

Illinois Report Card



Public Business Rules: 2026 Summative Designation Requirements and Business Rules

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Revision History

Table 1.A. Revision History

Version	Date Updated	Revision(s)
1.0	October 1, 2026	Initial version

Summative Designation

Definition

- Summative Designation is the annual accountability designation assigned to each school pursuant to ESSA. The summative designation for all public schools receiving a designation is located on the Illinois Report Card.
- The ESSA required accountability system was fully redesigned for school year 2026. The business rules that follow reflect that redesign.
- Information on the previous accountability system can be found in the history section of the ESSA webpage – www.isbe.net/essa.

Grades

- Entities serving grades K and higher.
 - Note: schools serving grade Pre-K or K only are not eligible for a summative designation.
- By indicator:
 - Proficiency
 - ELA & math grades 3-11*
 - Science grades 5, 8, & 11*
 - *Grade 11 is understood to be inclusive of a small number of students who were supposed to test in grade 11 but did so as grade 12 students.
 - Growth
 - ELA & math grades 4-11*
 - Graduation rate
 - As defined in the report card graduation rate business rule document.
 - [Public Business Rules for 2026 Report Card Metrics](#)
 - ELP
 - Grades 2-12 – Grade 1 is considered the first grade that can serve as a baseline for calculations, and thus, as these students do not yet have two years of data with which to calculate progress, are not included in the calculations. Students in grade 1 may be included if they have repeated a year and have two grade 1 EL records and associated ACCESS data.
 - Consistent Attendance
 - Grades K-12
 - Climate Survey

- Grades 4-12

General Business Rule(s)

- The rules as follows are the rules used to calculate the 2026 summative designation.
- There are two accountability bands:
 - (1) Elementary and Middle School (ES) (currently schools serving grades 1-8)
 - Note: Grade K is included in Chronic absenteeism, but K only schools are entities which are not eligible to receive a designation
 - (2) High School band (HS) (currently schools serving grades 9-12)
- Within each band there are two categories of indicators, core indicators and elevating indicators as indicated in Table 2.A:

Table 2.A Core Indicators and Elevating Indicators

School	Core Indicators	Elevating Indicators
Elementary/Middle and High School	• Composite Proficiency • Composite Growth	• ELP • Consistent Attendance • Climate Survey
High School Only	• Composite Graduation Rate	

- The system applies to student groups in schools, inclusive of the “all students group” and various demographic and programmatic student groups. The student groups are:
 - All Students
 - White
 - Black/African-American
 - Hispanic
 - Two or More Races
 - Asian
 - Hawaiian/Pacific Islander
 - American Indian/Alaska Native
 - Middle Eastern/North African
 - English Learners
 - Students who are currently classified as English Learners, who have not yet reached proficiency, as determined by the ISBE-calculated EL status.
 - Former English Learners
 - Includes English Learners who met the state reclassification criteria on ACCESS through high school graduation, as determined by the ISBE-calculated EL status.

- Children With Disabilities
 - 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.
- Low Income
- There are five profiles of performance (in bold), associated with six performance levels:
 - 5 - Exemplary
 - 4 - Approaching Exemplary
 - 3 – Commendable
 - 2 - Developing
 - 1 - Comprehensive
 - 0 – Automatic Comprehensive
- Calculating summative designations and assigning levels of support is a **7-step process**, with specific business rules at each step. The process applies to all student groups. The 6 steps are:
 - (1) Assign each student to an accountable school
 - (2) Compile the relevant student data
 - (3) CORE: Determine core performance
 - Calculate performance on the core indicators
 - Assign the applicable performance levels for the core indicators
 - Use logic rules to determine final core performance (5, 4, 3, 2, 1, or 0)
 - (4) ELEVATION: Determine elevation
 - Calculate performance on the elevating indicators
 - Assign the applicable performance levels for the elevating indicators
 - Determine if elevation is applicable based on core performance
 - Use logic rules to determine final elevation (0 or 1)
 - (5) GENERATE STUDENT GROUPS PROFILES:
 - For all student groups except the all student group, the profile is core performance + elevation.
 - Record count of comprehensive student groups, as well as which specific student groups are comprehensive.

- (6) GENERATE THE “ALL STUDENTS” PROFILE:
 - If comprehensive student group count is 0, final profile is core performance + elevation.
 - Else if the count of comprehensive student groups is >0, then when core + elevation is >3, assign final profile as 3.
- (7) Determine school improvement status and reason.
- In addition to these five designations, a sixth state – designation not calculated – can be assigned to a school based on one of six reasons. The potential reasons for a designation not being calculated are listed below.
 - (1) Entity Not Eligible For Designation – Schools eligible to receive a summative designation include any public school that is Category 4 as the home school for 20 or more students in one or more grades 1 through 12, with the exception of the following:
 - The following Serving schools will also receive a Report Card/Summative Designation:
 - Bismark-Henning-Rossville-Alvin Cooperative High School
 - Paris Cooperative High School
 - This excludes programs that only serve students enrolled at other home schools like alternative programs and schools serving Pre-K and Kindergarten grades only.
 - (2) Entity Does Not Meet the Indicator Threshold
 - The inclusion rule for summative designation calculations is a count of at least 20 students per indicator.
 - All indicators with less than 20 records are suppressed.
 - **All schools must have at least two core indicators.**
 - Schools that would not have two core indicators using only the current academic year’s data move to the 3-year data composite scenario. This status would be applied only if the school would still not have at least two core indicators under the 3-year data composite scenario.
 - These suppression and calculation rules differ from the Report Card suppression rule of 10 because they serve different purposes. The summative designation suppression limit represents a threshold for stability of accountability designations and was approved in our Illinois ESSA Plan.
 - (3) Closed

- Schools that close at the end of an academic year (e.g. school year 2020-21) do not receive a designation for that academic year. The designation is used to trigger funding and support the subsequent academic year (e.g. school year 2021-22) but funding and support cannot be provided to a closed entity. Students from closed entities are assigned to another accountable school.
- (4) Newly Opened
 - Schools that were newly opened during the current academic year in such a way that they cannot be considered accountable for the academic achievement of their enrolled students. In general this would only include schools who were opened in the later half of the school year. An entity that is newly opened for the full school year, but lacked sufficient grades to meet the indicator threshold would be categorized under reason (2) Entity Does Not Meet the Indicator Threshold.
 - The following schools require special consideration due to consolidation or other reorganization. See Table 2.B:

Table 2.B Schools Requiring Special Consideration

RCDTS	Entity Name	District RCDTS	District Name	RCDTS	Entity Name	District RCDTS	District Name	Begin School Year
320462560042001	St. Anne Elem School	320462560040000	St. Anne CCS D 256	320460240272001	St. Anne Elem School	320460240270000	St. Anne Unit District 24	2025
320463020160001	St. Anne Comm High School	320463020160000	St. Anne CHS D 302	320460240270001	St. Anne Comm High School	320460240270000	St. Anne Unit District 24	2025

- (5) Accountability Requirements Waived
 - In rare cases, accountability requirements may be waived by the US Department of Education.

