



S U C C E S S 2 0 2 9

TOGETHER WE RISE



January Progress Monitoring Presentation

Agenda

- Framing for monthly *Together We Rise* progress monitoring presentations
- CIDT Update (*Together We Rise: Every District: Universal Goals*)
 - CIDT School Profiles cps.edu/schoolprofiles
 - CIDT New Indicators Timeline
 - Evidence of Student Progress and Wellbeing Indicator
 - On-Track Q2 SY25 Data
- *Every School: Universal Goals and Connectedness and Wellbeing Targeted Priority*
 - Chronic Absence Q2 SY25 Data
 - Out of School Time Q2 SY25 Data
- *Every Student: Accelerating Proven Practices Student Voice*
 - Cultivate Survey Data SY25

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

Vision Statement: *Every Student... Every School... The District... Every Community*

Challenges towards achieving that vision:

Universal Goals

Practice Goals

Evidence of Student Learning and Wellbeing Goals

What are the district and school practices that must be present?

What student outcomes should improve?

Strategies: How We Get There

Accelerating Proven Practices

Targeted Priorities

What are the district and school practices that have been working and must continue?

Where do we need to do more to meet the needs of students?

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The District provides equitable resources and supports to each school

Universal Goals

Practice Goals

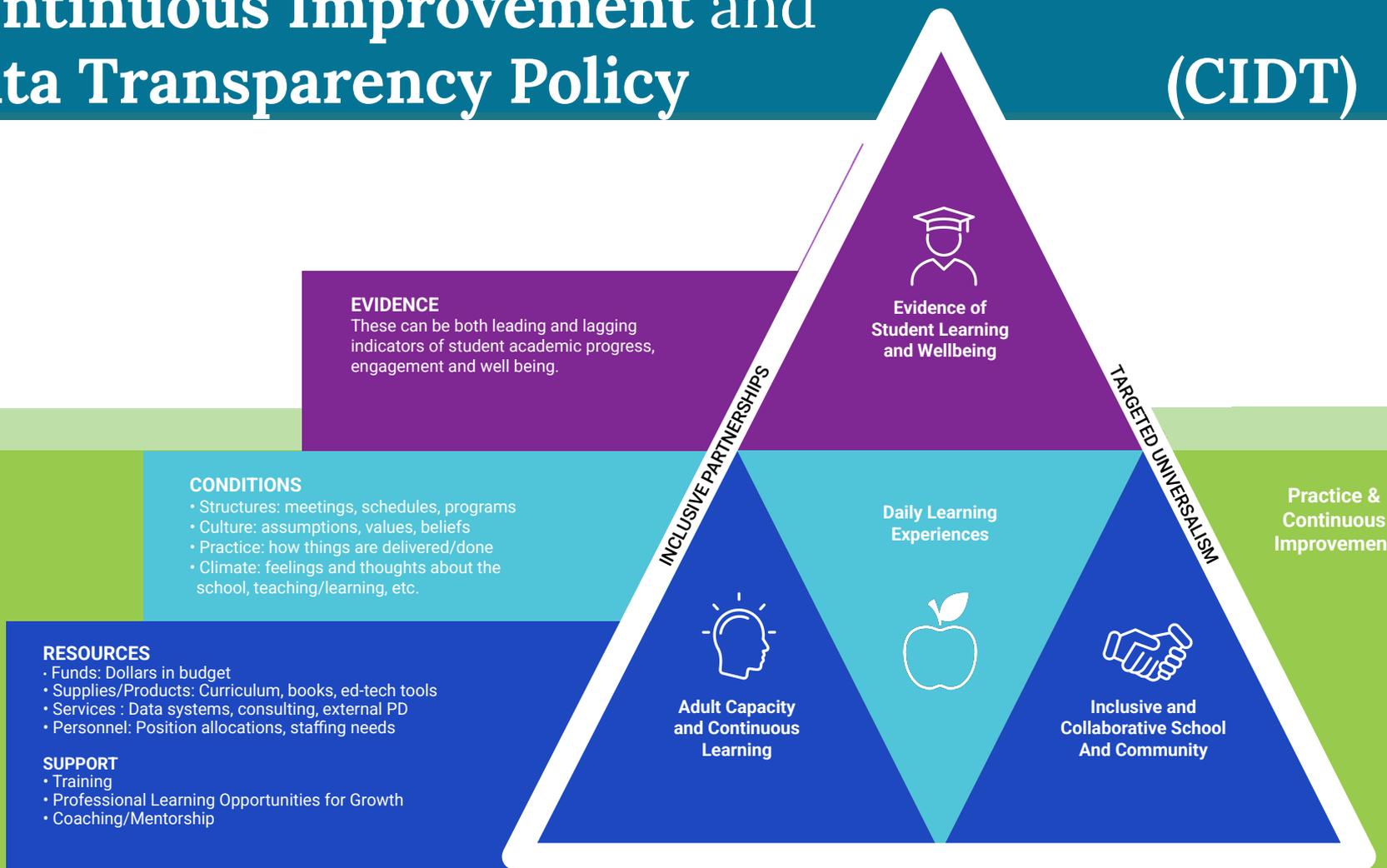
Every year, the District will continue to equitably deliver resources and support to schools to strengthen the practices and conditions outlined in the **Continuous Improvement Data Transparency policy**.

