The Daily Student Experience

CPS Vision
CPS Academic Cabinet

The 20 member Academic Cabinet has Combined

<table>
<thead>
<tr>
<th>Years in Education</th>
<th>Years of Education at CPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>487</td>
<td>407</td>
</tr>
</tbody>
</table>

- **153** Years as a Teacher
- **214** Years as a School Administrator
- **113** Years as a Network/Central Office Leader

- **8** are former CPS Students
- **19** are parents of **43** current and former CPS students
- **12** are people of color, **17** are multilingual
- **18** have experience serving English Learners, **18** have experience serving Students with Disabilities
The Daily Student Experience

Daily Learning Experiences

Rigorous

Joyful

Equitable
What does a **Rigorous** Daily Learning Experience look like?

- High-Quality Curriculum
- Rigorous Instruction
- Learning Acceleration Practices
- Helping Every Child Grow: Assessment and Feedback
- Helping Every Child Grow: Academic Interventions
- Sufficient and Holistic Instructional Time
Every student engages in high-quality curriculum.

High-Quality Curriculum:
- At Grade-Level
- Aligned within/Across Grade-Levels
- Meets all student needs
- Culturally responsive
Every student is in front of a high-quality teacher every day.

Investing in Teacher Practice and Collaboration

CPS Teachers have **12**

Paid Professional Development Days

CPS Teachers lead large urban districts in protected weekly preparation time **(300 minutes for ES)**

CPS allocates over **$20M** into school budgets to compensate additional professional development opportunities outside of the 7 hour day
Rigorous Instruction

Every student is in front of a high-quality teacher every day.

Coaching and Mentoring Support

CPS centrally funds over **180** Lead Coaches in school buildings

CPS centrally funds over **800** Mentors for new teachers

CPS centrally funds **420** Program Lead Teachers to support teacher colleagues in IB, STEM, Gifted, PL, Dual Language, Montessori and JROTC programs
Accelerated Learning

Every student experiences accelerated learning, not remediation. And every student has access to advanced coursework.

- Expanding Access to **Middle School Algebra**
- **Advanced Coursework** in High School
- **Model Career Pathways**
  (CTE, Healthcare, IT, Manufacturing, Construction)
- Record **Dual Credit and Dual Enrollment**

Leads to students graduating with postsecondary plans AND credentials/credits in place.
Helping Every Child Grow

Supporting every student starts with identifying student needs and providing feedback for growth.

- Teacher teams focus on lesson and unit tests and assignments, not standardized tests
- School teams use screening/benchmark assessments to support differentiated instruction and decisions for academic interventions
- Student grades are equitable across the district
Helping Every Child Grow

Every student receives the academic supports they need.

Teachers, Interventionists, and Teacher Teams need to:

- Identify student academic needs
- Provide targeted interventions so that students can access grade-level materials
## Sufficient and Holistic Instructional Time: K-2 Day

### Student Day:
- 7 hours
- 6 hours of instruction

### Teacher Day:
- 7 hours
- 5 hours of teaching

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Student Day</th>
<th>Teacher Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Transition</td>
<td>Transition</td>
<td>9:00-9:05</td>
</tr>
<tr>
<td>120 mins</td>
<td>Literacy</td>
<td>Literacy</td>
<td>9:05-11:05</td>
</tr>
<tr>
<td>30 mins</td>
<td>Social Science</td>
<td>Social Science</td>
<td>11:05-11:35</td>
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<tr>
<td>5 minutes</td>
<td>Transition</td>
<td>Transition</td>
<td></td>
</tr>
<tr>
<td>20 mins</td>
<td>Recess</td>
<td>Lunch</td>
<td>11:35-12:25</td>
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<tr>
<td>25 mins</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 mins</td>
<td>Intervention Block</td>
<td>Intervention Block</td>
<td>12:25-12:45</td>
</tr>
<tr>
<td>60 mins</td>
<td>Arts</td>
<td>Preparation Period</td>
<td>12:45-1:45</td>
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<tr>
<td>90 mins</td>
<td>Math</td>
<td>Math</td>
<td>1:45-3:15</td>
</tr>
<tr>
<td>40 mins</td>
<td>Science</td>
<td>Science</td>
<td>3:15-3:55</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Transition</td>
<td>Transition</td>
<td>3:55-4:00</td>
</tr>
<tr>
<td></td>
<td>Instructional Mins: 360</td>
<td>Instructional Mins: 300</td>
<td></td>
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</table>
# Sufficient and Holistic Instructional Time: 6-8 Day

