CPS Transparency Committee

Session 10: Round 2 Indicator Review, Endorsement Process + UIC Survey

Feb 13, 2025

9am to 11am

Chicago Public Schools | Camino Group | Circle Root Collaborative | Accountability Redesign — Meaningful Measurement

Congrats Transparency Committee!

Objectives

The Transparency Committee will:

- ○ Review new **1 pager**, and brainstorm how to use it

- ○ Review, discuss, and provide 2nd round feedback on **High Quality Curriculum, Out of School Time and Balanced Assessment** indicator page

- ○ Discuss process for "**Endorsement**" of indicators

- ○ Provide input on the **UIC Community survey**

Agenda

Time	Activity
9-9:05 (5 min)	Welcome and Intros
9:05-9:20am (15 min)	New 1 Pager Feedback Summary + Stakeholder Learning Plan
9:20-10:00am (40 min)	Review, discuss, and provide 2nd round feedback on **High Quality Curriculum**, **Out of School Time** and **Balanced Assessment indicator** page.
10:00-10:20 (20 min)	Endorsement Process
10:20-10:50am (30 min)	UIC Community Survey Approach
10:50 - 10:55 (5 min)	CPS Updates: CIDT Launch, Media + What We're Hearing
10:55-11am (5 min)	Public Comment, Next Steps, & Closeout

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.

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How can we work together to ensure Chicago Public School's accountability framework is Accessible, Usable, and Actionable?

Stakeholder Learning Plan + Community Resource Flyer

Feedback Summary

- Shrink the blue header to make more space for content below

- "Want to learn more about your child's school?"

- Remove "don't wait…" to make more space for content

- Add a 2nd graphic to guide users into indicator drop downs

- Add links to define key items

- Some parents not a fan of the green

- Much interest in a helpline!

Introductions

- Your Name and Community
- What is one way you suggest CPS and/or CPS Stakeholders distribute our new CIDT 1-pager?

CIDT Stakeholder Learning Plan SY25 (v1)

Stakeholder	Objective	Format	Timeframe	Owner(s)	Status
ISLs (Teachers)	**Train the Trainer:** Support ISLs to train and support school-based teacher leaders to use CIDT for school improvement.	District-wide webinar for ISLs, followed by Network and school-level training	Q1 2025	ONS/ T&L	Planning
ES Teachers	**ES Teacher CIDT Overview:** Training on CIDT foundations and connections to strategic planning	On-demand webinar	Q2 2025	ONS/ T&L	Planning
HS Teachers	**HS Teacher CIDT Overview:** Training on CIDT foundations and connections to strategic planning	On-demand webinar	Q2 2025	ONS/ T&L	Planning
LSC Advisory Board	**CIDT for School Improvement:** Seek feedback on draft deck targeting parents and community members focused on CIWP support, principal evaluation, and overall school improvement.	Presentation	Q1 2025	FACE (LSC Relations)	Planning
LSC (Parents & Community)	**CIDT for School Improvement:** Training crafted for parents and community member and focused on CIWP support, principal evaluation, and overall school improvement.	Network/ Regional In-person Workshops + Webinar	Q2/ Q3 2025	FACE (LSC Relations)	Planning
Parent Board of Governors	**CIDT for School Improvement:** Seek feedback on draft deck targeting parents and focused on CIWP support and overall school improvement.	Presentation	Q1 2025	FACE (Title 1 Office)	Planning

CIDT Stakeholder Learning Plan SY25 (v1)

Stakeholder	Objective	Format	Timeframe	Owner(s)	Status
PAC (Parents)	**CIDT for School Improvement:** Deck targeting parents and focused on CIWP support and overall school improvement.	Network/ Regional In-person Workshops + Webinar	Q2/ Q3 2025	FACE (FACE Specialist Team)	Planning
CAC Executive Committee (Community)	**CIDT for Community Development:** Seek feedback on draft deck targeting community leaders and focused on using CIWP to evaluate and support community schools.	Presentation	Q1 2025	FACE (CAC team)	Planning
CACs (Community)	**CIDT for Community Development:** Deck targeting community leaders and focused on using CIWP to evaluate and support community schools.	Regional workshops	Q2/ Q3 2025	FACE (CAC Team)	Planning
Multilingual Advisory Council (Parents)	**CIDT for School Improvement:** Seek feedback on draft deck targeting parents and focused on CIWP support and overall school improvement.	Presentation	Q1 2025	OMME	Planning
BACs (Parents)	**CIDT for School Improvement:** Deck targeting parents and focused on CIWP support and overall school improvement.	Network/ Regional In-person Workshops + Webinar	Q2/ Q3 2025	OMME	Planning

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Indicators Revisited:
- High-Quality Curriculum
- Balanced Assessment
- Out of School Time

Out of School Time
November 14th

Language: 4.4   **Layout**: 4.1   **Tables**: 3.9

Find what you were looking for? Yes -33% Maybe 33% No - 33%

"Average Parent might think this data is something totally different."

"I want to know the programs offered, funding allocated per pupil, and fidelity of attendance in the programs."

"Will there be a section for athletics?"

can i "see another school's information from a simple drop down"

"I'm not sure if this is the appropriate place to list this information, but I think the communities have a right to know where funding is coming from, and why some schools get much more than others."

Programs List

This is a list of our school's programs, including clubs, extracurricular activities, academic programs, sports, health and wellness, and tutoring opportunities.

