Summative Designation Requirements and Business Rules

SY2024

Revision History

Version	Date Updated	Revision(s)
1.0	October 1, 2024	Original version

1. **Category/Group/Indicator Name**
   - Summative Designation

2. **Metric Name(s) and Metric ID(s)**
   - School Improvement: Summative Determination (tier) – Metric ID #0138
   - Summative Designation (reason) – Metric ID #0143

3. **Agency Owner(s) and Subject Matter Expert(s) (SME)**
   - Accountability Approval Date: Feb. 15, 2024
   - DSA Business Rule Review Date: Mar. 12, 2024
   - Software Solutions Business Rule Review Date: Mar. 15, 2024

4. **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.
   - Summative Designations are, except in School years (SY) 2019-20 and 2020-21, annual designations that meaningfully differentiate school performance based on all elements of a state's accountability system. The system must differentiate between the performance of all students in a school, and the performance of particular student demographic groups.
   - In 2022, the accountability system was amended in order to address technical, alignment, or impact issues related to the waivers previously offered in 2020 and 2021. Some of those changes are permanent (I.e. persist after 2022, while others were for a single year only. The business rules that follow reflect the rules as applicable to SY2023-24.

The rules as follows are the rules used to calculate the 2023 summative designation.
   - Additional information for Summative Designations can be found on ISBE's website at: https://www.isbe.net/Pages/Summative-Designations.aspx
   - 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, with a total of eight similar but distinct indicators with associated weights:
     - (1) Academic

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

- o (2) Student Success and School Quality (SSSQ)

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

- The designation student demographic groups are:
  - o All Students
  - o White
  - o Black/African-American
  - o Hispanic
  - o Two or More Races
  - o Asian
  - o Hawaiian/Pacific Islander
  - o American Indian/Alaska Native
  - o NOT INCLUDED: Middle Eastern/North African
    - If a student has a race code of Middle Eastern/North African in the assessment correction file, look at the demographic, and if it is also Middle Eastern/North African, default to White (per federal race code mapping rules)
  - o English Learners
    - Students who are currently classified as English Learners, who have not yet reached proficiency
  - o Former English Learners
    - Includes English Learners who met the state reclassification criteria on ACCESS through high school graduation.
  - o 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.
  - o Low Income

- There are five Summative Designation levels:
  - o **(1) Exemplary**: A school in which no student demographic groups performing at or below the level of the "all students" group in the lowest 5 percent of all schools, a graduation rate greater than 67 percent, and whose performance is in the top 10 percent of schools statewide as measured by the multi-measures accountability index.
  - o **(2) Commendable**: A school in which no student demographic groups performing at or below the level of the "all students" group in the lowest 5 percent of all schools, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide as measured by the multi-measures accountability index.

- o **(3) Targeted**: A school in which one or more student demographic group performing at or below the level of the "all students" group in the lowest 5 percent of all schools (determined by comparing a particular demographic group's multi-measures accountability index score to the "all student" multi-measures index score of schools needing Comprehensive Support). Schools that receive an "Targeted Support School" designation will receive "targeted" support and enter a 4-year cycle of continuous improvement A school remains in support status for the full four years even if subsequent designations are commendable or exemplary, so that improvements can be sustained.
  - o **(4) Comprehensive**: A school that is in the lowest-performing 5 percent of Title I-eligible schools in Illinois, as measured by the multi-measures accountability index, and any high schools that have a graduation rate of 67 percent or less. Schools identified as "Comprehensive Support" receive "comprehensive" supports through collaboration with ISBE and partners to build on their strengths and address their individual challenges in serving all students fully and equitably. These schools develop a work plan with timelines and targets approved by ISBE and receive funding to access services through IL-EMPOWER and enter a 4-year cycle of continuous improvement A school remains in support status for the full four years even if subsequent designations are commendable or exemplary, so that improvements can be sustained.
  - o (5) **Intensive**: A school that has completed a full Comprehensive Support school improvement cycle, but whose performance remains in the lowest-performing 5 percent Title I eligible schools in Illinois or is a high school that has a graduation rate of less than 67 percent or less at the end of the four-year improvement cycle. Schools in Intensive Support shall be subject to the more rigorous state-determined action.
- Calculating summative designations and assigning levels of support is a **6-step process**, with specific business rules at each step.
- The 6 steps are:
  - o (1) Assign each student to an accountable school and compile the relevant data
  - o (2) Calculate School Performance Level from student performance data
  - o (3) Convert the School Performance Level to an Indicator Score by Student Groups
  - o (4) Weight and aggregate the Indicator Scores to create School Group Index Scores
  - o (5) Convert Index Score to Summative Designation
  - o (6) Determine and Update Support Status
- They are further described in the below Business Rules section
- 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.
  - o (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.
  - o (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. Schools with fewer than five out of eight indicators, at least one of which must be an SSSQ indicator, do not receive a designation.
- 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.

- o (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.

- o (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 were reorganized into a new district for SY25 and will continue to receive designations:

RCDTS	Entityname	District RCDTS	DistrictName	RCDTS	Entityname	District RCDTS	DistrictName	Begin SY
320462560042001	St Anne Elem School	320462560040000	St Anne CCSD 256	320460240272001	St Anne Elem School	320460240270000	St. Anne Unit District 24	2025
320463020160001	St Anne Comm High School	320463020160000	St Anne CHSD 302	320460240270001	St Anne Comm High School	320460240270000	St. Anne Unit District 24	2025

- o (5) Accountability Requirements Waived
  - In rare cases, accountability requirements m
  - ay be waived by the US Department of Education.
- o (6) Other
  - Circumstances not defined above, but which prevent the calculation of a summative designation.
- Three-Year Data Composite Entities: If an entity would otherwise fail to have twenty students worth of data in five out of the eight scored indicators, instead, a three-year data composite will be compiled and used for purposes of generating an annual summative designation.
  - o The minimum *n* number for summative designation calculations is a count of at least 20 students per indicator, in at least five out of the eight scored 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 5 out of the 8 scored indicators, that school would receive a designation not calculated reason of (2) Entity Does Not Meet the Indicator Threshold.

