

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



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

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

Good evening, welcome to the Chicago Board of Education Whole Child Committee. Please know that we have Spanish and sign-language translation services available tonight. If you need those we have transponders. We also will have, as we move off into two separate tables, some translators. So we have, Martin, can you raise your hand? So you can follow him to a table. And then also Victoria who is back there. So if you need Spanish translation please sit at a table with one of them.

We are -- today is January 27th, 2020. We're holding this meeting in the cafeteria at Englewood STEM High School at 6835 South Normal Boulevard. I'm Amy Rome, I'm Chair of the Whole Child Committee for the Board of Ed.

I'd like to acknowledge my fellow Board members who are here tonight. We have Elizabeth

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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 Lechner, 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.

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1 We're excited that we're hosting this meeting. 17:38:19  
2 We're really excited about some of the work that 17:38:21  
3 we're doing here in Englewood. Currently we 17:38:23  
4 have approximately 440 freshmen. I would say 17:38:28  
5 all but 400 -- excuse me, 420 of those freshmen, 17:38:35  
6 which I'm really proud about, are from the 17:38:40  
7 Englewood community, which is a great thing. I 17:38:42  
8 think CPS, the CAC, also the Steering Committee 17:38:46  
9 did a great job in taking on the responsibility 17:38:50  
10 to provide the students in Englewood with this 17:38:53  
11 opportunity. Not only is it an 85-million-plus 17:38:56  
12 facility that we have here but also the human 17:39:01  
13 capital that -- the investment that CPS did for 17:39:04  
14 the community. So I'm really proud about that. 17:39:07  
15 We have some great teachers, some great 17:39:09  
16 students. We look forward to some great 17:39:11  
17 outcomes over the next few years with our first 17:39:14  
18 graduating class. And we would like for you all 17:39:17  
19 that are here to feel free to come by and visit. 17:39:19  
20 If you have any suggestions, any ideas, if 17:39:22  
21 you're from the community please get involved so 17:39:24  
22 that we can continue to provide our students 17:39:27  
23 with the opportunity that they deserve. You all 17:39:29  
24 have a great evening. 17:39:32



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

3 So now for a couple of minutes of  
4 procedural things.

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

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

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

23 Here are two objectives for tonight.

24 The first one is to generate ideas for

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1 SQRP 3.0 Stakeholder Engagement Opportunities 17:40:35  
2 for March 2020 and Beyond. 17:40:40

3 The second is to engage attendees on 17:40:42  
4 their feedback for values and uses of school 17:40:44  
5 performance information and related topics. 17:40:45

6 So again, before we kick off I'd really 17:40:47  
7 like to thank you so much for spending this 17:40:50  
8 evening for us and for lending your important 17:40:52  
9 voice and ideas to this topic. 17:40:54

10 I'd like to share a little bit about 17:41:00  
11 the purpose of the Board Committees. The 17:41:02  
12 Committee topics are aligned to the critical 17:41:04  
13 priorities of the Board. Some of you have 17:41:06  
14 attended other Committee meetings like the 17:41:09  
15 Workforce Development and Equity Committee 17:41:11  
16 meeting and the Early Childhood Committee 17:41:13  
17 meeting earlier this winter. We're really 17:41:16  
18 pleased with the engagement from the community 17:41:18  
19 at these events. 17:41:20

20 These events are not meant to supplant 17:41:22  
21 or undermine in any way the work of the CPS 17:41:25  
22 management team. On the contrary they are 17:41:27  
23 opportunities for the CPS and Board teams and 17:41:30  
24 the community to engage on wider issues that are 17:41:32



1 all shared priorities. They are authentic 17:41:38  
2 opportunities for iterative feedback that will 17:41:41  
3 shape policies and action. And it is critical 17:41:43  
4 for the Board to engage with the community 17:41:47  
5 outside of opportunities like office hours and 17:41:49  
6 public participation at the Board meetings. 17:41:52

7 We also value transparency. We'll 17:41:54  
8 share the feedback publicly along with the 17:41:57  
9 reflections about how the feedback is shaping 17:42:00  
10 the ongoing work of the Board and the District. 17:42:02  
11 So we promise you that this will not be a 17:42:04  
12 onetime sit and get opportunity, we will share 17:42:07  
13 and we'll share more at the end of the meeting 17:42:10  
14 or toward the end of the meeting, ways that 17:42:12  
15 we're going to share the feedback that comes out 17:42:14  
16 of these small group discussions back with you 17:42:17  
17 and with a wider committee. 17:42:20

18 The Whole Child Committee in particular 17:42:22  
19 is an opportunity to explore critical topics 17:42:24  
20 that affect the experience of students across 17:42:26  
21 our city. We will oppor -- we will share 17:42:28  
22 opportunities to align CPS's equity framework 17:42:31  
23 and the five-year vision and also on ways that 17:42:36  
24 key stakeholders can be involved in that work, 17:42:39



1 including students, families, community members 17:42:42  
2 and staff. Topics will include supports for SEL 17:42:44  
3 and trauma-informed work, academic programming 17:42:50  
4 and include key updates and initiatives like the 17:42:53  
5 curriculum and equity initiative and include 17:42:56  
6 college and career supports for student success 17:43:00  
7 in high school and beyond, like dual credit, 17:43:03  
8 STEM programs and IB and AP. 17:43:06

9           Tonight we're here to talk about our 17:43:09  
10 School Quality Rating Policy. Why is it 17:43:11  
11 critical for us to have a dialogue about SQRP? 17:43:14  
12 I believe that every parent deserves access to 17:43:19  
13 reliable information to understand how their 17:43:22  
14 child is being served by the attended school. I 17:43:25  
15 believe that it's important to clarify targets 17:43:29  
16 for what it means to be a great school, 17:43:32  
17 prompting actions and supports when those 17:43:35  
18 targets are not being met to ensure that all 17:43:38  
19 students have equitable access to a great school 17:43:41  
20 in alignment with the District's vision and 17:43:44  
21 equity goals. 17:43:46

22           We know that a student's experience 17:43:47  
23 can't be measured by test scores and academic 17:43:49  
24 achievement alone. A school rating system is 17:43:52





1 critical in understanding the nuanced experience 17:43:54  
2 of students, families and staff to adequately 17:43:57  
3 understand how schools are meeting expectations 17:44:01  
4 for closing opportunity gaps for our priority 17:44:04  
5 groups of students, for meeting the needs of our 17:44:07  
6 most vulnerable students and for identifying 17:44:09  
7 strong school culture to name a few. 17:44:12

8 As a former CPS teacher and school 17:44:15  
9 leader, I'm invested in how we learn to leverage 17:44:18  
10 what's important about school ratings and 17:44:22  
11 accountability while acknowledging that SQRP is 17:44:25  
12 part of our complex and complicated story across 17:44:27  
13 the City of Chicago given its role as a measure 17:44:31  
14 in decisions about school actions. This is why 17:44:33  
15 the current Board had a conversation at our June 17:44:35  
16 meeting about review of SQRP that addressed and 17:44:38  
17 acknowledged the need for community voice in 17:44:41  
18 this work. 17:44:44

19 Many of you are bringing understandably 17:44:44  
20 strong opinions about SQRP with you tonight. 17:44:47  
21 This is why we're here, to engage in dialogue, 17:44:51  
22 to consult with you, to listen, to learn from 17:44:55  
23 you about how we can create an accountability 17:44:58  
24 system that is responsive to stakeholders and 17:45:01



1 ensures that all students have equitable access  
2 to great schools.