Evidence of Student Learning and Wellbeing Goals

All schools will demonstrate annual growth on school-based **CIDT measures**, resulting in achieving the goals in their **Continuous Improvement Work Plans**.

Continuous Improvement and Data Transparency Policy

(CIDT)



CIDT | Board Mandate

Since June 2019, the District has been working to completely reimagine its approach to accountability such that in the future we:

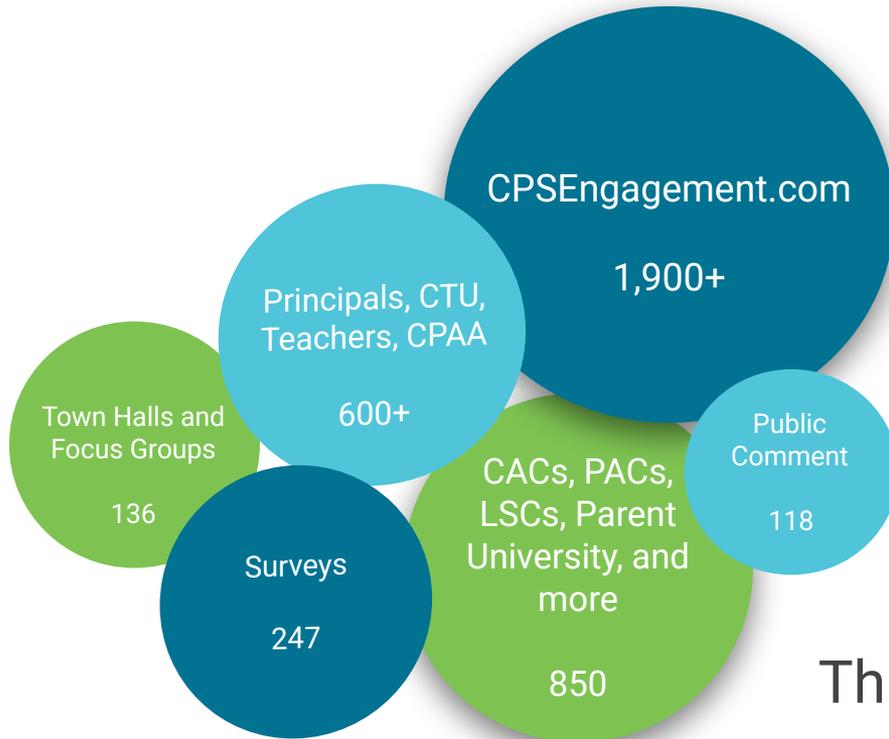
- Ground our approach to accountability in the district's Equity Framework and its emphasis on Targeted Universalism
- Align district policies to place greater emphasis on systemic supports to school communities
- Apply lessons learned from past accountability policies

CIDT | Key Principles

Selected Design Principles:

- Accountability should start with District commitments.
- School accountability should focus on conditions and supportive learning environments.
- Conversations about the above topics should be complemented by the use of outcome data.

