Revised District Approach to Accountability

CPS Board Meeting Presentation

April 26, 2023

Chicago Public Schools

Accountability Redesign
Meaningful Measurement

Presentation Objectives

By the End of this Discussion, CPS Board Members and Stakeholders Will:

- Understand the process that produced today's policy
- Understand the content and rationale for the new accountability policy being voted on today
- Understand next steps for full implementation of the district's new approach to accountability

Process Retrospective

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Stakeholder Engagement

Phase 1: Advisory Group Recommendations

Board Mandate

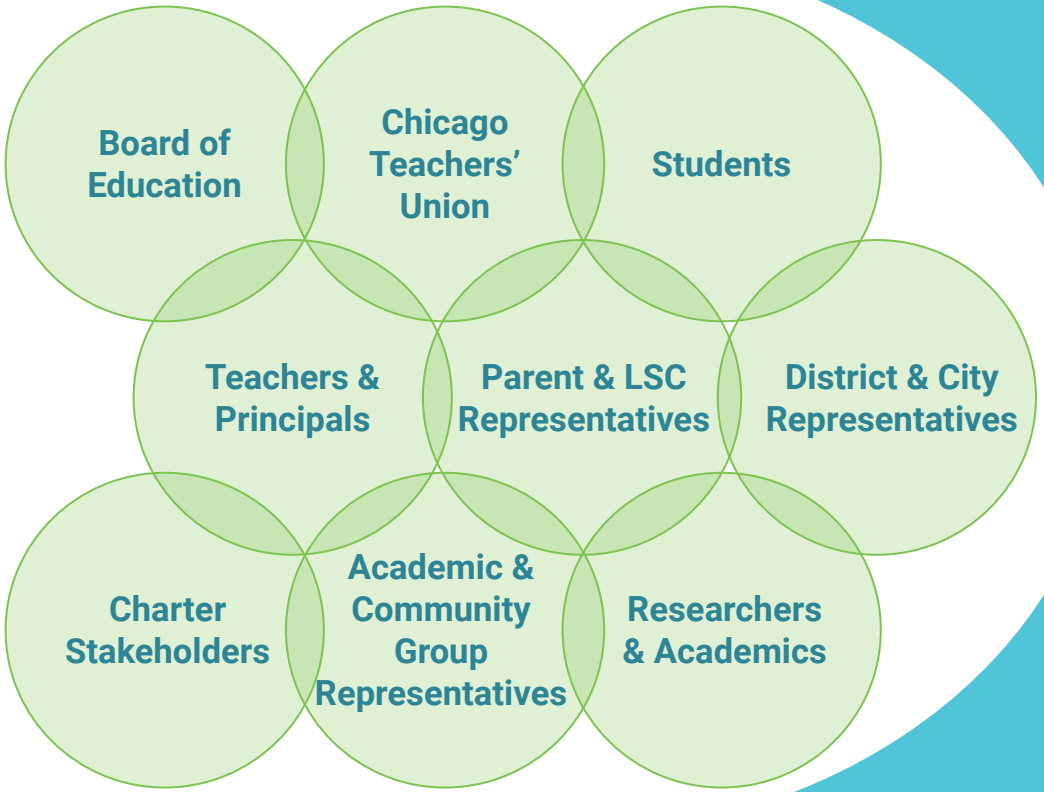
Since June 2019, the District has been working to completely reimagine its approach to accountability such that in the future we:

- Ground our approach to accountability in the district's Equity Framework and its emphasis on Targeted Universalism
- Align district policies to place greater emphasis on systemic supports to school communities
- Apply lessons learned from past accountability policies

The Advisory Group

Goals

- Learn about accountability best practices
- Hear about potential solutions to key accountability questions
- Process stakeholder feedback
- Create recommendations for the district



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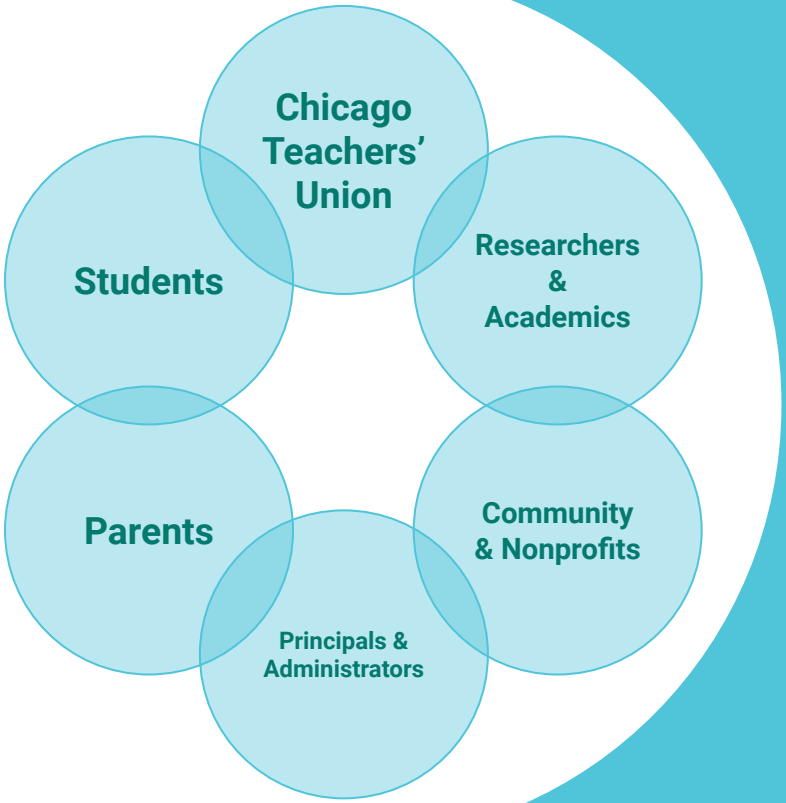
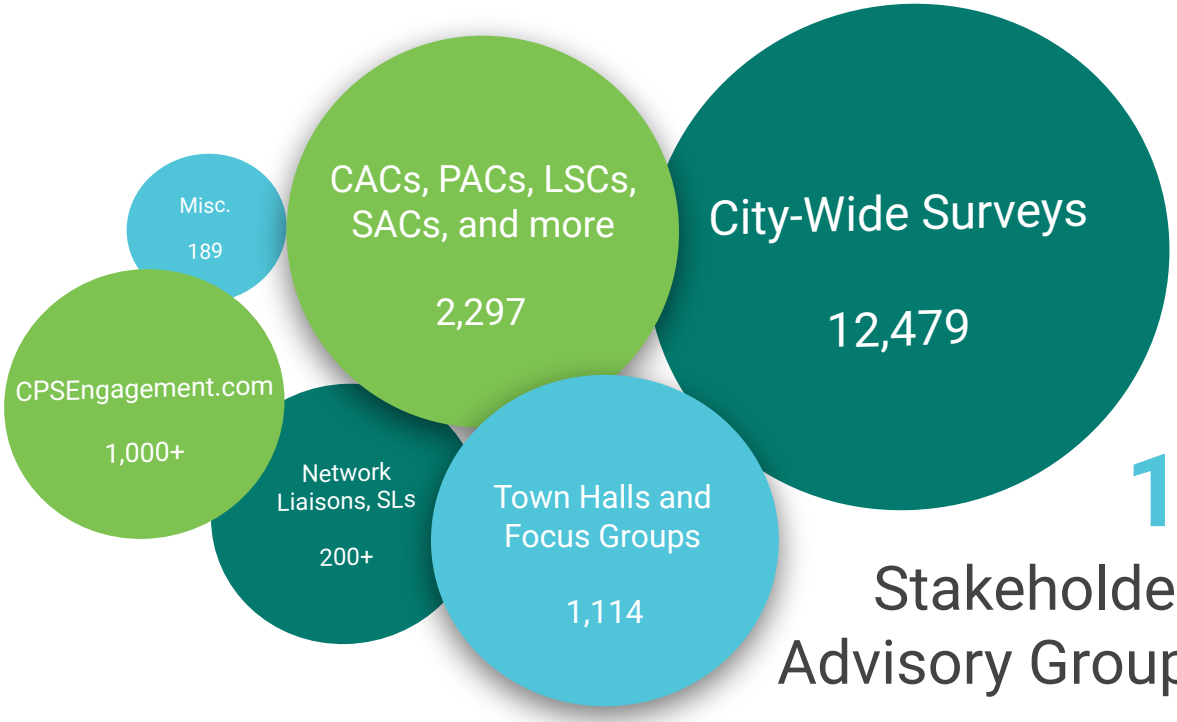
Stakeholder Engagement Design Team (SEDT)

