

FINAL

04-0225-P03

February 25, 2004

**AMEND BOARD REPORT 03-0423-PO03  
REGARDING THE NEW ACCOUNTABILITY SYSTEM**

**FOR ALL CHICAGO PUBLIC SCHOOLS**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:**

For All Chicago Public Schools Board Report 03-0423-PO03 effective 03/01/04

1. A school in which ~~more than 60 percent~~ 70 percent or more of its students ~~either score at or above the ITBS national norms in reading or meet or exceed the state standards on the ISAT composite state norms~~

will be considered as an **Achievement Level I** school;

2. A school in which between ~~40 and 59 percent~~ 50 and less than 70 percent of its students ~~meet either the ITBS national norms in reading or the ISAT state norms score at or above the ITBS national norms in reading or meet or exceed the state standards on the ISAT composite~~ will be considered as an **Achievement Level II** school;

3. ~~A school in which between 25 and 39 percent~~ 40 and less than 50

percent of its students ~~meet either the ITBS national norms in reading or the ISAT state norms score at or above the ITBS national norms in reading or meet or exceed the state standards on the ISAT composite~~ will be considered as an **Achievement Level III** school; or

4. ~~A school in which less than 25 percent~~ 40 percent of its students ~~meet~~

~~the ITBS national norms on reading and the ISAT state norms score at or~~

the ISAT to the citywide growth. ISAT School Growth is the school's

in the percent of students meeting or exceeding state standards on the ISAT (composite score for all subjects) minus the citywide growth on the same measure.

Adequate Yearly Progress (AYP) on the ISAT is determined by the

percent of students at a school meeting or exceeding state standards on the ISAT has increased or decreased between the current school year and previous school years is calculated by the State to determine if

**D.C. Determining An Elementary School's Progress Level**

ratings on the four improvement indicators

Each elementary school shall receive a Level of Progress rating of **Exceeds, Meets or Does Not Meet** based on the school's level of growth and improvement as measured by four benchmarks.

1. Schools with two or more **Does Not Meet Expectations** ratings will receive an overall Progress Level rating of **Does Not Meet Expectations**.
2. Schools with two or more **Exceeds Expectations** ratings and no **Does Not Meet Expectations** ratings will receive an overall Progress Level rating of **Exceeds Expectations**.
3. Schools with other combinations of progress ratings will receive an overall Progress Level rating of **Meets Expectations**.

4. ~~Schools of Opportunity~~ are those schools that have a Level III

Achievement Level and either an Exceeds Meets Expectations or

Exceeds Expectations or Does Not Meet Progress Level

5. ~~Schools of Challenge~~ are those schools that have a Level III  
Achievement Level and a Does Not Meet Expectations Level

**Levels of Progress Indicators**

Each high school will receive a Level of Progress rating based on its performance in

rating; and PSAE progress rating.

Each high school will receive a Level of Progress rating of **Exceeds, Meets or Does**

3. **PSAE Progress-Rating School Growth Index**

~~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 standards is **6 % or more** shall be assigned a rating of **Exceeds Expectations**. Additionally, any school in which the percentage of students meeting or exceeding state standards on the most recently administered PSAE is 90% or more will be assigned a rating of **Exceeds 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.**

**PSAE School Growth Index** compares the growth in the percent of students meeting or exceeding state standards on the PSAE to the ~~citywide growth. PSAE School Growth is the school's growth (meet~~

4 High Student Achievement and Establishing a School's Progress

Level

If the percent of students at a school meeting or exceeding state standards on the most recently administered DSAT is 80% or above, the

school's dropout rate is less than 5 percent, the school's rating on the



4. Schools of Opportunity are those schools that have a Level III Achievement Level and either an Exceeds, Meets or Does Not Meet Progress Level.

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

There are several ways to reward and support schools that have achieved high accountability ratings. These include:

schools that have promoted progress in student achievement and for diagnosing specific weaknesses in schools and providing remedial measures to address these deficient

a. ~~at least 25% of student read at or above national norms for reading~~

~~at least 25% of students meet or~~

~~met standards on the ISAT for a given school year.~~

b. ~~the school's progress rating is at least a **meets expectations**; and~~

c. ~~consideration of progress in the areas of attendance, student~~

general remedial steps that may be taken to improve school performance are set forth below.

**A. Schools of Challenge That Require Remediation**

The Chief Executive Officer shall rate a school as a School of Challenge based on the following:

**1. Elementary Schools**

Schools that have a Level IV Achievement Level, but have made academic progress by:

- a. Increasing the percent of students scoring at or above the national norm on the ITBS reading by a total of at least 10 percentage points over the last two years with positive improvement in each year, or
- b. Increasing the percent of students meeting or exceeding state standards on the ISAT composite by a total of at least 10 percentage points over the last two years with positive improvement in each year, or
- c. Increasing in any combination the percent of students scoring at or above the national norm on the ITRS reading and the percent

of students meeting or exceeding state standards on the ISAT

composite by a total of 10 percentage points in the last year with positive improvement on each test.

**2. High Schools**

Schools that have a Level IV Achievement Level, but have made academic progress by either

- a. Increasing the percent of students meeting or exceeding state standards on the PSAT by a total of at least 10 percentage

*In creating a remediation plan, the CEO or designee shall give*

*plan including the school budget address the educational*

*schools. The CEO or designee shall forward the final plan, including the school budget, to the Board for approval.*

~~REMOVAL FROM GENERAL STATUS AND ASSISTANCE~~

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**4 Removal From School of Challenge Remedial Status**

Schools of Challenge that reach a Level III Achievement Level shall become Schools of Opportunity and leave the remediation plan that they have been

~~to~~

Approved for Consideration:

*Barbara J. Eason-Watkins*

~~Barbara J. Eason-Watkins~~

Approved:

*John Maiorca*

Chief Education Officer

Chief Executive Officer

Noted:

*John Maiorca*  
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Chief Finance Officer

Approved as to legal form:

*Ruth M. Moscovitch*  
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General Counsel (JAW)