

CPS Transparency Committee

Session 19: Project Roadmap,
Conditions for Learning
Indicator, & CIDT Site Design

August 28, 2025

4pm-6pm



Objectives

The Transparency Committee will:

1. Discuss current state of CIDT implementation
2. Review and provide feedback on one new indicator, **Conditions for Learning**.
3. Review and discuss the CIDT Site Update Roadmap
4. Align on next steps for committee engagement and public input.

Agenda

Time	Activity
4:00-4:10 (10 min)	Welcome, Objectives, Introductions and Housekeeping
4:10-4:25 (15 min)	CPS Update <ul style="list-style-type: none">• Policy Team Intro• Top 3 Next Steps in CIDT Implementation
4:25 - 5:05 (40 min)	Draft Indicator Review: Conditions for Learning
5:05-5:45pm (40 min)	Site Update Roadmap <ul style="list-style-type: none">• Presentation (20 min)• Discussion (20 min)
5:45-6pm (15 min)	Public Comment, Next Steps—Joe Levy

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?

Evidence of Student Learning and Well-Being

✓ Student Growth
✓ Student Proficiency

Diverse Learner Progress

✓ EL Progress to Proficiency

On-Track*

✓ Chronic Absence*

✓ 1 Year Drop Out Rate*

✓ 4 Year Cohort Graduation Rate*

✓ Early College and Career Credentials*

✓ College Enrollment and Persistence*

Daily Learning Experiences

✓ High Quality Curriculum

Effective Instruction

Conditions for Learning and the Student Experience

✓ Balanced Assessment

Access to Postsecondary Opportunities

Interventions and Student Support Plans

Adult Capacity and Continuous Learning

Leadership Context

School Vision and Continuous Improvement Practices

Distributed Leadership and Teacher Leader Development

Teachers and Staff Capacity

Inclusive and Collaborative School and Community

Healing Centered Culture

Inclusive and Collaborative Structures and Involved and Engaged Youth

✓ Out of School Time and Enrichment Opportunities

School and Community Partnerships and Engagement

All 11 available indicators, plus the school overview page, have been reviewed by the Transparency Committee.

Objective is to have all indicators out by end of calendar year 2025.

Current State of CIDT Implementation



Augusta Smith
Manager of Performance Policy

Performance Policy Team



L-R: Lauren Brumett (Data Strategist), August Smith (Manager of Performance Policy), Vakiea Griffith (Policy Coordinator)

Our team leads the development of the CIDT system. We design indicators, create tools, and build cross-departmental capacity to ensure school leaders and central office teams can use data strategically to drive equitable outcomes.

This team is critical to continuous improvement in the district because we connect the dots!

We make sure the right people have the right data, tools, and support to actually *use* the CIDT system, not just understand it.

Top 3 Next Steps in CIDT Implementation

- 1. Build Capacity for Reciprocal Accountability (Summer - Winter 2025)**
 - Equip networks, central office and schools with the professional learning needed to use CIDT practices daily - shifting from compliance to *shared ownership for improvement*.
- 2. Make Information About School Quality Transparent and Actionable (Fall - Winter 2025)**
 - Incorporate stakeholder feedback, finalize remaining measures and re-launch the school profile pages so families and the public have clear, usable information that builds *trust and understanding*.
- 3. Align School and District plans with CIDT Shifts (Winter 2025)**
 - Support schools in writing new CIWPs that connect outcomes to practices, ensuring improvement is *coherent, collaborative and equity-driven* across the system.

What are the CIDT Shifts?

Systems Shifts



System shifts refer to the structural and procedural changes that transition the district from a compliance model to a culture of continuous improvement, fostering shared ownership for student success. These shifts create coherence, transparency, and trust across Central Office, Networks, and Schools.

Practice Shifts



Practice shifts are the tangible actions and behaviors that bring the district's continuous improvement culture to life. These shifts move schools and networks from analyzing outcomes in isolation to actively improving the practices and conditions that drive those outcomes.

Mindset Shifts



Belief shifts reflect the cultural transformation required to sustain a continuous improvement culture where staff, schools, and communities share ownership for success. These shifts ensure that data and accountability are approached as tools for learning and growth, not as punitive measures.

Indicator Review: Conditions for Learning

Indicator Feedback Protocol

Indicator Review Protocol

Committee Members review Indicator in advance of meeting and respond in rubric <Note we will give at least 1+ 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	15 min
Whole Group Discussion	Invite Transparency Members to share out what how they responded	15 min
Individually Reflect on Feedback Questions + Submit Feedback Form	Revise feedback document and submit	5 min

Simplify Language

Current Data about how well a school's environment supports students' growth, learning, and sense of belonging.

The district aims to create classrooms where students' identities, communities and relationships are prioritized so that the conditions are in place for meaningful learning. To understand students' experiences, the district gathers feedback through surveys and observations. Additionally, the district provides schools with the resources, training, and modern facilities needed to foster a safe and inspiring learning environment for every student.

