Accountability Technical Advisory Group

Supporting Implementation of the Continuous Improvement and Data Transparency Policy

November 1, 2023

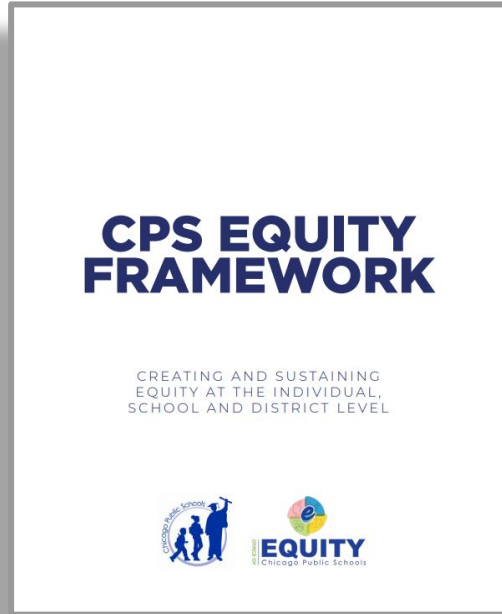A-TAG Landing Page:
https://sites.google.com/view/cidt-atag/home

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Norm Setting

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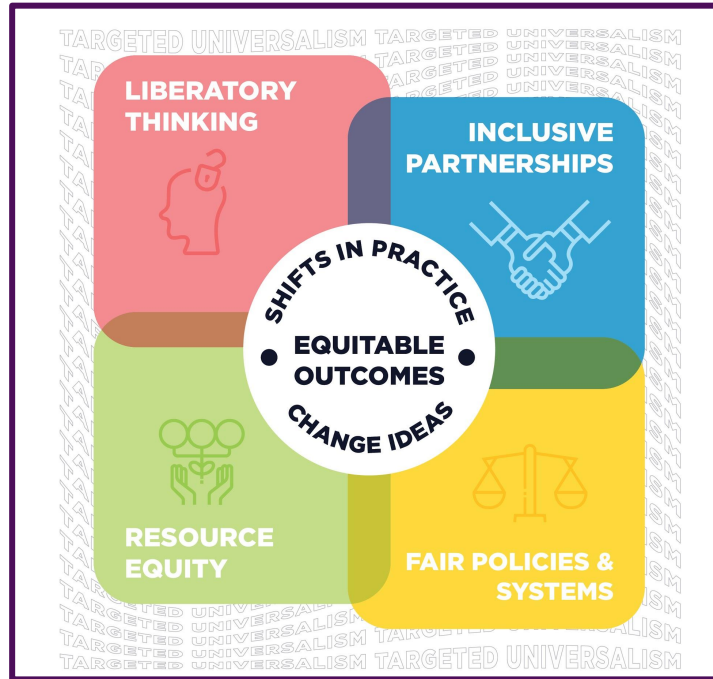Meaningful Measurement

Why are we here?

To Learn More, access the CPS Equity Framework here

Unpacking the CPS Equity Lens

❏ Reimagine how we use, analyze, interpret data to design a system that []

❏ Are we including those **impacted**, with **institutional** knowledge, **implementers** of change?

LIBERATORY THINKING

INCLUSIVE PARTNERSHIPS

SHIFTS IN PRACTICE
EQUITABLE OUTCOMES
CHANGE IDEAS

RESOURCE EQUITY

FAIR POLICIES & SYSTEMS

TARGETED UNIVERSALISM

❏ How has historical resource allocation impacted schools?

❏ Continuous Improvement Data Transparency

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Liberatory Thinking

Engage in deep reflective work to understand their biases, multiple intersecting identities, and personal stories.

Engage in courageous conversations on racial equity, internal biases, systemic inequities, and system redesign, including rethinking how they use data and how data impacts student experiences.

(USE) LIBERATORY THINKING

For more information on Liberatory Thinking:
CPS Equity Framework p. 28-29
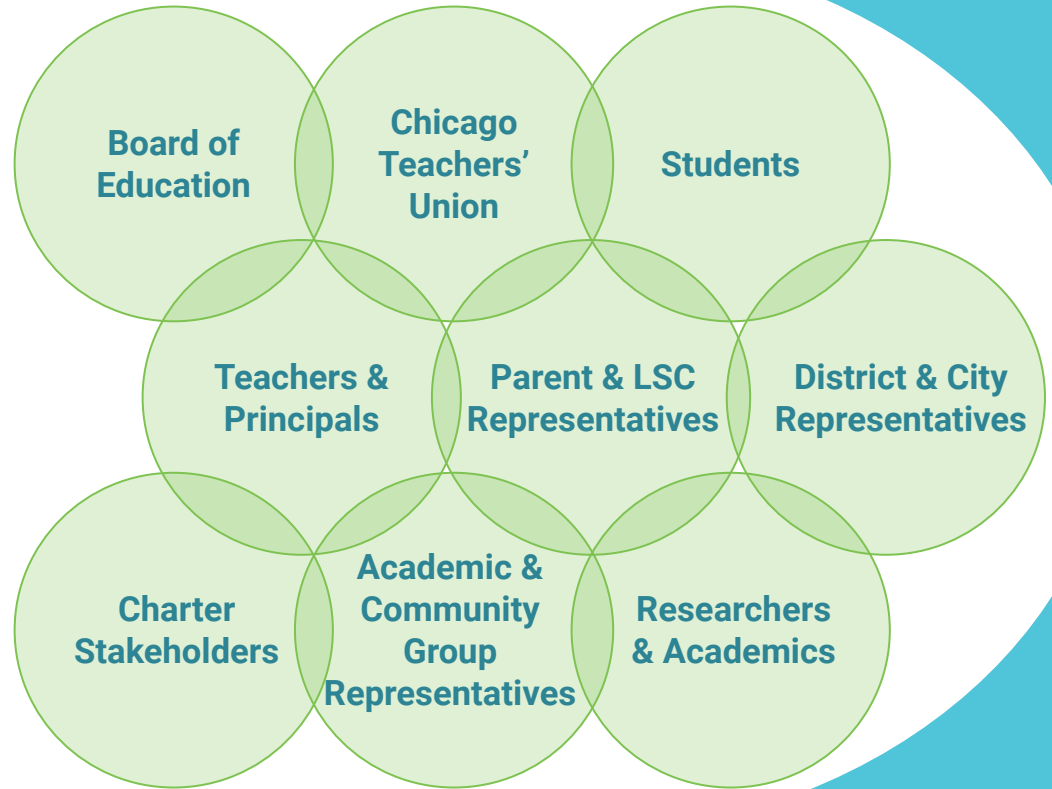
Setting the Context

