

CPS Transparency Committee

Session 17: CIDT Site Design & UIC Focus Group

June 11th, 2025

4:30pm - 7:00pm



Objectives

The Transparency Committee will:

- Review, discuss, and make recommendations regarding new CIDT tool features, including **dashboard, stakeholder profile filter and comparisons**
- Provide feedback on **CPS color scheme and logo for CIDT**
- Help finalize the **UIC Community Engagement Survey and Focus Groups approach**;
- Discuss our summer and fall calendar and objectives
- CELEBRATE how far we've come!

Agenda

Time	Activity
4:30-4:45 pm (15 min)	Welcome, Objectives + Celebration
4:45-6:05pm (80 min)	CPS UX Recommendations + Discussion Presentation (15 min) • Dashboard • User Profile pages • Data Comparisons • Color Schemes • Logos
6:05-6:40pm (35 min)	UIC Survey Focus Group + Debrief
6:40-6:50 pm (10 min)	Summer Planning, 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?

Celebrate!

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

Intros + Celebrate

Share your:

- Name
- Role
- One thing you are most proud of in our work together?



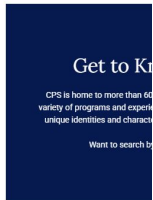
CIDT Site Design

Where are we?

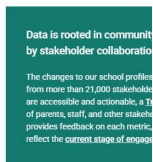
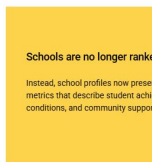
- We've reviewed all 11 available indicators + school overview
- We've worked within, and given feedback based on, CPS's School Profiles site.
- We've collected feedback on individual indicators, but also overall themes, such as:
 - School Comparisons
 - Community Level Data
 - Comparing Indicators
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



School Profile



As you browse the data and in the student profiles will begin to see...



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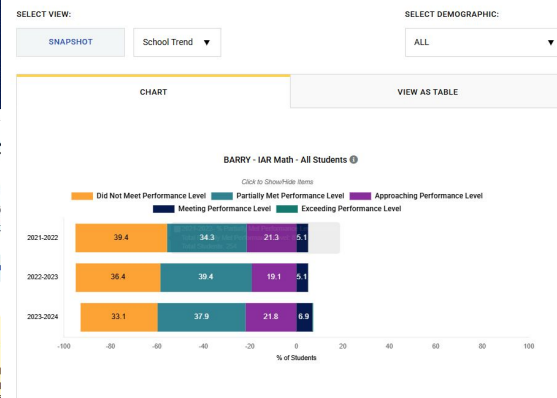
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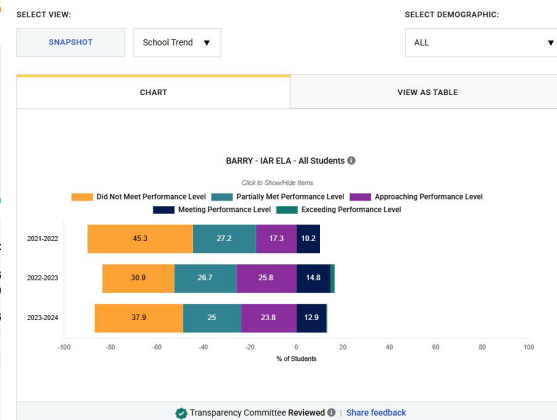
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VI

IAR Math (Illinois Assessment of Readiness)



IAR ELA (Illinois Assessment of Readiness)



CPS ITS Slides

Dashboard Design Exercise


[Enrollment](#)
[Find a School](#)
[Learning](#)
[School Life](#)
[Get Involved](#)
[Calendar](#)
[TeachHub](#)
[Employees](#)
[Q](#)
[Select Language](#)

Powered by [Translate](#)

[Home](#)
[Find a School](#)
[Liberty High School Academy for Newcomers](#)

Liberty High School Academy for Newcomers

Transfer

 250 West 18 Street, Manhattan, NY 10011
 

 212-691-0934

 212-727-1369

 [School Website](#)

Overview

School Quality

Reports

The DOE develops tools to help families and educators understand student achievement and school quality. The reports on this page provide information about school quality from multiple sources. These sources include feedback from students, teachers, and parents. Reports also include information from formal school visits and a variety of student achievement metrics.

School Quality Snapshot

The School Quality Snapshot provides families with a summary of each school. The data captures the schools learning environment and student performance. Snapshots from the 2016-2017 and 2017-2018 school years are available in the links below.

[School Quality Snapshot High School Transfer](#)

- New York City Public Schools

2023–24 School Performance Dashboard

→ Select School:

Liberty High School Academy for Newcomers - [HST] 02M550

→ Select View:

City

(City includes 57 transfer high schools.)

Due to COVID-19, scores and ratings are not available for any schools for the 2020-21, 2021-22 school years.