Why This Is Measured

The experiences students have in their classrooms influence how they perceive themselves as learners. Research shows that the learning environments educators create can have a strong influence on students' sense of belonging and their learning beliefs. Ultimately, the learning environment impacts the whole child and creates the conditions necessary for student identity development, health, safety, engagement, and academic achievement.

Questions to Ask Your School

Stakeholders should expect to see adults seeking to better understand students' classroom experiences, gather student feedback, and work with students to improve conditions. Stakeholders can ask what processes and structures schools have in place to continuously gather student feedback on their daily experience as well how they partner with students to address that feedback.

How the District Supports Improvement

Schools use the Cultivate Survey (and other survey methods) to collect data on student experiences connected to learning conditions that support students' sense of belonging and academic success. The district provides resources, guidance, and professional learning opportunities for diverse stakeholders in strengthening learning conditions.

New We believe that the learning experience as a whole should make students feel strong and valued.

This means making sure that everyone can learn in ways that work best for them. We believe that classrooms should be communities that are:

- 1) **Collaborative:** Classrooms need to be a friendly space where everyone helps each other and where students can be proud of who they are.
- 2) **Inclusive and Supportive:** There should be good support for all students, including those with disabilities, to help them grow emotionally and socially.
- 3) **Encourages creativity:** The classroom should encourage kids to be creative, kind, curious, and to express themselves confidently. This can help them feel happy and successful in their schoolwork and activities.



Conditions for Learning

Condition for Learning Indicator is made up of 3 metrics.

Click the image to view the Conditions for Learning Indicator as a PDF.

LEARN - PERKINS
 THE STATE OF ILLINOIS
 LEARN PERKINS

Conditions for Learning and the Student Experience

Use data here to see how your school's conditions support student growth, learning, and sense of belonging.

Learn more about your school's performance on this indicator. Review, compare, and see how you stack up against other schools in your district. To view more detailed information, click on the tabs below to view individual metrics. Additional information is available in the sidebar on the left.

Snapshots Summary

- Measures Survey ID: **Very Strong**
- Climate Survey ID: **Excellent**
- Culture Impact Number ID: **70** (4th of 100)

Why This is Measured

The conditions of a school's environment support student growth and learning. Schools that have a strong culture of learning and a positive climate for learning are more likely to have students who are engaged and motivated to learn. This is measured through the Measures Survey, Climate Survey, and Culture Impact Number.

Directions to Ask Your School

Review the survey questions to see which areas include student feedback. Questions are available in the survey tool or in the school data tool. To view more information, click on the tabs below to view individual metrics.

How the District Supports Improvement

Review the data to see how your school is performing. Use the data to identify areas for improvement and to share with your school community. Use the data to inform your school's improvement plan and to share with your school community.

Outstate Survey

Review the data to see how your school is performing. Use the data to identify areas for improvement and to share with your school community. Use the data to inform your school's improvement plan and to share with your school community.

Outstate Survey Administration

Survey Name: **Measures**
 Year: **2023-2024**
 Survey ID: **Measures Survey - 2023-2024**
 Survey ID: **Measures Survey - 2023-2024**

Supportive Environment

Review the data to see how your school is performing. Use the data to identify areas for improvement and to share with your school community. Use the data to inform your school's improvement plan and to share with your school community.

Supportive Environment

- Measures Survey ID: **Very Strong**
- Climate Survey ID: **Excellent**
- Culture Impact Number ID: **70**
- Measures Survey ID: **Very Strong**
- Climate Survey ID: **Excellent**
- Culture Impact Number ID: **70**

How This Data is Measured

The data is measured through the Measures Survey, Climate Survey, and Culture Impact Number.

How to Program

Review the data to see how your school is performing. Use the data to identify areas for improvement and to share with your school community. Use the data to inform your school's improvement plan and to share with your school community.

Supportive Environment

Review the data to see how your school is performing. Use the data to identify areas for improvement and to share with your school community. Use the data to inform your school's improvement plan and to share with your school community.

Conditions for Learning

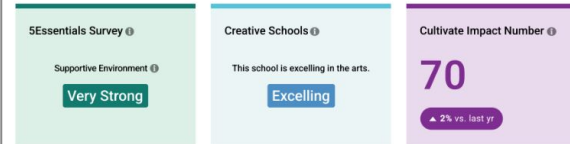
Introduction

Conditions for Learning and the Student Experience

Data about how well a school's environment supports students' growth, learning, and sense of belonging.

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Snapshot Summary



Why This Is Measured

The experiences students have in their classrooms influence how they perceive themselves as learners. Research shows that the learning environments educators create can have a strong influence on students' sense of belonging and their learning beliefs. Ultimately, the learning environment impacts the whole child and creates the conditions necessary for student identity development, health, safety, engagement, and academic achievement.

