

# CPS Transparency Committee

**Session 20: CIDT Language +  
Public Participation Protocol**

Sept 24, 2025

4pm-5:30pm



# Objectives

The Transparency Committee will:

1. Review and provide feedback on language for indicators
2. Align on public participation protocol
3. Align on next steps

# Facilitator Agenda

Time	Activity	
4:00-4:10 (10 min)	Welcome, Objectives, Introductions and Housekeeping	Jill
4:10 - 5:00 (50 min)	Review Indicator Language for 3 indicators	Felipe
5:00-5:15 (15 min)	Public Comment Protocol	Jill
5:15-5:30pm (15 min)	Close out + Public Comment	Felipe

# 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.

# Indicator Review: Accessible Language

# Academic Progress

## **One-Sentence Definition:**

Academic progress is how much students are learning and growing in their schoolwork, helping them get ready for the future.

## **At a Glance (for parents):**

Our schools are focused on helping every student learn and grow. We look at how students are doing on tests and in class to see if they are on track to succeed. This helps us know if they are ready for the next grade and for life after high school. By watching their progress, we can give them the right support to help them grow and succeed.

## **Learn More (expanded detail):**

The heart of a school's work is to help every child learn and succeed. We want to make sure all students, regardless of their background or past experiences, are getting the strong teaching and support they need. By carefully tracking their learning, we can see where they are doing well and where they might need extra help.

To understand and improve academic progress, we use several measures:

- **Student Proficiency:** If students are at the right level for their grade in subjects like reading and math.
- **Student Growth to Proficiency:** How much students are improving in their skills from one year to the next.
- **English Learner Progress to Proficiency:** How well students who are learning English are improving their language skills.
- **On-Track:** Whether students are on track for high school success.
- **Growth on IEP Goals:** How well students with special learning plans (IEPs) are meeting their personal goals.

Together, these measures help us understand whether students are getting the support they need to grow, learn, and be ready for their future.

# Connectedness and Wellbeing

## One-Sentence Definition:

Connectedness and well-being means making sure every student feels safe, supported, and cared for at school so they can grow and thrive.

## At a Glance (for parents):

Students do their best learning when they feel safe and cared for at school. We measure this by looking at how often students attend school and how many students leave school before graduation. When students feel a part of their school community, they are more likely to be in class and ready to learn, which helps them succeed in school and in life.

## Learn More (expanded detail):

Student well-being is the foundation for all learning. Our goal is to make sure every child feels safe, supported, and cared for at school so they can succeed. When students feel a strong connection to their teachers and peers, it's much easier for them to focus on learning and thrive both in and out of the classroom.

To understand and improve connectedness and wellbeing, we use several measures:

- **Chronic Absence:** Students who miss 10% or more of school
- **One-Year Dropout Rate:** Students who leave school before graduating

Together, these measures help us understand if our students feel connected to their school community and are getting the support they need to stay in school and graduate.

# Postsecondary Success

## **One-Sentence Definition:**

Postsecondary success means making sure every student graduates high school ready for what comes next, whether it's college, a career, or both.

## **At a Glance (for parents):**

We want every student to graduate with the knowledge and skills they need to succeed in the future. We believe students learn best when they can explore their interests and get a head start on college or a career while still in high school. These opportunities can save families time and money, while helping students prepare for life after graduation.

## **Learn More (expanded detail):**

Preparing students for life after high school means opening doors to both college and careers. Our goal is to give every student the chance to earn college credit or a career certificate before they even graduate, which helps them gain skills and confidence.

To understand and improve postsecondary success, we use several measures:

- **Graduation Rate:** Students who earn their high school diploma in 4–5 years
- **Early College and Career Credentials:** Graduates with college credit and/or job skills
- **College Enrollment & Persistence:** Graduates who start and stay in college

Together, these measures help us understand if our students are well-prepared for life after high school and have the skills to succeed in college or a career.

# Indicator Feedback Protocol

- Name of reviewer
- What indicator language are you reviewing? (drop down of options)
- On scale from 1-5, how accessible is this language?
- What words are confusing or require more simplification?
- Is anything missing?
- What other feedback do you have on this language, or on the indicator more generally?

# Public Participation Protocol

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- Members of the public who wish to provide comment must complete the **sign-up form** available on the CIDT website.
- After completing the form, registrants will receive a **Zoom link** to join the meeting.
- Each registered participant will have **up to 3 minutes** to share their input.
- Participants are welcome to **remain on the call and listen** for the duration of the meeting.
- TC members will **not respond to public comments during the meeting**. Follow-up responses may be provided after the fact, if needed.
- Please note that comments may sometimes contain **factual inaccuracies**.
- All public comments will be **documented in the meeting notes**, which are posted publicly after each meeting

# Public Participation Protocol

- Does this seem like the right way to engage public participants?
- What else

# 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