This data includes student participation in extracurricular programming funded by CPS Out of School Time, Sustainable Community Schools, and Community Schools Initiative. It does not include participation in CPS Athletics, and it may not be comprehensive about all partner-led program participation.

This is the list of all programs tracked through OST. For more clubs, activities, and teams, check the school's **Clubs & Activities page.**

Enrichment

Club - Unity Band	Club - Arts 4 Everyone
Club - Jewish Student Connections	Club - Scandinavian Club
Club - Lane Tech Physics Club	Club - Filmmakers Club
Club - $cholar Dollar	Club - Lane Tech ENGin Club
Club - NEED2FEED	Club - Paws 4 Homes
Club - Scrapbooking Club	Club - My Brother's Keeper
Academic Decathlon - AC	Club - Environmental Club
Club - Romanian Club	Club - Lane Tech Vietnamese Club
Club - Roblox Club	Club - Alpha BIPOC & LGBTQ+ Committee
Club - UVC (Unified Volunteering Chicago)	Club - OLAS
Club - Printmaking Club	Club - Aerospace Club
Club - Smiley Club	Club - Fashion Club
Club - Science Olympiad	Club - AGAPE Club
Club - K-Media Club	Club - Polish
Club - Make Good Club	Club - Bodybuilding and Powerlifting Club
Club - Irish Music Club	Club - Pom Poms +

High-Quality Curriculum:
November 14th

Language: 3.9   **Layout**: 4   **Tables**: 3.3

Find what you were looking for? Yes -25% Maybe 25% No - 50%

"What is High Quality Curriculum? What is not High Quality Curriculum? How do I compare? "

"can you define high quality ---- how many points are needed based on the rubric used?"

"may be some academic jargon and terminology such as -vertical and horizontal alignment- that may be confusing to some."

 "too much at once"

"What evidence exists that the HQC improves academic achievement, engagement, and equity prior to curriculum shifts?How is data from the curriculum used to monitor progress, inform instructional practices, and ensure equity? Besides High Quality vs Quality

SY25 Curriculum Ratings

This table provides information about the quality of curriculum currently being used in School Year 2024-2025 (SY25). Most programs at the school will have a table that lists the curriculum used for each core subject area and grade band within the program. Curriculum can receive one of four ratings: high quality, not high quality, International Baccalaureate (IB) authorized, or not yet rated. At this time, the following table does not include information about Spanish Language Arts, Significantly Modified curriculum, or Pre-Kindergarten. The quality of curriculum in each of these instances is extremely important, and we look forward to being able to showcase how high-quality curriculum is being prioritized in these programs across the district in the coming months.

> At this time, this section does not include information for Specialty Schools or Early Learning Centers. Additionally, the following table does not include information about Dual Language, Transitional Bilingual Education (TBE), Spanish Language Arts, Significantly Modified curriculum, or Pre-Kindergarten. The quality of curriculum in each of these instances is extremely important, and we look forward to being able to showcase how high-quality curriculum is being prioritized in these programs across the district in the coming months. Data will be available and published later this school year.

SY 2024-25 PROGRAM NAME:

Gifted ▼

Grades 7-8		
Subject	**Curriculum**	**Designation**
ELA	Teacher Created	Not Yet Rated
Math	HMH Into Math, Houghton Mifflin Harcourt, 2020	High Quality
Social Science	Teacher Created	Not Yet Rated
Science	Teacher Created	Not Yet Rated

Grades 9-10		
Subject	**Curriculum**	**Designation**
ELA	Teacher Created	Not Yet Rated
Math	Teacher Created	Not Yet Rated
Social Science	AP, College Board	High Quality
Science	Teacher Created	Not Yet Rated

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Balanced Assessment
January 15th

Language: 2.9   **Layout**: 3.6   **Tables**: 2.6

Find what you were looking for? Yes -21% Maybe 50% No - 29%

"What are the different components of the balance assessment? How are the different components weighted? How do I compare the scores/assessments of the different schools I am interested in?"

"The language should be clear and straightforward, so it's accessible to all people, regardless of their background or education level"

"It's a lot of information. Perhaps videos to put a voice to the language for the purpose of digesting the information."

"add a dedicated section titled "Understanding the Curriculum and Assessments" that explain what the Skyline curriculum is, describes how it aligns with CPS learning goals and state standards, provides an overview of how the curriculum supports student learning and development"

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SY25 Balanced Assessment Ratings

The tables provide information about the alignment of schools' assessment plans for School Year 2024-2025 (SY25) with the CPS balanced assessment framework. For each recommendation, a school could earn a designation of "Fully Meeting," "Partially Meeting," or "Not Meeting." Schools earn this designation based on 1) the assessment the school uses 2) the grade-levels it is administered to and 3) the number of assessment administrations .The table only includes assessments that are included in schools' yearly assessment plan process; it does not include required assessments, such as those required by the state or those mandated as a part of specific programs (e.g. AP, IB, observational assessments in Pre-K classrooms, etc.) . Refer to the SY25 Guide to the CPS Assessment Landscape or visit the CPS Assessment page for more information.

This plan data is updated as of 10/25/24.

ASSESSMENT TYPE:

Common Unit Assessments ▼

Common unit assessments help teachers, students, and families understand how well students are demonstrating mastery of the curriculum's unit objectives.