Questions to Ask Your School

Stakeholders should expect to see adults seeking to better understand students' classroom experiences, gather student feedback, and work with students to improve conditions. Stakeholders can ask what processes and structures schools have in place to continuously gather student feedback on their daily experience as well how they partner with students to address that feedback.

How the District Supports Improvement

Schools use the Cultivate Survey (and other survey methods) to collect data on student experiences connected to learning conditions that support students' sense of belonging and academic success. The district provides resources, guidance, and professional learning opportunities for diverse stakeholders in strengthening learning conditions.

Conditions for Learning

Cultivate Survey Administration

Cultivate Survey

The University of Chicago Cultivate survey draws on research showing that the Learning Conditions educators create in their classrooms have profound implications for students' development. These Learning Conditions shape students' daily experiences and have the power to alter what they believe about themselves as learners. The Cultivate Survey is administered to 5th - 12th grade students twice a year, in the fall and spring. Students are prompted to reflect on their Learning Beliefs, as well as their classroom learning environments across nine Learning Conditions. Visit the [UChicago Impact site](#) to learn more about the Cultivate System.

Cultivate Survey Administration



Spring Survey

Complete



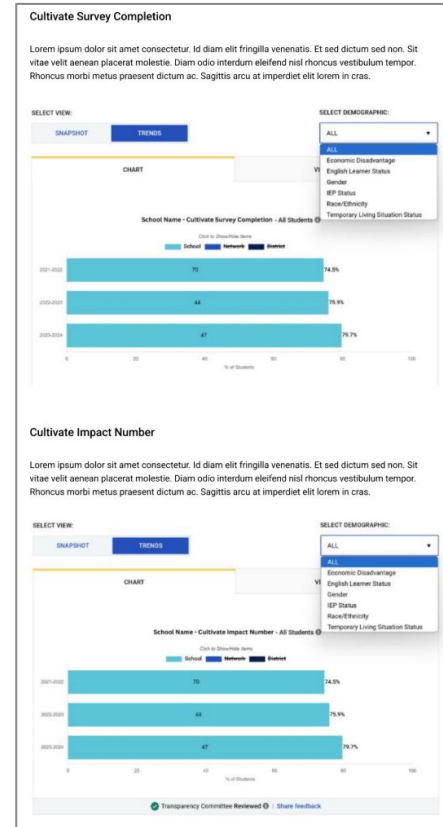
Fall Survey

Coming Soon

The **Cultivate Survey** is administered to 5th - 12th grade students **twice a year**, in the fall and spring.

Conditions for Learning

Cultivate Survey Completion and Impact Number



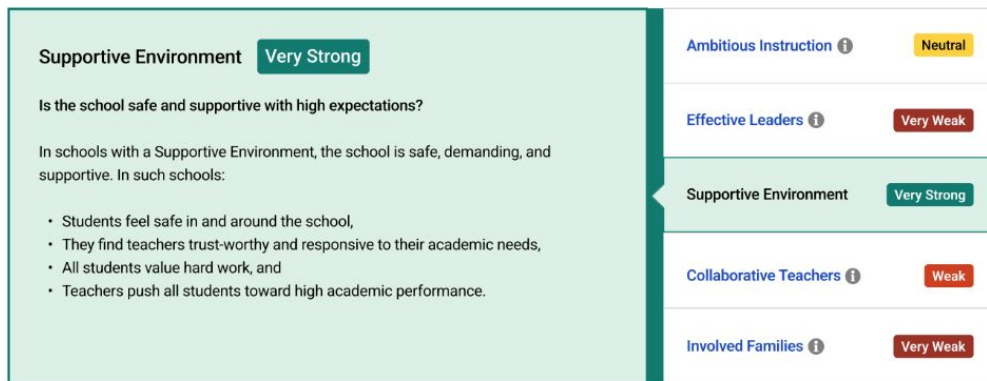
Conditions for Learning

5Essentials version 1

5Essentials Survey

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Please see your school's [Culture and Climate page](#) for additional 5E information.



Very Weak Weak Neutral Strong Very Strong Not Enough Data

Note: The overall performance score is comprised of each of the 5Essentials scores. Schools that are at or above benchmark on 3 or more essentials are 10 times more likely to improve than schools that are below the benchmark.

Conditions for Learning

5Essentials version 2

5Essentials Survey

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Please see your school's [Culture and Climate page](#) for additional 5E information.

Supportive Environment **Very Strong**

Is the school safe and supportive with high expectations?

In schools with a Supportive Environment, the school is safe, demanding, and supportive. In such schools:

- Students feel safe in and around the school,
- They find teachers trust-worthy and responsive to their academic needs,
- All students value hard work, and
- Teachers push all students toward high academic performance.

