Illinois Report Card

2026 Illinois Report Card Glossary of Terms

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Revision History

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Table 1.A. Revision History

Version	Date Updated	Revision(s)
1.0	July 1, 2026	Initial version
2.0	October 1, 2026	Added definitions for: • Profile of Performance • Summative Designation

Terms and Definitions

- 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**
    - Pertains to students with a 504 Plan who are 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.
- **9th Grade on Track**
    - 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**
    - 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**
    - 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.
- **Adjusted Cohort Graduation Student Count**
    - The number of graduates in four-year, five-year, and six-year cohort for schools, districts, and states.
- **Administrator**
    - Regular or Special Education Administrator within the Employment Information System (EIS).

- **Administrator Full-Time Equivalent (FTE)**
    - 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**
    - The percentage of FTE administrators by gender.
- **Administrator Race Distribution**
    - The percentage of FTE administrators by race/ethnicity.
- **Advanced Academic Coursework**
    - Includes any course enrollment in dual credit, Advanced Placement (AP), International Baccalaureate (IB), or designated as enriched or honors.
- **Advanced Academic Program**
    - 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)**
    - The number of students in Grades 9-12 who participated in AP courses offered by the College Board.
- **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.
- **All Student Group**
    - The non-filtered group of students within a unit of measurement (school, district, state). This group does not exclude students because they are not categorized as part of a certain group.
- **All Test Proficiency**
    - The proficiency rate for students combining all tests and calculating a rate for ELA, math, and science at the elementary and high school levels.
- **All Test Federal (95% Rule) Proficiency Rate**

- The proficiency rate, when relevant, using the 95% of Participation Rate denominator for students combining all tests and calculating a rate for ELA, math, and science at the reported levels.

- **Annual Financial Report (AFR)**
  - The 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**
  - The sum of the salaries for all administrative staff, divided by the number of full-time equivalent administrative staff.

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

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

- **Average Teacher Experience**
  - The average years of teachers' experience based on teacher FTE.

- **Career and Technical Education (CTE) Cluster Participant (duplicated)**
  - A student who has enrolled in at least one CTE course during the school year and has a course outcome of Pass, Fail, or Incomplete in the cluster.

- **Career and Technical Education Concentrator**
  - A student that passed two or more Group 2, Group 3, Group 4, or Group 5 CTE courses in a single program during the student's high school career. A course can only be counted once for each serving school. Concentrators are counted by home school and the district of the home school needs to be in an EFE. See "CIP to Program Alignment Table" in section 8 of the public business rules.

- **Career and Technical Education Course**
  - A course that is assigned to a CIP by the Education for Employment (EFE) system at the serving school.

- **Career and Technical Education Participant**

- A Grade 9 to 12 student who completes not less than one course in a career and technical education program or program of study of an eligible recipient. Participants are counted by home school and the district of the home school needs to be in an EFE.

- **Certified Staff FTE**
  - Employees in EIS who have one or more active employment records, worked during the regular school year (not summer school), is not a regional superintendent or assistant regional superintendent, and has position category in "Administrative", Instructional", or "Ancillary Staff". This includes teachers and administrators.

- http://ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K26-2a**Chronic Absenteeism Rate (Report Card)**
  - 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 Truancy Rate**
  - A measure that identifies the percentage of students that are identified as chronic truants. Students are considered chronic truants if they are subject to compulsory school attendance and are absent without valid cause, as defined in Section 26-2a of the School Code, from such attendance for 5 percent or more of the previous 180 regular attendance days.

- **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)**
  - A biennial (i.e., every other school year) survey of public schools that has been 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 Survey**
  - 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, which it selects and pays for, 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). The information collected through the survey is rigorously reviewed and analyzed to generate a report for each school. There are four Climate Surveys approved for use by ISBE - 5Essentials, Cognia, Comprehensive School Climate Inventory, and Panorama.
- **Climate Survey Response Schools**
  - The percentage of schools with over a 50 percent response rate on the School Climate Survey.
- **Climate Survey Response Students**
  - 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. “Teacher" means any individual who holds an educator license issued pursuant to Article 21B of the School Code and whose primary responsibility is to provide instruction to students at any grade level of prekindergarten through grade 12 for more than 50 percent of the school day or school year. "Teacher" does not include paraprofessional educators, substitute teachers, tutors, instructional coaches who do not meet the criteria specified in this subsection (a)(1), or student teachers.
- **Consistent Attendance Rate (Report Card)**
  - Absences that total less than 10% of school days of the most recent academic school year, including absences with and without valid cause, as defined in Section 26-2a of this Code.
- **Consistent Attendance Rate (Summative)**

- The number of Consistently Present students, divided by the enrollment of the accountable school, multiplied by 100. Students are considered consistently present if they have been present 90% or more of the school year. Hospitalized students are excluded from this calculation.

