

CPS Transparency Committee

Session 13: UIC Survey,
Stakeholder Learning Plan +
CPS Feedback Process

April 3, 2025

9am - 11am



Objectives

The Transparency Committee will:

- Review and help to finalize the **UIC Community Engagement Survey** for release in April;
- Inform the **Stakeholder Learning Plan** by working through a problem of practice with LSC Relations.
- Receive an update from **ITS on Feedback incorporated** to date.

Agenda

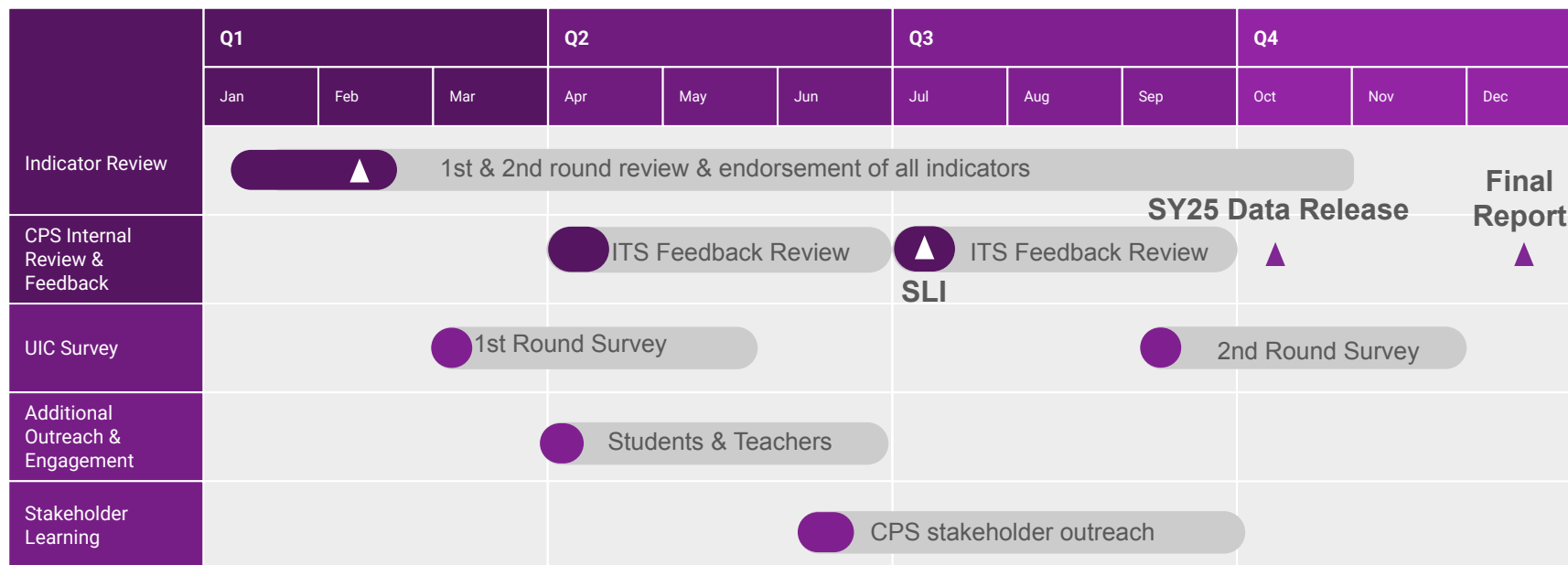
Time	Activity
9-9:05 (5 min)	Welcome
9:05-9:15am (10 min)	Refresh on our Progress and Where We are Going
9:15-10am (45 min)	UIC Survey Feedback
10am- 10:25 (25 min)	Stakeholder Learning Plan Feedback
1025-1050am (25 min)	CPS ITS Team Feedback Incorporation
10:50-11am (10 min)	Public Comment, Next Steps, & 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?