Involved Families ⓘ

Very Weak

[LEARN MORE](#)

Collaborative Teachers ⓘ

Weak

[LEARN MORE](#)

Supportive Environment ⓘ

Very Strong

Ambitious Instruction ⓘ

Neutral

[LEARN MORE](#)

Effective Leaders ⓘ

Neutral

[LEARN MORE](#)

■ Very Weak ■ Weak ■ Neutral ■ Strong ■ Very Strong ■ Not Enough Data

Note: The overall performance score is comprised of each of the 5Essentials scores. Schools that are at or above benchmark on 3 or more essentials are 10 times more likely to improve than schools that are below the benchmark.

Conditions for Learning

Arts Programming

Arts Programming

Creative Schools ⓘ

This school is Excelling in the arts. It meets the goals and priorities outlined in the CPS Arts Education Plan, including Staffing & Instruction, Partnerships, Community & Culture, and Budget & Planning. To learn more, visit <http://www.cpsarts.org/>.

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CIDT Redesign Roadmap

Profile Page Updates in Progress

- **Revise content for non-educators** by simplifying language, explaining all terms, and ensuring consistency with readability standards.
- **Enhance navigation to support users** in quickly locating essential school data without unnecessary searching or scrolling.
- **Improve data visualization** by offering clear, brief explanations of how to read charts and why each data point matters.
- **Eliminate or define all acronyms and technical terms** to ensure accessibility for all users.
- Develop features or views that allow easier **side-by-side school comparisons**.

Dashboard

One of the outcomes of previous transparency meetings was to consider a dashboard view of the school profile metrics to allow users to obtain faster onboarding into the data they need.

Feedback: Too many clicks to get to metric information, the data is buried, not enough charts or summary.

Dashboard

School Overview

The user arrives on the “School Overview” screen and sees the four categories of information together with sample metrics from each category.

The screenshot shows the 'School Overview' page for Belmont-Cragin. The page features a navigation menu on the left with categories like 'Home', 'Culture and Climate', 'Academics', 'Data and Analytics', 'Support', 'Student Experiences', 'Evidence of Student Learning and Wellbeing', 'Daily Learning Experiences', 'Adult Civility and Collaborative Learning', and 'Inclusive and Collaborative School and Community'. The main content area includes a 'School Overview' section with a welcome message, a 'Message from the Principal' with a photo of the principal, and three key metrics: PK-8 School Grades (2.0), # of Students (457), and District Governance. Below these are contact information, hours, and faculty details. The 'Learn About Our Metrics' section provides detailed information for six categories: Evidence of Student Learning and Wellbeing (22.7% Mark DQI), Daily Learning Experiences (High Quality Curriculum), Adult Civility and Collaborative Learning (Teacher Absentee Rate), Inclusive and Collaborative School and Community (29.3% Participation Rate), and Public Transit (71.6% vs. 74.45%).

CHICAGO PUBLIC SCHOOLS | **BELMONT-CRAGIN**

School Overview

Each CPS school is a dynamic and vibrant learning community with so many different ways students can thrive. We're so happy to share all the great things that make our school a great place to learn!

A Message from the Principal

As students in Belmont-Cragin Elementary School and City District Three, we are an Chicago vibrant learning site. Our vision is dedicated to the growth and development of approximately 425 students, spanning from Pre-K through 8th grade. The students include from diverse backgrounds, including English Language Learners and those with disabilities. At Belmont-Cragin, we believe in "Pushing the Envelope" educational programs to meet the unique needs and interests of our students. Such as our "Tagge Program/Project, Extended-Dual Language Program, and our Fine and Performing Arts Education Program. As a member of our school community, your involvement will experience a supportive environment where the unique talents of each student are celebrated. Our commitment extends beyond the classroom to support our students through learning, growth, and community involvement. We are dedicated to making the every students not only learn academically but also look a deep sense of connection and inclusive within our school.

PK-8 School Grades	457 # of Students	District Governance
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Contact Us
772-534-2900
PHONE
772-534-2907
FAX
Visit Website

Hours
8:00 AM-3:00 PM
SCHOOL HOURS
3:15PM-4:15PM
AF IN SCHOOL HOURS
7-6AM (K-8)
LARK-8:15 (ENGLISH)

Faculty
Jorge Mario Mijang
PRINCIPAL
Neville Hernandez-Speidman
ASSISTANT PRINCIPAL

Learn About Our Metrics for School Practices and Student Outcomes

We will share this information to our external partners to better show how we're holding ourselves. The information is presented for your own use. It does not give a single view of how schools support the whole child. Look below to learn about additional school practices, community involvement, and more at the school. For more information, check out CPS' reimagined approach.

