

# 2013-2014 CPS Performance Policy

## Overview

# What is the Performance Policy?

The Performance Policy is the district's **school accountability** policy.

The 2013-2014 Performance Policy will be used to determine each school's **accountability status** for the 2013-2014 school year based on 2012-2013 and historical performance data.

The Performance Policy is based on a point system. Schools earn points for their performance and progress on a variety of student outcome measures including:

- Performance and trends on standardized tests
- Individual student growth from year-to-year on standardized tests
- Attendance rate
- Dropout rate (high schools)
- On-Track rate (high schools)
- Enrollment and success in AP, IB, and dual enrollment courses

# How is this policy used by CPS?

If a school does not meet district standards under the Performance Policy, it may be placed on probation.

CPS is authorized under the Illinois School Code (Article 34, Section 8.3) to place schools on probation if they do not meet the district's academic performance standards.

- When a school is placed on probation, it must develop a school improvement plan (also known as Continuous Improvement Work Plan, or CIWP) and a budget designed to correct academic deficiencies. These must be approved by the Board.
- If a school fails to make adequate progress after being placed on probation, the Board may enact additional measures, including: ordering of new Local School Council (LSC) elections, removal of principal, turnaround, or closing of the school.

**All schools** with sufficient data receive a rating. Alternative schools, special education schools and charter schools do not receive a probation status. **Charter school** accountability is determined by the accountability plan in the charter's agreement with the Board. Several current charter agreements and all future agreements will hold charters accountable to the Performance Policy standards.

# Changes from 2012-2013 Policy

- **Change in benchmarks for ISAT:**
  - Due to changes in the performance level cut-points on the ISAT, the “Current Status” benchmarks on the Performance Policy have been reset to be equivalent to the old benchmarks in difficulty, but using the new ISAT cut-points. This affects the ISAT reading, math, and composite benchmarks, but not science.
  - In addition, each school’s 2010 through 2012 ISAT scores have been re-calculated using the new cut-points to establish baseline scores for use in the “Trend” metrics.
  
- **Inclusion of dual enrollment and dual credit in AP/IB metric**
  - Schools will now receive credit in the “Enrollment” metric for students who were enrolled in at least one AP, IB, or dual enrollment course. Dual enrollment courses are courses in which students are concurrently enrolled with the City Colleges or other institution of higher education and for which the student is eligible to receive credit for both institutions upon successful completion of the course.
  - Schools will now receive credit in the “Success” metric for students who receive a 3+ on an AP exam, a 4+ on an IB exam, or a C or better in a dual enrollment course.

# Elementary School Metrics

Elementary schools are evaluated on their performance on the following metrics:

1. % meeting/exceeding standards on ISAT Reading
2. % meeting/exceeding standards on ISAT Mathematics
3. % meeting/exceeding standards on ISAT Science
4. % exceeding standards on ISAT Composite
5. % exceeding standards on ISAT Composite at the school's highest grade level
6. Attendance rate
7. Value-Added reading
8. Value-Added mathematics

# Elementary School Metrics

For the first 6 metrics, schools earn points for both “Current Status” and “Trend”.

1. % meeting/exceeding standards on ISAT Reading
2. % meeting/exceeding standards on ISAT Mathematics
3. % meeting/exceeding standards on ISAT Science
4. % exceeding standards on ISAT Composite
5. % exceeding standards on ISAT Composite at the school’s highest grade level
6. Attendance rate

**Current Status** is the average score over the last 2 years.

**Trend** is the difference between the school’s most recent score and the school’s average score over the three previous years.

Value-added measures the school's impact on student academic growth on the ISAT from one year to the next.

7. Value-Added reading
8. Value-Added mathematics

*For more information on the value-added metric, go to:*

<http://cps.edu/Pages/valueadded.aspx>

The following slide (slide 8) has a full list of elementary school metrics and how they are used to assign points for the Performance Policy.