Board Mandate

Since June 2019, the District has been working to completely reimagine its approach to accountability such that in the future we:

- Ground our approach to accountability in the district's Equity Framework and its emphasis on Targeted Universalism

- Align district policies to place greater emphasis on systemic supports to school communities

- Apply lessons learned from past accountability policies
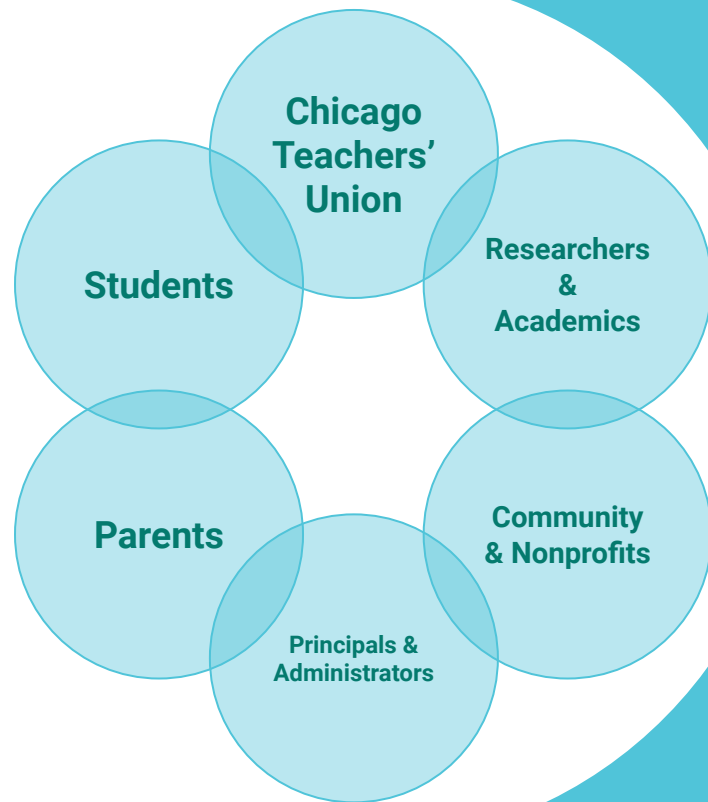
The Advisory Group

Goals

- Learn about accountability best practices
- Hear about potential solutions to key accountability questions
- Process stakeholder feedback
- Create recommendations for the district
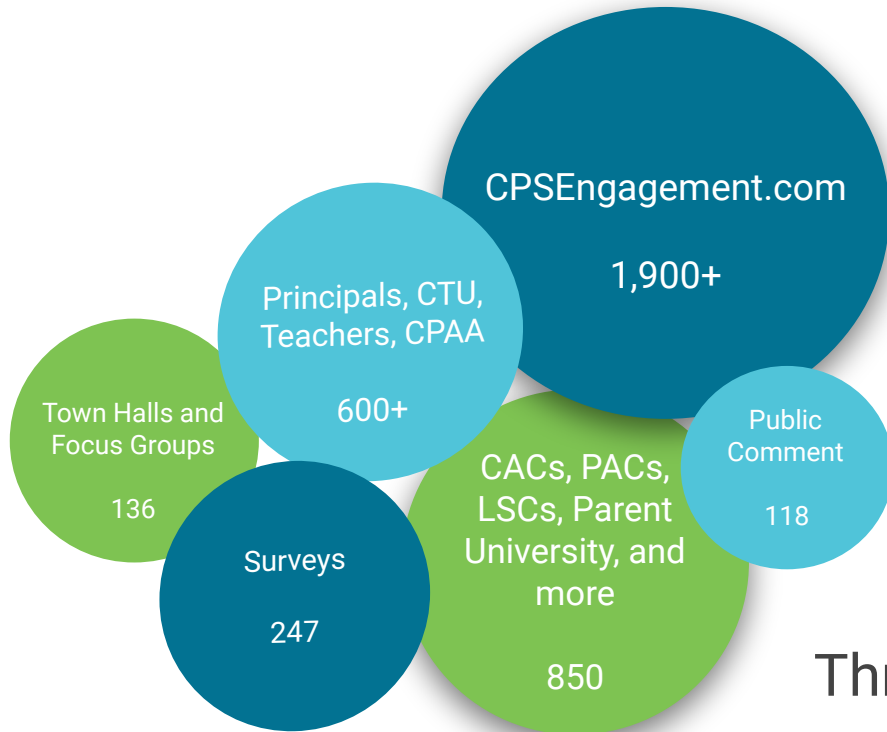

