

CPS Transparency Committee

**Session 5: School Data
Indicator Review: 1 Year Drop
Out + School Profile**

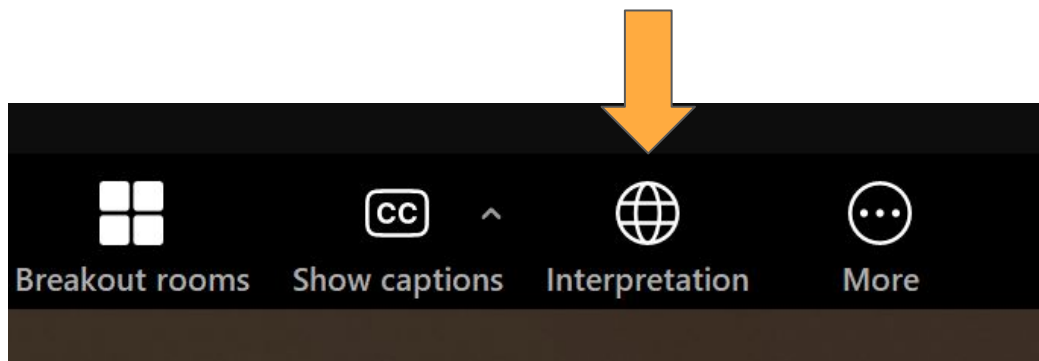
October 30, 2024

4:30-6:30pm



Traducción disponible

- Hay traducción simultánea al español disponible.
 - Para acceder, haga clic en el botón "Interpretation" del ícono del globo en la parte inferior de la pantalla de zoom.
- Si no ve el botón "Interpretation", haga clic en "More"
- Luego haga clic en "Listen In: Spanish"



Objectives

By the end of our discussion, Transparency Committee will:

- Refine a recommendation on how to communicate the committee's input into the December CIDT launch, as well communicating future cycles of input and feedback
- Understand the overall structure and content of the School Profiles page and be prepared to provide feedback
- Review, discuss, and be prepared to provide feedback on the one-year dropout rate metric
- Engage in honest dialogue and grow trust with fellow committee members, facilitators, and/or CPS staff

Agenda

Time	Activity
430-440pm (10 min)	Welcome + Introductions
440- 505pm (25 min)	Proposal & Discussion: Transparency Committee Role & Framing on the December CIDT Release
5:05- 5:50pm (45 min)	Review + Discuss School Profile Overview Page + School Details Page
5:50 - 6:15pm (25 min)	Review + Discuss indicator pages 1 Year Drop Out Rate
6:15 - 6:25pm (10 min)	<i>Public Comment Period</i>
6:25 - 6:30pm (5 min)	Next Steps & Closeout

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?

Transparency Committee Background Materials



**Accountability
Redesign**
Meaningful Measurement

Archive of Transparency Committee Materials

- All Powerpoints, Agendas + Notes can be found on the CPS Website: [HERE](#)
 - One week review period for meeting notes
 - Public Comment Link on the website
- Committee Background Powerpoint: [HERE](#)
- FAQ Document Logging Questions from Transparency Committee: [HERE](#)

Introductions

Introductions, Speed Round

In chatbox, please share:

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



CPS Timeline

Transparency Committee Timeline

Meeting 4	Oct 16	HS graduation
Meeting 5	Oct 30	Drop Out + School Profiles and School Details Page
Meeting 6	Nov 14	Proficiency + Growth: DL or EL Growth indicators + Chronic Absence
Meeting 7	Dec 4	Early college and career credentials + college enrollment and persistence
Dec 16: CPS Soft Launches First Batch of Indicators inviting Feedback / Holiday Break		
Meeting 8/9	Jan/Feb	Remaining indicators + Committee discussion on UIC proposal for wide input on metrics.
March		UIC Conducts validation work of TC review
Meeting 10/11	April	Discuss progress and learnings from launch, UIC validation work, and what's ahead
Meeting 12+	May onward	Remaining batch of indicators

Last Meeting's Discussion

- How can we leverage the December 15 soft launch in a way that invites broader feedback from the community?
- Acknowledging that indicators will be released to the public without this committee's review/recommendations, how do we communicate when an indicator has been reviewed (or not reviewed yet) by this committee?

