Accountability System For Charter Schools Authorized by The Illinois State Charter School Commission

Academic Framework Methodology Guidance

Amended December 2019

Academic Performance Framework

The Academic Performance Framework evaluates schools based on student proficiency, student growth, performance of students in subgroups, and college and career readiness (for high schools). Schools also have the opportunity to request additional school-specific academic measures. The results of the Academic Performance Framework give the Commission a balanced annual assessment of a school's academic quality, based on multiple outcome measures of student performance. During the final year of the charter contract, Initial Renewal Findings include four years of academic performance.

The academic performance measures use four target categories:
- **Exceeds standard**– Acknowledges the performance of the most successful schools.
- **Meets standard** – Communicates the Commission's expectations for academic performance.
- **Below standard** – Highlights schools that are not meeting performance expectations.
- **Far below standard** – Indicates need for high-stakes review and possible non-renewal or revocation.

This document presents the methodology used for each of the academic framework measures, including the necessary data elements, steps to calculate each framework metric, targets used to evaluate a rating for each measure, and the calculation of an overall academic rating.

Student Achievement Measures

Measure 1a. Proficiency Statewide Comparison

Are students meeting or exceeding proficiency in state assessments in ELA and math?

Because statewide average proficiency rates vary by grade level, the framework compares each charter school to the statewide average for only the grades served by the charter school and weights the state average proficiency rate by the number of students tested by grade at the charter school.

For example, a charter school that serves grades 3–8 would be compared to the percentage of students statewide in grades 3–8 that score proficient on the IAR, with each grade "counting" in proportion to the fraction of all students tested in that grade at the charter school. For an example of weighting by grade-level, see Appendix 1.

Necessary data

- Proficiency rate (percentage of students meeting or exceeding proficiency) on the spring IAR, by grade, for all schools in the state[1]
- Charter schools' number of students tested on the spring IAR, by grade[2]

Methodology (carried out separately for ELA and math)

Step 1. **Calculate the charter school's average proficiency rate.** Multiply the proficiency rate for each grade served by the number of students tested at each grade. Sum the grade level products and divide by the total number of students tested at the charter school.

Step 2. **Calculate the weighted state average proficiency rate.**

a) Calculate the statewide average school proficiency rate for each grade served by the charter school.
b) Multiply the state average school proficiency rate for each grade level by the number of students tested at the charter school at each grade level.
c) Sum the grade level products and divide by the total number of students tested at the charter school (see Appendix 1 for example).

The result is a state weighted average that reflects the grade level composition of the charter school. For example, if 27 percent of students who took the IAR at the charter school are in the third grade, third-grade state results will count for 27 percent of the weighted state average used in comparison to that charter school.

Step 3. **Calculate the weighted state average proficiency rates at the 90th and the 20th**

[1] http://www.isbe.net/assessment/report_card.htm
[2] http://iirc.niu.edu/SearchMain.aspx?search

percentiles of performance statewide:

a) Rank all schools across the state by proficiency rate for each grade.
b) For each grade level, identify the proficiency rates at the 90th and 20th percentiles of schools statewide. For example, if 100 schools serve students in the third grade, list all of those schools by their proficiency rate, and identify the proficiency rate for the school at the 90th percentile (the 90th-highest proficiency rate in the state) and the 20th percentile (the 20th-highest proficiency rate in the state). Repeat the same process for every grade.
c) Calculate the weighted average proficiency rates at the 90th and 20th percentiles:
    - Multiply the proficiency rate at the 90th percentile for each grade level by the charter school number of students tested at each grade level. Sum the grade level products and divide by the total charter school number of students tested.
    - Multiply the proficiency rate at the 20th percentile for each grade level by the charter school number of students tested at each grade level. Sum the grade level products and divide by the total charter school number of students tested.

Step 4: **Apply targets.**

Targets

Assign the rating category based on two factors: 1) the difference between the school's proficiency rate and the weighted state average proficiency rate, and 2) comparison to proficiency rates at the 90th percentile (top 10 percent) and 20th percentile (lowest 20 percent).

1a. Proficiency Statewide Comparison: Are students meeting or exceeding proficiency in state assessments in ELA and Math?
Exceeds Standard School Proficiency rates are in the top 10 percent for schools statewide serving the same grades.
Meets Standard School Proficiency rates meet or exceed the state average for schools serving the same grades but are below the top 10 percent of schools statewide.
Below Standard School Proficiency rates are below the state average for schools serving the same grades, but are above the bottom 20 percent of schools statewide.
Far Below Standard School Proficiency rates are in the lowest 20 percent of schools statewide serving the same grades.
Data Source: Illinois State Board of Education

Measure 1b. Proficiency—Assigned School Composite Comparison (ASC)

How are students performing in ELA and Math compared to the schools they would otherwise attend—Assigned School Composite (ASC)?