- Board of Education
- Chicago Teachers' Union
- Students
- Teachers & Principals
- Parent & LSC Representatives
- District & City Representatives
- Charter Stakeholders
- Academic & Community Group Representatives
- Researchers & Academics

Stakeholder Engagement Design Team (SEDT)

Goals

- Lead the stakeholder engagement process and produce stakeholder feedback for use in redesigning the district's school accountability policy

- Develop city-wide recruitment strategy for engagement on the policy

- Analyze the stakeholder engagement feedback to understand their unique perspectives

Chicago Teachers' Union

Students

Researchers & Academics

Parents

Community & Nonprofits

Principals & Administrators

Stakeholder Engagement on Framework & Draft

CPSEngagement.com

1,900+

Principals, CTU, Teachers, CPAA

600+

Town Halls and Focus Groups

136

Public Comment

118

Surveys

247

CACs, PACs, LSCs, Parent University, and more

850

3,800+
Stakeholders Engaged on the Framework and Draft Policy

21,000+
Total Stakeholders Engaged Throughout the Initiative

Accountability Through Transparency

We want to make this process transparent to the public as an exercise in accountability for the District.

- All meeting materials and notes are posted in English and Spanish at https://www.cps.edu/strategic-initiatives/accountability-redesign/

- Includes reports on stakeholder feedback
- Also includes the final Advisory Group report, on which today's policy is based

Our commitment from April 2022: "Stakeholders will be able to map the final policy against stakeholder feedback and the redesign process to identify and question any discrepancies."

Biggest Takeaways

- **Equity Requires an Inclusive Approach**
  - Real equity in policy design requires us to include the voices of those impacted and meet them where they are, both in educating them on the issue and centering on their ideas.

- **Inverting Power Creates Durable Solutions**
  - By co-designing solutions based on those most directly impacted (bottom up) rather than top down, those solutions will inevitably work better for those affected and therefore will last.

- **Inclusivity Takes Time**
  - And that is okay. We have to detach ourselves from traditional notions of urgency that prioritize output rather than outcomes. Inclusivity requires us to accept the pace of change that ensures inclusion.

- **Inclusion Requires Trust**
  - Intrinsic biases often prevent us from fully including those directly impacted. We have to challenge ourselves to trust people to lead themselves, if we give them the information and opportunity to do so.
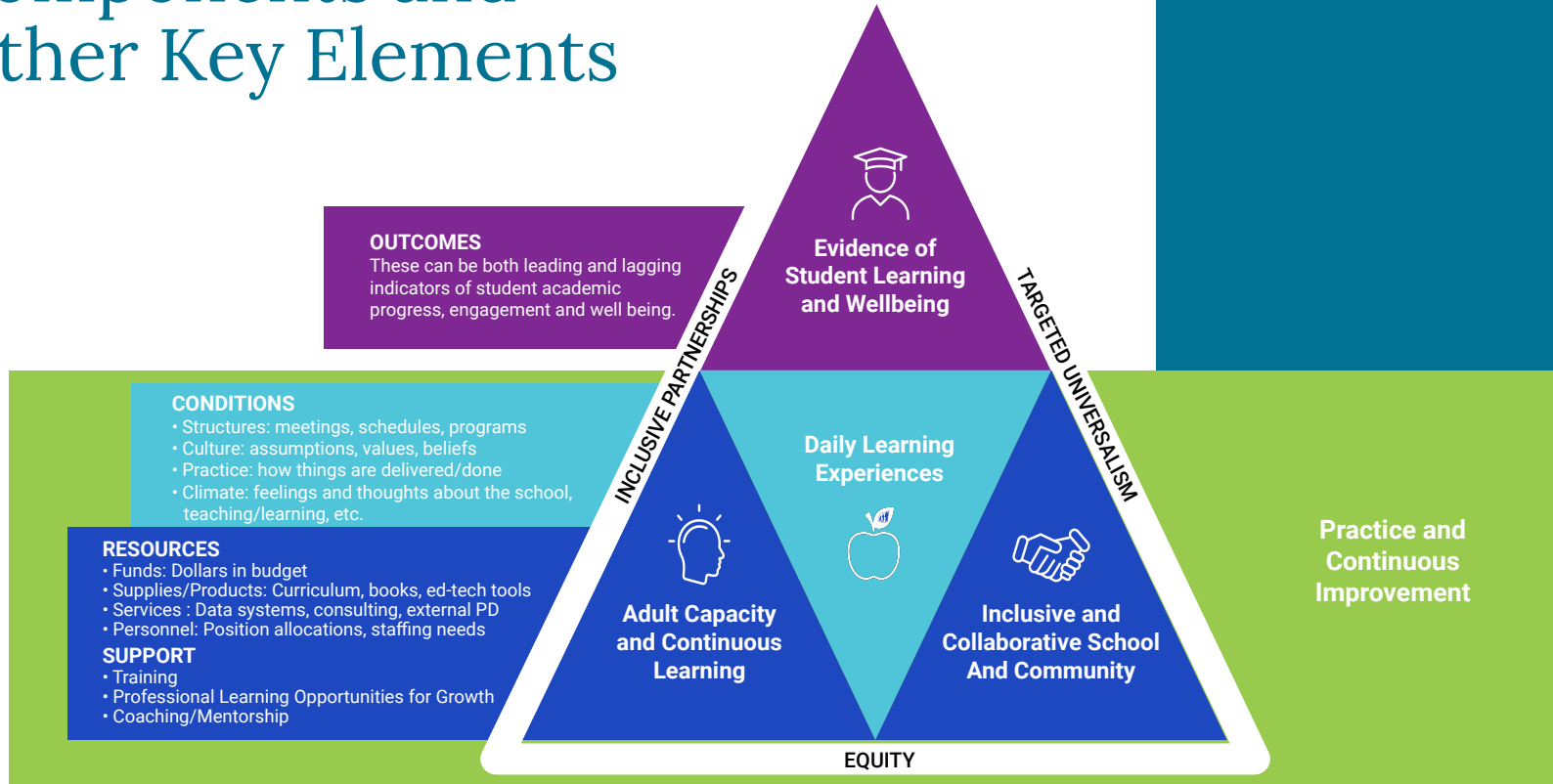
April 2023
Policy Content

Accountability - Key Principles

Selected Design Principles:

- Accountability should start with District commitments.