- (6) Other
 - Circumstances not defined above, but which prevent the calculation of a summative designation.
- Three-Year Average Entities: If an entity would otherwise fail to have twenty students worth of data in at least two core indicators, instead, a three-year data composite will be compiled and used for purposes of generating an annual summative designation.
 - The minimum n number for summative designation calculations is a count of at least 20 students per indicator, in at least at least two core indicators. If a school does not reach this threshold for the “all students” group, proceed to create a three-year composite average, using data from the applicable summative academic year and the two most recent prior academic years (e.g., SY2024, SY2023, SY2022), SY2023, and SY2022 will be utilized to calculate summative designations for schools that do not meet the n-size of 20 requirement.
- Students and data from prior summative years will use the demographic data associated with them in that summative year (e.g. a student who is coded EL in one year, then reaches proficiency in the subsequent year would be both an EL and a Former EL in the composite data table).
- For three-year composite Chronic Absenteeism indicator, students and data from the summative year will be used on the Chronic Absenteeism formula applicable for that summative year.
 - Schools that are newly opened in either the current or prior summative academic year will use only those years of data that exist.
 - If, after compiling all available data, any school still fails to meet the 20 student n-size in 2 core indicators, that school would receive a designation not calculated reason of (2) Entity Does Not Meet the Indicator Threshold.
 - See Table 2.C and Table 2.D:

Table 2.C Elementary Example

Elementary Example	Grade 3	Grade 4	Grade 5	Grade 6	Total
2023	8	6	4	5	23
2024	2	7	4	4	17
2025	3	3	7	2	15
Totals	13	16	15	11	55

Table 2.D High School Example

Elementary Example	Grade 9	Grade 10	Grade 11	Grade 12	Total
2023	28	17	17	14	76

2024	33	24	18	35	110
2025	92	30	31	33	186
Totals	153	71	66	82	372

- This data composite is applied to all measures and all subgroups in the 3-year average calculation:
- The composite of data will then follow the same rules and calculations as set forth in the Summative Designation Business Rules.
- For schools that utilize back-mapped data (G1, G2, G3) for ELA and math proficiency and growth and their n-size requires a 3-year composite, the data will not be pooled and these schools will not receive a summative designation.
- If the current year calculation for G1, G2, and G3 schools do not give sufficient indicators, then they will not receive a designation, which means the 3-year composite calculation is NOT required for all G1, G2, and G3 schools.
- If after prior year(s) composite an n-size of 20 or more students cannot be met, results for that measure will be blank in reports.
- In other instances, a particular measure may not be applicable to any of the students at the school, e.g., the English Learner Progress to Proficiency measure in a school without English Learners. In these instances, such missing data will also be blank.
- When the accountable school's Grade Status code is "BT", perform the 3-year average calculation on both the ES and HS grade bands.
- When the accountable school's Grade Status code is "HS", perform the 3-year average calculation only for the HS grade band, even though the school may have students in ES grades.
- When the accountable school's Grade Status code is "ES", perform the 3-year average calculation only for the ES grade band, even though the school may have students in HS grades.
-

Business Rules Process 1: Assign Each 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."
 - An accountable school can only be a category 4, 8, or B.
 - An accountable school cannot have a school code beginning with 3 (3000-code schools).
 - An accountable school cannot have a region code beginning with '65'.
 - An accountable school must be an entity that is open in the school year when the summative designations are issued (which is the school year following the school year from which the source data is taken).

- The accountable school is manually adjusted for schools that were merged for the school year when the summative designations are issued in the student accountable school override table.
 - When two schools are merged, students are assigned to the school with the RCDTS that remained “open.”
 - When a school is closed and its students are distributed to multiple schools throughout the district, students are assigned to the school that they are enrolled at in the year the designations are issued if that school is also within the originating district and it serve(d/s) the applicable students’ grade.
 - When one or more schools are closed and a new entity is created, students will be assigned to the new entity if it is practicable to do so (e.g., if a K-2, 3-4, and 5-6 building were all closed, a new K-5 was created and the grade 6 was merged with an existing junior high, the merged grade would follow the rules for merging, while the students from the K-2, 3-4 buildings and grade 5 would be assigned to the new entity, following the rules for when students are assigned to existing entities).
- To facilitate this manual reassignment of students, a check is performed at least twice in the summative process. The first check can occur any time after July 1, but must occur on or before August 15. The second check occurs not more than 7 days prior to the report card snapshot being taken (~ September 15).
 - This query process assumes that the initial build of the accountable school table, in which all valid enrollments that meet the “half a school year” rule below have been tied to the single home school of longest enrollment where that enrollment is at least 134 calendar days as defined in the numbered process below.
 - [A] From the accountable school table, derive a list of schools with associated accountable students. This is a list of entities. Not all of these entities will get designations, some for categorical reasons and others because they have insufficient data. This query should be performed against all entities, including those that do not receive a designation.
 - [B] Compare the list of accountable schools to data in EPS.
 - Identify all accountable school entities (i.e., category 4 or 8, but not 3000 code schools) that existed in the summative academic year, but are closed in the subsequent academic year (e.g., open in SY 2022-23 but closed in SY2023-24), and those that exist in the subsequent academic year, but do not exist in the

accountable school table (e.g., a newly opened school that did not exist in the summative year).

- Next, query EPS to generate a list of all high schools that have closed within the past four academic years (e.g., summative academic year and three prior years).
- Then compare the entities in the current year accountable school table to the entities in the prior year accountable school table (e.g., Summative 2024 accountable school table compared to summative 2023 accountable school table) to identify any entities that:
 - Are present in the current accountable school table but did not exist in the prior year accountable school table
 - Are present in the prior year accountable school table but do not exist in the current year accountable school table, and
 - Were overridden in the prior summative year student school override table (e.g., the accountable school that was manually overridden) but exist in the current summative year accountable school table.
- [C] Program will use this query (along with a possible ad hoc request for subsequent school year student enrollments) to identify the appropriate school to apply to create the current summative year student school override table. Additionally, this query will help identify any schools needing “exception” coding for specific indicators such as high school graduation rate.
 - Summative Designation School Pre-check is based on several school groupings:
 - Current Year Schools
 - Before current SY snapshot is taken, this includes all records in EPS Entity with a category of 4 or 8 that do not have a close date
 - After the current SY snapshot is taken and Fact Student Accountable School table has been populated, this includes a distinct list of the schools in the Fact Student Accountable School table that

have Accountable Status set to 'Include - Length'

- Prior Year Schools -Distinct list of the schools in the Fact Student Accountable School table that have Accountable Status set to 'Include - Length' in the prior SY
- Prior Year Overridden Schools -Distinct list of the Original School Entity Ids in the School Override table for the prior SY.
- High Schools Close in prior 4 years -All schools in EPS Entity table that have a Closed date after 6/30 of the SY-4 with a category of 4 or 8 that had students enrolled in Grade 9, 10, 11 or 12.
- Schools Closed in the prior year - All schools in EPS Entity table that have a Closed date after 6/30 of the SY-1 with a category of 4 or 8
- Final output is a list of the schools meeting the following conditions and the reasons why:
 - In PY not In CY - Schools in the Prior Year Schools that is not found in the Current Year Schools
 - In CY not in PY - Schools that are in the Current Year Schools that are not found in the Prior Year Schools.
 - Override in PY not in CY - all schools in Prior Year Overridden Schools
 - High School Closed in Last 4 Years - all schools on the High Schools Close in prior 4 years
 - Schools Closed Since PY - all Schools in the Schools Close in prior year.
- “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.
 - Identify the source snapshot, which should be the same snapshot being used for that academic years’ report card. Save the snapshot ID and date of last refresh in code notes. The applicable academic year shall hereafter be referred to as “summative year”.