<table>
<thead>
<tr>
<th>Minutes</th>
<th>Student Day</th>
<th>Teacher Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arrival</td>
<td>Arrival</td>
<td>9:00</td>
</tr>
<tr>
<td>5 mins</td>
<td>Transition</td>
<td>Transition</td>
<td>9:00-9:05</td>
</tr>
<tr>
<td>60 mins</td>
<td>Literacy</td>
<td>Literacy A</td>
<td>9:05-10:05</td>
</tr>
<tr>
<td>60 mins</td>
<td>Math</td>
<td>Literacy B</td>
<td>10:05-11:05</td>
</tr>
<tr>
<td>60 mins</td>
<td>Arts</td>
<td>Preparation Period</td>
<td>11:05-12:05</td>
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<tr>
<td>5 minutes</td>
<td>Transition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 mins</td>
<td>Recess</td>
<td>Lunch</td>
<td>12:05-12:55</td>
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<tr>
<td>25 mins</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 mins</td>
<td>Science</td>
<td>Literacy C</td>
<td>12:55-1:55</td>
</tr>
<tr>
<td>60 mins</td>
<td>Social Science</td>
<td>Literacy D</td>
<td>1:55-2:55</td>
</tr>
<tr>
<td>60 mins</td>
<td>Intervention/Enrichment</td>
<td>Intervention/Enrichment</td>
<td>2:55-3:55</td>
</tr>
<tr>
<td>5 mins</td>
<td>Transition</td>
<td>Transition</td>
<td>3:55-4:00</td>
</tr>
</tbody>
</table>

**Student Day:**
- 7 hours
- 6 hours of instruction

**Teacher Day:**
- 7 hours
- 5 hours of teaching
## Sufficient and Holistic Instructional Time: 9-12 Day

### Student Day:
- 7 hours 15 mins
- 5 hours and 50 minutes of instruction

### Teacher Day:
- 7 hours 15 mins
- 4 hours and 12 minutes of teaching

<table>
<thead>
<tr>
<th>Minutes</th>
<th>9-12 Day</th>
<th>Time</th>
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<tbody>
<tr>
<td><strong>Student Day</strong></td>
<td><strong>Teacher Day</strong></td>
<td></td>
</tr>
<tr>
<td>Arrival</td>
<td>Arrival</td>
<td>9:00</td>
</tr>
<tr>
<td>50 mins</td>
<td>English I</td>
<td>English I (A)</td>
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<tr>
<td>5 mins</td>
<td>Transition</td>
<td></td>
</tr>
<tr>
<td>50 mins</td>
<td>Algebra</td>
<td>Prep</td>
</tr>
<tr>
<td>5 mins</td>
<td>Transition</td>
<td></td>
</tr>
<tr>
<td>50 mins</td>
<td>Biology</td>
<td>English I (B)</td>
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<tr>
<td>5 mins</td>
<td>Transition</td>
<td></td>
</tr>
<tr>
<td>50 mins</td>
<td>World Studies</td>
<td>English I (C)</td>
</tr>
<tr>
<td>5 mins</td>
<td>Transition</td>
<td></td>
</tr>
<tr>
<td>50 mins</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>5 mins</td>
<td>Transition</td>
<td></td>
</tr>
<tr>
<td>50 mins</td>
<td>Spanish</td>
<td>English I (D)</td>
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<tr>
<td>5 mins</td>
<td>Transition</td>
<td></td>
</tr>
<tr>
<td>50 mins</td>
<td>Music</td>
<td>Prep</td>
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<tr>
<td>5 mins</td>
<td>Transition</td>
<td></td>
</tr>
<tr>
<td>50 mins</td>
<td>Physical Education</td>
<td>English I (E)</td>
</tr>
</tbody>
</table>
Every student is engaged in sufficient and holistic instructional time.

**Elementary School**
- All content areas daily
- All schools have minimum 4 Middle School teachers
- **1,806 Centrally-Funded Holistic Teaching Positions**
  - Every school has a minimum of 3 Holistic Teachers
  - Arts (any disciplines)
  - Physical Education
  - Third discipline position (World Language, Technology, Library Science, additional Arts disciplines, STEM Lab, etc.)
Sufficient and Holistic Instructional Time

Every student is engaged in sufficient and holistic instructional time.

High School
Centrally-Funded Staff to support every student accessing:

- 4 years of English
- 3 years of Math, Science, Social Science, Electives
- 2 years of World Language, Fine Arts, PE, Career Ed, Computer Science
- Service Learning and Consumer Education
What does a **Joyful Daily Learning Experience** look like?

- **Holistic**
- **Supportive of Student**
  - Connectedness
  - Belonging
  - Wellbeing
Every school provides engagement opportunities through out of school time (summer and school year) programming and athletics.

Breakdown of District OST Programming:

- 522 Schools
- 115,000 Students

- 37% Enrichment
- 27% Academic
- 28% Other*
- 7% Mentoring

*Includes: Athletics, Health and Wellness, SEL, and Virtual Programming
Every school offers/provides engagement opportunities through out of school time (summer and school year) programming and athletics.

