

# CPS Transparency Committee

**Session 3: School Data  
Indicators and Review Process**

September 19, 2024

9am-12pm



# Objectives

By the end of our discussion, Transparency Committee will:

- grow trust with fellow committee members, facilitators and/or CPS staff responsible for project
- be refreshed on where we have been to date, including confirmation of community agreements and transparency policy
- understand their role within the RAPID decision making framework
- get a full picture of all of the indicators up for review, and provide feedback on metric description language
- test drive and provide feedback on review protocol for each indicator

# Agenda

Breakfast + Coffee	20 min
Welcome + Introductions	15 min
Community Builder	10 min
Session 1/2 Refresh + Follow-Ups: <ul style="list-style-type: none"><li>• Community Agreements - 5 min</li><li>• Committee Transparency - 5 min</li></ul>	15min
RAPID Decision Making Process	15 min
What are the School Data Indicators?	45 mins
Brain Break!	10 min
Indicator Review Protocol + Rubric	45 mins
Next Steps & Closeout	5 min

# Introductions, Speed Round

In 20 seconds or less, please share:

- Your Name and Community
- Your Pronouns
- Your Role and Organization, if applicable



# Community Builder



**Accountability  
Redesign**  
Meaningful Measurement

# Community Builder

- Everyone has a bingo card with questions ie “*Serves as a Principal*” or “*Graduated from CPS*” or “*Born in Chicago*” etc
- Find people in the group who can sign that square

