Facilitator Agenda

Time	Activity	Facilitator
9-9:20 (20 min)	Welcome, Breakfast + Community Builder	Jill
9:20-9:30 (10 min)	Refresh on our Progress and Where We are Going	Jill
9:30-9:55 (25 min)	Review Student Engagement Work	Alejandra
9:55- 10:40 (45 min)	UIC Survey Feedback	Joe
10:40 - 11:20 (40 min)	Stakeholder Learning Plan Feedback	Jeff
11:20-11:30 (10 min)	Public Comment, Next Steps, & Closeout	Jill

Chicago Public Schools | Accountability Redesign Meaningful Measurement

Objectives

The Transparency Committee will:

- Discuss options for the **UIC Community Engagement Survey,** among other engagement strategies;

- Inform the **Stakeholder Learning Activities** by reviewing CPS LSC + CAC presentation materials and providing feedback

- Review **feedback offered by Mikva students**, and share what else we'd like to know from this group
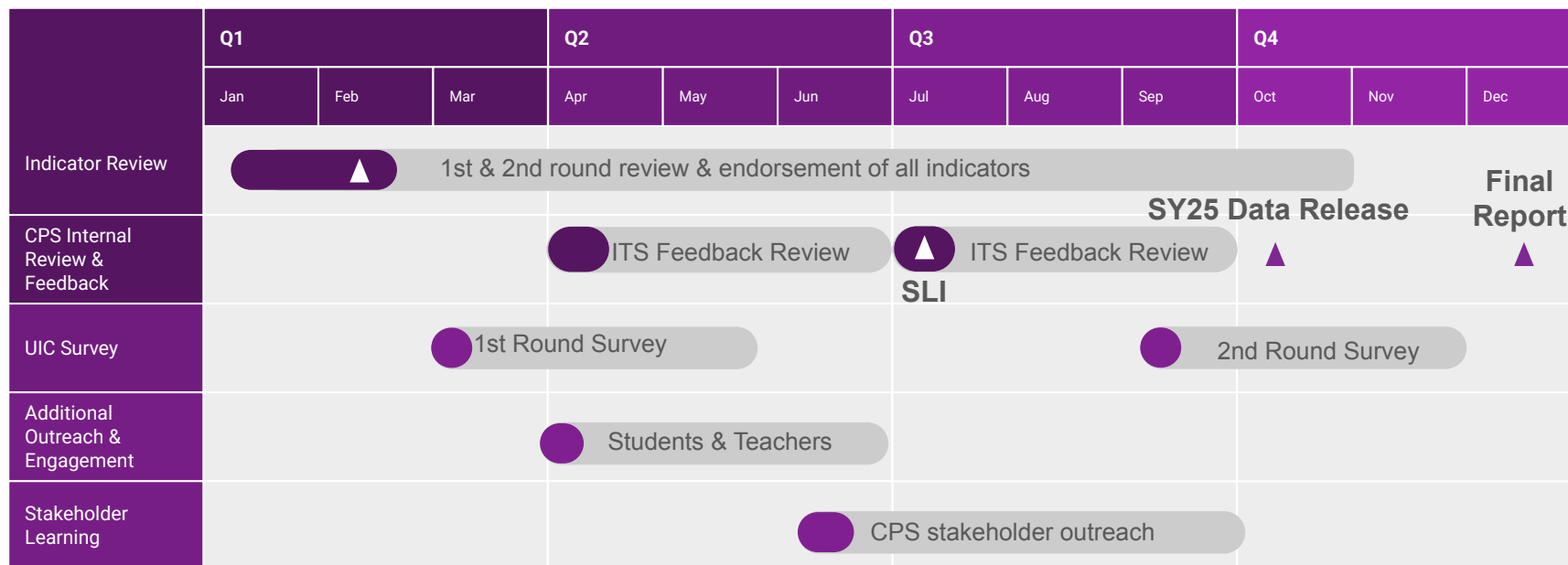
Agenda

Time	Activity
9-9:20 (20 min)	Welcome, Breakfast + Community Builder
9:20-9:30 (10 min)	Refresh on our Progress and Where We are Going
9:30-9:55 (25 min)	Review Student Engagement Work
9:55- 10:40 (45 min)	UIC Survey Feedback
10:40 - 11:15 (35 min)	Stakeholder Learning Plan Feedback
11:15-11:25 (10 min)	Public Comment, Next Steps, & Closeout

Chicago Public Schools | Accountability Redesign Meaningful Measurement

Community Agreements

- **Equity of Voice:** Listen actively, respect lived experience, and seek multiple viewpoints. Everyone's experience and perspective matter, regardless of role or title.

