

DEFERRED

03-0423-P003

April 23, 2003

**AMEND BOARD REPORT 02-1218-PO01
ADOPT POLICY REGARDING THE NEW ACCOUNTABILITY SYSTEM FOR ALL
CHICAGO PUBLIC SCHOOLS AND REGIONAL BOARD REPORT 02-0005-PO01**

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THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

[REDACTED]

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[REDACTED]

3. A school in which between **25 and 39 percent** of its students meet either the ITBS national norms in reading or the ISAT state norms will be considered as an **Achievement Level III** school; or
4. A school in which less than **25 percent** of its students meet the ITBS national norms on reading and the ISAT state norms will be considered as an **Achievement Level IV** school.

F Levels of Progress Indicators

Each elementary school shall receive a progress rating based on the school's level of growth and improvement as measured by four benchmarks.

1. **ITBS School Growth Index** that indicates the **growth in the percent of**

reading scores. If a school improved at the same rate as GDS

elementary schools citywide over the last three years, then the school has a rate of improvement of 1.0.

ITBS Agency Score Improvement that student scores will

or above, the school's ITBS School Growth Index rating will be **Exceeds Expectations**. Similarly, if the percentage of students at a school

Adequate Yearly Progress on ISAT will be changed to **Exceeds Expectations**.

D. Determining An Elementary School's Progress Level

Elementary schools shall be assigned an overall Progress Level based on their ratings on the four improvement indicators.

1. Schools with two or more **Does Not Meet Expectations** ratings will

1. Schools where **50% or more** of the students meet or exceed the state standards on the annual PSAE will receive a **Level I** achievement rating;

standards on the annual PSAE will receive a **Level II** achievement rating;

3. Schools where **15% to 29%** of the students meet or exceed the state

standards on the annual PSAE will receive a **Level III** achievement

rating; and

4. Schools where **less than 15%** of the students meet or exceed the state standards on the annual PSAE will receive a **Level IV** achievement rating.

Expectations. Any school in which the rate of increase in the students who meet or exceed state standards is between 5 to 6 % shall be

assigned a rating of **Meets Expectations**. Any school in which the rate of increase in the percentage of students who meet or exceed state standards is less than 5 % shall be assigned a rating of **Does Not Meet**

Expectations.

C. Determining a High School's Progress Rating

High schools shall be assigned one of three overall Progress Level ratings based on their performance on the three improvement indicators

IV. IDENTIFYING SCHOOLS THAT NEED REMEDIAL ASSISTANCE

The Accountability System includes three ratings – School of Opportunity, School of Challenge and School on Probation – that indicate schools which have lower levels of achievement. The supports offered to schools assigned one of these three ratings are

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- 3) The CAP or SIPAAA is submitted to the OA for approval. The school improvement plan will be revised, as necessary, based on recommendations by the OA.

4) Once the OA approves the plan, it is submitted to the Board

for final approval

b. School Budgets

- 1) Working in collaboration with the LSC and the school leadership team, the school principal shall create a school

High schools rated as on probation shall receive extensive support that includes, but is not limited to, the forms of assistance set forth in Table A

476

87% of least 45% of students meet state standards on the DCAF.

TABLE A

REWARDS AND SUPPORTS

LEVEL	ELEMENTARY	HIGH SCHOOL
Distinction	<ul style="list-style-type: none">• Recognition• Banner• Eligible for \$10,000 per school	<ul style="list-style-type: none">• Recognition• Banner• Eligible for \$10,000 per school
Excellence	<ul style="list-style-type: none">• Recognition• Banner	<ul style="list-style-type: none">• Recognition• Banner