

# SQRP Overview for IBAM Committee

*September 21, 2016*



# Levels of Accountability in CPS

## District

District Progress Report

Publicly-reported data

State District Report Card

## Schools

School Quality Rating Policy (SQRP)

School Progress Report

State School Report Card

## Principals

REACH Students Principal Evaluation

LSC's Evaluation of the Principal

## Teachers

REACH Students Teacher Evaluation

# School Quality Rating Policy (SQRP)

The SQRP is the District's school accountability policy.

The school is rated annually on measures of academic success and progress.

Underperforming schools may be placed in Provisional Support (a.k.a. Remediation) or Intensive Support (a.k.a. Probation) under Section 105 ILSC 5/34-8.3 of the Illinois School Code.

Interventions may include:

- CPS assumes authority over CIWP and budget
- Principal removal
- Turnaround
- Closure

All CPS charter schools are accountable to the SQRP through their contracts. Low-performing charter schools may be closed or non-renewed.



# Goals of the SQRP

- ❖ **Communicating** to parents and community members about the academic success of individual schools and the district as a whole;
- ❖ **Recognizing** high achieving and high growth schools and identifying best practices;
- ❖ Providing a framework for **goal-setting** for schools;
- ❖ Identifying schools in need of targeted or intensive **support**; and
- ❖ **Guiding** the Board's decision-making processes around school actions and turnarounds.

# SQRP Metrics

## Elementary Schools

Metric	Weight
Student Growth on NWEA MAP	25%
Student Attendance	20%
Growth of Priority Groups on NWEA MAP	10%
Percentage of Students Meeting/ Exceeding National Growth on NWEA	10%
5Essentials Survey	10%
Student Attainment on NWEA MAP (Grades 3-8)	10%
Student Attainment on NWEA MAP (Grade 2)	5%
ELL Language Development Growth on ACCESS	5%
Data Quality	5%

## High Schools\*

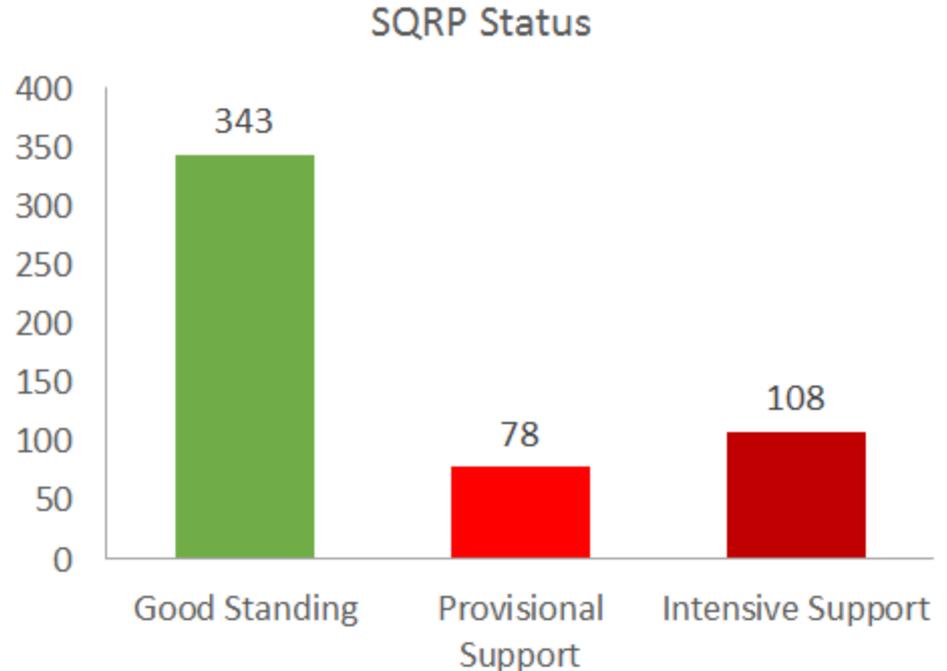
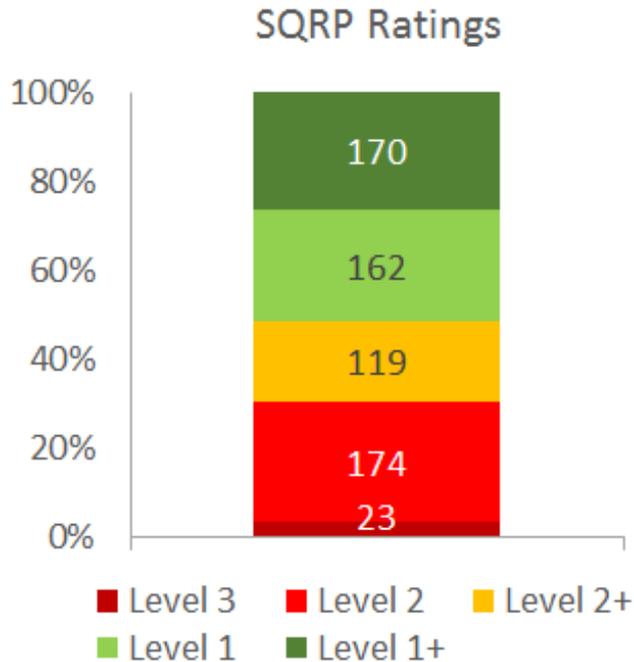
Metric	Weight
Student Growth on EPAS	10%
Growth of Priority Groups on EPAS	5%
Student Attainment on EPAS	10%
Student Attendance	12.5%
Freshman On-Track Rate	12.5%
4-Year Cohort Graduation Rate	12.5%
Early College / Career Credentials	6.25%
1-Year Dropout Rate	6.25%
College Enrollment	6.25%
College Persistence	6.25%
5Essentials Survey	6.25%
Data Quality	6.25%

