

# Reidy Interactive Learning Series

## CPS Accountability Redesign

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**Accountability  
Redesign**  
Meaningful Measurement



# Objectives

1. Briefly describe history and context of school accountability in Chicago
2. Provide an overview of CPS's accountability redesign process
3. Summarize lessons learned and next steps



# Agenda

**What is Accountability Redesign and How Did CPS Initiate the Work?**  
(5 minutes)

**Process and Results** (8 minutes)

**Next Steps** (2 minutes)

# About CPS

- Fourth largest district in nation, after secular decline in enrollment
- Long history of school reform
- 1987 - William Bennett
- 2013 - School closings
- 2019 - New Board under Lori Lightfoot



# Board Mandate

**At the June 2019 meeting, Board issued a clear mandate to completely reimagine its approach to accountability such:**

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

# Our Past, Our Process, & Our Future

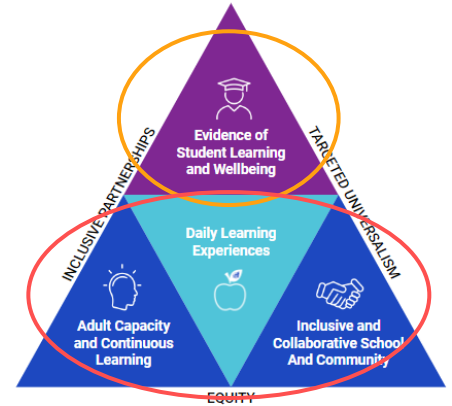
Standard High School Model

High School Indicator	Weight
SAT Growth	10%
Priority Group SAT Growth	Up to 10%
11 <sup>th</sup> Grade SAT Growth (EBRW) <sup>1</sup>	1.67%
11 <sup>th</sup> Grade SAT Growth (Math)	1.67%
10 <sup>th</sup> Grade PSAT Growth (EBRW)	1.67%
10 <sup>th</sup> Grade PSAT Growth (Math)	1.67%
9 <sup>th</sup> Grade PSAT Growth	3.33%
Percent of Students Meeting College Readiness Benchmarks	10%
Average Daily Attendance Rate	10%
Freshman On-Track Rate	10%
4-Year Cohort Graduation Rate	10%
1-Year Dropout Rate	5%
Percent of Graduates Earning Early College and Career Credentials	5%
College Enrollment Rate	5%
College Persistence Rate	5%
My Voice, My School 5 Essentials Survey	5%
Data Quality Index Score	5%

School Quality Rating Policy (SQRP)



Accountability Redesign



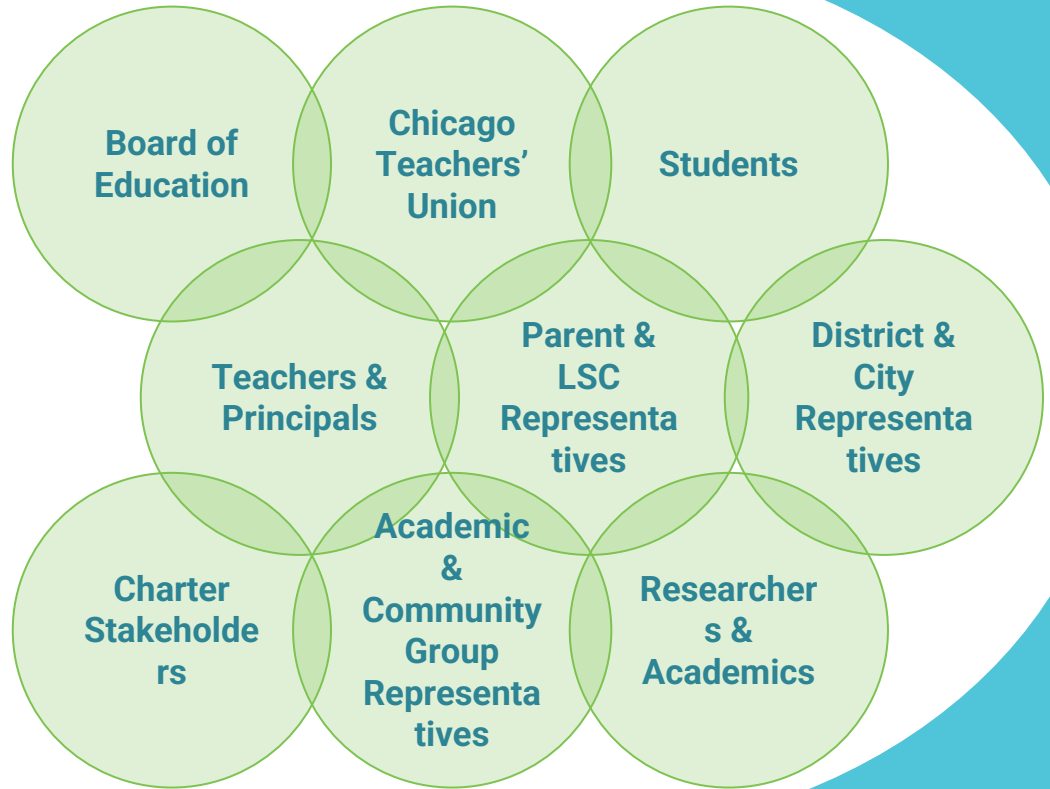
Recommended Components & Key System Elements

A potential exemplar for our dashboard approach can be found at [mciea.org](http://mciea.org).

