CPS Transparency Committee

Background + Context

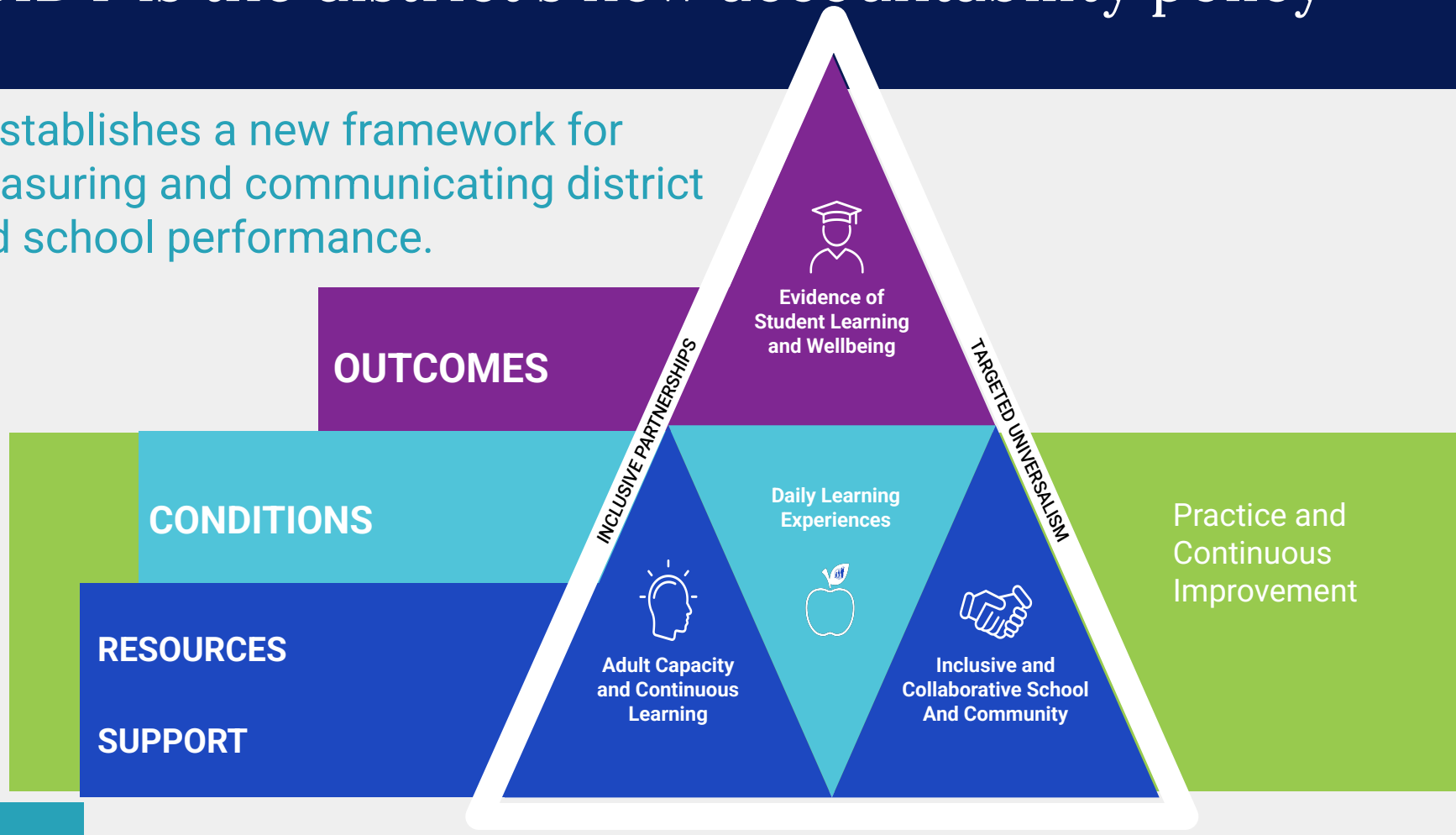Meetings 1-3 Recap Slides

August-Sept, 2024

What is the mission of the Transparency Committee?

The Transparency Committee will work together to help ensure that implementation of CPS's new Continuous Improvement & Data Transparency (CIDT) is **Accessible**, **Usable**, and **Actionable**.

What is the Continuous Improvement & Data Transparency (CIDT) Policy?

CIDT is the district's new accountability policy

It establishes a new framework for measuring and communicating district and school performance.

OUTCOMES

CONDITIONS

RESOURCES

SUPPORT

INCLUSIVE PARTNERSHIPS

TARGETED UNIVERSALISM

Evidence of Student Learning and Wellbeing

Daily Learning Experiences

Adult Capacity and Continuous Learning

Inclusive and Collaborative School And Community

Practice and Continuous Improvement

What is in the new CIDT Policy?

