Illinois
State Board of
Education

Public Business Rules
2025 Report Card Metrics

Revision History

Version	Date Updated	Revision(s)
1.0	July 1, 2025	Original version
2.0	July 17, 2025	English Learners Combined • Removed reference to "Former English Learner Students" as this metric is contained under Student Enrollment. Teacher Measurers • Updated the formula section for "Teacher Retention" at both the school and district level.
3.0	July 24, 2025	Teacher Out of Field • Business rule section updated to include additional details to show the Endorsement Subject Codes commonly found in these business rules and their corresponding license endorsement code(s).
4.0	July 30, 2025	Teacher Measurers • Updated the business rule section to add clarity to determine if a teacher is considered "retained".
5.0	August 5, 2025	Teacher Measurers • Updated the definition section, business rule section, and formula section for "Teacher Retention".
6.0	August 18, 2025	Assessment Proficiency Business Rules: • Added a note to all proficiency rate business rules regarding comparability of proficiency data, participation data, and SGP data from SY25 and forward.
7.0	August 25, 2025	Advanced Academic Program • Updated the business rule section for Advanced Coursework. Teacher Out of Field • Added additional clarity to the business rules for Course Assignments with regards to sessions that should be excluded. • Added a note to the definition section.
8.0	August 29, 2025	Teacher Out of Field • Updated business rules as it pertains to "Courses for specific endorsement codes and subject codes".
9.0	September 11, 2025	Teacher Out of Field • Updated business rules as it pertains to "Course Assignments". Assessment Participation & No Participation Business Rules: • Updated the business rules to indicate which grades are included or excluded. Assessment Proficiency Business Rules:

		• Updated the business rules to indicate which grades are included or excluded.
10.0	September 30, 2025	Data Display • Added additional clarity to the business rules for: IAR, ACT, DLM, ISA, and ACCESS. Summative Designation Meta Indicator Components • Added clarity to the business rules for Minimum SAT Subject Score of English: 18 and Reading: 22. • Added clarity to the business rules for Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540. • Added clarity to the business rules for Percentage of students who fall into each GPA category. Teacher Measurers • Added clarity to the definition for Teacher Attendance Rate. Proficiency Rate and Student Growth Percentile – ELA, Math, and Science – High School Assessment • Added clarity to the formula section for Average High School Assessment Score Composite. • Added additional clarity to the proficiency rate denominator table for RNVTA Code of 19. Participation & No Participation Rate – ELA, Math, and Science – All Tests and by Each Test • Added additional clarity to the proficiency rate denominator table for RNVTA Code of 19. Proficiency Rate ELA, Math, and Science – All Tests • Added additional clarity to the proficiency rate denominator table for RNVTA Code of 19. Proficiency Rate ELA, Math, and Science – DLM-AA • Added additional clarity to the proficiency rate denominator table for RNVTA Code of 19. Proficiency Rate Science – ISA • Added additional clarity to the proficiency rate denominator table for RNVTA Code of 19. Proficiency Rate and Student Growth Percentile ELA and Math – IAR • Added additional clarity to the proficiency rate denominator table for RNVTA Code of 19.
11.0	October 23, 2025	Data Display • Updated business rules as it pertains to data redaction.
12.0	November 6, 2025	Performance Scatterplots • Added additional clarity for what gets displayed if All Students is selected on the X-axis for school level data and district level data.

Contents

Grades Served
SY 2025

Grades Served

Definition

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

Guidance and Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: EdFacts FS039 — Grades Offered

Business Rules

- Grades Served
    - Use grades from EPS to determine Grades Served for schools.

Formula (calculations)

N/A

Sources of Data

Student Information System (SIS)

Entity Profile System (EPS)

Responsible Entity
_SY 2025_

Report Card Eligible and Responsible Entity

Definition

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

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

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

Guidance Citation

State Statute/Guidance: N/A
Federal Statute/Guidance: Elementary and Secondary Education Act 20 U.S.C. 6320 § SEC. 1117

Business Rules

Entities that will receive a Report Card are:

- Any public school that is Category 4 or Category 8
- The Home School OR Serving School enrollment is equal to 10 or more
  - There are two exceptions to this rule. The following Serving schools will also receive a Report Card
    - Bismark-Henning-Rossville-Alvin Cooperative High School
    - Paris Cooperative High School
- When home enrollment < 10 AND serving enrollment is >= 10, only entities that are NOT a "3000" (special school RCDTS code) entity and is NOT a "9000" (ROE program RCDTS code) entity receive a report card.
- Public schools that were open during the school year and enrolled students as a home school
  - This **excludes** programs that only serve students enrolled at other home schools like alternative programs.
- The University of Illinois and Illinois State University lab school systems and their constituent schools will receive a report card.
- No other school level entity will receive a report card.
- Parent entities (Districts) of schools that receive a report card will also receive a report card.

Responsible Entity

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

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

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

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

Number of Schools
- Count of entities that satisfy one of the following:
  - The entity is Category 4 or Category 8, and home school Fall enrollment is at least 10.
  - The entity is Category 4 or Category 8, the School Code does not start with 3 or 9, and serving school Fall enrollment is at least 10.

Number of Districts
- Count of entities that satisfy all the following:
  - The entity is Category 2 or Category 8.
  - The entity is the parent entity of a school included in the "Number of Schools" count.

Current Principal or Current District Superintendent
- Display "Current Principal" or "Current District Superintendent" using the "Primary Contact" under the "EPS" tab from the Entity Profile System.

Formula (calculations)
N/A

Sources of Data (if applicable)
Student Information System (SIS)
Entity Profile System (EPS)

Health Minutes
SY 2025

Health Minutes and Truant Minor Count

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

Guidance Citation
State Statute/Guidance: Illinois School Code ILCS 5/10-17a
Federal Statute/Guidance: N/A

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

Formula (calculations)
Health and Wellness Formula
- Health and Wellness Count
  - School Formula
    - Count Average Number of Days of PE Per Week Per Student
  - District Formula
    - (Total Average Number of Days of PE Per Week Per Student / Distinct Count of Schools in District) x 100
  - State Formula
    - (Total Average Number of Days of PE Per Week Per Student / Distinct Count of Schools in State) x 100

- Truant Minor Count
  - School Formula
    - Count of truant minors
  - District Formula
    - Count of truant minors
  - State Formula
    - Total of all truant minors counts across state regardless of entity

Sources of Data
Year End Collection (YEC)

Data Display
SY 2025

Data Display

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

Guidance Citation
State Statute/Guidance: N/A
Federal Statute/Guidance: FERPA https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Business Rules
- Redaction rules apply to Ed. Preview, Report Card, and Public Data Set, but do not apply to DRVT.
- Do not display value or "Redacted" for a percentage or ratio metric if the denominator is 0 or does not exist, display "No Data Available" instead.
- Except for Accountability metrics, for any metric where the count is less than or equal to 9, then no data will be displayed for that metric.
  - For a count metric that is not the numerator of a percentage calculation, display "*" (on PDS) or "Redacted" (on IIRC) if the count is between 1 and 9; display blank (on PDS) or "No Data" (on IIRC) if the count is 0.
  - For a percentage metric, display "*" (on PDS) or "Redacted" (on IIRC) (both numerator and percentage) if the numerator is less than 10 and the denominator exists.
  - For IAR, ACT, DLM, ISA, and ACCESS proficiency rates and performance levels, only redact if the denominator is greater than 0 and less than 10.
  - For IEP Educational Environments metrics, only redact if the denominator is greater than 0 and less than 10.
  - "Student Growth Percentile" and "Average Score" metrics are redacted if the denominator is greater than 0 and less than 10.
  - "No Participation Rate" is redacted if the corresponding "Participation Rate" is redacted.
  - "Non-Graduation Rate" is redacted if the corresponding "Graduation Rate" is redacted.
- For Summative Designation Metadata Indicator Components, no data will be displayed for a metric if the denominator is less than 20.
  - Display "*" (on PDS) or "Redacted" (on IIRC) if the denominator exists and is less than 20.
- No redaction rules are applied to State level metrics.
- No redaction rules are applied to any Teacher metrics at the State, District, or School level.
- No redaction rules are applied to any Administrator metrics at the State, District, or School level.
- No redaction rules are applied to any Financial metrics at the State, District, or School level except for per-pupil expenditure.
- No redaction rules are applied to SPP indicators.
- For a metric that the default grade range of an entity (based on School or District Type in the table below) do not meet the metric's default grade range requirement, only display the data (and UI shell) if it is not redacted after applying the redaction rules.
  - Example: 9th Grade on Track for a Middle/Junior High School Type Entity, display data (and UI shell) if there are data for this metric based on 10 or more students.
- For a metric that the default grade range of an entity (based on School or District Type in the table below) does meet the metric's default grade range requirement, but the data are redacted after applying redaction rules, only display the UI shell if this metric is only based on less than 10 students.
  - Example 9th grade on Track for a High School Type Entity, but there are only eight eligible 9th grader students for this metric's data point, so display UI shell only and redact the data.

- For a grade of a metric that the grade served of an entity (based on Report Card Grades Table Below) does not meet the metric's grade requirement, only display the value of the grade if it is not redacted after applying redaction rules.
  - Example: Proficiency Rate for a High School Type Entity, display ES grade band data (and UI shell) if there is data for this metric based on 10 or more students.
- For student metric whose definitions mean that they are a sub/superset of another reported metric, the smaller count must be redacted if the difference between the two metrics is less than 10 but greater than 0.
  - Example: IEP students are a subset of CWD students. CWD students are students who have an IEP, or students who are receiving 504 services. If there are 40 IEP students reported and 45 CWD students reported, definitionally there are 5 students with 504 plans and not IEPs whose data has been revealed so in this scenario the count of IEP students must be redacted in addition to the count of 504 students, but CWD student count does not need to be redacted.
- When the total count is presented, and only one aspect of that total is redacted. The second-lowest nonzero value of the subset will also be redacted to protect student privacy.
  - This applies to disaggregation by Gender, Race, Grade, Grade Band.
  - This applies to EL status indicators: EL, Former EL and Never EL.
  - If rate and count are both reported in a metric, the rate will be redacted if the count is redacted according to this rule.
  - For example, a school reported 468 total student enrollment:
    - 423 White
    - Redacted Black or African American
    - 10 Hispanic or Latino
    - 32 Two or More Races
  - In this case, identifying the fact that there are three Black or African American students is trivial. So the Hispanic or Latino value should also be redacted in order to protect the count less than 10.
- Redaction rules are applied to the following metrics at both the District and School level (complementary suppression is noted).
  - IAR
    - Participation Rate
    - Performance Level
    - Student Growth Percentile
    - Performance Scatterplots
  - ACT
    - Participation Rate
    - Performance Level
    - Student Growth Percentile
    - Performance Scatterplots
    - Average Score
  - DLM
    - Participation Rate
    - Performance Level
  - ISA
    - Participation Rate
    - Performance Level
  - ELA Participation Rate
  - ELA Proficiency Rate

