CIDT Update: Implementation and Fall 2024 Preview

CPS Board Meeting Presentation
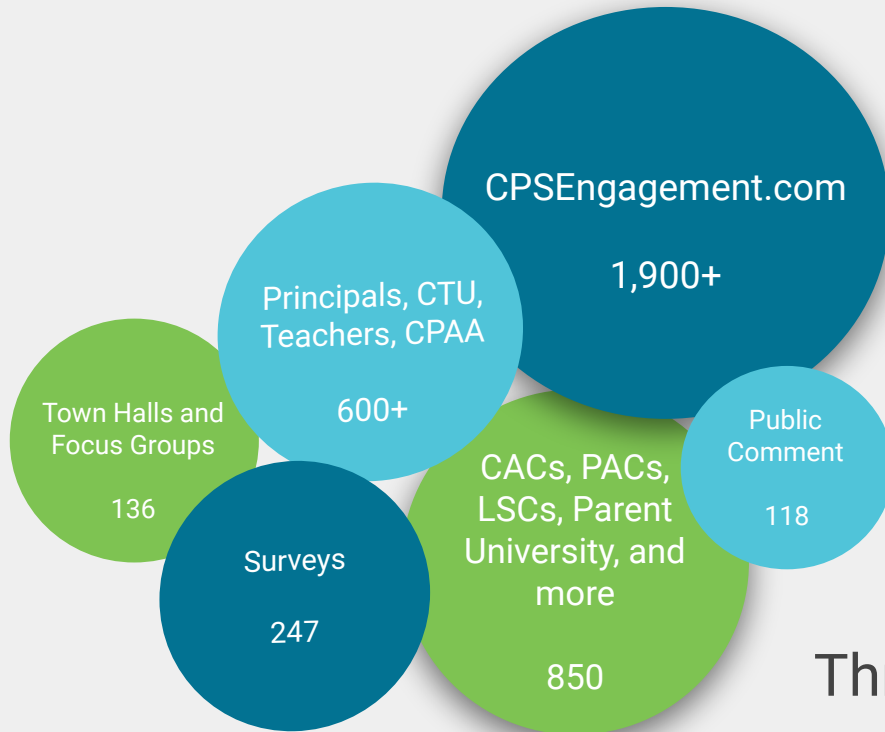
June 27, 2024

Presentation Objectives

By the end of this discussion, CPS Board Members and Stakeholders will:

- Receive an update on the work done to date to implement the CIDT

- Understand the plan between now and Fall (and beyond) for CIDT implementation

- Answer any questions about next steps, including the content and rationale of the updates to CIDT being voted on today

Process
Retrospective

Stakeholder Engagement on Framework & Draft

CPSEngagement.com

1,900+

Principals, CTU, Teachers, CPAA

600+

Town Halls and Focus Groups

136

Public Comment

118

Surveys

247

CACs, PACs, LSCs, Parent University, and more

850

3,800+
Stakeholders Engaged on the Framework and Draft Policy

21,000+
Total Stakeholders Engaged Throughout the Initiative

Redesign Lessons Learned

The District and Board were able to develop and approve the CIDT as a result of the unprecedented level of inclusion and transparency reflected in the redesign process.

These same principles are crucial to the success of CIDT implementation.
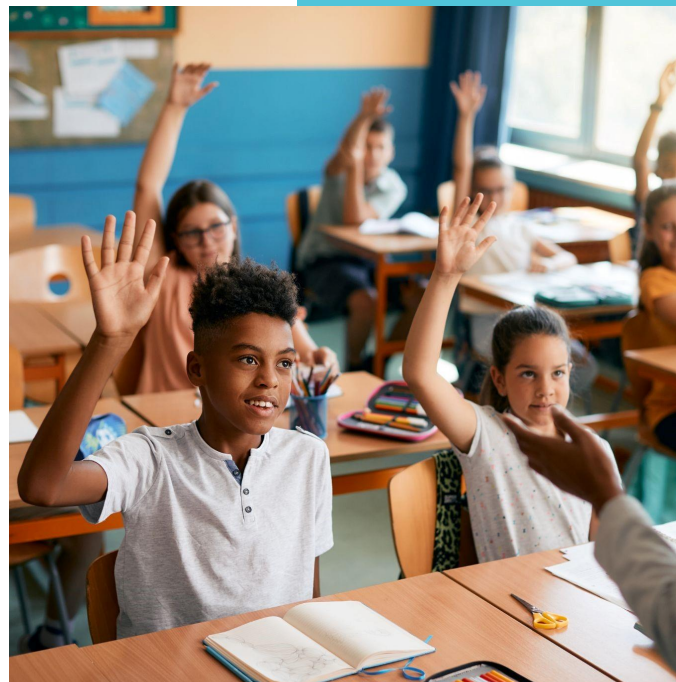
What Is Changing?

