



Illinois
State Board of
Education



Summative Designation

SY 2020

Metric Information

Summative Designation

Definition

Summative Designations are, except in School year 2020, annual designations that meaningfully differentiate school performance based on all elements of a state’s accountability system. The system must differentiate between the performance of all students in a school, and the performance of particular student demographic groups.

In 2020, due to a national health crisis, schools were closed nationwide and the US Department of Education offered an unprecedented waiver of assessment and accountability requirements under ESSA. The approved IL waiver is linked below. Of relevance to accountability and the summative designation is the following assurance, that was a requirement of the waiver:

- “Any school that is identified for comprehensive or targeted support and improvement or additional targeted support and improvement in the 2019-2020 school year will maintain that identification status in the 2020-2021 school year and continue to receive supports and interventions consistent with the school’s support and improvement plan in the 2020- 2021 school year.”

To meet this assurance, ISBE will reissue all schools their 2019 designation as their 2020 designation. The rules as follows are the rules used to calculate the 2019 summative designation.

There are 2 accountability bands:

1. Elementary and Middle School (ES) (currently schools serving grades 1-8)
2. High School band (HS) (schools serving grades 9-12)

Within each band there are two categories of indicators, with a total of eight similar but distinct indicators with associated weights:

1. Academic

Elementary/Middle (ES)	High School (HS)
ELA Proficiency (7.5%)	ELA Proficiency (7.5%)
Math Proficiency (7.5%)	Math Proficiency (7.5%)
ELA Growth (25%)	Graduation Rate (50%)
Math Growth (25%)	Science Proficiency (5%)
Science Proficiency (5%)	ELPtP (5%)
ELPtP (5%)	

2. Student Success and School Quality (SSSQ)

Elementary/Middle (ES)	High School (HS)
Chronic Absenteeism (20%)	Chronic Absenteeism (10%)
Climate Survey (5%)	Climate Survey (6.67%)
	9th Grade OnTrack (8.33%)

The designation student demographic groups are:

- All Students
- White
- Black
- Hispanic
- Two or More Races
- Asian
- Hawaiian/Pacific Islander
- Native American
- English Learners (EL)
 - Students who are currently classified as English Learners, who have not yet reached proficiency
- Former English Learners
 - Include English Learners who met the state reclassification criteria on ACCESS through high school graduation.
- Children with Disabilities (CWD)
 - Includes students who were identified as having a disability through formal evaluations and met specific criteria as stated under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education and related services by a team of individuals who developed an Individualized Education Program (IEP). Students with a 504 Plan are also identified as students with a disability who have met specific criteria as stated under the Section 504 of the Rehabilitation Act of 1973 and are eligible to receive accommodations and related services in a general education setting.
- Former Children with Disabilities (*Insufficient 504 Data is available to calculate this student group in 2019*)
 - Includes students who were previously identified as a student with a disability who had an active IEP in the past four years, but does not currently have an active IEP due to not meeting eligibility requirements; has since graduated; and/or has aged out of receiving services. It also includes students who were previously identified as a student with a disability who had an active 504, but does not currently have an active 504.
- Low Income

There are 4 Summative Designation levels:

1. **Exemplary:** A school in which no subgroup is performing at or below the level of the “all students” group in the lowest-performing 5 percent of Title I-eligible schools, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.
2. **Commendable:** A school in which no subgroup is performing at or below the level of the “all students” group in the lowest-performing 5 percent of Title I-eligible schools, a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.

3. **Targeted:** A school in which one or more subgroup(s) is/are performing at or below the level of the “all students” group in the lowest-performing 5 percent of Title I-eligible schools.
4. **Comprehensive:** A school that is in the lowest-performing 5 percent Title I-eligible schools in Illinois and those high schools that have a graduation rate of less than 67 percent or less.

Calculating summative designations and assigning levels of support is a **4-step process**, with specific business rules at each step.