Roadmap for the Year



▲ LOREM

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

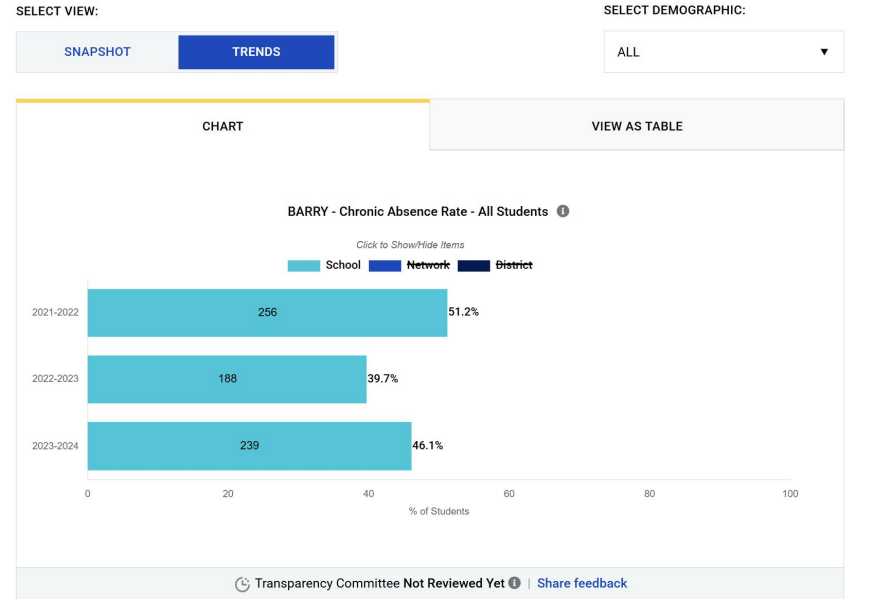
Healing Centered Culture, Supports and Social-Emotional Interventions

Out of School Time and Enrichment Opportunities

Inclusive and Collaborative Structures and Involved and Engaged Youth

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 Vetted ~~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



Rubric

[Link here](#)

Category	Distinguished	Proficient	Basic	Unsatisfactory	Comments
1. Accessibility: Is the metric easy to understand?	The indicator is clearly defined, with straightforward language and explanations that are accessible to all stakeholders.	The indicator is mostly clear, with minor areas that could be better explained.	Some aspects of the indicator are confusing or require additional context to be fully understood.	The indicator is difficult to understand and lacks clarity for administrators, teachers, and parents.	
1a. Language: Is the wording clear and accessible?	Uses plain language with minimal jargon; translations (if available) are accurate and clear.	Mostly clear, but could be simplified or translated better.	Some sections contain technical language or unclear phrasing.	The language is overly technical or unclear, making it difficult to understand.	
1b. Ability to find: Are you able to find this metric easily?	The metric is easy to locate with clear navigation and search functionality.	The metric is findable with some effort, but navigation could be improved.	The metric is somewhat difficult to locate and may require multiple steps.	The metric is very difficult to find or inaccessible through normal search methods.	
2. Usability: Can stakeholders use this metric to measure improvement?	The metric provides clear benchmarks or comparisons that help stakeholders measure progress effectively.	The metric is useful for measuring progress but could be more refined.	Some aspects of the metric are difficult to apply for measuring improvement.	The metric does not offer a clear way to track progress over time.	
2a. Graphs and Charts: Are visual elements effective in communicating data?	Charts and graphs are well-designed, easy to interpret, and enhance understanding.	Visuals are mostly clear but could be improved for better readability.	Some visuals are confusing or do not fully support the data.	Graphs and charts are unclear, misleading, or missing.	
2b. General Layout: Is the metric well-presented on the CPS website?	The layout is intuitive, well-organized, and easy to navigate.	Mostly user-friendly, but with minor navigation challenges.	Some layout issues make it difficult to find or understand information.	The design and layout hinder accessibility and usability.	
3. Actionability: Can stakeholders use this metric to take meaningful action?	The metric provides actionable insights that inform decision-making and school improvements.	The metric supports action but may need additional guidance or context.	The metric is somewhat useful but lacks clarity on how to act on the data.	The metric does not provide clear guidance for stakeholders to take action.	
3a. What were you looking for? Did you find it?	The desired information was easily accessible, clear, and met my needs.	The desired information was found but required some additional effort to interpret or locate.	The information I was looking for was partially found, but key elements were missing or unclear.	The desired information was not found or was too difficult to access.	

UIC Survey

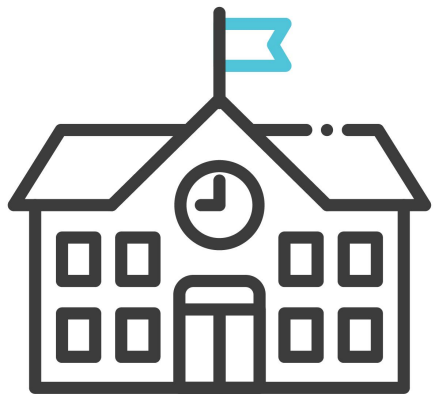
CPS Stakeholder Learning: Local School Councils

