



Illinois
State Board of
Education



Public Business Rules
2021 Report Card Metrics

Revision History

| Version | Date Updated | Revision(s) |
|---------|--------------------|---|
| 1.0 | June 28, 2021 | Original version |
| 2.0 | August 12, 2021 | Civil Rights Data Collection <ul style="list-style-type: none"> Updated the link to the federal guidance |
| 3.0 | September 15, 2021 | Proficiency Rate and Student Growth Percentile ELA and Math - IAR <ul style="list-style-type: none"> Added a note that “SGP” will not be displayed on the Report Card for 2021 College and Career Ready <ul style="list-style-type: none"> Added a note that “Distinguished Scholar” and “College and Career Scholar” will not be displayed on the Report Card for 2021 Clarified the business rules under Dual Credit Career Pathway Course (college credit earned) Advanced Academic Program <ul style="list-style-type: none"> Added clarity to the business rules for Accelerated Placement and Gifted with regards to current year records, and previous year records Attendance <ul style="list-style-type: none"> Updated the School Calendar Codes table |
| 4.0 | October 5, 2021 | Advanced Academic Program <ul style="list-style-type: none"> Added clarity to the formulas to use year-end enrollment in the calculations |
| 5.0 | October 26, 2021 | Year End Collection <ul style="list-style-type: none"> Updated the business rules to indicate that this data is only collected and displayed for kindergarten through grade 12 English Learners <ul style="list-style-type: none"> Updated the business rules and formulas with additional SIS Exit Codes |
| 6.0 | March 22, 2022 | Responsible Entity <ul style="list-style-type: none"> Updated the business rules for “who” gets a Report Card |
| 7.0 | March 25, 2022 | Participation Rate ELA, Math, and Science – All Tests <ul style="list-style-type: none"> Updated the business rules for the handling of ACCESS Participation Denominator English Learners (EL) <ul style="list-style-type: none"> Updated the business rules for the handling of ACCESS Participation Denominator |
| 8.0 | May 9, 2022 | Administrator Measures <ul style="list-style-type: none"> Updated business rules Teacher Measures <ul style="list-style-type: none"> Updated business rules |

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Grades Served
SY 2021

Grades Served

Definition

The grade level of education that a school and/or district provide for general education.

Guidance and Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: [EdFacts FS039 — Grades Offered](#)

Business Rules

For Pre-Kindergarten:

- If a school serves 3 or more Prekindergarten students (IEP or Non-IEP) then Prekindergarten will be included in their grades served.

For Grades K-12:

- For each home school, summarize the enrollment by grade for students without IEPs.
- Any grade with greater than or equal to three students is initially included in the school's grades served.
- Calculate the average cohort size by adding the grade-by-grade enrollment and dividing by the number of grades.
- Remove the grade from the school's "grades served" if:
 - The cohort/grade has less than 5 students AND it is less than 1/2 the average cohort size; OR
 - The cohort/grade has between 5 and 10 students AND it is less than 1/5 the average cohort size; OR
 - The cohort/grade has less than 25 students AND it is less than 1/20 the average cohort size.
- For schools with an average cohort size of less than 10, include any grade that has one or more students.

Formula (calculations)

N/A

Sources of Data

Student Information System (SIS)

Entity Profile System (EPS)



Responsible Entity
SY 2021

Responsible Entity

Definition

A responsible entity is a school or district that a student/enrollment/observation is assigned to for the purposes of reporting in the Report Card. The “responsible entity” was developed to facilitate communication about how to calculate Report Card Metrics and to document the distinction between how metrics are calculated for the Report Card and how they are calculated for the use in Summative Designations (which uses “accountable school”).

A Student is assigned to a Responsible Entity (either Home or Serving). Some students are assigned to a responsible school and district while others, for serving-school specific metrics, are assigned to a responsible district only. One group of students are only reported at the State level.

- Responsible School is the school used for calculating all Report Card metrics. In most cases, a student’s responsible school is their home school. Paris Cooperative High School and Bismark Henning Rossville Alvin Cooperative High School are exceptions. There are also specific metrics where the responsible school is based on a student’s serving school (e.g. enrollment, Climate Survey participation).
- Responsible District is the district used for calculating all Report Card metrics. It is either the parent district of the responsible school or the parent district of a student’s home school in cases where the student’s serving school is a special education cooperative, special education private facility, nonpublic school, or a miscellaneous payee. Students who have no responsible school may be included in district-level calculations for their responsible district.

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: Elementary and Secondary Education Act [20 U.S.C. 6320 § SEC. 1117](#)

Business Rules

Entities that will receive a Report Card are:

- Any public school that is Category 4 or Category 8 and is not a “3000” (special school RCDTS code) entity and is not a “9000” (ROE program RCDTS code) entity
- The Home School AND/OR Serving School enrollment is equal to 10 or more
 - There are two exceptions to this rule. The following Serving schools will also receive a Report Card
 - Bismark-Henning-Rossville-Alvin Cooperative High School
 - Paris Cooperative High School
- Public schools that were open during the school year and enrolled students as a home school
 - This **excludes** programs that only serve students enrolled at other home schools like alternative programs.
- The University of Illinois and Illinois State University lab school systems and their constituent schools will receive a report card.
- No other school level entity will receive a report card.
- Parent entities (Districts) of schools that receive a report card will also receive a report card.

Responsible Entity

- Student enrolled in “Evaluation” and “Birth to Three” grades are **excluded** from any report card enrollment counts.
- Students with a home school that is a category 4 or 8.
 - This **includes** Pre-K centers that are a category 4 which is part of a district

- This **excludes** the Early Childhood Centers that are not part of a district
- The responsible school is the home school of the enrollment record, with the exception for the following cooperative schools:
 - Bismarck-Henning-Rossville-Alvin Cooperative High School
 - Paris Cooperative High School
- When the home school is Bismarck-Henning-Rossville-Alvin Cooperative High School 1 or Bismarck-Henning-Rossville-Alvin Cooperative High School 7, the responsible entity that will receive the Report Card is Bismarck-Henning-Rossville-Alvin Cooperative High School.
- When the home school is Paris Cooperative High School 95 or Paris Cooperative High School 4, the responsible entity that will receive the Report Card is Paris Cooperative High School.
- The responsible district is the parent district of the responsible school who qualifies to receive a report card.
- All students reported at the school/district level are also reported at the state level.
- Students enrolled in deactivated schools are counted in the school/district where they are being served (the home school of the enrollment).

Home School vs. Serving School

- All metrics will be reported based on home school with the exception of the following metrics:
 - Student Enrollment, which includes:
 - Total Enrollment
 - Homeless Enrollment
 - Low Income Enrollment
 - Student Enrollment by Race/Ethnicity
 - Climate Survey (for 5Essentials, or AdvancED, or Comprehensive School Climate Inventory), which includes:
 - Percentage of Schools with Over 50% Response Rate
 - Student Response Rate
 - Teacher Response Rate
 - Survey Components (5Essentials only)
 - Educator Qualifications, which includes:
 - Teacher Retention
 - FTE Teacher Count
 - Teacher Headcount
 - Teacher Gender Distribution
 - Teacher Race Distribution
 - Teacher Education Distribution – Bachelor’s Degree
 - Teacher Education Distribution – Master’s Degree or Above
 - Average IL Public Schools Teacher Experience
 - Novice Teacher Ratio
 - Average Teacher Salary
 - Teacher Attendance Rate
 - Teacher Evaluation
 - Teacher Rated Proficient or Excellent
 - Pupil Teacher Ratio – Elementary
 - Pupil Teacher Ratio – High School
 - Teachers with Short Term or Provisional Licenses
 - Average Class Size

- Mobility
- Health and Wellness
- Teachers that are gifted/endorsed
- In addition, all metrics for the following will be reported at the Serving School level
 - Bismark-Henning-Rossville-Alvin Cooperative High School
 - Paris Cooperative High School

Formula (calculations)

N/A

Sources of Data (if applicable)

Student Information System (SIS)

Entity Profile System (EPS)



***Year End Collection
SY 2021***

Year End Collection (YEC)

Metric Information

- Health and Wellness

Definition

The Year End Collection is a data collection process administered at the end of the school year that captures required data that is not captured in other data collection systems. For SY 2020-21, the Year End Collection collected No Pass No Play, Truant Minors, Health and Wellness, Minutes of Instruction per Week, and New School Building. Only Health and Wellness is reported in the Report Card.

- Health and Wellness is the average number of days per week that a student at a school has physical education.

Guidance Citation

State Statute/Guidance: Illinois School Code [ILCS 5/10-17a](#)

Federal Statute/Guidance: N/A

Business Rules

- Data is self-reported by the schools/district.
- School year from the Year End Collection database is the same as the Report Card year.
- The data that is collected and reported on:
 - Health and Wellness: Public School (Category 4) and State-funded School (Category 8) only
- This data is only collected and displayed for Kindergarten through Grade 12
- The district is the parent district of the public school.

Formula (calculations)

Health and Wellness Formula

- Health and Wellness Count

Sources of Data

Year End Collection (YEC)



***Proficiency Rate ELA, Math, and Science – All Tests
SY 2021***

Proficiency Rate ELA, Math and Science - All Tests

Definition

The federal Every Student Succeeds Act (ESSA) requires states to assess their learning standards for English/Language Arts (ELA), Math, and Science. Each state may also have a general assessment for the majority of its students, and an alternate assessment for the one percent of students with the most significant cognitive disabilities.

The “All Test Proficiency” measure is the proficiency rate for students combining all tests. A rate is calculated for ELA, Math, and Science at the elementary and high school levels.

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/2-3.64a-5](#); [Approved waiver: https://www.isbe.net/Documents/IL20-21-Accountability-Waiver-Template.pdf](#)

Federal Statute/Guidance: [ED Facts E- MAPS Assessment Metadata Survey](#)

Business Rules

- ELA, Math, and Science rates for the “All Student” population are computed and displayed.
- The testing enrollment is defined in the Participation metric.
- The demographics (Race, Gender and the Program Indicators) are disaggregated at the entity level (school, district or state level) and at the grade level.
- The source for the IAR, SAT, and DLM-AA calculation is SIS Assessment Correction and Score records.
- The source for the ISA calculation is ISA Student Roster and Result records.
- For IAR, SAT, and DLM-AA, the grade is the grade at time of testing from the Correction record.
- For ISA, the grade is the grade in SIS at the time the student is rostered for ISA.
- Note: For 2021, no grade 12 scores will be included in any calculations.
- Student demographic information (race, gender, program indicators) used for assessment proficiency rate calculations comes from the Student Metrics table in the Warehouse. See the Student Groups business rules for more information on how the table is populated.
 - This table is populated as follows:
 - Race and Gender are typically derived from assessment correction records where available, and if no assessment correction record is available, then the SIS student demographic data from the exited student enrollment is used. For SY2021, assessment correction data will not be available until after student enrollments have exited, so to maintain consistency across all metrics that use student demographics, the SY2021 report card will not use assessment correction data to determine student demographics, but instead use SIS demographic data as of the end of year enrollment exit data.
 - IEP, EL and other student demographic indicators in the Student Metrics table are determined using logic defined in the Student Groups business rules document.
 - The Report Card team will ignore any changes to demographics data in the correction records. We will however use the grade at time of testing from the correction record for reporting Assessment metrics.
 - Note: It’s anticipated that the SY2022 report card will return to using assessment correction records for Race and Gender, unless SIS implements a Student Demographics History table which would lock demographics for students upon end of year enrollment

exit, in which case this Demographics History table would be used. (Theoretically this could eliminate the need for assessment correction).

- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- High School: Grades are 9 through 12
 - Use SAT and DLM-AA scores for ELA and Math
 - Levels 3 and 4 are proficient for SAT and DLM-AA (grade 11)
 - For ELA and Math, Grade 9 and Grade 10 are **excluded** from proficiency rates by subject and test and should be ignored for inclusion.
 - Use ISA and DLM-AA scores for Science
 - Levels 3 and 4 are proficient for DLM-AA (grade 11)
 - For Science, Grade 9 and Grade 10 are **excluded** for DLM-AA and should be ignored for inclusion.
 - Level 3 and 4 is proficient for ISA (grade 11)
 - For Science, only Grade 11 is **included** for ISA.
- Elementary School: Grades are 3 through 8
 - Use IAR and DLM-AA scores for ELA and Math.
 - Levels 4 and 5 are proficient for IAR (grades 3 through 8).
 - Levels 3 and 4 are proficient for DLM-AA (grades 3 through 8).
 - Use ISA and DLM-AA for Science.
 - Level 3 and 4 is proficient for ISA (grades 5 and 8)
 - Levels 3 and 4 are proficient for DLM-AA (grades 5 and 8).
- Proficiency Rate Numerator
 - Number of students who are proficient in either ELA, Math, or Science (IAR level 4 or level 5; SAT level 3 or level 4; DLM-AA level 3 or level 4; ISA level 3 and 4)
- Proficiency Rate Denominator
 - The denominator for Proficiency Rate is derived and will be the greater of:
 - Total number of students with valid scores excluding all students with suppressed scores; **or**
 - 95% of the Participation Rate denominator
 - If the Participation Rate is **greater than or equal** to 95 percent, then the denominator will be the number of students with a valid score excluding all students with suppressed scores.
 - If the Participation Rate is **less than** 95 percent, then the denominator will be 95 percent of the Participation Rate denominator, which is defined in the Participation Rate metric.
 - Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use “Number of students with valid scores excluding all students with suppressed scores” as the denominator
- Proficiency Rate for **IAR, SAT, and DLM-AA**: The table below indicates whether a record is included in the numerator for calculating Proficiency Rate.
 - *Note:*
 - For a complete listing of RNVTA codes and validation rules see: <https://www.isbe.net/Documents/reason-no-valid-test-attmpt.pdf>

| Assessment | Subject | Scale Score | RNVTA Code | Suppression Code | Include in Proficiency Numerator |
|------------|---------|-------------|------------|------------------|----------------------------------|
|------------|---------|-------------|------------|------------------|----------------------------------|

| | | | | | |
|------------------|-----|-----|------|-----------------------|-----|
| IAR, SAT, DLM-AA | All | Yes | Null | Null | Yes |
| IAR, SAT, DLM-AA | All | No | 1 | Null | No |
| IAR, SAT, DLM-AA | All | No | 2 | Null | No |
| IAR, SAT, DLM-AA | All | No | 3 | Null | No |
| IAR, SAT, DLM-AA | All | No | 4 | Null | No |
| IAR, SAT, DLM-AA | All | No | 7 | Null | No |
| IAR, SAT, DLM-AA | All | No | 8 | Null | No |
| IAR, SAT, DLM-AA | All | No | 9 | Null | No |
| IAR, SAT, DLM-AA | All | No | 10 | Null | No |
| IAR, SAT, DLM-AA | All | No | 15 | Null | No |
| IAR, SAT, DLM-AA | All | No | 16 | Null | No |
| IAR, SAT, DLM-AA | All | No | 18 | Null | No |
| IAR, SAT, DLM-AA | All | No | 19 | Null | No |
| IAR, SAT, DLM-AA | All | Yes | 19 | Suppressed (Not Null) | No |
| IAR, SAT, DLM-AA | All | No | 21 | Null | No |
| IAR, SAT, DLM-AA | All | No | 22 | Null | No |
| IAR, SAT, DLM-AA | All | Yes | 22 | Suppressed (Not Null) | No |
| IAR, SAT, DLM-AA | All | Yes | 23 | Suppressed (Not Null) | No |
| IAR, SAT, DLM-AA | All | No | 25 | Null | No |
| IAR, SAT, DLM-AA | All | Yes | 25 | Suppressed (Not Null) | No |

- Proficiency Rate for **ISA**: The table below indicates whether a record is included in the numerator and/or denominator for calculating Participation Rate.
 - Notes:

- For a complete listing of RNVTA codes and validation rules see:
https://www.isbe.net/Documents/ISA_Reason-for-No-Valid-Test-Attempt.pdf#search=ISA%20rvta

| Assessment | Subject | Scale Score | RNVTA Code | Suppression Code | Include in Proficiency Numerator |
|------------|---------|-----------------------|------------|------------------|----------------------------------|
| ISA | Science | A 3-digit Scale Score | | | Yes |
| ISA | Science | | 01 | | No |
| ISA | Science | | 02 | | No |
| ISA | Science | | 03 | | No |
| ISA | Science | | 04 | | No |
| ISA | Science | | 05 | | No |
| ISA | Science | | 06 | | No |
| ISA | Science | | 07 | | No |
| ISA | Science | | 08 | | No |
| ISA | Science | | 09 | | No |
| ISA | Science | | 10 | | No |
| ISA | Science | | 15 | | No |
| ISA | Science | | 16 | | No |
| ISA | Science | | 17 | | No |
| ISA | Science | | 30 | | No |
| ISA | Science | | 31 | | No |
| ISA | Science | | 32 | | No |
| ISA | Science | | 33 | | No |
| ISA | Science | | 34 | | No |
| ISA | Science | | | S1 | No |
| ISA | Science | | | S2 | No |
| ISA | Science | | | S3 | No |
| ISA | Science | | | S4 | No |
| ISA | Science | | | S5 | No |
| ISA | Science | | | S6 | No |
| ISA | Science | | | S7 | No |
| ISA | Science | | | S8 | No |
| ISA | Science | | | S9 | No |
| ISA | Science | | | S10 | No |
| ISA | Science | | | S11 | No |
| ISA | Science | | | S12 | No |
| ISA | Science | | | S13 | No |
| ISA | Science | | | S14 | No |
| ISA | Science | | | S15 | No |
| ISA | Science | | | S16 | No |

Formula (calculations)

Proficiency Rate ELA All Tests Formula

- $(\text{Number of students who are proficient in ELA}) \div (\text{The greater of \{number of students with valid scores excluding all students with a suppressed score in ELA or 95\% of the Participation Rate denominator for ELA\}}) \times 100$
 - Use this formula for every student group and overall
 - Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use “Number of students with valid scores excluding all students with suppressed scores” as the denominator

Proficiency Rate Math All Tests Formula

- $(\text{Number of students who are proficient in Math}) \div (\text{The greater of \{number of students with valid scores excluding all students with a suppressed score in Math or 95\% of the Participation Rate denominator for Math\}}) \times 100$
 - Use this formula for every student group and overall
 - Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use “Number of students with valid scores excluding all students with suppressed scores” as the denominator

Proficiency Rate Science All Tests Formula

- $(\text{Number of students who are proficient in Science}) \div (\text{The greater of \{number of students with valid scores excluding all students with a suppressed score in Science or 95\% of the Participation Rate denominator for Science\}}) \times 100$
 - Use this formula for every student group and overall
 - Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use “Number of students with valid scores excluding all students with suppressed scores” as the denominator

Sources of Data

Student Information System (SIS)



***Proficiency Rate ELA, Math, and Science – DLM-AA
SY 2021***

Proficiency Rate ELA, Math and Science – DLM-AA

Definition

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

“DLM-AA Proficiency” has four levels of performance which are:

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

The proficiency rate is calculated for Math, ELA, and Science.

There are no given scale scores for DLM-AA, only performance levels.

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/2-3.64a-5](#); [Approved waiver:](#)

<https://www.isbe.net/Documents/IL20-21-Accountability-Waiver-Template.pdf> Federal Statute/Guidance: Evaluations, Eligibility Determinations, Individualized Education Programs, and Educational Placements [34 CFR § 300.320](#)

Business Rules

- ELA, Math, and Science rates for the “All Student” population are computed and displayed.
- The testing enrollment is defined in the Participation metric.
- The demographics (Race, Gender and the Program Indicators) are disaggregated at the entity level (school, district or state level) and at the grade level.
- The source for the calculation is the DLM-AA Correction and Score records.
- The grade is the grade at time of testing from the Correction record.
- Note: For 2021, no grade 12 scores should be included in any calculations
- Student demographic information (race, gender, program indicators) used for assessment proficiency rate calculations comes from the Student Metrics table in the Warehouse. See the Student Groups business rules for more information on how the table is populated.
 - This table is populated as follows:
 - Race and Gender are typically derived from assessment correction records where available, and if no assessment correction record is available, then the SIS student demographic data from the exited student enrollment is used. For SY2021, assessment correction data will not be available until after student enrollments have exited, so to maintain consistency across all metrics that use student demographics, the SY2021 report card will not use

assessment correction data to determine student demographics, but instead use SIS demographic data as of the end of year enrollment exit data.

- IEP, EL and other student demographic indicators in the Student Metrics table are determined using logic defined in the Student Groups business rules document.
 - The Report Card team will ignore any changes to demographics data in the correction records. We will however use the grade at time of testing from the correction record for reporting Assessment metrics
 - Note: It's anticipated that the SY2022 report card will return to using assessment correction records for Race and Gender, unless SIS implements a Student Demographics History table which would lock demographics for students upon end of year enrollment exit, in which case this Demographics History table would be used. (Theoretically this could eliminate the need for assessment correction).
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
 - DLM-AA has a student record with an ELA, Math, and Science score.
 - For ELA, Math, and Science, Grade 9 and Grade 10 are **excluded** from proficiency rates.
 - For ELA, Math, and Science, Grade 12 students will be reported with Grade 11 students.
 - Note: For 2021, no grade 12 scores should be included in any calculations
 - The proficiency rate is calculated for ELA, Math, and Science.
 - If a student is in a Performance Level of 3 or 4, then they are considered Proficient.
 - Each subgroup is calculated the same way.
 - There are no given Scale Scores for DLM-AA, just performance levels.
 - Proficiency Rate Numerator
 - Number of students who are proficient in ELA, Math, or Science (level 3 or level 4)
 - Proficiency Rate Denominator
 - The denominator for Proficiency Rate is derived and will be the greater of:
 - Total number of students with valid scores excluding all students with suppressed scores; **or**
 - 95% of the Participation Rate denominator
 - If the Participation Rate is **greater than or equal** to 95 percent, then the denominator will be the number of student's with a valid score excluding all students with suppressed scores.
 - If the Participation Rate is **less than** 95 percent, then the denominator will be 95 percent of the Participation Rate denominator, which is defined in the Participation Rate metric.
 - Note: for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use "Number of students with valid scores excluding all students with suppressed scores" as the denominator.
 - The table below indicates whether a record is included in the numerator for calculating Proficiency Rate.
 - *Note:*
 - For a complete listing of RNVTA codes and validation rules see: <https://www.isbe.net/Documents/reason-no-valid-test-attmpt.pdf>

| Assessment | Subject | Scale Score | RNVTA Code | Suppression Code | Include in Proficiency Numerator |
|------------|---------|-------------|------------|------------------|----------------------------------|
| DLM-AA | All | Yes | Null | Null | Yes |
| DLM-AA | All | No | 1 | Null | No |

| | | | | | |
|--------|-----|-----|----|--------------------------|----|
| DLM-AA | All | No | 2 | Null | No |
| DLM-AA | All | No | 3 | Null | No |
| DLM-AA | All | No | 4 | Null | No |
| DLM-AA | All | No | 7 | Null | No |
| DLM-AA | All | No | 8 | Null | No |
| DLM-AA | All | No | 9 | Null | No |
| DLM-AA | All | No | 10 | Null | No |
| DLM-AA | All | No | 15 | Null | No |
| DLM-AA | All | No | 16 | Null | No |
| DLM-AA | All | No | 18 | Null | No |
| DLM-AA | All | No | 19 | Null | No |
| DLM-AA | All | Yes | 19 | Suppressed (Not Null) | No |
| DLM-AA | All | No | 21 | Null | No |
| DLM-AA | All | No | 22 | Null | No |
| DLM-AA | All | Yes | 22 | Suppressed (Not Null) | No |
| DLM-AA | All | Yes | 23 | Suppressed (Not Null) | No |
| DLM-AA | All | No | 25 | Null | No |
| DLM-AA | All | Yes | 25 | Suppressed (Not Null) | No |

Formula (calculations)

Proficiency Rate ELA Formula

- $(\text{Number of students who are proficient in ELA}) \div (\text{The greater of \{number of students with valid scores excluding all students with a suppressed score in ELA or 95\% of the Participation Rate denominator for ELA\}}) \times 100$
 - Use this formula for every student group and overall
 - Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use “Number of students with valid scores excluding all students with suppressed scores” as the denominator

Proficiency Rate Math Formula

- $(\text{Number of students who are proficient in Math}) \div (\text{The greater of \{number of students with valid scores excluding all students with a suppressed score in Math or 95\% of the Participation Rate denominator for Math\}}) \times 100$
 - Use this formula for every student group and overall
 - Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use “Number of students with valid scores excluding all students with suppressed scores” as the denominator

Proficiency Rate Science Formula

- $(\text{Number of students who are proficient in Science}) \div (\text{The greater of \{number of students with valid scores excluding all student with a suppressed score in Science or 95\% of the Participation Rate denominator for Science\}}) \times 100$

- Use this formula for every student group and overall
- Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use “Number of students with valid scores excluding all students with suppressed scores” as the denominator

Sources of Data

Student Information System (SIS)



***Proficiency Rate ELA and Math – SAT
SY 2021***

Proficiency Rate ELA and Math – SAT

Definition

The SAT is accepted by all U.S. colleges and is intended to determine a student’s level of college readiness in the academic subjects of English/Language Arts and Math. Illinois uses the SAT with Essay as the regular state assessment for high school accountability. Performance Levels that determine proficiency are attributed to only the ELA and mathematics section scores. Note: For spring 2021 and fall 2021, ISBE eliminated the Essay from the administration.

“SAT Proficiency” has four Performance Levels:

- Level 4: Exceeds standards (considered proficient)
- Level 3: Meets standards (considered proficient)
- Level 2: Approaching standards
- Level 1: Partially meets standards

Scale Score ranges associated with the four performance levels can be found on the ISBE SAT webpage:

<https://www.isbe.net/Documents/SAT-Performance-Levels-Chart.pdf>

The proficiency rate is calculated for ELA and Math.

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/2-3.64a-5](#); [Approved waiver:](#)

<https://www.isbe.net/Documents/IL20-21-Accountability-Waiver-Template.pdf>

Federal Statute/Guidance: [ED Facts E- MAPS Assessment Metadata Survey](#)

Business Rules

- ELA and Math rates for the “All Student” population are computed and displayed.
- The testing enrollment is defined in the Participation metric.
- The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity (school, district, and state) and at the grade level.
- The source for the calculation is SAT Correction and Score records.
- Student demographic information (race, gender, program indicators) used for assessment proficiency rate calculations comes from the Student Metrics table in the Warehouse. See the Student Groups business rules for more information on how the table is populated.
 - This table is populated as follows:
 - Race and Gender are typically derived from assessment correction records where available, and if no assessment correction record is available, then the SIS student demographic data from the exited student enrollment is used. For SY2021, assessment correction data will not be available until after student enrollments have exited, so to maintain consistency across all metrics that use student demographics, the SY2021 report card will not use assessment correction data to determine student demographics, but instead use SIS demographic data as of the end of year enrollment exit data.
 - IEP, EL and other student demographic indicators in the Student Metrics table are determined using logic defined in the Student Groups business rules document.

- The Report Card team will ignore any changes to demographics data in the correction records. We will however use the grade at time of testing from the correction record for reporting Assessment metrics.
 - Note: It's anticipated that the SY2022 report card will return to using assessment correction records for Race and Gender, unless SIS implements a Student Demographics History table which would lock demographics for students upon end of year enrollment exit, in which case this Demographics History table would be used. (Theoretically this could eliminate the need for assessment correction).
- The grade is the grade at time of testing from the Correction record.
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- Note: For 2021, no grade 12 scores will be included in any calculation.
- SAT has student records for both ELA and Math.
- The proficiency rate is calculated separately for ELA and Math.
 - If a student has a Performance Level of 3 or 4 they are considered Proficient.
- Each subgroup is calculated the same way.
- An additional metric called Average Score for SAT is calculated.
 - The requirements are:
 - The score is calculated separately for ELA and Math.
 - The score is calculated at the school, district, and state level.
 - The ELA calculation is the sum of the valid ELA scores for that entity divided by the number of valid scores.
 - The Math calculation is the sum of the valid Math scores for that entity divided by the number of valid scores.
 - This is not disaggregated by demographics.
 - For the State Level, only enrollments in tbSnapshotFactStudentEnrollment where "ReportatStateLevel" = 1 are to be included.
- The AccessTestCode of 10 indicates the test was the SAT.
- The students that should have tested are all students whose correction grade shows the student is in Grade 11.
 - For ELA and Math, Grade 9 and Grade 10 are **excluded**.
- Proficiency Rate Numerator
 - Number of students who are proficient in either ELA or Math (Level 3 or Level 4)
- Proficiency Rate Denominator
 - The denominator for Proficiency Rate is derived and will be the greater of:
 - Total number of students with valid scores excluding all students with suppressed scores; **or**
 - 95% of the Participation Rate denominator
 - If the Participation Rate is **greater than or equal** to 95 percent, then the denominator will be the number of student's with a valid score excluding all students with suppressed scores.
 - If the Participation Rate is **less than** 95 percent, then the denominator will be 95 percent of the Participation Rate denominator, which is defined in the Participation Rate metric.
 - Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use "Number of students with valid scores excluding all students with suppressed scores" as the denominator

- The table below indicates whether a record is included in the numerator for calculating Proficiency Rate.

- Note:

- For a complete listing of RNVTA codes and validation rules see:

- <https://www.isbe.net/Documents/reason-no-valid-test-attmpt.pdf>

| Assessment | Subject | Scale Score | RNVTA Code | Suppression Code | Include in Proficiency Numerator |
|------------|---------|-------------|------------|-----------------------|----------------------------------|
| SAT | All | Yes | Null | Null | Yes |
| SAT | All | No | 1 | Null | No |
| SAT | All | No | 2 | Null | No |
| SAT | All | No | 3 | Null | No |
| SAT | All | No | 4 | Null | No |
| SAT | All | No | 7 | Null | No |
| SAT | All | No | 8 | Null | No |
| SAT | All | No | 9 | Null | No |
| SAT | All | No | 10 | Null | No |
| SAT | All | No | 15 | Null | No |
| SAT | All | No | 16 | Null | No |
| SAT | All | No | 18 | Null | No |
| SAT | All | No | 19 | Null | No |
| SAT | All | Yes | 19 | Suppressed (Not Null) | No |
| SAT | All | No | 21 | Null | No |
| SAT | All | No | 22 | Null | No |
| SAT | All | Yes | 22 | Suppressed (Not Null) | No |
| SAT | All | Yes | 23 | Suppressed (Not Null) | No |
| SAT | All | No | 25 | Null | No |
| SAT | All | Yes | 25 | Suppressed (Not Null) | No |

Formula (calculations)

Proficiency Rate ELA – SAT Formula

- $$\frac{\text{(Number of students who are proficient in ELA that are not suppressed)}}{\text{(The greater of \{number of students with valid scores excluding all students with a suppressed score in ELA or 95\% of the Participation Rate denominator for ELA\})} \times 100$$
 - Use this formula for every student group and overall
 - Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use “Number of students with valid scores excluding all students with suppressed scores” as the denominator

Note: There will no longer be a Composite score calculated or displayed

Proficiency Rate Math – SAT Formula

- $(\text{Number of students who are proficient in Math that are not suppressed}) \div (\text{The greater of \{number of students with valid scores excluding all students with a suppressed score in Math or 95\% of the Participation Rate denominator for Math\}}) \times 100$
 - Use this formula for every student group and overall
 - Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use “Number of students with valid scores excluding all students with suppressed scores” as the denominator

Note: There will no longer be a Composite score calculated or displayed

Average SAT Score for ELA Formula

- $(\text{Sum of the students' SAT scores for ELA that are not suppressed}) \div (\text{Number of students with a valid SAT ELA score that is not suppressed})$

Average SAT Score for Math Formula

- $(\text{Sum of the students' SAT scores for Math that are not suppressed}) \div (\text{Number of students with a valid SAT math score that is not suppressed})$

Sources of Data

Student Information System (SIS)



***Proficiency Rate Science – ISA
SY 2021***

Proficiency Rate Science – ISA

Definition

The Illinois Science Assessment (ISA) tests are designed to measure performance against rigorous science standards. The tests require students to apply their science skills to answering questions. The science tests are given to students enrolled in grades 5, 8 and 11. ISA tests are in compliance with federal testing requirements.

“ISA Proficiency” levels of performance 2021 and beyond (will be confirmed summer 2021 after Standards Setting takes place):

- Level 4 ‘Exemplary’ – Work at this level is of exceptional quality. It is both thorough and accurate. It exceeds the standard. It shows a sophisticated application of knowledge and skills.
- Level 3 ‘Proficient’ – Work at this level meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.
- Level 2 ‘Developing’ – Work at this level does not meet the standard. It shows basic, but inconsistent application of knowledge and skills. Minor errors or omissions detract from the overall quality. Your work needs further development.
- Level 1 ‘Emerging’ – Work at this level shows a partial application of knowledge and skills. It is superficial (lacks depth), fragmented or incomplete and needs considerable development. Your work contains errors or omissions.

The Scale Score to Performance level conversion chart can be found here:

<https://www.isbe.net/Pages/Illinois-Science-Assessment.aspx>

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/2-3.64a-5](#); [Approved waiver:](#)

<https://www.isbe.net/Documents/IL20-21-Accountability-Waiver-Template.pdf>

Federal Statute/Guidance: [EdFacts FS189 - Assessment Participation in Science](#)

Business Rules

- The Science rate for the “All Student” population are computed and displayed.
- ISBE pre-ID’s students, however schools who do not keep their course enrollments up to date will have students added to their roster.
- The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity level (school, district, or state level) and at the grade level (Grade 5, Grade 8, or Grade 11).
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- The source for the calculation is ISA Student Roster and Result records.
- Student demographic information (race, gender, program indicators) used for assessment proficiency rate calculations comes from the Student Metrics table in the Warehouse. See the Student Groups business rules for more information on how the table is populated.
 - This table is populated as follows:
 - Race and Gender are typically derived from assessment correction records where available, and if no assessment correction record is available, then the SIS student demographic data from the exited student enrollment is used. For SY2021, assessment correction data will not be available until after student enrollments have exited, so to maintain consistency

across all metrics that use student demographics, the SY2021 report card will not use assessment correction data to determine student demographics, but instead use SIS demographic data as of the end of year enrollment exit data.

- IEP, EL and other student demographic indicators in the Student Metrics table are determined using logic defined in the Student Groups business rules document.
- The Report Card team will ignore any changes to demographics data in the correction records. We will however use the grade at time of testing from the correction record for reporting Assessment metrics.
- Note: It's anticipated that the SY2022 report card will return to using assessment correction records for Race and Gender, unless SIS implements a Student Demographics History table which would lock demographics for students upon end of year enrollment exit, in which case this Demographics History table would be used. (Theoretically this could eliminate the need for assessment correction).