- For students that have a single enrollment, or multiple enrollments within a single grade, identify all enrollments and their associated enrollment id, state student ID, home school, serving school, and FTE and use that information to begin building a state-level accounting table.
 - [1] For students that have enrollments with differing grades throughout a single school year, find the grade marked on the end of year enrollment. If the End of Year enrollment grade is higher than the grade on the assessment record, treat all enrollments/data as if they were from the EOY grade value, else use the grade at the time of testing.
 - [2] Exclude 3 categories of enrollments from the accounting table:
 - Enrollments with Private School Indicator.
 - Enrollments lower than kindergarten.
 - Enrollments marked erroneous.
 - [3] Calculate enrollment length for each student at their home school (Number of days from Enrollment Date to Enrollment Exit Date).
 - If student only has a single enrollment, this is simply the enrollment date and enrollment exit date on the enrollment record. The home school from this enrollment is the accountable school.
 - If student has multiple enrollments, calculate enrollment length for each student/home school (e.g. if student exists in multiple home schools, calculate as separate enrollment lengths)
 - If a student has multiple overlapping enrollments (e.g. enrollment date from one enrollment record falls between the enrollment data and enrollment exit date of a separate enrollment record) at the same home school, calculate using the 'gaps' method.
 - Functionally, this uses the earliest enrollment date and the latest enrollment exit date to calculate enrollment length.
 - Example: in the screenshot below, a student has overlapping enrollments. The enrollment length is calculated as the length from 8/12/2020 to 5/21/2021. This nets 282 days
 - If a student does not have multiple overlapping enrollments, including at the same home school, calculate enrollment length separately for each.
 - Sum enrollment length after processing multiples, grouping by student and home school. Single records sum correctly

because there is only one record. Multiple records, then sum together correctly as well because overlapping enrollments do not double count overlap days and segmented enrollments are added correctly as the discrete sums of the individual segments.

- Once the enrollment length has been calculated select the longest length record for each student
 - If ties still exist, the following hierarchy should be used to break the tie:
 - Select the record where the home school matches the assessment record home school for that student
 - The largest EnrollmentId (e.g. the database ID) matching the home school for that student.
 - Ties should be rare, but EnrollmentId is the last and final way to break a tie and should only be used when all other methods fail to produce a distinct student list. The logic of this choice is that EnrollmentID is generated based on when information was last edited/created. It is presumed that information that was edited/created most recently is the most current/accurate.
- [4] Compare the final accountable list with the adjusted cohort graduation table. Add any students that show up as 'graduated' in the cohort table that do not already exist in the accountable list.
 - Note: Students that are pulled in via the adjusted cohort graduation table may, if they have an exit code of graduated, also have a graduating entity ID that is a 3000 code school.
- [5] Apply the following codes for the final accountable list:
 - '01' – students that meet the length requirement (≥ 134 days). Students with this code are included in all indicator calculations for which they have applicable data, unless otherwise excluded for reasons specific to the indicator and defined below.
 - '02' – students that are added through the adjusted graduation cohort table. Students with this code are included in the graduation rate indicator calculation only. They are excluded from all other indicator calculations.
 - '04' – students that do not meet the length requirement (< 134 days). Students with this code are excluded from all indicator

calculations (but remain in the data set so that schools can see which students failed the “half a school” rule).

- [6] Assign each school within the accountable school table a GradeStatus Code based on their grades served (assignment process should be run in the exact order of how they are listed in the below Table 3.A).

Table 3.A Grade Status Code Definition Table

Grade Status Code	Description
BT	Schools serving grades in both the ES band (1-8) and the HS band (9-12).
ES	Schools serving any combination of grades that includes at least grade 4 or higher, where the total count of students in all grades 1-8 is ≥ 20 .
HS	Schools serving grades 9-12, where the total count of students in all grades 9-12 is ≥ 20 .
G1	Schools serving primarily grades 1 and below students. • Defined as schools where the sum of the grade 1 count of students divided by the sum of students in all grades 1-8 is > 0.625, and no individual grade above grade 1 is greater than 9.
G2	Schools serving primarily grades 2 and below students. • Defined as schools where the sum of the count of grades 1 and 2 students divided by the sum of students in all grades 1-8 is > 0.625, and no individual grade above grade 2 is greater than 9.
G3	Schools serving primarily grades 3 and below students. • Defined as schools where the sum of the count of grades 1, 2 & 3 students divided by the sum of students in all grades 1-8 is > 0.625, and no individual grade above grade 3 is greater than 9.
G9	Schools serving primarily grade 9 students • Defined as schools where the sum of the grade 9 count of students divided by the sum of students in all grades 9-12 is > 0.5 and the elementary count is < 20. • Note: All schools with a G9 grade status should be in the shared indicators table

- [7] Associate applicable student indicator data in tables including (a) student assessment, (b) attendance, (c) survey participation data, (d) English Learner Progress to Proficiency, and (f) Composite 4-, 5-, and 6-year Adjusted Cohort Graduation rate.
 - For assessment data (inclusive of ELA proficiency, math proficiency, ELA growth, math growth, English Learner Progress to Proficiency, and science proficiency):

- ELA and math proficiency in the ES band are limited to grades 3 through 8. ELA and math growth in the ES bands are limited to grades 4 through 8. ELA and math proficiency in the HS band are limited to the ACT (SAT historical where applicable to three-year calculations) test, and the DLM in grades 11*. ELA and math growth in the HS bands are limited to grades 9 through 11*. Science proficiency in the ES band is limited to grades 5 and 8. Science proficiency in the HS band is limited to grade 11*. There is no science growth.
- If an SSID has a valid scale score associated with any enrollment, use the score.
- If an SSID has multiple valid scale scores, use the score from the enrollment that comes first chronologically.
- If an SSID does not have a valid scale score, use the record from the school at the time of testing, even if the accountable school is not the school at the time of testing.
 - Note: For English Learner Progress to Proficiency, students without a valid score in their baseline year use a score of 100. This is true regardless of the RNVTA associated with the record.
- Associate the appropriate state-determined annual student growth percentile (SGP).
 - Two types of SGPs are calculated – a cohort-referenced SGP (which compares a student’s performance to their academic peers within the same academic year) and a baseline-referenced SGP (which compares a student’s performance to their academic peers from a prior academic year). The cohort-referenced SGP is considered the default SGP. It is also currently the only SGP available for students in grades 9-11.*
 - Calculate a state average cohort-referenced SGP (crSGP) for grades 4-8 (ES) and 9-11* (HS) separately. Calculate a baseline-referenced SGP (brSGP) for grades 4-8 (ES) and 9-11* (HS) (when available) by summing all SGPs of the given type from all students in the state and dividing by the number of scores.

- In years where the applicable grade band state average crSGP $\geq$ brSGP, use the crSGP for each student. Only in years where the grade band state average brSGP $>$ crSGP should the brSGP for each student be used.
- Associate ELA and math assessment data for schools without assessed grades (i.e. schools coded G1, G2, or G3 as defined in Table 3.B: Grade Status Code Definition Table). Note: ELA and math proficiency and growth indicators are the only indicators for which a process of “back-mapping” (associating CURRENT summative year assessment data from prior year(s) enrollments) occurs. ELPtP is not back-mapped, nor is science. Additionally, all demographic data associated with the back-mapped SIDs should be taken from the current summative year data set. When looking at prior year enrollments, include only those that meet the 134 calendar day rule (e.g., Accountable school table, “Accountable Status” =1).