- **Speak Plainly:** Prioritize straightforward, simple language and minimize jargon.

- **Seek Growth & Embrace Discomfort:** Seek to grow through new understanding and lean into discomfort. Encourage honest feedback, questions, and the constructive challenge of ideas.

- **Uncover Shared Truth:** Speak our own truth, while also seeking common ground and a shared truth, when possible.

- **Focus on Solutions, Rather than Problems:** Embrace creativity and open-mindedness, and remember that the perfect can be the enemy of the good. Consensus is valued, but so is practicality in implementation.

- **Practice Respect, Empathy, and Kindness:** Treat each other and this space with respect. Listen to understand different perspectives and use moments of ignorance or confusion as chances to learn and grow.

How can we work together to ensure Chicago Public School's accountability framework is Accessible, Usable, and Actionable?

Roadmap for the Year

	Q1			Q2			Q3			Q4		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Indicator Review	▲ 1st & 2nd round review & endorsement of all indicators											**Final Report**
CPS Internal Review & Feedback				ITS Feedback Review			▲ ITS Feedback Review **SLI**			**SY25 Data Release** ▲		▲
UIC Survey		1st Round Survey								2nd Round Survey		
Additional Outreach & Engagement				Students & Teachers								
Stakeholder Learning					CPS stakeholder outreach							

▲ LOREM

Evidence of Student Learning and Well-Being

EL Progress to Proficiency

Student Growth and Proficiency

4 Year Cohort Graduation Rate*   Early College and Career Credentials*

College Enrollment and Persistence*   1 Year Drop Out Rate*

Daily Learning Experiences

High Quality Curriculum

Balanced Assessment

Adult Capacity and Continuous Learning

Inclusive and Collaborative School and Community

Out of School Time and Enrichment Opportunities

Evidence of Student Learning and Well-Being

Diverse Learner Progress

EL Progress to Proficiency

Student Growth and Proficiency

4 Year Cohort Graduation Rate*

Early College and Career Credentials*

Chronic Absence*

College Enrollment and Persistence*

1 Year Drop Out Rate*

On-Track*

Daily Learning Experiences

High Quality Curriculum

Specially Designed Instruction

Rigorous Instruction

Conditions for Learning and the Student Experience

Access to Postsecondary Opportunities

Research-based Academic Interventions within a MTSS Framework

Balanced Assessment

Adult Capacity and Continuous Learning

School Vision and Continuous Improvement Practices

Teachers and Staff Capacity

Distributed Leadership and Teacher Leader Development

Leadership Context

Inclusive and Collaborative School and Community

School and Community Partnerships and Engagement

Healing Centered Culture, Supports and Social-Emotional Interventions

Out of School Time and Enrichment Opportunities

Inclusive and Collaborative Structures and Involved and Engaged Youth

Feedback Forms

Transparency Committee Feedback Form: Growth to Student Proficiency/ Formulario de comentarios del Comité de Transparencia: Crecimiento hacia la competencia estudiantil

Thank you for your feedback on the CPS CIDT Indicators! Here are instructions for how members of the Transparency Committee should use this form:

1) First, please start your feedback process by completing the first two question of this form: Name + what you would like to know. This can be done ahead of meeting.

2) Second, take 15 minutes to review the CPS test site linked here and respond to the feedback question below (do not submit yet) NOTE: you can use these schools:

https://www.cps.edu/schools/profiles/inactive/lincoln
https://www.cps.edu/schools/profiles/inactive/lane-tech-hs

OR

You can look up any school by using its shortname after "inactive"

3) Third, we will discuss our responses as a group.

4) Finally, at the end of our meeting, we will have time to revise our responses, and then submit your responses.

