

2018 Illinois Report Card Glossary of Terms



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

5Essentials Response: Schools is the percentage of schools with over a 50 percent response rate on the school climate survey.

5Essentials Response: Students is the total number of individual students responding to the school climate survey divided by the total number of eligible students. Students are eligible to participate if they are enrolled in a school and are able to take the survey.

5Essentials Survey is a survey taken by all prekindergarten through 12th-grade teachers and all fourth- through 12th-grade students as required by the ESSA (Every Student Succeeds Act) State Plan. The information collected through the survey is rigorously reviewed and analyzed to generate a 5Essentials Report for each school.

5Essentials Response: Teachers represents the total number of teachers responding to the climate survey divided by the total number of eligible teachers. Teachers eligible to take the teacher survey include: (1) self-contained and subject-specific classroom teachers; (2) instructional coaches and subject matter specialists; (3) teacher aides, paraprofessionals, and CCTs (cooperating classroom teachers); (4) special education teachers working in a single classroom or across classrooms; (5) counselors, librarians, and other staff members who teach students.

8th Graders Passing Algebra I are 8th grade students who have successfully completed Algebra I (or its equivalent) by the end of 8th grade. Successful completion is measured by earning a D or above. Courses taken during any summer sessions are not included in this calculation.

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

Accountable School is the school used to calculate Summative Designations. “Accountable School” is not always the same as the “Responsible School.”

- The accountable school is the serving school in cases where a student’s home and serving school are local public schools and there is no service provider.
- In cases where the serving school is a cooperative school then the accountable school is the cooperative school.
- In cases where the home school, serving school, and service provider are local public schools then the accountable school is the service provider.
- If the service provider is not a local public school, the accountable school is the home school.
- If the home school is a local public school but the serving school is not, then the accountable school is the home school.
- If the home school is a local public school but the serving school is an alternative school/ program, then the accountable school is the home school.

Adequacy Target is the denominator or lower half of the ratio that is each district’s Percent of Adequacy. The Adequacy Target is the calculated cost to educate students within the district based on the cost factors outlined in EBF. Please refer to ISBE’s [resource materials](#) for the list of cost factors and the steps EBF requires to determine a district’s Adequacy Target. Each district’s Adequacy Target is calculated by ISBE and updated annually.

2018 Illinois Report Card Glossary of Terms

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

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

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

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

Average Teacher Salary is the sum of the salaries for all classroom teachers divided by the number of full-time equivalent classroom teachers.

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

The **Base Funding Minimum (BFM)** is the hold harmless provision in the Evidence-Based Funding (EBF) system. EBF consolidates and replaces five grant programs: General State Aid, Special Education Personnel, Special Education Funding for Children Requiring Services, Special Education Summer School, and English Learner Education. EBF distributes these funds through a single grant, called the Base Funding Minimum (BFM). In FY 18, the BFM amount is the total of the gross payments, excluding adjustments applied in FY 17, for each of the five grants, with the exception of Special Education Summer School. In FY 18, districts received 100 percent of FY 17 Special Education Summer School claims, rather than the prorated amount districts received in FY 17. In FY 19, the BFM grew to equal the FY 18 BFM, the FY 18 tier funding and the FY 18 supplemental English Learner funding.

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

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

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

Chronically Truant Students include the number of chronic truants, divided by the average daily enrollment, multiplied by 100. Chronic truants include students subject to compulsory attendance who have been absent without valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days.

Climate and Culture: Expulsions is the number of students expelled (with or without receiving educational services) divided by Student Enrollment for that educational entity.

Climate and Culture: Incidents of Violence is the number of students involved in violent incidents with or without injury divided by the Student Enrollment for that educational entity. This includes bullying and harassment.

Climate and Culture: In-School Suspension is the number of students receiving an in-school suspension divided by the Student Enrollment for that educational entity.

Climate and Culture: Out-of-School Suspension is the number of students receiving an out-of-school suspension

2018 Illinois Report Card Glossary of Terms

divided by the Student Enrollment for that educational entity.