Table 3.B Accountable School Table

Grade Status Code	ELA and Math Scale Score	SGP
G3	Current summative year accountable school table enrollments	Grade 3 enrollments from prior summative year accountable school table (e.g. if current summative year = 2024, 2023 accountable school table)
G2	Grade 2 enrollments from prior summative year accountable school table	Grade 2 enrollments from (summative year – 2) accountable school table (e.g. if current summative year = 2024, 2022 accountable school table)
G1	Grade 1 enrollments from (summative year – 2) accountable school table	Grade 1 enrollments from (summative year – 3) accountable school table (e.g. if current summative year = 2024, 2021 accountable school table)

- For attendance data: Sum the data from all enrollments associated with the SSID where the length of the unique enrollment is ≥ 10 attendance days. Inclusive of grades K-12.
- For climate survey participation: Inclusive of grades 4-12.

- If a student is rostered at any single school, tie their participation to the accountable school.
- If a student is rostered at multiple schools, use the record associated with the enrollment used to determine the accountable school.
- For English Learner Progress, use the logic defined in step 7 above (Assessment data) to determine the applicable current score, prior score, and initial scale scores. Additional necessary data elements are outlined in Process 2. Inclusive of grades 2-12 (Note: Also includes grade 1 students who are repeating grade 1 and have both a current and prior score).
- Composite 4-, 5-, and 6-year Adjusted Cohort Graduation Rate is calculated at the school level, not the individual student level. See the rules associated with this specific indicator in Processes 2 and 3.

Business Rules Process 2: Compile the Relevant Student Data

- Associate applicable student demographic data from the student metric table in the warehouse, according to the procedures outlined in the Report Card Grouping:
 - [Public Business Rules for 2026 Report Card Metrics](#)
 - The relevant unit of aggregation is the school.
 - Each SSID will have associated with it (1) a race code, (2) grade (as taken from the enrollment that was used to determine the accountable school, except as defined in step 2.a.), and will have either a yes, no, or null (which is interpreted as a no) for (3) CWD, (4) EL, (5) Former EL, and (7) Low Income.
 - Logical check: No student can have a Yes for both EL and Former EL.
 - Applicable student groups are those listed in the definitions section of this document and are limited to, All Students, White, Black/African-American, Hispanic, Two or More Races, Asian, Hawaiian/Pacific Islander, Middle Eastern/North African, Native American, English Learners, Students who are currently classified as English Learners, who have not yet reached proficiency, Former English Learners, Children With Disabilities, and Low Income.
 - Not applicable student groups include Gender, Homeless, Migrant, Youth In Care, and Military.

Business Rules Process 3: Calculate Raw Performance on Each Indicator

- Calculate performance on the core indicators as described in Table 4.A:

Table 4.A Calculate Performance on the Core Indicators

Core Indicator	Calculation
Composite Proficiency (ES & HS)	Exclude students who were marked 1st Year in US in either the applicable academic year or the prior academic year. A. Number Proficient: Sum the number of students by subject with ELA/math and science proficiency levels 3 & 4 on the general and alternate assessments applicable to the grade band (ES = IAR, ISA and DLM) (HS = ACT and DLM, with historic SAT and ISA data when relevant to three-year calculations). a. For accountable schools that exceeded the 1% limit on students taking the alternate exam in a given subject, as a responsible school*, the numerator will use the smaller of either the number of DLM students who are proficient or 1% of the total population who should have tested. (* responsible school is the home school at the time of testing and is the entity that decides which is the most appropriate assessment as students may be mapped to a school that is not the responsible school, the application of this rule is calculated and applied by responsible school status). ▪ Note: For specific details on how this is calculated, refer to Public Business Rules for 2026 Report Card Metrics. ▪ Note: This rule does not apply to any school that had their designation based on a 3-year calculation. B. Number Tested: By subject, equivalent to the assessment participation numerator as defined in the report card assessment business rules, applied at the accountable school. C. Number to be Tested: By subject, equivalent to the assessment participation denominator as defined in the report card assessment business rules, applied at the accountable school. D. Denominator: By subject, for each demographic group, determine the denominator of the proficiency calculation. a. If the group's 95% Code = 00, the denominator is the Number Tested for the entire demographic group. b. If the group's 95% Code = 01, the denominator is the (Number Should Have Tested * .95). E. Composite Denominator: Sum the subject denominators where denominator is equal to or greater than 20. F. Composite Numerator: Sum the numerators of the subjects included in the denominator.

	G. % Proficient: Composite numerator/ composite denominator * 100 Note: While % proficient by subject is not in any way needed for calculating summative designation (and in fact should be avoided, lest folks attempt to average 3 subjects), it is necessary for reporting about summative designations, and thus the data should be structured in such a way as to support such calculations.
Composite Growth (ES & HS)	A. Subject SGP denominator: The count of students with a reported SGP. B. Subject SGP numerator: The sum of all subject SGPs. C. Composite SGP denominator: Sum the subject denominators where denominator is equal to or greater than 20. D. Composite SGP numerator: Sum the numerators of the subjects included in the denominator. E. Mean Composite SGP: Composite SGP numerator / composite SGP denominator. Note: While mean SGP by subject is not in any way needed for calculating summative designation (and in fact should be avoided, lest folks attempt to average 2 subjects), it is necessary for reporting about summative designations, and thus the data should be structured in such a way as to support such calculations.
Composite Graduation Rate (HS only)	A. Adjusted Cohort Graduation Rate: Using the federal rules for calculating an adjusted cohort graduation rate, as defined in the graduation rate section of the Public Business Rules for 2026 Report Card Metrics, calculate the following: - 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. - All three cohorts must have a denominator of at least 20 for the calculation to proceed. B. Weighted Adjusted Cohort Graduation Rate: [(Cohort_Year_4 x .60) + (Cohort_Year_5 * .30) + (Cohort_Year_6 * .1)] * 100 C. NOTE: See the student school override table query to check for high schools that “closed” or “merged” in the applicable academic year and three years prior to find schools that need manual

	“exceptions” coded to pull in 4-, 5-, or 6-year cohort data. Current known example is McHenry. Note: Each of the three graduation rates—4-year, 5-year, and 6-year—should be stored in such a way that they each can be assigned their own performance level for purposes of reporting.
EL Progress	Note: ELPtP points are calculated at the student level and aggregated to create an indicator score. All other indicators are aggregated first, then scored. Create an indicator table with the following data elements for each student with EL indicators Calculated EL Codes Current EL and Current EL Transition Incomplete in the applicable academic year. Include in the indicator table only those students who have an “Include in calculation code” in the accountable school table. The variables below should be complied/calculated in sequence, as they build upon each other. A. Current Grade: A student’s grade in the summative year. Must be grade 1 or higher. B. Baseline Grade: The grade level of a student’s first ACCESS score (or RNVTA) in grade 1 or above. - If they were identified in Pre-K or K, Baseline Grade = 1. - 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. C. Baseline Accountable Year: The academic year associated with the first ACCESS score (or RNVTA) in grade 1 or above. D. Indicator Inclusion/Exclusion Code: - If Baseline Accountable Year = Summative Year, code student as exclude from indicator. - If Baseline Accountable Year < Summative Year, code student as include in indicator. E. 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. All students with an active EL record in academic year 2020-21 receive a partial year for that year. F. Proficiency Target Year: Baseline Accountable Year + Partial Years + 5 (e.g. Baseline 2018 + 1 + 5 = 2024). G. Timeline Years: Proficiency Target Year – Summative Year (e.g. for summative calculations for 2022: Proficiency Target Year 2024 – 2022 = 2 Timeline Years) H. Proficiency Target Grade: - If Timeline Years > 0, Proficiency Target Grade = Current Grade + Timeline Years

