WHOLE CHILD COMMITEEE MEETING
MONDAY, JANUARY 27, 2020
5:30 p.m. - 7:30 p.m.

Activity 1 individual responses to the question: Our survey isn't reaching everyone in a way that enables them to shape our analysis. Given limited capacity, what can CPS be doing to collect perspectives from community members whose voices are not represented here? What other engagement opportunities should CPS be considering? Your feedback will help ensure we have an equitable representation of ideas and perspectives, and we will use the themes and questions from the feedback you provide to drive critical stakeholder engagement around "SQRP 3.0."

Activity 1 Individual, Response 1

- Share a sample tweet, Facebook posts that people can share w/ a high-level sentence or two about how critical this is—what's not worke; [sic] and needs fixing
- Share w/ leaders or QOLPs [sic] in neighborhoods
- Provide appropriate mechanisms for feedback—not just survey

Activity 1 Individual, Response 2

- One is to come around to the parent universities. Quite a few who attend these meeting seem not to be aware they are happening, despite these are the largest groups [sic] attending meetings with CPS
- Second, why wasn't this sent to the schools to be sent home to the parents, posted on their schools websites. I don't recall seeing it posted by PU (Parent University) FB nor Instagram, twitter to bring awareness. The Face managers have access to a large portion to database of parents. Why wasn't it sent by them.

Activity 1 Individual, Response 3

- [BLANK]

Activity 1 Individual, Response 4

- [BLANK]

Activity 1 Individual, Response 5

- School incentives for more community based programs
- Scholarship programs to help parents and students
- Afterschool programs   OST [sic] to help with surveys
- Partnering with other schools to blend the culture of the community and educate on what SQRP [sic]

Activity 1 Individual, Response 6

- Seems to be a short [illegible] of announcements. Needs to be [illegible] after more [illegible] and [illegible]
- WGN, WBEZ, buses and train [illegible]
- School meeting recess letter [sic]
- Incentive [illegible] or lottery
- Mail/phone
- R. Card pick-up

Activity 1 Individual, Response 7

- How can this be better distributed? What can happen before April report card pick up. Was the survey accessible to everyone?
- Can we give input into the process?
- Can this be added into existing surveys?
- District Dept Ratings vs. School SQRP

Activity 1 Individual, Response 8

- To increase Latino representation specifically, bilingual Latino individuals it may be effective to reach out to the Bilingual Advisory Parent Committee
- In addition, outreach to other councils/committees/organizations anchored in the communities you are targeting
- Consider other forms of communication.

Activity 1 Individual, Response 9

- Garner surveys @ community gathering spots: barber shops and salons, churches, gyms, community centers, community events.
- Make a [sic] part of report card pick-up
- Stronger messaging.

Activity 1 Individual, Response 10

- Develop a local criteria at the school level for administery [sic] the survey
- Incentive survey box – [illegible] office
- April election/polling place

Activity 1 Individual, Response 11

- Registration
- Family Stem night
- Report card pick up
- Before school
- After school
- CPS staff
- Outside resources
- Park districts
- Shelter (6218)

Activity 1 Individual, Response 12

- Partner lists (OSHU, OSEL, Children's First Fund)
- Report card pick up (stations with computers and paper)
- School list servs
- After school pick-up
- Chicago Park District

Activity 1 Individual, Response 13

- School-based focus groups
- Access -> equity -> how was the survey given (is it only electronic)
- Report card pick up? ->school based incentives and raffles
- How well is it publicized and the purpose understood?
- (Parents) some struggle analyzing many components of the SQRP

Activity 1 Individual, Response 14

- Access to technology

Activity 1 Individual, Response 15

- Family engagement, report card pick-up, after school, Stem nights, CPS staff meetings, friendly email reminders, outside resources, raffles, Chicago public libraries, the park district

Activity 1 Individual, Response 16

- Link on Aspen
- How often are parents involved in current distribution forums, particularly Blade and Branch [sic]? Send survey notification w/ student via paper
- Aspen/Alderman/LSC

Activity 1 Individual, Response 17

- Community school representatives are needed to go out and engage parents at the school before and after school.
- Too long
- Too repetitive, why

Activity 1 Individual, Response 18

- Parents -> how best communicate via email, flyer, texts?
- Eng. lang [sic] only? Why not other langs [sic]?
- Connecting w/ special ed./ diverse learner perspectives

Activity 1 Individual, Response 19

- Survey itself
- Education on what it is
- LSCs
- Principals
- CBOs
- More languages
- Paper?
- CBOs/churches/mailer?
- Alderman office
- Parents; before/after schl, schl events [sic]
- Aspen pop-up – parent

Activity 1 Individual, Response 20

- Have community schools host event and make part of the activity/agenda
- Mailers
- Door-to-door campaign
- Push out to parents via school
- CBO and businesses partnership
- Public transit ads

Activity 1 Individual, Response 21

- Mail
- People don't trust CPS: please consider performing a restorative conversation around not being listened to in the past.

