

CPS Transparency Committee

Session 12: Chronic Absence Indicator Review & Out of School Time Vetting Process

March 11, 2025

430pm to 730pm



Objectives

The Transparency Committee will:

- Be updated on the **Feedback Summary** document being provided to CPS, and have an opportunity to provide feedback on its format and content;
- Review, discuss, and provide feedback on the **Chronic Absence** indicator; and
- Pilot the use of a draft rubric on the **Out of School Time** indicator to initiate the indicator Vetting Process.

Agenda

| Time | Activity |
|----------------------|---|
| 430-435 (5 min) | Welcome |
| 435-5pm (25 min) | Feedback Review Process Update |
| 5-540 pm (40 min) | Review, discuss, and provide feedback on Chronic Absence |
| 540 - 610pm (30 min) | Dinner & Community Builder |
| 610-625pm (15 min) | Review, discuss, and provide feedback on Indicator Review Rubric |
| 625-700pm (35 min) | Small Group Rubric Review: Out of School Time |
| 700- 720pm (20 min) | Discuss & Refine Vetting Process |
| 720 - 730pm (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?

Feedback Collection Process:

- Unedited feedback forms
- Indicator-Level Summaries
- Thematic summaries

Feedback Forms & Meeting Notes

Feedback Forms

Transparency Committee Feedback Form: Growth to Student Proficiency/ Formulario de comentarios del Comité de Transparencia: Crecimiento hacia la competencia estudiantil

Thank you for your feedback on the CPS CIDD Indicators! Here are instructions for how members of the Transparency Committee should use this form:

1) First, please start your feedback process by completing the first two questions of this form: Name + what you would like to know. This can be done ahead of meeting.

2) Second, take 15 minutes to review the CPS test site linked here and respond to the feedback question below (do not submit yet) 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 shortcode after "inactive"

3) Third, we will discuss our responses as a group.

4) Finally, at the end of our meeting, we will have time to revise our responses, and then submit your responses.

En Español

(Gracias por sus comentarios sobre los indicadores CIDD de CPS! A continuación se detallan instrucciones sobre cómo los miembros del Comité de Transparencia deben utilizar este formulario:

1) Primero, comience su proceso de comentarios completando las dos primeras preguntas de este formulario: Nombre + qué le gustaría saber. Esto se puede hacer antes de la reunión.

2) En segundo lugar, tómese 15 minutos para revisar el sitio beta de CPS vinculado aquí y responda la pregunta de comentarios a continuación (no la envíe todavía) NOTA: Estos son datos de muestra:

- 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](#)
 - Balanced Assessment: 14 responses [Here](#)
 - Out of School Time: 12 Responses [Here](#)
 - School Proficiency: 11 Responses [Here](#)
 - English Learner Progress to Proficiency: 12 Responses [Here](#)
 - Early College and Career Credentials: 12 Responses [Here](#)
 - Growth to Proficiency: 8 responses [here](#)
 - College Enrollment & Persistence: 9 responses [here](#)

Indicator-Level Feedback Summaries

Out of School Time November 14, 2024

What do you want to know about this metric?

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

Teacher: "I'd like to know what enrichment opportunities are available"

Teacher: "How does OST funding at schools like Lane (example chosen), where there is a Friends of group that are capable of raising hundreds of thousands of dollars a year, get factored into what offerings are available to students?"

Parent: "What's included, why/how the programs are chosen, what is the selection process for students?, is it open to all?"

Community: "I want to know what is available at a school for students to do after school or during the summer break."

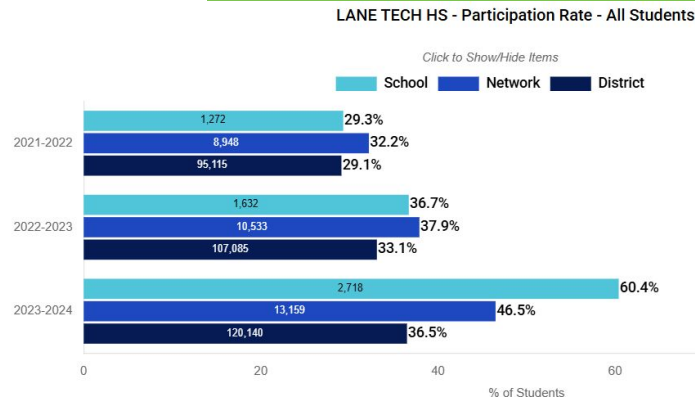


Out of School Time and Enrichment Opportunities

In addition to classroom learning, CPS provides non-instructional programs that take place before or after school, during school breaks, on weekends, and over the summer. The district will report on the types of programs available at each school, how many students can participate, and how many programs meet quality standards.

