

CPS Transparency Committee

Session 2: Community Agreements, SQRP Overview, & Guiding Frameworks

September 4, 2024

4:30-7:30pm



Objectives

By the end of our discussion, Transparency Committee will:

- grow trust with fellow committee members, facilitators and/or CPS staff responsible for project
- learn a common fact base for the group, including the history of school accountability policies at CPS
- understand the benefits and burdens of SQRP and that CPS is taking responsibility for the harm it has caused
- share about how SQRP has impacted them personally and/or professionally
- Co-create guiding frameworks that will help the group make decisions together

Agenda

Welcome + Introductions	15 min
Community Builder	10 min
Session 1 Follow-Ups: <ul style="list-style-type: none">● Committee Questions - 15 min● Community Agreements - 15 min● Committee Transparency - 15 min● Share out - 5 min	50 min
Dinner & Community Builder	30 mins (545)
SQRP Review (15 min) & Discussion (15 min)	30 mins
Co-create Guiding Principles for Decision Making	40 min
Next Steps & Closeout	5 min

Our Approach | We will:

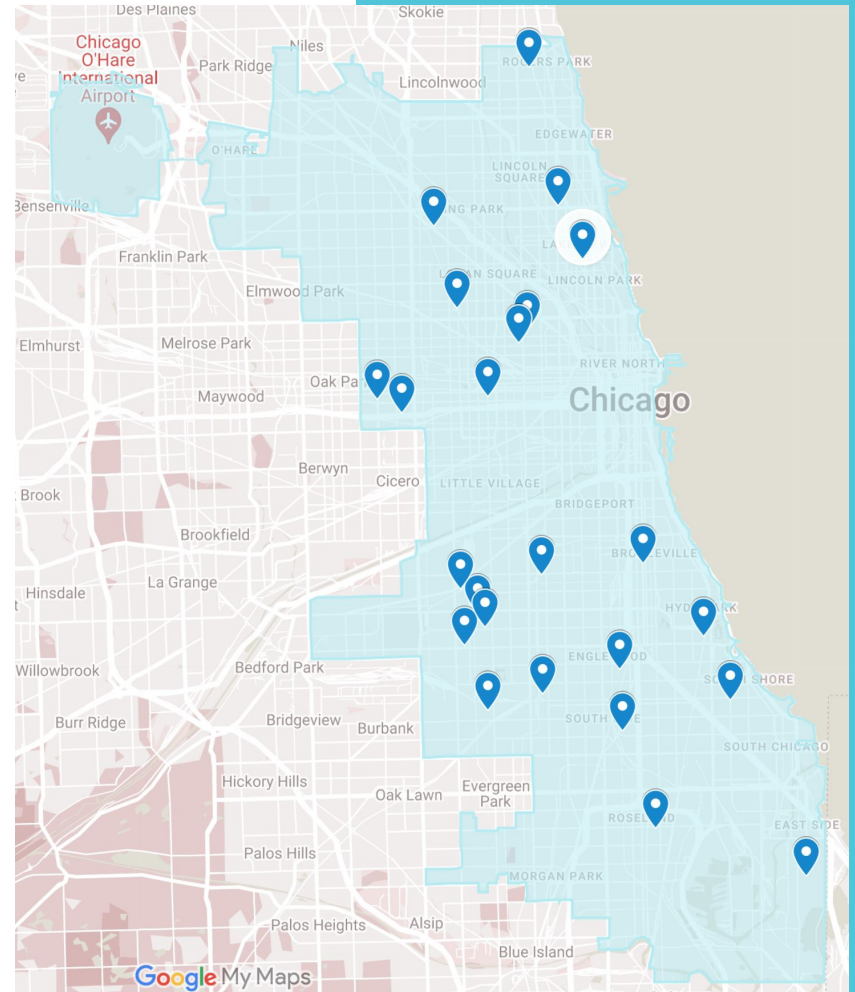
- Ensure Transparency Committee is comprised of **diverse and representative** stakeholders, and everyone is clear on their role
- **Move at the pace of trust.** Adhere to a timeline with key milestones, while also pausing to resolve sticky moments as they arise
- Take time to **understand each member's values** and **make ourselves available** in between meetings
- Create project materials and indicator review protocol that **is clear and transparent** every step of the way
- Ensure thorough, actionable **documentation that makes meaning** of stakeholder feedback and supports progress

Project Team

- **Jill Gottfred Sohoni**, Circle Root Collaborative
- **Felipe Perez**, Camino Group
- **Alejandra Sanchez**, Camino Group
- **Joe Hoereth**, Director, Institute for Policy and Civic Engagement, University of Illinois at Chicago
- **Norma E. Ramos**, Institute for Policy and Civic Engagement, University of Illinois at Chicago
- **Jeffrey Broom**, CPS Director of School Quality Measurement & Research
- **Augusta Smith**, CPS Manager, Performance Policy, School Quality Measurement and Research
- **Vakiea Griffith**, CPS School Quality and Measurement Coordinator
- **Daniel Anello**, CEO Kids First Chicago
- **Ana Mosqueda**, Kids First Chicago

