

CPS Continuous Improvement and Data Transparency

Data Transparency Stakeholder Advisory Group

Meeting #6 Summary

Charles A. Hayes Family Investment Center, 4859 S Wabash Ave, Chicago
November 14 | 9:00am–12:00pm

Facilitators & Presenters: Felipe Perez (Facilitator), Jill Gottfred Sohoni (Facilitator), Jeff Broom (CPS Exec), Alejandra C. Sanchez (Coordinator), Joe Hoereth (UIC), Ana Mosqueda (K1C), Ted Canji (CPS), Katina Kopsias (CPS)

Committee Members: Andrea Orozco (Student), Heidy Moran (Principal), Jaqueline Vargas (Parent), Jasmine L. Thurmond (CPS Exec), James Patrick (CAC), Maurice Miles (Parent), Erika Gonzalez (Parent), Ricardo Trujillo (CPS Exec), Grace Chan McKibben (CBO Rep), Claiborne Wade (Parent), Berenice Pond (CPS Exec), Marcelina Pedraza (CPS), Michelle Velez (Teacher), Otis Dunson (Principal), Perriyana Clay (CAC), Marcus Flenaugh (CAC)

Meeting Materials:

[Meeting Agenda](#)

[Meeting Slide Deck](#) (English)

Feedback Forms for Reviewed Indicators:

- [Out of School Time](#)
- [High Quality Curriculum](#)
- [Balanced Assessment](#)
- [Student Proficiency \(PSAT\)](#)

Meeting Summary:

The meeting focused on feedback and design input for the upcoming CIDT website soft launch (planned for December 16), with special attention to High Quality Curriculum, Out of School Time (OST), and PSAT proficiency data.

Agenda:

- Welcome + Introductions
- CIDT Use Cases
- Review of Feedback to Date
- Review + Discuss indicator pages
- High-Quality Curriculum
- Review + Discuss indicator pages
- Out-of-School Time

- Review + Discuss indicator pages
- Student Proficiency - PSAT
- Public Comment, Next Steps, & Closeout

Community Building & Reintroductions: Participants began with small group discussions reflecting on personal and community care. A parent celebrated a personal milestone, while others highlighted the need to focus on what can be controlled and to find joy in small wins.

CIDT Use Cases Discussion: In group sessions, participants explored practical ways families and community members might use the CIDT tool:

- Parents emphasized the importance of clearer communication from schools about test scores, graduation rates, and post-graduation outcomes.
- CAC and LSC members shared that schools often lack transparency around program access, particularly for special education and out-of-school time offerings.
- Several principals noted that school profiles on the website don't always accurately reflect what's offered on the ground.
- Community representatives raised concerns about the visual language of the site and the need for contextual framing to avoid unintentional comparisons that harm lower-resourced schools.

Indicator-Specific Feedback:

1. Out of School Time (OST):

- Several CAC members and parents noted that OST data should show long-term trends (5–10 years) to illustrate program growth and funding patterns.
- Some participants expressed concern that OST data often lacks demographic breakdowns or grade-level filters, which are essential for identifying equity gaps.
- A few principals observed that many school websites fail to clearly list afterschool offerings, and this misalignment undermines transparency.
- One parent noted that current terminology doesn't match what families are looking for (e.g., "after-school" instead of "OST"), and recommended more intuitive phrasing.

2. High Quality Curriculum:

- Teachers and principals raised questions about how "high quality" is defined when some schools lack access to adopted district materials like Skyline.
- A parent asked how they could verify whether a curriculum is culturally relevant or a good fit for their child.

- Some members felt the current dashboard does not distinguish between curriculum adoption and classroom delivery, which can be misleading.
- Several users said bright red data visuals felt judgmental or punitive; a softer design approach was suggested.
- There were calls for hover definitions, plain language explanations, and rubrics to help families understand what “high quality” means in practice.

3. Student Proficiency (PSAT):

- Participants discussed the limitations of standardized testing as a standalone metric.
- One teacher recommended pairing proficiency data with growth data to provide more actionable insight.
- A principal noted that without context—such as support services offered or demographic info—PSAT scores risk reinforcing inequities.
- Multiple members requested guides to help families interpret test data, including breakdowns of what counts as “on track.”

Framing and Accountability:

- Parents emphasized the need for accuracy and verification—suggesting a clear contact or “feedback loop” when families find discrepancies.
- Community members warned that visual comparison tools could inadvertently reinforce competitive or deficit-based thinking if not carefully framed.
- A CPS Exec stated that the goal is to present data in ways that encourage understanding and improvement, not blame.

Action Items:

1. **Website Feedback Submission** – Members were asked to submit feedback on the website by Monday EOD, with a focus on clarity, accessibility, and how well data is presented.
2. **Develop How-to Resources** – Suggestions included parent guides and visual walkthroughs for using school data.
3. **Curriculum Clarity** – The team will explore ways to better define and communicate what constitutes a “high-quality curriculum,” including access to Skyline and alternatives.
4. **OST Data Improvements** – Participants recommended filtering OST participation data by grade level and demographic subgroup, and extending data timelines for trend analysis.
5. **Next Steps** – Feedback will inform design updates before the December 16 website soft launch. Follow-up meetings are planned for January and February.