

Group # 6

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
- **Student Voice Committees (SVCs):** CPS's Department of Civics and Student Engagement is connecting with the SVCs to get feedback from approximately 150 middle school students and 60 high school students.
- **School Engagement Protocol:** CPS's Office of Equity is developing a school engagement protocol to guide in-school engagements supporting a sensitive dialogue with an array of stakeholders while prioritizing communities most impacted by inequity.
- **Community-Based Organizations (CBOs):** CPS's Office of Family and Community Engagement is working to convene CBOs to offer feedback and partnership in developing SQRP 3.0.

SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
Announcement by CEEdO at CPS Board meeting	11/20/19
Announcement at Principal Advisory Committee meeting	12/4/19
Inclusion in regular memo from the Office of Network Support	11/29/2019, 12/6/2019
Announced by FACE staff at LSC Kickoff Event	12/4/19
Included in teacher newsletter from Educator Engagement	12/5/19
Shared at the CPS New Principal Institute	12/9/19
Shared via Chicago Public Education Fund email listserv	12/12/19
Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # 6

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- 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 working and needs fixing
- share w/ leaders a QoLs in neighborhoods -
- provide appropriate mechanisms for feedback - not just survey

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. _____
2. _____
3. _____

see facilitator sheet

Group # Group 9

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Group # Group 9

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

One is to come around to the parent university. While a few who attend these meetings seem not to be aware they are happening, despite there are the largest groups attending meetings with CPS
Second, why ~~didn't~~ ^{wasn't} this sent to the schools to be sent home to the parents, posted on their schools websites, ~~and~~ ^{I don't recall seeing it} posted by PU (Parent university) FB nor Instagram, Twitter to bring awareness as well.

Step 2: Share individual reflections with your neighbor. (2 minutes)

The Fee managers have access to a large portion to database of parents. Why wasn't it sent by them.

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. Work shops needed to educate parents on what is a SQRP. How can you fill out a survey if you don't know what it is
2. Accountability of the principal ^(CPS) who is holding the principal on account they are getting the ~~work~~ ^{work} out the surveys are at ^{Here to complete.}
3. Communication, communication! Use every method to get the word out (post on the school sites, send home with students) (offer incentives to bring them back; have partners offer something [trips, groceries] mail them out, social media, utilize parent meetings (BAC, ^{etc} LSC, BAC, PLU, etc) - Open house)

2 of 4

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Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. More OST - because outside organizations tend to create/have more successful ~~or~~ community engagement
2. Other school partners - so everything is not separate
3. incentives for scholarships and college prep for high schoolers
Partner w/ after school programs to get help w/ surveys

Group # 41

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Group # 41

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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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. Partner with outside Orgs for com. for events w/ parents & students.
2. Partnering up with surrounding schools to host events for better turn outs
3. More incentive/scholarship based events w/survey for high schoolers parents to want to take the survey!

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Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

School incentives for more community based programs
Scholarship programs to help parents & students
After school programs OST to help with surveys
Partnering with other schools to blend the culture
of the community and educate on what SQRP

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. Partnering with more after school programs & organizations
2. Partnering with other schools on a collaboration of hosting events to build relationships w/ parents, faculty & community
3. Student participations

Group # 11

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Promoted via CPS Twitter account ✓	12/12/19, 12/19/19
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not answered?

small by 11
2 months
was + report

Group # 11

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Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- Seems to be a short burst of announcements. Needs to be more often
- Sets more frequency & classes. WGN,
- WGN, WBEZ, bus & train ads
- Several weekly newsletters
- in-person link or lottery - R.C. pick-up
- mail/phone

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. School-based - Community + 2 - way
2. Bus, train, WBEZ, WGN, ~~at~~
 ~~announced~~ more frequent social media
3. Actual random survey of post-survey beneficiaries

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Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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
Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. Change the language from SQRP to what
families value in schools & how can it be measured?
2. Can the timeline be extended over multiple years
to allow for more qualitative feedback?
3. _____

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Group # 1

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Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

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ranked metrics: culture growth attainment

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"it was before you"

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Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

garner surveys @ community gathering spots:
barber and salons, churches, gyms, community
shops
centers, community events.
make a part of report card pick-up.
stronger messaging.

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. remove technical language
2. create videos explaining the "why".
High Schools students in school media programs
can do this.
3. "Restorative conversation around school accountability"

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Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- FOUNDED A LOCAL COUNCIL AT THE SCHOOL LEVEL FOR ADMINISTERING THE SURVEY
- INCENTIVE SURVEY BOF - PRISON OFFICE
- APRIL ELECTRONIC POLLING PLACE

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

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2. _____

3. _____

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1/2/20

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Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # _____

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Registration	CPS Staff
Family Stem Night	Outside Resources
Report Card Pick up	Park Districts
Before School	Shelter (6218)
After School	

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. Shelters
2. Registration
3. Report Card Pick

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
- **Student Voice Committees (SVCs):** CPS's Department of Civics and Student Engagement is connecting with the SVCs to get feedback from approximately 150 middle school students and 60 high school students.
- **School Engagement Protocol:** CPS's Office of Equity is developing a school engagement protocol to guide in-school engagements supporting a sensitive dialogue with an array of stakeholders while prioritizing communities most impacted by inequity.
- **Community-Based Organizations (CBOs):** CPS's Office of Family and Community Engagement is working to convene CBOs to offer feedback and partnership in developing SQRP 3.0.

SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
Announcement by CEo at CPS Board meeting	11/20/19
Announcement at Principal Advisory Committee meeting	12/4/19
Inclusion in regular memo from the Office of Network Support	11/29/2019, 12/6/2019
Announced by FACE staff at LSC Kickoff Event	12/4/19
Included in teacher newsletter from Educator Engagement	12/5/19
Shared at the CPS New Principal Institute	12/9/19
Shared via Chicago Public Education Fund email listserv	12/12/19
Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # 18

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

PARTNER LISTS (OSHA, OSEL, CHILDREN'S FIRST FUND)
REPORT CARD PICK-UP (STATIONS WITH COMPUTERS + PAPER)
SCHOOL LIST SERVS
AFTER SCHOOL PICK-UP
CHICAGO PARK DISTRICT

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. REGISTRATION
2. REPORT CARD PICKUP
3. PARTNERS (HOSPITALS, CBO'S, AFTER SCHOOL PROGRAMS)

Group # _____

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
- **Student Voice Committees (SVCs):** CPS's Department of Civics and Student Engagement is connecting with the SVCs to get feedback from approximately 150 middle school students and 60 high school students.
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SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
Announcement by CEo at CPS Board meeting	11/20/19
Announcement at Principal Advisory Committee meeting	12/4/19
Inclusion in regular memo from the Office of Network Support	11/29/2019, 12/6/2019
Announced by FACE staff at LSC Kickoff Event	12/4/19
Included in teacher newsletter from Educator Engagement	12/5/19
Shared at the CPS New Principal Institute	12/9/19
Shared via Chicago Public Education Fund email listserv	12/12/19
Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # 11

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

We School-based Focus Groups

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- Access → equity → ~~method~~ how was the survey given (is it only electronic)
- Report card Pickups? → School-based incentives and raffles
- How well is it publicized & the purpose understood? (Parents) some struggle analyzing many components of the SQRP.

