Memorandum

Fundamental Argument

The closure recommendation for Barbara A Sizemore Academy (BASA) of Betty Shabazz International Charter Schools (BSICS) was a breech of the Contractual Performance agreement between BASA and CPS, with new criteria applied after the contract period was over. The agreement had been accepted, executed and terms had been met. Additionally, the data used to qualify BASA for the Warning List and consequential Remediation Plan was CPS contrived data, based on a methodology from which BASA suffered disparate impact. The CPS Office of Accountability Manager and Director of Performance and Policy, who are responsible for the conversion, acknowledge that they originally published unaltered data because the conversion was not deemed necessary by their standards, by standard statistical practices, nor by the testing company itself. This department acknowledges the conversion and republication of data was done to assuage concerns of a subset of charter schools, impacting those schools by raising their scores and lowering others. We have evidence from NWEA, who makes and scores the MAP test, that there is no justification for having re-scaled the 2013-2014 MAP scores in the first place: "This underlying design of MAP tests is critical to ensuring that RIT scores carry the same meaning, in terms of student ability, regardless of which test was used to obtain them."
(https://www.nwea.org/content/uploads/2013/05/RIT%20Stability%20Through%20the%20Transition%20to%20Common%20Core-aligned%20MAP%20Tests_May13.pdf) .

During the 2013-14 school year, CPS allowed elementary schools to take one of two versions of the NWEA MAP assessment. Some charters took the Illinois Standards version while most traditional public schools and some charters took the Common Core version. As a result, there was a group of charter schools who voiced a complaint about the CPS formula being used to manipulate scores, believing that one version of the test may have been more difficult than the other. The group suggested that the method be revised. CPS took that recommendation and came up with its own student-level method for calculating growth. When those simulated scores were released it was pointed out, in a news article, that some schools would be more negatively impacted by the adjustment than others. Barbara Sizemore was among the schools identified as suffering most from the disparate impact. This same article also successfully refuted the CPS rationale for such changes, as well as the methodology used for the score changes [**See Appendix A**, December 2014 news article identifying the BSICS schools as disproportionately impacted, and the secretive nature of the process (pg 2)]. BASA's National Growth in math was changed from

the 45th percentile to the 20th percentile. Only 6 of the 129 scores altered were lowered more than the BASA alteration.

Report Prepared by Professor Jelani Mandara, Ph. D.

I was asked to conduct an analysis of the Betty Shabazz International Charter School – Sizemore (BASA) campus' recent School Quality Ratings. My reanalysis of the 2014 and 2015 BASA School Quality Ratings (SQR), depicted in Tables 1 to 4, has revealed that the report produced by the CPS Office of Accountability for the 2014 School Quality Rating is flawed and negatively impacts the SQR for BASA. The primary flaws are related to the NWEA Map National School Growth Percentiles in 2014. The MAP RIT scores from the Spring of 2013 were unnecessarily raised from the original scores provided by NWEA, rather dramatically, for most grades. This alteration in scores helped to severely underrepresent the actual impressive growth the BASA students made between the Spring of 2013 and Spring of 2014, and thus reduced their SQR.

The primary rationale for modifying the Spring 2013 MAP scores for most Charter Schools in the District seems to be due to the fact that some students took slightly different versions or forms of the MAP tests. Some forms were, in theory, more aligned to the Illinois state standards, while newer forms of the test were aligned to the common core state standards. The CPS then attempted to equate the scores from the two different forms for each grade.

There are several fundamental reasons why the MAP RIT scores produced by NWEA should have not been altered. For one, NWEA, one of the largest and most respected standardized test making companies in the country, has conducted several studies to equate the different forms of the MAP test. According to documentation on their website, they have been developing the common core form since 2010, and most of the items in the newer form have been included in the state aligned form since then. The item pool is essentially the same, since the standards are so similar. NWEA reports that 80% - 90% of the common core state standards MAP test items are the same items used in the state-aligned versions (NWEA, 2013). At the lower end of the achievement distribution, where the majority of the BASA students scored, the overlap between versions of the MAP is likely even greater. Thus, in practice, the items the BASA students received when they took the

state-aligned version would likely be closer to 100% of the items they received when they took the common core-aligned version.

In fact, like virtually all major standardized tests, there has always been slightly different forms of the MAP tests. Some forms may be slightly more difficult than others, even though they measure the same latent constructs. One of the main purposes of the extensive studies using Item Response Theory and classical scaling procedures that NWEA regularly conducts is to equate the different forms of the MAP. This allows educators and administrators to continually assess the growth of individual students and schools. That is the primary purpose of the RIT scores. They are nationally normed scaled scores which allow for the comparison of scores and percentile ranks across the different grades, districts, states and versions of the MAP. As NWEA reports, and is the underlying purpose of equating assessment forms, the RIT scales are independent of standards alignment (NWEA, 2013).

Another reason why raising of the Spring 2013 MAP RIT scores is fundamentally flawed, is that any differences between the state-aligned and common core-aligned versions should lead to slightly lower RIT scores for those who took the common core version. This would be due to a lack of instructional focus on the common core standards as schools transition to newer curriculums, not differences in the comparisons of the RIT scores. Nevertheless, because the students at BASA took the state-aligned versions in the Spring of 2013, and the common core-aligned versions in the Spring of 2014, if any further adjustments were needed, it is evident that their scores should not have been raised. In other words, if the state-aligned version is in fact less rigorous, even slightly, then their 2013 scores should have been slightly reduced to reflect what they would have scored on a more rigorous version. As mentioned above, this sort of after the fact equating was completely unnecessary, but if it was justified, the nature of the modifications would be the exact opposite. Consequently, the rather large alterations of the Spring 2013 MAP RIT scores are conceptually and statistically invalid, and the SQR using the original RIT scores produced by NWEA should be used.