Necessary data

- Proficiency rate on the spring IAR in Math and ELA for charter school[3]
- Proficiency rate on the spring IAR in Math and ELA, by grade, for each "assigned school" (schools that charter school students would otherwise attend)[4]
- Grade level and home address for each charter school student [5]

Methodology (carried out separately for ELA and Math)

NOTE: The ASC methodology is used for measures 1b, 2b, 3a.2, 3b.2, 5a.2, and 5b.2. Steps 1 and 2 below are used for all measures using the ASC.

Step 1. **Identify the assigned school for each charter school student**, using the student address, grade, and school district boundary maps[6]

Step 2. **Calculate the number of charter school students assigned to each traditional school at each grade level.**

Step 3. **Calculate the Assigned School Composite (ASC).** Multiply the proficiency rate for each grade in the assigned school by the number of students who would otherwise attend the school in that grade. Sum the products for all assigned schools and grades, and divide by the total number of students in the charter school (see Appendix 2 for example). The result is the Assigned School Composite (ASC) - an average proficiency rate that reflects the level of achievement for schools that charter school students would have otherwise attended.

Step 4. **Calculate the difference between the charter school's average proficiency rate and the assigned school composite proficiency rate and apply targets.**

[3] http://www.isbe.net/assessment/report_card.htm
[4] http://www.isbe.net/assessment/report_card.htm
[5] Data request to charter school or ISBE
[6] Example: https://schoolinfo.cps.edu/schoollocator/index.html

Targets

1b. Proficiency—Assigned School Composite Comparison: How are students performing in ELA and Math compared to the schools they would otherwise attend—Assigned School Composite (ASC)?
Exceeds Standard School Proficiency rates exceed the ASC by 10 or more percentage points and meet or exceed the state average proficiency rate for schools serving the same grades OR the school and ASC rates are both above 90% and the school rate meets or exceeds the ASC rate.
Meets Standard School Proficiency rates meet or exceed the ASC by up to 9 percentage points OR the school and ASC rates are both above 90% and the school rate is less than the ASC rate.
Below Standard School Proficiency rates are below the ASC by up to 9 percentage points.
Far Below Standard School Proficiency rates are below the ASC by 10 or more percentage points.
Data Source: Illinois State Board of Education, Charter Schools (student traditional school assignment)

Measure 2a. Student Growth Statewide Comparison

Are students meeting or exceeding growth expectations?

Mean student growth percentiles (SGP) are calculated by ISBE using two or more years of state assessment data. Results are reported for grades 4 through 8 (growth is not reported for third grade since two years of assessment data are needed and second grade is not a tested grade).

Necessary data

- Mean SGP for each school in the state – ELA
- Mean SGP for each school in the state – Math

Methodology (carried out separately for ELA and Math)

Step 1. **Calculate the statewide school mean SGP (average of all school mean SGPs).**

a) Sum the mean SGP of every school in the state.
b) Divide by the number of schools with a mean SGP available.

Please note that since this average is an aggregation of school-level data, it may be slightly different than 50.

***Step 2*. Calculate the statewide school mean SGPs at the 90th and the 20th percentiles of performance statewide:**

a) Rank all schools across the state by mean SGP.

b) Identify the mean SGPs at the 90th and 20th percentiles of schools statewide. For example, if 100 schools, list all of those schools by their mean SGPs, and identify the mean SGP for the school at the 90th percentile (the 90th-highest mean SGP rate in the state) and the 20th percentile (the 20th-highest mean SGP rate in the state).

***Step 3:* Apply targets.**

Targets

Assign the rating category based on two factors: 1) the difference between the school's mean SGP and the statewide average, and 2) comparison to mean SGPs at the 90th percentile (top 10 percent) and 20th percentile (lowest 20 percent).

2a. Student Growth Statewide Comparison: Are students meeting or exceeding expectations for growth in state assessments in ELA and Math?
Exceeds Standard School mean student growth percentiles (SGP) are in the top 10 percent for schools statewide.
Meets Standard School mean SGPs meet or exceed the state average but are below the top 10 percent of schools statewide.
Below Standard School mean SGPs are below the state average but are above the bottom 20 percent of schools statewide.
Far Below Standard School mean SGPs are in the lowest 20 percent of schools statewide.
Data Source: Illinois State Board of Education

Measure 2b. Student Growth – Assigned School Composite (ASC)

Are students meeting or exceeding student growth at the traditional schools that students would otherwise attend, using an Assigned School Composite (ASC)?

Mean student growth percentiles (SGP) are calculated by ISBE using two or more years of state assessment data. Results are reported for grades 4 through 8 (growth is not reported for third grade since two years of assessment data are needed and second grade is not a tested grade).

Necessary data

- Mean SGP for each school in the state – ELA
- Mean SGP for each school in the state – Math
- Grade level and home address for each charter school student [7]

Methodology (carried out separately for ELA and Math)

NOTE: The ASC methodology is used for measures 1b, 2b, 3a.2, 3b.2, 5a.2, and 5b.2. Steps 1 and 2 below are used for all measures using the ASC.