CIDT | Stakeholder Engagement



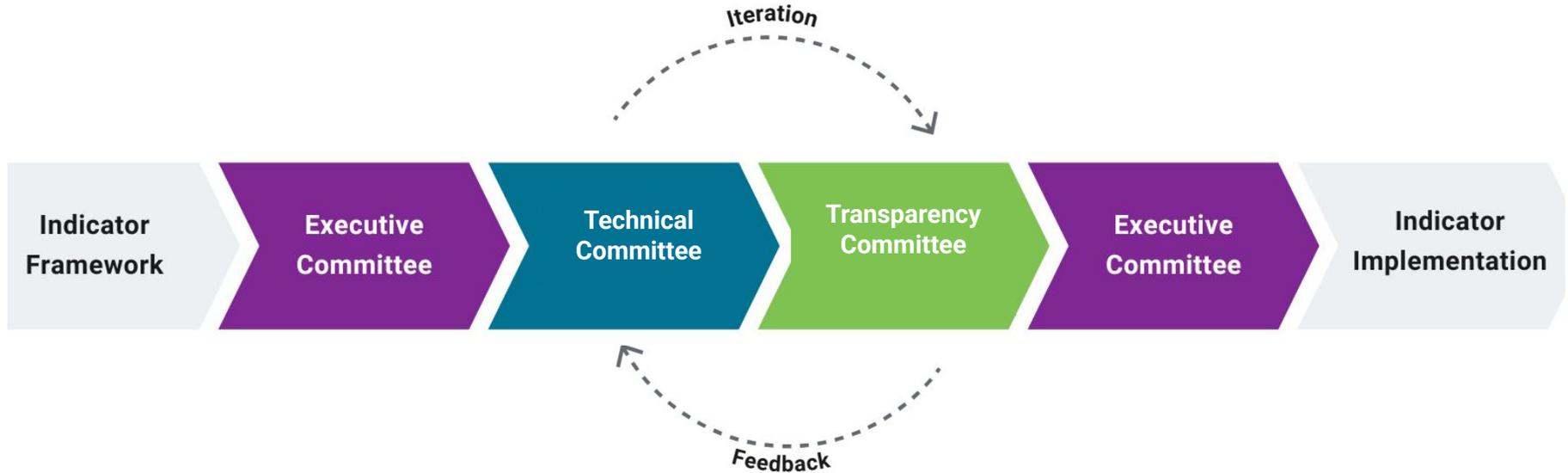
3,800+

Stakeholders Engaged on the Framework and Draft Policy

21,000+

Total Stakeholders Engaged Throughout the Initiative

CIDT | Iteration Cycle



CIDT | School Profile Pages

Chicago Public Schools

PARENTS STUDENTS COMMUNITY STAFF

SELECT LANGUAGE

Schools Academics Services Initiatives Calendar Blog About

Home / Schools / Schools Profiles

6550 S SEELEY AVE, CHICAGO, ILLINOIS 60636
CONTACT US | VISIT WEBSITE

School Overview

Each CPS school is a dynamic and vibrant learning community with so many different ways students can thrive. We're so happy to share all the great things that make our school a great place to learn!

TOUR OUR NEW SITE

A Message from the Principal

Luke O'Toole Elementary is a neighborhood school that brings an optimal academic

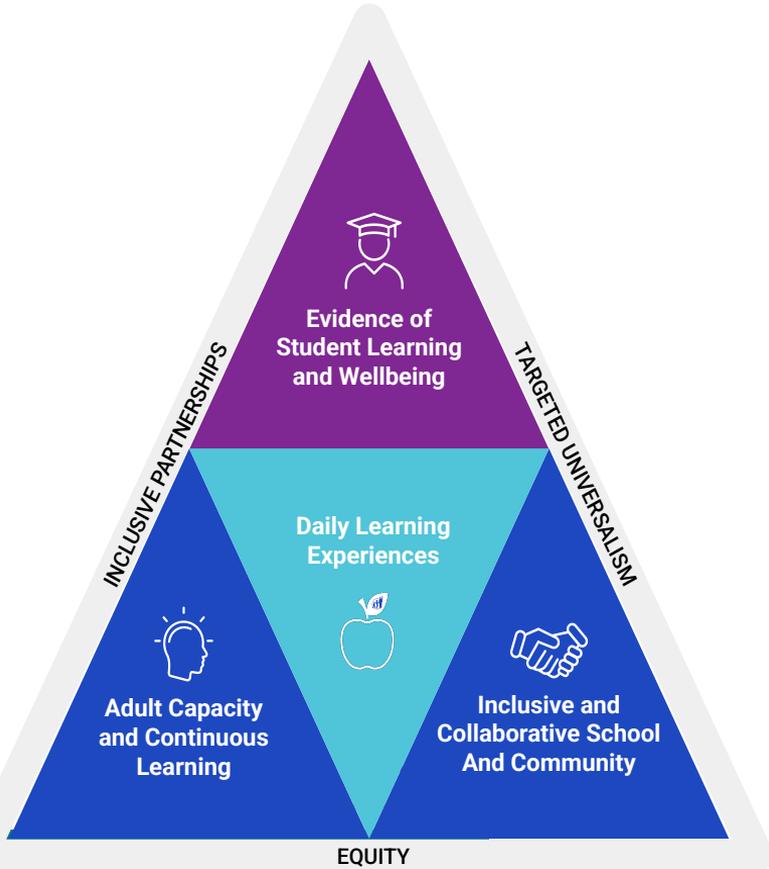
School Overview

District Investment

CIDT Components
(click to expand)

