

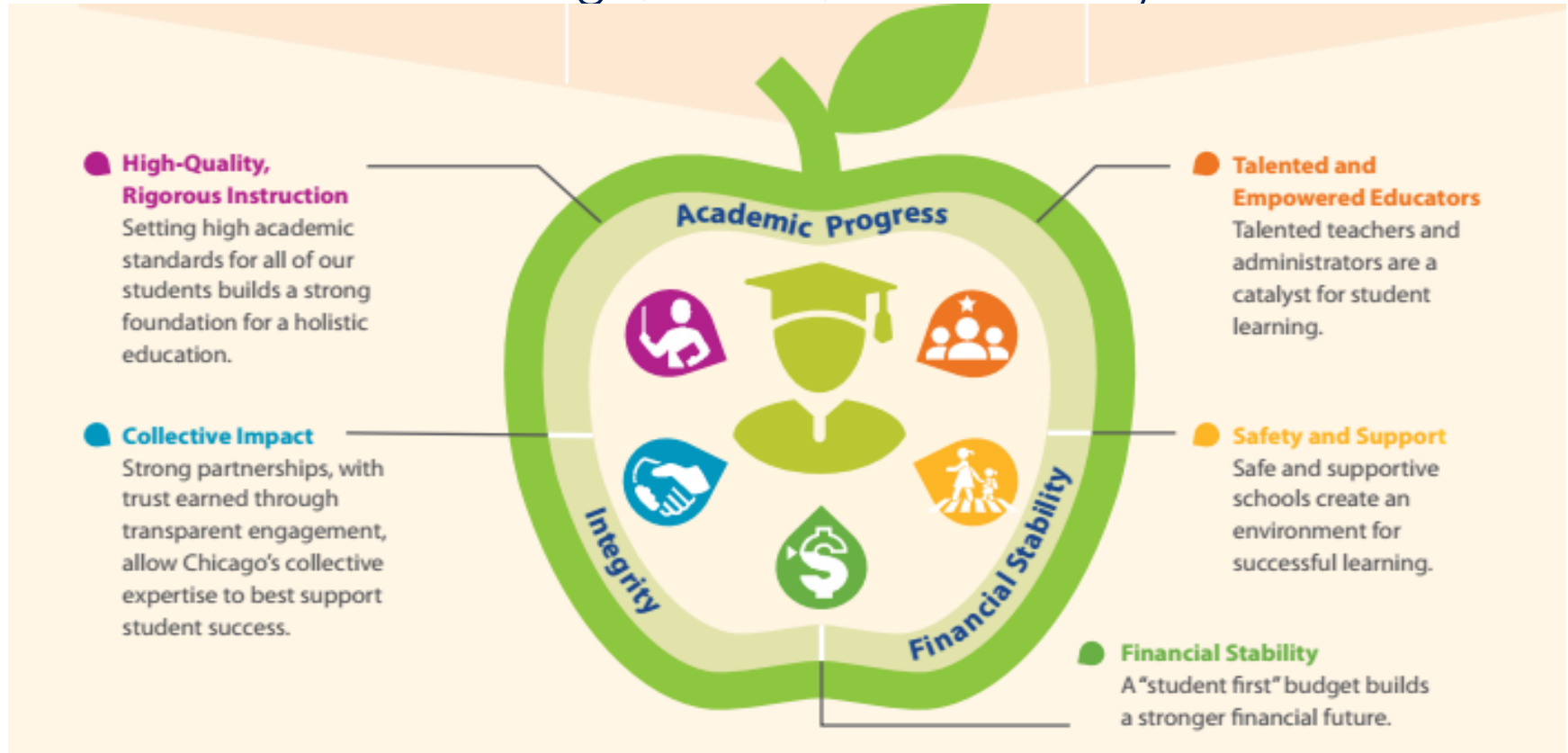
High School Strategy

Presented at the February 2017
Student Achievement Institute



A HS Strategy Tied to the CPS Vision

MISSION: A high quality public education for every child, in every neighborhood, that prepares them for success in college, career, & community.



CPS. Success Starts Here.

Who Supports This Important Work?

Educators

School Leaders

Network Chiefs,
Deputies & Teams

Chief Education Office

Office of College & Career Success

Office of Diverse Learner Support Services

Office of Network Support

Office of Language & Cultural Education

Office of Teaching & Learning

Goal: To provide a high-quality, open-enrollment high school option within three miles of every student's home in Chicago.

These foundational values undergird the HS Strategy:

Equity in Access

Improve equitable access to high school options.

Equity in Excellence

Strengthen HS specialized programs and curricula

Advocacy

Include input from stakeholders and strengthen student voice

A focus on high schools has already begun and the work is critically important. Doubling-down on on-track has helped raise graduation rates. Neighborhood HS have led to the greatest gains in grad. rate.

FOT	88.8%
African Americans	86.3%
Hispanic	89.8%
Diverse Learners	86.1%
English Learners	86.8%

SOT	85.2%
African Americans	82.4%
Hispanic	85.2%
Diverse Learners	83.5%
English Learners	77.6%

5-Year Graduation Rate- 73.5%

Consortium research on “B’s or Better” and focus on post-secondary success, have led to increased attention to GPAs, high-stakes testing, and college enrollment/persistence.

GPA	2.87
African Americans	2.70
Hispanic	2.98
Diverse Learners	2.36
English Learners	2.43

ACT	18.4
African Americans	16.9
Hispanic	18.3
Diverse Learners	14.7
English Learners	14.2

Percent of graduating seniors earning an Early College or Career Credential- 40.6%

College Enrollment Rate- 58.9%

College Persistence Rate- 70%

Equity in Access

Improve equitable access to high school options.



68%
65

**CTE –
College & Career**

High Schools by Type (District Governed)

14%
13

No CTE, IB,

The question is not: What do we have?

