SY25
Oriole Park

State of the School

November 11, 2024

THE DAILY STUDENT EXPERIENCE

**Daily Learning Experiences**

Rigorous

Joyful

Equitable

CPS' NEW APPROACH TO SCHOOL AND DISTRICT ACCOUNTABILITY

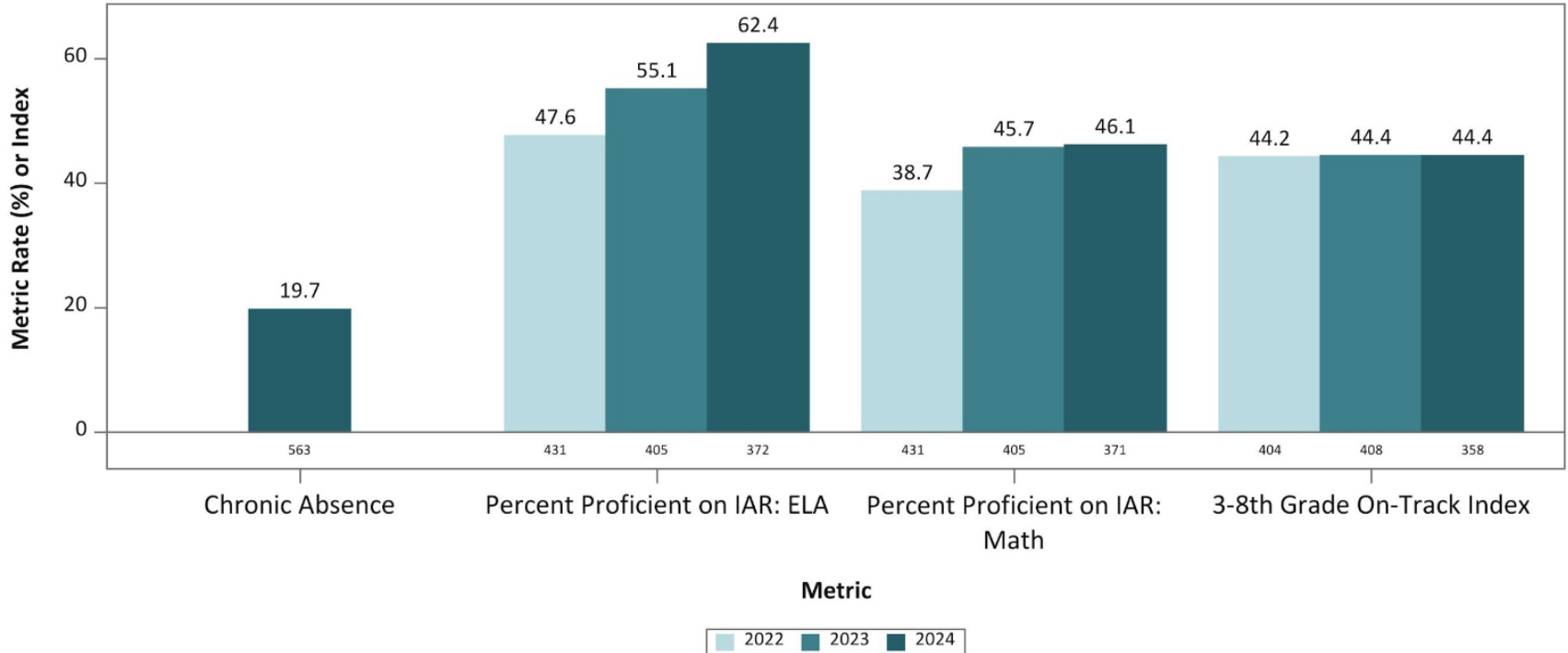| What?	An updated method to track performance and progress in our District and schools, called **Continuous Improvement and Data Transparency (CIDT)**
Why?	CIDT applies many lessons learned from the old rating policy to provide a more complete picture of each school and more effectively support continuous improvement. Feedback was gathered from more than 21,000 stakeholders
What's in the new policy?	**Approach to Accountability:** Schools are not ranked, there is shared accountability for student success between the District and schools **Defining Student Success:** Student success and achievement are defined by robust and holistic learning and well-being measures **District Support:** Equitable resources and ongoing support are provided to schools, to create the necessary conditions to improve student learning experiences

Visit cps.edu/CIDT for more information

CONTINUOUS IMPROVEMENT AND DATA TRANSPARENCY

Visit cps.edu/CIDT for more information

SY24 PERFORMANCE DATA
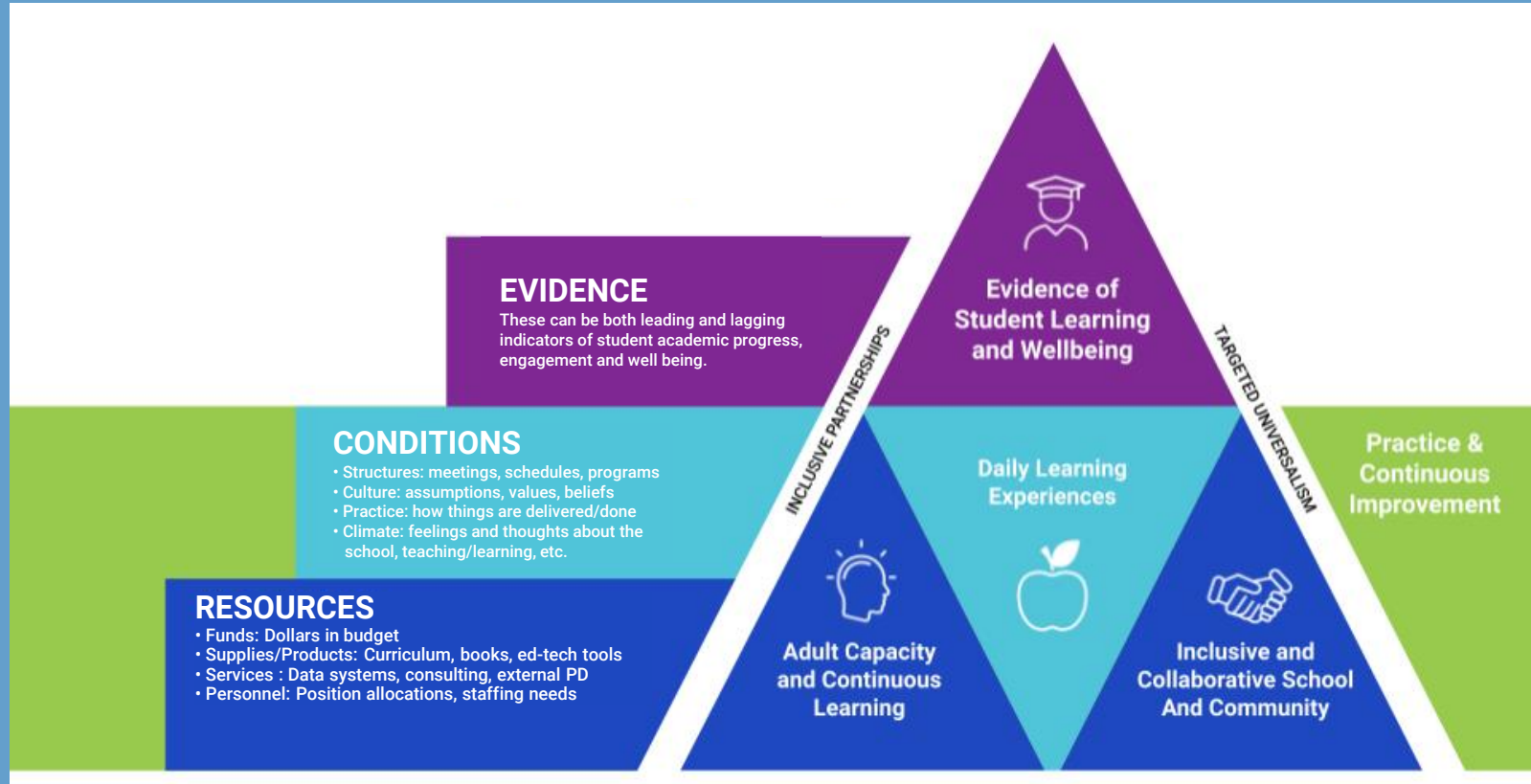
SY24 PERFORMANCE DATA