LSCs Overview

What is an LSC?	Who is on an LSC?	What do LSCs do?
The Chicago School Reform Act of 1988 created LSCs with the intent of improving academic achievement by “placing the primary responsibility for school governance and improvement in the hands of parents, community, residents, teachers, and the school principal at the school level.	6 parents 2 community members 2 teachers 1 non-teacher staff School Principal Student(s) (1 Elem / 3 HS) LSCs must have a minimum of 7 (Elem) or 8 (HS) representatives to reach quorum to conduct business (vote on matters).	Approving how school funds and resources are allocated. Developing and monitoring the school’s Continuous Improvement Working Plan (CIWP). Select new principal or renew current principal’s contract. Evaluate the school principal’s performance

LSC + CIDT Intersections

LSCs are active participants in identifying school needs, setting goals, and driving improvement. CIDT is a key resource and a lever for LSCs to drive improvement through their three core functions:



Schools develop their Continuous Improvement Work Plan (CIWP) and set strategic goals aimed at improving performance on CIDT indicators. Schools analyze their own data, identify areas for growth, and take ownership of their improvement journey.



Schools use CIDT data to inform contract decisions and to help guide annual evaluations. CIDT indicators guide an analysis of leadership practices, school conditions, and student outcomes.



Guided by the CIWP and with CIDT indicators as a resource for progress monitoring, LSCs align their annual budget to their school's priorities in order to drive improvement.

Problem of Practice Discussion

Main Discussion Question:

- What are the most effective ways to increase engagement with the CIDT among LSC members?

Supporting Questions:

- How do LSC members become aware that CIDT is a resource available to them, and how can we ensure they know how to use it effectively?
- Which parts of an LSC's responsibilities are most aligned with the impact and purpose of the CIDT?
- How should the CIDT be integrated into the existing set of LSC trainings to maximize its relevance and accessibility?

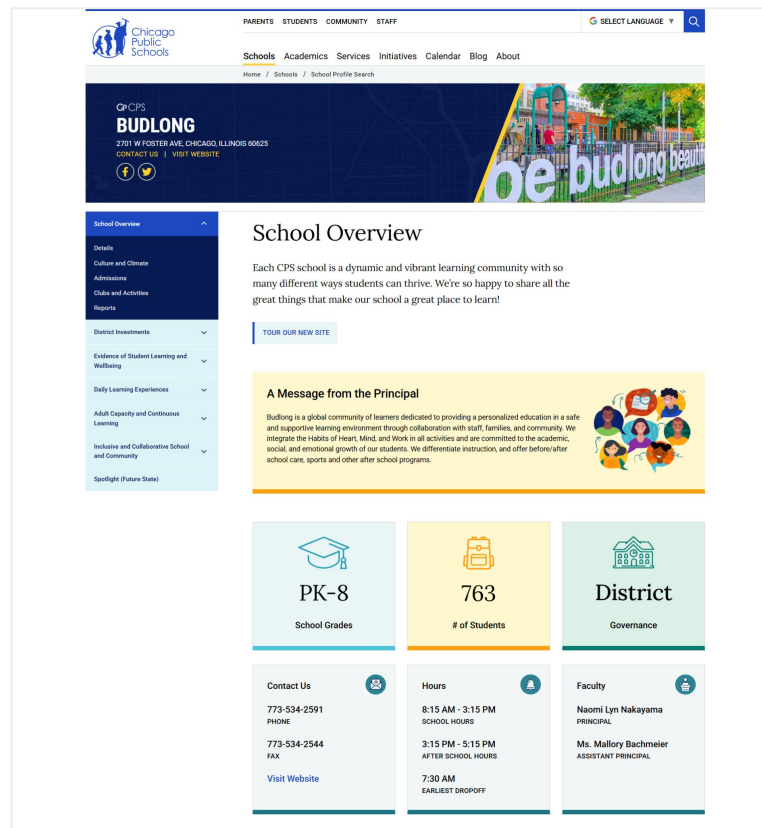
CPS ITS Feedback Incorporation

Feedback Collection Process:

- Unedited Feedback Forms
- Indicator-Level Summaries
- Thematic Summaries
- Real-Time Meeting Feedback

School Overview Updates

- Simplified school contact information and messaging
- Moved the “Principal Message” to a prominent location on the School Overview page allowing principals to highlight individual features of their school
- Allowed further customization of the profile by creating a process for school photos to be uploaded to the banner
- Created a ‘Tour’ to navigate the school profile in general and instructions on how to read the metric charts