- ISA has student records for Science only.
- The proficiency rate is calculated for Science.
- If a student is in a Performance Level of 3 'Proficient' or 4 'Exemplary' then they are considered Proficient.
- Each subgroup is calculated the same way.
- Proficiency Rate Numerator
 - Number of students who were proficient in Science (level 3 or 4)
- Proficiency Rate Denominator
 - The denominator for Proficiency Rate is derived and will be the greater of:
 - Number of students with valid scores excluding all students with suppressed scores; **or**
 - 95% of the Participation Rate denominator
 - If the Participation Rate is **greater than or equal** to 95 percent, then the denominator will be the number of students with a valid score excluding all students with suppressed scores.
 - If the Participation Rate is **less than** 95 percent, then the denominator will be 95 percent of the Participation Rate denominator, which is defined in the Participation Rate metric.
 - Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use "Number of students with valid scores excluding all students with suppressed scores" as the denominator
- Proficiency Rate for **ISA**: The table below indicates whether a record is included in the numerator and/or denominator for calculating Participation Rate.
 - *Notes:*
 - For a complete listing of RNVTA codes and validation rules see: https://www.isbe.net/Documents/ISA_Reason-for-No-Valid-Test-Attempt.pdf#search=ISA%20rnvta

| Assessment | Subject | Scale Score | RNVTA Code | Suppression Code | Include in Proficiency Numerator |
|------------|---------|-----------------------|------------|------------------|----------------------------------|
| ISA | Science | A 3-digit Scale Score | | | Yes |
| ISA | Science | | 01 | | No |
| ISA | Science | | 02 | | No |

| | | | | | |
|-----|---------|--|----|-----|----|
| ISA | Science | | 03 | | No |
| ISA | Science | | 04 | | No |
| ISA | Science | | 05 | | No |
| ISA | Science | | 06 | | No |
| ISA | Science | | 07 | | No |
| ISA | Science | | 08 | | No |
| ISA | Science | | 09 | | No |
| ISA | Science | | 10 | | No |
| ISA | Science | | 15 | | No |
| ISA | Science | | 16 | | No |
| ISA | Science | | 17 | | No |
| ISA | Science | | 30 | | No |
| ISA | Science | | 31 | | No |
| ISA | Science | | 32 | | No |
| ISA | Science | | 33 | | No |
| ISA | Science | | 34 | | No |
| ISA | Science | | | S1 | No |
| ISA | Science | | | S2 | No |
| ISA | Science | | | S3 | No |
| ISA | Science | | | S4 | No |
| ISA | Science | | | S5 | No |
| ISA | Science | | | S6 | No |
| ISA | Science | | | S7 | No |
| ISA | Science | | | S8 | No |
| ISA | Science | | | S9 | No |
| ISA | Science | | | S10 | No |
| ISA | Science | | | S11 | No |
| ISA | Science | | | S12 | No |
| ISA | Science | | | S13 | No |
| ISA | Science | | | S14 | No |
| ISA | Science | | | S15 | No |
| ISA | Science | | | S16 | No |

- Grades 5, 8 and 11 (grade 11 starting 2020 and beyond) Rostering
 - The grade is the grade at the time of testing from the Roster record and the student is not flagged as taking the DLM in SIS.

[Formula \(calculations\)](#)

Proficiency Rate Science Formula

- $(\text{Number of students who are proficient in Science}) \div (\text{The greater of \{number of students with valid scores in Science\} or \{95\% of the Science testing enrollment\}}) \times 100$
 - Use this formula for every student group and overall
 - Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use “Number of students with valid scores excluding all students with suppressed scores” as the denominator

Note: There will no longer be a Composite score calculated or displayed.

Sources of Data

Illinois Science Assessment (ISA)
Assessment system in IWAS



***Proficiency Rate and Student Growth Percentile – ELA &
Math IAR
SY 2021***

Proficiency Rate and Student Growth Percentile ELA and Math – IAR

Definition

The Illinois Assessment of Readiness (IAR) is a federally required measure of students' mastery of the Illinois Learning Standards in English/Language Arts (ELA) and Math in grades 3 through 8, and their readiness for what's next. IAR results are also used to measure student growth for school and district accountability.

IAR Proficiency has five levels of performance, which are:

- Level 5: Exceeded expectations (considered proficient)
- Level 4: Met expectations (considered proficient)
- Level 3: Approached expectations
- Level 2: Partially met expectations
- Level 1: Did not yet meet expectations

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

- Note: For 2021, this metric will not be displayed on the Report Card

The Scale Score to Performance level conversion for IAR can be found at:

<https://www.isbe.net/Documents/2019-IAR-Performance-Level-Cut-Scores.pdf>

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/2-3.25c](#); [Approved waiver:](#)

<https://www.isbe.net/Documents/IL20-21-Accountability-Waiver-Template.pdf>

Federal Statute/Guidance: [ED Facts E- MAPS Assessment Metadata Survey](#)

Business Rules

- ELA and Math rates for the “All Student” population are computed and displayed.
- The testing enrollment is defined in the Participation metric.
- The demographics (Race, Gender and the Program Indicators) are disaggregated at the entity level (school, district or state level) and at the grade level.
- The source for the calculation is IAR Correction and Score records.
- The grade is the grade at time of testing from the Correction record.
- Student demographic information (race, gender, program indicators) used for assessment proficiency rate calculations comes from the Student Metrics table in the Warehouse. See the Student Groups business rules for more information on how the table is populated.
 - This table is populated as follows:
 - Race and Gender are typically derived from assessment correction records where available, and if no assessment correction record is available, then the SIS student demographic data from the exited student enrollment is used. For SY2021, assessment correction data will not be available until after student enrollments have exited, so to maintain consistency across all metrics that use student demographics, the SY2021 report card will not use assessment correction data to determine student demographics, but instead use SIS demographic data as of the end of year enrollment exit data.

- IEP, EL and other student demographic indicators in the Student Metrics table are determined using logic defined in the Student Groups business rules document.
- The Report Card team will ignore any changes to demographics data in the correction records. We will however use the grade at time of testing from the correction record for reporting Assessment metrics.
- Note: It's anticipated that the SY2022 report card will return to using assessment correction records for Race and Gender, unless SIS implements a Student Demographics History table which would lock demographics for students upon end of year enrollment exit, in which case this Demographics History table would be used. (Theoretically this could eliminate the need for assessment correction).
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- IAR has student records for both ELA and Math.
- The proficiency rate is calculated for both ELA and Math.
 - If a student is in a Performance Level of 4 or 5 then they are considered Proficient.
- Each subgroup is calculated the same way.
- Proficiency Rate Numerator
 - Number of students who are proficient in either ELA or Math (level 4 or level 5)
- Proficiency Rate Denominator
 - The denominator for Proficiency Rate is derived and will be the greater of:
 - Total number of students with valid scores excluding all students with suppressed scores; **or**
 - 95% of the Participation Rate denominator
 - If the Participation Rate is **greater than or equal** to 95 percent, then the denominator will be the number of students with a valid score excluding all students with suppressed scores.
 - If the Participation Rate is **less than** 95 percent, then the denominator will be 95 percent of the Participation Rate denominator, which is defined in the Participation Rate metric.
 - Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use "Number of students with valid scores excluding all students with suppressed scores" as the denominator.
- The table below indicates whether a record is included in the numerator for calculating Proficiency Rate.
 - *Note:*
 - For a complete listing of RNVTA codes and validation rules see: <https://www.isbe.net/Documents/reason-no-valid-test-attmpt.pdf>

| Assessment | Subject | Scale Score | RNVTA Code | Suppression Code | Include in Proficiency Numerator |
|------------|---------|-------------|------------|------------------|----------------------------------|
| IAR | All | Yes | Null | Null | Yes |
| IAR | All | No | 1 | Null | No |
| IAR | All | No | 2 | Null | No |
| IAR | All | No | 3 | Null | No |
| IAR | All | No | 4 | Null | No |
| IAR | All | No | 7 | Null | No |
| IAR | All | No | 8 | Null | No |

| | | | | | |
|-----|-----|-----|----|--------------------------|----|
| IAR | All | No | 9 | Null | No |
| IAR | All | No | 10 | Null | No |
| IAR | All | No | 15 | Null | No |
| IAR | All | No | 16 | Null | No |
| IAR | All | No | 18 | Null | No |
| IAR | All | No | 19 | Null | No |
| IAR | All | Yes | 19 | Suppressed (Not Null) | No |
| IAR | All | No | 21 | Null | No |
| IAR | All | No | 22 | Null | No |
| IAR | All | Yes | 22 | Suppressed (Not Null) | No |
| IAR | All | Yes | 23 | Suppressed (Not Null) | No |
| IAR | All | No | 25 | Null | No |
| IAR | All | Yes | 25 | Suppressed (Not Null) | No |

- Student Growth Percentile (SGP) is calculated at the entity level (School, District, and State).
 - Note: For 2021, this metric will not be displayed on the Report Card
- The SGP is the average of individual student growth percentiles at the school, district, or state.
- In order to calculate an SGP, the student would need to test in the same subject in the current reporting year and the previous school year, in a standard test to test progression group (e.g., 3rd grade to 4th grade, 4th grade to 5th grade).
- SGP is disaggregated at Race, Programs IEP, EL and Low Income.
- SGP is disaggregated by the proficiency levels.
- Individual SGPs are calculated from the vendor and are transmitted to ISBE. ISBE only calculates aggregate SGPs.

Formula (calculations)

Proficiency Level ELA – IAR Formula

- $(\text{Number of students who are proficient in ELA}) \div (\text{The greater of \{number of students with valid scores excluding all students with a suppressed score in ELA or 95\% of the Participation Rate denominator for ELA\}}) \times 100$
 - Use this formula for every student group and overall
 - Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use “Number of students with valid scores excluding all students with suppressed scores” as the denominator

Note: There will no longer be a Composite score calculated or displayed

Proficiency Level Math – IAR Formula

- $(\text{Number of students who are proficient in Math}) \div (\text{The greater of \{number of students with valid scores in Math excluding all students with a suppressed score or 95\% of the Participation Rate denominator for Math\}}) \times 100$
 - Use this formula for every student group and overall

- Note for 2021: The 95% rule will not be taken into account. Therefore, the calculation will use “Number of students with valid scores excluding all students with suppressed scores” as the denominator

Note: There will no longer be a Composite score calculated or displayed

Growth Percentile ELA – IAR Formula

- For valid scores that are not suppressed: $(\text{Sum of all individual student's SGP in ELA}) \div (\text{Number of students with an SGP in ELA}) \times 100$

Growth Percentile Math – IAR Formula

- For valid scores that are not suppressed: $(\text{Sum of all individual student's SGP in Math}) \div (\text{Number of students with an SGP in Math}) \times 100$

[Sources of Data](#)

Student Information System (SIS)



***Participation Rate ELA, Math, and Science – All Tests
SY 2021***

Participation Rate ELA, Math, and Science - All Tests

Definition

Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. Specific details are included in subsequent tables and detailed formulas in this document.

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/2-3.64a](#); [Approved waiver:](#)

<https://www.isbe.net/Documents/IL20-21-Accountability-Waiver-Template.pdf>

Federal Statute/Guidance: [Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 \(2015-2016\). SEC. 1111.\(2\)\(c\)\(4\)\(E\)](#)

Business Rules

- Each subject (ELA, Math, and Science) and applicable test (IAR, SAT, DLM-AA, and ISA) are reported.
- Student demographic information (race, gender, program indicators) used for assessment participation rate calculations comes from the Student Metrics table in the Warehouse. See the Student Groups business rules for more information on how the table is populated.
 - This table is populated as follows:
 - Race and Gender are typically derived from assessment correction records where available, and if no assessment correction record is available, then the SIS student demographic data from the exited student enrollment is used. For SY2021, assessment correction data will not be available until after student enrollments have exited, so to maintain consistency across all metrics that use student demographics, the SY2021 report card will not use assessment correction data to determine student demographics, but instead use SIS demographic data as of the end of year enrollment exit data.
 - IEP, EL and other student demographic indicators in the Student Metrics table are determined using logic defined in the Student Groups business rules document.
 - The Report Card team will ignore any changes to demographics data in the correction records. We will however use the grade at time of testing from the correction record for reporting Assessment metrics.
 - Note: It's anticipated that the SY2022 report card will return to using assessment correction records for Race and Gender, unless SIS implements a Student Demographics History table which would lock demographics for students upon end of year enrollment exit, in which case this Demographics History table would be used. (Theoretically this could eliminate the need for assessment correction).
- All assessment participation rates are calculated for the responsible entity as defined in the Responsible Entity business rules
- Note: For 2021, no grade 12 data should be included in any participation rate calculations.
- For each assessment type, subject, and student group, the assessment participation rate is calculated as:
 - $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
 - Note for 2021 IAR Participation Denominator
 - If multiple records exist with the same enrollment ID but there is no score for either enrollment record, we will select a **distinct** record for the participation denominator

- If multiple records exist with the same enrollment ID with a complete score but no score record, we will select the enrollment record **with score** for participation denominator
- Participation Rate for **SAT, IAR, and DLM-AA**:
 - The table below indicates whether a record is included in the numerator and/or denominator for calculating Participation Rate.
 - *Note*:
 - For a complete listing of RNVTA codes and validation rules see: <https://www.isbe.net/Documents/reason-no-valid-test-attempt.pdf>
 - RNVTA codes 5- through 55 apply only to grade 12 records, which are all to be excluded from consideration.

| Assessment | Subject | Scale Score | RNVTA Code | Suppression Code | Include in Participation Numerator | Include in Participation Denominator |
|------------------|---------|-------------|------------|-----------------------|------------------------------------|--------------------------------------|
| SAT, IAR, DLM-AA | All | Yes | Null | Null | Yes | Yes |
| SAT, IAR, DLM-AA | All | No | 1 | Null | No | No |
| SAT, IAR, DLM-AA | All | No | 2 | Null | No | No |
| SAT, IAR, DLM-AA | All | No | 3 | Null | No | No |
| SAT, IAR, DLM-AA | All | No | 4 | Null | No | No |
| SAT, IAR, DLM-AA | All | No | 7 | Null | No | No |
| SAT, IAR, DLM-AA | All | No | 8 | Null | No | No |
| SAT, IAR, DLM-AA | All | No | 9 | Null | No | No |
| SAT, IAR, DLM-AA | All | No | 10 | Null | No | Yes |
| SAT, IAR, DLM-AA | All | No | 15 | Null | No | Yes |
| SAT, IAR, DLM-AA | All | No | 16 | Null | No | No |
| SAT, IAR, DLM-AA | All | No | 18 | Null | No | No |
| SAT, IAR, DLM-AA | All | No | 19 | Null | No | Yes |
| SAT, IAR, DLM-AA | All | Yes | 19 | Suppressed (Not Null) | No | Yes |
| SAT, IAR, DLM-AA | All | No | 21 | Null | No | No |
| SAT, IAR, DLM-AA | All | No | 22 | Null | No | No |

| | | | | | | |
|------------------|-----|-----|----|-----------------------|-----|-----|
| SAT, IAR, DLM-AA | All | Yes | 22 | Suppressed (Not Null) | Yes | Yes |
| SAT, IAR, DLM-AA | All | Yes | 23 | Suppressed (Not Null) | Yes | Yes |
| SAT, IAR, DLM-AA | All | No | 25 | Null | No | Yes |
| SAT, IAR, DLM-AA | All | Yes | 25 | Suppressed (Not Null) | No | Yes |

- Participation Rate for ISA:

- The below table indicates whether a record is included in the numerator and/or denominator for calculating Participation Rate.

- Notes:

- For ISA, all students will have a result of:
 - A Scale Score, or
 - An RNVTA, or
 - A Suppression Code
 - For ISA, if a student has a scale score, then they will be included in the numerator and denominator.
 - For ISA, a participation flag of ‘Y’ or ‘N’ will be passed as part of the warehouse file layout.
 - The below table may change from year to year as determined by the business owner who manages these codes through a code table.
 - For ISA, if a code exists, it will only contain either an RNVTA code or a Suppression Code.
 - For a complete listing of RNVTA codes and validation rules see: https://www.isbe.net/Documents/ISA_Reason_for_No_Valid_Test_Attempt.pdf

| Assessment | Subject | Scale Score | RNVTA Code | Suppression Code | Include in Participation Numerator | Include in Participation Denominator |
|------------|---------|-----------------------|------------|------------------|------------------------------------|--------------------------------------|
| ISA | Science | A 3-digit Scale Score | | | Yes | Yes |
| ISA | Science | | 01 | | No | No |
| ISA | Science | | 02 | | No | No |
| ISA | Science | | 03 | | No | No |
| ISA | Science | | 04 | | No | No |
| ISA | Science | | 05 | | No | No |
| ISA | Science | | 06 | | No | No |
| ISA | Science | | 07 | | No | No |
| ISA | Science | | 08 | | No | No |
| ISA | Science | | 09 | | No | No |
| ISA | Science | | 10 | | No | Yes |
| ISA | Science | | 15 | | No | Yes |
| ISA | Science | | 16 | | No | No |
| ISA | Science | | 17 | | No | No |
| ISA | Science | | 30 | | No | Yes |

| | | | | | | |
|-----|---------|--|----|-----|-----|-----|
| ISA | Science | | 31 | | No | Yes |
| ISA | Science | | 32 | | No | No |
| ISA | Science | | 33 | | No | Yes |
| ISA | Science | | 34 | | No | Yes |
| ISA | Science | | | S1 | No | No |
| ISA | Science | | | S2 | No | Yes |
| ISA | Science | | | S3 | No | No |
| ISA | Science | | | S4 | No | Yes |
| ISA | Science | | | S5 | No | Yes |
| ISA | Science | | | S6 | No | Yes |
| ISA | Science | | | S7 | No | Yes |
| ISA | Science | | | S8 | No | Yes |
| ISA | Science | | | S9 | No | Yes |
| ISA | Science | | | S10 | No | Yes |
| ISA | Science | | | S11 | No | No |
| ISA | Science | | | S12 | Yes | Yes |
| ISA | Science | | | S13 | No | Yes |
| ISA | Science | | | S14 | No | No |
| ISA | Science | | | S15 | No | Yes |
| ISA | Science | | | S16 | Yes | Yes |

[Formula \(calculations\)](#)

Base Participation Rate - Formula

- (Sum of students with a “Y” indicator in the “Include in Participation Numerator” column) ÷ (Sum of students with a “Y” indicator in the “Include in Participation Denominator” column) * 100

Overall Participation Rate Subject

- ELA
 - Grades 3-8 use the IAR and DLM-AA datasets
 - Grade 11 uses the SAT and DLM-AA datasets
 - Note: For 2021, grade 12 will not be used in the participation rate calculation.
- Math
 - Grades 3-8 use the IAR and DLM-AA datasets
 - Grade 11 uses the SAT and DLM-AA datasets
 - Note: For 2021, grade 12 will not be used in the participation rate calculation.
- Science
 - Grades 5, 8 and 11 use the ISA and DLM-AA datasets

Participation Rate SAT ELA (Grade 11) - Formula

- (Sum of students with a “Y” indicator in the “Include in Participation Numerator” column) ÷ (Sum of students with a “Y” indicator in the “Include in Participation Denominator” column) * 100
 - Note: For 2021, grade 12 will not be used in the participation rate calculation.

Participation Rate SAT Math (Grade 11) - Formula

- (Sum of students with a “Y” indicator in the “Include in Participation Numerator” column) ÷ (Sum of students with a “Y” indicator in the “Include in Participation Denominator” column) * 100

- Note: For 2021, grade 12 will not be used in the participation rate calculation.

Participation Rate IAR ELA (Grades 3-8) - Formula

- $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$

Participation Rate IAR Math (Grades 3-8) - Formula

- $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$

Participation Rate DLM-AA ELA (Grades 3-8, 11) - Formula

- $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
 - Note: For 2021, grade 12 will not be used in the participation rate calculation.

Participation Rate DLM-AA Math (Grades 3-8, 11) - Formula

- $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
 - Note: For 2021, grade 12 will not be used in the participation rate calculation.

Participation Rate DLM-AA Science (Grades 5, 8, and 11) - Formula

- $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$

Participation Rate ISA Science (Grades 5, 8, and 11) - Formula

- $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$

Technical Rules

- A student will have only one valid test score per subject per school year.
- If the district failed to identify a reason, the student did not test and ISBE assigned a reason not tested code that counts against the school. That could happen in multiple schools if the student had correction records in more than one school and no school provided a valid reason not tested code.
- The participation rate is the number that took the test divided by the sum of the number that took the test and the number that did not take the test but should have.

Sources of Data

Student Information System (SIS)

Assessment system in IWAS, and

Externally for 2020:

- Pearson Access Next (IAR)
- College Board Reporting portal (SAT)
- Kite (DLM-AA)

- ISBE Teach and ISBE Learn (ISA)



***National Assessment of Educational Progress
SY 2021***

National Assessment of Educational Progress (NAEP)

Definition

Reading Grades 4 and 8

The National Assessment of Educational Progress (NAEP), also known as "[The Nation's Report Card](#)," is the only nationally representative and continuing assessment that have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts.

NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., female students, Hispanic students). NAEP results are based on a [sample of student populations of interest](#).

National NAEP reports information for the nation and specific geographic regions of the country. It includes students drawn from both public and nonpublic schools and reports results for student achievement at grades 4, 8, and 12.

These assessments follow the [Frameworks](#) developed by the National Assessment Governing Board (NAGB), and use the latest advances in assessment methodology. For example, NAEP assessments include a large percentage of constructed-response questions and questions that require the use of calculators and other materials. Innovative types of questions have been used in assessments such as the arts (theatre, music, and visual arts) and science to measure students' ability to perform hands-on tasks.

Since 1990, NAEP assessments have also been conducted on the state level. Participating states receive assessment results that report on the performance of students in that state. In its content, the state assessment is identical to the assessment conducted nationally. However, because the national NAEP samples were not, and are not currently designed to support the reporting of accurate and representative state-level results, separate representative samples of students are selected for each participating jurisdiction/state.

Illinois' history of NAEP participation is available at:

https://www.nationsreportcard.gov/profiles/stateprofile/overview/IL?cti=PgTab_OT&chort=1&sub=MAT&sj=IL&fs=Grade&st=MN&year=2019R3&sg=Gender%3A+Male+vs.+Female&sgv=Difference&ts=Single+Year&sfj=N
P

In addition to the assessments, NAEP coordinates a number of special educational studies related to assessment. Ongoing projects include the High School Transcript Study and a Technology-Based Assessment project designed to explore the use of technology, especially the use of the computer as a tool to enhance the quality and efficiency assessments.

Reading Grades 4 and 8

- The National Assessment of Educational Progress (NAEP) reading assessment is given every two years to students at grades 4 and 8, and approximately every four years at grade 12. NAEP 2021 was postponed to 2022 due to the COVID-19 pandemic. The assessment measures reading comprehension by asking students to read selected grade-appropriate materials and answer questions based on what they have read. The results present a broad view of students' reading knowledge, skills, and performance over time. The most recent assessment was given in 2019 to approximately 3,500 Illinois students in grade 4 and 3,400 Illinois students in grade 8. The reading framework specifies that the assessment use three types of literary texts and three broad categories of informational texts that vary by grade. The framework also

outlines what science knowledge and skills students should have to reach Basic, Proficient, and Advanced achievement. The reading framework was updated in 2009 and replaced the framework used for the 1992-2007 reading assessments. Survey questionnaires, administered to students, teachers, and school administrators who participate in a reading assessment, are used to collect and report contextual information about students' learning experience in and out of the classroom.

Additional resources can be found here:

https://www.nationsreportcard.gov/reading/supportive_files/2019_technical_appendix_reading.xlsx

Inclusion Rates (participation rates) for students with disabilities (SD) and English Learners (EL):

- Reading
- Inclusion rate and standard error (S.E.) in NAEP reading for fourth- and eighth-grade public and nonpublic school students with disabilities and English Learners, as a percentage of identified SD or EL students.

Additional resources can be found here:

https://www.nationsreportcard.gov/reading_2017/files/2017_Technical_Appendix_Reading_State.pdf

Math Grades 4 and 8

- The National Assessment of Educational Progress (NAEP) mathematics assessment is given every two years to students at grades 4 and 8, and approximately every four years at grade 12. NAEP 2021 was postponed to 2022 due to the COVID-19 pandemic. The assessment measures both mathematics knowledge and the students' ability to apply their knowledge in problem-solving situations. The results present a broad view of students' mathematics knowledge, skills, and performance over time. The most recent mathematics assessment was given in 2019 to approximately 3,500 Illinois students in grade 4 and 3,600 Illinois students in grade 8. The mathematics framework defines five broad content areas, three levels of complexity, and specifies the number of questions in each content area by grade. The framework also outlines what mathematics knowledge and skills students should have to reach Basic, Proficient, and Advanced achievement. The mathematics framework was updated in 2005 and again in 2009. Survey questionnaires, administered to students, teachers, and school administrators who participate in a mathematics assessment, are used to collect and report contextual information about students' learning experience in and out of the classroom.

Additional resources can be found here: <https://nces.ed.gov/nationsreportcard/mathematics/>

Inclusion Rates (participation rates) for students with disabilities (SD) and English Learners (EL)

- Mathematics
- Inclusion rate and standard error (S.E.) in NAEP mathematics for fourth- and eighth-grade public and nonpublic school students with disabilities (SD) and English learners (EL), as a percentage of identified SD or EL students.

Additional resources can be found here:

https://www.nationsreportcard.gov/mathematics/supportive_files/2019_technical_appendix_math.xlsx

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: [National Assessment of Educational Progress Authorization Act](#)

Business Rules

- NAEP collects and publishes data every two years (i.e. 2017, 2019, 2022, 2024)
 - NAEP data being displayed can be up to two years behind
 - Note: Historically Illinois' NAEP results have been available in Oct/Nov of odd-number years. However, NAEP 2021 was postponed until 2022 due to the pandemic. Future data reporting will occur in even-numbered years.

| Report Card Year | NAEP Data Year (every 2 years) | NAEP Data Available (every 2 years) | Data Delay |
|-------------------|--------------------------------|-------------------------------------|------------|
| 2019 (first year) | 2017 | Oct/Nov 2017 | 2 years |
| 2020 | 2019 | Oct/Nov 2019 | 1 year |
| 2021 | 2019 | Oct/Nov 2019 | 2 years |
| 2022 | 2019 | Oct/Nov 2019 | 3 years |
| 2023 | 2022 | Oct/Nov 2022 | 1 year |
| 2024 | 2022 | Oct/Nov 2022 | 2 years |

- NAEP data was first displayed on the 2019 Report Card – which was 2017 NAEP data
- NAEP data is made available on their website (<https://nces.ed.gov/nationsreportcard/>) in the October/November timeframe
- NAEP data is also made available on ISBE's website at <https://www.isbe.net/Pages/NAEP.aspx> under "Summary of NAEP Results"
- NAEP does **not** provide an actual data file
 - ISBE gathers the NAEP data information from the NAEP website and enters it into a Data Warehouse table manually
- NAEP metrics do **not** have formulas
- On the Classic PDF, NAEP results will **only** be reported on the State-level and District-level Report Cards
- On the IIRC, NAEP results will **only** be reported on the State-level
- NAEP results will **not** be included on any School-level Report Cards for either the Classic PDF or the IIRC

Formula (calculations)

N/A

Sources of Data

National Assessment of Educational Progress (NAEP)



***State Performance Plan Indicators
SY 2021***

State Performance Plan Indicators

Definition

The State Performance Plan (SPP) functions as an accountability mechanism and the actual plan for systems change. It documents quantifiable indications of performance in the priority areas of a free, appropriate public education (FAPE) in the least restrictive environment (LRE), disproportionality, and effective general supervision. Measurable and rigorous targets exist for each SPP indicator with the intention of leading to improved results for children and youth with disabilities. Annual performance reporting is required through the Annual Performance Report (APR) to address ISBE's progress toward meeting its targets. Stakeholder involvement remains key to the development and implementation of the SPP. The Individuals with Disabilities Education Act (IDEA 2004) requires states to develop and submit a State Performance Plan (SPP) to the Office of Special Education Programs (OSEP) at the U.S. Department of Education. The SPP is designed to evaluate the State's efforts to implement the requirements and purposes of IDEA and describe how the State will improve its implementation. The plan consists of several priority areas with specific indicators defined for each area. Measurable and rigorous targets are defined for each indicator to show progress throughout the life of the SPP. States are required to publicly report on SPP Indicators 1-14. A link to the Illinois State Performance Plan, Part B can be found at <https://www.isbe.net/Pages/State-Performance-Plan-Data-and-Accountability.aspx>

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: [Individuals with Disabilities Education Act \(IDEA\) 20 U.S.C 1416\(b\)\(2\)\(C\)\(ii\)\(II\)](#) , Assistance to States for the Education of Children with Disabilities [34CFR 300.600-300.603](#)

Business Rules

- The State Performance Plan sets state targets for each metric under the indicators. The district score is compared to the state standard and a “District Met State Target” is determined.
 - If the district value is greater than or equal to, then the district is determined to have Met the target (reported as a “YES”)
 - Else they did not meet the target (reported as a ‘NO’)
 - There are metrics where a district has no values (i.e. Early Childhood metrics in a high school district) in which case the district and District Met value are N/A
- There are 14 State Performance Plan (SPP) Indicators for Districts with data reported at the district level. The Indicators fall into two categories:
 - Overall values from previously reported metrics (i.e. IEP Graduation Rate, Dropout Rate and Discipline all lag one year).
 - The balance of the indicators are for the current year.
- The following are the business rules for each metric for the 14 SPP Indicators.
 - Indicator 1: Graduation
 - Indicator 1 is a results indicator that measures the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a regular diploma.
 - Data is available on the first Wednesday in November for the preceding school year (EDFacts submission date). However, data for this indicator are “lag” data, so the State must describe the results of its examination of the data for the year before the reporting year (e.g., for the FFY 2020 SPP/APR, use data from 2019-2020).

- Measurement/Calculation - States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a regular high school diploma in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.
 - Include in the denominator the following exiting categories:
 - (a) graduated with a regular high school diploma;
 - (b) graduated with a state-defined alternate diploma;
 - (c) received a certificate;
 - (d) reached maximum age; or
 - (e) dropped out.
 - Do not include in the denominator the number of youths with IEPs who exited special education due to:
 - (a) transferring to regular education; or
 - (b) who moved but are known to be continuing in an educational program.
 - The value reported is the IEP disaggregated graduation percent for the 4-year cohort for the current school year – 1.
- Indicator 2: Dropout
 - Indicator 2 is a results indicator that measures the percent of youth with IEPs dropping out of high school.
 - Data is available on the first Wednesday in November for the preceding school year (EDFacts submission date). However, data for this indicator are “lag” data, so the State must describe the results of its examination of the data for the year before the reporting year (e.g., for the FFY 2020 SPP/APR, use data from 2019-2020).
 - Measurement/Calculation - States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator.
 - Include in the denominator the following exiting categories:
 - (a) graduated with a regular high school diploma;
 - (b) graduated with a state-defined alternate diploma;
 - (c) received a certificate;
 - (d) reached maximum age; or
 - (e) dropped out.
 - Do not include in the denominator the number of youths with IEPs who exited special education due to:
 - (a) transferring to regular education; or
 - (b) who moved but are known to be continuing in an educational program.
 - The value reported is the IEP disaggregated dropout rate for the current school year – 1.
- Indicator 3: Statewide Assessment
 - Indicator 3 is a results indicator that measures the participation and performance of children with IEPs on statewide assessments:
 - A. Participation rate for children with IEPs

- B. Proficiency rate for children with IEPs against grade level academic achievement standards
- C. Proficiency rate for children with IEPs against alternative academic achievement standards
- D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards
- Data is available on December 15th for the preceding school year (EDFacts submission date).
- Measurement/Calculation
 - A. Participation rate percent = [(# of children with IEPs participating in an assessment) divided by the (total # of children with IEPs enrolled during the testing window)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The participation rate is based on all children with IEPs, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
 - B. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against grade level academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the regular assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
 - C. Proficiency rate percent = [(# of children with IEPs scoring at or above proficient against alternate academic achievement standards) divided by the (total # of children with IEPs who received a valid score and for whom a proficiency level was assigned for the alternate assessment)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year.
 - D. Proficiency rate gap = [(proficiency rate for children with IEPs scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year) subtracted from the (proficiency rate for all students scoring at or above proficient against grade level academic achievement standards for the 2020-2021 school year)]. Calculate separately for reading and math. Calculate separately for grades 4, 8, and high school. The proficiency rate includes all children enrolled for a full academic year and those not enrolled for a full academic year.
- IEP Assessment Data from PARCC/IAR, SAT and DLM. This will need to be calculated because the report card reports each test separately and the SPP Profile requires them to be combined.
- Indicator 3A: Provide separate reading/language arts and mathematics participation rates for children with IEPs for each of the following grades: 4, 8, & high school. Account for ALL children with IEPs, in grades 4, 8, and high school, including children not participating in assessments and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.

- Indicator 3B: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the regular assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.
- Indicator 3C: Proficiency calculations in this SPP/APR must result in proficiency rates for children with IEPs on the alternate assessment in reading/language arts and mathematics assessments (separately) in each of the following grades: 4, 8, and high school, including both children with IEPs enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.
- Indicator 3D. Gap calculations in this SPP/APR must result in the proficiency rate for children with IEPs were proficient against grade level academic achievement standards for the 2020-2021 school year compared to the proficiency rate for all students who were proficient against grade level academic achievement standards for the 2020-2021 school year. Calculate separately for reading/language arts and math in each of the following grades: 4, 8, and high school, including both children enrolled for a full academic year and those not enrolled for a full academic year. Only include children with disabilities who had an IEP at the time of testing.
- Indicator 4: Suspension/Expulsion
 - Indicator 4A is a results indicator that measures the rates of suspension/expulsion (Percent of districts that have a significant discrepancy in the rate of suspensions/expulsions greater than 10 cumulative days in a school year for children with IEPs).
 - Indicator 4B is a compliance indicator that measures the rates of suspension and expulsion (Percent of districts that have [a] a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days in a school year for children with IEPs and [b] policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
 - Data is available around October 1 of the next school year (I.e., 2020-2021 discipline data is available 10/1/2021). Data for Indicator 4 are “lag data,” so use the data for the year before the reporting year [e.g., for the FFY 2020 APR due February 1, 2022, use data from the 2019-20 school year].
 - Measurement/Calculation
 - A. Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable))] times 100.
 - B. Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have:
 - (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and

- (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.
- The state-specific calculations are:
 - District Level: Total # of students with IEPs with more than 10 cumulative days of Qualifying Suspensions/Expulsions in the District * 100 divided by the total number of students with IEPs in the District.
 - State Level: Total # of students with IEPs with more than 10 cumulative days of Qualifying Suspensions/Expulsions in the State * 100 divided by the total number of students with IEPs in the State.
 - Calculations are computed for the district and state with precision to two decimal points.
 - The calculations are performed for the race subgroup at district and state if there are 5 or more students in the subgroup.
 - A statewide standard deviation is calculated for total population using the formula: Square root (percent expelled or suspended * (100- percent expelled or suspended)/total enrollment).
 - For 4A, a district is considered to have a significant discrepancy if the district rate is greater than the State rate plus 1 standard deviation for three consecutive years AND there are at least 5 students with IEPs suspended or expelled more than 10 days in each of the 3 school years.
 - For 4B a district is considered to have a significant discrepancy if the district rate within a particular race/ethnicity subgroup is greater than the State rate plus 1 standard deviation for three consecutive years AND there are at least 5 students with IEPs within a particular race/ethnicity suspended or expelled more than 10 days in each of the 3 school years. The district is considered to have a significant discrepancy if the above conditional is met by at least one racial subgroup.
- Discipline Record Selection
 - The suspension or expulsion codes to be included are:
 - 01 - Expulsion - Received Educational Services
 - 02 - Expulsion - Did not Receive Educational Services
 - 04 – Out of School Suspension
 - The days suspended or expelled are a sum of durations from the discipline incidents for the entire year that meet the above criteria. The student must have an accumulated value of greater than 10 days to be included in the count. All students from Pre-Kindergarten and higher are included. This is determined by grade on the discipline records. The student discipline counts are by serving/responsible districts.
- IEP Count Determination

- The IEP student must have a valid disability code. Students with no disability code are listed as "Code 99-None" and are excluded from the count. The total IEP student count is the sum of all of the IEP students (Age 3 to 21) from the December 1st approved child Count file with the exception of students with ISPs (Fund code L and P).
- 4A state definition of significant discrepancy and methodology
 - A Suspension/Expulsion Rate is calculated for each LEA with at least five students with IEPs as follows:
 - $((\# \text{ of students with IEPs suspended or expelled for more than 10 days}) / (\# \text{ of students with IEPs})) * 100$
 - A State Suspension/Expulsion Rate is calculated in the same manner by using the total number of students with IEPs suspended or expelled for more than 10 days in the entire state, and the total number of students with IEPs in the entire state.
 - A standard deviation from the State Suspension/Expulsion Rate is then calculated.
 - A LEA is determined to have a significant discrepancy if:
 - its Suspension/Expulsion Rate is greater than the State Suspension/Expulsion Rate plus one standard deviation for three consecutive years, AND
 - the LEA had at least five students with IEPs suspended or expelled for more than 10 days for three consecutive years.
- 4B state definition of significant discrepancy and methodology
 - A Suspension/Expulsion Rate is calculated for each LEA with at least five students with IEPs as follows:
 - $((\# \text{ of students with IEPs suspended or expelled for more than 10 days}) / (\# \text{ of students with IEPs})) * 100$
 - A State Suspension/Expulsion Rate is calculated in the same manner by using the total number of students with IEPs suspended or expelled for more than 10 days in the entire state, and the total number of students with IEPs in the entire state.
 - A standard deviation from the State Suspension/Expulsion Rate is then calculated.
 - A LEA is determined to have a significant discrepancy if:
 - its Suspension/Expulsion Rate by race/ethnicity is greater than the State Suspension/Expulsion Rate plus one standard deviation for three consecutive years, AND
 - the LEA had at least five students with IEPs suspended or expelled for more than 10 days for three consecutive years.
- Significant discrepancy in the rate of suspensions and expulsions for the district. –All districts with a finding of noncompliance as entered by Special Education SPP 4 lead will receive a district value of “YES” and a Met Target value of “NO”.
- 4a - Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days? - This metric by federal guidelines lags one year. If Special Education issues a finding of noncompliance a “YES” is displayed else a “NO”.
- 4b - Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? - This metric by

federal guidelines lags one year. If Special Education issues a finding of noncompliance a “YES” is displayed else a “NO”.

