

ADOPT SCHOOL PROBATION AND REMEDIATION POLICY GUIDELINES**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Board adopt the School Probation and Remediation Policy Guidelines attached hereto as Attachment 1 pursuant to the School Probation and Remediation Policy, 06-0322-PO2 and Section 5/34-8.3 of the Illinois School Code, 105 ILCS 5/34-8.3.

PURPOSE:

The School Probation and Remediation Policy, 06-0322-PO2 sets forth the Board's system for determining a school's performance rating and establishes the progress indicators that will be reviewed to identify which schools will receive a probation rating and which non-probation schools will be placed on remediation. The policy specifically provides that the Chief Executive Officer shall promulgate guidelines that shall be presented to the Board for consideration and approval and that set forth the criteria and specific score required to receive a probation rating as well as the criteria for placing schools on remediation.

SUMMARY OF GUIDELINES:

The guidelines describe the process that shall be used to determine a school's performance rating. In elementary schools, a school's performance rating shall be determined based upon a review of a school's actual performance level and level of progress on the following indicators: achievement on the statewide assessment in reading, math and science and attendance. In high schools, a school's rating shall be determined based upon a review of the school's performance level and level of progress on: graduation or dropout rate, PSAE composite score, student gain as measured by the EPAS system and attendance.

Every school shall receive a single score based upon its level of performance and progress for each indicator. A school can obtain a maximum of two points for each indicator (1 point for performance and 1 point for progress). Those scores will then be aggregated to establish a combined score which represents the school's overall performance. The combined score will be used to determine whether a school receives a probation or non-probation rating.

For the 2006-2007 school year, the combined score ranges from zero (0) to eight (8) in both elementary and high schools.

A school that obtains a combined score of three (3) or below, shall receive a probation rating, without being subject to automatic Area Instructional Officer (AIO) review.

A school that obtains a combined score of six (6) or above, shall receive a non-probation rating.

A school that obtains a combined score of four (4) or five (5), shall receive an initial probation rating, but shall be subject to an automatic review by the AIO. The guidelines specify the various factors that AIOs must consider while conducting the review. This review shall result in a recommendation to the CEO. The AIO's recommendation is reviewable by the Chief Education Officer or her designee. The CEO shall then provide the school with either a final probation or non-probation rating.

Any non-probation school may be placed on remediation if it meets the criteria specified in the guidelines.

The specific standards that an elementary school must meet to receive two points on each indicator may be summarized as follows:


<u>Indicator</u>	<u>Performance</u>	<u>Progress</u>
ISAT Reading	40% or more students meeting or exceeding state standards	Stable or improved scores in current year compared to the average of prior 3 years or At least 85% of students meeting or exceeding state standards
ISAT Math	40% or more students meeting or exceeding state standards	Stable or improved scores in current year compared to the average of prior 3 years or At least 85% of students meeting or exceeding state standards
ISAT Science	40% or more students meeting or exceeding state standards	Stable or improved scores in current year compared to the average of prior 3 years or At least 85% of students meeting or exceeding state standards
Attendance	Average student absence rate of 15 days or less	Stable or improved rate in current year compared to the average of prior 3 years or An average student absence rate of 6 days or less

The specific standards that a high school must meet to receive two points on each indicator may be summarized as follows:

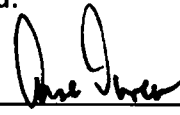
<u>Indicator</u>	<u>Performance</u>	<u>Progress</u>
Graduation Rate	60% or more of its students graduating within five years or A dropout rate of 10% or less	Stable or improved rate in current year compared to the average of prior 3 years or A graduation rate of 70% or more or a dropout rate of 5% or less
PSAE Composite	30% or more students meeting or exceeding state standards	Stable or improved scores in current year compared to the average of prior 3 years or At least 85% of students meeting or exceeding state standards
EPAS	35% or more students making expected gains from one year to the next on the Explore, Plan and ACT assessments (2 pts)	(Prior year data not yet available) At least 50% of students meeting or exceeding state standards (2 pts)
Attendance	Average student absence rate of 15 days or less	Stable or improved rate in current year compared to the average of prior 3 years or An average student absence rate of 6 days or less

LEGAL REFERENCES: Illinois School Code, 105 ILCS 5/34-8.3.

Approved for Consideration:


Barbara Eason-Watkins
Chief Education Officer

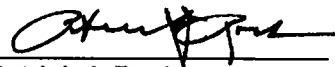
Approved:


Arne Duncan
Chief Executive Officer

Within Appropriation:


John Maiorca
Chief Financial Officer

Approved as to Legal Form: *PM*


Patrick J. Rocks
General Counsel

ATTACHMENT 1

SCHOOL PROBATION AND REMEDIATION POLICY GUIDELINES

Pursuant to the School Probation and Remediation Policy, 06-0322-PO2, the Chicago Board of Education promulgates the following guidelines so as to: (1) identify the specific score required to obtain a probation or non-probation rating; (2) identify the standards of performance required on each progress indicator to obtain a specific score; (3) describe the standards to be utilized to identify those schools requiring remedial assistance.

