



***2021 Illinois Report Card
Glossary of Terms***



Illinois State Board of Education

Revision History

Version	Date Updated	Revision(s)
1.0	June 28, 2021	Original version



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[Section 10-17a](#) of the Illinois School Code requires the State Board of Education (ISBE) to produce state, school district, and school report cards. A glossary of terms regarding the Illinois Report Card and the Accountability System follows. Terms are defined from one of the following sources: Illinois School Code, federal statute or guidance, or ISBE practice. Additional information regarding calculations may be found on the [Report Card Metrics](#) website. A glossary of Civil Rights Data Collection terms can be viewed [here](#).

504 Accommodation refers to a student who has been identified as having a disability and who has met specific criteria as stated under [Section 504](#) of the Rehabilitation Act of 1973. Such a student is eligible to receive a 504 accommodation and related services in a general education setting.

Eighth-Graders Passing Algebra I are eighth-grade students who have successfully completed Algebra I (or its equivalent) by the end of Grade 8. Successful completion is measured by earning a D or above and having received at least 1.0 credit hour.

9th Grade on Track is the percentage of first-time ninth-grade students who have earned at least five course credits without failing more than 0.5 course credits in core subjects. For the purposes of this metric, core subjects include reading, math, science, and social science.

Accountable School is used to calculate summative designations. It is not always the same as the “responsible school.” For the purposes of summative designations, each student is tied to one and only one accountable school, which is their home school of longest enrollment where that enrollment is also equal to or greater than 134 calendar days (i.e., end date of enrollment minus start date of enrollment). Calendar days are not attendance days and generally would be greater than attendance days since calendar days include weekends, holidays, etc.

Adjusted Cohort Graduation Rate is the rate of graduates compared to the total number of students in their four-year, five-year, and six-year cohort for schools, districts, and states. See Graduation Rate for additional information.

Administrator is defined as a Regular or Special Education Administrator within the Employment Information System (EIS).

Administrator Full-Time Equivalent (FTE) is defined as a Regular or Special Education Administrator within EIS who has one or more active employment records, worked during the regular school year (not summer school), and is not a Regional Superintendent or Assistant Regional Superintendent.

Administrator Gender Distribution is defined as the percentage of FTE administrators by gender.

Administrator Race Distribution is defined as the percentage of FTE administrators by race/ethnicity.



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Advanced Academic Program is a course of study to which students are assigned based on advanced cognitive ability or advanced academic achievement compared to local age peers and in which the curriculum is substantially differentiated from the general curriculum to provide appropriate challenge and pace.

Advanced Placement (AP) Coursework Enrollment (or Participation) is the number of students in Grades 9-12 who participated in upper-level courses, including AP courses, International Baccalaureate courses, and dual credit courses. A student is assigned to the last home school in which he/she was enrolled for the school year.

Advanced Placement Exam Passing includes the number of AP exams taken and the number of exams passed (score of 3 or higher) at any point during high school, as well as the number of students who took at least one AP exam and the number of students who passed at least one AP exam. More detailed information about the AP exam is available [here](#).

Annual Financial Report (AFR) for a district is the final financial statement for a Local Education Agency's fiscal year after it has been audited by a qualified auditor. Each district is required to have an annual audit completed by a qualified and licensed auditing firm. The AFR is completed by the auditor and is submitted to the Illinois State Board of Education.

Average Administrator Salary is the sum of the salaries for all administrative staff, divided by the number of full-time equivalent administrative staff.

Average Class Size is the average number of students in each class in a school as of the last day of school.

Average Teacher Salary is the sum of the total teachers work location base salary, divided by the teacher full-time equivalent.

Average Teaching Experience is the sum of the years of teaching experience for all full-time equivalent classroom teachers in the district, divided by the total number of full-time equivalent classroom teachers.

Career and Technical Education (CTE) Enrollment is the number of students who enrolled in at least one CTE course. A student is assigned to the last home school in which he/she was enrolled for the school year.

Certified Staff FTE is defined as employees in EIS who have one or more active employment records, worked during the regular school year (not summer school), are not Regional Superintendents or Assistant Regional Superintendents, and have a position category code of 1 through 6. (This includes teachers and administrators.)



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Children with Disabilities includes students who were identified as having a disability through formal evaluations and met specific criteria as stated under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education and related services by a team of individuals that developed an Individualized Education Program (IEP). Students with a 504 Plan are also identified as students with a disability who have met specific criteria as stated under the [Section 504](#) of the Rehabilitation Act of 1973 and are eligible to receive accommodations and related services in a general education setting.

Chronic Absentee Rate (Report Card) is a measure that identifies the percentage of students that are identified as chronically absent.

Chronic Absenteeism (Report Card) is the number of chronically absent students, divided by the enrollment of the responsible school, multiplied by 100. Students are considered chronically absent as defined in [Section 26-18 of the School Code](#). Medically homebound and hospitalized students are excluded from this calculation.

