



Illinois
State Board of
Education



Public Business Rules
2022 Report Card Metrics

Revision History

Version	Date Updated	Revision(s)
1.0	June 29, 2022	Original version
2.0	June 30, 2022	Teachers with Gifted Endorsement <ul style="list-style-type: none"> Updated the business rules and formula to add additional clarification regarding which License and Endorsement types are included
3.0	July 12, 2022	Career & Technical Education <ul style="list-style-type: none"> Updated the business rules for Perkins indicators 2S1, 2S2, and 2S3 Proficiency Rate ELA and Math - SAT <ul style="list-style-type: none"> Added the formula for calculating the Average SAT Composite Score National Board Certified Teachers <ul style="list-style-type: none"> Added additional clarification to the formulas Data Redaction <ul style="list-style-type: none"> Added the business rules to this document
4.0	July 15, 2022	Attendance (Student Attendance Rate, Chronic Truancy Rate, Chronic Absentee Rate) <ul style="list-style-type: none"> Updated the business rules and formulas to add additional clarification
5.0	August 1, 2022	Eighth Graders Passing Algebra I <ul style="list-style-type: none"> Updated the business rules to add additional clarification National Board Certified Teachers <ul style="list-style-type: none"> Updated the business rules and formulas to add additional clarification
6.0	August 4, 2022	Proficiency Rate Science - ISA <ul style="list-style-type: none"> Updated the business rules for the proficiency rate denominator if the student is first year in the U.S. Participation Rate and No Participation Rate ELA, Math, and Science – All Tests <ul style="list-style-type: none"> Updated the business rules for the participation rate for SAT, IAR, and DLM-AA
7.0	August 8, 2022	Student Groups <ul style="list-style-type: none"> Added an additional business rule for EL to indicate only using active SIS EL records
8.0	August 11, 2022	Proficiency Rate ELA, Math and Science – All Tests <ul style="list-style-type: none"> Added additional clarity to the business rules indicating that for the IAR, SAT, and DLM-AA Proficiency Rate Denominator, we should apply the “First Year in US” indicator first. Proficiency Rate ELA, Math and Science – DLM-AA <ul style="list-style-type: none"> Added additional clarity to the business rules indicating that for DLM-AA Proficiency Rate Denominator, we should apply the “First Year in US” indicator first. Proficiency Rate ELA and Math - SAT

		<ul style="list-style-type: none"> Added additional clarity to the business rules indicating that for SAT Proficiency Rate Denominator, we should apply the “First Year in US” indicator first. <p>Proficiency Rate Science - ISA</p> <ul style="list-style-type: none"> Added additional clarity to the business rules indicating that for ISA Proficiency Rate Denominator, the “First Year in US” indicator will be applied in the source system prior to the data being passed to the Warehouse. <p>Proficiency Rate and Student Growth Percentile ELA and Math - IAR</p> <ul style="list-style-type: none"> Added additional clarity to the business rules indicating that for IAR Proficiency Rate Denominator, we should apply the “First Year in US” indicator first. <p>Participation Rate and No Participation Rate ELA, Math and Science – All Tests</p> <ul style="list-style-type: none"> Added additional clarity to the business rules indicating that for IAR, SAT, and DLM-AA Participation Rate Numerator and Denominator, we should apply the “First Year in US” indicator first.
9.0	August 30, 2022	<p>Eighth Graders Passing Algebra I</p> <ul style="list-style-type: none"> Updated the business rules regarding students enrolled and having passed Algebra I equivalent classes in the final term <p>Postsecondary Enrollment</p> <ul style="list-style-type: none"> Updated the definition to indicate “two years prior to the current school year” instead of “three years prior to the current school year”. Added additional clarity to the business rules to indicate which graduated students are used in this metric. <p>Attendance</p> <ul style="list-style-type: none"> Updated the business rules for Chronic Truancy Rate Updated the business rules for Chronic Absentee Rate
10.0	September 2, 2022	<p>Eighth Graders Passing Algebra I</p> <ul style="list-style-type: none"> Updated the business rules pertaining to the State Course ID table regarding “Or 8th grade students enrolled and having passed these Algebra I – equivalent classes in the final term” <p>Career & Technical Education</p> <ul style="list-style-type: none"> Business rules were updated to include two crosswalks (Retired CIP Crosswalk and Historic Course Group Crosswalk) to handle the historic courses used in the CIP Concentrator and other affected metrics.
11.0	September 16, 2022	<p>Responsible Entity</p> <ul style="list-style-type: none"> Added clarity to the business rules for “Entities that will receive a Report Card” <p>Year End Collection (YEC)</p> <ul style="list-style-type: none"> Added additional details regarding the formulas for this metric <p>Proficiency Rate ELA, Math and Science – All Tests</p>

		<ul style="list-style-type: none"> • Added additional clarity to the business rules for the Proficiency Rate Denominator <p>Proficiency Rate ELA, Math and Science – DLM-AA</p> <ul style="list-style-type: none"> • Added additional clarity to the business rules for the Proficiency Rate Denominator <p>Proficiency Rate ELA and Math - SAT</p> <ul style="list-style-type: none"> • Added additional clarity to the business rules for the Proficiency Rate Denominator <p>Proficiency Rate Science - ISA</p> <ul style="list-style-type: none"> • Added additional clarity to the business rules for the Proficiency Rate Denominator <p>Proficiency Rate and Student Growth Percentile ELA and Math - IAR</p> <ul style="list-style-type: none"> • Added additional clarity to the business rules for the Proficiency Rate Denominator <p>Participation Rate and No Participation Rate ELA, Math and Science – All Tests</p> <ul style="list-style-type: none"> • Added additional clarity to the business rules for the Participation Rate Denominator <p>9th Grade on Track</p> <ul style="list-style-type: none"> • Added clarity to the business rules for determining the cohort <p>Evidence-Based Funding (EBF)</p> <ul style="list-style-type: none"> • Updates were made to the formula section <p>Average Class Size</p> <ul style="list-style-type: none"> • Updates were made to the business rule section regarding courses that are excluded <p>Advanced Academic Program</p> <ul style="list-style-type: none"> • Updates were made to the business rules for Accelerated Placement • Updates were made to the business rules for Gifted <p>Attendance</p> <ul style="list-style-type: none"> • Updated the formulas for calculating “Student Attendance Rate”, “Chronic Truancy Rate”, and “Chronic Absentee Rate”
12.0	September 23, 2022	<p>Proficiency Rate Science - ISA</p> <ul style="list-style-type: none"> • Added the Proficiency Levels for 2022 <p>Eighth Graders Passing Algebra I</p> <ul style="list-style-type: none"> • Updated the Guidance and Citation section to include ISBE Rules <p>Career and Technical Education</p> <ul style="list-style-type: none"> • Updated the business rules and formulas to add additional clarity <p>Climate Survey</p> <ul style="list-style-type: none"> • Updated the formulas for the district and state calculation of Percentage of Schools with Over 50% Response Rate <p>Evidence-Based Funding</p> <ul style="list-style-type: none"> • Updated the formula for EBF Local Capacity Target <p>Average Class Size</p> <ul style="list-style-type: none"> • Updated the business rules to include Cooperative courses <p>Student Enrollment</p>

		<ul style="list-style-type: none"> Updated the business rules to add clarity to the check for student demographics
13.0	September 27, 2022	<p>Proficiency Rate Science - ISA</p> <ul style="list-style-type: none"> Added additional clarity to the business rules for ISA Proficiency Updated the Proficiency Rate for ISA table for determining when to include in the numerator <p>Participation Rate and No Participation Rate ELA, Match, and Science – All Tests</p> <ul style="list-style-type: none"> Updated the Participation Rate for ISA table for determining when to include in the participation numerator and denominator

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Grades Served
SY 2022

Grades Served

Definition

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

Guidance and Citation

State Statute/Guidance: N/A

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

Business Rules

For Pre-Kindergarten:

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

For Grades K-12:

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

Formula (calculations)

N/A

Sources of Data

Student Information System (SIS)

Entity Profile System (EPS)



Responsible Entity
SY 2022

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

Responsible Entity

- Student enrolled in “Evaluation” and “Birth to Three” grades are **excluded** from any report card enrollment counts.
- Students with a home school that is a category 4 or 8.

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

Home School vs. Serving School

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

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

Formula (calculations)

N/A

Sources of Data (if applicable)

Student Information System (SIS)

Entity Profile System (EPS)



Year End Collection
SY 2022

Year End Collection (YEC)

Metric Information

- Health and Wellness

Definition

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

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

Formula (calculations)

Health and Wellness Formula

- Health and Wellness Count
 - School Formula
 - Count Average Number of Days of PE Per Week Per Student
 - District Formula
 - $(\text{Total Average Number of Days of PE Per Week Per Student} \setminus \text{Distinct Count of Schools in District}) \times 100$
 - State Formula
 - $(\text{Total Average Number of Days of PE Per Week Per Student} \setminus \text{Distinct Count of Schools in State}) \times 100$

Sources of Data

Year End Collection (YEC)



Data Redaction
SY 2022

Data Redaction

Definition

Within the Report Card, data redaction rules are applied to various metrics.

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: FERPA <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Business Rules

- For any metric where the count is less than or equal to 9, then no data will be displayed for that metric, regardless if the data is displayed as a count or percentage.
- No redaction rules are applied to State level metrics.
- No redaction rules are applied to any Teacher metrics at the State, District, or School level.
- No redaction rules are applied to any Administrator metrics at the State, District, or School level.
- No redaction rules are applied to any Financial metrics at the State, District, or School level.
- No redaction rules are applied to any External Data Collection metrics at the State, District, or School level.
- Redaction rules are applied to the following metrics at both the District and School level.
 - IAR
 - Participation Rate
 - Proficiency Rate
 - Accountability Proficiency Rate
 - Student Growth Percentile ELA
 - Student Growth Percentile Math
 - SAT
 - Participation Rate
 - Proficiency Rate
 - Accountability Proficiency Rate
 - DLM
 - Participation Rate
 - Proficiency Rate
 - Accountability Proficiency Rate
 - ISA
 - Participation Rate
 - Proficiency Rate
 - Accountability Proficiency Rate
 - ELA Participation Rate
 - ELA Proficiency Rate
 - Math Participation Rate
 - Math Proficiency Rate
 - Science Participation Rate
 - Science Proficiency Rate
 - Eighth Graders Passing Algebra I
 - 9th Grade on Track
 - College and Career Ready
 - Distinguished Scholar
 - College and Career Ready
 - Advanced Placement (AP) Exams

- Number of AP Exams Taken by Students
 - Number of AP Exams Passed by Students
 - Number of Students Who Took One or More AP Exams
 - Number of Students Who Passed One or More AP Exams
- CTE
 - Enrollment
 - Perkins Measures
 - Participant
 - Concentrator
- Graduation Rates
 - 4-year
 - 5-year
 - 6-year
- Student Enrollment
- Advanced Academic Program
 - Students who are Enrolled in Accelerated Placement
 - Students in Accelerated Placement Math Only
 - Students who are in an Accelerated Placement ELA Only
 - Students who are in an Accelerated Placement Multiple Subjects Only
 - Students who are in an Accelerated Placement Whole Grade Only
 - Students who are enrolled in Advanced Placement Coursework
 - Students who are enrolled in IB Coursework
 - Students who are enrolled in any course designated as Enriched or Honors
 - Students who are enrolled in any dual-credit course where college credit was earned
 - Early College Coursework Enrollment
 - Giftedness
 - Students Assessed for Giftedness
 - Students Identified as Gifted
 - Students Assessed for Giftedness Taught by Gifted-Endorsed Teacher
 - Students Identified as Gifted Taught by Gifted-Endorsed Teacher
- English Learner
 - English Learners
 - English Language Proficiency / Exit Rate of English Learners
 - English Learners to take ACCESS
 - ACCESS Participation Rate
 - ACCESS Performance Levels
 - Long Term English Learners
 - English Learner Students by Transition Status
 - English Learner Students by Outcome Status
 - Never EL
- Student Attendance
- Student Mobility Rate
- Chronic Absenteeism
- Dropout Rate



***Proficiency Rate ELA, Math, and Science – All Tests
SY 2022***

Proficiency Rate ELA, Math and Science - All Tests

Definition

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

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

The “All Test Proficiency Rate Accountability” measure is calculated, when relevant for accountability using the 95% Participation Rate denominator. As relevant, 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.
- Student demographic information (race, gender, program indicators) used for assessment proficiency rate calculations comes from the Student Metrics table in the Warehouse. See the Student Groups business rules for more information on how the table is populated.
 - This table is populated as follows:
 - Race, Gender, first year in the US, grade, IDEA, Alternate indicator, EL indicator are typically derived from assessment correction records where available, and if no assessment correction record is available, then the SIS student demographic data from the exited student enrollment is used.
 - IEP, EL and other student demographic indicators in the Student Metrics table are determined using logic defined in the Student Groups business rules document.
 - We will include any changes to demographics data in the correction records. We will use the grade at time of testing from the correction record for reporting Assessment metrics.
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- High School: Grades are 9 through 12
 - Use SAT and DLM-AA scores for ELA and Math
 - Levels 3 and 4 are proficient for SAT and DLM-AA (Grade 11 and Grade 12 students who have a valid score)

- For ELA and Math, Grade 9 and Grade 10 are **excluded** from proficiency rates by subject and test and should be ignored for inclusion.
- Use ISA and DLM-AA scores for Science
 - Levels 3 and 4 are proficient for DLM-AA (grade 11)
 - For Science, Grade 9 and Grade 10 are **excluded** for DLM-AA and should be ignored for inclusion.
 - Level 3 and 4 is proficient for ISA (grade 11)
 - For Science, only Grade 11 is **included** for ISA.
- Elementary School: Grades are 3 through 8
 - Use IAR and DLM-AA scores for ELA and Math.
 - Levels 4 and 5 are proficient for IAR (grades 3 through 8).
 - Levels 3 and 4 are proficient for DLM-AA (grades 3 through 8).
 - Use ISA and DLM-AA for Science.
 - Level 3 and 4 is proficient for ISA (grades 5 and 8)
 - Levels 3 and 4 are proficient for DLM-AA (grades 5 and 8).
- Proficiency Rate Numerator
 - Number of students who are proficient in either ELA, Math, or Science (IAR level 4 or level 5; SAT level 3 or level 4; DLM-AA level 3 or level 4; ISA level 3 and 4)
- Proficiency Rate Denominator
 - For IAR, SAT and DLM-AA, apply the “First Year in US” indicator first.
 - If student First year in the US indicator is “yes”, has score, the student is not included in proficiency
 - If student First year in the US indicator is “no”, has no score, the student is not included in proficiency
 - The denominator for Proficiency Rate is derived and will be:
 - Total number of students with valid scores excluding all students with suppressed scores
 - Note for 2022 All Tests Proficiency Denominator
 - If multiple records with same enrollment ID with both records with complete score we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district
 - At district level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district
 - At state level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator
 - For accountability: Note for 2022 and going forward, the following rule applies for each subject level ELA, Math, and Science (this does not apply to the test level):
 - For any school or district where the denominator for Proficiency Rate uses “95% of the Participation Rate” we must calculate and display both Proficiency Rate using the two different denominators in each calculation “Total number of students with valid scores excluding all students with suppressed scores” and “95% of Participation Rate denominator”) and indicate which calculation was used (meaning the “95% of the Participation Rate”)
- 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:*

- SAT Only: For Suppression 01, RNVTA 22 applies to ELA and Math
- SAT Only: In the RARE cases when a student has responses in only one content area but not the other, we need to:
 - When ELA participation indicator = NO and Math participation indicator = YES, we apply Suppression 02 and RNVTA 19 (suppresses minimum score of 200 only in ELA that College Board auto-generates and hurts participation rate only for ELA).
 - When ELA participation indicator = YES and Math participation indicator = NO, we apply Suppression 03 and RNVTA 19 (suppresses minimum score of 200 only in MATH that College Board auto-generates and hurts participation rate only for MATH).
- 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
SAT	All	Yes-Math	19	Suppression 02-ELA	Yes-Math only No-ELA
SAT	All	Yes-ELA	19	Suppression 03-Math	Yes-ELA only No-Math
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
SAT	All	Yes	22	Suppression 01-ELA/Math	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

- $(\text{Number of students who are proficient in ELA}) \div (\text{Number of students with valid scores excluding all students with a suppressed score in ELA}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts.

Proficiency Rate ELA All Tests Accountability Formula

- $(\text{Number of students who are proficient in ELA}) \div (95\% \text{ of the Participation Rate denominator for ELA}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts.

Proficiency Rate Math All Tests Formula

- $(\text{Number of students who are proficient in Math}) \div (\text{Number of students with valid scores excluding all students with a suppressed score in Math}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts.

Proficiency Rate Math All Tests Accountability Formula

- $(\text{Number of students who are proficient in Math}) \div (95\% \text{ of the Participation Rate denominator for Math}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts.

Proficiency Rate Science All Tests Formula

- $(\text{Number of students who are proficient in Science}) \div (\text{Number of students with valid scores excluding all students with a suppressed score in Science}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts.

Proficiency Rate Science All Tests Accountability Formula

- $(\text{Number of students who are proficient in Science}) \div (95\% \text{ of the Participation Rate denominator for Science}) \times 100$

- Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts.

Sources of Data

Student Information System (SIS)



***Proficiency Rate ELA, Math, and Science – DLM-AA
SY 2022***

Proficiency Rate ELA, Math and Science – DLM-AA

Definition

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

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

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

“DLM-AA Proficiency Rate Accountability” is calculated, as relevant for accountability using the 95% of Participation Rate denominator, using the 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 comes from the Student Metrics table in the Warehouse. See the Student Groups business rules for more information on how the table is populated.
 - This table is populated as follows:
 - Race, Gender, first year in the US, IDEA indicator, alternate assessment indicator, and EL indicator are typically derived from assessment correction records where available, and if no assessment correction record is available, then the SIS student demographic data from the exited student enrollment is used.
 - IEP, EL and other student demographic indicators in the Student Metrics table are determined using logic defined in the Student Groups business rules document.
 - We will include any changes to demographics data in the correction records. We will use the grade at time of testing from the correction record for reporting Assessment metrics
- 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 who have a valid score 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
 - Apply the “First Year in US” indicator first
 - If student First year in the US indicator is “yes”, has score, the student is not included in proficiency.
 - If student First year in the US indicator is “no”, has no score, the student is not included in proficiency.
 - The denominator for Proficiency Rate is derived and will be:
 - Total number of students with valid scores excluding all students with suppressed scores
 - Note for 2022 DLM-AA Proficiency Denominator
 - If multiple records with same enrollment ID with both records with complete score we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district
 - At district level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district
 - At state level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator
 - For accountability: Note for 2022 and going forward, the following rule applies for each subject level ELA, Math, and Science (this does not apply to the test level):
 - For any school or district where the denominator for Proficiency Rate uses “95% of the Participation Rate” we must calculate and display both Proficiency Rate using the two

different denominators in each calculation “Total number of students with valid scores excluding all students with suppressed scores” and “95% of Participation Rate denominator”) and indicate which calculation was used (meaning the “95% of the Participation Rate”)

- 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

- $(\text{Number of students who are proficient in ELA}) \div (\text{Number of students with valid scores excluding all students with a suppressed score in ELA}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts.

Proficiency Rate ELA Accountability Formula

- $(\text{Number of students who are proficient in ELA}) \div (95\% \text{ of the Participation Rate denominator for ELA}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts.

Proficiency Rate Math Formula

- $(\text{Number of students who are proficient in Math}) \div (\text{Number of students with valid scores excluding all students with a suppressed score in Math}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts.

Proficiency Rate Math Accountability Formula

- $(\text{Number of students who are proficient in Math}) \div (95\% \text{ of the Participation Rate denominator for Math}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts.

Proficiency Rate Science Formula

- $(\text{Number of students who are proficient in Science}) \div (\text{Number of students with valid scores excluding all student with a suppressed score in Science}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts.

Proficiency Rate Science Accountability Formula

- $(\text{Number of students who are proficient in Science}) \div (95\% \text{ of the Participation Rate denominator for Science}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts.