Why This Is Measured

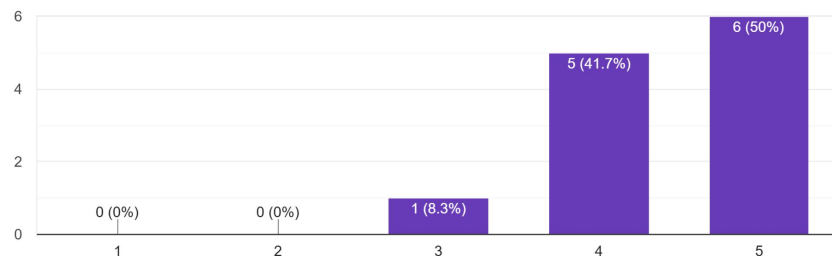
These activities help students grow by giving them access to a well-rounded education beyond regular class time. The district is committed to funding and expanding these programs to ensure all students have equal access to enrichment opportunities that support their academic, social, and personal development year-round.



Language: 4.4

- Simplify Language: Use words like "fun," "safe," and "supportive" to reassure parents.
-Ensuring there's a definite explanation about the meaning of OST because some parents may not know what it stands for. Additionally, I'd also explain what "well-rounded education" is and what it may look like.
Emphasize Benefits: Highlight what parents care about—skills, confidence, friendships, and safety.
Use Active Voice: "Give your child" is more engaging than "provide opportunities."
Focus on Outcomes: Talk about how it benefits their child in a clear and relatable way.
- "defining things like non-instructional"
- "Average Parent might think this data is something totally different."
- *"It's easy to understand"*

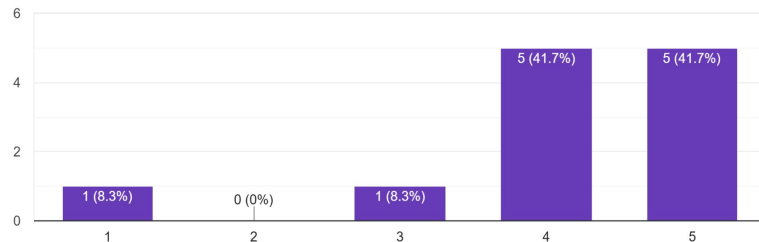
Out of School Time: 4.4



Layout: 4.1

- "allow navigators to see another school on the same site. highlight different schools on each indicator, not just Lane"
- "Its so detailed that it becomes nebulous to the untrained/educated user."
- "Can the actual offering sections be a drop- down menu? you will be able to select from "academic support", "enrichment", et. then you will see the offering. Having them all on the page and scrolling down is not visually pleasing"
- "I think it's very easy to navigate."
- "The layout makes sense, clarity on funding sources would be helpful as well."

