

CPS Transparency Committee

Session 1: Orientation

August 14, 2024

10-2pm



**Accountability
Redesign**
Meaningful Measurement



Objectives

By the end of our discussion, Transparency Committee will:

- start to build relationships and trust with fellow committee members, facilitators, and/or CPS staff
- understand the background and role of the transparency committee:
 - CPS's Continuous Improvement Data Transparency ("CIDT") Policy
 - Accountability Redesign Initiative Overview
 - CIDT implementation Committees, and how the Transparency Committee fits
 - CPS Equity Framework Overview and Transparency Committee Make Up
 - Charge and expectations of Transparency Committee Members
- Co-create community agreements for how we will operate together as a Committee

Agenda

Welcome + Introductions	20 min
Where we have been: background context <ul style="list-style-type: none">● CPS Continuous Improvement Data Transparency (“CIDT”) Policy● Accountability Redesign Process	35 min
Community Builder	20 min
Where we are today <ul style="list-style-type: none">● CIDT Policy Implementation● Transparency Committee Overview	45 min
Lunch!	30 min (12:15pm)
Community Agreements	45 min
Next Steps	15 min

Your Facilitator + Support Team



Felipe Perez
Founder + CEO



Jill
Gottfred-Sohoni
Founder + CEO



- Chicago Public Schools veteran with experience in direct network support, data strategy, and talent.
- 20 years experience in the public sector, including military service, public safety policy, and education.
- Founded Camino Group in 2021 to support public institutions, nonprofits, and employers in creating equitable, accessible, and inclusive education & career pathways.
- Dad of two CPS students, Lucia (K) and Penelope (2nd).

- Started career as a middle school teacher
- 20 years experience in education, community organizing, policy, diversity, equity and inclusion, leadership development and training
- Founded Circle Root in 2021 to support government and non-profit clients in creating inclusive stakeholder engagement experiences that center people impacted.
- Mom of Naya (8) and Naveen (5)

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

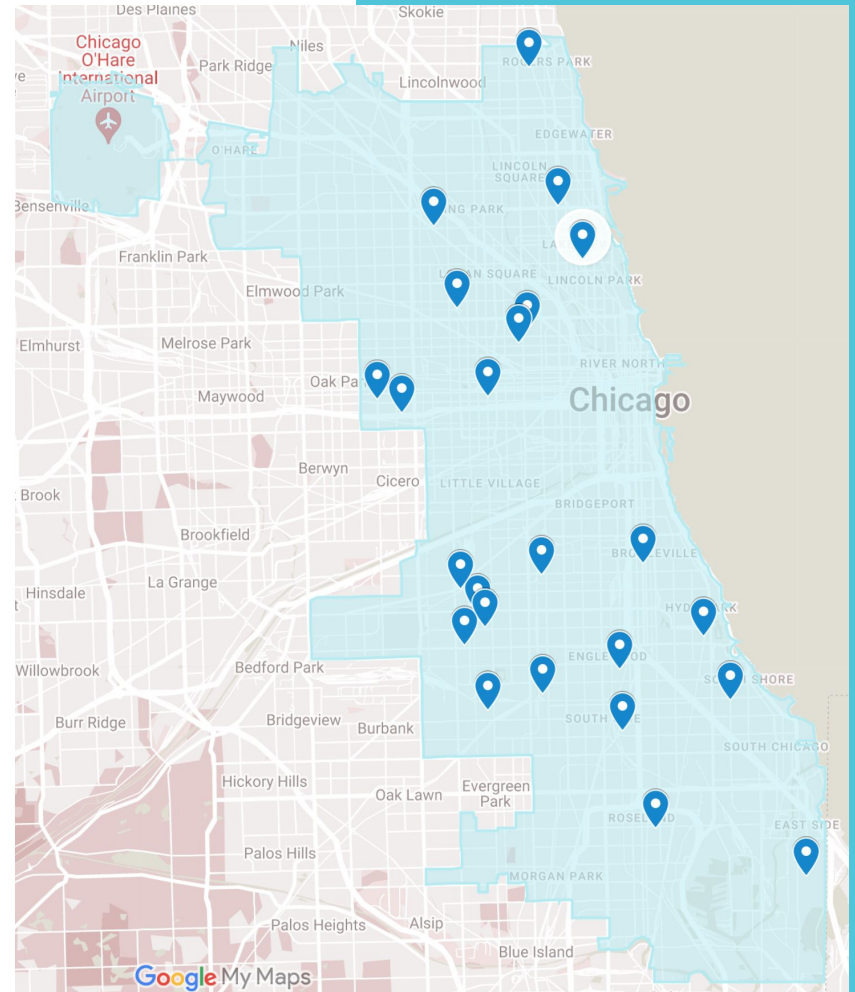
Project Team

- **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
- **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



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



Continuous Improvement and Data Transparency Policy

Jeff Broom

Director of School Quality Measurement
& Research

Chicago Public Schools



Historical Context:

1994

- Congress passed the Improving America's Schools Act which required states to set academic standards for reading and math, test student mastery and report data by student subgroups or special populations.