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

6 MS. O'BANNER: Yay, Jeff.

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

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

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

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1 from here. 17:45:57

2 So just as a little bit of context -- 17:45:58  
3 and if you were at the June Board meeting you 17:46:00  
4 basically seen this slide. This is the same 17:46:03  
5 slide that we put up at the June meeting when we 17:46:05  
6 talked about SQRP. Since the mid '90s we -- the 17:46:07  
7 State law has required us to do some sort of 17:46:11  
8 local school rating system. The current SQRP 17:46:14  
9 went into effect in 2014, that replaced the old 17:46:18  
10 PRPP that had been in place for six years. So 17:46:22  
11 it's been sort of a cycle of continuous 17:46:25  
12 improvement essentially since the mid '90s about 17:46:27  
13 how do we -- the State asked us to do this, how 17:46:33  
14 do we do it better from one system to the next. 17:46:34

15 Essentially what the State requires us 17:46:37  
16 to do is to develop a rating and an 17:46:39  
17 accountability status for each school. And 17:46:42  
18 we've been doing it for six years as of this 17:46:44  
19 past fall with SQRP. So again, SQRP is the 17:46:47  
20 latest system, and we've done it for six years. 17:46:51

21 Now, we leave with sort of the 17:46:54  
22 historical context that the State -- it is a 17:46:58  
23 State law to do it, but we also just think from 17:47:00  
24 a values perspective, as Amy mentioned, that 17:47:03



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

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

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

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1 want your schools to go? What are your 17:48:11  
2 aspirations? How do you use the performance 17:48:13  
3 information that we put out? What is it that 17:48:15  
4 we'd like you to know but we haven't done a good 17:48:18  
5 job of communicating? What are those learning 17:48:20  
6 demands that we need to continue to meet going 17:48:23  
7 forward? We don't know that without you telling 17:48:26  
8 us what it is we need to tell you, right? And 17:48:29  
9 are there other things that we just don't know 17:48:31  
10 that we haven't thought of yet? We can't answer 17:48:33  
11 these questions without hearing from you, and so 17:48:35  
12 we got a whole work stream, and that is part of 17:48:38  
13 it, just engaging with stakeholders around these 17:48:41  
14 things. 17:48:44

15 We also -- you know, the School Quality 17:48:44  
16 Ratings is a very -- there's a lot of technical 17:48:47  
17 work. There's a lot of calculations and data 17:48:49  
18 flow, et cetera. And so there's also going to 17:48:52  
19 be at some point a lot of technical work that 17:48:55  
20 will happen around that. Some of it's already 17:48:57  
21 started. This gets into how do we calculate 17:48:59  
22 student growth? How do we improve the metrics 17:49:02  
23 that we want? So things like Freshman On Track. 17:49:06  
24 Is there research coming out that says we should 17:49:08



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

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

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

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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 SQRP 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 really smaller, more  
21 intense kind of higher rigor version of what  
22 people think about SQRP. We've worked with the  
23 Student Voice Committee, so we've tried to  
24 engage students in the existing structure for

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1 doing that, and we will continue to do so. 17:51:15  
2 We're working with the Office of Equity to 17:51:17  
3 develop a school engagement protocol where we'll 17:51:19  
4 actually go into schools and deal -- sort of 17:51:23  
5 kind of do a full 360 engagement protocol with 17:51:24  
6 the school community. We're going to do some of 17:51:27  
7 those around SQRP. 17:51:31

8 And then finally we're working with 17:51:32  
9 FACE to convene some CBOs, community-based 17:51:34  
10 organizations, to have a very similar 17:51:37  
11 conversation to this, right. So these are the 17:51:39  
12 things that we have planned. Again, activity 17:51:41  
13 one is going to be about what else should we be 17:51:43  
14 doing, right? How can we make this part better? 17:51:46

15 So to sort of illustrate one of the 17:51:49  
16 problems that we've been running into so far, 17:51:52  
17 I'm going to talk a little bit about the survey 17:51:55  
18 that we've already put out, okay? 17:51:56

19 So we released it in November. This is 17:51:59  
20 a fairly comprehensive list, I think you've got 17:52:01  
21 it in the handout at your table of the things 17:52:04  
22 that we've been able to think of and do to 17:52:07  
23 promote that survey, right? So we've -- we 17:52:09  
24 announced it at the Board meeting. We put it on 17:52:13





1 our websites. We've announced it at LSC 17:52:15  
2 kickoffs. We've done it on social media. We've 17:52:19  
3 done a lot of things, right? The issue is that 17:52:22  
4 when we get the responses back, we've got about 17:52:25  
5 4,000 responses, it's not hitting everybody that 17:52:28  
6 we would love to hear from. And that's a 17:52:31  
7 problem that I would love your help with 17:52:33  
8 tonight, okay? 17:52:37

9 So here's -- I hope you all can see 17:52:37  
10 this. The first line is survey respondents by 17:52:42  
11 role. So who in the District has responded to 17:52:47  
12 this survey by their role? The top line is CPS 17:52:49  
13 teachers, 41 percent of our responses have been 17:52:54  
14 from CPS teachers. Now, that's great, I love 17:52:57  
15 hearing from teachers. I think it's really 17:53:01  
16 important that we've heard from teachers. That 17:53:03  
17 being said, they don't make up 41 percent of the 17:53:04  
18 city, right? So this is not a representative 17:53:07  
19 sample of the people we want to hear from. Only 17:53:12  
20 24 percent, the next line, are current CPS 17:53:13  
21 parent or family members. I'd love those to at 17:53:15  
22 least be switched around, right? Family members 17:53:19  
23 I would hope would be the ones, you know, the 17:53:21  
24 most. They're the ones just numerically. 17:53:26



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

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

15 So just as a preview of some of the  
16 things that we're seeing in the survey, one of  
17 our questions was, you know, what are the  
18 metrics that are sort of in the current SQRP  
19 that you find the most valuable? And again,  
20 this will be -- this will all be posted on the  
21 Board website I think tomorrow.

22 MR. LECHNIR: Very soon.

23 MR. BROOM: Very soon. I just put Adam  
24 on the spot, soon. But right now school climate

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

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

17 So before we get into the technical  
18 aspects of the activity, I want to just go over  
19 some norms. So accept and expect non-closure,  
20 it's the idea that we're not going to solve  
21 everything about 20 years of State and Local  
22 policy tonight. So, you know, just know that  
23 now going in. But this is an important step,  
24 and we do want to really hear from you and make

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1 progress on it. 17:55:35

2 As you get into your small groups, 17:55:37  
3 please watch your air time, allow for some 17:55:39  
4 equity of voice. Usually two before you is a 17:55:39  
5 good rule where if you're going to speak make 17:55:43  
6 sure a couple of other people have a chance to 17:55:44  
7 speak before you go again. Because again we do 17:55:48  
8 really want to hear from everybody in the room 17:55:48  
9 tonight. And then speak your truth. So be 17:55:50  
10 honest with what you think. This is a safe 17:55:52  
11 space, and this is a genuine attempt to hear 17:55:55  
12 what you have to say so please be honest and 17:55:59  
13 allow others to be too. So please reserve 17:56:03  
14 judgment, please try to create that safe space 17:56:06  
15 for sharing honest open thoughts. 17:56:08

16 So this is the outline of the activity 17:56:11  
17 that we're going to do. We're going to keep 17:56:16  
18 time about -- through the protocol. Each table 17:56:19  
19 I think has -- are we going to do each table as 17:56:24  
20 one group or two groups? So two groups. Each 17:56:27  
21 table should have room for two groups of people. 17:56:30  
22 So we're going to do two small groups of table. 17:56:33  
23 While I do the next couple of minutes, at the 17:56:36  
24 end of the next couple of minutes of clarifying 17:56:38



1 questions, each group is going to identify who  
2 your facilitator is. So in the next couple of  
3 minutes -- point at your friend before they  
4 point at you. Please pick a facilitator, after  
5 I finish clarifying questions I will be asking  
6 for a show of hands. And I don't want to go out  
7 and shame people so just raise your hand at the  
8 end of the clarifying questions. One per group,  
9 okay.

10 So before we start the activity I just  
11 want to make sure that -- so I can stop talking  
12 and you all can start talking, I want to make  
13 sure are there any clarifying questions about  
14 what we're about to do and the objective of the  
15 next 20 or so minutes of our time together?  
16 Again, it's engaging stake -- how do we get  
17 better at engaging stakeholders, but how can I  
18 clarify what we're trying to get to?

19 Sir.

20 UNKNOWN PERSON: Just to clarify, the  
21 reference point of what's been done is  
22 everything on this sheet at the bottom?

23 MR. BROOM: That's right.

24 So there is a reference sheet of the

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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.