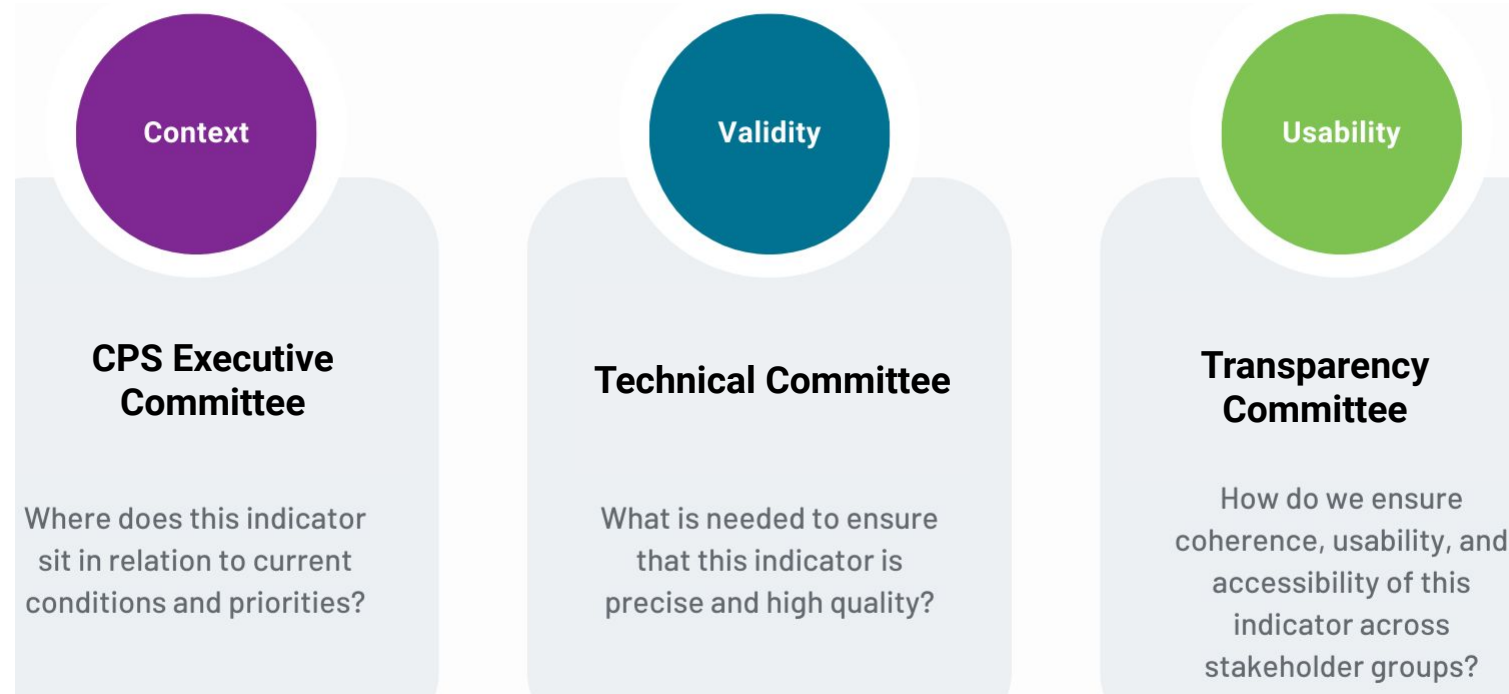


# Meeting 1 + 2 Recap



**Accountability  
Redesign**  
Meaningful Measurement

# Our committee structure is designed to optimize effective and inclusive policy implementation







## **Transparency Committee**

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**

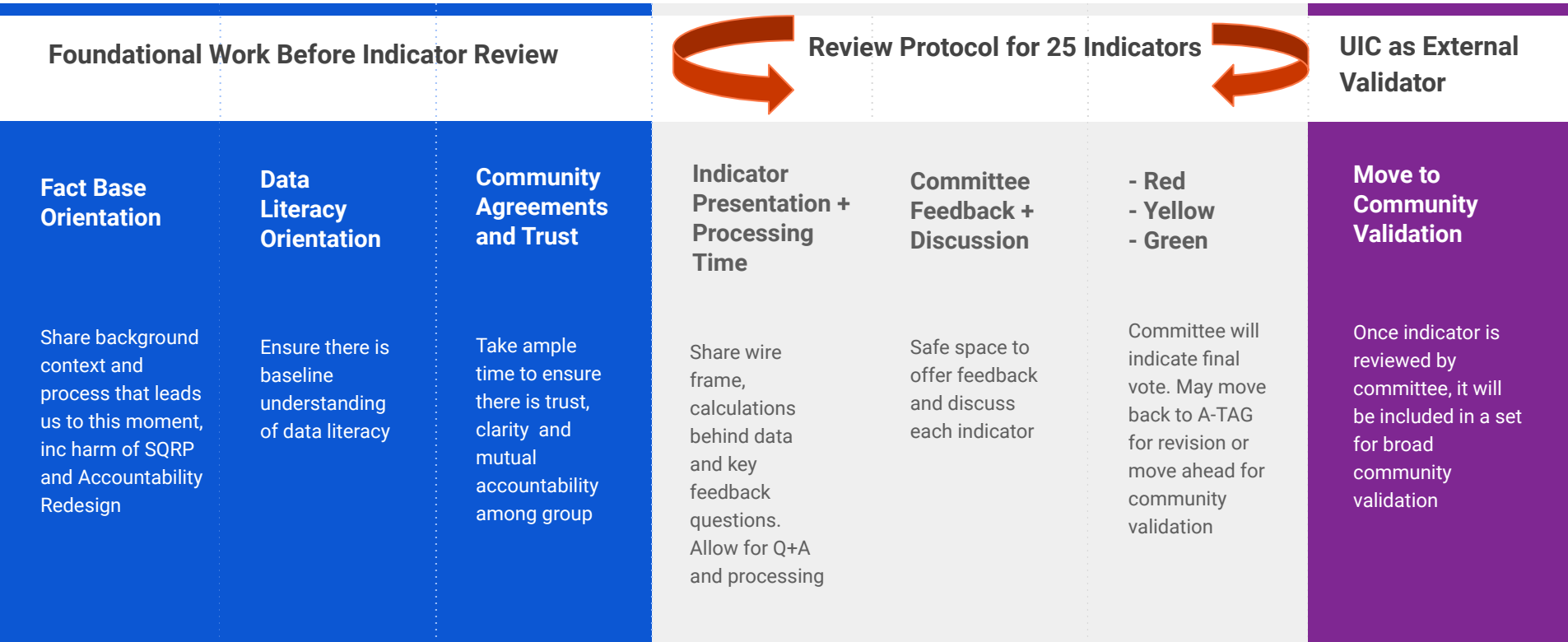
Offer advice on how to meet stakeholder learning demands and keep stakeholders informed of the implementation process

