Accountability Technical Advisory Group

Supporting Implementation of the Continuous Improvement and Data Transparency Policy

March 11, 2024 - Chicago Public Schools

A-TAG Landing Page:
https://sites.google.com/view/cidt-atag/home

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In today's meeting we will

- Provide general process update
- Review norms
- Orient to the review process
- Discuss the three metrics in two rounds
  - Round 1: Chronic Absence
  - Round 2: One-year Dropout Rate & Four-year Cohort Graduation Rate
- Look ahead to future metric review
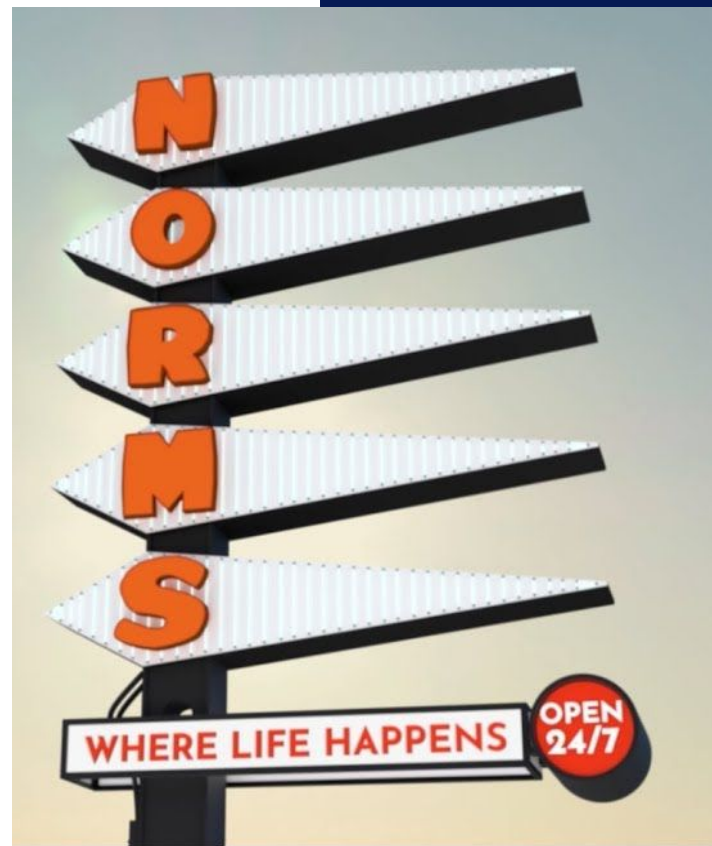 - Provide feedback about today's process

Welcome
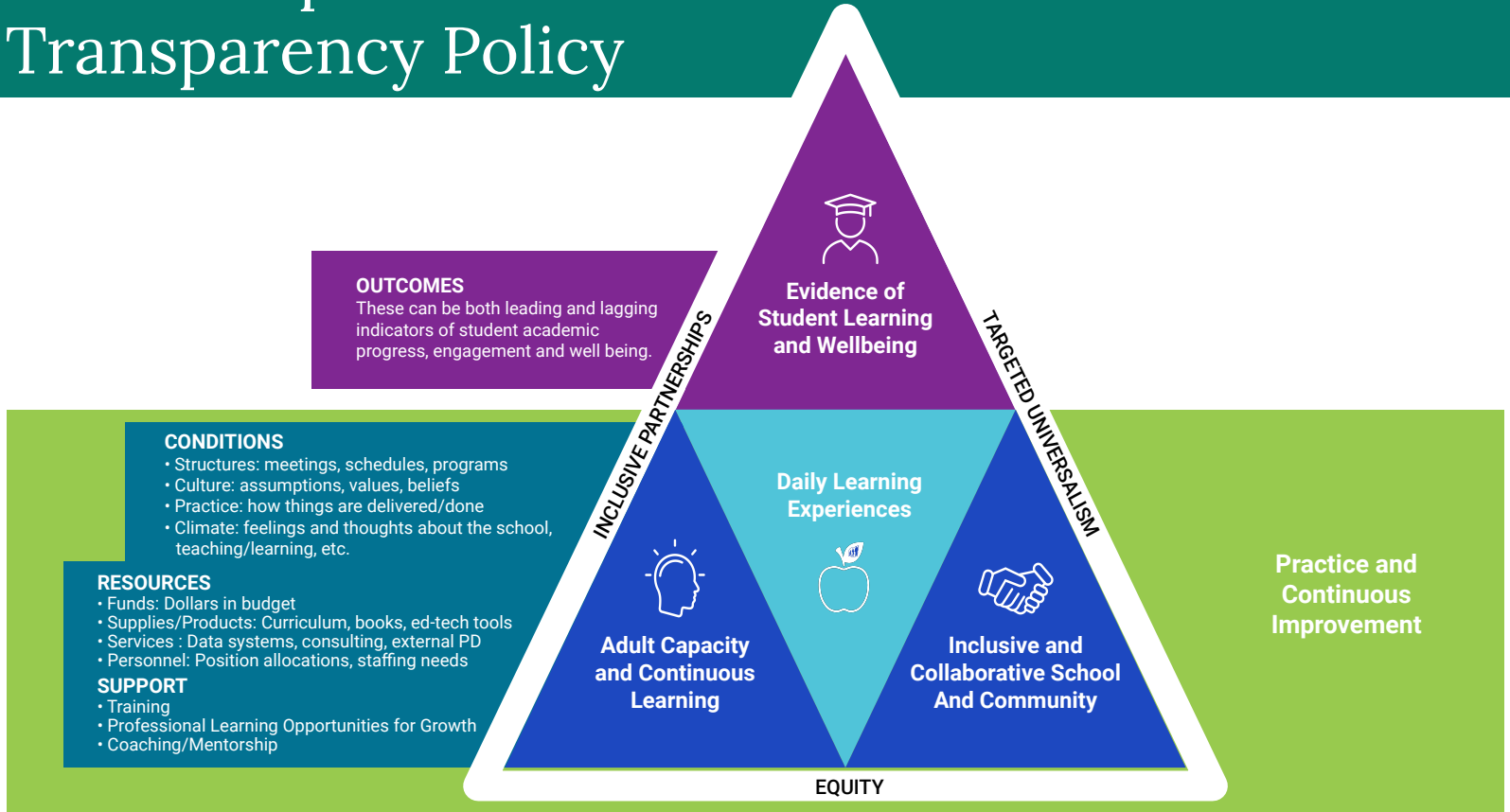
Jeff Broom, Dir. School Quality, Measurement and Research

