

# **CONSOLIDATED STATE PERFORMANCE REPORT: Parts I and II**

**for  
STATE FORMULA GRANT PROGRAMS  
under the  
ELEMENTARY AND SECONDARY EDUCATION ACT  
As amended in 2001**

**For reporting on  
School Year 2014-15**



**PART I DUE THURSDAY, DECEMBER 17, 2015  
PART II DUE THURSDAY, FEBRUARY 11, 2016**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended in 2001 provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children* (Includes the Migrant Child Count)
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *ESEA* Consolidated State Performance Report (CSPR) for school year (SY) 2014-15 consists of two Parts, Part I and Part II.

## **PART I**

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- | **Performance Goal 1:** By SY 2014-15, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- | **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- | **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- | **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- | **Performance Goal 5:** All students will graduate from high school.

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

## **PART II**

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required EDFacts submission.
3. The information will provide valid evidence of program outcomes or results.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2014-15 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Thursday, December 17, 2015**. Part II of the Report is due to the Department by **Thursday, February 11, 2016**. Both Part I and Part II should reflect data from the SY 2014-15, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

## TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2014-15 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2014-15 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

		OMB Number: 1810-0724
		Expiration Date: 5/31/2018
<p style="text-align: center;">Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended in 2001</p>		
Check the one that indicates the report you are submitting: <input checked="" type="checkbox"/> Part I, 2014-15 <input type="checkbox"/> Part II, 2014-15		
Name of State Educational Agency (SEA) Submitting This Report: Illinois State Board of Education		
Address: 100 North First Street Springfield, IL 62777-0001		
Person to contact about this report:		
Name: David Hellwig		
Telephone: 217-782-3950		
Fax: 217-524-7784		
e-mail: dhellwig@isbe.net		
Name of Authorizing State Official: (Print or Type): Tony Smith, Ph.D.		
Signature _____		<u>Thursday, March 3, 2016, 10:28:32 AM</u> Date

**CONSOLIDATED STATE PERFORMANCE REPORT  
PART I**

For reporting on  
**School Year 2014-15**



**PART I DUE DECEMBER 17, 2015  
5PM EST**

**1.1 STANDARDS AND ASSESSMENT DEVELOPMENT****STANDARDS OF ASSESSMENT DEVELOPMENT**

This section requests descriptions of the State's implementation of the *Elementary and Secondary Education Act, as amended (ESEA)* academic content standards, academic achievement standards and assessments to meet the requirements of Section 1111(b)(1) of *ESEA*.

**1.1.1 Academic Content Standards**

Indicate below whether your state has made or is planning to make revisions to or change the State's academic content standards in mathematics, reading/language arts or science since the State's content standards were most recently approved through ED's peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the revisions or changes.

Response	Options
<u>No Revisions or changes</u>	No revisions or changes to academic content standards in mathematics, reading/language arts or science made or planned.
	State has revised or changed its academic content standards in mathematics, reading/language arts or science or is planning to make revisions to or change its academic content standards in mathematics, reading/language arts or science. Indicate below the year these changes were or will be implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2014-15) or Not Applicable.

	Mathematics	Reading/Language Arts	Science
Academic Content Standards	N/A	N/A	N/A

If the responses above do not fully describe revisions or changes to your State's academic content standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

Standards for science (NGSS) were adopted in spring 2014. Full implementation is expected by the 2016-17 school year.

**1.1.1.1 Academic Achievement Standards in Mathematics, Reading/Language Arts and Science**

Indicate below whether your state has changed or is planning to change the State's academic achievement standards in mathematics, reading/language arts or science since the State's academic achievement standards were most recently approved through ED's peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the changes.

As applicable, include changes to academic achievement standards based on any assessments (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of ESEA.

Response	Options
<u>No Revisions or changes</u>	No revisions or changes to academic achievement standards in mathematics, reading/language arts or science made or planned.
	State has changed its academic achievement standards or is planning to change its academic achievement standards in mathematics, reading/language arts or science. Indicate below either the school year in which these changes were or will be implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2014-15) or Not Applicable.

Academic Achievement Standards for	Mathematics	Reading/Language Arts	Science
Regular Assessments in Grades 3-8	N/A	N/A	N/A
Regular Assessments in High School	N/A	N/A	N/A
Alternate Assessments Based on Grade-Level Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Modified Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Alternate Achievement Standards	N/A	N/A	N/A

If the responses above do not fully describe revisions or changes to your State's academic achievement standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

Illinois does not have separate alternate achievement standards but has implemented Essential Elements of the Common Core State Standards.



**1.1.2 Assessments in Mathematics and Reading/Language Arts and Science**

Indicate below whether your state has changed or is planning to change the State's academic assessments in mathematics, reading/language arts or science since the State's academic assessments were most recently approved through ED's peer review process for State assessment systems. If yes, indicate specifically in what school year your State implemented or will implement the changes.

As applicable, include any assessments (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of *ESEA*.

Response	Options
<u>No Revisions or changes</u>	No changes to assessments in mathematics, reading/language arts or science made or planned.
	State has changed or is planning to change its assessments in mathematics, reading/language arts or science. Indicate below the year these changes were implemented or "Not Applicable" to indicate that changes were not made or will not be made in the subject area.

Acceptable responses are a school year (e.g., 2014-15) or Not Applicable.

Academic Assessments	Mathematics	Reading/Language Arts	Science
Regular Assessments in Grades 3-8	N/A	N/A	N/A
Regular Assessments in High School	N/A	N/A	N/A
Alternate Assessments Based on Grade-Level Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Modified Achievement Standards (if applicable)	N/A	N/A	N/A
Alternate Assessments Based on Alternate Achievement Standards	N/A	N/A	N/A

If the responses above do not fully describe revisions or changes to your State's academic achievement standards, describe the revisions or changes below.

The response is limited to 1,000 characters.

Illinois connected 100% of content in regular assessments to new Illinois standards incorporating CCSS.  
Illinois transitioned all content in alternate assessments to align with Essential Elements of the CCSS.

**1.1.3 Grants for State Assessments and Related Activities****1.1.3.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes**

For funds your State had available under *ESEA* section 6111 (Grants for State Assessments and Related Activities) during SY 2014-15, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b)	40.00
To administer assessments required by Section 1111(b) or to carry out other activities described in section 6111 and other activities related to ensuring that the State's schools and local educational agencies are held accountable for the results	60.00
<b>Comments:</b> The response is limited to 4,000 characters.	

**1.1.3.2 Uses of Funds for Purposes Other than Standards and Assessment Development**

For funds your State had available under *ESEA* section 6111 (Grants for State Assessments and Related Activities) during SY 2014-15 that were used for purposes other than the costs of the development of the State assessments and standards required by section 1111(b), for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

Purpose	Used for Purpose (yes/no)
Administering assessments required by Section 1111(b)	<u>Yes</u>
Developing challenging State academic content and student academic achievement standards and aligned assessments in academic subjects for which standards and assessments are not required by Section 1111(b)	<u>No</u>
Developing or improving assessments of English language proficiency necessary to comply with Section 1111(b)(7)	<u>No</u>
Ensuring the continued validity and reliability of State assessments, and/or refining State assessments to ensure their continued alignment with the State's academic content standards and to improve the alignment of curricula and instructional materials	<u>Yes</u>
Developing multiple measures to increase the reliability and validity of State assessment systems	<u>No</u>
Strengthening the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement, including carrying out professional development activities aligned with State student academic achievement standards and assessments	<u>No</u>
Expanding the range of accommodations available to students with limited English proficiency and students with disabilities ( <i>IDEA</i> ) to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments	<u>No</u>
Improving the dissemination of information on student achievement and school performance to parents and the community, including the development of information and reporting systems designed to identify best educational practices based on scientifically based research or to assist in linking records of student achievement, length of enrollment, and graduation over time	<u>No</u>
Other	<u>No</u>
<b>Comments:</b> The response is limited to 4,000 characters.	

## 1.2 PARTICIPATION IN STATE ASSESSMENTS

This section collects data on the participation of students in the State assessments.

**Note:** States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks. The charts below display racial/ethnic data that have been mapped from the major racial and ethnic groups identified in their workbooks to the racial/ethnic groups shown.

### 1.2.1 Participation of all Students in Mathematics Assessment

In the table below, provide the number of students enrolled during the State's testing window for mathematics assessments required under Section 1111(b) (3) of *ESEA* (regardless of whether the students were present for a full academic year) and the number of students who participated in the mathematics assessment in accordance with *ESEA*. The percentage of students who were tested for mathematics will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

The student group "limited English proficient (LEP) students" includes recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	1,030,869	985,992	95.65
American Indian or Alaska Native	2,998	2,862	95.46
Asian or Pacific Islander	48,099	46,716	97.12
<i>Asian</i>	47,031	45,710	97.19
<i>Native Hawaiian or other Pacific Islander</i>	1,068	1,006	94.19
Black or African American	178,766	167,239	93.55
Hispanic or Latino	265,694	252,458	95.02
White	503,821	486,571	96.58
Two or more races	31,485	30,142	95.73
Children with disabilities ( <i>IDEA</i> )	144,879	135,284	93.38
Limited English proficient (LEP) students	84,309	80,395	95.36
Economically disadvantaged students	557,528	531,090	95.26
Migratory students	222	212	95.50
Male	528,245	504,953	95.59
Female	502,619	481,036	95.71

**Comments:** The response is limited to 4,000 characters. The number of students participating differs from the number of students enrolled due to the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

### 1.2.2 Participation of Students with Disabilities (IDEA) in Mathematics Assessment

In the table below, provide the number of children with disabilities (*IDEA*) participating during the State's testing window in mathematics assessments required under Section 1111(b)(3) of *ESEA* (regardless of whether the children were present for a full academic year) by the type of assessment. The percentage of children with disabilities (*IDEA*) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (*IDEA*) participating will also be calculated automatically.