Activity 1 Individual, Response 22

- [BLANK]

Activity 1 Individual, Response 23

- Take advantage of when you already have lots of parents in a room – PAC collaborative, BAC collab. Meetings, Board of Ed. meetings, report card pick-up, CAC meetings – bring a chrome cart and hard copies and canvass, have them do it on the spot!

Activity 1 Individual, Response 24

- CACs
- CBOs
- PACs
- LSC relations
- CPS Email listserv (for parents)
- Making sure avail. In English and Spanish

Activity 1 Individual, Response 25

- Often the surveys are distributed in large email blasts [sic] newsletters that are often lost in other informations [sic]
- There [sic] main source or blast are emails and parent [sic] may not be tech savy [sic] or or [sic] likely to read large email blast.
- Connect w/ community action councils to reach stakeholders.

Activity 1 Individual, Response 26

- Prioritize focus groups over survey completion
- Parent knowledge of SQRP policy may be limited – yet they certainly care about their child being at a good school – therefore what are we expecting parents to be able to give substantive feedback on?

Activity 1 Individual, Response 27

- Weekly meetings – in-school run by students
- Bringing in trained facilitators – spearhead discussions
- Student value committees
- Make why clear?

Activity 1 Individual, Response 28

- How is this being distributed?
- What languages is it available in?
- Accessibility? Is it ADA friendly/compliant?
- Are you engaging community stakeholders? Parents? Are students being engaged?

Activity 1 Individual, Response 29

- To be intentional on engaging education stakeholders @ community level (parents, CBOs, staff, students, CPS counselors
- Ask if survey questions are tailored to obtain honest, qualitative information to inform the SQRP.
- Copy of the survey

Activity 1 Individual, Response 30

- Meet families (stakeholders) where they are!!!
- Q of L [sic] plan!!
- Why?
- Restorative communication.

Activity 1 Individual, Response 31

- Parent event – back to school (Registration), report card pickup, engagement function (bash, picnic)
- CPS staff – email, repeatedly until completed
- Library, Park District

Activity 1 Individual, Response 32

- Don't understand. You have phone, address, contact info for every student/parent in district. No excuse for every parent not getting it.
- Put in all kids' backpacks.
- Email every parent.
- Robo calls encouraging parents to fill out and send back to school.
- Report card pick-up – copies to all parents.

Activity 1 Individual, Response 33

- SQRP discussions at the LSC meetings
- Community meeting

Activity 1 Individual, Response 34

- What ways has CPS utlize [sic] to engage stakeholders
- What targets are looking to do
- Is this the only way
- Focus

Activity 1 Individual, Response 35

[Taken from what's written on Activity 2]

- Specific school outreach – and for LSCs/admin to share – seems like info was missed and/or buried & so people don't know about it

Activity 1 Individual, Response 36

- SQRP is such a complex measurement feedback cannot be captured by a survey only
- On website
- Social media
- Distribution – contact school administrators and sk [sic] to promote feedback sharing (though [sic] parent groups)
- Translated – be conscious of type of language – so it encourages participation
- Share a sample to post on school social network – focus on one thing
- Reaching out to sister agencies.

Activity 1 Individual, Response 37

- Distribution in multiple languages
- Ask schools to have paper copies available for the community to complete.
- Community organization meetings like the CAC, PTA, PTO.
- Post on the sides of buses.

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Activity 1 Group, Response 1

[Taken from what's written on Facilitator Sheet for Group #6 Activity 1]

- Direct admin. Contact to spread the word to school communities -> like LCSs and families
- Connect w/ non-education organizations and use less jargon-y [sic] language to invest them and those they partner with – ensure headlines are catchy
- Multiple methods to collect information in the moment – paper surveys, questions for discussion, and incorporate opportunities to tale it in the spot

Activity 1 Group, Response 2

- Workshops needed to educate parents on what is a [sic] SQRP. How can you fill out a survey if you don't know what it is
- Accountability of the principal v CPS. [sic] Who is holding the principals and CPS [sic] accountable they are getting the word out the surveys are out there to complete.
- Communication, communication! Use every method to get the word out (post on the schools sites, send home with students (offer incentives to bring them back; have partners offer something [trips, goodies etc.] mail them out, social media, utilize parent meetings, (PAC, LSC, BAC, PLN, etc.). Open House)

Activity 1 Group, Response 3

- More OST – because outside organizations tend to create/have more successful community engagement.
- Other school partners – so everything is not seperate [sic]
- Incentives for scholarships and college prep for high schoolers [sic]

- Partner w/ after schools programs to get help w/ surveys

Activity 1 Group, Response 4

- Partner with outside orgs for com. [sic] for events w/ parents and students.
- Partnering up with surrounding schools to Host events for better turn outs w/ survey
- More incentive/scholarship based events for high schoolers [sic] parents to want to take the survey

Activity 1 Group, Response 5

- Partnering with more afterschool programs and organizations
- Partnering with other schools on a collaboration of hosting events to build relationships w/ peers, faculty and community
- Student participations [sic]

Activity 1 Group, Response 6

- School-based – [illegible] and 2-survey
- Buses, trains, WBEZ, WGN, more frequent social media
- Actual random survey w/ post-sampe [sic] [illegible]

Activity 1 Group, Response 7

- Change the language from SQRP to what families value in schools and how can it be measured?
- Can the timeline be extended over multiple years to allow for more qualitative feedback?