Sources of Data

Student Information System (SIS)



***Proficiency Rate ELA and Math – SAT
SY 2022***

Proficiency Rate ELA and Math – SAT

Definition

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

SAT Proficiency has four Performance Levels:

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

SAT Proficiency Rate Accountability is calculated, when relevant for accountability using the 95% of Participation Rate denominator, using the four levels of performance, which are:

- 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 comes from the Student Metrics table in the Warehouse. See the Student Groups business rules for more information on how the table is populated.
 - This table is populated as follows:
 - Race, Gender, first year in the US, IDEA indicator, EL indicator, and grade, are typically derived from assessment correction records where available, and if no assessment correction record is available, then the SIS student demographic data from the exited student enrollment is used.

- IEP, EL and other student demographic indicators in the Student Metrics table are determined using logic defined in the Student Groups business rules document and based on the time of testing.
 - We will include any changes to demographics data in the correction records. We will use the grade at time of testing from the correction record for reporting Assessment metrics.
- 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 correction grade shows the student is in Grade 11 and Grade 12 students who have a valid score.
 - For ELA and Math, Grade 9 and Grade 10 are **excluded**.
- Proficiency Rate Numerator
 - Number of students who are proficient in either ELA or Math (Level 3 or Level 4)
- Proficiency Rate Denominator
 - Apply the "First Year in US" indicator check first.
 - If student First year in the US indicator is "yes", has score, the student is not included in proficiency.
 - If student First year in the US indicator is "no", has no score, the student is not included in proficiency.
 - The denominator for Proficiency Rate is derived and will be:
 - Total number of students with valid scores excluding all students with suppressed scores
 - Note for 2022 SAT Proficiency Denominator
 - If multiple records with same enrollment ID with both records with complete score we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district
 - At district level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district

- At state level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator
 - For accountability: Note for 2022 and going forward, the following rule applies for each subject level EL and Math (this does not apply to the test level):
 - For any school or district where the denominator for Proficiency Rate uses “95% of the Participation Rate” we must calculate and display both Proficiency Rate using the two different denominators in each calculation “Total number of students with valid scores excluding all students with suppressed scores” and “95% of Participation Rate denominator”) and indicate which calculation was used (meaning the “95% of the Participation Rate”)
- The table below indicates whether a record is included in the numerator for calculating Proficiency Rate.
 - Note:
 - If a student has a suppression code of 01 and RNVTA of 22, the ELA and math scores are not included in proficiency.
 - If a student has a suppression code of 02 for ELA and an RNVTA 19, the student math score is included in the proficiency, ELA is not included in proficiency.
 - If the student has a suppression code of 03 and RNVTA of 19, the student ELA score is included in the proficiency, math is not included in proficiency.
 - If a student is marked First year in the US “yes”, has a score, the student is not included in the proficiency.
 - If a student is marked First year in the US “yes”, has no score the student is not included in proficiency.
 - 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	Yes-Math	19	02-ELA	Yes-Math No-ELA
SAT	All	Yes-ELA	19	03-Math	Yes-ELA No-Math

SAT	All	No	21	Null	No
SAT	All	No	22	Null	No
SAT	All	Yes	22	Suppressed (Not Null)	No
SAT	All	Yes	22	01- ELA/Math	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

- $(\text{Number of students who are proficient in ELA}) \div (\text{Number of students with valid scores excluding all students with a suppressed score in ELA}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts

Proficiency Rate ELA – SAT Accountability Formula

- $(\text{Number of students who are proficient in ELA}) \div (95\% \text{ of the Participation Rate denominator for ELA}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts

Proficiency Rate Math – SAT Formula

- $(\text{Number of students who are proficient in Math}) \div (\text{Number of students with valid scores excluding all students with a suppressed score in Math}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts

Proficiency Rate Math – SAT Accountability Formula

- $(\text{Number of students who are proficient in Math}) \div (95\% \text{ of the Participation Rate denominator for Math}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts

Average SAT Score for ELA Formula

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

- At the state level, all counts/percentages should be based on unduplicated student counts

Average SAT Score for Math Formula

- $(\text{Sum of the students' SAT scores for Math that are not suppressed}) \div (\text{Number of students with a valid SAT math score that is not suppressed})$
- At the state level, all counts/percentages should be based on unduplicated student counts

Average SAT Score Composite

- $(\text{Sum of the students' SAT scores for ELA that are not suppressed}) \div (\text{Number of students with a valid SAT ELA score that is not suppressed}) + (\text{Sum of the students' SAT scores for Math that are not suppressed}) \div (\text{Number of students with a valid SAT math score that is not suppressed})$
- At the state level, all counts/percentages should be based on unduplicated student counts

Sources of Data

Student Information System (SIS)



***Proficiency Rate Science – ISA
SY 2022***

Proficiency Rate Science – ISA

Definition

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

“ISA Proficiency” has the below levels of performance: (for 2022 and beyond after Standards setting takes place.) will be confirmed summer 2021 after Standards Setting takes place):

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

“ISA Proficiency Rate Accountability” is calculated, when relevant for accountability using the 95% of Participation Rate denominator, using the below levels of performance:

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

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

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

Guidance Citation

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

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

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

Business Rules

- The Science rate for the “All Student” population are computed and displayed.
- ISBE pre-ID’s students, however schools who do not keep their course enrollments up to date will have students added to their roster.

- The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity level (school, district, or state level) and at the grade level (Grade 5, Grade 8, or Grade 11).
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- The source for the calculation is ISA Student Roster and Result records.
- Student demographic information (race, gender, program indicators) used for assessment proficiency rate calculations comes from the Student Metrics table in the Warehouse. See the Student Groups business rules for more information on how the table is populated.
 - This table is populated as follows:
 - Race and Gender, first year in the US, IDEA indicator, alternate assessment indicator, and EL indicator are typically derived from assessment correction records where available, and if no assessment correction record is available, then the SIS student demographic data from the exited student enrollment is used.
 - IEP, EL and other student demographic indicators in the Student Metrics table are determined using logic defined in the Student Groups business rules document.
 - We will include any changes to demographics data in the correction records. We will use the grade at time of testing from the correction record for reporting Assessment metrics.
- ISA has student records for Science only.
- The proficiency rate is calculated for Science.
- If a student is in a Performance Level of 3 'Proficient' or 4 'Exemplary' then they are considered Proficient.
- Each subgroup is calculated the same way.
- Proficiency Levels for 2022: (Note: The Proficiency levels for 2022 will be delayed until late August/early September)

Grade	Emerging	Raw Score	Developing	Raw Score	Proficient	Raw Score	Exemplary	Raw Score
5	700 - 769	0 - 28	770 - 798	29 - 45	799 - 832	46 - 63	833 - 900	64 - 81
8	700 - 770	0 - 24	771 - 798	25 - 40	799 - 831	41 - 59	832 - 900	60 - 81
11	700 - 772	0 - 22	773 - 795	23 - 34	796 - 833	35 - 55	834 - 900	56 - 81

- For Grade 5:
 - Emerging is less than or equal to 769.
 - Developing is greater than 769 and less than or equal to 798.
 - Proficient is greater than 798 and less than or equal to 832.
 - Exemplary is greater than 832 and less than or equal to 900, which is the max scale score.
- For Grade 8:
 - Emerging is less than or equal to 770.
 - Developing is greater than 770 and less than or equal to 798.
 - Proficient is greater than 798 and less than or equal to 831.
 - Exemplary is greater than 831 and less than or equal to 900, which is the max scale score.
- For Grade 11:
 - Emerging is less than or equal to 772.
 - Developing is greater than 772 and less than or equal to 795.
 - Proficient is greater than 795 and less than or equal to 833.

- Exemplary is greater than 833 and less than or equal to 900, which is the max scale score.
- Proficiency Rate Numerator
 - Number of students who were proficient in Science (level 3 or 4)
- Proficiency Rate Denominator
 - The denominator for Proficiency Rate is derived and will be:
 - Number of students with valid scores excluding all students with suppressed scores
 - If the student First year in the US indicator is “yes”, and has a score, the student is not included in the proficiency calculation in the source system.
 - The source system will be updated by the Assessment department PRIOR to data being moved into the Warehouse so this rule does not need to be applied in the Data Warehouse.
 - If the student First year in the US indicator is “no”, and has no score, the student is not included in proficiency calculation in the source system.
 - The source system will be updated by the Assessment department PRIOR to data being moved into the Warehouse so this rule does not need to be applied in the Data Warehouse.
 - Note for 2022 ISA Proficiency Denominator
 - If multiple records with same enrollment ID with both records with complete score we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district
 - At district level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district
 - At state level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator
 - For accountability: Note for 2022 and going forward, the following rule applies for subject level Science (this does not apply to the test level):
 - For any school or district where the denominator for Proficiency Rate uses “95% of the Participation Rate” we must calculate and display both Proficiency Rate using the two different denominators in each calculation “Total number of students with valid scores excluding all students with suppressed scores” and “95% of Participation Rate denominator”) and indicate which calculation was used (meaning the “95% of the Participation Rate”)
- 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
 - Overall if a record is not in the participation numerator, then that record should not be considered at all for the proficiency numerator or denominator (regardless of RNVTA or suppression codes except for the scenarios for 10 and 15 outlined in the table)

Assessment	Subject	Scale Score	RNVTA Code	Suppression Code	Include in Proficiency Numerator
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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	No	10		No
ISA	Science	Yes	10		Yes
ISA	Science	No	15		No
ISA	Science	Yes	15		Yes
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

- $(\text{Number of students who are proficient in Science}) \div (\text{Number of students with valid scores in Science}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts.

Proficiency Rate Science Accountability Formula

- $(\text{Number of students who are proficient in Science}) \div (95\% \text{ of the Participation Rate denominator for Science}) \times 100$
 - Use this formula for every student group and overall
- At the state level, all counts/percentages should be based on unduplicated student counts.

Sources of Data

Illinois Science Assessment (ISA)

Assessment system in IWAS



***Proficiency Rate and Student Growth Percentile – ELA &
Math IAR
SY 2022***

Proficiency Rate and Student Growth Percentile ELA and Math – IAR

Definition

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

IAR Proficiency has five levels of performance, which are:

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

IAR Proficiency Rate Accountability is calculated, when relevant for accountability using the 95% of Participation Rate denominator, using the five levels of performance, which are:

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

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

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

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

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

Guidance Citation

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

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

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

Business Rules

- ELA and Math rates for the “All Student” population are computed and displayed.
- The testing enrollment is defined in the Participation metric.
- The demographics (Race, Gender and the Program Indicators) are disaggregated at the entity level (school, district or state level) and at the grade level.
- The source for the calculation is IAR Correction and Score records.
- The grade is the grade at time of testing from the Correction record.
- Student demographic information (race, gender, program indicators) used for assessment proficiency rate calculations comes from the Student Metrics table in the Warehouse. See the Student Groups business rules for more information on how the table is populated.

- This table is populated as follows:
 - Race, Gender, first year in the US, IDEA indicator, alternate assessment indicator, and EL indicator are typically derived from assessment correction records where available, and if no assessment correction record is available, then the SIS student demographic data from the exited student enrollment is used. Assessment correction data will be used to determine student demographics.
 - IEP, EL and other student demographic indicators in the Student Metrics table are determined using logic defined in the Student Groups business rules document.
 - We will include any changes to demographics data in the correction records. We will use the grade at time of testing from the correction record for reporting Assessment metrics.
- 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 (for 2022 and forward)
 - Apply the “First Year in US” indicator check first.
 - If a student’s First year in the US indicator is “yes”, has score, the student is not included in proficiency.
 - If a student's First year in the US indicator is “no”, has no score, the student is not included in proficiency.
 - The denominator for Proficiency Rate for assessments is derived and will be:
 - Total number of students with valid scores excluding all students with suppressed scores
 - Note for 2022 IAR Proficiency Denominator
 - If multiple records with same enrollment ID with both records with complete score we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district
 - At district level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district
 - At state level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator
 - For accountability: Note for 2022 and going forward, the following rule applies for each subject level ELA, Math, and Science (this does not apply to the test level):
 - For any school or district where the denominator for Proficiency Rate uses “95% of the Participation Rate” we must calculate and display both Proficiency Rate using the two different denominators in each calculation “Total number of students with valid scores excluding all students with suppressed scores” and “95% of Participation Rate denominator”) and indicate which calculation was used (meaning the “95% of the Participation Rate”)
- 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-attempt.pdf>

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

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

[Formula \(calculations\)](#)

Proficiency Level ELA – IAR Formula

- $(\text{Number of students who are proficient in ELA}) \div (\text{Number of students with valid scores excluding all students with a suppressed score in ELA}) \times 100$
 - Use this formula for every student group and overall.
- At the state level, all counts/percentages should be based on unduplicated student counts.

Proficiency Level ELA – IAR Accountability Formula (only published when the 95% rule is relevant)

- $(\text{Number of students who are proficient in ELA}) \div (95\% \text{ of the Participation Rate denominator for ELA}) \times 100$
 - Use this formula for every student group and overall.

Proficiency Level Math – IAR Formula

- $(\text{Number of students who are proficient in Math}) \div (\text{Number of students with valid scores excluding all students with a suppressed score in Math}) \times 100$
 - Use this formula for every student group and overall.
- At the state level, all counts/percentages should be based on unduplicated student counts.

Proficiency Level Math – IAR Accountability Formula (only published when the 95% rule is relevant)

- $(\text{Number of students who are proficient in Math}) \div (95\% \text{ of the Participation Rate denominator for Math}) \times 100$
 - Use this formula for every student group and overall.
- At the state level, all counts/percentages should be based on unduplicated student counts.

Growth Percentile ELA – IAR Formula

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

Growth Percentile Math – IAR Formula

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

[Sources of Data](#)

Student Information System (SIS)



***Participation Rate ELA, Math, and Science – All Tests
SY 2022***

Participation Rate and No Participation Rate ELA, Math, and Science - All Tests

Definition

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

No Participation Rate is defined as the number of students who did not receive participation credit for the state assessment divided by the number of students who were required to participate in the state assessment.

Guidance Citation

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

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

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

Business Rules

- Each subject (ELA, Math, and Science) and applicable test (IAR, SAT, DLM-AA, and ISA) are reported.
- Student demographic information (race, gender, program indicators) used for assessment participation rate calculations comes from the Student Metrics table in the Warehouse. See the Student Groups business rules for more information on how the table is populated.
 - This table is populated as follows:
 - Race, Gender and program indicators are typically derived from assessment correction records where available, and if no assessment correction record is available, then the SIS student demographic data from the exited student enrollment is used.
 - IEP, EL and other student demographic indicators in the Student Metrics table are determined using logic defined in the Student Groups business rules document.
 - We will include any changes to demographics data in the correction records. We will use the demographics at time of testing from the correction record for reporting Assessment metrics.
- All assessment participation rates and no participation rates are calculated for the responsible entity as defined in the Responsible Entity business rules
- Note: For 2022, any grade 12 students who were identified to be assessed and has a valid score or RNVTA, data should be included in any participation rate calculations.
- For each assessment type, subject, and student group, the assessment no participation rate is calculated as:
 - $(\text{Sum of students with a "N" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
 - Note for 2022 All Tests Participation Denominator
 - If multiple records exist with the same enrollment ID but there is no score for either enrollment record, we will select a distinct record for the participation denominator
 - If multiple records exist with the same enrollment ID with a complete score but no score record, we will select the enrollment record with score for participation denominator
 - At district level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report both records for participation denominator at their respective districts

- At state level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only distinct students for participation denominator
- Participation Rate for **SAT with Essay, IAR, and DLM-AA**:
 - The table below indicates whether a record is included in the numerator and/or denominator for calculating Participation Rate.
 - Note:
 - Apply the “First Year in US” indicator check first.
 - If student has First year in the US indicator “yes”, has scale score, the student is not included in the numerator or denominator.
 - If student has First year in the US indicator “yes”, has no scale score, the student is not included in the numerator, but included in the denominator.
 - If a student who assessed for SAT with Essay has suppression 01, RNVTA 22 for ELA and Math, the student is not included in the numerator and denominator for participation.
 - If a student who assessed for SAT with Essay with ELA suppression code 02 and RNVTA of 19, and has a math score, the student is included in the numerator and denominator for math and only in the denominator for ELA.
 - If a student who assessed for SAT with Essay with math suppression code 03 and RNVTA of 19, and has an ELA score, the student is included in the numerator and denominator for ELA and only in the denominator for math.
 - If a student does not have a valid score and no RNVTA, the student will be included in the denominator only for participation.
 - For a complete listing of RNVTA codes and validation rules see: <https://www.isbe.net/Documents/reason-no-valid-test-attmpt.pdf>

Assessment	Subject	Performance Level	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	All	Math-Yes	19	Suppression 02	Yes-Math No-ELA	Yes
SAT	All	ELA-Yes	19	Suppression 03	Yes-ELA No-Math	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	All	No	22	Suppression 01	No	No
SAT, IAR, DLM-AA	All	Yes	23	Suppressed (Not Null)	Yes	Yes
SAT, IAR, DLM-AA	All	No	25	Null	No	Yes
SAT, 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
SAT, IAR, DLM-AA	All	Yes	55	Suppressed (Not Null)	No	No

SAT, IAR, DLM-AA	All	No	No RNVTA	No Suppression	No	Yes
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- **Participation Rate for ISA:**

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

Assessment	Subject	Scale Score	RNVTA Code	Suppression Code	Include in Participation Numerator	Include in Participation Denominator
ISA	Science	A 3-digit Scale Score			Yes	Yes
ISA	Science	No	01		No	No
ISA	Science	No	02		No	No
ISA	Science	No	03		No	No
ISA	Science	No	04		No	No
ISA	Science	Yes or No	05		No	No
ISA	Science	Yes or No	06		No	No
ISA	Science	Yes or No	07		No	No
ISA	Science	No	08		No	No
ISA	Science	No	09		No	No
ISA	Science	No	10		No	Yes
ISA	Science	Yes	10		Yes	Yes
ISA	Science	No	15		No	Yes
ISA	Science	Yes	15		Yes	Yes
ISA	Science	No	16		No	No
ISA	Science	No	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	Yes or No		S1	No	No
ISA	Science	Yes or No		S2	No	Yes
ISA	Science	Yes or No		S3	No	No
ISA	Science	Yes or No		S4	No	Yes
ISA	Science	Yes or No		S5	No	Yes
ISA	Science	Yes or No		S6	No	Yes
ISA	Science	Yes or No		S7	No	Yes
ISA	Science	Yes or No		S8	No	Yes
ISA	Science	Yes or No		S9	No	Yes
ISA	Science	Yes or No		S10	No	Yes
ISA	Science	Yes or No		S11	No	No
ISA	Science	Yes or No		S12	Yes	Yes
ISA	Science	Yes or No		S13	No	Yes
ISA	Science	Yes or No		S14	No	No
ISA	Science	Yes or No		S15	No	Yes
ISA	Science	Yes or No		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
- At the state level, all counts/percentages should be based on unduplicated student counts.

Base No Participation Rate - Formula

- (Sum of students with a “N” indicator in the “Include in Participation Numerator” column) ÷ (Sum of students with a “Y” indicator in the “Include in Participation Denominator” column) * 100
- At the state level, all counts/percentages should be based on unduplicated student counts.

Overall Participation Rate Subject

- ELA
 - Grades 3-8 use the IAR and DLM-AA datasets
 - Grade 11 and 12th grade students who have a valid score or RNVTA uses the SAT with Essay and DLM-AA datasets
 - Note: For 2022, grade 12 will be used in the participation rate calculation, if the student has either a score or an RNVTA applied based on the table above (not all grade 12 students will be included).
- Math
 - Grades 3-8 use the IAR and DLM-AA datasets
 - Grade 11 and 12th grade students who have a valid score or RNVTA uses the SAT with Essay and DLM-AA datasets
 - Note: For 2022, grade 12 will be used in the participation rate calculation, if the student has either a score or an RNVTA applied based on the table above (not all grade 12 students will be included).
- Science
 - Grades 5, 8 and 11 use the ISA and DLM-AA datasets

- At the state level, all counts/percentages should be based on unduplicated student counts.

