

CPS Transparency Committee

Session 11: Indicator Review
Continued & Endorsement
Process

Feb 27, 2025

430pm to 630pm



Objectives

The Transparency Committee will:

- Review, discuss, and provide feedback on **Student Growth to Proficiency, Student Proficiency, and College Enrollment & Persistence.**
- Review and provide feedback on a proposed process for **“Endorsement”** of indicators

Agenda

Time	Activity
430-435 (5 min)	Welcome and Intros
435-450pm (15 min)	CPS Updates: CIDT Launch, Media + What We're Hearing
4:50-525 pm (35 min)	Review, discuss, and provide feedback on *Student Proficiency and Student Growth to Proficiency
5:25-550pm (25 min)	Review, discuss, and provide feedback on College Enrollment & Persistence
550-620pm (30 min)	Review, discuss, and provide feedback on an Endorsement Process proposal
620 - 630pm (10 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.

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

In Chatbox, introduce yourself!

Please type your:

- Name
- Community
- Role
- “If you could instantly master one new skill, what would it be and why?”

Escriba su:

- Nombre
- Comunidad
- Rol
- “Si pudiera dominar instantáneamente una nueva habilidad, ¿cuál sería y por qué?”

Updates

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*

Adult Capacity and Continuous Learning

School Vision and Continuous Improvement Practices

Teachers and Staff Capacity

Distributed Leadership and Teacher Leader Development

Leadership Context

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

Inclusive and Collaborative School and Community

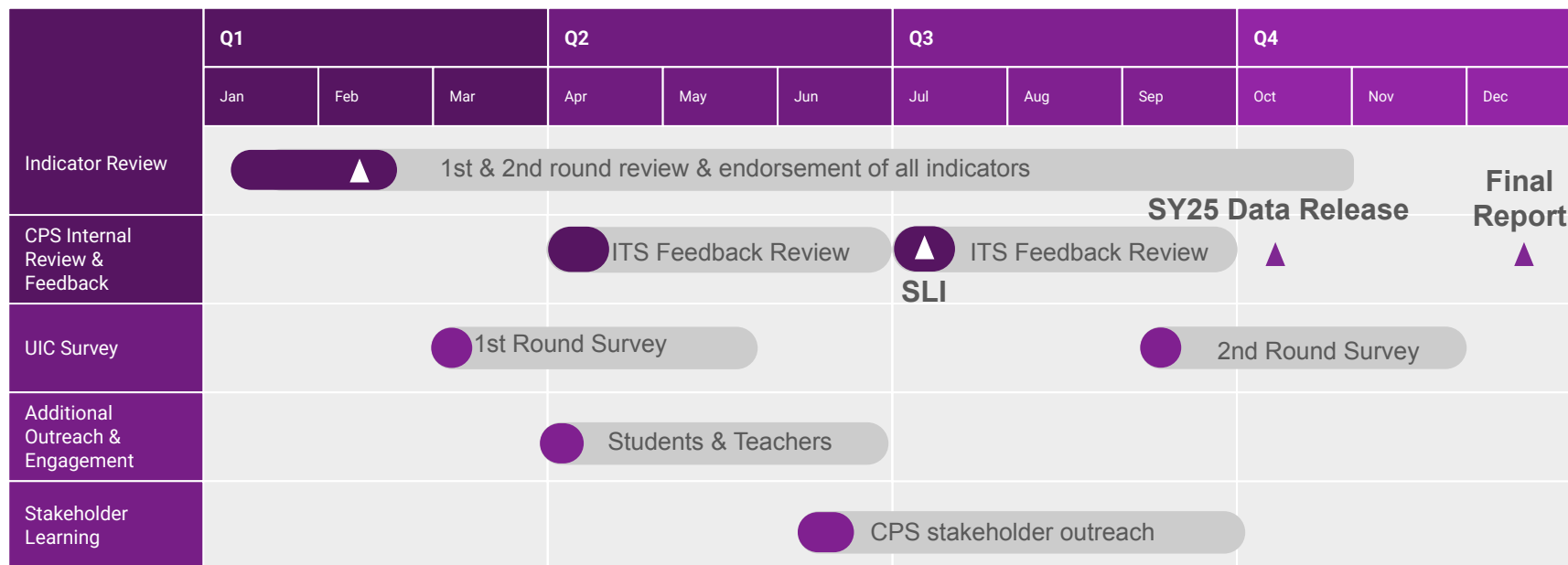
School and Community Partnerships and Engagement

