

CHICAGO BOARD OF EDUCATION
WHOLE CHILD COMMITTEE MEETING

held on
January 27, 2020

STENOGRAPHIC REPORT OF PROCEEDINGS

had in the above-entitled matter at Englewood
STEM High School, 6835 South Normal Boulevard,
Chicago, Illinois, commencing at 5:35 p.m. and
concluding at 7:32 p.m.

BOARD MEMBERS PRESENT:

MS. AMY ROME, Committee Chair
MR. MIGUEL del VALLE, President
MR. SENDHIL REVULURI, Vice President
MS. ELIZABETH TODD-BRELAND
MR. DWAYNE TRUSS
MS. LUISIANA MELENDEZ

Reported By: Karen Fatigato, CSR

License No.: 084-004072



1 (Whereupon, the proceedings
2 began at 5:35 p.m.)

3 MEMBER ROME: We're going to go ahead 17:35:5 3
4 and get started as people trickle in so if you 17:35:5 5
5 could please find a seat. Thank you. 17:35:5 8

6 Good evening, welcome to the Chicago 17:36:1 9
7 Board of Education Whole Child Committee. 17:36:2 4
8 Please know that we have Spanish and 17:36:2 9
9 sign-language translation services available 17:36:31
10 tonight. If you need those we have 17:36:3 3
11 transponders. We also will have, as we move off 17:36:3 7
12 into two separate tables, some translators. So 17:36:4 0
13 we have, Martin, can you raise your hand? So 17:36:4 3
14 you can follow him to a table. And then also 17:36:4 6
15 Victoria who is back there. So if you need 17:36:4 8
16 Spanish translation please sit at a table with 17:36:51
17 one of them. 17:36:5 3

18 We are -- today is January 27th, 2020. 17:36:5 5
19 We're holding this meeting in the cafeteria at 17:36:5 8
20 Englewood STEM High School at 6835 South Normal 17:37:0 0
21 Boulevard. I'm Amy Rome, I'm Chair of the Whole 17:37:0 5
22 Child Committee for the Board of Ed. 17:37:0 8

23 I'd like to acknowledge my fellow Board 17:37:1 0
24 members who are here tonight. We have Elizabeth 17:37:1 2



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

Todd-Breland. Can you wave your hand?
Also attending but maybe not here yet
will be President Miguel del Valle, Vice
President Sendhil Revuluri, Louisiana Melendez
and Dwayne Truss.

I'd also like to thank all of the Board
staff and Safety and Security who helped us put
this event together. And a special thank you to
Adam Lechnir, who has been a great partner in
Engineering, who is our Deputy Chief of Staff at
the Board.

On behalf of my fellow Board members,
thank you so much for coming tonight. We know
on a January cold Monday evening that you have
many other things you could be doing, and we
really appreciate you coming to share your voice
with us this evening.

I'd like to thank the school principal,
Conrad Ausar. Please wave. Thank you. And his
staff for hosting us this evening. Thank you so
much for your support.

Would you like to say something?

MR. AUSAR: Sure. Thank you.

First of all, good evening to everyone.

17:37:1 5
17:37:1 7
17:37:2 0
17:37:2 5
17:37:3 0
17:37:3 2
17:37:3 4
17:37:3 9
17:37:3 9
17:37:3 9
17:37:4 2
17:37:4 3
17:37:4 5
17:37:4 8
17:37:5 0
17:37:5 2
17:37:5 4
17:37:5 5
17:37:5 7
17:38:0 0
17:38:0 3
17:38:0 3
17:38:0 5
17:38:1 2



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

We're excited that we're hosting this meeting.
We're really excited about some of the work that we're doing here in Englewood. Currently we have approximately 440 freshmen. I would say all but 400 -- excuse me, 420 of those freshmen, which I'm really proud about, are from the Englewood community, which is a great thing. I think CPS, the CAC, also the Steering Committee did a great job in taking on the responsibility to provide the students in Englewood with this opportunity. Not only is it an 85-million-plus facility that we have here but also the human capital that -- the investment that CPS did for the community. So I'm really proud about that.

We have some great teachers, some great students. We look forward to some great outcomes over the next few years with our first graduating class. And we would like for you all that are here to feel free to come by and visit. If you have any suggestions, any ideas, if you're from the community please get involved so that we can continue to provide our students with the opportunity that they deserve. You all have a great evening.

17:38:1 9
17:38:21
17:38:2 3
17:38:2 8
17:38:3 5
17:38:4 0
17:38:4 2
17:38:4 6
17:38:5 0
17:38:5 3
17:38:5 6
17:39:01
17:39:0 4
17:39:0 7
17:39:0 9
17:39:11
17:39:1 4
17:39:1 7
17:39:1 9
17:39:2 2
17:39:2 4
17:39:2 7
17:39:2 9
17:39:3 2



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

MEMBER ROME: Thank you so much, I appreciate it.

So now for a couple of minutes of procedural things.

Notice of this meeting was posted on January 23rd, 2020, at least 48 hours before this meeting at Englewood STEM High School, 6835 South Normal Boulevard, the Board Office at 1 North Dearborn, the Madison Street Lobby of 42 West Madison Street and on cpsboe.org.

So now I'm going to start by sharing a quick overview of how -- thanks, I'm sorry, I don't have a clicker, of how we're going to spend our time.

So I'm going to do a quick kickoff and introduction and share the meeting objectives. Jeff Broom is going to share a quick presentation with you. And we're going to spend most of the time together in small group discussions tonight. We'll conclude with 20 minutes of public participation at the end of the meeting as well.

Here are two objectives for tonight.

The first one is to generate ideas for

17:39:3 8
17:39:3 8
17:39:3 8
17:39:4 0
17:39:4 2
17:39:4 3
17:39:4 6
17:39:5 0
17:39:5 3
17:39:5 8
17:40:0 2
17:40:0 4
17:40:0 7
17:40:0 9
17:40:0 9
17:40:1 2
17:40:1 6
17:40:1 8
17:40:21
17:40:2 3
17:40:2 5
17:40:2 7
17:40:2 9
17:40:3 2



1	SQRP 3.0 Stakeholder Engagement Opportunities	17:40:3 5
2	for March 2020 and Beyond.	17:40:4 0
3	The second is to engage attendees on	17:40:4 2
4	their feedback for values and uses of school	17:40:4 4
5	performance information and related topics.	17:40:4 5
6	So again, before we kick off I'd really	17:40:4 7
7	like to thank you so much for spending this	17:40:5 0
8	evening for us and for lending your important	17:40:5 2
9	voice and ideas to this topic.	17:40:5 4
10	I'd like to share a little bit about	17:41:0 0
11	the purpose of the Board Committees. The	17:41:0 2
12	Committee topics are aligned to the critical	17:41:0 4
13	priorities of the Board. Some of you have	17:41:0 6
14	attended other Committee meetings like the	17:41:0 9
15		17:41:11



1

all shared priorities. They are authentic

17:41:3 8

2

opportunities for iterative feedback that will

17:41:41

3



1
2
3
4
5
6
7
8
9

including students, families, community members
and staff. Topics will include supports for SEL
and trauma-informed work, academic programming
and include key updates and initiatives like the
curriculum and equity initiative and include
college and career supports for student success
in high school and beyond, like dual credit,
STEM programs and IB and AP.

17:42:4 2
17:42:4 4
17:42:5 0
17:42:5 3
17:42:5 6
17:43:0 0
17:43:0 3
17:43:0 6
17:43:0 9



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

critical in understanding the nuanced experience of students, families and staff to adequately understand how schools are meeting expectations for closing opportunity gaps for our priority groups of students, for meeting the needs of our most vulnerable students and for identifying strong school culture to name a few.

17:43:5 4
17:43:5 7
17:44:01
17:44:0 4
17:44:0 7
17:44:0 9
17:44:1 2
17:44:1 5
17:44:1 8
17:44:2 2
17:44:2 5
17:44:2 7
17:44:31
17:44:3 3
17:44:3 5
17:44:3 8
17:44:41
17:44:4 4
17:44:4 4
17:44:4 7
17:44:51
17:44:5 5
17:44:5 8
17:45:01

As a former CPS teacher and school leader, I'm invested in how we learn to leverage what's important about school ratings and accountability while acknowledging that SQRP is part of our complex and complicated story across the City of Chicago given its role as a measure in decisions about school actions. This is why the current Board had a conversation at our June meeting about review of SQRP that addressed and acknowledged the need for community voice in this work.

Many of you are bringing understandably strong opinions about SQRP with you tonight. This is why we're here, to engage in dialogue, to consult with you, to listen, to learn from you about how we can create an accountability system that is responsive to stakeholders and



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

ensures that all students have equitable access
to great schools.

With that, I'll turn it over to Jeff
Broom, who is our Director of School Quality,
Measurement and Research.

MS. O'BANNER: Yay, Jeff.

MR. BROOM: Yay. Thank you,
Ms. O'Banner.

Good evening, everybody. Thank you so
much for coming tonight. My name is Jeff Broom,
Director of School Quality, Measurement and
Research. My department does several different
things, but we're here tonight to talk about
SQRP School Ratings. So my team runs the rules
and does the calculations for the school ratings
that come out once a year.

So before we get started on the
engagement piece because most of the time, as
Amy said, is really going to be spent hearing
from you and getting what's in your head onto
paper so that we can take it back and use it to
guide our work. I want to do a little level
setting about -- around SQRP and sort of what
the process has been and where we want to go

17:45:0 4
17:45:0 7
17:45:0 9
17:45:1 0
17:45:1 3
17:45:1 3
17:45:1 8
17:45:1 9
17:45:2 0
17:45:2 2
17:45:2 4
17:45:2 6
17:45:2 8
17:45:3 0
17:45:3 3
17:45:3 6
17:45:3 8
17:45:41
17:45:4 4
17:45:4 6
17:45:4 9
17:45:5 3
17:45:5 4
17:45:5 5



1
2
3
4
5
6
7
8
9

from here.
So just as a little bit of context --
and if you were at the June Board meeting you
basically seen this slide. This is the same
slide that we put up at the June meeting when we
talked about SQRP. Since the mid '90s we -- the
State law has required us to do some sort of
local school rating system. The current SQRP
went into effect in 2014, that replaced the old

17:45:5 7
17:45:5 8
17:46:0 0
17:46:0 3
17:46:0 5
17:46:0 7
17:46:11
17:46:1 4
17:46:1 8



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

it's important to do. We think it's important to share with our stakeholders how we think our schools are doing, provide that information to drive some of the decisions around equitable access and other things that Amy already mentioned. So beyond having to do it, we think it's a good thing to do.