2002

- No Child Left Behind increased school accountability by requiring states to set annual goals for schools and student subgroups, annual assessments and introduced teacher quality standards
 - Student subgroups included students of color, students with disabilities, and English Language Learners
 - NCLB labeled and penalized schools for low performance

Historical Context:

2011

- Education Secretary Arne Duncan created a process for states to waive some requirements of NCLB such as the federal deadline for students to be proficient in reading and math and the “one size fits all” approach of relying on federally prescribed solutions for low performance.

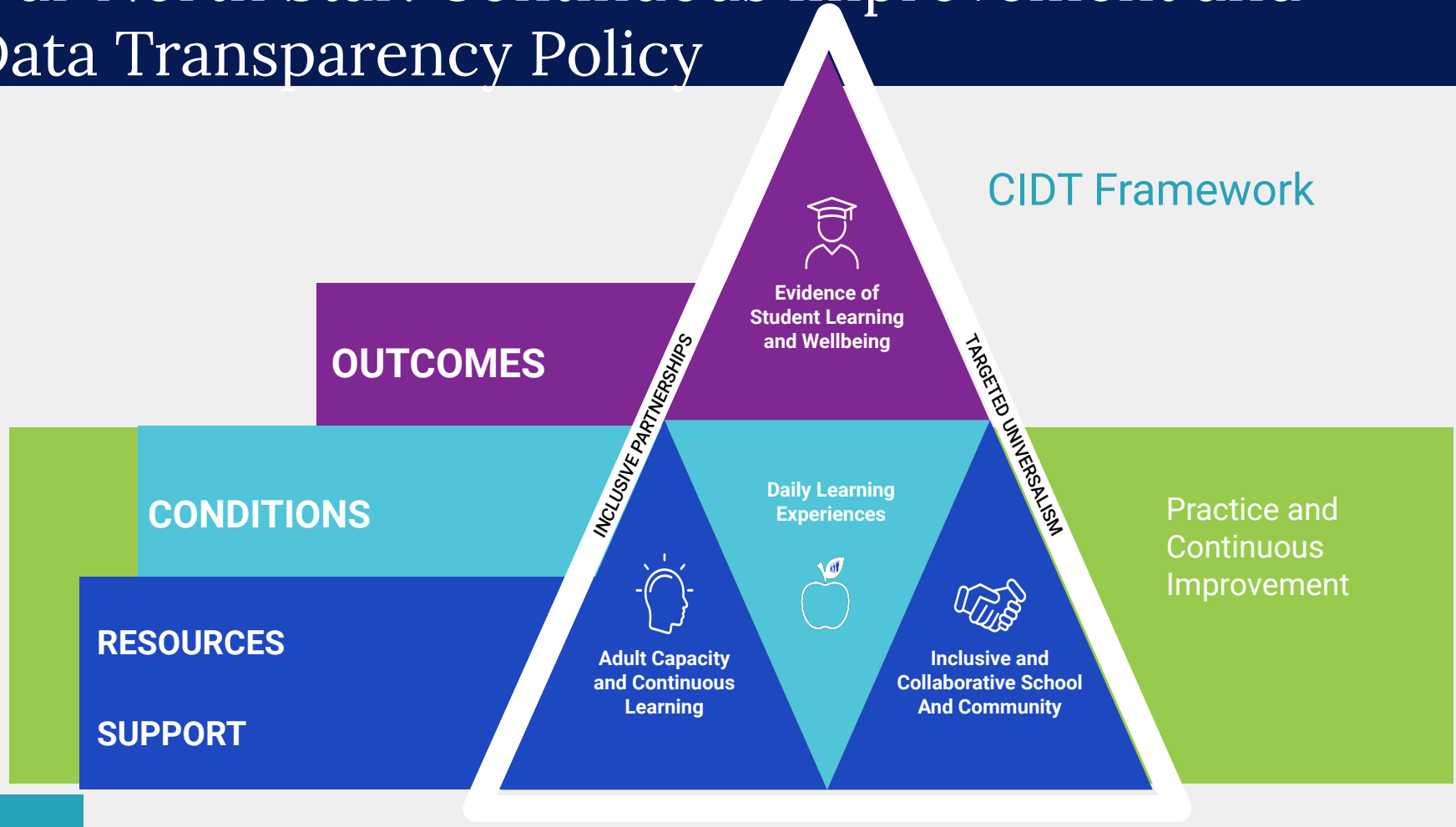
2015-present

- Congress passed the Every Student Succeeds Acts (ESSA) which returned decisions to the state including the indicators they use to identify low performing schools, and states and school districts decide the appropriate interventions.

