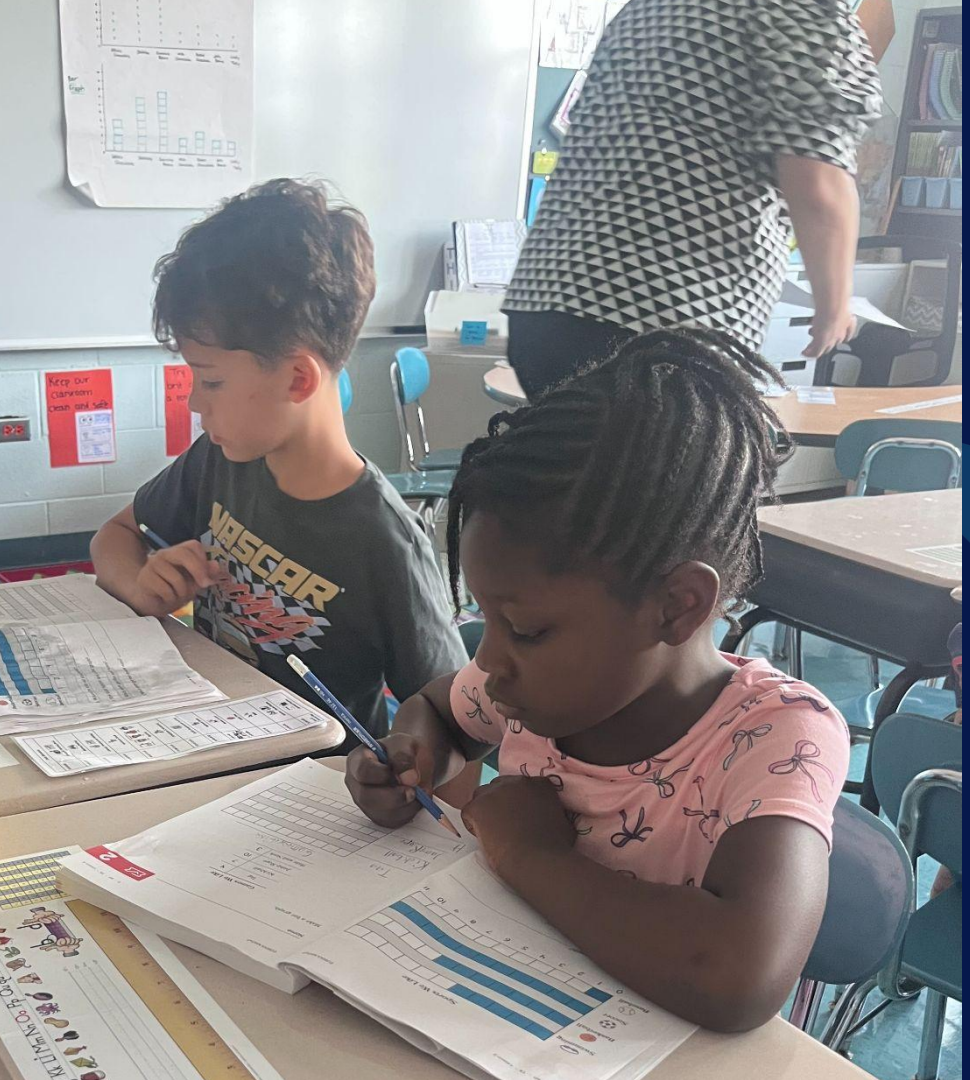


2026

New Field

State of the School Address

November 17, 2026
5:00 PM

Chicago Public Schools

Purpose

Support and encourage robust community conversations by sharing information with the school community around the following:

- CPS vision, mission & strategic plan
- Our school's progress
- Priorities for the year ahead and how you can get involved



Chicago Public Schools
TOGETHER WE RISE

Part 1

01 CPS Vision, Mission & Strategic Plan

02 Continuous Improvement & School Year 2026

03 Looking Ahead at School Year 2027



Chicago Public Schools TOGETHER WE RISE

Our Continued **Mission** to Serve Every Child

We remain committed to our mission of providing a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career, and civic life.

Graduate Profile



Ethical and Collaborative Leaders



Inquisitive Learners



Empowered Decision Makers



Engaged Community Members



Adaptable and Independent Thinkers

Core **Values**



Student Centered



Whole Child



Equity



Academic Excellence



Community Partnership



Continuous Learning

SUCCESS 2029

TOGETHER WE RISE

Embracing
Targeted Universalism
to better understand what students need and co-design diverse solutions to help **every** student achieve universal goals

Visit cps.edu/FiveYearPlan to learn more

Four Major Philosophical **Shifts**



How We Define Student Success



Our Approach to Accountability and How We Support Schools



How We Invest in Schools and Communities



How We Make Major Decisions

Priority Areas

EVERY STUDENT has a rigorous, joyful, and equitable daily learning experience

EVERY SCHOOL creates the conditions and implements the practices to drive continuous improvement through an equity lens

EVERY COMMUNITY has inclusive and collaborative partnerships for thriving schools

THE DISTRICT provides equitable resources and supports to each school

The Daily Student Experience

Daily Learning Experiences





Rigorous



Joyful



Equitable

New Field Vision & Mission

Vision

Teachers and students are a community of learners committed to using evidence based strategies and collaborative practices to foster a respectful and safe place to learn where each student's strengths and needs are addressed.



Mission

We challenge our students to achieve their highest potential.

We teach our students to communicate their learning in a variety of ways.

We commit to being respectful, responsible and collaborative.

We develop independent, lifelong learners and socially responsible citizens.

Chicago Public Schools
TOGETHER WE RISE

Part 2

01 CPS Vision, Mission & Strategic Plan

02 Continuous Improvement & School Year 2026

03 Looking Ahead at School Year 2027



Final & Preliminary Data

Currently Available only as Preliminary*

Elementary Data	High School Data
• IAR Proficiency (ELA and Math) • Student Growth to Proficiency (API & Effect Size Category)	• ACT/PreACT • Student Growth to Proficiency (API & Effect Size Category)

*Minimal Changes, if any, are expected once Final data is released.

Coming Soon

- EL Progress to Proficiency

Final Data

Coming Soon to Our CPS School Profile

↓

Data Deck Updates mid-November & December

Find our Profile Page

Select Language ▼ →

CIWP Data by Foundation

Chicago Public Schools

COMMON PRIORITY

Effective Instruction

All students accelerate towards grade-level proficiency.

DATA:

- Assessment
- Grades
- Rigor Walk
- High Quality Curriculum
- Balanced Assessment
- 5Essentials
- Cultivate
- IEP Indicators

Systems for Student Experience

All students experience support systems and program-aligned instruction.

DATA:

- MTSS: Intervention and Support Plans
- 5Essentials
- Cultivate
- Attendance
- Behavior
- Grades
- Interim Assessment
- Arts Indicators

Connectedness & Wellbeing

All students experience safe and supportive learning communities by receiving targeted resources & supports.

DATA:

- Attendance
- Behavior
- Dropout Rate
- 5Essentials
- Cultivate
- OST
- BHT Key Components

Postsecondary Success

All students graduate high school prepared to earn a living wage through a successful postsecondary pathway.

DATA:

- On Track / On Pace
- Graduation Rate
- College Enrollment & Persistence
- 5Essentials
- ECCC
- Postsecondary Indicators

Partnerships & Engagement

All students, families, and communities are empowered decision-makers.