To the greatest extent possible, the business rules that guide the allocation of points to schools for each indicator were intended to follow these guidelines:

- If a school Meet/Exceeds the statewide long-term goal, interim target or other state defined expectation for performance - assign full points (i.e., 100)
- If a school does not meet annual expectation: Assign points representing the proportion of the target achieved within the given year (1-99)
 - Percent of interim target met (e.g., academic achievement)
 - Proportion of points obtained within an “effective range” defined by a state specified maximum and minimum value
- In general, rules should be consistent in their logic and application.
- In general, business rules should not penalize small decreases in performance for schools that are performing well.
- In general, business rules should incentivize and reward improvement in schools that are performing both above and below expectations.
- If a business rule adds complexity without adding meaningful differentiation, it should not be applied unless absolutely necessary.

The 4 steps are:

1. Calculate School Performance Level from student performance data
2. Convert the School Performance Level to an Indicator Score by Student Groups
3. Weight and aggregate the Indicator Scores to create School Group Index Scores
4. Convert Index Score to Summative Designation

These are further described in the Business Rules section below.

Guidance Citation

State Statute/Guidance: [Illinois Approved ESSA State Plan](#)

Federal Statute/Guidance: [ESSA \(2015\). Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 \(2015-2016\)](#)

Waiver: <https://www.isbe.net/Documents/Assessment-Accountability-Waiver-Illinois.pdf>

Business Rules and Technical Implementation

Business Rules

Business Rules:

Step 1: Calculate School Performance From Student Performance Data

1. Assign student to an **Accountable School**.

The accountable school is the home school of greatest and longest enrollment where the student has been enrolled “at least half a school year.”

- Summative designations are issued only for those schools that are open in the school year when the summative designations are issued.
- The accountable school is adjusted for schools that were merged for the school year when the summative designations are issued.
- “At least half of a school year” is defined as 134 or more calendar days (non-consecutive) of total enrollment. The number 134 was determined by taking the difference between the start date and end date of all school and district calendars in the state, averaging their total number of calendar days, and dividing the average in half.

- a. If any student has Private School Indicator Yes, drop the record from the data set.
- b. For each student, find the home school of longest enrollment.
 - i. For each enrollment in the year, determine the total length of enrollment by subtracting the start date of the enrollment from the end date of the enrollment.
End date – start date = # of calendar days
 - ii. Add together any non-consecutive enrollments associated with the same home school.
- c. For each student, assign the home school of longest enrollment where that enrollment is ≥ 134 calendar days (e.g. “half a school year”) as the accountable school.
 - i. If a student has two enrollments greater than 134 calendar days, the student's record falls to the school with the greater days of enrollment.
 - ii. If a student has two enrollments of exactly the same value, both ≥ 134 , the student's record falls to the school with the enrollment at the time of testing.
 - iii. If there is no accountable school that the student has been enrolled “at least a half of a school year” (non-consecutive enrollment), the student is dropped from the data set.

2. Pull in applicable student demographic data.

- a. Pull data from IAR or SAT correction record associated with accountable school.
 - i. If no record exists in the IAR or SAT correction record, then pull data from the Student Demographic record
- b. For CWD,
 - i. A CWD student is a student that has a 504 accommodation and/or an IEP.
 1. A 504 student is any student with a 504 accommodation in SIS on or after 12/1.
 2. An IEP student is any student approved for services in IStar on or after 12/1.
- c. For Former EL,
 - i. A student that was EL in a prior school year but is not EL in the current school year.

3. Pull in applicable student assessment, attendance, and survey participation data.

- a. For assessment data:
 - i. If a student has a valid score, pull in the score.