All Metrics: One-Year Change (School Level)

Metric	n: SY2024	Rate or Index: SY2023	Rate or Index: SY2024	1 Year Change
Percent Proficient on IAR: ELA	372	55.1	62.4	7.3
Percent Proficient on IAR: Math	371	45.7	46.1	0.4
3-8th Grade On-Track Index	358	44.4	44.4	0.0
Chronic Absence	563	-	19.7	-

SY24 PERFORMANCE DATA

Chronic absenteeism in Chicago Public Schools (CPS) is defined as missing at least 10% of school days in a year.

Chronic Absence by Student Group (School Level)

Student Group	Chronic Absence Rate (%)	Denominator
Female	21.7	267
Male	17.9	296
Students with Disabilities	25.0	68
EL	24.6	65
ED		11
Black	0.0	
Latinx	28.8	153
Non-Black/Non-Latinx	16.8	399
Black Female		
Black Male		
Latina Female	30.0	70
Latino Male	27.7	83

2024

Any metric rates with fewer than 10 students in the denominator have been redacted due to student privacy issues.
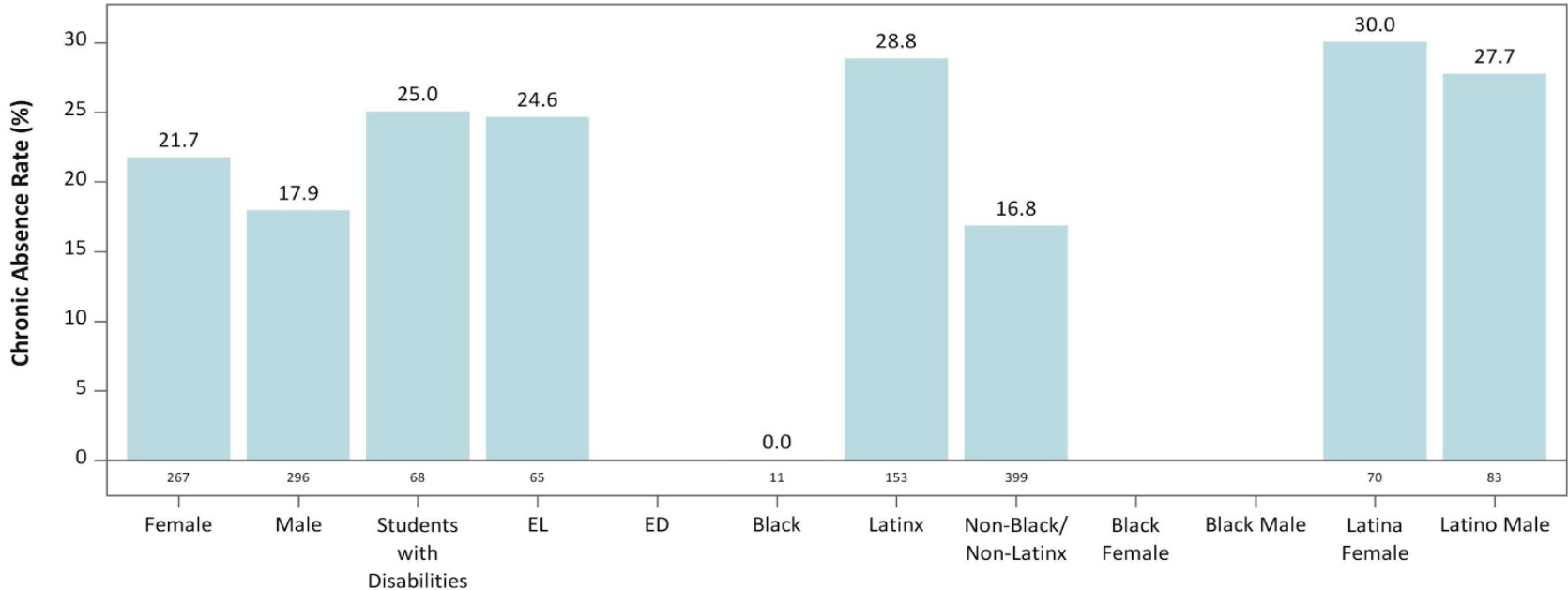
SY24 PERFORMANCE DATA

