



Illinois
State Board of
Education



Public Business Rules
2020 Report Card Metrics

Revision History

Version	Date Updated	Revision(s)
1.0	June 30, 2020	Original version
2.0	July 29, 2020	Gifted <ul style="list-style-type: none"> Added clarification to the business rules section regarding the students age on Sept. 1st of the Academic Year to Qualify for Grade for “Accelerated Placement”
3.0	August 19, 2020	Attendance <ul style="list-style-type: none"> Added clarification to the business rules and formula for determining Total School Days Updated the School Calendar Codes table to include both Student Attendance Days and School Calendar Days
4.0	September 9, 2020	Teacher Measures <ul style="list-style-type: none"> Added clarification to the business rules for Teacher Experience Attendance <ul style="list-style-type: none"> Added clarification to the business rules for determining Student Attendance Rate Added clarification to the business rules and formula for determining Chronic Truancy Rate Added clarification to the business rules and formula for determining Chronic Absentee Rate School Improvement Funds <ul style="list-style-type: none"> Added clarification to the business rules
5.0	September 21, 2020	Student Enrollment <ul style="list-style-type: none"> Added clarification to the business rules for Student Enrollment
6.0	September 24, 2020	Gifted <ul style="list-style-type: none"> Updated the entire section with regards to Gifted Student Mobility <ul style="list-style-type: none"> Updated the business rules to indicate May 1st instead of May 10th for Student Mobility
7.0	October 7, 2020	Gifted <ul style="list-style-type: none"> Added clarification to the business rules with regards to Gifted
8.0	November 18, 2020	English Learners <ul style="list-style-type: none"> Modified the calculation for Percentage of English Learners in Fall Enrollment

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Grades Served
SY 2020

Grades Served

Definition

The grade levels that schools and districts offer to educate students.

Guidance and Citation

State Statute/Guidance: N/A

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

Business Rules

For Pre-Kindergarten:

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

For Grades K-12:

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

Formula (calculations)

N/A

Sources of Data

Student Information System (SIS)

Entity Profile System (EPS)



Responsible Entity
SY 2020

Responsible Entity

Definition

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

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

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

Guidance Citation

State Statute/Guidance: N/A

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

Business Rules

Entities that will receive a Report Card are:

- Any public school that is Category 4 or Category 8
- The Home School enrollment is equal to 10 or more
 - There are two exceptions to this rule. The following Serving schools will also receive a Report Card
 - Bismark-Henning-Rossville-Alvin Cooperative High School
 - Paris Cooperative High School
- Public schools that were open during the school year and enrolled students as a home school
 - This **excludes** programs that only serve students enrolled at other home schools like alternative programs.
- The University of Illinois and Illinois State University lab school systems and their constituent schools will receive a report card.
- No other school level entity will receive a report card.
- Parent entities (Districts) of schools that receive a report card will also receive a report card.

Responsible Entity

- Student enrolled in “Evaluation” and “Birth to Three” grades are **excluded** from any report card enrollment counts.
- Students with a home school that is a category 4 or 8.
 - This **includes** Pre-K centers that are a category 4 which is part of a district
 - This **excludes** the Early Childhood Centers that are not part of a district

- The responsible school is the home school of the enrollment record, with the exception for the following cooperative schools:
 - Bismarck-Henning-Rossville-Alvin Cooperative High School
 - Paris Cooperative High School
- When the home school is Bismarck-Henning-Rossville-Alvin Cooperative High School 1 or Bismarck-Henning-Rossville-Alvin Cooperative High School 7, the responsible entity that will receive the Report Card is Bismarck-Henning-Rossville-Alvin Cooperative High School.
- When the home school is Paris Cooperative High School 95 or Paris Cooperative High School 4, the responsible entity that will receive the Report Card is Paris Cooperative High School.
- The responsible district is the parent district of the responsible school who qualifies to receive a report card.
- All students reported at the school/district level are also reported at the state level.
- Students enrolled in deactivated schools are counted in the school/district where they are being served (the home school of the enrollment).

Home School vs. Serving School

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

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

Formula (calculations)

N/A

Sources of Data (if applicable)

Student Information System (SIS)

Entity Profile System (EPS)



***Year End Collection
SY 2020***

Year End Collection (YEC)

Metric Information

- Health and Wellness
- Teaching Time Minutes Per Week Math (not reported in the Report Card)
- Teaching Time Minutes Per Week Science (not reported in the Report Card)
- Teaching Time Minutes Per Week English (not reported in the Report Card)
- Teaching Time Minutes Per Week Social Science (not reported in the Report Card)
- Truant Minors (not reported in the Report Card)
- No Pass No Play (not reported in the Report Card)

Definition

The Year End Collection is a data collection process administered at the end of the school year that captures required data that is not captured in other data collection systems. For SY 2018-19, the Year End Collection only collected No Pass No Play, Truant Minors, Health and Wellness, and Minutes of Instruction per Week. Only Health and Wellness and Minutes of Instruction are reported in the Report Card.

- Health and Wellness is the average number of days per week that a student at a school has physical education.
- Minutes of Instruction per week is the average number of minutes per week in grades 3, 6, and 8.
- No Pass No Play is the count of suspensions from extracurricular activities at a school in the year.
- A Truant Minor is a chronic truant to whom supportive services, including prevention, diagnostic, intervention and remedial services, alternative programs, and other school and community resources have been provided (or offered and refused), and have failed to result in the cessation of chronic truancy.

Guidance Citation

State Statute/Guidance: Illinois School [105 ILCS 5/10-20.30](#) , Illinois School Code [105 ILCS 5/26-3d](#) and Illinois School Code [ILCS 5/10-17a](#)

Federal Statute/Guidance: N/A

Business Rules

- Data is self-reported by the schools/district.
- School year from the Year End Collection database is the same as the Report Card year.
- The data is collected for every public school (Category 4).
- The district is the parent district of the public school.
- Instructional minutes for core subjects are collected for grades 3, 6, and 8 as minutes per week and reported as minutes per day.
 - Calculate minutes per day by dividing the minutes per week by five.
- Minutes per day is rounded to nearest whole number and stored as a decimal (3.0).

Formula (calculations)

Health and Wellness Formula

- Health and Wellness Count

Minutes Per Day Math Formula

- (Instruction Time Math in minutes per week as entered by the school) / (5)

Minutes Per Day Science Formula

- (Instruction Time Science in minutes per week as entered by the school) / (5)

Minutes Per Day English Formula

- (Instruction Time English in minutes per week as entered by the school) / (5)

Minutes Per Day Social Science Formula

- (Instruction Time Social Science in minutes per week as entered by the school) / (5)

No Pass No Play Formula

- No Pass No Play count

Truant Minors Formula

- Truant Minor count

[Sources of Data](#)

Year End Collection (YEC)



***Proficiency Rate ELA, Math, and Science – All Tests
SY 2020***

Proficiency Rate ELA, Math and Science - All Tests

DATA UNAVAILABLE ON THE 2020 REPORT CARD DUE TO THE SUSPENSION OF IN-PERSON INSTRUCTION.

Definition

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

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

Guidance Citation

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

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

Business Rules

- ELA, Math, and Science rates for the “All Student” population are computed and displayed.
- The testing enrollment is defined in the Participation metric.
- The demographics (Race, Gender and the Program Indicators) are disaggregated at the entity level (school, district or state level) and at the grade level.
- The source for the IAR, SAT, and DLM-AA calculation is SIS Assessment Correction and Score records.
- The source for the ISA calculation is ISA Student Roster and Result records.
- For IAR, SAT, and DLM-AA, the grade is the grade at time of testing from the Correction record.
- For ISA, the grade is the grade in SIS at the time the student is rostered for ISA.
- For IAR, SAT, and DLM-AA, student demographic information (race, gender, program indicators) used for assessment proficiency rate calculations is collected at the time of testing and stored in the assessment correction record.
- For ISA, student demographic information (race, gender, program indicators) used for assessment proficiency rate calculations comes from the Roster record.
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- High School: Grades are 9 through 12
 - Use SAT and DLM-AA scores for ELA and Math
 - Levels 3 and 4 are proficient for SAT and DLM-AA (grades 11 and 12)
 - For ELA and Math, Grade 9 and Grade 10 are **excluded** from proficiency rates by subject and test and should all be suppressed.
 - Use ISA and DLM-AA scores for Science
 - Levels 3 and 4 are proficient for DLM-AA (grade 11 and 12)
 - For Science, Grade 9 and Grade 10 are **excluded** for DLM-AA and should all be suppressed.
 - Level 2 is proficient for ISA (grade 11)
 - For Science, only Grade 11 is **included** for ISA.
- Elementary School: Grades are 3 through 8
 - Use IAR and DLM-AA scores for ELA and Math.
 - Levels 4 and 5 are proficient for IAR (grades 3 through 8).
 - Levels 3 and 4 are proficient for DLM-AA (grades 3 through 8).

- Use ISA and DLM-AA for Science.
 - Level 2 is proficient for ISA (grade 5 and 8)
 - Levels 3 and 4 are proficient for DLM-AA (grades 5 and 8).
- Proficiency Rate Numerator
 - Number of students who are proficient in either ELA, Math, or Science (IAR level 4 or level 5; SAT level 3 or level 4; DLM-AA level 3 or level 4; ISA level 2)
- Proficiency Rate Denominator
 - The denominator for Proficiency Rate is derived and will be the greater of:
 - Total number of students with valid scores excluding all students with suppressed scores; **or**
 - 95% of the Participation Rate denominator
 - If the Participation Rate is **greater than or equal** to 95 percent, then the denominator will be the number of students with a valid score excluding all students with suppressed scores.
 - If the Participation Rate is **less than** 95 percent, then the denominator will be 95 percent of the Participation Rate denominator, which is defined in the Participation Rate metric.
- Proficiency Rate for **IAR, SAT, and DLM-AA**: The table below indicates whether a record is included in the numerator for calculating Proficiency Rate.
 - *Note*:
 - For a complete listing of RNVTA codes and validation rules see: <https://www.isbe.net/Documents/reason-no-valid-test-attmpt.pdf>

Assessment	Subject	Scale Score	RNVTA Code	Suppression Code	Include in Proficiency Numerator
IAR, SAT, DLM-AA	All	Yes	Null	Null	Yes
IAR, SAT, DLM-AA	All	No	1	Null	No
IAR, SAT, DLM-AA	All	No	2	Null	No
IAR, SAT, DLM-AA	All	No	3	Null	No
IAR, SAT, DLM-AA	All	No	4	Null	No
IAR, SAT, DLM-AA	All	No	7	Null	No
IAR, SAT, DLM-AA	All	No	8	Null	No
IAR, SAT, DLM-AA	All	No	9	Null	No
IAR, SAT, DLM-AA	All	No	10	Null	No
IAR, SAT, DLM-AA	All	No	15	Null	No
IAR, SAT, DLM-AA	All	No	16	Null	No