Step 1. **Identify the assigned school for each charter school student**, using the student address, grade, and school district boundary maps[8]

Step 2. **Calculate the number of charter school students assigned to each traditional school.**

Step 3. **Calculate the Assigned School Composite (ASC).** Multiply the mean SGP for each assigned school by the number of students who would otherwise attend the school. Sum the products for all assigned schools and divide by the total number of students in the charter school (see Appendix 2 for example). The result is the Assigned School Composite (ASC) - an average of school mean SGPs that reflects the growth results for schools that charter school students would have otherwise attended.

Step 4. **Calculate the difference between the charter school's mean SGP and the assigned school composite mean SGP and apply targets.**

[7] Obtained from data request to target charter school
[8] Example: https://schoolinfo.cps.edu/schoollocator/index.html

Targets

2b. Student Growth—Assigned School Composite Comparison: Are students meeting or exceeding student growth at the traditional schools that students would otherwise attend, using an Assigned School Composite (ASC)?
Exceeds Standard School mean student growth percentiles (SGPs) exceed the ASC by 9 or more points and meet or exceed the state average SGP values.
Meets Standard School mean SGP values meet or exceed the ASC by up to 8 points.
Below Standard School mean SGPs are below the ASC by up to 8 percentage points.
Far Below Standard School mean SGPs are below the ASC by 9 or more percentage points.
Data Source: Illinois State Board of Education, Charter Schools (student traditional school assignment)

Measure 3a.1. Subgroup Proficiency - State Comparison

Are student subgroups meeting or exceeding proficiency in ELA and Math?

The framework compares the proficiency rates of eligible subgroups within the school to the proficiency rates of students in the same subgroups statewide. This measure is applied to all eligible ISBE subgroups with results reported for 10 or more students tested school-wide.

Necessary data

- Subgroup proficiency rates in Math and ELA by grade for charter school (by grade, if available)[9]
- Disaggregated grade-level state assessment of subgroup proficiency rates in Math and ELA for all schools in the state [10]
- Number of students tested in each subgroup by grade in the charter school [11]

Methodology (carried out separately for ELA and Math <u>for all eligible subgroups</u>)

***Step 1*. Determine whether there are any eligible subgroups in the school**. Eligible subgroups

[9] http://www.isbe.net/assessment/report_card.htm
[10] http://iirc.niu.edu/SearchMain.aspx?search: Trends, by subject.
[11] http://iirc.niu.edu/SearchMain.aspx?search

have more than 10 students tested school-wide.

Complete steps 2 through 5 separately for each eligible subgroup:

Step 2. **Calculate the charter school's average subgroup proficiency rate.**

a) Multiply the subgroup proficiency rate for each grade served by the number of students in the subgroup tested at each grade.
b) Sum the grade level products and divide by the total number of subgroup students tested at the charter school.

Step 3. **Calculate the weighted state average subgroup proficiency rate.**

a) Calculate the statewide average school subgroup proficiency rate for each grade served by the charter school.
b) Multiply the state average school subgroup proficiency rate for each grade level by the charter school number of students tested in the subgroup at each grade level.
c) Sum the grade level products and divide by the total charter school number of students tested in the subgroup (see Appendix 1 for example).

The result is a state weighted subgroup average that reflects the composition of the charter school. For example, if 27 percent of Asian students who took the IAR at the charter school are in the third grade, third-grade state Asian results will count for 27 percent of the weighted state Asian average used in comparison to that charter school.

Step 4. **Calculate the weighted state average subgroup proficiency rates at the 90th and the 20th percentiles of performance statewide:**

a) Rank all schools across the state by subgroup proficiency rate for each grade.
b) For each grade level, identify the subgroup proficiency rates at the 90^{th} and 20^{th} percentiles of schools statewide. For example, if 100 schools serve ELL students in the third grade, list all of those schools by their ELL proficiency rate, and identify the ELL proficiency rate for the school at the 90th percentile (the 90^{th}-highest ELL proficiency rate in the state) and the 20^{th} percentile (the 20^{th}-highest ELL proficiency rate in the state). Repeat the same process for every grade.
c) Calculate the weighted average subgroup proficiency rates at the 90^{th} and 20^{th} percentiles:
    - Multiply the subgroup proficiency rate at the 90^{th} percentile for each grade level by the charter school number of students tested in the subgroup at each grade level. Sum the grade level products and divide by the total charter school number of students tested in the subgroup.
    - Multiply the subgroup proficiency rate at the 20^{th} percentile for each grade level by the charter school number of students tested in the subgroup at each grade level. Sum the grade level products and divide by the total charter school number of students tested in the subgroup.

