

May 24, 2023


AUTHORIZE THE COMMENCEMENT OF THE PUBLIC COMMENT PERIOD FOR TWO POLICIES STARTING MAY 26, 2023

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:


That the Board authorize the commencement of the Public Comment Period from May 26, 2023 – June 26, 2023 for the Policies described in the disposition table below. Pursuant to Board Rule 2-6(c), the Board must authorize the commencement of the Public Comment Period.

Current Policy Title /Board Rule Section	New Policy Title/Board Rule Section	Description of Revision/Disposition
605.5 Awarding High School Credit and Placement for High School Level Courses Taken by Elementary Grade Students	N/A	Rescind current and adopt new Sec. 605.5 Policy changes will adopt universal requirements across all content areas and update policy language to reflect current District organization structure and procedures.
N/A	<u>302.16 Adopt a New Specialty and Detention Center School Accountability Policy</u>	Adopt new Sec. 302.16 Current district policies regarding academic accountability (Board resolution 22-0223-RS3 and Board resolution 22-0727-RS1) do not describe accountability for Specialty or Detention Center schools. This new policy addresses that gap.


Approved for Consideration:

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Alfonso Carmona
 Chief Portfolio Officer


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Approved as to Legal Form:

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 General Counsel

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Appendix A

Policy Summary Form

Policy(ies) Being Amended	Policy Manager(s)
Awarding HS Credit and Placement for HS Level Courses Taken by Elementary Grade Students	Elizabeth Meyers and Leticia Lopez
Link(s) to Current Policy(ies) (if applicable)	Link to Draft(s) of Policy(ies) (Title should include “Rescind and Adopt New”, “Amend”, or “Adopt New” based on what action you are taking)
https://www.cps.edu/sites/cps-policy-rules/policies/600/605/605-5/	605.5 Draft

1. Why is this policy being amended on your current timeline? If you are amending multiple policies, please list out the reasons for each one (e.g., state legislation, compliance change, policy was out of date, annual policy review, CEO/CEdO recommendation, etc.)

The timeline will ensure that proposed revisions will be in place in time for proper implementation for the upcoming school year.

2. Please give a high level summary of what policy changes are being made, and why.

Policy changes will adopt universal requirements across all content areas and updates policy language to reflect current district organization structure and procedures.

3. Please provide any notable feedback from internal or external stakeholders, and how you addressed it or planned to address it in your policy draft.

Internal stakeholders have expressed confusion about policy language and implementation. The proposed revisions simplify language in the policy.

4. Please provide any additional notes/considerations in the box below.

**RESCIND BOARD REPORT 08-0827-PO7 AND
ADOPT A NEW POLICY FOR AWARDING HIGH SCHOOL CREDIT AND COMPETENCY FOR
PLACEMENT FOR HIGH SCHOOL LEVEL COURSES TAKEN BY ELEMENTARY STUDENTS**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board rescind Board Report 08-0827-PO7 and adopt a new policy for Awarding High School Credit and Placement for High School Level Courses Taken by Elementary Grade Students.

PURPOSE: This policy establishes criteria for awarding high school credit or competency out of high school courses for 7th and 8th grade students who have demonstrated proficiency and mastery in high school courses. This policy shall ensure high school credit and/or competency is awarded to Chicago Public Schools elementary students in compliance with the requirements of section 27-22.10 of the Illinois School Code.

EQUITY STATEMENT: The district will develop equity-based strategies reflecting the CPS Equity Framework to ensure access and success in accelerated coursework with a focus on most impacted students who are disproportionately under-enrolled in accelerated coursework opportunities outlined in this policy.

POLICY TEXT:

I. INTRODUCTION

This policy is consistent with the philosophy that embraces an accelerated model of high school education that leads to students taking more advanced and challenging courses at the high school level. It will more accurately place 7th and 8th grade students in appropriately challenging high school courses. Thus, the matriculation into high school for elementary grade students having already completed high school course work will be a seamless transition. Courses for high school credit or competency that leads to placement into advanced high school courses shall be offered in a manner that will allow qualifying students who wish to take such courses access to them. This policy shall take effect beginning with the 2023-2024 school year.