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

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

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

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

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1           The other thing -- the second question,  
2 and again we're still in individual reflection  
3 mode, so we're not eating any time, is you saw  
4 what we have done or have planned, what else  
5 should be on there? Add to that list. What  
6 else should we be thinking of?

7           There's a list, it was on the website,  
8 and then the list of things that we tried is on  
9 Page 1 of your packet, but we did social media,  
10 e-mail blasts, Board announcements, et cetera.

11                           (Off the record.)

12           MR. BROOM: So just moving along on the  
13 protocol, if you haven't already, feel free to  
14 start sharing some of your ideas with your  
15 neighbor, and we're going to move from that to a  
16 larger group discussion in just a couple  
17 minutes.

18           And, I apologize, I should have said  
19 this, we are collecting all of these, so please  
20 take copious notes on Page -- starting on Page 2  
21 of your packet. Again, we are collecting your  
22 thoughts, and we will be transcribing these, so  
23 please write down everything you can think of.  
24 Thank you.

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1 (Off the record.) 18:04:30

2 MR. BROOM: I see a lot of group 18:06:04  
3 discussion going on, I hate to interrupt. I 18:06:05  
4 want to make sure that we're shifting to the 18:06:07  
5 bottom of Page 2. And this is where my 18:06:10  
6 facilitators can come in and wrangle folks. 18:06:13

7 So this is the idea that as a group, of 18:06:17  
8 the things that you've discussed or thought 18:06:19  
9 about or heard, what are the top three? We're 18:06:21  
10 going to capture everybody's thoughts, but if 18:06:24  
11 the groups could come up with their top three 18:06:29  
12 suggestions for what we should be doing around 18:06:31  
13 stakeholder engagement that would be really 18:06:35  
14 valuable, and please say why. Say do this 18:06:37  
15 because it's -- and it's important for this 18:06:40  
16 reason. 18:06:43

17 So, facilitators, please start catching 18:06:43  
18 notes on those top three ideas, and then we're 18:06:45  
19 going to -- because when we do share-out in a 18:06:48  
20 few minutes, we're going to do share-out each 18:06:54  
21 group, as many groups as we can get to, what 18:06:56  
22 those top three for the group were. So again, 18:07:00  
23 please shift to your top three as a group 18:07:03  
24 please. 18:07:06



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(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

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1 share one. 18:18:42

2 We believe that parents would like the 18:18:43  
3 District to be up front, connect the relevance 18:18:46  
4 of the survey, move beyond compliance because 18:18:48  
5 realistically as a parent they are likely asking 18:18:52  
6 themselves what could they really move on SQRP, 18:18:55  
7 like what could they have taken off or added to 18:18:59  
8 SQRP. Thank you. 18:19:02

9 MEMBER ROME: Thank you. Let's give 18:19:05  
10 some love. Thank you. 18:19:07

11 Sir, did you have two groups here or 18:19:08  
12 just one? I'd invite you to share. 18:19:10

13 DAQUAN: I'm Daquan. I'm from a 18:19:13  
14 program called Embark. We are group number 15. 18:19:18  
15 And our top three points to boost survey results 18:19:21  
16 was: 18:19:25

17 1: There should be more ways to 18:19:26  
18 deliver this survey. It should be in local 18:19:28  
19 businesses. It should be in churches. It 18:19:30  
20 should, of course, be digital and e-mail, even 18:19:34  
21 at front door of people's household. But these 18:19:37  
22 surveys should just be disseminated in more ways 18:19:39  
23 available to everyone. And if you don't use 18:19:43  
24 technology you might miss out on a lot. That's 18:19:45



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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.

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1 We also felt that we should change the 18:21:02  
2 look fors in the survey, removing the technical 18:21:05  
3 language and focusing on the values that 18:21:07  
4 stakeholders have. 18:21:10

5 MEMBER ROME: Thank you. 18:21:12

6 UNKNOWN PERSON: Good evening. So we 18:21:13  
7 had said that we should reach out to the SELS 18:21:22  
8 program so when they register -- because in our 18:21:27  
9 area we have a lot of students that are in those 18:21:29  
10 programs. 18:21:31

11 Also, registration time, when parents 18:21:32  
12 and students come out to register that we could 18:21:36  
13 have surveys for them and report card pickup, 18:21:39  
14 have to kind of draw them in by having a raffle 18:21:43  
15 or something like that because if you want 18:21:46  
16 something, you got to give something. That's 18:21:48  
17 it. 18:21:48

18 MEMBER ROME: Thank you so much. 18:21:53

19 UNKNOWN PERSON: This might sound a 18:21:54  
20 little repetitive, but we are from an outside 18:22:04  
21 organization, so partnering up with those 18:22:07  
22 outside organizations to bridge that gap. And 18:22:09  
23 have events where the parents feel that they 18:22:14  
24 better understand the survey, give them a little 18:22:16



1 bit more knowledge. 18:22:19

2 And then also partnering up with the 18:22:19  
3 surrounding schools in the neighborhoods and 18:22:22  
4 hosting events so they still have better 18:22:25  
5 understanding of the survey. And also 18:22:29  
6 incentives, like she said everyone likes to get 18:22:31  
7 something, you know, more rewarding for the kids 18:22:33  
8 and also the parents. 18:22:35

9 MEMBER ROME: Thank you so much. 18:22:37

10 UNKNOWN PERSON: So our top idea was 18:22:41  
11 that maybe you could come up with some sort of a 18:22:47  
12 media campaign that includes a PSA that you 18:22:50  
13 would maybe include with your Back to School 18:22:53  
14 Night, but something that is -- quickly explains 18:22:55  
15 what it is and thoroughly explains it. Right? 18:22:59

16 MEMBER ROME: Thank you so much. 18:23:05

17 UNKNOWN PERSON: Something interesting 18:23:11  
18 that came up in conversation with our principal 18:23:12  
19 was that they actually don't get a report of 18:23:17  
20 what the parents are saying and that parent 18:23:20  
21 participation isn't reflected on even like their 18:23:24  
22 website where it says how parents participate. 18:23:27  
23 So the parents aren't seeing their participation 18:23:31  
24 reflected anywhere so it's a discouraging 18:23:34



1 factor. And so -- and also the principals 18:23:38  
2 aren't held accountable for parent participation 18:23:43  
3 because it's not even in the report. 18:23:47

4 And the survey is actually not very 18:23:49  
5 user friendly. I have done it myself, it's 18:23:52  
6 rather complex. I have a Master's Degree so I 18:23:55  
7 feel like I could do it but, you know, I'm not 18:24:00  
8 the average, if you will. So I think it could 18:24:04  
9 be made more user friendly. 18:24:08

10 MEMBER ROME: We have time for two more 18:24:15  
11 shares and then we'll share from other -- we got 18:24:17  
12 some eager sharers here. I'm going to come back 18:24:21  
13 to you for the next share round. 18:24:24

14 UNKNOWN PERSON: Sharing out from group 18:24:26  
15 10. We should provide a mass outreach to 18:24:28  
16 parents. CPS already has access to the e-mail 18:24:30  
17 list for all parents, so let's utilize that 18:24:35  
18 along with robocalls. And let's try to meet 18:24:38  
19 parents where they are. They are coming to 18:24:41  
20 report card pickups frequently, and when they do 18:24:43  
21 to feel the void of the technology let's have 18:24:45  
22 Chromebooks available so that they may take the 18:24:49  
23 survey. Get them at Open House and even target 18:24:52  
24 weekend events. There are academic events and 18:24:55



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sports events that the District hosts, so let's try to meet the parents where they are.

MEMBER ROME: Thank you so much. Coming right here.

MS. WHITE: Hi, Bridget White with group 9. Piggyback everything that you just said. Also, a lot of parents don't even know what SQRP is, so where's the education of the parents even being told what is it? Especially when you have a primary department that this should be mandatory that, hey, this is SQRP, look at us, rate us, let us know what we need to do to help improve with your child. So parents can't fill out what they don't know, so if they see this on the website or whatever, they don't know what it is and what to do.

