



# School Quality Rating Policy (SQRP) Handbook

## Guide to the Policy, Indicators, and Ratings

This document provides details related to the calculation of ratings under the School Quality Rating Policy (SQRP), as well as additional information on how Remediation and Probation status is intended to be implemented in Chicago Public Schools. This document is specific to the policy adopted on August 28, 2013 and amended on August 27, 2014, and November 19, 2014. It also includes updated information pertaining to the Board resolutions passed on September 29, 2015, August 24, 2016, and September 27, 2017.



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# Introduction to the SQRP

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## PURPOSE AND GUIDING PRINCIPLES

The School Quality Rating Policy (SQRP) is the Board of Education's policy for evaluating school performance. It establishes the indicators of school performance and growth and the benchmarks against which a school's success will be evaluated on an annual basis. Through this policy, each school will receive a **School Quality Rating** and an **Accountability Status**. This rating and status serve several purposes:

1. Communicating to parents and community members about the academic success of individual schools and the district as a whole;
2. Recognizing high achieving and high growth schools and identifying best practices;
3. Providing a framework for goal-setting for schools;
4. Identifying schools in need of targeted or intensive support; and
5. Guiding the Board's decision-making processes around school actions and turnarounds.

The SQRP took effect beginning with the School Quality Rating and Accountability Status adopted by the Board of Education August 2013 (Board Report 13-0828-P05). It was amended in August 2014 (Board Report 14-0827-PO2), November 2014 (14-1119-PO1), September 2015 (Board Resolution 15-0929-RS3), August 24, 2016 (Board Resolution 16-0824-RS1), and September 27, 2017 (Board Resolution 17-0927-RS1).

The Board recognizes that an effective and fair School Quality Rating system considers a broad range of indicators of success, including, but not limited to, student test score performance and student academic growth, closing of achievement gaps, school culture and climate, attendance, graduation, and preparation for post-graduation success. Therefore, this policy establishes a comprehensive system to assess school performance in order to identify, monitor, and assist schools with low student performance in these areas, as well as provide a framework for action to intervene in schools with stagnant or insufficient rates of student improvement. The School Quality Rating system also provides a means for recognition of schools that have demonstrated distinguished levels of performance.

## LEGAL BACKGROUND

Section 5/34-8.3 of the Illinois School Code provides for the remediation and probation of schools and requires the CEO of the Chicago Public Schools to monitor the performance of each school. In doing so, the CEO is required to use criteria and a rating system established by the Board to identify those schools in which: (1) there is a failure to develop, implement, or comply with the school improvement plan; (2) there is a pervasive breakdown in the educational program as indicated by various factors such as the absence of improvement in reading and math achievement scores, an increased dropout rate, a decreased graduation rate, or a decrease in the rate of student attendance; or (3) there is a failure or refusal to comply with the provisions of the School Code, other applicable laws, collective bargaining agreements, court orders, or applicable Board rules and policies. The SQRP is the policy that lays out the criteria for making these determinations.

By state law, charter schools are exempt from Section 5/34-8.3. However, CPS charter schools are subject to the performance standards set out in this policy by and through the accountability provisions in their charter contract with the Board and will receive a School Quality Rating and Accountability Status under this policy. All other CPS schools are subject to this policy, including, but not limited to: neighborhood schools, magnet schools, selective enrollment schools, contract schools, Option Schools, and schools with non-traditional grade structures.

## HOW THE SQRP WORKS (HIGH LEVEL OVERVIEW)

The SQRP is based on a weighted point system. Schools earn between 1 and 5 points for each indicator, which are then weighted and added together to compute an overall weighted score that is also between 1 and 5 points. It is with this overall weighted score that the school's School Quality Rating and Accountability Status are determined. Below is an overview of the main elements of the SQRP.

Points	For each indicator in the SQRP, schools can earn between 1 and 5 points for reaching progressive benchmarks of performance. More information on the indicators and point values used in the SQRP is on page 6.
Weighting	Each indicator has a specific weight in the SQRP. Weights may be different based on the number and type of indicators that are available to a particular school, but the sum of the weights for the school will always be 100%. More information on weighting is on page 10.
Weighted Score	The points received for each indicator are multiplied by their weight and then added together. The resulting weighted score will be between 1 and 5. Indicators with larger weights will play a bigger role in determining the school's overall weighted score. More information on calculating a weighted score is on page 16.
School Quality Rating	Based on the overall weighted score, schools are assigned a rating of Level 1+ (4 – 5 points), Level 1 (3.5 – 3.9 points), Level 2+ (3 – 3.4 points), Level 2 (2 – 2.9 points), or Level 3 (1 – 1.9 points). Schools can also achieve a rating by meeting minimum thresholds on the national attainment indicator set out in the policy. More information on School Quality Ratings is on page 16.
Accountability Status	The School Quality Rating is used to determine the school's Accountability Status. In general, schools receiving a Level 1+, Level 1, or Level 2+ rating are in Good Standing status, schools receiving a Level 2 rating are in Remediation (aka "Provisional Support") status, and schools receiving a Level 3 rating are in Probation (aka "Intensive Support") status. More information on the Accountability Status is in the following section and on page 17.

## ACCOUNTABILITY STATUS

While the school's rating (its "level") may seem like it is better known and more often discussed than the school's Accountability Status, the primary purpose of the SQRP is to determine the school's Accountability Status. It is from the school's Accountability Status that school accountability is made actionable. Specifically, when a school is placed on Remediation or Probation in accordance with Section 5/34-8.3, certain authority is granted to the Board of Education and the CEO to take steps to intervene in the school in order to correct the school's academic deficiencies.

One important change in how school performance information is communicated is related to the terms surrounding the school's Accountability Status. While the terms "Probation" and "Remediation" are a part of the Illinois School Code, CPS will in its general communication use terms that better reflect the types of support a school needs. Probation will be referred to as "Intensive Support" while Remediation will be referred to as "Provisional Support." The terms Probation and Remediation will continue to be

used in internal documents, the SQRP itself, and direct notice to principals and Local School Council (LSC) members of the school's Accountability Status, so as to avoid any confusion over the school's status under Illinois School Code and CPS policy. However, the terms "Intensive Support" and "Provisional Support" will be used in communication and reports intended for the general public.

Below is a summary of each Accountability Status and what it means for school autonomy and governance.

#### *Good Standing*

This is the default status for a school. Schools in Good Standing status remain bound by federal and state law and CPS policies, but retain certain autonomy with regard to school improvement planning and budgets. LSCs retain all legislated authority in a Good Standing school, including approval of the Continuous Improvement Work Plan (CIWP) and budget, and principal contracting authority.

#### *Remediation/Provisional Support*

Schools in this status are in need of support. When a school is placed on Remediation, the CEO may take the following actions:

- a) Draft a new school improvement plan;
- b) Require additional training for the LSC;
- c) Direct the implementation of the CIWP; and/or
- d) Mediate disputes or other obstacles to reform or improvement at the school.

In practice, this means that the CEO or designee – usually the Chief of Schools for the Network – will work with the school to develop a Remediation Plan. This plan may include changes to curriculum and student support services, required professional development, expenditure plans, or other mechanisms that the Chief of Schools believes is necessary to improve student performance. The plan should be articulated in the school's CIWP and should be supported by the school's budget. Amendments to the CIWP and/or budget may be necessary. While LSC input into the plan is still valued, LSC approval of the CIWP is no longer required. However, it is a requirement that LSCs be provided an opportunity to review and provide feedback on the CIWP, and LSCs retain their principal contracting authority.

#### *Probation/Intensive Support*

Schools in this status are in need of a more intensive support than can be provided through a Remediation Plan. Similar to the Remediation Plan, the CEO or designee will work with the school to develop and implement a Probation Plan, which may require amendments to the school's CIWP and/or budget. For schools on Probation, Board approval of the CIWP is required. LSCs must have an opportunity to review and provide input into the plan, but LSC approval of the CIWP and budget is not required. LSCs retain principal contracting authority, except as noted below.

When a school has been on Probation for at least one year, the Board of Education is authorized under Section 5/34-8.3 to take additional corrective measures. These measures require a hearing and Board vote. They include:

- a) Ordering new LSC elections;
- b) Removing and replacing the principal;
- c) Replacing faculty members, subject to the provisions of Section 24A-5 of the Illinois School Code;
- d) Reconstituting the attendance center and replacement and reassignment by the CEO of all employees of the attendance center (also known as a "turnaround");
- e) Intervening under Section 34-8.4 of the Illinois School Code;
- f) Operating an attendance center as a contract turnaround school;

- g) Closing of the school; or
- h) Any other action authorized under Section 34-8.3 of the Illinois School Code.

The actions above are sometimes referred to as “8.3 actions.” When a school undergoes an action under 8.3(b) (principal removal) or 8.3(d) (reconstitution or “turnaround”), the school is automatically placed on Probation for a minimum of five years. The LSC’s principal contracting authority is suspended until the school is removed from Probation. The purpose of these provisions is to ensure that the 8.3 action has time to be implemented before the school is eligible for Good Standing status and the default governance structure is restored.

### COMMUNICATION OF RESULTS

Each school’s School Quality Rating and Accountability Status will be communicated in multiple ways to ensure that principals, LSCs, staff, families, and the community understand how each school is performing on the SQRP. The primary ways in which this information will be communicated are:

1. **Direct Principal Notification:** Principals will receive a letter and SQRP report notifying them of the school’s rating and status. The letter may be mailed to the school, posted on the CPS Dashboard, or posted in the school’s folder on CPS’s internal Google Drive system.
2. **Direct LSC Notification:** LSC members will receive a letter and SQRP report, which will be sent to the LSC members’ homes.
3. **The CPS Website:** Each school’s rating, status, and complete SQRP report will be included on the school’s profile page at [cps.edu](https://cps.edu), as well as on the School Data page at [cps.edu/schooldata](https://cps.edu/schooldata).
4. **School Progress Reports:** Families will receive these reports annually in the fall. The School Progress Report includes information on the school’s performance on a variety of indicators, including, but not limited to, the SQRP.

# Policy Scoring

## ASSIGNING POINTS

Points are assigned to each indicator based on the tables published in the SQRP and included on the next three pages. A definition for each indicator is provided in Appendix A. In order to receive points for an indicator, the indicator must be based on at least 10 students, with the exception of priority group indicators, which must be based on at least 30 students. For the My Voice, My School Survey, the school must have a minimum participation rate of 50% to receive points.

### *Elementary School Performance Indicators*

<b>Elementary School Performance Indicator</b>	<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
National School Growth Percentile on the NWEA Reading and Math Assessments	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
Priority Group National Growth Percentile on the NWEA Reading and Math Assessment (evaluated separately for African-American students, Hispanic students, English Learners (ELs), and Diverse Learners)	70 <sup>th</sup> percentile or higher	Between 50 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 30 <sup>th</sup> and 49 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 29 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
Percentage of Students Meeting or Exceeding National Average Growth Norms on NWEA Reading and Math Assessments	70% or higher	Between 60% and 69.9%	Between 50% and 59.9%	Between 40% and 49.9%	Less than 40%
National School Attainment Percentile on the NWEA Reading & Math Assessments	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
Percentage of Students Making Sufficient Annual Progress on the ACCESS assessment*	55% or higher	Between 45% and 54.9%	Between 35% and 44.9%	Between 25% and 34.9%	Less than 25%
Average Daily Attendance Rate (Grades K-8)	96% or higher	Between 95% and 95.9%	Between 94% and 94.9%	Between 92% and 93.9%	Less than 92%
My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%

\*NOTE: During the 2016-2017 school year the ACCESS vendor, WIDA, rolled out ACCESS 2.0 and was unable to produce the national norms traditionally used to determine annual student growth. Therefore, ACCESS was not included in SY17-18 SQRP and the weight was redistributed to NWEA math and reading growth as outlined in the “Weighting System” section of this handbook. It is anticipated that the metric will be reincorporated into SY18-19 SQRP once new national norms are established by the test vendor.

*High School Performance Indicators*

<b>High School Performance Indicator</b>	<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
11 <sup>th</sup> Grade SAT 3-Year Cohort Growth Percentile*	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
Priority Group 11 <sup>th</sup> Grade SAT Growth Differential (evaluated separately for African-American students, Hispanic students, English Learners (ELs), and Diverse Learners)*	70 <sup>th</sup> percentile or higher	Between 50 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 30 <sup>th</sup> and 49 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 29 <sup>th</sup> percentile	Less than 10 <sup>th</sup> percentile
10 <sup>th</sup> Grade PSAT 2-Year Cohort Growth Percentile*	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
9 <sup>th</sup> Grade PSAT 1-Year Cohort Growth Percentile*	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
Percent of Students Meeting College Readiness Benchmarks on PSAT/SAT	80% or higher	Between 60% and 79.9%	Between 40% and 59.9%	Between 20% and 39.9%	Less than 20%
Average Daily Attendance Rate (Grades 9-12)	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
Freshman On-Track Rate	90% or higher	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
1-Year Dropout Rate	2% or below	Between 2.1% and 4%	Between 4.1% and 6%	Between 6.1% and 8%	More than 8%
4-year Cohort Graduation Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	40% or higher	Between 30% and 39.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
College Enrollment Rate	75% or higher	Between 65% and 74.9%	Between 55% and 64.9%	Between 45% and 54.9%	Less than 45%
College Persistence Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%

\*NOTE: During the 2016-2017 school year, the state adopted the SAT as the official state mandated exam for 11<sup>th</sup> grade and Chicago Public Schools adopted PSAT 9 and PSAT 10 as the mandated exam for 9<sup>th</sup> and 10<sup>th</sup> grade students. The 16-17 school year was the first year of implementation for PSAT/SAT. As a result, ACT growth and attainment measures for high school were replaced with PSAT/SAT growth and attainment measures. This also allowed assessment data for 9<sup>th</sup> and 10<sup>th</sup> graders to be included in SQRP for the first time since ratings from the 14-15 school year. Calculations for high school growth are based on growth between NWEA (8<sup>th</sup> grade) and the grade appropriate test for each student - PSAT 9, PSAT 10, and SAT.

