

Black Student Success Plan Working Group Kickoff

December 13, 2023



Welcome & Remarks

Pedro Martinez

Chief Executive Officer

Bogdana Chkoumbova

Chief Education Officer

Dr. Fatima Cooke

*Chief Equity, Engagement,
Strategy Officer*

Agenda Overview

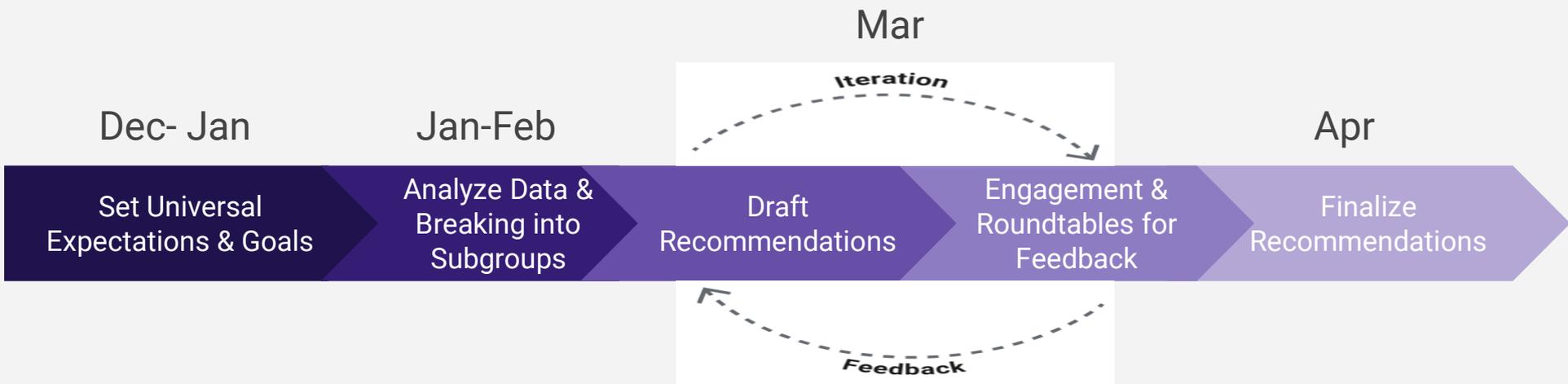
- Welcome
- Overview & Expectations
- Introductions
- Historical Context
- Current State in CPS
- Gallery Walk
- Working Group Overview & Timeline
- Next Steps

Working Group Charge

In their most recent strategic planning efforts, Chicago Public Schools has identified a critical priority to **improve outcomes for Black students in the district**. While there have been efforts to expand access, there remains persistent gaps in opportunities for Black students. This working group is charged with engaging in a **deep equity-focused planning process** that will result in a **comprehensive set of targeted recommendations aimed at determining the appropriate inputs that support closing outcome gaps for Black students in the district**.

Goal: Black Student Success Plan

To draft a targeted set of recommendations and inputs, for further community engagement, that close opportunity gaps for Black students and advance Black student success in CPS



Strategic Plan Engagement

Oct - Nov

State of the District Address

- Listen
- Inform

Nov - Dec

Budget Roundtables

- Consult
- Involve
- Collaborate

Dec - Feb

EFMP Roundtables (Phase I)
(Educational Facilities Master Plan)

- Consult
- Involve
- Collaborate

Dec - Apr

**Black Student Success
Working Group / Roundtables**

- Involve
- Collaborate
- Empower

Apr - Summer

**Strategic Plan Feedback,
Finalization & Approval**

- Consult
- Involve
- Collaborate

Norms

- **Embrace curiosity** – Question what informs your opinions and get curious about perspectives different from your own. Curiosity is the antidote to judgement.
- **Equity of voice** – Honor different kinds of processing and make space for everyone to be heard in a variety of ways.
- **Balance feasibility and impact** – Push yourself to live in the space of solutions.
- **Focus on shared goals while acknowledging individual community needs** – Hold the needs of your communities central to drive our collective purpose.
- **Honor confidentiality** – Names and *draft* thinking stays here but learnings and insights go far and wide.

Promise54



Cornelius Lee
He/Him



Danielle De-Ruiter Williams
She/Her



Jodi Harris
She/Her



Sammi Wong
She/Her



Introductions



Small Group
15 minutes

- Name
- Pronouns
- Affiliation
- Why are you interested in helping CPS to create a black student success plan?



