



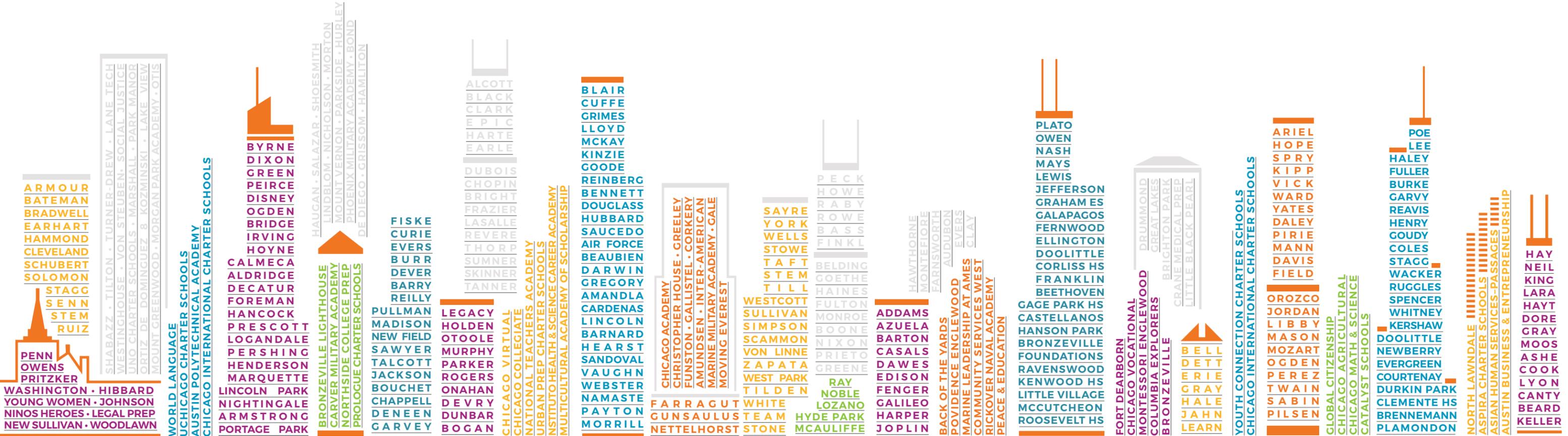
42 W. Madison Street
Chicago, IL 60602
773-553-1000

www.cps.edu
@chicagopublicschools
@ChiPubSchools



Success Starts Here

THREE-YEAR VISION, 2016-2019



ACADEMIC PROGRESS + FINANCIAL STABILITY + INTEGRITY

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DE PRIEST • DEWEY • DIRKSEN • DODGE • DRAKE • DRUMMOND • DULLES • DUNNE • DVORAK • EBERHART • EBINGER • EDGEBROOK • EDISON PARK • EDWARDS • ERICSON • ESMOND • EVERETT • FAIRFILED • FALCONER • FARADAY • FOSTER PARK • GILLESPIE • GRESHAM • HAMLIN • HAMPTON • HARLAN
HARVARD • HEALY • HEDGES • HEFFERAN • HENDRICKS • HERNANDEZ • HERZL • HIGGINS • HIRSH • HITCH • HOLMES • HORIZON • HUGHES • INFINITY • INTRINSIC • JAMIESON • JENNER • JENSEN • JAUREZ • JULIAN • JUNGMAN • KANON • KELLMAN • KELLOGG • KELLY • KENNEDY • KILMER • KIPLING •
LANGFORD • LAVIZZO • LAWNSDALE • LELAND • LENART • LOCKE • LORCA • LOVETT • LOWELL • MADERO • MANIERRE • MANLEY • MARSH • MATHER • MATER • MCCLELLAN • MCCORMICK • MCDADE • MCDOWELL • MCNAIR • MCPHERSON • MELODY • METCALFE • MIRELES • MITCHELL • MOLLISON • MURRAY
NKURMAH • NORTH RIVER • NORTH GRAND • NORTHSIDE LEARNING • NORTHWEST • NORWOOD PARK • OGLEBY • OKEEFE • ORIOLE PARK • ORR • PALMER • PASTEUR • PERSPECTIVES CHARTER SCHOOLS • PETERSON • PHILLIPS • PICCOLO • PICKARD • POLARIS • POWELL • PROSSER • PRUSSING
PULASKI • RANDOLPH • RICHARDS • ROBESON • ROBINSON • RUDOLPH • RYDER • SAUGANASH • SCHMID • SCHURZ • SEWARD • SHERIDAN • SHERMAN • SHERWOOD • SHIELDS • SHOOP • SIMEON • SMITH • SMYSER • SMYTH • SOLORIO • SOUTH LOOP • SOUTH SHORE • SOUTHSIDE • STEINMETZ •
STEVENSON • STOCK • SUDER • SUTHERLAND • SWIFT • TALMAN • TARKINGTON • TAYLOR • TELPOCHCALLI • THOMAS • TONTI • VANDERPOEL • VOISE • VOLTA • WADSWORTH • WALSH • WARREN • WATERS • WENTWORTH • WEST RIDGE • WHISTLER • WHITTIER • WILDWOOD • WILLIAMS • WOODSON

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student success in college, career and community requires a holistic academic approach, financial stability and integrity in our relationships.



Dear Fellow Chicagoans,

I want to applaud Chicago Public Schools' students, teachers, principals, parents and staff for your relentless focus on academic success. This vision report will help continue to propel CPS forward and ensure every student in every community receives a world class education that will prepare them for success in college, a rewarding career, and life.

Together, our community has made incredible progress. We have provided a full day of kindergarten for all CPS students for the first time in Chicago's history; guaranteed free Pre-K for all 25,000 four-year-olds from low-income families; and more than doubled full-day Pre-K opportunities citywide. We have successfully transitioned from one of the shortest school days and school years in the country to a full school day and year, resulting in a remarkable two and a half years of additional learning from kindergarten to 12th grade. This has allowed us to increase access to rigorous academic programs, invest in student supports like tutoring and mentoring, and empowered our school leaders.

We have created the largest network of IB schools in the country, and become the first city in the country to offer free tuition to community college for all high school graduates with a B average or better through the Chicago STAR scholarship. And starting with the class of 2020, we will ensure every student graduates with a postsecondary plan in hand, ensuring high school graduation is another milestone on the path to success and not a destination in and of itself.

By articulating a clear vision and setting tangible goals and metrics along the way Chicago Public Schools can continue to accelerate academic growth, break even more records and help even more students on the path to a brighter future. The City of Chicago is our home, the people of Chicago are our family, and every one of us is invested in and proud of our students' success.

Sincerely,

Rahm Emanuel

Mayor, City of Chicago



As the leaders of this district, we have a profound responsibility to the children of Chicago. Their futures are in our hands. So if they are to become the thinkers, leaders and innovators we need them to be; we must provide them with equitable access to a high quality education. Their experience must be steeped in academic rigor, but it must also support the successful development of the whole child.

This work requires a clear and progressive vision. This vision acknowledges but does not allow the unique challenges facing many of our students to diminish expectations. It must inspire entire school communities – educators, parents and supporters – to place the potential of our children above everything else, including the financial challenges that continue to encroach upon our classrooms.

This report explores the details of that vision and provides an exciting roadmap for the future of Chicago Public Schools. It celebrates our successes, acknowledges those areas where we must do better and lays out a plan for placing all students on a path toward a bright and fulfilling life. We thank you for your interest in our vision and hope that you will continue using your gifts, talents and resources to advance the success of Chicago's children.

Sincerely,



Frank Clark
President, Chicago Board of Education



Forrest Claypool
CEO, Chicago Public Schools
@ClaypoolCPS



Janice Jackson
CEdO, Chicago Public Schools
@CPSCEdO

The Creation of the Vision

Your Voice Matters

The vision for CPS could not have been created without the input of its stakeholders—principals, teachers, students, parents, district leaders and partners. Throughout the year-long process, these voices have shaped the path forward for the district.

Spring of 2016

More than 300 teachers participated in **8 Teacher Listening Tour sessions** across the city where CPS leadership listened to their concerns and perspectives on district priorities.

Academic and operations teams planned and aligned their **strategic priorities and goals**. This began with exercises around our core values to create the foundation for the Vision and led to the **development of our three commitments:** academic progress, financial stability and integrity.

Summer of 2016

Met with leaders of other school districts to share best practices.

More than 130 people – academic and operational leaders, network chiefs, principals and teachers – wrote and revised the Vision framework.

More than 30 interviews with district leaders were conducted to capture the strategic priorities for CPS.

Fall of 2016

More than 1,000 parents, students, teachers and community leaders participated in **8 community vision meetings** to introduce the Vision framework and garner input.

Launched the Vision framework to guide School Year 2016-17, while continuing to build out the strategic plan.

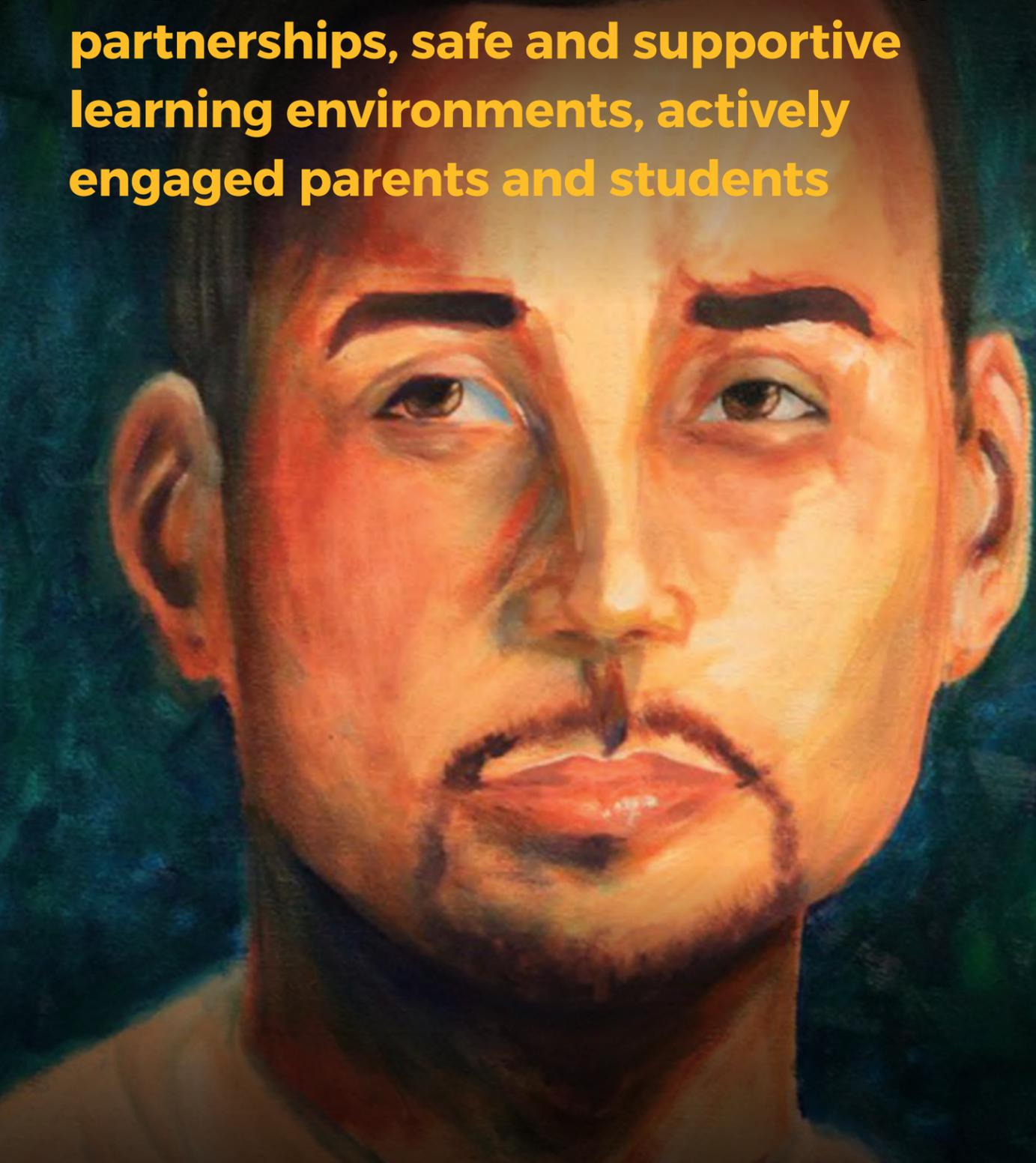
Winter of 2016-17

Continued meeting with district teams to develop and refine strategic plans.

