

WITHDRAWN DRAFT

07-1114-P02

November 14, 2007

ADOPT A SCHOOL REMEDIATION AND PROBATION POLICY FOR THE 2008-2009 SCHOOL YEAR

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt a School Remediation and Probation Policy for the 2008-2009 School Year.

POLICY TEXT:

I. Purpose and Goals

This policy shall establish the standards and criteria for placing a school on Remediation or Probation for the 2008-2009 school year based on assessments administered in Spring 2008 and other performance data from the 2007-2008 school year and prior school years.

This policy sets out 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.

II. 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.

III. 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 twenty-five (25) or above or a high school that obtains a total performance score of twenty-one (21) or above.

Achievement Level 2: Shall mean an elementary school that obtains a total performance score of fifteen (15) to twenty-four (24) or a high school that obtains a total performance score of twelve (12) to twenty (20).

Achievement Level 3: Shall mean an elementary school that obtains a total performance score of fourteen (14) or below or a high school that obtains a total performance score of eleven (11) or below.

Cut-Off Point: Shall mean the highest score within Achievement Levels 2 and 3. The highest score within Achievement Level 2 is twenty-four (24) for elementary schools and twenty (20) for high schools. The highest score within Achievement Level 3 is fourteen (14) for elementary schools and eleven (11) for high schools.

ISAT Reading and Math Scale Score Gains: Shall mean the percent of students making or exceeding the average CPS scale score gain on the ISAT Reading and Math assessments.

ISAT Composite: Shall mean the percentage of Reading, Mathematics, and Science test results that meet or exceed state standards.

Students Making Expected Gains on EPAS: Shall mean the percent of students whose scores improve at a rate greater than or equal to the expected gain for each baseline score from the Explore assessment to the Plan Assessment and from the Plan assessment to the ACT.

PSAE Composite: Shall mean the percentage of Reading, Mathematics, Science and Writing test results that meet or exceed state standards.

Freshmen On-Track: Shall mean the percentage of first-time freshmen students who earn five credits in their freshman year and fail no more than one semester core course (English, Math, Science and Social Science).

Graduation Rate: Shall mean the percentage students who were enrolled in a school as freshmen that graduate within five years.

Drop-out Rate: Shall mean the percentage of students who drop out in a given year who have not previously dropped out.

IV. 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 V. herein. Those scores will then be combined to establish a total score which represents the school's overall performance. The total 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 or an Achievement Level 2 score hereunder shall receive Good Standing status.

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

Schools with a total performance score at the Cut-Off Point for a particular Achievement Level may undergo a further review as described in section IV.C below through which their Achievement Level status may be adjusted to the next highest level.

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 a performance score at the Cut-Off Point for a particular Achievement Level designation 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 Achievement Level and/or accountability rating to the next highest level.

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 to modify a school's accountability rating. The Chief Executive Officer shall make the final determination whether the school's Achievement Level and/or accountability rating will be adjusted.

V. PERFORMANCE STANDARDS AND SCORING

A. Elementary School Standards

An elementary school may receive a total performance rating score ranging from zero (0) to forty (40). For the 2008-2009 school year, the standards that determine an elementary school's performance score shall be as follows:

1. ISAT Composite Results - 24 possible points

Performance - An elementary school shall be evaluated on the percentage of students *meeting and exceeding* state standards as indicated by the school's ISAT Composite results averaged from the two most recent school years. The school's ISAT Composite results from tests administered in spring 2007 and spring 2008 shall be averaged and the school shall receive points towards its overall performance score, as follows:

80% or more meeting or exceeding	=	10 points
70-79% meeting or exceeding	=	7 points
50-69% meeting or exceeding	=	4 points
Under 50% meeting or exceeding	=	0 points

Further, schools are eligible to receive additional points towards their overall performance score based on the percentage of student *exceeding* state standards based on ISAT Composite results. The school's ISAT Composite results from tests administered in spring 2007 and spring 2008 shall be averaged and the school shall receive points towards its overall performance score as follows:

25% or more exceeding	=	6 points
15-24% exceeding	=	4 point
5%-14% exceeding	=	2 points
Under 0-4% exceeding	=	0 points

Progress - An elementary school shall be evaluated on annual improvement in the percentage of students *meeting or exceeding* the state standards based on ISAT Composite results and shall receive points toward its overall performance score as follows:

- For schools with a 2007 ISAT Composite score of 0-69% meeting or exceeding standards, points are earned as follows:
 - One year of improvement of at least 3.5 but under 7.0 percentage points = 1 point
 - One year of improvement of at least 7.0 percentage points = 2 points
 - Two consecutive years of improvement, but less than 3 consecutive years of improvement = 1 point
 - At least three consecutive years of improvement = 2 points
 - Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.
- For schools with a 2007 ISAT Composite score of 70-100% meeting or exceeding standards, points are earned as follows:
 - One year of improvement of at least 3.5 percentage points = 2 points
 - Two consecutive years of improvement, but less than 3 consecutive years of improvement = 1 point
 - At least three consecutive years of improvement = 2 points
 - Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.
 - Schools with 95% or more of students meeting or exceeding state standards in 2008 automatically earn 4 progress points regardless of improvement.