Student Population

2024 ▼

Impact and Performance

2024 ▼

Advanced Courses by Race

2024 ▼

Grade

9

10

11

12

Total

Enrollment

179

133

100

49

461

School

City

Higher-Need Students

% Students with IEPs

2%

27%

% English Language Learners

27%

92%

% Overage/Undercred

54%

60%

% Most-at-Risk

38%

59%

Incoming Proficiency Levels

Avg 8th Grade Math Rating

1.89

2.08

Avg 8th Grade ELA Rating

1.82

2.39

Principal: Rhonda Huegel / Superintendent: John Sullivan

Programs and Designations (Latest Available): NYSED Local Support and Improvement, New Arrivals, NYC Solves

● This school

● Other transfer high schools in the city

High Impact

Low Impact

Low Performance

High Performance

Based on all student achievement metrics, **Impact** measures school against expected outcomes, adjusted for incoming student factors; **performance** is unadjusted.

Enrollment in the school as a whole

Enrollment in any advanced course(s)

Enrollment in AP/IB advanced course(s)

Asian

4%

3%

2%

Black

21%

22%

23%

Hispanic or Latinx

69%

70%

71%

Native American

0%

0%

0%

Native Hawaiian/Pacific Islander

<1%

0%

0%

White

7%

4%

3%

School Demographics

2024 ▼

Students

Teachers

Students Nearby (6.0 miles)

Asian

4%

24%

12%

Black

21%

0%

23%

Hispanic/Latinx

69%

28%

44%

Native American

0%

0%

<1%

Native Hawaiian/Pacific Islander

<1%

0%

<1%

White

7%

41%

16%

Female

39%

Male

61%

Neither Female nor Male

0%

Category Scores

2024 ▼

Relationships with Families

3.76

Safety and School Climate

3.06

Instruction and Performance

3.38

Categories are measured by the NYC School Survey and other metrics. Scores are on a scale of 1.00–4.50.

Citywide Rank: HST Grad Rate

2015-24

Shaded area shows middle two quartiles citywide. Points above are in the top 25%, below are in the bottom 25%.

Percentile rank

100

75

50

25

0

2015

2016

2017

2018

2019

2020

2021

2022

2023

2024

Student Achievement Metrics

Detailed school, Comparison Group, and Citywide results and comparisons for three selected metrics.

HST Grad Rate

47%

Comp School City

62%

47%

N/A

N = 146

CCPCI (Advanced Courses)

24%

Comp School City

46%

24%

N/A

N = 146

Postsec. Enrollment, 6mo.

39%

Comp School City

44%

39%

N/A

N = 143

Results and Comparisons

Comparison Group ("Comp") shows expected outcomes, adjusted for incoming student factors.

School within City Distribution

Shows distribution of Citywide results

Position of school's result

Citywide Percentile: N/A

Frequency

30%

60%

90%

Citywide Percentile: N/A

Frequency

0%

15%

30%

Citywide Percentile: N/A

Frequency

0%

25%

50%

School Year Ending:

School's Result for Metric:

2021

2022

2023

2024

55%

54%

59%

47%

21%

21%

28%

24%

35%

40%

35%

39%

Trends Over Time

School

Comparison Group

65%

60%

55%

45%

40%

35%

30%

46%

44%

42%

38%

Los Angeles Unified School District

El Dorado Avenue Elementary



Fast Facts

 Grade- UTK-5

 12749 El Dorado Ave,
Sylmar, CA 91342

 Region- North

 Board District- 6

 Phone- (818) 367-5816

 Principal- FEBLES, ALEJANDRA

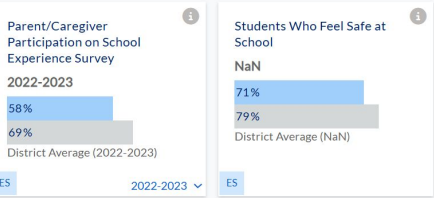
 San Fernando / Sylmar Community Of Schools



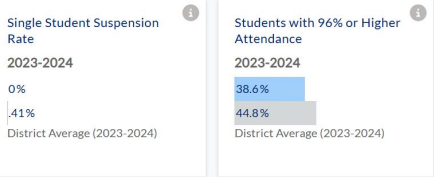
Get to Know Our School

El Dorado is innovative and dedicated to providing the very best for all students. We are able to provide every student with an iPad to digital learning in school and at home. Our highly qualified staff is committed to providing our students with rigorous academic instruction with an emphasis in technology. El Dorado partners with Education Through Music L.A. to provide choral music and a school orchestra with music lessons in piano and string instruments. El Dorado strives to personalize unique learning opportunities through our two school computer lab, updated digital auditorium and after school tutoring and enrichment classes. Our students experience a Fall and Music Field trips, Digital Citizenship Week, and College and Career Week. We invite you to visit and see all El Dorado has to offer.

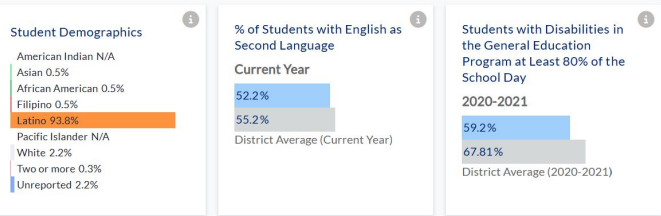
School Climate and Culture



School Performance



School Demographics



Los Angeles Unified School District



OPEN DATA

Help Info Feedback Subscribe Export & Print Share Español

Select a School

School Centers /Programs

107th Street Elementary

107th Stre...

107th Stre...