Spring of 2017

Released the full Vision report with strategic plans and goals for CPS.

rigorous instruction, talented and empowered educators, community partnerships, safe and supportive learning environments, actively engaged parents and students



Artwork by Assata Mason, William Jones College Preparatory HS



Introduction

Chicago has much to celebrate in its schools. Graduation rates and ACT scores are at an all-time high. Our elementary students are outpacing the growth of their peers nationally in both reading and math on the National Assessment of Educational Progress, which is known as “the nation’s report card.” More of our high school students are earning college credits than ever before, and thousands more of our graduates earn college degrees each year than they did a decade ago. Our students and schools are succeeding, despite the financial challenges facing our district.

To build on the momentum of the past few years, this three-year plan lays out our next steps for improving student success. It builds on the ideas of hundreds of teachers and over a thousand parents, students and community leaders who have met with district leaders since last spring to share their concerns and insights. It builds on the vision that Mayor Rahm Emanuel set out to provide a high quality education for every child in every neighborhood. It also builds, on the hard work of our teachers and principals, who have persevered through a time of financial uncertainty and lifted their students to unprecedented heights.

While we have come far, much work remains to be done to ensure that every child in every school receives equitable support and opportunity. We must close achievement gaps, especially for Latino and African American students, and students with disabilities. We must increase college enrollment and persistence. **And we must set all of our young people on the path to a fulfilling and productive life.**

As we work toward achieving financial stability and continue to fight for fair funding from the state, we are grateful for strong support from the entire Chicago community—parents, community members, businesses, universities and nonprofits—for establishing partnerships with CPS to share their expertise, talents and resources which provide even more opportunity for our students.

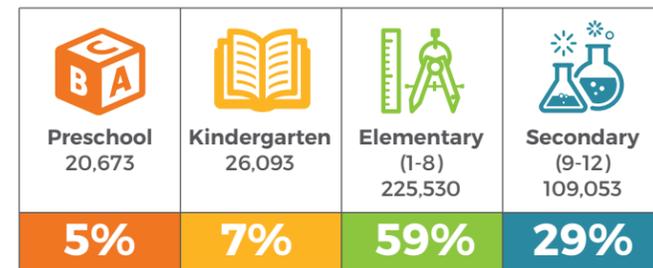
This vision breaks new ground in several areas, and builds on many proven strategies that educators and school leaders have already begun to use. This plan is grounded in the latest thinking and research about what it means to prepare children for the workforce of the future, which is a place where their ability to think, create and collaborate will be more vital than ever.

INTRODUCTION

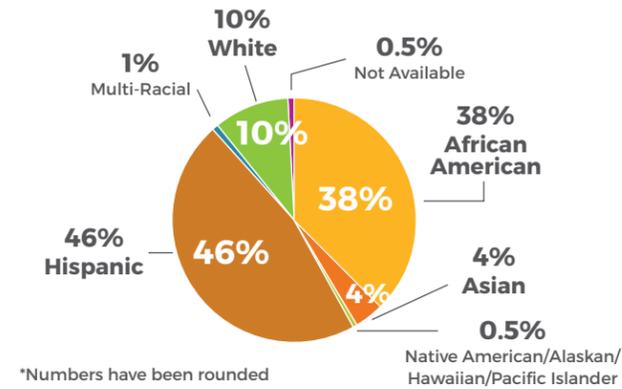
Who We Are By the Numbers

Student Enrollment

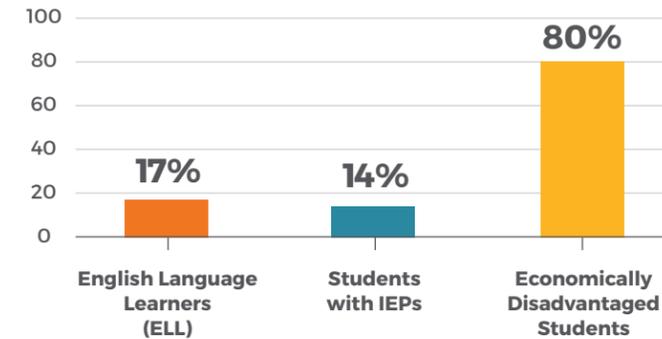
Total: 381,349 (2016-2017 20th Day Enrollment)



Student Racial Makeup

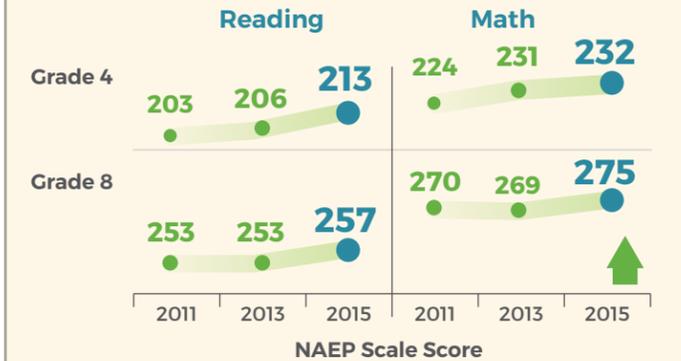


Additional Demographics

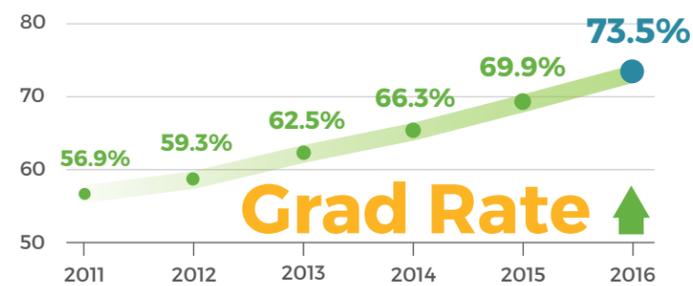


NAEP

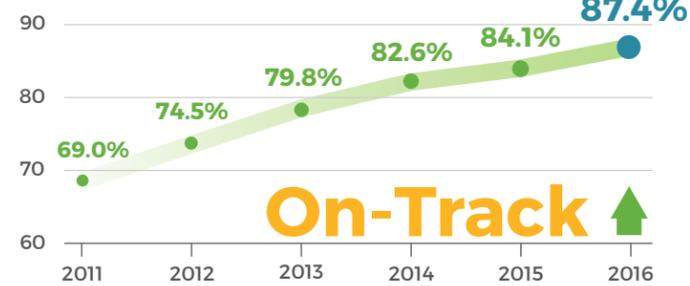
National Assessment of Educational Programs (NAEP)



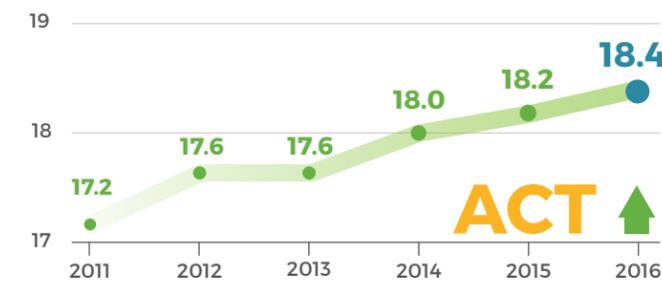
Percent of Students Graduating in 5 Years



Percent of Freshman On-Track to Graduate



Average ACT Score

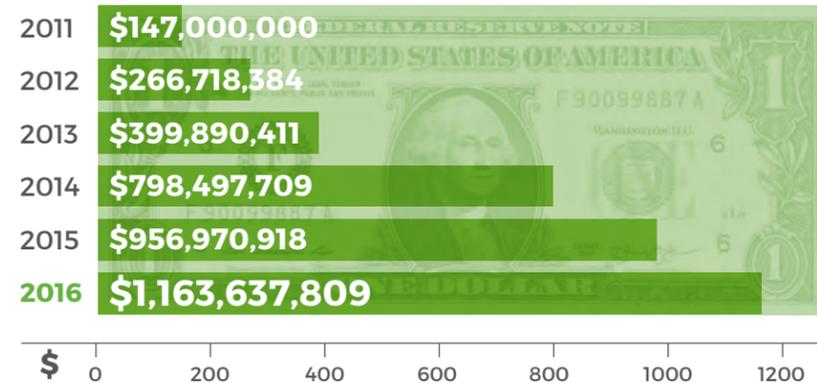


2015-16 NAEP Total Scale Score Gains

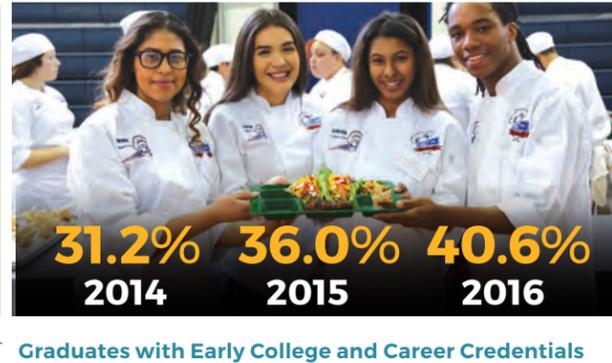
4th/8th Grade Reading and Math



Scholarship Dollars Earned



Early College & Career Credentials



Number of Schools Awarded Certifications



2011-2015 Point Gains in Reading and Math Scores



Our Core Beliefs

Education Must be Holistic

Success in life requires more than academic skills. Young people must learn to work with others, resolve conflicts and pursue goals. These kind of “social-emotional skills” can be taught in school to improve learning. What’s more, they are valuable in the workforce. Over the last three decades, jobs requiring social and emotional acumen have grown much faster than others.¹

A holistic education must also provide opportunities for students to grow through the arts, world language, physical education, extracurricular options and self-directed projects.

High Academic Standards Are for All Children

Basic skills are essential but no longer enough. **In today’s global economy, young people need more than a high school diploma to thrive.** All students must have access to a rigorous curriculum that prepares them for college or technical training. The curriculum must be carefully sequenced from Pre-K through high school so that all students are able to master the Common Core Standards, which include the 21st Century skills needed for success in today’s workplace: analytic thinking, creative problem-solving, effective teamwork and clear communication.

Academic Rigor Must be Coupled with Support

Many of our students come to school with challenges brought about by poverty, language barriers, a disability, a lack of family support or neighborhood violence. **All children, regardless of background, can learn well with the right academic and social-emotional support,** and schools must be organized to provide it.

