

# WITHDRAWN DRAFT

09-0527-PO1

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## ADOPT A SCHOOL PERFORMANCE, REMEDIATION AND PROBATION POLICY FOR THE 2009-2010 SCHOOL YEAR

### THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt a School Performance, Remediation and Probation Policy for the 2009-2010 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 2009-2010 school year based on assessments administered in Spring 2009 and other performance data from prior school years. A school's accountability status from the 2008-2009 school year shall remain in effect until such time as the school is notified of their new status issued in accordance with this policy.

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 the 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 growth and progress trends. Therefore, this policy establishes a comprehensive system to assess school performance in order 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 measures 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 performance and improvement meets or exceeds district 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 the rating for:

- an elementary school with a total performance score of thirty (30) or above or with at least 71% of the available performance points; or
- a high school that obtains a total performance score of twenty-four (24) or above or with at least 66.7% of the available performance points.

**Achievement Level 2:** Shall mean the rating for:

- an elementary school with a total performance score of twenty-one (21) to twenty-nine (29) or with 50%-70.9% of the available performance points; or
- a high school that obtains a total performance score of sixteen (16) to twenty-three and 9 tenths (23.9) or with 44%-66.6% of the available performance points.

**Achievement Level 3:** Shall mean the rating for:

- an elementary school that obtains a total performance score of twenty (20) or below or with less than 50% of the available performance points; or
- a high school that obtains a total performance score of fifteen and nine tenths (15.9) or below or with less than 44% of the available performance points.

**Value-Added:** Shall mean the metric that measures an elementary school's impact on a student's academic growth by assessing a student's change in scale score points on the ISAT from one year to the next in both Reading and Mathematics. This metric accounts for seven student-level factors: mobility, Individualized Education Program status, English Language Learner status, Free & Reduced Lunch status, gender, prior performance and grade level.

**ISAT:** means the Illinois Standards Achievement Test.

**ISAT Composite:** means the composite score from ISAT Reading, Mathematics and Science test results.

**PSAE:** means the Prairie State Achievement Examination.

**PSAE Composite:** means the composite score from PSAE Reading, Mathematics and Science test results.

**EPAS:** means the series of three assessments (Explore, PLAN and ACT) that are administered to high school students in the following order: (1) Explore – administered to high school freshmen, (2) PLAN – administered to high school sophomores, and (3) ACT - administered to high school juniors.

**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, Mathematics, Science and Social Science).

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

**Membership Days:** Shall mean the number of days that the students on a school's enrollment register should be in attendance. Membership days will end for 8<sup>th</sup> and 12<sup>th</sup> graders on the date of graduation authorized by the Board and shall be adjusted for students with medically fragile conditions.

**Attendance Rate:** Shall mean the total number of actual student attendance days divided by the number of total student membership days.

**Advanced Placement (AP) Class:** Shall mean a college-level course approved by the College Board to be designated as AP in accordance with established requirements.

AP Exam: Shall mean the end of course exam established by the College Board that is administered upon completion of an AP Class.

#### IV. PERFORMANCE EVALUATION SYSTEM

##### A. Calculation of Score

Every school shall receive a performance score based upon its level of current performance, trend over time and student growth as described in Section V below. A school will be evaluated on each of the accountability indicators identified in Section V using best available data and will receive a score for each indicator as well as a total performance score that accounts for the school's overall performance on all accountability indicators. The total performance score will be used to determine whether a school qualifies for an Achievement Level 1, 2 or 3 rating. A school shall receive one of three accountability statuses: Probation, Remediation or Good Standing based on these scores and other factors described herein.

##### B. Determinations

**1. Scoring Exceptions:** Schools that do not qualify for all points hereunder due to the following circumstances shall have their Achievement level determinations based on the percentage of available points earned rather than the actual points earned: (a) if data for the two previous years is not available for a particular metric measuring change over time, the school will not get a score for that metric; (b) if data is available but not reliable due to no fault of the school, the Chief Executive Officer may remove the affected metric from consideration and the school will not get a score for that metric. The 2008 and 2009 ISAT and PSAE scores of students who are English Language Learners in program years 0-5 will not be factored into current status or trend scores hereunder.