Calculations for high school attainment are based on the percentage of students meeting or exceeding Combined College Readiness Benchmarks established by College Board. See Appendix A for more details

*Option School Performance Indicators*

<b>Option School Performance Indicator</b>	<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
Average Growth Percentile on STAR Reading Assessment	60 <sup>th</sup> percentile or higher	Between 50 <sup>th</sup> and 59 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 49 <sup>th</sup> percentile	Between 30 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 30 <sup>th</sup> percentile
Average Growth Percentile on STAR Math Assessment	60 <sup>th</sup> percentile or higher	Between 50 <sup>th</sup> and 59 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 49 <sup>th</sup> percentile	Between 30 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 30 <sup>th</sup> percentile
Percent Making Growth Targets on STAR Reading Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
Percent Making Growth Targets on STAR Math Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
One-Year Graduation Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
Credit Attainment Rate	Greater than or equal to 70%	Between 60% and 69.9%	Between 50% and 59.9%	Between 40% and 49.9%	Less than 40%
Stabilization Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
Average Daily Attendance Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
Growth in Attendance Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%

*Participation Rate Minimums*

Points for the assessment indicators listed on the preceding pages assume a 95% participation rate on the assessment. Participation rate is rounded up to the nearest integer value. For schools with a participation rate below 95%, the following adjustments will be applied:

<b>Participation Rate for Elementary and High School</b>	<b>Participation Rate for Option Schools</b>	<b>Point Adjustment</b>
Greater than or equal to 95%	Greater than or equal to 90%	No adjustment
93% to 94%	85% to 89%	-1 point
92% to 93%	80% to 84%	-2 points
90% to 91%	75% to 79%	-3 points
Less than 90%	Less than 75%	-4 points

A separate participation rate will be calculated for each assessment indicator. This means that a school may receive an adjustment for one indicator (for example, the 2<sup>nd</sup> grade indicator, or for a specific priority group), even if the overall participation rate is above 95%.

Participation rates are based on the school’s enrollment at the *end of the posttest assessment window*. This means that if a student transfers into the school during the testing window, the school is expected to administer the test, unless a test was administered at the student’s previous school. While this student may not be included in the school’s assessments (see page 21 for information on “annualized” enrollment), the student *will be* included in the school’s participation rate.

Because Option School growth measures rely on a pretest and posttest taken during the same year, and students may take up to three tests per year, participation rate is calculated as the percentage of expected tests that were taken. Specifically, each student counts once in the denominator for each test window if he/she was enrolled during that window, and is counted once in the numerator for each test he/she took.

Students with an alternate assessment indicator on their IEP or whose previous year’s ACCESS Literacy score was less than 3.5 are excluded from the STAR, NWEA and ACT calculations in the SQRP, and are therefore excluded from the participation rate. Additional details regarding these exclusions are included in the participation rate documents referenced above.

Additional guidance on how participation rates will be calculated can be found on [cps.edu/sqrp](http://cps.edu/sqrp).

## WEIGHTING SYSTEM

Each school will be measured on each indicator for which it has sufficient data. However, the school will only be evaluated on the indicators that are deemed applicable for that school. **In most cases, if the school has sufficient data for an indicator, that indicator is applicable.** For schools that have all available data, the following weights will be applied to calculate the weighted score for each indicator:

### Standard Elementary School Model

Elementary School Indicator	Weight
National School Growth Percentile on the NWEA Reading Assessment	12.5%
National School Growth Percentile on the NWEA Math Assessment	12.5%
Priority Group National Growth Percentile on the NWEA Reading Assessment	Up to 5%*
Priority Group National Growth Percentile on the NWEA Math Assessment	Up to 5%*
Percentage of Students Meeting or Exceeding National Average Growth Norms	10%
National School Attainment Percentile on the NWEA Reading Assessment for Grade 2	2.5%
National School Attainment Percentile on the NWEA Math Assessment for Grades 2	2.5%
National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8	5%
National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8	5%
Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment	5%
Average Daily Attendance Rate	20%
My Voice, My School 5 Essentials Survey	10%
Data Quality Index Score	5%

\*The priority group percentile is measured separately for African-American students, Hispanic students, EL and Diverse Learners. Each priority group calculation is worth 1.25% in reading and 1.25% in math. If there are fewer than 30 students in the priority group, the indicator is not used and the weight is reallocated to whole-school NWEA growth indicators. The purpose of the rule of 30 is to protect student identity under FERPA and is a higher level of protection than the standard rule of 10 due to the fact that students included in priority group measures are already partially identified by inclusion in a priority group.

### Standard High School Model

High School Indicator	Weight (2015-2016, 2016-2017)	Weight (2017-2018)
SAT Growth Percentile	10% (was ACT)	5%
Priority Group SAT Growth Percentile	Up to 5%^ (was ACT)	Up to 5%^
10 <sup>th</sup> Grade PSAT Growth Differential	-	2.5%
9 <sup>th</sup> Grade PSAT Growth Differentials	-	2.5%
Percent of Students Meeting College Readiness Benchmarks	10%	10%
Average Daily Attendance Rate	12.5%	12.5%
Freshman On-Track Rate	12.5%	12.5%
1-Year Dropout Rate	6.25%	6.25%
4-Year Cohort Graduation Rate	12.5%	12.5%
Percent of Graduates Earning Early College and Career Credentials	6.25%	6.25%
College Enrollment Rate	6.25%	6.25%
College Persistence Rate	6.25%	6.25%
My Voice, My School 5 Essentials Survey	6.25%	6.25%
Data Quality Index Score	6.25%	6.25%

^ The priority group percentile is measured separately for African-American students, Hispanic students, EL and Diverse Learners. Each priority group calculation is worth 1.25%. If there are fewer than 30 students in the priority group, the indicator is not used and the weight is reallocated to the whole-school SAT growth indicator. The purpose of the rule of 30 is to protect student identity under FERPA and is a higher level of protection than the standard rule of 10 due to the fact that students included in priority group measures are already partially identified by inclusion in a priority group.

### *Standard Option School Model*

Option School Indicator	Weight
Average Growth Percentile on STAR Reading Assessment	10%
Average Growth Percentile on STAR Math Assessment	10%
Percent Making Growth Targets on STAR Reading Assessment	15%
Percent Making Growth Targets on STAR Math Assessment	15%
One-Year Graduation Rate	15%
Credit Attainment Rate	5%
Stabilization Rate	10%
Average Daily Attendance Rate	10%
Growth in Attendance Rate	10%

### *Schools Fitting Multiple Models*

In cases where more than one of the models above are applicable to the school – most commonly a school serving both elementary school and high school grades – the school will receive a separate School Quality Rating under each of the applicable models, but will also receive a combined School Quality Rating based on the weighted scores earned under each model. The weighted scores for each model will be weighted by the number of students in each of the two programs (based on 20<sup>th</sup> day enrollment) and averaged. The combined School Quality Rating will be used to determine the school’s Accountability Status. This process will ensure that all students in the school are included in the school’s rating and status.

### *Schools with Missing Indicators*

There are four common reasons for an indicator to be missing:

1. There are too few students included in the indicator. Most indicators must include a minimum of 10 students, with the exception of the priority group indicators, which must include 30. Both of these minimums are in place to comply with federal student privacy guidelines. The priority group minimum is higher so as to offer the same level of privacy to students who have already been partially identified by inclusion in a priority group.
2. The school does not serve the grade levels being measured. For example, a school that serves only grades 7-8 will not have data for the indicator titled “National School Attainment Percentile for NWEA Assessment in Grade 2.”
3. The school is serving a unique student population, such as schools primarily serving diverse learners, or schools located in a correctional facility, where the indicator may be available but not a reliable indicator of the school’s performance.
4. Data quality issues are compromising the integrity of the indicator being included. These issues may be brought to light in an audit of the school’s data or assessment practices, in which case the indicator may not be included in the school’s scoring.

In the case where an indicator is missing, the weight of the missing indicator will be reassigned to other indicators. The general principle for reassigning an indicator’s weight is to reassign to the closest related indicator, or if there is no closely related indicator, to reassign to the overall student growth indicator. For elementary schools, if the overall student growth indicator is not available, the school will not be considered as having sufficient data to receive a rating under this policy. Per the Board resolution passed on September 29<sup>th</sup> 2015, high schools will receive a rating regardless of whether the overall student growth indicator is available.<sup>1</sup> The tables on the following pages provide specific rules to be used to reassign weight.

Reassignment Rules for Missing Elementary Indicators

Missing Elementary Indicator	Standard Weight	Reassignment Rule*
National School Growth Percentile on the NWEA Reading Assessment	12.5%	School will not receive a rating.
National School Growth Percentile on the NWEA Math Assessment	12.5%	School will not receive a rating.
Priority Group National Growth Percentile on the NWEA Reading Assessment	5%	For each priority group with missing data, weight will be reassigned to National School Growth Percentile on the NWEA Reading Assessment.
Priority Group National Growth Percentile on the NWEA Math Assessment	5%	For each priority group with missing data, weight will be reassigned to National School Growth Percentile on the NWEA Math Assessment.
Percentage of Students Meeting or Exceeding National Average Growth Norms	10%	School will not receive a rating.
National School Attainment Percentile on the NWEA Reading Assessment for Grade 2	2.5%	National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8
National School Attainment Percentile on the NWEA Math Assessment for Grades 2	2.5%	National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8
National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8	5%	School will not receive a rating.
National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8	5%	School will not receive a rating.
Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment <sup>1</sup>	5%	In the case that any of these indicators are missing, the weight for that indicator will be split evenly between National School Growth Percentile on the NWEA Reading Assessment and National School Growth Percentile on the NWEA Math Assessment.
Average Daily Attendance Rate	20%	
My Voice, My School 5 Essentials Survey	10%	
Data Quality Index Score	5%	

\*See Special Case box on page 13 for reassignment of weights for schools serving a highest grade level of Grade 3.

<sup>1</sup>For SQRP based on data from the 16-17SY weight or ACCESS was redistributed to NWEA growth indicators for all schools.

<sup>1</sup> The scenarios here represent cases where the school is missing certain indicators from the standard model, but for which most of the metrics are still available. For schools where a substantial proportion of the indicators are not available, or where the CEO determines that the set of indicators in the model are not a valid way of measuring the school's performance, the CEO and Department of School Quality Measurement and Research will develop and propose to the Board a set of indicators and a system for rating the school using those indicators. This will affect only a small number of schools, primarily those serving very unique populations or grade levels.