- School accountability should focus on conditions and supportive learning environments.

- Conversations about the above topics should be complemented by the use of outcome data.

Components and Other Key Elements

OUTCOMES
These can be both leading and lagging indicators of student academic progress, engagement and well being.

CONDITIONS
• Structures: meetings, schedules, programs
• Culture: assumptions, values, beliefs
• Practice: how things are delivered/done
• Climate: feelings and thoughts about the school, teaching/learning, etc.

RESOURCES
• Funds: Dollars in budget
• Supplies/Products: Curriculum, books, ed-tech tools
• Services : Data systems, consulting, external PD
• Personnel: Position allocations, staffing needs

SUPPORT
• Training
• Professional Learning Opportunities for Growth
• Coaching/Mentorship

Evidence of Student Learning and Wellbeing

INCLUSIVE PARTNERSHIPS

TARGETED UNIVERSALISM

Daily Learning Experiences

Adult Capacity and Continuous Learning

Inclusive and Collaborative School And Community

EQUITY

Practice and Continuous Improvement

What Is Changing

What Is Ending?

- Summative ratings
- Punitive mindset

What Is Staying?

- Student outcomes (standardized assessments, graduation, etc.)
- Sharing information with stakeholders

What Is New?

- Focus on inputs, conditions, and resources
- Continuous improvement every three years
- District accountability mindset

Important to note that all of this is codified in Board policy.

Accountability Framework - Key Questions

The more holistic narrative about school and District quality and accountability boils down to three questions:

- What are the things a high-quality school should be doing? Why are these attributes important?

- Is my school doing these things?

- To the extent my school needs to improve in these areas, how is the District supporting my school community in those efforts?

Answering these questions and reporting that information is the focus of our implementation work.

CIDT Metric Development Plan

Metric Development Process

Align
Filter metrics through CI/DT to ensure alignment

Validate
Validate metrics with 3 core advisory groups (executive, technical and stakeholder)

Report
Report metrics on CPS website and other platforms

Identify & Develop
Work with Central Office departments to identify and develop metrics

Prepare
Work with ITS to prepare metrics for implementation

Approve
Present metrics to leadership for approval

Usability

**Data Transparency
Stakeholder
Advisory Group**

How do we ensure
coherence, usability, and
accessibility of this indicator
across stakeholder groups?

VERIFY ALIGNMENT
Confirm alignment between each metric and community
value/priority

ASSESS USABILITY
Review and offer feedback on wireframes of data visualizations
and other stakeholder tools. Confirm usability of data for
stakeholders.

MAP LEARNING DEMANDS
Map learning demands for data reporting and use

ADVISE ON STAKEHOLDER ENGAGEMENT
Offer advice on how to meet stakeholder learning demands and
keep stakeholders informed of the implementation process

CAPACITY AND NEEDS
Articulate capacity constraints and needs for all of the above

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Iteration Cycle
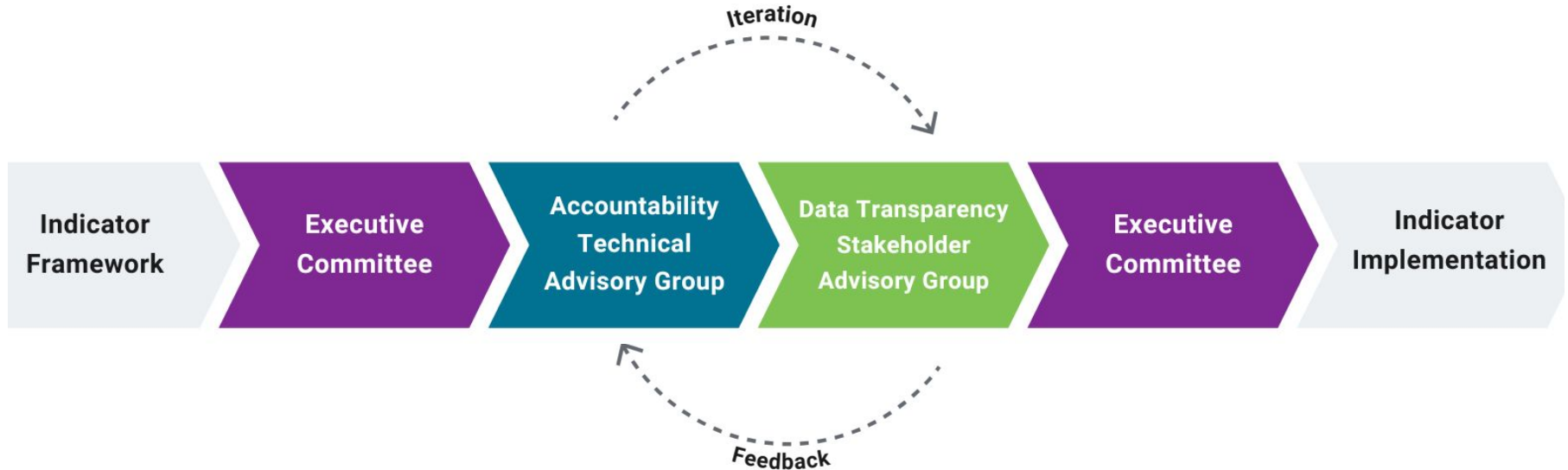
Timeline

Timeline

- The 16 metrics in the policy have been divided into two chunks. The more established metrics, most of which closely align with current CIWP metrics, will be reported out on in Fall of 2024

- The second, more novel group of metrics will be reported in Fall of 2025, at this point implementation will be finished.

