

**ADOPT A SCHOOL REMEDIATION AND PROBATION POLICY
FOR THE 2007-2008 SCHOOL YEAR****THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Chicago Board of Education adopt a School Remediation and Probation Policy for the 2007-2008 School Year.

POLICY TEXT:**I. History**

The Board adopted a School Probation and Remediation Policy under Board Report 06-0322-PO2 and thereafter amended under Board Report 06-0823-PO2. The Board also adopted School Probation and Remediation Guidelines under Board Report 06-0322-EX2. All of the foregoing identified the rating system applicable for the 2006-07 school year based on assessments administered in Spring 2006 and other performance data from the 2005-2006 school year.

II. Purpose and Goals

This policy shall establish the standards and criteria for placing a school on Remediation or Probation for the 2007-08 school year based on assessments administered in Spring 2007 and other performance data from the 2006-2007 school year.

This policy provides a systematic means for providing remedial assistance and oversight to schools with insufficient levels of achievement. Section 5/34-8.3 of the Illinois School Code provides for the remediation and probation of attendance centers and requires the Chief Executive Officer to monitor the performance of each school using the criteria and rating system established by the Board to identify those schools in which: (1) there is a failure to develop, implement, or comply with the school improvement 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; or (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.

The Board recognizes that an effective and fair school remediation and probation system considers student test score performance, student improvement and progress. Therefore, this policy establishes a comprehensive system to identify, monitor and assist schools with low student test scores as well as schools with stagnant or insufficient rates of student improvement.

III. Scope of the Policy

All Chicago Public Schools ("CPS") shall be subject to this policy, except charter schools under contract with the Board. A charter school may receive an accountability designation using the criteria hereunder for purposes of comparison to other CPS schools and public reporting. A decision to renew or revoke a school's charter is governed by the terms of a school's applicable performance agreement and accountability plan with the Board.

Schools newly established by the Board shall receive an accountability designation after the third year of operation or at such time as adequate measures of student achievement become available.

IV. Definitions

Remediation: An accountability designation assigned to schools where the Chief Executive Officer ("CEO") determines that a school's budget or any amendment thereto may compromise the implementation of the school's No Child Left Behind Act (NCLB) Corrective Action or Restructuring Plan.

Probation: An accountability designation assigned to non-performing schools where the CEO determines, utilizing the criteria set out in this policy, that a school's problems are not remediable through a Remediation Plan.

Good Standing: An accountability designation assigned to schools where the CEO determines, based on the criteria set out in this policy, that student test score performance and improvement meets or exceeds standards.

Adequate Yearly Progress: School rating issued by the Illinois State Board of Education that identifies if students are improving their performance based on the established annual targets.

Achievement Level 1: Shall mean an elementary school that obtains a total performance score of eight (8) or above or a high school that obtains a total performance score of six (6) or above.

Achievement Level 2: Shall mean an elementary school that obtains a total performance score of six, (6) or seven (7) or a high school that obtains a total performance score of four (4) or five (5).

Achievement Level 3: Shall mean an elementary school that obtains a total performance score of five (5) or below or a high school that obtains a total performance score of three (3) or below.

V. PERFORMANCE RATING SYSTEM

A. Calculation of Score

Every school shall receive a performance score based upon its level of performance and progress for each indicator described in Section VI. herein. Those scores will then be combined to establish a total score which represents the school's overall performance. The performance score total will be used to determine whether a school has Achievement Level 1, 2 or 3 scores. A school shall receive one of three ratings: Probation, Remediation or Good Standing based on these scores and other factors described herein.

B. Rating Determination

A school with an Achievement Level 1 score hereunder shall receive Good Standing status.

A school with either an Achievement Level 2 score or an Achievement Level 3 score hereunder shall receive Probation status.

Schools with Achievement Level 2 scores shall undergo a further review as described in Section V.C. below through which their Probation status may be adjusted to Good Standing Status.