Chronic Absenteeism (Summative Designation) is the number of chronically absent students, divided by the enrollment of the accountable school, multiplied by 100. Students are considered chronically absent as defined in [Section 26-18 of the School Code](#). Medically homebound and hospitalized students are excluded from this calculation.

Chronic Truancy Rate is a measure that identifies the percentage of students that are identified as chronic truants.

Chronically Truant Students include the number of chronic truants, divided by enrollment, multiplied by 100. Students are considered chronic truants as defined in [Section 26-2a of the School Code](#). Chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days.

Civil Rights Data Collection (CRDC) is a biennial (i.e., every other school year) survey of public schools required by the U.S. Department of Education (ED) Office for Civil Rights since 1968. The CRDC collects data on leading civil rights indicators related to access and barriers to educational opportunity at the early childhood through Grade 12 levels. The CRDC collects data from public Local Education Agencies (LEAs) and schools, including juvenile facilities, charter schools, alternative schools, and schools serving only students with disabilities.

Class Size refers to the number of students in a classroom, specifically either the number of students being taught by individual teachers in a classroom or the average number of students being taught by teachers in a school, district, or education system.

Climate and Culture: Expulsions is the number of students expelled (with or without receiving educational services), divided by student enrollment for that educational entity. This data comes from the CRDC and represents information from two prior school years.



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Climate and Culture: Incidents of Violence is the number of students involved in violent incidents with or without injury, divided by the student enrollment for that educational entity. This includes bullying and harassment. This data comes from the CRDC and represents information from two prior school years.

Climate and Culture: In-School Suspension is the number of students receiving an in-school suspension, divided by the student enrollment for that educational entity. This data comes from the CRDC and represents information from two prior school years.

Climate and Culture: Out-of-School Suspension is the number of students receiving an out-of-school suspension, divided by the student enrollment for that educational entity. This data comes from the CRDC and represents information from two prior school years.

Climate Survey or School Climate Survey is a survey taken by all Grade PK-12 teachers and all Grade 4-12 students as required by the Every Student Succeeds Act (ESSA) State Plan. The State Board of Education shall administer a Climate Survey, identified by and paid for by the State Board of Education, to provide feedback from, at a minimum, students in Grades 4 through 12 and teachers on the instructional environment within a school, according to [105 ILCS 5/2-3.153 \(ilga.gov\)](https://www.ilga.gov/legislation/ilcs/ilc5/105%20ILCS%205-2-3.153.htm). The information collected through the survey is rigorously reviewed and analyzed to generate a report for each school. There are three Climate Surveys approved for use by ISBE -- 5Essentials, Cognition, and Comprehensive School Climate Inventory.

Climate Survey Response: Schools is the percentage of schools with over a 50 percent response rate on the School Climate Survey.

Climate Survey Response: Students is the total number of individual students responding to the School Climate Survey, divided by the total number of eligible students. Students are eligible to participate if they are enrolled in a school and are cognitively able to participate in the survey.

Climate Survey Response: Teachers represents the total number of teachers responding to the School Climate Survey, divided by the total number of eligible teachers. Teachers rostered to take the teacher survey include (1) self-contained and subject-specific classroom teachers; (2) cooperating classroom teachers; (3) special education teachers working in a single classroom or across classrooms; and (4) counselors, librarians, and other staff members who teach students. Teachers eligible to participate in the survey but not rostered include (1) instructional coaches and subject matter specialists, and (2) teacher aides and paraprofessionals.

College and Career Ready is the percentage of students who have an exit code of graduated during the current academic year and who in the current academic year meet either the Distinguished Scholar definition or College and Career Scholar definition.

College and Career Scholar is the percentage of students who have graduated with a Grade 12 designation, or a junior if they graduated early, that meet certain academic criteria.



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Community College Remediation is the percentage of graduates who attended an Illinois community college and were enrolled in remedial courses. The source for this metric is from Illinois Community College Board and Student Information System (SIS). Remediation is tracked in aggregate (overall) and can be disaggregated by subject -- reading, mathematics, and writing/communications.

Distinguished Scholar is the percentage of students who have graduated with a Grade 12 designation, or a junior if they graduated early, that meet certain academic criteria.

Dropout Rate is the rate of dropouts in an entity (school, district, state) per enrollment. A dropout is defined as a student who:

- Was enrolled in school at some time during the school year, but was not enrolled the following school year and was expected to be in membership (i.e., was not reported as a dropout the year before).
- Did not graduate from high school.
- Did not complete a state- or district-approved educational program.
- Did not meet any of the following exclusionary conditions:
 - Transfer to another public school district, private school, or state- or district-approved educational program;
 - Temporary school-recognized absence due to suspension or illness;
 - Death.

Dynamic Learning Maps Alternate Assessment (DLM-AA) offers students with the most significant cognitive disabilities a way to show what they know and can do in a manner that differs from traditional multiple-choice tests. Assessments are based on a learning map, which is a map that shows different paths a student might take to learn new academic skills. Results of the assessments help teachers to plan individualized experiences for each student by creating lessons and activities that are appropriate for a student's needs and abilities.