Participation Rate SAT ELA (Grade 11 and Grade 12 students who have a valid score or RNVTA) - Formula

- $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
 - Note: For 2021, grade 12 will not be used in the participation rate calculation.
- Note: For 2022, grade 12 will be used in the participation rate calculation, if the student has either a score or an RNVTA applied based on the table above (not all grade 12 students will be included).
- At the state level, all counts/percentages should be based on unduplicated student counts.

No Participation Rate SAT ELA (Grade 11 and Grade 12 students who have a valid score or RNVTA) - Formula

- $(\text{Sum of students with a "N" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
 - Note: For 2021, grade 12 will not be used in the participation rate calculation.
- At the state level, all counts/percentages should be based on unduplicated student counts.

Participation Rate SAT Math (Grade 11 and Grade 12 students who have a valid score or RNVTA) - Formula

- $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
 - Note: For 2021, grade 12 will not be used in the participation rate calculation.
- Note: For 2022, grade 12 will be used in the participation rate calculation, if the student has either a score or an RNVTA applied based on the table above (not all grade 12 students will be included).
- At the state level, all counts/percentages should be based on unduplicated student counts.

No Participation Rate SAT Math (Grade 11 and Grade 12 students who have a valid score or RNVTA) - Formula

- $(\text{Sum of students with a "N" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
 - Note: For 2021, grade 12 will not be used in the participation rate calculation.
- At the state level, all counts/percentages should be based on unduplicated student counts.

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

- $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
- At the state level, all counts/percentages should be based on unduplicated student counts.

No Participation Rate IAR ELA (Grades 3-8) - Formula

- $(\text{Sum of students with a "N" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
- At the state level, all counts/percentages should be based on unduplicated student counts.

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

- $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
- At the state level, all counts/percentages should be based on unduplicated student counts.

No Participation Rate IAR Math (Grades 3-8) - Formula

- $(\text{Sum of students with a "N" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
- At the state level, all counts/percentages should be based on unduplicated student counts.

Participation Rate DLM-AA ELA (Grades 3-8, 11 and Grade 12 students who have a valid score or RNVTA) - Formula

- $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
 - Note: For 2022, grade 12 will be used in the participation rate calculation, if the student has either a score or an RNVTA applied based on the table above (not all grade 12 students will be included).
- At the state level, all counts/percentages should be based on unduplicated student counts.

No Participation Rate DLM-AA ELA (Grades 3-8, 11 and Grade 12 students who have a valid score or RNVTA) - Formula

- $(\text{Sum of students with a "N" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
- At the state level, all counts/percentages should be based on unduplicated student counts.

Participation Rate DLM-AA Math (Grades 3-8, 11 and Grade 12 students who have a valid score or RNVTA) - Formula

- $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
 - Note: For 2022, grade 12 will be used in the participation rate calculation, if the student has either a score or an RNVTA applied based on the table above (not all grade 12 students will be included).
- At the state level, all counts/percentages should be based on unduplicated student counts.

No Participation Rate DLM-AA Math (Grades 3-8, 11 and Grade 12 students who have a valid score or RNVTA) - Formula

- $(\text{Sum of students with a "N" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
- At the state level, all counts/percentages should be based on unduplicated student counts.

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

- $(\text{Sum of students with a "Y" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
- At the state level, all counts/percentages should be based on unduplicated student counts.

No Participation Rate DLM-AA Science (Grades 5, 8, and 11) - Formula

- $(\text{Sum of students with a "N" indicator in the "Include in Participation Numerator" column}) \div (\text{Sum of students with a "Y" indicator in the "Include in Participation Denominator" column}) * 100$
- At the state level, all counts/percentages should be based on unduplicated student counts.

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

- (Sum of students with a “Y” indicator in the “Include in Participation Numerator” column) ÷ (Sum of students with a “Y” indicator in the “Include in Participation Denominator” column) * 100
- At the state level, all counts/percentages should be based on unduplicated student counts.

No Participation Rate ISA Science (Grades 5, 8, and 11) - Formula

- (Sum of students with a “N” indicator in the “Include in Participation Numerator” column) ÷ (Sum of students with a “Y” indicator in the “Include in Participation Denominator” column) * 100
- At the state level, all counts/percentages should be based on unduplicated student counts.

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 2022***

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 student groups of those populations (e.g., female students, Hispanic students). NAEP results are based on a [sample of student populations of interest](#).

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

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

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

Illinois' history of NAEP participation is available at:

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

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

Reading Grades 4 and 8

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

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

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

Math Grades 4 and 8

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

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

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

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

Additional resources can be found here:

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

Guidance Citation

State Statute/Guidance: N/A

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

Business Rules

- NAEP collects and publishes data every two years (i.e. 2017, 2019, 2022, 2024)
 - NAEP data being displayed can be up to two years behind
 - Note: The 2021 NAEP assessment program was postponed to 2022 due to the COVID-19 pandemic

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

- NAEP data was first displayed on the 2019 Report Card – which was 2017 NAEP data
- NAEP data is made available on their website (<https://nces.ed.gov/nationsreportcard/>) in the early 2023 timeframe
 - For 2022, we will still display 2019 data
- NAEP data is also made available on ISBE’s website at <https://www.isbe.net/Pages/NAEP.aspx> under “Summary of NAEP Results”
- NAEP does **not** provide an actual data file
 - ISBE gathers the NAEP data information from the NAEP website and enters it into a Data Warehouse table manually
- NAEP metrics do **not** have formulas
- On the Classic PDF, NAEP results will **only** be reported on the State-level and District-level Report Cards
- On the IIRC, NAEP results will **only** be reported on the State-level
- NAEP results will **not** be included on any School-level Report Cards for either the Classic PDF or the IIRC

Formula (calculations)

N/A

Sources of Data

National Assessment of Educational Progress (NAEP)



***State Performance Plan Indicators
SY 2022***

State Performance Plan Indicators

Definition

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

Guidance Citation

State Statute/Guidance: N/A

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

Business Rules

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

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

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

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

by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.

- The state-specific calculations are:
 - District Level: Total # of students with IEPs with more than 10 cumulative days of Qualifying Suspensions/Expulsions in the District * 100 divided by the total number of students with IEPs in the District.
 - State Level: Total # of students with IEPs with more than 10 cumulative days of Qualifying Suspensions/Expulsions in the State * 100 divided by the total number of students with IEPs in the State.
 - Calculations are computed for the district and state with precision to two decimal points.
 - The calculations are performed for the race group at district and state if there are 5 or more students in the group.
 - A statewide standard deviation is calculated for total population using the formula: Square root (percent expelled or suspended * (100- percent expelled or suspended)/total enrollment).
 - For 4A, a district is considered to have a significant discrepancy if the district rate is greater than the State rate plus 1 standard deviation for three consecutive years AND there are at least 5 students with IEPs suspended or expelled more than 10 days in each of the 3 school years.
 - For 4B a district is considered to have a significant discrepancy if the district rate within a particular race/ethnicity group is greater than the State rate plus 1 standard deviation for three consecutive years AND there are at least 5 students with IEPs within a particular race/ethnicity suspended or expelled more than 10 days in each of the 3 school years. The district is considered to have a significant discrepancy if the above conditional is met by at least one racial group.
- Discipline Record Selection
 - The suspension or expulsion codes to be included are:
 - 01 - Expulsion - Received Educational Services
 - 02 - Expulsion - Did not Receive Educational Services
 - 04 – Out of School Suspension
 - The days suspended or expelled are a sum of durations from the discipline incidents for the entire year that meet the above criteria. The student must have an accumulated value of greater than 10 days to be included in the count. All students from Pre-Kindergarten and higher are included. This is determined by grade on the discipline records. The student discipline counts are by serving/responsible districts.
- IEP Count Determination
 - The IEP student must have a valid disability code. Students with no disability code are listed as "Code 99-None" and are excluded from the count. The total IEP student count is the sum of all of the IEP students (Age 3 to 21) from the December 1st approved child Count file with the exception of students with ISPs (Fund code L and P).

- 4A state definition of significant discrepancy and methodology
 - A Suspension/Expulsion Rate is calculated for each LEA with at least five students with IEPs as follows:
 - $((\# \text{ of students with IEPs suspended or expelled for more than 10 days}) / (\# \text{ of students with IEPs})) * 100$
 - A State Suspension/Expulsion Rate is calculated in the same manner by using the total number of students with IEPs suspended or expelled for more than 10 days in the entire state, and the total number of students with IEPs in the entire state.
 - A standard deviation from the State Suspension/Expulsion Rate is then calculated.
 - A LEA is determined to have a significant discrepancy if:
 - its Suspension/Expulsion Rate is greater than the State Suspension/Expulsion Rate plus one standard deviation for three consecutive years, AND
 - the LEA had at least five students with IEPs suspended or expelled for more than 10 days for three consecutive years.
- 4B state definition of significant discrepancy and methodology
 - A Suspension/Expulsion Rate is calculated for each LEA with at least five students with IEPs as follows:
 - $((\# \text{ of students with IEPs suspended or expelled for more than 10 days}) / (\# \text{ of students with IEPs})) * 100$
 - A State Suspension/Expulsion Rate is calculated in the same manner by using the total number of students with IEPs suspended or expelled for more than 10 days in the entire state, and the total number of students with IEPs in the entire state.
 - A standard deviation from the State Suspension/Expulsion Rate is then calculated.
 - A LEA is determined to have a significant discrepancy if:
 - its Suspension/Expulsion Rate by race/ethnicity is greater than the State Suspension/Expulsion Rate plus one standard deviation for three consecutive years, AND
 - the LEA had at least five students with IEPs suspended or expelled for more than 10 days for three consecutive years.
- Significant discrepancy in the rate of suspensions and expulsions for the district. –All districts with a finding of noncompliance as entered by Special Education SPP 4 lead will receive a district value of “YES” and a Met Target value of “NO”.
- 4a - Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days? - This metric by federal guidelines lags one year. If Special Education issues a finding of noncompliance a “YES” is displayed else a “NO”.
- 4b - Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? - This metric by federal guidelines lags one year. If Special Education issues a finding of noncompliance a “YES” is displayed else a “NO”.
- Indicator 5: Education Environment (5-year-old kindergartners through age 21)
 - Indicator 5 is a results indicator that measures the percent of students with IEPs (5-year-old kindergartners through age 21) served inside the general education classroom 80% or more

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

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.
- The progress rating rates each of the three outcomes in one of five progress categories/levels of functioning. Progress categories for A, B and C are:
 - a. Percent of preschool children who did not improve functioning = $\left[\frac{\text{\# of preschool children who did not improve functioning}}{\text{\# of preschool children with IEPs assessed}}\right]$ times 100.
 - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $\left[\frac{\text{\# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}}\right]$ times 100.
 - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $\left[\frac{\text{\# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}}{\text{\# of preschool children with IEPs assessed}}\right]$ times 100.
 - d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $\left[\frac{\text{\# of preschool children who improved functioning to reach a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}}\right]$ times 100.
 - e. Percent of preschool children who maintained functioning at a level comparable to same aged peers = $\left[\frac{\text{\# of preschool children who maintained functioning at a level comparable to same-aged peers}}{\text{\# of preschool children with IEPs assessed}}\right]$ times 100.
- There are two summary statements/indicators for each of the three outcomes:
 - Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
 - Measurement for Summary Statement 1: Percent = $\left[\frac{\text{\# of preschool children reported in progress category (c) plus \# of preschool children reported in category (d)}}{\text{\# of preschool children reported in progress category (a) plus \# of preschool children reported in progress category (b) plus \# of preschool children reported in progress category (c) plus \# of preschool children reported in progress category (d)}}\right]$ times 100.
 - Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.
 - Measurement for Summary Statement 2: Percent = $\left[\frac{\text{\# of preschool children reported in progress category (d) plus \# of preschool children reported in}}$

progress category (e)) divided by (the total # of preschool children reported in progress categories (a) + (b) + (c) + (d) + (e))] times 100.

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

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

○ Indicator 8: Parent Involvement

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

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

- For multiple approvals (dually enrolled), select the earliest approval record. The earliest approval record can be determined based on the create date.
- A student must have an address in SIS to be included.

○ Indicator 9: Disproportionate Representation in Special Education

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

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

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

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

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

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

○ Indicator 11: Child Find

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

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

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

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

Reason Evaluation Not Applicable Code Table

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

Indicator 12: IDEA Part C to Part B Transition

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

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

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

	until after his/her third birthday due to a school break or parent/guardian choice.	
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*TD Codes 04 and 06 result in district-level findings of noncompliance issued by the Special Education Department.

- The table below is computed by analyzing the eligibility determination data and delay code. The rules are:
 - Row a. - Number of children who have been served in Part C and referred to Part B for Part B eligibility determination
 - This is the total number of children who turned 3 during the fiscal year. (Cohort)
 - Row b. - Number of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays
 - The number of children with a delay reason code of 01 (no delay and not eligible).
 - Row c. - Number of those found eligible who have an IEP developed and implemented by their third birthdays
 - The number of children with a delay reason code of 01 (no delay and eligible) or 07.
 - A data quality edit in SIS validates that all children with a code of 01 or 07 have an eligibility determination date before their third birthday.
 - Row d. - Number of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied
 - The number of children with a delay reason code of 02 or 03.
 - Row e. - Number of children who were referred to Part C less than 90 days before their third birthdays
 - The number of children with a delay reason code of 05.
 - Row f. – Number of children whose parents chose to continue early intervention services beyond the child’s third birthday through a State’s policy under 34 CFR 300.21 or a similar State option
 - Always 0 as this is not applicable in Illinois
 - Percent of children referred by Part C prior to age 3 who are found eligible for Part B and who have an IEP developed and implemented by their third birthday
 - This is an automatic calculation within the GRADS360 system
 - Account for children included in (a), but not included in b, c, d, e, or f. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed, and the reasons for the delays. Percent = [(c) divided by (a - b - d - e)] * 100
 - These are the children with delay reason codes of 04 or 06 and, therefore, did not have the eligibility determined by their third birthday.
 - A data quality edit check in SIS validates that all children with a code of 04 or 06 have an eligibility determination date after their third birthday.

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

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

respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

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

Formula (calculations)

- N/A

Sources of Data

I-STAR

Student Information System (SIS)



***Eighth Graders Passing Algebra I
SY 2022***

Eighth Graders Passing Algebra I

Definition

Eighth Graders Passing Algebra I are defined as eighth-grade students who have successfully completed Algebra I (or its equivalent) by the end of Grade 8.

Guidance Citation

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

ISBE Rules [Part 1 Section 1.79 School Report Card](#)

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.
- All courses taken during their 8th grade year, including summer sessions, are included.
- Successful completion is measured by students who have received at least 1.0 credit hour.
- 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
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, fourth quarter, or any summer term):

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 Mathematics (prior to secondary)

52069A000 02069A000	Algebra/Other
02061A000	Integrated Math—multi-year equivalent
02062A000	Integrated Mathematics

- The Course Letter Grades listed below are considered passing;

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

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

Course Letter Grade	Grade Description
F	Student did not receive course term credit
U	Unsatisfactory. Student received course term credit

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

- Math courses taken while enrolled in 8th grade
- The denominator is the total qualified students which is determined by:
 - Students in 8th grade and;

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

Formula (calculations)

Eighth Graders Passing Algebra I Formula

- $\sum(\text{Number of students passing Algebra I or Equivalent courses in Eighth grade}) \div \sum(\text{Total qualified students in Eighth grade})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data

Student Information System (SIS) - Student Enrollment

Student Information System (SIS) - Student Course Assignment

Student Information System (SIS) - State Course ID



9th Grade on Track
SY 2022

9th Grade on Track

Definition

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

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

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

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

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

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

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

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

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

Formula (calculations)

9th Grade on Track Formula

- $(\text{Total number of students within school/district that pass courses totaling five or more course credits without failing more than 0.5 course credits in core courses}) \div (\text{Total number of 9th grade students meeting qualifications outline in cohort definition}) \times 100\%$
- At the state level, all counts/percentages should be based on unduplicated student counts

Sources of Data

Student Information System (SIS) -Student Enrollment

Student Information System (SIS) - Student Course Assignment

Student Information System (SIS) - State Course ID



***College and Career Ready
SY 2022***

College and Career Ready

Metric Information

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

Definition

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

- Note: For 2022, this metric will not be displayed on the Report Card or within Educator Preview. It will only be available to districts within the DRVT.

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

- Note: For 2022, this metric will not be displayed on the Report Card, or within Educator Preview, or the DRVT.

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

- Note: For 2022, this metric will not be displayed on the Report Card, or within Educator Preview, or the DRVT.

Guidance Citation

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

<https://www.isbe.net/Documents/College-Career-Ready-Indicator.pdf>

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

Federal Statute/Guidance: N/A

Business Rules

- College and Career Ready is defined in Illinois' ESSA State Plan
- All metrics/indicators that ISBE calculates will be limited to high school courses only, however high school coursework for which a measure is a prerequisite can be used to fulfill that measure of readiness.
- "College and Career Ready" is the number of students who have an exit code of graduated during the current academic year who in the current academic year meet the Distinguished Scholar definition or College and Career Scholar definition.
 - Note: For 2022, this metric will not be displayed on the Report card or within Educator Preview. It will only be available to districts within the DRVT.
- There are two levels of achievement:
 - Distinguished Scholar
 - Note: For 2022, this metric will not be displayed on the Report Card, or within Educator Preview, or the DRVT.
 - College and Career Scholar
 - Note: For 2022, this metric will not be displayed on the Report Card, or within Educator review, or the DRVT.

- Distinguished Scholar is made up of the following indicators:
 - Cumulative Grade Point Average (GPA) of 3.75 or higher based on the 4.0 scale
 - ACT Composite Score of 30 or higher, or SAT Composite Score of 1400 or higher at any point within the students school career
 - At least one academic indicator in each English Language Arts (ELA) and Mathematics during or before their high school junior or senior year unless otherwise specified
 - Three career ready indicators during or before their high school junior or senior year unless otherwise specified
 - 95% attendance during high school junior and senior year (average of the two years must be 95% or better)
- College and Career Scholar is made up of the following indicators:
 - Cumulative GPA of 2.80 or higher based on the 4.0 scale
 - 95% attendance in high school junior and senior year (average of the two years must be 95% or better)
 - Either:
 - College and Career Pathway Endorsement under Postsecondary and Workforce Act; **OR**
 - All of the following:
 - One academic indicator in each of ELA and Math during or before their high school junior or senior year unless otherwise specified
 - Identify a career area of interest by the end of the sophomore year
 - Three career ready indicators during or before their high school junior or senior year unless otherwise specified
- The following are considered Academic Indicators:
 - Does not need to be an IB school

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

Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year
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- The following are considered Career Ready Indicators:

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

- Cumulative GPA
 - GPA will be determined by districts
 - The district will enter one of three codes into a new indicator file in SIS that will specify if the student:
 - meets the “distinguished scholar” standard with a GPA of 3.75 or higher on a 4.0 scale,
 - meets the “college and career scholar” definition of a GPA of 2.8 on a 4.0 scale, or
 - has a GPA under 2.8 and does not meet the standard
 - Districts will continue to determine their own system for calculating GPA and the equivalent for this indicator.
 - This indicator will be gathered on each student at the end of their senior year and will represent a cumulative GPA.
 - The district will collect and compile the initial data prior to submitting aggregate data (3.75 or Above, 2.8 – 3.74, Below 2.8, and None) to ISBE through a new file in SIS.
- 95% Attendance Junior and Senior Year (average of the two years must be 95% or better)
 - As specified in 105 ILCS 5/19.05, “a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day.”
 - Activities outlined in 105 ILCS 5/19.05 (k), including dual credit, Supervised Career Development Experience, youth apprenticeship, and blended learning, count toward the calculation of clock hours of school work per day.
 - Local school boards determine a day for which students are receiving instruction as guided by 105 ILCS 5/10-19.05.
 - For the purposes of guidance, it may be helpful to utilize the opposite of attendance by reviewing the definition of “truant” as defined in the School Code (105 ILCS 5/26-2a) “... as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof. ‘Valid cause’ for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations

beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.”