  - This will give us more time to develop and test these metrics before being released publicly.

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Reporting Fall 2024: Outcome Metrics

Metrics	Owner Department	Engagement Start Date*	Original projected reporting
Student Growth and Proficiency	T&L	TBD	2024
EL Progress to Proficiency	OLCE	TBD	2024
On-Track*	OCCS	October 31, 2023	2024
Chronic Absence*	OSSE	October 31, 2023	2024
1 Year Drop Out Rate	OSSE	October 31, 2023	2024
4 Year Cohort Graduation Rate	OCCS	October 31, 2023	2024
Early College and Career Credentials	OCCS	October 31, 2023	2025
College Enrollment and Persistence	OSCPA	TBD	2024

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Reporting Fall 2024: Practice Metrics

Indicators	Owner Department	Engagement Start Date*	Original projected reporting
High Quality Curriculum	T&L	TBD	2024
Balanced Assessment System	T&L	TBD	2025
Research-based Academic Interventions within a MTSS Framework	T&L	TBD	2025
Out of School Time and Enrichment Opportunities	OSSE	October 31, 2023	2025

A Vision for Reporting

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Connecting Design and Reporting Principles

The Advisory Group identified these key design principles that should inform plans for reporting CIDT information.

- All aspects of the new accountability system (e.g., components, definitions, calculations) must be transparent and communicated in a way that will be understood by all stakeholders.
- Reporting should clarify how school performance information is intended to be interpreted and used by stakeholders.
- Ultimately the system must focus on improving student outcomes.

CPS Priorities

- The Board Policy sets new expectations and a new standard for reporting.
- This is not "business as usual" and definitely not SQRP 3.0.
- It may be helpful to examine an example that illustrates not only types of data that will be reported, but also ways of displaying and interacting with the data.

MCIEA School Quality Measures Dashboard

Reporting Discussion

- How can the district clearly represent its commitment to reciprocity through reporting?

- What features are necessary to ensure the intended interpretations and uses of different types of information are clear?

- Should all stakeholders be able to access all information, or are different types and vehicles for communication necessary to support different intended users?

  See the landing page for an IdeaBoard to capture your individual thoughts. We will then discuss as a full group.

Lunch

We will convene at 12:40

Evaluation Criteria

Purpose/Goals of Evaluation Criteria

- Clarify the central claims that need to be supported when defining indicators and metrics for inclusion in the Continuous Improvement and Data Transparency (CIDT) policy.
- Provide examples of the types of evidence necessary to support those claims.
- Support a standardized development and review process.
- Continue to ensure the design of the system aligns with its intended purpose and reflects the priorities outlined in the Board Policy.

Recall: Key Principles

- Accountability should start with District commitments.

- School accountability should focus on conditions and supportive learning environments.

- Conversations about the above topics should be *complemented* by outcome data.

- The accountability system should be coherent with other district policies and initiatives focused on improving student outcomes.

- All aspects of the new accountability system (e.g., components, definitions, calculations) must be transparent and communicated in a way that will be understood by all stakeholders.

- Reporting should clarify how school performance information is intended to be interpreted and used by stakeholders.

Recall: Purpose of the CIDT

"The district's provision of information to stakeholders about these standards of practice and performance is intended **to help communities identify points of celebration and growth as well as to signal where there is need for additional and targeted supports by the district for school communities**. The information the district provides should also **empower school communities to engage in meaningful conversations about local continuous improvement cycles and more effectively advocate for their schools' needs**. We recognize opportunity differences situate achievement differences and the district must marshal resources to support schools with greater need or that serve historically disadvantaged communities."

Goals and Core Uses of the CIDT

"The primary goals and core uses of the information provided by this policy are to:

- Support the whole child by enabling improved teaching and learning in schools; and
- Inform families about all the characteristics that comprise the high-quality educational experience referenced above; and
- Leverage information internally about these characteristics to diagnose where and how to equitably direct resources and supports to schools.

Ultimately, the information the district provides to stakeholders in accordance with this policy should be designed so as to **drive continuous improvement efforts at both the school and district level and meet stakeholder needs**."

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Who will use the criteria?

- **CPS Subject Matter Experts**
  - to support the selection, design, and internal vetting of proposed metrics and indicators prior to presentation to the A-TAG
  - to inform the development of comprehensive, evidence-based metric proposals with rationale
- **Accountability Technical Advisory Group**
  - to ensure a comprehensive, consistent review and feedback process is applied to all indicators and metrics
- **CPS Leadership**
  - to inform discussions with the board and stakeholders
  - to demonstrate the district's commitment to transparency, reciprocity, and quality

Recall: Components and Other Key Elements

OUTCOMES
These can be both leading and lagging indicators of student academic progress, engagement and well being.

CONDITIONS
• Structures: Meetings, schedules, programs
• Culture: Assumptions, values, beliefs
• Practice: How things are delivered/done
• Climate: Feelings and thoughts about the school, teaching/learning, etc.