**2. Accountability Status Determination:** A school with an Achievement Level 3 score hereunder shall receive Probation status. A school with an Achievement Level 1 score or an Achievement Level 2 score hereunder shall receive Good Standing status, except for the following which shall receive Probation status hereunder:

- a. A school that has not satisfied the following minimum ISAT or PSAE composite score requirement:
  - i. Elementary school minimum 2009 ISAT Composite score - 50% meeting or exceeding state standards
  - ii. High school minimum 2009 PSAE Composite score - 10% meeting or exceeding state standards.
- b. A school that has not satisfied all applicable sustained academic improvement requirements set out in Section VII as follows:
  - i. A school with a prior Probation status must receive an Achievement Level 1 rating or Achievement Level 2 rating for 2 consecutive years to be removed from Probation; or
  - ii. A school where the Board has taken an action under 105 ILCS 5/34-8.3(d)(2) or (4) must remain on Probation for a minimum of 5 years or until the school has made Adequate Yearly Progress for 2 consecutive years, whichever occurs later.

Notwithstanding the foregoing, a school with Good Standing status may be placed in Remediation in accordance with Section IV.B.4.

**3. Additional Review:** Elementary schools with a total performance score between 18 and 20 points, or between 42.9% and 49.9% of points and High Schools with a total performance score between 13 and 15.9 points, or between 36% and 43.9% of points will undergo an Additional Review as described in section IV.C below through which their Level 3 rating may be adjusted to a Level 2 rating. All such schools shall have Probation status pending the result of the Additional Review. Upon completion of the Additional Review, the school's final Accountability Status shall be issued in accordance with Section IV.B.II. above.

**4. NCLB School Improvement Status:** For schools with Good Standing status that have either "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. Additional Review**

Elementary Schools with a performance score between eighteen (18) and twenty (20) points, or between 42.9% and 49.9% of points, and High Schools with a performance score between thirteen (13) and fifteen and nine tenths (15.9) points, or between 36% and 43.9% of points, shall undergo an additional review by the Chief Education Officer (CEDO). The additional review will evaluate whether the school's current performance, improvement over time and other factors may warrant adjusting the school's accountability rating from Level 3 to Level 2.

As a part of this further review, a comprehensive evaluation shall occur utilizing metrics and standards issued by the Office of Research, Evaluation and Accountability ("REA"). Using these metrics and standards, schools will be evaluated in the following areas based upon data provided by REA, collection of data by the Area Instruction Officer (AIO) or other designated oversight office, 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;
- (5) *Student Body Changes*: evaluation of 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; and
- (6) *Data Enhancement*: evaluation of additional factors, conditions or circumstances with impact on a school's data results.

The CEDO shall evaluate and 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 (CEO). The CEDO evaluation shall also include a recommendation to the CEO as to whether the school would benefit from the additional support services that are provided to schools on Probation. The evaluation and recommendation of the CEDO shall include input from the school's AIO or other designated oversight office. The CEDO evaluation and recommendation shall take into consideration a school's "Corrective Action", "Restructuring Planning" or "Restructuring Implementation" status under NCLB.

The CEO shall review all such evaluations and recommendations and shall 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 CEO shall make the final determination whether the school's accountability rating will be adjusted from Level 3 to Level 2.

**V. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING**

**A. Elementary School Indicators, Standards and Scoring**

An elementary school may receive a total performance rating score ranging from zero (0) to forty-two (42). For the 2009-2010 school year, the current status, trend and growth indicators and standards that determine an elementary school's performance score shall be as follows:

**1. ISAT Mathematics – 6 possible points**

**a. Current Status** - An elementary school shall be evaluated on the percentage of students *meeting or exceeding* state standards as indicated by the school's ISAT Mathematics results. Current status is determined by averaging the school's ISAT Mathematics results from tests administered in Spring 2008 and Spring 2009. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

**b. Trend** - An elementary school shall be evaluated on improvement in the percentage of students *meeting or exceeding* state standards on ISAT Mathematics. Improvement trend is determined by comparing the 2009 score with the average score of the three previous years. If the school does not have three previous years of data, the previous two years will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2009 ISAT Mathematics assessment, points are earned as follows:
 

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points
- Schools with 90% or more of students meeting or exceeding state standards on the 2009 ISAT Mathematics assessment automatically earn 3 points regardless of improvement.

