

**April 26, 2023**

**ADOPT NEW DISTRICT POLICY FOR CONTINUOUS IMPROVEMENT AND DATA TRANSPARENCY**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

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## II. SCOPE OF THE POLICY

All CPS managed schools are subject to this policy, including, but not limited to, neighborhood schools, magnet schools, selective enrollment schools, contract schools, district managed Options Schools, and schools with non-traditional grade structures. CPS charter schools are subject to the performance standards set out in this policy by and through the accountability provisions in their charter contract with the Board, and charter school stakeholders shall annually receive the same information about charter school performance against district standards of practice as those in non-charter school communities. The district shall separately propose a revised Charter School Academic Accountability Policy that articulates how the below standards will be applied to charter governance issues such as charter contract renewal, revocation, and extension.

### A. Applicability to Non-Standard School Models

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**B. Goals and Core Uses**

The primary goals and core uses of the information provided by this policy are to:

- | Support the whole child by enabling improved teaching and learning in schools; and
- |

The Opportunity Index includes socioeconomic indicators related to race, socioeconomic status, education, health, and community factors. Beyond closing opportunity gaps, the Opportunity Index will allow the school district to Inclusively Partner and create transparency, from how we allocate resources to how we factor opportunity differences into targeted universalist considerations to support most impacted schools and communities. Below we outline the current CPS Opportunity Index with the understanding that the Opportunity Index may change in the future based on validation and evolving district priorities:

<b>School Factors</b>	<b>Community Factors</b>	<b>Resourcing Factors</b>
Percent of students...		

The prioritized lagging indicators (and metrics to measure them) are as follows:

**1. Academic Progress:**

a. Student Growth to Proficiency

- i. **Definition:** The district will develop a summative measure of growth that uses shifts in standardized achievement over time to measure the rate of student progress toward meeting proficiency standards over multiple years and with multiple cohorts of students. Growth will be based on the appropriate state-required assessment for each applicable grade band.
- ii. **Interpretation and Use:** This measure is not intended to be a measure of school quality. More appropriately, it is a strong indicator of where students and schools are showing accelerated learning trajectories (or not) over time as compared to their statewide peers. Identifying schools where students are showing below-average growth should be the first step in a root cause analysis to determine what kinds of additional support are needed. Student Growth to Proficiency should also be used to identify schools where exemplary practices can be studied for potential replication at scale.
- iii. **Standard:** The goal for CPS schools will be to show a rate of progress to proficiency that is at or above the statewide average. This target should be reviewed annually as this measure's implementation progresses.

b. Student Proficiency

- i. **Definition:** The district will report school-level point-in-time and trend data for student proficiency as measured by the appropriate state-required assessment for each applicable grade band.
- ii. **Interpretation and Use:** Standardized assessments provide stakeholders with information about how students are performing relative to Illinois Learning Standards as measured by state-required assessments. Trend data will provide a sense of how overall proficiency has changed over time. It is important to note that student proficiency on standardized assessments is highly correlated with student socio-economic status, and thus proficiency rates alone should not be misconstrued as an indicator of school quality.
- iii. **Standard:** The district will report school-level proficiency data along with district and state averages (where available and comparable) for context.

c. Diverse Learner Progress

- i. **Definition:** The district will report school-level data for student growth as measured by state standardized measures – Dynamic Learning Map Alternative Assessment (DLM-AA) data that is disaggregated by subgroups for Diverse Learners with the most significant cognitive disabilities.

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- i. **Definition:** The district will report school-level data on the percentage of English Learners (ELs) making adequate annual progress on English proficiency. “Adequate” is defined as the amount of growth needed on the ACCESS for ELLs from one year to the next to ensure ELs achieve English proficiency within five years of being identified as an English Learner.
  - ii. **Interpretation and Use:** Research shows that EL students who don’t attain English proficiency within five years of being identified as ELs have a greatly reduced chance of ever doing so. This measure is not a direct measure of school quality, but does indicate where students are making progress towards English proficiency and identifies schools where additional support for English language instruction may be needed.
  - iii. **Standard:** The district will report school-level proficiency data along with district and state averages (where available and comparable) for context.
- e. On-Track
  - i. **Definition:** The student On-Track indicator for grades 3-8 identifies students who are on track (or not) for success in high schools. Freshmen and Sophomore On-Track indicators use credit and grade data to identify students who are on track (or not) to graduate high school in four years.
  - ii. **Interpretation and Use:** Research strongly suggests that whether a student graduates high school after 12th grade can be reliably predicted by their



postsecondary preparation including rigorous course selections, providing college and career instruction, and linking students to high quality advising through school counselors, college & career coaches, and the many college access partners throughout the district.

