

Math Instructional Materials



K-HS Core Mathematics Instructional Materials

- *Principals and teachers have been requesting guidance around the purchase and use of new instructional materials that support instruction aligned to the Common Core State Standards.*
- *Instructional materials include traditional textbooks, workbooks, teacher materials, manipulatives, and digital products used directly by teachers and students for instruction and learning.*
- *An RFP was released to identify quality options from which schools could select.*
- *Approved vendors, in collaboration with the CPS Department of Mathematics, will also provide free professional development to support effective implementation of the instructional materials.*



K-HS Core Mathematics Instructional Materials

Recommendation: Authorize contracts with four vendors to provide core mathematics instructional materials. (4 options for K-5, 2 options for 6-8 and 3 options for high school)

The Need:

1. The majority of schools do not have instructional materials aligned to the Common Core State Standards.
2. The wide variety of materials across the district makes it difficult for Central Office and Networks to effectively support schools with their implementation.

Impact on Teaching and Learning:

1. Schools using recommended materials will receive ongoing professional development and curricular support.
2. Recommended materials have been vetted for content and identified as high-quality.
3. District-wide price negotiations ensure fair and consistent pricing across schools.



K-HS Core Mathematics Instructional Materials

Grades Kindergarten – 5	
Houghton-Mifflin Harcourt	Go Math!
McGraw Hill	Everyday Math
	My Math
Pearson	enVisionMATH
Grades 6 – 8	
Houghton-Mifflin Harcourt	Go Math!
Pearson	Connected Mathematics Project
High School	
Houghton-Mifflin Harcourt	HMH Integrated
	HMH Traditional
It's About Time	Interactive Mathematics Program
	Meaningful Math
Pearson	CME Integrated
	CME Traditional

4 options for Grades K-5:

- Greater support and differentiation needed for teachers in this grade band

2 options for Grades 6-8:

- Both options build off of K-5 materials to support coherence across K-8

3 options for High School:

- 6 possibilities total because schools can choose the traditional or integrated pathway
- Professional Development can be combined across pathways



Office of Diverse Learners Requests



Nursing and School Based Therapy Services

- *Across the country, there are local and national shortages in the areas of nursing, physical therapists, occupational therapists and speech & language pathologists.*
- *CPS has also experienced staffing challenges in hiring these related service providers to serve all of our students' Individualized Education Program and Section 504 Plan needs.*
- *Due to these limitations, we have historically supplemented these positions with contract vendors while continuing to employ district staff.*
- ***Our district will continue to prioritize the employment of district hired nurses, physical therapists, occupational therapists, and speech and language pathologists***



Nursing Services

Recommendation: Authorization to enter into an agreement with RCM Healthcare for \$7.5M/a year to hire supplemental contract vendor nurses while continuing to employ district hired nurses to fill the personnel gap.

The Need

1. Ensure that all students that are eligible for nursing services receive them.
2. Our nursing strategy will continue to prioritize the recruitment and retention of district hired nurses.
3. CPS lacks enough District nurses to deliver services to our students due to state and national nursing profession shortages.
4. Provide flexibility by utilizing agency staff to supplement short-term assignments and/or emergency situations.
5. Utilize resources more effectively & efficiently.

Impact on Teaching and Learning

1. Improved student attendance via continuity of service: Reduced turnover of agency staff will result in improved services delivered to the students, thereby resulting in less time out of school.
2. More Timely Delivery of Services for students on IEPs and/or 504 plans.
3. Enhanced training and professional development offered for all CPS and agency staff. We all know that a student's health has a direct connection to their educational outcomes.



School Based Therapy

Recommendation: Authorization to enter into an agreement with three vendors (i.e., RCM Health Care, Futures Education, and EBS Healthcare) for \$5.0M/year to hire supplemental physical therapists, occupational therapists and speech & language pathologists.

The Need

1. Ensure that all eligible students that require OT, PT, or Speech services receive needed services.
2. Our school based therapy strategy will focus on continuing to employ district hired physical therapists, occupational therapists, and speech and language pathologists.
3. Staff hard to fill related service provider positions to ensure that students receive the services denoted in the IEP or 504 Plan.
4. Utilize resources more effectively & efficiently.

Impact on Teaching and Learning

1. Enhanced student achievement
2. By receiving these services at CPS schools during the regular school day , students will have access to services for which they are eligible.
3. More timely delivery of services for students on IEPs and/or 504 plans.
4. Enhanced best practices aligned to core curriculum for all related service providers.