ELEMENTARY EXAMPLE	GRADE 3	GRADE 4	GRADE 5	GRADE 6	TOTALS
2022	8	6	4	5	23
2023	2	7	4	4	17
2024	3	3	7	2	15
TOTALS	13	16	15	11	55

HIGH SCHOOL EXAMPLE	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTALS
2022	28	17	17	14	76
2023	33	24	18	35	110
2024	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 except for science. Science participation and not proficiency was utilized in 2022. Science data from 2022 will not be utilized.
- For schools that utilize back-mapped data for ELA and math proficiency and growth, where their n-size requires a 3-year composite, the back-mapped assessment data will not be pooled and if these schools fail to meet the indicator threshold, then these schools will not receive a summative designation.
- 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.

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

5. Guidance and Citation
- Statutes:
  - ESSA (2015). Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016). SEC. 1111.(b) Challenging State Academic Standards and Academic Assessments.
  - ESSA (2015). Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016). SEC. 1111.(c) Statewide Accountability System.
  - ESSA (2015). Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016). SEC. 1111.(d) School Support and Improvement Activities.
- Waivers/Amendments:
  - 2020: https://www.isbe.net/Documents/Assessment-Accountability-Waiver-Illinois.pdf
  - 2021: https://www.isbe.net/Documents/IL20-21-Accountability-Waiver-Template.pdf
  - 2022: Illinois amended its state plan to make changes to the accountability system to reflect the impact of COVID-19.
    - Amendment Executive Summary
    - Approval Letter
    - Approved Plan
  - 2023: Illinois amended its state plan to operationalize its accountability exit criteria and to update its more rigorous state determined actions.
    - Amendment 3 Executive Summary
    - Approval Letter
    - Approved Illinois ESSA Plan with Amendment 3

- o Common Language document: https://www.isbe.net/Documents/Common-Lan-Doc.pdf#search=common%20language

6. Source(s) of Data

- Where does the data come from?

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

7. Grade(s)

- Grades K through 12. Note: Chronic absenteeism data was amended in 2023 to include grade K. All other indicators remain 1-12.
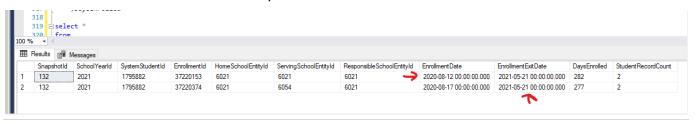
8. Business Rule(s)

Process 1: Assign Each Student to an Accountable School and Compile the Relevant Data

The accountable school is the home school of greatest and longest enrollment where the student has been enrolled "at least half a school year."
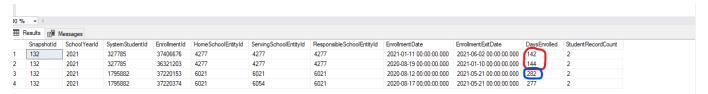
- An accountable school can only be a category 4 or 8.

- An accountable school cannot have a school code beginning with 3 (3000-code schools).

- 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.

         i. 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).

    ii.   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).

    iii.   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.

    i.   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

    ii.   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.

1. 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".

2. 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.

   a. 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.

   b. Exclude 3 categories of enrollments from the accounting table:

      i. Enrollments with Private School Indicator.

      ii. Enrollments lower than kindergarten.

      iii. Enrollments marked erroneous.

3. Calculate enrollment length for each student at their home school (Number of days from Enrollment Date to Enrollment Exit Date).

   a. 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.

   b. 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)

      i. 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.

         1. Functionally, this uses the earliest enrollment date and the latest enrollment exit date to calculate enrollment length.

         2. 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

	SnapshotId	SchoolYearId	SystemStudentId	EnrollmentId	HomeSchoolEntityId	ServingSchoolEntityId	ResponsibleSchoolEntityId	EnrollmentDate	EnrollmentExitDate	DaysEnrolled	StudentRecordCount
1	132	2021	1795882	37220153	6021	6021	6021	2020-08-12 00:00:00.000	2021-05-21 00:00:00.000	282	2
2	132	2021	1795882	37220374	6021	6054	6021	2020-08-17 00:00:00.000	2021-05-21 00:00:00.000	277	2

ii. If a student does not have multiple overlapping enrollments, including at the same home school, calculate enrollment length separately for each.

c. 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.

i. Example: in the screenshot below, student '1795882' is overlapping and length would sum to 282 days (length from 8/12/20 to 5/21/21). Student '327785' would sum to 286 days (length from 8/19/20 to 1/10/21 *plus* length from 1/11/21 to 6/2/21)

	SnapshotId	SchoolYearId	SystemStudentId	EnrollmentId	HomeSchoolEntityId	ServingSchoolEntityId	ResponsibleSchoolEntityId	EnrollmentDate	EnrollmentExitDate	DaysEnrolled	StudentRecordCount
1	132	2021	327785	37406676	4277	4277	4277	2021-01-11 00:00:00.000	2021-06-02 00:00:00.000	142	2
2	132	2021	327785	36321203	4277	4277	4277	2020-08-19 00:00:00.000	2021-01-10 00:00:00.000	144	2
3	132	2021	1795882	37220153	6021	6021	6021	2020-08-12 00:00:00.000	2021-05-21 00:00:00.000	282	2
4	132	2021	1795882	37220374	6021	6054	6021	2020-08-17 00:00:00.000	2021-05-21 00:00:00.000	277	2

d. Once the enrollment length has been calculated select the longest length record for each student

i. If ties still exist, the following hierarchy should be used to break the tie:

1. Select the record where the home school matches the assessment record home school for that student

2. The largest EnrollmentId (e.g. the database ID) matching the home school for that student.

3. 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. These are students who were graduated while in an IDJJ school.