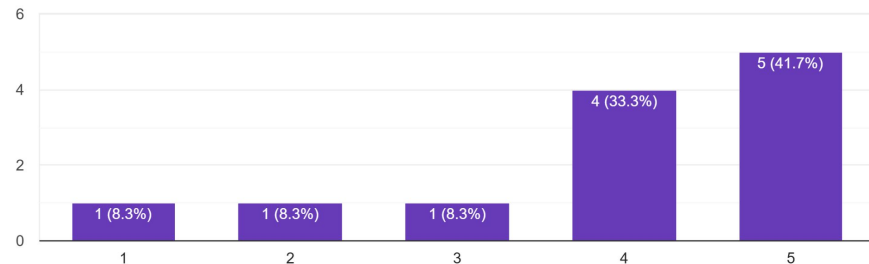
Out of School Time: 4.1



Graphs: 3.9

- Can we reference to the school demographics? what % of students are Asia, Latino/a, etc.
- The participation should differentiate between attending an event one time versus sustained attendance.
- compare from year to year is not super clear
- "I like the color scheme."
- "- Use Clean, Minimalist Designs: Avoid clutter by keeping labels, colors, and data points simple and focused.
-Add Descriptive Titles: Clearly label what the graph or table is showing (e.g., "Participation Rates by Program Type").
-Use Icons or Visual Cues: Incorporate icons or images to represent categories (e.g., books for academic programs, soccer balls for sports).
- "No I wouldn't change anything"

Out of School Time: 3.9



Discussion Highlights

Spanish Language Group:

- What are the needs at each school? Who are the students being served? How are OST options tailored to these needs?
- How are parents made aware of these offerings? How are they engaged? How are student selected for programs?

Administrators:

- How do the offerings at our school compare with other like schools?
- How can we better demonstrate progress/ growth of offerings over time?
- What are the options for downloadable, shareable resources?

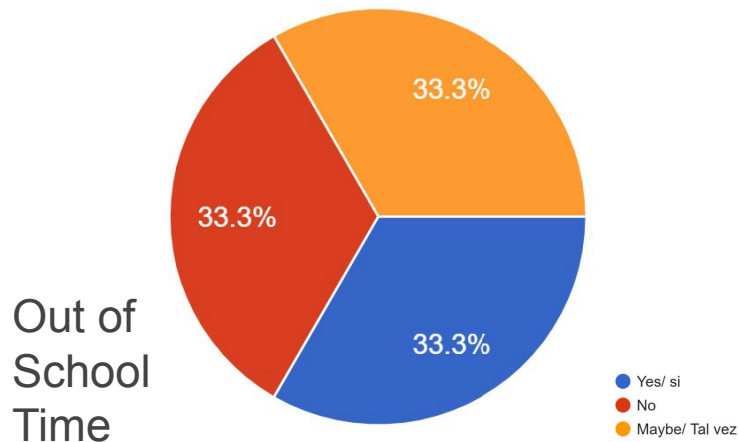
Community Members:

- How do offerings compare across schools?
- What is the mix of OST offerings across a given community?
- What is the level of funding available for OST, at both the school and district level?

Final Remarks

Looking back at your initial response about what you wanted to learn about this metric: Were you able to find what you were interested in learning? ...ica: ¿pudo encontrar lo que le interesaba aprender?

5 responses



- "There is an assumption that the end users are well versed on the data presented. There is an implied assumption that people are comfortable and confident and confident discussing SEL supports... there should be linking information to resources to offer clarity and support in an anonymous safe space."
- "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."
- I want to "see another school's information from a simple drop down"
- I really like how all of the clubs are listed. This is of high interest to students, and they don't have to go to the school's website to find this information."

Thematic Feedback Summaries

Language Feedback Themes

Theme 1: Define Key Terms and Add Contextual Information

- What is a "high quality curriculum"? What is "ELA"? What is "ACCESS"?
- Why do these things matter?

Theme 2: Break down complex ideas into more digestible components

- Use a Q&A format to organize complex content. e.g: "What is HQC?" "Why it matters" "What it includes"
- Use calls to action to help users make meaning of content: "learn more here" "see how this benefits your student"

Theme 3: Avoid jargon, where possible, and use clear, common language ("parent friendly")

- Replace "Out of School Time" with "After School Time" or "Extracurriculars"
- Revise and/or explain terms like "vertical and horizontal alignment"

Layout + Design Feedback Themes

Theme 1: Use navigation aids and design to ensure that all users can simply navigate the site

- "How to" videos
- A search bar for users who know what they're looking for but don't know where to look
- More filtering options to help break up large chunks of information, e.g. filtering HQC by grade band or subject, filtering OST by activity type

Theme 2: Use site layout and design to emphasize the key ideas of each page

- Data Highlights: Feature key metrics (e.g., proficiency percentages) at the top in visually distinct boxes or cards.