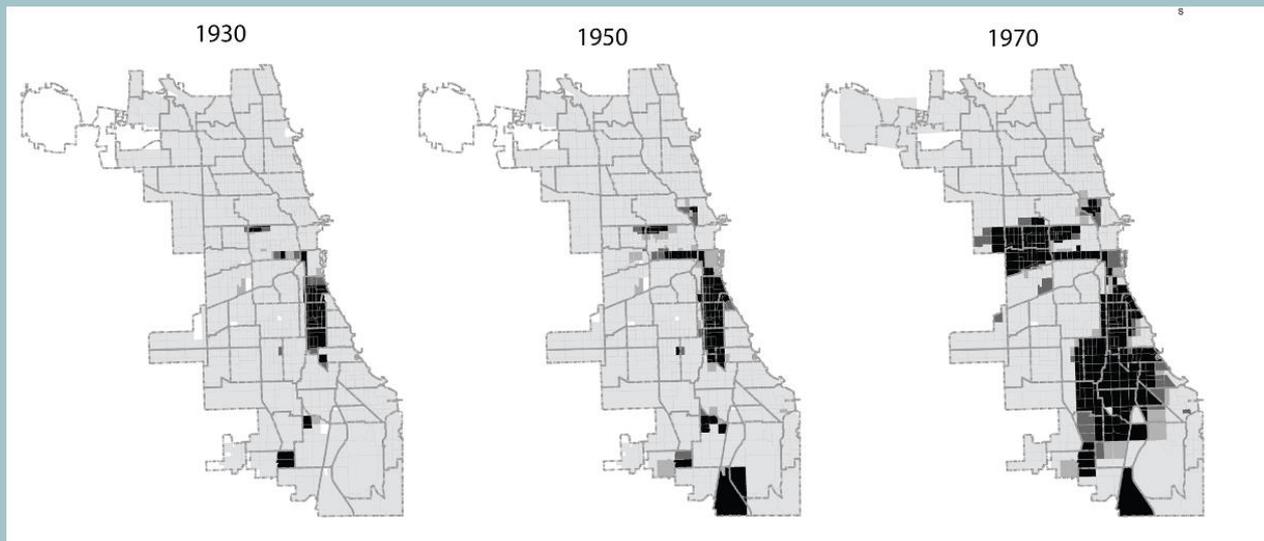
Black Education

Historical Context—Struggles in Chicago

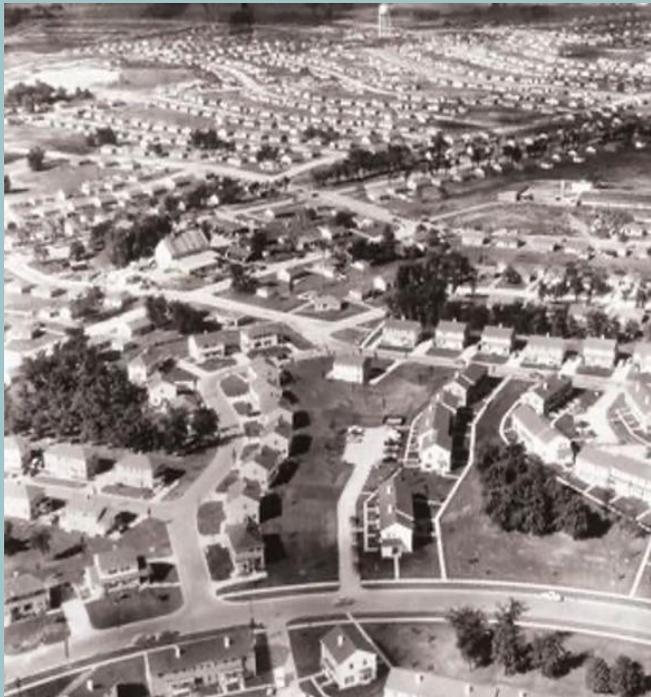
Elizabeth Todd-Breland



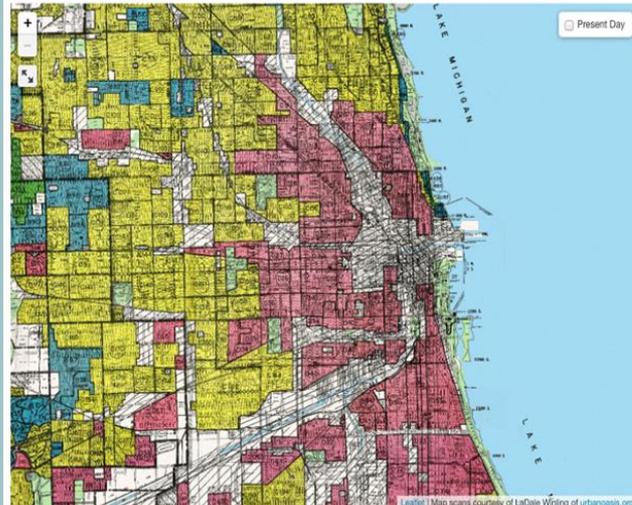
Great Migration



Discriminatory Housing Policies



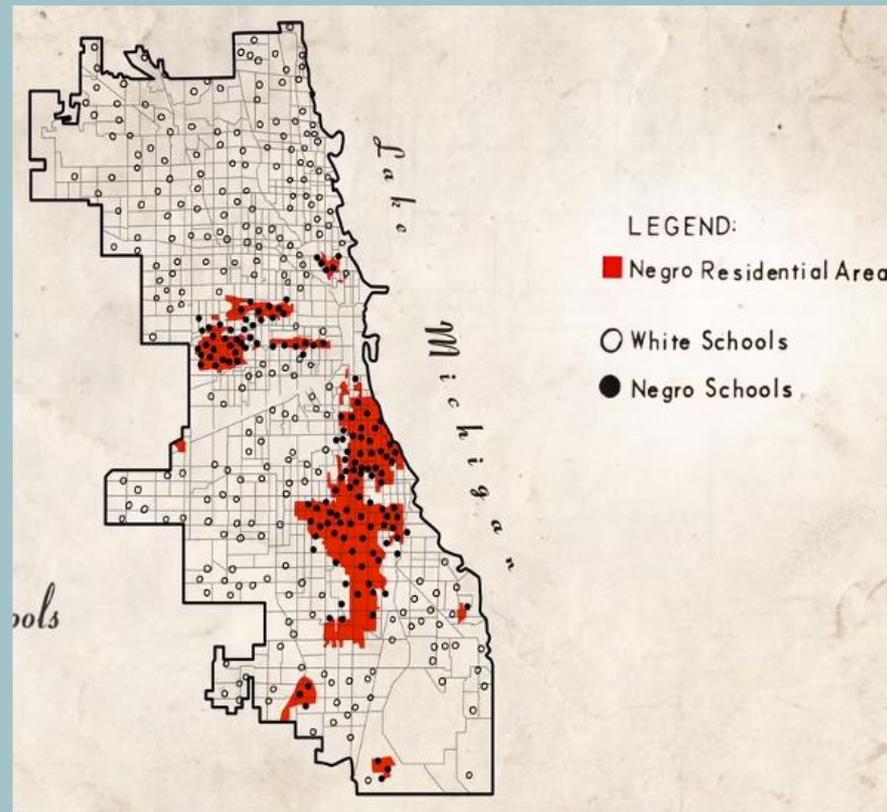
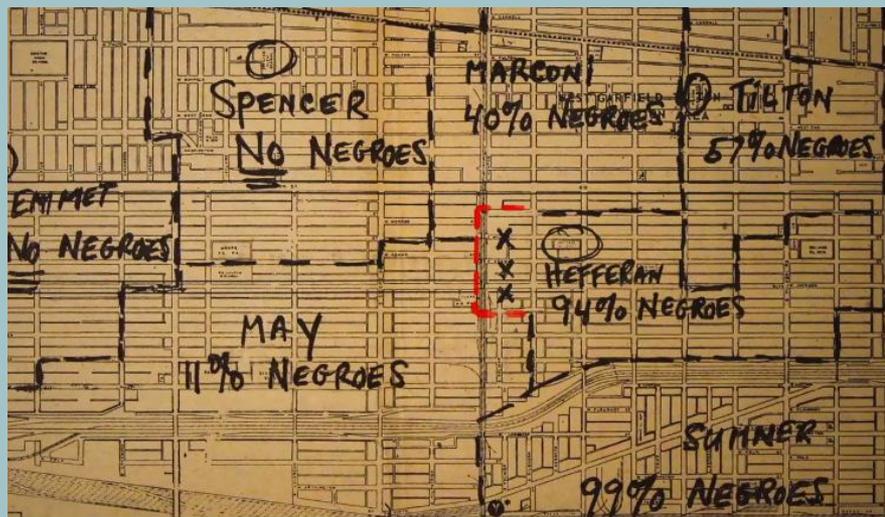
Explore Redlining in Chicago



A 1939 Home Owners' Loan Corporation "Residential Security Map" of Chicago shows discrimination against low-income and minority neighborhoods. The residents of the areas marked in red (representing "hazardous" real-estate markets) were denied FHA-backed mortgages. (Map development by Frankie Dintino)



Segregation: Housing & Schooling



Segregation ← → Congregation Campaigns for Equalization



Willis Wagons

1963 Freedom Day Boycott

WANTED—Thousands of Freedom Marchers

MEET
at City Hall
(La Salle Street Side)

MARCH
to the Board
of Education

SHOW CHICAGO YOU'RE SICK OF
BEN WILLIS-ISM AND 2ND RATE
EDUCATION—RIGHT NOW!

Freedom Day, OCTOBER 22, is the big day to let Mayor Daley know that it's his job to give Chicago a School Board which will truly serve ALL the people equally. So help to shout it loud and clear by coming to City Hall and marching with the thousands who demand ACTION NOW — for a better future for our children.

This is it! Will YOU be there?

Join the Freedom
March on City Hall

TUES. 4
OCT. 22 P.M.

**You Can Help
to do the job**

Call your friends! Help spread the word about Freedom Day. Get the facts and leaflets for all — at Headquarters:

Appomatox Club
3632 S. Parkway
Phone: 285-1282



Picket New 'Willis Wagons'



Neighborhood children sitting inside one of several classrooms barred at Coganston Elementary school. They sit and sing as they picket line of police on guard at school. Classes are intended to begin today in public schools, but this group has classroom beyond.

CHS by page 71

Community Control & Independent Black Institutions



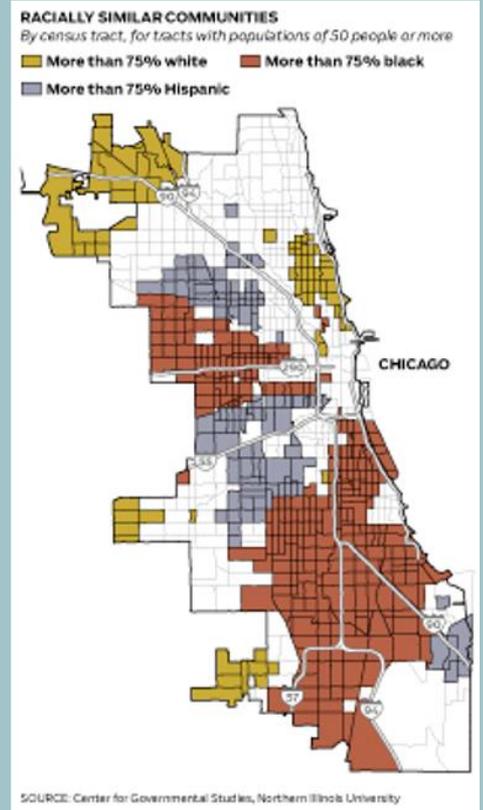
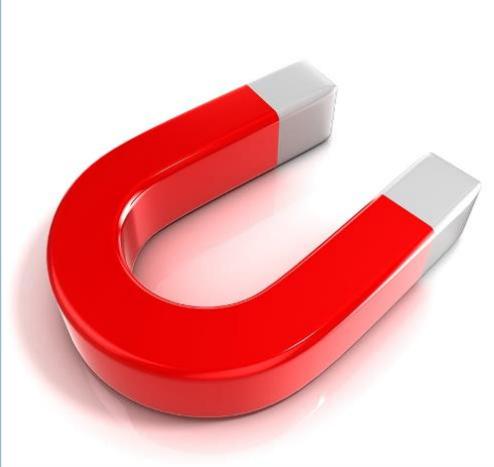
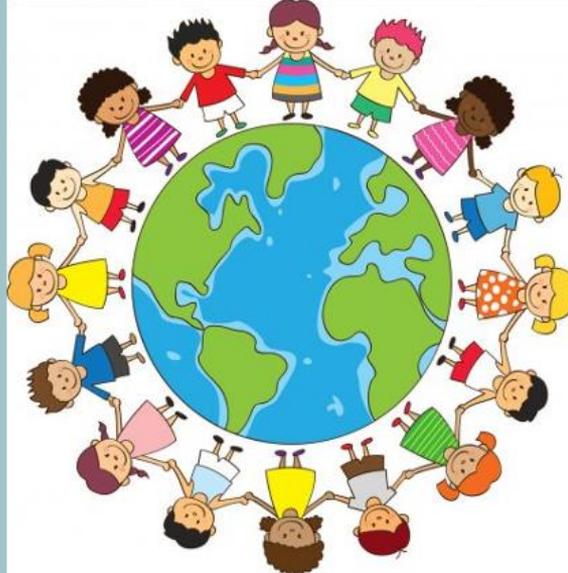
Integration?: Magnet Schools