Activity 1 Group, Response 8

- [BLANK]

Activity 1 Group, Response 9

- Remove technical language
- Create videos explaining the "why". High schools [sic] students in school media programs can do this.

- "Restorative conversation around school accountability"

Activity 1 Group, Response 10

- [BLANK]

Activity 1 Group, Response 11

- Shelters
- Registration
- Report card pick up

Activity 1 Group, Response 12

- Registration
- Report Card pick-up
- Partners (hospitals, CBO's [sic], after school programs)

Activity 1 Group, Response 13

- School-based communication: Provide two-way communication about the purpose and guidance around survey completion.
- Differentiated methods for survey completion providing equitable access
- Changing the look-fors [sic] in the survey looking for value vs. rating the value of current metrics.

Activity 1 Group, Response 14

- [BLANK]

Activity 1 Group, Response 15

[Refer to Activity 2 Response]

Activity 1 Group, Response 16

- SILS (we have a lot of students in the program [sic]
- Registration

- Report pick-up [sic]

Activity 1 Group, Response 17

- Parents: Aspen/LSC/PAC school events
- Community: Alderman communications

Activity 1 Group, Response 18

- Pop up on Aspen
- Clear outcomes
- Go to the school – before – after
- SEL programs? @ registration report card pick up
- Send link to homes
- PSA
- Parent friendly survey (remove technical, focus on value)
- Principal communication
- Churches/business
- Mailer
- Alderman's office
- Newsletter school
- LSC/BAC/PAC
- Paper survey
- Calls

Activity 1 Group, Response 19

- [BLANK]

Activity 1 Group, Response 20

- [BLANK]

Activity 1 Group, Response 21

- [BLANK]

Activity 1 Group, Response 22

- Create a CPS communication APP
- Engage w CBO's [sic]
- Restorative Justice conversation

Activity 1 Group, Response 23

- [BLANK]

Activity 1 Group, Response 24

- Go back to snail mail/paper options at in-person opportunities like report card pick-up, etc.
- Make survey more user friendly and accessible – so technical and hard to understand
- If you are missing a key demographic – meet them where they are, go to those schools, CACs, PAC, etc.

Activity 1 Group, Response 25

- Mass outreach to parents (CPS email listserv, CPS robocalls, flyers in children's backpacks)
- Meeting parents where they are: Report card pick-up – chrome books to fill out on-site, open house, weekend events (academic and sports events, etc.)
- Network support
- Fill the tech void

Activity 1 Group, Response 26

- [BLANK]

Activity 1 Group, Response 27

- Schools are about to move into 5Essential survey completion season, and therefore administrators are going to focus on survey completion for that.
- Eliminate competing commitments for survey if you want our support with SQRP survey completion.

Activity 1 Group, Response 28

- Come up with a media campaign that includes a PSA and have it be diverse and inclusive
- Hard copy – paper – only one that cost [sic] money
- Some type of face to face – either with a facilitator or school leaders – tables a report card pick up

Activity 1 Group, Response 29

- [BLANK]

Activity 1 Group, Response 30

- [BLANK]

Activity 1 Group, Response 31

- O [sic]

Activity 1 Group, Response 32

- RCPU

Activity 1 Group, Response 33

- [BLANK]

Activity 1 Group, Response 34

- Engage natural partners that already work in schools and the community (afterschool/community school supports)
- Engage community groups that already convene stakeholders in their neighborhoods – neighborhood groups with high turnout
- Define your targets (demographics) – and use media/outreach other than e-mail.

Activity 1 Group, Response 35

- [BLANK]

Activity 1 Group, Response 36

- Top 3 are listed at the bottom of Activity #1.

Activity 1 Group, Response 37

- [BLANK]

Activity 1 Group, Response 38

- Reach out to sister organizations
- Better understanding of SQRP

Activity 2 individual responses to the question: What do you want to see when looking for a quality school? How do you go about thinking of the quality of a school? What exactly, does "quality" look like when it comes to a school environment? Your individual and group comments will be analyzed, and we will use the information in this analysis to help determine potential areas to enhance the SQRP.