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



Introductions, Speed Round

In 20 seconds or less, please share:

- Your Name and Community
- Your Pronouns
- Your Role and Organization, if applicable



Community Builder



**Accountability
Redesign**
Meaningful Measurement

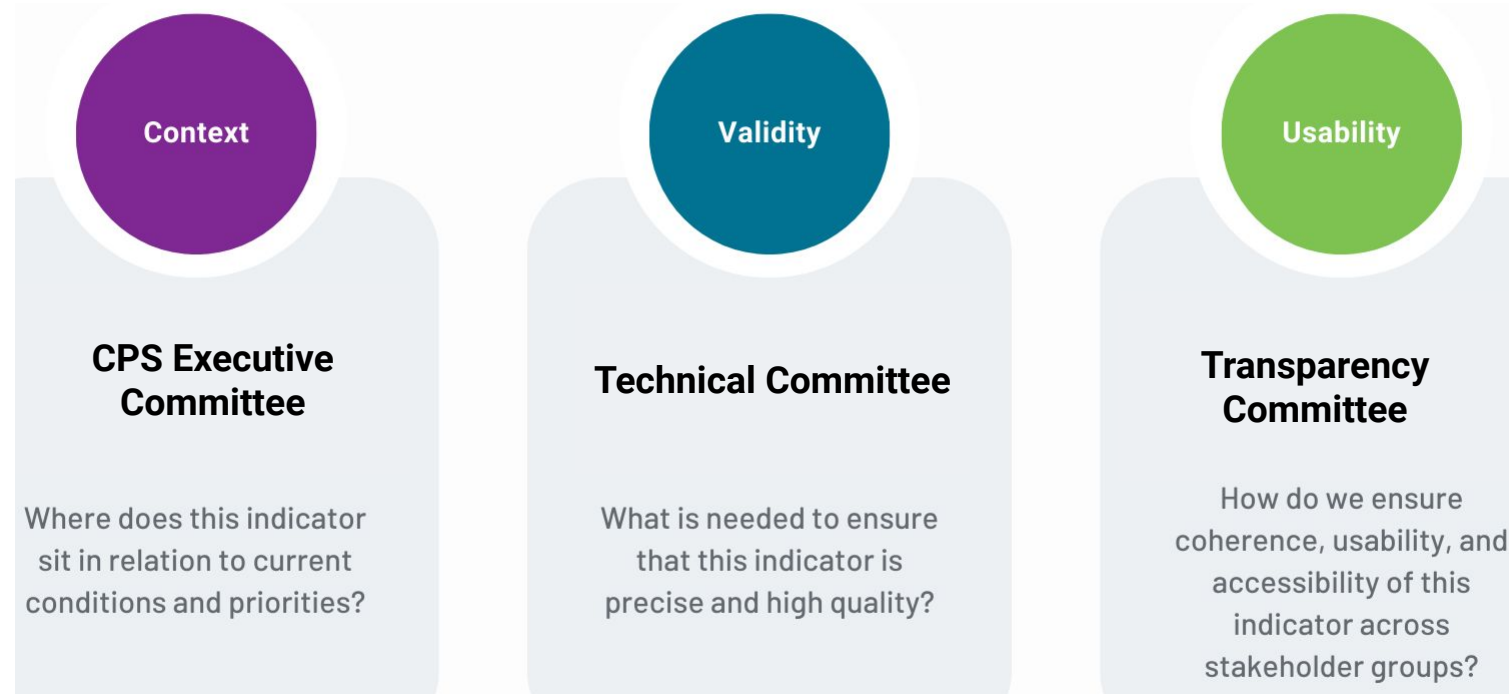
Community Builder

- In your small groups, share your most memorable educational experience in K-12. Why was it so memorable?



Q&A Recap and Discussion

Our committee structure is designed to optimize effective and inclusive policy implementation





Transparency Committee

How do we ensure
coherence, usability, and
accessibility of this indicator
across stakeholder groups?

VERIFY ALIGNMENT

Confirm alignment between each metric and community value/priority

ASSESS USABILITY

Review and offer feedback on wireframes of data visualizations and other stakeholder tools. Confirm usability of data for stakeholders.