- Math Participation Rate
- Math Proficiency Rate
- Science Participation Rate
- Science Proficiency Rate
- Early Learning KIDS
- Eighth Graders Passing Algebra I
- 9th Grade on Track
- Advanced Placement (AP) Exams
    - Number of AP Exams Taken by Students
    - Number of AP Exams Passed by Students
    - Number of Students Who Took One or More AP Exams
    - Number of Students Who Passed One or More AP Exams
- CTE
    - Perkins Measures
    - Participant (complementary)
    - Concentrator (complementary)
- Graduation Rates/Student Counts (complementary)
- Postsecondary Enrollment
- Postsecondary Course Remediation
- Truant Minor Count (complementary)
- Student Enrollment (complementary)
- Advanced Academic Program (complementary)
- Students with IEPs (complementary)
- English Learner
    - English Learners
    - English Language Proficiency / Exit Rate and student count of English Learners (complementary)
    - English Learners to take ACCESS
    - ACCESS Participation Rate
    - ACCESS Performance Levels
    - Long Term English Learners
- Discipline Incident Counts (complementary)
    - Incident counts less than 10 must be redacted in the PDS and IIRC.
    - Within each of the groups: Gender, Race and Grade bands, rank the subgroups with incidents based on Fall Enrollment (including 0) from lowest to highest.
    - Redact any nonzero incident count for a subgroup (including Race, Grade band, Gender, EL, FRL and IEP) that has less than 10 (including 0) Fall enrollments.
    - For Gender, Race and Grade bands, if only one subgroup was redacted by the prior step and there are other subgroups with incident count greater than 0, redact the one with the next lowest enrollment count so that users cannot subtract counts from the total to reveal redacted counts.
- Student Attendance
- Student Mobility Rate
- Chronic Absenteeism
- Chronic Truancy Rate
- Truancy Rate
- Dropout Rate/Count (complementary)

- Summative Designation Meta Indicator Components

Proficiency Rate ELA, Math, and Science – All Tests
SY 2025

Proficiency Rate ELA, Math, and Science - All Tests

Definition

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

The "All Test Proficiency" measure is the proficiency rate for students combining all tests. A rate is calculated for ELA, Math, and Science at the reported levels.

The "All Test Federal (95% Rule) Proficiency Rate" measure is calculated, when relevant using the 95% Participation Rate denominator. As relevant, a rate is calculated for ELA, Math, and Science at the elementary and high school levels.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/2-3.64a-5
ISBE Rule: https://www.isbe.net/Documents/ONEARK.pdf
Federal Statute/Guidance: ED Facts E- MAPS Assessment Metadata Survey; Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016). SEC. 1111.(2)(c)(4)(E)

Business Rules

- ELA, Math, and Science rates are computed and displayed.
- Exclude Grade 9 and 10 in Proficiency Rate calculation if NOT disaggregated by grade. Grade 12 is not displayed separately.
- Each proficiency rate is also disaggregated by two grade bands: "Grade 3-8" and "High School". "High School" grade band only includes grade 11 and 12.
- The testing enrollment is defined in the Participation metric.
- The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity level (school, district, or state level) and at the grade level.
- The source for the IAR, High School Assessment, ISA, and DLM-AA calculation is SIS Assessment Correction and Score records.
- For IAR, High School Assessment, ISA, and DLM-AA, the grade is the grade at time of testing from the Correction record.
- See the Student Groups business rules for more information on how student demographics are determined.
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- High School: Grades are 9 through 12
  - Use High School Assessment and DLM-AA scores for ELA and Math
    - Levels 3 and 4 are proficient for High School Assessment and DLM-AA (Grade 9, 10, 11 and 12 students who have a valid score)
  - Use High School Assessment and DLM-AA scores for Science
    - Levels 3 and 4 are proficient for DLM-AA (grade 9, 10, 11 and 12)
    - Levels 3 and 4 are proficient for ISA (grade 11)
- Elementary School: Grades are 3 through 8
  - Use IAR and DLM-AA scores for ELA and Math.
    - Levels 3 and 4 are proficient for IAR (grades 3 through 8).

- Levels 3 and 4 are proficient for DLM-AA (grades 3 through 8).
  - Use ISA and DLM-AA for Science.
    - Level 3 and 4 are proficient for ISA (grades 5 and 8)
    - Levels 3 and 4 are proficient for DLM-AA (grades 5 and 8).
- Note for SY2025 and forward:
  - Proficiency data from SY2025 and forward should NOT be compared in any form (visual, tabular, etc.) to SY2024 and previous years.
  - Participation data and SGP data from SY2025 should be compared in any form (visual, tabular, etc.) to previous years.
- Note for SY2023 and forward:
  - Invalid records and suppressed content areas should not be reported in the numerators of participation and achievement assessment files. Invalid includes records that were not assigned to students as well as those with missing enrollments, outside of testing window, outside of grade levels tested, etc.
- Proficiency Rate Calculation
  - First, verify if the student has BOTH "First Year in US" AND "EL" indicator yes in either of the current school year or the prior school year.
    - When true, **exclude** student from proficiency calculations (both numerator and denominator), but **include** student in participation calculations (both numerator and denominator).
  - Next, for those students not already excluded, check the Immigrant collection in SIS. If according to Immigrant file first enrolled in U.S. School date is on or after April 30, where calendar year is equal to school year minus two (e.g. SY2025 minus 2 = calendar year 2023 = April 30, 2023) AND "EL" Indicator yes in either current school year or the prior school year, then exclude the students.
    - When true, **exclude** student from proficiency calculations (both numerator and denominator), but include student in participation calculations (both numerator and denominator).
  - Rules for multiple valid records:
    - If multiple valid records with same enrollment ID with both records with complete score we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district.
    - If multiple valid records with same enrollment ID for DLM and general assessment within the same subject, we will report the general assessment record for proficiency and participation.
    - At district level, if multiple valid records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district.
    - At state level, if multiple valid records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator.
  - Federal (95% Rule) Proficiency Rate: The following rule applies for each subject level ELA, Math, and Science (this does not apply to the test level):
    - For any school or district where the denominator for Proficiency Rate uses "95% of the Participation Rate" we must calculate and display both Proficiency Rate using the two different denominators in each calculation "Total number of students with valid scores excluding all students with suppressed scores" and ""95% of Participation Rate

denominator") and indicate which calculation was used (meaning the "95% of the Participation Rate")

- Proficiency Rate for **IAR**, **High School Assessment, ISA**, and **DLM-AA**: The table below indicates whether a record is included in the numerator and denominator for calculating Proficiency Rate.
    - For a complete listing of RNVTA codes and validation rules see:
    https://www.isbe.net/Documents/Reason-No-Valid-Test-Attempt.pdf

Assessment	Subject	Scale Score (or performance level for DLM)	RNVTA Code	Suppression Code	Proficiency Numerator	Proficiency Denominator	Participation Numerator	Participation Denominator	Include for SGP (For those tests where SGP is calculated.)
All	All	Yes	Null	Null	If performance level >= 3	Yes	Yes	Yes	Yes
All	All	No	1-9, 16	Null	No	No	No	No	No
IAR, ACT, DLM, Science	All	No	10, 15	Null	No	No	No	Yes	No
All	All	No	19	Null or Not Null	No	No	No	Yes	No
All	All	No	22	Null or Not Null	No	No	Yes	Yes	No
All	All	No	25	Suppressed or Not Suppressed	No	Yes	Yes	Yes	No
All	All	No	50-52	Null	No	No	No	No	No
All	All	No	53	Null	No	No	No	Yes	No
All	All	No	54	Null	No	No	No	No	No
All	All	Yes	54	Suppressed (Not Null)	No	No	No	No	No
All	All	Yes	55	Suppressed (Not Null)	No	No	No	No	No
All	All	No	No RNVTA	No Suppression	No	No	No	Yes	No

- One Percent Alt-Assessment Limitation Rule:
  - The "1% alternate assessment" provision in the Every Student Succeeds Act (ESSA) limits the number of students who can participate in alternate assessments aligned with alternate academic achievement standards (AA-AAAS) to no more than 1% of all students assessed in a state for a given subject. This cap applies to students with the most significant cognitive disabilities.
  - "General assessments" refers to IAR, ACT or ISA. "Alt-Assessment" refers to DLM.
  - First, calculate the state level alt-assessment participation rate.
    - For each subject (ELA, math, and science):

- - Alt-assessment participation rate = (DLM Participation Numerator count) / (All tests Participation Denominator count) * 100
  - If the Alt-assessment participation rate is less than 1 or equal to 1, then this rule does not apply to any aggregation level.
  - If the Alt-assessment participation rate is greater than 1, then for all state level calculation, the proficiency rate numerator will be determined by the smaller of the following two values:
    - The number of students who are proficient.
    - The sum of students who are proficient for general assessments plus 1% of All tests Participation Denominator count.
  - o Next, calculate the district level alt-assessment participation rate.
    - For each subject (ELA, math, and science):
    - Alt-assessment participation rate = (DLM Participation Numerator count) / (All tests Participation Denominator count) *100
    - If the Alt-assessment participation rate of a district is less than 1, then this rule does not apply to the district and its schools.
    - If the Alt-assessment participation rate of a district is greater than 1, then for all district and school level calculations at the district, the proficiency rate numerator will be determined by the smaller of the following two values:
      - The number of students who are proficient.
      - The sum of students who are proficient for general assessments plus 1% of All tests Participation Denominator count.
- Performance Scatterplots
  - o The Performance Scatterplots also displays the state level data for the corresponding metrics on the X and Y axes.
  - o If "All Students" is selected, the X-axis state level data is the median of student enrollments of all schools when displaying school level data.
  - o If "All Students" is selected, the X-axis state level data is the median of student enrollments of all districts when displaying districts level data.

Proficiency Rate All Tests for each Subject
- If the "One Percent Alt-Assessment Limitation Rule" does not apply:
  - o (Number of students who are proficient in ELA) ÷ (Number of students who are included in All tests Proficiency Denominator) × 100
  - o Use this formula for every student group and overall.
- If the "One Percent Alt-Assessment Limitation Rule" applies:
  - o The smaller value of:
    - (Number of students who are proficient in general assessments + 1%* (Number of students who are included in All tests Participation Denominator)) ÷ (Number of students who are included in All Tests Proficiency Denominator) × 100
    - (Number of students who are proficient) ÷ (Number of students who are included in All tests Proficiency Denominator) × 100

- Use this formula for every student group and overall.

Federal (95% Rule) Proficiency Rate for each Subject (only published when a student group or overall participation rate is less than 95%)

- (Proficiency Rate All Tests Numerator) ÷ (95% of the Participation Rate All Tests Denominator) × 100
- In other words, the numerator used in this formula is whichever numerator is determined to be displayed based on the "One Percent Alt-Assessment Limitation Rule".

Sources of Data

IAR: Illinois Administration Platform and stored in ISBE's Student Information System (SIS).

HS Assessment: College Board provides ISBE with an accountability file posted on a secure site, and data from this file are stored in ISBE's Student Information System (SIS).

DLM-AA: KITE and stored in ISBE's Student Information System (SIS).

ISA: Illinois Administration Platform and stored in ISBE's Student Information System (SIS).