IAR, SAT, DLM-AA	All	No	18	Null	No
IAR, SAT, DLM-AA	All	No	19	Null	No
IAR, SAT, DLM-AA	All	Yes	19	Suppressed (Not Null)	No
IAR, SAT, DLM-AA	All	No	21	Null	No
IAR, SAT, DLM-AA	All	No	22	Null	No
IAR, SAT, DLM-AA	All	Yes	22	Suppressed (Not Null)	No
IAR, SAT, DLM-AA	All	Yes	23	Suppressed (Not Null)	No
IAR, SAT, DLM-AA	All	No	25	Null	No
IAR, SAT, DLM-AA	All	Yes	25	Suppressed (Not Null)	No
IAR, SAT, DLM-AA	All	No	50	Null	No
IAR, SAT, DLM-AA	All	No	51	Null	No
IAR, SAT, DLM-AA	All	No	52	Null	No
IAR, SAT, DLM-AA	All	No	53	Null	No
IAR, SAT, DLM-AA	All	No	54	Null	No
IAR, SAT, DLM-AA	All	Yes	54	Suppressed (Not Null)	No

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

- Notes:

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

Assessment	Subject	Scale Score	RNVTA Code	Suppression Code	Include in Proficiency Numerator
ISA	Science	A 3-digit Scale Score			Yes
ISA	Science		01		No
ISA	Science		02		No
ISA	Science		03		No
ISA	Science		04		No

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

Formula (calculations)

Proficiency Rate ELA All Tests Formula

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

Proficiency Rate Math All Tests Formula

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

Proficiency Rate Science All Tests Formula

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

Sources of Data

Student Information System (SIS)



***Proficiency Rate ELA, Math, and Science – DLM-AA
SY 2020***

Proficiency Rate ELA, Math and Science – DLM-AA

DATA UNAVAILABLE ON THE 2020 REPORT CARD DUE TO THE SUSPENSION OF IN-PERSON INSTRUCTION.

Definition

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

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

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

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

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

Guidance Citation

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

Federal Statute/Guidance: Evaluations, Eligibility Determinations, Individualized Education Programs, and Educational Placements [34 CFR § 300.320](#)

Business Rules

- ELA, Math, and Science rates for the “All Student” population are computed and displayed.
- The testing enrollment is defined in the Participation metric.
- The demographics (Race, Gender and the Program Indicators) are disaggregated at the entity level (school, district or state level) and at the grade level.
- The source for the calculation is the DLM-AA Correction and Score records.
- The grade is the grade at time of testing from the Correction record.
- Student demographic information (race, gender, program indicators) used for assessment proficiency rate calculations is collected at the time of testing and stored in the assessment correction record.
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- DLM-AA has a student record with an ELA, Math, and Science score.
 - For ELA, Math, and Science, Grade 9 and Grade 10 are **excluded** from proficiency rates.
 - For ELA, Math, and Science, Grade 12 students will be reported with Grade 11 students.
- The proficiency rate is calculated for ELA, Math, and Science.
 - If a student is in a Performance Level of 3 or 4, then they are considered Proficient.

- Each subgroup is calculated the same way.
- There are no given Scale Scores for DLM-AA, just performance levels.
- Proficiency Rate Numerator
 - Number of students who are proficient in ELA, Math, or Science (level 3 or level 4)
- Proficiency Rate Denominator
 - The denominator for Proficiency Rate is derived and will be the greater of:
 - Total number of students with valid scores excluding all students with suppressed scores; **or**
 - 95% of the Participation Rate denominator
 - If the Participation Rate is **greater than or equal** to 95 percent, then the denominator will be the number of student’s with a valid score excluding all students with suppressed scores.
 - If the Participation Rate is **less than** 95 percent, then the denominator will be 95 percent of the Participation Rate denominator, which is defined in the Participation Rate metric.
- The table below indicates whether a record is included in the numerator for calculating Proficiency Rate.
 - *Note:*
 - For a complete listing of RNVTA codes and validation rules see: <https://www.isbe.net/Documents/reason-no-valid-test-attmpt.pdf>

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

DLM-AA	All	No	50	Null	No
DLM-AA	All	No	51	Null	No
DLM-AA	All	No	52	Null	No
DLM-AA	All	No	53	Null	No
DLM-AA	All	No	54	Null	No
DLM-AA	All	Yes	54	Suppressed (Not Null)	No

Formula (calculations)

Proficiency Rate ELA Formula

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

Proficiency Rate Math Formula

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

Proficiency Rate Science Formula

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

Sources of Data

Student Information System (SIS)



***Proficiency Rate ELA and Math – SAT
SY 2020***

Proficiency Rate ELA and Math – SAT

DATA UNAVAILABLE ON THE 2020 REPORT CARD DUE TO THE SUSPENSION OF IN-PERSON INSTRUCTION.

Definition

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

“SAT Proficiency” has four Performance Levels:

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

Scale Score ranges associated with the four performance levels can be found on the ISBE SAT webpage: <https://www.isbe.net/Documents/SAT-Performance-Levels-Chart.pdf>

The proficiency rate is calculated for ELA and Math.

Guidance Citation

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

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

Business Rules

- ELA and Math rates for the “All Student” population are computed and displayed.
- The testing enrollment is defined in the Participation metric.
- The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity (school, district, and state) and at the grade level.
- The source for the calculation is SAT Correction and Score records.
- Student demographic information (race, gender, program indicators) used for assessment proficiency rate calculations is collected at the time of testing and stored in the assessment correction record, with the exception of Military which comes from the SIS enrollment data collection.
- The grade is the grade at time of testing from the Correction record.
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- SAT has student records for both ELA and Math.
- The proficiency rate is calculated separately for ELA and Math.
 - If a student has a Performance Level of 3 or 4 they are considered Proficient.
- Each subgroup is calculated the same way.
- An additional metric called Average Score for SAT is calculated.
 - The requirements are:
 - The score is calculated separately for ELA and Math.
 - The score is calculated at the school, district, and state level.

- The ELA calculation is the sum of the valid ELA scores for that entity divided by the number of valid scores.
 - The Math calculation is the sum of the valid Math scores for that entity divided by the number of valid scores.
 - This is not disaggregated by demographics.
 - For the State Level, only enrollments in tbSnapshotFactStudentEnrollment where “ReportatStateLevel” = 1 are to be included.
- The AccessTestCode of 10 indicates the test was the SAT.
- The students that should have tested are all students whose linked enrollment shows the student is in Grade 11 or 12.
 - For ELA and Math, Grade 9 and Grade 10 are **excluded** from proficiency rates and should be noted in the file as suppressed.
- Proficiency Rate Numerator
 - Number of students who are proficient in either ELA or Math (Level 3 or Level 4)
- Proficiency Rate Denominator
 - The denominator for Proficiency Rate is derived and will be the greater of:
 - Total number of students with valid scores excluding all students with suppressed scores; **or**
 - 95% of the Participation Rate denominator
 - If the Participation Rate is **greater than or equal** to 95 percent, then the denominator will be the number of student’s with a valid score excluding all students with suppressed scores.
 - If the Participation Rate is **less than** 95 percent, then the denominator will be 95 percent of the Participation Rate denominator, which is defined in the Participation Rate metric.
- The table below indicates whether a record is included in the numerator for calculating Proficiency Rate.
 - *Note:*
 - For a complete listing of RNVTA codes and validation rules see: <https://www.isbe.net/Documents/reason-no-valid-test-attmpt.pdf>

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

SAT	All	No	21	Null	No
SAT	All	No	22	Null	No
SAT	All	Yes	22	Suppressed (Not Null)	No
SAT	All	Yes	23	Suppressed (Not Null)	No
SAT	All	No	25	Null	No
SAT	All	Yes	25	Suppressed (Not Null)	No
SAT	All	No	50	Null	No
SAT	All	No	51	Null	No
SAT	All	No	52	Null	No
SAT	All	No	53	Null	No
SAT	All	No	54	Null	No
SAT	All	Yes	54	Suppressed (Not Null)	No

Formula (calculations)

Proficiency Rate ELA – SAT Formula

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

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

Proficiency Rate Math – SAT Formula

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

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

Average SAT Score for ELA Formula

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

Average SAT Score for Math Formula

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

Sources of Data

Student Information System (SIS)



***Proficiency Rate Science – ISA
SY 2020***

Proficiency Rate Science – ISA

DATA UNAVAILABLE ON THE 2020 REPORT CARD DUE TO THE SUSPENSION OF IN-PERSON INSTRUCTION.

Definition

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

ISA Proficiency has two levels of performance, which are:

- Proficient: Work at this level meets the standard
- Not Proficient: Work at this level does not meet the standard

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

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

Guidance Citation

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

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

Business Rules

- The Science rate for the “All Student” population are computed and displayed.
- ISBE pre-ID’s students, however schools who do not keep their course enrollments up to date will have students added to their roster.
- The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity level (school, district, or state level) and at the grade level (Grade 5, Grade 8, or Grade 11).
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- The source for the calculation is ISA Student Roster and Result records.
- The demographic information comes from the Roster record.
- ISA has student records for Science only.
- The proficiency rate is calculated for Science.
- If a student is in a Performance Level of 2 then they are considered Proficient.
- Each subgroup is calculated the same way.
- Proficiency Rate Numerator
 - Number of students who were proficient in Science (level 2)
- Proficiency Rate Denominator
 - The denominator for Proficiency Rate is derived and will be the greater of:
 - Number of students with valid scores excluding all students with suppressed scores; **or**
 - 95% of the Participation Rate denominator
 - If the Participation Rate is **greater than or equal** to 95 percent, then the denominator will be the number of students with a valid score excluding all students with suppressed scores.
 - If the Participation Rate is **less than** 95 percent, then the denominator will be 95 percent of the Participation Rate denominator, which is defined in the Participation Rate metric.
- Proficiency Rate for **ISA**: The table below indicates whether a record is included in the numerator and/or denominator for calculating Participation Rate.
 - *Notes:*

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

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

- Grades 5, 8 and 11 (grade 11 starting 2020 and beyond) Rostering

- The grade is the grade at the time of testing from the Roster record and the student is not flagged as taking the DLM in SIS.

Formula (calculations)

Proficiency Rate Science Formula

- $(\text{Number of students who are proficient in Science}) \div (\text{The greater of \{number of students with valid scores in Science\} or \{95\% of the Science testing enrollment\}}) \times 100$
 - Use this formula for every student group and overall

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

Sources of Data

Illinois Science Assessment (ISA)

Assessment system in IWAS



***Proficiency Rate and Student Growth Percentile – ELA &
Math IAR
SY 2020***

Proficiency Rate and Growth Percentile ELA and Math – IAR

DATA UNAVAILABLE ON THE 2020 REPORT CARD DUE TO THE SUSPENSION OF IN-PERSON INSTRUCTION.