En Espanol

¡Gracias por sus comentarios sobre los indicadores CIDT de CPS! A continuación se detallan instrucciones sobre cómo los miembros del Comité de Transparencia deben utilizar este formulario:

1) Primero, comience su proceso de comentarios completando las dos primeras preguntas de este formulario: Nombre + qué le gustaría saber. Esto se puede hacer antes de la reunión.
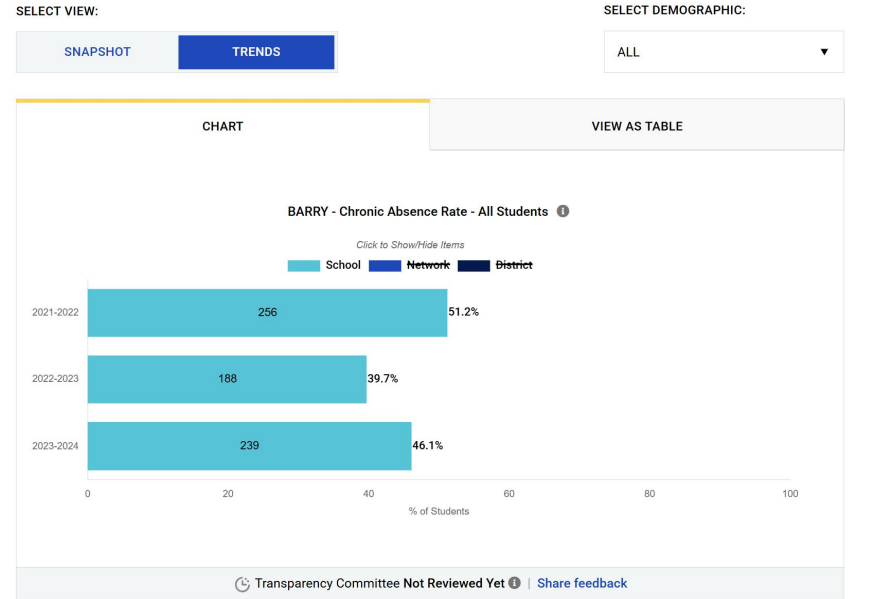
2) En segundo lugar, tómese 15 minutos para revisar el sitio beta de CPS vinculado aquí y responda la pregunta de comentarios a continuación (no la envíe todavía) NOTA: Estos son datos de muestra:

Feedback Forms

- Graduation Rates: 16 Responses [Here](#)
- Drop Out Rate: 14 responses [Here](#)
- School Overview + Details: 14 responses [Here](#)
- High Quality Curriculum: 12 responses [Here](#)
- Balanced Assessment: 14 responses [Here](#)
- Out of School Time: 12 Responses [Here](#)
- School Proficiency: 12 Responses [Here](#)
- English Learner Progress to Proficiency: 12 Responses [Here](#)
- Early College and Career Credentials: 12 Responses [Here](#)
- Growth to Proficiency: 8 responses [here](#)
- College Enrollment & Persistence: 10 responses [here](#)
- Chronic Absence: 11 Responses [here](#)

Transparency Committee Website Update

- Each indicator is marked as:

  - **Transparency Committee Not Reviewed Yet**:

  - **Transparency Committee Reviewed**:
    Indicator has been reviewed, and feedback provided.

  - **Transparency Committee Vetted** ~~Endorsed~~:
    CPS has incorporated the feedback to the Committee's satisfaction.

- At the bottom of each indicator, there is a link for community to provide input and further engage with UIC community validation engagement

- Some committee input is not yet reflected on the site

Rubric

[Link here](#)

Category	Distinguished	Proficient	Basic	Unsatisfactory	Comments
1. Accessibility: Is the metric easy to understand?	The indicator is clearly defined, with straightforward language and explanations that are accessible to all stakeholders.	The indicator is mostly clear, with minor areas that could be better explained.	Some aspects of the indicator are confusing or require additional context to be fully understood.	The indicator is difficult to understand and lacks clarity for administrators, teachers, and parents.	
1a. Language: Is the wording clear and accessible?	Uses plain language with minimal jargon; translations (if available) are accurate and clear.	Mostly clear, but could be simplified or translated better.	Some sections contain technical language or unclear phrasing.	The language is overly technical or unclear, making it difficult to understand.	
1b. Ability to find: Are you able to find this metric easily?	The metric is easy to locate with clear navigation and search functionality.	The metric is findable with some effort, but navigation could be improved.	The metric is somewhat difficult to locate and may require multiple steps.	The metric is very difficult to find or inaccessible through normal search methods.	
2. Usability: Can stakeholders use this metric to measure improvement?	The metric provides clear benchmarks or comparisons that help stakeholders measure progress effectively.	The metric is useful for measuring progress but could be more refined.	Some aspects of the metric are difficult to apply for measuring improvement.	The metric does not offer a clear way to track progress over time.	
2a. Graphs and Charts: Are visual elements effective in communicating data?	Charts and graphs are well-designed, easy to interpret, and enhance understanding.	Visuals are mostly clear but could be improved for better readability.	Some visuals are confusing or do not fully support the data.	Graphs and charts are unclear, misleading, or missing.	
2b. General Layout: Is the metric well-presented on the CPS website?	The layout is intuitive, well-organized, and easy to navigate.	Mostly user-friendly, but with minor navigation challenges.	Some layout issues make it difficult to find or understand information.	The design and layout hinder accessibility and usability.	
3. Actionability: Can stakeholders use this metric to take meaningful action?	The metric provides actionable insights that inform decision-making and school improvements.	The metric supports action but may need additional guidance or context.	The metric is somewhat useful but lacks clarity on how to act on the data.	The metric does not provide clear guidance for stakeholders to take action.	
3a. What were you looking for? Did you find it?	The desired information was easily accessible, clear, and met my needs.	The desired information was found but required some additional effort to interpret or locate.	The information I was looking for was partially found, but key elements were missing or unclear.	The desired information was not found or was too difficult to access.	