1968

Robert A. Black Magnet
Walt Disney Magnet

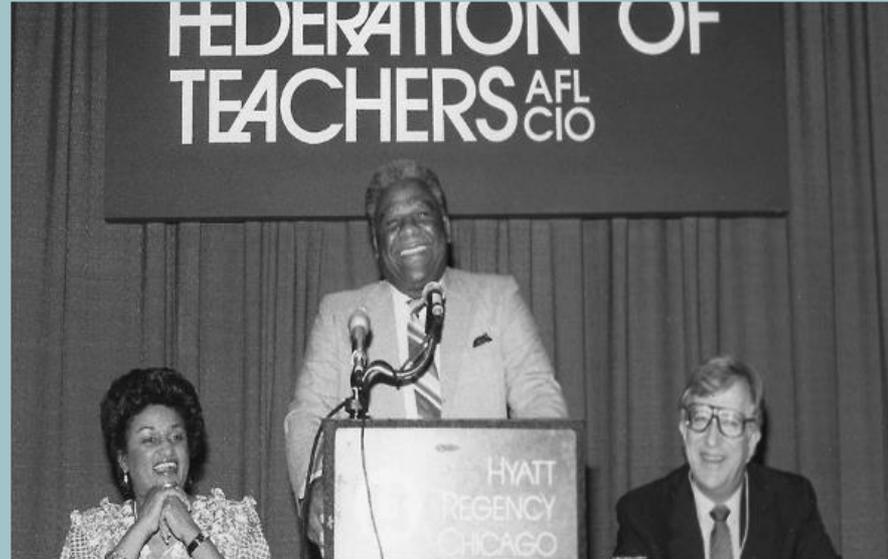
1975

Whitney Young Magnet



1980s Reforms

- *1980 Desegregation Consent Decree
- *Local School Councils



Corporate Reform Era & School Choice

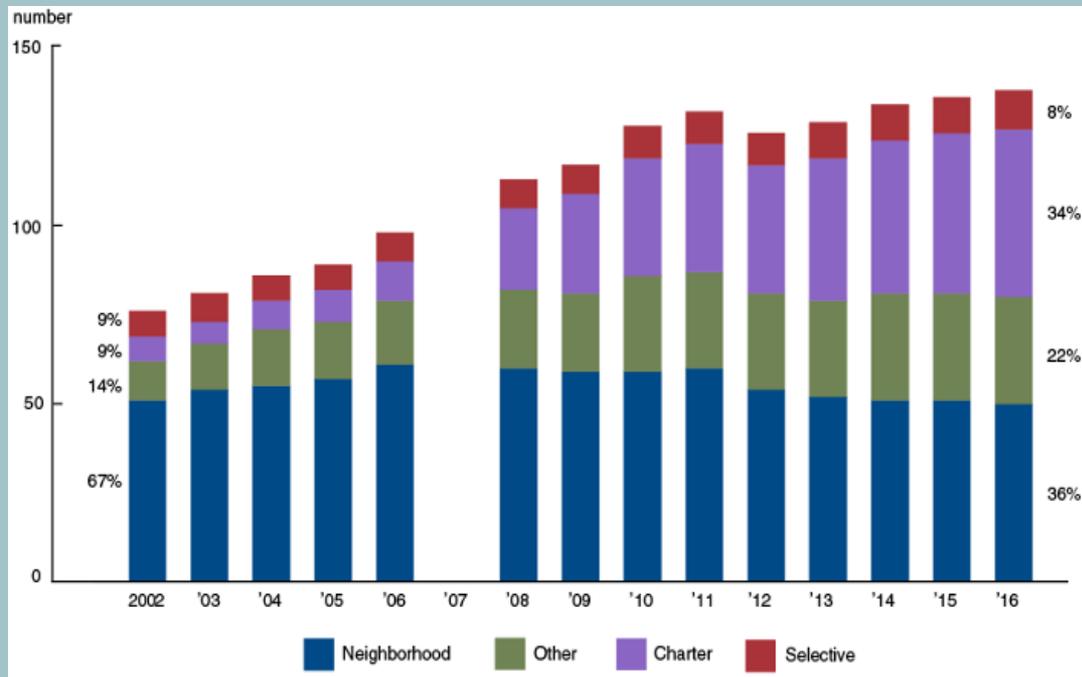
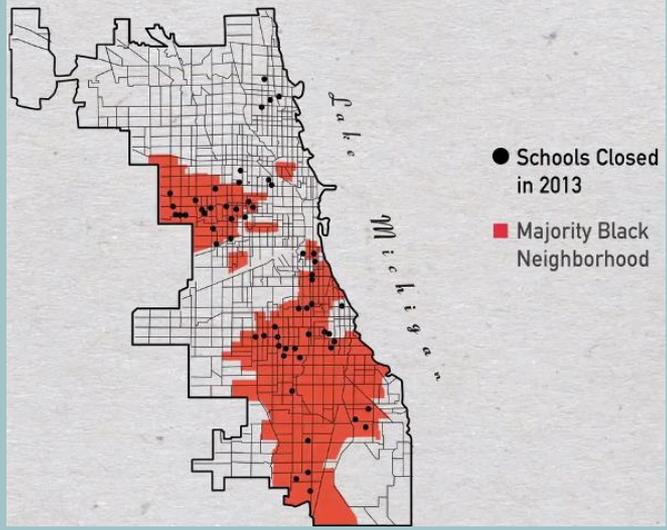
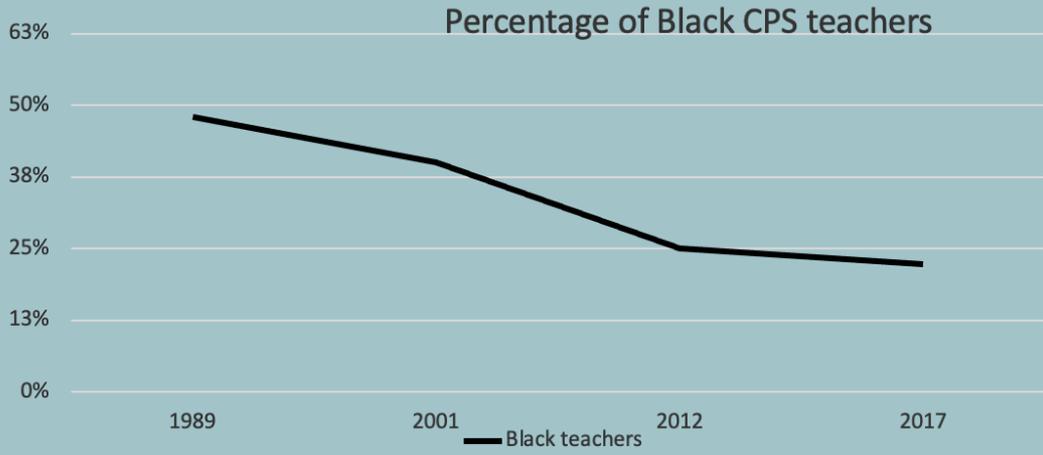
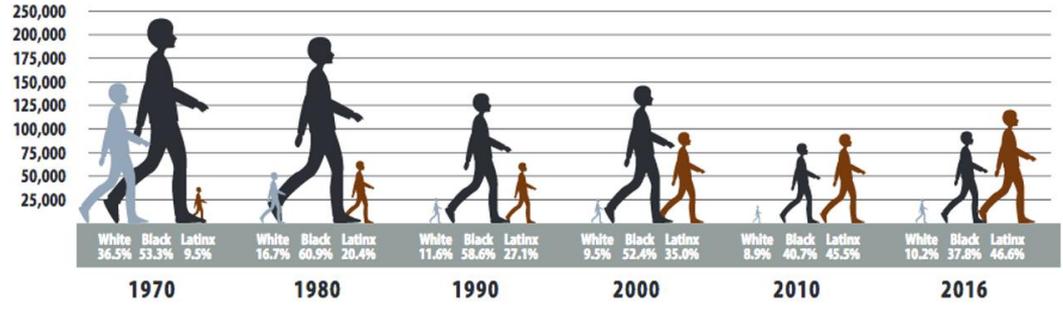


Figure 3. Count of Chicago Public High Schools by type (2017)



THE CHANGING DEMOGRAPHICS OF BLACK, LATINX, AND WHITE CPS ELEMENTARY SCHOOL ENROLLMENT, 1970 - 2016



Data: Chicago Public Schools; The US2010 Project



21st Century Struggles



Reflection

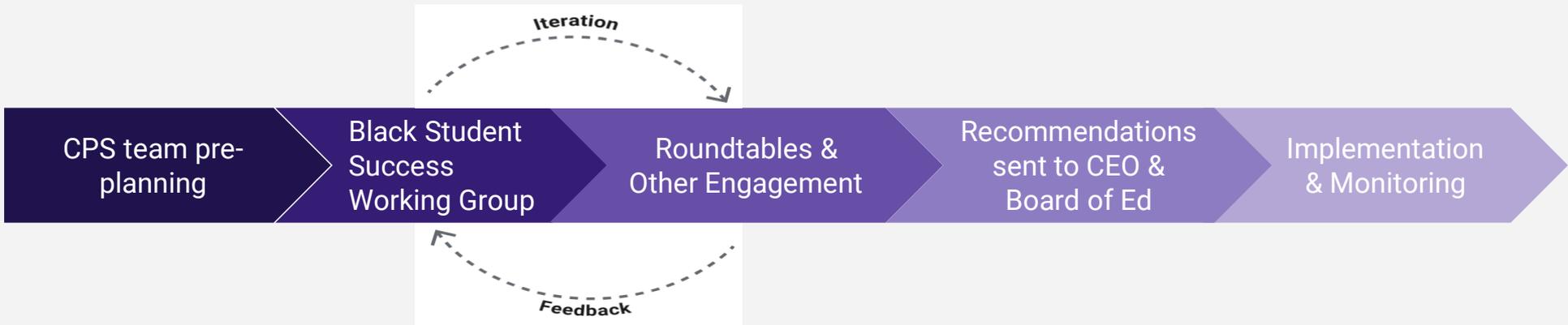


Small Group
2 minutes

Using 1 word or phrase, share how this history resonates with you.

Goal: Black Student Success Plan

Draft a targeted set of recommendations and inputs, for further community engagement, that close opportunity gaps for Black students and advance Black student success in CPS





Equity in Chicago Public Schools

Dr. Fatima Cooke

CPS Definition of Equity

EQUITY MEANS

CPS defines equity as championing the individual cultures, identities, talents, abilities, languages, and interests of each student by ensuring they receive the necessary opportunities and resources to meet their unique needs and aspirations . . .

