

**ADOPT A SCHOOL PERFORMANCE, REMEDIATION AND PROBATION POLICY
FOR THE 2013-2014 SCHOOL YEAR**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Chicago Board of Education adopt a School Performance, Remediation and Probation Policy for the 2013-2014 School Year.

POLICY TEXT:

I. Purpose and Goals

the 2013-2014 school year based on assessments administered in Spring 2013 and other performance data from prior school years. A school's accountability status from the 2012-2013 school year shall

Achievement Level 1: Shall mean the rating for:

- an elementary school that obtains a total performance score of thirty (30) or above or with at least 71% of the available performance points; or
- a high school that obtains a total performance score of twenty-eight (28) or above or with at least 66.7% of the available performance points.

Achievement Level 2: Shall mean the rating for:

- an elementary school that obtains a total performance score of twenty-one (21) to twenty-nine (29) or with 50%-70.9% of the available performance points; or
- a high school that obtains a total performance score of eighteen and two-thirds (18.67) to twenty-seven and two-thirds (27.67) or with 44%-66.6% of the available performance points.

Achievement Level 3: Shall mean the rating for:

- an elementary school that obtains a total performance score of twenty (20) or below or with less than

50% of the available performance points; or

- a high school that obtains a total performance score of eighteen and one-third (18.33) or below or with less than 44% of the available performance points.

Value-Added: Shall mean the metric that assesses school effects on students' academic growth, controlling for student characteristics (including, but not limited to, student mobility rates, poverty rates, racial/ethnic status, and bilingual education status), grade level, and prior performance through a

APR 2013

year completion of an AP class

V. ACCOUNTABILITY INDICATORS, STANDARDS AND SCORING

A. Elementary School Indicators, Standards and Scoring

An elementary school may receive a total performance rating score ranging from zero (0) to forty (42). For the 2013-2014 school year, the current status, trend and growth indicators and standards that determine

an elementary school's performance score shall be as follows:

1. ISAT Mathematics – 6 possible points

Current Status – An elementary school shall be evaluated on the percentage of students

No Improvement = 0 points
Improvement of at least 0.1 but under 2.0 percentage points = 1 point

Improvement of at least 3.0 but under 6.0 percentage points = 2 points
Improvement of at least 6.0 percentage points = 3 points

0.1-2.0% improvement = 1 point, 2.1-3.0% improvement = 2 points, 3.1-6.0% improvement = 3 points, 6.1%+ improvement = 3 points

ISAT reading assessment automatically earn 3 points regardless of improvement.

No Improvement	=	0 points
Improvement of at least 0.1 but under 3.0 percentage points	=	1 point
Improvement of at least 3.0 but under 6.0 percentage points	=	2 points
Improvement of at least 6.0 percentage points	=	3 points

- Schools with 76.1% or greater of students in all grades exceeding state standards on the 2013

ISAT Composite automatically earn 2 points regardless of improvement

ISAT Composite Highest Grade Students 6 possible points

- For schools with a 2012-2013 attendance rate of 0%-94.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5 percentage points	=	1 point
Improvement of at least 0.5 but under 1.0 percentage points	=	2 points
Improvement of at least 1.0 percentage points	=	3 points
- Schools with a 2012-2013 attendance rate of 95% or greater earn 3 points regardless of improvement.

7. Value-Added – ISAT Reading – 3 possible points

Value-Added Score – Elementary school shall be evaluated on its Value Added score for ISAT

reading and shall receive points towards its overall performance score as follows:

Value-Added Score – Elementary school shall be evaluated on its Value Added score for ISAT

Freshmen with 2012-2013 one-year drop-out rate of less than 0.5% are scored as

follows:

No reduction	=	0 points
Reduction of at least 0.1 but under 1.0 percentage points	=	1 point
Reduction of at least 1.0 but under 3.0 percentage points	=	2 points
Reduction of at least 3.0 percentage points	=	3 points

- Schools with a 2012-2013 one-year drop-out rate of 0.5% or less automatically earn 3 points regardless of improvement

2. **Freshmen On-Track – 6 possible points**

Current Status: A high school shall be evaluated on its Freshmen On Track rate averaged from

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Improvement of at least 0.1 but under 0.5

= 1 point

Improvement of at least 0.5 but under 1.0

= 2 points

Improvement of at least 1.0

= 3 points

mathematics assessment, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 2.5 percentage points	=	1/3 point
Improvement of at least 2.5 but under 5.0 percentage points	=	2/3 point
Improvement of at least 5.0 percentage points	=	1 point

- Schools with 90% or greater of students meeting or exceeding state standards on the 2013 PSAE mathematics assessment automatically earn 1 point regardless of improvement.

6 PSAE Science Score— 2 possible points

Current Status: A high school shall be evaluated on the percentage of students meeting or exceeding state standards on the 2013 PSAE science assessment.

- For schools with a 2012-2013 attendance rate of 0%-94.9%, points are earned as follows:

No Improvement	=	0 points
Improvement of at least 0.1 but under 0.5 percentage points	=	1 point
Improvement of at least 0.5 but under 1.0 percentage points	=	2 points
Improvement of at least 1.0 percentage points	=	3 points
- Schools with a 2012-2013 attendance rate of 95% or greater earn 3 points regardless of improvement.