Following are Tables which highlight the different SQR scores which would be produced if CPS would have used the original scores provided by NWEA instead of altering them. The first half of Table 1 reproduces the SQR calculations from the 2014 report. The second part of the table uses the same exact methods but uses the original MAP RIT scores provided by NWEA. As can be seen, the estimates of growth in Reading and Math increase from the 1st and 20th percentiles, to over 99th percentiles when the actual 2013 scores were used. The resulting SQR increases from 1.8 to 3.3.

As a further test of the validity of calculations, Table 2 compares the same CPS produced 2014 SQR to those using NWEA scores and methods. NWEA already provides a Conditional Growth Percentile ranking for each grade in each subject area, which, like CPS methods, is also relative to those who had the same Spring 2013 scores. NWEA compares student scores in Spring 2014 to their projected scores based on their Spring 2013 scores, but in theory their estimates should be very similar to those produced by CPS. These percentiles were then weighted by the number of students in each grade and averaged following CPS guidelines. Not surprisingly, given the altered scores CPS used, the growth percentile ranks for each grade were dramatically different from CPS estimates, but virtually identical to those produced when using CPS methods and the original scores. Thus, instead of growth at the very bottom, the estimates proved by NWEA, like the other set of calculations, show that the BASA students increased their math and reading scores at a greater rate than 97% of the other schools in the country with the same 2013 scores and similar numbers of students in each grade. As with the other analysis, the resulting SQR would be 3.3, instead of 1.8.

As a further check, the 2015 SQRP was also reanalyzed using the same three methods just described. Because the BASA students have taken the common core-aligned versions since the Spring of 2014, the same scores provided by NWEA should have been used for the 2015 SQRP, except for a few alterations due to students entering or leaving BASA and their scores from other schools being used. As can be seen in Table 3, CPS estimates are still slightly lower, but very close to those produced by using their methods with the NWEA provided scores. According to the estimates, the SQR should be 3.01, instead of 2.7875. Nevertheless, the total points earned by BASA is very close using either method.

Table 4 compares the 2015 SQRP which would be produced if the NWEA method for calculating percentile ranks was used. As can be seen, the NWEA methods are very similar those produced by CPS, but even closer to those from Table 3. In general, NWEA suggests that BASA students' growth percentile ranks are higher than CPS suggests, especially in math. Thus, the resulting SQR would increase from 2.7875 to 3.025. Tables 3 and 4 also illustrate the similarity in scores that would be produced by the three different methods. This further suggests that using the altered Spring 2013 MAP scores produces percentile ranks that are completely inconsistent with all the other estimates.

In conclusion, the preponderance of evidence suggests that the Office of Accountability likely made an error in the calculation of the Spring 2013 MAP scores for BASA and/or made an error in re-calculating the scores in the first place.

Even with differences due to numbers in each grade and CPS using scores from prior schools for students who may have entered or left BASA at some point in the year, it is unfathomable that such dramatically different percentile rankings could be correct, especially when those rankings were based on the same Tables provided by NWEA. The scores provided by NWEA should not have been modified, and they definitely should not have been increased. When the correct scores are used, it is equally clear that the students at BASA have shown exceptional growth in achievement over the past few years.

<u>Table 1.</u> Betty Shabazz International Charter – Sizemore 2014 School Quality Report Using CPS Spring 2013 Altered MAP Scores versus the Original MAP Scores Provided by NWEA using CPS Methods.

	2013 -2014 SQRP using CPS Metric with Altered MAP RIT Scores				2013 - 2014 SQRP using CPS Metric with Original MAP RIT Scores			
School Quality Rating Indicator	Indicator Score	SQRP Points	Indicator Weight	Weighted Points	Indicator Score	SQRP Points	Indicator Weight	Weighted Points
NWEA MAP Growth Indicators – All Students								
Growth Percentile - Reading	**.01**	1	0.1875	0.1875	**0.997058**	5	0.1875	0.9375
Growth Percentile - Math	**.20**	2	0.1875	0.375	**0.999983**	5	0.1875	0.9375
% of Students Meeting/Exceeding Growth Norms	59.5%	3	0.1	0.3	59.5%	3	0.1	0.3
NWEA MAP Growth Indicators - Priority Groups								
AA - Reading	**.01**	1	0.0125	0.0125	**0.997058**	5	0.0125	0.0625
H - Reading EL - Reading DL - Reading								
AA - Math	**.20**	2	0.0125	0.025	**0.999983**	5	0.0125	0.0625
H - Math EL - Math DL - Math								
NWEA MAP Attainment Indicators								
Reading (3 -8)	**.02**	1	0.05	0.05	**0.131919**	2	0.05	0.1
Math (3 -8)	**.04**	1	0.05	0.05	**0.1133**	2	0.05	0.1

