

**ADOPT A RENAISSANCE SCHOOL PERFORMANCE PLAN FOR  
SUDER MONTESSORI MAGNET SCHOOL**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Board adopt a Renaissance School Performance Plan attached as Attachment 1 for the Suder Montessori Magnet School.

**HISTORY:**

On July 27, 2005 the Board approved the opening of the Suder Montessori Magnet School ("Suder") to serve grades Pre-Kindergarten through 4 (Board Report 05-0727-EX2). The Board hereby designates Suder Montessori Magnet School as a Performance School under the Board's Renaissance Schools Policy (Board Report 04-0922-PO4). This designation is approved notwithstanding the requirements of Section III.B of such policy. The Board's Renaissance Schools Policy states that Performance Schools are schools specially designated by the Board where the Board approves a Performance Plan setting forth specific standards for academic performance and a clear statement as to how the school will be held accountable. In exchange for higher accountability, Performance Schools are granted autonomy over various educational and operational issues. The specific degree of autonomy available to each Performance School is set out in each individual school's Performance Plan.

**DURATION OF PERFORMANCE PLAN:**

The Performance Plan for Suder shall continue for five years beginning July 27, 2005 and ending June 30, 2010. During the final year of the Performance Plan, Suder's status as a Performance School and their Performance Plan shall be subject to renewal by the Board. The Board may, at any time, rescind Suder's status as a Performance School and the Performance Plan set out herein upon the school's failure to implement the educational plan set out in the Performance Plan, failure to make reasonable progress towards achieving the accountability requirements set out in the Performance Plan, failure to satisfy the requirements of the Performance Plan or for any other reason set out in the Performance Plan.

**PERFORMANCE PLAN DESCRIPTION:**

The Suder Performance Plan ("Plan") attached as Attachment 1 outlines the educational plan, operational structure, autonomies and accountability requirements for Suder. Suder's Renaissance School proposal shall be included as an attachment to the Plan. The Plan includes the following key components:

<u>Grade Levels &amp; Enrollment Projections:</u>	2005-06: 81 students in grades PreK-K
	2006-07: 153 students in grades PreK-1
	2007-08: 189 students in grades PreK-2
	2008-09: 225 students in grades PreK-3
	2009-10: 261 students in grades PreK-4

Location: 2022 W. Washington Blvd.

Curriculum: Montessori

Promotion: Model serves multi-age classrooms. Students must master skills to move to the next level. School will follow CPS policy for benchmark grades.

School Day: Standard hours

School Calendar: CPS Calendar

Student Discipline: Suder will follow the Uniform Discipline Code.

Governance: An Interim Advisory Committee (IAC) will be in place for a minimum 2 years. An LSC election will be held in 2008 unless the IAC submits a request for the Board to approve Suder an alternative school and to establish an alternative LSC thereafter.

Reporting Structure: Suder will be assigned to an Area Instruction Office for oversight purposes.

Finance: Suder will be funded on the standard CPS basis and will follow all CPS policies on cash flow management, purchasing, payroll and audits.

Board Policies & Rules: Suder will comply with all Board Policies and Rules in the operation and administration of the school except as previously noted above. Suder may in the future opt-out of the Board Policies listed in Table III of the attached Plan, upon notice to the CEO.

Academic  
Accountability: Suder shall be evaluated in accordance with the Board's "Accountability System for All Chicago Public Schools" Policy (Board Report, 04-0225-04), as may be amended. Further, Suder shall be evaluated based on the additional accountability criteria which includes:

- a) Percentage of students performing at national norms on norm-referenced assessments;
- b) Average individual gains on norm-referenced assessments;
- c) Percentage of students achieving state standards on the ISAT;
- d) Change in percentage of students achieving state standards on the ISAT from prior year;
- e) Student attendance rates;
- f) Percentage of students transferring out of the school.

**EVALUATION:** Suder shall be evaluated annually by the Chief Executive Officer or designee based on the criteria set out in this Performance Plan. The Chief Executive Officer shall report annually on each Performance School's performance and shall rate each school's performance.

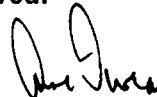
**PERSONNEL IMPLICATIONS:** Performance Schools are operated by CPS and employ CPS teachers and staff. Performance Schools are subject to the collective bargaining agreements between CPS and the Chicago Teachers Union and other labor organizations, including the waiver provisions of those agreements.