5. Apply the following codes for the final accountable list

a. '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.

b. '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.

c. '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. Associate applicable student demographic data from the student metric table in the warehouse, according to the procedures outlined in the Report Card Grouping: Student Groups Requirements and Business Rules. The relevant unit of aggregation is the school.

a. 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.

    i. Logical check: No student can have a Yes for both EL and Former EL.

b. 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, 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.

c. Not applicable student groups include Gender, Homeless, Migrant, Youth In Care, and Military.

7. 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).

GradeStatus 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 >.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 >.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 >.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 >.5 and the elementary count is <20. • All schools with a G9 grade status should be in the shared indicators table

8. Associate applicable student indicator data in tables including (a) student assessment, (b) attendance, (c) survey participation data, (d) English Learner Progress to Proficiency, (e) 9th Grade OnTrack, and (f) Composite 4-, 5-, and 6-year Adjusted Cohort Graduation rate.

a. **For assessment data** (inclusive of ELA proficiency, math proficiency, ELA growth, math growth, English Learner Progress to Proficiency, and science proficiency):

    i. 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 SAT test, and the DLM in grades 11 and 12. Science proficiency in the ES band is limited to grades 5 and 8. Science proficiency in the HS band is limited to grade 11.

ii. If an SSID has a valid scale score associated with any enrollment, use the score.

iii. If an SSID has multiple valid scale scores, use the score from the enrollment that comes first chronologically.

iv. 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.

   1. **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.

v. Associate the appropriate state-determined annual student growth percentile (SGP).

   1. Beginning in 2022 and continuing in perpetuity, two types of SGPs are calculated for all students – a cohort-referenced SGP (as calculated and used in 2018 & 2019, which compares a student's performance to their academic peers within the same academic year) and a baseline-referenced SGP (as calculated but not used in 2021, which compares a student's performance to their academic peers from a prior academic year). The cohort-referenced SGP is considered the default SGP.

   2. Calculate a state average cohort-referenced SGP (crSGP) and baseline-referenced SGP (brSGP) by summing all SGPs of the given type from all students in the state and dividing by the number of scores.

   3. In years where the state average crSGP ≥ brSGP, use the crSGP for each student. Only in years where the state average brSGP > crSGP should the brSGP for each student be used.

vi. Associate ELA and math assessment data for schools without assessed grades (i.e. schools coded G1, G2, or G3 in step 8). **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.

	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)

b. 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 1-12. Note: Chronic absenteeism data was amended in 2023 to include grade K.

c. For **climate survey participation**: Inclusive of grades 4-12.

      vii.   If a student is rostered at any single school, tie their participation to the accountable school.

     viii.   If a student is rostered at multiple schools, use the record associated with the enrollment used to determine the accountable school.

d.   For **English Learner Progress to Proficiency**, use the logic defined in step 8.a. 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).

e.   For **9th Grade OnTrack**, use the information from the warehouse student metric table.

      ix.   If an SSID has multiple enrollments with a non-null On-Track value, use the record associated with the enrollment used to determine the accountable school.

f.   **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.

Calculate the **Demographic Group's Performance Level** for each indicator according to the rules for that indicator

Indicator	Rules
ELA & Math Proficiency (ES)	**Exclude** students who were marked 1st Year in US in **either the applicable academic year or the prior academic year** (I.e., if using spring 2024 data, marked 1st year in US in SY23-24 or SY22-23). The students should be dropped from both the numerator and the denominator. This is called out explicitly because it differs from the report card business rules referenced below. Follow all other inclusion and exclusion rules as defined in the Name of Business Rules, replacing responsible school with accountable school.

A. **Number Proficient (ES)**: By subject, the sum the number of students in a given demographic group with ELA proficiency levels of 4 or 5 on IAR, and students with ELA Levels 3 & 4 on DLM-AA, excluding English Learner students who are newly arrived in the summative year or in the academic year prior.

B. **Number Tested**: By subject, sum the number of students in a given demographic group with a valid score of any level.

C. **Number Should Have Tested**: By subject, sum the number of students in a given demo graphic with a valid test score or RNVTA code of 10, 15, or 19, 25 or 53.

    a. Note: In the ES grade band, calculate both at the Demographic group level (all students in the demographic group), then at the grade group level (all students of the demographic group in grades 3 & 4, 5 & 6, 7 & 8).

D. **Grade Groups (GG)**: By subject, the number of students in a given demographic group in grades 3 & 4 combined (GG34), grades 5 & 6 combined (GG56), and grades 7 & 8 combined (GG78). A disaggregation level for Number Proficient, Number Tested, and Number Should Have Tested, which are calculated by subject for each demographic group.

E. **Grade Group Weight (GGW):** The ratio of the Grade Group Number Should Have Tested to the Demographic Group Number to Be Tested

    a. **GGW34** = GG34 ÷ (GG34 + GG56 + GG78)

    b. **GGW56** = GG56 ÷ (GG34 + GG56 + GG78)

    c. **GGW78** = GG78 ÷ (GG34 + GG56 + GG78)

F. **95% Code:** Values 00 = No, 01 = Yes.

    a. If the total number of students to be tested per subject in the demographic group is < 20, apply code 00.