					85			
Reading (2)	**.02**	1	0.025	0.025	**0.02**	1	0.025	0.025
Math (2)	**.07**	1	0.025	0.025	**0.04**	1	0.025	0.025
Other Indicators								
Annual Progress on ACCESS Average Attendance	93.2%	2	0.2	0.4	93.2%	2	0.2	0.4
Essentials Survey		2	0.1	0.2		2	0.1	0.2
Data Quality Score	91.2	3	0.05	0.15	91.2	3	0.05	0.15
TOTALS		20		**SQR = 1.8**		36		**SQR = 3.3**

NOTE: Both estimates use the same methods of weighting, z-score and percentile rank calculations, as well as indicator scoring detailed by CPS. The actual class sizes may be slightly different between the analyses, but that would not change the final SQR results. The only differences are in the Spring 2013 MAP RIT Scores and the Spring 2014 MAP attainment percentile ranks. The attainment ranks for the original scores are the 2014 percentile ranks provided by NWEA, which were then weighted by grade size and averaged following CPS guidelines. Changing them to CPS estimates would change the resulting SQR to 3.2, but that would be incorrect.

<u>Table 2.</u> Betty Shabazz International Charter – Sizemore 2014 School Quality Report Using CPS Spring 2013 Altered MAP Scores using CPS Methods versus the Original MAP Scores Provided by NWEA with NWEA Calculation Methods.

	2013 -2014 SQRP using CPS Metric with Altered MAP RIT Scores				2013 - 2014 SQRP using NWEA Metric with Original MAP RIT Scores			
School Quality Rating Indicator	Indicator Score	SQRP Points	Indicator Weight	Weighted Points	Indicator Score	SQRP Points	Indicator Weight	Weighted Points
NWEA MAP Growth Indicators – All Students								
Growth Percentile - Reading	**.01**	1	0.1875	0.1875	**0.979737**	5	0.1875	0.9375
Growth Percentile - Math	**.20**	2	0.1875	0.375	**0.972905**	5	0.1875	0.9375
% of Students Meeting/Exceeding Growth Norms	59.5%	3	0.1	0.3	59.5%	3	0.1	0.3
NWEA MAP Growth Indicators - Priority Groups								
AA - Reading	**.01**	1	0.0125	0.0125	**0.979737**	5	0.0125	0.0625
H - Reading EL - Reading DL - Reading								
AA - Math	**.20**	2	0.0125	0.025	**0.972905**	5	0.0125	0.0625
H - Math EL - Math DL - Math								
NWEA MAP Attainment Indicators								
Reading (3 -8)	**.02**	1	0.05	0.05	**0.131919**	2	0.05	0.1
Math (3 -8)	**.04**	1	0.05	0.05	**0.1133**	2	0.05	0.1

					85			
Reading (2)	**.02**	1	0.025	0.025	**0.02**	1	0.025	0.025
Math (2)	**.07**	1	0.025	0.025	**0.04**	1	0.025	0.025
Other Indicators								
Annual Progress on ACCESS Average Attendance	93.2%	2	0.2	0.4	93.2%	2	0.2	0.4
Essentials Survey		2	0.1	0.2		2	0.1	0.2
Data Quality Score	91.2	3	0.05	0.15	91.2	3	0.05	0.15
TOTALS		20		**SQR = 1.8**		36		**SQR = 3.3**

NOTE: NWEA computes the percentile ranks in growth for each student by comparing their 2013 Spring to 2014 Spring growth to their projected growth based on other students with the same Spring 2013 scores. CPS uses a slightly different but related method, which in theory, should only produce small differences in the estimates of percentile ranks in growth. The NWEA estimates were weighted by class size and averaged following CPS guidelines. Both estimates use the same methods of indicator scoring detailed by CPS. The actual class sizes may be slightly different between the analyses, but that would not change the final SQR results. The other differences are in the Spring 2013 MAP RIT Scores and the Spring 2014 MAP attainment percentile ranks. The attainment ranks are the percentile ranks provided by NWEA, which were then weighted by grade size and averaged following CPS guidelines. Changing them to CPS estimates would change the resulting SQR to 3.0, but that would be incorrect.

<u>Table 3.</u> Betty Shabazz International Charter – Sizemore 2015 School Quality Report Using CPS MAP Scores versus the Original MAP Scores Provided by NWEA using CPS Methods.

	2014 -2015 SQRP using CPS Metric with CPS MAP RIT Scores				2014 - 2015 SQRP using CPS Metric with NWEA Provided MAP RIT Scores			
School Quality Rating Indicator	Indicator Score	SQRP Points	Indicator Weight	Weighted Points	Indicator Score	SQRP Points	Indicator Weight	Weighted Points
NWEA MAP Growth Indicators – All Students								
Growth Percentile - Reading	**0.77**	4	0.1875	0.75	**0.803085**	4	0.1875	0.75

