

CPS Transparency Committee

Session 21: Revised Indicator Templates, CIDT Language + Timeline Updates

October 23, 2025

4pm-6pm



Objectives

The Transparency Committee will:

- Be updated on our timeline for our work, including UIC engagement
- Provide feedback on the new indicator template
- Provide feedback on 3 new language revisions
 - Postsecondary Pathways & Transition Enrollment
 - Interventions and Student Support Plans
 - On Track

Agenda










4:00-4:10 (10 min)	Welcome, Objectives, Introductions and Housekeeping
4:10-4:20 (10 min)	CPS Update on Timeline
4:20-4:30 (10 min)	UIC Update
4:20 - 4:50 (40 min)	Revised Indicator Template Feedback
4:50 - 5:20 (40 min)	Review Indicator Language for 3 indicators
5:20-5:30pm (10 min)	Close out + Public Comment

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

Items to Cover in 2025

- Review updated site map
- Review final dashboards - top level, domain, and indicator
- Review new indicator templates
- Review revised indicator language for indicators already reviewed
- Review proposed language for new indicators
- Review and feedback on UIC survey & focus groups

Key Dates

- **10/23 - Committee Meeting**
- *11/5 - Committee Meeting*
- **11/6 - MIKVA Session**
- *11/12 - Committee Meeting*
- **11/13 - MIKVA Session**
- *11/21 - Last Day for Web Feedback*
- **11/24 - 11/28 - Thanksgiving Break**
- *12/4 - Committee Meeting*
- **12/12 - CIDT Live**

UIC Update

Indicator Template Review

Your Feedback

- Metrics are too technical
- Use plain language to explain what the numbers mean and why they are important
- Use color and layout to make content more engaging
- Reduce the amount of text as much as possible
- Make it easy to understand why this data matters
- Elevate/highlight essential school information

What we did

- Simplified language so users can read and understand metrics more easily
- Designed page to make content more visually appealing
- Added design features - hover terms, quick definitions, and “why this matters” to build understanding and reduce long copy areas
- Created a standard content template so every indicator follows the same, clear, easy to read format
- Trimmed or moved technical details into downloadable guides for those who want more depth

Before and After

- School Overview
- District Investments
- Evidence of Student Learning and Wellbeing**
- Academic Progress
- Student Growth to Proficiency
- English Learner Progress to Proficiency
- On Track
- Growth of Students who Participate in Alternate Assessments
- Conscientious and Wellbeing
- Chronic Absence
- One Year Dropout Rate
- Postsecondary Success
- Graduation Rate
- Early College and Career Readiness
- College Readiness and Persistence
- Postsecondary Pathways & Transition
- Enrollment
- Daily Learning Experiences
- Adult Capacity and Continuous Learning
- Inclusive and Collaborative School and Community
- Spotlight (Future State)

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.

[QUICK TOUR: HOW TO VIEW THE DATA](#) | [PLAY VIDEO](#)

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.
- By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10%, or 2 days a month, over the course of the school year, can affect a student's academic success.

By partnering with families and collaboratively engaging district, school, and community resources, schools aim to understand and address the underlying factors contributing to student absenteeism. The goal is to develop targeted support strategies that help remove attendance barriers and ensure students can fully participate in their education. For more information, see the Student Attendance website.

What To Consider

Chronic Absence is not the same thing as Chronic Truancy. All absences are factored into Chronic Absence, including valid excused absences. Since high schools generally have higher chronic absence rates than elementary schools, a more appropriate comparison is from the school to the network and not the District.

SELECT VIEW:

SNAPSHOT | **TRENDS**

SELECT DEMOGRAPHIC:

ALL

CHART

VIEW AS TABLE

CLINTON - Chronic Absence Rate - All Students

Year	Count	Rate
2021-2022	473	42.4%
2022-2023	373	34.4%
2023-2024	372	32.2%

Transparency Committee Reviewed | Share feedback



Draft Redesign

- School Overview
- District Investments
- Evidence of Student Learning and Wellbeing**
- Academic Progress
- Student Growth to Proficiency
- English Learner Progress to Proficiency
- Growth of Students who Participate in Alternate Assessments
- Conscientious and Wellbeing
- Chronic Absence
- One Year Dropout Rate
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Chronic Absence

This data shows the percentage of students who miss 10% or more of the school year, whether the absences are excused or unexcused.

Chronic Absence Rate

48.7%

Last updated October 2023

VIEW CHART

Chronic Absence Rate

48.7%

Last updated October 2023

VIEW CHART

Take a Quick Tour

Take a quick tour of this dashboard to help guide you.

[START TOUR](#) | [PLAY VIDEO](#)

Where This Data Comes From

Daily Attendance Records

Chronic absence tracking is based on daily attendance records.

18+ Days Missed Per Year

Missing about 2 days each month (18 days or more) equates to chronic absence.