Proposal: 1) Create an explainer chart AND an endorsement badge for each metric that explains where the metric is in the public participation process; 2) Create a form for people to sign up to get involved in UIC's Community-wide survey.

Level of Engagement	Consult	Involve	Collaborate
Endorsement/ Badge Name	CPS Endorsed	Transparency Committee Endorsed	Community Endorsed
Explanation of what endorsement means	Technical Committee Reviewed and Proposed	Transparency Committee Reviewed and Proposed	Broader UIC Community Survey Findings Incorporated

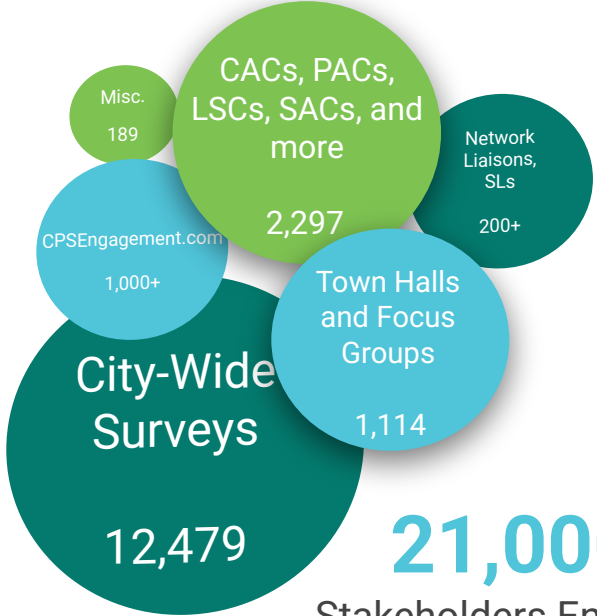
Feedback we Heard

- Need a mechanism to collect public feedback on the site
- Need explanation of community input already received prior to December 16 i.e. framing and perception on this is important to ensure people understand our “community first” approach
- “Community Endorsed” implies a finality, when in reality we are getting constant feedback.
- When are the moments when feedback will be gathered and incorporated?
- How can we create transparency to share back with the community what feedback was gather, and how it was incorporated?

Proposal based on Feedback

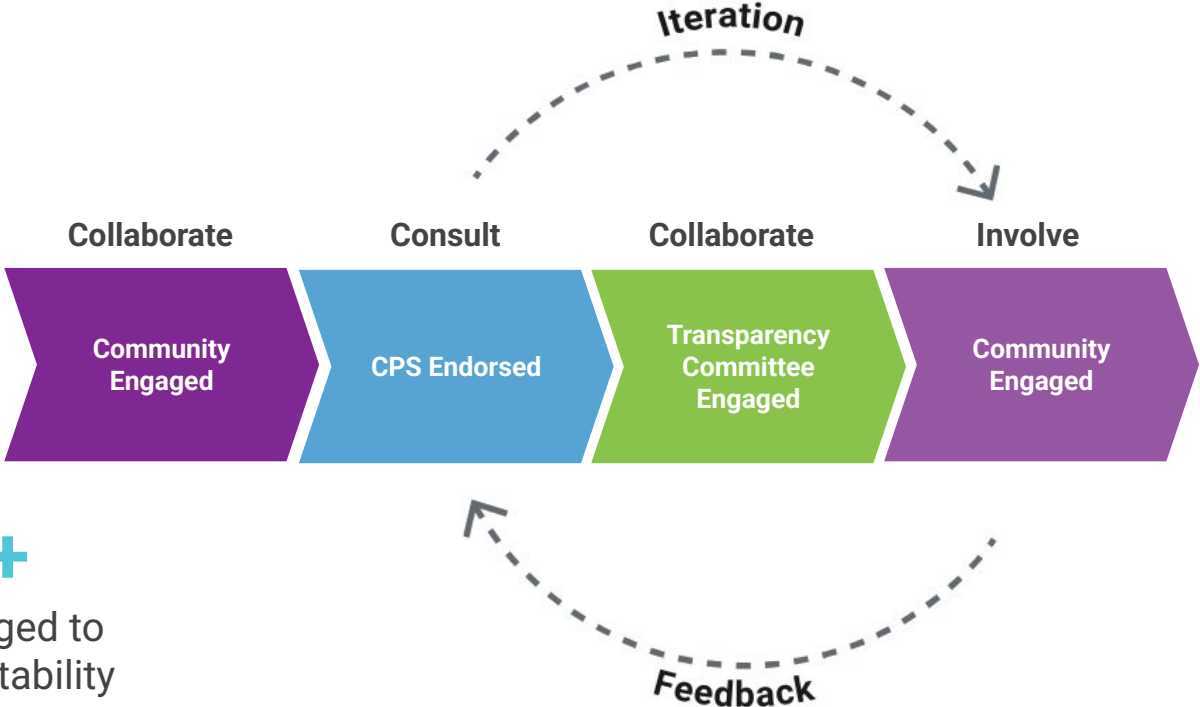
- Create a form for CPS website that invites ongoing input with quarterly schedule of implementation
- Public opt in form to add to list that UIC for survey participation
- Explainer of engagement “badges” or whatever we decide to call them
- Each metric has a badge
- Metrics will be reviewed quarterly by CPS
- During review, a summary of feedback and changes will be posted