**Approved for Consideration:**



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


**Approved:**

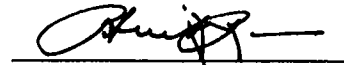


**Arne Duncan**  
Chief Executive Officer

**Within Appropriation:**

  
**John Maiorca**  
Chief Financial Officer

**Approved as to Legal Form:** 

  
**Patrick Rocks**  
General Counsel

**Attachment 1**  
**PERFORMANCE PLAN FOR SUDER MONTESSORI MAGNET SCHOOL**

**I. GENERAL**

A. Scope of the Plan, Exhibits Incorporated by Reference

The Board has created the Performance School as an operating unit of the Board pursuant to its authority under the Illinois School Code to create and operate schools. The relationship between the Board and the Performance School is statutory and not contractual.

The Performance School will operate under the terms of this Performance Plan and all applicable Board Reports related to the formation and operation of the Performance School.

The Board desires to provide the Performance School with certain autonomies with respect to its educational mission and operations. In addition, the Board will require additional accountability of the Performance School above that generally required of Chicago Public Schools that do not operate under Performance Plans.

The Performance Plan for the Performance School consists of the following:

1. This Performance Plan and all exhibits to the Plan
2. All Board policies and rules which the Board has not waived for the Performance School
3. All applicable laws and regulations
4. The Board Reports through which the Board created the Performance School, defined its attendance boundaries, established its governance structure and authorized this Performance Plan.

B. Term of Plan

This Plan shall commence on July 27, 2005 and shall expire at midnight, June 30, 2010, unless terminated or extended pursuant to the terms hereof.

C. Terms and Conditions of Proposal

The Performance School has expressly agreed that the Proposal, attached as Exhibit A, sets forth the overall goals, standards and general operational policies of the Performance School. The Performance School acknowledges and agrees that its Proposal is an integral part of this Plan, and the Board shall have the right to hold the Performance School responsible for all information, representations and statements contained in the Proposal. The Proposal, however, is not a complete statement of each detail of the Performance School's operation. To the extent the Performance School desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Proposal, the Performance School shall be permitted to implement such policies, procedures, and specific terms of operation, provided such policies, procedures and terms of operation are consistent with all applicable laws and regulations, Board policies and rules unless otherwise specifically waived by the Board, the Renaissance Schools Policy as amended, all Board consent decrees and settlement agreements, and the goals, standards and general operational policies set forth in the Proposal.

**II. EDUCATIONAL PROGRAM**

A. Mission Statement

The Performance School shall operate under the mission statement set forth in the Proposal, and such mission statement is hereby accepted to the extent that it is consistent with the declared

purposes of the Board of Education as stated in the Renaissance Schools Policy and all applicable Board policy and rules as further defined in this Plan.

B. Curriculum

The Performance School shall operate a high quality instructional program serving the educational needs of the students enrolled. The curriculum established by the Performance School shall be consistent with the Proposal and Renaissance Schools Policy and as otherwise modified or supplemented herein. The Performance School shall notify the Board of any material change in its curriculum subsequent to the date of this Board Report. Any material changes must comply with state law and be approved by the Chief Executive Officer or designee.

C. Student Population

Age, Grade Range. The Performance School shall provide instruction to pupils in grades Pre-kindergarten through Kindergarten in the 2005-2006 school year and a grade will be added each year (Board Report 05-0727-EX2).

Enrollment. Suder Montessori Magnet School shall enroll students city-wide by application through the Options for Knowledge process. Suder's projected enrollment is as follows:

- 2005-06: 81 students in grades PreK-K;
- 2006-07: 153 students in grades PreK-1;
- 2007-08: 189 students in grades PreK-2;
- 2008-09: 225 students in grades PreK-3; and
- 2009-10: 261 students in grades PreK-4.

D. Performance Assessment

1. Goals, Objectives, Pupil Performance Standards. The Performance School shall pursue and make reasonable progress toward the achievement of the goals, objectives and pupil performance standards consistent with those set forth in the Proposal and in accordance with the Accountability Plan described in Section 8 of this Plan, provided that such goals, objectives and pupil performance standards shall at all times remain in compliance with the Illinois School Code.
2. Evaluation of Pupils. The Performance School's plan for evaluating pupil performance, the types of assessments to be used, the timeline for achievement of performance standards, and the procedure for taking corrective action in the event that pupil performance at the Performance School falls below those standards, shall be consistent with the Proposal and all applicable Board rules and policies and as further described in Section VIII hereof.

E. Calendar and Scheduling

1. School Days and Hours of Operation. Instruction shall commence in the 2005-2006 school year and subsequent school years on dates established by the Performance School, provided that the beginning date of instruction shall be no earlier than August 15 and no later than September 15 of each school year. The days and hours of operation of the Performance School shall be as established by the Board unless otherwise set forth in the Proposal and approved by the Board. Requests by the Performance School to modify the days and hours of operation shall be submitted to the CEO or designee on or before July 1<sup>st</sup> preceding the beginning of the academic year for which the modification is requested.

