

CPS Transparency Committee

**Session 18: CIDT Roadmap +
CIDT Site Design & UIC Focus
Group**

July 18, 2025

9:00am-10:30am



Objectives

The Transparency Committee will:

1. Meet new CPS CIDT lead, and understand CIDT roadmap ahead
2. Discuss CPS survey poll on CIDT dashboard concept and indicator priorities
3. Provide input on the timing for the UIC community survey and align on focus group questions.
4. Align on next steps for committee engagement and public input.

Agenda

Time	Activity
9:00-9:15 (15 min)	Welcome, Objectives, Introductions and Housekeeping
9:15-9:40 (20 min)	CPS Update + Roadmap Ahead
9:40-10:00am (25 min)	UIC Survey + Focus Group Discussion
10-10:20 (25 min)	CPS CIDT Design Recommendations Poll
10:20-10:30 (5 min)	Public Comment, Next Steps

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?

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*

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

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

Housekeeping: Meeting Notes

- Please complete notes review by end of day today
- On Monday, July 21st, we'll send forward for public posting, alongside meeting decks and agendas.
- On Monday, we'll also send you a second batch of meeting notes for review by 7/25 and posting by 7/ 28

Mtg #	Topics	Date	Links
4	School Data Indicator Review: 4 Year Grad Rate + 1 Year Drop Out	10/16/24	English Español
5	School Data Indicator Review: 1 Year Drop Out + School Profile	10/30/24	English Español
6	School Data Indicator Review: Out of School Time, High-Quality Curriculum, & Student Proficiency	11/14/24	English Español
7	Dec 16th Roll Out + UIC Engagement	12/4/24	English Español
8	Stakeholder Learning Plan + Balanced Assessment Indicator	1/15/25	English Español
9	Indicator Review: EL Progress to Proficiency & Early College and Career Credentials + Outreach Feedback	2/4/25 (Async)	English Español
10	Round 2 Indicator Review, Endorsement Process + UIC Survey	2/13/25	English Español

CPS CIDT Roadmap Ahead



Lauren Secatore

Senior Advisor

Meet the Team

Merged Teams:

Expanded Data and Research Capacity:

- Data Sciences and Insights (Sara Kempner), Data Quality Management (Kevin Shallcross), Research (Sarah Dickson)

Coherent Continuous Improvement:

- Policy Team (Augusta Smith), ONS Continuous Improvement Team (Jessica Gutowski), CEO Continuous Improvement Team (Maggie Morrow)

CIDT Timeline at a Glance

Jul-Aug: Completion of Indicator Development and Validation Process

Sept-Nov: Re-Launch of CIDT School Profile Pages, launch of final set of Indicators/metrics

Aug-Dec: Schools and Networks learn about Indicator practices in preparation for strategic planning