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Meeting Norms

- Stay Engaged

- Expect and Accept Non-closure

- Speak your Truth

- Experience Discomfort

CIDT Metric Development & Validation: Set the Tone

Continuous Improvement and Data Transparency Policy

OUTCOMES
These can be both leading and lagging indicators of student academic progress, engagement and well being.

CONDITIONS
- Structures: meetings, schedules, programs
- Culture: assumptions, values, beliefs
- Practice: how things are delivered/done
- Climate: feelings and thoughts about the school, teaching/learning, etc.

RESOURCES
- Funds: Dollars in budget
- Supplies/Products: Curriculum, books, ed-tech tools
- Services : Data systems, consulting, external PD
- Personnel: Position allocations, staffing needs

SUPPORT
- Training
- Professional Learning Opportunities for Growth
- Coaching/Mentorship

Practice and Continuous Improvement

INCLUSIVE PARTNERSHIPS

TARGETED UNIVERSALISM

Evidence of Student Learning and Wellbeing

Daily Learning Experiences

Adult Capacity and Continuous Learning

Inclusive and Collaborative School And Community

EQUITY

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Group Project - Articulate the CIDT

As a group, help each other articulate the following:

- What are the key points of the District's new approach to accountability?

- What are the biggest changes from SQRP? What things are new? What aspects of SQRP no longer apply?

- Name one thing you think it's important for stakeholders to know about the new framework - you can choose families, teachers, school leaders, etc.

- What's a question/concern you have about the new framework?

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Accountability - Key Principles

Selected Design Principles:

- Accountability should start with District commitments.

- School accountability should focus on conditions and supportive learning environments.

- Conversations about the above topics should be complemented by the use of outcome data.

All of this and more codified in District policy.

