

WITHDRAWN DRAFT

07-1114-P02

November 14, 2007

ADOPT A SCHOOL REMEDIATION AND PROBATION POLICY FOR THE 2008-2009 SCHOOL YEAR

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt a School Remediation and Probation Policy for the 2008-2009 School Year.

POLICY TEXT:

I. Purpose and Goals

This policy shall establish the standards and criteria for placing a school on Remediation or Probation for the 2008-2009 school year based on assessments administered in Spring 2008 and other performance data from the 2007-2008 school year and prior school years.

This policy sets out a systematic means for providing remedial assistance and oversight to schools with insufficient levels of achievement. Section 5/34-8.3 of the Illinois School Code provides for the remediation and probation of attendance centers and requires the Chief Executive Officer to monitor the

Adequate Yearly Progress: School rating issued by the Illinois State Board of Education that identifies if students are improving their performance based on the established annual targets.

Achievement Level 4: Shall mean an elementary school that obtains a total performance score of twenty-

five (25) or above or a high school that obtains a total performance score of twenty-one (21) or above.

Achievement Level 3: Shall mean an elementary school that obtains a total performance score of fifteen

Schools with a total performance score at the Cut-Off Point for a particular Achievement Level may undergo a further review as described in section IV.C below through which their Achievement Level status may be adjusted to the next highest level.

For schools with Good Standing status hereunder that also have "Corrective Action", "Restructuring Planning" or "Restructuring Implementation" status under NCLB, the CEO reserves the right to place the school in Remediation status at any time if the CEO determines that the school's budget or any

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V. PERFORMANCE STANDARDS AND SCORING

A. Elementary School Standards

An elementary school may receive a total performance rating score ranging from zero (0) to forty (40). For the 2008-2009 school year, the standards that determine an elementary school's performance score shall be as follows:

1. **ISAT Composite Results** - 24 possible points

Performance - An elementary school shall be evaluated on the percentage of students *meeting and* ...

exceeding state standards as indicated by the school's ISAT Composite results averaged from the two

Further, schools are eligible to receive additional points towards their overall performance score

based on annual improvement in the percentage of students exceeding state standards based

B. High School Standards

A high school may receive a total performance score ranging from zero (0) to forty (40). In the event a high school's total performance score includes half a point (.5), the total score shall be rounded up to the

next highest whole number (e.g. 20.5 will be rounded up to 21). For the 2008-2009 school year, the standards that determine a high school's performance score shall be as follows:

1. Graduation Rate - 8 possible points

Performance A high school shall be evaluated on its graduation rate expressed from the two most recent

school years. A school's graduation rate from the 2006-2007 school year and from the 2007-2008 school year will be averaged and the school shall receive points towards its overall performance score as

of improvement = .5 point
At least three consecutive years of improvement = 1 point
Schools with only 2 consecutive years of data available earn 0.25 points for each

consecutive years of improvement.

- If a school with a 2007 dropout rate of 0-10% earns no points...

3. Students Making Expected Gains on EPAS – 10 possible points.

Performance - A high school shall be evaluated on the percentage of its students making expected gains

from one year to the next on the Explore, Plan and ACT Assessments (EPAS) and shall receive points towards its overall performance score as follows:

60% or more making expected gains	=	10 points
50% - 59% making expected gains	=	8 points
40% - 49% making expected gains	=	4 points
Less than 40% making expected gains	=	0 points

4. Attendance – 4 possible points

Performance - A high school shall be evaluated on their average number of student absences from the two most recent school years. A school's average number of student absences from the 2006-2007

- For schools with a 2007 Freshmen on Track rate of 80-100%, points are earned as follows:
 - One year of improvement of at least 3.5 percentage points = 1 point
 - Two consecutive years of improvement, but less than 3 consecutive years of improvement = .5 point
 - At least three consecutive years of improvement = 1 point

consecutive years of improvement.

Schools with 95% or more of freshmen who are on track to graduate automatically earn 2 progress points regardless of improvement.

Alternate - High schools with no freshmen on track data will have the six (6) possible points related to this performance standard allocated to the RFAE Composite standard and the Attendance standard by

number of student absences from the 2006-2007 school year and the 2007-2008 school year will be averaged and the school shall receive points towards its overall performance score as follows:

Average number of student absences is less than 10 days = 4 points

Average number of student absences is from 10 to 15 days = 3 points

Average number of student absences is more than 15 days = 0 points

The scoring system for student absences noted in Section V.D.4 shall remain the same.

6. ACT Score – 6 possible points

Performance – A high school shall be evaluated on the percentage of students who score twenty (20) points or more on the ACT assessment averaged from the two most recent school years. The percentage of a school's students who scored twenty (20) points or more on the ACT assessment administered during the 2006-2007 school year and during 2007-2008 school year will be averaged and the school shall receive points towards its overall performance score as follows:

a remedial program in which a Remediation Plan is developed by the Chief Executive Officer. A Remediation Plan may include one or more of the following components:

1. Drafting a new school improvement plan;
2. Additional training for the local school council;
3. Directing the implementation of the school improvement plan; and

In creating a Remediation Plan, the CEO or designee shall monitor and give assistance to these schools to ensure that all aspects of the plan, including the school's, address the educational deficiencies of

VII. REMOVAL FROM PROBATION STATUS