Illinois
State Board of
Education

2018 Illinois Report Card Metrics

5Essentials Survey

2018

Illinois State Board of Education

Illinois State Board of Education

Metric Information

Definition

The 5Essentials Survey results offer a comprehensive assessment 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. The survey also demonstrates that teachers and students can play a crucial role in school reform. What they share about their schools has been demonstrated to reliably predict whether those schools are likely to improve or stagnate.

There are 2 components to the 5Essentials Survey: the results of the survey and response rates for the survey. The survey results are for schools only and records the result level for each of the 5Essentials Categories. On the district level the percent of schools with a response rate over 50% 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.

Formula

The data is from the University of Chicago who conducts the survey for ISBE and is provided via a spreadsheet. The spreadsheet is loaded into a warehouse table and all data points are directly from this table.

Federal guidance

Not Applicable

Business Rules and Technical Implementation

Business Rules

- The survey results are provided via a spreadsheet from the University of Chicago.
- Student Response Rate is the Student_Response_Rate column on the spreadsheet.
- Teacher Response Rate is the Teacher_Response_Rate column on the spreadsheet.
- 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 the 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).
- The 5Essentials 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)
- The state median rate is calculated for students and teachers using the formula:
    - Σ(StudentCount by District* StudentResponseRate by District) / Total StudentCount for Illinois
    - Σ(TeacherCount by District * TeacherResponseRate by Distrcit) / Total Teachercount for Illinois
    - Round to decimal (4,1).

Aggregation and Disaggregation Levels

- Student and Teacher response rate
    - School and State
- % School with over 50% Response Rate
    - District and State
- 5Essentials Components
    - School only

Technical Rules

- The 5Essentials are on a school basis only.

Sources of Data

5Essentials Survey

Eighth Graders Passing Algebra I

2018

Illinois State Board of Education

Metric Information

Definition

This metric is the percentage of 8th grade students who have passed Algebra I by the completion of 8th grade. Please note that courses taken during any summer session are NOT included in this calculation. A student enrolled at any Illinois public school, on or before Oct. 2, 2017, and exited on or after May 1, 2018, is assigned to the last school and district enrolled for the school year. The source for this metric is SIS student enrollment and student course assignment data.

Formula

∑(Number of students passing Algebra I in Eighth grade)/

∑(Total qualified students in eighth grade)

Guidance Citation

Federal: NA

State: ftp://www.ilga.gov/jcar/admincode/023/023000010A00790R.html

Business Rules and Technical Implementation

Business Rules

1. The denominator is the total qualified students which is determined by:
    a. Students that are in 8th grade when enrolled and in 8th grade when exited;
    b. There must be an enrollment where the begin date is before 10/2 of the school year.
    c. There must be an enrollment where the student is still enrolled on 5/1.
        i. Still enrolled means the student was exited after 5/1.
        ii. There could be a single enrollment or multiple enrollments.
        iii. The enrollments may be from different schools/districts.
    d. The responsible school is from the last 8th grade enrollment during the regular school year.
        i. Exclude summer school by using the enrollment that is marked as the last enrollment
2. The numerator is determined by:
    a. Math courses taken during the school year **NOT** including the summer session following 8th grade;
    b. 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 prerequisite so therefore by

being assigned to the course, the student must have already completed Algebra I for credit);

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

c. OR 8th grade students enrolled and having passed these Algebra I – equivalent classes in the final term (year long, second semester, or third trimester);

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

d. 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.

e. 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.

f. The Course Letter Grades listed below are courses the student did not complete so the course is not included:

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.

Aggregation and Disaggregation Levels

- Aggregation levels
  - School
  - District
  - State

Sources of Data

Student Information System (SIS)

9th Grade on Track

2018

Illinois State Board of Education

Metric Information

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. The first-time ninth-graders are students enrolled at any Illinois public school, on or before Oct. 2, 2017, and exit on or after May 1, who were not previously enrolled in Grade 9. A student is assigned to the last district in which he/she was enrolled for the school year. The source for this metric is from the SIS student enrollment and student course assignment data. Core subjects include reading, math, science, and social science. Please note that course credits from summer session are NOT included in this calculation.

Formula

(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)/(total number of freshmen students meeting qualifications outline in cohort definition)×100%

Guidance Citation

Federal: Not Applicable

State: ftp://www.ilga.gov/jcar/admincode/023/023000010A00790R.html

Business Rules and Technical Implementation

Business Rules

1. The cohort will consist only of 1st time full time 9th graders defined as:
    a. **Not** enrolled in Grade 9 in any previous year.
    b. Enrolled in Grade 9 on Oct 2, 2017 of the school year.
    c. Enrolled in Grade 9 on May 1, 2018 of the school year.
    d. The student may have more than one enrollment and will be included if one enrollment meets rule b and one enrollment meets rule c.
2. 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 .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 courses that were not completed 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.

3. Core courses are academic subject areas:
    a. 01 - English Language Arts
    b. 02 - Mathematics
    c. 03 - Life and Physical Sciences
    d. 04 - Social Sciences and History
4. Courses included are the completed courses from Semester 1 and 2 (S1 & S2) or Tri-Semesters 1, 2 and 3.
5. Course credits from summer session are **not** included.
6. "9th Grade on Track" is calculated as:
   ((The number of students within the district that pass courses totaling 5 or more course credits AND did not fail more than .5 course credits in core courses) /(The total number of freshmen students meeting the qualifications outlined in the cohort definition)) * 100
7. A student is assigned to the last responsible school enrolled for the regular school year.
    a. Use the end of year flag in the enrollment fact table to determine the last regular school year enrollment.
8. For school districts that award 1.0 credits for a course for each semester divide the course credits by 2.

Aggregation and Disaggregation Levels

- Aggregation levels
    - School
    - District
    - State

Sources of Data

Student Information System (SIS)

Adjusted Cohort Graduation Rates

2018

Illinois State Board of Education

Metric Information

Definition

Adjusted Cohort Graduation Rate (ACGR) refers to the four-year, five-year, and six-year graduation rate for schools, districts, and states. Each cohort is captured based on the current year. For instance, the 2018 capture would consist of the four-year cohort in which the first-year 9th grade was 2015, the five-year cohort in which the first-year 9th grade was 2014, and the six-year cohort in which the first-year 9th grade was 2013. The final exit code used to calculate the rate is the last enrollment (captured in the current enrollment field) for the student.

Formula

$$\frac{Graduates}{NonGraduates + Graduates}$$

**Denominator excludes all transfers out, including out of the United States, as well as death.

Federal guidance

https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf

Business Rules and Technical Implementation

Business Rules

1. The cohort year is calculated from the reporting school year as follows:
    a. Four-year cohort: School year – 3 = School year for the 9th grade cohort (For SY 2018, the four-year cohort consists of students whose first year in 9th grade was 2015.)
    b. Five-year cohort: School year – 4 = School year for the 9th grade cohort (For SY 2018, the five-year cohort consists of students whose first year in 9th grade was 2014.)
    c. Six-year cohort: School year – 5 = School year for the 9th grade cohort (For SY 2018, the six-year cohort consists of students whose first year in 9th grade was 2013.)
2. Responsible School is determined based on the student's last enrollment.
3. The student is removed from the calculation if the last enrollment has an enrollment exit code of 03, 04, 07, 18, 19, or 20. Exit code names are identified in the table below. Those marked with an 'E' are excluded from removed from the cohort.
4. The student is included in the numerator if the last enrollment has an enrollment exit code that is 06 – Graduated.
5. The student is included in the denominator if the last enrollment has an enrollment exit code not identified in step 3 above.
6. The formula for the graduation rate is: (Graduates / (Graduates + Non-Graduates)) * 100
7. This process is repeated for each cohort year; only the first-year 9th grade differs as defined in rule No. 2.
8. A student is included in the Individual Education Program (IEP) count if they ever had an IEP in high school.

    a. The current enrollment IEP flag will be updated to “IEP Yes” if the student has at least one I-Star Service approval record from 2017 to current.
    b. The student will be included in the IEP group if the student had an IEP on the first enrollment in the ACGR table.
9. A student is included in the English Learner (EL) count if:
    a. The home school on their first enrollment and last enrollment match AND;
    b. he/she has an EL indicator
10. A student is included in the Low income count/Race and Ethnicity count / Gender count based on the enrollment demographic record associated with the ACGR cohort calculation.

Exit Code	Description	[I]nclude/ [E]xclude
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

Aggregation and Disaggregation Levels

- Aggregation levels
    - School
    - District
    - State
- Disaggregation Levels
    - Race
    - Gender
    - Programs
        - EL

- IEP
- Low Income

Sources of Data

Student Information System (SIS)

Administrator Measures

2018

Illinois State Board of Education

Metric Information

Definition

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

The data for work locations/schools are only included in the following calculations if they are associated with schools who receive a Report Card.

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

Administrators are employees within the Employee Information System (EIS) defined by the following rules:

1. An employee that has one or more than one active employee position records.
2. The position has a Position Category Code of 1 – Regular Educational Administrator or 2 – Special Education Administrator
    a. Excluding ROEs (ISBE Funded Codes) Position Codes of 122 – Regional Superintendent and 123 – Assistant Regional Superintendent
3. A Position Time Frame of either 1 - Regular School Year or 3- Both
   Note: Starting in the 2015-2016 both is being transitioned out, however needs to be included as not all records have been transitioned. Summer School only teachers are excluded.

Principals are defined as Administrators with a Position Code of 103 – Principal

Superintendents are defined as Administrators with a Position Code of 100 – District Superintendent or 102 - CEO

Certified Staff are employees within the Employee Information System (EIS) defined by the following rules:

1. An employee that has one or more than one active employee position records.
2. 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 or 6 - Special Education Ancillary Staff
    a. Excluding ROEs (ISBE Funded Codes) Position Codes of 122 – Regional Superintendent and 123 – Assistant Regional Superintendent
3. A Position Time Frame of either 1 - Regular School Year or 3- Both
   Note: Starting in the 2015-2016 both is being transitioned out, however needs to be included as not all records have been transitioned. Summer School only teachers are excluded.

School Year assigned is the school year from the position record within EIS on their employment record.

Administrator Work Location is defined as the EIS Position Work Location which will be the school in which the administrator physically works. A administrator can have more than one EIS Position Work Locations. The District associated with the school will be the one assigned to that school based on the Entity Profile System.

Business Rules

- Each administrator will have a position code.
- Each administrator position will have one or more working location entities which is the school where the administrators are working.
- Each working location includes the Full Time Equivalent (FTE) which represents the amount of time the administrator is at the location.
    - An administrator can work at one or more schools or District but cannot have a total FTE greater than 1.0.
- Each working location record identifies the school (working location entity) where the administrator is working. The administrator is associated with is the district / parent of the working location.
- All rate calculations are numerator / denominator * 100 rounded to 1 decimal point.
- All Averages are rounded to the Nearest whole number
- All Metrics are calculated at the Work Location entity and rolled up by work location district and state.
- Work Locations that do not receive a report card are excluded from all metrics
- Total Administrator FTE is defined as the total of all Work Location FTE values for Administrators
- District and State Metrics are calculated on an average unless otherwise noted
- EIS Metrics that use historical data only go back to 2013

The business rules for calculating each metric are described below. The business rules and definitions above should still be applied.

Work Location/School, District and State Level Metrics

1. Principal Turnover

    School - Total Number of Principals in the current year and the past 5 years

    District and State – (Total Number of Principals in the current year and the past 5 years)/Number of Schools.

Work Location/School only Metrics

2. Principal Tenure – The Number of Consecutive School Years the Current Principal has been assigned to the same work location. If there are more than one current principal listed use the one with the earliest EIS Position Start date. If there is more than one principal, tenure is the greater of the number of years for the current Principals.