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

- Calculated from SIS Course data
- The IB courses that apply are:
 - 7 01007A000 IB Language A (English)
 - 2167 01011A000 IB Language A: Language and Literature – English
 - 2168 01012A000 IB Literature and Performance
- The student must accumulate 1.0 or greater course credits
- IB Math Course in High School (Grade of A, B, or C)
 - Course grades for an IB designated math course as reported in SIS.
 - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
 - Calculated from SIS Course data
 - The IB courses that apply are:
 - 96 02131A000 IB Mathematical Studies
 - 97 02132A000 IB Mathematics
 - 98 02133A000 IB Mathematics and Computing - SL
 - 99 02134A000 IB Further Mathematics
 - The student must accumulate 1.0 or greater course credits
- IB ELA Exam in High School (Score of 4 or higher)
 - An official IB Exam score of 4, 5, 6 or 7 in any IB ELA course, as reported by the IB to the student, school or district.
 - Combined with AP, saved as Met Min ELA Exam
- IB Math Exam in High School (Score of 4 or higher)
 - An official IB Exam score of 4, 5, 6 or 7 in any IB math course, as reported by the IB to the student, school or district.
 - Combined with AP, saved as Met Min Math Exam
- Transitional English (Grade of A, B, or C)
 - Course grades for a course designated as Transitional ELA¹ as reported in SIS.
 - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
 - Calculated from SIS Course data
 - Currently there are no Transitional ELA courses
 - The student must accumulate 1.0 or greater course credits
- Transitional Math (Grade of A, B, or C)
 - Course grades for a course designated as Transitional ELA as reported in SIS.
 - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
 - Calculated from SIS Course data
 - Transitional Math courses that apply are:
 - 2142 02055A001 High School Transitional Math 4 - STEM
 - 2143 02153A001 High School Transitional Math 4 – Technical Math
 - 2144 02201A001 High School Transitional Math 4 – Quantitative Literacy and Statistics
 - The student must accumulate 1.0 or greater course credits
- Algebra II (Grade of A, B, or C)

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

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

- Collected as YES in the College and Career Readiness Indicator Report in SIS
 - ACT and SAT are a shared indicator (MetMinACTSATMathInd)
- Identify a career area of interest by the end of the sophomore year
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - A student may indicate a career area of interest by:
 - participating in pathways as defined by a local board of education,
 - creating an individualized plan as part of the College and Career Pathway Endorsement program, or
 - engaging in activities as part of Career Pathways Dictionary (adopted by the Illinois Community College Board, ISBE, the Illinois Workforce Innovation Board, the P-20 Council, the Illinois Board of Higher Education, and the Illinois Student Assistance Commission).
 - The identification of a career area of interest by a student will be determined by school districts within a range of career exploration activities, such as those suggested in the Postsecondary and Career Expectations framework.
 - The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS.
 - Students who were sophomores in spring of 2020 have until the end of 2020 to identify a career area of interest.
- College and Career Pathway Endorsement
 - The Postsecondary and Workforce Readiness Act includes a voluntary process for school districts to award College and Career Pathway Endorsements to high school graduates.
 - Students earn endorsements by completing:
 - an individualized learning plan,
 - a career-focused instructional sequence, and
 - professional learning opportunities.
 - Students earning a College and Career Pathway Endorsement will not need to fulfill the criteria of the ELA and Math Academic Indicators, career area of interest by the end of the sophomore year, and three career ready indicators.
 - For 2022, CTE and Innovation will send the names of those students who have received the College and Career Pathway Endorsement directly to SIS, and the Warehouse will be in charge of calculating the CCRI
 - In the future, the CCRI SIS data collection will be enhanced to allow districts to self-report this information directly into SIS via the CCRI files
- Districts may count “Transitional Math” courses as soon as they begin offering these options and tag in the Course Catalog.
- Career Development Experience during their high school career
 - This is a supervised work experience relating to an individual’s career area of interest that meets all the following:
 - Occurs in a workplace or under other authentic working conditions;
 - Is co-developed by an education provider and at least one employer in the relevant field;
 - Provides compensation or educational credit to the participant;
 - Reinforces foundational professional skills, including, at a minimum, those outlined in the Illinois Essential Employability Skills Framework and Self-Assessment;

- Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
 - Takes place for a minimum of 60 total hours.
 - Career Development Experience may not consist solely of technical training by an education provider.
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - Students whose experience was interrupted in March, April or May of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience.
- Industry Credential at any point in time before graduation
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - SIS has 7 credentials from which the district choose
 - This is a work-related credential, certification, or license that:
 - Verifies an individual’s qualifications or competence in a specific skillset related to a particular industry or occupation;
 - Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
 - Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.
- Military Service or an ASVAB Score of 31 or Higher during their high school career
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - Students make a commitment to serve in the armed services or participate in Junior Reserve Officer Training Corps.
 - There are four ways to meet this indicator:
 - Achieving an ASVAB score of 31 or higher
 - Making a commitment to serve in the Armed Services,
 - Enlisting for split training, which entails enlistment at age 17 as a junior with permission of a parent or guardian, attendance at Basic Combat Training before senior year, training one weekend per month through senior year with a local unit, and planned attendance at Advanced Individual Training after senior year, or
 - Participating in Junior Reserve Officer Training Corps.
 - Students whose experience was interrupted after March of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience.
- Dual Credit Career Pathway Course (college credit earned)
 - As defined in 110 ILCS 27/5, “dual credit course” means a college course taken by a high school student for credit at both the college and high school level.
 - A course that is used to fulfill an ELA or Math dual-credit indicator cannot also be used to fulfill this Dual Credit Career Pathway Course indicator.
 - IF a student has fulfilled the ELA academic indicator requirements via any other means
 - THEN, dual credit enrollments of 0.5 or greater in any subject, including ELA fulfills this requirement

- ELSE, dual credit enrollments of 0.5 or greater in any subject except ELA, or dual credit enrollments greater than or equal to 1.5 in ELA fulfills this requirement
 - IF a student has fulfilled the MATH academic indicator requirements via any other means
 - THEN, dual credit enrollments of 0.5 or greater in any subject, including MATH fulfills this requirement
 - ELSE, dual credit enrollments of 0.5 or greater in any subject except MATH, or dual credit enrollments greater than or equal to 1.5 in MATH fulfills this requirement
- Calculated from SIS Course data
- Completion of a Program of Study before graduation
 - This is completion of coursework that is necessary to qualify a student as a CTE Concentrator.
 - Calculated from SIS Course data
- Attaining and maintain consistent employment for a minimum of 12 months during their high school career
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - This is verified employment of a continuous nature during a 12-month period.
 - Students whose experience was interrupted after March of 2020 by COVID-19 related business closures or layoffs may receive credit on this indicator for the interrupted experience.
- Consecutive summer employment during their high school career
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - This is verified employment for two consecutive summers.
 - Students whose experience was interrupted after March of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience.
- 25 Cumulative Hours or more of community service during their high school career
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - This is a volunteer service or activity performed by students to address a social issue in the community, such as (but not limited to) poverty, disaster relief, education, the environment, homelessness, or community wellness.
- Two or more different organized co-curricular or extracurricular activities during their high school career (Multiple years of the same activity do not represent different activities - e.g., multiple years of a sport, multiple years on student council)
 - Collected as YES in the College and Career Readiness Indicator Report in SIS
 - These are activities, programs, and applied learning experiences that:
 - Are connected to or mirror the academic curriculum, but for which students do not receive academic credit;
 - Take place outside of school or after regular school hours and may be operated by outside organizations; and
 - Instill adaptive competencies and/or skills spelled out in the Illinois Essential Employability Skills Framework and Self-Assessment, including personal ethic, work ethic, teamwork, and communication.
 - As defined in Section 10 of the Postsecondary and Workforce Readiness Act, (110 ILCS 148/10) adaptive competencies mean “foundational skills needed for success in

college, careers, and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving.”

- Essential Employability Skills are foundational skills needed for success in college, careers, and life including, but not limited to, the following:
 - Personal Ethic: Integrity, respect, perseverance, positive attitude;
 - Work Ethic: Dependability, professionalism;
 - Teamwork: Critical thinking, effective and cooperative work; and
 - Communication: Active listening, clear communication
- Students whose experience was interrupted after March of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience.

Formula (calculations)

College and Career Ready

- $\sum(\text{Number of students who have an exit code of graduated during the current academic year who in the current academic year meet either the Distinguished Scholar definition or College and Career Scholar definition}) \div \sum(\text{Total number of students who have an exit code of graduated during the current academic year with a grade 12 designation or juniors who graduated early in the current academic year})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Distinguished Scholar

- $\sum(\text{Number of students who have an exit code of graduated during the current academic year who in the current academic year meet the Distinguished Scholar definition}) \div \sum(\text{Total number of students who have an exit code of graduated during the current academic year with a grade 12 designation or juniors who graduated early in the current academic year})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

College and Career Scholar

- $\sum(\text{Number of students who have an exit code of graduated during the current academic year who in the current academic year meet the College and Career Scholar definition}) \div \sum(\text{Total number of students who have an exit code of graduated during the current academic year with a grade 12 designation or juniors who graduated early in the current academic year})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data

Student Information System (SIS)



***Career and Technical Education
SY 2022***

Career and Technical Education

Definition

“Career and Technical Education (CTE) Enrollment” is a legacy measure that is defined as the number of students who enrolled in at least one course that is state approved as a CTE course in at least one CIP, whether it was assigned by an EFE or not. A student is assigned to the last home school in which he/she was enrolled for the school year.

“CTE Course” is defined as a course that is assigned to a Classification of Instructional Program (CIP) by the Education for Employment (EFE) system at the serving school.

“CTE Participant” is defined as a 9-12 student that has enrolled in at least one CTE course during the school year and has a course outcome of Pass, Fail, or Incomplete

“Cluster Participant (duplicated)” is defined as a student that has enrolled in at least one CTE course during the school year and has a course outcome of Pass, Fail, or Incomplete in the cluster.

“CTE Program Concentrator” is defined as a student that passed 2 or more distinct Group 2, Group 3, Group 4, or Group 5 CTE courses in a single CIP during the student’s high school career.

“CTE Concentrator” is defined as a Program concentrator in at least one Classification of Instructional Program (CIP) in the CTE cluster during the student’s high school career.

“Exiting CTE Concentrator” is defined as a CTE Concentrator at any point in their student career who has been enrolled in an Illinois public school during the school year being reported and has been exited with an exit reason code that qualifies as having finished school.

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

- CTE Enrollment
 - This is a distinct count of students taking CTE coursework
- CTE Courses
 - The courses come from the Student Course Assignment
 - Include all courses that the student has taken
 - Any course taken during high school
 - Summer courses are counted in the same school year as the previous spring
 - Any course taken in the summer before entering high school that is mapped to a group 1 or Group 2 CIP
 - Any course taken while the student was enrolled in grade 7 or 8 that is mapped to a Group 1 CIP
 - Courses are tied to a CIP Code and Group Id
 - The courses must be state approved CTE courses in the state course catalog
 - The courses must be EFE assigned
 - EFE assignment is by State Course ID for each assigned CIP
 - A course may be assigned for multiple CIPS Each CIP is part of a single cluster

- Each cluster is part of a single Area
- Each Course/CIP is counted for its Cluster and Area
- A course may be counted in multiple CIPS, clusters, and areas
- CTE Participant
 - A participant is a student that has enrolled in at least one CTE course during the school year and has a course outcome of Pass, Fail, or Incomplete
- Cluster Participant (duplicated)
 - A participant is a student that has enrolled in at least one CTE course during the school year and has a course outcome of Pass, Fail, or Incomplete in the cluster.
 - A student can be a participant in multiple Clusters
- CTE Program Concentrator*
 - A concentrator is a student that passed 2 or more distinct Group 2, Group 3, Group 4, or Group 5 CTE courses in a single CIP
 - Courses can be taken at any point during the student’s high school career.
- CTE Concentrator*
 - CTE Program concentrator in at least one CIP during the student’s high school career
- CTE Cluster Concentrator (duplicated)*
 - CTE Program concentrator in at least one CIP in the cluster during the student’s high school career
 - A student can be a concentrator in multiple Clusters
- Exiting CTE Concentrator*
 - The student is a CTE Concentrator at any point in their student career.
 - The student must have been enrolled in an Illinois public school during the school year being reported. (Has an enrollment id in SIS)
 - The enrollment must have been exited with an exit reason code that qualifies as having finished school.
 - See complete exit code list in the 4 year graduation rate business rules.
 - The exit code as defined below is considered an exit code depending on the final grade of the current school year.

Enrollment Exit Codes Considered as an Exiter			
Exit Type Id	Enrollment Exit Type Code	Enrollment Exit Type Description	Grade
3	6	Graduated with regular, advanced, International Baccalaureate, or other type of diploma	11 th or 12 th
6	9	Dropped Out	9 th to 12 th
7	8	Expulsion	9 th to 12 th
10	10	Transfer to GED program	9 th to 12 th
11	11	Moved, not known to be continuing	9 th to 12 th
26	14	Aged Out	9 th to 12 th
27	15	Certificate of Completion	11 th or 12 th

- Assigned Program
 - An assigned program is a set of CTE courses that are assigned to a single CIP Code by the EFE.
 - EFEs assign CIP codes and CTE courses within the Illinois State Course System.

- ISCS indicates whether a CIP Code and CTE courses are EFE assigned or school assigned.
- Approvable Program (AP) CTE Participants
 - A program is two or more CTE courses that are assigned to a single CIP Code. To be approved a school must offer at least two courses in specific groups
 - To be considered an Approvable Program the school must offer at least one CTE course that is in Group 1 or Group 2 and one CTE course that is in Group 3 in the reporting year or the two previous reporting years.
 - An offered course is an EFE assigned and State approved CTE course that at least one student as participated (passed, failed, or received an incomplete) during the reporting year.
 - Approvable Programs are mapped to the home school based on courses offered at the home school and serving schools
 - School for an approvable program is the home school from the enrollment that is tied to the student course assignment record.
 - CTE courses taken at a serving school are included in the program of the home school.
 - Programs may include CTE courses offered by the district, Area Career Centers, Regional Centers, and other serving schools.
 - The courses to be considered are all courses that have:
 - EFE assignment
 - State approval
 - At least one student participated
 - Course assignment during the reporting year or the two previous reporting years.
 - The distinct list of CIP Codes by Home School will be identified using the current CIP Code to Course mapping from the Illinois State Course System.
 - Any program that meets those requirements listed above will be marked as an Approvable CIP for that home school.
- Retired CIP Crosswalk
 - For any course that was assigned the Retired CIP in the list below, replace the CIP with the Current CIP

Current CIP Code	Retired CIP Code
11.0201	11.0202
19.0601	19.0604
19.0901	19.0902
46.0302	46.0301
46.0000	46.0503
47.0604	47.0606
10.0301	50.0402
51.3902	51.3901
51.0000	51.9999
52.0301	52.0302
52.1401	52.1801
52.0801	52.1908
10.0301	10.0303
19.0709	19.0708
19.0901	19.0905
47.0105	47.0303
48.0501	48.0511
10.0301	50.0102
51.0000	51.0907

51.0000	51.0909
51.1004	51.1005
51.0000	51.1803
51.2605	51.2308
51.0000	51.2602
51.2605	51.0806
51.0000	51.0812
51.0000	51.2604
52.0201	59.0109
19.1001	19.0202
22.0302	22.0001

- Historic Course Group Crosswalk

- For these courses that previously had multiple group ids, replace the group id with the one listed.

StateCourseId	Current Group
10005A001	3
12052A001	3
12055A001	3
12104A001	3
12153A001	4
12164A001	3
13102A001	4
13207A003	2
14059A001	4
14104A001	3
14153A001	2
14202A001	3
14252A001	2
14253A001	3
14254A001	3
14998A001	5
16054A001	3
16054A003	2
18051A002	3
18101A001	2
18201A001	3
18203A002	3
18402A001	3
18504A001	3
18998A002	5
19052A001	2
19053A001	2
19054A001	3
19055A001	3
19201A001	2
20110A002	3
21009A001	4
21010A001	3
21012A001	4

21053A001	4
21054A001	3
21102A002	2
22153A001	5
22153A002	5
22201A001	2
22203A001	2
22204A001	2

- Career Clusters

- Clusters are groups of industries. Each CIP is assigned one cluster.
 - Agriculture, Food & Natural Resources
 - Architecture & Construction
 - Arts, A/V Technology & Communications
 - Business Management & Administration
 - Education & Training
 - Finance
 - Government & Public Administration
 - Health Science
 - Hospitality & Tourism
 - Human Services
 - Information Technology
 - Law, Public Safety, Corrections & Security
 - Manufacturing
 - Marketing
 - Science, Technology, Engineering & Mathematics
 - Transportation, Distribution & Logistics

- Areas

- Areas are groups of clusters with common skills. Each cluster is assigned to one area.

<u>CTEAreaTitle</u>	<u>ClusterTitle</u>
Agriculture, Food, and Natural Resources (AFNR)	Agriculture, Food and Natural Resources
Arts and Communication (A&C)	Arts, Audio/Video Technology and Communications
Finance and Business Services (FBS)	Business, Management and Administration
Finance and Business Services (FBS)	Finance
Finance and Business Services (FBS)	Marketing
Finance and Business Services (FBS)	Hospitality and Tourism
Health Sciences and Technology (HST)	Health Science
Human and Public Services (HPS)	Government and Public Administration
Human and Public Services (HPS)	Education and Training
Human and Public Services (HPS)	Human Services
Human and Public Services (HPS)	Law, Public Safety, Corrections and Security
Information Technology (IT)	Information Technology
Manufacturing, Engineering, Technology and Trades (METT)	Architecture and Construction

Manufacturing, Engineering, Technology and Trades (METT)	Manufacturing
Manufacturing, Engineering, Technology and Trades (METT)	Science, Technology, Engineering and Mathematics
Manufacturing, Engineering, Technology and Trades (METT)	Transportation, Distribution, and Logistics

- Perkins Measures

- Secondary OS1: Participant Counts*

- An eligible agency must report participant and concentrator data for the preceding program year. For example, in its January 31, 2022, CAR submission, an eligible agency must report data for program year covering July 1, 2020, through June 30, 2021.
 - An eligible agency must provide its numerator and denominator definition for each of the section 113(b)(2) core indicators of performance as presented on Table 2, including one or more of the program quality indicators(s) they have included in their approved Perkins V State Plan.
 - An eligible agency must provide aggregated data (an unduplicated total) for each of the section 113(b)(2) core indicators of performance.
 - Business Rules for Calculating Participants
 - Total counts are counts of CTE Participants
 - Cluster counts are counts of CTE Cluster Participants (duplicated)

- Secondary OS2: Concentrator Counts*

- An eligible agency must report participant and concentrator data for the preceding program year. For example, in its January 31, 2022, CAR submission, an eligible agency must report data for program year covering July 1, 2020, through June 30, 2021.
 - An eligible agency must provide its numerator and denominator definition for each of the section 113(b)(2) core indicators of performance as presented on Table 2, including one or more of the program quality indicators(s) they have included in their approved Perkins V State Plan.
 - An eligible agency must provide aggregated data (an unduplicated total) for each of the section 113(b)(2) core indicators of performance.
 - Business Rules for Calculating Concentrators
 - Total counts are counts of CTE Concentrators
 - Cluster counts are counts of CTE Cluster Concentrators (duplicated)

- Secondary 1S1: Four-Year Graduation Rate*

- The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in Section 8101 of the Elementary and Secondary Education Act [ESEA] of 1965).
 - Total Counts
 - Numerator: The unduplicated number of CTE concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first-year, first-time grade 9 student on the reporting year minus three.
 - Denominator: The unduplicated number of CTE concentrators in the reporting year that were reported as a first-year, first-time grade 9 student on the reporting year minus three.
 - Cluster Counts