School Status : Active

107th Street Elementary

147 E 107TH ST,LOS ANGELES,CA,90003

Grades: K 1 2 3 4 5

Principal: WILLIAMS, ALETA L

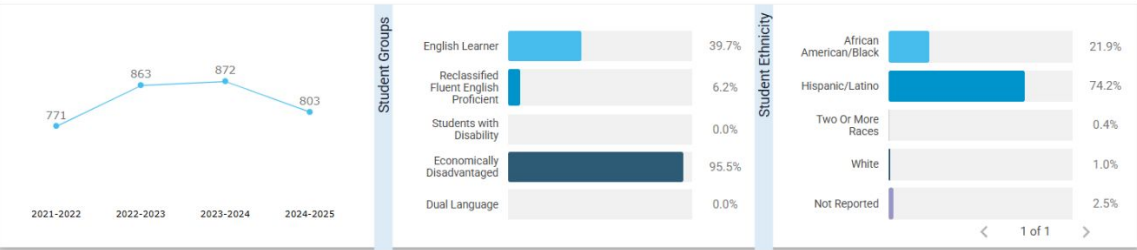
Board District: Board District 7

Contact Number: (323) 756-8137

Website: <http://107street-lausd-ca.schoolloop.com>

Community of School: FREMONT COS

Norm Enrollment & Student Demographics



The largest elementary school in the Partnership for Los Angeles Schools, 107th Street & STEAM Magnet, strives to provide a "state of the art & state of the heart" world-class education for our scholars. We believe that building strong relationships with students and families is the foundation to providing a restorative learning community. Our partnership with the California Science Center has been instrumental in cultivating our integrated approach to teaching science and literacy. Hands-on science instruction, field trips, blended learning opportunities, meditation, P.E. and arts instruction support our belief in teaching the whole child. Our goal is to ensure that all scholars culminate from 107th Street college & career ready.

Select Dashboard View

All Indicators

Attendance

Budget

English Learner Progress

Early Literacy

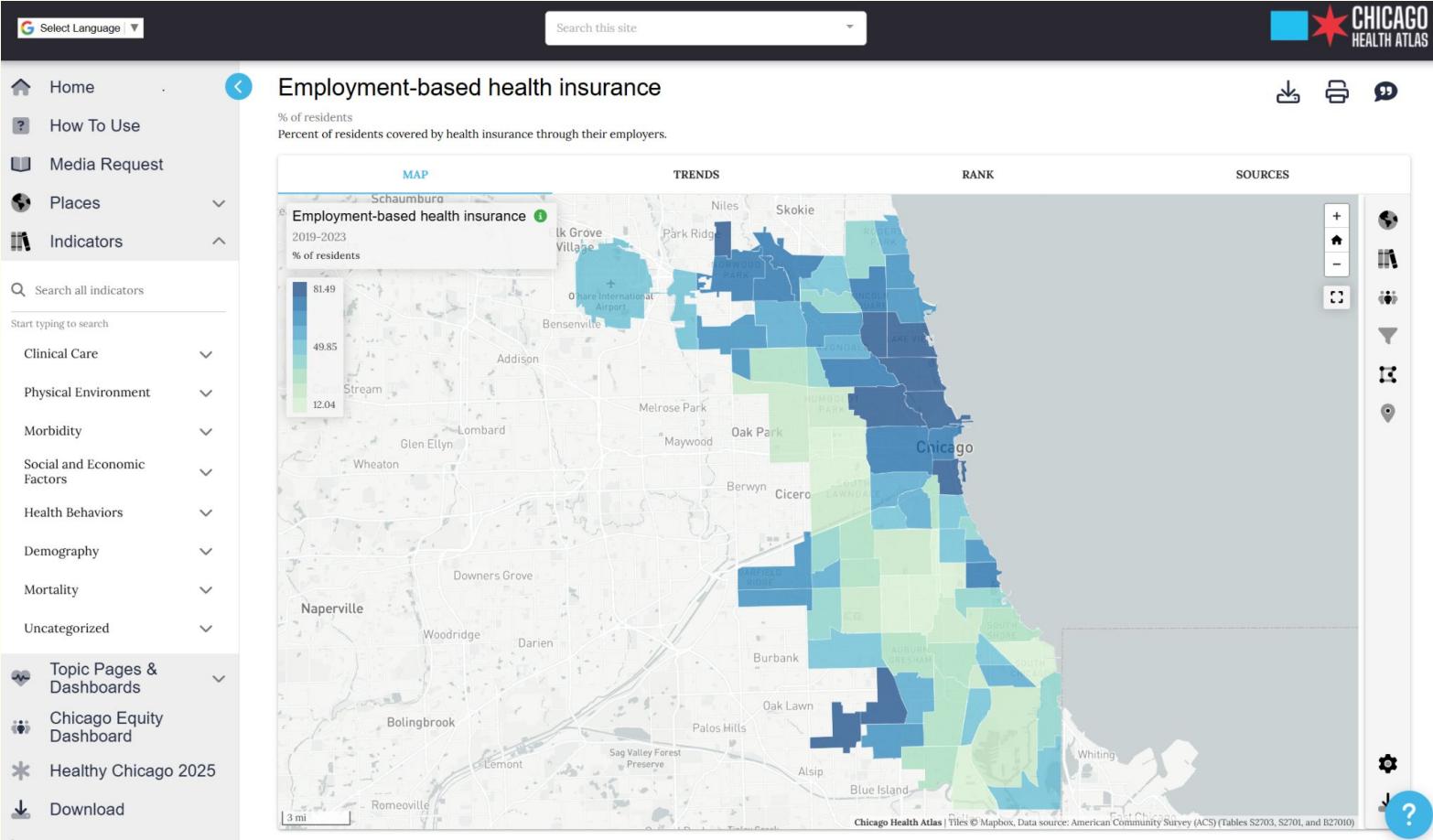
School Safety and Climate

Student Performance Indicators : Data by Year

Check the box(es) to view performance indicators in detail by years and student groups

