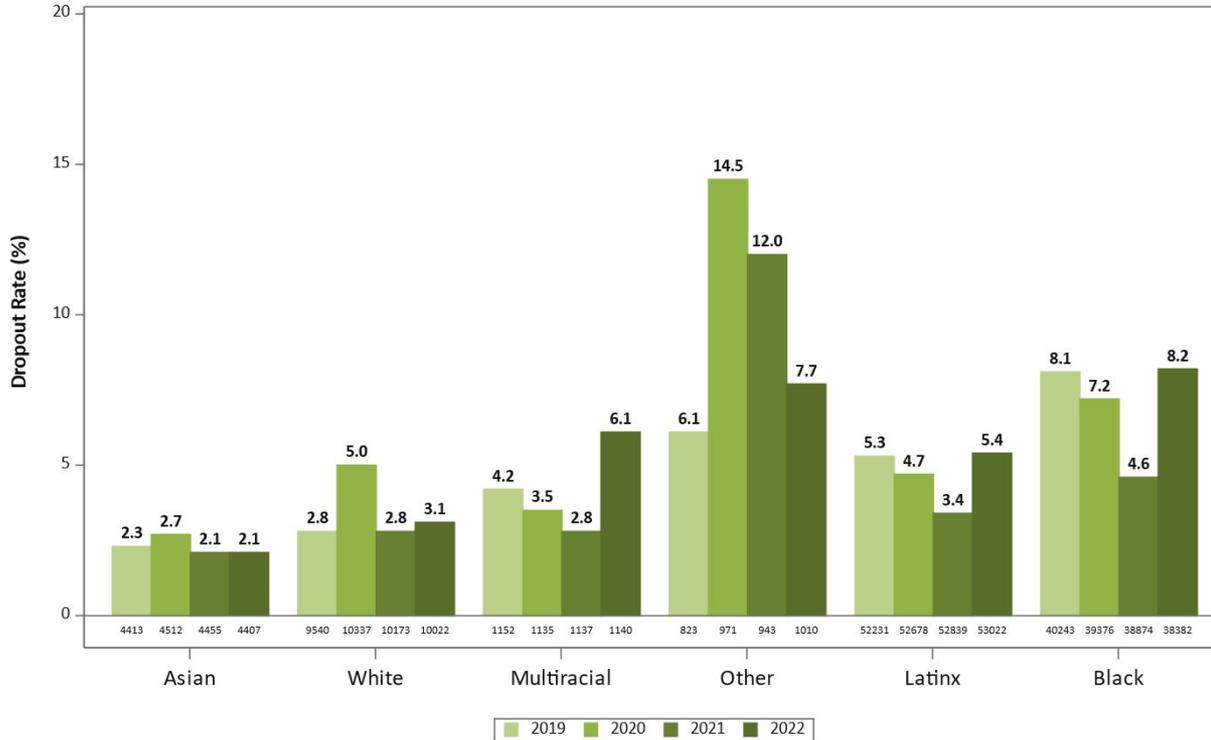
- As with other metrics, the opportunity gap persists for Freshman On-Track, though it has narrowed significantly over time.
- If past trends hold, this should indicate a future narrowing of the gap in graduation rates, as well.

# One-Year Drop-out Rate Over Time

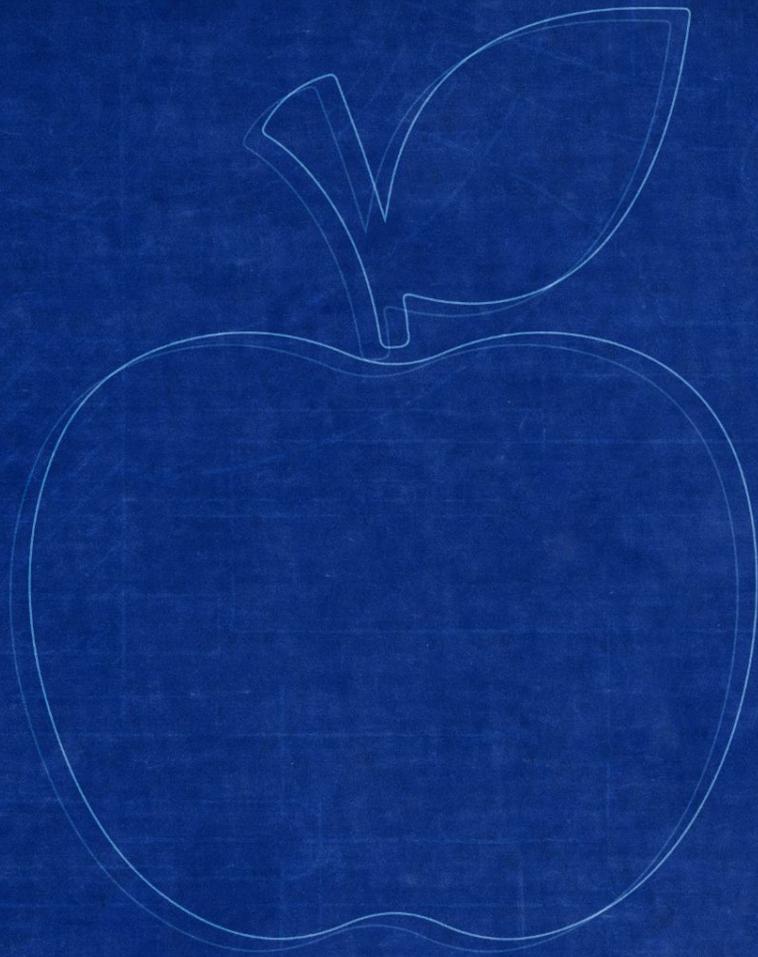


- The 2021 dropout rate was likely an artifact of the pandemic and a reluctance to code students as having left the district.
- The 2022 rate is likely much more accurate and back in line with pre-pandemic trends.

# HS Dropout Rate by Race/Ethnicity



- The district's opportunity gap is also evident in the dropout rate.
- This gap highlights the importance of the district's ongoing efforts to re-engage students as a key pandemic recovery strategy.



Chicago  
Public  
Schools