Theme 3: Encourage sustained engagement by making the site visually appealing and intuitive

- Use pictures to sustain interest AND help to explain complex ideas, e.g different out of school categories

Graphs & Tables Feedback Themes

Theme 1: Provide resources for data accessibility and interpretation

- Add brief guides or tooltips
- Links to resources that explain key concepts or terminology

Theme 2: Provide different ways to present and compare information

- Create better options to compare with similar/ other schools

Theme 3: Support users by simplifying and/or summarizing key data points

- Use more filter options to consolidate and focus long lists

Theme 4: Consistency and Usability of Design Elements

- Use a standard color palette across indicators to signify improvements/ decreases
- Use consistent, but appropriate, graph types for different types of measurements: e.g., pie charts for proportions, bar charts for comparisons, line charts for trends, etc.

Context & Coherence

Theme 1: The new CIDT site should support and facilitate root cause analysis

- Explicitly label some indicators as "outcomes," while labeling others as "inputs."
- Allow users to correlate different characteristics, such as socioeconomic status, race, or program enrollment, with outcome measures.
- Allow users to create combine/ group metrics to tell a more complete story
- Leverage the Opportunity Index score as a tool to enable like-school comparisons and analysis

Theme 2: Individual indicators should incorporate the school/ district response to a particular outcome

- Some indicators, such as dropout rate, should incorporate an analysis of the reasons for that result, eg. mental health, credit deficiency, etc.
- Outcome indicators should list the specific programs/ investments/ interventions tied to that metric
 - These lists should include how to access these programs

Indicator Review:

- *Chronic Absence

Chronic Absence - NEW

Language:

Layout:

Tables:

What do you hope to find?

Did you find what you were looking for?

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](#)

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.

SELECT VIEW:

[SNAPSHOT](#)

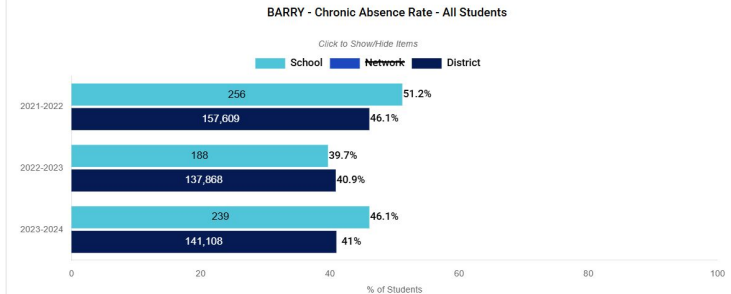
[TRENDS](#)

SELECT DEMOGRAPHIC:

ALL

CHART

[VIEW AS TABLE](#)



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 | 15 min |
| Whole Group Discussion | Invite Transparency Members to share out what how they responded | 15 min |
| Individually Reflect on Feedback Questions + Submit Feedback Form | Revise feedback document and submit | 5 min |

Dinner & Community Builder

What's your favorite thing about Springtime in Chicago?

What are your plans for Spring Break?

What's your *least* favorite thing
about Spring in Chicago?

"Vetting" Process

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*

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

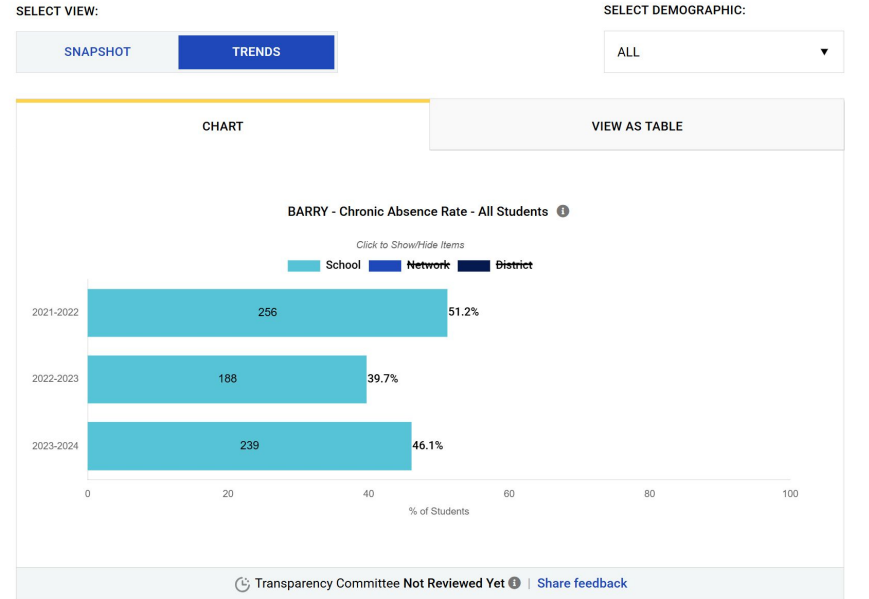
- School Vision and Continuous Improvement Practices
- Teachers and Staff Capacity
- Distributed Leadership and Teacher Leader Development
- Leadership Context