DATA:

- 5Essentials
- Cultivate
- My Voice My School Parent Survey
- Parent/Community Group Engagement
- Family and Community Feedback
- Student Feedback

FOR THE FULL & FINAL LANGUAGE FOR EACH PRACTICE **CLICK HERE**

Chronic Absence

Final

Chronic Absence Over Time: School

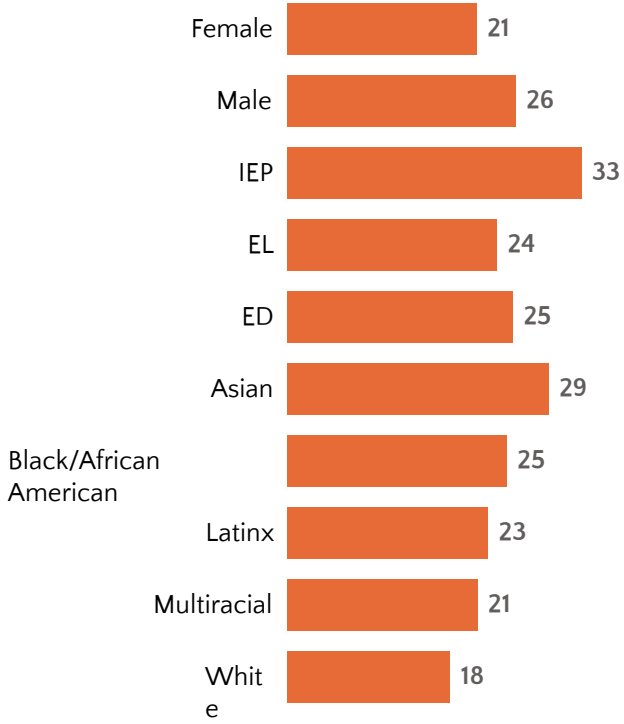


Network



Chronic Absence Rate – The percentage of students missing 10% or more of their enrolled days, regardless of whether the absences are excused or unexcused.

Chronic Absence by Student Group 2025-2026: School



Illinois Assessment of Readiness (IAR): ELA Proficiency

Final

IAR ELA Over Time: School

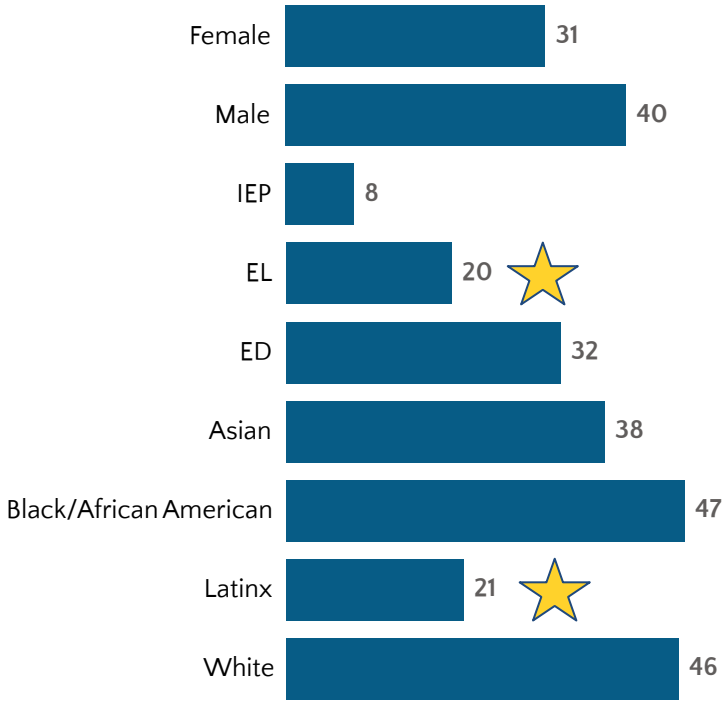


Network



IAR ELA Proficiency Rate - The percentage of students who are proficient or above proficient on grade-level expectations for English Language Arts as measured by the IAR assessment.

IAR ELA by Student Group 2025-2026: School



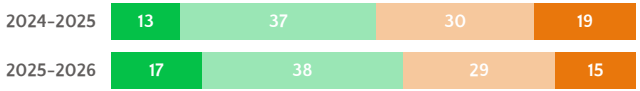
IAR ELA Proficiency by Performance Level

Final

IAR ELA Over Time: School

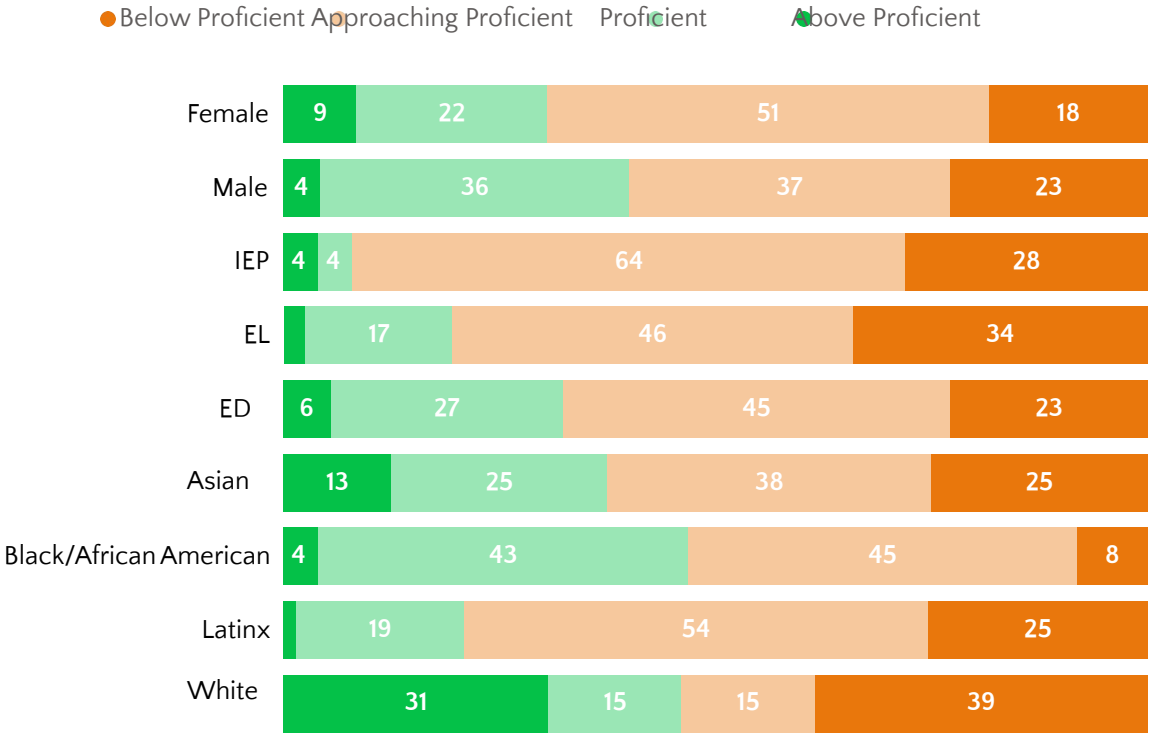


Network



IAR ELA Performance Levels:
The percentage of students who are below, approaching, at, or above proficient on grade-level expectations for ELA as measured by the IAR assessment.