[Sources](#)

Our North Star: Continuous Improvement and Data Transparency Policy

CIDT Framework



Continuous Improvement and Data Transparency Narrative – Key Framing Questions

- What are the things (practices/conditions/resources) a school should be doing to provide a high-quality educational experience? Why are those the District's priorities?
- Is my school doing those things well?
- To the extent my school needs to improve at those things, how is the District supporting those improvement efforts?

How We Got Here: Accountability Redesign Process

Ana Mosqueda

Director of Operations
Kids First Chicago



Stakeholder Engagement Design Team

Students

Chicago
Teachers
Unions

Community
Based
Organizations

+

+

Parents

Principals
Administrators &
CPS
Leaders

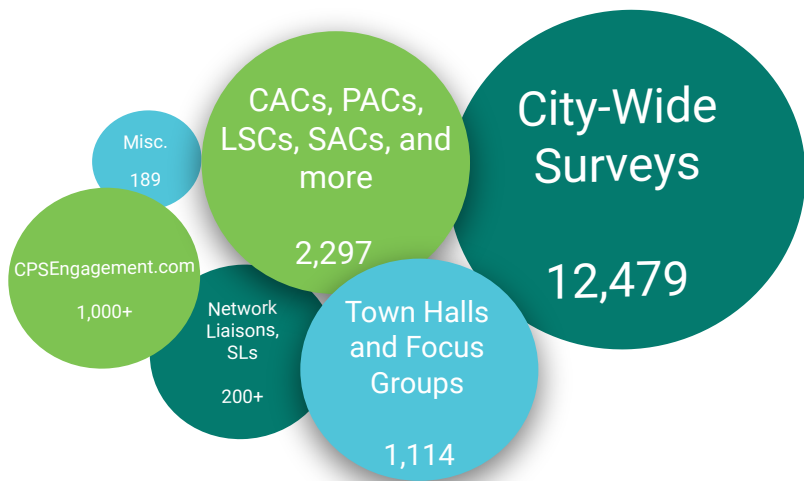
Researchers
& Academics

Creation of the Stakeholder Engagement Design Team (SEDT)

Created in recognition that that stakeholders with different identities, perspectives and backgrounds will bring invaluable knowledge, talents, and insights to the design of the stakeholder engagement plan



Phase 1 of redesigning the accountability policy was a massive success. Our effort, in partnership with Kids First Chicago, has become a model for more inclusive and equitable policy design in CPS and nationally



21,000+
Stakeholders Engaged to Inform new Accountability Policy

Chicago Public Schools | Accountability Redesign | Meaningful Measurement

CPS is **changing** the way it measures school performance, and we want to hear from you

What is Accountability Redesign?

We are asking you – our 6th-12th grade students, parents, administrators, teachers and staff members – to complete a brief survey about what you think the district should consider when rating the quality of our schools.

The Survey...

- Will take between five and 10 minutes to complete
- Is completely voluntary and allows you to skip any question
- Is available in 20 languages
- Will not collect any information that may directly identify you
- Will have its results summarized and made publicly available
- The survey closes on **Thursday, December 23, 2021**

Complete the Survey Here:
cps.edu/AccountabilityRedesignSurvey

Completing this survey will enter you into a raffle to win \$50 Amazon gift cards! You will need to provide contact information to enter, but it will not be linked to your survey responses.

If you have questions about the survey or CPS performance, please email Accountability@cps.edu

Initiative Goals

Top Ten Rankings of the information respondents want to have about schools.

Information Area	Choice Likelihood (0-100)
Social-emotional skills: how well a school is doing at supporting students' ability to make thoughtful decisions, self-manage, build relationships, and cooperate with others	88
Student growth in autonomy: how much students grow in their self-confidence and critical thinking skills	84
Student emotional safety: how well a school is doing at providing safe spaces and other supports for emotional well-being	83
Student-to-teacher ratio: the degree to which students have adequate attention and time from teachers	82
Student growth in readiness: how much students grow in their readiness and preparation for high school and beyond	81
Career preparation: students' access to activities that prepare them for success after high school (e.g., AP courses, ROTC)	80
Social and emotional health: how well a school is helping support students' social-emotional development	79
Student-to-support staff ratio: student access to support staff and resources (e.g., nurses, counselors, social workers, librarians)	78
Communication: how well a school helps students improve written and oral communication skills	77
Classroom environment: how well a school provides safe and hospitable environments inside the classroom	76

Evaluate and report on district effectiveness



“Sometimes you want changes right away, but when you are part of a team, sometimes to make change happen, it takes time. Considering other minds & perspectives, feeling relieved when ideas were heard.”