College and Career Readiness Indicator (CCRI) is composed of multiple points of data. These data points will combine to become 6.25% of the Student Success/School Quality Indicator within the Illinois Accountability System in the 2020-21 school year. Many data points are currently collected (e.g. SAT composite score and course assignments entered into SIS) while others will require additional collection efforts by districts. ISBE will revise SIS to include the new data points by the end of the 2018-19 school year to collect this indicator. Information gathered for CCRI should be used to guide direction for students, schools, and communities. CCRI should not be used as the sole basis for postsecondary individual student advising. Additional information regarding CCRI may be found [here](#).

Community College Remediation is the percentage of graduates from the last school year who attended an Illinois community college in the current school year and were enrolled in remedial courses. The source for this metric is from the Illinois Community College Board and SIS.

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

Dropout Rate is the number of dropouts, divided by the fall enrollment (not including postgraduates), and multiplied by 100. Dropouts include students in Grades 9-12 whose names have been removed from the district-housed roster for any reason other than death, extended illness, graduation/completion of a program of studies, transfer to another public/private/home school, or expulsion.

Dynamic Learning Maps Alternate Assessment (DLM-AA) is an assessment administered to students in Grades 3 through 8 and 11 with significant cognitive disabilities whose IEPs (Individualized Education Programs) indicate that participation in the PARCC ([Partnership for Assessment of Readiness for College Careers](#)), even with accommodations, is not appropriate. [DLM-AA](#) was developed through a consortium of states.

English Language Arts (ELA) Proficiency is the percentage of students who are proficient (e.g. performance levels 4 and 5 on PARCC, performance levels 3 and 4 on DLM, performance levels 3 and 4 on SAT) in the subject area of English Language Arts.

ELA, Math, and ISA (Illinois Science Assessment) Participation is the number and percentage of students who received valid scores on the State's required accountability assessments or its approved alternate assessment in the subject areas of ELA, math and science.

English Learners (ELs) are students who have been found to be eligible for bilingual education services. The percentage of EL students is the count of EL students divided by the Student Enrollment, multiplied by 100.

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

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

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

2018 Illinois Report Card Glossary of Terms

EBF District Funding Tier is the tier assigned to each district pursuant to EBF. It is the value of 1-4 based on percentage of adequacy. Tier 1 threshold is set annually. Tier 2 districts have a percentage of adequacy greater than or equal to the Tier 1 target ratio and less than 90 percent. Tier 3 districts have a percentage of adequacy greater than or equal to 90 percent and less than 100 percent. Tier 4 districts have a percentage of adequacy greater than or equal to 100 percent.

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

Feeder School is a school from which students progress to a higher-level educational school. For example, middle schools are feeder schools for high schools. A school is considered a feeder school if 50 percent or more of the students in the terminating grade attend a single school. For example, a middle school where 78 percent of the 8th grade students attend the same high school would be a feeder school of that high school.

Final Resources is the numerator or top of the ratio that is the percentage of adequacy. It consists of a district's Local Capacity Target, Corporate Personal Property Replacement Tax revenue, and BFM.

Financial Capacity to Meet Expectations see Percentage of Adequacy.

General State Aid was the primary state grant to school districts in effect in Illinois for Fiscal Years 1999 – 2017. It was repealed with the passage of Public Act 100-0582. This grant program and four other state grants were combined to form the new primary state grant known as Evidence-Based Funding (EBF). The Report Card displays some data from FY 17 and revenues from that period may reflect General State Aid receipts.

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

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

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

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

- Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory students who qualify as being homeless for the purposes of this subtitle because they are living in circumstances described above.
- The percentage of homeless students is the count of homeless students, divided by the total fall enrollment, multiplied by 100.

2018 Illinois Report Card Glossary of Terms

See the [McKinney-Vento Act](#) for more details on homelessness and associated programming.

Illinois Science Assessment Proficiency is the percentage of students who are proficient in the subject area of science as determined by the Illinois Science Assessment.

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

Kindergarten Readiness is defined by the Kindergarten Individual Development Survey (KIDS) created and administered by the University of California Berkeley's Berkeley Evaluation and Assessment Research Center. The survey results show the percentage of incoming kindergarteners who are ready for school in ELA, math, and socio-emotional learning, separately. This element will be included in the 2019 Report Card.