***Step 5: Apply targets*.**

Targets

The framework uses the difference between the charter school subgroup proficiency rate and the weighted state subgroup proficiency rates, and comparison to the subgroup proficiency rates at the 90th and 20th percentiles statewide, to assign the following categories:

3a.1. Subgroup Proficiency—State Comparison: Are student subgroups meeting or exceeding proficiency in ELA and Math? *(Applied to all eligible ISBE subgroups with 10 or more students tested school wide.)*
Exceeds Standard School average subgroup proficiency rate is in the top 10 percent of statewide subgroup performance in schools serving the same grades.
Meets Standard School average subgroup proficiency rate meets or exceeds the statewide average subgroup performance of schools serving the same grades but is below the top 10 percent.
Below Standard School average subgroup proficiency rate is below the statewide average subgroup performance of schools serving the same grades but is above the bottom 20 percent.
Far Below Standard School average subgroup proficiency rate is in the bottom 20 percent of statewide subgroup performance of schools serving the same grades.
Data Source: Illinois State Board of Education

Measure 3a.2 Subgroup Proficiency—Assigned School Composite (ASC) Comparison

Are student subgroups meeting or exceeding the proficiency rate in ELA and Math that student subgroups achieve in the schools students would otherwise attend- Assigned School Composite (ASC)?

Necessary data

- Subgroup proficiency rates in Math and ELA by grade for charter school (by grade, if available)[12]
- Subgroup proficiency rates in Math and ELA, by grade, for each "assigned school" (schools that charter school students would otherwise attend)[13]
- Grade level and home address for each charter school student [14]

[12] http://www.isbe.net/assessment/report_card.htm
[13] http://www.isbe.net/assessment/report_card.htm
[14] Obtained from data request to target charter school

Methodology (carried out separately for ELA and Math <u>for all eligible subgroups</u>)

NOTE: The ASC methodology is used for measures 1b, 2b, 3a.2, 3b.2, 5a.2, and 5b.2. Steps 1 and 2 below are used for all measures using the ASC.

Step 1. **Identify the assigned school for each charter school student**, using the student address, grade, and school district boundary maps[15]

Step 2. Calculate the percentage of charter school students associated with each of the assigned schools by grade.

Complete steps 3 through 6 separately for each eligible subgroup:
Step 3. Determine whether there are any eligible subgroups in the charter school. Eligible subgroups have 10 or more students tested school-wide.

Step 4. Calculate the charter school's average subgroup proficiency rate.

Step 5. Calculate the subgroup Assigned School Composite (ASC) by weighting the assigned school subgroup proficiency rate at each grade level by the number of students assigned to the school in each grade. To calculate the ASC for a charter school, multiply the subgroup proficiency rate for each grade in the assigned school by the number of charter students who would otherwise attend the school in that grade. Sum the products and divide by the total number of charter students tested in the subgroup (see Appendix 2). The result is an average subgroup proficiency rate that reflects the level of achievement for schools that charter school students would have otherwise attended.

Step 6. Calculate the difference between the charter school's average subgroup proficiency rate and the assigned school composite subgroup proficiency rate.

[15] Example: , https://schoolinfo.cps.edu/schoollocator/index.html

Targets

3a.2. Subgroup Proficiency— Assigned School Composite (ASC) Comparison: Are student subgroups meeting or exceeding the proficiency in ELA and Math that student subgroups achieve in the schools students would otherwise attend? *(Applied to all eligible ISBE subgroups with results reported for 10 or more students.)*
Exceeds Standard School subgroup proficiency rate exceeds the subgroup ASC rate by 10 or more percentage points and meets or exceeds the state average subgroup proficiency rate for schools serving the same grades OR the school and ASC subgroup rates are both above 90% and the school rate meets or exceeds the ASC rate.
Meets Standard School subgroup proficiency rate meets or exceeds the subgroup ASC rate by up to 9 percentage points OR the school and ASC subgroup rates are both above 90% and the school rate is below the ASC rate.
Below Standard Schools subgroup proficiency rate is below the subgroup ASC by up to 9 percentage points.
Far Below Standard School subgroup proficiency rate is below the subgroup ASC by 10 or more percentage points.
Data Source: Illinois State Board of Education, Charter Schools (student traditional school assignment)

Measure 3b.1 Subgroup Growth – Statewide Comparison

What percentage of students in subgroups is making expected growth in ELA and Math according to the Illinois Growth Model?

Mean student growth percentiles (SGP) are calculated by ISBE using two or more years of state assessment data. Results are reported for grades 4 through 8 (growth is not reported for third grade since two years of assessment data are needed and second grade is not a tested grade).

Necessary data

- Mean SGP by subgroup for each school in the state – ELA
- Mean SGP by subgroup for each school in the state – Math

Methodology (carried out separately for ELA and Math <u>for all eligible subgroups</u>)

Step 1. **Calculate the statewide mean SGP (average of all school mean SGPs).**

a) Sum the mean SGP of every school in the state.
b) Divide by the number of schools with a mean SGP available for the subgroup.

***Step 2*. Calculate the statewide school mean SGPs at the 90th and the 20th percentiles of performance statewide:**

a) Rank all schools across the state by mean SGP for each subgroup.

b) Identify the mean subgroup SGPs at the 90th and 20th percentiles of schools statewide. For example, if 100 schools, list all of those schools by their mean SGPs, and identify the mean SGP for the school at the 90th percentile (the 90th-highest mean SGP rate in the state) and the 20th percentile (the 20th-highest mean SGP rate in the state).