Percent Proficient on IAR ELA by Student Group (School Level)
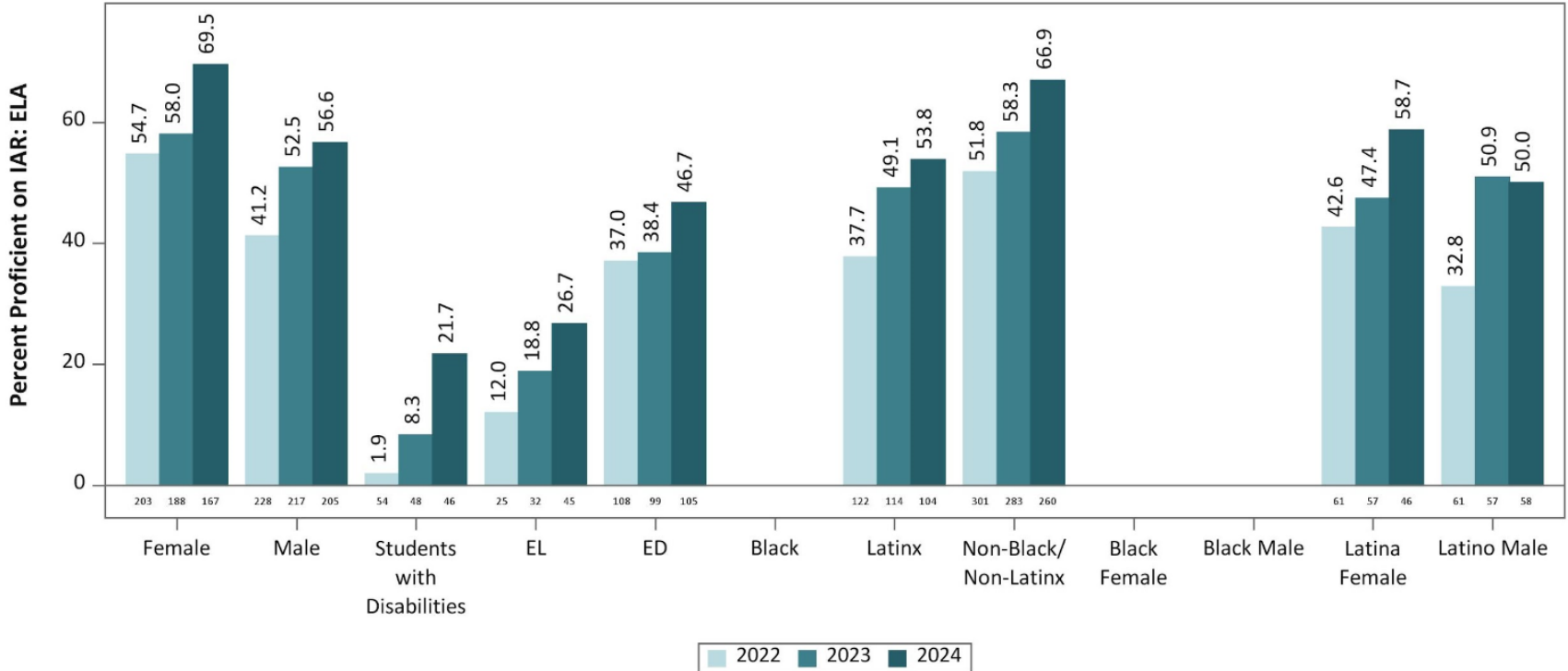
Percent Proficient on IAR: ELA

Student Group	2022	2023	2024
Female	54.7 (203)	58.0 (188)	69.5 (167)
Male	41.2 (228)	52.5 (217)	56.6 (205)
Students with Disabilities	1.9 (54)	8.3 (48)	21.7 (46)
EL	12.0 (25)	18.8 (32)	26.7 (45)
ED	37.0 (108)	38.4 (99)	46.7 (105)
Black	(—)	(—)	(—)
Latinx	37.7 (122)	49.1 (114)	53.8 (104)
Non-Black/Non-Latinx	51.8 (301)	58.3 (283)	66.9 (260)
Black Female	(—)	(—)	(—)
Black Male	(—)	(—)	(—)
Latina Female	42.6 (61)	47.4 (57)	58.7 (46)
Latino Male	32.8 (61)	50.9 (57)	50.0 (58)

Any metric rates with fewer than 10 students in the denominator have been redacted due to student privacy issues.
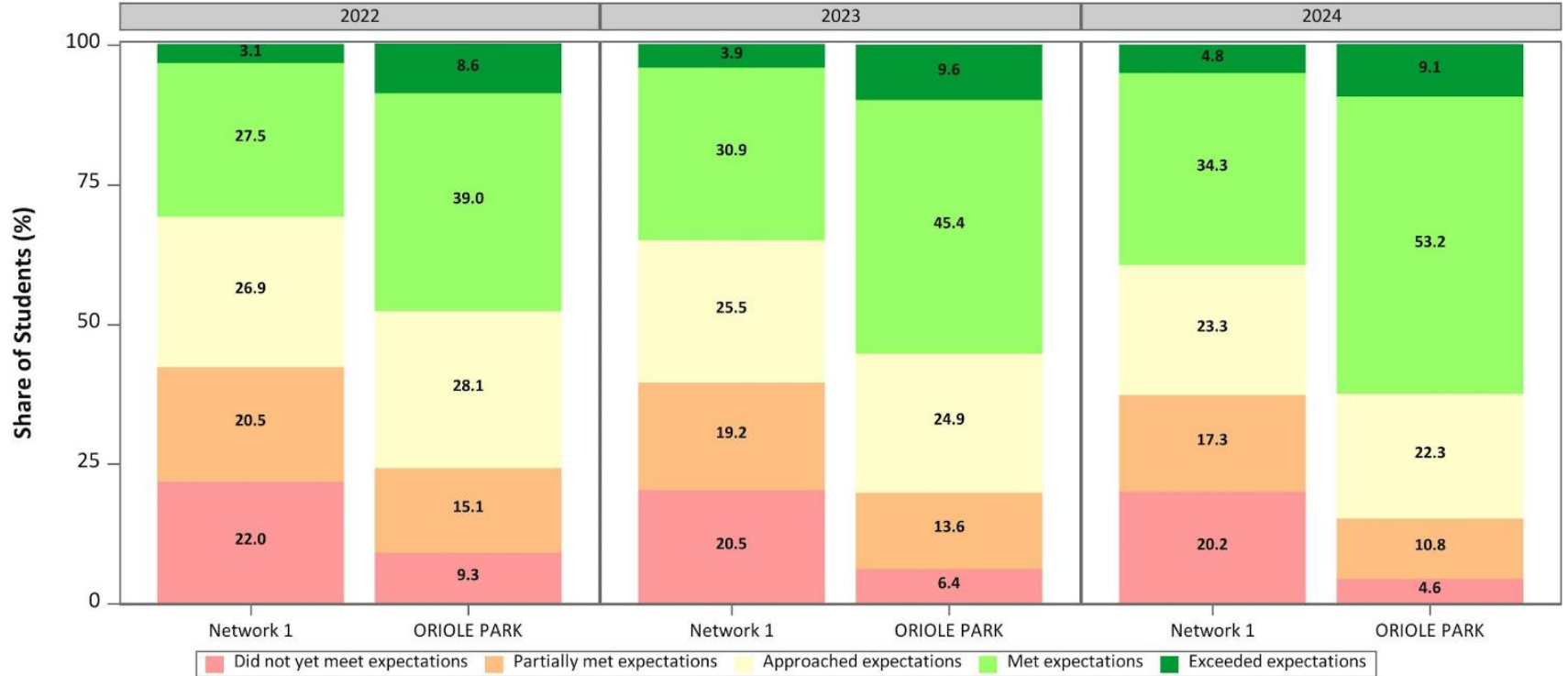
SY24 PERFORMANCE DATA