Iteration Cycle
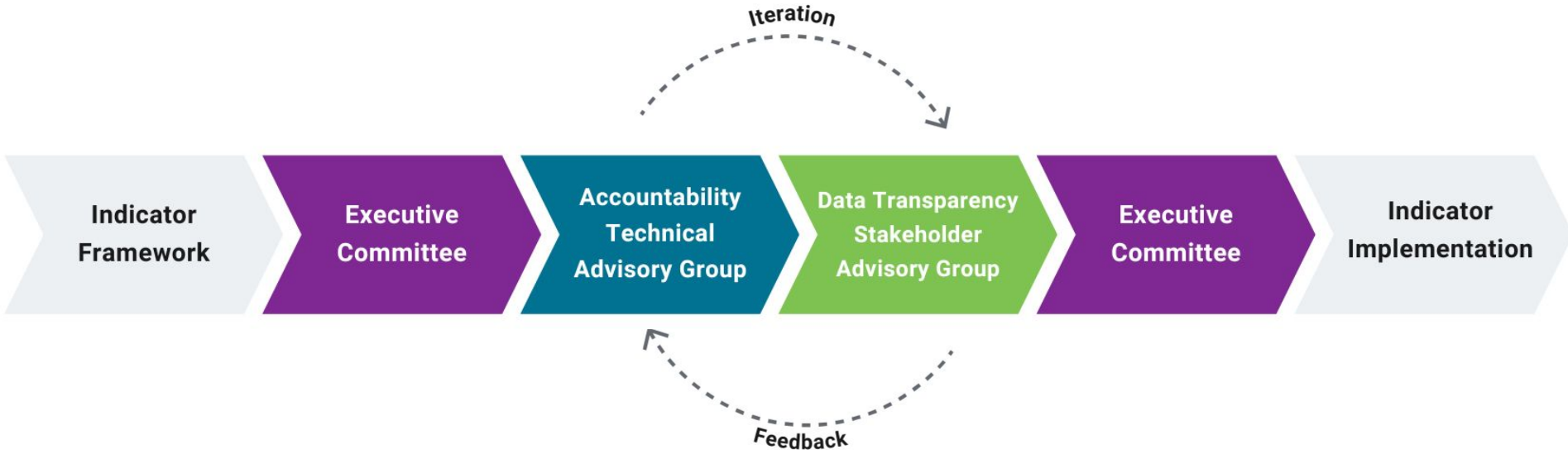
Full deck on committees [here](#).

Current State - Brief Update

CIDT and Strategic Planning
- CEO comments at February Board meeting

Validation Groups
- Executive Committee status
- Stakeholder Committee status

Additional External Partner Workstreams
- Wireframing
- Academic Progress Indicator
- SME indicator development acceleration and scaling

Metric Development Review Process

Metric Development and Validation Process

Align

Align with CIDT, stakeholder feedback, & technical criteria

Validate

Validate metrics with advisory groups (executive, technical, & stakeholder)

Report

Report metrics on CPS website and other platforms

Identify & Develop

Work with Central Office departments to identify and develop metrics

Prepare

Work with data team to prepare metrics for implementation

Approve

Present metrics to leadership for approval

A-TAG

Indicator Framework → **Executive Committee** → **Accountability Technical Advisory Group** → **Data Transparency Stakeholder Advisory Group** → **Executive Committee** → Indicator Implementation

Technical Advisory Group
SQMR
Consultants

- **Committee**
  - Evaluates an inventory of prioritized indicators and reviews degree of readiness for each
  - Establishes acceptance criteria for each
  - Plans how more novel indicators should be operationalized
  - Develops a plan for ongoing monitoring and evaluation of indicators and system as a whole
- **SQMR** provides project management and assists consultants in implementation and technical support for group.

- **NCIEA** provides change management framework, indicator framework support, and research support and assists A-TAG ($165K annually).

Human-Centered Design

Human-centered design principles center around placing people's needs and experiences at the forefront of the design process. Key elements include collaboration, empathy, iteration, and a steadfast focus on enhancing the end-user experience.
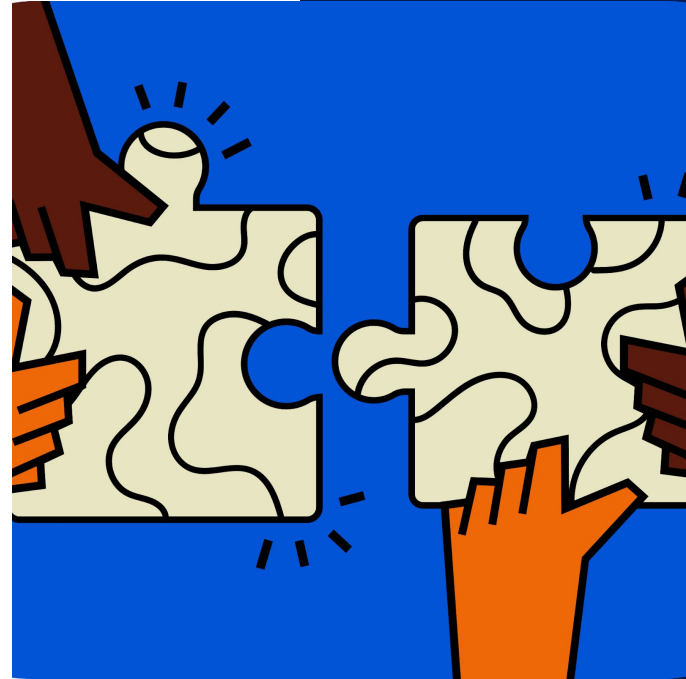
Our Approach to Metric Development

Clarify

Utilize inclusive partnerships to interrogate current state in an effort to understand pain points (explicit and implicit)

Ideate

Collaborate and brainstorm to overcome "functional fixedness"

Develop

Evaluate the ideas according to desirability, feasibility and viability and identify path forward

Implement

Communicate innovation to internal and external stakeholders, encourage adoption and provide support

Metric Proposal Review Tool

[Link to Template](#)

Today's Goal

- You have provided individual feedback to the metric proposals in advance of this meeting - thank you!