CPS Equity Framework/Lens



Targeted Universalism

CPS EQUITY FRAMEWORK

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

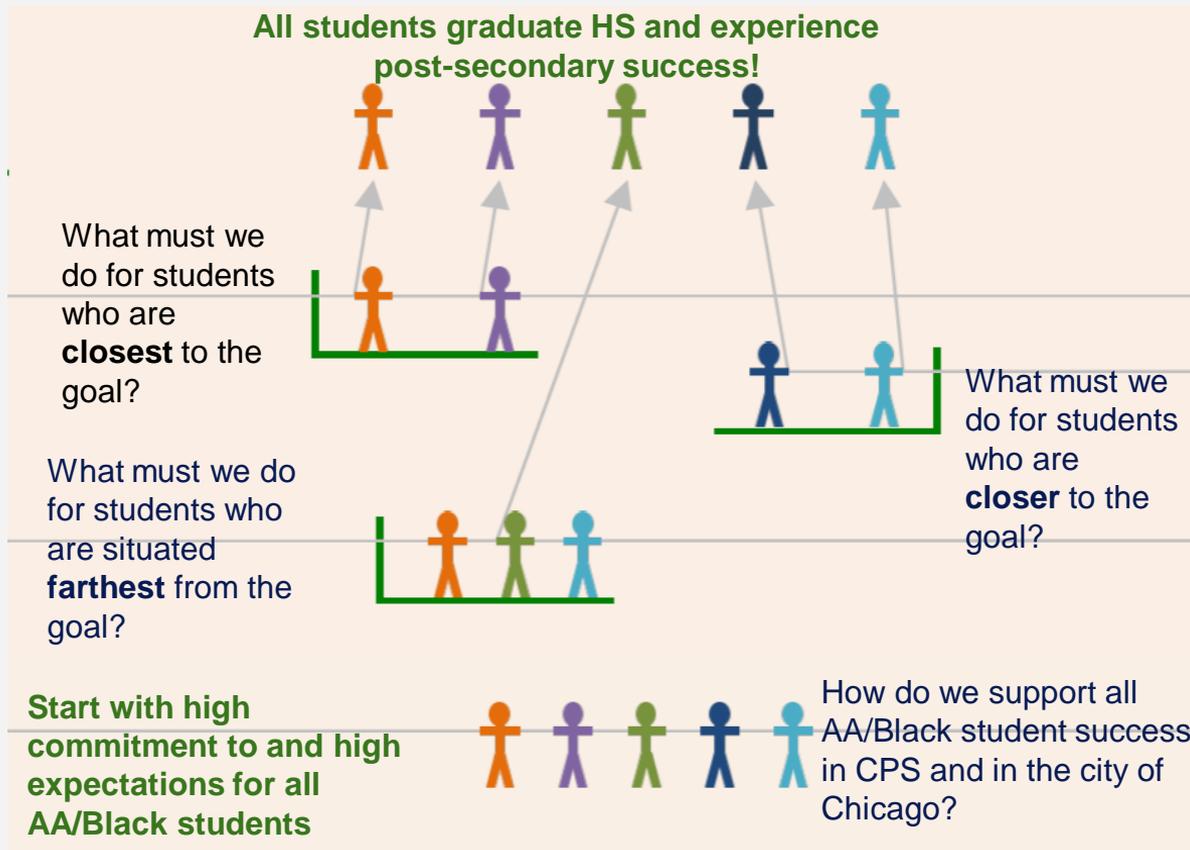


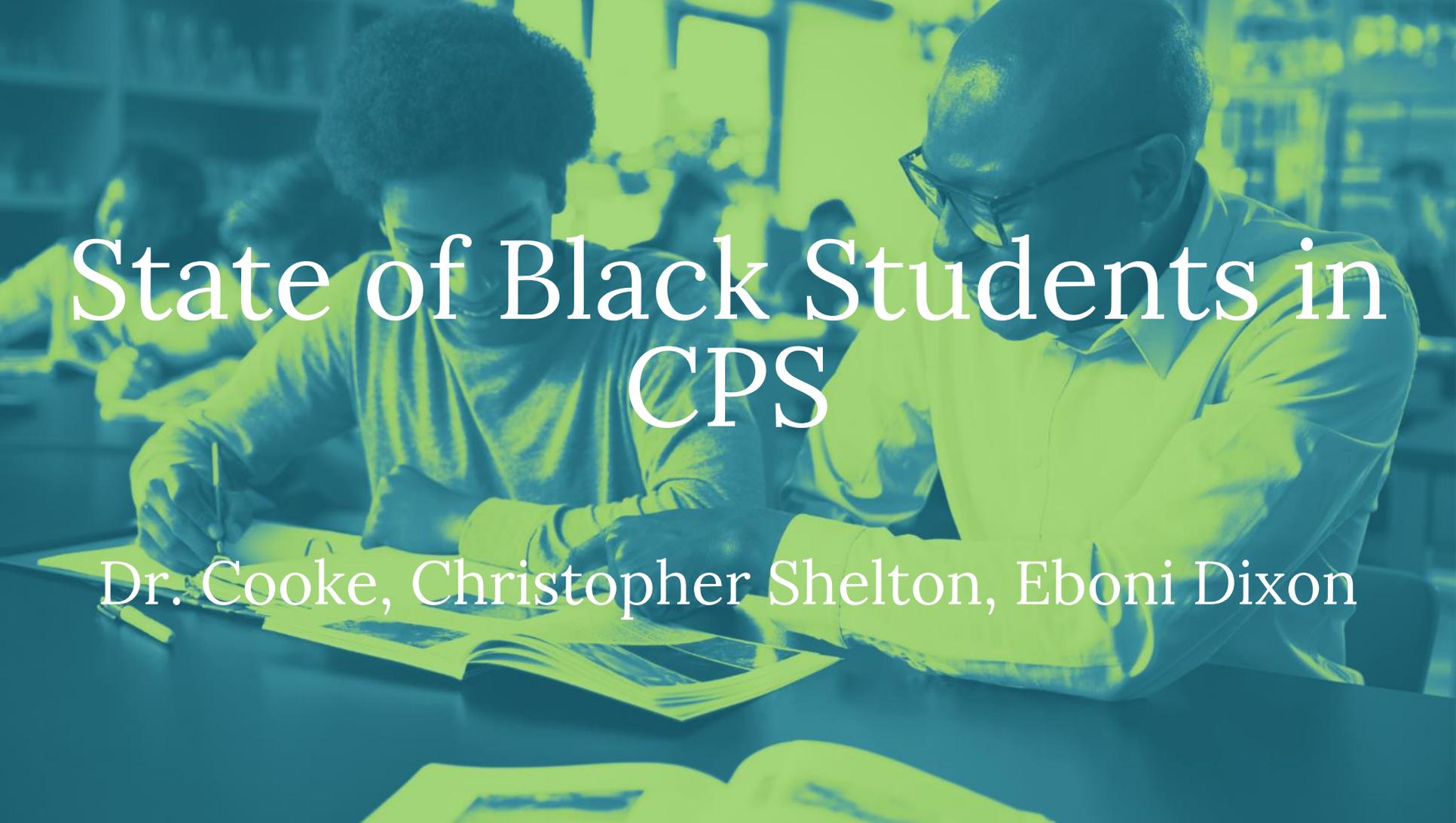
Targeted Universalism (TU) is an approach to equity work that recognizes groups of people have **differing needs and require specific supports** to reach the **same goal**.

TU work is

- Collaborative
- Responsive
- Sensitive
- Structural

Targeted Universalism





State of Black Students in CPS

Dr. Cooke, Christopher Shelton, Eboni Dixon

Universal Data & Demographics

Number of Students in CPS

323,251

Number of Schools in CPS

634

Race/Ethnicity Data

	N	%
Hispanic	151,604	46.9%
Black/African American	113,197	35.0%
White	35,853	11.1%
Asian	14,703	4.5%
Multi-Racial	5,241	1.6%
Not Available	1,421	0.4%
Native American/Alaskan	827	0.3%
Hawaiian/Pacific Islander	407	0.1%
Asian/Pacific Islander (Retired)	1	0.0%

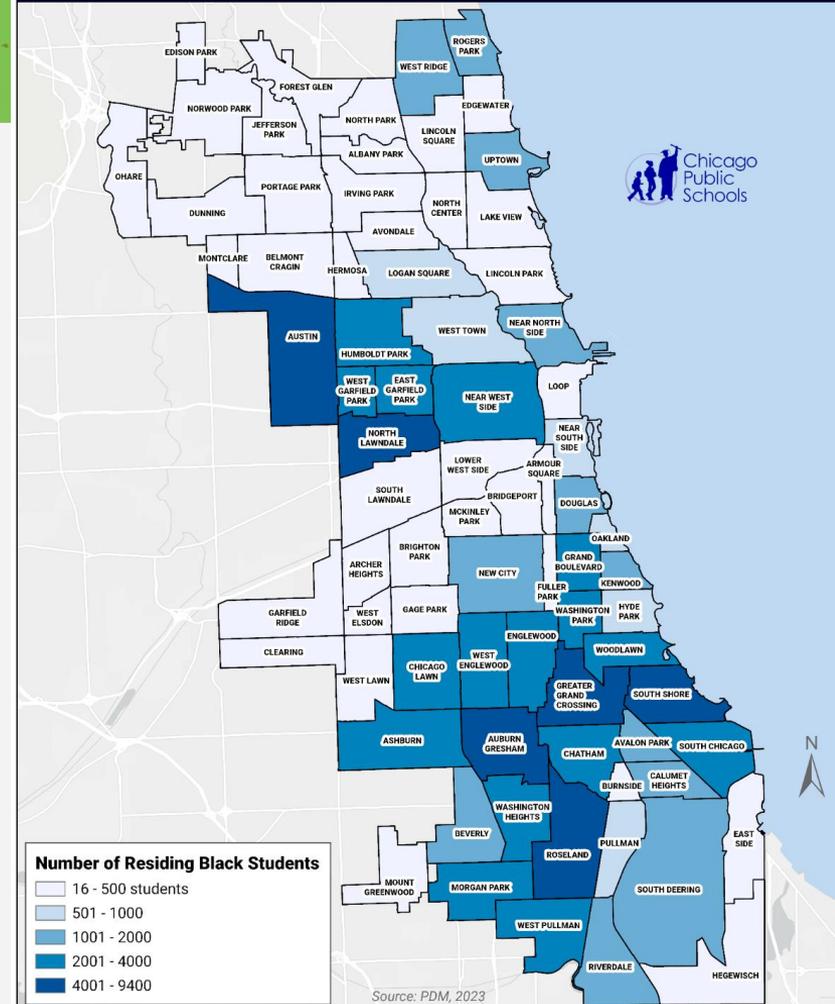
Residing Students - Total

Number of residing Black students per community area

- Austin: 9,400 (66.6%)
- South Shore: 6,104 (94.2%)
- Auburn Gresham: 6,017 (92.9%)
- Roseland: 5,345 (94.3%)
- North Lawndale: 5,275 (84.8%)
- Greater Grand Crossing: 4,672 (95.3%)
- West Pullman: 3,817 (89.8%)
- Englewood: 3,611 (85%)
- West Englewood: 3,488 (65.9%)
- Chatham: 3,483 (96.1%)