Data Sharing

Shared with the school, network, and district teams.

Why This Data Matters

- In Pre-K and early grades, chronic absence predicts future attendance problems.
- By 6th grade, absenteeism is one of three early signs a student may drop out.
- By 9th grade, attendance is one of the strongest predictors of graduation from 9th grade test scores.

What This Data Shows

It Can Tell You

- Learn who a large group of students are missing on each school.
- Can highlight schools or grade levels where extra support may be needed.

It Cannot Tell You

- Learn individual why students are absent (work, transportation, safety, family issues).
- It will be the same as chronic truancy - the measure of unexcused absences.
- High schools often have higher absence rates than elementary schools, so comparisons should be made at the school or network level, not school or district.

Chronic Absence Rate

How do I read this? Play a chart below to help you understand the data.

SELECT YEAR: SNAPSHOT | **TRENDS**

SELECT DEMOGRAPHIC: ALL

CHART

VIEW AS TABLE

CLINTON - Chronic Absence Rate - All Students

Transparency Committee Reviewed | Share feedback

Questions You May Ask the School

- What supports are available for students who are at risk of leaving school?
- How does the school follow up with students who stop attending?
- What programs or partnerships help keep students engaged through graduation?

Want to Learn More Beyond This Page?

Explore a short page paper for a deeper dive on how we measure this data.

Search for Another School Profile

ENTER SCHOOL NAME

New design layout

- Elevated a snapshot of the metric to the top of the page with a link to view more detail
- Added a tour and video explaining how to read and understand the metric data



Chicago Public Schools

PARENTS STUDENTS COMMUNITY STAFF

SELECT LANGUAGE

Schools Academics Services Initiatives Calendar Blog About

Home / Schools / School Profile Search / Evidence of Student Learning and Wellbeing

CP CPS
BLACK
9101 S EUCLID AVE, Chicago, Illinois 60617-3749
CONTACT US | VISIT WEBSITE

School Overview
District Investments
Evidence of Student Learning and Wellbeing
Academic Progress
Student Proficiency
Student Growth to Proficiency
English Learner Progress to Proficiency
On-Track
Growth of Students who Participate in Alternate Assessments
Connectedness and Wellbeing
Chronic Absence
One-Year Dropout Rate
Postsecondary Success
Graduation Rate
Early College and Career Credentials

Chronic Absence

This data shows the percentage of students who miss 10% or more of the school year, whether the absences are excused or unexcused.

Chronic Absence Rate	Chronic Absence Rate
48.7%	48.7%
Last updated October 2025	Last updated October 2025

VIEW CHART

VIEW CHART

Take a Quick Tour

Take a quick tour or play a short video to help guide you.

START TOUR

PLAY VIDEO

New design layout

- Created 3 content areas that will be used across all metrics
 - Where This Data Comes From
 - Why this Data Matters
 - What This Data Shows

College Enrollment and Persistence
Postsecondary Pathways & Transition Enrollment

Daily Learning Experiences ▾

Adult Capacity and Continuous Learning ▾

Inclusive and Collaborative School and Community ▾

Spotlight (Future State)

Where This Data Comes From

Daily Attendance Records
Chronic absence tracking is based on daily attendance records.

18+ Days Missed Per Year
Missing about 2 days each month (18+ days in a year) counts as chronic absence.

Data Sharing
Shared at the school, network, and district levels.

Why This Data Matters

Why This Data Matters

- In **Pre-K and early grades**, chronic absence predicts future attendance problems.
- By **6th grade**, it is one of three early signs a student may drop out later.
- By **9th grade**, attendance is an even stronger predictor of graduation than 8th grade test scores.

What This Data Shows

It Can Tell You:

- ✓ Can show if large groups of students are missing too much school.
- ✓ Can highlight schools or grade levels where extra support may be needed.

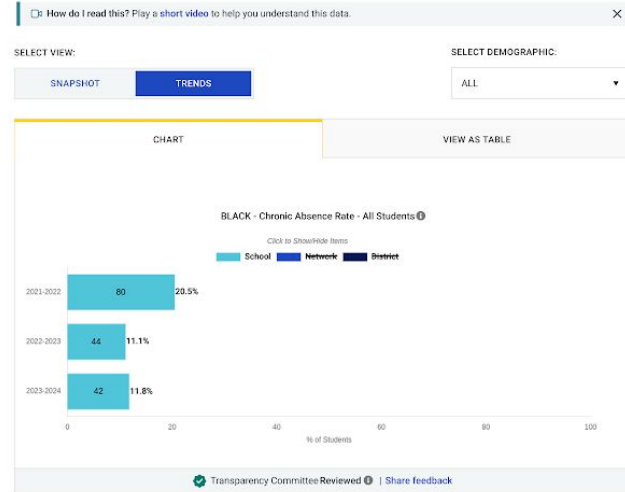
It Cannot Tell You:

- ✗ Cannot explain why students are absent (health, transportation, safety, family needs).
- ✗ Is not the same as chronic truancy — this measure includes excused absences.
- ✗ High schools often have higher absence rates than elementary schools, so comparisons should be made at the school vs. network level, not school vs. district.