Diversity Must be Celebrated

The diversity and cultural richness of our city, which is reflected in our classrooms, is an enormous asset to learning. **Embracing diverse viewpoints and experiences can equip our students with the flexibility and creativity to adapt to a changing world.** Whether by continuing to provide safe spaces for those facing discrimination, or by creating active dialogue among our students, families and staff about their values and backgrounds; celebrating diversity is an essential part of everything we do.

School Options Must Serve All Children Well

One of the district’s strengths is the variety of schools and programs we offer, including **math and science academies, fine arts academies, military academies, charter schools, career and technical education programs and schools with specialty programs such as International Baccalaureate and the “STEM” subjects** (science, technology, engineering and mathematics). Providing a range of options lets families choose the programs and schools that best meet their children’s needs and interests. At the same time, we must also invest in improving instruction in every school and classroom in every neighborhood so that all families have access to desirable options.

Equity is a Moral Imperative

All children deserve access to high quality curriculum, skilled teachers and outstanding college-preparatory classes; including programs like Advanced Placement or International Baccalaureate. We must improve instruction and teacher recruitment and expand access to advanced coursework citywide. Providing more engaging and challenging classes in math, science and technology—from elementary school through high school—can open doors to careers for all of our students, but particularly in fields in which women and people of color have been historically underrepresented.

In recent years, the injustices caused by racial bias and inequity have once again come into sharp focus in our nation and our city. As a district, we must examine all of our policies and programs to see where racial inequality exists—whether in suspension rates, special education placement, graduation rates or access to high quality programs—and take steps to eliminate it. We must train all of our school and district leaders, teachers and staff to recognize and challenge bias against students; whether based on ethnicity, gender, economic status, sexual orientation, gender identity or race.

The prosperity of our city tomorrow depends on how well we respect, nurture and educate our children today. We need young people who are skilled, ambitious, creative, caring and collaborative and devoted to the well-being of their communities. We have in our care the next generation of thinkers, innovators and leaders of Chicago.

Our Mission

To provide a high quality public education for every child, in every neighborhood, that prepares each for success in college, career and civic life.

To fulfill our mission, we make these three commitments to our students, their families and to all Chicagoans:

#1 Academic Progress	#2 Financial Stability	#3 Integrity
Preparing our students for success in college, career and community requires a holistic approach. Our curriculum must evolve to include the courses demanded by today’s colleges and the skills demanded by today’s employers. Our educators must be supported and empowered, and our schools must be safe and nurturing learning environments for all students.	Student success remains the shared priority of the district and the Chicago community. Despite financial challenges that force painful choices, protecting and improving student achievement comes first. We must continue to streamline our spending, implement best business practices and advocate for equal treatment of our children under Illinois law.	Educating the next generation is a great responsibility, and it depends on strong relationships between the district, its schools, students families and their communities. CPS will demonstrate integrity in all its relationships through clear, honest communication; by achieving results and by respecting the expertise in our diverse communities.

High Quality, Rigorous Instruction
Setting high academic standards for all of our students builds a strong foundation for a holistic education.

Collective Impact
Strong partnerships, with trust earned through transparent engagement, allow Chicago’s collective expertise to best support student success.



Talented and Empowered Educators
Talented teachers and administrators are a catalyst for student learning.

Safety and Support
Safe and supportive schools create an environment for successful learning.

Financial Stability
A “student first” budget builds a stronger financial future.

Our Goals

Success Starts With... ensuring all of our children have access to high quality, full-day Pre-Kindergarten proven to build a foundation for success. We will increase the number of Pre-K classrooms to ensure at least 50 percent of all classrooms are free and full day to provide better preparation for students and more options for parents.

Success Starts With... keeping children in school so that they can benefit from high quality instruction. We will address chronic truancy, ensure 80 percent of our schools have the Supportive School Certification, and raise districtwide student attendance to 94 percent.

Success Starts With... improving classroom instruction, school practices and providing equitable access to rigorous coursework so that all children have the chance to achieve their potential. We aim to improve the percent of elementary students meeting goals on the districtwide assessment by five percent* each year in order to raise student achievement by high school and have 50 percent of CPS 11th graders meet college readiness benchmarks on the SAT by 2019.

Success Starts With... preparing students well for college and careers. We will ensure that 50 percent of high school students graduate having earned at least one early college or career credential and that at least 60 percent of graduating seniors enroll in college in 2019.

Success Starts With... providing high school students, especially freshmen, with the support and supervision they need to remain on-track to graduate. By 2020, we will raise the CPS five-year graduation rate to 85 percent.

CPS. Success Starts Here.

* See page 41 for more details.

By 2019
50%
Pre-K
Classrooms
will be free
and full day.



By 2019
50%
11th Grade
Students
will meet
College Readiness
SAT Benchmarks



By 2019
60%
Graduating Seniors
will be
Enrolled in
College



By 2020
we will raise the
CPS Five-Year
Graduation Rate
to
85%



analytic thinking,
creative problem-solving,
communication, teamwork,
healthy relationships,
core values, setting goals

Artwork by Kiana Parsons, Whitney Young HS



COMMITMENT #1
Academic Progress

Preparing young people for a rapidly changing world demands an education that is both **rigorous and holistic**. In a global economy, a high school diploma is no longer enough; graduates must be equipped to complete college or technical training. To thrive in today's workforce, they must also hone the 21st Century skills employers seek, such as analytical thinking, creative problem-solving, communication and teamwork.

A holistic education instills the values and resilience needed for success, both in school and in life. Students must be taught how to learn from mistakes, build healthy relationships and pursue goals. They must learn to value their communities and contribute to the common good. So it is with this in mind that we place such a heavy emphasis on our first commitment to Academic Progress.



High Quality, Rigorous Instruction is the Foundation of a Holistic Education.

Challenging, well-designed instruction sharpens reasoning, sparks curiosity and deepens knowledge. Providing rigorous instruction for every child in every neighborhood is a matter of equity. At the same time, students arrive at our schools with a variety of learning needs. Combining rigor with the right support for each child is a powerful combination that gives all children the chance to reach their full potential. • Over the next three years, we will improve instruction for all students, strengthen special education programming for those with disabilities and provide equitable access to rigorous programs that prepare students for 21st Century careers.

Improving Curriculum & Instruction

Schools vary in their ability to provide rigor and support. As a district, we must ensure that every school has a strong curriculum, effective teaching strategies and a system for supporting every learner.

STRATEGIES

Create a Well-Designed Pre-K to 12 Curriculum

To date, every CPS school has been responsible for designing its own curriculum, aligned to the **Common Core State Standards** and **Next Generation Science Standards**. That is a challenging task as these new standards are more rigorous than those of the past and emphasize the 21st Century skills that employers demand, such as analytic thinking, creative problem-solving and effective teamwork. While some schools have thoughtfully designed curriculum that meets these higher standards, others have asked for additional support and guidance from the district.



Rather than require each school to create its own curriculum, **we will bring together our district's most experienced educators from all subjects and grade levels to support the development of a challenging and carefully sequenced Pre-K-12 curriculum that any school may choose to adopt.** Curriculum areas will include math, science, English/language arts, social science, visual and performing arts and five world languages. Well-designed classroom assessments will accompany the curriculum to help teachers better monitor student progress. The district will also provide professional development to improve teachers' ability to engage and support students in mastering curriculum content.

Rather than require each school to create its own curriculum, we will bring together our district's most experienced educators to develop a challenging and carefully sequenced Pre-K-12 curriculum that any school may choose to adopt.

Ramping Up Instruction

Efforts are underway to strengthen instruction in every major subject citywide. Here are a few highlights:

LANGUAGE ARTS



Thriving in the Information Age requires the ability to read, think, write and converse about complex topics. Through the CPS Balanced Literacy Initiative, Pre-K to 8th grade teachers will learn how to guide their students to analyze, discuss and write about challenging literature and nonfiction. In a balanced literacy classroom, students go beyond answering simple factual questions. Instead they learn to respond thoughtfully to open-ended prompts and justify their opinions with examples from the text. As they discuss their interpretations with small groups of peers, they learn to consider and respond to different points of view. CPS will also introduce a new writing curriculum for grades 1 to 12 that teaches narrative, argumentative and explanatory writing. All of these literacy skills are highly valued in college and the workplace.

While many CPS teachers are already skilled at balanced literacy, the initiative will spread best practices to more classrooms through professional development and coaching provided by the Office of Teaching and Learning.

MATHEMATICS

High quality mathematics instruction is essential to preparing students to succeed in the modern workforce. Offering high school algebra to advanced 8th graders will enable them to enroll in calculus as high school seniors and boost their chances at selective college admission.

About 200 CPS elementary schools already have a high school algebra course taught by a credentialed teacher. To expand that number and eventually include all schools enrolling 8th-graders, CPS will support tuition costs for 45 elementary teachers per year to earn the required certification. Regions of the city with the fewest participating schools will get priority.

CPS will pay for **45 Elementary Teachers** per year to earn the required **certification to teach high school Algebra**

SCIENCE

The Next Generation Science Standards call for a new model for science instruction that has students doing the work of scientists rather than simply reading about science and memorizing facts. A unit on molecular bonding in chemistry class, for example, might begin with students observing if hand sanitizer evaporates off their hands more quickly than water. Through a series of investigations, students pose questions, design experiments and collect data and finally, are able to explain what they've learned about molecular structure and intermolecular forces. The Office of Teaching and Learning is working with teachers across the district to design units based on this new approach and will incorporate them into a districtwide curriculum that any school may choose to adopt. The Department of Science also offers ongoing professional development on the new model available to all CPS teachers.



Ramping Up Instruction



SOCIAL SCIENCE AND CIVIC ENGAGEMENT

New state standards in Social Science will require that students in CPS have an opportunity to study history, geography, civics, economics, and the many disciplines of the Social Sciences in a way that promotes inquiry, connects to present-day issues, and includes diverse perspectives. To ensure teachers are prepared for the new Social Science standards, CPS will design and deliver targeted professional learning opportunities and curricular resources through the Office of Teaching and Learning. As part of the Pre-K to 12 curriculum development project, **CPS will include Social Science curriculum, and in particular, ensure that all teachers receive curriculum that is culturally relevant to the communities in which they teach.** Students will learn about the history, culture and contributions of African-Americans, Latinos and the many diverse communities of our city and nation.

In addition, CPS will go above and beyond the new state requirement for a semester of high school civics and become a national model for civic learning and student civic engagement. This spring, **CPS is releasing Ready to ENGAGE, a three year plan and framework for expanding civic learning in the district.** In grades K-8, a civic learning curriculum will engage children in service learning projects in their communities. In every high school, teachers will receive professional development to incorporate civic learning in all subject areas. For example, students in science classrooms will have the opportunity to connect curriculum to local environmental issues while students in literature classes will develop speeches that use rhetorical

devices to propose a solution to a neighborhood problem. High school students will also complete a year-long civics class and two service learning projects to graduate.

FINE AND PERFORMING ARTS

To support deeper learning in **the arts**, CPS changed the graduation requirement in 2016 to allow high school students to earn their two art credits in one artistic discipline, such as music or visual art, rather than splitting those credits between two different disciplines. This change allows students to delve more deeply into one particular area if they so choose. While artistic expression is valuable in its own right, studies find² that students who take art classes boost their achievement in other academic areas. Learning academic subjects through music, drama, dance and the visual arts also improves academic success. **As teachers craft the district's new Pre-K to 12 curriculum, they will look for opportunities to link topics taught in art class or artistic practices with historic time periods, cultures, scientific principles or mathematical concepts students are learning simultaneously in other subject areas.**

COMPUTER SCIENCE

CPS has become a national leader in computer science education since Mayor Rahm Emanuel launched the **Computer Science for All Initiative (CS4All)** for students in grades K-12 in 2013. Computer programming skills are in enormous demand in today's workforce and building an early interest in computer science—with projects involving

coding, robotics and video game design—can open up exciting career possibilities, especially for those typically underrepresented in this field, such as women and people of color. Even for those whose interests lie elsewhere, learning to program a computer is an engaging way to practice the kind of logical thinking and creative problem-solving employers demand. CPS recently became the first district in the nation to require computer science credit for high school graduation, and other large urban districts have since followed suit. **Beginning in 2016, with the Class of 2020, all high school students will be required to complete at least one credit of computer science.** More than 100 CPS schools have already adopted the CS4All curriculum, and we will expand that number by 50 to 60 schools annually, providing them with professional development and technical support.