Also, just like he said of various ways to use it. And if we have to go back to old school, mail the surveys out. I mean, CPS has our addresses so mail the surveys out and request that they be sent back.

And lastly, as far as incentives, such as, as far as the school, like, okay, the most classroom that turns in the most surveys, you

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1 get, you know, some type of incentive that CPS 18:25:59  
2 has a partner with. 18:26:03

3 MEMBER ROME: Thank you so much. 18:26:05

4 Adam, I know you told me two, but I'm 18:26:06  
5 doing one more, sorry. 18:26:09

6 UNKNOWN PERSON: Hello. For our group 18:26:11  
7 we got a decent list, some repeats from everyone 18:26:14  
8 else. 18:26:18

9 But first off, we think there should be 18:26:18  
10 a better layout for the e-mails so that it isn't 18:26:20  
11 so long. As someone said with technical 18:26:24  
12 language that doesn't help with some of the 18:26:27  
13 parents who aren't fully aware of that. And 18:26:29  
14 also added on that reaching out through mailing 18:26:31  
15 list and snail mail. 18:26:34

16 Secondly, we believe we can get higher 18:26:36  
17 parent engagement if CPS actually used their 18:26:39  
18 funding and resources to create an app that we 18:26:39  
19 can do like mass SMS texts and things like that. 18:26:42

20 Another thing is that a restorative 18:26:45  
21 conversation on accountability for CPS's history 18:26:47  
22 of dismissal of parent concern. Something that 18:26:51  
23 was mentioned was definitely what happened in 18:26:55  
24 Englewood, a lot of things closed. 18:26:57



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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

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1 sure that you have them captured because we're 18:28:03  
2 going to collect these sheets, both the 18:28:05  
3 individual reflections you had and the group, 18:28:07  
4 and make sure that we get all the notes typed 18:28:09  
5 up. We're going to put them all back on the 18:28:11  
6 Board of Ed website for people that could not be 18:28:13  
7 here tonight to react to and then also add. And 18:28:16  
8 we'll also share the e-mail address where you 18:28:20  
9 can continue to share reflections with us after 18:28:22  
10 this meeting. 18:28:22

11 Before we go back, I'm going to 18:28:23  
12 acknowledge the Board members that arrived after 18:28:25  
13 we did the opening. 18:28:27

14 So President del Valle is here. Can 18:28:28  
15 you stand up and wave to everybody? Thank you. 18:28:32

16 Board Member Melendez. 18:28:34

17 Board Member Truss. 18:28:38

18 And Vice President Revuluri. 18:28:41

19 Thank you so much. 18:28:45

20 And I'm going to hand it back to Jeff 18:28:46  
21 for the second activity. 18:28:48

22 MR. BROOM: Thank you, everybody, that 18:28:50  
23 was great. And you're going to hear this five 18:28:51  
24 more times, but please, please, please do write 18:28:53



1 these things down. We have definitely heard 18:28:55  
2 everything you said, but again we're not getting 18:28:58  
3 to everybody and so we want to make sure we 18:29:00  
4 capture as many thoughts as possible so please 18:29:02  
5 document those. 18:29:05

6 So the next activity is the 18:29:06  
7 conversation -- so we've talked about how to 18:29:08  
8 have the conversation about how to do this 18:29:10  
9 better. This frankly meeting is one of the 18:29:14  
10 touch points to have that conversation. So now 18:29:17  
11 we're going to move into the second activity 18:29:19  
12 where we have that conversation with you about 18:29:22  
13 how do we do this School Quality Rating work 18:29:24  
14 better, okay? 18:29:27

15 So before I go on to the actual 18:29:30  
16 activity, I want to put a plug in on the survey 18:29:32  
17 that we've been talking about is at [cps.edu/SQRP](http://cps.edu/SQRP) 18:29:37  
18 so please promote that and fill it out 18:29:43  
19 yourselves. 18:29:46

20 So the next activity is, you know, we 18:29:46  
21 heard from one group, you know, frame the 18:29:49  
22 conversation around values, what are 18:29:51  
23 communities' values in this area, and that's 18:29:53  
24 absolutely what we want to do an activity to, 18:29:56



1 okay? So we're going to start with some 18:30:01  
2 individual reflection for about 3 to 5 minutes, 18:30:04  
3 and the questions we want you to think about are 18:30:07  
4 what do you want to see when you're looking for 18:30:10  
5 a quality school? This is on Page 3 of your 18:30:12  
6 packet, by the way. How do you go about 18:30:15  
7 thinking of the quality of the school? When it 18:30:17  
8 comes to school environment, what does that word 18:30:19  
9 quality mean to you, okay? 18:30:21

10 So just for a few minutes think about 18:30:24  
11 that, take some notes and then we're going to 18:30:26  
12 come back as a group. 18:30:29

13 (Off the record.) 18:33:10

14 MR. BROOM: Okay. So just to make sure 18:33:10  
15 we respect everybody's time, we're going to -- 18:33:12  
16 please continue to write notes as you want. We 18:33:14  
17 wanted to ground us first individually, how do 18:33:16  
18 you define quality? What do you think of when 18:33:19  
19 you think of quality schools? And so now we're 18:33:21  
20 going to shift to where the current state of the 18:33:25  
21 District's definition of school quality is with 18:33:27  
22 a short video on the current SQRP, okay? 18:33:29

23 (Whereupon, the video was 18:33:29  
24 played.) 18:33:33



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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

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1 note as a District to inform our conversations  
2 moving forward. Okay. Thank you.

3 MEMBER ROME: So you're looking at  
4 Page 3 in your packet if that is helpful.

5 (Off the record.)

6 MEMBER ROME: Thank you so much.

7 We're going to send you right back to  
8 conversations but a brief pause.

9 Jeff is going to introduce the third  
10 activity, and then we're going to go -- we're  
11 going to commit to getting to every table for a  
12 final share-out so that you can share a theme or  
13 a priority or a burning issue that came up in  
14 any of the activities that you did. So we'll  
15 visit each table at the end. But Jeff is going  
16 to take you over to the last activity.

17 MR. BROOM: So this is just our last  
18 sort of catch-all activity if there's anything  
19 we missed in the last hour and a half or so,  
20 which is, sorry, when evaluating -- it's a  
21 similar question: When evaluating the quality  
22 of the school, what matters to you? This --  
23 we've talked about mainly values in the last 20  
24 minutes or so, if you want to get a little more

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1 technical here, that's fine. But this is beyond 18:49:59  
2 the group conversations you had, anything that 18:50:01  
3 hasn't come up or something new that has been 18:50:03  
4 sparked, we want to give you a few minutes just 18:50:08  
5 to capture that on your sheets. Again, we're 18:50:11  
6 taking all the sheets. Just capture that and 18:50:13  
7 jot down anything else that hasn't come up but 18:50:17  
8 that you want to make sure that we hear before 18:50:20  
9 wrapping up for the night. 18:50:21

10 Yeah, and so these other factors, these 18:50:23  
11 are the guiding questions. And remember again 18:50:25  
12 the why is really important to us. It's not 18:50:29  
13 just please do this, but please tell us why 18:50:31  
14 because if we can't do the thing you suggest, we 18:50:34  
15 want to make understand what the root sort of 18:50:37  
16 desire and need is there. So if you can also do 18:50:40  
17 the why for each of those. And then make sure 18:50:42  
18 your facilitator gets the notes so that we can 18:50:43  
19 collect them. 18:50:47

20 MEMBER ROME: Please take a minute at 18:53:43  
21 your table to capture the big burning issue that 18:53:45  
22 you want to share. We're going to go around to 18:53:47  
23 every table and give every group a final 18:53:50  
24 opportunity to speak one of their important 18:53:53





1 talking points into the room. 18:53:56

2 (Off the record.) 18:53:56

3 MEMBER ROME: Okay. Please make sure 18:54:20  
4 that your person who is going to share-out is 18:54:21  
5 ready to wave at me as I come to your table. 18:54:23  
6 And we're going to start back here with Deb. 18:54:25