Common Unit Assessments							
Subject	Recommended Grade Bands	Assessed Grades	District-funded Assessments	School-selected Assessment	Recommended Number of Administrations	Planned Number of Administrations	Adoption Status
ELA	7-12	7,8,9,10,11,12	Skyline Common Unit Assessments	Common Unit Assessments	At the End of Each Unit	At the end of Each Unit	Fully Meeting
Math	7-12	7,8,9,10,11,12	Skyline Common Unit Assessments	Common Unit Assessments	At the End of Each Unit	At the end of Each Unit	Fully Meeting
Science	7-12	7,8,9,10,11,12	Skyline Common Unit Assessments	Common Unit Assessments	At the End of Each Unit	At the end of Each Unit	Fully Meeting
Social Studies	7-12	7,8,9,10,11,12	Skyline Common Unit Assessments	Common Unit Assessments	At the End of Each Unit	At the end of Each Unit	Fully Meeting
SLA	7-12	7,8,9,10,11,12	Skyline Common Unit Assessments	Common Unit Assessments	At the End of Each Unit (if offered)	At the end of Each Unit	
World languages	7-12	7,8,9,10,11,12	Skyline Common Unit Assessments	Common Unit Assessments	At the End of Each Unit	At the end of Each Unit	Fully Meeting
Arts	7-12	7,8,9,10,11,12		Common Unit Assessments	At the End of Each Unit	At the end of Each Unit	Fully Meeting
Health/PE	7-12	7,8,9,10,11,12		Common Unit Assessments	At the End of Each Unit	At the end of Each Unit	Fully Meeting

Review: CPS-Incorporated Feedback

Discussion- Supporting the Shift

These 3 indicators represent a shift from focusing solely on **Outcomes** towards **Conditions, Supports, & Resources**

Discussion- Supporting the Shift

These 3 indicators represent a shift from focusing solely on **Outcomes** towards **Conditions, Supports, & Resources**

1) **What do you like about this shift?** What resonates with you? What do you think will resonate with stakeholders like you?

2) **What changes need to be prioritized on the CIDT/ School Profiles pages to best support stakeholders through this shift?** What needs to be true of the website for this shift to be successful?

3) **What additional supports can/should CPS provide to support this shift?** What are the stakeholder learning needs? What else is needed?

Endorsement Process

Transparency Committee Website Update

- Each indicator is marked as:

  - **Transparency Committee Not Reviewed Yet**:

  - **Transparency Committee Reviewed**: Indicator has been reviewed, and feedback provided.

  - **Transparency Committee Endorsed**: CPS has incorporated the feedback to the Committee's satisfaction.

- At the bottom of each indicator, there is a link for community to provide input and further engage with UIC community validation engagement

- Some committee input is not yet reflected on the site
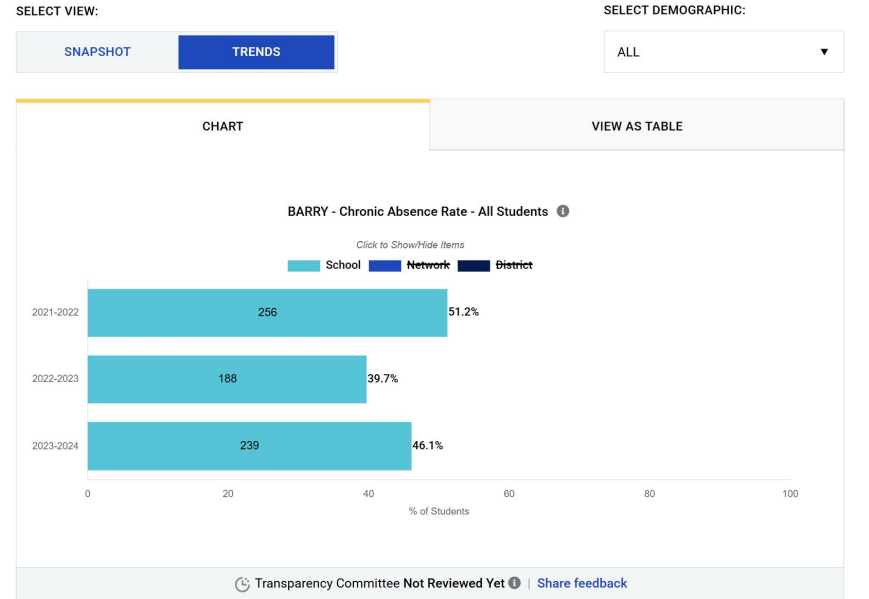
What does Endorsement Mean?

The definition of "endorsed" means: A statement or action that **publicly supports or approves** something or someone.

In Breakouts:

1) **What should the process be for this committee to publicly endorse a data indicator?** (Ex: *Should endorsement be based on discussion, consensus, or a formal vote?*)

2) **What criteria should the committee use to determine whether an indicator is endorsed?** (Ex: Perhaps rate *accessibility, usability, and actionability for each indicator?*)

3) **What level of agreement should be required for endorsement?** Should a specific percentage of committee members need to vote in favor?