# 2012-2013 Elementary School Performance Policy Legend

Assigning Current Status Points		
Metrics	If current status score is...	...school receives
ISAT Reading Meets/Exceeds	Less than 24.8%	0 points
	24.8% to 43.3%	1 point
	43.4% to 56.8%	2 points
	56.9% or more	3 points
ISAT Mathematics Meets/Exceeds	Less than 18.4%	0 points
	18.4% to 32.4%	1 point
	32.5% to 45.3%	2 points
	45.4% or more	3 points
ISAT Science Meets/Exceeds	Less than 50.0%	0 points
	50.0% to 69.9%	1 point
	70.0% to 79.9%	2 points
	80.0% or more	3 points
ISAT Composite Exceeds	Less than 1.6%	0 points
	1.6% to 6.4%	1 point
	6.5% to 12.4%	2 points
	12.5% or more	3 points
ISAT Composite Exceeds Highest Grade Level	Less than 1.6%	0 points
	1.6% to 6.4%	1 point
	6.5% to 12.4%	2 points
	12.5% or more	3 points
Attendance	Less than 90.0%	0 points
	90.0% to 92.9%	1 point
	93.0% to 94.9%	2 points
	95.0% or more	3 points

Assigning Trend Points		
Metrics	If trend score is...	...school receives
ISAT Reading Meets/Exceeds (Ceiling = 74.2%)	Less than 0.1	0 points
	0.1 to 2.9	1 point
	3.0 to 5.9	2 points
	6.0 or more	3 points
ISAT Mathematics Meets/Exceeds (Ceiling = 64.2%)	Less than 0.1	0 points
	0.1 to 2.9	1 point
	3.0 to 5.9	2 points
	6.0 or more	3 points
ISAT Science Meets/Exceeds (Ceiling = 90%)	Less than 0.1	0 points
	0.1 to 2.9	1 point
	3.0 to 5.9	2 points
	6.0 or more	3 points
ISAT Composite Exceeds (Ceiling = 76.1%)	Less than 0.1	0 points
	0.1 to 2.9	1 point
	3.0 to 5.9	2 points
	6.0 or more	3 points
ISAT Composite Exceeds Highest Grade Level (Ceiling = (76.1%))	Less than 0.1	0 points
	0.1 to 2.9	1 point
	3.0 to 5.9	2 points
	6.0 or more	3 points
Attendance (Ceiling = 95%)	Less than 0.1	0 points
	0.1 to 0.4	1 point
	0.5 to 0.9	2 points
	1.0 or more	3 points

Assigning Growth Points		
Metrics	If growth score is....	...school receives
Value-Added Reading	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points
Value-Added Mathematics	Less than -1.0	0 points
	-1.0 to -0.1	1 point
	0.0 to 0.9	2 points
	1.0 or more	3 points

Assigning Levels	
...or if % of points is...	...school is at
71.0% or more	Level 1
50.0% to 70.9%	Level 2
Less than 50.0%	Level 3



High schools are evaluated on their performance on the following metrics:

1. Average ACT
2. One Year Drop-Out Rate
3. Freshmen On-Track Rate
4. % meeting/exceeding standards on PSAE reading
5. % meeting/exceeding standards on PSAE math
6. % meeting/exceeding standards on PSAE science
7. Attendance Rate
8. Early College Enrollment
9. Early College Success
10. EPAS Gains reading
11. EPAS Gains mathematics

For the first 7 metrics, schools earn points for both “Current Status” and “Trend”:

1. Average ACT
2. One Year Drop-Out Rate
3. Freshmen On-Track Rate
4. % meeting/exceeding standards on PSAE reading
5. % meeting/exceeding standards on PSAE math
6. % meeting/exceeding standards on PSAE science
7. Attendance Rate

**Current Status** is the average score over the last 2 years.

**Trend** is the difference between the school’s most recent score and the school’s average score over the three previous years.

For the Early College (AP/IB/Dual Enrollment) metrics, schools will only earn points for Trend:

8. Early College Enrollment
9. Early College Success

**Trend** is the difference between the school's most recent score and the school's average score over the three previous years.