Percent Proficient on IAR ELA: One-Year Change (School Level)

Student Group	n: SY2024	Rate: SY2023	Rate: SY2024	1 Year Change
Female	167	58.0	69.5	11.5
Male	205	52.5	56.6	4.1
Students with Disabilities	46	8.3	21.7	13.4
English Learner	45	18.8	26.7	7.9
Economically Disadvantaged	105	38.4	46.7	8.3
Latinx	104	49.1	53.8	4.7
Non-Black/Non-Latinx	260	58.3	66.9	8.6
Latina Female	46	47.4	58.7	11.3
Latino Male	58	50.9	50.0	-0.9

SY24 PERFORMANCE DATA

Percent of Students by Performance Level: IAR ELA

	2022		2023		2024	
	Network 1	ORIOLE PARK	Network 1	ORIOLE PARK	Network 1	ORIOLE PARK
Exceeded expectations	3.1	8.6	3.9	9.6	4.8	9.1
Met expectations	27.5	39.0	30.9	45.4	34.3	53.2
Approached expectations	26.9	28.1	25.5	24.9	23.3	22.3
Partially met expectations	20.5	15.1	19.2	13.6	17.3	10.8
Did not yet meet expectations	22.0	9.3	20.5	6.4	20.2	4.6

Legend: Did not yet meet expectations · Partially met expectations · Approached expectations · Met expectations · Exceeded expectations

Any metric rates with fewer than 10 students in the denominator have been redacted due to student privacy issues.

SY24 PERFORMANCE DATA

**Percent Proficient on IAR Math by Student Group (School Level)**
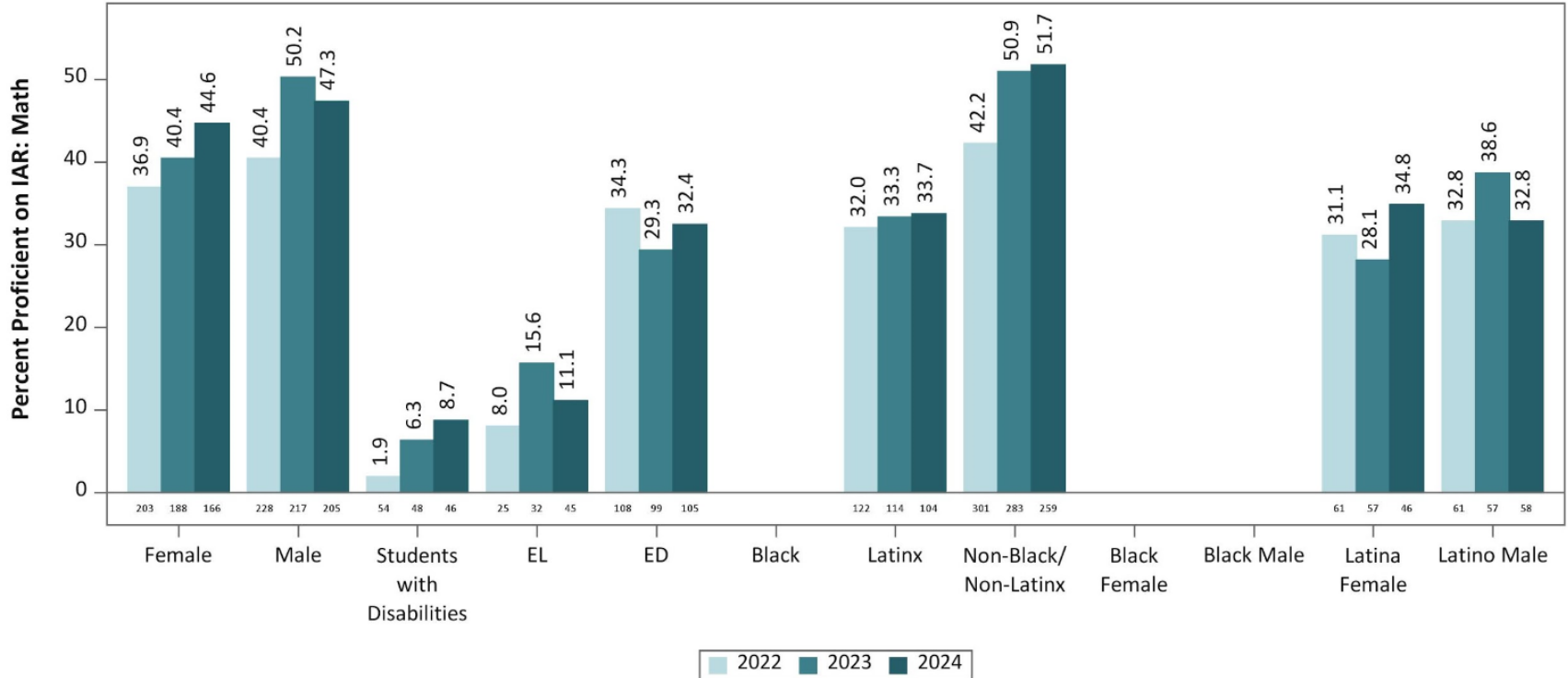
Percent Proficient on IAR: Math