Evidence of Student Learning and Wellbeing Reporting on academic progress, student well-being, and college and career planning. 22.7% Mark DQI Students are meeting or exceeding state standards. EXPLORE ALL METRICS	Daily Learning Experiences Reporting on the curriculum, instruction, assessment, interventions, and individualized support over time. High Quality Curriculum Data that provides information about the quality of instruction currently being used in schools. EXPLORE ALL METRICS
Adult Civility and Collaborative Learning Provides insight into the expertise, stability, and professional growth of teachers and leadership. Teacher Absentee Rate Metric coming soon	Inclusive and Collaborative School and Community Reporting on after-school activities, community partnerships, and parent engagement. 29.3% Participation Rate Percentage of students that participated in after-school activities. EXPLORE ALL METRICS

Public Transit
71.6% vs. 74.45%
PLAN YOUR TRIP

Dashboard

School Overview

Here is a close-up view of the screen. The user can then click on “Explore all Metrics” to view more information in that category.

Learn About Our Metrics for School Practices and Student Outcomes

We've added new information to our school profiles to better show how schools are helping students. The information is grouped into four main areas that give a bigger picture of how schools support the whole child. Look below to learn about academics, school environment, community involvement, and more at this school. For more information check out CPS' [reimagined approach](#).

Evidence of Student Learning and Wellbeing

Reporting on academic progress, student wellbeing, and college and career planning.

22.7%
▲ 3% vs. last yr

Math (IAR) ⓘ
Students currently meeting or exceeding state standards.

[EXPLORE ALL METRICS](#)

Daily Learning Experiences

Reporting on the curriculum, instruction, environment, interventions, and individualized support over time.

High Quality Curriculum ⓘ
Table that provides information about the quality of curriculum currently being used in School.

[EXPLORE ALL METRICS](#)

Adult Capacity and Continuous Learning

Provides insight into the experience, stability, and professional growth of teachers and leadership.

Teacher Retention Rate
Metric coming soon

Inclusive and Collaborative School and Community

Reporting on after-school activities, community partnerships, and parent engagement.

Participation Rate
Percentage of students that participated in after-school activities.

29.3%
▲ 7% vs. last yr

[EXPLORE ALL METRICS](#)

Dashboard

The “Evidence of Student Learning and Wellbeing landing screen”

Once the user clicks on “Explore all Metrics”, they are presented with a dashboard view of the metrics.



The dashboard for Belmont-Cragin school displays various metrics across several categories:

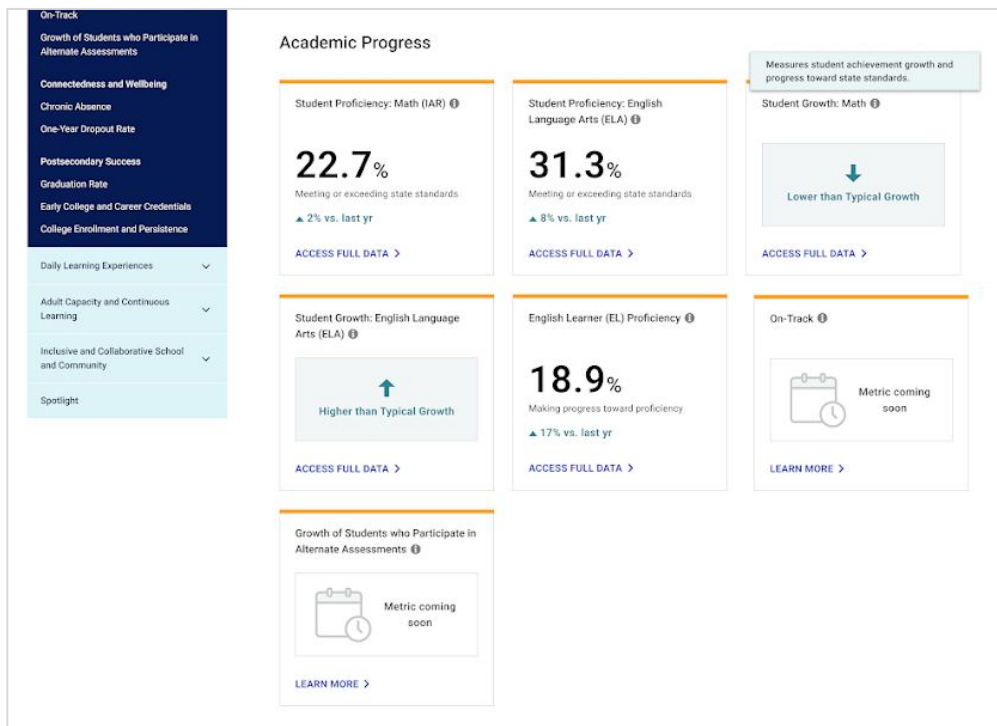
- Academic Progress:**
 - Student Proficiency Math (SAT): 22.7% (▲ 2% vs. last yr)
 - Student Proficiency English Language Arts (ELA): 31.3% (▲ 6% vs. last yr)
 - Student Growth Math: Lower than Typical Growth
 - Student Growth English Language Arts (ELA): 18.9% (▲ 17% vs. last yr)
 - English Learner (EL) Proficiency: Metrics coming soon
 - On Track: Metrics coming soon
 - Growth of Students who Participate in Alternate Assessments: Metrics coming soon
- Connectedness and Well Being:**
 - Chronic Absence Rate: 49.8% (▲ 4% vs. last yr)
 - One-Year Dropout Rate: 2.8% (▲ 1% vs. last yr)
- Postsecondary Success:**
 - Four-Year Graduation Rate: 81.4% (▲ 9% vs. last yr)
 - Five-Year Graduation Rate: 77.8% (▲ 2% vs. last yr)
 - Early College and Career Overheads: 28.2% (▲ 6% vs. last yr)
 - College Enrollment and Persistence: 25.7% (▲ 4% vs. last yr)