- ii. If a student does not have a valid score, pull in record from accountable school.
 - b. For attendance data: Combine all enrollments greater than 14 calendar days for the school year.
 - c. For climate survey participation:
 - i. If a student is rostered, tie their participation to the accountable school
4. Calculate the **School Performance Level** for each indicator according to the rules for that indicator:

Indicator	Rules
ELA Proficiency (ES & HS)	<p>A. Number Proficient (ES): Sum the number of students with ELA proficiency levels of 4 or 5 on IAR, and students with ELA Levels 3 & 4 on DLM-AA.</p> <p>Number Proficient (HS): Sum the number of students with ELA proficiency levels of 3 or 4 on SAT, and students with ELA Levels 3 & 4 on DLM.</p> <p>B. Number Tested: Sum the number of students with a valid score of any level.</p> <p>C. Number Should Have Tested: Sum the number of students with a valid test score or RNVTA code of 10, 15, or 19, 25 or 53.</p> <p>D. Denominator: Multiply C by .95. If D is > than the number of students with a valid score. Store as Denominator95.</p> <p>E. % Proficient: $[\text{Number proficient} \div \text{the greater of Number Tested or 95\% of Number Should have Tested}] * 100$</p>
Math Proficiency (ES & HS)	<p>A. Number Proficient: Sum the number of students with math proficiency levels of 4 or 5 on IAR, and students with math Levels 3 & 4 on DLM.</p> <p>B. Number Tested: Sum the number of students with a valid score of any level.</p> <p>C. Number to be Tested: Sum the number of students with a valid test score or RNVTA code of 6, 10, 15, or 19, 25 or 53.</p> <p>D. Denominator: The greater of Number Tested or (Number to be Tested * .95).</p> <p>E. % Proficient: $[\text{Number proficient} \div \text{the greater of Number Tested or (Number Should have Tested * .95)}] * 100$</p>
Science Proficiency (ES & HS)	<p>A. Number Proficient: Sum the number of students with science proficiency level of 2 on ISA, and students with math Levels 3 & 4 on DLM.</p> <p>B. Number Tested: Sum the number of students with a valid score of any level.</p> <p>C. Number to be Tested: Sum the number of students with a valid test score or RNVTA code of 10, 15, 30, 31, 33 and 34, or Suppression codes: S2, S4, S5, S6, S7, S8, S09, S10, S13, or S15.</p> <p>D. Denominator: The greater of Number Tested or (Number to be Tested * .95).</p> <p>E. % Proficient: $[\text{Number proficient} \div \text{the greater of Number Tested or (Number Should have Tested * .95)}] * 100$</p>
EL Progress to Proficiency (ELPtP) (ES & HS)	<p>Identification of Students:</p> <ol style="list-style-type: none"> 1. Students should be included in this indicator in the first year they have the EL designation and both a current and a prior ACCESS score. 2. Apply the “half a year” rule after this rule. <p>A. Baseline Grade: For each student, determine the grade level of their first ACCESS score in grade 1 or above. This is their baseline grade.</p> <ol style="list-style-type: none"> a. If they were identified in Pre-K or K, Baseline Grade = 1. b. If they were identified in Grade 1 or after, the grade of identification is their baseline year, e.g. Grade 1 = 1, Grade 3 = 3, Grade 9 = 9.