Growth Percentile - Math	**0.2**	2	0.1875	0.375	**0.416372**	3	0.1875	0.5625
% of Students Meeting/Exceeding Growth Norms	52.6%	3	0.1	0.3	52.6%	3	0.1	0.3
NWEA MAP Growth Indicators - Priority Groups								
AA - Reading	**0.77**	5	0.0125	0.0625	**0.803085**	5	0.0125	0.0625
H - Reading EL - Reading DL - Reading								
AA - Math	**0.18**	2	0.0125	0.025	**0.416372**	3	0.0125	0.0375
H - Math EL - Math DL - Math								
NWEA MAP Attainment Indicators								
Reading (3 -8)	**0.14**	2	0.05	0.1	**0.224358**	2	0.05	0.1
Math (3 -8)	**0.08**	1	0.05	0.05	**0.124659**	2	0.05	0.1
Reading (2)	**0.09**	1	0.025	0.025	**0.07**	1	0.025	0.025
Math (2)	**0.18**	2	0.025	0.05	**0.09**	1	0.025	0.025
Other Indicators								
Annual Progress on ACCESS Average Attendance	93.4%	2	0.2	0.4	93.4%	2	0.2	0.4
Essentials Survey		4	0.1	0.4		4	0.1	0.4
Data Quality Score	99.1	5	0.05	0.25	99.1	5	0.05	0.25
TOTALS		33		**SQR = 2.8**		36		**SQR = 3.0**

NOTE: Both estimates use the same methods of weighting, z-score and percentile rank calculations, as well as indicator scoring detailed by CPS. The actual class sizes may be slightly different between the analyses, but that would unlikely change the final SQR results. The only differences are in the MAP RIT Scores and the Spring 2015 MAP attainment percentile ranks. The attainment ranks are the 2015 percentile ranks provided by NWEA, which were then weighted by grade size and averaged following CPS guidelines. Changing them to CPS estimates would change the resulting SQR to 2.9875, but that would be incorrect.

<u>Table 4.</u> Betty Shabazz International Charter – Sizemore 2015 School Quality Report Using CPS MAP Scores using CPS Methods versus the MAP Scores Provided by NWEA with NWEA Calculation Methods.

	2014 -2015 SQRP using CPS Metric with CPS MAP RIT Scores				2014 - 2015 SQRP using CPS Metric with NWEA Provided MAP RIT Scores			
School Quality Rating Indicator	Indicator Score	SQRP Points	Indicator Weight	Weighted Points	Indicator Score	SQRP Points	Indicator Weight	Weighted Points
NWEA MAP Growth Indicators – All Students								
Growth Percentile - Reading	**0.77**	4	0.1875	0.75	**0.820728**	4	0.1875	0.75
Growth Percentile - Math	**0.2**	2	0.1875	0.375	**0.555667**	3	0.1875	0.5625
% of Students Meeting/Exceeding Growth Norms	52.6%	3	0.1	0.3	52.6%	3	0.1	0.3
NWEA MAP Growth Indicators - Priority Groups								
AA - Reading	**0.77**	5	0.0125	0.0625	**0.820728**	5	0.0125	0.0625
H - Reading EL - Reading DL - Reading								
AA - Math	**0.18**	2	0.0125	0.025	**0.555667**	4	0.0125	0.0375
H - Math								

EL - Math DL - Math								
NWEA MAP Attainment Indicators								
Reading (3 -8)	**0.14**	2	0.05	0.1	**0.224358**	2	0.05	0.1
Math (3 -8)	**0.08**	1	0.05	0.05	**0.124659**	2	0.05	0.1
Reading (2)	**0.09**	1	0.025	0.025	**0.07**	1	0.025	0.025
Math (2)	**0.18**	2	0.025	0.05	**0.09**	1	0.025	0.025
Other Indicators								
Annual Progress on ACCESS Average Attendance	93.4%	2	0.2	0.4	93.4%	2	0.2	0.4
Essentials Survey		4	0.1	0.4		4	0.1	0.4
Data Quality Score	99.1	5	0.05	0.25	99.1	5	0.05	0.25
TOTALS		33		**SQR = 2.8**		36		**SQR = 3.0**

NOTE: NWEA computes the percentile ranks in growth for each student by comparing their 2014 Spring to 2015 Spring growth to their projected growth based on other students with the same Spring 2014 scores. CPS uses a slightly different but related method, which in theory, should only produce small differences in the estimates of percentile ranks in growth. The NWEA estimates were weighted by class size and averaged following CPS guidelines. Both estimates use the same methods of indicator scoring detailed by CPS. The actual class sizes may be slightly different between the analyses, but that would not change the final SQR results. The other differences are in the MAP attainment percentile ranks. The attainment ranks are the percentile ranks provided by NWEA, which were then weighted by grade size and averaged following CPS guidelines. Changing them to CPS estimates would change the resulting SQR to 2.9875, but that would be incorrect.

Implications of the Re-analysis Results

These simulated scores, which resulted in a 25 point loss for BASA in math, had been altered enough to move BASA down to a Level 3 school. As a result, BASA received a **Contractual Performance** Letter informing the school that it was on the Academic Warning List. The letter described the criteria for the warning list as "'Failing to Meet Standards or Make Reasonable Progress', equivalent to a Level 3 rating ." The **contract** went on to say, "To be removed from the Academic Warning List and exit the Revocation Process, your school must not receive a 'Level 3' designation as measured on the SQRP based on SY2014-2015 data, as evaluated in SY2015-2016. " **By reaching Level 2, BASA met this target**. [**See Appendix B**, Contractual Performance letter; and **Appendix C**, SQRP Report with SY2015 Level 2 Designation]. The contract also informed BASA that it would need to submit a Remediation Plan. BASA completed the plan, and CPS accepted the Remediation Plan because it met their two criteria, "1) The plan is complete based on available information and internally consistent 2) The plan includes the *end goal of not being rated Level 3* based on SY14-15 data ". [**See Appendix D**, email from CPS that states those two criteria]. Note that one criterion was for BASA to not be Level 3, supporting the original Performance Contract. **Despite the fact that BASA was reduced to a Level 3 and forced to complete a Remediation Plan using altered data, and that BASA yet went on to meet the CPS stated end goal of not rating Level 3 as stated in that Remediation Plan, CPS recommended the school for closure.**

Counter Argument to CPS Claims

Not only has CPS refused to honor its agreement, it has done so using very dubious tactics. Below please find the three reasons CPS offered for revoking BASA's charter, along with the network's response to each:

"[T]he school failed to reach 5 out of the 10 identified goals including Attainment and Growth goals."