What does Endorsement Mean?
Initial Proposal

- Create rubric for final review (Usable? Accessible? Actionable?)
  - Note: *Create before UIC Engagement*
- TC reviews data gathered from UIC engagement

- CPS presents summary of changes made since first reviewed

- Bring Indicator back to group for final review and discussion

- [x]% consensus vote needed, documenting dissent

- Annual revisiting for continuous improvement

UIC Community Survey Approach

Community Survey Tasks and Milestones

✓   Establish research question

✓   Agree on method/mode

●   Draft instrument (February/March meetings and homework in-between)

●   Recruit/Field the survey (March 17 - April 15)

●   Data analysis (April 15 - May 9)

●   Summary report (May 30)

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Developing the Survey

Structure of survey

- Blocks of relatively similar (2-3) questions for each metric
- Demographic questions
- 1 open-ended question at end

What might the survey look like?
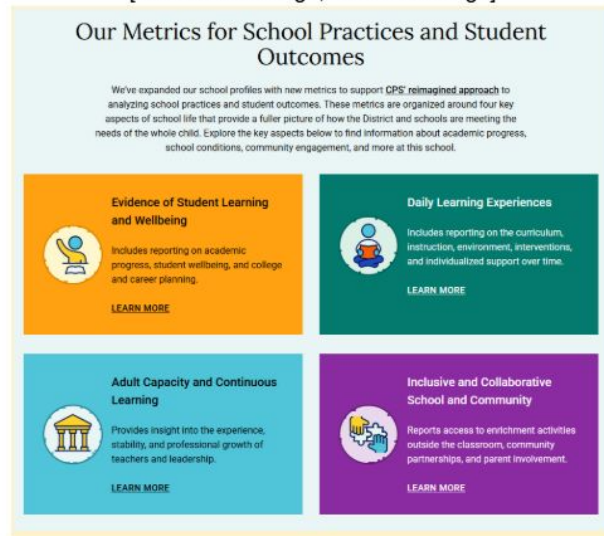
Opening page

- Welcome statement
- Explain purpose
- Language regarding confidentiality/data privacy
- Logo/reference image

Welcome to the Continuous Improvement Data Transparency (CIDT) Survey!

[standard introductory survey language here regarding anonymity/data privacy and survey incentive, time it would take to complete etc.]

Over the past year, CPS has worked with both experts and a group of parents, teachers, and administrators to develop new metrics that all stakeholders can use to track school progress and to drive school improvement. CPS would now like your feedback on each of the first four categories of those metrics which are described below.

[Placeholder image, CPS/CIDT Logo]

Our Metrics for School Practices and Student Outcomes

We've expanded our school profiles with new metrics to support CPS' reimagined approach to analyzing school practices and student outcomes. These metrics are organized around four key aspects of school life that provide a fuller picture of how the District and schools are meeting the needs of the whole child. Explore the key aspects below to find information about academic progress, school conditions, community engagement, and more at this school.

Evidence of Student Learning and Wellbeing

Includes reporting on academic progress, student wellbeing, and college and career planning.

LEARN MORE

Daily Learning Experiences

Includes reporting on the curriculum, instruction, environment, interventions, and individualized support over time.

LEARN MORE

Adult Capacity and Continuous Learning

Provides insight into the experience, stability, and professional growth of teachers and leadership.

LEARN MORE

Inclusive and Collaborative School and Community

Reports access to enrichment activities outside the classroom, community partnerships, and parent involvement.

LEARN MORE

This survey will now ask you for your feedback on the indicators associated with each of these metric topics.

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What might the survey look like? (2)

Blocks of ratings for each metric

What might the survey look like? (3)

Demographics questions:

- Zip, Race/Ethnicity, Age, Gender identity, Education

Open question at end

Demographic questions

Now a few questions about you. We are collecting this information to make sure we hear from a wide range of stakeholders across Chicago, and so that we may better understand the perceptions of specific CPS stakeholder groups.

As a reminder, your answers will be kept confidential and you may choose to skip any question if you are not comfortable disclosing this information.

Please type in the zip code where you currently reside:

What is your race/ethnicity?

What is the highest degree or level of school you have completed?

How old are you?

How would you describe your gender?

Please type anything else you would like to share in the space below:

Feedback on draft metric questions

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Aha Slides Link

https://ahaslides.com/VGU1B

Updates & Next Steps

CIDT is Live!

Exploring Our New School Profiles

As you browse our school profiles you may notice that a lot has changed. We've made major updates to the data and information included in the profiles to support CPS' new approach to analyzing school practices and student outcomes. This new approach, called Continuous Improvement and Data Transparency (CIDT), will begin to be implemented in the 2024-25 school year. In addition to the information you're used to seeing, profiles will now begin to include expanded data about how the District and schools support the whole child.

Here are a few more changes you'll notice:

Schools are no longer ranked

Instead, school profiles now present a wide range of metrics that describe student achievement, school conditions, and community support.

Metrics are focused on holistic measures of learning and well-being

Inside our school profiles, you'll find more than just grades and test scores. We have introduced new data about academic progress, school climate, and community engagement to offer a fuller picture of each school's strengths and areas for improvement.

Data is rooted in community input and driven by stakeholder collaboration

The changes to our school profiles are informed by input from more than 21,000 stakeholders. To ensure the profiles are accessible and actionable, a Transparency Committee of parents, staff, and other stakeholders reviews and provides feedback on each metric, which are labeled to reflect the current stage of engagement.

Your voice makes a difference

In addition to our stakeholder engagement, we welcome your feedback, too. Share your thoughts about your experience with our new school profiles.

Transforming Accountability Through Continuous Improvement

After years of planning and development, CPS has introduced a new system for analyzing the daily learning experiences of our students. The Continuous Improvement and Data Transparency policy transforms the District's accountability system by focusing on the holistic development of students. It fosters a collaborative relationship between the District, schools, and communities by providing equitable resources and supporting each school's unique priorities. Learn more about our process on the CIDT website.

