

# CPS HIGH SCHOOL STRATEGY

December 2020  
Board Meeting





# Overview

The 2020 High School Strategy builds on the successes of previous High School Strategies as well as the CPS 5-year Vision, Success Starts Here.

## **CPS has made progress:**

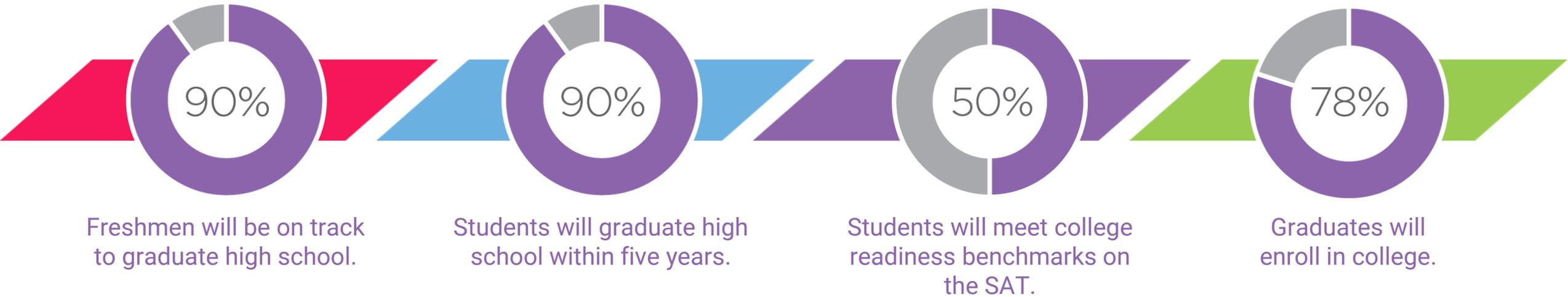
- Freshman on-track rates and graduation rates are at an all-time high
- Graduation rates rose four times faster than the national average
- More CPS high school students are earning college credits than ever before
- More students are earning industry certification through their Career & Technical Education courses
- College enrollment among CPS graduates is higher than ever

# Purpose

## Opportunities still exist to:

- Further equity across all of our high schools
- Equip all schools to close opportunity gaps for all student groups.
- Ensure that high school students across the city have equitable opportunities for:
  - advanced coursework
  - enrichment programs
  - college and career exploration
- Elevate student voice
- Provide a high-quality public education for every child, in every neighborhood and prepare each student for success in college, career, and civic life

This High School Strategy builds on [Success Starts Here](#), our Five-Year Vision, and outlines our expectations for high schools and our commitments in supporting them to achieve the district's five-year goals by 2024



To achieve that vision, we must **provide equitable opportunity** for student success across the district by ensuring that every one of our high schools is **organized for continuous improvement** and **equitably supported** to deliver **high-quality instruction**.