— CPS Parent

Biggest Takeaways

- **Equity Requires an Inclusive Approach**

- Real equity in policy design requires us to include the voices of those impacted and meet them where they are, both in educating them on the issue and centering on their ideas.

- **Inverting Power Creates Durable Solutions**

- By co-designing solutions based on those most directly impacted (bottom up) rather than top down, those solutions will inevitably work better for those affected and therefore will last.

- **Inclusivity Takes Time**

- And that is okay. We have to detach ourselves from traditional notions of urgency that prioritize output rather than outcomes. Inclusivity requires us to accept the pace of change that ensures inclusion.

- **Inclusion Requires Trust**

- Intrinsic biases often prevent us from fully including those directly impacted. We have to challenge ourselves to trust people to lead themselves, if we give them the information and opportunity to do so.

Testimony

Pastor Chris Harris



**Accountability
Redesign**
Meaningful Measurement



Small Group Discussion

How has your relationship with CPS changed over the years, if at all? How have these historical milestones and shifts in policy impacted your experience in CPS?

If you were to explain the work of CIDT and Accountability Redesign work to an interested friend or colleague, what are the top three takeaways you would share in your own words?

Community Builder



**Accountability
Redesign**
Meaningful Measurement

Community Builder

- Stand up and find someone you do not know
- Introduce yourself
- Take 2 minutes a person (4 minutes total) to discuss to the question on the screen
- After each question, find a new person



What is your favorite
#SummerTimeChi activity?

If you could only eat one dish for the rest of your life, what would it be?

If you were a musician or in a band,
what would you call yourself?

Share about one young person you know who inspires you to do work to improve Chicago Public Schools

What superpower do you bring to this team?

Where We Are Today: CIDT Policy Implementation

Augusta Smith

Manager, Performance Policy, School
Quality Measurement and Research

Chicago Public Schools



As we take action on the recommendations of phase 1, we'll continue this inclusive approach by combining expert guidance and diverse community feedback.



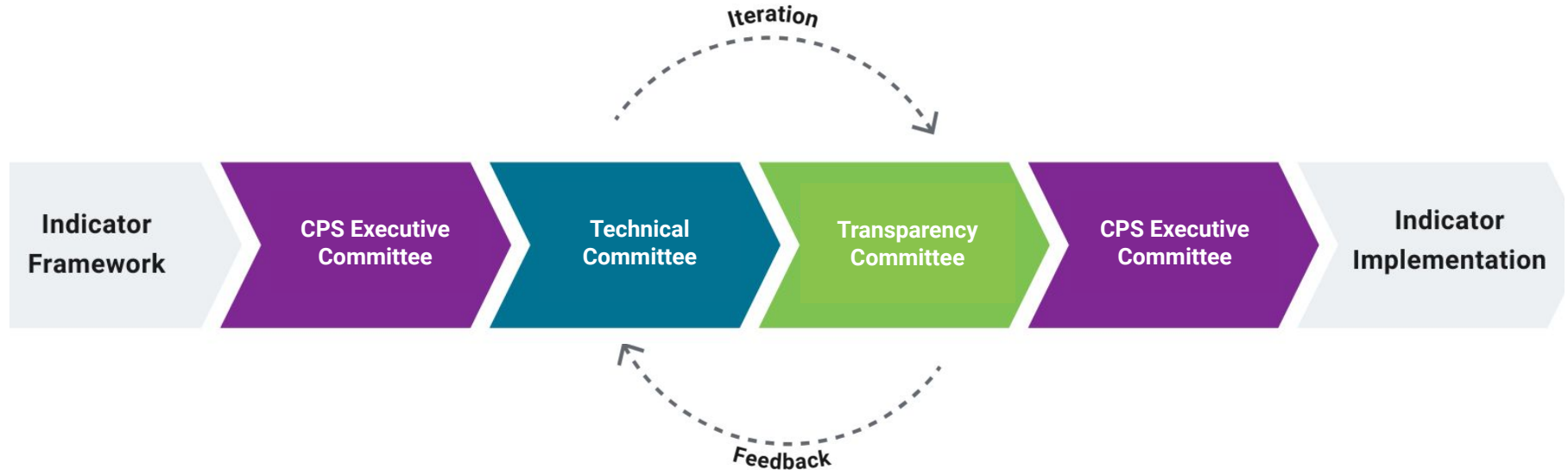
**Accountability
Redesign**
Meaningful Measurement



