

**AMEND BOARD REPORT 03-0423-PO03  
REGARDING THE NEW ACCOUNTABILITY SYSTEM  
FOR ALL CHICAGO PUBLIC SCHOOLS**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:**

That the Chicago Board of Education ~~adopt~~ amend the Policy Regarding the ~~New~~ Accountability System For All Chicago Public Schools, Board Report 03-0423-PO03, 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 principles of the accountability system for administration, teachers, parents, students and concerned members of the public.~~

While schools are subject to CPS' Accountability System, they are also subject to federal and state accountability systems and their designations and consequences.

**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 in 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 principles described below.

**A. Levels Of Achievement**

Each elementary school annually shall be assigned one of four ~~levels~~ Levels of achievement Achievement based on the performance of its students on the lowa Test of Basic Skills ("ITBS") and the Illinois State Achievement Test ("ISAT"). Schools will be assigned the highest Level of Achievement if results on the ITBS and ISAT indicate different achievement levels.

1. A school in which ~~more than 60 percent~~ **70 percent or more** of its students ~~either score at or above the ITBS national norms in reading or meet or exceed the state standards on the ISAT composite state norms~~ will be considered as an **Achievement Level I** school;
2. A school in which between ~~40 and 59 percent~~ **50 and less than 70 percent** of its students ~~meet either the ITBS national norms in reading or the ISAT state norms score at or above the ITBS national norms in reading or meet or exceed the state standards on the ISAT composite~~ will be considered as an **Achievement Level II** school;
3. A school in which between ~~25 and 39 percent~~ **40 and less than 50 percent** of its students ~~meet either the ITBS national norms in reading or the ISAT state norms score at or above the ITBS national norms in reading or meet or exceed the state standards on the ISAT composite~~ will be considered as an **Achievement Level III** school; or
4. A school in which less than ~~25 percent~~ **40 percent** of its students ~~meet the ITBS national norms on reading and the ISAT state norms score at or above the ITBS national norms in reading and meet or exceed the state standards on the ISAT composite~~ 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.~~

Each elementary school shall receive a progress rating based on its performance on the four progress indicators. The rating for each indicator shall be **Exceeds, Meets or Does Not Meet**. For an explanation of how each benchmark is calculated to determine the rating, see <http://acct.cps.k12.il.us>.

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 schools citywide over the last three years, then the school has a rate of improvement of 1.0 compares growth in the percent of students achieving at or above national norms on ITBS Reading to the citywide growth. ITBS School Growth is the school's growth (most recent year minus the average of the previous three years) in the percent of students reading at or above national norms minus the citywide growth on the same measure.~~
2. **ITBS Average Student Gain** ~~means that a student improved his or her reading scores at the national norm for reading improvement measures the average one-year gain students make in ITBS Reading. For each student, the one-year gain in reading scores is divided by the one-year gain at national norm (grade specific). The results are averaged across all students that were at the school before October 1 and have a valid test from the previous year.~~
3. **ISAT School Growth Index** ~~indicates growth in the percent of students at a school meeting state standards on the ISAT compares growth in the percent of students meeting or exceeding state standards on~~

the ISAT to the citywide growth. ISAT School Growth is the school's growth (most recent year minus the average of the previous three years) in the percent of students meeting or exceeding state standards on the ISAT (composite score for all subjects) minus the citywide growth on the same measure.

4. ~~Adequate Yearly Progress ("AYP") 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 is calculated by the State to determine if students are improving their performance based on the established annual targets. AYP calculations in Illinois are based on three factors: percent of reading and math scores that meet or exceed standards, participation rate of students in taking the state tests and the attendance rate.~~

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. C. 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.~~

Each elementary school shall receive a Level of Progress rating of **Exceeds, Meets or Does Not Meet** based on the school's level of growth and improvement as measured by four benchmarks.

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

If the percent of students at a school meeting or exceeding 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**. Similarly, if the percentage of students at a school meeting or exceeding state standards on the most recently administered ISAT is **90% or above**, the school's rating on the ISAT School Growth Index will be **Exceeds**.

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

Each ~~GPS~~ elementary school annually shall receive an Accountability Rating when a school's Level of Achievement rating is combined with its Progress Level.

The following categories do not apply to Schools of Challenge or Schools on Probation that require remedial measures due to inadequate academic achievement.