2. School Calendar. For every academic year in which this Plan is in effect, and no later than January 1<sup>st</sup> preceding beginning the next academic year, the Performance School shall submit to the Chief Education Officer or designee its school calendar for such academic year and the following summer session.
3. Any proposal to establish days or hours of operation or a school calendar that would require members of a collective bargaining unit to work on a schedule that differs from that set forth in the applicable collective bargaining agreement is subject to the acquisition of a waiver pursuant to the agreement's procedures for waiver.

F. Discipline

The Performance School will apply the Uniform Discipline Code.

G. Bilingual Education

The Performance School is subject to all Board rules and policies regarding bilingual education services and is required to provide services to its students pursuant to those rules and policies. In addition, the Performance School is required to provide any additional bilingual education services identified in the Proposal.

H. Specialized Services

The Performance School shall provide services and accommodations to students with disabilities in accordance and compliance with (i) the Individuals with Disabilities Improvement Act of 2004 (20 U.S.C. '1401 et seq.); (ii) that certain document prepared by the Board and approved by the State Board entitled "A Procedural Manual Educating Children with Disabilities in Chicago Public Schools", revised edition 2002, as amended, which document is incorporated herein by reference; (iii) any and all Federal consent decrees and court orders applicable to children in the Chicago Public Schools, including, but not limited to, Corey H, 92 C 3409; (iv) any and all service bulletins issued by the Board's Office of Specialized Services and (v) any other Board rules, policies or directives related to specialized services.

In addition, the Performance School is required to provide any additional specialized services identified in the Proposal.

H. Homeless children

The Performance School is subject to all Board rules and policies regarding services to students who are homeless and is required to provide services to its students pursuant to those rules and policies and all applicable federal and state laws and regulations. The Performance School also is subject to the settlement agreement in Salazar v. Board of Education. In addition, the Performance School is required to provide any additional services identified in the Proposal.

I. Pupil Transportation

The Performance School shall meet the transportation needs of its students as required by Board rules and policy, by applicable federal and state law and regulation, and by any consent decrees or settlement agreements to which the Board is a party and which require transportation of students. To the extent the Performance School is required to supply transportation, it shall acquire these services from the Board at rates established by the Board.

**III. GOVERNANCE**

A. Interim Governance

1. The Performance School shall establish an Interim Advisory Committee ("IAC") by the first day of school and in any event, no later than November 1 of the school's first year.

2. The Performance School will operate with an Interim Advisory Committee until a permanent governing body is established.
3. The IAC shall serve only in an advisory role.

**B. Permanent Governance – Alternative Local School Councils**

If the Performance School selects an ALSC as its form of governance, it must submit an application to the Board seeking classification as an alternative or small school under section 105 ILCS 5/34-2.4b of the Illinois School Code no later than October 1, 2007. The application must describe why the school should be classified as an alternative or small school, the membership of the ALSC, the process by which the ALSC is to be formed and its membership maintained, and the proposed duties and responsibilities of the ALSC. The Board will review this application and determine whether the application should be granted as proposed or with modifications. In the event the Board approves the formation of an ALSC, the Board also will define the process by which the ALSC is to be formed and maintained, and its duties and responsibilities.

In the event the Board approves an ALSC for the Performance School, but the proposal does not provide sufficient information to determine the process by which the ALSC is to be formed and maintained, or does not sufficiently define its duties and responsibilities, the Board may apply the Guidelines for Alternative Local School Councils to this ALSC.

**C. Permanent Governance – Elected Local School Councils**

If the Performance School does not select an ALSC as its form of governance, or the Board does not classify the Performance School as an alternative or small school, the school will operate with an elected LSC.

1. Transition from IAC to elected LSC. For those Performance Schools which will have elected LSCs, the election will be held no sooner than two years from the date the school is opened, and will coincide with the next regularly scheduled LSC elections after that date.

2. The membership, composition, method of filling vacancies, the duties and responsibilities for an elected LSC shall be governed by the Illinois School Code, 105 ILCS 5/34-2.2 and 2.3 and any applicable Board policies.

**D. Commitment to Maintain Performance Plan**

At the time the IAC submits its application to the Board for formation of a permanent governing body, the IAC also will provide a written statement to the Board indicating that the elected LSC or ALSC will be required to submit a copy of the certification, attached and incorporated hereto as Exhibit B, that will be approved by the LSC or ALSC and signed by an authorized officer of the LSC or ALSC expressing the LSC's or ALSC's commitment to be bound by the terms and provisions this Performance Plan, including all exhibits and attachments. If the LSC or ALSC fails to submit a signed copy of the certification, the Board may terminate this Board Report and the Performance Plan in whole or in part.