District and State Level Metrics

3. Average Administrator Salary - Sum of administrators' base salary by work location divided by the FTE Administrator Count at that work location. Administrators with salaries less than $10,000 are excluded from this metric as this data is considered erroneous.
4. Pupil Administrator Ratio
    a. District Pupil/ Administrator Ratio – This is the ratio of students at a specific district to the administrators at the same district.

   b. State Pupil/ Administrator Ratio – This is the ratio of all students in the state to all administrators in the state.
5. Pupil Certified Staff Ratio
   a. District Pupil/ Administrator Ratio – This is the ratio of students at a specific district to the certified staff at the same district.
   b. State Pupil/ Administrator Ratio – This is the ratio of all students in the state to all certified staff in the state.

District only Metrics

6. District Superintendent Tenure – Number of Consecutive School Years the Current Superintendent has been assigned to the same work location/district. If there are more than one current Superintendent listed use the one with the earliest EIS Position Start date. If there is more than one Superintendent, tenure is the greater of the number of years for the current Superintendents.

State Level on Metrics

7. State Superintendent Tenure – Number of School Years the Current State Superintendent has been assigned to the State.

Formulas(s)

1. Principal Turnover
   a. School Level: Number of Principals that have been in the school in the current year and past 5 years.
   b. District and State Level: (Total Number of Principals in the current year and the past 5 years)/Number of Schools
2. Principal Tenure

   Number of Consecutive Years the Principal with the earliest EIS Position Start Date has been the Principal for that same work location/school

   Example 1: Tenure = 5 Years

   2018 – Principal A and Principal B (Same Start Date without an End Date)
   2017 – Principal A and Principal B
   2016 – Principal A
   2015 – Principal A
   2014 – Principal A

   Example 2: Tenure = 3 Years

   2018 – Principal A and Principal B (Same Start Date without an End Date)
   2017 – Principal A and Principal B
   2016 – Principal B
   2015 – Principal A
   2014 – Principal A

   Example 3: Tenure = 3 Years

   2018 – Principal A and Principal B (without an End Date – B's Start Date before A's Start Date)
   2017 – Principal B
   2016 – Principal B
   2015 – Principal A

2014 – Principal A

3. Average Administrator Salary

   Sum of (Administrator's Base Salary*Work Location FTE)/FTE Administrator Count

4. Pupil Administrator Ratio

   (Fall Enrollment Count/ Administrator FTE Count): 1

5. Pupil Certified Staff Ratio

   (Fall Enrollment Count/ Certified Staff FTE Count): 1

6. District Superintendent Tenure

   Number of Consecutive Years the Superintendent with the earliest EIS Position Start Date has been the Superintendent for that same district.

7. State Superintendent Tenure

   Default the data to the following as this is an ISBE Employee and not available in the EIS System: School Year in which the first year of Tenure should be counted for the Report Card is 2014/2015. For Report Card Year 2017 Tenure for Tony Smith should report out as 3 years.

Aggregation and Disaggregation Levels

- Aggregation levels
  - School – only Principal Turnover and Principal Tenure
  - District
  - State

Technical Rules

1. Principal Turnover
   a. Position Code of 103 – Principal
   b. Position Timeframe of either 1 – Regular School Year or 3 - Both
   c. Utilize the Position School Year value to determine School Years in which the Principal served.
   d. Include all schools even if there is not a principal assigned in the District and State level averages
   e. EIS data is valid back to 2013 – so the tenure would be 5 or more at the most for Report Card Year of 2017
   f. Use the IEIN and Position Code when looking back for previous years working location status
   g. District and State is calculated using an average – (total number of years of Turnover for all principals/number of schools)
   h. Include all schools even if there is no principal listed
2. Principal Tenure
   a. Position Code of 103 – Principal
   b. Position Timeframe of either 1 – Regular School Year or 3 - Both
   c. If there are more than one Principal without an Employment End Date use the one with the earliest EIS Position Start Date
   d. If there are more than one Principal without an Employment End Date with the same Position Start date calculate the number of years each principal has consecutively served in that school and tenure would be set to the max of the values.

    e. Tenure is calculated as consecutive years
    f. Utilize the Position School Year value to determine School Years in which the Principal served.
    g. EIS data is valid back to 2013 – so the tenure would be 5 or more at the most for Report Card Year of 2017
    h. Use the IEIN and Position Code when looking back for previous years working location status
2. Average Administrator Salary
    a. This includes all teachers so select position codes in Category 1 or 2.
    b. Exclude ROEs (ISBE Funded Codes) – Position Code 122 – Regional Superintendent and 123 – Assistant Regional Superintendent
    c. Position Timeframe of either 1 – Regular School Year or 3 - Both
    d. Exclude all Administrators in which have a missing or under $10,000 base salary from both the numerator and denominator
3. Pupil Administrator Ratio
    a. This includes all teachers so select position codes in Category 1 or 2.
    b. Exclude ROEs (ISBE Funded Codes) – Position Code 122 – Regional Superintendent and 123 – Assistant Regional Superintendent
    c. Position Timeframe of either 1 – Regular School Year or 3 - Both
    a. The working location record has a grade level assignment.
        i. The elementary Administrator are grade level assignment of 1 – Pre-K, 2 – Kindergarten and 3 – grade 1 to 8.
        ii. The high school Administrator are grade level assignment of 4 – High School.
    b. The number of students comes from the Fall Enrollment count.
        i. The responsible district entity in the Fall Enrollment count must = the working location of the teachers.
        ii. The elementary count is for grades Pre-K through 8.
        iii. The high school count is for grades 9 through 12.
    c. The ratio is the average Fall Enrollment Student Count per Teacher FTE Count.
4. Pupil Certified Staff Ratio
    a. This includes all Certified Staff so select position codes in Category 1, 2, 3, 4, 5 and 6.
    b. Exclude ROEs (ISBE Funded Codes) – Position Code 122 – Regional Superintendent and 123 – Assistant Regional Superintendent
    c. Position Timeframe of either 1 – Regular School Year or 3 - Both
    d. The working location record has a grade level assignment.
        i. The elementary Administrator are grade level assignment of 1 – Pre-K, 2 – Kindergarten and 3 – grade 1 to 8.
        ii. The high school Administrator are grade level assignment of 4 – High School.
    e. The number of students comes from the Fall Enrollment count.
        iv. The responsible district entity in the Fall Enrollment count must = the working location of the teachers.
        v. The elementary count is for grades Pre-K through 8.
        vi. The high school count is for grades 9 through 12.
    f. The ratio is the average Fall Enrollment Student Count per Teacher FTE Count.

5. District Superintendent Tenure
    a. 100 – District Superintendent or 102 - CEO
    i. Position Timeframe of either 1 – Regular School Year or 3 - Both
    j. If there are more than one Superintendent without an Employment End Date use the one with the earliest EIS Position Start Date
    b. If there are more than one Superintendent without an Employment End Date with the same Position Start date calculate the number of years each principal has consecutively served in that school and tenure would be set to the max of the values.
    c. Tenure is calculated as consecutive years
    d. Superintendent Tenure is calculated at the district level, if the work location assigned to the Superintendent is a school use the district of the school as the work location (EIS will look into adding a DQ check into its system)
    e. Utilize the Position School Year value to determine School Years in which the Superintendent served.
    f. EIS data is valid back to 2013 – so the tenure would be 5 or more at the most for Report Card Year of 2017
    g. Use the IEIN and Position Code when looking back for previous years working location status
    h. State is calculated using an average – (total number of years of tenure for all Superintendent /number of work location districts)
    i. Include all districts even if there is no Superintendent listed
6. State Superintendent Tenure
    a. Default to 3 Years beginning in 2017

Sources of Data

Student Information System SIS
Employer Information System EIS

Annual Financial Report Metrics

2018

Illinois State Board of Education

Metric Information

Definition

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

Formula

This document is publicly available and can be retrieved at this site:

ftp://ftpfinance.isbe.net/AFR

Federal guidance

https://www.isbe.net/Documents/Accounting-Rules-Part-100.pdf#search=accounting%20rules

Business Rules and Technical Implementation

Business Rules

District Financial data provide numbers for Expenditure by Function, Revenue by Source, Expenditure by Funds, and Other Financial Indicators.

<u>Expenditure by Function</u>

- Instruction Expenditures divided by Total Expenditures (percentage) at State and District level.
- General Administration Expenditures divided by Total Expenditures (percentage) at State and District level.
- Support Services Expenditures divided by Total Expenditures (percentage) at State and District level.
- Other Expenditures divided by Total Expenditures (percentage) at State and District level.

<u>Revenue by Source</u>

- Local Property Tax Revenue (Dollar Amount) at District level
- Local Property Tax Revenue divided by Total Revenue (percentage) at State and District level.
- Other Local Revenue (Dollar Amount) at District level
- Other Local Revenue divided by Total Revenue (percentage) at State and District level.

- General State Aid Revenue (Dollar Amount) at District level
- General State Aid Revenue divided by Total Revenue (percentage) at State and District level.
- Other State Revenue (Dollar Amount) at District level
- Other State Revenue divided by Total Revenue (percentage) at State and District level.
- Federal Revenue (Dollar Amount) at District level
- Federal Revenue divided by Total Revenue (percentage) at State and District level.
- Total Revenue (Dollar amount)

Expenditure by Fund

- Education Fund Expenditures (Dollar Amount) at District level
- Education Fund Expenditures divided by Total Expenditures (percentage) at State and District level.
- Operations and Maintenance Fund Expenditures (Dollar Amount) at District level
- Operations and Maintenance Fund Expenditures divided by Total Expenditures (percentage) at State and District level.
- Transportation Fund Expenditures (Dollar Amount) at District level
- Transportation Fund Expenditures divided by Total Expenditures (percentage) at State and District level.
- Debt Services Fund Expenditures (Dollar Amount) at District level
- Debt Services Fund Expenditures divided by Total Expenditures (percentage) at State and District level.
- Tort Fund Expenditures (Dollar Amount) at District level
- Tort Fund Expenditures divided by Total Expenditures (percentage) at State and District level.
- Municipal Retirement and Social Security Fund Expenditures (Dollar Amount) at District level
- Municipal Retirement and Social Security Fund Expenditures divided by Total Expenditures (percentage) at State and District level.
- Fire Prevention and Safety Fund Expenditures (Dollar Amount) at District level
- Fire Prevention and Safety Fund Expenditures divided by Total Expenditures (percentage) at State and District level.
- Capital Projects Fund Expenditures (Dollar Amount) at District level
- Capital Projects Fund Expenditures divided by Total Expenditures (percentage) at State and District level.
- Total Expenditures (Dollar amount)

Other Financial Indicators

- FY15 REAL Equalized Assessed Valuation (EAV) Per Pupil (Dollar amount) at District level. (No State Level)
- FY15 Total Tax Rate per $100 (Percentage) at District Level. (No State level)
- Instruction Expense per Pupil (Dollar amount) at District and State level.
- Operating Expenditure per Pupil (OEPP) (Dollar amount) at District and State level

Aggregation and Disaggregation Levels

- Aggregation levels
    - District
    - State

Sources of Data

ISBE School Business Services Division provides the data.

Advanced Placement Testing

2018

Illinois State Board of Education

Metric Information

Definition

This metric will address students taking AP exams offered by the College Board. 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 Division of Assessment and Accountability maintains the cross-reference. There are 4 metrics for each school involving AP Exams:

1. Students Taking One or More AP Exams
2. Students Earning College Credit for One or More AP Exams
3. Total AP Exams Taken
4. Total AP Exams Resulting in College Credit

The above metrics are simple counts of either students or exams. The counts are organized by grade level.