I. PERFORMANCE RATING DETERMINATION

All schools eligible to receive a performance rating pursuant to the School Probation and Remediation Policy shall receive one of two ratings: probation or non-probation. At minimum, a school's performance rating shall be determined based upon a review of a school's actual performance level and level of progress on the following indicators: scores on tests administered system-wide; attendance; where available, student gain; and in high schools, graduation rate or dropout rate.

A. Calculation of Score and Rating

Every school shall receive a single score based upon its level of performance and progress for each indicator. A school can obtain a maximum of two points for each indicator (1 point for performance and 1 point for progress). Those scores will then be aggregated to establish a combined score which represents the school's overall performance. The combined score will be used to determine whether a school receives a probation or non-probation rating.

For the 2006-2007 school year, the highest score that an elementary school can receive is eight (8) and the highest combined score that a high school can receive is also eight (8).

To receive a probation rating, without being subject to automatic Area Instructional Officer (AIO) review, a school must achieve a combined score of three (3) or below.

To receive a non-probation rating, a school must achieve a combined score of six (6) or above.

A school that achieves a combined score of 4 or 5 will receive an initial probation rating, but will be subject to automatic AIO review and may receive a non-probation rating following the AIO review.

B. AIO review

Any school that achieves a combined score of four (4) or five (5) shall be on probation unless it obtains a non-probationary performance rating based upon a review and recommendation to the Chief Executive Officer by the AIO that is responsible for the school.

The AIO shall exercise his or her professional judgment to determine whether the level of performance and level of progress a school has achieved on the set of indicators is sufficient to receive a non-probation rating and whether the school would benefit from the additional support services that are provided to schools on probation or whether services offered through remediation would be more appropriate.

The AIO review should include, at a minimum, consideration of the following factors based upon the collection of data by the AIO and other data and documentation provided by the school:

- whether the school has made progress toward established district wide or local school goals and targets as evidenced through progress toward stated SIPAAA goals and goals set forth in the principal evaluation and progress on School Scorecard indicators
- whether there is high quality instruction in classrooms at the school as evidenced by high levels of academic engagement and challenging standards-based instruction

- whether the school has strong instructional leadership as reflected by the level of program coherence, parental involvement and data-driven utilization of community resources at the school
- the existence of professional capacity in which there is meaningful professional development, collaboration among faculty members, a focus on student learning and collective responsibility for the school's success
- whether the learning climate stresses uniformly high expectations and is safe and orderly
- the level and nature of family and community involvement at the school including the utilization of community resources

The AIO should also consider whether the school has experienced a significant change in enrollment due directly to a Board approved action or Board directed reassignment of students to the school.

The AIO conducting a review shall document the school's progress on each of these factors and any other relevant indicators and shall provide a written explanation of its recommendation to the Chief Executive Officer of whether the school be given a probation or a non-probation rating.

Following the review, the AIO will recommend to the CEO that the school retain its initial probation rating or be removed from probation and receive a non-probation rating.

The recommendation of the AIO is subject to review by the Chief Education Officer or her designee. After consideration of the AIO's recommendation, the Chief Executive Officer shall decide whether the school will receive a probation or non-probation rating.

II. PERFORMANCE STANDARDS

A. Elementary School Standards

For the 2006-2007 school year, the standards that determine an elementary school's performance rating shall be as follows:

1. *ISAT Reading Score*

Performance - A school that has 40% or more of its students meeting and exceeding state standards in reading as indicated by the ISAT reading score shall receive one point toward its overall performance rating score.

Progress - A school with stable or improved scores on the ISAT reading metric as measured by the current year percentage of students meeting and exceeding standards versus the average of the prior three years or whose progress remains stable shall receive one point towards its overall performance rating score.

Any school that has at least 85% of its students meeting and exceeding standards according to the ISAT reading score shall receive one point toward its overall performance rating score regardless of whether the percentage of students meeting and exceeding state standards increases or remains stable.

2. *ISAT Math Score*

Performance - A school that has 40% or more of its students meeting and exceeding state standards in math as indicated by the ISAT math score shall receive one point toward its overall performance rating score.

Progress - A school with stable or improved scores on the ISAT math metric as measured by the current year percentage of students meeting and exceeding standards versus the average of the prior three years or whose progress remains stable shall receive one point towards its overall performance rating score.

Any school that has at least 85% of its students meeting and exceeding standards according to the ISAT math score shall receive one point toward its overall performance rating score regardless of whether the percentage of students meeting and exceeding state standards increases or remains stable.