Activity 2 Individual, Response 1

- A school that supports my child's needs holistically
- A school [sic] trusted and trustworthy adults who are sympathetic and supportive
- Where students are respected and taught to respect through role modeling by adults
- Meets all BOE policies – not just test scores
- Where family and community engagement are welcome and supported
- Some [sic] process measures that build towards the outcomes

Activity 2 Individual, Response 2

- Are all the grades on grade level
- Rate how welcoming is the environment of the school (principals and teachers in classroom)
- Is there other extra-curricular activities except only academics?
- Kids need more than only academics and parents need to be able to [sic] about that so CPS can provide outside resources, especially in low-income areas

Activity 2 Individual, Response 3

- Proper resources/funding – looking what they have and how its been used
- Student/teacher relationships
- Classes – having more to learn

Activity 2 Individual, Response 4

- Clear communication (parent-staff)
- Wide-range of curriculum (sped – gen.ed.) & beyond
- Sanitary structured environment

- Catering to the needs of children
    - (appropriate classroom sizes, clean areas all over, language used to reach childrens ears (communicating on their level), books, technology, teaching code switching)

Activity 2 Individual, Response 5

- 1.Teachers engagement (more hands on) currently lackluster
- 2.More afterschool programs for youth development
- 3.Bringing back culinary arts & woodshop & Stem programs blending together the old & new teaching w/ technology
- 4.Calling parents before the student is to far behind will make the quality of the student education better which in hand make the quality of the school better.

Activity 2 Individual, Response 6

- Joyful engagement, meeting kids where they are, rigorous, deep thinking & instruction, high standards & lots of opportunities for students to feel safe & connected, loved & nurtured

Activity 2 Individual, Response 7

- Student growth, consistency of staff, well-rounded resources, well kept exterior w/ green space.
- Diverse staff and student body.
- Inclusive environment.
- Student voice + parent voice

Activity 2 Individual, Response 8

- How is cultural and linguistic responsiveness being incorporated?
    - A step forward would be to include a definition and a metric to monitor, assess, and improve practice
    - It is also a way to incorporate childrens knowledge, culture, and ability by responding to their needs.
- Note: this is further supported by research

Activity 2 Individual, Response 9

- Leadership that mirrors student population
- Leaders who's dev. is sup. by district & community partners
- Sev. opp. for family engagement
- Resources for ESL & DL students
- Several programs and partnerships for students
- Rigorous curriculum
- Resources for families
- "What does on-track to graduate mean?" too much technical language

Activity 2 Individual, Response 10

- The % of students [sic] level academic success
- Specialize PGMS the school offers
- Community partnerships
- Family PGMS

Activity 2 Individual, Response 11

- Resources for students
- Caring staff
- Subs. Quality
- Health

Activity 2 Individual, Response 12

- Health-Healthy students are better learners
  - This applies to staff & students (healthy staff are better teachers)
  - Principals [sic] not always prioritize helath as there are no consequences for not complying with policy (Healthy CPS, supportive schools)
  - Health also applies to the environment of schools
  - Whole School, Whole Community, While Child (WSCC) model

Activity 2 Individual, Response 13

- Adequately staffed and resourced
- Strong academic program
- Strong SEL Program
- Extra-curricular opportunities

- Restorative philosophy in discipline
- In ES & HS, post-secondary exposure
- A rigorous PS plan
- Consistency
- Joyful engagement
- Safe/connected to families
- Love/nurtured

Activity 2 Individual, Response 14

- Clean
- Well resourced
- Rigorous curriculum
- Relevant curriculum
- Passionate educators
- Attentive administrators
- Engaged students
- Robust supportive programming

Activity 2 Individual, Response 15

- [Same for Answer 1)
- Family Engagement Night
- Raffles
- Registration
- Before school/back to school bashes
- Report card pick up
- Table afterschool
- Libraries
- Shelters –STLS
- Staff mtgs.
- Park district
- Outside resources for afterschool programs.
- Partners.
- Scouts out

Activity 2 Individual, Response 16

- A quality school or me is when the teachers loves to come to school to teach, instead of coming for the check. Teachers properly taking time preparing lesson plans, instead of rushing and doing it overnight.
- Quality means being on track & above, so that they can be excited to learn.
- A principal who doesn't spend 75% of their time in their office.

Activity 2 Individual, Response 17

- Instructional leadership
- Culture & climate
- Is my student [sic]
- Leaders that actually listens includes teachers & principals
- Is she (1) safe? is she (3) [sic]? Is she (2) learning?
- Adults that care
  o My daughter must feel the care

Activity 2 Individual, Response 18

- Nothing that's currently being measured
- Programs a the school before/after – Options IB
- Class size
- Curriculum that's engaging and culturally relevant
- Teacher retention at the school
- Teacher experience/knowledge in grade level taught (-> Spend bilingual gen. ed.)
- Would teachers send their kid to that school
- Activities/programs that support parents needs
- Positive discipline mode/RJ – teachers that care
- Physically comfortable – welcoming & facilities
- Active/effective LSCs
- Growing Academically/socially emotionally
- Instructional leadership – quality teaching, level of care/compassion
- Safe/happy learning
- Resources for teachers and students beyond school budget
- Exposure to different opportunities – inside/outside class
- Staff available for all needs in the school – more adults
- Partner w/ others to bring things to the school financially
- Funding for field trips/including transportation