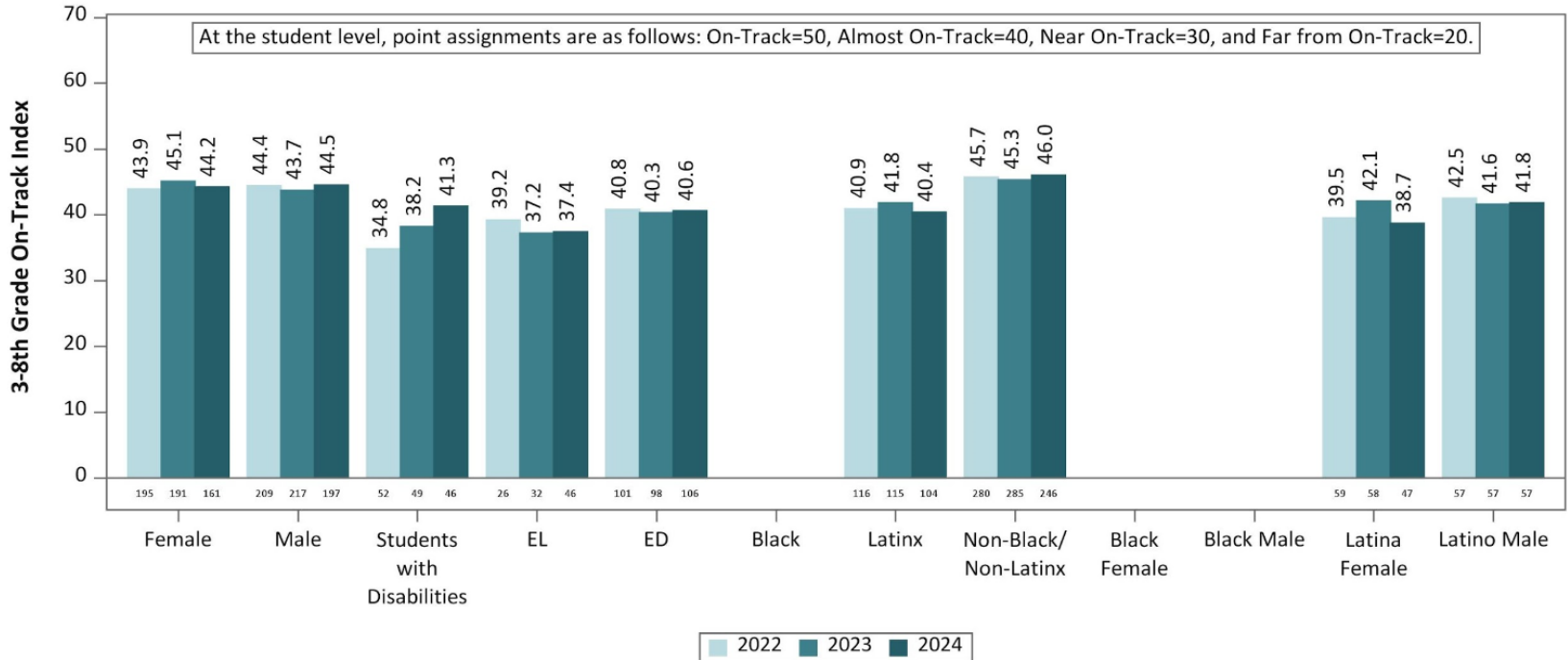| Student Group	2022	2023	2024	n (2022)	n (2023)	n (2024)
Female	36.9	40.4	44.6	203	188	166
Male	40.4	50.2	47.3	228	217	205
Students with Disabilities	1.9	6.3	8.7	54	48	46
EL	8.0	15.6	11.1	25	32	45
ED	34.3	29.3	32.4	108	99	105
Black						
Latinx	32.0	33.3	33.7	122	114	104
Non-Black/Non-Latinx	42.2	50.9	51.7	301	283	259
Black Female						
Black Male						
Latina Female	31.1	28.1	34.8	61	57	46
Latino Male	32.8	38.6	32.8	61	57	58

Legend: 2022, 2023, 2024

Any metric rates with fewer than 10 students in the denominator have been redacted due to student privacy issues.

SY24 PERFORMANCE DATA

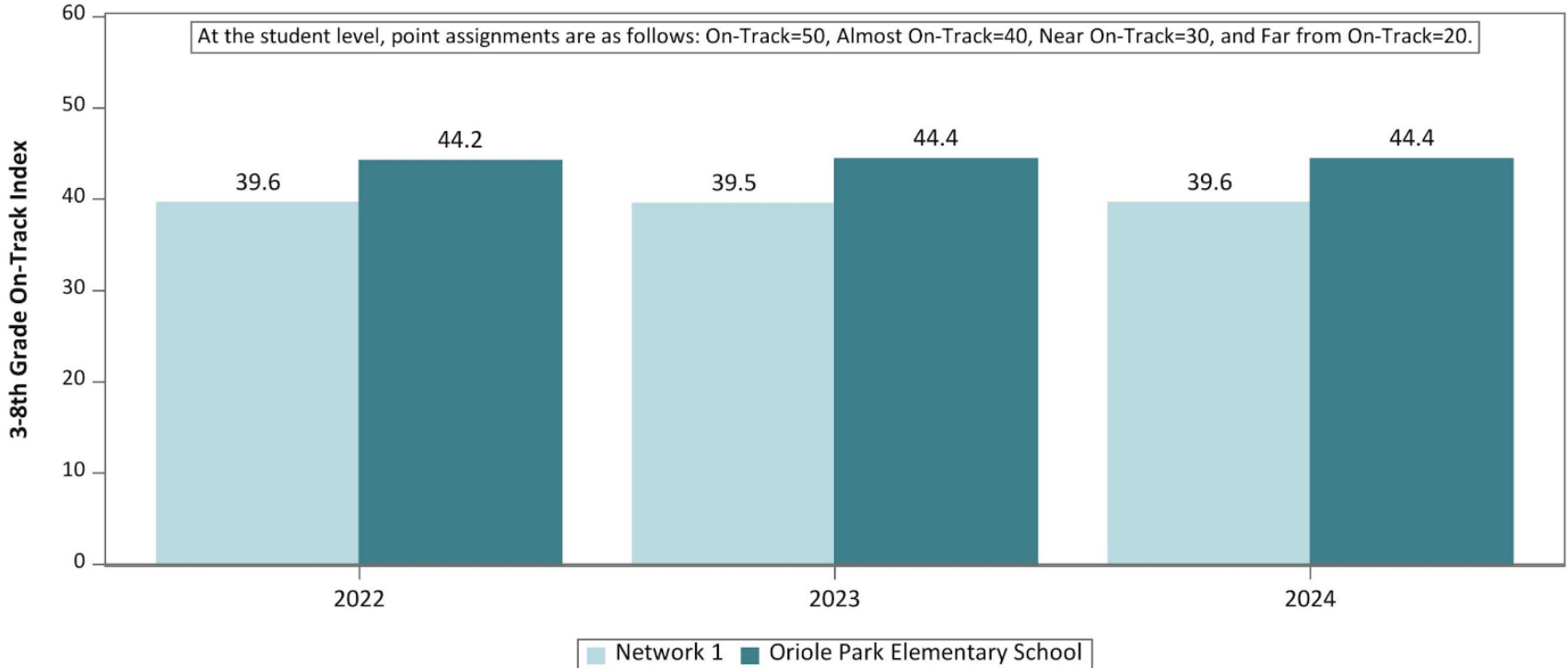## Percent Proficient on IAR Math: One-Year Change (School Level)