The questions are:

- Are programs equitably distributed?
- Which schools do not have specialized programs?
- Do students equitably have access to diverse school options in their communities?

APPLICATION (35) N
AMUNDSEN HS A
AUSTIN B&E B
AUSTIN POLY HS B
BOWEN HS B
CVCA C
CLEMENTE HS A
CURIE HS C
DUNBAR HS C
FARRAGUT HS D
FENGER HS G
FOREMAN HS G
HANCOCK HS H
HARLAN HS H
HARPER HS K
HIRSCH HS K
HYDE PARK HS K
JONES HS K
JUAREZ HS L
JULIAN HS M
KELLY HS N
MANLEY HS P
MARSHALL HS R
MATHER HS S
NORTH-GRAND HS S
PHILLIPS HS T
RABY HS V
RICHARDS HS V
ROOSEVELT HS W
SCHURZ HS W
SOUTH SHORE INTLY C
SULLIVAN HS S
TILDEN HS S
UPLIFT HS S
WELLS HS S
WILLIAMS HS S

SOUTH SHORE INTL
STEINMETZ HS
TAFT HS
WASHINGTON HS

AC PROGRAMS (4)
HARLAN HS (AC)
KENWOOD HS (AC)
MORGAN PARK HS (AC)
TAFT HS (AC)

PROGRAMS (2)
DISNEY II HS
VON STEUBEN HS
HARLAN HS
SENN HS

College STEM
CARVER MILITARY HS
CHICAGO MILITARY HS
MARINE LEADERSHIP
MARINE MILITARY HS
PHOENIX MILITARY HS
RICKOVER MILITARY HS

College STEM
CVCA
CLARK HS
CORLISS HS
GOODE HS
LAKE VIEW HS

**Specialty &
Transition Centers**
GRAHAM HS
NORTHSIDE LRNG HS
SOUTHSIDE HS
VAUGHN HS

Notes: Some high schools have multiple programs (e.g. Amundsen CTE & IB) and will appear in more than one list. % above lists is out of 95 total (district governed).

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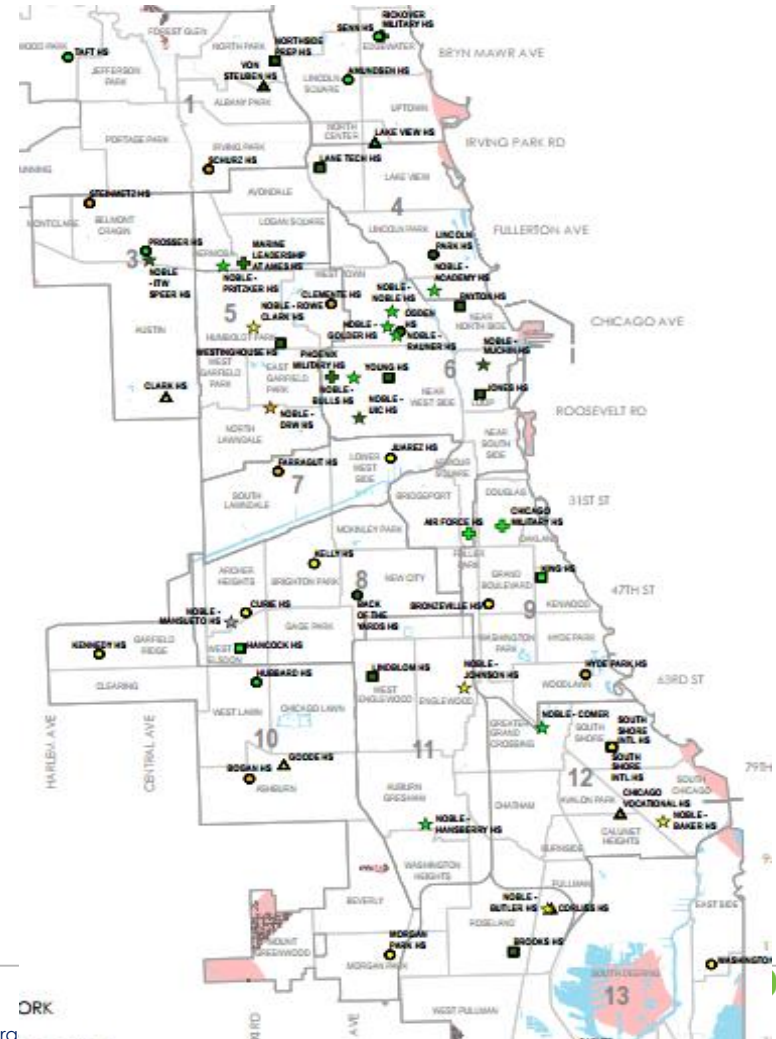
Current State