# The Advisory Group

## Goals

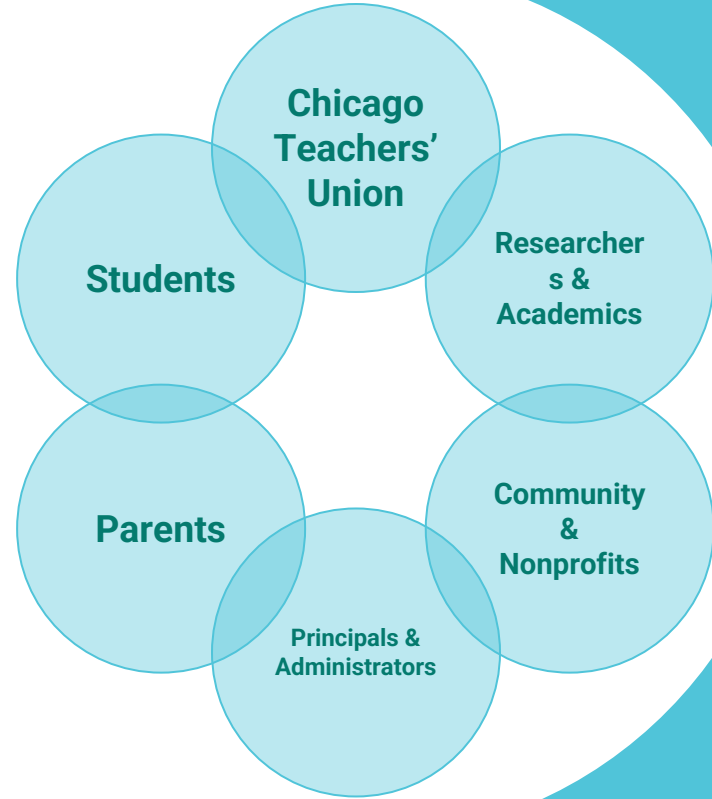
- Learn about accountability best practices
- Hear about potential solutions to key accountability questions
- Process stakeholder feedback
- Create recommendations for the district



# Stakeholder Engagement Design Team (SEDT)

## Goals

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





# Stakeholder Engagement on Framework & Draft

## Engagement on Framework

December 2022

### Advisory Group

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

January 2023

### CAC Meetings

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

### Distribution of Survey

Community members give feedback on the framework via survey.

## Engagement on Draft Policy

February 2023

### Town Halls, PACs, & LSCs

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

### Preview Survey

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

March & April 2023

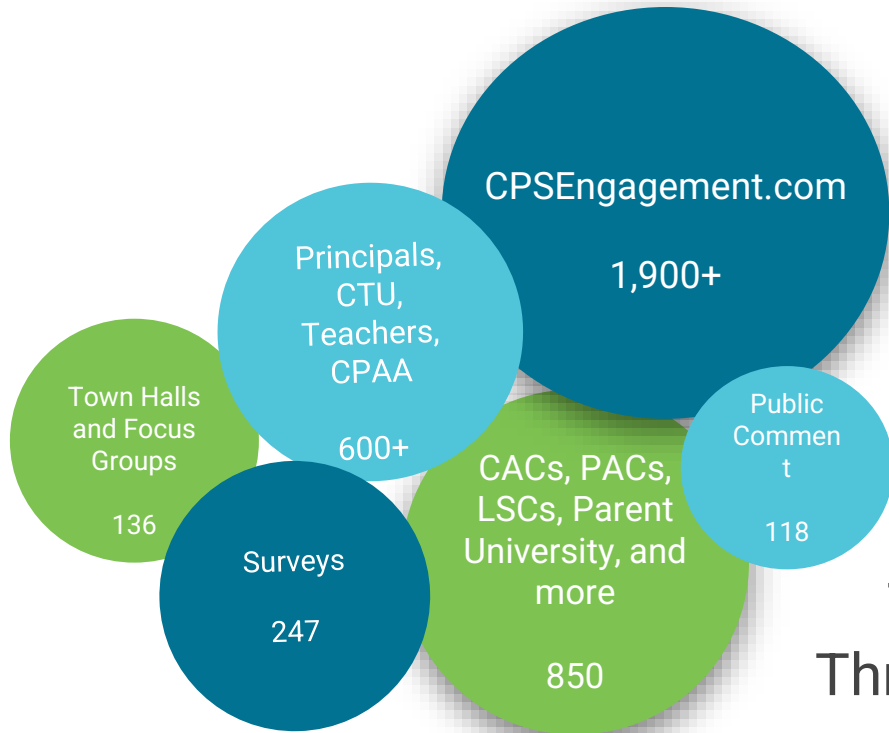
### Networks, CPAA, CTU, Advisory Group, & BOE

