

CPS Transparency Committee

Session 23: Updates, Revised Indicator Language, Office Hours

November 12, 2025

4pm-5:30pm



Objectives

The Transparency Committee will:

- Receive an update on the CIDT launch timeline and rollout
- Review and discuss revised language for five indicators
- Complete any outstanding feedback forms

Agenda

4:00 - 4:05 (5 min)	Welcome & Objectives
4:05 - 4:15 (10 min)	CPS Timeline Update
4:15 - 5:00 (45 min)	Indicator Language Review
5:00 - 5:10 (10 min)	Close out + Public Comment
5:10 - 5:30 (20 min)	Office Hours/ Independent Work Time

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?

CIDT Timeline Update

Implementation Priorities

As CPS continues to rollout CIDT, we are focused on three key areas:

- Incorporating School Year 2024-2025 data
- Updating currently published indicators to incorporate feedback
- Finalizing and publishing unreleased indicators

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
- **NEW!** Learning opportunities/materials for stakeholders

Key Dates

- **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*
- 12/5: Feedback incorporated
- **New! Spring - CIDT Live for New Indicators**

Indicator Language Review

Proficiency: Are Students Meeting Grade-Level Expectations?

At a Glance

Proficiency shows the percentage of students meeting grade-level standards on state tests.

What It's Based On

Grades 3–8: Illinois Assessment of Readiness (IAR)

Grade 9: PreACT 9

Grade 10: PreACT 10

Grades 11–12: ACT

Note: Illinois changed the required high school test from SAT to ACT in 2024–25. Results cannot be compared to past years.

SELECT A METRIC

ACT	▼
IAR	
ACT	
PreACT 9	
PreACT 10	

Why This Matters

Proficiency shows how well students at a school are meeting state standards necessary to be ready for the next grade, college, or careers.

What It Can & Cannot Tell You

Can show whether groups of students are meeting state expectations.

Can highlight where schools may need more support.

Cannot capture everything students know or can do.

Cannot determine if a school is “good” or “bad” on its own – outside factors like demographics and resources also affect results.

Compare Performance

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

Questions You Can Ask the School

What supports are offered if groups of students are not meeting standards?

How is the school preparing students for next year's expectations?

Growth to Proficiency: Are Students Making Progress Toward Standards?

At a Glance

Growth to Proficiency shows how much students improve from one year to the next on state tests.

What It's Based On

Grades 3–8: Illinois Assessment of Readiness (IAR)

Grade 9: PreACT 9

Grade 10: PreACT 10

Grades 11–12: ACT

Note: Illinois changed the required high school test from SAT to ACT in 2024–25. Results cannot be compared to past years.

Why This Matters

Growth shows how much students are learning each year and over time.

What It Can & Cannot Tell You

Can highlight how much learning students gained in a year.

Can identify schools making strong progress.

Cannot guarantee that every student will reach proficiency at the same rate.

Should not be used alone to judge a school, since student needs and resources also play a role.

Compare Performance

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

Questions You Can Ask the School

How does the school use growth data to adjust instruction?

What strategies are in place for students showing slower growth?

How are strong growth practices shared across classrooms or grades?



English Learner Progress: Are Students Gaining English Skills?

At a Glance

This measure shows how students who are learning English are making progress toward becoming fluent, with the goal of reaching proficiency within five years.

What It's Based On

Annual ACCESS test, which measures listening, speaking, reading, and writing in English.

Why This Matters

Learning English is critical for success in school and beyond. This measure shows how well schools support English learners in building language skills alongside academic skills.

What It Can & Cannot Tell You

Can show if English learners at a school are making steady progress each year.

Can identify schools with strong supports for language development.

Cannot show overall academic achievement—it only measures English language growth.

Does not mean every student will reach proficiency in the same time frame.

Compare Performance

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

Questions Families Can Ask the School

How are English learners supported in both language and academics?

What programs are in place for students who need more time to gain proficiency?

How is progress shared with families?



Discussion

- What do you like? What do you not like?
- What can be clarified?
- What's missing?

One-Year Dropout: Are High School Students Staying Enrolled?

At a Glance

The One-Year Dropout rate shows the percentage of high school students (grades 9–12) who leave school within a year without graduating or enrolling in another verified program.

What It's Based On

Student enrollment records at the end of each school year.

Students counted if there is no evidence of graduation or continued enrollment elsewhere.

Shared at the school, network, and district levels.

Why This Matters

Dropping out reduces future opportunities for college, careers, and long-term success. High dropout rates are a sign that more supports are needed to keep students connected to school and on the path to graduation.

What It Can & Cannot Tell You

Can highlight when schools need more resources and interventions to help students stay engaged.

Can point to patterns across groups of students.

Cannot explain *why* students leave – common reasons include health, work responsibilities, transportation challenges, or family needs.

Should not be used alone to judge school quality, since many factors beyond the classroom affect dropout rates.

Questions You Can 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?



Early College and Career Credentials (ECCC): Are Students Earning College or Career Credit in High School?

At a Glance

This shows the percentage of graduating students who earn at least one early college or career credential before finishing high school.

What It's Based On

Students can earn an Early College and Career Credential by completing **one or more** of the following:

- A passing grade in an early-college or dual-credit course
- A passing score on an AP or IB exam
- Six credits from JROTC courses
- The Seal of Biliteracy
- A recognized career certification
- A 60-hour (or longer) internship

Why This Matters

These experiences give students a head start on college and career goals. They can save time and money after graduation and help students see clear pathways to future success.

What It Can & Cannot Tell You

Can show how many students are graduating with early college or career experiences.

Can highlight schools where students have strong access to college and career readiness programs.

Cannot show whether every student has the same chance to participate—availability and enrollment can differ by school.

Does not measure long-term college or career outcomes on its own.

Questions You Can Ask the School

What early-college or career-readiness programs are offered here?

How can students qualify or sign up for these opportunities?

What supports help ensure all students can access these programs?



Discussion

- What do you like? What do you not like?
- What can be clarified?
- What's missing?

Feedback Forms to Complete

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.

Closeout & Next Steps

What's Ahead?

- 11/13 - MIKVA Session
- 11/21 - *Last Day for Web Feedback*
- 11/24 - 11/28 - Thanksgiving Break
- 12/4 - *Committee Meeting*
- 12/5: Feedback incorporated
- **Spring - CIDT Live for New Indicators**

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](#)