Formula

The formulas are:

1. ∑ of students taking AP exams within the school year
2. ∑ of students Earning College Credit from AP exams passed within the school year
3. ∑ of all AP exams taken within the school year
4. ∑ of all AP exams where the student earned college credit within the school year

Federal guidance

Not Applicable

Business Rules and Technical Implementation

Business Rules

1. The data comes from the College Board and is loaded into tables in the ISBE data warehouse.
2. Students are not matched to SIS students. The school is identified by the College Board and saved in the data file.
3. A summary table at the district/school level is created.
4. The counts are aggregated at the grade level.
5. Grades 9, 10, 11 and 12 are reported. All other tests are excluded.

6. The exam counts are an accumulation of the student's career and are listed under the last grade for which the student tested.
    a. For example, if a student took 1 test in 10th grade, 2 tests in 11th grade and 2 tests in 12th grade in 2018 then the school would show 5 tests in 12th grade for that student.
7. Score of 3.0 or more will earn college credit at Illinois public colleges or universities.

The rules by count are:

8. ∑ of students taking AP exams within the school year
    a. This is the distinct count by grade of students taking an AP exam.
    b. The student must take an exam during the school year being reported.
    c. The grade is derived from the AP file.
9. ∑ of students Earning College Credit from AP exams passed within the school year
    a. This is the distinct count of students that scored 3 or above on the AP test.
10. ∑ of all AP exams taken in the student's high school career
    a. This is the count of all student-exams taken for each student's career.
    b. e.g. Student A takes the exams for Calculus BC in the prior year and US History in the reporting year and Student B takes the exam for Chemistry in the reporting year. In total there are 3 student-exams taken.
11. ∑ of all AP exams where the student earned college credit within the student 's high school career.
    a. This is the count of all the exams where the student scored a 3 or higher on the exam.

Aggregation and Disaggregation Levels

- Aggregation levels
    - School
    - District
    - State

Sources of Data

The College Board (https://professionals.collegeboard.org/testing/ap)
Data file layout: https://apcentral.collegeboard.org/pdf/ap-student-datafile-format-2018.pdf

Postsecondary Remediation

2018

Illinois State Board of Education

Metric Information

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 can be disaggregated by subject, Reading, Mathematics and Communications.

Location

On the Classic PDF Report Card: Academic Performance --> Community College Remediation

On the Interactive Enrollment: --> Academic Progress --> Community College Remediation

Formula

Sum of students from a specified entity taking remediation courses at Illinois community colleges/Sum of all students from a specified entity enrolled at an Illinois Community College.

Federal guidance

Not Applicable

Business Rules and Technical Implementation

Business Rules

1. Remediation rates are calculated for the following four areas: Overall, Reading, Mathematics, and Communications.
2. ICCB collects course level data which indicates what courses are remedial.
3. ICCB shares all ICCB students with ISBE which include:
    a. Students not taking remedial course work.
    b. Students taking remedial course work.
    c. Students still in high school taking dual credit courses.
4. Only include the remedial students whom graduated high school.
5. ISBE receives student-level data that indicates whether a student received credit in remedial Math, Reading and Communications courses.
6. If the student has credit in at least one remedial course the student is counted in the Overall group. A data element is created as an indicator.
7. The ICCB student is matched to the graduating class from SIS immediately preceding the ICCB school year being reported.
    a. For example, the 2017 report card the ICCB 2016 year-end data will be provided and matched against the ISBE 2015 graduating class.
8. The denominator for the calculations is the number of students from the school/district/state that attended an ICCB institutions as determined by match.
9. The formula is: ((distinct count of students with at least .5 credit in remedial math, reading, or communications) / (the number of students attending an ICCB institution)) x 100.

10. The calculation is repeated for each subject individually. For example: (((distinct count of students with at least .5 credit in remedial math) / (the number of students attending an ICCB institution)) x 100.

Aggregation and Disaggregation Levels

- District
- School
- State

Technical Rules

- The student detail is summarized at the school level.
- The denominator for all calculations is ICCBStudents. It contains the count of students from the school that attended an ICCB institution.
- The column Remedial Students contains the distinct count of students that took at least one remedial course.
- The Overall calculation is RemedialStudents / ICCBStudents * 100.
- Repeat for each of the following student groups: RemedialMathStudents (Math Group), RemedialReadStudents (Reading Group) & RemedialCommStudents (Communications Group).

Sources of Data

Student Information System (SIS)
Illinois Community College Board (http://iccbdbsrv.iccb.org/databook/home.cfm)

Dropout Rate

2018

Illinois State Board of Education

Metric Information

Definition

Dropout rate is the number of dropouts divided by the fall enrollment and multiplied by 100. Dropouts include students in Grades 9-12 whose names have been removed from the district-housed roster for any reason (such as, moved not known to be continuing, dropped out, or transfer to GED program).

Formula

((Number of dropouts by entity)/

(Fall enrollment of entity for grades 9-12)) × 100%

Federal guidance

https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/fs032-14-4.docx

Business Rules and Technical Implementation

Business Rules

1. The denominator is the Fall Enrollment counts for grades 9 through 12.
2. The numerator is the students that are counted as Dropout. Dropouts have an updated cohort exit code is equal to:
    - 09 - Dropped Out
    - 11 - Moved, not known to be continuing
    - 10 - Transfer to a GED program
    - 14 - Aged Out
3. Use the cohort table for the exit code which allows the districts update the code if they identify changes after the enrollment period ends.
4. Use the current enrollment captured in the student cohort demographic table to determine the responsible school or district.
5. Dropout Rate is calculated as Number of Dropouts divided by Fall Enrollment count for grades 9 to 12; multiplied by 100.

Aggregation and Disaggregation Levels

- Aggregation levels
    - School
    - District
    - State
- Disaggregation levels

- Race
- Gender
- IEP
- EL (LEP)
- Low Income (FRL)

Sources of Data

Student Information System (SIS)

Early College Coursework including CTE

2018

Illinois State Board of Education

Metric Information

Definition

This metric is the number of Grade 9 -12 students who participated in upper-level courses referred to as Early College Coursework (ECC), including Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and Dual Credit (DC) courses. The 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 EEC 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.

Additionally, the number of students taking Career and Technical Education (CTE) courses are calculated and reported.

Formula

1. Student Taking ECC - ∑ (DISTINCT COUNT of students taking early college coursework (AP, IB, Dual Credit) in grades 9,10,11 and 12) disaggregated by grade.
2. The Student Rate of ECC - (DISTINCT COUNT of students taking early college coursework (AP, IB, Dual Credit) by grade / Fall Enrollment Grade count * 100.
3. Students Taking AP Courses - ∑ (DISTINCT COUNT of students taking AP coursework disaggregated by grade.
4. Students Taking IB Courses - ∑ (DISTINCT COUNT of students taking IB coursework disaggregated by grade.
5. Students Taking DC Courses - ∑ (DISTINCT COUNT of students taking DC coursework disaggregated by grade
6. Students Taking DC Courses - ∑ (DISTINCT COUNT of students taking DC coursework disaggregated by grade
7. Students Taking CTE Courses - ∑ (DISTINCT COUNT of students taking CTE coursework. This is report as a total for the year and not broke out by grade

Federal guidance

None.

Business Rules and Technical Implementation

Business Rules

1. 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.

2. There are flags marking the course as an ECC or CTE course that is in the State Course table:
    a. IsAPCourse = 1 indicates an AP course.
    b. IsIBCourse = 1 indicates an IB course.
    c. IsCTECourse = 1 indicates a CTE course
3. The ECC (Advanced Coursework) is the distinct counts of students taking at least one course that is AP, IB or Dual Credit.
4. The ECC Rate is the number of students taking at least one course / the grade 9 to 12 fall enrollment count.
    a. The rate is currently calculated by NIU and not saved.
5. The APCourse counts are displayed under Advanced Placement course.
6. The IBCourse counts are displayed separately under the International Baccalaureate.
7. The CTECourse count is displayed separately as a single count (not by grade).
8. Dual Credit is indicated in the Student Course Assignment table.
    a. Dual Credit indicator = 1 marks the course as Dual Credit.
    b. It is reported separately by grade.
9. Use the Responsible School/District and grade from the enrollment that is connected to the student course assignment.
10. Use the student demographic record for race, gender and the programs.
11. Courses with a resulting grade of pass or fail are counted.
    a. Course where the student withdrew, dropped or did not complete are ignored.

Aggregation and Disaggregation Levels

- Aggregation Level
    - School
    - District
    - State
- Disaggregation Levels
    - Grade 9
    - Grade 10
    - Grade 11
    - Grade 12
- Disaggregation Levels within Grade
    - Race
    - Low Income
    - English Learners
    - Students With Disabilities

Sources of Data

Student Information System (SIS)

Evidence-Based Funding (EBF) Metrics

2018

Illinois State Board of Education

Metric Information

Definition

- 0130 EBF Tier Funding Designation
- 0132 EBF Adequacy Target
- 0150 EBF Financial Capacity to Meet Expectations
- 0153 EBF Local Capacity Target, pre-adjustment
- 0154 EBF Real Receipts
- 0155 EBF Local Capacity Percentage
- 0156 EBF Real Receipts / Adequacy Target
- 0160 EBF Final Resources
- 0161 EBF Real Receipts as Percentage of Local Capacity Target

Detailed information about these EBF metrics to be included on the report card are published at: https://www.isbe.net/Documents/EBF_Presentation_Detailed.pdf

Formula

All metrics described in this document are pass-through values from calculations determined by ISBE's Division of State Funding and Forecasting. The values for most of the metrics for each district are published on a dataset on ISBE's website at: https://www.isbe.net/Pages/ebfdistribution.aspx. The values for one metric are provided directly from the Division of State Funding and Forecasting.

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 2018 showing school year 2018 data will use EBF values from the fiscal year 2018 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.

Federal guidance

Not Applicable

Business Rules and Technical Implementation

Business Rules

All metrics described in this document are pass-through values from calculations determined by ISBE's Division of State Funding and Forecasting. All values are provided directly from the Division of State Funding and Forecasting and can be found https://www.isbe.net/Pages/ebfdistribution.aspx .

Aggregation and Disaggregation Levels

All EBF metrics are attributes associated to a **District**. There is no aggregation of these data elements. There is also no state-level reporting.

Sources of Data

ISBE Division of State Funding and Forecasting provides the data.

The following EBF data elements will be published in the report card:

Data Element
Final Resources
Adequacy Target
Percentage of Adequacy / Financial Capacity to Meet Expectations
Tier Designation
Local Capacity Target, Pre-Adjustment
Local Capacity Target / Adequacy Target (Same as Local Capacity Percentage)
Real Receipts
Real Receipts / Adequacy Target
Real Receipts as Percentage of Local Capacity Target

English Learners

2018

Illinois State Board of Education

Metric Information

Definition

English Learner (EL) students are students who have been found to be eligible for bilingual education services. The percentage of English Learner students is the count of English Learner students, divided by the total fall enrollment, multiplied by 100.

The following are new metrics for the EL population on the 2018 report:

1. Number EL - Number of EL students taking the ACCESS test.
2. EL Participation Rate - Percent of EL students that were tested.
3. Long Term EL - Number of Long Term EL students. (EL > 7 Yrs.)
4. EL Exit Rate – Percent of EL students who achieved proficiency.
5. ACCESS Performance Levels – Distribution of students using the Over All performance score.

Formula

$$\frac{Total\ \#\ of\ English\ Learner\ Students}{Total\ \#\ of\ students\ with\ EL\ indicator\ in\ Fall\ Enrollment} * 100$$

Federal guidance

Not Applicable

Business Rules and Technical Implementation

Business Rules

- EL Students are indicated with an indicator in the Student Demographic record that is maintained by SIS.
- Annually EL students are tested for proficiency by means of an ACCESS test.
- Students remain in EL until they achieve a proficient Over All score of 4.8 on the ACCESS test.
- EL students additionally have an EL record.
- The ALL student group is also the EL Student Group.
- Include students from Kindergarten to 12th grade. Pre-K students may participate in EL programs but they are excluded from this report.
- The business rules for each metric are:
    - Number EL is the count of EL students that tested or should have tested.
    - EL Participation Rate is the number of EL students with a valid score divided by the number that should have tested.