Goals

- Lead the stakeholder engagement process and produce stakeholder feedback for use in redesigning the district's school accountability policy
- Develop city-wide recruitment strategy for engagement on the policy
- Analyze the stakeholder engagement feedback to understand their unique perspectives



Stakeholder Engagement Through Recommendations



17,000+

Stakeholders Engaged to Inform Advisory Group Recommendations

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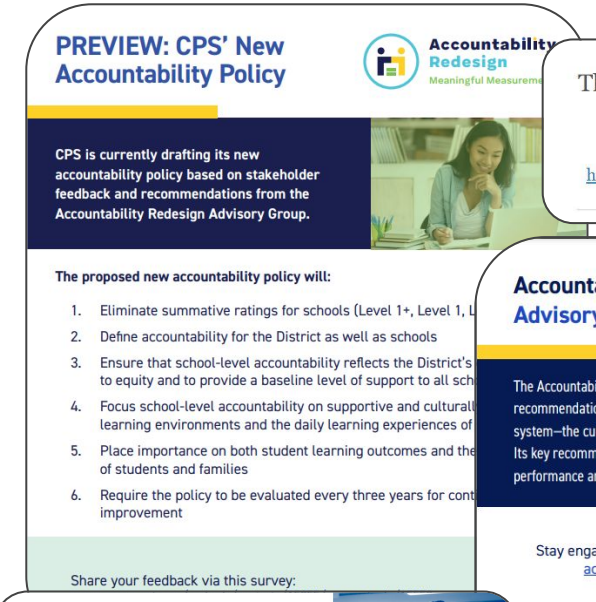

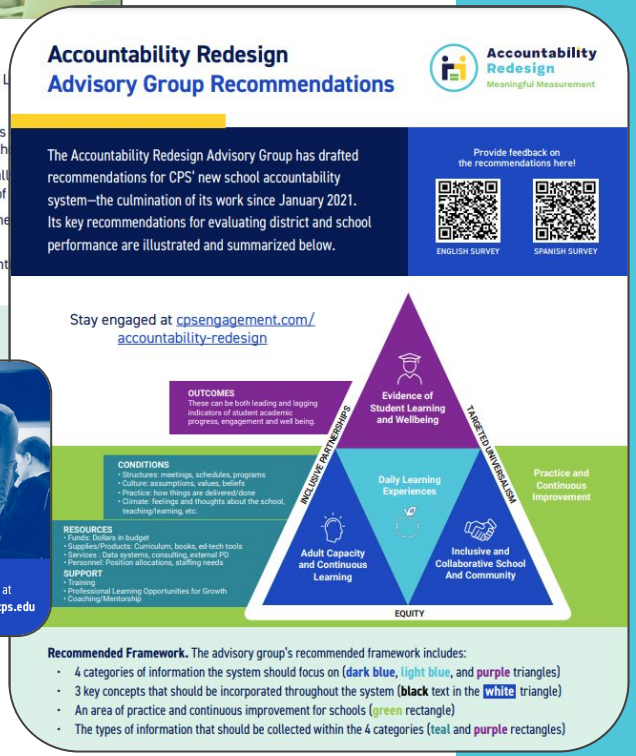

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Stakeholder Engagement

Phase 2: Engagement on Framework and Draft

Stakeholder Engagement on Framework & Draft

Engagement on Framework

December 2022

January 2023

Engagement on Draft Policy

February 2023

March & April 2023

Advisory Group

The Advisory Group finalizes its recommendations for the District, which are grounded in stakeholder feedback.

CAC Meetings

Community Action Councils (CACs) are presented with the framework and give feedback.

Distribution of Survey

Community members give feedback on the framework via survey.

Town Halls, PACs, & LSCs

Draft policy metrics and indicators are presented at Town Halls, Parent Action Councils (PACs) meetings, and LSC trainings.

Preview Survey

A "preview" of the draft policy is circulated to stakeholders for feedback via survey.

Networks, CPAA, CTU, Advisory Group, & BOE

School Networks, the Chicago Principals & Administrators Association (CPAA), the Chicago Teachers Union (CTU), Advisory Group, and Board of Education (BOE) are briefed on the draft policy.

Public Comment Period & Principal Focus Groups

Public Comment period initiated with over 115 responses, and principal focus group are held to collect additional feedback on the draft policy.

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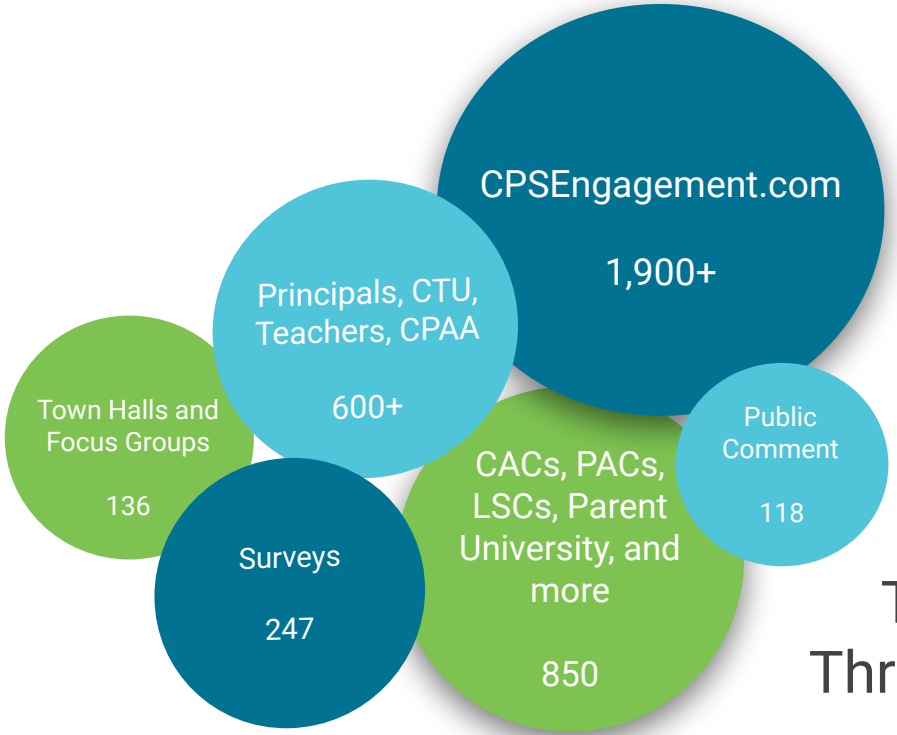
Stakeholder Engagement on Framework & Draft



3,800+

Stakeholders Engaged on the Framework and Draft Policy

21,000+

Total Stakeholders Engaged Throughout the Initiative

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Policy Making Process

Below is a RAPID decision-making framework that is a useful tool to promote radical clarity. This framework can be useful to explain to stakeholders who the final decision makers are and what role stakeholder feedback and participation on the Advisory Group will play in the final policy.