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

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

Long-Term ELs are English Learners that have not scored a 4.8 or higher (proficient) on proficiency tests after 7 years of their initial EL identification.

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

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

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

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

The **Partnership for Assessment of Readiness for College Careers (PARCC)** exam is administered to students in Grades 3 through 8. Several other states and the District of Columbia use, and collaborate to improve, the **PARCC** exam to assess student progress to college and career readiness.

Percent of Novice Teachers is the number of teachers with two or fewer years of teaching experience divided by the total number of teachers in an educational entity, multiplied by 100.

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

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

- Level 1 - Did Not Yet Meet Expectations;

2018 Illinois Report Card Glossary of Terms

- Level 2 - Partially Met Expectations;
- Level 3 - Approached Expectations;
- Level 4 - Met Expectations; and,
- Level 5 - Exceeded Expectations.

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

- Level 1 - Partially Meets Standards;
- Level 2 - Approaching Standards;
- Level 3 - Meets Standards; and,
- Level 4 - Exceeds Standards.

The Dynamic Learning Maps – Alternative Assessment (DLM-AA) has four performance levels:

- Level 1 – Emerging;
- Level 2 - Approaching Target;
- Level 3 – At Target; and,
- Level 4 - Advanced.

The Illinois Science Assessment has two performance levels: Proficient and Not Proficient.

Percent of Teachers by Gender is the number of full-time equivalent classroom teachers for a particular gender, divided by the total number of full-time equivalent classroom teachers, multiplied by 100.

Percent of Teachers by Race/Ethnicity is the number of full-time equivalent classroom teachers belonging to that particular racial-ethnic group as reported for the district, divided by the total number of full-time equivalent classroom teachers, multiplied by 100.

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

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

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

Percentage of Adequacy is a ratio equal to a district's Final Resources divided by its Adequacy Target in EBF. Each district's percentage of adequacy determines its tier assignment in a given year. Also referred to as Capacity to Meet Expectations.

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

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

Pupil-Administrator Ratio is the Student Enrollment for the school year divided by the number of full-time equivalent administrative staff.

Pupil-Certified Staff Ratio is the Student Enrollment divided by the number of full-time equivalent certified staff (excluding adult education personnel).

2018 Illinois Report Card Glossary of Terms

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

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

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

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

Responsible School is the school used for calculating most Report Card metrics. If a student's serving school is a local public school or a state funded public school, then the serving school is the responsible school. If the serving school is a career and technical education center, then the home school is the responsible school. Not all students will have a responsible school.

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

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

School District is a geographical territory governed by a school board, which has the powers conferred to it by the General Assembly. The Illinois Department of Juvenile Justice is a school district. Other entities include cooperative high school, the Illinois Department of Human Services, special education cooperatives, state-authorized charter schools, the Illinois Math and Science Academy, and lab schools.

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

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

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

A **Special Charter District** is any city, township, or district organized into a school district and operating in whole or in part under a special act or charter of the General Assembly.

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

2018 Illinois Report Card Glossary of Terms

As defined by the US Department of Education, **State Education Agency Level Enrollment** includes:

1. Students reported by a district;
2. Students placed in private schools by the state and funded by state;
3. Children participating in a prekindergarten program that is administered directly by the State Education Agency or its subcontractors, and who are not included in the membership of a district, should be reported only at the state level.

Does not include:

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

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

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

Student Attendance Rate is the aggregate days of student attendance, divided by the sum of the aggregate days of student attendance and aggregate days of student absence, multiplied by 100.

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

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

Note: October 1st, 2017 (School year 2017-18) was a Sunday. As a result, enrollment for the 2018 Report Card reflects enrollment as of October 2nd, 2017.

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

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

Student Membership (see Student Enrollment).

Student Mobility Rate is the unduplicated count for students who transferred in and out of the serving school at any time during the school year (Oct. 1 – May 10) for reasons other than normal educational program transitions (e.g., graduation). It is the sum of the students who transferred out and the students who transferred in, divided by fall enrollment, multiplied by 100. Each individual student can be counted only once.