Indicator	Rules
	b. By subject, for each demographic group, if the Number Tested / Number Should Have Tested <.95, apply code 01, else apply code 00.

G. **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).

H. **Grade Group Denominator**: By subject, for each demographic group, and for each grade group, the value of (G. Denominator * E. Grade Group Weight).

   a. **GGD34** = (Demographic Group's Denominator * GGW34 of the dem group)

   b. **GGD56** = (Demographic Group's Denominator * GGW56 of the dem group)

   c. **GGD78** = (Demographic Group's Denominator * GGW78 of the dem group)

I. **Grade Group Percent Proficient**: By subject and demographic group, the Grade Group Number Proficient ÷ Grade Group Denominator.

   a. **GGPP34** = GG34NP ÷ GGD34

   b. **GGPP56** = GG56NP ÷ GGD56

   c. **GGPP78** = GG78NP ÷ GGD78

Indicator	Rules
ELA & Math Proficiency (HS)	**Exclude** students who were marked 1st Year in US in either the applicable academic year or the prior academic year (I.e., if using spring 2024 data, marked 1st year in US in SY23-24 or SY22-23). They students should be dropped from both the numerator and the denominator. This is called out explicitly because it differs from the report card business rules referenced below. Follow all other inclusion and exclusion rules as defined in the Report Card Eligible and Responsible Entity Requirements and Business Rules (replacing responsible school with accountable school).

A. **Number Proficient**: Sum the number of students by subject with ELA/math proficiency levels 3 & 4 on SAT and DLM.
B. **Number Tested**: Sum the number of students with a valid score of any level.
C. **Number to be Tested**: Sum the number of students with a valid test score or RNVTA code of 10, 15, or 19, 25 or 53.

D. **Denominator**: The greater of Number Tested or (Number to be Tested * .95).

Indicator	Rules
	E. **% Proficient**: [Number proficient ÷ the greater of Number Tested or (Number Should have Tested * .95)] * 100
Science Proficiency (ES & HS)	**Exclude** students who were marked 1st Year in US in either the applicable academic year or the prior academic year (I.e., if using spring 2024 data, marked 1st year in US in SY23-24 or SY22-23). The students should be dropped from both the numerator and the denominator. This is called out explicitly because it differs from the report card business rules referenced below. Follow all other inclusion and exclusion rules as defined in the Report Card Eligible and Responsible Entity Requirements and Business Rules (replacing responsible school with accountable school). A. **Number Proficient**: Sum the number of students with science proficiency level of 3 or 4 on ISA, and students with science levels 3 & 4 on DLM. B. **Number Tested**: Sum the number of students with a valid score of any level. C. **Number to be Tested**: Sum the number of students with a valid test score or RNVTA code of 10, 15, 30, 31, 33 and 34, or Suppression codes: S2, S4, S5, S6, S7, S8, S09, S10, S13, or S15. D. **Denominator**: The greater of Number Tested or (Number to be Tested * .95). E. **% Proficient**: [Number proficient ÷ the greater of Number Tested or (Number Should have Tested * .95)] * 100

EL Progress to Proficiency (ELPtP) (ES & HS)	**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.
	     a. If they were identified in Pre-K or K, Baseline Grade = 1.
	     b. If they were identified in Grade 1 or after, the grade of identification is their baseline year, e.g. Grade 1 = 1, Grade 3 = 3, Grade 9 = 9.
	 C. **Baseline Accountable Year**: The academic year associated with the first ACCESS score (or RNVTA) in grade 1 or above.

Indicator	Rules
	D. **Indicator Inclusion/Exclusion Code**:

D. **Indicator Inclusion/Exclusion Code**:

    a. If Baseline Accountable Year = Summative Year, code student as exclude from indicator.

    b. 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.

    a. **All student with an active EL record in SY2020-2021 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:**

    a. 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.

Indicator	Rules
	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
	    c. If ELPtP Prelim ≤ 0, points = 0

ELA Growth (ES)	A. **ELA Mean Student Growth Percentile (SGP)**: Sum of all ELA SGP scores (type as determined in Process 1, Step 8.a.v.) divided by the number of ELA SGP scores.
Math Growth (ES)	B. **Math Mean Student Growth Percentile (SGP)**: Sum of all Math SGP scores (type as determined in Process 1, Step 8.a.v.) divided by the number of Math SGP scores.

Graduation Rate (HS)	A. **Adjusted Cohort Graduation Rate**: Using the federal rules for calculating an **adjusted cohort graduation rate**, as defined in ISBE graduation rate business rules, calculate the following:
	
	    a. 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)
	    b. 5-year adjusted cohort rates for the previous cohort (e.g. Cohort 2013)
	    c. The 6-year adjusted cohort rates for the cohort previous to that (e.g. Cohort 2012)

Indicator	Rules
	d. 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. 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.

9th Grade On-Track (HS)	A. This indicator uses the 9th Grade On-Track indicator data in the Student Metrics table. A student would be included in the 9th Grade On-Track Cohort table if they were:
	
	    a. Not enrolled in Grade 9 in previous year.
	
	    b. Enrolled in Grade 9 on October 1 of the school year.
	
	    c. Enrolled in Grade 9 on May 1 of the school year.
	
	    d. The sum of the days enrolled at a single home school in the current school year must be greater than 212.
	
	    e. Summer school enrollments are excluded from this count, which are those students who have an enrollment date equal to or later than June 1.
	
	    f. Student will be included in cohort of their accountable school if they have met the above criteria.
	