Proficiency Rate ELA, Math, and Science – DLM-AA
SY 2025

Proficiency Rate ELA, Math, and Science – DLM-AA

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

"DLM-AA Proficiency" has four levels of performance which are:
- Level 4: Advanced (considered proficient)
- Level 3: At Target (proficient)
- Level 2: Approaching Target
- Level 1: Emerging

Guidance Citation
State Statute/Guidance: Illinois School Code 105 ILCS 5/2-3.64a-5
Federal Statute/Guidance: Evaluations, Eligibility Determinations, Individualized Education Programs, and Educational Placements 34 CFR § 300.320; Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016). SEC. 1111.(2)(c)(4)(E)

Business Rules
- Exclude Grade 9 and 10 in Proficiency Rate calculation if NOT disaggregated by grade. Grade 12 is not displayed separately.
    o Do not include Grade 9 and 10 in any summary calculations.
    o Note that for SY25 grade 9 and 10 were not administered for DLM Science.
- ELA, Math, and Science rates are computed and displayed.
- The testing enrollment is defined in the Participation metric.
- The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity level (school, district, or state level) and at the grade level.
- The source for the calculation is the DLM-AA Correction and Score records.
- The grade is the grade at time of testing from the Correction record.
- See the Student Groups business rules for more information on how student demographics are determined.
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- DLM-AA has a student record with an ELA, Math, and Science score.
    o For ELA, Math, and Science, Grade 12 students who have a valid score will be reported with Grade 11 students.
- The proficiency rate is calculated for ELA, Math, and Science.
    o If a student is in a Performance Level of 3 or 4, then they are considered Proficient.
- Each subgroup is calculated the same way.
- There are no given Scale Scores for DLM-AA, just performance levels.
- Note for SY2025 and forward:
    o Proficiency data from SY2025 and forward should NOT be compared in any form (visual, tabular, etc.) to SY2024 and previous years.

- o Participation data and SGP data from SY2025 should be compared in any form (visual, tabular, etc.) to previous years.
- Note for SY2023 and forward:
  - o Invalid records should not be reported in the numerators of participation and achievement assessment files. Invalid includes records that were not assigned to students as well as those with missing enrollments, outside of testing window, outside of grade levels tested, etc.
- Proficiency Rate (for SY2025 and forward)
  - o First, verify if the student has BOTH "First Year in US" AND "EL" indicator yes in either of the current school year or the prior school year.
    - When true, **exclude** student from proficiency calculations (both numerator and denominator), but **include** student in participation calculations (both numerator and denominator).
  - o Next, for those students not already excluded, check the Immigrant collection in SIS. If according to Immigrant file first enrolled in U.S. School date is on or after April 30, where calendar year is equal to school year minus two (e.g. SY2025 minus 2 = calendar year 2023 = April 30, 2023) AND "EL" Indicator yes in either current school year or the prior school year, then exclude the students.
    - When true, **exclude** student from proficiency calculations (both numerator and denominator), but **include** student in participation calculations (both numerator and denominator).
  - o Rules for multiple records:
    - If multiple records with same enrollment ID with both records with complete score we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district.
    - If multiple valid records with same enrollment ID for DLM and general assessment within the same subject, we will report the general assessment record for proficiency and participation.
    - At district level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district.
    - At state level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator.
- The table below indicates whether a record is included in the numerator or denominator for calculating Proficiency Rate.
  - o *Note*:
    - For a complete listing of RNVTA codes and validation rules see: https://www.isbe.net/Documents/Reason-No-Valid-Test-Attempt.pdf

Assessment	Subject	Scale Score (or performance level for DLM)	RNVTA Code	Suppression Code	Proficiency Numerator	Proficiency Denominator	Participation Numerator	Participation Denominator	Include for SGP (For those tests where SGP is calculated.)
All	All	Yes	Null	Null	If performance level >= 3	Yes	Yes	Yes	Yes

All	All	No	1-9, 16	Null	No	No	No	No	No
IAR, ACT, DLM, Science	All	No	10, 15	Null	No	No	No	Yes	No
All	All	No	19	Null or Not Null	No	No	No	Yes	No
All	All	No	22	Null or Not Null	No	No	Yes	Yes	No
All	All	No	25	Suppressed or Not Suppressed	No	Yes	Yes	Yes	No
All	All	No	50-52	Null	No	No	No	No	No
All	All	No	53	Null	No	No	No	Yes	No
All	All	No	54	Null	No	No	No	No	No
All	All	Yes	54	Suppressed (Not Null)	No	No	No	No	No
All	All	Yes	55	Suppressed (Not Null)	No	No	No	No	No
All	All	No	No RNVTA	No Suppression	No	No	No	Yes	No

Formula (calculations)

Proficiency Rate ELA Formula

- (Number of students who are proficient in ELA) ÷ (Number of students with valid scores excluding all students with a suppressed score in ELA) × 100
  - Use this formula for every student group and overall

Proficiency Rate Math Formula

- (Number of students who are proficient in Math) ÷ (Number of students with valid scores excluding all students with a suppressed score in Math) × 100
  - Use this formula for every student group and overall

Proficiency Rate Science Formula

- (Number of students who are proficient in Science) ÷ (Number of students with valid scores excluding all student with a suppressed score in Science) × 100
  - Use this formula for every student group and overall

Sources of Data

KITE and stored in Student Information System (SIS)

Proficiency Rate and Student Growth Percentile – ELA, Math, and Science – High School Assessment
SY 2025

Proficiency Rate and Student Growth Percentile – ELA, Math, and Science – High School Assessment

Definition

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

HS Assessment Proficiency" has four Performance Levels:
- Level 4: Above Proficient
- Level 3: Proficient
- Level 2: Approaching Proficient
- Level 1: Below Proficient
- NOTE: The performance levels will not be available until after the Board approves the recommended cut scores in August.

Scale Score ranges associated with the four performance levels will be available on the ISBE High School Assessment webpage.

Performance Scatterplot is a display used to compare the performance of a school or district to the performance of other schools or districts.

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

Cohort SGP:
- The cohort SGP compares a student's assessment score this year to all other Illinois students (in the same grade and same subject) who had the same scale score last year. The state mean will always be 50 in a cohort SGP calculation.
- Baseline SGP will be made available in a future year once we have sufficient data.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/2-3.64a-5;
ISBE Rule: https://www.isbe.net/Documents/ONEARK.pdf
Federal Statute/Guidance: ED Facts E- MAPS Assessment Metadata Survey;
Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016). SEC. 1111.(2)(c)(4)(E)

Business Rules
- ELA, Math, and Science rates are computed and displayed.
-

- Exclude Grade 9 and 10 in Proficiency Rate calculation if not disaggregated by grade. Grade 12 is not displayed separately.
  - Do not include Grade 9 and 10 in any summary calculations except do include grade 9 and 10 in summary for SGP, this is the one exception for SY25.
- The testing enrollment is defined in the Participation metric.
- The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity (school, district, and state) and at the grade level.
- The source for the calculation is High School Assessment Correction and Score records.
- See the Student Groups business rules for more information on how student demographics are determined.
- The grade is the grade at time of testing from the Correction record.
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- High School Assessment has student records for ELA, Math, and Science.
- The proficiency rate is calculated separately for ELA, Math, and Science.
  - If a student has a Performance Level of 3 or 4 they are considered Proficient.
- Each subgroup is calculated the same way.
- An additional metric called Average Score for High School Assessment is calculated.
  - The requirements are:
    - The score is calculated separately for ELA, Math, and Science.
    - The score is calculated at the school, district, and state level.
    - The ELA calculation is the sum of the valid ELA scores for that entity divided by the number of valid ELA scores.
    - The Math calculation is the sum of the valid Math scores for that entity divided by the number of valid Math scores.
    - The Science calculation is the sum of the valid Science scores for that entity divided by the number of valid Science scores.
    - This is not disaggregated by demographics.
    - Include only assessment records used in the proficiency rate denominator.
    - For ACT Average Score Composite, include only students who are counted in ELA, Math, and Science proficiency denominators (for SY2025).
- Note for SY2025 and forward:
  - Proficiency data from SY2025 and forward should NOT be compared in any form (visual, tabular, etc.) to SY2024 and previous years.
  - Participation data and SGP data from SY2025 should be compared in any form (visual, tabular, etc.) to previous years.
- Note for SY2023 and forward:
  - Invalid records and suppressed content area scores should not be reported in the numerators of participation and achievement assessment files. Invalid includes records that were not assigned to students as well as those with missing enrollments, outside of testing window, outside of grade levels tested, etc.
- Proficiency Rate Calculation (SY2025 and forward)
  - First, verify if the student has BOTH "First Year in US" AND "EL" indicator yes in either of the current school year or the prior school year.

- When true, **exclude** student from proficiency calculations (both numerator and denominator), but **include** student in participation calculations (both numerator and denominator).
  - Next, for those students not already excluded, check the Immigrant collection in SIS. If according to Immigrant file first enrolled in U.S. School date is on or after April 30, where calendar year is equal to school year minus two (e.g. SY2025 minus 2 = calendar year 2023 = April 30, 2023) AND "EL" Indicator yes in either current school year or the prior school year, then exclude the students.
    - When true, **exclude** student from proficiency calculations (both numerator and denominator), but **include** student in participation calculations (both numerator and denominator).
  - Rules for multiple records:
    - If multiple records with same enrollment ID with both records with complete score we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district
    - If multiple valid records with same enrollment ID for DLM and general assessment within the same subject, we will report the general assessment record for proficiency and participation.
    - At district level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district
    - At state level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator.
- The table below indicates whether a record is included in the numerator or denominator for calculating Proficiency Rate.
  - For a complete listing of RNVTA codes and validation rules see: https://www.isbe.net/Documents/Reason-No-Valid-Test-Attempt.pdf

Assessment	Subject	Scale Score	RNVTA Code	Suppression Code	Proficiency Numerator	Proficiency Denominator	Participation Numerator	Participation Denominator
All	All	Yes	Null	Null	If performance level >= 3	Yes	Yes	Yes
All	All	No	1-9, 16	Null	No	No	No	No
IAR, ACT, DLM, Science	All	No	10, 15	Null	No	No	No	Yes
All	All	No	19	Null or Not Null	No	No	No	Yes
All	All	No	22	Null or Not Null	No	No	Yes	Yes
All	All	No	25	Suppressed or Not Suppressed	No	Yes	Yes	Yes
All	All	No	50-52	Null	No	No	No	No
All	All	No	53	Null	No	No	No	Yes
All	All	No	54	Null	No	No	No	No
All	All	Yes	54	Suppressed (Not Null)	No	No	No	No

All	All	Yes	55	Suppressed (Not Null)	No	No	No	No
All	All	No	No RNVTA	No Suppression	No	No	No	Yes

- Performance Scatterplots
    - The Performance Scatterplots displays the state level data for the corresponding metrics on the X and Y axes.
    - If "All Students" is selected, the X-axis state level data is the median of student enrollments of all schools when displaying school level data.
    - If "All Students" is selected, the X-axis state level data is the median of student enrollments of all districts when displaying districts level data.

Formula (calculations)

Proficiency Rate ELA – High School Assessment

- (Number of students who are proficient in ELA) ÷ (Number of students with valid scores excluding all students with a suppressed score in ELA) × 100
    - Use this formula for every student group and overall.

Proficiency Rate Math – High School Assessment

- (Number of students who are proficient in Math) ÷ (Number of students with valid scores excluding all students with a suppressed score in Math) × 100
    - Use this formula for every student group and overall.