Residing Black Students by Community Area, SY23-24



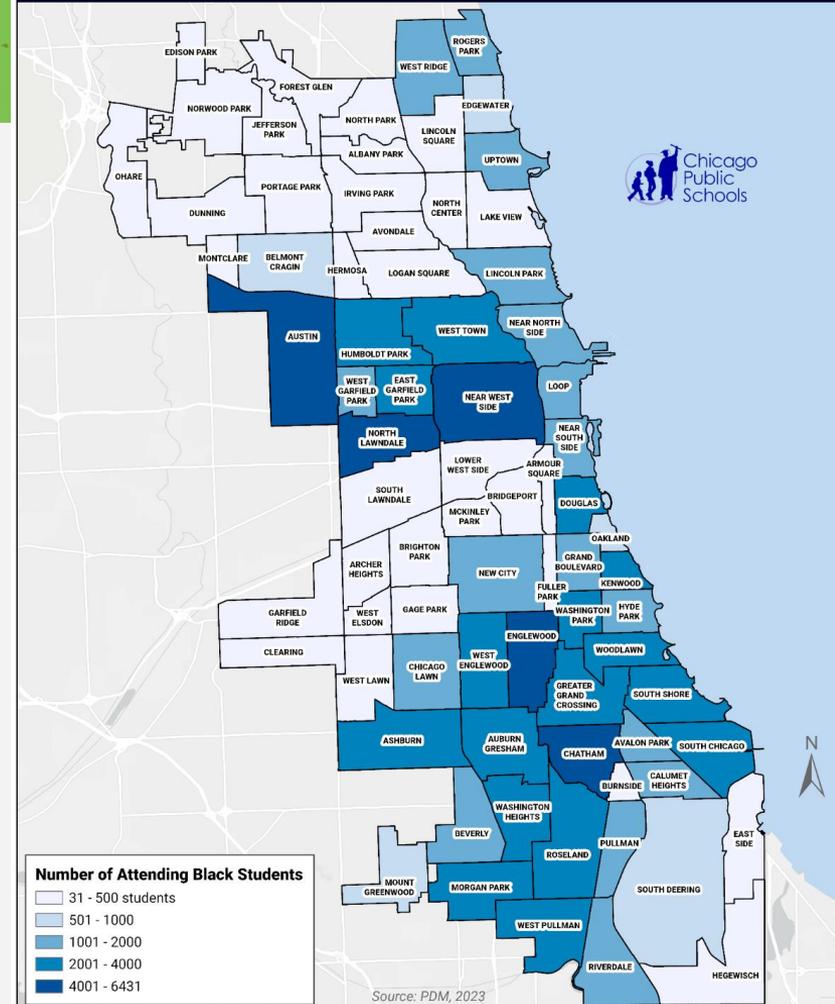
Attending Students - Total

Number of Black students attending school per community area:

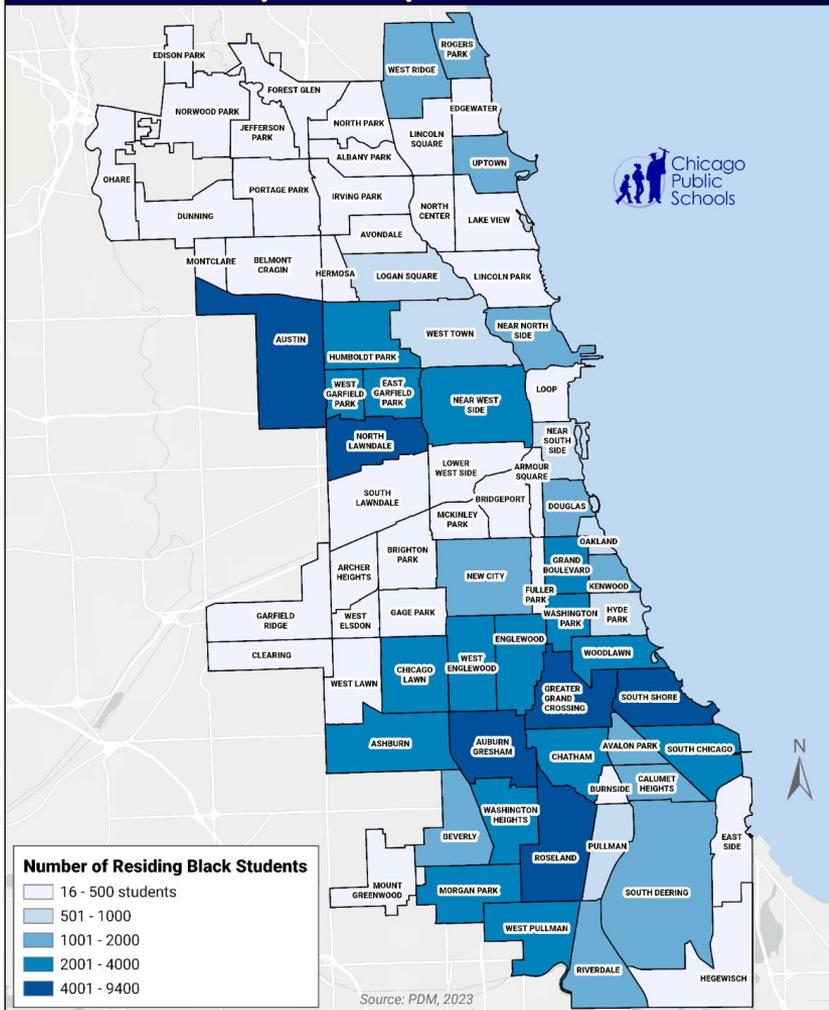
- Austin: 6,431 (81.3%)
- North Lawndale: 5,045 (92.1%)
- Englewood: 4,700 (91.8%)
- Chatham: 4,662 (94.9%)
- Near West Side: 4,310 (43.5%)
- Washington Heights: 3,891 (96.2%)
- South Shore: 3,882 (93.5%)
- Auburn Gresham: 3,874 (95%)
- Kenwood: 3,848 (88.7%)
- Greater Grand Crossing: 3,780 (96.5%)



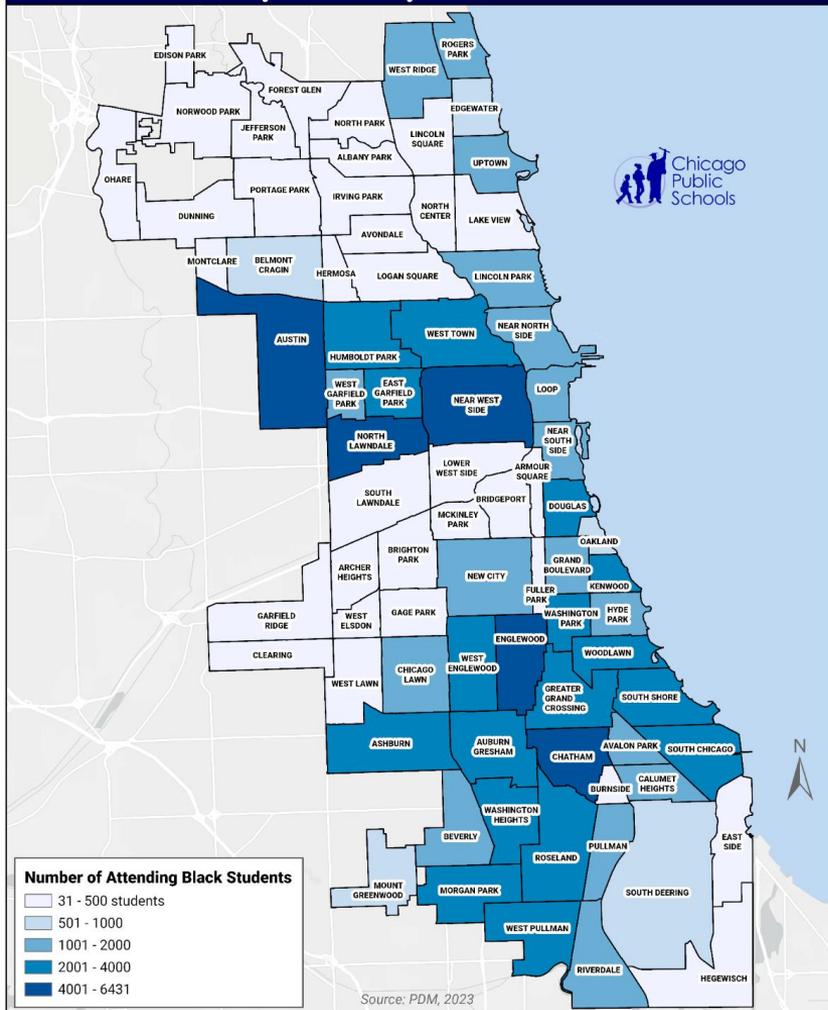
Number of Attending Black Students by Community Area, SY23-24