- iii. **Standard:** The district will report school-level college enrollment and persistence data along with district averages and state or national data when available.

#### **E. Indicators - Daily Learning Experience**

Per Board and stakeholder guidance outlined above, the district's approach to accountability must also articulate standards for



career and technical education (as opposed to credits earned as measured in ECCC); grades earned in ECCC courses (as opposed to the achievement of a credential); training in college finance, expectations and systems; and exposure to career options.

- c. **Theory of Action:** If schools and the district establish systems of support that allow students to explore their college and career interests and create a meaningful postsecondary plan (LPS) upon completion of access steps, students are much more likely to experience postsecondary success, regardless of their actual chosen path.
  - d. **District Accountability:** Provide staffing support and training to evaluate and improve ECCC programs in schools, as well as invest in a postsecondary goal-setting curriculum for High School upperclassmen.
6. **Research-based Academic Interventi cerv1 (o)-1.8(I)2.5 (nT5.1 (MCID 15 n,hd5 (r)(m)1.6 (or)-1.4 (e )M.4 (c)-l**

individuals are more motivated to learn and share their knowledge, and they are more dedicated to making changes in their school and their own practices. The willingness and commitment to change are essential for creating optimal school cultures that support student well-being, belonging, identity development, and achievement. The following indicators are the key points of information the district must provide stakeholders moving forward to articulate the extent to which schools and the district are putting these adult support systems and culture in place.

### 1. Leadership Context

- a. **Definition:** This indicator captures the context of current school leadership as reflected by the tenure of the current school leadership, relationships with staff and other adults in the school community, and other data points as appropriate.
- b. **Standard:** The district shall report information on leadership capacity such as the tenure of the current leadership; the stability of school leadership (e.g., the number of principals at a school over a certain time period); the current status of principal contracting; and information from student and staff surveys. The district must also provide district-level data as context where appropriate, as well as information about district response and support in cases where the data indicates a need.
- c. **Theory of Action:** If we invest in development opportunities and leadership supports for school leaders and aspiring school leaders, then will we see increased stability in strong school leadership, leading to sustained continuous improvement and growth in student outcomes.
- d. **District Accountability:** Provide new principal and new assistant principal induction programs, competency-aligned professional development opportunities for school leaders of all tenure, mentorship roles that elevate experienced, high-performing principals and support novice principals, differentiated pathways for development for aspiring school leaders, and resources for cultivating staff leadership in schools in support of best practices in succession and transition planning.

### 2. School Vision and Continuous Improvement Practice

- a. **Definition:** This indicator measures and reports on the extent to which schools have systems in place to support continuous improvement in supporting the daily learning experiences of students.
- b. **Standard:** The district shall provide stakeholders with information regarding the effectiveness of school continuous improvement practices. Said information shall include indicators like the presence of a full Continuous Improvement Work Plan (CIWP) team; effective CIWP monitoring practices; and progress toward CIWP milestones and goals.
- c. **Theory of Action:** If the district defines processes and provides supports for schools on improvement science and measures and reports on those practices, then schools will improve their continuous improvement practices, which will increase the likelihood of school improvement across the district. Improvement science clearly indicates that for schools to improve their practice over time, there are clear processes and supports that need to be in place. If the district measures and reports on these practices, the likelihood of school improvement occurring at scale will greatly increase.
- d. **District Accountability:** Provide robust training for school teams to create strong continuous improvement plans, and tailor supports in response to needs identified across school-based plans.