Definition

The Illinois Assessment of Readiness (IAR) is a federally required measure of students' mastery of the Illinois Learning Standards in English/Language Arts (ELA) and Math in grades 3 through 8, and their readiness for what's next. The IAR measures the same standards and includes the same high-quality test questions used the last four years in the Partnership for Assessment of Readiness for College and Careers (PARCC). Using the same content and measuring the same standards ensures comparability from year-to-year, which is an essential commitment to including growth in our support and accountability system. IAR results are also used to measure student growth for school and district accountability.

IAR Proficiency has five levels of performance, which are:

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

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

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

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

Guidance Citation

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

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

Business Rules

- ELA and Math rates for the “All Student” population are computed and displayed.
- The testing enrollment is defined in the Participation metric.
- The demographics (Race, Gender and the Program Indicators) are disaggregated at the entity level (school, district or state level) and at the grade level.
- The source for the calculation is IAR Correction and Score records.
- The grade is the grade at time of testing from the Correction record.
- Student demographic information (race, gender, program indicators) used for assessment proficiency rate calculations is collected at the time of testing and stored in the assessment correction record.
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- IAR has student records for both ELA and Math.
- The proficiency rate is calculated for both ELA and Math.
 - If a student is in a Performance Level of 4 or 5 then they are considered Proficient.

- Each subgroup is calculated the same way.
- Proficiency Rate Numerator
 - Number of students who are proficient in either ELA or Math (level 4 or level 5)
- Proficiency Rate Denominator
 - The denominator for Proficiency Rate is derived and will be the greater of:
 - Total number of students with valid scores excluding all students with suppressed scores; **or**
 - 95% of the Participation Rate denominator
 - If the Participation Rate is **greater than or equal** to 95 percent, then the denominator will be the number of students with a valid score excluding all students with suppressed scores.
 - If the Participation Rate is **less than** 95 percent, then the denominator will be 95 percent of the Participation Rate denominator, which is defined in the Participation Rate metric.
- The table below indicates whether a record is included in the numerator for calculating Proficiency Rate.
 - *Note:*
 - For a complete listing of RNVTA codes and validation rules see: <https://www.isbe.net/Documents/reason-no-valid-test-attmpt.pdf>

Assessment	Subject	Scale Score	RNVTA Code	Suppression Code	Include in Proficiency Numerator
IAR	All	Yes	Null	Null	Yes
IAR	All	No	1	Null	No
IAR	All	No	2	Null	No
IAR	All	No	3	Null	No
IAR	All	No	4	Null	No
IAR	All	No	7	Null	No
IAR	All	No	8	Null	No
IAR	All	No	9	Null	No
IAR	All	No	10	Null	No
IAR	All	No	15	Null	No
IAR	All	No	16	Null	No
IAR	All	No	18	Null	No
IAR	All	No	19	Null	No
IAR	All	Yes	19	Suppressed (Not Null)	No
IAR	All	No	21	Null	No
IAR	All	No	22	Null	No
IAR	All	Yes	22	Suppressed (Not Null)	No
IAR	All	Yes	23	Suppressed (Not Null)	No
IAR	All	No	25	Null	No
IAR	All	Yes	25	Suppressed (Not Null)	No
IAR	All	No	50	Null	No

IAR	All	No	51	Null	No
IAR	All	No	52	Null	No
IAR	All	No	53	Null	No
IAR	All	No	54	Null	No
IAR	All	Yes	54	Suppressed (Not Null)	No

- Student Growth Percentile (SGP) is calculated at the entity level (School, District, and State)
- The SGP is the average of individual student growth percentiles at the school, district, or state.
- In order to calculate an SGP, the student would need to test in the same subject in the current reporting year and the previous school year, in a standard test to test progression group (e.g., 3rd to 4th, 4th to 5th)
- SGP is disaggregated at Race, Programs IEP, EL and Low Income
- SGP is disaggregated by the proficiency levels
- Individual SGP are calculated from the vendor and are transmitted to ISBE. ISBE only calculates aggregate SGP

Formula (calculations)

Proficiency Level ELA – IAR Formula

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

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

Proficiency Level Math – IAR Formula

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

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

Growth Percentile ELA – IAR Formula

- $(\text{Sum of all individual student's SGP in ELA}) \div (\text{Number of students with an SGP in ELA}) \times 100$

Growth Percentile Math – IAR Formula

- $(\text{Sum of all individual student's SGP in Math}) \div (\text{Number of students with an SGP in Math}) \times 100$

Sources of Data

Student Information System (SIS)



***Participation Rate ELA, Math, and Science – All Tests
SY 2020***

Participation Rate ELA, Math, and Science - All Tests

DATA UNAVAILABLE ON THE 2020 REPORT CARD DUE TO THE SUSPENSION OF IN-PERSON INSTRUCTION.

Definition

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

Guidance Citation

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

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

Business Rules

- Each subject (ELA, Math, and Science) and applicable test (IAR, SAT, DLM-AA, and ISA) are reported.
- Student demographic information (race, gender, program indicators) used for assessment participation rate calculations is collected at the time of testing and stored in the assessment correction record.
- All assessment participation rates are calculated for the responsible entity as defined in the Responsible Entity business rules
- For each assessment type, subject, and student group, the assessment participation rate is calculated as:
 - $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
- Participation Rate for **SAT, IAR, and DLM-AA**:
 - The table below indicates whether a record is included in the numerator and/or denominator for calculating Participation Rate.
 - *Note:*
 - For a complete listing of RNVTA codes and validation rules see: <https://www.isbe.net/Documents/reason-no-valid-test-attempt.pdf>

Assessment	Subject	Scale Score	RNVTA Code	Suppression Code	Include in Participation Numerator	Include in Participation Denominator
SAT, IAR, DLM-AA	All	Yes	Null	Null	Yes	Yes
SAT, IAR, DLM-AA	All	No	1	Null	No	No
SAT, IAR, DLM-AA	All	No	2	Null	No	No
SAT, IAR, DLM-AA	All	No	3	Null	No	No
SAT, IAR, DLM-AA	All	No	4	Null	No	No
SAT, IAR, DLM-AA	All	No	7	Null	No	No
SAT, IAR, DLM-AA	All	No	8	Null	No	No

SAT, IAR, DLM-AA	All	No	9	Null	No	No
SAT, IAR, DLM-AA	All	No	10	Null	No	Yes
SAT, IAR, DLM-AA	All	No	15	Null	No	Yes
SAT, IAR, DLM-AA	All	No	16	Null	No	No
SAT, IAR, DLM-AA	All	No	18	Null	No	No
SAT, IAR, DLM-AA	All	No	19	Null	No	Yes
SAT, IAR, DLM-AA	All	Yes	19	Suppressed (Not Null)	No	Yes
SAT, IAR, DLM-AA	All	No	21	Null	No	No
SAT, IAR, DLM-AA	All	No	22	Null	No	No
SAT, IAR, DLM-AA	All	Yes	22	Suppressed (Not Null)	Yes	Yes
SAT, IAR, DLM-AA	All	Yes	23	Suppressed (Not Null)	Yes	Yes
SAT, IAR, DLM-AA	All	No	25	Null	No	Yes
SAT, IAR, DLM-AA	All	Yes	25	Suppressed (Not Null)	No	Yes
SAT, IAR, DLM-AA	All	No	50	Null	No	No
SAT, IAR, DLM-AA	All	No	51	Null	No	No
SAT, IAR, DLM-AA	All	No	52	Null	No	No
SAT, IAR, DLM-AA	All	No	53	Null	No	Yes
SAT, IAR, DLM-AA	All	No	54	Null	No	No
SAT, IAR, DLM-AA	All	Yes	54	Suppressed (Not Null)	No	No

- Participation Rate for ISA:
 - The table below indicates whether a record is included in the numerator and/or denominator for calculating Participation Rate.
 - Notes:
 - For ISA, all students will have a result of:
 - A Scale Score, or
 - An RNVTA, or

- A Suppression Code
- For ISA, if a student has a scale score, then they will be included in the numerator and denominator.
- For ISA, a participation flag of ‘Y’ or ‘N’ will be passed as part of the warehouse file layout.
- The below table may change from year to year as determined by the business owner who manages these codes through a code table.
- For ISA, if a code exists, it will only contain either an RNVTA code or a Suppression Code.
 - For a complete listing of RNVTA codes and validation rules see: https://www.isbe.net/Documents/ISA_Reason-for-No-Valid-Test-Attempt.pdf#search=ISA%20rnvta.

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

ISA	Science			S12	Yes	Yes
ISA	Science			S13	No	Yes
ISA	Science			S14	No	No
ISA	Science			S15	No	Yes
ISA	Science			S16	Yes	Yes

Formula (calculations)

Base Participation Rate - Formula

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

Overall Participation Rate Subject

- ELA
 - Grades 3-8 use the IAR and DLM-AA datasets
 - Grades 11 and 12 use the SAT and DLM-AA datasets
- Math
 - Grades 3-8 use the IAR and DLM-AA datasets
 - Grades 11 and 12 use the SAT and DLM-AA datasets
- Science
 - Grades 5, 8 and 11 use the ISA and DLM-AA datasets

Participation Rate SAT ELA (Grades 11 and 12) - Formula

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

Participation Rate SAT Math (Grades 11 and 12) - Formula

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

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

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

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

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

Participation Rate DLM-AA ELA (Grades 3-8, 11 and 12) - Formula

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

Participation Rate DLM-AA Math (Grades 3-8, 11 and 12) - Formula

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

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

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

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

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

Technical Rules

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

Sources of Data

Student Information System (SIS)
Assessment system in IWAS, and
Externally for 2020:

- Pearson Access Next (IAR)
- College Board Reporting portal (SAT)
- Kite (DLM-AA)
- ISBE Teach and ISBE Learn (ISA)



***National Assessment of Educational Progress
SY 2020***

National Assessment of Educational Progress (NAEP)

Definition

Reading Grades 4 and 8

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

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

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

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

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

Illinois' history of NAEP participation is available at: <http://www.nces.ed.gov/nationsreportcard/states/>

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

Reading Grades 4 and 8

- The National Assessment of Educational Progress (NAEP) reading assessment is given every two years to students at grades 4 and 8, and approximately every four years at grade 12. The assessment measures reading comprehension by asking students to read selected grade-appropriate materials and answer questions based on what they have read. The results present a broad view of students' reading knowledge, skills, and performance over time. The most recent assessment was given in 2017 to approximately 148,800 students in grade 4 and 141,800 students in grade 8. The reading framework specifies that the assessment use three types of literary texts and three broad categories of informational texts that vary by grade. The framework also outlines what science knowledge and skills students should have to reach Basic, Proficient, and Advanced achievement. The reading framework was updated in 2009 and replaced the framework used for the 1992-2007 reading assessments. Survey questionnaires, administered to students,

teachers, and school administrators who participate in a reading assessment, are used to collect and report contextual information about students' learning experience in and out of the classroom.