CIDT is made up of four components:
- Evidence of Student Learning & Wellbeing
- Daily Learning Experiences
- Adult Capacity and Continuous Learning
- Inclusive and Collaborative School & Community

And each component contains a set of indicators & metrics that help to quantify performance.

INCLUSIVE PARTNERSHIPS

TARGETED UNIVERSALISM

Evidence of Student Learning and Wellbeing

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Inclusive and Collaborative School And Community

6
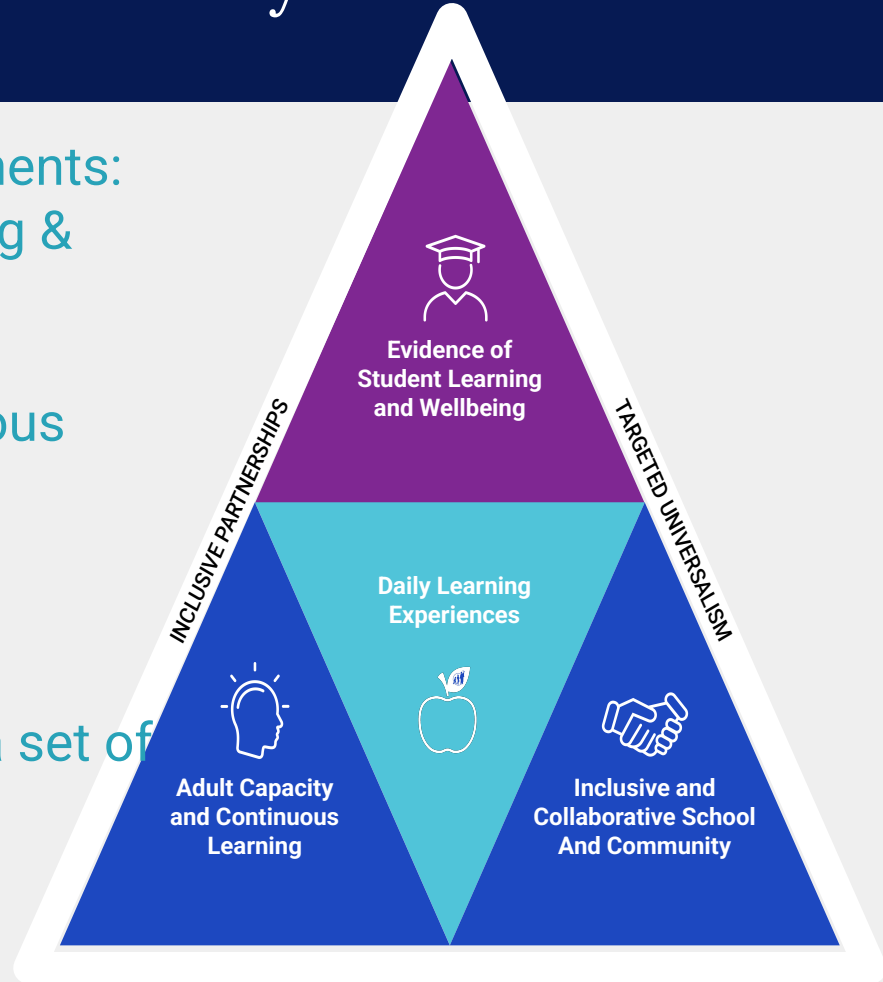
Evidence of Student Learning and Well-Being