This claim speaks to the goals that BASA set for itself in its Remediation Plan. However, as with a school improvement plan, goals that are internally set in that document are used to drive overall school improvement. The success of the plan is not determined by a school's ability to meet each internal goal or execute every improvement lever within the plan with

absolute fidelity. As the CPS contract and later issued written acceptance of our Remediation Plan stated, success was determined by the **"end goal"** of not being Level 3. Not only was this criteria offered in writing, but it is standard practice of all CPS school improvement plans. Each school's School Quality Rating (SQRP Level) is based on a cumulative score attained from a number of categories, not based on meeting a set of minimum requirements in those categories. *It is inappropriate to create a new evaluation practice and then apply it retroactively to a school year that has already been completed and to a contract that has already been agreed upon, enacted, confirmed as progressing well, and had its terms met.*

"The school provided incomplete or sample documentation to evidence comprehensive plan implementation."
BSICS met with the CPS team repeatedly throughout the school year to share the enactment of the BASA plan in real time. In each case the network was told that the enactment was going fine and that the plan seemed viable. No recommendations were given for altering the plan. Therefore, BASA did provide continuous evidence throughout the school year. Equally important, each time BASA met with CPS it was reminded that the end goal was for it not to be rated Level 3.

To add to that, this claim is completely farcical because not only did BASA meet with CPS multiple times and provide this evidence, but also because CPS did not request further evidence that BASA enacted the plan until **after** they had already made the public announcement that it would be recommending BASA for closure. On the afternoon of October 29th, 2015 BASA was asked to provide **evidence** that it executed its Remediation Plan. (The school was notified 2 1/2hours before the end of a work day and only given until the next morning to do so.) It was **not** asked to provide an entire year's worth of paperwork related to every professional development experience, meeting, etc. Therefore, BASA went through the plan, identifying every initiative and exercise that it said it would do, and sent evidence of enactment by the next morning. Again, if the decision to recommend closure was based on a lack of evidence, why was the evidence asked for **after announcing there would be a closure recommendation** and why was it even necessary if BASA had already met with CPS throughout the year? And if exiting the revocation process required a particular manner in which evidence of enactment was to be submitted, aside from the regular meetings throughout the year, why was this criteria not included in the original contract? Like the first claim, this was CPS attempting to create a reason to close the school after the fact. And again, *it is inappropriate to create a new evaluation practice and then apply it retroactively to a school year that has already been completed and to a contract that has already been agreed upon, enacted, confirmed as progressing well, and had its terms met.*

"[T]he school earned a SY15-16 SQRP rating of Level 2 and a 2 year SQRP average of 2.3."
Our 2-year SQRP average of 2.3 is partially based on those previously addressed test scores that CPS changed after the 2013-2014 school year. The score changes were so drastic that they lowered the school rating, which is the only reason BASA didn't meet this 2.5 points.

Additionally, and perhaps more importantly, this is again an evaluation criterion that CPS enacted after the school year was over. In fact, the CPS Board voted in the accountability policy that included the new cut-score that requires schools to be above 2.5 at the October 2015 board meeting. They voted to use this new criterion to close BASA in November of 2015. Once again, we argue that it *is inappropriate to create a new evaluation practice and then apply it retroactively to a school year that has already been completed and to a contract that has already been agreed upon, enacted, confirmed as progressing well, and had its terms met.*

BASA ACHIEVEMENT AND COMPARISON INFORMATION

READING 2013-14 Scores as they were prior to CPS manipulation, and after:

	Unadjusted NWEA National Growth Comparison	Adjusted CPS Published National Percentile
Grade 3	98th percentile	0th percentile
Grade 4	99th percentile	3rd percentile
Grade 5	99th percentile	(unpublished)
Grade 6	(unpublished by NWEA)	5th percentile
Grade 7	(unpublished by NWEA)	5th percentile
Grade 8	99th percentile	6th percentile

MATHEMATICS 2013-14 Scores as they were prior to CPS manipulation, and after:

	Unadjusted NWEA Comparative School Conditional Growth National Percentile (A score of 99 is best)	Adjusted CPS Published National Percentile
Grade 3	99th percentile	0th percentile
Grade 4	99th percentile	2nd percentile
Grade 5	99th percentile	23rd percentile
Grade 6	88th percentile	26th percentile
Grade 7	99th percentile	8th percentile
Grade 8	98th percentile	3rd percentile

BASA earned significant improvement in 8 out of 12 SQRP measurements and held steady in 2. (These numbers are CPS generated. Chart by Illinois Network of Charter Schools)