Dashboard

Dashboard close-up

For each metric the user can see:

- The metric name including a roll-over for more information.
- The metric itself in large print.
- Supplementary information.
- Link to the metric detail screen.
- Comparison to last year (where possible)



Dashboard

Dashboard close-up

Here are the metrics for “Connectedness and Well Being” and “Postsecondary Success”. Note the color coding on the top bar to differentiate them.

Connectedness and Well Being

Chronic Absence Rate ⓘ

49.8%

Categorized as having Chronic Absence

▲ 4% vs. last yr

[ACCESS FULL DATA >](#)

One-Year Dropout Rate ⓘ

2.8%

Leave school without graduating

▲ 9% vs. last yr

[ACCESS FULL DATA >](#)

Postsecondary Success

Four-Year Graduation Rate ⓘ

81.4%

Graduated within four years

▲ 5% vs. last yr

[ACCESS FULL DATA >](#)

Five-Year Graduation Rate ⓘ

77.8%

Graduated within five years

▲ 3% vs. last yr

[ACCESS FULL DATA >](#)

Early College and Career Credentials (ECCC) ⓘ

28.2%

College/career ready in high school

▼ 6% vs. last yr

[ACCESS FULL DATA >](#)

College Enrollment & Persistence ⓘ

25.7%

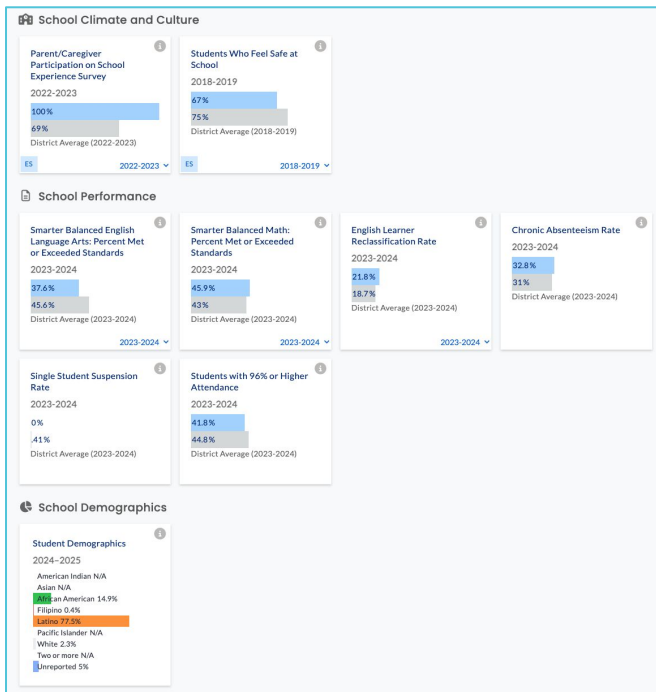
Enrolled in a 2-year or 4-year college

▼ 4% vs. last yr

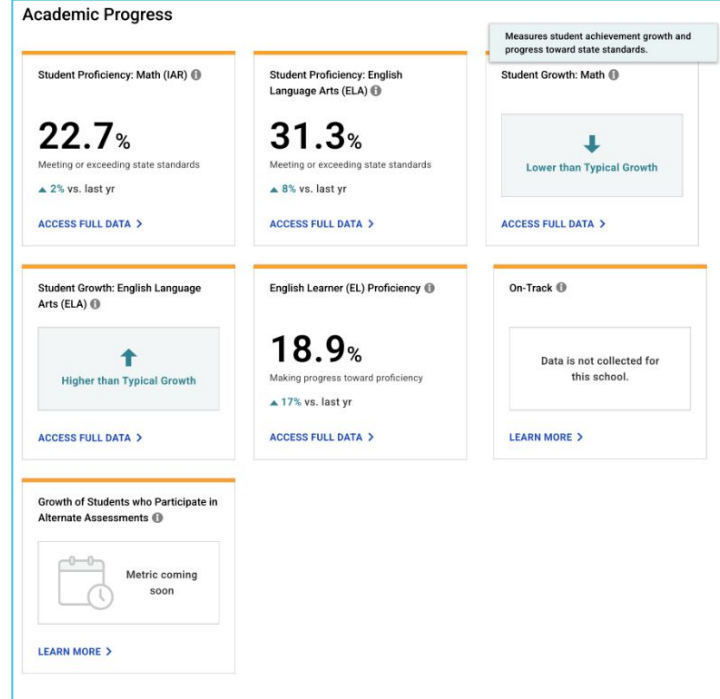
[ACCESS FULL DATA >](#)

Dashboard View - Comparison with LA Unified

LA Unified



CPS



Discussion

- Are we on the right track?
- What else should we consider when developing a more user-friendly dashboard?