The EPAS Gains metrics are based on student performance on the EPAS Assessment Series (EXPLORE, PLAN, ACT). They determine whether a student makes expected gains from one test to another based on the national average growth for students with the same pretest score.

10. EPAS Gains reading
11. EPAS Gains mathematics

*Note: While the EPAS Gains score represents the percentage of students making expected gains, the score used in the Performance Policy is the percentile rank of the school within the District.*

The following slide (slide 13) has a full list of high school metrics and how they are used to assign points for the Performance Policy.

# 2013-2014 High School Performance Policy Legend

Assigning Current Status Points		
Metrics	If current status score is...	...school receives
Average ACT	Less than 16.0	0 points
	16.0 to 17.9	1 point
	18.0 to 19.9	2 points
	20.0 or more	3 points
One Year Drop Out	More than 10.0%	0 points
	6.1% to 10.0%	1 point
	2.1% to 6.0%	2 points
	2.0% or less	3 points
Freshman On Track	Less than 45.0%	0 points
	45.0% to 59.9%	1 point
	60.0% to 79.9%	2 points
	80.0% or more	3 points
Attendance	Less than 85.0%	0 points
	85.0% to 89.9%	1 point
	90.0% to 94.9%	2 points
	95.0% or more	3 points
PSAE Reading Meets/Exceeds	Less than 30.0%	0 points
	30.0% to 49.9%	1/3 point
	50.0% to 69.9%	2/3 point
	70.0% or more	1 point
PSAE Mathematics Meets/Exceeds	Less than 30.0%	0 points
	30.0% to 49.9%	1/3 point
	50.0% to 69.9%	2/3 point
	70.0% or more	1 point
PSAE Science Meets/Exceeds	Less than 30.0%	0 points
	30.0% to 49.9%	1/3 point
	50.0% to 69.9%	2/3 point
	70.0% or more	1 point
Early College Enrollment (AP/IB/Dual Enrollment)	No Current Status Points Assigned	
Early College Success (AP/IB/Dual Enrollment)	No Current Status Points Assigned	

