

**01-0822-PO1**

**AMEND BOARD REPORT 00-0628-PO2**  
**POLICY ON SCHOOL INTERVENTION**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Chicago Board of Education adopt the amended policy on school intervention.

**POLICY TEXT:**

**Introduction**

Intervention is a process that addresses the persistent failure of schools to provide an adequate educational program and to accomplish student academic progress. Schools subjected to intervention have performed significantly below the national norm for student achievement with no foreseeable prospect of improvement. Any progress and improvement in student achievement that was made has not been sustained. The intervention process, which is authorized by 105 ILCS 5/34-8.4, involves a critical evaluation of all aspects of a school's operations and implementation of an intervention plan designed to comprehensively improve all aspects of a school's educational programs and operations. Intervention is an ongoing process that will be implemented over a two to three year period at each designated school. Intervention is a step uniquely suited to address chronic educational deficiencies that may be taken without recourse to other measures such as remediation and probation. The goal of the intervention process is to ensure that ~~the~~ a school provides students with the high quality instruction and educational programs they deserve.

**I. Procedures For Initiating Intervention**

The intervention process shall ~~proceed~~ be initiated in the following manner, in accordance with the procedures set forth below ~~and use the following procedures:~~

**A. Recommendation For Intervention**

The Academic Accountability Council may recommend to the Board that a school or schools be subject to intervention. The Academic Accountability Council shall base its recommendation for intervention on the following criteria:

1. A school has been placed on remediation or probation pursuant to 105 ILCS 5/34-8.3 and Board Policy 302.3; **or**
2. A school appears on the State Board of Education's category of Academic Early Warning List for two consecutive years.<sup>1</sup>

Such recommendation shall not be binding on the Board and the Board may adopt the recommendation of the Academic Accountability Council in whole or in part. Pursuant to 105 ILCS 5/34-3.4, the Academic Accountability Council's recommendations that a school be subject to intervention must be provided to the Chief Education Officer, the principal of the designated school, the school's local school council, and the State

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<sup>1</sup>The term "Academic Early Warning List" has been used by the Illinois State Board of Education instead of the term "Does Not Meet Expectations" since the 1997-98 school year.

Superintendent of Education. The Academic Accountability Council shall inform the State Superintendent of Education as to whether its intervention recommendations are accepted or not.

**B. Public Hearing on the Recommendation For Intervention**

Based on its review of the Academic Accountability Council's recommendations, the Board shall conduct a public hearing and make findings of fact concerning the recommendations of the Academic Accountability Council and the factors causing the failure of the schools to perform adequately. The Board shall follow the procedures listed below in conducting the public hearing:

1. Notice

- a. The Board shall provide written notice of the public hearing to the school's principal, administrators, and faculty no later than seven (7) days prior to the scheduled hearing date.
- b. The Board shall provide written notice of the public hearing to the members of the school's Local School Council no later than seven (7) days prior to the scheduled hearing date.
- c. The Board shall post a notice of the date, time and location of the public hearing at the school.
- d. The Board shall notify the public of the date, time and location of the public hearing through publication in at least one (1) local newspaper.
- e. Notice in each instance shall include a statement regarding the Board's intention to consider intervention as the remedial step to correct the school's deficiencies.

2. Conducting the Hearing

- a. The Board shall preside over the hearing.
- b. The Board shall appoint a hearing officer to conduct the hearing and receive input from concerned persons regarding the recommendation of intervention.
- c. The hearing officer shall be solely responsible for conducting the hearing and shall conduct the hearing in an efficient and impartial manner according the following guidelines:
  - (1) The hearing officer will commence the hearing by reviewing the purpose for which the hearing is convened;
  - (2) The hearing officer will ensure that a record of the proceedings is made by a certified court reporter;
  - (3) The hearing officer shall determine the order of speakers' participation;
  - (4) The hearing officer shall call on the head of the Academic Accountability Council or designee to provide information regarding the educational bases for the recommendation of intervention;
  - (5) The hearing officer shall make every reasonable effort to provide interested parties wishing to give relevant and probative information the opportunity to do so. However, the hearing officer shall limit the presentations to avoid redundant or unnecessarily cumulative information. "Interested parties" include, but are not limited to:

- (i) the Chief Education Officer or designee;
  - (ii) representatives of the Office of Accountability;
  - (iii) representatives of the Office of High School Redesign Development;
  - (iv) probation manager;
  - (v) external partners to the school;
  - (vi) local school council members;
  - (vii) school principal;
  - (viii) parents;
  - (ix) students;
  - (x) the Chicago Teachers Union;
  - (xi) interested community members;
- (6) Only the hearing officer and/or presiding Board members will be permitted to address or pose questions to the participants;
- (7) The hearing officer may impose any other reasonable procedures as may be necessary to ensure that the proceedings are fair, orderly and efficient. In this regard, it shall be the prerogative of the hearing officer to determine the length of presentations so that all parties have an opportunity to provide information.

3. Factors Relevant to the Determination of Intervention

In considering the recommendation of the Academic Accountability Council that a school be subject to intervention, the hearing officer shall consider the factors for placing a school on probation enumerated by Board Policy 302.3 (99-0825-PO2). These factors shall include the following:

- a. The inability of the school to improve its performance by:
  - (1) Drafting an appropriate new school improvement plan;
  - (2) Additional training for the local school council;
  - (3) Effectively implementing the new school improvement plan;
  - (4) Mediating disputes or other obstacles to reform or improvement at the school.
- b. Less than 20% of students are at or above national norms in reading.
- c. Student attendance rates are significantly below system-wide averages.
- d. High school drop out and graduation rates are significantly poorer than system-wide averages.
- e. The hearing officer may also consider the existence of the following additional factors:
  - ~~(1) The absence of significant improvement in student academic achievement as indicated by an applicable assessment instrument measuring student achievement used by the Chicago Public Schools or the Illinois State Board of Education.~~
  - (1) Student scores or results on the Illinois Student Achievement Test ("ISAT") or on any other test assessing student learning used by the Chicago Public Schools or the Illinois State Board of Education that are significantly below statewide and/or national norms;
  - (2) Student truancy rates that are significantly above system-wide averages;

~~(3) Illinois Student Achievement Test ("ISAT") scores, or results on any other test assessing student learning used by the Chicago Public Schools or the Illinois State Board of Education which are significantly below statewide norms;~~

~~(4) Failure by the principal and/or the local school council to develop, implement or comply with the school improvement plan;~~

~~(5 3) The existence of a significant threat to the safety and well being of students and staff which is attributable to the internal operations of the school and which disrupts the educational process and learning environment;~~

~~(6 4) Failure by the principal, school staff or local school council to comply with applicable law, collective bargaining agreements, court orders, or Board rules and policies which results in the disruption of the educational process and learning environment;~~

~~(7 5) Lack of significant school progress in such areas as: (i) student mobility, (ii) bilingual educational programs, (iii) special education programs;~~

~~(8 6) Inadequate rates of significant progress in student achievement given the degree, type and length of time remedial resources have been provided to the school;~~

~~(9 7) The Failure to develop and utilize a school curriculum that addresses and its application to the educational needs of students;~~

~~(40 8) Deficient educational management at the school;~~

~~(44 9) Probation manager's assessment of the school;~~

~~(10) Chronic student discipline problems as manifested by increasing numbers of suspensions and expulsions;~~

~~(11) Rising rates of failing grades assigned on semester and end-of-year grade reports;~~

~~(12) Evidence that a school has failed to adequately involve parents in an appropriate manner in the operation of the school and its educational programs.~~

4. In addition to the foregoing, a presentation shall be made at the hearing by the Office of Accountability and/or the Office of High School ~~Redesign~~ Development regarding the ~~improvement model for the school~~ school's relevant academic history.

### C. Findings of Fact

The hearing officer shall prepare written findings of fact summarizing the information received at the public hearing relevant to the Academic Accountability Council's recommendation that a school be subjected to intervention. The findings of fact shall address the issue of whether intervention is the most appropriate remedy for the school's deficiencies. The findings of fact shall be submitted to the Board ~~of Trustees~~.

Interested parties shall have 48 hours following the close of the public hearing to submit written statements to the Board to supplement the hearing record. If the period for submissions ends on a weekend, parties shall have to the close of the next business day to supplement the hearing record.