	Performance Indicators	Latest Year	Change	Prior Year	Change	Earliest Year
☐	Students with Excellent Attendance (96% or Higher)	2023-2024 32.5%	↑ 10.0%	2022-2023 22.5%	↑ 5.1%	2021-2022 17.4%
☐	Students Chronically Absent, Grades K-8 (State Threshold of 90%)	2021-2022 58.1%	↑ 29.3%	2020-2021 28.8%	↑ 11.8%	2019-2020 17.0%
☐	Students Chronically Absent, Grades K-12 (District Threshold of 91%)	2023-2024 40.5%	↓ -10.0%	2022-2023 50.5%	↓ -11.5%	2021-2022 62.0%
☐	Students Chronically Absent, Grades K-5 (District Threshold of 91%)	2023-2024 40.5%	↓ -10.0%	2022-2023 50.5%	↓ -11.5%	2021-2022 62.0%
☐	Staff with Excellent Attendance (96% or Higher)	2023-2024 54.6%	↑ 23.3%	2022-2023 31.3%	↓ -30.6%	2021-2022 62.0%

Chicago Department of Public Health



University of Chicago To & Through Project



[About](#)[Research](#)[Data Tools](#)[Resources](#)[Middle Grades Network](#)

[Collaborate](#)[Blog](#)[Events](#)

Chicago Public Schools

[Data Philosophy](#)[Log in](#)

Milestones Tool | Explore milestones by:

Static: ☐

Data by School Level



4-Year Colleges

Answer questions such as:

What high schools and community areas did CPS graduates who enrolled at this college come from?

How have persistence rates for CPS graduates enrolled at this college changed over time?

How many CPS graduates who enrolled at this college completed a degree within four or six years?

Coming Soon



City Colleges of Chicago



High Schools



Elementary Schools

Data by Residential Area



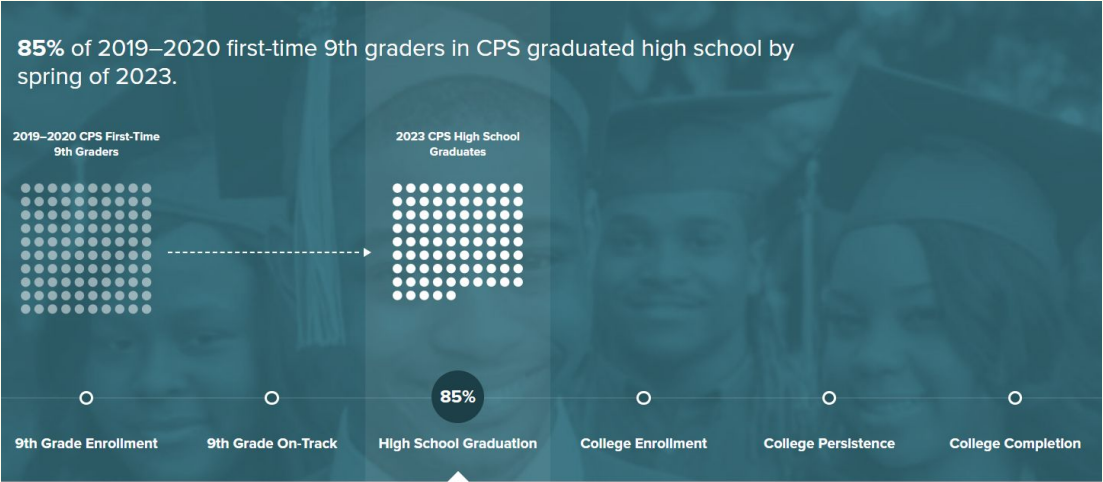
Community Areas



Elected Board Districts

System-wide Report

University of Chicago To & Through Project



Graduating high school with a high level of academic achievement is among the most important markers along the road to college success. Students who graduate from high school with a GPA of 3.0 or above have at least a 50 percent probability of graduating from a four-year college within six years. In order to graduate from high school on time, students must obtain a minimum of 24 credits.

Breakdown

Across Years

Within My District

Breakdown

How many 9th graders in Chicago Public Schools graduated from high school and what were the college access levels of those graduates? 

Slalom Dashboard Example: School Overview Page

School Overview - Home

Chicago Public Schools

PARENTS STUDENTS COMMUNITY STAFF

SELECCIONAR IDIOMA

Q

Schools Academics Services Initiatives Calendar Blog About

Lincoln Elementary

615 W Kemper Pl, Chicago, IL 60614

825 Students Grades K-8

Contact us | Visit Website

School Overview

District Investments

School Metrics

Daily Learning Experiences

Adult Capacity and Continuous Learning

Inclusive and Collaborative School and Community

Spotlight (Future State)

School Overview

We're so happy to share all the great things that make our school a great place to learn!