That being said, in the interest of, you know, continuous improvement, while we think SQRP stacks up very well against other systems, you know, the State system or other districts nationwide, we are very invested in continuous improvement. So that's what we heard at the June Board meeting, and this is what we're doing forward is what's next, how do we keep getting better when it comes to defining school quality.

So just to kind of give a sense of where this meeting sort of sits in the scheme of the work, we're kind of thinking of this in two work streams. We've got a stakeholder engagement work stream and then a technical work stream. The stakeholder engagement work stream is really about hearing from you and your peers in the city what do you value? Where do you

17:47:0 5
17:47:0 7
17:47:11
17:47:1 2
17:47:1 5
17:47:1 7
17:47:2 0
17:47:2 2
17:47:2 5
17:47:2 8
17:47:3 2
17:47:3 4
17:47:3 7
17:47:3 9
17:47:41
17:47:4 4
17:47:4 8
17:47:5 0
17:47:5 5
17:47:5 7
17:48:0 0
17:48:0 3
17:48:0 6
17:48:0 8



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

want your schools to go? What are your aspirations? How do you use the performance information that we put out? What is it that we'd like you to know but we haven't done a good job of communicating? What are those learning demands that we need to continue to meet going forward? We don't know that without you telling us what it is we need to tell you, right? And are there other things that we just don't know that we haven't thought of yet? We can't answer these questions without hearing from you, and so we got a whole work stream, and that is part of it, just engaging with stakeholders around these things.

We also -- you know, the School Quality Ratings is a very -- there's a lot of technical work. There's a lot of calculations and data flow, et cetera. And so there's also going to be at some point a lot of technical work that will happen around that. Some of it's already started. This gets into how do we calculate student growth? How do we improve the metrics that we want? So things like Freshman On Track. Is there research coming out that says we should

17:48:11
17:48:1 3
17:48:1 5
17:48:1 8
17:48:2 0
17:48:2 3
17:48:2 6
17:48:2 9
17:48:31
17:48:3 3
17:48:3 5
17:48:3 8
17:48:41
17:48:4 4
17:48:4 4
17:48:4 7
17:48:4 9
17:48:5 2
17:48:5 5
17:48:5 7
17:48:5 9
17:49:0 2
17:49:0 6
17:49:0 8



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

calculate a little bit differently? Is there something better with what we already do? Are there things that we're not calculating that we should? And how do we do -- how do we make our reports, like the specifications on how we give you this information, is that working or not?

And so the idea is that the stakeholder engagement -- the technical work can't really happen in an effective way without the stakeholder engagement work, that work stream one really needs to drive and inform work stream two. So that when we're talking about community values and aspirations, we should be driven to sort of measure the things that are important to you, right? That's a technical question that should be informed by stakeholder values.

When we talk about how we publish this information, the only way we can do that well is to really get a good understanding of how stakeholders use it, right? And then anything else that we're not doing and how we continue to just get better at this, all of those are very technical questions but need to be informed and driven by and serve stakeholder needs and

17:49:1 0
17:49:1 0
17:49:1 3
17:49:1 4
17:49:1 7
17:49:2 0
17:49:2 2
17:49:2 6
17:49:2 9
17:49:3 2
17:49:3 4
17:49:3 7
17:49:3 9
17:49:4 3
17:49:4 5
17:49:4 7
17:49:5 0
17:49:5 3
17:49:5 7
17:49:5 9
17:50:0 2
17:50:0 5
17:50:0 8
17:50:1 0



1 interests.

2 So we've already started this work,
3 this is an important touch-point, but what we're
4 going to talk about -- the big thing we want to
5 talk about is how can we do that work stream one
6 better? How can we improve our stakeholder
7 engagement efforts? So just to ground us in
8 that question, that's going to be the first
9 activity we do tonight. I want to talk a little
10 bit about what we've done so far, okay?

11 So the first thing we've done is we
12 already released the stakeholder survey. I'm
13 going to get to that in a second. It's been on
14 the Board website and the SGRP website for a
15 couple of months now, and I'm going to talk
16 about what we've done to promote it. So that's
17 one thing we've done.

18 We are working with American Institutes
19 for Research on some focus groups that is sort
20 of like this except they're reallp18G12 0xe6 0u2 0 0 17d2745Tm .i7e done.

17:50:1 3

17:50:1 4

17:50:1 7

17:50:21

17:50:2 3

17:50:2 7

17:50:2 9

17:50:3 2

17:50:3 4

17:50:3 6

17:50:4 0

17:50:4 2

17:50:4 4

17:50:4 6

17:50:5 0

17:50:5 2

17:50:5 4

17:50:5 5

17:50:5 7

17:51:0 0



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23

doing that, and we will continue to do so.
We're working with the Office of Equity to
develop a school engagement protocol where we'll
actually go into schools and deal -- sort of
kind of do a full 360 engagement protocol with
the school community. We're going to do some of
those around SQRP.

And then finally we're working with
FACE to convene some CBOs, community-based
organizations, to have a very similar
conversation to this, right. So these are the
things that we have planned. Again, activity
one is going to be about what else should we be
doing, right? How can we make this part better?

So to sort of illustrate one of the
problems that we've been running into so far,
I'm going to talk a little bit about the survey
that we've already put out, okay?

So we released it in November. This is
a fairly comprehensive list, I think you've got
it in the handout at your table of the things
that we've been able to think of and do to

17:51:1 5
17:51:1 7
17:51:1 9
17:51:2 3
17:51:2 4
17:51:2 7
17:51:31
17:51:3 2
17:51:3 4
17:51:3 7
17:51:3 9
17:51:41
17:51:4 3
17:51:4 6
17:51:4 9
17:51:5 2
17:51:5 5
17:51:5 6
17:51:5 9
17:52:01
17:52:0 4
17:52:0 7



1 our websites. We've announced it at LSC
2 kickoffs. We've done it on social media. We've
3 done a lot of things, right? The issue is that
4 when we get the responses back, we've got about
5 4,000 responses, it's not hitting everybody that
6 we would love to hear from. And that's a
7 problem that I would love your help with
8 tonight, okay?

9 So here's -- I hope you all can see
10 this. The first line is survey respondents by
11 role. So who in the District has responded to
12 this survey by their role? The top line is CPS
13 teachers, 41 percent of our responses have been
14 from CPS teachers. Now, that's great, I love
15 hearing from teachers. I think it's really
16 important that we've heard from teachers. That
17 being said, they don't make up 41 percent of the
18 city, right? So this is not a representative
19 sample of the people we want to hear from. Only
20 24 percent, the next line, are current CPS
21 parent or family members. I'd love those to at
22 least be switched around, right? Family members
23 I would hope would be the ones, you know, the
24 most. They're the ones just numerically.

17:52:1 5
17:52:1 9
17:52:2 2
17:52:2 5
17:52:2 8
17:52:31
17:52:3 3
17:52:3 7
17:52:3 7
17:52:4 2
17:52:4 7
17:52:4 9
17:52:5 4
17:52:5 7
17:53:01
17:53:0 3
17:53:0 4
17:53:0 7
17:53:1 2
17:53:1 3
17:53:1 5
17:53:1 9
17:53:21
17:53:2 6



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

They're the ones I'd like, you know, in theory to have most represented in this. The problem is that despite all of those efforts, we're not hearing from them as much as we'd like.

Another way to look at this is demographically 44 percent of our respondents have been white so far, and we know that that doesn't represent our city. So how else can we -- what other efforts should we be making to contact and reach the constituents that -- where we just haven't been able to so far, right? So again activity one is going to be about that, what do we need to change in our stakeholder engagement efforts to do better than this, okay?

17:53:2 9
17:53:3 0
17:53:3 2
17:53:3 5
17:53:3 7
17:53:3 9
17:53:4 2
17:53:4 4
17:53:4 7
17:53:5 0
17:53:5 5
17:53:5 9
17:54:01
17:54:0 4
17:54:0 8



1 and culture is coming in at the top at 36 17:54:3 4
2 percent. Student growth is number two. Student 17:54:3 5
3 attainment is number three. So these are the 17:54:3 6
4 kinds of questions that we're also going to be 17:54:3 9
5 asking about in activities two and three. But 17:54:4 2
6 for now this is where we are and we need your 17:54:4 5
7 help figuring out where we're going to go from 17:54:4 8
8 here. 17:54:51

9 So we are going to start our first 17:54:51
10 activity now, which is a tuning protocol. And 17:54:5 3
11 it's the idea that based on -- so I just shared 17:54:5 8
12 the stuff that we've done or plan to do, what 17:55:0 2
13 are we not thinking of and how we can do it 17:55:0 4
14 better? Okay. So how do we do stakeholder 17:55:0 9
15 engagement? How do we do that work stream 17:55:11
16 number one more effectively? 17:55:1 2

17 So before we get into the technical 17:55:1 3
18 aspects of the activity, I want to just go over 17:55:1 5
19 17:55:1 8



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

progress on it.

As you get into your small groups, please watch your air time, allow for some equity of voice. Usually two before you is a good rule where if you're going to speak make sure a couple of other people have a chance to speak before you go again. Because again we do really want to hear from everybody in the room tonight. And then speak your truth. So be honest with what you think. This is a safe space, and this is a genuine attempt to hear what you have to say so please be honest and allow others to be too. So please reserve judgment, please try to create that safe space for sharing honest open thoughts.

So this is the outline of the activity that we're going to do. We're going to keep time about -- through the protocol. Each table I think has -- are we going to do each table as one group or two groups? So two groups. Each table should have room for two groups of people. So we're going to do two small groups of table. While I do the next couple of minutes, at the end of the next couple of minutes of clarifying

17:55:3 5
17:55:3 7
17:55:3 9
17:55:3 9
17:55:4 3
17:55:4 4
17:55:4 8
17:55:4 8
17:55:5 0
17:55:5 2
17:55:5 5
17:55:5 9
17:56:0 3
17:56:0 6
17:56:0 8
17:56:11
17:56:1 6
17:56:1 9
17:56:2 4
17:56:2 7
17:56:3 0
17:56:3 3
17:56:3 6
17:56:3 8



1
2
3
4

questions, each group is going to identify who
your facilitator is. So in the next couple of
minutes -- point at your friend before they
otof

17:56:41
17:56:4 3
17:56:4 7
17:56:4 9



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

activities, I think it's this.

UNKNOWN PERSON: It's Page 1 of the four-page packet.

MR. BROOM: So it's this slide, right?

UNKNOWN PERSON: Yes.

MR. BROOM: That slide. So you've got this slide at your table to kind of refer back to, okay, is this good? What are they missing? What's this list missing, right? That's the key question. Thank you for asking that.

MEMBER ROME: It's Page 1 in your packet.