7 DEB: Hi, I'm Deb. I'm reporting for 18:54:34  
8 group 29. And our big picture, our primary big 18:54:43  
9 picture theme was that we need a District that's 18:54:48  
10 not driven by ratings but by resource adequacy, 18:54:51  
11 in order to ensure that children have supportive 18:54:55  
12 adults and relationships and are taught by 18:54:58  
13 adequate staff in classrooms that are fully 18:55:01  
14 staffed with 90 percent or more of teachers in 18:55:03  
15 place with appropriate certification, social 18:55:05  
16 workers, nurses and social/emotional supports. 18:55:07  
17 And that there's a minimum standard of funding 18:55:11  
18 that the District gets rated to ensure teaching 18:55:13  
19 and learning, social/emotional learning and 18:55:16  
20 other supports for learning. And that we want 18:55:19  
21 full time regular arts, sports, physical 18:55:21  
22 activity, children being outdoors, access to 18:55:23  
23 nature, home ec and accessible trades in our 18:55:26  
24 schools. When we have those things in place, 18:55:29



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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

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1 teacher -- value of teacher between -- value of  
2 teacher, you know, you don't expect to have 25,  
3 30 students per class and to perform  
4 high-quality education. So I think that is  
5 something that we really need to advise that  
6 teacher preparation programs, how many teachers  
7 we have in Chicago represents our student  
8 diversity in the classrooms. And the whole  
9 schools -- we -- this school is beautiful, and I  
10 think it's vital for students and families to be  
11 engaged. So we have to think about capital for  
12 our schools in our neighborhoods, specifically  
13 neighborhoods disinvested. So it's an issue  
14 about equity, not equality or both, but equity.

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15 MEMBER ROME: Thank you so much. Is  
16 someone ready to share from your group?

17 UNKNOWN PERSON: So we have a list of  
18 about 18 things, but I think that in talking  
19 about what we're doing we really want students  
20 to feel welcomed into schools by their  
21 facilities, by their teachers, to have teachers  
22 who are responsive to care for them, that are  
23 focused on the child as opposed to raising of  
24 test scores and attendance. And so I just can't



1 not read what the sustainable community school 18:58:10  
2 model is, which is curriculum that is engaging 18:58:14  
3 and culturally relevant as well as challenging 18:58:16  
4 and emphasis on testing -- I mean on teaching 18:58:20  
5 and not testing. Wrap-around supports for those 18:58:22  
6 after school programs and options for parents, 18:58:25  
7 such as, IB, AP classes. Restorative justice 18:58:27  
8 practices and social/emotional learning and 18:58:31  
9 developing and tracking that growth. Authentic 18:58:33  
10 engagement of parents and families, communities 18:58:37  
11 as partners. And really shared school 18:58:39  
12 leaderships. Principals are not the only 18:58:41  
13 instructional leaders in the building, there are 18:58:43  
14 teachers. And looking at teacher retention in 18:58:45  
15 these schools, one of the things that we really 18:58:47  
16 talked about is making sure that teachers have 18:58:50  
17 knowledge in the grade level that they are 18:58:53  
18 teaching and that they're going to bring their 18:58:55  
19 kids to the school that they're teaching at, not 18:58:58  
20 sending them to a school across town. 18:59:00

21 UNKNOWN PERSON: We talked a lot about 18:59:03  
22 everything that everybody else has already 18:59:20  
23 shared around, but one thing that we talked a 18:59:22  
24 little bit more in depth about was once some of 18:59:24



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

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

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

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1 students have to master a musical instrument, a  
2 missed instrument. They learn psychology, media  
3 production and media consumption. They have to  
4 learn a world language. It is a broad  
5 curriculum that develops the whole child.

6 They also get a high staff-to-student  
7 ratio or a low student-to-staff ratio, however  
8 you want to phrase it, but they have the budget  
9 to have the staffing necessary to get students  
10 the services they need. And they also want a  
11 safe environment for learning. The people who  
12 run this city would not -- it's as if through  
13 SQRP they are trying to narrow our vision of  
14 what a curriculum is supposed to look like for  
15 our students when it would not be acceptable,  
16 that same set of criteria would be unacceptable  
17 for their students, and we need -- we want their  
18 curriculum.

19 UNKNOWN PERSON: I would just like to  
20 talk a little bit about diverse learners. It  
21 hasn't really come up that much, I mean, at  
22 least in the -- and I just want to say that the  
23 current SQRP as it is is really damaging to our  
24 diverse learner population.

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1           If you look at my kids' school that has  
2 a 20 percent diverse learner rate and the  
3 schools all around us that are 1 plus, we are  
4 not 1 plus, have lower than the average diverse  
5 learner rate, some by almost half of what other  
6 schools have in the city. Some of these schools  
7 are getting there by pushing out these kids one  
8 way or another, making their families feel  
9 unwelcome, which is why I didn't choose my  
10 neighborhood school because I went to this  
11 school, but now our school is Level 2  
12 provisional. Where is the supports for that?  
13 All with the downward spiral we're experiencing  
14 where you get that big red letter 2 or whatever  
15 on our page. But you don't see the whole story  
16 about how we do have 20 percent of our kids with  
17 disabilities, not counting 504s. You don't see  
18 we're a Title I school where everyone else  
19 around us is not. I mean, there's so many  
20 factors here that can't be captured by the SQRP,  
21 and it needs to come with resources and support  
22 and not just punishment.

23           UNKNOWN PERSON: So we put down culture  
24 and climate, right, like how you feel right when

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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

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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

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1 great principals in these schools that's been 19:05:46  
2 identified as a Level 3 school and they try 19:05:49  
3 really, really hard. And when that SQRP comes 19:05:52  
4 out it never talks about principal effort. How 19:05:56  
5 we quantify it, I don't have the answer, but I 19:06:01  
6 do think that there has to be something to 19:06:04  
7 identify the greatness that's taking place in 19:06:06  
8 these schools that's been categorized on a Level 19:06:09  
9 3. Principals work hard and so do the teachers 19:06:16  
10 and parents in those communities and those 19:06:19  
11 schools, and I think we lose something when we 19:06:21  
12 just send a message out you're a Level 3 in 19:06:23  
13 spite of all the efforts that's been undertaken. 19:06:26  
14 So I just think that's important. Thank you. 19:06:29

15 UNKNOWN PERSON: Hi. I don't think 19:06:34  
16 that the SQRP reflects truth in education, and I 19:06:36  
17 think that's what we need to have. We need to 19:06:41  
18 have truth in education as far as culture is 19:06:45  
19 concerned, as far as climate is concerned, as 19:06:49  
20 far as academic supports and as far as funding 19:06:56  
21 is concerned. 19:06:59

22 For instance, funding, they may fund 19:07:00  
23 one program for a couple of years and then they 19:07:01  
24 discontinue that program, but the children are 19:07:04



1 still there and they're not benefitting from 19:07:07  
2 those funds that were taken away. So thank you. 19:07:11

3 MEMBER ROME: Thank you very much. 19:07:17

4 Did I get to every table? Please flag 19:07:18  
5 me down if you didn't get an opportunity to 19:07:22  
6 share. Great. 19:07:24

7 So I cannot thank you enough for all of 19:07:27  
8 the work and engagement that you just shared 19:07:30  
9 with your table mates. There were some really, 19:07:33  
10 really rich dialogue and just appreciate all of 19:07:37  
11 the feedback both in writing and what you spoke 19:07:42  
12 into the room. 19:07:44

13 I wanted to reiterate some of the major 19:07:44  
14 points that I heard, and certainly this is -- 19:07:46  
15 will not include everything that was shared 19:07:48  
16 tonight in the room. But definitely want you to 19:07:50  
17 know that we hear you, that this work is values 19:07:53  
18 work, and that we need to find a way to compare 19:07:57  
19 schools in a way that is values driven because 19:08:00  
20 this work is values based. 19:08:03

21 That there's a historical context at 19:08:05  
22 how SQRP has been used that's really damaged 19:08:07  
23 trust in the community and we need to 19:08:12  
24 demonstrate that this is going to be different 19:08:14



1 than other times in order to earn that trust and  
2 expect people to participate in the  
3 conversation.