- **Dropout Rate**
  - 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.

- **Dropout Student Count**
  - The number 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 which differs from the traditional multiple-choice assessments. The DLM-AA is based on a learning map, which shows different paths a student might take to learn new academic skills. The assessment results help teachers plan individualized experiences for each student by informing skills that

are mastered or not mastered to create activities and lessons that are appropriate for a student's needs and abilities.

- **DLM-AA Proficiency**
    - There are four levels of performance:
        - Level 4: Advanced (proficient)
        - Level 3: At Target (proficient)
        - Level 2: Approaching the Target
        - Level 1: Emerging
    - Levels 3 and 4 are considered proficient. Levels 1 and 2 are not proficient.
- **Eighth-Graders Passing Algebra I**
    - Eighth-grade students who have successfully completed Algebra I, or its equivalent, by the end of Grade 8.
- **English Language Arts (ELA) Proficiency**
    - The percentage of students who are proficient (i.e., performance levels 3 and 4) on all general and alternate assessments of English language arts.
- **ELA, Math, and Illinois Science Assessment Participation**
    - 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 count of students who should have tested, multiplied by 100.
- **English Learners (ELs)**
    - Students who have been identified through a screening process as eligible for bilingual education and/or English as a second language (ESL) services, and who have not yet reached English Proficiency, as measured by ACCESS for ELLS, 2.0. This indicator is calculated by ISBE.
- **EL Proficiency on ACCESS**
    - 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)**
  - 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**
  - 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 Percent 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**
  - 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 Percent of Adequacy greater than or equal to the Tier 1 target ratio and less than 90 percent. Tier 3 districts have a Percent of Adequacy greater than or equal to 90 percent and less than 100 percent. Tier 4 districts have a Percent of Adequacy greater than or equal to 100 percent.

- **EBF Local Capacity Target**
  - 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 in part on Equalized Assessed Valuations.

- **EBF Percentage of Adequacy**
  - A ratio equal to a district's Final Resources, divided by its Adequacy Target in EBF. Each district's Percent of Adequacy determines its tier assignment in a given year when increased funding is provided.

- **EBF Real Receipts**
    - 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 RealEqualized Assessed Value multiplied by Adjusted Operating Tax Rate.
- **EBF Real Receipts/Adequacy Target**
    - Comparing Real Receipts to the Adequacy Target illustrates a district's estimated ability to generate local revenue compared to the cost of providing an adequate education based on EBF cost factors.
- **Exiting Career and Technical Education Concentrator**
    - A CTE concentrator at any point in their student career who has been enrolled in an Illinois public school during the school year being reported and has been exited with an exit reason code that qualifies as having finished school.
- **Expenditure by Function**
    - Consists of expenditures for instruction, general administration, support services, and other expenditures.
- **Expenditure by Fund**
    - 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**
    - 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**
    - Students who were English Learners and met the state reclassification criteria on ACCESS at any point between Kindergarten and high school graduation. This indicator is calculated by ISBE.
- **Gender**
    - The gender of a student that the district reports to ISBE. Gender will be either male, female, or non-binary.

- **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.
- **Gifted Education**
    - Educational services, including differentiated curricula and instructional methods, designed to meet the needs of gifted children.
- **Grades Served**
    - The grade level of education that a school and/or district provide for general education.
- **Graduation Rate**
    - 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**
    - The average number of days per week that a student at a school has physical education.
- **High-Poverty School**
    - A school in which the percentage of low-income Fall Student Enrollment ranks at or above the 75th percentile.
- **High School Assessment**
    - Accepted by all U.S. colleges and is intended to determine a student's level of college readiness in the academic subjects of English/Language Arts, Math, and Science. Illinois uses the ACT with Writing as the regular state assessment for high school accountability. Performance Levels that determine proficiency are attributed to only the ELA, mathematics, and science scores.
- **High School Proficiency**

- There are four levels of performance:
    - Level 4: Above Proficient
    - Level 3: Proficient
    - Level 2: Approaching Proficient
    - Level 1: Below Proficient
- Levels 3 and 4 are considered proficient. Levels 1 and 2 are not proficient.

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

- **Homeless Students**
    - 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 night-time 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
        - Migrant 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)**
    - 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. IAR results are also used to measure student growth for school and district accountability.

