

Run of Show

Time	Activity	
9 - 9:10am (10 min)	Welcome and Introductions	Jill
9:10am - 9:30am (20 min)	CPS Updates: CIDT Launch and Next Steps	Felipe & Jeff
9:30am-9:40am (10 min)	UIC Community Validation Approach	Joe
9:40 - 10:20am (40 min)	Indicator Review: Balanced Assessment	Jill
10:20am - 10:50am (30 min)	Stakeholder Learning Plan	Felipe
10:50- 11am (10 min)	Public Comment, Next Steps, & Closeout	Alejandra

CPS Transparency Committee

Session 8: Stakeholder
Learning Plan + Balanced
Assessment Indicator

January 15th, 2025

9:00am to 11:00am



Welcome!

Introductions, In chat:

- Your Name and Community
- Your favorite 2024 holiday memory
- OR/AND
- One new year's resolution



Objectives

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

- Review and debrief the **December 16th CIDT launch** and any subsequent outreach
- Review, discuss, and provide feedback on the **Balanced Assessment** indicator page.
- Review an update on the **UIC validation survey**
- Begin to outline a **stakeholder learning plan** for CIDT

Agenda

Time	Activity
9 - 9:10am (10 min)	Welcome and Introductions
9:10am - 930am (20 min)	CPS Updates: CIDT Launch and Next Steps
930am-940am (10 min)	UIC Community Validation Approach
940 - 1020am (40 min)	Indicator Review: Balanced Assessment
1020am - 1050am (30 min)	Stakeholder Learning Plan
1050- 11am (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?

CIDT Launch & 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](#)



10 JANUARY 2025

End of Week Message: A New Year, and a New Step Forward for CPS

Dear CPS Colleagues, Families, and Supporters,

I want to wish everyone in our CPS community a happy new year!

The start of any calendar year is an exciting time. It's a chance to take stock of where we are, set goals for ourselves, and work as hard as we can to make those goals a reality.

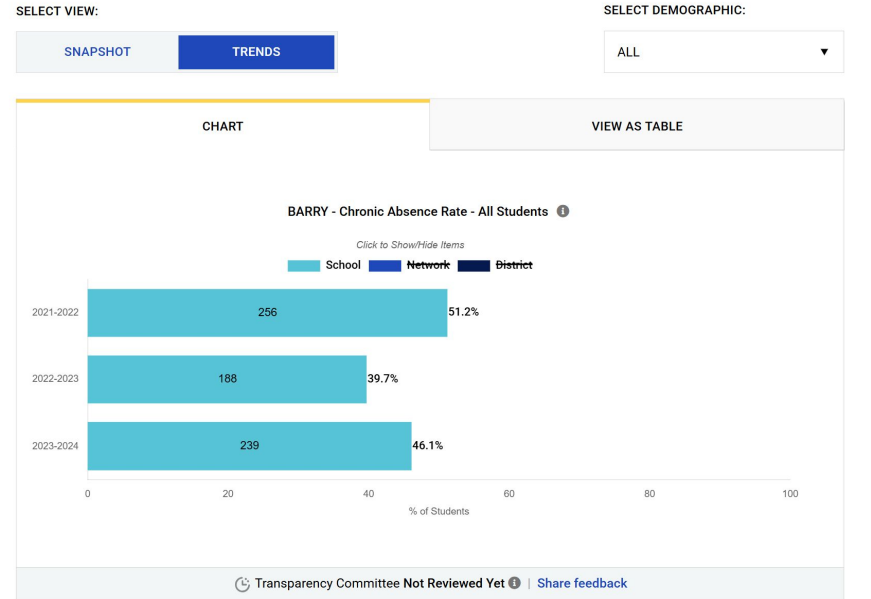


One of the first things on the CPS agenda for 2025 has been welcoming our newest Board of Education members, ten of whom made history in 2024 as the first-ever elected school board members in the city of Chicago. During this week's orientation, they've been busy exploring all things CPS, including [Success 2029: Together We Rise](#), our District's five-year strategic plan. A core component of that plan is our Continuous Improvement and Data Transparency (CIDT) policy, which represents a transformational shift in the way we measure improvement in our schools.

District Commitment to CIDT

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



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 Language on Site

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.



The Transparency Committee

As part of the implementation phase of CIDT, the Transparency Committee evaluated changes to CPS school profiles to ensure they are accessible and actionable. The committee reviewed and provided feedback on each indicator and metric within the school profiles and labeled them as follows to reflect the current stage of engagement:

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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](#)

Transparency Committee Timeline

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

UIC Community Validation Approach

Getting feedback from the broader community

- The ideal way: Talk with everyone?
- The reality:
 - Transparency Committee Input
 - Website feedback
 - Community survey with focus groups

Community Survey – Key factors to consider

1. What do you want to learn?
2. Who do you want to learn it from?
3. What will you do with that information?

1. Community Survey – What do we want to learn?

To what extent are these indicators accessible, useable, and actionable?

2. Community Survey - Who do we need to survey?

- How many? - As large a number of respondents as possible (thousands)
- Who? As diverse a mix of respondents to ensure all voices are included
- Representative? - Take steps to ensure the voices we hear from represent the broader population of stakeholders (before and after the survey)

3. Community Survey - What do you do with the results?

- UIC will analyze the results - independent researchers who apply standard research methods and ethics in work.
- How did people feel and understand the measures?
- Did people find them helpful (accessible, useable, and actionable) for their purposes?
- Do we need more information to better understand these results? – Focus groups

Preliminary Details - What could the process look like?