A Process Sparked by Stakeholder Engagement, Committed to Continuous Improvement






21,000+

Stakeholders Engaged to Inform new Accountability Policy



Spectrum for Public Participation

- CPS Equity Framework
- International Association for Public Participation (IAP2)

			
ROLES	CONSULT	INVOLVE	COLLABORATE
STAKEHOLDER PARTICIPATION GOAL	To obtain stakeholder feedback on analysis, alternatives, and/or decisions. To provide an opportunity for the stakeholders to contribute their perspectives.	To work directly with stakeholders throughout the process to ensure that stakeholder concerns and aspirations are consistently understood and considered.	To partner with stakeholders in each aspect of the decision, including developing alternative solutions and identifying the preferred solution.
PROMISE TO THE STAKEHOLDER	We will keep you informed, listen to and acknowledge your concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek your feedback on drafts and proposals.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will work together with you to formulate and prioritize solutions, as well as incorporate your advice and recommendations into the decisions to the maximum extent possible.
EXAMPLES	<ul style="list-style-type: none"> • Town hall meetings • Focus groups • Surveys 	<ul style="list-style-type: none"> • Workshops • Deliberate polling 	<ul style="list-style-type: none"> • Steering committees • Participatory decision-making

Indicator Review Protocol

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

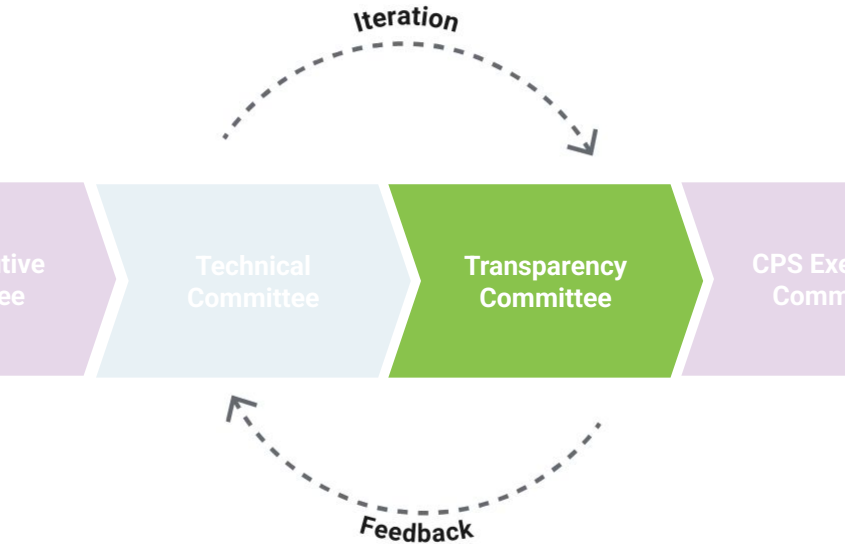
School and Community Partnerships and Engagement