Decision-Making Model for Accountability Redesign

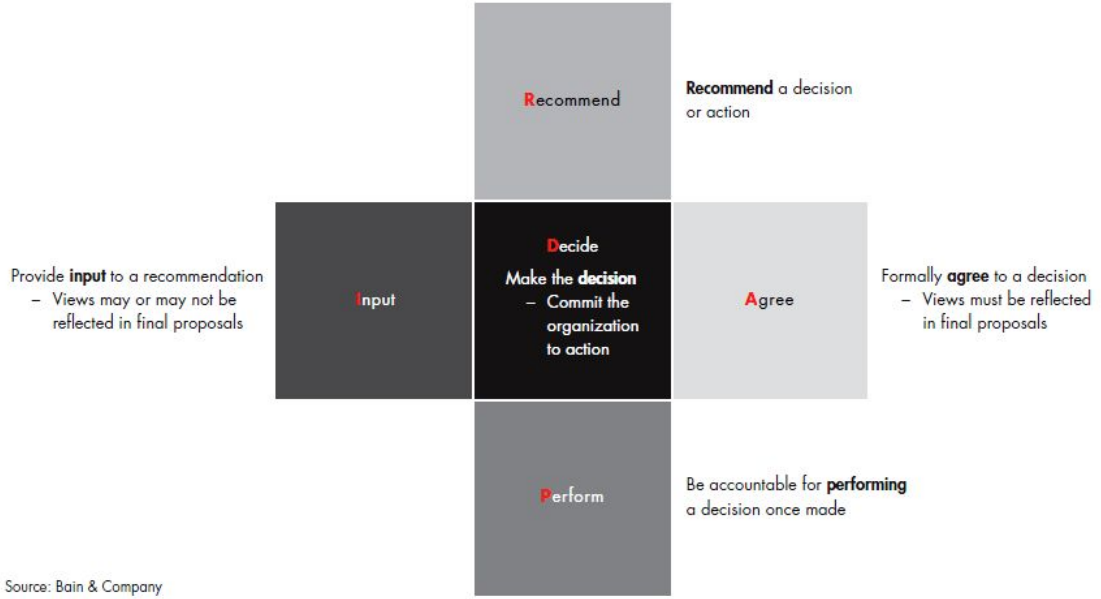
Recommender: Advisory Group

Agree/Approve: CPS CEO

Perform: CPS and Stakeholders

Input: Stakeholders

Decide: Board of Education



Source: Bain & Company

Accountability Through Transparency

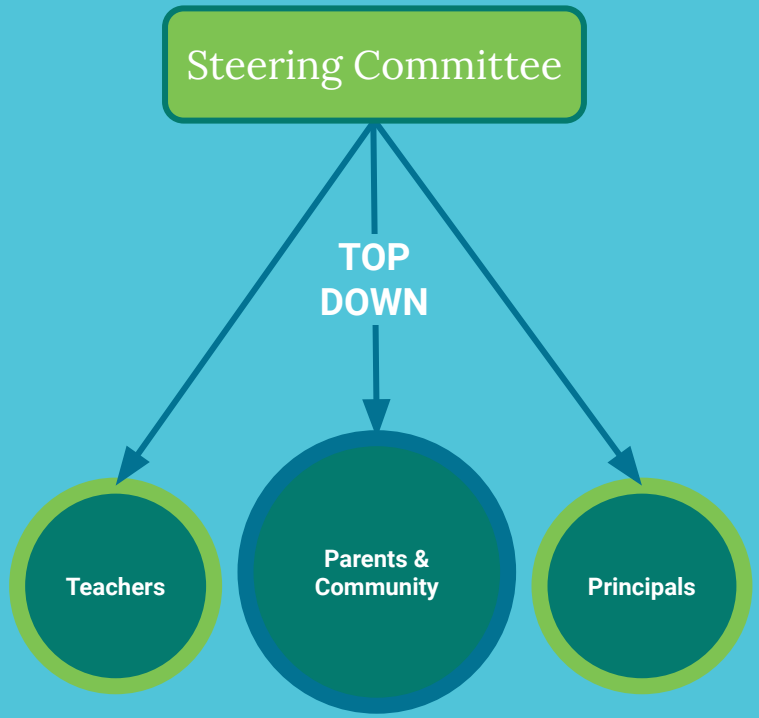
We want to make this process transparent to the public as an exercise in accountability for the District.

- All meeting materials and notes are posted in English and Spanish at https://www.cps.edu/strategic-initiatives/accountability-redesign/
- Includes reports on stakeholder feedback
- Also includes the final Advisory Group report, on which today's policy is based

Our commitment from April 2022: "Stakeholders will be able to map the final policy against stakeholder feedback and the redesign process to identify and question any discrepancies."

What Engagement For School Accountability Has Looked Like In The Past

1. Top-Down
2. Limited Opportunities For Stakeholders To Share Priorities
3. Ideation Happens Behind Closed Doors
4. “Expert” Panel
5. Little Iteration Or Significant Change



Transformative Engagement

Providing Stakeholders The Pen To Co-Develop Policy

In fall 2020, Kids First Chicago was asked to support Chicago Public Schools on a multi-year effort to create a new system for measuring school quality—one that would be fully informed by the ideas, insights, and perspectives of diverse education stakeholders.

"One of the things that would go a long way in keeping [stakeholders] engaged is **showing us that we're being heard**. The trust issue...is extremely significant. And it has a lot to do with why parents give up even trying to talk to the district."

- CPS Parent
2021 CPS Town Hall

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Theory Of Action

If CPS engages stakeholders in co-creating policy through radically inclusive stakeholder engagement, then policies will be more reflective of the needs of those most impacted, resulting in a change in policy outcomes and students being better prepared to succeed.

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The Stakeholder Engagement Design Team Was Assembled to Promote Radical Inclusion of Stakeholder Perspectives and Solutions for Policy Redesign in CPS

Advisory Group
Individuals that represent necessary groups of stakeholders like parents, community members, teachers, school leaders, etc.

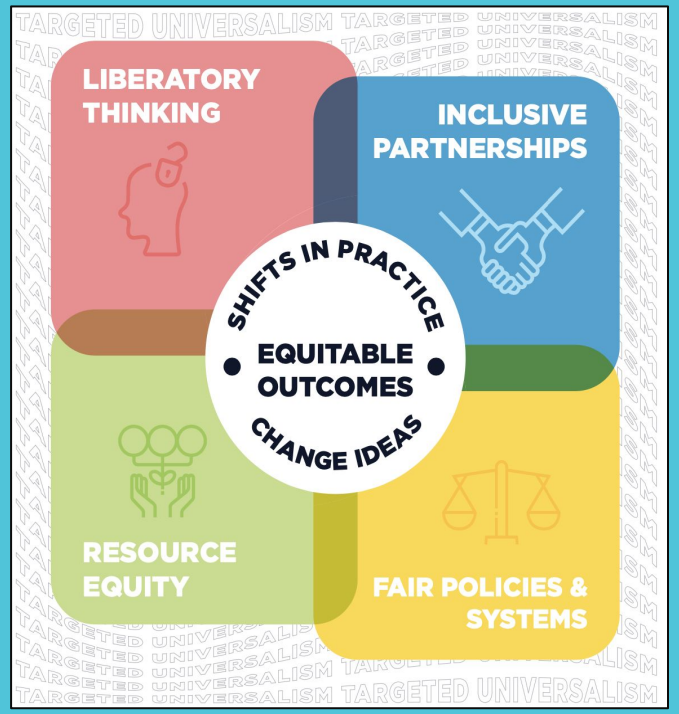
Essential Collaborators
Individuals or groups that should be included but may not have the policy on their radar; these individuals or groups may lack social capital or awareness of the accountability redesign work, but their perspectives and expertise will promote equity and inclusivity.

Critical Collaborators
Individuals and groups that need to be included because the policy, their expertise or local politics demands they be involved.