4 That it's about experiences, so  
5 programs that meet the needs of students both in  
6 terms of cultural responsiveness, takes care of  
7 our whole -- the whole child and our most  
8 vulnerable students specifically. This is  
9 certainly an issue that can't be disconnected  
10 from funding. So equity in funding matters when  
11 we're talking about measuring the quality of  
12 schools. And then it's connected to so much  
13 other work and we can't pretend like it's not,  
14 like class size, like quality and facilities.

15 I also heard really loudly that this is  
16 about care, care for students and care for  
17 teachers and wellness and wholeness.

18 Those are some of the themes that came  
19 up for me. Jeff, I don't know if you want to --  
20 as we close out and come into public comment, if  
21 you wanted to share anything more about how this  
22 will be used.

23 MR. BROOM: Yeah, I just want to  
24 reiterate, thank you very much. I know it's a

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1 weeknight and a lot of folks have other things 19:09:16  
2 to do, so I really appreciate you coming out and 19:09:18  
3 sharing your thoughts. 19:09:21

4 So when we get into the technical 19:09:22  
5 conversations, some of them have sort of 19:09:24  
6 started, but when we get into the technical 19:09:26  
7 conversations in earnest, it is critical that 19:09:28  
8 those conversations be rooted and founded on the 19:09:31  
9 values of our stakeholders. And so we can't do 19:09:35  
10 that without contributions like this, and so 19:09:39  
11 that's -- you know, we don't know where the -- 19:09:44  
12 you know, what metrics will be included or 19:09:48  
13 won't, but these sorts of conversations will 19:09:51  
14 absolutely drive those decisions. And so, you 19:09:54  
15 know, again, thank you for participating because 19:09:58  
16 we won't be able to move forward without your 19:09:59  
17 feedback and continued engagement like this. So 19:10:02  
18 thank you. 19:10:05

19 MEMBER ROME: Thank you. 19:10:07

20 UNKNOWN PERSON: Just one question, 19:10:09  
21 will there be more of these? 19:10:12

22 MR. BROOM: When I get the feedback and 19:10:16  
23 I figure out what you guys say we should do, 19:10:18  
24 yes. 19:10:21



1 The question is, is this the format 19:10:21  
2 that works in different areas? Should we do 19:10:23  
3 different kinds of engagement? Yet, we want 19:10:26  
4 to -- yes, we want to have beyond the things 19:10:28  
5 that we already planned and were on that earlier 19:10:31  
6 slide, yes, we want to do more of some kind of 19:10:34  
7 engagements based on your ideas frankly. So, 19:10:36  
8 yes, the conversation will continue. Thank you. 19:10:39

9 MEMBER ROME: So please e-mail us. If 19:10:41  
10 you have anything else to share that you didn't 19:10:44  
11 get to share tonight, either in writing or 19:10:45  
12 speaking, please make sure that you e-mail it to 19:10:47  
13 the CPS website, that's BOEWCC@CPS.EDU, so it's 19:10:51  
14 Board of Ed Whole Child Committee, BOEWCC. 19:11:00

15 And we also will be posting notes, the 19:11:05  
16 compilation of these notes, on the Board website 19:11:08  
17 as well. So if you left your e-mail address 19:11:10  
18 when you signed in, we also will make sure to 19:11:13  
19 e-mail you direct updates of future events and 19:11:17  
20 opportunities. 19:11:19

21 So now we are going to move into the 19:11:20  
22 public comment, and we will -- we have a full 20 19:11:22  
23 minutes, and it will end at 7:30. It's an 19:11:25  
24 additional opportunity to address the Board and 19:11:28



1 this Committee when you come up so please state 19:11:30  
2 your name for the record. The public 19:11:33  
3 participation will conclude after 20 minutes or 19:11:35  
4 until the last speaker has presented, whichever 19:11:38  
5 occurs first. Each speaker will have 2 minutes 19:11:40  
6 each to present the remarks. For members of the 19:11:43  
7 public who wish to submit written comments, 19:11:46  
8 these can be submitted tonight via e-mail at 19:11:49  
9 BOEWCC@CPS.EDU or One North Dearborn, Suite 950. 19:11:54  
10 Written comments will be accepted until 5 p.m. 19:11:59  
11 tomorrow, January 28th, 2020. 19:12:02

12 So, Dan, can you raise your hand. So 19:12:03  
13 we've got two microphones, and you can form 19:12:05  
14 lines if you'd like to participate in public 19:12:08  
15 comment. Susan is over here. Dan is over here. 19:12:10  
16 And you can stand up and they are going to 19:12:13  
17 volley between the two of them until the 20 19:12:15  
18 minutes is expired. 19:12:18

19 MS. OTINAT: Hi, my name is Mary 19:12:19  
20 Otinat. And I just wanted to make sure that 19:12:21  
21 it's understood there should be more community 19:12:24  
22 engagement opportunities, not a question of if 19:12:26  
23 or whether or not this body decides that they 19:12:28  
24 should have them, early and often. Post them 19:12:31



1 everywhere, anywhere, put them on a billboard. 19:12:35

2 The more engagement in the community is how 19:12:38  
3 you're going to build trust in the community. 19:12:40

4 MEMBER ROME: Thank you. 19:12:42

5 MR. LaRAVIERE: At the June Board 19:12:43  
6 meeting a high-level CPS official said that the 19:12:48  
7 difference -- there are plenty of high-poverty 19:12:51  
8 schools with a level plus -- there was examples 19:12:54  
9 of high-poverty schools with Level 1 Plus 19:12:57  
10 ratings, and the difference between those and 19:13:00  
11 the high-poverty schools that did not have them 19:13:02  
12 was that they were led by people who didn't let 19:13:04  
13 that poverty be an obstacle. And our principals 19:13:06  
14 felt insulted by the statement because what it 19:13:10  
15 hides is that poverty has many different 19:13:12  
16 variations and levers. You can have a school 19:13:15  
17 with an average income of \$40,000, household 19:13:17  
18 income, and that's high poverty. And down the 19:13:21  
19 street in another neighborhood there's a school 19:13:25  
20 with an average income of \$5,000, and that's 19:13:27  
21 high poverty. Find me a school with the average 19:13:30  
22 income of \$5,000 that's on Level 1 Plus. 19:13:32

23 You can have a school that has a 19:13:37  
24 mobility rate of 5 percent and it would be high 19:13:39





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

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

Lead paint in 25 percent of the homes  
of some of our children come from which impacts  
their academics, who is going to be held  
accountable for that?

The fact that a school might have a 75  
percent unemployment rate amongst their parents,  
who in the city which impacts the ability to  
give their kids what they need, who is going to  
be held accountable for that?

Thank you.

MEMBER ROME: Thank you, Troy.

MS. KELLEHER: Hi, I'm Maureen  
Kelleher, I'm a CPS parent. I'm also the  
manager of a blog called Chicago Unheard, but  
I'm going to stand here and talk to you as a  
parent today. I'm also going to talk as a  
parent who grew up in a middle class suburb on  
the east coast in the 1970s, and I'm going to  
tell you what I got in public school that my  
daughter is not getting.

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1 I got arts and music, both, once a 19:15:54  
2 week. I got science, social studies, English 19:15:56  
3 and math every day. I got an amazing library 19:16:00  
4 where I read works. I was 10 years old in 1977 19:16:03  
5 and I read work by Nikki Giovanni, Langston 19:16:08  
6 Hughes, William Shakespeare, a few other 19:16:13  
7 well-known people, and none of them have been in 19:16:16  
8 any library in the five schools my daughter has 19:16:18  
9 attended between kindergarten and 5th grade. 19:16:21  
10 This is what I'm talking about when I talk about 19:16:24  
11 school quality. 19:16:26

12 When I go to a school, and I've been to 19:16:27  
13 a lot of schools, both as somebody who watches 19:16:29  
14 schools and as a parent, I want to see 19:16:32  
15 classrooms where children are doing the 19:16:34  
16 intellectual work. I want to see classrooms 19:16:36  
17 where teachers are guides not sources of all 19:16:39  
18 knowledge. I want to see the combination of 19:16:42  
19 personal relationship and not academic rigor, 19:16:43  
20 not academic press, academic gusto, academic 19:16:46  
21 curiosity. 19:16:50

22 I've never met a 3-year-old who lacks 19:16:52  
23 for intellectual curiosity. I taught high 19:16:54  
24 school drop-outs and half of what I did was wake 19:16:57



1 it back up after school had killed it. I want a  
2 Quality Rating System that will tell me if my  
3 child's school is fostering her curiosity or  
4 killing it. That's what I want.

