



Illinois State Board of Education

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Preliminary Summative Designations FAQs and General Information July 26, 2018

I. Lowest-Performing Designation

1. How are schools identified for “comprehensive” support?

A school that is in the lowest-performing 5 percent of eligible Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less. Schools identified as “Lowest-Performing” receive “comprehensive” supports through collaboration with ISBE and partners to build on their strengths and address their individual challenges in serving all students successfully.

2. How was the designation calculated for the lowest-performing 5 percent of schools?

The lowest-performing 5 percent of schools is based on the “all student group” index score generated according to the state’s accountability rules for each school. Schools receive a score between 0 and 100 for each indicator. These indicators are weighted according to the plan and added to create a school’s total index score. ISBE rank ordered schools serving K-8 bands and identified the 5 percent with the lowest index scores. ISBE rank ordered high schools and identified the 5 percent with the lowest index scores.

3. What is the threshold index score for the lowest-performing 5 percent of schools?

The threshold index score is 81.144 out of 100 for K-8 schools. The threshold index score is 26.094 out of 100 for high schools. Schools with overall index scores lower than those thresholds are included in the Lowest-Performing category and will receive comprehensive support.

4. Is the average “all” of the Lowest-Performing schools based on 3rd-12th data, 3rd-8th PARCC only data, 3rd-8th PARCC and DLM data, or are schools matched to the grade levels of the lowest schools?

ISBE identified the lowest-performing 5 percent for schools serving grades in the K-8 band and for schools serving the 9-12 band. Schools in the K-8 band used English language arts (ELA) and math proficiency data from PARCC and DLM, as well as English Learner (EL) Progress to Proficiency data based on ACCESS scores, if they had a large enough EL population. Schools in the 9-12 band used ELA and math proficiency data from SAT and DLM; ACCESS data for the EL Progress to Proficiency indicator, if their EL population was large enough; as well as their 4-, 5-, and 6-year graduation rate and 9th grade on-track rate.

II. Underperforming Designation

5. How are schools identified for targeted support?

A school in which one or more student demographic groups are performing at or below the level of the “all students” group in the lowest 5 percent of all schools. Schools that receive an “Underperforming” designation will receive targeted support.

6. What are the official subgroups?

The official subgroups are ELs, Former ELs, Students with Disabilities [currently just students with Individual Education Programs (IEPs) – 504 will be included beginning school year 2020], Former Students with Disabilities (will be included for SY 2019), Low Income, Hispanic, Native American, Asian, Black, Pacific Islander, White, Multi-Racial.

7. How does a school determine which subgroup resulted in the designation?

A school or district may obtain information about the underserved student group that resulted in the preliminary designation by contacting essa@isbe.net, Rae Clementz in the Assessment and Accountability Division at aclement@isbe.net, or Patrick Payne in the Data Strategies and Analytics Division at ppayne@isbe.net. ISBE will provide detailed information about student group performance, both at the index score level and at the indicator score level, through secure reports in advance of the official October designation. These reports will contain school-level data as well as a narrative description of the scoring of the indicator.

III. Summative Designation Calculation

8. Where did the data for the preliminary designations come from?

ISBE based the preliminary designations on 2016-17 data consisting of PARCC, SAT, and DLM-AA scores, EL progress to proficiency, 9th grade on-track rate, and graduation rate.

9. How are index scores created?

Producing the index scores and summative designations is a multi-step process.

1. First, a student’s “accountable school” is determined using rules and guidelines from the U.S. Department of Education.
 - a. A student is only counted at one school: the school where they have their longest enrollment that is equal to or greater than “half a school year.”
2. Indicator scores are calculated for each indicator. For example:
 - a. ELA Proficiency: The school's “all student” ELA proficiency (i.e., percentage of students with a level 4 or 5 on PARCC or a level 3 or 4 on DLM) is divided by the state's “all student group” ELA interim target. If the school's proficiency rate is greater than or equal to the interim target, the school gets 100 points on that indicator. If not, the school gets points equal to their proficiency rate divided by the interim target * 100. For example:
 - School A's ELA proficiency is 52.8%. $52.8 > 39.66 = 100$ indicator points
 - School B's ELA proficiency is 28.9%. $(28.9 / 39.66) * 100 = 72.9$ indicator points
 - b. EL Progress to Proficiency: Individual students are awarded points based on actual progress divided by expected or revised progress targets. Those individual scores are averaged to create a school-level indicator score.

