CPS Transparency Committee

Session 7: Dec 16 Roll Out +
UIC Engagement

Dec 4, 2024

4:30 - 6:30pm

Objectives

By the end of our discussion, the Transparency Committee will:

- Align on guiding use cases that should center the group's design decisions

- Review a summary of group feedback to date, identifying key themes and prioritizing feedback for implementation

- Discuss the committee's role in communicating its contribution to the December 16th CIDT launch and its efforts thereafter

- Review, discuss, and provide feedback to UIC's community validation engagement approach

- Engage in honest dialogue and grow trust with fellow committee members, facilitators, and/or CPS staff

Agenda

Time	Activity
4:30 - 4:40pm (10 min)	Welcome and Introductions
4:40 - 5pm (20 min)	Review of Feedback to Date
5pm-5:25pm (25 min)	CIDT Use Cases
5:25 - 5:50pm (25 min)	What's ahead: Dec 16 Launch + Talking Points
5:50 - 6:20pm (30 min)	UIC Community Validation Approach
6:20 - 6:30pm (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.

Chicago Public Schools | Accountability Redesign — Meaningful Measurement

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

Transparency Committee Background Materials

Archive of Transparency Committee Materials

- All Powerpoints, Agendas + Notes can be found on the CPS Website: HERE

    - One week review period for meeting notes

    - Public Comment Link on the website

- Committee Background Powerpoint: HERE

- FAQ Document Logging Questions from Transparency Committee: HERE

Introductions

Introductions, In chat:

- Your Name and Community
- Your Role and Organization, if applicable

# CPS Timeline

Transparency Committee Timeline

Meeting 4	Oct 16	HS graduation
Meeting 5	Oct 30	Drop Out + School Profiles and School Details Page
Meeting 6	Nov 14	Out of School Time, High Quality Curriculum, Student Proficiency
Meeting 7	Dec 4	UIC Validation Process, talking points Dec 16 soft launch prep
Dec 16: CPS Soft Launches First Batch of Indicators inviting Feedback / Holiday Break		
Meeting 8/9	Jan/Feb	Remaining indicators + Debrief launch
March		**UIC Conducts validation work of TC review**
Meeting 10/11	April	Discuss progress and learnings from launch, UIC validation work, and what's ahead
Meeting 12+	May onward	Remaining batch of indicators