- School Overview
- District Investments
- Evidence of Student Learning and Wellbeing
 - Academic Progress
 - Student Proficiency
 - Student Growth to Proficiency
 - English Learner Progress to Proficiency
 - On-Track
 - Growth of Students who Participate in Alternate Assessments
 - Connectedness and Wellbeing
 - Chronic Absence
 - One-Year Dropout Rate
 - Postsecondary Success
 - Graduation Rate
 - Early College and Career Credentials
 - College Enrollment and Persistence
 - Daily Learning Experiences
 - Adult Capacity and Continuous Learning
 - Inclusive and Collaborative School and Community

CIDT | Evidence of Student Learning and Wellbeing



Academic Progress

Student Growth to Proficiency	Student Proficiency	Diverse Learner Progress	English Learner Progress to Proficiency	On-Track
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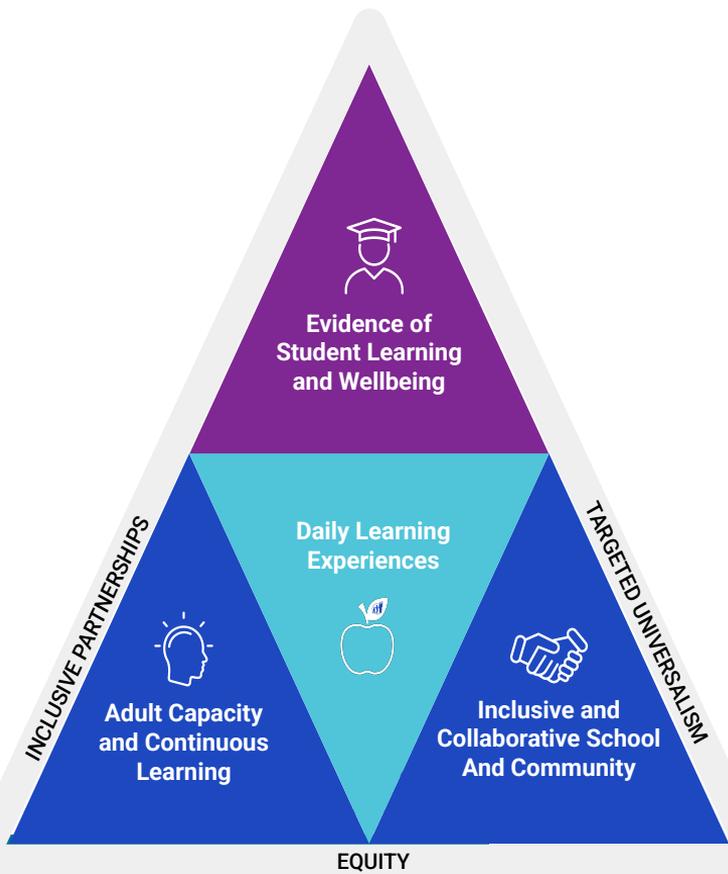
Connectedness and Wellbeing

Chronic Absence	One-Year Dropout Rate	
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Postsecondary Success

Four-Year Cohort Graduation Rate	Early College and Career Credentials	College Enrollment and Persistence	
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CIDT | Practice Indicators



Daily Learning Experience

High Quality Curriculum	Rigorous Instruction	Conditions for Learning and the Student Experience	Research-based Academic Interventions within a Multi-tiered System of Supports (MTSS) Framework
Balanced Assessment System	Access to Postsecondary Opportunities	Specially Designed Instruction	

Adult Capacity and Continuous Learning

Leadership Context	School Vision and Continuous Improvement Practice	Distributed Leadership and Teacher Development	Teachers and Staff Capacity
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Inclusive and Collaborative School and Community

