

**AMEND BOARD REPORT 02-1218-PO01**  
**ADOPT POLICY REGARDING THE NEW ACCOUNTABILITY SYSTEM FOR ALL**  
**CHICAGO PUBLIC SCHOOLS AND RESCIND BOARD REPORT 99-0825-PO2**  
**POLICY ON REMEDIATION AND PROBATION FOR ATTENDANCE CENTERS**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Chicago Board of Education adopt the Policy Regarding the New Accountability System For All Chicago Public Schools and rescind, Board Report 99-0825-PO2 Policy on Remediation and Probation For Attendance Centers, effective with adoption of this policy.

**Introduction**

In the recently implemented No Child Left Behind Act ("NCLB"), the federal government highlighted the importance of accountability in public education by requiring school districts to achieve an acceptable rate of "annual yearly progress" or face a series of remedial measures. The Chicago Public Schools ("CPS") recognizes that an effective and fair school accountability system considers both student test score performance and student improvement. Such an accountability system is fair because it identifies for special attention not only schools with low student test scores, but also schools with stagnant rates of student improvement even if these schools do not qualify for one of the Board's remedial programs. Additionally, by considering each school's *history of improvement* as well as student test results for a particular year, a fair accountability system recognizes for meritorious achievement not only schools with high student test scores, but also those schools that overcome major obstacles to help their students make significant academic progress. The purpose of this policy is to set forth the basic principals of the accountability system for administrators, teachers, parents, students and concerned members of the public.

**POLICY TEXT**

The Accountability System shall be used to determine annually for each CPS school a performance rating. Based on its rating, a school may be eligible for recognition and/or forms of support that address areas of deficiency into order to promote enhanced academic performance in the future. A school's annual rating will be based on two factors: the level of achievement as determined by student performance on national and/or state tests administered systemwide and the degree of student progress which is determined by comparing a school's current performance with its own past performance and with the performance of schools throughout the system.

**I. ELEMENTARY SCHOOL RATINGS**

CPS elementary schools shall receive a performance rating annually based on the accountability principals described below.

**A. Levels Of Achievement**

Each elementary school annually shall be assigned one of four levels of achievement based on the performance of its students on the ITBS and the ISAT.

1. A school in which more than **60 percent** of its students meet either the ITBS national norms in reading or the ISAT state norms will be considered as an **Achievement Level I** school;
2. A school in which between **40 and 59 percent** of its students meet either the ITBS national norms in reading or the ISAT state norms will be considered as an **Achievement Level II** school;

3. A school in which between **25 and 39 percent** of its students meet either the ITBS national norms in reading or the ISAT state norms will be considered as an **Achievement Level III** school; or
4. A school in which less than **25 percent** of its students meet the ITBS national norms on reading and the ISAT state norms will be considered as an **Achievement Level IV** school.

**B. Levels of Progress Indicators**

Each elementary school shall receive a progress rating based on the school's level of growth and improvement as measured by four benchmarks.

1. **ITBS School Growth Index** that indicates the **growth in the percent of students** at a school achieving at or above national norms on ITBS reading scores. If a school improved at the same rate as CPS elementary schools citywide over the last three years, then the school has a rate of improvement of **1.0**.
2. **ITBS Average Student Gain** means that a student **improved his or her reading scores at the national norm** for reading improvement.
3. **ISAT School Growth Index** indicates growth in the **percent of students at a school meeting state standards on the ISAT**.
4. **Adequate Yearly Progress on the ISAT** indicates whether the percent of students at a school meeting or exceeding state standards on the ISAT has *increased or decreased between the current school year and previous school years*.

**C. Rating the Progress of Elementary Schools**

Each elementary school shall receive a rating based on its performance on the four progress indicators. The rating for each indicator shall be **Exceeds Expectations, Meets Expectations** or **Does Not Meet Expectations**, and these indicator ratings are determined in the following manner:

1. **Exceeds Expectations**

Schools that improve at a rate significantly higher than the systemwide average relative to any of the four benchmarks of progress shall be rated as **Exceeds Expectations** for that measure of improved performance.

2. **Meets Expectations**

Schools that improve at approximately the same rate as the systemwide average relative to any of the four benchmarks of progress shall be rated as **Meets Expectations** for that measure of improved performance.