IAR ELA by Student Group 2025-2026: School



English Language Arts Growth to Proficiency: Overview

Preliminary

ELA Growth: School

Year	Effect Size
2024-2025	Typical Growth
2025-2026	Lower than Typical Growth

ELA Growth by Student Group: School

Student Group	Effect Size
Female	Lower than Typical Growth
Male	Lower than Typical Growth
IEP	Not Statistically Significant
EL	Significantly Lower than Typical Growth
ED	Lower than Typical Growth
Asian	Not Statistically Significant
Black/African American	Typical Growth
Latinx	Significantly Lower than Typical Growth

Network

Year	Effect Size
2024-2025	Typical Growth
2025-2026	Typical Growth

- **Growth to Proficiency** measures the year-over-year change in student achievement based on state assessments.
- **Effect Size** compares the school's API results to students across the state with similar starting achievement. The categories are: Higher than Typical Growth, Typical Growth, Lower than Typical Growth, and Significantly Lower than Typical Growth.

English Language Arts Growth to Proficiency: Detailed

Preliminary

ELA Growth: School

Year	API	Effect Size
2024-2025	-0.31	Typical Growth
2025-2026	-2.13	Lower than Typical Growth

Network

Year	API	Effect Size
2024-2025	2.96	Typical Growth
2025-2026	3.51	Typical Growth

ELA Growth by Student Group: School

Student Group	API	Effect Size
Female	-3.68	Lower than Typical Growth
Male	-0.63	Lower than Typical Growth
IEP	2.14	Not Statistically Significant
EL	-2.95	Significantly Lower than Typical Growth
ED	-2.71	Lower than Typical Growth
Asian	-2.70	Not Statistically Significant
Black/African American	3.04	Typical Growth
Latinx	-6.03	Significantly Lower than Typical Growth

Growth to Proficiency measures the year-over-year change in student achievement based on state assessments. Two metrics are used to report on student growth:

- **Academic Progress Indicator (API)**, which measures the year-over-year difference in students' normalized assessment scores
- **Effect Size**, which compares the school's API results to students across the state with similar starting achievement. The categories are: Higher than Typical Growth, Typical Growth, Lower than Typical Growth, and Significantly Lower than Typical Growth.

Illinois Assessment of Readiness (IAR): Math Proficiency

Final

IAR Math Over Time: School

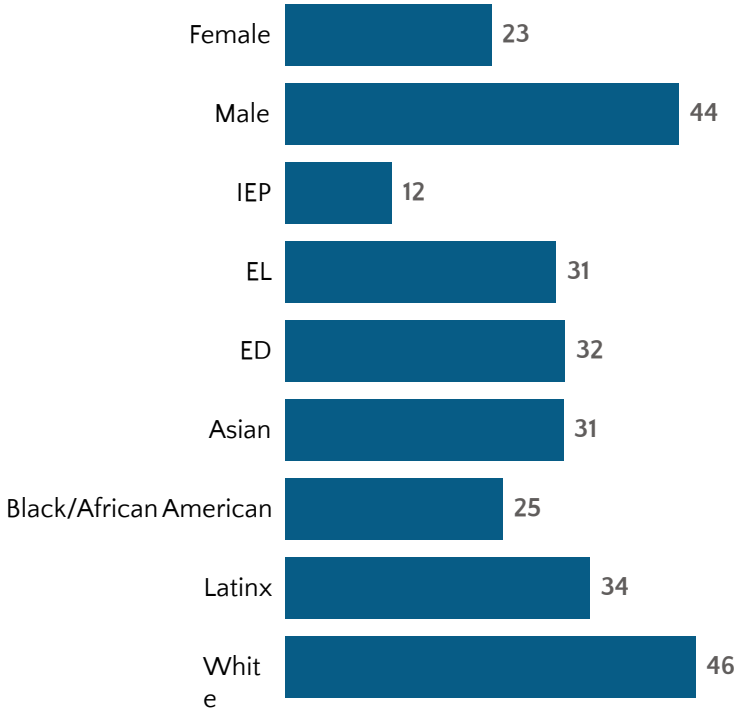


Network



IAR Math Proficiency Rate - The percentage of students who are proficient or above proficient on grade-level expectations for Math as measured by the IAR assessment.

IAR Math by Student Group 2025-2026: School



IAR Math Proficiency by Performance Level

Final

IAR Math Over Time: School

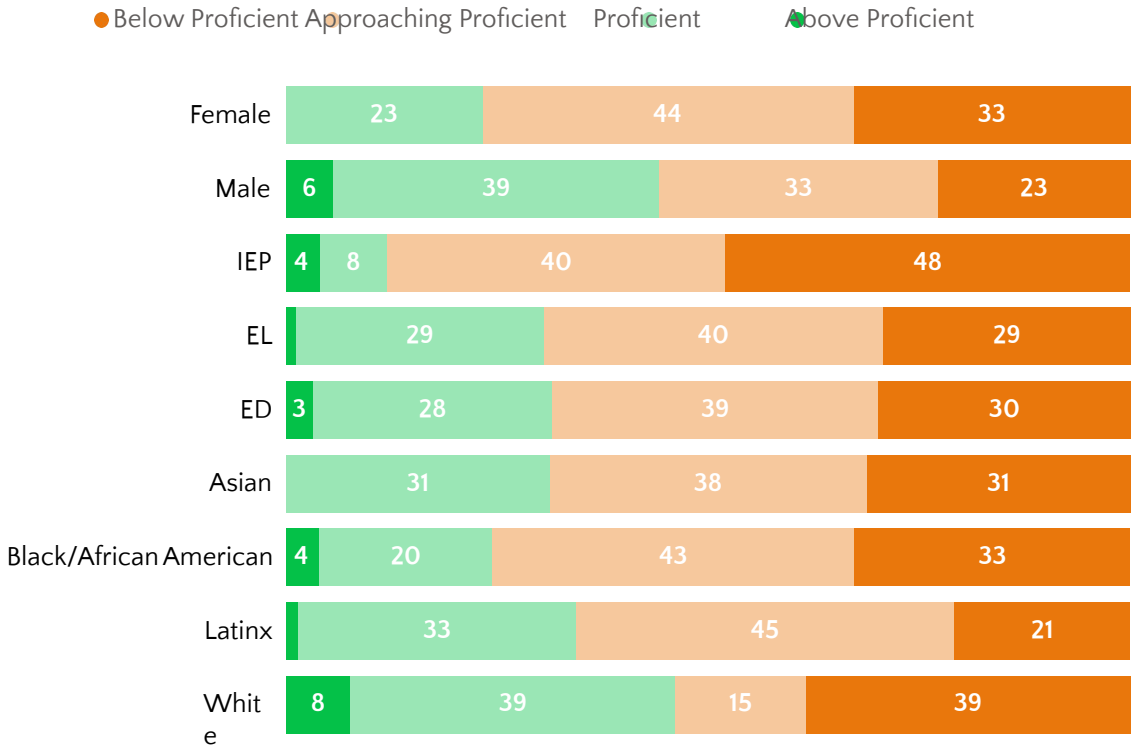


Network



IAR Math Performance Levels:
The percentage of students who are below, approaching, at, or above proficient on grade-level expectations for Math as measured by the IAR assessment.