MR. BROOM: Page 1 in your packet.

Any other clarifying questions or are we ready to go?

Sweet. All right. So I know my facilitators are ready, so let me see that show of hands from our facilitators. You're going to make me go table to table and point. Show of hands. Facilitators. Hands up for facilitators. We got one, okay. All right. I'll take your word for it, everybody. We have pens, if you need pens, please throw up your hands.

17:57:4 0
17:57:4 7
17:57:4 9
17:57:51
17:57:5 5
17:57:5 6
17:57:5 8
17:58:01
17:58:0 3
17:58:1 0
17:58:1 2
17:58:1 3
17:58:1 4
17:58:1 6
17:58:1 8
17:58:2 0
17:58:2 2
17:58:2 7
17:58:3 0
17:58:3 3
17:58:3 8
17:58:4 2
17:58:4 8
17:58:5 5



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

So this first few minutes we'll keep time is individual reflection. You're welcome to talk, but also if you want to just spend time looking over and thinking before you share, we're going to allow for some time for that.

MEMBER ROME: So we're getting a couple of questions about the activity. Do you want to --

MR. BROOM: Sure. Okay. Yeah, so sorry about that. So the first several minutes are just your own reflection. Again, you're welcome to talk, I'm not going to come by and wrap knuckles if I catch you talking to a neighbor. But this is about going through the stuff that we've already done and think about these questions:

So our survey isn't reaching everyone in a way that enables them to shape our analysis, what can we be doing better to collect perspectives that you did not see represented in the survey results to date? All right. That's what can we be doing better. And these questions are on Page 2 of your packet, by the way.

17:59:0 4
17:59:0 7
17:59:0 9
17:59:1 2
17:59:1 4
17:59:3 5
17:59:3 6
17:59:4 2
17:59:4 3
17:59:4 6
17:59:4 9
17:59:5 2
17:59:5 5
17:59:5 7
18:00:0 0
18:00:0 2
18:00:0 4
18:00:0 6
18:00:11
18:00:1 4
18:00:1 7
18:00:21
18:00:2 2
18:00:2 4



1	The other thing -- the second question,	18:00:2 6
2	and again we're still in individual reflection	18:00:2 8
3	mode, so we're not eating any time, is you saw	18:00:31
4	what we have done or have planned, what else	18:00:3 4
5	should be on there? Add to that list. What	18:00:3 8
6	else should we be thinking of?	18:00:4 0
7	There's a list, it was on the website,	18:00:4 6
8	and then the list of things that we tried is on	18:00:4 8
9	Page 1 of your packet, but we did social media,	18:00:51
10	e-mail blasts, Board announcements, et cetera.	18:00:5 5
11	(Off the record.)	18:03:3 5
12	MR. BROOM: So just moving along on the	18:03:3 5
13		18:03:3 8



1
2
3
4
5
6
7
8
9
10
11

(Off the record.)

MR. BROOM: I see a lot of group discussion going on, I hate to interrupt. I want to make sure that we're shifting to the bottom of Page 2. And this is where my facilitators can come in and wrangle folks.

So this is the idea that as a group, of the things that you've discussed or thought about or heard, what are the top three? We're going to capture everybody's thoughts, but if

18:04:3 0
18:06:0 4
18:06:0 5
18:06:0 7
18:06:1 0
18:06:1 3
18:06:1 7
18:06:1 9
18:06:21
18:06:2 4
18:06:2 9



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

(Off the record.)

MEMBER ROME: If you haven't written down your top three priorities that are emerging as a group, can you please do that now? We're going to share-out in about 1 minute.

(Off the record.)

MEMBER ROME: Okay. We're going to start and we're going to visit as many groups as we can. So I know you're having great conversation and I ask you to pause and you can resume with the ideas that you're chatting about when we start the next activity.

So we had asked you to identify your top three, but you're going to share-out one. So I'm going to start on this side of the room, and we're going to ask you to keep your share to just 1 minute so we can hear from as many groups as possible. I'm going to start over here.

Does somebody want to share one of your priorities that really grabbed you during the conversation.

DR. BUSH: Hello, everyone. I'm Dr. Bush, I'm from Laura Ward STEM School. We have a lot of great ideas over here. I want to

18:07:0 6
18:16:5 5
18:16:5 6
18:17:0 0
18:17:0 3
18:17:0 3
18:17:5 6
18:17:5 7
18:18:01
18:18:0 4
18:18:0 6
18:18:0 9
18:18:11
18:18:1 4
18:18:1 7
18:18:1 9
18:18:2 2
18:18:2 6
18:18:2 9
18:18:3 0
18:18:3 4
18:18:3 4
18:18:3 7
18:18:4 0



1
2
3
4
5
6
7
8
9
10
11
12
13
14

share one.

We believe that parents would like the District to be up front, connect the relevance of the survey, move beyond compliance because realistically as a parent they are likely asking themselves what could they really move on SQRP, like what could they have taken off or added to SQRP. Thank you.

MEMBER ROME: Thank you. Let's give some love. Thank you.

Sir, did you have two groups here or just one? I'd invite you to share.

DAQUAN: I'm Daquan. I'm from a

18:18:4 2
18:18:4 3
18:18:4 6
18:18:4 8
18:18:5 2
18:18:5 5
18:18:5 9
18:19:0 2
18:19:0 5
18:19:0 7
18:19:0 8
18:19:1 0
18:19:1 3
18:19:1 8



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

number one.

No. 2: Make the why clear. Why are people taking these surveys? What's going to be the outcome of the surveys? Sharing that with folks in a simple way that they can understand. This is where a student can understand, a parent and everybody else on up. But why does a student have to take the survey, and how is it going to impact them? And will it impact them while they're still in that school? So that's point No. 2.

Point No. 3 is, you know, one way to boost the students' participation specifically can be making it happen in class. I mean, these students are coming to school, I mean, they are the audience, how is it -- how are they not filling out the survey for us? So school-wide, maybe it could be a school-wide thing or in class, but that should not be a problem.

Did I miss something?

MEMBER ROME: Is somebody from your group ready to share?

UNKNOWN PERSON: We'll go for one that hasn't already been said.

18:19:4 8
18:19:4 9
18:19:5 2
18:19:5 5
18:19:5 7
18:20:0 0
18:20:0 3
18:20:0 8
18:20:11
18:20:1 4
18:20:1 6
18:20:1 7
18:20:2 2
18:20:2 5
18:20:2 8
18:20:31
18:20:3 5
18:20:3 8
18:20:41
18:20:4 5
18:20:4 5
18:20:5 7
18:20:5 7
18:21:0 0



1
2
3
4
5
6
7
8
9
10

We also felt that we should change the look fors in the survey, removing the technical language and focusing on the values that stakeholders have.

MEMBER ROME: Thank you.

UNKNOWN PERSON: Good evening. So we had said that we should reach out to the SELS program so when they register -- because in our area we have a lot of students that are in those

18:21:0 2
18:21:0 5
18:21:0 7
18:21:1 0
18:21:1 2
18:21:1 3
18:21:2 2
18:21:2 7
18:21:2 9



1
2
3
4
5
6
7

bit more knowledge.

And then also partnering up with the surrounding schools in the neighborhoods and hosting events so they still have better understanding of the survey. And also incentives, like she said everyone likes to get

18:22:1 9
18:22:1 9
18:22:2 2
18:22:2 5
18:22:2 9
18:22:31
18:22:3 3





1
2
3
4
5
6
7

get, you know, some type of incentive that CPS
has a partner with.

MEMBER ROME: Thank you so much.

Adam, I know you told me two, but I'm
doing one more, sorry.

UNKNOWN PERSON: Hello. For our group

18:25:5 9
18:26:0 3
18:26:0 5
18:26:0 6
18:26:0 9
18:26:11



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

Next, more engagement with community-based organizations. These people are more trusted than CPS in the community so give them the power to do it.

And then lastly we think having -- creating parent-and-student engagement events that would incentivize like everyone else was saying.

MEMBER ROME: I'm going to come to -- back to every table in the next round of sharing so you'll have an opportunity to either share from this list or an idea. The next activity is going to be a little bit more open so you can share more widely.

UNKNOWN PERSON: I think some of her points were accurate. You know, I think we focused on the natural partners in the schools, that work in the schools already, they know what works in the schools, they know what matters and they want to have a voice too.

MEMBER ROME: Thank you so much. Before I pass the mic back to Jeff, I just want to say that you're -- you got to share just one or a couple of your ideas, please make

18:27:0 0
18:27:0 2
18:27:0 4
18:27:0 7
18:27:0 8
18:27:1 0
18:27:1 4
18:27:1 8
18:27:1 9
18:27:21
18:27:2 3
18:27:2 6
18:27:2 8
18:27:3 3
18:27:3 4
18:27:3 9
18:27:41
18:27:4 4
18:27:4 6
18:27:4 8
18:27:5 2
18:27:5 4
18:27:5 7
18:28:01



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

sure that you have them captured because we're going to collect these sheets, both the individual reflections you had and the group, and make sure that we get all the notes typed up. We're going to put them all back on the Board of Ed website for people that could not be here tonight to react to and then also add. And we'll also share the e-mail address where you can continue to share reflections with us after this meeting.

Before we go back, I'm going to acknowledge the Board members that arrived after we did the opening.

So President del Valle is here. Can you stand up and wave to everybody? Thank you.

Board Member Melendez.

Board Member Truss.

And Vice President Revuluri.

Thank you so much.

And I'm going to hand it back to Jeff for the second activity.

MR. BROOM: Thank you, everybody, that was great. And you're going to hear this five more times, but please, please, please do write

18:28:0 3
18:28:0 5
18:28:0 7
18:28:0 9
18:28:11
18:28:1 3
18:28:1 6
18:28:2 0
18:28:2 2
18:28:2 2
18:28:2 3
18:28:2 5
18:28:2 7
18:28:2 8
18:28:3 2
18:28:3 4
18:28:3 8
18:28:41
18:28:4 5
18:28:4 6
18:28:4 8
18:28:5 0
18:28:51
18:28:5 3



1 these things down. We have definitely heard
2 everything you said, but again we're not getting
3 to everybody and so we want to make sure we
4 capture as many thoughts as possible so please
5 document those.

18:28:5 5
18:28:5 8
18:29:0 0
18:29:0 2
18:29:0 5

6 So the next activity is the
7 conversation -- so we've talked about how to
8 have the conversation about how to do this
9 better. This frankly meeting is one of the
10 touch points to have that conversation. So now
11 we're going to move into the second activity
12 where we have that conversation with you about
13 how do we do this School Quality Rating work
14 better, okay?