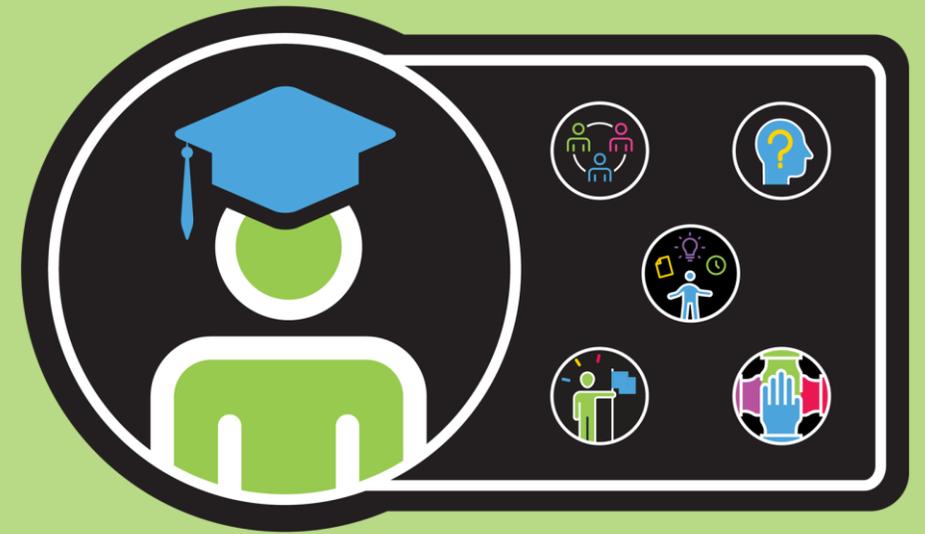
# District Commitments

We are building on the commitments made in our Five-Year Vision to our high school students to provide them with greater “equity, excellence, and advocacy” in their high school experience focused on:

- A more well-rounded vision for our graduates
- Meaningful engagement of students
- Strengthening the Instructional Core
- Preparing students for college and career

# The CPS Graduate Profile

The CPS Graduate Profile describes the competencies, the mindsets, and the values we want our students to possess when they leave us so that they are poised to achieve their ambitions and to become powerful civic actors