- Indicator 5: Education Environment (5-year-old kindergartners through age 21)
 - Indicator 5 is a results indicator that measures the percent of students with IEPs (5-year-old kindergartners through age 21) served inside the general education classroom 80% or more of the school day (5A), inside the general education classroom less than 40% of the day (5B), or in separate schools/residential facilities/home/hospital placements (5C).
 - Data is available on the first Wednesday in April for the preceding school year (EDFacts submission date).
 - Measurement/Calculation
 - A. Percent = $\left[\frac{\text{\# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80\% or more of the day}}{\text{total \# of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs}}\right] \times 100$.
 - B. Percent = $\left[\frac{\text{\# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40\% of the day}}{\text{total \# of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs}}\right] \times 100$.
 - C. Percent = $\left[\frac{\text{\# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements}}{\text{total \# of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs}}\right] \times 100$.
- Indicator 6: Education Environment (ages 3-5 in Preschool)
 - Indicator 6 is a results indicator that measures the percent of children with IEPs (ages 3-5 in Preschool) attending a regular early childhood (EC) program and receiving the majority of special education and related services in the regular EC program (6A), a separate special education class/separate school/residential facility (6B), or in the home (6C).
 - Data is available on the first Wednesday in April for the preceding school year (EDFacts submission date).
 - Measurement/Calculation
 - A. Percent = $\left[\frac{\text{\# of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program}}{\text{total \# of children ages 3, 4, and 5 with IEPs}}\right] \times 100$.
 - B. Percent = $\left[\frac{\text{\# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility}}{\text{total \# of children ages 3, 4, and 5 with IEPs}}\right] \times 100$.
 - C. Percent = $\left[\frac{\text{\# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home}}{\text{total \# of children ages 3, 4, and 5 with IEPs}}\right] \times 100$.
- Indicator 7: Preschool Outcomes
 - Indicator 7 is a results indicator that measures the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (7A),

acquisition and use of knowledge and skills (7B) and use of appropriate behaviors to meet their needs (7C) from their initial entry evaluation.

- Data is available in October for the preceding school year.
- Measurement/Calculation
 - Indicator 7 evaluates students exiting the preschool program in three Outcomes:
 - A. Positive social-emotional skills (including social relationships);
 - B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
 - C. Use of appropriate behaviors to meet their needs.
 - The progress rating rates each of the three outcomes in one of five progress categories/levels of functioning. Progress categories for A, B and C are:
 - a. Percent of preschool children who did not improve functioning = $\left[\frac{\text{\# of preschool children who did not improve functioning}}{\text{\# of preschool children with IEPs assessed}}\right] \times 100$.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}}\right] \times 100$.
 - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}}{\text{\# of preschool children with IEPs assessed}}\right] \times 100$.
 - d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $\left[\frac{\text{\# of preschool children who improved functioning to reach a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}}\right] \times 100$.
 - e. Percent of preschool children who maintained functioning at a level comparable to same aged peers = $\left[\frac{\text{\# of preschool children who maintained functioning at a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}}\right] \times 100$.
 - There are two summary statements/indicators for each of the three outcomes:
 - Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
 - Measurement for Summary Statement 1: Percent = $\left[\frac{\text{\# of preschool children reported in progress category (c) plus \# of preschool children reported in category (d)}}{\text{\# of preschool children reported in progress category (a) plus \# of preschool children reported in progress category (b) plus \# of preschool children reported in progress category (c) plus \# of preschool children reported in progress category (d)}}\right] \times 100$.

- Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.
- Measurement for Summary Statement 2: Percent = $[(\# \text{ of preschool children reported in progress category (d) plus } \# \text{ of preschool children reported in progress category (e))} \div (\text{the total } \# \text{ of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))]$ times 100.
- For each of the three outcomes:
 - A1 is calculated as: counts from C + D * 100 divided by counts from A + B + C + D.
 - A2 is calculated as: counts from D + E * 100 divided by counts from A + B + C + D + E.
- Determining the Cohort
 - The Students who are evaluated for preschool skills are students who were enrolled in Pre-K in the evaluating year and meet one of the following criteria:
 - Turned 5 during the year and were not retained. Retained is determined an exit enrollment code of Retained is Same Grade.
 - Exited from an Illinois public school which is determined by an enrollment exit code of Transfer to Home Schooled; Transfer to Private School; Moved, not known to be continuing; Transfer to another public school district OUT of Illinois, Death or Moved Out of the United States.
 - Exited from the Special Education program. The Special Education exit codes for exiting are:
 - ○ Code 09 - Returned to Regular Education Full Time
 - ○ Code 12 - Refused Service
- Early Childhood Outcome Requirements
 - The students in the cohort must have an entry evaluation.
 - The students in the cohort must have a progress report within the previous 6 months of exiting Pre-K or of turning Age 5. The progress rating must have been completed within the current school year and be within 6 months of turning 5 years old or exiting the program.
 - There must be at least 6 months between entry evaluation and progress report.
- Validating the Outcome Indicators
 - For each outcome display the number of students in the cohort that are in each of the rating categories.
 - For each outcome compute and display measure 1 and 2. Prepare a spreadsheet for each outcome:

| Outcome A: Positive social-emotional skills (including social relationships) | | |
|--|---|-------|
| A | Did not improve functioning | 226 |
| B | Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers | 1,745 |
| C | Improved functioning to a level nearer to same-aged peers but did not reach it | 1,185 |
| D | Improved functioning to reach a level comparable to same-aged peers | 1,534 |
| E | Maintained functioning at a level comparable to same-aged peers | 327 |
| A1 | Of those preschool children who entered or exited the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. | 57.97 |
| A2 | The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. | 37.09 |

○ Indicator 8: Parent Involvement

- Indicator 8 is a results indicator that measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
- Data for this indicator extracted February 1. ISBE receives data by late July from the external vendor regarding survey results/data analysis and receives a report on the survey's representativeness from the vendor in the fall.
- Measurement/Calculation
 - The calculation for the resident district or state is:
 - Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.
- Determining the Cohort for the Survey
 - The six-year survey cycle for Federal Fiscal Years (FFY) 2020-2025 is based on the December 1 child count for school year 2020-2021 (a total of 300,356 3-21 year old's with IEPs), resulting in approximately 50,000 students selected each year of the six-year cycle. All districts except Chicago Public Schools (CPS) were divided randomly by size (population) into 6 groups, which created 6 annual survey cycles that start in school year 2020-21 and go through school year 2025-26 to coincide with FFY 20-25. The 2020-21 school year is survey cycle #1. In addition to this yearly sample, all school buildings within CPS were divided into 6 groups by size for the 6 annual survey cycles. All 6 district groups contain small, medium, and large districts (and CPS schools) randomly placed into the group. Some slight adjustments were made to several groups to ensure that the districts in each group contained a representative sample of the population

statewide in terms of race and disability category. The students eligible for selection from the designated districts in the annual survey cycle are those with active approval records in IStar during the school year. An active approval record has a null end date. The resident district must be included in the cycle. If a student has more than one address, select the last address added.

- For multiple approvals (dually enrolled), select the earliest approval record. The earliest approval record can be determined based on the create date.
 - A student must have an address in SIS to be included.
- Indicator 9: Disproportionate Representation in Special Education
- Indicator 9 is a compliance indicator that measures the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Indicator 9 compares the enrollment of all students to those students with IEPs by Race/Ethnicity at a school, district and state level.
 - Data is available around April 1 of the current school year. (i.e., 2019-2020 Identification available April 1 of 2020 when Fall Enrollment and Pupil Counts are approved).
 - Measurement/Calculation
 - Percent = [(# of districts, that meet the State established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.
 - The state-specific calculations are:
 - The current year being examined, plus the previous two years, is included in the calculation.
 - If there are fewer than 10 students in the district for a particular race in any of the three years, no calculation is performed.
 - The comparison group is the number of students not in the race being examined.
 - If there are 10 or more Students in the comparison group a Weighted Risk Ratio is computed.
 - If there are fewer than 10 students in the comparison group an Alternate Risk Ratio is computed.
 - For the races that qualify for the Alternate Risk Ratio calculation:
 - The district level risk ratio for a race is calculated as: total IEP students from the district for that race divided by the district enrolled student count for that race.
 - The state risk for the comparison group is calculated as: total # of IEP students minus the # of IEP students in that race divided by the total state enrollment minus the total student enrollment for that race.
 - The Alternate Risk Ratio for a race as: The district level risk ratio for a race divided by the state risk for the comparison group.

- For races that qualify for the Weighted Risk Ratio calculation:
 - The district level risk ratio for each race is calculated as: total IEP students from the district for that race divided by the district enrolled student count for that race. Perform and save this for each race.
 - The statewide race proportion for each race is calculated as: the total enrolled for that race divided by the total statewide enrollment count.
 - The comparison weighted risk for each race as: statewide race proportion for a race times the district level risk ratio for that race. Do this for each race.
 - The Weighted Risk Ratio for a race as: (1 minus the statewide race proportion for that race) times the district level risk ratio for that race divided the sum of the comparison weighted risk for each of the other races.
- A district will need to complete a self-assessment for disproportionate representation if the calculated weighted or alternate risk ratio is 3.0 or higher for three consecutive years for a particular racial/ethnic group in which there are at least 10 students in the special education population.
- Report the data out to 3 decimal places (7.106, 6.155, 5.256).
- Determining the Cohort
 - For the Special Education population: (the numerator)
 - The special education data comes from the December 1st Child Count Table.
 - Create a special education count of students by race by district using the Resident District.
 - Include students who are between the ages of 6 and 21 based on age as of December 1st.
 - Include 5-year-old children enrolled in kindergarten.
 - Exclude the students placed by the courts, which are Fund Code D: Orphanage Act, E: Orphanage Act – Individual Programs and F: Private Facilities/Orphanage Act.
 - For the general enrollment counts (the denominator):
 - The general enrollment data comes from the SIS enrollment table.
 - Create a fall enrollment count of students by race by district using the district of the home school.
 - Include students who are between the age of 6 and 21 based on age as of December 1st.
 - Include 5-year-old children enrolled in kindergarten.
 - Adjust the Fall Enrollment count by:
 - Add the Home-Schooled ISP students (Fund P) from the Special Ed December 1st child count table to the fall enrollment counts.
 - Exclude the students placed by the courts, which are Fund Code D: Orphanage Act, E: Orphanage Act – Individual Programs and F: Private Facilities/Orphanage Act.

- Reduce the enrollment count for districts where the students changed district after the fall enrollment count but before the Special education child count. These are students where the fall enrollment district is different from the special education district.
 - Add to the enrollment count the special education students that were not enrolled in the special education resident district on the day of the fall enrollment count in the resident district identified on the child count table.
 - The adjusted fall enrollment count = the original fall enrollment count + Special Education adds – Special Education exclusions.
- State definition of disproportionate representation
 - Disproportionate representation (or disproportionality) of racial/ethnic groups in special education is currently defined as students in a particular racial/ethnic group (i.e., Asian, Black, Hispanic, Native American, Native Hawaiian/Other Pacific Islander, Two or More Races, or White) being at a considerably greater risk of being identified as eligible for special education and related services than all other racial/ethnic groups enrolled either in the LEA or in the state (depending on the type of risk ratio calculation applied, as discussed below). ISBE uses a risk ratio to determine state risk for racial/ethnic disproportionality. To determine LEA risk for racial/ethnic disproportionality, ISBE uses a weighted risk ratio for LEAs in which there are at least 10 students in the racial/ethnic group and at least 10 students in the comparison group (all students in the racial/ethnic group enrolled in the LEA), and an alternate risk ratio for LEAs in which there are at least 10 students in the racial/ethnic group but fewer than 10 students in the comparison group enrolled in the LEA. The State utilized data from annual Fall Enrollment Counts from the Student Information System, or SIS, (for all students, ages 6-21 served under IDEA) and December Child Count (for students with IEPs, ages 6-21).
 - ISBE examines data in the given school year to determine the number of LEAs that had at least 10 students with IEPs ages 6 – 21 (and 5-year-old children enrolled in kindergarten) for the past three school years to determine how many LEAs met the minimum “n” size for further analysis. ISBE calculates a weighted or alternate risk ratio for every LEA in the state regarding overall special education eligibility. Such risk ratios are calculated for each racial/ethnic group enrolled in a LEA. ISBE’s criteria for determining over-representation based on race/ethnicity is a calculated weighted or alternate risk ratio of 3.0 or higher for three consecutive years for a particular racial/ ethnic group in which there are at least ten students in the special education population.
- Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification? All districts with a finding of noncompliance as entered by Special Education SPP 9 lead will receive a district value of “YES” and a Met Target value of “NO”.
 - Indicator 10: Disproportionate Representation in Specific Disability Categories

- Indicator 10 is a compliance indicator that measures the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Indicator 10 compares the enrollment of all students to those students with IEPs by Race/Ethnicity at a school, district and state level.
- Data is available around April 1 of the current school year. (i.e., 2019-2020 Identification available April 1 of 2020 when Fall Enrollment and Pupil Counts are approved).
- Measurement/Calculation
 - Percent = [(# of districts, that meet the State established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State that meet a State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.
 - The state-specific calculations are:
 - The current year being examined, plus the previous two years, is included in the calculation.
 - Only 6 major disability categories are examined. The major categories are:
 - Intellectual Disability (A)
 - Specific Learning Disability (D)
 - Speech and/or Language Impairment (I)
 - Emotional Disability (K)
 - Other Health Impairment (L)
 - Autism (O)
 - If there are fewer than 10 students in the district for a particular race and Disability Category in any of the three years, no calculation is performed.
 - The comparison group is the number of students not in the race being examined.
 - If there are 10 or more Students in the comparison group a Weighted Risk Ratio is computed.
 - If there are fewer than 10 students in the comparison group an Alternate Risk Ratio is computed.
 - For the race/disability category that qualify for the Alternate Risk Ratio calculation:
 - The district level risk ratio for a race is calculated as: total IEP students from the district for that race divided by the district enrolled student count for that race.
 - The state risk for the comparison group is calculated as: total # of IEP students minus the # of IEP students in that race divided by the total state enrollment minus the total student enrollment for that race.
 - The Alternate Risk Ratio for a race as: The district level risk ratio for a race divided by the state risk for the comparison group.
 - For race/disability category that qualify for the Weighted Risk Ratio calculation:

- The district level risk ratio for each race is calculated as: total IEP students from the district for that race divided by the district enrolled student count for that race. Perform and save this for each race.
 - The statewide race proportion for each race is calculated as: the total enrolled for that race divided by the total statewide enrollment count.
 - The comparison weighted risk for each race as: statewide race proportion for a race times the district level risk ratio for that race. Do this for each race.
 - The Weighted Risk Ratio for a race as: (1 minus the statewide race proportion for that race) times the district level risk ratio for that race divided the sum of the comparison weighted risk for each of the other races.
 - A district will need to complete a self-assessment for disproportionate representation if the calculated weighted or alternate risk ratio is 3.0 or higher for three consecutive years for a particular racial/ethnic group in which there are at least 10 students in the special education disability category in question.
 - Report the data out to 3 decimal places (7.106, 6.155, 5.256).
 - Determining the Cohort
 - For the Special Education population (the numerator):
 - The special education data comes from the December 1st Child Count Table.
 - Create a special education count of students by race by district using the Resident District.
 - Include students who are between the ages of 6 and 21 based on age as of December 1st.
 - Include 5-year-old children enrolled in kindergarten.
 - Exclude the students placed by the courts, which are Fund Code D: Orphanage Act, E: Orphanage Act – Individual Programs and F: Private Facilities/Orphanage Act.
 - For the general enrollment counts (the denominator):
 - The general enrollment data comes from the SIS enrollment table.
 - Create a fall enrollment count of students by race by district using the district of the home school.
 - Include students who are between the age of 6 and 21 based on age as of December 1st.
 - Include 5-year-old children enrolled in kindergarten.
 - Adjust the Fall Enrollment count by:
 - Add the Home-Schooled ISP students (Fund P) from the Special Ed December 1st child count table to the fall enrollment counts.
 - Exclude the students placed by the courts, which are Fund Code D: Orphanage Act, E: Orphanage Act – Individual Programs and F: Private Facilities/Orphanage Act.

- Reduce the enrollment count for districts where the students changed district after the fall enrollment count but before the Special education child count. These are students where the fall enrollment district is different from the special education district.
 - Add to the enrollment count the special education students that were not enrolled in the special education resident district on the day of the fall enrollment count in the resident district identified on the child count table.
 - The adjusted fall enrollment count = the original fall enrollment count + Special Education adds – Special Education exclusions.
 - State definition of disproportionate representation
 - Disproportionate representation (or disproportionality) of racial/ethnic groups in special education disability categories is currently defined as students in a particular racial/ethnic group (i.e., Asian, Black, Hispanic, Native American, Native Hawaiian/Other Pacific Islander, Two or More Races, or White) being at a considerably greater risk of being identified as eligible for special education and related services in a specific disability category (Speech/Language, Specific Learning Disability, Emotional Disturbance, Intellectual Disability, Autism, and Other Health Impairment) than all other racial/ethnic groups enrolled either in the LEA or in the state (depending on the type of risk ratio calculation applied, as discussed below). ISBE uses a risk ratio to determine state risk for racial/ethnic disproportionality. To determine LEA risk for racial/ethnic disproportionality, ISBE uses a weighted risk ratio for LEAs in which there are at least 10 students in the racial/ethnic group and at least 10 students in the comparison group (all students in the racial/ethnic group enrolled in the LEA), and an alternate risk ratio for LEAs in which there are at least 10 students in the racial/ethnic group but fewer than 10 students in the comparison group enrolled in the LEA. The State utilized data from annual Fall Enrollment Counts from the Student Information System, or SIS, (for all students, ages 6-21 served under IDEA) and December Child Count (for students with IEPs, ages 6-21).
 - ISBE examines data for the given school year to determine the number of LEAs that had at least 10 students ages 6 – 21 for the past three school years in one of the six disability categories listed above to determine how many LEAs met the minimum “n” size for further analysis. ISBE calculates a weighted or alternate risk ratio for every LEA in the state regarding special education eligibility in the categories listed above. Such risk ratios are calculated for each racial/ethnic group enrolled in a LEA. ISBE’s criteria for determining over-representation based on race/ethnicity is a calculated weighted or alternate risk ratio of 3.0 or higher for three consecutive years for a particular racial/ethnic group in which there are at least ten students in the special education disability category in question.
 - Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification? All districts with a finding of noncompliance as entered by Special Education SPP 10 lead will receive a district value of “YES” and a Met Target value of “NO”.

○ Indicator 11: Child Find

- Indicator 11 is a compliance indicator that measures the percent of children who were evaluated within 60 school days of receiving parental consent for initial evaluation.
- Data is pulled in early July. Findings of noncompliance are issued September 1 annually.
- Measurement/Calculation
 - a. # of children for whom parental consent to evaluate was received.
 - b. # of children whose evaluations were completed within 60 days (or State-established timeline).
 - Account for children included in (a), but not included in (b).
 - Indicate the range of days beyond the timeline when the evaluation was completed and the reasons for the delays. Percent = [(b) divided by (a)] times 100.
- Determining the Cohort
 - The calculations will be made at the district level.
 - There will be one record per student. The population for the annual report will be the group of students, ages 3-21, for whom the district determined eligibility (all fund codes included) during the fiscal year (7/1 through 6/30). Students with an Evaluation Not Applicable code and those with a Reason District Did Not Meet Timeline code of 01 and 02 are excluded from both the numerator and the denominator. Those with a Reason District Did Not Meet Timeline code of 07, 09, and 10 are included in both the numerator and the denominator (as met timelines). Students with a NULL timeline code or a timeline code of 03, 04, 05 or 06 and School Days to Complete > 61 days are considered noncompliant.
 - Percent of student evaluated within the timeline at the district level is (# of students whose evaluation was completed in =< 60 days / total number of students with a Reason District Did Not Meet Timeline code of NULL, 03, 04, 05 or 06) * 100.
 - Percent of students considered Noncompliant at the district level is (# of students whose evaluation was completed in > 60 and Reason code = 03, 04, 05 or 06/ # of children for whom parental consent to evaluate was received)*100
- Reason District Did Not Meet Timeline Code Table

| Code | Description | Action |
|------|---|----------------------------------|
| 01 | Parent failure or refusal to produce child for evaluation caused a delay in the eligibility determination timeline. | Delay Acceptable (Federal level) |
| 02 | The child enrolled in district after parental consent was received in another district, but before eligibility could be determined. | Delay Acceptable (Federal level) |
| 03 | Lack of Personnel resources to complete the evaluation caused delay. | Evaluation Required |
| 04 | District was unable to ensure that eligibility determination procedures and practices were completed in a timely manner. | Evaluation Required |
| 05 | District failure to complete eligibility determination due to summer break and lack of personnel or resources during the summer. | Evaluation Required |
| 06 | District failure to complete the eligibility determination due to hearing, vision or other medical issues. | Evaluation Required |

| | | |
|----|---|--------------------------------|
| 07 | Eligibility determination delayed due to the parent's unavailability and/or inability to attend the initial eligibility determination meeting when all eligibility assessments, were completed within the 60-school day timeline. (Districts using this code should maintain documentation locally regarding the eligibility assessment completion dates and the attempts made to schedule the eligibility determination meeting with the parent. As necessary, ISBE may request further information from districts.) | Delay Acceptable (State level) |
| 08 | Initial eligibility determination timeline is actually within the 60 school day timeline, but appears to be beyond 60 school days due to changes which have not yet been made to the district's official calendar submitted through IWAS (e.g. emergency or snow days have not been updated in the district's official school calendar). | Code Not Allowed |
| 09 | Timeline properly extended in accordance with 34 CFR ?300.309(c), where the timeline is extended by mutual written agreement of the child's parents and a group of qualified professionals in the determination of a specific learning disability (SLD). | Delay Acceptable (State level) |
| 10 | Student's evaluation days are calculated based on the school calendar (vs. the district calendar) and are within the 60 school-day timeline for initial evaluations. | Delay Acceptable (State level) |

*Delay Codes 03, 04, 05, and 06 result in district-level findings of noncompliance issued by the Special Education Department.

Reason Evaluation Not Applicable Code Table

| Code | Description |
|------|--|
| 01 | Initial eligibility determination was completed prior to August 1, 2006 |
| 02 | Initial eligibility determination completed when child was a resident of another district |
| 03 | The child was referred from the CFC (Child and Family Connections office) and the IEP team determined further evaluation was unnecessary. (This code is only applicable for students transitioning from Early Intervention to Early Childhood Special Education at age 3). |

Indicator 12: IDEA Part C to Part B Transition

- Indicator 12 is a compliance indicator that measures the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
 - Indicator 12 analyzes the children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthday.
 - Data is pulled in early July. Findings of noncompliance are issued September 1 annually.
 - Measurement/Calculation
 - a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
 - b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
 - c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
 - d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.

- e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
 - f. # of children whose parents chose to continue early intervention services beyond the child’s third birthday through a State’s policy under 34 CFR §303.211 or a similar State option.
- Document the number of children who were served in part C and referred to Part B for eligibility determination that are not included in b, c, d, e, or f.
 - Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays.
 - Percent = [(c) divided by (a - b - d - e - f)] times 100.
 - Determining the Cohort
 - The Department of Human Services (DHS) Early Intervention children that are being referred by Part C are being captured in the SIS Early Childhood Transition system where the responsible district is identified. Districts use this system to document the Part B eligibility determination date and reason for delay code (Code 01 is no delay). The cohort is:
 - Children referred from the Early Intervention Program (Part C) by DHS
 - Children whose third birthday occurs during the fiscal year (7/1 of the school year to 6/30 of the school year).
 - The delay starts the day after the child’s actual 3rd birthday.
 - The Early Intervention transition delay (TD) codes are:

| TD Code | TD Code Description | Action |
|---------|---|----------------|
| 01 | No delay and not eligible - The child was served in Part C (Early Intervention), was referred to Part B (Early Childhood Special Education) for Part B eligibility determination, was determined to be NOT ELIGIBLE for Part B services, and had an IEP developed and implemented by his/her third birthday. | Acceptable |
| 01 | No delay and eligible - The child was served in Part C (Early Intervention), was referred to Part B (Early Childhood Special Education) for Part B eligibility determination, was determined to be ELIGIBLE for Part B services, and had an IEP developed and implemented by his/her third birthday. | Acceptable |
| 02 | Parent/guardian refusal - Parent/guardian refusal to provide consent caused a delay in evaluation or initial services OR parent/guardian repeatedly failed or refused to produce the child for evaluation. | Acceptable |
| 03 | Child enrolled in the district - The child enrolled in the district after the transition process had begun and prior to a determination by the child’s previous district as to whether the child was a child with a disability. | Acceptable |
| 04* | CFC sent referral late - Early Intervention sends the referral after the child is 2 years 9 months, but they received the child before age 2 years 9 months. The LEA is responsible for children on the transition list regardless of if the CFC sends a referral. | Not Acceptable |
| 05 | CFC determined eligibility late - The child was determined to be eligible for early intervention services under Part C less than 90 days before his/her third birthday. | Acceptable |
| 06* | School District Delay - The district did not complete the evaluation and determine eligibility by the 3rd birthday (e.g., Child was on the 27th month list, district did not receive EI referral packet and did not follow up with CFC or parent/guardian, did not meet evaluation timeline). | Not Acceptable |

| | | |
|----|--|------------|
| 07 | School break or parent choice and eligible- The child was served in Part C (Early Intervention), was referred to Part B (Early Childhood Special Education) for Part B eligibility determination, was determined to be ELIGIBLE for Part B services, and had an IEP developed and ready to be implemented by his/her third birthday, but services could not begin until after his/her third birthday due to a school break or parent/guardian choice. | Acceptable |
|----|--|------------|

*TD Codes 04 and 06 result in district-level findings of noncompliance issued by the Special Education Department.

- The table below is computed by analyzing the eligibility determination data and delay code. The rules are:
 - Row a. - Number of children who have been served in Part C and referred to Part B for Part B eligibility determination
 - This is the total number of children who turned 3 during the fiscal year. (Cohort)
 - Row b. - Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays
 - The number of children with a delay reason code of 01 (no delay and not eligible).
 - Row c. - Number of those found eligible who have an IEP developed and implemented by their third birthdays
 - The number of children with a delay reason code of 01 (no delay and eligible) or 07.
 - A data quality edit in SIS validates that all children with a code of 01 or 07 have an eligibility determination date before their third birthday.
 - Row d. - Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied
 - The number of children with a delay reason code of 02 or 03.
 - Row e. - Number of children who were referred to Part C less than 90 days before their third birthdays
 - The number of children with a delay reason code of 05.
 - Row f. – Number of children whose parents chose to continue early intervention services beyond the child’s third birthday through a State’s policy under 34 CFR 300.21 or a similar State option
 - Always 0 as this is not applicable in Illinois
 - Percent of children referred by Part C prior to age 3 who are found eligible for Part B and who have an IEP developed and implemented by their third birthday
 - This is an automatic calculation within the GRADS360 system
 - Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays. Percent = [(c) divided by (a - b - d - e)] * 100

- These are the children with delay reason codes of 04 or 06 and, therefore, did not have the eligibility determined by their third birthday.
- A data quality edit check in SIS validates that all children with a code of 04 or 06 have an eligibility determination date after their third birthday.
- Provide a list of each student with a delay reason code of 04 or 06 along with the number of days past their third birthday that eligibility was determined (lapse period).
- Provide student counts for code 04 (CFC delay) eligible and not eligible and code 06 (District delay) eligible and not eligible.
- Provide student counts by lapse periods of 1 to 30 days, 31 to 60 days, 61 to 90 days, and 90+ days.
- Provide the largest and smallest lapse period.
- Indicator 13: Secondary Transition
 - Indicator 13 is a compliance indicator that measures the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age-appropriate transition assessments, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition service needs.
 - Additionally, Illinois state regulations require districts to complete a transition plan during the year the student turns 14½ years of age and annually update the plan.
 - Data is pulled in early July. Findings of noncompliance are issued September 1 annually.
 - Measurement/Calculation
 - Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.
 - Determining the Cohort
 - Any student with a service approval during the school year that:
 - Is age 16 or greater on 6/30 of the school year,
 - Was approved for services during the school year,
 - Get the latest approval record and save the Resident District
 - Check for the Illinois Indicator 13 Checklist completed by the district during the school year (there should be a Checklist prepared each time the student’s IEP addresses transition, but at least annually).
 - Is not a private school or home school student (No ISP students)

- Exclude students with Fund codes of:
 - L - IDEA Child Count-Nonpublic-Not Enrolled
 - N - Nonpublic School Students Not Receiving Services
 - P - IDEA Child Count-Home-Schooled-Not Enrolled
 - U - Public School NOT Receiving Services
- For Chicago Public Schools only, students need to be pulled by the serving school instead of the resident/home school. The home school is the school closest to the student's home, which is typically the default school. The zoned school is where the student is registered and enrolled.
- The calculations will be made at the district level. The district completes the Illinois Indicator 13 Checklist for each student. For all questions, a YES answer indicates that the requirement is complete in the student's transition plan. A NO answer indicates that the requirement is missing from the student's transition plan, but should be included, as the question is applicable for this student. The IEP will be considered as having met the requirements of Indicator 13 if:
 - Items 1a through 8r are all answered yes.
 - Items 1a through 7q, 8s and 8t are answered yes and 8r is answered no.
- If any question is answered with a "no," except for 8r, then the student's IEP is considered noncompliant with the Indicator 13 requirement. Questions 1-7 are stored as questions 1-7. Question 8a is stored as question 8, Question 8b is stored as question 9, and Question 8c is stored as question 10. The system determines if the IEP meets Indicator 13 requirements and stores the answer as Question 11. Therefore, the student's IEP meets Indicator 13 requirements if Indicator13QuestionId = 11 and Answer Flag = 1. Count number without an Illinois Indicator 13 Checklist started as not compliant and incomplete.
- Percent compliant = # where Indicator 13 meets the number in the cohort.
- Indicator 14: Post-School Outcomes
 - Indicator 14 is a results indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher education within one year of leaving high school (14A), enrolled in higher education or competitively employed within one year of leaving high school (14B), or enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school (14C). A survey population is selected using the logic described below and the districts are then required to try to contact the former students and survey them.
 - Data for this indicator is extracted on April 1.
 - Measurement/Calculation
 - A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

- B. Percent enrolled in higher education or competitively employed within one year of leaving high school = $\left[\frac{\text{(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school)}}{\text{(# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right]$ times 100.
- C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = $\left[\frac{\text{(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment)}}{\text{(# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)}} \right]$ times 100.
- Survey Results
 - The survey results are entered into IStar by the districts from which the student exited. Once the data is complete, the survey respondents are compared to the list of students selected for the survey to validate that the surveyed students are representative of the sampling list. The comparison occurs on the following data elements:
 - Gender
 - Race / Ethnicity
 - Exit Reason
 - Primary Disability

Formula (calculations)

- N/A

Sources of Data

I-STAR

Student Information System (SIS)



***Eighth Graders Passing Algebra I
SY 2021***

Eighth Graders Passing Algebra I

Definition

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

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/10-17a](#)

Federal Statute/Guidance: N/A

Business Rules

- All courses taken during their 8th grade year, including summer sessions, are included.
- The numerator is determined by:
 - 8th grade students assigned to one of the following courses regardless of the Final Letter Grade. (This is because these classes require Algebra I as a prerequisite therefore, by being assigned to the course, the student must have already completed Algebra I and received credit);
 - The existence of the course assignment is all that is required regardless of exit status or term

| State Course ID | State Course Title |
|-----------------|---------------------------------|
| 02056A000 | Algebra II |
| 02072A000 | Geometry |
| 02103A000 | Trigonometry |
| 02105A000 | Trigonometry/Math Analysis |
| 02106A000 | Trigonometry/Algebra |
| 02107A000 | Trigonometry/Analytic Geometry |
| 02108A000 | Math Analysis/Analytic Geometry |
| 02109A000 | Elementary Functions |
| 02110A000 | Pre-Calculus |
| 52072A000 | Geometry |
| 02302A000 | High School Math 2 |
| 02303A000 | High School Math 3 |
| 02125A000 | AP Calculus BC |

- Or 8th grade students enrolled and having at least 1.0 credit hours in the following Algebra I or equivalent courses;

| State Course ID | State Course Title |
|-----------------|---|
| 02052A000 | Algebra I (Secondary Course with high school credit) |
| 02054A000 | Algebra I/Part 2 |
| 02055A000 | Transition Algebra |
| 52038A000 | Mathematics (grade 8) with Course Level as "Enriched" or "Honors" |
| 52052A000 | Algebra I (Prior to Secondary) |
| 52061A000 | Integrated Math—multi-year equivalent |
| 52069A000 | Algebra/Other |

02302A000
02061A000

Integrated Math—multi-year equivalent

- The Course Letter Grades listed below are considered passing;

| Course Letter Grade | Grade Description |
|---------------------|--|
| A+ | Student received course term credit |
| A | Student received course term credit |
| A- | Student received course term credit |
| B+ | Student received course term credit |
| B | Student received course term credit |
| B- | Student received course term credit |
| C+ | Student received course term credit |
| C | Student received course term credit |
| C- | Student received course term credit |
| D+ | Student received course term credit |
| D | Student received course term credit |
| D- | Student received course term credit |
| S | Satisfactory or Pass. Student received course term credit |
| Above Average | Students performance exceeds standards (Grades K-8 only) |
| Average | Students performance exceeds standards (Grades K-8 only) |
| P | Student was promoted at end of term (Grades K-8 only) |
| Exceptional | (Exceeds Expectations) Student demonstrates the skill or understands the concepts at a level exceeding expectations for reporting period |
| Meets Standard | (Developing Appropriately) Student usually demonstrates the skill or understands the concepts and meets expectation for the reporting period |

- The Course Letter Grades listed below are considered **not** passing;

| Course Letter Grade | Grade Description |
|---------------------|--|
| F | Student did not receive course term credit |
| U | Unsatisfactory. Student received course term credit |
| I | Incomplete. Student was enrolled on Course End Date. Student did not receive course term credit. |
| Below Average | Student's performance was below expectations (Grades K-8 only) |

| | |
|----------------------|--|
| R | Student was retained at end of term (Grades K-8 only) |
| N | Student did not complete the term (Grades K-8 only) |
| Approaching Standard | (Beginning to Develop) Student sometimes demonstrates the skill or understands the concepts and meets some expectations for the reporting period |
| Below Standard | (Needs to Develop) Student seldom demonstrates the skill or understands the concepts and is not meeting expectations for the reporting period |
| W | Withdrew from course. Student did not receive course term credit. Student was not enrolled on Course End Date. |
| WP | Withdrew from course. Student did receive course term credit. Student was not enrolled on Course End Date. |
| Audit | Student Audited the Course. Student did not receive course term credit. |
| X | Student waived from course requirement. Student did not receive course term credit. Student did not receive a final grade. |

- Math courses taken while enrolled in 8th grade
- The denominator is the total qualified students which is determined by:
 - Students in 8th grade and;
 - Students with one or more enrollments that begins on or before October 1st of the current school year and;
 - One or more enrollments that ends after May 1st of the current school year
 - *Notes:*
 - The sum of the day's enrollments in the current school year must be greater than 212
 - Multiple enrollments from different districts/schools can be considered to determine whether a student qualifies as an 8th grader
 - The student is attributed to the responsible school from their last 8th grade enrollment during the regular school year.
 - Private school students are excluded from this count

Formula (calculations)

Eighth Graders Passing Algebra I Formula

- $\sum(\text{Number of students passing Algebra I or Equivalent courses in Eighth grade and receiving at least 1.0 credit hours}) \div \sum(\text{Total qualified students in Eighth grade})$

Sources of Data

Student Information System (SIS) - Student Enrollment

Student Information System (SIS) - Student Course Assignment

Student Information System (SIS) - State Course ID



***9th Grade on Track
SY 2021***

9th Grade on Track

Definition

This metric is the percentage of first-time ninth-grade students who have earned at least five course credits without failing more than 0.5 course credits in their core subjects. For the purpose of this metric, core subjects include reading, math, science, and social studies.