### **Special Case – Schools with a highest grade level of Grade 3**

In these schools, all metrics from the standard model should be available. However, because the standard model would put a very high weight on 3<sup>rd</sup> grade performance and growth, the School Quality Rating Policy includes a specific weighting model for this case, which redistributes some of this weight to 2<sup>nd</sup> grade and some to attendance. The resulting weighting is as follows:

- National School Growth Percentile on NWEA Reading (Grade 3): 5%
- National School Growth Percentile on NWEA Math (Grade 3): 5%
- Priority Group National School Growth Percentile on NWEA Reading (Grade 3): 5%
- Priority Group National School Growth Percentile on NWEA Math (Grade 3): 5%
- Percentage of Students Meeting National Average Growth on NWEA (Grade 3): 10%
- National School Attainment Percentile on NWEA Reading (Grade 2): 5%
- National School Attainment Percentile on NWEA Math (Grade 2): 5%
- National School Attainment Percentile on NWEA Reading (Grade 3): 2.5%
- National School Attainment Percentile on NWEA Math (Grade 3): 2.5%
- Percentage Making Sufficient Annual Progress on ACCESS: 5%
- Average Daily Attendance Rate: 35%
- My Voice, My School 5 Essentials Survey: 10%
- Data Quality Index Score: 5%

*Reassignment Rules for Missing High School Indicators*

<b>Missing High School Indicator</b>	<b>Standard Weight (2016-2017)</b>	<b>Reassignment Rule</b>
SAT Growth Percentile	5%	The weight for this indicator, along with the weight assigned here from other missing indicators per the rules below, will be distributed proportionately among the remaining available assessment indicators for the school. See “High School Quality Rating Policy Calculator” (available at cps.edu/sqrp) for specific examples of indicator reweighting.
Priority Group SAT Growth Percentile	5%	For each priority group with missing data, weight will be reassigned to school-level SAT Growth Percentile.
10 <sup>th</sup> Grade PSAT 2-Year Cohort Growth Percentile	2.5%	Weight will be redistributed proportionately between PSAT9 and SAT.
9 <sup>th</sup> Grade PSAT 1-Year Cohort Growth Percentile	2.5%	Weight will be redistributed proportionately between PSAT10 and SAT.
Percent of Students Meeting College Readiness Benchmarks on PSAT/SAT	10%	Weight will be redistributed proportionately among available non-assessment indicators.
Freshmen On-Track Rate	12.5%	Weight will be split evenly between Average Daily Attendance Rate and 1-Year Dropout Rate.
4-Year Cohort Graduation Rate	12.5%	Weight will be distributed among Average Daily Freshman On-Track (50% of metric weight), Attendance Rate (25% of metric weight), and 1-Year Dropout Rate (25% of metric weight).
College Enrollment Rate	6.25%	4-year Cohort Graduation Rate
College Persistence Rate	6.25%	College Enrollment Rate
Average Daily Attendance Rate	12.5%	In the case that any of these indicators are missing, the weight for that indicator will be reassigned to the school-level PSAT/SAT Growth Percentile indicators as follows: SAT will receive 50%, PSAT10 will receive 25%, and PSAT will receive 25%.
1-Year Dropout Rate	6.25%	
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	6.25%	
My Voice, My School 5 Essentials Survey	6.25%	
Data Quality Index Score	6.25%	

\*Note: If all three growth assessment metrics are missing then the combined accumulated weight of these metrics is redistributed proportionately among available non-assessment indicators.

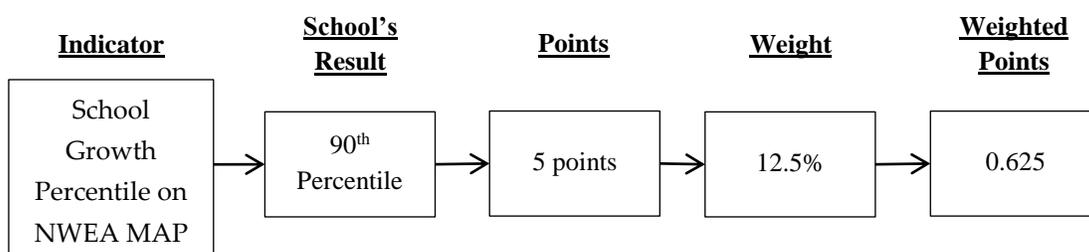
*Reassignment Rules for Missing Option School Indicators*

<b>Missing Option School Indicator</b>	<b>Standard Weight</b>	<b>Reassignment Rule</b>
Average School Growth Percentile on the STAR Assessment in Reading	10%	School will not receive a rating.
Average School Growth Percentile on the STAR Assessment in Math	10%	School will not receive a rating.
Percent Making Growth Targets on STAR Assessment in Reading	15%	School will not receive a rating.
Percent Making Growth Targets on STAR Assessment	15%	School will not receive a rating.
1-Year Graduation Rate	15%	Weight will be split evenly between Average Daily Attendance Rate, Stabilization Rate, and Credit Attainment Rate.
Credit Attainment Rate	5%	Weight will be split evenly between Reading and Math scores for Average School Growth Percentile on the STAR Assessment.
Stabilization Rate	10%	
Average Daily Attendance Rate	10%	Weight will be split evenly between Stabilization Rate and Credit Attainment Rate.
Growth in Attendance Rate	10%	Average Daily Attendance Rate

## CALCULATION OF THE SCHOOL QUALITY RATING

There are two primary ways that a school may receive a School Quality Rating: 1) through points earned on each of the applicable indicators (see the Weighting System section on page 10 for more information on applicability of indicators); or 2) by meeting a minimum attainment percentage (high schools) or percentile (elementary schools). The school will receive the higher of the ratings calculated through these two methods.

The school will receive between 1 and 5 points for each indicator, which will then be multiplied by the weight of that indicator to calculate the **weighted points** for each indicator. For example:



The weighted points the school receives for each indicator will then be added together to calculate an **overall weighted score**. Because each indicator is worth between 1 and 5 points, the school's overall weighted score will also fall between 1 and 5. A School Quality Rating will be determined based on the following:

School Quality Rating	Overall Weighted Score		Elementary Minimum Attainment Percentile	High School Percent Meeting Benchmarks
Level 1+	4.0 or more	OR	90 <sup>th</sup> Percentile	80%
Level 1	Between 3.5 and 3.9		70 <sup>th</sup> Percentile	60%
Level 2+	Between 3.0 and 3.4		50 <sup>th</sup> Percentile	40%
Level 2	Between 2.0 and 2.9		40 <sup>th</sup> Percentile	20%
Level 3	Less than 2.0		--	--

For elementary schools, the minimum attainment percentile is based on the school's National School Attainment Percentile on NWEA Reading and Mathematics assessments in Grades 3-8 or in Grade 2 if the school's highest grade served is Grade 2. The school must meet the National School Attainment Percentile minimum in both reading and mathematics to qualify. For high schools, the minimum attainment percentage is based on the College Readiness Benchmarks for PSAT/SAT established by the College Board. For a school to earn a School Quality Rating based on the attainment percentage or percentile rather than weighted points earned, the school must have a minimum 95% participation rate on all assessments that determine the school's attainment percentage or percentile.

For schools serving both elementary and high school grades, the school receives weighted scores and ratings for the elementary and high school programs separately, which are then combined into a single overall School Quality Rating as described on page 11. If either the elementary and/or high school program achieves a higher program rating based on its Minimum Attainment Percent or Percentile than their weighted points earned, that program will receive the higher rating. When combining both program scores into a single overall School Quality Rating, any program rating based on Minimum Attainment Percent or Percentile shall be converted into the lowest score associated with that rating for purposes of performing the weighted calculation as described on page 11. The lowest scores associated with each rating are as follows: Level 1+ = 4 points, Level 1 = 3.5 points, Level 2+ = 3 points, Level 2 = 2 points.

Notwithstanding the above, if a District-operated school with a Level 1+ or Level 1 rating experienced conditions or an event that had a significant impact on the school, the school may receive a School Quality Rating of Level 1 as determined by the CEO. In these cases, the CEO will review available data such as: (1) a significant change in student population, exclusive of students in new or entry-level grades; (2) a significant change of the school's teaching staff as compared to the prior year; (3) a change of principal; (4) a significant change in the school's academic program; or (5) any other event that had a significant impact. This CEO determination cannot be applied in consecutive years, meaning if a school is kept at Level 1 under this provision, the following year it will receive the rating it earns through points or attainment percentile.

#### **Notes on rounding**

Rounding will only take place at the end of the calculation of the overall weighted score. The weighted points for each indicator will be reported to the second decimal place (0.00) but will not actually be rounded numbers. For this reason, adding the weighted points for each indicator as they are displayed on your SQRP report may result in a number that is slightly different than the overall weighted score that is reported. The overall weighted score will be rounded to the first decimal place (0.0) before the determination of the School Quality Rating is made. For example, an overall weighted score of 1.95 will be rounded to 2.0 and the school will receive a Level 2 rating.

#### **ASSIGNMENT OF ACCOUNTABILITY STATUS**

A school's accountability status is based on a combination of the School Quality Rating (the school's "level") and the school's Probation and Remediation history. The next page contains a flow chart illustrating how the School Quality Rating and Accountability Status history are used in combination to determine the school's Accountability Status.

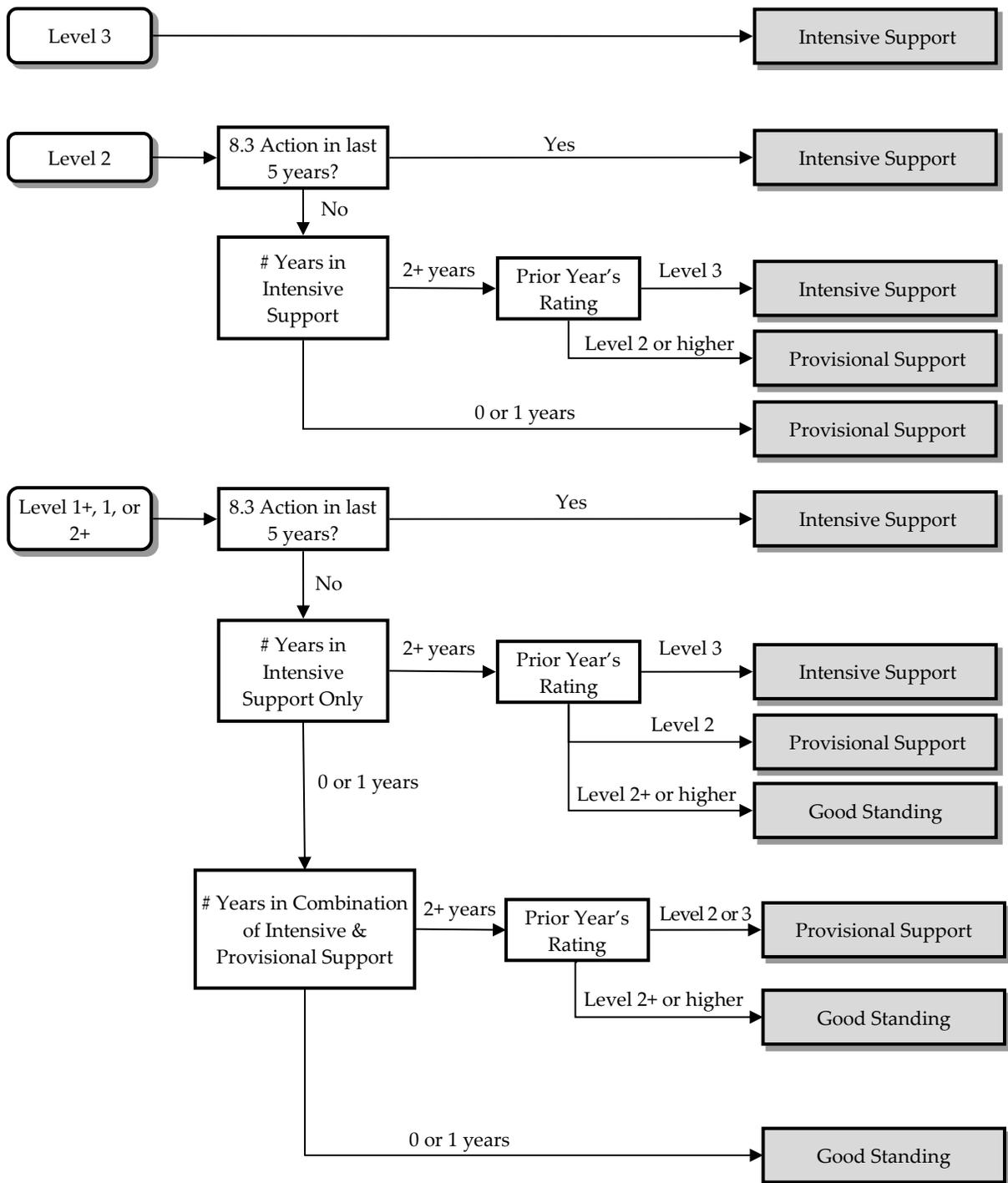
In general, a school receiving a rating of Level 3 is placed in Intensive Support (aka "Probation"), a school receiving a rating of Level 2 is placed in Provisional Support (aka "Remediation"), and a school receiving a rating of Level 2+ or higher is in Good Standing. However, there are several reasons a school may be placed on or retained in Intensive Support or Provisional Support even if they have met a higher rating level. Specifically:

1. A school that has been in Intensive Support/Probation for two or more consecutive years needs a Level 2 or higher rating for two consecutive years to be eligible to be removed from Intensive Support.
2. A school that has been in Provisional Support/Remediation for two or more consecutive years, or has been in a combination of Intensive Support or Provisional Support for the last two or more consecutive years, needs a Level 2+ or higher rating for two consecutive years to be eligible to be removed from Provisional Support.
3. A school where the Board has taken action under ILSC 105 5/34-8.3(b) or (d) – meaning a principal removal or turnaround – is not eligible to be removed from Intensive Support for at least five years. The school at that point must also meet the other requirements of this policy (e.g., receive a Level 2+ or higher rating for two or more consecutive years).
4. A school may be placed in Intensive Support regardless of the school's School Quality Rating if there is a failure or refusal to comply with the provisions of the Illinois School Code, other applicable laws, collective bargaining agreements, court orders, or Board rules and policies. One example may include a school that has not complied with state and federal requirements for serving students with disabilities or English Learners. In such cases, the CEO would notify the school in writing of the reasons that the school was placed on Intensive Support and the steps the school must take to be removed.