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. School-based communication: Provide two-way ^{around survey completion} communication about the purpose and guiding ^{principles} completion
2. Differentiated methods for survey completion providing equitable access
3. Changing the Look-fors in the survey looking for value vs. rating the value of current metrics

Group #

37

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
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SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
Announcement by CEo at CPS Board meeting	11/20/19
Announcement at Principal Advisory Committee meeting	12/4/19
Inclusion in regular memo from the Office of Network Support	11/29/2019, 12/6/2019
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Shared via Chicago Public Education Fund email listserv	12/12/19
Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # _____

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Access to technology

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. _____

2. _____

3. _____

Group # 17

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
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SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
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Announcement at Principal Advisory Committee meeting	12/4/19
Inclusion in regular memo from the Office of Network Support	11/29/2019, 12/6/2019
Announced by FACE staff at LSC Kickoff Event	12/4/19
Included in teacher newsletter from Educator Engagement	12/5/19
Shared at the CPS New Principal Institute	12/9/19
Shared via Chicago Public Education Fund email listserv	12/12/19
Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # 17

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Answer #
2

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Health
Social
Emotional

Inviting / Welcoming
Have resources and everyone else
Student lead activities
Students love being here
Provide a wealth of opportunities
that meet the outside world. Exposure

Caring Teachers / Staff

Variety of Programs

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. Variety of programs that meets all students i.e. Academic, social emotional, Career oriented
2. Health Staff and Students

Music Band
Sports

GED
Job Training
Class / Subject Teaching

3. Student Lead Programs i.e. Student Council
Student Ambassadors, Newsletter, ~~Other~~ Clubs
Year Book Club Entrepreneur Business STEM Home Economics

State & CPS alignment
2 of 4

Group # 17

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
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SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
Announcement by CEo at CPS Board meeting	11/20/19
Announcement at Principal Advisory Committee meeting	12/4/19
Inclusion in regular memo from the Office of Network Support	11/29/2019, 12/6/2019
Announced by FACE staff at LSC Kickoff Event	12/4/19
Included in teacher newsletter from Educator Engagement	12/5/19
Shared at the CPS New Principal Institute	12/9/19
Shared via Chicago Public Education Fund email listserv	12/12/19
Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # 7

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

family engagement, Report pick-up, after school,
Stem nights, CPS staff meetings, friendly email
reminders, Outside Resources, raffles, Chicago
public libraries, the park district.

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. SJLS (we have a lot of students in the
program
2. Registration
3. Report pick-up

Group # 7/8

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
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SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
Announcement by CEo at CPS Board meeting	11/20/19
Announcement at Principal Advisory Committee meeting	12/4/19
Inclusion in regular memo from the Office of Network Support	11/29/2019, 12/6/2019
Announced by FACE staff at LSC Kickoff Event	12/4/19 *
Included in teacher newsletter from Educator Engagement	12/5/19
Shared at the CPS New Principal Institute	12/9/19
Shared via Chicago Public Education Fund email listserv	12/12/19
Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # 718

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

* Link in ASPEN *

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

How often are parents involved in current distribution forums
Particularly Black & Brown? Send survey notification w/ student
via paper
Aspen / Alderman / LSC

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. ~~Aspen~~ Parents: Aspen / LSC / PAC / school events
2. Community: Alderman communication
- 3.

Group #

8

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
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SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
Announcement by CEo at CPS Board meeting	11/20/19
Announcement at Principal Advisory Committee meeting	12/4/19
Inclusion in regular memo from the Office of Network Support	11/29/2019, 12/6/2019
Announced by FACE staff at LSC Kickoff Event	12/4/19
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Shared at the CPS New Principal Institute	12/9/19
Shared via Chicago Public Education Fund email listserv	12/12/19
Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # _____

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- Community school representatives are needed to go out and engage parents at the school before and after school.
- too long
- too repetitive
- Why

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. POP up on ASPEN ✓ LClear! clear outcomes
2. GO TO THE SCHOOL - before - after ✓ SEL programs?
@ registration
Report Card Pickup
3. Send link to homes (PSA)
4. Parent friendly survey (remove technical focus on value) ✓ - Churches/Business
5. Principal Communication - mailer
- Alderman's office
- Newsletter School
- LSC / BAC / PAC
- Paper survey
- calls

Khan Academy:
9VRE9MUB

Group # _____

STAKEHOLDER ENGAGEMENT WORK TO DATE

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SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
Announcement by CEo at CPS Board meeting	11/20/19
Announcement at Principal Advisory Committee meeting	12/4/19
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Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # 7/8

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Parents → how best communicate via email, flyer, texts?
Eng. lang only? why not other langs?
connecting w/ special ed. / diverse learner perspectives

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. _____
2. _____
3. _____

Group # _____

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
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SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
Announcement by CEEdO at CPS Board meeting	11/20/19
Announcement at Principal Advisory Committee meeting	12/4/19
Inclusion in regular memo from the Office of Network Support	11/29/2019, 12/6/2019
Announced by FACE staff at LSC Kickoff Event	12/4/19
Included in teacher newsletter from Educator Engagement	12/5/19
Shared at the CPS New Principal Institute	12/9/19
Shared via Chicago Public Education Fund email listserv	12/12/19
Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # 7/8

7

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Survey itself. Education on what it is.
 VCs Principals CBOS
 More languages Paper?
 Parents; (* Before/after schel Aspen pop up) Alderman office, parent
 Sch events

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. _____
2. _____
3. _____

Group # 7

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
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SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
Announcement by CEEdO at CPS Board meeting	11/20/19
Announcement at Principal Advisory Committee meeting	12/4/19
Inclusion in regular memo from the Office of Network Support	11/29/2019, 12/6/2019
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Shared via Chicago Public Education Fund email listserv	12/12/19
Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

7

Group # _____

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. _____

2. _____

3. _____

Group # 4

STAKEHOLDER ENGAGEMENT WORK TO DATE

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SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
Announcement by CEoD at CPS Board meeting	11/20/19
Announcement at Principal Advisory Committee meeting	12/4/19
Inclusion in regular memo from the Office of Network Support	11/29/2019, 12/6/2019
Announced by FACE staff at LSC Kickoff Event	12/4/19
Included in teacher newsletter from Educator Engagement	12/5/19
Shared at the CPS New Principal Institute	12/9/19
Shared via Chicago Public Education Fund email listserv	12/12/19
Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # 4

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. Create a CPS communication APP.
2. Engage w/ CBO'S
3. Restorative Justice conversation.