LEARN MORE

at any one school.

Evidence of Student Learning and Well-Being

EL Progress to Proficiency

Student Growth and Proficiency

4 Year Cohort Graduation Rate*   Early College and Career Credentials*

Chronic Absence*

College Enrollment and Persistence*   1 Year Drop Out Rate*

Daily Learning Experiences

High Quality Curriculum

Balanced Assessment

Adult Capacity and Continuous Learning

Inclusive and Collaborative School and Community

Out of School Time and Enrichment Opportunities

Evidence of Student Learning and Well-Being

Diverse Learner Progress

EL Progress to Proficiency

Student Growth and Proficiency

4 Year Cohort Graduation Rate*

Early College and Career Credentials*

Chronic Absence*

College Enrollment and Persistence*

1 Year Drop Out Rate*

On-Track*

Daily Learning Experiences

High Quality Curriculum

Specially Designed Instruction

Rigorous Instruction

Conditions for Learning and the Student Experience

Access to Postsecondary Opportunities

Research-based Academic Interventions within a MTSS Framework

Balanced Assessment

Adult Capacity and Continuous Learning

School Vision and Continuous Improvement Practices

Teachers and Staff Capacity

Distributed Leadership and Teacher Leader Development

Leadership Context

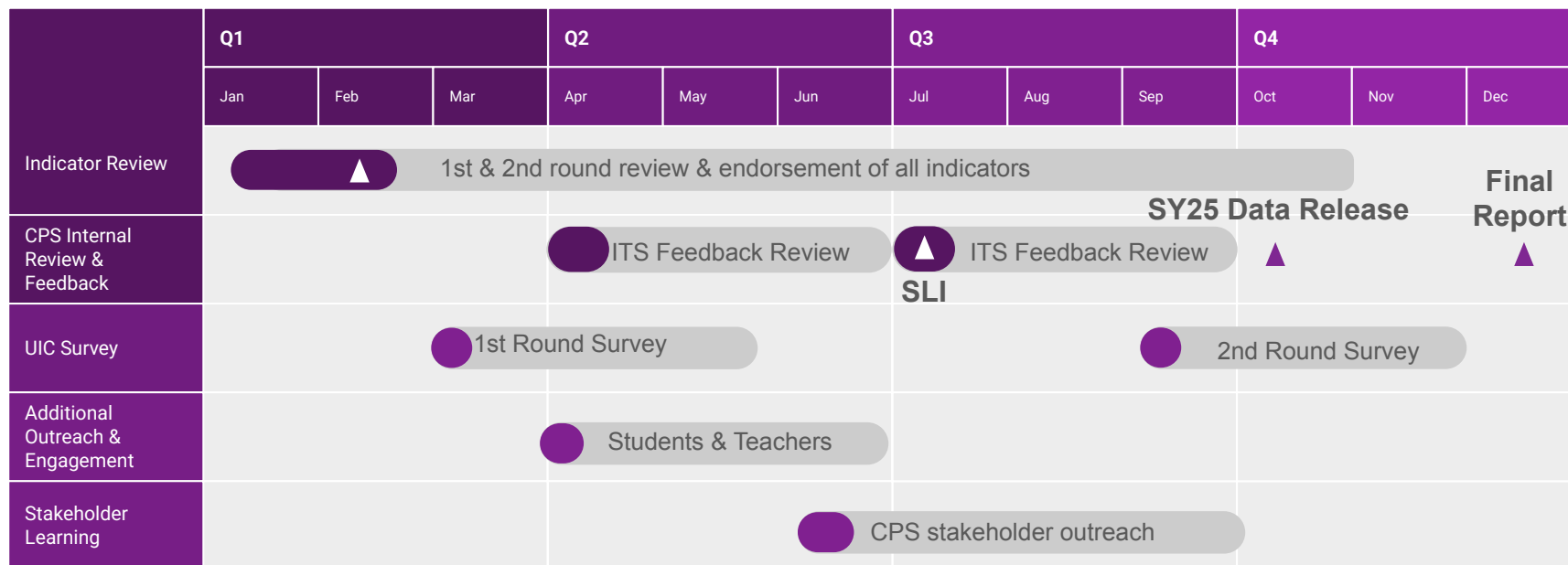# Inclusive and Collaborative School and Community

School and Community Partnerships and Engagement

Healing Centered Culture, Supports and Social-Emotional Interventions

Out of School Time and Enrichment Opportunities

Inclusive and Collaborative Structures and Involved and Engaged Youth

Timeline

	Q1			Q2			Q3			Q4		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Indicator Review	▲		1st & 2nd round review & endorsement of all indicators									**Final Report**
CPS Internal Review & Feedback				ITS Feedback Review			▲ **SLI** ITS Feedback Review			**SY25 Data Release** ▲		▲
UIC Survey		1st Round Survey								2nd Round Survey		
Additional Outreach & Engagement				Students & Teachers								
Stakeholder Learning					CPS stakeholder outreach							

▲ LOREM

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CHICAGO PUBLIC SCHOOLS

Chicago Public Schools launches long-awaited site to show how schools are doing

By Mila Koumpilova | January 28, 2025, 11:22am CST

CIDT In the News

"[Jaqueline Vargas] said she would love to see more information on parent leadership groups and parent engagement more generally, photos of principals, and readily accessible listings of the specialized programs and support services a campus offers."