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

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

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

Additional resources can be found here:

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

Math Grades 4 and 8

- The National Assessment of Educational Progress (NAEP) mathematics assessment is given every two years to students at grades 4 and 8, and approximately every four years at grade 12. The assessment measures both mathematics knowledge and the students' ability to apply their knowledge in problem-solving situations. The results present a broad view of students' mathematics knowledge, skills, and performance over time. The most recent mathematics assessment was given in 2017 to approximately 149,400 students in grade 4 and 144,900 students in grade 8. The mathematics framework defines five broad content areas, three levels of complexity, and specifies the number of questions in each content area by grade. The framework also outlines what mathematics knowledge and skills students should have to reach Basic, Proficient, and Advanced achievement. The mathematics framework was updated in 2005 and again in 2009. Survey questionnaires, administered to students, teachers, and school administrators who participate in a mathematics assessment, are used to collect and report contextual information about students' learning experience in and out of the classroom.

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

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

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

Additional resources can be

found here: https://www.nationsreportcard.gov/math_2017/files/2017_Technical_Appendix_Math_State.pdf

Guidance Citation

State Statute/Guidance: N/A

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

Business Rules

- NAEP collects and publishes data every two years (i.e. 2017, 2019, 2021)
 - NAEP data being displayed can be up to two years behind

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

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

Formula (calculations)

N/A

Sources of Data

National Assessment of Educational Progress (NAEP)



***State Performance Plan Indicators
SY 2020***

State Performance Plan Indicators

Definition

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

Guidance Citation

State Statute/Guidance: N/A

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

Business Rules

- The State Performance Plan sets state targets for each metric under the indicators. The district score is compared to the state standard and a “District Met State Target” is determined.
 - If the district value is greater than or equal to, then the district is determined to have Met the target (reported as a “YES”)
 - Else they did not meet the target (reported as a ‘NO’)
 - There are metrics where a district has no values (i.e. Early Childhood metrics in a high school district) in which case the district and District Met value are N/A
- There are 14 State Performance Plan (SPP) Indicators for Districts with data reported at the district level. In all there are 29 metrics reported for the 14 SPP Indicators. The Indicators fall into two categories:
 - Overall values from previously reported metrics (i.e. IEP Graduation Rate, Dropout Rate and Discipline all lag one year).
 - The balance of the indicators are for the current year.
- The following are the business rules for each metric for the 14 SPP Indicators.
 - 1 - Graduation Rate for students with IEPs (Metric number ###) - 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 (Metric number ###) - 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/IAR, SAT and DLM. This will need to be calculated because the report card reports each test separately and the SPP Profile requires them to be combined.
 - 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
 - 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.

- 3c1 - Students with IEPs meeting or exceeding standards on state reading assessments.
 - 3c2 - Students with IEPs meeting or exceeding standards on state math assessments.
- 4 – Significant discrepancy in the rate of suspensions and expulsions for the district. –All districts with a finding of noncompliance as entered by Special Education SPP 4 lead will receive a district value of “YES” and a Met Target value of “NO”.
 - 4a - Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days? - This metric by federal guidelines lags one year. If Special Education issues a finding of noncompliance a “YES” is displayed else a “NO”.
 - 4b - Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? - This metric by federal guidelines lags one year. If Special Education issues a finding of noncompliance a “YES” is displayed else a “NO”.
- 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 IEPs by EE Code which is defined in Metric 147.
 - 5a - Students with IEPs ages 6-21 inside the general classroom > 80% of the time – From the Percent of Students with IEPs 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 IEPs 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 IEPs 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 IEPs by EE Code which is defined in Metric 147.
 - 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 IEPs 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 IEPs 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 IEPs
- 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? All districts with a finding of noncompliance as entered by Special Education SPP 9 lead will receive a district value of “YES” and a Met Target value of “NO”.
- 10 - Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification? All districts with a finding of noncompliance as entered by Special Education SPP 10 lead will receive a district value of “YES” and a Met Target value of “NO”.
- 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

Formula (calculations)

District Level Formula

- Total number of IEP students with more than 10 cumulative days of Qualifying Suspensions/Expulsions in the District × 100 divided by total number of IEP students in the District.

State Level Formula:

- Total number of IEP students with more than 10 cumulative days of Qualifying Suspensions/Expulsions in the State × 100 divided by total number of IEP students in the State.
 - Calculations are computed for the district and state with precision to two decimal points.
 - The calculations are performed for the race demographic group at district and state if there are 5 or more students in the demographic group.

A statewide standard deviation is calculated for total population using the formula:

- $\sqrt{(\text{percent expelled or suspended} \times (100 - \text{percent expelled or suspended}) / \text{total enrollment})}$.

For 4A, a district is considered to have a significant discrepancy if: the district rate is greater than the state rate plus 1 standard deviation for three consecutive years AND there are at least 5 students with IEPs suspended or expelled more than 10 days in each of the 3 school years.

For 4B, a district is considered to have a significant discrepancy if: the district rate within a particular race/ethnicity student groups is greater than the state rate plus 1 standard deviation for three consecutive years AND there are at least 5 students with IEPs within a particular race/ethnicity suspended or expelled more than 10 days in each of the 3 school years. The district is considered to have a significant discrepancy if the above conditional is met of at least one racial subgroup.

Sources of Data

I-STAR

Student Information System (SIS)



***Eighth Graders Passing Algebra I
SY 2020***

Eighth Graders Passing Algebra I

Definition

Eighth Graders Passing Algebra I are defined as 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 excluded from this calculation.

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

- If the student passes the course in the final term the student is considered to pass for the year
- Courses taken during any summer sessions are **excluded** from this calculation.
- The numerator is determined by:
 - 8th grade students assigned to one of the following courses regardless of the Final Letter Grade. (This is because these classes require Algebra I as a prerequisite therefore, by being assigned to the course, the student must have already completed Algebra I and received credit);
 - The existence of the course assignment is all that is required regardless of exit status or term

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

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

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

52069A000	Algebra/Other
02302A000 02061A000	Integrated Math—multi-year equivalent
02303A000	High School Math 3

- The Course Letter Grades listed below are considered passing;

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

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

Course Letter Grade	Grade Description
F	Student did not receive course term credit
U	Unsatisfactory. Student received course term credit
I	Incomplete. Student was enrolled on Course End Date. Student did not receive course term credit.

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

- Math courses taken during the school year not including the summer session following 8th grade
- The denominator is the total qualified students which is determined by:
 - Students in 8th grade and;
 - Students with one or more enrollments that begins on or before October 1st of the current school year and;
 - One or more enrollments that ends after May 1st of the current school year
 - *Notes:*
 - The sum of the day's enrollments in the current school year must be greater than 212
 - Multiple enrollments from different districts/schools can be considered to determine whether a student qualifies as an 8th grader
 - The student is attributed to the responsible school from their last 8th grade enrollment during the regular school year.
 - Exclude summer school by using the enrollment that is marked as the last enrollment (EOYEnrollment flag = 1)
 - Summer school students are excluded from this count, which are those who have an enrollment date equal to or later than June 1st
 - Private school students are excluded from this count

Formula (calculations)

Eighth Graders Passing Algebra I Formula

- $\Sigma(\text{Number of students passing Algebra I in Eighth grade}) \div \Sigma(\text{Total qualified students in Eighth grade})$

Sources of Data

Student Information System (SIS) - Student Enrollment

Student Information System (SIS) - Student Course Assignment

Student Information System (SIS) - State Course ID



Freshman on Track
SY 2020

Freshman on Track

Definition

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

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

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

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

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

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

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

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

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

Formula (calculations)

Freshman on Track Formula

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

Sources of Data

Student Information System (SIS) -Student Enrollment

Student Information System (SIS) - Student Course Assignment

Student Information System (SIS) - State Course ID



***Early College Coursework
SY 2020***

Early College Coursework (ECC)

Metric Information

- Advance Course Work
- Career and Technical Education Enrollment (CTE)
- Advanced Placement Enrollment (AP)
- International Baccalaureate Course Enrollment (IB)
- Dual Credit Course Enrollment (DC)

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 ECC divided by the Fall Housing Enrollment count for grades 9 through 12. The source for this metric is from the SIS student enrollment and student course assignment data. Additionally, the number of students taking Career and Technical Education (CTE) courses are calculated and reported.

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

Formula (calculations)

Student Taking ECC Formula

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

The Student Rate of ECC Formula

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

Students Taking AP Courses Formula

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

Students Taking IB Courses Formula

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

Students Taking DC Courses Formula

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

Students Taking CTE Courses Formula

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

Sources of Data

Student Information System (SIS)



***Advanced Placement Exam Passing Requirements
SY 2020***

Advanced Placement (AP) Exam Passing Requirements

Definition

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

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

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

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

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

Guidance Citation

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

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

Business Rules

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

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

Formula (calculations)

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

- Σ of students taking AP exams within the school year

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

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

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

- Σ of all AP exams taken within the school year

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

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

Sources of Data

The College Board



***Postsecondary Enrollment
SY 2020***

Postsecondary Enrollment

Definition

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

Guidance Citation

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

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

Business Rules

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

Formula (calculations)

Postsecondary Enrollment 12-month Formula

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

Postsecondary Enrollment 16-month Formula

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

Sources of Data

National Student Clearinghouse (NSC)

Student Information System (SIS)



***Community College Remediation
SY 2020***

Community College Remediation

Definition

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

Formula (calculations)

Percentage Community College Remediation Formula

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

Sources of Data

Student Information System (SIS)

Illinois Community College Board (ICCB)



***Graduation Rate
SY 2020***

Graduation Rate

Definition

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

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

Guidance Citation

State Statute/Guidance: N/A

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

Business Rules

- The adjusted cohort graduation rate is determined by dividing the number of “graduates” that belong to a specified “cohort” by the total number of graduates and “non-graduates” in that cohort and multiplying the resulting quotient by 100.
- The cohort year is calculated from the reporting school year as follows:
 - Four-year cohort: School year – 3 = School year for the 9th grade cohort (e.g. For SY 2020, the four-year cohort consists of students whose first year in 9th grade was 2017.)
 - Five-year cohort: School year – 4 = School year for the 9th grade cohort (e.g. For SY 2020, the five-year cohort consists of students whose first year in 9th grade was 2016.)
 - Six-year cohort: School year – 5 = School year for the 9th grade cohort (e.g. For SY 2020, the six-year cohort consists of students whose first year in 9th grade was 2015.)
- Students are removed from an entity’s graduate/non-graduate consideration if:
 - They transferred outside the entity (school/district/state)
 - They transferred to being home-schooled
 - They transferred to private school
 - They have an exit code for death
 - *Note:* The table below indicates what exit codes are included (“I”) in the graduation cohort and which are excluded (“E”).
- A student is considered a graduate if the exit code for their last enrollment is “06 – Graduated”
- A student is considered a non-graduate if the exit code for their last enrollment is NOT “06 – Graduated”.
- Responsible School is determined based on the student’s last enrollment.
- Students are not counted at more than one school/district.
- The above rules are applied for the 4-year, 5-year, and 6-year cohort on a school, district, and state basis.
- Any student who had an Individual Education Program (IEP) or a 504 plan and therefore included in the children with disabilities (CWD) group, was an EL, was homeless, or was a Youth in Care any time during their high school career will be counted in the aforementioned groups.
- A student status as ever being an IEP, CWD, EL, Homeless, or YIC is updated in the “Student Fact Table” or the “ACGR table”.
- Demographic status for IEP, CWD, EL, Homeless, and YIC is pulled from the Student Fact Table to the ACGR table as necessary.