- Numerator: The duplicated number of CTE cluster concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first-year, first-time grade 9 student on the reporting year minus three.
 - Denominator: The duplicated number of CTE cluster concentrators in the reporting year that were reported as a first-year, first-time grade 9 student on the reporting year minus three.
- Secondary 1S2: Extended (Six-Year) Graduation Rate*
 - The percentage of CTE concentrators who graduate high school, as measured by an extended-year adjusted cohort graduation rate (defined in Section 8101 of the ESEA of 1965).
 - Total Counts
 - Numerator: The unduplicated number of CTE concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first-year, first-time grade 9 student on the reporting year minus five.
 - Denominator: The unduplicated number of CTE concentrators in the reporting year that were reported as a first-year, first-time grade 9 student on the reporting year minus five.
 - Cluster Counts
 - Numerator: The duplicated number of CTE cluster concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first-year, first-time grade 9 student on the reporting year minus five.
 - Denominator: The duplicated number of CTE cluster concentrators in the reporting year that were reported as a first-year, first-time grade 9 student on the reporting year minus five.
 - Business Rules for calculating the 4 and 6 year cohort adjusted graduation rates
 - Numerator and Denominator use Report Card Business rules for 4 and 6 year cohort adjusted graduation rates
- Secondary 2S1: Academic Proficiency Rate in Reading/Language Arts *
 - CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.
 - Total Counts
 - Numerator: The unduplicated number of **existing** CTE concentrators with a “proficient” or “advanced” score in the reading/language arts section on a statewide high school assessment exam.
 - Denominator: The unduplicated number of **existing** CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
 - Cluster Counts
 - Numerator: The duplicated number of **existing** CTE cluster concentrators with a “proficient” or “advanced” score in the reading/language arts section on a statewide high school assessment exam.
 - Denominator: The duplicated number of **existing** CTE cluster concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- Secondary 2S2: Academic Proficiency Rate in Mathematics *

- CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.
- Total Counts
 - Numerator: The unduplicated number of **exiting** CTE concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam.
 - Denominator: The unduplicated number of **exiting** CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- Cluster Counts
 - Numerator: The duplicated number of **exiting** CTE cluster concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam.
 - Denominator: The duplicated number of **exiting** CTE cluster concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- Business Rules for Calculating SAT/DLM ELA and Math Assessments
 - The student is counted in the report year that they exited school.
 - The student must be a concentrator.
 - Use the Most recent valid score from the state's accountability assessment
- Secondary 2S3: Academic Proficiency Rate in Science *
 - CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section 1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.
 - Total Counts
 - Numerator: The unduplicated number of **exiting** CTE concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam.
 - Denominator: The unduplicated number of **exiting** CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
 - Cluster Counts
 - Numerator: The duplicated number of **exiting** CTE cluster concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam.
 - Denominator: The duplicated number of **exiting** CTE cluster concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
 - Business Rules for Calculating ISA/DLM Science Assessment
 - The student is counted in the report year that they exited school.
 - The student must be a concentrator.
 - Use the Most recent valid score from the state's accountability assessment
- Secondary 3S1: Postsecondary Placement Rate*
 - The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.
 - Total Counts

- Numerator: The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year minus one and are reported as enrolled in a postsecondary institution within six months (two quarters) of July 31 of the reporting year minus one.
 - Denominator: The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year minus one.
- Cluster Counts
 - Numerator: The duplicated number of exiting CTE cluster concentrators who received a diploma or certificate of completion in the reporting year minus one and are reported as enrolled in a postsecondary institution within six months (two quarters) of July 31 of the reporting year minus one.
 - Denominator: The duplicated number of exiting CTE cluster concentrators who received a diploma or certificate of completion in the reporting year minus one.
- Business Rules for Calculating Post-Secondary Placement
 - For the report year the student cohort are those students who exited in the prior year.
 - The student must have been a concentrator.
 - The student must have graduated in the prior year.
 - The enrollment exit code of '06' indicates graduated.
 - The student must have been enrolled in a postsecondary institution before 12/31 of the year the student graduated.
 - Include any Post-Secondary data available from NSC
 - A student is counted only once.
 - The numerator is the count of concentrators who exited in the prior reporting year and enrolled in a postsecondary institution by 12/31 of the year graduated.
 - The denominator is the count of concentrators who exited in the prior reporting year.
- Secondary 4S1: Nontraditional Program Enrollment Rate*
 - The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.
 - Total Counts
 - Numerator: The unduplicated number of CTE program concentrators in a cluster that are in a CTE program area in that cluster that is identified as nontraditional to the student's reported gender. (If a student achieves concentrator status in multiple programs and is considered nontraditional in any of them then that is the student's official designation.)
 - Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year.
 - Cluster Counts
 - Numerator: The duplicated number of CTE program concentrators in a cluster that are in a CTE program area in that cluster that is identified as nontraditional to the student's reported gender, reported by cluster. (If a student achieves concentrator status in multiple clusters and is considered nontraditional in any of them then that is the student's official designation.)
 - Denominator: The duplicated number of CTE cluster concentrators enrolled during the reporting year.

study earned through a work-based learning course or a cooperative education course (2021 or before).

- Total Counts
 - Numerator: The unduplicated number of exiting CTE concentrators in the reporting year and who have a passing grade in a course identified as a work-based learning course or a cooperative education course (2021 or before). .
 - Denominator: The unduplicated number of exiting CTE concentrators in the reporting year.
- Cluster Counts
 - Numerator: The duplicated number of exiting CTE cluster concentrators in the reporting year and who have a passing grade in a course identified as a work-based learning course or a cooperative education course (2021 or before). .
 - Denominator: The duplicated number of exiting CTE cluster concentrators in the reporting year.
- Business Rules for Calculating Post-Secondary Credits Attained
 - The student is counted in the report year that they exited school.
 - The student must be a concentrator.
 - The concentrator has taken at least one cooperative education course SY2021 and before or Workplace Experience course (listed below).SY2022 and after.
 - The course must be an EFE approved course.
 - The student must pass the course.
 - The course can be taken in any year during the student’s high school career.
 - The numerator is the count of exiting concentrators who took at least one cooperative education course or Workplace Experience Course during their high school career.
 - The denominator is the count of exiting concentrators in the reporting year.
- List of Cooperative Courses
 - 14998A001
 - 18998A001
 - 22153A001
 - 22153A002
- List of Workplace Experience Courses
 - 18998A003 Agriculture, Food & Natural Resources Workplace Experience
 - 18248A001 Agribusiness Systems Workplace Experience
 - 18148A001 Animal Systems Workplace Experience
 - 18998A003 Biotechnology Systems Workplace Experience
 - 18998A004 Environmental Services Systems Workplace Experience
 - 18348A001 Food Products and Processing Systems Workplace Experience
 - 18548A001 Natural Resource Systems Workplace Experience
 - 18098A001 Plant Systems Workplace Experience
 - 18448A001 Power, Structural and Technical Systems Workplace Experience
 - 17998A003 Architecture and Construction Workplace Experience
 - 21148A001 Drafting Workplace Experience
 - 17048A001 General Construction Workplace Experience
 - 17148A001 Electricity/Electronics Workplace Experience
 - 17998A001 Building Maintenance Workplace Experience

- 17098A001 HVAC Workplace Experience
- 17998A002 Heavy Equipment Technician Workplace Experience
- 11998A002 Arts, Audio/Video Technology & Communications Workplace Experience
- 11048A001 Graphic Communications Workplace Experience
- 11998A001 Broadcast Technology Workplace Experience
- 11098A001 Commercial Photography Workplace Experience
- 12198A002 Marketing Workplace Experience
- 12098A002 Business, Management & Administration Workplace Experience
- 12148A003 Finance Cluster Workplace Experience
- 12198A001 Marketing Workplace Experience
- 12148A001 Finance Workplace Experience
- 12148A002 Accounting Workplace Experience
- 12098A001 Business Management Workplace Experience
- 12998A001 Entrepreneurial Workplace Experience
- 12048A001 Human Resources Workplace Experience
- 12048A002 Administrative Assistant Workplace Experience
- 15248A002 Government & Public Administration Workplace Experience
- 09998A001 1 Air Force Workplace Experience
- 09998A002 Army Workplace Experience
- 09998A003 Naval Workplace Experience
- 09998A004 Marine Corp Workplace Experience
- 15248A001 Government Service Workplace Experience
- 14998A002 Health Sciences Workplace Experience
- 14298A001 Allied Health Workplace Experience
- 14098A001 Dental Assisting Workplace Experience
- 14098A002 Pharmacy Technician Workplace Experience
- 14098A003 Athletic Training Workplace Experience
- 14098A004 Physical Therapy Aide Workplace Experience
- 14098A005 Nursing Assistant Workplace Experience
- 14198A001 Medical Insurance Coding Workplace Experience
- 14198A002 Health Unit Coordinator Workplace Experience
- 14148A001 Medical/Clinical Assistant Workplace Experience
- 14148A002 ECG Workplace Experience
- 14148A003 EMT Workplace Experience
- 14148A004 Medical Laboratory Technician Workplace Experience
- 14148A005 Phlebotomy Workplace Experience
- 16998A001 Hospitality & Tourism Workplace Experience
- 16198A001 Travel and Tourism Workplace Experience
- 16148A001 Lodging Workplace Experience
- 16248A001 Recreation, Amusement and Attractions Workplace Experience
- 16098A001 Restaurant, Food and Beverage Services Workplace Experience
- 19998A003 Human Services Workplace Experience
- 19198A003 Education & Training Workplace Experience
- 13998A002 Manufacturing Workplace Experience

- 19298A001 Work and Family Studies Workplace Experience
- 19098A001 Elder Care Workplace Experience
- 19098A002 Child Care Workplace Experience
- 19998A001 Social Work Workplace Experience
- 19998A002 Nutrition and Wellness Workplace Experience
- 19198A001 General Education Workplace Experience
- 19198A002 Early Childhood Education Workplace Experience
- 19248A001 Apparel and Textiles Workplace Experience
- 19248A002 Interior Design Workplace Experience
- 10998A002 Information Technology Workplace Experience
- 13998A002 Manufacturing Workplace Experience
- 10198A001 Computer Programming Workplace Experience
- 10998A001 Computer Science Workplace Experience
- 10248A001 Web Page and Media Design Workplace Experience
- 10148A001 Networking Systems Workplace Experience
- 13348A001 Computer Installation and Repair Workplace Experience
- 15998A001 Law, Public Safety, Corrections & Security Workplace Experience
- 04198A001 Legal Assistant/Paralegal Workplace Experience
- 04198A002 Court Reporting and Captioning Workplace Experience
- 15098A001 Law Enforcement Workplace Experience
- 15198A000 Fire Management Workplace Experience
- 15148A001 Security and Protection Workplace Experience
- 15098A001 Law Enforcement Workplace Experience
- 15198A000 Fire Management Workplace Experience
- 15148A001 Security and Protection Workplace Experience
- 19998A003 Human Services Workplace Experience
- 19148A001 Cosmetology Workplace Experience
- 19148A002 Barbering Workplace Experience
- 19148A003 Nail Technician Workplace Experience
- 21998A001 Science, Technology, Engineering & Mathematics Workplace Experience
- 21098A002 Energy Workplace Experience
- 13998A002 Manufacturing Workplace Experience
- 21048A001 Engineering Workplace Experience
- 21098A001 Energy Systems Technology Workplace Experience
- 13998A001 Industrial Electronics Workplace Experience
- 13148A001 Machine Tool Technology Workplace Experience
- 13248A001 Sheet-working Workplace Experience
- 13248A002 Welding Workplace Experience
- 13098A001 Cabinetmaking Workplace Experience
- 20998A002 Transportation, Distribution, and Logistics Workplace Experience
- 20198A001 Parts and Warehousing Workplace Experience
- 20148A001 Auto-body Technician Workplace Experience
- 20148A002 Automotive Technician Workplace Experience
- 20098A001 Aircraft Technician Workplace Experience

- 20098A002 Pilot and Flight Crew Workplace Experience
- 20098A003 Truck/Bus Operation Workplace Experience
- 20098A004 Forklift Operation Workplace Experience

Formula (calculations)

Career and Technical Education Enrollment

- Σ (Distinct Count of students taking CTE coursework)
- At the state level, all counts/percentages should be based on unduplicated student counts

Perkins Measures: Four-Year Graduation Rate

- Total Counts
 - Numerator: The unduplicated number of CTE concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first-year, first-time grade 9 student on the reporting year minus three.
 - Denominator: The unduplicated number of CTE concentrators in the reporting year that were reported as a first-year, first-time grade 9 student on the reporting year minus three.
- Cluster Counts
 - Numerator: The duplicated number of CTE cluster concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first-year, first-time grade 9 student on the reporting year minus three.
 - Denominator: The duplicated number of CTE cluster concentrators in the reporting year that were reported as a first-year, first-time grade 9 student on the reporting year minus three.
- At the state level, all counts/percentages should be based on unduplicated student counts

Perkins Measures: Extended (Six-Year) Graduation Rate

- Total Counts
 - Numerator: The unduplicated number of CTE concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam.
 - Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- Cluster Counts
 - Numerator: The duplicated number of CTE cluster concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam.
 - Denominator: The duplicated number of CTE cluster concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- At the state level, all counts/percentages should be based on unduplicated student counts

Perkins Measures: Academic Proficiency Rate in Reading/Language Arts

- Total Counts
 - Numerator: The unduplicated number of exiting CTE concentrators with a “proficient” or “advanced” score in the reading/language arts section on a statewide high school assessment exam.
 - Denominator: The unduplicated number of exiting CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.

- Cluster Counts
 - Numerator: The duplicated number of exiting CTE cluster concentrators with a “proficient” or “advanced” score in the reading/language arts section on a statewide high school assessment exam.
 - Denominator: The duplicated number of exiting CTE cluster concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- At the state level, all counts/percentages should be based on unduplicated student counts

Perkins Measures: Academic Proficiency Rate in Mathematics

- Total Counts
 - Numerator: The unduplicated number of exiting CTE concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam.
 - Denominator: The unduplicated number of exiting CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- Cluster Counts
 - Numerator: The duplicated number of exiting CTE cluster concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam.
 - Denominator: The duplicated number of exiting CTE cluster concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- At the state level, all counts/percentages should be based on unduplicated student counts

Perkins Measures: Academic Proficiency Rate in Science

- Total Counts
 - Numerator: The unduplicated number of exiting CTE concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam.
 - Denominator: The unduplicated number of exiting CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- Cluster Counts
 - Numerator: The duplicated number of exiting CTE cluster concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam.
 - Denominator: The duplicated number of exiting CTE cluster concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- At the state level, all counts/percentages should be based on unduplicated student counts

Perkins Measures: Postsecondary Placement Rate

- Total Counts
 - Numerator: The unduplicated number of exiting CTE concentrators in the reporting year minus one and are reported as enrolled in a postsecondary institution within six months (two quarters) of July 31 of the reporting year minus one.
 - Denominator: The unduplicated number of exiting CTE concentrators in the reporting year minus one.
- Cluster Counts

- Numerator: The duplicated number of exiting CTE cluster concentrators in the reporting year minus one and are reported as enrolled in a postsecondary institution within six months (two quarters) of July 31 of the reporting year minus one.
- Denominator: The duplicated number of exiting CTE cluster concentrators in the reporting year minus one.
- At the state level, all counts/percentages should be based on unduplicated student counts

Perkins Measures: Nontraditional Program Enrollment Rate

- Total Counts
 - Numerator: The unduplicated number of exiting CTE program concentrators in a cluster that are in a CTE program area in that cluster that is identified as nontraditional to the student’s reported gender. (If a student achieves concentrator status in multiple programs and is considered nontraditional in any of them then that is the student’s official designation.)
 - Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year.
- Cluster Counts
 - Numerator: The duplicated number of CTE program concentrators in a cluster that are in a CTE program area in that cluster that is identified as nontraditional to the student’s reported gender, reported by cluster. (If a student achieves concentrator status in multiple clusters and is considered nontraditional in any of them then that is the student’s official designation.)
 - Denominator: The duplicated number of CTE cluster concentrators enrolled during the reporting year.
- At the state level, all counts/percentages should be based on unduplicated student counts

Perkins Measures: Program Quality – Attained Postsecondary Credits Rate

- Total Counts
 - Numerator: The unduplicated number of exiting CTE concentrators in the reporting year and who have a passing grade in a CTE course identified as dual credit. (Dual credit courses must have a postsecondary institution’s Integrated Postsecondary Education Data System code to be accepted in SIS.)
 - Denominator: The unduplicated number of exiting CTE concentrators in the reporting year.
- Cluster Counts
 - Numerator: The duplicated number of exiting CTE cluster concentrators in the reporting year and who have a passing grade in a CTE course identified as dual credit. (Dual credit courses must have a postsecondary institution’s Integrated Postsecondary Education Data System code to be accepted in SIS.)
 - Denominator: The duplicated number of exiting CTE cluster concentrators who received a diploma or certificate of completion in the reporting year.
- At the state level, all counts/percentages should be based on unduplicated student counts

Perkins Measures: Program Quality – Work-Based Learning Rate

- Total Counts
 - Numerator: The unduplicated number of exiting CTE concentrators in the reporting year and who have a passing grade in a CTE course identified as dual credit. (Dual credit courses must have a postsecondary institution’s Integrated Postsecondary Education Data System code to be accepted in SIS.)

- Denominator: The unduplicated number of exiting CTE concentrators in the reporting year.
- Cluster Counts
 - Numerator: The duplicated number of exiting CTE cluster concentrators in the reporting year and who have a passing grade in a CTE course identified as dual credit. (Dual credit courses must have a postsecondary institution's Integrated Postsecondary Education Data System code to be accepted in SIS.)
 - Denominator: The duplicated number of exiting CTE cluster concentrators in the reporting year.
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Participant: Total Count of CTE Participants

- Count of All CTE Participants
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Participant: Count of Students taking Agri Food & Nat. Res.

- Count of CTE participants who have taken a course in Agri Food & Nat. Res. Cluster
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Participant: Count of Students taking Arch. & Const.

- Count of CTE Participants who have taken a course in Arch. & Const. Cluster
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Agri Food & Nat. Res.

- Count of CTE concentrators who have taken a course in Agri Food & Nat. Res.
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Arch. & Const.

- Count of CTE concentrators who have taken a course in Arch. & Const.
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Arts, AV, Tech & Comm.

- Count of CTE concentrators who have taken a course in Arts, AV, Tech & Comm.
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Business Mgmt. & Admin.

- Count of CTE concentrators who have taken a course in Business Mgmt, & Admin.
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Education & Training

- Count of CTE concentrators who have taken a course in Education & Training
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Finance

- Count of CTE concentrators who have taken a course in Finance
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Govt. & Public Admin.

- Count of CTE concentrators who have taken a course in Govt. & Public Admin.
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Health Science

- Count of CTE concentrators who have taken a course in Health Science
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Hospitality & Tourism

- Count of CTE concentrators who have taken a course in Hospitality & Tourism
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Human Services

- Count of CTE concentrators who have taken a course in Human Services
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Information Technology

- Count of CTE concentrators who have taken a course in Information Technology
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Law, Public Safety, Cor. & Sec.

- Count of CTE concentrators who have taken a course in Law, Public safety, Cor. & Sec
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Manufacturing

- Count of CTE concentrators who have taken a course in Manufacturing
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Marketing

- Count of CTE concentrators who have taken a course in Marketing
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking STEM

- Count of CTE concentrators who have taken a course in STEM
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students taking Transp. Distr. & Logis.

- Count of CTE concentrators who have taken a course in Transp. Distr, & Logis.
- At the state level, all counts/percentages should be based on unduplicated student counts

Sources of Data

Student Information System (SIS)

Illinois State Course System (ISCS)



***Advanced Placement Exam Passing Requirements
SY 2022***

Advanced Placement (AP) Exam Passing Requirements

Definition

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

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

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

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

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

Guidance Citation

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

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

Business Rules

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

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

Formula (calculations)

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

- Σ of students taking AP exams within the school year
- At the state level, all counts/percentages should be based on unduplicated students counts.

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
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- Σ of all AP exams taken within the school year
- At the state level, all counts/percentages should be based on unduplicated students counts.