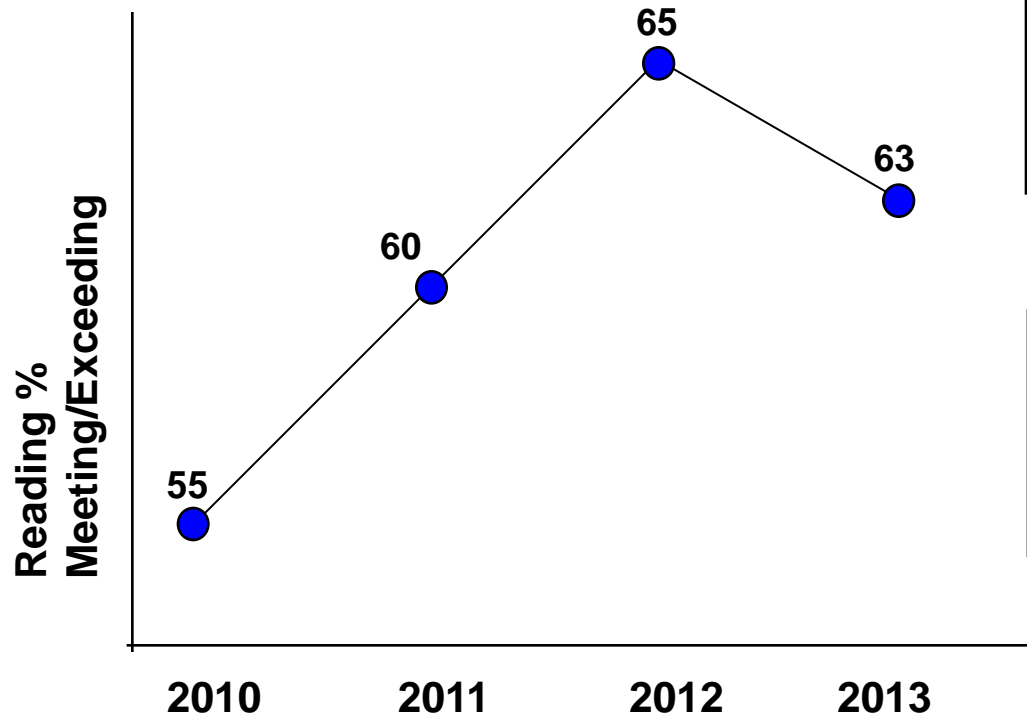
Assigning Trend Points		
Metrics	If trend score is...	...school receives
Average ACT (Ceiling = 23)	Less than 0.1	0 points
	0.1 to 0.4	1 point
	0.5 to 0.9	2 points
	1.0 or more	3 points
One Year Drop Out (Ceiling = 0.5%)	Less than -0.1	0 points
	-0.1 to -0.9	1 point
	-1.0 to -2.9	2 points
	-3.0 or more	3 points
Freshman On Track (Ceiling = 90%)	Less than 0.1	0 points
	0.1 to 2.4	1 point
	2.5 to 4.9	2 points
	5.0 or more	3 points
Attendance (Ceiling = 95%)	Less than 0.1	0 points
	0.1 to 0.4	1 point
	0.5 to 0.9	2 points
	1.0 or more	3 points
PSAE Reading Meets/Exceeds (Ceiling = 90%)	Less than 0.1	0 points
	0.1 to 2.4	1/3 point
	2.5 to 4.9	2/3 point
	5.0 or more	1 point
PSAE Mathematics Meets/Exceeds (Ceiling = 90%)	Less than 0.1	0 points
	0.1 to 2.4	1/3 point
	2.5 to 4.9	2/3 point
	5.0 or more	1 point
PSAE Science Meets/Exceeds (Ceiling = 90%)	Less than 0.1	0 points
	0.1 to 2.4	1/3 point
	2.5 to 4.9	2/3 point
	5.0 or more	1 point
Early College Enrollment (AP/IB/Dual Enrollment) (Ceiling = 35%)	Less than 0.1	0 points
	0.1 to 2.4	1 point
	2.5 to 4.9	2 points
	5.0 or more	3 points
Early College Success (AP/IB/Dual Enrollment) (Ceiling = 90%)	Less than 0.1	0 points
	0.1 to 0.9	1 point
	1.0 to 2.9	2 points
	3.0 or more	3 points

Assigning Growth Points		
Metrics	If growth score is....	...school receives
EPAS Gains Reading	Less than 15 <sup>th</sup> percentile	0 points
	15 <sup>th</sup> to 49 <sup>th</sup> percentile	1 point
	50 <sup>th</sup> to 84 <sup>th</sup> percentile	2 points
	85 <sup>th</sup> percentile or more	3 points
EPAS Gains Mathematics	Less than 15 <sup>th</sup> percentile	0 points
	15 <sup>th</sup> to 49 <sup>th</sup> percentile	1 point
	50 <sup>th</sup> to 84 <sup>th</sup> percentile	2 points
	85 <sup>th</sup> percentile or more	3 points

Assigning Levels	
...or if % of points is...	...school is at
66.7% or more	Level 1
44% to 66.6%	Level 2
Less than 44%	Level 3