5. A school in Provisional Support where the CEO has decided that the Remediation Plan is insufficient to address the school's problems may be placed in Intensive Support. This may include a school that has been in Provisional Support for multiple consecutive years but has shown very little improvement, or a school that does not have the appropriate conditions for improvement in place and needs more significant support to improve. In making this determination, the CEO will consider various factors including the length of time the school has had a Level 2 rating status, long-term academic trends, school culture and climate, and quality of school leadership. In such cases, the CEO would notify the school in writing of the reasons that the school was placed in Intensive Support and the steps the school must take to be removed.

The "Accountability Status" section starting on page 3 describes what each status means for the school's governance and autonomy.

Chart: Assignment of Accountability Status



# Data Integrity

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We recognize that for School Quality Ratings to be fair and accurate, they must be based on the highest quality data. To that end, CPS is committed to taking certain steps to maintain high standards for data quality. These steps will consist of three major components:

1. Data Quality Index      The DQI was developed in 2009 to help schools improve their data quality by flagging common data errors in the IMPACT system. The inclusion of the DQI as an indicator in the SQRP is intended to heighten awareness of the tool and provide a mechanism for schools to improve the quality of their data. While the DQI is not comprehensive of all possible data errors, it does cover common errors that play a significant role in the indicators used in this policy.
2. Training      CPS will invest in the training of school clerks, counselors, and other school-based staff who play an important role in maintaining data in the IMPACT system. CPS will also develop a comprehensive set of online resources and a contact list to provide staff with the information and support they need to understand the correct procedures for data entry.
3. Audits      While the two steps above will help schools correct the most common data quality issues, the need may still exist for CPS to conduct audits of school data to ensure that proper procedures are being followed. This may include a combination of site visits during test administrations; examination of attendance, enrollment and transfer records; and/or interviews.

A Data Quality Hotline is available for callers to report suspected improprieties with regard to testing; My Voice, My School survey administration; enrollment and transfer record keeping; or other areas of data quality. Callers can remain anonymous. The number for the Data Quality Hotline is **773-553-5575**.

# Appendix A: Guide to Indicators Used in the SQRP

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**A note on “annualized enrollment”:** Many of the indicators used in the SQRP use “annualized enrollment” to attribute students to schools, which is a new concept for CPS. In previous years, most indicators attributed students to the school in which they were enrolled on a specific day, such as the 20<sup>th</sup> day or at the time of the test. Annualization determines the school at which each student was enrolled for the greatest amount of time during the year (July 1 through June 30) and assigns the student to that school. The result is that the school that has the most amount of time with the student during the year will be evaluated on that student’s performance. Not all indicators in the SQRP use “annualized enrollment”, but the definitions below note where it will be used, as well as noting which metrics additionally require a minimum of 45 attendance days for a student to be attributed to a school.

**A note on priority groups:** Per the direction of the CEO, CPS has designated four student groups as priority groups for the purposes of accountability. These are African American, Hispanic, English Learners and Diverse Learners. While the success of all student groups is important to the overall success of the district (and CPS will continue to report on their data), these four have been designated priority groups for the following reasons:

- Research shows that the achievement of these student groups lags behind that of their peers nationally.
- Given that these groups comprise a large majority of the students in CPS, their success is critical to closing the achievement gap between Chicago and the rest of the nation.

Considering these reasons for prioritizing these groups to the benefit of the district as a whole, CPS has highlighted these groups in its 2013-2018 Action Plan. They are also noted separately in each school’s (elementary and high school) School Quality Rating Policy, comprising up to 10% of a school’s rating. This will help to ensure schools focus efforts on the success of these groups.

[INDICATORS USED IN ALL MODELS](#)

**Average Daily Attendance Rate**

Definition	Average daily attendance rate of the school, adjusted for students with qualifying medically fragile conditions, early graduation for 8 <sup>th</sup> and 12 <sup>th</sup> graders, and each school's two lowest attendance days
How it is calculated	<b>Numerator:</b> Total number of present days for students during the year <b>Denominator:</b> Total number of membership days for students during the year
Included Students	All students in grades K-12. For schools serving elementary and high school grades, the K-8 and 9-12 attendance rates will be calculated separately and applied to the school's elementary and high school ratings, respectively. For Option Schools, only one attendance rate will be calculated that will include all students. Students are attributed to each school in which they were enrolled, but only for the days in which they were enrolled in that school.
Notes	<p>The SQRP uses an adjusted average daily attendance rate. This adjustment includes removing the school's two lowest attendance days, removing students from the calculation if they are homebound, qualify for the medically fragile adjustment, or are in 8<sup>th</sup> or 12<sup>th</sup> grade subsequent to the first date on which CPS permits graduation. The latter adjustment only applies to the attendance days after the first permitted graduation date; these students are not removed from the entire calculation. These adjustments will only be made if they improve the school's attendance rate.</p> <p>The adjusted attendance rates do not result in any changes to student records, nor to the official, unadjusted attendance rate which is reported to the State of Illinois and on most CPS reports.</p>

INDICATORS USED IN BOTH THE ELEMENTARY AND HIGH SCHOOL MODELS

**My Voice, My School 5 Essentials Survey**

Definition	Overall rating of the school on the 5 Essentials survey (a primary component of the My Voice, My School survey for students and teachers) administered in the spring.
How it is calculated	Ratings are calculated by the Consortium on Chicago School Research at the University of Chicago (CCSR). The overall rating of the school is determined using data from all 5 Essentials, or from whatever combination of essentials for which the school has sufficient data. For more information on the 5 Essentials survey, visit <a href="http://ccsr.uchicago.edu/surveys">http://ccsr.uchicago.edu/surveys</a> .
Included Students	Students in grades 6-12 and all teachers are given the opportunity to complete the survey.
Notes	<p>A school must have a 50% response rate to receive a rating. If the school has a 50% response rate among teachers but not students, the school will only have sufficient data for three of the five Essentials. If the school has a 50% response rate among students but not teachers, the school will only have sufficient data for two of the five Essentials and will only be eligible for a rating of “Partially Organized,” “Moderately Organized,” or “Organized.” If a school has two school IDs, it will receive two 5 Essentials ratings. These ratings will be used separately in SQRP ratings before being combined, as described on page 11. If a school only receives one 5 Essentials rating but has two SQRP ratings (i.e., a single school serving both elementary and high school grades), the same 5 Essentials rating will be used in both SQRP ratings.</p> <p>In 2014-2015 CCSR piloted the 5Essentials survey with 4<sup>th</sup> and 5<sup>th</sup> graders. These students were not included in the school’s 5Essentials results used in SQRP, nor are they included in the school’s participation rate.</p>

## Data Quality Index (DQI)

Definition	The percentage of data quality indicators that are correct in CPS data systems. The DQI used in the SQRP will include a subset of the data quality sections reported on the Dashboard. DQI will be calculated at the end of the year, before year-end processing (YEP).
How it is calculated	<p>On the last day before YEP, the percent of errors is calculated as follows for each of the data quality categories:</p> <ul style="list-style-type: none"> <li>▪ <b>Numerator:</b> Number of outstanding data quality errors for the category</li> <li>▪ <b>Denominator:</b> Total number of data quality checks performed for the category</li> </ul> <p>The DQI scores used in the SQRP will be 100% minus this percentage. The percentages for each of the categories will be weighted and averaged based on the following weights:</p> <ul style="list-style-type: none"> <li>▪ Attendance: 40%</li> <li>▪ Registration and Enrollment: 40%</li> <li>▪ Student Contact Information: 15%</li> <li>▪ Student Health: 5%</li> </ul>
Included Students	All students
Notes	<p>The DQI refreshes on a daily basis; changes made to student records on IMPACT may not be visible on the Dashboard until the following day. The SQRP will use DQI data as of the last day before YEP.</p> <p>The DQI on the Dashboard includes additional categories that will not be included in the SQRP calculation. These remain important categories for maintaining high-quality data and should still be tracked by schools. Additional guidance on the DQI can be found in a separate document posted online at <a href="http://cps.edu/sqrp">cps.edu/sqrp</a>.</p>

**NWEA National School Attainment Percentile**

<p>Definition</p>	<p>Average spring scale score of students on NWEA MAP, compared to the average national score. The school is assigned a percentile representing where the school would fall on the national distribution.</p>
<p>How it is calculated</p>	<p>Step 1: The average spring scale scores are computed at each grade level in the school (grades 2-8 for NWEA).</p> <p>Step 2: For each grade level, the national 50th percentile score is determined using school-level norms provided by the assessment publishers. Unlike the growth percentile, the attainment norm for each grade level is not adjusted for the average pretest score, meaning that the 50<sup>th</sup> percentile for each grade will be the same at all schools.</p> <p>Step 3: The 50th percentile spring scores for each grade level are weighted by the number of students in the grade level and averaged in order to calculate an all-grades score. This score represents the 50th percentile nationally for a school that has the same proportion of students in each grade level. Even though the grade-level norms will be the same for all schools, this “national average comparison score” will be different for every school based on the proportion of students the school has at each grade level.</p> <p>Step 4: The school’s actual spring scores for each grade level will be weighted by the number of students in the grade level and averaged. The resulting score will be compared to the “national average comparison score” to determine the school’s percentile.</p> <p>Specifically, CPS will calculate the difference in terms of standard deviation units using a school-wide standard deviation. The standard deviations are then converted to percentiles using a normal distribution curve. The benchmarks in the SQRP correlate with the following standard deviations:</p> <p style="text-align: center;">             10<sup>th</sup> percentile = -1.28155              40<sup>th</sup> percentile = -0.25335              70<sup>th</sup> percentile = 0.52440              90<sup>th</sup> percentile = 1.28155         </p>
<p>Included Students</p>	<p>Includes students in grades 2-8 for NWEA, or whichever grade levels the school serves in those ranges. A student is attributed only to their “annualized” school, provided they have a minimum of 45 membership days at that school. Students are excluded from the calculation if they have an alternate assessment indicator in their IEP or if they are repeating a grade. Retained students (defined by grade level at the time of the test) will still be expected to take the test, as their spring score can be used as the pretest score for the next year’s growth calculation. Students are also excluded if their most recent ACCESS or W-APT Literacy score is less than 3.5. Because the school will likely not have ACCESS results from the current year before the spring test, additional guidelines (outlined in the “ELs in Accountability” document which can be found online at <a href="http://cps.edu/sqrp">cps.edu/sqrp</a>) may be used to determine which students should be administered the assessment. Spanish-language tests are not considered valid for SQRP purposes.</p>

Notes	<p>This indicator is calculated separately for reading and math for NWEA. In addition, the NWEA indicator will be calculated separately for grade 2 and for grades 3-8 combined. The purpose is to establish the grade 2 measure as an outcome measure for the early grades and to evaluate that measure separately from the overall attainment percentile of the remaining tested grade levels.</p> <p>While percentiles for priority groups may be calculated and reported to schools, priority group attainment percentiles will not be included in the SQRP.</p>
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**NWEA National School Growth Percentile**

Definition	<p>Average spring-to-spring scale score growth of students on the NWEA MAP assessment, compared to average national growth for schools with the same average pretest score. The school is assigned a percentile representing where it would fall on the national distribution.</p>
How it is calculated	<p>Step 1: The average pretest and posttest scale scores are computed at each grade level in the school (grades 3-8).</p> <p>Step 2: For each grade level, the national 50th percentile posttest score is determined using school-level norms provided by the assessment publisher. The posttest norm for each grade level is adjusted for the average pretest score, meaning it is the national average score for a school with the same average pretest score at that grade level.</p> <p>Step 3: The 50th percentile posttest scores for each grade level are weighted by the number of students in the grade level and averaged in order to calculate an all-grades score. This score represents the 50th percentile nationally for a school that had the same pretest scores and the same proportion of students in each grade level. This “national average comparison score” will be different for every school, based on the school’s pretest scores and proportion of students in each grade level.</p> <p>Step 4: The school’s actual posttest scores for each grade level will be weighted by the number of students in the grade level and averaged. The resulting score will be compared to the “national average comparison score” to determine the school’s percentile.</p> <p>Specifically, CPS will calculate the difference in terms of standard deviation units using a school-wide standard deviation. The standard deviations are then converted to percentiles using a normal distribution curve. The benchmarks in the SQRP correlate with the following standard deviations:</p> <p style="text-align: center;"> 10<sup>th</sup> percentile = -1.31058  30<sup>th</sup> percentile = -0.53884  40<sup>th</sup> percentile = -0.26631  70<sup>th</sup> percentile = 0.510073  90<sup>th</sup> percentile = 1.253565 </p>
Included Students	<p>Includes students in grades 3-8, or whichever grade levels the school serves in those ranges. Students must have a valid pretest and posttest result to be included in the calculation (Spanish-language tests are not considered valid for</p>