	B. A student receives a flag of Y for On-Track if the student:
	
	    a. Attained a passing grade (A+ through D-, Satisfactory, Exceptional and Meets Standard) in courses totaling at a minimum 5 course credits.
	
	    b. Did not fail (F plus U-Unsatisfactory) core courses totaling more than .5 course credits.
	
	    c. Core courses have a subject area of Reading, Math, Science and Social Science.
	
	    d. Courses included are the completed courses from Semester 1 and 2 (S1 & S2) or Tri-Semesters 1, 2 and 3 (T1, T2 & T3).
	
	C. Course credits from summer session are not included.
	
	D. **% On-Track for each school or demographic groups is calculated as**:
	
	    a. Students with an On-Track Y in the student metrics table/ (Number of students in the cohort)] * 100

Indicator	Rules

Chronic Absenteeism (ES & HS)	A. **Number Chronically Absent:** Students in grades K – 12 are counted for chronic absenteeism. 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 enrollment during the school year), excused or unexcused. Exclude enrollments less than 10 school days. Total days enrolled excludes days hospitalized and medically homebound.
	    a. **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"
	    b. **Total Days Enrolled** for chronic absenteeism is calculated by counting the number of attendance days reported as "Days in Person" + "E-Learning" + "Remote Learning" + "Days absent unexcused" + "Days absent excused" + "Mental Health" + "Detention Center"
	    c. 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**.
	    d. For students with multiple included enrollments at the same home school, attendance is the sum of all days for the schools.
	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.
	C. **Chronic Absenteeism Rate:** (Number Chronically Absent ÷ Number of Students) * 100

Climate Survey (ES & HS)	A. **Number Participated**: The number of student responses received.
	B. Note: If the student ID is represented multiple times order of preference is:
	    a. If any record is participation Y, take that record. (Code 01)
	    b. Else if any record is student cognitively unable to access the survey, take this record (Code 03)
	        i. 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
	    c. 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.
	C. **Number to be Surveyed**: The number of students who had an enrollment in a surveyed grade, during the survey window. *Excludes students who transferred out prior to the survey window and students who are cognitively unable to access the survey.*

Indicator	Rules

Code	Numerator	Denominator
0	*No*	*Yes*
1	*Yes*	*Yes*
2	*No*	*Yes*
3	*No*	*If EL or CWD indicator is yes then Denominator = no* *If not, Denominator = yes*
4	*No*	*No*

D. NOTE: If any student is on the NoApplicableServingSchool Roster(s), remove from the calculation entirely (both numerator and denominator).
E. **Participation Rate**: (Number participated ÷ Number Surveyed) * 100

Note: There are some schools who serve grades that span the ES and HS. These schools receive two designations, one calculated based on their applicable grades in the K-8 band and one based on their applicable grades in the 9-12 band.

1. For each indicator, as applicable to grades served, convert the school's performance level on that indicator into an indicator score, using the following rules.

2. For each indicator score produced, code the score as **Meets N≥20** Y or N.

Indicator	Performance Level to Indicator Score Calculation Rules

ELA & Math Proficiency (ES)	A. **Grade Group Interim Target (GGIT):** The interim target, by subject, of the demographic group by grade group (See ES ELA and Math Interim Targets Table).
	
	B. **Grade Group Indicator Raw:** By subject, by demographic group, and for each grade group, the Grade Group Percent Proficient ÷ Grade Group Interim Target.
	   a. **GGIR34** = GGPP34 ÷ GGIT34
	   b. **GGIR56** = GGPP56 ÷ GGIT56
	   c. **GGIR78** = GGPP78 ÷ GGIT78
	
	C. **Grade Group Indicator Weighted**: By subject, by demographic group, and for each grade group, the Grade Group Indicator Raw * Grade Group Weight.
	   a. **GGIW34** = GGIR34 * GGW34 * 100
	   b. **GGIW56** = GGIR56 * GGW56 * 100
	   c. **GGIW34** = GGIR78 * GGW78 * 100
	
	D. ES Subject Proficiency Indicator Score: Sum of all Grade Group Indicator Weighted values for the three grade groups. All values greater than 100 are capped at 100.

ELA & Math Proficiency (HS)	A. If **% Proficient ≥ Interim Target for demographic group** for year (See HS ELA and Math Interim Targets Table) Indicator Score = 100, else B. **HS Subject Proficiency Score:** (**% Proficient / Interim Target for demographic group** for year) * 100

Science Proficiency (ES & HS)	A. **Grade Group Interim Target (GGIT):** The interim target, by subject, of the demographic group by grade group (See Science Interim Targets Table).
	
	B. **Grade Group Indicator Raw:** By demographic group, and for each grade group, the Grade Group Percent Proficient ÷ Grade Group Interim Target.
	   A. **GGIR5** = GGPP5 ÷ GGIT5 (ES)
	   B. **GGIR8** = GGPP8 ÷ GGIT8 (ES)
	   C. **GGIR11** = GGPP11 ÷ GGIT11 (HS)
	   Note: GG5 and GGR8 can be combined in a single ES school or demographic group, but GG's 5 and 8 should never be combined with HS GG11 as they function in different systems.
	