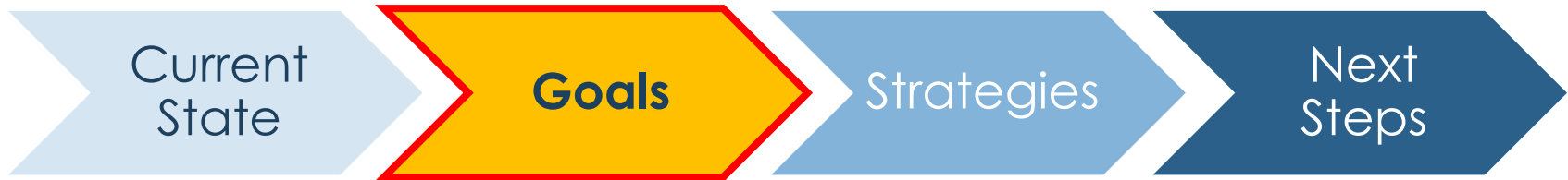
Goal

Strategies

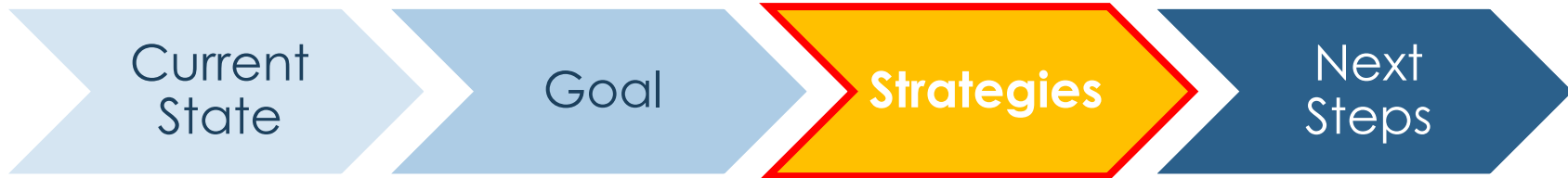
Next Steps

- **Over 500** school & program options & applications among our High Schools
- **Missing strategy & equity** in access in some areas
- HS Working Group **recommended streamlined application process & improved equity** across the city.





- Launch the Common Application for High Schools for efficiency, transparency, & equity.
- At least 50% of graduating seniors will have at least one early college or career credential by 2019.
- Train at least one counselor at each school for the Chicago College Advising Credential.
- More equitable distribution of specialized programs across the district.

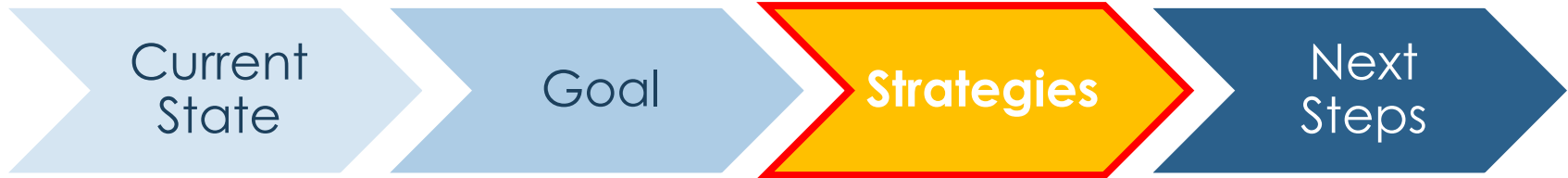


Launch the Common Application



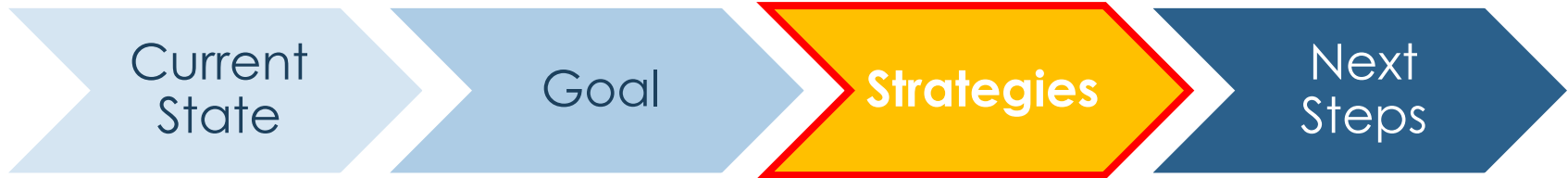
Timeline

- 18 month school & community engagement plan
- Begin Fall of 2017 (SY18) for enrollment in Fall of 2018 (SY19)



Diversify School Models for Neighborhood HS

- Engage with schools & communities to implement/expand specialty school models to support schools
- Some recent successful examples include:
 - Reopened Dyett as arts-themed HS
 - Launched Chicago Builds, a citywide construction program at Dunbar HS
 - New!** ◦ Developing Dual Language programs at the HS level



Improve Student Access to College

- Training one counselor at each school in the Chicago College Advising Credential (CCAC) to ensure that they can help students access high-quality post-secondary options
- Increase scholarship options and awareness- particularly for the STAR scholarship (which helps undocumented students go to City Colleges)
- Support roll-out of Naviance system in all high schools.



- Begin using the High School Common Application next year
- Further improve graduation requirements:
 - Science
 - Financial Literacy (to replace Consumer Ed)
 - Post-Secondary Plans (focus on concrete plans)
- Early College and Career Steering Committee is developing a comprehensive strategy for ECCC access district-wide

Equity in Excellence

Strengthen HS specialized programs and curricula.