"It's more than test scores and attendance rates and graduation rates," he said. "Those are important, but so is making sure we have funds for extracurricular activities and parents have a seat at the table." -Claiborne Wade

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Public Comment

Closeout & Next Steps

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 2 Meetings: Mark your Calendars

- February 27: Virtual 4:30pm-6:30pm
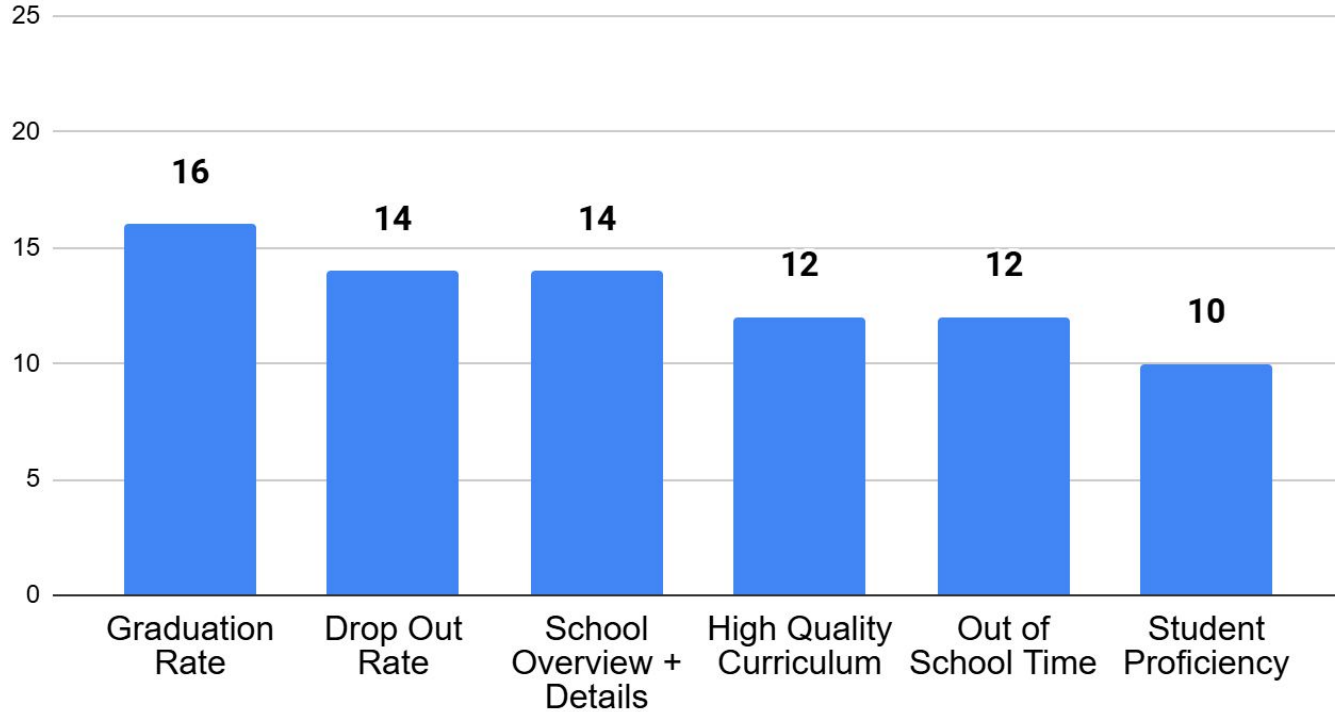- March 11th: 4:30pm-7:30pm

Next Steps

- Complete the [Aha survey](#) about the UIC Survey (!)

- 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
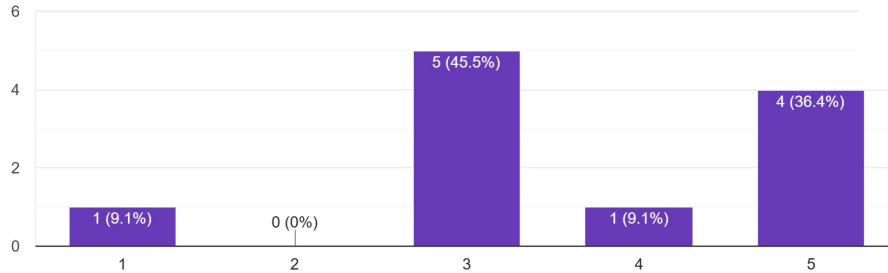
Appendix

Indicator Feedback Themes

Feedback Forms Received

Language

"On a scale from 1-5, how easy is the language to understand? (Consider: Reading level, jargon, complicated sentences, too much/too little?)"

English Learner Progress to Proficiency (4.3)
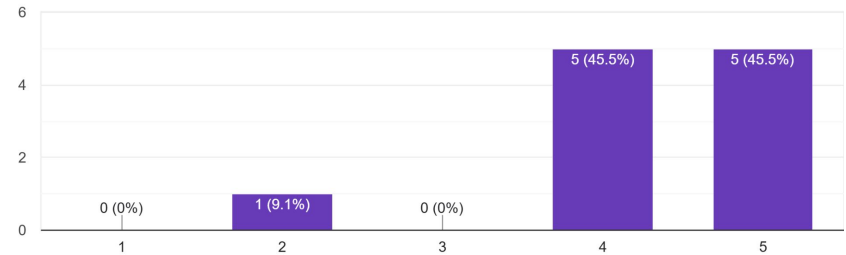
Early College and Career Credentials(3.6)

Language–Feedback Themes

English Learner Progress to Proficiency

1. **Clarity and Conciseness** – Some respondents found the language clear, while others noted that it was too wordy or needed simplification to maintain engagement. There was also feedback about avoiding sentence fragments.