**II. The Intervention Process**

The Board shall determine, after the public hearing and the submission of the hearing officer's findings of fact, whether to accept the Academic Accountability Council's recommendation that a school shall be subjected to intervention. If the Board determines that intervention should occur, the Board shall ~~develop, with the assistance of appropriate staff, an intervention implementation plan and cause an intervention plan to be implemented at the school.~~ As part of the intervention plan, the Chief Education Officer shall be directed to appoint an intervention team of instructional specialists for the school and to appoint an interim principal for the first year that the school is subjected to intervention. The Board also shall cause a performance evaluation to be conducted for each employee at the school. At the time that the Board determines that a school shall be subjected to intervention, the Board may choose to appoint a principal who will serve during the first year when a school undergoes the intervention process. The intervention process includes the following:

**A. The Three-Year Intervention Implementation Plan<sup>2</sup>**

Intervention shall follow a three-year implementation plan that proceeds as follows:

**First Year of Intervention:** During the first year of intervention, the intervention team of specialists in the core subject areas assigned to a school shall accomplish the following:

- (1) assess, with the assistance of the interim principal and teachers at the school, the causes of the school's academic failure; and
- (2) create, with the assistance of the interim principal and teachers at the school, an educational improvement plan for Board approval that addresses and remedies the assessed causes of the school's history of academic failure.

As part of school assessment, the interim principal shall conduct a thorough performance evaluation of each employee at the school.

**Second Year of Intervention:** The Board-approved educational improvement plan shall be implemented. Faculty and staff at intervention schools shall receive extensive, on-going training and professional development as part of the implementation of the educational improvement plan.

**Third Year of Intervention:** Implementation of the school's Board-approved educational improvement plan shall continue with emphasis on the provision of such additional staff training and professional development as needed to ensure that the school's educational progress will be maintained after the school leaves intervention.

**A. The Intervention Plan**

~~The Board shall develop an intervention plan that addresses and provides remedies for a school's failure to perform adequately despite the prior assistance the school has received under the remediation and/or probation processes. The intervention plan shall be presented to the~~

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<sup>2</sup>The Board shall have the authority to remove a school from intervention at the end of two school years if the school's progress indicates that a third intervention year is unnecessary.

local school council so that the council has notice of both the changes to be implemented and the role that it should play in helping to implement the plan. The plan shall be implemented by the Office of Accountability and the Office of High School Redesign.

**B. The School-Based Intervention Teams**

An school-based intervention team composed of instructional specialists in the core subject areas of English, Math, Science, and Social Studies shall be assigned to each school that is subjected to the intervention process. Additionally, the interim principal at each school shall be a member of the intervention team. The intervention teams shall work under the supervision and direction of Intervention Project Manager who shall be from the Office of High School Redesign Development or the Office of Accountability. Once an intervention team has been assigned to a school, the probation manager at the school shall convey all of his/her information and records concerning the probation process to the intervention team leader members.

1. ~~Intervention teams shall have a team leader and be comprised of the following: a Reading/Social Science educator; a math/science educator; a special education educator; and a member of the Office of Accountability with expertise in the procedures of teacher evaluation and assessment. In addition, the school principal also shall be a member of the intervention team.~~
2. ~~One Technology Coordinator, one school business manager and one facilities manager shall be available to work with the intervention teams as needed.~~

~~Nothing herein shall preclude the deployment of additional persons to assist the intervention team in its work.~~

**C. 3. Duties of the Intervention Teams**

Working under the direction of the team leader Office of High School Development, the intervention team's duties shall include:

1. ~~a. During the first semester of the first year of intervention, to engage in an assessment and Evaluate evaluation of all existing academic and non-academic programs at the school.~~
2. During the first semester of the first year of intervention, write an educational improvement plan that addresses the school's specifically assessed deficiencies. The plan shall be submitted to the Board for approval no later than the end of the first semester.
3. ~~b. Model effective instructional techniques.~~
4. ~~Assist the principal in review of school staff;~~
5. Each of the instructional specialists shall be scheduled to teach at least one class.
6. Assist in providing staff training and professional development as needed in order to promote the successful implementation of the school's Board-approved education improvement plan.
7. ~~d. Make immediate changes as needed;~~
8. ~~e. Assist the school in creating a new school identity with a new school mission. that includes the development of a school improvement plan for the school.~~

8. f. Evaluate the role of the Local School Council in implementing the school's intervention plan intervention at the school. This assessment shall consider the Local School Council's role at the school, including its ability and willingness to collaborate with the intervention team and the interim principal in correcting the school's deficiencies.

