

CPS Transparency Committee - Student Focus Group

Session 1: Orientation

April 15, 2025

430 - 530pm



**Accountability
Redesign**
Meaningful Measurement



Welcome & Thank You!

Objectives

By the end of this workshop, students will:

- Be introduced to CPS's new Continuous Improvement and Data Transparency (CIDT) policy;
- Understand how their perspective as students can inform the successful implementation of CIDT; and
- Spend time engaging with CIDT data on the district's updated School Profiles pages.

Agenda

Time	Topic
4:30pm	Welcome, Objectives, & Introductions (15 mins)
4:45pm	Overview: From SQRP to CIDT (15 mins)
5:00pm	Overview: The CPS Transparency Committee (10 min)
5:10pm	Hands On: Explore CIDT on the New School Profiles Pages (10 mins)
5:20pm	Q&A, Next Steps (10 mins)
5:30pm	Exit Ticket & Adjourn

Circle Root Collaborative Bio



Jill Gottfred Sohoni

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Jill Gottfred Sohoni began her career as a public school teacher in East New York, Brooklyn, and spent the past 17 years working across the social impact space in Illinois and New York City. Rooted in the belief that those most affected by systemic inequities—alongside values-driven nonprofit leaders and public officials. Jill has dedicated her career to advancing educational and social equity now founder of Circle Root Collaborative

Jill served as Director of Community Engagement at Advance Illinois, where she built and led a powerful, statewide coalition of diverse stakeholders advocating for policies that close opportunity gaps and ensure all students graduate prepared for college and careers. As the Director of Regional Impact for Illinois and Northwest Indiana at Leadership for Educational Equity (LEE) organization that empowers educators to grow as community leaders and drive educational equity through collective action and public leadership. she helped lead government affairs efforts and mobilized parents and educators to support strong, equity-focused education policies. Jill brings deep expertise in stakeholder engagement, leadership development, coaching, facilitation, and issue-based campaign strategy focused on social and educational justice. Bachelor's degree in Social Work and Criminal Justice from the University of Wisconsin–Madison, a Master of Science in Childhood Education from Pace University, and earned her J.D. cum laude from New York Law School trained as a restorative justice peace circle keeper. Jill lives in Oak Park, Illinois, with her husband, Aneesh, and their two children, Naya (6) and Naveen (4).



Camino Team Bios



Felipe Pérez

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Felipe has devoted his professional life to public service, with experience in public safety, K-12 education, and career development. He is a United States Army veteran who served on reconstruction missions in Iraq and Afghanistan. He spent 8 years at Chicago Public Schools managing strategic initiatives at the school, region, and district levels. Most recently, he founded two teacher pipeline programs at CPS, partnering with local universities to prepare hundreds of diverse, homegrown candidates for teaching careers.

Felipe holds a bachelor's in economics from Williams College, a master's in public policy from the Harvard Kennedy School, and a master's in educational leadership from the Broad Center. When he's not running on the Chicago lakefront training for a marathon, he is chasing happily after his two toddler daughters.



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Alejandra "Ale" C. Sánchez is a first-generation Latina, born in Mexico City and raised on Chicago's Southwest side. A former DACA (undocumented) recipient, she is a two-time Trailblazer Award recipient recognized for her leadership in Digital Equity and Philanthropy. Background in Urban Community Studies with a concentration in Human Resources Management. Her combined experience in tech, grassroots leadership, and community organizing equips her with a strong foundation in tech-driven communication, stakeholder collaboration, and data-driven community empowerment.



Introductions, Speed Round

In 30 seconds or less, please share:

- Your Name and School
- Your neighborhood
- Your favorite summertime activity



From SQRP to CIDT

SQRP: A Focus on Student Outcomes



What was SQRP?

The School Quality Rating Policy (SQRP) was the Board's policy for evaluating school performance.

Level 1+

Highest Performance

Level 1

High Performance

Level 2+

Average Performance

Level 2

Below Average Performance

Level 3

Lowest Performance

What did SQRP seek to accomplish?