Trend – A high school shall be evaluated on improvement in the percentage of its students enrolled in at least one AP, IB, or Early College class. Improvement trend is determined by comparing the 2012-2013 enrollment percentage with the average percentage of the three previous years. If the school does not

Schools with an EPAS Reading Gains score at or above the 15th district-wide percentile, but below the 50th district-wide percentile = 1 point

Schools with an EPAS Reading Gains score below the 15th district-wide percentile = 0 points

11. Students Making Expected EPAS Mathematics Gains – 3 possible points

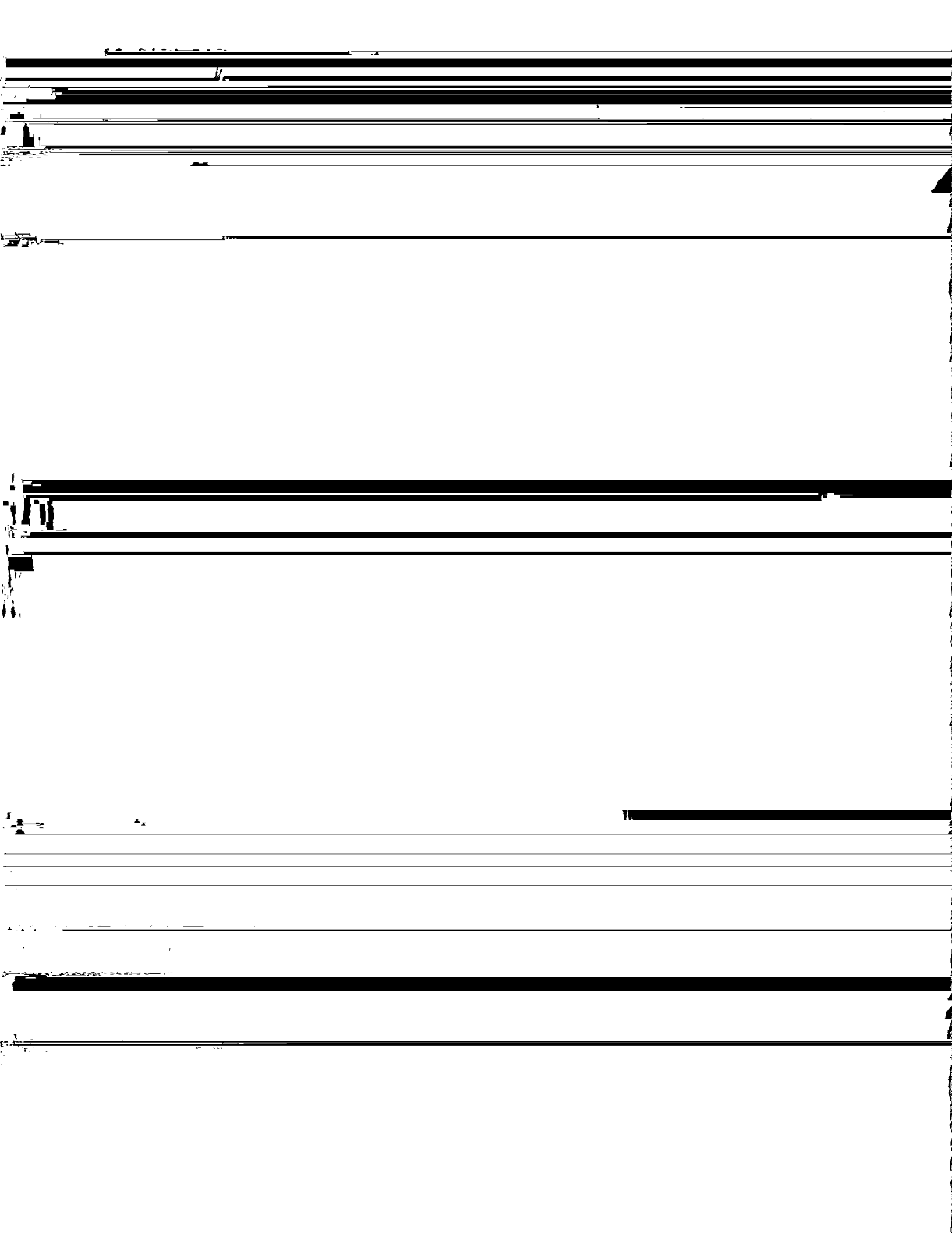
Current Status - A high school shall be evaluated on the percentage of its students making expected

gains in mathematics from one year to the next on the EPAS assessment series as follows:

Schools with an EPAS Mathematics Gains score at or above the 85th district-wide percentile = 3 points

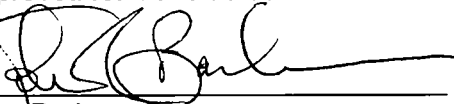
district-wide percentile, but below the 85th district-wide percentile = 2 points

Schools with an EPAS Mathematics Gains score at or above the 15th district-wide percentile, but below the 50th district-wide percentile = 1 point



LEGAL REFERENCES: 105 ILCS 5/34-8.3; 105 ILCS 5/34-8.4; 105 ILCS 5/24A-5.

Approved for Consideration:




John Barker
Chief Accountability Officer

Respectfully Submitted:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to Legal Form:



General Counsel