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

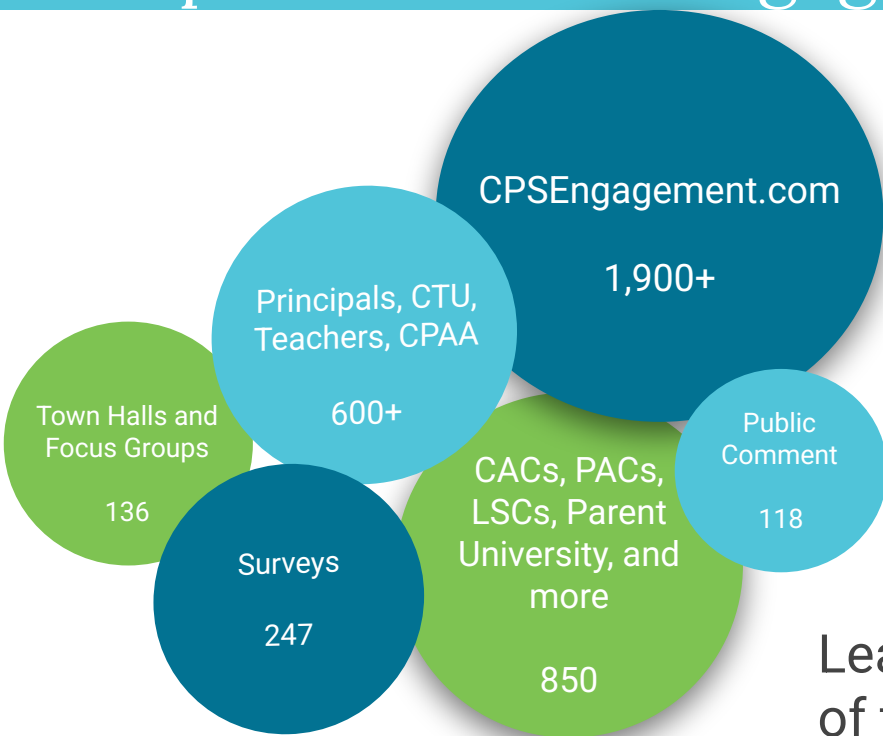# Adult Capacity and Continuous Learning

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

How was the new CIDT developed?
Deep stakeholder engagement across multiple years

CPSEngagement.com

1,900+

Principals, CTU, Teachers, CPAA

600+

Town Halls and Focus Groups

136

Surveys

247

CACs, PACs, LSCs, Parent University, and more

850

Public Comment

118

3,800+

Stakeholders Engaged on the Framework and Draft Policy

21,000+

Total Stakeholders Engaged Throughout the Initiative

Leading to Board of Education adoption of the new CIDT Policy in

April 2023

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8

How does CIDT compare to SQRP?

What Is Ending?

- Summative ratings
- Punitive mindset

What Is Staying?

- Student outcomes (standardized assessments, graduation, etc.)
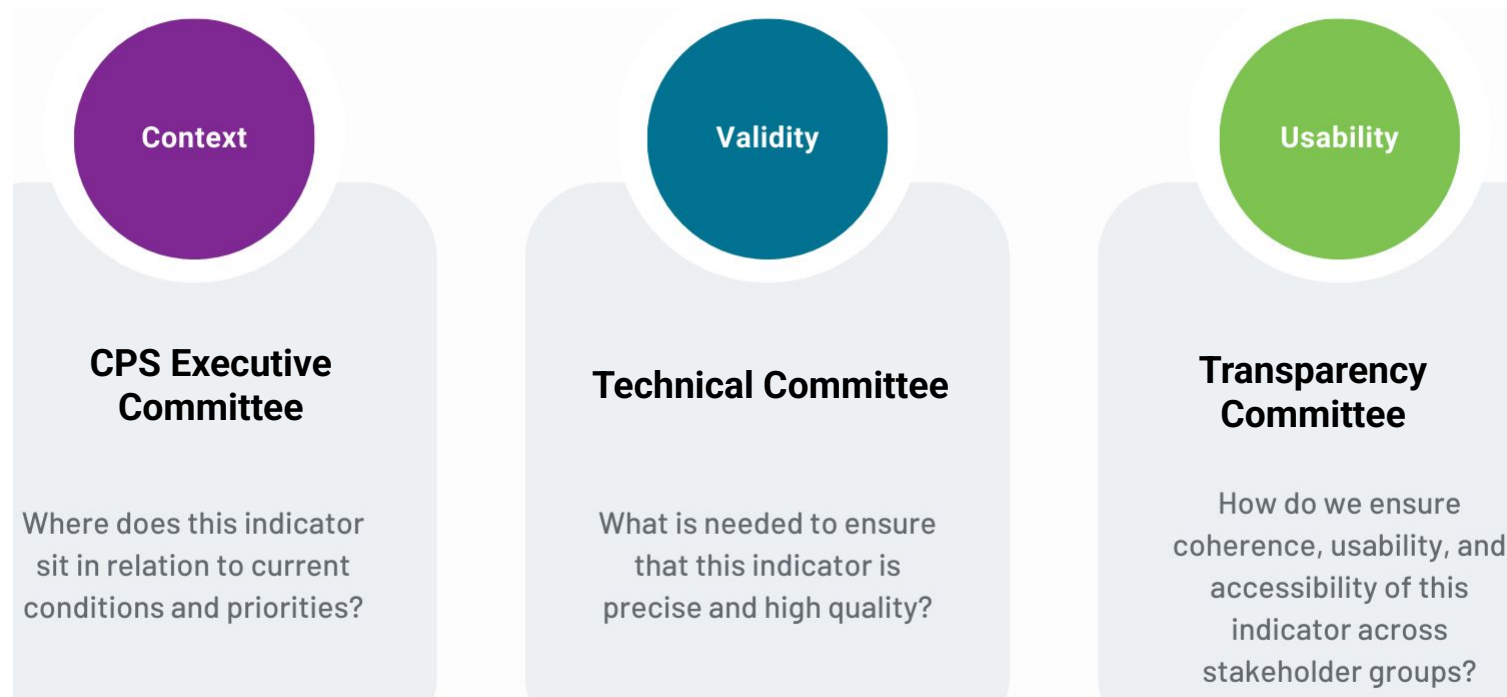- Sharing information with stakeholders

What Is New?