What Is Ending?

- Summative ratings
- Punitive mindset

What Is Staying?

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

What Is New?

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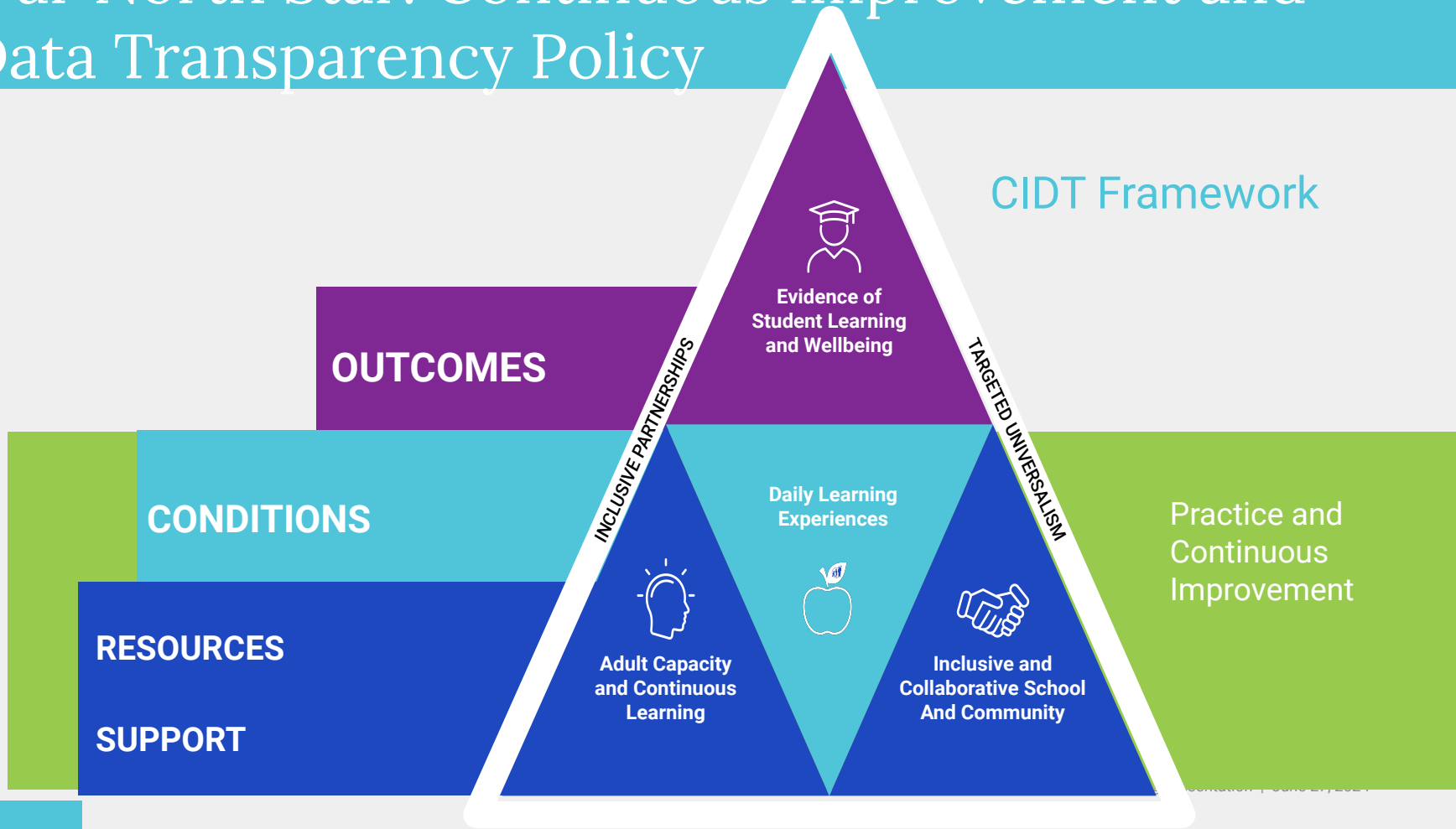- District accountability mindset

Reciprocal Accountability - Key Principles

Selected Design Principles:

- Accountability is the use of information to drive continuous improvement and meet stakeholder needs.