For schools with Good Standing status hereunder that also have "Corrective Action", "Restructuring Planning" or "Restructuring Implementation" status under NCLB, the CEO reserves the right to place the school in Remediation status at any time if the CEO determines that the school's budget or any amendment thereto may compromise the implementation of the school's NCLB Corrective Action or Restructuring Plan.

C. Area Instructional Officer ("AIO") Review

Schools with Achievement Level 2 scores hereunder shall undergo an initial review by the AIO to evaluate whether the school's performance, progress and other factors may warrant adjusting the school's accountability rating.

If, following this initial review, the AIO determines that a rating adjustment may be warranted, the AIO shall conduct a comprehensive evaluation of such school utilizing the metrics and standards issued by the Office of Research, Evaluation and Accountability. Using these standards, schools will be evaluated

in the following areas based upon a collection of data by the AIO and other data and documentation provided by the school:

- (1) *Instruction*: whether there is high quality instruction in classrooms at the school as evidenced by high levels of academic engagement and challenging standards-based instruction
- (2) *Instructional Leadership*: 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
- (3) *Professional Capacity*: 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
- (4) *Learning Climate*: whether the learning climate stresses uniformly high expectations and is safe and orderly

The AIO will also evaluate 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 shall document the school's status and progress on each of the factors noted above and any other relevant indicators and shall provide a written explanation of their evaluation to the Chief Executive Officer. The AIO evaluation shall also include a recommendation to the CEO based on the evaluation as to whether the school would benefit from the additional support services that are provided to schools on Probation.

The AIO evaluation and recommendation shall take into consideration a school's "Corrective Action", "Restructuring Planning" or "Restructuring Implementation" status under NCLB.

The evaluation and recommendation of the AIO is subject to review and comment by the Chief Education Officer or designee.

The CEO shall review all such evaluations and recommendations and may also take into consideration a school's student mobility rates, poverty rates, bilingual education eligibility, special education and English proficiency programs when deciding whether or not modify a school's accountability rating. The Chief Executive Officer shall make the final determination whether the school's accountability rating will be adjusted.

VI. PERFORMANCE STANDARDS AND SCORING

A. Elementary School Standards

An elementary school can obtain a maximum of two points for each indicator (1 point for performance and 1 point for progress) and may receive a total performance rating score ranging from zero (0) to twelve (12). For the 2007-2008 school year, the standards that determine an elementary school's performance score shall be as follows:

1. ISAT Reading Score

Performance - An elementary school that has 55% 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 score.

Progress - An elementary 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 score. However, 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 score regardless of whether the percentage of students meeting and exceeding state standards increases or decreases.

2. ISAT Reading Gains

Performance – An elementary school with 50% of its students making or exceeding the average CPS scale score gain on the ISAT reading assessment shall receive two points towards its overall performance score.

3. ISAT Math Score

Performance - An elementary school that has 55% 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 score.

Progress - An elementary 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 score. However, 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 score regardless of whether the percentage of students meeting and exceeding state standards increases or decreases.

4. ISAT Math Gains

Performance – An elementary school with 50% of its students making or exceeding the average CPS scale score gain on the ISAT math assessment shall receive two points towards its overall performance score.

5. ISAT Science Score

Performance - An elementary school that has 55% 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 score.

Progress - An elementary 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 score. However, 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 score regardless of whether the percentage of students meeting and exceeding state standards increases or remains stable.

6. Attendance

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

Progress - An elementary 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 score. However, any school that has an average student absence rate of 6 days or less shall receive one point toward its overall performance score regardless of whether the school's student absence rate decreases or remains stable.

B. High School Standards

A high school can obtain a maximum of two points for each indicator (1 point for performance and 1 point for progress) and may receive a total performance score ranging from zero (0) to eight (8). For the 2007-2008 school year, the standards that determine a high school's performance score shall be as follows:

1. Graduation Rate

Performance - A high 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 score.

For any school that has less than three (3) consecutive years of graduation data, a score 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 score.

Progress - A high 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 score. However, any high 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 score regardless of whether the school's graduation rate increases or remains stable.