***Step 3:* Apply targets.**

Targets

Assign the rating category based on two factors: 1) the difference between the school's mean SGP and the state average, and 2) comparison to mean SGPs at the 90th percentile (top 10 percent) and 20th percentile (lowest 20 percent).

3b.1. Subgroup Growth Statewide Comparison: What percentage of students in subgroups is making expected growth in ELA and Math according to the Illinois Growth Model?
Exceeds Standard School subgroup mean SGPs are in the top 10 percent for schools serving that subgroup statewide.
Meets Standard School subgroup mean SGPs meet or exceed the state average but are below the top 10 percent of schools serving that subgroup statewide.
Below Standard School subgroup mean SGPs are below the state average, but are above the bottom 20 percent of schools serving that subgroup statewide.
Far Below Standard School subgroup mean SGPs are in the lowest 20 percent of schools serving that subgroup statewide.
Data Source: Illinois State Board of Education

Measure 3b.2 Subgroup Growth – Assigned School Composite (ASC) Comparison

What percentage of students in subgroups is making expected growth in ELA and Math according to the Illinois Growth Model?

Mean student growth percentiles (SGP) are calculated by ISBE using two years of state assessment data. Results are reported for grades 4 through 8 for all schools serving a range of grades from 3 through 8 (Growth is not reported for third grade since two years of assessment data are needed and second grade is not a tested grade).

Necessary data

- Mean SGP by subgroup for each school in the state – ELA
- Mean SGP by subgroup for each school in the state – Math
- Grade level and home address for each charter school student [16]

Methodology (carried out separately for ELA and Math <u>for all eligible subgroups</u>)

NOTE: The ASC methodology is used for measures 1b, 2b, 3a.2, 3b.2, 5a.2, and 5b.2. Steps 1 and 2 below are used for all measures using the ASC.

Step 1. **Identify the assigned school for each charter school student**, using the student address, grade, and school district boundary maps[17]

Step 2. **Calculate the number of charter school students assigned to each traditional school.**

Step 3. **Calculate the Assigned School Composite (ASC).** Multiply the subgroup mean SGP for each assigned school by the number of students who would otherwise attend the school. Sum the products for all assigned schools and divide by the total number of students in the charter school (see Appendix 2 for example). The result is the Assigned School Composite (ASC) - an average of school mean SGPs that reflects the level of achievement for schools that charter school students would have otherwise attended.

Step 4. **Calculate the difference between the charter school's subgroup mean SGP and the assigned school composite mean SGP and apply targets.**

[16] Obtained from data request to target charter school
[17] Example: https://schoolinfo.cps.edu/schoollocator/index.html

Targets

3b.2. Subgroup Growth—Assigned School Composite Comparison: How are students performing in ELA and Math compared to the schools they would otherwise attend—Assigned School Composite (ASC)?
Exceeds Standard School subgroup mean student growth percentiles (SGPs) exceed the ASC by 9 or more points and meet or exceed the state mean SGP values.
Meets Standard School subgroup mean SGPs meet or exceed the ASC by up to 8 percentage points.
Below Standard School subgroup mean SGPs are below the ASC by up to 8 percentage points.
Far Below Standard School subgroup mean SGPs are below the ASC by 9 or more percentage points.
Data Source: Illinois State Board of Education, Charter Schools (student traditional school assignment)

Measure 4a School-Specific Academic Goals

School-specific measures require agreement between the Commission and the individual school on *quantifiable targets* developed for each measure, and must be approved by the Commission.

School-specific measures cannot override existing measures.

Necessary data

- School-Specific Data (TBD)

Methodology

Steps are determined by the School-Specific Goals

Targets

4a. School-Specific Academic Goals
To be determined by mutual agreement between individual charter schools and the Commission.

Postsecondary Readiness and Success

Measure 5a.1. SAT Performance

Does students' performance reflect college readiness, as defined by ISBE?

The Academic Framework does not include participation targets, as college readiness examinations are administered to all students statewide.

Necessary data

- School-level percentage of students performing at or above level 3 on the SAT in ELA, as reported by ISBE
- School-level percentage of students performing at or above level 3 on the SAT in Math, as reported by ISBE

Methodology

***Step 1*. Calculate the average percent of students meeting or exceeding standards in ELA and Math on the SAT** by adding the percent of students performing at or above level 3 in ELA and the percent of students performing at or above level 3 in Math and dividing by two.

***Step 2.* Apply targets.**

Targets

5a.1. Performance on College Readiness Examination: Does students' performance reflect college readiness?
Exceeds Standard An average of at least 55% of 11th graders met state standards in ELA and Math on the SAT.
Meets Standard An average of between 35% and 54% of 11th graders met state standards in ELA and Math on the SAT.
Below Standard An average of between 20% and 34% of 11th graders met state standards in ELA and Math on the SAT.
Far Below Standard An average of less than 20% of 11th graders met state standards in ELA and Math on the SAT.
Data Source: Illinois State Board of Education

Measure 5a.2. SAT —Assigned School Composite Comparison (ASC)

How does average student performance on the SAT compare to the schools they would otherwise attend—Assigned School Composite (ASC)?