MAP LEARNING DEMANDS

Map learning demands for data reporting and use

ADVISE ON STAKEHOLDER ENGAGEMENT

Offer advice on how to meet stakeholder learning demands and keep stakeholders informed of the implementation process

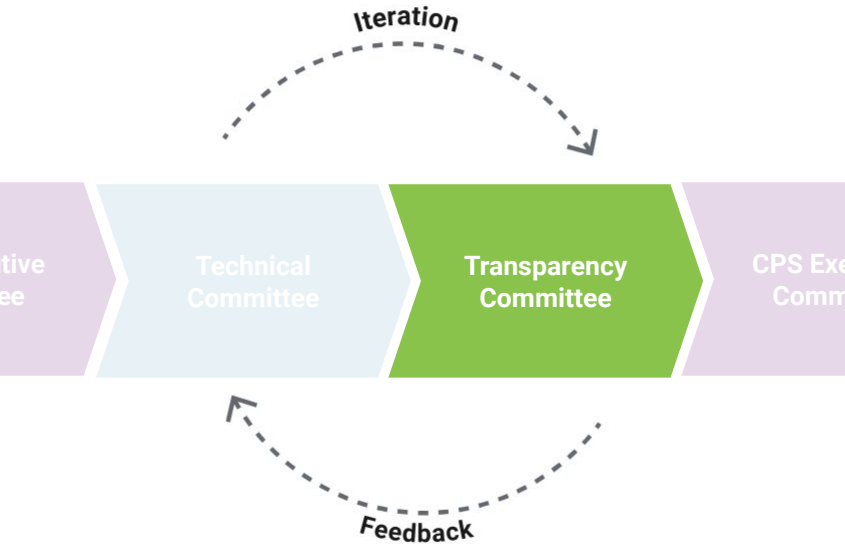
CAPACITY AND NEEDS

Articulate capacity constraints and needs for all of the above



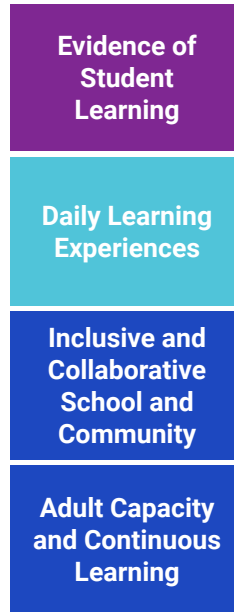
How can we work together to ensure Chicago Public School's accountability framework is Accessible, Usable, and Actionable?

The Transparency Committee will meet at least every two to three weeks for a two year span, where they will be responsible for approving the usability of and “Readying” 18 Indicator Strands.



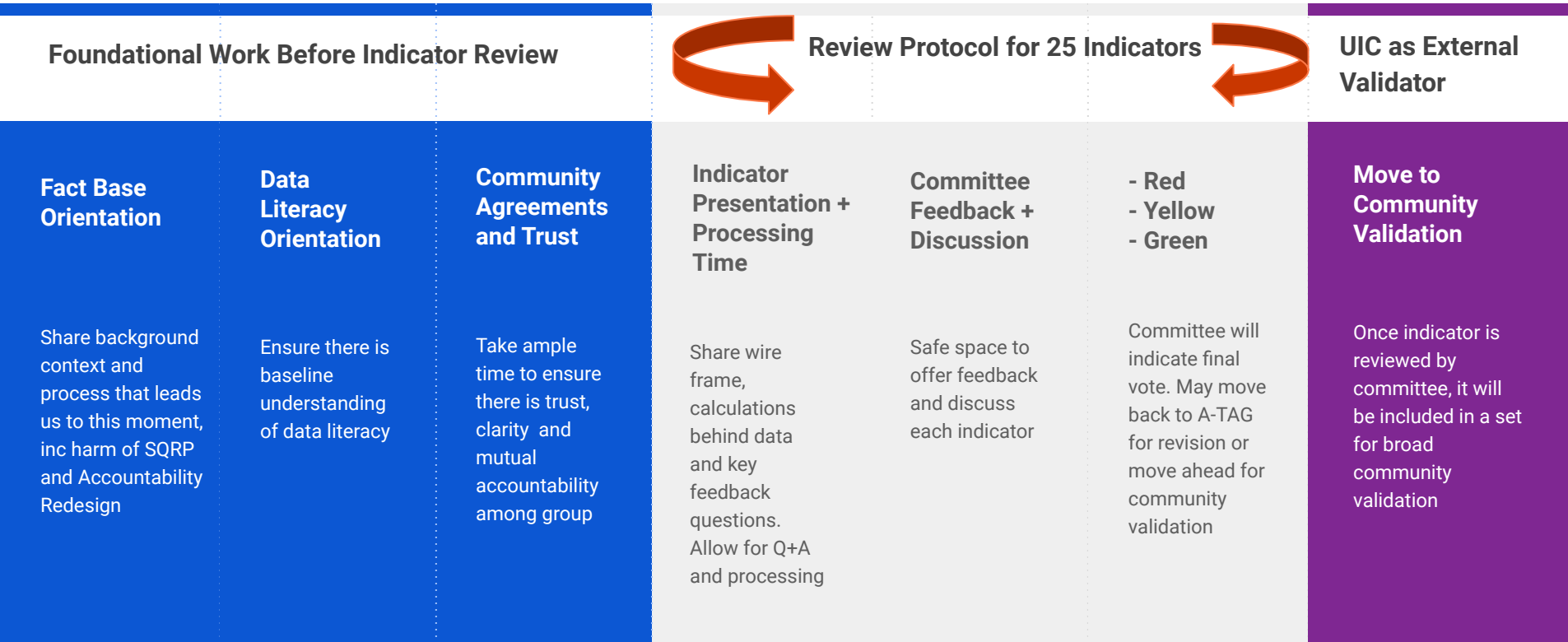
“Ready” is defined as:

- Indicator is currently measured or data is available
- Data reporting is available
- Indicator is tied to specific district department
- Resources and supports are identified and available



Fall 2024	Fall 2025
9 Metrics (Across 3 Indicators)	1 Metric
2 Indicators	5 Indicators
1 indicator	3 Indicators
	4 Indicators

Our Committee process will ensure inclusivity, clarity and thorough documentation at each stage



Questions from last meeting

- How do we deal with shifts in leadership, like the exec committee, board or CEO?
- How will the CTU negotiations and other political considerations impact the process?
- How do we ensure coherence across the committees?
- How are we marketing our findings and how are we presenting our findings?
- Will we get all of the proposed metrics up front?
- When will this information be implemented?
- How does the timeline of this committee align with the timeline for how data will be released to principals? The public?

Questions from last meeting

- Why do principals get to see more or different data than what will be presented to the public? Shouldn't we all be looking at the same data set?
- Who is CPS partnering with to synthesize the data?
- Need more student and parent voice. Account for student schedules. Can we compensate?
- How will we collect input from parents/guardians/students?
- Are we able to engage our communities outside of the meeting here?
- During this second period, should we get any feedback from our stakeholder circles ie PAC/LSC?

Responses to Questions

We plan to respond to all questions from committee members in one of three ways:

- ★ CPS staff/leadership to respond in meetings
- ★ If widely held question, we will add to a new public document:
[Transparency Committee FAQ](#)
- ★ If individual question, we can address one-on-one

Community Agreements

What are Community Agreements?

Community agreements are a set of expectations or ground rules that help groups establish how they want to communicate and work with each other.

It is was we need to have a safe and productive space to do our work together.

Proposed 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.

Breakout Activity

Discuss:

- Do you agree with these community agreements? Why or why not?
 - If not, what would you change?
- Is anything missing?

Committee Transparency

In what level of transparency do we operate?



Most Transparent

- Live Streamed and Recorded Meetings
- Open door for anyone who would like to sit in and participate



Middle Ground Recommendation

- Publically post schedule and location of meetings
- Create space for observers to sit in
- Add time for public comment at end of meetings
- Post agenda, and notes after each meeting

Least Transparent

- Closed door meetings
- Posting agenda before hand + notes posted after

Pros and Cons of Committee Transparency

Pros of Full Transparency	Cons of Full Transparency
<p>Enhanced Accountability: Members act more responsibly when actions are public.</p>	<p>Inhibited Candid Discussion: Members may be less open, fearing public scrutiny.</p>
<p>Increased Public Trust: Fosters trust between the committee and the public.</p>	<p>Risk of Misinterpretation: Public might misunderstand decisions without full context.</p>
<p>Informed Public: Ensures the public is knowledgeable about activities.</p>	<p>Increased Pressure on Members: Constant scrutiny can create stress and impact performance.</p>
<p>Encourages Public Participation: Leads to greater public engagement.</p>	<p>Potential for Grandstanding: Members might prioritize personal or political gain.</p>
<p>Prevents Corruption: Reduces opportunities for unethical behavior.</p>	<p>Privacy Concerns: Some matters require confidentiality that could be compromised.</p>
<p>Facilitates Better Decision-Making: Public oversight can lead to more thoughtful outcomes.</p>	<p>Logistical Challenges: Implementing transparency requires resources and planning.</p>
 	<p>Slower Decision-Making: The need for public justification can slow the process.</p> <p style="text-align: right;">[Meeting Name] [Date]</p>

Small Group Discussion

- 1) Do you agree or disagree with the middle ground transparency recommendations?
- 2) How would you adjust?
- 3) What questions or concerns do you have our level of transparency?

