

My Data Dashboard User Guide

FEBRUARY 2026

Table of Contents

I. Welcome to My Data Dashboard!	3	IV. Key MDD Concepts 1st-Grade Cohort	40
II. How to access MDD	4	1st Grade Cohorts	41
Section 1. Log into My Data Dashboard	5	System Access/Data Visibility	44
Section 2. Receive an EIS Error Message?	9	V. MDD Summative Designation User Quick Guide	45
Section 3. Add IEIN within ELIS	22	Access the new Summative Designation screens	48
Section 4. 500 Error Message	26	Landing Page	49
Section 5. How to Change User Roles for MDD.	28	Explanation Page	50
III. A General Overview of MDD Metric Visualizations	31	Aggregate Score Page	51
Introduction.	32	Distribution Chart Page.	53
Explanation	32	Roster	55
Snapshot Display.	34	VI. Accessing Expiring Licensure	56
Longitudinal Data Display	36	By District	57
Roster	38	By School	59
		VII. Metric or Feature- Specific Notes	60

Welcome to My Data Dashboard!

Introduced in 2022, My Data Dashboard (MDD) is a product offered as a component of the Illinois Report Card suite of applications. The Illinois Report Card suite consists of both public-facing and secure, practitioner-facing applications. These applications make information available in a variety of consumable and manipulable formats with the ultimate goal of improving public educational outcomes for P-12 students across the state as well as the public's understanding of those outcomes.

MDD differs significantly in its approach to offerings in this space in a variety of ways. Most notable among them:

- MDD demonstrates its commitment to robust program analysis by structuring information based on reporting year for each entity (like the Illinois Report Card (IRC)) and based on each cohort operating within those entities (generally 1st grade entry cohorts, but occasionally others like 9th grade entry cohort based on the metric being examined and the business rules underlying that metric.)
- MDD continues this commitment by connecting both these types of aggregation (reporting year and operating cohort) to roster-level individual student data.
- Information available within MDD is also indexed against each school's Summative Designation and its underlying calculations, making analysis of this key element of school accountability more detailed and actionable.

II.

How to access MDD

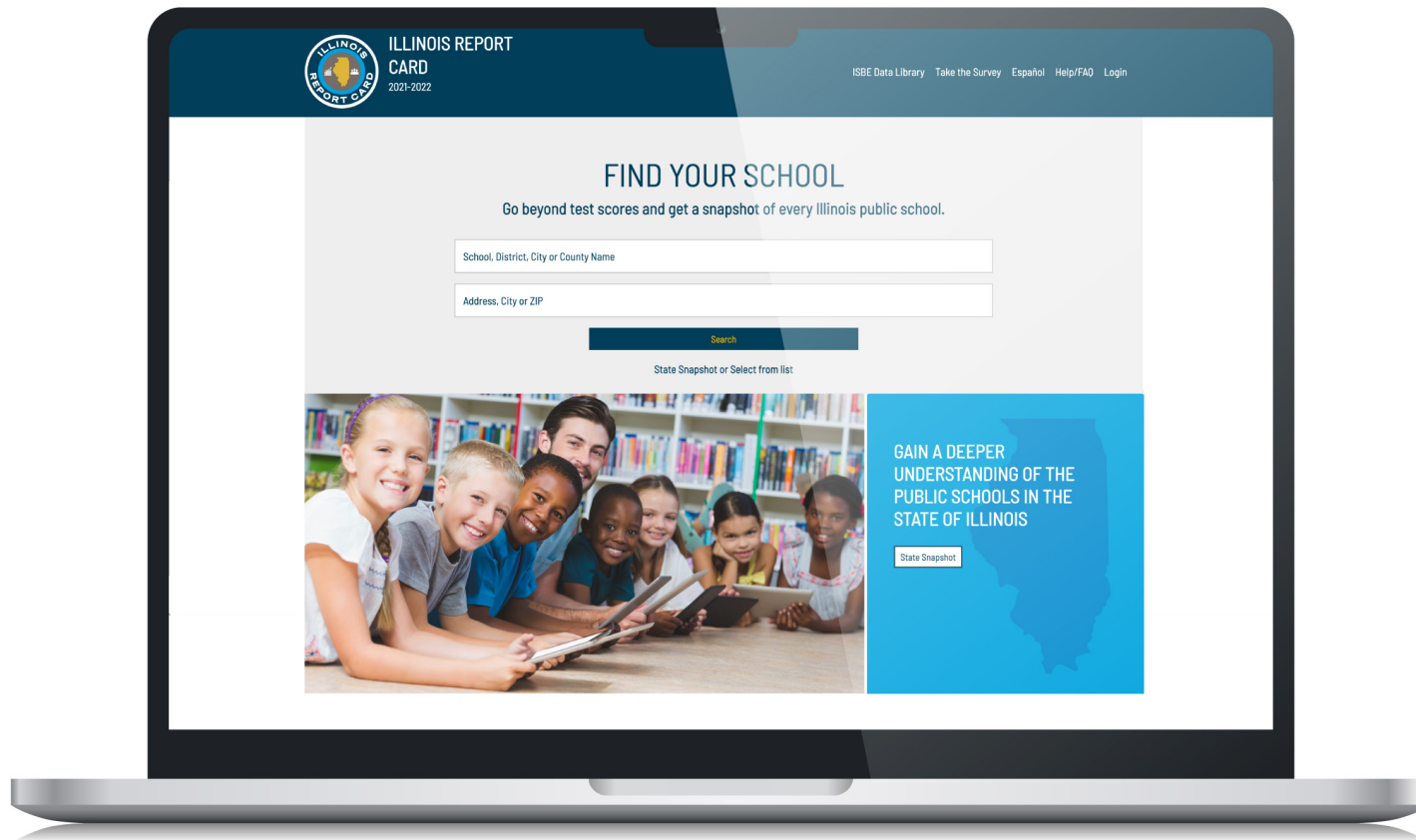
SECTION 1

Log into My Data Dashboard

Step 1

Go to Illinois Report Card Website

To log into the MyIRC / MyIPP platform where the My Data Dashboard tool lives, you'll need to first visit the Illinois Report Card website at www.illinoisreportcard.com. Click the "Login" button in top navigation bar, on the far right side of the screen.



Step 2

Log into MyIRC / MyIPP Platform

You have the option of single sign-on with Microsoft or Google credentials or use your email. If you have established an ID using local credentials (meaning you set your own password unique to this system instead of logging in using Microsoft or Google single sign-on) and you would like to switch to using single sign-on, simply contact the MyIRC offices at myiirc@niu.edu or call 815-753-0978.



SECTION 2

**Receive a “not found in EIS”
Error Message?**

EIS Error

The screenshot to the right shows the most common type of error message.

If you see this error message, proceed with the following steps:

You need to get (a) a position within EIS and (b) an Ed360 role within EIS.

a. Go into EIS within IWAS

Login error

User mwright6@niu.edu was not found in the Employment Information System.

Either your email is not in ISBE's Employment Information System (EIS) or your EIS position is not assigned to a My Data Dashboard role. Please contact your EIS Data Coordinator to confirm your email address or assign you a role.

To find out more, head to the MDD project homepage.

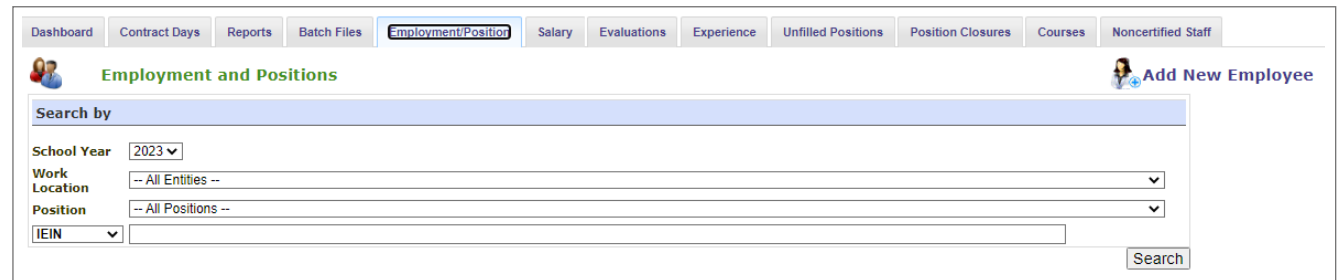
[My Data Dashboard Login](#)
[ISBE Homepage](#)

The screenshot shows the Illinois State Board of Education (ISBE) My Systems page. The page header includes the ISBE logo, the title "Illinois State Board of Education", and the names of the Chairman and State Superintendent of Education. Below the header, there is a navigation menu on the left and a main content area. The main content area is titled "My Systems" and contains a table of systems with their authorization status. The table has two columns: "Categories - Click to Expand/Collapse Tree" and "Authorization". The systems listed are:

Categories - Click to Expand/Collapse Tree	Authorization
Reporting	
Data Quality Dashboard v2	Authorized
Employment Information System (EIS)	Authorized
Monthly	
Student Information System - Statewide	Authorized
Annual	
Noncertified Staff Salary Study	Authorized
Teacher Salary Study	Authorized
Educators	
ELIS for Administrators	Authorized

EIS Error (cont)

b. Either verify your EIS position information or add new employee position.

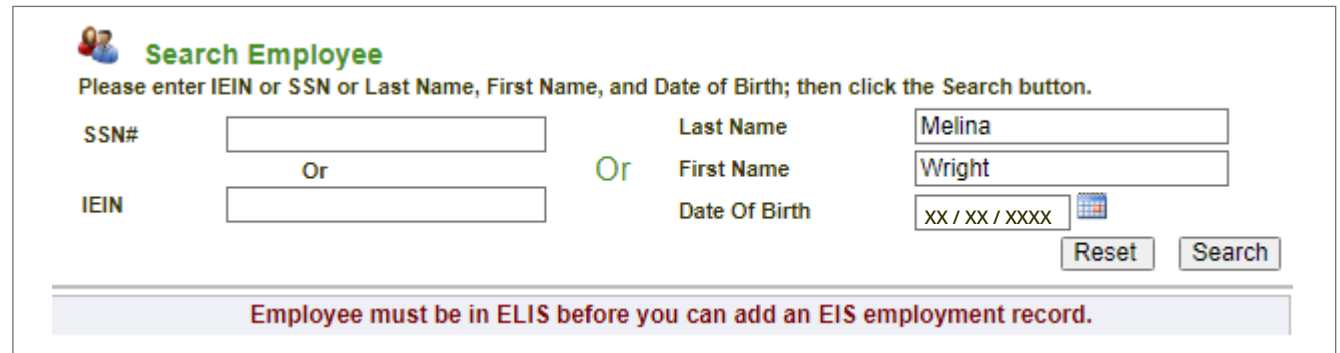


The screenshot shows the 'Employment and Positions' dashboard. At the top, there is a navigation bar with tabs: Dashboard, Contract Days, Reports, Batch Files, Employment/Position (selected), Salary, Evaluations, Experience, Unfilled Positions, Position Closures, Courses, and Noncertified Staff. Below the navigation bar, the page title is 'Employment and Positions' with an 'Add New Employee' button on the right. A search bar is present with the following filters: School Year (2023), Work Location (-- All Entities --), Position (-- All Positions --), and IEIN. A Search button is located at the bottom right of the search area.

Upon selecting "Add New Employee," a screen will pop-up that prompts you to search for the individual.

Enter the information and hit "Search."

If the user has an ELIS, records that match what you have entered will appear and you can edit the existing record as needed.



The screenshot shows the 'Search Employee' form. The title is 'Search Employee' with a sub-instruction: 'Please enter IEIN or SSN or Last Name, First Name, and Date of Birth; then click the Search button.' The form has four input fields: SSN#, IEIN, Last Name (containing 'Melina'), and First Name (containing 'Wright'). The Date Of Birth field contains 'XX / XX / XXXX' and has a calendar icon. There are 'Reset' and 'Search' buttons. A red error message is displayed at the bottom: 'Employee must be in ELIS before you can add an EIS employment record.'

EIS Error (cont)

The user name will populate.
Click on "Next" to go to Step 2.

Or, you may get an error message that the user does not have an IEIN within ELIS. (See page 19 for instructions on adding a user to ELIS to get an IEIN).


Search Employee

Please enter IEIN or SSN or Last Name, First Name, and Date of Birth; then click the Search button.

SSN# Or Or

IEIN Last Name

First Name

Date Of Birth 

Select	IEIN	First Name	Last Name	Middle Name	Date of Birth	Gender	Race/Ethnicity
<input checked="" type="radio"/>		Melina	Wright		XX / XX / XXXX		

On Step 2, enter the information on the bottom of the screen—start date, retired status and email address. And hit "Submit."


Demographics

*Last Name


*First Name

Middle Name


Maiden Name

*Date of Birth 

*Gender Female Male

*Race/Ethnicity 

Employment

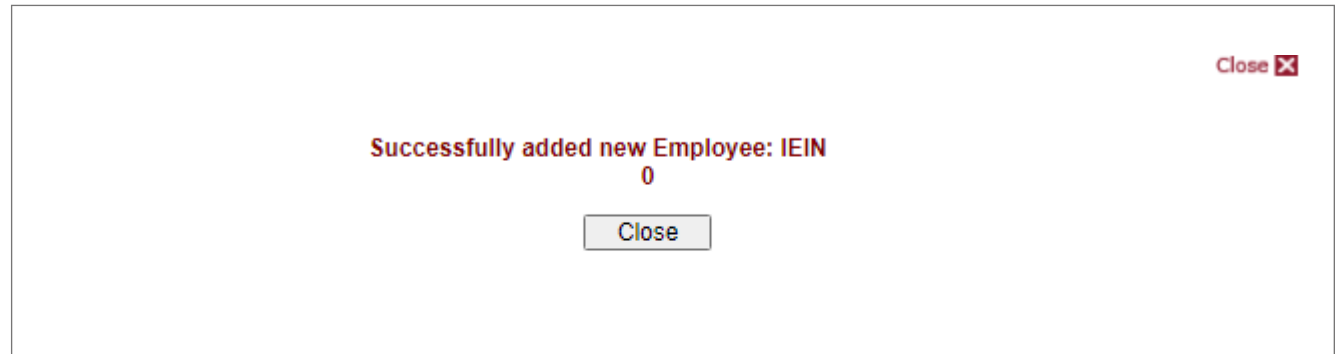
*Start Date 

*Retired No Yes

*Email Address

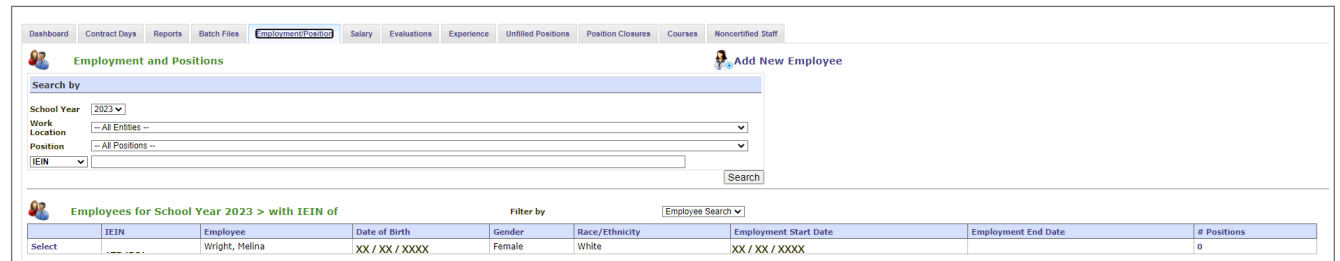
EIS Error (cont)

The user has now been successfully added, but there are a few more steps to ensure access to MDD.