- **Communicate** to parents and community members about the academic success of individual schools and the district as a whole
 - (comparability across charters/non-charters, magnet, selective, neighborhood, etc within the district)
- **Recognize** high achieving and high growth schools and identifying best practices;
- Provide a framework for **goal-setting** for schools;
- **Identify** schools in need of targeted or **intensive support**;
- **Guide** the Board's decision-making processes around school actions and turnarounds.

How was High School SQRP Calculated?

High School Metrics	Weight
Student Growth on PSAT/SAT	20%
GROWTH of Priority Groups on SAT	10%
Student attainment on PSAT/SAT	10%
Student Attendance	10%
4-Year Cohort Graduation Rate	10%
Freshman On-Track Rate	10%
Early College/Career Credentials	5%
1-Year Drop-Out Rate	5%
College Enrollment	5%
College Persistence	5%
5Essentials Survey	5%
Learn.Plan.Succeed	2.5%
Data Quality Index	2.5

School Quality Rating: Level 1
2019-2020 Accountability Status: **Good Standing**

Previous School Rating(s):

2018-2019: Level 1+ (Good Standing)
 2017-2018: Level 1+ (Good Standing)
 2016-2017: Level 1 (Good Standing)
 2015-2016: Level 1 (Good Standing)
 2014-2015: Level 1 (Good Standing)

Learn more about the SQRP here: <https://youtu.be/m321d0UOVw>

2019-2020 High School SQRP Report

School Quality Rating Indicator	Indicator Score & School Quality Rating Points (of 5 possible)	Indicator Weight (% of total)	Weighted Points
SAT Indicators			
SAT Cohort Growth Percentile	11th percentile (2 points)	15%	0.3
African-American Cohort Growth Percentile	3rd percentile (1 point)	2.5%	0.025
Hispanic Cohort Growth Percentile	18th percentile (2 points)	2.5%	0.05
English Learner Cohort Growth Percentile			
Diverse Learner Cohort Growth Percentile			
SAT Annual Growth Percentile - Reading	9th percentile (1 point)	1.67%	0.0167
SAT Annual Growth Percentile - Math	35th percentile (2 points)	1.67%	0.0334
PSAT10 Annual Growth Percentile - Reading	50th percentile (3 points)	1.67%	0.0501
PSAT10 Annual Growth Percentile - Math	13th percentile (2 points)	1.67%	0.0334
PSAT9 Cohort Growth Percentile	58th percentile (3 points)	3.33%	0.0999
Percent of Student Meeting College Readiness Benchmarks	38 percent (2 points)	10%	0.2
High School Graduation Indicators			
Freshman On-Track Rate	92.1 percent (5 points)	10%	0.5
4-Year Cohort Graduation Rate	91.5 percent (5 points)	10%	0.5
1-Year Dropout Rate	0.6 percent (5 points)	5%	0.25
College and Career Readiness Indicators			
College Enrollment Rate (Class of 2018)	64 percent (3 points)	5%	0.15
College Persistence Rate (Class of 2017)	68.5 percent (3 points)	5%	0.15
Percent of Graduates Earning Early College and Career Credentials	75.8 percent (5 points)	5%	0.25
Other Indicators			
Average Daily Attendance Rate	93.4 percent (4 points)	10%	0.4
My Voice, My School 5 Essentials Survey Results	Well Organized (5 points)	5%	0.25
Data Quality Index Score	99.9 percent (5 points)	5%	0.25
School Quality Rating Total Weighted Points			3.5