Share Out

Dinner

Eat, make 2 new friends, and
Come back together at ~625pm

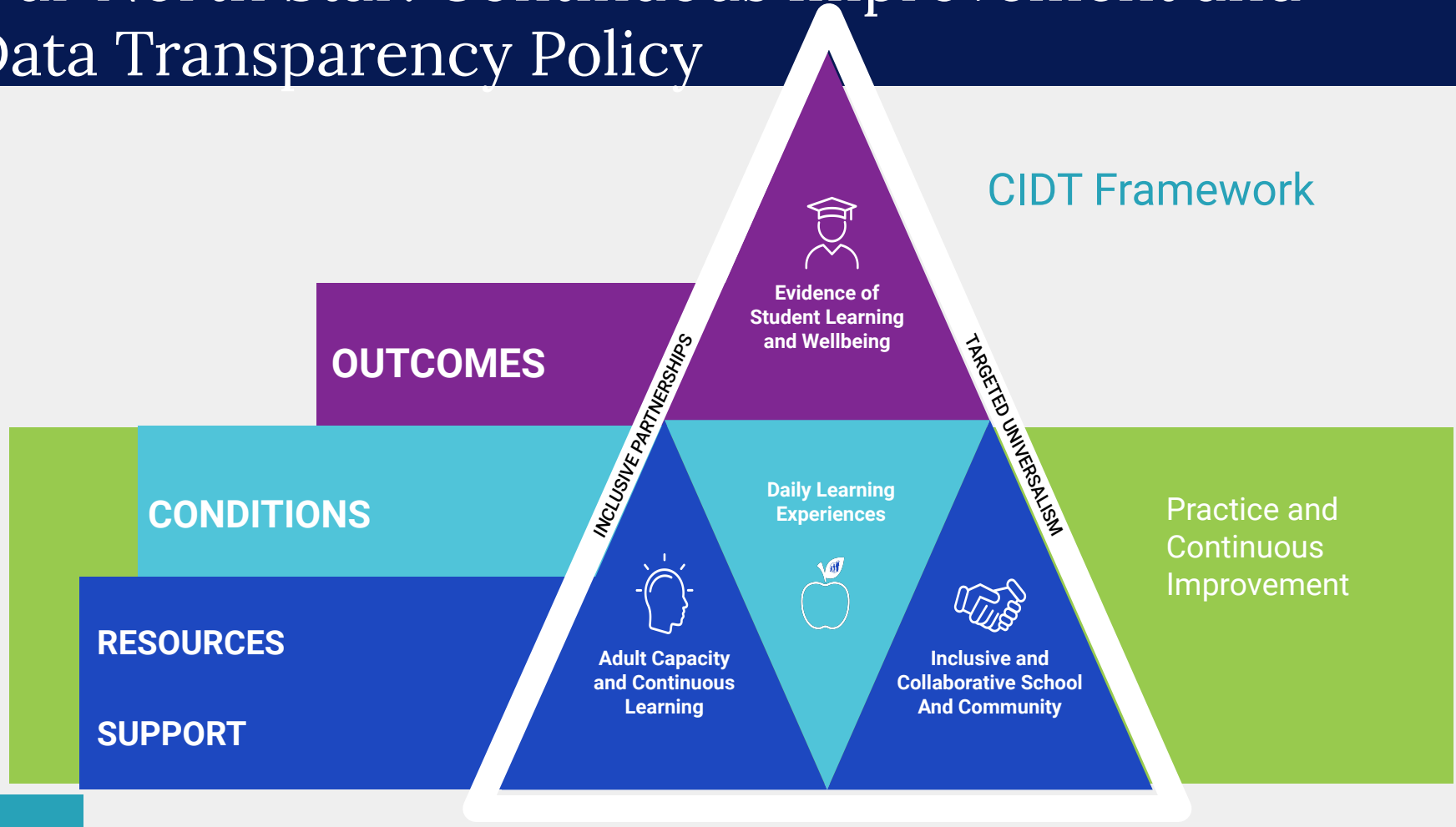
SQRP: School Quality Rating Policy

Learning Objectives:

- Support a common understanding of SQRP
- Reflect on the impact of SQRP on our lived experiences
- Uncover lessons learned to inform our work moving forward

Our North Star: Continuous Improvement and Data Transparency Policy

CIDT Framework



SQRP: A Focus on Student Outcomes



What was SQRP?

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

Each school received a **School Quality Rating** and an **Accountability Status** every year.

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.