The data provided below should include mathematics participation data from all students with disabilities as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	25,436	18.80
Regular Assessment with Accommodations	97,973	72.42
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	11,875	8.78
Total	135,284	////////////////////////////////////
<b>Comments:</b> The response is limited to 4,000 characters. The number of students participating differs from the number of students enrolled due to the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.		

The "Asian/Pacific Islander" row in the tables below represent either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian" and "Native Hawaiian/Other Pacific Islander or Pacific Islander" (and "Filipino" in the case of California). When the values reported in the Asian/Pacific Islander row represent the U. S. Department of Education aggregation of other values reported by the state, the detail for "Asian" and Native Hawaiian or Other Pacific Islander" are also included in the following rows. Disaggregated reporting for assessment participation data is done according to the provisions outlined within each state's Accountability Workbook. Accordingly, not every state uses major racial and ethnic groups which enable detail of Asian American/Pacific Islander (AAPI) populations.

**1.2.3 Participation of All Students in the Reading/Language Arts Assessment**

This section is similar to 1.2.1 and collects data on the State's reading/language arts assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	1,051,643	1,005,343	95.60
American Indian or Alaska Native	3,047	2,893	94.95
Asian or Pacific Islander	49,467	47,885	96.80
<i>Asian</i>	48,402	46,878	96.85
<i>Native Hawaiian or other Pacific Islander</i>	1,065	1,007	94.55
Black or African American	180,273	168,736	93.60
Hispanic or Latino	267,111	254,069	95.12
White	519,457	500,927	96.43
Two or more races	32,282	30,829	95.50
Children with disabilities ( <i>IDEA</i> )	147,513	137,630	93.30
Limited English proficient (LEP) students	80,472	77,226	95.97
Economically disadvantaged students	562,211	535,447	95.24
Migratory students	208	205	98.56
Male	539,225	515,234	95.55
Female	512,413	490,106	95.65

**Comments:** The response is limited to 4,000 characters. The number of students participating differs from the number of students enrolled due to the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.2.3.1 Recently Arrived LEP Students Taking ELP Assessments in Lieu of Reading/Language Arts Assessments**

In the table below, provide the number of recently arrived LEP students (as defined in 34 C.F.R. Part 200.6(b)(4)) included in the participation counts in 1.2.3 who took an assessment of English language proficiency in lieu of the State's reading/language arts assessment, as permitted under 34 C.F.R. Part 200.20.

Recently Arrived LEP Students	#
Recently arrived LEP students who took an assessment of English language proficiency in lieu of the State's reading/language arts assessment	

**1.2.4 Participation of Students with Disabilities (IDEA) in Reading/Language Arts Assessment**

This section is similar to 1.2.2 and collects data on the State's reading/language arts assessment.

The data provided should include reading/language arts participation data from all students with disabilities as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Note: For this question only, report on students with disabilities (IDEA) who are also LEP students in the U.S. less than 12 months who took the ELP in lieu of the statewide reading/language arts assessment.

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	24,898	18.09
Regular Assessment with Accommodations	100,856	73.28
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards	11,876	8.63
LEP < 12 months, took ELP		
Total	137,630	////////////////////////////////////
<b>Comments:</b> The response is limited to 4,000 characters. The number of students participating differs from the number of students enrolled due to the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.		

**1.2.5 Participation of All Students in the Science Assessment**

This section is similar to 1.2.1 and collects data on the State's science assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
Asian			
Native Hawaiian or other Pacific Islander			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b> The response is limited to 4,000 characters. Data not available.			

**1.2.6 Participation of Students with Disabilities (IDEA) in Science Assessment**

This section is similar to 1.2.2 and collects data on the State's science assessment.

The data provided should include science participation results from all students with disabilities as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations		
Regular Assessment with Accommodations		
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards		
Alternate Assessment Based on Alternate Achievement Standards		
Total		////////////////////////////////////
<b>Comments:</b> The response is limited to 4,000 characters. Data not available.		

### 1.3 STUDENT ACADEMIC ACHIEVEMENT

This section collects data on student academic achievement on the State assessments.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks. The charts below display racial/ethnic data that have been mapped from the major racial and ethnic groups identified in their workbooks to the racial/ethnic groups shown.

#### 1.3.1 Student Academic Achievement in Mathematics

In the format of the table below, provide the number of students who received a valid score on the State assessment(s) in mathematics implemented to meet the requirements of Section 1111(b)(3) of *ESEA* (regardless of whether the students were present for a full academic year) and for whom a proficiency level was assigned, and the number of these students who scored at or above proficient, in grades 3 through 8 and high school. The percentage of students who scored at or above proficient is calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated, and for whom a proficiency level was assigned in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). The student group "limited English proficient (LEP) students" does include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

#### 1.3.2 Student Academic Achievement in Reading/Language Arts

This section is similar to 1.3.1. The only difference is that this section collects data on the State's reading/language arts assessment, and the difference noted in the paragraph below.

The student group "limited English proficient (LEP) students" does not include recently arrived students who have attended schools in the United States for fewer than 12 months and who took an assessment of English language proficiency in lieu of the State's reading/language arts assessment. Do not include former LEP students.

#### 1.3.3 Student Academic Achievement in Science

This section is similar to 1.3.1. The only difference is that this section collects data on the State's science assessment administered at least once in each of the following grade spans: 3 through 5, 6 through 9, and 10 through 12.

Limited English Proficient (LEP) students include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

The "Asian/Pacific Islander" row in the tables below represent either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian" and "Native Hawaiian/Other Pacific Islander or Pacific Islander" (and "Filipino" in the case of California). When the values reported in the Asian/Pacific Islander row represent the U. S. Department of Education aggregation of other values reported by the state, the detail for "Asian" and Native Hawaiian or Other Pacific Islander" are also included in the following rows. Disaggregated reporting for assessment participation data is done according to the provisions outlined within each state's Accountability Workbook. Accordingly, not every state uses major racial and ethnic groups which enable detail of Asian American/Pacific Islander (AAPI) populations.



**1.3.1.1 Student Academic Achievement in Mathematics - Grade 3**

<b>Grade 3</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	147,950	50,858	34.38
American Indian or Alaska Native	418	87	20.81
Asian or Pacific Islander	7,156	4,872	68.08
<i>Asian</i>	6,986	4,793	68.61
<i>Native Hawaiian or other Pacific Islander</i>	170	79	46.47
Black or African American	26,045	4,030	15.47
Hispanic or Latino	39,229	8,637	22.02
White	70,101	31,353	44.73
Two or more races	5,000	1,879	37.58
Children with disabilities ( <i>IDEA</i> )	20,990	3,092	14.73
Limited English proficient (LEP) students	28,879	5,566	19.27
Economically disadvantaged students	85,300	17,747	20.81
Migratory students	42	4	9.52
Male	75,569	26,045	34.47
Female	72,380	24,813	34.28

**Comments:** The response is limited to 4,000 characters. Some of the numbers included here are higher than the numbers submitted via EDEN due to the fact that EDEN does not allow for the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.3.2.1 Student Academic Achievement in Reading/Language Arts - Grade 3**

<b>Grade 3</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	147,516	51,944	35.21
American Indian or Alaska Native	415	108	26.02
Asian or Pacific Islander	6,986	4,332	62.01
<i>Asian</i>	6,815	4,257	62.47
<i>Native Hawaiian or other Pacific Islander</i>	171	75	43.86
Black or African American	25,967	5,036	19.39
Hispanic or Latino	39,155	8,882	22.68
White	70,000	31,584	45.12
Two or more races	4,992	2,002	40.10
Children with disabilities ( <i>IDEA</i> )	20,942	2,536	12.11
Limited English proficient (LEP) students	28,417	4,481	15.77
Economically disadvantaged students	85,027	19,061	22.42
Migratory students	37	2	5.41
Male	75,339	23,443	31.12
Female	72,176	28,501	39.49

**Comments:** The response is limited to 4,000 characters. Some of the numbers included here are higher than the numbers submitted via EDEN due to the fact that EDEN does not allow for the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.3.3.1 Student Academic Achievement in Science - Grade 3**

<b>Grade 3</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
<i>Asian</i>			
<i>Native Hawaiian or other Pacific Islander</i>			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b> The response is limited to 4,000 characters. Illinois does not administer a science assessment at the grade 3 level.			

**1.3.1.2 Student Academic Achievement in Mathematics - Grade 4**

<b>Grade 4</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	146,206	40,752	27.87
American Indian or Alaska Native	463	90	19.44
Asian or Pacific Islander	7,379	4,538	61.50
<i>Asian</i>	7,218	4,471	61.94
<i>Native Hawaiian or other Pacific Islander</i>	161	67	41.61
Black or African American	24,119	2,665	11.05
Hispanic or Latino	38,434	6,128	15.94
White	71,040	25,900	36.46
Two or more races	4,771	1,431	29.99
Children with disabilities ( <i>IDEA</i> )	21,053	2,096	9.96
Limited English proficient (LEP) students	14,828	783	5.28
Economically disadvantaged students	81,812	12,133	14.83
Migratory students	39	2	5.13
Male	75,097	20,965	27.92
Female	71,109	19,787	27.83

**Comments:** The response is limited to 4,000 characters. Some of the numbers included here are higher than the numbers submitted via EDEN due to the fact that EDEN does not allow for the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.3.2.2 Student Academic Achievement in Reading/Language Arts - Grade 4**

<b>Grade 4</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	145,539	57,274	39.35
American Indian or Alaska Native	461	138	29.93
Asian or Pacific Islander	7,195	4,900	68.10
<i>Asian</i>	7,039	4,824	68.53
<i>Native Hawaiian or other Pacific Islander</i>	156	76	48.72
Black or African American	23,985	5,112	21.31
Hispanic or Latino	38,255	10,456	27.33
White	70,897	34,652	48.88
Two or more races	4,746	2,016	42.48
Children with disabilities ( <i>IDEA</i> )	21,027	2,553	12.14
Limited English proficient (LEP) students	14,274	871	6.10
Economically disadvantaged students	81,417	20,717	25.45
Migratory students	35	2	5.71
Male	74,747	25,572	34.21
Female	70,792	31,702	44.78

**Comments:** The response is limited to 4,000 characters. Some of the numbers included here are higher than the numbers submitted via EDEN due to the fact that EDEN does not allow for the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.3.3.2 Student Academic Achievement in Science - Grade 4**

<b>Grade 4</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
<i>Asian</i>			
<i>Native Hawaiian or other Pacific Islander</i>			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b> The response is limited to 4,000 characters. Data not available.			