To learn more about CS4All go to: <http://cs4all.io>

WORLD AND NATIVE LANGUAGES

In a global society, fluency in more than one language deepens cultural understanding and broadens career opportunities. By increasing access and participation in our world and native language programs, we are providing a platform for students to develop these critical skills that will not only improve postsecondary success, but will make them stronger members of our diverse communities. Beginning in 2015, students who graduated high school prepared for college-level coursework in English and another world language (either a second language or their native language) were eligible to earn a **"Seal of Biliteracy"** on their high school transcripts. The seal certifies for colleges and employers a student's mastery of two or more languages. By 2020, at least 25 percent of our high school graduates will earn a Seal of Biliteracy.



By 2020 at least
25%
High School Graduates
will earn a
Seal of Biliteracy



To prepare more students to earn this prestigious credential, we will:

- **Expand the number of elementary schools offering world language** and standardize their curriculum to improve language acquisition.
- **Require every high school to offer at least one college-level world language class.**
- **Expand dual language programs from 20 school this year to 30 schools by the fall of 2019**, including two high schools. Dual language programs immerse English-speaking and Spanish-speaking students together in the same program and teach academic subjects in both languages.
- **Provide districtwide professional development to strengthen English Learner programs** so that students are able to improve their ability to read, write and speak in both English and their native language, while also meeting the same rigorous academic standards as their English-speaking peers.



<http://cps.edu/Pages/SealofBiliteracy.aspx>

In a global society, fluency in more than one language deepens cultural understanding and broadens career opportunities.



In a personalized learning classroom, teachers tailor the curriculum to meet each student's needs, strengths and interests.

Support More Schools to Adopt "Personalized Learning"

Years ago, teachers marched students through the same curriculum at the same pace, leaving some behind and others unchallenged. Today, skilled teachers know how to meet a variety of learning needs with small group lessons and individual assignments. "Personalized learning" goes even further in customizing instruction and allows students to take more responsibility for their own learning, building the kind of self-direction and reflection needed to succeed in the modern workplace and in life.

In a personalized learning classroom, teachers tailor the curriculum to meet each student's needs, strengths and interests. While all students are ultimately working toward the same goals, they have a voice in choosing their path and are able to work at their own level and pace. In a classroom, you might see students working at "centers" around the room, alone or with peers, on a variety of literacy activities. You might see other students collaborating on a chemistry experiment they selected, discussing how to solve a complex "real-world" math problem or interpreting and dramatizing their favorite scene from a Shakespeare play—all while the teacher circulates, coaches and instructs. In some personalized learning settings, both teachers and students use online tools and assessments so that progress is easily monitored and instruction becomes more targeted to meet learner needs.

We envision the growth of personalized learning as a collaborative, grassroots effort led by teachers and administrators and supported by central office and outside partners. One of our key partners, LEAP Innovations, has already begun paving the way with innovative models such as Breakthrough Schools and Pilot Network. Cohorts of schools in these programs undergo professional development and receive support from educational technology partners as they begin personalized learning implementation. **As a district, in addition to connecting schools with external partners and useful technology, we will create an online forum where CPS teachers who have adopted personalized learning can ask each other for advice and share successful practices.**



<http://cps.edu/personalizedlearning>

Support Every School in Establishing an Effective Multi-Tiered System of Supports

Every child's achievement begins with high quality instruction, though some will need extra support to thrive. Many schools have teams in place to help teachers support students who struggle academically or behaviorally. However, we need to do more to equip all schools with the systems needed to effectively help struggling learners. **Beginning**

in the 2016-2017 school year, every school built a "Multi-tiered System of Supports" (MTSS) framework to provide all students with the level of academic or social-emotional support they need to be successful.

MTSS is a proven strategy promoted by the U.S. Department of Education. At each school, an MTSS team made up of teachers, administrators and specialists identifies how to better support learners with additional tools, such as extra reading lessons, tutoring, mentoring, small group counseling or therapy. Principals and MTSS teams receive ongoing training from their regional networks on how to identify, support and monitor student progress. Network specialists also monitor student progress at each school through an online database to see where MTSS teams need additional training and support to accelerate student learning.

Strengthening Special Education

While CPS student achievement has improved in recent years on state and national exams, the academic progress of students receiving special education services has largely stagnated, despite an increase in funding for special education. The underachievement of students with disabilities is a persistent national problem, but one that can be solved if schools are provided with support to adopt research-based practices.

To identify the underlying reasons for this achievement gap in CPS, we recently completed an extensive analysis of our special education programs and practices and devised strategies to address the challenges we uncovered

(see <http://www.cps.edu/Pages/DiverseLearners.aspx>).

Here are just a few of the steps we will take to help schools more accurately identify disabilities and strengthen special education case management, services, progress monitoring and instruction.



Improve Methods for Determining Special Education Eligibility

Our analysis revealed that the gender and racial distribution of our students with disabilities is not aligned with our total student population. "Over identification" can mean that students are inadvertently assigned to special education when their needs might be different, and is especially troublesome when it happens to African American boys and English Language Learners. While CPS is not the only school district to struggle with "over identification," we aim to be at the front of national efforts to improve this problem.

We believe that an immediate first step must be to strengthen the standards, oversight and professional training related to special education referral, evaluation and eligibility. By creating more clear and comprehensive guidelines for school teams that review initial student referrals or who conduct special education evaluations and participate in eligibility decisions, we are able to better identify a student's needs and provide the right kinds of support, either through MTSS interventions (see Multi-Tiered System of Supports section) or special education services. Schools that continue to refer a disproportionate number of students or subgroups to special education will receive more intensive support.

I love helping my students become proud of who they are. I love showing them that for every challenge they may struggle with, there lies a strength waiting to be cultivated. It's rewarding to see them find those strengths and remove the taboo around learning differences.

—Kathryn Henry, CPS Special Education teacher



Intensify Training and Guidance for Special Education Teams and Staff

The quality of eligibility decisions, case management and special education services varies widely in CPS. Schools must receive the intensive training and guidance they need to improve in those areas. Investing in additional staff at the network offices to provide that training will spread research-based practices that lead to greater student achievement, social-emotional growth and postsecondary success.

Improve Professional Development to Special Education Teachers

In order to improve the quality and consistency of special education services, case management and eligibility decision making; we must provide intensive training and guidance to schools. In the past, CPS has not provided sufficient support for schools to improve special education instructional practices. Going forward, each network will provide ongoing professional development for special education teachers to improve the quality of IEPs, progress monitoring and instruction districtwide.

Laying a Stronger Foundation in Pre-Kindergarten

Early childhood education is the foundation on which life-long learning is built. Improving the quality and accessibility of Pre-Kindergarten programs will raise student achievement in elementary school, high school and beyond.

STRATEGIES

Increase the Availability of Full-Day Pre-Kindergarten

Research shows that full day Pre-K programs prepare students for later school success. Chicago Public Schools, in collaboration with the City of Chicago, is working to expand access to full-day Pre-K to four year olds in need. **By 2019, over 50 percent of CPS's Pre-K classrooms will provide full-day programming—an increase of 46 percent since 2011.**

Focus on Quality Instruction and Comprehensive Services

High quality Pre-K requires program standards that are both developmentally appropriate and academically rigorous. **CPS will partner with other City agencies to ensure that all providers that support young children and their families understand the expectations for kindergarten readiness** to create consistent practices so all children are getting high quality early learning experiences before entering school to set them on the path for success from the start. CPS will also create universal standards for school-based preschool, giving principals a road map for quality instruction from Pre-K to 2nd grade.

Decreasing Barriers for Families

Eliminating obstacles for families to access high quality Pre-K is a key priority. For many years, enrolling in a CPS Pre-K program was a complicated endeavor, requiring parents to apply on-site at one or more schools. **To simplify the process, parents are now able to apply online, at a school, or a community based organization (CBO).** The online application allows for parents to apply to Pre-K wherever they can access a computer or mobile device—including at their local schools or community-sites.

Community Awareness of Pre-Kindergarten

The Office of Early Childhood Education will continue to expand awareness of the value of Pre-K and support families enrolling in programs that improve students' long-term school success. Through city-wide communications and targeted outreach efforts in Chicago's most vulnerable communities, CPS will work with partners to increase the demand for high quality Pre-K. Targeting high-need areas, Family Resource Centers at select libraries, trained staff at schools, and partners in community organizations will collaborate to provide support to families to enroll children in early childhood education.



<http://cps.edu/schools/earlychildhood/Pages/EarlyChildhood.aspx>

Improving High Schools

CPS has outstanding college and career preparatory programs and is a national leader in raising its graduation rate. Our high school strategy will build on that success and work to ensure that all students have a high quality, open-enrollment high school option within three miles of their homes. The high school strategy has three areas of focus: equity in access, excellence and advocacy.

STRATEGIES

Simplify High School Application and Enrollment

Many families find the CPS high school admissions process stressful and burdensome, as gaining admission to a choice school often requires multiple applications, each with different requirements and deadlines. In late spring, students may receive multiple offers or be consigned to wait lists, creating uncertainty for families and delaying some class scheduling and planning for schools that are unsure of who will be enrolled in their freshman class. In



addition, this process can lead to inequities, as some families have more time and resources to navigate the process.

To address these issues, CPS is working with high school principals and civic leaders to simplify the high school application and enrollment process. **Beginning in 2017-18, families of 8th graders will be able to complete a single application for all of their high school choices through GoCPS** (Charter schools will be encouraged to participate). As part of the process, families will rank their preferences for schools, and students will receive a single best offer to the best school they ranked and are eligible to attend. This single application will allow more incoming freshmen to be matched quickly to a school of their choice, while high schools will know the makeup of their incoming freshman class sooner. In both cases, important planning for the next school year can begin earlier and with more confidence. Simplifying high school enrollment will create more equitable access to schools of choice for families who are unable to navigate a complex process.