Once you close the previous screen, you will be taken back to the home screen and can view the new employee entry.

Click "Select" to the left bottom of the screen to add Ed360/MDD user role information.




EIS Error (cont)

Once in the next screen, we have to add position information.

IEIN:	Last Name: Wright	First Name: Melina	Middle Name:
Date of Birth: XX / XX / XXXX	Gender: Female	Race/Ethnicity: White	Retired: No
Employer:	Employment Start Date: XX / XX / XXXX	Employment End Date:	Employment End Reason:
Email Address: Mwright@Email.com			

[Edit Employment Record](#)

 Employee Positions within the District for School Year 2023

There are currently no positions for this School Year.

[Add Position Record](#)
[View Positions From Other School Years](#)


BACK


SUBMIT and Return to Search You MUST CLICK THE SUBMIT BUTTON after inserting or editing the position record on the popup screen in order to save to the database. Or, you may click the BACK link to return to the previous screen without making changes.

SUBMIT and View Salary

Within the “Add Position” screen, For certified employees, add the appropriate position category, position, etc. A default ED360 role will be filled in based on the position. “General Access” and “Teacher” do not currently provide access to any screens in the system. For a table of position codes and roles available for selection, see next page.

For non-certified employees, select “Ed360 User.” In this case, salary, certification, and other fields within EIS are not required.

Close 

 **Positions for School Year 2023**

*Position Category	Ed360User		
*Position	-- Select --		
*Start Date	Administrative	<input type="text"/>	* Percent of Full Time <input type="text"/>
	Instructional	<input type="text"/>	
	Ancillary Staff	<input type="text"/>	
*Ed360 Role	Leave of Absence	<input type="text"/>	
	Ed360User		

[Cancel](#)

EIS Error (cont)

EIS Position Codes and Roles

Position Code	Name	Available Ed360 Roles	
100	District Administrator	District Administrator	Default
		General Access	
101	District Administrator	General Access	
		District Administrator	Default
102	Chief Executive Officer	General Access	Default
		Teacher	
		School Administrator	
		District Administrator	
103	School Administrator	District Administrator	
		School Administrator	Default
		General Access	
104	School Administrator	General Access	
		School Administrator	Default
		District Administrator	
105	Supervisory Dean	District Administrator	
		School Administrator	
		Teacher	
		General Access	Default
106	General Access	General Access	Default
107	General Administrator or General Supervisor	District Financial User	
		School Administrator	
		District Administrator	
		General Access	Default
		Teacher	
110	General Access	General Access	Default
111	Director Area Voc Cent or Supervisor or More 1 field in CTE	District Administrator	
		School Administrator	
		Teacher	
		General Access	Default
114	Chief School Business Official	General Access	Default
		Teacher	
		School Administrator	
		District Administrator	
		District Financial User	

Position Code	Name	Available Ed360 Roles	
119	School Administrator	District Administrator	
		School Administrator	Default
		General Access	
120	Supervisor of One Field in Career and Technical Education	Teacher	
		General Access	Default
		District Administrator	
		School Administrator	
121	Administrator in a Bilingual Education Program	School Administrator	
		District Administrator	
		General Access	Default
122	ROE Administrator	Teacher	
		ROE Administrator	Default
123	ROE Administrator	General Access	
		ROE Administrator	Default
		Teacher	
124	Dean of Students Admin (admin endorsement held)	General Access	Default
		District Administrator	
		School Administrator	
		School Administrator	
125	Head of Gen Ed (Depart chair admin endorsement held)	District Administrator	
		General Access	Default
		Teacher	
		Teacher	
126	Dean of Students Teacher no admin endorsement)	General Access	Default
		District Administrator	
		School Administrator	
127	Head of Gen Ed (Department chair no admin endorsement held)	School Administrator	
		District Administrator	
		General Access	Default
		Teacher	
151	Assistant Special Education Director	Teacher	
		General Access	Default
		District Administrator	
		School Administrator	

EIS Error (cont)

EIS Position Codes and Roles (cont)

Position Code	Name	Available Ed360 Roles	
152	Special Education Director	School Administrator	
		District Administrator	
		General Access	Default
		Teacher	
153	Special Education Supervisor	Teacher	
		General Access	Default
		District Administrator	
		School Administrator	
154	Supervisor of More Than One School Support Personnel Area	School Administrator	
		District Administrator	
		General Access	Default
		Teacher	
155	Supervisor of One School Support Personnel Area	Teacher	
		General Access	Default
		District Administrator	
		School Administrator	
199	Citywide Administrator	School Administrator	
		District Administrator	
		General Access	Default
		Teacher	
200	Teacher	School Administrator	
		Teacher	Default
		General Access	
		District Administrator	
201	Teacher	District Administrator	
		General Access	
		Teacher	Default
		School Administrator	
202	Teacher	School Administrator	
		Teacher	Default
		General Access	
		District Administrator	
203	Teacher	District Administrator	
		General Access	
		Teacher	Default
		School Administrator	

Position Code	Name	Available Ed360 Roles	
204	Teacher	School Administrator	
		Teacher	Default
		General Access	
		District Administrator	
205	General Access	General Access	Default
207	Teacher	District Administrator	
		General Access	
		Teacher	Default
		School Administrator	
208	Teacher	School Administrator	
		School Administrator	
		Teacher	Default
		General Access	
209	General Access	General Access	Default
210	General Access	General Access	Default
250	Teacher	District Administrator	
		General Access	
		Teacher	Default
		School Administrator	
251	Teacher	School Administrator	
		Teacher	Default
		General Access	
		District Administrator	
306	Curriculum Specialist	Teacher	
		General Access	Default
		District Administrator	
		School Administrator	
308	Instructional Coach	School Administrator	
		District Administrator	
		General Access	Default
		Teacher	
309	Library Information Specialist	Teacher	
		General Access	Default
		District Administrator	
		School Administrator	

EIS Error (cont)

EIS Position Codes and Roles (cont)

Position Code	Name	Available Ed360 Roles	
310	Paraprofessional	School Administrator	
		District Administrator	
		General Access	Default
		Teacher	
311	Reading Specialist	Teacher	
		General Access	Default
		District Administrator	
		School Administrator	
312	Technology Specialist	School Administrator	
		District Administrator	
		General Access	Default
		Teacher	
317	Professional Development Consultant (ROE Only)	ROE Administrator	Default
318	Grant Coordinator (ROE Only)	General Access	Default
354	Cued Speech Interpreter	District Administrator	
		School Administrator	
		Teacher	
		General Access	Default
358	In-Service Coordinator	General Access	Default
		Teacher	
		School Administrator	
		District Administrator	
359	Sign Language Interpreter	District Administrator	
		School Administrator	
		Teacher	
		General Access	Default
372	School Counselor	General Access	Default
		Teacher	
		School Administrator	
		District Administrator	
373	School Counselor Intern	District Administrator	
		School Administrator	
		Teacher	
		General Access	Default

Position Code	Name	Available Ed360 Roles	
374	School Nurse	General Access	Default
		Teacher	
		School Administrator	
		District Administrator	
375	School Nurse Intern (9 Week)	District Administrator	
		School Administrator	
		Teacher	
		General Access	Default
377	School Psychologist	General Access	Default
		Teacher	
		School Administrator	
		District Administrator	
378	School Psychology Intern	District Administrator	
		School Administrator	
		Teacher	
		General Access	Default
379	School Social Worker	General Access	Default
		Teacher	
		School Administrator	
		District Administrator	
380	School Social Worker Intern	District Administrator	
		School Administrator	
		Teacher	
		General Access	Default
381	Speech Language Pathologist-non teaching	General Access	Default
		Teacher	
		School Administrator	
		District Administrator	
382	Speech Language Pathologist Intern	District Administrator	
		School Administrator	
		Teacher	
		General Access	Default
383	Speech/Language Assistant	General Access	Default
		Teacher	
		School Administrator	
		District Administrator	

EIS Error (cont)

EIS Position Codes and Roles (cont)

Position Code	Name	Available Ed360 Roles	
384	Speech/Language Paraprofessional	District Administrator	
		School Administrator	
		Teacher	
		General Access	Default
387	Vocational Coordinator	General Access	Default
		Teacher	
		School Administrator	
		District Administrator	
399	Citywide Student Support Personnel	District Administrator	
		School Administrator	
		Teacher	
		General Access	Default
601	Teacher	District Administrator	
		General Access	
		Teacher	Default
		School Administrator	
602	Teacher	School Administrator	
		Teacher	Default
		General Access	
		District Administrator	
603	Teacher	District Administrator	
		General Access	
		Teacher	Default
		School Administrator	
604	Teacher	School Administrator	
		Teacher	Default
		General Access	
		District Administrator	
605	Teacher	District Administrator	
		General Access	
		Teacher	Default
		School Administrator	
606	Teacher	School Administrator	
		Teacher	Default
		General Access	
		District Administrator	

Position Code	Name	Available Ed360 Roles	
607	Teacher	District Administrator	
		General Access	
		Teacher	Default
		School Administrator	
608	Teacher	School Administrator	
		Teacher	Default
		General Access	
		District Administrator	
609	Teacher	District Administrator	
		General Access	
		Teacher	Default
		School Administrator	
610	Teacher	School Administrator	
		Teacher	Default
		General Access	
		District Administrator	
611	Teacher	District Administrator	
		General Access	
		Teacher	Default
		School Administrator	
699	Teacher	School Administrator	
		Teacher	Default
		General Access	
		District Administrator	
902	Ed360 User	District Financial User	
		ROE Administrator	
		School Administrator	
		District Administrator	Default
		Teacher	
999	Leave of Absence	School Administrator	
		District Administrator	
		General Access	Default
		Teacher	

EIS Error (cont)

Next, add the work location for the user and click "OK."

Close

Work Locations for Ed360 User

*Location Select School Primary Location

Enter 15 Digit RCDTS Code

*Workload

[Cancel](#)

This will take you back to the employee summary page where you need to submit the information into EIS.

Employment Summary

IEIN:	Last Name: Wright	First Name: Melina	Middle Name:
Date of Birth: XX / XX / XXXX	Gender: Female	Race/Ethnicity: White	Retired: No
Employer:	Employment Start Date: XX / XX / XXXX	Employment End Date:	Employment End Reason:
Email Address: Mwright@Email.com	Edit Employment Record		

Employee Positions within the District for School Year 2023

Warning: one or more positions has no contract days value associated with its position code! This could make the FTE value display as zero. Check the Contract Days tab to fix this problem.

Position Code	Position	Locations	Percent of Full Time	Position Start Date	Position End Date	Calculated FTE								
902	Ed360 User	<table border="1" style="width: 100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr style="background-color: #e6f2ff;"> <th>Location</th> <th>Primary</th> <th>Grade Level Assignment</th> <th>Workload</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Ed360 User</td> <td style="text-align: center;">☑</td> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Location	Primary	Grade Level Assignment	Workload	Ed360 User	☑		100%	100%	XX / XX / XXXX		0.00
Location	Primary	Grade Level Assignment	Workload											
Ed360 User	☑		100%											

[Edit / Remove](#) [Add Work Location Record](#)

[Add Position Record](#)
[View Positions From Other School Years](#)

BACK

SUBMIT and Return to Search You MUST CLICK THE SUBMIT BUTTON after inserting or editing the position record on the popup screen in order to save to the database. Or, you may click the BACK link to return to the previous screen without making changes.

SUBMIT and View Salary

EIS Error (cont)

Great! So, my position is updated in EIS and I have an Ed360 role, what happens now?

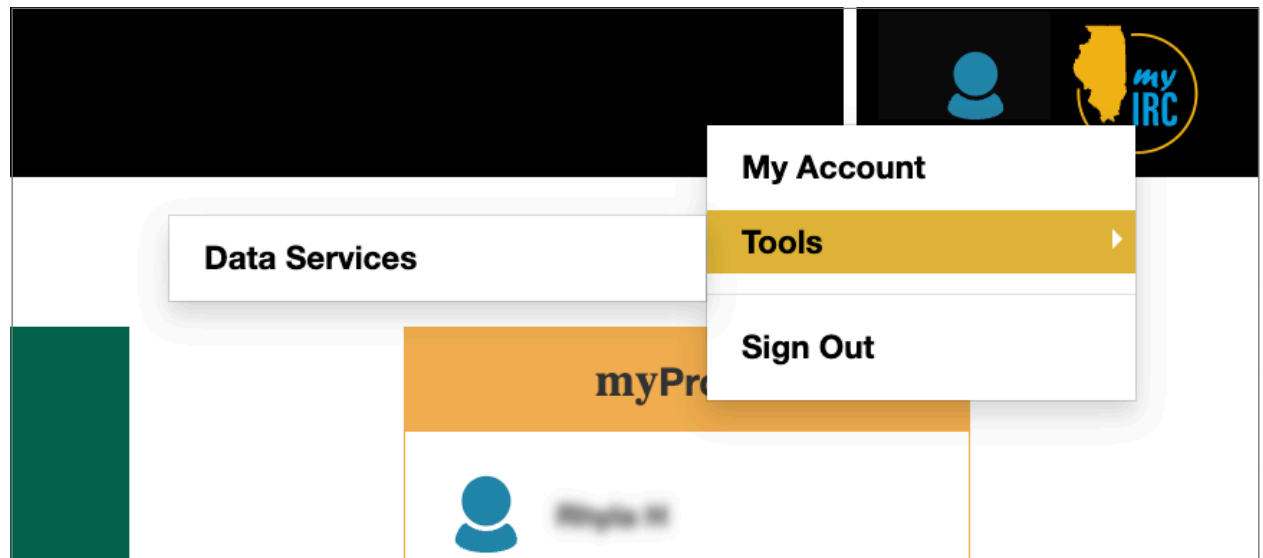
After everything is updated in EIS, that data is sent to MyIRC on a regular basis.

MyIRC ingests this data and authorizes access to My Data Dashboard. This process can take a few days.