### **CAPACITY AND NEEDS**

Articulate capacity constraints and needs for all of the above

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

# Our Committee process will ensure inclusivity, clarity and thorough documentation at each stage



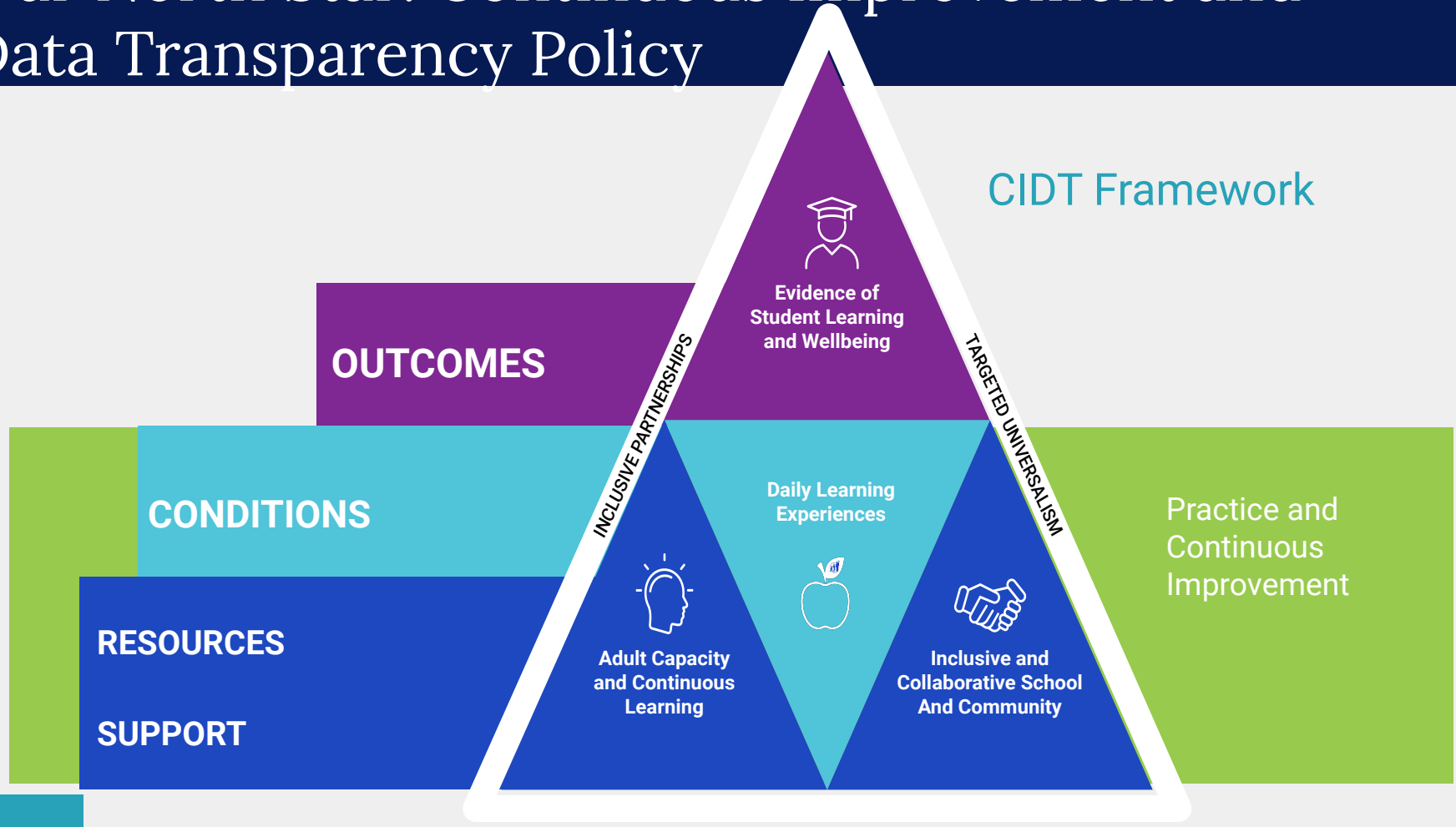
# Responses to Questions

We plan to respond to all questions from committee members in one of three ways:

- ★ CPS staff/leadership to respond in meetings
- ★ If widely held question, we will add to a new public document:  
[Transparency Committee FAQ](#)
- ★ If individual question, we can address one-on-one

# Our North Star: Continuous Improvement and Data Transparency Policy

CIDT Framework



# SQRP: A Focus on Student Outcomes



# What was SQRP?

The School Quality Rating Policy (SQRP) was the Board's policy for evaluating school performance.

Each school received a **School Quality Rating** and an **Accountability Status** every year.

Level 1+

Highest Performance

Level 1

High Performance

Level 2+

Average Performance

Level 2

Below Average Performance

Level 3

Lowest Performance

# Community Agreements



# We have 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 we hold accountable?

## 5 minutes to discuss:

- What if we want to change or alter these agreements?
  - **Proposal:** Let Felipe/Jill know and we can bring to group for discussion.
- How do we hold each other accountable to these agreements?
  - **Proposal:** Group Norms Monitor—each meeting one member of the group can either be a volunteer or we can assign a monitor.
- Do folks agree with these processes? How would you adjust?