	<p>SQRP purposes). A student is attributed to their “annualized” school, provided they have a minimum of 45 membership days at that school. Students are excluded from the calculation if they have an alternate assessment indicator in their IEP or if they are repeating a grade. Retained students (defined by grade level at the time of the test) will still be expected to take the test, as their spring score can be used as the pretest score for the next year’s growth calculation. Students are also excluded if their most recent ACCESS or W-APT Literacy score is less than 3.5. Because the school will likely not have ACCESS results from the current year before the spring test, additional guidelines (outlined in the “ELs in Accountability” document which can be found online at <a href="http://cps.edu/sqrp">cps.edu/sqrp</a>) may be used to determine which students should be administered the assessment.</p>
<p>Notes</p>	<p>This indicator is calculated separately for reading and math. It is calculated at the following levels:</p> <ol style="list-style-type: none"> <li>1. All students</li> <li>2. African-American students</li> <li>3. Hispanic students</li> <li>4. English Learners (ELs), excluding those with a current year’s ACCESS or W-APT Literacy score below 3.5.</li> <li>5. Diverse Learners (students with an IEP), excluding those with an alternate assessment indicator on their IEP. This does not include students with a 504 plan only.</li> </ol> <p>For each priority group – as with the overall school group – pretest and posttest averages are calculated using the set of students in the school’s “annualized cohort” as defined above. The calculation follows the logic described above, treating the priority group as a “school-within-a-school.” The resulting priority group percentile represents how that priority group would compare nationally in terms of growth if those students made up their own school.</p> <p>For students who do not have a valid spring pretest score but did test in the fall, their fall scores will be equated to an equivalent spring score. This equated score will then be incorporated into the school’s spring average for the purpose of calculating the spring-to-spring growth percentile.</p> <p>Students whose scores are extreme outliers at either end of the growth scale (large losses or gains) will have their growth (positive or negative) capped at the 1st and 99th percentiles for calculating the posttest average used in this metric. What this means is that if a student’s growth is above the lowest score associated with the 99th percentile of growth, the lowest score associated with the 99th percentile of growth will be used instead of the student’s true score. If a student’s growth is below the highest score associated with the 1st percentile of growth, the highest score associated with the 1st percentile of growth will be used instead of the student’s actual score. Starting with the calculation of the 2015-2016 ratings, the 1<sup>st</sup> and 99<sup>th</sup> percentile of growth for each student are derived a sample of 500 students with the nearest pre-test score, rather than using national 1<sup>st</sup> and 99<sup>th</sup> percentile values from the test publisher. This methodology is used due to differences in the distribution of the local and national samples and results in fewer score changes than a model using national norms. NOTE: This adjusted score does not replace the student’s score on record and is only used for calculating the posttest average used in this metric. The student’s actual score will be used in the attainment percentile and in the</p>

	<p>“Percent of Students Making National Average Growth” metric. The purpose for this adjustment is to ensure that any one student’s score does not skew too heavily the school average.</p> <p>Another adjustment that will be made to students’ scores when calculating the posttest average used in this metric applies when students who maintain an attainment percentile of 99% on both their pre- and posttest scores but do not make national average growth (i.e., 50<sup>th</sup> percentile). In these cases, the student’s posttest scale score will be adjusted to the RIT scale score that corresponds to 50<sup>th</sup> percentile growth based on their pretest score. As with the adjustment for outliers described above, this adjusted score does not replace the student’s score on record and is only used for calculating the posttest average used in this metric. While the student’s actual score will be used in the attainment percentile, the adjusted score will also be used in the “Percent of Students Making National Average Growth Metric” (see metric definition in the “Indicators in Elementary Model” section below).</p>
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**Percent of Students Making National Average Growth on NWEA Reading and Math**

Definition	The percentage of reading and math tests taken in grades 3-8 where students met the national 50 <sup>th</sup> percentile student growth score for students with the same pretest score
How it is calculated	<p><b>Numerator:</b> Number of students meeting national growth norms on the NWEA reading test plus number meeting growth norms on the math test. Growth norms are the national average growth of students with the same pretest score based on NWEA research.</p> <p><b>Denominator:</b> Number of students taking the NWEA MAP reading test in both the pretest and posttest periods plus number taking the NWEA MAP math test in both periods.</p>
Included Students	Includes students in grades 3-8, or whichever grade levels the school serves in that range. Students must have a valid pretest and posttest result to be included in the calculation. A student is attributed only to their “annualized” school, provided they have a minimum of 45 membership days at that school. Students are excluded from the calculation if they have an alternate assessment indicator in their IEP or if they are repeating a grade. Retained students (defined by grade level at the time of the test) will still be expected to take the test, as their spring score can be used as the pretest score for the next year’s growth calculation. Students are also excluded if their most recent ACCESS or W-APT Literacy score is less than 3.5. Because the school will likely not have ACCESS results from the current year before the spring test, additional guidelines (outlined in the “ELs in Accountability” document which can be found online at <a href="http://cps.edu/sqrp">cps.edu/sqrp</a> ) may be used to determine which students should be administered the assessment.
Notes	<p>This indicator measures the percentage of <i>tests</i> where students made national average growth, not the percent of <i>students</i>. This means a student does not have to make national average growth in both subjects to count positively in the numerator. For example, a student who makes national average growth in reading but not in math will count as 1 in the numerator and 2 in the denominator.</p> <p>For students who do not have a spring pretest score but did test in the fall, national average growth will be defined using student-level fall-to-spring growth norms, with their fall scores used as the pretest.</p>

	<p>For students who maintain an attainment percentile of 99% on both their pre- and posttest scores but do not make national average growth (i.e., 50<sup>th</sup> percentile), their posttest scale score will be adjusted to the RIT scale score that corresponds to 50<sup>th</sup> percentile growth based on their pretest score. Thus, students who maintain 99<sup>th</sup> percentile attainment on both their pre- and posttest scores will count in the numerator for this metric. As with other adjustments described for other metrics, this adjusted score does not replace the student's score on record and is only used for calculating the posttest average used in this metric. The student's actual score will still be used in the attainment percentile.</p>
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### English Learner Growth on ACCESS

Definition	Percentage of EL students meeting 60 <sup>th</sup> percentile growth target on the ACCESS Literacy scale score.
How it is calculated	<p>Each student's ACCESS Literacy scale score is compared to a target score based on the student's prior year score and grade level. Target scores are taken from national norm research by WIDA and represent the 60<sup>th</sup> percentile for student growth. Schools are rated in the SQRP on the percentage of students meeting their individual target score as follows:</p> <p><b>Numerator:</b> Number of students meeting 60<sup>th</sup> percentile growth target on ACCESS Literacy</p> <p><b>Denominator:</b> Number of students taking the ACCESS assessment</p>
Included Students	Students are included only if they have a valid ACCESS score in both years. Students are attributed to the school at which they accumulated the most membership days between the pretest and posttest ACCESS assessments. This is similar to the "annualization" methodology, but crosses school years, as the ACCESS is administered toward the middle of the school year.

**Percent of Students Meeting College Readiness Benchmarks on PSAT/SAT**

Definition	The percent of students in 9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> grades meeting or exceeding combined College Readiness Benchmarks established by the College Board.
How it is calculated	<p>Step 1: College Readiness Composite Benchmarks are established by summing the College Board’s subject level College Readiness Benchmarks (Reading and Writing + Math). Separate benchmarks are established for grades 9, 10, and 11.</p> <p>Step 2: Each student’s composite PSAT or SAT score is compared to the College Readiness Composite Benchmark for the appropriate grade level. Students either meet/exceed the benchmark or do not meet the benchmark.</p> <p>Step 2: The “Percent of Students Meeting or Exceeding” the composite benchmark is the attainment metric value for the school.</p> <p>Scoring:</p> <ul style="list-style-type: none"> <li>• 5 points = 80% or above meets/exceeds</li> <li>• 4 points = 60-79% meets/exceeds</li> <li>• 3 points = 40-59% meets/exceeds</li> <li>• 2 points = 20-39% meets/exceeds</li> <li>• 1 point = Less than 20% meets/exceeds</li> </ul>
Included Students	Includes students in grades 9-12 or whichever grade levels the school serves in those ranges. A student is attributed only to their “annualized” school, provided they have a minimum of 45 membership days at that school. Students are excluded from the calculation if they have an alternate assessment indicator in their IEP or if they are repeating a grade. Retained students (defined by grade level at the time of the test) will still be expected to take the test, as their spring score can be used as the pretest score for the next year’s growth calculation. Students are also excluded if their most recent ACCESS or W-APT Literacy score is less than 3.5. Because the school will likely not have ACCESS results from the current year before the spring test, additional guidelines (outlined in the “ELs in Accountability” document which can be found online at <a href="http://cps.edu/sqrp">cps.edu/sqrp</a> ) may be used to determine which students should be administered the assessment. Spanish-language tests are not considered valid for SQRP purposes.
Notes	Only scores from the official test day and makeup test day were used in SQRP. For the 2016-2017 school year the official test date for SAT was April 5, 2017. While attainment for priority groups may be calculated and reported to schools, priority group attainment will not be included in the SQRP.

**PSAT/SAT Growth Percentile**

<p>Definition</p>	<p>Average spring PSAT/SAT Composite scale score minus the average expected PSAT/SAT Composite scale score for each grade level served.</p>
<p>How it is calculated</p>	<p>The following steps are taken to calculate the PSAT/SAT Growth Percentile for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades:</p> <ol style="list-style-type: none"> <li>1. For each student, an expected PSAT or SAT score is calculated based on the student's 8<sup>th</sup> grade performance on the NWEA reading and mathematics assessments and the average PSAT/SAT scores of students with similar NWEA scores. A regression model is used to identify the average performance on PSAT/SAT of students, controlling for each student's 8<sup>th</sup> grade NWEA performance. No other control variables are used. This score is rounded to the nearest ten to best approximate the PSAT/SAT Composite scores.</li> <li>2. The student-level expected PSAT9, PSAT10 and SAT scores are then averaged at each grade level. A weighted average based on the number of students that took each assessment is calculated for each grade and rounded to the nearest integer. Only assessments with at least 10 students are included in the weighted average. These are the school's expected average PSAT9, PSAT10, and SAT Composite scores, which we will call PSAT/SAT<sub>predicted</sub>. This step is also performed (with SAT scores only) for each priority group at the school where there are at least 30 students who have both an expected and actual SAT score.</li> <li>3. The student actual PSAT9, PSAT10 and SAT scores are averaged at each grade level. A weighted average based on the number of students is calculated and rounded to the nearest integer. These are the school's 2017 Average PSAT/SAT Composite scores, which we will call PSAT/SAT<sub>actual</sub>. This is also performed separately (with SAT scores) for each priority group.</li> <li>4. The Average Expected PSAT/SAT Score is subtracted from the Average Actual PSAT/SAT Score. This value is the PSAT/SAT Growth Differential. The formula is:   <math display="block">\text{PSAT/SAT Growth Differential} = \text{PSAT/SAT}_{\text{Expected}} - \text{PSAT/SAT}_{\text{Actual}}</math> </li> <li>5. Each grade's PSAT/SAT Growth Differential is then plotted against the local distribution of PSAT/SAT Growth Differentials to determine the school's percentile score for each metric.</li> </ol>
<p>Included Students</p>	<p>Includes students in grades 9-11 as of the date of the CPS official administration (April 5, 2017 for the 2016-2017 school year). Students must have a valid 8<sup>th</sup> grade NWEA score in both reading and math from three years prior, plus a valid PSAT/SAT score from 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade for the Math and Evidence-Based Reading and Writing sections.</p> <p>Students are excluded from the calculation if they have an alternate assessment indicator in their IEP or if they are repeating a grade. Retained students (defined by grade level at the time of the test) will still be expected to take the test, as their</p>

	<p>spring score can be used as the pretest score for the next year’s growth calculation. Students are also excluded if their most recent ACCESS or W-APT Literacy score is less than 3.5. Because the school will likely not have ACCESS results from the current year before the spring test, additional guidelines (outlined in the “ELs in Accountability” document which can be found online at cps.edu/sqrp) may be used to determine which students should be administered the assessment.</p> <p>A student is attributed to their “annualized” school during the 11<sup>th</sup> grade year, provided they have a minimum of 45 membership days at that school and that they were annualized to that same school for at least one of the preceding two years with a minimum of 45 membership days at that school in that year.</p> <p>A student is attributed to their “annualized” school during the 10<sup>th</sup> grade year, provided they have a minimum of 45 membership days at that school and that they were also annualized to that same school in 9<sup>th</sup> grade with a minimum of 45 membership days at that school in that year.</p> <p>A student is attributed to their “annualized” school during the 9<sup>th</sup> grade year, provided they have a minimum of 45 membership days at that schools.</p>
Notes	<p>This indicator is calculated using the Composite score for PSAT/SAT. It is calculated at the following levels:</p> <ol style="list-style-type: none"> <li>1. All students</li> <li>2. African-American students</li> <li>3. Hispanic students</li> <li>4. English Learners (ELs), excluding those with a current year’s ACCESS or W-APT Literacy score below 3.5.</li> <li>5. Diverse Learners (students with an IEP), excluding those with an alternate assessment indicator on their IEP. This does not include students with a 504 plan only.</li> </ol> <p>For each priority group – as with the overall school group – pretest and posttest averages are calculated using the set of students in the school’s “annualized cohort” as defined above. The calculation follows the logic described above, treating the priority group as a “school-within-a-school.” The resulting priority group growth differential represents how that priority group grew compared to similar students in CPS as if those students made up their own school.</p> <p>Only scores from the official test day and the makeup test day were used in SQRP. For the 2016-2017 school year the official test date for SAT was April 5, 2017.</p>