Group # _____

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
- **Student Voice Committees (SVCs):** CPS's Department of Civics and Student Engagement is connecting with the SVCs to get feedback from approximately 150 middle school students and 60 high school students.
- **School Engagement Protocol:** CPS's Office of Equity is developing a school engagement protocol to guide in-school engagements supporting a sensitive dialogue with an array of stakeholders while prioritizing communities most impacted by inequity.
- **Community-Based Organizations (CBOs):** CPS's Office of Family and Community Engagement is working to convene CBOs to offer feedback and partnership in developing SQRP 3.0.

SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
Announcement by CEEdO at CPS Board meeting	11/20/19
Announcement at Principal Advisory Committee meeting	12/4/19
Inclusion in regular memo from the Office of Network Support	11/29/2019, 12/6/2019
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Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # _____

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. _____

2. _____

3. _____

Group # 9

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
- **Student Voice Committees (SVCs):** CPS's Department of Civics and Student Engagement is connecting with the SVCs to get feedback from approximately 150 middle school students and 60 high school students.
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SURVEY ENGAGEMENT EFFORTS

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Shared via Chicago Public Education Fund email listserv	12/12/19
Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # 9

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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 canvases, have them do it on the Spot!

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

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

Group # 10

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
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SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
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Shared via Chicago Public Education Fund email listserv	12/12/19
Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

10

Group # _____

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

CACs CPS Email listserv (for parents)

CBOs Making sure avail- in English + Spanish

PACs

LSC relations

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. Mass outreach to parents (CPS Email listserv, CPS Rotocalls, Flyers in children's backpacks)
2. meeting parents where they are: Report Card pick-up, open house, weekend events (academic + sports events, etc)
3. Network support

fill the tech void

chrome books to fill out on-site

Group # _____

STAKEHOLDER ENGAGEMENT WORK TO DATE

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- **Student Voice Committees (SVCs):** CPS's Department of Civics and Student Engagement is connecting with the SVCs to get feedback from approximately 150 middle school students and 60 high school students.
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SURVEY ENGAGEMENT EFFORTS

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Group # _____

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Often the surveys are distributed in large email blast,
newsletters that are hard to often lost in other information
There main source of blast are emails and parent may not be
tech savvy or on likely to read large email Blast. Connect
w/ community action councils to reach stakeholders.

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. _____

2. _____

3. _____

Group # 13

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

① prioritize focus groups over survey completion

② parent knowledge of SQRP policy may be limited - yet they certainly care about their child being at a good school -

Step 2: Share individual reflections with your neighbor. (2 minutes)

~~so~~ therefore what are we expecting parents to

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. Schools

③ ~~are~~ are about to move into

2. 5 Essentials Survey Completion Season, and therefore administrators

3. are going to focus on survey completion for that.

Eliminate competing commitments for surveys if you want our support with SQRP survey completion

be able to give substantive feedback on?

STAKEHOLDER ENGAGEMENT WORK TO DATE

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SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
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Group # 26

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

WEEKLY MEETS - ALL-SCHOOL
RUN BY STUDENTS
BRINGING IN TRAINED FACILITATORS
STUDENT VOTE COMMITTEES
SPONTANEOUS DISCUSSIONS
MAKE WHY CLEAR?

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. COME UP WITH A MEDIA CAMPAIGN THAT INCLUDES A PSA & HAVE IT
BE DIVERSE & INCLUSIVE
2. *HARD COPY - PAPER - ONLY ONE THAT COST MONEY
3. SOME TYPE OF FACE TO FACE - EITHER WITH A FACILITATOR OR SCHOOL
LEADERS - TABLES AT REPORT CARD PICK UP

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
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SURVEY ENGAGEMENT EFFORTS

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Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

(FACE #)

Group # 27

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- ① How is this being distributed?
- ② What languages is it available in?
- ③ Accessibility? Is it ADA friendly/Compliant?
- ④ Are you engaging community stakeholders? Parents? Are students being engaged?

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

- 1. _____
- _____
- 2. _____
- _____
- 3. _____
- _____

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
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SURVEY ENGAGEMENT EFFORTS

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Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # 28

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. _____

2. _____

3. _____

Group #

78

24

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
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SURVEY ENGAGEMENT EFFORTS

Survey results?

Touchpoint	Date
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Group # _____

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- meet families (stakeholders) where they are !!
- Q of L plan !!
- Why?
- restorative communication.

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. 0
2. _____
3. _____

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
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Group # 17

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- Parent Event - Back to School ^(Registration) Report Card Pickup, Engagement Function (Bash, picnic)
- CPS Staff, Email, Repeatedly until I completed
- Library, Park District

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. RCEU
2. _____
3. _____

Group # _____

STAKEHOLDER ENGAGEMENT WORK TO DATE

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SURVEY ENGAGEMENT EFFORTS

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Group # _____

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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 & send Back to school. Report card pick up - copies to all parents.

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. _____

2. _____

3. _____

Group # 1

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
- **Student Voice Committees (SVCs):** CPS's Department of Civics and Student Engagement is connecting with the SVCs to get feedback from approximately 150 middle school students and 60 high school students.
- **School Engagement Protocol:** CPS's Office of Equity is developing a school engagement protocol to guide in-school engagements supporting a sensitive dialogue with an array of stakeholders while prioritizing communities most impacted by inequity.
- **Community-Based Organizations (CBOs):** CPS's Office of Family and Community Engagement is working to convene CBOs to offer feedback and partnership in developing SQRP 3.0.

SURVEY ENGAGEMENT EFFORTS

Touchpoint	Date
Announcement by CEEdO at CPS Board meeting	11/20/19
Announcement at Principal Advisory Committee meeting	12/4/19
Inclusion in regular memo from the Office of Network Support	11/29/2019, 12/6/2019
Announced by FACE staff at LSC Kickoff Event	12/4/19
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Shared at the CPS New Principal Institute	12/9/19
Shared via Chicago Public Education Fund email listserv	12/12/19
Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # _____

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- SQRP discussions at the LSC meetings
 - community meeting
-
-
-
-

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

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

Group # _____

1

STAKEHOLDER ENGAGEMENT WORK TO DATE

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Shared at Student Voice Committee events	1/20/20, 1/31/20

Group # 1

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

What ways has CPS utilized to engage stakeholders - What targets are looking to do - is this the only way - focus

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. _____

2. _____

3. _____

Group # Six

STAKEHOLDER ENGAGEMENT WORK TO DATE

- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
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SURVEY ENGAGEMENT EFFORTS

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Shared via CBO email listserv	12/16/19
Promoted via CPS Twitter account	12/12/19, 12/19/19
Shared at Student Voice Committee events	1/20/20, 1/31/20

6

Group # _____

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Please see Activity 2 - I wrote in the wrong spot

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

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

2. _____

3. _____

Group # 6

STAKEHOLDER ENGAGEMENT WORK TO DATE

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Shared at Student Voice Committee events	1/20/20, 1/31/20

41% teachers
24% families

→ posted on Board Website 1 of 4

44% White
18% Afric. Latino 19%

Group # 6

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions: *SQRP is such a complex movement
Feedback cannot be captured by a survey only on website
social media*

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- * Distribution - contact school administrators and sk to promote feedback sharing (through 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 other agencies*

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. _____

2. _____

3. _____

Group # _____

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- **American Institutes for Research (AIR) Focus Groups:** CPS is collaborating with AIR to conduct six focus groups during the upcoming public budget meetings. This will provide high-quality, rigorously analyzed information about stakeholder values and opinions. (January-February)
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SURVEY ENGAGEMENT EFFORTS

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Group # 6

Activity 1: SQRP Stakeholder Engagement (17 minutes)

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."