New here? Explore step-by-step. EXPLORE

School Information

K-8
School Grades

825
of Students

District
Governance

Contact

773-534-5720
PHONE

773-534-5778
FAX

Visit Website

Hours

8:45 AM - 3:45 PM
SCHOOL HOURS

8:25 AM
EARLIEST DROP-OFF

Faculty

Rachael Carnacchio
PRINCIPAL

Dewitt Love
ASSISTANT PRINCIPAL

Key Focus Areas

Student Learning & Wellbeing
Performing above expectations in key growth areas.
LEARN MORE

Daily Learning Experiences
Exceeding expectations with engaging daily learning that sparks curiosity and consistency.
LEARN MORE

Adult Capacity & Continuous Learning
Empowering through ongoing learning, with growth that multiplies impact.
LEARN MORE

Inclusive School Community
Fostering stronger, more inclusive connections as collaboration thrives like never before.
LEARN MORE

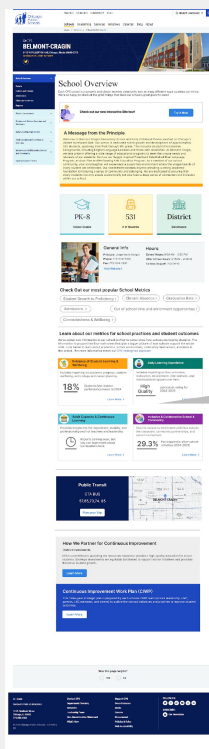
A Message from the Principal

Lincoln School is a neighborhood school that offers a humanities-based curriculum which features school-wide arts integration and specialized programs in French, music, art, and instrumental band.



CPS Dashboard Concept

To make it easier for users to dive straight into the school data they need think about a dashboard concept:



Learn about our metrics for school practices and student outcomes

We've added new information to our school profiles to better show how schools are helping support the whole child. Information is grouped into four main areas that give a bigger picture of how schools support the whole child. Look below to learn about academics, school environment, community involvement, and more at this school. For more information check out [CPS' reimagined approach](#)



Evidence of Student Learning & Wellbeing

Includes reporting on academic progress, student wellbeing, and college and career planning.

18%

Students Met district performance levels in 2024

[Learn More >](#)



Daily Learning Experience

Includes reporting on the curriculum, instruction, environment, interventions, and individualized support over time.

High Quality

curriculum rating for 2024-2025

[Learn More >](#)



Adult Capacity & Continuous Learning

Provides insight into the experience, stability, and professional growth of teachers and leadership.



Reports coming soon, but you can learn more about our teachers here.

[Learn More >](#)



Inclusive & Collaborative School & Community

Reports access to enrichment activities outside the classroom, community partnerships, and parent involvement.

29.3%

Participated in after-school activities 2024-2025

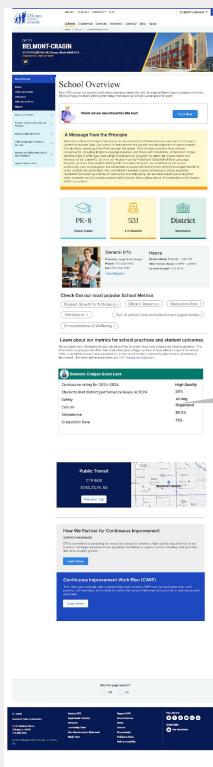
[Learn More >](#)

Tie the metrics to the approach

Bring in the most useful metrics

CPS Dashboard Concept

Another potential view of the overview screen:



Learn about our metrics for school practices and student outcomes

We've added new information to our school profiles to better show how schools are helping students. The information is grouped into four main areas that give a bigger picture of how schools support the whole child. Look below to learn about academics, school environment, community involvement, and more at this school. For more information check out [CPS' reimagined approach](#)



Belmont-Craig Quick Look

Curriculum rating for 2024-2025	High Quality
Students Met district performance levels in 2024	35%
Safety	strong
Culture	Organized
Attendance	85.5%
Graduation Rate	75%

Display as a chart
could include
even more
information

Dashboard Discussion

Reflection: Review the dashboard examples. Which one do you like best, and why? Are there aspects of each that you like? What are aspects that you don't like?

Breakout Questions:

- What can an overall 25 metrics dashboard look like?
- What should be shown? How is it ordered?
- **Simplicity vs. Depth:** To do this, we will need to boil down each metric to one snapshot number or percentage. Are we comfortable with this? Tradeoff is losing complexity at a glance (Note: Use can click on it to see fuller picture).