- Today's focus is on **identifying shared group feedback** for each metric.

- The goal is to lift up **priority next steps for metric development as well as considerations for future use**.

  - Center staff will be capturing notes during the breakout and full group discussions.

Today's Review Process

1. Time to review your *individual* notes, add or edit if necessary
2. Small and full group discussion
   a. Round 1: Chronic Absence
      i. Two small groups
      ii. Full group debrief
   b. Round 2: Either One-year Dropout Rate <u>or</u> Four-year Cohort Graduation Rate
      i. One-year Dropout Rate Group
      ii. Four-year Cohort Graduation Rate Group
      iii. Full group debrief

Metric Review, Part 1

Chronic Absence

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Breakout Discussion

- ## Two groups, both discuss Chronic Absence

Members in parentheses are not able to attend today.

Group 1	Group 2
Nelson Gerew	Paul Zavitkovsky
(Elaine Allensworth)	Monica Bhatt
Paula Barajas	Cy Hendrickson
Alahrie Aziz-Sims	(Pavlyn Jankov)
Sara Kempner	(Peter Leonard)
	Natasha Erskine

Break

We will reconvene at 2:10
(actual 2:30)

Full Group Discussion

What next steps does ATAG prioritize for this metric?

Metric Review, Part 2

One-year Dropout Rate

Four-year Cohort Graduation Rate

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Breakout Discussion

- Two groups, both discuss Chronic Absence

Members in parentheses are not able to attend today.

Group 1: Graduation Rate	Group 2: Dropout Rate
Nelson Gerew	Paul Zavitkovsky
(Elaine Allensworth)	Monica Bhatt
Paula Barajas	Cy Hendrickson
Alahrie Aziz-Sims	(Pavlyn Jankov)
Sara Kempner	(Peter Leonard)
	Natasha Erskine

Full Group Discussion

What next steps does ATAG prioritize for this metric?

Wrap Up

After today

- Center staff will create a meeting summary.

- Center and CPS will summarize and share feedback from the review tool to subject matter experts

  - If you have additional individual comments for any metric, please incorporate those into the appropriate tab by the end of the week.

- Please stay in touch with any questions or comments!
Our contact information is available on the ATAG landing page.

Before you go...

Please complete [this brief meeting survey](#) before you leave today. The survey is anonymous.