**1.3.1.3 Student Academic Achievement in Mathematics - Grade 5**

<b>Grade 5</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	148,562	39,952	26.89
American Indian or Alaska Native	395	78	19.75
Asian or Pacific Islander	7,366	4,528	61.47
<i>Asian</i>	7,244	4,473	61.75
<i>Native Hawaiian or other Pacific Islander</i>	122	55	45.08
Black or African American	24,512	2,478	10.11
Hispanic or Latino	38,492	6,313	16.40
White	73,023	25,132	34.42
Two or more races	4,773	1,423	29.81
Children with disabilities ( <i>IDEA</i> )	21,162	1,755	8.29
Limited English proficient (LEP) students	9,428	425	4.51
Economically disadvantaged students	81,341	11,707	14.39
Migratory students	34	2	5.88
Male	76,135	20,211	26.55
Female	72,426	19,741	27.26

**Comments:** The response is limited to 4,000 characters. Some of the numbers included here are higher than the numbers submitted via EDEN due to the fact that EDEN does not allow for the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.3.2.3 Student Academic Achievement in Reading/Language Arts - Grade 5**

<b>Grade 5</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	147,942	56,671	38.31
American Indian or Alaska Native	391	136	34.78
Asian or Pacific Islander	7,242	4,790	66.14
<i>Asian</i>	7,122	4,721	66.29
<i>Native Hawaiian or other Pacific Islander</i>	120	69	57.50
Black or African American	24,411	5,120	20.97
Hispanic or Latino	38,242	10,379	27.14
White	72,886	34,226	46.96
Two or more races	4,769	2,020	42.36
Children with disabilities ( <i>IDEA</i> )	21,126	2,189	10.36
Limited English proficient (LEP) students	8,928	364	4.08
Economically disadvantaged students	80,935	19,910	24.60
Migratory students	34	4	11.76
Male	75,805	25,064	33.06
Female	72,136	31,607	43.82

**Comments:** The response is limited to 4,000 characters. Some of the numbers included here are higher than the numbers submitted via EDEN due to the fact that EDEN does not allow for the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.3.3.3 Student Academic Achievement in Science - Grade 5**

<b>Grade 5</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
<i>Asian</i>			
<i>Native Hawaiian or other Pacific Islander</i>			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b> The response is limited to 4,000 characters. Illinois does not administer a science assessment at the grade 5 level.			

**1.3.1.4 Student Academic Achievement in Mathematics - Grade 6**

<b>Grade 6</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	147,796	40,076	27.12
American Indian or Alaska Native	446	96	21.52
Asian or Pacific Islander	7,128	4,462	62.60
<i>Asian</i>	6,978	4,407	63.16
<i>Native Hawaiian or other Pacific Islander</i>	150	55	36.67
Black or African American	24,945	2,309	9.26
Hispanic or Latino	37,865	5,981	15.80
White	72,876	25,871	35.50
Two or more races	4,536	1,357	29.92
Children with disabilities ( <i>IDEA</i> )	20,697	1,462	7.06
Limited English proficient (LEP) students	7,212	294	4.08
Economically disadvantaged students	80,565	11,277	14.00
Migratory students	26	2	7.69
Male	76,131	20,258	26.61
Female	71,665	19,818	27.65

**Comments:** The response is limited to 4,000 characters. Some of the numbers included here are higher than the numbers submitted via EDEN due to the fact that EDEN does not allow for the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.3.2.4 Student Academic Achievement in Reading/Language Arts - Grade 6**

<b>Grade 6</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	147,456	52,251	35.43
American Indian or Alaska Native	442	140	31.67
Asian or Pacific Islander	7,018	4,632	66.00
<i>Asian</i>	6,869	4,568	66.50
<i>Native Hawaiian or other Pacific Islander</i>	149	64	42.95
Black or African American	24,921	4,145	16.63
Hispanic or Latino	37,723	8,951	23.73
White	72,813	32,586	44.75
Two or more races	4,539	1,797	39.59
Children with disabilities ( <i>IDEA</i> )	20,713	1,918	9.26
Limited English proficient (LEP) students	6,788	260	3.83
Economically disadvantaged students	80,344	17,322	21.56
Migratory students	24	3	12.50
Male	75,946	21,814	28.72
Female	71,510	30,437	42.56

**Comments:** The response is limited to 4,000 characters. Some of the numbers included here are higher than the numbers submitted via EDEN due to the fact that EDEN does not allow for the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.3.3.4 Student Academic Achievement in Science - Grade 6**

<b>Grade 6</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
<i>Asian</i>			
<i>Native Hawaiian or other Pacific Islander</i>			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b> The response is limited to 4,000 characters. Illinois does not administer a science assessment at the grade 6 level.			



**1.3.1.5 Student Academic Achievement in Mathematics - Grade 7**

<b>Grade 7</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	144,786	39,650	27.39
American Indian or Alaska Native	425	79	18.59
Asian or Pacific Islander	6,805	4,104	60.31
<i>Asian</i>	6,676	4,055	60.74
<i>Native Hawaiian or other Pacific Islander</i>	129	49	37.98
Black or African American	23,913	2,354	9.84
Hispanic or Latino	36,214	6,083	16.80
White	73,131	25,713	35.16
Two or more races	4,298	1,317	30.64
Children with disabilities ( <i>IDEA</i> )	20,035	1,194	5.96
Limited English proficient (LEP) students	7,058	299	4.24
Economically disadvantaged students	76,542	11,194	14.62
Migratory students	34	0	0.00
Male	74,277	20,121	27.09
Female	70,509	19,529	27.70

**Comments:** The response is limited to 4,000 characters. Some of the numbers included here are higher than the numbers submitted via EDEN due to the fact that EDEN does not allow for the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.3.2.5 Student Academic Achievement in Reading/Language Arts - Grade 7**

<b>Grade 7</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	144,478	57,682	39.92
American Indian or Alaska Native	419	136	32.46
Asian or Pacific Islander	6,679	4,663	69.82
<i>Asian</i>	6,554	4,594	70.09
<i>Native Hawaiian or other Pacific Islander</i>	125	69	55.20
Black or African American	23,900	4,676	19.56
Hispanic or Latino	36,073	10,274	28.48
White	73,105	36,043	49.30
Two or more races	4,302	1,890	43.93
Children with disabilities ( <i>IDEA</i> )	20,019	2,022	10.10
Limited English proficient (LEP) students	6,622	292	4.41
Economically disadvantaged students	76,330	19,460	25.49
Migratory students	33	2	6.06
Male	74,098	24,046	32.45
Female	70,380	33,636	47.79

**Comments:** The response is limited to 4,000 characters. Some of the numbers included here are higher than the numbers submitted via EDEN due to the fact that EDEN does not allow for the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.3.3.5 Student Academic Achievement in Science - Grade 7**

<b>Grade 7</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
<i>Asian</i>			
<i>Native Hawaiian or other Pacific Islander</i>			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b> The response is limited to 4,000 characters. Data not available.			

**1.3.1.6 Student Academic Achievement in Mathematics - Grade 8**

<b>Grade 8</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	145,257	46,289	31.87
American Indian or Alaska Native	401	88	21.95
Asian or Pacific Islander	6,791	4,434	65.29
<i>Asian</i>	6,647	4,378	65.86
<i>Native Hawaiian or other Pacific Islander</i>	144	56	38.89
Black or African American	24,387	2,890	11.85
Hispanic or Latino	35,957	7,799	21.69
White	73,621	29,657	40.28
Two or more races	4,100	1,421	34.66
Children with disabilities ( <i>IDEA</i> )	19,128	1,171	6.12
Limited English proficient (LEP) students	7,741	421	5.44
Economically disadvantaged students	76,117	13,987	18.38
Migratory students	28	2	7.14
Male	74,382	22,527	30.29
Female	70,875	23,762	33.53

**Comments:** The response is limited to 4,000 characters. Some of the numbers included here are higher than the numbers submitted via EDEN due to the fact that EDEN does not allow for the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.3.2.6 Student Academic Achievement in Reading/Language Arts - Grade 8**

<b>Grade 8</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	145,239	58,799	40.48
American Indian or Alaska Native	401	122	30.42
Asian or Pacific Islander	6,677	4,654	69.70
<i>Asian</i>	6,538	4,583	70.10
<i>Native Hawaiian or other Pacific Islander</i>	139	71	51.08
Black or African American	24,497	4,811	19.64
Hispanic or Latino	35,836	10,775	30.07
White	73,724	36,616	49.67
Two or more races	4,104	1,821	44.37
Children with disabilities ( <i>IDEA</i> )	19,160	1,939	10.12
Limited English proficient (LEP) students	7,293	340	4.66
Economically disadvantaged students	76,066	19,989	26.28
Migratory students	27	3	11.11
Male	74,363	24,146	32.47
Female	70,876	34,653	48.89

**Comments:** The response is limited to 4,000 characters. Some of the numbers included here are higher than the numbers submitted via EDEN due to the fact that EDEN does not allow for the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.3.3.6 Student Academic Achievement in Science - Grade 8**

<b>Grade 8</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
<i>Asian</i>			
<i>Native Hawaiian or other Pacific Islander</i>			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b> The response is limited to 4,000 characters. Illinois does not administer a science assessment at the grade 8 level.			