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



▲ LOREM

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

Feedback Forms

- Feedback Forms can be found [HERE](#)
 - Graduation Rates: 16 Responses [Here](#)
 - Drop Out Rate: 14 responses [Here](#)
 - School Overview + Details: 14 responses [Here](#)
 - High Quality Curriculum: 12 responses [Here](#)
 - Out of School Time: 12 Responses [Here](#)
 - School Proficiency: 10 Responses [Here](#)
 - English Learner Progress to Proficiency: 11 Responses [Here](#)
 - Early College and Career Credentials: 11 Responses [Here](#)

Indicator Reviews & Revisits:

- *Student Proficiency
- Student Growth to Proficiency
- College Enrollment & Persistence

Student Proficiency

November 14th

Language: 4.0

Layout: 4.2

Tables: 3.8

Find what you were looking for? Yes -36% Maybe 36% No - 28%

"more context and information on why these tests are taken and their effect"

"Please explain what the benchmark is, what are we comparing it to...the data shown means nothing if I don't know "where" students should be"

"What specific skills or standards are most challenging for students, such as algebraic reasoning, reading comprehension, or command of evidence?"

"I'd like a little more information to better understand these graphs"

IAR Math (Illinois Assessment of Readiness)

SELECT VIEW:

[SNAPSHOT](#)

School Trend ▼

SELECT DEMOGRAPHIC:

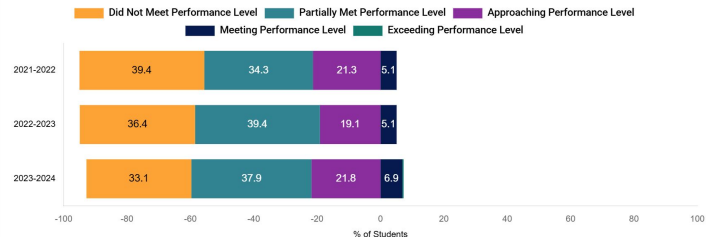
ALL ▼

CHART

VIEW AS TABLE

BARRY - IAR Math - All Students ⓘ

[Click to Show/Hide Items](#)



Student Growth to Proficiency - NEW

Language:

Layout:

Tables:

What do you hope to find?

Did you find what you were looking for?

NOTE: you can use these schools:

<https://www.cps.edu/schools/profiles/inactive/lincoln>

<https://www.cps.edu/schools/profiles/inactive/lane-tech-hs>

OR

You can look up any school by using its shortname after "inactive"

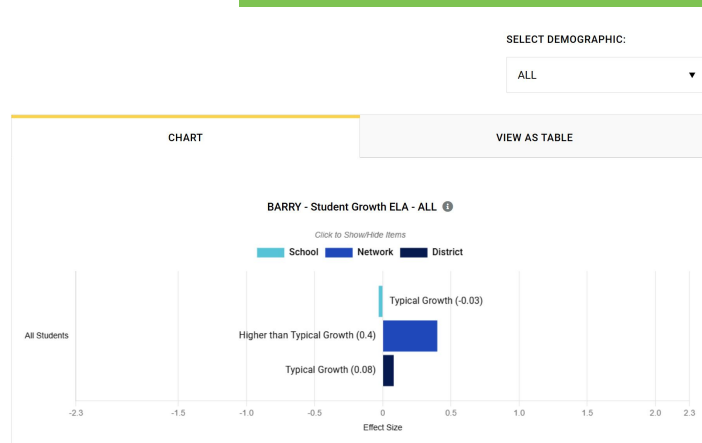
This measures the change in average achievement for students from the prior year and progress toward grade-level standards based on state assessments.