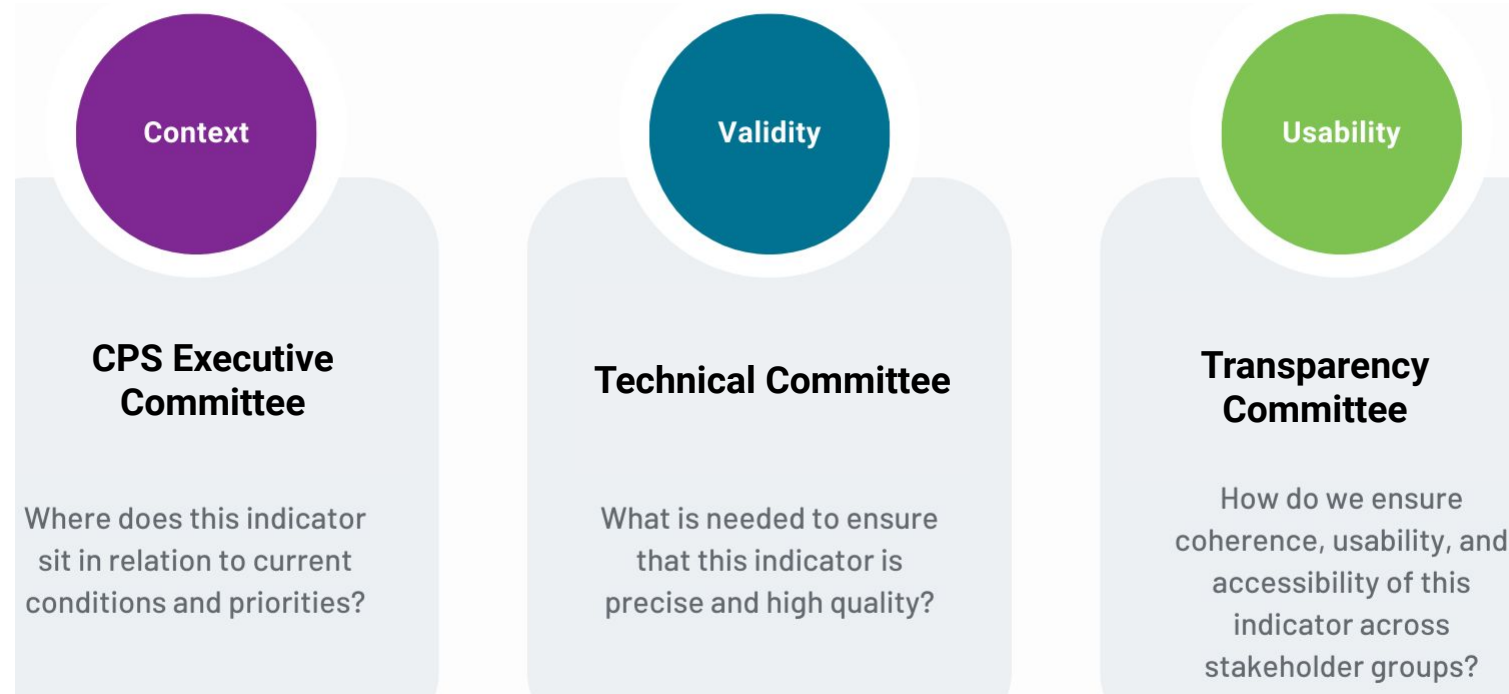
Committee Workflow, Tasks, and Supports



Iteration Cycle for Single Indicator



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

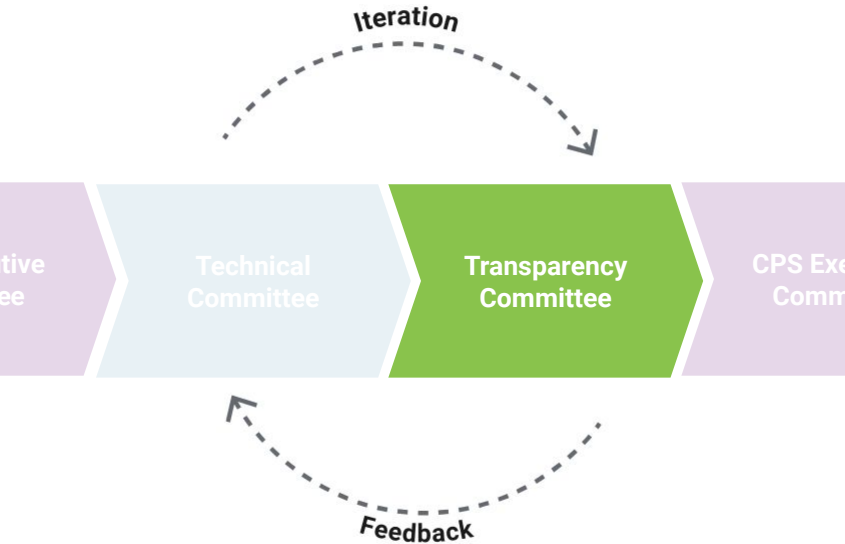
Offer advice on how to meet stakeholder learning demands and keep stakeholders informed of the implementation process