The Office of Teaching and Learning will supervise an ongoing review of these programs to consider ongoing expansion and/or modification.

II. DEFINITIONS

- A. Elementary Grade Students: For purposes of this policy, students enrolled in 7th and 8th grade in a CPS school.
- B. High School Placement: Permission to enroll in the next sequential course in the content area that the student demonstrated competency of a specific course, as defined by the criteria of the applicable CPS curriculum office.
- C. Competency: Acknowledgement from a High School or a CPS curriculum office that a student has met the CPS curriculum office's criteria to demonstrate mastery for the specified course.
- D. High School Credit: Credit given for successful completion of a high school course in a high school setting.
- E. High School Setting Courses: Courses taken at a CPS high school or at a CPS Academic Center.

III. REQUIREMENTS FOR OFFERING A HIGH SCHOOL COURSE TO ELEMENTARY GRADE STUDENTS IN ALL SUBJECT AREAS

A. All high school courses offered to elementary grade students must meet the following minimum requirements to be considered a qualifying course:

1. Teacher Certification: To teach any high school level course that will award high school credit, the teacher must hold a current high school teaching certificate endorsed in the subject taught. To teach any high school level course that will award competency, the teacher can hold either a 9-12 certification endorsed in the subject taught OR a 5-8 teaching certificate with a middle school endorsement in the subject taught and satisfy any additional district-mandated criteria (qualifying examinations, prerequisite coursework, etc.) or obtain a waiver from the Office of Teaching and Learning;
2. Curriculum: The course must be aligned to the applicable Illinois Learning Standards or follow the approved Chicago Public Schools (“CPS”) high school curriculum and/or CPS Course Framework approved by the appropriate CPS curriculum office. The principal and teacher must consult with the appropriate CPS curriculum office for guidance when developing or selecting the course curriculum for the subject being taught to ensure its educational quality and integrity;
3. Approval: For each high school class offered in the elementary school setting, the principal must complete and submit an application to the appropriate CPS curriculum office for approval; and
4. Duration: The course must include a minimum of 120 contact hours of instruction.

B. Qualifying courses may include virtual high school courses when the course satisfies the requirements noted in this policy as well as the Board’s Policy on Courses Taken Through Internet-Based Delivery, as may be amended or otherwise modified.

IV. GRANTING HIGH SCHOOL CREDIT OR COMPETENCY FOR SUCCESSFUL COMPLETION OF HIGH SCHOOL COURSES

Elementary grade students who are enrolled in qualifying high school courses in any subject area as defined in Section III of this policy are eligible to obtain high school credit for their coursework or competency, resulting in placement into advanced high school courses in accordance with the following:

A. High School Credit for Successful Completion of High School Courses

Elementary grade students taking qualifying high school courses in a high school setting must take the course for credit and are not eligible for competency.

1. Requirements for elementary grade students to earn high school credit for qualifying courses as defined in Section III are:
 - a. Successful completion of course requirements, including examinations;
 - b. The student obtains a C or better in each academic term; and
 - c. The student takes and earns the required score on any applicable exit exams as required by the respective CPS curriculum office.

Elementary grade students taking a qualifying course, with the exception of students enrolled in an Academic Center, can earn a maximum of four (4) credits towards high school graduation provided the student has met all of the requirements noted above and may earn no more than one (1) credit in each subject area.

2. Elementary grade students who meet the above stated requirements will:
 - a. Receive credit for completion of a qualifying high school course; and

- b. Be placed in the high school course at the same Academic Level which sequentially follows the course in the curriculum.
 - i. Students who earn high scores on the applicable exit exams may be recommended for placement into high school courses at a higher Academic Level.
 - ii. Students wishing to be placed in high school courses at higher Academic Levels may be required to complete a placement exam at the receiving high school.
- 3. High school credits awarded to elementary students will be included on the student's high school transcript. These credits will be included in the determination of the student's high school grade point average.
- 4. In the event the student does not meet the requirements to earn high school credit, the student's transcript will include the student's grade in the course, but will not be included in the determination of the student's high school grade point average.