Chicago Public Schools

Accountability Redesign
Meaningful Measurement

Student Engagement Debrief

Mikva+CPS Student Profile Overview

- **Mikva Challenge(Ab Mikva) founded in 1998 now grown over 17 states is a non profit organization that has developed an education model based on the principles that 1)Youth Voice Matters 2) Youth are experts on the issues that affect them and 3) Our communities and schools are stronger when youth leaders are involved in all aspects of civic life.**

- **Student Engagement has grown from 2 students to now total of 7 eleventh and tenth grade students representatives from Hubbard HS,Sullivan HS,Back of The Yards HS, Simeon HS and Roosevelt HS**

Objectives

April 15th **Virtual Prep Session** - By the end of this workshop, students will:

- Be introduced to CPS's new Continuous Improvement and Data Transparency (CIDT) policy;

- Understand how their perspective as students can inform the successful implementation of CIDT; and

- Spend time engaging with CIDT data on the district's updated School Profiles pages.

April 17th **In-Person Workshop -** By the end of this workshop, students will:

- Engage with and provide feedback on the new **School Profiles & Overview** Page;

- Engage with and provide feedback on the **College Enrollment and Persistence** Indicator; and

- Engage with and provide feedback on the **High Quality Curriculum** Indicator

Chicago Public Schools | Accountability Redesign — Meaningful Measurement
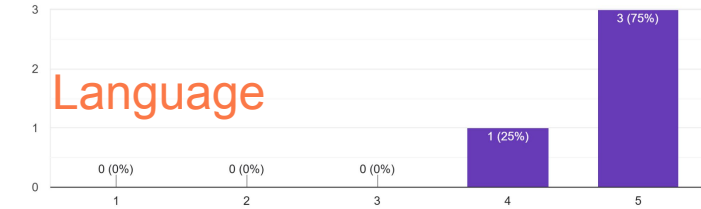
In-Person Session Overview

- 2 hour workshop
- Mirrored the TC engagement format
- Completed feedback forms and engaged in group discussion
- 7 participants
- 10th and 11th grade
- South and West strongly represented
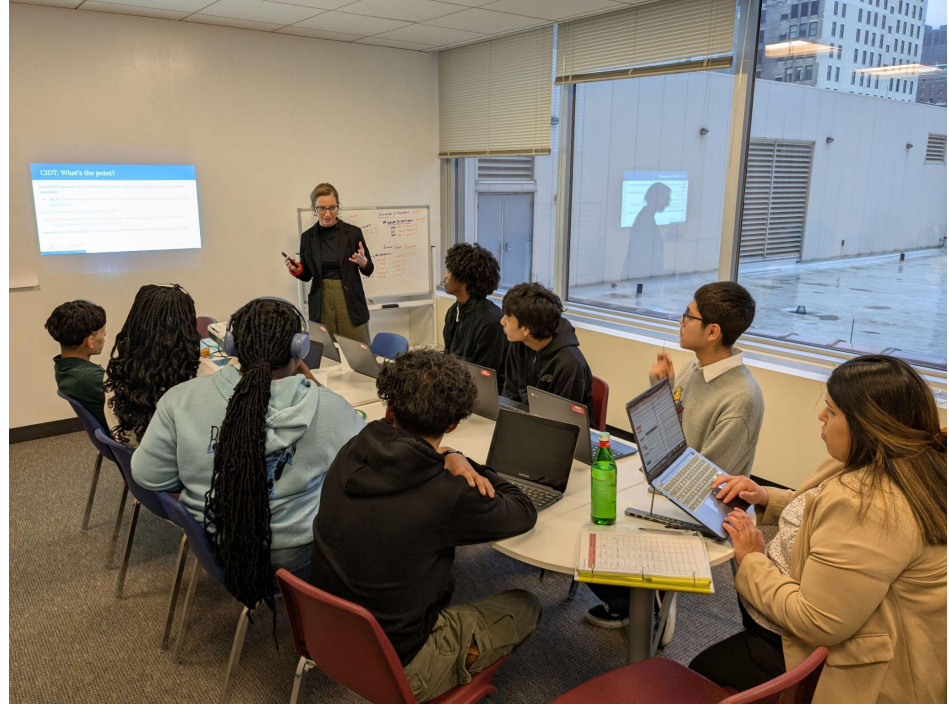
Overview & School Details Page Feedback Summary