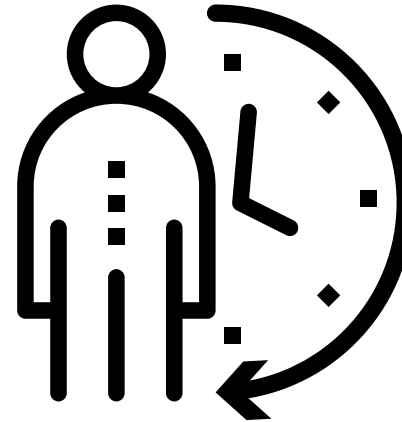
Now that the information is within MyIRC, can I manage my role access in MyIRC rather than EIS?

All user roles and access control is passed to MyIRC by EIS. Managing user roles is no longer possible within MyIRC.



MyIRC and EIS

School year rollover happens every summer where EIS positions from the previous school year are ended and new EIS positions for the current school year must be entered into EIS. The district's EIS coordinator will have to ensure that EIS positions, and subsequent roles, are entered into EIS for the current school to have continued access to My Data Dashboard.



SECTION 3

Add IEIN within ELIS

Add IEIN in ELIS

The user must exist with an IEIN in ELIS prior to creating an employment record for them in EIS.

If the user is not found in ELIS, the error message to the right will appear on screen within EIS.

Employee must be in ELIS before you can add an EIS employment record.

Anyone can create an IEIN in ELIS. You just need to create an account via <https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx> and follow the prompts to be assigned an IEIN.

Illinois State Board of Education
Dr. Steven Isoye, Chairman Dr. Tony Sanders, State Superintendent of Education

WAS - ELIS for EDUCATORS WAS - ELIS for EDUCATORS WAS - ELIS for EDUCATORS WAS - ELIS for EDUCATORS

ELIS Log In Page

Already have an account? Login Here:

Login Name

Password

Remember Login Name

LOG IN

[Forgot Your Password?](#)

If you have forgotten your login name or password, click on the link below.

[Find Login/Password](#)

[CLICK HERE FOR FIRST TIME ACCESS TO THE ELIS SYSTEM](#)

ELIS (Educator Licensure Information System) is now replacing ECS (Educator Certification System).

You will be directed to create an IWAS for Educators account to instantly access ELIS and view your credentials. After successfully creating your account, you will be able to log in on the left side of this page anytime to access your information.

Need Help?

If you need help with logging in, the sign up procedure or your password, please click on the link below.

[Help](#)

Add IEIN in ELIS (cont)

Enter the required information on the "Sign Up" page and click continue.

ELIS for Educators Account Sign Up

Required

First Name

Last Name

Date of Birth mm/dd/yyyy

Enter either SSN or IEIN

Social Security Number No hyphens

OR

IEIN

Login Name

Password

Confirm Password

Email Address

Secret Question

Answer

Broadcast Email

Email Type

Add IEIN in ELIS (cont)

You'll get a confirmation pop-up once complete, and click "Submit."



Illinois State Board of Education
Dr. Steven Isoye, Chairman Dr. Tony Sanders, State Superintendent of Education

I W A S - ELIS for EDUCATORS I W A S - ELIS for EDUCATORS I W A S - ELIS for EDUCATORS

Account Sign Up Confirmation

First Name
Last Name
Date of Birth
SSN
IEIN
Login Name
Email Address
Secret Question
Answer

Submit Edit

You'll get another confirmation and at this point you can return to EIS to add the user and assign the Ed360/MDD user role or you can click "Create My Account" and be taken to the ELIS system.



New User Account Confirmation

If you have never registered with the Illinois State Board of Education (ISBE) in the past and would like to create a new user account, click on the **'Create New User Account'** button below.

If you have registered with ISBE in the past and believe that your information should be on record with ISBE, please click on the **'Edit My Information'** button to review your personal information for accuracy.

If you continue to see this message, please contact the Help Desk at 217/558-3600 for further assistance.

Create My Account Edit My Information

SECTION 4

500 Error Message

500 Error Message

The image to the right shows another common system error.

A "500 Oops" happens when your computer is trying to use a cached page of the website. Try logging in with a different browser or incognito window, go to www.illinoisreportcard.com and click on the Login button at the top right, this should refresh your cache. Alternatively, please try clicking the logo on the top left on the 500 page and that may refresh the page.



SECTION 5

How to Change User Roles for MDD

How to Change User Roles for MDD

Roles for MyIRC can now be assigned in ISBE's EIS application.

If you need My Data Dashboard, DRVT, and Ed Preview access, choose a District or School Administrator role, depending on the level you need. Once it has been changed in EIS it may take 24 to 48 hours to reflect the change in the MyIRC.

If you already have a position in EIS, you can simply add the Ed360 role as you see in the sample to the right:

After logging into IWAS, go to System Listings > Reporting > select Employment Information System (EIS), then select the Employment Position Tab.



Select the employee you want to add a role for.

	IEIN	Employee
Select		Jolie, Angelina
Select		Pitt, Bradley
Select		Winfrey, Oprah
Select		Owen, Clive
Select		Holtorf, Andre

Click the Edit option (if the Edit option is not available to you it is because you have read only access in EIS and will need to contact someone in the district with Write access to make the change).

	Position Code	Position
Edit / Remove	200	Teacher

Here is where you add the Ed360 role. Remember to click OK.

Positions for School Year 2025

*Position Category: Administrative

*Position: General Administrator or General Supervisor

*Start Date: 7/1/2024

*Percent of Full Time: 100

*Ed360 Role: -- Select --
-- Select --
District Administrator
ROE Administrator
School Administrator
Teacher

Cancel OK

How to Change User Roles for MDD (cont)

Then click Submit and Return to Search at the end.

Employee Positions within the

	Position Code	Position
Edit / Remove	200	Teacher

BACK

SUBMIT and Return to Search *You MUST Click*

SUBMIT and View Salary

If you do not already have a role in EIS here are the instructions for adding one:
[Lesson #2 Adding and Employee & Position](#)

For non-certified staff, for whom you have used a 902 position, you can enable access to MyIRC by using the information as seen below

Positions for School Year 2023

*Position Category	Ed360User		
*Position	Ed360 User		
*Start Date	XX / XX / XXXX	* Percent of Full Time	
*Ed360 Role	-- Select -- -- Select -- District Administrator ROE Administrator School Administrator Teacher		Cancel OK

III.

A General Overview of MDD Metric Visualizations¹

¹ Note: Not all users will necessarily see all visualizations – depends on user role and configuration of the school/district. See details within each visualization description or within the chart above.

Introduction

The presentation of data in MDD follows a consistent progression designed to support your diverse needs for data based on the structure of your own program improvement analyses.

Explanation

For most metrics in the system, the screen set will open with an “Explanation.”

Explanations are essential summaries of the [business rules](#) that drive the calculations for each metric.

Each Explanation will be broken down into Steps that deconstruct the process involved within the calculations.

Each Step that presents elements of the calculation will refresh your understanding of the data for the entity you are examining by presenting those elements using authentic, entity-specific data.

Links are also provided to business rules for the metric you are reviewing, and to this MDD User Guide. Click “View Data” at any time to jump directly to data visualizations for the selected metric.

Chronic Absenteeism

Chronic Absentee Rate is the percentage of students that are identified as chronically absent. A student is “chronically absent” if they missed 10 percent or more of the school year regardless of excuse. Click through the steps to learn more about the Chronic Absentee Rate Calculation.

Explanation

Step 1 Step 2 Step 3 Step 4

- **First, determine if a student is chronically absent student?**
 - A student¹ must have an associated enrollment of at least 11 consecutive days
 - A student is Chronically Absent if Absent Days² Divided by total Enrollment is Greater than or equal to .10

NOTES:

- ¹Private Schooled students are excluded.
- ¹A Student must be in grade 1-12
- ²Absent days is the sum of Days Absent Excused and Unexcused.
- To see a list of school calendar codes and if they count as a student attendance day, go to page 199 [here](#).

TECHNICAL DOCUMENTS [VIEW DATA](#)

Explanation

Step 1 Step 2 Step 3 **Step 4**

- **Multiple the result by 100**
 - 1782 of chronically absent/ 6173 enrollment = **28.9 %**
 - This number represents the chronically absent rate

Note: What attendance code count for this metric? How is it different than chronic truant?

- The attendance codes that count for Chronic Absent are “days absent – unexcused” and total “days absent – excused”
- The only attendance code that counts for Chronic Truant is “days absent - unexcused”.

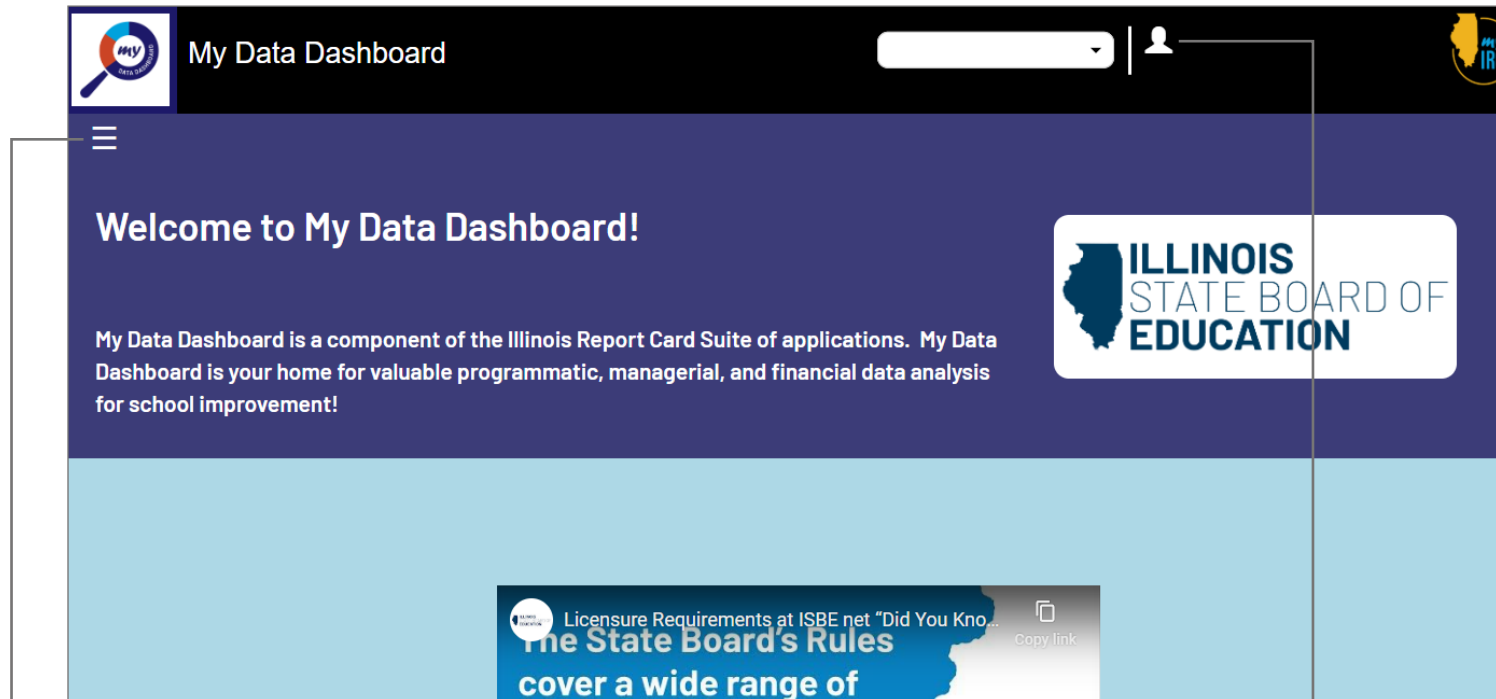
Note: Source of this metric:

- Student Information System – Student Attendance Records
- Please see this SIS presentation found [here](#).

TECHNICAL DOCUMENTS [VIEW DATA](#)

How to read MDD Displays

This aid will provide an overview of the metric visualizations within My Data Dashboard. The intention is that these visualizations will improve the usefulness and user-friendly aspects of working with your data by including additional data including trend/cohort data. This way of accessing data will draw a stronger connection to the data that is reported on the Report Card while giving users the raw data in a variety of views to allow them to better understand and use that data. All standard metric displays follow a very similar flow and ability to access data.



Use the hamburger menu to select the desired screen to navigate to within the tool

Click on the person icon to access settings.

Note: View additional resources, including how to videos on [www.https://www.isbe.net/mydashboard](https://www.isbe.net/mydashboard). Get additional help at anytime by emailing mydashboard@isbe.net.

Snapshot Display

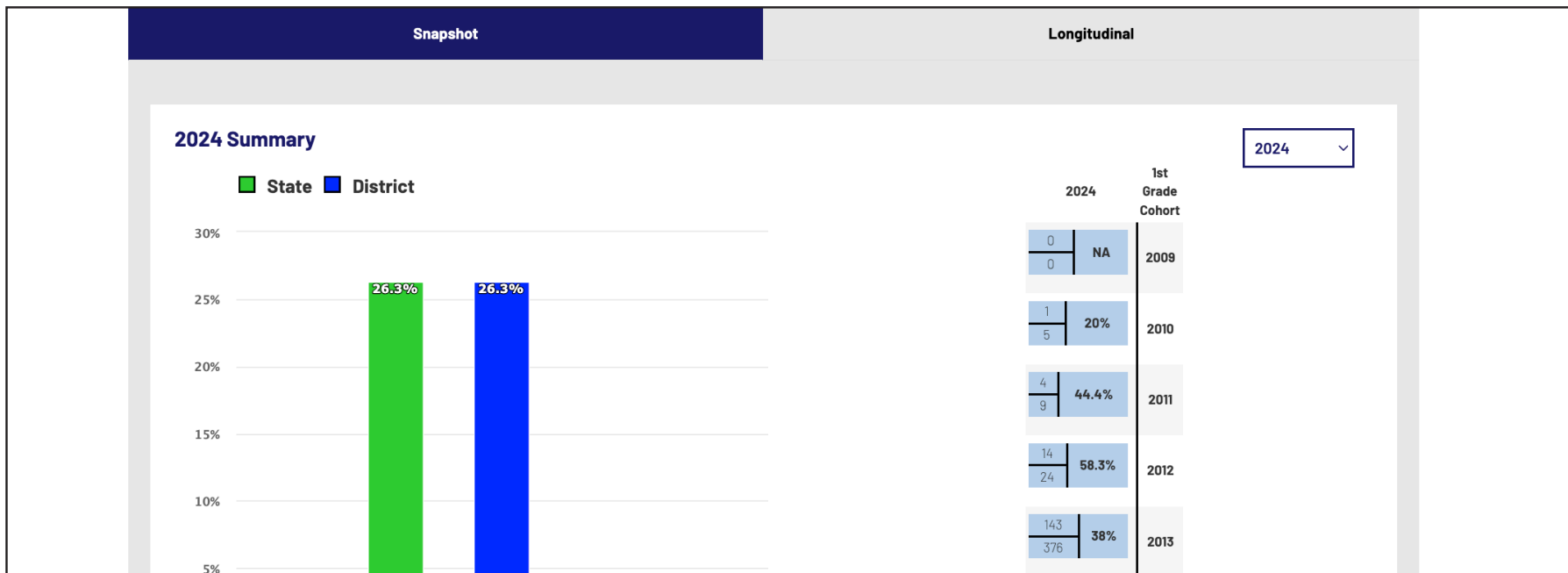
MDD metric visualizations will open with a Snapshot view in any case where the metric was included on the public facing Illinois Report Card (IRC). Tabs provide the option of looking at snapshot data (one year's data) or longitudinal data (data for this metric over time).

