

 ThinkCERCA™



Day 2



# Creating Systemic Access to Excellence

*with Bogdana Chkoumbova*



# Bogdana Chkoumbova

CPS Chief Education  
Officer



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



# From Success Starts Here to Success for All

## Theory of Action

If... we co-design solutions with communities to ensure

- **equity of access;**
- **excellence in programming; and**
- **equitable resourcing and financial stability...**

Then... every student will experience high quality academic, social-emotional, and culturally responsive learning; develop the competencies of the CPS Graduate Profile; and be prepared for postsecondary success.

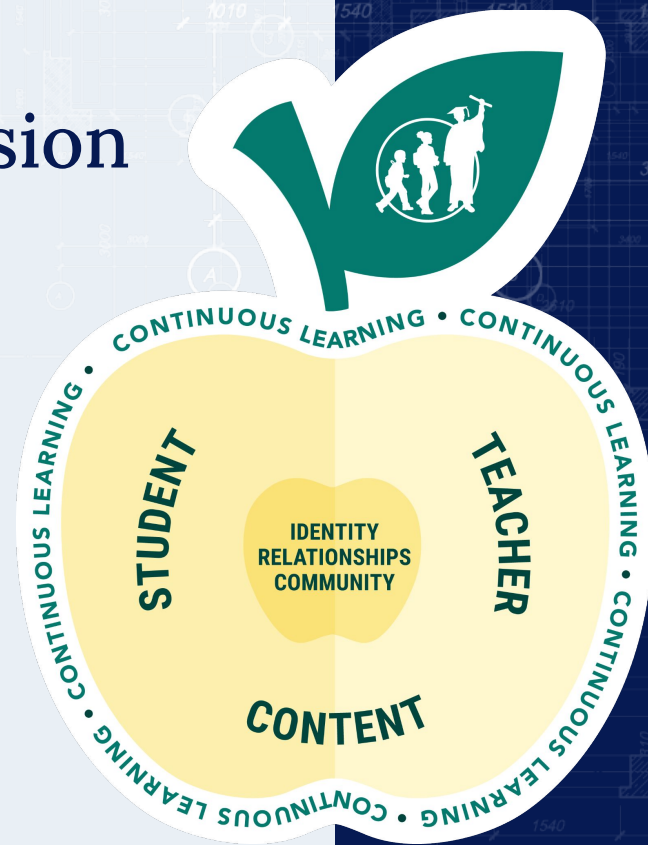




# CPS Instructional Core Vision

**To educate for equity, the CPS Instructional Core centers on identity, community, and relationships.**

Students must experience core instruction that is responsive to and sustaining of who they are and what they bring, and empowers them to connect, imagine, and act as ethical, critical actors that shape the world.



# Three Instructional Core Shifts



## 1. Focus on Practice Data, not just Outcomes Data

## 2. Centering our Students in the Instructional Core

- Identity
- Community
- Relationships

## 3. Centering our Students and their Needs

- Connectedness
- Belonging
- Wellbeing

# Focus on the Daily Student Experience

- High-quality, standards-aligned, culturally responsive curricular materials
  - Expansion of Skyline, the District's rigorous and culturally responsive digital curriculum for grades Pre-K–12
- Grade-level, standards-aligned instruction
  - Additional staffing to reduce class sizes and provide access to the arts
  - Universal professional learning
  - Districtwide utilization of *Rigorwalk* student experience observational rubric
- Classroom conditions aligned to the Inner Core
  - Districtwide implementation of the University of Chicago Cultivate Student Survey
- ILT effectiveness and distributed leadership systems
  - Central funding of universal school-based instructional leadership team (ILT) professional development and full-time instructional coaches at 184+ schools
- Balanced assessment systems



School access to a full suite of assessments: benchmark/screening assessments, interim assessments, and Skyline curriculum-embedded assessments to craft balanced assessment plans