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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

Step 2: Share individual reflections with your neighbor. (2 minutes)

Step 3: As a group, prioritize the top three answers and list them below. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once you have your top three, please list them below and provide a brief explanation of why it is important. (10 minutes)

1. - Reach out to sister organizations
2. - Better understanding of the SQRP →
- 3.



Group # 6

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

A school that supports my child's needs holistically -
A school with trusted and trustworthy adults who are sympathetic
and supportive
where students are respected and taught to respect
through role modeling by adults
~~where mental and physical health~~
Meets all BOE policies - not just test scores
where family and community engagement are welcomed and supported

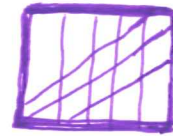
Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Some sub-process measures that build towards the outcomes

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____
2. _____
3. _____

See facilitator sheet



Group #: 6

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. Look at WSCC model ^{from the U.S. CDC} as a template for a more holistic model of school assessment
2. Include school staff perceptions of desired school characteristics as part of SQRP
3. Consider progress ~~set~~ scores as opposed to just the three outcomes or sub-categories under the three outcomes
4. 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 outcomes
- 5.

Group # Group 9

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Rate
~~Are~~ all the grades on grade level. 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 talk about that so CPS can provide outside resources. Especially low-income areas.

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. Classroom of students to teacher at each school
 2. Programming - have the student well rounded (Sports) arts music. Not just only academics; add resources (mentoring trauma)
 3. ~~SEL~~ 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 on 4th grade level. Not just got a 212 for 1 day. Are we providing add resources.
- SEL rating of staff and admin.

3 of 4

Whole Child Committee Meeting - January 27, 2020

X remove selective enrollment

reading on 4th grade level. Not just got a 212 for 1 day. Are we providing add resources

Group #: Group 9

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. Programming – not just academics, kids need
versatility (we need art, music, sports, dance).
2. Academics – ^{make sure} the children ^{are} the level they should
be. Not just test prep.
3. Culture sensitivity (dealing with
trauma), mentoring, built
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 dropping our
children to be ready

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. Mixing old and new curriculum - communicating with student
2. Student / teacher engagement - community committing communicating with students on where they are
- 3.

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1.

2.

3.

4.

5.

Group # 41

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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
children's ears (communicating on
books, technology ^{their level} ^{teaching}
^{- Code Switching}

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

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

Group #: 41

Activity 3: Big Picture – Other factors (5 minutes)

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.

1.

2.

3.

4.

5.

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- 1 Teacher engagement (more hands on) currently lack better
- 2 More after school programs for youth development
- 3 Bringing back Culinary Arts & workshop & STEM programs blending together the old & new techniques w/ technology
- 4 Calling parents before the student is too far behind will make the quality of the student education better which in hand make the quality of the school better.

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____

2. _____

3. _____

4

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1.

2.

3.

4.

5.

Group # 11

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Joyful, ~~many~~ engagement,
meeting kids where they are,
rigorous, deep ~~instruction~~
thinking & instruction,
high standards & lots of opportunities
for ~~the~~ student to feel safe &
connected, ~~the~~ loved & nurtured.

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group’s comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. Strong, rigorous academics
2. Lots of opportunity for student's engaged to foster a connected community
3. Strong SEL & TIC for students

Group #: 11

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. Can we ensure our schools
diverse
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. Give parents
voice; choice, especially in low
income communities.

4. It would be nice to
reduce the # of tests (ie. IAR vs (NWE-MAP))

5.

Group # 11

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Student growth consistency of staff, well-Rounded
Resources, well kept exterior w/ green space.
Diverse staff and student body. Inclusive
environment. Student voice + ~~Parent~~ Parent voice

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____
2. _____
3. _____

Group #: 11

Activity 3: Big Picture – Other factors (5 minutes)

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.

Can we build off the CIWP process for the feedback from SEF?

1. Can FACE drive this process? Can we have a different process for each stakeholder group?

2. Why aren't parent surveys included in SQRP ratings? Teachers get to judge parent involvement - why not other way?

3. Growth measures are impossible to calculate for parents + schools.

4. Why is SQRP so volatile? Can we see trend points?

5. The College 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

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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 children's knowledge, culture, and ability by responding to their needs.
Note: This is further supported by research.

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____
2. _____
3. _____

1

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1.

2.

3.

4.

5.

12

5

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- Leadership that mirrors student population
- Leaders who ^{is dev.} are ^{is} supp. 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

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____

2. _____

3. _____



Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1.

2.

3.

4.

5.

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- THE ~~FOCUS~~ ^{LEVEL} OF STUDENTS' ACADEMIC SUCCESS
- SPECIALIZE PGMS THE SCHOOL OFFERS
- COMMUNITY PARTNERSHIPS
- FAMILY PGMS
-
-

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____

2. _____

3. _____

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. SOCIAL AND EMOTIONAL EFFORTS

2. PRINCIPAL EFFORTS / SCHOOL EFFORTS

3. COMMUNITY PARTNERSHIPS

4.

5.

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Resources for students
Caring staff
Subs. Quality
Health

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group’s comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. Student Council - News letter
2. Programs
3. Health

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. Quality teachers

Unfortunately, teachers that take off so much until the students lose out on being educated

2. Resources for students of all level

3.

4.

5.

Group # 18

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- HEALTH – HEALTHY STUDENTS ARE BETTER LEARNERS
- THIS APPLIES TO STAFF + STUDENTS (HEALTHY STAFF ARE BETTER TEACHERS)
- PRINCIPALS ~~DO~~ NOT ALWAYS PRIORITIZE HEALTH AS THERE ARE NO CONSEQUENCES FOR NOT COMPLYING WITH POLICY (HEALTHY CPS, SURROUNDING SCHOOLS)
- HEALTH ALSO APPLIES TO THE ENVIRONMENT OF SCHOOLS
- WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD (WSCC) MODEL

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group’s comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. HEALTH
2. PROGRAMS
3. YOUTH ENGAGEMENT

Group #: 18

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. THE SQRP SHOULD INCLUDE MEASURES OF HOW SCHOOLS ARE COMPLYING WITH ALL SCHOOL POLICIES

2. MORE AWARENESS AND ENGAGEMENT WITH FAMILIES ON WHAT THE SQRP IS

3. FUNDING AND SUPPORT FOR SCHOOLS BEFORE OR IN TANDEM WITH AN IMPROVANCE ENRATING (THAT IS MORE INCLUSIVE)

4. WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD (WSCC) MODEL

5. RESOURCES + SUPPORT FOR ALL STUDENTS

Group # 11

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Student voice

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- Adequately staffed and resourced*
- Strong academic program*
- Strong SEL Program*
- Extra-curricular opportunities*
- Restorative philosophy in discipline*
- In ES & HS, post-secondary exposure & programs, PS plan.*

Joyful engagement

*- Safe / Connected to families
Love/nurtured*

- consistency

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group’s comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

- _____
- _____
- _____

Group #: 11

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. Consider stakeholder focus groups to ensure equity of stakeholder voice → Principals & school
2. Leaders should be deeply entrenched in redeveloping a Performance Management Policy that aligns w/ CPS' newly developed
3. VISION.
4. How much do school leaders & communities actually control?
5. Research around competency-based grading (standards based grading) will show using attendance in grading is not best-practice. → why use it on the SQRP?