Elementary School Metrics

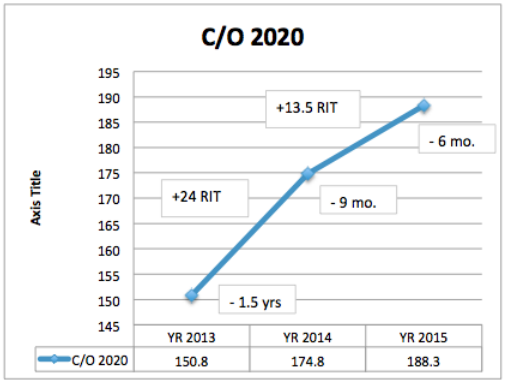
	2013-2014	2014-2015
Attendance (Elementary)	93	93
NWEA Math Growth Percentile - All Students	20	20
NWEA Reading Growth Percentile - All Students	1	77
5 Essentials Survey (Elementary)	2	4
NWEA Percent Meeting or Exceeding Growth Norms	60	53
Data Quality Index (Elementary)	91	99
NWEA Math Attainment Percentile - Grades 3-8	4	8
NWEA Reading Attainment Percentile - Grades 3-8	2	14
NWEA Math Attainment Percentile - Grade 2	7	18
NWEA Reading Attainment Percentile - Grade 2	2	9
NWEA Math Growth Percentile - Black Students	20	18
NWEA Reading Growth Percentile - Black Students	1	77

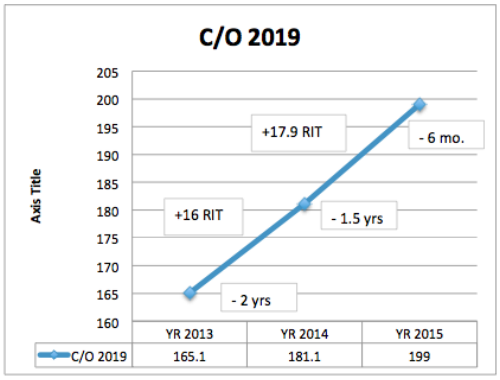
CPS portrays BASA as a school that is not making reasonable progress; however data *directly from the testing company*, reveals that BASA students are making great strides in the past few years, the same period CPS considers in SQRP scoring. Below please find the NWEA data that demonstrates that cohorts of students have been closing the achievement gap. The scores are NWEA Average mean RIT score.

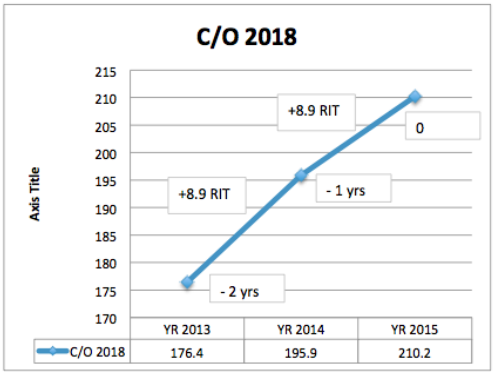
Reading Data (Grades 1stnd – 4th)

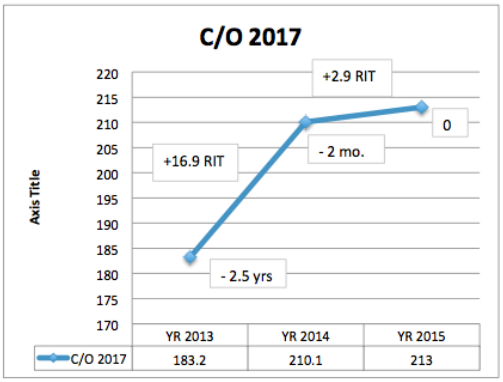
C/O	YR 2013	YR 2014	YR 2015
C/O 2020	150.8	174.8	188.3
C/O 2019	165.1	181.1	199
C/O 2018	176.4	195.9	210.2
C/O 2017	183.2	210.1	213

Note: YR 2013 was data prior to the start of the new school leader.



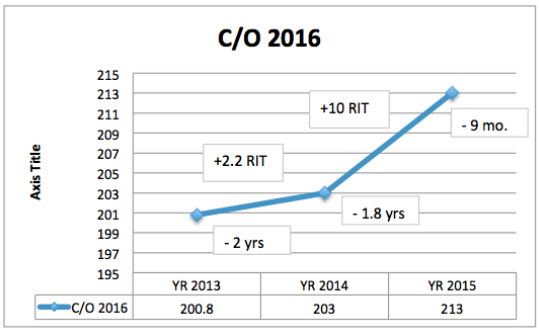


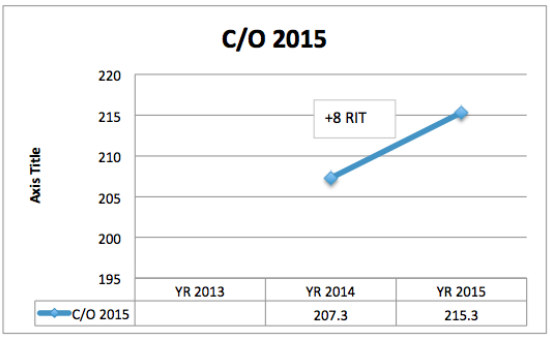


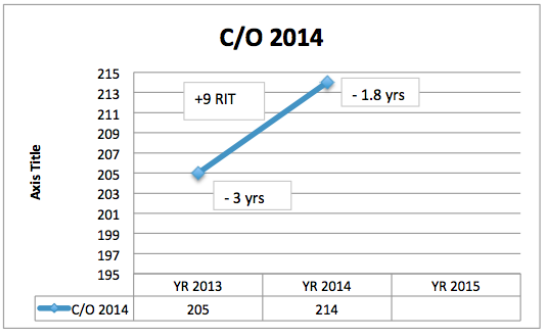


Reading Data (Grades 5th ,7th and 8th)