The screenshot displays the 'School Overview' page for Budlong Elementary School. At the top, there's a navigation bar with links for Parents, Students, Community, and Staff, along with a language selector. Below this is a secondary navigation bar with links for Schools, Academics, Services, Initiatives, Calendar, Blog, and About. The main header features the school's name 'BUDLONG' and address '2701 W FOSTER AVE, CHICAGO, ILLINOIS 60625', with links for contact and website. A large banner image shows a playground with the text 'oe budlong beautiful'. A left sidebar menu includes sections like Details, Culture and Climate, Admissions, Clubs and Activities, Reports, District Investments, Evidence of Student Learning and Wellbeing, Daily Learning Experiences, Adult Capacity and Continuous Learning, Inclusive and Collaborative School and Community, and Spotlight (Future State). The main content area is titled 'School Overview' and includes a paragraph about the school's dynamic learning community, a 'TOUR OUR NEW SITE' button, and a 'Message from the Principal' section. Below these are three metric cards: 'PK-8 School Grades', '763 # of Students', and 'District Governance'. At the bottom, there are three contact cards for 'Contact Us', 'Hours', and 'Faculty'.

Chicago Public Schools

PARENTS STUDENTS COMMUNITY STAFF

Schools Academics Services Initiatives Calendar Blog About

Home / Schools / School Profile Search

BUDLONG
2701 W FOSTER AVE, CHICAGO, ILLINOIS 60625
CONTACT US | VISIT WEBSITE

School Overview

Details
Culture and Climate
Admissions
Clubs and Activities
Reports

District Investments
Evidence of Student Learning and Wellbeing
Daily Learning Experiences
Adult Capacity and Continuous Learning
Inclusive and Collaborative School and Community
Spotlight (Future State)


School Overview


Each CPS school is a dynamic and vibrant learning community with so many different ways students can thrive. We're so happy to share all the great things that make our school a great place to learn!


[TOUR OUR NEW SITE](#)

A Message from the Principal

Budlong is a global community of learners dedicated to providing a personalized education in a safe and supportive learning environment through collaboration with staff, families, and community. We integrate the Habits of Heart, Mind, and Work in all activities and are committed to the academic, social, and emotional growth of our students. We differentiate instruction, offer before/after school care, sports and other after school programs.


PK-8
School Grades


763
of Students


District
Governance

Contact Us

773-534-2591
PHONE

773-534-2544
FAX

[Visit Website](#)

Hours

8:15 AM - 3:15 PM
SCHOOL HOURS

3:15 PM - 5:15 PM
AFTER SCHOOL HOURS

7:30 AM
EARLIEST DROPOFF

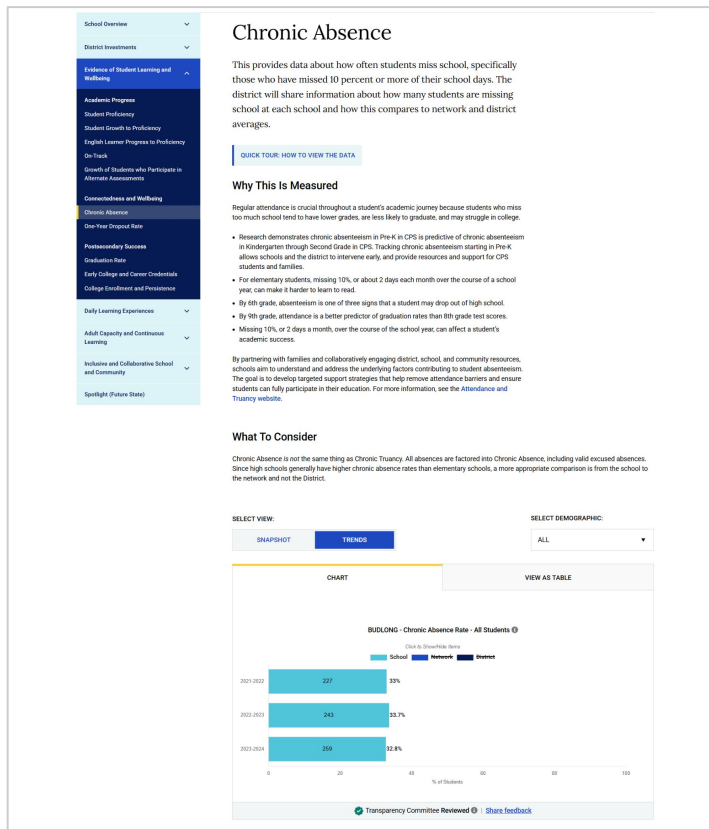
Faculty

Naomi Lyn Nakayama
PRINCIPAL

Ms. Mallory Bachmeier
ASSISTANT PRINCIPAL

School Metric Page Updates

- Info bubbles were added to provide detailed descriptions at the field-level
- Used bullet points to break down complex information and enhance readability
- Enhanced page descriptions were incorporated to answer questions such as 'Why is this Measured', 'How this is Measured' and 'What to Consider'
- Defaulted all metric graphs to 'Trends' with only 'School' selected so that the graphs are easier to digest
- A feedback form has been added to each metric to collect reactions from site visitors