Stakeholder Engagement Design Team

Goal: Lead the stakeholder engagement process and produce stakeholder feedback for CPS and the Advisory Group to use in redesigning the district's school accountability policy

CPS EQUITY FRAMEWORK



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The Relationship Between Information And Who Uses It

Stakeholder Input
led by Stakeholder Engagement Design Team

- Focus Groups
- Survey
- Local Engagements
- Stakeholder Innovation

- Experience And Expertise
- Research

Accountability Redesign Advisory Group
Makes Recommendations for a New Accountability Policy to CPS

CPS
Recommends New School Accountability Policy to Board of Education

Board of Education
Votes on New School Accountability Policy

STAKEHOLDER ENGAGEMENT DESIGN TEAM BRINGS COLLABORATORS TO THE TABLE

BUILDING SOMETHING NEW & DIFFERENT, TOGETHER

STUDENTS

Omolara Atoyebi, Phillips High School; Lucero Hernandez, Carver Military Academy; Favour Mamudu, Sullivan High School; Layan Nazzal, Taft High School; Grateful Richard Nwokocha, Hubbard High School

CHICAGO TEACHERS UNION

Pavlyn Jankov, Paula Barajas, Teacher

COMMUNITY & NONPROFITS

Astrid Suarez, Enlace Chicago Jessica Cañas, Enlace Chicago Nastassia Ballard, Parent, Stand for Children, Lindsay Semph, Educators4Excellence

PARENTS

Areulia Davis, North Lawndale Community Action Council; Vanessa Espinoza, Parent at Gunsaulus Scholastic Academy; Lilia Guevara, Parent, García Acero High School; Brenda Rivera, Parent, Inter-American Magnet School

PRINCIPALS / ADMINISTRATORS ASSOCIATION & CPS LEADERS

Alahrie Aziz-Sims, Principal, Bogan High School; Gerald Morrow, Principal, Dunbar Vocational Career Academy; Maria Munoz, Family and Community Engagement,; Ryan Belville, McAuliffe Elementary School

RESEARCHERS & ACADEMICS

Dr. Diana Burnett, Dr. Kristin Moody, Matthew E. Sweeney, Paul Zavitkvosky, UIC

21,000 Stakeholders

CPS, in partnership with K1C and the SEDT, has engaged more than *21,000* stakeholders on this critical project.

- 5 Town Halls with 750+ participants (March 2021)
- 20 Focus Groups with 161 participants (Summer 2021)
- Citywide Survey with 8,100+ respondents* (Winter 2021-2022)
- 50+ Stakeholder Info Sessions with 3,000+ participants (e.g. LSCs, Community Action Councils, Parent Advisory Councils, “Ask the Expert,” and more)
- 17 Focus Groups with 145 participants (Summer 2022)

**Nearly double what CPS received on its SQRP survey in December 2019*

SEDT Co-Design of Citywide Survey

Survey Co-Design Process

- Brainstorm learning questions
- Prioritize survey topics
- Draft and refine the questionnaire
- SEDT Pretest #1
- Refine the questionnaire
- SEDT Pretest #2
- Refine the questionnaire
- Stakeholder pretest
- Preview and finalize the questionnaire

Survey Co-Recruitment

- Prioritize those furthest from opportunity
- Ensure representative respondents

Participatory Analysis Of Survey Data

- Data design
- Data deep dive
- Refine and finalize final presentation to Advisory Group

Co-design ensures that engagement is equitable, accessible, accurate, actionable and influential.

Survey Response Quick Stats

8,100+
Total Responses

4,000+
Parents

1,600+
Teachers

1,300+
Students

13
Languages

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“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.

April 2023 Policy Content

Chicago Public Schools

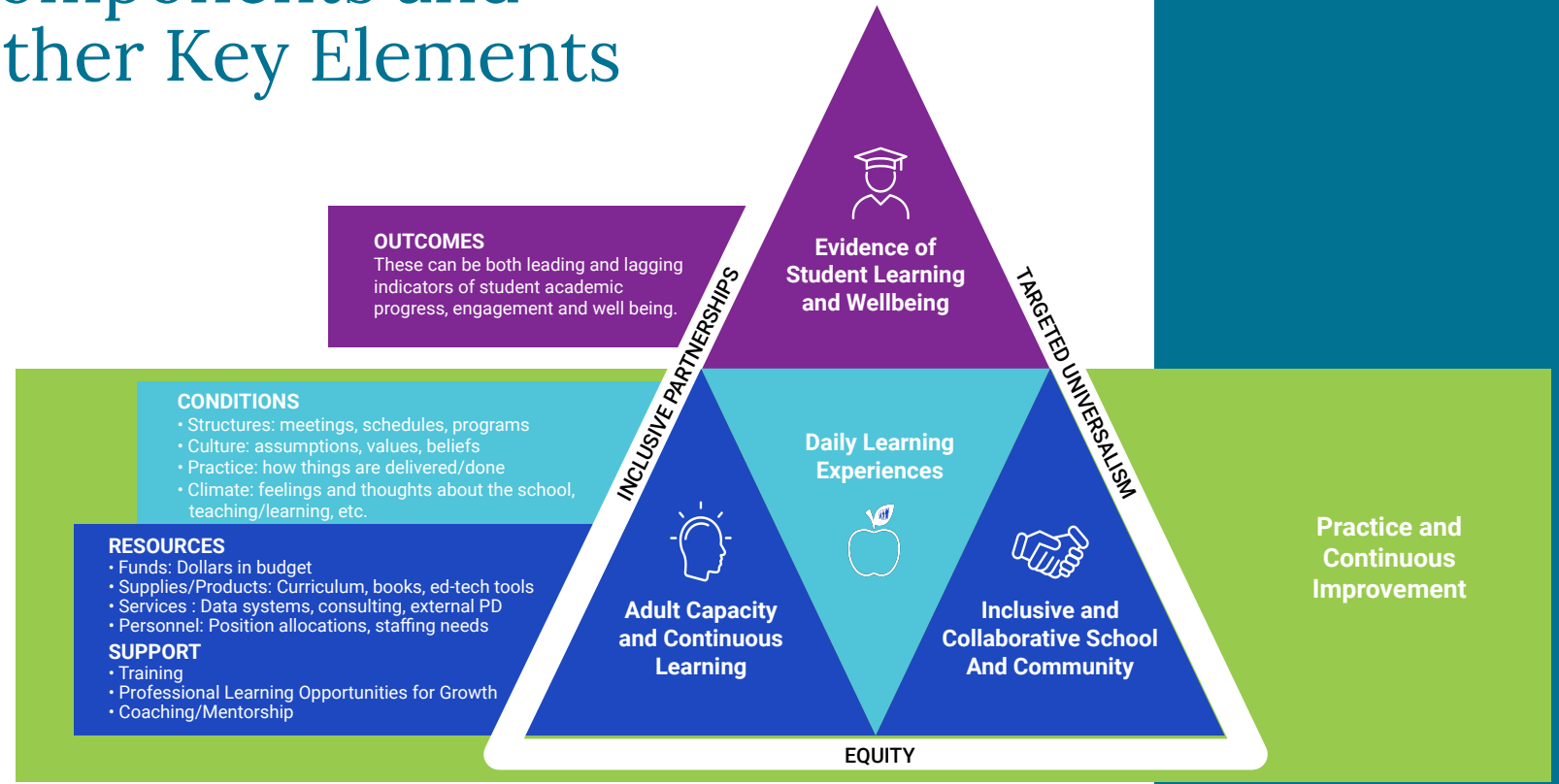
Accountability Redesign
Meaningful Measurement

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.

Components and Other Key Elements



What Is Changing

What Is Ending?

- Summative ratings
- Punitive mindset

What Is Staying?

- Student outcomes (standardized assessments, graduation, etc.)
- Sharing information with stakeholders

What Is New?