3. **Does Not Meet Expectations**

Schools that improve at a rate lower than the systemwide average relative to any of the four benchmarks of progress shall be rated as **Does Not Meet Expectations** for that measure of improved performance.

4. **High Student Achievement and Establishing A School's Progress Level**

If the percent of students at a school achieving at or above national norms on the most recently administered ITBS Reading section, is **90%**

**or above**, the school's ITBS School Growth Index rating will be **Exceeds Expectations**. Similarly, if the percentage of students at a school meeting state standards on the most recently administered ISAT is **90% or above**, the school's rating on the ISAT School Growth Index and the Adequate Yearly Progress on ISAT will be changed to **Exceeds Expectations**.

**D. Determining An Elementary School's Progress Level**

Elementary schools shall be assigned an overall Progress Level based on their ratings on the four improvement indicators.

1. Schools with two or more **Does Not Meet Expectations** ratings will receive an overall Progress Level rating of **Does Not Meet Expectations**.
2. Schools with two or more **Exceeds Expectations** ratings and no **Does Not Meet Expectations** ratings will receive an overall Progress Level rating of **Exceeds Expectations**.
3. Schools with other combinations of progress ratings will receive an overall Progress Level rating of **Meets Expectations**.

**E. Assigning Accountability Ratings to Elementary Schools**

Each CPS elementary school shall annually receive one of six Accountability Rating that shall be assigned by considering both its Level of Achievement and its Progress Level.

1. **Schools of Distinction** are those schools that have Level I or Level II Achievement Levels and an Exceeds Expectations Progress Level;
2. **Schools of Excellence** are those schools that have a Level I Achievement Level and either a Meets Expectations or Does Not Meet Expectations Progress Level;
3. **Schools of Merit** are those schools that have a Level II Achievement Level and either a Meets Expectations or Does Not Meet Expectations Progress Level;
4. **Schools of Opportunity** are those schools that have a Level III Achievement Level and either a Meets Expectations or Exceeds Expectations Progress Level;
5. **Schools of Challenge** are those schools that have a Level III Achievement Level and a Does Not Meet Expectations Progress Level;
6. **Schools on Probation** are those schools that have a Level IV Achievement Level regardless of the school's Progress Level.

**II. HIGH SCHOOLS**

All CPS high schools annually will be assigned an Accountability Rating based on the accountability principals described below.

**A. Levels of Achievement**

Each high school will receive one of the following four Levels of Achievement rating based on its students' performance on the PSAE.

1. Schools where **50% or more** of the students meet or exceed the state standards on the annual PSAE will receive a **Level I** achievement rating;
2. Schools where **30% to 49%** of the students meet or exceed the state standards on the annual PSAE will receive a **Level II** achievement rating;
3. Schools where **15% to 29%** of the students meet or exceed the state standards on the annual PSAE will receive a **Level III** achievement rating; and
4. Schools where **less than 15%** of the students meet or exceed the state standards on the annual PSAE will receive a **Level IV** achievement rating.

#### **B. Levels of Progress Indicators**

Each high schools will receive a Level of Progress rating based on its performance in relation to three indicators: dropout progress rating; on-track to graduate progress rating; and PSAE progress rating.

##### **1. Dropout Progress Rating**

Each high school shall be evaluated regarding progress in reducing its dropout rate from one year to the next. Any school in which the dropout rate decreased by at least **3 points** shall be assigned a rating of **Exceeds Expectations**. Additionally, any high school in which the dropout rate is less than 5% will be assigned a rating of **Exceeds Expectations**. Any school in which the dropout rate is between a **3 point decrease and a 1 point increase** from one year to the next shall be assigned a rating of **Meets Expectations**. Any school in which the dropout rate **increased by more than 1 percentage point** shall be assigned a rating of **Does Not Meet Expectations**.