- 10-15 Minute online survey, available in multiple languages meeting accessibility standards
- Accessed through an emailed link distributed to a wide range of channels and email lists (e.g. CPS, Transparency Committee members etc)
- Raffle incentives offered for completion of survey
- Checks and techniques applied to ensure quality of the data collected

Final note – We've done this before



Welcome, and thank you for taking part in this survey!

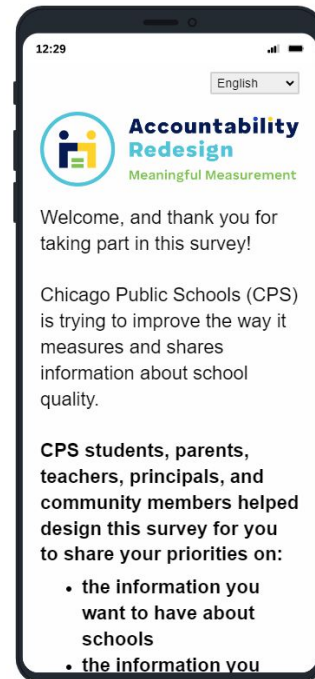
Chicago Public Schools (CPS) is trying to improve the way it measures and shares information about school quality.

CPS students, parents, teachers, principals, and community members helped design this survey for you to share your priorities on:

- the information you want to have about schools
- the information you believe CPS should use to measure how well a school is doing

The survey . . .

- Should take between 5 and 10 minutes to complete
- Is completely voluntary and you may skip any question
- Will not collect any information that may directly identify you
- Results will be summarized and made publicly available



Questions and Discussion

- What questions do you have?
- What would you be particularly interested to hear from respondents with regard to this set of measures?
- What concerns may you have?

Indicators for Review

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

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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

Balanced Assessment

[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

Stakeholder Learning Plan

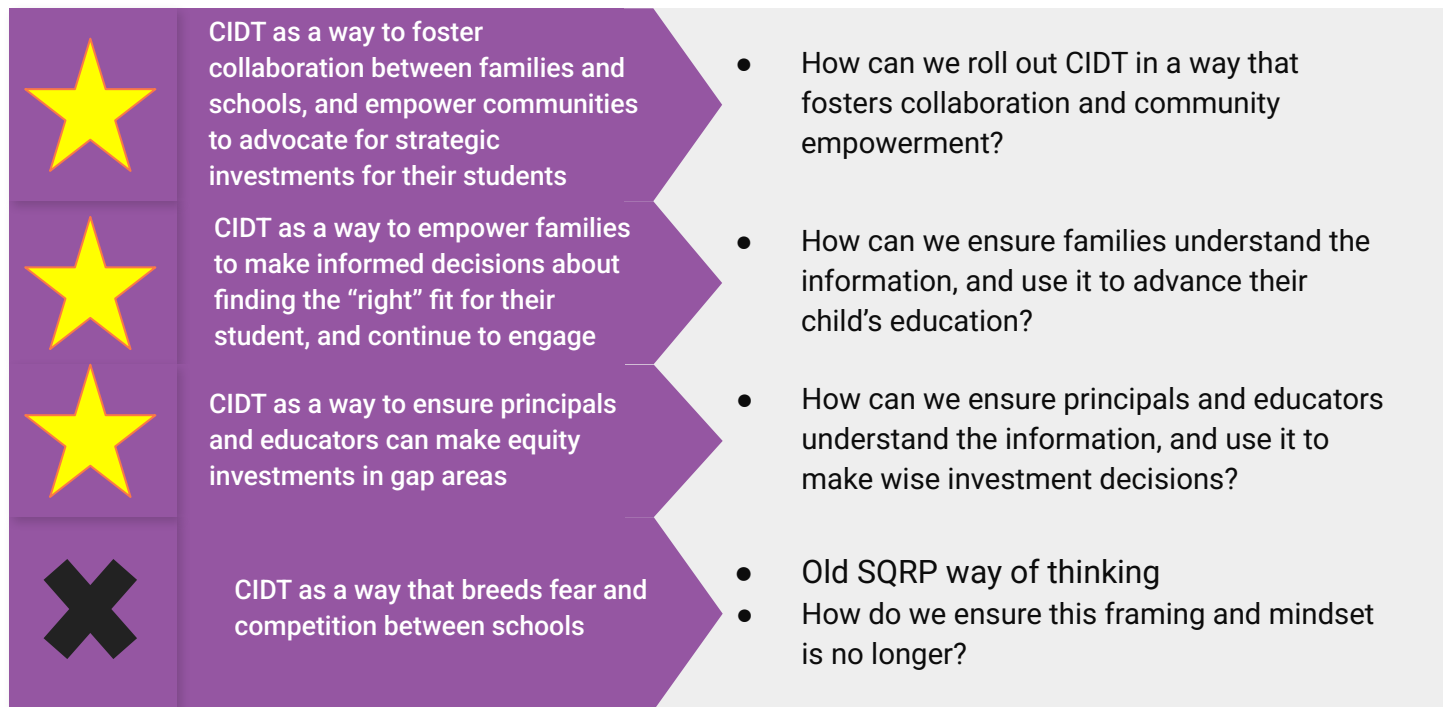
CIDT Use Cases

Last year, 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 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

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

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 4 Meetings: Mark your Calendars

- January 30th: 4:30-6:30
- February 13: 9-11am(Onsite)
- February 27: 4:30-6:30
- March 12: 4:30-6:30

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