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

### Public Comment Period & Principal Focus Groups

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

# Stakeholder Engagement on Framework & Draft



**3,800+**

Stakeholders Engaged on the Framework and Draft Policy

**21,000+**

Total Stakeholders Engaged Throughout the Initiative

# Accountability Redesign: Main Changes

In alignment with stakeholders' stated priorities, some of the biggest changes to the District's approach to accountability include:

- No more single, summative ratings
- State data and summative designations (i.e., Illinois ESSA framework) used to meet state accountability requirements that apply only to Chicago
- Value practices as equally important as outcomes (inputs AND outputs)
- District accountability is as critical as school accountability
- The policy calls for system coherence and must be re-evaluated at least every three years

# CPS Accountability Framework – Components and Other Key Elements



# Implementation – Key Questions and Next Steps

- **The more holistic narrative about school quality and accountability that surfaced during stakeholder engagement processes can be summarized as follows:**
  - What are the key aspects of schools practice that District experts think every student should have access to? Why are these important?
  - Is my school implementing these practices?
  - What is the District doing to support my school community in improving practice in these key areas?

# Implementation – Key Questions and Next Steps (cont.)

- **The CI/DT has implications for almost every aspect of the District’s work**
  - The policy explicitly articulates the need to use the stakeholder values codified within the policy to drive system coherence.
  - This includes everything from CIWPs to District data strategy (reporting and use) to staff evaluations to strategic planning. The CI/DT offers the opportunity to bring coherence to all of these pieces.
- **The District has already identified some “big rocks” that need to be moved and for which additional capacity will likely be needed**
  - At a high level, these big rocks fall into the buckets of metric and report development; website/technology development; stakeholder communications; and internal coherence

# Appendices

# Draft Policy Content and Alignment with Stakeholder Priorities



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# Draft Indicators & Metrics – District Accountability

Component	Draft Indicators	Sample of Draft Metrics/Data Sources
<p align="center"><b>ALL - District Accountability</b></p>	<ul style="list-style-type: none"> <li>● High-Quality Rigorous Instruction</li> <li>● Talented and Empowered Educators</li> <li>● Safety, Wellness, and Supportive Learning Communities</li> <li>● High-Quality Services</li> <li>● Equitable Resources</li> </ul>	<ul style="list-style-type: none"> <li>● Class size</li> <li>● Resources &amp; supports for arts instruction, academic &amp; social-emotional intervention systems, and out-of-school time &amp; summer programming</li> <li>● Access to a high-quality curriculum</li> <li>● Access to Universal Full-Day Pre-K and early literacy programming and resources</li> <li>● Professional development for teachers and school leaders</li> <li>● Policies &amp; resources to support the whole child</li> <li>● Resources for STLS, school counselors, and coaching for staff on restorative practices</li> <li>● Building investments &amp; maintenance</li> <li>● Access to transportation services</li> <li>● Funding equity</li> </ul>

# Responding to Stakeholder Feedback

What We Heard	Draft Policy
<b>Embrace complexity</b>	Considers a broad range of indicators of success (academic progress, postsecondary success, connectedness and well-being, daily learning experiences, adult capacity and continuous learning, and inclusive and collaborative school and community)
<b>Equity is key</b>	<ul style="list-style-type: none"><li>• Establishes consideration and accountability for inputs (schools' resources and conditions) in addition to school-level outputs and outcomes</li><li>• Requires the District to evaluate metrics' equity impacts and use the CPS Opportunity Index to account for opportunity differences and drive support</li></ul>
<b>Avoid punitive accountability</b>	Establishes a comprehensive system to assess school performance in order to identify, monitor, and assist schools in need of support
<b>Reciprocal accountability</b>	Articulates the resources and support each school needs in order to meet District standards on the the practices outlined in the policy and requires the District to provide stakeholders with information on how it is prioritizing these resources and supports to schools

# Responding to Stakeholder Feedback continued

What We Heard	Draft Policy
<b>Outcomes AND experiences</b>	<ul style="list-style-type: none"><li>• Defines key indicators that support students' daily learning experience and positively impact student outcomes (curriculum, instruction, learning environment, assessment and intervention, and access to postsecondary opportunities)</li><li>• Articulates the inputs and practices that support a high-quality educational experience</li></ul>
<b>Coherence and accessibility</b>	<ul style="list-style-type: none"><li>• Includes guidance to align with other District continuous improvement and evaluation practices (CIWP, strategic plans, and evaluations of staff, principals, and teachers)</li><li>• Requires the District to regularly evaluate whether information is presented in a manner that is easily accessed and understood by stakeholders and how well the District is providing stakeholders with the requisite understanding they need to use the information</li></ul>

# The Road to Implementation (additional details)

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

“Ready” is defined as:

- Indicator is currently measured or data is available
- Data reporting is available
- Indicator is tied to specific district department
- Resources and supports are identified and available

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

# C: Evidence of Student Learning and Well-Being

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

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

# C: Evidence of Student Learning and Well-Being

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

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

# D: Daily Learning Experiences

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

# D: Daily Learning Experiences

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



# E: Adult Capacity and Continuous Learning

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

# F: Inclusive and Collaborative School and Community

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