Healing Centered Culture, Supports and Social-Emotional Interventions	Inclusive and Collaborative Structures and Involved and Engaged Youth	Out of School Time and Enrichment Opportunities	School and Community Partnerships and Engagement
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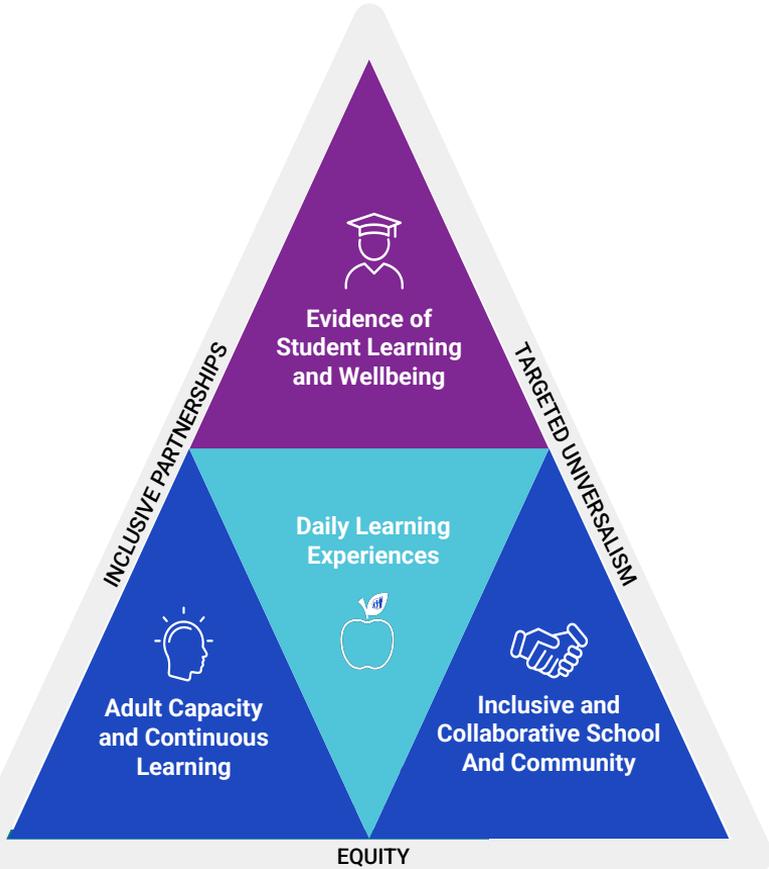
CIDT | Timeline

- **January-February** - Indicator Kickoff meetings
- **February-May** - Indicator Data Review meetings:
- **March-June** Indicator iteration and implementation

Next Indicator Set

- Distributed Leadership and Teacher Leader Development
- Research Based Academic and Social-Emotional Interventions
- Rigorous Instruction/Specially Designed Instruction

CIDT | Evidence of Student Learning and Wellbeing



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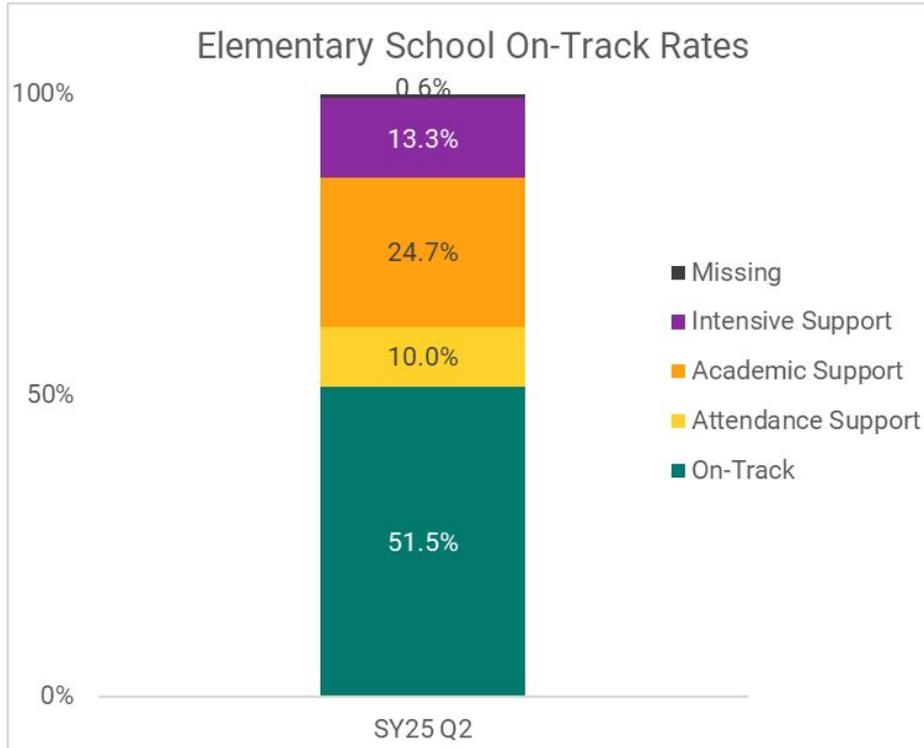
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CIDT | On-Track 3-8