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

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

Formula (calculations)

High School 4-Year Adjusted Cohort Graduation Rate Formula

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

High School 5-Year Adjusted Cohort Graduation Rate Formula

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

High School 6-Year Adjusted Cohort Graduation Rate Formula

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

Sources of Data

Student Information System (SIS)



Early Learning (KIDS)
SY 2020

Early Learning (KIDS)

Definition

The Kindergarten Individual Development Survey (KIDS) is an observational assessment tool designed to help teachers, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten. ISBE requires kindergarten teachers to collect observations within the first 40 days of school on a minimum of 14 required measures, which are from three key developmental areas. This subset of 14 measures provides a proxy of readiness for a group of students (class, school, district, state) at the beginning of kindergarten.

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

- Kindergarten teachers are required to collect observations within the first 40 days of school on a minimum of 14 required measures, which are from three key developmental areas.
- The three key developmental areas are:
 - Social and Emotional Development
 - Language and Literacy Development
 - Cognition: Math
- Kindergartners who are rated on all 14 required measures and who are rated ready in all three developmental areas are considered Kindergarten Ready.
- All metrics are displayed as a percentage, rounded to the nearest whole percent (no decimals).
- All metrics are calculated for the District and the State.
 - There are no School level calculations.
- The Percent of Kindergartners Demonstrating Readiness in All Three Developmental Areas will also be broken down into the following subgroups:
 - Race
 - English Learner (EL)
 - Non-English Learner (Non-EL)
 - Individualized Education Program (IEP)
 - Non-Individualized Education Program (Non-IEP)
 - Free/Reduced Price Lunch (FRL)
 - Non-Free/Reduced Price Lunch (Non-FRL)

Formula (calculations)

Percent of Kindergartners Rated on 14 Required Measures Formula

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

Percent of Kindergartners Demonstrating Readiness in Zero Developmental Areas Formula

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

Percent of Kindergartners Demonstrating Readiness in One Developmental Area Formula

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

Percent of Kindergartners Demonstrating Readiness in Two Developmental Areas Formula

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

Percent of Kindergartners Demonstrating Readiness in All Three Developmental Areas Formula

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

Percent of Kindergartners Demonstrating Readiness in Social and Emotional Development Formula

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

Percent of Kindergartners Demonstrating Readiness in Language and Literacy Development Formula

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

Percent of Kindergartners Demonstrating Readiness in Math Formula

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

Sources of Data

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



***Climate Survey
SY 2020***

Climate Survey

DATA UNAVAILABLE ON THE 2020 REPORT CARD DUE TO THE SUSPENSION OF IN-PERSON INSTRUCTION.

Definition

5Essentials

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

AdvancED

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

Comprehensive School Climate Inventory (CSCI)

The Comprehensive School Climate Inventory (CSCI) provides immediate feedback on how students, parents, and school personnel perceive a school's particular climate for learning. The social, emotional, civic, and intellectual information provides a foundation for the five-stage school climate improvement process.

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

5Essentials Survey

- The data is from the University of Chicago who conducts the survey for ISBE and the data is provided via a spreadsheet.
- The spreadsheet is loaded into the Data Warehouse table by ISBE IT staff and all data points are directly from this table.
- The percentage of schools in the district with a response rate over 50% is calculated as follows:
 - Do not include students where the student count = 0
 - If student response rate and that teacher response rate are both > 50% the school is considered over 50%
 - The total number of schools is a count of schools with either a student response rate and/or a teacher response rate
 - Don't count the school if both rates are missing
 - This metric is only displayed on the District level IIRC, assuming the business rules are met for displaying this information
- The 5Essential components for school success are:
 - Effective Leaders
 - Collaborative Teachers

- Supportive Environment
- Ambitious Instruction
- Involved Families
- Each component receives a score level from blank (NULL) to 99
- The scores map to one of six levels as follows:
 - 5 – MOST IMPLEMENTATION (80+)
 - 4 – MORE IMPLEMENTATION (60 to 79)
 - 3 – AVERAGE IMPLEMENTATION (40 to 59)
 - 2 – LESS IMPLEMENTATION (20 to 39)
 - 1 – LEAST IMPLEMENTATION (1 to 19)
 - 0 – NOT APPLICABLE/LOW RESPONSE (blank or NULL)

AdvancED (New for the 2019 Report Card)

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

CSCI (New for the 2019 Report Card)

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

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

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

Formula (calculations)

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

Student Response Rate Formula

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

Teacher Response Rate Formula

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

Percentage of Schools with Over 50% Response Rate Formula

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

Sources of Data

5Essentials

AdvancED

Comprehensive School Climate Inventory (CSCI)



Illinois Youth Survey
SY 2020

Illinois Youth Survey

Definition

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

The administration of the IYS has two major goals:

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

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

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

Formula (calculations)

N/A

Sources of Data

University of Illinois



Annual Financial Report
SY 2020

Annual Financial Report

Definition

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

- Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
- Revenue by Source – Total
 - Displayed as a dollar amount at the District level
- Expenditure by Fund – Education
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
- Expenditure by Fund – Operations and Maintenance
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
- Expenditure by Fund – Transportation
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
- Expenditure by Fund – Debt Services
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
- Expenditure by Fund – Tort
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
- Expenditure by Fund – Municipal Retirement and Social Security
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
- Expenditure by Fund – Fire Prevention and Safety
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
- Expenditure by Fund – Capital Projects
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
- Expenditure by Fund – Total
 - Displayed as a dollar amount at the District level
- Other Financial Indicators – Equalized Assessed Valuation per Pupil
 - Displayed as a dollar amount at the District level
 - This data will always be for current year Report Card minus 3 Fiscal Years
 - Examples:
 - 2019 Report Card would contain FY 2016 data
 - 2020 Report Card would contain FY2017 data
- Other Financial Indicators – Total School Tax Rate per \$100
 - Displayed as a dollar amount at the District level

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

Formula (calculations):

- **Expenditure by Function – Instruction Formula**
 - District Percentage
 - $(\text{Instruction Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Instruction Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Function – General Administration Formula**
 - District Percentage
 - $(\text{General Administration Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{General Administration Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Function – Supporting Services Formula**
 - District Percentage
 - $(\text{Support Services Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Support Services Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Function – Other Expenditures Formula**
 - District Percentage
 - $(\text{Other Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Other Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Revenue by Source – Local Property Taxes Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Local Property Taxes Revenue dollar amount
 - District Percentage
 - $(\text{Local Property Tax Revenue for the District}) \div (\text{Total Revenue for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Local Property Tax Revenue for the State}) \div (\text{Total Revenue for the State})$
- **Revenue by Source – Other Local Funding Formula**
 - District Dollar Amount

- N/A – we just display the District Total Other Local Funding Revenue dollar amount
 - District Percentage
 - $(\text{Other Local Revenue for the District}) \div (\text{Total Revenue for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Other Local Revenue for the State}) \div (\text{Total Revenue for the State})$
- **Revenue by Source – Evidence-Based Funding Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Evidence-Based Funding Revenue dollar amount
 - District Percentage
 - $(\text{Evidence-Based Funding Revenue for the District}) \div (\text{Total Revenue for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Evidence-Based Funding Revenue for the State}) \div (\text{Total Revenue for the State})$
- **Revenue by Source – Other State Funding Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Other State Funding Revenue dollar amount
 - District Percentage
 - $(\text{Other State Revenue for the District}) \div (\text{Total Revenue for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Other State Revenue for the State}) \div (\text{Total Revenue for the State})$
- **Revenue by Source – Federal Funding Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Federal Funding Revenue dollar amount
 - District Percentage
 - $(\text{Federal Revenue for the District}) \div (\text{Total Revenue for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Federal Revenue for the State}) \div (\text{Total Revenue for the State})$
- **Revenue by Source – Total Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Revenue dollar amount
- **Expenditure by Fund – Education Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Education Expenditure dollar amount
 - District Percentage
 - $(\text{Education Expenditures for the District}) \div (\text{Total Expenditures for the District})$
 - State Percentage (which is the IL School District averages)
 - $(\text{Education Expenditures for the State}) \div (\text{Total Expenditures for the State})$
- **Expenditure by Fund – Operations and Maintenance Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Operations and Maintenance Expenditure dollar amount
 - District Percentage

- (Operations and Maintenance Expenditures for the District) ÷ (Total Expenditures for the District)
 - State Percentage (which is the IL School District averages)
 - (Operations and Maintenance Expenditures for the State) ÷ (Total Expenditures for the State)
- **Expenditure by Fund – Transportation Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Transportation Expenditure dollar amount
 - District Percentage
 - (Transportation Expenditures for the District) ÷ (Total Expenditures for the District)
 - State Percentage (which is the IL School District averages)
 - (Transportation Expenditures for the State) ÷ (Total Expenditures for the State)
- **Expenditure by Fund – Debt Services Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Debt Services Expenditure dollar amount
 - District Percentage
 - (Debt Services Expenditures for the District) ÷ (Total Expenditures for the District)
 - State Percentage (which is the IL School District averages)
 - (Debt Services Expenditures for the State) ÷ (Total Expenditures for the State)
- **Expenditure by Fund – Tort Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Tort Expenditure dollar amount
 - District Percentage
 - (Total Tort Expenditures for the District) ÷ (Total Expenditures for the District)
 - State Percentage (which is the IL School District averages)
 - (Total Tort Expenditures for the State) ÷ (Total Expenditures for the State)
- **Expenditure by Fund – Municipal Retirement and Social Security Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Municipal Retirement and Social Security Expenditure dollar amount
 - District Percentage
 - (Municipal Retirement and Social Security for the District) ÷ (Total Expenditures for the District)
 - State Percentage (which is the IL School District averages)
 - (Municipal Retirement and Social Security for the State) ÷ (Total Expenditures for the State)
- **Expenditure by Fund – Fire Prevention and Safety Formula**
 - District Dollar Amount
 - N/A – we just display the District Total Fire Prevention and Safety Expenditure dollar amount
 - District Percentage
 - (Fire Prevention and Safety Expenditures for the District) ÷ (Total Expenditures for the District)

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

Sources of Data

Self-reported data from the district



***Evidence-Based Funding
SY 2020***

Evidence-Based Funding (EBF)

Definition

On August 31, 2017, the Evidence-Based Funding (EBF) for Student Success Act, or Public Act 100-0465 became law. Five previous grant programs were combined into a single grant program and distributed as 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 percentage of adequacy. That additional tier funding is added to the Base Funding Minimum in the following year, so the hold harmless will continue to grow.