Group # 37

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Clean
Well resourced
Rigorous Curriculum
Relevant Curriculum
Passionate Educators
Attentive Administrators

Engaged Students
Robust Supportive
Programming

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. Welcoming Culture & Climate
promotes student engagement and parent participation
2. Trauma Informed Care - (Staff)
Students ^{learning in} ~~are~~ affected by environmental factors not addressed through academics
3. Invest in ~~outside~~ after school programming
for students and parents to
mentoring Programs
Parent engagement
Social Emotional Supports for student
and teachers

Facilitator Note Sheet

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

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

3.

4.

5.

Group # 1

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

①
Family Engagement Night
Raffles
Registration
Boys School / Back to School Bash
Report Card Pick up
After table at after school.
Libraries
Shelters-STLS
Staff mtgs.
Park District
Outside classes for afterschool programs.
Patriot. Scouts out

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. Shelters - STLS - lot of students + parents when they register for program.
2. Registration - most parent turnout ongoing.
3. Report Card pick up Draw them in Raffle. Can have a lot of parents.

Group #: 17

Activity 3: Big Picture – Other factors (5 minutes)

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.

1.

2.

3.

4.

5.

Group # 17

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

A quality school for 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 engage the parents and embrace the student, so that they can be excited to learn. a principal who doesn't spend 75% of their time in their office.

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____

2. _____

3. _____

17

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1.

2.

3.

4.

5.

Group # 7/8

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Instructional leadership Culture & Climate

Is my student safe
Leaders that actually listens
& includes teachers & principal?

Adults that care
my daughter must
feel the care

Is she safe? Is she happy? Is she learning?

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group’s comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____
2. _____
3. _____

Group #:

7/8

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. Equitable disbursement of state/fed funds - SBB as currently applied is failing our schools. SBB is responsible for 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. Limits should be put on schools until all schools enrollment schools are fully utilized. ~~There~~ This will spread funding equally. Once schools are fully utilized (enrollment) then allow options.
4. Vendors should be ~~allowed~~ required to provide the same services to all schools - ~~not~~ schools shouldn't compete for services. ~~Do~~ If properly implemented - each community across the city will have necessary resources encouraging local attendance.
- 5.

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions: Nothing that's currently measured

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

1. ① PROGRAMS @ the school before/after - options IB
- ② CLASS SIZE
- ③ Curriculum that's engaging and culturally relevant
- ④ Teacher retention at the school
- ⑤ Teacher experience/knowledge in grade level taught
- ⑥ Would teachers send their kid to that school
- ⑦ activities/programs that support parents needs
- ⑧ positive discipline model/RJ - teachers that care

(Sped
Bilingual
Gened)

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

- ⑨ physically comfortable - welcoming & facilities
- ⑩ Active/Effective LSCS

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

- ⑪ Growing academically / socially emotionally
1. ⑫ Instructional leadership - quality teaching, level of care/compassion
2. ⑬ safe/happy learning resources for teachers and students - beyond school budget
3. ⑭ exposure to different opportunities - inside/outside class
- ⑮ Staff available for all needs in the school - more adults
- ⑯ partner w/ others to bring things to the school - financially
- ⑰ funding for field trips/including transportation

Group #: _____



Activity 3: Big Picture – Other factors (5 minutes)

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.

1. Curricula 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 school.
4. Allows teachers to care about students!
- ④ Schools that are physically safe
and welcoming b/c students need to
feel safe.

Group # 718

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- Program choices w/in neighborhood / region area
- resources for teachers & students
- exposure to different opportunities / trainings for students
- LSCs active?
- Specialist support
- facilities

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group’s comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____

2. _____

3. _____

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1.

2.

3.

4.

5.

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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 / languages / special
education / specialists (reading, gifted etc.)
Positive Discipline models.

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Self Learning
Happy

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. Facilities
2. Full active effective L&C
3. program courses, extra curricular activities

Growing ac & SE

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1.

2.

3.

4.

5.

7

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group’s comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____

2. _____

3. _____

7

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1.

2.

3.

4.

5.

Group # 4

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Trained Staff
Qualified staff
Creative with the students
Safety - Climate & Culture
providing curriculum that is challenging for all students

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. A 'Broad Challenging Curriculum' that develops a whole child like in the schools of Rich People.
2. Budget priorities a smaller student to staff ratio this will allow for more consistent behavior.
3. Safe Environment

Group #: 4

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. I want the ~~overall~~ quality at the school Rham's children attend

2.

3.

4.

5.

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Teachers and coaches who care about their students, Principals and school engineers who DON'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

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. Chicago has a very UNHEALTHY population. CPS has for generations contributed to this ^{situation} due to POOR athletic facilities, 25 years of Title IX violations, and Physical Education classes being few or non-existent.
2. Hundreds of P.E. teachers had to be hired 3-4 years ago, as State/Federal guidelines on P.E were violated for many ^{3 of 4} years.

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1.

2.

3.

4.

5.

Group #

9

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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. Wrap around care/activities/services. Consistent aligned, high-quality instruction across grades.

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group’s comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____
2. _____
3. _____

Group #: 9

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. More holistic way of capturing students' academic exp - 65% of SQRP is related a test that they take ^{one day} in 1.5 hrs - what about the other 179 days of the year?!
2. Adequate programming + funding - does the school have PE, arts, music, sports, etc. - first 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 ~~incentives~~ incentivizes having low rates of DLs - hurting our DL pops.
5. Focus 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.

4 of 4

Group # _____

10

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- 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.

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group’s comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. Resources
2. Quality teachers
3. Diverse Learner + SEL Supports

10

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

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

4.

5.

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group’s comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____

2. _____

3. _____

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1.

2.

3.

4.

5.

13

Group # 13

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

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?

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____
2. _____
3. _____

Please intentionally, repeatedly, and deeply engage principals in SQRP 3.0.

Whole Child Committee Meeting - January 27, 2020

Thank you for offering this forum.

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1.

2.

3.

4.

5.