        - This includes all students that tested plus students that did not test and have a reason for not testing code of NULL, blank, '06', '10', '15', '19'.
        - The formula is (# of students tested) / (# of students with EL indicator) * 100.
    - 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.
        - 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.
        - 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.
    - EL Exit Rate is the number of students that achieved an Overall performance score greater than or equal to 4.8 divided by the number of EL students that took the ACCESS test.
    - ACCESS Performance Levels is the number of students by composite performance level. Composite performance levels range from 1.0 to 6.0.
        - Use the composite scale score to map students to a composite 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.

Aggregation and Disaggregation Levels

- Aggregation levels
    - School
    - District
    - State
- Disaggregation levels
    - The Long Term EL count is not disaggregated
    - The rest of counts are disaggregated on
        - Race
        - Gender
        - IEP
        - EL – For EL the EL student group is the ALL Group.
        - Low Income

Sources of Data

Student Information System (SIS)

eReport Card Metrics

2018

Illinois State Board of Education

Metric Information

Definition

The eReport Card Data Collection is a collection of self-reported data from Schools and Districts that could not be sourced from other data systems (e.g. average class size, health and wellness, etc.).

All public schools are required to enter this data into the eReport Card before they get access to preview the Report Card metrics for the year.

Formula(s)

Total School Days

- Total Number of Instructional School Days

Student Attendance Rate

- Numerator: Attendance Day Count
- Denominator: Attendance Day Count + Absence Day Count
- (Numerator/Denominator) *100 displayed as a percent with 1 decimal place (e.g. 5.1%)

Chronic Truancy Percent

- Numerator: Chronic Truant Count
- Denominator: Average Daily Enrollment
    - Average Daily Enrollment: (Attendance Day Count + Absence Day Count) / Total School Days
- (Numerator/Denominator) *100 displayed as a percent with 1 decimal place (e.g. 5.1%)

Chronic Absentee Rate

- Numerator: Chronic Absentee Count
- Denominator: Average Daily Enrollment
    - Average Daily Enrollment: (Attendance Day Count + Absence Day Count) / Total School Days
- (Numerator/Denominator) *100 displayed as a percent with 1 decimal place (e.g. 5.1%)

Average Class Size

- Numerator: Enrollment
- Denominator: Number of Classes/Sections
- (Numerator/Denominator) rounded and displayed as a whole number

Health and Wellness

- The average number of days per week of physical education per student. This is submitted by the school/district.

Time Devoted to Teaching Core Subjects is reported at 3rd, 6th and 8th grade levels

Minutes per Day - Math

- Numerator: A verage weekly math instruction time in minutes as entered by the school.
- Denominator: 5

- (Numerator/Denominator) rounded to nearest whole number

Minutes per Day - Science

- Numerator: Average weekly science instruction time in minutes as entered by the school.
- Denominator: 5
- (Numerator/Denominator) rounded to nearest whole number

Minutes per Day - English

- Numerator: Average weekly English instruction time in minutes as entered by the school.
- Denominator: 5
- (Numerator/Denominator) rounded to nearest whole number

Minutes per Day – Social Science

- Numerator: Average weekly social science instruction time in minutes as entered by the school.
- Denominator: 5
- (Numerator/Denominator) rounded to nearest whole number

Aggregation and Disaggregation Levels

- Aggregation levels
  - School
  - District
  - State

Sources of Data

eReport Card Data Collection at ISBE

High School Postsecondary Enrollment 12 & 16 Month

2018

Illinois State Board of Education

Metric Information

Definition

The High School Graduates Postsecondary Enrollment report is for the students who graduated with a regular high school diploma from a public high school in Illinois 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.

Location

On the Classic PDF Report Card: Academic Performance --> College Enrollment

On the Interactive Report Card Enrollment: --> https://www.illinoisreportcard.com/School.aspx?source=trends&source2=postsecondaryenrollment&Schoolid=510841860250003

Formula

Formula:

((Total student enrollment in college 12 months after graduation)/(Total students who graduate from high school))×100%

Federal guidance

Not Applicable

Business Rules and Technical Implementation

Business Rules

1. Initial NSC File Edits – The file received from NSC needs clean-up work performed before the data can be analyzed and reported. The following are the general edits:
    a. NSC provides an enrollment status. Status codes with the following codes are marked as incomplete enrollments and removed from the calculation:
        i. A – Leave of Absence
        ii. W – Withdrawn
        iii. D – Deceased
    b. 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.
    c. Any enrollment where the end date is earlier than the begin date is marked as an error and not counted.
    d. Enrollments lasting less than a month are not counted.
    e. Enrollments beginning prior to the graduation date are considered dual enrollment and are not counted as a postsecondary enrollment.

    f. The first enrollment beginning after the graduation date is identified as the first postsecondary enrollment and is evaluated for placement and timeframe (12 or 16 month).
2. 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 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 postsecondary enrollment is during or before 9/2017.)
3. 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 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 postsecondary enrollment is during or before 1/2018.
4. The postsecondary institution is indicated as a ’2’ for 2-year school, ’4’ for 4-year school and an ’L’ for less than 2 year.
5. A student is associated with the school they were exited from.

Aggregation and Disaggregation Levels

- Aggregation levels
    - School
    - District
    - State

Sources of Data

National Student Clearinghouse

Individual Eduction Program (IEP) Students

2018

Illinois State Board of Education

Metric Information

Definition

IEP students are students who have been found to be eligible to receive special education services under IDEA. The IEP student rate of the fall housing counts is defined in the Enrollment Business Rules document. The disaggregation of special education data reports the December 1st Pupil Count data.

Location

On the interactive report card the graphs are located under Students → Students with IEPs. There is an overall section disaggregated IEP students by race and disability and an Educational Environment section disaggregating IEP students by age group and Educational Environment and Age Group / Education Environments by Race and Disability.

On the Classic PDF Report Card Students with Disabilities are disaggregated and defined under the following metrics:

- Students
- Mobility Rate
- Academic Performance – Advanced Course Work
- Academic Performance – High School Graduation Rate
- Academic Performance – High School Dropout Rate
- Performance of State Assessments – ELA and Math
- Performance of State Assessments – Grade Breakouts for PARCC, SAT and DLM-AA

The identification of IEP students for each of these metrics should be reviewed and signed-off by Special Education staff. Note if counts include or exclude ISP students.

On the Classic PDF Report Card Students with Disabilities are located in:

- Race/Ethnicity and Disability Category for Students with Disabilities
- Educational Environments for Student with Disabilities (6 to 21) – by Race
- Educational Environments for Student with Disabilities (6 to 21) – by Selected Disability
- Educational Environments for Student with Disabilities (3 to 5) – by Race
- Educational Environments for Student with Disabilities (3 to 5) – by Selected Disability

Formula

Not Applicable

Federal guidance

Not Applicable

Business Rules and Technical Implementation

Business Rules

Students with Disabilities are found in the IStar Student Approvals data table also known as the Pupil count table.

- Use the student counts from the Special Education Pupil Count table.
- For school level counts use the serving school if it is a public school (Cat. 4) or else use the home (resident) school.
    - This is slightly different from the report card responsible school rules because the co-op students need to be included in the school counts, so the educational environment counts are not skewed.
- For district level counts use the Home (Resident) District.
- For state level sum all students.
- Exclude Private School and Home Schooled (ISP) students (Fund Code L and P).
- Education Environment is disaggregated by age group; 3 to 5 and 6 to 21.
- Age Group is determined by age on December 1st and is identified by educational environment in the Pupil Count table.
- Each group has its own unique educational environment. The age group is noted in the educational environment code table.
- For all special education rate calculations, the denominator is the total students in their age group in the Pupil count table.
- The education Environment codes are mapped into groups. The mapping is:

Education Environment Code Mapping to Display Groups			
Education Environment Code	Education Environment	SPP Group Id	Group
1	Inside regular classroom 80% or more of day	1	>=80
2	Inside regular classroom 40%-79% of the day	2	40to79
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
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
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

- For the PDF version:
  - The comparison groups are State, Peer District, and District. There is no school level.
  - The Peer groups are Elementary School, High School, and 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), Intellectual Disability (A), Other Health Impairment (L), Specific Learning Disability (D), and Speech and/or Language Impairment (I)

Aggregation and Disaggregation Levels

- Number of IEP students by district and by school in total
- Percentage of IEP students as compared to Fall Housing
- At each level report IEP counts and percentage by race
- At each level report IEP counts and percentage by disability
- At each level report IEP counts and percentage by educational environment
- For each educational environment by age group report IEP counts by race
- For educational environment by age group report IEP counts by disability

Sources of Data

Student Information System (SIS)

Participation Rate ELA, Math, & Science

2018

Illinois State Board of Education

Metric Information

Definition

Participation rate is the percentage of students who completed a standardized test in the subjects of Math, ELA and/or, Science compared to the students that should have taken the test. Each subject and test are reported at the state-, district-, and school-level. The PARCC, SAT, DLM-AA, and ISA tests are included.

Location

On the Classic PDF Report Card: Academic Performance --> Overall Student Performance

And: Performance on State Assessments --> Percentage of Student Not Tested (ELA & Math)

On the Interactive Report Card Enrollment: --> https://www.illinoisreportcard.com/District.aspx?source=trends&source2=participationrate&Districtid=51084186025

Formula

$$\frac{(\sum(\text{Number of students who took standardized Math tests with valid scores}))}{\sum(\text{Tested Enrollment})} \times 100\%$$

Federal guidance

Not Applicable

Business Rules and Technical Implementation

Business Rules

1. The numerator is the number of students who participated in the test and received a valid score.
2. Participation rates are displayed by subject and by test.
3. The denominator is the testing enrollment. The testing enrollment consist of:
    a. All students with a valid test score.
    b. For PARCC, SAT, and DLM the students that did not test and the not tested reason code was:
        i. 6 – Not in valid Grade (District assigned code)
        ii. 10 – Absent from Testing (District assigned code)
        iii. 15 – Refusal but Present to Test (District assigned code)

iv. 19 – Count as should have tested (ISBE assigned code) This code is added to students without a test score and the district did not enter a "No Valid Reason for Testing" code.

c. For ISA the students that did not test and the not tested reason was:

i. Absent from Testing

ii. Did Not Receive Needed Accommodation

iii. Enrollment or Course Assignment added after testing window closed – but student never tested

iv. Misadministration not Related to an IEP or Accommodation

v. Other -- Paper materials did not arrive in time to test, other issues.

vi. Record was in Paused or In Progress Status -- Test Not Submitted

vii. Refused but Present to Test

viii. Technical Issues

ix. Technical Issues (vendor)

x. Tested Off Grade Level/Not in Course

4. All students are included regardless of the test. PARCC has Math and ELA subject tests, SAT has Math and ELA subject tests, ISA has Science subject test, and DLM-AA has Math, ELA, and Science subject tests.
5. Participation rates are by subject regardless of test.
6. The demographic groups are captured at the time of testing and stored in the assessment correction record. These are the race, gender, and program indicators to use.
7. The calculation is the number of students with a valid test divided by the testing enrollment times 100.

Aggregation and Disaggregation Levels

- Aggregation levels
  - School
  - District
  - State
- Disaggregation levels
  - Race
  - Gender
  - LEP
  - IEP
  - Low Income

Technical Rules

- A student will have only one valid test score per subject per school year.
- A student who did not test will have only one not tested per subject per school per year.
- If the district failed to identify a reason the student did not test, 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 of students that took the test divided by the sum of the number that took the test and the number that did not take the test.