Simplify Language

Problem

- Metrics pages are too wordy and hard to understand.
- "Way too much reading necessary to understand the data."
- "I put on the lens of my parents who don't come from an academic background... they wouldn't understand what they're reading before even getting to the graphs."

Solution

- Be sure to define terms.
- Be careful using acronyms or educational jargon without an explanation.
- Write content at a 6th grade level.
- Use bulleted lists and simple sentences
- Use headers to organize content and sufficient white space to separate it.
- Bold terms to make them stand out to the reader.

Simplify Language

Before rewriting

This information helps identify where EL students are meeting their growth target and where more support might be needed. While this measure highlights student progress, it is not meant to judge school quality but rather to ensure that EL students are getting the help they need to succeed.



After rewriting

This information shows where English Learner (EL) students are growing and where they may need more help. It helps us understand how students are doing, but it's not used to judge how good a school is. The goal is to make sure EL students get the support they need to do well.

Effect size shows how the **Academic Progress Indicator (API)** (which tracks growth over several years) compares to the growth of students who started at a similar level. This is called: **“typical growth”**. Here's how to understand the data:



- Bold key terms to alert your users to their importance.
- Spell out acronyms each time unless they are used more than **three** times.

Language Discussion

- Are we on the right track?
- What else should we consider when developing more accessible language for the site?



Left Navigation Menu

Problem

- Some respondents noted that families and community members might not instinctively know to use the menu on the left, suggesting a need for better guidance or prompts. Users revealed that they did find the Profile left navigation challenging due to its specialized vocabulary.

Solution

- Redesign the left navigation menu to better align with CPS standard including the ability to add descriptive text for each category, rewriting using simpler terms more familiar to all users. Use natural language for low literacy readers to be most effective.

Left Navigation Menu

Current

School Overview	^
Details	
Culture and Climate	
Admissions	
Clubs and Activities	
Reports	
District Investments	v
Evidence of Student Learning and Wellbeing	v
Daily Learning Experiences	v
Adult Capacity and Continuous Learning	v
Inclusive and Collaborative School and Community	v
Spotlight (Future State)	

Rewritten with descriptive text and natural language

About this school	^
General information about this school, including Culture, admissions, and clubs.	
School Overview	>
Details	>
Admissions	>
Clubs & Activities	>
Culture & Climate	>
Reports	>
District Investments	v
All about school financing.	
Student Success & Happiness	v
Learn about Student Growth	
Daily Learning	v
About our Teaching	
Our Staff	v
Teachers, staff, and administrators	
Community & Belonging	v
All about the school community	
Spotlight on the Future	v
Areas of Strength, Growth, & Focus	

Navigation Discussion

- Are we on the right track?
- What else should we consider when developing more useable navigation Menu?



Metric Page Redesign

Problem

- Metrics pages are too wordy and hard to understand. Users frequently struggled to identify where to find specific information, with the page structure not aligning with user expectations of seeing key data immediately upon arrival.
- "Way too much reading necessary to understand the data."
- "I put on the lens of my parents who don't come from an academic background... they wouldn't understand what they're reading before even getting to the graphs."

Solution

- Redesign the metrics pages to make them easier to digest and understand.
- Add a Summary Block with simple information
- Increase Tour visibility
- Simplify Language
- Include Videos

Metric Page Redesign

Current

Redesigned with

- Metric Summary
- Explainer Video
- Increased Tour Visibility



Metric Page Redesign

Redesigned with

- Metric Summary
- Explainer Video
- Increased Tour Visibility

Chronic Absence

This provides data about how often students miss school, specifically those who have missed 10 percent or more of their school days. The district will share information about how many students are missing school at each school and how this compares to network and district averages.