## INSTRUCTIONAL CORE

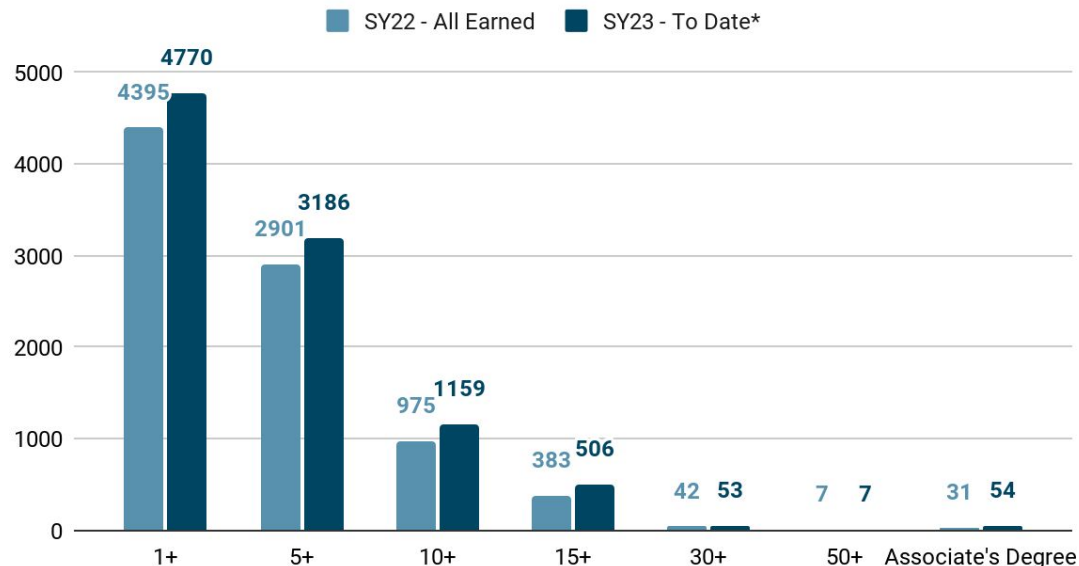
Curriculum  
and  
Instruction

All students accelerate  
towards grade-level  
proficiency.