Jan-May: Schools develop new CIWPs aligned to CIDT

CIWP: CIDT Connection

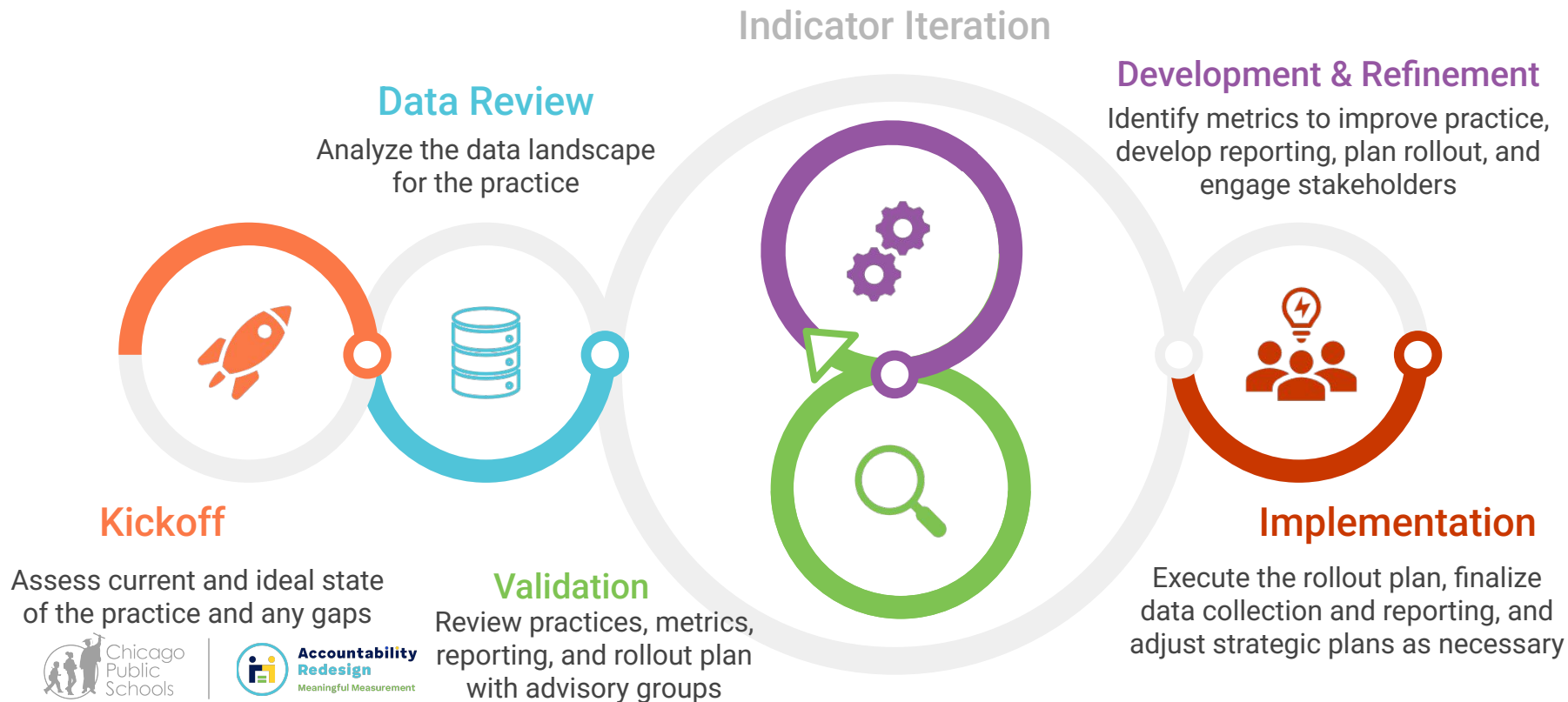
The CIWP Foundation Practices were our first draft at articulating practices and conditions.

Why bring them together?

- Align language
- More clearly articulate what the practices and conditions are and look like
- Clearly define what supports networks and district should provide



IDV Process



IDV Process Overview*

Step	Kickoff	Data Review	Development & Refinement	Validation
Objectives	- Review the revised IDV process - Understand roles and orient SME Leads and SMEs - Assess current state, ideal state, and gaps	- Discuss how the offices are currently collecting, storing, and reporting information related to the indicator/ practice or metric/outcome - Determine whether we have the data we need to achieve the ideal state - Plan the sequence and timeline of data release for internal and external reporting	- Refine information from previous steps - Address gaps between the current and ideal states - Determine a rollout plan that includes professional learning and change management needs across offices	- Executive Committee: Validate all aspects of proposed indicators and ensure coherence across workstreams, set District-level targets and determine how the District will progress monitor itself against those targets, and build consensus where needed - Technical Committee: Conduct analyses to test validity, reliability, and fairness and iterate with SMEs to refine and improve metrics - Transparency Committee: Advise on external reporting and review for accessibility, usability, and actionability
Outcomes ("Done")	❑ SME Leads and SMEs are oriented to the process ❑ Vision for ideal state is documented ❑ Gaps and barriers are documented ❑ Stakeholders to consult are identified	❑ Current data landscape is documented ❑ Data needed for ideal state is documented ❑ Data release timeline is created	❑ Metrics that address ideal state (and the interim) are documented ❑ Reporting is developed ❑ Rollout plan is finalized ❑ Stakeholder and AG feedback are incorporated	❑ Recommendations for coherence are made ❑ Recommendations from metric analyses are made ❑ Recommendations on external reporting are made ❑ District-level targets for school practices and District accountability are set