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 an **Exceeds, Meets Expectations**, or **Exceeds Expectations** or **Does Not Meet** Progress Level.
5. ~~**Schools of Challenge** are those schools that have a Level III Achievement Level and a Does Not Meet Expectations Level;~~
6. ~~**Schools on Probation** are those schools that have a Level IV Achievement Level regardless of the school's Progress Level.~~

## II. **HIGH SCHOOL RATINGS**

All CPS high schools annually will be assigned an Accountability Rating shall receive a performance rating annually based on the accountability principles 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.~~

Each high school annually shall be assigned one of four Levels of Achievement based on the performance of students on the Prairie State Achievement Examinations ("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;~~

A school in which **60 percent or more** of its students meet or exceed the state standards on the annual PSAE will be considered as an **Achievement Level I** school;

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;~~

A school in which between **40 percent and less than 60 percent** of its students meet or exceed the state standards on the annual PSAE will be considered as an **Achievement Level II** school;

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;~~

A school in which between **30 percent and less than 40 percent** of its students meet or exceed the state standards on the annual PSAE will be considered as an **Achievement Level III** school; 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.~~

A school in which **less than 30 percent** of its students meet or exceed the state standards on the annual PSAE will be considered as an **Achievement Level IV** school.

**B. Levels of Progress Indicators**

~~Each high school 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.~~

Each high school will receive a Level of Progress rating of **Exceeds, Meets or Does Not Meet** based on the school's level of growth and improvement as measured by four benchmarks. For an explanation of how each benchmark is calculated to determine the rating, see <http://acct.cps.k12.il.us>.

**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**.~~

Each high school shall be evaluated regarding progress in reducing its dropout rate (most recent year minus the average of the previous three years).

**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**.~~

A student who is "On-Track to Graduate" is a student who, at the end of ninth grade, has earned enough credits to advance to the tenth grade and has failed no more than one core course. This progress rating is determined by the change in the percent of ninth graders who are "on-track to graduate" (most recent year minus the average of the previous three years).

3. **PSAE Progress-Rating School Growth Index**

~~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.~~

PSAE School Growth Index compares the growth in the percent of students meeting or exceeding state standards on the PSAE to the citywide growth. PSAE School Growth is the school's growth (most recent year minus the average of the previous three years) in percent of students meeting or exceeding state standards on the PSAE (composite score for all subjects) minus the citywide growth on the same measure.

4. **Adequate Yearly Progress**

Adequate Yearly Progress is calculated by the State to determine if students are improving their performance based on the established annual targets. AYP calculations in Illinois are based on three factors: percent of reading and math scores that meet or exceed standards, participation rate of students in taking the state tests and the graduation rate.

C. **Determining a High School's Progress Rating Level**

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

Each high school shall receive a progress rating based on its performance on the four progress indicators. The rating for each indicator shall be **Exceeds, Meets or Does Not Meet**.

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 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**.

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

If the percent of students at a school meeting or exceeding state standards on the most recently administered PSAE is **90% or above**, the school's rating on the PSAE School Growth Index will be **Exceeds**. If a school's dropout rate is **less than 5 percent**, the school's rating on the Dropout Progress Rating will be **Exceeds**. If a school's On-Track to Graduate rate is **90 percent or more**, the school's On-Track to Graduate rating will be **Exceeds**.

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.

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

The following categories do not apply to Schools of Challenge or Schools on Probation that require remedial measures due to inadequate academic progress.

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.~~

1. **Schools of Distinction** are those schools that have **Level I or Level II Achievement Levels** and an **Exceeds** Progress Level.
2. **Schools of Excellence** are those schools that have a **Level I Achievement Level** and either a **Meets** or **Does Not Meet** Progress Level.
3. **Schools of Merit** are those schools that have a **Level II Achievement Level** and either a **Meets** or **Does Not Meet** Progress Level.



- 4. Schools of Opportunity are those schools that have a **Level III Achievement Level** and either an **Exceeds, Meets or Does Not Meet Progress Level**.

**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. 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. 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.

**III. SCHOOLS IDENTIFIED AS NEEDING REMEDIAL ASSISTANCE**

The Illinois School Code, at 105 ILCS 34-8.3, requires the Chief Executive Officer to monitor the performance of CPS schools and to provide assistance to those schools that need help. The Accountability System provides a systematic means for identifying and providing remedial assistance and oversight to schools with inadequate levels of achievement. The criteria for identifying those schools that require assistance and the

general remedial steps that may be taken to improve school performance are set forth below.

**A. Schools of Challenge That Require Remediation**

The Chief Executive Officer shall rate a school as a School of Challenge based on the following:

**1. Elementary Schools**

Schools that have a Level IV Achievement Level, but have made academic progress by:

- a. Increasing the percent of students scoring at or above the national norm on the ITBS reading by a total of at least 10 percentage points over the last two years with positive improvement in each year, or
- b. Increasing the percent of students meeting or exceeding state standards on the ISAT composite by a total of at least 10 percentage points over the last two years with positive improvement in each year, or
- c. Increasing in any combination the percent of students scoring at or above the national norm on the ITBS reading and the percent of students meeting or exceeding state standards on the ISAT composite by a total of 10 percentage points in the last year with positive improvement on each test.

