

**AMEND BOARD REPORT 02-1218-PO01
ADOPT POLICY REGARDING THE NEW ACCOUNTABILITY SYSTEM FOR ALL
CHICAGO PUBLIC SCHOOLS AND RESCIND BOARD REPORT 99-0825-PO2
POLICY ON REMEDIATION AND PROBATION FOR ATTENDANCE CENTERS**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt the Policy Regarding the New Accountability System For All

Chicago Public Schools and rescind, Board Report 99-0825-PO2 Policy on Remediation and Probation For Attendance Centers, effective with adoption of this policy.

Introduction

In the recently implemented No Child Left Behind Act ("NCLB"), the federal government highlighted the importance of accountability in public education by requiring school districts to achieve an acceptable rate of "annual yearly progress" or face a series of remedial measures. The Chicago Public Schools ("CPS") recognizes that an effective and fair school accountability system considers both student test scores

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.

B. Levels of Progress Indicators

Each elementary school shall receive a progress indicator 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 students** at a school achieving at or above national norms on ITBS reading scores. If a school improved at the same rate as CBS

4. **High Student Achievement and
Establishing A School's Progress Level**

If the percent of students at a school achieving at or above national norms on the most recently administered ITBS Reading section, is **90% or above**, the school's ITBS School Growth Index will be **Exceeds**

Expectations. Similarly, if the percentage of students at a school meeting state standards on the most recently administered ISAT is **90% or above**, the school's rating on the ISAT School Growth Index and the

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~~

II. HIGH SCHOOLS

All CPS high schools annually will be assigned an Accountability Rating based on the accountability principles described below:

A. **Levels of Achievement**

Each high school will receive one of the following four Levels of Achievement ratings based on its students' performance on the PSAE.

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;
2. Schools where **30% to 49%** of the students meet or exceed the state

3. **PSAE Progress Rating**

A school's PSAE Improvement Rating is its change in the percentage of students meeting or exceeding state standards for the current school year in comparison to the school's results the previous year. Any school in which the rate of increase in the students who meet or exceed state

students meeting or exceeding state standards on the most recent

- 6. **School on Probation** ratings will be assigned to all high schools in which **fewer than 15%** of students meet state standards on the PSAE.

III. **SCHOOL REWARDS AND SUPPORTS BASED ON ACCOUNTABILITY RATINGS**

The Accountability System provides a systematic means for recognizing and rewarding

schools that have promoted progress in student achievement and for diagnosing specific weaknesses in schools and providing remedial measures to address these deficient areas. Table A which is attached to and incorporated into this policy, describes the supports and/or rewards for which schools in each of the six accountability categories are

c. consideration of progress in the areas of attendance, student mobility, poverty rates, bilingual education, eligibility, special

education, and English language proficiency programs supports removal from probation.

2. High Schools and Probation

High schools in which **less than 15%** of students meet state standards on the PSAE during any school year shall be designated as **Schools on Probation**.

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.

Schools shall be removed from probation if:

at least 15% of students meet state standards on the PSAE.

TABLE A

REWARDS AND SUPPORTS

The table content is almost entirely obscured by heavy black redaction bars. Only a few faint lines and small gaps are visible, suggesting a complex data structure with multiple columns and rows.