User Profile Views

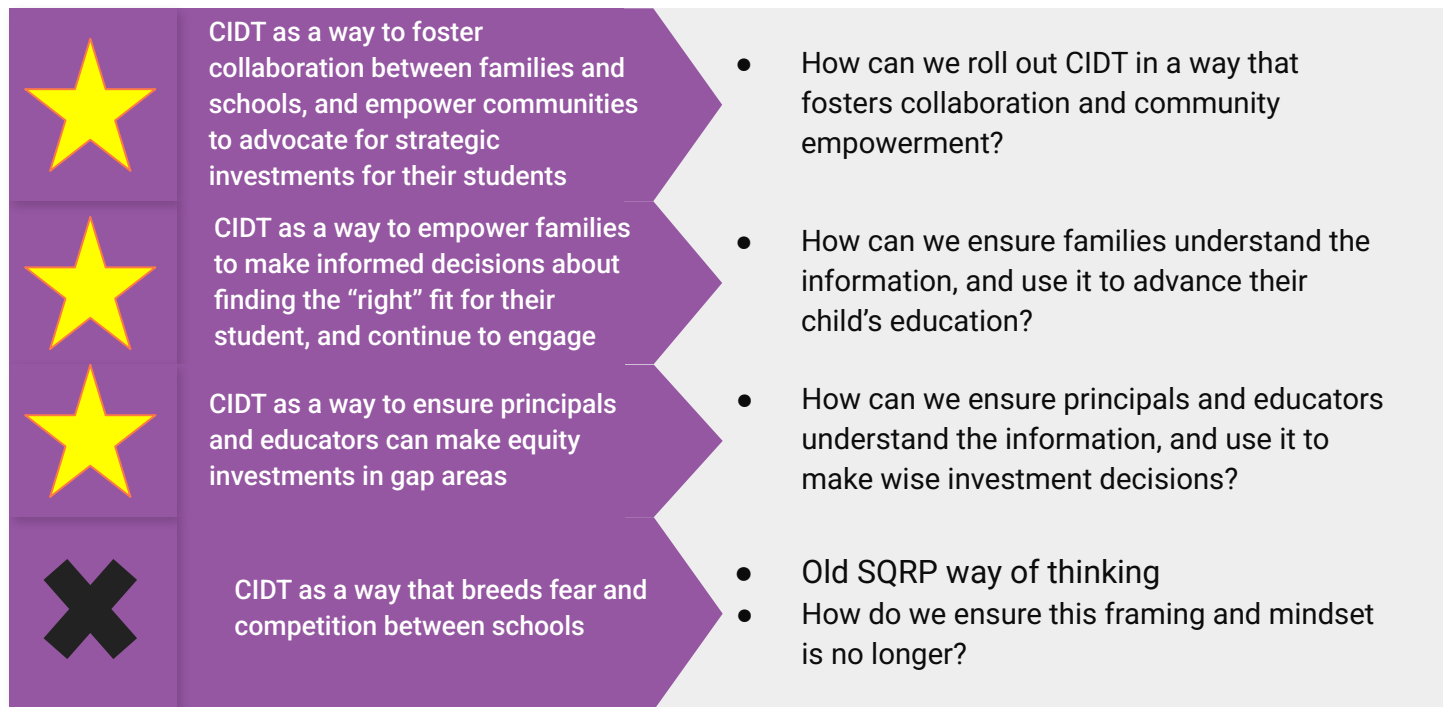
CIDT Use Cases

Last year, we asked: **Imagine the CIDT website is perfect! As a [parent/educator/principal/CBO], how would you use the data presented in CIDT?**

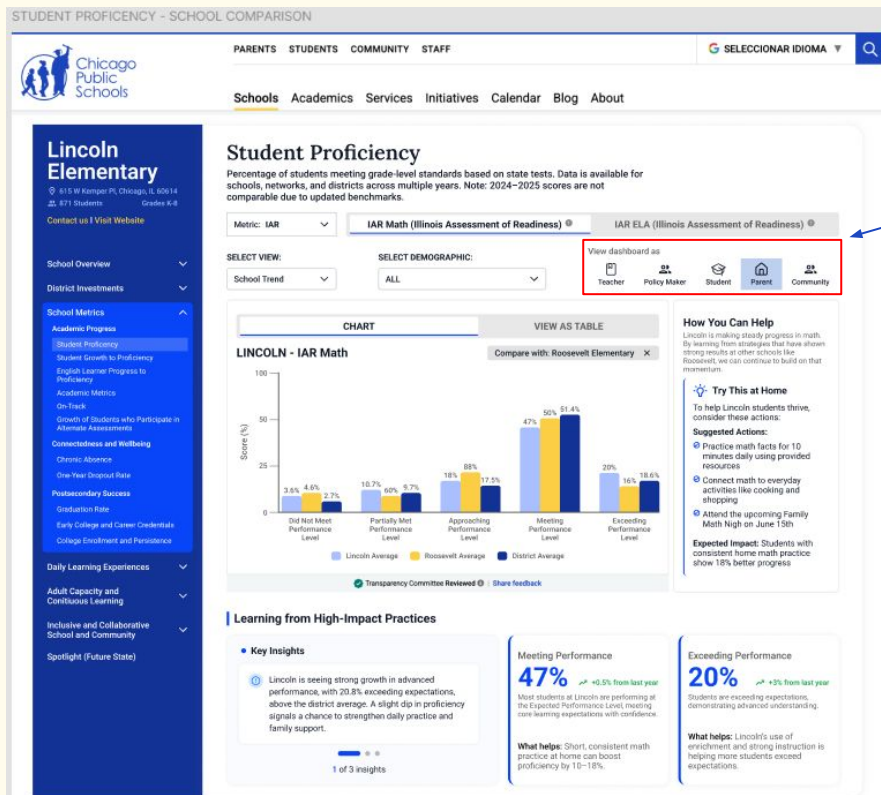
We heard: We can use this data as a way.....