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/10-17a](#)

Federal Statute/Guidance: N/A

Business Rules

- The cohort will consist only of 1st time, full time 9th grade students defined as:
 - **not** enrolled in Grade 9 or higher in any previous year.
 - enrolled in Grade 9 on October 1st of the current school year.
 - enrolled in Grade 9 on May 1 of the current school year.
 - *Notes:*
 - The sum of the days enrolled by home school in the current school year must be greater than 212.
 - A student needs to be enrolled at a school for the entire academic year to be counted toward that school's 9th Grade on Track calculation.
 - Private school students are **excluded** from this count.
- The source for this metric is from the SIS student enrollment and student course assignment data.
- On track is defined as a student who:
 - Attained a passing grade in any courses totaling at a minimum 5 course credits. The course letter grades listed below are considered passing:

| Course Letter Grade | Grade Description |
|---------------------|--|
| A+ | Student received course term credit |
| A | Student received course term credit |
| A- | Student received course term credit |
| B+ | Student received course term credit |
| B | Student received course term credit |
| B- | Student received course term credit |
| C+ | Student received course term credit |
| C | Student received course term credit |
| C- | Student received course term credit |
| D+ | Student received course term credit |
| D | Student received course term credit |
| D- | Student received course term credit |
| S | Satisfactory or Pass. Student received course term credit. |
| Above Average | Students performance exceeds standards (Grades K-8 only) |
| Average | Students performance meets expectation (Grades K-8 only) |
| P | Student was promoted at end of term (Grades K-8 only) |

| | |
|----------------|---|
| Exceptional | (Exceeds Expectations) Student demonstrates the skill or understands the concepts at a level exceeding expectations for reporting period. |
| Meets Standard | (Developing Appropriately) Student usually demonstrates the skill or understands the concepts and meets expectation for the reporting period. |

- Did not fail core courses totaling more than 0.5 course credits. The Course Letter Grades listed below are considered **not** passing:

| Course Letter Grade | Grade Description |
|----------------------|---|
| F | Student did not receive course term credit |
| U | Unsatisfactory. Student received course term credit |
| I | Incomplete. Student was enrolled on Course End Date. Student did not receive course term credit |
| Below Average | Student's performance was below expectations. (Grades K-8 only) |
| Approaching Standard | (Beginning to Develop) Student sometimes demonstrates the skill or understands the concepts and meets some expectations for the reporting period. |
| Below Standard | (Needs to Develop) Student seldom demonstrates the skill or understands the concepts and is not meeting expectations for the reporting period. |

- Skip courses in which the student did not complete. The course letter grades for non-completion are:

| Course Letter Grade | Grade Description |
|---------------------|--|
| W | Withdrew from course. Student did not receive course term credit. Student was not enrolled on Course End Date. |
| WP | Withdrew from course. Student did receive course term credit. Student was not enrolled on Course End Date. |
| Audit | Student Audited the Course. Student did not receive course term credit. |
| X | Student waived from course requirement. Student did not receive course term credit. Student did not receive a final grade. |

- Core courses are academic subject areas:
 - 01 - English Language Arts
 - 02 – Mathematics
 - 03 - Life and Physical Sciences
 - 04 - Social Sciences and History
- Courses **included** are the completed courses from Full-year course, Semester 1 and 2 (S1 & S2), Tri-Semesters 1, 2 and 3 (T1, T2 & T3). , or Quarters 1, 2, 3, and 4.

- A student is assigned to the last responsible school enrolled for the regular school year.
 - Use the end of year flag in the enrollment fact table to determine the last regular school year enrollment.

Formula (calculations)

9th Grade on Track Formula

- $(\text{Total number of students within school/district that pass courses totaling five or more course credits without failing more than 0.5 course credits in core courses}) \div (\text{Total number of 9th grade students meeting qualifications outline in cohort definition}) \times 100\%$

Sources of Data

Student Information System (SIS) -Student Enrollment

Student Information System (SIS) - Student Course Assignment

Student Information System (SIS) - State Course ID



***College and Career Ready
SY 2021***

College and Career Ready

Metric Information

- College and Career Ready
- Distinguished Scholar
- College and Career Scholar

Definition

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

Distinguished Scholar is defined as the percentage of students who have graduated with a grade 12 designation, or a junior if they graduated early, that meet the criteria for distinguished scholar. For additional information, see below business rules.

- Note: For 2021, this metric will not be displayed on the Report Card

College and Career Scholar is defined as the percentage of students who have graduated with a grade 12 designation, or a junior if they graduated early, that meet the criteria for college and career scholar. For additional information, see below business rules.

- Note: For 2021, this metric will not be displayed on the Report Card

Guidance Citation

State Statute/Guidance: <https://www.isbe.net/Documents/ESSA-Amendment1-redline.pdf>; Guidance: <https://www.isbe.net/Documents/College-Career-Ready-Indicator.pdf>

ISBE COVID-19 Guidance: <https://www.isbe.net/Pages/covid19.aspx>

Federal Statute/Guidance: N/A

Business Rules

- College and Career Ready is defined in Illinois' ESSA State Plan
- All metrics/indicators that ISBE calculates will be limited to high school courses only, however high school coursework for which a measure is a prerequisite can be used to fulfill that measure of readiness.
- "College and Career Ready" is the number of students who have an exit code of graduated during the current academic year who in the current academic year meet the Distinguished Scholar definition or College and Career Scholar definition.
- There are two levels of achievement:
 - Distinguished Scholar
 - Note: For 2021, this metric will not be displayed on the Report Card
 - College and Career Scholar
 - Note: For 2021, this metric will not be displayed on the Report Card
- Distinguished Scholar is made up of the following indicators:
 - Cumulative Grade Point Average (GPA) of 3.75 or higher based on the 4.0 scale
 - ACT Composite Score of 30 or higher, or SAT Composite Score of 1400 or higher at any point within the students school career
 - At least one academic indicator in each English Language Arts (ELA) and Mathematics during or before their high school junior or senior year unless otherwise specified
 - Three career ready indicators during or before their high school junior or senior year unless otherwise specified

- 95% attendance during high school junior and senior year (average of the two years must be 95% or better)
- College and Career Scholar is made up of the following indicators:
 - Cumulative GPA of 2.80 or higher based on the 4.0 scale
 - 95% attendance in high school junior and senior year (average of the two years must be 95% or better)
 - Either:
 - College and Career Pathway Endorsement under Postsecondary and Workforce Act; **OR**
 - All of the following:
 - One academic indicator in each of ELA and Math during or before their high school junior or senior year unless otherwise specified
 - Identify a career area of interest by the end of the sophomore year
 - Three career ready indicators during or before their high school junior or senior year unless otherwise specified
- The following are considered Academic Indicators:
 - Does not need to be an IB school

| Academic Indicators | |
|---|--|
| ELA | MATH |
| ELA Advanced Placement (AP) Exam (Score of 3 or higher) | Math AP Exam (Score of 3 or higher) |
| ELA AP Course (Grade of A, B, or C) | Math AP Course (Grade of A, B, or C) |
| Dual Credit English Course (Grade of A, B, or C) | Dual Credit Math Course (Grade of A, B, or C) |
| International Baccalaureate (IB) ELA Course in High School (Grade of A, B, or C) | IB Math Course in High School (Grade of A, B, or C) |
| IB Exam in High School (Score of 4 or higher) | IB Exam in High School (Score of 4 or higher) |
| Transitional English (Grade of A, B, or C) | Transitional Math (Grade of A, B, or C) |
| | Algebra II (Grade of A, B, or C) |
| Minimum ACT Subject Scores of English: 18 and Reading: 22 | Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year |
| Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540 | Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year |

- The following are considered Career Ready Indicators:

| Career Ready Indicators |
|---|
| Career Development Experience during their high school career |

| |
|--|
| Industry Credential at any point in time before graduation |
| Military Service or an ASVAB Score of 31 or Higher during their high school career |
| Dual Credit Career Pathway Course (College Credit Earned) |
| Completion of Program of Study before graduation |
| Attaining and Maintaining Consistent Employment for a Minimum of 12 Months during their high school career |
| Consecutive Summer Employment during their high school career |
| 25 Cumulative Hours or more of Community Service during their high school career |
| Two or More Different Organized Co-Curricular Activities during their high school career |

- Cumulative GPA

- GPA will be determined by districts
- The district will enter one of three codes into a new indicator file in SIS that will specify if the student:
 - meets the “distinguished scholar” standard with a GPA of 3.75 or higher on a 4.0 scale,
 - meets the “college and career scholar” definition of a GPA of 2.8 on a 4.0 scale, or
 - has a GPA under 2.8 and does not meet the standard
- Districts will continue to determine their own system for calculating GPA and the equivalent for this indicator.
- This indicator will be gathered on each student at the end of their senior year and will represent a cumulative GPA.
- The district will collect and compile the initial data prior to submitting aggregate data (3.75 or Above, 2.8 – 3.74, Below 2.8, and None) to ISBE through a new file in SIS.

- 95% Attendance Junior and Senior Year (average of the two years must be 95% or better)

- As specified in 105 ILCS 5/19.05, “a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day.”
- Activities outlined in 105 ILCS 5/19.05 (k), including dual credit, Supervised Career Development Experience, youth apprenticeship, and blended learning, count toward the calculation of clock hours of school work per day.
- Local school boards determine a day for which students are receiving instruction as guided by 105 ILCS 5/10-19.05.
- For the purposes of guidance, it may be helpful to utilize the opposite of attendance by reviewing the definition of “truant” as defined in the School Code (105 ILCS 5/26-2a) “... as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof. ‘Valid cause’ for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.”
- ISBE uses attendance data currently entered into SIS by districts to calculate an average of attendance junior and senior years for each student.
- Calculated from SIS Attendance data

- ELA Advanced Placement (AP) Exam (Score of 3 or higher)

- An official AP Exam score of 3, 4 or 5 in any AP ELA course, as reported by the College Board to ISBE or to the district.
- Combined with IB, saved as Met Min ELA Exam
- Math AP Exam (Score of 3 or higher)
 - An official AP Exam score of 3, 4 or 5 in any AP math course, as reported by the College Board to ISBE or to the district.
 - Combined with IB, saved as Met Min Math Exam
- ELA AP Course (Grade of A, B, or C)
 - Course grades for an AP ELA course as reported in SIS.
 - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
 - Calculated from SIS Course data
 - The AP courses that apply are:
 - 5 01005A000 AP English Language and Composition
 - 6 01006A000 AP English Literature and Composition
 - The student must accumulate 1.0 or greater course credits
- Math AP Course (Grade of A, B, or C)
 - Course grades for an AP math course as reported in SIS.
 - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
 - Calculated from SIS Course data
 - The AP courses that apply are:
 - 93 02124A000 AP Calculus AB
 - 94 02125A000 AP Calculus BC
 - 111 02203A000 AP Statistics
 - 836 10157A000 AP Computer Science A
 - The student must accumulate 1.0 or greater course credits
- Dual Credit English Course (Grade of A, B, or C)
 - Course grades for a dual-credit designated ELA course as reported in SIS.
 - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
 - Calculated from SIS Course data
 - The student must accumulate 1.0 or greater course credits
- Dual Credit Math Course (Grade of A, B, or C)
 - Course grades for a dual-credit designated math course as reported in SIS.
 - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
 - Calculated from SIS Course data
 - The student must accumulate 1.0 or greater course credits
- International Baccalaureate (IB) ELA Course in High School (Grade of A, B, or C)
 - Course grades for an IB designated ELA course as reported in SIS.
 - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
 - Calculated from SIS Course data
 - The IB courses that apply are:
 - 7 01007A000 IB Language A (English)
 - 2167 01011A000 IB Language A: Language and Literature – English
 - 2168 01012A000 IB Literature and Performance
 - The student must accumulate 1.0 or greater course credits

- IB Math Course in High School (Grade of A, B, or C)
 - Course grades for an IB designated math course as reported in SIS.
 - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
 - Calculated from SIS Course data
 - The IB courses that apply are:
 - 96 02131A000 IB Mathematical Studies
 - 97 02132A000 IB Mathematics
 - 98 02133A000 IB Mathematics and Computing - SL
 - 99 02134A000 IB Further Mathematics
 - The student must accumulate 1.0 or greater course credits
- IB ELA Exam in High School (Score of 4 or higher)
 - An official IB Exam score of 4, 5, 6 or 7 in any IB ELA course, as reported by the IB to the student, school or district.
 - Combined with AP, saved as Met Min ELA Exam
- IB Math Exam in High School (Score of 4 or higher)
 - An official IB Exam score of 4, 5, 6 or 7 in any IB math course, as reported by the IB to the student, school or district.
 - Combined with AP, saved as Met Min Math Exam
- Transitional English (Grade of A, B, or C)
 - Course grades for a course designated as Transitional ELA¹ as reported in SIS.
 - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
 - Calculated from SIS Course data
 - Currently there are no Transitional ELA courses
 - The student must accumulate 1.0 or greater course credits
- Transitional Math (Grade of A, B, or C)
 - Course grades for a course designated as Transitional ELA as reported in SIS.
 - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
 - Calculated from SIS Course data
 - Transitional Math courses that apply are:
 - 2142 02055A001 High School Transitional Math 4 - STEM
 - 2143 02153A001 High School Transitional Math 4 – Technical Math
 - 2144 02201A001 High School Transitional Math 4 – Quantitative Literacy and Statistics
 - The student must accumulate 1.0 or greater course credits
- Algebra II (Grade of A, B, or C)
 - Course grades for a course designated as Algebra II, Math III or High School Math III as reported in SIS.
 - Courses designated Integrated Math III or High School Math III also signify that a student has completed the equivalent of Algebra II, thus fulfilling this indicator.
 - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
 - Calculated from SIS Course data

¹ A statewide panel is currently working on “Transitional English” criteria

- Algebra courses that apply are:
 - 66 02056A000 Algebra II
 - 67 02057A000 Algebra III
 - 2101 02303A000 High School Math 3
 - 2174 02064A000 Integrated Mathematics III
- The student must accumulate 1.0 or greater course credits
- Minimum ACT Subject Scores of English: 18 and Reading: 22
 - An official ACT score as reported to the student, school or district, with an English subscore of 18 and reading subscore of 22.
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - ACT and SAT are a shared indicator (MetMinACTSATEnglishInd)
- Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year
 - An ISBE calculated value, which requires a combination of 2 criteria, a YES in the College and Career Readiness Indicator Report Field Minimum ACT/SAT Math score and an earned credit in a mathematics course in the student's senior year.
 - Requires an official ACT score as reported to the student, school or district, with a math subscore of 22.
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - An earned math course credit, as reported by district grade data in SIS
 - ACT and SAT are a shared indicator (MetMinACTSATMathInd)
- Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540
 - An official SAT Evidence-Based Reading and Writing score of 540 as reported by the College Board either:
 - To ISBE as a part of its state required SAT administration in grade 11 or
 - ISBE will not use data from the fall 2020 SAT School Day administration for the ELA proficiency indicator in the accountability system, but will use as applicable to fulfill this indicator
 - As reported to the student, school or district from an optional national administration day.
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - ACT and SAT are a shared indicator (MetMinACTSATEnglishInd)
- Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year
 - An official SAT Math score of 540 as reported by the College Board either:
 - To ISBE as a part of its state required SAT administration in grade 11 or
 - ISBE will not use data from the fall 2020 SAT School Day administration for the Math proficiency indicator in the accountability system, but will use as applicable to fulfill this indicator
 - As reported to the student, school or district from an optional national administration day.
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - ACT and SAT are a shared indicator (MetMinACTSATMathInd)
- Identify a career area of interest by the end of the sophomore year
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - A student may indicate a career area of interest by:
 - participating in pathways as defined by a local board of education,

- creating an individualized plan as part of the College and Career Pathway Endorsement program, or
 - engaging in activities as part of Career Pathways Dictionary (adopted by the Illinois Community College Board, ISBE, the Illinois Workforce Innovation Board, the P-20 Council, the Illinois Board of Higher Education, and the Illinois Student Assistance Commission).
 - The identification of a career area of interest by a student will be determined by school districts within a range of career exploration activities, such as those suggested in the Postsecondary and Career Expectations framework.
 - The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS.
 - Students who were sophomores in spring of 2020 have until the end of 2020 to identify a career area of interest.
- College and Career Pathway Endorsement
 - The Postsecondary and Workforce Readiness Act includes a voluntary process for school districts to award College and Career Pathway Endorsements to high school graduates.
 - Students earn endorsements by completing:
 - an individualized learning plan,
 - a career-focused instructional sequence, and
 - professional learning opportunities.
 - Students earning a College and Career Pathway Endorsement will not need to fulfill the criteria of the ELA and Math Academic Indicators, career area of interest by the end of the sophomore year, and three career ready indicators.
 - For 2021, CTE and Innovation will send the names of those students who have received the College and Career Pathway Endorsement directly to SIS, and the Warehouse will be in charge of calculating the CCRI
 - In the future, the CCRI SIS data collection will be enhanced to allow districts to self-report this information directly into SIS via the CCRI files
- Districts may count “Transitional Math” courses as soon as they begin offering these options and tag in the Course Catalog.
- Career Development Experience during their high school career
 - This is a supervised work experience relating to an individual’s career area of interest that meets all the following:
 - Occurs in a workplace or under other authentic working conditions;
 - Is co-developed by an education provider and at least one employer in the relevant field;
 - Provides compensation or educational credit to the participant;
 - Reinforces foundational professional skills, including, at a minimum, those outlined in the Illinois Essential Employability Skills Framework and Self-Assessment;
 - Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
 - Takes place for a minimum of 60 total hours.
 - Career Development Experience may not consist solely of technical training by an education provider.
 - Collected as YES in the College and Career Readiness Indicator Report in SIS

- Students whose experience was interrupted in March, April or May of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience.
- Industry Credential at any point in time before graduation
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - SIS has 7 credentials from which the district choose
 - This is a work-related credential, certification, or license that:
 - Verifies an individual’s qualifications or competence in a specific skillset related to a particular industry or occupation;
 - Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
 - Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.
- Military Service or an ASVAB Score of 31 or Higher during their high school career
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - Students make a commitment to serve in the armed services or participate in Junior Reserve Officer Training Corps.
 - There are four ways to meet this indicator:
 - Achieving an ASVAB score of 31 or higher
 - Making a commitment to serve in the Armed Services,
 - Enlisting for split training, which entails enlistment at age 17 as a junior with permission of a parent or guardian, attendance at Basic Combat Training before senior year, training one weekend per month through senior year with a local unit, and planned attendance at Advanced Individual Training after senior year, or
 - Participating in Junior Reserve Officer Training Corps.
 - Students whose experience was interrupted after March of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience.
- Dual Credit Career Pathway Course (college credit earned)
 - As defined in 110 ILCS 27/5, “dual credit course” means a college course taken by a high school student for credit at both the college and high school level.
 - A course that is used to fulfill an ELA or Math dual-credit indicator cannot also be used to fulfill this Dual Credit Career Pathway Course indicator.
 - IF a student has fulfilled the ELA academic indicator requirements via any other means
 - THEN, dual credit enrollments of 0.5 or greater in any subject, including ELA fulfills this requirement
 - ELSE, dual credit enrollments of 0.5 or greater in any subject except ELA, or dual credit enrollments greater than or equal to 1.5 in ELA fulfills this requirement
 - IF a student has fulfilled the MATH academic indicator requirements via any other means
 - THEN, dual credit enrollments of 0.5 or greater in any subject, including MATH fulfills this requirement
 - ELSE, dual credit enrollments of 0.5 or greater in any subject except MATH, or dual credit enrollments greater than or equal to 1.5 in MATH fulfills this requirement

- Calculated from SIS Course data
- Completion of a Program of Study before graduation
 - This is completion of coursework that is necessary to qualify a student as a CTE Concentrator.
 - Calculated from SIS Course data
- Attaining and maintain consistent employment for a minimum of 12 months during their high school career
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - This is verified employment of a continuous nature during a 12-month period.
 - Students whose experience was interrupted after March of 2020 by COVID-19 related business closures or layoffs may receive credit on this indicator for the interrupted experience.
- Consecutive summer employment during their high school career
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - This is verified employment for two consecutive summers.
 - Students whose experience was interrupted after March of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience.
- 25 Cumulative Hours or more of community service during their high school career
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - This is a volunteer service or activity performed by students to address a social issue in the community, such as (but not limited to) poverty, disaster relief, education, the environment, homelessness, or community wellness.
- Two or more different organized co-curricular or extracurricular activities during their high school career (Multiple years of the same activity do not represent different activities - e.g., multiple years of a sport, multiple years on student council)
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - These are activities, programs, and applied learning experiences that:
 - Are connected to or mirror the academic curriculum, but for which students do not receive academic credit;
 - Take place outside of school or after regular school hours and may be operated by outside organizations; and
 - Instill adaptive competencies and/or skills spelled out in the Illinois Essential Employability Skills Framework and Self-Assessment, including personal ethic, work ethic, teamwork, and communication.
 - As defined in Section 10 of the Postsecondary and Workforce Readiness Act, (110 ILCS 148/10) adaptive competencies mean “foundational skills needed for success in college, careers, and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.”
 - Essential Employability Skills are foundational skills needed for success in college, careers, and life including, but not limited to, the following:
 - Personal Ethic: Integrity, respect, perseverance, positive attitude;
 - Work Ethic: Dependability, professionalism;
 - Teamwork: Critical thinking, effective and cooperative work; and
 - Communication: Active listening, clear communication

- Students whose experience was interrupted after March of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience.

Formula (calculations)

College and Career Ready

- $\sum(\text{Number of students who have an exit code of graduated during the current academic year who in the current academic year meet either the Distinguished Scholar definition or College and Career Scholar definition}) \div \sum(\text{Total number of students who have an exit code of graduated during the current academic year with a grade 12 designation or juniors who graduated early in the current academic year})$

Distinguished Scholar

- $\sum(\text{Number of students who have an exit code of graduated during the current academic year who in the current academic year meet the Distinguished Scholar definition}) \div \sum(\text{Total number of students who have an exit code of graduated during the current academic year with a grade 12 designation or juniors who graduated early in the current academic year})$

College and Career Scholar

- $\sum(\text{Number of students who have an exit code of graduated during the current academic year who in the current academic year meet the College and Career Scholar definition}) \div \sum(\text{Total number of students who have an exit code of graduated during the current academic year with a grade 12 designation or juniors who graduated early in the current academic year})$

Sources of Data

Student Information System (SIS)



***Early College Coursework
SY 2021***

Early College Coursework (ECC)

Metric Information

- Early College Coursework
- Advanced Placement Enrollment (AP)
- International Baccalaureate Course Enrollment (IB)
- Dual Credit Course Enrollment (DC)
- Career and Technical Education Enrollment (CTE)

Definition

Early College Coursework is the number of students in Grades 9 to 12 students that completed an upper-level course and received either a pass or fail grade, including Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and Dual Credit (DC) courses.

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

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/10-17a \(2\)\(B\)](#)

Federal Statute/Guidance: N/A

Business Rules

- Early College Coursework counts are reported collectively (Total of ECC) and individually.
- A rate is calculated for the Early College Course numbers comparing the distinct count of students taking ECC divided by the Fall Housing Enrollment count for grades 9 through 12.
- The source for this metric is from the SIS student enrollment and student course assignment data.
- The Student Course Assignment (SCA) table contains the courses each student takes during the school year and is the source for the Early College Coursework Enrollment counts.
- Flags mark the course as an ECC or CTE course in the State Course table:
 - IsAPCourse = 1 indicates an AP course.
 - IsIBCourse = 1 indicates an IB course.
 - IsCTECourse = 1 indicates a CTE course
- Dual Credit is indicated in the Student Course Assignment table.
 - Dual Credit indicator = 1 marks the course as Dual Credit.
 - It is reported separately by grade.
- The ECC (Advanced Coursework) is the distinct counts of students taking at least one course that is AP, IB or Dual Credit.
- The ECC Rate is the number of students taking at least one course / the grade 9 to 12 fall enrollment count.
- Use the Responsible School/District and grade from the enrollment that is connected to the student course assignment.
- Student demographic record for race, gender and the programs come from the Student Fact table.
- All courses are included in the calculations EXCEPT¹:
 - Withdrawals
 - Drops
 - Did not complete

Formula (calculations)

Student Taking Early College Coursework Formula

- $\Sigma(\text{Distinct Count of students taking early college coursework \{AP, IB, Dual Credit\}})$

The Student Rate of Early College Coursework Formula

- $(\text{Distinct Count of students taking early college coursework \{AP, IB, Dual Credit\}}) \div (\text{Fall Enrollment Grade count}) \times 100.$

Students Taking AP Courses Formula

- $\Sigma(\text{Distinct Count of students taking AP coursework})$

Students Taking IB Courses Formula

- $\Sigma(\text{Distinct Count of students taking IB coursework})$

Students Taking DC Courses Formula

- $\Sigma(\text{Distinct Count of students taking DC coursework})$

Students Taking CTE Courses Formula

- $\Sigma(\text{Distinct Count of students taking CTE coursework})$

Sources of Data

Student Information System (SIS)



***Advanced Placement Exam Passing Requirements
SY 2021***

Advanced Placement (AP) Exam Passing Requirements

Definition

This metric will address students taking AP exams offered by the College Board. The College Board shares this data with ISBE. There are four metrics for each school addressing AP Exams:

- Students Taking One or More AP Exams
- Students Earning College Credit for One or More AP Exams
- Total AP Exams Taken
- Total AP Exams Resulting in College Credit

The metric is the count of either students or exams. The counts are on the grade level.

Advanced Placement Coursework Enrollment (or Participation) is the number of students in grades 9 to 12 who participated in upper-level courses offered by the College Board, including AP courses, International Baccalaureate (IB) courses, and dual credit courses.

Advanced Placement Exam Passing is the number of AP exams taken and the number of exams passed at any point (score of 3 or higher) during high school, as well as the number of students who took at least one AP exam and the number of students who passed at least one AP exam.

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/10-17a](#)

Federal Statute/Guidance: [ED Facts Workbook SY 2018-19](#) and [Civil Rights Data Collection \(CRDC\)](#)

Business Rules

- There are four metrics for each school addressing Advanced Placement Exams:
 - Students Taking One or More Advanced Placement (AP) Exams
 - Students Earning College Credit for One or More Advanced Placement (AP) Exams
 - Total Advanced Placement (AP) Exams Taken
 - Total Advanced Placement (AP) Exams Resulting in College Credit
- “Advanced Placement” metrics are the count of either students or exams at the grade level.
- “Advanced Placement” data is provided by the College Board to ISBE in a file.
- The College Board shares this data with ISBE via a flat file.
- The file is loaded into a staging table and the ISBE school RCDTS code is added to each record using the AI Code provided by the College Board cross referenced to the RCDTS code.
- The Assessment Departments maintains the cross-reference table.
- Student records that are provided in the College Board data file are **not** matched to the Student Information System (SIS).
- The School indicated in the College Board data file is identified by the College Board.
- A summary table at the School/District level is created from the College Board data file.
 - The counts are aggregated at the grade level
 - Grades 9, 10, 11 and 12 are reported
 - All other tests are excluded
- The exam counts are an accumulation of the student's career and are listed under the last grade for which the student tested.
 - For example, if a student took 1 test in 10th grade, 2 tests in 11th grade and 2 tests in 12th grade then the school would show 5 tests in 12th grade for that student.

- A score of 3.0 or more will earn college credit at Illinois public colleges or universities.
- “Students Taking One or More AP Exams”
 - This is the distinct count by grade of students taking an AP exam
 - The student must take an exam during the school year being reported
 - The grade is derived from the AP file
- “Students Earning College Credit for One or More AP Exams”
 - This is the distinct count of students that scored 3 or above on the AP test
- “Total AP Exams Taken”
 - This is the count of all student-exams taken for each student’s career
 - Example: ‘Student A’ takes the exams for Calculus BC in the prior year and US History in the current reporting year and ‘Student B’ takes the exam for Chemistry in the current reporting year. In total there are 3 student-exams taken.
- “Total AP Exams Resulting in College Credit”
 - This is the count of all the exams where the student scored a 3 or higher on the exam

Formula (calculations)

Advanced Placement (AP) Exam Participation: Students Taking One or More AP Exams Formula

- Σ of students taking AP exams within the school year

Advanced Placement (AP) Exam Passing: Students Earning College Credit for One or More AP Exams Formula

- Σ of students Earning College Credit from AP exams passed within the school year

Advanced Placement (AP) Exam Participation: Total AP Exams Taken Formula

- Σ of all AP exams taken within the school year

Advanced Placement (AP) Exam Passing: Total AP Exams Resulting in College Credit Formula

- Σ of all AP exams where the student earned college credit within the school year

Sources of Data

The College Board



***Postsecondary Enrollment
SY 2021***

Postsecondary Enrollment

Definition

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

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/10-17a](#)

Federal Statute/Guidance: [EdFacts FS160 — High School Graduates Postsecondary Enrollment](#)

Business Rules

- All students graduating during the school year regardless of which month they graduated are considered enrolled within 12 months if the enrollment month is on or before September 30th of the following year.
 - (e.g. A student who graduated in school year 2015-16 would be considered enrolled within 12 months if the first post-secondary enrollment is during or before 9/30/2017.)
- All students graduating during the school year regardless of when are considered enrolled within 16 months if the enrollment month is on or before January 31st, 2 years following graduation.
 - (e.g. A student who graduated in school year 2015-16 would be considered enrolled within 16 months if the first post-secondary enrollment is during or before 1/31/2018.)
- The post-secondary institution is indicated as a '2' for 2-year school, '4' for 4-year school and an 'L' for less than 2 year.
- The post-secondary institution is indicated as a 'Public' for a public institution and 'Private' for a private institution.
- The school comes from the request file that was sent to NSC. It is the school from which the student exited.
- The postsecondary enrollment file contains data for graduates and non-graduates.
 - Report Card calculations only **include** students that graduated.
- Edits Made to the NSC Datafile
 - The following are the general edits:
 - NSC provides an enrollment status. Status codes with the following codes are marked as incomplete enrollments and are **excluded** from the calculation:
 - A – Leave of Absence
 - W – Withdrawn
 - D – Deceased
 - Enrollments for the same student at the same college beginning in the same month and year are marked as a duplicate and the one with the latest end date is counted.
 - Any enrollment where the end date is earlier than the begin date is marked as an error and are **excluded**.
 - Enrollments lasting less than a month are **excluded**.
 - Enrollments beginning prior to the graduation date are considered dual enrollment and are **excluded** as a post-secondary enrollment.
 - The first enrollment beginning after the graduation date is identified as the first post-secondary enrollment and is evaluated for placement and timeframe (12 or 16 month).

Formula (calculations)

Postsecondary Enrollment 12-month Formula

- $((\text{Total student enrollment in college 12 months after graduation}) \div (\text{Total students who graduate from high school})) \times 100\%$

Postsecondary Enrollment 16-month Formula

- $((\text{Total student enrollment in college 16 months after graduation}) \div (\text{Total students who graduate from high school})) \times 100\%$

Sources of Data

National Student Clearinghouse (NSC)

Student Information System (SIS)



***Community College Remediation
SY 2021***

Community College Remediation

Definition

Community College Remediation is the percentage of graduates who attended an Illinois community college and were enrolled in remedial courses. The source for this metric is from Illinois Community College Board (ICCB) and Student Information System (SIS). Remediation is tracked in aggregate (overall) and by subject, Reading, Mathematics, and Communications.

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/10-17a \(2\) \(C\)](#)

Federal Statute/Guidance: N/A

Business Rules

- Community College Remediation rates are calculated for the following four areas:
 - Overall
 - Reading
 - Mathematics
 - Communications
- ICCB collects course level data which indicates if a course is remedial.
- ICCB delivers a file to ISBE that includes all ICCB students including:
 - Students not taking remedial course work.
 - Students taking remedial course work.
 - Students still in high school taking dual credit courses.
- Only high school graduates are included in the calculation.
- ISBE collects student-level course data and compares that to the remedial course data shared by ICCB to determine whether a student received credit in remedial Math, remedial Reading or remedial Communications courses.
- If the student has remedial credit in either Math, Reading, or Communication then the student is counted in the “Overall” group.
- The ICCB student is matched to the SIS graduating class immediately preceding the ICCB school year being reported.
 - For the [current year] report card the ICCB [current year – 1] year-end data will be provided and matched against the ISBE [current year – 2] graduating class using the common demographic data administrator ID.
- The denominator for the formula is the distinct number of students from the school/district/state that attended an ICCB institution.
- The overall community college remediation rate is determined by dividing the distinct count of students with at least 0.5 credit in remedial math, remedial reading, or remedial communications by the number of students attending an ICCB institution and multiplying the resulting quotient by 100.
- The calculation is repeated for each subject individually e.g.:
 - $((\text{Distinct count of students with at least 0.5 credit in remedial math}) \div (\text{The number of students attending an ICCB institution})) \times 100$.