- Further, schools are eligible to receive additional points towards their overall performance score based on annual improvement in the percentage of students **exceeding** state standards based on the ISAT Composite results as follows:

One year of improvement of at least 3.5 but under 7.0 percentage points	=	1 point
One year of improvement of at least 7.0 percentage points	=	2 points
Two consecutive years of improvement, but less than 3 consecutive years of improvement	=	1 point
At least three consecutive years of improvement	=	2 points
Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.		
Schools with 95% or more of students meeting or exceeding state standards automatically earn 4 progress points regardless of improvement.		

2. ISAT Reading and Math Scale Score Gains – 10 possible points

Performance – An elementary school shall be evaluated on the percentage of students making or exceeding the average CPS scale score gain on the ISAT Reading and Math assessments and shall receive points towards its overall performance score as follows:

Reading Scale Score Gain:		
60% or more making or exceeding the average	=	5 points
50-59% making or exceeding the average	=	4 points
40-49% making or exceeding the average	=	2 points
Under 40% making or exceeding the average	=	0 points
Math Scale Score Gain:		
60% or more making or exceeding the average	=	5 points
50-59% making or exceeding the average	=	4 points
40-49% making or exceeding the average	=	2 points
Under 40% making or exceeding the average	=	0 points

3. Attendance – 6 possible points

Performance - An elementary school shall be evaluated on their average number of student absences from the two most recent school years. A school's average number of student absences from the 2006-2007 school year and the 2007-2008 school year will be averaged and the school shall receive points towards its overall performance score as follows:

Average number of student absences is 0 to 9 days	=	4 points
Average number of student absences is from 10 to 15 days	=	2 point
Average number of student absences is 16 or more days	=	0 points

Progress - An elementary school shall be evaluated on annual improvement in the average number of student absences and shall receive points towards its overall performance score as follows:

One year of improvement (decrease in absences) of at least 4 days	=	1 point
Three consecutive years of improvement (decrease in absences)	=	1 point
Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.		
Schools with an average number of student absences of 6 or fewer automatically earn 2 progress points regardless of improvement.		

B. High School Standards

A high school may receive a total performance score ranging from zero (0) to forty (40). In the event a high school's total performance score includes half a point (.5), the total score shall be rounded up to the next highest whole number (e.g. 20.5 will be rounded up to 21). For the 2008-2009 school year, the standards that determine a high school's performance score shall be as follows:

1. Graduation Rate - 8 possible points

Performance - A high school shall be evaluated on its graduation rate averaged from the two most recent school years. A school's graduation rate from the 2006-2007 school year and from the 2007-2008 school year will be averaged and the school shall receive points towards its overall performance score as follows:

80% or more graduate within five years	=	6 points
70% - 79% graduate within 5 years	=	3 points
50% - 69% graduate within 5 years	=	2 points
Less than 50% graduate within 5 years	=	0 points

For any school that has less than four (4) consecutive years of graduation data, a score shall be determined by a review of the school's drop-out rate averaged from the most recent school years. A school's drop-out rate from the 2006-2007 school year and from the 2007-2008 school year will be averaged and the school shall receive points towards its overall performance score as follows:

Less than 5% drop-out rate	=	6 points
5-9% drop-out rate	=	3 points
10-17% drop-out rate	=	2 points
Greater than 17% drop-out rate	=	0 points

Progress – A high school shall be evaluated on annual improvement in their graduation rate and shall receive points towards its overall performance score as follows:

- For schools with a 2007 graduation rate of 0-69%, points are earned as follows:

One year of improvement of at least 3.5 but under 7.0 percentage points	=	.5 point
One year of improvement of at least 7.0 percentage points	=	1 point
Two consecutive years of improvement, but less than 3 consecutive years of improvement	=	.5 point
At least three consecutive years of improvement	=	1 point
- For schools with a 2007 graduation rate of 70-100%, points are earned as follows:

One year of improvement of at least 3.5 percentage points	=	1 point
Two consecutive years of improvement, but less than 3 consecutive years of improvement	=	.5 point
At least three consecutive years of improvement	=	1 point

Schools with 95% or more of students graduating in 2008 automatically earn 2 progress points regardless of improvement.