2. Prairie State Achievement Examination (PSAE) Composite Score

Performance - A high 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 score.

Progress - A high 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 score. However, any high 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 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 high 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 (EPAS) shall receive two points toward its overall performance score.

4. Attendance

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

Progress - A high 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 score. However, any high school that has an average student absence rate of 6 days or less shall receive one point toward its overall performance score regardless of whether the school's student absence rate decreases or remains stable.

VII. SCHOOLS IDENTIFIED AS NEEDING REMEDIAL ASSISTANCE

On a date to be determined by the CEO or his designee, after performance data is available, schools will be notified as to their accountability designation hereunder.

A. Schools Placed on Remediation

Any school that receives a Remediation rating as described in Section V.B. hereunder shall participate in a remedial program in which a Remediation Plan is developed by the Chief Executive Officer. A Remediation Plan may include one or more of the following components:

1. Drafting a new school improvement plan;
2. Additional training for the local school council;
3. Directing the implementation of the school improvement plan; and
4. Mediating disputes or other obstacles to reform or improvement at the school.

In creating a Remediation Plan, the CEO or designee shall monitor and give assistance to these schools to ensure that all aspects of the plan, including the school budget, address the educational deficiencies at these schools and ensure the development and full implementation of a school's NCLB Corrective Action and Restructuring plan(s).

For all schools placed on Remediation, the CEO or designee shall approve the final Remediation Plan, including the school budget.

B. Schools Placed on Probation

1. School Improvement Plan and Budget: Each school placed on Probation shall have a school improvement plan and a school budget for correcting deficiencies identified by the Board. The CEO or designee shall develop a school improvement plan that shall contain specific steps 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. Any amendments to such school improvement plan or school budget must be approved by the CEO or designee.

In creating the required plan, the CEO or designee shall give assistance to Probation schools to ensure that all aspects of the plan, including the school budget, reflect and are tailored to the individual needs of the school and that the plan addresses the educational deficiencies at these schools. For schools with "Corrective Action", "Restructuring Planning" or "Restructuring Implementation" status under NCLB, the school improvement plan shall ensure the development and full implementation of the school's NCLB Corrective Action and Restructuring plan(s). The CEO or designee shall forward the final school improvement plan, including the school budget, to the Board for approval.

2. Monitoring: The CEO or designee shall monitor each Probation school's implementation of the final plan and obtain regular reports detailing the progress the school makes toward implementation of the plan and the correction of its educational deficiencies.

3. Additional Corrective Measures. Schools placed on Probation that, after at least one year, fail to make adequate progress in correcting deficiencies are subject to the following actions 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.

Prior to recommending that the Board take any of the actions described in Section VII.B.3.d, VII.B.3.e, or VII.B.3.f above, the CEO shall review and consider the adequacy of the school improvement plan and whether the school's implementation of the plan has been sufficient to correct the educational and operational deficiencies that have been identified. The Law Department shall develop and disseminate hearing procedures for hearings required before taking any of the corrective actions specified above.

VIII. REMOVAL FROM PROBATION STATUS

The Chief Executive Officer shall remove from Probation any school that shows sustained academic progress by improving its performance so that it no longer meets the criteria established by the Board for a Probation rating.

Notwithstanding anything herein to the contrary, for schools where the Board has taken action under 105 ILCS 5/34-8.3(d)(2) or (4), the school will remain on Probation until such time as the school makes Adequate Yearly Progress for two consecutive years or until a period of five (5) years has passed since the Board took such 8.3(d)(2) or (4) action, whichever occurs later.

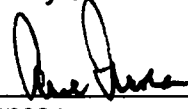
LEGAL REFERENCES: 105 ILCS 5/34-8.3; 105 ILCS 5/34-8.4.

Approved for Consideration:



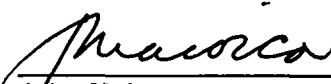
**Barbara Eason-Watkins
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Respectfully Submitted:



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Noted:



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