**1.3.1.7 Student Academic Achievement in Mathematics - High School**

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	105,437	19,380	18.38
American Indian or Alaska Native	314	39	12.42
Asian or Pacific Islander	4,093	1,682	41.09
<i>Asian</i>	3,963	1,656	41.79
<i>Native Hawaiian or other Pacific Islander</i>	130	26	20.00
Black or African American	19,314	1,244	6.44
Hispanic or Latino	26,273	3,475	13.23
White	52,779	12,405	23.50
Two or more races	2,662	534	20.06
Children with disabilities ( <i>IDEA</i> )	12,221	400	3.27
Limited English proficient (LEP) students	5,254	242	4.61
Economically disadvantaged students	49,417	5,272	10.67
Migratory students	9	1	11.11
Male	53,359	9,452	17.71
Female	52,077	9,928	19.06

**Comments:** The response is limited to 4,000 characters. Some of the numbers included here are higher than the numbers submitted via EDEN due to the fact that EDEN does not allow for the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.3.2.7 Student Academic Achievement in Reading/Language Arts - High School**

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	126,404	43,309	34.26
American Indian or Alaska Native	361	105	29.09
Asian or Pacific Islander	5,858	3,562	60.81
<i>Asian</i>	5,717	3,502	61.26
<i>Native Hawaiian or other Pacific Islander</i>	141	60	42.55
Black or African American	20,986	2,901	13.82
Hispanic or Latino	28,484	6,697	23.51
White	67,349	28,732	42.66
Two or more races	3,364	1,311	38.97
Children with disabilities ( <i>IDEA</i> )	14,614	756	5.17
Limited English proficient (LEP) students	4,135	121	2.93
Economically disadvantaged students	54,906	11,307	20.59
Migratory students	10	1	10.00
Male	64,549	17,934	27.78
Female	61,854	25,375	41.02

**Comments:** The response is limited to 4,000 characters. Some of the numbers included here are higher than the numbers submitted via EDEN due to the fact that EDEN does not allow for the inclusion of students who took the assessment and received a score but were not identified as full-academic year or partial-academic year students.

**1.3.3.7 Student Academic Achievement in Science - High School**

<b>High School</b>	<b># Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students			
American Indian or Alaska Native			
Asian or Pacific Islander			
<i>Asian</i>			
<i>Native Hawaiian or other Pacific Islander</i>			
Black or African American			
Hispanic or Latino			
White			
Two or more races			
Children with disabilities ( <i>IDEA</i> )			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
<b>Comments:</b> The response is limited to 4,000 characters. Data not available.			

**1.4 SCHOOL AND DISTRICT ACCOUNTABILITY**

This section collects data on the Adequate Yearly Progress (AYP) status of schools and districts.

**1.4.1 All Schools and Districts Accountability**

For an SEA that has not received ESEA flexibility, or an SEA that received ESEA flexibility without the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public elementary and secondary schools and districts in the State, including charters, and the total number of those schools and districts that made AYP based on data for SY 2014-15. The percentage that made AYP will be calculated automatically.

Entity	Total #	Total # that Made AYP in SY 2014-15	Percentage that Made AYP in SY 2014-15
Schools			
Districts			

**Comments:** The response is limited to 4,000 characters.

For an SEA with an approved ESEA flexibility request that includes the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public elementary and secondary schools and districts in the State, including charters, and the total number of those schools and districts that made all of their AMOs, the 95 percent participation rate, and other academic indicator <sup>3</sup> based on data for SY 2014-15. The percentage will be calculated automatically.

Entity	Total #	Total # that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2014-15	Percentage that Met All AMOs, 95 Percent Participation Rate and Other Academic Indicator in SY 2014-15
Schools	3,580		
Districts	859		

**Comments:** The response is limited to 4,000 characters.

<sup>3</sup> For a high school, the other academic indicator is always graduation rate.

**1.4.2 Title I School Accountability**

For an SEA that has not received ESEA flexibility, or an SEA that received ESEA flexibility without the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made AYP based on data for SY 2014-15. Include only public Title I schools. Do not include Title I programs operated by local educational agencies in private schools. The percentage that made AYP will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools that Made AYP in SY 2014-15	Percentage of Title I Schools that Made AYP in SY 2014-15
All Title I schools			
Schoolwide (SWP) Title I schools			
Targeted assistance (TAS) Title I schools			

**Comments:** The response is limited to 4,000 characters.

For an SEA with an approved ESEA flexibility request that includes the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made all of their AMOs, the 95 percent participation rate, and the other academic indicator <sup>4</sup> based on data for SY 2014-15. Include only public Title I schools. Do not include Title I programs operated by LEAs in private schools. The percentage will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2014-15	Percentage of Title I Schools that Met All AMOs, 95 Percent Participation Rate, and Other Academic Indicator in SY 2014-15
All Title I schools	2,398		
Schoolwide (SWP) Title I schools	1,506		
Targeted assistance (TAS) Title I schools	892		

**Comments:** The response is limited to 4,000 characters.

<sup>4</sup> For a high school, the other academic indicator is always graduation rate.

**1.4.3 Accountability of Districts That Received Title I Funds**

For an SEA that has not received ESEA flexibility, or an SEA that received ESEA flexibility without the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that made AYP based on data for SY 2014-15. The percentage that made AYP will be calculated automatically.

# Districts That Received Title I Funds in SY 2014-15	# Districts That Received Title I Funds and Made AYP in SY 2014-15	Percentage of Districts That Received Title I Funds and Made AYP in SY 2014-15

**Comments:** The response is limited to 4,000 characters.

For an SEA with an approved ESEA flexibility request that includes the optional waiver to not make AYP determinations for LEAs and schools:

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that met all of their AMOs, the 95 percent participation rate, and other academic indicator <sup>5</sup> based on data for SY 2014-15. The percentage will be calculated automatically.

# Districts That Received Title I Funds in SY 2014-15	# Districts That Received Title I Funds and Met All AMOs, 95 percent Participation Rate, and Other Academic Indicator in SY 2014-15	Percentage of Districts That Received Title I Funds and Met All AMOs, 95 percent Participation Rate, and Other Academic Indicator in SY 2014-15
727		

**Comments:** The response is limited to 4,000 characters.

<sup>5</sup> For a high school, the other academic indicator is always graduation rate.



**1.4.4.3 Corrective Action**

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *ESEA* were implemented in SY 2014-15 (based on SY 2013-14 assessments under Section 1111 of *ESEA*).

<b>Corrective Action</b>	<b># of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2014-15</b>
Required implementation of a new research-based curriculum or instructional program	
Extension of the school year or school day	
Replacement of staff members, not including the principal, relevant to the school's low performance	
Significant decrease in management authority at the school level	
Replacement of the principal	
Restructuring the internal organization of the school	
Appointment of an outside expert to advise the school	
<b>Comments:</b> The response is limited to 4,000 characters. This section is not applicable as Illinois received an ESEA flexibility waiver.	

**1.4.4.4 Restructuring – Year 2**

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *ESEA* were implemented in SY 2014-15 (based on SY 2013-14 assessments under Section 1111 of *ESEA*).

<b>Restructuring Action</b>	<b># of Title I Schools in Restructuring in Which Restructuring Action Is Being Implemented</b>
Replacement of all or most of the school staff (which may include the principal)	
Reopening the school as a public charter school	
Entering into a contract with a private entity to operate the school	
Takeover the school by the State	
Other major restructuring of the school governance	
<b>Comments:</b> The response is limited to 4,000 characters. This section is not applicable as Illinois received an ESEA flexibility waiver.	

In the space below, list specifically the "other major restructuring of the school governance" action(s) that were implemented.

The response is limited to 8,000 characters.

This section is not applicable as Illinois received an ESEA flexibility waiver.

**1.4.5.2 Actions Taken for Districts That Received Title I Funds and Were Identified for Improvement**

In the space below, briefly describe the measures being taken to address the achievement problems of districts identified for improvement or corrective action. Include a discussion of the technical assistance provided by the State (e.g., the number of districts served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

The Illinois State Board of Education has established a statewide system of support for school districts that do not make AYP. If a school district does not make AYP for two consecutive years it is required to develop a district improvement plan to assist the district in making AYP. The plan must include an objective established for each area in which the district is not making AYP. The Center for School Improvement (Illinois CSI) is assigned to work with districts with the lowest performing schools to use the key findings from their District Needs Assessment to develop and implement the district improvement plan by their District Leadership Team.

Districts in corrective action must have a current, locally approved district improvement plan submitted for review by the Illinois State Board of Education. In most cases, this results in the district ensuring implementation of a new curriculum, with access for all students in the district. Although this is not the only sanction to be imposed by the Illinois State Board of Education, it is the one that is chosen most often. The Illinois CSI teams work with the school districts with the lowest performing schools until AYP is made for two consecutive years.

**1.4.5.3 Corrective Action**

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under *ESEA* were implemented in SY 2014-15 (based on SY 2013-14 assessments under Section 1111 of *ESEA*).