New design layout

- 'Questions You May Ask at School' provides parents a starting point to connect with their child's school directly
- Link to a guide that goes into detail about the metric calculations for those interested
- Quick and easy access to another school profile

Chronic Absence Rate



Questions You May Ask the School

- What supports are available for students who are at risk of leaving school?
- How does the school follow up with students who stop attending?
- What programs or partnerships help keep students engaged through graduation?



Want to Learn More Beyond This Page?

Explore a [short one-pager](#) for a deeper dive on how we measure this data.

Search for Another School Profile

Discussion

- Are we on the right track?
 - Did we capture the main points of feedback?
 - Did we respond to that feedback effectively?
- What do you think of specific design choices? For example:
 - Summary metric at the top of the page
 - General layout and readability
 - Color choices
 - Is the "help" options obvious enough?
- What did we miss?

Indicator Review: Accessible Language

Postsecondary Pathways & Transition Enrollment: Are Graduates Finding Paths After High School?

At a Glance

This measure shows the percentage of students who graduate and then enroll in a transition center or move into a postsecondary pathway such as college, the military, a job training or apprenticeship program, employment, or a service or gap-year program.

What It's Based On

Enrollment information for graduates who take **alternate assessments**, which are designed for students with significant cognitive disabilities. Data showing whether these graduates transition into:

- A college or job training program
- A transition center
- The military
- Employment or an apprenticeship
- A service or gap-year program

Why This Matters

Every student deserves a meaningful path after high school. This measure shows how well schools are helping students with significant learning needs prepare for life beyond graduation through the right supports, planning, and exposure to multiple options.

What It Can & Cannot Tell You

- Can show how many graduates with alternate assessments successfully move into postsecondary programs or opportunities.
- Can highlight schools that provide strong transition supports for students with disabilities.
- Cannot measure long-term outcomes, such as whether students remain in those programs or jobs.
- Does not reflect the experiences of all graduates—it focuses on those who participate in alternate assessments.

Questions You Can Ask the School

What transition planning supports are available before graduation?

How does the school help students explore options like college, training, or work programs?

What partnerships exist with employers, colleges, or transition centers to support graduates?

Interventions and Student Support Plans: How Do Schools Help Students Who Need Extra Support?

At a Glance

Every student learns differently, and some need extra help to succeed. This section shows how schools identify students who need additional support, provide the right help at the right time, and track progress to make sure students are improving.

We look at a few key pieces of information to understand how schools identify and support students who need extra help:

Student Screenings: Whether schools are using universal screeners to find students who may need academic or behavior support.

Support Plans: Whether schools have opted into district-funded interventions and are putting clear learning or behavior support plans in place for students who need them.

Staff Training: Whether at least one staff member has been trained in behavioral health interventions to help students manage social or emotional challenges.

Why This Matters

When schools notice challenges early and act quickly, students get the help they need to stay on track. Strong support systems promote fairness, reduce barriers to learning, and make sure no student falls through the cracks.

What It Can & Cannot Tell You

Can show whether a school has systems in place to identify, support, and monitor students who need help.

Can highlight how schools keep families informed and involved.

Cannot explain individual student outcomes or specific support plans

Questions You Can Ask the School

How does the school identify students who need extra help?

What types of learning or behavior supports are available?

How will I be updated on my child's progress and support plan?

How does the school ensure that supports are fair and based on each student's needs?

On-Track:

Are Students on Pace for Success?

At a Glance

On-Track shows the percentage of students who are currently on pace for high school success or graduation in 4 years.

What It's Based On

Grades 3–8: attendance (90%+) + GPA of 3.0+ in core subjects.

9th Grade: passing all classes + earning 7+ credits.

Why This Matters

Students who are On-Track are much more likely to graduate on time. This measure acts as an early warning tool to see which groups of students may need support.

What It Can & Cannot Tell You

Can highlight if groups of students at a school are on pace for success.

Cannot guarantee graduation for individual students.

Results may differ across schools because of attendance, grading practices, and student needs.

Compare Performance

(Chart/table with school vs. district vs. network averages)

Questions You Can Ask the School

How often does the school review On-Track data?

What supports are offered if students are not On-Track?

How does attendance and grading affect On-Track status?

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?

Closeout & Next Steps

What's Ahead

Upcoming Meetings

- **10/23 - Committee Meeting**
- *11/5 - Committee Meeting*
- **11/6 - MIKVA Session**
- *11/12 - Committee Meeting*
- **11/13 - MIKVA Session**
- *11/21 - Last Day for Web Feedback*
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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