RESOURCES
• Funds: Dollars in budget
• Supplies/Products: Curriculum, books, ed-tech tools
• Services: Data systems, consulting, external PD
• Personnel: Position allocations, staffing needs

SUPPORT
• Training
• Professional Learning Opportunities for Growth
• Coaching/Mentorship

Practice and Continuous Improvement

INCLUSIVE PARTNERSHIPS

TARGETED UNIVERSALISM

Evidence of Student Learning and Wellbeing

Daily Learning Experiences

Adult Capacity and Continuous Learning

Inclusive and Collaborative School And Community

EQUITY

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Common Language

- Components – the broad areas in which information will be provided to stakeholders
- Indicators - focal areas of interest within each component
- Metrics - the specific data or information that will be reported to inform decisions about school performance and the manner/degree to which the district is fulfilling its obligation to support schools.
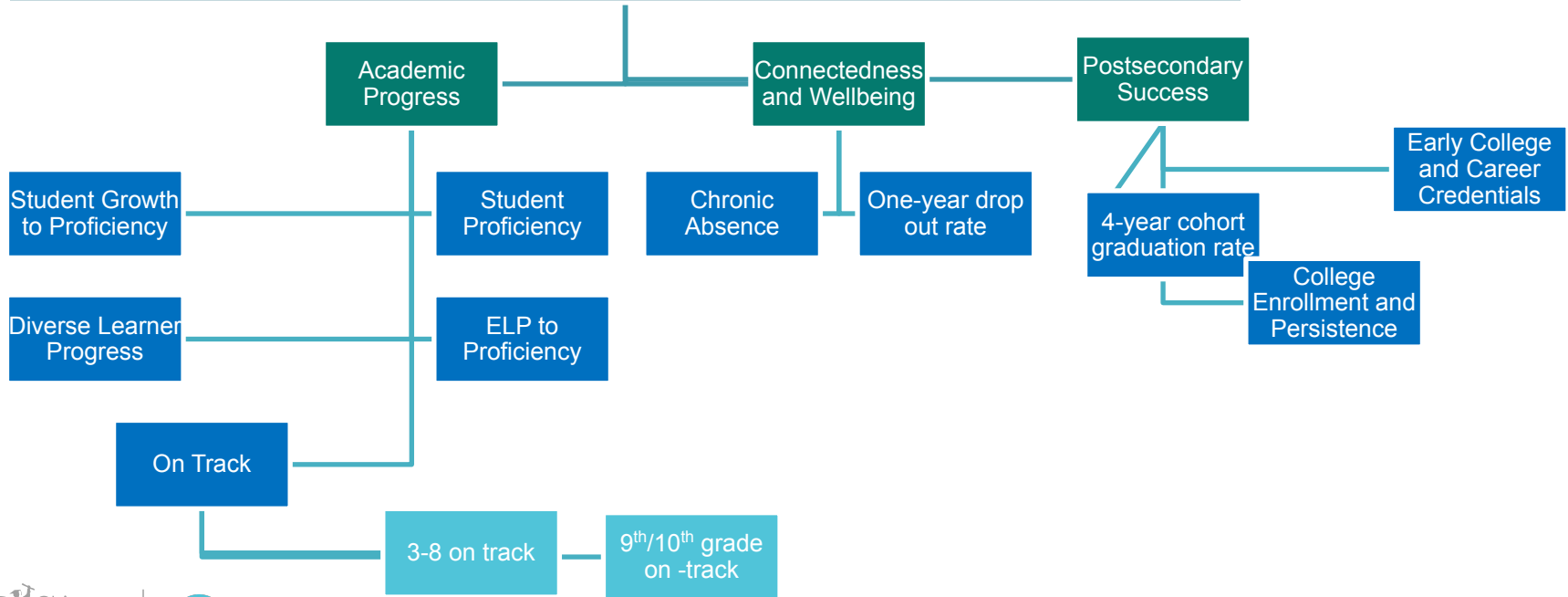 - Conditions
  - Outcomes
  - Resources/Supports

Components, Indicators and Metrics

Evidence of Student Learning and Wellbeing

Academic Progress

Connectedness and Wellbeing

Postsecondary Success

Student Growth to Proficiency

Student Proficiency

Chronic Absence

One-year drop out rate

Early College and Career Credentials

4-year cohort graduation rate

Diverse Learner Progress

ELP to Proficiency

College Enrollment and Persistence

On Track

3-8 on track

9th/10th grade on -track

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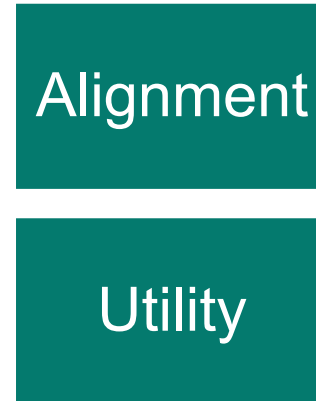
Structure of Review Criteria

- The draft criteria are represented as claim statements and examples of evidence supporting those claims.
- There are 9 claims associated with metrics and 2 claims associated with indicators.

Criteria Categories: Metrics

Viability	Credibility	Utility
Reliability	Comparability	Performance Expectations
Reporting	Defensibility	Reciprocity

Criteria Categories: Indicators

Alignment

Utility

Evaluating and Extending the Criteria

- Review the proposed criteria to ensure they are clear, comprehensive, and appropriate considering the intended uses and users.
- Suggests ways to improve or extend the draft criteria and associated statements of evidence.

Activity 1 (two parts)
- Independent review of criteria
- Discuss each criterion as a group
- Discuss potential edits and/or areas for improvement

Activity 2
- Evaluate the sufficiency, clarity, and utility of criteria and consider the different types of evidence that will bolster metric and indicator proposals
- Working in groups – review existing metrics and indicator definitions to see if we can improve the criteria or how they are presented.