<b>Corrective Action</b>	<b># of Districts receiving Title I funds in Corrective Action in Which Corrective Action was Implemented in SY 2014-15</b>
Implemented a new curriculum based on State standards	
Authorized students to transfer from district schools to higher performing schools in a neighboring district	
Deferred programmatic funds or reduced administrative funds	
Replaced district personnel who are relevant to the failure to make AYP	
Removed one or more schools from the jurisdiction of the district	
Appointed a receiver or trustee to administer the affairs of the district	
Restructured the district	
Abolished the district (list the number of districts abolished between the end of SY 2013-14 and beginning of SY 2014-15 as a corrective action)	
<b>Comments:</b> The response is limited to 4,000 characters. This section is not applicable as Illinois received an ESEA flexibility waiver.	

**1.4.7 Appeal of AYP and Identification Determinations**

In the table below, provide the number of districts and schools that appealed their AYP designations based on SY 2014-15 data and the results of those appeals.

<b>Entity</b>	<b># Appealed Their AYP Designations</b>	<b># Appeals Resulted in a Change in the AYP Designation</b>
Districts		
Schools		
<b>Comments:</b> The response is limited to 4,000 characters. This section is not applicable as Illinois received an ESEA flexibility waiver.		

In the table below, provide the data by which processing appeals based on SY 2014-15 data was complete.

<b>Processing Appeals completion</b>	<b>Date</b>
Date (MM/DD/YY) that processing appeals based on SY 2014-15 data was complete	

**1.4.8 Sections 1003(a) and (g) School Improvement Funds**

In the section below, "schools in improvement" refers to Title I schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA*.

**1.4.8.5 Use of Sections 1003(a) and (g) School Improvement Funds.****1.4.8.5.1 Section 1003(a) State Reservations**

In the space provided, enter the percentage of the FY 2014 (SY 2014-15) Title I, Part A allocation that the SEA reserved in accordance with Section 1003(a) of *ESEA* and §200.100(a) of ED's regulations governing the reservation of funds for school improvement under Section 1003(a) of *ESEA*: 4.00 %

**Comments:** The response is limited to 4,000 characters.

**1.4.8.5.2 Section 1003(a) and 1003(g) Allocations to LEAs and Schools**

The data for this question are reported through *EDFacts* files and compiled in the EDEN012 "Section 1003(a) and 1003(g) Allocations to LEAs and Schools" report in the *EDFacts* Reporting System (ERS). The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part I of the CSPR, a state user must run the EDEN012 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

**1.4.8.5.3 Use of Section 1003(g)(8) Funds for Evaluation and Technical Assistance**

Section 1003(g)(8) of *ESEA* allows States to reserve up to five percent of Section 1003(g) funds for administration and to meet the evaluation and technical assistance requirements for this program. In the space below, identify and describe the specific Section 1003(g) evaluation and technical assistance activities that your State conducted during SY 2014-15.

This response is limited to 8,000 characters.

The awarded projects were provided a copy of the Handbook on Effective Implementation of School Improvement Grants and received individualized technical assistance that focused on the implementation of their projects. These sessions were conducted by the Illinois State Board of Education consultants and follow-up site-based sessions were scheduled. Individualized technical assistance was provided by the SIG 1003(g) principal consultants. The FY 2013 Illinois State Board of Education SIG 1003(g) Monitoring Instrument, which aligns with the goals of Section 1003(g), was used for project monitoring. The Illinois State Board of Education consultants performed site visits to monitor the grant. Presentations on the School Improvement Plan 1003(g) project expectations were included in the fall and spring Title I Directors Conferences in Springfield, the statewide No Child Left Behind Conference, and at the Committee of Practitioners sessions.

With the new competition, new eligible grantees were identified. Support was provided to these new eligible grantees through webinars and follow up telephone conversations. This resulted in the largest number of SIG 1003(g) awards to date.

**1.4.8.6 Actions Taken for Title I Schools Identified for Improvement Supported by Funds Other than Those of Section 1003(a) and 1003(g).**

In the space below, describe actions (if any) taken by your State in SY 2014-15 that were supported by **funds other than Section 1003(a) and 1003(g) funds** to address the achievement problems of schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA*.

The response is limited to 8,000 characters.

The primary vehicle for providing support to Title I schools identified for improvement is the Statewide System of Support, which receives the majority of funding through 1003(a). The Illinois State Board of Education uses other available federal funds, such as Title II or Lowest Performing Schools State funds to provide technical assistance to Title I schools that have been identified for improvement.

Technical assistance includes assisting with development of continuous improvement plans and overseeing review of the plans.

To increase the agency's capacity to meet the needs of all schools and districts, Illinois established the Illinois Center for School Improvement (Illinois CSI). Illinois CSI builds upon the foundational, guiding principles of ISBE and the current Statewide System of Support to provide high-quality, coordinated, and consistent support; to ensure that districts and schools receive expert, timely, and relevant assistance; and to increase district-level capacity to prepare students for college and careers.

Illinois CSI has brought high-quality research-based services and resources to help districts with the lowest performing schools improve education outcomes for students. Illinois CSI employs content area specialists, coaches, and turnaround experts who work mostly on the turnaround principles of building strong leadership, effective data systems and intentional monitoring of adult and student practices.

**1.4.9 Public School Choice and Supplemental Educational Services**

This section collects data on public school choice and supplemental educational services.

**1.4.9.1 Public School Choice**

This section collects data on public school choice. FAQs related to the public school choice provisions are at the end of this section.

**1.4.9.1.2 Public School Choice – Students**

In the table below, provide the number of students who were eligible for public school choice, the number of eligible students who applied to transfer, and the number who transferred under the provisions for public school choice under Section 1116 of *ESEA*. The number of students who were eligible for public school choice should include:

1. All students currently enrolled in a Title I school identified for improvement, corrective action or restructuring.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116, and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

The number of students who applied to transfer should include:

1. All students who applied to transfer in the current school year but did not or were unable to transfer.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116; and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

For any of the respective student counts, States should indicate in the Comment section if the count does not include any of the categories of students discussed above.

<b>Public School Choice</b>	<b># Students</b>
Eligible for public school choice	
Applied to transfer	
Transferred to another school under the Title I public school choice provisions	
<b>Comments:</b> The response is limited to 4,000 characters. This section is not applicable as Illinois received an ESEA flexibility waiver.	



**1.4.9.1.3 Funds Spent on Public School Choice**

In the table below, provide the total dollar amount spent by LEAs on transportation for public school choice under Section 1116 of *ESEA*.

<b>Transportation for Public School Choice</b>	<b>Dollars Spent</b>
Dollars spent by LEAs on transportation for public school choice	\$

**1.4.9.1.4 Availability of Public School Choice Options**

In the table below provide the number of LEAs in your State that are unable to provide public school choice to eligible students due to any of the following reasons:

1. All schools at a grade level in the LEA are in school improvement, corrective action, or restructuring.
2. LEA only has a single school at the grade level of the school at which students are eligible for public school choice.
3. LEA's schools are so remote from one another that choice is impracticable.

<b>Unable to Provide Public School Choice</b>	<b># LEAs</b>
LEAs Unable to Provide Public School Choice	

**FAQs about public school choice:**

- a. *How should States report data on Title I public school choice for those LEAs that have open enrollment and other choice programs?* For those LEAs that implement open enrollment or other school choice programs in addition to public school choice under Section 1116 of *ESEA*, the State may consider a student as having applied to transfer if the student meets the following:
- ┆ Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a school choice program) that receives Title I funds and has been identified, under the statute, as in need of improvement, corrective action, or restructuring; and
  - ┆ Has elected to enroll, at some point since July 1, 2002 (the effective date of the Title I choice provisions), and after the home school has been identified as in need of improvement, in a school that has not been so identified and is attending that school; and
  - ┆ Is using district transportation services to attend such a school.

In addition, the State may consider costs for transporting a student meeting the above conditions towards the funds spent by an LEA on transportation for public school choice if the student is using district transportation services to attend the non-identified school.

- b. *How should States report on public school choice for those LEAs that are not able to offer public school choice?* In the count of LEAs that are not able to offer public school choice (for any of the reasons specified in 1.4.9.1.4), States should include those LEAs that are unable to offer public school choice at one or more grade levels. For instance, if an LEA is able to provide public school choice to eligible students at the elementary level but not at the secondary level, the State should include the LEA in the count. States should also include LEAs that are not able to provide public school choice at all (i.e., at any grade level). States should provide the reason(s) why public school choice was not possible in these LEAs at the grade level(s) in the Comment section. In addition, States may also include in the Comment section a separate count just of LEAs that are not able to offer public school choice at any grade level.

For LEAs that are not able to offer public school choice at one or more grade levels, States should count as eligible for public school choice (in 1.4.9.1.2) all students who attend identified Title I schools regardless of whether the LEA is able to offer the students public school choice.

<b>Comments:</b> The response is limited to 4,000 characters. This section is not applicable as Illinois received an ESEA flexibility waiver.
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**1.4.9.2 Supplemental Educational Services**

This section collects data on supplemental educational services.

**1.4.9.2.2 Supplemental Educational Services – Students**

In the table below, provide the number of students who were eligible for, who applied for, and who received supplemental educational services under Section 1116 of *ESEA*.

The number of students who received supplemental educational services should include all students who were enrolled with a provider and participated in some hours of services. States and LEAs have the discretion to determine the minimum number of hours of participation needed by a student to be considered as having received services.

Supplemental Educational Services	# Students
Eligible for supplemental educational services	
Applied for supplemental educational services	
Received supplemental educational services	
<b>Comments:</b> The response is limited to 4,000 characters.	

**1.4.9.2.3 Funds Spent on Supplemental Educational Services**

In the table below, provide the total dollar amount spent by LEAs on supplemental educational services under Section 1116 of *ESEA*.