**2. ISAT Reading – 6 possible points**

**a. Current Status** - An elementary school shall be evaluated on the percentage of students *meeting or exceeding* state standards as indicated by the school's ISAT Reading results. Current status is determined by averaging the school's ISAT Reading results from tests administered in Spring 2008 and Spring 2009. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

**b. Trend** - An elementary school shall be evaluated on improvement in the percentage of students *meeting or exceeding* state standards on ISAT Reading. Improvement trend is determined by comparing the 2009 score with the average score of the three previous years. If the school does not have three previous years of data, the previous two years will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2009 ISAT Reading assessment, points are earned as follows:
 

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points
- Schools with 90% or greater of students meeting or exceeding state standards on the 2009 ISAT Reading assessment automatically earn 3 points regardless of improvement.

**3. ISAT Science – 6 possible points**

**a. Current Status** - An elementary school shall be evaluated on the percentage of students *meeting or exceeding* state standards as indicated by the school's ISAT Science results. Current status is determined by averaging the school's ISAT Science results from tests administered in Spring 2008 and Spring 2009. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more meeting or exceeding	=	3 points
70%-79.9% meeting or exceeding	=	2 points
50%-69.9% meeting or exceeding	=	1 point
Under 50% meeting or exceeding	=	0 points

**b. Trend** - An elementary school shall be evaluated on improvement in the percentage of students *meeting or exceeding* state standards on ISAT Science. Improvement trend is determined by comparing the 2009 score with the average score of the three previous years. If the school does not have three previous years of data, the previous two years will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students meeting or exceeding state standards on the 2009 ISAT Science assessment, points are earned as follows:
 

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points
- Schools with 90% or greater of students meeting or exceeding state standards on the 2009 ISAT Science assessment automatically earn 3 points regardless of improvement.

**4. ISAT Composite - All Grades – 6 possible points**

**a. Current Status** - An elementary school shall be evaluated on the percentage of students in all grades who are *exceeding* state standards as indicated by the school's ISAT Composite. Current status is determined by averaging the school's ISAT Composite results from tests administered in Spring 2008 and Spring 2009. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

25% or more exceeding	=	3 points
15%-24.9% exceeding	=	2 points
5%-14.9% exceeding	=	1 point
Under 5% exceeding	=	0 points

**b. Trend** - An elementary school shall be evaluated on improvement in the percentage of students in all grades who are *exceeding* state standards on ISAT Composite. Improvement trend is determined by comparing the 2009 score for all students with the average score of the three previous years. If the school does not have three previous years of data, the previous two years will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students in all grades exceeding state standards on the 2009 ISAT Composite, points are earned as follows:
 

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students in all grades exceeding state standards on the 2009 ISAT Composite automatically earn 3 points regardless of improvement.

**5. ISAT Composite – Highest Grade Students – 6 possible points**

**a. Current Status** - An elementary school shall be evaluated on the percentage of students in the school's highest grade level who are **exceeding** state standards as indicated by the school's ISAT Composite. Current status is determined by averaging the school's ISAT Composite results for students in the highest grade from tests administered in Spring 2008 and Spring 2009. If the school does not have two years of data, one year of data will be used. A school shall receive points towards its overall performance score as follows:

25% or more exceeding	=	3 points
15%-24.9% exceeding	=	2 points
5%-14.9% exceeding	=	1 point
Under 5% exceeding	=	0 points

**b. Trend** - An elementary school shall be evaluated on improvement in the percentage of students in the school's highest grade level who are **exceeding** state standards on ISAT Composite. Improvement trend is determined by comparing the 2009 score for students in the highest grade with the average score of the three previous years. If the school does not have three previous years of data, the previous two years will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of students in the highest grade exceeding state standards on the 2009 ISAT Composite, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 90% or greater of students in the highest grade exceeding state standards on the 2009 ISAT Composite automatically earn 3 points regardless of improvement.