# Committee Transparency

# Review: Levels of Transparency



## Most Transparent

- Live Streamed and Recorded Meetings
- Open door for anyone who would like to sit in and participate



## Middle Ground Recommendation

- Publically post schedule and location of meetings
- Create space for observers to sit in
- Add time for public comment at end of meetings
- Post agenda, and notes after each meeting

## Least Transparent

- Closed door meetings
- Posting agenda before hand + notes posted after

# Review: Pros and Cons of Committee Transparency

Pros of Full Transparency	Cons of Full Transparency
<p><b>Enhanced Accountability:</b> Members act more responsibly when actions are public.</p>	<p><b>Inhibited Candid Discussion:</b> Members may be less open, fearing public scrutiny.</p>
<p><b>Increased Public Trust:</b> Fosters trust between the committee and the public.</p>	<p><b>Risk of Misinterpretation:</b> Public might misunderstand decisions without full context.</p>
<p><b>Informed Public:</b> Ensures the public is knowledgeable about activities.</p>	<p><b>Increased Pressure on Members:</b> Constant scrutiny can create stress and impact performance.</p>
<p><b>Encourages Public Participation:</b> Leads to greater public engagement.</p>	<p><b>Potential for Grandstanding:</b> Members might prioritize personal or political gain.</p>
<p><b>Prevents Corruption:</b> Reduces opportunities for unethical behavior.</p>	<p><b>Privacy Concerns:</b> Some matters require confidentiality that could be compromised.</p>
<p><b>Facilitates Better Decision-Making:</b> Public oversight can lead to more thoughtful outcomes.</p>	<p><b>Logistical Challenges:</b> Implementing transparency requires resources and planning.</p>
 	<p><b>Slower Decision-Making:</b> The need for public justification can slow the process.</p> <p style="text-align: right;">[Meeting Name]   [Date]</p>

# General Agreement for Middle Ground Recommendation

## Middle Ground Recommendation

- In advance, publically post schedule and location of meetings
- Create space for observers to sit in
- Add time for public comment at end of meetings
- Post agenda, and notes after each meeting
- For virtual meetings, we will post dates/times in advance, and link available upon request. We ask participants to introduce themselves at the meeting

Any questions or concerns as we move forward with this policy?



# RAPID Decision Making Framework



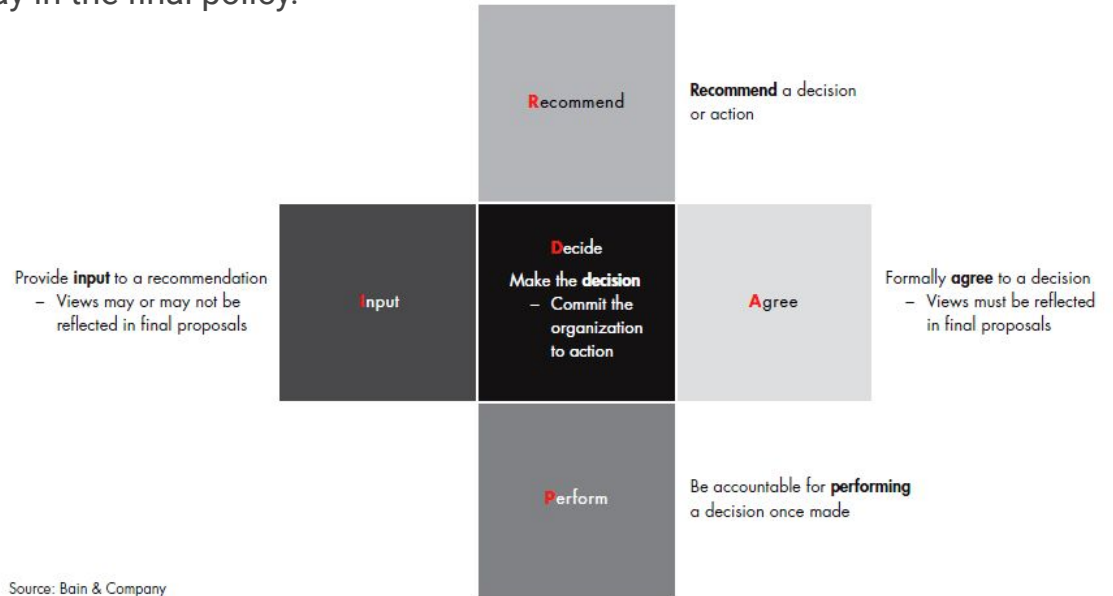
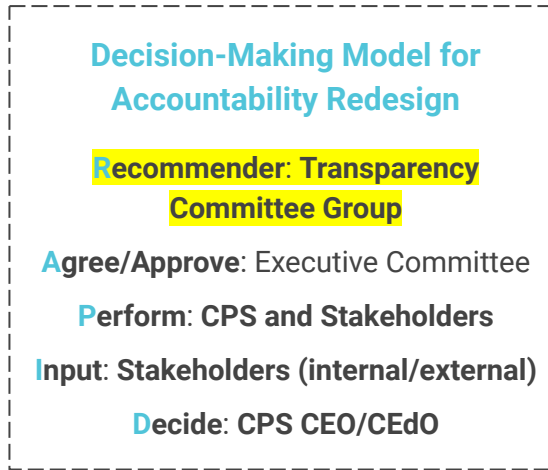
**Accountability  
Redesign**  
Meaningful Measurement