18:29:0 6
18:29:0 8
18:29:1 0
18:29:1 4
18:29:1 7
18:29:1 9
18:29:2 2
18:29:2 4
18:29:2 7

15 So before I go on to the actual
16 activity, I want to put a plug in on the survey
17 that we've been talking about is at cps.edu/SQRP
18 so please promote that and fill it out
19 yourselves.

18:29:3 0
18:29:3 2
18:29:3 7
18:29:4 3
18:29:4 6

20

18:29:3





1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

MR. BROOM: So that's a very brief primer on how SQRP looks right now. This is how we define quality in the District. That video is publicly available at cps.edu/SQRP. If you didn't catch all of it, as we go forward with the group discussion, you also have this cheat sheet at your table. Hopefully if you didn't get one, it's a one -- it's a two-sided one pager about what is currently in SQRP, okay? If you don't have one, I think they're still up at the registration table.

So now you've had some time to reflect as an individual, you've seen how we do it now. Now we'd like to have a little bit of a group discussion for the next 10 minutes or so about of the things that you've seen or want to see when it comes to those three questions, what do you want to see when looking for a quality school, et cetera? Let's have a group discussion about that.

And please again take notes on everything, right. But if the group could come up with the top three, that's what we'll report out, and that's what we'd like to especially

18:33:3 3
18:36:11
18:36:1 4
18:36:1 7
18:36:2 3
18:36:2 6
18:36:2 8
18:36:3 0
18:36:3 5
18:36:3 6
18:36:3 8
18:36:3 9
18:36:41
18:36:4 4
18:36:4 6
18:36:5 0
18:36:5 2
18:36:5 4
18:36:5 7
18:37:0 0
18:37:0 0
18:37:0 2
18:37:0 5
18:37:0 8



1

note as a District to inform our conversations

18:37:1 0

2

moving forward. Okay. Thank you.

18:37:1 3

3

18:37:3 0



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

technical here, that's fine. But this is beyond the group conversations you had, anything that hasn't come up or something new that has been sparked, we want to give you a few minutes just to capture that on your sheets. Again, we're taking all the sheets. Just capture that and jot down anything else that hasn't come up but that you want to make sure that we hear before wrapping up for the night.

Yeah, and so these other factors, these are the guiding questions. And remember again the why is really important to us. It's not just please do this, but please tell us why because if we can't do the thing you suggest, we want to make understand what the root sort of desire and need is there. So if you can also do the why for each of those. And then make sure your facilitator gets the notes so that we can collect them.

MEMBER ROME: Please take a minute at your table to capture the big burning issue that you want to share. We're going to go around to every table and give every group a final

18:49:5 9
18:50:01
18:50:0 3
18:50:0 8
18:50:11
18:50:1 3
18:50:1 7
18:50:2 0
18:50:21
18:50:2 3
18:50:2 5
18:50:2 9
18:50:31
18:50:3 4
18:50:3 7
18:50:4 0
18:50:4 2
18:50:4 3
18:50:4 7
18:53:4 3
18:53:4 5
18:53:4 7
18:53:5 0
18:53:0 9.9



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

talking points into the room.
(Off the record.)
MEMBER ROME: Okay. Please make sure
that your person who is going to share-out is
ready to wave at me as I come to your table.
And we're going to start back here with Deb.
DEB: Hi, I'm Deb. I'm reporting for
group 29. And our big picture, our primary big
picture theme was that we need a District that's
not driven by ratings but by resource adequacy,
in order to ensure that children have supportive
adults and relationships and are taught by
adequate staff in classrooms that are fully
staffed with 90 percent or more of teachers in
place with appropriate certification, social
workers, nurses and social/emotional supports.
And that there's a minimum standard of funding
that the District gets rated to ensure teaching
and learning, social/emotional learning and
other supports for learning. And that we want
full time regular arts, sports, physical
activity, children being outdoors, access to
nature, home ec and accessible trades in our
schools. When we have those things in place,

18:53:5 6
18:53:5 6
18:54:2 0
18:54:21
18:54:2 3
18:54:2 5
18:54:3 4
18:54:4 3
18:54:4 8
18:54:51
18:54:5 5
18:54:5 8
18:55:01
18:55:0 3
18:55:0 5
18:55:0 7
18:55:11
18:55:1 3
18:55:1 6
18:55:1 9
18:55:21
18:55:2 3
18:55:2 6
18:55:2 9



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

then we'll think about rating.

MEMBER ROME: Thank you. Did you want to go? No? Okay.

Would anyone like to share at this table? You don't have to, it's optional, but you did a lot of work together, we would love to hear your thoughts.

UNKNOWN PERSON: The overall things that we did discuss were environment of the school and the overall friendliness and cleanliness of the place.

And we also did talk about the social/emotional learning and not just around students but also investing in the mental health of teachers so they're able to be better with our students, our children.

Anything else that I may be missing?
And the equity funding of it as well.

UNKNOWN PERSON: I want to -- when we ask the question about equality, it's a question about equity funding, especially for low-income communities and communities of color in Chicago. So it's equity funding in regards to the capital for buildings, equity funding in regards to the

18:55:3 2
18:55:3 2
18:55:3 2
18:55:5 9
18:56:0 2
18:56:0 4
18:56:0 9
18:56:0 9
18:56:1 0
18:56:1 2
18:56:1 5
18:56:1 6
18:56:1 8
18:56:21
18:56:2 5
18:56:2 9
18:56:31
18:56:3 4
18:56:4 0
18:56:41
18:56:4 5
18:56:4 7
18:56:5 0
18:56:5 4



1
2
3
4

teacher -- value of teacher between -- value of
teacher, you know, you don't expect to have 25,
30 students per class and to perform

18:56:5 4
18:56:5 9
18:57:0 2
18:57:0 5



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

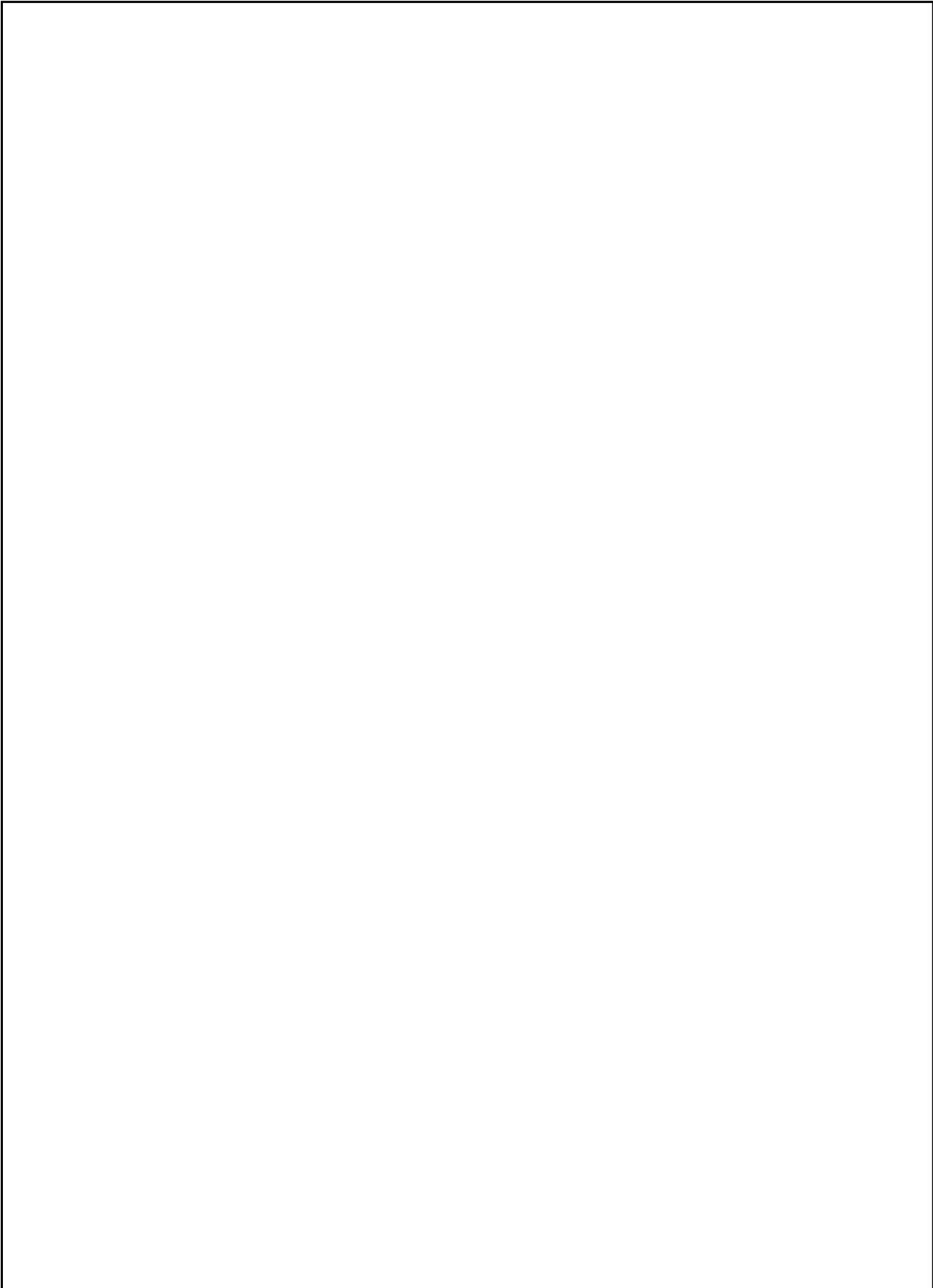
those things are in play, making sure that there are parallels between the State evaluation system and CPS because of the discrepancy there, it causes a lot of confusion and also it impacts then equity in a much larger level.