Spending on Supplemental Educational Services	Dollars Spent
Dollars spent by LEAs on supplemental educational services	\$
<b>Comments:</b> The response is limited to 4,000 characters.	

**1.5 TEACHER QUALITY**

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of *ESEA*.

**1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified**

In the table below, provide the number of core academic classes for the grade levels listed, the number of those core academic classes taught by teachers who are highly qualified, and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data.

<b>Classes</b>	<b>Number of Core Academic Classes (Total)</b>	<b>Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified</b>	<b>Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified</b>	<b>Number of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified</b>	<b>Percentage of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified</b>
All classes	159,448	158,111	99.16	1,333	0.84
All elementary classes	121,483	121,059	99.65	424	0.35
All secondary classes	37,965	37,052	97.60	909	2.39

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction in core academic subjects?

Data table includes classes taught by special education teachers who provide direct instruction in core academic subjects.	<u>Yes</u>
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If the answer above is no, please explain below. The response is limited to 8,000 characters.

Data table includes classes taught by special education teachers who provide direct instruction in core academic subjects. Illinois has reported the data that were collected. Some school districts had difficulty tracking the qualifications of teachers. Therefore, the total number of core academic classes does not equal the number of core academic classes taught by teachers who are highly qualified PLUS the number of core academic classes taught by teachers who are not highly qualified. Teachers in Illinois charter schools are required to be HQT and most Illinois charter schools distinguish between HQT and non-HQT in their teacher counts. In some cases, charter school teachers may not be HQT (e.g., a long-term substitute teaching a core subject, a foreign language teacher working on a temporary emergency license, non-licensed teachers assigned to subjects for which they have not passed a test).

Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

For grades K-5, a classroom is counted as a full-day, self-contained classroom and equals one class. Grades 6-8 classrooms may be counted as a full-day, self-contained classroom that equals one class, OR may be counted multiple times, once for each subject taught.

**FAQs about highly qualified teachers and core academic subjects:**

- a. *What are the core academic subjects?* English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.
- b. *How is a teacher defined?* An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]
- c. *How is a class defined?* A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50% of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].
- d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category?* States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.
- e. *How should States count teachers (including specialists or resource teachers) in elementary classes?* States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.
- f. *How should States count teachers in self-contained multiple-subject secondary classes?* Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher is Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.
- g. *What is the reporting period?* The reporting period is the school year. The count of classes must include all semesters, quarters, or terms of the school year. For example, if core academic classes are held in summer sessions, those classes should be included in the count of core academic classes. A state determines into which school year classes fall.

**1.5.2 Reasons Core Academic Classes Are Taught by Teachers Who Are Not Highly Qualified**

In the tables below, estimate the percentages for each of the reasons why teachers who are not highly qualified teach core academic classes. For example, if 900 elementary classes were taught by teachers who are not highly qualified, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided at each grade level are not sufficient to explain why core academic classes at a particular grade level are taught by teachers who are not highly qualified, use the row labeled "other" and explain the additional reasons. The total of the reasons is calculated automatically for each grade level and must equal 100% at the elementary level and 100% at the secondary level.

**Note:** Use the numbers of core academic classes taught by teachers who are not highly qualified from 1.5.1 for both elementary school classes (1.5.2.1) and for secondary school classes (1.5.2.2) as your starting point.

<b>1.5.2.1 Elementary School Classes</b>	
<b>Elementary School Classes</b>	<b>Percentage</b>
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	17.80
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	2.80
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	37.40
Other (please explain in comment box below)	42.00
Total	100.00

The response is limited to 8,000 characters.

Other: Elementary ELL teachers enrolled in an approved program while teaching Teachers who hold a Type 29 license Long-term substitute teachers
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<b>1.5.2.2 Secondary School Classes</b>	
<b>Secondary School Classes</b>	<b>Percentage</b>
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	14.30
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	14.30
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	48.60
Other (please explain in comment box below)	22.80
Total	100.00

The response is limited to 8,000 characters.

Other: Elementary ELL teachers enrolled in an approved program while teaching Teachers who hold a Type 29 license Long-term substitute teachers
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### 1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified. The percentage of core academic classes taught by teachers who are highly qualified will be calculated automatically. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

**NOTE:** No source of classroom-level poverty data exists, so States may look at school-level data when figuring poverty quartiles. Because not all schools have traditional grade configurations, and because a school may not be counted as both an elementary and as a secondary school, States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools).

This means that *for the purpose of establishing poverty quartiles*, some classes in schools where both elementary and secondary classes are taught would be counted as classes in an elementary school rather than as classes in a secondary school in 1.5.3. This also means that such a 12th grade class would be in a different category in 1.5.3 than it would be in 1.5.1.

School Type	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified
Elementary Schools			
High Poverty Elementary Schools	24,861	24,507	98.58
Low-poverty Elementary Schools	38,081	38,060	99.94
Secondary Schools			
High Poverty secondary Schools	10,196	9,348	91.68
Low-Poverty secondary Schools	12,585	12,585	100.00

#### 1.5.3.1 Poverty Quartile Breaks

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles. Below the table are FAQs about the data collected in this table.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary schools	80.20	31.90
Poverty metric used	Low-income students come from families receiving public aid, live in institutions for neglected or delinquent children, are supported in foster homes with public funds, or are eligible to receive free or reduced-price lunches. High-poverty schools are the lowest 25 percent. Low-poverty schools are the highest 25 percent.	
Secondary schools	63.90	32.30
Poverty metric used	Low-income students come from families receiving public aid, live in institutions for neglected or delinquent children, are supported in foster homes with public funds, or are eligible to receive free or reduced-price lunches. High-poverty schools are the lowest 25 percent. Low-poverty schools are the highest 25 percent.	

**FAQs on poverty quartiles and metrics used to determine poverty**

- a. *What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State.
- b. *What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State.
- c. *How are the poverty quartiles determined?* Separately rank order elementary and secondary schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.
- d. *Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?* States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

**1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS**

This section collects annual performance and accountability data on the implementation of Title III programs.

**1.6.1 Language Instruction Educational Programs**

In the table below, place a check next to each type of language instruction educational programs implemented in the State, as defined in Section 3301(8), as required by Sections 3121(a)(1), 3123(b)(1), and 3123(b)(2).

**Table 1.6.1 Definitions:**

1. **Types of Programs** = Types of programs described in the subgrantee's local plan (as submitted to the State or as implemented) that is closest to the descriptions in [http://www.ncela.gwu.edu/files/rcd/BE021775/Glossary\\_of\\_Terms.pdf](http://www.ncela.gwu.edu/files/rcd/BE021775/Glossary_of_Terms.pdf).
2. **Other Language** = Name of the language of instruction, other than English, used in the programs.

Check Types of Programs	Type of Program	Other Language
<u>Yes</u>	Dual language	Spanish
<u>Yes</u>	Two-way immersion	Spanish, Arabic, Polish, Chinese, Urdu
<u>Yes</u>	Transitional bilingual programs	Spanish, Arabic, Polish, Chinese, Urdu
<u>Yes</u>	Developmental bilingual	Spanish
<u>Yes</u>	Heritage language	Spanish
<u>Yes</u>	Sheltered English instruction	////////////////////////////////////
<u>Yes</u>	Structured English immersion	////////////////////////////////////
<u>Yes</u>	Specially designed academic instruction delivered in English (SDAIE)	////////////////////////////////////
<u>Yes</u>	Content-based ESL	////////////////////////////////////
<u>Yes</u>	Pull-out ESL	////////////////////////////////////
<u>No</u>	Other (explain in comment box below)	////////////////////////////////////

The response is limited to 8,000 characters.

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**1.6.2 Student Demographic Data****1.6.2.1 Number of ALL LEP Students in the State**

In the table below, provide the October 1 count of ALL LEP students in the State who meet the LEP definition under Section 9101(25).

- o Include newly enrolled (recent arrivals to the U.S.) and continually enrolled LEP students, whether or not they receive services in a Title III language instruction educational program.
- o Do not include Former LEP students (as defined in Section 200.20(f)(2) of the Title I regulation) and monitored Former LEP students (as defined under Section 3121(a)(4) of Title III) in the ALL LEP student count in this table.

Number of ALL LEP students in the State	201,292
<b>Comments:</b> The response is limited to 4,000 characters.	

**1.6.2.2 Number of LEP Students Who Received Title III Language Instruction Educational Program Services**

In the table below, provide the October 1 count of LEP students in the State who received services in Title III language instructional education programs.

LEP Students Receiving Services	#
LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	185,144
<b>Comments:</b> The response is limited to 4,000 characters.	

**1.6.2.3 Most Commonly Spoken Languages in the State**

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all LEP students, not just LEP students who received Title III services). The top five languages should be determined by the highest number of students speaking each of the languages listed.

Language	# LEP Students
Spanish; Castilian	157,852
Arabic	6,413
Polish	6,198
Chinese	2,992
Urdu	2,839

Report additional languages with significant numbers of LEP students in the comment box below.

The response is limited to 8,000 characters.

--

**1.6.3 Student Performance Data**

This section collects data on LEP students' English language proficiency, as required by Sections 1111(h)(4)(D) and 3121(a)(2).

**1.6.3.1.1 All LEP Students Tested on the State Annual English Language Proficiency Assessment**

In the table below, please provide the number of ALL LEP students tested and not tested on annual State English language proficiency (ELP) assessment (as defined in 1.6.2.1).

<b>All LEP Testing</b>	<b>#</b>
Number tested on State annual ELP assessment	190,515
Number not tested on State annual ELP assessment	2,187
Total	192,702
<b>Comments:</b> The response is limited to 4,000 characters. Student data are collected in the Student Identifier System (SIS). If no information is reported, the student is counted as not tested.	

