

ADOPT A SCHOOL QUALITY RATING POLICY**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Chicago Board of Education adopt a School Quality Rating Policy.

POLICY TEXT:**I. Purpose and Goals**

This policy shall establish the standards and criteria for issuing a School Quality Rating and Accountability Status to each school that is either Good Standing status, Remediation status (which indicates the need for Provisional Support) or Probation status (which indicates the need for Intensive Support) per Section 5/34-8.3 of the Illinois School Code. This policy will take effect beginning with a School Quality Rating and Accountability Status issued to each school for the 2014-2015 school year based on school performance data gathered during the prior school year. This policy will also apply to subsequent school years unless amended or rescinded by the Board. A school's Accountability Status from the prior school year shall remain in effect until such time as the school is notified of its new status for the then-current school year that is issued in accordance with this policy.

This policy sets out a systematic means for measuring a school's performance and identifying schools in need of support and increased oversight due to insufficient levels of achievement and growth based on the key indicators and School Quality Rating system as defined by the Board herein. Section 5/34-8.3 of the Illinois School Code provides for the remediation and probation of schools and requires the Chief Executive Officer ("CEO") of the Chicago Public Schools ("CPS") 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 Quality Rating system considers a broad range of indicators of success, including, but not limited to student test score performance and student academic growth, closing of achievement gaps, school culture and climate, attendance, graduation, and preparation for post-graduation success. Therefore, this policy establishes a comprehensive system to assess school performance in order to identify, monitor and assist schools with low student performance in these areas, as well as provide a framework for action to intervene in schools with stagnant or insufficient rates of student improvement. The School Quality Rating system also provides a means for recognition of schools who have demonstrated distinguished levels of performance.

II. Scope of the Policy

All CPS schools are subject to this policy, including, but not limited to, neighborhood schools, magnet schools, selective enrollment schools, contract schools, Option Schools, and schools with non-traditional grade structures. CPS charter schools are subject to the performance standards set out in this policy by and through the accountability provisions in their charter contract with the Board and shall annually receive a School Quality Rating and Accountability Status.

III. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING**A. Accountability Status Determination**

A school shall receive a School Quality Rating and Accountability Status based upon its level of performance and growth. The school's School Quality Rating is determined based on a point system. A school is evaluated on each of the indicators identified in Sections III.B through III.D and receives points ranging from 1 to 5 on each indicator as specified. The points for each indicator are then weighted as

described in Section III.E below and averaged to determine the school's overall weighted score, which will also range from 1 to 5. The school's overall weighted score is used to determine the school's School Quality Rating of either Tier 1, Tier 2, Tier 3, Tier 4 or Tier 5 as described in Section III.F below.

The tier rating issued to a school is then used in combination with other factors to determine whether the school is identified with an Accountability Status of Good Standing, Remediation or Probation, as follows:

1. Schools newly established by the Board shall receive an annual School Quality Rating as soon as sufficient data is available, but will remain in Good Standing status until completing the second year of operation or until such time as adequate measures of student achievement become available.
2. A school with a School Quality Rating of Tier 5 hereunder shall receive Probation status.
3. A school with a School Quality Rating of Tier 4 hereunder shall receive Remediation status, except when:
 - i. The school has been on Probation status for 2 or more consecutive years, in which case the school must receive a Tier 1, Tier 2, Tier 3 or Tier 4 rating for 2 consecutive years to be eligible for another Accountability Status and removal from Probation¹;
 - ii. The Board has taken an action under 105 ILCS 5/34-8.3(d)(2) or (4) at the school, in which case the school 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; or
 - iii. The CEO has determined that the school faces academic problems that may not be sufficiently addressed through the Remediation process, in which case the school will receive Probation status. In making this determination, the CEO will consider various factors including the length of time the school has had a Tier 4 rating status, long-term academic trends, school culture and climate, and quality of school leadership.
4. A school with a School Quality Rating of Tier 1, Tier 2 or Tier 3 hereunder shall receive Good Standing status, except when:
 - i. The school has been on Probation status for 2 or more consecutive years, in which case the school must receive a Tier 1, Tier 2, Tier 3 or Tier 4 rating for 2 consecutive years to be eligible for another Accountability Status and removal from Probation¹;
 - ii. The school has been on Remediation status for 2 or more consecutive years, in which case the school must receive a Tier 1, Tier 2 or Tier 3 rating for 2 consecutive years to be eligible for another Accountability Status and removal from Remediation;
 - iii. The school has been on a combination of Remediation and Probation status for the last 2 consecutive years, in which case the school will receive Remediation status and must receive a Tier 1, Tier 2 or Tier 3 rating for 2 consecutive years to be eligible for another Accountability Status and removal from Remediation; or
 - iv. The Board has taken an action under 105 ILCS 5/34-8.3(d)(2) or (4) at the school, in which case the school 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, the CEO may at any time place any school on Probation status if the CEO determines that s/he must take necessary steps to satisfy legal requirements or other mandates, including, but not limited to, when the CEO determines: (a) that a school has failed or refused to comply