Activity 2 Individual, Response 19

- Program choices w/in neighborhood/region area
- Resources for teachers & students
- Exposure to different opportunities/trainings for students
- LSCs active
- Specialist support
- Facilities

Activity 2 Individual, Response 20

- Welcoming.
- Full curriculum – basics + gym + arts + etc.
- Facilities are clean, safe repaired & maintained
- Class sizes are small
- Teachers are engaging & accessible to parents & students
- Staff available for SEL/social work/language/special education/specialists (reading, gifted etc.)
- Positive discipline models
- Safe learning
- Happy

Activity 2 Individual, Response 21

- Physically comfortable, functional & attractive
- Programs, courses, curriculum match the desires of the community/neighborhood served
- Responses educators, leaders & other school staff
- Full LSCs
- Extracurricular Activities
- Students that are growing academically & social emotionally

Activity 2 Individual, Response 22

- Trained staff
- Qualified staff
- Creative with the students
- [Safety – climate & culture]
- Providing curriculum that is challenging for all students

Activity 2 Individual, Response 23

- Teachers and coaches who care about their students.
- Principals and school engineers who DON'T'T hide in their offices
- Schools with excellent athletic facilities that accommodate ALL the school's teams
- Coaches with experience in the sports they are coaching
- Schools with NO Title IX violations

Activity 2 Individual, Response 24

- School climate & culture – kids are excited to go to school everyday, have interesting programming to look forward to, feel safe and loved and respected.
- Family participation is welcomed & encouraged (not just for fundraising $$), parents are seen as true partners who know their child best
- Wraparound care/activities/services, consistent aligned, high-quality instructions across grades.

Activity 2 Individual, Response 25

- Caring educators
- Culturally relevant education & rigorous instruction
- Extra-curricular activities
- Before school, after school, & weekend activities (community school)
- Joyful/happy children, teachers, parents
- Connections to the surrounding community
- Resources & high quality facilities

Activity 2 Individual, Response 26

[BLANK]

Activity 2 Individual, Response 27

- Entry to exit growth -> on multiple indicators
- Measure how has a child's life been improved by the care, learning etc provided in that school from the time they enter until the time they leave?

Activity 2 Individual, Response 28

- Welcoming staff concerned with my child > whole child [sic]
- Warm environment.
- Diverse population.
- Cleanliness & well maintained.
- Safety.
- Programming – diversity in programming – for every one – not just STEM programming but something for every child
- I feel [sic] the SQRP gives you the bare facts but not the whole story at all

Activity 2 Individual, Response 29

- 1.Facility – cleanliness, environment.
- 2.Friendliness – not just teachers, but all staff engaging students/parents.
- 3.Resources books, desks, chairs, materials.
- 4.Equity funding.
- 5.Culturally relevant pedagogy

Activity 2 Individual, Response 30

- Quality = equity funding to improve. Have funding to work towards family or student instruction needs
- Equity funding = communities socio-economic characteristics
- Equity funding = invest in neighborhood CPSs
- Revise enrollment formula = per-pupil $ is punitive [sic]CPS building utilization.
- Equity funding = focus on CPS neighborhood demographic (ELL, Special Education, Low inome)
- Equity funding = capital investment (buildings, sport facilities.
- Teacher preparation programs
- Metal detectors

Activity 2 Individual, Response 31

- High test score -> [sic] funding & opportunities
- High school rating
- Do school values align w/ [sic]
- Realizing that this is all arbitrary and inequitable

Activity 2 Individual, Response 32

- School that offers a variety of programs [sic]
- Students can be successful in the future
- A positive and nurturing environment

Activity 2 Individual, Response 33

- 1.Small class sizes
- 1.Students learn to love learning
- 2.Nurturing/warm culture/environment
- 3.See students as more than a test score
- 4.Resources available to meet student needs & including differentiating curriculum – remedial likely for students who need it/ challenges for students [sic] need that
- 5.Resources, programs, services
- 6.Safety/Restorative justice.

Activity 2 Individual, Response 34

- Parent engagement – afterschool programs –
- Academics + extracurriculars.
- Quality looks like like student engagement, parent engagement, community engagement

Activity 2 Individual, Response 35

- Collective trust among staff + with leadership
- School is inviting to parents, students stay after school
- Student need are met
- Collaboration not competition
- Student projects, plays, productions, creativity, and writing are emphasized + celebrated – no metrics

Activity 2 Individual, Response 36

- Quality should be looked at in terms of equity. How are resources determined for each school and looking at the tier system in CPS
- Looking at the acute childhood experiences w/children and include that in SQRP

Activity 2 Individual, Response 37

- 1.) School culture & climate – students have a sense of belonging & cultivating the beliefs that they are welcome & people believe in them
- 2.) School personnels dispositions to equity & how those are translating to parents/students

Activity 2 Individual, Response 38

- 1.School Culture (students, staff, families)
- 2.Focus on the whole child -> academic, socioemotional, SEL practices, health & nutrition, sustainability/environmental
- Healthy CPS students
- Attendance – excused vs. nonexcused!

