

October 22, 2026

**AUTHORIZE THE COMMENCEMENT OF THE PUBLIC COMMENT PERIOD FOR THE NEW
IDENTIFYING SCHOOLS IN GOOD STANDING, REMEDIATION, AND PROBATION POLICY IN
COMPLIANCE WITH STATE LAW**

THE SUPERINTENDENT/CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board authorizes the commencement of the Public Comment Period from October 23, 2026 to November 23, 2026 for the Policy described in the disposition table below. Pursuant to Board Bylaws Rule 1-2 VI (B), the Board must authorize the commencement of the Public Comment Period.

Current Policy Section/ Current Policy Title	New Policy Section/ New Policy Title	Description of Revision/Disposition
Identifying Schools in Good Standing, Remediation and Probation in Compliance with State Law		This policy sets forth the process through which district-managed schools at Chicago Public Schools ("CPS" or "District") are identified as such for the purpose of ensuring the Board is in compliance with State law. In 22-0727-RS1, the Board resolved to identify elementary and high schools in Good Standing, Remediation, and Probation for the 2023-2024 school year based on 2022-2023 performance. In 23-0426-PO3, the Board resolved to apply a similar framework to District elementary and high schools.

Approved as to Legal Form: 

Signed by:



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Elizabeth K. Barton
General Counsel

Approved:

Signed by:



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Macquiline King, Ed.D
Superintendent/Chief Executive Officer

**RESCIND BOARD REPORT 23-1214-PO2 AND ADOPT NEW
IDENTIFYING SCHOOLS IN GOOD STANDING, REMEDIATION, AND PROBATION POLICY**

THE SUPERINTENDENT/CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board rescind 22-0727-RS1, 23-0426-PO3, 23-0726-PO2, and adopt this new consolidated Policy Identifying Schools in Good Standing, Remediation and Probation in Compliance with State Law. This policy was posted for public comment from September 29, 2023 until November 10, 2023.

105 ILCS 5/34-8.3 requires the CEO to monitor the performance of schools within the district and to identify schools on remediation or probation. This policy sets forth the process through which district-managed schools at Chicago Public Schools (“CPS” or “District”) are identified as such for the purpose of ensuring the Board is in compliance with State law. In 22-0727-RS1, the Board resolved to identify elementary and high schools in Good Standing, Remediation, and Probation for the 2023-2024 school year based on 2022-2023 performance. In 23-0426-PO3, the Board resolved to apply a similar framework to District elementary and high schools.

In 23-0726-PO2, the Board articulated the policy by which accountability statuses would be defined for Specialty High Schools and Detention Center Schools.

In 23-0125-PO2, the Board articulated the policy by which Options schools performance would be evaluated both for contracting purposes (for charter and contract Options schools) and to establish accountability statuses (for District-managed Options schools).

POLICY TEXT:

I. Accountability Status Determination (Elementary and Traditional High School)

The Illinois State Board of Education (ISBE) releases annual school summative designations for every school in Illinois in accordance with the federal Every Student Succeeds Act (ESSA). From 2023 to 2025, ISBE’s ESSA plan designated each school as either Exemplary, Commendable, Targeted, Comprehensive, or Intensive. Schools designated by the state as Targeted, Comprehensive, or Intensive shall, per federal law, receive supplemental state and federal funds to access additional support to improve in the areas that placed them under these designations. In addition, the CEO or Board has the authority to address performance as outlined in State Law.

In Summer 2026, the U.S. Department of Education approved ISBE’s revised ESSA plan, necessitating a corresponding revision of District policy. Namely, ISBE redesigned its accountability system and updated its summative designations to: Exemplary, Approaching Exemplary, Commendable, Developing, and Comprehensive.

Beginning in Fall 2026, the District will report for compliance using the updated state Annual Summative Designations for each CPS school eligible for a designation under State law.^{1 2}

- A. Schools newly established by the Board will remain in Good Standing status until they serve a majority of grade levels and thereafter will receive an updated designation based on state designations once such

¹ For schools that receive two separate summative designations from the state in a given year, the higher-performing designation will be used for district reporting.