Formula (calculations)

Percentage Community College Remediation Formula

- $\sum (\text{Students from a specified entity taking remediation courses at Illinois community colleges}) \div \sum (\text{Students from a specified entity enrolled at an Illinois Community College}) \times 100$

Sources of Data

Student Information System (SIS)

Illinois Community College Board (ICCB)



***Graduation Rate
SY 2021***

Graduation Rate

Definition

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

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

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: [EDFacts Submission System FS150 - Adjusted-Cohort Graduation Rate File Specifications](#)

Business Rules

- The adjusted cohort graduation rate is determined by dividing the number of “graduates” that belong to a specified “cohort” by the total number of graduates and “non-graduates” in that cohort and multiplying the resulting quotient by 100.
- The cohort year is calculated from the reporting school year as follows:
 - Four-year cohort: School year – 3 = School year for the 9th grade cohort (e.g. For SY 2021, the four-year cohort consists of students whose first year in 9th grade was 2018.)
 - Five-year cohort: School year – 4 = School year for the 9th grade cohort (e.g. For SY 2021, the five-year cohort consists of students whose first year in 9th grade was 2017.)
 - Six-year cohort: School year – 5 = School year for the 9th grade cohort (e.g. For SY 2021, the six-year cohort consists of students whose first year in 9th grade was 2016.)
- Students are removed from an entity’s graduate/non-graduate consideration if:
 - They transferred outside the entity (school/district/state)
 - They transferred to being home-schooled
 - They transferred to private school
 - They have an exit code for death
 - *Note:* The table below indicates what exit codes are included (“I”) in the graduation cohort and which are excluded (“E”).
- A student is considered a graduate if the exit code for their last enrollment is “06 – Graduated”
- A student is considered a non-graduate if the exit code for their last enrollment is NOT “06 – Graduated”.
- Responsible School is determined based on the student’s last enrollment.
- Students are not counted at more than one school/district.
- The above rules are applied for the 4-year, 5-year, and 6-year cohort on a school, district, and state basis.
- Any student who had an Individual Education Program (IEP) or a 504 plan and therefore included in the children with disabilities (CWD) group, was an EL, was homeless, or was a Youth in Care any time during their high school career will be counted in the aforementioned groups.
- A student status as ever being an IEP, CWD, EL, Homeless, or YIC is updated in the “Student Fact Table” or the “ACGR table”.
- Demographic status for IEP, CWD, EL, Homeless, and YIC is pulled from the Student Fact Table to the ACGR table as necessary.

- A student’s low-income status comes from the current enrollment in the ACGR.
- A student’s race and gender come from the report card student demographic snapshot.
- Exit codes, descriptions, and whether to include or exclude are:

| Exit Code | Description | [I] Include / [E] Exclude |
|-----------|---|---------------------------|
| 02 | Transfer to another public school within the district | I |
| 03 | Transfer to Home Schooled | E |
| 04 | Transfer to Private School | E |
| 05 | Promotion | I |
| 06 | Graduated with regular, advanced, International Baccalaureate, or other type of diploma | I |
| 07 | Death | E |
| 08 | Expulsion | I |
| 09 | Dropped Out | I |
| 10 | Transfer to GED program | I |
| 11 | Moved, not known to be continuing | I |
| 12 | Retained in same grade | I |
| 14 | Aged Out | I |
| 15 | Certificate of Completion | I |
| 16 | Victim of a Violent Crime | I |
| 17 | Change in Serving School or Full Time Equivalent | I |
| 18 | Moved Out of the United States | E |
| 19 | Transfer to another public-school district OUT of Illinois | E |
| 20 | Transfer to another public-school district IN Illinois | E |

Formula (calculations)

High School 4-Year Adjusted Cohort Graduation Rate Formula

- $((\text{Total number of Graduates}) \div (\text{Total number of Non-Graduates} + \text{Total Number of Graduates})) \times 100$
- Where “Graduates” have an exit enrollment code of “Graduated – 06” and “Non-Graduates” are all other students not coded as “Graduated – 06” nor coded as any of the “Excluded” codes (03, 04, 07, 18, 19, 20)

High School 5-Year Adjusted Cohort Graduation Rate Formula

- $((\text{Total number of Graduates}) \div (\text{Total number of Non-Graduates} + \text{Total Number of Graduates})) \times 100$
- Where “Graduates” have an exit enrollment code of “Graduated – 06” and “Non-Graduates” are all other students not coded as “Graduated – 06” nor coded as any of the “Excluded” codes (03, 04, 07, 18, 19, 20)

High School 6-Year Adjusted Cohort Graduation Rate Formula

- $((\text{Total number of Graduates}) \div (\text{Total number of Non-Graduates} + \text{Total Number of Graduates})) \times 100$
- Where “Graduates” have an exit enrollment code of “Graduated – 06” and “Non-Graduates” are all other students not coded as “Graduated – 06” nor coded as any of the “Excluded” codes (03, 04, 07, 18, 19, 20)

Sources of Data

Student Information System (SIS)



Early Learning (KIDS)
SY 2021

Early Learning (KIDS)

Definition

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

Guidance Citation

State Statute/Guidance: [105 ILCS 5/10-17a \(2\)\(D\)](#)

Federal Statute/Guidance: N/A

Business Rules

- Notes for 2021:
 - Due to the COVID 19 pandemic, ISBE is not requiring KIDS for students that remain remote learning for the entire 20-21 school year. To avoid negatively impacting participation rates for reasons beyond district control, specific student and district Exemption codes will be available. However, districts will need to provide documentation of the situation as verification. Verifying remote learning at the student and district levels will require ISBE to locate an indicator and pull and match this verification data prior to approving Exemptions.
 - Data collection for the statewide reporting purposes NORMALLY occurs in the fall of each school year, beginning on the first day of school (which varies, by district), and continues through the 40th day of attendance. This year, ISBE is giving teachers and districts until June 30, 2021 to enter developmental ratings on their kindergarten students.
- Kindergarten teachers are required to collect observations beginning with the first date of in-person instruction on a minimum of 14 required measures, which are from three key developmental areas.
- The three key developmental areas are:
 - Social and Emotional Development
 - Language and Literacy Development
 - Cognition: Math
- Kindergartners who are rated on all 14 required measures and who are rated ready in all three developmental areas are considered Kindergarten Ready.
- All metrics are displayed as a percentage, rounded to the nearest whole percent (no decimals).
- All metrics are calculated for the District and the State.
 - There are no School level calculations.
- The Percent of Kindergartners Demonstrating Readiness in All Three Developmental Areas will also be broken down into the following subgroups:
 - Race
 - English Learner (EL)
 - Non-English Learner (Non-EL)
 - Individualized Education Program (IEP)
 - Non-Individualized Education Program (Non-IEP)
 - Free/Reduced Price Lunch (FRL)
 - Non-Free/Reduced Price Lunch (Non-FRL)

Formula (calculations)

Percent of Kindergartners Rated on 14 Required Measures Formula

- $\sum(\text{Number of Kindergartners Rated on 14 Required Measures}) \div \sum(\text{All eligible enrolled Kindergartners}) \times 100$

Percent of Kindergartners Demonstrating Readiness in Zero Developmental Areas Formula

- $\sum(\text{Number of Kindergartners Demonstrating Readiness in Zero Developmental Areas}) \div \sum(\text{Number of Kindergartners rated on 14 required measures}) \times 100$

Percent of Kindergartners Demonstrating Readiness in One Developmental Area Formula

- $\sum(\text{Number of Kindergartners Demonstrating Readiness in One Developmental Area}) \div \sum(\text{Number of Kindergartners rated on 14 required measures}) \times 100$

Percent of Kindergartners Demonstrating Readiness in Two Developmental Areas Formula

- $\sum(\text{Number of Kindergartners Demonstrating Readiness in Two Developmental Areas}) \div \sum(\text{Number of Kindergartners rated on 14 required measures}) \times 100$

Percent of Kindergartners Demonstrating Readiness in All Three Developmental Areas Formula

- $\sum(\text{Number of Kindergartners Demonstrating Readiness in All Three Developmental Areas}) \div \sum(\text{Number of Kindergartners rated on 14 required measures}) \times 100$

Percent of Kindergartners Demonstrating Readiness in Social and Emotional Development Formula

- $\sum(\text{Number of Kindergartners Demonstrating Readiness in Social and Emotional Development}) \div \sum(\text{Number of Kindergartners rated on 14 required measures}) \times 100$

Percent of Kindergartners Demonstrating Readiness in Language and Literacy Development Formula

- $\sum(\text{Number of Kindergartners Demonstrating Readiness in Language and Literacy Development}) \div \sum(\text{Number of Kindergartners rated on 14 required measures}) \times 100$

Percent of Kindergartners Demonstrating Readiness in Math Formula

- $\sum(\text{Number of Kindergartners Demonstrating Readiness in Math}) \div \sum(\text{Number of Kindergartners rated on 14 required measures}) \times 100$

Sources of Data

UC-Berkley Evaluation and Assessment Research (also known as UC BEAR)



***Climate Survey
SY 2021***

Climate Survey

Definition

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

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

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

For the 2022 Report Card, and moving forward, Climate Survey Response Teachers represents the total number of teachers responding to the Climate Survey, divided by the total number of eligible teachers.

Teachers rostered to take the teacher survey include Self-contained and subject-specific classroom teachers; Cooperating classroom teachers; Special education teachers working in a single classroom or across classrooms; and Counselors, librarians, and other staff members who teach students.

Teachers eligible to participate in the survey but not rostered include Instructional coaches and subject matter specialists; and Teacher aides and paraprofessionals.

5Essentials

The 5Essentials Survey results offer a comprehensive analysis of a school's organizational culture, generating data that allows schools to develop improvement plans and target resources to areas known to be related to increases in student learning. There are two components of the 5Essential Survey, the results of the survey and the response rate for the survey. The survey results are for schools only and record the result level for each of the 5Essential Categories. On the district level, the percent of schools with a response rate over 50 percent is calculated and compared to the state rate. On the school level, the response rate of the teachers and students are calculated and compared to the state rate.

Cognia (formerly AdvancED)

The Cognia (formerly AdvancED) Stakeholder Surveys are designed for an educational institution to gather data on its stakeholders' perceptions, opinions, and overall knowledge of various facets of the institution. Administering the suite of surveys (student, staff, and parent) fulfills one accreditation requirement for all types of educational institutions: public, school system, private, international, faith-based, early learning centers, corporations, or distance learning.

Comprehensive School Climate Inventory (CSCI)

The Comprehensive School Climate Inventory (CSCI) is one of the nation's most scientifically sound and helpful surveys that provide immediate feedback on how students, parents, and school personnel perceive your school's particular climate for learning. Vetted by the National School Climate Council, three independent reviews of school climate measures, a core group of practice and policy leaders, the CSCI is one of the top school climate surveys in the field. This social, emotional, and civic as well as intellectual information provides a foundation for the five-stage school climate improvement process. Click here to read Frequently Asked Questions for Researchers.

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/2-3.153](#)

Federal Statute/Guidance: N/A

Business Rules

5Essentials Survey

- The data is from the University of Chicago who conducts the survey for ISBE and the data is provided via a spreadsheet.
- The spreadsheet is loaded into the Data Warehouse table by ISBE IT staff and all data points are directly from this table.
- The percentage of schools in the district with a response rate over 50% is calculated as follows:
 - Do not include students where the student count = 0
 - If student response rate and that teacher response rate are both > 50% the school is considered over 50%
 - The total number of schools is a count of schools with either a student response rate and/or a teacher response rate
 - Don't count the school if both rates are missing
 - This metric is only displayed on the District level IIRC, assuming the business rules are met for displaying this information
- The 5Essential components for school success are:
 - Effective Leaders
 - Collaborative Teachers
 - Supportive Environment
 - Ambitious Instruction
 - Involved Families
- Each component receives a score level from blank (NULL) to 99
- The scores map to one of six levels as follows:
 - 5 – MOST IMPLEMENTATION (80+)
 - 4 – MORE IMPLEMENTATION (60 to 79)
 - 3 – AVERAGE IMPLEMENTATION (40 to 59)
 - 2 – LESS IMPLEMENTATION (20 to 39)
 - 1 – LEAST IMPLEMENTATION (1 to 19)
 - 0 – NOT APPLICABLE/LOW RESPONSE (blank or NULL)

Cognia (formerly AdvancED)

- The data is from Cognia who conducts the survey for ISBE and the data is provided via a spreadsheet.
- We do not collect the survey results for Cognia, therefore the survey responses will not be displayed.
- The percentage of schools in the district with a response rate over 50% is calculated as follows:
 - Do not include students where the student count = 0
 - If student response rate and that teacher response rate are both > 50% the school is considered over 50%
 - The total number of schools is a count of schools with either a student response rate and/or a teacher response rate.
 - Don't count the school if both rates are missing.
 - This metric is only displayed on the District level IIRC, assuming the business rules are met for displaying this information.
- Cognia Component information is not received and therefore not displayed.

CSCI

- The data is from CSCI who conducts the survey for ISBE and the data is provided via a spreadsheet.
- We do not collect the survey results for CSCI; therefore, the survey responses will not be displayed.
- The percentage of schools in the district with a response rate over 50% is calculated as follows:
 - Do not include students where the student count = 0
 - If student response rate and that teacher response rate are both > 50% the school is considered over 50%.
 - The total number of schools is a count of schools with either a student response rate and/or a teacher response rate.
 - Do not count the school if both rates are missing.
 - This metric is only displayed on the District level IIRC, assuming the business rules are met for displaying this information.
- CSCI Component information is not received and therefore not displayed.

For 5Essentials, Cognia, and CSCI, the student response rate and teacher response rate are reported on the school and state level.

For 5Essentials, Cognia, and CSCI, the percentage of schools with a student and teacher response rate over 50% are reported on the district and state level.

Formula (calculations)

The following formulas apply to 5Essentials, Cognia, and CSCI:

Student Response Rate Formula

- School
 - $\sum (\text{Student Responses}) \div \sum (\text{Student Count} - \text{Student Opt Out Count}) \times 100$
- State
 - $\sum (\text{Student Count} \times \text{Student Response Rate}) \div \sum (\text{Student Count}) \times 100$

Teacher Response Rate Formula

- School
 - $\sum (\text{Teacher Responses}) \div \sum (\text{Teacher Count}) \times 100$
- State
 - $\sum (\text{Teacher Count} \times \text{Teacher Response Rate}) \div \sum (\text{Teacher Count}) \times 100$

Percentage of Schools with Over 50% Response Rate Formula

- District
 - $\sum (\text{Count of Student Responses} > 50\% + \text{Count of Teacher Responses} > 50\%) \div \sum (\text{Count of Schools in District})$
- State
 - $\sum (\text{Count of Student Responses} > 50\% + \text{Count of Teacher Responses} > 50\%) \div \sum (\text{Count of Schools in State})$

[Sources of Data](#)

5Essentials

Cognia

Comprehensive School Climate Inventory (CSCI)



***Illinois Youth Survey
SY 2021***

Illinois Youth Survey

Definition

The Illinois Department of Human Services (IDHS) has funded the administration of the Illinois Youth Survey (IYS) biennially since 1990. The IYS is a self-report survey administered in school settings and is designed to gather information about a variety of health and social indicators including substance use patterns and attitudes of Illinois youth.

The administration of the IYS has two major goals:

- To supply local data to schools and school districts throughout Illinois. During state-funded survey years (e.g., 2018, 2020, etc.), the survey is available to all eligible public and private schools in the state at no cost. Each participating school is eligible to receive a report specific to their own students' responses. These local reports provide critical information to school administrators, prevention professionals, and community members as they work to address substance abuse issues in their communities.
- To provide a scientific estimate of health and social indicators for the state of Illinois. The scientific estimate is based on drawing a random sample to represent the state population of 8th, 10th, and 12th graders in Illinois public schools.

Guidance Citation

State Statute/Guidance: [105 ILCS 5/10-17a\(2\)\(M\)](#)

Federal Statute/Guidance: N/A

Business Rules

- The IYS survey is administered every other year (e.g., 2018, 2020, 2022) in the spring semester timeframe.
- The IYS survey is administered for 8th, 10th, and 12th grades, however schools can offer the survey to other grade levels.
- Participation in the IYS is not required.
 - All schools are offered the opportunity to participate in the survey
- At least 10 valid surveys from each grade must be completed in order to determine if the school participated.
 - This determination will be decided by U of I.
 - It is possible for a school to participate at one grade level, but not another (participate at 10th grade, but not 12th grade and vice versa).
- For purposes of being reported on the Report Card, we will simply indicate whether or not a school participated in the IYS.
- IYS data is released every other year

| Report Card Year | IYS Data Year (every 2 years) | IYS Data Available (every 2 years) |
|-------------------|----------------------------------|---------------------------------------|
| 2020 (first year) | 2020 | July 2020 |
| 2021 | 2020 | July 2020 |
| 2022 | 2022 | July 2022 |
| 2023 | 2022 | July 2022 |

- U of I will provide ISBE with a spreadsheet indicating the following information:
 - RCDTS
 - Indicator representing school participation in the survey (Yes/No)
- Additional information about the IYS can be found here: <https://iys.cprd.illinois.edu/>

Formula (calculations)

N/A

Sources of Data

University of Illinois



Annual Financial Report
SY 2021

Annual Financial Report

Definition

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

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

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

Evidence-Based Funding (EBF) for Invest in Kids Act, or [Public Act 100-0465](#), became law on August 31, 2017. Five previous grant programs are combined into a single grant program and distributed as EBF. Those grant programs are General State Aid, Special Education – Personnel, Special Education – Funding for Children Requiring Special Education Services, Special Education – Summer School, and English Learner Education. Districts receive the same amounts from these grant programs as they did in the year prior to the new law. That hold harmless provision is known as the Base Funding Minimum. In addition, districts receive funding based on their assignment to one of four tiers, which represent a ranking of their capacity to meet expectations.

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

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

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

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

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

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/2-3.11, 2-3.27, 3-15.1, 10-17, 10-20.21, 17-1, and 18-3](#)

Federal Statute/Guidance: N/A

Business Rules

- District Financial data provide numbers for Expenditure by Function, Revenue by Source, Expenditure by Funds, and Other Financial Indicators.
- The table below shows the alignment between financial and tax data for the Report Card

| | | | |
|---------------------------|------------------------------------|------------------------------------|------------------------------------|
| Report Card Year | 2019 | 2020 | 2021 |
| Financials Year | 2017-2018 | 2018-2019 | 2019-2020 |
| Tax Year | 2016 | 2017 | 2018 |
| Tax Mechanics | 2016 Assessments, 2017 Receipts | 2017 Assessments, 2018 Receipts | 2018 Assessments, 2019 Receipts |
| Tax Revenue Available for | 2017-2018 | 2018-2019 | 2019-2020 |

- All values are passed to the Data Warehouse via a spreadsheet obtained from the School Business Services Department for use on the Report Card.
 - No calculations are performed in the Data Warehouse.
- Below is a breakdown of what data is provided:
- Expenditure by Function 2019-20 (All values are district reported values from their AFR)
 - Expenditure by Function – Instruction
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Function – General Administration
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Function – Supporting Services
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Function – Other Expenditures
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
- Revenue by Source 2019-20 (All values are district reported values from their AFR)
 - Revenue by Source – Local Property Taxes
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Revenue by Source – Other Local Funding
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Revenue by Source – Evidence-Based Funding
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Revenue by Source – Other State Funding
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Revenue by Source – Federal Funding
 - Displayed as a dollar amount at the District level

- Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Revenue by Source – Total
 - Displayed as a dollar amount at the District level
- Expenditure by Fund 2019-20 (All values are district reported values from their AFR)
 - Expenditure by Fund – Education
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Operations and Maintenance
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Transportation
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Debt Services
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Tort
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Municipal Retirement and Social Security
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Fire Prevention and Safety
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Capital Projects
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Total
 - Displayed as a dollar amount at the District level
 - Other Financial Indicators – Equalized Assessed Valuation per Pupil
 - Displayed as a dollar amount at the District level
 - This data will always be for current year Report Card minus 3 years
 - Examples:
 - 2019 Report Card would contain 2016 data
 - 2020 Report Card would contain 2017 data
 - 2021 Report Card would contain 2018 data
 - Other Financial Indicators – Total School Tax Rate per \$100

- Displayed as a dollar amount at the District level
- This data will always be for current year Report Card minus 3 years
 - Examples:
 - 2019 Report Card would contain 2016 data
 - 2020 Report Card would contain 2017 data
 - 2021 Report Card would contain 2018 data
- Other Financial Indicators – Instructional Expenditure per Pupil
 - Displayed as a dollar amount at the District level
 - Displayed as a dollar amount at the State level
 - Examples:
 - 2019 Report Card would contain 2017-18 data
 - 2020 Report Card would contain 2018-19 data
 - 2021 Report Card would contain 2019-20 data
- Other Financial Indicators – Operating Expenditure per Pupil
 - Displayed as a dollar amount at the District level
 - Displayed as a dollar amount at the State level
 - Examples:
 - 2019 Report Card would contain 2017-18 data
 - 2020 Report Card would contain 2018-19 data
 - 2021 Report Card would contain 2019-20 data

Formula (calculations):

- **Expenditure by Function – Instruction Formula**
 - District Percentage
 - $(\text{Instruction Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Instruction Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Function – General Administration Formula**
 - District Percentage
 - $(\text{General Administration Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{General Administration Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Function – Supporting Services Formula**
 - District Percentage
 - $(\text{Support Services Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Support Services Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Function – Other Expenditures Formula**
 - District Percentage
 - $(\text{Other Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Other Expenditures for the State}) \div (\text{Total Expenditures for the State})$

- **Revenue by Source – Local Property Taxes Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Local Property Taxes Revenue dollar amount
 - District Percentage
 - $(\text{Local Property Tax Revenue for the District}) \div (\text{Total Revenue for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Local Property Tax Revenue for the State}) \div (\text{Total Revenue for the State})$

- **Revenue by Source – Other Local Funding Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Other Local Funding Revenue dollar amount
 - District Percentage
 - $(\text{Other Local Revenue for the District}) \div (\text{Total Revenue for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Other Local Revenue for the State}) \div (\text{Total Revenue for the State})$

- **Revenue by Source – Evidence-Based Funding Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Evidence-Based Funding Revenue dollar amount
 - District Percentage
 - $(\text{Evidence-Based Funding Revenue for the District}) \div (\text{Total Revenue for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Evidence-Based Funding Revenue for the State}) \div (\text{Total Revenue for the State})$

- **Revenue by Source – Other State Funding Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Other State Funding Revenue dollar amount
 - District Percentage
 - $(\text{Other State Revenue for the District}) \div (\text{Total Revenue for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Other State Revenue for the State}) \div (\text{Total Revenue for the State})$

- **Revenue by Source – Federal Funding Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Federal Funding Revenue dollar amount
 - District Percentage
 - $(\text{Federal Revenue for the District}) \div (\text{Total Revenue for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Federal Revenue for the State}) \div (\text{Total Revenue for the State})$

- **Revenue by Source – Total Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Revenue dollar amount

- **Expenditure by Fund – Education Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Education Expenditure dollar amount

- District Percentage
 - $(\text{Education Expenditures for the District}) \div (\text{Total Expenditures for the District})$
- State Percentage (which is the IL School District averages)
 - $(\text{Education Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Fund – Operations and Maintenance Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Operations and Maintenance Expenditure dollar amount
 - District Percentage
 - $(\text{Operations and Maintenance Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Operations and Maintenance Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Fund – Transportation Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Transportation Expenditure dollar amount
 - District Percentage
 - $(\text{Transportation Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Transportation Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Fund – Debt Services Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Debt Services Expenditure dollar amount
 - District Percentage
 - $(\text{Debt Services Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Debt Services Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Fund – Tort Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Tort Expenditure dollar amount
 - District Percentage
 - $(\text{Total Tort Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Total Tort Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Fund – Municipal Retirement and Social Security Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Municipal Retirement and Social Security Expenditure dollar amount
 - District Percentage
 - $(\text{Municipal Retirement and Social Security for the District}) \div (\text{Total Expenditures for the District})$

- State Percentage (which is the IL School District averages)
 - $(\text{Municipal Retirement and Social Security for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Fund – Fire Prevention and Safety Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Fire Prevention and Safety Expenditure dollar amount
 - District Percentage
 - $(\text{Fire Prevention and Safety Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Fire Prevention and Safety Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Fund – Capital Projects Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Capital Projects Expenditure dollar amount
 - District Percentage
 - $(\text{Capital Projects Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Capital Projects Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Fund – Total Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Expenditure dollar amount
- **Other Financial Indicators – Equalized Assessed Valuation per Pupil Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Equalized Assessed Valuation per Pupil dollar amount
 - The formula for calculating this is:
 - $(\text{District EAV}) \div (\text{District's 9-month Average Daily Attendance})$
- **Other Financial Indicators – Total School Tax Rate per \$100 Formula**
 - District Dollar Amount
 - N/A – we just display the District Total School Tax Rate per \$100 amount
- **Other Financial Indicators – Instructional Expenditure per Pupil Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Instructional Expenditure per Pupil dollar amount
 - The formula for calculating this is:
 - $(\text{District Total Instructional Expenditures}) \div (\text{District's 9-month Average Daily Attendance})$
 - State Dollar Amount
 - N/A – we just display the State Total Instructional Expenditure per Pupil dollar amount
 - The formula for calculating this is:

- (District State Total Instructional Expenditures) ÷ (State's 9-month Average Daily Attendance)
- **Other Financial Indicators – Operating Expenditure per Pupil Formula**
 - District Dollar Amount
 - N/A – we just display the District Operating Expenditure per Pupil dollar amount
 - State Dollar Amount
 - N/A – we just display the State Operating Expenditure per Pupil dollar amount

Sources of Data

Self-reported data from the district



***Evidence-Based Funding
SY 2021***

Evidence-Based Funding (EBF)

Definition

Evidence-Based Funding (EBF) for Student Success Act, or [Letter Bill 1..550 \(ilga.gov\)](#), became law on August 31, 2017, the Evidence-Based Funding (EBF) for Student Success Act, or Public Act 100-0465 became law. Five previous grant programs were combined into a single grant program and distributed as EBF. Those grant programs are General State Aid, Special Education – Personnel, Special Education – Funding for Children Requiring Special Education Services, Special Education – Summer School, and English Learner Education. Districts receive the same amounts from these grant programs as they did in FY 2017, the year prior to implementation of EBF. That hold harmless provision is known as the Base Funding Minimum. In addition, when there are sufficient appropriations, districts receive funding based on their assignment to one of four tiers. The tiers represent a ranking of district resources compared to individual district education costs.

Detailed information about these EBF metrics to be included on the Report Card are published here: https://www.isbe.net/Documents/EBF_Presentation_Detailed.pdf

- Notes for 2021:
 - For FY21 there is no EBF tier funding, and as a result, there will be no FY21 EBF tier funding designation. As a result, for 2021, the EBF tier funding designation will be indicated as “N/A”.
 - The following message will be displayed: “When there is no appropriation for tier funding, tier assignments cannot be made.”
- EBF Adequacy Target
 - EBF Adequacy Target is the minimum cost to educate students within the district based on the cost factors outlined in the Evidence-Based Funding (EBF) formula. It is the denominator of each district’s Percentage of Adequacy calculation. Please refer to ISBE’s resource materials for the methodology and the list of cost factors used to determine a district’s Adequacy Target. Each district’s Adequacy Target is calculated by ISBE and updated annually.
- EBF District Tier Assignment
 - EBF District Tier Assignment is the tier assigned to each district pursuant to EBF. There are four tiers numbered 1 through 4. The Tier 1 threshold is set annually. Tier 2 districts have a Percentage of Adequacy greater than or equal to the Tier 1 target ratio and less than 90 percent. Tier 3 districts have a Percentage of Adequacy greater than or equal to 90 percent and less than 100 percent. Tier 4 districts have a Percentage of Adequacy greater than or equal to 100 percent.
- EBF Local Capacity Target
 - EBF Local Capacity Target is an amount of funding each district is assumed to contribute toward its Adequacy Target for purposes of EBF calculations. Local Capacity Target is the largest of the three elements of Final Resources and is based on Equalized Assessed Valuations.
- EBF Percentage of Adequacy
 - EBF Percentage of Adequacy is a ratio equal to a district’s Final Resources divided by its Adequacy Target in EBF. Each district’s Percentage of Adequacy determines its tier assignment in a given year.
- EBF Real Receipts
 - EBF Real Receipts is an amount that is used to adjust the Local Capacity Target calculation when the product of the Real Receipts calculation exceeds the Local Capacity Target. Real Receipts are equal to Adjusted Real Equalized Assessed Value multiplied by Adjusted Operating Tax Rate.
- EBF Real Receipts / Adequacy Target
 - EBF Real Receipts / Adequacy Target – Comparing Real Receipts to the Local Capacity Target will illustrate a district’s ability to generate local revenue compared to the expected contribution to providing an adequate education per EBF.

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/18-8.15](#)

Federal Statute/Guidance: N/A

Business Rules

All metrics described in this document are pass-through values from calculations determined by the Illinois State Board of Education Division of State Funding and Forecasting.

- Notes for 2021:

- For FY21 there is no EBF tier funding, and as a result, there will be no FY21 EBF tier funding designation. As a result, for 2021, the EBF tier funding designation will be indicated as “N/A”.
- The following message will be displayed: “When there is no appropriation for tier funding, tier assignments cannot be made.”

All attributes are associated to a district. There is no school or state level reporting.

Formula (calculations)

- All metrics described in this document are pass-through values from calculations determined by State Funding and Forecasting. The values for most of the metrics for each district are published on ISBE’s EBF website: <https://www.isbe.net/ebfdist>
- Each school year, Report Card will use EBF values from the EBF calculations from the fiscal year corresponding to the school year of the data on the report. For example, the Report Card published in fall 2021 showing school year 2021 data will use EBF values from the fiscal year 2021 calculations.
- Each fiscal year after completion of EBF calculations (estimated to be by end of July), a new spreadsheet will be published. Until a formal process has been developed to integrate the data into the data warehouse, the dataset will be manually imported into ISBE’s data warehouse for integration into the Report Card data mart for publication on the corresponding Report Card.

Sources of Data

Student Information System (SIS)

Illinois Department of Human Services

Illinois Department of Revenue

School Districts

County Clerks

Chicago Teachers’ Pension Fund



***Average Class Size
SY 2021***

Average Class Size

Definition

Class size refers to the number of students in a classroom, specifically either (1) the number of students being taught by individual teachers in a classroom or (2) the average number of students being taught by teachers in a school, district, or education system.

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/10-17a](#)

Federal Statute/Guidance: N/A

Business Rules

- Average Class Size is calculated by taking the average of all the section-level enrollments at a school/district/state for core courses.
- The enrollment file used is the SIS exit snapshot.
- Enrollment is counted on a class and section basis per school/district/state for the following courses:
 - Core classes with course code beginning in 01-04, 51-54, or 73.
- The following courses are **excluded**:
 - Special Education classes
 - A Special Education class is any class with more than 30% of the enrolled students having IEPs
 - Biblical Literature (01059A000),
 - In high school, courses whose title include “work-based” experience, “aide”, “other”, or “independent study”,
 - Classes with only one or 0 students enrolled,
 - High school classes with more than 50 students enrolled, or
 - Elementary classes with more than 40 students enrolled
 - Summer school students are excluded from this count, which are those who have an enrollment date equal to or greater than 6/1
 - Student Course Assignments where the outcome is Erroneous.
 - *Note:* Student course assignments where the outcome is null will be **included** in the Average Class Size calculation.
- At elementary school the grade level for non-grade specific courses is determined by the grade of the students enrolled in the section.
- Sum the section level enrollment counts at each school/district/state and divide the total by the number of sections at each school/district/state to arrive at the average class size.

Formula (calculations)

Average Class Size Formula

- $\sum (\text{Section level enrollment counts at each school/district/state}) \div \sum (\text{Number of sections at each school/district/state})$

Sources of Data

Student Information System (SIS)



Site-Based Expenditure Reporting
SY 2021

Site-Based Expenditure Reporting (SBER)

Definition

ESSA requires that SEAs report on their Report Card: “The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.”

- SBER – Per-Pupil Expenditures for each School
- SBER – Per-Pupil Expenditures for each School, disaggregated by federal source of funds
- SBER – Per-Pupil Expenditures for each School, disaggregated by state and local source of funds
- SBER – Per-Pupil Expenditures for each School, disaggregated by school level
- SBER – Per-Pupil Expenditures for each School, disaggregated by LEA centralized level
- SBER – LEA Average Per-Pupil Expenditures
- SBER – Total LEA Expenditures
- SBER – LEA Enrollment
- SBER – Enrollment for each school

Per-Pupil Expenditures for each School

- This metric is the total of per-pupil school-level expenditures and per-pupil centralized expenditures funded by federal and state/ local source of funds.

Per-Pupil Expenditures for each School, disaggregated by federal source of funds

- This metric is the total of per-pupil school-level expenditures and per-pupil centralized expenditures by federal source of funds.

Per-Pupil Expenditures for each School, disaggregated by state and local source of funds

- This metric is the total of per-pupil school-level expenditures and per-pupil centralized expenditures by state and local source of funds combined.

Per-Pupil Expenditures for each School, disaggregated by school level

- This metric is the per-pupil school-level expenditures totaled by federal source of funds and by state and local source of funds combined.
- The school-level expenditures must include any personnel salaries, benefits, and related costs assigned exclusively to a school and any non-personnel costs specifically attributable to the school.

Per-Pupil Expenditures for each School, disaggregated by LEA centralized level

- This metric is the per-pupil school’s share of LEA centralized expenditures totaled by federal source of funds and by state and local source of funds combined.
- LEA centralized expenditures go beyond central office administrative expenditures and may also include LEA-defined cost categories such as transportation, operation & maintenance, food services, some pupil support services, etc.

Per-Pupil School-Level Expenditures for each School, disaggregated by federal source of funds

- This metric is the per-pupil school-level expenditures funded by federal source of funds.
- The school-level expenditures must include any personnel salaries, benefits, and related costs assigned exclusively to a school and any non-personnel costs specifically attributable to the school.

Per-Pupil School-Level Expenditures for each School, disaggregated by state and local source of funds

- This metric is the per-pupil school-level expenditures funded by state and local source of funds combined.
- The school-level expenditures must include any personnel salaries, benefits, and related costs assigned exclusively to a school and any non-personnel costs specifically attributable to the school.

Per-Pupil LEA Centralized Expenditures for each School, disaggregated by federal source of funds

- This metric is the site's per-pupil proportional share of LEA centralized expenditures funded by federal source of funds.
- The proportional share of a LEA's centralized expenditures represents an allocation of centralized expenditures as a proxy for dollars spent for LEA centralized services serving each school.
- LEA centralized expenditures go beyond central office administrative expenditures and may also include LEA-defined cost categories such as transportation, operation & maintenance, food services, some pupil support services, etc.

Per-Pupil LEA Centralized Expenditures for each School, disaggregated by state and local source of funds

- This metric is the site's per-pupil proportional share of LEA centralized expenditures funded by state and local source of funds combined.
- The proportional share of a LEA's centralized expenditures represents an allocation of centralized expenditures as a proxy for dollars spent for LEA centralized services serving each school.
- LEA centralized expenditures go beyond central office administrative expenditures and may also include LEA-defined cost categories such as transportation, operation & maintenance, food services, some pupil support services, etc.