Your feedback is important for this process and directly informs plans for future meetings.
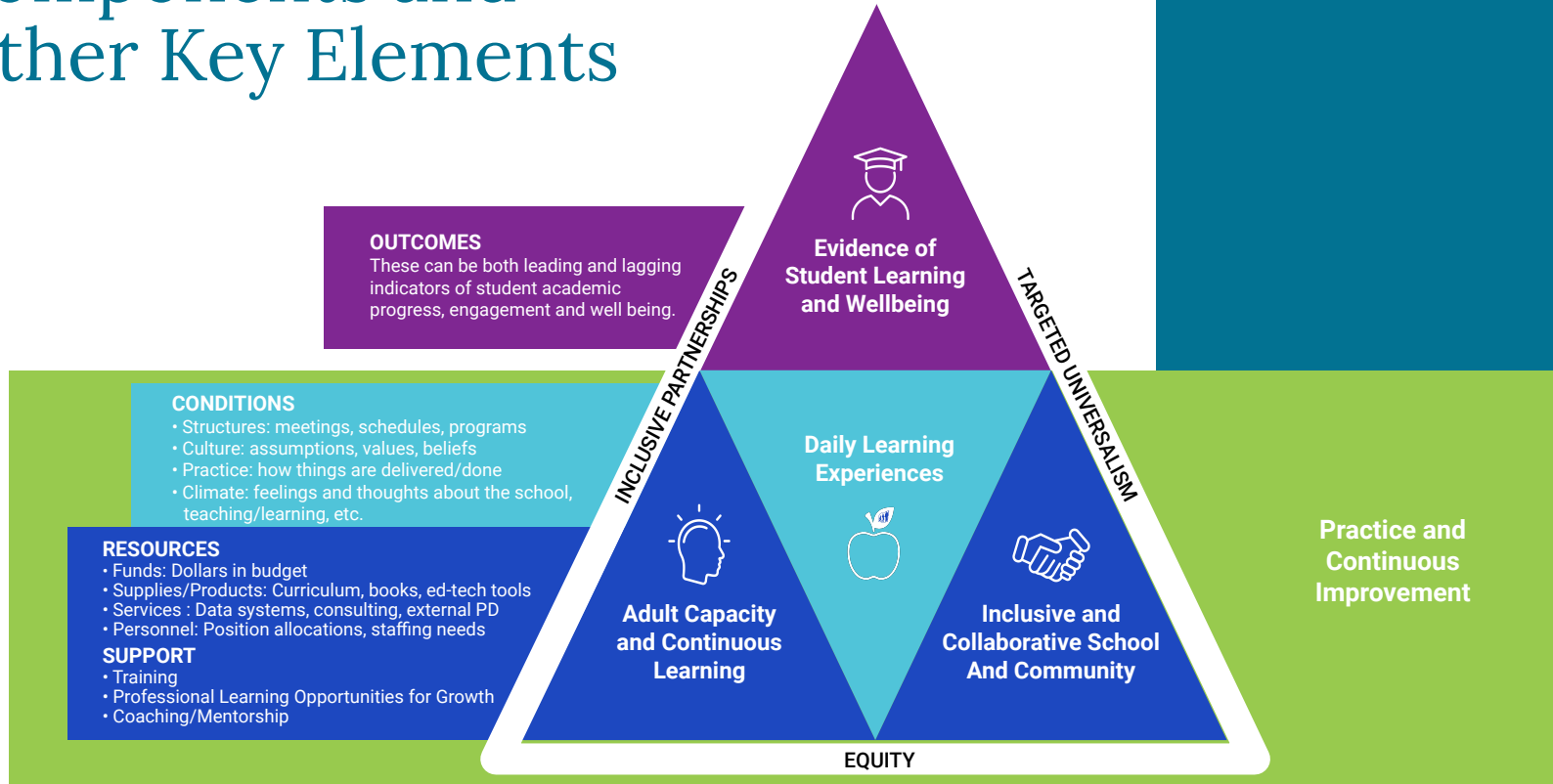
Thank you

Appendix

CIDT Metric Development Plan

Components and Other Key Elements

OUTCOMES
These can be both leading and lagging indicators of student academic progress, engagement and well being.

CONDITIONS
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RESOURCES
• Funds: Dollars in budget
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• Services : Data systems, consulting, external PD
• Personnel: Position allocations, staffing needs

SUPPORT
• Training
• Professional Learning Opportunities for Growth
• Coaching/Mentorship

Evidence of Student Learning and Wellbeing

Daily Learning Experiences

Adult Capacity and Continuous Learning

Inclusive and Collaborative School And Community

INCLUSIVE PARTNERSHIPS

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EQUITY

Practice and Continuous Improvement

Metric Development Process

Align

Filter metrics through CI/DT to ensure alignment

Validate

Validate metrics with 3 core advisory groups (executive, technical and stakeholder)

Report

Report metrics on CPS website and other platforms

Identify & Develop

Work with Central Office departments to identify and develop metrics

Prepare

Work with ITS to prepare metrics for implementation

Approve

Present metrics to leadership for approval

Context

Executive Committee

Where does this indicator sit in relation to current conditions and priorities?

SITUATE IN CONTEXT
Ensure initial indicator proposals developed by CPS teams are consistent with existing practices and strategic priorities.

RECOMMEND EVIDENCE
Give advice about sources of evidence that should be collected and analyzed to support implementation of accountability system indicators

GUIDE DIRECTION
Approve general direction of proposed indicators prior to review by the two advisory groups.

APPROVE FOR IMPLEMENTATION
Review and approve final recommendations from other committees prior to full implementation for public consumption.

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Usability

Data Transparency Stakeholder Advisory Group

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

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Timeline

Timeline

- The 16 metrics in the policy have been divided into two chunks. The more established metrics, most of which closely align with current CIWP metrics, will be reported out on in Fall of 2024

- The second, more novel group of metrics will be reported in Fall of 2025, at this point implementation will be finished.

  - This will give us more time to develop and test these metrics before being released publicly.