- Focus on inputs, conditions, and resources
- Continuous improvement every three years
- District accountability mindset

How will the Transparency Committee operate?

The Transparency Committee will operate alongside two other committees, each focused on a different aspect of implementation.

Context

CPS Executive Committee

Where does this indicator sit in relation to current conditions and priorities?

Validity

Technical Committee

What is needed to ensure that this indicator is precise and high quality?

Usability

Transparency Committee

How do we ensure coherence, usability, and accessibility of this indicator across stakeholder groups?

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Usability

Transparency Committee

How do we ensure coherence, usability, and accessibility of this indicator across stakeholder groups?

VERIFY ALIGNMENT
Confirm alignment between each metric and community value/priority

ASSESS USABILITY
Review and offer feedback on wireframes of data visualizations and other stakeholder tools. Confirm usability of data for stakeholders.

MAP LEARNING DEMANDS
Map learning demands for data reporting and use

ADVISE ON STAKEHOLDER ENGAGEMENT
Offer advice on how to meet stakeholder learning demands and keep stakeholders informed of the implementation process

CAPACITY AND NEEDS
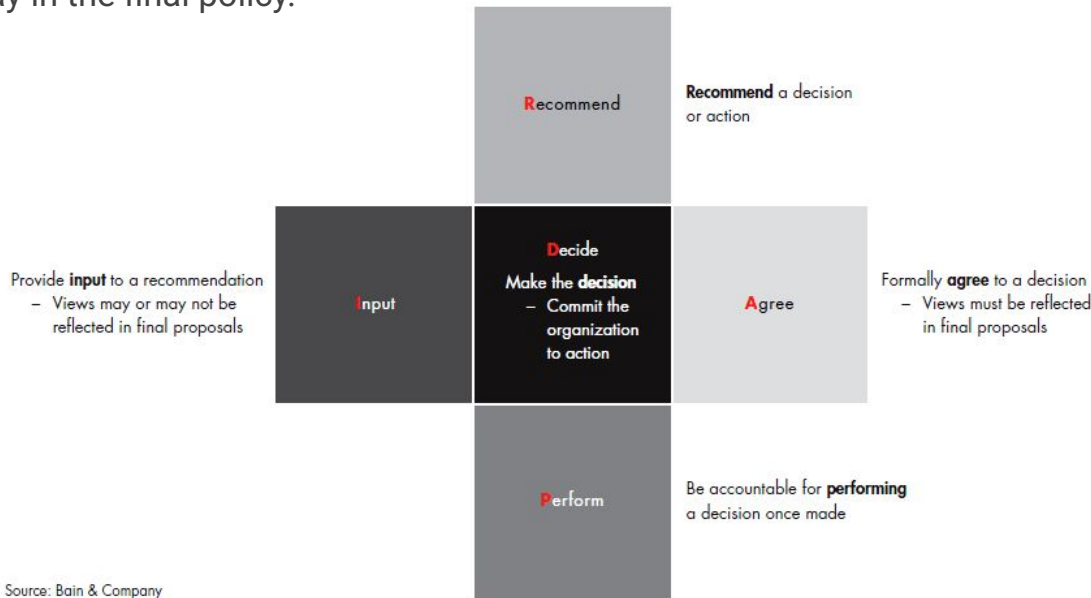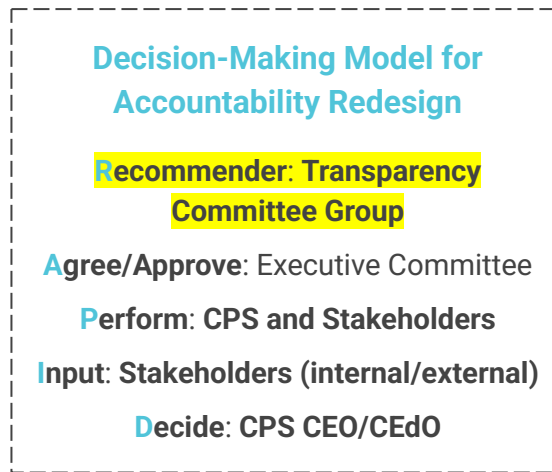Articulate capacity constraints and needs for all of the above

What are the committee's high-level guidelines?

| The Transparency Committee will:	The Transparency Committee will NOT:
Confirm alignment between each metric and community value/priority **Offer feedback on wireframes** of school measurement data visualizations, such as usability of data (e.g. can stakeholders make sense of data). - Advise CPS on how it should provide **learning opportunities** of the new Accountability system for key stakeholder groups, and **map the new system to each key stakeholder group** for future data reporting and use - Advise CPS on **how to keep stakeholders informed** of the implementation process (e.g. town hall meetings, info campaigns, surveys, etc.) - Help to assess the district's capacity to address the priorities above	**Decide what indicators** CPS is using to assess school quality. This has been decided via the Accountability Redesign Process. **Rubber stamp** prototypes that are shared with the committee. We want honest feedback that will be documented, and in most cases incorporated, into the final public roll out of the metrics - Be required to field broader stakeholder engagement. This group will be representatives of stakeholder groups and leveraged as "expert witnesses" on behalf of those groups. Members welcome to seek broader engagement. **Be the final decision maker.** Transparency committee feedback will be highly considered and documented, and then shared with the CPS executive committee for approval.