**IV. FACULTY AND ADMINISTRATION**

**A. Teacher recruitment, hiring, evaluation and dismissal**

The recruitment, hiring, evaluation and dismissal of teachers shall be governed by State law, the Renaissance Schools Policy, any applicable collective bargaining or other agreements and any applicable waivers to those agreements, and all Board personnel rules and policies.

**B. Principal qualifications, selection and removal**

The Performance School principal must meet applicable state certification and Board principal

qualification requirements.

Consistent with the Renaissance Schools Policy and applicable State law, the Performance school's IAC may recommend selection of the school's interim principal to the Chief Executive Officer and to submit evaluations of the interim principal's performance.

The Performance School will be managed by an interim principal until a permanent governing body is formed.

If the permanent governing body is an ALSC, its duties and responsibilities with respect to principal selection and evaluation will be determined by the Board. In the event the Board forms the ALSC without specifically defining its duties and responsibilities, they shall be as outlined in the Guidelines for Alternative Local School Councils.

If the permanent governing body is an LSC, its duties and responsibilities will be defined by applicable state law and board policies.

C. Comprehensive School Management or Operations Contracts

No entity or party other than the Performance School may provide comprehensive school management or operations except upon the prior approval of the Board, and certification by the State Board. A Performance School seeking to enter into any contract for operations services to be performed in substantial part by an entity not identified in this Plan, must be a participant in the Department of Operations self-directed program.

D. Area Instructional Officer Election

The Performance School has elected to obtain administrative support through the CPS Area Instructional Officer ("AIO").

**V. APPLICABLE LAW AND COMPLIANCE REQUIREMENTS**

A. Compliance with Laws and Regulations

The Performance School shall operate at all times in accordance with the Constitution of the United States and the Constitution of the State of Illinois, the Renaissance Schools Policy, the Illinois School Code, all applicable Federal and State laws and regulations, and all Board rules and policies unless specifically exempted by the Board. The Performance School shall not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, homeless status, the need for special educational services, or any other classification protected by law.

The Performance School shall also comply with all Board policies and rules, except those identified in the in the Accountability Plan attached as Exhibit C. By adoption of this Plan, the Board specifically waives the application of the specific policies listed in Exhibit C to the Performance School.

Board policies and rules adopted after the adoption of this Plan shall be deemed to apply to the Performance School unless application is expressly waived by the Board.

B. Compliance with Plan.

The Performance School shall operate at all times in accordance with the terms of this Plan, including the Accountability Plan attached hereto as Exhibit C, and all other Exhibits attached hereto.

## **VI. FACILITY**

The Performance School shall be located at 2022 W. Washington Blvd., Chicago, Illinois, in a building that complies with all applicable occupancy permits and health and safety requirements (the "Attendance Center"). Although the Board retains responsibility for compliance with applicable permits and regulations, the Performance School must take reasonable steps to assist and ensure compliance.

If the Performance School will occupy a shared facility, the Performance School shall comply with the Shared Facility Policy, No. 05-0126-PO1, as may be amended.

## **VII. FINANCIAL OPERATIONS AND AUDITS**

### **A. Financial Management**

The Performance School shall comply with the Board's Internal Accounts Manual and all other Board rules and policy governing the management and accounting of funds

### **B. Budget**

The Performance School shall prepare and provide to the Board a copy of its annual budget for each fiscal year by no later than May 1 of such fiscal year and shall provide regular budget information, including the school's internal accounts revenue and expenditures to the Board on a monthly basis. The fiscal year for the Performance School shall begin on July 1 of each year and end on June 30 of the subsequent year.

### **C. Distribution of Funds**

The Performance School shall receive funding through the Office of Academic Enhancement based on standard CPS position-based budgeting. The school will also receive additional categorical funds, general state aide, NCLB and other funds based on the school's student population in accordance with standard CPS practices. Further, Suder shall receive through the Office of Academic Enhancement federal grant funding received to the establish Suder as a magnet school.

### **D. Refund of Unspent Funds**

In the event this Plan is terminated or is not renewed by the Board, any unspent funds are subject to recapture by the Board. This provision is not a limitation on the Office of Budget and Management or other Board departments with respect to any other recapture of funds permitted by Board rules or policies.

### **E. Outside Funding**

The Performance School may accept gifts, donations or grants, provided that all such gifts, grants and donations are accepted in compliance with applicable law, Board rules and policy and the terms of this Plan.