- Accountability should start with District commitments.

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

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

Our North Star: Continuous Improvement and Data Transparency Policy

CIDT Framework

OUTCOMES

CONDITIONS

RESOURCES

SUPPORT

Evidence of Student Learning and Wellbeing

INCLUSIVE PARTNERSHIPS

TARGETED UNIVERSALISM

Daily Learning Experiences

Adult Capacity and Continuous Learning

Inclusive and Collaborative School And Community

Practice and Continuous Improvement

CIDT Narrative – Key Framing Questions

- What are the things (practices/conditions/resources) a school should be doing to provide a hiqh-quality educational experience? Why are those the District's priorities?

- Is my school doing those things well?

- To the extent my school needs to improve at those things, how is the District supporting those improvement efforts?

Chicago Public Schools

Accountability Redesign
Meaningful Measurement

The Path to Implementation: Committees Overview

Committee Overviews and Charges

Context

Executive Committee

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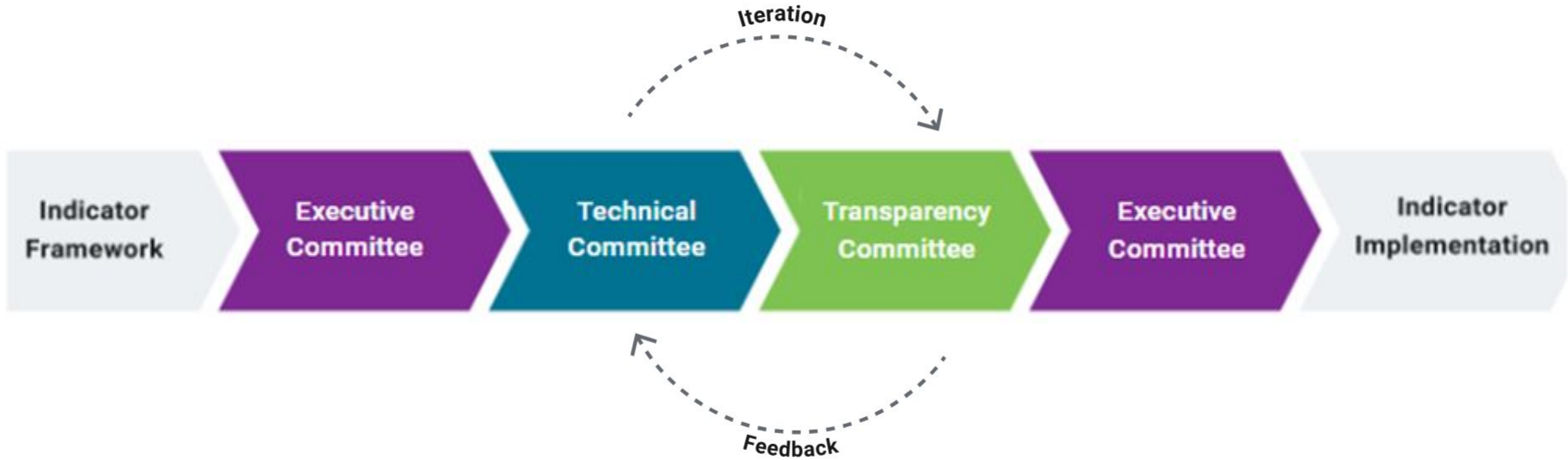
Validity

Technical Committee

What is needed to ensure that this indicator is precise and high quality?

Usability

Transparency Committee

How do we ensure coherence, usability, and accessibility of this indicator across stakeholder groups?