- **IAR Proficiency**
    - There are 4 levels of performance:
        - Level 4: Above Proficient
        - Level 3: Proficient
        - Level 2: Approaching Proficient

        - Level 1: Below Proficient
    - Levels 3 and 4 are considered proficient. Levels 1 and 2 are not proficient.

- **Illinois Science Assessment (ISA)**
    - Tests are designed to measure performance against the Illinois Learning Standards in science. The tests require students to apply their science skills to answering questions. The science tests are given to students enrolled in Grades 5, 8 and 11. ISA tests are in compliance with federal testing requirements.

- **ISA Proficiency**
    - There are four levels of performance:
        - Level 4 "Above Proficient"
        - Level 3 "Proficient"
        - Level 2 "Approaching Proficient"
        - Level 1 "Below Proficient"
    - Levels 3 and 4 are considered proficient. Levels 1 and 2 are not proficient.

- **Illinois Youth Survey**
    - 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 Program (IEP) Continuing Rate**
    - Includes the direct costs of teaching pupils or the interaction between teachers and pupils.
    - Calculated as the percentage of students who did not meet the requirements of high school graduation but did meet the requirements of section 14-16. 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.

- **Individualized Education Program (IEP) Students**
    - Students who are identified as of December 1 of 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.
    - The 14 special education categories are:

        - intellectual disability,
        - hearing impairments,
        - speech or language impairments,
        - visual impairments,
        - emotional disability,
        - orthopedic impairments,
        - other health impairments,
        - specific learning disabilities,
        - deaf-blindness,
        - multiple disabilities,
        - autism,
        - traumatic brain injury,
        - developmental delay, and
        - deafness.

- **Instructional Expenditure per Pupil**
    - The direct costs of teaching pupils or the interaction between teachers and pupils.
- **Kindergarten Individual Development Survey (KIDS)**
    - 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 40 days of student attendance 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**
    - 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**
    - 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**
    - 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**
    - A school in which the percentage of low-income Fall Student Enrollment ranks below the 25th percentile.
- **Math Proficiency**
    - The percentage of students who are proficient (i.e., performance levels 3 and 4) on all general and alternate assessments of mathematics.
- **Mean ELA/Math Growth Percentiles**
    - The average of the individual student growth percentiles of the students in the group.
- **Meta Indicator Components:**
    - The College and Career Readiness indicator (CCRI), Fine Arts indicator, P-2 indicator, and Elementary/Middle indicator were metrics originally proposed and designed for use in Illinois' accountability system. While these indicators were ultimately determined not to meet the requirements for use as an accountability indicator (20 U.S.C. Section 6311(c)(4)(B)(v)), they provide valuable insight into aspects of education of deep interest to stakeholders. Transparency through public reporting is a powerful form of accountability, therefore these indicators remain on the report card even though they were never formally a part of the accountability system.
    - CCRI Meta Indicator Components
        - For all of the following metrics the denominator is the number of students from the applicable academic year with an exit code of graduated in a given home school, and the numerator is the number of students from the denominator who have met the requirements of the metric (or that fall within particular performance ranges, as applicable to the metric).
        - Percentage of students with 95% attendance in JR/SR year (average of the two years must be 95% or better)
        - Percentage of students who fall into each GPA category
        - Percentage of students who meet the IL SAT/ACT Composite Minimum requirement
        - Percentage of students who have at least 1 Academic ELA Indicator
        - Percentage of students who have at least 1 Academic Math Indicator
        - Percentage of students who have identified a Career Area of Interest by Sophomore Year

        - Percentage of students who have earned 1, 2, or 3+ career ready indicators
        - Percentage of students who have earned a College and Career Pathway Endorsement
    - Fine Arts Meta Indicator Components
        - Student Participation in Fine Arts
        - The non-duplicated count of all students who are enrolled in one or more fine arts courses in a year, divided by the total number of students at the school. Inclusive of all grades, including K.
        - Teacher Qualifications
        - A school's total number of students enrolled in one or more arts courses taught by a qualified Illinois teacher divided by the school's total number of students enrolled in one or more arts courses.
    - P-2 Meta Indicator Components
        - Chronic Absenteeism
        - The percentage of students in grades K, 1, and 2 who are chronically absent.
        - Dual Language
        - The percentage of Currently EL or Currently EL Transition Incomplete K, 1st, and 2nd grade students who are enrolled in a dual language course.
        - 3rd Grade Literacy
        - The percentage of 3rd grade students who have received an A, B, or C (or commensurate standards) in ELA.
    - Elementary/Middle School Meta Indicator Components
        - 5th Grade Math
        - The percentage of 5th grade students who have received an A, B, or C (or commensurate standards) in math.
        - Middle School Success Academic
        - The percentage of 6th, 7th, and 8th grade students who have received at least one A or B (or commensurate standards) and no grade of D and F (or commensurate standards) in core content courses in the current academic year.
        - Middle School Success Discipline
        - The percentage of 6th, 7th, and 8th grade students who have received a suspension or expulsion in the current academic year.