Indicator	Rules
	<p>B. Baseline Year: For each student, store the school year associated with the Baseline Grade (e.g. SY 2014-2015 – Student identified in fall 2014, first ACCESS in 2015 would be recorded as 2015).</p> <p>C. Partial Years: A count of the number of years after a student’s baseline year for which the sum of a student’s enrollments for the year is ≤ 134 calendar days.</p> <p>D. Proficiency Target Year: Baseline Year plus Partial Years + 5 (e.g. Baseline 2015 + 5 + 0 = 2020).</p> <p>E. Proficiency Target Grade:</p> <ol style="list-style-type: none"> (Baseline Grade + 5 + Partial Years) If Current Year is \geq Proficiency Target Year (e.g. the student is past their timeline), Current Grade is Proficiency Target Grade <p>F. Initial Scale Score: First ACCESS score in grade 1 or higher. If no initial scale score can be found, use 100 (the lowest obtainable score).</p> <p>G. Current Scale Score: Most current scale score. If no score can be found, use 100.</p> <p>H. Prior Scale Score: Scale score from the year prior, if one exists and the student has been EL for two or more years. If not, use 100.</p> <p>I. Proficiency Target Scale Score: Using the <u>EL Proficiency Scale Score Tables</u> (below) determine the target scale score equivalent to a 4.8 composite proficiency level in a student’ Proficiency Target Grade or current grade if past their 5-year timeline.</p> <ol style="list-style-type: none"> 6: 393 7: 400 8: 406 9: 412 10: 418 11: 423 12: 428 <p>J. Timeline Target: Take the (Proficiency Target Scale Score – Initial Scale Score) / 5. Save as static variable Timeline Target.</p> <p>K. Revised Target: Take the (Proficiency Target Scale Score – Prior Scale Score) / (Proficiency Target Year – Current School Year + 1). The denominator has a floor of 1 and a ceiling of 5. Save as variable Revised Target. Will be updated each year.</p> <p>L. Past Timeline Target: If student did not reach their target in 5 years the formula is then (Proficiency Target Scale Score – Prior Scale Score)</p> <p>M. Gain: The (Current Scale Score – Prior Scale Score). If this number is negative, round to zero. If a student has no test score, use 100 (which will result in a 0 or a negative).</p> <p>N. Progress Ratio: Student’s scale score Gain / the lower of Timeline Target or Revised Target OR Past Timeline Target if Current Year > Proficiency Target Year</p>
ELA Growth (ES)	A. ELA Mean Student Growth Percentile (SGP): Sum of all ELA SGP scores divided by the number of ELA SGP scores.
Math Growth (ES)	A. Math Mean Student Growth Percentile (SGP): Sum of all Math SGP scores divided by the number of Math SGP scores.

Indicator	Rules
Graduation Rate (HS)	<p>A. Adjusted Cohort Graduation Rate: Using the federal rules for calculating an adjusted cohort graduation rate, calculate the following:</p> <ol style="list-style-type: none"> The 4-year adjusted cohort rate for the most recent graduating cohort (e.g. Cohort 2014 – those students who entered 9th grade for the 1st time in 2014 and whose 4-year graduation year would be 2017) 5-year adjusted cohort rates for the previous cohort (e.g. Cohort 2013) The 6-year adjusted cohort rates for the cohort previous to that (e.g. Cohort 2012) Note: This is the only indicator that does not follow the 134 calendar day rule. Instead use the last home school in which the student was enrolled. <p>B. Weighted Adjusted Cohort Graduation Rate: $[(\text{Cohort_Year_4} \times .60) + (\text{Cohort_Year_5} \times .30) + (\text{Cohort_Year_6} \times .1)] \times 100$</p>
9 th Grade On-Track (HS)	<p>A. The cohort will consist of 1st time full time freshman defined as:</p> <ol style="list-style-type: none"> Not enrolled in Grade 9 in previous year. Enrolled in Grade 9 on October 1 of the school year. Enrolled in Grade 9 on May 1 of the school year. The sum of the days enrolled at a single home school in the current school year must be greater than 212. Summer school enrollments are excluded from this count, which are those students who have an enrollment date equal to or later than June 1. Student will be included in cohort of their accountable school if they have met the above criteria. <p>B. On-Track means the student:</p> <ol style="list-style-type: none"> Attained a passing grade (A+ through D- , Satisfactory, Exceptional and Meets Standard) in courses totaling at a minimum 5 course credits. Did not fail (F plus U-Unsatisfactory) core courses totaling more than .5 course credits. Core courses have a subject area of Reading, Math, Science and Social Science. Courses included are the completed courses from Semester 1 and 2 (S1 & S2) or Tri-Semesters 1, 2 and 3 (T1, T2 & T3). <p>C. Course credits from summer session are not included.</p> <p>D. % On-Track is calculated as:</p> <ol style="list-style-type: none"> $[(\text{The number of students within the school that pass courses totaling 5 or more course credits AND did not fail more than .5 course credits in core courses}) / (\text{The total number of freshmen students meeting the qualifications outlined in the cohort definition})] \times 100$ Apply an adjustment to schools not using a .5 credit per semester scale* (adjusting for known schools who use a 1 credit per semester scale).
Chronic Absenteeism (ES & HS)	<p>A. Number Chronically Absent: Only students in grades 1 – 12 are counted for chronic absenteeism. Students who have missed 10% or more of the school year, excused or unexcused. Exclude enrollments less than 10 school days. Exclude days hospitalized or medically homebound.</p>