	C. **Grade Group Indicator Weighted**: By subject, by demographic group, and for each grade group, the Grade Group Indicator Raw * Grade Group Weight.
	   A. **GGIW5** = GGIR5 * GGW5 * 100
	   B. **GGIW8** = GGIR8 * GGW8 * 100

	C. **GGIW11** = GGIR11 * GGW11 * 100
	D. **ES Subject Proficiency Indicator Score**: Sum of all **Grade Group Indicator Weighted** values for the three grade groups. All values greater than 100 are capped at 100.
	E. **Science Score: (% Proficient / Interim Target for demographic group** for year) * 100
ELA Growth (ES)	A. **ELA Growth Score:** [(**ELA_MSGP** * (20/9)) – 62.2222222221] B. **Note**: MSGP ≥ 73 = 100 points, MSGP ≤ 28 points = 0 points
Math Growth (ES)	A. **Math Growth Score:** [(**Math_MSGP** * (20/9)) – 62.2222222221] B. **Note**: MSGP ≥ 73 = 100 points, MSGP ≤ 28 points = 0 points
EL Progress to Proficiency (ES & HS)	A. **ELPtP Score**: Average of the ELPtP Points of student with an include in the indicator code.
High School Graduation Rate (9-12)	A. **Graduation Score:** [Composite weighted adjusted cohort graduation rate * 3.7975) – 253.16456, with negative values rounded to 0, and a maximum score of 100. B. **Note**: A weighted composite graduation rate ≥ 93 is 100 points and a weighted composite graduation rate ≤ 66.667 is 0 points.
9th Grade On-Track (HS)	A. **On-Track Score**: [(% OnTrack – 66.66) * 3], with negative values rounded to 0, and a maximum score of 100., with negative values rounded to 0, and a maximum score of 100. B. **Note**: On-Track rate ≤ 67% = 0 points
Chronic Absenteeism (ES & HS)	A. **Chronic Absenteeism Score:** [(100 – (**Chronic Absenteeism Rate** *2)] B. **Note**: Chronic Absenteeism rate >= 50% = 0 points
Climate Survey (ES & HS)	A. **Climate Survey Score**: [(Survey Participation Rate* (20/9)) – 111.11] B. **Note**: Participation rate ≥ 95% = 100 points, participation rate ≤ 50% = 0 points

2. Repeat for all **student groups** saving as variables Indicator Score**.**
3. For each student group, for each indicator, create a count of number of groups with an indicator score between:

- 0.00-4.99
- 5.00-9.99
- 10.00-14.99
- 15.00-19.99
- 20.00-24.99
- 25.00-29.99
- 30.00-34.99

- 35.00-39.99
- 40.00-44.99
- 45.00-49.99
- 50.00-54.99
- 55.00-59.99
- 60.00-64.99
- 65.00-69.99

- 70.00-74.99
- 75.00-79.99
- 80.00-84.99
- 85.00-89.99
- 90.00-94.99
- 95.00-100.00

4. Next, use the count to create a percent of groups/schools, for each indicator, that fall within each of the identified ranges by taking the number as calculated in step 3, divided by total number of indicator scores per indicator per group (e.g., if there are 1,500 schools with the group Former EL, and there are 500 of those school-demographic-groups with an indicator score between 65.00 and 69.99, the percentage for the 65.00 to 69.99 range would be (500/1,500)*100 = 33.33%)

Process 4: Weight and Aggregate the Indicator Scores to Create Demographic Group Index Scores

1. Each indicator score is coded Meets N≥20 Y or N.
2. For each demographic group within a school, do a count of the Meets N≥20 Y values.
   a. **If SSSQ (School Quality and Student Success) Meets N≥20 Y count < 1, end processes.** Pass "Entity/Group Does Not Meet the Indicator Threshold" as index score and Summative Rating.
   b. If **SQSS Meets N≥20 Y count ≥ 1 AND the sum of the SQSS Meets N≥20 Y count and Academic Meets N≥20 Y count <5, end processes.** Pass "Entity/Group Does Not Meet the Indicator Threshold" as index score and Summative Rating.
   c. For all else proceed to step 3.

	ES	HS
ACADEMIC	1. ELA Proficiency 2. Math Proficiency 3. ELA Growth 4. Math Growth 5. ELPtP 6. Science Proficiency	1. ELA Proficiency 2. Math Proficiency 3. 4-, 5-, & 6-Year Weighted Composite Graduation Rate 4. ELPtP 5. Science Proficiency
SQSS	7. Chronic Absenteeism 8. Climate Survey Participation	6. Chronic Absenteeism 7. Climate Survey Participation 8. 9th Grade OnTrack

3. For each demographic group identified in step 2 above, multiply each indicator score by the weight it has in the system, **saving the calculated weight out as a variable (Group_Indicator_Weight)** and sum using the formulas below.

Elementary/Middle

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

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

School Index Score = Academic Index Score + SSSQ Index Score

High School

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

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

School Index Score = Academic Index Score + SSSQ Index Score

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

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

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

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

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

Treat missing indicators as zero's, which will eliminate them from the formula.

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

a. The formulae redistribute the weight of missing indicators to other indicators of the same type (e.g. academic is distributed to academic, SSSQ is distributed to SSSQ).

b. Repeat for all student groups where the n-size is ≥ 20 for at least 5 out of 8 indicators, of which at least 1 is an SSSQ indicator. Save as variables.