Residing Black Students by Community Area, SY23-24

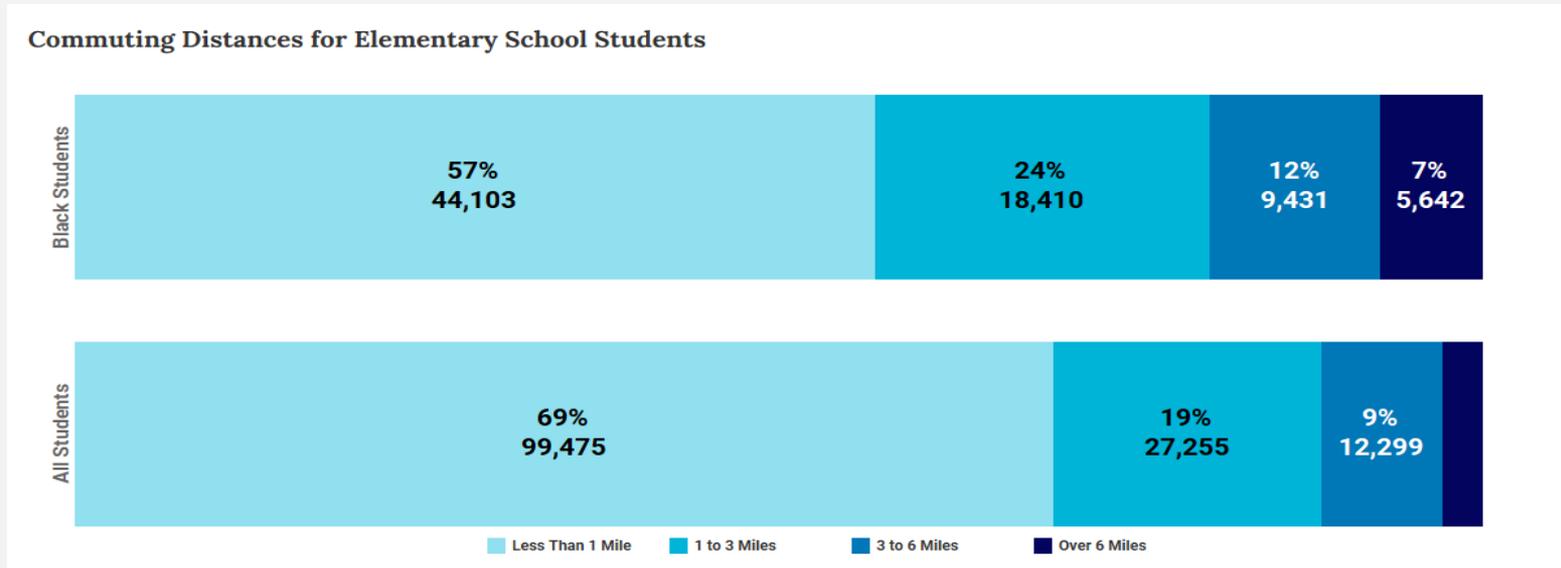


Number of Attending Black Students by Community Area, SY23-24



Commuting Distances for Black Students – ES

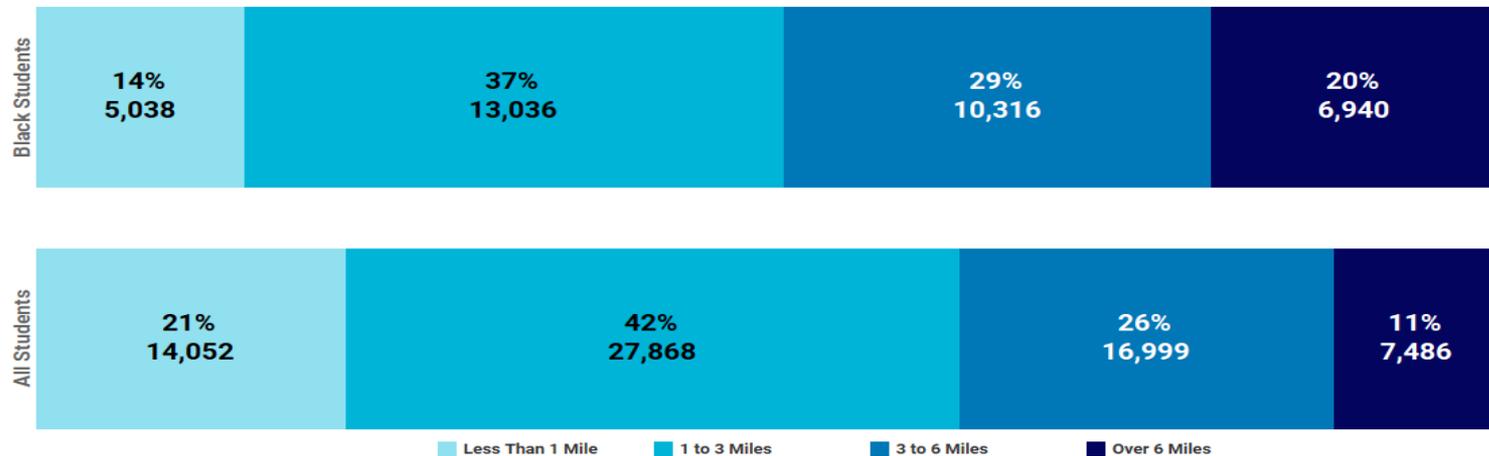
- More Black students travel over six miles to school than all other ethnicities combined
- Proportionally, Black students commute further from home to school than other ethnicities



Commuting Distances for Black Students - HS

- More Black students travel over six miles to school than all other ethnicities combined
- Proportionally, Black students commute further from home to school than other ethnicities

Commuting Distances for High School Students



CPS Bright Spots & Areas of Opportunity

Christopher Shelton

Black Student Success Admin.

Eboni Dixon

Black Student Success Admin.

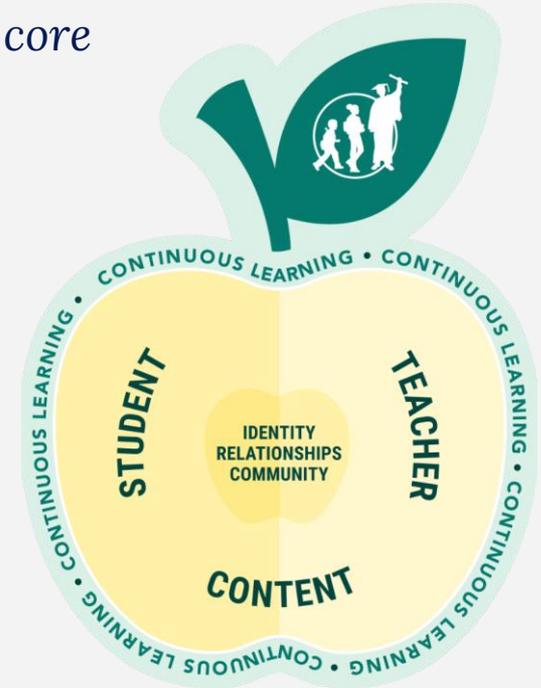
Bright Spots: Resourcing the CPS Instructional Core

*FY2024 school resourcing will maintain and augment
FY2023 investments focused on resourcing the instructional core*

Resourcing prioritization at the school level:

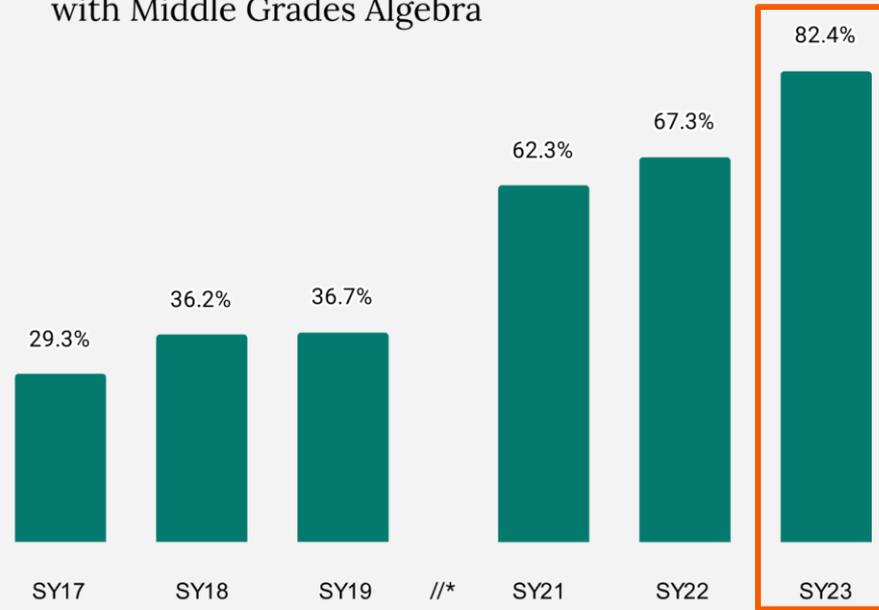
- reasonable class sizes
- limited splits
- access to arts
- intervention supports
- + plus fund local level priorities

The FY2024 budget will carry forward the current year's commitment that **every school has the financial resources to meet all of the above priorities.**



Bright Spots: Increasing access to Algebra

Black Students Attending Schools
with Middle Grades Algebra

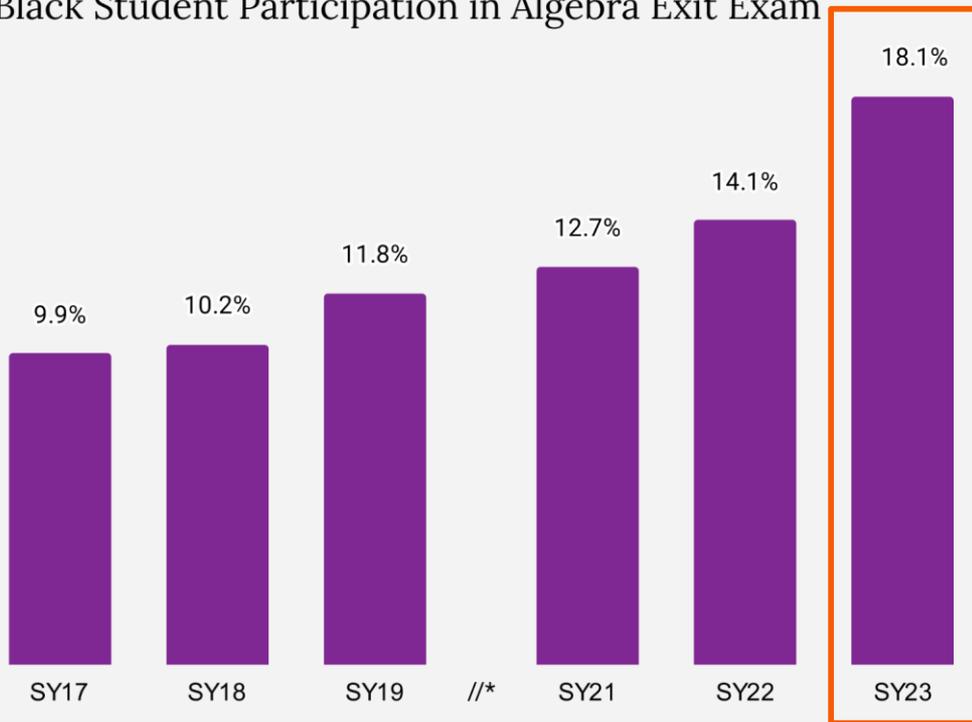


% of Black 8th Graders Enrolled at a School that Offers Algebra

*The Algebra Exit Exam was not administered in SY20.
The following school year (SY21) marks the start of the Algebra Access Hubs.