Total LEA Exclusions

- This metric is the sum total of all expenditures excluded from Site-Based Expenditure Reporting.
- These expenditures will not need to be disaggregated.
- Expenditures to be excluded are those that do not reflect expenditures for pre-K through grade 12 students being served or placed by the LEA (thereby excluding costs for adult education and community services, for example) and those that do not reflect expenditures that are largely ongoing, normal course resource allocations (thereby excluding non-education fund capital expenditures and debt service, for example). The most frequent exclusions will be from the following funds, functions, and objects (according to the Illinois Administrative Code Part 100 Rules for Accounting, Budgeting, Financial Reporting, available [here](#))
 - Fund 30: Debt Service Fund
 - Fund 60: Capital Projects Fund
 - Fund 70: Working Cash Fund
 - Fund 90: Fire Prevention and Safety Fund
 - Function 1115: Tuition Payment to Charter Schools. (This tuition payment cost should NOT be considered a centralized district cost allocated to district-run schools since a district-authorized charter school's incurred expenditures will be reported in the charter school's site-based expenditure section. This tuition payment to charters should also be excluded from the grand total of district exclusions to avoid overstatement of total system expenditures.)
 - Function 1300: Adult/Continuing Education Programs
 - Function 3000: Community Services
 - Functions 4130, 4230, and 4330: Payments to Other Governmental Agencies for Adult/Continuing Education Programs

- Function 5000: Debt Services
- Object 500: Capital Outlay and/or Depreciation except for those in Fund 10 (Education), which should be included
- Legacy Pension Obligations: For any school district with its own pension system outside of the Teachers' Retirement System, legacy pension obligations within such system shall be treated as an exclusion
- Reimbursable Expenditures in some cases: These expenditures should be excluded only in cases in which the reimbursement is from an LEA that is reporting the expenditure as part of site-based reporting
- County Juvenile Detention Center Expenditure: The costs to administer or outsource the program that any school district containing a county juvenile detention center within its geographic boundaries incurs shall be excluded for site-based expenditure reporting.
- Expenditures funded by student activity fees: These expenditures are not directed by the LEA; the LEA rather acts as the custodial agent of these funds, which are expended by student clubs, extracurricular activities, and the like. Prior to the recent Governmental Accounting Standards Board (GASB) ruling, "GASB 84," these funds were not included within the district's revenue or expenditures. These expenditures should neither be reported within the per-pupil expenditure calculations nor as an exclusion but rather removed from reporting entirely.
- Payments made on behalf of the LEA by another entity (as for example the LEA on-behalf payments for the Teachers' Retirement System made by the State of Illinois) should neither be reported within the per-pupil expenditure calculations nor as an exclusion but rather removed from the reporting entirely.
- If an LEA provides services for one or more students attending non-public schools and these students are not within the proportional student enrollment count, then the associated expenditures should be reported as an exclusion.
- If dollars flow through the LEA to non-public schools for IDEA or Title I allowable purchases without the LEA claiming any non-public students within their LEA enrollment, then these expenditures should be reported as an exclusion.

Site Type

- Default Site:
 - Site that has a unique RCDTS code. These site entries do not require a subgroup code (flag).
 - Default sites are sites with a proportional student enrollment of 1 or more.
 - Sites with zero proportional student enrollment do not display as default sites; however, LEAs may manually add any sites not listed as long as the site is an open entity at any time during the fiscal year in the Entity Profile System.
- Separate LEA Outplacements:
 - Applies to LEAs that elect to report the total proportional count of students educated outside of the district at a single reporting site. (LEAs may choose between this reporting option or, instead, reporting this proportional student enrollment at their home sites.)
 - If an LEA's proportional count of students placed outside the district is 10 or fewer, the LEA must include this proportional count in the student's home sites.
 - Includes all placements served outside the district regardless of reason (e.g., special education, career tech/vocational education, and often Regional Safe Schools and Alternative Learning Opportunities Program) and associated expenditures.
 - Two-digit flag to indicate this site type is "OP."
 - RCDTS Code is the reporting district code for this entry.

- This separate reporting site will appear as a site on the district Report Card but not on its own school Report Card.
- Deactivated Placements:
 - LEA(s) with students whose home schools have been deactivated are provided with a mechanism to report their deactivated placements as a separate reporting site.
 - All deactivated enrollments served at different sites are grouped into one single “deactivated placements” reporting site.
 - Any LEA in which all schools have been deactivated and all students are placed into serving schools outside of the Home LEA will report under a single “deactivated placement” reporting site.
 - Two-digit flag to indicate this site type is “DP.”
 - RCDTS Code is the reporting district code for this entry.
 - This reporting site is separate from Students Served outside the District (Separate District Outplacements).
 - This separate reporting site will appear as a site on the District Report Card but not on its own School Report Card.

Site Detail Type

- An LEA has the option to call out expenditures and enrollment associated with pre-K classrooms within school sites serving other grade levels.
 - Both “PK” and “NP” subgroup codes (flags) are associated with school sites serving other grade levels including pre-K classrooms.
 - Designated pre-K and early childhood centers are separate reporting sites and will not use these subgroup codes (flags).
 - “PK” flag indicates all students aged 3-5 enrolled at pre-K classrooms within an existing elementary (or other grade level) school site.
 - “NP” flag indicates all students attending other grades excluding students enrolled within pre-K classrooms served at the same elementary (or other grade level) school site.
 - RCDTS Code is the elementary (or other grade levels) school code for this entry. This code will be the same for both the non-Pre-K and Pre-K entries, since the two sets of grade levels are served at the same site.

School-Level Public Narrative (optional)

- Provides every LEA to script optional narratives for individual schools, to help “tell their story.”
- This optional LEA-developed school-level narrative is displayed on the school Report Card if provided.

LEA-Level Public Narrative (optional)

- Provides every LEA the opportunity to give further context and narrative to accompany the Site-Based Expenditure data set for the LEA.
- This optional LEA-developed LEA-level narrative is displayed on the district Report Card if provided.

LEA Average Per-Pupil Expenditures

- This metric is the average per-pupil expenditures at district level.

Total LEA Expenditures

- This metric is the total dollars included in reporting (allocated to sites) plus total exclusions.

LEA Enrollment

- This metric is the total of all the enrolled students within the LEA, according to their percent of day attended (PDA) recorded in the Student Information System (SIS).
- This metric is the sum total of enrollments reported within all sites of the LEA, including any separate reporting sites for students educated outside the district.
- An enrollment of 1.0 indicates that the student is receiving a full day of services. Students receiving services for only part of each day shall be counted as proportional students based on percentage of day listed in SIS.
- This sum total should equal the total number of children (according to their proportionate enrollment) aged 3 through 21 in grades prekindergarten through 12 served by the LEA or placed outside the district by the LEA.
 - Within SBER Guidance, “prekindergarten students” refers broadly to the-proportional student FTE count of students ages 3-5 for whom a district incurs costs for educational services provided, inclusive of prekindergarten (pre-K) and early childhood education. Students enrolled in birth to three programs are excluded from Site-Based Expenditure Reporting.
- The average of the enrolled proportional student count (related to students from or served outside the district) on October 1st and March 1st of the reporting year shall be used.

Enrollment for Each School

- This metric includes every student the school serves, except for students being served in the school who originate from outside the LEA.
- Students served outside the LEA should be included in reporting by the Home LEA.
- The average of the enrolled proportional student count (related to students from or served outside the district) on October 1st and March 1st of the reporting year shall be used.
- Students receiving services for only part of each day shall be counted as proportional students based on percentage of day (Percentage of Day Attended – PDA) listed in SIS.
- All students whose PDA is reported as 1.0 within SIS, indicating that they attend school on a full-day basis, are counted as 1.0 student enrollment FTE for site-based expenditure reporting.

Guidance Citation

State Statute/Guidance: [Illinois Every Student Succeeds Act Site-Based Expenditure Reporting Guidance](#)

Federal Statute/Guidance: [Elementary and Secondary Education Act of 1965- section 1111\(h\) \(C\)\(1\) of ESSA](#)

Business Rules

- Data from the SBER (Site-Based Expenditures Reporting) system will be passed to the Data Warehouse to be displayed on the Report Card.
- SBER system will allow schools and districts the ability to add free form text of 4000 characters or less, which will be passed to the Data Warehouse.
 - This text will only be displayed on the IIRC.
 - Allowable character limit for School Public Narrative is 4000 characters or less.
 - Allowable character limit for District Public Narrative is 4000 characters or less.
- These metrics will not be included in the District Data Preview and Verification Tool within MyIRC.
- There are certain subgroups associated with the data tables which are:
 - Outplacement (OP)
 - PreK (PK)

- Non PreK (NP)
- Deactivated Placements (DP)
- SBER data for all submitted fiscal years are stored within the Data Warehouse.
- Change in the Total Per-Pupil Expenditures and Enrollment from the Prior Year at the district level are calculated by the Data Warehouse team and displayed on the School Finances page of the District Environment tab of the District Report Card.
- Change in Total Per-Pupil Expenditures and Enrollment from the Prior Year for each site (including Outplacements, Sites with No Report Card, and Deactivated Placements if applicable) within the district are calculated by the Data Warehouse team and displayed on the School Finances page of the District Environment tab on the District Report Card.
- Change in Total Per-Pupil Expenditures and Enrollment from the Prior Year at the school level are calculated by the Data Warehouse team and displayed on the School Finances page of the School Environment tab of the School Report Card.
- Values Displayed by Fiscal Year on School Finances – District Environment tab of the District Report Card are as follows:
 - Total District Per-Pupil Expenditure
 - Total Per-Pupil Expenditure by Site
 - Total Federal Per-Pupil Expenditure by Site
 - Total State and Local Per-Pupil Expenditure by Site
 - Total Site-level Per-Pupil Expenditure by Site
 - Total District Centralized Per-Pupil Expenditure by Site
- Sites can be filtered by School Type. School Type are categorized as Elementary, High, Middle, Charter, Preschool, and Other on the School Finances – District Environment tab of the District Report Card.
- Values Displayed by Fiscal Year on School Finances – School Environment tab of the School Report Card are as follows:
 - Total District Per-Pupil Expenditure
 - Total Federal Per-Pupil Expenditure by District
 - Total State and Local Per-Pupil Expenditure by District
 - Total Site-level Per-Pupil Expenditure by District
 - Total District Centralized Per-Pupil Expenditure by District
 - Total Per-Pupil Expenditure for an individual Site
 - Total Federal Per-Pupil Expenditure for an individual Site
 - Total State and Local Per-Pupil Expenditure for an individual Site
 - Total Site-level Per-Pupil Expenditure for an individual Site
 - Total District Centralized Per-Pupil Expenditure for an individual Site
- District Public Narrative is displayed as District Comments on the School Finances – District Environment tab of the District Report Card. Previous years’ District Comments may be viewed using the fiscal year drop-down selection menu.
- School Public Narrative is displayed as School Comments on the School Finances – School Environment tab of the School Report Card. Previous years’ School Comments may be viewed using the fiscal year drop-down selection menu.
- Sites with No Report Card are designated an asterisk symbol to distinguish them from a normal site with Report Card.
- Public Narrative for Sites with No Report Card are displayed within the Special Comments section on the School Finances – District Environment tab of the District Report Card. Previous years’ Special Comments may be viewed using the fiscal year drop-down selection menu.

- Enrollment FTE with associated per-pupil expenditures for Sites with Pre-K call outs are displayed on the School Finances – School Environment tab on the School Report Card.
- Total District Expenditure and Exclusions are displayed on the School Finances – District Environment tab of the District Report Card.
- % of Low Income Students, % of English Learners, and % Students with IEPs by District are metrics supplied from other sections of Report Card into the School Finances pages of the Report Card. Variances for these metrics are calculated by the Data Warehouse team and displayed side by side along with change in District Enrollment and their associated Per-Pupil Expenditures.
- % of Low Income Students, % of English Learners, and % Students with IEPs by an Individual School are metrics supplied from other sections of Report Card into the School Finances pages of the Report Card. Variances for these metrics are calculated by the Data Warehouse team and displayed side by side along with School Enrollment Variance, and their associated School Per-Pupil Expenditure Variance.

Formula (calculations)

Per-Pupil Expenditures for each School Formula

- $\sum(\text{Total Per-Pupil school-level expenses (dollar amount) for each school, funded both federally and state and locally combined}) + \sum(\text{Total Per-Pupil centralized expenses (dollar amount) for each school, funded both federally and state and locally combined})$

Per-Pupil Expenditures for each School, disaggregated by federal source of funds Formula

- $\sum(\text{Total Per-Pupil school-level expenses (dollar amount) for each school, funded by federal source}) + \sum(\text{Total Per-Pupil centralized expenses (dollar amount) for each school, funded by federal source})$

Per-Pupil Expenditures for each School, disaggregated by state and local source of funds Formula

- $\sum(\text{Total Per-Pupil school-level expenses (dollar amount) for each school, funded by state and local source}) + \sum(\text{Total Per-Pupil centralized expenses (dollar amount) for each school, funded by state and local source})$

Per-Pupil Expenditures for each School, disaggregated by school – level expenses Formula

- $\sum(\text{Total Per-Pupil school-level expenses (dollar amount) for each school, funded by federal source}) + \sum(\text{Total Per-Pupil school-level expenses (dollar amount) for each school, funded by state and local source combined})$

Per-Pupil Expenditures for each School, disaggregated by district centralized expenses Formula

- $\sum(\text{Total Per-Pupil district centralized expenses (dollar amount spent for district centralized services serving each school) for each school, funded by federal source of funds}) + \sum(\text{Total Per-Pupil district centralized expenses (dollar amount spent for district centralized services serving each school) for each school, funded by state and local source of funds combined})$

Per-Pupil School-Level Expenditures for each School, disaggregated by federal source of funds Formula

- N/A – LEAs submit weighted average per-pupil expenditures through the SBER system. ISBE displays the per-pupil expenditure amount submitted.

Per-Pupil School-Level Expenditures for each School, disaggregated by state and local source of funds

Formula

- N/A – LEAs submit weighted average per-pupil expenditures through the SBER system. ISBE displays the per-pupil expenditure amount submitted.

Per-Pupil LEA Centralized Expenditures for each School, disaggregated by federal source of funds Formula

- N/A – LEAs submit weighted average per-pupil expenditures through the SBER system. ISBE displays the per-pupil expenditure amount submitted.

Per-Pupil LEA Centralized Expenditures for each School, disaggregated by state and local source of funds

Formula

- N/A – LEAs submit weighted average per-pupil expenditures through the SBER system. ISBE displays the per-pupil expenditure amount submitted.

Site Type

- Site Name and RCDTS codes are received from the SBER system.
- Default Sites are displayed on the district Report Card and will have separate school Report Cards.
- Separate LEA Outplacement reporting site is displayed as a “site” on the district Report Card but will not have a separate school Report Card.
- Deactivated Placements reporting site is displayed as a “site” on the district Report Card but will not have a separate school Report Card.

Site Detail Type

- Site Name and RCDTS codes are received from the SBER system.
- Total weighted average of non-pre-K (“NP”) and pre-K (“PK”) expenses combined is displayed as a single site on the District Report Card and School Report Card.

$$\frac{(\sum \text{Non} - \text{Pre} - \text{K } i = \text{Pre} - \text{k} ((\text{Enrollment}) * (\text{Per} - \text{Pupil Expenses})))}{\sum \text{Non} - \text{Pre} - \text{K } i - \text{Pre} - \text{K} (\text{Enrollment})}$$

$$= \text{Total Per} - \text{Pupil Expenses for a site with embedded Pre} - \text{K Classroom}$$

- Pre-K expenditures and enrollments will be marked in the School-Level Public Narrative section on the IL Interactive Report Card.

School-Level Public Narrative (optional) Formula

- N/A – LEAs submit optional narrative through the SBER system. ISBE displays the narrative if provided.

LEA-Level Public Narrative (optional) Formula

- N/A – LEAs submit optional narrative through the SBER system. ISBE displays the narrative if provided.

LEA Average Per-Pupil Expenditures Formula

- $(\sum_{i=1}^n (\text{average per pupil for the school})_i (\text{school enrollment})_i) \div (\text{Total LEA Enrollment})$
 - where, “variable i” **includes** average per-pupil expenditure of all reporting sites (i.e., the average per-pupil expenditure of PK centers, alternative schools, or outplacements are included within this calculation).
 - Total LEA Enrollment for this calculation will **include** proportional student enrollments of all reporting sites including PK centers, alternative schools, or outplacements.

Total LEA Expenditures Formula

- $((\text{LEA Average Per-Pupil Expenditures}) * \sum (\text{Total LEA Enrollment})) + \sum(\text{Total Exclusions})$

LEA Enrollment Formula

- N/A – LEAs submit enrollment counts through the SBER system according to the guidance provided by [ISBE](#). ISBE displays the enrollment count submitted.

Enrollment for Each School Formula

- N/A – LEAs submit enrollment counts through the SBER system according to the guidance provided by [ISBE](#). ISBE displays the enrollment count submitted.

LEA Average Per-Pupil Expenditure Variance Formula

- $((\text{Current Year LEA Average Per-Pupil Expenditures}) - (\text{Previous Year LEA Average Per-Pupil Expenditures})) \div \text{Previous Year LEA Average Per-Pupil Expenditures}$
- This calculation is performed by the Data Warehouse team.

LEA Enrollment Variance Formula

- $((\text{Current Year LEA Enrollment}) - (\text{Previous Year LEA Enrollment})) \div \text{Previous Year LEA Enrollment}$
- This calculation is performed by the Data Warehouse team.

School Per-Pupil Expenditure Variance Formula

- $((\text{Current Year Per-Pupil Expenditures by School}) - (\text{Previous Year Per-Pupil Expenditures for the same school})) \div \text{Previous Year Per-Pupil Expenditures for the same school}$
- This calculation is performed by the Data Warehouse team.
- Variance calculations are ignored if Previous Year Per-Pupil Expenditures for an individual school is \$0.

School Enrollment Variance Formula

- $((\text{Current Year Enrollment by School}) - (\text{Previous Year Enrollment for the same school})) \div \text{Previous Year Enrollment for the same school}$
- This calculation is performed by the Data Warehouse team.

Variance calculations are ignored if Previous Year Enrollment for an individual school is 0 FTE.

Sources of Data

Site-Based Expenditures Reporting (SBER) System, Student Information System (SIS), and Student Information System (SIS) Student Enrollment



Feeder Schools
SY 2021

Feeder Schools

Definition

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

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: N/A

Business Rules

- Students are included in the Feeder School calculation if:
 - The student has a valid enrollment record in the current school year and the previous school year.
 - The grade level for the student’s previous school year enrollment is at least one year behind the student’s grade level in the current school year.
 - The grade level for the student’s previous school year enrollment must equal the maximum grade level served at the school for which the student was enrolled in the previous school year.
 - E.g. only 8th graders at a K-8 or 7-8 school, only 5th graders at a K-5 or 3-5 school, etc.
 - The grade level for the student’s current school year enrollment must equal the minimum grade served at the school for which the student is enrolled in the current school year.
 - E.g. only 9th graders at a 9-12 school
- All students that meet the criteria are grouped by Serving School for the previous school year. This is the “Feeder School Enrollment” for a school.
 - Example:
 - School A has 100 qualifying 8th graders in previous school year
 - School B has 80 qualifying 8th graders in previous school year
 - School C has 50 qualifying 8th graders in previous school year
- All students in each group are then grouped by Serving School for the current school year. This is the “Receiving School Enrollment by Feeder School”.
 - Example:
 - School A in previous school year had 60 qualifying 9th graders attending High School X in current school year
 - School B in previous school year had 30 qualifying 9th graders attending High School X in current school year
 - School C in previous school year had 26 qualifying 9th graders attending High School Y in current school year
- The Feeder School percentage is then calculated as:
 - $(\text{Receiving School Enrollment by Feeder School} \div \text{Feeder School Enrollment}) \times 100$
- If the Feeder School percentage $\geq 50\%$ then the school indicated in the denominator (previous year school) is flagged as a “feeder school” for the current year school.
 - Example:
 - School A had 60 of 100 8th grade students in previous school year enroll in High School X in current school year. $60/100 \times 100 = 60\%$. School A is a feeder school for High School X.

- School B had 30 of 80 8th grade students in previous school year enroll in High School X in current school year. $30/80*100 = 37.5\%$. School B is NOT a feeder school for High School X.
 - School C had 26 of 50 8th grade students in previous school year enroll in High School Y in current school year. $26/50*100 = 52\%$. School C is a feeder school for High School Y.
- **NOTE:** Not every school will be considered a feeder school.
 - For example
 - School D has 200 8th graders in the previous year
 - 80 of those enroll in High School X in the current school year
 - 70 of those enroll in High School Y in the current school year
 - 50 of those enroll in High School Z in the current school year
 - $80/200*100 = 40\%$. School D is NOT a feeder school for High School X
 - $70/200*100 = 35\%$. School D is NOT a feeder school for High School Y
 - $50/200*100 = 25\%$. School D is NOT a feeder school for High School Z
- SIS Student records are matched longitudinally such that information from the current school year is linked in a record with information from the students' previous school year.
- Information included in the record are as follows:
 - A unique identifier
 - Student grade in current year
 - Student grade in previous year
 - Student's serving school in current year
 - Student's serving school in previous year
- Only student records for the students' fall enrollment are included.
 - Only students who are enrolled at a single school for at least 50% of the day (enrollment FTE of 0.5 or greater) should be a part of the calculation
- Only student records where the student's grade in the previous year is equal to the maximum grade served at the school are included in the calculation.
 - E.g. only 8th graders at a K-8 or 7-8 school, only 5th graders at a K-5 or 3-5 school, etc.)
- Only student records where the student's grade in the previous year is at least one grade behind the student's grade in the current year i.e. no retained students.
- Records that only have data for either the current year or the previous year are not included.
- Records are grouped by serving school for the previous year. The number of records in this group can be considered the "Feeder Calculation Enrollment" for a school.
- The records within each group are summarized by the current year serving school.
- The sum of each record per current year serving school is calculated as a percent of the Feeder Calculation Enrollment as such:
 - $(\text{Sum of Current School Year Records} \div \text{Feeder School Enrollment}) \times 100$
- If the Percent of Current School Year $\geq 50\%$ then the school indicated in the denominator (previous year school) is flagged as a "feeder" for the current year school.

Formula (calculations)

N/A

Sources of Data

N/A



***Student Enrollment
SY 2021***

Student Enrollment

Definition

Student Enrollment is the total student enrollment in the school and district as of October 1st of the current school year. District level enrollment includes students attending a school in the district and students placed in private schools by the district and funded by the district.

The Student Enrollment **excludes**:

- Students given vouchers to attend private schools
- Students placed by their parents in private schools whose tuition is paid for by their parents, but who receive special education services from their home district

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 13/15](#)

Federal Statute/Guidance: [Definitions for New Race and Ethnicity Categories](#)

EDFacts FS052 Membership Reporting Guidelines: <https://www2.ed.gov/about/inits/ed/edfacts/sy-19-20-nonxml.html>

Business Rules

- Student Enrollment is the distinct count of students and their associated demographic characteristics aggregated at the school, district, and state level.
- Each student is mapped to a single enrollment.
- The data will be compiled from the ISBE approved Fall Enrollment snapshot.
 - The 2020 Fall Enrollment snapshot is an exact copy of the SIS student demographic and enrollment tables at approximately 2:00 AM on 2/18/2020.
- Include Grades Pre-Kindergarten through 12th Grade. Exclude “Evaluation” and “Birth to Three.”
- The enrollment counts will be based on the serving school.
- Students from non-public schools that are enrolled exclusively to receive special education services are excluded from the membership count.
 - These students are determined by comparing to the IStar Pupil Count.
- The enrollment must be an active enrollment.
- The student must be enrolled on October 1st of the school year.
 - The enrollment begin date must be on or before October 1st.
 - The enrollment end date must be on or after October 1st.
 - Because the snapshot is taken during the school year many of the enrollments do not have an end date. These are all included.
- Only students that have at least 50% percent day attended (PDA) should be included in the school, district, or state level counts.
 - If the student has active multiple enrollments on October 1st, the student is included if the total PDA > 0.50.
- For students that have two active enrollments on October 1st where the PDA on both enrollments are equal to 50% the enrollment meeting the school that is credited with the enrollment will be:
 - If the home school is one of the schools OR ELSE,
 - the enrollment with the earlier enrollment date.
 - The warehouse applies this logic to all enrollments and flags the enrollment that meets these conditions by setting the column FEErollment = 1.

- Students are reported in the grade they are enrolled in on October 1st.
- The following categories of serving schools are included:
 - 4 - Public Schools – The student is recorded in the school serving the student and the district of the serving school.
 - These schools will receive a report card.
 - 7 - Spec Ed Schools – The student is recorded in the school serving the student and the district of the serving school.
 - 8 - Other State Funded (Lab Schools and the 2 Cooperative High Schools) – If the school is a public, in-state school then the student is recorded at the school providing services and at the district-level entity of that school.
 - This includes the lab schools and the 2 cooperative high schools.
 - These schools will receive a report card.
 - 8 - Other State Funded (The DHS sponsored schools) – If the school is non-public or out of state then these students are not reported at the school level and are reported in DHS on the district level.
 - 9 - Vocational Districts/Schools – The students are recorded in their home school and the district of the home school (not the serving school).
 - A - Regional Programs – The student is recorded in the school serving the student and the Regional Office responsible for the program.
 - These are the RSSP, ALOP and TAOEP programs.
- All students, except private students enrolled to receive SPEC services, should be counted at the state level.
- The demographics come exclusively from the student demographic record as of the date of when the fall enrollment snapshot is taken that is associated with the student unless otherwise documented.
 - Exception: The IEP flag comes from IStar
- “Student Enrollment” Total Count is defined as the Number of Students enrolled for a defined entity.
- “Student Enrollment” Grade Level Count is defined as the Number of Students enrolled who belong to each grade level between Pre-K and 12 for a defined entity.
- “Student Enrollment” Grade Level Percentage is defined as the Percentage of Students enrolled who belong to each grade level between Pre-K and 12 relative to the total enrollment of the entity in question.
- The percentage of students belonging to a particular demographic group is calculated by dividing the student count by demographic group by the total entity enrollment and multiplying the resulting quotient by 100.
- “Student Enrollment” is disaggregated by the following demographic groups:
 - All Students
 - Gender
 - Gender comes from the student enrollment record in SIS after the enrollment has been exited.
 - Grade Levels
 - Race
 - Determined by the race code in the student demographic record.
 - The race codes are:
 - 11 - Hispanic or Latino
 - 12 - American Indian or Alaska Native
 - 13 – Asian
 - 14 - Black or African American

- 15 - Native Hawaiian or Other Pacific Islander
- 16 – White
- 17 - Two or More Races
- Children with Disabilities (CWD)
 - CWD are students with an IEP and/or 504 accommodation
 - A student with an IEP is determined by:
 - The student must have a general fall enrollment record.
 - The IStar approval record must have a begin date <= December 1st
 - The IStar approval end date must be >= December 1st
 - Exclude IStar students who are in Non-public students (Fund Code L or P).
 - A student could be approved for multiple services so select a distinct count of students.
 - A student with a 504 accommodation is determined by the 504 indicator in SIS.
 - A student cannot have both an IEP record and a 504 record active at the same time.
- Students with IEPs
 - A student will be considered an IEP student if:
 - Student was enrolled on October 1st in the serving school
 - The student is part of the I-Star Pupil Count (Child Count) snapshot (as of December 1st)
 - The student is not in Fund Code:
 - L = Nonpublic Private School
 - P = Nonpublic Home Schooled
 - N = Nonpublic not receiving services
 - U = Public School but not receiving services
- English Learner
 - From the student demographic record associated with the student.
 - A student is considered an EL if in the previous year the student did not achieve proficiency on the state’s assessment of English language acquisition
 - Once an EL student achieves proficiency on the state’s assessment of English language acquisition they are recategorized as non-EL.
 - The EL indicator is maintained in SIS.
- Low Income
 - From student demographic record associated with the student.
 - It is an on/off indicator named FRLIndicator.
- Homeless
 - From the student demographic record associated with the student.
 - It is an on/off indicator named HomelessIndicator.
 - The student is considered Homeless if they were homeless at least one day during the year.
 - The homeless indicator is set in the ISBE data warehouse if the student was homeless for at least a day.
- Migrant
 - The Migrant indicator comes from the latest student demographic record in SIS.
- Youth In Care
 - All students who are included within the DCFS Living Arrangement file anytime during the current school year are included in the Youth in Care group.

- Military
 - The Military indicator comes from the latest student demographic record in SIS.

Formula (calculations)

Student Enrollment Total Count

- Sum of the student enrollment by entity

Student Enrollment Gender Count

- Sum of the student enrollment count by gender by entity

Student Enrollment Gender Percent

- $((\text{Gender enrollment count by Entity}) \div (\text{Enrollment count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)

Student Enrollment Grade Level Count

- Sum of the student enrollment by count at each grade level by entity

Student Enrollment Grade Level Percent

- $((\text{Grade Level Enrollment Count}) \div (\text{Enrollment Count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 75.1%)

Student Enrollment Racial/Ethnic Count

- Sum of the student enrollment count by each race/ethnicity by entity

Student Enrollment Racial/Ethnic Percent

- $((\text{Racial/Ethnic Enrollment Count by Entity}) \div (\text{Enrollment Count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 75.1%)

Student Enrollment Low Income Count

- Sum of the student enrollment count by low income by entity

Student Enrollment Low Income Percent

- $((\text{Low-income Enrollment Count by Entity}) \div (\text{Enrollment Count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 75.1%)

Student Enrollment Homeless Count

- Sum of the student enrollment count by homeless by entity

Student Enrollment Homeless Percent

- $((\text{Homeless Enrollment Count by Entity}) \div (\text{Enrollment Count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)

Student Enrollment English Learner Count

- Sum of the student enrollment count by English Learner by entity

Student Enrollment English Learner Percent

- $((\text{English Learner Enrollment Count by Entity}) \div (\text{Enrollment Count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)

Student Enrollment Children with Disabilities Count

- Sum of the student enrollment count by children with disabilities by entity

Student Enrollment Children with Disabilities Percent

- $((\text{IEP students} + 504 \text{ students by Entity}) \div (\text{Fall Enrollment count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)

Student Enrollment IEP Count

- Sum of the student enrollment count by IEP by entity

Student Enrollment IEP Percent

- $((\text{IEP enrollment count by Entity}) \div (\text{Enrollment count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)

Student Enrollment Migrant Count

- Sum of the student enrollment count by migrant by entity

Student Enrollment Migrant Percent

- $((\text{Migrant enrollment count by Entity}) \div (\text{Enrollment count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)

Student Enrollment Youth In Care Count

- Sum of the student enrollment count by youth in care by entity

Student Enrollment Youth In Care Percent

- $((\text{Youth in care enrollment count by Entity}) \div (\text{Enrollment count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)

Student Enrollment Military Count

- Sum of the student enrollment count by military by entity

Student Enrollment Military Percent

- $((\text{Military enrollment count by Entity}) \div (\text{Enrollment count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)

Sources of Data

Student Information System (SIS) Enrollments



English Learners
SY 2021

English Learners (EL)

Definition

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

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/Art. 14C](#)

State Statute/Guidance: Illinois School Code [105 ILCS 5/1A-4E](#)

Federal Statute/Guidance: [USDE Office of Civil Rights](#)

Business Rules

- Annually, EL students are tested for English language proficiency by means of an ACCESS test.
- Students remain ELs until they achieve a proficient overall composite score of 4.8 on the ACCESS test.
- EL students additionally have an EL record.
- The ALL EL student group is also the EL Student Group.
- **Include** students from Kindergarten to 12th grade.
 - Identified Pre-K EL students participate in EL programs but they are **excluded**.
- “English Learner Students” are indicated with an indicator in the Student Demographic record that is maintained by SIS.
- “EL Exit Rate” is the number of students that achieved an Overall Composite performance score greater than or equal to 4.8 divided by the number of EL students that have a valid score.
- “Number EL Students to take ACCESS” is the count of EL students that have a valid score, have a partial score, or should have tested.
 - A “valid score” is a composite score greater than or equal to 100 and less than or equal to 600.
 - This means having reportable results for at least one domain by having satisfied the attemptedness criteria. These results would include, at least, a scale score and proficiency level.
 - A “partial score” is a student without a composite score, but has a score in at least one of the 4 domains
 - Code 18 should be applied to these records
 - “Should have tested” includes all students with a code of 10, 15, or 19
 - 10 = Absent from Testing
 - 15 = Refusal but Present to Test
 - 19 = Reserved for Internal Use
- “ACCESS Participation Rate” is the number of EL students with either a valid score or a partial score divided by the sum of valid scores plus partial scores plus should have tested.
 - Note for 2021 ACCESS Participation Denominator
 - If multiple records exist with the same enrollment ID but there is no score for either enrollment record, we will select a **distinct** record for the participation denominator
 - If multiple records exist with the same enrollment ID with a complete score but no score record, we will select the enrollment record **with score** for participation denominator
- “ACCESS Performance Levels” is the number of students by overall composite performance level.
 - Composite performance levels range from 1.0 to 6.0.
 - Use the composite performance score to map students to a performance level.
 - Level 1 is a score from 1.0 to 1.9

- Level 2 is a score from 2.0 to 2.9
 - Level 3 is a score from 3.0 to 3.9
 - Level 4 is a score from 4.0 to 4.9
 - Level 5 is a score from 5.0 to 5.9
 - Level 6 is a score of 6.0
- “Long Term EL” is the count of students who have been in an EL program for more than 7 years who have not already reached proficiency, excluding kindergarten.
 - This is the count of students who are EL in the reporting year, are not proficient in the reporting year and whose first EL record was before the school year - 6.
 - Count them long term even if they were not tested during the reporting year.
 - Use the last enrollment for the year to determine responsible school, district and if they are reported at the state level.
- Transition Status
 - Disaggregated by Chicago (CPS) 299 and Rest of the State (Non-CPS)
 - This metric will be reported based on the following:
 - “Transitioned”
 - English Learners who attained English language proficiency as defined by the state (a 4.8 Overall Composite Proficiency Level on the ACCESS for ELLs measure). These students are now prepared to be transitioned\integrated into normal classes.
 - “Not Transitioned”
 - English Learners who did not transition out of the program were promoted to the next grade, retained in the same grade, graduated, transferred, dropped out, or another outcome.
- Outcome Status
 - Disaggregated by Chicago (CPS) 299 and Rest of the State (Non-CPS))
 - This metric will be reported based on the following:
 - “Promoted” to next grade or “Otherwise Retained”
 - Promoted is SIS Exit Code 05
 - Retained is SIS Exit Code 12
 - “Transferred”
 - Includes students transferred to another district (SIS Exit Code 02), home schooled (SIS Exit Code 03), private schooled (SIS Exit Code 04), moved out of the United States (SIS Exit Code 18), transfer to another public school district our of Illinois (SIS Exit Code 19), transfer to another public school district in Illinois (SIS Exit Code 20).
 - “Graduated”
 - SIS Exit Code 06
 - “Dropped Out”
 - Includes students who dropped out (SIS Exit Code 09) or transferred to a GED program (SIS Exit Code 10), or moved not known to be continuing (SIS Exit Code 11).
 - “Other Outcomes”
 - Include death (SIS Exit Code 07), expulsion (SIS Exit Code 08), age out (SIS Exit Code 14), the certificate of completion (SIS Exit Code 15), victim of a violent crime (SIS Exit Code 16), change in serving school or percent of day attended (SIS Exit Code 17).