Improve High Schools to Strengthen Quality Instruction

The heart of a high quality high school education includes a strong core curriculum, effective classroom instruction and classroom assessments that allow teachers to monitor student progress and adjust their instruction so that all students can achieve. They are inextricably linked and, with proper and sustained support and development, can propel student achievement to higher levels. To further strengthen the work around instruction and create high

equity in access, excellence and advocacy

expectations for academic rigor, the Office of Network Support and the Office of Teaching and Learning will provide individualized support to high schools. To do so, schools will specifically engage in Instructional Core walks in which school, network and district leaders observe instruction in many classrooms and then reflect on strengths and weaknesses. Schools will also be guided to analyze the results of classroom observations and assessments to pinpoint areas of weakness and plan improvements. Instructional Core walks ensure schools engage in cycles of continuous improvement, which align to the school's Continuous Improvement Work Plan (CIWP), and the principal evaluation. **The goal is to build common practices across the district that lead to academic improvement in every high school.**

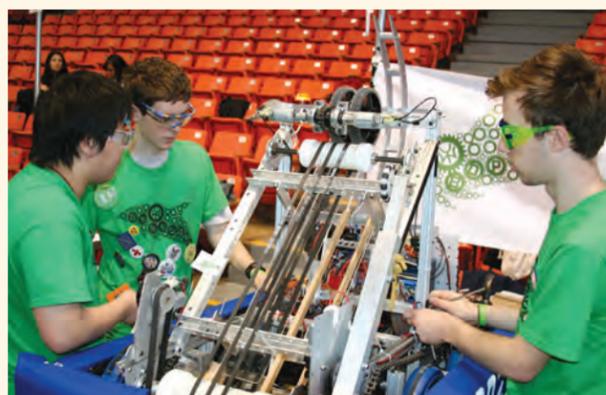
Recruit University and Corporate Partners for Neighborhood High Schools

University and corporate partnerships can invigorate neighborhood high schools with new ideas, resources and learning opportunities for students. Many high schools are already improving teaching and leadership with coaching from university experts. Others have partnered with local employers, such as engineering or construction companies, that can advise on career curricula, lead career-related activities and field trips or even provide internships for interested students. While some CPS high schools have many deeply-involved partners, others have none. **We will work with principals to recruit partners for every neighborhood high school to increase the equity of these partnerships.**

Engineering Partnership Program

To truly develop 21st Century skills in our students and better prepare them for today's workforce, CPS has sought to create many STEM opportunities, including the program "Engineering Futures." This initiative has paired eight CPS high schools with corporate engineering partners to provide robust services and experiences in engineering to students.

Through both grants and in-kind services, these organizations have immersed more than 1,600 students in the field of engineering. They have provided guidance on our pre-engineering curriculum, offered professional development to teachers, and funded the creation of "makerspace" labs in our schools. These partners have also invited our students to experience hands-on, project-based learning in authentic workplace environments. At Bowen High School, for example, their partnership with Accurate Engineering Group allowed students to tour a geothermal facility to learn how concrete foundations are prepared for building bridges. The students then worked with Accurate engineers, and with



the sponsorship from Siemens Technologies, entered a bridge building contest to put their learning to work.

By rooting our students in the STEM experience, where they focus on collaborative problem-solving, we are helping develop the skills that will be attractive to their future employers. For this reason, our goal is to expand our corporate and philanthropic partnerships to include more CPS students in these opportunities districtwide.

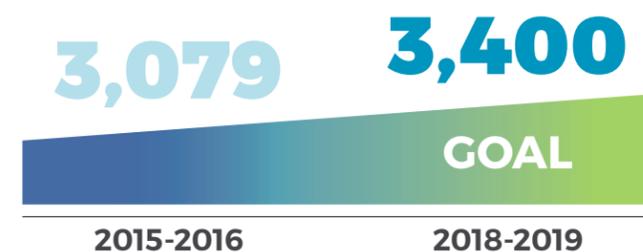
Expand High Quality College and Career Programs to More High Schools

Offering college-level coursework in high school better prepares students for college, and allows them to earn college credits for free or at a reduced cost. For young people pursuing a trade, earning career certification in high school can provide confidence, direction and a head start on their futures—not to mention experience

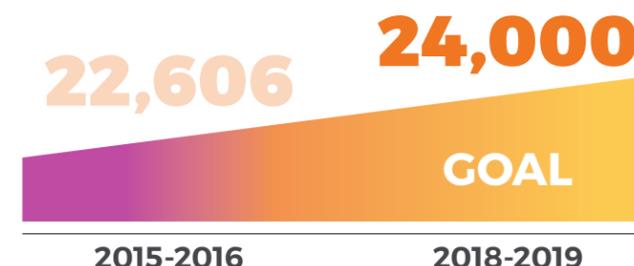
attractive to future employers.

In 2015, 41 percent of CPS high school seniors earned college credit or career certification. To provide the same opportunity to all students, we will expand college and career programs equitably to high schools across the city and strengthen existing programs. **By 2019, at least 50 percent of all CPS high school students will graduate with a college or career credential.**

International Baccalaureate Increase Enrollments for 11th & 12th Graders



Advanced Placement Increase Enrollments



Opportunities to Earn a College or Career Credential Include:

- **International Baccalaureate (IB) programs** offer a chance to earn college credit through advanced coursework in literature, social science, mathematics, science, world or classical language, career studies and the arts. Many elementary schools now offer a Primary Years and Middle Years IB program to prepare students for the high school program. **By school year 2018-2019, we will increase the number of 11th and 12th-graders enrolled from 3,079 to 3,400, which nearly triples the enrollment over the Mayor's tenure from 1,146 in 2010-2011.**
- **Advanced Placement (AP) courses** also allow high school students to earn college credit. **By school year 2018-2019, we will increase the number of students enrolled in AP courses to 24,000, up from 22,606 in 2016 and 15,993 in 2011,** while improving pass rates from 44 percent to 51 percent. This gives more CPS students the opportunity to be ahead of their peers in their first year of post-secondary study, putting them on a faster track toward graduation.



Early College STEM Programs

Increase Enrollments in More High Schools

5,700 **6,000**

GOAL

2015-2016

2018-2019

Dual Credit/Dual Enrollment

Increase Enrollments

5,031 **6,950**

GOAL

2015-2016

2018-2019

Opportunities to Earn a College or Career Credential Include:

- **Early College STEM programs** prepare students for future employment in the fast-growing areas of computer programming, information technology and computer networking. Students are able to work with leading industry professionals, acquire industry certifications and earn significant college credit. Many will earn associate degrees from City Colleges of Chicago along with their high school diplomas. With only a few years under way since its inception in 2012-2013, Early College STEM programs now enroll 5,700 students. **By school year 2018-2019, we will launch Early College STEM programs in more high schools to raise total student enrollment from 5,700 to 6,000.**
- **Dual Credit and Dual Enrollment** allow students to earn both high school and college credit simultaneously in a variety of subject areas. Dual Credit courses are available at 65 high schools through a partnership with City Colleges of Chicago, while Dual Enrollment courses are available at participating colleges and universities to any qualified junior or senior in CPS. During its inaugural year of 2011-2012, there were 720 students enrolled in Dual Credit or Dual Enrollment. **By school year 2018-2019, we will raise the number of students enrolled in Dual Credit or Dual Enrollment programs to 6,950, from 5,031 in 2015-16.**
- **Career and Technical Education programs** prepare students for good jobs in 12 industries through rigorous coursework, pre-apprenticeships, internships and a chance to earn industry certification while still in high school. More than 17,000 CPS students already

- are enrolled. This year we have developed a new model for Career and Technical Education, creating a regional center at Dunbar high school with afternoon classes open to juniors and seniors attending high school anywhere in the city. The program, called Chicago Builds, offers four construction career pathways, including carpentry and electrical work. **To provide more equitable access to career programs, we will establish additional regional vocational centers offering career programs in fields where there is strong demand from local employers.**
- **Military Academies** CPS has the largest network of military academies of any school district in the country—boasting six Service Leadership Academies (SLAs), one SLA within a school and 38 Service Leadership/JROTC schools. Students in these programs have the opportunity to earn early college credit if they pass their junior and senior level JROTC courses with a “C” or above. To ensure that military academies are aligned with the job force, college, and military training demands of today, we are expanding STEM offerings (such as more courses in coding and cyber security) at Service Leadership Academies and in JROTC programs. Next year, with support from the Driskill Foundation, the Air Force Academy will be adding in new flight simulators and a mock air traffic control center so students can have more real-world and STEM-related experiences while in high school. With the support of our generous funders and innovative principals, we hope to expand on these and other opportunities for our students.



Support Student Advocates to Improve Their Schools

School and district decisions that directly affect students are often improved when students have a voice in shaping them. The **CPS Student Advisory Council**, facilitated in partnership with the Mikva Challenge, is a group of engaged high school student leaders who work directly with CPS leadership to provide a student voice on district policies and develop district recommendations to improve school culture and student learning. At the local level, 50 high schools have **Student Voice Committees**, along with 20 elementary schools, to advise on school policies and practices. CPS will encourage more high schools to form committees that give students a voice in school improvement. **By 2019, CPS will have a Student Voice Committee in every high school.** Doing so will benefit our schools today and develop young people’s advocacy skills so that they are better able to contribute to our city in the future.



<http://cps.edu/sac>

Improving Postsecondary Success

Prospering in today’s economy requires that students graduate from high school with a clear plan for furthering their education or career. Beginning early in high school, we must guide students to explore postsecondary options, plan for the future and take steps towards achieving their goals. By learning early on what drives each student, we can help best prepare students for success in the future.

STRATEGIES

Train High School Counselors in College and Career Advising

Only about half of the nation’s school counselors say that their certification programs adequately prepared them to provide college and career advising to high school students. During the 2014-2015 school year, CPS, in coordination with Thrive Chicago and the Options Institute-Goddard Riverside Community Center in New York, piloted a program to be at the forefront of improving the advising

It’s very cool to see students take that leadership and step forward by themselves or with the group to change the school that they go to. Like, this is a problem, I want to fix it, this is how we’re going to fix it.

—Jose Rodriguez, George Washington HS student and Student Voice Committee Leader

practices of school counselors and college coaches. CPS established the Chicago College and Career Advising Credential (CCCAC)—a comprehensive, 8-week training program for school counselors that is designed for counselors to best meet the needs of CPS students. **By 2019, every high school guidance counselor will be certified through the 10-week Chicago College and Career Advising Credential program so that they can skillfully advise students on how to set post-graduation goals.**

Ensure That Every Student has a Postsecondary Plan

To ensure students are graduating with clear plans for their futures, school counselors and college coaches are increasing the amount of time spent advising students on their postsecondary options for further education, job-training and employment. Schools will leverage Postsecondary Leadership Teams as well as **Naviance**, a software tool used by students and schools for comprehensive college and career planning, to better monitor and support students' progress towards postsecondary decisions. **Counselors will ensure that every student graduates with a clear postsecondary plan; whether it's accepting a college admissions offer, enlisting in the military, enrolling in an apprenticeship or job training program, or signing up for a gap year program.**

Additionally, to help remove the financial barriers to college for CPS students, Mayor Emanuel partnered with the City Colleges of Chicago to create the STAR Scholarship, which provides eligible students with free tuition at all CCC campuses. Since launching, the STAR Scholarship has served more than 2,000 graduates from 100 CPS high schools, and City College graduation rates have reached their highest rates on record. In 2015-2016, students received \$1.16 billion in scholarships, compared to \$226 million in 2011-2012. Both the scholarship support and focus on a clear postsecondary plan will drive better outcomes for CPS students.



Intensify College and Career Counseling for "Mid-Tier" Students

College enrollment for CPS graduates has grown steadily in recent years but primarily for students who are among the district's top performers, according to a study by the University of Chicago Consortium on Chicago School Research. There has been little growth in college enrollment for students with "C" averages, the study found.

Beginning in school year 2017-18, schools will target students with GPAs between 2.0 and 2.9 for more intensive college advising from school counselors, college coaches and non-profit partners. These students will also be actively recruited for opportunities including college fairs, college tours, job shadowing and college application and financial aid workshops.

Collaborate with Colleges to Improve Student Retention

Of CPS students who enroll in college, only 70 percent remain beyond the second year, and even fewer will persist until college graduation. To increase the number of CPS graduates who earn college degrees, CPS has joined with 25 colleges and universities in Illinois to establish a group known as the Higher Education Compact. The Compact meets quarterly to analyze retention data on CPS graduates who attend member colleges, identify roadblocks to remaining in college and share successful strategies. **CPS will continue its collaboration with the Compact and work to expand the number of higher education institutions serving as members.**

Talented, Empowered Teachers and Leaders Are a Catalyst for Student Learning.