### Freshman On-Track Rate

Definition	Percent of students earning five or more credits and failing no more than 0.5 courses in a core subject during their 9 <sup>th</sup> grade year
How it is calculated	<b>Numerator:</b> Number of first-time freshmen meeting the above criteria <b>Denominator:</b> Number of first-time freshmen enrolled at the school
Included Students	Students are attributed to their annualized school, provided they have a minimum of 45 membership days at that school, with the exception of students

	<p>with a dropout leave code, who are included regardless of number of days in membership. Includes first-time freshmen only (any student whose annualized grade was grade 9 in a prior year is not considered a first-time freshman). Students must also have grades entered in both semesters one and two of their freshman year in order to be included, with the exception of students with a dropout leave code, who are included regardless of credits earned. Students who are verified out-of-district transfers at the end of the year are excluded from the calculation. Unverified out-of-district transfers and students with a dropout leave code are considered off-track. Unverified out-of-district transfers whose transfer took place in the last 150 calendar days of the school year are not counted as dropouts in this rate. These students will be attributed to their annualized school for this metric, even if they are enrolled in another school at the time of the unverified out-of-district transfer or dropout leave code.</p>
Notes	<p>More information on leave codes is available at <a href="http://impact.cps.k12.il.us">http://impact.cps.k12.il.us</a>.</p> <p>Charter schools that do not use IMPACT to schedule classes or assign grades will be required to provide CPS with the student data necessary to calculate the FOT rate. This data must be submitted in the format requested by CPS by a deadline that will be established and communicated to schools.</p> <p>Non-traditional grading models (e.g., standards-based grading) do not count differently. Students who fail more than 0.5 credits in a core subject, by whatever standard, are considered off-track.</p> <p>All courses that begin with a 1-4 prefix, even if they are not part of a school's core curriculum (e.g., freshman seminars) are considered courses in core subjects and thus included in the FOT calculation.</p> <p>Final grades must be entered within 30 calendar days after the last CPS student attendance day to be included in the calculation. Grade changes submitted past this deadline will not be included in FOT. Missing grades or grades entered as slashes will be defaulted to course failures (Fs).</p> <p>For schools that are on a trimester grading system, students who earn 5 or more credits and fail no more than two trimester courses in a cores subject (i.e., no more than 0.67 core course Fs) are considered on-track.</p> <p>Credit recovery will NOT affect a school's FOT – once a student fails more than 0.5 courses in a core subject, they are off-track, regardless of whether they are able to recover that credit later.</p>

**1-Year Dropout Rate**

Definition	Percent of students in grades 9-12 dropping out during the year.
How it is calculated	<p><b>Numerator:</b> Number of students in grades 9-12 whose end-of-year status is a dropout status or who have transferred out of district and whose transfer has not been verified</p> <p><b>Denominator:</b> Number of students enrolled in grades 9-12 or who were last enrolled at the school, excluding students with a non-dropout leave code or a verified out-of-district transfer</p>
Included Students	Students are assigned to the school where they were most recently enrolled. Students who enroll in the school or are projected to the school are a part of the

	<p>school's dropout-rate, even if they do not attend. Unverified out-of-district transfers whose transfer took place in the last 150 calendar days of the school year are not counted as dropouts in this rate. The rate used in the SQRP excludes students who drop out and were considered dropouts in the 1-year dropout rate in either of the previous two years. When transfer documentation is found to be invalid or incomplete, the student will not be counted as a verified transfer and will be recoded as an unverified transfer. More information on transfer verification recoding can be found on the CPS Knowledge Center.</p>
Notes	<p>More information on leave codes is available at <a href="http://impact.cps.k12.il.us">http://impact.cps.k12.il.us</a>.</p> <p>The purpose of excluding students with a prior dropout history is to provide a "hold harmless" period for schools re-enrolling dropouts during which the school will not be penalized in the SQRP if the student drops out again. These students are included in the school's official dropout rate, but are not included in the rate used in the SQRP.</p>

**4-Year Cohort Graduation Rate**

Definition	Percent of students who were first-time freshmen four years prior who have graduated
How it is calculated	<p><b>Numerator:</b> Number of students in the 4-year cohort who have graduated. Graduates are identified by a leave code of 55 in SIM.</p> <p><b>Denominator:</b> Number of students who were first-time freshmen in the school four years prior, excluding students with a non-dropout leave code or a verified out-of-district transfer</p>
Included Students	<p>Students are attributed to the school where they were annualized as first-time freshmen, regardless of when in their freshman year they enrolled. Students must also have attended the school to which they are attributed at least one day in order to be included in the calculation. Students who transferred into CPS after the freshman year are not included in a cohort. Unverified out-of-district transfers whose transfer took place in the last 150 calendar days of the most recent school year are excluded in this rate.</p> <p>This rate includes summer graduates. Transcripts must be updated in SIM by a date that will be communicated by the Department of School Quality Measurement for students to be considered as graduates.</p>
Notes	<p>More information on leave codes is available at <a href="http://impact.cps.k12.il.us">http://impact.cps.k12.il.us</a>.</p> <p>CPS will continue to calculate and publish a 5-year cohort graduation rate in addition to the 4-year rate.</p>

### Early College & Career Credentials

Definition	Percent of students graduating from the school in the most recent year who have earned at least one credit from an approved early college course, a 3+ on an AP exam, a 4+ on an IB exam, or an approved career certification
How it is calculated	<p><b>Numerator:</b> Number of students graduating from the school to which they are annualized during their graduation year with one of the credentials listed above</p> <p><b>Denominator:</b> Number of students graduating from the school to which they are annualized during their graduation year</p>
Included Students	The denominator includes all graduates in the most recent year, regardless of their freshman cohort. Students are attributed to the school to which they are annualized during their graduation year. Students meeting multiple criteria are only counted once in the measure.
Notes	<p>Early college courses and career certifications will need to be pre-approved to count in the indicator. Schools will have the opportunity to view pre-approved courses and certification or apply for approval for additional offerings. All the early college and career credentials a student earns during their high school career count, regardless of which school they attended when they earned it. Thus, if a student earns a credential as a junior at School A and then transfers to School B and is annualized to School B the year of their graduation, the student counts positively towards School B's Early College and Career Credentials metric. See Appendix C for further information on this indicator.</p> <p>Final grades must be entered within 30 days after the last CPS student attendance day to be included in the calculation. Grade changes submitted past this deadline will not be included in FOT. Missing grades or grades entered as slashes will be defaulted to course failures (Fs).</p>

### College Enrollment and Persistence Rates

Definition	<p><b>College Enrollment:</b> The percentage of students enrolled in college in the fall after graduation from high school</p> <p><b>College Persistence:</b> The percentage of students enrolled in college in the fall after graduation from high school that remain enrolled in college the following fall</p>
How it is calculated	<p>For college enrollment rate:  <b>Numerator:</b> Number of students who enrolled in a 2-year or 4-year college in the fall after their graduation from high school  <b>Denominator:</b> Number of students graduating from the school to which they are annualized in the prior year (i.e., the students' graduation year)</p> <p>For college persistence rate:  <b>Numerator:</b> Number of students who enrolled in a 2-year or 4-year college in the fall after their graduation from high school who remain enrolled in college in the following fall  <b>Denominator:</b> Number of students who enrolled in a 2-year or 4-year college in the fall after their graduation from high school</p>
Included Students	Students are attributed to the school to which they were annualized during their graduation year. Students are included in the calculation based on the year they graduated, regardless of their freshman cohort.
Notes	College enrollment is determined based on the National Student Clearinghouse. High school graduations dated 10/1 through 9/30 are included. The list of graduates is pulled on or about 10/1, so backdated graduations entered after this time will not count.

## INDICATORS IN THE OPTION SCHOOL MODEL

### Average Student Growth Percentile on STAR Assessment

Definition	Average fall-to-spring, fall-to-winter, or winter-to-spring growth percentile of students on the STAR reading and math assessments
How it is calculated	For each school, an average student growth percentile will be calculated from available individual growth percentiles from fall-to-spring, fall-to-winter, or winter-to-spring windows.
Included Students	Students are counted once per subject. For example, if a student has fall-to-spring growth, the student's fall-to-winter and winter-to-spring percentiles are not used.
Notes	An average student growth percentile is calculated separately for reading and math.

### Percent of Students Making Growth Targets on STAR Reading and Math

Definition	Percentage of students with a growth percentile of 40 or higher on the STAR reading and math assessments
How it is calculated	<b>Numerator:</b> Number of students with a growth percentile of 40 or higher on the STAR assessment <b>Denominator:</b> Number of students with valid pretest and posttest scores on the STAR assessment
Included Students	Students are counted once per subject. For example, if a student has fall-to-spring growth, the student's fall-to-winter and Winter-to-Spring percentiles are not used.
Notes	This indicator is calculated separately for reading and math.

### 1-Year Graduation Rate

Definition	Percent of graduation-eligible students who graduate by the end of the school year
How it is calculated	<b>Numerator:</b> Number of students who graduate at any point during the school year <b>Denominator:</b> Number of students who, at the beginning of the school year or at the time of enrollment, have sufficient credits such that they could graduate by the end of the school year if they took a full course load
Included Students	Verified transfers are excluded from the calculation. This rate includes summer graduates. Transcripts must be updated in SIM by a date to be communicated by the Office of Accountability for students to be considered as graduates.  If a student who does not meet the criteria for being graduation-eligible graduates (for example by taking more than the standard course load), they will be included in the numerator and denominator.
Notes	More information on leave codes is available at <a href="http://impact.cps.k12.il.us">http://impact.cps.k12.il.us</a> .  The definition of "full course load" will be individualized per the program model.

### Credit Attainment Rate

Definition	Percent of students who earn the total credits possible while they are enrolled at the school
How it is calculated	<p><b>Numerator:</b> The sum of both the number of block-scheduled (traditional) and the number of self-paced students with a 100% pass-rate who are also included in the denominator</p> <p><b>Denominator:</b> The sum of the number of block-scheduled students who receive one or more grades while they are enrolled at the school and the number of self-paced students who are enrolled at the school for at least 45 days</p>
Included Students	Students who have not been enrolled long enough to earn credits are excluded.
Notes	<p>The total credits possible are individualized per the program model.</p> <p>Final grades must be entered within 30 days after the last CPS student attendance day to be included in the calculation. Grade changes submitted past this deadline will not be included in the credit attainment rate. Missing grades or grades entered as slashes will be defaulted to course failures (Fs).</p> <p>Credits earned during the summer are not included in the calculation of this metric.</p>

### Stabilization Rate

Definition	Percent of stable students who are enrolled at the end of the school year, completed the program, or successfully transitioned to another CPS school
How it is calculated	<p><b>Numerator:</b> Number of stable students who enrolled at any time during the year and are enrolled at the end of the year, complete the program, exit the system due to age requirements, or successfully transition to another CPS school</p> <p><b>Denominator:</b> Number of stable students enrolled at any time during the year, excluding students with a non-dropout leave code or a verified out-of-district transfer</p>
Included Students	Stable refers to students who have accumulated at least 45 membership days. Unverified out-of-district transfers whose transfer took place in the last 150 calendar days of the school year are not counted as dropouts in this rate.
Notes	Unverified out-of-district transfers are counted as dropouts in this rate. More information on leave codes is available at <a href="http://impact.cps.k12.il.us">http://impact.cps.k12.il.us</a> .

## Growth in Attendance

Definition	Percent of stable students who show an improvement of at least three percentage points in their individual daily attendance rates at an Option School compared to their daily attendance rate in the previous school year
How it is calculated	<p><b>Numerator:</b> Number of stable students whose current year attendance rate at their school of enrollment is at least three percentage points greater than their average year-end attendance rate during the previous school year, or who have maintained a 90% attendance rate in the current year</p> <p><b>Denominator:</b> Number of stable students with documented current year attendance</p>
Included Students	<p>Stable refers to students who have accumulated at least 45 membership days. Students are attributed to the school only for the days in which they were enrolled in the school.</p>
Notes	<p>Students without documented attendance from the previous school year who have at least 45 days of membership are assumed to have a 0% prior-year attendance rate.</p> <p>Students with at least 45 days of membership are included in the calculation of the rate even if they subsequently transfer out. The rate calculated for the students will only include membership days accumulated at the Option School, though a student may be counted in the rate for more than one Option School if they have 45 membership days or more at each. The 45 days required for inclusion do not have to be consecutive.</p> <p>Attendance rates will be adjusted for students with medically fragile conditions and early graduation for 8<sup>th</sup> and 12<sup>th</sup> grade graduation consistent with Average Daily Attendance Rate. These adjustments will only be made if they improve the school's Growth in Attendance Rate. Attendance days in the prior year that are accumulated at correctional facility schools (i.e., Jefferson or York) are not included in the prior year attendance rate for this comparison.</p> <p>For Simpson HS, this comparison is only made if the student was at Simpson in both the prior year and current year, and then the current year attendance is compared only to the student's attendance while at Simpson in the prior year.</p>

# Appendix B: Weighting Models

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The Weighting System section starting on page 10 articulates the process used when missing indicators cause the standard weighting model to be inapplicable to a school. The tables below provide the most likely alternative models that will result when indicators are missing due to the grade structure of the school. Refer to the Weighting System section (along with the SQRP calculators available on [cps.edu/sqrp](http://cps.edu/sqrp)) for information on how weightings will be reassigned when any single indicator is missing for another reason. Because we may not have anticipated all of the possible scenarios that will face schools, these tables are not intended to be an exhaustive list. If a school does not fit into any of the categories below, a specific weighting model for that school will be developed by the CEO's Office and the Office of Accountability, and will be communicated to the school.