- c. 9th Grade On-Track Rate: Schools with a rate below 67 percent receive no indicator points. Above 67 percent, the school's on-track rate is subtracted by 66 percent and then multiplied by 3. (This has the effect of multiplying the on-track rate by the slope of the line between 67 and 100 to increase differentiation across the actual range of performance.) For example:
 - School A's 9th Grade On-Track Rate is 92.3% = 78.9 indicator points
 - School B's 9th Grade On-Track Rate is 89.4% = 70.2 indicator points
- 3. Indicators for which the state does not yet have data (e.g., chronic absenteeism or climate survey) receive the full 100 points.
- 4. All indicator scores are weighted according to the Illinois Every Student Succeeds Act (ESSA) Plan and added to produce schoolwide index scores.
- 5. Schools in the K-8 band and 9-12 band are sorted and ranked by those scores. The lowest 5 percent in each band are designated Lowest-Performing.
- 6. Finding the lowest 5 percent in each band also establishes an index score threshold.
- 7. Next, indicator scores for each school's subgroups (minimum n-size = 20) are generated using the same rules (ELs, Former ELs, IEP, Low Income, Hispanic, Native American, Asian, Black, Pacific Islander, White, Multi-Racial). Any school with a subgroup scoring at or below the 5 percent threshold for its grade band is designated Underperforming.
- 8. Those schools in the top 10 percent of all schools that do not have an underperforming student group are designated "Exemplary."
- 9. All other schools are designated as "Commendable."

10. Which students are eliminated from a group calculation (e.g., new, not in that school before May 1, and so on)?

Federal law requires a student to be enrolled for "at least half a school year" in order to be included in summative designation calculations. In general, a student is counted at the school at which they had the longest enrollment, where that enrollment is at least 134 calendar days. ISBE collects enrollment data using a start date and an end date, rather than by number of instructional or attendance days. Therefore, "half a school year" was operationalized as 134 calendar days. These enrollments can be non-consecutive. A report is being developed to be released in advance of the official designations in October that will identify the school at which a student is "accountable" (i.e., counted in summative designation calculations) and where they are "responsible" (i.e., counted on the Illinois Report Card).

11. How many schools in the state received preliminary designations?

The following table provides a summary of the preliminary school designations:

Designation	K-8	HS	Total
Underperforming	734	53	787
Lowest-Performing	158	35	193

12. Where can I find more information on index scores?

ISBE will release more details related to the index score calculations in the coming weeks upon request. ISBE will include the appropriate explanation and support material with the wide-scale release of that information.

13. Where can I find more information about the academic area that determined the designations, and how close they were to meeting the cut-off to avoid designation?

It is rarely the case that performance on a single indicator prompted a designation. Designations are generated by comparing index scores, which are the sum of all indicators. Reports to provide indicator-level data are not available for the preliminary designations. ISBE will provide detailed information about student group performance, both at the index score level and at the indicator score level, through secure reports in advance of the official October designation. These reports will contain school-level data as well as a narrative description of the scoring of the indicator.

14. Is the data used for the summative designations and the Report Card the same?

The underlying data is fundamentally the same, but the way in which the data is calculated, presented, and displayed may be different. Federal guidance has one set of rules for accountability (summative designations) and another set for the Report Card. In some cases, the calculations are the same, and in some cases, they are different, even if only subtly so. ISBE is developing a full set of business rules explaining the calculations for both summative designations and the Report Card to make available in advance of the release of the official designations and Report Card in October. For more information about the summative designation calculations and how they differ in the meantime, please contact essa@isbe.net, Rae Clementz in the Assessment and Accountability Division at aclement@isbe.net, or Patrick Payne in the Data Strategies and Analytics Division at ppayne@isbe.net.

15. I am a school serving only grades K-1 or K-2, but I received a preliminary summative designation. What data was used to generate my designation, since my students don't take PARCC or DLM?