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
- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data

The College Board



***Postsecondary Enrollment
SY 2022***

Postsecondary Enrollment

Definition

Postsecondary Enrollment represents the students who graduated with a regular high school diploma from a public high school in Illinois two 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

- The graduated students used in these post-secondary metrics consist of those who graduated two school years prior to the Report Card reporting school year.
 - i.e. The 2021-2022 Report Card uses student graduate data from the 2019-2020 school year.
- 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

- $((\text{Total student enrollment in college 12 months after graduation}) \div (\text{Total students who graduate from high school})) \times 100\%$
- At the state level, all counts/percentages should be based on unduplicated student counts

Postsecondary Enrollment 16-month Formula

- $((\text{Total student enrollment in college 16 months after graduation}) \div (\text{Total students who graduate from high school})) \times 100\%$
- At the state level, all counts/percentages should be based on unduplicated student counts

Sources of Data

National Student Clearinghouse (NSC)
Student Information System (SIS)



***Community College Remediation
SY 2022***

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

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

- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data

Student Information System (SIS)

Illinois Community College Board (ICCB)



***Graduation Rate
SY 2022***

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 2022, the four-year cohort consists of students whose first year in 9th grade was 2019.)
 - Five-year cohort: School year – 4 = School year for the 9th grade cohort (e.g. For SY 2022, the five-year cohort consists of students whose first year in 9th grade was 2018.)
 - Six-year cohort: School year – 5 = School year for the 9th grade cohort (e.g. For SY 2022, the six-year cohort consists of students whose first year in 9th grade was 2017.)
- 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)
- At the state level, all counts/percentages should be based on unduplicated students counts.

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)
- At the state level, all counts/percentages should be based on unduplicated students counts.

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)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data



Early Learning (KIDS)
SY 2022

Early Learning (KIDS)

Definition

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

- Kindergarten teachers are required to collect observations in the first 40 days of student attendance 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 student groups:
 - 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)
 - Homeless

Formula (calculations)

Percent of Kindergartners Rated on 14 Required Measures Formula

- $\frac{\sum(\text{Number of Kindergartners Rated on 14 Required Measures})}{\sum(\text{All eligible enrolled Kindergartners})} \times 100$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Kindergartners Demonstrating Readiness in Zero Developmental Areas Formula

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

- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Kindergartners Demonstrating Readiness in One Developmental Area Formula

- $\sum(\text{Number of Kindergartners Demonstrating Readiness in One Developmental Area}) \div \sum(\text{Number of Kindergartners rated on 14 required measures}) \times 100$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Kindergartners Demonstrating Readiness in Two Developmental Areas Formula

- $\sum(\text{Number of Kindergartners Demonstrating Readiness in Two Developmental Areas}) \div \sum(\text{Number of Kindergartners rated on 14 required measures}) \times 100$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Kindergartners Demonstrating Readiness in All Three Developmental Areas Formula

- $\sum(\text{Number of Kindergartners Demonstrating Readiness in All Three Developmental Areas}) \div \sum(\text{Number of Kindergartners rated on 14 required measures}) \times 100$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Kindergartners Demonstrating Readiness in Social and Emotional Development Formula

- $\sum(\text{Number of Kindergartners Demonstrating Readiness in Social and Emotional Development}) \div \sum(\text{Number of Kindergartners rated on 14 required measures}) \times 100$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Kindergartners Demonstrating Readiness in Language and Literacy Development Formula

- $\sum(\text{Number of Kindergartners Demonstrating Readiness in Language and Literacy Development}) \div \sum(\text{Number of Kindergartners rated on 14 required measures}) \times 100$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Kindergartners Demonstrating Readiness in Math Formula

- $\sum(\text{Number of Kindergartners Demonstrating Readiness in Math}) \div \sum(\text{Number of Kindergartners rated on 14 required measures}) \times 100$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data

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



***Climate Survey
SY 2022***

Climate Survey

Definition

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

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

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

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

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

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

5Essentials

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

Cognia (formerly AdvancED)

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

Comprehensive School Climate Inventory (CSCI)

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

5Essentials Survey

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

Cognia (formerly AdvancED)

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

CSCI

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

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

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

Formula (calculations)

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

Student Response Rate Formula

- School
 - $\sum (\text{Student Responses}) \div \sum (\text{Student Count} - \text{Student Opt Out Count}) \times 100$
- State
 - $\sum (\text{Student Count} \times \text{Student Response Rate}) \div \sum (\text{Student Count}) \times 100$
- At the state level, all counts/percentages should be based on unduplicated students counts.

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
 - $\sum (\text{Count of Schools in District with Student Response Rate and Teacher Response Rate} > 50\%) \div \sum (\text{Count of Eligible Schools in District})$
- State
 - $\sum (\text{Count of Schools in State with Student Response Rate and teacher response Rate} > 50\%) \div \sum (\text{Count of Eligible Schools in State})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data

5Essentials

Cognia

Comprehensive School Climate Inventory (CSCI)



Illinois Youth Survey
SY 2022

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 2022

Annual Financial Report

Definition

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

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

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

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

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

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

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

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

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

Report Card Year	2020	2021	2022
Financials Year	2018-2019	2019-2020	2020-2021
Tax Year	2017	2018	2019
Tax Mechanics	2017 Assessments, 2018 Receipts	2018 Assessments, 2019 Receipts	2019 Assessments, 2020 Receipts
Tax Revenue Available for	2018-2019	2019-2020	2020-2021

- 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 2020-21 (All values are district reported values from their AFR)
 - Expenditure by Function – Instruction
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Function – General Administration
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Function – Supporting Services
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Function – Other Expenditures
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
- Revenue by Source 2020-21 (All values are district reported values from their AFR)
 - Revenue by Source – Local Property Taxes
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Revenue by Source – Other Local Funding
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Revenue by Source – Evidence-Based Funding
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Revenue by Source – Other State Funding
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Revenue by Source – Federal Funding
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)

- Revenue by Source – Total
 - Displayed as a dollar amount at the District level
- Expenditure by Fund 2020-21 (All values are district reported values from their AFR)
 - Expenditure by Fund – Education
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Operations and Maintenance
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Transportation
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Debt Services
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Tort
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Municipal Retirement and Social Security
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Fire Prevention and Safety
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Capital Projects
 - Displayed as a dollar amount at the District level
 - Displayed as a percentage at the District level
 - Displayed as a percentage at the State level (which is the IL School District averages)
 - Expenditure by Fund – Total
 - Displayed as a dollar amount at the District level
- Other Financial Indicators
 - Other Financial Indicators – Equalized Assessed Valuation per Pupil
 - Displayed as a dollar amount at the District level
 - This data will always be for current year Report Card minus 3 years
 - Examples:
 - 2020 Report Card would contain 2017 data
 - 2021 Report Card would contain 2018 data
 - 2022 Report card would contain 2019 data
 - Other Financial Indicators – Total School Tax Rate per \$100
 - Displayed as a dollar amount at the District level

- This data will always be for current year Report Card minus 3 years
 - Examples:
 - 2020 Report Card would contain 2017 data
 - 2021 Report Card would contain 2018 data
 - 2022 Report Card would contain 2019 data
- Other Financial Indicators – Instructional Expenditure per Pupil
 - Displayed as a dollar amount at the District level
 - Displayed as a dollar amount at the State level
 - Examples:
 - 2020 Report Card would contain 2018-19 data
 - 2021 Report Card would contain 2019-20 data
 - 2022 Report card would contain 2020-21 data
- Other Financial Indicators – Operating Expenditure per Pupil
 - Displayed as a dollar amount at the District level
 - Displayed as a dollar amount at the State level
 - Examples:
 - 2020 Report Card would contain 2018-19 data
 - 2021 Report Card would contain 2019-20 data
 - 2022 Report card would contain 2020-21 data

Formula (calculations):

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

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

- (Education Expenditures for the District) ÷ (Total Expenditures for the District)
 - State Percentage (which is the IL School District averages)
 - (Education Expenditures for the State) ÷ (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)
 - (Fire Prevention and Safety Expenditures for the State) ÷ (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
 - (Capital Projects Expenditures for the District) ÷ (Total Expenditures for the District)
 - State Percentage (which is the IL School District averages)
 - (Capital Projects Expenditures for the State) ÷ (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:
 - (District EAV) ÷ (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:
 - (District Total Instructional Expenditures) ÷ (District’s 9-month Average Daily Attendance)
 - State Dollar Amount
 - N/A – we just display the State Total Instructional Expenditure per Pupil dollar amount
 - The formula for calculating this is:
 - (District State Total Instructional Expenditures) ÷ (State’s 9-month Average Daily Attendance)

- **Other Financial Indicators – Operating Expenditure per Pupil Formula**
 - District Dollar Amount
 - N/A – we just display the District Operating Expenditure per Pupil dollar amount
 - State Dollar Amount
 - N/A – we just display the State Operating Expenditure per Pupil dollar amount

Sources of Data

Self-reported data from the district



***Evidence-Based Funding
SY 2022***

Evidence-Based Funding (EBF)

Definition

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

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

- EBF Adequacy Target
 - EBF Adequacy Target is the minimum cost to educate students within the district based on the cost factors outlined in the Evidence-Based Funding (EBF) formula. It is the denominator of each district's Percentage of Adequacy calculation. Please refer to ISBE's [resource materials](#) for the methodology and the list of cost factors used to determine a district's Adequacy Target. Each district's Adequacy Target is calculated by ISBE and updated annually.
- EBF District Tier Assignment
 - EBF District Tier Assignment is the tier assigned to each district pursuant to EBF. There are four tiers numbered 1 through 4. The Tier 1 threshold is set annually. Tier 2 districts have a Percentage of Adequacy greater than or equal to the Tier 1 target ratio and less than 90 percent. Tier 3 districts have a Percentage of Adequacy greater than or equal to 90 percent and less than 100 percent. Tier 4 districts have a Percentage of Adequacy greater than or equal to 100 percent.
- EBF Local Capacity Target
 - EBF Local Capacity Target is an amount of funding each district is assumed to contribute toward its Adequacy Target for purposes of EBF calculations. Local Capacity Target is the largest of the three elements of Final Resources and is based on Equalized Assessed Valuation amounts.
- EBF Percentage of Adequacy
 - EBF Percentage of Adequacy is a ratio equal to a district's Final Resources divided by its Adequacy Target in EBF. Each district's Percentage of Adequacy determines its tier assignment in a given year.
- EBF Real Receipts
 - EBF Real Receipts is an amount that is used to adjust the Local Capacity Target calculation when the product of the Real Receipts calculation exceeds the Local Capacity Target. Real Receipts are equal to Adjusted Real Equalized Assessed Value multiplied by Adjusted Operating Tax Rate.
- EBF Real Receipts / Adequacy Target
 - EBF Real Receipts / Adequacy Target – Comparing Real Receipts to the Local Capacity Target will illustrate a district's ability to generate local revenue compared to the expected contribution to providing an adequate education per EBF.

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

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

Formula (calculations)

- Most metrics described in this document are pass-through values from values 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>
 - EBF Tier Funding Designation is a direct pull from Column 'X' FY22 EBF Calculation spreadsheet/Base Calc Worksheet
 - EBF Adequacy Target is a direct pull from Column 'N' from FY22 EBF Calculation spreadsheet/Base Calc Worksheet
 - EBF Percentage of Adequacy is a direct pull from Column 'W' from FY22 EBF Calculation spreadsheet/Base Calc Worksheet * 100 (displays as percentage)
 - EBF Local Capacity Target is a direct pull from Column 'AF' from FY22 EBF Calculation spreadsheet/Local Capacity Target Worksheet
 - EBF Real Receipts is a direct pull from Column 'AD' from FY22 EBF Calculation spreadsheet/Local Capacity Target Worksheet
 - EBF Final Resources is a direct pull from Column 'S' from FY22 EBF Calculation spreadsheet/Base Calc Worksheet
- Some metrics described in this document are calculated for Report Card based on input values determined by State Funding and Forecasting. The needed input values for each district are published on ISBE's EBF website: <https://www.isbe.net/ebfdist>
 - EBF Local Capacity Percentage is calculated as:
 - $(\text{Local Capacity Target} / \text{Adequacy Target}) * 100$ (displays as percentage)
 - EBF Real Receipts / Adequacy Target is calculated as:
 - $(\text{Real Receipts} / \text{Adequacy Target}) * 100$ (displays as percentage)
 - EBF Real Receipts as Percentage of Local Capacity Target is calculated as:
 - $(\text{Real Receipts} / \text{Local Capacity Target}) * 100$ (displays as percentage)
- 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 2022 showing school year 2022 data will use EBF values from the fiscal year 2022 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 2022***

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 “workplace”, “cooperative” “aide”, “other”, or “independent”,
 - 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 2022

Site-Based Expenditure Reporting (SBER)

Definition

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

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

Per-Pupil Expenditures for each School

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Total LEA Exclusions

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

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

Site Type

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

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

Site Detail Type

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

School-Level Public Narrative (optional)

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

LEA-Level Public Narrative (optional)

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

LEA Average Per-Pupil Expenditures

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

Total LEA Expenditures

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

LEA Enrollment

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

Enrollment for Each School

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

Guidance Citation

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

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

Business Rules

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

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

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

Formula (calculations)

Per-Pupil Expenditures for each School Formula

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

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

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

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

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

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

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

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

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

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

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

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

Formula

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

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

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

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

Formula

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

Site Type

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

Site Detail Type

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

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

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

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

School-Level Public Narrative (optional) Formula

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

LEA-Level Public Narrative (optional) Formula

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

LEA Average Per-Pupil Expenditures Formula

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

Total LEA Expenditures Formula

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

LEA Enrollment Formula

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

Enrollment for Each School Formula

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

LEA Average Per-Pupil Expenditure Variance Formula

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

LEA Enrollment Variance Formula

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

School Per-Pupil Expenditure Variance Formula

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

School Enrollment Variance Formula

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

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

Sources of Data

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



Feeder Schools
SY 2022

Feeder Schools

Definition

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

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: N/A

Business Rules

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

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

Formula (calculations)

N/A

Sources of Data

N/A



Student Enrollment
SY 2022

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 2021 Fall Enrollment snapshot is an exact copy of the SIS student demographic and enrollment tables.
- 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 checks the Pupil count snapshot from ISTAR.
- “Student Enrollment” Total Count is defined as the Number of Students enrolled for a defined entity.
- “Student Enrollment” Grade Level Count is defined as the Number of Students enrolled who belong to each grade level between Pre-K and 12 for a defined entity.
- “Student Enrollment” Grade Level Percentage is defined as the Percentage of Students enrolled who belong to each grade level between Pre-K and 12 relative to the total enrollment of the entity in question.
- The percentage of students belonging to a particular demographic group is calculated by dividing the student count by demographic group by the total entity enrollment and multiplying the resulting quotient by 100.
- “Student Enrollment” is disaggregated by the following demographic groups:
 - All Students
 - Gender
 - Grade Levels
 - Race
 - Children with Disabilities (CWD)
 - Students with IEPs
 - English Learner
 - Low Income
 - Homeless
 - Migrant
 - Youth In Care
 - Military

Formula (calculations)

Student Enrollment Total Count

- Sum of the student enrollment by entity
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Gender Count

- Sum of the student enrollment count by gender by entity
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Gender Percent

- $((\text{Gender enrollment count by Entity}) \div (\text{Enrollment count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Grade Level Count

- Sum of the student enrollment by count at each grade level by entity
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Grade Level Percent

- $((\text{Grade Level Enrollment Count}) \div (\text{Enrollment Count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 75.1%)
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Racial/Ethnic Count

- Sum of the student enrollment count by each race/ethnicity by entity
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Racial/Ethnic Percent

- $((\text{Racial/Ethnic Enrollment Count by Entity}) \div (\text{Enrollment Count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 75.1%)
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Low Income Count

- Sum of the student enrollment count by low income by entity
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Low Income Percent

- $((\text{Low-income Enrollment Count by Entity}) \div (\text{Enrollment Count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 75.1%)
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Homeless Count

- Sum of the student enrollment count by homeless by entity
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Homeless Percent

- $((\text{Homeless Enrollment Count by Entity}) \div (\text{Enrollment Count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment English Learner Count

- Sum of the student enrollment count by English Learner by entity
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment English Learner Percent

- $((\text{English Learner Enrollment Count by Entity}) \div (\text{Enrollment Count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Children with Disabilities Count

- Sum of the student enrollment count by children with disabilities by entity
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Children with Disabilities Percent

- $((\text{IEP students} + 504 \text{ students by Entity}) \div (\text{Fall Enrollment count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment IEP Count

- Sum of the student enrollment count by IEP by entity
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment IEP Percent

- $((\text{IEP enrollment count by Entity}) \div (\text{Enrollment count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Migrant Count

- Sum of the student enrollment count by migrant by entity
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Migrant Percent

- $((\text{Migrant enrollment count by Entity}) \div (\text{Enrollment count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Youth In Care Count

- Sum of the student enrollment count by youth in care by entity
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Youth In Care Percent

- $((\text{Youth in care enrollment count by Entity}) \div (\text{Enrollment count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Military Count

- Sum of the student enrollment count by military by entity
- At the state level, all counts/percentages should be based on unduplicated student counts

Student Enrollment Military Percent

- $((\text{Military enrollment count by Entity}) \div (\text{Enrollment count by Entity})) \times 100$
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- At the state level, all counts/percentages should be based on unduplicated student counts

Sources of Data

Student Information System (SIS) Enrollments



English Learners
SY 2022

English Learners (EL)

Definition

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

Guidance Citation

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

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

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

Business Rules

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

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

Formula (calculations)

Percentage of English Learners in Fall Enrollment Formula

- $(\sum(\text{Total \# of English Learner Students}) \div \sum(\text{Total \# of students in Fall Enrollment})) \times 100$
- At the state level, all counts/percentages should be based on unduplicated students counts.

English Learner Exit Rate Formula

- $(\sum(\text{Total \# of students that achieved an Overall Composite performance score greater than or equal to 4.8}) \div \sum(\text{Number of EL students that have a valid score})) \times 100$
- At the state level, all counts/percentages should be based on unduplicated students counts.

ACCESS Participation Rate Formula

- $(\sum(\text{Number of EL students with either a valid score or a partial score}) \div \sum(\text{Number EL Students to take ACCESS})) \times 100$
- At the state level, all counts/percentages should be based on unduplicated students counts.

ACCESS Performance Levels Formula

- $(\sum(\text{Total \# of ACCESS participants at a specific performance level}) \div \sum(\text{Total \# of English Learner Students with a valid score})) \times 100$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Long Term ELs Formula

- $\sum(\text{Total \# of English Learner Students who have been EL for more than 7 years excluding KG})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Transition Status

- Transitioned:
 - Count of EL Students that achieved a 4.8 Overall Composite Proficiency Level on the ACCESS
 - At the state level, all counts/percentages should be based on unduplicated students counts.
- Not Transitioned:
 - Count of EL Students that did not achieve the established Composite Score and did not transition out of the program
 - At the state level, all counts/percentages should be based on unduplicated students counts.