41.6% of students participated in OST/CSI/SCS programming so far this year, up from 38.6% at this point last year.

11,000 more students participating in programming as compared to last year.

400,000+ Program Hours, or 20 hours per school per week (up from 17 hours last year).

175+ OST Community-Based Partners Engaged with Schools.

Improved program participation among all priority groups (Students with Disabilities, Black and Latinx Males, and Chronically Truant).
Every student is exposed to postsecondary opportunities.

1,300 SY23 Summer Internships provided to mostly Black and Latinx students

+9,000 Work-Based Learning experiences

Career Spotlight Days
This year, we impacted 3,265 students (1784 HS + 1481 MS)

642 CPS staff members & 151 schools
Every school offers opportunities for students to feel as though they belong and are connected.

Restorative Practices

- **477** Active Behavioral Health Teams in Schools
- **132** Restorative Justice Coordinators (+90 to last year)

Wraparound Supports

- **869** Counselors
  - 208 schools 1:250 ratio
  - 105 schools 1:200 ratio
- **272** schools with a behavioral health or mentoring community partner
  - 11,130 students received school-day behavioral health and/or mentoring services
- **62** STLS Advocates and **300** STLS Liaisons

*Students in Temporary Living Situations*
What does an **Equitable** Daily Learning Experience look like?

- Equitable resourcing
- High-quality practices and conditions in every school
Equitable Resourcing

Every school receives equitable resourcing based on the needs of their student population.

Move away from Student Based Budgeting to allocate resources by need using CPS Opportunity Index which measures need based on:

- Community Factors
- Student Demographics
- Historical Funding
### New Foundational Teacher Funding Model

<table>
<thead>
<tr>
<th>Core Classroom Teachers K-8</th>
<th>1 teacher for every:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● 26 students for schools with an Opportunity Index sum score of 30 or less</td>
</tr>
<tr>
<td></td>
<td>● 24 students for schools with an Opportunity Index sum score between 31-41</td>
</tr>
<tr>
<td></td>
<td>● 22 students for schools with an Opportunity Index sum score between 42-52</td>
</tr>
</tbody>
</table>

Minimum of 10 teachers

| Holistic Teachers | A ratio of 1 holistic teacher for every 5 core classroom teachers OR Minimum of 3 teachers |

F25 Student-Teacher Ratio by District School

**Student-Teacher Ratio Category**
- Lower need (ES 26:1, HS 21:1)
- Medium need (ES 24:1, HS 19:1)
- Highest need (ES 22:1, HS 18:1)
Equitable Resourcing

New Foundational Teacher Funding Model

High School Teachers

1 teacher for every:

- 21 students for schools with an Opportunity Index sum score of 30 or less
- 19 students for schools with an Opportunity Index sum score of between 31-41
- 18 students for schools with an Opportunity Index sum score of between 42-52

OR

A minimum of 10 teachers to ensure a full complement of required courses.
Equitable Resourcing

Every school receives equitable resourcing based on the needs of their student population.

Increased staffing in This Year’s school budgets

+270 Classroom Teachers
+243 Special Education Teachers
+661 Special Education Classroom Assistants
+90 Restorative Justice Coordinators
+28 English Language Program Teachers

+2,200 total school-based positions in SY25 (Average: 4+ teachers per school)

Last School Year:
Elementary Average Class Size: 22 | High School Average Class Size: 20
Every school implements the high-quality practices that drive a rigorous and joyful daily learning experience.

Districtwide investments sustain and prioritize the research-based practices that helped CPS lead the nation in academic recovery.

Districtwide curricular, instructional, assessment, grading policies adhered to by all schools to ensure every student in every neighborhood experiences a high-quality learning experience.

Quality school leader who sets a clear instructional vision and expectations for their school community through distributed leadership cultures and structures.
Of the 40 large urban districts from the Council of the Great City Schools with Education Recovery Scorecard reporting in reading, CPS was **#1 in Reading Growth from 2022 to 2023** and **#1 in Reading gains from 2019-2023**
Of the 40 large urban districts from the Council of the Great City Schools with Education Recovery Scorecard reporting in both reading and math, CPS was #3 in Combined Reading and Math Growth from 2022 to 2023.
Reading achievement continues upward trajectory in SY24
5 percentage point increase from SY23
Surpassing pre-pandemic levels
Students performing in the lowest two performance levels (1 and 2) decreased 4 percentage points from SY23 to SY24
Protect and Sustain

- High-quality curriculum and instruction
- Strong aligned systems of interventions and support
- Well-rounded, holistic programming
- Instructional time
- Professional development
- Student voice
- Community partnerships