

CPS Transparency Committee

Session 24: Holiday Meeting

December 12, 2025

9am-noon



Objectives

The Transparency Committee will:

- Celebrate our work together in 2025
- Share the revised site to get final review
- Engage in a UIC Focus Group
- Discuss what is ahead in 2026

Agenda

9am-9:15 (15 min)	Breakfast and Community Building
9:15-9:20 (5 min)	Welcome + Objectives
9:20-9:40 (20 min)	CPS Timeline + Celebration: Where we have been and where we are going
9:40-9:50 (10 min)	New + Improved CIDT Introduction
9:50-10:50 (60 min)	UIC Focus Group Simulation
10:50-11:20 (30 min)	Debrief Focus Group + CIDT Review
11:20-11:30 (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?

CPS Welcome

CIDT Timeline, Reflection, and Next Steps

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~~
- 12/12 - Last TC meeting of 2025
- **Spring 2026 - CIDT Live for New Indicators**

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

Evidence of Student Learning and Well-Being

<input checked="" type="checkbox"/> Student Growth
<input checked="" type="checkbox"/> Student Proficiency
Diverse Learner Progress
<input checked="" type="checkbox"/> EL Progress to Proficiency
<input checked="" type="checkbox"/> On-Track*
<input checked="" type="checkbox"/> Chronic Absence*
<input checked="" type="checkbox"/> 1 Year Drop Out Rate*
<input checked="" type="checkbox"/> 4 Year Cohort Graduation Rate*
<input checked="" type="checkbox"/> Early College and Career Credentials*
<input checked="" type="checkbox"/> College Enrollment and Persistence*

Daily Learning Experiences

<input checked="" type="checkbox"/> High Quality Curriculum
Effective Instruction
Conditions for Learning and the Student Experience
<input checked="" type="checkbox"/> Balanced Assessment
<input checked="" type="checkbox"/> Access to Postsecondary Opportunities
<input checked="" type="checkbox"/> 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
<input checked="" type="checkbox"/> 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.

Language for 3 additional indicators has been reviewed by the committee.

Objective is to have all indicators published by end of School Year 2026.

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 those 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

Year	School	Network	District
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
- On Track
- Growth of Students who Participate in Alternate Assessments
- Conscientious and Wellbeing
- Chronic Absence
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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) correlates with 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, it is one of those 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

If Can Tell You

- Can track the progress of students on missing no more than school.
- Can highlight schools or grade levels where extra support may be needed.

If Cannot Tell You

- Cannot identify why students are absent (work, transportation, safety, family issues).
- It did not take as much time to measure individual-level 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 that? 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

Year	School	Network	District
2021-2022	473	42.4%	
2022-2023	373	34.4%	
2023-2024	372	32.2%	

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 story page for a deeper dive on how we measure this data.

Search for Another School Profile
ENTER SCHOOL NAME

Evidence of Student Learning and Well-Being

Diverse Learner Progress

Daily Learning Experiences

Effective Instruction
Conditions for Learning and the Student Experience

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
School and Community Partnerships and Engagement

At least 10 indicators remain to be drafted, reviewed, and published

What comes next?

As we look towards the remainder of this school year:

- We'll shift the Committee's near term focus to supporting the successful rollout of the UIC focus groups
- CPS will work towards incorporating SY24-25 data into existing indicators, and developing draft school profile pages for the remaining indicators.
- Together, we'll aim for Committee review and subsequent publishing of these new indicators by late Spring 2026.

New CIDT Tool!

Review School Profile Updates

- Look up your school at
- VPN first...
- <https://integration.cps.edu/schools/profiles/>
- Updated site structure and left navigation
- Updated landing pages
- Updated design for metrics

UIC Focus Group



**Accountability
Redesign**
Meaningful Measurement

Agenda - “Modeling the focus group”

- 1. Joe will give a quick overview of the focus group protocol**
- 2. TG will model the focus group with Joe as the facilitator**
- 3. Discussion to provide feedback and answer questions about the focus group protocol**

Focus Group Overview

- **Learning questions:**
 - **“Meaning”** - Does the website convey what participants expect? Do they understand the information it presents?
 - **“Utility”** - How will/would they use the website and the information presented? If not, why not?
 - **“Connection”** - Would they use this information to support new or further involvement in their school, or making new connections with the school?

Focus Group Overview (cont.)