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

Summative Designation is the annual accountability designation assigned to each school pursuant to the reauthorization of the Elementary and Secondary Education Act (ESSA). The summative designation for all public schools receiving a

2018 Illinois Report Card Glossary of Terms

designation is located on the Illinois Report Card. Entities that do not have a summative designation listed, are either an entity that does not receive a summative designation, or the school has insufficient size or data to meet the n-size rules for summative designation calculations. The suppression rule for summative designation calculations is a count of at least 20 students per indicator. This suppression rule differs from the reporting suppression rule because they serve different purposes. The summative designation suppression limit represents a threshold for stability of accountability designations and was approved in our Illinois ESSA Plan.

Summative designations include:

An **Exemplary School** has no student demographic groups performing at or below the level of the “all students” group in the lowest five percent of all schools, a graduation rate greater than 67 percent, and whose performance is in the top 10 percent of schools statewide. Schools that receive an “Exemplary School” designation may apply to serve in the IL-EMPOWER network of partners.

A **Commendable School** has no student demographic groups performing at or below the level of the “all students” group in the lowest five percent of all schools, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide. Schools that receive a “Commendable School” designation may apply to serve in the IL-EMPOWER network of partners.

An **Underperforming School** has one or more student demographic group performing at or below the level of the “all students” group in the lowest five percent of all schools. Schools that receive an “Underperforming School” designation will receive “targeted” support.

A **Lowest Performing School** is in the lowest-performing five percent of Title I schools in Illinois and any high schools that have a graduation rate of 67 percent or less. Schools identified as “Lowest Performing” receive “comprehensive” supports through collaboration with ISBE and partners to build on their strengths and address their individual challenges in serving all students fully and equitably. These schools develop a work plan with timelines and targets approved by ISBE and receive funding to access services through IL-EMPOWER.

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

Teacher Evaluation is the combined percentage of teachers rated as proficient or excellent in their most recent evaluation.

Teacher Retention Rate is the percentage of full-time teachers returning to the same school from the previous year (three-year average). Teacher retention rate at the district level is the total number of full-time teachers returning to the same school in the past three years and dividing by the total number of full-time teachers from the past three years. The teacher data were extracted from the Employee Information System.

Time Devoted to Teaching Core Subjects is the average number of minutes of instruction per five-day school week reported as allocated for instruction in each of the specified subject areas at Grades 3, 6, and 8, divided by 5. For the purposes of this metric, core subjects include mathematics, science, English Language Arts and social science.

Title 1 Status indicates whether or not a school is eligible for targeted or school wide supports pursuant to Title 1.

Schoolwide Title 1 Programs are for schools in which the poverty rate is 40 percent or higher.

Targeted Assistance Programs are Title I schools with less than the 40 percent schoolwide threshold or schools who choose not to operate a schoolwide program.

Total School Tax Rate Per \$100 is an indication of district effort. It is the district’s total tax rate for education (per \$100)

2018 Illinois Report Card Glossary of Terms

as shown on local property tax bills.

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

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

Report Card Data Sources

1. School Report Card Data Form (ISBE 86-43), 2017-18
2. Employee Information System, 2012-13 through 2017-18
3. Student Information System from IWAS, 2010-11 through 2017-18
4. Annual Financial Report (ISBE 50-35)/General State Aid Claim for 2015-16 payable in 2017-18 (ISBE 54-33)
5. State Assessment Files, 2014-15 through 2017-2018
6. National Assessment of Educational Progress, 2018
7. National Student Clearinghouse, 2018
8. Educator Licensure Information System (ELIS), 2018
9. The College Board (<https://professionals.collegeboard.org/testing/ap>), 2018
10. Illinois Community College Board (<https://www.iccb.org/iccb/>), 2018
11. IEP Special Education Tracking And Reporting (ISTAR) System, 2018
12. Evidence-Based Funding (EBF) (<https://www.isbe.net/Pages/ebfdistribution.aspx>), 2018
13. 5Essentials Survey (<https://uchicagoimpact.org/our-offerings/5essentials>), 2018
14. Title I (<https://www.isbe.net/Pages/Title-I.aspx>), 2018