¹ When evaluating the rating history of a school to determine whether the school qualifies to be removed from Probation status, an Achievement Level rating of Level 1 or Level 2 earned under the 2013-2014 Performance, Remediation and Probation Policy may be used in combination with a Tier 1, Tier 2, Tier 3 or Tier 4 rating under this Policy to qualify a school to be removed from Probation.

with the provisions of the School Code, other applicable laws, collective bargaining agreements, court orders, or with applicable Board rules and policies; or (b) that a school with state or federal school improvement status has a school improvement plan, budget or any amendment thereto that may compromise, limit or otherwise impair the implementation of the remedial measures required by ISBE or NCLB. Nothing herein shall limit the Board's ability to take action in accordance with 105 ILCS 5/34-8.3(f).

B. Elementary School Performance Indicators

The indicators and standards and related points that determine an elementary school's School Quality Rating are as follows:

Elementary Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. National School Attainment Percentile on the NWEA Reading Assessment	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
2. National School Attainment Percentile on the NWEA Math Assessment	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
3. National School Growth Percentile on the NWEA Reading Assessment	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
4. National School Growth Percentile on the NWEA Math Assessment	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
5. Priority Group National Growth Percentile on the NWEA Reading Assessment (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners)	70 th percentile or higher	Between 50 th and 79 th percentile	Between 30 th and 49 th percentile	Between 10 th and 29 th percentile	Below 10 th percentile
6. Priority Group National Growth Percentile on the NWEA Math Assessment (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners)	70 th percentile or higher	Between 50 th and 79 th percentile	Between 30 th and 49 th percentile	Between 10 th and 29 th percentile	Below 10 th percentile
7. Percentage of Students Meeting or Exceeding National Average Growth Norms on NWEA Reading and Math Assessments	70% or higher	Between 60% and 69.9%	Between 50% and 59.9%	Between 40% and 49.9%	Less than 40%
8. Average Daily Attendance Rate (Grades K-8)	96% or higher	Between 95% and 95.9%	Between 94% and 94.9%	Between 92% and 93.9%	Less than 92%
9. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
10. Percentage of Students Making Sufficient Annual Progress on the ACCESS assessment	55% or higher	Between 45% and 54.9%	Between 35% and 44.9%	Between 25% and 34.9%	Less than 25%
11. Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%

For each of the above indicators that are based on standardized assessments, a school must meet minimum participation requirements to receive the full points. A minimum participation requirement is established to ensure that all students have an equal opportunity to participate in the instruction and assessment process. The points received for each indicator will be adjusted as follows based on participation rates, with a school receiving no less than 1 point for each indicator:

Participation Rate	Point Adjustment
Greater than or equal to 95%	No adjustment
Greater than or equal to 93% but less than 95%	-1 point
Greater than or equal to 92% but less than 93%	-2 points
Greater than or equal to 90% but less than 92%	-3 points
Less than 90%	-4 points

C. High School Performance Indicators

The indicators and standards and related points that determine a high school's School Quality Rating are as follows:

High School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. National School Attainment Percentile Based on EXPLORE, PLAN and ACT Assessments	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
2. National School Growth Percentile Based on EXPLORE, PLAN and ACT Assessments	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
3. Priority Group National Growth Percentile Based on EXPLORE, PLAN and ACT Assessments (evaluated separately for African-American, Hispanic, English Language Learners (ELLs) and Diverse Learners)	70 th percentile or higher	Between 50 th and 69 th percentile	Between 30 th and 49 th percentile	Between 10 th and 29 th percentile	Below 10 th percentile
4. Average Daily Attendance Rate (Grades 9-12)	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
5. Freshman On-Track Rate	90% or higher	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
6. 4-year Cohort Graduation Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
7. 1-Year Dropout Rate	2% or below	Between 2.1% and 4%	Between 4.1% and 6%	Between 6.1% and 8%	More than 8%
8. College Enrollment Rate	75% or higher	Between 65% and 74.9%	Between 55% and 64.9%	Between 45% and 54.9%	Less than 45%
9. College Persistence Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
10. Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	40% or higher	Between 30% and 39.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
11. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
12. Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%

For each of the above indicators that are based on standardized assessments, a school must meet minimum participation requirements to receive the full points. A minimum participation requirement is established to ensure that all students have an equal opportunity to participate in the instruction and assessment process. The points received for each indicator will be adjusted as follows based on participation rates, with a school receiving no less than 1 point for each indicator:

Participation Rate	Point Adjustment
Greater than or equal to 95%	No adjustment
Greater than or equal to 93% but less than 95%	-1 point
Greater than or equal to 92% but less than 93%	-2 points
Greater than or equal to 90% but less than 92%	-3 points
Less than 90%	-4 points

D. Option School Performance Indicators

The indicators and standards and related points that determine an Option school's School Quality Rating are as follows:

Option School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. Average Growth Percentile on STAR Reading Assessment	60 th Percentile or higher	Between 50 th and 59 th Percentile	Between 40 th and 49 th Percentile	Between 30 th and 39 th Percentile	Below 30 th Percentile
2. Average Growth Percentile on STAR Math Assessment	60 th Percentile or higher	Between 50 th and 59 th Percentile	Between 40 th and 49 th Percentile	Between 30 th and 39 th Percentile	Below 30 th Percentile
3. Percent Making Growth Targets on STAR Reading Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
4. Percent Making Growth Targets on STAR Math Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
5. One-Year Graduation Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
6. Credit Attainment Rate	Greater than or equal to 70%	Between 60% and 69.9%	Between 50% and 59.9%	Between 40% and 49.9%	Less than 40%
7. Stabilization Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
8. Average Daily Attendance Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
9. Growth in Attendance Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%

For each of the above indicators that are based on standardized assessments, a school must meet minimum participation requirements to receive the full points. A minimum participation requirement is established to ensure that all students have an equal opportunity to participate in the instruction and assessment process. The points received for each indicator will be adjusted as follows based on participation rates, with a school receiving no less than 1 point for each indicator:

Participation Rate	Point Adjustment
Greater than or equal to 90%	No adjustment
Greater than or equal to 85% but less than 90%	-1 point
Greater than or equal to 80% but less than 85%	-2 points
Greater than or equal to 75% but less than 80%	-3 points
Less than 75%	-4 points

E. Weighting of Performance Indicators

Each School Quality Rating is determined by applying a weight to the points earned for each performance indicator identified in Sections III.B through III.D above. Each performance indicator and its respective weighting is set forth below. The CEO or designee may modify the applicable weights in instances where a school's data for a particular performance indicator is unavailable, incomplete or unreliable.

1. Elementary School Weighting

Elementary School Performance Indicators	Standard Weighting for Elementary Schools	Weighting for Schools with a Highest Grade Served of Grade 3
1. National School Growth Percentile on the NWEA Reading Assessment	12.5%	5%
2. National School Growth Percentile on the NWEA Math Assessment	12.5%	5%
3. Priority Group National Growth Percentile on the NWEA Reading Assessment	Up to 5% (1.25% for each priority group)	Up to 5% (1.25% for each priority group)
4. Priority Group National Growth Percentile on the NWEA Math Assessment	Up to 5% (1.25% for each priority group)	Up to 5% (1.25% for each priority group)
5. Percentage of Students Meeting or Exceeding National Average Growth Norms on the NWEA Reading and Math Assessments	10%	10%
6. National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8	5%	2.5%
7. National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8	5%	2.5%
8. National School Attainment Percentile on the NWEA Reading Assessment for Grade 2	2.5%	5%
9. National School Attainment Percentile on the NWEA Math Assessment for Grade 2	2.5%	5%
10. Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment	5%	5%
11. Average Daily Attendance Rate (Grades K-8)	20%	35%
12. My Voice, My School 5 Essentials Survey	10%	10%
13. Data Quality Index Score	5%	5%