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Activity 1, Part 1 – Independent Review

- Independently review the criteria and examples of evidence.

- Jot down any comments or notes that you have in this Jamboard.

- Questions to consider:

  - Is anything missing?

  - Does anything seem duplicative?

  - Is the language clear and sufficient to inform the intended uses?

- Keep in mind - we should prioritize quality not quantity in terms of criteria

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Activity 1, Part 2: Group Discussion

- **What we will do:** discuss each criterion as a group.

- **Our goal:** to come to agreement regarding the set of criteria and how they should be communicated. This may include direct edits to the candidate criteria.

- **We should remember:**

  - The intended users and uses!

  - The purpose and principles underlying the Continuous Improvement and Data Transparency policy!

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Activity 2: Testing the Criteria

- The purpose of this activity is to help ensure the criteria are sufficient for evaluating different types of metrics and indicators.

- We are NOT evaluating specific metrics or commenting on whether they should /should not be in the system at this time.

- The goal is to identify evidence applicable to each criterion in order to inform development of metric and indicator proposals and review of those proposals in order to provide comprehensive and consistent feedback.

Table Discussion

The task: identify the types of information metric and indicator proposals should include as evidence in support of each criterion.

1. Open the Activity 2 document from the CIDT landing page.

2. Identify a note taker for your table.

3. Capture evidence recommendations from your table for each criterion.

4. Distinguish necessary versus desired evidence for a metric.

Example Metrics

You may find it helpful to use one of the example metrics from one of the following three slides to inform your conversation, e.g., what type of information or level of detail would provide evidence that this chronic absence metric is useful (M3), reliable (M4), and comparable (M5)?

If you do, keep this in mind:
- These examples do satisfy the categories of the CIDT policy, but are NOT official metrics or indicators.
- The task at hand is not to critique the examples, but rather to use them to consider *what other information* you would need to sufficiently judge and provide helpful feedback for actual proposals.

Example #1: On-Track

- **Definition:** The student On-Track indicator for grades 3-8 identifies students who are on track (or not) for success in high schools. Freshman and Sophomore On-Track indicators use credit and grade data to identify students who are on track (or not) to graduate from high school in four years.
- **Population:** all students enrolled at the school on the last day of the grading period
- **Current Calculations:**
  - Freshman On-Track: # 9th graders on pace to have 5 total credits by the end of their 9th grade year with no more than one failed core course
  - Sophomore On-Track: # 10th graders on pace to have 11 total credits at the end of their 10th grade year with no more than one failed core course.
  - ES on Track - # of students with YTD Attendance percentage >+95% AND the lowest mark is a C or better in both Reading/ELA and Math

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Example #2: Chronic Absence

- **Definition:** Chronic absence is defined as students who have missed 10% or more of enrolled attendance days. The district will report school-level point-in time and trend data on the percentage of students who are chronically absent.

- **Population:**
  All K-12 students enrolled in district-managed school

- **Metrics:**
  % of students with YTD attendance of <=90%

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Example #3: Balanced Assessment Systems

- **Definition:** The district shall provide school-level information on the degree to which a school has an assessment plan that meets the district's standard for a balanced assessment system.

- **Standard:** The district will evaluate schools' assessment plans across grades, content areas, and assessment types according to its standard for a balanced assessment system.

- **Current Indicator:** % of schools Fully Meeting Recommendation; % of schools Partially Meeting Recommendation; % of schools Not Meeting Recommendation

Indicator Descriptions

If examining a single example metric to identify types of criteria evidence is not proving helpful, you may alternately provide recommendations based on different types of metric and indicator data rather than a specific example.

The following slides provide general descriptions of each indicator, without metric specifics.

If you prefer this approach, keep this in mind

- Evidence should consider indicators and metrics that address different types of information.
  - Conditions
  - Outcomes
  - Resources/Supports

Indicator Descriptions: Daily Learning Experiences

Indicator		Description
High Quality Curriculum	To what extent…	Does the school's curriculum (across all grades and subjects) meet the District's standards for a high-quality curriculum?
Rigorous Instruction		Does the school's instructional practices meet District standards?
Conditions for Learning and the Student Experience		Does the student experience of classroom instruction meet the conditions that are needed in order for students to learn?
Balanced Assessment System		Does the school have an assessment plan that meets the District's standard for a balanced assessment system?
Access to Postsecondary Opportunities		Is the school implementing the systems and structures necessary to support students in preparing for their postsecondary pathways?
Research-Based Academic Interventions within an MTSS Framework		Is the school providing research-based academic interventions in response to students' demonstrated needs as part of an equity-based multi-tiered system of supports (MTSS) framework?
Specially Designed Instruction		Is the school developing specially designed instruction that meets each student's unique needs as outlined in their individualized educational support plan?

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Indicator Descriptions: Adult Capacity and Continuous Learning

Indicator	Description	
Leadership Context	What is the context and capacity of current school leadership?	
School Vision and Continuous Improvement Practice	To what extent…	Does the school have systems in place to support continuous improvement?
Distributed Leadership and Teacher Leader Development		Is the school implementing a culture and systems to distribute leadership and build adult capacity in leadership?
Teachers and Staff Capacity	What is the context and capacity of current school teachers and staff?	