- **Migrant Child**
    - 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):

- The child is not older than 21 years of age; *and*
- The child is entitled to a free public education (through Grade 12) under state law, *or*
- The child is not yet at a grade level at which the LEA provides a free public education, *and*
- The child made a qualifying move in the preceding 36 months as a migrant agricultural worker or a migrant fisher, or did so with, or to join a parent/guardian or spouse who is a migrant agricultural worker or a migrant fisher; *and*
- 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 —
- From one school district to another; *or*
- In a state that is comprised of a single school district, has moved from one administrative area to another within such district; *or*
- 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**

  - 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)**

  - Known as "The Nation's Report Card," is the only nationally representative and continuing assessment of what American's students know and can do in various subjects. 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 student groups 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 (NAGB) and use the latest advances in assessment methodology. For example, NAEP assessments include many constructed-response questions and

questions that require calculators and other materials. Innovative types of questions have been used in assessments such as the arts (theatre, music, and visual arts) and science to measure students' ability to perform hands-on tasks. Since 1990, NAEP assessments have also been conducted on the state level. Participating states receive assessment results that report on the performance of students in that state. In its content, the state assessment is identical to the assessment conducted nationally. However, because the national NAEP samples were not, and are not currently designed to support the reporting of accurate and representative state-level results, separate representative samples of students are selected for each participating jurisdiction/state.

- **National Board-Certified Teachers**
    - Teachers who have achieved National Board Certification, the most respected professional certification available in education. Certification was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide. It provides numerous benefits to teachers, students, and schools.
- **Never English Learners**
    - Students who are not “English Learner” or “Former English Learner”. This indicator is calculated by ISBE.
- **No Participation Rate**
    - Number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.
- **Non-Graduation Rate**
    - Calculated as the percentage of students who did not meet the requirements of high school graduation. 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.
- **Novice Administrator Count**
    - The sum of Administrator FTE with less than two FTE years of combined IL public school service.
- **Novice Administrator Rate**

- The percentage of Administrator FTE with less than two FTE years of combined IL public school service.

- **Novice Teacher Count**
  - The sum of FTE teachers with less than two FTE years of combined IL public school service.
- **Novice Teacher Rate**
  - The percentage of FTE teachers with fewer than two FTE years of combined public school service in Illinois.
- **Operating Expenditure per Pupil**
  - The gross operating cost of a school district, excluding summer school, adult education, bond principal retired, and capital expenditures.
- **Participation Rate**
  - The number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.
- **Percentage of Students for Each Racial/Ethnic Group (White, Black, Hispanic, Asian, Hawaiian-Pacific Islander, American Indian-Alaskan Native, and Two or More Races)**
  - The count of students belonging to a particular racial/ethnic group, divided by the total fall enrollment, multiplied by 100.
- **Performance Scatterplot**
  - A display used to compare the performance of a school or district to the performance of other schools or districts.
- **Postsecondary Course Remediation (Community College and 4-Year Institution)**
  - The percentage of graduates who attended an Illinois community college or post-secondary institution in Illinois and were enrolled in remedial courses. The source for this metric is from Illinois Community College Board, Illinois Board of Higher Education and Student Information System (SIS). Remediation is tracked in aggregate (overall) and can be disaggregated by subject -- reading, mathematics, and for communications college remediation.
- **Postsecondary Enrollment**
  - Includes students who graduated with a regular high school diploma from a public high school in Illinois two 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**
    - 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.
- **Profile of Performance (See also, Summative Designation)**
    - Illinois' accountability system, **Profiles of Performance**, brings together multiple measures of student outcomes, progress, engagement, and school experience while keeping the individual measures visible. Indicators have different roles in determining a school's profile. **Core indicators — Proficiency, Growth, and Graduation Rate — carry more weight because they establish the foundation of the profile.** Elevating indicators can raise a profile when specific criteria are met, but they cannot lower it. Each school received one of five profiles:
        - **Exemplary:** The highest levels of performance. Schools with an Exemplary overall profile demonstrate strong patterns of performance and have no student groups with a Comprehensive profile.
        - **Approaching Exemplary:** Patterns of strong performance approaching the highest levels. Schools with an Approaching Exemplary overall profile also have no student groups with a Comprehensive profile.
        - **Commendable:** Solid performance, with multiple possible patterns of strengths and areas for improvement. This is the highest overall profile a school can receive if any student group has a Comprehensive profile.
        - **Developing:** Patterns of performance showing greater need for improvement. Schools may have one or more student groups with a Comprehensive profile.
        - **Comprehensive:** Patterns reflecting particularly low Core performance. For Title I schools, a Comprehensive overall profile results in identification for Comprehensive Support and Improvement.
- **Pupil-Administrator Ratio**
    - The student enrollment for the school year, divided by the number of full-time equivalent administrative staff.
- **Pupil-Certified Staff Ratio**