### **F. Management and Financial Controls**

At all times, the Performance School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) generally accepted accounting methods; (2) a checking account; (3) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; and (4) internal control procedures for cash receipts, cash disbursements and purchases.



G. Annual Audits

The Board may conduct a Financial Statement and Internal Account Audit (collectively, the "Financial Audit"), on the Performance School by July 15<sup>th</sup> of each year of this Plan. The Financial Audit may include:

1. An opinion on the financial statements (and Supplementary Schedule of Expenditures of Federal Awards, if applicable) and
2. A report on compliance and on internal control over financial reporting based on an audit of financial statements performed in accordance with the Internal Accounts Manual and other applicable Board rules and policies.

Financial Audits shall be made available no later than November 1 of each year during the term of this Plan, beginning with November 1, 2006.

H. Attendance

The Performance School shall maintain accurate enrollment data and daily records of student attendance and shall provide enrollment and attendance data to the Board on a monthly basis. The Performance School shall provide the Board with current enrollment and attendance data via the Board's student information system. Such enrollment and attendance data shall be maintained and updated on the student information system daily by the Performance School. The Board shall provide the Performance School with the necessary student information system access, software and training to allow Performance School personnel to use the Board's student information system and input enrollment/attendance data.

I. Withholding of Funds

In the event the Performance School fails to submit to the Board any documents or information required under this Plan, or fails to follow any procedures and policies set forth in this Plan, the Board may restrict access to the Performance School's funding lines, providing that the Board gives the Performance School written notice enumerating the specific failure(s). Upon the Performance School's compliance with any such failure(s), the Board shall reinstate access to the Performance School's funding. Repeated violations of this paragraph may be cause for the Board to terminate this Plan.

J. Requisition of Additional Goods and Services from the Board

The Performance School may submit requisitions to the Board for goods, services and materials to be supplied by the Board. The Board will charge the Performance School at rates to be determined by the Board for these additional goods, services and materials. A five percent (5%) administration fee shall be charged for any such service.

**VIII. ACADEMIC ACCOUNTABILITY AND EVALUATIONS.**

A. Accountability Plan

The Performance School shall be held accountable by the Board in accordance with the Accountability Plan contained in Exhibit C. Due to potentially sweeping changes regarding testing requirements and other accountability standards that may occur because of the enactment of the No Child Left Behind Act or other laws or mandates, the Accountability Plan attached as Exhibit C hereto is subject to change.

B. Standardized Tests

The Performance School shall administer such standardized tests of academic proficiency as are provided for in the Board's policies and procedures, and shall participate in State assessments required by Section 2-3.64 of the Illinois School Code.

**IX. RENEWAL AND TERMINATION OF PERFORMANCE PLAN**

A. Renewal of Performance Plan; Failure to Renew

On or before the date set by the CEO, the Performance School shall provide a written proposal to the Board setting forth proposed terms of renewal of this Plan. The renewal proposal of the Performance School shall contain the most recent annual report and financial statement of the Performance School. The written proposal may contain proposed changes to this Plan that the Performance School desires to incorporate into the renewed plan.

The Board shall provide written notice to the Performance School indicating whether, and upon what conditions, it is willing to renew the Performance Plan, including any modified terms proposed by the Board. If the Performance School does not agree to the terms of the renewal, the Board may, at its option, refuse to renew the Plan.

The Board may also refuse to renew the Plan upon a finding that any cause for termination exists under Section IX B. hereof.

B. Termination of Performance Plan

The Board may terminate or modify this Plan, if the Board finds that the Performance School did any of the following, or otherwise failed to comply with the requirements of the Renaissance Schools Policy or this Plan:

1. Committed a material violation of any of the conditions, standards, obligations or procedures set forth in this Plan including the Accountability Plan; or
2. Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in this Plan or in the Accountability Plan; or
3. Failed to meet generally accepted standards of fiscal management; or
4. Materially violated any provision of law or policy from which the Performance School was not exempted; or
5. Failed to secure a signed certification from the duly appointed or elected governing body expressing agreement to the terms and provisions of this Plan as set forth in Section III herein; or
6. Meets criteria for closing (for academic or non-academic reasons) under the Closing of Schools Policy, No. 04-0225-PO2, as amended.

C. Reservation of rights and obligations under law.

Nothing in this Performance Plan shall be read to limit the Board's rights and obligations under applicable law.

**EXHIBIT A**

**PROPOSAL**

The following documents are hereby incorporated by reference as if set forth fully herein and collectively constitute the Proposal:

1. The Proposal of the Performance School and Board Report establishing and naming the school dated on July 27, 2005.
2. Magnet School's Assistance Program Manual for Suder, Volume 1.