<b>Elementary School Performance Indicators</b>	<b>Standard Model: Schools serving any combination of grades from 2-8, including grade 2</b>	<b>Schools serving any combination of grades 3-8 with no grade 2</b>	<b>Schools with a highest grade level of grade 3</b>
National School Growth Percentile on the NWEA Reading Assessment	12.5%	12.5%	5%
National School Growth Percentile on the NWEA Math Assessment	12.5%	12.5%	5%
Priority Group National Growth Percentile on the NWEA Reading Assessment	5%	5%	5%
Priority Group National Growth Percentile on the NWEA Math Assessment	5%	5%	5%
Percentage of Students Meeting or Exceeding National Average Growth Norms on the NWEA Reading and Math Assessments	10%	10%	10%
National School Attainment Percentile on the NWEA Reading Assessment for Grade 2	2.5%	0%	5%
National School Attainment Percentile on the NWEA Math Assessment for Grade 2	2.5%	0%	5%
National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8	5%	7.5%	2.5%
National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8	5%	7.5%	2.5%
Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment	5%	5%	5%
Average Daily Attendance Rate	20%	20%	35%
My Voice, My School 5 Essentials Survey	10%	10%	10%
Data Quality Index Score	5%	5%	5%

<b>High School Performance Indicators</b>	<b>Standard Model: Schools serving grades 9-12 with 2 or more graduating classes</b>	<b>School serving grades 11-12 only with no freshman cohorts (e.g., DeVry HS)</b>	<b>Schools serving grade 9 or grades 9-10 (phasing in)</b>	<b>Schools serving grades 9-12 with no prior graduating classes (new school)</b>	<b>Schools serving grades 9-12 with only 1 prior graduating class (new school)</b>	<b>Schools serving grades 10-12 or grades 11-12 with 2 or more previous graduating classes (phasing out)</b>
11 <sup>th</sup> Grade SAT Growth Percentile	5%	0%	0%	5%	5%	5%
Priority Group SAT Growth Percentile	5%	0%	0%	5%	5%	5%
10 <sup>th</sup> Grade PSAT 2-Year Cohort Growth Percentile	2.5%	0%	0%	2.5%	2.5%	2.5%
9 <sup>th</sup> Grade PSAT 1-Year Cohort Growth Percentile*	2.5%	0%	0%	2.5%	2.5%	2.5%
Percent of Students Meeting College Readiness Benchmarks on PSAT/SAT	10%	10%	0%	10%	10%	10%
Average Daily Attendance Rate (Grades 9-12)	12.5%	28.13%	27.27%	12.5%	12.5%	18.75%
Freshman On-Track Rate	12.5%	0%	27.27%	12.5%	12.5%	0%
1-Year Dropout Rate	6.25%	24.38%	27.27%	6.25%	6.25%	12.5%
4-year Cohort Graduation Rate	12.5%	0%	0%	25%	12.5%	12.5%
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	6.25%	7.5%	0%	6.25%	6.25%	6.25%
College Enrollment Rate	6.25%	7.5%	0%	0%	12.5%	6.25%
College Persistence Rate	6.25%	7.5%	0%	0%	0%	6.25%
My Voice, My School 5 Essentials Survey	6.25%	7.5%	9.09%	6.25%	6.25%	6.25%
Data Quality Index Score	6.25%	7.5%	9.09%	6.25%	6.25%	6.25%

# Appendix C: Early College and Career Credentials

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In addition to students receiving a 3+ on an AP exam or a 4+ on an IB exam, students graduating with at least one credit from an approved early college course or an approved career certification count positively towards a school's Early College and Career Credentials metric (see full metric definition in Appendix A). The following pages provide additional information about the Early College and Career programs. The Junior Reserve Officers' Training Corps (JROTC) program is in the latter category, and additional information about JROTC is included at the end of this appendix.

## EARLY COLLEGE

### Overview and Guidelines for Early College Programs

CPS currently offers two types of Early College programs:

- **Dual Credit** is a partnership between CPS and a college or university to offer college courses *onsite at CPS schools* for qualifying students. Courses are taught by CPS teachers certified as adjunct faculty. Students earn both college and high school credit for the course.
- **Dual Enrollment** allows CPS high school students to enroll in college courses *on a college campus*. Students earn both college and high school credit for the course.

In order for a program to be approved as an Early College Program for Chicago Public schools, it must adhere to the following guidelines:

### All Early College Courses (Dual Credit & Dual Enrollment):

- The college must be accredited by an appropriate governing body.
- Students meet the same entrance requirements as other college students taking the class.
- Students are registered at the college and have access to college resources.
- Students are not required to pay college tuition or any additional fees for the course.
- Colleges are able to share student course grades with CPS in our provided format (either through parental permission forms or with students 18 years or older).
- Students must complete the course with an A, B, or C to receive transcribed college credit and points on the SQR. The student also receives high school credit for the class.

### **Additional Criteria solely for Dual Credit Courses:**

- Courses are taught by a teacher who is approved by the postsecondary institution and meets their requirements for adjunct faculty.
- Curriculum and syllabus are approved or provided by the postsecondary institution.
- Students complete the same assessments and assignments required by students taking the course on campus.

### **Additional Information Regarding Early College Programs**

Most Early College coursework is the result of a partnership between Chicago Public Schools and the City Colleges of Chicago. However, in certain cases schools have created agreements with other postsecondary institutions to offer Early College opportunities. These courses can take place in the high school (Dual Credit) or at the postsecondary institution (Dual Enrollment). A full list of approved Dual Credit and Dual Enrollment course can be found at [www.chooseyourfuture.org/eccc-sqrp](http://www.chooseyourfuture.org/eccc-sqrp). **If you would like to receive credit on the SQRP for your work with schools other than the City Colleges of Chicago, make sure the courses meet the guidelines above and complete one of the applicable forms that can be found with the list of currently approved courses at [www.chooseyourfuture.org/eccc-sqrp](http://www.chooseyourfuture.org/eccc-sqrp).**

### **CAREER AND TECHNICAL EDUCATION (CTE) INDUSTRY CERTIFICATIONS**

Career and Technical Education (CTE) is a program that introduces high school students to and prepares them for the career they may pursue as adults. There are approximately 40 different career pathways from which students choose to study. These programs are grouped into 12 career clusters including Agriculture, Business & Finance, Construction & Architecture, Culinary & Hospitality, Education, Health Science, Information Technology, Law, Manufacturing, Media & Communication Arts, Personal Care Services, and Transportation.

CTE gives students the opportunity to apply knowledge they gain in core classes to real-life scenarios. Students are also able to complete hands-on work in state-of-the-art labs tailored to support their CTE pathway. Broken down to its core, CTE includes:

- 2- to 4-year sequence of courses
- Work-based learning experiences (job shadows, paid internships, etc.)
- Exposure to career and college options in their pathway
- Targeted preparation to earn industry-recognized certifications and credentials aligned to each pathway

Tables that list CTE Industry Certifications by CTE industry cluster and include all certifications – both those that will be counted towards points on the SQRP and those that will not – can be found at [www.chooseyourfuture.org/eccc-sqrp](http://www.chooseyourfuture.org/eccc-sqrp). Certifications may appear more than once in the tables if they are aligned to multiple programs of study. However, in order to count positively towards a school's SQRP

rating, a student must be enrolled in a program for which the certification is SQRP-eligible. For example, the OSHA 10 Hour General Industry certification is SQRP-eligible for students in the Agricultural Mechanics & Technology program but **not** for students in the Agricultural Business program. Program enrollment is indicated through program-specific course codes appearing on a student's transcript.

School staff can verify which students have received certifications on the Department of Early College and Career Education's website at <https://internal.etcchicago.com/admin/ctestudentcertreport.aspx> (this site can only be accessed from a CPS network or via VPN). For questions about career credentials (including guidance on related coursework and possible additional opportunities for SQRP credit through career credentials) please contact Alison Perez at [aregalado@cps.edu](mailto:aregalado@cps.edu) or 773-553-2106. Additional FAQs are listed below and the CTE Certification Approval Request Form can be found along with the approved certification tables at [www.chooseyourfuture.org/eccc-sqrp](http://www.chooseyourfuture.org/eccc-sqrp).

### **Additional Questions Regarding CTE Industry Certifications**

*How can my school offer CTE?*

Annually, the department of Career and Technical Education (CTE) accepts applications from high schools that are interested in opening new CTE programming through a CTE Academy(s) or Program(s). The Chicago Public Schools (CPS) looks for high schools to implement innovative approaches to their CTE programming. Schools should only apply for the CTE programs that are supported by labor market needs, provide students with rigorous college prep opportunities and are considered fiscally conservative with the equipment and capital needs. The application period for each year generally begins in December – for specifics, please contact the Department of Early College and Career Education.

*What is an industry-recognized certification/credential?*

Industry-recognized certifications/credentials offer a strategy for improving instruction and signaling that *students have acquired a defined set of technical skills and knowledge*. The benefits of industry-recognized credentials are many: High school CTE programs that lead to certificates and industry-recognized credentials can help young people find skilled employment and give them the option of later returning to school for a higher degree. Employers also benefit from a more highly skilled workforce with certifiable skills.

Each industry-recognized certification/credential is aligned to specific programs of study. For example, Adobe Photoshop is an SQRP eligible certification for students who were part of the Digital Media pathway or the Web Design pathway because it is a credential that is highly valuable to those industries especially when coupled with the student's training in the field.

*I have a CTE program that offers a certification not listed here. How can my school get credit?*

If you have identified a certification that your current CTE program is offering that is not listed, and you would like to request that it count as an eligible certification for SQRP credit, you should fill out the Certification Approval Request Form at [www.chooseyourfuture.org/eccc-sqrp](http://www.chooseyourfuture.org/eccc-sqrp).

*Are charter schools eligible to receive credit on the SQRP for CTE program participation?*

Yes. To receive this credit, charter schools must submit student completion information to the Office of Accountability via a process that will be communicated and coordinated with the Office of Innovation and Incubation.

## JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC):

The Junior Reserve Officers' Training Corps (JROTC) program provides students with unique leadership and service opportunities and the structure and support to help them achieve high school and post-secondary success. JROTC provides a four-year classroom curriculum that promotes active citizenship, strengthens self-discipline, teaches personal wellness and conflict resolution skills, provides cadets with a strong background in history and government, and emphasizes the benefits of academic success. Service learning also forms an integral part of the JROTC cadet experience, as cadets regularly engage in service projects with groups from across the city, and learn the importance of lifelong community engagement. JROTC is currently offered in 45 high schools across the Chicago Public Schools.

JROTC is taken as a course during the school day and appears on the student's transcript. Students are expected to take the courses sequentially (JROTC I, II, III, and then IV) and first-year cadets will usually be placed into JROTC I, regardless of their year in high school. Cadets who progress to JROTC III and IV undertake a more sophisticated curriculum focused on developing leadership skills and are expected to assume leadership roles in their school's JROTC unit. Those students who successfully complete JROTC III and IV develop strong interpersonal, public speaking, and self-managements skills and other "soft skills" essential for success in college and career. JROTC also count as "Advanced" courses in high school graduation requirements.

Although military recruitment is not the intention of the JROTC program, JROTC cadets who enlist in the armed forces derive professional benefits from their participation in the program. The table below outlines these benefits by branch of service. For all branches, participation in at least two years JROTC will allow the former cadet to assume a higher rank upon entrance into the military. The Senior Military Instructor must verify the student's successful participation in JROTC for the advanced rank to be awarded.

Service	Years in JROTC	Advanced Rank
<b>Army</b>	2	E2
<b>Marines</b>	2	E2
<b>Navy</b>	2 \ 3	E2 \ E3
<b>Air Force</b>	2 \ 3	E2 \ E3

In order to count positively towards a school's SQRP rating, a JROTC cadet must:

- Complete JROTC III and JROTC IV\*
- Earn a grade of C or higher in both semesters of both JROTC III and IV

\*Note: Due to the sequential nature of the JROTC curriculum, this necessitates the completion of four years of JROTC. For questions about JROTC or other military academy programs, please contact [militarynetwork@cps.edu](mailto:militarynetwork@cps.edu).

# Appendix D: Guide to SQRP Handbook Editions

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Edition 1: Released October 21, 2013. Contains original full text of Handbook through Appendix B.