CAPACITY AND NEEDS

Articulate capacity constraints and needs for all of the above

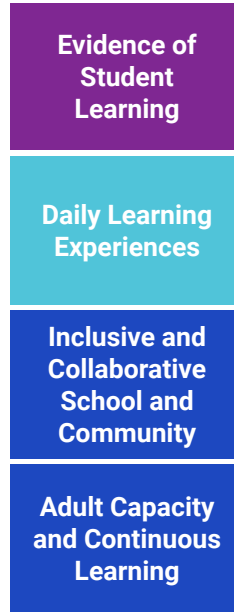
How can we work together to ensure Chicago Public School's accountability framework is Accessible, Usable, and Actionable?

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.



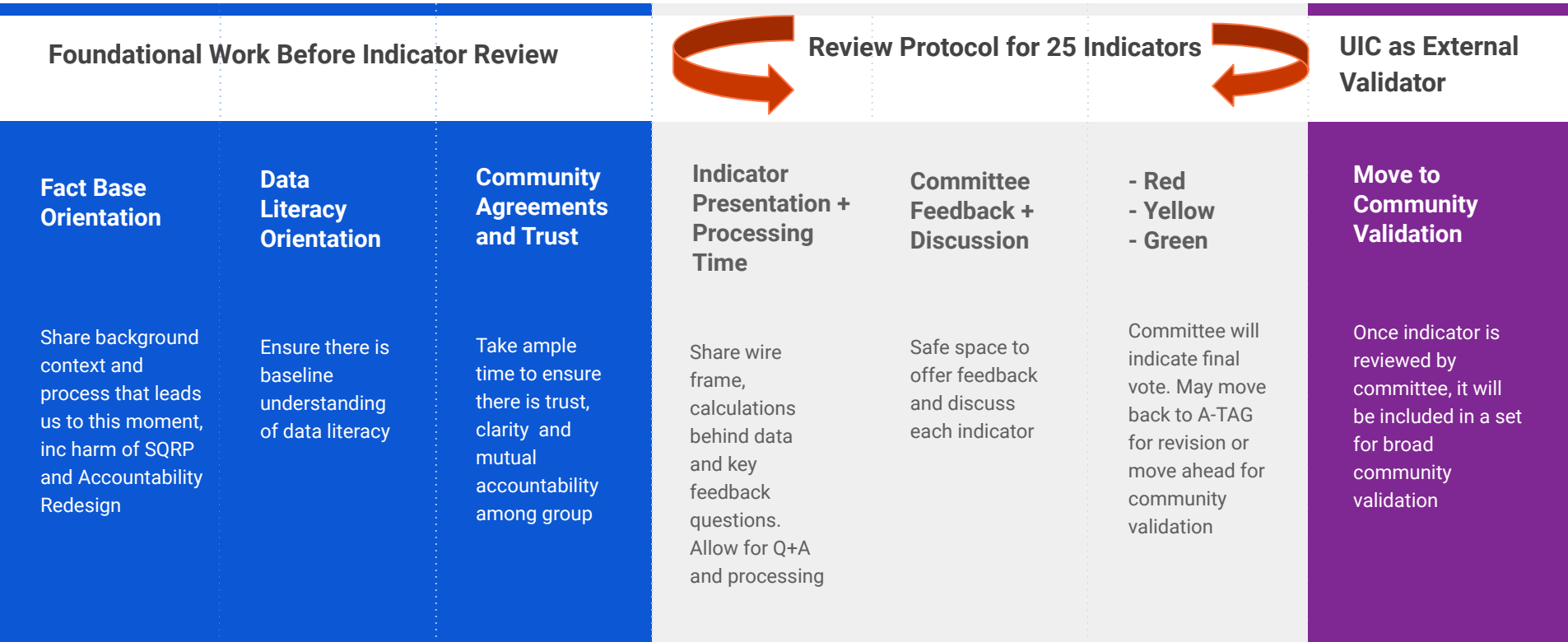
“Ready” is defined as:

- 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



Transparency Committee Expectations

- **Service Timeframe:** Summer 2024 - Winter 2025
- **Time Commitment:** 1-2 meetings per month + virtual tasks (Approx 4-6 hours a month)
- **Expectations** | Transparency Group will:
 - attend and actively participate in 1-2 meetings/month (mostly virtual/some in person)
 - complete in-between-meeting tasks, such as pre-readings, doodle polls, meeting with facilitators, and completing input forms
 - provide constructive feedback, while also having a solution-oriented mindset
 - be open and respectful of different perspectives in the Transparency Committee
 - commit to abiding by the community agreements that will be co-created by the group in the first set of meetings

In Small Groups, discuss:

- What do you like about the approach for the Transparency Committee?
- What could be improved?
- What questions do you have?