Each district is assigned to one of four tiers in EBF, based on its percentage of adequacy. Tier 1 represents the most under-resourced districts in the state, while Tier 4 represents those with the greatest amount of wealth compared to their education needs. The Tier 1 threshold for qualification, known as the target ratio, 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.

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

- EBF Tier Funding Designation
- EBF Adequacy Target
- EBF Capacity to Meet Expectations
- EBF Local Capacity Target, Pre-Adjustment
- EBF Real Receipts
- EBF Local Capacity Percentage
- EBF Real Receipts / Adequacy Target
- EBF Final Resources
- EBF Real Receipts as Percentage of Local Capacity Target

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

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

Formula (calculations)

- All metrics described in this document are pass-through values from calculations determined by State Funding and Forecasting. The values for most of the metrics for each district are published on ISBE's EBF website: <https://www.isbe.net/ebfdist>

- Each school year, Report Card will use EBF values from the EBF calculations from the fiscal year corresponding to the school year of the data on the report. For example, the Report Card published in fall 2019 showing school year 2019 data will use EBF values from the fiscal year 2019 calculations.
- Each fiscal year after completion of EBF calculations (estimated to be by end of July), a new spreadsheet will be published. Until a formal process has been developed to integrate the data into the data warehouse, the dataset will be manually imported into ISBE's data warehouse for integration into the Report Card data mart for publication on the corresponding Report Card.

Sources of Data

Student Information System (SIS)

Illinois Department of Human Services

Illinois Department of Revenue

School Districts

County Clerks

Chicago Teachers' Pension Fund



***Average Class Size
SY 2020***

Average Class Size

Definition

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

Formula (calculations)

Average Class Size Formula

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

Sources of Data

Student Information System (SIS)



Site-Based Expenditure Reporting
SY 2020

Site-Based Expenditure Reporting (SBER)

Definition

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

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

Per-Pupil Expenditures for each School

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Total LEA Exclusions

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

- Function 5000: Debt Services
- Object 500: Capital Outlay and/or Depreciation except for those in Fund 10 (Education), which should be included
- Legacy Pension Obligations: For any school district with its own pension system outside of the Teachers' Retirement System, legacy pension obligations within such system shall be treated as an exclusion
- Reimbursable Expenditures in some cases: These expenditures should be excluded only in cases in which the reimbursement is from an LEA that is reporting the expenditure as part of site-based reporting
- County Juvenile Detention Center Expenditure: The costs to administer or outsource the program that any school district containing a county juvenile detention center within its geographic boundaries incurs shall be excluded for site-based expenditure reporting.
- LEA on-behalf payments for the Teachers' Retirement System (TRS) should neither be reported within the per-pupil expenditure calculations nor as an exclusion.
- If an LEA provides services for one or more students attending non-public schools and these students are not within the proportional student enrollment count, then the associated expenditures should be reported as an exclusion.
- If dollars flow through the LEA to non-public schools for IDEA or Title I allowable purchases without the LEA claiming any non-public students within their LEA enrollment, then these expenditures should be reported as an exclusion.

Site Type

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

- Any LEA in which all schools have been deactivated and all students are placed into serving schools outside of the Home LEA will report under a single “deactivated placement” reporting site
- Two-digit flag to indicate this site type is “DP.”
- RCDTS Code is the reporting district code for this entry.
- This reporting site is separate from Students Served outside the District (Separate District Outplacements).
- This separate reporting site will appear as a site on the District Report Card but not on its own School Report Card.

Site Detail Type

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

School-Level Public Narrative (optional)

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

LEA-Level Public Narrative (optional)

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

LEA Average Per-Pupil Expenditures

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

Total LEA Expenditures

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

LEA Enrollment

- This metric is the total of all the enrolled students within the LEA, according to their percent of day attended (PDA) recorded in the Student Information System (SIS).
- This metric is the sum total of enrollments reported within all sites of the LEA, including any separate reporting sites for students educated outside the district.

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

Enrollment for Each School

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

Guidance Citation

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

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

Business Rules

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

Formula (calculations)

Per-Pupil Expenditures for each School Formula

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Site Type

- Site Name and RCDTS codes are received from the SBER system.
- Default Sites are displayed on the district Report Card and will have separate school Report Cards.

- Separate LEA Outplacement reporting site is displayed as a “site” on the district Report Card but will not have a separate school Report Card.
- Deactivated Placements reporting site is displayed as a “site” on the district Report Card but will not have a separate school Report Card.

Site Detail Type

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

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

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

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

School-Level Public Narrative (optional) Formula

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

LEA-Level Public Narrative (optional) Formula

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

LEA Average Per-Pupil Expenditures Formula

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

Total LEA Expenditures Formula

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

LEA Enrollment Formula

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

Enrollment for Each School Formula

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

Sources of Data

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



Feeder Schools
SY 2020

Feeder Schools

Definition

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

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: N/A

Business Rules

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

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

Formula (calculations)

N/A

Sources of Data

N/A



***Student Enrollment
SY 2020***

Student Enrollment

Definition

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

The Student Enrollment **excludes**:

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

Guidance Citation

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

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

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

Business Rules

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

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

- It is an on/off indicator named FRLIndicator.
- Homeless
 - From the student demographic record associated with the student.
 - It is an on/off indicator named HomelessIndicator.
 - The student is considered Homeless if they were homeless at least one day during the year.
 - The homeless indicator is set in the ISBE data warehouse if the student was homeless for at least a day.
- English Learner
 - From the student demographic record associated with the student.
 - A student is considered an EL if in the previous year the student did not achieve proficiency on the state’s assessment of English language acquisition
 - Once an EL student achieves proficiency on the state’s assessment of English language acquisition they are recategorized as non-EL.
 - The EL indicator is maintained in SIS.
- Children with Disabilities (CWD)
 - CWD are students with an IEP and/or 504 accommodation
 - A student with an IEP is determined by:
 - The student must have a general fall enrollment record.
 - The IStar approval record must have a begin date <= December 1st
 - The IStar approval end date must be >= December 1st
 - Exclude IStar students who are in Non-public students (Fund Code L or P).
 - A student could be approved for multiple services so select a distinct count of students.
 - A student with a 504 accommodation is determined by the 504 indicator in SIS.
 - A student cannot have both an IEP record and a 504 record active at the same time.

Formula (calculations)

Student Enrollment Total Count Formula

- Total Enrollment Count by Entity

Student Enrollment Grade Level Count Formula

- $((\text{Grade Level Enrollment Count}) \div (\text{Enrollment Count by Entity}))$

Student Enrollment Grade Level Percent Formula

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

Student Enrollment Racial/Ethnic Count Formula

- $((\text{Racial/Ethnic Enrollment Count by Entity}) \div (\text{Enrollment Count by Entity}))$

Student Enrollment Racial/Ethnic Percent Formula

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

Student Enrollment Low Income Count Formula

- $((\text{Low-income Enrollment Count by Entity}) \div (\text{Enrollment Count by Entity}))$

Student Enrollment Low Income Percent Formula

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

Student Enrollment Homeless Count Formula

- $((\text{Homeless Enrollment Count by Entity}) \div (\text{Enrollment Count by Entity}))$

Student Enrollment Homeless Percent Formula

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

Student Enrollment English Learner Count Formula

- $((\text{English Learner Enrollment Count by Entity}) \div (\text{Enrollment Count by Entity}))$

Student Enrollment English Learner Percent Formula

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

Student Enrollment Children with Disabilities Count Formula

- $((\text{IEP students} + 504 \text{ students by Entity}) \div (\text{Fall Enrollment count by Entity}))$

Student Enrollment Children with Disabilities Percent Formula

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

[Sources of Data](#)

Student Information System (SIS) Enrollments



English Learners
SY 2020

English Learners (EL)

Definition

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

Guidance Citation

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

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

Business Rules

- Annually, EL students are tested for English language proficiency by means of an ACCESS test.
- Students remain ELs until they achieve a proficient overall composite score of 4.8 on the ACCESS test.
- EL students additionally have an EL record.
- The ALL EL student group is also the EL Student Group.
- **Include** students from Kindergarten to 12th grade.
 - Pre-K students may participate in EL programs but they are **excluded**.
- “English Learner Students” are indicated with an indicator in the Student Demographic record that is maintained by SIS.
- “EL Exit Rate” is the number of students that achieved an Overall Composite performance score greater than or equal to 4.8 divided by the number of EL students that have a valid score.
- “Number EL Students to take ACCESS” is the count of EL students that have a valid score, have a partial score, or should have tested.
 - A “valid score” is a composite score greater than or equal to 100 and less than or equal to 600.
 - A “partial score” is a student without a composite score, but has a score in one of the 4 domains
 - Code 18 should be applied to these records
 - “Should have tested” includes all students with a code of 10, 15, or 19
 - 10 = Absent from Testing
 - 15 = Refusal but Present to Test
 - 19 = Reserved for Internal Use
- “ACCESS Participation Rate” is the number of EL students with either a valid score or a partial score divided by the number EL.
- “ACCESS Performance Levels” is the number of students by overall composite performance level.
 - Composite performance levels range from 1.0 to 6.0.
 - Use the composite performance score to map students to a performance level.
 - Level 1 is a score from 1.0 to 1.9
 - Level 2 is a score from 2.0 to 2.9
 - Level 3 is a score from 3.0 to 3.9
 - Level 4 is a score from 4.0 to 4.9
 - Level 5 is a score from 5.0 to 5.9
 - Level 6 is a score of 6.0
- “Long Term EL” is the count of students who have been in an EL program for more than 7 years who have not already reached proficiency, excluding kindergarten.
 - This is the count of students who are EL in the reporting year, are not proficient in the reporting year and whose first EL record was before the school year - 6.
 - Count them long term even if they were not tested during the reporting year.

- Use the last enrollment for the year to determine responsible school, district and if they are reported at the state level.