Group # 26

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

WELCOMING STAFF CONCERNED WITH MY ^{WHOLE CHILD - ALL CHILDREN} CHILD. WARM ENVIRONMENT.
DIVERSE POPULATION. CLEANLINESS & WELL MAINTAINED. SAFETY.
PROGRAMMING - DIVERSITY IN PROGRAMMING - FOR EVERYONE -
NOT JUST STEM PROGRAMMING BUT SOMETHING FOR EVERY CHILD
I FEEL LIKE THE SURVEY GIVES YOU THE BASIC FACTS BUT NOT THE
WHOLE STORY AT ALL.

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. CULTURE & CLIMATE
2. TEACHER QUALITY
3. DIVERSITY IN PROGRAMMING - NOT JUST STEM PROGRAMS BUT SOMETHING FOR EVERY CHILD.

Group #: 26

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. EQUALITY IN FUNDING

2. USING SQRP TO PIT SCHOOLS AGAINST EACH OTHER

3. 20% FOR ATTENDANCE MAKES MY HEAD SPIN. I UNDERSTAND KIDS ALSO HAVE A HARD TIME PENALIZING THE SCHOOL TO BE IN SCHOOL, HOWEVER SCHOOLS ~~USE IT~~ FOR ATTENDANCE.

4.

5.

Group #

27.

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- 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.

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group’s comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

- 1. _____
- _____
- 2. _____
- _____
- 3. _____
- _____

28

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- Quality = Equity funding to improve, have funding to work towards family a students education needs
- Equity funding = communities socio-economic characteristics
 - Equity funding = invest on neighborhood CPS
 - Public enrollment formula = per-pupil \$ is punitive (CPS building utilization)
 - Equity funding = focus on CPS neighborhood demographic (ELL, special education, low income)
 - Equity funding = Capital Investment (buildings, sport facilities)

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

- Teacher preparation program
- mental educators

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

- _____
- _____
- _____

Group #: 20

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. En Meaningful engagement of CBOs a
multiple education stakeholders (parents, student
education staff, CPS counselors)
2. Equity funding
Align with local/Community Quality of Life Plan
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



equity

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

High test scores → incr. funding & opportunities
 High school rating ↑
 do school values align w/ mine
 realizing that this is all arbitrary and inequitable

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Attainment, growth. > unrealistic.

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____
2. _____
3. _____



Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. meet ~~at~~ Parents where they are!!

2. connect w/ CBO's as a community asset.

3. investment in diverse learners.

4.

5.

f1
Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

School that offers a variety of programs where students can be successful in the future
A positive and nurturing environment

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

- 1. _____
- 2. _____
- 3. _____

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1.

2.

3.

4.

5.

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Small class sizes.

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- ① Students learn to love ~~and~~ learning
- ② Nurturing/warm culture/environment
- ③ See student as more than a test score
- ④ Resources available ~~to~~ to ~~meet~~ student needs
= ~~to~~ including differentiating curriculum –
remedial help for ~~some~~ student who need it /
Challenges for students who need that.
- ⑤ Resources, programs, services
- ⑥ Safety | Restorative justice.

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. Small class sizes !!
2. Equitable funding
3. ~~See~~ No test score as basis of any rating.

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. Test scores should not be basis of
school ratings

2. "ratings" should not be used to
penalize teachers/schools.

3. Cannot separate assessment from funding -
resources dict. Need more equitable funding.

4. get rid of ratings altogether.

5. Parents, teachers / staff are partners
in school leadership

Group # group 4

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

~~Great dependence on~~ Parent Engagement - afterschool programs - Academics + extracurriculars.
Quality looks like like student engagement, parent engagement, community engagement.

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group’s comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

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

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. _____

2. _____

3. _____

4. _____

5. _____

1

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- collective trust among staff & with leadership
- school is inviting to parents, students stay after school
- student needs are met,
- collaboration not competition
- student projects, plays, productions, creativity, and writing are emphasized & celebrated - not metrics

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group’s comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____

2. _____

3. _____

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

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

3.

4.

5.

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

Quality should be look at
in terms of equity. How are
resources distributed for each
school and looking at the
tier system in QPS
- looking at the adverse childhood
experiences w/ children
and include that in SQRP

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____

2. _____

3. _____

Group #: 7/

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. hooking at quality
and equity and how
schools that are being selected
live at

2. hooking at Acute Childhood
experiences and how it impact
the level of the school

3. hook at how schools are
testing students and are some
schools testing more than is
needed

4. Are most people who school
are not to African American
history that was mandate
about the states

5. hook at what are your
targeted for responses for the
survey and then focus on
getting that group to response

Group # Six

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

activity #1
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 #2
1) school culture & climate - students have a sense of
belonging & are cultivating the beliefs that they
are welcome & people believe in them
2) school personnel's dispositions to equity & how those

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

are translating
to parents/
students

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. Top 3 are listed at the bottom of Activity #2
2. _____
3. _____

6

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

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

2. ~~conduct an analysis around~~

3.

4.

5.

Group # 6

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- 1. School Culture (students, staff, families)
 - 2. Focus on the whole child → academic
 - _____ socioemotional SEL practices
 - _____ health & nutrition
 - _____ sustainability/
 - _____ environmental
- HEALTHY**
CPS status

Attendance - Excused vs. Nonexcused!

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

- 1. _____
- _____
- 2. _____
- _____
- 3. _____
- _____

Group #: 6

Activity 3: Big Picture – Other factors (5 minutes)

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.

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 choice 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
HEALTH + NUTRITION } Example of HEALTHY initiative
SOCIO-EMOTIONAL }
SCHOOL CULTURE of students, staff, families

* Parent Input

* Differentiate between excused and non-excused attendance for attendance rating

* Teacher retention rates should count

* Value school's initiatives

* Additional Programs in arts & sports

When it comes to sustainability and taking care of our Earth

* Should include a school visit

* Restorative Justice Initiatives

6

Group # _____

Activity 2: Big Picture – Quality of a school (20 minutes)

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.

Directions:

Step 1 (Individual Reflections): Please provide your comments to the questions above in the space provided below. (5 minutes)

- A school focused on truly education 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
- 7

Step 2: Pause after you have completed Step 1 for a brief presentation. (3 minutes)

Step 3: As a group, prioritize the top three answers. Facilitators can use the Facilitator Note Sheets on your table to help organize your group's comments. Once your group has your top three, please list them below and provide a brief explanation of why this important when thinking about school quality. (12 minutes)

1. _____

2. _____

3. _____

6

Group #: _____

Activity 3: Big Picture – Other factors (5 minutes)

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.

1. Assessments → more diagnostic instrument
that measures ~~into~~ ways to move student

2. Equitable resources that include supports
for teachers, ~~and~~ full-time nurses, librarians,
social workers

3. Sustainable ~~eq~~ quality activities that
takes culture, athletics, music, theater.

4.

5.