4. For each student group create a count of number of groups with an index score between:

- 0.00-4.99
- 5.00-9.99
- 10.00-14.99
- 15.00-19.99
- 20.00-24.99
- 25.00-29.99
- 30.00-34.99
- 35.00-39.99
- 40.00-44.99
- 45.00-49.99
- 50.00-54.99
- 55.00-59.99
- 60.00-64.99
- 65.00-69.99
- 70.00-74.99
- 75.00-79.99
- 80.00-84.99
- 85.00-89.99
- 90.00-94.99
- 95.00-100.00

5. Next, use the count to create a percent of groups/schools that fall within each of the identified ranges by taking the number as calculated in step 4, divided by total number of index scores per group (e.g., if there are 1,500 schools with the group Former EL, and there are 100 of those school-demographic-groups with an index score between 65.00 and 69.99, the percentage for the 65.00 to 69.99 range would be (100/1,500)*100 = 6.67%)

Elementary Designations

1. Rank order all schools with an ES index score by the "All Students" index score from highest index score to lowest.

    a. **Comprehensive/Targeted Threshold** – Using the All Students program group, determine the lowest performing 5% of all ES schools. The score of the highest ranked school in this group is the state Comprehensive/Targeted threshold.

    b. **Exemplary/Commendable Threshold** – Using the All Students program group, determined the highest performing 10% of all ES schools. The score of the lowest ranked school in this group is the state Exemplary/Commendable threshold.

2. Identify the lowest performing 5% of all ES Schools. Save the "All Students" index score of the highest ranked school in the lowest 5% as a variable named **ES_CompThreshold**.

    a. Assign **Comprehensive Support** to all schools with an "all" index score at or below the **ES_CompThreshold**.

    b. Assign reason as "**All Students**"

    c. Check each entity with an assigned **Comprehensive** designation against the **School Funding Table(s).**

        i. If **no record exists**, assigned designation and reason stand.

        ii. If **records exist,** check the current support level where Fiscal Year = to Summative Year.

            1. If the current support level = **Intensive**, assign designation **Intensive Support** & reason "**All Students – From Comprehensive**"

        iii. Else, if **records exist**, check the School Funding Event History to see if the Entity reached **Implementation Year 3** in the Fiscal Year = to Summative Year (e.g. FY2024 = Summative 2024). This entity will not yet have a grant allocation in the following fiscal year. For these entities only,

            1. If the current support level is **Targeted**, the assigned **Comprehensive** designation and reason stand.

            2. If the current support level is **Comprehensive**:

                3. Assign designation **Intensive Support** & assign reason as "**All Students – From Comprehensive**"

3. Identify the top 10% of all ES Schools by the "All Students" index score. Save the "All Students" index score of the lowest ranked school in the top 10% as a variable named **ES_ExempThreshold**.

    a. Assign **Exemplary** to all schools at or above the **ES_ExempThreshold**.

    b. Assign reason as "**All Students**"

4. For all schools without the designation Comprehensive or Intensive, compare the index score of each student group to **ES_CompThreshold**.

    a. Where any student group index score is ≤ **ES_CompThreshold**, apply **Targeted Support** overwriting any existing summative designation of Exemplary. Do not overwrite existing Comprehensive or Intensive designations.

    b. List all student groups with an index score ≤ **ES_CompThreshold** in the reason field.

5. Check each entity with a **Targeted** designation against the School Funding Table(s).

    a. If no record exists, the assigned **Targeted** designation and reason stand.

        b. If **records exist,** check the School Funding Event History to see if the Entity reached **Implementation Year 3** in the Fiscal Year = to Summative Year (e.g. FY2024 = Summative 2024). This entity will not yet have a grant allocation in the following fiscal year.

        c. If the current support level is **Comprehensive or Intensive**, assigned **Targeted** designation and reason stand.

            i. If the current support level is **Targeted** and **Implementation Year 3** in the Fiscal Year = to Summative Year (e.g. FY2023 = Summative 2023) AND current support level is Targeted, compare the current originating grant year Targeted reason(s) (e.g. 2018) against 2023 Targeted reason(s). If one or more of the current year Targeted reasons is present in 2018, then...

                1. Assign designation **Comprehensive Support**.

                2. Assign reason as "**All Students – From Targeted**"

                3. Else assigned current year **Targeted** designation and reason(s) stand.

6. For all other schools, where the summative designation field is blank, assign **Commendable**.

    a. Assign reason as "**All Students**"

High School Assignment

1. Rank order all schools with an HS index score by the "All Students" score from highest index score to lowest.

2. Identify the lowest performing 5% of all HS Schools. Save the "All Students" index score of the highest ranked school in the lowest 5% as a variable named **HS_CompThreshold**.

    a. Assign **Comprehensive** to all schools with an "All Students" index score at or below the **HS_CompThreshold**.

    b. Assign reason as "**All Students**"

3. For all schools not yet designated, identify schools with an "all" Graduation Rate indicator score of 0.

    a. Assign **Comprehensive**

    b. Assign reason as "**Low Graduation Rate**"

4. Check each entity with a **Comprehensive** designation against the School Improvement Funding Table(s) using the Entity ID and School Year ID. Does the entity exist in the table?

    a. If **no record exists**, assigned designation and reason stand.

    b. If **records exist,** check the current support level where Fiscal Year = to Summative Year.

        i. If the current support level = **Intensive**, assign designation **Intensive Support** & reason "**All Students – From Comprehensive**"

        ii. Else, if **records exist**, check the School Funding Event History to see if the Entity reached **Implementation Year 3** in the Fiscal Year = to Summative Year (e.g. FY2023 = Summative 2023). This entity will not yet have a grant allocation in the following fiscal year. For these entities only,

iii. If the current support level is **Targeted**, the assigned **Comprehensive** designation and reason stand.

iv. If the current support level is **Comprehensive**:

v. Assign designation **Intensive Support &** Assign reason as "**All Students – From Comprehensive**"

5. Identify the top 10% of all HS Schools by the "All Students" index score. Save the "All Students" index score of the lowest ranked school in the top 10% as a variable named **HS_ExempThreshold**.

   a. Assign **Exemplary**

   b. Assign reason "**All Students**"

6. For all schools without the designation Comprehensive, compare the index score of each student group to **HS_CompThreshold**.

   a. Where any student group index score is ≤ **HS_CompThreshold**, apply **Targeted Support** overwriting any summative designation of Exemplary.

   b. List all student groups with an index score ≤ **HS_CompThreshold** in the reason field.