Proficiency Rate Science – High School Assessment

- (Number of students who are proficient in Math) ÷ (Number of students with valid scores excluding all students with a suppressed score in Math) × 100
    - Use this formula for every student group and overall.

Average High School Assessment Score for ELA

- (Sum of the students' High School Assessment scores in the proficiency rate denominator for ELA) ÷ (Number of students who have scores in the proficiency rate denominator for ELA)

Average High School Assessment Score for Math

- (Sum of the students' High School Assessment scores in the proficiency rate denominator for Math) ÷ (Number of students who have scores in the proficiency rate denominator for Math)

Average HS ASSESSMENT Science Score for Science

- (Sum of the students' High School Assessment scores in the proficiency rate denominator for Science) ÷ (Number of students who have scores in the proficiency rate denominator for Science)

Average High School Assessment Score Composite

- Consider only students who have all scores (ELA, Math, and Science) and are included in the proficiency rate denominators for all subjects.

- Sum of the students' ACT composite scores ÷ (Unduplicated number of students with ACT composite scores and are included in the proficiency rate denominator for all subjects.

Student Growth Percentile ELA – HS Assessment
- For students included for SGP: (Sum of all individual students' SGPs in ELA) ÷ (Number of students with an SGP in ELA) × 100

Student Growth Percentile Math – HS Assessment
- For students included for SGP: (Sum of all individual students' SGPs in Math) ÷ (Number of students with an SGP in Math) × 100

Sources of Data

ACT provides ISBE with an accountability file posted on a secure site, and data from this file are stored in ISBE's Student Information System (SIS).

Proficiency Rate Science – ISA
SY 2025

Proficiency Rate Science – ISA

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

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

- Level 4 'Above Proficient'
- Level 3 'Proficient'
- Level 2 'Approaching Proficient'
- Level 1 'Below Proficient'

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/2-3.64a-5
Federal Statute/Guidance: Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016). SEC. 1111.(2)(c)(4)(E)2)(c)(4)(E)

Business Rules

- The Science rate for the "All Student" population are computed and displayed.
- The testing enrollment is defined in the Participation metric.
- The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity level (school, district, or state level) and at the grade level (Grade 5 and Grade 8).
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- The source for the calculation is ISA Correction and Score records.
- See the Student Groups business rules for more information on how student demographics are determined.
- If a student is in a Performance Level of 3 'Proficient' or 4 'Above Proficient' then they are considered Proficient.
- Note for SY2025 and forward:
    - Proficiency data from SY2025 and forward should NOT be compared in any form (visual, tabular, etc.) to SY2024 and previous years.
    - Participation data and SGP data from SY2025 should be compared in any form (visual, tabular, etc.) to previous years.
- Note for SY2023 and forward:
    - Invalid records should not be reported in the numerators of participation and achievement assessment files. Invalid includes records that were not assigned to students as well as those with missing enrollments, outside of testing window, outside of grade levels tested, etc.
- The raw score to scale score conversion table will become available in July/August 2025. A link will be made available and posted on the Assessment webpage.
- Proficiency Rate
    - First, verify if the student has BOTH "First Year in US" AND "EL" indicator yes in either of the current school year or the prior school year.

- When true, **exclude** student from proficiency calculations (both numerator and denominator), but **include** student in participation calculations (both numerator and denominator).
  - o Next, for those students not already excluded, check the Immigrant collection in SIS. If according to Immigrant file first enrolled in U.S. School date is on or after April 30, where calendar year is equal to school year minus two (e.g. SY2025 minus 2 = calendar year 2023 = April 30, 2023) AND "EL" Indicator yes in either current school year or the prior school year, then exclude the students.
    - When true, **exclude** student from proficiency calculations (both numerator and denominator), but **include** student in participation calculations (both numerator and denominator).
  - o Rules for multiple records:
    - If multiple records with same enrollment ID with both records with complete score we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district.
    - If multiple valid records with same enrollment ID for DLM and general assessment within the same subject, we will report the general assessment record for proficiency and participation.
    - At district level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district.
    - At state level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator.
- The table below indicates whether a record is included in the numerator and/or denominator for calculating Proficiency Rate.
  - o *Notes*:
    - For a complete listing of RNVTA codes and validation rules see: https://www.isbe.net/Documents/Reason-No-Valid-Test-Attempt.pdf

Assessment	Subject	Scale Score	RNVTA Code	Suppression Code	Proficiency Numerator	Proficiency Denominator	Participation Numerator	Participation Denominator	Include for SGP (For those tests with SGP)
All	All	Yes	Null	Null	If performance level >= 3	Yes	Yes	Yes	Yes
All	All	No	1-9, 16	Null	No	No	No	No	No
IAR, ACT, DLM, Science	All	No	10, 15	Null	No	No	No	Yes	No
All (only applies to Proficiency Rate All Tests)	All	No	10, 15	Null	No	If participation <.95, included at the .95 level, else No	No	Yes	No

All	All	No	19	Null or Not Null	No	No	No	Yes	No
All	All	No	22	Null or Not Null	No	No	Yes	Yes	No
All	All	No	25	Suppressed or Not Suppressed	No	Yes	Yes	Yes	No
All	All	No	50-52	Null	No	No	No	No	No
All	All	No	53	Null	No	No	No	Yes	No
All	All	No	54	Null	No	No	No	No	No
All	All	Yes	54	Suppressed (Not Null)	No	No	No	No	No
All	All	Yes	55	Suppressed (Not Null)	No	No	No	No	No
All	All	No	No RNVTA	No Suppression	No	No	No	Yes	No

Formula (calculations)

Proficiency Rate Science Formula

- (Number of students who are proficient in Science) ÷ (Number of students who are included in Proficiency Denominator in Science) × 100
    - Use this formula for every student group and overall.

Sources of Data

Illinois Administration Platform and stored in ISBE's Student Information System (SIS)

Proficiency Rate and Student Growth Percentile – ELA &
Math IAR
SY 2025

Proficiency Rate and Student Growth Percentile ELA and Math – IAR

The Illinois Assessment of Readiness (IAR) is the state assessment and accountability measure for Illinois students enrolled in a public school district. IAR assesses the Illinois Learning Standards incorporating the Common Core and is administered in English language arts and mathematics to all students in grades 3-8 unless otherwise qualified to take the alternative assessment administered by the state. IAR results are also used to measure student growth for school and district accountability.

"Performance Scatterplot" is a display used to compare the performance of a school or district to the performance of other schools or districts.

"IAR Proficiency" has four levels of performance, which are:
- Level 4: Above proficient
- Level 3: Proficient
- Level 2: Approaching proficient
- Level 1: Below proficient

"Student Growth Percentile (SGP)" is a measure of student growth that compares a student's performance over time to that of their academic peers (e.g., students in Illinois who have the same scale score in the prior year). It includes the current year score and up to two prior years' scores allowing the growth percentile calculation to represent a true growth trend and not just movement up and down from year to year. Individual student growth percentiles range from 1 to 99. A score of 50 represents average or expected growth.
- Cohort SGP:
  - The cohort SGP compares a student's assessment score this year to all other Illinois students (in the same grade and same subject) who had the same scale score last year. The state mean will always be 50 in a cohort SGP calculation.
- Baseline SGP:
  - The baseline SGP compares a student's assessment score this year to all other Illinois students (in the same grade and same subject) who had the same scale score in a specified previous baseline year. A state mean above 50 in a baseline SGP calculation means students overall grew more this year than in the prior baseline year.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/2-3.25c

Federal Statute/Guidance: Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016). SEC. 1111.

Business Rules
- ELA and Math rates for the "All Student" population are computed and displayed.
- The testing enrollment is defined in the Participation metric.
- The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity level (school, district, or state level) and at the grade level.
- The source for the calculation is IAR Correction and Score records.
- The grade is the grade at time of testing from the Correction record.

- See the Student Groups business rules for more information on how student demographics are determined.
- All assessment proficiency rates are calculated for the responsible entity as defined in the Responsible Entity business rules.
- IAR has student records for both ELA and Math.
- The proficiency rate is calculated for both ELA and Math.
  - If a student is in a Performance Level of 3 or 4 then they are considered Proficient.
- Each subgroup is calculated the same way.
- Note for SY2025 and forward:
  - Proficiency data from SY2025 and forward should NOT be compared in any form (visual, tabular, etc.) to SY2024 and previous years.
  - Participation data and SGP data from SY2025 should be compared in any form (visual, tabular, etc.) to previous years.
- Note for SY2023 and forward:
  - Invalid records should not be reported in the numerators of participation and achievement assessment files. Invalid includes records that were not assigned to students as well as those with missing enrollments, outside of testing window, outside of grade levels tested, etc.
- Proficiency Rate (for SY2025 and forward)
  - First, verify if the student has BOTH "First Year in US" AND "EL" indicator yes in either of the current school year OR the prior school year.
    - When true, **exclude** student from proficiency calculations (both numerator and denominator), but **include** student in participation calculations (both numerator and denominator).
  - Next, for those students not already excluded, check the Immigrant eligibility record in SIS (from assessment corrections). If according to Immigrant file first enrolled in U.S. School date is on or after April 30, where calendar year is equal to school year minus two (e.g. SY2025 minus 2 = calendar year 2023 = April 30, 2023) AND "EL" Indicator yes in either current school year or the prior school year, then exclude the students.
    - When true, **exclude** student from proficiency calculations (both numerator and denominator), but **include** student in participation calculations (both numerator and denominator).
  - Rules for multiple records:
    - If multiple records with same enrollment ID with both records with complete score we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district.
    - If multiple valid records with same enrollment ID for DLM and general assessment within the same subject, we will report the general assessment record for proficiency and participation.
    - At district level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator at the respective district.
    - At state level, if multiple records for a student exist with different enrollment ID and different responsible districts, we will report only the record with the lesser value scoreID (for earliest test date) for proficiency denominator.
  - The table below indicates whether a record is included in the numerator and/or denominator for calculating Proficiency Rate and Student Growth Percentile.

- Note:
  - For a complete listing of RNVTA codes and validation rules see:
    https://www.isbe.net/Documents/Reason-No-Valid-Test-Attempt.pdf

Assessment	Subject	Scale Score	RNVTA Code	Suppression Code	Proficiency Numerator	Proficiency Denominator	Participation Numerator	Participation Denominator	Include for SGP
All	All	Yes	Null	Null	If performance level >= 3	Yes	Yes	Yes	Yes
All	All	No	1-9, 16	Null	No	No	No	No	No
IAR, ACT, DLM, Science	All	No	10, 15	Null	No	No	No	Yes	No
All (only applies to Proficiency Rate All Tests)	All	No	10, 15	Null	No	**If participation <.95, included at the .95 level, else No**	No	Yes	No
All	All	No	19	Null or Not Null	No	No	No	Yes	No
All	All	No	22	Null or Not Null	No	No	Yes	Yes	No
All	All	No	25	Suppressed or Not Suppressed	No	Yes	Yes	Yes	No
All	All	No	50-52	Null	No	No	No	No	No
All	All	No	53	Null	No	No	No	Yes	No
All	All	No	54	Null	No	No	No	No	No
All	All	Yes	54	Suppressed (Not Null)	No	No	No	No	No
All	All	Yes	55	Suppressed (Not Null)	No	No	No	No	No
All	All	No	No RNVTA	No Suppression	No	No	No	Yes	No

- Student Growth Percentile (SGP):
  - Starting on the 2023 Report Card, ISBE will display both 'cohort' and 'baseline' data
  - The SGP is the average of individual student growth percentiles at the school, district, or state.
  - For awareness, in order to calculate an SGP, the student would need to test in the same subject in the current reporting year and the previous school year, in a standard test to test progression group (e.g., Grade 3 to 4, Grade 4 to 5).
  - Individual SGPs are calculated from the vendor and are transmitted to ISBE. ISBE only calculates aggregate SGPs.
  - Include students in the Proficiency Denominator that have SGP in the vendor file.

