

AMEND BOARD REPORT 02-032780
AMEND BOARD REPORT 01-0822-001
POLICY ON SCHOOL INTERVENTION

LOWING:

FILE THE EXECUTIVE CHAIRMAN COMMUNITY FILE

of the Academic Accountability Council and the factors causing the failure of the school to perform adequately. The Board shall follow the procedures listed below in conducting the public hearing:

1. Notice

a. The Board shall provide written notice of the public hearing to the administrators, and faculty no later than seven (7) days prior to the scheduled hearing date.

school's principal, administrator

b. The Board shall provide written notice of the public hearing to the members of the school's Local School Council no later than seven (7) days prior to the scheduled hearing date.

The Board shall post a notice of the date, time and location of the public

determine the length of presentations so that all parties have an opportunity to provide information.

3 Factors Relevant to the Determination of Intervention

ability Council that a... In considering the recommendation of the Academic Area Int... the factors for... shall be subject to intervention, the hearing officer shall consider

These factors shall include the following:

- a. The inability of the school to improve its performance by:
 - (1) Drafting an appropriate new school improvement plan
 - (2) Adopting a new school improvement plan
 - (3) Effectively implementing the new school improvement plan
- b. Meeting disputes or other obstacles to reform
- c. Less than 20% of students are at or above national norms in reading.
- d. High school drop-out and graduation rates are significantly poorer than system-wide averages.

The hearing officer may also consider the existence of the following

additional factors.

- (1) Student scores on the Illinois Student Achievement Test ("ISAT") or an equivalent test assessing student learning used by the State Board of Education that are significantly below state-wide and national norms.
- (2) Student truancy rates that are significantly above system-wide averages.

C Findings of Fact

Interested parties shall prepare written responses to the findings of fact and submit them to the Board no later than 48 hours following the close of the public hearing. The Board shall determine, after the public hearing and the submission of the hearing responses, whether to accept the Academic Accountability Council's recommendation that a school be placed under intervention. If the Board determines that a school should be placed under intervention, the Board shall cause a performance evaluation to be conducted for each employee at the school. The intervention process includes the following:

Interested parties shall have 48 hours following the close of the public hearing to submit written statements to the Board to supplement the hearing record. Submissions made on a weekend or during a school holiday shall be submitted to the Board by the next business day following the close of the public hearing to supplement the record.

II. THE INTERVENTION PROCESS

The Board shall determine, after the public hearing and the submission of the hearing responses, whether to accept the Academic Accountability Council's recommendation that a school be placed under intervention. If the Board determines that a school should be placed under intervention, the Board shall cause a performance evaluation to be conducted for each employee at the school. The intervention process includes the following:

Intervention shall follow a three-year implementation plan that proceeds as follows:

First Year of Intervention: During the first year of intervention, the intervention team shall assign instructional specialists in the core subject areas assigned to a school shall accomplish the following:

- (1) assess, with the assistance of the interim principal and teachers at the school, the causes of the school's academic failure; and
- (2) create, with the assistance of the interim principal and teachers at the school, an educational improvement plan for Board approval that addresses and remedies the assessed causes of the school's history of academic failure.

The Board-approved educational improvement plan shall be implemented. Faculty and staff at intervention schools shall receive extensive on-going training and professional development as part of the implementation of the educational improvement plan.

Second Year of Intervention: The Board-approved educational improvement plan shall continue to be implemented. Faculty and staff at intervention schools shall receive extensive on-going training and professional development as needed to ensure that the school's educational progress will be maintained after the school leaves intervention.

Third Year of Intervention: Implementation of the school's Board-approved educational improvement plan shall continue. Faculty and staff at intervention schools shall receive extensive on-going training and professional development as needed to ensure that the school's educational progress will be maintained after the school leaves intervention.

B. The School-Based Intervention Teams

The intervention team shall be composed of instructional specialists in the core subject areas assigned to a school. The intervention team shall also include the interim principal and a representative of the community. The Board shall have the authority to remove a school from intervention if a third intervention year is unnecessary. The Board shall have the authority to remove a school from intervention if the school's progress indicates that a third intervention year is unnecessary.

information and records concerning the probation process to the intervention team members.

Duties of the Intervention Teams

Office of High School Development: the Intervention

Working under the direction of the

team's duties shall include

semester of the first year of intervention, to engage in an

1. During the first semester

educational deficiencies. At the end of the first semester

2. During the first semester of the first year of intervention, write an improvement plan that addresses the school's specifically assessed deficiencies. The plan shall be submitted to the Board for approval no later than

at least one

3. Model effective instructional techniques. Each of the instructional specialists shall be scheduled to teach

improvement plan. Immediate changes as needed;

4. ASSIST in providing staff training and professional development as needed in order to improve instructional practices and instructional materials.

5. ASSIST the school in creating a new identity with a new school mission.

6. Evaluate the role of the Local School Council in implementing intervention at the school. This assessment shall consider the Local School Council's role at the school, including its ability and willingness to collaborate with the intervention team and the interim principal in correcting the school's deficiencies.

Nothing herein shall preclude the deployment of additional persons to assist the intervention teams in their work.