Sources of Data

ISBE Student Information Systems

All Assessments - Proficiency Rate ELA and Math

2018

Illinois State Board of Education

Metric Information

Definition

This measure is the proficiency rate for students combining all tests. A rate is identified separately for ELA and Math at the elementary and high school levels. The numerator for each calculation is the number of students who are proficient. The denominator is the greater of the number of students tested or 95% of the testing population.

Formula

The formula is calculated as follows for ELA:

1. Number of students who are proficient in ELA / the greater of {number of students with valid scores in ELA or 95% of the ELA testing enrollment} * 100. Use this formula for every student group and overall.

The formula for Math is:

2. Number of students who are proficient in Math/ the greater of {number of students with valid scores in Math or 95% of the Math testing enrollment}. Use this formula for every student group and overall.

Federal guidance

Not Applicable

Business Rules and Technical Implementation

Business Rules

1. The source for the calculation is PARCC, SAT, and DLM-AA Correction and Score records.
2. The school is the responsible school from the enrollment captured in the correction record.
3. The grade is the grade at time of testing from the Correction record.
4. For High School the grades are 9 to 12.
    a. Use the SAT and DLM-AA test scores.
    b. Levels 3 and 4 are proficient for SAT and DLM-AA
5. For the Elementary School the grades are 3 through 8.
    a. Use the PARCC and DLM-AA scores.
    b. Levels 4 and 5 are proficient for PARCC and levels 3 and 4 are proficient for DLM-AA.
6. Math and ELA rates for the "All Student" population are computed and displayed using the following formula:

a. Number of students who are proficient in ELA or Math/ the greater of {number of students with valid scores in ELA, Math or Composite or 95% of the testing enrollment} * 100.
    i. The testing enrollment is defined in the Participation metric.

Aggregation and Disaggregation Level(s)

- Aggregation levels
    - School
    - District
    - State
- Disaggregation
    - None

Sources of Data

Student Information System (SIS)

DLM-AA – Proficiency Rate ELA and Math

2018

Illinois State Board of Education

Metric Information

Definition

DLM-AA has 4 levels of performance. Students scoring in Levels 3 and 4 are considered proficient. If the number of students tested is greater than or equal to 95% of the testing population, then percent proficient is calculated as the number of students proficient divided by the number of students tested. If the number of students tested is less than 95% of the testing population, then the percent proficient is calculated as the number of students proficient divided by 95% of the testing population as defined by the denominator in the participation metric. The primary reported metric is the number of students that are proficient / the greater of {the number of students tested} or {95% of the testing population}.

For the total student population on the school, district, and state for each test and subject, the proficiency rate will also be calculated and reported using last year's business rule which was: The number of students that are proficient / the number of students tested. This value will only differ from the primary reported metric if a school's participation rate is less than 95%. In this case last year's rules would have yielded a higher value than the new ESSA rule.

The proficiency rate is calculated for Math and ELA.

*There are no given Scale Scores for DLM-AA, just performance levels

Formula

The formula is calculated as follows for ELA:

1. Number of students who are proficient in ELA / the greater of {number of students with valid scores in ELA or 95% of the ELA testing enrollment} * 100. Use this formula for every student group and overall.

The formula for Math is:

2. Number of students who are proficient in Math/ the greater of {number of students with valid scores in Math or 95% of the Math testing enrollment}. Use this formula for every student group and overall.

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

For the "All Student" level, the proficiency rate will be calculated using the prior year's business rules which are:

1. Number of students who are proficient in ELA / number of students with valid scores in ELA * 100.
2. Number of students who are proficient in Math / number of students with valid scores in Math * 100.

Federal guidance

Not Applicable

Business Rules and Technical Implementation

Business Rules

1. The source for the calculation is the DLM-AA Correction and Score records.
2. The school is the responsible school from the enrollment captured in the correction record.
3. The grade is the grade at time of testing from the correction record.
4. DLM-AA has a student record with a Math and ELA score.
5. If a student is in a Performance Level of 3 or 4 then they are considered Proficient.
6. Math and ELA rates for the "All Student" population are computed and displayed using the following formula:
    a. Number of students who are proficient in ELA or Math/ the greater of {number of students with valid scores in ELA or Math or 95% of the testing enrollment} * 100.
        i. The testing enrollment is defined in the Participation metric.
7. Each student group is calculated the same way.
8. The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity (school, district, or state level) and at the grade level.
9. The demographic information comes from the correction record.
10. The proficiency rate for the Overall Group for Math and ELA will be calculated using last year's calculation which is:
    a. Number of students who are proficient in ELA or Math/ the number of students with valid scores in ELA or Math * 100.
    b. This is new and will be displayed in a different area.

Aggregation and Disaggregation Levels

- Aggregation levels
    - School
    - District
    - State
- Disaggregation levels
    - Grade Level
      The Grade Level is disaggregated by
    - All Students
    - Race
    - Gender
    - LEP

- IEP
- Low Income

Sources of Data

Student Information System (SIS)

PARCC – Proficiency Rate ELA and Math

2018

Illinois State Board of Education

Metric Information

Definition

PARCC has 5 levels of performance. Students scoring in Levels 4 and 5 are considered proficient. If the number of students tested is greater than or equal to 95% of the testing population, then percent proficient is calculated as the number of students proficient divided by the number of students tested. If the number of students tested is less than 95% of the testing population, then the percent proficient is calculated as the number of students proficient divided by 95% of the testing population as defined by the denominator in the participation metric. The primary reported metric is the number of students that are proficient / the greater of {the number of students tested} or {95% of the testing population}.

For the total student population on the school, district, and state for each test and subject, the proficiency rate will also be calculated and reported using last year's business rule which was: The number of students that are proficient / the number of students tested. This value will only differ from the primary reported metric if a school's participation rate is less than 95%. In this case, last year's rules would have yielded a higher value than the new ESSA rule.

Additionally, the Student Growth Percentile (SGP) is a new metric added in the 2018 school year. The value measures the growth of the student relative to other students in the state with a similar scale score in the preceding school year. The school, district, and state measure is the sum of the student's score / the number of students with a score.

The proficiency rate is calculated for Math and ELA.

The Scale Score to Performance Level conversion for PARCC can be found at:

https://www.isbe.net/Documents/2018-Int-Guide.pdf, pages 19-23.

Formula

The formula is calculated as follows for ELA:

1. Number of students who are proficient in ELA / the greater of {number of students with valid scores in ELA or 95% of the ELA testing enrollment} * 100. Use this formula for every student group and overall.

The formula for Math is:

2. Number of students who are proficient in Math/ the greater of {number of students with valid scores in Math or 95% of the Math testing enrollment}. Use this formula for every student group and overall.

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

For the "All student" level, the proficiency rate will be calculated using the prior year's business rules which are:

3. Number of students who are proficient in ELA / number of students with valid scores in ELA * 100.
4. Number of students who are proficient in Math / number of students with valid scores in Math * 100.

The SGP is calculated at the entity level (School, District, or State) as:

5. The Sum of the student's SGP / the number of students with an SGP.
    a. In order to calculate an SGP the student would need to test in the same subject in the reporting school year and the previous school year.
    b. The SPG will be disaggregated at Race, Programs IEP, EL and Low Income.
    c. The SGP will also be disaggregated by the Performance Levels.

Federal guidance

Not Applicable

Business Rules and Technical Implementation

Business Rules

1. The source for the calculation is PARCC Correction and Score records.
2. The school is the responsible school from the enrollment captured in the correction record.
3. The grade is the grade at time of testing from the correction record.
4. PARCC has student records for Math and ELA.
5. Math and ELA rates for the "All Student" population are computed and displayed using the following formula:
    a. Number of students who are proficient in ELA or Math/ the greater of {number of students with valid scores in ELA, Math or Composite or 95% of the testing enrollment} * 100.
        i. The testing enrollment is defined in the Participation metric.
6. Each student group is calculated the same way.
7. The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity (school, district, or state level) and at the grade level.
8. The demographic information comes from the correction record.
9. The proficiency rate for the Overall Group for Math and ELA will be calculated using last year's calculation which is:
    a. Number of students who are proficient in ELA or Math/ the number of students with valid scores in ELA or Math * 100.
    b. This is new and will be displayed in a different area.
10. The SGP is the average at the school, district or state.
    a. The formula is: the sum of the SGP / the number of students with a SGP.
    b. The demographic data for disaggregation comes from the PARCC Correction table.

c. The performance level for disaggregation comes from the PARCC Score table.

Aggregation and Disaggregation Levels

- Aggregation levels
  - School
  - District
  - State
- Proficiency Disaggregation levels
  - Grade level
    The Grade level is disaggregated by
  - All Students
  - Race
  - Gender
  - LEP
  - IEP and Non-IEP (used for Achievement GAP)
  - Low income and Non-Low Income (used for Achievement GAP)
- SGP Disaggregation levels
  - Race
  - LEP
  - IEP
  - Low Income
  - PARCC Performance Levels 1 to 5

Sources of Data

Student Information System (SIS)

SAT- Proficiency Rate ELA and Math

2018

Illinois State Board of Education

Metric Information

Definition

SAT has 4 levels of performance. Students scoring in Levels 3 and 4 are considered proficient. If the number of students tested is greater than or equal to 95% of the testing population, then percent proficient is calculated as the number of students proficient divided by the number of students tested. Scale scores associated with the performance levels can be found in an FAQ on IL SAT Performance Levels. If the number of students tested is less than 95% of the testing population, then the percent proficient is calculated as the number of students proficient divided by 95% of the testing population as defined by the denominator in the participation metric. The primary reported metric is the number of students that are proficient / the greater of {the number of students tested} or {95% of the testing population}.

For the total student population on the school, district, and state for each test and subject, the proficiency rate will also be calculated and reported using last year's business rule which was: The number of students that are proficient / the number of students tested. This value will only differ from the primary reported metric if a school's participation rate is less than 95%. In this case, last year's rules would have yielded a higher value than the new ESSA rule.

Additionally, the Average SAT score for ELA and Math is calculated on the school, district, and state level.

The proficiency rate is calculated for Math and ELA.

Formula

The formula is calculated as follows for ELA:

1. Number of students who are proficient in ELA / the greater of {number of students with valid scores in ELA or 95% of the ELA testing enrollment} * 100. Use this formula for every student group and overall.

The formula for Math is:

2. Number of students who are proficient in Math/ the greater of {number of students with valid scores in Math or 95% of the Math testing enrollment}. Use this formula for every student group and overall.

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

For the all student level the proficiency rate will be calculated using the prior years' business rules which are:

3. Number of students who are proficient in ELA / number of students with valid scores in ELA * 100.

4. Number of students who are proficient in Math / number of students with valid scores in Math * 100.

The Average SAT score for ELA and Math is calculated at the School, District, and State level as:

5. The Sum of the student's SAT for the subject / the number of students with a SAT score

Federal guidance

Not Applicable

Business Rules and Technical Implementation

Business Rules

1. The source for the calculation is SAT Correction and Score records.
2. The school is the responsible school from the enrollment captured in the correction record.
3. The grade is the grade at time of testing from the correction record.
4. SAT has a student record with a Math and ELA score.
5. If a student is in a Performance Level of 3 or 4 then they are considered Proficient.
6. Math and ELA rates for the "All Student" population are computed and displayed using the following formula:
    a. Number of students who are proficient in ELA or Math/ the greater of {number of students with valid scores in ELA or Math or 95% of the testing enrollment} * 100.
        i. The testing enrollment is defined in the Participation metric.
7. Each student group is calculated the same way.
8. The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity (school, district, or state level) and at the grade level.
9. The demographic information comes from the correction record.
10. The proficiency rate for the Overall Group for Math and ELA will be calculated using last year's calculation which is:
    a. Number of students who are proficient in ELA or Math/ the number of students with valid scores in ELA or Math * 100.
    b. This is new and will be displayed in a different area.
11. An additional metric called **Average Score for SAT** is calculated. The requirements are:
    a. The score is calculated separately for ELA and Math.
    b. The score is calculated at the school, district, and state level.
    c. The ELA calculation is the sum of the ELA scores for that entity divided by the number of valid scores.
    d. The Math calculation is the sum of the Math scores for that entity divided by the number of valid scores.
    e. This is not disaggregated by demographics.

