

CPS Continuous Improvement and Data Transparency
Data Transparency Stakeholder Advisory Group
Meeting #20 Summary

Wednesday, September 24, 2025, 4:00–5:30pm
Virtual (Zoom)

Attendance

Facilitators & Presenters:

Felipe Perez (Facilitator), Jill Gottfred Sohoni (Facilitator), Sarah Cross (Camino Group), Alejandra C. Sanchez (Coordinator), Ted Canji (CPS), Lauren Brumett (CPS Exec), Vakiea Griffith (CPS Exec), Lissette Romo (Spanish/English Interpreter)

Committee Members:

Ryan Belville (CPAA), Rogelio Aguilar (Teacher), Katina Kopsias (CPS), Jacqueline Vargas (Parent), Claiborne Wade (Parent), Erika Gonzalez (Parent), Marcelina Pedraza (CPS), Maurice Miles (Parent), Sarah Amouipour (Teacher), Bernadette Glover (Principal), Jasmine L. Thurmond (CPS Exec), Grace Chan McKibben (Community), Micaelan Valesky (K1C)

Meeting Materials

- [Agenda](#)
- [Slide deck](#)
- [Meeting Feedback Form](#)

Objectives

The Transparency Committee convened to:

1. Review and provide feedback on revised **indicator language** (Academic Progress, Connectedness & Well-being, Postsecondary Success).
2. Align on a **protocol for public participation** during meetings
3. Identify **next steps** for fall 2025 work

Meeting Overview

1. Welcome & Housekeeping

Facilitators began with interpretation logistics and confirmed Spanish-language support. Community agreements were revisited, with emphasis on speaking plainly and minimizing jargon. Members were reminded that an AI note-taker was in use, with anonymized notes to be reviewed before public posting.

The agenda outlined two main areas of focus: (1) refining the clarity of indicator language, and (2) establishing a protocol for public comments.

2. Indicator Language Review

The committee reviewed three draft indicators: **Academic Progress**, **Connectedness & Well-being**, and **Postsecondary Success**. Each draft included a one-sentence definition, an “at-a-glance” parent-friendly description, and an expanded “learn more” section. Members provided feedback verbally, in chat, and through Google Forms.

Academic Progress

- **Clarity & Accessibility:** Educators and parents agreed the draft was much clearer than previous versions, with language that families could easily understand.
- **Repetition:** Several members felt the repeated use of “*succeed*” became redundant and suggested synonyms or more specific outcomes.
- **Tone & Balance:** Some noted the language could be slightly more specific without losing accessibility.
- **Translation:** Spanish-speaking members found the translated version explicit and easy to follow, though minor spelling/grammar issues were noted. This raised a concern that auto-translation tools on the website may not always be reliable.

Connectedness & Well-being

- **Accessibility:** The draft was seen as straightforward, though some worried that simplification risked redundancy.

- **Scope of Measures:**
 - Parents and community members stressed that attendance and dropout rates alone do not capture well-being.
 - Educators recommended adding references to **social-emotional well-being, mental health, and school climate data** (e.g., Five Essentials).
 - Members emphasized that connectedness means feeling safe, supported, and cared for, which cannot be measured only through technical metrics.

- **External Factors:** Community members highlighted that outside factors — such as family responsibilities, health, or neighborhood safety — strongly influence connectedness and attendance. While not all can be measured within this framework, acknowledging them was considered important.

- **Clarity of Metrics:**
 - Parents suggested presenting chronic absence as **days missed** rather than percentages for better understanding.
 - Questions were raised about how the “one-year dropout rate” is calculated and whether this should be explained more clearly.

- **Web Presentation:** Members were curious about how families would actually see this online — whether the “at-a-glance” section would display first, whether details would be hidden behind “learn more,” and how navigation would work.

Postsecondary Success

- **Overall Reception:** Members found this section concise, accessible, and motivational.
- **College & Career Balance:** Teachers noted that families are especially drawn to **dual credit and early college coursework**, which provide both a head start and cost savings. They suggested highlighting these opportunities more explicitly.
- **Trades and Job Training:** Parents emphasized the importance of explicitly including **technical programs and the trades** in the definition of

postsecondary success. This ensures the framework reflects multiple pathways after graduation, not just college.

- **Metrics & Outcomes:** The focus on graduation rates, credentials, and college enrollment was seen as appropriate, but members encouraged making clearer connections to tangible outcomes for students' futures.

Themes Across Indicators:

Across all three indicators, members expressed strong appreciation for the simplified, family-friendly tone, while emphasizing the need to balance clarity with completeness. There was consensus that the framework should capture both academic and social dimensions of success, acknowledge the variety of student pathways, and ensure translation and web formatting support accessibility for all users.

3. Public Participation Protocol

The committee reviewed a proposed process for managing public input: individuals would sign up via the CIDT website, receive a Zoom link, and be granted three minutes to comment. Comments would be documented but not addressed in real time.

Members supported the structure, noting that three minutes aligns with practices used by other public bodies and provides enough time for meaningful contributions. Some suggested reminding the group of this protocol at the start of any meeting with public participants.

4. Closeout & Next Steps

Members were encouraged to complete feedback forms and the exit survey. Looking ahead, the committee will:

- Review newly released indicators in the fall.
- Provide feedback on outreach and communications planned for October and November.

The meeting closed with consensus that the indicator language revisions represent progress toward accessibility and transparency, while still needing refinement to better reflect the realities of student success, well-being, and multiple postsecondary pathways.