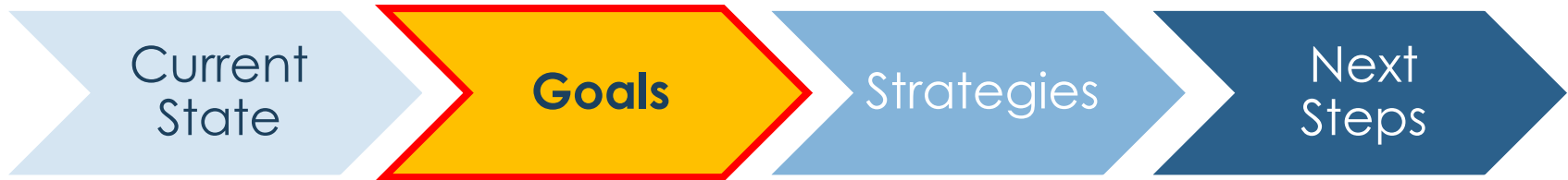


Instructional Core

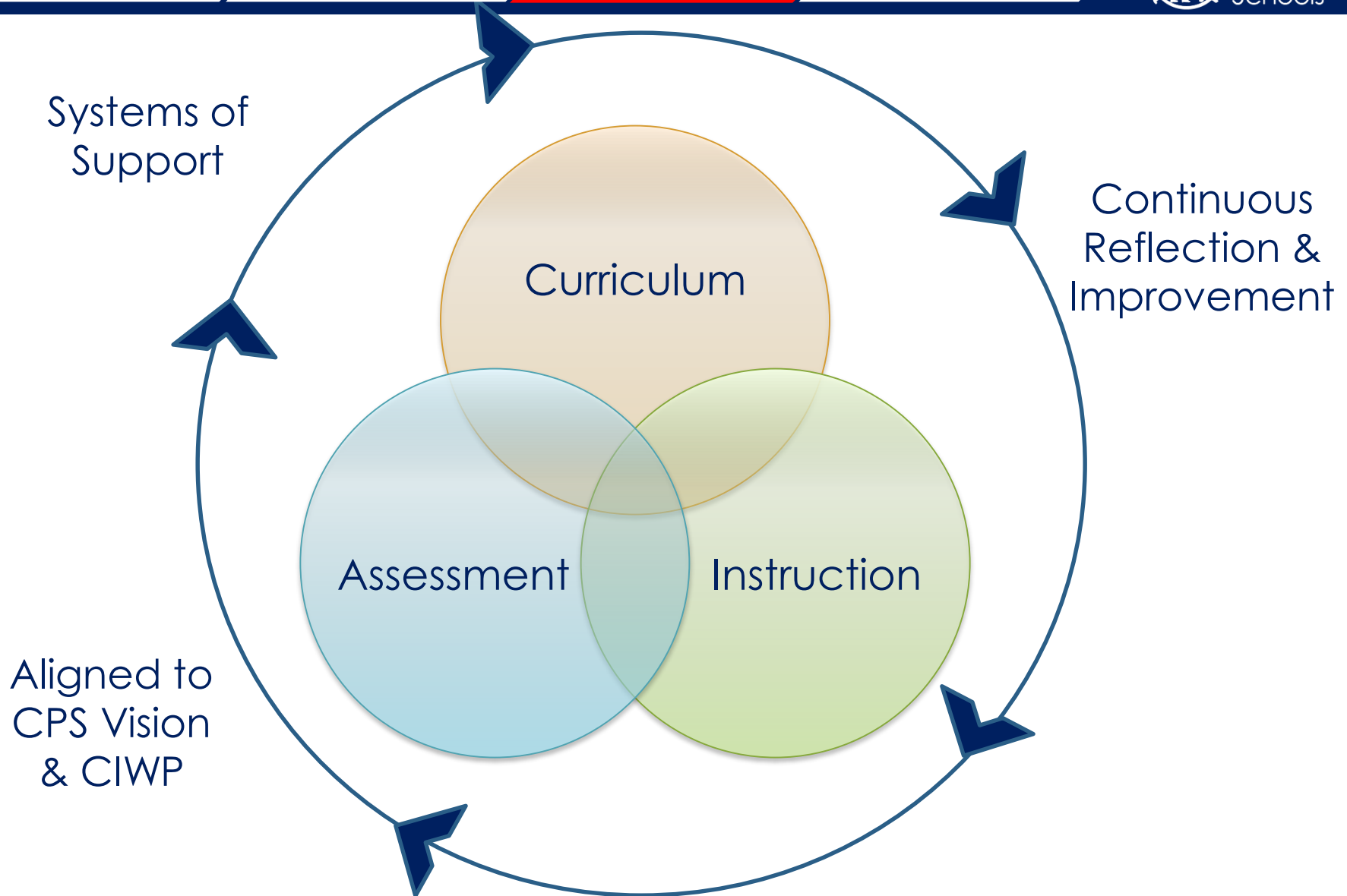
- Year 2 of implementation
- All Networks completed BOY and MOY Instructional Core walks. Some trends include:
 - Need to align the SMART goals with the CIWP and the Instructional Core Work
 - Some schools have asked for curriculum for core classes

Curriculum Development

- There is no district curricula available for core classes.
- This year the Office of Language & Cultural Education (OLCE) released a World Languages curriculum for 5 languages as well as a high school ESL framework- available on The Knowledge Center.



- 80% of schools will reach their identified goal(s) on the Instructional Core document by the end of the year.
- All Network Chiefs, teams, and schools will be able to articulate the "why" of the Instructional Core and walks by the end of the year.
- All schools and teams will have a clear understanding of the work that needs to happen in curriculum, instruction and assessment in order to achieve the goals of the CIWP.
- At least 50% of graduating seniors will have at least one early college or career credential by 2019.





Networks and Schools are currently working on action items and revisions to SMART Goal(s) to ensure that every school has high-quality alignment to the CIWP in the areas of:

- curricular planning,
- daily instruction, and
- standards-based assessment

EOY Planning for The Instructional Core Effectiveness Project

NOW:

Networks should be working with schools to revise SMART Goal(s), measurement tools, and resultant action items.

DUE DATE: FEBRUARY 24th:

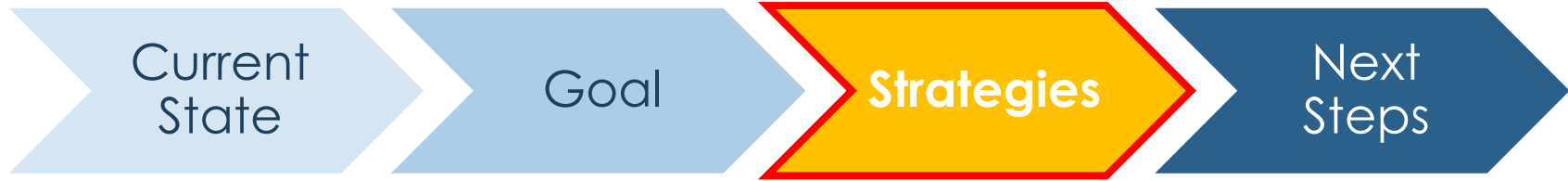
All schools should review their **CIWP** (click twice on sign-in page to access).

- This will probably happen in ILTs at the school-level.
- Network Leads for each school may want to review the CIWPs as well to make sure they are being followed and note any areas that may need revision.