In most cases the default Snapshot visualization will retain the style of display used on the IRC.

As previously noted, these IRC visualizations are based on entity-wide reporting within a given school year. The visualizations will generally be enhanced with information not included in the IRC; in the example below the visualization mouseover included disclosure of both the numerator and denominator used in the calculation underlying the IRC display.

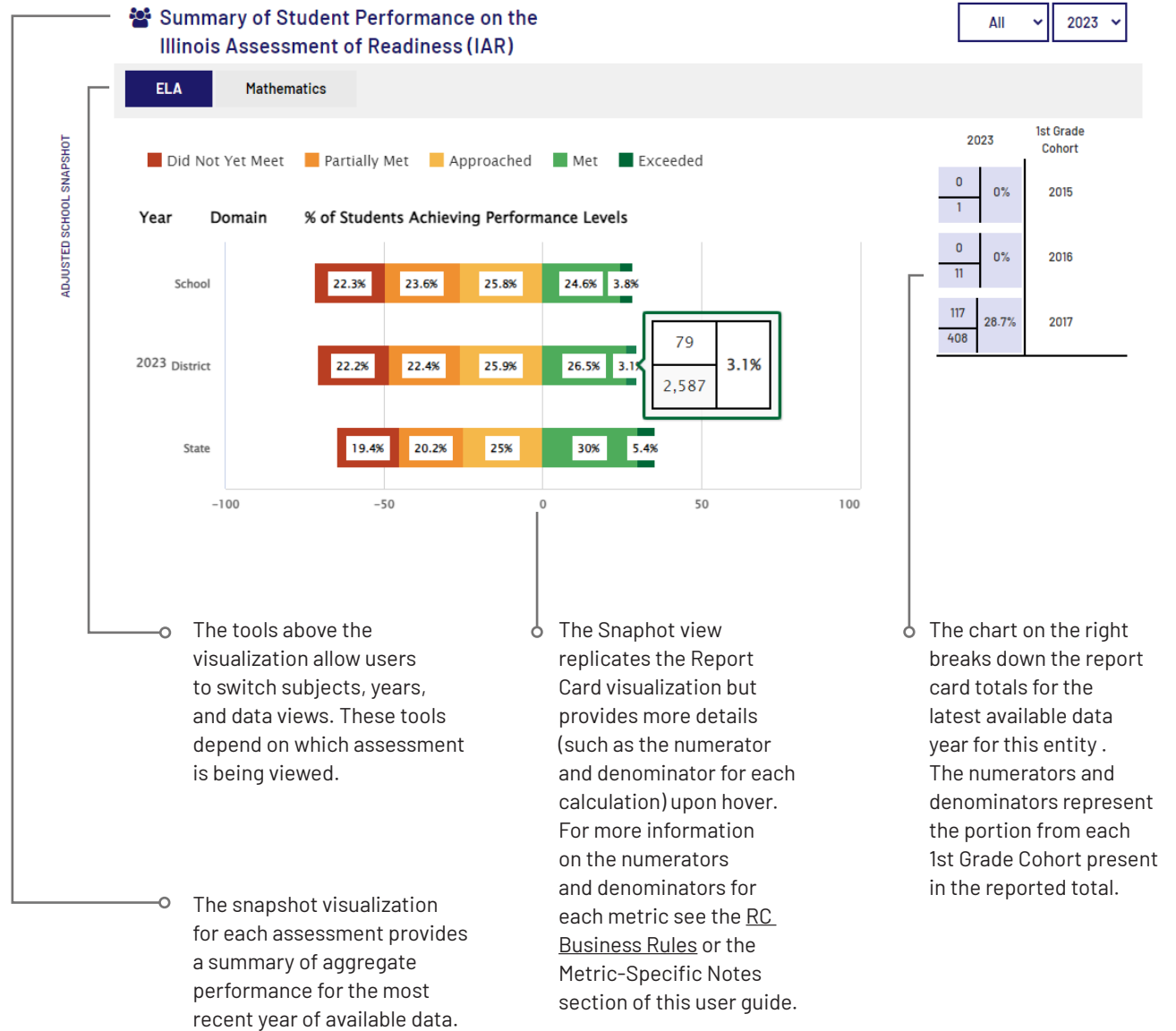
In addition, these IRC visualizations are enhanced with a new display on the right side of the screen. This display will deconstruct the aggregate entity-level information based on the 1st grade cohorts operating within that entity, providing a functional sub-calculation (numerator and denominator) for each.

Use the dropdown menu for year selection to view individual reporting years of historical aggregate data.



How to read Snapshot Displays

There are several ways to determine where to focus school improvement efforts using the data and visualizations in My Data Dashboard. First, look at snapshot data—that data shows how the district (or middle school in this instance) in the aggregate is doing comparatively for the selected reporting year. The cohort view on the right provides details on how cohorts of students performed on the assessment in the given year.



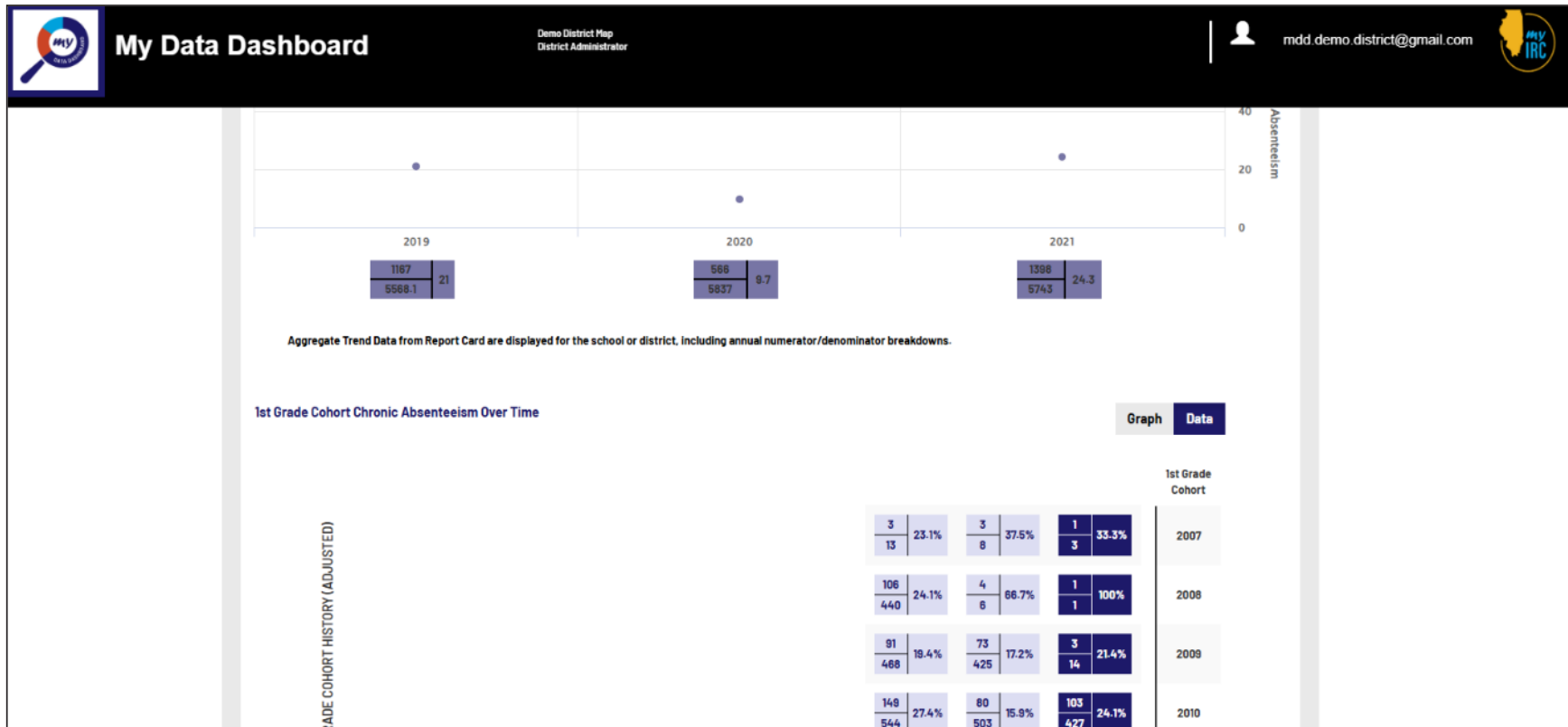
Longitudinal Data Display

These views provide aggregate trend data from the Report Card as well as the data for the 1st-grade adjusted cohort over time. Users can use these views to further explore the calculation and longitudinal data within the Report Card metric as well as how students were captured within the metric within a given year.

Aggregate trend data from Report Card are displayed for the school/district at the top of the page with annual numerator/denominator breakdowns below visualization.

Users will see the display of annual adjusted cohort data. Each cell on the left of the display represents the portion of a 1st-grade cohort that was a part of the numerator or denominator for this district in a given year. The warehouse can currently only support data back to 2019, but these cohort streams will continue to build moving forward.

The right column shows the aggregated total for each 1st-grade cohort that still has any students present in the school/district.



How to read Longitudinal Data Displays

Within the tool, it is possible to view district or school(s) performance over time, or by grade level with the respective longitudinal data tabs. Unlike the snapshot that shows trends, the cohort visualizations show us the performance of a particular cohort of students. Within the Longitudinal tabs, in the cohort visualization, shifts in performance can be analyzed at the student group level, which is a more accurate reflection of performance and growth over time than annual snapshot data.

Summary of 1st Grade Cohort Student Performance on IAR by Report Card Year for Meets and Exceeds

1st Grade Cohort (Adjusted)

		2019				2021				2022				2023				1st Grade Cohort
0	0%																	2011
94	28.5%																	2012
100	26.2%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	2013		
382		15		1		1		1		1		1		1		2014		
84	22.6%	81	21%	3	14.3%	81	21%	3	14.3%	81	21%	3	14.3%	81	21%	2015		
371		385		385		385		385		385		385		385		2016		
118	31.7%	79	20.4%	101	23.5%	4	13.8%	101	23.5%	4	13.8%	101	23.5%	4	13.8%	2017		
372		388		430		29		430		29		430		29		2018		
117	33.1%	68	20.1%	84	20.6%	118	29.4%	68	20.1%	84	20.6%	118	29.4%	68	20.1%	2019		
354		338		407		402		338		407		402		338		2020		
118	33%	80	22.7%	101	24.2%	118	28%	80	22.7%	101	24.2%	118	28%	80	22.7%	2021		
358		353		417		421		353		417		421		353		2022		
		59	16.9%	121	29.2%	143	33.6%	59	16.9%	121	29.2%	143	33.6%	59	16.9%	2023		
		349		414		425		349		414		425		349				
		69	22.1%	88	24%	122	32.7%	69	22.1%	88	24%	122	32.7%	69	22.1%			
		312		366		373		312		366		373		312				
				82	22.2%	128	33.2%			82	22.2%	128	33.2%					
				370		385				370		385						
				1	100%	89	24.7%			1	100%	89	24.7%					
				1		360				1		360						

Graph Data

Toggle between graph and data to view raw data.

Data contained within the cohort longitudinal data charts includes which cohort students that met or exceeded performance standards in a given year.

This chart breaks down the totals based on a cohorts of students in the district or building during the year being reviewed. This cohort tracks those students longitudinal data on a metric over time.

Roster

This view provides you with the ability to see student-level roster data related to the metric you are exploring. Viewing and hiding the roster display is accomplished by clicking on the same button in the center of the screen below the Longitudinal data table.

You can use the filter set to further refine results and do analysis of performance for various configurations of students.

The roster view is broken up into three distinct sets of columns.

- Columns in the Current section reflect the current school year’s demographic information available to MDD from ISBE’s data warehouse. N/A will appear in the Current columns when the student has exited and no longer has active enrollment in the school but is present in the Report Card records for the year being reviewed.
- Columns in the center section of columns (named after the metric, so in the illustration above named Chronic Absenteeism) contain data drawn from the most current data reporting year available to the system.
 - Data in MDD is refreshed after publication of each year’s Illinois Report Card, which takes place annually in October, so MDD’s reporting data set moves forward in November each year. (example: SY2024 report card snapshot data became available in MDD in November of 2024. Until then the Chronic Absenteeism data would have been from SY2023.)
- Columns in the Report Card section reflect the demographic information captured for the students in the roster for the selected reporting year.
- Demographic information in the Current and Report Card columns will largely align with one another, but in various circumstances name changes or changes to demographic data (name, gender, etc.) or program data (IEP status, etc.) will be reflected if you perform a close comparison. Based on the nature of your analysis these differences could be impactful, and so both sets of demographic and program data are always provided with metric rosters.

Displayed results can be quickly sorted based on any column in the display by clicking on the column header. Sorts can be ascending or descending.

Results are paginated, and controls allow for movement between those pages.

Your ability to view current and historical roster data is connected to your user role in the system.

Some metrics by their nature provide information for students who are no longer part of the entity whose data you are examining/analyzing. In those cases current data columns at the roster level are not available/populated, as the students are no longer your current students.

- Example: you are examining records for a K-8 school related to 8th graders passing Algebra I. The basic data structure for the site means the report card data you are viewing is for the previous academic year, and the 8th graders who were part of the numerator and/or denominator in the previous year’s calculations have largely transitioned to high schools served by this school. “Current” demographic information would therefore largely not be available for this school for those students.