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Indicator Feedback Themes

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

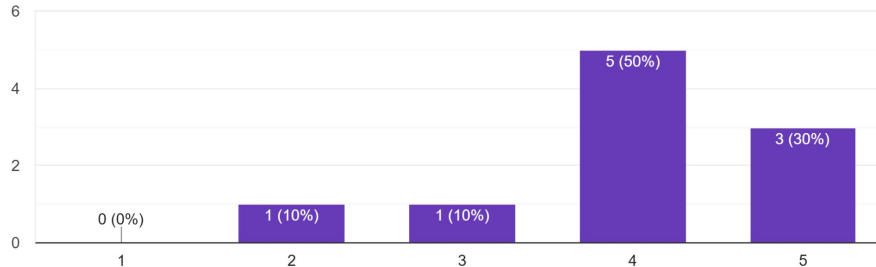   - School Proficiency: 10 Responses Here
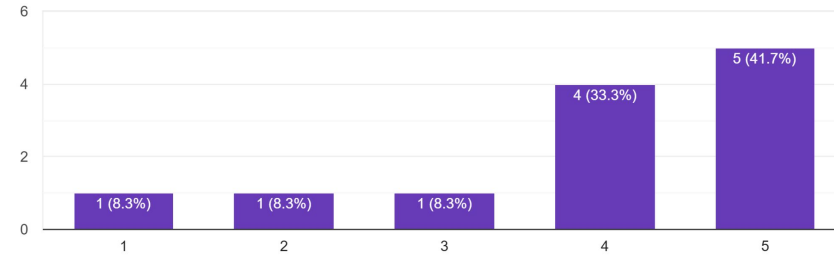
Feedback Forms Received
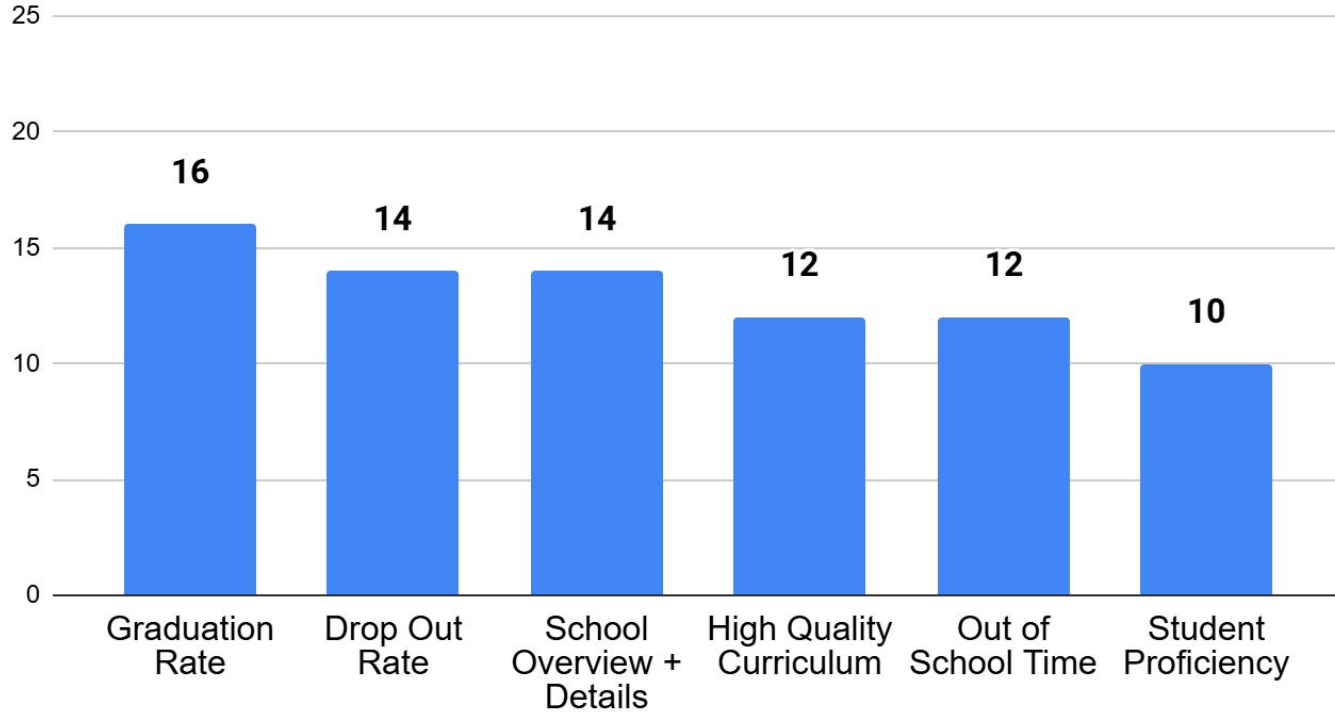
Language

"On a scale from 1-5, how easy is the language to understand? (Consider: Reading level, jargon, complicated sentences, too much/too little?)"
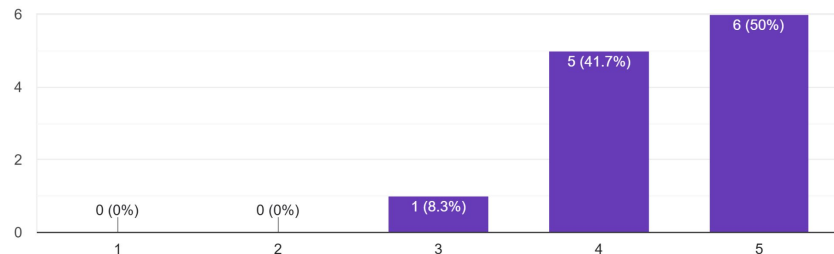
High Quality Curriculum: 3.9