Activity 2 Individual, Response 39

- A school focused on truly educating the whole child.
- A rigorous academy program with supports for struggling students
- Robust art program that nurture the other talents not measured by academics.
- A supportive nurturing environment

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Activity 2 Group, Response 1

- Educating the whole child & non-academic strengths
- Integrate the other board policies - Arts, SEL indicators, healthy CPS
- What impact the equity initiatives supposed to have – prioritize those for alignment in SQRP 3.0
- Need to be mindful about the other dimension[s] of learning and involving those, especially if they're integrated into the state report card
- Looking into measurement opportunities beyond the 5 essentials "I feel safe" can mean so many things – is there a to build that our more to better gauge culture & climate
- Include the type of schools that are similar
  - Ex: Magnet for the humanities vs another magnet for humanities vs magnet & selective enrollment school
- Measurement for SQRP has happened from a monolingual lens – there' a need to evaluate the assessment -> and CPS guidelines, for example, 2nd grade oral/real aloud capabilities
  - 1) Make it more robust and apply the things that schools are focusing on (like health, SEL, et.)
  - 2) Better parallels between the state evaluation system and CPS
  - 3) More equitable ways to compare schools (see 6th bullet point above)

Activity 2 Group, Response 2

- 1.Classroom of students to teacher at each school
- 2.Programming – have the student well rounded (sports, arts, music. Not just only academics; add reasons (mentoring trauma)
- 3.Welcoming environment (rating of principal based on parent engagement, teacher retention) this helps reflect the climate of the school
- 4.Academics – are the students on grade level based on what they are learning in class. Not just being prepared for a test to do well. Are they really reading [sic] grade level. Not just got a [sic] for 1 day. Are we providing addl resources

- SEL rating of staff and admin
- Remove selective enrollment

Activity 2 Group, Response 3

- 1. Mixing old and new curriculum
- 2.Student/teacher engagement
- Communicating with student on where they are

Activity 2 Group, Response 4

- 1.Mixing old & new curriculum for a wide range of knowledge (sped-gen.ed. & beyone)
- 2.Communicating based on the needs of the children (acknowledging different levels of success)
- 3.Clear communication within the staff & from parent-staff

Activity 2 Group, Response 5

[BLANK]

Activity 2 Group, Response 6

- 1.Strong, rigorous academics
- 2.Lots of opportunity for student's engagement to foster a connected community
- 3.Stong SEL/TIC for students

Activity 2 Group, Response 7

[BLANK]

Activity 2 Group, Response 8

[BLANK]

Activity 2 Group, Response 9

[BLANK]

Activity 2 Group, Response 10

[BLANK]

Activity 2 Group, Response 11

- 1.Student council – newsletter
- 2.Programs
- 3.Health

Activity 2 Group, Response 12

- 1.Health
- 2.Programs
- 3.Youth engagement

Activity 2 Group, Response 13

[BLANK]

Activity 2 Group, Response 14

- 1.Welcming Culture & Climate promotes student engagement and parent participation
- 2.Trauma informed care – (Staff) students learning is affected by environmental factors not address through academics
- 3.Invest in afterschool programming for student and parents to
- Mentoring programs
- Parent engagement
- Social emotional supports for students and teachers
- Equity in staffing diversity

Activity 2 Group, Response 15

- 1.Shelters – STLS. Lot of students & parents when [sic] register for program
- 2.Registration – most parent turnout organizing
- 2.Report card pick up draw them in raffle. Can have a lot of parents

Activity 2 Group, Response 16

[BLANK]

Activity 2 Group, Response 17

[BLANK]

Activity 2 Group, Response 18

[BLANK]

Activity 2 Group, Response 19

[BLANK]

Activity 2 Group, Response 20

- 1.Facilities
- 2.Full active effective LSC
- 3.Program, courses, extracurricular activities
- Growing [sic] SE

Activity 2 Group, Response 21

[BLANK]

Activity 2 Group, Response 22

- 1.A [sic] challenging curriculum that develops whole child like in the schools of rich people.
- 2.Budget prioritie a smaller students to staff ratio this will allow for more consistent behavior
- 3.Safe environment

Activity 2 Group, Response 23

- 1.Chicago has a very UNHEALTHY population. CPS has for generations contributed to this situation due to POOR athletics facilities, 25 years of Title IX violations, and Physical Education classes being few or non-existent. Hundreds of P.E. teachers had to be hire 3-4 years ago, as state/federal guidelines on P.E were violate for many years.