2. **Accessibility for English Learners** – Several responses highlighted the need to ensure that the language is understandable for English learners, suggesting simplifications or rewording for clarity.

3. **Data Context and Explanation** – There were concerns about the usefulness of tables and data, with suggestions to include examples of what is assessed rather than just showing percentages to provide more meaningful context.

College and Career Credentials

1. **Clarity and Accessibility of Language** – While some respondents found the language clear, others suggested avoiding acronyms unless spelled out and replacing terms like "postsecondary" with more accessible language, such as "success after high school."

2. **Granularity in Data Presentation** – Several comments indicate a desire for more detailed breakdowns of the data, particularly separating different early college and career credential measures rather than presenting them as a single composite percentage.

3. **Visual and Structural Improvements** – Some respondents expected to see credentials displayed separately in graphs and tables rather than aggregated, suggesting a need for clearer data visualization that differentiates between types of student achievements.
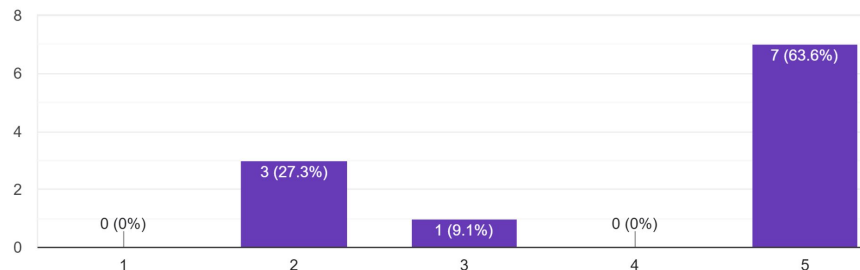
Layout + Design

"On a scale from 1-5, how easy is the layout to navigate? (Consider: Do you know where to click? Is the information laid out in a way that is easy to understand? Are there colors or visuals clear or confusing?)"

English Learner Progress to Proficiency (4.0)
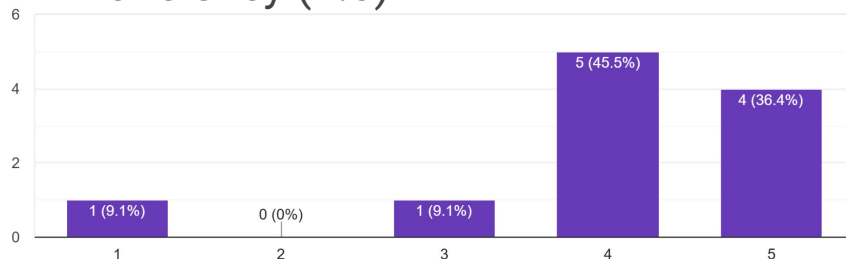
Early College and Career Early College and Career (4.0)

Layout and Design—Feedback Themes

English Learner Progress to Proficiency

1. **Navigation is Generally Clear but Could Be More Intuitive** – While many respondents found navigation easy, some noted that families and community members might not instinctively know to use the menu on the left, suggesting a need for better guidance or prompts.

2. **Layout and Readability Improvements** – The large paragraph at the top was seen as taking up too much space, with a suggestion to adjust font size or layout for better readability.

3. **Enhancing Data Presentation** – There were requests to explain graphs more clearly and add tabs to break down the data further, indicating a need for more structured and digestible information.

College and Career Credentials

1. **Navigation and Accessibility** – While some users found the site easy to navigate, others noted difficulties locating specific school-level information, slow search functionality, and too many tabs to open. Suggestions included improving the placement of key features, such as the "Take a Quick Tour" button.

2. **Content Depth and Relevance** – Some feedback indicated that the information provided was not detailed enough, particularly at the school level. There were concerns about CPS-level data overshadowing individual school data, with users wanting more school-specific insights.

3. **User Experience and Functionality** – Issues with broken features (e.g., the "Take a Quick Tour" button not working), as well as concerns about excessive links leading away from relevant information, suggest a need for improvements in user experience design and functionality.
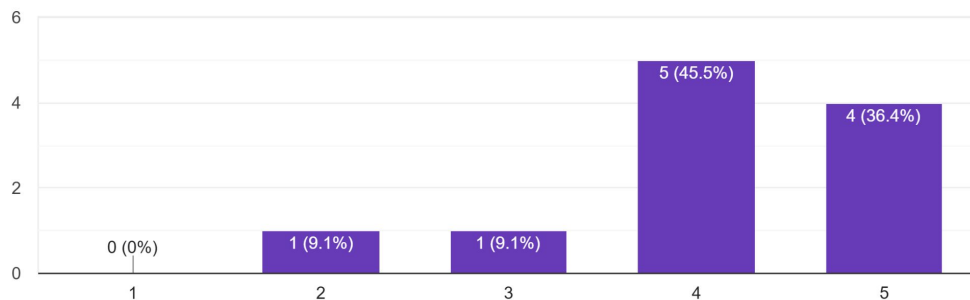
Graphs & Tables

"On a scale from 1-5, how easy are the graphs and tables to understand? (Consider: Do you understand what the graphs are telling you? Can you use that information to inform your decisions/work?)"