**2. High Schools**

Schools that have a Level IV Achievement Level, but have made academic progress by either

- a. Increasing the percent of students meeting or exceeding state standards on the PSAE by a total of at least 10 percentage points over the last two years with a positive improvement in each year, or
- b. Increasing the percent of students meeting or exceeding state standards on the PSAE by a total of at least 10 percentage points in the last year.

**3. Remedial Measures for Schools of Challenge**

The Chief Executive Officer shall develop a remediation plan for each school rated as a School of Challenge. The purpose of the remediation plan shall be to correct the deficiencies in the performance of the school by one or more of the following methods:

- a. Drafting a new school improvement plan;
- b. Additional training for the local school council;
- c. Directing the implementation of the school improvement plan; or
- d. Mediating disputes or other obstacles to reform or improvement at the school.

**In creating a remediation plan, the CEO or designee shall give assistance to Schools of Challenge to ensure that all aspects of the plan, including the school budget, address the educational deficiencies at these schools. The CEO or designee shall approve the final plan, including the school budget.**

**B. Schools on Probation**

The Accountability System defines probation schools based upon performance on state or national tests administered citywide or a failure to sustain progress in student performance on state or national tests. Once a school is placed on probation, it will remain on probation for **at least two years.**

1. Elementary Schools

A school shall be rated as a School on Probation if it has a Level IV Achievement Level and has not made academic progress as defined under Schools of Challenge.

2. High Schools

A school shall be rated as a School on Probation if it has a Level IV Achievement Level and has not made academic progress as defined under Schools of Challenge.

3. Remedial Measures for Schools on Probation

Each school placed on probation shall have a school improvement plan and a school budget for correcting deficiencies identified by the Board. The Chief Executive Officer or designee shall develop a plan that the local school council and the school staff must take to correct identified deficiencies. The school budget shall include specific expenditures directly calculated to correct educational and operational deficiencies identified at the school.

Schools placed on probation that, after at least one year, fail to make adequate progress in correcting deficiencies are subject to the following action by the approval of the Board, after an opportunity for a hearing:

- a. Ordering new local school council elections;
- b. Removing and replacing the principal;
- c. Replacement of faculty members, subject to the provisions of Section 24A-5 of the Illinois School Code;
- d. Reconstitution of the attendance center and replacement and reassignment by the Chief Executive Officer of all employees of the attendance center;
- e. Intervention under Section 34-8.4 of the Illinois School Code; or
- f. Closing of the school.

The Law Department shall develop and disseminate hearing procedures for hearings required before taking any of the corrective actions specified above.

**In creating a probation remediation plan, the CEO or designee shall give assistance to Schools on Probation to ensure that all aspects of the plan, including the school budget, address the educational deficiencies at these**

***schools. The CEO or designee shall forward the final plan, including the school budget, to the Board for approval.***

**IV. REMOVAL FROM REMEDIAL STATUS AND ASSISTANCE**

**A. Removal From School of Challenge Remedial Status**

Schools of Challenge that reach a Level III Achievement Level shall become Schools of Opportunity and leave the remediation plan that they have been implementing.

**B. Removal From Probation Status**

1. Elementary Schools shall be removed from probation if they show academic progress by:

- a. Reaching at least a Level III Achievement Level on the ITBS reading section for two consecutive years, or
- b. Reaching at least a Level III Achievement Level on the ISAT composite for two consecutive years, or
- c. Meeting the criteria to become a School of Challenge.

In addition, the Chief Executive Officer may recommend that a school be removed from probation status after a consideration of progress in the areas of attendance, student mobility, poverty rates, bilingual education eligibility, special education, and English proficiency programs supports removal from probation.

2. High Schools shall be removed from probation status if they show academic progress by:

- a. Reaching at least a Level III Achievement Level on the PSAE for two consecutive years; or
- b. Meeting the criteria to become a School of Challenge.

In addition, the Chief Executive Officer may recommend that a school be removed from probation status after a consideration of progress in the areas of attendance, student mobility, poverty rates, bilingual education eligibility, special education, and English proficiency programs supports removal from probation.

**V. IMPLEMENTATION OF THE ACCOUNTABILITY SYSTEM FOR SCHOOLS NEEDING REMEDIAL ASSISTANCE**

Implementation of the accountability system will include identifying schools that, while not currently on probation, would be rated as schools in need of remedial assistance under the new probation standards. For these schools, the Chief Executive Officer or designee will identify and begin working to address educational deficiencies in a systematic manner as soon as possible. The Chief Executive Officer or designee shall direct these schools to establish and implement educationally appropriate school improvement plans.

**Approved for Consideration:**



**Barbara J. Eason-Watkins**  
Chief Education Officer

**Approved:**



**Arne Duncan**  
Chief Executive Officer

**Noted:**



**John Maiorca**  
Chief Finance Officer

**Approved as to legal form:**



**Ruth M. Moscovitch**  
General Counsel