- Focus on inputs, conditions, and resources
- Continuous improvement every three years
- District accountability mindset

Summary of Feedback on Draft Policy

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Principal, AP, & Administrator Feedback

Major Themes: Principals, APs, & Administrators

- **Feedback on chosen metrics (Details in Appendix)**
- **Concern about survey fatigue**
- **Confusion on ISBE designations choice**
- **Desire for more equity focus**
- **Desire for school context to be taken into account**
- **Concerns over use of “averages” for standards (i.e this inherently means half of schools will not meet the standard)**
- **Strong disagreement with using attendance as a metric**

Teacher Feedback

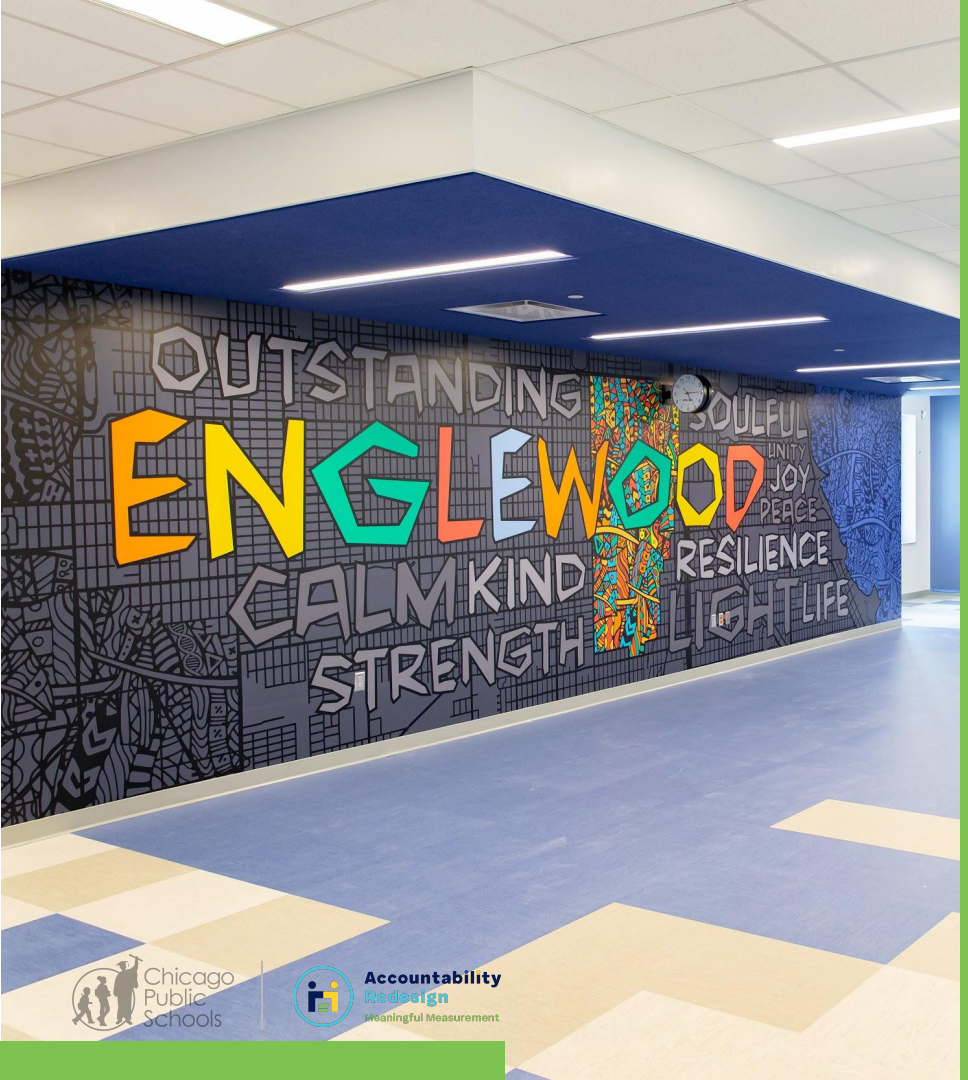
Major Themes: Teachers

- Need specific language regarding district supports
- Separation of policies into CI and compliance
- Explicit Inclusion of the arts
- Support implementation oversight
- Remove chronic absence as metric
- Too much focus on (Standardized) test scores
- Disagreement with current framing of attendance
- Additional metric suggestions (found in Appendix)

Parent Feedback

Major Themes: Parents

- **Approval of policy and suggestions for implementation**
- **Desire for school context to be taken into account (especially around school area, equity, focus on benchmarks)**
- **Inclusion of the arts**
- **Adding teacher to student ratios to the policy**
- **Remove attendance and don't focus on test scores.**



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Community Feedback

Major Themes: Community

- **Explicitly include the arts**
- **Not enough accountability for district/district leadership**
- **Needs intentional focus on health and wellness**
- **Needs explicit inclusion of language regarding school context and historical inequities**

Board of Education Feedback

Major Themes: Board of Education

- **Reinforce and expand non-punitive nature of policy**
- **Expand and clarify sections related to district accountability**
- **Clarify application of policy to charters**
- **Define what is meant by accountability, meaningful progress, and clarify time given by district to improve**
- **Separate into two policies**
- **Clarify in regards to determinations (details in appendix)**
- **Clarify and define what is meant by standards. Additionally clarify all standards.**

Key Revisions

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Policy Feedback Themes

1. **Reinforce and Expand Non-Punitive Nature of Policy**
   a. Remove CEO discretion to give schools designation outside of where stated elsewhere in policy
   b. add back in the language that explicitly states that this policy may not be used for punitive purposes to punish schools or to rate or rank schools (see BOE April 2022 Resolution)
   c. Separate Section III and paragraphs of Section I relating to 8.3 State Accountability designation into its own policy regarding state compliance in order to avoid "poisoning" the rest of the policy and allowing this policy to focus on continuous improvement and not "Hard A accountability"

2. **Expand and Clarify Sections Related to District Accountability/Expectations**
   a. Detail and clarify Section V. Detail what is meant by District accountability or what it will look like operationally.
   b. Change the name back to "District Accountability" from "District Expectations" (or change School Accountability to School Expectations)

3. **General Clarification**
   a. Need to clarify definitions in relation to accountability, Determinations, and Standards (refer to slide 40 for more information)

Policy Feedback Themes continued

4. **Add Arts Education and Opportunities Explicitly into the Policy**
   a. Per Consensus of public comment and other groups, we should add an aspect of measuring Arts Education, Access, and Partnerships as metrics into the policy
   b. This request represents the vast majority of public comments
5. **Strengthen Language and Clarify Section V**
   a. Rephrase “District expectations” as District accountability
   b. Rephrase expectation bullet points as explicit metrics in the same way that school standards are phrased as metrics
   c. Potentially move this section in front of school accountability section
   d. Increase specificity of what the District will provide
6. **Targeted Universalism**
   a. Strengthen language regarding Targeted Universalism in Section I
   b. Specifically name that different schools and communities have different situations and needs and that this will be conveyed in the District’s presentation of this data to stakeholders
7. **Metrics**
   a. Lots of feedback has been received on individual metric inclusions and phrasing, especially attendance in On-Track and chronic absence. There is therefore a need to review this feedback and make decisions on how it will or will not be incorporated into the policy at high level.

John Q. Easton

- *Senior Fellow, University of Chicago Consortium on School Research*
- *Senior Advisor, Institute for Policy Research at Northwestern University*
- *Former Director of Research and Evaluation, CPS. 1994-97, 2001-2002*

The Path Ahead

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The Road to Implementation - Capacity

The Portfolio Office has identified (and begun to procure access to) the additional capacity needed to successfully transition to the new approach to accountability.

This additional capacity includes:

- **Metric and reporting development** (the contract for the Center for Assessment to help with this is being voted on at April meeting)
- **Website development** (existing ITS project in pipeline, need for external capacity being assessed)
- **Stakeholder communications, engagement, and learning demands**
- **Internal coherence**

The Road to Implementation

The draft policy was cross-referenced with existing metrics and data sources to determine which indicators could be ready by Fall 2024 versus Fall 2025.

“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

Additional details about ownership and timelines for the policy indicators are in the appendix of this deck.