Snapshot Summary and Quick Start

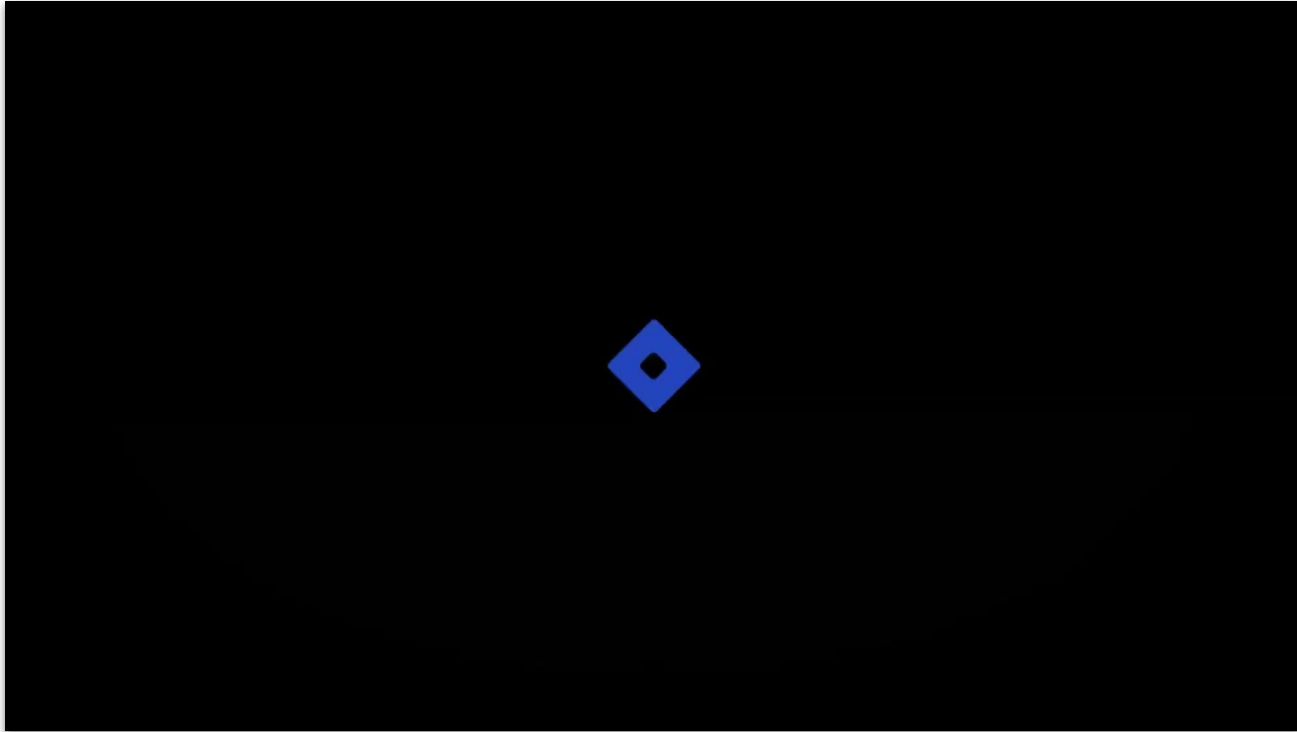


Why This Is Measured

Regular attendance is crucial throughout a student's academic journey because students who miss too much school tend to have lower grades, are less likely to graduate, and may struggle in college.

- Research demonstrates chronic absenteeism in Pre-K in CPS is predictive of chronic absenteeism in Kindergarten through Second Grade in CPS. Tracking chronic absenteeism starting in Pre-K allows schools and the district to intervene early, and provide resources and support for CPS students and families.
- For elementary students, missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.

School Profile Metric Page Redesign - Video



School Profile - Future Enhancements

Future Enhancements

- Improved chart design
- Compare schools functionality
- Search on every page
- Integration with School Locator map

CPS School Profile Survey

Metrics Survey

We would like to know what metrics you find the most important. The survey consists of three questions:

- Tell us your role
- What information below do you feel is the most important to you? You may choose more than one. Feel free to write in a metric that does not appear on the site in the "Other" selection below. If you need more information on metrics, you can [view them here](#).
- We want to hear from you. Let us know what we can do to help better serve your needs.



The screenshot shows the "CPS School Profile Survey" interface. At the top, there is a header with the Chicago Public Schools logo and a photo of a smiling woman. Below the header, the title "CPS School Profile Survey" is displayed, followed by the instruction: "Please answer the questions below. There are no right or wrong answers." The first question is "Tell us your role", with radio button options for Parent, Teacher, Principal, School Administrator, Community Member, and Other... The second question is "What information below do you feel is the most important to you? You may choose more than one. Feel free to write in a metric that does not appear on the site in the 'Other' selection below. If you need more information on metrics, you can [view them here](#)." This question includes a "Checkboxes" dropdown menu and a list of five metrics, each with an unchecked checkbox and a close button (X):

- General school details (Number of students, operation hours, language programs, other s...
- School culture and climate (Survey results from students and staff)
- Admission requirements
- Available school clubs and activities

School Profile Discussion

- Are we on the right track?
- What else should we consider when developing more useable school profile survey?



UIC Survey Update



**Accountability
Redesign**
Meaningful Measurement

Closeout & Next Steps

Fall Objectives

Stay Tuned: Fall Meeting Schedule TBD

Fall Objectives:

- Review new indicators set to be released in Sept/Oct
- Provide feedback and support on marketing and outreach efforts in October and November

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