5 MS. BITSON: Hello, everyone. My name  
6 is Susan Bitson. And I actually just had a  
7 question more so about this meeting because many  
8 of us are here currently as employees, but I'm  
9 wondering if this meeting was open to parents,  
10 community parents and actual -- the people that  
11 have more of a voice? Because I'm not a parent,  
12 I am, however, a community stakeholder, and I'm  
13 a person who has invested in education, but that  
14 was more so my curiosity.

15 MEMBER ROME: We did invite parents to  
16 the meeting, and we certainly need to do more  
17 and haven't done everything that we can to get  
18 parent voice in. And so we will definitely be  
19 using the feedback that you gave us tonight to  
20 make sure that we continue to engage families in  
21 this conversation in any way that we can.

22 Thank you for that.

23 MR. NEWMAN: Kenneth Newman. I'm a  
24 member of the Hyde Park Kenwood CAC, but I also

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1 used to work at Pershing Road in the early '90s 19:18:11  
2 in the athletic department when female students 19:18:15  
3 who wanted to be athletes were incredibly 19:18:18  
4 discriminated against. And if you don't know 19:18:22  
5 this, look it up. 19:18:25

6 Meantime, CPS very slowly now has 19:18:26  
7 started to build the athletic facilities that 19:18:30  
8 all of our deserving students need. CPS also 19:18:33  
9 didn't provide the proper amount of physical 19:18:39  
10 education for the students for maybe 20 years. 19:18:41  
11 I think five years ago, four years ago there was 19:18:46  
12 a massive hiring of PE teachers because State 19:18:49  
13 and Federal guidelines had been violated. 19:18:53

14 So our unhealthy city has generations 19:18:56  
15 to overcome of diabetes and cancer and whatever 19:18:59  
16 because our students have not been getting the 19:19:06  
17 athletic knowledge, not just the ability to play 19:19:09  
18 on a team, but the knowledge they'd be able to 19:19:13  
19 play like lifetime sports, whether it's 19:19:17  
20 swimming, tennis or a team sport, whatever. 19:19:20

21 And I'd like to say I want to see every 19:19:24  
22 elementary school teach kids swimming if they 19:19:26  
23 have to drive miles because swimming is a 19:19:29  
24 life-saving thing more important than some of 19:19:33



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the three Rs. Thank you.

MS. WHITE: Hi, my name is Bridget White. Number one with CPS what I would like to do is to continue transparency that parents are asking for. When we're requesting -- when we're pointing out things to the Board members, we're escalating things to the chiefs and things of that nature and then it just sits, then that's when the parents feel like they have no voice. But if you're being transparent and you're reacting to the things that we're bringing to you, that's what we need to do in addition to the SQRP. We need to make sure we're handling things on a whole level. Again how everybody keeps stressing we've lost our arts, we've lost our libraries, we need the holistic for everything for our students so that they can be excited about coming to school.

I'm tired of my son each time when I'm asking him how was school it's blah to him because he has no sports, he has no extra activities outside of academics. What type of environment like that is for a child? You want your children to be excited about coming to

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1 school , not being blind like, okay, another day  
2 has went by.

3 The other thing is when CPS is talking  
4 about budgets and money that they don't have,  
5 then build partnerships maybe that you don't  
6 have to come out of cost, build partnerships  
7 with Chicago State, build partnerships with  
8 Governor's State, with Daley, things of that  
9 nature. You could bring in teachers that can  
10 be -- become interns and then maybe they can  
11 work for CPS in the future. So build some  
12 better engagement and partnerships so we can all  
13 be satisfied with the academics with our  
14 children and on a holistic level.

15 STACY: Hi , I'm Stacy. So I just want  
16 to thank everybody for this opportunity because  
17 I think this is a step in the right direction  
18 when you talk about being part of the solution  
19 and not focusing and dwelling on and massaging a  
20 problem.

21 And so one of the things that I'm  
22 looking for moving forward is identification,  
23 what the whole school whole child model is and  
24 what does it look for within our District. And

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1 I think it's a huge opportunity, right, for us 19:21:54  
2 to collaborate with our community-based 19:21:56  
3 organizations to really leverage some of those 19:21:59  
4 assets that we have in our city to give our 19:22:02  
5 schools the supports that they need. 19:22:04

6 I'm really proud to be in a school 19:22:06  
7 where we're not looking at what the kids don't 19:22:08  
8 have in terms of disabilities or an instance of 19:22:10  
9 child or trauma or even lack of resource, but we 19:22:14  
10 partner with organizations to make sure our kids 19:22:17  
11 have music production, to make sure our kids 19:22:19  
12 have a trauma-responsive environment in the 19:22:21  
13 school and everybody can be successful 19:22:24  
14 regardless of language, regardless of unique 19:22:26  
15 ability, we don't use that as a barrier. 19:22:28

16 So I would challenge us to educate, and 19:22:31  
17 that's I think the biggest thing that was 19:22:33  
18 missing tonight for me. When you look at the 19:22:35  
19 whole child model it deals with physical 19:22:37  
20 education and physical activity, which I heard 19:22:40  
21 you mention here. It deals with nutrition in 19:22:42  
22 environment and services. So what does that 19:22:45  
23 look like and how can we leverage even from some 19:22:48  
24 of our partners in the city to have that more in 19:22:51





1 the school? Health education is very important, 19:22:52  
2 social and emotional school climate, physical 19:22:55  
3 environment, health services. All these 19:22:57  
4 award-winning hospitals we have in our city, how 19:22:59  
5 can we leverage that to provide the supports in 19:23:02  
6 our schools? Health services -- physical 19:23:04  
7 environment, we heard a lot about that. 19:23:06  
8 Counseling, psychological and social services. 19:23:08  
9 Employee wellness, which I also heard from 19:23:11  
10 another stakeholder. Community involvement and 19:23:13  
11 family engagement. 19:23:16

12 I think these are the pillars of 19:23:17  
13 improvement for our District to provide the 19:23:19  
14 supports for every school across this District, 19:23:22  
15 and I think that's what we need to move forward. 19:23:24  
16 And how can we leverage who is in this room 19:23:26  
17 today to give us the supports that we need? 19:23:29  
18 Because I didn't get any resources from anybody 19:23:31  
19 because we spent a lot of time unearthing some 19:23:34  
20 of the challenges. So I would like to have, you 19:23:38  
21 know, some more clarification because our city 19:23:40  
22 needs resiliency. We can't be victims of 19:23:42  
23 circumstance, we have to bounce back and we have 19:23:46  
24 to be that voice for all of our children because 19:23:49



1 they're depending on us not to wait on somebody,  
2 we are the advocates.

3 So I'm a former parent, my kids went to  
4 CPS schools, and I'm a CPS graduate. So I'm not  
5 just articulating something that I don't believe  
6 and I don't live. So I look forward to more  
7 engagement with this work.

8 MS. MALDONADO: Hi, Joanna Maldonado.  
9 I'm here just kind of thinking about what are  
10 some things in reflections upon tonight. I  
11 believe that a 48-hour notice here today, I  
12 mean, I'm amazed at how many people are actually  
13 here tonight so that is a kudos to everybody in  
14 this room. But if we want more people out here  
15 we can't just follow Robert's rules of  
16 engagement because that is not very engaging.