The more skills our teachers and leaders possess, the greater the heights our students can reach.

Research shows that effective teachers make a tremendous difference in student achievement. The best school leaders magnify the power of great teachers by allowing them to collaborate, lead and mentor their peers. • We will strengthen our efforts to attract, develop and retain the best teachers and leaders, especially in underserved neighborhoods and short-age areas, such as bilingual and special education.



STRATEGIES

Teacher Preparation & Recruitment

Recruit Educators with Credentials in Shortage Areas

Schools across the country face chronic teacher shortages in the areas of special education, bilingual education and STEM subjects (science, technology, engineering and mathematics). **To better fill these positions in CPS, we will expand partnerships with university or alternative education programs that specialize in certifying teachers in one or more of these shortage areas. CPS will also create teacher residency programs and more student teaching opportunities in shortage areas** as well as internships for those training to become special education service providers, such as school psychologists or occupational therapists.

Strengthen Student Teaching

Teaching is among the most challenging professions to master, especially for those who serve children living in poverty. **To better prepare aspiring teachers, we will**

work with teacher preparation programs to expand the length of student teaching assignments beyond the 12 weeks required by the state and assign more student teachers to high-poverty schools. We will also provide professional development and guidance to CPS teachers who host student teachers so that they can provide the kind of practice and feedback that improves teaching practice. Better preparation will raise both student achievement and teacher retention.

Actively Recruit CPS Student Teachers for Teaching Positions

Chicago is a diverse, dynamic, rewarding place to teach, but we cannot take for granted that our best student teachers will apply for jobs in the district. **To further interest our student teachers in a CPS career, we will invite them to networking events and host school visits** that explore the exciting innovations underway in schools across the city and introduce them to principals who want to hire them.

Progressive, responsive, caring and relentless in their quest for excellence and success...that's how I would describe CPS educators and school leaders.

—Carmen Navarro, Principal, Mariano Azuela Elementary School

Extend Early Offers to the Best Teaching Candidates with Credentials in Shortage Areas

CPS principals typically hire new teachers over the summer when positions open, often losing potential applicants to suburban districts that hire centrally in the spring. **To secure the best candidates for CPS, the CPS Talent Office will offer teaching jobs throughout the winter and spring** to the most promising candidates in shortage areas and refer them to principals as positions open.

Provide Intensive Support for Schools with High Turnover and Teacher Applicant Shortages

Schools with chronic teacher shortages are located in high-poverty neighborhoods, further disadvantaging the students most in need of a skilled educator. To overcome this inequity, **we will work with principals at each of these schools to develop a hiring and retention plan.** We will also prioritize these schools when placing student teachers and residents, or referring promising teacher candidates with credentials in high-needs subject areas.

Develop Teacher Leaders: Framework Specialists

“Unlike other groups I have worked with, the Framework Specialists are visionary and responsive to the needs of teachers right here in Chicago Public Schools.”

—Mary Tripp, a 7th Grade ELA teacher at Bateman Elementary

Who better to lead a districtwide effort to improve teaching than the teachers themselves? Several years ago, CPS recruited its top teachers to spread practices proven to lead to better student achievement.

Mary Tripp, a 7th Grade ELA teacher at Bateman Elementary, is one of the district’s 80 Framework Specialists. Their mission is to improve teacher competence in all areas identified by the CPS Teaching Framework, which includes planning and delivering instruction, creating a classroom environment that supports learning and growing professionally. Like other Framework Specialists, Tripp leads monthly workshops, creates

instructional materials and even posts videos of her teaching online at the CPS Knowledge Center.

“I want teachers to recognize that often they are already doing these wonderful things and their students are growing both academically and socially as a result. But we are models for our students. They are never done learning—why should we be? The Framework has helped me personally to grow. I am now more engaging and purposeful. **But I am always striving to be better, just like an artist, a dancer, an Olympic athlete or a composer.** The Framework is what guides me to keep pushing myself.”



Teacher Development & Retention

Encourage CPS Teachers and Paraprofessionals to Earn New Credentials

Current CPS staff can expand their career opportunities and help reduce shortages in high-need subject areas by earning new teaching credentials. **We will work with universities in the Chicago area and beyond to offer tuition discounts to paraprofessionals who pursue teaching licenses and to teachers who seek additional endorsements** in bilingual education, special education or STEM fields.

Develop Teacher Leaders

Teachers often say that the professional development they value most comes from colleagues, who understand the challenges in their schools and classrooms. We will continue to train some of the district’s top teachers to provide professional development to their peers in content areas, such as pedagogy, social-emotional learning and restorative student discipline. Developing teacher leaders can also create a career pathway toward a principalship.

Administrator Preparation & Recruitment

Chicago Principal Partnership

Great schools cannot exist without great leaders. This is one of our core beliefs at Chicago Public Schools, which is why we have joined with the Chicago Public Education Fund to create the **Chicago Principal Partnership.** This partnership strives to attract, develop, support and retain strong leaders for every CPS school and support Local School Councils (LSCs) as they do so as well. **One key lever of the partnership is to improve the way high quality principals are matched with the schools that need them, so LSCs are better able to find and attract best fit candidates.**

Going forward, the Chicago Principal Partnership will build an online resource hub for principals, which include programming and professional development opportunities that reflect principal best practices. Along with leadership programs such as the **Chicago Principal Fellowship,** the partnership exemplifies the continued investments by CPS and the Chicago Public Education Fund into CPS school leaders.



<https://chicagoprincipals.org>

All of our children want to succeed, and it’s our job to see that they can.

—Forrest Claypool, CEO



We believe that granting more autonomy to our top performing principals will lead to even better achievement for their students. It will also help CPS retain its best principals.

Recruit the Best Teacher Leaders to Become Assistant Principals

In 2016, CPS launched the **Aspiring Assistant Principals Institute** to better recruit the next generation of school leaders. To do so, Network Chiefs and school leaders identify the district's highest-performing teacher leaders (who also must have earned state credentials for school administrators) for an invitation to an institute to help prepare them for the assistant principal role. **We will increase the number recruited for this successful program from 50 in its first year to 100 annually.**

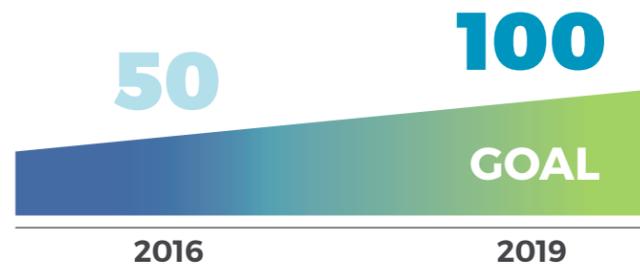
Prepare Assistant Principals as Future Leaders

Today's assistant principals are the talent pool from which we draw tomorrow's great school leaders. But until recently, many of our assistant principals were relegated to student discipline and lunchroom duty, leaving them unprepared for the next step in their careers. Beginning this year, network chiefs are working more intently with principals on how to give their APs experiences that develop their skills in the five CPS Principal Competencies, which include instructional leadership and community engagement. Last year, assistant principals were formally evaluated for the first time, using the same criteria as their principals.



<http://cps.edu/PrincipalQuality/Pages/AssistantPrincipal.aspx>

Aspiring Assistant Principals Program



Support Local School Councils in Selecting Strong Principals

Selecting a principal is the LSC's most crucial responsibility. The Office of Local School Council Relations provides training and ongoing support for LSCs undertaking principal selection. **To streamline the recruiting process, we created an online platform for LSCs to create a detailed job description and receive immediate feedback from the network chief.** Once approved, the job description is quickly posted online and circulated to all candidates who met the district's rigorous qualification requirements. This process allows for a faster turnaround to fill vacant principal posts, consistency in postings across schools and the ability to advertise a position more widely. In addition, training helps ensure that LSCs are well-equipped to select strong candidates who are the best fit for their schools.

**Year long
School Residencies for
290
Aspiring Principals**

Administrator Development & Retention

Improve Mentoring for Aspiring and Early Career Principals

Mentoring new school leaders can make an enormous difference in their ability to master a complex and demanding job. Every first year principal in CPS receives 50 hours of coaching from an experienced colleague. Since 2011, the **Chicago Leadership Collaborative**, a partnership between CPS and 10 principal preparation programs, has also provided yearlong school residencies for 290 aspiring principals. These residencies include a robust mentoring component, and the more we strengthen these mentoring experiences, the better our schools will ultimately perform. **Beginning this year, we will provide ongoing training for our mentors to further hone their skills.**

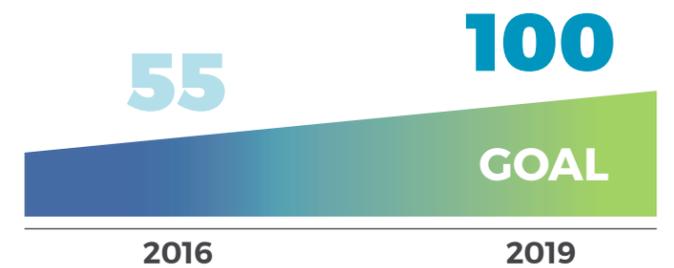
Expand the Independent Schools Principal Program for Experienced Leaders

In 2015, CPS launched a program that allowed 28 experienced, high performing principals greater flexibility to be

innovative with school programs and practices through the **Independent School Principals program**. In 2016, another 27 principals joined this prestigious program. We believe that granting more autonomy to our top performing principals will lead to even better achievement for their students. It will also help CPS retain its best principals because many have told us that greater autonomy would encourage them to stay in the district. **Our goal is to grow the Independent School Principal program from 55 principals currently to 100 by 2019.**

This year for the first time, we are training 41 independent principals to evaluate and mentor each other. Principals who accepted the invitation to participate expressed enthusiasm for the chance to learn from distinguished colleagues and continue their professional growth.

Number of Principals in the Independent Schools Principal Program



<http://cps.edu/PrincipalQuality/Pages/Pipeline.aspx>

On pretty much every measure you can think of, the schools have improved not only for students overall but for every demographic subgroup. In fact, just about every group in Chicago performs comparably or above its counterpart in the state.

—Karin Chenoweth, Contributor, Huffington Post, March 29, 2017

Safe and Supportive Schools Create an Environment for Optimal Learning.

Students learn best when they feel safe, both physically and emotionally. We must ensure that every student feels welcomed, supported and respected in school by both peers and adults. • Students also learn more when they have the opportunity to develop social and emotional skills, such as managing frustration, building relationships and making responsible decisions. Those skills are needed to persist with a tough math problem, collaborate on a group project, and to set goals for college and career. • Well-maintained and well-equipped buildings also support learning. Research³ has found that school facilities have an enormous influence on student learning, behavior and health. We must invest equitably in school facilities across the city to support students' well-being and academic progress.

STRATEGIES

Establish School-Based Leadership Teams Dedicated To Improving School Climate

At every school, a team of staff, students, families and community members will work together to promote a positive school culture, using the CPS Climate Standards as a guide. Teams will analyze school data, identify strengths and weaknesses, generate solutions, lead their implementation and evaluate results. Schools that develop strong school climate practices are eligible for Supportive School Certification on their school progress report.