DUE DATE: MARCH 10th:

Complete MOY Network Feedback on documents in the ONS Instructional Effectiveness Folder.

- All school Instructional Core Documents should have Network Feedback on:
 - Chief Comment sections on Narrative/Evidence Tab
 - Network Feedback as needed on SMART Goal(s) Tab
 - Responses to BOY and MOY prompts on the Network Review Tab
- Networks complete MOY Instructional Core columns in ONS Workbook.
- As a Network team, analyze trends across the Network.
- Create action plans with measurable outcomes to support schools (or groups of schools with similar concerns or best practices).
- Share your Network feedback and plans with the Principals.



Create (optional) Districtwide Curriculum

- Core content areas (9th-12th grades in core departments & art)
- Standards-based and aligned vertically & horizontally
- Will provide better preparation for advanced courses

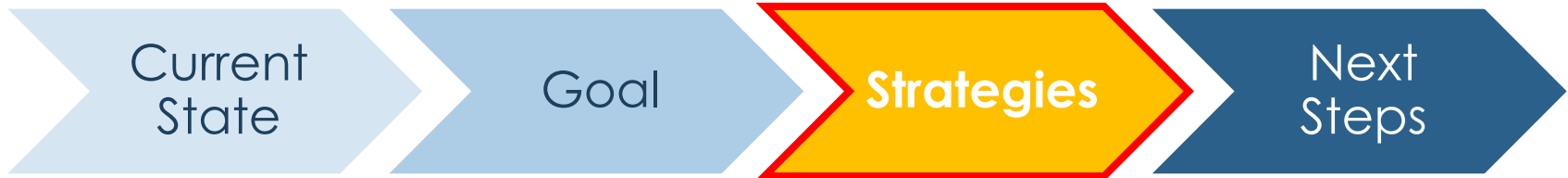
Double Down on Content Areas

- Roll-out of SAT Suite of Assessments Toolkit to support for the transition to the SAT Suite
- Reading Apprenticeship PD & partnerships for developing instructional practices
- Early Algebra Initiative in ES to promote advanced math courses in HS



Improve Student Success in Earning Early College or Career Credentials

- Focus on the enrollment & achievement of subgroups (eg. more African-American students in AP courses)
- Create stronger feeder pipelines- recent examples:
 - Kinzie ES and Byrne ES are both becoming IB schools as many students feed into Kennedy High School's IB Programme
 - Lavizzo ES is growing as an IB feeder school
- ECCC Steering Committee will release asset map & identify gaps in access & achievement district-wide



Strengthen Excellent Programs

- Engineering partnerships in HS and other successful CTE programs
- Create full IB continuum in IB schools (MYP, DP, CP)
- Increase number of students earning Associate Degrees through Early College STEM programs
- Increase Dual Credit/Dual Enrollment
- Increase the number of students earning the State Seal of Biliteracy

Small Schools Initiative

- PLC with leaders from HS with <300 students to support

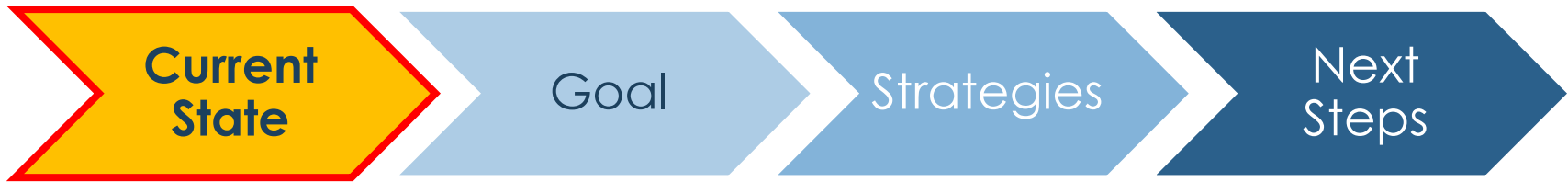


- SQRP: Continued focus on growth and attainment by incorporating the SAT Suite
- SAT Transition: Year 1 of SAT will help guide course for PD & vertical alignment using CCSS/NGSS standards at the rigor level required on the PSAT/SAT
- Instructional Core Improvements:
 - Developing a rubric to assess where schools are with their work on the Instructional Core (curriculum, instruction, and assessment)
 - Using data gleaned from the Instructional Core Project to align supports

Advocacy

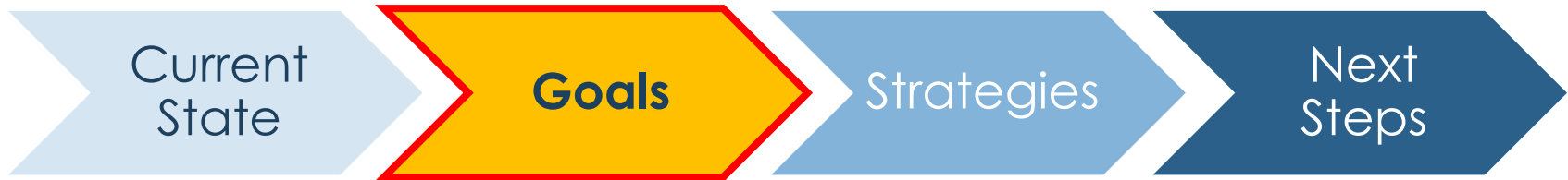
Include input from stakeholders and strengthen student voice



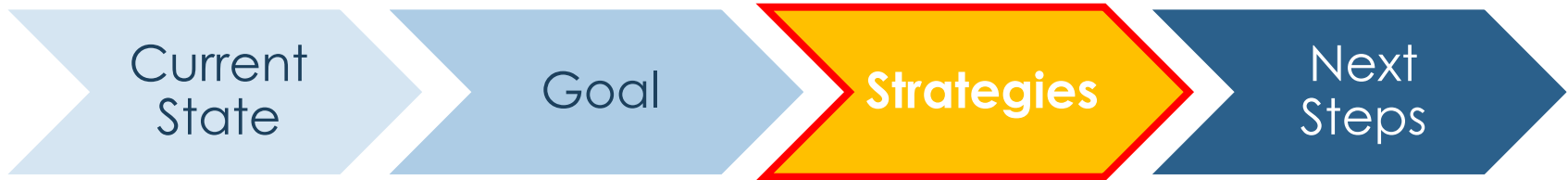


Many voices; many methods to support HS.
There is a need to strengthen student voice.