Thank You

Appendices

Draft Policy Content and Alignment with Stakeholder Priorities

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Draft Indicators & Metrics

Component	Draft Indicators	Sample of Draft Metrics/Data Sources
Daily Learning Experiences	• High Quality Curriculum • Rigorous Instruction • Conditions for Learning and Student Experience • Balanced Assessment System • Access to Postsecondary Opportunities • Research-based Academic Interventions within an MTSS Framework • Specially Designed Instruction	• Curriculum quality according to District rubric • Classroom visits & student/teacher surveys • Evaluation of school's assessment plan • Participation & grades in advanced coursework & CTE • Training in college finance, expectations, & systems • Effective MTSS Framework • Evaluation of DL instruction
Adult Capacity and Continuous Learning	• Leadership Context • School Vision and Continuous Improvement Practice • Distributed Leadership and Teacher Leader Development • Teacher and Staff Capacity	• Leadership tenure, stability, & relationships • CIWP team, monitoring, & progress • Professional development plans • Teacher qualifications & tenure

Draft Indicators & Metrics continued

Component	Draft Indicators	Sample of Draft Metrics/Data Sources
Inclusive and Collaborative School and Community	• Healing Centered Culture, Supports, and Social Emotional Interventions • Inclusive and Collaborative Structures and Involved and Engaged Youth • Out of School Time and Enrichment Opportunities • School and Community Partnerships and Engagement	• Effective behavioral health teams (BHTs) • Climate & culture surveys • SEL skills instruction • Staff training on student health supports • Student participation & agency in decision-making • Student access to & participation in enrichment opportunities • Engagement & partnership with families and communities
Evidence of Student Learning and Wellbeing	• Academic Progress • Connectedness and Well-Being • Postsecondary Success	• Student growth & proficiency • On-Track • Chronic absence • Graduation rate • ECCC

Draft Indicators & Metrics - District Accountability

Component	Draft Indicators	Sample of Draft Metrics/Data Sources
ALL - District Accountability	• High-Quality Rigorous Instruction • Talented and Empowered Educators • Safety, Wellness, and Supportive Learning Communities • High-Quality Services • Equitable Resources	• Class size • Resources & supports for arts instruction, academic & social-emotional intervention systems, and out-of-school time & summer programming • Access to a high-quality curriculum • Access to Universal Full-Day Pre-K and early literacy programming and resources • Professional development for teachers and school leaders • Policies & resources to support the whole child • Resources for STLS, school counselors, and coaching for staff on restorative practices • Building investments & maintenance • Access to transportation services • Funding equity

Responding to Stakeholder Feedback

What We Heard	Draft Policy
Embrace complexity	Considers a broad range of indicators of success (academic progress, postsecondary success, connectedness and well-being, daily learning experiences, adult capacity and continuous learning, and inclusive and collaborative school and community)
Equity is key	• Establishes consideration and accountability for inputs (schools' resources and conditions) in addition to school-level outputs and outcomes • Requires the District to evaluate metrics' equity impacts and use the CPS Opportunity Index to account for opportunity differences and drive support
Avoid punitive accountability	Establishes a comprehensive system to assess school performance in order to identify, monitor, and assist schools in need of support
Reciprocal accountability	Articulates the resources and support each school needs in order to meet District standards on the the practices outlined in the policy and requires the District to provide stakeholders with information on how it is prioritizing these resources and supports to schools

Responding to Stakeholder Feedback continued

What We Heard	Draft Policy
Outcomes AND experiences	• Defines key indicators that support students' daily learning experience and positively impact student outcomes (curriculum, instruction, learning environment, assessment and intervention, and access to postsecondary opportunities) • Articulates the inputs and practices that support a high-quality educational experience
Coherence and accessibility	• Includes guidance to align with other District continuous improvement and evaluation practices (CIWP, strategic plans, and evaluations of staff, principals, and teachers) • Requires the District to regularly evaluate whether information is presented in a manner that is easily accessed and understood by stakeholders and how well the District is providing stakeholders with the requisite understanding they need to use the information

Principal, AP, & Administrator Feedback (Details)

Major Themes: Principals, APs, & Administrators

- **Metrics**
  - General support for new metrics being implemented
  - General request for increased clarity on how each of these metrics are: defined, measured, controlled for, standardized, and implemented
  - General confusion on how these metrics relate to state compliance vs. continuous improvement
    - General feeling of “why are you measuring us on X if the state is already measuring us on Y and ranking us that way?”
      - This is related to the policy opening with explanation of ISBE designations, etc.
  - Lots of feedback on individual metrics has been given and can be found in the running feedback document

- **Survey Fatigue**
  - In many outlets, principals have voiced concern over how many of these metrics may require introducing new, and increased use of existing, surveys. Nearly all principal feedback has included concerns over this leading to survey fatigue for staff and students.

- **ISBE Designations**
  - General confusion about why we are adopting “two policies in one” referring to ISBE state designations/CI aspects of policy
  - Request for crosswalk of state policy and CPS policy to explain differences/need

- **Equity**
  - Concern that certain aspects of policy, specifically focus on some standards listed, lack of clarity on district expectations/accountability will replicate “old ways of thinking,” which will place schools that deal with the most high risk students at the “bottom of the pile”

Major Themes: Principals, APs, & Administrators continued

- **Targeted Universalism**
  - In many arenas of principal feedback (including network meetings and CPAA feedback): Principals have voiced concern that the policy does not go far enough in specifying how the approach will address that different schools in different areas of the city face different challenges, need different types of targeted supports and resources, and need "published data" for differences within the district goals for addressing persistent inequities.
- **Data**
  - Concerns over use of "averages" for standards (this inherently means half of schools will not meet the standard)
  - Need built-in language to identify if an issue is at the school, network, or District level, (which would dictate a different CI response)
  - Request for process to review data before sent to state for report card
  - Specific concerns about data usage for individual metrics can be found in the running feedback document
- **Attendance**
  - Lots of feedback has been received from principals and APs around including attendance both in Chronic Attendance and On-Track metrics. Most include various examples of how it is a very complicated factor.
    - Affects different schools in different ways
    - Concerns on the effect COVID had on rates/effectiveness
    - Frequency of data collection needs regarding "leading" indicator status
    - Others can be found both in running feedback document and survey responses

Direct Quotes: Principals, APs, & Administrators

“Metrics should support discussion and require inquiry so a real root cause analysis is done and there is accountability at the district, city/community level as well as the school level.”

“Would help to offer some examples of what this might look like (i.e., maybe link more explicitly to MCIEA.org. Also sharing details of the plan for implementation.”

In relation to Leadership Context metric: “Some of the ideas here would purposely undermine a leader at their school - how could someone effectively lead if the district is attempting to describe negative things like why a school is on intervention? None of the district leaders would approve of the exact same measurements being published in relation to their leadership. If this is done for principals, it should also be done for other district leaders. The intent here does not seem positive at all and opens principals up for targeted campaigns with additional consequences for future employment.”

Direct Quotes: Principals, APs, & Administrators continued

“It is important to note that student proficiency on standardized assessments is highly correlated with student socio-economic status, and thus proficiency rates alone should not be misconstrued as an indicator of school quality. Love that this is stated explicitly, and think it should be highlighted more.”

“I have some reservations about reporting publicly on the messy work of organizational improvement. For example, a principal who comes in to their role without a functioning ILT and is working over time to build leadership capacity in an organization shouldn't have to answer publicly as to why their data distributed leadership is "lower" than another school's. I understand the idea behind sharing data around inputs rather than only outputs but I think, in practice, it becomes difficult to rate the more subjective, complex work of organizational capacity development.”

Teacher Feedback (Details)

Major Themes: Teachers

- **Need Specific Language Regarding District Supports**
  - CTU Leadership was disappointed not to see more specific language tying supports from the District to the expectations for schools
- **Separation of Policies**
  - Some request for separating out state designation policy and CPS Accountability policy
  - Specifically, there is discomfort with including language around CEO discretion and school actions being included alongside recommendations from the Advisory Group
- **Inclusion of the Arts**
  - Many teacher respondents requested explicit inclusion of Arts metrics
- **Support implementation oversight**
  - Many respondents requested oversight of some kind for implementation of new policy
- **Remove Chronic Absence as Metric**
  - A majority of teachers surveyed voiced strong disagreement with including attendance in the policy in any way.
- **Too much Focus on (Standardized) Test Scores**
  - Many surveyed teachers believe the draft policy focuses far too heavily on standardized tests as a measure of school quality, specifically, many point out that an abundance of research shows that standardized tests are inherently inequitable and never give the information they purport to, warp instruction “teaching to the test”, and skew student perceptions of themselves based on results.