English Learner Progress to Proficiency (3.9)
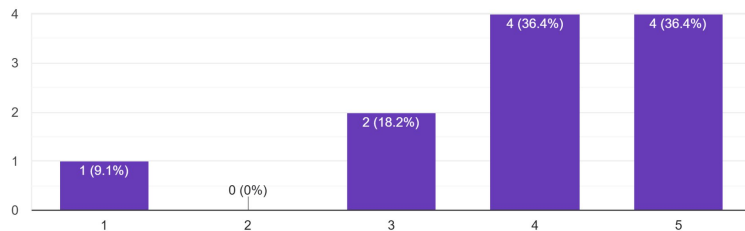
Early College and Career (4.1)

Graphs and Tables–Feedback Themes

English Learner Progress to Proficiency

1. **Graphs and Tables Are Generally Clear but May Need Adjustments** – Most respondents found the graphs and tables easy to understand, but some suggested adjustments if additional information is added. There was also a recommendation to consider using pie charts for better visual clarity.

2. **Navigation and Accessibility** – While many found the data easy to navigate, some users felt that reaching the page was too complex, requiring too many clicks. The sidebar was helpful once discovered, but initial usability could be improved.

3. **Clarification of Data Categories and Labels** – There was confusion about the meaning of "Network" in the data, particularly in relation to Acero schools. Clarifying how networks are defined and presented would help users better interpret the information.
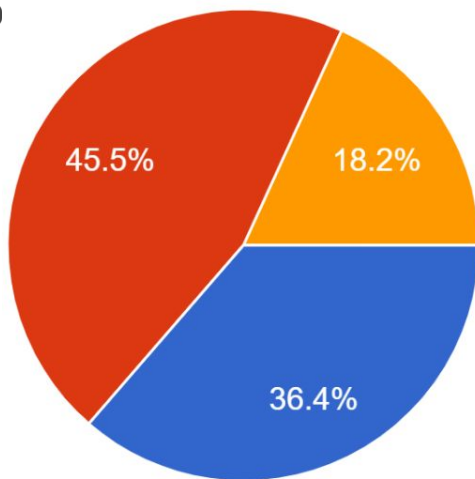
College and Career Credentials

1. **Data Presentation and Visualization** – Several respondents suggested improvements to how data is displayed, including using pie charts, adding more color, and ensuring that key descriptions (such as the legend or indicator explanations) are positioned next to the graphs for easier reference.

2. **Clarity and Transparency of Data** – There were concerns about the interpretation of percentages and program participation. Respondents wanted clearer explanations of how specific numbers (e.g., the 46 students in the ECCC rate) were determined and who was included in "Network" numbers.

3. **Default View and Layout Improvements** – Some users preferred seeing a "Snapshot" as the default instead of "Trends" in the bar graphs. There was also a recommendation to separate the percentage of students participating in early college options rather than presenting a
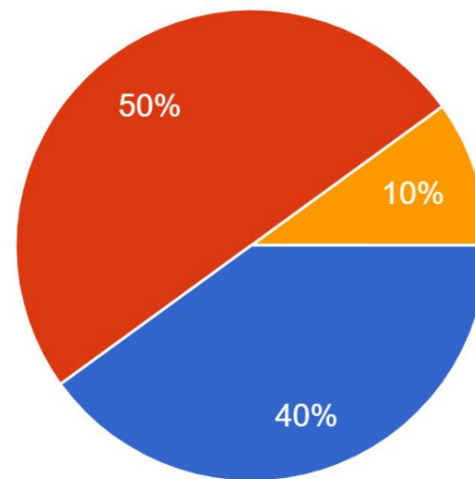
Actionability

"Were you able to find what you were interested in learning?"

English Learner Progress to Proficiency

45.5% 18.2% 36.4%

- Yes/ si
- No
- Maybe/ Tal vez

Early College and Career

50% 10% 40%

Discussion

- What did we miss?
- What are potential areas of agreement across the committee?
- Where may we see key differences of opinion across different stakeholders?

Indicators for Review

Revised Indicator Feedback Protocol

Indicator Review Protocol		
Committee Members review Indicator in advance of meeting and respond in rubric <Note we will give at least 3+ days for review>		
Opening Objectives	Review what metric we are reviewing, and our charge as a committee	5 min
Individually Review of Metric + Reflection on Feedback Questions	Using google form tool, please respond to the google form here	10 min
In Breakouts: Discussion	Invite Transparency Members to share out what how they responded	10 min
Individually Reflect on Feedback Questions + Submit Feedback Form	Revise feedback document and submit	5 min

College Enrollment & Persistence

[Balanced Assessment Link Here](#)

1) Respond to first 2 questions - 5 min
2) Review the site + respond to the question on the form - 10 min
3) Discuss - 10 min
4) Submit - 5 min

Breakout Discussion

Discussion Prompts:
- What are the key topics/ subjects that learning tools should be focused on:
  - Example: what each indicator means? where to find information? How to compare schools? etc
- What are the ways in which this information can be made available?
  - Example: videos, live trainings, handouts, etc
- Who are the credible messengers that can deliver this stakeholder learning with trust?
- What are we missing?

Breakout Groups:

- Spanish Speakers - Alejandra

- CPS Staff: Principals + Teachers - Felipe

- English Speaking Parents + Community leaders - Jill