Percentage of English Learners in Fall Enrollment Formula

- $(\sum(\text{Total \# of English Learner Students}) \div \sum(\text{Total \# of students in Fall Enrollment})) \times 100$

English Learner Exit Rate Formula

- $(\sum(\text{Total \# of students that achieved an Overall Composite performance score greater than or equal to 4.8}) \div \sum(\text{Number of EL students that have a valid score})) \times 100$

ACCESS Participation Rate Formula

- $(\sum(\text{Number of EL students with either a valid score or a partial score}) \div \sum(\text{Number EL Students to take ACCESS})) \times 100$

ACCESS Performance Levels Formula

- $(\sum(\text{Total \# of ACCESS participants at a specific performance level}) \div \sum(\text{Total \# of English Learner Students with a valid score})) \times 100$

Long Term ELs Formula

- $\sum(\text{Total \# of English Learner Students who have been EL for more than 7 years excluding KG})$

Transition Status

- Transitioned:
 - Count of EL Students that achieved a 4.8 Overall Composite Proficiency Level on the ACCESS
- Not Transitioned:
 - Count of EL Students that did not achieve the established Composite Score and did not transition out of the program

Outcome Status

- Promoted/Otherwise Retained:
 - Count of EL students that took ACCESS testing with a SIS Exit Enrollment Code 05 (Promoted to next grade) or 12 (Otherwise Retained)
- Transferred:
 - Count of EL students that took ACCESS testing with a SIS Exit Enrollment Code 02 (transferred to another district), 03 (home schooled), 04 (private schooled), 18 (moved out of the United States, 19 (transfer to another public school district out of Illinois), 20 (transfer to another public school district in Illinois)
- Graduated:
 - Count of EL students that took ACCESS testing with a SIS Exit Enrollment Code 06 (Graduated)
- Dropped Out:
 - Count of EL students that took ACCESS testing with a SIS Exit Enrollment Code 09 (dropped out), 10 (transferred to a GED program), or 11 (moved not known to be continuing)
- Other Outcome:
 - Count of EL students that took ACCESS testing with a SIS Exit Enrollment Code 07 (death), 08 (expulsion), 14 (age out), 15 (certificate of completion), 16 (victim of a violent crime), or 17 (change in serving school or percent of day attended)

Sources of Data

Student Information System (SIS)

Student Information System (SIS) Student Enrollment

ACCESS Assessment

WIDA/DRC



***Advanced Academic Program
SY 2021***

Advanced Academic Program

Definition

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

Gifted Education is defined as educational services, including differentiated curricula and instructional methods, designed to meet the needs of gifted children as defined in Article 14A of this code.

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/10-17a \(2\) \(A\)](#); [105 ILCS 5/10-17a \(2\) \(E\)](#)

Federal Statute/Guidance: N/A

Business Rules

- The number and percentage of all students who have been assessed for placement in a gifted education or advanced academic program and, of those students: (i) the racial and ethnic breakdown, (ii) the percentage who are classified as low-income, and (iii) the number and percentage of students who received direct instruction from a teacher who holds a gifted education endorsement and, of those students, the percentage who are classified as low-income.
- Advanced Academic Program
 - Students who have been assessed for placement in an Advanced Academic Program
 - Number of students who are enrolled in Accelerated Placement
 - The number of all students from the year-end enrollment who have been enrolled in Accelerated Placement is the sum of the students containing a code of '01' (Student is accelerated for ELA Only) and '02' (Student is accelerated for Math Only) and '03' (Student is accelerated for Single Subject other than ELA or Math) and '04' (Student is accelerated for Multiple Subjects, but not Whole Grade) and '05' (Whole Grade Acceleration)
 - Number of students who are in an Accelerated Placement Math Only
 - The number of all students from the year-end enrollment who have been enrolled in Accelerated Placement Math Only is the sum of the students containing a code of '02' (Student is accelerated for Math Only)
 - Number of students who are in an Accelerated Placement ELA Only
 - The number of all students from the year-end enrollment who have been enrolled in Accelerated Placement ELA Only is the sum of the students containing a code of '01' (Student is accelerated for ELA Only)
 - Number of students who are in an Accelerated Placement Multiple Subjects Only
 - The number of all students from the year-end enrollment who have been enrolled in Accelerated Placement Multiple Subjects Only is the sum of the students containing a code of '04' (Student is accelerated for Multiple Subjects, but not Whole Grade)
 - Number of students who are in an Accelerated Placement Whole Grade Only
 - The number of all students from the year-end enrollment who have been enrolled in Accelerated Placement Whole Grade Only is the sum of the students containing a code of '05' (Whole Grade Acceleration)
 - Number of students who are enrolled in Advanced Placement Coursework

- The number of all high school students from the year-end enrollment who have been enrolled in Advanced Placement coursework is the sum of the students enrolled in a course denoted as being an AP course in the course catalog
- Number of students who are enrolled in IB Coursework
 - The number of all high school students from the year-end enrollment who have been enrolled in IB coursework is the sum of the students enrolled in a course denoted as being an IB course in the course catalog
- Number of students who are enrolled in any course designated as Enriched or Honors
 - The number of all students from the year-end enrollment who have been enrolled in any course designated as Enriched or Honors is the sum of the students enrolled in a course with a course level code of '03 (Enriched) or '04' (Honors)
- Number of students who are enrolled in any dual-credit course where college credit was earned
 - The number of all high school students from the year-end enrollment who have been enrolled in any dual-credit course where college credit was earned is the sum of the students who has a dual-credit course code of 'yes' and the student earned college credit
- Percentage of students who are enrolled in Accelerated Placement
 - The percentage of all students from the year-end enrollment who have been enrolled in Accelerated Placement is the sum of the students containing a code of '01' (Student is accelerated for ELA Only) and '02' (Student is accelerated for Math Only) and '03' (Student is accelerated for Single Subject other than ELA or Math) and '04' (Student is accelerated for Multiple Subjects, but not Whole Grade) and '05' (Whole Grade Acceleration) divided by the total year-end enrollment count that is tied to the home school
- Percentage of students who are in an Accelerated Placement Math Only
 - The percentage of all students from the year-end enrollment who have been enrolled in Accelerated Placement Math Only is the sum of the students containing a code of '02' (Student is accelerated for Math Only) divided by the total year-end enrollment count that is tied to the home school
- Percentage of students who are in an Accelerated Placement ELA Only
 - The percentage of all students from the year-end enrollment who have been enrolled in Accelerated Placement ELA Only is the sum of the students containing a code of '01' (Student is accelerated for ELA Only) divided by the total year-end enrollment count that is tied to the home school
- Percentage of students who are in an Accelerated Placement Multiple Subjects Only
 - The percentage of all students from the year-end enrollment who have been enrolled in Accelerated Placement Multiple Subjects Only is the sum of the students containing a code of '04' (Student is accelerated for Multiple Subjects, but not Whole Grade) divided by the total year-end enrollment count that is tied to the home school
- Percentage of students who are in an Accelerated Placement Whole Grade Only
 - The percentage of all students from the year-end enrollment who have been enrolled in Accelerated Placement Whole Grade Only is the sum of the students containing a code of '05' (Whole Grade Acceleration) divided by the total year-end enrollment count that is tied to the home school

- Percentage of students who are enrolled in Advanced Placement Coursework
 - The percentage of all high school students from the year-end enrollment who have been enrolled in Advanced Placement coursework is the sum of the students enrolled in a course denoted as being an AP course in the course catalog divided by the total year-end enrollment count that is tied to the home school
- Percentage of students who are enrolled in IB Coursework
 - The percentage of all high school students from the year-end enrollment who have been enrolled in IB coursework is the sum of the students enrolled in a course denoted as being an IB course in the course catalog divided by the total year-end enrollment count that is tied to the home school
- Percentage of students who are enrolled in any course designated as Enriched or Honors
 - The percentage of all students from the year-end enrollment who have been enrolled in any course designated as Enriched or Honors is the sum of the students enrolled in a course with a course level code of '03' (Enriched) or '04' (Honors) divided by the total year-end enrollment count that is tied to the home school
- Percentage of students who are enrolled in any dual-credit course where college credit was earned
 - The percentage of all high school students from the year-end enrollment who have been enrolled in any dual-credit course where college credit was earned is the sum of the students who has a dual-credit course code of 'yes' and the student earned college credit divided by the total year-end enrollment count that is tied to the home school
- Accelerated Placement
 - There should only be one accelerated record per student, per district, per school year
 - A student may have multiple entries
 - If there are multiple entries within the same district and enrollment exist for a student, the last entry (most recent entry) will be used to determine accelerated
 - If there is a student reported, but there is no valid enrollment for that student at the district for the school year, then the student is not counted for that district
 - If multiple valid enrollments exist for a student within the same district, the accelerated student will be counted at the responsible school of longest enrollment within the district
 - If multiple enrollments and accelerated records exist for a student, but within different districts, the student would then be counted in both districts as they were identified in the respective districts
 - Student Total will be calculated for the School, District, and State for the following:
 - Gender
 - Race
 - Program (IEP, LEP, Low Income)
 - Early Kindergarten, Early First Grade
 - Acceleration Type (Math Only, ELA Only, Multiple Subject, Whole Grade)
- Gifted
 - This information is self-reported where districts define both the criteria for “giftedness” and the assessments used to measure it.
 - In the case where a student has no gifted record for the current year, but has records from a previous year, the most recent entry from a previous year will be used to determine gifted status.
 - For each student, there should only be one gifted record per student, per district, per school year

- An individual record may have multiple entries. If multiple entries within the same record exist for a student, the last entry (most recent entry) will be used to determine gifted status
- If there is a student id in the gifted data, but there is no valid enrollment for that student at the district for the school year, then the student is not counted as gifted
- If multiple enrollments exist for a student within the same district, the gifted student will be counted at the responsible school of longest enrollment within the district
- If multiple enrollments and gifted records exist for a student, but within different districts, the student would then be counted in both districts as they were identified in the respective districts
- Number of Students Assessed for Giftedness
 - The number of all students from the year-end enrollment who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of '01' (Student tested as gifted) and '02' (student tested as not gifted)
- Percent of Students Assessed for Giftedness
 - The percentage of all students from the year-end enrollment who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of '01' (Student tested as gifted) and '02' (student tested as not gifted) divided by the total year-end enrollment count that is tied to the home school
- Number of Students Identified as Gifted
 - The number of all students from the year-end enrollment who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of '01' (Student tested as gifted)
- Percent of Students Identified as Gifted
 - The percentage of all students from the year-end enrollment who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of '01' (Student tested as gifted) divided by the total year-end enrollment count that is tied to the home school
- Number of Students Assessed for Giftedness Taught by Gifted-Endorsed Teachers
 - Any student from the year-end enrollment who is "assessed as gifted" (e.g. code '01' or '02) and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as 'student assessed as gifted student taught by gifted-endorsed teacher'
- Percent of Students Assessed for Giftedness Taught by Gifted-Endorsed Teachers
 - Any student from the year-end enrollment who is "assessed as gifted" (e.g. code '01' or '02) and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as 'student assessed as gifted student taught by gifted-endorsed teacher' divided by the total number of students assessed for giftedness
- Number of Students Identified as Gifted Taught by Gifted-Endorsed Teachers
 - Any student from the year-end enrollment who is "identified as gifted" (e.g. code '01') and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as 'student identified as gifted student taught by gifted-endorsed teacher'
- Percent of Students Identified as Gifted Taught by Gifted-Endorsed Teachers
 - Any student from the year-end enrollment who is "identified as gifted" (e.g. code '01') and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as 'student identified as gifted student taught by gifted-endorsed teacher' divided by the total number of students identified as gifted

Formula (calculations)

Number of students who are enrolled in Accelerated Placement

- Sum of all students from the year-end enrollment containing a code of '01', '02', '03', '04', and '05'

Number of students who are in an Accelerated Placement Math Only

- Sum of all students from the year-end enrollment containing a code of '02'

Number of students who are in an Accelerated Placement ELA Only

- Sum of all students from the year-end enrollment containing a code of '01'

Number of students who are in an Accelerated Placement Multiple Subjects Only

- Sum of all students from the year-end enrollment containing a code of '04'

Number of students who are in an Accelerated Placement Whole Grade Only

- Sum of all students from the year-end enrollment containing a code of '05'

Number of students who are enrolled in Advanced Placement course

- Sum of the high school students from the year-end enrollment enrolled in a course denoted as being an AP course in the course catalog

Number of students who are enrolled in IB Coursework

- Sum of the high school students from the year-end enrollment enrolled in a course denoted as being an IB course in the course catalog

Number of students who are enrolled in any course designated as Enriched or Honors

- Sum of the students from the year-end enrollment enrolled in a course with a course level code of '03 (Enriched) or '04' (Honors)

Number of students who are enrolled in any dual-credit course where college credit was earned

- Sum of the high school students from the year-end enrollment who has a dual-credit course code of 'yes' and the student earned college credit

Percentage of students who are enrolled in Accelerated Placement

- $(\text{Sum of all students from the year-end enrollment containing a code of '01', '02', '03', '04', and '05'}) \div (\text{The total year-end enrollment count that is tied to the home school})$

Percentage of students who are in an Accelerated Placement Math Only

- $(\text{Sum of all students from the year-end enrollment containing a code of '02'}) \div (\text{The total year-end enrollment count that is tied to the home school})$

Percentage of students who are in an Accelerated Placement ELA Only

- $(\text{Sum of all students from the year-end enrollment containing a code of '01'}) \div (\text{The total year-end enrollment count that is tied to the home school})$

Percentage of students who are in an Accelerated Placement Multiple Subjects Only

- $(\text{Sum of all students containing a code of '04'}) \div (\text{The total year-end enrollment count that is tied to the home school})$

Percentage of students who are in an Accelerated Placement Whole Grade Only

- $(\text{Sum of all students from the year-end enrollment containing a code of '05'}) \div (\text{The total year-end enrollment count that is tied to the home school})$

Percentage of students who are enrolled in Advanced Placement Coursework

- $(\text{Sum of the high school students from the year-end enrollment enrolled in a course denoted as being an AP course in the course catalog}) \div (\text{The total high school students from the year-end enrollment count that is tied to the home school})$

Percentage of students who are enrolled in IB Coursework

- (Sum of the high school students from the year-end enrollment enrolled in a course denoted as being an IB course in the course catalog) ÷ (The total high school students from the year-end enrollment count that is tied to the home school)

Percentage of students who are enrolled in any course designated as Enriched or Honors

- (Sum of the students from the year-end enrollment enrolled in a course with a course level code of '03' or '04') ÷ (The total year-end enrollment count that is tied to the home school)

Percentage of students who are enrolled in any dual-credit course where college credit was earned

- (Sum of the high school students from the year-end enrollment who has a dual-credit course code of 'yes' and the student earned college credit) ÷ (The total high school students from the year-end enrollment count that is tied to the home school)

Number of Students Assessed for Giftedness

- Sum of all students from the year-end enrollment containing a code of '01' and '02'

Percent of Students Assessed for Giftedness

- (Sum of all students from the year-end enrollment containing a code of '01' and '02') ÷ (The total year-end enrollment count that is tied to the home school)

Number of Students Identified as Gifted

- Sum of all students from the year-end enrollment containing a code of '01'

Percent of Students Identified as Gifted

- (Sum of all students from the year-end enrollment containing a code of '01') ÷ (The total year-end enrollment count that is tied to the home school)

Number of Students Assessed for Giftedness Taught by Gifted-Endorsed Teachers

- Sum of all students from the year-end enrollment containing a code of '01' and '02' where the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS)

Percent of Students Assessed for Giftedness Taught by Gifted-Endorsed Teachers

- (Sum of all students from the year-end enrollment containing a code of '01' and '02' where the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS)) ÷ (The total number of students assessed for giftedness)

Number of Students Identified as Gifted Taught by Gifted-Endorsed Teachers

- Sum of all students from the year-end enrollment containing a code of '01' where the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS)

Percent of Students Identified as Gifted Taught by Gifted-Endorsed Teachers

- (Sum of all students from the year-end enrollment containing a code of '01' where the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS)) ÷ (The total number of students identified as gifted)

District's Gifted Assessment and Academic Program Policy (link)

- N/A – Will be a link to the districts website where their gifted policy is posted
- This information is collected in EPS

Sources of Data

Student Information System (SIS)

Entity Profile System (EPS)



***Individualized Education Program (IEP) Students
SY 2021***

Individualized Education Program (IEP) Students

IEP Students are students who were on December 1 identified as having a disability through formal evaluations and met specific criteria as stated under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education and related services by a team of individuals who developed an Individualized Education Program (IEP).

Guidance Citation

State Statute/Guidance: Illinois School Code [105ILCS 5/2-3.30](#)

Federal Statute/Guidance: [34CFR 300.641](#) and [FS002 – Children with Disabilities \(IDEA\) School Age File Specifications](#)

Business Rules

- A student will be considered an IEP student if:
 - Student was enrolled on October 1st in the serving school
 - The student is part of the I-Star Pupil Count (Child Count) snapshot (as of December 1st)
 - The student is **not** in Fund Code:
 - L = Nonpublic Private School
 - N = Nonpublic not receiving services
 - P = Nonpublic Home Schooled
 - U = Public School but not receiving services
- Refer to the Responsible Entity rules for determining home school/serving school for these metrics
- The Educational Environment is disaggregated into two groups (EE Group) which are:
 - Early Childhood
 - School Age
- For all special education rate calculations, the denominator is the total student enrollment in their EE group
- The Education Environment codes are mapped into groups.
- The Education Environment Code Mapping to Display Groups is:

| Education Environment Code in I-STAR | Education Environment | SPP Group ID | Group |
|--------------------------------------|--|--------------|-------------|
| School Age EE Group | | | |
| 1 | Inside regular classroom 80% or more of day | 1 | >=80 |
| 2 | Inside regular classroom 40%-79% of the day | 2 | 40 to 79 |
| 3 | Inside regular classroom less than 40% of the day | 3 | <40 |
| 4 | Spec Ed 100% in separate public day school | 4 | SepFacility |
| 5 | Spec Ed 100% public & residential by resident dist | 4 | SepFacility |
| 6 | Philip J. Rock Center & School (fund code H) | 4 | SepFacility |
| 7 | Full Time Special Ed in County Jail | 4 | SepFacility |

| | | | |
|--------------------------|---|-----|-----------------|
| 8 | Private Day School or Out-of-State Public Day Program | 4 | SepFacility |
| 9 | Private Residential Facility, In-State | 4 | SepFacility |
| 10 | Private Residential Facility, Out-of-State | 4 | SepFacility |
| 11 | Homebound Instructional Program | 4 | SepFacility |
| 12 | Hospital Instructional Program | 4 | SepFacility |
| 13 | Illinois School for the Deaf | 4 | SepFacility |
| 14 | Illinois School for the Visually Impaired | 4 | SepFacility |
| 15 | Illinois Center for Rehabilitation & Education | 4 | SepFacility |
| 16 | Dept of Human Services | 4 | SepFacility |
| Early Childhood EE Group | | | |
| 23 | Early Childhood - Separate Class | 6 | SepClass_Fac |
| 24 | Early Childhood - Separate School | 6 | SepClass_Fac |
| 25 | Early Childhood - Residential Facility | 6 | SepClass_Fac |
| 26 | Early Childhood – Home | 7 | Home |
| 27 | Early Childhood - Service provider location | 9 | ServiceProvider |
| 28 | Parentally Placed in Nonpublic Schools & Home School | N/A | |
| 30 | Majority of Sp Ed & Rel Serv in Reg EC Prg (600+) | 5 | InsideECProg |
| 31 | Majority of Sp Ed & Rel Serv in other loc (600+) | 8 | OutsideECProg |
| 32 | Majority of Sp Ed & Rel Serv in Reg EC Prg (<=599) | 5 | InsideECProg |
| 33 | Majority of Sp Ed & Rel Serv in other loc (<=599) | 8 | OutsideECProg |

- The Comparison groups are:
 - State
 - Peer District
 - District
 - *Note:* There is no school level
- The Peer groups are:
 - Elementary School
 - High School
 - Unit School District
 - The Unit School District Peer group excludes Chicago Public School
- The Educational Environment by Disability chart uses only the more common disability categories.
 - The included disability categories are:
 - Autism (O)
 - Emotional Disability (K)
 - Hearing Impairment (F & G)
 - Intellectual Disability (A)

- Multiple Disabilities (M)
- Other Health Impairment (L)
- Specific Learning Disability (D)
- Speech and/or Language Impairment (I)
- Visual Impairment €

Formula (calculations)

IEP Student Enrollment Formula

- $(\text{IEP Student Enrollment} \times 100) \div (\text{Total Student Enrollment in their EE Group})$

I-STAR Educational Environment Indicator Formula

- $(\text{I-STAR Educational Environment Indicator} \times 100) \div (\text{Total Student Enrollment in their EE Group})$

I-STAR Educational Environment Indicator In Class Room >80 Formula

- $(\text{I-STAR Educational Environment Indicator In Class Room } >80 \times 100) \div (\text{Total Student Enrollment in their EE Group})$

I-STAR Educational Environment Indicator In Class Room 40 to 79 Formula

- $(\text{I-STAR Educational Environment Indicator In Class Room 40 to 79} \times 100) \div (\text{Total Student Enrollment in their EE Group})$

I-STAR Educational Environment Indicator In Class Room <40 Formula

- $(\text{I-STAR Educational Environment Indicator In Class Room } <40 \times 100) \div (\text{Total Student Enrollment in their EE Group})$

I-STAR Educational Environment Indicator Separate Facility Count Formula

- $(\text{I-STAR Educational Environment Indicator Separate Facility Count} \times 100) \div (\text{Total Student Enrollment in their EE Group})$

I-STAR Educational Environment Indicator Inside EC Program Count Formula

- $(\text{I-STAR Educational Environment Indicator Inside EC Program Count} \times 100) \div (\text{Total Student Enrollment in their EE Group})$

I-STAR Educational Environment Indicator Outside EC Program Count Formula

- $(\text{I-STAR Educational Environment Indicator Outside EC Program Count} \times 100) \div (\text{Total Student Enrollment in their EE Group})$

I-STAR Educational Environment Indicator Separate Class or Facility Count Formula

- $(\text{I-STAR Educational Environment Indicator Separate Class or Facility Count} \times 100) \div (\text{Total Student Enrollment in their EE Group})$

I-STAR Educational Environment Indicator At Home Count Formula

- $(\text{I-STAR Educational Environment Indicator At Home Count} \times 100) \div (\text{Total Student Enrollment in their EE Group})$

I-STAR Educational Environment Indicator Service Provide Count Formula

- $(\text{I-STAR Educational Environment Indicator Service Provide Count} \times 100) \div (\text{Total Student Enrollment in their EE Group})$

Sources of Data

I-STAR Child Count Table

SIS Enrollment Table



Attendance
SY 2021

Attendance

Definition

Attendance metrics published in the Report Card include the total school days, attendance rate, chronic truancy rate, and chronic absenteeism rate.

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

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

Chronic Truancy Rate is a measure that identifies the percentage of students that are identified as chronic truants. Students are considered chronic truants as defined in Section 26-2a of the School Code. Chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days.

Chronic Absentee Rate is a measure that identifies the percentage of students that are identified as chronically absent. Students are considered chronically absent as defined in Section 26-18 of the School Code. Medically homebound and hospitalized students are excluded from this calculation.

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/26-18](#) and Illinois School Code [105 ILCS 5/26-2a](#)

Federal Statute/Guidance: N/A

Business Rules

- Total School Days
 - Total school days are determined by the school calendar application.
 - Total school days consist of the total student attendance days submitted by the district and is assigned to each school in the district, plus the days marked as:
 - AOG – Act of God (can be used after all proposed emergency days have been used)
 - RPD – Full Day Remote Planning Day (up to 5 per school year)
 - FPT – Full Day Parent/Teacher Conferences (up to 2 per school year)
 - FI – Full Day In-Service
 - XBRL – Blended Remote Learning
 - The State total school days is equal to the average actual school days for each district.
 - The below table comes from the business rules for Calculating District Average Daily Attendance (ADA) document and indicates which codes are counted as school days plus the days indicated as 'AOG', 'RPD', 'FPT' and 'FI':

| School Calendar Codes | | | | |
|-----------------------|----------------------|------------------------------------|------------------------|---------------------|
| ID | School Calendar Code | School Calendar Code Description | Student Attendance Day | School Calendar Day |
| 1 | X | Pupil Attendance Day | Yes | Yes |
| 2 | XHI | Half-Day In-service | Yes | Yes |
| 3 | XHPT | Half-Day Parent/Teacher Conference | Yes | Yes |

| | | | | |
|----|------|--|-----|-----|
| 4 | XID | Interrupted Day | Yes | Yes |
| 5 | XDS | Delayed Start Day | Yes | Yes |
| 6 | XHS | Half-Day School Improvement Program | Yes | Yes |
| 7 | XHSW | Half-Day School Improvement Program Waiver | Yes | Yes |
| 8 | XH | Pupil Attendance Holiday Waiver | Yes | Yes |
| 9 | XED | Emergency Day-Proposed | No | No |
| 10 | XHIH | Half-Day In-service Holiday Waiver | Yes | Yes |
| 11 | XHPH | Half-Day Parent/Teacher Conf. Holiday Waiver | Yes | Yes |
| 12 | FI | Full-Day In-service | No | Yes |
| 13 | FPT | Full-Day Parent/Teacher Conference | No | Yes |
| 14 | PI | Parent Institute | No | No |
| 15 | TI | Teacher Institute/Workshop | No | No |
| 16 | AOG | Act of God Day | No | Yes |
| 17 | WFI | Full-Day In-service Waiver | No | Yes |
| 18 | WFPT | Full-Day Parent/Teacher Conference Waiver | No | No |
| 19 | WFS | Full-Day School Improvement Program Waiver | No | Yes |
| 20 | FIH | Full-Day In-service Holiday Waiver | No | Yes |
| 21 | FPTH | Full-Day Parent/Teacher Conf. Holiday Waiver | No | No |
| 22 | TIH | Teacher Institute/Workshop Holiday Waiver | No | No |
| 23 | ED | Emergency Day | No | No |
| 24 | HOL | Holiday | No | No |
| 25 | NIA | Not in Attendance | No | No |
| 26 | WFSH | Full-Day School Improvement Holiday Waiver | No | Yes |
| 27 | XHSH | Half-Day School Improvement Holiday Waiver | Yes | Yes |
| 28 | XHPW | Half-Day Parent/Teacher Conference Waiver | Yes | Yes |
| 29 | XELD | ELearning Day | Yes | Yes |
| 30 | XRLD | Remote-Learning Day | Yes | Yes |
| 31 | RPD | Full-Day Remote Planning Day | No | Yes |
| 33 | XRPH | Half-Day Remote Planning | Yes | Yes |
| 34 | EDC | Emergency Day COVID | No | No |
| 36 | XBRL | Blended Remote Learning Day | Yes | Yes |

- Student Attendance Rate

- Only students in grades 1 – 12 are counted for student attendance.
- The student attendance rate is determined by dividing the sum of all student attendance days present per school/districts/state by the sum of all attendance days present and non-attendance days per school/districts/state and multiplying the resulting quotient by 100.
- The sum of all student attendance days present is determined by adding together all the “days present”, “ELearning”, and “Remote Learning” per student per school/district/state in SIS for grades 1 through 12.
- Non-attendance days are “days absent – excused,” “days absent – unexcused”, “homebound” and “hospitalized”.
- Total attendance data for all student enrollments at the home school/home district.
- Do not include private school students

- When calculating student attendance for the month of March, the maximum number of student attendance days will not exceed 11
 - This limitation will only be applied for the purposes of calculating metrics for the 2020 Report Card
 - This limitation will not negatively or positively impact the ADA calculation
- If any student's attendance is greater than 11, we will first reduce the number of days absent. If the student's attendance is still greater than 11, we will then reduce the number of days present until the student's attendance equals 11.
- Chronic Truancy Rate
 - Only students in grades 1 – 12 are counted for chronic truancy.
 - Do not include private school students
 - The chronic truancy rate is determined by dividing the number of chronically truant students per school/district/state by the total number of students who have been enrolled with at least 21 consecutive school days of enrollment at the home school and multiplying the resulting quotient by 100.
 - A student is "chronically truant" if they missed 5% or more of the time that they were enrolled without an excuse.
 - For every school/district/state every student with an associated enrollment of at least 21 consecutive school days at the home school is counted. The total number of "days absent – unexcused" per student is divided by that student's length of enrollment.
 - The length of enrollment is calculated by counting the number of attendance days associated with the student (days present, ELearning, Remote Learning, Blended Remote Learning and days absent including all absences).
 - If the sum of unexcused absences divided by the length of enrollment is greater than or equal to 0.05 then the student is considered chronically truant.
 - For students with multiple enrollments at the same home school, attendance is the sum of all days for the schools.
- Chronic Absentee Rate
 - Only students in grades 1 – 12 are counted for chronic absenteeism.
 - Do not include private school students
 - The chronic absentee rate is determined by dividing the number of chronically absent students per school/district/state by the total number of students who have been enrolled with at least 11 consecutive school days of enrollment and multiplying the resulting quotient by 100.
 - A student is "chronically absent" if they missed 10% or more of the school year regardless of excuse.
 - For every school/district/state every student with an associated enrollment of at least 11 consecutive school days is counted. The combined total number of "days absent – unexcused" and "days absent – excused" per student is divided by that student's length of enrollment.
 - The length of enrollment for chronic absenteeism is calculated by counting the number of days present + ELearning + Remote Learning + Blended Remote Learning + days absent – unexcused + days absent – excused.
 - If the sum of absences divided by the length of enrollment is greater than or equal to 0.10 then the student is considered chronically absent.
 - For students with multiple enrollments at the same home school, attendance is the sum of all days for the schools.

Formula (calculations)

Total School Days Formula

- Count of days during the school year which the attendance school code matches one of the “X” codes in the School Calendar Codes table plus the days indicated as ‘AOG’, ‘RPD’, ‘FPT’, ‘FI’ and ‘XBRL’

Student Attendance Rate Formula

- $\sum ((\text{Days present} + \text{ELearning} + \text{Remote Learning}) \times \text{Percent Day of Attendance}) \div \sum ((\text{Days present} + \text{ELearning} + \text{Remote Learning} + \text{Days absent}) \times \text{Percent Day of Attendance})$

Chronic Truancy Rate Formula

- A student is chronically truant if:
 - $\sum (\text{Days absent that were unexcused} \times \text{Percent Day of Attendance}) \times 100 \div \text{Total Days Enrolled}$ is equal to or greater than 5%
 - Total Days enrolled include days homebound and hospitalized.
- Chronic Truancy Rate is:
 - $(\text{Chronic Truant Count}) \div (\text{Total number of students who have been enrolled with at least 21 consecutive school days of enrollment at the home school}) \times 100$
 - Displayed as a percent with 1 decimal place (e.g. 5.1%)

Chronic Absentee Rate Formula

- Should never exceed 100%
- A student is chronically absent if:
 - $\sum (\text{Days absent that were excused or unexcused} \times \text{Percent Day of Attendance}) \times 100 \div \text{Total Days Enrolled}$ is equal to or greater than 10%
 - Total days enrolled exclude days homebound and hospitalized.
- Chronic Absentee Rate is:
 - $(\text{Chronic Absentee Count}) \div (\text{Total number of students who have been enrolled with at least 11 consecutive school days of enrollment}) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)

Sources of Data

Student Information System (SIS)



Student Mobility
SY 2021

Student Mobility

Definition

Student mobility is the unduplicated count for students who transferred in and out of the serving school at any time during the school year (October 1st – May 1st). It is the sum of the unduplicated students who transferred in and transferred out for any reason, divided by the unduplicated counts of student enrolled between October 1st and May 1st, multiplied by 100.

Transfers in, relative to student mobility, comprise all incidents of students being added to the enrollment roster.

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

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/24A-7](#) and Illinois School Code [105 ILCS 5/10-17a](#)

Federal Statute/Guidance: N/A

Business Rules

- Mobility Rates are calculated separately at the school level, district level, and state level.
- Students who have exited due to graduation (Code '06') or by receiving a certificate of completion (Code '15') are excluded from the calculation.
- A student is considered mobile if they “transferred out” or “transferred in”:
 - Transferred out = The enrollment exited for any reason except Code '06' or '15' after October 1st but before May 1st
 - Transferred in = The enrollment began after October 1st but before May 1st
- A student count is only counted once at the school, district, and state level for the school year.
- Private school students are **excluded**.
- The numerator is the count of unduplicated students who transferred out plus students who transferred in.
- The denominator is the unduplicated count of students enrolled between October 1st and May 1st excluding enrollments exited with codes '06', '15', or private school students.

Formula (calculations)

Student Mobility Formula

- $(\sum \text{Unduplicated [(Students who transferred out) + (Students who transferred in)])} \div ((\text{Unduplicated count of students enrolled in entity between October 1}^{\text{st}} \text{ and May 1}^{\text{st}})) \times 100$

Sources of Data

Student Information System (SIS)

Student Enrollment (SIS)

Student Course Assignment (SIS)



Dropout Rate
SY 2021

Dropout Rate

Definition

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

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

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: [EdFact FS032 SY 2018-2019- Dropout File Specifications](#)

Business Rules

- A dropout is defined in the USDE FS032 file specifications for all student groups and also reported on the Report Card.
- The USDE FS009 file specifications defines dropout reporting requirements for Students with Disabilities for the EdFacts report and the Special Education District and State Performance Profile.
 - Special Education will base their drop out definition on the Report Card definition as allowed by the USDE guidelines.
- A student’s last enrollment during the regular school year is the enrollment used to determine the home school, grade and exit code.
- Include all students whose last enrollment during the regular school year was in grade 9 or higher.
 - Do not include summer school enrollments.
 - Do not include private school students.
 - “Private school student” includes non-public students enrolled to receive Special Education services and those enrolled for a class/program like CTE or Drivers Ed.
- The denominator is the count of the number of students whose last regular enrollment for the school year was in grade 9 to 12 at the school/district plus the number of students from the previous year from the same school/district who were expected to enroll this school year but did not enroll in an Illinois public school district anywhere in the state.
- A student is counted as a “drop out” if the last enrollment for the school year has an exit type of:
 - Dropped Out (SIS Exit code = 09)
 - Transfer to GED program (SIS Exit code = 10)
 - Moved, not known to be continuing (SIS Exit code = 11)
- A student is also counted as a “drop out” if there is no enrollment in any district in Illinois in the reporting school year and the last enrollment for the previous school year was in grade 9 to 12 and had an exit type of:
 - Promotion (SIS Exit code = 05)
 - Retained in same grade (SIS Exit code = 12)
 - Change in Serving School or Full Time Equivalent (FTE) (SIS Exit code = 17)

- Expulsion (SIS Exit code = 08)
- Exit codes for high school students are from the updated exit code on the graduation cohort table. This will allow districts that marked a student as dropout to change the exit code if they receive proof of a transfer.
- The grade level for the students that were expected to enroll in the current school year based on the prior school year's last enrollment is the prior school year grade plus 1 capped at 12th grade.
- Based on these requirements the currently active student enrollment exit codes and the effect on the dropout calculation are:

| Exit ID | Exit Code | Exit Description | Dropout |
|---------|-----------|---|---|
| 2 | 2 | Transfer to another public school within the district | No |
| 3 | 6 | Graduated with regular, advanced, International Baccalaureate, or other type of diploma | No |
| 4 | 3 | Transfer to Home School | No |
| 5 | 7 | Death | No |
| 6 | 9 | Dropped Out | Yes |
| 7 | 8 | Expulsion | Yes, if no enrollment in the following year |
| 8 | 4 | Transfer to Private School | No |
| 10 | 10 | Transfer to GED program | Yes |
| 11 | 11 | Moved, not known to be continuing | Yes |
| 13 | 5 | Promotion | Yes, if no enrollment in the following year |
| 24 | 12 | Retained in same grade | Yes, if no enrollment in the following year |
| 26 | 14 | Aged Out/Reached Maximum Age | No |
| 27 | 15 | Certificate of Completion | No |
| 28 | 16 | Victim of a Violent Crime | No |
| 29 | 17 | Change in Serving School or Full Time Equivalent (FTE) | Yes, if no enrollment in the following year |
| 30 | 18 | Moved Out of the United States | No |
| 31 | 19 | Transfer to another public school district OUT of Illinois | No |
| 32 | 20 | Transfer to another public school district IN Illinois | No |

Formula (calculations)

Dropout Rate Formula

- $((\text{Number of dropout students for reporting year} + \text{prior year cohort not currently enrolled}) \times 100) \div (\text{All students for the reporting year} + \text{prior year cohort not currently enrolled})$

Sources of Data

Student Information System (SIS)

Student Information System (SIS) Exit code



***Title I Status
SY 2021***

Title I Status

Definition

Title I Status indicates if an entity receives funds from the Title I grant. If an entity receives Title I funds their status can be "Title I Targeted" or "Title I Schoolwide".