Our North Star:  
How can we ensure Chicago Public  
School's accountability framework is  
**Accessible, Usable, and Actionable?**



# Policy Making Process

Below is a [RAPID decision-making framework](#) that is a useful tool to promote radical clarity. This framework can be useful to explain to stakeholders who the final decision makers are and what role stakeholder feedback and participation on the Advisory Group will play in the final policy.



Source: Bain & Company

# What this is and What this is Not

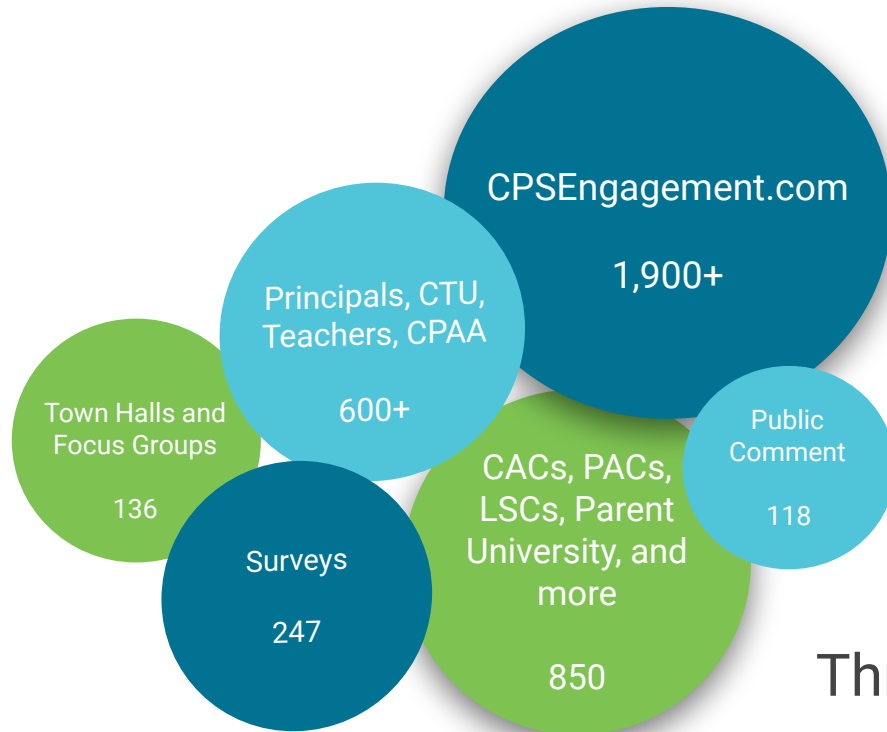
The Transparency Committee will:	The Transparency Committee will NOT:
<ul style="list-style-type: none"><li>● <b>Confirm alignment</b> between each metric and community value/priority</li><li>● <b>Offer feedback on wireframes</b> of school measurement data visualizations, such as usability of data (e.g. can stakeholders make sense of data).</li><li>● Advise CPS on how it should provide <b>learning opportunities</b> of the new Accountability system for key stakeholder groups, and <b>map the new system to each key stakeholder group</b> for future data reporting and use</li><li>● Advise CPS on <b>how to keep stakeholders informed</b> of the implementation process (e.g. town hall meetings, info campaigns, surveys, etc.)</li><li>● Help to assess the district's capacity to address the priorities above</li></ul>	<ul style="list-style-type: none"><li>● <b>Decide what indicators</b> CPS is using to assess school quality. This has been decided via the Accountability Redesign Process.</li><li>● <b>Rubber stamp</b> prototypes that are shared with the committee. We want honest feedback that will be documented, and in most cases incorporated, into the final public roll out of the metrics</li><li>● Be required to field broader stakeholder engagement. This group will be representatives of stakeholder groups and leveraged as “expert witnesses” on behalf of those groups. Members welcome to seek broader engagement.</li><li>● <b>Be the final decision maker.</b> Transparency committee feedback will be highly considered and documented, and then shared with the CPS executive committee for approval.</li></ul>

# In Small Groups, discuss:

- Transparency Policy: Any final feedback or questions on the level of transparency in which we operate?
- Is the RAPID decision making process clear? Any questions about what it means for us to be “recommenders?”