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Reporting Fall 2024: Outcome Metrics

Metrics	Owner Department	Engagement Start Date*	Original projected reporting
Student Growth and Proficiency	T&L	TBD	2024
EL Progress to Proficiency	OLCE	TBD	2024
On-Track*	OCCS	December 12, 2023	2024
Chronic Absence*	OSSE	November 16, 2023	2024
1 Year Drop Out Rate	OSSE	November 16, 2023	2024
4 Year Cohort Graduation Rate	OCCS	November 16, 2023	2024
Early College and Career Credentials	OCCS	January 12, 2023	2025
College Enrollment and Persistence	OSCPA	TBD	2024

Reporting Fall 2024: Practice Metrics

Indicators	Owner Department	Engagement Start Date*	Original projected reporting
High Quality Curriculum	T&L	TBD	2024
Balanced Assessment System	T&L	December 14, 2023	2025
Research-based Academic Interventions within a MTSS Framework	T&L	December 14, 2023	2025
Out of School Time and Enrichment Opportunities	OSSE	December 12, 2023	2025

Evaluation Criteria

Purpose/Goals of Evaluation Criteria

- Clarify the central claims that need to be supported when defining indicators and metrics for inclusion in the Continuous Improvement and Data Transparency (CIDT) policy.
- Provide examples of the types of evidence necessary to support those claims.
- Support a standardized development and review process.
- Continue to ensure the design of the system aligns with its intended purpose and reflects the priorities outlined in the Board Policy.

Goals and Core Uses of the CIDT

"The primary goals and core uses of the information provided by this policy are to:

- Support the whole child by enabling improved teaching and learning in schools; and
- Inform families about all the characteristics that comprise the high-quality educational experience referenced above; and
- Leverage information internally about these characteristics to diagnose where and how to equitably direct resources and supports to schools.

Ultimately, the information the district provides to stakeholders in accordance with this policy should be designed so as to **drive continuous improvement efforts at both the school and district level and meet stakeholder needs**."

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Who will use the criteria?

- **CPS Subject Matter Experts**
  - to support the selection, design, and internal vetting of proposed metrics and indicators prior to presentation to the A-TAG
  - to inform the development of comprehensive, evidence-based metric proposals with rationale
- **Accountability Technical Advisory Group**
  - to ensure a comprehensive, consistent review and feedback process is applied to all indicators and metrics
- **CPS Leadership**
  - to inform discussions with the board and stakeholders
  - to demonstrate the district's commitment to transparency, reciprocity, and quality

# Recall: Components and Other Key Elements

OUTCOMES
These can be both leading and lagging indicators of student academic progress, engagement and well being.

CONDITIONS
• Structures: Meetings, schedules, programs
• Culture: Assumptions, values, beliefs
• Practice: How things are delivered/done
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RESOURCES
• Funds: Dollars in budget
• Supplies/Products: Curriculum, books, ed-tech tools
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SUPPORT
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Evidence of Student Learning and Wellbeing

Daily Learning Experiences

Adult Capacity and Continuous Learning

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Practice and Continuous Improvement

Common Language

- Components – the broad areas in which information will be provided to stakeholders
- Indicators - focal areas of interest within each component
- Metrics - the specific data or information that will be reported to inform decisions about school performance and the manner/degree to which the district is fulfilling its obligation to support schools.
  - Conditions
  - Outcomes
  - Resources/Supports
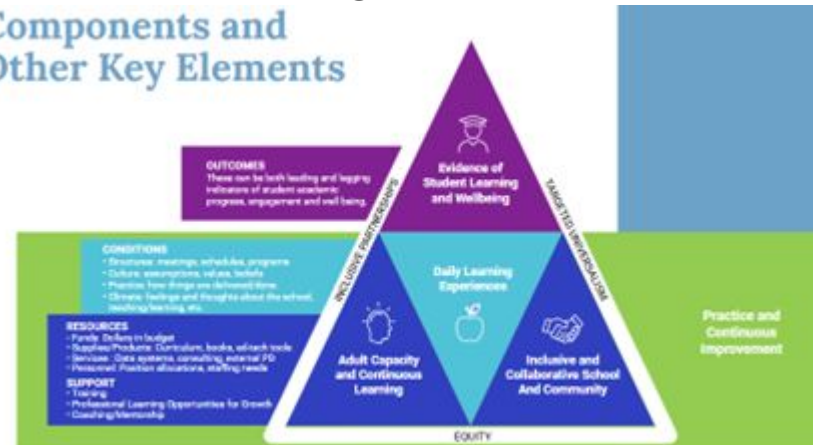
Components & Indicators

Component

Evidence of Student Learning and Wellbeing

Indicators

Academic Progress

Connectedness and Wellbeing*

Postsecondary Success

Metrics

Student Growth to Proficiency*

Student Proficiency*

Diverse Learner Progress^

On-Track*

English Learner Progress to Proficiency*

Chronic Absence*

One-Year Dropout Rate*

Four-Year Cohort Graduation Rate*

ECCC*

College Enrollment*

College Persistence*

Projected Reporting Date
* Fall 2024
^ Fall 2025

Proposal Review Criteria: Purpose

- Clarify the central claims that need to be supported when defining indicators and metrics for inclusion in the Continuous Improvement and Data Transparency (CIDT) policy.
- Identify and prioritize the types of evidence necessary to support those claims.
- Support a standardized development and review process.
- Continue to ensure the design of the system aligns with its intended purpose and reflects the priorities outlined in the Board Policy.