Student Proficiency: 4.0

Out of School Time: 4.4

Language

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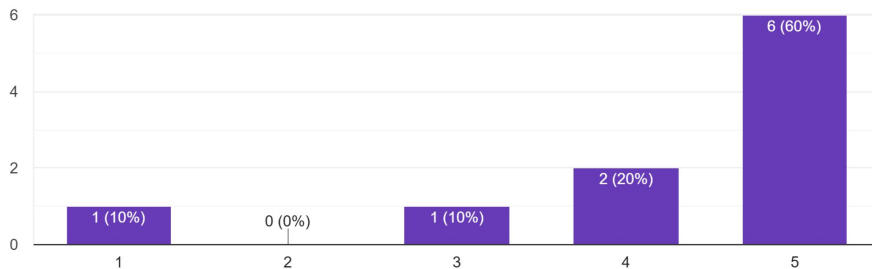
- Replace "Out of School Time" with "After School Time" or "Extracurriculars"
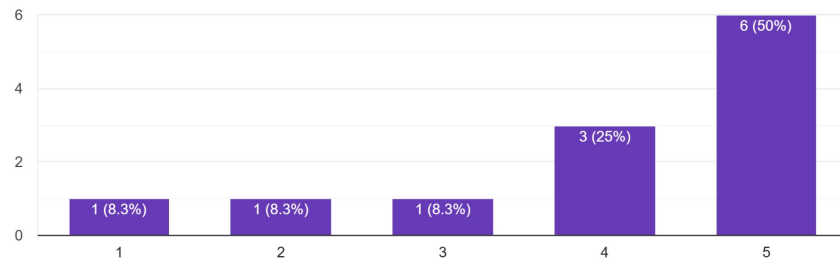- Revise and/or explain terms like "vertical and horizontal alignment"

Layout + Design

"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?)"

High Quality Curriculum: 4.0

- 1: 1 (8.3%)
- 2: 1 (8.3%)
- 3: 1 (8.3%)
- 4: 3 (25%)
- 5: 6 (50%)

Student Proficiency: 4.2

- 1: 1 (10%)
- 2: 0 (0%)
- 3: 1 (10%)
- 4: 2 (20%)
- 5: 6 (60%)

Out of School Time: 4.1

- 1: 1 (8.3%)
- 2: 0 (0%)
- 3: 1 (8.3%)
- 4: 5 (41.7%)
- 5: 5 (41.7%)
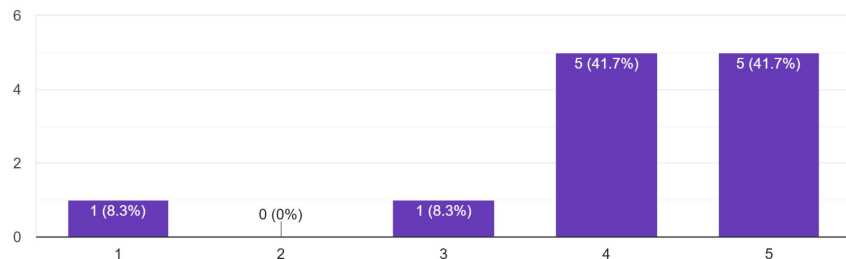
Layout + Design

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
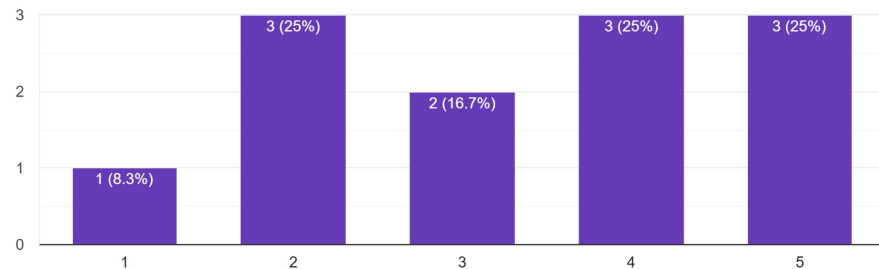
Graphs & Tables