² Schools covered by this policy that are neither assigned an ISBE summative designation, nor are represented in any of the alternative model sections below, will receive a default status of Good Standing.

data becomes available.

- B. All schools designated as “Comprehensive” for two consecutive years by ISBE shall receive a Probation status, which indicates the need for Intensive Support for the duration of the status.
- C. Schools with a current Probation status that are designated as “Developing” or “Comprehensive” by ISBE shall retain Probation status, which indicates the need for Intensive Support for the duration of the status.
- D. All schools with no current Probation status and designated as “Developing” by ISBE shall receive a Remediation status, which indicates the need for Targeted Support for the duration of the status. Remediation status shall also apply to schools with no current Probation status and only one year of “Comprehensive” designation from ISBE.
- E. All schools designated as “Exemplary”, “Approaching Exemplary”, or “Commendable” by ISBE shall receive a designation of Good Standing.

The state summative designations are only designed to accurately reflect student performance in traditional elementary and high schools and are not appropriate for Options Schools, Specialty High Schools (i.e., Southside Occupational Academy, Vaughn Occupational, Northside Learning Center, and Graham Training Center), or Detention Center Schools. The criteria for defining accountability statuses for these schools are outlined in the sections below.

II. Accountability Status Determination (District-Managed Options Schools)

Beginning with the 2027-2028 school year (using data from the 2026-2027 school year), the District will assign school accountability statuses to District-managed Options schools in accordance with Illinois state law using the points system described in Sections II.A, II.B, and II.C below. The five designations that will be used for district-managed options schools are Exemplary, Commendable, Approaching, Developing, and Comprehensive, which will map to three accountability statuses: Good Standing, Remediation (requiring provisional support), and Probation (requiring intensive support). Using the weighted total scores, schools will be assigned to these categories as follows:

Score	Designation	Accountability Status
≥ 4.0	Exemplary	Good Standing
3.5 - 3.9	Commendable	
3.0 - 3.4	Approaching	
2.3 - 2.9	Developing	Remediation/Provisional Support
<2.3	Comprehensive	Probation/Intensive Support

II.A. Performance Indicators:

Indicator	Definition
Percent Making Growth on District-Mandated Reading Assessment	The percentage of students who earn above the established growth percentile threshold on the district-mandated reading assessment.
Percent Making Growth on District-Mandated Math Assessment	The percentage of students who earn above the established growth percentile threshold on the district-mandated math assessment.
One-Year Graduation Rate	The percentage of the number of students who graduate, divided by the number of students who are eligible for graduation based on the credits earned at the time of enrollment.
Credit Attainment Rate	The average percentage of credits students earn out of the number of credits that they are expected to earn in a school year.
Stabilization Rate	The percentage of students who enroll in an Options school that remain enrolled in any CPS school at the close of the school year or who graduate.
Average Daily Attendance Rate	The percentage of the total number of days in which students were marked present at a school, divided by the total number of days that those students were expected to be in attendance.
Growth in Attendance Rate	The percentage of Options students who increased their average daily attendance rate by 3% or more compared to the prior year, or obtained a 90% or greater daily attendance rate in the current year.
Early College and Career Opportunities and Exposure	The percentage of students annualized to an Options School who attain one or more qualifying credentials or certifications to prepare for postsecondary success during the current year.
Postsecondary Pathways	The percentage of students who submit preferred evidence of enrollment in any of the following postsecondary pathways: college, military, apprenticeship program, job training program, employment, service learning or gap year.
5 Essentials Survey Participation	The percentage of students and staff that participate in and complete the 5Essentials Survey.

II.B. Options School Accountability Indicator Weights

The weights assigned to each indicator reflect their relative importance to the student academic experience.