Revised Structure (1)

Five Core Claims

The metric and manner in which it is reported provide stakeholders with actionable information that reflects the goals of the indicator.
The data required to support this metric are or can be collected efficiently and effectively.
The metric, as described, will accurately and appropriately support desired interpretations and uses.
The district will support improvement for this indicator/metric in a manner that aligns with performance expectations that are appropriate and attainable.
The metric is calculated and reported in a manner that is defensible and fair and will avoid unintended negative consequences.

Revised Structure (2)

- 'Considerations for review' are provided to guide the process. They are framed as questions.
- The questions should be considered collectively to help focus but not constrain feedback.

Claim

The data required to support this metric are or can be collected efficiently and effectively.

Considerations

Considerations for review:
-Are there sufficient resources (staffing, technology, financial) to continue - or start - to collect the data necessary for this metric?
-How does the collection burden compare to the anticipated benefit in support of continuous improvemetn and data transparency?
-Are definitions for the data for this metric clear and uniform?

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Structure of Review Criteria

- The draft criteria are represented as claim statements and examples of evidence supporting those claims.
- There are 9 claims associated with metrics and 2 claims associated with indicators.

Criteria Categories: Metrics

Viability	Credibility	Utility
Reliability	Comparability	Performance Expectations
Reporting	Defensibility	Reciprocity

Criteria Categories: Indicators

Alignment

Utility
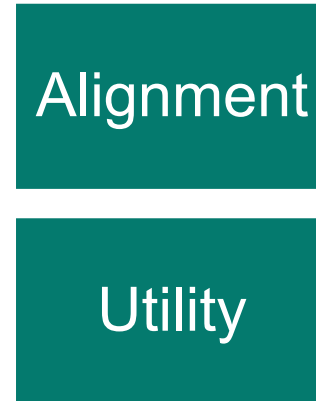
Evaluating and Extending the Criteria

- Review the proposed criteria to ensure they are clear, comprehensive, and appropriate considering the intended uses and users.
- Suggests ways to improve or extend the draft criteria and associated statements of evidence.

Activity 1 (two parts)
- Independent review of criteria
- Discuss each criterion as a group
- Discuss potential edits and/or areas for improvement

Activity 2
- Evaluate the sufficiency, clarity, and utility of criteria and consider the different types of evidence that will bolster metric and indicator proposals
- Working in groups – review existing metrics and indicator definitions to see if we can improve the criteria or how they are presented.

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Activity 1, Part 1 – Independent Review

- Independently review the criteria and examples of evidence.

- Jot down any comments or notes that you have in [this Jamboard](#).

- Questions to consider:

  - Is anything missing?

  - Does anything seem duplicative?

  - Is the language clear and sufficient to inform the intended uses?

- Keep in mind - we should prioritize quality not quantity in terms of criteria

Activity 1, Part 2: Group Discussion

- **What we will do:** discuss each criterion as a group.

- **Our goal:** to come to agreement regarding the set of criteria and how they should be communicated. This may include direct edits to the candidate criteria.

- **We should remember:**

  - The intended users and uses!

  - The purpose and principles underlying the Continuous Improvement and Data Transparency policy!

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Activity 2: Testing the Criteria

- The purpose of this activity is to help ensure the criteria are sufficient for evaluating different types of metrics and indicators.

- We are NOT evaluating specific metrics or commenting on whether they should /should not be in the system at this time.

- The goal is to identify evidence applicable to each criterion in order to inform development of metric and indicator proposals and review of those proposals in order to provide comprehensive and consistent feedback.

Table Discussion

The task: identify the types of information metric and indicator proposals should include as evidence in support of each criterion.

1. Open the Activity 2 document from the CIDT landing page.

2. Identify a note taker for your table.

3. Capture evidence recommendations from your table for each criterion.

4. Distinguish necessary versus desired evidence for a metric.

Example Metrics

You may find it helpful to use one of the example metrics from one of the following three slides to inform your conversation, e.g., what type of information or level of detail would provide evidence that this chronic absence metric is useful (M3), reliable (M4), and comparable (M5)?

If you do, keep this in mind:

- These examples do satisfy the categories of the CIDT policy, but are NOT official metrics or indicators.
- The task at hand is not to critique the examples, but rather to use them to consider *what other information* you would need to sufficiently judge and provide helpful feedback for actual proposals.