"DLM-AA Proficiency" has four levels of performance, which are:

- Level 4: The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills (considered proficient).
- Level 3: The student's understanding of and ability to apply content knowledge and skills represented is at target (considered proficient).
- Level 2: The student's understanding of and ability to apply targeted content knowledge and skills is approaching the target.
- Level 1: The student demonstrates emerging understanding of and ability to apply content knowledge and skills.

Early College Coursework is the number of students in Grades 9 to 12 that completed an upper-level course and received either a pass or fail grade, including:

- Advanced Placement courses
- International Baccalaureate courses
- Dual Credit courses



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English Language Arts (ELA) Proficiency is the percentage of students who are proficient (i.e., performance levels 4 and 5 on the Illinois Assessment of Readiness, performance levels 3 and 4 on DLM-AA, performance levels 3 and 4 on SAT in the subject area of ELA).

ELA, Math, and Illinois Science Assessment Participation is the number and percentage of students that received valid scores on the state's required accountability assessments or its approved alternate assessment in the subject areas of ELA, math, and science. The percentage of participation is the count of students with valid scores, divided by the student enrollment, multiplied by 100.

English Learners (ELs) are students who have been identified through a screening process as eligible for bilingual education and/or English as a second language services, and who have not yet reached English proficiency, as measured by ACCESS for ELLs 2.0.

EL Proficiency on ACCESS is the number of students with a composite score of 4.8 or higher on the ACCESS test, divided by the total number of ELs in an educational entity, multiplied by 100. The ACCESS test is the suite of EL proficiency assessments for students identified as ELs in Illinois.

Equalized Assessed Valuation per Pupil includes all computed property values upon which a district's local tax rate is calculated.

Evidence-Based Funding (EBF) for Student Success Act became law on August 31, 2017. Five previous grant programs are combined into a single grant program and distributed as EBF. Those grant programs are General State Aid, Special Education – Personnel, Special Education – Funding for Children Requiring Special Education Services, Special Education – Summer School, and English Learner Education. Districts receive the same amounts from these grant programs as they did in fiscal year 2017, the year prior to implementation of EBF. That hold harmless provision is known as the Base Funding Minimum. In addition, when there are sufficient appropriations, districts receive funding based on their assignment to one of four tiers. The tiers represent a ranking of district resources compared to individual district education costs.

EBF Adequacy Target is the minimum cost to educate students within the district based on the cost factors outlined in the EBF formula. It is the denominator of each district's Percentage of Adequacy calculation. Please refer to ISBE's [resource materials](#) for the methodology and the list of cost factors used to determine a district's Adequacy Target. Each district's Adequacy Target is calculated by ISBE and updated annually.

EBF District Tier Assignment is the tier assigned to each district pursuant to EBF. There are four tiers numbered 1 through 4. The Tier 1 threshold is set annually. Tier 2 districts have a Percentage of Adequacy greater than or equal to the Tier 1 target ratio and less than 90 percent. Tier 3 districts have a Percentage of Adequacy greater than or equal to 90 percent and less than 100 percent. Tier 4 districts have a Percentage of Adequacy greater than or equal to 100 percent.



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EBF Local Capacity Target is an amount of funding each district is assumed to contribute toward its Adequacy Target for purposes of EBF calculations. Local Capacity Target is the largest of the three elements of Final Resources and is based on Equalized Assessed Valuations.

EBF Percentage of Adequacy is a ratio equal to a district's Final Resources, divided by its Adequacy Target in EBF. Each district's Percentage of Adequacy determines its tier assignment in a given year.

EBF Real Receipts is an amount that is used to adjust the Local Capacity Target calculation when the product of the Real Receipts calculation exceeds the Local Capacity Target. Real Receipts are equal to Adjusted Real Equalized Assessed Value multiplied by Adjusted Operating Tax Rate.

EBF Real Receipts / Adequacy Target – Comparing Real Receipts to the Local Capacity Target will illustrate a district's ability to generate local revenue compared to the expected contribution to providing an adequate education per EBF.

Expenditure by Function consists of expenditures for instruction, general administration, support services, and other expenditures.

Expenditure by Fund is the total expenditure from each of the eight funds: educational, operations and maintenance, transportation, debt service, tort, municipal retirement/Social Security, fire prevention and safety, and capital projects.

Feeder School is a school from which a majority of students progress to a higher-level educational school. For example, middle schools are feeder schools for high schools. A school is considered a feeder school if 50 percent or more of the students in the terminating grade attend the same school the following year. For example, a middle school where 78 percent of the eighth-grade students attend the same high school would be a feeder school of that high school.

Former English Learners are students who were English Learners who met the state reclassification criteria on ACCESS through high school graduation and are no longer considered English Learners.

Former IEP is defined as a student who was not a student with an IEP in the December 1 Child Count snapshot in the Report Card school year, and a student for the Report Card school year was a student with an IEP in at least one of the past four school years (i.e., exists in at least one of the past four-year December 1 Child Count snapshots) and has since graduated or has Aged Out (SIS exit code of 14).