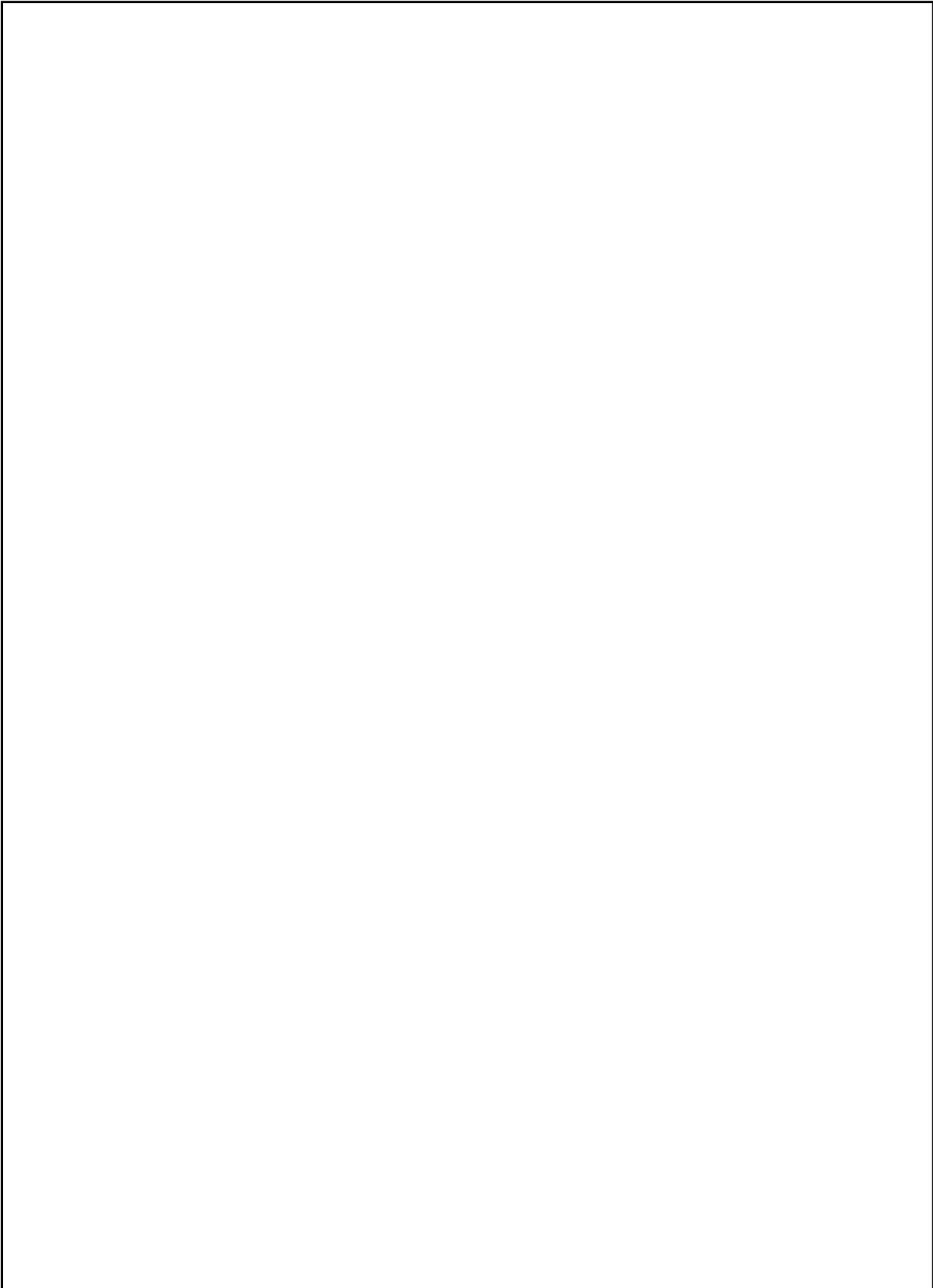
And then we talked a little bit more about equitable ways to compare schools and so just noticing that there are lots of different types of schools, whether that be community or magnet, selective-enrollment. And so factoring some of that into how things are portrayed and shared just so that way it's clear where SQRP is.

MR. LaRAVIERE: Good evening, beautiful people. We, in our conversation, we prefaced it with the statement that the people who run our city, when they look for a school for their children, they don't look for the things in that video, right? They look for things like what you find at the University of Chicago, number one, University of Chicago Lab School, number one being a broad curriculum that develops the whole child. They have things in there like, for example, civics courses. They have the

18:59:2 8
18:59:3 0
18:59:3 2
18:59:3 6
18:59:4 0
18:59:4 5
18:59:4 7
18:59:5 0
18:59:5 2
18:59:5 5
18:59:5 8
19:00:01
19:00:0 7
19:00:11
19:00:1 4
19:00:2 0
19:00:2 2
19:00:2 5
19:00:2 7
19:00:31
19:00:3 3
19:00:3 6
19:00:3 9
19:00:4 2







1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

you walk in. Teacher quality. And then we also thought diversity and programming, not just STEM programs but something for every student.

MEMBER ROME: Thank you so much.

Is that everything? Okay. We'll come back if you have something new.

UNKNOWN PERSON: I would just like to emphasize on the -- like what you were saying about the SPeD population, not factoring that in is a big part of the SQRP, which is unacceptable in my opinion. And, yeah, it just has to do better.

UNKNOWN PERSON: Hi. We talked a little bit about health and how there's not currently any measures that address health in the SQRP and that should address staff and students.

MEMBER ROME: Is somebody from your group ready to share?

UNKNOWN PERSON: I don't want to be too redundant, but one of our main focuses was just multiple diverse ways to increase student engagement and voice that connectedness and provision of opportunities where students feel

19:03:2 3
19:03:2 6
19:03:2 8
19:03:3 3
19:03:3 6
19:03:3 8
19:03:4 0
19:03:41
19:03:4 5
19:03:4 7
19:03:51
19:03:5 5
19:03:5 7
19:04:0 2
19:04:0 4
19:04:0 7
19:04:1 0
19:04:1 0
19:04:2 4
19:04:2 4
19:04:2 6
19:04:31
19:04:3 4
19:04:3 5



1 involved, considered and included, so that whole
2 child.

3 MS. HERNANDEZ: Hi, everyone. My name
4 is Rosario Hernandez. And we talked a lot about
5 many different things, and so just echoing what
6 everyone else is saying, creating a School
7 Quality Rating System that accounts for the
8 different school populations, right?

9 And then another thing that came up is
10 how cultural and linguistic responsiveness is
11 being incorporated, specifically like a step
12 forward would be to include a definition and a
13 metric to monitor, assess and improve practice.
14 This will help build off of the strength that
15 children already have and support their
16 learning.

17 And overall the group felt that the
18 SQRP does not adequately access children's
19 ability.

20 UNKNOWN PERSON: Hi, I'm Dr. Leonard
21 Harris from Nancy B. Jefferson School. And I
22 agree with everything that's been said here
23 tonight, but I also think it is extremely
24 important to note principal's efforts. We have

19:04:3 7
19:04:4 3
19:04:4 3
19:04:4 5
19:04:51
19:04:5 4
19:04:5 6
19:04:5 9
19:05:01
19:05:0 3
19:05:0 7
19:05:11
19:05:1 3
19:05:1 7
19:05:1 9
19:05:21
19:05:21
19:05:2 4
19:05:2 9
19:05:3 2
19:05:3 4
19:05:3 7
19:05:4 0
19:05:4 2



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20

great principals in these schools that's been identified as a Level 3 school and they try really, really hard. And when that SQRP comes out it never talks about principal effort. How we quantify it, I don't have the answer, but I do think that there has to be something to identify the greatness that's taking place in these schools that's been categorized on a Level 3. Principals work hard and so do the teachers and parents in those communities and those schools, and I think we lose something when we just send a message out you're a Level 3 in spite of all the efforts that's been undertaken. So I just think that's important. Thank you.

UNKNOWN PERSON: Hi. I don't think that the SQRP reflects truth in education, and I think that's what we need to have. We need to have truth in education as far as culture is concerned, as far as climate is concerned, as

19:05:4 6
19:05:4 9
19:05:5 2
19:05:5 6
19:06:01
19:06:0 4
19:06:0 6
19:06:0 9
19:06:1 6
19:06:1 9
19:06:21
19:06:2 3
19:06:2 6
19:06:2 9
19:06:3 4
19:06:3 6
19:06:41
19:06:4 5
19:06:4 9
19:06:5 6



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

still there and they're not benefitting from those funds that were taken away. So thank you.

MEMBER ROME: Thank you very much.

Did I get to every table? Please flag me down if you didn't get an opportunity to share. Great.

So I cannot thank you enough for all of the work and engagement that you just shared with your table mates. There were some really, really rich dialogue and just appreciate all of the feedback both in writing and what you spoke into the room.

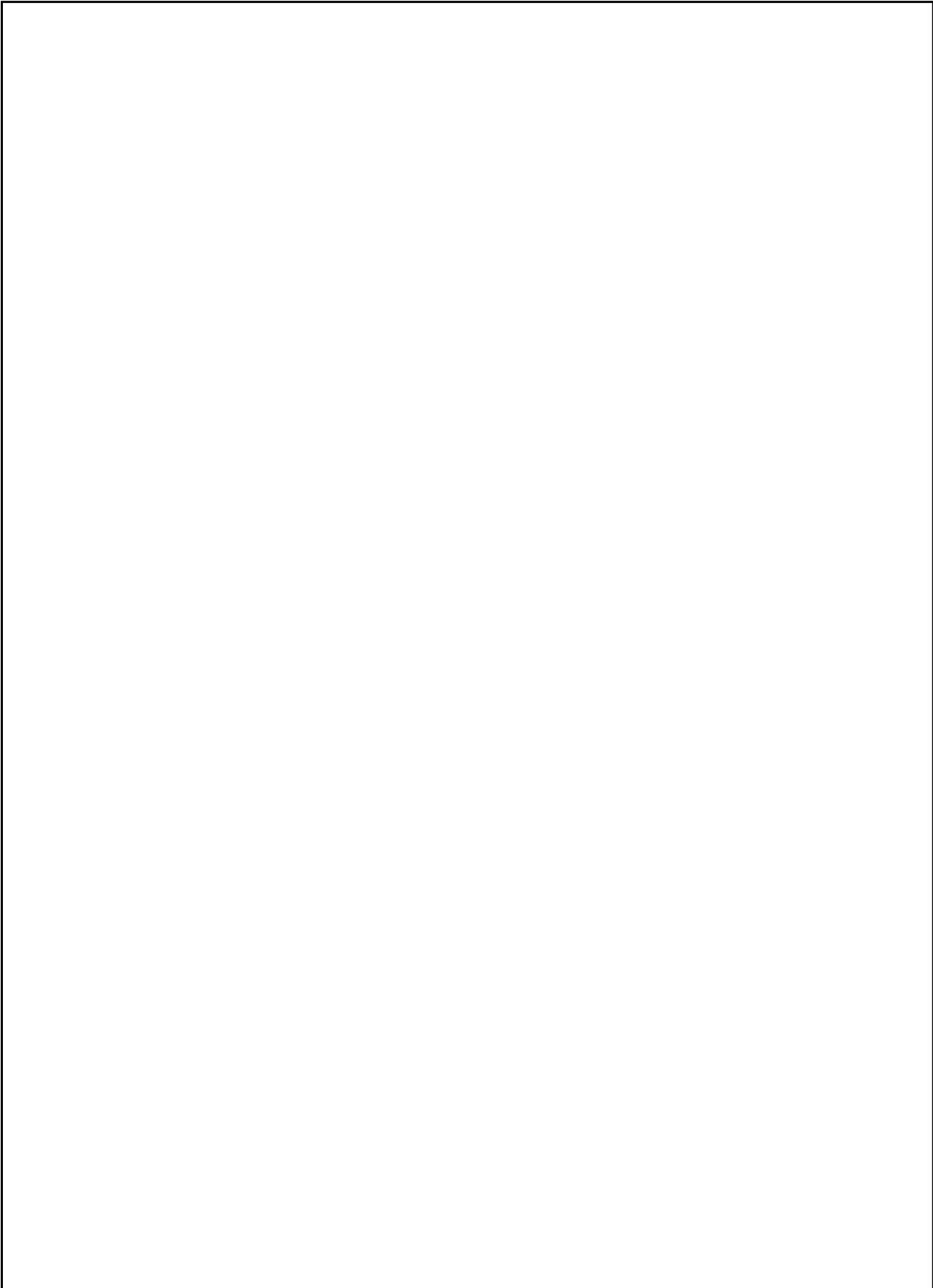
I wanted to reiterate some of the major points that I heard, and certainly this is -- will not include everything that was shared tonight in the room. But definitely want you to know that we hear you, that this work is values work, and that we need to find a way to compare schools in a way that is values driven because this work is values based.