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

- **Pupil-Support Personnel Ratio**
  - The student enrollment for the school year, divided by the number of full-time equivalent Support Personnel.
    - Pupil School Counselor Ratio
    - Pupil School Nurse Ratio
    - Pupil School Psychologist Ratio
    - Pupil School Social Worker Ratio

- **Pupil-Teacher Ratio**
  - Elementary
    - The average number of classroom teacher FTE for grades PreK-8 for Fall PreK-8 Grade Student Enrollment.
  - High School
    - The average number of classroom teacher FTE for grades 9-12 for Fall 9-12 Grade Student Enrollment.

- **Race**
  - The race or ethnicity of a student that the district reports to ISBE. Race will be one of eight values: White, Black, Hispanic, Asian, Hawaiian/Pacific Islander, American Indian, Two or More Races, or Middle Eastern or North African (MENA).

- **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**
  - The district used for calculating all Report Card metrics. In most cases, a student's responsible district is their home district however there are exceptions. There are also specific metrics where the responsible district is based on a student's serving district (e.g., student enrollment, climate survey participation). Students who have no responsible school may be included in district-level calculations for their responsible district.

- **Responsible Entity**
    - A Student is assigned to a Responsible Entity (either Home or Serving). Some students are assigned to a responsible school and district while others, for serving-school specific metrics, are assigned to a responsible district only. One group of students are only reported at the State level.
- **Responsible School**
    - The school used for calculating all Report Card metrics. In most cases, a student's responsible school is their home school however there are exceptions. There are also specific metrics where the responsible school is based on a student's serving school (e.g., student enrollment, climate survey participation).
- **School**
    - 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**
    - 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.
- **Serving School**
    - The school/program where a student is being educated.
- **Site-Based Expenditure Reporting: "Per-Pupil Expenditures for each School"**
    - The is the sum of per-pupil site-level and centralized expenses funded by federal and state/ local sources of funds.

- **Site-Based Expenditure Reporting: “Per-Pupil Expenditures for each School, disaggregated by federal source of funds”**
    - The sum of per-pupil site-level and centralized expenses spent by each school using state and local fund sources combined.
- **Site-Based Expenditure Reporting: “Per-Pupil Expenditures for each School, disaggregated by state and local source of funds”**
    - The total of per-pupil school-level expenditures and per-pupil centralized expenditures by state and local source of funds combined.
- **Site-Based Expenditure Reporting: “Per-Pupil Expenditures for each School, disaggregated by school expenses”**
    - The sum of per-pupil site-level expenses spent by each school using federal and state/ local sources of funds.
- **Site-Based Expenditure Reporting: "Per-pupil expenditures for each School, disaggregated by District centralized level"**
    - The sum of the school's share of per-pupil district centralized expenses spent using federal and state/local sources of funds.
- **Site-Based Expenditure Reporting: "Per-pupil District centralized Expenditures for each School, disaggregated by federal source of funds"**
    - The school's share of per-pupil district centralized expenses spent using federal sources of funds.
- **Site-Based Expenditure Reporting: "Per-pupil LEA Centralized Expenditures for each School, disaggregated by state and local source of funds"**
    - The school's allocated share of per-pupil district centralized expenses funded by state and local sources of funds.
- **Site-Based Expenditure Reporting: “District Expenditures Excluded from Per-Pupil Averages”**
    - The sum of all expenditures excluded from Site-Based Expenditure Reporting. Excluded expenditures will not need to be disaggregated.
    - Excluded expenditures do not reflect expenses for pre-K through grade 12 students being served or placed by the LEA (thereby excluding costs for adult education and community services, for example).
    - Excluded expenditures do not reflect largely ongoing, normal course resource allocations (excluding non-education fund capital expenditures and debt service, for example).