**6. Attendance – 6 possible points**

**a. Current Status** - An elementary school shall be evaluated on its average attendance rate from the two most recent school years. To determine current status, a school's average attendance rates from the 2007-2008 school year and from the 2008-2009 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

95% or more attendance rate	=	3 points
93%-94.9% attendance rate	=	2 points
90%-92.9% attendance rate	=	1 point
Under 90% attendance rate	=	0 points

**b. Trend** - An elementary school shall be evaluated on improvement of its average attendance rate. Improvement trend is determined by comparing the 2008-2009 attendance rate with the average rate of the three previous years. If the school does not have three previous years of data, the previous two years will be used. A school shall receive points as follows:

- For schools with a 2008-2009 attendance rate of 0%-94.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5 percentage points	=	1 point
Improvement of at least 0.5 but under 1.0 percentage points	=	2 points
Improvement of at least 1.0 percentage points	=	3 points

- Schools with a 2008-2009 attendance rate of 95% or greater earn 3 points regardless of improvement.

**7. Value-Added – ISAT Reading – 3 possible points**

**Current Status** – An elementary school shall be evaluated on its Value-Added scale score gain for ISAT Reading and shall receive points towards its overall performance score as follows:

One standard deviation or greater above the district average in 2009	= 3 points
Greater than or equal to the district average but less than one standard deviation above the district average in 2009	= 2 points
Greater than or equal to one standard deviation below the district average but less than the district average in 2009	= 1 point
Greater than one standard deviation below the district average in 2009	= 0 points

**8. Value-Added - ISAT Mathematics – 3 possible points**

**Current Status** – An elementary school shall be evaluated on its Value-Added scale score gain for ISAT Mathematics and shall receive points towards its overall performance score as follows:

One standard deviation or greater above the district average in 2009	= 3 points
Greater than or equal to the district average but less than one standard deviation above the district average in 2009	= 2 points
Greater than or equal to one standard deviation below the district average but less than the district average in 2009	= 1 point
Greater than one standard deviation below the district average in 2009	= 0 points

**B. High School Indicators, Standards and Scoring**

A high school may receive a total performance score ranging from zero (0) to thirty-six (36). For the 2009-2010 school year, the current status, trend, and growth indicators and standards that determine a high school's performance score shall be as follows:

**1. One-Year Drop-Out Rate – 6 possible points**

**a. Current Status** - A high school shall be evaluated on its one-year drop out rate averaged from the two most recent school years. To determine current status, a school's one-year drop-out rates from the 2007-2008 school year and from the 2008-2009 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

2% or less drop out in one year	=	3 points
6% - 2.1% drop out in one year	=	2 points
10% - 6.1% drop out in one year	=	1 point
More than 10% drop out in one year	=	0 points

**b. Trend** – A high school shall be evaluated on improvement of its one-year drop-out rate. Improvement trend is determined by comparing the 2008-2009 rate with the average rate of the three previous years. If the school does not have three previous years of data, the previous two years will be used. A school shall receive points as follows:

- For schools with a 2008-2009 one-year drop-out rate of more than 0.5%, points are earned as follows:
 

No reduction	=	0 points
Reduction of at least 0.1 but under 1.0 percentage points	=	1 point
Reduction of at least 1.0 but under 3.0 percentage points	=	2 points
Reduction of at least 3.0 percentage points	=	3 points



- Schools with a 2008-2009 one-year drop-out rate of 0.5% or less automatically earn 3 points regardless of improvement

**2. Freshmen On Track – 6 possible points**

**a. Current Status** – A high school shall be evaluated on its Freshmen On Track rate averaged from the two most recent school years. To determine current status, a school's Freshmen On Track rates for the 2007-2008 school year and the 2008-2009 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