Bright Spots: Increasing access to Algebra

Black Student Participation in Algebra Exit Exam

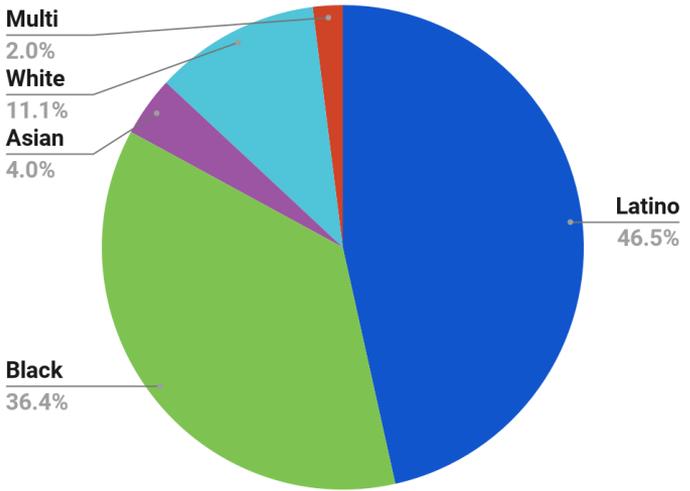


% of Black 8th Grades Students that took Algebra Exit Exam

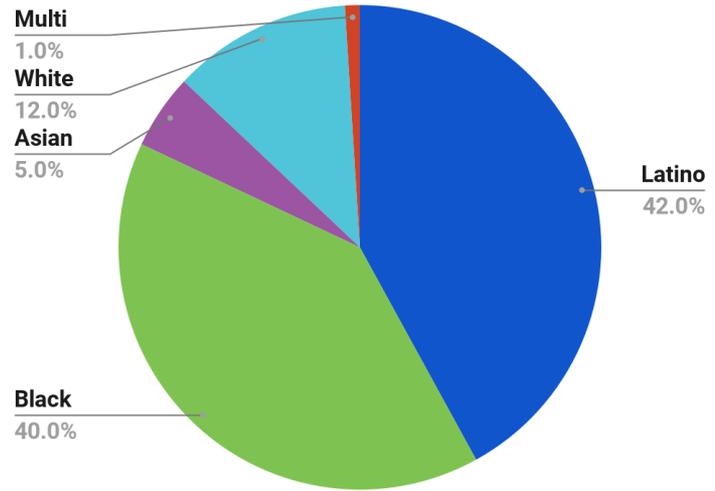
*The Algebra Exit Exam was not administered in SY20.
The following school year (SY21) marks the start of the Algebra Access Hubs.

Bright Spots: Dual Credit / Dual Enrollment Attainment by Race

Grade 9-12 District Demographics



15+ Credits Attainment by Race

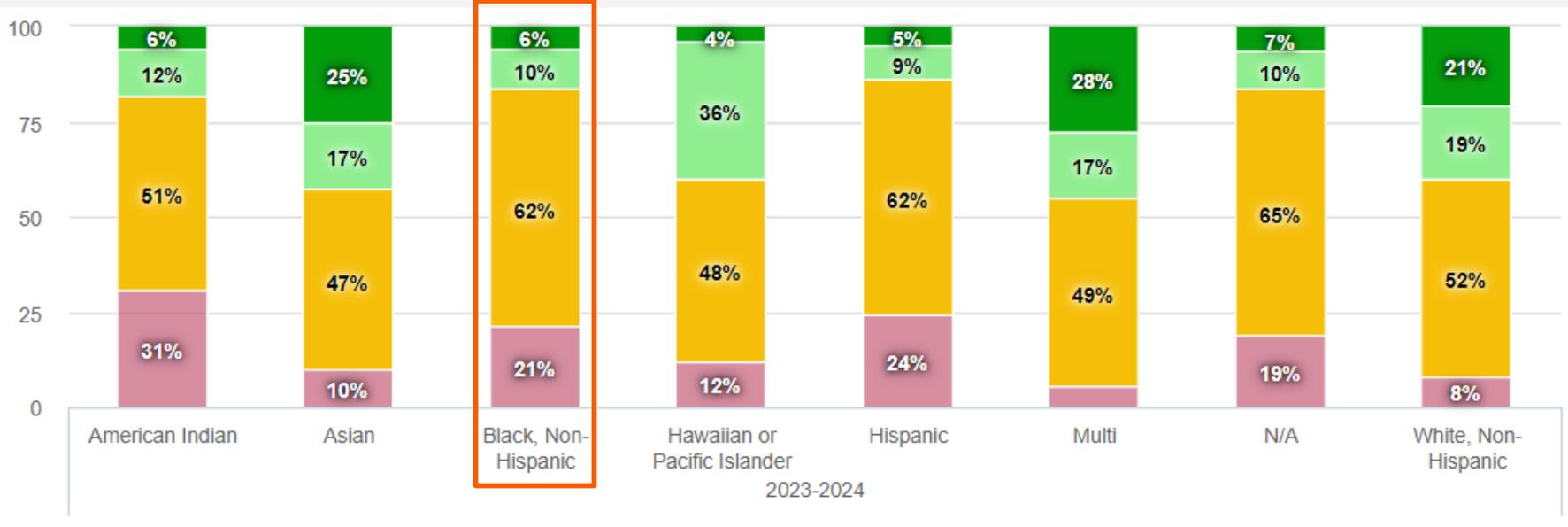


	Latino	Black	Asian	White	Multi
Demographics of Students Earning 15+ Credits	42%	40%	5%	12%	1%
Demographics of CPS Students in Grades 9-12	46.5%	36.4%	4%	11.1%	2%



Area of Opportunity: SY24 i-Ready BOY K-2 Student Data

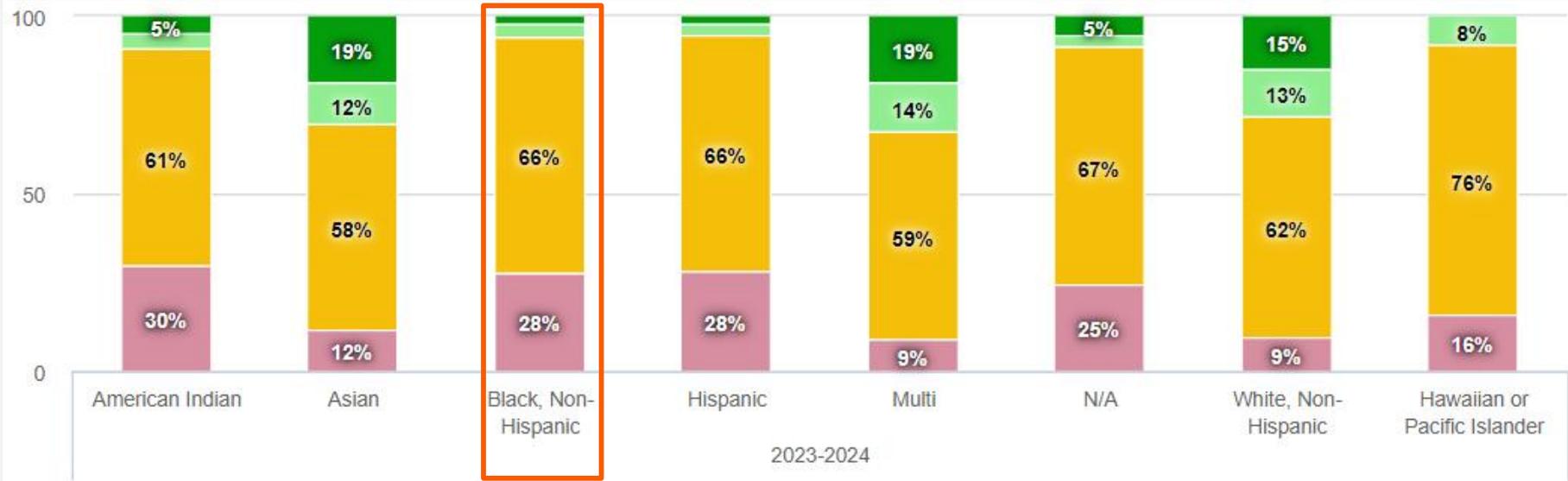
Reading Relative Placement Level, by Race



Mid or Above Grade Level Early On Grade Level One Grade Level Below Two Grade Levels Below