Gender is defined as the gender of a student that the district reports to ISBE. Gender will be either male or female.

General State Aid was the primary state grant to school districts in effect in Illinois for fiscal years 1999 – 2017. It was repealed with the passage of Public Act 100-0582. This grant program and four other state grants were combined to form the new primary state grant known as Evidence-Based Funding. The Report Card displays some data from FY 2017; revenues from that period may reflect General State Aid receipts.



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Gifted Education is educational services, including differentiated curricula and instructional methods, designed to meet the needs of gifted children.

Grades Served is the grade level of education that a school and/or district provide for general education.

Graduation Rate is calculated based on ESSA High School Graduation Rate guidance found [here](#). Students are reported at their home school. The cohort is based on the number of students who enter Grade 9 for the first time, adjusted by adding into the cohort any student who transfers in later during Grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period. It is the proportion of graduates from a specific cohort to the total number of students in that cohort.

Health and Wellness is the average of days of physical education per week per student. It is the total number of days per week of physical education for all students, divided by the total number of students. Health education in middle and high school should be included. Recess is not included.

High-Poverty School is defined as a school in which the percentage of low-income Fall Student Enrollment ranks at or above the 75th percentile.

Home School is the public school a student attends or would attend if not placed/transferred to another school/program to receive needed services.

Homeless Students are defined as children/youth who lack a fixed, regular, and adequate nighttime residence. They include:

- Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory students who qualify as being homeless for the purposes of this subtitle because they are living in circumstances described above.

See [here](#) for more details on homelessness and associated programming.

Illinois Assessment of Readiness (IAR) is a federally required measure of students' mastery of the Illinois Learning Standards in English language arts (ELA) and math in Grades 3 through 8, and their readiness for what's next.



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Illinois Science Assessment (ISA) is a test of science standards administered to students in Grades 5, 8, and 11 for purposes of accountability.

Illinois Youth Survey is a self-report survey administered in school settings designed to gather information about a variety of health and social indicators, including substance use patterns and attitudes of Illinois youth. It is funded by the Illinois Department of Human Services and is administered biennially.

Individualized Education Programs (IEPs) are for students who are identified as having a disability through formal evaluations and met specific criteria as stated under IDEA. They are eligible for special education and related services provided by a team of individuals who developed an IEP for them. Students are identified as of December 1.

Instructional Expenditure per Pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Kindergarten Individual Development Survey (KIDS) is an observational assessment tool designed to help teachers, administrators, families, and policymakers better understand the development of children in kindergarten. ISBE requires kindergarten teachers to collect observations beginning on the first day of in-person instruction on a minimum of 14 required measures, which are from three key developmental areas. This subset of 14 measures provides a developmental indicator for a group of students (class, school, district, state) at the beginning of kindergarten.

Local Property Taxes means the receipt of taxes that apply to the prior year's levies, as well as those available from the current levy. Also included are payments in lieu of taxes as monies from the Corporate Personal Property Replacement Tax.

Long-Term ELs are English Learners who have not met the state's exit criteria for reclassification as a Non-EL. That standard currently is achieving a score of 4.8 or higher (proficient) on ACCESS, which is the state's English language proficiency assessment, within seven years of their initial EL identification.

Low-Income Students are those who receive or live in households that receive Supplemental Nutrition Assistance Program or Temporary Assistance to Needy Families benefits; are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the U.S. Department of Agriculture income guidelines to receive free or reduced-price meals.

Low-Poverty School is defined as a school in which the percentage of low-income Fall Student Enrollment ranks below the 25th percentile.

Math Proficiency is the percentage of students who are proficient (i.e., performance levels 4 and 5 on IAR, performance levels 3 and 4 on DLM-AA, performance levels 3 and 4 on SAT) in the subject area of math.



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Mean ELA/Math Growth Percentiles are the average of the individual student growth percentiles of the students in the group.

Migratory Child is eligible for Migrant Education Program (MEP) services if all of the following conditions are met, according to Sections 1115(c)(1)(A) (incorporated into the MEP by Sections 1304(c)(2), 1115(b), and 1309(3) of the Elementary and Secondary Education Act, and 34 Code of Federal Regulations § 200.103(a) of ED's Title I regulations):

1. The child is not older than 21 years of age; *and*
2. a. The child is entitled to a free public education (through Grade 12) under state law, *or*
b. The child is not yet at a grade level at which the LEA provides a free public education, *and*
3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; *and*
4. With regard to the qualifying move identified in paragraph 3 above, the child moved due to economic necessity from one residence to another residence, and —
 - a. From one school district to another; *or*
 - b. In a state that is comprised of a single school district, has moved from one administrative area to another within such district; *or*
 - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence. (Non-Regulatory Guidance, Ch. II, A1)

Source: ED Migrant Education Program

Military-Connected Students are students with a parent or guardian who is a member of the U.S. Armed Forces on active duty.