Nothing herein shall preclude the deployment of additional persons to assist the intervention teams in its their work.

- g. Submit to the Board by no later than April 15 an evaluation report on the school which shall contain recommendations regarding the reassignment, layoff or dismissal of staff; an evaluation of the principal's role in the intervention process; and an assessment of the Local School Council's role at the school, including its ability and willingness to collaborate with the intervention team and the principal in correcting the school's deficiencies through the implementation of the intervention plan.
4. The Intervention Project Manager shall make monthly reports to the Board on the progress of schools subjected to the intervention process and shall continue to make periodic reports to the Board regarding the school's progress during the term of the appointed principal's service at the school.

**D. G. The Role of the Interim Principal in the Intervention Process At Schools Subjected to Intervention**

The interim principal plays a pivotal role in the intervention process. The interim principal's duties shall include:

1. The interim principal shall have the primary sole responsibility for evaluating the existing staff at the school for each year the school is subjected to intervention. The intervention team will assist the principal in conducting staff evaluations.
2. At the beginning of the first intervention year, the interim principal shall appoint at least one teacher to serve as the faculty representative to the school's intervention team.
3. The interim principal shall be a member of the school's intervention team and shall provide the team with any assistance it needs in assessing the causes of the school's chronic academic failure and in formulating an educational improvement plan for the school.
4. The interim principal shall make monthly reports to the local school council on the progress of intervention at the school.
5. The interim principal shall be responsible for recruiting teachers to meet the faculty staffing needs of the school as those needs have been established in the school's educational improvement plan.
6. The interim principal shall have primary responsibility for the day-to-day administration of the school.

At the end of each school year when a school is subjected to intervention, the Board shall review and evaluate the performance of an interim principal. Those principals who have exhibited exemplary performance in promoting the successful implementation of intervention at a school shall be offered the opportunity to continue in their position for the next school year during which the school is subjected to intervention. Interim principals who are retained for the next school year shall be rewarded for their exemplary work with performance bonuses determined by the Board. Interim principals whose performance,

as determined by the Board, have not promoted the successful implementation of intervention will be reassigned and a new interim principal shall be appointed by the Chief Education Officer.

**E. D. The External Partner**

An external partner ~~shall~~ may be selected for each school subjected to intervention. The external partner ~~will work with~~ may assist the school's intervention team to in developing an school educational improvement plan, that supports the creation of a new school identity and mission. The external partner also will may provide the intervention team with expertise and assistance as needed during the intervention process. If an external partner is selected to work with an intervention school, the work of the external partner shall be reviewed by the Chief Educational Officer at the end of the school year.

**F. E. Evaluation of Staff**

105 ILCS 5/34-8.4 mandates that the Board shall cause a performance evaluation to be made of each employee at a school subjected to intervention. ~~This performance shall take place each year that a school is involved in the intervention process. The evaluation process begins at the start of the school year and shall be completed by no later than April 15. The evaluation process employed shall be conducted in a manner that ensures uniformity of evaluation standards and the implementation of sound pedagogical and operational practices and standards. In evaluating teachers, interim principals shall use the criteria set forth in the Classroom Teacher Visitation Form. Interim principals may use additional criteria that have been submitted to and approved by the Office of High School Development. Principals shall prepare and present teacher performance evaluation ratings that shall be distributed to teachers at schools under intervention on or before the Friday immediately prior to the final week of the school year. The evaluation process employed shall be conducted in a manner that ensures uniformity of evaluation standards and the implementation of sound pedagogical and operational practices and standards.~~

**G. F. Reassignment, Layoff, or Dismissal of Staff**

Following the evaluation process, the Board shall determine whether to reassign, layoff, or dismiss any employees at a school subject to intervention. The Board's decisions shall be made notwithstanding the provisions of 105 ILCS 5/24A-5 and 105 ILCS 5/34-85. Those employees subject to dismissal will receive due notice stating the basis for the dismissal and be provided with a pre-termination hearing convened by the Bureau of Labor and Employee Relations.