Major Themes: Teachers Cont. (CTU Specific)

- **Disagreement with Current Framing of Attendance**
  - CTU Leadership pointed out that attendance is not solely in schools control, suggested changing this indicator to highlight what a school is actively doing to address attendance barriers that are within their control and district indicators on how the district is supporting schools that are affected by systemic issues that affect attendance
- **Additional Metric suggestions**
  - CTU leadership suggested additional metrics highlighting, the Arts, Sports, extra curricular activities, Teacher Mobility, Bilingual services, Baseline staffing, District funding of interventions recommended in branching minds

Direct Quotes: Teachers

"As a CPS teacher, The arts must be explicitly included in CPS' new Accountability Policy of school performance measures and supports.

Accountability systems must be based on student needs. All students need and deserve access to arts learning. The arts support student connectedness and well-being.

The arts contribute to a positive learning environment and culture that empowers students, fosters positive and collaborative classroom communities, and affirms identities. The arts nurture students; social, emotion, growth and leadership. The arts are vital to school and community partnerships and engagement.The arts are a core academic subject area and should be treated as such when measuring student academic progress."

"Putting so much weight on students test scores is unfair. It is so widely known that many people struggle with testing, that even a huge majority of the general public outside of the education field can tell you this. It does not show students true intelligence level or abilities. Additionally, to weigh students on their attendance is unfair. What if a student had poor attendance due to homelessness, chronic illness, domestic problems within their home, having to watch younger siblings, a lack of transportation, etc. It is unfair to assume every student has the same circumstances at home and in their personal lives allowing them to have stellar attendance, which is exactly what putting weight on their attendance does."

Parent Feedback (Details)

Major Themes: Parents

- **Approval of Policy and Suggestions for Implementation**
  - Of all groups, parents tend to be most in favor of the policy when surveyed and in Public comments.
  - Once adopted, need for attention and support from district on reporting out this new, complex system of indicators in a manner parents can understand.
- **Targeted Universalism**
  - Desire for school context to be taken into account especially when it comes to equity based on school area, focus on benchmarks, etc.
- **Inclusion of the Arts**
  - Many teacher respondents requested explicit inclusion of Arts metrics.
- **Adding Teacher to Student Ratios to the Policy**
- **Remove Attendance and Don't Focus on Test Scores.**

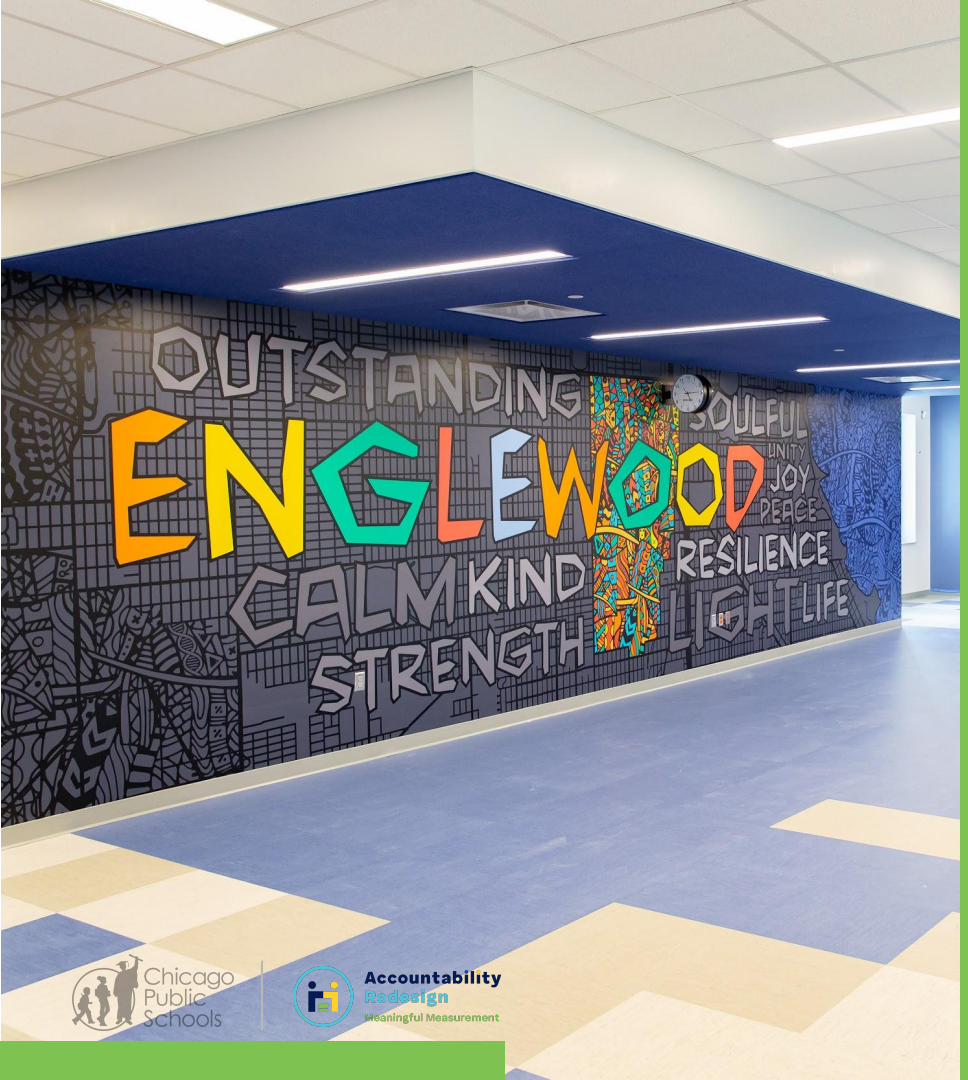
Direct Quotes: Parents

“I think there are 3 things: 1. The district and Jeff's team deserve major credit for this undertaking. A less-well intended effort would have tried to do something sooner or less fundamentally different. It is appreciated. 2. Killing summative designations creates complexity (and I'm sure the 1+ schools will hate it), but the "no more punitive ratings" is very strong. 3. Balancing the practices and supports with outcomes is very refreshing.”

“When choosing a school for my child, the most important factor for me is access to a wide variety of disciplines, courses and levels (IB, AP, CTE, etc). The proposed metrics focus entirely too heavily on factors outside of the school’s control”

“Nuance for school-specific factors that may impede a school's ability to meet a benchmark requirement, and evaluation framework provisions that honor existing commitments that CPS schools and practitioners have with existing educational partners. Example: IB requires IB teachers to WRITE their own units (PYP and MYP), curriculum and assessments. If IB teachers are required to teach Skyline units in order to comply with the district's new school evaluation framework, that goes against what IB requires (and CPS has an over $3 million contract annually with IB each year for the next two years). This could have an adverse outcome for a principal, the school's teachers, and the overall school evaluation under the new framework IF nuance is not taken into account.”

“The arts have been so important in my son's life being able to perform and more importantly in his school the inclusiveness of this program with parent volunteers, teachers, and many students across many grade levels for a neighborhood school. It allows students to shine who otherwise may not feel like they belong. My son himself recently played a character in a wheelchair which meant so much to me because it gave him the experience of what it may be like to not be able to walk and what can happen. He also has many diverse learners at his school and so the music classes allow them to play instruments and perform for assemblies.”