# Our Goal is for every CPS graduate to be . . .



**Ethical &  
Collaborative Leaders**



**Inquisitive  
Learners**



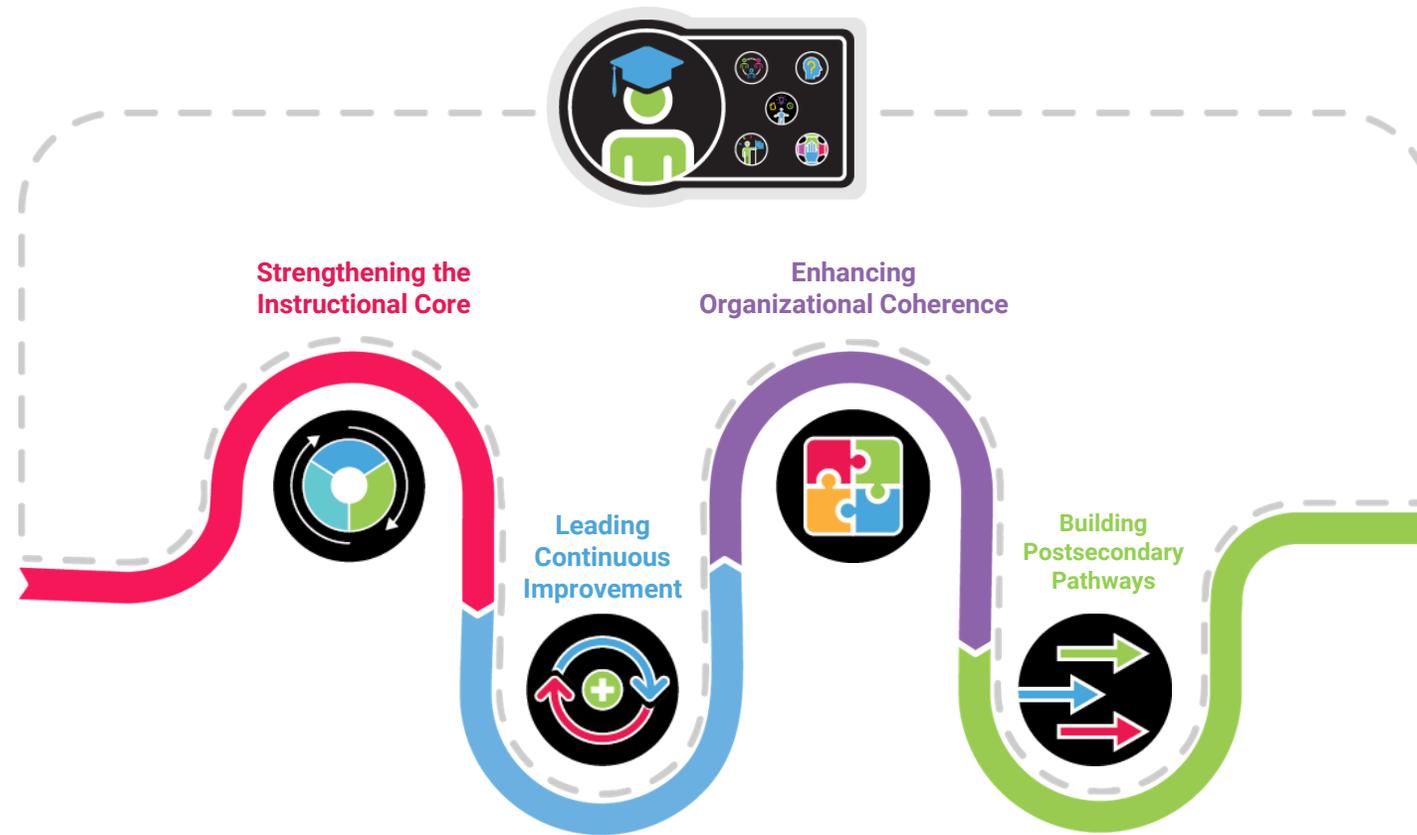
**Empowered  
Decision Makers**



**Engaged Community  
Members**



**Adaptable and  
Independent Thinkers**



**Drivers**

- Invest in High-Quality Universal Curriculum
- Provide Teacher Professional Development that Meets School Needs
- Launch a High School Reading Intervention Plan
- SCreate Pathways to Advanced Mathematics
- Strengthen the Multi-Tiered System of Supports (MTSS)

**Drivers**

- Provide Schools with Data Aligned to District Priorities
- Align and Focus Professional Learning
- Create Effective Teams
- Increasing Access for Students with Disabilities at Selective Enrollment High Schools

**Drivers**

- Create Effective Systems for School Management
- Organize Student Enrichment Programs
- Establish Strong School Partnerships
- Create a Community Engagement Strategy

**Drivers**

- Refine and Scale Early College Pathways
- Connect Education to Careers
- Implement a College and Career Competency Curriculum (C4) for Grades 6-12
- Teach Common Foundational Skills Across CPS