##### **2. On-Track to Graduate Progress Rating**

“On-Track to Graduate” means the number of students who at the end of ninth grade are in a position to graduate in four years based on their freshman year academic performance. This progress rating is determined by considering a school’s on-track to graduate rate for the current school year and its improvement regarding on-track to graduate rates over the three previous school years. Any school in which the On-Track to graduate rate **increased by 3 points or more** shall be assigned a rating of **Exceeds Expectations**. Additionally, any high school in which the on-track rate is 90% or more will be assigned a rating of **Exceeds Expectations**. Any school in which the On-Track to graduate rate is **between 0 and an increase of 3 percentage points** shall be assigned a rating of **Meets Expectations**. Any school in which the On-Track to graduate rate **decreased** shall be assigned a rating of **Does Not Meet Expectations**.

##### **3. PSAE Progress Rating**

A school’s PSAE Improvement Rating is its change in the percentage of students meeting or exceeding state standards for the current school year in comparison to the school’s results the previous year. Any school in which the rate of increase in the students who meet or exceed state standards is **6 % or more** shall be assigned a rating of **Exceeds Expectations**. Additionally, any school in which the percentage of students meeting or exceeding state standards on the most recently administered PSAE is 90% or more will be assigned a rating of **Exceeds**

**Expectations.** Any school in which the rate of increase in the students who meet or exceed state standards is **between 5 to 6 %** shall be assigned a rating of **Meets Expectations**. Any school in which the rate of increase in the percentage of students who meet or exceed state standards is **less than 5 %** shall be assigned a rating of **Does Not Meet Expectations**.

### C. Determining a High School's Progress Rating

High schools shall be assigned one of three overall Progress Level ratings based on their performance on the three improvement indicators.

1. Schools with two or more **Does Not Meet Expectations** ratings will receive an overall Progress Level rating of **Does Not Meet Expectations**.
2. Schools with two or more **Exceeds Expectations** ratings and no **Does Not Meet Expectations** indicators will receive an overall Progress Level rating of **Exceeds Expectations**.
3. Schools with other combinations of progress ratings will receive an overall Progress Level rating of **Meets Expectations**.

### D. High School Accountability Ratings

Each high school annually shall receive one of six Accountability Ratings when a school's Level of Achievement rating is combined with its Progress Level.

1. **School of Distinctions** are those schools that have an **Exceeds Expectations** progress rating and **at least 30%** of their students **meet state standards on the PSAE**.
2. **Schools of Excellence** are those schools that have a **Level I Achievement Rating** and either a **Meets Expectations** or **Does Not Meet Expectations** Progress Level.
3. **Schools of Merit** are those schools that have a **Level II Achievement Rating** and either a **Meets Expectations** or **Does Not Meet Expectations** Progress Level.
4. **Schools of Opportunity** are those schools that have a **Level III Achievement Level** and either a **Meets Expectations** or **Exceeds Expectations** Progress Level.
5. **Schools of Challenge** are those schools that have a **Level III Achievement Level** and a **Does Not Meet Expectations Progress Level**.
6. **School on Probation** ratings will be assigned to all high schools in which **fewer than 15%** of students meet state standards on the PSAE.

## III. SCHOOL REWARDS AND SUPPORTS BASED ON ACCOUNTABILITY RATINGS

The Accountability System provides a systematic means for recognizing and rewarding schools that have promoted progress in student achievement and for diagnosing specific weaknesses in schools and providing remedial measures to address these deficient areas. Table A which is attached to and incorporated into this policy, describes the supports and/or rewards for which schools in each of the six accountability categories are eligible.

#### IV. IDENTIFYING SCHOOLS THAT NEED REMEDIAL ASSISTANCE

The Accountability System includes three ratings – School of Opportunity, School of Challenge and School on Probation – that indicate schools which have lower levels of achievement. The supports offered to schools assigned one of these three ratings are designed to address problems that have resulted in low levels of student achievement and to provide schools with the means to move to higher achievement levels.

##### A. **Schools Needing Remediation**

Those schools which are rated as a School of Opportunity or a School of Challenge shall be considered as remediation schools whose lower levels of achievement necessitate extensive support services. To help these remediation schools reach a higher level of achievement, schools rated as a School of Opportunity or a School of Challenge shall be provided assistance that includes, but shall not be limited to, the forms of support described in Table A. Schools that progress from a School of Opportunity or School of Challenge level to the School of Merit level shall no longer be considered as remediation schools.