Integrate the Teaching of Social-Emotional Skills with All Subject Areas

Every school will create a plan for teaching social and emotional skills that integrates state standards for social-emotional learning into all academic areas. That might include coaching students to overcome frustration with a challenging assignment or to collaborate effectively with peers on a project. Some schools may also choose to adopt research-based instructional programs that explicitly teach social and emotional skills. Students who need more assistance will be supported interventions that meet their social and emotional needs (refer to the MTSS section for more information).

Guide Schools to Adopt "Restorative Practices" to Improve Student Discipline

A restorative approach to discipline explores the root cause of student behavior and then guides young people to understand how their actions affect others and to make amends. Taking time to identify the causes of misbehavior can also lead to changes in school practice, such as better supervision. **CPS schools that adopted restorative approaches to discipline have seen a significant reduction in student suspension and expulsion** since the 2011-2012 school year, with suspensions falling by 67 percent and expulsions dropping by 82 percent. The CPS Office of Safety and Security and the Office of Social and Emotional Learning will continue providing training and coaching to ensure all schools adopt restorative approaches to discipline.



When security officers show that they care, students are more likely to seek them out with safety or other concerns.

Intervene with the Most At-Risk Students to Promote Positive Behavior

Teaching young people strategies for coping with conflict, peer pressure and other life stressors can reduce risky behavior and engage them in school. With programs like Becoming a Man (BAM) and Working on Womanhood (WOW), the Mayor's Mentoring Initiative is connecting vulnerable youth from Chicago's high-crime, high-poverty communities with supports that will keep them on track to graduate from high school and help them avoid interaction with the criminal justice system. Not only will we continue these successful programs, but others including a supportive intervention program with the Chicago Police Department, a privately funded jobs and mentoring program in partnership with the city's Department of Family and Supports Services, and the **Saturday Morning Reach-Out and Teach (SMART) program**, which builds social and emotional skills and serves as an alternative to expulsion.

Expand Services to Students at "Options" Schools and Programs

CPS has 44 "Options" schools and programs to serve 8,000 youth aged 14 to 21 who have returned to school after dropping out, were significantly behind in credits needed for graduation or who face other significant challenges, such

as incarceration. To better support these students, **we will partner with community organizations that can provide additional services including job training, internships, apprenticeships or job placement, tutoring, counseling, mentoring, service learning or leadership development.**



www.cps.edu/options

Transform the Primary Role of School Security Officer from Enforcer to Mentor

Security officers are essential to creating a positive school climate as they interact with students throughout the day. Several years ago, CPS began training them to go beyond rule enforcement and build trusting relationships with students. When security officers show that they care, students are more likely to seek them out with safety or other concerns. **Officers have been trained to mediate conflicts before fights break out, to protect the rights of all students, including LGBTQ youth, and to identify and aid students experiencing trauma.** CPS will continue to promote professional development for security officers to improve their interactions with students, while also maintaining high standards for school safety.



Sustain and Expand the Safe Passage Program

Since 2009, the **Safe Passage program** has hired community members to monitor walking routes for CPS students to and from school. Workers are also trained to de-escalate conflicts and build relationships with young people so that they feel comfortable asking for assistance. The program now serves 75,000 students at 142 schools and has been shown to raise school attendance while deterring crime in the surrounding community. We will sustain and work towards expanding this successful program to help ensure every CPS student has a safe journey to and from school.



<http://cps.edu/Pages/safepassage.aspx>

Invest in Capital Improvements that Enhance Learning

Children learn best in schools that are free from overcrowding, in good repair and equipped to meet their needs. CPS is finalizing the installation of air conditioning for every classroom this spring, with a \$27 million budget to complete the Mayor's initiative to install air conditioning in every classroom within five years. The plan has been completed substantially ahead of time and under budget. Thanks largely to a newly instated Capital Improvement Tax that can only be used for capital projects and not operating expenses, **CPS will invest more than \$900 million to make critically needed improvements to school buildings in the most financially responsible way possible.** Moving forward, we will continue to swiftly

address any structural issue that raises a safety concern. We will also execute a capital plan, as funding permits, which equitably addresses overcrowding relief and deferred maintenance. As we expand programs such as STEM, IB and other specialty programs, we will also provide capital improvements that support instruction such as new science labs, computer labs, workshops or art studios.

Expand a New Model for Building Maintenance and Repair

We will expand a piloted model for custodial care called Integrated Facilities Management that results in cleaner schools and gives principals more time to focus on student learning. It also helps the district to more quickly identify and eliminate potential safety issues with older buildings. The model, which will be gradually expanded districtwide, appoints one building manager to supervise both engineering and custodial tasks that were formerly overseen separately. That provides principals with only one point of contact for building issues, which can be handled more efficiently.

Connect Every Classroom to High-Speed Internet

New educational websites and applications are enhancing classroom learning like never before. They are also placing greater demands on existing wireless internet service in our schools, some of which are ill-equipped to support it. With a \$21 million matching grant from the Federal Communications Commission, **we will provide every classroom with high-speed wireless internet so that no child misses out.**



Ensure that Every Elementary School has a Quality Playlot

Outdoor play spaces with quality equipment encourage young children to move in ways that develop their balance, coordination, and strength; as well as important social skills like conflict resolution. To ensure that all students have this opportunity, CPS, with funding support from partners such as Space to Grow, will complete the construction of playlots for the 20 CPS elementary school still in need of one. Additionally, through our Space to Grow program; developed in partnership with Mayor Emanuel's Office, the Metropolitan Water Reclamation District of Greater Chicago and the Chicago Department of Water Management; schools will receive newly designed schoolyards that meet community needs, reduce storm water runoff and promote green spaces in urbanized areas. **CPS and its partners have already renovated nine schoolyards through Space to Grow and will complete a total of 28 by 2019.**



<http://cps.edu/capitalplan>

Out-of-School-Time

Educating the whole child means extending our reach beyond the school day. Whether it's before school, after school or on weekends, **our goal is to provide all students with a variety of out-of-school-time opportunities that give them a safe, positive space in which to build confidence and develop skills.** These programs include everything from arts and technology clubs to mentoring, health

and fitness activities, and academic intervention. Mayor Emanuel has expanded the ability of the Chicago Public Library to make learning and knowledge accessible to youth around the city through out-of-school-time programs that are offered year-round. They include homework help and tutoring, early learning opportunities, and the Rahm's Readers program. Through Chicago City of Learning, students can seek out in-person learning opportunities that match their interests, earn digital badges and build a digital portfolio to showcase their achievements over time. Athletics are also a major part of our out-of-school-time efforts, with thousands of students participating in **CPS SCORE (Sports Can Open Roads to Excellence)**—a partnership between CPS, the Chicago Park District, and private partners that gives all students in grades 5-8 the chance to join athletic teams and develop a variety of skills. This no-cut program is CPS' official interscholastic league for elementary sports, and nearly 9,000 students from nearly 200 schools participated in the inaugural season.

Our priority going forward is to get a more detailed picture of which out-of-school-time programming is proving most effective for CPS students and to increase access to that programming across the district. In support of this, we are collaborating with Thrive Chicago to engage with a wide variety of community partners to help them analyze and recommend targeted programming to best meet students' needs.



<http://cps.edu/score>

restoring stability, long term sustainability, investing in students' success, building strong partnerships



COMMITMENT #2 Financial Stability

Achieving financial stability will ease the uncertainty the recent budget crisis has created and allow us to devote our full attention to what matters most: educating children and investing in their future.

During this challenging budget, CPS has worked to minimize the impact on the classroom and protect investments that are leading to record academic progress. Despite facing difficult decisions, students have also made considerable progress. In the past year, CPS' budget has been put on a better path as a result of budget cuts, management efficiencies, and increased taxpayer investments in schools. However, until the State's funding discrimination against Chicago students ends, the budget will continue to face challenges. For this reason, CPS and five families filed a civil rights lawsuit in February 2017 to fight for equal funding from the State, which provides approximately 78 cents to Chicago students for every dollar it provides students in the rest of the state, on average.





FINANCIAL STABILITY



While the measures previously listed have all contributed to reducing a billion dollar deficit by half, more cuts alone will not eliminate the funding gap. The CPS budget crisis will not come to an end without a **more equitable system for funding schools** in Illinois. Not only has state funding for CPS decreased by 8 percent over the past eight years, but the State has actually increased funding to other districts by 45 percent.

Consider that CPS students make up 20 percent of the state's enrollment and Chicagoans contribute 20 percent of the state income tax, yet our students receive only 15 percent of the state's total school funding.

The state clearly is maintaining two separate and unequal systems for funding public education in Illinois: one for the City of Chicago, whose public school children are 90 percent children of color, and the other for the rest of the State, whose public school children are predominantly white. To challenge this inequity under the Illinois Civil Rights Act, Chicago Public Schools filed a lawsuit against the State of Illinois on February 14, 2017. We have requested an expedited ruling in order to bring a quick resolution and fair funding to our schools as quickly as possible.

Without action in Springfield to eliminate inequities in state funding for Chicago schools, we will be forced to make deeper cuts. Because 97 percent of CPS' budget directly impacts schools, we know that these cuts will be painful. The strategies below will ensure that the district is doing all it can to achieve a financially stable future.



<http://cps.edu/equality>

STRATEGIES

Leverage Our Purchasing Power

Until recently, each school was left on its own to purchase items such as computers, IT equipment and instructional materials. **Now schools may purchase goods under districtwide contracts, enabling more favorable pricing,** and reduce the amount of time principals spend on vendor management and equipment servicing.

Concentrate Financial Expertise

For decades, CPS has asked our principals and their staff to manage accounting tasks, like payroll, on top of their other responsibilities. **Transferring routine accounting tasks to central office improves efficiency, reduces costs and saves time for school staff** to do what they do best—focus on students.

Work to Secure Fair Funding from the State

Chicago will continue to fight for fair state funding for our schools through the courts and by engaging parents and community members to advocate with us. The current funding system is indefensible, both legally and morally, and subjects Chicago's children to a racially discriminatory funding formula that shortchanges them by \$500 million in the 2016-17 school year alone. In addition to Chicago's unique discrimination problems, the Education Trust has ranked Illinois dead last out of 50 states in its approach to funding the education of low income students. **We will persist until we secure the equitable state funding necessary to provide our students with the education they need and deserve.**



COMMITMENT #3 Integrity

When CPS families enroll their children in our schools, they place their children's futures in our hands. We take that trust seriously, and in return, we will strive to keep our commitments, achieve results and strengthen relationships through clear, honest communication and respect for the expertise in our diverse communities.

When families, communities and schools work together, children thrive. We are committed to developing our parents and community members as leaders to improve their schools, district decision-making and the lives of all Chicago's children.





STRATEGIES

Communicate Effectively with Parents

Our district serves more than 380,000 students, and reaching their families with clear and timely information about their schools and school district is a critical part of our work.

While we continue to share information through letters and phone calls, making better use of technology is a priority. Finding that our parents most often access information about CPS on their smartphones or tablets, we became one of the first districts in the nation to create a "mobile-friendly" version of our website, which includes an option to instantly translate text into more than 100 languages. We also share important news through a parent email list, parent-focused blog and social media.

For the first time last year, we used web-based video conferencing in two high school auditoriums so that more parents could participate in a discussion about district priorities with Chief Executive Officer Forrest Claypool and Chief Education Officer Janice Jackson. In addition to face-to-face meetings, we will continue to host similar events so that more parents are able to speak directly and at convenient locations to district leaders about their questions and concerns.

Whatever our medium for communicating with parents, we are committed to doing so openly. For example, after tests of school drinking water found lead at some locations, we posted detailed information online within 24 hours and sent a letter home with every student. We will continue to disclose even difficult news fully and without delay.