Indicator	Rules
	<ul style="list-style-type: none"> a. The combined total number of “days absent – unexcused” and “days absent – excused” per student is divided by that students length of enrollment. b. The length of enrollment for chronic absenteeism is calculated by counting the number of days present + days absent – unexcused + days absent – excused. c. If the sum of absences divided by the length of enrollment is greater than or equal to 0.10 then the student is considered chronically absent. d. For students with multiple enrollments at the same home school, attendance is the sum of all days for the schools. <p>B. Number of Students: Number of students with enrollments greater than or equal to 10 school days in the relevant student group.</p> <p>C. Chronic Absenteeism Rate: $(\text{Number Chronically Absent} \div \text{Number of Students}) * 100$</p>
Climate Survey (ES & HS)	<p>A. Number Participated: The number of student responses received.</p> <p>B. Number to be Surveyed: The number of students who had an enrollment in a surveyed grade, during the survey window. <i>Excludes students who transferred out prior to the survey window and students who are cognitively unable to access the survey.</i></p> <p>C. Participation Rate: $(\text{Number participated} \div \text{Number Surveyed}) * 100$</p>

Note: There are some schools who serve grades that span the ES and HS. These schools receive two designations.

Step 2: Convert the School Performance Level to an Indicator Score by Student Groups

- For each indicator, as applicable to grades served, convert the school’s performance level on that indicator into an indicator score, using the following rules:

Indicator	Performance Level to Indicator Score Calculation Rules
ELA Proficiency (ES & HS)	<ul style="list-style-type: none"> A. If % Proficient \geq Interim Target for demographic group for year (See ELA Interim Targets Table) Indicator Score = 100 B. ELA Score: $(\text{\% Proficient} / \text{Interim Target for demographic group for year}) * 100$
Math Proficiency (ES & HS)	<ul style="list-style-type: none"> A. If % Proficient \geq Interim Target for demographic group for year (See Math Interim Targets Table) Indicator Score = 100 B. Math Score: $(\text{\% Proficient} / \text{Interim Target for demographic group for year}) * 100$
Science Proficiency (ES & HS)	<ul style="list-style-type: none"> A. If % Proficient \geq Interim Target for demographic group for year (See Science Interim Targets Table) Indicator Score = 100 B. Science Score: $(\text{\% Proficient} / \text{Interim Target for demographic group for year}) * 100$

ELA Growth (ES)	<p>A. ELA Growth Score: $[(\text{ELA_MSGP} * (20/9)) - 62.222222221]$</p> <p>B. Note: MSGP ≥ 73 = 100 points, MSGP ≤ 28 points = 0 points</p>
Math Growth (ES)	<p>A. Math Growth Score: $[(\text{Math_MSGP} * (20/9)) - 62.222222221]$</p> <p>B. Note: MSGP ≥ 73 = 100 points, MSGP ≤ 28 points = 0 points</p>
EL Progress to Proficiency (ES & HS)	<p>For Students within the 5-year timeline:</p> <p>A. If Progress Ratio is greater than or equal to 1 = 100 points</p> <p>B. If Progress Ratio is less than 1, Progress ratio * 100 = awarded points</p> <p>For Students past the 5-year timeline:</p> <p>A. If the student reaches proficiency = 100 points</p> <p>B. If the student does not reach proficiency, Progress Ratio will be less than 1, Progress ratio * 100 = awarded points</p>
High School Graduation Rate (9-12)	<p>A. Graduation Score: (For All Subgroups Except CWD): $[(\text{Weighted Adjusted Cohort Graduation Rate} - 66.66) * 3]$, with negative values rounded to 0, and a maximum score of 100.</p> <p>B. Note: Grad rate $\leq 67\%$ = 0 points</p> <p>C. Graduation Score: (CWD Subgroup): $[(\text{Weighted Adjusted Cohort Graduation Rate} * 2) - 86]$ with negative values rounded to 0, and a maximum score of 100.</p> <p>D. Note: Grad rate $\geq 93\%$ = 100 points, grad rate $\leq 43\%$ = 0 points</p>
9 th Grade On-Track (HS)	<p>A. On-Track Score: $[(\% \text{ OnTrack} - 66.6) * 3]$, with negative values rounded to 0, and a maximum score of 100., with negative values rounded to 0, and a maximum score of 100.</p> <p>B. Note: On-Track rate $\leq 67\%$ = 0 points</p>
Chronic Absenteeism (ES & HS)	<p>A. Chronic Absenteeism Score: $[(100 - (\text{Chronic Absenteeism Rate} * 2))]$</p> <p>B. Note: Chronic Absenteeism rate $\geq 50\%$ = 0 points</p>
Climate Survey (ES & HS)	<p>A. $[(\text{Survey Participation Rate} * (20/9)) - 111.11]$</p> <p>B. Note: Participation rate $\geq 95\%$ = 100 points, participation rate $\leq 50\%$ = 0 points</p>