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

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

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: [Recipient Reporting Requirements Title I Grants](#)

Business Rules

- If a school received Title I funds in the past school year (>\$0) they are considered a "Title I" school.
- A program code indicates whether the school's program was Targeted (TA) or Schoolwide (SW).

Formula (calculations)

N/A

Sources of Data

Electronic Grants Management System (eGMS)



School Improvement Funds
SY 2021

School Improvement Funds

Definition

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

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance:

<https://legcounsel.house.gov/Comps/Elementary%20And%20Secondary%20Education%20Act%20Of%201965.pdf>

Business Rules

- Schools Who Receive Title I School Improvement
 - This is a listing of schools that received a 1003 allocation in the prior Fiscal Year (Fiscal Year 21 is School Year 20-21). The full list is only reported at the district level
 - The list for Report Card 2021 would be any school who received funds in Fiscal Year 21 (School Year 20-21)
- School Year First Identified as Needing Support
 - This will indicate the school year the school was first identified as needing its current level of support
 - If a school went from Targeted Support on RC18 to Comprehensive Support on RC19, the first year of identification would be 2019, and the level of support would be Comprehensive, as this was the level of support that dictated funding for the prior fiscal year.
 - A school that went from Comprehensive Support of RC18 to Targeted Support on RC19 would show the first year of identification s 2018, and the level of support would be Comprehensive
- Level of Support
 - 2021 Report Card will display the designation level associated with the funding in the prior Fiscal Year/School Year, e.g. the greater of either RC18 or RC19 designation
 - For example, a school first identified on Report Card 2018 as Targeted remains at the targeted level of support for 4 years, regardless of changes to their annual designation over those 4 years, except in cases where they move to Comprehensive supports
- Amount of Title I School Improvement Funds Received
 - The actual amount of money the school received in the prior Fiscal Year (FY21/School Year 20-21 on Report Card 2021)
- Reason for Receiving Title I School Improvement Funds
 - The student group or cause of a school to be identified as in Comprehensive or Targeted
- Title I, 1003 funds are awarded to districts with specific allocations made to their schools in respective Comprehensive or Targeted status

- Annual funding is determined on the greater of either base funding or an equity calculation, which includes the Evidence Based Funding formula and student enrollment. Funding is structured on a declining allocation model over the term of the grant.
- The following table illustrates the standard, base (minimum) award amounts for the 1003 funds:

| Title I, 1003 Base Award Amounts | | |
|----------------------------------|----------------|----------|
| | Funding Amount | |
| Funding Cycle | Comprehensive | Targeted |
| Planning Year | \$15,000 | \$15,000 |
| Implementation Year 1 | \$100,000 | \$30,000 |
| Implementation Year 2 | \$65,000 | \$20,000 |
| Implementation Year 3 | \$35,000 | \$10,000 |

- Schools designated for support and improvement status typically receive four years of School Improvement funding with the first year focused on planning and writing the school improvement plan (SIP) and the subsequent three years focused on implementation of the SIP. Except where the school year is interrupted by a national health crisis and/or where the US Department of Education (ED) has approved a waiver of federal accountability requirements, as were both the cases in FY21, the maximum term of the grant is four years. Circumstances created by the pandemic in FY21 and an approved waiver from ED resulted in the School Improvement Grant 1003 being extended by one school year for current grantees (i.e., Cohorts RC 2018 and RC 2019). In effect, funds were redistributed to cover five years rather than four. No additional funding was allocated to increase funding for the extended year, but rather stretch the initial grant allocation over five years.
 - Schools previously designated for support and improvement on Report Card 2018 received a FY21 allocation equal to that of their first year of implementation (i.e. their FY21 allocation was the same as their FY20 allocation). They will receive the planned second and third years of implementation funding in FY22 and FY23 as illustrated in the table below.

| Cohort: Report Card (RC) | FY2019 | FY2020 | FY2021 | FY2022 | FY2023 | FY2024 | FY2025 |
|--------------------------------|----------------------|--------------------------|--------------------------|--------------------------|-------------------------|-------------------------|--------------------------|
| | 07.01.18 to 06.30.19 | 07.01.19 to 06.30.20 | 07.01.20 to 06.30.21 | 07.01.21 to 06.30.22 | 07.01.22 to 06.30.23 | 07.01.23 to 06.30.24 | 07.01.24 to 06.30.25 |
| RC 2018 | Planning | Implementation: Yr 1A | Implementation: Yr 1B | Implementation: Yr 2 | Implementation: Yr 3 | | |
| Targeted | \$ 15,000 | \$ 30,000 | \$ 30,000 | \$ 20,000 | \$ 10,000 | | |
| Comprehensive | \$ 15,000 | \$ 100,000 | \$ 100,000 | \$ 65,000 | \$ 35,000 | | |
| RC 2019 | | Planning | Implementation: Yr 1A | Implementation: Yr 1B | Implementation: Yr 2 | Implementation: Yr 3 | |
| Targeted | | \$ 15,000 | \$ 30,000 | \$ 30,000 | \$ 20,000 | \$ 10,000 | |
| Comprehensive | | \$ 15,000 | \$ 100,000 | \$ 100,000 | \$ 65,000 | \$ 35,000 | |
| RC 2020 | | | Planning | Implementation | Implementation | Implementation | |
| Targeted | | | \$ - | \$ - | \$ - | \$ - | |
| Comprehensive | | | \$ - | \$ - | \$ - | \$ - | |
| RC 2021 | | | | Planning | Implementation Year 1 | Implementation Year 2 | Implementation Year 3 |
| Targeted | | | | \$ - | \$ - | \$ - | \$ - |
| Comprehensive | | | | \$ - | \$ - | \$ - | \$ - |

- Schools **newly** designated for support and improvement on Report Card 2019 received funding support for a planning period during FY20 and four years of consecutive implementation funding support across FY21 – FY24 as illustrated in the table below.
- Any year in which a school receives a new designation of Comprehensive, regardless of their prior designation, the funding cycle resets and starts anew at the planning year.
- Because this grant is designed to build school capacity for improvement, schools that improve from Comprehensive to Targeted remain funded at Comprehensive levels through the term of the grant.

- Title Grant Administration, Accountability, and ESSA/IL-Empower, in conjunction with Budget and Financial Management, will provide the following data elements to ISBE's Data Warehouse on an annual basis for reporting on the current school year Report Card:
 - List of schools that receive Title I School Improvement 1003 funds in the prior fiscal year (i.e. on Report Card 2021 will be allocations from FY21)
 - Level of Support in FY21
 - Amount of Title I School Improvement 1003 funds the school received for the previous school year
 - *Note:* Amount will be provided; does not need to be calculated.
 - Reason for Receiving Title I School Improvement 1003(a) funds
 - *Note:* This will be the reason for the designation that triggered the support (student subgroup, low graduation rate, etc.)
- No calculations will be performed on this data for use on the Report Card.
- District level information that is displayed will be a listing of the schools within the district.
- State level information that is displayed will be a listing of the schools within the state.

Formula (calculations)

N/A

Sources of Data

Title Grant Administration/Illinois Empower
Budget and Financial Management



Teacher Measures
SY 2021

Teacher Measures

Definition

Teacher metric data is calculated from the Employment Information System (EIS) and the Educator Licensure Information System (ELIS). All Educator metrics are calculated on the work location level. The district is the district/parent of the working location.

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

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

Teacher FTE is defined as the total of all Work Location FTE values for all teachers.

Teacher Headcount is defined as the total number of all teachers.

Teacher Gender Distribution is defined as the percent of teacher FTE by gender.

Teacher Race Distribution is defined as the percentage of teacher FTE by race/ethnicity.

Teacher Education Distribution – Teachers with a Bachelor’s Degree is defined as the percent of total teacher FTE with only a Bachelor’s degree.

Teacher Education Distribution – Teachers with Masters’ Degree and Above is defined as the percent of total teacher FTE with only Masters’ degree and above.

Average IL Public School Teacher Experience is defined as the average years of teachers’ experience based on teacher FTE.

Novice Teacher Ratio is defined as the percent of teacher FTE with less than 2 FTE years of combined IL public school service.

Average Teacher Salary is defined as the total of teachers’ work location base salary divided by the teacher FTE.

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

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

Pupil Teacher Ratio - Elementary is defined as the average number of classroom teacher FTE for grades PreK-8 for Fall PreK-8 Grade Student Enrollment.

Pupil Teacher Ratio – High School is defined as the average number of classroom teacher FTE for grades 9-12 for Fall 9-12 Grade Student Enrollment.

Teachers with Short-Term or Provisional Licenses is defined as the percent of teacher FTE with an active provisional license or approved emergency approval within the Educator Licensure Information System (ELIS).

High-Poverty School is defined as a school where the percentage of “low income” Fall Student Enrollment ranks at or above the 75th percentile. Note: Only schools with 20 or more students are considered in this determination.

Low-Poverty Schools is defined as a school where the percentage of “low income” Fall Student Enrollment ranks below the 25th percentile. Note: Only schools with 20 or more students are considered in this determination.

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/10-17a](#)

Federal Statute/Guidance: N/A

Business Rules

- All rate calculations are $\text{numerator} \div \text{denominator} \times 100$ (rounded to 1 decimal point)
- All averages are rounded to the nearest whole number
- For school level, work locations (schools) that **do not** receive a report card are **excluded** from all teacher metrics
- Teacher metrics **include** all for Instructional, Resource and Special Education Educators unless otherwise specified
- “Teachers” are educators within the Employment Information System (EIS) defined by the following rules:
 - Has an active Employment record and associated Position and Working Location details.
 - The Position record is associated with the School Year to be calculated.
 - The position has a Position Category Code of one of the following:
 - 3 – Regular Educational Instructional
 - 4 – Special Education Instructional
 - *Note:* Position Codes of 209 and 210 are codes that are no longer a valid teacher position codes. There are no employees assigned to these codes after School Year 2017.
 - A Position Time Frame of either:
 - 1 – Regular School Year
 - 3 – Both
 - *Note:* Starting in the 2015-2016 both are being transitioned out, however needs to be included as not all records have been transitioned. Summer School only teachers are excluded.
- A teacher is considered “retained” if they have any FTE value in the year in question and were in the same work location and had an FTE =1 in the previous year.
- Position Details
 - Teacher FTE is determined by the following:

- If a district has submitted “Contract Override Days” for their EIS records then Teacher FTE is: Percent Full time * (Days Paid / Contract Override Days for Full Time), otherwise
 - Teacher FTE is: Percent Full time * (Days Paid / Contract Days for Full Time)
 - Teacher FTE salary is determined by the following:
 - Teacher’s base salary / Teacher FTE
 - Note Regarding Full Time vs Part Time and FTE:
 - A teacher’s Full-time/Part-time distinction is submitted by the district at the positions level.
 - An educator can occupy two different positions based on the Position Category Codes (e.g. teacher and assistant principal) for the same district they would be considered a part time teacher and a part time administrator. Each position’s “percent full time” would be less than 100% and the total percent full time for both positions cannot exceed 100%.
 - An educator can occupy one position based on the Position Category Code (e.g. Teacher) and be assigned to multiple work locations. The FTE is determined at the position level and the work location FTE is determined by multiplying the work location “workload” value by the position FTE.
 - If an educator holds the same position at multiple employers (district) the educator’s FTE is determined at each employer.
- Work Location Details
 - All teacher/educator metrics are calculated on the work location level.
 - A teacher can have more than one work location associated with an EIS Position.
 - Each working location detail:
 - Identifies the physical location / school the teacher assigned to.
 - The district is determined by the parent entity of the working location/school.
 - Includes the Workload which represents the amount of time the teacher is at the location.
 - Work Location Teacher FTE is the percent of their EIS Position Full-Time Equivalent value they are allocated to that work location or workload * position FTE.
 - The school used for High Poverty / Low Poverty is the serving school from the enrollments as it matches the teacher working location.
 - Determination of High Poverty and Low Poverty schools occurs via a separate process outside the Teacher metric calculation counting the years a teacher appears in EIS with an FTE ≥ 0.67 and adding that to the sum of experience from the retired TSR system.
- Illinois in-state Teacher Experience is determined by summing the years of experience a teacher has in EIS and adding that to the sum of experience from the retired TSR system.

Formula (calculations)

Teacher Retention Formula

- Definition
 - Three (3) year average percentage of full-time teachers returning to the same school year to year
- Formula
 - $$\frac{((\text{Total number of Retained Teachers in Current Reporting Year}) + (\text{Total number of Retained Teachers in Previous Reporting Year}) + (\text{Total number of Retained Teachers in Two Years Prior to Reporting Year}))}{\text{Total number of Retained Teachers for Past Three Years}}$$

Work Location FTE Formula

- Formula

- Teacher work location workload value × position FTE

Teacher FTE Formula

- Definition
 - Total of all Work Location FTE values for all teachers
- Formula
 - Sum of all (Work Location Workload Values × Position Full-Time Equivalent value)

Teacher Headcount Formula

- Definition
 - The total number of all Teachers
- Formula
 - Count of all distinct IEIN values for the Work Location

Teacher Gender Distribution Formula

- Definition
 - Percent of Teacher FTE by Gender
- Formula
 - $((\text{Teacher FTE by Gender}) \div (\text{Teacher FTE})) \times 100$

Teacher Race Distribution Formula

- Definition
 - Percent of Teacher FTE by Race/Ethnicity
- Formula
 - $((\text{Teacher FTE by Race}) \div (\text{Teacher FTE})) \times 100$

Teacher Race and Gender Distribution

- Definition
 - Percent of Teacher FTE by Race/Ethnicity and Gender
- Formula
 - $((\text{Teacher FTE by Race and Gender}) \div (\text{Teacher FTE})) \times 100$

Teacher Education Distribution – Teachers with Bachelor’s Degree Formula

- Definition
 - Percent of Total Teacher FTE with only a Bachelor’s degree
- All Schools
 - Formula
 - $((\text{Teacher FTE with Bachelor’s degree}) \div (\text{Teacher FTE})) \times 100$
- High Poverty Schools
 - Formula
 - $(\text{Total Teacher FTE with Bachelor’s degree for schools with a Low Income Fall Enrollment percent of 75\% or greater}) \div (\text{Teacher FTE}) \times 100$
- Low Poverty Schools
 - Formula
 - $(\text{Total Teacher FTE with Bachelor’s degree for schools with a Low Income Fall Enrollment percent of 25\% or less}) \div (\text{Teacher FTE}) \times 100$

- At the State level: This metric should be disaggregated by High Poverty and Low Poverty schools. The difference between the rate at High Poverty and Low Poverty schools should be calculated and displayed in the same table:
 - $(\text{Rate for High Poverty Schools} - \text{Rate for Low Poverty Schools}) = \text{Difference}$

Teacher Education Distribution – Teachers with Master’s Degree and Above Formula

- Definition
 - Percent of Total Teacher FTE with Master’s and higher degree.
- All Schools
 - Formula
 - $((\text{Teacher FTE with Master’s degree or above}) \div (\text{Teacher FTE})) \times 100$
- High Poverty Schools
 - Formula
 - $(\text{Total Teacher FTE with Master’s degree or above for schools with a Low Income Fall Enrollment percent of 75\% or greater}) \div (\text{Teacher FTE}) \times 100$
- Low Poverty Schools
 - Formula
 - $(\text{Total Teacher FTE with Master’s degree or above for schools with a Low Income Fall Enrollment percent of 25\% or less}) \div (\text{Teacher FTE}) \times 100$
- At the State level: This metric should be disaggregated by High Poverty and Low Poverty schools. The difference between the rate at High Poverty and Low Poverty schools should be calculated and displayed in the same table:
 - $(\text{Rate for High Poverty Schools} - \text{Rate for Low Poverty Schools}) = \text{Difference}$

Average IL Public School In-State Teacher Experience Formula

- Definition
 - Average years of teachers’ experience based on Teacher FTE
- All Schools
 - Formula
 - $(\text{Sum of the number of years of In-State Teaching Experience}) \div (\text{Teacher FTE}) \times 100$
- High Poverty Schools
 - Formula
 - $(\text{Total number of years of In-State Teaching Experience for schools with a Low Income Fall Enrollment percent of 75\% or greater}) \div (\text{Teacher FTE}) \times 100$
- Low Poverty Schools
 - Formula
 - $(\text{Total number of years of In-State Teaching Experience for schools with a Low Income Fall Enrollment percent of 25\% or less}) \div (\text{Teacher FTE}) \times 100$
- At the State level: This metric should be disaggregated by High Poverty and Low Poverty schools. The difference between the rate at High Poverty and Low Poverty schools should be calculated and displayed in the same table:
 - $(\text{Rate for High Poverty Schools} - \text{Rate for Low Poverty Schools}) = \text{Difference}$

Novice Teacher Ratio Formula

- Definition
 - Percent of Teacher FTE with less than 2 full time equivalent years of combined IL Public Schools

- For the 2019 Report Card, this metric will only be shown on the State level IIRC and Classic PDF. We will no longer show this metric at the District level.
- Formula
 - $((\text{Teacher FTE with less than 2 in the EIS In-State Teaching Experience field}) \div (\text{Teacher FTE})) \times 100$
- At the State level: This metric should be disaggregated by High Poverty and Low Poverty schools. The difference between the rate at High Poverty and Low Poverty schools should be calculated and displayed in the same table:
 - $(\text{Rate for High Poverty Schools} - \text{Rate for Low Poverty Schools}) = \text{Difference}$

Average Teacher Salary Formula

- Definition
 - Total of teachers' work location base salary divided by the Teacher FTE.
 - *Note:*
 - Teachers that have a Position FTE salary under the minimum amount indicated in the Minimum Salary field specified in the Position Code table are excluded from this metric as this data is considered erroneous
 - Minimum and maximum exclusions apply both the numerator and denominator of this metric.
 - Position FTE Salary is the Base Salary divided by the Position FTE
- Formula
 - $(\text{Sum of Teacher Position Base Salary}) \div (\text{Total Teacher Position FTE})$

Teacher Attendance Rate Formula

- Definition
 - Percent of Teacher FTE who were reported absent less than 10 days except due to Parental Leave, FMLA, Professional Development, or Long-Term Disability
- Formula
 - $((\text{Sum of Teacher FTE absent less than 10 days}^*) \div (\text{Teacher FTE})) \times 100$

Teacher Evaluation Formula

- Definition
 - Total number of Teachers who received an evaluation in the current reporting year that received a Proficient or Excellent rating on their evaluation divided by the total number of teachers who received an evaluation for the school year
- Effective Teacher
 - Formula
 - $((\text{Total number of Teachers with a Proficient or Excellent Evaluation rating}) \div (\text{Teacher count who received an evaluation})) \times 100$

Pupil Teacher Ratio – (Elementary and High School) Formula

- Definition
 - Average number of Classroom Teacher FTE for grade PreK-8 for Fall PreK-8 Grade Student Enrollment
- Formula
 - $(\text{Fall Enrollment Count}) \div (\text{Classroom Teacher FTE}) :1$

Teachers with Short Term or Provisional Licenses Formula

- Definition
 - Percent of Teacher FTE with an active provisional license or approved emergency approval within the Educator Licensure Information System (ELIS)
 - Provisional License
 - Includes the following:
 - Alternative Provisional Educator Endorsement (APE)
 - Alternative Provisional Superintendent Endorsement (APA)
 - Provisional Career and Technical Educator Endorsement (CTEP)
 - Part Time Provisional Career and Technical Educator Endorsement (PCTE)
 - Provisional In-State Educator (PIDU)
 - Emergency Approval
 - Includes the following:
 - Short Term Emergency (STE)
 - Short Term Approval (STA)
- Formula
 - $((\text{Teacher FTE with an active Emergency or approved Provisional License}) \div (\text{Teacher FTE})) \times 100$
- At the State level: This metric should be disaggregated by High Poverty and Low Poverty schools. The difference between the rate at High Poverty and Low Poverty schools should be calculated and displayed in the same table:
 - $(\text{Rate for High Poverty Schools} - \text{Rate for Low Poverty Schools}) = \text{Difference}$

Sources of Data

Employment Information System (EIS)

Educator Licensure Information System (ELIS)

Student Information System (SIS)



***Administrator Measures
SY 2021***

Administrator Measures

Definition

Administrator metric data is calculated from the Employment Information System (EIS). All Administrator metrics are calculated on the work location level. The district is the parent of the working location.

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

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

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

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

Principal Turnover is defined as the number of different principals at the same school in the last six years. For district statistics, it is the sum of the different principals from each school in the last six years, divided by the total number of schools.

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

Administrator is defined as a Regular or Special Education Administrator within EIS.

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

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

Guidance Citation

State Statute/Guidance: Illinois School Code [105 ILCS 5/18-8.15](#)

Federal Statute/Guidance: [EdFacts FS059 - Staff FTE](#)

Business Rules

- All rate calculations are $\text{numerator} \div \text{denominator} \times 100$ (rounded to 1 decimal point).
- All averages are rounded to the nearest whole number.
- For school level, work locations (schools) that **do not** receive a report card are **excluded** from all administrator metrics.
- Principal Turnover at the school level is reported as a count, but at the district and state level, it is reported as an average.
- Identifying Metric Groups
 - Has an active Employment record and associated Position and Working Location details.

- The Position record is associated with the School Year to be calculated.
- The Position Time Frame is:
 - 1 - Regular School Year
 - 3 - Both
 - *Note:* Starting in the 2015-2016 both are being transitioned out, however needs to be included as not all records have been transitioned. Summer School only administrators are excluded.
- An Administrator is identified in the Employee Information System (EIS) as:
 - The position has a Position Category Code of:
 - 1 – Regular Educational Administrator
 - 2 – Special Education Administrator
 - Excluding ROEs (ISBE Funded Assignments) Position Codes of:
 - 122 – Regional Superintendent
 - 123 – Assistant Regional Superintendent
- A Certified Staff member is identified in the Employee Information System (EIS) as:
 - Have an active Employment record and associated Position and Working Location details.
 - The Position record is associated with the School Year to be calculated.
 - The Position record has a Position Category Code of:
 - 1 – Regular Educational Administrative
 - 2 – Special Education Administrative
 - 3 – Regular Educational Instructional
 - 4 – Special Education Instructional
 - 5 – Regular Educational Ancillary Staff
 - 6 – Special Education Ancillary Staff
 - Excluding ROEs (ISBE Funded Codes) Position Codes of:
 - 122 – Regional Superintendent
 - 123 – Assistant Regional Superintendent
- A Principal is identified in the Employee Information System (EIS) as:
 - Those with a Position Category Code of:
 - 103 – Principal
- Position Details
 - The following are collected at the Position level, which are utilized to calculate a Full-Time Equivalent (FTE) value for that position and is the value utilized to calculate their FTE Salary:
 - Salary
 - Percent Full Time
 - Position FTE is determined by the following:
 - IF a district has submitted “Contract Override Days” for their EIS records then Position FTE is: $\text{Percent Full time} * (\text{Days Paid} / \text{Contract Override Days for Full Time})$, otherwise
 - Position FTE is: $\text{Percent Full time} * (\text{Days Paid} / \text{Contract Days for Full Time})$
 - Position FTE salary is determined by the following:
 - Base salary / Position FTE
 - Note Regarding Full Time vs Part Time and FTE:
 - A position’s Full-time /Part-time distinction is submitted by the district at the positions level. An educator can occupy two different positions based on the Position Category Codes (e.g. teacher and assistant principal) for the same district – they would be considered a part

time teacher and a part time administrator. Each position's "percent full time" would be less than 100% and the total percent full time for both positions cannot exceed 100%.

- An educator can occupy one position based on the Position Category Code (e.g. Principal) and be assigned to multiple work locations. The FTE is determined at the position level and the work location FTE is determined by multiplying the work location "workload" value by the position FTE.
 - If an educator holds the same position at multiple employers (district) the educator's FTE is determined at each employer.
- Work Location Details
 - All Administrator and Certified Staff metrics are calculated based on the work location / school of the administrator.
 - An Administrator and Certified Staff can have more than one work location associated with an EIS Position.
 - Each Working Location detail:
 - Identifies the physical location / school the individual is assigned to.
 - The district is determined by the parent entity of the working location/ school.
 - Includes the Workload which represents the amount of time the educator is at the location
 - Work location FTE is the percent of their EIS Position Full-Time Equivalent value they are allocated to that work location or workload * position FTE.

Formula (calculations)

Administrator FTE (Not displayed on the Report Card) Formula

- Definition
 - Administrator FTE is the sum of all Work Location FTE values for Administrators
 - The metric is computed at the District and State level, but is not displayed on the Report Card
- Formula
 - $\sum (\text{Work Location Workload Values} \times \text{Position Full-Time Equivalent value})$

Certified Staff FTE (Not displayed on the Report Card) Formula

- Definition
 - Certified Staff FTE is the sum of all Work Location FTE values for Certified Staff
 - This metric is not displayed on the Report Card
- Formula
 - $\sum (\text{Work Location Workload Values} \times \text{Position Full-Time Equivalent value})$

Pupil Administrator Ratio Formula

- Definition
 - Pupil Administrator Ratio is the Fall Enrollment Count divided by the Administrator FTE
- Formula
 - $(\text{Fall Enrollment Count}) \div (\text{Administrator FTE}) : 1$

Pupil Certified Staff Ratio Formula

- Definition
 - Pupil Certified Staff Ratio is the Fall Enrollment Count divided by the Administrator FTE
- Formula

- (Fall Enrollment Count) ÷ (Certified Staff FTE) : 1

Principal Turnover 6 Years Formula

- Definition
 - At the School level, the Principal Turnover 6 Years is the number of different principals at the same school in the current year and the past 5 years, totaling 6 years, and is reported as a count.
 - At the District and State levels, the Principal Turnover 6 years is the number of unique principals in the current year and the past 5 years (total 6 year) divided by the number of schools, and is reported as an average.
 - In both calculations, the result is rounded to the nearest whole number
- Formula
 - School Level:
 - Total Number of Principals that have been in the school in the current year and past 5 years.
 - District and State Level:
 - Total Number of Principals in the current year and the past 5 years ÷ Number of Schools

Average Administrator Salary Formula

- Definition
 - Total of Administrators work location base salary divided by the Teacher FTE.
 - *Note:*
 - Teachers that have a Position FTE salary under the minimum amount indicated in the Minimum Salary field specified in the Position Code table are excluded from this metric as this data is considered erroneous
 - Teachers that have a Position FTE salary over the maximum amount indicated in the Maximum Salary field in the Position Code table are excluded from this metric as this data is considered erroneous
 - Minimum and maximum exclusions apply both the numerator and denominator of this metric.
 - Position FTE Salary is the Base Salary divided by the Position FTE
- Formula
 - $\sum (\text{Administrator's Position Base Salary}) \div (\text{Total Administrator Position FTE})$

Administrator Gender Distribution Formula

- Definition
 - Percent of Administrator FTE by Gender
- Formula
 - $((\text{Administrator FTE by Gender}) \div (\text{Administrator FTE})) \times 100$

Administrator Race Distribution Formula

- Definition
 - Percent of Administrator FTE by Race/Ethnicity
- Formula
 - $((\text{Administrator FTE by Race}) \div (\text{Administrator FTE})) \times 100$

Sources of Data

Employment Information System (EIS)
Student Information System (SIS)



Civil Rights Data Collection (CRDC)
SY 2021

Civil Rights Data Collection (CRDC)

Definition

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

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: <https://www2.ed.gov/policy/elsec/leg/essa/report-card-guidance-final.pdf>

Business Rules

- All states and districts are required to publish a subset of the data collected from the CRDC in their Report Cards.
- The data is received from the CRDC on a CD/DVD.
- The CRDC data is imported into the Data Warehouse.
- CRDC data was first represented on the Report Card in 2019.
- CRDC data is released every other year, therefore data displayed can be either 2 or 3 years behind.
 - For CRDC data specifics, see <http://ocrdata.ed.gov>

| Report Card Year | CRDC Data Year (every 2 years) | CRDC Data Available (every 2 years) | Data Delay |
|-------------------|--------------------------------|-------------------------------------|------------|
| 2019 (first year) | 2015-16 | April 2018 | 3 years |
| 2020 | 2017-18 | April 2020 | 2 years |
| 2021 | 2017-18 | April 2020 | 3 years |
| 2022 | 2019-20 | April 2022 | 2 years |

- Data will be reported as a percentage carried out 1 decimal place.
 - Exception to this will be for following metrics, which will be displayed as both a percentage carried out 1 decimal place and a number
 - Number and Percent Enrolled in Preschool
 - Number and Percent in Advanced Placement
 - Number and Percent in International Baccalaureate
 - Number and Percent in Dual Credit
- When reporting as a number, should be presented as a whole number (no decimals)
- “In School Suspensions” will be displayed as a rate (percentage)
- “Out of School Suspensions” will be displayed as a rate (percentage)
- “Expulsions” will be displayed as a rate (percentage)
 - For total school expulsions, the following are summed to get the numerator
 - Preschool children who receive expulsion
 - Students without disabilities who received an expulsion with educational services
 - Students without disabilities who received an expulsion without educational services
 - Students without disabilities who received an expulsion under zero tolerance policies
 - Students with disabilities who received an expulsion with educational services

- Students with disabilities who received an expulsion without educational services
 - Students with disabilities who received an expulsion under zero tolerance policies
- “School Related Arrests” will be displayed as a rate (percentage)
- “Referral to Law Enforcement” will be displayed as a rate (percentage)
- “Chronic Absenteeism” will be displayed as a rate (percentage)
- “Incidents of Violence” will be displayed as a rate (percentage)
 - For this metric only, the rate will be expressed as incidents of violence per 100 students
 - The following are provided by counts for incidents of violence:
 - Incidents of rape or attempted rape
 - Incidents of sexual assault (other than rape)
 - Incidents of robbery with a weapon
 - Incidents of robbery with a firearm or explosive device
 - Incidents of robbery without a weapon
 - Incidents of physical attack or fight with a weapon
 - Incidents of physical attack or fight with a firearm or explosive device
 - Incidents of physical attack or fight without a weapon
 - Incidents of threats of physical attack with a weapon
 - Incidents of threats of physical attack with a firearm or explosive device
 - Incidents of threats of physical attack without a weapon
 - Incidents of possession of a firearm or explosive device
 - For the total count of incidents of violence, the numerator in our percentage should sum the counts, but then display the firearm and homicide indicators as separate data points
- “Firearm Indicator” is a yes or no value answering the following question: Has there been at least one incident at your school that involved a shooting (regardless of whether anyone was hurt)?
 - For the School level, this will be a yes or no indicator
 - For the District level, this will be a count indicating the number of schools within the district that had a yes indicator
 - For the State level, this will be a count indicating the number of schools within the state that had a yes indicator
- “Homicide Indicator” is a yes or no value answering the following question: Have any of your school’s students, faculty, or staff died as a result of a homicide committed at your school?
 - For the School level, this will be a yes or no indicator
 - For the District level, this will be a count indicating the number of schools within the district that had a yes indicator
 - For the State level, this will be a count indicating the number of schools within the state that had a yes indicator
- “Number and Percent Enrolled in Preschool” will be displayed as a rate (percentage) as well as a number
- “Accelerated Coursework” will be made up of the following
 - “Number and Percent in Advanced Placement” will be displayed as a rate (percentage) as well as a number
 - “Number and Percent in International Baccalaureate” will be displayed as a rate (percentage) as well as a number
 - “Number and Percent in Dual Credit” will be displayed as a rate (percentage) as well as a number
- The following metrics will be displayed twice on the Classic PDF (one metric using CRDC data; one metric using ISBE calculated data)
 - Chronic Absenteeism

- Number and Percent Enrolled in Preschool
- Number and Percent in Accelerated Coursework (AP, IB, DC)

Formula (calculations)

CRDC - In School Suspensions Formula

- $(\sum(\text{Total number of students with in school suspensions}) \div \sum(\text{Total number of students})) \times 100$

CRDC - Out of School Suspensions Formula

- $(\sum(\text{Total number of students with out of school suspensions}) \div \sum(\text{Total number of students})) \times 100$

CRDC – Expulsions Formula

- $(\sum(\text{Total number of students with expulsions}) \div \sum(\text{Total number of students})) \times 100$

CRDC - School Related Arrests Formula

- $(\sum(\text{Total number of students with school related arrests}) \div \sum(\text{Total number of students})) \times 100$

CRDC - Referral to Law Enforcement Formula

- $(\sum(\text{Total number of students with referral to law enforcement}) \div \sum(\text{Total number of students})) \times 100$

CRDC - Chronic Absenteeism – including both excused and unexcused absences Formula

- $(\sum(\text{Total number of students identified as chronically absent}) \div \sum(\text{Total number of students})) \times 100$

CRDC - Incidents of Violence – including bullying and harassment Formula

- $(\sum(\text{Total number of incidents of violence}) \div \sum(\text{Total number of students})) \times 100$

CRDC - Firearm Indicator Formula

- N/A - This is a yes or no indicator answering the following question: Has there been at least one incident at your school that involved a shooting (regardless of whether anyone was hurt)?

CRDC - Homicide Indicator Formula

- N/A - This is a yes or no indicator answering the following question: Have any of your school's students, faculty, or staff died as a result of a homicide committed at your school?

CRDC - Number and Percent Enrolled in Preschool Formula

- $(\sum(\text{Total number of students enrolled in preschool}) \div \sum(\text{Total number of students})) \times 100$

CRDC - Number and Percent in Advanced Placement Formula

- $(\sum(\text{Total number of students in Advanced Placement}) \div \sum(\text{Total number of students})) \times 100$

CRDC - Number and Percent in International Baccalaureate Formula

- $(\sum(\text{Total number of students in International Baccalaureate}) \div \sum(\text{Total number of students})) \times 100$

CRDC - Number and Percent in Dual Credit Formula

- $(\sum(\text{Total number of students in Dual Credit}) \div \sum(\text{Total number of students})) \times 100$

Sources of Data

Civil Rights Data Collection (CRDC)



District and School Legislative Districts
SY 2021

District and School Legislative Districts

Definition

ISBE entities (schools, districts, etc.) have two data elements associated with them related to legislative districts:

- State Senate District Number
- State House District Number
- The data from these elements are pulled directly from ISBE's Entity Profile System (EPS).

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: N/A

Business Rules

ISBE entities (schools, districts, etc.) have two data elements associated with them related to legislative districts:

- State Senate District Number
- State House District Number

The data is pulled directly from ISBE's Entity Profile System for each entity, using data from the most recent information.

Formula (calculations)

The data is pulled directly from ISBE's Entity Profile System, using data from the most recent populated information in EPS.

Sources of Data

Entity Profile System (EPS)