HIDE STUDENT ROSTER

✕

Enter Student Firstname or Lastname Filters SHOW/HIDE COLUMNS EXPORT CURRENT REPORTING YEAR

* Filters will be applied only to current year demographic columns

CURRENT										CHRONIC ABSENTEEISM				REPORT CARD					
First Name	Last Name	SIS ID	Gender	Grade Enrolled	Race/Ethnicity	IEP	LI	EL	Homeless	1st Grade Cohort Year	Included in the report card numerator Y/N	Change in rate of absences over previous year	Change in rate of absences over previous 3 years	First Enrollment School Year in District	Excused Absences/Total Absences (%)	First Name	Last Name	Gender	Race/Ethnicity
First Name	Last Name	111000222	Female	Grade 12	White	Y	Y	N	N	2009	Y	28.5				First Name	Last Name	Female	White
First Name	Last Name	111000222	Female	Grade 12	White	Y	N	N	N	2009	Y	-26.2				First Name	Last Name	Female	White
First Name	Last Name	111000222	Female	Grade 12	Black or African American	Y	Y	N	N	2009	Y	28.2				First Name	Last Name	Female	Black or African American
First Name	Last Name	111000222	Male	Grade 12	Black or African American	Y	N	N	N	2009	N					First Name	Last Name	Male	Black or African American
First Name	Last Name	111000222	Female	Grade 12	White	Y	Y	N	N	2010	Y	-0.5				First Name	Last Name	Female	White

How to read Roster Displays

Schools or districts will be able to see rosters of students who made up the reported population for any particular metric. The roster display will change based on the metric being viewed. Results are paginated, and controls allow for movement between those pages. FERPA considerations will situationally require the suppression of data from rosters; see the Metric-Specific Notes section of this user guide for reference is you encounter data suppression in a roster you are viewing and want additional details.

A robust filter set will be available to refine displayed results.

Displayed results can be quickly sorted based on any column in the display by clicking on the column header. Sorts can be ascending or descending.

Legend: ■ Did Not Yet Meet ■ Partially Met ■ Approached ■ Met ■ Exceeded

Search: Enter Student Firstname or Lastname or SIS ID Filters

Filters will be applied only to current year demographic columns

Subject: SUBJECT SCHOOL GRADE ENROLLED ALL

Demographics: RACE/ETHNICITY GENDER LOW INCOME IEP EL HOMELESS WITH DISABILITIES 1ST GRADE COHORT YEAR

CURRENT												IAR							
First Name	Last Name	SIS ID	Gender	Race/Ethnicity	IEP	LI	EL	Grade Enrolled	Homeless	With Disabilities	1st Grade Cohort Year	Included in Participation Numerator	Included in Participation Denominator	SGP	Proficiency Level	First Name	Last Name	Gender	Race/Ethnicity
First Name	Last Name	111000222	Male	Hispanic or Latino	N	Y	Y	Grade 7	N	N	2018	Y	Y	37	2	First Name	Last Name	Male	Hispanic or Latino
First Name	Last Name	111000222	Male	Hispanic or Latino	N	Y	Y	Grade 7	N	N	2018	Y	Y	64	2	First Name	Last Name	Male	Hispanic or Latino
First Name	Last Name	111000222	Male	White	N	Y	N	Grade 5	N	N	2020	Y	Y		3	First Name	Last Name	Male	White
First Name	Last Name	111000222	Male	White	N	Y	N	Grade 5	N	N	2020	Y	Y		3	First Name	Last Name	Male	White

Use the show/hide column feature to narrow the focus and view data more concisely on the page.

There is an export function that will allow users to download this data for further analysis.

IV.

Key MDD Concepts 1st-Grade Cohort

There are certain concepts or constructs that play a more significant role in MDD than in other applications within the Illinois Report Card suite. In support of the expanded and/or distinct role they play within MDD, additional information is being provided here to assist in resolving questions that may come up during your use of MDD.

1st Grade Cohorts

Definition

- In order to track a cohort of specific students' progress over time on various metrics, a 1st-grade adjusted cohort have been established. Inclusion within the cohort takes into consideration transfers in and transfers out and other factors as outlined by the business rules below.
 - If a student transfers out of the district after October 1 of current school year (for example, after 10/1/2021) but before May 1 of the current school year (5/1/2022), then that student is excluded from the 1st-grade adjusted cohort. See transfer out details under "Determining the Denominator for the Calculation."
 - If a student transfers into 1st grade after October 1 but before May 1, then that student is included in the 1st-grade adjusted cohort.
 - If a student that is in kindergarten prior to October 1 but subsequently is promoted to 1st-grade before May 1 and exited out of kindergarten and enrolled in 1st-grade, then that student is included in the 1st-grade adjusted cohort.
 - If a student is promoted from kindergarten (school year 2011) to 2nd grade (SY 2012) after October 1 but before May 1, then that student is included in the (SY 2011) 1st-grade adjusted cohort.
 - If a student enters a district after 1st grade (for example 3rd grade in SY 2013), count back to when that student would have traditionally been in 1st grade. Assuming one grade promotion each year, then that student is included in the (SY 2011) 1st-grade adjusted cohort.

- A 1st-grade cohort for a school is established by the first year the student enters 1st grade.
- The first year that has been identified for a 1st-grade cohort within the ISBE data warehouse is SY 2007-08 (using schoolyearID). Insufficient data exists for cohort identification before that time.
- Private school data is excluded from snapshot and cohort calculations.

Source(s) of Data

- Where does the data come from?
 - Student Information System (SIS) Enrollment
 - SIS Entry/Grade Level
 - Enrollment/Entry Type

Business Rule(s)

- Determining the Adjusted 1st-Grade Cohort Year

The rules are:

- If the student is in SIS prior to 1st grade, the student is considered part of a 1st-grade cohort when the entry grade is Grade 1 with one or more enrollments that begins on or before October 1 of the school year and the student has:

- One or more enrollments that ends after May 1 of the school year:
 - ▶ If a student is enrolled on or before October 1 and exited on or after May 1 and entry grade is 1st, the first grade cohort year is that school year.
 - ▶ If a student is enrolled and exited prior to May 1 and entry grade is 1st, the first grade cohort year is not that school year.
 - ▶ If a student was enrolled in kindergarten on or before October 1 and sometime after enrollment was promoted to 1st grade, the first grade cohort year is that school year.
- If a student is promoted from kindergarten directly to 2nd grade (or other grade), the first grade cohort year is that school year in which they were promoted out of kindergarten.
- If a student is enrolled after the 1st grade year, the first grade cohort year is determined by counting back the years, assuming one grade promotion per year, based on the grade they are enrolled in until that student would have been traditionally in 1st grade if they had been enrolled then (assuming each school year the student was enrolled in the next grade in the past). For example, if a student is home-schooled (or an international student) until 5th grade and then enters the public school system in the 6th grade, that student's 1st-grade cohort would be five years prior to the year they were enrolled in SIS for the first time in 6th grade.
- End-of-year enrollment snapshot will be used to calculate the first grade cohort year. This is similar process to adjusted cohort for graduation rate.

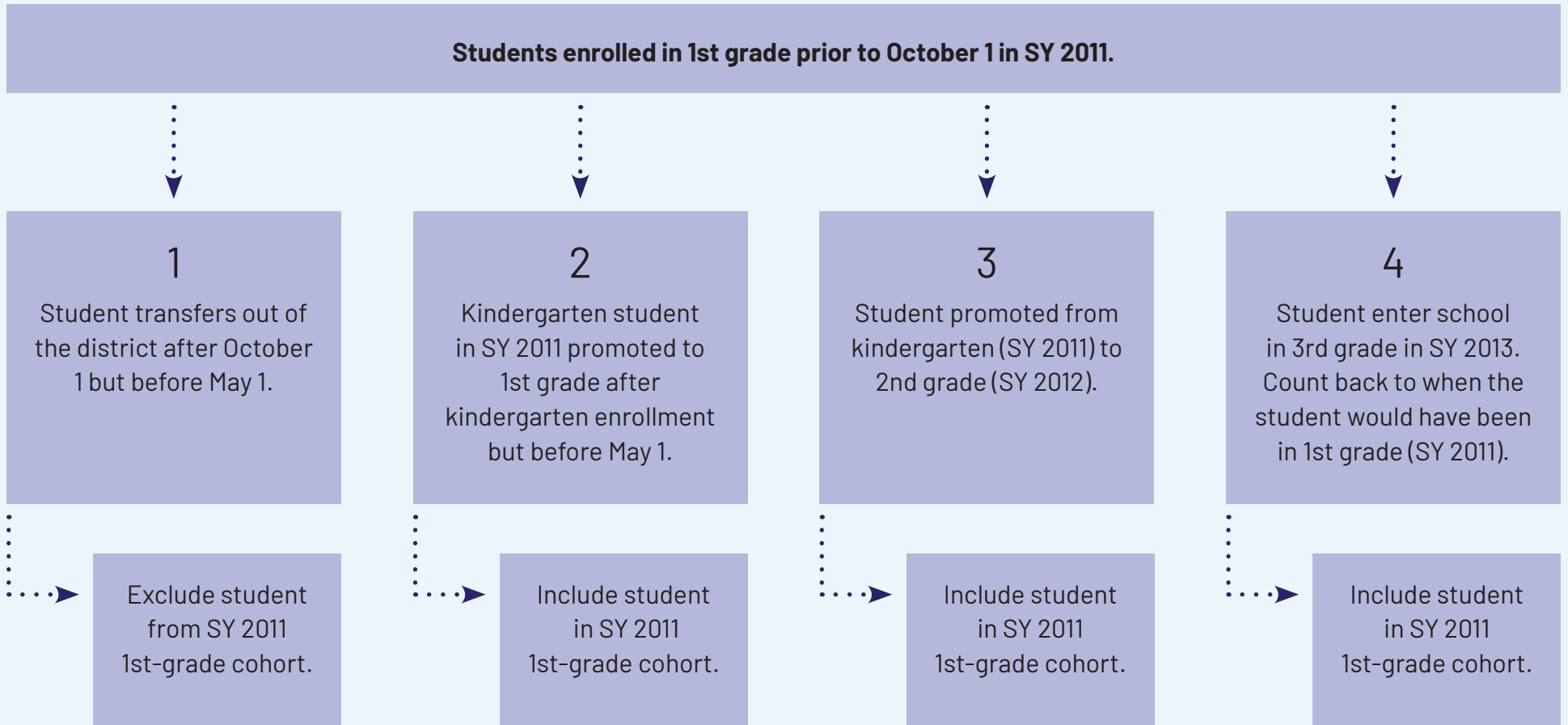
- Determining the Denominator for the Calculation

The denominator for the calculation is then the number of students in the original cohort plus the number of students transferring in minus the number of students transferring out.

For a given year:

- Original cohort is the number of students whose cohort year matches the year of Entry/Grade level SIS code of 01: Grade 1 within a given year.
- Transfers in are the number of students who joined the cohort after October 1 and whose school on the last enrollment is the reporting school. For students with multiple transfers, the only one of interest is the first transfer out of the original cohort and the last transfer in.
 - ▶ A 1st grade student is enrolled within a District A prior to October. 1. However, this student transfers to District B after October 1 but prior to May 1. This student is now part of District B's 1st-grade adjusted cohort.
- Transfers out consists of two distinct groups.
 - ▶ The first group consists of the students from the original cohort group whose last school attended is different than the first school attended. Regardless of the exit code, these are considered to have transferred out with a verified transfer.
 - ▶ The second group consists of the students whose the last enrollment prior to reporting year has an exit type code of:
 - 01 Transfer to another public school district (now retired).
 - 02 Transfer to another public school within the district.
 - 03 Transfer to home schooled.
 - 04 Transfer to private school.
 - 07 Death.
 - 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.
 - These are students that require the school to have documentation of the transfer.
- The denominator for the calculation is then the number of students in the original cohort plus the number of students transferring in minus the number of students transferring out.

Adjusted 1st-Grade Cohort Examples



System Access/Data Visibility

You're not likely to be surprised by the knowledge that MDD includes information that you can't see. The overwhelming majority of users in the system only have legitimate interests in connection to the data available for a single district, or perhaps more narrowly the data for a single school.

MDD includes three distinct domains of information: student data (academics, etc), educator data (licensure, etc), and district financial data. Again, it should make sense that not all users have access to all three of these domains of data for the entity providing them MDD access.

Finally, protections on the privacy of data sometimes limit access systemwide based on the nature of the combination of metric being reported and the students whose data constitute that metric data, as was previously explored in discussing the design of MDD visualizations.

This table represents a limited exploration of the user roles present in MDD and resulting impacts on data visibility:

Role	Scope	Historical Student*	Educator	Financial
District Administrator	District**	Yes	Yes	Yes
School Administrator	School**	Yes		No
ROE Administrator	Districts and schools in region**	Yes		No
District Financial User	District**	No	No	Yes
Teacher	There is no teacher role currently available in My Data Dashboard. To enable access to MDD for teachers with a school-wide role, designate them as a school administrator in the ED360 Role field in EIS.			

*"Historical" students are defined as having active enrollment status for one or more courses in SIS during one or more Report Card snapshot periods included in the reporting.

**Users may have access to more than one School/District/Region if they have employment records in EIS substantiating their roles with multiple entities.

V.

**MDD Summative
Designation User
Quick Guide**

How to Access My Data Dashboard (MDD)

Where can I can find My Data Dashboard?

My Data Dashboard (MDD) is housed within the MyIRC platform.

How do I log into to MyIRC?

To log into the MyIRC / MyIPP platform where the My Data Dashboard tool lives, you'll need to first visit the Illinois Report Card website at www.illinoisreportcard.com. Click the "Login" button in top navigation bar, on the far right side of the screen.

Where can I find additional support to access the tool?

Please refer to the How To Access My Data Dashboard quick guide for specific steps to access the tool at <https://www.isbe.net/Documents/How-to-Access-My-Data-Dash.pdf>

MDD Summative Designation Quick Guide

My Data Dashboard now includes additional data and tools to allow users to better understand their Summative Designation and identify opportunities for program improvement. Similar to previous metrics featured in My Data Dashboard, the goal is to enhance and expand upon the publicly available data found in the Illinois Report Card.

This brief guide will illustrate the various features and functionalities offered within the Summative screens of MDD.

My Data Dashboard Features:

- **Secure Platform:** My Data Dashboard is a secure platform that enables the inclusion of detailed information, such as individual student performance on summative indicators.
- **Data Availability:** Summative Designation details in MDD are updated annually following the release of the Report Card.
- **Notes on User Access:** Currently, the Summative Designation section is only available for District Administrator users but will be available to users with other roles in the future.

Access the Summative Designation screens

As more details are incorporated into My Data Dashboard, the menu for accessing this data consistently grows and undergoes refinement. There is an entirely new section available now to access the Summative Designation section within the MDD tool. To access it, click on **Summative** in the left-navigation menu. To explore information about previously released metric deep dives like Chronic Absenteeism and ACCESS, select the Academics option from the left-navigation menu.

HOW TO USE THIS INFORMATION

Use the hamburger menu to select the desired screen to navigate to within the tool. Summative has its own section where assessments, for example, are found within the Academic section of the menu.

The screenshot displays the My Data Dashboard interface. At the top left is the 'My Data Dashboard' logo. The main header area contains the text 'My Data Dashboard' and a search bar. On the right side of the header, there is a user profile icon and the 'my IRC' logo. A dark blue navigation menu is open on the left side, listing the following options: Home, Schools, Educator, Academics, Summative (highlighted with a red border), and Finances. The main content area features a large 'Dashboard!' heading, the Illinois State Board of Education logo, and a brief description of the tool's capabilities. At the bottom, there is a banner for 'The State Board's Rules' with a 'Copy link' button.