Formula (calculations)

Percentage of English Learners in Fall Enrollment Formula

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

English Learner Exit Rate Formula

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

ACCESS Participation Rate Formula

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

ACCESS Performance Levels Formula

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

Long Term ELs Formula

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

Sources of Data

Student Information System (SIS)

Student Information System (SIS) Student Enrollment

ACCESS Assessment



Gifted
SY 2020

Gifted

Definition

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

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

- This information is self-reported where districts define both the criteria for “giftedness” and the assessments used to measure it.
- For each student, there should only be one gifted record per student, per district, per school year
- An individual record may have multiple entries. If multiple entries within the same record exist for a student, the last entry (most recent entry) will be used to determine gifted status
- If there is a student id in the gifted data, but there is no valid enrollment for that student at the district for the school year, then the student is not counted as gifted
- If multiple enrollments exist for a student within the same district, the gifted student will be counted at the responsible school of longest enrollment within the district
- If multiple enrollments and gifted records exist for a student, but within different districts, the student would then be counted in both districts as they were identified in the respective districts
- Number of Students Assessed for Giftedness
 - The number of all students who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of ‘01’ (Student tested as gifted) and ‘02’ (student tested as not gifted)
- Percent of Students Assessed for Giftedness
 - The percentage of all students who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of ‘01’ (Student tested as gifted) and ‘02’ (student tested as not gifted) divided by the total year-end enrollment count that is tied to the home school
- Number of Students Identified as Gifted
 - The number of all students who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of ‘01’ (Student tested as gifted)
- Percent of Students Identified as Gifted
 - The percentage of all students who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of ‘01’ (Student tested as gifted) divided by the total year-end enrollment count that is tied to the home school
- Number of Students Assessed for Giftedness Taught by Gifted-Endorsed Teachers

- Any student who is “assessed as gifted” (e.g. code ‘01’ or ‘02’) and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as ‘student assessed as gifted student taught by gifted-endorsed teacher’
- Percent of Students Assessed for Giftedness Taught by Gifted-Endorsed Teachers
 - Any student who is “assessed as gifted” (e.g. code ‘01’ or ‘02’) and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as ‘student assessed as gifted student taught by gifted-endorsed teacher’ divided by the total number of students assessed for giftedness
- Number of Students Identified as Gifted Taught by Gifted-Endorsed Teachers
 - Any student who is “identified as gifted” (e.g. code ‘01’) and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as ‘student identified as gifted student taught by gifted-endorsed teacher’
- Percent of Students Identified as Gifted Taught by Gifted-Endorsed Teachers
 - Any student who is “identified as gifted” (e.g. code ‘01’) and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as ‘student identified as gifted student taught by gifted-endorsed teacher’ divided by the total number of students identified as gifted

Formula (calculations)

Number of Students Assessed for Giftedness

- Sum of all students containing a code of ‘01’ and ‘02’

Percent of Students Assessed for Giftedness

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

Number of Students Identified as Gifted

- Sum of all students containing a code of ‘01’

Percent of Students Identified as Gifted

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

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

- Sum of all students containing a code of ‘01’ and ‘02’ where the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS)

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

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

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

- Sum of all students containing a code of ‘01’ where the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS)

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

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

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

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

Sources of Data

Student Information System (SIS)

Entity Profile System (EPS)



***Individualized Education Program (IEP) Students
SY 2020***

Individualized Education Program (IEP) Students

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

Guidance Citation

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

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

Business Rules

- A student will be considered an IEP student if:
 - Student was enrolled on October 1st in the serving school
 - The student is part of the I-Star Pupil Count (Child Count) snapshot (as of December 1st)
 - The student is **not** in Fund Code:
 - L = Nonpublic Private School
 - N = Nonpublic not receiving services
 - P = Nonpublic Home Schooled
 - U = Public School but not receiving services
- Refer to the Responsible Entity rules for determining home school/serving school for these metrics
- Education Environment is disaggregated by age group; 3 to 5 and 6 to 21.
- Age Group is determined by age on December 1st in the I-Star Child Count snapshot
- 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
- The Education Environment codes are mapped into groups.
- The Education Environment Code Mapping to Display Groups is:

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

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

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

- Speech and/or Language Impairment (I)
- Visual Impairment

Formula (calculations)

IEP Student Enrollment Formula

- $(\text{IEP Student Enrollment} \times 100) \div (\text{Total Student Enrollment})$

I-STAR Educational Environment Indicator Formula

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

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

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

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

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

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

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

I-STAR Educational Environment Indicator Separate Facility Count Formula

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

I-STAR Educational Environment Indicator Inside EC Program Count Formula

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

I-STAR Educational Environment Indicator Outside EC Program Count Formula

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

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

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

I-STAR Educational Environment Indicator At Home Count Formula

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

I-STAR Educational Environment Indicator Service Provide Count Formula

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

Sources of Data

I-STAR Child Count Table



Attendance
SY 2020

Attendance

Definition

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

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

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

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

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

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

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

- Student Attendance Rate

- Only students in grades 1 – 12 are counted for student attendance.
- The student attendance rate is determined by dividing the sum of all student attendance days present per school/districts/state by the sum of all attendance days present and non-attendance days per school/districts/state and multiplying the resulting quotient by 100.
- The sum of all student attendance days present is determined by adding together all the “days present” per student per school/district/state in SIS for grades 1 through 12.
- Non-attendance days are “days absent – excused,” “days absent – unexcused,” “homebound” and “hospitalized”.
- Total attendance data for all student enrollments at the home school/home district.
- When calculating student attendance for the month of March, the maximum number of student attendance days will not exceed 11

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

Formula (calculations)

Total School Days Formula

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

Student Attendance Rate Formula

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

Chronic Truancy Rate Formula

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

Chronic Absentee Rate Formula

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

Sources of Data

Student Information System (SIS)



Student Mobility
SY 2020

Student Mobility

Definition

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

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

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

Formula (calculations)

Student Mobility Formula

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

Sources of Data

Student Information System (SIS)

Student Enrollment (SIS)

Student Course Assignment (SIS)



Dropout Rate
SY 2020

Dropout Rate

Definition

“Dropout Rate” is defined in the U.S Department of Education file specifications as the unduplicated number of students who:

- were enrolled in school at some time during the school year, were not enrolled the following school year, but were expected to be in membership (i.e., were not reported as dropouts the year before),
- did not graduate from high school (graduates include students who received a GED without dropping out of school),
- did not complete a state or district-approved educational program, and
- did not meet any of the following exclusionary conditions:
 - transfer to another public school district, private school, or state- or district-approved educational program;
 - temporary school-recognized absence due to suspension or illness; or
 - death.

Guidance Citation

State Statute/Guidance: N/A

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

Business Rules

- A dropout is defined in the USDE FS032 file specifications for all student groups and also reported on the Report Card.
- The USDE FS009 file specifications defines dropout reporting requirements for Students with Disabilities for the EdFacts report and the Special Education District and State Performance Profile.
 - Special Education will base their drop out definition on the Report Card definition as allowed by the USDE guidelines.
- A student’s last enrollment during the regular school year is the enrollment used to determine the home school, grade and exit code.
- Include all students whose last enrollment during the regular school year was in grade 9 or higher.
 - Do not include summer school enrollments.
 - Do not include private school students.
 - “Private school student” includes non-public students enrolled to receive Special Education services and those enrolled for a class/program like CTE or Drivers Ed.
- The denominator is the count of the number of students whose last regular enrollment for the school year was in grade 9 to 12 at the school/district plus the number of students from the previous year from the same school/district who were expected to enroll this school year but did not enroll in an Illinois public school district anywhere in the state.
- A student is counted as a “drop out” if the last enrollment for the school year has an exit type of:
 - Dropped Out (SIS Exit code = 09)
 - Transfer to GED program (SIS Exit code = 10)
 - Moved, not known to be continuing (SIS Exit code = 11)
- A student is also counted as a “drop out” if there is no enrollment by October 1st in any district in Illinois in the reporting school year and the last enrollment for the previous school year was in grade 9 to 12 and had an exit type of:
 - Promotion (SIS Exit code = 05)

- Retained in same grade (SIS Exit code = 12)
- Change in Serving School or Full Time Equivalent (FTE) (SIS Exit code = 17)
- Expulsion (SIS Exit code = 08)
- Exit codes for high school students are from the updated exit code on the graduation cohort table. This will allow districts that marked a student as dropout to change the exit code if they receive proof of a transfer.
- The grade level for the students that were expected to enroll in the current school year based on the prior school year's last enrollment is the prior school year grade plus 1 capped at 12th grade.
- Based on these requirements the currently active student enrollment exit codes and the effect on the dropout calculation are:

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

Formula (calculations)

Dropout Rate Formula

- $((\text{Number of students that have dropped out in grades 9 to 12}) \times 100) \div (\text{All Students for the reporting year in Grades 9 to 12})$

Sources of Data

Student Information System (SIS)

Student Information System (SIS) Exit code



***Title I Status
SY 2020***

Title I Status

Definition

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

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

Title I 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 are not required to identify students at risk and thus may focus their funding and efforts on raising achievement of the whole school.

Guidance Citation

State Statute/Guidance: N/A

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

Business Rules

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

Formula (calculations)

N/A

Sources of Data

Electronic Grants Management System (eGMS)



***School Improvement Funds
SY 2020***

School Improvement Funds

Definition

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

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance:

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

Business Rules

- Schools Who Receive Title I School Improvement
 - This is a listing of schools that received a 1003(a) allocation in the prior Fiscal Year (Fiscal Year 20 is School Year 19-20). The full list is only reported at the district level
 - The list for Report Card 2020 would be any school who received funds in Fiscal Year 20 (School Year 19-20)
- School Year First Identified as Needing Support
 - This will indicate the school year the school was first identified as needing its current level of support
 - If a school went from Targeted Support on RC18 to Comprehensive Support on RC19, the first year of identification would be 2019, and the level of support would be Comprehensive, as this was the level of support that dictated funding for the prior fiscal year.
 - A school that went from Comprehensive Support of RC18 to Targeted Support on RC19 would show the first year of identification s 2018, and the level of support would be Comprehensive
- Level of Support
 - 2020 Report Card will display the designation level associated with the funding in the prior Fiscal Year/School Year, e.g. the greater of either RC18 or RC19 designation
 - For example, a school first identified on Report Card 2018 as Targeted remains at the targeted level of support for 4 years, regardless of changes to their annual designation over those 4 years, except in cases where they move to Comprehensive supports
- Amount of Title I School Improvement Funds Received
 - The actual amount of money the school received in the prior Fiscal Year (FY20/School Year 19-20 on Report Card 2020)
- Reason for Receiving Title I School Improvement Funds
 - This is the reason for why the school received the designation that triggered the level of support
- Title I, 1003(a) funds are allotted to schools who have a designation of either Comprehensive or Targeted
- Funding is provided to districts for improvement based on a school level equity formula which includes a funding minimum, the Evidence Based Funding formula, and Enrollment.