"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?)"
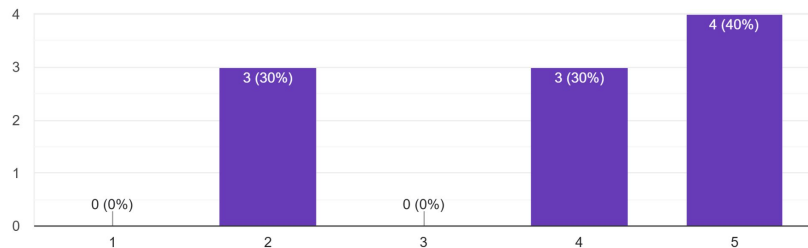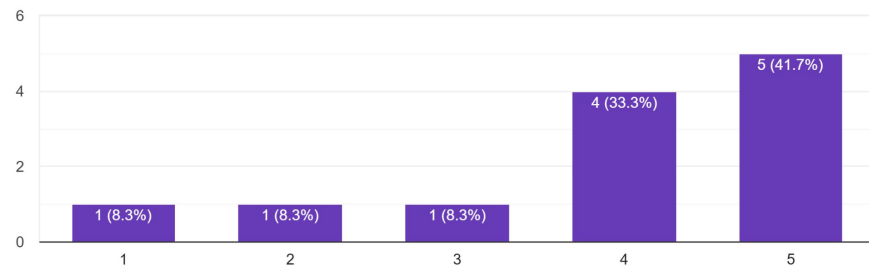
High Quality Curriculum: 3.3

Student Proficiency: 3.8

Out of School Time: 3.9

Graphs & Tables

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 pallette 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.

Actionability

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

Student Proficiency

40%
30%
30%

High Quality Curriculum

25%
50%
25%
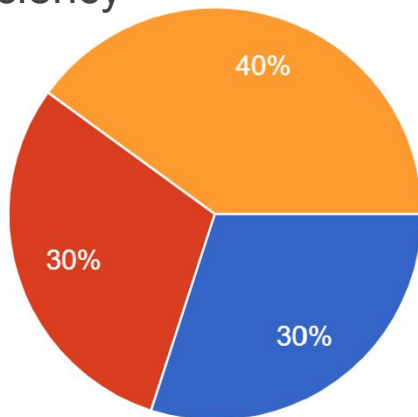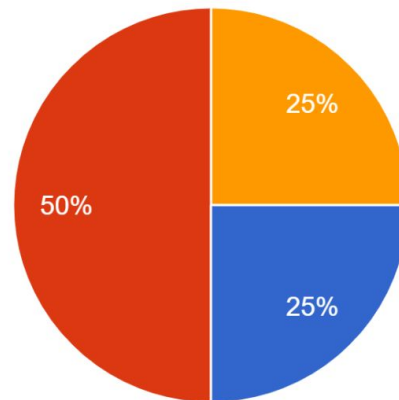
Legend:
- Yes/ si
- No
- Maybe/ Tal vez

Out of School Time

33.3%
33.3%
33.3%
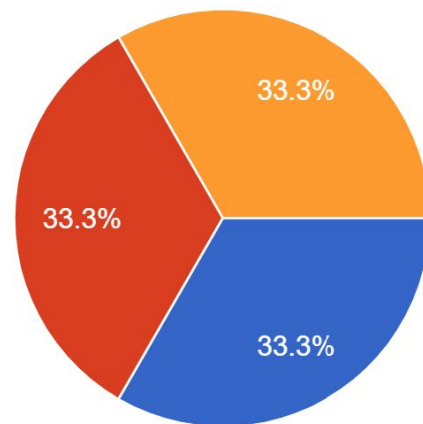
Discussion

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

Use Cases

Summary of Use Cases

Last meeting, we asked: **Imagine the CIDT website is perfect! As a [parent/educator/principal/CBO], how would you use the data presented in CIDT?**