# How Ratings are Assigned

## Three Types of Measures



### Category 1 : Current Status

Average of two most recent years

$$(65 + 63)/2 = 64$$

### Category 2: Trend

Current year compared to average of previous 3 years

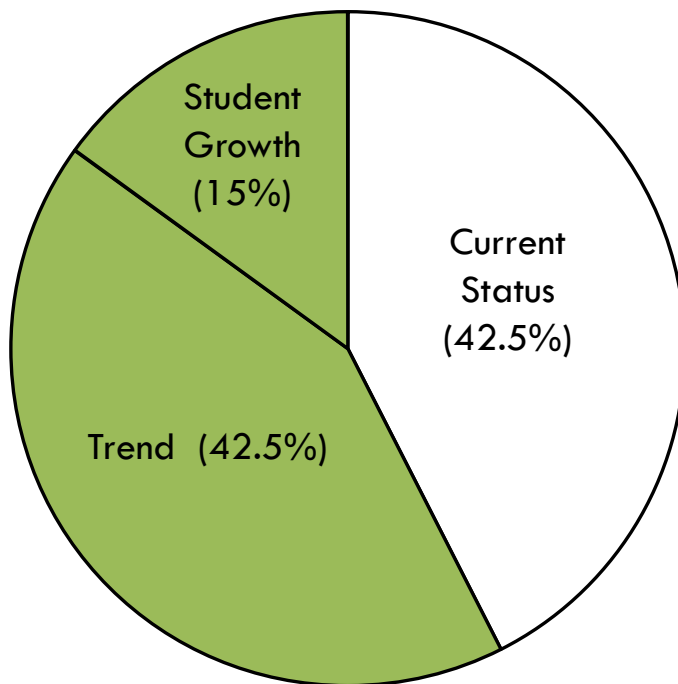
$$63 - (55+60+65)/3 = +3$$

### Category 3: Student Growth

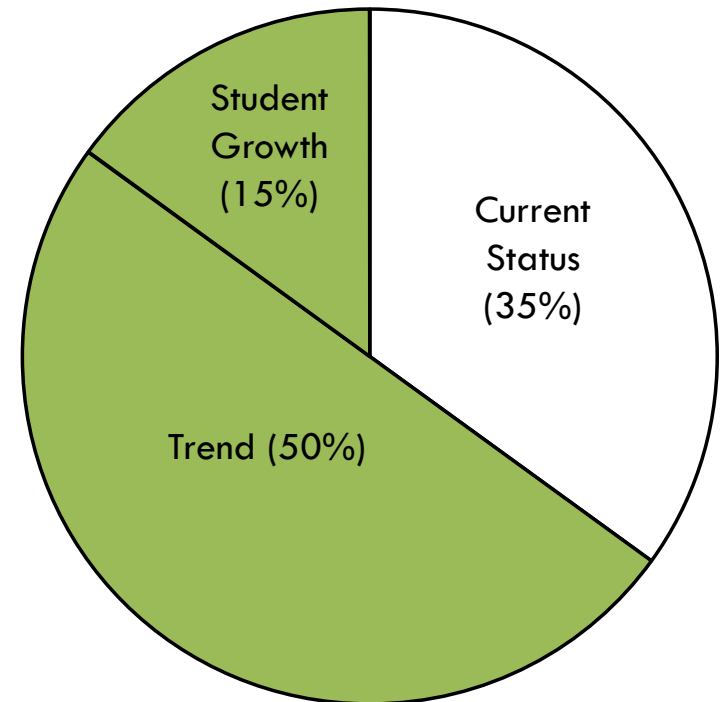
Measured by Value Added Metric (ES); EPAS Gains (HS)