##### B. **Schools on Probation**

The Accountability System defines probation schools in relation to performance on state or national tests administered citywide. The Accountability System also defines the performance standards that schools must meet to be removed from probation. The specific criteria for designation as a School on Probation school and for removal from the probation rating are set forth below.

##### 1. School Improvement Plans and Budgets For Schools on Probation

Each school designated as “Schools on Probation” shall have a school improvement plan and school budget for correcting identified deficiencies. The plan shall include specific steps that the local school council and school staff must take to correct identified deficiencies and specific objective criteria by which the school’s subsequent progress will be determined. The school budget shall include specific expenditures directly calculated to correct identified educational and operational deficiencies. The following guidelines shall pertain to establishment of improvement plans and budgets at probation schools;

##### a. School Improvement Plans

- 1) During the first year a school is on probation, the principal, Local School Council (“LSC”) and a school leadership team consisting of selected school staff members, community member(s) designated by the principal and a representative from the Office of Accountability (“OA”) shall draft a Corrective Action Plan (“CAP”) designed to address and correct deficiencies identified in an OA probation report for the school.
- 2) The CAP supercedes the school’s School Improvement Plan for Advancing Academic Achievement (“SIPAAA”) for the first year the school is on probation. If the school remains on probation after the first year, the leadership team shall draft a SIPAAA for the school.

- 3) The CAP or SIPAAA is submitted to the OA for approval. The school improvement plan will be revised, as necessary, based on recommendations by the OA.
- 4) Once the OA approves the plan, it is submitted to the Board for final approval.

b. School Budgets

- 1) Working in collaboration with the LSC and the school leadership team, the school principal shall create a school budget whose expenditures reflect the CAP or SIPAAA that has been approved by the Board.
- 2) The proposed budget shall be submitted to the OA for review and approval. The budget will be revised, as necessary, based on recommendations by the OA.
- 3) Once the school budget has been approved by the OA, it shall be presented to the Board for final approval.

c. Amendments to the School Improvement Plan or Budget

Amendments to either a probation school's improvement plan or budget shall be submitted to the AIO for approval. The decision of the AIO to either approve or disapprove the proposed changes shall be final.

**4.2. Elementary Schools and Probation**

Elementary schools in which **less than 25%** of students read at or above the national norms for **reading** as measured by the ITBS and **less than 25%** of students meet or exceed standards on the ISAT during any school year shall be designated as **Schools on Probation**.

Elementary schools rated as on probation shall receive extensive support that includes, but is not limited to, the forms of assistance set forth in Table A.

Schools shall be removed from probation if:

- a. **at least 25%** of student read at or above national norms for **reading** as measured by the ITBS or **at least 25%** of students meet or exceed standards on the ISAT for a given school year;
- b. the school's progress rating is at least a **meets expectations**; and
- c. consideration of progress in the areas of attendance, student mobility, poverty rates, bilingual education eligibility, special education , and English language proficiency programs supports removal from probation.

**2.3. High Schools and Probation**

High schools in which **less than 15%** of students meet state standards on the PSAE during any school year shall be designated as **Schools on Probation**.

High schools rated as on probation shall receive extensive support that includes, but is not limited to, the forms of assistance set forth in Table A.

Schools shall be removed from probation if:

- a. **at least 15%** of students meet state standards on the PSAE;
- b. the school's progress rating is at least a **meets expectations**;  
and
- c. consideration of progress in the areas of attendance, student mobility, poverty rates, bilingual education eligibility, special education, and English language proficiency programs supports removal from probation.

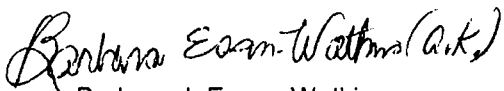
**C. Intervention**

Any elementary or high school that has been designated as a **School on Probation for at least three years** based on the Accountability System criteria set forth in this policy may be recommended to the Board by the Chief Education Officer for a public hearing regarding placement on **intervention status if the school has an overall progress rating of Does Not Meet Expectations during the most recently concluded school year**. Schools that have overall progress ratings of **Meets Expectations** or **Exceeds Expectations shall not be placed on intervention status**.


**D. Closure**

Any elementary or high school that has been designated as a **School on Probation** based on the Accountability System criteria set forth in this policy may be closed for academic reasons pursuant to the Board's policy on Closing and Consolidation of Schools (Board Report 02-0424-PO2) due to continuing chronic academic failure.