Iteration Cycle

Accountability Through Transparency

Information on these committees and other implementation activities is available on this website:

http://bit.ly/4cSthFV

Project Plan and Timeline

D: Evidence of Student Learning and Well-Being

Metrics	Measurable and Measured	Data Available	Reporting Available	Ties to District Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
Student Growth and Proficiency	✓	✓	No	T&L SP23-SP24 →		Projected	
Growth of Students who Participate in Alternate Assessments	✓	✓		ODLSS SP23-SP25 →			Projected
EL Progress to Proficiency	✓	✓		OLCE SP23-SP24 →		Projected	
On-Track*	✓	✓	✓	OCCS SP23-SP24 →		Projected	
Chronic Absence*	✓	✓	✓	OCCS SP23-SP24 →		Projected	

D: Evidence of Student Learning and Well-Being

Metrics	Currently Measured	Data Available	Reporting Available	Ties to District Identified	Resources and Supports Identified	READY Fall 2024
1 Year Drop Out Rate	✓	✓	✓	OCCS SP23-SP24 →		Projected
4 Year Cohort Graduation Rate	✓	✓	✓	OCCS SP23-SP24 →		Projected
Early College and Career Credentials	✓	✓	✓	OCCS SP23-SP24 →		Projected
College Enrollment and Persistent	✓	✓	✓	OCCS SP23-SP24 →		Projected

E: Daily Learning Experiences

Indicators	Currently Measured	Data Available	Reporting Available	Ties to District Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
High Quality Curriculum	No	✓	No	✓	✓	Projected	Moved Up!
Rigorous Instruction	Partially	✓	Teaching and Learning SP23-SP25 →				Projected
Conditions for Learning and the Student Experience	Partially	✓	✓	Teaching and Learning SP23-SP24 →			Projected
Balanced Assessment	No	✓	No	✓	✓	Projected	Moved Up!

E: Daily Learning Experiences

Indicators	Currently Measured	Data Available	Reporting Available	Ties to District Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
Access to Postsecondary Opportunities	✓	✓	✓	OCCS SP23-SP25 →			Projected
Research-based Academic Interventions within a MTSS Framework	No	Assessment, Teaching and Learning SP23-SP25 →					Projected
Specially Designed Instruction	No	ODLSS SP23-SP25 →					Projected

F: Adult Capacity and Continuous Learning

Indicators	Currently Measured	Data Available	Reporting Available	Ties to District Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
Leadership Context	Partially	✓		DPQ SP23-SP25 →			Projected
School Vision and Continuous Improvement Practices	No	✓		ONS SP23-SP25 →			Projected
Distributed Leadership and Teacher Leader Development	Partially	✓	✓	Educator Effectiveness SP23-SP25 →			Projected
Teachers and Staff Capacity	No	✓		Educator Effectiveness SP23-SP25 →			Projected

G: Inclusive and Collaborative School and Community

Indicators	Currently Measured	Data Available	Reporting Available	Ties to District Identified	Resources and Supports Identified	READY Fall 2024	READY Fall 2025
Healing Centered Culture, Supports and Social-Emotional Interventions	Partially	✓	✓	OSEL SP23-SP25 →			Projected
Inclusive and Collaborative Structures and Involved and Engaged Youth	No	OSEL SP23-SP25 →					Projected
Out of School Time and Enrichment Opportunities	No	OSEL SP23-SP24 →				Projected	Moved Up!
School and Community Partnerships and Engagement	No	OSEL SP23-SP25 →					Projected

Fall 2024 Preview

Chicago Public Schools

Accountability Redesign
Meaningful Measurement

Daily Learning Experiences

Indicators/Metrics:

High Quality Curriculum

Balanced Assessment System

Rigorous Instruction

Access to Post-Secondary Opportunities

Specially Designed Instruction

Conditions for Learning and the Student Experience

Research-Based Academic Interventions
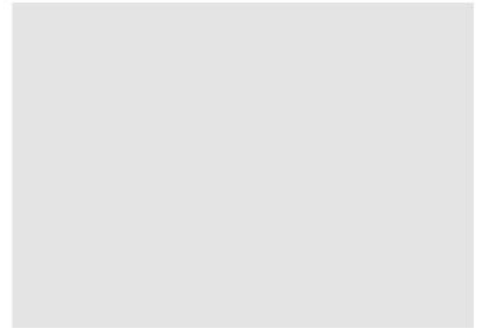
METRIC INFORMATION