IAR Math by Student Group 2025-2026: School



Mathematics Growth to Proficiency: Detailed

Preliminary

Math Growth: School

Year	API	Effect Size
2024-2025	-0.01	Typical Growth
2025-2026	-2.00	Typical Growth

Network

Year	API	Effect Size
2024-2025	1.07	Typical Growth
2025-2026	2.06	Typical Growth

Math Growth by Student Group: School

Student Group	API	Effect Size
Female	-6.73	Significantly Lower than Typical Growth
Male	2.61	Typical Growth
IEP	12.86	Higher than Typical Growth
EL	-3.48	Lower than Typical Growth
ED	-2.69	Lower than Typical Growth
Asian	4.10	Not Statistically Significant
Black/African American	1.40	Typical Growth
Latinx	-7.00	Significantly Lower than Typical Growth

Growth to Proficiency measures the year-over-year change in student achievement based on state assessments. Two metrics are used to report on student growth:

- **Academic Progress Indicator (API)**, which measures the year-over-year difference in students' normalized assessment scores
- **Effect Size**, which compares the school's API results to students across the state with similar starting achievement. The categories are: Higher than Typical Growth, Typical Growth, Lower than Typical Growth, and Significantly Lower than Typical Growth.

Mathematics Growth to Proficiency: Overview

Preliminary

Math Growth: School

Year	Effect Size
2024-2025	Typical Growth
2025-2026	Typical Growth

Network

Year	Effect Size
2024-2025	Typical Growth
2025-2026	Typical Growth

Math Growth by Student Group: School

Student Group	Effect Size
Female	Significantly Lower than Typical Growth
Male	Typical Growth
IEP	Higher than Typical Growth
EL	Lower than Typical Growth
ED	Lower than Typical Growth
Asian	Not Statistically Significant
Black/African American	Typical Growth
Latinx	Significantly Lower than Typical Growth

Growth to Proficiency measures the year-over-year change in student achievement based on state assessments.

- **Effect Size** compares the school's API results to students across the state with similar starting achievement. The categories are: Higher than Typical Growth, Typical Growth, Lower than Typical Growth, and Significantly Lower than Typical Growth.

Grade 3 ELA

Jan 20, 2026 - Jun 1, 2026

AVG SCALE SCORE **720**



PROFICIENCY: 42%

Grade 3 Mathematics

Jan 21, 2026 - Jun 1, 2026

AVG SCALE SCORE **730**



PROFICIENCY: 46%

Grade 4 ELA

Jan 20, 2026 - Jun 1, 2026

AVG SCALE SCORE **719**



PROFICIENCY: 28%

Grade 4 Mathematics

Jan 21, 2026 - Jun 1, 2026

AVG SCALE SCORE **717**



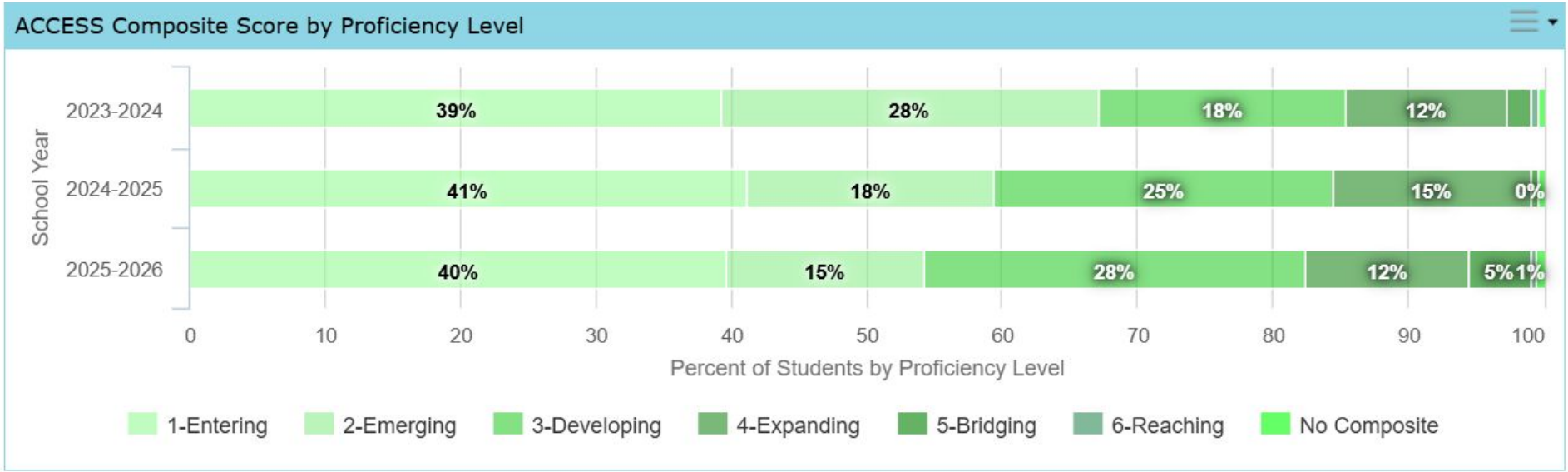
PROFICIENCY: 21%

SY25 → SY26 Comparison (preliminary)

Grade Level	2025	2026	% Change
Grade 3 ELA	30%	42%	+12%
Grade 4 ELA	33%	28%	-5% (-2% cohort/cohort)
Combined Proficiency	31.5%	35%	+3.5%
Grade 3 Math	45%	46%	+1%
Grade 4 Math	25%	21%	-4% (-24% cohort/cohort)
Combined Proficiency	35%	33.5%	-1.5%

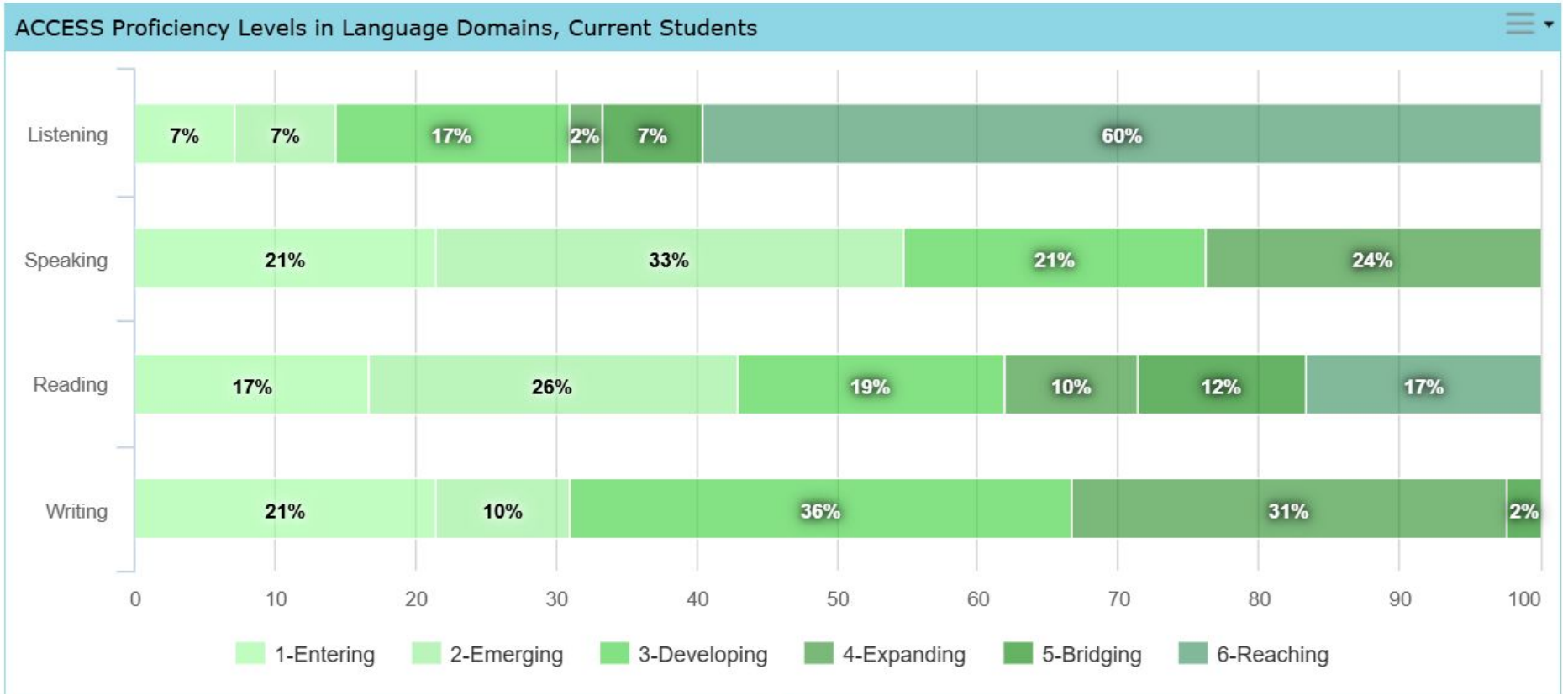
SY26 ACCESS Composite Data, Three Year Comparison