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Indicator Descriptions:
Inclusive and Collaborative School and Community

Indicator			Description
Healing-Centered Culture, Supports, and Social-Emotional Interventions	To what extent…		Is the school implementing practices in support of student physical, social, and emotional health, including research-valid Social Emotional Learning (SEL) interventions as part of an equity-based MTSS framework?
Inclusive and Collaborative Structures and Involved and Engaged Youth			Is the school implementing practices that increase student perspective, participation, and agency in the systems and processes of decision-making that impact them the most?
Out of School Time and Enrichment Opportunities			Is the school providing opportunities for students to engage in academic, athletic, and arts-based enrichment within the school community and beyond the classroom?
School and Community Partnership and Engagement			Is the school engaging and partnering with families and communities to increase the quantity and quality of student daily learning experiences?

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Indicator Descriptions:
Evidence of Student Learning and Wellbeing

Indicator		DRAFT Description
Academic Progress		Do all students accelerate towards grade-level proficiency?
Connectedness and Wellbeing	To what extent…	Do all students receive the targeted supports necessary to help them access grade-level instruction?
Postsecondary Success		Do all students graduate high school prepared to earn a living wage through a successful post secondary pathway?

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Looking Ahead

Meeting Cadence and Timing
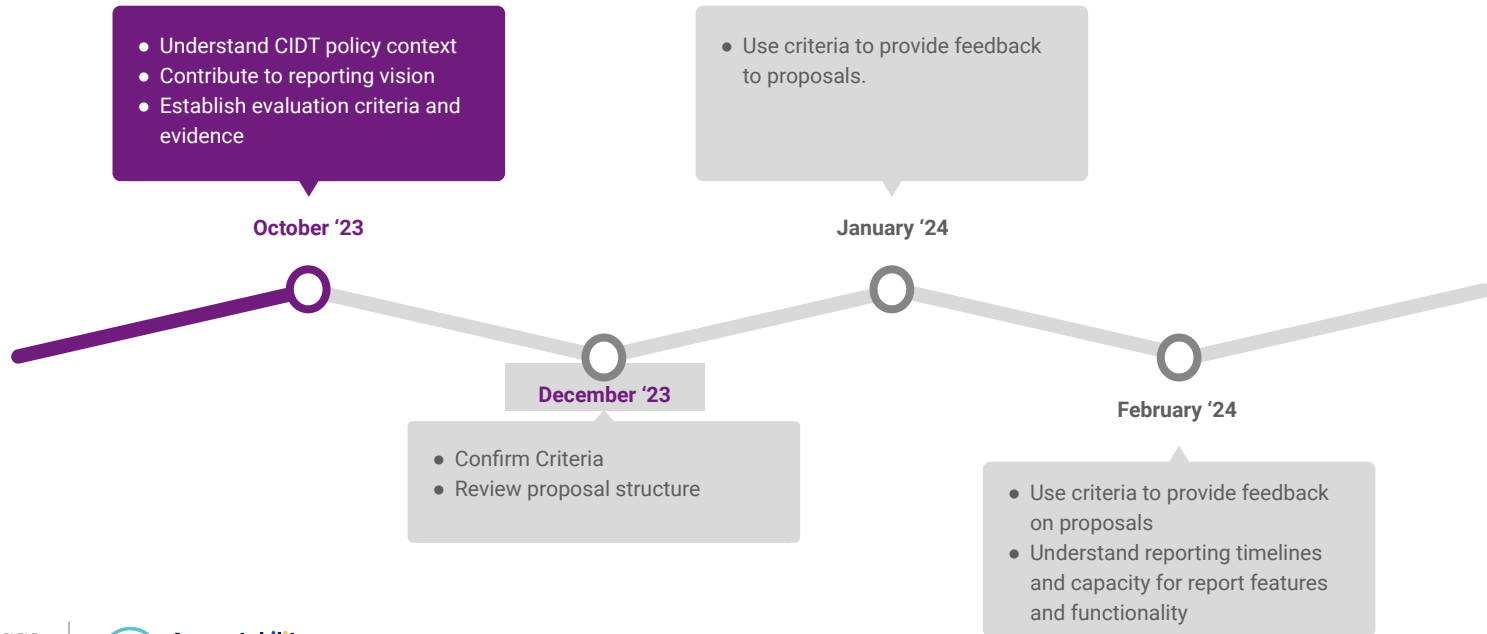
We will alternate remote and in-person meetings.

- We will meet for approximately three hours when remote.
- We will meet for approximately a half-day when in-person.

Our next meeting will be remote in December.

Please complete [this Doodle poll](#) so we can put a hold on our calendars today.

Look for a separate poll to schedule our in-person January meeting.

Meeting Topics (roughly)

- Understand CIDT policy context
- Contribute to reporting vision
- Establish evaluation criteria and evidence

- Use criteria to provide feedback to proposals.

October '23

December '23

- Confirm Criteria
- Review proposal structure

January '24

February '24

- Use criteria to provide feedback on proposals
- Understand reporting timelines and capacity for report features and functionality

After today

- Center staff will create a meeting summary.

- Center and CPS will review all meeting notes (IdeaBoard, Jamboard, Google docs) to inform development of a proposal template and to prepare for our December meeting.

- We will send an agenda and any advance materials at least a week before our December meeting.

- Please stay in touch with any questions or comments! Our contact information is available on the A-TAG landing page.

Before you go…

Please

1. Complete this [brief demographics survey](#) for CPS.
2. Please complete [this brief meeting survey](#) before you leave today. The survey is anonymous.

Your feedback is important for this process and directly informs plans for future meetings.

QR Codes for Surveys

Demographics survey

Exit survey

Thank you

Appendix

Example reporting sites

- [School Finder Home | Louisiana Department of Education (louisianaschools.com)](#)

- [Oklahoma School Report Cards (oklaschools.com)](#)

- [NEP - Nebraska Dept of Education](#)

- [WISEdash Public Portal - Department of Public Instruction](#)