# Weighting of Metrics

## Elementary School Criteria



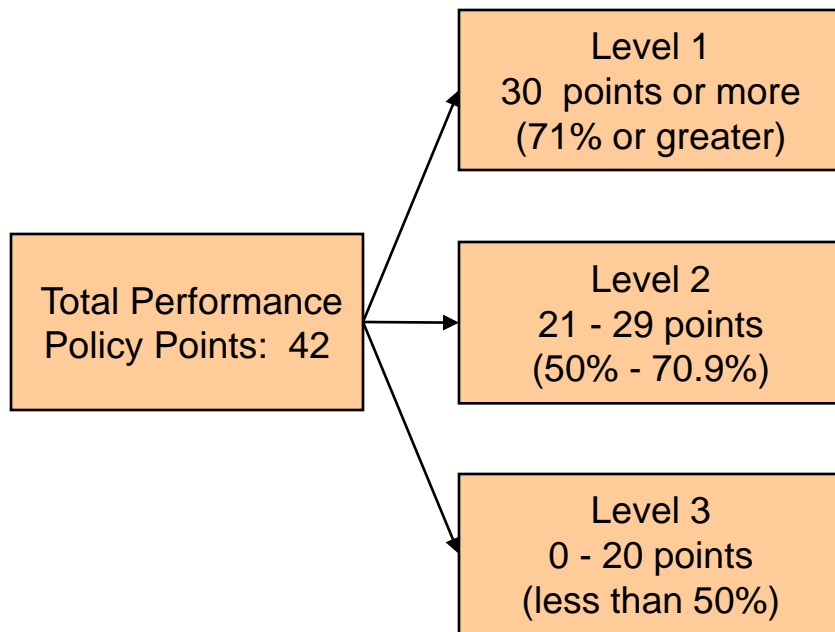
## High School Criteria



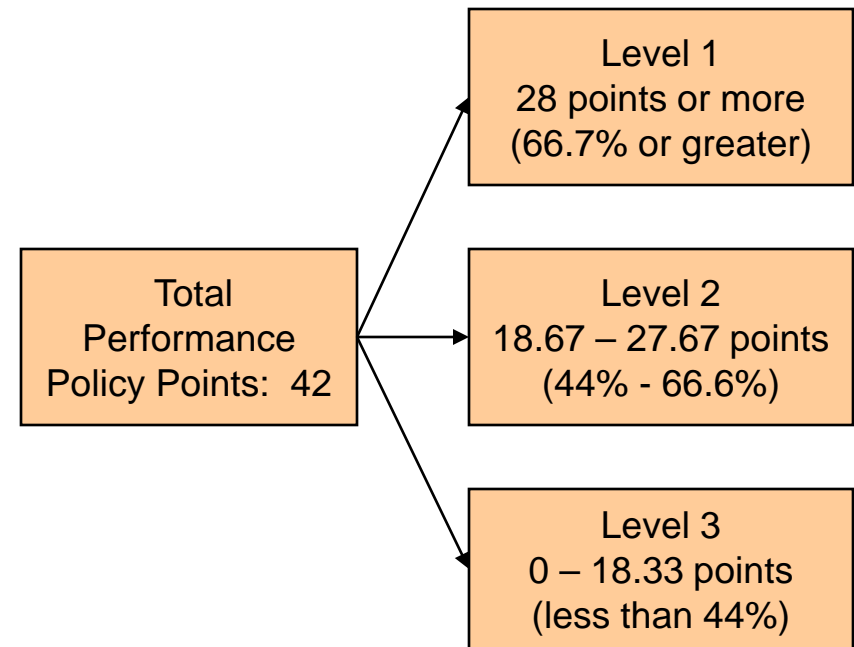
*A majority of available points are for trend and student growth.*

# Performance Policy Levels

## Elementary Schools



## High Schools





- Schools must achieve a minimum score on state assessments:
  - Elementary Schools: 50% meeting or exceeding on ISAT Composite
  - High Schools: 10% meeting or exceeding on PSAE Composite
- Schools scoring below these thresholds will receive “Probation” status, regardless of the Level achieved; all other schools will receive an accountability status based on their Level.

# Removal from Probation

- Schools that are on probation for the first time in 2012-2013 can be removed from probation by receiving a Level 1 or Level 2 rating on the 2013-2014 policy. These schools must meet the minimum performance standard described on the previous slide.
  
- Schools that have undergone a turnaround or principal removal under Article 34, Section 8.3 of the Illinois School Code cannot be removed from probation until the following has occurred:
  - Five years has elapsed since the action;
  - The school has made Adequate Yearly Progress (AYP) under the No Child Left Behind Act (NCLB) for 2 consecutive years; and
  - The school meets the requirements to be removed from probation under the Performance Policy.

- For more information on the Performance Policy go to:  
<http://cps.edu/Performance/Pages/PerformancePolicy.aspx>. Here you will find:
  - Performance Policy results by school
  - Performance Policy Calculator
  - Frequently Asked Questions
  - Explanation of the difference between the Performance Policy and AYP
  
- For information on the Value-Added metric, go to:  
<http://cps.edu/Pages/valueadded.aspx>
  
- For performance data on CPS schools and district averages, go to:  
<http://cps.edu/performance>