# 18 Indicators → 25 Metrics

# Reminder How We Got Here: Stakeholder Engagement on Framework



**3,800+**

Stakeholders Engaged on the Framework and Draft Policy

**21,000+**

Total Stakeholders Engaged Throughout the Initiative

# What Is Changing

## What Is Ending?

- Summative ratings
- Punitive mindset

## What Is Staying?

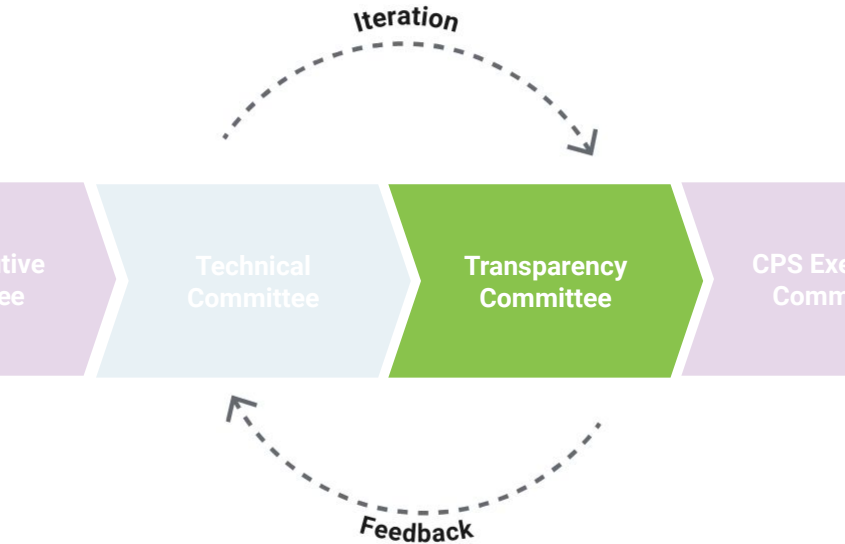
- Student outcomes (standardized assessments, graduation, etc.)
- Sharing information with stakeholders

## What Is New?

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

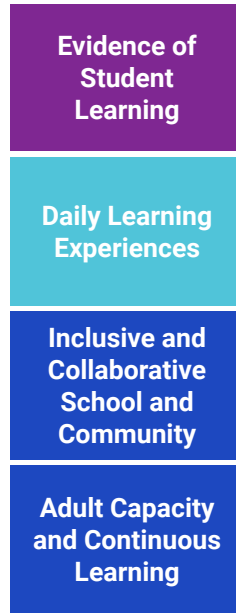


# The Transparency Committee will meet at least every two to three weeks for a two year span, where they will be responsible for approving the usability of and “Readying” 18 Indicator Strands.



## “Ready” is defined as:

- Indicator is currently measured or data is available
- Data reporting is available
- Indicator is tied to specific district department
- Resources and supports are identified and available



Fall 2024	Fall 2025
9 Metrics (Across 3 Indicators)	1 Metric
2 Indicators	5 Indicators
1 indicator	3 Indicators
	4 Indicators

# The Road to Implementation (additional details)

**The draft policy was cross-referenced with existing metrics and data sources to determine which indicators could be ready by Fall 2024 versus Fall 2025.**

“Ready” is defined as:

- Indicator is currently measured or data is available
- Data reporting is available
- Indicator is tied to specific district department
- Resources and supports are identified and available

Additional details about ownership and timelines for the policy indicators are in the following slides.



# Evidence of Student Learning and Well-Being

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024
<b>Student Growth and Proficiency</b>	✓	✓	Student Assessments and MTSS, T+L			Projected
<b>Diverse Learner Progress</b>	✓	✓	ODLSS			Projected
<b>EL Progress to Proficiency</b>	✓	✓	OLCE			Projected
<b>On-Track*</b>	✓	✓	✓	OCCS		Projected
<b>Chronic Absence*</b>	✓	✓	✓	OCCS and OSEL		Projected

*\*Some business rules used in the calculation of metrics are subject to change.*

# Evidence of Student Learning and Well-Being

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
1 Year Drop Out Rate*	✓	✓	✓	OCCS and OSEL		Projected	
4 Year Cohort Graduation Rate*	✓	✓	✓	OCCS		Projected	
Early College and Career Credentials*	✓	OCCS					Projected
College Enrollment and Persistent*	✓	✓	✓	OCCS		Projected	

\*Some business rules used in the calculation of metrics are subject to change.