- that gets parents to pick the “right fit” for their child
- to get parents in the door of schools to learn more, be a part of continuous improvement efforts and build relationships
- for community to fill in resource gaps for students in neighborhood
- for school leaders to inform resource decisions, and learn from similar schools who are excelling in certain areas

General Use Cases + Framing Questions



Sample User Profile Dashboard



Different stakeholder views

CPS | 610038

Was this page helpful?

YES NO

Filtered User Profiles Dashboards

Activity: We will break out in to two groups: CPS staff + Parents and Community. Add the metrics that you think would be most relevant to the stakeholder type, and place in order of priority on the chart.

Questions to Reflect on:

- What would it look like to filter the dashboard by usertype?
- How many key metrics should we show, and what would they be?
- What order should they be displayed in?

Comparisons

Compare: Add School Search Component

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Instead of a search button taking the user to another page, save them a step and create a component to place at the bottom of each page for quicker searching. Add a checkbox that will allow users to open the school; in a new tab.

Asure users that the screen will automatically open in a new tab.

Place the search at the bottom of each page.

Search for a Profile

Enter a school name

Screen will open in a new tab

[Advanced Search](#)

Compare: Compare Individual Metrics

Presently, users are compelled to open another browser version of the CPS site and compare the numbers of each school. This is not intuitive or user friendly. The answer could be to bring in an internal version of the school lookup web app currently in use. In addition, here you can see an example where a user could compare any one data point to any number of schools using the “Table” view.



How do I compare?

Initiative and Collaborative School and Community

Spotlight (Future State)

By partnering with families and collaboratively engaging district, school, and community resources, schools aim to understand and address the underlying factors contributing to student absenteeism. The goal is to develop targeted support strategies that help remove attendance barriers and ensure students can fully participate in their education. For more information, see the Attendance and Truancy website.

What To Consider

Chronic Absence is not the same thing as Chronic Truancy. All absences are factored into Chronic Absence, including valid excused absences. Since high schools generally have higher chronic absence rates than elementary schools, a more appropriate comparison is from the school to the network and not the District.

[Compare this metric to other schools](#)

SELECT VIEW: SNAPSHOT TRENDS

SELECT DEMOGRAPHIC: ALL

CHART VIEW AS TABLE

BELMONT-CRAGIN - Chronic Absence Rate - All Students @
The network and not the District.

2021-2022

Choose a school to compare Chronic Absence Rates:

Enter a school name or Zip to get started

School	2021-2022	2022-2023	2023-2024
Belmont -Cragin	49.8% 238	45.8% 245	36.3% 203

Close

Metric Comparison Discussion

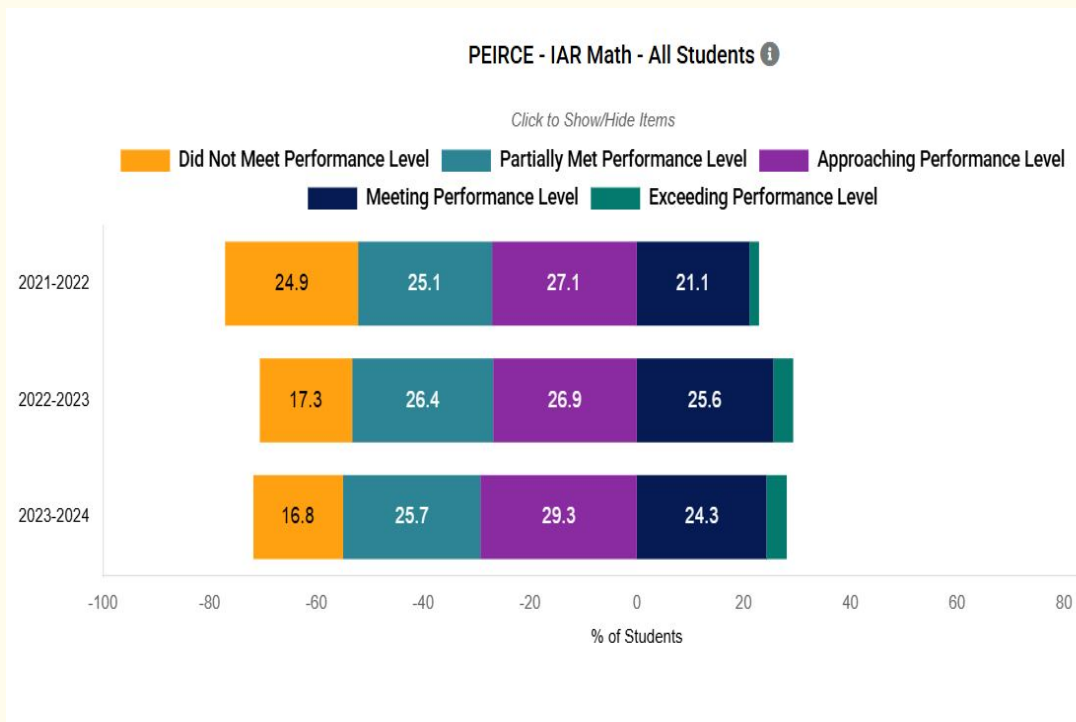
We've heard you on wanting to compare metrics on the CIDT Tool

Discussion: What does this look like?