National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment that has been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest. National NAEP reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at Grades 4, 8, and 12. These assessments follow the frameworks developed by the National Assessment Governing Board and use the latest advances in assessment methodology. For example, NAEP assessments include a large percentage of constructed-response questions and questions that require the use of calculators and other materials. Innovative types of questions have been used in assessments such as the arts (theater, music, and visual arts) and science to measure students' ability to perform hands-on tasks.



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Novice Teacher Ratio is defined as the percentage of FTE teachers with fewer than two FTE years of combined public school service in Illinois.

Operating Expenditure per Pupil includes the gross operating cost of a school district, excluding summer school, adult education, bond principal retired, and capital expenditures.

Percentage of Students for Each Racial/Ethnic Group (White, Black, Hispanic, Asian, Hawaiian-Pacific Islander, American Indian-Alaskan Native, and Two or More Races) is the count of students belonging to a particular racial/ethnic group, divided by the total fall enrollment, multiplied by 100.

Percentage of Students Who Exceed, Meet, or Do Not Meet Expectations/Standards Established by the State Board of Education refers to the distribution of students in the various performance levels based on their scores on the assessment.

The IAR exam has five performance levels:

- Level 1 - Did Not Yet Meet Expectation
- Level 2 - Partially Met Expectations
- Level 3 - Approached Expectations
- Level 4 - Met Expectations
- Level 5 - Exceeded Expectations

The SAT as an Illinois accountability assessment has four performance levels, which are distinct from the College Board's own performance levels:

- Level 1 - Partially Meets Standards
- Level 2 - Approaching Standards
- Level 3 - Meets Standards
- Level 4 - Exceeds Standards

The DLM-AA has four performance levels:

- Level 1 – Emerging
- Level 2 - Approaching Target
- Level 3 – At Target
- Level 4 - Advanced

The ISA has four performance levels:

- Level 1 - Emerging
- Level 2 - Developing
- Level 3 – Proficient
- Level 4 - Exemplary



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Postsecondary Enrollment includes students who graduated with a regular high school diploma from a public high school in Illinois three years prior to the current school year and enrolled in a U.S. college within 12 or 16 months. The datasets used are the National Student Clearinghouse for higher education enrollment and ISBE's SIS for high school graduation.

Principal Turnover is the number of different principals at the same school in the last six years; it is reported as a count. For district and state statistics, it is sum of the different principals from each school in the last six years, divided by the total number of schools; it is reported as an average.

Pupil-Administrator Ratio is the student enrollment for the school year, divided by the number of full-time equivalent administrative staff.

Pupil-Certified Staff Ratio is the student enrollment for the school year, divided by the number of full-time equivalent certified staff (excluding adult education personnel).

Pupil-Teacher Ratio is the student enrollment for the school year, divided by the number of full-time equivalent classroom teachers in the district. Teachers classified as special education teachers are excluded.

Race is defined as the race or ethnicity of a student that the district reports to ISBE. Race will be one of seven values: White, Black, Hispanic, Asian, Hawaiian/Pacific Islander, American Indian, or Two or More Races.

Reported School Districts and Other Educational Entities include all regular operating elementary, high school, unit districts, state-authorized charter schools, and cooperative high schools. Non-operated districts, other state-funded education agencies (such as area vocational centers, special education cooperatives), and educational entities housed in the Illinois Department of Human Services are excluded from the Report Card. Inclusion or exclusion from the Report Card should not be confused with status as a school district.

Responsible District is the district used for calculating all Report Card metrics. It is either the parent district of the responsible school or the parent district of a student's home school in cases where the student's serving school is a special education cooperative, special education private facility, nonpublic school, or a miscellaneous payee. Students who have no responsible school may be included in district-level calculations for their responsible district.

Responsible School is the school used for calculating all Report Card metrics. In most cases, a student's responsible school is their home school. Paris Cooperative High School and Bismarck-Henning Rossville-Alvin Cooperative High School are exceptions. There are also specific metrics where the responsible school is based on a student's serving school (e.g., enrollment, Climate Survey participation). Please see the [Public Business Rules for the 2021 Report Card](#) for details on how responsible school is determined.



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SAT is an exam administered to students in Grade 11 as the state’s accountability assessment. The **SAT** is administered by the College Board and is often used as a measure by college and university admission offices when assessing prospective students for admission.

School is synonymous with “attendance center” in current Illinois State Board of Education use. A school is a division of the school system consisting of students who make up one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in one or more buildings. More than one school may be housed in one building, as is the case when elementary and secondary schools are housed in the same building.

School District is a geographical territory governed by a school board, which has the powers conferred to it by the General Assembly. The Illinois Department of Juvenile Justice is a school district. Other entities that function as a district, but are not officially counted as a district, include cooperative high schools, the Illinois Department of Human Services, special education cooperatives, state-authorized charter schools, the Illinois Math and Science Academy, and university lab schools.

School-Level Enrollment includes students at the school where students attend. This does not include students who do not regularly spend the majority of their school day at the school being reported.

