

January 25, 2023

ADOPT NEW OPTIONS SCHOOL ACCOUNTABILITY POLICY

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board Adopt New Options School Accountability Policy effective for the 2022-2023 school year as options schools are currently not addressed under current policies. This policy addresses that gap. The policy was posted for public comment from October 17, 2022 to November 17, 2022.

PURPOSE: This policy yfor district-authorized and district-managed options schools as the District works to redesign its accountability system for the 2024-2025 school year.

Each district-authorized charter options school will be assigned an accountability designation beginning with the 2022-2023 school year based on school performance data gathered during the prior school year. Each options school will be denoted as "Inability to Rate" for the 2022-2023 school year. This policy will be used to assign school accountability statuses to district-managed options schools for school year 2023-2024. The accountability designation/status for each options school from the prior school year will remain in cep d M Â '.

STANDARDS:

be an accountability designation based on a summative score as

re score of 3.0 or above will be deemed to have met or be making student academic achievement standards in accordance with Section hool Code.

score of 2.9 or below are subject to contract revocation or non-renewal e reasonable progress toward student academic achievement in A-9(c)(2) of the Illinois School Code and will be placed on the Intensive

If a charter options school seeks to renew its contract, the CEO will make recommendations concerning

Summative Score	Accountability Status
3.0-4.0	Good Standing
2.0-2.9	Remediation/Provisional Support
< 2.0	Probation/Intensive Support

SCHOOLS PLACED ON REMEDIATION

Any school that receives a remediation status as described above shall participate in a remedial program in which a remediation plan is developed by the CEO and/or the CEO's designees. A Remediation Plan may include one or more of the following components:

1. Drafting a new school improvement plan (currently known as the Continuous Improvement Work Plan, or CIWP);
2. Additional training for the local school council (if applicable);
3. Directing the implementation of the school improvement plan; and

Except when otherwise specified by the CEO, the Chief of Schools for the school's network and the Chief of Schools' designees shall serve as the probation team that will identify the educational and operational deficiencies at probation schools in their network to be addressed in the school improvement plan and budget presented to the Board for approval.

Monitoring:

The CEO or designee shall monitor each probation school's implementation of the final plan and the progress the school makes toward implementation of the plan and the correction of its educational deficiencies.

Additional Corrective Measures:

Schools placed on probation that, after at least one year, fail to make adequate progress in correcting deficiencies are subject to the following actions by the approval of the Board, after an opportunity for a hearing:

1. Ordering new local school council elections;
2. Removing and replacing the principal;
3. Replacement of faculty members, subject to the provisions of

Average Student Growth Percentile on STAR Assessment

Definition	Average fall-to-spring, fall-to-winter, or winter-to-spring growth percentile of students on the STAR reading and math assessments.
How it is calculated	For each school, an average student growth percentile will be calculated from available individual growth percentiles from fall-to-spring, fall-to-winter, or winter-to-spring windows.
Included Students	Yearly, students are counted once per subject. For example, if a student has fall-to-spring growth, the student's fall-to-winter and winter-to-spring percentiles are not used.

Percent of Students Making Growth Targets on STAR Reading and Math

Definition	Percentage of students with a growth percentile of 40 or higher on the STAR reading and math assessments.
How it is calculated	Numerator: Number of students with a growth percentile of 40 or higher on the STAR assessment. Denominator: Number of students with valid pretest and posttest scores on the STAR assessment.
Included Students	Yearly, students are counted once per subject. For example, if a student has fall-to-spring growth, the student's fall-to-winter and Winter-to-Spring percentiles are not used.
Notes	This indicator is calculated separately for reading and math.

1-Year Graduation Rate

Definition	Percent of graduation-eligible students who graduate by the end of the school year.
How it is calculated	Numerator: Number of students who graduate at any point during the school year Denominator: Number of students who, at the beginning of the school year or at the time of enrollment, have sufficient credits such that they could graduate by the end of the school year if they took a full course load.
Student Population	Included: graduation-eligible students; students who graduated, including summer graduates. Excluded: Verified transfers are excluded from the calculation.
Notes	The definition of "full course load" will be individualized per the program model. Transcripts must be updated in SIM by a date to be communicated by the Office of Accountability for students to be considered as graduates.