The Academic Framework does not include SAT participation targets, as college readiness examinations are administered to all students statewide.

Necessary data

- Average 11th grade score on the SAT in ELA for all schools in the state
- Average 11th grade score on the SAT in math for all schools in the state
- Grade level and home address for each charter school student [18]

Methodology

NOTE: The ASC methodology is used for measures 1b, 2b, 3a.2, 3b.2, 5a.2, and 5b.2. Steps 1 and 2 below are used for all measures using the ASC, with the exception that measures 5a.2 and 5b.2 are applied only to the 11th and 12th grades respectively.

Step 1. **Identify the assigned school for each 11th grade charter school student**, using the student address, grade, and school district boundary maps[19]

Step 2. **Calculate the number of charter school students assigned to each traditional school in 11th grade.**

Step 3. **Calculate the average composite SAT score for every school in the state** by averaging the ELA and Math scores for each school.

Step 4. **Calculate the Assigned School Composite (ASC).** Multiply the average SAT score calculated in step 3 for each assigned school by the number of 11th grade students who would otherwise attend the school. Sum the products for all assigned schools and divide by the total number of students in 11th grade. (see Appendix 2 for example of the ASC). The result is the Assigned School Composite (ASC) - an average of SAT scores that reflects the level of achievement for schools that charter school students would have otherwise attended.

Step 5. **Calculate the difference between the charter school's average composite SAT score and the assigned school composite SAT score and apply targets.**

[18] Obtained from data request to target charter school

[19] Example: , https://schoolinfo.cps.edu/schoollocator/index.html

Targets

5a.2. SAT Performance— Assigned School Composite Comparison: How does average students' performance on the SAT compare to the schools they would otherwise attend— Assigned School Composite (ASC)?
Exceeds Standard The school total average SAT score exceeds the ASC average SAT score by 80 or more points OR the school and ASC average scores are both above 1080 and the school meets or exceeds the ASC score.
Meets Standard The school total average SAT score exceeds the ASC average SAT score by up to 79 points OR the school and ASC average scores are both above 1080 and the school is below the ASC score.
Below Standard The school total average SAT score is up to 79 points below the ASC average SAT score.
Far Below Standard The school total average SAT score is 80 or more points below the ASC average SAT score.
Data Source: Illinois State Board of Education, Charter Schools (student traditional school assignment)

Measure 5b.1. Graduation Rate

Are students successfully graduating from high school based on either four-year or five-year cohort graduation rates?

In 2011, the State Board adopted the National Governor's Association (NGA) Compact Rate, which calculates the percentage of a 9th grade cohort[20] that successfully graduates. The Commission will review both 4-year and 5-year cohort graduation rates. **Schools will receive the higher rating, based either on the 4-year or 5-year rate comparison.**

Necessary data

- Four-year cohort graduation rate[21]
- Five-year cohort graduation rate[22]

[20] According to ISBE business rules, students who transfer to another school, move out of the country, or are deceased are removed from the cohort for the graduation rate calculations.
[21] http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx
[22] http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx

Targets

5b.1. Graduation Rate: Are students successfully graduating from high school based on either four-year or five-year cohort graduation rates?
Exceeds Standard At least 90% of students graduated based on a four-year cohort method OR At least 92% of students graduated based on a five-year cohort method.
Meets Standard 80% to 89% of students graduated based on a four-year cohort method OR 82% to 91% of students graduated based on a five-year cohort method.
Below Standard 70% to 79% of students graduated based on a four-year cohort method OR 72% to 81% of students graduated based on a five-year cohort method.
Far Below Standard Less than 70% of students graduated based on a four-year cohort method OR Less than 72% of students graduated based on a five-year cohort method.
Data Source: Illinois State Board of Education

Measure 5b.2. Graduation Rate—Assigned School Composite Comparison

How does the school graduation rate compare to the traditional schools students would otherwise attend - Assigned School Composite (ASC)?

In 2011, the State Board adopted the National Governor's Association (NGA) Compact Rate, which calculates the percentage of a 9th grade cohort[23] that successfully graduates. The Commission will review both 4-year and 5-year cohort graduation rates. **Schools will receive the higher rating, based either on the 4-year or 5-year rate comparison.**

Necessary data

- Four-year graduation rate[24] for charter school and each assigned school
- Five-year graduation rate[25] for charter school and each assigned school
- Grade level and home address for each charter school student[26]

Methodology

NOTE: The ASC methodology is used for measures 1b, 2b, 3a.2, 3b.2, 5a.2, and 5b.2. Steps 1 and 2 below are used for all measures using the ASC, with the exception that measures 5a.2 and 5b.2 are applied only to the 11th and 12th grades respectively.