Transparency Committee Composition



Inclusive Partnerships

Inclusive partnerships (IP) value and prioritize the diverse voices of students, families, caregivers, and communities when making decisions that affect their lived experiences.

We prioritize three key stakeholder groups:

- People with institutional or historical memory,
- People most impacted by inequity, and
- People responsible for implementing and driving change

See more here:

<https://www.cps.edu/sites/equity/equity-framework/equity-lens/inclusive-partnerships/>

Transparency Committee makeup is informed by the Inclusive Partnerships component of the CPS Equity Framework



Individual Perspective

Stakeholders that represent the different ways in individuals engage with CPS

Geography/Community

Broad representation across the map, especially communities that have been impacted by prior policy.

*History

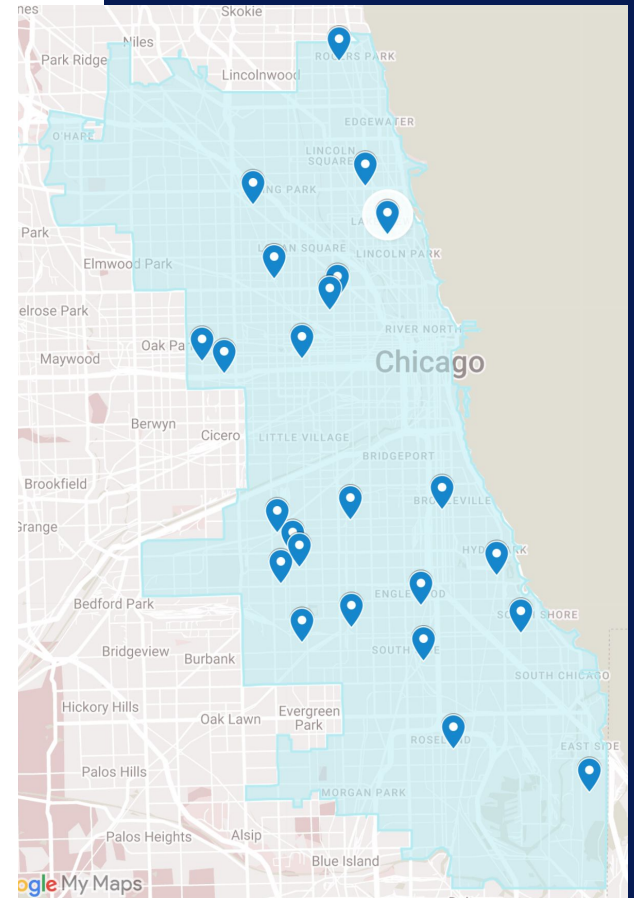
An acknowledgment of past systemic harms

Identity

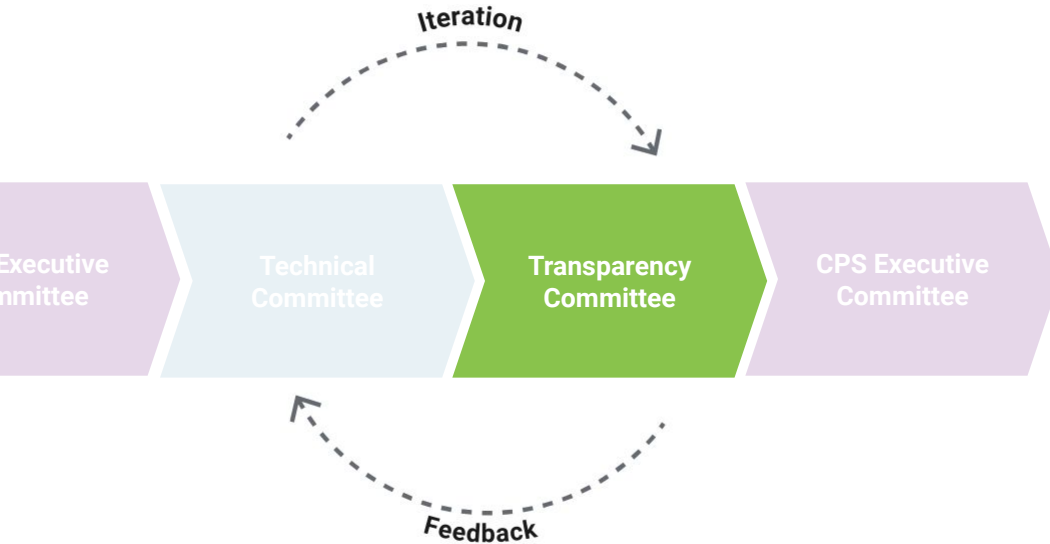
A collection of diverse backgrounds that represent the makeup of Chicago and of CPS.