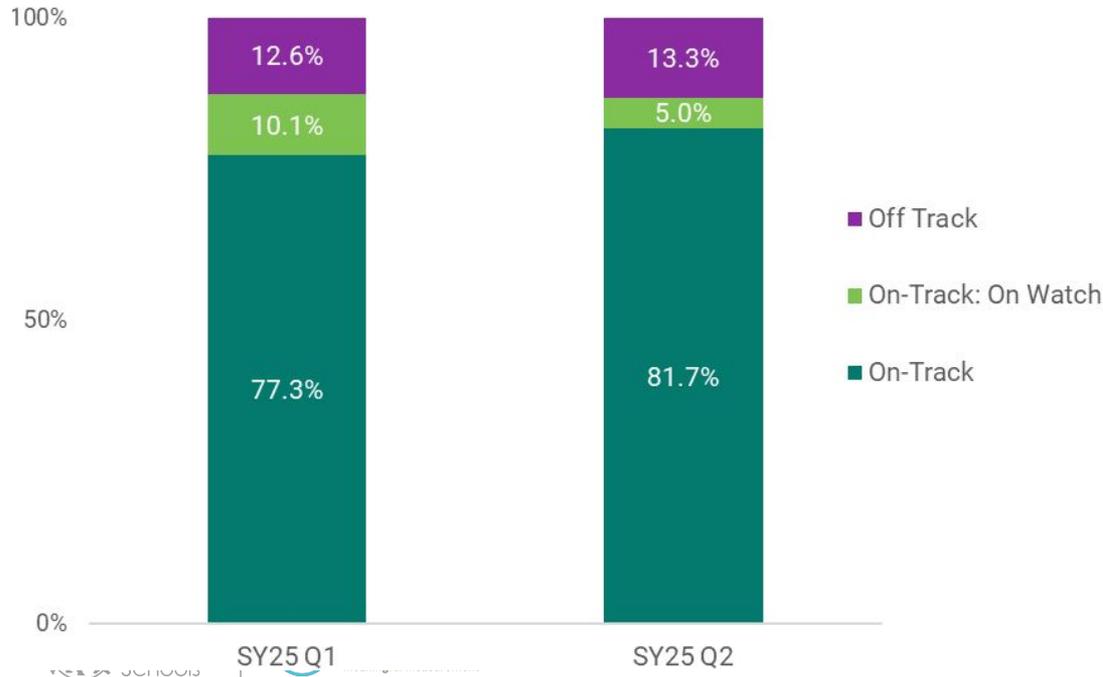
New Elementary On-Track Metric

Attendance/ GPA	< 3.0	>3.0
>90%	Academic Support	On-Track
<90%	Intensive Support	Attendance Support

CIDT | On-Track 9th Grade

SY25 Quarter 1 vs. Quarter 2

9th Grade On-Track Rates



New 9th Grade On-Track Metric

Students are considered “On-Track” if they earn at **least 6.5 total credits** in their 9th grade year.

- This means student can only fail **1 semester course** during their 9th grade year to be On-Track.

This revised metric is more rigorous and better aligned to graduation outcomes. Adopting a more rigorous definition is intended to help CPS continue our upward trend in graduation rates.

Our Theory of Action | Together We Rise

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

Universal Goals

Practice Goals

100% of schools will implement an equity-based Multi-Tiered System of Supports and fully integrate social-emotional learning practices into student experiences.

Evidence of Student Learning and Wellbeing Goals

The overall District rate for chronic absenteeism will decline by 15%.

Strategies: How We Get There

Accelerating Proven Practices

Universal Student Supports: Strengthen Multi-Tiered Systems of Supports (MTSS) across schools, ensuring academic and social-emotional learning (SEL) supports are universally available to children across the District.

Out-of-School Time: Continue the expansion of summer and out-of-school time programs, focusing on students furthest from opportunity.

Targeted Priorities: Connectedness and Wellbeing

Provide students at every school and grade level with opportunities to participate in a variety of high-interest and responsive enrichment activities outside of the school day, including elementary and high school sporting activities based on student interest.

Increase out-of-school time participation from 42% to 50% of students enrolled in at least one program during the school year, prioritizing students furthest from opportunity.

Connectedness and Wellbeing



- Engaging families and students who are most likely to become disconnected from their learning community.
- Connecting our highest priority students with caring adults or other interventions, programs and services.