C/O	YR 2013	YR 2014	YR 2015
C/O 2016	200.8	203	213
C/O 2015		207.3	215.3
C/O 2014	205	214	

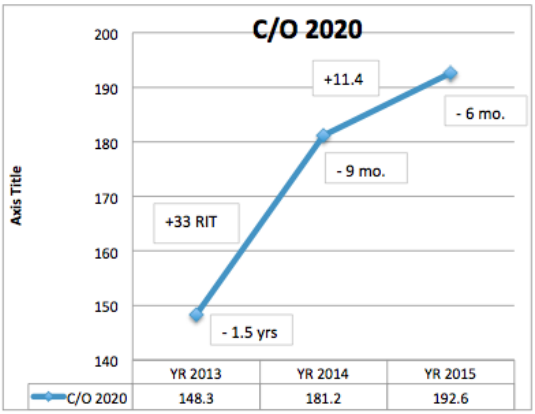


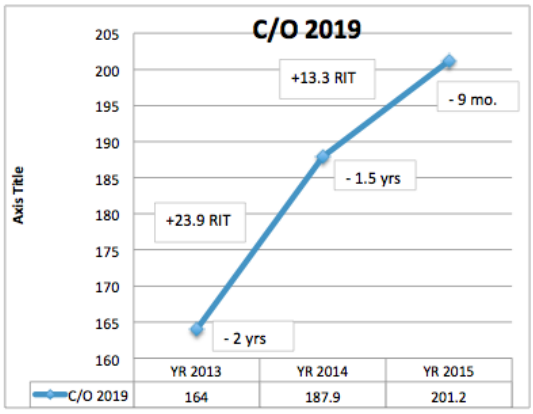


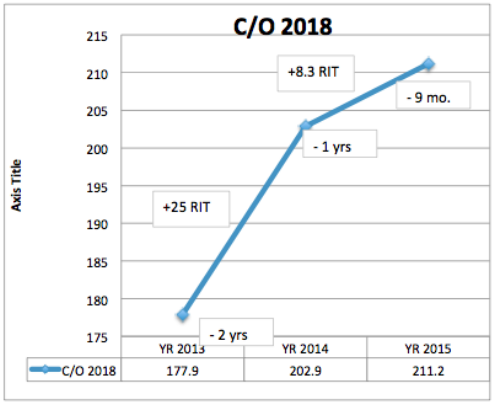


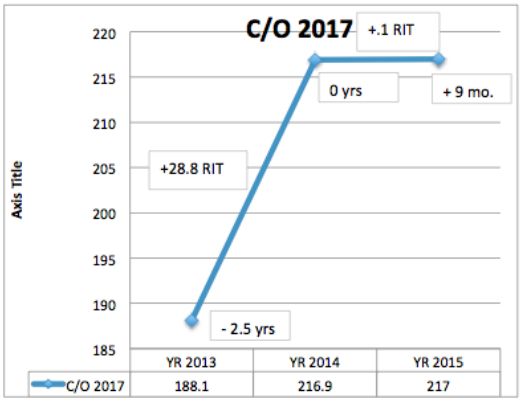
Math Data (Grades 1st – 4th)

C/O	YR 2013	YR 2014	YR 2015
C/O 2020	148.3	181.2	192.6
C/O 2019	164	187.9	201.2
C/O 2018	177.9	202.9	211.2
C/O 2017	188.1	216.9	217