The Transparency Committee will act as an advisory group, making key recommendations.

Below is a [RAPID decision-making framework](#) that is a useful tool to promote radical clarity. This framework can be useful to explain to stakeholders who the final decision makers are and what role stakeholder feedback and participation on the Advisory Group will play in the final policy.

Decision-Making Model for Accountability Redesign

Recommender: Transparency Committee Group

Agree/Approve: Executive Committee

Perform: CPS and Stakeholders

Input: Stakeholders (internal/external)

Decide: CPS CEO/CEdO

Recommend a decision or action

Decide
Make the **decision**
– Commit the organization to action

Provide **input** to a recommendation
– Views may or may not be reflected in final proposals

Formally **agree** to a decision
– Views must be reflected in final proposals

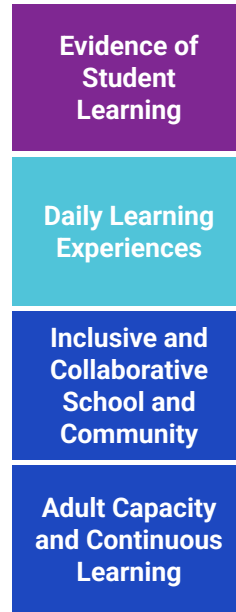Be accountable for **performing** a decision once made

Source: Bain & Company

The Committee will meet every two to three weeks through late 2025, responsible for making recommendations regarding the usability of and "Readying" 18 Indicator Strands.
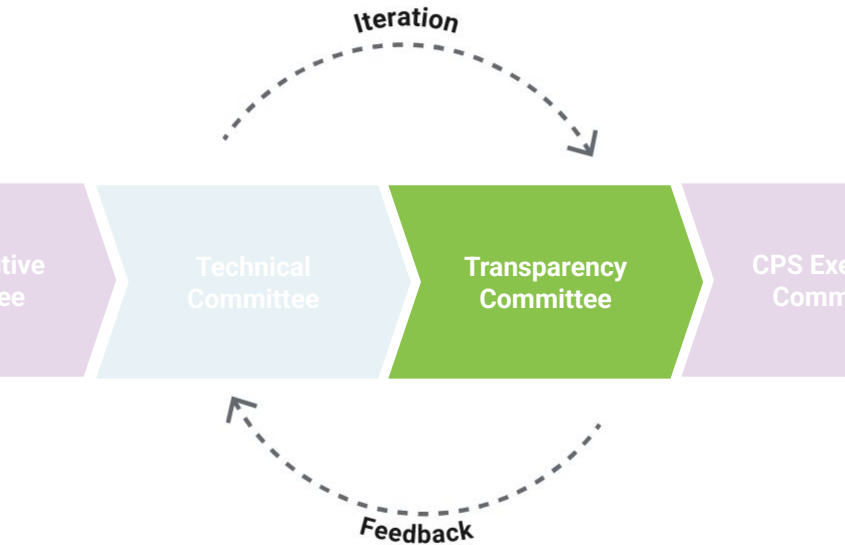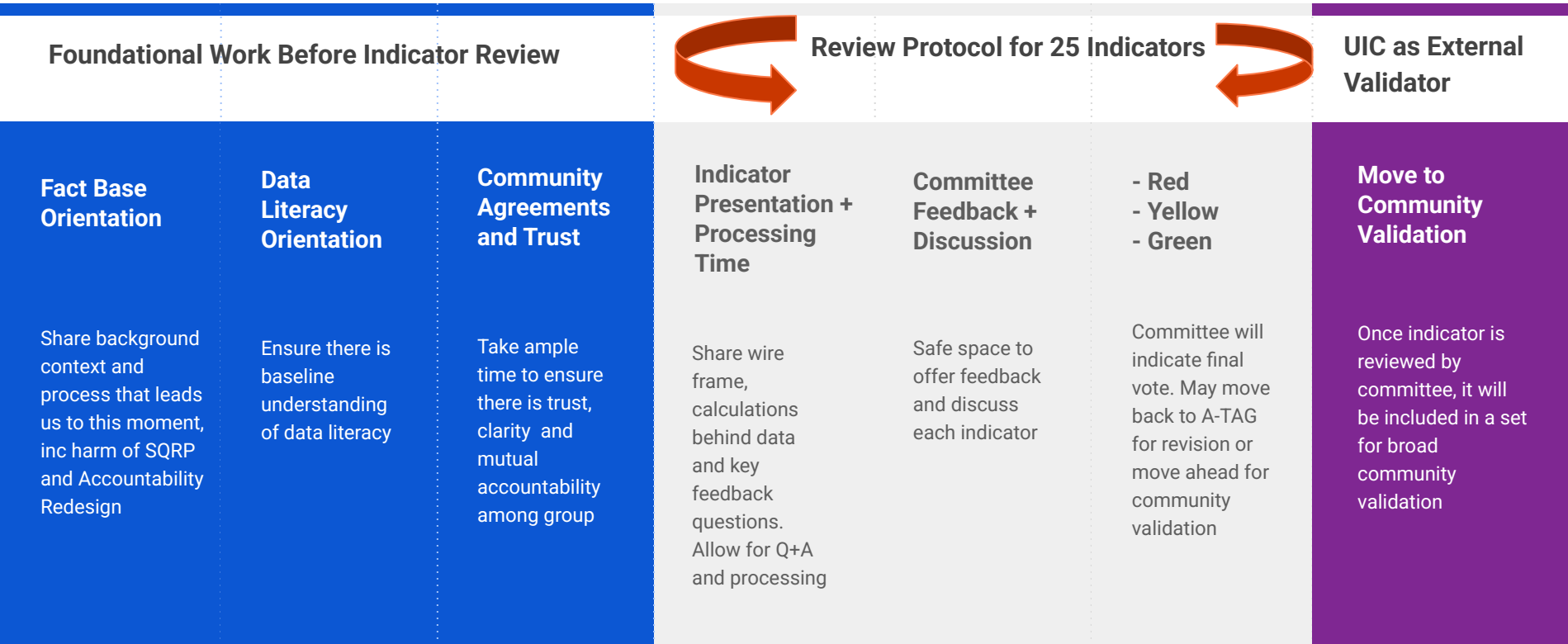