School-Level Immunization Compliance is the percentage of students compliant with health exams and immunizations.

Serving School is the school/program where a student is being educated.

Site-Based Expenditure Reporting: District Centralized Per-Pupil Expenditures are expenditures incurred centrally on behalf of schools, allocated to each school, divided by the site-level student count. LEA-centralized expenditures go beyond central office administration and may also include centrally coordinated supports, such as, but not limited to, transportation, facilities maintenance and operations, food services, and some student support services.

Site-Based Expenditure Reporting: District Outplacements, when listed as a site in Site-Based Expenditure Reporting, represent expenditures associated with students placed and/or served outside of the home LEA, regardless of reason (e.g., special education, career tech/vocational education, etc.). These students and expenditures associated with serving them are included in the home LEA’s reporting. Please see [Reporting Guidance](#) for a full description of how students served outside the district are included in reporting.



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Site-Based Expenditure Reporting: Exclusions is the total of all LEA expenditures excluded from Site-Based Expenditure Reporting. Expenditures to be excluded are those that do not reflect expenditures for pre-K through 12th-grade students being served or placed by the LEA (thereby excluding costs for adult education and community services, for example) and those that do not reflect expenditures that are largely ongoing, normal course resource allocations (thereby excluding non-education fund capital expenditures and debt service, for example). Please see [Reporting Guidance](#) for a full list of excluded expenditures.

Site-Based Expenditure Reporting: LEA Expenditures include all LEA expenditures, both those included in and excluded from per-pupil reporting.

Site-Based Expenditure Reporting: LEA Student Count is the average of the LEA's enrolled student count on October 1 and March 1 of the reporting year, including all children aged 3 through 21 in Grades prekindergarten through 12 served by the LEA or placed at another, non-reporting educational entity by the LEA. Note that students attending only part of each day are counted as proportional students in the count.

Site-Based Expenditure Reporting: LEA Total Per-Pupil Expenditures represent the average amount spent per pupil at the LEA.

Site-Based Expenditure Reporting: Per-Pupil Expenditures: Source of Funds - Federal are expenditures funded by federal sources (e.g., Title I funding, IDEA funding for special education services, Elementary and Secondary School Emergency Relief funding for COVID-19 recovery, or reimbursements for federally supported food services), divided by the site-level student count.

Site-Based Expenditure Reporting: Per-Pupil Expenditures: Source of Funds - State and Local are expenditures funded by state and local sources (e.g., Evidence-Based Funding, other state funding streams, local tax contributions, and private/philanthropic funds), divided by the site-level student count.

Site-Based Expenditure Reporting: Site-Level Per-Pupil Expenditures are expenditures incurred at the school level (e.g., teacher salaries and benefits, administrator salaries and benefits, and educational supplies), divided by the site-level student count. Note that, per ESSA, school-level expenditures must include any actual personnel salaries, benefits, and related costs as well as non-personnel costs attributable to each school.

Site-Based Expenditure Reporting: Site-Level Student Count is the average of the school's enrolled student count on October 1 and March 1 of the reporting year, including all children aged 3 through 21 in Grades prekindergarten through 12 assigned to the school.

Site-Based Expenditure Reporting: Total Per-Pupil Expenditures are the total expenditures attributable to each school, divided by the site-level student count. This number includes site-level expenditures (e.g., teacher salaries) and an allocation of centrally incurred expenditures (which may be defined differently for each district, but often include expenditures such as transportation and central office staff).



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Special Education Educational Environment refers to the number of students with IEPs receiving services in one of the following general education settings: 1) at least 80 percent of their instructional day inside the general education classroom, 2) between 40 and 69 percent of their instructional day inside the general education classroom, 3) less than 40 percent of their instructional day inside the general education classroom, or 4) their instructional day takes place in a separate educational facility.

State Education Agency-Level Enrollment, as defined by ED, includes:

1. Students reported by a district.
2. Students placed in private schools by the state and funded by the state.

Children participating in a prekindergarten program that is administered directly by the State Education Agency or its subcontractors, and who are not included in the membership of a district, should be reported only at the state level.

Does not include:

1. Students given vouchers to attend private schools.
2. Students placed by their parents in private schools whose tuition is paid for by their parents, but who receive special education services from the student's home district.

State House District, for school districts, is the House district where the school district administrative building is located. For schools, it is the House district where the school building is located.

State Performance Plan (SPP) functions as an accountability mechanism and the actual plan for systems change. It documents quantifiable indications of performance in the priority areas of a free appropriate public education in the least restrictive environment, disproportionality, and effective general supervision. Measurable and rigorous targets exist for each SPP indicator with the intention of leading to improved results for children and youth with disabilities. Annual performance reporting is required via the Annual Performance Report to address ISBE's progress toward meeting its targets. Stakeholder involvement remains key to the development and implementation of the SPP.

State Senate District, for school districts, is the Senate district where the school district administrative building is located. For schools, it is the Senate district where the school building is located.

Student Attendance Rate is a weighted measure of the number of days a student is present relative to the total number of potential attendance days.