Landing Page

District users with access to all schools within their district can utilize the simple drop-down feature to switch between schools. This will allow them to analyze performance on indicators contributing to summative designations and identify opportunities where schools may share common features, facilitating mutual support.

Once users enter the My Data Dashboard Summative Designation section, they will find a familiar way to search for and access the particular school of interest. Similar to the Illinois Report Card, users can start typing the name of a school into the search field, and the tool will display a list of schools that match those parameters. Alternatively, users can use the drop-down arrow to expand and see a list of all schools within the district. Within that list, users can see (1) the name of the school, (2) the grade span (ES = Elementary/Middle School or HS = High School), and (3) the Summative Designation for that school. Schools with dual designations will be listed twice in the drop-down with the corresponding designation for each grade span.

Note: Please note that at the bottom of the search box, there are links to PDF document resources for further information.




HOW TO USE THIS INFORMATION

District users who can access all the schools in their district can use the simple drop-down feature to quickly switch between schools to conduct an analysis of performance on indicators that contribute to summative designations and look for opportunities where schools may share common features and be able to support one another.

Summative Designation

Schools receive an annual summative designation on the Illinois Report Card. The designation is based on the school's overall data, and the data for each student group, for all of the accountability indicators. Summative Designations are calculated by assigning each school points for every accountability indicator, such as graduation rates, chronic absenteeism, and academic growth. The indicators are weighted, meaning, each indicator is worth a different number of total possible points.

Find Your School

[REPORT CARD BUSINESS RULES](#)  [MDD USER GUIDE](#)  [SUMMATIVE DESIGNATION BUSINESS RULES](#) 

Explanation Page

Similar to previously released metrics within MDD, the aim is to enhance the user's understanding of how each metric is computed by incorporating an explanation section. This objective persists within the Summative Designation section as well. However, given the complexity of the calculations involved, the steps are divided into four expandable sections with detailed information.

Within this part of the tool, users can review each step that is needed to determine a school's Summative Designation. Users have the option to export these explanations into a PDF document by clicking the PDF icon located on the right side of the page.

HOW TO USE THIS INFORMATION

Use the detailed explanations to better understand the nuances of summative calculations by exploring each step along the way.

The screenshot shows a web interface for 'Summative Designation: Demo HighSchool Map1'. At the top right, there are 'TECHNICAL DOCUMENTS' and three PDF icons. Below this is a paragraph explaining the 4-step process. A navigation bar contains 'Explanation', 'Aggregate Score', 'Distribution Chart', and 'View Roster'. The main content area is titled 'Summative Designation' and features a section 'How Score is Calculated' with a PDF icon. This section contains a numbered list: 1. Raw Performance +, 2. Indicator Score +, 3. Weighted Index Scores +, and 4. Summative Designation -. Below item 4, there is a sub-section 'a. Elementary/Middle Designations' with a sub-item 'i. Lastly, all elementary or middles schools are rank ordered with an Elementary School (ES) index score by the 'all' index score from highest index score to lowest'. A red box highlights the 'How Score is Calculated' section in the screenshot.

How Score is Calculated

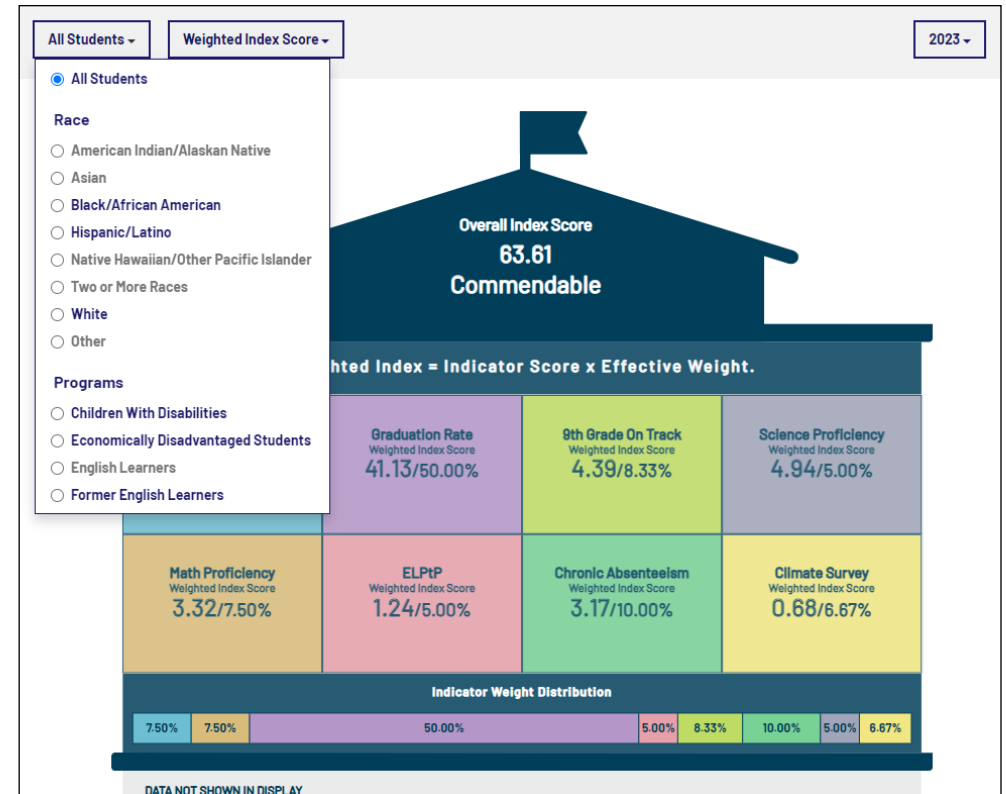
1. Raw Performance +
2. Indicator Score +
3. Weighted Index Scores +
4. Summative Designation -

Aggregate Score Page

The first step in exploring a school's designation is represented within a House visualization, where the overarching designation and score are included in the pergola, and each unique indicator with the corresponding score is included within the body of the House. The weighted distribution of each indicator is included in the footer and in the denominator within each indicator box. Users can see Indicator Score, Weighted Index and Indicator weight on mouse hover on any indicator box. As is the case in the Report Card visualization, within My Data Dashboard, users can quickly refresh the visualization by using the filters in the upper section of the page. Users can update the House visualizations to reflect the performance of different student groups or switch entirely from viewing the Weighted Index Score to viewing the Indicator Score.

HOW TO USE THIS INFORMATION

Explore performance for each student group by both the Weighted Index Score and Indicator Score to better understand the overall performance of the school. The Indicator Weight Distribution bar at the bottom of the House visualization illustrates which indicator has the most impact on the summative calculation. If an indicator is missing, that is noted below the house and the weight of that indicator is redistributed among the remaining indicators.



Aggregate Score Page (Cont.)

A feature available exclusively in MDD is the inclusion of a dynamic data table located below the house visualization on the **Aggregate Score** page. Here, users can see all the data that is used to calculate the Summative designation score by student group and indicator. Users can select multiple available demographic groups as applicable, which populates three rows that provide the Effective Weight used for the indicator, (2) the Indicator Score for that student group per indicator, and (3) the Weighted Index for that student group per indicator. Effective weight shows the weight used when any indicator is missing from the summative calculation. Therefore, the weight of that indicator is redistributed among the remaining indicators, resulting in the effective weight. If a student group is grayed out in the filter drop-down, that is an indication that that student group did not exist in sufficient numbers to be included in the Summative calculation. Lastly, a Summative Score for each student group is provided. This data table can be exported in a variety of formats, including PDF, Excel, and CSV, allowing users to distribute and/or download the details for further analysis.

HOW TO USE THIS INFORMATION

Seeing all the data related to each student group for each indicator allows users to have a comprehensive view of how summative designations are calculated and find leverage points for improvement.

Student Group	Data Type	Graduation Rate	ELA Proficiency	Math Proficiency	Science Proficiency	EL Progress to Proficiency	9th Grade on Track	Chronic Absenteeism	Climate Survey	Summative Score
	<i>Standard Weight</i> ⓘ	50	7.5	7.5	5	5	8.33	10	6.67	
All Students	<i>Effective Weight</i> ⓘ	50.00	7.50	7.50	5.00	5.00	8.33	10.00	6.67	63.61
	Indicator Score	82.27	63.21	44.21	98.82	24.73	52.71	31.65	10.20	
	Weighted Index	41.13	4.74	3.32	4.94	1.24	4.39	3.17	0.68	
Black/African American	<i>Effective Weight</i> ⓘ	53.57	8.04	8.04	5.36		8.33	10.00	6.67	64.90
	Indicator Score	85.95	49.23	35.16	100.00	-	51.37	20.28	6.15	
	Weighted Index	46.05	3.96	2.83	5.36	-	4.28	2.03	0.41	
Children With Disabilities	<i>Effective Weight</i> ⓘ	50.00	7.50	7.50	5.00	5.00	8.33	10.00	6.67	44.01
	Indicator Score	61.08	32.05	31.00	64.34	17.03	41.77	11.98	-	
	Weighted Index	30.54	2.40	2.33	3.22	0.85	3.48	1.20	-	
Economically	<i>Effective Weight</i> ⓘ	50.00	7.50	7.50	5.00	5.00	8.33	10.00	6.67	

Distribution Chart Page

The next section provides users with access to a dynamic distribution chart showing the school's performance plotted against the statewide score's distribution for each student group and indicator and both weighted index and indicator scores. The default graph within the Distribution Page is the Overall Weighted Index Score for All Student group. However, users can expand on the student groups shown within the Weighted Index Score graph by expanding the filter option. Here, we have a detailed filter set that allows users to select one or more student groups to add to the graph. In addition, by toggling the Indicator Score option, the filter set expands to allow users to select one or more Indicator Types, which then populates a graph for each indicator type and includes data for each student group selected. When a student group is greyed out, it signifies that the group did not meet the minimum threshold values required for inclusion in the Summative calculation.

HOW TO USE THIS INFORMATION

Each student group is populated within a chart for the Weighted Index Score, and unique charts are populated for each Indicator Type, showing performance compared to the state for each demographic group selected.

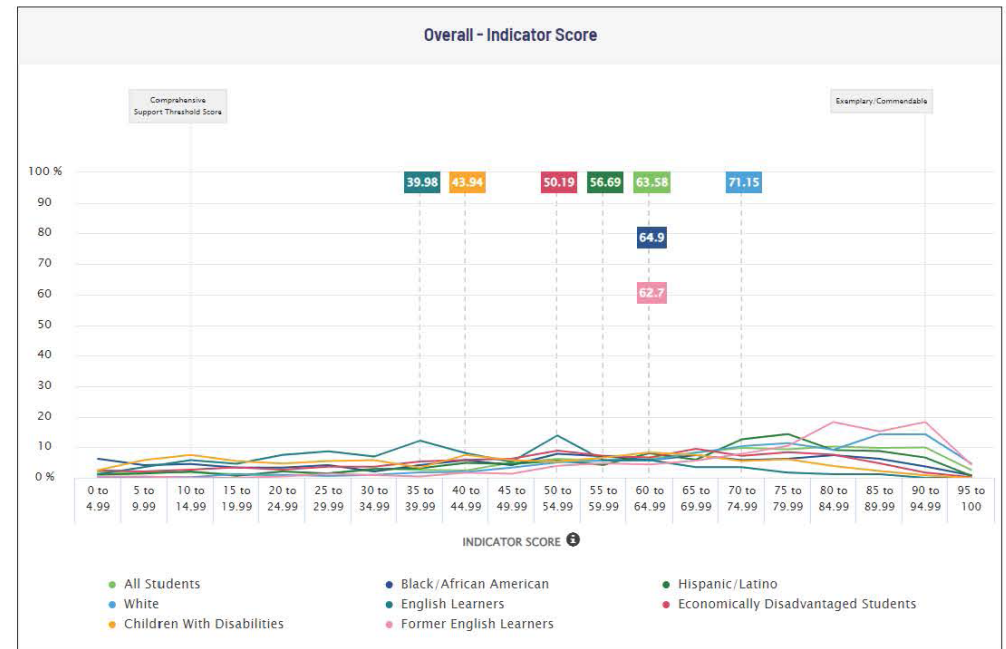
The screenshot shows the 'Summative Designation' interface for the year 2023. At the top, there are navigation tabs: 'Explanation', 'Aggregate Score', 'Distribution Chart' (which is active), and 'View Roster'. Below the tabs, the page title 'Summative Designation' is displayed with a dropdown menu set to '2023'. A 'Show Filters' button is visible. The main filter area is divided into two columns: 'Score Type' and 'Indicator Type'. The 'Score Type' section has two radio buttons: 'Weighted Index Score' (unselected) and 'Indicator Score' (selected). The 'Indicator Type' section has a 'Select/Deselect All' checkbox (unselected) and a list of indicators: 'Overall' (checked), 'English Language Arts Proficiency', 'Math Proficiency', 'Graduation Rate', 'English Learner Progress to Proficiency', '9th Grade on Track', 'Chronic Absenteeism', 'Science Proficiency', and 'Climate Survey' (all unselected). Below these columns are 'Clear All' and 'Apply' buttons.

This detailed view shows the filter interface with the 'Indicator Score' radio button selected. The 'Score Type' section is at the top, with 'Weighted Index Score' unselected and 'Indicator Score' selected. Below it are two main sections: 'Demographics' and 'Indicator Type'. The 'Demographics' section has a 'Select/Deselect All' checkbox (unselected) and a 'All Students' checkbox (checked). Under 'Race', there are checkboxes for 'American Indian/Alaska Native', 'Asian', 'Black/African American', 'Hispanic/Latino', 'White', 'Two or More Races', and 'Native Hawaiian/Other Pacific Islander'. Under 'Programs', there are checkboxes for 'English Learners', 'Economically Disadvantaged Students', 'Children With Disabilities', and 'Former English Learners'. The 'Indicator Type' section has a 'Select/Deselect All' checkbox (unselected) and a list of indicators: 'Overall' (checked), 'English Language Arts Proficiency', 'Math Proficiency', 'Graduation Rate', 'English Learner Progress to Proficiency', '9th Grade on Track', 'Chronic Absenteeism', 'Science Proficiency', and 'Climate Survey' (all unselected).

Distribution Chart Page (Cont.)

Once the users have made their selection, an interactive chart populates. This graph shows a school's performance plotted against the distribution of scores statewide. Here, we see the statewide distribution for the particular selected indicator along the X-axis and the percentage values along the Y-axis. A color represents each student group, and that student group's performance score is encapsulated within a box relative to their performance along the distribution x-axis. For the overall charts – whether it is for Weighted Index Score or Indicator Score, the Comprehensive Support Threshold and Exemplary/Commendable Threshold are populated.