"Ready" is defined as:

- Indicator is currently measured or data is available
- Data reporting is available
- Indicator is tied to specific district department
- Resources and supports are identified and available

	Fall 2024	Fall 2025
Evidence of Student Learning	9 Metrics (Across 3 Indicators)	1 Metric
Daily Learning Experiences	2 Indicators	5 Indicators
Inclusive and Collaborative School and Community	1 indicator	3 Indicators
Adult Capacity and Continuous Learning		4 Indicators

The Committee process is designed to foster inclusivity, clarity and thorough documentation at each stage

Foundational Work Before Indicator Review

Fact Base Orientation

Share background context and process that leads us to this moment, inc harm of SQRP and Accountability Redesign

Data Literacy Orientation

Ensure there is baseline understanding of data literacy

Community Agreements and Trust

Take ample time to ensure there is trust, clarity and mutual accountability among group

Review Protocol for 25 Indicators

Indicator Presentation + Processing Time

Share wire frame, calculations behind data and key feedback questions. Allow for Q+A and processing

Committee Feedback + Discussion

Safe space to offer feedback and discuss each indicator

- Red
- Yellow
- Green

Committee will indicate final vote. May move back to A-TAG for revision or move ahead for community validation

UIC as External Validator

Move to Community Validation

Once indicator is reviewed by committee, it will be included in a set for broad community validation

Who is on the Transparency Committee?