B. Competency for Successful Completion of High School Courses

Elementary grade students taking qualifying high school courses in an elementary school setting may take the course for competency in accordance with the following:

1. Requirements for elementary grade students who are enrolled in qualifying high school courses, as defined in Section III, to earn competency for placement into advanced high school courses:
 - a. Successful completion of course requirements, including examinations;
 - b. The student obtains a C or better in each academic term; and
 - c. The student takes and earns the required score on any applicable exit exams as required by the respective CPS curriculum office.
2. Elementary grade students who meet the above stated requirements will:
 - a. Receive competency for completion of qualifying high school course; and
 - b. Be placed in the high school course at the same Academic Level which sequentially follows the course in the curriculum.
 - i. Students who earn high scores on the applicable exit exams may be recommended for placement into high school courses at a higher Academic Level.
 - ii. Students wishing to be placed in high school courses at higher Academic Levels may be required to complete a placement exam at the receiving high school.
3. Elementary grade students who obtain competency and then placement in advanced high school courses, will not receive a course credit for the High School coursework completed at the elementary grade level.
 - a. The students' grades from advanced coursework completed at the elementary grade level will not be included in the determination of the students' high school grade point average.
 - b. The course may be included on the students' high school transcripts in accordance with guidelines established by the Office of Teaching and Learning.
 - c. The competency earned by the student will be reflected on the transcript and may not be removed by local High Schools.

V. **ELEMENTARY GRADE STUDENTS TAKING HIGH SCHOOL COURSES OUTSIDE OF THE DISTRICT**

- A. Elementary grade students who complete a high school course in a setting outside of the district may be awarded high school credit provided that the course was successfully completed in accordance with

Section 27-22.10 of the School Code. In evaluating the request for credit, School Administrators may appeal to the applicable CPS curriculum office if there are concerns that the course's rigor and content did not address the relevant Illinois Learning Standards. The CPS curriculum office will evaluate evidence and determine if the school must accept the course. Elementary grade students who complete a high school level course in a setting outside of the district that does not meet these requirements are not eligible to receive high school credit for that course.

- B. Elementary grade students ineligible to receive high school credit for high school courses completed in a setting outside of the district shall be eligible for competency into an advanced high school course as determined by School Administrators in consultation with the CPS curriculum office if they meet the following criteria:
 - 1. Evidence of successful completion of a high school course; and
 - 2. Where applicable, the student takes and earns the required score on an exit exam. As described above, students who earn the required score on an applicable exit exam may be placed in high school courses at higher Academic Levels.

VI. HIGH SCHOOL GRADUATION REQUIREMENTS

High school credit and/or high school competency issued pursuant to this policy is in addition to the high school graduation requirements, and must not replace the content credit requirements pursuant to the Board's Graduation Policy.

Appendix B

07.26.23 Specialty and Detention Center School Accountability Policy Summary Form

Policy(ies) Being Amended	Policy Manager(s)
N/A	Molly Mikolajczyk & Jeff Broom
Link(s) to Current Policy(ies) (if applicable)	Link to Draft(s) of Policy(ies) (Title should include “Rescind and Adopt New”, “Amend”, or “Adopt New” based on what action you are taking)
N/A	ADOPT A NEW SPECIALITY AND DETENTION CENTER SCHOOL ACCOUNTABILITY POLICY

1. Why is this policy being amended or created on your current timeline? If you are amending or creating multiple policies, please list out the reasons for each one (e.g., state legislation, compliance change, policy was out of date, annual policy review, CEO/CEdO recommendation, etc.)

Current district policies regarding academic accountability (Board resolution 22-0223-RS3 and Board resolution 22-0727-RS1) do not describe accountability for Specialty or Detention Center schools. This policy addresses that gap.