Student Group	n: SY2024	Rate: SY2023	Rate: SY2024	1 Year Change
Female	166	40.4	44.6	4.2
Male	205	50.2	47.3	-2.9
Students with Disabilities	46	6.3	8.7	2.4
English Learner	45	15.6	11.1	-4.5
Economically Disadvantaged	105	29.3	32.4	3.1
Latinx	104	33.3	33.7	0.4
Non-Black/Non-Latinx	259	50.9	51.7	0.8
Latina Female	46	28.1	34.8	6.7
Latino Male	58	38.6	32.8	-5.8

SY24 PERFORMANCE DATA

Percent of Students by Performance Level: IAR Math
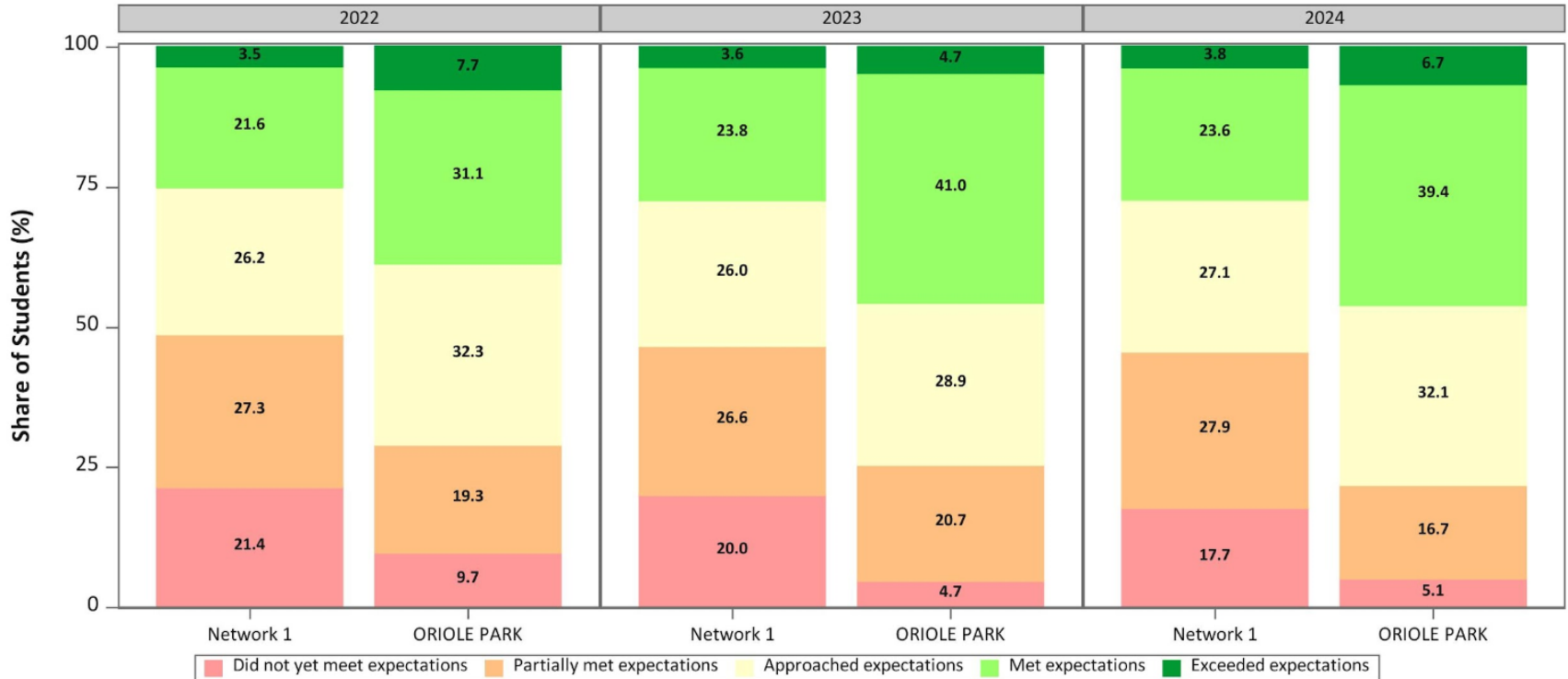
SY24 PERFORMANCE DATA

Students in grades 3–8 are considered on track if they have a minimum GPA of 3.0 and an attendance rate of at least 90%.

3-8th Grade On-Track Index by Student Group (School Level)

At the student level, point assignments are as follows: On-Track=50, Almost On-Track=40, Near On-Track=30, and Far from On-Track=20.

Student Group	2022	2023	2024	n (2022)	n (2023)	n (2024)
Female	43.9	45.1	44.2	195	191	161
Male	44.4	43.7	44.5	209	217	197
Students with Disabilities	34.8	38.2	41.3	52	49	46
EL	39.2	37.2	37.4	26	32	46
ED	40.8	40.3	40.6	101	98	106
Black						
Latinx	40.9	41.8	40.4	116	115	104
Non-Black/Non-Latinx	45.7	45.3	46.0	280	285	246
Black Female						
Black Male						
Latina Female	39.5	42.1	38.7	59	58	47
Latino Male	42.5	41.6	41.8	57	57	57

2022　2023　2024

Any metric rates with fewer than 10 students in the denominator have been redacted due to student privacy issues.