Daily Learning Experiences

Headline about the condition
[Text about how this condition supports school quality and an overview of the indicators within this condition.]

| Select an Indicator ^ | Select a Metric ^ |

[Metric Information] ⓘ

Explore guiding questions >

View More Data >

Scroll ⌄

Longer wireframe here

Additional Key Next Steps

- Finalize professional learning plan for SY25

- Secure sustained philanthropic support for full Transparency Committee scope and sequence

- Collaborate with Transparency Committee to map and plan for stakeholder learning demands for 2024-25 and beyond.

Board Q&A

Appendices

CIDT Revisions (June 2024)

Revisions Summary

- **Outlines changes (as needed) for Options Schools and Schools in Detention Centers, especially with respect to student outcomes**

- **Modifies language applicable to Students with Disabilities**

- **Ensures alignment between CIDT and ongoing work to define work in early childhood grades (i.e., P-2)**

- **Updates timeline to incorporate above changes, as needed**

- **Corrects definition of College Persistence**

- **Clarifies language applicable to contract schools**

Previous and Ongoing Engagement Work

The accountability redesign process with 21,000+ touchpoints was inclusive of all stakeholders, making their feedback generally applicable

Additionally:

- The District facilitated multiple working group sessions with Options and Detention Center Schools leadership to validate the applicability of CIDT to those settings.
- The Family Advisory Board, Special Education Advisory Committee and others offered feedback on update for students with disabilities.
- The Office of Early Childhood Education is conducting an early childhood-specific survey and series of focus groups to inform application of CIDT framework to P-2 settings.

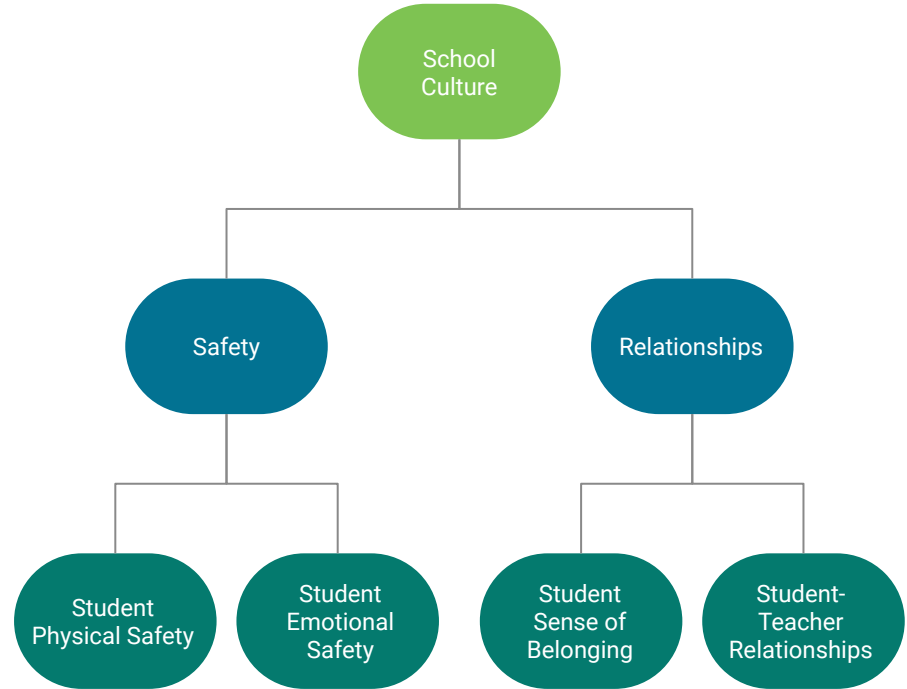# Measuring Performance: Terminology & Hypothetical Example