Language
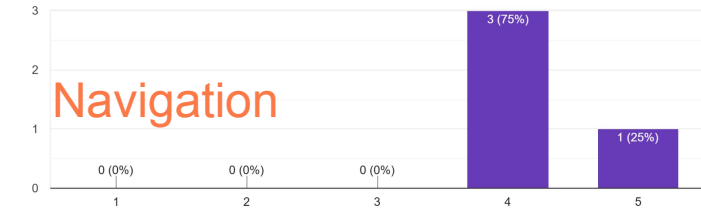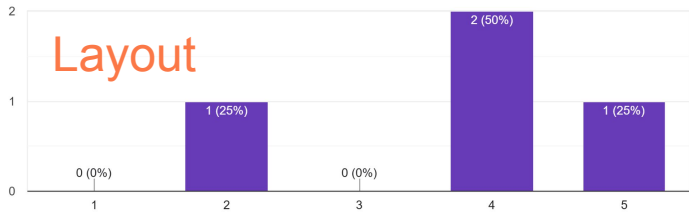
Layout

Navigation

- "I wouldn't really adjust [the language] it's really easy to understand and they explain it very clearly"
- "The layout is confusing to navigate if you didn't have prior knowledge of the website. Maybe add what each section means."
- "The layout is good for people who are tech-savvy but other people would benefit greatly from the tour button but right now its very easy to look over.
- "I could not think of anything else to add, the menu is jam packed full with info."

College Enrollment & Persistence Feedback Summary
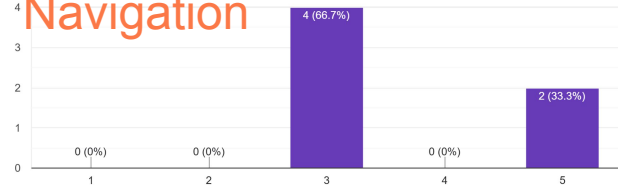
Language
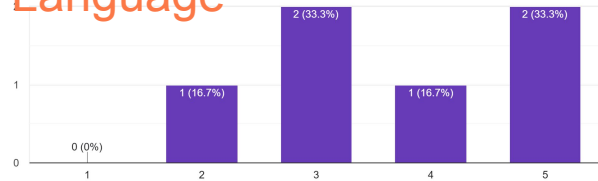
Layout
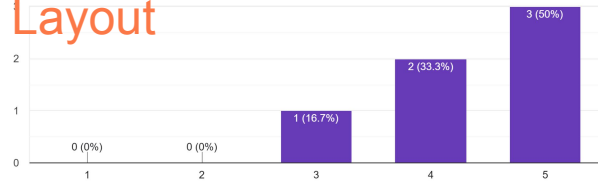
Navigation

- It's very simple and easy to navigate.

- Very clear but what is the difference between network and district? That is not explained.

- Wasn't labeled enough.

- I was hoping to find more about how high school graduates and their overall post secondary options, not only college but other alternatives like trades, army

- From the colors to the slight movements the graph shows, I believe that this site was one of the most enjoyable sections I reviewed.

- I was confused about the "persistence" portion of this section. I would understand that to mean people who stayed and earned a diploma, not someone who stayed for at least a year.

- I would adjust the language by providing examples to the definitions for each sections for example in the area where daily learning experiences are mentioned.