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Student Enrollment is the total student enrollment in the school and district as of October 1 of the current school year. District-level enrollment includes students attending a school in the district and students placed in private schools by the district and funded by the district. This number does not include:

1. Students given vouchers to attend private schools.
2. Students placed by their parents in private schools whose tuition is paid for by their parents, but who receive special education services from their home district.
3. Students who do not attend a public school for at least 50 percent of the day.

Student Group includes students who fall within a particular demographic or service group.

Student Growth Percentile is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scaled score in the prior year). It includes the current year score and up to two prior years' scores, which allows the growth percentile calculation to represent a true growth trend -- not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth.

Student Membership (See Student Enrollment.)

Student Mobility Rate is the unduplicated count for students who transferred in and out of the serving school at any time during the school year (October 1 – May 1) for reasons other than normal educational program transitions (e.g., graduation). It is the sum of the unduplicated students who transferred in and transferred out for any reason, divided by the unduplicated count of students enrolled between Oct. 1 and May 1, multiplied by 100. Each individual student can be counted only once.

Students with Individualized Education Programs are students who have been found to be eligible to receive special education services. The 14 special education categories are 1) intellectual disability, 2) hearing impairments, 3) speech or language impairments, 4) visual impairments, 5) emotional disability, 6) orthopedic impairments, 7) other health impairments, 8) specific learning disabilities, 9) deaf-blindness, 10) multiple disabilities, 11) autism, 12) traumatic brain injury, 13) developmental delay, and 14) deafness.



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Summative Designation is the annual accountability designation assigned to each school pursuant to ESSA. The summative designation for all public schools receiving a designation is located on the Illinois Report Card.

Summative Designations are, except in School years 2019-20 and 2020-21, annual designations that meaningfully differentiate school performance based on all elements of a state's accountability system. The system must differentiate between the performance of all students in a school, and the performance of particular student demographic groups.

In 2020 and 2021, due to the national health crisis, the US Department of Education offered an unprecedented waivers of assessment (2020) and accountability (2020 and 2021) requirements. To meet the requirements of the 2020 waiver, ISBE re-issued all schools their 2019 designation as their 2020 designation. The 2021 waiver allowed for the annual summative designation not to be calculated or reported at all. In both years, schools who were previously identified as needing either Targeted or Comprehensive Support maintained that support status, which is separate from the annual summative designation.

Summative designations include:

An Exemplary School has no student demographic groups performing at or below the level of the "all students" group in the lowest 5 percent of all schools, a graduation rate greater than 67 percent, and whose performance is in the top 10 percent of schools statewide as measured by the multi-measures accountability index.

A Commendable School has no student demographic groups performing at or below the level of the "all students" group in the lowest 5 percent of all schools, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide as measured by the multi-measures accountability index.

A Targeted Support School has one or more student demographic group performing at or below the level of the "all students" group in the lowest 5 percent of all schools (determined by comparing a particular demographic group's multi-measures accountability index score to the "all student" multi-measures index score of schools needing Comprehensive Support). Schools that receive an "Targeted Support School" designation will receive "targeted" support.

A Comprehensive Support School is in the lowest-performing 5 percent of Title I-eligible schools in Illinois, as measured by the multi-measures accountability index, and any high schools that have a graduation rate of 67 percent or less. Schools identified as "Comprehensive Support" receive "comprehensive" supports through collaboration with ISBE and partners to build on their strengths and address their individual challenges in serving all students fully and equitably. These schools develop a work plan with timelines and targets approved by ISBE and receive funding to access services through IL-EMPOWER.



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In addition to these four designations, a fifth state – designation not calculated – can be assigned to a school based on one of six reasons. The potential reasons for a designation not being calculated are listed below.

- (1) Entity Not Eligible For Designation – Schools eligible to receive a summative designation include any public school that is Category 8 as the home school for 20 or more students in one or more grades 1 through 12, with the exception of the following:
 - The following Serving schools will also receive a Report Card:
 - Bismark-Henning-Rossville-Alvin Cooperative High School
 - Paris Cooperative High School
 - This excludes programs that only serve students enrolled at other home schools like alternative programs and schools serving Pre-K and Kindergarten grades only.
- (2) Entity Does Not Meet the Indicator Threshold
 - The inclusion rule for summative designation calculations is a count of at least 20 students per indicator.
 - All indicators with less than 20 records are suppressed. Schools with fewer than five out of eight indicators, at least one of which must be a Student Success School Quality indicator, do not receive a designation.
 - These suppression and calculation rules differ from the Report Card suppression rule of 10 because they serve different purposes. The summative designation suppression limit represents a threshold for stability of accountability designations and was approved in our Illinois ESSA Plan.
- (3) Closed
 - Schools that close at the end of an academic year (e.g. school year 2020-21) do not receive a designation for that academic year. The designation is used to trigger funding and support the subsequent academic year (e.g. school year 2021-22) and funding and support cannot be provided to a closed entity. Students from closed entities are assigned to another accountable school.
- (4) Newly Opened
 - Schools that were newly opened during the current academic year in such a way that they cannot be considered accountable for the academic achievement of their enrolled students. In general, this would only include schools who were opened in the later half of the school year. An entity that is newly opened for the full school year, but lacked sufficient grades to meet the indicator threshold, would be categorized under reason (2) Entity Does Not Meet the Indicator Threshold.
- (5) Accountability Requirements Waived
 - In rare cases, accountability requirements may be waived by the US Department of Education.