That there's a historical context at how SQRP has been used that's really damaged trust in the community and we need to demonstrate that this is going to be different

19:07:0 7
19:07:11
19:07:1 7
19:07:1 8
19:07:2 2
19:07:2 4
19:07:2 7
19:07:3 0
19:07:3 3
19:07:3 7
19:07:4 2
19:07:4 4
19:07:4 4
19:07:4 6
19:07:4 8
19:07:5 0
19:07:5 3
19:07:5 7
19:08:0 0
19:08:0 3
19:08:0 5
19:08:0 7
19:08:1 2
19:08:1 4



1



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

weeknight and a lot of folks have other things to do, so I really appreciate you coming out and sharing your thoughts.

So when we get into the technical conversations, some of them have sort of started, but when we get into the technical conversations in earnest, it is critical that those conversations be rooted and founded on the values of our stakeholders. And so we can't do that without contributions like this, and so that's -- you know, we don't know where the -- you know, what metrics will be included or won't, but these sorts of conversations will absolutely drive those decisions. And so, you know, again, thank you for participating because we won't be able to move forward without your feedback and continued engagement like this. So thank you.

MEMBER ROME: Thank you.

UNKNOWN PERSON: Just one question, will there be more of these?

MR. BROOM: When I get the feedback and I figure out what you guys say we should do, yes.

19:09:1 6
19:09:1 8
19:09:21
19:09:2 2
19:09:2 4
19:09:2 6
19:09:2 8
19:09:31
19:09:3 5
19:09:3 9
19:09:4 4
19:09:4 8
19:09:51
19:09:5 4
19:09:5 8
19:09:5 9
19:10:0 2
19:10:0 5
19:10:0 7
19:10:0 9
19:10:1 2
19:10:1 6
19:10:1 8
19:10:21



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

The question is, is this the format that works in different areas? Should we do different kinds of engagement? Yet, we want to -- yes, we want to have beyond the things that we already planned and were on that earlier slide, yes, we want to do more of some kind of engagements based on your ideas frankly. So, yes, the conversation will continue. Thank you.

MEMBER ROME: So please e-mail us. If you have anything else to share that you didn't get to share tonight, either in writing or speaking, please make sure that you e-mail it to the CPS website, that's BOEWCC@CPS.EDU, so it's Board of Ed Whole Child Committee, BOEWCC.

And we also will be posting notes, the compilation of these notes, on the Board website as well. So if you left your e-mail address when you signed in, we also will make sure to e-mail you direct updates of future events and opportunities.

So now we are going to move into the public comment, and we will -- we have a full 20 minutes, and it will end at 7:30. It's an additional opportunity to address the Board and

19:10:21
19:10:2 3
19:10:2 6
19:10:2 8
19:10:31
19:10:3 4
19:10:3 6
19:10:3 9
19:10:41
19:10:4 4
19:10:4 5
19:10:4 7
19:10:51
19:11:0 0
19:11:0 5
19:11:0 8
19:11:1 0
19:11:1 3
19:11:1 7
19:11:1 9
19:11:2 0
19:11:2 2
19:11:2 5
19:11:2 8



1 this Committee when you come up so please state 19:11:3 0
2 your name for the record. The public 19:11:3 3
3 participation will conclude after 20 minutes or 19:11:3 5
4 until the last speaker has presented, whichever 19:11:3 8
5 occurs first. Each speaker will have 2 minutes 19:11:4 0
6 each to present the remarks. For members of the 19:11:4 3
7 public who wish to submit written comments, 19:11:4 6
8 these can be submitted tonight via e-mail at 19:11:4 9
9 BOEWCC@CPS.EDU or One North Dearborn, Suite 950. 19:11:5 4
10 Written comments will be accepted until 5 p.m. 19:11:5 9
11 tomorrow, January 28th, 2020. 19:12:0 2

12 So, Dan, can you raise your hand. So 19:12:0 3
13 we've got two microphones, and you can form 19:12:0 5
14 lines if you'd like to participate in public 19:12:0 8
15 comment. Susan is over here. Dan is over here. 19:12:1 0
16 And you can stand up and they are going to 19:12:1 3
17 volley between the two of them until the 20 19:12:1 5
18 minutes is expired. 19:12:1 8

19 MS. OTINAT: Hi, my name is Mary 19:12:1 9
20 Otinat. And I just wanted to make sure that 19:12:21
21 it's understood there should be more community 19:12:2 4
22 engagement opportunities, not a question of if 19:12:2 6
23 or whether or not this body decides that they 19:12:2 8
24 should have them, early and often. Post them 19:12:31



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17

everywhere, anywhere, put them on a billboard.

The more engagement in the community is how you're going to build trust in the community.

MEMBER ROME: Thank you.

MR. LaRAVIERE: At the June Board

meeting a high-level CPS official said that the difference -- there are plenty of high-poverty

schools with a level plus -- there was examples of high-poverty schools with Level 1 Plus

ratings, and the difference between those and

the high-poverty schools that did not have them

was that they were led by people who didn't let

that poverty be an obstacle. And our principal

felt insulted by the statement because what it

hides is that poverty has many different

variations and levers. You can have a school

19:12:3 5
19:12:3 8
19:12:4 0
19:12:4 2
19:12:4 3
19:12:4 8
19:12:51
~~19:12:5 4~~
~~19:12:5 7~~
19:13:0 0
19:13:0 2
19:13:0 4
19:13:0 6
19:13:1 0
19:13:1 2
19:13:1 5



1 poverty. And you can also have a school with a
2 mobility rate of 50 percent. Find me a school
3 with a 50 percent mobility rate that's at 1
4 Plus.

5 And for that to come from CPS
6 leadership insult -- directly insulting the work
7 of our principals, as Brother Leonard Harris so
8 clearly articulated, it has to stop and CPS has
9 to begin to look at the levers of poverty and
10 where those levers are being pulled and
11 tightened around our principals and our teachers
12 the hardest and create a system of school
13 assessment that takes that into account.

14 There's a principal in this room right
15 now, and I'll end with this statement, I'm not
16 going to say her name, but if she wants to take
17 credit for her comments she can say Amen when I
18 give it. She said, my school is rated 2 Plus.
19 I'm not a Level 2 Plus principal, I'm a Level 1
20 Plus principal serving a community with Level 3
21 Minus needs and challenges.

22 And when do we start holding the city
23 accountable, not us, for those Level 3, for
24 failing to address the needs in the community

19:13:4 4
19:13:4 6
19:13:5 0
19:13:5 4
19:13:5 4
19:13:5 6
19:14:0 0
19:14:0 5
19:14:0 8
19:14:11
19:14:1 4
19:14:1 6
19:14:1 8
19:14:21
19:14:2 3
19:14:2 4
19:14:2 7
19:14:3 0
19:14:3 5
19:14:3 9
19:14:4 2
19:14:4 8
19:14:51
19:14:5 6