Healing Centered Culture, Supports and Social-Emotional Interventions

Out of School Time and Enrichment Opportunities

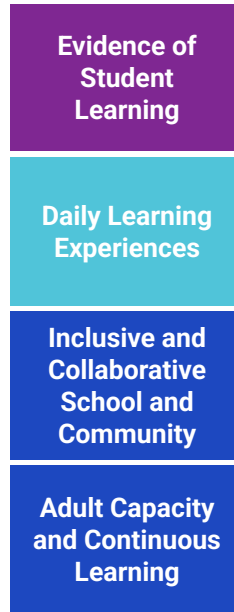
Inclusive and Collaborative Structures and Involved and Engaged Youth

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

Revised Indicator Feedback Protocol

Indicator Review Protocol

Committee Members review Indicator in advance of meeting and respond in rubric <Note we will give at least 3+ days for review>

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 google form tool, please respond to the google form here <ul style="list-style-type: none"> Note: sample data 	15 min
In Breakouts: Discussion	Invite Transparency Members to share out what how they responded	15min
Individually Reflect on Feedback Questions + Submit Feedback Form	Revise feedback document and submit	5 min

Feedback on Graduation Rate

Stakeholder Type	From your perspective, what do you want to know about this metric? (In other words, when you think about CPS High School Graduation rates, what do you want to know to inform your decisions/work?) Desde tu perspectiva, ¿qué quieres saber sobre esta métrica? (En otras palabras, cuando piensas en las tasas de graduación de la escuela secundaria de CPS, ¿qué desea saber para fundamentar sus decisiones/trabajo?)	Language: On a scale from 1-5, how easy is the language to understand? (Consider: Reading level, jargon, complicated sentences, too much/too little?)	How would you adjust the language to make it more clear and easy to understand? ¿Cómo ajustaría el lenguaje para hacerlo más claro y fácil de entender?	Layout: On a scale from 1-5, how easy is the layout to understand? Diseño: en una escala del 1 al 5, ¿qué tan fácil es el diseño para que sea más claro y fácil de entender?
CPS Exec	I want to know what percentage of students graduate from the school.	5	Nothing	5 N/A
CAC	How many students start as Freshman and graduate in 4 years or less? What are the Graduation Rates by racial demographic. What program were students part of? (i.e. General Ed, IB, Honors, ETC)	4	n/a	5 n/a
Community	There is a tendency to inflate this rate by passing students who do not meet grade level expectations. How do we sort this out? How do we capture information about the different types of high schools/programs that may impact graduation rates?	4	None that I can think of.	5 One suggestion is to add an explanation of the drop down menu. Something like "Use the drop down menu to view the data broken down by different demographic characteristics", or "different student characteristics"
Parent	What universities and colleges do the students attend after graduation???	5	Maybe just maybe another word for Cohort	5 NA
LSC	Graduation rates by tiers	5	N/A	5 N/A
Teacher	I want to know if all schools are measuring high school success in the same way. I would want to better understand what "On-Track" means before forming any conclusions about graduation rate data.	4	It says in the explanation that school, district, and state data is being compared. But it actually compares school, network, and district data. I think there should be something that explains the difference between network and district data. Maybe a hover option that gives a very short explanation of each.	4 I'm not sure the chart vs. the table is necessary. I think the chart is good enough.
Principal	I like to see progress over time, and the comparison with like schools. Would be great to do it like ISBE does when you can select a few schools to compare the rates with our own selected schools.	4	Clarifying why we track 4 year vs 5 year grad rates.	4 n/a
Principal	What metrics (e.g., attendance, course performance, engagement) can serve as early warning signs for students at risk of not graduating? How have graduation rates changed over the past decade, and what external factors (e.g., policy changes, funding shifts, community factors) might have contributed to these trends?	5	No adjustment needed.	5 N/A
Parent	When considering CPS high school graduation rates, I would want to know key factors to inform decisions related to educational planning, policymaking, or program development like Disparities that exist based on demographics: What are the graduation rates when broken down by race, socioeconomic status, gender, or neighborhood? Understanding disparities can reveal equity issues and areas requiring targeted support. Adding data like family income, neighborhood violence, or access to extracurricular activities, access to SEL supports, attendance data, and they impact graduation rates. The numbers just offer end results leading to a perspective that everyone started out even and this how they ended up. It would be helpful to have access to the bigger picture taking a realistic snapshot of what factors, supports, etc that led to the results.	5	The language is fine	5 As written, everything is fine.