Aggregation and Disaggregation Level(s)

- Aggregation levels
    - School
    - District
    - State
- Disaggregation levels
    - Grade Level
      The Grade level is disaggregated by
    - All Students
    - Race
    - Gender LEP
    - IEP and Non-IEP (used for Achievement Gap)
    - Low Income and Non-Low Income (used for Achievement Gap)

Sources of Data

Student Information System (SIS)

School Suspensions, Expulsions, and Violent Incidents

2018

Illinois State Board of Education

Metric Information

Definition

This metric shows the rate of suspensions and expulsions for students in school and district. Suspensions are divided into in-school and out-of-school suspensions. Expulsions include Expulsions - Received Educational Services and Expulsions - Did not Receive Educational Services.

In addition, the incidence of violence with and without physical injury is reported. These incidences include cases of bullying and harassment.

Formula

1. Number of Expulsions from SIS discipline table / Fall Enrollment Count.
2. Number of In-School Suspensions/ Fall Enrollment Count.
3. Number of Out-of-School Suspensions/ Fall Enrollment Count.
4. Number of Incidences of violence/ Fall Enrollment Count.

Federal guidance

Not Applicable

Business Rules and Technical Implementation

Business Rules

1. The data comes from the SIS Discipline data as reported by the districts.
2. Use the responsible rule definition to determine the school and district.
3. All discipline incidents are included at the state level.
4. All discipline counts are counts of distinct students within a category.
    a. A student can be counted in as expelled and suspended if they received both during the school year.
5. The Disciplinary Action codes for suspensions and expulsions are:
    a. For Expulsions include the following codes:
        i. 01 - Expulsion - Received Educational Services
        ii. 02 - Expulsion - Did not Receive Educational Services
    b. For In-School Suspension include:
        i. 03 – In-School suspension
    c. Out-of-School Suspension
        i. 04 - Out-of-School Suspension

6. For the violent incidents include the following Incident Type codes:
    a. 09 – Violence with Physical Injury
    b. 10 – Violence without Physical Injury
7. The denominator for each rate is the Fall Housing student count.

Aggregation and Disaggregation Level(s)

- Aggregation levels
    - School
    - District
    - State
- Disaggregation levels
    - Race
    - Gender
    - IEP
    - EL

Sources of Data

Student Information System (SIS)

State Performance Plan Indicators

2018

Illinois State Board of Education

Metric Information

Definition

State Performance Plan Indicators – There are 14 State Performance Plan (SPP) Indicators with data reported at the district level. In all there are 29 metrics reported for the 14 SPP Indicators. The Indicators fall into three categories:

- Overall values from previously reported metrics (i.e. IEP Graduation Rate).
- Values from data not yet reported on the Report Card (i.e. % Evaluated within 60 days)
- Findings as determined by Special Education staff (i.e. Significant discrepancy in rate of suspensions)

The business rules section below will identify the computation and source for each metric.

Location

This table is only reported on the Classic PDF Report Card in a section labeled State Performance Plan for Students with Disabilities.

Formula

The formulas are metric specific. For the metrics already displayed on the report card, the business rule will reference the metric by number. Otherwise, the business rules will define the calculations necessary.

Federal guidance

EDFacts file specifications: 002, 004, 005, 006, 007, 009, 088, 089, 143, 144, 171, 172, 175, 178, 185, 188

Business Rules and Technical Implementation

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 = to, then the district is determined to have Met the target (reported as a "YES") else they did not (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 blank.

The following are the business rules for each metric for the 14 SPP Indicators.

- 1 - Graduation Rate for students with IEPs - This metric by federal guidelines lags one year. The value reported is the IEP disaggregated graduation percent for the 4-year cohort for the current school year – 1.
- 2 - Dropout Rate for students with IEPs - This metric by federal guidelines lags one year. The value reported is the IEP disaggregated dropout rate for the current school year – 1.

- 3 – IEP Assessment Data from PARCC, SAT and DLM-AA. This will need to be calculated because the report card reports each test separately and the SPP Profile requires them to be combined.
    - 3a - Made adequate yearly progress (AYP) for students with IEPs - This metric has been retired and "N/A" will be displayed.
    - 3b1 - Reading assessment participation rate for students with IEPs – This is the number of students that took the ELA component of the state assessment, divided by the tested enrollment.
    - The tested enrollment includes all students that participated in the test, plus those students who did not have a valid reason for not testing.
    - 3b2 - Math assessment participation rate for students with IEPs – This is the number of students that took the Math component of the state assessment, divided by the tested enrollment.
    - 3c1 - Students with IEPs meeting or exceeding standards on state reading assessments – This is the number of students that attained a met or exceeds level on the ELA component of the state assessment, divided by the number of students who participated in the test.
    - Met or Exceeds Standards for all subjects by test are:
        - PARCC – Level 4 & 5
        - SAT – Level 3 & 4
        - DLM-AA – Level 3 & 4
    - 3c2 - Students with IEPs meeting or exceeding standards on state math assessments - This is the number of students that attained a met or exceeds level on the Math component of the state assessment, divided by the number of students who participated in the test.
- 4 – Significant discrepancy in the rate of suspensions and expulsions for the district. – This metric begins with districts identified as potentially having a significant discrepancy in the suspension and expulsion rate. After a district self-assessment and a review by Special Education staff, a finding may be issued. All districts with a finding 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 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 a "YES" is displayed, else a "NO".
- 5 – Educational Environment (EE) for Students Age 6 – 21 – The data for this series of metrics comes from the Educational Environment – Percent of Students with disabilities by EE Code.
    - 5a - Students with IEPs ages 6-21 inside the general classroom > 80% of the time – From the Percent of Students with Disabilities in Various EE; use the Inside >= 80% value.
    - 5b - Students with IEPs ages 6-21 inside of the general classroom < 40% of the time - From the Percent of Students with Disabilities in Various EE; use the Inside < 40% value.

    - 5c - Students ages 6-21 with IEPs in separate educational facilities - From the Percent of Students with Disabilities in Various EE; use the Separate Facility value.
- 6 - Educational Environment (EE) for Children 3 to 5 – The data for this series of metrics comes from the Early Childhood Educational Environment – Percent of Students with disabilities by EE.
    - 6a - Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program - From the Early childhood Percent of Students with Disabilities in Various EE; use the Majority of Services Inside EC Program value.
    - 6b - Children ages 3-5 in separate special education class, separate school or residential facility - From the Early childhood Percent of Students with Disabilities in Various EE; use the Separate Class/Facility value.
- 7 - Early Childhood Expectations -
    - 7a1 - Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program
    - 7a2 - Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program.
    - 7b1 - Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program.
    - 7b2 - Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program.
    - 7c1 - Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program.
    - 7c2 - Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.
- 8 - 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.
- 9 - Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification?
- 10 - Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification?
- 11 - Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days.
- 12 - 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 birthdays.
- 13 - Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

- 14 – Survey of IEP Leavers – Each district plus 20% of CPS are surveyed annually to ascertain to progress of their IEP Leavers. 80% of the districts in a given year will have no values.
    - 14a - Youth who had IEPs, are no longer in secondary school and are enrolled in higher education within one year of leaving high school
    - 14b - Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or competitively employed within one year of leaving high school
    - 14c - Youth who had IEPs, are no longer in secondary school and are enrolled in higher education or some other post-secondary education or training program; or competitively employed or in some other employment within one year of leaving high school

Aggregation and Disaggregation Levels

- Aggregation levels
    - District
    - State

Sources of Data

Student Information System (SIS)

Student Enrollment

2018

Illinois State Board of Education

Metric Information

Definition

In the Report Card, "Student Enrollment" refers to distinct student counts and their associated demographic aggregated at both the School, District, and State level.

Student Enrollment is based on the Fall Housing Enrollment and is disaggregated by:

- Grade level
- Racial/Ethnic Diversity
- Income status
- Special Education status
- Homeless status
- English Learners status

A Student is assigned to a Responsible Entity per rules defined below. Some students are assigned to a responsible school and district, while others are assigned to a responsible district only. One group of students are only reported at the State level.

Responsible Entity Rules

The Responsible School is determined for every entity that will receive a report card.

1. Exclude enrollments for Evaluation and Birth to Three grades.

The Responsible School is determined based on the following rules:

2. If the Serving School is a Public School (Category 4) or a State Funded (Category 8) in the Entity Profile System (EPS), then the Serving School is the Responsible Entity.
3. If the Serving School is a Career and Technical Center (Category 9)[1] in EPS, then the Home School (Category 4) is the Responsible Entity.
4. All other enrollments will have a NULL (blank) responsible school.

The Responsible District is determined based on the following Rules:

5. If the responsible entity is a school, then the responsible district will be the district (parent) of that school.
6. If the Serving School is a Special Education Cooperative (Category 6 or 7)[2], then the Responsible Entity is set to the District associated with the Home School.
7. If the Serving School is a Special Education Private Facility (Category C or D)[3], then the Responsible District is set to the District associated with the Home School.

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[1] A Category 9 school will have a "type" code of 40 or 41 i.e. the 10th digit of the RCDTS code = 4

[2] A Special Education Cooperatives will have "type" code of 60, 61, 62 to 63 i.e. the 10th digit of the RCDTS code = 6

[3]. A Special Education Private Facility will have an RCDTS code that begins with a '77777'

8. If the Serving School is a Nonpublic School (Category 3)[4], and the Home Entity is a Public School (Category 4) then the Responsible District is the District of the Home School.
9. If the Serving School is a Miscellaneous Payee (Category 5)[5] and the Home Entity is a Public School (Category 4) then the Responsible District is the District of the Home School.

The state level is determined using a flag. The enrollment is reported at the state level if:

10. It has a responsible district or school.
11. If the serving school is a ROE (Category 1), the students are counted at the state level only.
12. All schools that have a home school with a category other than 4 – Public Schools and 8 – State Funded, should not be counted at the state level.