Step 1. **Identify the assigned school for each 12th grade charter school student**, using the student address, grade, and school district boundary maps[27]

Step 2. **Calculate the number of charter school 12th grade students assigned to each traditional school.**

Step 3. **Calculate the four-year graduation rate Assigned School Composite (ASC).** Multiply the four-year graduation rate for each assigned school by the number of charter school 12th grade students who would otherwise attend the assigned school. Sum the products for all assigned schools and divide by the total number of 12th grade students in the charter school (see Appendix 2 for example). The result is the Assigned School Composite (ASC) – the four-year graduation rate that reflects the level of achievement for schools that charter school students would have otherwise attended.

Step 4. **Calculate the five-year graduation rate Assigned School Composite (ASC).** Multiply the five-year graduation rate for each assigned school by the number of charter school 12th grade students in the previous year who would otherwise attend the assigned school. Sum the

[23] According to ISBE business rules, students who transfer to another school, move out of the country, or are deceased are removed from the cohort for the graduation rate calculations.
[24] http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx
[25] http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx
[26] Obtained from data request to target charter school
[27] Example: https://schoolinfo.cps.edu/schoollocator/index.html

products for all assigned schools and divide by the total number of 12th grade students in the charter school in the previous year (see Appendix 2 for example). The result is the Assigned School Composite (ASC) – the five-year graduation rate that reflects the level of achievement for schools that charter school students would have otherwise attended.

Step 5. **Calculate the difference between the charter school's four-year and five-year graduation rates and the ASC four-year and five-year graduation rates. Apply targets and assign the highest rating, based on either the four-year or five-year results.**

Targets

5b.2. Graduation Rate—Assigned School Composite Comparison: Assigned School Comparison (ASC): How does the school graduation rate compare to the schools students would otherwise attend—Assigned School Composite (ASC)?
Exceeds Standard The school graduation rate exceeds the ASC graduation rate by 10 or more percentage points OR The school and ASC rates are both above 90% and the school meets or exceeds the ASC rate.
Meets Standard The school graduation rate meets or exceeds the ASC graduation rate by up to 9 percentage points OR The school and ASC rates are both above 90% and the school is below the ASC rate.
Below Standard The school graduation rate is 1 to 9 percentage points below the ASC rate.
Far Below Standard The school graduation rate is 10 or more percentage points below the ASC rate.
Data Source: Illinois State Board of Education, Charter Schools (student traditional school assignment)

Measure 5c. College Enrollment

Are charter school graduates enrolling in college? (Includes both 2- and 4-year public and private institutions)

Necessary data

- Percentage of graduating seniors enrolling into two- or four-year college within twelve months, as reported by ISBE

Methodology

Step 1. Apply targets.

Targets

5c. College Enrollment: Are charter school graduates enrolling in college? (Includes both 2- and 4-year institutions)
Exceeds Standard At least 80% of charter school graduates were enrolled in college within 12 months of high school graduation.
Meets Standard 60% to 79% of charter school graduates were enrolled in college within 12 months of high school graduation.
Below Standard 40% to 59% of charter school graduates were enrolled in college within 12 months of high school graduation.
Far Below Standard Less than 40% of charter school graduates were enrolled in college within 12 months of high school graduation.
Data Source: Illinois State Board of Education

Weighting the Framework

The results of the Academic Framework are aggregated to create an overall academic rating. The overall rating is calculated using a weighted average of the results of the individual academic measures. The weights applied to elementary and middle schools and to high schools are presented in the table below.

TABLE 1: Framework Weights

Indicator	Measure	Weight	
		K-8	HS
1. Student Achievement (Proficiency)	a. Proficiency – ELA	4.5%	0%
	a. Proficiency – Math	4.5%	0%
	b. Proficiency – Assigned School Comparison – ELA	8.5%	0%
	b. Proficiency – Assigned School Comparison –Math	8.5%	0%
2. Student Progress Over Time (Growth)	a. Student Growth – ELA	4.5%	0%
	a. Student Growth – Math	4.5%	0%
	b. Student Growth – Assigned School Comparison – ELA	8.5%	0%
	b. Student Growth – Assigned School Comparison – Math	8.5%	0%
3. Performance of Subgroups	a.1. Subgroup Proficiency – State Comparison– ELA	5%	0%
	a.1. Subgroup Proficiency – State Comparison–Math	5%	0%
	a.2. Subgroup Proficiency – Assigned School Comparison – ELA	7%	0%
	a.2. Subgroup Proficiency – Assigned School Comparison – Math	7%	0%
	b.1. Subgroup Growth – Statewide Comparison - ELA	5%	0%
	b.1. Subgroup Growth – Statewide Comparison - Math	5%	0%
	b.2. Subgroup Growth – Assigned School Comparison - ELA	7%	0%
	b.2. Subgroup Growth – Assigned School Comparison - Math	7%	0%
4. Mission-Specific Goals	a. School-Specific Academic Goals (Renewal only)	--	--
5. Postsecondary Readiness and Success	a.1. SAT – State Comparison	NA	15%
	a.2. SAT – Assigned School Comparison	NA	30%
	b.1. High School Graduation – 4- and 5-year rates	NA	20%
	b.2. Graduation Rate – Assigned School Comparison	NA	25%
	c. College Attendance	NA	10%

For schools that include School-Specific Academic Goals, the Commission and school will agree upon the weight assigned to the results for measure 5a.