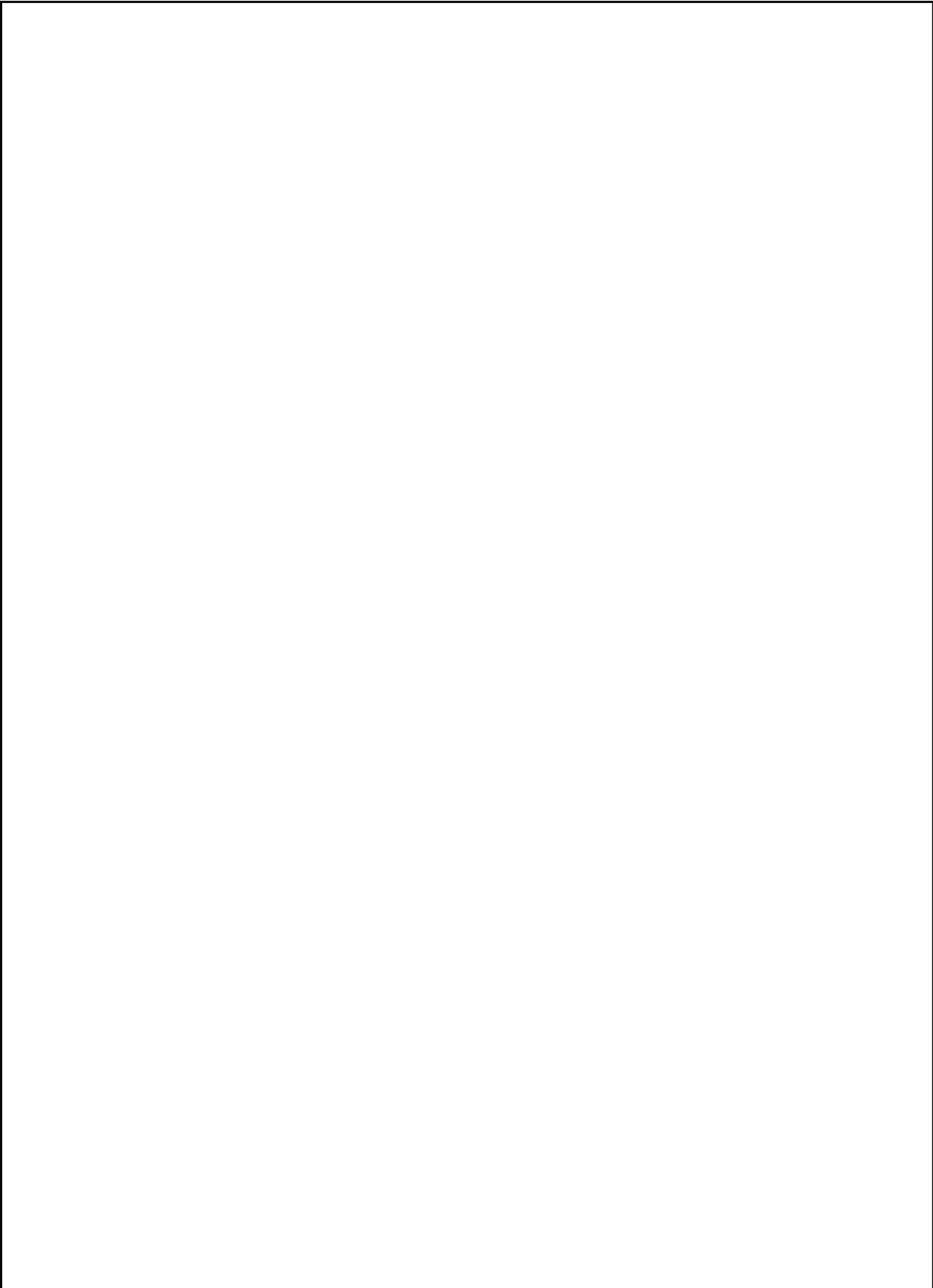


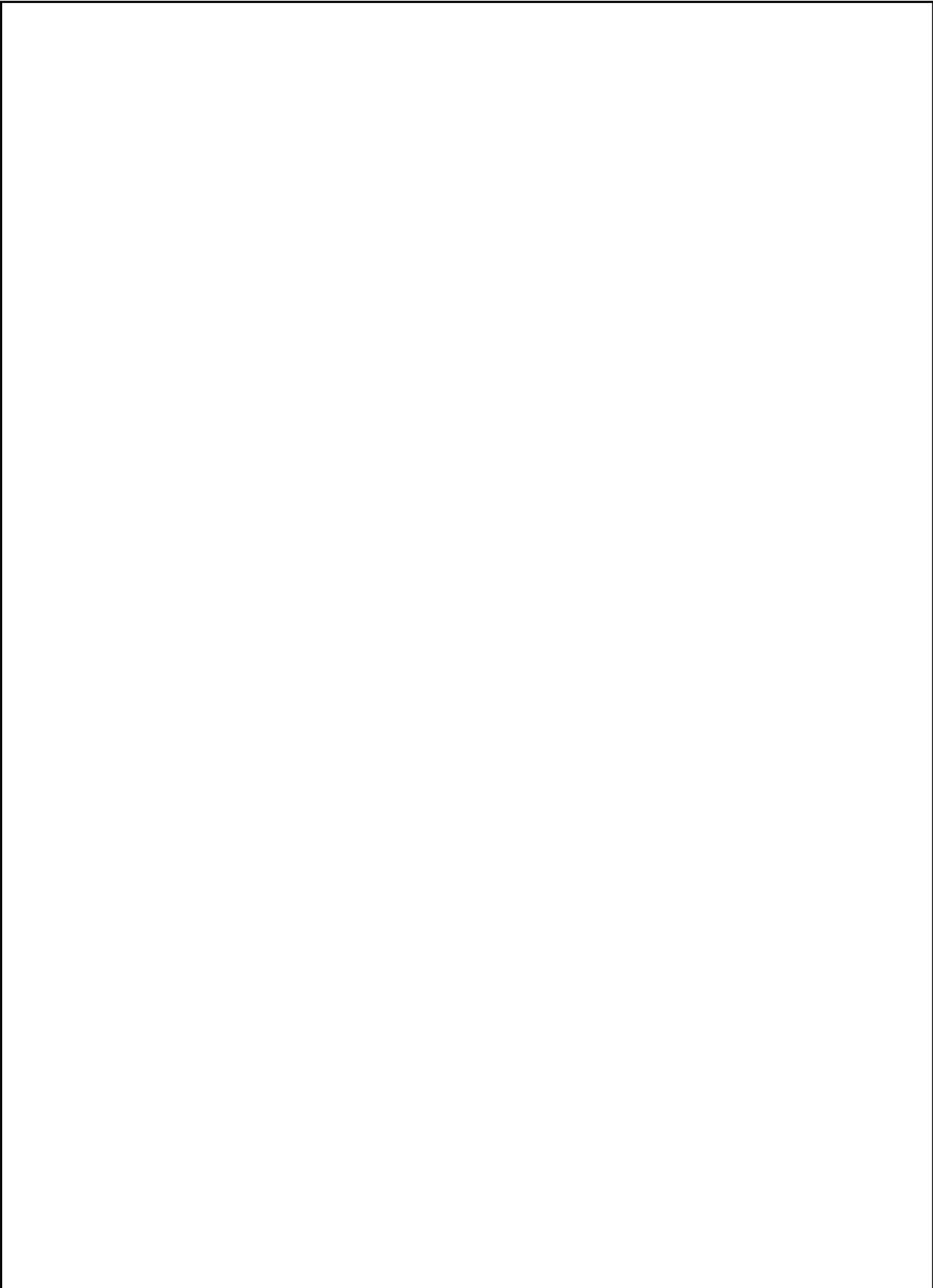
1
2
3
4

that created those Level 3 Minus challenges?
For example, the lack of stable housing that
creates 50 percent mobility rates, who is going

19:14:5 8
19:15:01
19:15:0 3
19:15:0 6







1

used to work at Pershing Road in the early '90s

19:18:11

2

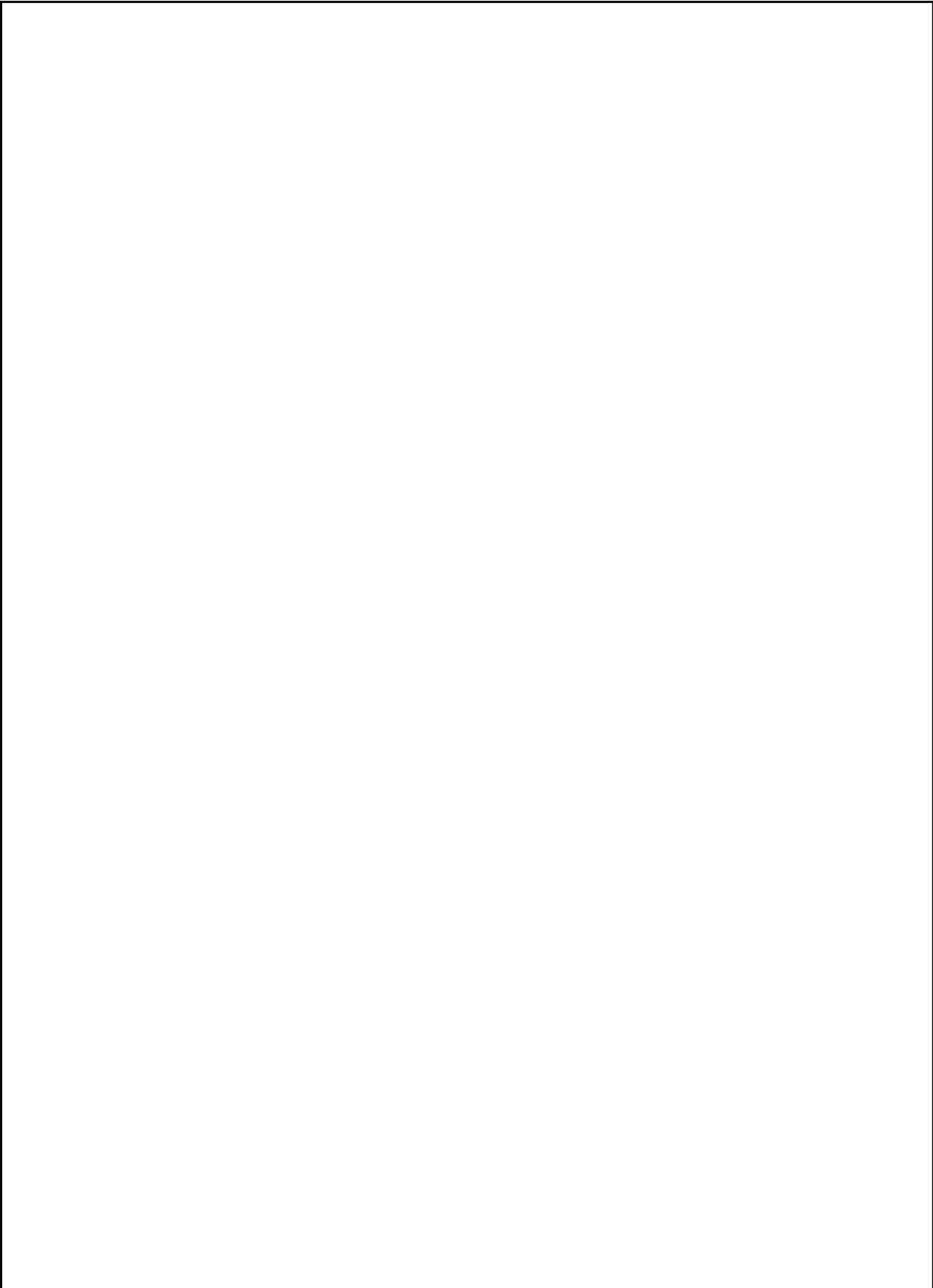
in the athletic department when female students

19:18:1 5

3

19:18:1 8





1 I think it's a huge opportunity, right, for us 19:21:5 4
2 to collaborate with our community-based 19:21:5 6
3 organizations to really leverage some of those 19:21:5 9
4 assets that we have in our city to give our 19:22:0 2
5 schools the supports that they need. 19:22:0 4
6 I'm really proud to be in a school 19:22:0 6
7 where we're not looking at what the kids don't 19:22:0 8
8 have in terms of disabilities or an instance of 19:22:1 0
9 child or trauma or even lack of resource, but we 19:22:1 4
10 partner with organizations to make sure our kids 19:22:1 7
11 have music production, to make sure our kids 19:22:1 9
12 have a trauma-responsive environment in the 19:22:21
13 school and everybody can be successful 19:22:2 4
14 regardless of language, regardless of unique 19:22:2 6
15 ability, we don't use that as a barrier. 19:22:2 8
16 So I would challenge us to educate, and 19:22:31
17 that's I think the biggest thing that was 19:22:3 3
18 missing tonight for me. When you look at the 19:22:3 5
19 whole child model it deals with physical 19:22:3 7
20 education and physical activity, which I heard 19:22:4 0
21 you mention here. It deals with nutrition in 19:22:4 2
22 environment and services. So what does that 19:22:4 5
23 look like and how can we leverage even from some 19:22:4 8
24 of our partners in the city to have that more in 19:22:51



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

the school? Health education is very important,
social and emotional school climate, physical
environment, health services. All these
award-winning hospitals we have in our city, how
can we leverage that to provide the supports in
our schools? Health services -- physical
environment, we heard a lot about that.
Counseling, psychological and social services.
Employee wellness, which I also heard from
another stakeholder. Community involvement and
family engagement.