*Note: Actual implementation of indicators (inclusive of professional learning, communications, and other change management) is downstream of these steps and referenced in the toolkit but needs to be articulated more robustly for each indicator.

Indicators and Metrics: Transparency Committee Input Timeline

- **Aug:** Indicator Language & Metric Visualization Mockups Batch 1
- **Sept (1/2):** Indicator Language & Metric Visualization Mockups Batch 2
- **Sept (2/2):** Indicator Language & Metric Visualization Mockups Batch 3
- **Oct (1/2):** Indicator Language & Metric Visualization Mockups Batch 4
- **Oct (2/2):** Indicator Language & Metric Visualization Mockups Batch 5

UIC Community Feedback

Community Feedback – Two Simultaneous Tracks (Review)

Survey

- Large scale - many respondents across the city
- Asks about each metric individually
- Does not ask questions in the context of actually using or looking at the tool
- Good “temperature check” across a large population

Current Status: Drafts reviewed by TC. Final draft ready for review.

Focus Groups

- Tamaño de muestra más pequeña
- Detailed/specific feedback while or after using tool
- We can ask participants to explain their response and “why” questions
- Conversation and learning among participants
- Can generate unexpected insights

Current Status: Gaining input from TC on methodology (Today)

Connecting Learning Goal to the Method - Examples

Research Goal	Methodology	Example	Potential Insight/ Headline
To what extent are the measures useful to stakeholders	Survey	Online survey asking specifically about each measure	<i>"This measure was least useful"</i>
Assess overall usability of the CPS data tool	Focus Groups	Engage parents in a discussion while they are actually using/looking at the tool.	<i>"60% of users report difficulty using the CPS data tool"</i>
Understand how the data provided is actionable	Focus Groups	Discuss how parents or LSCs use data for decisions	<i>"Families want clearer guidance on how to apply data to advocate for students"</i>

Learning Goal(s) Brainstorm

Proposed/Example Goal:

To what extent are the measures actionable to stakeholders?

Other Learning Goals?: [Quick Popcorn style]

Examples of Potential Focus Group Questions

How would you use these metrics?

Is there a metric that is especially important for taking action? Why that one/those?

Were any of these metrics hard to understand? Why?

What challenges/frustrations did you face when navigating the website or finding what you were looking for?

How could we improve the presentation data in the website?

Breakouts: Potential Focus Group Questions/Prompts

What questions would help us achieve our learning goal(s)?

Report Out

CIDT Redesign Poll: Dashboard Concept + Priorities

Where are we?

- We've reviewed all 11 available indicators + school overview
- We've worked within, and given feedback based on, CPS's School Profiles site.
- We've collected feedback on individual indicators, but also overall themes, such as:
 - School Comparisons
 - Community Level Data
 - Comparing Indicators
 - Finding Indicators



School Profile

Get to Know

CPS is home to more than 600 schools, each with its own unique identity and character. Explore the variety of programs and experiences that make up the Chicago Public Schools system.

Want to search by...

As you browse data and indicators, you will begin to see profiles will...

Schools are no longer ranked. Instead, school profiles now present metrics that describe student achievement, conditions, and community support.

Data is rooted in community input by stakeholder collaboration.

The changes to our school profiles from more than 21,000 stakeholders are accessible and actionable. A list of parents, staff, and other stakeholders provides feedback on each metric, reflecting the current stage of engagement.