3. ISAT Science Score

Performance - A school that has 40% or more of its students meeting and exceeding state standards in science as indicated by the ISAT science score shall receive one point toward its overall performance rating score.

Progress - A school with stable or improved scores on the ISAT science metric as measured by the current year percentage of students meeting and exceeding standards versus the average of the prior three years or whose progress remains stable shall receive one point towards its overall performance rating score.

Any school that has at least 85% of its students meeting and exceeding standards according to the ISAT science score shall receive one point toward its overall performance rating score regardless of whether the percentage of students meeting and exceeding state standards increases or remains stable.

4. Attendance

Performance - A school that has an average student absence rate of 15 days or less shall receive one point toward its overall performance rating score.

Progress - A school with a stable or improved rate on the attendance metric as measured by the current year average student absence rate versus the average of the prior three years or whose progress remains stable shall receive one point towards its overall performance rating score.

Any school that has an average student absence rate of 6 days or less shall receive one point toward its overall performance rating score regardless of whether the school's student absence rate decreases or remains stable.

B. High School Standards

For the 2006-2007 school year, the standards that determine a high school's performance rating shall be as follows:

1. Graduation Rate

Performance - A school that has a graduation rate of 60% or more of its students graduating within five years shall receive one point toward its overall performance rating score.

Any school that has less than three (3) consecutive years of graduation data shall be determined by a review of the school's dropout rate. A school that has a dropout rate of 10% or less shall receive one point toward its overall performance rating score.

Progress - A school with stable or improved rates on this metric (either graduation or dropout rate) as measured by the current year's performance versus the average of the prior three years or whose progress remains stable shall receive one point towards its overall performance rating score.

Any school that has a graduation rate of 70% or more or a dropout rate (if applicable) of 5% or less shall receive one point toward its overall performance rating score regardless of whether the school's graduation rate increases or remains stable.

2. Prairie State Achievement Examination Composite Score

Performance - A school that has 30% or more of its students meeting and exceeding state standards as indicated by the PSAE composite score shall receive one point toward its overall performance rating score.

Progress - A school with stable or improved scores on the PSAE score metric as measured by the current year percentage of students meeting and exceeding standards versus the average of the prior three years or whose progress remains stable shall receive one point towards its overall performance rating score.

Any school that has at least 85% of its students meeting and exceeding standards according to the PSAE composite score shall receive one point toward its overall performance rating score regardless of whether the percentage of students meeting and exceeding state standards increases or remains stable.

3. Students Making Expected Gains on EPAS

Performance - A school that has 35% or more of its students making expected gains from one year to the next on the Explore, Plan and ACT Assessments shall receive one point toward its overall performance rating score. For the 2006-2007 school year, a school that meets the performance cutoff and receives a high rating shall receive two points toward its overall performance rating score.

Progress – Data measuring school progress on this metric is unavailable at this time. Once data becomes available, a school with stable or improved scores on the EPAS metric as measured by the current year percentage of students making expected gains on the EPAS versus the average of the prior three years or whose progress remains stable shall receive one point towards its overall performance rating score.

Any school that has at least 50% of its students making expected gains on the EPAS shall receive one point toward its overall performance rating score regardless of whether the percentage of students making expected gains increases or remains stable.

4. Attendance

Performance - A school that has an average student absence rate of 15 days or less shall receive one point toward its overall performance rating score.

Progress - A school with stable or improved rates on the attendance metric as measured by the current year average student absence rate versus the average of the prior three years or whose progress remains stable shall receive one point towards its overall performance rating score.

Any school that has an average student absence rate of 6 days or less shall receive one point toward its overall performance rating score regardless of whether the school's student absence rate decreases or remains stable.

III. NON-PROBATION SCHOOLS IN NEED OF REMEDIAL ASSISTANCE

A. REMEDIATION

A school that receives a non-probation rating, but is nonperforming and on the recommendation of the school's AIO or the Chief Education Officer is identified as needing remedial assistance shall be placed on remediation by the Chief Executive Officer, shall implement a remediation plan and shall be eligible to receive remedial assistance.

B. CRITERIA FOR PLACING SCHOOLS ON REMEDIATION

A school that has received a non-probation rating may be considered nonperforming and placed on remediation if the Chief Executive Officer determines that any of the following applies:

1. there is a failure to develop, implement, or comply with the school performance plan;
2. there is a pervasive breakdown in the educational program as indicated by various factors such as the absence of improvement in reading and math achievement scores, an increased drop-out rate, a decreased graduation rate, or a decrease in rate of student attendance;
3. there is a failure or refusal to comply with the provisions of the School Code, other applicable laws, collective bargaining agreements, court orders, or with applicable Board rules and policies.