Options School Indicator	Weight
Percent Making Growth on District-Mandated Reading Assessment	15%

Percent Making Growth on District-Mandated Math Assessment	15%
One-Year Graduation Rate	10%
Credit Attainment Rate	10%
Stabilization Rate	10%
Average Daily Attendance Rate	15%
Growth in Attendance Rate	5%
Early College and Career Opportunities and Exposure	5%
Postsecondary Pathways	10%
5 Essentials Survey Participation	5%

II.C. Options School Academic Accountability Policy Guidelines

The Options School Academic Accountability Policy Guidelines provide more detailed information regarding the calculation of the final score. The guidelines provide performance benchmarks for each indicator. Schools can earn between 1 and 5 points for reaching progressive benchmarks of performance.

The District recognizes that Options Schools serve a unique student population facing significantly higher barriers to educational success than their peers in traditional schools. For specific subpopulations, achieving high performance on certain indicators is both critical and uniquely challenging due to these systemic obstacles. Accordingly, the guidelines establish subpopulation adjustments for several indicators to incentivize schools to prioritize these outcomes. These adjustments are designed to recognize the effort required to support these students and serve only to increase a school's score; they will not be used to deduct points or penalize performance.

To ensure schools have adequate time to prepare, the District must notify all impacted Options schools of any guideline changes no later than June 1. This notification deadline ensures that updated guidelines can be effectively implemented for the following school year.

III. Accountability Status Determination (Detention Center Schools)

Beginning with the 2027-2028 school year (using data from the 2026-2027 school year), the District will assign school accountability statuses to District-managed Detention Center Schools in accordance with Illinois state law using the points system described in Sections III.A, III.B, and III.C below. CPS detention center schools serve students who have been detained in the justice system. These schools include:

- Jefferson High School
 - Housed inside of the Juvenile Temporary Detention Center
- York High School
 - Housed inside the Cook County Department of Corrections

The five designations that will be used for district-managed Detention Center Schools are Exemplary, Commendable, Approaching, Developing, and Comprehensive, which will map to three accountability statuses: Good Standing, Remediation (requiring provisional support), and Probation (requiring intensive support). Using

the weighted total scores, schools will be assigned to these categories as follows:

Score	Designation	Accountability Status
≥ 4.0	Exemplary	Good Standing
3.5 - 3.9	Commendable	
3.0 - 3.4	Approaching	
2.3 - 2.9	Developing	Remediation/Provisional Support
<2.3	Comprehensive	Probation/Intensive Support

III.A. Performance Indicators:

Indicator	Definition
Percent Making Growth on District-Mandated Reading Assessment	The percentage of students who earn above the established growth percentile threshold on the district-mandated reading assessment.
Percent Making Growth on District-Mandated Math Assessment	The percentage of students who earn above the established growth percentile threshold on the district-mandated math assessment.
One-Year Graduation Rate	The percentage of the number of students who graduate, divided by the number of students who are eligible for graduation based on the credits earned at the time of enrollment.
Credit Attainment Rate	The average percentage of credits students earn out of the number of credits that they are expected to earn in a school year.
Growth in Attendance Rate	The percentage of students who increased their average daily attendance rate by 3% or more compared to the prior year, or obtained a 90% or greater daily attendance rate in the current year.
Student Portfolio	The student portfolio indicator is defined as the percentage of students who have successfully completed a portfolio of lessons during the period of enrollment.
State Mandated Exam	Percentage of 11th grade students enrolled at any point in the testing window who participate in ISBE state-mandated testing.
My Voice, My School 5 Essentials Survey	The percentage of students and staff that participate in and complete the 5Essentials Survey.

Participation	
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III.B. Detention Center School Accountability Indicators Weights

The weights assigned to each indicator reflect their relative importance to the student academic experience.

Detention Center School Performance Indicator	Weight
Percent Making Growth on District-Mandated Reading Assessment	15%
Percent Making Growth on District-Mandated Math Assessment	15%
Growth in Attendance Rate	12.5%
One-Year Graduation Rate	10%
Credit Attainment Rate	12.5%
State Mandated Exam Participation Rate	12.5%
5 Essentials Survey Participation	10%
Student Portfolio	12.5%

III.C. Detention Center School Academic Accountability Policy Guidelines

The Detention Center School Academic Accountability Policy Guidelines provide more detailed information regarding the calculation of the final score. The guidelines provide performance benchmarks for each indicator. Schools can earn between 1 and 5 points for reaching progressive benchmarks of performance.