	b. If Timeline Year ≤ 0, Proficiency Target Grade = Current Grade I. Proficiency Target Scale Score: Using the EL Proficiency Scale Score References (below) determine the target scale score equivalent to a 4.8 composite proficiency level in a student's Proficiency Target Grade. a. K: 319 b. 1: 339 c. 2: 353 d. 3: 365 e. 4: 376 f. 5: 384 g. 6: 393 h. 7: 400 i. 8: 406 j. 9: 412 k. 10: 418 l. 11: 423 m. 12: 428 J. Initial Scale Score: ACCESS composite scale score from the Baseline Accountable Year. If a student did not have a valid score in their Accountable Year, use 100 (the lowest obtainable score). K. Current Scale Score: ACCESS composite scale score from the summative year. If the student does not have a valid score in the applicable academic year, use 100. L. Prior Scale Score. Scale score from the academic year prior to the summative year, for students whose Timeline Years ≤ 4. M. Timeline Target: Proficiency Target Scale Score – Initial Scale Score) / 5. Calculate when Timeline Years = 5. If the student had EL indicator true in 2020 or 2021, then their denominator is 6 and all other use 5. Save as static variable Timeline Target. N. Revised Target: a. If Timeline Years > 0: (Proficiency Target Scale Score – Prior Scale Score) / Timeline Years. Updated annually. b. If Timeline Years ≤ 0: Proficiency Target Scale Score – Prior Scale Score O. Numerator: a. If Timeline Years > 0: The lesser of either the Timeline Target or Revised Target. b. If Timeline Years ≤ 0: Revised Target P. Gain: The (Current Scale Score – Prior Scale Score). Q. ELPtP Prelim: (Gain / Numerator) * 100 R. ELPtP Points: a. If ELPtP Prelim ≥ 100, points = 100 b. If ELPtP Prelim < 100 and > 0, points = ELPtP Score
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	c. If ELPtP Prelim ≤ 0 , points = 0
Consistent Attendance	A. Number Consistently Present: Students in grades K – 12 are counted for consistent attendance if they are <i>not chronically absent</i>. Students are considered chronically absent as defined in Section 26-18 of the School Code. Students who have missed 10% or more of the school year (inclusive of all valid enrollments during the school year), excused or unexcused. Exclude enrollments less than 10 school days. Total days enrolled excludes days hospitalized and medically homebound. - Sum of Absences for chronic absenteeism is calculated by counting the number of attendance days reported as “Days absent – unexcused”, “Days absent – excused” and “Mental Health”. - Total Days Enrolled for chronic absenteeism is calculated by counting the number of attendance days reported as “Days in Person”, + “ELearning”, + “Remote Learning”, + “Days absent unexcused”, + “Days absent excused”, + “Mental Health” and + “Detention Center”. - If the Sum of Absences divided by the Total Days Enrolled is greater than or equal to 0.10 then the student is considered chronically absent. - For students with multiple included enrollments at the same home school, attendance is the sum of all days for the schools. - Students who do not have an attendance record will be included in the denominator, but not the numerator. B. Number of Students: Number of students with length of enrollment multiplied by percent day attended greater than or equal to 10 in the relevant student group. Consistent Attendance Rate: (Number of students not chronically absent / number of students) * 100
Climate Survey	Number Participated: The number of student responses received. - Note: If the student ID is represented multiple times order of preference is: - If any record is participation Y, take that record. (Code 01) - Else if any record is student cognitively unable to access the survey, take this record (Code 03) - Note: If a student above is coded cognitively unable to access the survey, but does not have either CWD = Y or EL = Y, include these students in the number to be surveyed - Else if any record is participation no, take this record

	d. Else if any record is participation no, parental refusal, take this record e. Else if any record is participation no, student not enrolled, take this record. 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> • Code 0: a. Not included in the numerator b. Included in the denominator • Code 1: a. Included in the numerator b. Included in the denominator • Code 2: a. Not included in the numerator b. Included in the denominator (retired in 2025 but was used 2024 and prior as applicable). • Code 3: a. Not included in the numerator b. If EL or CWD indicator is yes then do not include in the denominator. If not, then include in the denominator. • Code 4: a. Not included in the numerator b. Not included in the denominator NOTE: If any student is on the NoApplicableServingSchool Roster(s), remove from the calculation entirely (both numerator and denominator). Participation Rate: (Number participated ÷ Number Surveyed) * 100
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Business Rules Process 4: Assign the Applicable Performance Levels for Each Indicator

- Assign each indicator+ (+and for reporting purposes only, each proficiency and growth subject and graduation rate) a performance level according to the thresholds noted below.
 - See Table 5.A.1 and Table 5.A.2.

Table 5.A.1 Calculate Performance on the Core Indicators – Part 1

Core Indicators			
	Composite Proficiency	Composite Growth Student Growth Percentile (SGP)	Graduation Rate

	All Schools	Baseline SGP	Cohort SGP	High Schools
Exemplary	≥ 75	≥ 67.5	≥ 60	≥ 93
Approaching Exemplary	$\geq 52 < 75$	$\geq 60 < 67.5$	$\geq 52.5 < 60$	$\geq 88 < 93$
Commendable	$\geq 48 < 52$	$\geq 45 < 60$	$\geq 43 < 52.5$	$\geq 80 < 88$
Developing	$\geq 35 < 48$	$\geq 35 < 45$	$\geq 32.5 < 43$	$\geq 67 < 80$
Comprehensive	< 35	< 35	< 32.5	< 67
Automatic Comprehensive	$< 13.75^*$	< 30	< 30	$< 66.67^{**}$

Table 5.A.2 Calculate Performance on the Elevating Indicators – Part 2

Elevating Indicators					
	EL Progress (ELP)		Consistent Attendance		Climate Survey
	K-8 Schools	High Schools	K-8 Schools	High Schools	All Schools
Exemplary	≥ 75	≥ 50	≥ 88	≥ 85	≥ 95
Approaching Exemplary	$\geq 50 < 75$	$\geq 40 < 50$	$\geq 80 < 88$	$\geq 70 < 85$	$\geq 90 < 95$
Commendable	$\geq 32.5 < 50$	$\geq 25 < 40$	$\geq 65 < 80$	$\geq 55 < 70$	$\geq 85 < 90$
Developing	$\geq 15 < 32.5$	$\geq 15 < 25$	$\geq 50 < 65$	$\geq 40 < 55$	$\geq 65 < 85$
Comprehensive	< 15	< 15	< 50	< 40	< 65
	Core indicators have criteria that automatically designate a school as Comprehensive. These criteria represent the lowest levels of performance in the state, and apply to school-level profiles, not student group profiles.				