Aggregating Sub-Ratings and Calculating the Overall Rating for the Academic Performance Framework

The following methodology is used to calculate the Overall Rating as well as ratings for measures with sub-ratings (e.g. subgroups).

Step 1: Convert the rating for each measure/sub-measure to points. Schools receive 100 points for each "Exceeds standard" rating, 75 points for each "Meets standard" rating, 50 points for each "Below standard" rating, and 25 points for each "Far Below Standard" rating.

Rating	**Points**
Exceeds	100
Meets	75
Below	50
Far Below	25

Step 2: Multiply the points earned for each measure by the weight assigned to the measure (see Table 1).

Step 3: Sum the weighted points for all measures to calculate the overall score (out of a possible 100 points). Convert the overall score to the overall rating, using the following ranges:

Rating	**Points**
Exceeds Standard	89-100
Meets Standard	63-88
Below Standard	39-62
Far Below Standard	Below 39

Notes for calculating the overall rating:

1. If results for an individual measure are missing, then the weight of that measure is redistributed within the indicator. For example, if college enrollment rates are not available for a high school, the weight (10%) would be redistributed to the other postsecondary measures so that the overall weight given to the indicator remains the same.

2. If an entire indicator is missing, the school will not receive an overall rating. In this case, the Commission will review only the disaggregated results for all measures.

Example: Weighting the Results for a Hypothetical Elementary School

	1a		1b		2a		2b		3a.1		3a.2		3b.1		3b.2		Overall
	Proficiency Statewide Comparison		*Proficiency ASC Comparison*		*Growth Statewide Comparison*		*Growth ASC Comparison*		*Subgroup Proficiency Statewide Comparison*		*Subgroup Proficiency ASC Comparison*		*Subgroup Growth Statewide Comparison*		*Subgroup Growth ASC Comparison*		
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	
Rating	Below	Below	Meets	Meets	Below	Below	Meets	Meets	Meets	Meets	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	-
Unweighted Points	50	50	75	75	50	50	75	75	75	75	100	100	100	100	100	100	-
Weight	.045	.045	.085	.085	.045	.045	.085	.085	.05	.05	.07	.07	.05	.05	.07	.07	-
Weighted Points (Unweighted points times weight)	2.25	2.25	6.38	6.38	2.25	2.25	6.38	6.38	3.75	3.75	7	7	5	5	7	7	80.0

Overall rating – Meets Standard

Appendix 1

Example of weighting state results to grade-level number tested for a charter school serving only grades 6, 7, and 8.

The hypothetical school below serves only grades 6, 7, and 8, and the distribution of students across grades is not even.

Comparison to the overall state proficiency average, or even the average performance of middle schools, fails to take into consideration the differences in statewide performance by grade.

In order to account for both statewide proficiency rate differences by grade and uneven enrollment across grades at the charter school, the state proficiency rate used for comparison in the framework is weighted by the number of students tested in each grade at the charter school.

Grade	Number Tested at Charter School	Average Statewide School Proficiency Rate
3	0	77%
4	0	77%
5	0	75%
6	125	68%
7	112	71%
8	50	75%
9	0	73%
10	0	72%
Total	**287**	**--**

Weighted state average = 70%

$$\frac{(125 \times 68\%) + (112 \times 71\%) + (50 \times 75\%)}{287}$$

Appendix 2
Example - Assigned School Composite

The hypothetical charter school below is an elementary school that has student test results for grades 3 through 5. The students at the charter school are drawn from a district that has three traditional elementary schools that the charter students might otherwise attend. The percentage of charter school students assigned to each traditional school is presented in the table below.

School	Percentage of Charter School's Students "Assigned" to School		
	Grade 3	Grade 4	Grade 5
Assigned School A	1%	15%	16%
Assigned School B	-	18%	15%
Assigned School C	17%	18%	-

To calculate the Assigned School Composite for overall school proficiency, the grade level proficiency rates of each of the assigned schools are weighted by the number of charter school students assigned to each of the schools, by grade.

Assigned School	Grade	Number of students assigned to school and grade	Percentage of Students Proficient at School
School A	3	2	88.9%
School A	4	30	63.4%
School A	5	33	66.5%
School B	4	36	62.1%
School B	5	30	65.7%
School C	3	34	68.6%
School C	4	37	76.9%
Total		202	--

Assigned School Composite Average: 67.6%

$$\frac{(2 \times 88.9\%) + (30 \times 63.4\%) + (33 \times 66.5\%) + (36 \times 62.1\%) + (30 \times 65.7\%) + (34 \times 68.6\%) + (37 \times 76.9\%)}{202}$$