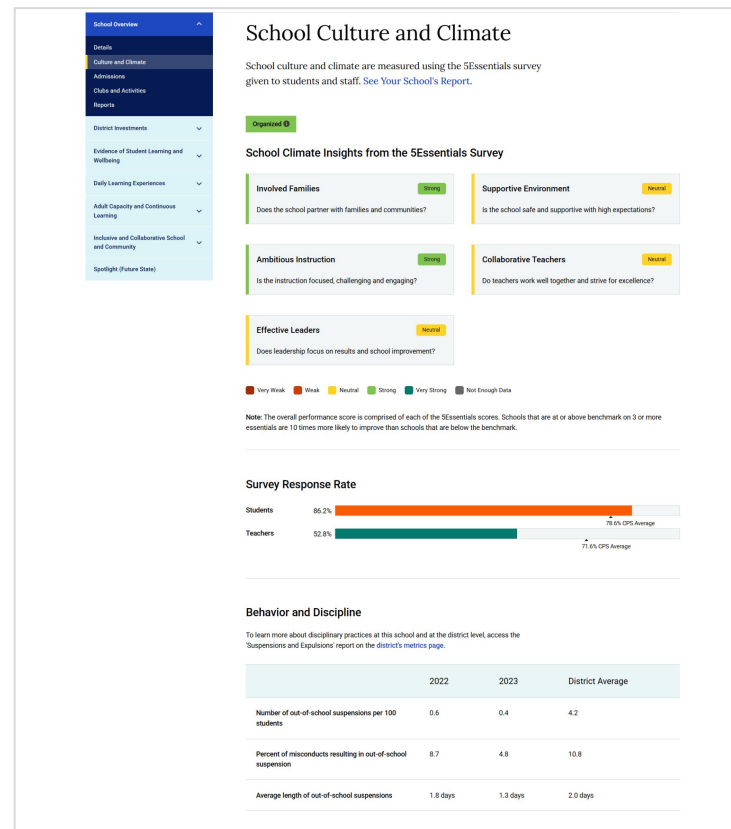
- Updated visual display to reduce the negative impact of a large red badge indicating 'Not High-Quality'
- Adjusted layout to follow the pattern set when filling in the form
- Added wording to further explain 'What is a High-Quality Curriculum?'



Chicago
Public
Schools

Culture and Climate Updates

- Moved 'Behavior and Discipline' information from the Overview page to the 'Culture and Climate' page and changed the format from a chart to a table in order to better organize the content and reduce the prominence of this data
- Changed the page layout to make the information more understandable and linked directly to the schools report card



Out of School Time Updates

- Created link between the 'Out of School Time' and 'Club and Activities' page to enable users to get a fuller picture of the extracurricular activities at the school while maintaining the important distinctions between the two

This is the list of all programs tracked through OST. For more clubs, activities, and teams, check the school's [Clubs & Activities page](#).

Enrichment	2025- Fall Choir	SY25 OMME EL Tutoring 6-8
	2025-Puzzle-Mania	2025-Garden Club
	2025: Crochet Club (4th-8th)	2025-Spanish Club (2nd-4th)
	2025-Dungeons and Dragons	2025 Library Crew (5th-8th)
	2025: Newspaper Club (5-8) Fall	2025 Chinese Club(2nd-4th)
	2025 Chess Club (5th-8th)	
Mentoring	2025-Girls In The Game	

Future Enhancements

- Accessibility/Simplification of language (avoid jargon)
- Simplify page layout
- Enhanced data descriptions
- Easier to find content (simplify navigation)
- Explore AI search
- Make help (tour) more prominent
- Provide contact information for each metric
- Last updated date on all metric pages

Closeout & Next Steps

Meeting Schedule Through June: Mark your Calendars

- Thursday, April 16th, 4-6pm, Virtual
- Thursday, May 1st, 9-12pm, In Person
- Thursday, May 14th, 4-6pm, Virtual
- Thursday, May 29th, 9-11am, Asynchronous
- Wednesday, June 11th, 430 - 730pm, In Person

- ***Thursday, June 12th, Last Day of School***
- ***Wednesday, June 25th, Summer School Starts***

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 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