2. Please give a high level summary of what policy changes are being made, and why.

This policy outlines:

- 1) Accountability status determination
- 2) Specialty School Performance Indicators
 - a) Postsecondary credentials
 - b) Freshman on-track
 - c) One-year graduation rate
 - d) Average daily attendance
 - e) Transition plan completion
 - f) Summary of performance plan
 - g) IEP annual review compliance
 - h) IEP evaluation compliance
 - i) Data Quality Index
 - j) 5 Essentials
 - k) One-year drop out rate
- 3) Detention Center School Performance Indicators
 - a) Average growth on STAR reading
 - b) Average growth on STAR math

- c) Growth targets on STAR reading
- d) Growth targets on STAR math
- e) One-year graduation rate
- f) Credit attainment rate
- g) SAT participation rate
- h) Transition rate - enrollment
- i) Transition rate - persistence
- j) 5 Essentials

3. Please provide any notable feedback from internal or external stakeholders, and how you addressed it or planned to address it in your policy draft.

Specialty School portion: based on decisions made in partnership with the leaders of the implicated schools.
Detention Center School portion: a meeting was held on 4/14/23 to receive stakeholder feedback in which no concerns were presented.

4. Please provide any additional notes/considerations in the box below.

ADOPT A NEW SPECIALTY AND DETENTION CENTER SCHOOL ACCOUNTABILITY POLICY

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board adopt a new Specialty School and Detention Center School Accountability Policy effective for the 2023-2024 school year. Current district policies regarding accountability (Board resolution 22-0223-RS3 and Board resolution 22-0727-RS1) do not describe accountability for Specialty or Detention Center schools. This policy addresses that gap.

POLICY TEXT:

I. Purpose and Goals

This policy shall establish the standards and criteria for issuing Specialty School and Detention Center School Accountability scores and statuses for each specialty school. Each specialty and detention center school will be assigned an accountability status beginning with the 2023-2024 school year based on school performance data gathered during school year 2022-2023. The system of using ISBE summative designations to determine district-managed school's accountability status does not apply to the schools in this policy as they are identified as programs and therefore are not assigned an ISBE summative designation. This policy will 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 due to insufficient levels of achievement and growth based on the key indicators as defined by the Board herein. In addition, the CEO or Board has the authority to address performance as outlined in the state statute. The CPS Equity Framework will be a focus in the implementation of this policy by centering targeting universalism and mitigating opportunity differences to address achievement differences including challenging limiting beliefs about our most impacted students and communities.

II. Scope of the Policy

All CPS Specialty High Schools (Southside Occupational School, Ray Graham Training Center, Vaughn High School, and Northside Learning Center) are subject to this policy. Detention Center Schools (Nancy B. Jefferson Alternative High School and Consuella B. York Alternative High School) are subject to this policy. The performance indicators used to determine summative scores for Specialty and Detention Center Schools differ and are provided below.

III. Definitions:

Accountability Status	Status of the school established by this policy. A school may receive an Accountability Status of "Probation" (denoting the need for Comprehensive Support), "Remediation" (denoting the need for Targeted Support), or "Good Standing".
Average Daily Attendance Rate	Shall mean the total number of actual student attendance days divided by the number of total student membership days.
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.
Career Credentialed Status	A designation denoting when a student has engaged in and completed a sufficient number of activities supporting a successful transition to the workplace to be considered ready to engage in a career outside of school.
Data Quality Index ("DQI")	The percentage 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.
Detention Center School	CPS detention center schools serve students who have been detained in the justice system. These schools include: <ul style="list-style-type: none"> ● Jefferson High School <ul style="list-style-type: none"> ○ Housed inside of the Juvenile Temporary Detention Center ● York High School <ul style="list-style-type: none"> ○ Housed inside the Cook County Department of Corrections
Freshman 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).
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.
IEP and Annual Review Compliance	Measures the extent to which student Individual Education Plans (IEPs) are in compliance with state and federal law.
My Voice, My school 5 Essentials Survey	Annual school climate and culture 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.
One-Year Dropout 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 Accountability Policy will exclude students who had previously dropped out of school during the past two years.
One-Year Graduation Rate	Percentage of students with sufficient credits to be able to graduate within one year who graduate by the end of the school year.
Points	For each indicator in the model, schools can earn between 1 and 5 points for reaching progressive benchmarks of performance.
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 defined by this policy. This Accountability Rating indicates the need for comprehensive support and in implementing this policy the CEO or designee may also refer to this accountability designation as "Comprehensive Support".
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 support, to address performance deficiencies. This accountability rating indicates the need for targeted support and in implementing this policy the CEO or designee may also refer to this accountability designation as "Targeted Support".