SQRP Existed in the Context of State Law

- **State Law requires** that IL school districts define a school **rating system**
- **Illinois requires** the districts establish:
 - **Standards and Criteria** for rating the quality of schools within a district (rating system)
 - **Accountability** of schools based on the rating system
 - Create **Accountability Statuses** that connects support for schools from the district



- **SQRP (School Quality Rating Policy)** is the policy that CPS used from 2013 to 2023.
- **CPS has 3 Accountability Statuses** that it gives to each school:
 - **Good Standing** status
 - **Provisional Support** status
 - **Intensive Support** status
- **Each CPS school received a Rating & an Accountability Status** annually (pre-pandemic)
- The district now uses the state summative designations to meet this requirement

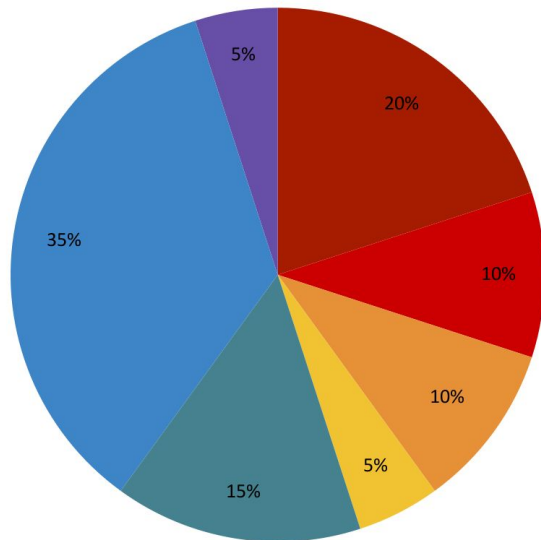
Elementary Metric	Weight
Student Growth on NWEA MAP	25%
GROWTH of Priority Groups on NWEA MAP	10%
Student attainment on NWEA MAP (Grades 3-8)	10%
Student Attendance	10% (K-8)
Percentage of Students making National Growth on NWEA	10%
3-8 Grade On-Track (includes attendance)	10%
5Essentials Survey	10%
ELL Language Development Growth on ACCESS	5%
Data Quality	5%
Student Attainment on NWEA MAP (Grade 2)	5%

How was Elementary SQRP Calculated?

How did ES SQRP compare to the IL framework?

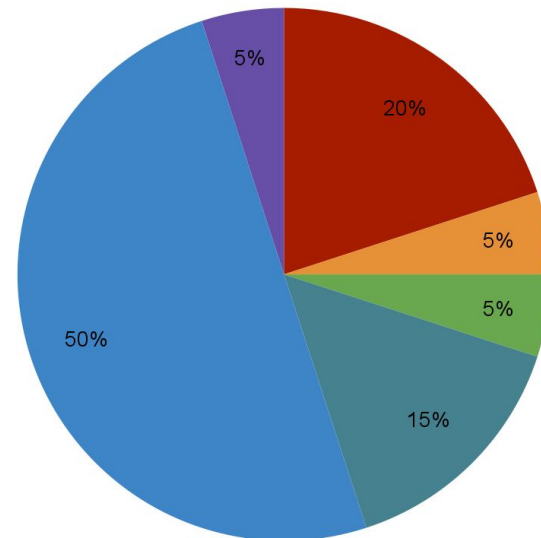
SQRP Framework

- Attendance
- Priority Groups
- School Climate
- Data Quality Index
- Reading / Math Attainment
- Reading / Math Growth
- Progress to English Proficiency



ISBE Framework

- Attendance
- School Climate
- Science Proficiency
- Reading / Math Attainment
- Reading / Math Growth
- Progress to English Proficiency



School Quality Rating: Level 2+
2019-2020 Accountability Status: Good Standing

Previous School Rating(s):
2018-2019: Level 2+ (Good Standing)
2017-2018: Level 1 (Good Standing)
2016-2017: Level 1 (Good Standing)
2015-2016: Level 1 (Good Standing)
2014-2015: Level 2 (Provisional Support)

Learn more about the SQRP here: <https://youtu.be/m321LdOUOvw>

School Quality Rating Indicator	Indicator Score & School Quality Rating Points (of 5 possible)	Indicator Weight (% of total)	Weighted Points
NWEA MAP Growth Indicators—All Students			
National School Growth Percentile - Reading	48th percentile (3 points)	13.75 %	0.4125
National School Growth Percentile - Math	43rd percentile (3 points)	13.75 %	0.4125
% of Students Meeting/Exceeding National Average Growth Norms	50.4 percent (3 points)	10 %	0.3
NWEA MAP Growth Indicators—Priority Groups			
African-American Growth Percentile - Reading			
Hispanic Growth Percentile - Reading	50th percentile (4 points)	1.25 %	0.05
English Learner Growth Percentile - Reading	54th percentile (4 points)	1.25 %	0.05
Diverse Learner Growth Percentile - Reading	5th percentile (1 point)	1.25 %	0.0125
African-American Growth Percentile - Math			
Hispanic Growth Percentile - Math	42nd percentile (3 points)	1.25 %	0.0375
English Learner Growth Percentile - Math	24th percentile (2 points)	1.25 %	0.025
Diverse Learner Growth Percentile - Math	80th percentile (5 points)	1.25 %	0.0625
NWEA MAP Attainment Indicators			
National School Attainment Percentile - Reading (Grades 3-8)	40th percentile (3 points)	5 %	0.15
National School Attainment Percentile - Math (Grades 3-8)	42nd percentile (3 points)	5 %	0.15
National School Attainment Percentile - Reading (Grade 2)	51st percentile (3 points)	2.5 %	0.075
National School Attainment Percentile - Math (Grade 2)	61st percentile (3 points)	2.5 %	0.075
Other Indicators			
% of Students Making Sufficient Annual Progress on ACCESS	34.8 percent (2 points)	5 %	0.1
Average Daily Attendance Rate (Grades K-8)	94.4 percent (3 points)	20 %	0.6
My Voice, My School 5 Essentials Survey	Well Organized (5 points)	10 %	0.5
Data Quality Index Score	100 percent (5 points)	5 %	0.25
School Quality Rating Total Weighted Points			3.3