# Daily Learning Experiences

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
High Quality Curriculum	✓	Partially	T+L			Projected	
Rigorous Instruction	Partially	✓	✓	T+L		Projected	
Conditions for Learning and the Student Experience	Partially	✓	✓	T+L and OSEL		Projected	
Balanced Assessment	✓	Student Assessments and MTSS			Projected		

# Daily Learning Experiences

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
Access to Postsecondary Opportunities	✓	OCCS					Projected
Research-based Academic Interventions within a MTSS Framework		Student Assessments and MTSS					Projected
Specially Designed Instruction		ODLSS					Projected

# Adult Capacity and Continuous Learning

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
<b>Leadership Context</b>	Partially	✓		DPQ		Projected	
<b>School Vision and Continuous Improvement Practices</b>	ONS						Projected
<b>Distributed Leadership and Teacher Leader Development</b>	Partially	✓	✓	T&L - Department of Distributed Leadership		Projected	
<b>Teachers and Staff Capacity</b>	✓	✓		Educator Effectiveness		Projected	

# Inclusive and Collaborative School and Community

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
<b>Healing Centered Culture, Supports and Social-Emotional Interventions</b>	Partially	✓	✓	OSEL		Projected	
<b>Inclusive and Collaborative Structures and Involved and Engaged Youth</b>	OSSE						Projected
<b>Out of School Time and Enrichment Opportunities</b>	OSSE						Projected
<b>School and Community Partnerships and Engagement</b>	OSSE						Projected

# 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\*

# Adult Capacity and Continuous Learning

School Vision and Continuous Improvement Practices

Teachers and Staff Capacity

Distributed Leadership and Teacher Leader Development

Leadership Context

# 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

# 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

# Metric Walk Exercise (30 minutes)

1. There are 25 metrics around the room.
2. On each sheet of paper is a description of the metric as currently written on the CPS prototype website.
3. Visit at least one metric on each quadrant (4 total), and spend 5 minutes at each metric. Respond to the following 2 question directly on the chart paper:
  - a. Is this metric description language easy to understand? If not, how would you adjust?**
  - b. What else do you need to know to better understand this metric?**

**We will then take 10 minutes to review what other people wrote**



# Chart Paper

<p><b>Is this metric description language easy to understand? If not, how would you adjust?</b></p>	<p><b>What else do you need to know to better understand this metric?</b></p>

# Debrief Exercise



**Accountability  
Redesign**  
Meaningful Measurement

# Brain Break



**Accountability  
Redesign**  
Meaningful Measurement

# Indicator Review Protocol

# Last Meeting Review: How will we make decisions?

We commit to ensuring school quality data is accessible, usable and actionable.  
What criteria or questions will we ask to ensure this is true?

<b>Accessible</b>	<b>Usable</b>	<b>Actionable</b>
<p>Ex: All language is written at/or below a 5th grade reading level.</p> <p>Ex: Language is translated in Spanish, and other widely spoken languages</p>	<p>Ex: Users know where to click to access information.</p>	<p>Ex: Each indicator has a real life example of how a person would take action with the data.</p>

# Scenario: How will we make decisions?

30 person committee reviews an indicator. There is disagreement with how we showcase the data. How do we move forward?

- What are the criteria or guiding questions we will lean on when making decisions about whether something is accessible, understandable and actionable?

# Agenda Part 1: Fresh Look at Metric: Feedback

Fresh Look at Metric: Feedback		
Opening Objectives	Review what metric we are reviewing, and our charge as a committee	5 min
Individually Review of Metric + Reflection on Feedback Questions	Using rubric tool, ask folks to <a href="#">respond to the rubric here</a>	20 min
Review Group Feedback	Everyone quietly review feedback other members shared, taking note on areas of agreement and areas of differing opinion.	10 min
Group Discussion	Invite Transparency Members to share out what they liked, and what they would improve upon	25min
Individually Reflect on Feedback Questions + Submit Feedback Form	Revise feedback document and submit	10 min

# Metric Evaluation Rubric

[Link to Proposed Rubric](#)



# Are people generally aware of the Data Tool?

We will get to this in 2025!