ISBE is required to include all schools in the system of accountability, including schools without assessed grades. ISBE uses a federally approved method called back-mapping to apply data to schools without assessed grades. In the case of a K-2 school, second-grade enrollments from the prior year (2016), tied to unique student ID numbers, are used to map to current year grade 3 achievement scores (2017 PARCC). In the case of a K-1 school, first-grade enrollments from two years prior (2015) are used to map to current year grade 3 achievement scores (2017 PARCC). Schools are only held accountable for students who were actually taught at their schools in years prior, but who are now old enough to have indicator data. ACCESS data from currently enrolled students are used for the EL Progress to Proficiency indicator.

This method may represent a lag in time, but it is preferable to the other approved methods, which include using district level aggregates or creating a one-to-one feeder relationship. In these methods, schools would be held accountable for data from students who were never enrolled in that school. The method used by ISBE holds schools accountable only for data from students who were served at the school.

IV. Other Information

16. If a school was identified during Phase 1, is there a chance it will not be identified as having an underperforming student group in Phase 2 (October)? If so, does it automatically "exit" from targeted or comprehensive classification in October or would it be required to develop the three-year plan (possibly four years if it used Year 1 as a planning year) even if it falls under exemplary or commendable in October?

It is possible that a school's preliminary designation may change. During the 2018-19 school year,

schools preliminarily identified as Lowest-Performing or Underperforming will continue to receive the supports for the rest of the school year based on the preliminary designation, regardless of their change in designation. ISBE will also provide supports to all Underperforming and Lowest-Performing schools as determined by the final designations shared in October. Schools may exit Underperforming or Lowest-Performing status based on data calculation regardless of what support remains for the school year.

- 17. If a district with Lowest-Performing and/or Underperforming schools wants to work with an IL-EMPOWER Professional Learning Partner, but the cost for the work needed is for more than what they are awarded for IL-EMPOWER and is more than \$250,000, can it still use the ISBE no-cost contract to avoid the \$250,000 maximum for bid?**

Yes.

- 18. If a district without Lowest-Performing or Underperforming schools wants to partner with an IL-EMPOWER Professional Learning Partner and provides the requirements to participate in IL-EMPOWER (needs assessment and improvement plan), can it use the ISBE no-cost contract to receive services in excess of \$250,000?**

Yes.

- 19. One of my schools has been designated as Underperforming. Since this school is not a Title I school, can I still apply for the School Improvement Grant (SIG)?**

ISBE will work separately to provide direction and appropriate supports to those Underperforming and Lowest-Performing schools that are not eligible for Title I funding.

- 20. What additional resources will be available to schools designated as Underperforming and Lowest-Performing?**

In alignment with ISBE's commitment to equity, a formula approach that considers enrollment and percent of adequacy to support a school's capacity to meet expectations will guide additional funding beyond the base amount. The following are the base amounts available to schools for:

Preliminary Designations in July 2018

- All schools designated as Underperforming can receive \$15,000.
- All schools designated as Lowest-Performing can receive \$50,000.

Final Designations in October 2018

- All schools designated as Underperforming can receive \$15,000 and additional dollars based on formula.
- All schools designated as Lowest-Performing can receive \$100,000 and additional dollars based on formula.

Please note that funding for school improvement is supplemental and requires a district to submit a substantially approvable application. For additional information on this process, please view the webinar at <https://register.gotowebinar.com/recording/3362591723070913538>.

Schools currently receiving SIG funding are exempted from this process until SIG funding expires. In addition, 20 percent of the fiscal year 2019 Title I low-income basic allocation may be used for supporting Underperforming schools. Ten percent of the FY 2019 Title I low-income basic allocation may be used to support Lowest-Performing schools.

21. Will any additional information be shared on the ISBE website under ESSA, IL-EMPOWER, Grants, or all three?

Yes. ISBE will post additional information to the website in the relevant areas. Applications for funding support will be released soon.

22. Will Rising Star still be an option for school improvement planning for schools that are not identified for targeted or comprehensive supports? Are there any plans to "sunset" Rising Star?

ISBE is maintaining Rising Star through the end of the 2018-19 school year. At that time, ISBE will archive materials in the Rising Star platform.

23. For those who desire to shift their school improvement planning to more closely align to the Quality Framework, will a similar electronic plan (like Rising Star) be available? If so, when?

ISBE is developing a model template for improvement planning to make available by the end of July.