- **Participants review/utilize the tool as part of the discussion**
- **Goal would be 125 participants, 60-90 minutes each (12-15 sessions total)**
- **Efforts made to recruit beyond just TG networks/support**
- **Quick demographic survey at beginning of focus group**

Protocol (what happens in the focus group)

- Reading of:
 - purpose of focus group (transparency of process explained)
 - consent statement,
 - request verbal assent for participation and age
- Asking those who haven't done so already to please complete the pre-survey (demographics, role, how they were recruited, whether they have visited the CIDT site before) - QR/Link provided
- Quick introductions, including role
- Begin focus group

Let's Begin!

Background, Purpose, and Consent

[Joe Reads Statement]

[Brief Demographic Survey]

Website Review

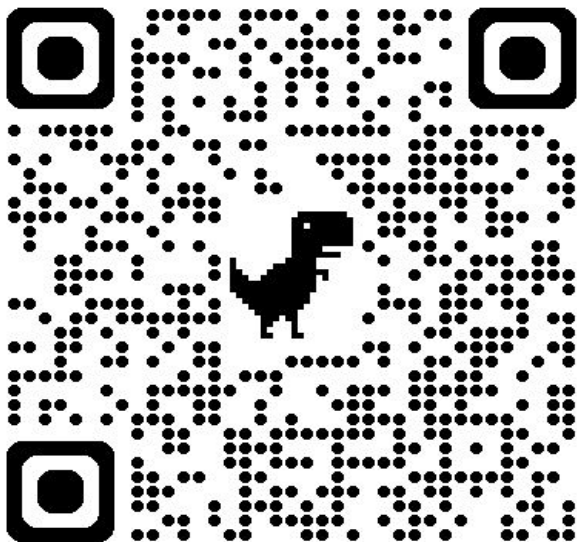
Let's take a few minutes now to have a brief review of data on the Continuous Improvement Data Transparency (CIDT) website.

We will provide a link for you to visit the school profile page where you can view the data available for any CPS school. Please take a moment now to have a look at the data available for your child's school, or any school of interest to you.

After you have reviewed the webpage, we will start the focus group discussion.

Take 5 Minutes to review the page

QR and Link



VPN first then...

<https://integration.cps.edu/schools/profiles/>



What you should see

The screenshot shows the top navigation bar with links for Parents, Students, Community, and Staff. Below this is a search bar for school profiles with a search button. The main heading is "School Profiles" and the sub-heading is "Exploring Our New School Profiles". A paragraph below explains that the profiles have been updated to support CPS's new approach to analyzing school practices and student outcomes, called Continuous Improvement and Data Transparency (CIDT), which will be implemented in the 2024-25 school year.

The screenshot shows the "School Overview" page for a school. The school's name is "CPS FINKL" and its address is "2322 S WESTERN AVE, Chicago, Illinois 60605". The page includes a sidebar with navigation options like "Details", "Culture and Climate", "Administration", "Calendar and Address", "Reports", "District Investments", and "Evidence of Student Learning and Mastery". The main content area is titled "School Overview" and contains a paragraph about the dynamic and vibrant learning community. There is also a "New here? Explore a step-by-step guide to this school's profile." button.

Discussion Question 1

Lead question:

How well did you understand the information/data on the page?

Follow up question:

How easy was it to use the site?

Discussion Question 2

Lead question:

Please tell me about how you would actually use the page/information presented.

Follow up questions:

Would you use it to help make a decision about what school your child will attend? Why or Why not?

Would you use it to help you find information about your child's current school? Why or why not?

Did you find the information helpful for any reason that I haven't asked about? If so, what?

Discussion Question 3

Lead question:

Would seeing this information inspire you to or make it easier for you to get involved with your/(a) school? How so?

Follow up questions:

Now that you've had a chance to think about how you would use the site, in what ways would the information would help you better connect with your/(a) school?

Final/Open Question

Is there anything you would like to share that I haven't asked about yet?

Thank you for your time and for participating in this focus group. As a reminder, we will be providing you with a \$25 gift card for your participation.

[Describe follow up information that will be shared once their feedback has been considered and incorporated]

END OF FOCUS GROUP

Feedback from TG

- **General questions on the process**
- **Feedback on the protocol (what is happening during the focus group)**
- **Feedback on the questions - feel free to suggest language**

Closeout & Next Steps

What's Ahead?

- **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](#)