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- (6) Other
 - Circumstances not defined above, but which prevent the calculation of a summative designation.

Teacher is a regular or special education instructor within the Employment Information System.

Teacher Attendance Count is defined as the total FTE teachers who missed 10 or more days during the school year.

Teacher Attendance Rate is the percentage of full-time equivalent teachers who reported fewer than 10 days absent for reasons other than professional development, leaves of absence pursuant to the federal [Family Medical Leave Act of 1993](#), long-term disability, or parental leaves pursuant to statute [Section 10-17a\(2\)€](#).

Teacher Education Distribution is the percentage of FTE teachers by gender.

Teacher Education Distribution - Teachers with a Bachelor's Degree is the sum of all full-time equivalent classroom teachers with bachelor's degrees as reported in the district, divided by the total number of full-time equivalent classroom teachers, multiplied by 100.

Teacher Education Distribution - Teachers with a Master's Degree and Above is the sum of all full-time equivalent classroom teachers with master's degrees and above in the district, divided by the total number of full-time equivalent classroom teachers, multiplied by 100.

Teacher Evaluation is the combined percentage of teachers who received an evaluation in the current reporting year that received a Proficient or Excellent rating on their evaluation, divided by the total number of teachers who received an evaluation for the school year.

Teacher Gender Distribution is the percentage of FTE teachers by gender.

Teacher Headcount is the total number of all teachers.

Teacher Full-Time Equivalent is the measure of the number of teachers weighted for full-time/part-time status and the length of time of the year they were employed. For example, a 1.0 FTE is a teacher who was full time and employed for the entire school year. A 0.5 FTE is a teacher who EITHER was full time for half the year or part time for the entire year, or any combination in between.

Teacher Race Distribution is the percentage of FTE teachers by race/ethnicity.



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Teacher Retention Rate is the three-year average of the percentage of full-time teachers returning to the same school from the previous year. Teacher retention rate at the district level is the total number of full-time teachers returning to the same school in the past three years, divided by the total number of full-time teachers from the past three years. The data comes from the Employment Information System.

Teachers with Short-Term or Provisional Licensure is the percentage of teachers holding a short-term or provisional license, divided by the total number of teachers in an educational entity, multiplied by 100.

Title 1 School Improvement 1003 Grant Funds are federal Title I, Part A funds allocated to districts to support school improvement efforts in schools designated as targeted or comprehensive. Funds must be spent on activities that supplement core programs. Comprehensive schools receive comprehensive support and are required to utilize an approved Learning Partner. Targeted schools receive targeted support and may utilize an approved Learning Partner. Any school utilizing Title I School Improvement - 1003 funds must complete an application and School Improvement Report based on a local Board of Education-approved School Improvement Plan and submit the Illinois Quality Framework Supporting Rubric. Additional information on the requirements of this grant can be found at <https://www.isbe.net/Pages/IL-EMPOWER.aspx>.

Title I Schoolwide Programs may focus services to the entire school. Schoolwide Title I status is defined as a school with 40 percent or greater of the students enrolled are classified as low income. Schoolwide programs are not required to identify students at risk and thus may focus their funding and efforts on raising achievement of the whole school.

Title I Status indicates if an entity receives funds from the Title I grant. If an entity receives Title I funds their status can be "Title I Targeted" or "Title I Schoolwide". Title I Targeted assistance programs must focus services to identify students most at risk of failing through multiple objective criteria. Services, including supplies must ONLY focus on those students identified. Title I Schoolwide programs may focus services to the entire school. Schoolwide Title I status is defined as a school with 40% or greater of the students enrolled are classified as low income. Schoolwide programs are not required to identify students at risk and thus may focus their funding and efforts on raising achievement of the whole school.

Title I Targeted Assistance Programs must focus services to identify students most at risk of failing through multiple objective criteria. Services, including supplies must ONLY focus on those students identified.

Total School Days is the total attendance days for student instruction for the school year based on the information in the public school calendar application.

Total School Tax Rate Per \$100 is an indication of district effort. It is the district's total tax rate for education (per \$100) as shown on local property tax bills.

Transfers In is relative to student mobility and comprises all incidents of students being added to the enrollment roster.



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Transfers Out is relative to student mobility and comprises all incidents of students being removed from the enrollment roster for reasons other than normal educational program transitions (e.g., graduation or promotion).

Youth in Care are students placed or awaiting placement in a 24-hour, out-of-home residence that is away from his or her parents/guardians. Placements are made by the Illinois Department of Children and Family Services.