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CHICAGO BOARD OF EDUCATION
WHOLE CHILD COMMITTEE MEETING
JANUARY 27, 2020
[Englewood STEM High School, 6835 S Normal Blvd]

FACILITATOR NOTES SHEET – GROUP #37

Activity 1: SQRP Stakeholder Engagement

SC
Parent Participation is not reflected in
the report to the principals
Therefore principals are not being
held accountable for parent
participation

Parents need technical support
services for accurate completion
of the 5 essentials in the way of!

- On site ~~on site~~ community based service
providers whose goal is

- User Friendly

FACILITATOR NOTES SHEET – GROUP #37

Activity 2: Big Picture – Quality of a school

SEL Supports

Trauma Informed Care

Supportive Administration



CHICAGO BOARD OF EDUCATION
WHOLE CHILD COMMITTEE MEETING
JANUARY 27, 2020
[Englewood STEM High School, 6835 S Normal Blvd]

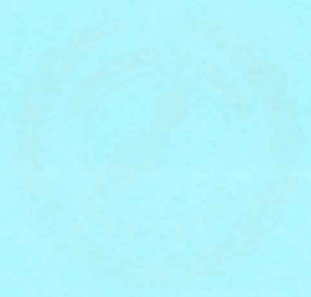
FACILITATOR NOTES SHEET – GROUP #26

Activity 1: SQRP Stakeholder Engagement

- PAPER- HAND COPY
- SURVEYS
- IMPROVE MOBILE ~~EXPERIENCE~~ EXPERIENCE.
- REPORT CARD PICKUP - MORE PAPER SURVEYS AVAILABLE THERE - START AT BEGINNING OF SCHOOL PSA THAT TALKS ABOUT THE SURVEY & HOW IMPT. IT IS & HOW IT'S FOR EVERYBODY.
- POSTERS/PRINT/PSA - ON PAGE WITH HOW LSA & 5 ESSENTIALS ARE PROMOTED

FACILITATOR NOTES SHEET – GROUP #26

Activity 2: Big Picture – Quality of a school



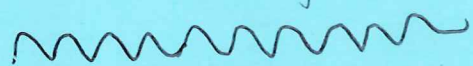
Handwritten notes in blue ink, appearing to be bleed-through from the reverse side of the page. The text is mostly illegible due to being upside down and faint. Some discernible words include "learning", "experience", "quality", and "school".

FACILITATOR NOTES SHEET – GROUP #6

Activity 2: Big Picture – Quality of a school

Notes:

- ↳ educating the whole child & non-academic strengths
- ↳ integrate the other board policies - Arts, SEL indicators, Healthy CPS
- ↳ what impact are the equity ~~related~~ initiatives supposed to have -- prioritize those for alignment in SQRP 3.0
- ↳ need to be mindful about the other dimensions of learning and involving those, especially if they're integrated into the ~~state report card~~ state report card
- ↳ looking into measurement opportunities beyond the 5 essentials
 - "i feel safe" can mean so many things - is there a way to build that out more to better gauge culture & climate
- ↳ ~~compare~~ 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's a need to evaluate the assessment
- ↳ connect w/ other orgs that specialize in these things - SEL, health, etc. to garner research/input



- ① make it more robust and apply the things that ~~at~~ schools are focusing on (like health, SEL, etc.) and CPS guidelines, for example, 2nd grade oral/read aloud capabilities
- ② better parallels between the state evaluation system and CPS
- ③ more equitable ways to compare schools (see 6th bullet point above)



CHICAGO BOARD OF EDUCATION
WHOLE CHILD COMMITTEE MEETING
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[Englewood STEM High School, 6835 S Normal Blvd]

FACILITATOR NOTES SHEET – GROUP #6

Activity 1: SQRP Stakeholder Engagement

Notes:

- ↳ direct administrator contact
- ↳ ensure communication is clear and doesn't include too much jargon/ed. language
- ↳ make sure it is an announcement alone - not buried in a newsletter
- ↳ make it super accessible to happen in the moment - not a ton of work to take survey
- ↳ involve the CACs
- ↳ connect w/ non-education organizations in communities that have priorities around education & get their input
- ↳ what does framing look like - what is the headline? Is it captivating and eye catching
- ↳ LSC & parent reach out

① Direct admin. contact to spread the word to school communities → like LSCs & families

② Connect w/ non-education organizations and use less jargon-y language to invest them and ~~invest~~ those they partner with - ensure headlines are catchy

③ multiple methods to collect ^{1 of 2} information in the moment
↳ paper surveys, questions for discussion, ~~work~~ & incorporate opportunities to take it on the spot

FACILITATOR NOTES SHEET – GROUP #1

Activity 2: Big Picture – Quality of a school

- equity in resource access, except we talk about quality as if we they are equitable
- is it enough?
- unfair & demoralizing when resources are inequitable
- some schools have sky-high mobility, every week students transfer in & out
- how can we measure schools the same with this huge gap in challenges
- cultural & linguistic responses within schools – are we measuring it?
- academic curiosity & challenge, not rigor
↑ testing system not reflecting ↑
- ~~low teacher~~ high retention of teachers is important
- developing students & teachers
- how much testing?, how are students impacted



**CHICAGO BOARD OF EDUCATION
WHOLE CHILD COMMITTEE MEETING
JANUARY 27, 2020**
[Englewood STEM High School, 6835 S Normal Blvd]

FACILITATOR NOTES SHEET – GROUP #1

Activity 1: SQRP Stakeholder Engagement

- most parents don't attend the announcements listed
- reaching out to other advisory committees or councils that are in the community
- e-mail is not effective
- report card pickup, not enough time to engage
- *2) - open community meetings: focus on neighborhoods groups convening groups
- other media: radio / TV notification for input re: "What is a good school?"
- *A) natural partners / community schools
- timeline for engagement should be previewed for school community
- 3) - what is the target demographic? %, #



CHICAGO BOARD OF EDUCATION
WHOLE CHILD COMMITTEE MEETING
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[Englewood STEM High School, 6835 S Normal Blvd]

FACILITATOR NOTES SHEET – GROUP #4

Activity 1: SQRP Stakeholder Engagement

1. Better layout for emails - Reach out to ^{Mailing list} "snail mail"
2. More parent Engagement + Create an ^{CPS} App
3. ~~Ask~~ A restorative Conversation on accountability for dismissal of parents concern
4. More Engagement with CBO
5. Create Parent Student Engagement Events

FACILITATOR NOTES SHEET – GROUP #4

Activity 2: Big Picture – Quality of a school

1. A broad curriculum that develops a whole child, with a focus of offering what elite schools.
2. Budget that prioritizes a diverse student to staff or ^{high} staff to student ratios that allows ^{Classroom Management} classroom management to not take away from ^{Classroom} experience.
3. Create a safe environment for learning



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FACILITATOR NOTES SHEET – GROUP #14

Activity 1: SQRP Stakeholder Engagement

1. Focus groups-
2. Different (SQRP survey) ~~for~~ based on audience (targeted surveys)
3. BE up front; connect relevance of survey; MOVE beyond compliance
What can parents influence on SQRP.