**EXHIBIT B**

CERTIFICATION BY LOCAL SCHOOL COUNCIL

I, \_\_\_\_\_, \_\_\_\_\_ (name and title), of Suder Montessori Magnet School's Local School Council or Alternative Local School Council certify on behalf of the Council that it intends to be bound by the terms and provisions of the Proposal submitted to the Board of Education for the City of Chicago and approved on July 27, 2005. The Council also intends to adhere to the provisions set forth in the attached Performance Plan and accompanying exhibits which are attached and incorporated into the Performance Plan by reference.

Dated on this \_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_

**Exhibit C****ACCOUNTABILITY PLAN FOR  
SUDER MONTESSORI MAGNET SCHOOL**

The Board and the Suder Montessori Magnet School (“Suder” or “Renaissance School”) have determined that it is in the best interests of the Board, the Suder students, parents and the public to articulate clear standards for Suder and to annually inform the public about the level of achievement of Suder with respect to those standards. It is also the Board’s intent to use data from this Accountability Plan to decide on the renewal of Renaissance schools beyond the initial five year performance period.

The Board may delegate its authority to perform the functions described herein to appropriate departments or contracting entities.

Suder shall be evaluated annually in accordance with this Accountability Plan.

**1. Annual Performance Reports**

Annually the Board shall publish a Performance Report indicating the Renaissance School’s performance on specific indicators in the following categories:

- A. Student Performance
- B. Financial Management
- C. Compliance with Applicable Laws and Policies
- D. Special Education

A Performance Report for the preceding school year shall be issued by October 31<sup>st</sup> of each year.

Each category will have multiple indicators as defined in Table I. The Renaissance School’s performance will be measured on each indicator as established in the following sections. The Board may publish other performance indicators and/or additional evaluation categories for a school as required by law or determined to be in the best interest of the public. This Accountability Plan is subject to change based on changes in Board policy, and Illinois and federal laws and regulations.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5 and Beyond</b>
<b>Student Performance</b>	<ul style="list-style-type: none"> <li>• Average Student Gain</li> <li>• Like School Comparison:               <ul style="list-style-type: none"> <li>- 1 yr test scores</li> <li>- Attendance</li> <li>- Student gain</li> <li>- Dropout rate</li> <li>- Graduation rate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Average Student Gain</li> <li>• Like School Comparison:               <ul style="list-style-type: none"> <li>- Same as Yr 1</li> <li>- Transfer out rate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Average Student Gain</li> <li>• Like School Comparison:               <ul style="list-style-type: none"> <li>- Same as Yr 2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Average Student Gain</li> <li>• Like School Comparison:               <ul style="list-style-type: none"> <li>- Same as Yr 3</li> </ul> </li> <li>• CPS Accountability System Indicators (see Table II)</li> </ul>	<ul style="list-style-type: none"> <li>• Average Student Gain</li> <li>• Like School Comparison:               <ul style="list-style-type: none"> <li>- Same as Yr 4</li> </ul> </li> <li>• CPS Accountability System Indicators (see Table II)</li> </ul>
<b>Financial Management</b>	<ul style="list-style-type: none"> <li>• Balanced Budget</li> <li>• Financial Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced Budget</li> <li>• Financial Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced Budget</li> <li>• Financial Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced Budget</li> <li>• Financial Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Balanced Budget</li> <li>• Financial Practices</li> </ul>
<b>Compliance</b>	<ul style="list-style-type: none"> <li>• Relevant laws/regs</li> <li>• Reporting Obligations</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant laws/regs</li> <li>• Reporting Obligations</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant laws/regs</li> <li>• Reporting Obligations</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant laws/regs</li> <li>• Reporting Obligations</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant laws/regs</li> <li>• Reporting Obligations</li> </ul>
<b>Special Education</b>	<ul style="list-style-type: none"> <li>• Report Card Indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Report Card Indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Report Card Indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Report Card Indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Report Card Indicators</li> </ul>

A. Student Performance Indicator

The intent of the Student Performance section is to provide a multi-faceted understanding of student performance at the Renaissance School upon which the Renaissance School’s academic performance will be evaluated. Student Performance will be evaluated based on a series of common indicators as defined in Table I.

Each Renaissance School will be required to participate fully in all required state and local testing and assessment and maintain all necessary records to allow for the effective administration of the accountability system.

At such time as the Board is able to utilize value-added analysis, post-secondary data, or other relevant student performance information for accountability purposes, such indicators may be added to this Accountability Plan.