- Performance Scatterplots

- The Performance Scatterplots displays the state level data for the corresponding metrics on the X and Y axes.
- If "All Students" is selected, the X-axis state level data is the median of student enrollments of all schools when displaying school level data.
- If "All Students" is selected, the X-axis state level data is the median of student enrollments of all districts when displaying districts level data.

Formula (calculations)

Proficiency Level ELA – IAR
- (Number of students who are proficient in ELA) ÷ (Number of students in participation numerator after First Year in US & EL rule is applied in ELA) × 100
  - Use this formula for every student group and overall.

Proficiency Level Math – IAR
- (Number of students who are proficient in Math) ÷ (Number of students in participation numerator after first Year in US & EL rule is applied in Math) × 100
  - Use this formula for every student group and overall.

Growth Percentile ELA – IAR
- For students included for SGP: (Sum of all individual student's SGP in ELA) ÷ (Number of students with an SGP in ELA) × 100

Growth Percentile Math – IAR
- For students included for SGP: (Sum of all individual student's SGP in Math) ÷ (Number of students with an SGP in Math) × 100

Sources of Data

The data is delivered to ISBE in the Illinois Administrative Platform. Once it is validated by assessment, it is shared with the ISBE Student Information System (SIS) team to be posted and stored in ISBE's Student Information System (SIS).

Participation Rate ELA, Math, and Science – All Tests
SY 2025

Participation and No Participation Rate ELA, Math, and Science - All Tests and by Each Test
Definition
Participation Rate is defined as the number of students who received participation credit for the state assessment divided by the number of students who were required to participate in the state assessment. Specific details are included in subsequent tables and detailed formulas in this document.

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

Guidance Citation
State Statute/Guidance: Illinois School Code 105 ILCS 5/2-3.64a; Approved waiver: https://www.isbe.net/Documents/IL20-21-Accountability-Waiver-Template.pdf
Federal Statute/Guidance: Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 (2015-2016). SEC. 1111.(2)(c)(4)(E)

Business Rules
- Each subject (ELA, Math, and Science) and applicable test (IAR, High School Assessment, DLM-AA, and ISA) are reported.
- Exclude Grade 9 and 10 in Participation Rate and No Participation Rate calculation if not disaggregated by grade.
    - Do not include Grade 9 and 10 in any summary calculations.
    - Grade 12 is not displayed separately.
- See the Student Groups business rules for more information on how student demographics are determined.
- All assessment participation rates and no participation rates are calculated for the responsible entity as defined in the Responsible Entity business rules
- For 2024 and forward, any grade 12 students who were identified to be assessed and has a valid score or RNVTA, data should be included in any participation rate calculations for grade 11.
- Rules for multiple valid records:
    - If multiple records exist with the same enrollment ID but there is no score for either enrollment record, we will select a **distinct** record for the participation denominator.
    - If multiple valid records with same enrollment ID for DLM and general assessment within the same subject, we will report the general assessment record for proficiency and participation.
    - If multiple records exist with the same enrollment ID with a complete score but no score record, we will select the enrollment record **with score** for participation denominator.
    - A student can be reported at different schools or districts but can only be counted once at each entity.
    - For student group reporting (not total), if multiple records for a student exist with different enrollment ID and different demographic or program ID across the multiple records, we will report:
        - If both records are NULL for scale score, we will report demographic, or program ID based on smallest enrollment ID record.
        - If both records have a valid scale score (and neither are suppressed), we will report demographic, or program ID based on smallest enrollment ID record.

- If only one record has a scale score, we will report demographic, or program ID based on the record with the scale score.
- Participation Rate for **High School Assesment**, **IAR, ISA**, and **DLM-AA**:
    - The table below indicates whether a record is included in the numerator and/or denominator for calculating Participation Rate.
    - For a complete listing of RNVTA codes and validation rules see:
        https://www.isbe.net/Documents/Reason-No-Valid-Test-Attempt.pdf

Assessment	Subject	Scale Score or Performance Level (DLM-AA)	RNVTA Code	Suppression Code	Proficiency Numerator	Proficiency Denominator	Participation Numerator	Participation Denominator	Include for SGP (For those tests where SGP is calculated.)
All	All	Yes	Null	Null	If performance level >= 3	Yes	Yes	Yes	Yes
All	All	No	1-9, 16	Null	No	No	No	No	No
IAR, ACT, DLM, Science	All	No	10, 15	Null	No	No	No	Yes	No
All	All	No	19	Null or Not Null	No	No	No	Yes	No
All	All	No	22	Null or Not Null	No	No	Yes	Yes	No
All	All	No	25	Suppressed or Not Suppressed	No	Yes	Yes	Yes	No
All	All	No	50-52	Null	No	No	No	No	No
All	All	No	53	Null	No	No	No	Yes	No
All	All	No	54	Null	No	No	No	No	No
All	All	Yes	54	Suppressed (Not Null)	No	No	No	No	No
All	All	Yes	55	Suppressed (Not Null)	No	No	No	No	No
All	All	No	No RNVTA	No Suppression	No	No	No	Yes	No

Formula (calculations)

Participation Rate for each subject and for each assessment

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

No Participation Rate for each subject and for each assessment

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

Sources of Data

Student Information System (SIS) for High School Assessment, IAR, ISA, and DLM-AA

Externally:

- Illinois Administration Platform 9IAR and ISA)
- High School Assessment
- Kite (DLM-AA)

National Assessment of Educational Progress
SY 2025

National Assessment of Educational Progress (NAEP)
Definition
Reading Grades 4 and 8
The National Assessment of Educational Progress (NAEP), also known as "The Nation's Report Card," is the only nationally representative and continuing assessment of what American's students know and can do in various subjects.

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

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

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

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

Illinois' history of NAEP participation is available at:
https://www.nationsreportcard.gov/profiles/stateprofile/overview/IL?cti=PgTab_OT&chort=1&sub=MAT&sj=IL&fs=Grade&st=MN&year=2019R3&sg=Gender%3A+Male+vs.+Female&sgv=Difference&ts=Single+Year&sfj=NP

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

Reading Grades 4 and 8
- The National Assessment of Educational Progress (NAEP) reading assessment is given every two years to students at grades 4 and 8, and approximately every four years at grade 12. NAEP 2021 was postponed to 2022 due to the COVID-19 pandemic. The assessment measures reading comprehension by asking students to read selected grade-appropriate materials and answer questions based on what they have read. The results present a broad view of students' reading knowledge, skills, and performance over time. The most recent assessment was given in 2024 to approximately 2,800 Illinois students in grade 4 and 2,800 Illinois students in grade 8.

- The National Assessment Governing Board oversees the development of NAEP frameworks that describe the specific knowledge and skills to be assessed in each subject and how the assessment questions should be designed and scored. The development of the NAEP reading framework was guided by scientifically based reading research. The framework defines reading as a dynamic cognitive process that involves understanding written text, developing and interpreting meaning, and using meaning as appropriate to the type of text. The framework also guides the types of texts included in the assessment and specifies cognitive targets for assessment questions. The same framework that has guided assessment development since 2009 was used to guide development of the 2017, 2019, 2022, and 2024 digitally based assessments.

Math Grades 4 and 8
- The National Assessment of Educational Progress (NAEP) mathematics assessment is given every two years to students at grades 4 and 8, and approximately every four years at grade 12. NAEP 2021 was postponed to 2022 due to the COVID-19 pandemic. The assessment measures both mathematics knowledge and the students' ability to apply their knowledge in problem-solving situations. The results present a broad view of students' mathematics knowledge, skills, and performance over time. The most recent mathematics assessment was given in 2024 to approximately 2,800 Illinois students in grade 4 and 2,800 Illinois students in grade 8.
- The National Assessment Governing Board oversees the development of NAEP frameworks that describe the specific knowledge and skills to be assessed in each subject and how the assessment questions should be designed and scored. The NAEP mathematics assessment framework specifies five broad content areas and three levels of mathematical complexity. The 2009 mathematics framework for grades 4 and 8 is similar to earlier frameworks that guided previous mathematics assessments.
- The mathematics framework defines five broad content areas, three levels of complexity, and specifies the number of questions in each content area by grade. The framework also outlines what mathematics knowledge and skills students should have to reach Basic, Proficient, and Advanced achievement. The mathematics framework was updated in 2005 and again in 2009. Survey questionnaires, administered to students, teachers, and school administrators who participate in a mathematics assessment, are used to collect and report contextual information about students' learning experience in and out of the classroom.

Guidance Citation
State Statute/Guidance: N/A
Federal Statute/Guidance: National Assessment of Educational Progress Authorization Act

Business Rules
- NAEP collects and publishes data every two years (i.e. 2017, 2019, 2022, 2024, 2026)
  - NAEP data being displayed can be up to two years behind
    - Note: The 2021 NAEP assessment program was postponed to 2022 due to the COVID-19 pandemic

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

2023	2022	Oct/Nov 2022	1 year
2024	2022	Oct/Nov 2022	2 years
2025	2024	Jan 2025	1 year
2026	2024	Jan 2025	2 years

- NAEP data was first displayed on the 2019 Report Card – which was 2017 NAEP data.
- NAEP data is made available on their website (https://nces.ed.gov/nationsreportcard/) in the early 2025 timeframe.
  - For 2025, we will display 2024 data.
- NAEP data is also made available on ISBE's website at https://www.isbe.net/Pages/NAEP.aspx under "Summary of NAEP Results".
- NAEP does **not** provide an actual data file.
  - ISBE gathers the NAEP data information from the NAEP website and enters it into a Data Warehouse table manually.
- NAEP metrics do **not** have formulas.
- On the Classic PDF, NAEP results will **only** be reported on the State-level and District-level Report Cards
- On the IIRC, NAEP results will **only** be reported on the State-level.
- NAEP results will **not** be included on any School-level Report Cards for either the Classic PDF or the IIRC.

Formula (calculations)
N/A

Sources of Data
National Assessment of Educational Progress (NAEP)

State Performance Plan Indicators
SY 2025

State Performance Plan Indicators

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

Guidance Citation

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

Business Rules

- The State Performance Plan sets state targets/standards for each metric under the indicators. The district score is compared to the state standard and a "District Met State Target" is determined.
  - If the district value is greater than or equal to the target, then the district is determined to have Met the target (reported as a "YES")
  - Else they did not meet the target (reported as a 'NO')
  - There are metrics where a district has no values (i.e. Early Childhood metrics in a high school district) in which case the district and District Met value are N/A
- There are 14 State Performance Plan (SPP) Indicators for Districts with data reported at the district level. The Indicators fall into two categories:
  - Indicators that are based on metrics calculated for reports other than SPP
    - These include the IEP Graduation Rate, Dropout Rate, and Discipline indicators.
    - These indicators are based on data that lag one year.
  - Indicators that are calculated specifically for SPP and are based on the current year data.
- The following are the business rules for each metric for the 14 SPP Indicators.
  - Indicator 1: Graduation
    - Indicator 1 is a results indicator that measures the percent of youth with Individualized Education Programs (IEPs) graduating from high school with a underline regular diploma.
    - Data is available when the Report Card snapshot is taken. However, data for this indicator are "lag" data, so the State must describe the results of its examination of the data for the year underline before the reporting year (e.g., for the FFY 2024 SPP/APR, use data from 2023-2024).
    - Measurement/Calculation - States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to graduating with a

regular high school diploma in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator (in a single year).