SY24 PERFORMANCE DATA

3-8th Grade On-Track: One-Year Change (School Level)

Student Group	n: SY2024	Index: SY2023	Index: SY2024	1 Year Change
Female	161	45.1	44.2	-0.9
Male	197	43.7	44.5	0.8
Students with Disabilities	46	38.2	41.3	3.1
English Learner	46	37.2	37.4	0.2
Economically Disadvantaged	106	40.3	40.6	0.3
Latinx	104	41.8	40.4	-1.4
Non-Black/Non-Latinx	246	45.3	46.0	0.7
Latina Female	47	42.1	38.7	-3.4
Latino Male	57	41.6	41.8	0.2

SY24 PERFORMANCE DATA

3-8th Grade On-Track: Network & School Indexes

At the student level, point assignments are as follows: On-Track=50, Almost On-Track=40, Near On-Track=30, and Far from On-Track=20.

2022: Network 1: 39.6, Oriole Park Elementary School: 44.2
2023: Network 1: 39.5, Oriole Park Elementary School: 44.4
2024: Network 1: 39.6, Oriole Park Elementary School: 44.4

Legend: Network 1, Oriole Park Elementary School

Any metric rates with fewer than 10 students in the denominator have been redacted due to student privacy issues.

CONTINUOUS IMPROVEMENT WORK PLAN (CIWP):

If we create opportunities for teachers to collaborate, observe each other, and plan for instruction across grade level and content area teams, then we see teachers learning from the diverse teaching practices of their peers, providing feedback to each other as well as frequently planning and assessing student progress, which leads to improved and aligned instruction in all classrooms, giving students the consistency and support needed to build on their success year over year.

If we increase and improve our school wide social emotional learning program, are more responsive to students in need through more thorough assessment and collaborative problem solving, then we see engaged and empowered students taking ownership of our school community and culture, establishing norms and holding each other accountable, which leads to a school culture of kindness and stewardship in which all community members feel safe to be themselves and to be vulnerable without fear of negative consequences.

If we implement a unified research-based literacy curriculum and instructional approach in all grades, then we see consistent literacy curriculum and instructional approach in all classrooms, which leads to improved mastery of literacy standards and skills for all students.

2024-2026 CIWP PRIORITY 1

If we create opportunities for teachers to collaborate, observe each other, and plan for instruction across grade level and content area teams, then we see teachers learning from the diverse teaching practices of their peers, providing feedback to each other as well as frequently planning and assessing student progress, which leads to improved and aligned instruction in all classrooms, giving students the consistency and support needed to build on their success year over year.

2024-2026 CIWP PRIORITY 1

ILT

- Peer Observations and Feedback
- Vertical Planning
- Internal Walkthroughs
- Cultivate Survey

2024-2026 CIWP PRIORITY 2

If we increase and improve our school wide social emotional learning program, are more responsive to students in need through more thorough assessment and collaborative problem solving, then we see engaged and empowered students taking ownership of our school community and culture, establishing norms and holding each other accountable, which leads to a school culture of kindness and stewardship in which all community members feel safe to be themselves and to be vulnerable without fear of negative consequences.

Middle School PLC

With Network 1 and MGN from Univ of Chicago

N1 Middle Grades PLC Vision

Support Network 1 (N1) practitioners in the use of data, best practices, and adolescent developmental research to create a vision and strategy for a high-quality middle grades experience that supports postsecondary success. As a participant in the N1 Middle Grades PLC, you will...

- Implement meaningful changes that positively impact the **daily experiences of middle grades students in classrooms**.

- **Try something new** by developing + testing change ideas and tracking their progress using **quantitative + qualitative data**.

- Engage in **cross-school collaboration** to enhance and accelerate your learning.

- Gain **knowledge + resources** to support the following areas of interest:
  - Engaging Instruction;
  - Middle Grades Processes + Procedures; and
 - Strengthening Student-Educator + Peer Relationships

To&Through
**Middle Grades
Network**

Adolescence is the second most critical time for brain development outside of early childhood.

THE ADOLESCENT BRAIN
A SECOND WINDOW OF OPPORTUNITY

unicef
Office of Research-Innocenti

EARLY ADOLESCENCE IS A TIME OF RAPID LEARNING AND BRAIN DEVELOPMENT

THESE INCLUDE INCREASES IN SENSATION-SEEKING, MOTIVATION FOR SOCIAL RELATIONS AND SENSITIVITY TO SOCIAL EVALUATION.

A PERIOD OF VULNERABILITY AND OPPORTUNITY

PUBERTY INITIATES INTENSE LEARNING & BRAIN DEVELOPMENT, WHICH LEAD TO STRUCTURAL REMODELING AND NEURAL RE-CONFIGURATION OF KEY BRAIN SYSTEMS. IT'S A CRUCIAL TIME TO INVEST IN ADOLESCENTS.