- Schools designated for support and improvement will receive one year of planning and three years of consecutive implementation funding support (except where the school year is interrupted due to a national health crisis and waivers of federal accountability are issued by the US Department of Education).
- Schools **newly** designated for support and improvement on Report Card 2019 will receive funding support for a planning period during FY20 and three years of consecutive implementation funding support across FY21 – FY23.
- The first year a school receives a designation of either Comprehensive or Targeted, who had been designated in the previous year as Exemplary or Commendable, starts their planning year, followed by 3 years of implementation.
- Any year in which a school receives a **new** designation of Comprehensive regardless of their prior designation, the funding cycle starts fresh at the planning year.
- Schools that go from Comprehensive to Targeted remain funded at their remaining improvement cycle
- The following are the base amounts for 1003(a) funds:

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

- Schools **newly** designated as Targeted or Comprehensive during the Report Card Year 2019 will receive funding as shown below:

Report Card 2019 Newly Designated	FY 20	FY 21	FY 22	FY 23
Targeted	\$15,000	\$30,000	\$20,000	\$10,000
Comprehensive	\$15,000	\$100,000	\$65,000	\$35,000

- Schools that were designated as Targeted during the Report Card Year 2018 but fall to a designation of Comprehensive in 2019 receive funding as shown below:

Report Card 2018 Designated Targeted; Report Card 2019 Designated Comprehensive	FY 19	FY 20	FY 21	FY 22	FY 23
RC18 Targeted	\$15,000	\$30,000			
RC19 Comprehensive		\$15,000	\$100,000	\$65,000	\$35,000

- Title Grant Administration, Accountability, and ESSA/IL-Empower, in conjunction with Budget and Financial Management, will provide the following data elements to ISBE’s Data Warehouse on an annual basis for reporting on the current school year Report Card:

- List of schools that receive Title I School Improvement 1003(a) funds

- **Notes:**

- Will be the FY20 allocations for all schools

- Will be a listing of schools who were identified in the current school year to receive Title I School Improvement 1003(a) funds
- Level of Support in FY20
- Amount of Title I School Improvement 1003(a) funds the school received for the previous school year
 - *Note:* Amount will be provided; does not need to be calculated.
- Reason for Receiving Title I School Improvement 1003(a) funds
 - *Note:* This will be the reason for the designation that triggered the support (student group, low grad rate, etc.)
- No calculations will be performed on this data for use on the Report Card.
- District-level information that is displayed will be a listing of the schools within the district.
- State-level information that is displayed will be a listing of the schools within the state.

Formula (calculations)

N/A

Sources of Data

Title Grant Administration

Budget and Financial Management



Teacher Measures
SY 2020

Teacher Measures

Definition

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

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

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

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

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

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

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

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

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

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

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

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

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

Teacher Attendance Count is defined as the total teacher FTE who missed 10 or more days during the school year.

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

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

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

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

High-Poverty School is defined as a school where the percentage of “low income” Fall Student Enrollment ranks at or above the 75th percentile.

Low-Poverty Schools is defined as a school where the percentage of “low income” Fall Student Enrollment ranks below the 25th percentile.

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

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

Formula (calculations)

Teacher Retention Formula

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

Work Location FTE Formula

- Formula

- Teacher work location workload value × position FTE

Teacher FTE Formula

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

Teacher Headcount Formula

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

Teacher Gender Distribution Formula

- Definition
 - Percent of Teacher FTE by Gender
- Formula
 - ((Teacher FTE by Gender) ÷ (Teacher FTE)) × 100

Teacher Race Distribution Formula

- Definition
 - Percent of Teacher FTE by Race/Ethnicity
- Formula
 - ((Teacher FTE by Race) ÷ (Teacher FTE)) × 100

Teacher Education Distribution – Teachers with Bachelor’s Degree Formula

- Definition
 - Percent of Total Teacher FTE with only a Bachelor’s degree
- All Schools
 - Formula
 - ((Teacher FTE with Bachelor’s degree) ÷ (Teacher FTE)) × 100
- High Poverty Schools
 - Formula
 - (Total Teacher FTE with Bachelor’s degree for schools with a Low Income Fall Enrollment percent of 75% or greater) ÷ (Teacher FTE) × 100
- Low Poverty Schools
 - Formula
 - (Total Teacher FTE with Bachelor’s degree for schools with a Low Income Fall Enrollment percent of 25% or less) ÷ (Teacher FTE) × 100
- At the State level: This metric should be disaggregated by High Poverty and Low Poverty schools. The difference between the rate at High Poverty and Low Poverty schools should be calculated and displayed in the same table:
 - (Rate for High Poverty Schools – Rate for Low Poverty Schools) = Difference

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

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

Average IL Public School In-State Teacher Experience Formula

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

Novice Teacher Ratio Formula

- Definition
 - Percent of Teacher FTE with less than 2 full time equivalent years of combined IL Public Schools
 - For the 2019 Report Card, this metric will only be shown on the State level IIRC and Classic PDF. We will no longer show this metric at the District level.
- Formula
 - $((\text{Teacher FTE with less than 2 in the EIS In-State Teaching Experience field}) \div (\text{Teacher FTE})) \times 100$

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

Average Teacher Salary Formula

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

Teacher Attendance Rate Formula

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

Teacher Attendance Count Formula

- Definition
 - Total Teacher FTE who have missed 10 or more days except due to Parental Leave, FMLA, Professional Development, or Long-Term Disability
- Formula
 - $(\text{Sum of Teacher FTE absent 10 or more days} / \text{Sum of Teacher FTE}) * 100$

Teacher Evaluation Formula

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

Pupil Teacher Ratio – (Elementary and High School) Formula

- Definition
 - Average number of Classroom Teacher FTE for grade PreK-8 for Fall PreK-8 Grade Student Enrollment

- Formula
 - $(\text{Fall Enrollment Count}) \div (\text{Classroom Teacher FTE}) :1$

Teachers with Short Term or Provisional Licenses Formula

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

Sources of Data

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



***Administrator Measures
SY 2020***

Administrator Measures

Definition

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

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

Certified Staff FTE are defined as employees in EIS that have one or more active employment records, worked during the regular school year (not summer school), is not a Regional Superintendent/Intermediate Service Center Director or assistant Regional Superintendent, and has a position category code of 1 through 6 (this is inclusive of teachers and administrators).

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

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

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

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

Guidance Citation

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

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

Business Rules

- All rate calculations are $\text{numerator} \div \text{denominator} \times 100$ (rounded to 1 decimal point).
- All averages are rounded to the nearest whole number.
- For school level, work locations (schools) that **do not** receive a report card are **excluded** from all administrator metrics.
- For district level, **include** all schools in that district, regardless if the school receives a report card or not.
- For state level, **include** all schools and districts, regardless if the school receives a report card or not.
- Identifying Metric Groups
 - Has an active Employment record and associated Position and Working Location details.
 - The Position record is associated with the School Year to be calculated.
 - The Position Time Frame is:
 - 1 - Regular School Year
 - 3 - Both
 - *Note:* Starting in the 2015-2016 both are being transitioned out, however needs to be included as not all records have been transitioned. Summer School only administrators are excluded.

- An Administrator is identified in the Employee Information System (EIS) as:
 - The position has a Position Category Code of:
 - 1 – Regular Educational Administrator
 - 2 – Special Education Administrator
 - Excluding ROEs (ISBE Funded Assignments) Position Codes of:
 - 122 – Regional Superintendent
 - 123 – Assistant Regional Superintendent
- A Certified Staff member is identified in the Employee Information System (EIS) as:
 - Have an active Employment record and associated Position and Working Location details.
 - The Position record is associated with the School Year to be calculated.
 - The Position record has a Position Category Code of:
 - 1 – Regular Educational Administrative
 - 2 – Special Education Administrative
 - 3 – Regular Educational Instructional
 - 4 – Special Education Instructional
 - 5 – Regular Educational Ancillary Staff
 - 6 – Special Education Ancillary Staff
 - Excluding ROEs (ISBE Funded Codes) Position Codes of:
 - 122 – Regional Superintendent
 - 123 – Assistant Regional Superintendent
- A Principal is identified in the Employee Information System (EIS) as:
 - Those with a Position Category Code of:
 - 103 – Principal
- Position Details
 - The following are collected at the Position level, which are utilized to calculate a Full-Time Equivalent (FTE) value for that position and is the value utilized to calculate their FTE Salary:
 - Salary
 - Percent Full Time
 - Position FTE is determined by the following:
 - IF a district has submitted “Contract Override Days” for their EIS records then Position FTE is: $\text{Percent Full time} * (\text{Days Paid} / \text{Contract Override Days for Full Time})$, otherwise
 - Position FTE is: $\text{Percent Full time} * (\text{Days Paid} / \text{Contract Days for Full Time})$
 - Position FTE salary is determined by the following:
 - Base salary / Position FTE
 - Note Regarding Full Time vs Part Time and FTE:
 - A position’s Full-time /Part-time distinction is submitted by the district at the positions level. An educator can occupy two different positions based on the Position Category Codes (e.g. teacher and assistant principal) for the same district – they would be considered a part time teacher and a part time administrator. Each position’s “percent full time” would be less than 100% and the total percent full time for both positions cannot exceed 100%.
 - An educator can occupy one position based on the Position Category Code (e.g. Principal) and be assigned to multiple work locations. The FTE is determined at the position level and the work location FTE is determined by multiplying the work location “workload” value by the position FTE.
 - If an educator holds the same position at multiple employers (district) the educator’s FTE is determined at each employer.

- Work Location Details
 - All Administrator and Certified Staff metrics are calculated based on the work location / school of the administrator.
 - An Administrator and Certified Staff can have more than one work location associated with an EIS Position.
 - Each Working Location detail:
 - Identifies the physical location / school the individual is assigned to.
 - The district is determined by the parent entity of the working location/ school.
 - Includes the Workload which represents the amount of time the educator is at the location
 - Work location FTE is the percent of their EIS Position Full-Time Equivalent value they are allocated to that work location or workload * position FTE.

Formula (calculations)

Administrator FTE (Not displayed on the Report Card) Formula

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

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

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

Pupil Administrator Ratio Formula

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

Pupil Certified Staff Ratio Formula

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

Principal Turnover 6 Years Formula

- Definition
 - At the School level, the Principal Turnover 6 Years is the number of different principals at the same school in the current year and the past 5 years, totaling 6 years
 - At the District and State levels, the Principal Turnover 6 years is the number of unique principals in the current year and the past 5 years (total 6 year) divided by the number of schools.
 - In both calculations, the result is rounded to the nearest whole number

- Formula
 - School Level:
 - Total Number of Principals that have been in the school in the current year and past 5 years.
 - District and State Level:
 - Total Number of Principals in the current year and the past 5 years ÷ Number of Schools

Average Administrator Salary Formula

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

Sources of Data

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



Civil Rights Data Collection (CRDC)
SY 2020

Civil Rights Data Collection (CRDC)

Definition

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

Guidance Citation

State Statute/Guidance: N/A

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

Business Rules

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

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

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

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

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

Formula (calculations)

CRDC - In School Suspensions Formula

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

CRDC - Out of School Suspensions Formula

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

CRDC – Expulsions Formula

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

CRDC - School Related Arrests Formula

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

CRDC - Referral to Law Enforcement Formula

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

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

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

CRDC - Incidents of Violence – including bullying and harassment Formula

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

CRDC - Firearm Indicator Formula

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

CRDC - Homicide Indicator Formula

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

CRDC - Number and Percent Enrolled in Preschool Formula

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

CRDC - Number and Percent in Advanced Placement Formula

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

CRDC - Number and Percent in International Baccalaureate Formula

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

CRDC - Number and Percent in Dual Credit Formula

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

Sources of Data

Civil Rights Data Collection (CRDC)



District and School Legislative Districts
SY 2020

District and School Legislative Districts

Definition

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

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

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: N/A

Business Rules

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

Formula (calculations)

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

Sources of Data

Entity Profile System (EPS)