- o Indicator 2: Dropout
    - Indicator 2 is a results indicator that measures the percent of youth with IEPs dropping out of high school.
    - Data is available on February 21, 2025 for SY 2024 (EDFacts submission date). However, data for this indicator are "lag" data, so the State must describe the results of its examination of the data for the year <u>before</u> the reporting year (e.g., for the FFY 2024 SPP/APR, use data from 2023-2024).
    - Measurement/Calculation - States must report a percentage using the number of youth with IEPs (ages 14-21) who exited special education due to dropping out in the numerator and the number of all youth with IEPs who left high school (ages 14-21) in the denominator (in a single year).
- o Indicator 3: Statewide Assessment
    - Indicator 3 is a results indicator that measures the participation and performance of children with IEPs on statewide assessments:
        - A. Participation rate for children with IEPs
        - B. Proficiency rate for children with IEPs against grade level academic achievement standards
        - C. Proficiency rate for children with IEPs against alternative academic achievement standards
        - D. Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards
    - Each indicator is disaggregated by subject and grade:
        - Subject: ELA and Math
        - Grade: 4, 8, and 11
    - Data is available in January of the next school year (EDFacts final submission date). On the 2024 Report Card, for Indicator 3 we will use the April 2024 EDFacts submissions.
        - Data for Indicator 3 are "lag data" so use the data for the year before the Report card reporting year.
- o Indicator 4: Suspension/Expulsion
    - Indicator 4A is a results indicator that measures the rates of suspension/expulsion (Percent of districts that have a significant discrepancy in the rate of suspensions/expulsions greater than 10 cumulative days in a school year for children with IEPs).
    - Indicator 4B is a compliance indicator that measures the rates of suspension and expulsion (Percent of districts that have [a] a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days in a school year for children with IEPs and [b] policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
    - Data is available around October 1 of the next school year (i.e., 2024-2025 discipline data is available October 1, 2025). Data for Indicator 4 are "lag data," so use the data for the

year <u>before</u> the reporting year [e.g., for the FFY 2023 SPP/APR due February 1, 2025, use data from the 2022-23 school year].

- ▪ Measurement/Calculation
    - • 4A. Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) that have a significant discrepancy, as defined by the State, in the rates of suspensions and expulsions for more than 10 days during the school year of children with IEPs) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable))] times 100.
    - • 4B. Percent = [(# of LEAs that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups that have:
        - ○ (a) a significant discrepancy, as defined by the State, by race or ethnicity, in the rates of suspensions and expulsions of more than 10 days during the school year of children with IEPs; and
        - ○ (b) policies, procedures or practices that contribute to the significant discrepancy, as defined by the State, and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards) divided by the (# of LEAs in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.
    - • The state-specific calculations are:
        - ○ District Level: Total # of students with IEPs with more than 10 cumulative days of Qualifying Suspensions/Expulsions in the District * 100 divided by the total number of students with IEPs in the District.
        - ○ State Level: Total # of students with IEPs with more than 10 cumulative days of Qualifying Suspensions/Expulsions in the State * 100 divided by the total number of students with IEPs in the State.
        - ○ Calculations are computed for the district and state with precision to two decimal points.
        - ○ The calculations are performed for the race group at district if there are 5 or more students in the group.
        - ○ A statewide standard deviation is calculated for total population using the formula: Square root (percent expelled or suspended * (100- percent expelled or suspended)/total enrollment).
    - • For 4A, a district is considered to have a significant discrepancy if the district rate is greater than the State rate plus 1 standard deviation for three consecutive years AND there are at least 5 students with IEPs suspended or expelled more than 10 days in each of the 3 school years.
    - • For 4B a district is considered to have a significant discrepancy if the district rate within a particular race/ethnicity group is greater than the State rate plus 1 standard deviation for three consecutive years AND there are at least 5 students with IEPs within a particular race/ethnicity suspended or expelled more than 10 days in each of the 3 school years. The district is considered to have a significant discrepancy if the above conditional is met by at least one racial group.

- o Indicator 5: Education Environment (5-year-old kindergartners through age 21)
  - Indicator 5 is a results indicator that measures the percent of students with IEPs (5-year-old kindergartners through age 21) served inside the general education classroom 80% or more of the school day (5A), inside the general education classroom less than 40% of the day (5B), or in separate schools/residential facilities/home/hospital placements (5C).
  - Data is available on July 30, 2025 for SY2025 (EDFacts submission date).
  - Measurement/Calculation
    - 5A. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class 80% or more of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
    - 5B. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served inside the regular class less than 40% of the day) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
    - 5C. Percent = [(# of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements) divided by the (total # of students aged 5 who are enrolled in kindergarten and aged 6 through 21 with IEPs)] times 100.
- o Indicator 6: Education Environment (ages 3-5 in Preschool)
  - Indicator 6 is a results indicator that measures the percent of children with IEPs (ages 3-5 in Preschool) attending a regular early childhood (EC) program and receiving the majority of special education and related services in the regular EC program (6A), a separate special education class/separate school/residential facility (6B), or in the home (6C).
  - Data is available on July 30, 2025 for SY2025 (EDFacts submission date).
  - Measurement/Calculation
    - 6A. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.
    - 6B. Percent = [(# of children ages 3, 4, and 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children ages 3, 4, and 5with IEPs)] times 100.
    - 6C. Percent = [(# of children ages 3, 4, and 5 with IEPs receiving special education and related services in the home) divided by the (total # of children ages 3, 4, and 5 with IEPs)] times 100.
- o Indicator 7: Preschool Outcomes
  - Indicator 7 is a results indicator that measures the percent of preschool children aged 3 through 5 with IEPs who demonstrate improved positive social-emotional skills (7A), acquisition and use of knowledge and skills (7B) and use of appropriate behaviors to meet their needs (7C) from their initial entry evaluation.
  - Data is available in October for the preceding school year.
  - Measurement/Calculation

- Indicator 7 evaluates students exiting the preschool program in three Outcomes:
    - A. Positive social-emotional skills (including social relationships);
    - B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
    - C. Use of appropriate behaviors to meet their needs.
- The progress rating rates each of the three outcomes in one of five progress categories/levels of functioning. Progress categories for outcome A, B and C are:
    - a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by (# of preschool children with IEPs assessed)] times 100.
    - b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
    - c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by (# of preschool children with IEPs assessed)] times 100.
    - d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
    - e. Percent of preschool children who maintained functioning at a level comparable to same aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by (# of preschool children with IEPs assessed)] times 100.
- There are two summary statements/indicators for each of the three outcomes:
    - Summary Statement 1: Of those preschool children who entered the preschool program below age expectations in each Outcome, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program.
    - Measurement for Summary Statement 1: Percent = [(# of preschool children reported in progress category (c) plus # of preschool children reported in category (d)) divided by (# of preschool children reported in progress category (a) plus # of preschool children reported in progress category (b) plus # of preschool children reported in progress category (c) plus # of preschool children reported in progress category (d))] times 100.
    - Summary Statement 2: The percent of preschool children who were functioning within age expectations in each Outcome by the time they turned 6 years of age or exited the program.
    - Measurement for Summary Statement 2: Percent = [(# of preschool children reported in progress category (d) plus # of preschool children reported in

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

- For each of the three outcomes:
  - A1 is calculated as: counts from C + D * 100 divided by counts from A + B + C + D.
  - A2 is calculated as: counts from D + E * 100 divided by counts from A + B + C + D + E.

- Indicator 8: Parent Involvement
  - Indicator 8 is a results indicator that measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
  - Data for this indicator is extracted on October 15. ISBE receives data by late July from the external vendor regarding survey results/data analysis and receives a report on the survey's representativeness from the vendor in the fall.
  - Prior to school year 2022-2023, data for this indicator was extracted February 1.
  - Starting in school year 2022-2023 the address file will be extracted from the finalized December 1 Child Count from the previous year (e.g. December 1, 2023 Finalized Child Count is used to supply the address file in October 2024). ISBE receives data by late July from the external vendor regarding survey results/data analysis and receives a report on the survey's representativeness from the vendor in the fall.
  - Measurement/Calculation
    - The calculation for the resident district or state is:
      - Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

- Indicator 9: Disproportionate Representation in Special Education
  - Indicator 9 is a compliance indicator that measures the percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Indicator 9 compares the enrollment of all students to those students with IEPs by Race/Ethnicity at a school, district and state level.
  - Data is available around April 1 of the current school year. (i.e., 2024-2025 Identification available April 1 of 2025 when Fall Enrollment and Pupil Counts are approved). Data for this indicator is extracted on or around April 15.
  - Measurement/Calculation
    - Percent = [(# of districts, that meet the State established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State that meet the State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.
  - State definition of disproportionate representation

- Disproportionate representation (or disproportionality) of racial/ethnic groups in special education is currently defined as students in a particular racial/ethnic group (i.e., Asian, Black, Hispanic, Native American, Native Hawaiian/Other Pacific Islander, Two or More Races, or White) being at a considerably greater risk of being identified as eligible for special education and related services than all other racial/ethnic groups enrolled either in the LEA or in the state (depending on the type of risk ratio calculation applied, as discussed below). ISBE uses a risk ratio to determine state risk for racial/ethnic disproportionality. To determine LEA risk for racial/ethnic disproportionality, ISBE uses a weighted risk ratio for LEAs in which there are at least 10 students in the racial/ethnic group and at least 10 students in the comparison group (all students in the racial/ethnic group enrolled in the LEA), and an alternate risk ratio for LEAs in which there are at least 10 students in the racial/ethnic group but fewer than 10 students in the comparison group enrolled in the LEA. The State utilized data from annual Fall Enrollment Counts from the Student Information System, or SIS, (for all students, ages 6-21 served under IDEA) and December Child Count (for students with IEPs, ages 6-21).
  - ISBE examines data in the given school year to determine the number of LEAs that had at least 10 students with IEPs ages 6 – 21 (and 5-year-old children enrolled in kindergarten) for the past three school years to determine how many LEAs met the minimum "n" size for further analysis. ISBE calculates a weighted or alternate risk ratio for every LEA in the state regarding overall special education eligibility. Such risk ratios are calculated for each racial/ethnic group enrolled in a LEA. ISBE's criteria for determining over-representation based on race/ethnicity is a calculated weighted or alternate risk ratio of 3.0 or higher for three consecutive years for a particular racial/ ethnic group in which there are at least ten students in the special education population.
- Indicator 10: Disproportionate Representation in Specific Disability Categories
  - Indicator 10 is a compliance indicator that measures the percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Indicator 10 compares the enrollment of all students to those students with IEPs by Race/Ethnicity at a school, district and state level.
  - Data is available around April 1 of the current school year. (i.e., 2024-2025 Identification available April 15 of 2025 when Fall Enrollment and Pupil Counts are approved).
  - Measurement/Calculation
    - Percent = [(# of districts, that meet the State established n and/or cell size (if applicable) for one or more racial/ethnic groups, with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State that meet a State-established n and/or cell size (if applicable) for one or more racial/ethnic groups)] times 100.
  - State definition of disproportionate representation
    - Disproportionate representation (or disproportionality) of racial/ethnic groups in special education disability categories is currently defined as students in a particular