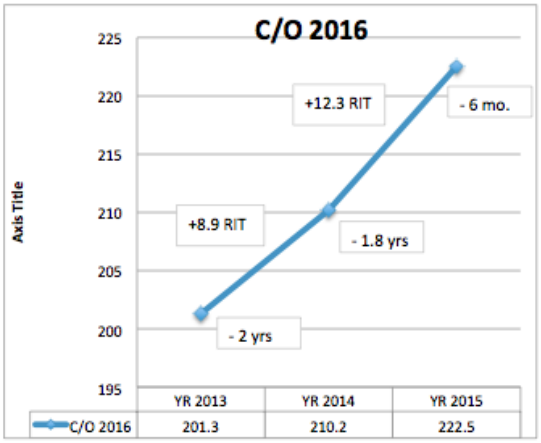


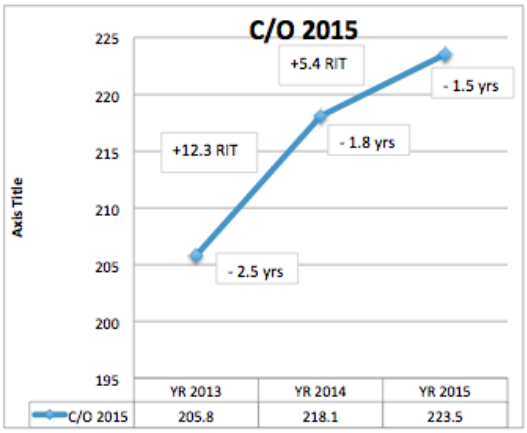


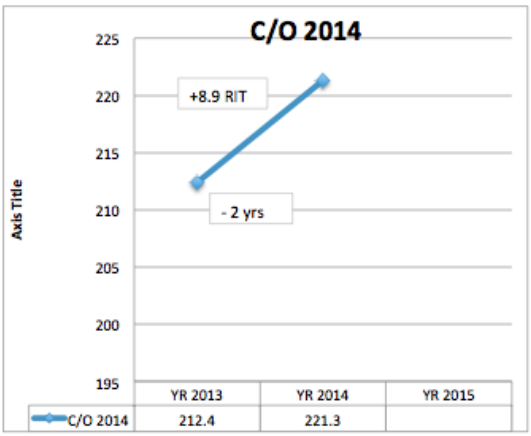


Math Data (Grades 6th – 8th)

C/O	YR 2013	YR 2014	YR 2015
C/O 2016	201.3	210.2	222.5
C/O 2015	205.8	218.1	223.5
C/O 2014	212.4	221.3	







Negative Outcomes Should the Decision Not Be Reversed

CPS reported to the Board of Education before the closure vote that they would find better schools in the area for BASA students to attend. However, when CPS met with BASA parents CPS gave parents a list of schools with higher ratings than BASA, almost all of which were out of the BASA area, and did so with only 2-17 days left before the application deadlines (which varied by school). Additionally, **CPS refused to guarantee admission to ANY of the schools other than the students' zone schools. They also offered no specifics regarding transportation should a student happen to make a lottery date and get selected at a school outside of the area.** Lastly, with very little notice given for the meeting, only 5 BASA families attended. Therefore, given how unlikely it is that the majority of our children will get selected by lottery, and so few are actually informed about how to participate in this short time frame, it is unlikely that our students will be in those schools out of the area or even be able to get there if accepted. This dilemma leaves the vast majority of our students forced to attend their zone schools, the only schools to which CPS would guarantee admission. Based upon where BASA students live, the 10 most frequently corresponding zone schools for BASA students are described below:

	Top 10 Zone Schools of Shabazz-Sizemore Students (2014-15)					
	SQRP LEVEL	SQRP Level Points	Reading Attainment Percentile	Math Attainment Percentile	Reading Growth Percentile	Math Growth Percentile
BASA	2	2.8	14	8	20	77
Randolph	2	2.6	6	22	6	34
O'Toole	2	2.6	8	16	38	42
McKay	2+	3.3	11	8	25	42
Wentworth	2	2.5	11	15	17	37
Barton	3	1.8	5	2	6	8
Jacobs Bond	1	3.5	20	30	78	96
Stagg	2	2.6	15	18	22	26
Henderson	2	2.2	5	6	50	31
Parker	2	2.5	8	7	20	55
Foster Park	2+	3.3	60	58	27	61

There are only 3 schools that currently have higher ratings than BASA. All 10 of those schools have been identified as comparably unsafe by the Chicago Police Department [**See Appendix E**, statements from CPD 7th District Officers], as well as by our children (based on their experiences in these schools). Failure of CPS to guarantee acceptance to better performing schools, coupled with achievement and growth data in the chart above, demonstrate that it is very unlikely that BASA students would find themselves in schools that are performing better than BASA. An overwhelming number of BASA students report that they have already experienced the upheaval of school closure, some multiple times. Forcing BASA students to attend yet another school, not performing much better than theirs, is not in the best interest of our student body.

Closing Remarks

Of note is that CPS rightfully claims the jurisdiction to determine what constitutes reasonable progress. However, our argument is that they identified reasonable progress in three ways that all included the same messaging, that BASA must not be Level 3 the following year. CPS communicated this goal in 3 ways:

1. by issuing the previously described Performance Contract that stated BASA would exit the revocation process if SY15 data did not result in Level 3 status
2. by accepting BASA's remediation plan and communicating in this written acceptance that the plan was acceptable because it had as its "end goal" (the term used by CPS) not being Level 3
3. by meeting with BSICS administrators multiple times during the course of the school year to check on the plan enactment, each time confirming that the implementation was going well

Further convincing Chicago citizens that their city leaders have unsavory professional practices is problematic. BASA is located in Englewood, a community plagued by violence and a distrust of city operations. When the public was made aware of the recommendation for closure, and particularly the specifics related to the original agreement, more than 1,000 BASA supporters signed petitions to oppose the recommendation. Additionally, a number of community representatives wrote letters of support for BASA, including:

- Alderman Toni Foulkes
- Alderman Michelle Harris
- Alderman Raymond A. Lopez
- State Senator Jacqueline Collins
- State Senator Donne E. Trotter
- State Rep Kenneth Dunkin
- Rainbow/PUSH Coalition
- Black Star Project (Phillip Jackson)
- Positive Development of Black Youth (Useni Eugene Perkins)
- Attorney Jeanette Foreman
- Dr. Kelly Harris (Chicago State University)

Community support for BASA is important. Requiring that CPS enact professional practices that are above board and ethical is especially important in a climate where public trust for city officials is in crisis. What is crucial for city leadership to understand is that there is such great support for BASA not just because BASA provides an exceptionally safe zone in a community steeped in violence, but also because under new leadership, it has had amazing academic growth for the past three years.