2. High School Weighting

High School Performance Indicators	Weighting for High Schools
1. National School Growth Percentile Based on EXPLORE, PLAN and ACT Assessments	20%
2. Priority Group National Growth Percentile based on EXPLORE, PLAN and ACT Assessments	Up to 10% (2.5% for each priority group)
3. National School Attainment Percentile based on EXPLORE, PLAN and ACT Assessments	10%
4. Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	5%
5. Average Daily Attendance Rate (Grades 9-12)	10%
6. Freshmen On-Track Rate	10%
7. 1-Year Dropout Rate	5%
8. 4-Year Cohort Graduation Rate	10%
9. College Enrollment Rate	5%
10. College Persistence Rate	5%
11. My Voice, My School 5 Essentials Survey	5%
12. Data Quality Index Score	5%

3. Option School Weighting

Option School Indicators	Weighting for Option Schools
1. Average Growth Percentile on STAR Reading Assessment	10%
2. Average Growth Percentile on STAR Math Assessment	10%
3. Percent Making Growth Targets on STAR Reading Assessment	15%
4. Percent Making Growth Targets on STAR Math Assessment	15%
5. One-Year Graduation Rate	15%
6. Credit Attainment Rate	5%
7. Stabilization Rate	10%
8. Average Daily Attendance Rate	10%
9. Growth in Attendance Rate	10%

4. Weighting for Schools Serving both High School and Elementary School Grade Levels

Schools serving both elementary and high school grades will receive separate weighted scores and School Quality Ratings for their elementary program and their high school program. However, the school's overall School Quality Rating and Accountability Status is determined by combining the weighted scores from the school's elementary and the high school programs, and further weighting the combined score by the proportion of students in each program.

F. Assignment of a School Quality Rating

Based on the weighted number of points received, schools will be assigned a School Quality Rating as follows:

Weighted Points Earned	School Quality Rating
4.0 or more	Tier 1
Between 3.5 and 3.9	Tier 2
Between 3.0 and 3.4	Tier 3
Between 2.0 and 2.9	Tier 4
Less than 2.0	Tier 5

Notwithstanding the foregoing, a Tier 1 rating will be assigned to: (i) an elementary school with a National School Attainment Percentile for NWEA in Grades 3-8, or in Grade 2 if the school's highest grade served is Grade 2, of 90th percentile or higher in reading and math and at least 95% participation rate in both reading and math; and (ii) a high school with a National School Attainment Percentile based on the EXPLORE, PLAN and ACT assessments of 90th percentile or higher and at least 95% participation rate on those assessments.

In the event the CEO determines that the performance indicators specified in this policy are not appropriate for measuring a school's performance, the CEO may recommend to the Board the use of other specified performance indicators to evaluate the school and issue its School Quality Rating and Accountability Status. The CEO shall use such alternate performance indicators when approved by the Board.

IV. 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 Status hereunder.

A. Schools Placed on Remediation

Any school that receives a Remediation status as described in Section III.A above shall participate in a remedial program in which a Remediation Plan is developed by the CEO and/or the CEO's designees. A

Remediation Plan may include one or more of the following components:

1. Drafting a new school improvement plan (currently known as the Continuous Improvement Work Plan, or CIWP);
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.

A Remediation Plan is intended to provide the support and oversight necessary to prevent schools with declining or flat performance from entering Probation status, and to help schools that are exiting Probation reach Good Standing status. In creating a Remediation Plan, the CEO or designee shall give assistance to the school to ensure that all aspects of the plan, including the school budget, address the educational deficiencies at these schools.

For schools with a federal or state school improvement status for failure to make adequate yearly progress (AYP), the school improvement plan shall also include strategies and activities to achieve AYP and ensure the implementation of remedial measures required by ISBE or NCLB, as applicable. Any updates to such school improvement plan to address new data on the deficiencies at Remediation schools with a school improvement status shall be approved by the Board in accordance with the state's timeline for Board approval of school improvement plans.

The CEO or designee shall monitor each Remediation school's implementation of the final plan and the progress the school makes toward implementation of the plan and the correction of its educational deficiencies.