80% or more on track	=	3 points
60%-79.9% on track	=	2 points
45%-59.9% on track	=	1 point
Less than 45% on track	=	0 points

**b. Trend** – A high school shall be evaluated on improvement of its Freshmen On Track rate. Improvement trend is determined by comparing the 2008-2009 rate with the average rate of the three previous years. If the school does not have three previous years of data, the previous two years will be used. The school shall receive points as follows:

- For schools with a 2008-2009 Freshman On Track rate of 0%-89.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2 points
Improvement of at least 5.0 percentage points	=	3 points

- Schools with a 2008-2009 Freshman On Track rate of 90% or greater automatically earn 3 points regardless of improvement.

**3. ACT Score – 6 possible points**

**a. Current Status** – A high school shall be evaluated on its average ACT score. To determine current status, a school's average ACT scores for tests administered during the Spring 2008 PSAE administration and during the Spring 2009 PSAE administration will be averaged. If two years of data are not available, one year of data will be used. The school shall receive points towards its overall performance score as follows:

Average ACT score is 20 or more	=	3 points
Average ACT score is at least 18, but less than 20	=	2 points
Average ACT score is at least 16, but less than 18	=	1 point
Average ACT score is less than 16	=	0 points

**b. Trend** – A high school shall be evaluated on improvement of its Average ACT score. Improvement trend is determined by comparing the 2009 Average ACT score with the Average ACT score of the three previous years. If the school does not have three previous years of data, the previous two years will be used. The school shall receive points as follows:

- For schools with a 2009 average ACT score of 0-22.9, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5	=	1 point
Improvement of at least 0.5 but under 1.0	=	2 points
Improvement of at least 1.0	=	3 points

- Schools with a 2009 Average ACT of 23 or greater automatically earn 3 points regardless of improvement.

**4. PSAE Reading Score– 1 possible point**

**a. Current Status** - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE Reading results averaged from the two most recent school years. To determine current status, the school's PSAE Reading results from tests administered in Spring 2008 and Spring 2009 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

**b. Trend** - High schools will not receive a score based on improvement of their PSAE Reading scores hereunder; however accountability criteria will be implemented in the future to evaluate high schools on this metric.

**5. PSAE Mathematics Score– 1 possible point**

**a. Current Status** - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE Mathematics results averaged from the two most recent school years. To determine current status, the school's PSAE Mathematics results from tests administered in Spring 2008 and Spring 2009 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

**b. Trend** - High schools will not receive a score based on improvement of their PSAE Mathematics scores hereunder; however accountability criteria will be implemented in the future to evaluate high schools on this metric.

**6. PSAE Science Score– 1 possible point**

**a. Current Status** - A high school shall be evaluated on the percentage of students **meeting or exceeding** state standards as indicated by the school's PSAE Science results averaged from the two most recent school years. To determine current status, the school's PSAE Science results from tests administered in Spring 2008 and Spring 2009 shall be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

70% or more meeting or exceeding	=	1 point
50%-69.9% meeting or exceeding	=	2/3 point
30%-49.9% meeting or exceeding	=	1/3 point
Less than 30% meeting or exceeding	=	0 points

**b. Trend** - High schools will not receive a score based on improvement of their PSAE Science scores hereunder; however accountability criteria will be implemented in the future to evaluate high schools on this metric.

**7. Attendance – 3 possible points**

**a. Current Status** - A high school shall be evaluated on its average attendance rate from the two most recent school years. To determine current status, a school's attendance rates from the 2007-2008 school year and the 2008-2009 school year will be averaged. If two years of data are not available, one year of data will be used. A school shall receive points towards its overall performance score as follows:

95% or more attendance rate	=	3 points
90%-94.9% attendance rate	=	2 points
85%-89.9% attendance rate	=	1 point
Under 85% attendance rate	=	0 points

**b. Trend** - High schools will not receive a score based on improvement on their average attendance rate hereunder; however accountability criteria will be implemented in the future to evaluate high schools on this metric.