By hovering over any one of the student groups in the legend below the chart, that student's group colored line within the chart becomes bolded, and the other groups are temporarily suppressed, allowing for an easier review of that student group's performance. By clicking on a student group in the legend below the chart, users can hide that data within the graph. Clicking it again reinstates the data within the graph. If a student group has no data (null) for a particular indicator, an “-” will be present next to that student group within the legend.



HOW TO USE THIS INFORMATION

This chart shows how the school performed, by student group and indicator, compared with the state overall, thereby allowing for greater insight into how the school is doing compared to others.

Roster

Since My Data Dashboard is in a protected platform, it allows authorized users to view student data. As was the case with previous metrics released in My Data Dashboard, the roster is divided into three parts. First, users see current data – the demographic characteristics of the student as they exist currently. The users can contrast that with report card data, as characteristics may have changed. In between these sections lies the metrics-specific columns, in this case, columns that encapsulate the data related to Summative designation. At any point, to make the roster easier to view, users can use the show/hide feature column to condense the roster to only the columns the user would like to view. In addition, there is a detailed filter set that allows users to refine their results. Similar to the data table described above, various export options allow users to distribute and/or download the details for further analysis.

HOW TO USE THIS INFORMATION

Student-level information allows users to target additional resources and make informed programmatic choices based on a variety of data points.

Explanation				Aggregate Score				Distribution Chart				View Roster																																																																																																			
<div style="display: flex; justify-content: space-between; align-items: center;"> <div>  <h3>Summative Designation</h3> </div> <div style="border: 1px solid #ccc; padding: 5px; width: 60%;"> <input type="text" value="Enter Student Firstname or Lastname or SIS ID"/> Filters  </div> <div style="text-align: right;"> SHOW/HIDE COLUMNS EXPORT  </div> </div> <p style="font-size: small; margin-top: 5px;">*Filters will be applied only to current year demographic columns Note: The tabel boxes which display null data are shown as (-)=> no Data</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="4">CURRENT</th> <th colspan="12">SUMMATIVE</th> </tr> <tr> <th>First Name</th> <th>Last Name</th> <th>SIS ID</th> <th>Grade Enrolled</th> <th>ELA Proficiency</th> <th>ELA Proficiency score</th> <th>ELA Growth</th> <th>Math Proficiency</th> <th>Math Proficiency score</th> <th>Math Growth</th> <th>Science Proficiency</th> <th>Science Proficiency Score</th> <th>ELPTP points Earned</th> <th>Chronic Absenteesim</th> <th>climate survey</th> <th>Graduation Rate</th> </tr> </thead> <tbody> <tr> <td>First Name</td> <td>Last Name</td> <td>111000222</td> <td>Grade 11</td> <td>N</td> <td>-</td> <td>-</td> <td>N</td> <td>-</td> <td>-</td> <td>N</td> <td>-</td> <td>-</td> <td>0</td> <td>0</td> <td></td> </tr> <tr> <td>First Name</td> <td>Last Name</td> <td>111000222</td> <td>Grade 11</td> <td>N</td> <td>-</td> <td>-</td> <td>N</td> <td>-</td> <td>-</td> <td>N</td> <td>-</td> <td>46.43</td> <td>0</td> <td>1</td> <td></td> </tr> <tr> <td>First Name</td> <td>Last Name</td> <td>111000222</td> <td>Grade 11</td> <td>N</td> <td>-</td> <td>-</td> <td>N</td> <td>-</td> <td>-</td> <td>N</td> <td>-</td> <td>-</td> <td>0</td> <td>1</td> <td></td> </tr> <tr> <td>First Name</td> <td>Last Name</td> <td>111000222</td> <td>Grade 11</td> <td>N</td> <td>-</td> <td>-</td> <td>N</td> <td>-</td> <td>-</td> <td>N</td> <td>-</td> <td>-</td> <td>0</td> <td>1</td> <td></td> </tr> </tbody> </table>																CURRENT				SUMMATIVE												First Name	Last Name	SIS ID	Grade Enrolled	ELA Proficiency	ELA Proficiency score	ELA Growth	Math Proficiency	Math Proficiency score	Math Growth	Science Proficiency	Science Proficiency Score	ELPTP points Earned	Chronic Absenteesim	climate survey	Graduation Rate	First Name	Last Name	111000222	Grade 11	N	-	-	N	-	-	N	-	-	0	0		First Name	Last Name	111000222	Grade 11	N	-	-	N	-	-	N	-	46.43	0	1		First Name	Last Name	111000222	Grade 11	N	-	-	N	-	-	N	-	-	0	1		First Name	Last Name	111000222	Grade 11	N	-	-	N	-	-	N	-	-	0	1	
CURRENT				SUMMATIVE																																																																																																											
First Name	Last Name	SIS ID	Grade Enrolled	ELA Proficiency	ELA Proficiency score	ELA Growth	Math Proficiency	Math Proficiency score	Math Growth	Science Proficiency	Science Proficiency Score	ELPTP points Earned	Chronic Absenteesim	climate survey	Graduation Rate																																																																																																
First Name	Last Name	111000222	Grade 11	N	-	-	N	-	-	N	-	-	0	0																																																																																																	
First Name	Last Name	111000222	Grade 11	N	-	-	N	-	-	N	-	46.43	0	1																																																																																																	
First Name	Last Name	111000222	Grade 11	N	-	-	N	-	-	N	-	-	0	1																																																																																																	
First Name	Last Name	111000222	Grade 11	N	-	-	N	-	-	N	-	-	0	1																																																																																																	

VI.

Accessing Expiring Licensure

There are two ways to view teachers with expiring licensure:

Option 1: By District

Step 1.

Go to Educator Licensure section of the tool.

Step 2.

Click on the hyperlinked # of staff in the upper right hand corner above the list of staff.

Step 3.

That will open a pop-up window that can be exported/downloaded that contains the data of licensure expiration.

Demo District Map
Licenses, Endorsements, and Approvals
School Year 2023 - 2024

Show entries

[PDF](#) [CSV](#) [Excel](#) [Copy](#) [Print](#) [Full CSV](#)

Educator Name	Work Location	Position	Type	Code	Description	Subject	Grade	Expire Date
Last Name, First Name 1264	Demo District Map	310	License	PARA	Paraprofessional Educator Endorsement			06/29/2026
Last Name, First Name 1264	Demo District Map	310	Endorsement	PARA	Paraprofessional Educator	Paraprofessional Educator	Grade 9 through Grade 14	06/29/2026
Last Name, First Name 299	Demo District Map	100	License	PEL	Professional Educator License			06/29/2025
Last Name, First Name 299	Demo District Map	100	Endorsement	ELEM	Elementary Education	Elementary Self- Contained		06/29/2020
Last Name, First Name 299	Demo District Map	100	Endorsement	GADM	General Administrative	Administration		06/29/2020
Last Name, First Name 299	Demo District Map	100	Endorsement	ITE	Industrial Technology Education	Vocational Education	Grade 9 Only	06/29/2020
Last Name, First Name 299	Demo District Map	100	Endorsement	MATH	Mathematics	Mathematics	Senior HS - Grade 9 through Grade 12	06/29/2020

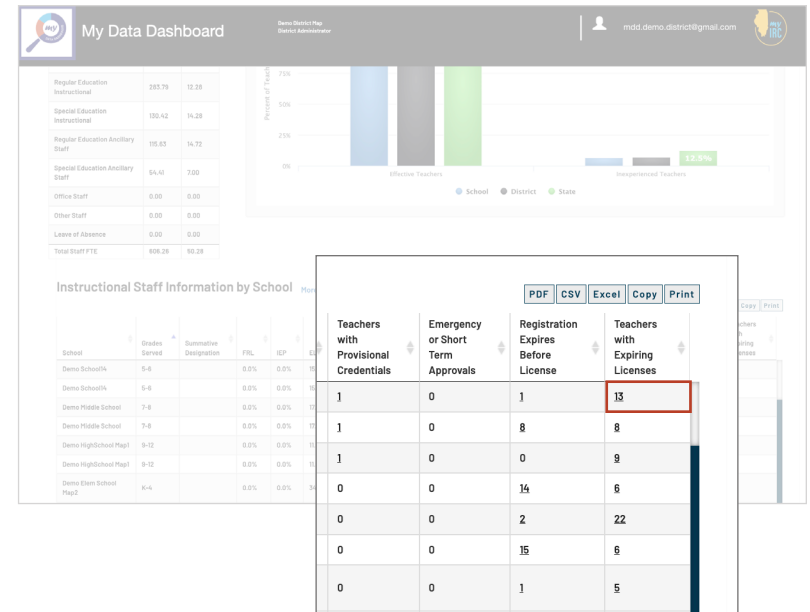
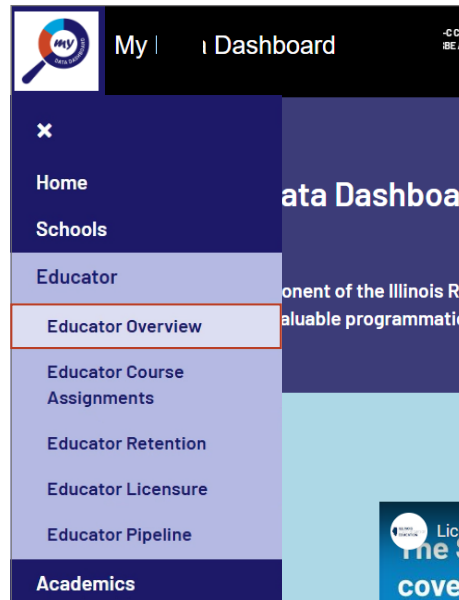
Option 2: By School

Step 1.

Go to the Education Overview section of the tool.

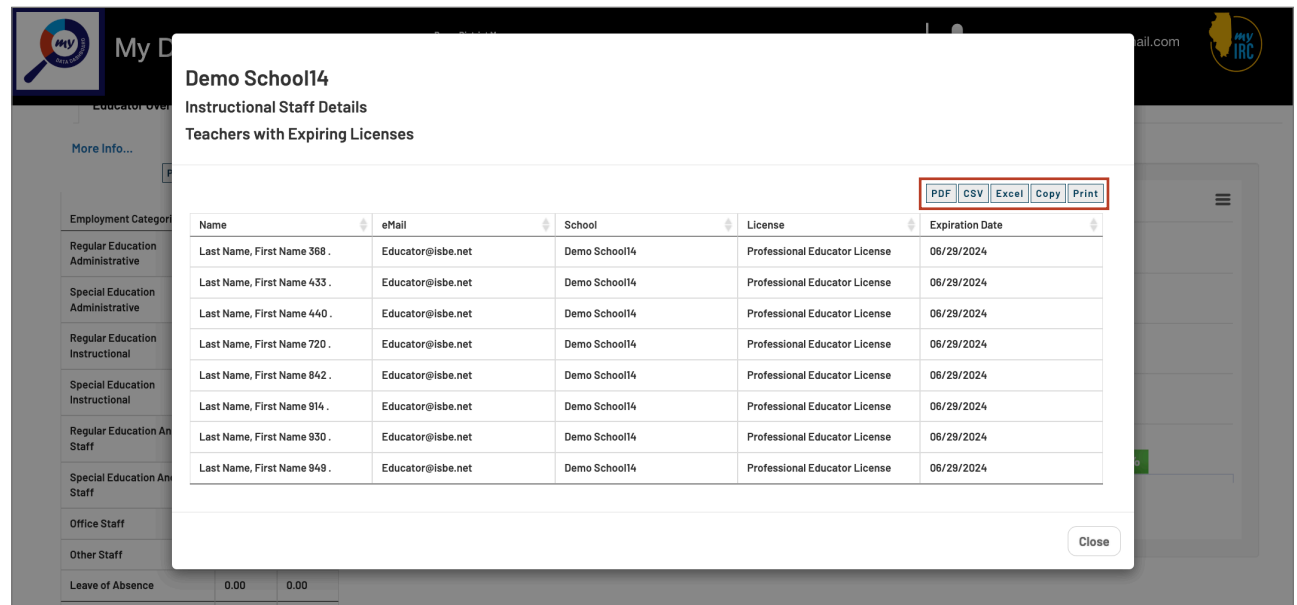
Step 2.

Click on the hyperlinked # of staff at the far right of the bottom of the screen for each school.



Step 3.

That will open a pop-up window that can be exported/downloaded that contains the data of licensure expiration.



VII.

Metric or Feature- Specific Notes

Academic Progress 62

ELA Achievement Profiles	62
ELA Proficiency – IAR	62
ELA Proficiency – ACT	63
ELA Proficiency – DLM	64
Math Achievement Profiles	64
Math Proficiency – IAR	64
Math Proficiency – ACT	65
Math Proficiency – DLM	66
Science Achievement Profiles	67
Science Proficiency – ACT	67
Science Proficiency – ISA	68
Science Proficiency – DLM	68
8th Graders Passing Algebra I	69
9th Grade on Track	70
Graduation Rate	71

School Environment 72

Early Learning (KIDS)	72
---------------------------------	----

Students 73

English Learners (ACCESS)	73
Chronic Absenteeism	75
Dropout Rate	76
Chronic Truancy	76

Accountability 77

Summative	77
---------------------	----

Teachers 79

Overview	79
Course Assignments	79
Retention	79
Licensure	79
Pipeline	79

Historical Academic Progress 80

ELA Achievement Profiles	80
ELA Proficiency – SAT (Retired 2024)	80
Math Achievement Profiles	81
Math Proficiency – SAT (Retired 2024)	81

ELA Achievement Profiles

ELA Proficiency – IAR	Population	Students included in the Participation denominator.
	General Notes	Proficiency business rules for IAR changed in 2025. For earlier administrations of IAR please see Historical Academic Progress under your subject area of interest.
	Roster Columns	→ Included in Participation Numerator Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Included in Participation Denominator Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ SGP (Student Growth Percentile) Number between 1 and 99. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
→ Performance Level This column includes both numbers representing the scale scores for each student in this subject as well as color coding that corresponds to the designated proficiency level for that student. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.		

ELA Proficiency – ACT Suite	Population	Students included in the Participation denominator.
	General Notes	ACT returned to service as the High School Assessment in 2025. For High School proficiency data in the immediately preceding years (2017-2024) see Historical Academic Progress under your subject area of interest and SAT as the designated High School Assessment instrument.
		ACT Suite is being used to represent the three assessments being administered in Illinois: The ACT, PreACT Secure (Grade 10), and PreACT 9 Secure (Grade 9).
	Roster Columns	→ Included in Participation Numerator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Included in Participation Denominator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Overall ELA Scale Score This column includes both numbers representing the scale scores for each student in this subject as well as color coding that corresponds to the designated proficiency level for that student. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ SGP (Student Growth Percentile) Number between 1 and 99. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ English Score Test score for the English portion of the assessment as reported by ACT.
		→ Reading Score Test score for the Reading portion of the assessment as reported by ACT.
		→ Writing Score Test score for the Writing portion of the assessment as reported by ACT.
→ Overall Math Scale Score This column includes both numbers representing the scale scores for each student in this subject as well as color coding that corresponds to the designated proficiency level for that student. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.		
→ Overall Science Scale Score This column includes both numbers representing the scale scores for each student in this subject as well as color coding that corresponds to the designated proficiency level for that student. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.		