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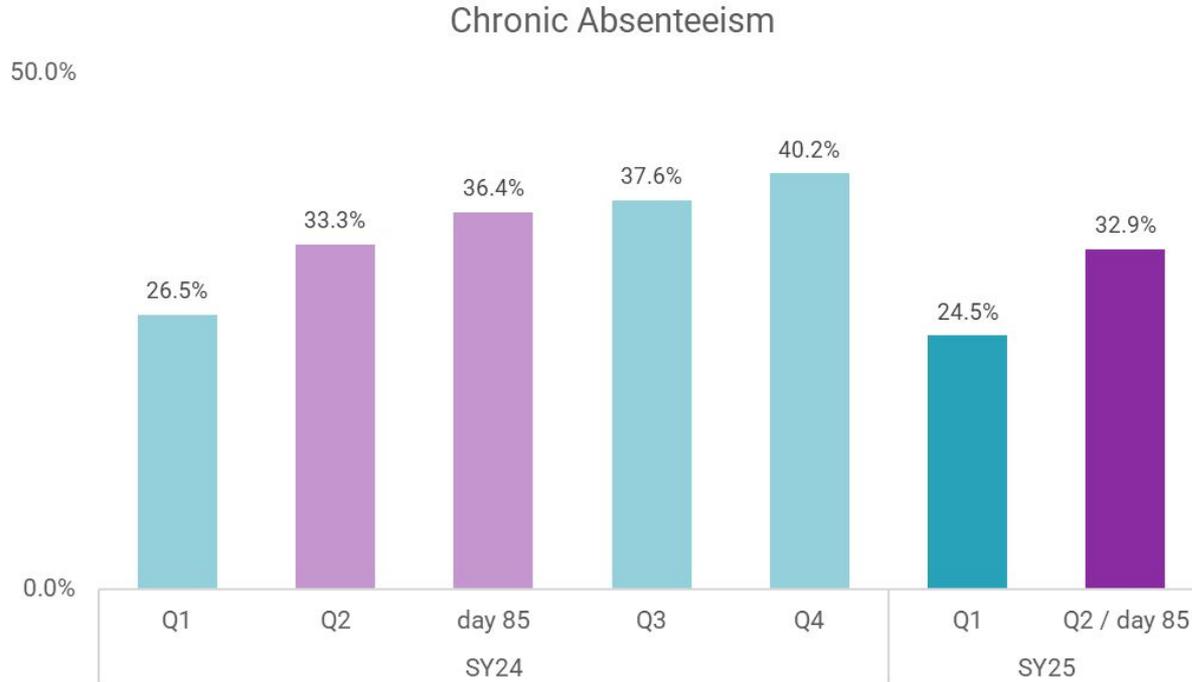
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Chronic Absence



Chronic Absence

Interventions and Supports

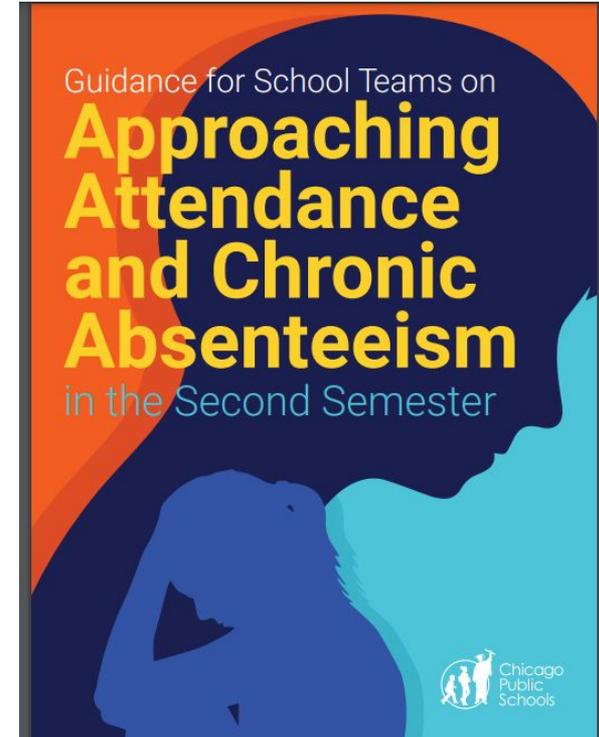
- Improved school level attendance plans and tiered strategies for Multi-tiered Systems of Support Teams, Behavioral Health Teams, and Attendance Teams

Actionable Data Systems

- Improved data access and visuals to track attendance, chronic absenteeism, and truancy for each grade level and priority group.
- New physical health and mental health workflows with Office of Student Health and Wellness.