racial/ethnic group (i.e., Asian, Black, Hispanic, Native American, Native Hawaiian/Other Pacific Islander, Two or More Races, or White) being at a considerably greater risk of being identified as eligible for special education and related services in a specific disability category (Speech/Language, Specific Learning Disability, Emotional Disturbance, Intellectual Disability, Autism, and Other Health Impairment) than all other racial/ethnic groups enrolled either in the LEA or in the state (depending on the type of risk ratio calculation applied, as discussed below). ISBE uses a risk ratio to determine state risk for racial/ethnic disproportionality. To determine LEA risk for racial/ethnic disproportionality, ISBE uses a weighted risk ratio for LEAs in which there are at least 10 students in the racial/ethnic group and at least 10 students in the comparison group (all students in the racial/ethnic group enrolled in the LEA), and an alternate risk ratio for LEAs in which there are at least 10 students in the racial/ethnic group but fewer than 10 students in the comparison group enrolled in the LEA. The State utilized data from annual Fall Enrollment Counts from the Student Information System, or SIS, (for all students, ages 6-21 served under IDEA) and December Child Count (for students with IEPs, ages 6-21).

- ISBE examines data for the given school year to determine the number of LEAs that had at least 10 students ages 6 – 21 for the past three school years in one of the six disability categories listed above to determine how many LEAs met the minimum "n" size for further analysis. ISBE calculates a weighted or alternate risk ratio for every LEA in the state regarding special education eligibility in the categories listed above. Such risk ratios are calculated for each racial/ethnic group enrolled in a LEA. ISBE's criteria for determining over-representation based on race/ethnicity is a calculated weighted or alternate risk ratio of 3.0 or higher for three consecutive years for a particular racial/ethnic group in which there are at least ten students in the special education disability category in question.

o Indicator 11: Evaluation Timelines
  - Indicator 11 is a compliance indicator that measures the percent of children who were evaluated within 60 school days of receiving parental consent for initial evaluation.
  - Data is extracted on or around July 15. Findings of noncompliance are issued September 1 annually.
  - Measurement/Calculation
    - a. # of children for whom parental consent to evaluate was received.
    - b. # of children whose evaluations were completed within 60 days (or State-established timeline).
    - Percent = [(b) divided by (a)] times 100.

o Indicator 12: IDEA Part C to Part B Transition
  - Indicator 12 is a compliance indicator that measures the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
  - Indicator 12 analyzes the children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthday.

- Data is extracted on or around July 15. Findings of noncompliance are issued September 1 annually.
- Measurement/Calculation
  - a. # of children who have been served in Part C and referred to Part B for Part B eligibility determination.
  - b. # of those referred determined to be NOT eligible and whose eligibility was determined prior to their third birthdays.
  - c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
  - d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services or to whom exceptions under 34 CFR §300.301(d) applied.
  - e. # of children determined to be eligible for early intervention services under Part C less than 90 days before their third birthdays.
  - f. # of children whose parents chose to continue early intervention services beyond the child's third birthday through a state's policy under 34 CFR §303.211 or a similar State option.
- Percent = [(c) divided by (a - b - d - e - f)] times 100.
  - o Indicator 13: Secondary Transition
    - Indicator 13 is a compliance indicator that measures the percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age-appropriate transition assessments, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs.
    - Additionally, Illinois state regulations require districts to complete a transition plan during the year the student turns 14½ years of age and annually update the plan.
    - Data is extracted July 15. Findings of noncompliance are issued September 1 annually.
    - Measurement/Calculation
      - Percent = [(# of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority) divided by the (# of youth with an IEP age 16 and above)] times 100.
  - o Indicator 14: Post-School Outcomes
    - Indicator 14 is a results indicator that measures the percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were enrolled in higher

education within one year of leaving high school (14A), enrolled in higher education or competitively employed within one year of leaving high school (14B), or enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school (14C). A survey population is selected using the logic described below and the districts are then required to try to contact the former students and survey them. LEAs must document at least three attempts to contact youth regarding the survey, and complete survey data must be submitted to pass edit checks.

- Data for this indicator survey sample is extracted on April 1. After the survey window closes, the Special Education department will request final survey results for SPP Indicator 14, which occurs on or around October 15.

- Measurement/Calculation

  - 14A. Percent enrolled in higher education = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

  - 14B. Percent enrolled in higher education or competitively employed within one year of leaving high school = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education or competitively employed within one year of leaving high school) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

  - 14C. Percent enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment = [(# of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were enrolled in higher education, or in some other postsecondary education or training program; or competitively employed or in some other employment) divided by the (# of respondent youth who are no longer in secondary school and had IEPs in effect at the time they left school)] times 100.

Formula (calculations)
- N/A

Sources of Data
I-STAR
Student Information System (SIS)

Eighth Graders Passing Algebra I
SY 2025

Eighth Graders Passing Algebra I

Definition

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

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/10-17a
ISBE Rules Part 1 Section 1.79 School Report Card
Federal Statute/Guidance: N/A

Business Rules

- If the student passes the course in the final term, the student is considered to pass for the year.
- All courses taken during their 8th grade year, including summer sessions, are included.
    - Any current 8th grade student who has passed Algebra I in the current year or in the previous two years.
- The numerator is determined by:
    - 8th grade students assigned to one of the following courses regardless of the Final Letter Grade. (This is because these classes require Algebra I as a prerequisite therefore, by being assigned to the course, the student must have already completed Algebra I and received credit);
        - The existence of the course assignment is all that is required regardless of exit status or term

State Course ID	State Course Title
02056A000	Algebra II
02057A000	Algebra III
02073A000	Analytic Geometry
02149A000	Analytic Mathematics—Other
02103A000	Trigonometry
02105A000	Trigonometry/Math Analysis
02106A000	Trigonometry/Algebra
02107A000	Trigonometry/Analytic Geometry
02108A000	Math Analysis/Analytic Geometry
02109A000	Elementary Functions
02113A000	Abstract Algebra
02110A000	Pre-Calculus

02114A000	AP Precalculus
02072A000	Geometry
02079A000	Geometry—Other (Other Geometry Courses)
02301A000	High School Math 1
02302A000	High School Math 2
02124A000	AP Calculus AB
02125A000	AP Calculus BC
02203A000	AP Statistics
02156A000	Computer Mathematics with Algebra

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

State Course ID	State Course Title
02052A000	Algebra I (Secondary Course with high school credit)
02054A000	Algebra I/Part 2
02055A000	Transition Algebra
02053A000	Algebra I—Part 1
52061A000	Integrated Mathematics I 9prior-to-secondary)
02069A000	Algebra/Other
02061A000	Integrated Math – multi-year equivalent
02062A000	Integrated Mathematics I

- The Course Letter Grades listed below are considered passing;

Course Letter Grade	Grade Description

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

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

Course Letter Grade	Grade Description
F	Student did not receive course term credit
U	Unsatisfactory. Student did not receive course term credit
I	Incomplete. Student was enrolled on Course End Date. Student did not receive course term credit.
Below Average	Student's performance was below expectations (Grades K-8 only)
R	Student was retained at end of term (Grades K-8 only)

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

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

Formula (calculations)
Eighth Graders Passing Algebra I Formula

- ∑(Number of students passing Algebra I or Equivalent courses in Eighth grade) ÷ ∑(Total qualified students in Eighth grade)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data

Student Information System (SIS) - Student Enrollment

Student Information System (SIS) - Student Course Assignment

Student Information System (SIS) - State Course ID

9th Grade on Track
SY 2025

9th Grade on Track

Definition

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

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/10-17a
Federal Statute/Guidance: N/A

Business Rules

- The cohort will consist only of 1st time, full time 9th grade students defined as:
    - **Not** enrolled in Grade 9 or higher in a past Report Card snapshot on October 1st or March 1st.
    - Enrolled in Grade 9 on October 1st of the current school year.
    - Enrolled in Grade 9 on May 1 of the current school year.
    - Total enrollment days (difference between start and end days) at the responsible school must be greater than 212 days.
    - Sum of enrollment days times each enrollment PDA for all enrollments at the responsible school must be greater than 212 days * .75
    - Notes:
        - Summer school enrollments are **excluded** from this count, which are those who have an enrollment date equal to or later than June 1st.
        - Private school students are **excluded** from this count.
- The source for this metric is from the SIS student enrollment and student course assignment data.
- On track is defined as a student who:
    - Attained a passing grade in any courses totaling at a minimum of 5 course credits. The course letter grades listed below are considered passing:

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

P	Student was promoted at end of term (Grades K-8 only)
Exceptional	(Exceeds Expectations) Student demonstrates the skill or understands the concepts at a level exceeding expectations for reporting period.
Meets Standard	(Developing Appropriately) Student usually demonstrates the skill or understands the concepts and meets expectation for the reporting period.

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

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

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

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

- Core courses are academic subject areas:
  - o 01 - English Language Arts
  - o 02 – Mathematics
  - o 03 - Life and Physical Sciences

- o 04 - Social Sciences and History
- Courses **included** are the completed courses from Full-year course, Semester 1 and 2 (S1 & S2), Tri-Semesters 1, 2 and 3 (T1, T2 & T3). , or Quarters 1, 2, 3, and 4.
- A student is assigned to the last responsible school enrolled for the regular school year.
  - o Use the end of year flag in the enrollment fact table to determine the last regular school year enrollment.

Formula (calculations)

9th Grade on Track Formula

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

Sources of Data

Student Information System (SIS) -Student Enrollment
Student Information System (SIS) - Student Course Assignment
Student Information System (SIS) - State Course ID

Career and Technical Education
SY 2025

Career and Technical Education

Definition

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

"CTE Participant" is defined as a Grade 9-12 student who completes not less than one course in a career and technical education program or program of study of an eligible recipient. Participants are counted by home school and the district of the home school needs to be in an EFE.

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

"CTE Concentrator" is defined as a student that passed 2 or more Group 2, Group 3, Group 4, or Group 5 CTE courses in a single program during the student's high school career. A course can only be counted once for each serving school. Concentrators are counted by home school and the district of the home school needs to be in an EFE. See "CIP to Program Alignment Table" in section 8.