Included Students	Students who have not been enrolled long enough to earn credits are excluded.
Notes	The total credits possible are individualized per the program model. Final grades must be entered within 30 days after the last CPS student attendance day to be included in the calculation. Grade changes submitted past this deadline will not be included in the credit attainment rate. Missing grades or grades entered as slashes will be defaulted to course failures (Fs). Credits earned during the summer are not included in the calculation of this metric.

Stabilization Rate

Definition	Percent of stable students who are enrolled at the end of the school year, completed the program, or successfully transitioned to another CPS school.
How it is calculated	Numerator: Number of stable students who enrolled at any time during the year and are enrolled at the end of the year, complete the program, exit the system due to age requirements, or successfully transition to another CPS school. Denominator: Number of stable students enrolled at any time during the year, excluding students with a non-dropout leave code or a verified out-of-district transfer.
Included Students	Stable refers to students who have accumulated at least 45 membership days. Unverified out-of-district transfers whose transfer took place in the last 150 calendar days of the school year are not counted as dropouts in this rate.

Growth in Attendance Rate

Definition Percent of stable students who show an improvement of yf

For Simpson HS, this comparison is only made if the student was at Simpson in both the prior year and current year.

IV. OPTION SCHOOL PERFORMANCE INDICATORS

The indicators and standards and related points that determine an options school's summative rating are as follows:

Options School Performance Indicator	5 points	4 points	3 points	2 points	1 point
1. Average Growth Percentile on STAR Reading Assessment	60th percentile or higher	Between 50th and 59th percentile	Between 40th and 49th percentile	Between 30th and 39th percentile	Below 30th percentile
2. Average Growth Percentile on STAR Math Assessment	60th percentile or higher	Between 50th and 59th percentile	Between 40th and 49th percentile	Between 30th and 39th percentile	Below 30th percentile
3. Percentage of Students Making Growth Targets on STAR Reading Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
4. Percentage of Students Making Growth Targets on STAR Math Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
5. One-Year Graduation Rate	Greater than or equal to	89.9%	70% and 79.9%	69.9%	60%
6. Credit Attainment Rate	Greater than or 70%	Between 60% and 69.9%	Between 50% and 59.9%	Between 40% and 49.9%	Less than 40%

8. Average Daily Attendance Rate

Greater than or equal to 90%

Between


For each of the above indicators that is based on STAR, a school must meet minimum participation requirements to receive the full points. A minimum participation requirement is established to ensure that all students have an equal opportunity to participate in the instruction and assessment process. The points received for each indicator will be adjusted as follows based on participation rates, with a school receiving no less than one point for each indicator:

STAR Participation Rate	Point Adjustment
Greater than or equal to 90%	No adjustment
Greater than or equal to 85% but less than 90%	-1 point
Greater than or equal to 80% but less than 85%	-2 points
Greater than or equal to 75% but less than 80%	-3 points

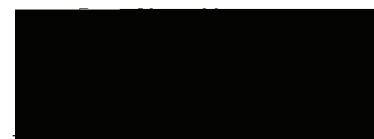
4. Percent Making Growth Targets on STAR Math Assessment	0%	10%
5. One-Year Graduation Rate	20%	10%
6. Credit Attainment Rate	10%	5%
7. Stabilization Rate	10%	5%
8. Average Daily Attendance Rate	20%	10%
9. Growth in Attendance Rate	0%	5%
10. Early College and Career Credentials	10%	5%
11. College Enrollment Rate	10%	5%

12. Percentage of Graduates Completing a Concrete

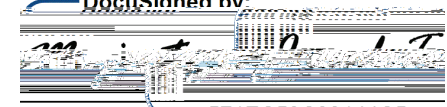
Approved for Consideration:

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