Edition 2: Released June 13, 2014. Includes the following revisions and additions:

1. Throughout: Modifies references to English Language Learners (ELLs) to maintain consistency with other CPS communications. ELLs are now referred to as English Learners (ELs).
2. *Page 9*: participation rates : Adds clarifying language on participation rates, including links to a SQRP Participation Rates guidance document.
3. *Page 17*: Removes references to Annual Yearly Progress (AYP) requirement. In 2014, the Department of Education granted the State of Illinois's request for a waiver from some mandates of the No Child Left Behind Act (NCLB). Part of the NCLB waiver exempts Illinois school districts from calculating or reporting AYP, so this is no longer part of CPS accountability measures.
4. *Page 21*: Adds contextual language regarding priority groups.
5. *Page 22*: Revises language about the medically fragile adjustment for attendance. While the Office of Diverse Learner Supports and Services designates some students as "medically fragile" for multiple purposes, not all of these students' medical conditions qualify their schools for an adjustment to their attendance rate. The revision of this language is intended to clarify that distinction.
6. *Page 26*: Adds note that Spanish-language tests are not considered valid for the purposes of calculating SQRP ratings.
7. *Page 27*: Adds 45 day minimum to explanation of how students are attributed to schools for growth percentile calculations.
8. *Page 27*: Clarifies how retained students are defined and excluded from the National School Growth Percentile metric.
9. *Page 27*: Explains how students without a spring pretest score who test in the fall will be incorporated into a school's national growth percentile calculation.
10. *Page 27*: Describes how outliers will be adjusted in calculating the National School Growth Percentile metric.
11. *Page 27*: Adds reference and link to "ELs in Accountability" for guidelines on which EL students should receive assessments.
12. *Page 27*: Corrects reference to which ACCESS Literacy score will be used to determine whether EL students' assessments will count towards a school's growth calculation. Also adds a reference to a student's W-APT score in cases where the student does not have an ACCESS score.
13. *Page 28*: Describes the adjustment that will be made to scores of students whose attainment is at the 99<sup>th</sup> percentile from one year to the next but still do not make national average growth. This adjustment applies to the National School Growth Percentile metric.
14. *Page 25*: Clarifies how retained students are defined and excluded from the National School Attainment Percentile metric.

15. *Page 25:* Adds 45 day minimum to explanation of how students are attributed to schools for attainment percentile calculations.
16. *Page 25:* Fixes typographical error to include grade 2 in description of how NWEA Attainment is calculated.
17. *Page 25:* Adds reference and link to “ELs in Accountability” for guidelines on which EL students should receive assessments.
18. *Page 23:* Clarifies information about 5 Essentials ratings both for schools that reach the 50% response rate for students but not teachers. Also explains how 5 Essentials results will be used in the SQRP ratings of schools with multiple IDs or schools for which multiple SQRP models are applicable (e.g., schools that serve both elementary and high school grades).
19. *Page 24:* Add reference and link to an additional guidance document on the Data Quality Index.
20. *Page 28:* Clarifies how retained students are defined and excluded from Percent of Students Making National Average Growth on the NWEA MAP metric.
21. *Page 28:* Explains how students without a spring pretest score who test in the fall will be incorporated into the calculation of a school’s percentage of students making national average growth.
22. *Page 28:* Adds 45 day minimum to explanation of how students are attributed to schools for the calculation of percentage of students making national average growth.
23. *Page 29:* Explains how students who maintain 99% percentile in attainment for both their pre- and posttest scores will automatically count in the numerator of the “Percent of Students Making National Average Growth” metric, regardless of their actual growth.
24. *Page 28:* Adds reference and link to “ELs in Accountability” for guidelines on which EL students should receive assessments.
25. *Page 30:* Clarifies that the English Learner Growth on ACCESS metric will use ACCESS Literacy scale scores rather than the Composite Score. Also specifies that the 60<sup>th</sup> percentile based on research norms from WIDA will be used as individual student growth targets.
26. *Page 33:* Adds 45 day minimum to explanation of how students are attributed to schools for the calculation of Freshman On-Track. Also adds a note that students must have grades entered in both semesters one and two of their freshman year in order to be included in a school’s calculation.
27. *Page 34:* Clarifies definition of first-time freshman.
28. *Page 34:* Specifies impact of non-traditional grading models (e.g., standards-based grading) on the calculation of FOT.
29. *Page 34:* Clarifies definition of “courses in core subjects” in the calculation of FOT.
30. *Page 34:* Explains that credit recovery will not affect a school’s FOT rate.
31. *Page 34:* Specifies FOT attribution for unverified out-of-district transfers and dropouts. Also adds notes about the deadline for grade entry and the trimester rule.
32. *Page 34:* Clarifies which students are included in one-year dropout rate.
33. *Page 35:* Corrects the definition of included students in 4-year cohort graduation rate as defined by where students were annualized as freshmen, rather than simply enrolled. Also adds the note that a student needs to attend a school for at least one day in order to be counted in that school’s calculation.
34. *Page 36:* Explains attribution for students earning early college and career credentials, specifically that a student’s credentials are attributed to the school from which they graduate, rather than the school at which they earned the credentials. Also clarifies that students are attributed to the school to which they are annualized in their graduation year and adds a note about the deadline for grade entry.

35. *Page 36*: Adds reference to Appendix C.
36. *Page 37*: Adds clarifying language about attribution of students for college enrollment and persistence. Namely, that students are attributed to the school to which they are annualized during their graduation year. Also clarifies the definition of the numerator and denominator for college enrollment and persistence.
37. *Throughout definitions of Indicators in Option Schools Model*: Changes minimum number of minimum membership days from 42.5 to 45.
38. *Page 39*: Adds a note about the deadline for grade entry.
39. *Page 43*: Adds Appendix C (Early College and Career Credentials)

Edition 3: Released December 2, 2014. Includes the following revisions and additions:

1. *Throughout*: Revises names of School Quality Ratings based on November 2014 policy amendment as follows: Tier 1 is now Level 1+; Tier 2 is now Level 1; Tier 3 is now Level 2+; Tier 4 is now Level 2; Tier 5 is now Level 3.
2. *Page 9*: Revised the description of the Options participation rate calculation.
3. *Page 16*: Includes information regarding minimum attainment percentiles that will allow schools to receive a Level 1, Level 2+, or Level 2 rating if the school would have received a lower rating through points alone. The previous editions of the Handbook already contained information about the minimum attainment percentile that would allow a school to receive a Level 1+ rating.
4. *Page 17*: Includes information regarding the ability for the CEO to assign a Level 1 rating to a school for one year based on extenuating circumstances.
5. *Page 22*: Clarifies that adjustments to the attendance rate for 8<sup>th</sup> and 12<sup>th</sup> graders only applies to the attendance days after the first date on which CPS allows graduations, not to the entire year.
6. *Pages 25 and 25*: Adds clarification that students in 12<sup>th</sup> grade taking the ACT for the first time are included in the growth and attainment percentiles with the 11<sup>th</sup> grade students.
7. *Page 25*: Removes “spring-to-spring” from the definition of the Percent of Students Making National Average Growth on NWEA Reading and Math indicator, as students who have a fall pretest score are benchmarked against fall-to-spring national norms for the purpose of this calculation.
8. *Page 38*: Clarifies that for the 1-Year Graduation Rate indicator (Option Schools), a student will count positively for the school if he/she graduates despite not being graduation-eligible (for example by taking more than the standard course load).
9. *Page 39*: Clarifies that for the Stabilization Rate indicator (Options Schools), a student will count positively in the numerator if they exit the school due to meeting maximum age requirements for enrollment.
10. *Page 40*: Clarifies that for the Growth in Attendance indicator (Options Schools), the 45 day threshold for inclusion in the calculation does not require that the 45 days be consecutive. Also, adds details regarding calculation of the prior-year attendance rate if the student was enrolled at Simpson HS, Jefferson HS, or York HS.

Edition 4: Released October 27, 2015. Includes the following revisions and additions:

1. *Multiple pages*: Removed references to and grades 9/10 and EXPLORE/PLAN assessments.
2. *Multiple pages*: Updated 30-day deadline for grade entry to July 16, 2015.

3. *Multiple pages*: Removed all references to IAA and replaced with “alternative assessment” to note the change to DLM and to account for possible future changes to the state-prescribed alternate assessment test form.
4. *Cover page*: Noted the Board resolution from September 29, 2015.
5. *Page 2*: Revised the second full paragraph to reflect the changes in SQRP over time.
6. *Page Error! Bookmark not defined.*: Added a note about the problems with 2014-2015 EXPLORE/PLAN data and the result that 2015-2016 ratings will be calculated using only ACT data for growth and attainment.
7. *Page 9*: Removed a reference to PSAE requirements.
8. *Page Error! Bookmark not defined.*: Added a note that the problems with 2014-2015 EXPLORE/PLAN data also apply to participation rate calculations.
9. *Page 10*: Added a column in the high school weighting model that notes the 2015-2016 default weight for each metric.
10. *Page Error! Bookmark not defined.*: Revised the existing note at the bottom of the page to change each priority group growth weight from 2.5% to 1.25%.
11. *Page 11*: Added note about missing indicators and Board resolution.
12. *Page 14*: Updated weight reassignment table to align with Board resolution of September 29, 2015.
13. *Page 17*: Changed reference to flow charts to account for removal of out-of-date material.
14. *Page 19*: Removed accountability status flow chart for 2014-2015 school year.
15. *Page 27*: Removed reference to which test forms would be used as pre-test for EXPLORE growth. Also revised description of truncation methodology.
16. *Page 23*: Added a note referencing CCSR’s piloting of 5Essentials with 4th and 5th graders.
17. *Page 30*: Improved the definition of “Included Students” for the English Learner Growth on ACCESS.
18. *Page 33*: Made some clarifications to the definition of Freshman On-Track Rate
19. *Page 42*: Removed references to EXPLORE/PLAN and updated indicator weights in the various scenarios listed.

Edition 5: Released October 5, 2016. Includes the following revisions and additions:

1. *Multiple pages*: Replaced reference to National School Growth Percentile with the ACT Growth Differential.
2. *Page 9*: Added STAR to the list of assessments for which there is an ACCESS exclusion criterion, correcting an omission from earlier editions.
3. *Page 14*: Revised description of re-weighting rules for cohort graduations metric.
4. *Page 22*: Added information to the attendance rate definition regarding adjustments for each school’s two lowest attendance days.
5. *Page 25*: Removed ACT information from National School Growth Percentile definition and clarified that this metric is now only used for NWEA MAP.
6. *Page 32*: Removed rule that 12<sup>th</sup> graders taking the ACT for the first time are included in calculations. All students included in ACT calculations must have been 11<sup>th</sup> graders.
7. *Page 32*: Added definition for ACT Growth Differential.
8. *Page 34*: For Freshman On-Track, clarified that grades will be used as of 30 calendar days after the school year has elapsed. Also clarified that students with a dropout leave code will be included in the calculation, regardless of the number of days of membership at the school.
9. *Page 35*: For graduation rate, removed reference to students who do not graduate but remain enrolled under their IEP. Despite the intention to count these students as graduates in this rate, it

was determined that this was not consistent with the accepted State and federal definition of a graduate. CPS will continue to explore options to account for these situations in future years.

Edition 5: Released October 19, 1017. Includes the following revisions and additions.

1. *Multiple pages*: Replaced ACT Growth Differential with the grade level PSAT and SAT Cohort Growth Percentile indicators.
2. *Multiple Pages*: Replaced Priority Group ACT Growth Differential with SAT Priority Group Growth Differential
3. *Multiple Pages*: Replaced National School Attainment Percentile based on the ACT Assessment with Percent of Students Meeting College Readiness Benchmarks on PSAT/SAT.
4. *Multiple Pages*: Removed all references to ACT and EPAS history.
5. *Page 5*: Added that SQRP results are communicated through the SQRP Google Drive Folders.
6. *Page 6*: Added information about the removal of Percent of Students Making Annual Progress on ACCESS from the Elementary SQRP model.
7. *Page 7*: Replaced ACT Growth Differential with the grade level PSAT and SAT Cohort Growth Percentile indicators.
8. *Page 9*: Added rounding rule for participation rate.
9. *Page 10*: For priority groups, added why the priority group must include 30 or more students to be included in a school's rating. For the high school model, replaced all ACT indicators with PSAT/SAT growth and attainment indicators and updated weights.
10. *Page 12* : Added a note that the weight from ACCESS was redistributed to NWEA reading and math growth.
11. *Page 14*: Replaced ACT indicators with PSAT/SAT metrics and added redistribution rules for missing high school growth and attainment.
12. *Page 16*: Added the minimum attainment percentage thresholds for high school calculations.
13. *Page 17*: Defined CEO Discretion criteria.
14. *Page 31*: Added and defined the PSAT/SAT attainment indicator – Percent of Students Meeting College Readiness Benchmarks on PSAT/SAT and includes scoring. Added the official SAT test day and the makeup test day. Added and defined the PSAT/SAT Growth Percentile indicators and information on how students were attributed to schools based on annualization. Removed all information regarding ACT indicators. Clarified the definition of Freshman On-Track to apply to schools who do not have semester grades. Added information about transfer verification recoding.
15. *Page 42*: Added 9<sup>th</sup> and 10<sup>th</sup> grade PSAT indicators and replaced ACT indicators with SAT indicators.