7. Check each entity with a **Targeted** designation against the School Improvement Funding table(s). Does the entity exist in the table?

   a. If no record exists, the assigned **Targeted** designation and reason stand.

   b. If **records exist,** check the School Funding Event History to see if the Entity reached **Implementation Year 3** in the Fiscal Year = to Summative Year (e.g. FY2024 = Summative 2024). This entity will not yet have a grant allocation in the following fiscal year.

   c. If the current support level is **Comprehensive or Intensive**, assigned **Targeted** designation and reason stand.

      i. If the current support level is **Targeted** and **Implementation Year 3** in the Fiscal Year = to Summative Year (e.g. FY2023 = Summative 2023) AND current support level is Targeted, compare the current originating grant year Targeted reason(s) (e.g. 2018) against 2023 Targeted reason(s). If one or more of the current year Targeted reasons is present in 2018, then...

         1. Assign designation **Comprehensive Support**.

         2. Assign reason as "**All Students – From Targeted**"

         3. Else assigned current year **Targeted** designation and reason(s) stand.

8. For all other schools, where the summative designation field is blank, assign **Commendable**.

   a. Assign reason as "**All Students**"

SIG1003(g) Exception

Schools who were receiving SIG1003(g) funds in FY18 and FY19 were not eligible to receive funds under the new school improvement grant system. Therefore, these schools will not exist in the school funding table.

In Process 5, in steps that reads "Check each entity with a Comprehensive designation against the School Funding Table(s)" or "a. Check each entity with a Targeted designation against the School Funding Table(s)," if no entity is found, also check against the table below. If the entity is in the table below, compare the school's lowest assigned designation in the applicable "grant year 5" (e.g. 2018) to their current year summative designation to determine

the final assigned designation. Schools on this list who were Targeted in the applicable grant year 2018 should follow the logic for escalation or not for Targeted schools. Schools in this list who were Comprehensive in 2018 should follow the logic for escalation or not for Comprehensive schools.

SIG

04-101-2050-25-1010	15-016-2990-25-2103	49-081-0410-25-2010
06-016-2010-17-0001	15-016-2990-25-2270	49-081-0410-25-2020
07-016-2060-17-0001	15-016-2990-25-2328	50-082-1880-22-2001
15-016-2990-25-0015	30-077-1010-26-0001	50-082-1890-22-1007
15-016-2990-25-0019	30-077-1010-26-2005	50-082-1890-22-1036
15-016-2990-25-0022	32-046-1110-25-2005	54-092-1180-24-0022
15-016-2990-25-0029	34-049-1870-26-1003	
15-016-2990-25-0834	49-081-0410-25-0001	

9. Formula(s)

- See above Business Rules section

10. Aggregation Level(s)

Metric Name	Aggregation Level			
	School	District	State	Other
Summative Designation	Yes	No	No	N/A
Index Score	Yes	No	No	N/A
Indicator Score	Yes	No	No	N/A

11. Subgroup(s)

- All Student
- White
- Black/African-American
- Hispanic
- Two or More Races
- Asian
- Hawaiian/Pacific Islander
- Native American
- English Learners
- Former English Learners
- Children with Disabilities
- Low Income

12. Reporting of the Metric(s)

Metric Name	Classic PDF		
	School	District	State
Summative Designation	Yes	No	No

Metric Name	IIRC		
	School	District	State
Summative Designation	Yes	Yes	Yes

Metric Name	At-a-Glance		
	School	District	State
Summative Designation	No	No	N/A

Metric Name	15 Year Trend	Public Dataset
Summative Designation	No	Yes

13. History/Notes

- In 2021, due to the continued national health crisis, ED communicated its intent to make waivers available for accountability but not for assessments. The accountability waiver allowed states to waive two sets of requirements -- accountability calculations and the reporting of those calculations. ISBE submitted its waiver request on April 1, 2021, and the request was approved by ED on April 6, 2021. As such, an annual summative designation will not be calculated or reported for 2021. Schools who were previously identified as needing either Targeted or Comprehensive Support will maintain that support status, which is separate from the annual summative designation.

- In 2020, also due to a national health crisis, schools were closed nationwide and the US Department of Education offered an unprecedented waiver of assessment and accountability requirements under ESSA. The approved IL waiver is linked below in the Guidance Citation section. To meet the requirements of the 2020 waiver, ISBE reissued all schools their 2019 designation as their 2020 designation.

- In addition to the current demographic groups, a flag has been created for a category of "Children Formerly With Disabilities" (CFWD). In 2022 ISBE was informed that this group was not permissible, as the regulations that permitted the group had been repealed. As such, all references to CFWD have been removed from the ESSA state plan. The group will not be calculated or reported on, but the coding to denote students as a part of this group will be retained so that if in the future this group is permitted or of interest, historical analyses may be conducted.

- Children Formerly With Disabilities Includes students with an enrollment in the applicable academic year who were previously identified as a student with a disability who had an active IEP in the past four years, but does not currently have an active IEP due to not meeting eligibility requirements; has since graduated; and/or has aged out of receiving services. It also includes students who were previously identified as a student with a disability who had an active 504 within the past four years but does not currently have an active 504.

- Note: In 2022 only, science proficiency rates are replaced with science participation rates. Therefore the following formula was used in lieu of proficiency rates: % Participation: (Number tested ÷ Number to be Tested) * 100.