A high school with less than four (4) years of graduation data shall be evaluated on annual improvement in their drop-out rate and shall receive points towards its overall performance score as follows:

- For schools with a 2007 dropout rate of 11% or more, points are earned as follows:

One year of improvement of at least 3.5 but under 7.0 percentage points	=	.5 point
One year of improvement of at least 7.0 percentage points	=	1 point

Two consecutive years of improvement, but less than 3 consecutive years of improvement = .5 point
 At least three consecutive years of improvement = 1 point
 Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.

- For schools with a 2007 dropout rate of 0-10%, points are earned as follows:
 - One year of improvement of at least 3.5 percentage points = 1 point
 - Two consecutive years of improvement, but less than 3 consecutive years of improvement = .5 point
 - At least three consecutive years of improvement = 1 point
 - Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.
 - Schools with a 0-4% dropout rate in 2008 automatically earn 2 progress points regardless of improvement.

2. Prairie State Achievement Examination (PSAE) Composite Results Score– 6 possible points

Performance - A high school shall be evaluated on the percentage of students meeting and exceeding state standards as indicated by the school's PSAE Composite results averaged from the two most recent school years. The school's PSAE Composite results from tests administered in spring 2007 and spring 2008 shall be averaged and the school shall receive points towards its overall performance score, as follows:

75% or more meeting or exceeding	=	4 points
50-74% meeting or exceeding	=	2 points
30-49% meeting or exceeding	=	1 point
Less than 30% meeting or exceeding	=	0 points

Progress – High schools shall be evaluated on the annual improvement in the number of students meeting or exceeding state standards based on PSAE Composite results and shall receive points towards its overall performance score as follows:

- For schools with a 2007 PSAE Composite of 0-49%, points are earned as follows:
 - One year of improvement of at least 3.5 but under 7.0 percentage points = .5 point
 - One year of improvement of at least 7.0 percentage points = 1 point
 - Two consecutive years of improvement, but less than 3 consecutive years of improvement = .5 point
 - At least three consecutive years of improvement = 1 point
 - Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.
- For schools with a 2007 PSAE Composite of 50-100%, points are earned as follows:
 - One year of improvement of at least 3.5 percentage points = 1 point
 - Two consecutive years of improvement, but less than 3 consecutive years of improvement = .5 point
 - At least three consecutive years of improvement = 1 point
 - Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.
 - Schools with 95% or more of students meeting or exceeding state standards automatically earn 2 progress points regardless of improvement.

3. Students Making Expected Gains on EPAS – 10 possible points

Performance - A high school shall be evaluated on the percentage of its students making expected gains from one year to the next on the Explore, Plan and ACT Assessments (EPAS) and shall receive points towards its overall performance score as follows:

60% or more making expected gains	=	10 points
50% - 59% making expected gains	=	8 points
40% - 49% making expected gains	=	4 points
Less than 40% making expected gains	=	0 points

4. Attendance – 4 possible points

Performance - A high school shall be evaluated on their average number of student absences from the two most recent school years. A school's average number of student absences from the 2006-2007 school year and the 2007-2008 school year will be averaged and the school shall receive points towards its overall performance score as follows:

Average number of student absences is 0 to 9 days	=	2 points
Average number of student absences is from 10 to 15 days	=	1 point
Average number of student absences is 16 or more days	=	0 point

Progress – High schools shall be evaluated on the annual improvement in the average number of student absences and shall receive points towards its overall performance score as follows:

One year of improvement (decrease in absences) of at least 4 days	=	1 point
Three consecutive years of improvement (decrease in absences)	=	1 point
Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.		
Schools with an average number of student absences of 6 or fewer automatically earn 2 progress points regardless of improvement.		

5. Freshmen On Track – 6 possible points

Performance – A high school shall be evaluated on their freshmen on track rate averaged from the two most recent school years. A school's freshmen on track rate for the 2006-2007 school year and the 2007-2008 school year will be averaged and the school shall receive points towards its overall performance score as follows:

80% or more on track	=	4 points
60-79% on track	=	2 points
35-59% on track	=	1 point
Less than 35% on track	=	0 points

Progress –High schools shall be evaluated on the annual improvement in their freshmen on track rate and shall receive points towards its overall performance score as follows:

- For schools with a 2007 Freshmen On Track rate of 0-79%, points are earned as follows:

One year of improvement of at least 3.5 but under 7.0 percentage points	=	.5 point
One year of improvement of at least 7.0 percentage points	=	1 point
Two consecutive years of improvement, but less than 3 consecutive years of improvement	=	.5 point
At least three consecutive years of improvement	=	1 point
Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.		