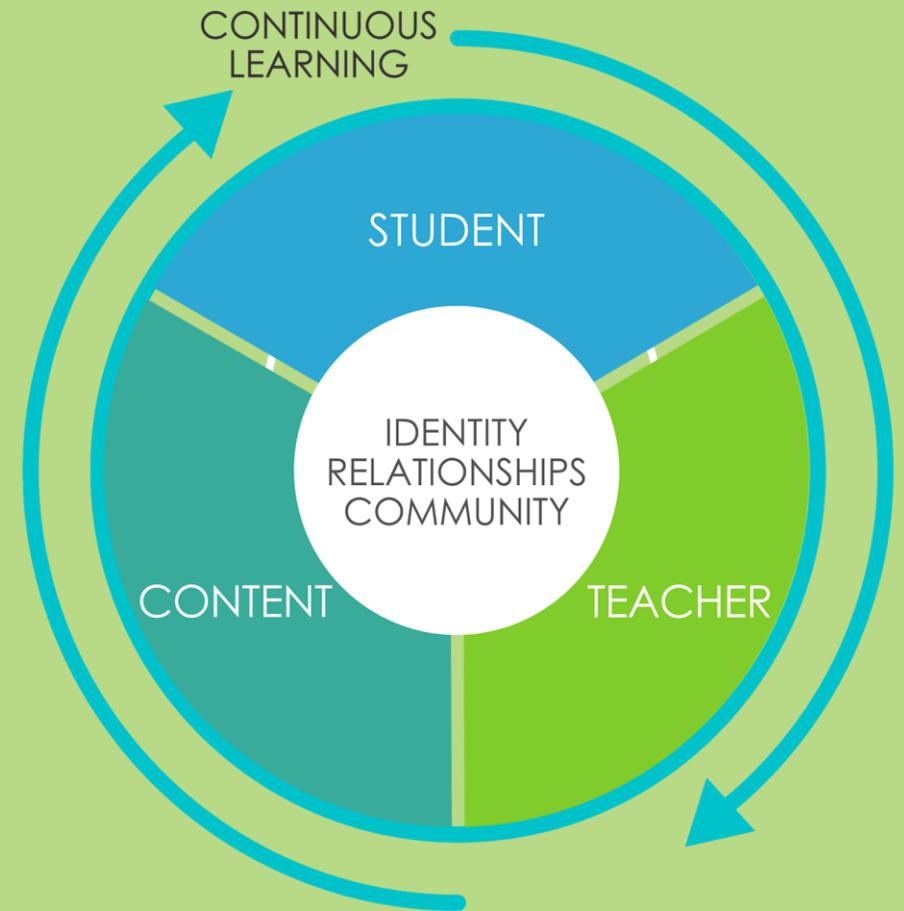
# Vision for the Instructional Core

The High School Strategy's first aim is to ensure that all our high school communities possess a **shared vision** for quality instruction, and that all actions and decisions work in service of that vision so that every **student experiences quality instruction daily**

# CPS Instructional Core

The CPS commitment to equity further pushes the definition of the instructional core.

In order to **educate for equity**, the CPS Instructional Core centers on **identity, relationships, and community**



# Strengthening the Instructional Core



**Driver:**  
Invest in  
High-  
Quality  
Universal  
Curriculum

**Driver:**  
Provide  
Teacher  
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Development  
that Meets  
School  
Needs

**Driver:**  
Launch a  
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vention  
Plan

**Driver:**  
Create  
Pathways to  
Advanced  
Mathematics

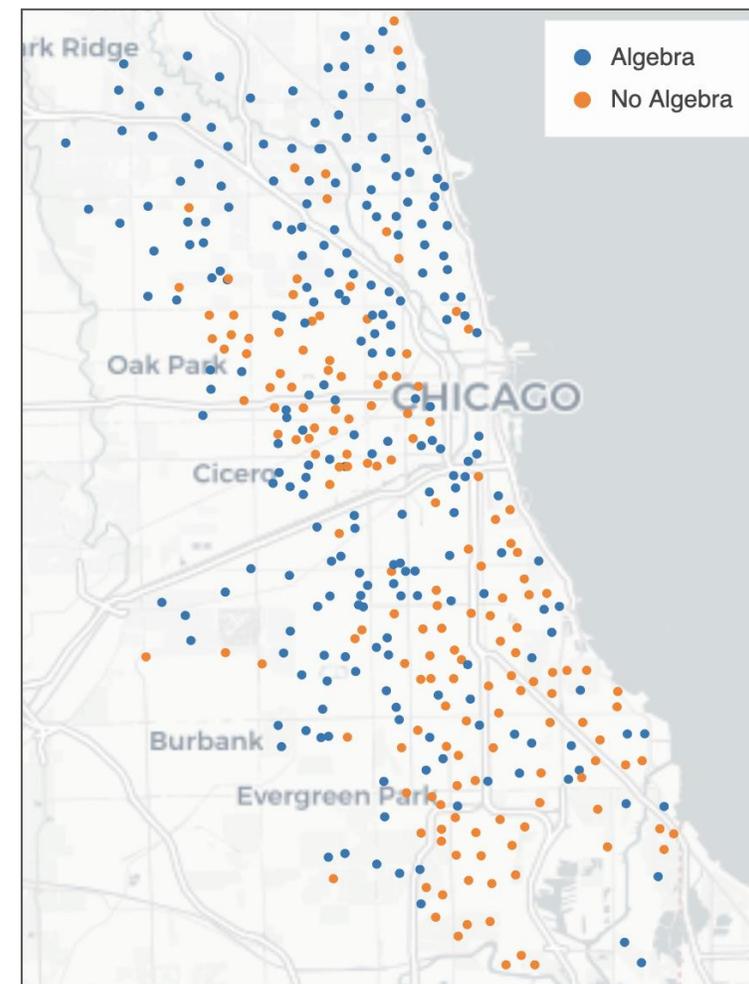
**Driver:**  
Strengthen  
the Multi-  
Tiered  
System of  
Supports  
(MTSS)