A Renaissance School’s performance on attendance, transfer-outs, one year drop-outs, and graduation will be rated as:

1. Exceeds – performance is in the top quartile of all CPS schools
2. Meets – performance is in the middle quartiles of all CPS schools
3. Does not meet – performance is in the lowest quartile of all CPS schools

(1) Individual Indicators

A. Attendance

Beginning with year 1 of the five year performance period and in every subsequent year, the Board will compare the Renaissance School's attendance to the attendance of all of its schools.

B. Transfer Out Rate

Beginning with year 2 of the five year performance period and in every subsequent year, the Board will compare the transfer out rate of students in each Renaissance School to all of its schools.

C. One Year Drop Out Rate (High School Grades only)

In years 1 and 2 of the five year performance period, the Board will compare the one-year drop-out rate of the Renaissance School to the one-year drop-out rate of all of its schools. A progress drop-out rate is incorporated into the CPS Accountability Designation for years 4 and 5.

D. Graduation Rate (High School Grades only)

Beginning with year 4 of the five year performance period and in every subsequent year, the Board will compare the cohort graduation rate of the Renaissance School to the cohort graduation rate of all of its schools.

(2) CPS Accountability System Rating

(This is subject to change with Board approval.)

Beginning with year 4 of the five year performance period and in every subsequent year, the Board will rate each Renaissance School using certain indicators in the district's Accountability System for All Chicago Public Schools No. 04-0225-PO3, as amended (see Table II). In the event a school cannot be assigned a CPS Accountability System Indicator in its 4<sup>th</sup> or 5<sup>th</sup> year, the Board will review all the available indicators that comprise an Accountability Designation.

**Table II – Indicators used in the CPS Accountability Designations**

	<b>Elementary Schools</b>	<b>High Schools</b>
<b>Overall Level of Achievement</b>	<b>ISAT Composite</b>	<b>PSAE Composite</b>
<b>Progress Level</b>	<b>ISAT School Growth Index</b> (Compares growth in the % of students meeting state standards on the ISAT composite to citywide growth. Growth is the most recent year minus the average of the previous three years.)	<b>Dropout Progress</b> (Compares the most recent year minus the average of the previous three years)
	<b>AYP</b> (Looks at whether a school made the annual target for AYP and whether it is on the School Improvement List)	<b>On-track to Graduate Progress</b> (Measures the % of 9 <sup>th</sup> graders who are on track to graduate in the most recent year minus the average of the previous three years. On-track to graduate is the % of 9 <sup>th</sup> graders who at the end of 9 <sup>th</sup> grade, have earned enough credits to advance to the 10 <sup>th</sup> grade.
		<b>PSAE School Growth</b> (Compares growth in the % of student meeting state standards on PSAE to citywide growth. Growth is the most recent year minus the average of the previous three years.)
		<b>AYP</b> (Looks at whether a school made the annual target for AYP and whether it is on the School Improvement List)

\*other assessments may be added and assessments may be removed with Board approval

### (3) Schedule for Reporting Student Performance Indicators.

The Renaissance School will be required to annually report to the Chief Executive Officer on their preceding year's performance by August 1. The Board reserves the right to audit results in any manner that establishes the validity and integrity of the results. The use of unique standards and assessments shall not affect the School's obligation to comply with the ISAT and PSAE assessments or any other assessment required by the Board for all public schools.



**B. Financial Management Indicator**

The Renaissance School is required to comply with the Board’s Internal Accounts Manual and all other Board policies with respect the management of funds. The Renaissance School also is required to cooperate with the Board’s Internal Auditor and other internal and external auditors assigned to review the school’s financial practices and records.

**C. Compliance**

The following Compliance Indicator will be included and evaluated in each Performance Report:

<b>Indicator</b>	<b>Exceed</b>	<b>Meets</b>	<b>Does Not Meet</b>
<b>Compliance with Relevant Laws/Policies</b>	No findings	Any minor finding(s)	Any repeated finding; any major finding
<b>Reporting Obligations</b>	No findings	Any minor finding(s)	Any repeated finding; any major finding

It is the goal of the Policy to Establish Renaissance Schools, where practicable and to the extent allowable under law, to exempt Renaissance Schools from applicable laws and Board policies and regulations so that the school may design and implement an education program that more precisely fits its particular educational mission. To that end, the Board has included in the Compliance Indicator only those items the district, by approval of this Accountability Plan and accompanying Performance Plan, either cannot permit Renaissance Schools to waive, or where exemption would be impracticable or contrary to the Board’s obligation to protect the welfare and safety of students and employees. Any Board policies or rules adopted following Board approval of this Accountability Plan shall be deemed to apply to contract and performance schools unless specifically exempted.

The Performance School shall abide by all applicable laws and Board Policies and Rules except as described below.