GO CPS BARRY
2020 N KILBOURN AVE, Chicago, Illinois 60641
CONTACT US | VISIT WEBSITE

School Overview

Each CPS school is a dynamic and vibrant community with many different ways students can tell us about the great things that make our school a special place.

TOUR OUR NEW SITE

A Message from the Principal

John Barry Elementary is a neighborhood school approximately 900 students in Pre-Kindergarten through 5th grade. We are currently implementing the Way Spanish Program being rolled out since 2017. We have integrated units of study in Science and Social Studies. We are also implementing the development of the Mathematical Practices Program using Positive Discipline and Responsive Second Step Curriculum and Playworks. We have made it available to our parents for a nominal fee.

PK-6 School Grades

Contact Us
773-534-3455
PHONE
773-534-3489
FAX
Visit Website

IAR Math (Illinois Assessment of Readiness)

SELECT VIEW: **SNAPSHOT** School Trend SELECT DEMOGRAPHIC:

VIEW AS TABLE

BARRY - IAR Math - All Students

Year	Student Mean Performance Level	Partially Met Performance Level	Approaching Performance Level	Meeting Performance Level	Exceeding Performance Level
2017-2022	59.6	34.9	25.8	15.1	5.6
2020-2023	59.4	34.4	26.1	15.1	5.0
2023-2024	59.1	37.9	21.8	14.8	6.4

IAR ELA (Illinois Assessment of Readiness)

SELECT VIEW: **SNAPSHOT** School Trend SELECT DEMOGRAPHIC:

VIEW AS TABLE

BARRY - IAR ELA - All Students

Year	Student Mean Performance Level	Partially Met Performance Level	Approaching Performance Level	Meeting Performance Level	Exceeding Performance Level
2017-2022	45.3	27.2	17.3	18.2	1.9
2020-2023	39.9	26.7	25.9	14.4	3.1
2023-2024	37.9	25	21.8	12.9	2.4

AFTER SCHOOL HOURS
8:15 AM
EARLIEST DROPOFF

OFFICE MANAGER
Sophia Queros
COUNSELOR
Joyce Hampton
CASE MANAGER

School Profile Dashboard

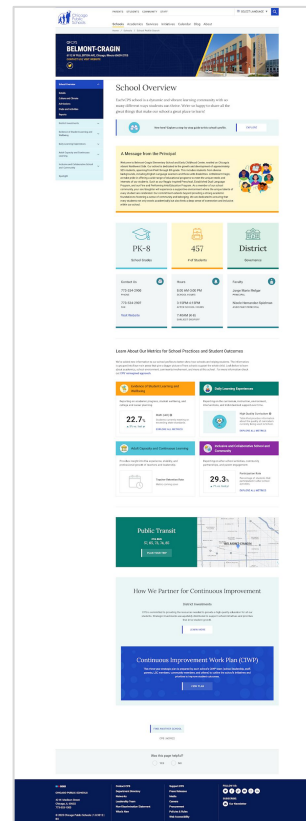
Dashboard View

One of the outcomes of previous transparency meetings was to consider a dashboard view of the school profile metrics to allow users to obtain faster onboarding into the data they need.