Overall Rating Key

Level 1+	Level 1	Level 2+	Level 2	Level 3
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SQRP Score Color Coding (all indicators)

5 points	4 points	3 points	2 points	1 point
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2019-2020 Elementary School SQRP Report



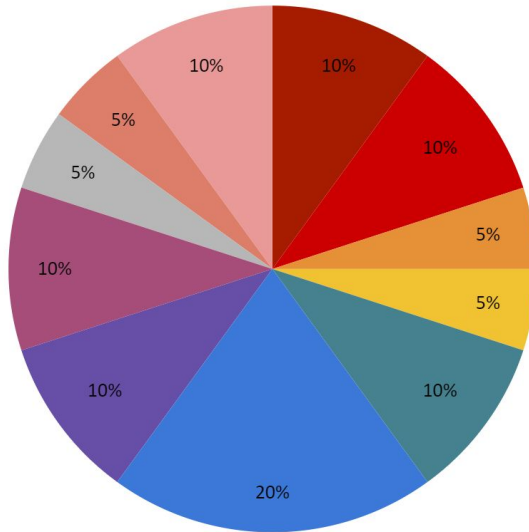
High School Metrics	Weight
Student Growth on PSAT/SAT	20%
GROWTH of Priority Groups on SAT	10%
Student attainment on PSAT/SAT	10%
Student Attendance	10%
4-Year Cohort Graduation Rate	10%
Freshman On-Track Rate	10%
Early College/Career Credentials	5%
1-Year Drop-Out Rate	5%
College Enrollment	5%
College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

How was High School SQRP Calculated?

How did HS SQRP compare to the IL framework?

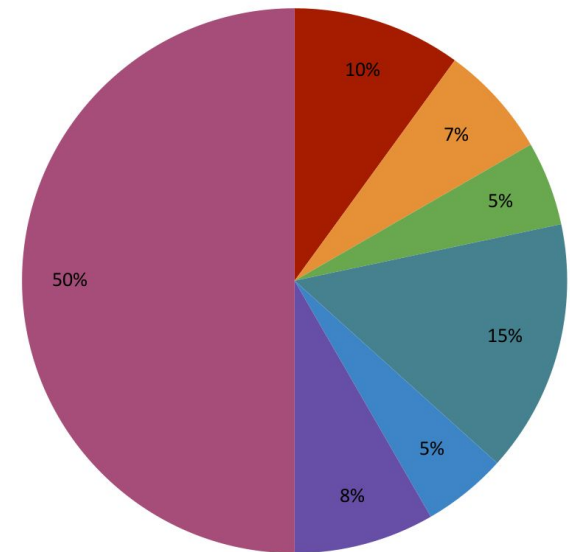
SQRP Framework

- Attendance
- Priority Groups
- School Climate
- Data Quality Index
- Reading / Math Attainment
- Reading / Math Growth
- Grade 9 on Track
- Graduation Rate
- Dropout Rate
- Early College / Career Credentials
- College Enrollment & Persistence



ISBE Framework

- Attendance
- School Climate
- Science Proficiency
- Reading / Math Attainment
- Progress to English Proficiency
- Grade 9 on Track
- Graduation Rate



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/m32ILd0UOVw>

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



SQRP Score Color Coding (all indicators)



Breakouts

Reflect on how SQRP has impacted you and/or your community?

- 1) 5 min: Discuss what the benefits and burdens of SQRP has been for you and your community.
 - a) What lessons have we learned?
 - b) What would we want to carry forward?
 - c) What needs to be different?
- 2) 10 min: Jot down benefit/burden themes on the chart paper

Benefits + Burdens of SQRP

Benefits (What we want to carry forward?)

- Ex: Transparent data for communities

Burdens/Harms (What we want to change?)

- Ex: Data used in punitive ways

How we move forward?



**Accountability
Redesign**
Meaningful Measurement

Our North Star:
How can we ensure Chicago Public
School's accountability framework is
Accessible, Usable, and Actionable?