The Transparency Committee

Participant Type	Number
Students	4
Parents	4
Teachers	4
CTU	1
Principals	4
Principal Association	1
CPS Executives	2
CPS FACE Representative	1
BOE Member	1
CAC members	3
LSC representative	3
Misc	2
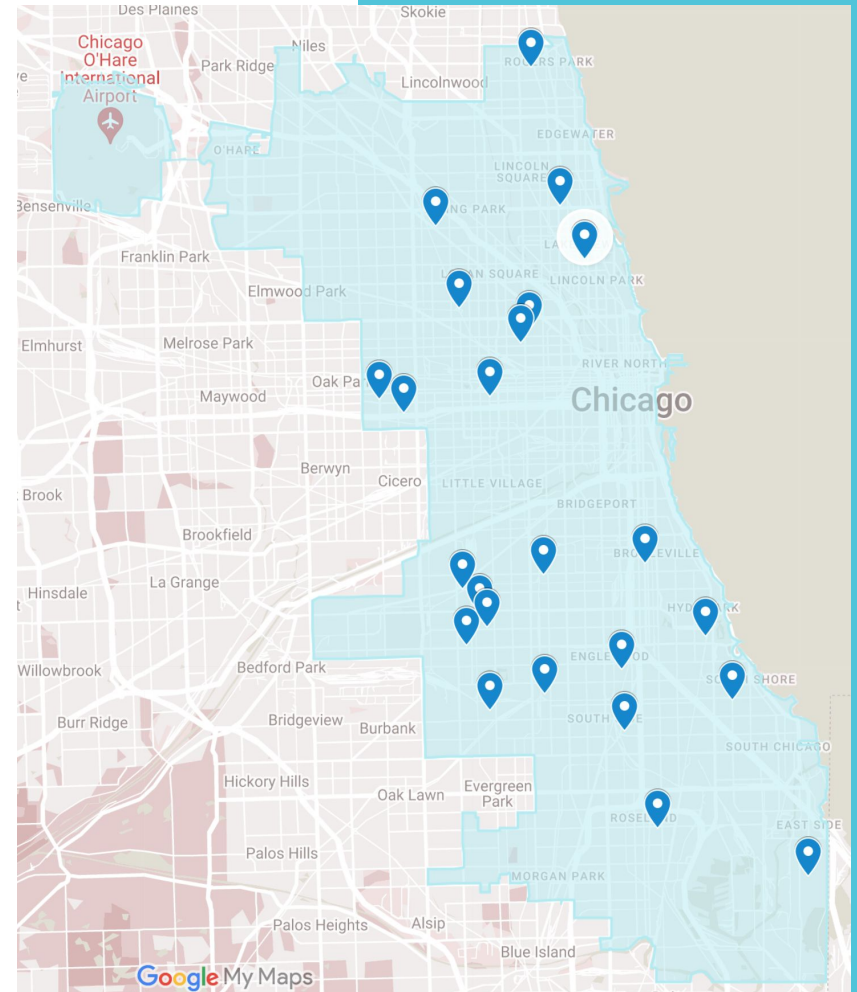
Inclusive Partnerships

Inclusive partnerships (IP) value and prioritize the diverse voices of students, families, caregivers, and communities when making decisions that affect their lived experiences.

We prioritize three key stakeholder groups:

- People with institutional or historical memory,
- People most impacted by inequity, and
- People responsible for implementing and driving change

See more here:
https://www.cps.edu/sites/equity/equity-framework/equity-lens/inclusive-partnerships/

Transparency Committee makeup is informed by the Inclusive Partnerships component of the CPS Equity Framework

CPS EQUITY FRAMEWORK

LIBERATORY THINKING

INCLUSIVE PARTNERSHIPS

SHIFTS IN PRACTICE — EQUITABLE OUTCOMES — CHANGE IDEAS

RESOURCE EQUITY

FAIR POLICIES & SYSTEMS

TARGETED UNIVERSALISM

Individual Perspective	Stakeholders that represent the different ways in individuals engage with CPS
Geography/ Community	Broad representation across the map, especially communities that have been impacted by prior policy.
*History	An acknowledgment of past systemic harms
Identity	A collection of diverse backgrounds that represent the makeup of Chicago and of CPS.
Institutional Perspective	Representation across multiple school and organization types.

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Accountability Redesign
Meaningful Measurement

How will Committee members engage with one another and with external stakeholders?

How will we make decisions?

We commit to ensuring school quality data is accessible, usable and actionable. What criteria or questions will we ask to ensure this is true?

Accessible	Usable	Actionable
Ex: All language is written at/or below a 5th grade reading level. Ex: Language is translated in Spanish, and other widely spoken languages	Ex: Users know where to click to access information.	Ex: Each indicator has a real life example of how a person would take action with the data.

The committee created Community Agreements to guide how members work together

- **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.

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Our Dilemma:
Sometimes, the values that matter to us will pull us in different directions

The community agreements will help members engage in productive dialogue when values conflict