Formula(s)

Enrollment Percent by Grade Level

- Numerator: Grade Level Enrollment Count
- Denominator: Enrollment Count <u>by Entity</u>
- (Grade Level Enrollment Count / Enrollment Count <u>by Entity</u>)*100 displayed as a percent with 1 decimal place (e.g. 75.1%)

Racial/Ethnic Enrollment Count

- Numerator: Racial/Ethnic Enrollment Count by Entity
- Denominator: Enrollment Count by Entity
- (Racial/Ethnic Enrollment Count by Entity / Enrollment Count by Entity)*100 displayed as a percent with 1 decimal place (e.g. 75.1%)

Low Income Enrollment Count

- Numerator: Low-income Enrollment Count by Entity
- Denominator: Enrollment Count by Entity
- (Low-income Enrollment Count by Entity / Enrollment Count by Entity)*100 displayed as a percent with 1 decimal place (i.e. 75.1%)

Homeless Enrollment Count

- Numerator: Homeless Enrollment Count by Entity
- Denominator: Fall Enrollment Count by Entity
- (Homeless Enrollment Count by Entity / Fall Enrollment Count by Entity)*100 displayed as a percent with 1 decimal place (e.g.5.1%)

English Learner Enrollment Count

- Numerator: English Learner Enrollment Count by Entity
- Denominator: Fall Enrollment Count by Entity
- (English Learner Enrollment Count by Entity / Fall Enrollment Count by Entity)*100 displayed as a percent with 1 decimal place (e.g.5.1%)

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[4]A Nonpublic School's RCDTS code's 9th character will be 'S', 'X', 'Y', or 'Z'

[5]A Miscellaneous Payee's RCDTS code's 9th character will be 'S', 'X', 'Y', 'Z'

Students with Disabilities Enrollment Count

- Numerator: IEP students by Entity from the special education Approval table
- Denominator: Fall Enrollment count by Entity
- (IEP students by Entity / Fall Enrollment count by Entity)*100 displayed as a percent with 1 decimal place (e.g.5.1%)

Business Rule(s)

Each student is mapped to a single enrollment. The student count is based on the Fall Enrollment rules which are as follows:

1. The Enrollment will have a start date less than or equal to October 1 and an end date greater than or equal to October 1 (October 2nd for School Year 2018).
2. Where multiple Enrollments exist for the same student the enrollment selected:
    a. Has the highest percent time of day OR ELSE;
    b. The Enrollment where home school is the same as serving school OR ELSE;
    c. The most recent enrollment.
3. The enrollment contains a home and serving school. The previously listed business rules for responsible school are applied to determine the school/district.
4. Enrollment records with grade-level designations of “Evaluation” or “Birth to Three” are removed.
5. Remove all enrollments where the home school is not a Public School (Category 4).
6. Enrollment records for private/nonpublic school students are removed.
7. The demographics are from the student demographic record associated with the student unless otherwise documented.
8. All rates are displayed to one decimal point.
9. 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.
10. 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.
11. Each of the following student groups are calculated in the same manner, but only the rate appears on the report card. The percentage is calculated as the student group count divided by the total entity enrollment times 100.
12. Race is determined by the race code in the student demographic record. The race codes are:
    a. 11 - Hispanic or Latino
    b. 12 - American Indian or Alaska Native
    c. 13 – Asian
    d. 14 - Black or African American
    e. 15 - Native Hawaiian or Other Pacific Islander
    f. 16 – White
    g. 17 - Two or More Races
13. Low Income comes from student demographic record associated with the student. It is an on/off indicator named FRLIndicator.
14. Homeless comes from the student demographic record associated with the student. It is an on/off indicator named HomelessIndicator.
    a. The student is considered Homeless if they were homeless one day during the year. Therefore, the Indicator at the time of the enrollment must be updated.

    b. For the year end enrollment snapshot in the warehouse, the Homeless Indicator will be set if there is a valid homeless record in SIS for that school year.
15. English Learner come from the student demographic record associated with the student. It is an on/off indicator named LEPIndicator.
    a. SIS maintains this indicator and requires it to be on until the student achieves a proficient level on the ACCESS test.
16. Student with IEPs – Population is the Fall Enrollment Count and the Percent of IEP Students and additional information is based on IStar data.
    a. The IEP population is calculated from the IStar approval record.
    b. The count of IEP students for a school/district is the distinct counts of students meeting the following conditions:
        i. The student must have a general fall enrollment record.
        ii. The IStar approval record must have a begin date <= 10/1 (10/2 in 2017).
        iii. The IStar approval end date must be >= 10/1 (10/2 in 2017) or null.
        iv. Exclude IStar students who are in Nonpublic students (Fund Code L or P).
        v. A student could be approved for multiple services so select a distinct count of students.

Federal Guidance

Race/Ethnicity: https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-definitions

https://nces.ed.gov/programs/coe/pdf/coe_cge.pdf

https://nces.ed.gov/pubs99/condition99/pdf/section3.pdf

Low Income: https://www2.ed.gov/about/offices/list/ope/trio/incomelevels.html

Homeless: https://www2.ed.gov/policy/elsec/leg/esea02/pg116.html

English Learners: https://www.ed.gov/news/press-releases/us-department-education-releases-guidance-english-learners

Aggregation and Disaggregation Levels

- Aggregation levels
    - School
    - District
    - State
- Disaggregation levels
    - Grade level
    - Race
    - Income status
    - Special Education status
    - Homeless status
    - English Learners status

Sources of Data

Student Information System (SIS)

Student Mobility

2018

Illinois State Board of Education

Metric Information

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 (Oct. 1 – May 10). It is the sum of the unduplicated students who transferred out for any reason and the students who transferred in, divided by the unduplicated count of student enrolled between 10/1 and 5/10, multiplied by 100.

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

Transfers in, relative to student mobility, comprise all incidents of students being added to the enrollment roster. A student is only counted once.

Formula

(∑Unduplicated [(Students who transferred out)+(Students who transferred in)])/((Total enrollment))×100%

Federal guidance

None

Business Rules and Technical Implementation

Business Rules

1. Mobility Rates are calculated separately at the school level and district level.
2. Students who have exited due to graduation (Code '06' or by receiving a certificate of completion (Code '15') are excluded from the calculation.
3. A student is considered mobile if they "transferred out" or "transferred in":
    a. Transferred out = The enrollment exited for any reason except Code '06' or '15') after October 1st but before May 10th
    b. Transferred in = The enrollment began after October 1st but before May 10th.
4. A student is only counted at the school once for the school year.
5. A student is only counted at the district level once for the school year.
6. Private school students are excluded.
7. The denominator is the unduplicated count of students enrolled between 10/1 and 5/10 excluding enrollments exited with codes '06' or '15').

Aggregation and Disaggregation Levels

- Aggregation levels
    - School
    - District
    - State
- Disaggregation
    - All
    - Gender
    - Ethnicity
    - LEP
    - IEP
    - Low Income

Technical Rules

- Count the distinct students where Enrollment Date < 5/10 and Exit Date > 10/1 from
- Exclude Private students
- Exclude Students with an Exit Code of Graduated with a Regular Diploma (06) or Certificate of Completion (15) from tbRDS1Enrollment

Sources of Data

Student Information System (SIS)

Student Enrollment data

Student Course Assignment data

Teacher Measures

2018

Illinois State Board of Education

Metric Information

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.

The data for work locations/schools are only included in the following calculations if they are associated with schools who receive a Report Card.

A teacher is defined as a Regular or Special Education Instructor within the Employee Information System (EIS). A Classroom Teacher is defined as only Regular Education Instructors.

Teachers are employees within the Employee Information System (EIS) defined by the following rules:

1. An employee that has one or more than one active employee position records.
2. The position has a Position Category Code of 3 – Regular Educational Instructional or 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.
3. A Position Time Frame of either 1 - Regular School Year or 3- Both
   Note: Starting in the 2015-2016 both is being transitioned out, however needs to be included as not all records have been transitioned. Summer School only teachers are excluded.

School Year assigned is the school year from the position record within EIS on their employment record.

Teacher Work Location is defined as the EIS Position Work Location which will be the school in which the teacher physically works. A Teacher can have more than one EIS Position Work Locations. The District associated with the school will be the one assigned to that school based on the Entity Profile System.

A High-Poverty School – A school where the percentage of “low income” Fall Student Enrollment ranks at or above the 75th percentile

A Low-Poverty School - A school where the percentage of “low income” Fall Student Enrollment ranks below the 25th percentile

Business Rules

- Each teacher will have a position code.
- Teachers are divided into Classroom, Special Education, and Resource Teachers based on the position code.
  - Classroom teacher’s position code is designated as a category 3 code which serves to group all the classroom teachers’ position codes together.
  - Special Education and Resource teachers’ position code is designated as a category 4 code, which serves to group all those teachers' position codes together.
- Some of the metrics are Classroom Teachers only and others are all teachers. The business rule for each metric will specify.
- Each teacher position will have one or more working location entities, which is the school where the teachers are working.

- Each working location includes the Full Time Equivalent (FTE) which represents the amount of time the teacher is at the location.
    - A teacher can work at one or more schools.
- Each working location record identifies the school (working location entity) where the teacher is working. The district the teacher is associated with is the district / parent of the working location.
- All rate calculations are numerator / denominator * 100 rounded to 1 decimal point.
- All Averages are rounded to the Nearest whole number
- All Metrics are calculated at the Work Location entity and rolled up by work location district and state.
- Work Locations are Schools that do not receive a report card and are excluded from all metrics.
- Metrics include teachers assigned to PreK-12th grade

The business rules for calculating each metric are described below. The business rules and definitions above should still be applied. Metrics include all for Instructional, Resource, and Special Education Educators unless otherwise specified.

Work Location/School, District of the Work Location, and State-Level Metrics

1. Teacher Retention – Three (3) year average percentage of full-time teachers returning to the same school year to year

District of the Work Location and State-Level Metrics

2. FTE Teacher Count – Total of all Work Location FTE values for all teachers.
3. Teacher Headcount – The Total Number of all Teachers with a Professional Educator License (PEL) in the Educator Licensing System (ELIS)
4. Teacher Gender Distribution – Percent of FTE Teacher Count by Gender
5. Teacher Race Distribution – Percent of FTE Teacher Count by Race/Ethnicity
6. Teacher Education Distribution
    a. Teachers with Bachelor's Degree
        i. All Schools: Percent of Total FTE Teacher Count with bachelor's degrees only
        ii. High-Poverty Schools: Percent of Total FTE Teacher Count with Bachelor's degrees only working in to High-Poverty Schools
        iii. Low-Poverty Schools: Percent of Total FTE Teacher Count with Bachelor's degrees only working in to Low-Poverty Schools
    b. Teachers with Master's Degree and Above
        i. All Schools: Percent of Total FTE Teacher Count with a Master's Degree or Higher.
        ii. High-Poverty Schools: Percent of Total FTE Teacher Count with a Master's Degree or Higher working in to High-Poverty Schools
        iii. Low-Poverty Schools: Percent of Total FTE Teacher Count with a Master's Degree or Higher working in to Low Poverty Schools
7. Average Teacher Experience –
    c. All Schools: Average years of teachers' experience based on Teacher FTE Count

    d. High-Poverty Schools: Average years of teachers' experience based on Teacher FTE Count working in High-Poverty Schools
    e. Low-Poverty Schools: Average years of teachers' experience based on Teacher FTE Count working in Low Poverty Schools
8. Novice Teacher Ratio – Percent of FTE Teacher Count with less than 2 years of experience
9. Average Teacher Salary – Total of teachers' work location base salary divided by the FTE Teacher Count. Teachers in which have a salary under $10,000 are excluded from this metric, as this data is considered erroneous.
10. Teacher Attendance Rate - Percent of FTE Teacher Count who were reported absent less than 10 days
11. Teacher Attendance – Total Teacher FTE Count who have missed 10 or more days
12. Teacher Evaluation –
    f. Effective Teacher – Percent of FTE Teacher Count who received an evaluation in reporting year that received a Proficient or Excellent rating on their evaluation
    g. Ineffective Teacher – Percent of FTE Teacher Count who received an evaluation in reporting year that received a Needs Improvement or Unsatisfactory rating on their evaluation.
13. Percent of Teacher Rated as Proficient or Excellent – Percent of FTE Teacher count with an active Professional Educator License (PEL) who received an evaluation in reporting year that received a Proficient or Excellent rating on their evaluation
14. Pupil Teacher Ratio
    h. Elementary Pupil/Teacher Ratio – Average Number of Classroom Teacher FTE Count for grade PreK-8 per for Fall Pre-K-8 Grade Student Enrollment
    i. High School Pupil/Teacher Ration – Average Number of Classroom Teacher FTE Count for grade 9-12 for Fall 9-12 Grade Student Enrollment
15. Educators with Short Term or Provisional Licenses – Percent of FTE Teacher Count with an active provisional license or short-term approval within the Educator Licensing System (ELIS).
    a. Provisional License includes the following – ELS Provisional Educator (PEDU), 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) and Provisional In-State Educator (PIDU)
    b. Short-Term License includes the following – Short-Term Approval (STA)

Formulas(s)