Specialty High School	CPS specialty high schools and transition learning centers provide specialized education for high school students with mild to moderate cognitive disabilities. Programs capitalize on student interest and strength while preparing them to become members of the community. <ul style="list-style-type: none"> ● Southside Occupational School (Grade 12 until age 22) ● Ray Graham Training Center (Grade 12 until age 22) ● Vaughn High School (Grade 9 until age 22) ● Northside Learning Center (Grade 9 until age 22)
Summary of Performance Compliance	The percentage of graduates with a valid summary of performance document, per guidelines from the Office of Diverse Learners Support Services.
Transition Plan Compliance	The percentage of students with a transition plan that meets state requirements.
Weighting	Each indicator has a specific weight in the model. Weights may be different based on the number and type of indicators that are available to a particular school, but the sum of the weights for the school will always be 100%.
Weighted Score	The points received for each indicator are multiplied by their weight and then added together. The resulting weighted score will be between 1 and 5. Indicators with larger weights will play a bigger role in determining the school's overall weighted score.

IV. Accountability Status

Accountability Status Determination

For the 2023-2024 school year, the district will assign school accountability statuses in accordance with Illinois state law using the points system described in Section IV below. The three categories are Good Standing, Remediation, and Probation. Using the weighted total scores, schools will be assigned to these categories as follows:

Summative Score	Accountability Status
≥3.0	Good Standing
2.0-2.9	Remediation/Targeted Support
< 2.0	Probation/Comprehensive Support

V. Accountability Indicators, Standards, and Scoring

A. Specialty School Accountability

1. Specialty School Performance Indicators - Model A

Specialty School Performance Indicators under model A are applied to Vaughn High School and Northside Learning Center. The indicators and standards and related points that determine a Specialty School's Summative Score under model A are as follows:

Specialty School Performance Indicator Model A	5 points	4 points	3 points	2 points	1 points
1. Percentage of Students Earning Career/Postsecondary Credentials	40% or higher	Between 30% and 39.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
2. 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%
3. 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%
4. Average Daily Attendance Rate	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
5. Percentage of Transition Plans in Compliance	Greater than or equal to 99%	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
6. Percentage of Graduates with an Approved Summary of Performance Plan	Greater than or equal to 99%	Between 95% and 98.9%	Between 86% and 92.9%	Between 80% and 85.9%	Less than 80%
7. Percentage of IEP Annual Reviews in Compliance	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
8. Percentage of IEP Evaluations in Compliance	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
9. Data Quality Index	Greater than or equal to 99%	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
10. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
11. 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%

2. Specialty School Performance Indicators - Model B

Specialty School Performance Indicators under model B are applied to Southside Occupational School and Ray Graham Training Center. The indicators and standards and related points that determine a Specialty School's Summative Score under model B are as follows:

Specialty School Performance Indicator Model B	5 points	4 points	3 points	2 points	1 points
1. Percentage of Students Earning Career/Postsecondary Credentials	40% or higher	Between 30% and 39.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
2. 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%
3. Average Daily Attendance Rate	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
4. Percentage of Transition Plans in Compliance	Greater than or equal to 99%	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
5. Percentage of Graduates with an Approved Summary of Performance Plan	Greater than or equal to 99%	Between 95% and 98.9%	Between 86% and 92.9%	Between 80% and 85.9%	Less than 80%
6. Percentage of IEP Annual Reviews in Compliance	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
7. Percentage of IEP Evaluations in Compliance	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
8. Data Quality Index	Greater than or equal to 99%	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%
9. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
10. 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%

3. Specialty School Weighting of Performance Indicators

Each School Summative Score is determined by applying a weight to the points earned for each performance indicator identified above. Each Specialty School 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.