FACILITATOR NOTES SHEET – GROUP #14

Activity 2: Big Picture – Quality of a school

FACILITATOR NOTES SHEET – GROUP #10

Activity 2: Big Picture – Quality of a school

- ② Quality teachers - who will come to Englewood & don't feel like it's just a check, & will teach students to respect themselves & who respect students
- Students love learning - a nurturing environment

- ① Resources - schools need resources to meet student needs
- Safety (from a parent perspective) -
 - Calm culture & climate
 - restorative practices - peace rooms instead of police & suspensions
 - Quality of teaching + learning
 - Resources for other programming - Arts, languages, music, extra-curriculars, sports
 - culturally relevant / engaging curriculum

- ③ Diverse Learner & SEL supports

- Tie resources during Budget Season to CIWP priorities

- small class sizes

~~SAR~~

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FACILITATOR NOTES SHEET – GROUP #10

Activity 1: SQRP Stakeholder Engagement

- ① • Mass outreach to parents – CPS Email listserv
link Every CPS RotoCalls
Flyers in Children's Backpacks
 - copies available in every school
 - Hard Copy survey options
- ② • Meet parents where they are: Report Card pick-up
 - Weekend CPS Events
 - parent - friendly survey
- ③ • Networks to make sure principals/teachers
distribute survey information



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FACILITATOR NOTES SHEET – GROUP #28

Activity 1: SQRP Stakeholder Engagement

Recommendations

1. Meet them where they're at – make it physically accessible to parents, families, etc. (print surveys)
2. Language – ADA, multiple translations and understandable vocabulary
3. Coordinate w/ community-based organizations to engage trusted community leaders, parents, etc.

1000

FACILITATOR NOTES SHEET – GROUP #28

Activity 2: Big Picture – Quality of a school

- physical environment of school

- SEL

edit
MySchool
My voice

FACILITATOR NOTES SHEET – GROUP #7 / 8

Activity 2: Big Picture – Quality of a school

- ① resources for students / teachers
extra curr. (soccer, Art, creative)
outlets
- ② welcomed in school → students are happy & safe!
- ③ facilities → makes a difference
- ④ teacher retention



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FACILITATOR NOTES SHEET – GROUP #7 / #8

Activity 1: SQRP Stakeholder Engagement

- ① B|4 : After → schools
 - ② Events that go through individual schools
 - report card pick-up
 - specific ask to principals
 - ③ Aspen pop-up when checking grades
- } Parents

- ① mailer/newsletters → aldermen
 - ② ~~faith leaders (pastors)~~ Block clubs,
 - ③ LSC/~~election info~~ PAC, BAC, CAC
- } comm. engagement

① Paper vs. Electronic

FACILITATOR NOTES SHEET – GROUP #11

Activity 2: Big Picture – Quality of a school

- ① Strong, rigorous, and equitable academic program because we believe the ultimate importance is placed on how well will students be engaged in learning to prepare them for career or college.
- ② Multiple, diverse ways to increase student engagement and voice (connectedness). Provision of opportunities where students feel involved, considered, and included.
- ③ Implementation of a truly restorative policy where students' self needs are at the center of decision-making when student discipline is required.



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FACILITATOR NOTES SHEET – GROUP #11

Activity 1: SQRP Stakeholder Engagement

- ① School-based communication: Provide two-way communication about the purpose of the survey and provide guidance around survey completion.
- ② Differentiated methods for survey completion providing equitable access
- ③ Changing the look-fors in the survey, removing the technical language and focusing on the values stakeholders have → to ensure people feel confident and competent in navigating the survey and providing feedback.



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FACILITATOR NOTES SHEET – GROUP #15

Activity 1: SQRP Stakeholder Engagement

1. There should be more ways to deliver this survey to all parties: local businesses, churches, gyms, Digital, households,
2. Make the "Why" clear. Why are people taking these surveys? What will be the outcome?
3. For students, can this survey be distributed in class, school-wide events,

FACILITATOR NOTES SHEET – GROUP #15

Activity 2: Big Picture – Quality of a school

1. We need curriculum that is rigorous, ~~and~~ culturally relevant, and one that exposes students to a plethora of careers and opportunities / (with sustainable academic support (longevity)).
2. Leaders that mirror their student population; Ongoing development of leaders by the district and community partners
3. ~~We need ways to measure social statuses of students to cultivate social-emotional learning as opposed to strict tests.~~
What other ways does CPS measure students' success besides test scores?



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FACILITATOR NOTES SHEET – GROUP #42

Activity 1: SQRP Stakeholder Engagement

FACILITATOR NOTES SHEET – GROUP #42

Activity 2: Big Picture – Quality of a school

- ✓ - It should be a level 1+ or a level 1
- ✓ - It should have good security and safety
- ✓ - It should have a good principal.
- ✓ - It should have a safe and positive environment
- ✓ - It should make sure that everyone is doing good and cooperating

FACILITATOR NOTES SHEET – GROUP #9

Activity 2: Big Picture – Quality of a school

1. Quality principals (ratings ~~are~~ done by students, parents and teachers) make it available to all for transparency and the input of why the rating is what it is. And parent engagement rating

2. Is the school a welcoming environment (~~rating~~ done on the principal & teachers) how engaging are both.

3. Programming – not just academics, kids need versatility (art, music, sports). How productive can the child be if they have nothing else to do. Especially if low income area.

4. Culture sensitivity (offer mentoring, partnerships, ~~if~~ if in low income area, are they offering trauma sensitivity), ~~SEL~~.

5. SEL (rate how well school is dealing with)

6. Academics – ~~are~~ the children on the level they should be per grade. Not just prep testing to do good and set a good score.

7. Technology – making sure our students are prepared in for current industry.



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FACILITATOR NOTES SHEET – GROUP #9

Activity 1: SQRP Stakeholder Engagement

1. Quite a few of the schools in our communities make the parents not feel welcome, and ~~definitely~~ ^{definitely} not sharing pertinent information to parents. It should be ~~on~~ ^{on} all the schools websites
2. Poor communication. The schools have a large amount of the parents email addresses. There should have been email blasts. Mail (old school), send it home by students, and notification from the Face Dept. How has there been collaborative meetings occurred the last couple months and nothing about the SQRP meetings has been mentioned (workshops or discussions) Incentives
3. The same way computers are made available for meetings that CPS really wants info for what they are interested in. Have CPS staff (FACE, parent leaders) log on at meetings right then and there to sign up and fill out.
4. Make it available to have in language friendly.
5. Social media!!! (FB, Instagram, Twitter). Constant alerts from PU.
6. Where are the workshops to educate parents what is an SQRP ??? (Especially new primary grade parents)



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FACILITATOR NOTES SHEET – GROUP #5

Activity 1: SQRP Stakeholder Engagement

MERGED w/ Group #6

FACILITATOR NOTES SHEET – GROUP #5

Activity 2: Big Picture – Quality of a school



FACILITATOR NOTES SHEET – GROUP #5

Notes for group #5