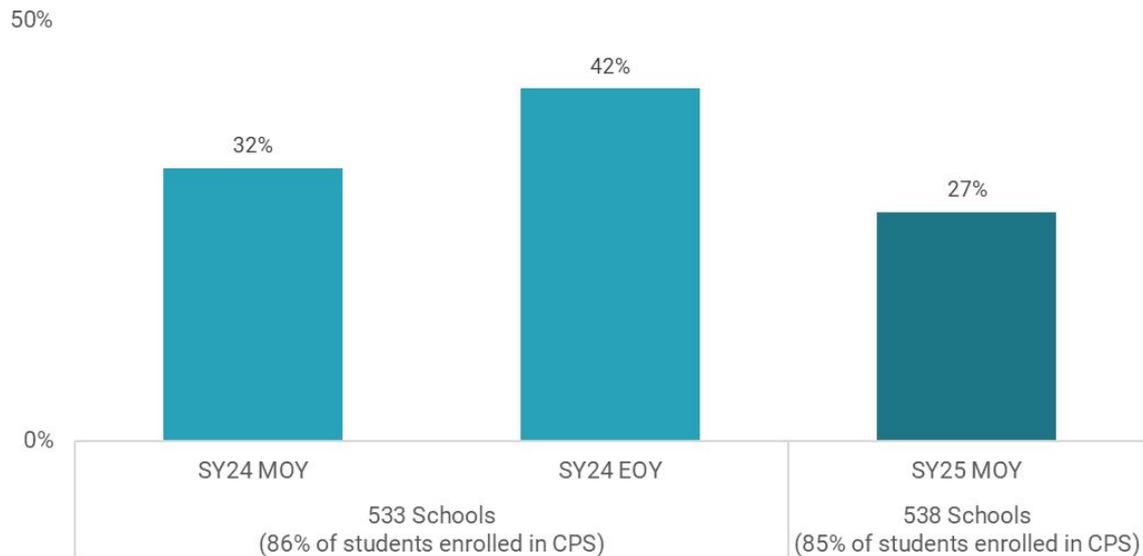
Reconnection and Graduation

- Individualized student reconnection plans for youth who have had a break in enrollment or extended absence from school
- Tassel Truancy intervention program virtual learning option for students who are close to graduation but have extenuating barriers.



Out of School Time

Participation Rates among Students in CSI/OST/SCS Schools



Culinary Arts Club at Juarez High School

"I love this program. I want to cook full time when I graduate so it is helping me to prepare for my career"

- Sophomore Student Participant

Our Theory of Action | Together We Rise

Every Student has a rigorous, joyful, and equitable daily learning experience.

Universal Goals

Practice Goals

100% of students will have access to high-quality instructional materials (curriculum) that are grade-level aligned and culturally responsive in all content areas across all classroom settings.

Evidence of Student Learning and Wellbeing Goals

Increase by 20% the number of 3rd-8th graders who meet or exceed proficiency levels on the state's IAR assessment for English language arts and math.

Strategies: How We Get There

Accelerating Proven Practices

Student Voice: Expand opportunities for students to meaningfully engage in decision-making in their schools and across the District.

- **Cultivate Survey:** Continue to administer the Cultivate survey, which is designed to gather students' perspectives on their educational experience and overall sense of belonging. CPS is the largest school district in the country to administer this survey.

Targeted Priorities

Cultivate Survey

- Provides a lens into classroom learning conditions connected to student's learning beliefs.
- Engages student voice by enlisting them as partners in improving classroom environments.
- Cultivate is administered twice a year, supporting continuous improvement in the classroom.

Learning Conditions	
Teacher Caring	Well-Organized Classroom
Learning Goals	Meaningful Work
Feedback for Growth	Student Voice
Affirming Identities	Classroom Community
Supportive Teaching	

Learning Beliefs

I am valued

I can grow

I find class meaningful

I am empowered

I am capable

Cultivate Survey

Fall 2025 Administration

- **549** schools participated,
99% receiving reports
- **82%** of students participated
 - Up from 74% in Fall SY24 and 67% in Fall SY23

Impact Question:

80% of respondents agreed with the statement:
I believe my answers will be used to make my school better.

* schools receive a report if they have more than 10 responses and their student participation rate is more than 50%

Cultivate Survey Supports

ILT Institutes



District Shared Goal

Prepare and empower educators to facilitate **engaging, rigorous,** and **relevant** instruction with high quality curriculum that centers on the **identities, communities, and relationships** of the students they serve.



Monday, January 27th

4:00 PM - 5:30 PM

Building Student Learning Power" with Zaretta Hammond



Tuesday, January 28th

9:00 AM - 3:00 PM

OR



Thursday, January 30th

9:00 AM - 3:00 PM

Virtual ILT Institute

Build on Zaretta Hammond's insights and collaborate with colleagues to develop actionable strategies for empowering student learning. This interactive institute will equip ILTs to lead their teams in fostering continuous improvement in students' daily learning experiences.

Hearing Directly from Our Students



Chicago Public Schools

TEACHING & LEARNING