Example #1: On-Track

- **Definition:** The student On-Track indicator for grades 3-8 identifies students who are on track (or not) for success in high schools. Freshman and Sophomore On-Track indicators use credit and grade data to identify students who are on track (or not) to graduate from high school in four years.
- **Population:** all students enrolled at the school on the last day of the grading period
- **Current Calculations:**
  - Freshman On-Track: # 9th graders on pace to have 5 total credits by the end of their 9th grade year with no more than one failed core course
  - Sophomore On-Track: # 10th graders on pace to have 11 total credits at the end of their 10th grade year with no more than one failed core course.
  - ES on Track - # of students with YTD Attendance percentage >+95% AND the lowest mark is a C or better in both Reading/ELA and Math

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Example #2: Chronic Absence

- **Definition:** Chronic absence is defined as students who have missed 10% or more of enrolled attendance days. The district will report school-level point-in time and trend data on the percentage of students who are chronically absent.

- **Population:**
  All K-12 students enrolled in district-managed school

- **Metrics:**
  % of students with YTD attendance of <=90%

Example #3: Balanced Assessment Systems

- **Definition:** The district shall provide school-level information on the degree to which a school has an assessment plan that meets the district's standard for a balanced assessment system.

- **Standard:** The district will evaluate schools' assessment plans across grades, content areas, and assessment types according to its standard for a balanced assessment system.

- **Current Indicator:** % of schools Fully Meeting Recommendation; % of schools Partially Meeting Recommendation; % of schools Not Meeting Recommendation

Indicator Descriptions

If examining a single example metric to identify types of criteria evidence is not proving helpful, you may alternately provide recommendations based on different types of metric and indicator data rather than a specific example.

The following slides provide general descriptions of each indicator, without metric specifics.

If you prefer this approach, keep this in mind

- Evidence should consider indicators and metrics that address different types of information.
  - Conditions
  - Outcomes
  - Resources/Supports

Indicator Descriptions: Daily Learning Experiences

Indicator		Description
High Quality Curriculum		Does the school's curriculum (across all grades and subjects) meet the District's standards for a high-quality curriculum?
Rigorous Instruction		Does the school's instructional practices meet District standards?
Conditions for Learning and the Student Experience		Does the student experience of classroom instruction meet the conditions that are needed in order for students to learn?
Balanced Assessment System	To what extent…	Does the school have an assessment plan that meets the District's standard for a balanced assessment system?
Access to Postsecondary Opportunities		Is the school implementing the systems and structures necessary to support students in preparing for their postsecondary pathways?
Research-Based Academic Interventions within an MTSS Framework		Is the school providing research-based academic interventions in response to students' demonstrated needs as part of an equity-based multi-tiered system of supports (MTSS) framework?
Specially Designed Instruction		Is the school developing specially designed instruction that meets each student's unique needs as outlined in their individualized educational support plan?

Indicator Descriptions:
Adult Capacity and Continuous Learning

Indicator	Description	
Leadership Context	What is the context and capacity of current school leadership?	
School Vision and Continuous Improvement Practice	To what extent…	Does the school have systems in place to support continuous improvement?
Distributed Leadership and Teacher Leader Development		Is the school implementing a culture and systems to distribute leadership and build adult capacity in leadership?
Teachers and Staff Capacity	What is the context and capacity of current school teachers and staff?	

Indicator Descriptions:
Inclusive and Collaborative School and Community

Indicator		Description
Healing-Centered Culture, Supports, and Social-Emotional Interventions		Is the school implementing practices in support of student physical, social, and emotional health, including research-valid Social Emotional Learning (SEL) interventions as part of an equity-based MTSS framework?
Inclusive and Collaborative Structures and Involved and Engaged Youth	To what extent...	Is the school implementing practices that increase student perspective, participation, and agency in the systems and processes of decision-making that impact them the most?
Out of School Time and Enrichment Opportunities		Is the school providing opportunities for students to engage in academic, athletic, and arts-based enrichment within the school community and beyond the classroom?
School and Community Partnership and Engagement		Is the school engaging and partnering with families and communities to increase the quantity and quality of student daily learning experiences?

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Indicator Descriptions:
Evidence of Student Learning and Wellbeing

Indicator		DRAFT Description
Academic Progress		Do all students accelerate towards grade-level proficiency?
Connectedness and Wellbeing	To what extent…	Do all students receive the targeted supports necessary to help them access grade-level instruction?
Postsecondary Success		Do all students graduate high school prepared to earn a living wage through a successful post secondary pathway?

Example reporting sites

- [School Finder Home | Louisiana Department of Education (louisianaschools.com)](louisianaschools.com)

- [Oklahoma School Report Cards (oklaschools.com)](oklaschools.com)

- [NEP - Nebraska Dept of Education](#)

- [WISEdash Public Portal - Department of Public Instruction](#)