Questions/Ideas from Committee:

- Do people know where to find it?
- Is it available in multiple modalities? Online? Paper? QR codes?
- Have available on school websites in addition to district websites?
- Is it posted at every school?
- Have school based workshops for how to navigate data tool?

# Metric Evaluation Rubric

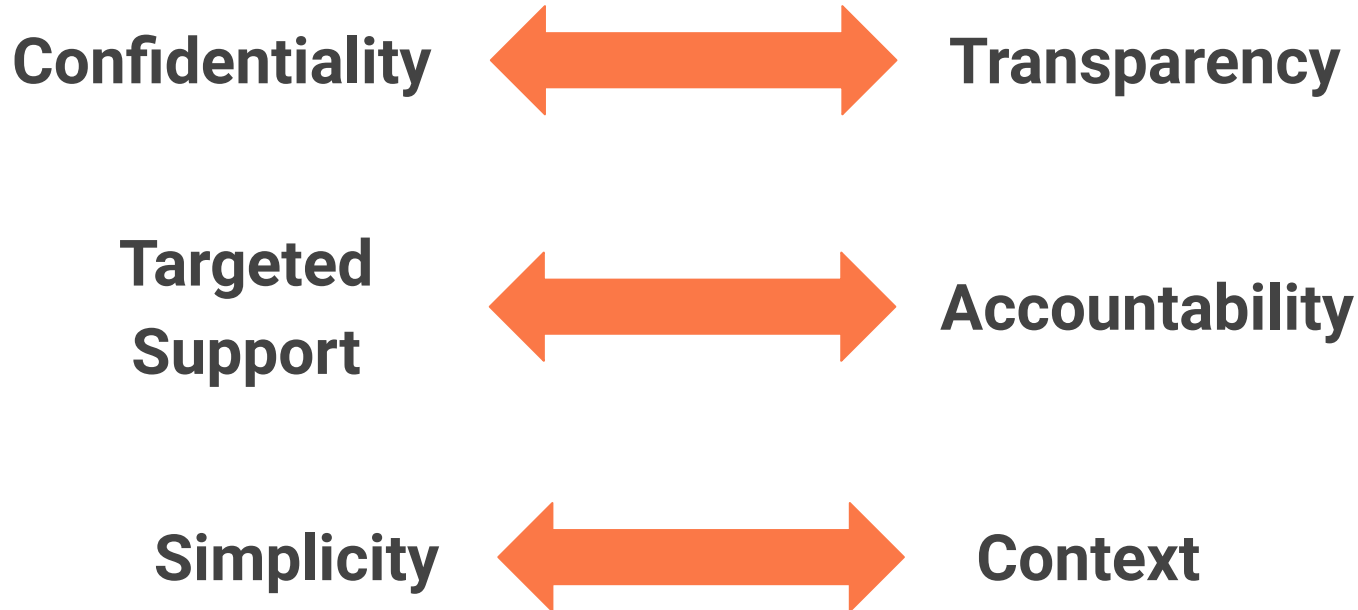
- 1) Language – Is the overview language easy to understand?
- 2) Layout and Design: Does the layout/flow make sense to a user?
- 3) Overall: What do you like or not like about the look and feel of the site overall?

# Let's try it!

Opening Objectives	Review what metric we are reviewing, and our charge as a committee	5 min
Individually Review of Metric + Reflection on Feedback Questions	Using rubric tool, ask folks to <a href="#">respond to the rubric here</a>	20 min
Review Group Feedback	Everyone quietly review feedback other members shared, taking note on areas of agreement and areas of differing opinion.	10 min
Group Discussion	Invite Transparency Members to share out what they liked, and what they would improve upon	25min
Individually Reflect on Feedback Questions + Submit Feedback Form	Revise feedback document and submit	10 min

Our Dilemma:  
Sometimes, the values that matter to  
us will pull us in different directions

# Values in Tension



# Group Activity: What tensions will **we** manage?

- **Do these tensions resonate?** Why or why not?
- **What tensions are we missing?** Are they already coming up, or do you see them down the road?
- **How can we use our community agreements and our guiding questions to manage and resolve these tensions?**

# Next Steps

# Mark your Calendars

- **Oct 2nd:** Indicator Feedback Session 1, 430-730pm (In Person)
- **Oct 16th:** Indicator Feedback Session 2 9-11am (Virtual)
- **Oct 30th:** Indicator Feedback Session 3 430-630pm (Virtual)



# 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 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
- Mark your calendar for next meeting