2. Repeat for all **student groups for which there is an n-size ≥ 20** (e.g., ≥ 20 points of data), saving as variables.

Step 3: Weight and Aggregate the Indicator Scores to Create School Group Index Scores

1. For the “all student group,” multiply each indicator score by the weight it has in the system, and sum using the formulas below.

Elementary/Middle

$$[(\text{ELAProf} * (.075 + R_{11})) + (\text{MathProf} * (.075 + R_{12})) + (\text{SciProf} * (.05 + R_{13})) + (\text{ELAGrowth} * (.25 + R_{14})) + (\text{MathGrowth} * (.25 + R_{15})) + (\text{ELPtP} * (.05 + R_{16}))] = \text{Academic Index Score}$$

$$[(\text{Chronic} * (.2 + R_{21})) + (\text{Climate} * (.05 + R_{22}))] = \text{SSSQ Index Score}$$

$$\text{School Index Score} = \text{Academic Index Score} + \text{SSSQ Index Score}$$

High School

$$[(\text{ELAProf} * (.075 + R_{11})) + (\text{MathProf} * (.075 + R_{12})) + (\text{SciProf} * (.05 + R_{13})) + (\text{GradRate} * (.5 + R_{14})) + (\text{ELPtP} * (.05 + R_{15}))] = \text{Academic Index Score}$$

$$[(\text{Chronic} * (.1 + R_{21})) + (\text{Climate} * (.0667 + R_{22})) + (\text{OnTrack} * (.0833 + R_{23}))] = \text{SSSQ Index Score}$$

$$\text{School Index Score} = \text{Academic Index Score} + \text{SSSQ Index Score}$$

R_{mn} is the relative weight that needs to be added to each of the remaining variables if 1 or more variables are missing from a given grouping where m defines the grouping and n defines the variable in that grouping (i.e., $m=1$ is academic worth 75%, $m=2$ is SSSQ worth 25%)

W_{mn} is the original respective weight of the given indicator (e.g., for MathProf, .075 is W_{12})

$$R_{mn} = W_{mn} * \frac{\sum(\text{Missing } W_{mn} \text{ for } m \text{ group})}{\sum(\text{Remaining } W_{mn} \text{ for } m \text{ group})}$$

$\sum(\text{Missing } W_{mn} \text{ for } m \text{ group})$: Sum the missing weight for a specific group “ m ”

$\sum(\text{Remaining } W_{mn} \text{ for } m \text{ group})$: Sum the remaining weight for a specific group “ m ”

Treat missing indicators as zeros, which will eliminate them from the formula.

Add relative weights (R_{mn}) to the formula and calculate.