Schools | Meaningful Measurement

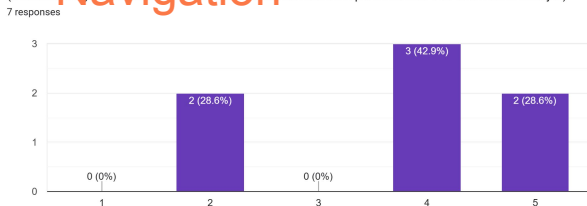# High Quality Curriculum Feedback Summary

Language
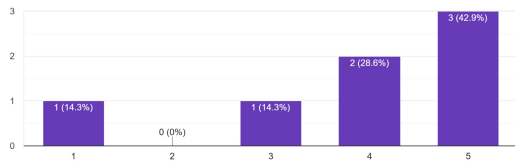
Layout
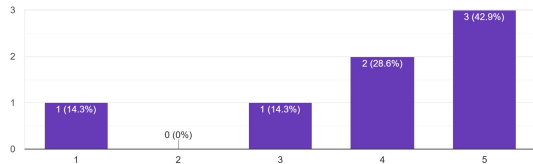
Navigation

- "I wanted to know what all the classes offered at my school are but I could not find them".

- "I didn't see any AP Classes and the success rate"

- "I can see the vision for the site however, the table needs more improvement, along with the student perspective, to decide on whether a school has a High-Quality Curriculum or not."

- ""teacher created myp", what does "MYP" mean?"

- "I didn't understand why some schools had more information than others, nor what "gifted" is supposed to represent."

- "make it a little more understanding and let it be a little more words and not just numbers to let people know what they are looking at"

- "When I think about high-quality curriculum I think about the types of classes offered and how students are performing in those classes."

Discussion

- Does anything surprise you about the student's feedback?

- We have another opportunity to engage this student group: (MAY 6th)

  - What else do you want to know from them? What else should we be asking them?

  - Any clarifying questions from their feedback?

UIC Survey

Today's Session Goals and Purpose – Community Feedback

- "Pause" on survey development
- Check-in with ourselves on the purpose of community feedback
  - What do we want to learn from the public?
  - How does that relate to our approach/method?

- Why check-in at this point?
  - Refining the collective understanding of our purpose is helpful for both confirming the method (survey or otherwise) and the questions we ask of the public

Connecting Learning Goal to the Method - Examples

Research Goal	Methodology	Example	Potential Insight/ Headline
To what extent are the measures accessible and actionable	Survey	Online survey asking specifically about each measure	*X measure was least actionable*
Assess overall usability of the CPS data tool	Survey	Short online survey	*"60% of users report difficulty using the CPS data tool"*
Understand how the data provided is actionable	Focus Groups	Discuss how parents or LSCs use data for decisions	*"Families want clearer guidance on how to apply data to advocate for students"*
Gather suggestions for improving clarity and design	Interactive Workshops	Co-design sessions to review layout, terms, visuals	*"Community recommends simpler language and visual dashboards to improve engagement"*

Breakout discussions 2 Questions

1. What do we want to learn from the public regarding the measures?
2. What is the best way to gather that feedback?

CPS CIDT Engagement Activities Overview

Engagement to Date:

- CIDT CAC Engagement (@Leadership Team + Individual CACs)
  - Presentation [HERE](#)
- CIDT LSC Engagement (@ Feb LSC Training + Parent Board of Governors)
  - Presentation [HERE](#)

Engagement To Come:

- LSC Meetings + Working CIDT into LSC trainings, per suggestion of TC
- Monthly CAC meetings - April and beyond
- June all-CAC retreat
- Principals Summer Leadership Institute

CPS Engagement Activities Discussion

1) Individually review CAC + LSC Materials (10 min)
2) In small groups (10 min)
   a) What do you like about these materials? Is this kind of 90-minute session the right way, or are there better ones?
   b) What could be improved?
   c) What are other ways to engage stakeholder groups through end of school year and over the summer?
3) Whole Group Share Out (10 min)

Closeout & Next Steps

Chicago Public Schools

Accountability Redesign
Meaningful Measurement

Meeting Schedule Through June:
Mark your Calendars

- Thursday, May 14th, 4-6pm, Virtual

- Thursday, May 29th, 9-11am, Asynchronous

- Wednesday, June 11th, 430 - 730pm, In Person

- ***Thursday, June 12th, Last Day of School***

- ***Wednesday, June 25th, Summer School Starts***

Exit Feedback Survey

Please complete this form before you leave today! Your anonymous feedback will help us ensure better and more efficient and inclusive meetings in the future

[FORM LINK](#)

Next Steps

- Complete feedback on Joe's presentation

- Complete the exit survey

- Reach out to Felipe/Jill if you have any questions about what was discussed today

- Reach out to someone else in this group to get to know each other better