Definitions and Scoring

General Terms

School Quality Rating

The School Quality Rating is the rating assigned to the school based on its performance on the SQRP indicators during the 2016-2017 school year. The ratings range from Level 1 (highest) to Level 3 (lowest). The school receives between 1 and 5 points for each indicator, which are then added together to calculate an overall weighted score. A score of 2 or below results in a rating of Level 3, which is the lowest rating.

School Accountability Status

This is the status that the school is assigned for the 2017-2018 school year. The accountability status is based on the School Quality Rating, the school's performance, and the overall state performance. The status can be Good Standing, Provisional Support, or Intensive Support.

NSEA MAP

The Northwest Evaluation Association Measure of Academic Progress (NSEA MAP) is CPS's primary assessment measure for students in grades 2 through 8. The NSEA MAP is administered in the spring of each school year district-wide, and optionally in schools in the middle school year. The results are used at the classroom level to track students' progress toward learning goals and to tailor instruction to individual students. NSEA MAP results are also used in some of the indicators included in the SQRP for more information on the NSEA MAP, visit https://www.nwea.org/or-the-map-suite.

ACCESS

ACCESS for ELs is a secure large-scale English language proficiency assessment given to kindergarteners through 12th graders who have been identified as English Learners. Last year, ACCESS norms were updated to more accurately reflect students' expected scores; therefore growth could not be calculated for 2016-2017 data. For more information on ACCESS, visit https://www.wvda.us/assessment/ACCESS20.aspx.

SQRP Indicators Used in the Elementary School Model

National School Growth Percentile on the NSEA MAP Reading and Math Assessments

Average spring-to-spring grade 3-8 scale growth score of students on NSEA MAP Reading and Math assessments, 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. The calculations are made for all students as a group and for each of the priority groups.

Percent of Students Meeting or Exceeding National Average Growth Norms

The percentage of NSEA MAP Reading and Math tests taken in grades 3-8 where students met the national 50th percentile student growth score for students with the same pretest score.

National School Attainment Percentile

Average spring grade 3-8 scale score of students on NSEA MAP Reading and Math assessments, compared to the average national score. The school is assigned a percentile representing where the school would fall on the national distribution.

Percentage of Students Making Significant Annual Progress on ACCESS

Percentage of EL students meeting 60th percentile growth target on the ACCESS scale. Changes to growth norms last year prohibit CPS from calculating ACCESS growth for any school using 2016-2017 data. This metric will be calculated with 2017-2018 data for 2018-2019 ratings.

Average Daily Attendance Rate (Grades K-8)

Average daily attendance rate of the school, adjusted for students with qualifying medically fragile conditions and early graduation for 8th graders.

My Voice, My School 5 Essentials Survey

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. For more information on the 5 Essentials survey, visit http://cacruchicago.edu/surveys.

Data Quality Index Score

The percentage of data quality indicators that are in CPS data systems. The DOI used in the SQRP includes a subset of the data quality sections reported on the Dashboard. DOI is calculated at the end of the year.

SQRP Ratings and Status

### Scoring for Each Elementary School Performance Indicator

<table>
<thead>
<tr>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>National School Growth Percentile on the NSEA MAP Reading and Math Assessments</td>
<td>90th percentile or higher</td>
<td>Between 70th and 89th percentile</td>
<td>Between 40th and 69th percentile</td>
<td>Between 10th and 39th percentile</td>
</tr>
<tr>
<td>Priority Group National Growth Percentile on the NSEA MAP Reading and Math Assessments (evaluated separately for African-American students, Hispanic students, English Learners (EL), and Diverse Learners)</td>
<td>70th percentile or higher</td>
<td>Between 50th and 69th percentile</td>
<td>Between 30th and 49th percentile</td>
<td>Between 10th and 29th percentile</td>
</tr>
<tr>
<td>Percentage of Students Meeting or Exceeding National Average Growth Norms on NSEA MAP Reading and Math Assessments</td>
<td>70% or higher</td>
<td>Between 60% and 69%</td>
<td>Between 50% and 59%</td>
<td>Between 40% and 49%</td>
</tr>
<tr>
<td>National School Attainment Percentile on the NSEA MAP Reading and Math Assessments</td>
<td>90th percentile or higher</td>
<td>Between 70th and 89th percentile</td>
<td>Between 40th and 69th percentile</td>
<td>Between 10th and 39th percentile</td>
</tr>
<tr>
<td>Percentage of Students Making Significant Annual Progress on the ACCESS assessment</td>
<td>55% or higher</td>
<td>Between 45% and 54%</td>
<td>Between 35% and 44%</td>
<td>Between 25% and 34%</td>
</tr>
<tr>
<td>Average Daily Attendance Rate (Grades K-8)</td>
<td>90% or higher</td>
<td>Between 85% and 95%</td>
<td>Between 80% and 89%</td>
<td>Less than 85%</td>
</tr>
<tr>
<td>Data Quality Index Score</td>
<td>99% or higher</td>
<td>Between 95% and 98%</td>
<td>Between 90% and 94%</td>
<td>Less than 85%</td>
</tr>
</tbody>
</table>

Notes on Status:

Schools that were in Intensive Support status in 2016-2017 and 2015-2016 that receive a Level 3 rating in 2016-2017 must achieve a rating of Level 2 or above for two consecutive years to be eligible for removal from Intensive Support.

Schools where the Board has taken action under section 105 ILCS 5/34-8.3 of the Illinois School Code may still be placed in Intensive Support despite Level 2 or higher ratings if they have not met the additional requirements established by the Board for removal from Intensive Support. These Board requirements are outlined in the School Quality Rating Policy.

Under section 105 ILCS 5/34-8.3 of the Illinois School Code, charter schools do not receive an Accountability Status. Charter accountability is defined by its terms of its contracts with the Board.

For More Information

For more information on the School Quality Rating Policy, please visit cps.edu/sqrp.