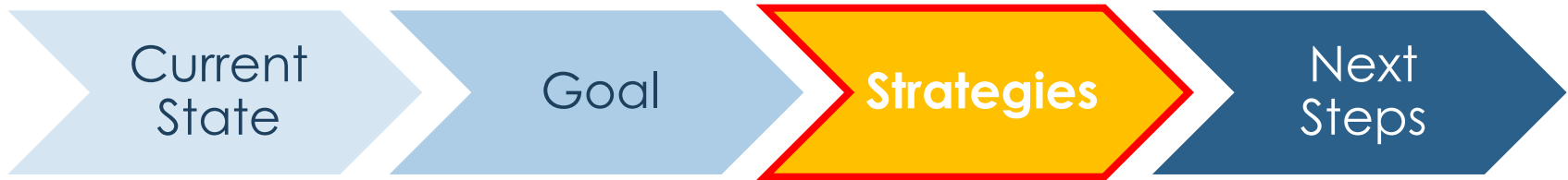


- Every High School will have an active Student Voice Committee by 2019.
 - Student Voice Committees (SVCs) are student-adult partnerships to help address the myriad of issues facing schools today.
 - They improve school culture and climate and develop civic leadership skills
- Continue to leverage community supports and resources for sustaining and expanding high-quality high school options.



Strengthen Student Voice

- **CEO Student Advisory Council:** Developing two proposals for the district: a feeder-school initiative and parent language engagement
- **Student Voice Committees:** Continue to expand SVCs to emphasize value of student voice and engagement



Center Decisions on Community Input & Engagement

- High School Working Group Report to serve as baseline for decision-making
- Engage in grassroots community discussions to support and ensure communities have a high-quality high school within three-miles (i.e. Austin consolidation)



The District Serves as a Convener of External Stakeholders



GROW
Community
Our neighborhood. Outstanding K-12.



GENERATION ALL
Chicagoans United. Education Transformed.



thrivechicago



+more



- **Call to Action:** If your school does not have a Student Voice Committee- start one! (there are resources on The Knowledge Center under Social Science and Civic Engagement or contract Jessica Marshall jmmarshall2@cps.edu)
- Continue to engage organizations that are interested in HS so we have comprehensive strategy.
- Chief Kirby will be visiting Network meetings to have further discussions with principals.