ELA Proficiency – DLM	Population	Students included in the Participation denominator.
	General Notes	Business rules for determining DLM proficiency did not change in 2025, so historical data are accessible through the primary DLM reporting displays.
	Roster Columns	→ Included in Participation Numerator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Included in Participation Denominator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
→ Performance Level Numerical value indicating the Performance Level for the student, also color-coded with the same identification color used for each performance level on the Report Card. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.		

Math Achievement Profiles

Math Proficiency – IAR	Population	Students included in the Participation denominator.
	General Notes	Proficiency business rules for IAR changed in 2025. For earlier administrations of IAR please see Historical Academic Progress under your subject area of interest.
	Roster Columns	→ Included in Participation Numerator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Included in Participation Denominator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
→ SGP (Student Growth Percentile) Percentile (1-99) representing the growth of this student over time compared to their academic peers. 50 is average or expected growth. For definition refer to the Report Card Public Business Rules at https://www.isbe.net/Pages/Report-Card-Metrics.aspx .		
	→ Performance Level Numerical value indicating the Proficiency Level for the student, also color-coded with the same identification color used for each performance level on the Report Card. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.	

Math Proficiency – ACT	Population	Students included in the Participation denominator.
	General Notes	ACT returned to service as the High School Assessment in 2025. For High School proficiency data in the immediately preceding years (2017-2024) see Historical Academic Progress under your subject area of interest and SAT as the designated High School Assessment instrument.
		ACT Suite is being used to represent the three assessments being administered in Illinois: The ACT, PreACT Secure (Grade 10), and PreACT 9 Secure (Grade 9).
	Roster Columns	→ Included in Participation Numerator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Included in Participation Denominator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Overall Math Scale Score Number between 1 and 36. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ SGP (Student Growth Percentile) Number between 1 and 99. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Overall ELA Scale Score Number between 1 and 36. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
→ Overall Science Scale Score Number between 1 and 36. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.		

Math Proficiency – DLM	Population	Students included in the Participation denominator.
	General Notes	Business rules for determining DLM proficiency did not change in 2025, so historical data are accessible through the primary DLM reporting displays.
	Roster Columns	→ Included in Participation Numerator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Included in Participation Denominator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
→ Performance Level Numerical value indicating the Performance Level for the student, also color-coded with the same identification color used for each performance level on the Report Card. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.		

Science Achievement Profiles

Science Proficiency – ACT	Population	Students included in the Participation denominator.
	General Notes	ACT returned to service as the High School Assessment in 2025. For High School proficiency data in the immediately preceding years (2017-2024) see Historical Academic Progress under your subject area of interest and SAT as the designated High School Assessment instrument.
		ACT Suite is being used to represent the three assessments being administered in Illinois: The ACT, PreACT Secure (Grade 10), and PreACT 9 Secure (Grade 9).
	Roster Columns	→ Included in Participation Numerator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Included in Participation Denominator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Overall Science Scale Score Number between 1 and 36. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ SGP (Student Growth Percentile) Number between 1 and 99. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Overall ELA Scale Score Number between 1 and 36. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
→ Overall Math Scale Score Number between 1 and 36. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.		

Science Proficiency – ISA	Population	Students included in the Participation denominator.
	General Notes	Prior to the 2024-2025 school year ISA was administered to students in grades 5, 8, and 11. ACT replaced ISA as the High School Assessment for science in 2024-2025.
		Proficiency business rules for ISA changed in 2025. For earlier administrations of ISA please see Historical Academic Progress under your subject area of interest.
	Roster Columns	→ Included in Participation Numerator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Included in Participation Denominator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Overall Scale Score A number between 700 and 900. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.

Science Proficiency – DLM	Population	Students included in the Participation denominator.
	General Notes	Business rules for determining DLM proficiency did not change in 2025, so historical data are accessible through the primary DLM reporting displays.
	Roster Columns	→ Included in Participation Numerator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Included in Participation Denominator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Performance Level Numerical value indicating the Performance Level for the student, also color-coded with the same identification color used for each performance level on the Report Card. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.

8th Graders Passing Algebra I

Population	Total Qualified Students. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
General Notes	Grade-specific metrics like this one create the possibility that a student will be present in the numerator and/or denominator for the metric in more than one Report Card reporting year.
Roster Columns	<p>→ First Year Included in Report Card Metric</p> <p>Four digit designation of a year. Designates the first year a student qualified for inclusion in reporting for this metric. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Included in Report Card Metric More than 1 School Year</p> <p>A Yes/No indicator. Designates whether a student qualified for reporting for this metric in multiple Report Card reporting years. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ First Year Included in Numerator for Report Card Metric</p> <p>Four digit designation of a year. The first Report Card reporting year within which the student qualified for reporting as part of the numerator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>

9th Grade on Track

Population	Students included in the participation denominator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
General Notes	
Roster Columns	<p>→ Included in Participation Numerator</p> <p>A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Included in Participation Denominator</p> <p>A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Gifted testing</p> <p>A Yes/No indicator for Students Assessed for Giftedness. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Gifted</p> <p>A Yes/No indicator for Students Identified as Gifted. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Attended Kindergarten</p> <p>A Yes/No indicator reflecting whether or not records indicate the student in question attended Kindergarten.</p>
	<p>→ Accelerated Placement</p> <p>A Yes/No indicator reflecting whether or not the student qualifies as being enrolled in Advanced Placement coursework. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>

Graduation Rate

Population	The total population of students present in the graduation rate rosters is the six-year graduation cohort. For definitions refer to the <i>Graduation Rate</i> section of the <i>Public Business Rules 2025 – Report Card Metrics</i> documentation.
General Notes	For the purposes of Graduation Rate students are reported at their home school.
Roster Columns	<p>→ 1st Year in 9th Grade Cohort</p> <p>Designates the first year a student qualifies for reporting as part of the 9th Grade Cohort. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Included in 4 yr Rate Report Card Numerator</p> <p>A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Included in 5 yr Rate Report Card Numerator</p> <p>A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Included in 6 yr Rate Report Card Numerator</p> <p>A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Cohort Exit Type</p> <p>Exit Type Codes. For a reference chart of exit type codes refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>

School Environment

Early Learning (KIDS)

Population	All students with valid enrollments in Kindergarten. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
General Notes	
Roster Columns	→ # Of Developmental Areas Ready A number from 0-3. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	→ Social and Emotional Development A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	→ Language and Literacy Development A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	→ Math A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.

Students

English Learners (ACCESS)

Population	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. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
General Notes	
Roster Columns	<p>→ Start Year of EL Services</p> <p>First year of record receiving EL services. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Tier</p> <p>Students are placed into one of three Tiers to determine the ACCESS assessment instrument used to assess their language proficiency. This indicator reports the last Tier a student was in during a Report Card reporting year. For more information see https://www.isbe.net/Documents/access-tier-criteria.pdf</p>
	<p>→ Cluster</p> <p>In addition to identification of a Tier, students are also assessed with a version of ACCESS appropriate to their Grade-Cluster. This indicator reports the designated grade cluster for each student. For further information see https://www.isbe.net/Pages/Screening-for-English-Language-Proficiency.aspx</p>
	<p>→ Proficiency Level – Overall</p> <p>Overall performance level results from the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Proficiency Level – Listening</p> <p>Listening performance level results from the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Proficiency Level – Speaking</p> <p>Speaking performance level results from the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Proficiency Level – Reading</p> <p>Reading performance level results from the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
<p>→ Proficiency Level – Writing</p> <p>Writing performance level results from the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>	

Roster Columns (Cont.)	→ Proficiency Level – Oral Language Oral language performance level results from the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	→ Proficiency Level – Literacy Literacy performance level results from the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	→ Proficiency Level – Comprehension Comprehension performance level results from the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	→ Scale Score – Overall Overall Scale Score results from the ACCESS assessment during the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	→ Scale Score – Listening Listening Scale Score results from the ACCESS assessment during the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	→ Scale Score – Speaking Speaking Scale Score results from the ACCESS assessment during the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	→ Scale Score – Reading Reading Scale Score results from the ACCESS assessment during the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	→ Scale Score – Writing Writing Scale Score results from the ACCESS assessment during the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	→ Scale Score – Oral Language Oral Language Scale Score results from the ACCESS assessment during the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	→ Scale Score – Literacy Literacy Scale Score results from the ACCESS assessment during the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	→ Scale Score – Comprehension Comprehension Scale Score results from the ACCESS assessment during the CURRENT MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.

Chronic Absenteeism

Population	Students in grades K-12 (as appropriate to the entity) based on Home School. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
General Notes	
Roster Columns	<p>→ Included in the Report Card Numerator</p> <p>A Yes/ No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Change in Rate of Absences Over Previous Year</p> <p>Percentage. Change in absences between the CURRENT MDD reporting year and the preceding year (where available – if no prior year data is available the field will be populated by a dash (-)).</p>
	<p>→ Change in Rate of Absences Over Previous 3 Years</p> <p>Percentage. Change in absences between the CURRENT MDD reporting year and the CURRENT year-3 years (where available – if no prior year data is available the field will be populated by a dash (-)).</p>
	<p>→ First Enrollment School Year in District</p> <p>Four digit designation of a year. Represents the first school year in which the student appears in enrollment records for the same district being reported as CURRENT in MDD.</p>
	<p>→ Excused Absences/Total Absences (%)</p> <p>The ratio of excused absences to total absences for the current MDD reporting year.</p>

Dropout Rate

Population	Students for whom the selected entity was the home school of last enrollment and whose last enrollment was Grade 9 or higher. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
General Notes	
Roster Columns	<p>→ 1st Year in 9th Grade Cohort</p> <p>Four digit year designation. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Included in Dropout Report Card Numerator</p> <p>A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Prior Year Cohort Not Enrolled in Current Cohort</p> <p>A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Cohort Exit Type</p> <p>Exit Type Codes. For a reference chart of exit type codes refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>

Chronic Truancy

Population	Students in grades 1-12 (as appropriate to the entity) based on Home School. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
General Notes	
Roster Columns	<p>→ Included in the Report Card Numerator</p> <p>A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Change in Rate of Absences Over Previous Year</p> <p>Percentage. Change in absences between the CURRENT MDD reporting year and the preceding year (where available – if no prior year data is available the field will be populated by a dash (-)).</p>
	<p>→ First Enrollment Year in District</p> <p>Represents the first school year in which the student appears in enrollment records for the same district being reported as CURRENT in MDD. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Excused Absences/Total Absences (%)</p> <p>The ratio of excused absences to total absences for the current MDD reporting year. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>

Summative

Population	All students with valid enrollments in the school. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
General Notes	Many of the included roster columns are duplicative of columns also included in the presentation of individual metrics; see those sections of this guide for information beyond the individual descriptions provided here.
	Roster columns here may include data pulled from more than one source location – for example, an ELA Proficiency column could conceivably be pulling individual student results from IAR, ACT, or DLM.
Roster Columns	<p>→ ELA Proficiency</p> <p>A Yes/No indicator reflecting whether the student meets the definition of proficient. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ ELA Proficiency Score</p> <p>ELA Score from relevant assessment based on the student. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ ELA Growth (Student Growth Percentile)</p> <p>Number between 1 and 99. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Math Proficiency</p> <p>A Yes/No indicator reflecting whether the student meets the definition of proficient. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Math Proficiency Score</p> <p>Math Score from relevant assessment based on the student. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Math Growth</p> <p>Number between 1 and 99. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>

Roster Columns (Cont.)	<p>→ Science Proficiency</p> <p>A Yes/No indicator reflecting whether the student meets the definition of proficient. Number between 1 and 99. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Science Proficiency Score</p> <p>Science Score from relevant assessment based on the student. Number between 1 and 99. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ ELPtP Points Earned</p> <p>Students designated as English Learners earn between 0 and 100 points annually based on analysis of their annual progress relative to previously assigned five-year progress targets. For more information see https://www.isbe.net/Documents/2025-ELPtP-Indicator-Deep-Dive.pdf</p>
	<p>→ Chronic Absenteeism</p> <p>A Yes/ No indicator. Number between 1 and 99. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.</p>
	<p>→ Climate Survey</p> <p>A Yes/No indicator indicating a student’s participation (or lack thereof) in the school climate survey (where data are available.)</p>

Teachers

Overview

Population	Licensed or Certified staff whose records in EIS indicate they held a position at the designated school or district in the CURRENT MDD reporting year.
General Notes	
Roster Columns	N/A

Course Assignments

Population	Licensed instructional staff whose records in SIS indicate they held assignment to one or more courses at the designated school during the CURRENT MDD reporting year.
General Notes	
Roster Columns	N/A

Retention

Population	Licensed instructional staff whose records in EIS indicate they held a position at the designated school or district in the CURRENT MDD reporting year and the year immediately prior.
General Notes	
Roster Columns	N/A

Licensure

Population	Licensed staff whose records in EIS indicate they held a position at the designated school or district in the CURRENT MDD reporting year.
General Notes	
Roster Columns	N/A

Pipeline

Population	Licensed instructional staff whose records in SIS indicate they held assignment to one or more courses at the designated school during the CURRENT MDD reporting year.
General Notes	
Roster Columns	N/A

Historical Academic Progress

ELA Achievement Profiles

ELA Proficiency – SAT (Retired 2024)	Population	Students who were included in the participation denominator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	General Notes	The Scholastic Aptitude Test (SAT) was the High School Assessment for the State of Illinois for English Language Arts and Mathematics assessment from 2017-2024.
	Roster Columns	→ Included in Participation Numerator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Included in Participation Denominator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Overall Scale Score Number between 400 and 1600. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Words in Context Subscore Test score for the English portion of the assessment as reported by SAT.
		→ Command of Evidence Subscore Test score for the Reading portion of the assessment as reported by SAT.
		→ Expression of Ideas Subscore Test score for the Writing portion of the assessment as reported by SAT.
		→ Standard English Conventions Subscore Test score for the Standard English Conventions portion of the assessment as reported by SAT.

Math Achievement Profiles

Math Proficiency – SAT (Retired 2024)	Population	Students who were included in the participation denominator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
	General Notes	The Scholastic Aptitude Test (SAT) was the High School Assessment for the State of Illinois for English Language Arts and Mathematics assessment from 2017-2024.
	Roster Columns	→ Included in Participation Numerator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
		→ Included in Participation Denominator A Yes/No indicator. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.
→ Overall Scale Score Number between 400 and 1600. For definition refer to the Public Business Rules – Report Card Metrics documentation at ISBE.net for the relevant reporting school year.		