Area of Opportunity: SY24 i-Ready BOY K-2 Student Data

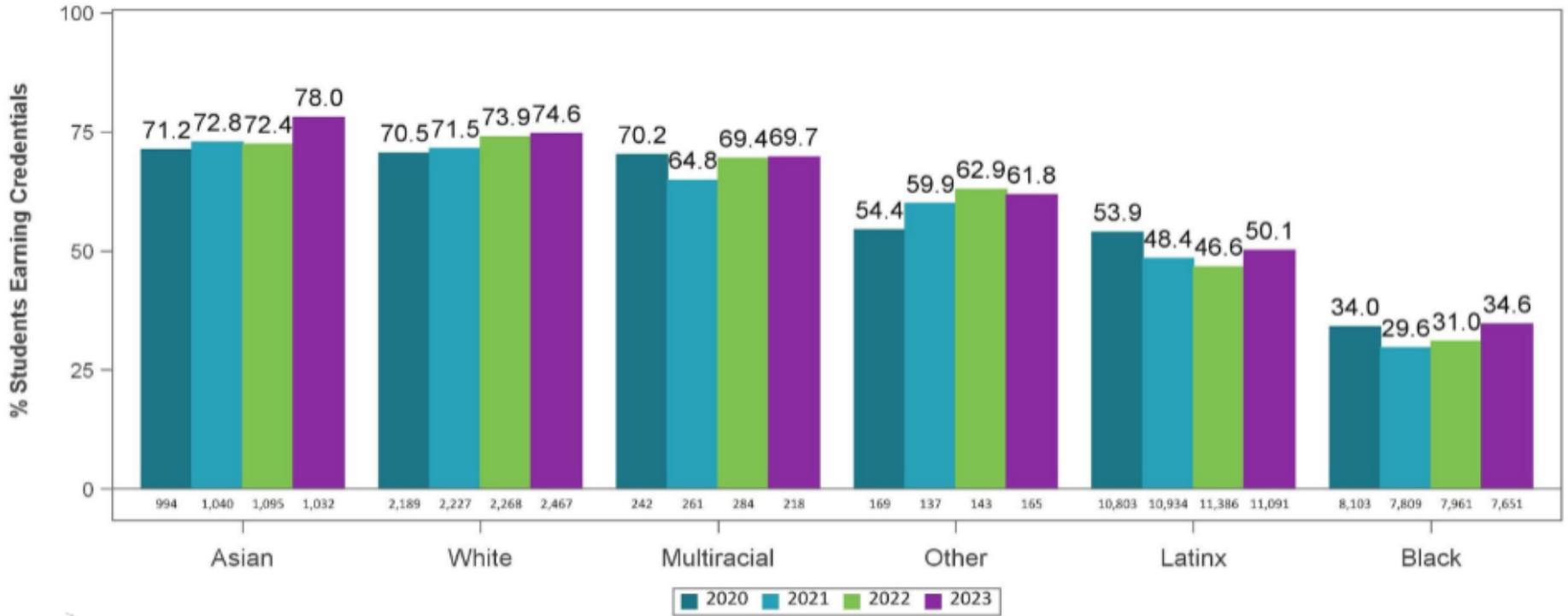
Mathematics Relative Placement Level, by Race



2023-2024



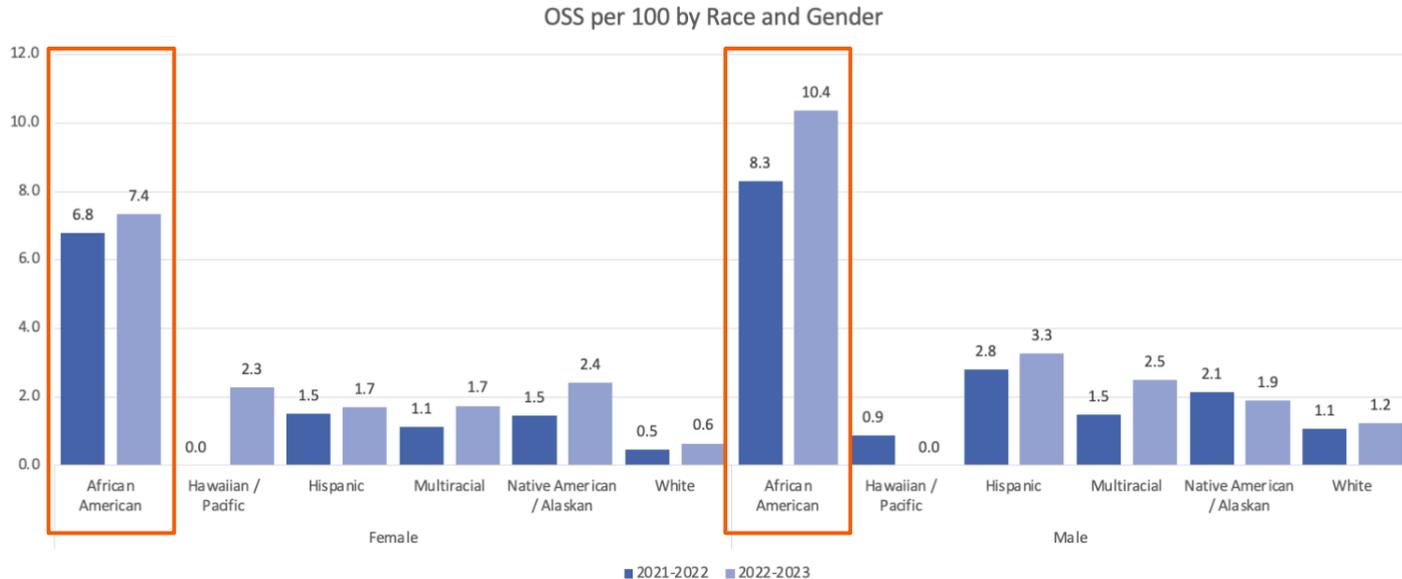
Area of Opportunity: Early College Credit Attainment by Race



SY22 and SY23 OSS Per 100 by Race and Gender

OSS incidents per 100 students by Race & Gender, SY22-SY23

Out of school suspensions usage increased from SY22 to SY23 in nearly every subgroup, including a 2.1 point increase in suspensions of African American male students and 0.6 point increase in African American female students. Furthermore, African American females continue to be suspended 4-12X the rate of their Latina and White peers.



CALL TO ACTION

Driving equity in the Chicago Public Schools demands constant attention from everyone in the system and community: district leaders, district personnel, principals, administrators, support staff, students, parents, teachers, volunteers, communities, and other government agencies have a critical role to play to ensure that time spent outside school is safe and engaging for young people of all ages. Employers and others cannot see themselves as disconnected from the schools. Our neighbors, colleagues at work, customers, and business partners have a direct or indirect link to our public schools.

Working Group Charge

In their most recent strategic planning efforts, Chicago Public Schools has identified a critical priority to **improve outcomes for Black students in the district**. While there have been efforts to expand access, there remains persistent gaps in opportunities for Black students. This working group is charged with engaging in a **deep equity-focused planning process** that will result in a **comprehensive set of targeted recommendations aimed at determining the appropriate inputs that support closing outcome gaps for Black students in the district**.

Gallery Walk: Values and Hopes



Individual Reflection
5 minutes

Reflect on the following prompts:

1. Think about a time when either - a decision made by your school or school system caused harm to you or your loved ones **OR** a story about a time when you felt like you belonged in your school community.
1. Considering your reflection in prompt 1, write on a sticky note: (*one thought per sticky note*)
 - a. “What do you hope this plan will address?”
 - b. “What must be true for us to achieve our charge?”

Gallery Walk: Values and Hopes



Gallery Walk
10 minutes

1. Add your reflections to the corresponding posters around the room
1. Read the reflections posted by your fellow working group members

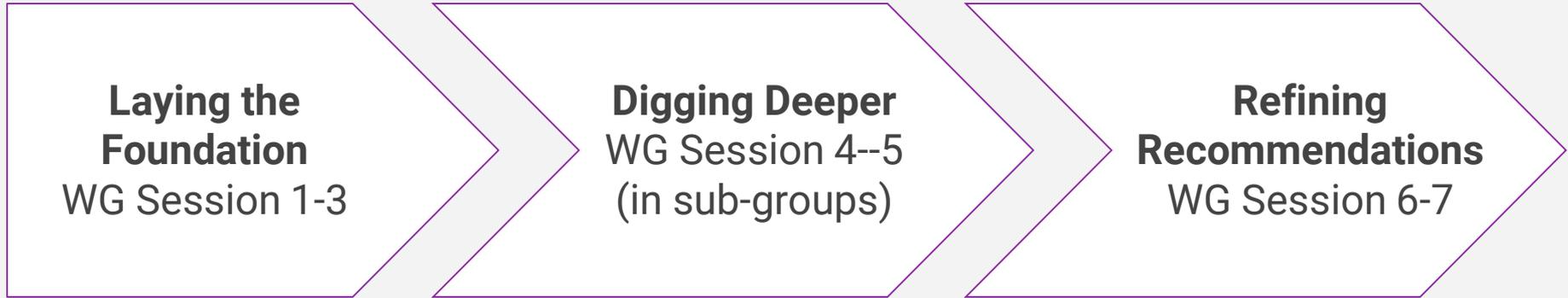
Reflection



Whole group
5 minutes

What resonated with you about the reflections you read during the gallery walk?

Equity-focused Planning Process Overview



Primary Activities

1. Kick-off meeting
2. Review of other district plans
3. Data introduction

Primary Activities

1. Root cause analysis
2. Recommendation brainstorm
3. Prioritization protocol
4. Draft Theory of Change

Primary Activities

1. Incorporate feedback and iterate on recommendations
2. Refine Theory of Change + Recommendations

Bringing in Other Voices



Student Voice Committee Focus Groups on Martin Luther King Day

CPS staff will be conducting focus groups with Student Voice Committee members in order to hear from students on a range of experiences. Relevant data will be shared back to working group members as they work to form recommendations.



Community Roundtables with Stakeholders

The CPS team will socialize the initial recommendations with community stakeholders. They will gather feedback and comments that could support working group members in refining the recommendations.



Teacher and Principal Focus Groups & Roundtables

The CPS team will be conducting focus groups with teachers and principals separately to inform initial draft and refined recommendations.

Outcomes of Our Work

1 A list of targeted recommendations that include specific inputs aimed at closing outcome gaps for Black students in the district

2 Draft Theory of Change (Strategies + Intended Impact + How it relates to the overall goal) associated with the recommendations

CPS will present the outcomes of our work to CEO and the Chicago Board of Education this Spring

Future Meeting Dates

Session 2: January 11th (In-Person)

Session 3: January 23rd (In-Person)

Session 4: February 6th

We will share exact dates for session 5-7 along with the roundtable dates in the new year

Post Meeting Survey

Please take a brief moment to provide us with your feedback.



[Feedback Survey](#)

Q&A