- The formulae redistribute the weight of missing indicators to other indicators of the same type (e.g. academic is distributed to academic, SSSQ is distributed to SSSQ).
- Do this where the n -size is ≥ 20 for at least 5 out of 8 indicators, of which at least 1 is an SSSQ indicator.
- Repeat for all student groups where the n -size is ≥ 20 for at least 5 out of 8 indicators, of which at least 1 is an SSSQ indicator. Save as variables.

Step 4: Convert Index Score to Summative Designation

Elementary Designations

1. Rank order all schools with an ES index score by the “all” index score from highest index score to lowest.
2. Identify the lowest performing 5% of all ES Schools.
3. Save the “all” index score of the highest ranked school in the lowest 5% as a variable.
 1. **ES_Threshold** is the name of the variable.
4. Assign **Comprehensive** to all schools at or below the **ES_Threshold**.
 1. Assign reason as “all”
5. Identify the top 10% of all ES Schools by the “all” index score
 - a. Assign **Exemplary**.
 - b. Assign reason as “all”
6. For all schools without the designation Comprehensive, compare the index score of each student group to **ES_Threshold**.
 - a. Where any student group index score is \leq **ES_Threshold**, apply **Targeted** overwriting any summative designation of Exemplary.
 - b. List all student groups with an index score \leq **ES_Threshold** in the reason field.
7. For all other schools, where the summative designation field is blank, assign **Commendable**.
 - a. Assign reason as “all”
8. For those schools who had 10 or more students in one or more grades who converted from IAR paper administration in 2018 to online administration in 2019, compare 2018 designation to 2019 designation.
 - a. If 2019 designation lower than 2018 designation, replace 2019 designation with 2018 designation.

High School Assignment

1. Rank order all schools with an HS index score by the “all” score from highest index score to lowest
2. Identify the lowest performing 5% of all HS Schools.
3. Save the “all” index score of the highest ranked school in the lowest 5% as a variable.
 - a. **HS_Threshold** is the variable name.
4. Apply **Comprehensive** to all schools at or below the **HS_Threshold**.
 - a. Assign reason as “all”
5. For all schools, identify schools with an “all” **Graduation Rate indicator score** of 0.
 - a. Assign **Comprehensive**
 - b. Assign reason as “low graduation rate”
6. Identify the top 10% of all HS Schools by the “all” index score.
 - a. Assign **Exemplary**
 - b. Assign reason “all”
7. For all schools without the designation Comprehensive, compare the index score of each student group to **HS_Threshold**.
 - a. Where any student group index score is \leq **HS_Threshold**, apply **Targeted** overwriting any summative designation of Exemplary.
 - b. List all student groups with an index score \leq **HS_Threshold** in the reason field.
8. For all other schools, where the summative designation field is blank, assign **Commendable**.
 - a. Assign reason “all”

Formula (calculations)

The data is pulled directly from ISBE's Entity Profile System (EPS), using data from the most recent populated information in EPS.

Sources of Data

The below table indicates the source of the data.

Indicator Name	Data Source Location(s)
ELA Proficiency (ES & HS)	ES: PARCC/IAR Assessment data from SIS HS: SAT Assessment data from SIS
Math Proficiency (ES & HS)	ES: PARCC/IAR Assessment data from SIS HS: SAT Assessment data from SIS
ELA Growth (ES)	ES: PARCC/IAR SGP from SIS
Math Growth (ES)	ES: PARCC/IAR SGP from SIS
English Learner Progress to Proficiency (ELPtP) (ES & HS)	ES: ACCESS Assessment data from SIS HS: ACCESS Assessment data from SIS
Chronic Absenteeism (ES & HS)	ES: Attendance data from SIS HS: Attendance data from SIS
Climate Survey (ES & HS)	ES: Participation from Survey Vendors (External file) HS: Participation from Survey Vendors (External file)
9th Grade OnTrack (HS)	HS: Student Course data from SIS
Graduation Rate (HS)	HS: Graduation Cohort from SIS
Science Proficiency (ES & HS)	ES: ISA Assessment data from ISBE Services HS: ISA Assessment data from ISBE Services