

Appendix G

Accountability and Performance Measurement

As an opening line in the district's Action Plan (*The Next Generation: Chicago's Children*) proclaims, this is a critical moment in the history of Chicago Public Schools. With enormous challenges and unlimited potential, the district is at a crossroads.

Our Current Progress

The graduation rate has risen steadily while the dropout rate has steadily declined since 1999. CPS had its highest 5-year cohort graduation rate in recent history in 2012, with 61.2 percent graduating, an increase of 14.2 percentage points since 1999. Chicago schools dominate the list of top schools in the State of Illinois, with many defying the odds and closing the achievement gap. Four CPS schools achieved "90-90-90" status (90% minority students, 90% low-income students, and 90% of students meeting or exceeding standards) in 2012: Frazier IB, Haines, Leland and Chicago International Charter School West Belden.

Preliminary data from the 2013 Illinois Standards Achievement Test (ISAT) showed that the district's Meets or Exceeds (M/E) composite scores grew by 1.8 percent in 2013, marking 12 years of progress made by CPS elementary school students with 65 percent of all schools increasing their M/E scores. Additionally, every grade level (3 through 8) across all District elementary schools increased their M/E and the Exceeds scores across all subjects.

This school year, the Illinois State Board of Education (ISBE) raised the performance levels of the ISAT for students in grades 3 through 8, and changed the assessment to make 20 percent of this year's ISAT questions align with more rigorous Common Core State Standards. These changes are designed to pave the way for the state to replace the ISAT tests in math and English language arts with the rigorous and Common Core aligned Partnership for Assessment of Readiness for College and Careers (PARCC) exams. The new PARCC tests are scheduled to begin in the 2014-2015 school year.

By raising performance levels and aligning questions in elementary schools to Common Core levels of rigor and relevance, students will be better positioned for a successful future in college and career. This is consistent with the district's focus and commitment to preparing students for life after CPS made explicit in the district's five-year Action Plan.

College enrollment rates of Chicago graduates have been steadily improving since 2004. While the percentage of CPS students who enroll in college is lower than the national average, we are closing the gap. Between 2004 and 2012, the percentage of CPS students enrolling in college increased from 43.5% to 59.5%, an increase of 16 percentage points. The national average meanwhile rose only 1.6 percentage points, to 68.3%.

Despite the improved graduation rate, most CPS students have few postsecondary options because they are not academically prepared for their next steps after high school. In 2012, only 9.7% of 8th graders had EXPLORE scores that met or exceeded grade-level expectations, and only 8.9% of 11th graders met or exceeded ACT college-ready benchmarks. Nearly one-third of CPS graduates who enroll in college do not persist into their second year, and of those who do persist, still many more do not proceed to earn a postsecondary degree.

New Performance Metrics

The commitment of CPS to measuring and monitoring progress based on an essential set of performance metrics will create a best-in-class management tool for leading the district through this important time of change and opportunity. The CPS District Scorecard, highlighting the Five Pillars of the Action Plan can be seen in the figure below.



THE CPS VISION is that every student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life. Five pillars outline the work we do to ensure our students' future success. The CPS District Scorecard tracks annual progress toward the key performance indicators that holistically capture the results of our district's efforts to achieve our vision.

CPS DISTRICT SCORECARD					
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Baseline measurements for each of the Key Performance Indicators (KPIs) in the scorecard will be calculated in fall 2013 and metrics will be updated throughout the school year at regular intervals. Departments throughout the organization have also been developing their unit-level KPIs as tools to manage their specific work streams.

At this time of opportunity the focus of CPS is to use accurate, informative data to guide decisions in every facet of our work and hold ourselves accountable for producing positive outcomes for students and families.