- Does metric by metric comparison work?
- Or do we want to see multiple metrics across multiple metrics?
- Comparing two school dashboards?
- Something else?

Color Scheme

New Color Scheme



- Align external and internal reporting
- Orange to blue color scheme
- Moves away from red-yellow-green

Discussion:

Does this color scheme work for you? Why or why not?

Logo

Logo Feedback Discussion



Discussion: Should we keep this logo for the implementation phase of CIDT? Why or why not?



Chronic Absence

Metric Overview

Metric Definition: Students are considered chronically absent if they have missed 10% or more of enrolled attendance days.

Key Business Rules and Exclusions:

Students are attributed to every school and network where they had at least 11 membership days.

Metric Calculation

Numerator: The number of students with absences on 10% or more enrolled days in a school year for any reason, including excused absences, unexcused absences, and suspensions

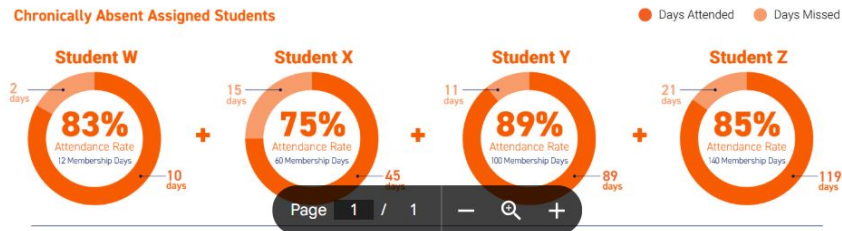
Denominator: All PreK-12 students with 11 or more membership days

Example Calculation :

$$\frac{\text{Chronically Absent Assigned}}{\text{Enrolled Students - Excluded Students}} = \frac{1 + 1 + 1 + 1}{54 - 4} = 8\%$$

SCHOOL A

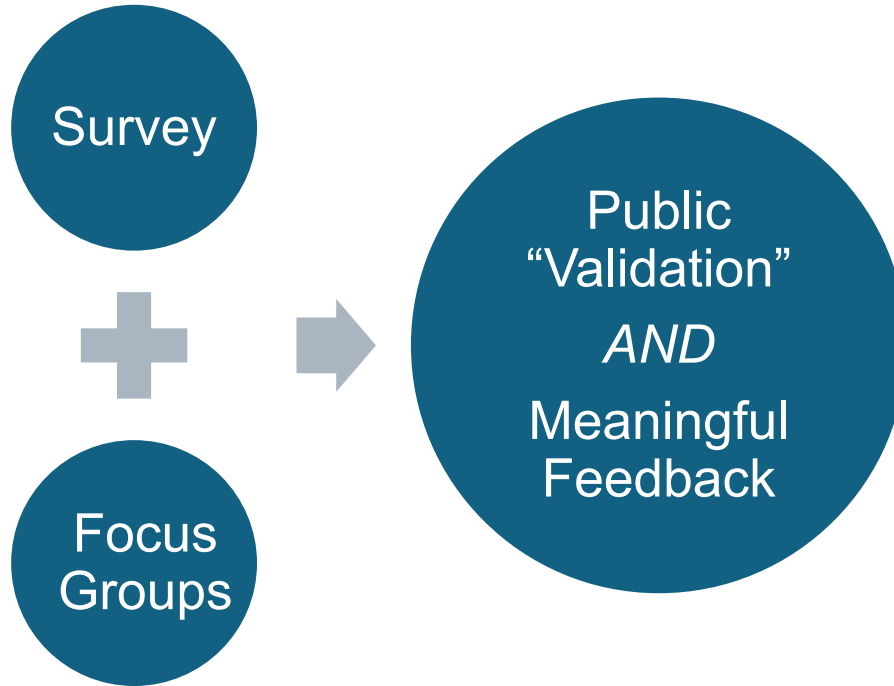
Chronically Absent Assigned Students



Community Feedback: Focus Groups

Community Feedback Process

Approach we are now proposing



Community Feedback - Two Simultaneous Tracks

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: 1st Draft reviewed by TC.
Second draft ready for review.**

Focus Groups

- Smaller sample size
- 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)**

Our Focus Today

1. Mock focus group among ourselves
2. General feedback on focus group approach and questions



1. “Mock” Focus Group (30 minutes)

1. Brainstorm - Decisions and actions you take based on your role(s) (5 min)
2. Use the CIDT website/tool to access data that would help inform your decision and or action (10 minutes)
3. Focused discussion (15 minutes)
 - a. How easy was it to find the information you were looking for?
 - b. Did it help you? Was it meaningful? Did you understand it?
 - c. Would you have been able to make the decision or take the action you intended?

2. Discussion - Is this a good approach for our focus groups? (10 minutes)

1. How well would this approach work in a focus group of your peers?
2. Are there additional questions you would ask or want to follow-up with?
3. Other factors for us to consider?

Closeout & Next Steps

Summer and Fall Objectives

Save the Date: Summer Meeting July 18

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](#)

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