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

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 Vetted ~~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



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.**
2. **Community Feedback** – The indicator is shared via UIC survey with parents, educators, and stakeholders.
→ **CPS team incorporates feedback.**
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

Rubric

[Link here](#)

| Category | Distinguished | Proficient | Basic | Unsatisfactory | Comments |
|--|---|---|---|---|----------|
| 1. Accessibility: Is the metric easy to understand? | The indicator is clearly defined, with straightforward language and explanations that are accessible to all stakeholders. | The indicator is mostly clear, with minor areas that could be better explained. | Some aspects of the indicator are confusing or require additional context to be fully understood. | The indicator is difficult to understand and lacks clarity for administrators, teachers, and parents. | |
| 1a. Language: Is the wording clear and accessible? | Uses plain language with minimal jargon; translations (if available) are accurate and clear. | Mostly clear, but could be simplified or translated better. | Some sections contain technical language or unclear phrasing. | The language is overly technical or unclear, making it difficult to understand. | |
| 1b. Ability to find: Are you able to find this metric easily? | The metric is easy to locate with clear navigation and search functionality. | The metric is findable with some effort, but navigation could be improved. | The metric is somewhat difficult to locate and may require multiple steps. | The metric is very difficult to find or inaccessible through normal search methods. | |
| 2. Usability: Can stakeholders use this metric to measure improvement? | The metric provides clear benchmarks or comparisons that help stakeholders measure progress effectively. | The metric is useful for measuring progress but could be more refined. | Some aspects of the metric are difficult to apply for measuring improvement. | The metric does not offer a clear way to track progress over time. | |
| 2a. Graphs and Charts: Are visual elements effective in communicating data? | Charts and graphs are well-designed, easy to interpret, and enhance understanding. | Visuals are mostly clear but could be improved for better readability. | Some visuals are confusing or do not fully support the data. | Graphs and charts are unclear, misleading, or missing. | |
| 2b. General Layout: Is the metric well-presented on the CPS website? | The layout is intuitive, well-organized, and easy to navigate. | Mostly user-friendly, but with minor navigation challenges. | Some layout issues make it difficult to find or understand information. | The design and layout hinder accessibility and usability. | |
| 3. Actionability: Can stakeholders use this metric to take meaningful action? | The metric provides actionable insights that inform decision-making and school improvements. | The metric supports action but may need additional guidance or context. | The metric is somewhat useful but lacks clarity on how to act on the data. | The metric does not provide clear guidance for stakeholders to take action. | |
| 3a. What were you looking for? Did you find it? | The desired information was easily accessible, clear, and met my needs. | The desired information was found but required some additional effort to interpret or locate. | The information I was looking for was partially found, but key elements were missing or unclear. | The desired information was not found or was too difficult to access. | |

Let's Try It Out!

| Protocol | Time |
|--|--------|
| Review Rubric and Feedback Summary from first review | 5 min |
| Review Out of School Time Indicator on CIDT Site | 5 min |
| Rate each aspect of the Indicator, using the rubric | 15min |
| Group Discussion of Rubric Feedback | 15 min |
| Do we have general consensus? If not, where are there areas of disagreement we need to document. | 5 min |
| <i>Get Meta: Debrief Rubric Process</i> | 20 min |

Whole Group Discussion

1. What areas of the rubric did you rate highest? Why?
2. What areas of the rubric did you rate lowest? Why?
3. Do we have general consensus that this indicator can be considered “vetted” by this committee?
 - a. If not, what are the areas of disagreement?

