

FINAL GUIDELINES FOR SCHOOL ACTIONS FOR THE 2021-2022 SCHOOL YEAR
(Published October 25, 2021)

I. PREAMBLE

The Illinois School Code (105 ILCS 5/34-230) requires the Chief Executive Officer (CEO) to publish draft guidelines for school actions by October 1 of each year. These guidelines shall outline the academic and non-academic criteria for a school action, be created with the involvement of local school councils, parents, educators, and community organizations, and the draft guidelines, and each subsequent revision, are to be subject to a public comment period of at least 21 days before their approval. The Illinois School Code (105 ILCS 5/34-230) also requires that the CEO announce all proposed school actions to be taken at the close of the current academic year by December 1 of each year. The draft guidelines were published on October 1, 2021 and remained open for public comment until October 22, 2021. On October 25, 2021, Chicago Public Schools hereby publishes the Final Guidelines for Schools Actions applicable for the 2021-2022 school year.

II. CRITERIA

If recommending any school actions, the CEO will consider the criteria specified below:

A. Criteria for Co-location

The CEO may propose a co-location of two or more schools within the same facility only if:

1. the school(s) principal, parents or community members have requested that a co-location proposal be considered via the process to request proposals outlined in the definitions section; and
2. the combined projected enrollment is within the facility's enrollment efficiency range as defined by CPS' Space Utilization Standards and the facility can support the academic programming of the schools being co-located together.

In determining whether to propose a potential co-location that meets the above-specified conditions, the CEO may consider other information, including, but not limited to: safety and security, school culture and climate, school leadership, quality of the facility, and an analysis of transition costs.

B. Criteria for Reassignment Boundary Change

The CEO may propose a reassignment boundary change that results in the reassignment of current students from one school to one or more other schools only if:

1. the school(s) principal, parents or community members have requested that a reassignment boundary change proposal be considered via the process to request proposals outlined in the definitions section; and the resulting space utilization

after the reassignment boundary change will not exceed any affected schools' enrollment efficiency range as defined by CPS' Space Utilization Standards.

In determining whether to propose a reassignment boundary change that meets the above specified condition, the CEO may consider other information, including, but not limited to: safety and security; school culture and climate; school leadership; quality of the facilities; transition costs; the academic performance of the schools; and the feasibility of impacted students to access options that are higher performing, including the likelihood of admittance and distance of travel required.

C. Criteria for Phase-Out

The CEO may propose a phase-out only if the school(s) principal, parents or community members have requested that a phase-out be considered via the process to request proposals outlined in the definitions section.

In determining whether to propose a phase-out that meets the above-specified condition, the CEO may consider other information, including, but not limited to: safety and security; school culture and climate; school leadership; transition costs; and the academic performance of the schools.

D. Criteria for Consolidation or Closure

The CEO may propose a consolidation or closure only if the students impacted by a consolidation or closure will be provided the option to enroll in a higher performing school, whether designated as a welcoming school or otherwise. In addition, one of the following criteria must be met:

1. for a consolidation or closure, the school(s) principal, parents or community members have requested that a consolidation or closure proposal be considered via the process to request proposals outlined in the definitions section and the resulting space utilization after the consolidation will not exceed the facility's enrollment efficiency range as defined by CPS' Space Utilization Standards; or
2. for a closure, the student enrollment as of November 1, 2021 is 0 students; or
3. a contract school has not met the following conditions
 - a. committing a material violation of any of the conditions, standards, or procedures set forth in the school agreement; or
 - b. failing to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the school agreement; or
 - c. failing to meet generally accepted standards of fiscal management; or
 - d. violated any provision of law or policy from which the contract school was not exempted.

In determining whether to propose a consolidation or closure that meets the above-specified conditions, the CEO may consider other information, including, but not limited to: safety and security; school culture and climate; school leadership; quality of the facilities; transition costs; the

academic performance of the schools; and the feasibility of impacted students to access options that are higher performing, including the likelihood of admittance and distance of travel required.

III. NOTICE AND SCHOOL TRANSITION PLANS

Notice of any proposed school action will be provided to the principal, staff, local school council, parents or guardians, Illinois State Senator, Illinois State Representative, and Alderman for the school or schools that are subject to the proposed school action. Notice will include the date, time, and place or forum of public meetings being held to elicit public comment on the proposal.

Along with notice of the CEO's proposal, the CEO will issue a draft school transition plan concerning the proposed school action. The draft school transition plan will include, but is not limited to, the following: (1) services to support the academic, social, and emotional needs of students; supports for students with disabilities, students in temporary living situations, and English language learners; and supports to address security and safety issues; (2) options to enroll in higher performing schools; (3) informational briefings regarding the choice of schools that include all pertinent information to enable the parent or guardian and child to make an informed choice, including the option to visit the schools of choice prior to making a decision; and (4) the provision of appropriate transportation where practicable; (5) the departments that are responsible for the oversight; (6) specific programs to be offered; and (7) support to implement plans at receiving schools, specifying the funding source.

The Illinois School Code (105 ILCS 5/34-230) requires that for a school closure only, eight (8) months after notice is given, the CEO must publish on the District's website a full financial report on the closure that includes an analysis of the closure's costs and benefits to the district.

IV. DEFINITIONS

“Co-location” means two or more separate, independent schools with their own school leader(s) coexisting within a Chicago Public School facility.

“Consolidation” means the consolidation of two or more schools by closing one or more schools and reassigning the students to another school.

“Closure” means closing a school and assigning all of the students enrolled at that school to one or more designated receiving schools.

“Phase-Out” means the gradual cessation of enrollment in certain grades each school year until a school closes or is consolidated with another school.

“Process to request proposals” means one of the following:

1. requesting a proposal via e-mail at ceoguidelines@cps.edu or transitions@cps.edu by November 1, 2021;
2. requesting a proposal via formal communications to the CEO or Chief Education Officer by November 1, 2021; and

3. requesting a proposal at a community meeting or open public meeting by November 1, 2021.

“Reassignment boundary change” means an attendance area boundary change that involves the reassignment of currently enrolled students.

“School action” means any school closing; school consolidation; co-location; boundary change that requires reassignment of students, unless the reassignment is to a new school with an attendance area boundary and is made to relieve overcrowding; or phase-out.

“Space Utilization Standards” mean the Chicago Public Schools’ Space Utilization Standards, establishing the standards for determining enrollment efficiency, overcrowding, and underutilization, found at:

<https://www.cps.edu/services-and-supports/school-facilities/facility-standards/>.

“Higher performing school” means:

1. having equal or greater SQRP points, using an average for the 3 most recent years available, or
2. if the SQRP Point average for the 3 more recent years is equal, higher performing means having a higher average metric score on the majority of the following metrics over the 3 year period:

1. For elementary schools:

- a. National School Growth Percentile on the NWEA Reading Assessment
- b. National School Growth Percentile on the NWEA Math Assessment
- c. National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8
- d. National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8
- e. Average Daily Attendance Rate

2. For high schools:

- a. SAT 11 Cohort Growth Percentile
- b. PSAT 10 EBRW Annual Growth Percentile
- c. PSAT 10 Math Annual Growth Percentile
- d. One-Year Dropout Rate
- e. Average Daily Attendance Rate

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