# Creating Pathways to Advanced Mathematics

## Early High School Math Initiative

- The Early High School Math Initiative expands algebra access to 8th graders who are ready for algebra, but enrolled in a school that does not currently offer algebra
- In Spring 2020, when this project initiated, there were 1,791 8th graders who were eligible to take 8th grade algebra, but were enrolled in one of the 180 elementary schools that did not offer it
- During Q1 of SY2020-2021, 533 students from 80 elementary schools in 23 algebra “hub” classes participated
  - 96% of participating elementary schools are Title I eligible and 88% offer bilingual services
  - 76% of schools have a majority Black student population and 23% are majority Latinx
  - The students participating in this initiative are predominately Black (61.6%) and Hispanic (33.3%)
  - Female students (54%) are slightly more represented than male and non-binary students
  - 3% of participating students have English Language Learner status; 5% are identified with student Homelessness Indicator
- The majority of students (65%) earned a grade of A or B in the first quarter of the algebra class. Elementary school principals are providing support and interventions to students receiving a grade of C or below





## Leading Continuous Improvement

**Driver:** Provide Schools with Data Aligned to District Priorities

**Driver:** Align and Focus Professional Learning

**Driver:** Create Effective Teams

**Driver:** Increasing Access for Students with Disabilities at Selective Enrollment High Schools

# Providing Schools with Data Aligned to District Priorities



## Increasing Access for students with disabilities at Selective Enrollment High Schools

- Across Chicago Public Schools, more than 14% of students have an IEP. However, only 6% of students at SEHS have an IEP. In pursuit of our collective equity goals, it is vital that SEHS serve the district-wide percentage of students with IEPs
- Beginning this year, **14% of the offers for 9th grade will be for students with IEPs** with the goal of increasing the population of students with IEPs over several years by focusing on the incoming 9th grade each year
- Additionally, several CPS departments are converging together to support SEHS as they seek to increase the percentage of students with IEPs from **6%** to the district-wide average of **14%**:
  - Office of Diverse Learner Student Supports:
    - Work collaboratively with school based leaders to establish a **student support task force** to develop transition plans, identify and allocate resources necessary for supporting diverse learners in an accelerated environment (i.e. staffing, intervention programs, wrap around services, etc.)
    - Facilitate **educator professional learning cycles** specifically designed to address providing modifications, accommodations, co-teaching and social emotional supports for diverse learners in an accelerated learning environment ODLSS
  - Office of Access & Enrollment: Host **parent informational sessions** on the selective enrollment process to support parents of diverse learners through application process and decision making
  - Family & Community Engagement: Provide **parent trainings** on how to support their students as engaged partners in education
  - Budget & Finance: Based on identified student needs, **budget supplemental funds** during budgeting process to ensure timely delivery of necessary resources
  - Additional school based support: **SEHS leadership participation in regular cadence of joint meetings** with ODLSS and OAE to support student transition plan implementation, address challenges, make course corrections and monitor progress