- For schools with a 2007 Freshmen on Track rate of 80-100%, points are earned as follows:

One year of improvement of at least 3.5 percentage points	=	1 point
Two consecutive years of improvement, but less than 3 consecutive years of improvement	=	.5 point
At least three consecutive years of improvement	=	1 point

Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.

Schools with 95% or more of freshmen who are on track to graduate automatically earn 2 progress points regardless of improvement.

Alternate - High schools with no freshmen on track data will have the six (6) possible points related to this performance standard re-allocated to the PSAE Composite standard and the Attendance standard by utilizing the following modified scoring system:

- In lieu of the performance points noted in Section V.B.2., high schools with no freshmen on track data shall be evaluated on the percentage of students meeting and exceeding state standards as indicated by the school's PSAE Composite results averaged from the two most recent school years using the modified scoring system described below. The school's PSAE Composite results from tests administered in spring 2007 and spring 2008 shall be averaged and the school shall receive points towards its overall performance score as follows:

75% or more meeting or exceeding	=	6 points
50% - 74% meeting or exceeding	=	4 points
25% - 49% meeting or exceeding	=	2 point
Less than 25% meeting or exceeding	=	0 points

Also, In lieu of the progress scoring system noted in Section V.B.2., high schools with no freshmen on track data will be evaluated on the annual improvement of students meeting and exceeding state standards as indicated by the PSAE Composite results and shall receive points towards its overall performance score as follows:

- For schools with a 2007 PSAE Composite of 0-49%, points are earned as follows:

One year of improvement of at least 3.5 but under 7.0 percentage points	=	1 point
One year of improvement of at least 7.0 percentage points	=	2 points
Two consecutive years of improvement, but less than 3 consecutive years of improvement	=	1 point
At least three consecutive years of improvement	=	2 points

Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.
- For schools with a 2007 PSAE Composite of 50-100%, points are earned as follows:

One year of improvement of at least 3.5 percentage points	=	2 points
Two consecutive years of improvement, but less than 3 consecutive years of improvement	=	1 point
At least three consecutive years of improvement	=	2 points

Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.

Schools with 95% or more of students meeting or exceeding state standards automatically earn 4 progress points regardless of improvement.
- In lieu of the performance scoring system noted in Section V.B.4. for attendance, high schools with no freshmen on track data shall be evaluated on the average number of student absences from the two most recent school years using the modified scoring system described below. A school's average

number of student absences from the 2006-2007 school year and the 2007-2008 school year will be averaged and the school shall receive points towards its overall performance score as follows:

Average number of student absences is less than 10 days	=	4 points
Average number of student absences is from 10 to 15 days	=	2 point
Average number of student absences is more than 15 days	=	0 points

The progress scoring system for student absences noted in Section V.B.4. shall remain the same.

6. ACT Score – 6 possible points

Performance – A high school shall be evaluated on the percentage of students who score twenty (20) points or more on the ACT assessment averaged from the two most recent school years. The percentage of a school's students who scored twenty (20) points or more on the ACT assessment administered during the 2006-2007 school year and during 2007-2008 school year will be averaged and the school shall receive points towards its overall performance score as follows:

70% or more scoring 20 or more points on the ACT	=	4 points
40-69% scoring 20 or more points on the ACT	=	2 points
20-39% scoring 20 or more points on the ACT	=	1 point
Less than 20% scoring 20 or more points on the ACT	=	0 points

Progress – High schools shall be evaluated on annual improvement in the percentage of students scoring twenty (20) or more points on the ACT assessment and shall receive points towards its overall performance score as follows:

- For schools with 0-69% of students scoring 20 or more on the ACT, points are earned as follows:

One year of improvement of at least 3.5 but under 7.0 percentage points	=	.5 point
One year of improvement of at least 7.0 percentage points	=	1 points
Two consecutive years of improvement, but less than 3 consecutive years of improvement	=	.5 point
At least three consecutive years of improvement	=	1 points

Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.
- For schools with 70-100% of students scoring 20 or more on the ACT, points are earned as follows:

One year of improvement of at least 3.5 percentage points	=	1 point
Two consecutive years of improvement, but less than 3 consecutive years of improvement	=	.5 point
At least three consecutive years of improvement	=	1 point

Schools with only 3 consecutive years of data available earn 2 progress points for two consecutive years of improvement.

Schools with 95% or more of students scoring 20 or more on the ACT automatically earn 2 progress points regardless of improvement.

VI. 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 IV.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 VI.B.3.d, VI.B.3.e, or VI.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.

VII. 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:

Respectfully Submitted:

Barbara Eason-Watkins
Chief Education Officer

Arne Duncan
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Noted:

Approved as to Legal Form:

Pedro Martinez
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