

CPS Continuous Improvement and Data Transparency

Data Transparency Stakeholder Advisory Group

Meeting #14 Summary

Thursday, May 1st, 2025, 9:00am–12:00pm
7522 S. Greenwood Avenue, Chicago, IL 60619

Attendance

Facilitators & Presenters:

Jill Gottfred Sohoni (Facilitator), Jeff Broom (CPS), Ted Canji (CPS), Katina Kopsias (CPS), Joe Hoereth (UIC), Daniel Anello (K1C), Alejandra C. Sanchez (Facilitator/Coordinator)

Committee Members:

Jacqueline Vargas (Parent), Jasmine L. Thurmond (CPS Exec), Maurice Miles (Parent), Erika Gonzalez (Parent), Claiborne Wade (Parent), Marcus Flenaugh (CAC), Michelle Velez (Teacher), Bernadette Glover (Principal)

Translation Support:

Annabell and Fiorella G.

Meeting Materials

1. [Session 14 Slide Deck](#)
2. [Agenda](#)
3. [Community Engagement Survey Slides](#) (UIC)
4. [CIDT LSC Workshop Slides](#) (CPS)
5. [CAC Check-in Slides](#) (CPS)

Summary

The fourteenth meeting of the CPS Transparency Committee focused on strategies for improving stakeholder engagement, incorporating student voice, and refining survey-based feedback collection. The group discussed student feedback on CPS data tools, provided input on the draft UIC community engagement survey, and reviewed LSC/CAC learning materials. Key discussion

areas included how to better support families in navigating college pathways and how to simplify and clarify survey content for broader participation.

Agenda Overview

1. Welcome, Breakfast + Community Builder
2. Refresh on our Progress and Where We are Going
3. Review Student Engagement Work
4. UIC Survey Feedback
5. Stakeholder Learning Plan Feedback
6. Public Comment, Next Steps, & Closeout

Student Engagement Feedback

The committee reviewed recent feedback from seven CPS students. Key themes included:

- **College Readiness:** Students want clearer information on college pathways, persistence rates, and curriculum quality. Several students had searched for this data on CPS websites and were disappointed by either the content or usability.
- **Access and Navigation:** Participants noted confusion around how to locate and interpret key data—especially on platforms like GoCPS and CIDT. Suggestions included more intuitive design, simplified language, and distinct tabs or views tailored for students, educators, or parents.
- **Decision-Making Tools:** There was strong support for tools that help rising 8th and 9th graders understand their high school options. Students asked for guidance they “wished they’d had earlier,” such as data snapshots or comparison tools.
- **Emotional Impact:** Several comments reflected the anxiety students face in making high-stakes high school and college decisions without reliable or accessible data.

UIC Community Survey Feedback

The committee reviewed the draft UIC survey and engaged in a lively discussion about how best to refine it. Key points included:

- **Purpose and Design:** Several members stressed the importance of defining the learning goals before finalizing survey content. Joe Hoereth suggested pausing development to align design with clear outcomes.

- **Survey vs. Focus Groups:** Members debated the tradeoffs between depth and scale. Some preferred focus groups for richer data, while others noted that broad surveys can signal transparency and inclusiveness.
- **Accessibility:** Members raised concerns about technical language, especially in the Spanish version, and recommended simplifying wording, using icons or visual cues, and offering translation. One member noted the need for a save-and-return feature to prevent drop-offs.
- **Outreach and Participation:** Ideas included launching the survey at community events, adding reminders to complete it, and identifying a “critical mass” benchmark for awareness and engagement. One member referenced a previous 12,000-response survey and emphasized targeted outreach to LSCs and community groups.
- **Trust-Building:** Transparency about how feedback will be used was seen as key to improving participation. Members advocated for honest messaging, ongoing feedback loops, and clear calls to action.

Stakeholder Learning Plan Feedback

The committee reviewed and discussed training materials for Local School Councils (LSCs) and Community Action Councils (CACs), providing feedback on:

- **Content Clarity:** Several members asked for a simple overview of CPS accountability measures and how to use CIDT. A more general introduction to data concepts and the system structure (LSCs, CACs, etc.) was recommended.
- **Visual Aids:** Participants suggested diagrams showing how various CPS groups relate to CIDT decision-making and influence.
- **Integrated Learning:** Members advised embedding CIDT training into existing onboarding, Title I, and LSC orientation sessions rather than adding new standalone ones.

Key Discussions

- **Student-Centered Design:** Members reiterated the need for a CIDT site that is designed with student and family users in mind, not just CPS staff. The site should be intuitive enough that a new user can “just click and figure it out.”
- **Simplifying Navigation:** Participants urged CPS to simplify how users move between pages and sections, possibly using tabs, dropdowns, or a homepage decision tree.

- **Clarifying Audience and Purpose:** Members discussed the lack of clarity around who CIDT is for (parents? students? LSCs?) makes it difficult to build engagement. They asked for audience-specific views and tools.
- **Support for Translations:** There was a request for future meetings to offer translated materials and slides, not just live interpretation, to improve comprehension for non-English speakers.
- **“One-Pager” Requests:** Multiple attendees asked for downloadable summaries of indicators or platform walkthroughs, especially for parents who can't explore the full site.
- **Glossary and Tooltips:** The group supported adding a glossary of terms and info bubbles to help users understand unfamiliar language.
- **Data as Trust-Building:** Members emphasized that CIDT could be a powerful tool for trust-building if it's delivered in an honest, accessible, and transparent way—especially in communities where trust in CPS is low.

Next Steps

- Complete feedback forms on survey and student engagement materials.
- Inform Jill or Felipe of translation needs for future meetings.
- Continue outreach and informal connections with other committee members.
- Prepare for next sessions focused on vetting and finalizing CIDT indicators.

Upcoming Meetings

- May 14th, 4:00–6:00pm (Virtual)
- May 29th, 9:00–11:00am (Asynchronous)
- June 11th, 4:30–7:30pm (In Person)
- June 25th – Summer School Begins