Specialty School Indicator	Model A Weight for SY22-23 Performance and Beyond Applies to SY24 Accountability and Beyond	Model B Weight for SY22-23 Performance and Beyond Applies to SY24 Accountability and Beyond
1. Percentage of Students Earning Career/Postsecondary Credentials	20%	20%
2. Freshman On-Track Rate	20%	0%
3. One-Year Graduation Rate	15%	15%
4. Average Daily Attendance Rate	10%	10%
5. Percentage of Transition Plans in Compliance	5%	10%
6. Percentage of Graduates with an Approved Summary of Performance Plan	5%	10%
7. Percentage of IEP Annual Reviews in Compliance	5%	10%
8. Percentage of IEP Evaluations in Compliance	5%	10%
9. Data Quality Index	5%	5%
10. My Voice, My School 5 Essentials Survey	5%	5%
11. 1-Year Dropout Rate	5%	5%

B. Detention Center School Accountability

1. Detention Center School Performance Indicators

Detention Center School performance indicators are applied to Jefferson High School and York High School. The indicators and standards and related points that determine a Detention Center School's summative score are as follows:

Detention School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. Average Growth Percentile on STAR Reading Assessment	50th percentile or higher	Between 40th and 49th percentile	Between 30th and 39th percentile	Between 20th and 29th percentile	Below 19th percentile
2. Average Growth Percentile on STAR Math Assessment	50th percentile or higher	Between 40th and 49th percentile	Between 30th and 39th percentile	Between 20th and 29th percentile	Below 19th percentile
3. Percentage of Students Making Growth Targets on STAR Reading Assessment	Greater than or equal to 55%	Between 45% and 54.9%	Between 35% and 44.9%	Between 25% and 34.9%	Less than 25%
4. Percentage of Students Making Growth Targets on STAR Math Assessment	Greater than or equal to 55%	Between 45% and 54.9%	Between 35% and 44.9%	Between 25% and 34.9%	Less than 25%
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. SAT Participation Rate	Greater than or equal to 90%	Between 85% and 89.9%	Between 80% and 84.9%	Between 75% and 79.9%	Less than 75%
8. Transition Rate - Enrollment	Greater than or equal to 60%	Between 55% and 59.9%	Between 50% and 54.9%	Between 45% and 49.9%	Less than 45%

9. Transition Rate - Persistence	Greater than or equal to 76%	Between 69% and 75.9%	Between 62% and 68.9%	Between 55% and 61.9%	Less than 55%
10. My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized

For each of the above indicators that is based on STAR, 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 one point for each indicator:

STAR 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

2. Detention Center School Weighting of Performance Indicators

Each School summative score is determined by applying a weight to the points earned for each performance indicator identified above. Each Detention Center School 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.

Detention Center School Performance Indicators	Jefferson HS	York HS
	Weight for SY22-23 Performance and Beyond Applies to SY24 Accountability and Beyond	Weight for SY22-23 Performance and Beyond Applies to SY24 Accountability and Beyond
Percentage of Students Making Growth Targets on STAR Reading Assessment	10%	12.5%
Percentage of Students Making Growth Targets on STAR Math Assessment	10%	12.5%
Average Growth Percentile on STAR Reading Assessment	10%	10%
Average Growth Percentile on STAR Math Assessment	10%	10%

One-Year Graduation Rate	10%	12.5%
Credit Attainment Rate	10%	12.5%
SAT Participation Rate	10%	10%
Transition Rate - Enrollment	10%	0%
Transition Rate - Persistence	10%	0%
5 Essentials Survey	10%	10%