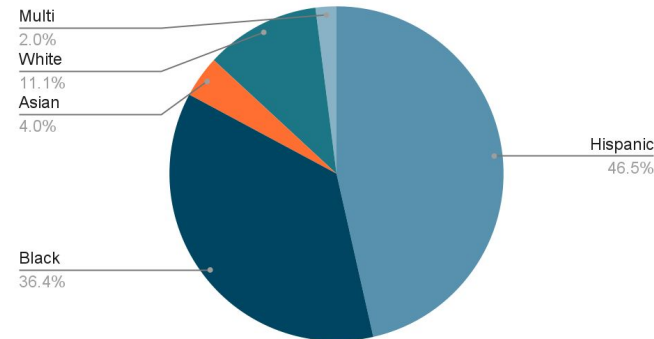


# Dual Credit and Dual Enrollment Attainment

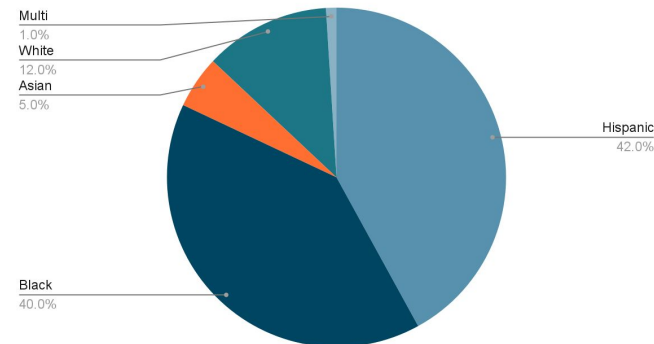
**Credits Attainment - SY22 to SY23**



**Grade 9-12 District Demographics**



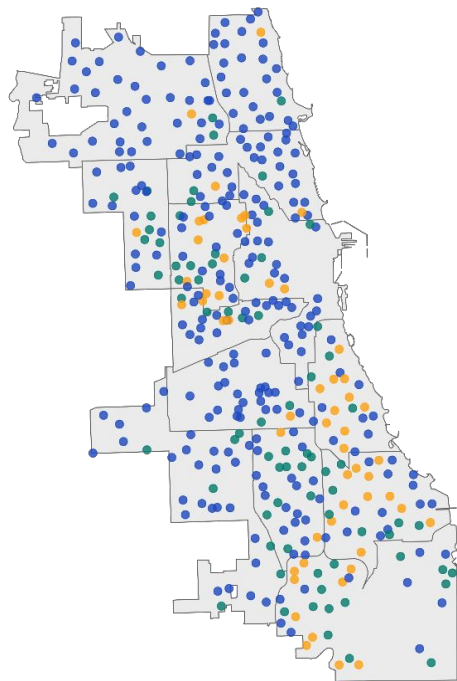
**15+ Credits Attainment by Race**



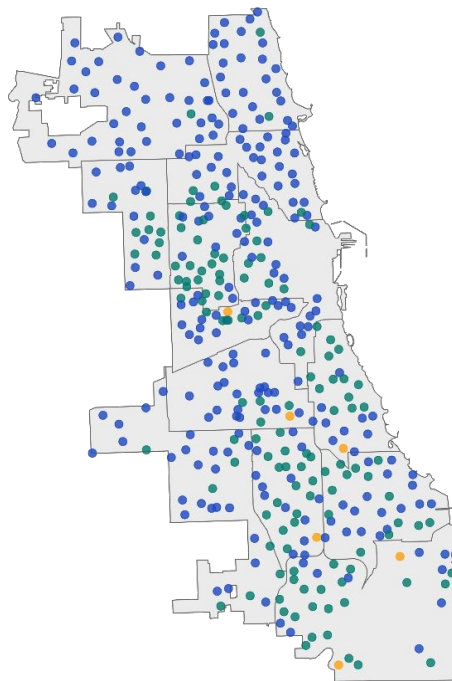
**100% increase in Black male and 56% increase in Hispanic male attainment of 15+ credit hours.**

# Middle Grades Algebra by School

2021-2022



2022-2023



# Seal of Biliteracy

# Earned Seal of Biliteracy	2,435
# Earned Seal in 2+ Languages	41
# Earned Commendation	858
# Earned Commendation in 2+ Languages	5
# Earned Seal & Commendation	71

Total # of Schools with SSB Award Winner	87
Total # of Schools with Multi SSB Award Winner	9
Total # of Schools with Commendation Award Winner	79
Total # of Schools with Multi Commendation Award Winner	3
Total # of Schools with SSB/Commendation Combo Winner	9

Total # of Foreign Languages Students Earned SSB In	34
Total # of Foreign Languages Students Earned Commendation In	23

# Definition of Targeted Universalism

Targeted Universalism (TU) is an approach to equity work that recognizes groups of people have **differing needs and require specific supports** to reach the **same goal**.