- Notes:
 - *Automatic Comprehensive thresholds can increase as described in section 4.1.(C) Annual Meaningful Differentiation to meet federal requirements for identification.
 - **Graduation rate is the only Automatic Comprehensive indicator for high schools.
 - ***G1 and G2 schools are exempt from the automatic comprehensive thresholds for indicators where the data used is 2 or more years distant from the current SY.
- Indicator Performance Level Codes:
 - Automatic Comprehensive = 0 (NOTE: only applies to the ALL group)
 - Comprehensive = 1
 - Developing = 2
 - Commendable = 3
 - Approaching Exemplary = 4
 - Exemplary = 5
- Performance Level Code Rules:

- Automatic comprehensive can only be applied to the ALL group.
- In the HS band, apply ONLY the Graduation Rate automatic comprehensive threshold.
- In the ES band, apply ONLY the Proficiency and Growth automatic comprehensive thresholds.
- ***G1 schools are exempt from both proficiency and growth automatic comprehensive thresholds. G2 schools are exempt from growth automatic comprehensive thresholds.

Business Rules Process 5: Determine Core Performance

- [1] For ES schools, core indicators are proficiency and growth. Either can be code 0.
 - When **student group** is **ALL**, if any core indicator = code 0, core performance = code 0.
 - For the **ALL student group** and **all other student groups**, use the following logic to determine core performance:
 - If any core indicator = code 1, core performance is the performance level of the highest core indicator minus 1, with a lowest possible value of 1 (e.g., 1 minus 1 should be recorded as 1, not 0).
 - If no indicators are code 1 or 0, core performance is the performance level of the highest core indicator.
- [2] For HS schools, core indicators are proficiency, growth and graduation rate.
 - [a] When student group is **ALL**, if graduation rate = code 0, core performance = code 0.
 - [b] For the **All student group** and **all other student groups**, use the following logic to determine core performance level:
 - [i] First, determine the highest core indicator.
 - [1] If the highest core indicator is ≤ 4 , proceed to step 2.b.ii.
 - [2] If growth or proficiency = 5, proceed to step 2.b.ii, using whichever indicator value = 5.
 - [3] If graduation rate = 5, but neither growth nor proficiency = 5, then determine...
 - If growth or proficiency = 4, proceed to step ii, using a highest indicator value of 5.
 - If neither growth nor proficiency = 4, proceed to step ii, using a highest indicator value of 4.
 - [ii] If any core indicator = code 1, the student group's core performance is the performance level of the **highest core indicator (NOTE: see logic on grad**

rate requirements if grad rate = 5) **minus 1**, with a lowest possible value of 1 (e.g., 1 minus 1 should be recorded as 1, not 0).

- [iii] If no indicators are code 1 or 0, core performance is the performance level of the highest core indicator, as defined above in 2.b.i.

Business Rules Process 6: Determine Elevation

- If core performance is 0 or 5, elevation is not applicable. Apply 0.
- If core performance is a level 4 or 3:
 - And when count of elevating indicators is ≥ 2
 - Apply elevation = 1 when count of elevating indicators with level = 5 (e.g., level 5 elevating indicators) is ≥ 2 .
 - Apply elevation = 0 when count of elevating indicators with level = 5 is < 2 .
 - But when count of elevating indicators = 1
 - Apply elevation = 1 when count of elevating indicators with level = 5 is 1.
 - Apply elevation = 0 when count of elevating indicators with level = 5 is < 1 .
- If core performance is a level 2 or 1:
 - And when count of elevating indicators is ≥ 2
 - Apply elevation = 1 when count of elevating indicators with level = 5 (e.g., level 5 elevating indicators) is ≥ 2 .
 - Apply elevation = 1 when count of elevating indicators with level 5 = 1 and level 4 ≥ 1 .
 - Apply elevation = 0 to all other conditions (i.e. all conditions where count of level 5 elevating indicators = 0)
 - But when count of elevating indicators = 1
 - Apply elevation = 1 when elevating indicator level = 5 or 4.
 - Apply elevation = 0 when elevating indicator level is ≤ 3 .

Business Rules Process 7: Generate Profile Performance Level (e.g., designation or summative designation)

- Generate an **intermediate profile performance level** for all student groups, which is the core performance level + elevation.
 - When the count of core indicators is < 2 and student group = ALL move to 3-Year calculation.
 - Regardless of whether you are using a 1 year or 3 year calculation, when the count of core indicators is < 2 and student group is NOT ALL, do not assign a profile performance level and the group is excluded.

- For all student groups except the “All Students” group, the intermediate profile performance level is the **final profile performance level**.
- For each accountable school, record **count of comprehensive student groups (excluding the “all students group”)**, as well as which specific student groups are comprehensive.
 - The count of comprehensive student groups will be used to determine **TSI-Eligible**.
 - The concatenation of specific student group names will be used to determine **Eligible Reason**.
- For each accountable school’s “all students” group:
 - When the **comprehensive student group count** = 0, the final profile performance level is the core performance level + elevation.
 - When the **comprehensive student group count** >0, then when the intermediate profile performance level is >3, assign final profile of 3, and when =<3, the intermediate profile performance level stands as the final profile performance level.
- For each group, record Final Performance Profile Name (e.g., designation).
 - See Table 6.A:

Table 6.A Record Final Performance Profile Name

Final Profile Performance Level	Designation Name
5	Exemplary
4	Approaching Exemplary
3	Commendable
2	Developing
1	Comprehensive
0	Comprehensive

- Note: Both codes 0 and 1 should be recorded as Comprehensive when displaying the Profile Performance Level. Automatic Comprehensive is an Indicator Performance Level only.
- Calculate a percentage of schools identified as Comprehensive for the ES band and HS band. If either is less than 5% the following **MANUAL adjustments** to the Comprehensive and/or Auto Comprehensive performance level thresholds (**e.g. lookup tables**) will occur sequentially, in order of priority until the minimum 5% or more is reached:
 - For high schools:
 - The proficiency indicator Automatic Comprehensive range will be applied to high schools.
 - The growth indicator Automatic Comprehensive range will be applied to high schools.

- The Comprehensive performance threshold of the graduation rate indicator will be raised such that a minimum of 5% of high schools are identified as Comprehensive.
 - If the graduation rate indicator needs to be raised to 75% or higher in order to identify at least 5% of high schools, the Comprehensive performance threshold of the proficiency indicator will be raised such that a minimum of 5% of schools are identified as Comprehensive. Note, such automatic raises will apply only to the grade band that fails to identify at least 5% of schools using the published criteria.
- For elementary and middle schools:
 - The Comprehensive performance threshold of the proficiency indicator will be raised such that a minimum of 5% of schools are identified as Comprehensive. Note, such automatic raises will apply only to the grade band that fails to identify at least five percent of schools using the published criteria.

Business Rules Process 8: Generate Report Pattern Data Elements

- Using the indicator performance level data generated above, create the following data elements for all schools and groups within schools.
- See Table 7.A, Table 7.B, and Table 7.C.