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 (currently known as the CIWP) that shall contain specific steps that the local school council and the school staff must take to correct identified deficiencies. The school's CIWP may serve as the school's Probation plan. The school budget shall include specific expenditures that support the implementation of this plan and that are directly calculated to correct educational and operational deficiencies identified at the school.

In creating or updating 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 a federal or state school improvement status for failure to make adequate yearly progress (AYP), the school improvement plan shall also include strategies and activities to achieve AYP and ensure the implementation of remedial measures required by ISBE or NCLB, as applicable.

The Board shall approve school improvement plans and budget for all schools, including schools placed on Probation, as part of the annual school fiscal year budget resolution. Any updates to such school improvement plan or school budget to address new data on the deficiencies at Probation schools and schools with a state or federal school improvement status shall be approved by the Board in accordance with the state's timeline for Board approval of school improvement plans.

Except when otherwise specified by the CEO, the Chief of Schools for the school's network and the Chief of Schools' designees shall serve as the probation team that will identify the educational and operational deficiencies at Probation schools in their network to be addressed in the school improvement plan and budget presented to the Board for approval.

2. **Monitoring:** The CEO or designee shall monitor each Probation school's implementation of the final plan and 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 CEO of all employees of the attendance center;
- e. Intervention under Section 34-8.4 of the Illinois School Code;
- f. Operating an attendance center as a contract turnaround school;
- g. Closing of the school; or
- h. Any other action authorized under Section 34-8.3 of the Illinois School Code

The Law Department shall develop and disseminate hearing procedures for hearings required before taking any of the corrective actions specified above.

V. Definitions

Accountability Status: Status of the school established by this policy. A school may receive an Accountability Status of "Probation", "Remediation", or "Good Standing."

Remediation: An accountability designation assigned to non-performing schools where the CEO determines, utilizing the criteria set out in this policy, that a school requires remedial measures as described in this policy, including increased oversight, to address performance deficiencies. This Accountability Rating indicates the need for provisional support and in implementing this policy the CEO or designee may also refer to this accountability designation as "Provisional Support."

Probation: An accountability designation assigned to non-performing schools where the CEO determines, utilizing the criteria set out in this policy, that a school requires remedial measures beyond what is otherwise available under Remediation to address the school's performance deficiencies. This designation includes schools performing at the lowest tier of academic performance defined by this policy. This Accountability Rating indicates the need for intensive support and in implementing this policy the CEO or designee may also refer to this accountability designation as "Intensive Support."

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.

School Quality Rating: Rating assigned to each school in accordance with this policy that is used to determine the school's Accountability Status. This rating is based on the points schools receive hereunder. A school may receive a School Quality Rating of Tier 1, Tier 2, Tier 3, Tier 4 or Tier 5.

NWEA MAP: The Northwest Evaluation Association ("NWEA") Measure of Academic Progress ("MAP") Assessment. This is the adaptive growth assessment administered to CPS students in grades 2-8 in the Spring of the school year. Scores for students who qualify for an ACCESS or IAA exception are excluded.

National School Attainment Percentile for NWEA: The percentile ranking of the school compared to schools nationally based on the Spring NWEA MAP assessment in grades 2 through 8. This percentile is calculated using national school-level norms established by NWEA, and is adjusted for each school based on the number of students tested at each grade level.

National School Growth Percentile for NWEA: The percentile ranking of the school compared to schools nationally based on student growth between administrations of the NWEA MAP assessments in grades 3 through 8. This percentile is calculated using national school-level growth norms established by NWEA, and is adjusted for each school based on the number of students tested at each grade level and the average pretest scores for those students.

EXPLORE: Assessment developed by ACT, Inc. and administered to CPS students in grade 9.

PLAN: Assessment developed by ACT, Inc. and administered to CPS students in grade 10.

ACT: Assessment developed by ACT, Inc. and administered to CPS students in grade 11. Calculations used in this Performance Policy include only those results from the assessment administered by CPS, including the Spring PSAE administration. Students who would otherwise qualify as a Senior students except they have not previously taken the PSAE are considered in grade 11 and therefore are included in these calculations.