Scenario: How will we make decisions?

30 person committee reviews an indicator. There is disagreement with how we showcase the data. How do we move forward?

- What are the criteria or guiding questions we will lean on when making decisions about whether something is accessible, understandable and actionable?

How will we make decisions?

We commit to ensuring school quality data is accessible, usable and actionable.
What criteria or questions will we ask to ensure this is true?

Accessible	Usable	Actionable
<p>Ex: All language is written at/or below a 5th grade reading level.</p> <p>Ex: Language is translated in Spanish, and other widely spoken languages</p>	<p>Ex: Users know where to click to access information.</p>	<p>Ex: Each indicator has a real life example of how a person would take action with the data.</p>

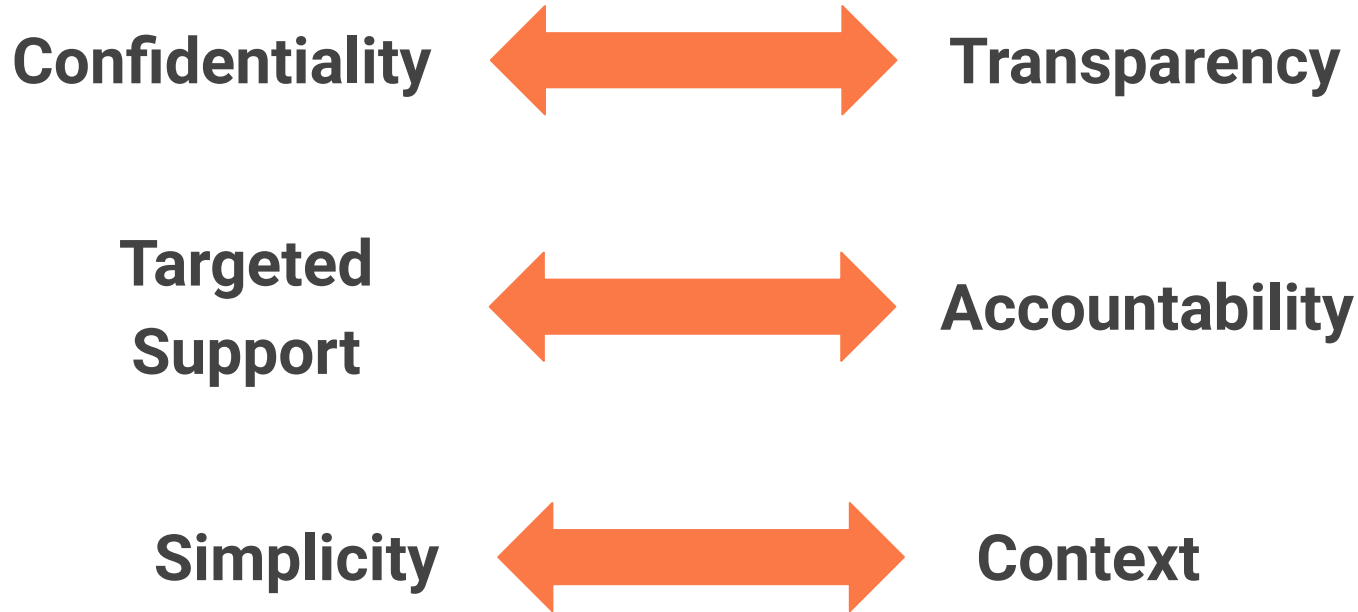
Small Group Activity

Brainstorm guiding criteria for how we vet our decisions to ensure school quality data is accessible, usable and actionable.

Accessible	Usable	Actionable
<p>Ex: All language is written at/or below a 5th grade reading level.</p> <p>Ex: Language is translated in Spanish, and other widely spoken languages</p>	<p>Ex: Users know where to click to access information.</p>	<p>Ex: Each indicator has a real life example of how a person would take action with the data.</p>

Our Dilemma:
Sometimes, the values that matter to
us will pull us in different directions

Values in Tension



Group Activity: What tensions will **we** manage?

- **Do these tensions resonate?** Why or why not?
- **What tensions are we missing?** Are they already coming up, or do you see them down the road?
- **How can we use our community agreements and our guiding questions to manage and resolve these tensions?**

Next Steps

Mark your Calendars

- **Sep 19th:** Data Orientation and Indicator Overview & Review Process, 9am - 1pm (In Person)
- **Oct 2nd:** Indicator Feedback Session 1, 430-730pm (In Person)
- **Oct 16th:** Indicator Feedback Session 2 9-11am (Virtual)
- **Oct 30th:** Indicator Feedback Session 3 430-630pm (Virtual)

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](#)



Scan me!

Next Steps

- 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
- Mark your calendar for next meeting

Thank you!

For questions, please contact Felipe or Jill