Whole Group Discussion

1. Are most of our boxes Distinguished and Proficient?
2. Do we have general consensus that this indicator can be considered “vetted” by this committee?
 - a. If not, what are the areas of disagreement?

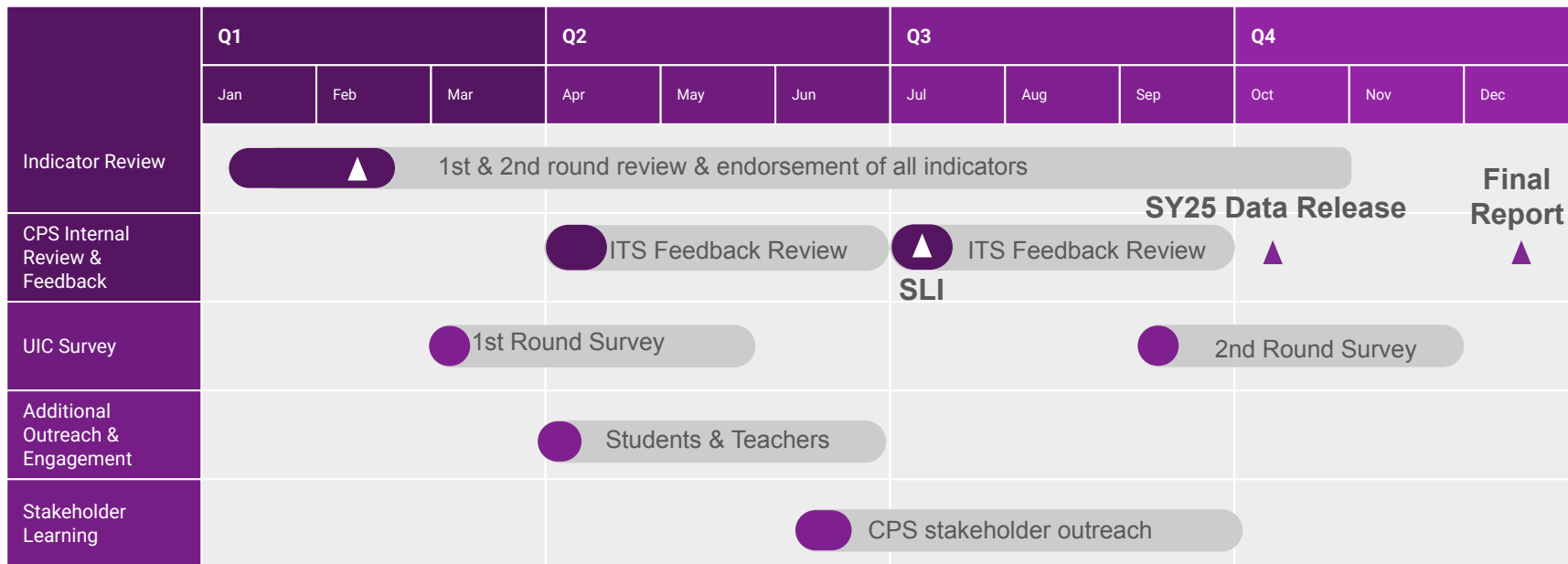
Closeout & Next Steps

Meeting Schedule Through June: Mark your Calendars

- Thursday, April 3rd, 9-11am, Virtual
- Thursday, April 16th, 4-6pm, Virtual
- Thursday, May 1st, 9-12pm, In Person
- Thursday, May 14th, 4-6pm, Virtual
- Thursday, May 29th, 9-11am, Asynchronous
- Wednesday, June 11th, 430 - 730pm, In Person

- ***Thursday, June 12th, Last Day of School***
- ***Wednesday, June 25th, Summer School Starts***

Roadmap for the Year



▲ LOREM

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 Steps

- Complete & submit feedback forms
- 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