Activity 2 Group, Response 24

[BLANK]

Activity 2 Group, Response 25

- 1.Resouces
- 2.Quality teachers
- 3.Diverse learners & SEL supports

Activity 2 Group, Response 26

[BLANK]

Activity 2 Group, Response 27

- Please intentionally, repeatedly, and deeply engage principals in SQRP 3.0. Thank you for offering this forum.

Activity 2 Group, Response 28

- 1.Culture & climate
- 2.Teacher quality
- 3.Diversity in programming – not just STEM programs but something for everyone

Activity 2 Group, Response 29

[BLANK]

Activity 2 Group, Response 30

[BLANK]

Activity 2 Group, Response 31

[BLANK]

Activity 2 Group, Response 32

[BLANK]

Activity 2 Group, Response 33

- 1.Small class sizes !!
- 2.Equitable funding
- 3.No test serves as basis of any rating.

Activity 2 Group, Response 34

- 1.Broad Curriclum that elite schools offer.
- 2.Budget that allows for transformative experience.
- 3.Create a safe environment for learning.

Activity 2 Group, Response 35

[BLANK]

Activity 2 Group, Response 36

[BLANK]

Activity 2 Group, Response 37

[BLANK]

Activity 2 Group, Response 38

[BLANK]

Activity 3 responses to question: Aside from your individual and group responses to Activities 1 and 2, what else would you like to see? For each factor, please also provide a brief explanation. We want to make sure we capture any additional feedback, questions or comments you have on SQRP.

Activity 3, Response 1

- 1.Look at WSCC model from the U.S. CDC as a template for a more holistic model on school assessment
- 2.Include school staff perceptions on desired school characteristics as part of SQRP
- 3.Consider program scores as opposed to just two outcomes or sub-categories under the three outcomes
- 3.A focus on outcomes only pushes schools to make decisions to do better on SQRP that are punitive and antithetical to whole child and to supportive environments. Progress needs to be given credit so schools focus on the process as well as the outcome.

Activity 3, Response 2

- 1.Programming – not just academics, kids need versatility (we need art, music, sports, dance?)
- 2.Academics – make sure the children on the level they should be, not just test prepping
- 3.Culture sensitivity (dealing with trauma, mentoring, build partnerships)
- 4.SEL how to make sure the principals & teachers are being trained and being sensitive of how they deal with our children
- 5.Technology/STEM are we really prepping our children to be ready

Activity 3, Response 3

[BLANK]

Activity 3, Response 4

[BLANK]

Activity 3, Response 5

[BLANK]

Activity 3, Response 6

- 1.Can we ensure our schools are more diverse & less segregated. Why? To provide the best opportunities for all kids regardless of socio-economic status.
- 2.Growth data is really important
- 3.Giving parents voice & choice, especially in low income communities.
- 4.It would be nice to reduce the # of tests (ie, IAR vs NWEA MAP)

Activity 3, Response 7

- 1.Can FACE drive this process? Can we have a different process for each stakeholder grop?
- 2.Why aren't parent surveys included in SQRP rating? Teachers get to judge parent involvement – why not other ways
- 3.Growth measures are impossible to calculate for parents & schools.
- 4.Why is SQRP so volatile? Can we see trend points?
- 5.The Colleage Board cut scores for predicted growth do not match SQRP growth scores. The spread between 20% growth vs. 40% and 70% too large of a jump.
- 6.More public engagement

Activity 3, Response 8

[BLANK]

Activity 3, Response 9

[BLANK]

Activity 3, Response 10

- 1.Social and emotional efforts
- 2.Principal efforts/school efforts
- Community partnerships

Activity 3, Response 11

- 1.Quality teachers. Unfortunately, teacher that take off so much until the students lose out on being educated
- 2.Resources for students of all level

Activity 3, Response 12

- 1.The SQRP should include measure of how schools are complying with <u>all</u> school polices
- 2.More awareness and engagement with families on what the SQRP is
- 3.Whole School, Whole Community, Whole Child (WCCC) Model
- 4.Resources & support for all students

Activity 3, Response 13

- Consider stakeholder focus groups to ensure equity of stakeholder voice -> Principals & school leaders should be deeply entrenched in redeveloping a performance management policy that aligns w/CPS' newly developed vision. How much do school leaders & communities actually control? Research around competency based grading (standard based grading) will show using attendance in grading is not best practice. -> why us in on the SQRP?

Activity 3, Response 14

- SQRP has to have equity for addressing the mobility rate and impoverished areas. Selective enrollment schools should have a different criteria from neighborhood schools.