Overall Rating Key

Level 1+ Level 1 Level 2+ Level 2 Level 3

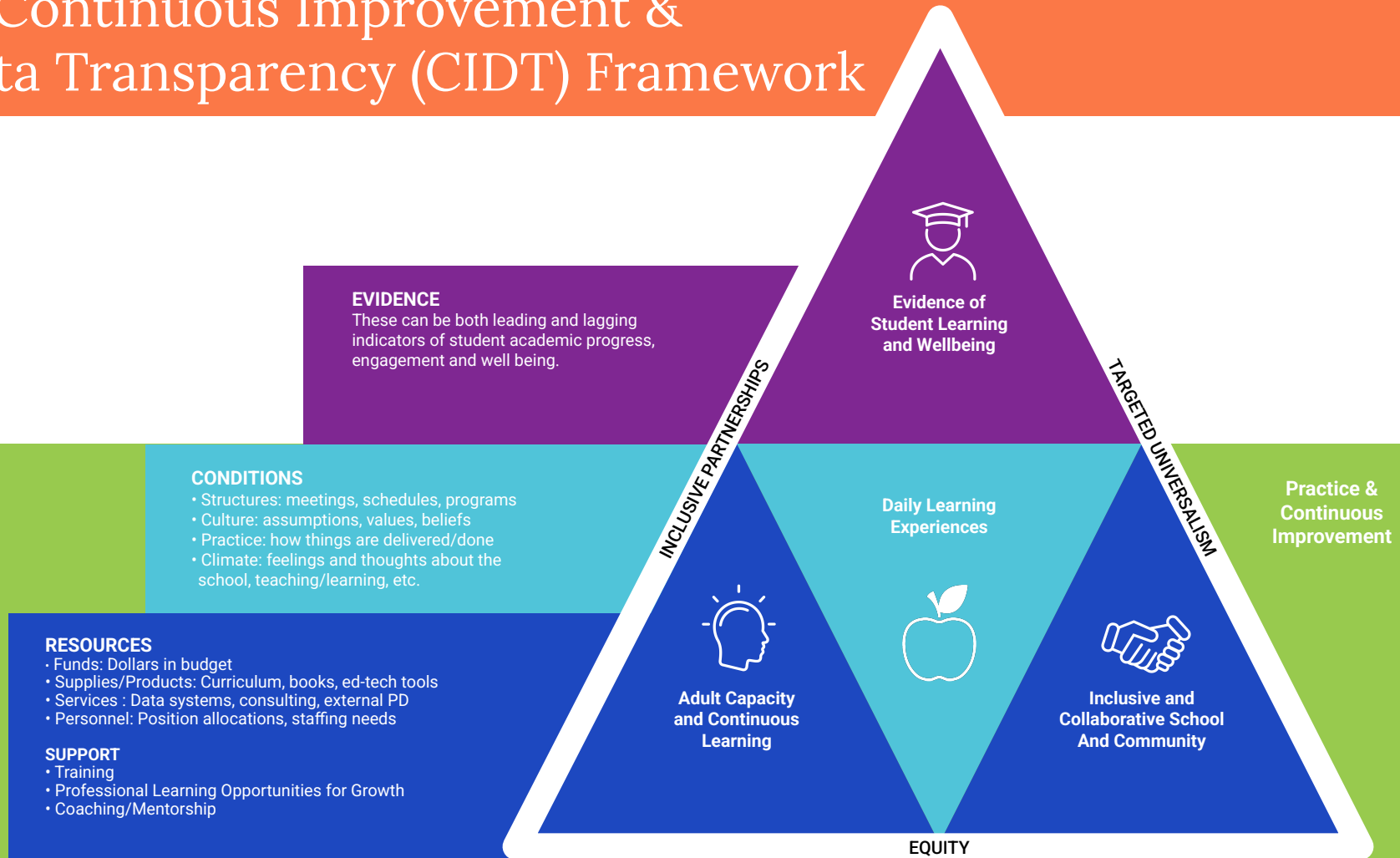
SQRP Score Color Coding (all indicators)

5 points 4 points 3 points 2 points 1 point

from SQRP: A Focus on Student Outcomes



to Continuous Improvement & Data Transparency (CIDT) Framework



What Is Changing

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

Important to note that all of this is codified in Board policy.



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

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*

Chronic Absence*

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

Accountability Framework – Key Questions

The more holistic narrative about school and District quality and accountability boils down to three questions:

- What are the things (practices/conditions/resources) a school should be doing to provide a high-quality educational experience? Why are those the District's priorities?
- Is my school doing those things well?
- To the extent my school needs to improve at those things, how is the District supporting those improvement efforts?