**8. Students Enrolled in AP Classes – 3 Possible Points**

**Trend** – A high school shall be evaluated on improvement in the percentage of its students enrolled in at least one AP Class. Improvement trend is determined by comparing the 2008-2009 enrollment percentage with the average percentage of the three previous years. If the school does not have three previous years of data, the previous two years will be used. A school shall receive points as follows:

- For schools with a 2008-2009 AP enrollment rate of 0%-34.9%, points are earned as follows:
 

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2 points
Improvement of at least 5.0 percentage points	=	3 points
- Schools with a 2008-2009 AP enrollment rate of 35% or greater earn 3 points regardless of improvement.

**9. Students Scoring 3+ on AP Exams – 3 Possible Points**

**Trend** – A high school shall be evaluated on improvement on the percentage of its students who are enrolled in AP classes that score 3+ on at least one AP exam. Improvement trend is determined by comparing the 2008-2009 AP Success percentage with the average percentage of the three previous years. If the school does not have three previous years of data, the previous two years will be used. A school shall receive points as follows:

- For schools with 0%-89.9% of AP enrolled students scoring 3+ on AP exams in 2008-2009, points are earned as follows:
 

No Improvement	=	0 points
Improvement of at least 0.1 but under 1.0 percentage points	=	1 point
Improvement of at least 1.0 but under 3.0 percentage points	=	2 points
Improvement of at least 3.0 percentage points	=	3 points
- Schools with 90% or greater of AP enrolled students scoring 3+ on AP exams in 2008-2009 earn 3 points regardless of improvement.

**10. Students Making Expected EPAS Reading Gains – 3 possible points**

**Current Status** - A high school shall be evaluated on the percentage of its students making expected gains in Reading from one year to the next on the EPAS assessment series as follows:

Schools with an EPAS Reading Gains score at or above the 85 <sup>th</sup> district-wide percentile	=	3 points
Schools with an EPAS Reading Gains score at or above the 50 <sup>th</sup> district-wide percentile, but below the 85 <sup>th</sup> district-wide percentile	=	2 points
Schools with an EPAS Reading Gains score at or above the 15 <sup>th</sup> district-wide percentile, but below the 50 <sup>th</sup> district-wide percentile	=	1 point
Schools with an EPAS Reading Gains score below the 15 <sup>th</sup> district-wide percentile	=	0 points

**11. Students Making Expected EPAS Mathematics Gains – 3 possible points**

**Current Status** - A high school shall be evaluated on the percentage of its students making expected gains in Mathematics from one year to the next on the EPAS assessment series as follows:

Schools with an EPAS Mathematics Gains score at or above the 85 <sup>th</sup> district-wide percentile	=	3 points
Schools with an EPAS Mathematics Gains score at or above the 50 <sup>th</sup> district-wide percentile, but below the 85 <sup>th</sup> district-wide percentile	=	2 points
Schools with an EPAS Mathematics Gains score at or above the 15 <sup>th</sup> district-wide percentile, but below the 50 <sup>th</sup> district-wide percentile	=	1 point
Schools with an EPAS Mathematics Gains score below the 15 <sup>th</sup> district-wide percentile	=	0 points

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

On a date to be determined by the CEO or his designee, after school 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 status 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 measures and/or Restructuring plan.

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 measures and/or Restructuring plan. 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 – SUSTAINED ACADEMIC IMPROVEMENT REQUIREMENTS**

A. The Chief Executive Officer shall remove from Probation any school that shows sustained academic improvement as demonstrated by the school no longer meeting the criteria established by the Board for a Probation status for two consecutive school years. Except as provided in Section VII.B below, schools must have two consecutive years achieving a Level 1 or Level 2 rating to be removed from Probation.

B. 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; 105 ILCS 5/24A-5.

**Approved for Consideration:**

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**Barbara Eason Watkins**  
**Chief Education Officer**

**Noted:**

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**Pedro Martinez**  
**Chief Financial Officer**

**Respectfully Submitted:**

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**Ron Huberman**  
**Chief Executive Officer**

**Approved as to Legal Form:**

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**Patrick J. Rocks**  
**General Counsel**