School Profile Dashboard

School Overview

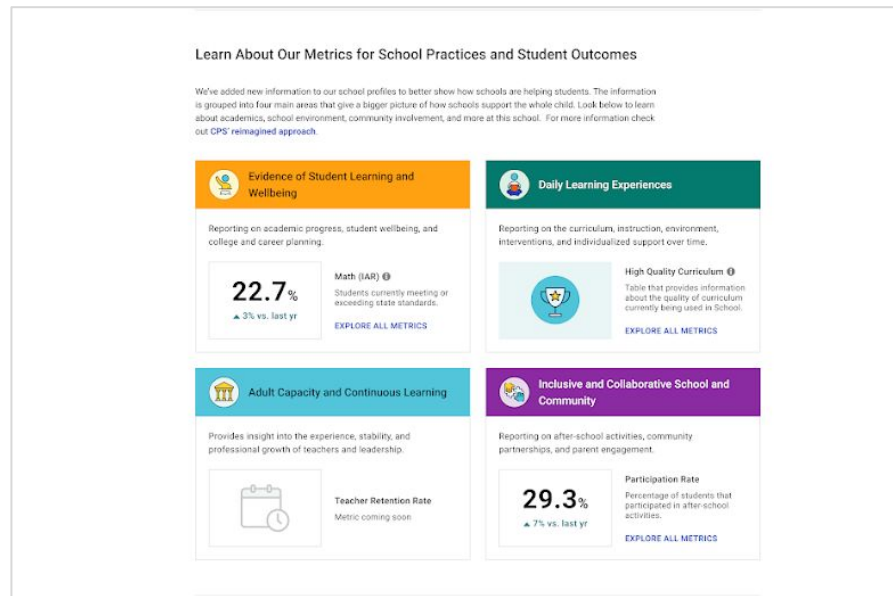
The user arrives on the “School Overview” screen and sees the four categories of information together with sample metrics from each category.



School Profile Dashboard

School Overview

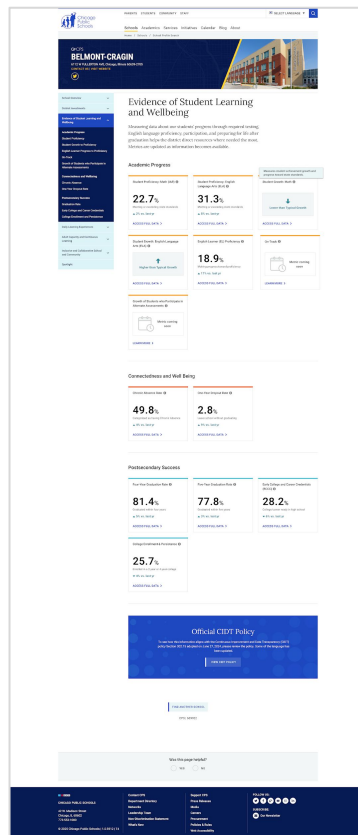
Here is a close-up view of the screen. The user can then click on “Explore all Metrics” to view more information in that category.



School Profile Dashboard

The “Evidence of Student Learning and Wellbeing landing screen”

Once the user clicks on “Explore all Metrics”, they are presented with a dashboard view of the metrics.