Answering these questions and reporting that information is the focus of our implementation work.

Questions?

The CPS Transparency Committee

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



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

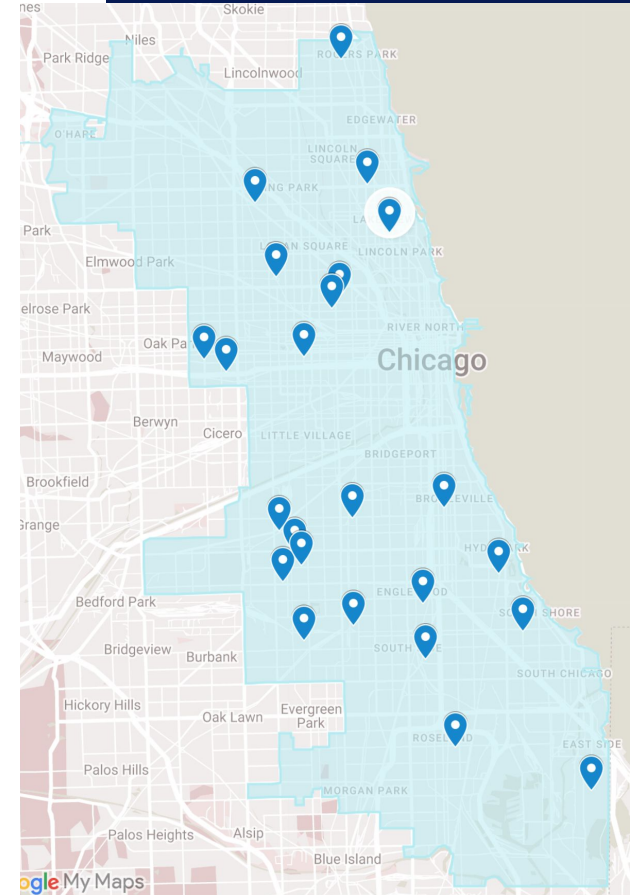
An acknowledgment of past systemic harms

Identity

A collection of diverse backgrounds that represent the makeup of Chicago and of CPS.