Recommendations Based on Feedback

Feedback Category	Feedback Subcategory	Feedback to accept or decline	Reviewer Status	CPS Tech Status	Rationale	Notes/Questions/Time Constraints/Capacity	Reviewer
Language Feedback	Simplify Terms and Provide Definitions	- Replace or provide an alternative for the term "Cohort," which might be confusing for some users.					
Language Feedback	Simplify Terms and Provide Definitions	- Clarify terms like "STLS" (Students in Temporary Living Situations) and "Economic Disadvantage" by offering short explanations or criteria for these groups.					
Language Feedback	Simplify Terms and Provide Definitions	- Clearly define and differentiate terms like "Non-STLS vs. STLS" to avoid confusion.					
Language Feedback	Clarify Comparisons	- Ensure clarity when comparing data sets. For example, clarify the difference between "network" and "district" data, and consider using a hover option for brief definitions of these terms.					
Language Feedback	Use Visual Aids for Data Clarification	- Provide an information key or legend in graphs to clarify what measurements or components the data represents (e.g., explain the components of "Economic Disadvantage" vs. "Non-Economic Disadvantage").					
Language Feedback	Use Visual Aids for Data Clarification	- Use bullet points or brief sentences to highlight important facts, such as specific graduation rates.					
Language Feedback	Explain Grad Rate Differences	- Offer a brief explanation of why both 4-year and 5-year graduation rates are tracked, making the rationale behind this clear to the audience.					
Language Feedback	General Formatting Improvements	- Use bullet points to break down complex information and enhance readability.					
Language Feedback	Bilingual Clarity	- For the Spanish content, ensure that complex concepts are broken down into simpler terms, such as identifying where students need help for full comprehension of the language ("identificando en donde los estudiantes necesitan la ayuda y los apoyos para tener una comprensión total del lenguaje").					
Layout + Design Feedback	Clarify Use of Dropdown Menus	- Add a brief explanation of how to use the dropdown menu. For example: "Use the dropdown menu to view data broken down by different demographic or student characteristics."					
Layout + Design Feedback	Improve Visual Hierarchy of Key Data Points	- Ensure key data points, like graduation percentages, are bolded or presented in larger fonts to make them stand out.					
Layout + Design Feedback	Reduce Redundancy in Visuals	- If both a chart and a table are being used to present the same data, consider using only the chart if it's sufficient, simplifying the layout.					
Layout + Design Feedback	Enhance Navigation with Clear Subtabs	- Place the sub-tabs at the top of each webpage instead of using dropdowns, making it easier to see and navigate through sections like "Evidence of Student Learning and Well Being" with clearly visible subtabs.					
Layout + Design Feedback	Maintain User-Friendly Layout	- Since several participants found the current layout clear and easy to navigate, maintain this simplicity while implementing any suggested changes.					
Layout + Design Feedback	Bilingual Consistency	- In the Spanish version, ensure that the layout is equally intuitive ("Como está se me hace fácil de entender").					

School Profiles + School Details

[School Profiles and School Details Feedback Link](#)

In Breakouts:

- 1) Respond to first 2 questions - 5 min
- 2) Review the site + respond to the question on the form - 15 min
- 3) Discuss - 15 min
- 4) Submit - 5 min

Drop Out Rate

[Drop Out Link Here](#)

In Breakouts:

- 1) Respond to first 2 questions - 5 min
- 2) Review the site + respond to the question on the form - 10 min
- 3) Discuss - 10 min
- 4) Submit - 5 min

Mark your Calendars

- **November 14th:** Indicator Feedback Session 3
9-12pm (In Person)
- **December 4th:** Indicator Feedback Session 3
4:30-6:30pm (Virtual)

Public Comment



**Accountability
Redesign**
Meaningful Measurement

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 forms
- 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