- Exclusions are categorized by fund, function, and object (according to the Illinois Administrative Code Part 100 Rules for Accounting, Budgeting, and Financial Reporting)

- **Site-Based Expenditure Reporting: "Omitted Expenditures Omitted from Per-pupil averages"**
  - The sum of all expenditures omitted from District Total Current Expenditures
  - The intent behind these omissions is to avoid overstating total district expenditures (omitting Fund 70 Working Cash funds from reporting, for example).
- **Special Education Educational Environment**
  - The percentage of School Age Students with IEPs receiving services in one of the following education settings: 1) at least 80 percent of their instructional day inside the general education classroom, 2) between 40 and 79 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.
  - The percentage of Early Childhood Students with IEP receiving majority services in one of the following education settings: 1) Inside EC Program, 2) Outside EC Program, 3) In Separate Class/Facility, 4) Home School, 5) Service Provider.
- **State Education Agency-Level Enrollment**
  - Defined by ED, includes:
    - Students reported by a district.
    - 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:
    - Students given vouchers to attend private schools.
    - 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.
    - The Individuals with Disabilities Education Act (IDEA 2004) requires states to develop and submit a State Performance Plan (SPP) to the Office of Special Education Programs (OSEP) at the U.S. Department of Education. The SPP is designed to evaluate the State's efforts to implement the requirements and purposes of IDEA and describe how the State will improve its implementation. The plan consists of several priority areas with specific indicators defined for each area. Measurable and rigorous targets are defined for each indicator to show progress throughout the life of the SPP. States are required to publicly report on SPP Indicators 1-14.
- **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.
- **Statewide System of Success**
    - A federal grant program authorized under Title I, Part A, Section 1003 of the Every Student Succeeds Act, 2015 (reauthorized by ESSA). The purpose of this School Improvement Grant is to support LEAs, via the Statewide System of Technical Assistance and Support (Statewide System of Success), to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools.
- **Student Attendance Rate**
    - A measure of the number of days a student is present relative to the total number of potential attendance days.
- **Student Discipline**

- The in-school suspension, out-of-school suspension, expulsion, and removal incidents to alternative settings in lieu of another disciplinary action, disaggregated by race and ethnicity, gender, age, grade level, whether a student is an English learner, the incident type, and the duration.

- **Student Enrollment**
  - 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. The Student Enrollment excludes:
    - Students given vouchers to attend private schools.
    - 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.

- **Student Group**
  - Includes students who fall within a particular demographic or service group.

- **Student Growth Percentile**
  - 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.
  - Cohort SGP:
    - The cohort SGP compares a student's assessment score this year to all other Illinois students (in the same grade and same subject) who had the same scale score last year. The state mean will always be 50 in a cohort SGP calculation.
  - Baseline SGP:
    - The baseline SGP compares a student's assessment score this year to all other Illinois students (in the same grade and same subject) who had the same scale score in a specified previous baseline year. A state mean above 50 in a baseline SGP calculation means students overall grew more this year than in the prior baseline year.

- **Student Mobility**

- 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). 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.
    - Transfers in, relative to student mobility, comprise all incidents of students being added to the enrollment roster.
    - Transfers out, relative to student mobility, comprise all incidents of students being removed from the enrollment roster for any reason. Students who exited due to graduation or receiving a certificate of completion are excluded.

- **Students with Disabilities (CWD)**
    - Both students who were identified as having a disability through formal evaluations and met specific criteria as stated under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education and related services by a team of individuals who developed an Individualized Education Program (IEP) It also includes students with a 504 Plan who are 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.

- **Summative Designation (see also, Profile of Performance)**
    - The Every Student Succeeds Act (ESSA) requires every state to measure school performance, establish long-term goals for student outcomes, and identify schools that need additional support. Illinois' accountability system, **Profiles of Performance**, brings together multiple measures of student outcomes, progress, engagement, and school experience while keeping the individual measures visible.
    - Each school receives an annual Profile of Performance. The profile is intended to provide clear information about school performance and serve as a starting point for continuous improvement.
    - Illinois uses six accountability indicators.
        - Core indicators form the foundation of the profile:
            - Composite Proficiency: English language arts, mathematics, and science
            - Composite Growth: English language arts and mathematics
            - Composite Graduation Rate: Four-, five-, and six-year graduation rates for high schools
        - Elevating indicators provide additional information and can raise, but not lower, the profile:

- English Learner Progress: Student progress towards reaching English proficiency
- Consistent Attendance: Students present for at least 90% of the school year
- Climate Survey Participation: Student participation in the annual climate survey

- Each indicator is evaluated separately using statewide performance criteria.
  - Each indicator and each overall Profile of Performance uses five performance levels. Because Profiles of Performance reflect multiple measures, there are multiple ways for a school to achieve the same overall performance level.