Preliminary



Composite Scores Fourth Grade (likely students that have been enrolled with us for 4+ years)

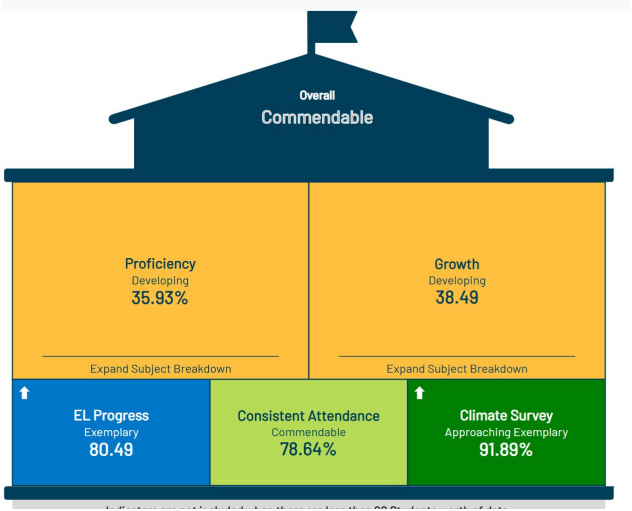
Preliminary



2026 Illinois Report Card: Commendable

Performance Levels

- Exemplary
- Approaching Exemplary
- Commendable
- Developing
- Comprehensive
- Automatic Comprehensive



New for 2026: More Actionable Insights:
Brings together core academic indicators:

- Proficiency
- Growth
- Select practical indicators

Helps provide us with actionable insight to improve culture, engagement, and outcomes.

Designation Meaning & Use

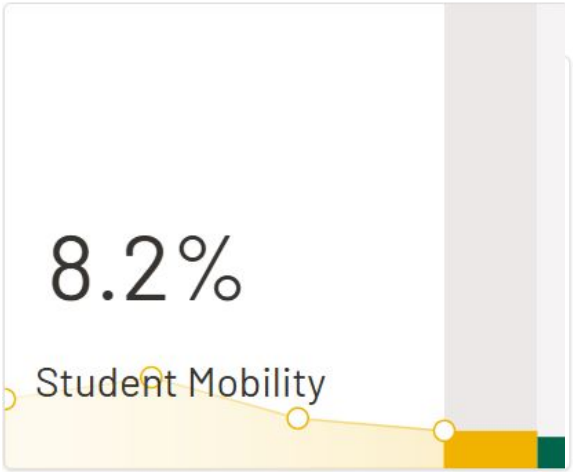
- **Rating to Direct Resources:** Designed by Illinois to comply with federal law which requires that more state resources go to the schools with the highest need, as defined by student performance.
- **Not Measuring Quality:** Rating system is NOT designed to measure the quality of school practice — state board of education does not consider its role to be setting standards for every Illinois district.
  - State designations should NOT be used to make claims about the quality of practices present in a school.

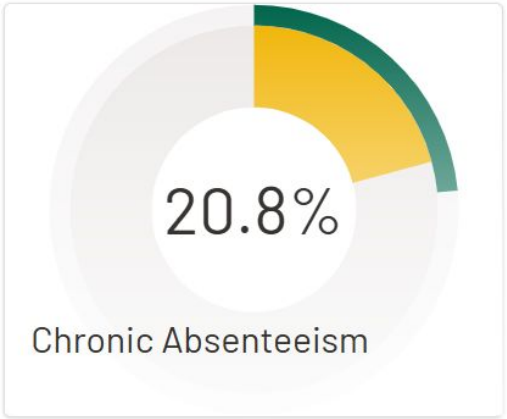
Past ISBE Designations

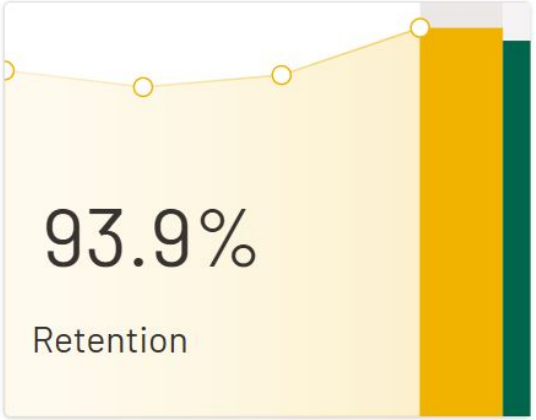
2025	Commendable
2024	Targeted
2023	Commendable
2022	Commendable
2021	Not Calculated
2020	Commendable
2019	Commendable
2018	Commendable