### 3. Distributed Leadership and Teacher Leader Development

a. **Definition:**

**1. Healing Centered Culture, Supports and Social-Emotional Interventions**

- a. **Definition:** This indicator measures the level of school capacity and quality of practices in support of student physical, social, and emotional health to the extent to which schools are implementing an equity based MTSS framework, which includes providing research valid Social Emotional Learning (SEL) interventions in response to students' demonstrated needs.
- b. **Standard:** The district shall report information on the presence and efficacy of school systems and support for student connectedness, wellbeing, and health. This may include indicators like effective BHTs; processes for identifying and providing student interventions in support of a safe climate for

- d. **District Accountability:** Ensure policies and resources are in place to support the whole child so that all students are healthy, safe, engaged in diverse experiences and programming, and academically challenged. Provide tools and resources to schools to support increasing student voice and engagement in decision-making.

### 3. Out of School Time and Enrichment Opportunities

- a. **Definition:** This indicator provides stakeholders information on the extent to which schools are providing opportunities for students to engage in academic, athletic and arts based enrichment within their school community and beyond the classroom. These opportunities include, but are not limited to, the visual and performing arts, athletics, extracurricular activities, and other areas that are a quintessential part of the CPS education experience beyond the Instructional Core in the classroom. Enrichment activities should supplement the classroom experience, not seek to replace sequential learning in each content area.
- b. **Standard:** The district shall report school-level information on the types of enrichment opportunities each school provides students including total number of available student seats; the percentage of available programs that meet district standards of quality; level of actual student participation in enrichment activities; and equity of access to enrichment programming.
- c. **Theory of Action:** If the district measures and reports on the types of enrichment opportunities each school provides its students, then schools will be intentional in providing access with the goal of improving targeted student outcomes.
- d. **District Accountability:** Fund and support expanded Out of School time programming to give students year-round opportunities for advanced coursework, academic supports, and extracurricular activities.

### 4. School and Community Partnerships and Engagement

- a. **Definition:** This indicator measures the extent to which schools engage and partner with families and communities to increase the quantity and quality of student daily learning experiences. The goal is to operationalize Inclusive Partnerships as defined in the CPS



In accordance with Board resolution 22-0427-RS1, the district shall submit a report to the Board before the end of the calendar year at least once every three years inclusive of district findings of all of the above analyses, as well any recommendations for improving the policy based on said findings. The first iteration of this report will be due to the Board by December 31, 2027, and at least every three years thereafter.

## **V. GUIDANCE FOR IMPLEMENTATION**

### **A. Timeline for Reporting**

The Board's selection of the indicators outlined above is driven by a desire to align district practice with stakeholder priorities and needs to the extent possible and is not limited to information currently available to district leadership. As such, the Board acknowledges that information on some of the indicators described above will not be available when the district first releases updates to stakeholders in the Fall of 2024. Therefore, the deadlines for providing information to stakeholders about each of the indicators listed above are as follows:

- " Indicator C.1.a: Student Growth to Proficiency : Fall 2024
- " Indicator C.1.b: Student Proficiency : Fall 2024
- " Indicator C.1.c: Diverse Learner Progress to Proficiency : Fall 2025
- " Indicator C.1.d:English Learner Progress to Proficiency: Fall 2024
- " Indicator C.1.e: On-Track: Fall 2024
- " Indicator C.2.a: Chronic Absence: Fall 2024
- " IndicatorC.2.b: One-Year Dropout Rate: Fall 2024
- " Indicator C.3.a: Four-Year Cohort Graduation Rate: Fall 2024
- " Indicator C.3.b: Early College and Career Credentials: Fall 2025
- " Indicator C.3.c: College Enrollment and Persistence: Fall 2024
- " Indicator D.1: High Quality Curriculum: Fall 2024
- " IndicatorD.2: Rigorous Instruction:Fall 2025
- " Indicator D.3: Conditions for Learning and the Student Experience: Fall 2025
- " Indicator D.4:Balanced Assessment System: Fall 2025
- " Indicator D.5: Access to Postsecondary Opportunities: Fall 2025
- " Indicator D.6: Research-based Academic Interventions within a Multi-tiered System of Supports
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