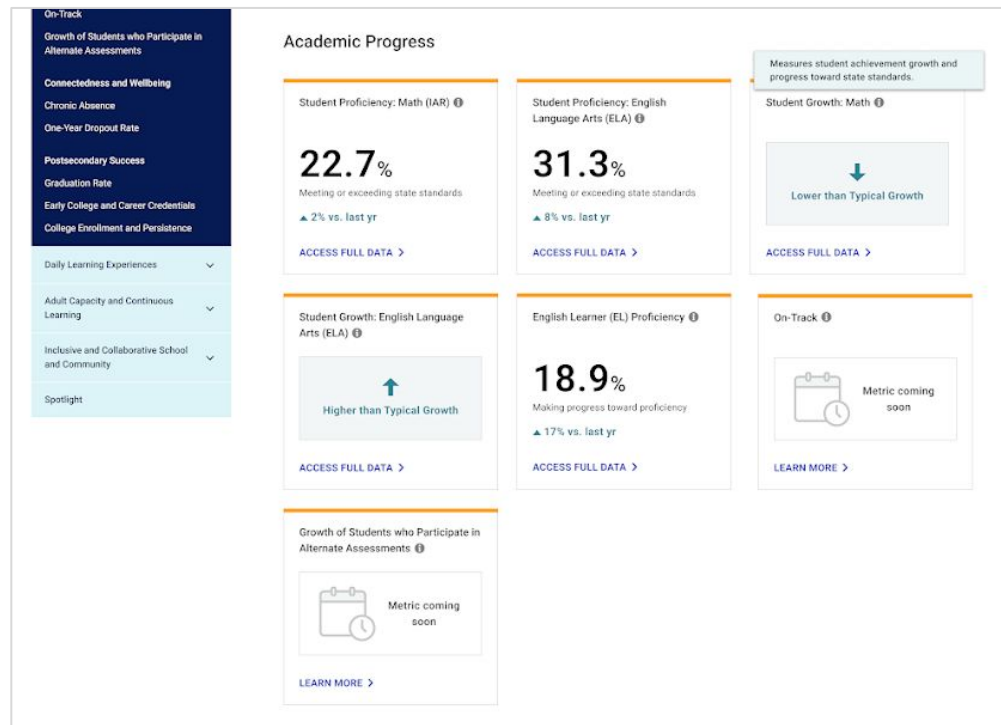


School Profile Dashboard

Dashboard close-up

For each metric the user can see:

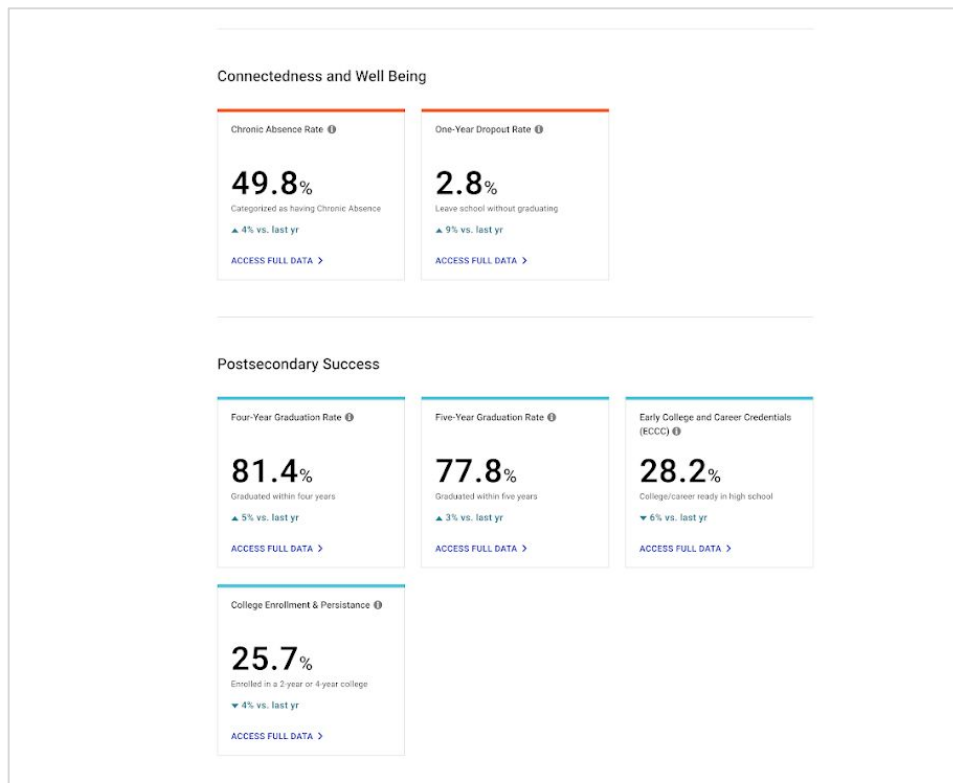
- The metric name including a roll-over for more information.
- The metric itself in large print.
- Supplementary information.
- Link to the metric detail screen.



School Profile Dashboard

Dashboard close-up

Here are the metrics for “Connectedness and Well Being” and “Postsecondary Success”. Note the color coding on the top bar to differentiate them.