1. FTE Teacher Count
   Sum of all Work Location FTE values
2. Teacher Headcount
   Count of all Distinct IEIN values for the Work Location
3. Teacher Gender Distribution
   (FTE Teacher Count by Gender/FTE Teacher Count)*100
4. Teacher Race Distribution
   (FTE Teacher Count by Race/FTE Teacher Count)*100
5. Teacher Education Distribution

All Schools:

Bachelor's - (FTE Teacher Count with Bachelor's/FTE Teacher Count)*100
Master's or above - (FTE Teacher Count with Master's or Above/FTE Teacher Count)*100

High-Poverty Schools: - For Schools with a Low Income Fall Enrollment Percent of 75% or Greater

Bachelor's - (FTE Teacher Count with Bachelor's/FTE Teacher Count)*100
Master's or above - (FTE Teacher Count with Master's or Above/FTE Teacher Count)*100

Low-Poverty Schools: - For Schools with a Low Income Fall Enrollment Percent of 25% or Less

Bachelor's - (FTE Teacher Count with Bachelor's/FTE Teacher Count)*100
Master's or above - (FTE Teacher Count with Master's or Above/FTE Teacher Count)*100

6. Teacher Retention

Numerator:

The Total Teacher FTE Count of Teachers with a FTE = 1 in Current Reporting Year – 1, who have any FTE Value in the Current Report Year at the same location
+
The Total Teacher FTE Count of Teachers with a FTE = 1 in Current Reporting Year – 2, who have any FTE Value in the Current Report Year-1 at the same location
+
The Total Teacher FTE Count of Teachers with a FTE = 1 in Current Reporting Year – 3, who have any FTE Value in the Current Report Year-2 at the same location

Denominator:

The Total Teacher FTE Count of those Teachers with a FTE = 1 in Current Reporting Year – 1
+
The Total Teacher FTE Count of those Teachers with a FTE = 1 in Current Reporting Year – 2
+
The Total Teacher FTE Count of those Teachers with a FTE = 1 in Current Reporting Year – 3

Retention Rate: (Numerator/Denominator)*100

7. Average Teacher Experience

All Schools:

Sum of the Number of Years of In- and Out-of-State Teaching Experience/FTE Teacher Count

High-Poverty Schools: - For Schools with a Low Income Fall Enrollment Percent of 75% or Greater

Sum of the Number of Years of In- and Out-of-State Teaching Experience/FTE Teacher Count

Low-Poverty Schools: - For Schools with a Low Income Fall Enrollment Percent of 25% or Less

Sum of the Number of Years of In and Out of State Teaching Experience/FTE Teacher Count

8. Novice Teacher Rate

(FTE Teacher Count with 2 or Less Years of In- and Out-of-State Teaching Experience/FTE Teacher Count)*100

9. Average Teacher Salary

Sum of (Teacher's Base Salary*Work Location FTE) /FTE Teacher Count

10. Teacher Attendance Rate

(FTE Teacher Count absent less than 10 days/FTE Teacher Count)*100

11. Teacher Attendance

    Sum of FTE Teacher Count absent 10 or more days

12. Teacher Evaluation

    Effective Teacher - (FTE Teacher Count with a Proficient or Excellent Evaluation Rating/FTE Teacher Count who received an evaluation)*100

    Ineffective Teacher - (FTE Teacher Count with a Needs Improvement or Unsatisfactory Evaluation Rating/FTE Teacher Count who received an evaluation)*100

13. Percent of Teachers Rated as Proficient or Excellent
    a. FTE Teacher Count that hold an active Professional Educator License with a Proficient or Excellent Evaluation Rating/FTE Teacher Count who received an evaluation that hold a Professional Educator License)*100

14. Pupil Teacher Ratio

    Elementary – PreK-8th grade Fall Enrollment and Teacher FTE Count

    (Fall Enrollment Count/Classroom Teacher FTE Count): 1

    High School – 9th-12th grade Fall Enrollment and Teacher FTE Count

    (Fall Enrollment Count/Classroom Teacher FTE Count): 1

15. Educators with Short-Term or Provisional Licenses

    (FTE Teacher Count with an active Short-Term or approved Provisional License/FTE Teacher Count)*100

Technical Rules

1. FTE Teacher Count
    a. This includes all teachers so select position codes in Category 3 or 4
    b. A Position Time Frame of either 1 - Regular School Year or 3- Both
2. Teacher Headcount
    a. This includes all teachers so select position codes in Category 3 or 4
    b. A Position Timeframe of either 1 - Regular School Year or 3- Both
    a. Teachers with a Professional Educator License
        i. License Type in the following:
            1. PEL - Professional Educator License
        ii. Current License Status in the following:
            1. I – Issued
            2. HL – Hold License
            3. HT – Hold Unpaid Taxes
3. Teacher Gender Distribution
    a. This includes all teachers so select position codes in Category 3 or 4
    a. A Position Time Frame of either 1 - Regular School Year or 3- Both
    b. Teacher gender comes from the educator demographic table.
4. Teacher Race Distribution
    a. This includes all teachers so select position codes in Category 3 or 4
    a. A Position Time Frame of either 1 - Regular School Year or 3- Both
    b. Teacher Race comes from the educator demographic table.
5. Teacher Education Distribution
    a. This includes all teachers so select position codes in Category 3 or 4
    b. A Position Time Frame of either 1 - Regular School Year or 3- Both

    c. The teacher's degrees come from ELIS and include a degree sequence number.
    a. The Teachers with bachelor's degree are teachers with degree sequence number = 4.
    b. The Teachers with master’s degree of higher are teachers with degree sequence number > 4.
    c. This metric is available for all schools within the district, as well as broken out by High-Poverty and Low-Poverty Schools within the District
        i. High-Poverty is defined as a School in which the Fall Student Enrollment Low-Income percent is 75% or greater
        ii. Low-Poverty is defined as a School in which the Fall Student Enrollment Low-Income percent is 25% or Less
6. Teacher Retention
    a. This includes all teachers so select position codes in Category 3 or 4
    b. A Position Timeframe of either 1 - Regular School Year or 3- Both
    c. Teacher Retention is a three-year average. Produce the counts for each year individually and combine for the average.
    a. Only include Teachers who are Full Time at the school in the reporting year. (Work location FTE = 1.0).
    b. They can be any FTE in the previous school year.
    c. Utilize the Position School Year value to determine School Years in which the Teacher served.
    d. They must be in the same working location (school) in the Reporting Year and previous years.
    e. They must be in the position codes in Category 3 or 4 in the previous year
    f. The district retention is calculated by summing the teachers retained at each school / the teacher count for that district.
7. Average Teacher Experience
    a. This includes all teachers so select position codes in Category 3 or 4
    b. A Position Time Frame of either 1 - Regular School Year or 3- Both
    c. Use both In and Out of State Experience
    d. Teacher experience is in the educator experience table.
8. Novice Teacher Rate
    a. This includes all teachers so select position codes in Category 3 or 4
    b. A Position Time Frame of either 1 - Regular School Year or 3- Both
    c. Teacher experience is in the educator experience table and is defined as a teacher having 2 or fewer years of combined experience (In and Out of State)

9. Average Teacher Salary
    a. This includes all teachers so select position codes in Category 3 or 4
    b. A Position Time Frame of either 1 - Regular School Year or 3- Both
    c. Exclude all Teachers in which have a missing or under $10,000 base salary from both the numerator and denominator
10. Teacher Attendance Rate
    a. This includes all teachers so select position codes in Category 3 or 4
    b. A Position Time Frame of either 1 - Regular School Year or 3- Both
    c. Percent of those teachers who have missed less than 10 days
11. Teacher Attendance
    a. This includes all teachers so select position codes in Category 3 or 4
    b. A Position Time Frame of either 1 - Regular School Year or 3- Both
    c. Teachers who have missed 10 or more days
12. Teacher Evaluation
    a. This includes all teachers so select position codes in Category 3 or 4
    b. A Position Time Frame of either 1 - Regular School Year or 3- Both
    c. Population only includes those teachers in which received an evaluation in the reporting year
    d. Effective Teacher – received an Excellent or Proficient rating
    e. Ineffective Teacher - received a Needs Improvement or Unsatisfactory rating
13. Percent of Teachers Rated as Excellent or Proficient
    a. This includes all teachers so select position codes in Category 3 or 4
    b. A Position Time Frame of either 1 - Regular School Year or 3- Both
    c. Population only includes those teachers in which received an evaluation in the reporting year
    d. Teachers with a Proficient or Excellent rating on their evaluation
    e. Teachers with a Professional Educator License
        i. License Type in the following:
            1. PEL - Professional Educator License
        ii. Current License Status in the following:
            1. I – Issued
            2. HL – Hold License
            3. HT – Hold Unpaid Taxes
14. Pupil Teacher Ratio
    a. This includes all Instructional/Classroom teachers so select position codes in Category 3
    a. A Position Time Frame of either 1 - Regular School Year or 3- Both
    b. The working location record has a grade level assignment.
        i. The elementary teachers are grade level assignment of 1 – Pre-K, 2 – Kindergarten and 3 – grade 1 to 8.
        ii. The high school teachers are grade level assignment of 4 – High School.
    c. The number of students comes from the Fall Enrollment count.
        i. The responsible district entity in the Fall Enrollment count must = the working location of the teachers.
        ii. The elementary count is for grades Pre-K through 8.
        iii. The high school count is for grades 9 through 12.

    d. The ratio is the average Fall Enrollment Student Count per Teacher FTE Count.

15. Educators with Short-Term or Provisional Licenses
    a. This includes all teachers so select position codes in Category 3 or 4
    b. A Position Timeframe of either 1 - Regular School Year or 3- Both
    c. The source for the data is the Educator Licensure Information System (ELIS).
    d. Teacher with an Short-Term or Provisional Licenses
        i. Provisional License
            1. License Type in the following:
                a. PEDU - ELS-Provisional Educator
                b. APE - Alternative Provisional Educator Endorsement
                c. APA - Alternative Provisional Superintendent Endorsement
                d. CTEP - Provisional Career and Technical Educator Endorsement
                e. PCTE - Part Time Provisional Career and Technical Educator Endorsement
                f. PIDU - Provisional In-State Educator
            2. Current License Status in the following:
                a. I – Issued
                b. HL – Hold License
                c. HT – Hold Unpaid Taxes
        ii. Short-Term License
            1. License Type
                a. STA – Short Term Approval
            2. Current License Status in the following
                a. I - Approved

Aggregation and Disaggregation Levels

- Aggregation levels
    - School - only Teacher Retention
    - District
    - State

Sources of Data

Employment Information System (EIS)
Educator Licensure Information System (ELIS)

Title I Status

2018

Illinois State Board of Education

Metric Information

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"

Targeted assistance programs must focus services to identify students most at risk of failing through multiple objective criteria. Services and supplies must ONLY be focused on those students who are identified as needing the services.

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

Formula

There is no formula for this metric. The data is passed through from the source.

Federal guidance

Not Applicable.

Business Rules and Technical Implementation

Business Rules

The value for this metric is determined by ISBE's Funding and Disbursement Division and passed through for presentation on the Interactive Report Card.

Aggregation and Disaggregation Levels

- Aggregation levels
    - School

Sources of Data

Data originates in eGMS.

Data Elements

In the source data, each school has one of 4 possible designations for Title I funding:

- SW (School-wide Title I Program)
- TA (Targeted Assistance Title I Program)
- NS (Not a Participant in Title I Program). This designates the school is eligible but does not participate).
- Blank (not applicable). This designates the school is not eligible.

For the Illinois Report Card, a school will be designated one of four options:

- School-wide Title I Program
- Targeted Assistance Title I Program
- Eligible, but Not a Participant in Title I Program. For this option, schools with a source value of NS will be included.
- Not a Participant in Title I Program. For this option, the schools with a source value of Blank will be included.