TU work is

- Collaborative
- Responsive
- Sensitive
- Structural

## CPS EQUITY FRAMEWORK

CREATING AND SUSTAINING  
EQUITY AT THE INDIVIDUAL,  
SCHOOL AND DISTRICT LEVEL

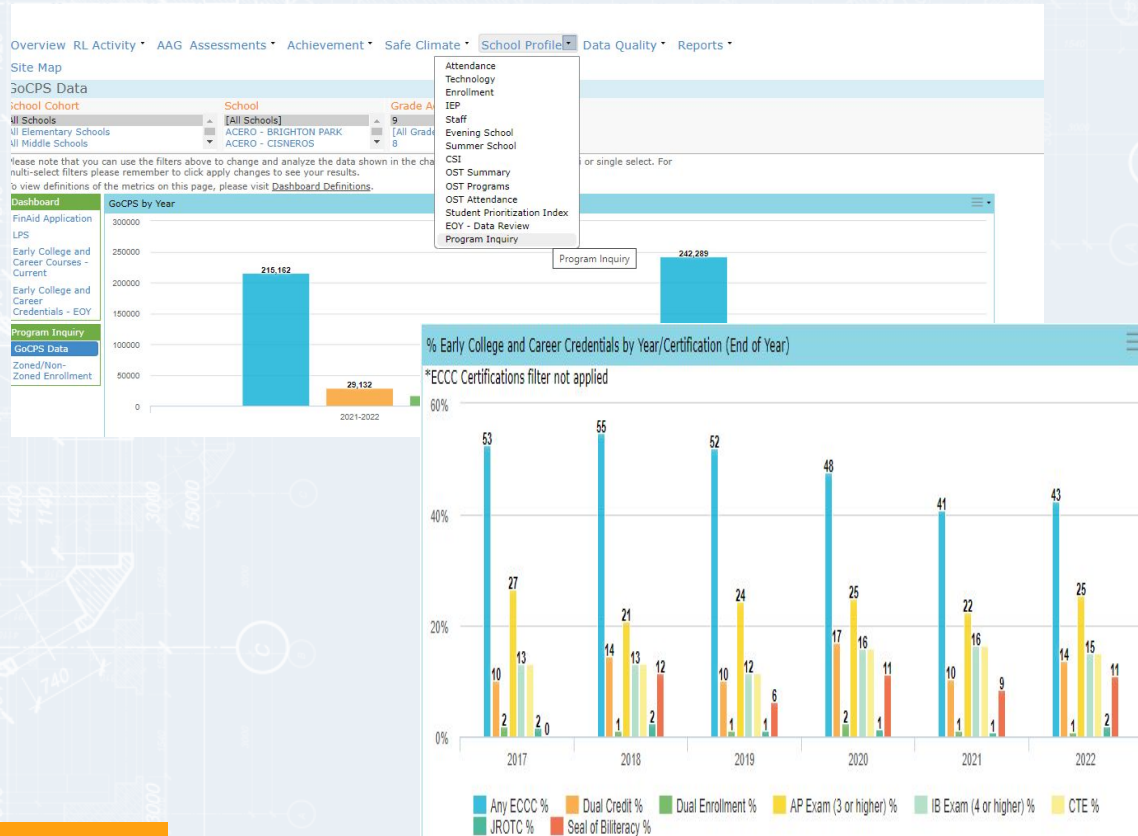




# Looking at Conditions: Inquiry Rubric Indicators

<b>Equitable Access</b>	<ul style="list-style-type: none"><li>• Number of students in program</li><li>• Criteria for access/enrollment</li><li>• Programming process</li><li>• Ratio of students participating v. enrollment (include breakdown of boundaries)</li><li>• Demographics of students in program</li><li>• # of Applications (GoCPS)</li></ul>
<b>Program Fidelity</b>	<ul style="list-style-type: none"><li>• Teacher certifications in courses</li><li>• Observational data*</li><li>• Schedules</li><li>• Courses offered</li><li>• Professional development/training</li><li>• *program specifics</li></ul>
<b>Quality of Instructional Core</b>	<ul style="list-style-type: none"><li>• HQ Curriculum offered</li><li>• *clarity of pathways</li></ul>
<b>Student Success Indicators</b>	<ul style="list-style-type: none"><li>• % of students earning credits</li><li>• % of student SAT compared to non-program students</li></ul>

# Program Inquiry Dashboard



## Dashboard

FinAid Application

LPS

Early College and Career Courses - Current

Early College and Career Credentials - EOY

## Program Inquiry

GoCPS Data

Zoned/Non-Zoned School Enrollment

Zoned/Non-Zoned Program Enrollment

# Revisit the Conditions: Inquiry Rubric Indicators

For each rubric area, the Targeted Universalism tool will serve as a guide to reflect on how you meet these conditions as a school community.

- Who are we serving, who are we not serving?
- What is missing from this analysis in order to meet your universal goal? (Root cause analysis)
- What do students say they need?
- What is support you need from the district to improve these conditions?
- What conditions do you need to prioritize to meet your universal goal?
- What are actions you can take to strengthen the conditions?