    - **Exemplary**: The highest levels of performance. Schools with an Exemplary overall profile demonstrate strong patterns of performance and have no student groups with a Comprehensive profile.
    - **Approaching Exemplary**: Patterns of strong performance approaching the highest levels. Schools with an Approaching Exemplary overall profile also have no student groups with a Comprehensive profile.
    - **Commendable**: Solid performance, with multiple possible patterns of strengths and areas for improvement. This is the highest overall profile a school can receive if any student group has a Comprehensive profile.
    - **Developing**: Patterns of performance showing greater need for improvement. Schools may have one or more student groups with a Comprehensive profile.
    - **Comprehensive**: Patterns reflecting particularly low Core performance. For Title I schools, a Comprehensive overall profile results in identification for Comprehensive Support and Improvement.

  - A school's overall performance level does not mean that every indicator is performing at that level. Different combinations of Core, Elevating, and student group performance can result in the same overall profile.
  - A school's profile is determined in three steps: Core Performance → Elevating Performance → Student Group Performance.

    - Determine Core Performance. The strongest Core indicator generally establishes the starting point, subject to rules that ensure very low Core performance remains visible.
      - Some Core indicators also have Automatic Comprehensive criteria that limit the extent to which stronger performance elsewhere can elevate a profile.
    - Consider Elevating Performance. Strong Elevating performance may raise the profile by one level but cannot lower it.

        - Consider Student Group Performance. If any student group has a Comprehensive profile, an otherwise Exemplary or Approaching Exemplary overall profile becomes Commendable.

    - A school's Profile of Performance and its school improvement status are related but are not the same. Federal law establishes three levels of support:

        - Comprehensive Support and Improvement (CSI): Identifies at least the lowest-performing 5% of schools and certain other schools required by federal law.
        - Additional Targeted Support and Improvement (ATSI): Identifies schools with a student group performing at the same level as students in the lowest-performing schools.
        - Targeted Support and Improvement (TSI): Identifies schools with consistently underperforming student groups, using a state-defined standard, and is identified annually.
        - States can use the ATSI standard to define underperformance for TSI when identification occurs annually. Illinois uses an annual approach for all support levels. Illinois identifies TSI based on Comprehensive student group performance and identifies ATSI from within those schools using the same methodology used to determine CSI eligibility, and uses TSI to refer to both groups simultaneously, as the level of support and expectations are the same.

    - Schools generally have one planning year and up to three years of implementation to meet exit criteria. Schools that remain Comprehensive after completing the CSI improvement cycle receive more rigorous interventions through Intensive School Improvement.

- **Support Personnel FTE**

    - Employees in EIS who have one or more active employment records, worked during the regular school year (not summer school), and consist of one of the approved EIS Support Personnel position codes (School Counselor, School Nurse, School Psychologist, and School Social Worker).

        - School Counselor FTE
        - School Nurse FTE
        - School Psychologist FTE
        - School Social Worker FTE

- **Teacher**

    - Regular or special education instructor within the Employment Information System.

- **Teacher Attendance Rate**

- 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 105 ILCS 5/10-17a(E). Any other reason is considered an absence, for example jury duty would be an absence.

- **Teacher Education Distribution - Teachers with a Bachelor's Degree**
  - is the sum of all full-time equivalent classroom teachers with their highest degree in ELIS as a 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 any degree higher than a bachelor's degrees in ELIS in the district, divided by the total number of full-time equivalent classroom teachers, multiplied by 100.
- **Teacher Evaluation – Effective Teacher**
  - 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**
  - The percentage of FTE teachers by gender. Gender is defined as the gender that the district reports to ISBE in EIS. Gender will be Male, Female, or Non-Binary.
- **Teacher Headcount**
  - The total number of all teachers.
- **Teacher Full-Time Equivalent**
  - 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 Out of Field**
  - A teacher teaching in a grade or content area for which he or she does not hold the appropriate state-issued license, endorsement, approval, or previous qualification.
    - A teacher is considered out-of-field on a course level basis. For example, a teacher can be out-of-field for one course and in-field for a different course.