Outcome Status

- Promoted/Otherwise Retained:
 - Count of EL students that took ACCESS testing with a SIS Exit Enrollment Code 05 (Promoted to next grade) or 12 (Otherwise Retained)
 - At the state level, all counts/percentages should be based on unduplicated students counts.
- Transferred:
 - Count of EL students that took ACCESS testing with a SIS Exit Enrollment Code 02 (transferred to another district), 03 (home schooled), 04 (private schooled), 18 (moved out of the United States, 19 (transfer to another public school district out of Illinois), 20 (transfer to another public school district in Illinois)
 - At the state level, all counts/percentages should be based on unduplicated students counts.
- Graduated:
 - Count of EL students that took ACCESS testing with a SIS Exit Enrollment Code 06 (Graduated)

- At the state level, all counts/percentages should be based on unduplicated students counts.
- Dropped Out:
 - Count of EL students that took ACCESS testing with a SIS Exit Enrollment Code 09 (dropped out), 10 (transferred to a GED program), or 11 (moved not known to be continuing)
 - At the state level, all counts/percentages should be based on unduplicated students counts.
- Other Outcome:
 - Count of EL students that took ACCESS testing with a SIS Exit Enrollment Code 07 (death), 08 (expulsion), 14 (age out), 15 (certificate of completion), 16 (victim of a violent crime), or 17 (change in serving school or percent of day attended)
 - At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data

Student Information System (SIS)

Student Information System (SIS) Student Enrollment

ACCESS Assessment

WIDA/DRC



***Advanced Academic Program
SY 2022***

Advanced Academic Program

Definition

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

Early College Coursework Enrollment is defined as the distinct number of students in Grade 9 to 12 that completed an upper-level course and received either a pass or fail grade. Students may be enrolled in more than one type of early college coursework, but students are only counted once in the overall Early College Coursework Enrollment total. The early college coursework types include:

- Advanced Placement (AP) courses
- International Baccalaureate (IB) courses
- Dual Credit (DC) courses

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

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

Whole Grade) divided by the total year-end enrollment count that is tied to the home school

- Percentage of students who are in an Accelerated Placement Whole Grade Only
 - The percentage of all students from the year-end enrollment who have been enrolled in Accelerated Placement Whole Grade Only is the sum of the students containing a code of '05' (Whole Grade Acceleration) divided by the total year-end enrollment count that is tied to the home school
- Percentage of students who are enrolled in Advanced Placement Coursework
 - The percentage of all high school students from the year-end enrollment who have been enrolled in Advanced Placement coursework is the sum of the students enrolled in a course denoted as being an AP course in the course catalog divided by the total year-end enrollment count that is tied to the home school
- Percentage of students who are enrolled in IB Coursework
 - The percentage of all high school students from the year-end enrollment who have been enrolled in IB coursework is the sum of the students enrolled in a course denoted as being an IB course in the course catalog divided by the total year-end enrollment count that is tied to the home school
- Percentage of students who are enrolled in any course designated as Enriched or Honors
 - The percentage of all students from the year-end enrollment who have been enrolled in any course designated as Enriched or Honors is the sum of the students enrolled in a course with a course level code of '03' (Enriched) or '04' (Honors) divided by the total year-end enrollment count that is tied to the home school
- Percentage of students who are enrolled in any dual-credit course where college credit could be earned
 - The percentage of all high school students from the year-end enrollment who have been enrolled in any dual-credit course where college credit could be earned is the sum of the students who has a dual-credit course code of 'yes' and the student earned college credit divided by the total year-end enrollment count that is tied to the home school
- Early College Coursework Enrollment
 - 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 course in the State Course table:
 - IsAPCourse = 1 indicates an AP course.
 - IsIBCourse = 1 indicates an IB 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 EXCEPT:
 - Withdrawals
 - Drops
 - Did not complete
- Accelerated Placement
 - There should only be one accelerated record per student, per district, per school year
 - A student may have multiple entries
 - If there are multiple entries within the same district and enrollment exist for a student, the last entry (most recent entry) will be used to determine accelerated
 - If there is a student reported, but there is no valid enrollment for that student at the district for the school year, then the student is not counted for that district
 - The accelerated student will be counted at the responsible school of the student's last enrollment within the district
 - Student Total will be calculated for the School, District, and State for the following:
 - Gender
 - Race
 - Program (IEP, LEP, Low Income)
 - Early Kindergarten, Early First Grade
 - Acceleration Type (Math Only, ELA Only, Multiple Subject, Whole Grade)
- Gifted
 - This information is self-reported where districts define both the criteria for "giftedness" and the assessments used to measure it.
 - In the case where a student has no gifted record for the current year, but has records from a previous year, the most recent entry from a previous year will be used to determine gifted status.
 - For each student, there should only be one gifted record per student, per district, per school year
 - An individual record may have multiple entries. If multiple entries within the same record exist for a student, the last entry (most recent entry) will be used to determine gifted status
 - If there is a student id in the gifted data, but there is no valid enrollment for that student at the district for the school year, then the student is not counted as gifted
 - The gifted (assessed and identified) student will be counted at the responsible school of the student's last enrollment within the district
 - Number of Students Assessed for Giftedness
 - The number of all students from the year-end enrollment who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of '01' (Student tested as gifted) and '02' (student tested as not gifted)
 - Percent of Students Assessed for Giftedness
 - The percentage of all students from the year-end enrollment who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of '01' (Student tested as gifted) and '02' (student tested as not gifted) divided by the total year-end enrollment count that is tied to the home school
 - Number of Students Identified as Gifted

- The number of all students from the year-end enrollment who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of '01' (Student tested as gifted)
- Percent of Students Identified as Gifted
 - The percentage of all students from the year-end enrollment who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of '01' (Student tested as gifted) divided by the total year-end enrollment count that is tied to the home school
- Number of Students Assessed for Giftedness Taught by Gifted-Endorsed Teachers
 - Any student from the year-end enrollment who is “assessed as gifted” (e.g. code '01' or '02) and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as ‘student assessed as gifted student taught by gifted-endorsed teacher’
- Percent of Students Assessed for Giftedness Taught by Gifted-Endorsed Teachers
 - Any student from the year-end enrollment who is “assessed as gifted” (e.g. code '01' or '02) and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as ‘student assessed as gifted student taught by gifted-endorsed teacher’ divided by the total number of students assessed for giftedness
- Number of Students Identified as Gifted Taught by Gifted-Endorsed Teachers
 - Any student from the year-end enrollment who is “identified as gifted” (e.g. code '01') and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as ‘student identified as gifted student taught by gifted-endorsed teacher’
- Percent of Students Identified as Gifted Taught by Gifted-Endorsed Teachers
 - Any student from the year-end enrollment who is “identified as gifted” (e.g. code '01') and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as ‘student identified as gifted student taught by gifted-endorsed teacher’ divided by the total number of students identified as gifted

Formula (calculations)

Number of students who are enrolled in Accelerated Placement

- Sum of all students from the year-end enrollment containing a code of '01', '02', '03', '04', and '05'
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of students who are in an Accelerated Placement Math Only

- Sum of all students from the year-end enrollment containing a code of '02'
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of students who are in an Accelerated Placement ELA Only

- Sum of all students from the year-end enrollment containing a code of '01'
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- Sum of all students from the year-end enrollment containing a code of '04'
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- Sum of all students from the year-end enrollment containing a code of '05'
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of students who are enrolled in Advanced Placement course

- Sum of the high school students from the year-end enrollment enrolled in a course denoted as being an AP course in the course catalog
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of students who are enrolled in IB Coursework

- Sum of the high school students from the year-end enrollment enrolled in a course denoted as being an IB course in the course catalog
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- Sum of the students from the year-end enrollment enrolled in a course with a course level code of '03 (Enriched) or '04' (Honors)
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- Sum of the high school students from the year-end enrollment who has a dual-credit course code of 'yes'
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percentage of students who are enrolled in Accelerated Placement

- $(\text{Sum of all students from the year-end enrollment containing a code of '01', '02', '03', '04', and '05'}) \div (\text{The total year-end enrollment count that is tied to the home school})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percentage of students who are in an Accelerated Placement Math Only

- $(\text{Sum of all students from the year-end enrollment containing a code of '02'}) \div (\text{The total year-end enrollment count that is tied to the home school})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percentage of students who are in an Accelerated Placement ELA Only

- $(\text{Sum of all students from the year-end enrollment containing a code of '01'}) \div (\text{The total year-end enrollment count that is tied to the home school})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- $(\text{Sum of all students containing a code of '04'}) \div (\text{The total year-end enrollment count that is tied to the home school})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- $(\text{Sum of all students from the year-end enrollment containing a code of '05'}) \div (\text{The total year-end enrollment count that is tied to the home school})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percentage of students who are enrolled in Advanced Placement Coursework

- $(\text{Sum of the high school students from the year-end enrollment enrolled in a course denoted as being an AP course in the course catalog}) \div (\text{The total high school students from the year-end enrollment count that is tied to the home school})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percentage of students who are enrolled in IB Coursework

- $(\text{Sum of the high school students from the year-end enrollment enrolled in a course denoted as being an IB course in the course catalog}) \div (\text{The total high school students from the year-end enrollment count that is tied to the home school})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- $(\text{Sum of the students from the year-end enrollment enrolled in a course with a course level code of '03' or '04'}) \div (\text{The total year-end enrollment count that is tied to the home school})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- $(\text{Sum of the high school students from the year-end enrollment who has a dual-credit course code of 'yes' and the student earned college credit}) \div (\text{The total high school students from the year-end enrollment count that is tied to the home school})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Students Taking Early College Coursework

- $\sum(\text{Distinct Count of students taking early college coursework \{AP, IB, Dual Credit\}})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

The Student Rate of Early College Coursework

- $(\text{Distinct Count of students taking early college coursework \{AP, IB, Dual Credit\}}) \div (\text{Fall Enrollment Grade count}) \times 100.$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of Students Assessed for Giftedness

- Sum of all students from the year-end enrollment containing a code of '01' and '02'
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Students Assessed for Giftedness

- $(\text{Sum of all students from the year-end enrollment containing a code of '01' and '02'}) \div (\text{The total year-end enrollment count that is tied to the home school})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of Students Identified as Gifted

- Sum of all students from the year-end enrollment containing a code of '01'
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Students Identified as Gifted

- $(\text{Sum of all students from the year-end enrollment containing a code of '01'}) \div (\text{The total year-end enrollment count that is tied to the home school})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- Sum of all students from the year-end enrollment containing a code of '01' and '02' where the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS)
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- $(\text{Sum of all students from the year-end enrollment containing a code of '01' and '02' where the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS)}) \div (\text{The total number of students assessed for giftedness})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- Sum of all students from the year-end enrollment containing a code of '01' where the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS)
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- $(\text{Sum of all students from the year-end enrollment containing a code of '01' where the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS)}) \div (\text{The total number of students identified as gifted})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

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 2022***

Individualized Education Program (IEP) Students

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

Guidance Citation

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

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

Business Rules

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

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

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

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

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

Formula (calculations)

IEP Student Enrollment Formula

- $(\text{IEP Student Enrollment} \times 100) \div (\text{Total Student Enrollment in their EE Group})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator Formula

- $(\text{I-STAR Educational Environment Indicator} \times 100) \div (\text{Total Student Enrollment in their EE Group})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- $(\text{I-STAR Educational Environment Indicator In Class Room } >80 \times 100) \div (\text{Total Student Enrollment in their EE Group})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- $(\text{I-STAR Educational Environment Indicator In Class Room 40 to 79} \times 100) \div (\text{Total Student Enrollment in their EE Group})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- $(\text{I-STAR Educational Environment Indicator In Class Room } <40 \times 100) \div (\text{Total Student Enrollment in their EE Group})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator Separate Facility Count Formula

- $(\text{I-STAR Educational Environment Indicator Separate Facility Count} \times 100) \div (\text{Total Student Enrollment in their EE Group})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator Inside EC Program Count Formula

- $(\text{I-STAR Educational Environment Indicator Inside EC Program Count} \times 100) \div (\text{Total Student Enrollment in their EE Group})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator Outside EC Program Count Formula

- $(\text{I-STAR Educational Environment Indicator Outside EC Program Count} \times 100) \div (\text{Total Student Enrollment in their EE Group})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

- $(\text{I-STAR Educational Environment Indicator Separate Class or Facility Count} \times 100) \div (\text{Total Student Enrollment in their EE Group})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator At Home Count Formula

- $(\text{I-STAR Educational Environment Indicator At Home Count} \times 100) \div (\text{Total Student Enrollment in their EE Group})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator Service Provide Count Formula

- $(\text{I-STAR Educational Environment Indicator Service Provide Count} \times 100) \div (\text{Total Student Enrollment in their EE Group})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

[Sources of Data](#)

I-STAR Child Count Table

SIS Enrollment Table



Attendance
SY 2022

Attendance

Definition

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

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

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

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

Chronic Absentee Rate is a measure that identifies the percentage of students that are identified as chronically absent. Students are considered chronically absent as defined in Section 26-18 of the School Code. 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 and [105 ILCS 5/14-13.01](#) (Medically homebound receiving services)

Federal Statute/Guidance: N/A

Business Rules

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

School Calendar Codes				
ID	School Calendar Code	School Calendar Code Description	Student Attendance Day	School Calendar Day
1	X	Pupil Attendance Day	Yes	Yes
2	XHI	Half-Day In-service	Yes	Yes

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

- Student Attendance Rate

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

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

Formula (calculations)

Total School Days Formula

- Count of days during the school year which the attendance school code matches one of the “X” codes in the School Calendar Codes table plus the days indicated as ‘AOG’, ‘RPD’, ‘FPT’, ‘FI’ and ‘XBRL’
- At the state level, all counts/percentages should be based on unduplicated students counts.

Student Attendance Rate Formula

- $\sum ((\text{In Person} + \text{Medically Homebound} + \text{ELearning} + \text{Remote Learning}) \times \text{Percent Day of Attendance}) \div \sum (\text{In Person} + \text{Medically Homebound} + \text{ELearning} + \text{Remote Learning} + \text{Days absent} + \text{Hospitalized Percent Day of Attendance}) \times 100$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Chronic Truancy Rate Formula

- A student is chronically truant if:
 - $\sum (\text{Days absent that were unexcused} \times \text{Percent Day of Attendance}) \div \sum (\text{Total Days Enrolled} \times \text{Percent Day of Attendance}) \times 100$ 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%)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Chronic Absentee Rate Formula

- Should never exceed 100%
- A student is chronically absent if:
 - $\sum (\text{Days absent that were excused or unexcused} \times \text{Percent Day of Attendance}) \div \sum (\text{Total Days Enrolled} \times \text{Percent Day of Attendance}) \times 100$ is equal to or greater than 10%
 - Total days enrolled exclude days 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%)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data

Student Information System (SIS)



Student Mobility
SY 2022

Student Mobility

Definition

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

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

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

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

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

Formula (calculations)

Student Mobility Formula

- $(\sum \text{Unduplicated} [(Students \text{ who transferred out}) + (Students \text{ who transferred in})]) \div ((\text{Unduplicated count of students enrolled in entity between October 1}^{\text{st}} \text{ and May 1}^{\text{st}})) \times 100$
- At the state level, all counts/percentages should be based on unduplicated student counts

Sources of Data

Student Information System (SIS)

Student Enrollment (SIS)

Student Course Assignment (SIS)



Dropout Rate
SY 2022

Dropout Rate

Definition

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

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

Guidance Citation

State Statute/Guidance: N/A

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

Business Rules

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

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

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

Formula (calculations)

Dropout Rate Formula

- $((\text{Number of dropout students for reporting year} + \text{prior year cohort not currently enrolled}) \times 100) \div (\text{All students for the reporting year} + \text{prior year cohort not currently enrolled})$
- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data

Student Information System (SIS)

Student Information System (SIS) Exit code



Student Groups
SY 2022

Student Groups

Definition

Student Group is defined as students who fall within a particular demographic or service group, which are defined below.

All Students is defined as a non-filtered group of students within a unit of measurement (State, District, School). “All students” does not exclude students because they are not categorized as part of a certain group.

Gender is defined as the gender that the district reports to ISBE for a student. Gender will be Male, Female or Non-Binary.

Race is defined as the race or ethnicity that the district reports to ISBE for a student. Race will be one of seven values: white, black, Hispanic, Asian, Hawaiian/Pacific Islander, American Indian, or Two or More Races.

504 Accommodation is defined as students with a 504 Plan who are identified as students with a disability who have met specific criteria as stated under the Section 504 of the Rehabilitation Act of 1973 and are eligible to receive accommodations and related services in a general education setting.

Individualized Education Program (IEP) is defined as students who were identified on the December 1st Child count snapshot 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). The 14 special education service categories are:

- 1) intellectual disability,
- 2) hearing impairments,
- 3) speech or language impairments,
- 4) visual impairments,
- 5) emotional disability,
- 6) orthopedic impairments,
- 7) other health impairments,
- 8) specific learning disabilities,
- 9) deaf-blindness,
- 10) multiple disabilities,
- 11) autism,
- 12) traumatic brain injury,
- 13) developmental delay; and
- 14) deafness

Children with Disabilities (CWD) is defined as both students who were 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 – see definition above). It also includes students with a 504 Plan (see definition above) who are identified as students with a disability who have met specific criteria as stated under the Section 504 of the Rehabilitation Act of 1973 and are eligible to receive accommodations and related services in a general education setting.

Former Children with Disabilities (CWD) is defined as students with an enrollment in the applicable academic year who were previously identified as a child with a disability who had an active IEP in the past four years, but is not included in the current academic year's December 1st Child count snapshot (i.e., is not included in the IEP count). It also includes students who were previously identified as a student with a disability who had an active 504 within the past four years, but does not have an active 504 in the current academic year.

- [Note: Calculated but not displayed on the Report card or included in the Summative Designation calculation)

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

Former EL is defined as students who were English Learners who met the state reclassification criteria on ACCESS.

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

“Homeless” is defined as students who lack a fixed, regular, and adequate nighttime residence.

- This includes the following:
 - Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
 - Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - Migratory students who qualify as being homeless for the purposes of this subtitle because they are living in circumstances described above.
- See [here](#) for more details on homelessness and associated programming.

“Migrant” according to sections 1115(c)(1)(A) (incorporated into the MEP by sections 1304(c)(2), 1115(b), and 1309(3) of the ESEA, and 34 C.F.R. § 200.103(a) of ED’s Title I regulations) a child is a "migratory child" and is eligible for MEP services if all of the following conditions are met:

- The child is not older than 21 years of age; and the child is entitled to a free public education (through grade 12) under state law, or the child is not yet at a grade level at which the LEA provides a free public education, and the child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and with regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and from one school district to another; or in a state that is comprised of a single school district, has moved from one administrative area to another with such district; or resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence. (NRG, Ch. II, A1)
- Source: ED Migrant Education Program

Youth In Care is defined as students placed or awaiting placement in a 24-hour, out-of-home residence, away for his or her parents/guardians. Placements are made by the Illinois Department of Children and Family Services.

Military is defined as students with a parent or guardian who is a member of the Armed Forces on active duty.