**1.6.3.1.2 ALL LEP Student English Language Proficiency Results**

<b>All LEP Results</b>	<b>#</b>
Number attained proficiency on State annual ELP assessment	31,045
Percent attained proficiency on State annual ELP assessment	16.28
<b>Comments:</b> The response is limited to 4,000 characters.	

**1.6.3.2.1 Title III LEP Students Tested on the State Annual English Language Proficiency Assessment**

In the table below, provide the number of Title III LEP students tested and not tested on annual State English language proficiency assessment.

<b>Title III LEP Testing</b>		<b>#</b>
Number tested on State annual ELP assessment		180,965
Number not tested on State annual ELP assessment		1,775
Total		182,740
<b>Comments:</b> The response is limited to 4,000 characters. Student data are collected in the Student Identifier System (SIS). If no information is reported, the student is counted as not tested.		

In the table below, provide the number of Title III students who took the State annual ELP assessment for the first time and whose progress cannot be determined and whose results were not included in the calculation for AMAO 1. Report this number ONLY if the State did not include these students in establishing AMAO 1/ making progress target and did not include them in the calculations for AMAO 1/ making progress (# and % making progress).

<b>Title III First Time Tested</b>		<b>#</b>
Number of Title III students who took the State annual ELP assessment for the first time whose progress cannot be determined and whose results were not included in the calculation for AMAO 1.		36,716

**1.6.3.2.2 Title III LEP English Language Proficiency Results**

This section collects information on Title III LEP students' development of English and attainment of English proficiency.

**Table 1.6.3.2.2 Definitions:**

1. **Annual Measureable Achievement Objectives (AMAOs)** = State targets for the number and percent of students making progress and attaining proficiency.
2. **Making Progress** = Number and percent of Title III LEP students that met the definition of "Making Progress" as defined by the State and submitted to ED in the Consolidated State Application (CSA), or as amended.
3. **Attained Proficiency** = Number and percent of Title III LEP students that met the State definition of "Attainment" of English language proficiency submitted to ED in the Consolidated State Application (CSA), or as amended.
4. **Results** = Number and percent of Title III LEP students that met the State definition of "Making Progress" and the number and percent that met the State definition of "Attainment" of English language proficiency.

In the table below, provide the State targets for the number and percent of students making progress and attaining English proficiency for this reporting period. Additionally, provide the results from the annual State English language proficiency assessment for Title III-served LEP students who participated in a Title III language instruction educational program in grades K through 12. If your State uses cohorts, provide us with the range of targets, (i.e., indicate the lowest target among the cohorts, e.g., 10% and the highest target among a cohort, e.g., 70%).

<b>Title III Results</b>	<b>Results #</b>	<b>Results %</b>	<b>Targets #</b>	<b>Targets %</b>
Making progress	92,555	64.16		
Attained proficiency	29,017	16.03		
<b>Comments:</b> The response is limited to 4,000 characters. Illinois only has "Results" data, not "Target" data.				

**1.6.3.5 Native Language Assessments**

This section collects data on LEP students assessed in their native language (Section 1111(b)(6)) to be used for AYP determinations.

**1.6.3.5.1 LEP Students Assessed in Native Language**

In the table below, check "Yes" if the specified assessment is used for AYP purposes.

State offers the State reading/language arts content tests in the students' native language(s).	<u>No</u>
State offers the State mathematics content tests in the students' native language(s).	<u>No</u>
State offers the State science content tests in the students' native language(s).	<u>No</u>
<b>Comments:</b> The response is limited to 4,000 characters.	

**1.6.3.5.2 Native Language of Mathematics Tests Given**

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for mathematics.

Language(s)
<b>Comments:</b> The response is limited to 4,000 characters. This table is not applicable as Illinois does not administer native language mathematics assessments.

**1.6.3.5.3 Native Language of Reading/Language Arts Tests Given**

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for reading/language arts.

Language(s)
<b>Comments:</b> The response is limited to 4,000 characters. This table is not applicable as Illinois does not administer native language reading/language arts assessments.

**1.6.3.5.4 Native Language of Science Tests Given**

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for science.

Language(s)
<b>Comments:</b> The response is limited to 4,000 characters. This table is not applicable as Illinois does not administer native language science assessments.

**1.6.3.6 Title III Served Monitored Former LEP (MFLEP) Students**

This section collects data on the performance of former LEP students as required by Sections 3121(a)(4) and 3123(b)(8).

**1.6.3.6.1 Title III Served MFLEP Students by Year Monitored**

In the table below, report the unduplicated count of monitored former LEP students during the two consecutive years of monitoring, which includes both MFLEP students in AYP grades and in non-AYP grades.

Monitored Former LEP (MFLEP) students include:

- ▮ Students who have transitioned out of a language instruction educational program.
- ▮ Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition.

**Table 1.6.3.6.1 Definitions:**

1. **# Year One** = Number of former LEP students in their first year of being monitored.
2. **# Year Two** = Number of former LEP students in their second year of being monitored.
3. **Total** = Number of monitored former LEP students in year one and year two. This is automatically calculated.

# Year One	# Year Two	Total
16,128	28,489	44,617
<b>Comments:</b> The response is limited to 4,000 characters.		

**1.6.3.6.2 MFLEP Students Results for Mathematics**

In the table below, report the number of MFLEP students who took the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

**Table 1.6.3.6.2 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in mathematics in all AYP grades.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual mathematics assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the number tested.
4. **# Below proficient** = State-aggregated number of MFLEP students who did not score proficient on the State annual mathematics assessment. This will be automatically calculated.

# Tested	# At or Above Proficient	% Results	# Below Proficient
42,132	7,975	18.93	34,157
<b>Comments:</b> The response is limited to 4,000 characters.			

**1.6.3.6.3 MFLEP Students Results for Reading/Language Arts**

In the table below, report results for MFLEP students who took the annual reading/language arts assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

**Table 1.6.3.6.3 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in reading/language arts in all AYP grades.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual reading/language arts assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested. This will be automatically calculated.
4. **# Below proficient** = State-aggregated number MFLEP students who did not score proficient on the State annual reading/language arts assessment.

# Tested	# At or Above Proficient	% Results	# Below Proficient
42,361	11,153	26.33	31,208
<b>Comments:</b> The response is limited to 4,000 characters.			

**1.6.3.6.4 MFLEP Students Results for Science**

In the table below, report results for MFLEP students who took the annual science assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are MFLEP students in their first year of monitoring, and those in their second year of monitoring.

**Table 1.6.3.6.4 Definitions:**

1. **# Tested** = State-aggregated number of MFLEP students who were tested in science.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual science assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested. This will be automatically calculated.
4. **# Below proficient** = State-aggregated number MFLEP students who did not score proficient on the State annual science assessment.

# Tested	# At or Above Proficient	% Results	# Below Proficient
<b>Comments:</b> The response is limited to 4,000 characters.			

**1.6.4 Title III Subgrantees**

This section collects data on the performance of Title III subgrantees.

**1.6.4.1 Title III Subgrantee Performance**

In the table below, report the number of Title III subgrantees meeting the criteria described in the table. Do not leave items blank. If there are zero subgrantees who met the condition described, put a zero in the number (#) column. Do not double count subgrantees by category.

**Note:** Do not include number of subgrants made under Section 3114(d)(1) from funds reserved for education programs and activities for immigrant children and youth. (Report Section 3114(d)(1) subgrants in 1.6.5.1 ONLY.)

Title III Subgrantees		#
Total number of subgrantees for the year		
////////////////////////////////////		
Number of subgrantees that met all three Title III AMAOs		
Number of subgrantees that met AMAO 1		
Number of subgrantees that met AMAO 2		
Number of subgrantees that met AMAO 3		
////////////////////////////////////		
Number of subgrantees that did not meet any Title III AMAOs		
////////////////////////////////////		
Number of subgrantees that did not meet Title III AMAOs for two consecutive years (SYs 2013-14 and 2014-15)		
Number of subgrantees implementing an improvement plan in SY 2014-15 for not meeting Title III AMAOs for two consecutive years		
Number of subgrantees that have not met Title III AMAOs for four consecutive years (SYs 2011-12, 2012-13, 2013-14, and 2014-15)		

Provide information on how the State counted consortia members in the total number of subgrantees and in each of the numbers in table 1.6.4.1. If applicable, also please note if this method is the same or different from the previous year.

The response is limited to 4,000 characters.

**Comments:** The response is limited to 4,000 characters. Data for this section will be available late April 2016.

**1.6.4.3 Termination of Title III Language Instruction Educational Programs**

This section collects data on the termination of Title III programs or activities as required by Section 3123(b)(7).

Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	<u>No</u>
If yes, provide the number of language instruction educational programs <u>or</u> activities for immigrant children and youth terminated.	
<b>Comments:</b> The response is limited to 4,000 characters.	



1.6.5 Education Programs and Activities for Immigrant Students

This section collects data on education programs and activities for immigrant students.

**Note: All immigrant students are not LEP students.**

1.6.5.1 Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and who participated in qualifying educational programs under Section 3114(d)(1).

Table 1.6.5.1 Definitions:

1. **Immigrant Students Enrolled** = Number of students who meet the definition of immigrant children and youth under Section 3301(6) and enrolled in the elementary or secondary schools in the State.
2. **Students in 3114(d)(1) Program** = Number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities. This number should not include immigrant students who only receive services in Title III language instructional educational programs under Sections 3114(a) and 3115(a).
3. **3114(d)(1)Subgrants** = Number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities. Do not include Title III Language Instruction Educational Program (LIEP) subgrants made under Sections 3114(a) and 3115(a) that serve immigrant students enrolled in them.