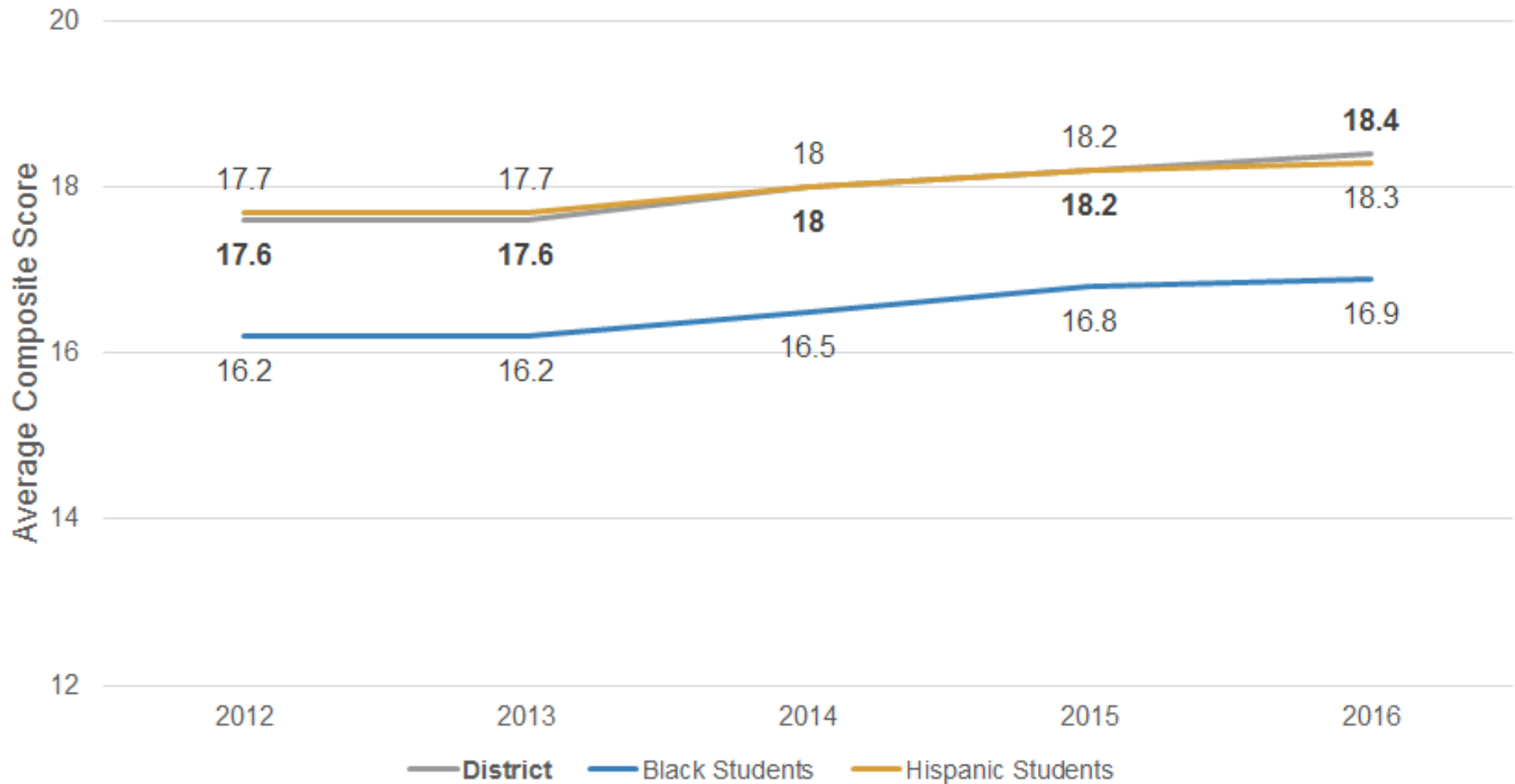
Appendix



ACT Scores Over Time: By District and Race

ACT scores have increased. Students who are Hispanic are nearly at the District average, while African American students are lower.

Composite ACT Scores Over Time



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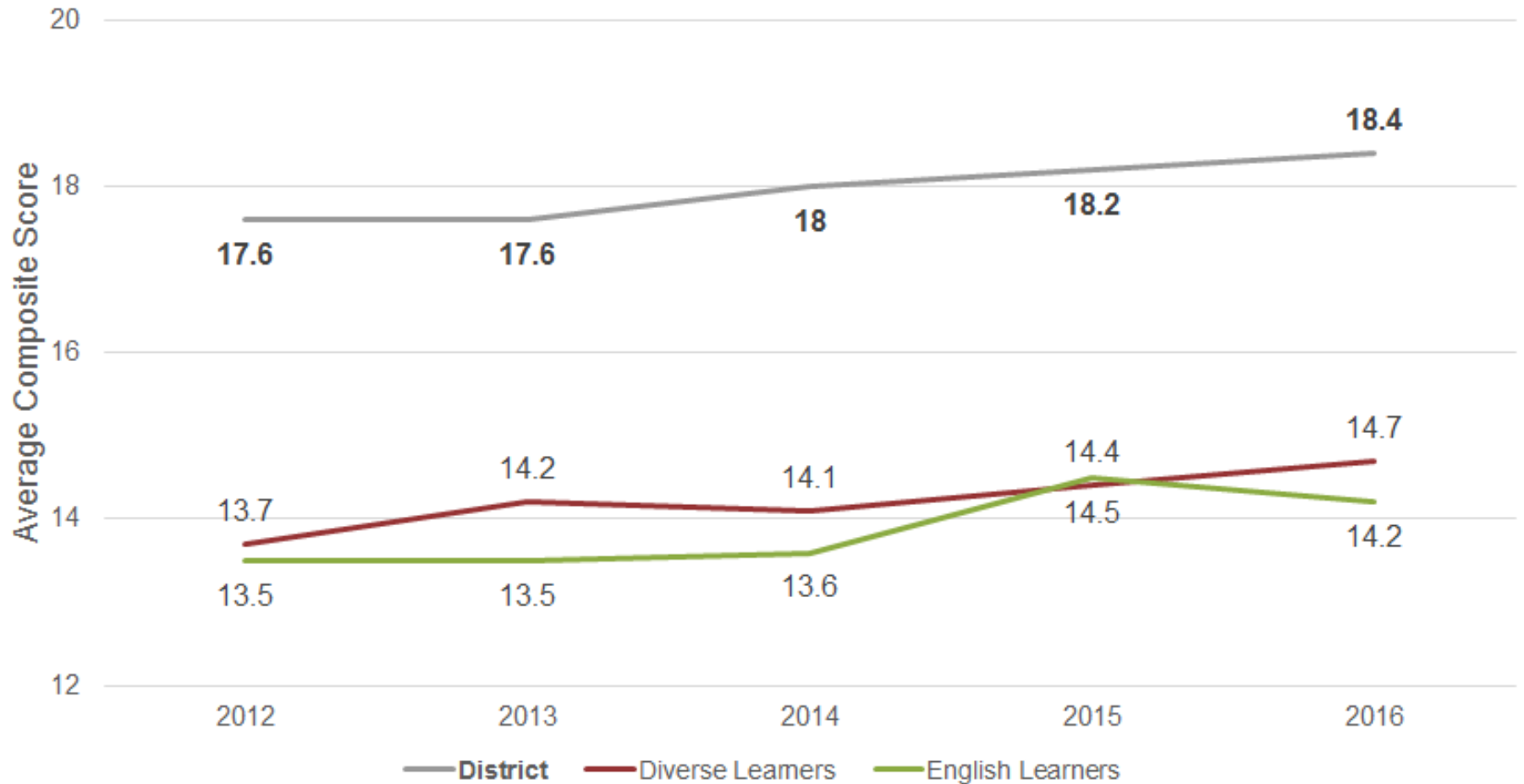
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ACT Scores Over Time: By Student Group