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: N/A

Business Rules

- The below table indicates the source of the student demographic information:

Student Demographic	Assessments	Student Enrollment (Fall Enrollment)	End of Year metrics	Graduation Rate (latest demographics from Student Metric fact table using Report Card Snapshot)
Race	Assessment Correction File	Fall Enrollment Snapshot / SIS student demographic table	Report Card Snapshot / SIS student demographic table	Report Card Snapshot / SIS student demographic table
Gender	Assessment Correction File	Fall Enrollment Snapshot / SIS student demographic table	Report Card Snapshot / SIS student demographic table	Report Card Snapshot / SIS student demographic table
Individualized Education Program (IEP)	Assessment Correction File	Pupil Count Snapshot table and then Fall Enrollment Snapshot / SIS student demographic table	Pupil Count Snapshot table and then Report Card Snapshot / SIS student demographic table	Pupil Count Snapshot table and then Report Card Snapshot / SIS student demographic table
Low Income	Assessment Correction File	Fall Enrollment Snapshot / SIS student demographic table	Report Card Snapshot / SIS student demographic table	Report Card Snapshot
English Learner (EL)	Assessment Correction File	Fall Enrollment Snapshot / SIS student demographic table	Report Card Snapshot / SIS English learner table	Report Card Snapshot / SIS English learner table
Homeless	Assessment Correction File	Fall Enrollment Snapshot / SIS student demographic table	Report Card Snapshot / SIS student demographic table	Report Card Snapshot / SIS student demographic table
Migrant	Assessment Correction File	Fall Enrollment Snapshot / SIS student demographic table	Report Card Snapshot / SIS student demographic table	Report Card Snapshot / SIS student demographic table
504 Accommodation	Report Card Snapshot / SIS 504 Accommodation table	N/A	Report Card Snapshot / SIS 504 Accommodation table	Report Card Snapshot / SIS 504 Accommodation table
Youth In Care	DCFS file	DCFS file	DCFS file	DCFS file

Military	Report Card Snapshot / SIS student demographic table	Fall Enrollment Snapshot / SIS student demographic table	Report Card Snapshot / SIS student demographic table	Report Card Snapshot / SIS student demographic table
Children with Disabilities (CWD)	For checking IEP: Assessment Correction File OR For checking 504: Report Card Snapshot / SIS 504 Accommodation table	For checking IEP: Pupil Count Snapshot table and then Fall Enrollment Snapshot / SIS student demographic table OR For checking 504: Report Card Snapshot / SIS 504 Accommodation table	For checking IEP: Pupil Count Snapshot table and then Report Card Snapshot / SIS student demographic table OR For checking 504: Report Card Snapshot / SIS 504 Accommodation table	For checking IEP: Pupil Count Snapshot table and then Report Card Snapshot / SIS student demographic table OR For checking 504: Report Card Snapshot / SIS 504 Accommodation table
Private School	Report Card Snapshot / SIS student demographic table	N/A	Report Card Snapshot / SIS student demographic table	Report Card Snapshot / SIS student demographic table
Former EL	Report Card Snapshot / SIS English learner table Per Assessment dept, do not mark student as Former EL if they are marked as EL in the assessment correction file	Report Card Snapshot (from previous year) / SIS English learner table	Report Card Snapshot (from previous year) / SIS English learner table	Report Card Snapshot (from previous year) / SIS English learner table
ISP	Pupil Count Snapshot table		Pupil Count Snapshot table	
Former CWD	Report Card Snapshot (from previous year) For checking IEP: Assessment Correction File OR For checking 504: Report Card Snapshot / SIS 504 Accommodation table		Report Card Snapshot (from previous year) For checking IEP: Assessment Correction File OR For checking 504: Report Card Snapshot/SIS 504 Accommodation table	

- All Students
 - All students include all students enrolled in the unit of comparison, the State, a district, or a school.
- Gender
 - Gender comes from the student enrollment record in SIS after the enrollment has been exited.
- Race
 - Race comes from the student enrollment record in SIS after the enrollment has been exited.
- 504 Accommodation
 - A student with an active 504 Accommodation record will be counted in the 504 student group.
- IEP
 - For all metrics other than “Adjusted Cohort Graduation Rate”:

- A student will be considered an IEP student if:
 - Student was enrolled on October 1st in the serving school
 - The student is part of the I-Star Pupil Count (Child Count) snapshot (as of December 1st)
 - The student is not in Fund Code:
 - L = Nonpublic Private School
 - P = Nonpublic Home Schooled
 - N = Nonpublic not receiving services
 - U = Public School but not receiving services
 - For Adjusted Cohort Graduation Rate:
 - A student will be included in the IEP group if they ever had an active IStar Service Approval record after being added to the graduation cohort AND was not included in the following fund codes:
 - L = Nonpublic Private School
 - P = Nonpublic Home Schooled
 - N = Nonpublic not receiving services
 - U = Public School but not receiving services
- Children with Disabilities
 - For all metrics other than “Adjusted Cohort Graduation Rate”:
 - Students who have an IEP and/or a 504 Accommodation
 - For Adjusted Cohort Graduation Rate:
 - If the student had an IEP or 504 record at any time after being added to the graduation cohort then they are included in the Children with Disabilities category.
 - See “IEP” and “504 Accommodation” for additional detail.
- Former Children with Disabilities
 - A Former CWD student is a student who has had a 504 accommodation and/or an IEP at any point in the past 4 academic years (e.g., if current academic year is SY2021-22, then in SY2020-21, SY2019-20, SY2018-19, and/or SY2017-18), but does not currently have an active IEP or 504 accommodation.
 - A Former 504 student is any student with an active 504 accommodation in SIS in any of the four prior academic years, but who does not have a 504 accommodation in SIS in the current academic year.
 - A Former IEP student is any student approved for services in iStar before 12/1 of the academic year or in any of the four prior academic years, but who is not approved for services in iStar on or after 12/1.
 - Note: Calculated but not displayed on the Report card or included in the Summative Designation calculation
- 504 Accommodation
 - A student with an active 504 Accommodation record will be counted in the 504 student group.
- EL
 - Use only active SIS EL records with a FirstEnrollDate.
 - For all metrics other than “Adjusted Cohort Graduation Rate”:
 - Any student with a SIS English Learner record for the current school year.
 - Once identified as an EL student a student remains EL until they achieve a qualifying ACCESS score.
 - For Adjusted Cohort Graduation Rate:

- A student will be included in the EL group if they ever had an active EL record after being added to the graduation cohort.
- Former EL
 - Any student that is not an EL in the current year but was an EL student as defined above in any prior year.
- Low Income
 - For all metrics other than “Adjusted Cohort Graduation Rate”:
 - The Low Income (FRL) indicator comes from:
 - The IAR or SAT correction record
 - If multiple exists, use the one with a test attached
 - Or the correction tied to the accountable school
 - Or the earliest correction record
 - If none exists, use the current student demographic record
 - For Adjusted Cohort Graduation Rate:
 - A student will be included in the Low Income group if they were ever considered Low Income after being added to the graduation cohort.
- Homeless
 - For all metrics other than “Adjusted Cohort Graduation Rate”:
 - The Homeless indicator comes from the latest student demographic record in SIS.
 - The Homeless indicator comes from:
 - The IAR or SAT correction record
 - If multiple exists, use the one with a test attached
 - Or the correction tied to the accountable school
 - Or the earliest correction record
 - If none exists, use the current student demographic record
 - For Adjusted Cohort Graduation Rate:
 - A student will be included in the homeless group if they were ever considered homeless after being added to the graduation cohort.
- Migrant
 - For all metrics other than “Adjusted Cohort Graduation Rate”:
 - The Migrant indicator comes from the latest student demographic record in SIS.
 - For Adjusted Cohort Graduation Rate:
 - A student will be included in the Migrant group if they were ever considered Migrant after being added to the graduation cohort.
- Youth In Care – Non-Special Education or YIC in Group Homes
 - For all metrics other than “Adjusted Cohort Graduation Rate”:
 - All students who are included within the DCFS Living Arrangement file anytime during the current school year are included in the Youth in Care group.
 - For Adjusted Cohort Graduation Rate:
 - A student will be included in the Youth in Care group if they were ever in the DCFS Living Arrangement file after being added to the graduation cohort.
- Military
 - For all metrics other than “Adjusted Cohort Graduation Rate”:
 - The Military indicator comes from the latest student demographic record in SIS.

Formula (calculations)

N/A

Sources of Data

N/A



***Title I Status
SY 2022***

Title I Status

Definition

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

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

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

Guidance Citation

State Statute/Guidance: N/A

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

Business Rules

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

Formula (calculations)

N/A

Sources of Data

Electronic Grants Management System (eGMS)



School Improvement Funds
SY 2022

School Improvement Funds

Definition

IL-EMPOWER is a federal grant program authorized under Title I, Part A, Section 1003 of the Every Student Succeeds Act, 2015 (ESSA). The purpose of this School Improvement Grant is to support local education agencies (LEA), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools.

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: [The Every Student Succeeds Act, 2015](#)

Business Rules

- Schools Who Receive Title I School Improvement Funds
 - This is a listing of schools that received a 1003 allocation in the prior Fiscal Year (Fiscal Year 22 is School Year 21-22). The full list is only reported at the district level.
 - The list for Report Card 2022 would be any school who received funds in Fiscal Year 22 (School Year 21-22)
- 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 as 2018, and the level of support would be Comprehensive
- Level of Support
 - 2021 Report Card will display the designation level associated with the funding in the prior Fiscal Year/School Year, e.g. the greater of either RC18 or RC19 designation
 - For example, a school first identified on Report Card 2018 as Targeted remains at the targeted level of support for 4 years, regardless of changes to their annual designation over those 4 years, except in cases where they move to Comprehensive supports
- Amount of Title I School Improvement Funds Received
 - The actual amount of money the school received in the prior Fiscal Year (FY22/School Year 21-22 on Report Card 2022)
- Reason for Receiving Title I School Improvement Funds
 - The student group or cause of a school to be identified as in Comprehensive or Targeted
- Title I, 1003 funds are awarded to districts with specific allocations made to their schools in respective Comprehensive or Targeted status
- Annual funding is determined on the greater of either base funding or an equity calculation, which includes the Evidence Based Funding formula and student enrollment. Funding is structured on a declining allocation model over the term of the grant.

- The following table illustrates the standard, base (minimum) award amounts for the 1003 funds:

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

- Schools designated for support and improvement status typically receive four years of School Improvement funding with the first year focused on planning and writing the school improvement plan (SIP) and the subsequent three years focused on implementation of the SIP. Except where the school year is interrupted by a national health crisis and/or where the US Department of Education (ED) has approved a waiver of federal accountability requirements, as were both the cases in FY21, the maximum term of the grant is four years. Circumstances created by the pandemic in FY21 and an approved waiver from ED resulted in the School Improvement Grant 1003 being extended by one school year for current grantees (i.e., Cohorts RC 2018 and RC 2019). In effect, funds were redistributed to cover five years rather than four. No additional funding was allocated to increase funding for the extended year, but rather stretch the initial grant allocation over five years.
 - Schools previously designated for support and improvement on Report Card 2018 received a FY21 allocation equal to that of their first year of implementation (i.e. their FY21 allocation was the same as their FY20 allocation). They will receive the planned second and third years of implementation funding in FY22 and FY23 as illustrated in the table below.
 - Schools **newly** designated for support and improvement on Report Card 2019 received funding support for a planning period during FY20 and four years of consecutive implementation funding support across FY21 – FY24 as illustrated in the table below.

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

- Any year in which a school receives a new designation of Comprehensive, regardless of their prior designation, the funding cycle resets and starts anew at the planning year.
- Because this grant is designed to build school capacity for improvement, schools that improve from Comprehensive to Targeted remain funded at Comprehensive levels through the term of the grant.
- ESSA/IL-Empower, in conjunction with Budget and Financial Management, will provide the following data elements to ISBE’s Data Warehouse on an annual basis for reporting on the current school year Report Card:
 - List of schools that receive Title I School Improvement 1003 funds in the prior fiscal year (i.e. on Report Card 2022 will be allocations from FY22)

- Level of Support in FY22
- Amount of Title I School Improvement 1003 funds the school received for the previous school year
 - *Note:* Amount will be provided; does not need to be calculated.
- Reason for Receiving Title I School Improvement 1003(a) funds
 - *Note:* This will be the reason for the designation that triggered the support (student group, low graduation rate, etc.)
- No calculations will be performed on this data for use on the Report Card.
- District level information that is displayed will be a listing of the schools within the district.
- State level information that is displayed will be a listing of the schools within the state.

Formula (calculations)

N/A

Sources of Data

Title Grant Administration/Illinois Empower
Budget and Financial Management



Teacher Measures
SY 2022

Teacher Measures

Definition

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Teachers with Gifted Endorsement is defined as the total headcount of teachers who hold a gifted education endorsement.

Guidance Citation

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

Federal Statute/Guidance: N/A

Business Rules

- 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. If working location entityId is DistrictId (Category 2) then working location entityId is used as district entityId.
- 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 or Contract Days Override))
 - 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.
- Total Headcount of Teachers with Gifted Endorsement with License Codes:
 - GIED (Gifted Education)
 - GIES (Gifted Education – Supervising)
 - GIF (Gifted Education Teacher)
 - GIFS (Gifted Specialist)

- Note: Includes for License and Endorsement where “License Credential Status” is either Issued (I), Hold License (HL), or Hold Unpaid Taxes (HT)

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 \times position FTE

Teacher FTE Formula

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

Teacher Headcount Formula

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

Teacher Gender Distribution Formula

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

Teacher Race Distribution Formula

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

Teacher Race and Gender Distribution

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

Teacher Education Distribution – Teachers with Bachelor’s Degree Formula

- Definition
 - Percent of Total Teacher FTE with only a Bachelor’s degree
 - Bachelor’s Degree Teacher: Teachers with DegreeSequenceNumber = 4.
- All Schools
 - Formula
 - $((\text{Teacher FTE with Bachelor’s degree}) \div (\text{Teacher FTE})) \times 100$
- High Poverty Schools
 - Formula
 - $(\text{Total Teacher FTE with Bachelor’s degree for schools with a Low Income Fall Enrollment percent of 75\% or greater}) \div (\text{Teacher FTE}) \times 100$
- Low Poverty Schools
 - Formula
 - $(\text{Total Teacher FTE with Bachelor’s degree for schools with a Low Income Fall Enrollment percent of 25\% or less}) \div (\text{Teacher FTE}) \times 100$
- At the State level: This metric should be disaggregated by High Poverty and Low Poverty schools.

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

- Definition
 - Percent of Total Teacher FTE with Master’s and higher degree.
 - Master’s Degree Teacher: Teachers with DegreeSequenceNumber > 4.
- 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.

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.

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.

Average Teacher Salary Formula

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

Teacher Attendance Rate Formula

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

Teacher Evaluation Formula

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

Pupil Teacher Ratio – (Elementary and High School) Formula

- Definition
 - Average number of Classroom Teacher FTE for grade PreK-8 for Fall PreK-8 Grade Student Enrollment
 - Position Category with Regular Education Instructional and PositionGradelevelAssignmentId in (1,2,3) is Elementary and PositionGradelevelAssignmentID – 4 is High School
- 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 where the License Credential Status is either Issued (I), Hold License (HL), or Hold Unpaid Taxes (HT):
 - 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.

Teachers with Gifted Endorsement Formula

- Definition
 - Total headcount of teachers who hold a gifted education endorsement.
- Formula
 - Total headcount of teachers who hold a gifted education endorsement
- Note: Includes for License and Endorsement where “License Credential Status” is either Issued (I), Hold License (HL), or Hold Unpaid Taxes (HT)

Sources of Data

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



***National Board Certified Teachers
SY 2022***

National Board Certified Teachers

Definition

National Board Certified Teachers are teachers who have achieved National Board Certification, the most respected professional certification available in education. Certification was designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools nationwide. It provides numerous benefits to teachers, students, and schools.

Guidance Citation

State Statute/Guidance: [Illinois General Assembly - Bill Status for HB2438 \(ilga.gov\)](#) and [Public Act 102-0594](#)

Federal Statute/Guidance: N/A

Business Rules

- The total number of educators who are National Board Certified
 - Use the ELIS Designation table (don't use the Endorsement table)
 - Should pull designation from the "Additional Credentials" tab in ELIS listed under designations
 - Include only designations with an expiration date on or after June 30, 2022
 - Include only designations with Specialty Code 0017 (NBPTS; Master Teacher Designation)
- The number of educators who are National Board Certified for each race/ethnicity teacher group (EIS)
- The number of educators who are National Board Certified for each gender teacher group (EIS)
- Active employment in EIS
- Educator Race/Ethnicity Codes (EIS)
 - 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
 - 99: Unknown
- Educator Gender Codes (EIS)
 - Female
 - Male

Formula (calculations)

Total Teacher Headcount

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

Total Teacher Headcount by Race/Ethnicity

- Definition
 - The total number of all Teachers with National Board Certification by Race/Ethnicity
- Formula
 - Count of all distinct IEIN values with National Board Certification for the Work Location by Race/Ethnicity

- Includes for License where “License Credential Status” is either Issued (I), Hold License (HL), or Hold Unpaid Taxes (HT)
- Includes for National Source Code NBPTS (National Board of Professional Teaching Standards) and Specialty National Source NBPTS only

Total Teacher Headcount by Gender

- Definition
 - The total number of all Teachers with National Board Certification by Gender
- Formula
 - Count of all distinct IEIN values with National Board Certification for the Work Location by Gender
- Includes for License where “License Credential Status” is either Issued (I), Hold License (HL), or Hold Unpaid Taxes (HT)
- Includes for National Source Code NBPTS (National Board of Professional Teaching Standards) and Specialty National Source NBPTS only

Sources of Data

Employment Information System (EIS)

Educator Licensure Information System (ELIS)



***Administrator Measures
SY 2022***

Administrator Measures

Definition

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

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

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

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

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

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

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

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

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

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

Guidance Citation

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

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

Business Rules

- All rate calculations are $\text{numerator} \div \text{denominator} \times 100$ (rounded to 1 decimal point).
- All averages are rounded to the nearest whole number.
- For school level, work locations (schools) that **do not** receive a report card are **excluded** from all administrator metrics.
- All Educator metrics are calculated on the work location level. The district is the district/parent of the working location. If Working location entityId is districtId (Category 2) then working location entityId is used to as district entityId.
- 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
- Principal Turnover at the school level is reported as a count, but at the district and state level, it is reported as an average.
- Identifying Metric Groups
 - Has an active Employment record and associated Position and Working Location details.
 - The Position record is associated with the School Year to be calculated.
 - The Position Time Frame is:
 - 1 - Regular School Year
 - 3 - Both
 - *Note:* Starting in the 2015-2016 both are being transitioned out, however needs to be included as not all records have been transitioned. Summer School only administrators are excluded.
 - An Administrator is identified in the Employee Information System (EIS) as:
 - The position has a Position Category Code of:
 - 1 – Regular Educational Administrator
 - 2 – Special Education Administrator
 - Excluding ROEs (ISBE Funded Assignments) Position Codes of:
 - 122 – Regional Superintendent
 - 123 – Assistant Regional Superintendent
 - A Certified Staff member is identified in the Employee Information System (EIS) as:
 - Have an active Employment record and associated Position and Working Location details.
 - The Position record is associated with the School Year to be calculated.
 - The Position record has a Position Category Code of:
 - 1 – Regular Educational Administrative
 - 2 – Special Education Administrative
 - 3 – Regular Educational Instructional
 - 4 – Special Education Instructional
 - 5 – Regular Educational Ancillary Staff
 - 6 – Special Education Ancillary Staff
 - Excluding ROEs (ISBE Funded Codes) Position Codes of:
 - 122 – Regional Superintendent
 - 123 – Assistant Regional Superintendent
 - A Principal is identified in the Employee Information System (EIS) as:
 - Those with a Position Category Code of:
 - 103 – Principal
- Position Details
 - The following are collected at the Position level, which are utilized to calculate a Full-Time Equivalent (FTE) value for that position and is the value utilized to calculate their FTE Salary:
 - Salary
 - Percent Full Time
 - Position FTE is determined by the following:
 - IF a district has submitted “Contract Override Days” for their EIS records then Position FTE is: Percent Full time * (Days Paid / Contract Override Days for Full Time), otherwise
 - Position FTE is: Percent Full time * (Days Paid / 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 Certified Staff 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, and is reported as a count.
 - At the District and State levels, the Principal Turnover 6 years is the number of unique principals in the current year and the past 5 years (total 6 year) divided by the number of schools, and is reported as an average.
 - In both calculations, the result is rounded to the nearest whole number
- Formula
 - School Level:
 - Total Number of Principals that have been in the school in the current year and past 5 years.
 - District and State Level:
 - $\text{Total Number of Principals in the current year and the past 5 years} \div \text{Number of Schools}$

Average Administrator Salary Formula

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

Administrator Gender Distribution Formula

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

Administrator Race Distribution Formula

- Definition
 - Percent of Administrator FTE by Race/Ethnicity

- Formula
 - $((\text{Administrator FTE by Race}) \div (\text{Administrator FTE})) \times 100$

Sources of Data

Employment Information System (EIS)

Student Information System (SIS)



Civil Rights Data Collection (CRDC)
SY 2022

Civil Rights Data Collection (CRDC)

Definition

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

Guidance Citation

State Statute/Guidance: N/A

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

Business Rules

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

Report Card Year	CRDC Data Year (every 2 years)	CRDC Data Available (every 2 years)	Data Delay
2019 (first year)	2015-16	April 2018	3 years
2020	2017-18	April 2020	2 years
2021	2017-18	April 2020	3 years
2022	2017-18	April 2020	4 years
2023	2020-21	Summer 2022	2 years
2024	2021-22	Summer 2023	3 years

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

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

- The following metrics will be displayed twice on the Classic PDF (one metric using CRDC data; one metric using ISBE calculated data)
 - Chronic Absenteeism
 - Number and Percent Enrolled in Preschool
 - Number and Percent in Accelerated Coursework (AP, IB, DC)

Formula (calculations)

CRDC - In School Suspensions Formula

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

CRDC - Out of School Suspensions Formula

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

CRDC – Expulsions Formula

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

CRDC - School Related Arrests Formula

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

CRDC - Referral to Law Enforcement Formula

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

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

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

CRDC - Incidents of Violence – including bullying and harassment Formula

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

CRDC - Firearm Indicator Formula

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

CRDC - Homicide Indicator Formula

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

CRDC - Number and Percent Enrolled in Preschool Formula

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

CRDC - Number and Percent in Advanced Placement Formula

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

CRDC - Number and Percent in International Baccalaureate Formula

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

CRDC - Number and Percent in Dual Credit Formula

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

Sources of Data

Civil Rights Data Collection (CRDC)

District and School Legislative Districts



***District and School Legislative Districts
SY 2022***

District and School Legislative Districts

Definition

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

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

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: N/A

Business Rules

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

- State Senate District Number
- State House District Number

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

Formula (calculations)

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

Sources of Data

Entity Profile System (EPS)