The District recognizes that Detention Center Schools serve a unique student population facing significantly higher barriers to educational success than their peers in traditional schools. For specific subpopulations, achieving high performance on certain indicators is both critical and uniquely challenging due to these systemic obstacles. Accordingly, the guidelines establish subpopulation adjustments for several indicators to incentivize schools to prioritize these outcomes. These adjustments are designed to recognize the effort required to support these students and serve only to increase a school's score; they will not be used to deduct points or penalize performance.

To ensure schools have adequate time to prepare, the District must notify all impacted Detention Center schools of any guideline changes no later than June 1. This notification deadline ensures that updated guidelines can be effectively implemented for the following school year.

IV. Accountability Status Determination (Specialty Schools)

Beginning with the 2027-2028 school year (using data from the 2026-2027 school year), the District will assign school accountability statuses to District-managed Specialty High Schools in accordance with Illinois state law using the points system described in Sections IV.A, IV.B, and IV.C below. 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. CPS Specialty Schools include:

- 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)

The three categories that will be used for district-managed Specialty High Schools 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

IV.A. Performance Indicators

Average Daily Attendance Rate	The percentage of the total number of days in which students were marked present at a school, divided by the total number of days that those students were expected to be in attendance.
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 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.
9th- Grade On-Track Rate	9th Grade On-Track (9OT) captures ninth-graders' likelihood of graduating from high school within four years. 9th graders who end the year On-Track are more likely to graduate within four years than their Off-Track peers.
Percentage of IEP Annual Reviews in Compliance	Measures the extent to which student Individual Education Plans (IEPs) are in compliance with state and federal law.

Percentage of IEP Evaluations in Compliance	IEP Evaluations are completed on a rolling basis every three years for all students with Individualized Education Plans (IEPs). This metric measures and reports the percentage of diverse learners with an IEP Evaluation completed on time.
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	One Year Dropout Rate is the percentage of non-graduating students who leave the school district within a given school year without evidence of continued education elsewhere.
One-Year Graduation Rate	The percentage of students who exit a CPS specialty high school having met their graduation requirements.
Percentage of Graduates with an Approved Summary of Performance Compliance	The percentage of graduates with a valid summary of performance document, per guidelines from the Office for Students with Disabilities.
Percentage of Transition Plans in Compliance	The percentage of students with a transition plan that meets state requirements.

IV.B. Specialty School Accountability Indicator Weights

The weights assigned to each indicator reflect their relative importance to the student academic experience. Specialty School Performance Indicators under model A are applied to Vaughn High School and Northside Learning Center. Specialty School Performance Indicators under model B are applied to Southside Occupational School and Ray Graham Training Center.

Specialty School Indicator	Model A	Model B
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%

IV.C. Specialty School Academic Accountability Policy Guidelines

The Specialty School Academic Accountability Policy Guidelines provide more detailed information regarding the calculation of the final score. The guidelines provide performance benchmarks for each indicator. Schools can earn between 1 and 5 points for reaching progressive benchmarks of performance.

To ensure schools have adequate time to prepare, the District must notify all impacted Specialty Schools of any guideline changes no later than June 1. This notification deadline ensures that updated guidelines can be effectively implemented for the following school year.

Amends/Rescinds	
Legal References	105 ILCS 5/27A-9(c); 105 ILCS 5/27A-5(b); 105 ILCS 5/34-8.3; 105 ILCS 5/34-8.4.
Public Comment	Pursuant to Board Rule 2-6 this Policy was subject to Public Comment from 6/29/23 – 11/10/23. Pursuant to Board Rule 2-6 this Policy was subject to Public Comment from 3/3/23 – 4/3/23.