At any time during a school year when a school is subjected to intervention, teachers whose performance is evaluated by the interim principal as "unsatisfactory" following two formal observations will be given recommendations for improvement. If the teacher does not successfully implement the recommendations for improvement within a reasonable time, the teacher may be recommended by the interim principal for dismissal pursuant to 105 ILCS 5/34-8.4. The interim principal's recommendation shall be made in writing to the Chief Education Officer. Following receipt of a written recommendation of dismissal, the Chief Education Officer or an appropriate designee shall make at least two unannounced observations of the teacher recommended for dismissal. Based on these observations, the Chief Education Officer or designee shall either ratify or set aside the principal's dismissal recommendation. The grounds for this decision shall be set forth in



writing and provided to the teacher, the principal, and any other appropriate parties. If the Chief Education Officer or designee concludes that the interim principal's dismissal recommendation is warranted, then he or she shall formulate a written dismissal proposal that details the reasons why the teacher dismissal is justified. Following a hearing on the Chief Education Officer's dismissal proposal conducted by the Bureau of Labor and Employee Relations, a determination shall be made as to whether the Chief Education Officer's proposal should be presented to the Board for final action.

**G. Selection of Principal**

~~Following the evaluation process, the Chief Educational Officer shall appoint a principal for the school and shall set the terms and conditions of the principal's contract, which in no case may be longer than two years. The principal shall select all teachers and non-certified personnel for the school as may be necessary, notwithstanding any conflicting provisions of 105 ILCS 5/34-8.1.~~

**III. H New Local School Council Elections**

If the Board determines, based on the evaluation conducted by a school's intervention team, that the Local School Council has failed or refuses to implement the changes needed at a school subjected to intervention, then the Board may direct the Chief Executive Officer to order new local school council elections. These elections shall be scheduled in a manner to ensure that the newly elected local school council shall be prepared to carry out its responsibilities at the beginning of the next school year.

**IV. I Employee Performance Incentives**

~~During the Each year when during which a school is subject to intervention, 5% of the supplemental general State aid funds distributed to the school shall be used for employee performance incentives. The Board, at its discretion, may provide additional funds that will be used to recognize and reward employees, including administrators, faculty and other staff members, at an intervention school for outstanding work. A plan for distribution of the funds shall be developed by the Chief Educational Officer, the Office of Accountability, the Office of High School Redesign, and the Department of Human Resources, under the direction of the Chief Education Officer. Those staff reassigned, laid off, or dismissed shall not be eligible for performance such incentives.~~

**V. Recruitment of Teachers**

Based on selection criteria established by the Chief Education Officer, the Board will provide financial incentives to attract and/or retain outstanding teachers to work in intervention schools. These incentives may include funding for best practices teachers who will receive enhanced salaries during the time they work at intervention schools. In addition to their teaching responsibilities, these best practices teachers will work to develop and implement professional development activities that promote the use of innovative and effective teaching methods in intervention school classrooms.

**VI. Monitoring of Schools That Have Been Removed From The Intervention Process**

To insure that schools which leave intervention continue the academic progress begun during the intervention process, the Board shall closely monitor the performance of these schools and provide them with further needed support for a reasonable time that will be determined on a case-by-case basis.

**VII. Board Report on the Results of Intervention**

The Board shall prepare a report evaluating the results of school interventions and shall make recommendations concerning the implementation of special programs for dealing with underperforming schools on an ongoing basis. The report shall be submitted to the State Superintendent of Education and to the Mayor of the City of Chicago.

Approved for Consideration

Respectfully submitted,

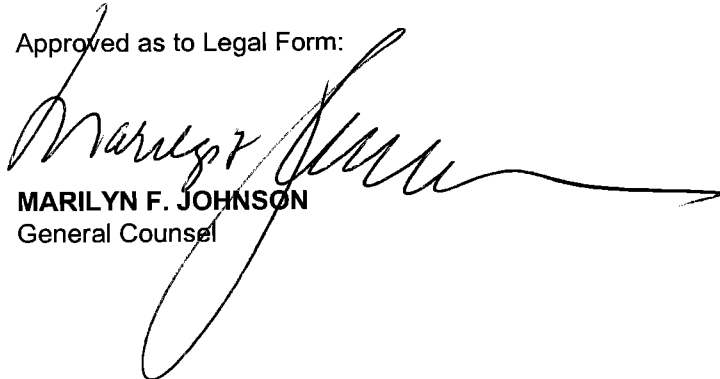


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