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
22,580	1,366	41

If state reports zero (0) students in programs or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

**1.6.6 Teacher Information and Professional Development**

This section collects data on teachers in Title III language instruction educational programs as required under Section 3123(b)(5).

**1.6.6.1 Teacher Information**

This section collects information about teachers as required under Section 3123 (b)(5).

In the table below, report the number of teachers who are working in the Title III language instruction educational programs as defined under Section 3301(8) and reported in 1.6.1 (Types of language instruction educational programs) even if they are not paid with Title III funds.

**Note:** Section 3301(8) – The term ‘ Language instruction educational program ’ means an instruction course – (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by Section 1111(b)(1); and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English as a second language.

<b>Title III Teachers</b>		<b>#</b>
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.		6,688
Estimate number of <b>additional</b> certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.		3,591

Explain in the comment box below if there is a zero for any item in the table above.

The response is limited to 8,000 characters.

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\* This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

**1.6.6.2 Professional Development Activities of Subgrantees Related to the Teaching and Learning of LEP Students**

In the tables below, provide information about the subgrantee professional development activities that meet the requirements of Section 3115(c)(2).

**Table 1.6.6.2 Definitions:**

1. **Professional Development Topics** = Subgrantee professional development topics required under Title III.
2. **#Subgrantees** = Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity. (Use the same method of counting subgrantees, including consortia, as in 1.6.1 and 1.6.4.)
3. **Total Number of Participants** = Number of teachers, administrators and other personnel who participated in each type of the professional development activities reported.
4. **Total** = Number of all participants in professional development (PD) activities.

Professional Development (PD) Topics	# Subgrantees
Instructional strategies for LEP students	203
Understanding and implementation of assessment of LEP students	159
Understanding and implementation of ELP standards and academic content standards for LEP students	144
Alignment of the curriculum in language instruction educational programs to ELP standards	152
Subject matter knowledge for teachers	129
Other (Explain in comment box)	114

PD Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers	182	20,066
PD provided to LEP classroom teachers	203	4,800
PD provided to principals	163	1,019
PD provided to administrators/other than principals	165	884
PD provided to other school personnel/non-administrative	118	2,960
PD provided to community based organization personnel	36	647
Total	//////////	30,376

The response is limited to 8,000 characters.

Other includes district/school ELL program improvement plans, training in meeting licensure requirements, and technology for ELLs.  
 Subgrantees may have developed more than one PD topic.  
 Illinois only collects the number of subgrantees, not the number of participants.

### 1.6.7 State Subgrant Activities

This section collects data on State grant activities.

#### 1.6.7.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from ED, normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

##### Table 1.6.7.1 Definitions:

1. **Date State Received Allocation** = Annual date the State receives the Title III allocation from US Department of Education (ED).
2. **Date Funds Available to Subgrantees** = Annual date that Title III funds are available to approved subgrantees.
3. **# of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Example: State received SY 2014-15 funds July 1, 2014, and then made these funds available to subgrantees on August 1, 2014, for SY 2014-15 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
07/01/14	09/01/14	45
<b>Comments:</b> The response is limited to 4,000 characters. In the 2014-15 school year ISBE added multiple reports online to help school districts verify the accuracy of the EL enrollment data, level of EL instructional services and funding allocations that are associated with EL program services provided. The Division of English Language Learning (DELL) also revised its application review process to ensure that applications are initially reviewed by both Level 1 and Level 2 reviewers before applications are returned to districts for revision or correction. DELL also created an application review and approval tracking system to inform assigned consultants when applications are returned and ready for review to help speed up the review and approval process.		

#### 1.6.7.2 Steps To Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

The Illinois State Board of Education continues to streamline the application review and approval process. In 2015, ISBE shortened the first part of the grant application (ELL Enrollment Summary and Ceiling Calculator) by requesting districts to update their English learner data in Student Information System (SIS), inform ISBE the types of grant districts are applying for and provide an assurance that the data reported are accurate. It has helped ISBE to speed up the approval of the first part of the application, ensure data accuracy and notify school districts of their funding allocations before they complete the second part of the grant application (TBE/TPI/Title III grant application).

**1.7 PERSISTENTLY DANGEROUS SCHOOLS**

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

<b>Persistently Dangerous Schools</b>		<b>#</b>
Persistently Dangerous Schools		0
<b>Comments:</b> The response is limited to 4,000 characters.		

**1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM**

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

LEAs	#	# LEAs Reporting Data
LEAs without subgrants	86	
LEAs with subgrants	790	
Total	876	

**Comments:** The response is limited to 4,000 characters. Subgrants are made to regional service centers, not directly to LEAs. The regional service centers provide McKinney-Vento program services to LEAs that have homeless students enrolled AND that submit an approvable subgrant application.

**1.9.1 All LEAs (with and without McKinney-Vento subgrants)**

The following questions collect data on homeless children and youth in the State.

**1.9.1.1 Homeless Children And Youth**

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youth Enrolled in Public School in LEAs <u>Without</u> Subgrants	# of Homeless Children/Youth Enrolled in Public School in LEAs <u>With</u> Subgrants
Age 3 through 5 (not Kindergarten)		2,367
K		4,051
1		4,114
2		3,994
3		4,118
4		3,728
5		3,648
6	1	3,631
7	1	3,381
8	1	3,361
9		4,238
10	1	4,599
11		3,975
12	2	4,064
Ungraded		
Total	6	53,269

**Comments:** The response is limited to 4,000 characters. Illinois does not have ungraded students.

**1.9.1.2 Primary Nighttime Residence of Homeless Children and Youth**

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

Primary Nighttime Residence	# of Homeless Children/Youth - LEAs <u>Without</u> Subgrants	# of Homeless Children/Youth - LEAs <u>With</u> Subgrants
Shelters, transitional housing, awaiting foster care		6,142
Doubled-up (e.g., living with another family)		44,032
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)		406
Hotels/Motels		1,922
Total		52,502

**Comments:** The response is limited to 4,000 characters. Data on the number of homeless children/youth enrolled in public school LEAs without subgrants are not collected.

The difference in totals between 1.9.1.1 and 1.9.1.2 is due to unknown or unreported primary nighttime residences.

**1.9.1.3 Subgroups of Homeless Students Enrolled**

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Special Population	# Homeless Children/Youth - LEAs <u>Without</u> Subgrants	# of Homeless Children/Youth - LEAs <u>With</u> Subgrants
Unaccompanied homeless youth		5,208
Migratory children/youth		94
Children with disabilities (IDEA)	2	10,114
Limited English Proficient (LEP) students		3,251

**Comments:** The response is limited to 4,000 characters. Illinois did not have any Unaccompanied, Migratory, or LEP homeless children/youth served by LEAs without subgrants.

**1.9.2 LEAs with McKinney-Vento Subgrants**

The following sections collect data on LEAs with McKinney-Vento subgrants.

**1.9.2.1 Homeless Children and Youth Served by McKinney-Vento Subgrants**

In the table below, provide the number of homeless children and youth by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youth Served by Subgrants
Age Birth Through 2	260
Age 3 through 5 (not Kindergarten)	2,342
K	3,652
1	3,986
2	3,860
3	3,988
4	3,610
5	3,523
6	3,514
7	3,278
8	3,273
9	4,171
10	4,507
11	3,847
12	4,048
Ungraded	
Total	51,859

**Comments:** The response is limited to 4,000 characters. Illinois does not have ungraded students.

**1.9.2.2 Subgroups of Homeless Students Served**

In the table below, please provide the following information about the homeless students served during the regular school year.

Subgroup	# Homeless Students Served
Unaccompanied homeless youth	5,130
Migratory children/youth	94
Children with disabilities ( <i>IDEA</i> )	10,524
Limited English Proficient (LEP) students	3,089

**Comments:** The response is limited to 4,000 characters.



**1.9.3 Academic Achievement of Homeless Students**

The following questions collect data on the academic achievement of enrolled homeless children and youth.

**1.9.3.1 Reading Assessment**

In the table below, provide the number of enrolled homeless children and youth who were tested on the State reading/language arts assessment and the number and percentage of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for ESEA.

Grade	LEAs Without Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs Without Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs Without Subgrants - % of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs With Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - % of Homeless Students Scoring at or above Proficient
3				3,266	486	14.88
4				2,944	509	17.29
5	1			2,886	482	16.70
6	1			2,863	393	13.73
7	1			2,622	426	16.25
8	1			2,609	480	18.40
High School				2,282	238	10.43

**Comments:** The response is limited to 4,000 characters.

**1.9.3.2 Mathematics Assessment**

This section is similar to 1.9.3.1. The only difference is that this section collects data on the State mathematics assessment.

Grade	LEAs Without Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs Without Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs Without Subgrants - % of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs With Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - % of Homeless Students Scoring at or above Proficient
3				3,300	423	12.82
4				2,970	258	8.69
5	1			2,928	239	8.16
6	1			2,881	222	7.71
7	1	1	100.00	2,653	227	8.56
8	1			2,628	335	12.75
High School				2,108	104	4.93

**Comments:** The response is limited to 4,000 characters.

**1.9.3.3 Science Assessment**

This section is similar to 1.9.3.1. The only difference is that this section collects data on the State science assessment.

Grade	LEAs Without Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs Without Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs Without Subgrants - % of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - # of Homeless Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	LEAs With Subgrants - # of Homeless Students Scoring at or above Proficient	LEAs With Subgrants - % of Homeless Students Scoring at or above Proficient
3						
4						
5						
6						
7						
8						
High School						

**Comments:** The response is limited to 4,000 characters. Illinois does not administer science assessments at grades 3, 5, 6, and 8.