Schools Subjected to Intervention

The Role of the Interim Principal At

intervention process. The interim principal's duties shall include:

The interim principal plays a pivotal role in the

1. The interim principal shall have the sole responsibility for evaluating the existing staff at the school for each year the school is subjected to intervention.

2. The interim principal shall appoint at least one teacher to serve as the faculty representative to the school's intervention team.

3. The interim principal shall be a member of the school's intervention team and shall, using any assistance it needs in assessing the causes of the school's chronic academic failure and in formulating an educational improvement plan for the school.

4. The interim principal shall make monthly reports to the local school council on the progress of intervention at the school.

5. The interim principal shall be responsible for recruiting teachers to meet the

faculty staffing needs of the school as those needs have been identified in the school's educational improvement plan.

The interim principal shall have primary responsibility for the day-to-day administration of the school.

6.

At the end of each school year when a school is subjected to intervention, the Board shall review the performance of the interim principal. Those principals who have demonstrated exemplary performance in profoundly successful implementation of intervention at a school shall be offered the opportunity to continue in their position for the

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next school year during which the school is subjected to intervention. Interim principals who are retained for the next school year shall be rewarded for their exemplary work with performance bonuses determined by the Board. Interim principals whose performance, performance bonuses determined by the Board, have not promoted the successful implementation of as determined by the Board, have not promoted the successful implementation of intervention shall be compensated by the Chief Education Officer. Intervention will be recognized and

E. The External Partner

selected for each school subject to be evaluated for each school subjected to intervention. The external partner pays

III. REMOVAL FROM INTERVENTION

Schools that make significant educational improvement while on intervention shall be determined by weighing a variety of factors that include both objective data and qualitative reports on educational environment at an intervention school. Assessment and evaluation of a school's educational improvement shall be done on a case-by-case basis in order to account for the unique obstacles to student achievement at that school. The factors used to determine if a school has achieved the educational improvement shall include, but not be limited to, the following:

A. Factors Used to Determine Significant Educational Improvement

1. a substantial number of the students progress from one quarter to another in reading as measured by a designated district-wide end-of-year test of academic progress;
2. a substantial number of the students achieve a greater rate of progress in reading as measured by a designated district-wide end-of-year test of academic progress;
3. the graduation rate increases in comparison to the previous school year;
4. a decrease in the student dropout rate in comparison to the previous school year;
5. a decrease in both the number of students receiving one or more failing grade and the total number of failing grades assigned during the current school year in comparison to the previous school year;
6. a decrease in the number of student misconduct reports in comparison to the previous school year;
7. evidence that lesson plans are regularly collected and monitored;
8. evidence that professional and staff development programs mandated in the school's educational improvement plan for the purpose of improving classroom practices have been successfully implemented;
9. evidence that faculty receive effective and timely professional assessment and

and may pertain to the performance of the individual. Within four weeks after receiving the
copy, OUSD shall present to the Board written findings and a written recommendation on whether
the individual should be removed from intervention.

Intervention Schools

Monitoring of Former

on the performance of a former intervention school until it meets the
r removal from probation set forth in Board Report 99-0825-PO2.
removal from intervention status for two consecutive
intervention status, or subjected to other remedial

The Board shall monitor
performance criteria for
during the year immediately prior to re
years, the school may be returned to i

on schools will satisfy the criteria for removal from probation within three
leave intervention. If absent extenuating circumstances, a former
intervention school that is removed from
intervention status, or subjected to other

former interven
years after they l
intervention status the school may be returned to intervention if s
remedial measures authorized by the School Code, including closu

V IV. NEW LOCAL SCHOOL COUNCIL ELECTIONS

intervention team, that

If the Board determines, based on the evaluation conducted by a school's in

the local school council on the basis of the school improvement plan and school

and/or to intervention, then the Board, new local school council, or the

school council election. These elections shall be scheduled in a manner to ensure that the

newly elected local school council shall be prepared to carry out its responsibilities of the

beginning of the next school year.

V IV EMPLOYEE INCENTIVES

Each year during which a school is subject to intervention, 5% of the supplemental general State
aid funds distributed to the school shall be used for employee incentives. The Board, at its

discretion, may use these funds to provide financial incentives to outstanding teachers, administrators, faculty, and other staff members at an intervention school for
distribution of the funds shall be developed under the direction of
outstanding work. A plan for d
incentives

Based on selection criteria established by the Chief Education Officer, the Board will provide
financial incentives to attract and/or retain outstanding teachers to work in intervention schools.

include a line for best practices teachers who will receive an incentive
they work at intervention schools. In addition to their teaching
responsibilities, these best practices teachers will work to develop and implement professional
development activities, training for the use of innovative and effective teaching methods in
intervention school classrooms.

These incentives may
salaries during the time

INTERVENTION PROCESS

FROM THE INTE

schools which leave intervention continue the academic progress begun during the
process, the Board shall closely monitor the performance of these schools and
further needed support for a reasonable time that will be determined on a case

To insure that sch
intervention proce
provide them with

by case basis.

VIII Board Report on the Results of Intervention

of evaluating the results of school interventions and shall make
the implementation of special programs for dealing with
basis. The report shall be submitted to the State

The Board shall prepare a report
recommendations concerning
underperforming schools on an on-going