The measure will be published for each grade level at the school, district, and network level to allow for comparisons. In the future, the district will report growth over multiple years to provide additional information about progress toward proficiency. This metric will be referred to as the Academic Progress Indicator (API).

Initially, the District is reporting "Effect size." "Effect size" represents the relationship between the Academic Progress Indicator (which measures observed growth over multiple years) and the growth of students with similar starting achievements ("typical" growth). Here's how the data should be interpreted:

- Schools with students who are experiencing higher than typical growth or typical growth should expect students to be making progress toward proficiency
- Schools with students with lower than typical growth may not be making progress toward proficiency.
- Those schools with students significantly below typical growth may have students who are further from proficiency than in prior grades.

Typical growth is measured within a range around zero, which represents average growth across the state.



Indicator Feedback Protocol

Indicator Review Protocol

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 <ul style="list-style-type: none">Note: test site, not yet public	15 min
Whole Group 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-NEW

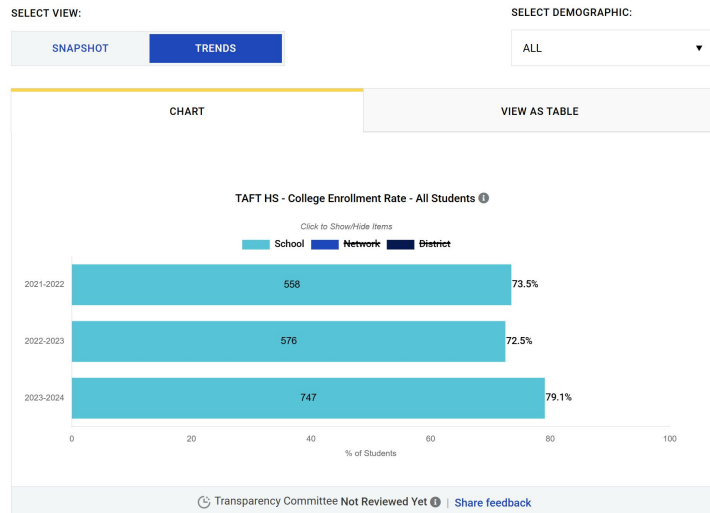
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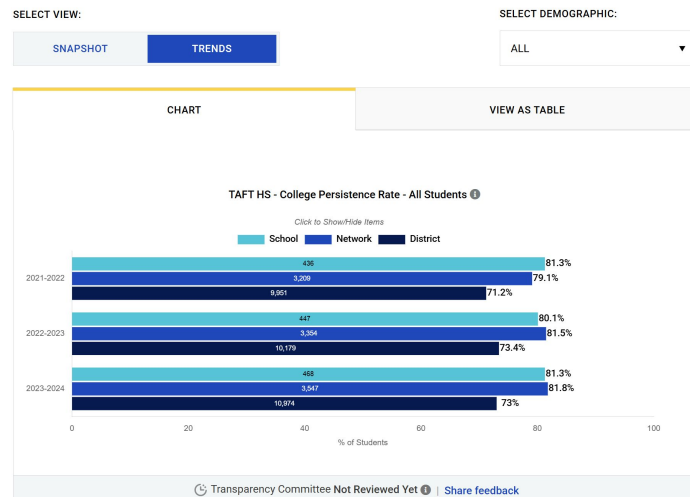
Tables:

What do you hope to find? Did you find it?