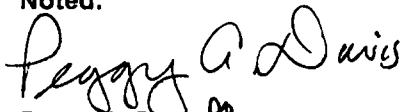
**Approved for Consideration:**

  
 Barbara J. Eason-Watkins  
 Chief Education Officer

**Approved:**

  
 Arne Duncan  
 Chief Executive Officer

**Noted:**

  
 Peggy A. Davis  
 Chief of Staff

**Approved as to legal form:**

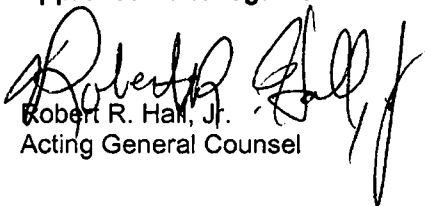
  
 Robert R. Hall, Jr.  
 Acting General Counsel



TABLE A

**REWARDS AND SUPPORTS**

<b>LEVEL</b>	<b>ELEMENTARY</b>	<b>HIGH SCHOOL</b>
<b>Distinction</b>	<ul style="list-style-type: none"> <li>• Recognition</li> <li>• Banner</li> <li>• Eligible for \$10,000 per school</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition</li> <li>• Banner</li> <li>• Eligible for \$10,000 per school</li> </ul>
<b>Excellence</b>	<ul style="list-style-type: none"> <li>• Recognition</li> <li>• Banner</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition</li> <li>• Banner</li> </ul>
<b>Merit</b>	<ul style="list-style-type: none"> <li>• Review of SIPAAA</li> <li>• Targeted support through AIO</li> </ul>	<ul style="list-style-type: none"> <li>• Review of SIPAAA</li> <li>• Targeted support through AIO</li> </ul>
<b>Opportunity</b>	<ul style="list-style-type: none"> <li>• Review of SIPAAA and development of a corrective action plan if in Meets category</li> <li>• Eligible for \$10,000 per school if in Exceeds category</li> <li>• Targeted support through AIOs</li> </ul>	<ul style="list-style-type: none"> <li>• Review of SIPAAA and development of a corrective action plan in Meets category</li> <li>• Eligible for \$10,000 per school if in Exceeds category</li> <li>• Targeted support through AIOs</li> </ul>
<b>Challenge</b>	<ul style="list-style-type: none"> <li>• Review of SIPAAA and development of a corrective action plan</li> <li>• NCLB supports when applicable which include: reading specialist, targeted tutorial support, professional development, family literacy program, on going student assessments</li> <li>• Accountability facilitator</li> <li>• Accountability monitoring</li> <li>• AIO monitoring, support, and principal mentoring</li> <li>• Targeted staff development</li> </ul>	<ul style="list-style-type: none"> <li>• Review of SIPAAA and development of a corrective action plan</li> <li>• Accountability facilitator</li> <li>• Accountability monitoring</li> <li>• AIO monitoring, support and principal mentoring</li> <li>• Additional support with literacy team</li> </ul>
<b>Probation</b>	<ul style="list-style-type: none"> <li>• Review of SIPAAA and development of corrective action plan with Accountability</li> <li>• NCLB supports which include: reading specialist, targeted tutorial support, professional development, family literacy program, ongoing student assessments</li> <li>• External Partner</li> <li>• School Business Intern</li> <li>• Accountability facilitator</li> <li>• Accountability visit</li> <li>• AIO monitoring, support, and principal mentoring</li> <li>• Targeted staff development</li> <li>• Sanctions as outlined by statute</li> <li>• Exceeds eligible for \$10,000</li> </ul>	<ul style="list-style-type: none"> <li>• Review of SIPAAA and development of corrective action plan with Accountability</li> <li>• NCLB supports when applicable including: literacy specialist, targeted tutorial support and professional development</li> <li>• External Partner</li> <li>• Accountability facilitator</li> <li>• Accountability visit</li> <li>• AIO monitoring, support, and principal mentoring</li> <li>• Additional support with literacy team</li> <li>• Sanctions as outlined by statute</li> <li>• Exceeds eligible for \$10,000</li> </ul>