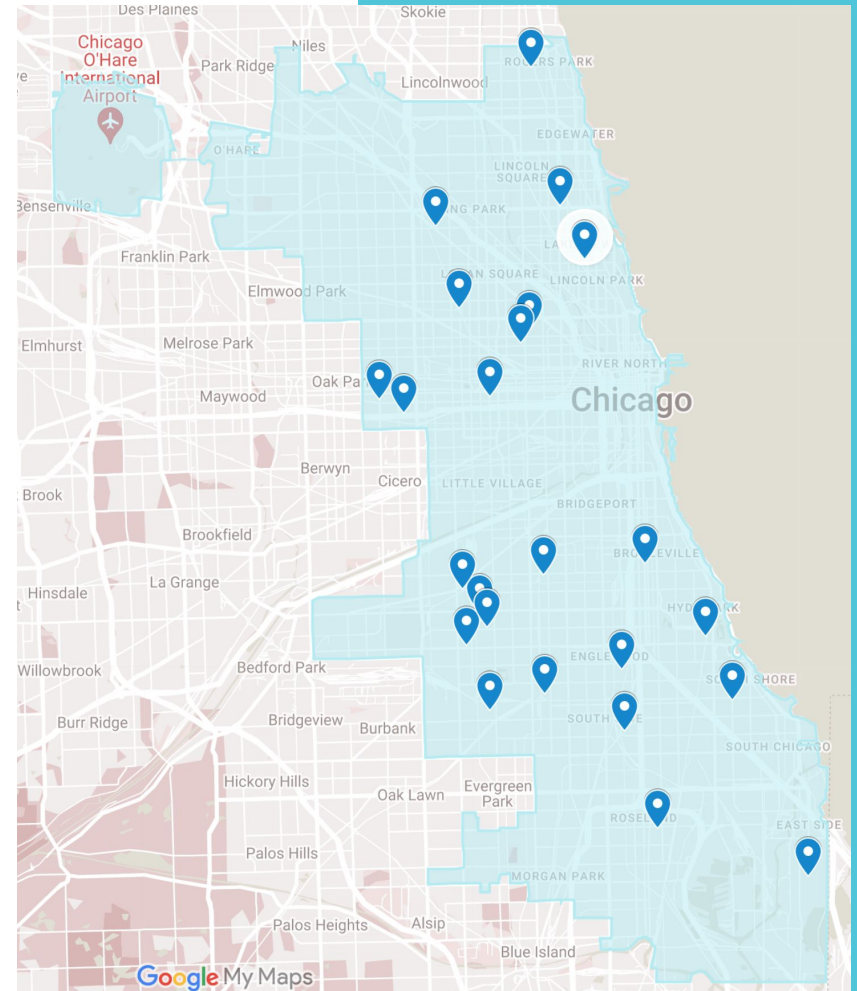
Institutional Perspective

Representation across multiple school and organization types.



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



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

Explore CIDT on the new School Profiles pages

School profile pages are live!

1. [CPS.edu](https://cps.edu) > 2. Schools > 3. [School Profile Search](https://cps.edu/schools/profiles/) > 4. Type School Name > 5. Search

This screenshot shows the Chicago Public Schools homepage. Step 1 points to the 'cps.edu' address bar. Step 2 points to the 'Schools' link in the top navigation bar. Step 3 points to the 'School Profile Search' button in the 'Schools Overview' section. The page also features a 'Safe Haven' banner for winter break and a 'Frequently Used Resources' section.

Chicago Public Schools

PARENTS STUDENTS COMMUNITY STAFF

Schools Academics Services Initiatives Calendar Blog About

Schools Overview

Grade Levels Served

School Profile Search

Virtual Academy

Networks

Apply and Enroll

Enrollment Requirements

School Locator Map

More About Schools

FOR WINTER Break

Safe Haven sites offer secure spaces where students can engage in recreational and academic activities over winter break. Safe Haven programs are available across the city and meals are provided at all locations. Hours of operation may vary by site.

VIEW LOCATIONS

Frequently Used Resources

Aspen →

School Menus →

Upcoming Events

MONDAY 12/23

EXTERNAL COMMUNICATIONS

Winter Break; No Classes

12/23 - 01/03

FRIDAY

EXTERNAL COMMUNICATIONS

End of Semester

<https://www.cps.edu/schools/profiles/>

This screenshot shows the 'School Profiles' search page. Step 4 points to the search input field. Step 5 points to the 'SEARCH' button. The page includes a 'Get to Know Our Schools' section with information about the district's 600+ schools and a link to the 'School Locator'.

Chicago Public Schools

PARENTS STUDENTS COMMUNITY STAFF

Schools Academics Services Initiatives Calendar Blog About

School Profiles

Search for a Profile

4

5

SEARCH

Get to Know Our Schools

CPS is home to more than 600 elementary and high schools that offer a wide variety of programs, cultures, and experiences. School profiles offer an in-depth look at the unique identities and characteristics of the schools that make up our District. Search for a school to find detailed information about programs, admissions requirements, after school activities, District investments, and updated student outcome and school practice data.

Want to search by location? [View our School Locator](#)

Exploring Our New School Profiles

Let's Explore!

10 minute exercise:

- Find your school.
- **Read, click, explore! (5 mins)**
- We'll regroup and debrief (5 mins)
 - What is useful?
 - What is surprising?
 - What questions do you have?

Next Steps: Thursday Focus Groups

Deep Dive on Three Indicators + Overview

- Student Growth to Proficiency
- High Quality Curriculum
- College Enrollment & Persistence

Key Discussion Themes

- Is the language clear and understandable?
- Is the layout and navigation easy to use?
- Do the graphs and tables help you make sense of the information presented?

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

Exit Ticket



Thank you!