Chicago Public Schools

Accountability Redesign
Meaningful Measurement

Community Feedback (Details)

Major Themes: Community

- **The Arts**
  - The vast majority of public comments to date (around 90%) regard the need to explicitly name metrics around the arts
  - Many of these comments come from community leaders in the arts, such as leadership at Steppenwolf Theatre and others, advising on specific actions and inclusions that relate to “community” sections of the policy
- **Not Enough Accountability for District/District Leadership**
  - “The current policy places no accountability on district leadership and places all accountability on individual schools - more needs to be done at the district level to assume responsibility for accountability metrics placed on schools. What will the district do to support schools in improving metrics? What are the human resources, financial commitments to schools when they are in need?”
- **Intentional Focus on Health and Wellness**
  - Inclusion of health and wellness metrics, such as healthy CPS data
- **Inclusion of Language Regarding School Context**
  - Many community member respondents (particularly from CACs, surveys, and direct emails) have pointed to a lack of concrete language that provides for the system taking into consideration the context of school location and historical inequities in how they are evaluated. This could be summed up broadly as different schools have different needs and should not be held to the same standards.

Direct Quotes: Community

"The arts must be explicitly included in CPS' new Accountability Policy of school performance measures and supports. Every child in CPS deserves to experience robust arts education via a certified arts educator."

"According to the Americans for the Arts, here are three big takeaways for why arts education is necessary for all students:

- Students with high arts participation and low socioeconomic status have a 4 percent dropout rate—five times lower than their low socioeconomic status peers.
- Students who take four years of arts and music classes score an average of over 150 points higher on the SAT than students who take only one-half year or less.
- Low-income students are highly engaged in the arts are twice as likely to graduate college as their peers with no arts education."

Board of Education Feedback (Details)

Major Themes: Board of Education

- **Reinforce and Expand Non-Punitive Nature of Policy**
  - Remove CEO discretion to give schools designation outside of where stated elsewhere in policy
  - Add language back in explicitly stating the policy must not be used for punitive purposes or to rank or rate schools (see BOE April 2022 Resolution)
  - Separate Section III and paragraphs of Section I relating to 8.3 State Accountability designation into its own policy regarding state compliance in order to avoid "poisoning" the rest of the policy and allowing this policy to focus on continuous improvement and not "Hard A accountability"

- **Expand and Clarify Sections Related to District Accountability**
  - The District accountability section must be more detailed and clearer. Currently, it is unclear what is meant by District accountability or what it will look like operationally.
  - Change the name back to "District Accountability" from "District Expectations" (or change School Accountability to School Expectations). Many references to the need for this and fulfilling promises to stakeholders.

- **Regarding Charters**
  - Need clarification on how this policy applies to charters
    - "The District just introduced new charter renewal rating criteria. How will that process align with the Charter School Quality Policy outlined here?"
    - "Why is it still being called a 'school quality' policy for charter schools, but this is called an "accountability" policy for all other schools?"

Major Themes: Board of Education continued

- **Accountability**
  - General consensus/multiple references regarding the need to clarify:
    - Who is measuring and how will accountability be measured for the District?
    - How much control do principals have over certain metrics?
    - How is meaningful progress defined?
    - How much time is given to schools/the District to show progress?

- **Determinations**
  - "Any discussions about persistence beyond one year of college? We need to know how many aren't making the determination, and what supports are necessary to implement in high school, etc."
  - Include all indicators and a much clearer timeline for page 18
  - "Some indicators referenced in the 'Guidance for Implementation', Section VII, A 'Timeline for Reporting' are missing on page 18. Many are unclear because a determination has to be made – what is the process for that determination, who will decide, when will those decisions be made and known to principals, educators, the Board, etc.?"

- **Standards**
  - Need to clarify what is meant by "standards" in all metrics
  - Concerns over using averages (state or otherwise) as a standard, as this will fall into old concerns over half of all schools falling under an "average" by necessity

Direct Quotes: Board of Education

"… one of the key and consistent pieces of feedback from the Accountability Advisory Group (particularly from education researchers in the group, school leaders, and from the community engagement feedback) [was] that the only way this new broader set of indicators of school quality for continuous improvement will be useful and actually drive school improvement, is if we separate it from hard A accountability."

"The Accountability Advisory Group, school leaders, and the community feedback has been insistent that school and district accountability be reciprocal (also see BOE April 2022 resolution on this point)."

"Section III-C 'If the school faces academic problems that may not be sufficiently addressed through the Remediation process, then the CEO will consider….CEO will consider various factors including long-term academic trends, school culture and climate, and quality of school leadership…'

- These don't align with the buckets of indicators listed elsewhere in the policy. If this must be in here, can we at least align the buckets of indicators?
- The criteria aren't clear – this gives wide discretion to the CEO. Need to be more specific.
- This isn't required in ILSC 8.3"

"There tends to be a connection between the school's performance and the principal's ability to effectively manage/improve the school. How much influence does a principal actually have on some of these measures, such as the curriculum being implemented and the ECCC credentials offered?"

Technical and Miscellaneous Feedback

Themes: Technical and Miscellaneous

This category includes themes that are common across groups (but were not necessarily prevalent within one stakeholder group) and technical issues noticed by our team.

- **Diverse Learners Focus**
  - Many individuals in different stakeholder groups mentioned concern that the Diverse Learners Progress to Proficiency metric focuses on those with DLM but may not not be inclusive of all students with IEPs
- **Technical Issues**
  - For Section V. District Expectations
    - This is the only section header where all letters aren't capitalized.
  - In Section VII-A. Timeline for Reporting:
    - Indicators reference incorrect sections (references Sections III and IV instead of Sections IV and V)

Feedback Documentation

- Running List of all Feedback
- Public Comment Document
- April 2022 Board Resolution Regarding Accountability Redesign

The Road to Implementation (additional details)

The draft policy was cross-referenced with existing metrics and data sources to determine which indicators could be ready by Fall 2024 versus Fall 2025.

“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

Additional details about ownership and timelines for the policy indicators are in the following slides.

C: Evidence of Student Learning and Well-Being

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024
Student Growth and Proficiency	✓	✓	Student Assessments and MTSS, T+L			Projected
Diverse Learner Progress	✓	✓	ODLSS			Projected
EL Progress to Proficiency	✓	✓	OLCE			Projected
On-Track*	✓	✓	✓	OCCS		Projected
Chronic Absence*	✓	✓	✓	OCCS and OSEL		Projected

**Some business rules used in the calculation of metrics are subject to change.*

C: Evidence of Student Learning and Well-Being

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
1 Year Drop Out Rate*	✓	✓	✓	OCCS and OSEL		Projected	
4 Year Cohort Graduation Rate*	✓	✓	✓	OCCS		Projected	
Early College and Career Credentials*	✓	OCCS					Projected
College Enrollment and Persistent*	✓	✓	✓	OCCS		Projected	

**Some business rules used in the calculation of metrics are subject to change.*

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D: Daily Learning Experiences

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
High Quality Curriculum	✓	Partially	T+L			Projected	
Rigorous Instruction	Partially	✓	✓	T+L		Projected	
Conditions for Learning and the Student Experience	Partially	✓	✓	T+L and OSEL		Projected	
Balanced Assessment	✓	Student Assessments and MTSS				Projected	

D: Daily Learning Experiences

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
Access to Postsecondary Opportunities	✓	OCCS					Projected
Research-based Academic Interventions within a MTSS Framework	Student Assessments and MTSS						Projected
Specially Designed Instruction	ODLSS						Projected

E: Adult Capacity and Continuous Learning

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
Leadership Context	Partially	✓	DPQ			Projected	
School Vision and Continuous Improvement Practices	ONS						Projected
Distributed Leadership and Teacher Leader Development	Partially	✓	✓	T&L - Department of Distributed Leadership		Projected	
Teachers and Staff Capacity	✓	✓	Educator Effectiveness			Projected	

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F: Inclusive and Collaborative School and Community

Indicators	Currently Measured	Data Available	Reporting Available	Owner Department Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
Healing Centered Culture, Supports and Social-Emotional Interventions	Partially	✓	✓	OSEL		Projected	
Inclusive and Collaborative Structures and Involved and Engaged Youth	OSSE						Projected
Out of School Time and Enrichment Opportunities	OSSE						Projected
School and Community Partnerships and Engagement	OSSE						Projected