


The specific standards that an elementary school must meet to receive two points on each indicator may be summarized as follows:

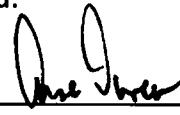
<u>Indicator</u>	<u>Performance</u>	<u>Progress</u>
ISAT Reading	40% or more students	Stable or improved scores in current year compared to the

LEGAL REFERENCES: Illinois School Code, 105 ILCS 5/34-8.3.

Approved for Consideration:


Barbara Eason-Watkins
Chief Education Officer


Approved:


Arne Duncan
Chief Executive Officer

Within Appropriation:


Mauro

Approved as to Legal Form: *DM*



ATTACHMENT 1

SCHOOL PROBATION AND REMEDIATION POLICY GUIDELINES

Pursuant to the School Probation and Remediation Policy, 06-0322-PO2, the Chicago Board of Education promulgates the following guidelines so as to: (1) identify the specific score required to obtain a probation or non-probation rating; (2) identify the standards of performance required on each progress indicator to obtain a specific score; (3) describe the standards to be utilized to identify those schools requiring remedial assistance.

I. PERFORMANCE RATING DETERMINATION

All schools eligible to receive a performance rating pursuant to the School Probation and Remediation Policy shall receive one of two ratings: probation or non-probation. At minimum, a school's performance rating shall be determined based upon a review of a school's actual performance level and level of progress on the following indicators: scores on tests administered system-wide; attendance; where available, student gain; and in high schools, graduation rate or

A. Calculation of Score and Rating

Every school shall receive a single score based upon its level of performance and progress for each indicator. A school can obtain a maximum of two points for each indicator (1 point for performance

and 1 point for progress). These scores will then be aggregated to establish a combined score

whether the school has strong instructional leadership as reflected by the level of program

coherence, parental involvement and data-driven utilization of community resources at the school

- the existence of professional capacity in which there is meaningful professional development, collaboration among faculty members, a focus on student learning and

collective responsibility for the school's success

- whether the learning climate stresses uniformly high expectations and is safe and orderly
- the level and nature of family and community involvement at the school including the utilization of community resources

The AIO should also consider whether the school has experienced a significant change in enrollment due directly to a Board approved action or Board directed reassignment of students to the school.

Any school that has at least 85% of its students meeting and exceeding standards according to the ISAT math score shall receive a point toward its overall performance rating score.

regardless of whether the percentage of students meeting and exceeding state standards increases or remains stable.

3. ISAT Science Score

Performance - A school that has 40% or more of its students meeting and exceeding state standards in science as indicated by the ISAT science score shall receive a point toward

2. *Prairie State Achievement Examination Composite Score*

Performance - A school that has 30% or more of its students meeting and exceeding state standards as indicated by the PSAE composite score shall receive one point toward its overall performance rating score.

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CRITERIA FOR LONG-TERM SCHOOL PERFORMANCE

remediation if the Chief Executive Officer determines that any of the following applies:

1. there is a failure to develop, implement, or comply with the school performance plan;
2. there is a pervasive breakdown in the educational program as indicated by various factors such as the absence of improvement in reading and math achievement scores, an increased drop-out rate, a decreased graduation rate, or a decrease in rate of student attendance;