# Enhancing Organizational Coherence



**Driver:** Create Effective Systems for School Management

**Driver:** Organize Student Enrichment Programs

**Driver:** Establish Strong School Partnerships

**Driver:** Create A Community Engagement Strategy

# Establishing Strong School Partnerships



## High School Post Secondary Catalyst Grant

- CPS is partnering with Crown Family Philanthropies to help more CPS students find and pursue their path to success in college, career, and life. The initiative will support the district's commitment to equity by focusing its efforts on students from low-income backgrounds and students of color.
- The initiative has three primary objectives:
  - **Match & Fit:** Partner with selected CPS high schools to build a “to & through” culture spanning multiple postsecondary pathways, increase data-informed programming, and expand postsecondary advising capacity. Match-based strategies focus on the academic suitability of students' college choices, while fit-based strategies consider additional dimensions including financial viability as well as personal and social needs
  - **Finance:** Reduce the financial barrier to postsecondary degree attainment by offering competitive scholarships and other financial supports, such as emergency aid, for students who are at risk of not pursuing or completing a bachelor's degree, associate's degree, or other credential because of enrolling in an under match institution or facing barriers to better fit post-secondary options due to financial constraints. Scholarships for students graduating in June 2020 totaled approximately \$1.5 million
  - **Finish:** Ensure persistence and attainment for scholarship recipients and other CPS students by partnering with select higher education institutions and/or non-profit partners; These partners will proactively advise students and make systemic improvements to significantly increase persistence and attainment for the most underrepresented racial, income, and gender groups in postsecondary
- **The goal of the initiative is to raise college enrollment and persistence rates for first generation and underrepresented students**
- The grant funding will enable selected schools to design, build and implement a robust, ambitious postsecondary strategy and programming that addresses specific needs within the school and aligns with the CPS district vision

# Building Postsecondary Pathways that support the Chicago Roadmap



**Driver:**  
Refine and  
Scale Early  
College  
Pathways

**Driver:** Connect  
Education to  
Careers

**Driver:**  
Implement a  
College and  
Career  
Competency  
Curriculum for  
Grades 6 to 12

**Driver:** Teach  
Social-Emotional,  
Employability,  
and 21st-Century  
Skills



# Increasing Attainment of Early College Credit

## Increasing AP & IB Access

- The Advanced Placement (AP) program allows students to earn valuable college credit in high school; CPS is creating more equitable access to Advanced Placement for African American and Latinx students by increasing enrollment for these priority groups, especially on neighborhood campuses where the greatest access gaps exist
  - One significant initiative to increase equitable access involves expanding the AP Capstone program, a two-year diploma program that guides each student to complete an original, college-level research paper and oral defense, from 12 CPS campuses in SY19 to 30 campuses by the start of SY24, with an intentional focus on neighborhood high school campuses
    - In SY20, 85.3% of CPS AP Seminar students earned a qualifying score of 3+ while 81.5% of Illinois and 80.5% of students globally did the same
    - In SY20, 84.3% of CPS AP Research students earned a qualifying score of 3+ while 74.3% of Illinois and 72.5% of students globally did the same
    - 537 CPS students have earned the AP Capstone Diploma in the last three years
    - 146 CPS students have earned the AP Seminar and AP Research Certificate in the last three years
    - More than 60 CPS high school teachers and administrators are trained to teach either AP Seminar or AP Research courses
  - Over the next four years, CPS will provide professional learning to increase the number of high schools with a teacher certified to teach one of two AP Capstone courses
- In SY18, CPS launched a partnership between six CPS high schools and Equal Opportunity Schools (EOS), a nonprofit organization devoted to engaging schools in identifying underrepresented students for AP and IB program access
  - Despite a global pandemic, six selective enrollment, magnet and neighborhood campuses joined in SY20 with another six expanding this year
  - This means that 18 schools are now part of the EOS program dedicated to grow their school's equity access and achievement for our underrepresented students

# Implementing the High School Strategy



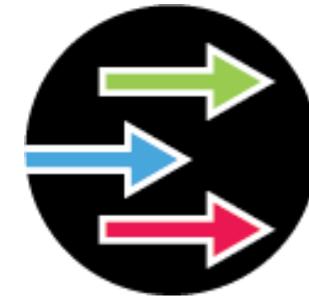
**Strengthening the Instructional Core**



**Leading Continuous Improvement**



**Achieving Organizational Coherence**



**Building Postsecondary Pathways**

# Questions?