17 When we think about as a sustain --  
18 somebody who worked at a sustainable community  
19 school and looking at one of those more  
20 important pillars in order to like see more of  
21 these things happening in these schools is that  
22 of shared leadership, that takes into account  
23 all of these conversations at the school level.  
24 So one of the other feedback to give today is

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1 that this conversation should be happening in 19:24:54  
2 every single school. And there is no reason why 19:24:56  
3 a principal cannot do that and pull together a 19:24:59  
4 meeting and say that the parents, the teachers, 19:25:03  
5 the student are all accountable to themselves 19:25:05  
6 and to what that school looks like and then 19:25:09  
7 provide that information back to CPS. We need 19:25:12  
8 to really think about a bottom-up approach 19:25:14  
9 instead of a top-down approach. 19:25:17

10 At our table no one mentioned testing 19:25:19  
11 and attendance, which are the only measures of 19:25:21  
12 our current SQRP, as measures that make sense. 19:25:23  
13 I actually also happen to sit on an SQRP 19:25:28  
14 Committee at some point, maybe two years ago, 19:25:32  
15 where I met -- I'm sorry, I forgot your name 19:25:35  
16 and, you know, it was incredibly frustrating 19:25:38  
17 sitting in that space with a bunch of principals 19:25:41  
18 and network chiefs who are only thinking about 19:25:43  
19 how to make CPS happy based on its current 19:25:46  
20 measures and being able to think outside of the 19:25:49  
21 box, such as, the Colorado School of Evaluation 19:25:51  
22 System or New York or LA, who is no longer 19:25:55  
23 measuring schools in this way. We see that 19:25:58  
24 there is a wave in the country moving away from 19:26:01



1 testing scores and, you know, top universities 19:26:03  
2 not looking at that. But really when I look at 19:26:06  
3 schools, and I was looking for a school with my 19:26:09  
4 sister who is in high school now, it's none of 19:26:11  
5 those things were relevant to me, yet it is hard 19:26:13  
6 to explain that to my sister and to my dad when 19:26:16  
7 they're thinking about these levels. 19:26:19

8 And so really it's a move to abolish 19:26:21  
9 this SQRP as it stands because it does not serve 19:26:24  
10 us any information. It does not welcome parents 19:26:28  
11 into the building that say come take a look at 19:26:31  
12 what we are offering at this school, come look 19:26:34  
13 at the curriculum that we are using, come meet 19:26:37  
14 our restorative justice coach that is going to 19:26:40  
15 like assess and value your student and really 19:26:42  
16 make it so that teachers and principals are 19:26:45  
17 actually able to care for children as opposed to 19:26:47  
18 measuring them. Because we know that no 19:26:50  
19 child -- you don't look at a kid and say, oh, 19:26:52  
20 you're supposed to be walking by now, you're 19:26:56  
21 supposed to be talking by now. Everybody in 19:26:58  
22 this room knows that children move and grow at 19:27:00  
23 their own rates, why must we measure children in 19:27:03  
24 that way? 19:27:07



1           And so I just implore you guys to think 19:27:07  
2 about how do you bring this back to each school? 19:27:10  
3 How do you really model shared leadership at 19:27:12  
4 each school? And really take the opinions 19:27:14  
5 seriously about the people that came to this 19:27:16  
6 school today. 19:27:19

7           MEMBER ROME: Thank you so much. 19:27:19

8           We have just a couple minutes left so 19:27:21  
9 we're going to be able to take the speaker on 19:27:23  
10 this side and this side and then we're going to 19:27:25  
11 close for the evening. Thank you. 19:27:27

12           MS. KENNEDY: Hi. Good evening, Ellen 19:27:28  
13 Kennedy, I'm the principal at Richard's Career 19:27:31  
14 Academy. As a principal who led a school off of 19:27:34  
15 Level 3, I can tell you that the struggle is 19:27:37  
16 really, really real. And I serve -- my school 19:27:39  
17 serves -- lovingly serves some of the most 19:27:43  
18 vulnerable children in this city, and yet the 19:27:45  
19 SQR policy I'm being measured by the same 19:27:48  
20 criteria as the selective-enrollment schools. 19:27:52  
21 And there's something extremely disturbing to me 19:27:55  
22 about that because there are schools that are 19:27:58  
23 just going to coast to Level 1 and Level 1 Plus 19:27:59  
24 by the students that walk through the door, and 19:28:02



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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

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1 while ago after the strike and before holidays 19:29:18  
2 and got buried in there when it should have been 19:29:20  
3 when SQRP came to fruition or whatever. 19:29:23

4 I went to the road show of SQRP 2.0 at 19:29:27  
5 the U of C data collaborative and asked the 19:29:33  
6 question were parents in the room? And the 19:29:35  
7 answer was, no, I mean, this isn't really for 19:29:36  
8 parents, it's supposed to be an internal 19:29:39  
9 accountability tool. But then why is one of the 19:29:41  
10 only things you can on Go CPS filter for is SQRP 19:29:44  
11 rating? It's one of the only things -- 19:29:50  
12 distance, selective-enrollment or whatever 19:29:53  
13 program and SQRP rating. So it's obviously 19:29:55  
14 meant for parents and yet there's very little 19:29:57  
15 education about it, zero parent input. 19:30:00

16 So I don't really think, even though 19:30:02  
17 you spent most of the time talking about how to 19:30:04  
18 reach parents, it's not really the problem. I 19:30:06  
19 think if you tried even a little bit you could 19:30:08  
20 reach all the parents and all the teachers if 19:30:10  
21 you really wanted to. So you really need to 19:30:12  
22 think about what the lovely woman before me was 19:30:15  
23 talking about, what is this SQRP doing even at 19:30:17  
24 all? Is it necessary? And is it even a fair 19:30:20



1 measure of what we're trying to give parents,  
2 which is what kind of school do you want your  
3 child to go to?

4 MEMBER ROME: Thank you.

5 I want to close tonight with another  
6 round of thanks and gratitude for the  
7 challenges, the pushes, all of the feedback and  
8 input, and we're really committed to  
9 transparency and sharing back with you how we're  
10 able to use this in SQRP 3.0.

11 Big thanks to Jeff Broom for engaging  
12 us in this and bringing some authentic  
13 challenges and desire to hear from you today.

14 Finally, because inequitable funding  
15 came up so much at the table conversations and  
16 also in the share-outs, I'd be remiss to not  
17 share that there are many opportunities coming  
18 up, it's posted on social media and on the CPS  
19 website but want to share that the budget equity  
20 public engagement is kicking off this week on  
21 Wednesday, January 29th at Amundsen from 6 to 8;  
22 Thursday, the 30th, at Michele Clark from 6 to  
23 8 p.m.; Saturday, February 1st, 11 to 1 at  
24 Corliss; Wednesday, February 5th, at Hammond, 6

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1 to 8 p.m.; Thursday from 6 to 8 p.m. at Dyett; 19:31:34  
2 and then Saturday, February 8th, 11 to 1 p.m. at 19:31:38  
3 Clemente. 19:31:42

4 We really hope that you will come and 19:31:44  
5 share some of your thoughts about budget equity. 19:31:45  
6 Board Member Revuluri and Todd-Breland are part 19:31:48  
7 of that Committee meeting and they will be at 19:31:52  
8 many of these meetings and so you'll have more 19:31:54  
9 opportunity to engage with them there. And also 19:31:57  
10 please always use our Board of Ed website if you 19:31:59  
11 have more feedback and input. Thank you so much 19:32:03  
12 for this evening and engagement, we really 19:32:05  
13 appreciate you. 19:32:07

14 Please as you are on your way out on 19:32:07  
15 the front table if you would leave all of your 19:32:09  
16 handouts with your input, so both the blue 19:32:12  
17 sheets where you pulled up on your ideas as a 19:32:14  
18 group and your white individual sheets, we'd 19:32:17  
19 really appreciate all of that reflection. Thank 19:32:19  
20 you so much. 19:32:21

21 (Whereupon, the proceedings  
22 adjourned at 7:32 p.m.)  
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STATE OF ILLINOIS     )  
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COUNTY OF C O O K     )

Karen Fatigato, being first duly sworn,  
on oath says that she is a court reporter doing  
business in the City of Chicago; and that she  
reported in shorthand the proceedings of said  
meeting, and that the foregoing is a true and  
correct transcript of her shorthand notes so  
taken as aforesaid, and contains the proceedings  
given at said meeting.

*Karen Fatigato*

Karen Fatigato, CSR  
LIC. NO. 084-004072