Activity 3, Response 15

[BLANK]

Activity 3, Response 16

[BLANK]

Activity 3, Response 17

- 1.Equitable disbursement of state/fed funds – SBB as currently applies is failing our schools. SBB is responsible 4 parent & teacher selections.
- 2.Instruction/teachers must be required to re-certify; teachers must be abreast of new methods and styles as well as new developments. Teachers need to continue to learn.
- 3.Limit enrollment should be put on schools until all school are fully utilized. This will spread funding equally. Once schools are fully utilized (enrollment) then allow options.
- 4.Vendors should be required to provide the same services to all schools. Schools shouldn't compete 4 services. If properly implemented – each community across the city will have necessary resources encouraging local attendance.

Activity 3, Response 18

- 1.Curriclula that is culturally relevant and engaging b/c we need to know what is being taught – bilingual, special ed, options
- 2.Wrap around supports because we need as many staff to be in schools.
- 3.Restorative justice in schools so students feel heard, safe and want to come to schools allows teachers to care about students!
- 4.Schools that are physically safe and welcoming b/c students need to feel safe.

Activity 3, Response 19

[BLANK]

Activity 3, Response 20

[BLANK]

Activity 3, Response 21

[BLANK]

Activity 3, Response 22

- 1.I want the quality at the school [sic] children attend

Activity 3, Response 23

[BLANK]

Activity 3, Response 24

- 1.More holistic way of capturing students' academic exp – 65% of SQRP is related a test that they take one day in .5 hr – what about the other 179 days of the year?!
- 2.Adequate programming & funding – does the school have PE, arts, music, sports, etc. – firt we need to be adequately funded before we start comparing schools to each other.
- 3. Healthy schools – make this a priority & excelling arts
- 4.Diverse learners – current SQRP incentivizes having low rates of DLs – hurting our DL pops.
- 5.Foucs on effort and improvement – so many different starting points, how can the bar be the same when funding and community needs are so wildly different.

Activity 3, Response 25

- 1.SQRP to bring resources/supports, not punishment
- 2.It feels like schools are pitted against each other
- 3.A low rating demoralizes an entire learning community/school

Activity 3, Response 26

[BLANK]

Activity 3, Response 27

[BLANK]

Activity 3, Response 28

- 1.Equity is funding
- 2.Using SQRP to pit schools against each other
- 3. 20% for attendance makes my head spin. I understand kid need to be in school, however I have a hard time punishing the school for attendance.

Activity 3, Response 29

[BLANK]

Activity 3, Response 30

- 1.Meaningful engagement of CBOs a multiple education stakeholders (parents, students, education staff, CPS counselors)
- 2.Equity funding align with local/community quality of life plans
- 3.Tailor towards ELL, Special Education, low income students) = communities of color
- 4.Capital investment
- 5.Diversity teacher pipeline
- Provide mental health support to teachers
- Cultural relevant restorative justice practices

Activity 3, Response 31

- 1.Meet parents where they are!!
- 2.Connect w/ CBO's as a community asset
- 3.Investment in diverse learners

Activity 3, Response 32

[BLANK]

Activity 3, Response 33

- 1.Test scores should not be basis of school ratings
- 2. "Ratings" should not be used to penalize teachers/schools
- 3.Cannot separate conversation from funding resources debate. Need more equitable funding.
- 4.Get rid of ratings altogether
- 5.Parents, teachers/staff are partners in school leadership

Activity 3, Response 34

[BLANK]

Activity 3, Response 35

- 1.End the use of standardized test scores in SQRP
- 2.End the use of summative ratings to mark schools as if that represents the work that goes on

Activity 3, Response 36

- 1.Looking at quality and equity and how schools that are [sic]
- 2.Looking at acute childhood experiences and how it impact the level of the school
- 3. Look at how schools are testing students and are some schools testing more than is need
- 4.Are investigate why school are not teaching African-American history that was mandate [sic] the sate
- Looking at what are your targets for responses for the survey and then focus on getting that group to respond

Activity 3, Response 37

- Prioritize the needs of the whole child – not as an "extra" but truly integrated into the core of all that schools do

Activity 3, Response 38

- If we have to use standardized testing
- Equity & Access -> Academics
- Dual language bilingual schools teach in two languages but academics are measured through a monolingual lens. NWEA has developed tests in Spanish, however students have to test in English. Students should have a voice and both languages should count towards SQRP.
- MAP NWEA tests for 2nd grade. Students should be tested in accordance to their reading level. (K-2 test or 2-5). Right now they are forced to do a big jump.
- Focus on whole child. Example of healthy initiative:
  - o Health & nutrition
  - o Socio-emotional
  - o School culture of students, staff, families
- Parent input
- Differentiate between excused and non-excused attendance for attendance rating
- Teacher retention rates should count

- Additional Programs in arts & sports
- Should include a school visit
- Value school's initiatives when it comes to sustainability and taking care of our earth
- Restorative justice initiatives

Activity 3, Response 39

- 1.Assessments -> more diagnostic instrument that measures ways to move students
- 2.Equitable resources that include supports for teachers, full-time nurses, librarians, social workers
- 3.Sustainable quality rating that takes culture, athletics, music, theater.