\*As amended in September 2015

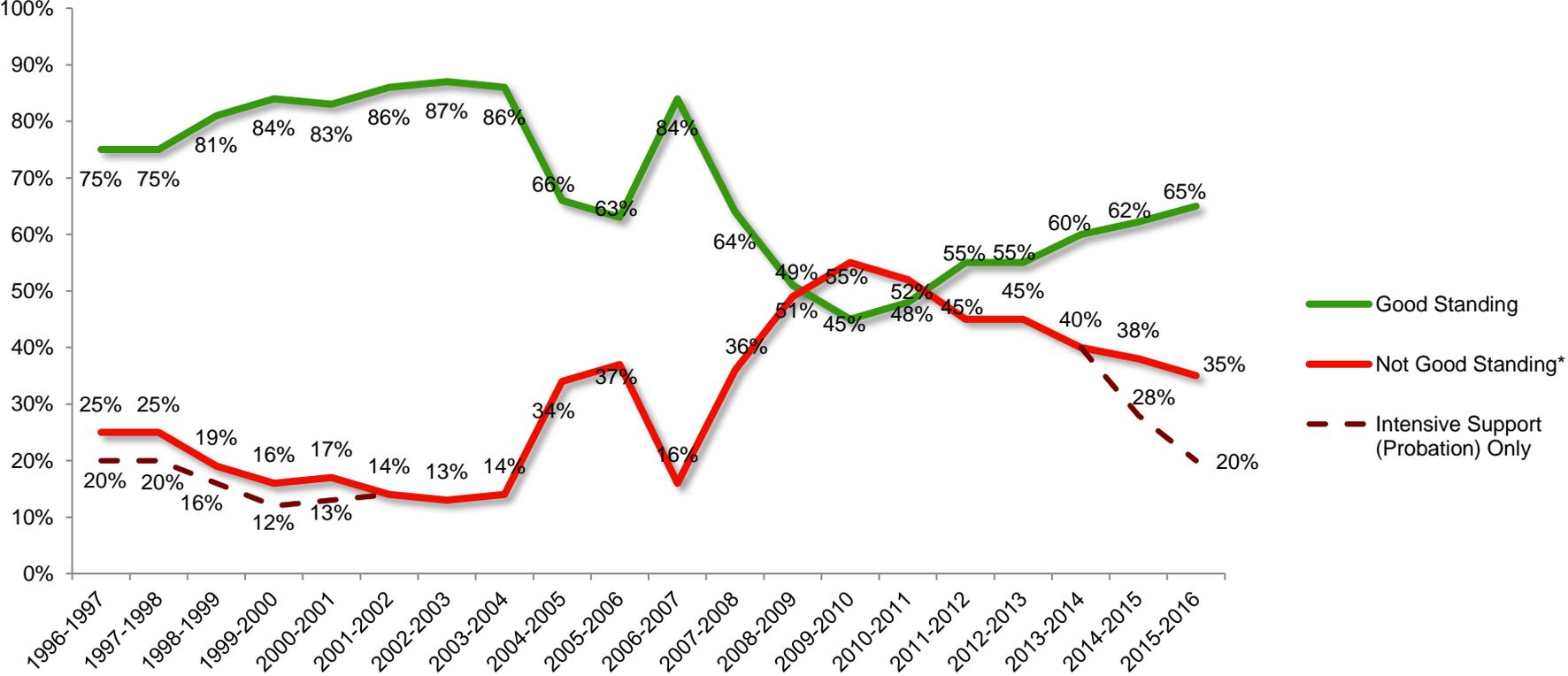
## Option Schools

Metric	Weight
Percentage of Students Meeting or Exceeding National Growth on STAR	30%
Student Growth on STAR	20%
1-Year Graduation Rate	15%
Stabilization Rate	10%
Student Attendance	10%
Growth in Attendance	10%
Credit Attainment	5%

# 2014-2015 SQRP Results



# Accountability Status Over Time



# Tenets of an effective accountability system

Valid

Reasonable

Reliable

Student-centered

Transparent

Comprehensive

Timely

Secure

Actionable

Unambiguous

# Tenets of an effective accountability system

Tenet	Description
Valid	The measures are true indicators of what schools do to improve student learning outcomes. Improvements in practice should directly result in improvements on these measures.
Reliable	The measures accurately evaluate the intended behaviors and are not highly influenced by outside factors or major sources of statistical error.
Transparent	Sufficient information is provided to make clear how the measures and the overall ratings are calculated, and schools understand the source of the data. When complex calculations are involved, effort should be made to explain these calculations in a clear way for non-technical audiences.
Timely	The measures are indicators of recent school practice. Lagging indicators may not reflect the current state of the school. This also means that ratings are assigned as quickly as possible after the measurement period ends.
Actionable	Schools and district administrators understand what they need to do to improve a school's performance and are able to show improvements on the measures soon after implementing these strategies.

# Tenets of an effective accountability system

Tenet	Description
Reasonable	The benchmarks should be ambitious yet achievable so that the school can be recognized for progress it makes. Unreasonable benchmarks are demoralizing and do not serve as useful as tools for improving practice.
Student-centered	The measures should be focused on what is best for students. Measures that incentivize choices that are not in the best interest of students in order to succeed on the policy should not be used.
Comprehensive	All students are included in the accountability framework. In addition, all subjects and areas of focus that are district priorities should be included. Schools will focus on the priorities for which they are held accountable at the expense of priorities for which they are not.
Secure	The measures should not be susceptible to fraud, or should be supplemented with audit procedures that allow the district to identify cases of fraud and act accordingly.
Unambiguous	While a school may have multiple ratings (e.g., elementary and high school ratings for a K-12 school), the school should have a single overall rating to determine accountability status and consequences. In a school with two conflicting ratings, issues such as consequences, rewards and autonomy may become ambiguous and difficult to enforce.

# Q&A