College Enrollment



College Persistence



Indicator Feedback Protocol

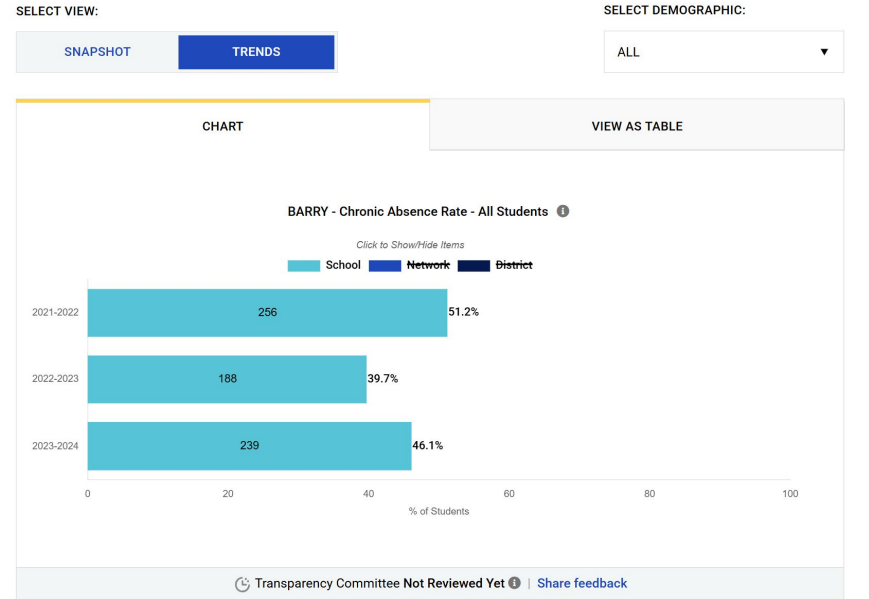
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"Endorsement" Process

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



Last Meeting Refresh: 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?

Feedback from Transparency Committee

Category	Key Points
Definition & Meaning of Endorsement	Debate on whether "endorsement" means full agreement or just rigorous review. Alternatives like "screened" or "vetted" suggested. Discomfort for some with who rep constituents to "endorse"
Process for Endorsement	Should be structured but flexible. No formal vote required, but structured consensus needed and opinions documented. Transparency is key for stakeholder understanding.
Level of Agreement Required	Debate over simple majority vs. supermajority ($\frac{2}{3}$). Rubric-based evaluation suggested. Supermajority favored for broad buy-in.
Criteria for Endorsement	Indicators should be accessible, usable, and actionable. Stakeholder representation (parents, teachers, community) is essential.

Proposed Process for Vetting

1. **Transparency Committee Initial Review** – The committee evaluates the indicator's strengths, limitations, and key criteria using the google form and meeting discussions, providing initial feedback.
→ Feedback shared with CPS, and **CPS team incorporates feedback as needed.**
2. **Community Feedback** – The indicator is shared via UIC survey with parents, educators, and stakeholders.
→ **CPS team incorporates feedback as needed.**
3. **Refinement & Final Review** – The committee reviews community input, makes meaning of feedback and makes recommendations for CPS using a rubric that measures Accessibility, Usability and Actionability
4. **Final Decision** – Build toward **consensus or general agreement** for each indicator, documenting varied opinions, then designate "**Transparency Committee Vetted.**"
5. **Transparency**– TC meeting materials, process and notes posted on website

Discussion

- Do people feel comfortable with this approach? Why or why not?
- What would you suggest changing, if anything at all?

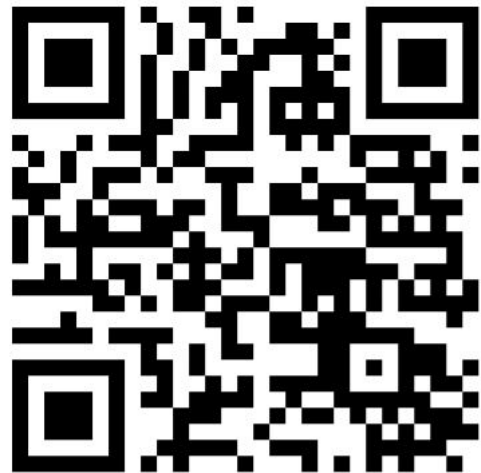
UIC Community Survey–Stay tuned!

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

- March 11th: 4:30pm-7:30pm-In Person(YMCA McCormick)
- April 3: 9am-noon-Invite to be sent out