Confidentiality ⟷ **Transparency**

Targeted Support ⟷ **Accountability**

Simplicity ⟷ **Context**
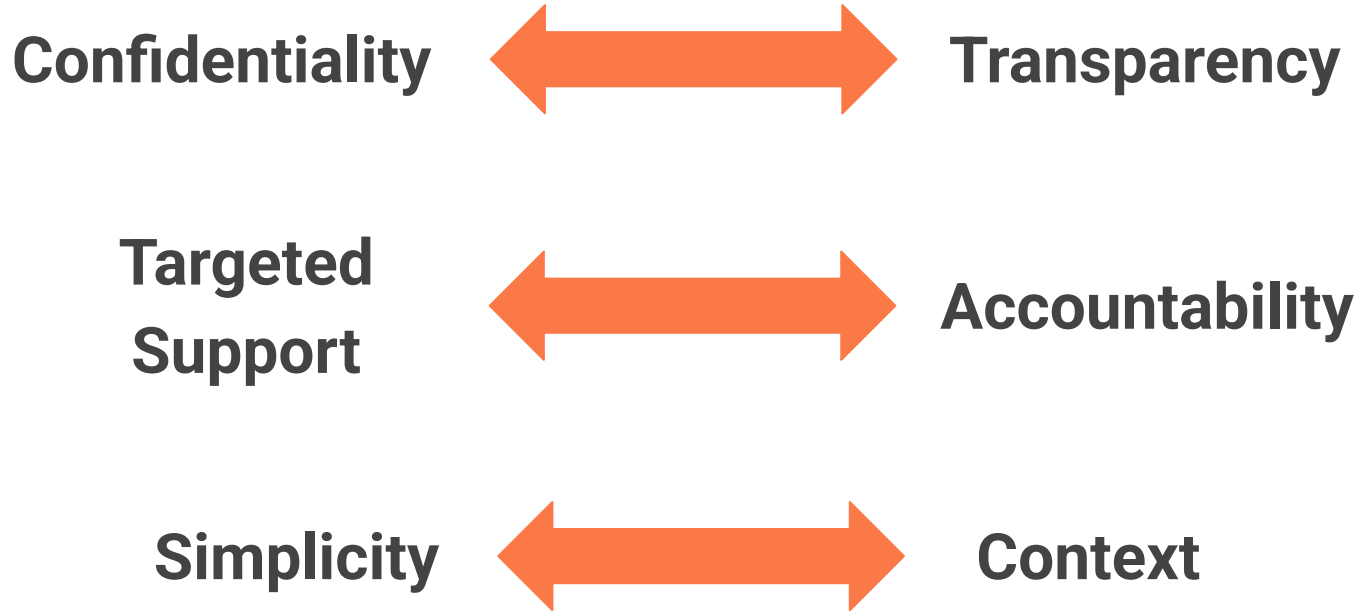
The committee agreed to a Transparency Policy that balances public interest in its work with the desire to create a space that fosters honest dialogue.

Balanced Transparency Recommendation

- In advance, publically post schedule and location of meetings

- Create space for observers to sit in

- Add time for public comment at end of meetings

- Post agenda, and notes after each meeting

- For virtual meetings, we will post dates/times in advance, and link available upon request. We ask participants to introduce themselves at the meeting

Appendix

Committee Questions

We plan to respond to all questions from committee members in one of three ways:

- CPS staff/leadership to respond in meetings
- If widely held question, we will add to a new public document: Transparency Committee FAQ
- If individual question, we can address one-on-one

The Road to Implementation (additional details)

The draft policy was cross-referenced with existing metrics and data sources to determine which indicators could be ready by Fall 2024 versus Fall 2025.

"Ready" is defined as:

- Indicator is currently measured or data is available
- Data reporting is available
- Indicator is tied to specific district department
- Resources and supports are identified and available

Additional details about ownership and timelines for the policy indicators are in the following slides.

Evidence of Student Learning and Well-Being

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024
Student Growth and Proficiency	✓	✓	Student Assessments and MTSS, T+L			Projected
Diverse Learner Progress	✓	✓	ODLSS			Projected
EL Progress to Proficiency	✓	✓	OLCE			Projected
On-Track*	✓	✓	✓	OCCS		Projected
Chronic Absence*	✓	✓	✓	OCCS and OSEL		Projected

Some business rules used in the calculation of metrics are subject to change.

Evidence of Student Learning and Well-Being

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
1 Year Drop Out Rate*	✓	✓	✓	OCCS and OSEL		Projected	
4 Year Cohort Graduation Rate*	✓	✓	✓	OCCS		Projected	
Early College and Career Credentials*	✓	OCCS					Projected
College Enrollment and Persistent*	✓	✓	✓	OCCS		Projected	

Some business rules used in the calculation of metrics are subject to change.

Daily Learning Experiences

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
High Quality Curriculum	✔	Partially		T+L		Projected	
Rigorous Instruction	Partially	✔	✔	T+L		Projected	
Conditions for Learning and the Student Experience	Partially	✔	✔	T+L and OSEL		Projected	
Balanced Assessment	✔	Student Assessments and MTSS				Projected	

Daily Learning Experiences

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
Access to Postsecondary Opportunities	✔	OCCS					Projected
Research-based Academic Interventions within a MTSS Framework	Student Assessments and MTSS						Projected
Specially Designed Instruction	ODLSS						Projected

Adult Capacity and Continuous Learning

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
Leadership Context	Partially	✔		DPQ		Projected	
School Vision and Continuous Improvement Practices				ONS			Projected
Distributed Leadership and Teacher Leader Development	Partially	✔	✔	T&L - Department of Distributed Leadership		Projected	
Teachers and Staff Capacity	✔	✔		Educator Effectiveness		Projected	

Inclusive and Collaborative School and Community

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
Healing Centered Culture, Supports and Social-Emotional Interventions	Partially	✓	✓	OSEL		Projected	
Inclusive and Collaborative Structures and Involved and Engaged Youth	OSSE						Projected
Out of School Time and Enrichment Opportunities	OSSE						Projected
School and Community Partnerships and Engagement	OSSE						Projected