2026 Additional ISBE School Report Card Data Points

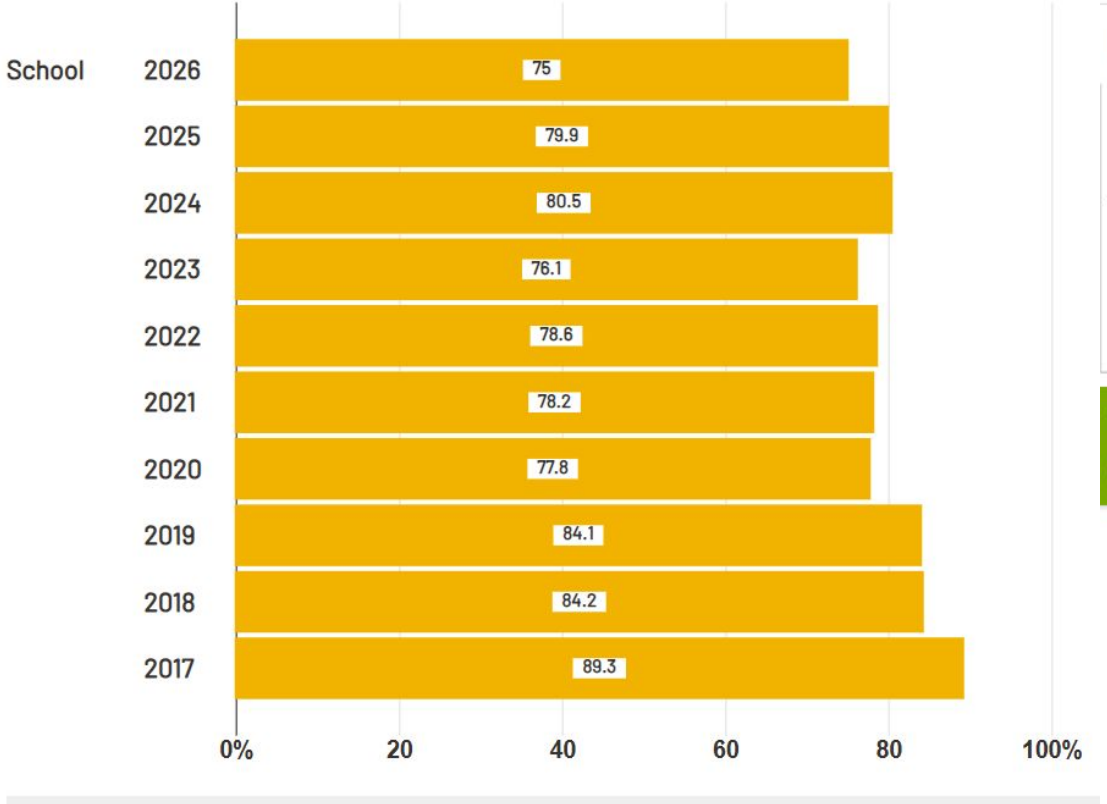


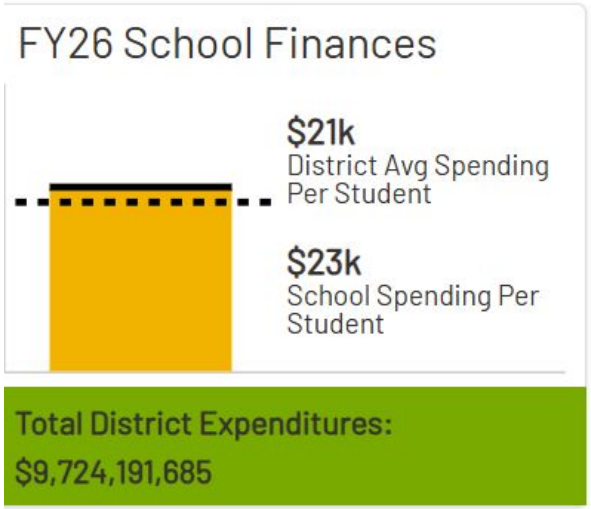




2026 Additional ISBE School Report Card Data Points

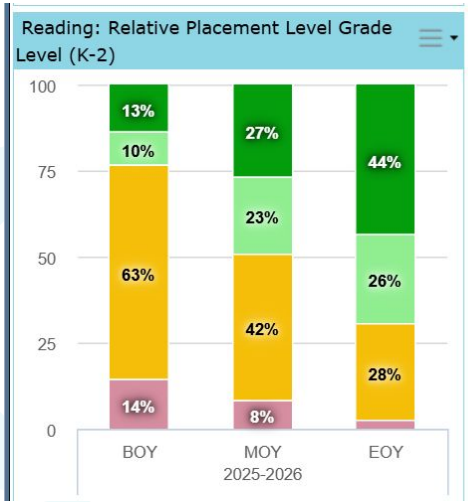
Low Income Enrollment

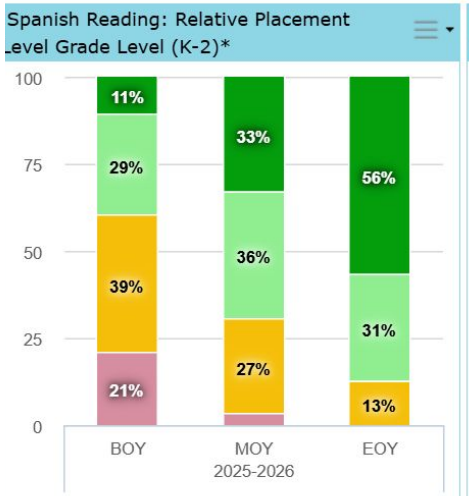




SY26 Performance Data, K-2 iReady Reading

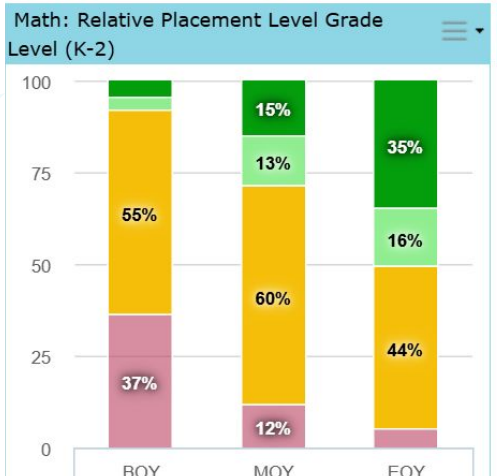
Students at, above or early on grade level			
	BOY SY26	**EOY SY26**	**% Change**
K-2 Reading, English	23%	70%	+47%
K-2 Reading, Spanish	40%	87%	+47%

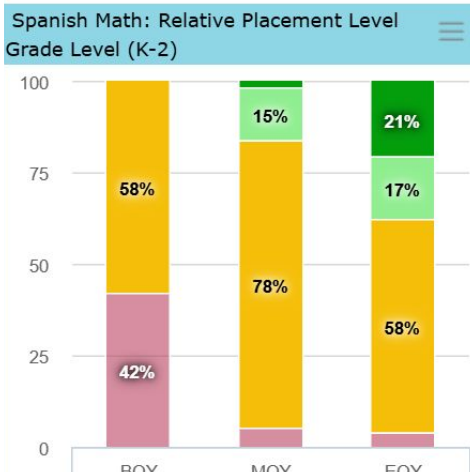




SY26 Performance Data, K-2 iReady Math

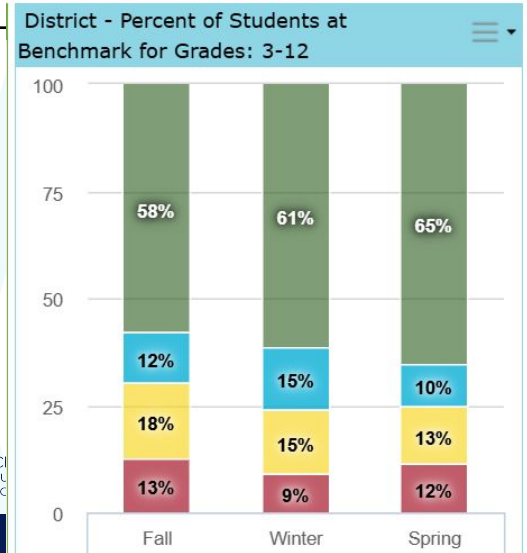
Students at, above or early on grade level			
	BOY SY26	**EOY SY26**	**% Change**
K-2 Math, English	8%	51%	+43%
K-2 Math, Spanish	0%	38%	+38%