Table 7.A Data Element Creation for Elementary Schools

K-8 Schools	Core	Elevating	All
Highest Indicator Level	0-5	1-5	1-5
Highest Indicator(s)	P = Proficiency G = Growth M = Multiple	EL = ELP Ca = Consistent Attendance Cs = Climate Survey M = Multiple	P = Proficiency G = Growth EL = ELP Ca = Consistent Attendance Cs = Climate Survey M = Multiple
Highest Indicator Count	1-2	1-3	2-5
Lowest Indicator Level	0-5	1-5	1-5
Lowest Indicator(s)	P = Proficiency G = Growth M = Multiple	EL = ELP Ca = Consistent Attendance Cs = Climate Survey M = Multiple	P = Proficiency G = Growth EL = ELP Ca = Consistent Attendance Cs = Climate Survey M = Multiple

Lowest Indicator Count	1-2	1-3	3-5
Total Indicator Count	1-3	1-3	3-6
Indicator Strength	$\sum \text{IndLevel}_i \div \text{IndCount}$	$\sum \text{IndLevel}_i \div \text{IndCount}$	$\sum \text{IndLevel}_i \div \text{IndCount}$
Indicator Variance	High Level – Low Level	High Level – Low Level	High Level – Low Level
Comprehensive Count	0-2	0-3	0-5
Auto Comp Count	0-2	N/A	0-2

Table 7.B Data Element Creation for High Schools

High Schools	Core	Elevating	All
Highest Indicator Level	0-5	1-5	1-5
Highest Indicator(s)	P = Proficiency G = Growth Gr = Graduation GrP = 5Grad + 4Prof GrG = 5Grad + 4Grow GrM = 5Grad + 4P&G M = Multiple (all scenarios where two or more are the same except for 5GrM)	EL = ELP Ca = Consistent Attendance Cs = Climate Survey M = Multiple	P = Proficiency G = Growth Gr = Graduation GrP = 5Grad + 4Prof GrG = 5Grad + 4Grow GrM = 5Grad + 4P&G EL = ELP Ca = Consistent Attendance Cs = Climate Survey M = (all scenarios where two or more are the same except for 5GrM and no others the same)
Highest Indicator Count	1-3	1-3	3-6
Lowest Indicator Level	0-5	1-5	1-5
Lowest Indicator(s)	P = Proficiency G = Growth M = Multiple	EL = ELP Ca = Consistent Attendance Cs = Climate Survey M = Multiple	P = Proficiency G = Growth EL = ELP Ca = Consistent Attendance Cs = Climate Survey M = Multiple
Lowest Indicator Count	1-2	1-3	3-6
Total Indicator Count	1-3	1-3	3-6

Indicator Strength	$\sum \text{IndLevel}_i \div \text{IndCount}$	$\sum \text{IndLevel}_i \div \text{IndCount}$	$\sum \text{IndLevel}_i \div \text{IndCount}$
Indicator Variance	High Level – Low Level	High Level – Low Level	High Level – Low Level
Comprehensive Count	0-3	0-3	0-6
Auto Comp Count	0-1*	N/A	0-1*

Table 7.C Examples of Data Element Creation for Elementary Schools

Elementary Sample 1	Core	Elevating	All
Highest Indicator Level	4	5	5
Highest Indicator(s)	P	CA	CA
Highest Indicator Count	1	1	1
Lowest Indicator Level	3	4	3
Lowest Indicator(s)	G	CS	G
Lowest Indicator Count	1	1	1
Total Indicator Count	2	2	5
Indicator Strength	3.5	4.5	4
Indicator Variance	1	1	2
Comprehensive Count	0	0	0
Auto Comp Count	0	N/A	0
Elementary Sample 2	Core	Elevating	All
Highest Indicator Level	3	3	3
Highest Indicator(s)	M	M	M
Highest Indicator Count	2	3	5
Lowest Indicator Level	3	3	3
Lowest Indicator(s)	M	M	M
Lowest Indicator Count	2	3	5
Total Indicator Count	2	3	5
Indicator Strength	3	3	3
Indicator Variance	0	0	0

Comprehensive Count	0	0	0
Auto Comp Count	0	N/A	0
Elementary Sample 3	Core	Elevating	All
Highest Indicator Level	3	5	5
Highest Indicator(s)	G	M	M
Highest Indicator Count	1	2	2
Lowest Indicator Level	0	4	0
Lowest Indicator(s)	P	Ca	P
Lowest Indicator Count	1	1	1
Total Indicator Count	2	3	5
Indicator Strength	1.50	4.67	3.40
Indicator Variance	3	1	5
Comprehensive Count	0	0	0
Auto Comp Count	1	N/A	1

- Using profile performance level data generated above, create the following data elements for all schools and groups within schools:
 - Profile performance level
 - Core performance level
 - Count Comprehensive core Indicators
 - Has Elevation applied? Y/N
 - Elevation Type value? (2E or EAE)
 - List of qualifying indicators
 - When elevation type = 2E, all elevating indicators with performance level = Exemplary (5)
 - When elevation type = EAE, all elevating indicators with performance level = 5 and Approaching Exemplary (4)
 - Count Comprehensive student groups
 - Count Developing student groups
 - List of all Developing student groups
 - List of all Comprehensive student groups
 - Highest performing student group(s) ≠ ALL
 - Lowest performing student group(s) ≠ ALL
 - Variance between highest performing student group(s) and ALL

- Variance between lowest performing student group(s) and ALL
- Using the individual subject level data for both proficiency and growth indicators, create the following data elements for all schools and groups within schools:
 - Subject-specific performance level, for, as applicable
 - ELA
 - MAT
 - SCI
 - Highest subject
 - ELA
 - MAT
 - SCI
 - MUL
 - Count highest subject
 - Lowest subject
 - ELA
 - MAT
 - SCI
 - MUL
 - Count lowest subject
 - Variance between the highest and lowest subject
 - Count Comp Subjects
 - Count Auto Comp Subjects
- Create cohort specific performance levels for the 4-year, 5-year, and 6-year ACGR values.

Business Rules Process 9: Generate Progress Toward Long Term Goals

Supplemental Data

- Note, these calculations follow the same rules for assignment of designation, meaning calculated within grade bands, and where applicable, using shared indicators.
- Proficiency Formula: Separately for ELA, math and Science
 - For each student group in each school (inclusive of the all students group)
 - Divide the calculated subject proficiency rate by the closest interim target that is $\geq$ to current academic year (e.g., for SY2026 the closest target year is 2025) and long term goal (90.0) and display as a percentage.
 - See Table 8.A.1, Table 8.A.2, Table 8.B.1. Table 8.B.2, Table 8.C.1, and Tables 8.C.2.

Table 8.A.1 Benchmark and Measures of Interim Progress: English Language Arts (ELA) Proficiency – Part 1

ELA	All Students	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander
2025	52.40	44.30	77.80	31.10	40.20	62.10
2028	59.92	53.44	80.24	42.88	50.16	67.68
2031	67.44	62.58	82.68	54.66	60.12	73.26
2034	74.96	71.72	85.12	66.44	70.08	78.84
2037	82.48	80.86	87.56	78.22	80.04	84.42
2040	90	90	90	90	90	90

Table 8.A.2 Benchmark and Measures of Interim Progress: English Language Arts (ELA) Proficiency – Part 2

ELA	Middle Eastern or North African	Two or More Races	White	Children With Disabilities	English Learners	Former English Learners	Low Income
2025	59.30	55.90	64.00	26.00	22.20	75.94	36.70
2028	65.44	62.72	69.20	38.80	35.76	78.76	47.36
2031	71.58	69.54	74.40	51.60	49.32	81.57	58.02
2034	77.72	76.36	79.60	64.40	62.88	84.38	68.68
2037	83.86	83.18	84.80	77.20	76.44	87.19	79.34
2040	90	90	90	90	90	90	90

Table 8.B.1 Benchmark and Measures of Interim Progress: Mathematics Proficiency – Part 1