Component
A broad category of information about school and District performance

Indicators
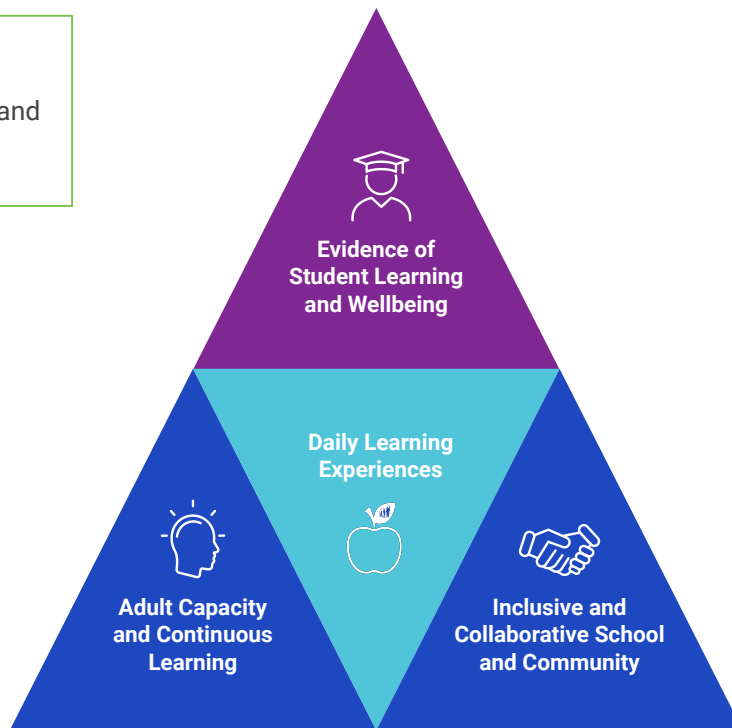More detailed elements that describe school and District performance within a component

Metrics
Measures used to quantify school and District performance on a specific indicator

School Culture

Safety

Relationships

Student Physical Safety

Student Emotional Safety

Student Sense of Belonging

Student-Teacher Relationships

Components

Component
A broad category of information about school and District performance

Component

Daily Learning Experiences
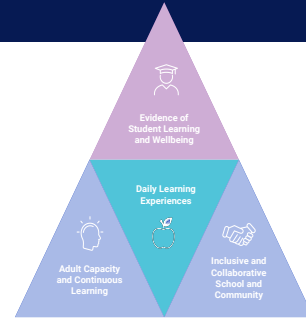
Indicators

High Quality Curriculum*

Balanced Assessment System*

Rigorous Instruction^

Access to Postsecondary Opportunities^

Specially Designed Instruction^

Conditions for Learning and the Student Experience^

Research-Based Academic Interventions^

Evidence of Student Learning and Wellbeing

Daily Learning Experiences

Adult Capacity and Continuous Learning

Inclusive and Collaborative School and Community

Projected Reporting Date
* Fall 2024
^ Fall 2025

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Accountability Redesign
Meaningful Measurement

Component

Adult Capacity and Continuous Learning
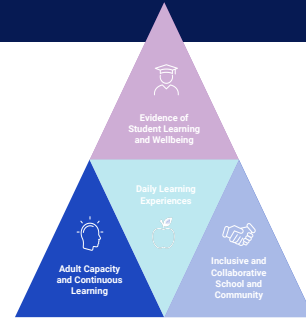
Indicators

Leadership Context ^

School Vision and Continuous Improvement Practice ^

Distributed Leadership and Teacher Leader Development ^

Teachers and Staff Capacity ^

Projected Reporting Date
* Fall 2024
^ Fall 2025

Component

Inclusive and Collaborative School and Community

Indicators

Healing Centered Culture, Supports, and Social-Emotional Interventions ^

Inclusive and Collaborative Structures and Involved and Engaged Youth ^

Out of School Time and Enrichment Opportunities *

School and Community Partnership and Engagement ^

Projected Reporting Date
* Fall 2024
^ Fall 2025

Component

Evidence of Student Learning and Wellbeing

Indicators

Academic Progress

Connectedness and Wellbeing*

Postsecondary Success

Metrics

Student Growth to Proficiency*

Student Proficiency*

Growth for Students Who Take Alternative Assessments^

English Learner Progress to Proficiency

On-Track*

Chronic Absence*

One-Year Dropout Rate*

Four-Year Cohort Graduation Rate*

ECCC*

College Enrollment*

College Persistence*

Projected Reporting Date
* Fall 2024
^ Fall 2025

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Accountability Redesign
Meaningful Measurement

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