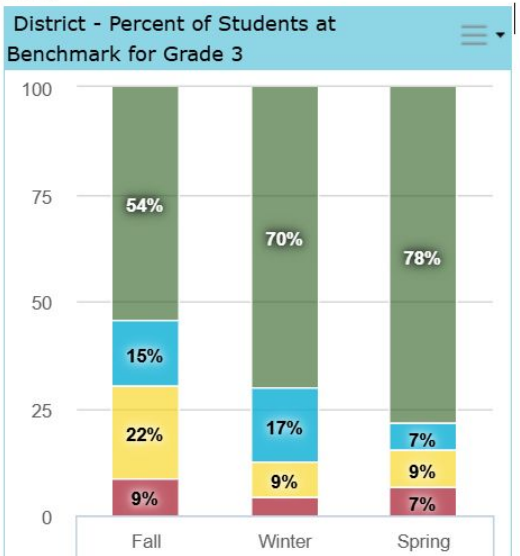


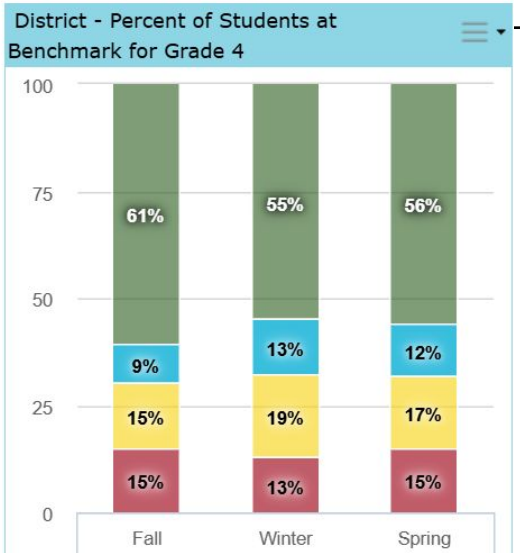


SY26 Performance Data, Grades 3-4 STAR360 Math

Students at, above grade level			
	BOY SY26	**EOY SY26**	**% Change**
STAR360 Math, English	58%	65%	+7%
STAR360 Math, Spanish	69%	86%	+17%

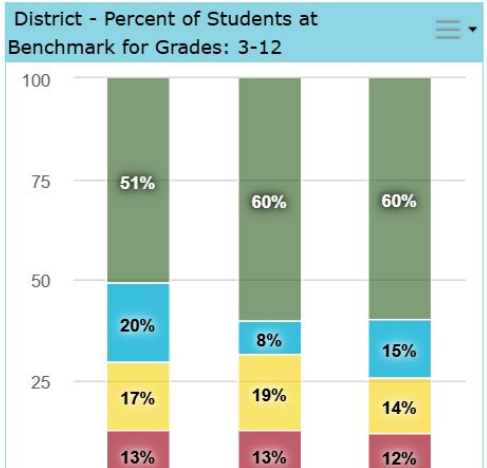


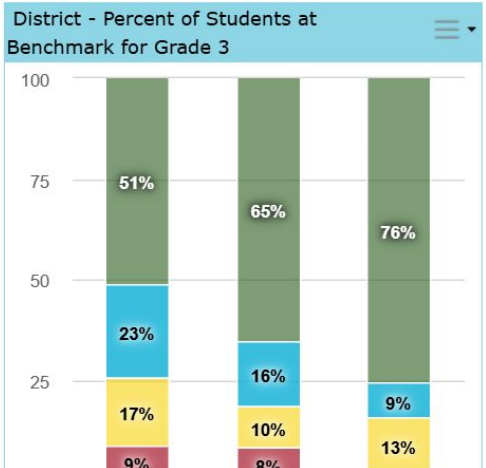


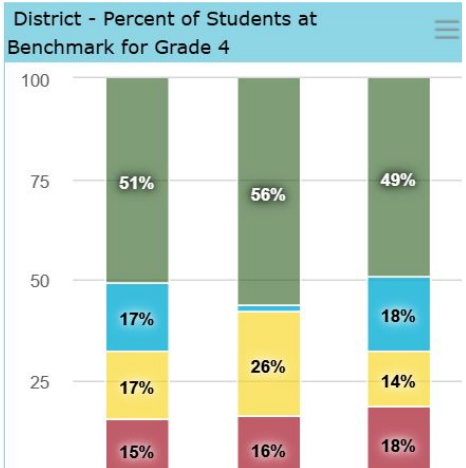


SY26 Performance Data, Grades 3-4 STAR360 ELA

Students at, above grade level			
	BOY SY26	**EOY SY26**	**% Change**
STAR360 Reading, English	51%	60%	+9%
STAR360 Reading, Spanish	72%	92%	+20%



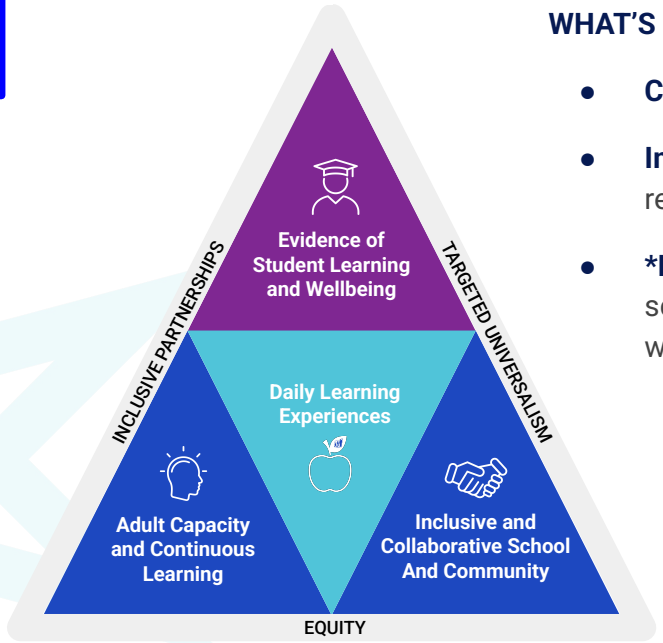




Continuous Improvement & Data Transparency (CIDT) on School Profile Pages

Go to Profile Pages

← Select Language



What You'll Find on our New School Profile Page

A more complete picture of progress and performance — not just test scores.

WHAT'S NEW –

- **CIWP Alignment:** Organized using the same categories as the CIWP
- **Improved Usability:** Streamlined navigation and simplified language in response to community feedback
- ***NEW THIS SPRING* Practice Metrics & District Support:** What the school and District are doing to support teaching, learning, and student well-being

Give CIDT feedback or sign up for a focus group!

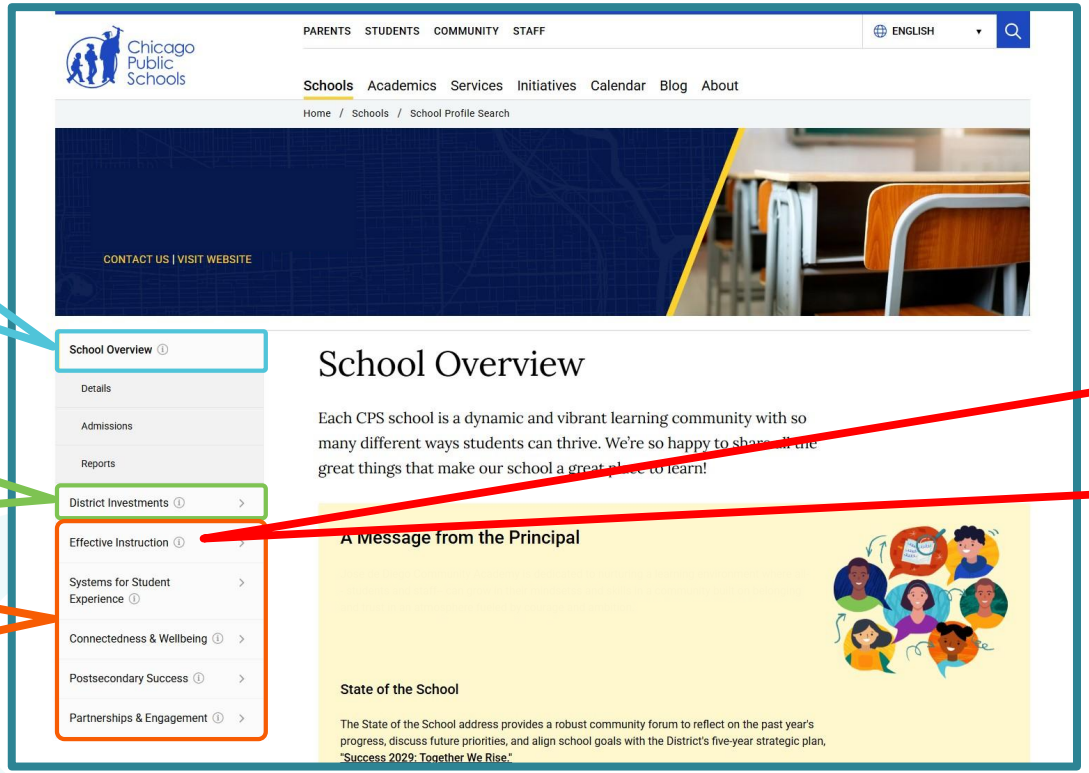
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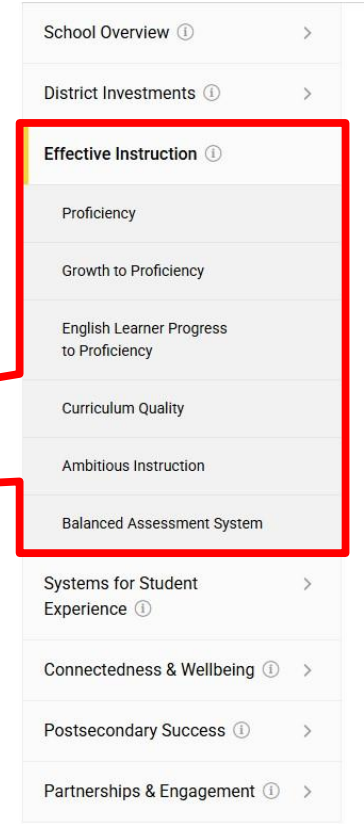
CIDT | School Profile Pages