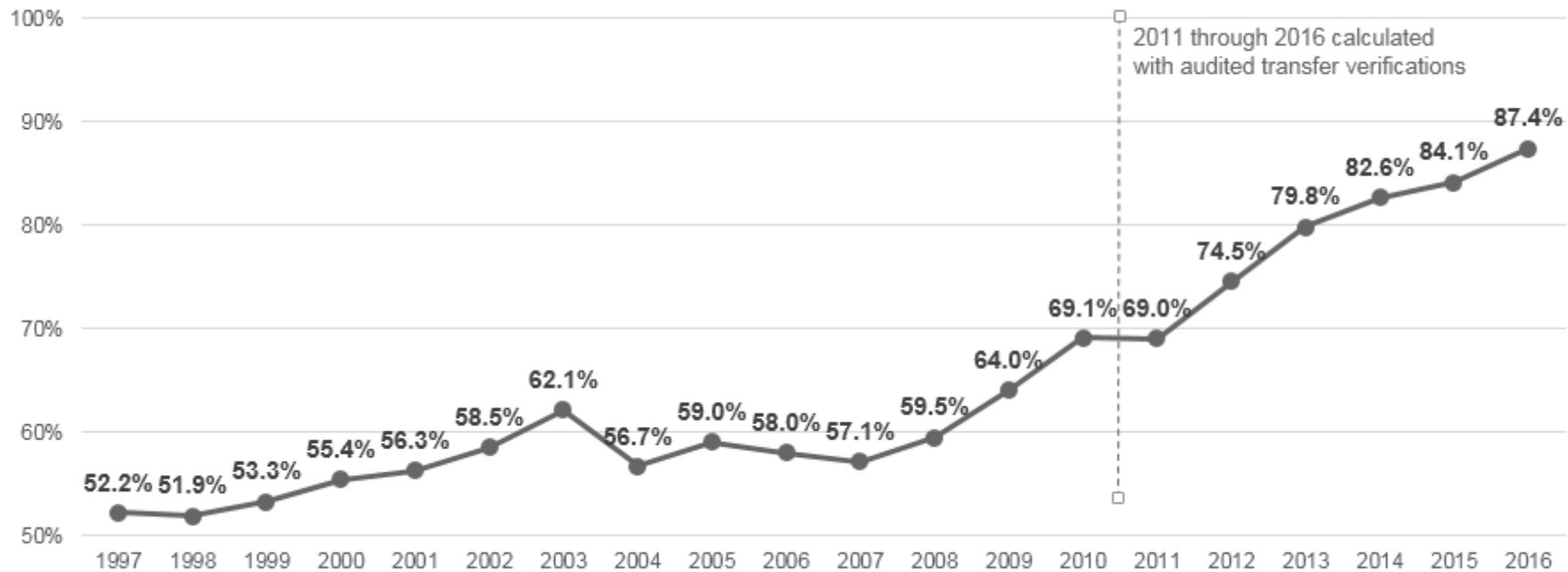
English Learners and Diverse Learners fall drastically below the District ACT average. DLs have shown consistent growth over time; ELs have shown more variance.

Composite ACT Scores Over Time



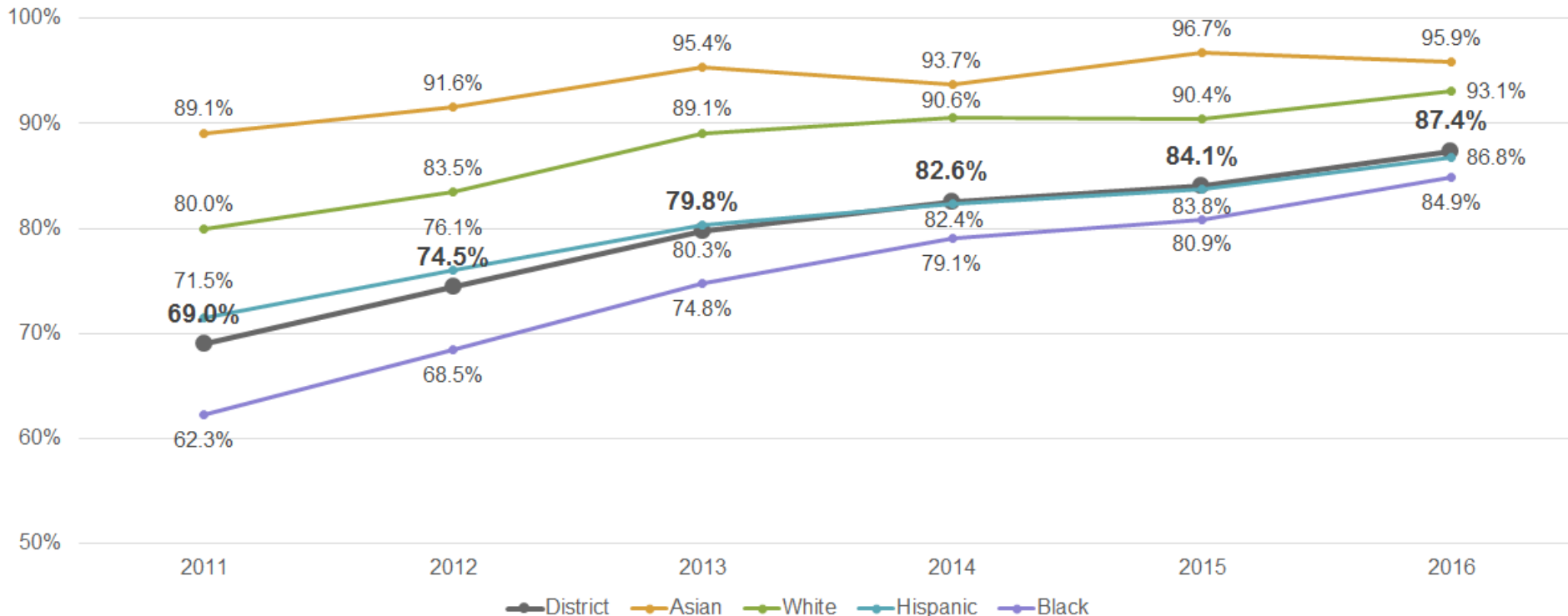
Freshmen on Track Over Time: Districtwide

There have been large gains in Freshmen on Track in the District, especially since 2011.



Freshmen on Track Over Time: By Race

Asian and White students are slightly above the District average for FOT; Hispanic students closely follow the District average and are slightly above, and Black students fall slightly below the average.



Freshmen on Track Over Time: By Student Group

We see disparities in FOT by student group- the greatest one being among Economically Disadvantaged and non-Econ. Disadvantaged students- nearly a 10% difference in FOT.