I think these are the pillars of
improvement for our District to provide the
supports for every school across this District,
and I think that's what we need to move forward.
And how can we leverage who is in this room
today to give us the supports that we need?
Because I didn't get any resources from anybody
because we spent a lot of time unearthing some
of the challenges. So I would like to have, you
know, some more clarification because our city
needs resiliency. We can't be victims of
circumstance, we have to bounce back and we have
to be that voice for all of our children because

19:22:5 2
19:22:5 5
19:22:5 7
19:22:5 9
19:23:0 2
19:23:0 4
19:23:0 6
19:23:0 8
19:23:11
19:23:1 3
19:23:1 6
19:23:1 7
19:23:1 9
19:23:2 2
19:23:2 4
19:23:2 6
19:23:2 9
19:23:31
19:23:3 4
19:23:3 8
19:23:4 0
19:23:4 2
19:23:4 6
19:23:4 9



1 they're depending on us not to wait on somebody, 19:23:51
2 we are the advocates. 19:23:5 4
3 So I'm a former parent, my kids went to 19:23:5 5
4 CPS schools, and I'm a CPS graduate. So I'm not 19:23:5 8
5 just articulating something that I don't believe 19:24:01
6 and I don't live. So I look forward to more 19:24:0 4
7 engagement with this work. 19:24:0 7
8 MS. MALDONADO: Hi, Joanna Maldonado. 19:24:11
9 I'm here just kind of thinking about what are 19:24:1 5
10 some things in reflections upon tonight. I 19:24:1 7
11 believe that a 48-hour notice here today, I 19:24:21
12 mean, I'm amazed at how many people are actually 19:24:2 3
13 here tonight so that is a kudos to everybody in 19:24:2 5
14 this room. But if we want more people out here 19:24:2 8
15 we can't just follow Robert's rules of 19:24:31
16 engagement because that is not very engaging. 19:24:3 3
17 When we think about as a sustain -- 19:24:3 5
18 somebody who worked at a sustainable community 19:24:3 8
19 school and looking at one of those more 19:24:41
20 important pillars in order to like see more of 19:24:4 2
21 these things happening in these schools is that 19:24:4 5
22 of shared leadership, that takes into account 19:24:4 8
23 all of these conversations at the school level. 19:24:5 0
24 So one of the other feedback to give today is 19:24:51



1 that this conversation should be happening in
2 every single school. And there is no reason why
3 a principal cannot do that and pull together a
4 meeting and say that the parents, the teachers,
5 the student are all accountable to themselves
6 and to what that school looks like and then
7 provide that information back to CPS. We need
8 to really think about a bottom-up approach
9 instead of a top-down approach.

10 At our table no one mentioned testing
11 and attendance, which are the only measures of
12 our current SQRP, as measures that make sense.
13 I actually also happen to sit on an SQRP
14 Committee at some point, maybe two years ago,
15 where I met -- I'm sorry, I forgot your name
16 and, you know, it was incredibly frustrating
17 sitting in that space with a bunch of principals
18 and network chiefs who are only thinking about
19 how to make CPS happy based on its current
20 measures and being able to think outside of the
21 box, such as, the Colorado School of Evaluation
22 n its current

19:24:5 4
19:24:5 6
19:24:5 9
19:25:0 3
19:25:0 5
19:25:0 9
19:25:1 2
19:25:1 4
19:25:1 7
19:25:1 9
19:25:21
19:25:2 3
19:25:2 8
19:25:3 2
19:25:3 5
19:25:3 8
19:25:41
19:25:4 3
19:25:4 6
19:25:4 9
19:25:51
19:25:5 5



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

testing scores and, you know, top universities not looking at that. But really when I look at schools, and I was looking for a school with my sister who is in high school now, it's none of those things were relevant to me, yet it is hard to explain that to my sister and to my dad when they're thinking about these levels.

And so really it's a move to abolish this SQRP as it stands because it does not serve us any information. It does not welcome parents into the building that say come take a look at what we are offering at this school, come look at the curriculum that we are using, come meet our restorative justice coach that is going to like assess and value your student and really make it so that teachers and principals are actually able to care for children as opposed to measuring them. Because we know that no child -- you don't look at a kid and say, oh, you're supposed to be walking by now, you're supposed to be talking by now. Everybody in this room knows that children move and grow at their own rates, why must we measure children in that way?

19:26:0 3
19:26:0 6
19:26:0 9
19:26:11
19:26:1 3
19:26:1 6
19:26:1 9
19:26:21
19:26:2 4
19:26:2 8
19:26:31
19:26:3 4
19:26:3 7
19:26:4 0
19:26:4 2
19:26:4 5
19:26:4 7
19:26:5 0
19:26:5 2
19:26:5 6
19:26:5 8
19:27:0 0
19:27:0 3
19:27:0 7



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

And so I just implore you guys to think about how do you bring this back to each school? How do you really model shared leadership at each school? And really take the opinions seriously about the people that came to this school today.

MEMBER ROME: Thank you so much.

We have just a couple minutes left so we're going to be able to take the speaker on this side and this side and then we're going to close for the evening. Thank you.

MS. KENNEDY: Hi. Good evening, Ellen Kennedy, I'm the principal at Richard's Career Academy. As a principal who led a school off of Level 3, I can tell you that the struggle is really, really real. And I serve -- my school serves -- lovingly serves some of the most vulnerable children in this city, and yet the SQR policy I'm being measured by the same criteria as the selective-enrollment schools. And there's something extremely disturbing to me about that because there are schools that are just going to coast to Level 1 and Level 1 Plus by the students that walk through the door, and

19:27:0 7
19:27:1 0
19:27:1 2
19:27:1 4
19:27:1 6
19:27:1 9
19:27:1 9
19:27:21
19:27:2 3
19:27:2 5
19:27:2 7
19:27:2 8
19:27:31
19:27:3 4
19:27:3 7
19:27:3 9
19:27:4 3
19:27:4 5
19:27:4 8
19:27:5 2
19:27:5 5
19:27:5 8
19:27:5 9
19:28:0 2



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

it's extremely disturbing to me.

I also kind of lost my train -- sorry, I lost my train of thought. But the stain and the public relations nightmare of being labeled Level 3, of being labeled Level 2 is just so damaging to a school that it just -- we just need to rework all of this. The public relations nightmare my school is recovering from, it continues. The narrative that we're working to change about who we are because parents don't necessarily -- may not necessarily understand the nuances of SQRP, but they have this message in their head: 3 is bad. 3, I don't want my child there. 3, 2, terrible.

MEMBER ROME: Thank you. The last speaker.

MS. ABREAU: Nicole Abreau again. And I'm a parent of two CPS kids, and I have a third kid but she's in preschool. I just -- I feel like the way that this conversation was framed was that the problem was that you guys are trying but somehow not reaching enough parents. But I think really you guys trying to reach parents on engaging this just started a little

19:28:0 5
19:28:0 7
19:28:0 9
19:28:1 4
19:28:1 7
19:28:21
19:28:2 5
19:28:2 9
19:28:3 2
19:28:3 5
19:28:3 7
19:28:3 9
19:28:41
19:28:4 5
19:28:51
19:28:5 4
19:28:5 5
19:28:5 8
19:29:01
19:29:0 3
19:29:0 5
19:29:0 9
19:29:11
19:29:1 5



1 while ago after the strike and before holidays
2 and got buried in there when it should have been
3 when SQRP came to fruition or whatever.

4 I went to the road show of SQRP 2.0 at
5 the U of C data collaborative and asked the
6 question were parents in the room? And the
7 answer was, no, I mean, this isn't really for
8 parents, it's supposed to be an internal
9 accountability tool. But then why is one of the
10 only things you can on Go CPS filter for is SQRP
11 rating? It's one of the only things --
12 distance, selective-enrollment or whatever
13 program and SQRP rating. So it's obviously
14 meant for parents and yet there's very little
15 education about it, zero parent input.

16 So I don't really think, even though
17 you spent most of the time talking about how to
18 reach parents, it's not really the problem. I
19 think if you tried even a little bit you could
20 reach all the parents and all the teachers if
21 you really wanted to. So you really need to
22 think about what the lovely woman before me was
23 talking about, what is this SQRP doing even at
24 all? Is it necessary? And is it even a fair

19:29:1 8
19:29:2 0
19:29:2 3
19:29:2 7
19:29:3 3
19:29:3 5
19:29:3 6
19:29:3 9
19:29:41
19:29:4 4
19:29:5 0
19:29:5 3
19:29:5 5
19:29:5 7
19:30:0 0
19:30:0 2
19:30:0 4
19:30:0 6
19:30:0 8
19:30:1 0
19:30:1 2
19:30:1 5
19:30:1 7
19:30:2 0



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24

measure of what we're trying to give parents,
which is what kind of school do you want your
child to go to?
MEMBER ROME: Thank you.
I want to close tonight with another
round of thanks and gratitude for the
challenges, the pushes, all of the feedback and
input, and we're really committed to
transparency and sharing back with you how we're
able to use this in SQRP 3.0.
Big thanks to Jeff Broom for engaging
us in this and bringing some authentic
challenges and desire to hear from you today.
Finally, because inequitable funding
came up so much at the table conversations and
also in the share-outs, I'd be remiss to not
share that there are many opportunities coming
up, it's posted on social media and on the CPS
website but want to share that the budget equity
public engagement is kicking off this week on
Wednesday, January 29th at Amundsen from 6 to 8;
Thursday, the 30th, at Michele Clark from 6 to
8 p.m.; Saturday, February 1st, 11 to 1 at
Corliss; Wednesday, February 5th, at Hammond, 6

19:30:2 2
19:30:2 5
19:30:2 8
19:30:2 8
19:30:3 2
19:30:3 4
19:30:3 7
19:30:4 0
19:30:4 2
19:30:4 6
19:30:5 0
19:30:5 2
19:30:5 5
19:30:5 8
19:31:0 2
19:31:0 4
19:31:0 7
19:31:0 9
19:31:1 3
19:31:1 6
19:31:1 8
19:31:2 4
19:31:2 7
19:31:3 0





1
2

STATE OF ILLINOIS)

Karen Fatigato