- At school/district/state levels, a teacher will be considered out-of-field if they are out-of-field for at least one of their course assignments.
- A course Section Number is a course identifier entered by the district that can be made up of letters, numbers, and hyphens and can be up to 16 characters in length. A course Session ID is an internal ISBE identifier that organizes distinct courses by Serving Location, State Course ID, Section Number, and Term Code.
- Note that starting in SY2025, course assignment sections with no teacher assigned will also be considered out-of-field.

- **Teacher Pension Data**
  - This is collected from two different sources. City of Chicago SD 299 teacher pension data come from the Chicago Teacher Pension Fund (CTPF) Annual Comprehensive Financial Report. Non-Chicago School District teacher pension data comes from the Illinois Teacher Retirement System (TRS).

- **Teacher Race Distribution**
  - The percentage of FTE teachers by race/ethnicity. Race is defined as the race or ethnicity that the district reports to ISBE in EIS. Race will be one of the nine values: White, Black, Hispanic, Asian, Hawaiian/Pacific Islander, American Indian, Two or More Races, Middle Eastern or Northern African, or Unknown.

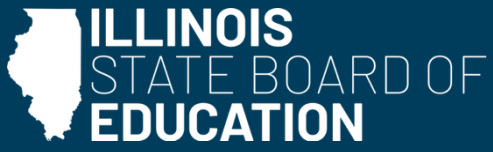
- **Teacher Retention Rate**
  - The three-year average percentage of teachers returning to the same work location (school or district) from year to year.
    - Teacher retention rate at the school level is the total number of teachers retained in the same school in the past three years, divided by the total number of teachers from the past three years.
    - Teacher retention rate at the district level is the total number of teachers staying in the same district in the past three years, divided by the total number of teachers from the past three years.
    - Teacher retention rate at the state level is the total number of teachers staying in the same district in the past three years, divided by the total number of teachers from the past three years.

- **Teacher with Gifted Endorsement**
  - The total headcount of teachers who hold a gifted education endorsement.

- **Teachers with Short-Term or Provisional Licensure Count**
  - The sum of teacher FTE with an issued provisional license or approved Short-Term/Emergency approval within the Educator Licensure Information System (ELIS).

- **Teachers with Short-Term or Provisional Licensure Rate**
    - The percentage of teacher FTE with an issued provisional license or approved Short-Term/Emergency approval within the Educator Licensure Information System (ELIS).
- **Teacher with a Bachelor's Degree**
    - A teacher with their highest degree in ELIS as a Bachelor's Degree as determined by DegreeSequenceNumber = 5.
- **Teacher with a Master's Degree or Above**
    - A teacher with any degree higher than a Bachelor's in ELIS as determined by DegreeSequenceNumber > 5.
- **Title I Schoolwide Programs**
    - A comprehensive reform strategy designed to upgrade the entire educational program in a Title I school with a poverty percentage of 40% or more in order to improve the achievement of the lowest-achieving students.
- **Title I Status**
    - Indicates if an entity receives a Title I grant allocation. The Title I status are:
        - "Title I Targeted" assistance must focus services to identify students most at risk of failing through multiple objective criteria. Services, including supplies, must focus on those students identified.
        - "Title I Schoolwide" may focus services to the entire school. Schoolwide Title I status is defined as schools with students classified as low income, poverty percentage of 40% or greater. A school that identifies as "schoolwide" is not required to identify at risk students and may focus their allocation and efforts on increasing whole school academic achievement.
        - "Title I Eligible but Not Served" qualifies the school for Title I services but the district determines if the attendance center 1) will not receive an allotment. (non-Title I schools); 2) receives supplemental allotments from other state and local funding streams; and 3) expends state and local funding equal to or exceeding the allocation amount that would be provided under Title I.
        - "Title I Ineligible Due to Ranking" requires that a district rank and serve all attendance areas in poverty order, highest to lowest. Schools may be deemed ineligible due to the poverty ranking criteria.
- **Title I Targeted Assistance Programs**
    - Must focus services to identify students most at risk of failing through multiple objective criteria. Services, including supplies, must focus on those students identified.

- **Total School Days**
    - 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**
    - 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**
    - Relative to student mobility and comprises all incidents of students being added to the enrollment roster.
- **Transfers Out**
    - 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).
- **Truancy Rate**
    - A measure that identifies the percentage of students that are identified as truant. Students are considered truant if they are subject to compulsory school attendance and absent without valid cause, as defined under Section 26-2a of the School Code, from such attendance for more than 1% but less than 5% of the past 180 school days..
- **Truant Minor Count**
    - A chronic truant to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs and other school and community resources have been provided and have failed to result in the cessation of chronic truancy, or have been offered and refused.
- **Youth in Care**
    - 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.



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