National School Attainment Percentile for EXPLORE, PLAN and ACT: The percentile ranking of the school compared to schools nationally based on the Spring EXPLORE, PLAN and ACT assessments. This percentile is calculated using national school-level norms, and is adjusted for each school based on the number of students tested at each grade level.

National Growth Percentile for EXPLORE, PLAN and ACT: The percentile ranking of the school compared to other schools nationally based on student growth on the Spring EXPLORE, PLAN and ACT assessments. This percentile is calculated using national school-level growth norms, and is adjusted for each school based on the number of students tested at each grade level and the average pretest scores for those students.

Option School: A school or program identified by the CEO or designee that is specifically designed to serve a population of students who have dropped out or are at risk for academic failure, including, but not limited to: (i) students who are significantly off-track for on-time completion of elementary school or graduation from high school; (ii) expelled, emergency placed pending expulsion or in need of disciplinary reassignment; (iii) pregnant or parenting; or (iv) chronically truant.

STAR Assessment: Reading and math assessments developed by Renaissance Learning, Inc. and administered to students enrolled in an Option School.

Average Student Growth Percentile for STAR: Average Fall-to-Spring, Fall-to-Winter, or Winter-to-Spring growth percentile of students on the STAR reading and math assessments.

Percent Meeting Student Growth Targets for STAR: Percentage of students with a growth percentile of 40 or higher on the STAR reading and math assessments.

ACCESS for ELLs Assessment: Annual English language proficiency assessment required of all English Language Learners ("ELLs").

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

Four-Year Cohort Graduation Rate: The percentage of students graduating within four years of their freshman year.

Freshmen On-Track Rate: The percentage of first-time freshman 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: The percentage of students in grades 9 through 12 enrolled in the school at any time between July 1 and June 30 of the school year who drop out at any time during the year. The calculation used in this Performance Policy will exclude students who had previously dropped out of school during the past two years.

Adequate Yearly Progress ("AYP"): School rating issued by the Illinois State Board of Education ("ISBE") under the No Child Left Behind Act ("NCLB") that identifies if students are meeting established annual targets.

One-Year Graduation Rate: Percent of students with sufficient credits to be able to graduate within one year who graduate by the end of the school year.

Credit Attainment Rate: Percent of high school students who earn the total credits possible during their time of enrollment.

Growth in Attendance Rate: Percent of stable students (enrolled for at least 42.5 membership days) that show an improvement of at least 3 percentage points in their individual daily attendance rates compared to their daily attendance rate in the previous school year or who maintain an individual daily attendance rate of 90%.

Annual Stabilization Rate: Percent of stable students (enrolled for at least 42.5 membership days) who are enrolled at the end of the school year, have graduated, or have successfully transitioned to another CPS school.

My Voice, My School 5 Essentials Survey: Annual survey administered by the Consortium on Chicago School Research at the University of Chicago to teachers and students, the results of which are aggregated and determine the school's overall foundation rating.

College Enrollment Rate: The percent of students enrolled in college in the Fall after graduation from a CPS high school as identified by the National Student Clearinghouse.

College Persistence Rate: The percent of students enrolled in college in the Fall after graduation from a CPS high school who are still enrolled in college the following Fall as identified by the National Student Clearinghouse.

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

IB Exam: Shall mean the end of course exam established by the International Baccalaureate Organization that is administered upon completion of an IB class.


Early College Credit: Shall mean credit received for a college-level course approved by CPS in which the high school student is eligible for both high school and college credit upon successful completion of the course.

Career Credential: Shall mean a credential received for the successful completion of a specific course sequence approved by CPS that qualifies a student/graduate for employment in a specific career. The courses eligible for Career Credential credit under this policy are subject to approval by CPS.

Data Quality Index ("DQI"): The percent of data quality indicators that measure whether a school has recorded correct, complete and compliant data in CPS data systems. The DQI score considered under this policy includes the "Attendance", "Registration and Enrollment", "Student Contact Information", and "Student Health" sections of the DQI reported on the CPS Dashboard.

LEGAL REFERENCES: 105 ILCS 5/34-8.3; 105 ILCS 5/34-8.4; 105 ILCS 5/2-3.25d.

Approved for Consideration:



John Barker
Chief Accountability Officer

Respectfully Submitted:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to Legal Form:



James L. Bebley
General Counsel