Institutional Perspective

Representation across multiple school and organization types.



The Transparency Committee will include key stakeholders who will assess usability and are essential to public buy-in for any proposed indicator



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
Total Participants	30

What unique perspective do you
bring to this group?

Processing Prompts

After this morning's presentations, write on post it notes, and place on chart paper around the room:

- What **excited** you?
- What **surprised** you?
- What **concerns** you?
- What **wonderings** do you have?

LUNCH!



**Accountability
Redesign**
Meaningful Measurement

Share Out

After this morning's presentations, write on post it notes, and place on chart paper around the room:

- What **excited** you?
- What **surprised** you?
- What **concerns** you?
- What **wonderings** do you have?

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.

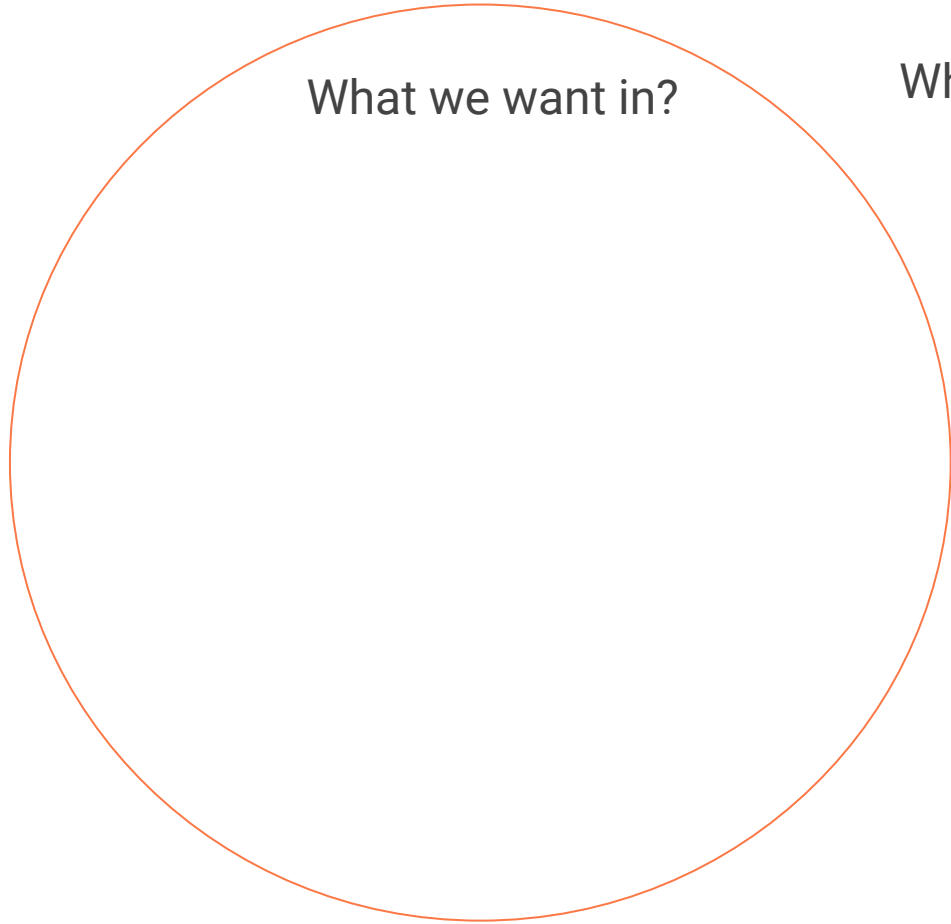
In small groups:

- 1) REFLECT: Take 5 minutes to reflect on:
 - What **values** should guide our interactions as a committee?
 - **How** can we ensure everyone's unique voice is **heard and respected?**
 - What **commitments** should we make to each other to foster a productive working environment?
- 2) WRITE: Take 5 minutes to jot down one idea per post it, and put on the chart paper
- 3) DISCUSS: In small groups, take 15 minutes to discuss as a group, and start to consolidate/group themes together. Everyone should have space to share.

We will take all notes and consolidate into community agreements for us to review and come to consensus on next group meeting

What we want in?

What we want out?



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, notes and video recording 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?

Next Steps

Mark your Calendars

- **Sep 4th:** Indicator Overview & Review Process
- **Sep 19th:** Data Orientation
- **Oct 2nd:** Indicator Feedback Session 1
- **Oct 16th:** Indicator Feedback Session 2
- **Oct 30th:** Indicator Feedback Session 3

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 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