Where the Performance School has opted out of one or more of the policies listed in Table III, the Performance School must notify the CEO or designee no later than July 1 prior to the school year. The CEO will report this information to the Board in a timely manner.

**Table III**

No.	Policy Name	Option
401.13	Strategic Sourcing	School may opt out of this policy
403.5	Establish Comprehensive Policy Regarding Sharing Lease Income from School Property	School may opt out of this policy
407.3	Snack Vending Policy	School may opt out of this policy
506.1	Full-time Consultants	School may opt out of this policy
512.1	Teacher Appreciation Day	School may opt out of this policy
601.2	Homework Policy	School may opt out of this policy
801.1	Personal Relationships in the Schools and Community	School may opt out of this policy

Where the Performance School has opted to create an alternate policy to those policies listed in Table III above or Table IV below, such policy must be submitted to the Chief Executive Officer and must be approved as to legal form by the General Counsel by July 1<sup>st</sup> prior to the school year. The Chief Executive Officer will submit the alternate policies to the Board for approval in a timely manner.

**Table IV**

No.	Policy Name	Option
102.4	Rights and Responsibilities of Parents and Students	School may opt out of this policy, but must have an alternate policy that complies with legal requirements
601.7	Fine Arts Standards	School may opt out of this policy but must have an alternate policy that complies with Illinois Goals and Standards in providing Fine Arts programs
602.1	Organization and Staffing of Elementary Schools	School may opt out of this policy but must have an alternate policy that complies with Illinois Certification and NCLB Highly Qualified Requirements
603.3	World Language Goals and Standards	School may opt out of this policy but must have an alternate policy that complies with Illinois Goals and Standards in providing World Language programs
604.4	Purchase and Replacement of Textbooks and Instructional Materials	School may opt out of this policy, but must have an alternate policy that complies with funding source requirements
605.1	High School Promotion Policy (if applicable)	School may opt out of this policy, but must have an alternate policy that complies with legal requirements
605.2	Elementary School Promotion Policy	School may opt out of this policy, but must have an alternate policy that complies with legal requirements
605.3	Minimum High School Graduation Requirements	School may opt out of this policy, but must have an alternate policy that complies with legal requirements
605.9	Physical Education for Students Enrolled in Grades 11 and 12	School may opt out of this policy, but have an alternate policy that complies with legal requirements
704.4	Policy and Procedures in Response to Student and Parent Reports of Incidence of Domestic Violence	School may opt out of this policy, but must have an alternate policy
706.2	Report Card Distribution	School may opt out of this policy but must have an alternate policy

Where appropriate to a specific Renaissance School, the following items shall be reviewed, evaluated, and presented as part of the Reporting Obligations Indicator:

- a) Open Meetings Act (5 ILCS 120/1.01 *et seq*);
- b) Student Records Act (105 ILCS 10);
- c) The school's governance structure;
- d) Ongoing presence of management and financial controls;
- e) The school's designated or approved enrollment process; and
- f) Maintenance of Corporate Status and Good Standing.

Performance Schools shall have the applicable items tested and reported upon by the Board.

When determining how to classify a Financial Management and Compliance Indicator, the Board may consider information from various sources, including, but not limited to audits, site visits, and information provided by parents or employees. An audit finding shall be considered minor unless the Board determines a finding is major. The Board may also ask the Renaissance School to respond to the finding.

In general, a finding will be considered Major if it indicates a deliberate act of wrongdoing or reckless conduct, causes a loss of confidence in the abilities or integrity of the Renaissance School, or seriously jeopardizes the continued operation of the Renaissance School. Classification of a finding as Major shall be the sole discretion of the Board.

#### D. Special Education

The Performance School must comply with all Board rules and policies related to the education of students with disabilities and all requirements of the consent decree in the Corey H. litigation.

#### E. Performance Reviews

The Board shall hold the Renaissance School accountable in all of the categories established in this plan (Student Performance, Financial Management, Compliance and Special Education) through the indicators outlined or referred to in this Accountability Plan.

Failure to meet any of the indicators in any of the categories constitutes grounds for Board intervention, including targeted site visits by teams of individuals with expertise in the area(s) of concern. After the site visit, the team will produce a report of their findings. The school may be required to submit to the Board a corrective action plan that addresses the area(s) of concern. The administration will respond, if necessary, in writing and set a time for a follow-up visit. If satisfactory progress as determined by the Board has not been made at the time of the follow-up visit, the team will report its findings and detail additional interventions that may be appropriate. At all times, the school remains an operating unit of the Board and nothing in this accountability plan limits the Board's authority under applicable laws.