Non Public

***Recommendation:** Authorization to enter into an agreement with six vendors for \$52.5M/year to place eligible students in non public and tuition based schools based on their unique educational, emotional and behavioral needs.*

The Need

1. CPS currently provides non public (separate day school) services to approximately 1100 students based on their Individual Education Programs.
2. The majority of these students have disabling conditions ranging from specific learning disabilities to emotional disabilities.
3. Children assigned to separate day schools often have extremely unique academic and behavioral health needs that require specialized supports and services.

Impact on Teaching and Learning

1. Improved academic and behavioral health outcomes.
2. Shorter length of stay in separate facility resulting in higher reintegration back into public schools.



Nutrition Support Services



Nutrition Support Services

- *Serves 70 Million Meals Per Year*
 - *Breakfast, Lunch, After School Snacks, After School Suppers, Saturday Meals, Fresh Fruit and Vegetable Snack, Head Start Snack, Summer Meals*
 - *All Meals Served FREE under Community Eligibility Program*
 - *Fully reimbursed by USDA*
- *2,750 Employees*
- *685 Sites served*
- *Management outsourced to Aramark beginning FY14*



Nutrition Support Services

Financial accounts (\$ Million)	FY13 Actual	FY14 Actual	FY15 EOY est.
Revenue	212.9	207.2*	214.9
Food cost (Aramark)	(103.9)	(93.4)	(96.5)
Labor expenditures	(108.1)	(96.2)	(96.5)
Other expenditures	(17.6)	(13.1)	(13.2)
Total Expenditures	229.6	202.8	206.2
NSS operating surplus (deficit)	(16.7)	4.4	8.7

*FY14 Revenue includes \$8.2M in deferred revenue received after FY14 revenue recognition period.



Nutrition Support Services

Recommendation: Renew the agreement with Aramark to serve as the food service management company for CPS at total cost not to exceed \$99M for FY 16

The Need:

1. Procurement of all food served in the district
2. Provide industry expertise in operational efficiencies, cost savings and overall program management
3. Ensure compliance with the Federal and State regulations.

Impact on teaching and learning:

1. Ensures students are prepared for learning by removing the barrier of hunger
2. Provide age appropriate nutrition education



Safe Passage



Safe Passage

A significant component of CPS' safety strategies.

- *Contract with community-based organizations, who hire community residents to “stand post” and support our children as they travel to and from school in selected communities*
- *The Program has successfully expanded from 35 schools to 140 schools.*
- *The Program has been effective: since relaunch of the program in 2012, zero serious incidents along a staffed Safe Passage route*



Safe Passage

Recommendation: Approve new contracts with 22 vendors to provide Safe Passage services in designated communities. The program will consist of 1,300 community watchers spread across 140 schools, an increase of 7 schools over FY15.

The need:

1. The Safe Passage Program has demonstrated its effectiveness in helping students travel to and from school safely

Impact on teaching and learning:

1. The presence of trusted adults along key routes helps students build confidence in traveling to and from school
2. This encourages attendance in school.
3. Safe Passage workers build relationships with students and the community to identify and prevent potential incidents



LSC Principal Evaluation Form



LSC Principal Evaluation Form

- *The current process that Local School Councils (LSC) use to evaluate principals was last updated in 2002.*
- *The CEO's principal evaluation process was updated in 2012-13 in response to the Illinois Performance Evaluation Review Act (PERA).*
- *An update will align the 7 standards of the current evaluation form with the 5 competencies of the CEO's performance standards for school leaders.*



LSC Principal Evaluation Form

Recommendation: That the Board approve a new form for use by Local School Councils in conducting annual and cumulative evaluations of contract principals per the Illinois School Code.

The need:

1. Align the LSC Evaluation Process to the Network Chief Evaluation Process
2. To update the student growth measures referenced by LSCs in evaluating principals to the SQRP growth measures currently in use in CPS and referenced in the CEO's evaluation.
3. To align the performance measures evaluated by LSCs to the five competencies of principal performance, the performance measures evaluated in the CEO's evaluation.

Impact on teaching and learning:

Updating the LSC evaluation form will:

1. Facilitate a more accurate and meaningful assessment of principal performance by LSCs;
2. Bring consistency to principals' expectations concerning the evaluation of their performance by LSCs and the CEO by making the evaluations uniform.