School Overview

District Investments

CIWP Foundations
(click to expand)





Part 3

01 CPS Vision, Mission & Strategic Plan

02 Continuous Improvement & School Year 2026

03 Looking Ahead at School Year 2027

<<Image from School>>

Chicago Public Schools TOGETHER WE RISE

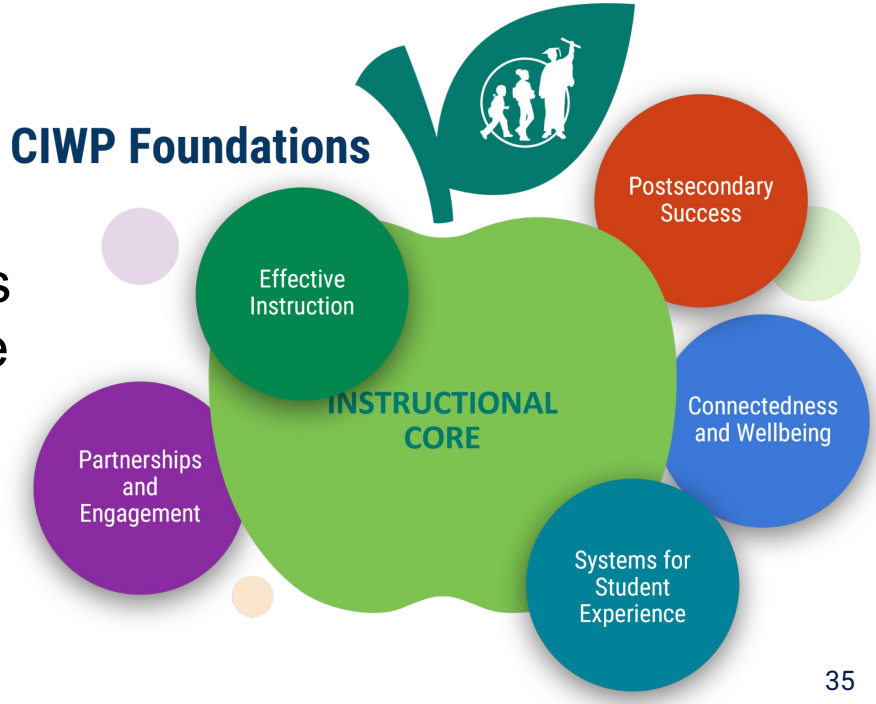
Continuous Improvement Work Plan (CIWP)

Year 1: SY27 Year 2: SY28 Year 3: SY29

Our Priorities

- **CIWP Priority 1:** Effective Instruction (speaking & writing)

  CIWP Priority 2: Connectedness & Well-Being (Tier 1 Preventative & Responsive Systems)



See our full CIWP
cps.edu/CIWPFinder

← Select Language

Chicago Public Schools TOGETHER WE RISE

2027–2029 CIWP Priority **2**

IF WE (Leadership Actions): Standardize a school-wide "end goal" for student writing and provide robust professional learning on Rigor Walk Pillar #2 (Student Discourse), while creating dedicated collaboration time for teachers to design aligned scaffolds and discourse protocols...

THEN WE SEE (Teacher Practices): Teachers across all content areas consistently integrating explicit partner or group-talk routines and vertically aligned writing tasks that include differentiated supports tailored to students' specific EL proficiency levels...

WHICH RESULTS IN (Student Outcomes): A 20% increase in students reaching "Expanding" or higher in ACCESS Speaking, a 15% gain in ACCESS Writing proficiency, and a 10% gain in IAR ELA proficiency

	Goals
Practice Goal(s)	By the end of SY27, 80% P-4 teachers will consistently require students to communicate their thinking using academic vocabulary in ways that align to language demands across lessons within a selected unit AND teachers will provide targeted scaffolds aligned to the central tasks' language demands that maintain meaningful access, explicitly teach academic vocabulary and maintain expected rigor.

2027–2029 CIWP Priority **2**

If we provide focused professional development on preventative, responsive tier one management strategies with embedded mentorship/coaching support for teachers, and we provide planning time to embed learning resources that uplift our students' identities/interests, **then we will see** staff utilizing de-escalation protocols, explicitly teaching expected behaviors and utilizing identity-affirming curriculum, w**hich will lead to** 25% reduction in disciplinary rates for boys and a 30% reduction in disciplinary rates for black students.

	Goals
Practice Goal(s)	By the end of SY27, p-4 teachers will utilize preventative, responsive tier one management strategies (brainstorm: second step, break space, evidence of explicit teaching of pillars rrc looks like/ acts like- tighten classroom response guide (see google doc called new field sel & classroom management tier 1 systems) - could this look like whole school class dojo, planned classroom bathroom breaks? Water procedures?) to explicitly teach and respond to low level misbehavior. Early Career Teachers or teachers identified for intensive support will receive embedded mentorship and coaching to increase effective practices.

Family and Community Partnerships

<<School specific messaging to parents and community>>

Join our efforts!

Here are some family/community groups supporting our school and when they meet:

Local School Council (LSCs)

This elected council composed of guardians, school staff, and community members makes critical decisions regarding the school's budget and principal selection.

<<LSC vacancies & meeting schedule>>

Parent Advisory Council (PAC)

Parents vote on spending the parent portion of federal Title I funds which are intended to build capacity for meaningful partnership between families and schools to support student academic achievement.

<<PAC vacancies & meeting schedule>>

Bilingual Advisory Committee (BACs)

Bilingual Advisory Committees (BACs), primarily consisting of parents of current English learners, engage multilingual families, advocate for the academic, social, and cultural needs of English learners, and share concerns with the LSC.

<<BAC vacancies & meeting schedule>>

Chicago Public Schools

Thank You!