Local School Council Advisory Board

Chicago Multilingual Parent Council CPS

Principal Advisory Council CPS Teacher

Advisory Council CPS Student Advisory

Council Community Action Council

Seek Input from All Our Stakeholders on District Policies, Practices and Investments

Creating a school district able to meet the needs of every child requires the insight and knowledge of many. That is why CPS leaders established advisory councils with a diverse membership to help guide district policy and decision-making. District leaders will continue to meet regularly with advisory groups including the Local School Council Advisory Board, the Chicago Multilingual Parent Council, the CPS Principal Advisory Council, the CPS Teacher Advisory Council, the CPS Student Advisory Council and Community Action Councils in 10 neighborhoods. As part of the advisory councils, charter schools are also represented to ensure robust and comprehensive input from all types of CPS schools. **One of our priorities is to create a more collaborative culture of best practice sharing across all of our schools, Charter and traditional district-run alike.**



<http://cps.edu/FACE>

It's important for principals, teachers and staff to be accountable to parents for the school's results.

—Ellen Metz, Principal, Noble College Prep

Expand Parent Universities

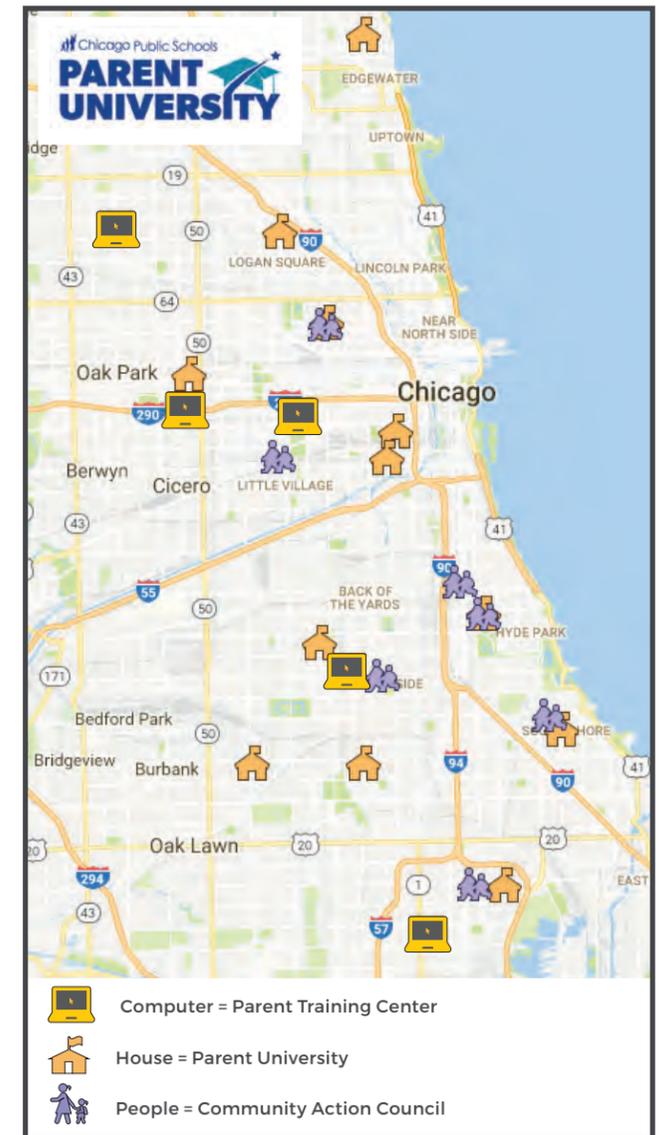
In 2015, CPS launched regional Parent Universities to help families further support their children's school success. Workshops introduce new approaches, such as the Common Core Standards, and address topics such as building children's academic and social-emotional skills at home or helping them plan for college and careers. Parent Universities also offer GED classes and workshops on topics from technology to poetry. We find that parents who further their education or explore new interests inspire the same enthusiasm for learning in their children. **We will increase the number of Parent Universities from 5 to 13, with one located at a school in each CPS network, so that they are readily accessible to families across the city.**

Support Principals with the Engagement of Parent and Community Volunteers

School volunteers contribute to learning in myriad ways, as tutors, mentors, coaches and chaperones. Unfortunately, not every principal knows how best to recruit and make use of volunteers. So that every school can be enriched by the talents and energy of its community, **we will hold a series of monthly volunteer events at schools city-wide.** Each event will introduce parents and neighbors to a different volunteer opportunity. Schools will be able to recruit new volunteers and discover new ways to engage them.



<http://parentu.enschool.org/>



open communication, partnerships, personal growth, community involvement

To be considered a district of integrity, we must embody respect and empowerment, then commit to teaching these values in our classrooms. We must also establish trust with all stakeholders; including our families, staff, and partners; who deserve clear, transparent communication, and who should expect to have their voices heard.

—Dr. Janice K. Jackson, CEo, Chicago Public Schools

Strengthen Local School Councils with Recruitment and Training

A strong **Local School Council** is essential to a well-functioning school. Prior to each LSC election, the Office of Local School Council Relations mounts a recruitment campaign to make sure all seats are filled.

Once elected, the parents, teachers, principals, students and community representatives who serve on LSCs need training to do their job well. The Office of LSC Relations provides required training at school sites and Parent Universities. Last year, it also launched online training as an option.

The new training options will help ensure that all LSC members are well-prepared for their crucial role.

For councils needing extra support, the LSC Office will attend their meetings and coach them on how to function more effectively. Those with members unable to complete a full term will be targeted for help with recruitment.

Board of Education

We have taken steps to bolster public engagement through proactive initiatives including the use of automated tools for requesting office hours, a revised help tool at cpsboe.org.

We have also improved public engagement by launching community-based office hours and publishing each meeting's public agenda prior to the speaker and attendee registration period. Posting the public agenda before registration opens has allowed community members to make informed decisions about their participation in meetings, which has resulted in more productive and focused meetings.



Visit cpsboe.org to request office hours, ask for help or register to speak at a Board meeting.



As we met with community members, educators and students to build this vision; one critical principle came through: every challenge we face can be overcome by our strength, resilience and commitment to the next generation.

Students

- Integrate advanced technology in all classrooms to enhance teaching methods and curriculum
- Empower students to execute the district's vision and create opportunities for involvement in the decision-making process
- Incorporate peer-to-peer learning methods in school curriculum

Parents

- Ensure that students have access to quality teachers and education
- Prepare students for an array of postsecondary opportunities in addition to college readiness
- Provide teachers with adequate time and flexibility to implement new curriculum and initiatives to avoid teacher burnout
- Support a restorative approach to student discipline, which reduces suspensions by guiding students to learn from their mistakes and make amends

School Administrators

- Provide additional opportunities for parent and community involvement
- Improve parents' awareness and understanding of CPS policies and procedures
- Ensure that principals have adequate supports and resources to lead their school communities

Educators

- Invest in additional counselors, social workers, and crisis intervention specialists for students in need of trauma, mental health, and social supports
- Provide educators with the necessary time and resources to strengthen instruction for students with disabilities.

Community Members

- Strengthen student safety initiatives related to bullying, pedestrian crosswalks and community safety

- Ensure that students have updated facilities and classroom resources necessary for a quality education
- Support additional initiatives to prepare students for college enrollment and success

Everyone

- Work toward long-term financial stability for the district
- Support the district's continued academic progress by securing funding and resources for programming across schools
- Highlight positive stories about CPS schools and students
- Support diverse programming and extracurricular activities to keep students engaged in and out of school
- Restore integrity within the district through clear, timely and honest communication with parents, schools and the community

This vision reflects not only our optimism for the future—on academics, finances and integrity—but the belief that we can work together to create the future Chicago's children deserve.

This vision report is dynamic as our work does not remain stagnant. As we continue to receive feedback, learn best approaches, and proactively engage our schools and communities, we will adjust our strategic plans. The collective implementation, review and revision of the plans will ensure they are even stronger and produce powerful results for our students.

We look forward to hearing from you, and stay tuned to cps.edu/vision for more opportunities to discuss this vision and how we can all help advance our shared goals.

cps.edu/vision

Thank You For All Your Support

Vision Contributors

We thank everyone for their valuable contributions to the creation of the CPS Vision framework and report. In addition to those noted below, countless others provided guidance and input through community sessions and other meetings. Thank you to the parents, students, teachers, principals, involved community members and partners who gave their input in this report. All of the contributions have not only shaped the CPS Vision, but make the powerful work in the district happen to ensure exceptional student outcomes.

Steering Committee Members

Brian Ali	Ronald DeNard	Shawn Jackson	LaTanya McDade
Patrick Baccellieri	Diego Ferney Giraldo	Elizabeth Kirby	Guillermo Montes de Oca
Mary Bradley	Zipporah Hightower	Denise Little	Pedro Soto
Frank Bilecki	Andrell Holloway	Matt Lyons	Matthew Walter
Emily Bittner	Tony Howard	Jorge Macias	
Jadine Chou	Alfonso de Hoyos-Acosta	Alan Mather	

Advisory Committee

Anthony Adamowski	Elizabeth Keenan	Laura Sangroula	Ernesto Matias
Beata Arceo	Karen Keyes	Justina Schlund	Karen Saffold
Daniel Baggio	Anderson Laureano-Matos	Lauren Secatore	Minerva Garcia-Sanchez
Elisa Botello	Peter Leonard	Anna Szuber	Felicia Sanders
Jeff Broom	Alexandra Lopez	Natalia Szymczak	Jarvis Sanford
Molly Burke	Jessica Mahon	Greg Volan	

Network Chiefs

Anna Alvarado
Elizabeth Alvarez
Eduardo Cesario
Bogdana Chkoumbova
Jeffery Dase
Megan Hougard
Herald Johnson
Randel Josserand

Members of the

CPS Principal Advisory Council

Members of the CPS Teacher Advisory Council

Members of the Local School Council Advisory Board

Chicago Board of Education Members

Frank M. Clark President	Members Mark F. Furlong	Mahalia Hines
Jaime Guzman Vice President	Rev. Michael J. Garanzini, S.J.	Arnaldo Rivera Gail D. Ward

Chicago's high school graduation rate has climbed faster than the national rate. The city's teenagers now enroll in college at a rate only slightly below that in the rest of the country. Younger children have made big gains in reading and math, larger than in every other major city except Washington... Chicago's good news is not limited to the three R's, either. Students are also spending more time studying art, music and theater.

—David Leonhardt, *New York Times*, March 10, 2017

* NWEA and PARCC Goals (continued from page 6)

CPS is committed to ensuring consistency and validity with assessments for our principals, teachers, and students. As a result, we have set goals for both the NWEA and PARCC assessments given the uncertainty of the assessment landscape over the next three years.

School Year 2015-2016 to School Year 2018-2019

For the NWEA, the percent of students who will be at or above the national average in reading and math at these benchmark years are as follows:

3rd Grade Reading: From 54.5% to 61%

3rd Grade Math: From 54.1% to 60.6%

8th Grade Reading: From 73.2% to 77%

8th Grade Math: From 65.6% to 70%

For PARCC, the percentage of students who will be proficient in reading and math at these benchmark years are as follows:

3rd Grade English Language Arts: From 31.4% to 40%

3rd Grade Math: From 32.4% to 40%

8th Grade English Language Arts: From 30.6% to 40%

8th Grade Math: From 22.5% to 35%*

*Excludes 8th grade Algebra I

Endnotes

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- Schneider, Mark.** "Do School Facilities Affect Academic Outcomes?" National Clearinghouse for Educational Facilities, Nov. 2002. Web. <http://www.ncef.org/pubs/outcomes.pdf>