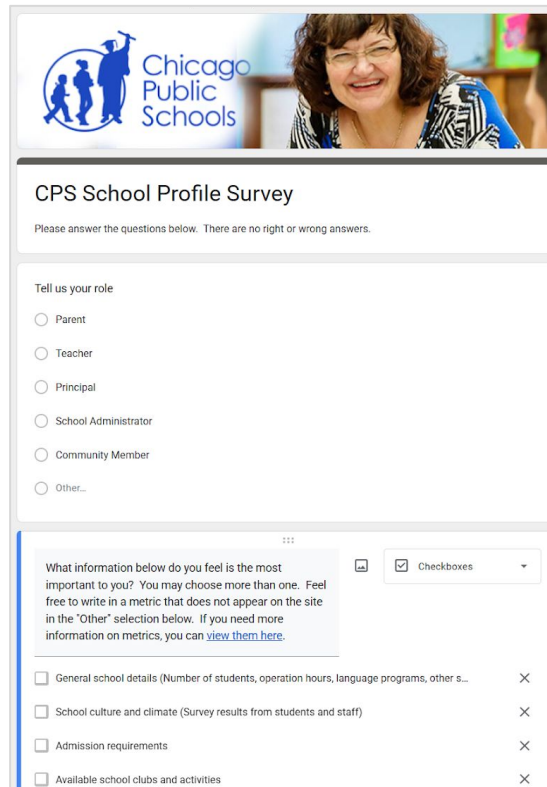


CPS School Profile Survey

Metrics Survey

We would like to know what metrics you find the most important. The survey consists of three questions:

- Tell us your role
- What information below do you feel is the most important to you? You may choose more than one. Feel free to write in a metric that does not appear on the site in the "Other" selection below. If you need more information on metrics, you can [view them here](#).
- We want to hear from you. Let us know what we can do to help better serve your needs.



The screenshot shows the 'CPS School Profile Survey' form. At the top, there is a header with the Chicago Public Schools logo and a photo of a smiling woman. Below the header, the title 'CPS School Profile Survey' is displayed, followed by the instruction: 'Please answer the questions below. There are no right or wrong answers.'

The first section is titled 'Tell us your role' and contains a list of radio button options: Parent, Teacher, Principal, School Administrator, Community Member, and Other... The 'Other...' option is selected.

The second section is titled 'What information below do you feel is the most important to you? You may choose more than one. Feel free to write in a metric that does not appear on the site in the "Other" selection below. If you need more information on metrics, you can [view them here](#).' This section includes a list of checkboxes with corresponding 'X' marks to the right. The options are: General school details (Number of students, operation hours, language programs, other s..., School culture and climate (Survey results from students and staff), Admission requirements, and Available school clubs and activities. The 'Checkboxes' dropdown menu is open, showing the selected option.

Closeout & Next Steps

Summer and Fall Objectives

Save the Date: Summer Meeting August

Summer Objectives:

- Execute community survey and focus groups

Fall Objectives:

- Review new indicators set to be released in Sept/Oct
- Provide feedback and support on marketing and outreach efforts in October and November

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](#)



CPS Budget Community Feedback Sessions

Community Feedback Session	Date and Time
Dyett High School (555 E 51st St)	Monday, July 14 5:30pm-7:30pm
Westinghouse High School (3223 W Franklin Blvd)	Tuesday, July 15 5:30pm-7:30pm
Roosevelt High School (3436 W Wilson Ave)	Thursday, July 17 5:30pm-7:30pm
Back of the Yards High School (2111 W 47th St)	Saturday, July 19 10am-12pm
Virtual	Monday, July 21 5:30pm-7:30pm
Coming Soon: Public Learning Sessions with local and national experts to share the latest on the CPS budget, including historic context and potential paths forward. Details will be posted as they become available at CPS.edu/budget .	



[Please RSVP](#) for the session you plan on attending. If you have any questions, please contact the Office of Family and Community Engagement at FACE@cps.edu.

Next Steps

- Complete feedback on Joe's presentation
- 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