We heard: We can use this data as a way…..
- that gets parents to pick the "right fit" for their child
- to get parents in the door of schools to learn more, be a part of continuous improvement efforts and build relationships
- for community to fill in resource gaps for students in neighborhood
- for school leaders to inform resource decisions, and learn from similar schools who are excelling in certain areas

General Use Cases + Framing Questions

CIDT as a way to foster collaboration between families and schools, and empower communities to advocate for strategic investments for their students

- How can we roll out CIDT in a way that fosters collaboration and community empowerment?

CIDT as a way to empower families to make informed decisions about finding the "right" fit for their student, and continue to engage

- How can we ensure families understand the information, and use it to advance their child's education?

CIDT as a way to ensure principals and educators can make equity investments in gap areas

- How can we ensure principals and educators understand the information, and use it to make wise investment decisions?

CIDT as a way that breeds fear and competition between schools

- Old SQRP way of thinking
- How do we ensure this framing and mindset is no longer?

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Breakout Discussion

- **Spanish Speaking Parents:** How can we roll out CIDT in a way that:
  - ensures families are aware and understand the information in the data tool?
  - fosters parent engagement and collaboration between family and school?
  - What learning tools are needed?

- **CPS Staff: Principals + Teachers:** How can we ensure principals and educators:
  - understand the information, and use it to make wise investment decision that will accelerate student outcomes and wellbeing?
  - foster parent engagement and collaboration between family and school?

- **English Speaking Parents + Community leaders:** How can we roll out CIDT in a way that fosters:
  - Community empowerment?
  - Community support of schools in gap areas?

CPS Plan

Transparency Committee Website Update

- Each indicator will be marked as:
  - **Transparency Committee Not Reviewed Yet**: Indicator has not been reviewed by the Transparency Committee.
  - **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 will be a link for community to provide input and further engage with UIC community validation engagement
- Some committee input will not yet be reflected on the site

Transparency Committee Language on Site

This CPS school data tool is rooted in community input and driven by stakeholder collaboration.

From 2021-2024, CPS engaged over 21,000 stakeholders through a radically inclusive Accountability Redesign Initiative to shape the next school performance policy, now called the Continuous Improvement and Data Transparency Policy. The types measured in this tool directly reflect stakeholder input. Learn more about the process here: CPS Accountability Redesign.

CPS continues to center parents, students, staff, and the community in the implementation phase of this policy.

To ensure this tool is accessible and actionable, a Transparency Committee of parents, staff, and other stakeholders reviews and provides feedback on each indicator. Indicators on this site are labeled as follows to reflect the current stage of engagement:

- **Transparency Committee Not Reviewed Yet**: Indicator has not been reviewed by the Transparency Committee.
- **Transparency Committee Reviewed**: Indicator has been reviewed, and feedback provided.
- **Transparency Committee Endorsed**: CPS has incorporated the feedback to the Committee's satisfaction.

Looking ahead to spring 2025, CPS will gather more input through an online survey and focus groups reaching parents, students, teachers, and administrators. If you would like to be included, please click [here].

Transparency Committee as Spokespeople

- We'd like for committee to weigh in on talking points, and have them in case questions arise
- Would like 2-3 committee members to speak publicly about this tool
  - We can provide training and vetted talking points

Discussion: Does this seem like the right role of the committee at this point?

Breakouts

Review Talking Points [HERE](#)

In breakouts, discuss:

1) Are these the right talking points? Why or why not
2) What is missing?
3) What are other ways the Transparency Committee should be involved in the Dec 16 soft launch of the tool?

UIC Community Validation Approach

Mark your Calendars

- January 15: 9am-11am
- January 30th: 4:30-6:30
- February 13: 9-11am
- February 27: 4:30-6:30
- March 12: 4:30-6:30

Public Comment

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 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
- Mark your calendar for next meeting

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