LEARNING BRAIN DEVELOPMENT

WINDOWS OF OPPORTUNITY

AGE

0   FIRST   3   4   5   6   7   8   9   SECOND   14   15   16

0-3   9-14
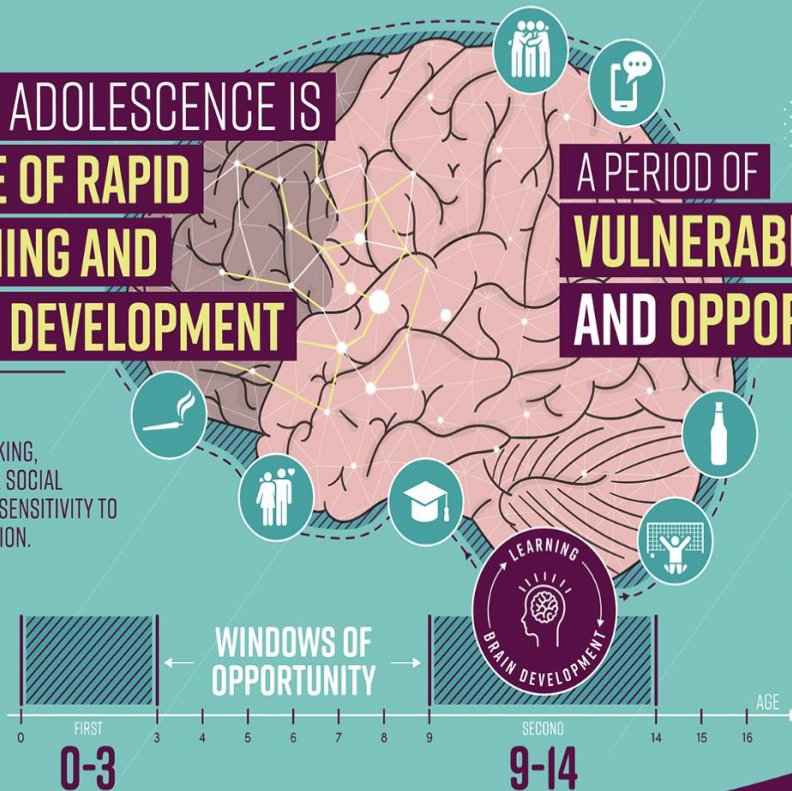
DOWNLOAD
"THE ADOLESCENT BRAIN:
A SECOND WINDOW OF OPPORTUNITY"
WWW.UNICEF-IRC.ORG/ADOLESCENT-BRAIN
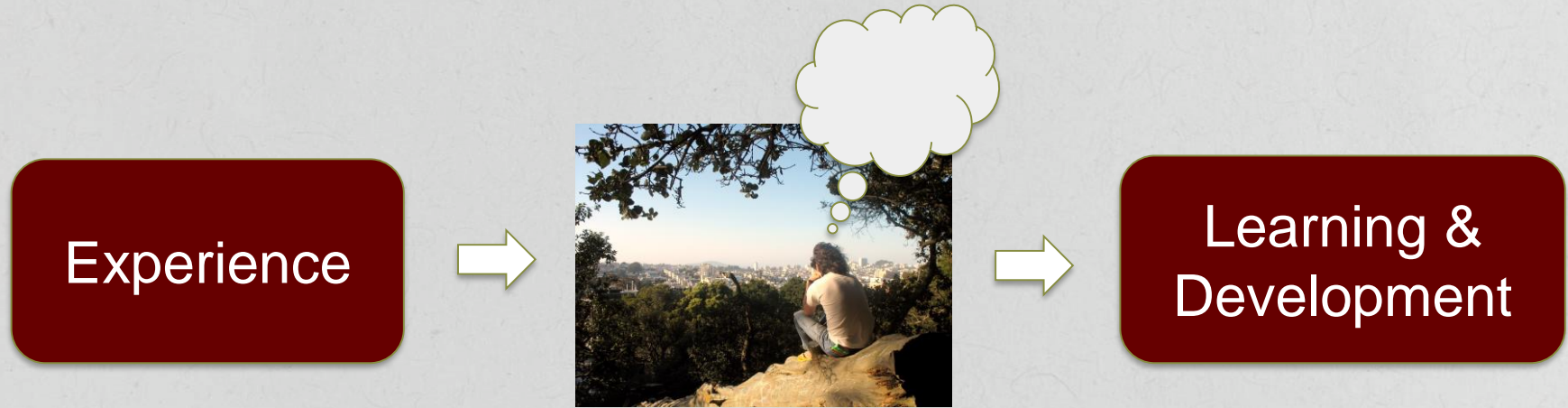
Middle School PLC

I quiz myself to prepare for a test.

Never (%)	Once in a while (%)	About half the time (%)	Most of the time (%)	Always (%)
14	15	14	20	37

Middle School PLC

Data indicates a significant number of Middle School students are not studying or do not know how to study for assessments.

As a result, **as educators**, we need to explicitly teach study skills to help students become more confident and productive.

Behavioral Health Team

Behavioral Health Team (BHT)

The BHT is a school-based group of staff that addresses the needs of a school's at-risk students. This team discusses and supports student behaviors.

A Behavioral Health Team:

- Coordinates services so that students are appropriately matched to interventions.
- Develops a system of accountability to ensure follow-through with service delivery.
- Builds on and maximizes existing resources.
- Evaluates the effectiveness of interventions and determines the need to reassess.

SEL Supports at OPS

Tier 1

- **NEW: SEL Screener, DESSA**
- SEL Monthly Theme Activities & buddies
- Panther PRIDE positive behavior matrix (coming soon)
- Climate & Culture Team
- Talking Circles
- Restorative Conversations

Tier 2

- SEL Small lunch bunch Groups (self-esteem, anxiety, **Executive Functioning, New Students**)
- S.S. Grin social skills group (K - 5th)
- Anger Coping group (4th - 8th)
- Rainbows grief group
- Check in Check Out (CICO)
- Peace circles & restorative conversations

Tier 3

- Individual Counseling
- Parent Community Resources
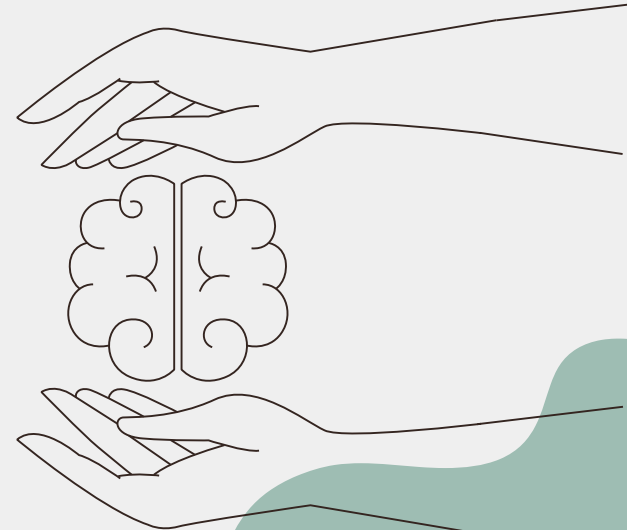
Culture and Climate Team

Culture and Climate Team (CCT)

Our CTT stays attuned to our school climate, staff and student relationships, advocate for each other and brainstorm solutions.

Focus: Relational Trust and Communication

- Monthly Staff Breakfast
- **Student Voice**
- Observations of SEL lessons & follow-up feedback
- **Screenagers**
- Increase in observance of staff appreciation days
- Continuation of Panther Pride raffle, SEL monthly theme, lessons and daily announcements

- Implementation of BOY & EOY survey

At Oriole Park, We 'Assume the Best, and Seek Clarity'

2024-2026 CIWP PRIORITY 3

If we implement a unified research-based literacy curriculum and instructional approach in all grades, then we see consistent literacy curriculum and instructional approach in all classrooms, which leads to improved mastery of literacy standards and skills for all students.

2024-2026 CIWP PRIORITY 3

Teacher Teams
- Biweekly Collaborative Planning Sessions
- Vertical Planning
- Coaches
- Peer Observations
- Analysis of Student Work and Assessments

Thank You!