Mathematics	All Students	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander
2025	38.40	30.90	71.20	15.30	24.90	44.80
2028	48.72	42.72	74.96	30.24	37.92	53.84
2031	59.04	54.54	78.72	45.18	50.94	62.88
2034	69.36	66.36	82.48	60.12	63.96	71.92
2037	79.68	78.18	86.24	75.06	76.98	80.96
2040	90	90	90	90	90	90

Table 8.B.2 Benchmark and Measures of Interim Progress: Mathematics Proficiency – Part 2

Mathematics	Middle Eastern or North African	Two or More Races	White	Children With Disabilities	English Learners	Former English Learners	Low Income
2025	46.30	41.80	50.40	19.70	16.00	53.58	22.00
2028	55.04	51.44	58.32	33.76	30.80	60.86	35.60
2031	63.78	61.08	66.24	47.82	45.60	68.15	49.20
2034	72.52	70.72	74.16	61.88	60.40	75.43	62.80
2037	81.26	80.36	82.08	75.94	75.20	82.72	76.40
2040	90	90	90	90	90	90	90

Table 8.C.1 Benchmark and Measures of Interim Progress: Science Proficiency – Part 1

Mathematics	All Students	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander
2025	44.60	34.70	73.10	20.40	31.20	52.90
2028	53.68	45.76	76.48	34.32	42.96	60.32
2031	62.76	56.82	79.86	48.24	54.72	67.74
2034	71.84	67.88	83.24	62.16	66.48	75.16
2037	80.92	78.94	86.62	76.08	78.24	82.58
2040	90	90	90	90	90	90

Table 8.C.2 Benchmark and Measures of Interim Progress: Science Proficiency – Part 2

Mathematics	Middle Eastern or North African	Two or More Races	White	Children With Disabilities	English Learners	Former English Learners	Low Income
2025	45.90	48.00	57.70	24.30	12.20	61.31	27.70
2028	54.72	56.40	64.16	37.44	27.76	67.04	40.16
2031	63.54	64.80	70.62	50.58	43.32	72.78	52.62
2034	72.36	73.20	77.08	63.72	58.88	78.52	65.08
2037	81.18	81.60	83.54	76.86	74.44	84.26	77.54
2040	90	90	90	90	90	90	90

- Graduation Rate Formula: Separately for the 4-Year, 5-Year and 6-Year Grad Rate (e.g., from Report Card shared tables)
 - For each student group in each school :

- Divide Calculated 4-Year, 5-Year, and 6-Year Grad Rate by the closest interim target that is $\geq$ to current academic year (e.g., for SY2026 the closest target year is 2026) and Long Term Goal (90.0) and display as a percentages.
 - Note, each student group at each school will have two columns, a Progress to Interim Target and Progress to Long Term Goal.
 - If Calculated 4-Year Grad Rate is $<$ Interim Target (from 2026 for applicable student group), display Approaching Target
 - If Calculated 4-Year Grad Rate is $\geq$ Interim Target but less than Long Term Goal (90.0), display Met Interim, Approaching Goal
 - If Calculated 4-Year Grad Rate is $\geq$ 90.0, display Met or Exceeded Long Term Goal
- See Table 9.A.1, Table 9.A.2, Table 9.B.1, Table 9.B.2, Table 9.C.1, and Tables 9.C.2.

Table 9.A.1 Benchmark and Measures of Interim Progress: 4-Year Graduation Rate – Part 1

4-Year Adjusted Cohort Graduation Rate	All Students	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander
2026	88	85.3	90	83.3	86.2	90
2029	88.9	87.3	90	86.2	87.8	90
2032	89.7	89.3	90	89	89.5	90
2033	90	90	90	90	90	90

Table 9.A.2 Benchmark and Measures of Interim Progress: 4-Year Graduation Rate – Part 2

4-Year Adjusted Cohort Graduation Rate	Middle Eastern or North African	Two or More Races	White	Children With Disabilities	English Learners	Former English Learners	Low Income
2026	87.7	90	81.5	82.1	90	84.2	87.7
2029	88.7	90	85.2	85.5	90	86.7	88.7
2032	89.7	90	88.8	88.9	90	89.2	89.7
2033	90	90	90	90	90	90	90

Table 9.B.1 Benchmark and Measures of Interim Progress: 5-Year Graduation Rate – Part 1

5-Year Adjusted Cohort	All Students	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other
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Graduation Rate						Pacific Islander
2026	89.9	87.2	95.5	85.6	88.1	92
2029	90.6	88.8	95.5	87.7	89.4	92
2032	91.3	90.4	95.5	89.9	90.7	92
2033	92	92	95.5	92	92	92

Table 9.B.2 Benchmark and Measures of Interim Progress: 5-Year Graduation Rate – Part 2

5-Year Adjusted Cohort Graduation Rate	Middle Eastern or North African	Two or More Races	White	Children With Disabilities	English Learners	Former English Learners	Low Income
2026	89.7	91.7	83.6	84.9	94	86.9	89.7
2029	90.4	91.8	86.4	87.3	94	88.6	90.4
2032	91.2	91.9	89.2	89.6	94	90.3	91.2
2033	92	92	92	92	94	92	92

Table 9.C.1 Benchmark and Measures of Interim Progress: 6-Year Graduation Rate – Part 1

6-Year Adjusted Cohort Graduation Rate	All Students	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander
2026	90.4	91.6	95.5	86.2	88.8	92
2029	91.1	91.9	95.5	88.3	90	92.2
2032	91.8	92.2	95.5	90.4	91.3	92.4
2033	92.5	92.5	95.5	92.5	92.5	92.5

Table 9.C.2 Benchmark and Measures of Interim Progress: 6-Year Graduation Rate – Part 2

6-Year Adjusted Cohort Graduation Rate	Middle Eastern or North African	Two or More Races	White	Children With Disabilities	English Learners	Former English Learners	Low Income
2026	90.4	92.1	84.5	85.7	94	87.4	90.4
2029	91.1	92.2	87.2	87.9	94	89.1	91.1
2032	91.8	92.4	89.8	90.2	94	90.8	91.8
2033	92.5	92.5	92.5	92.5	94	92.5	92.5

- English Learner Progress to Proficiency Formula:
 - For each entry in the ELPtP fact table...

- If the student's revised target for next year > their timeline target = Off Track
- If the student's revised target for next year ≤ their timeline target = On Track
- For each student group in each school, calculate an overall rate of students on track.
 - Sum of those labeled On Track above, divided by the total students in the group at the accountable school
- Compare the On Track rate of the school's student group to the ELPTP Long Term Goal Target (below year 2023)
 - Divide On Track rate by the closest interim target that is ≥ to current academic year (e.g., for SY2026 the closest target year is 2026) and Long Term Goal (90.0) and display as a percentage
 - Note, each student group at each school will have two columns, a Progress to Interim and Progress to Long Term Goal.
 - If On Track rate is less than Interim Target (49.3), in a third column, display Approaching Target
 - If between Target and Long Term Goal (≥49.3 but <90.0), Met Interim, Approaching Goal
 - If greater than or equal to Long Term Goal (≥90), display Met or Exceeded Long Term Goal
- See Table 10.A.

Table 10.A English Learner Progress to Proficiency

ELP	All - EL
2017	22.1
2020	35.7
2023	49.3
2026	62.9
2029	76.5
2032	90.0



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