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

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/10-17a (2)(B)
Federal Statute/Guidance: https://www.isbe.net/Documents/Perkins-V-Final-Legislation.pdf

Business Rules
- CTE Courses
  - The courses come from the Student Course Assignment
  - Include all courses that the student has taken.
    - Any course taken during high school.
    - Summer courses are counted in the same school year as the previous spring.
    - Any course taken in the summer before entering high school that is mapped to a group 1 or Group 2 CIP.
    - Any course taken while the student was enrolled in grade 7 or 8 that is mapped to a Group 1 CIP.
  - Courses are tied to a CIP Code and Group Id.
  - The courses must be state approved CTE courses in the state course catalog.
  - The courses must be EFE assigned.
    - EFE assignment is by State Course ID for each assigned CIP.
  - A course may be assigned for multiple CIPS.
  - Each CIP is part of a single cluster.
  - Each cluster is part of a single area.
  - Each Course/CIP is counted for its Cluster and Area
  - A course may be counted in multiple CIPS, clusters, and areas.
  - For courses taken in previous school years:
    - Use the calculated CIP and group for a course at the school year the course was taken.

- If the course is in "Historic Course Group Crosswalk" (see below), we replace the CIP and group with the updated information in the list.
- If the CIP is in "Retired CIP Crosswalk" (see below), we replace it with the new CIP code in the list.
- Use the "CIP to Program Alignment Table" (see below) to determine the program and cluster.

- CTE Participant
  - A participant is a Grade 9-12 student that has completed (Pass or Fail) at least one CTE course during the school year in a single career and technical education program or program of study of an eligible recipient.
  - Participants are counted by home school and the district of the home school needs to be in an EFE.
- Cluster Participant (duplicated)
  - A participant is a student that has enrolled in at least one CTE course during the school year and has a course outcome of Pass, Fail, or Incomplete in the cluster.
  - A student can be a participant in multiple Clusters.
- CTE Concentrator
  - A concentrator is a student that passed 2 or more Group 2, Group 3, Group 4, or Group 5 CTE courses in a single program.
  - A course can be counted only once for each serving school.
  - Courses can be taken at any point during the student's high school career.
  - A student can be a concentrator if in a single program or multiple programs of study.
  - CTE concentrator in at least one program during the student's high school career
- CTE Cluster Concentrator (duplicated)
  - CTE Program concentrator in at least one CIP in the cluster during the student's high school career
  - A student can be a concentrator in multiple Clusters.
- Exiting CTE Concentrator
  - The student is a CTE Concentrator at any point in their student career.
  - The student must have been enrolled in an Illinois public school during the school year being reported. (Has an enrollment id in SIS)
  - The enrollment must have been exited with an exit reason code that qualifies as having finished school.
    - See complete exit code list in the 4-year graduation rate business rules.
  - The exit code as defined below is considered an exit code depending on the final grade of the current school year.

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

| 26 | 14 | Aged Out | 9th to 12th |
| 27 | 15 | Certificate of Completion | 11th or 12th |

- Assigned Program
  - An assigned program is a set of CTE courses that are assigned to a single CIP Code by the EFE.
  - EFEs assign CIP codes/programs and CTE courses within the Illinois State Course System.
  - ISCS indicates whether a CIP Code/program and CTE courses are EFE assigned or school assigned.
- CIP to Program Alignment Table (https://www.isbe.net/Documents/SY25-CTE-Prog-Alignment.pdf)

Program Name	Program Description	Cluster	CCPE Area	Specific Fields of Study
AGRICULTURE AND ENVIRONMENTAL SYSTEMS	Instructional programs that focus on agriculture, animal, plant, veterinary, and related sciences and that prepares individuals to apply specific knowledge, methods, and techniques to the management and performance of agricultural and veterinary operations.	Agriculture, Food & Natural Resources	Agriculture, Food and Natural Resources	01.0101, 01.0901, 01.0000, 01.0401, 01.0601, 01.0201, 03.0101, 15.0507
CONSTRUCTION AND DESIGN	Instructional programs that prepare individuals to apply technical knowledge and skills in the building, inspecting, and maintaining of structures and related properties.	Architecture & Construction	METT	46.0000, 46.0302, 46.0401, 47.0201, 47.0302, 15.1301
ARTS AND COMMUNICATION	Instructional programs that prepare individuals to function as equipment operators, support technicians, and operations managers in the film/video, recording, and graphic communications industries.	Arts, A/V Technology & Communications	Arts and Communications	10.0301, 10.0202, 50.0406
BUSINESS SYSTEMS	Instructional programs that prepare individuals for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.	Business Management & Administration	Finance and Business Services	52.0201, 52.0701, 52.0401, 52.1001
FINANCE SYSTEMS	Instructional programs that prepare individuals for careers focused on services for financial and investment planning, banking, insurance, and business financial management.	Finance	Finance and Business Services	52. 0301, 52.0801
MARKETING	Instructional programs that prepare individuals to perform managerial, technical support, and applied research functions related to the operation of commercial and non-profit enterprises and the buying and selling of goods and services.	Marketing	Finance and Business Services	52.1501, 52.1401

EDUCATION PROFESSIONS	Instructional programs that focus on the theory and practice of learning and teaching, and related research, administrative and support services.	Education & Training	Human and Public Services	13.0101, 13.1210
MILITARY AND PUBLIC SERVICE	Instructional programs that provide professional education and training of military officers in leadership, military science and operational studies, security policy and strategy, military economics and management, and pre-officer training. These CIP codes are not valid for IPEDS reporting.	Government & Public Administration	Human and Public Services	28.0101, 28.0301, 28.0401, 44.0401
HEALTH PROFESSIONS	Instructional programs that prepare individuals to practice as licensed professionals and assistants in the health care professions and related clinical sciences and administrative and support services.	Health Sciences	Health Science and Technology	51.0913, 51.1004, 51.0601, 51.0902, 51.0904, 51.0000, 51.0703, 51.0713, 51.0801, 51.3902, 51.0805, 51.1009, 51.2605
CULINARY ARTS	Instructional programs that prepare individuals with basic theory and technique of food processing, advanced culinary techniques, menu planning, purchasing, cost control, and food service supervision.	Hospitality & Tourism	Human and Public Services	12.0500
TOURISM MANAGEMENT	Instructional programs that prepare individuals with skills relating to destination marketing, hospitality, attraction management, and event planning that work together to attract a wide range of visitors to a place of interest.	Hospitality & Tourism	Finance and Business Services	52.0903, 52.0904, 31.0301
PERSONAL SERVICES.	Instructional programs that prepare individuals to provide professional services related to cosmetology, funeral services, entertainment, and food preparation and service.	Human Services	Human and Public Services	12.0401, 12.0402, 12.0410
FAMILY AND HUMAN SERVICES	Instructional programs that focus on the human interface with the physical, social, emotional, and intellectual environments and the developmental stages and needs of individuals in the interrelated spheres of family, workplace, and community.	Human Services	Human and Public Services	19.1001, 19.0702, 19.0709, 19.0501, 19.0901, 19.0601, 44.0701

COMPUTER AND INFORMATION SCIENCES	Instructional programs that focus on the computer and information sciences and prepare individuals for various occupations in information technology and computer operations fields.	Information Technology	Information Technology	11.0201, 11.0701, 11.0801, 11.0901, 47.0104
LAW AND PUBLIC SAFETY	Instructional programs that focus on the principles and procedures for providing homeland security, police, fire, and other safety services and managing penal institutions. Note: this series is titled Security and Protective Services" in the Canadian CIP."	Law, Public Safety, Corrections & Security	Human and Public Services	43.0107, 43.0203, 43.0109
LEGAL PROFESSIONS	Instructional programs that prepare individuals for the legal profession, for related support professions and professional legal research, and focus on the study of legal issues in non-professional programs.	Law, Public Safety, Corrections & Security	Human and Public Services	22.0302, 22.0303
MANUFACTURING SYSTEMS	Instructional programs that prepare individuals to apply technical knowledge and skills to create products using techniques of precision craftsmanship or technical illustration.	Manufacturing	METT	48.0703, 48.0501, 48.0506, 48.0508, 47.0105
ENGINEERING AND ENERGY SYSTEMS	Instructional programs that prepare individuals to apply basic engineering principles and technical skills in support of engineering and related projects or to prepare for engineering-related fields.	Science, Technology, Engineering & Mathematics	METT	15.0000, 15.1701
TRANSPORTATION AND DISTRIBUTION	Instructional programs that prepare individuals to apply technical knowledge and skills in the adjustment, maintenance, part replacement, and repair of tools, equipment, and machines.	Transporation, Distribution & Logistics	METT	47.0409, 47.0603, 47.0608, 47.0604, 49.0102, 49.0205, 49.0209

- Retired CIP Crosswalk

Current CIP Code	Retired CIP Code
11.0201	11.0202
19.0601	19.0604
19.0901	19.0902
46.0302	46.0301
46.0000	46.0503
47.0604	47.0606
10.0301	50.0402
51.3902	51.3901

51.0000	51.9999
52.0301	52.0302
52.1401	52.1801
52.0801	52.1908
10.0301	10.0303
19.0709	19.0708
19.0901	19.0905
47.0105	47.0303
48.0501	48.0511
10.0301	50.0102
51.0000	51.0907
51.0000	51.0909
51.1004	51.1005
51.0000	51.1803
51.2605	51.2308
51.0000	51.2602
51.2605	51.0806
51.0000	51.0812
51.0000	51.2604
52.0201	59.0109
19.1001	19.0202
22.0302	22.0001

- Historic Course Group Crosswalk

StateCourseId	Current Group	Current CIP
10005A001	3	52.0401
12052A001	3	52.0201
12055A001	3	52.1401
12104A001	3	52.0301
12153A001	4	19.0901
12164A001	3	52.1401
13102A001	4	47.0105
13207A003	2	48.0501, 48.0508, 47.0604, 47.0201, 47.0302, 46.0000
14059A001	4	19.0702, 51.3902
14104A001	3	51.1009
14153A001	2	51.0000 51.0601 51.0703 51.0713 51.0801
14202A001	3	51.0713
14252A001	2	51.0000

		51.0601
		51.0703
		51.0713
		51.0801
		51.0805
		51.0902
14253A001	3	51.0805
14254A001	3	51.0000
14998A001	5	51.0000
		51.0601
		51.0703
		51.0713
		51.0801
		51.0805
		51.0902
		51.0904
		51.0913
		51.2605
		51.1004
		51.1009
		51.3902
16054A001	2	19.1001,
		19.0501
16054A003	2	12.0500
		19.0501
18051A002	3	01.0601
18101A001	2	01.0901
18201A001	3	01.0101
18203A002	3	01.0101
18402A001	3	01.0201
18504A001	3	15.0507
18998A002	5	01.0101
		01.0901
		01.0000
		15.0507
		01.0401
		03.0101
		01.0601
		01.0201
19052A001	2	19.1001
		19.0702
		19.0709
		44.0701
		13.0101
		13.1210
19053A001	2	19.1001
		19.0702
		19.0709
		44.0701

		13.0101
		13.1210
19054A001	3	19.0709
19055A001	3	19.0709
19201A001	2	19.0901
20110A002	3	47.0604
21009A001	4	15.0000
		48.0501
21010A001	3	48.0501
21012A001	4	15.0000
21053A001	4	15.0000
		15.1701
		48.0501
21054A001	3	15.0000
21102A002	2	48.0501
		15.1301
		46.0000
		46.0302
		47.0201
22153A001	5	All CIPs
22153A002	5	12.0500
		19.1001
		19.0702
		19.0709
		19.0501
		19.0601
		19.0901
22201A001	2	12.0500
		19.1001
		19.0702
		19.0709
		19.0501
		19.0601
		19.0901
22203A001	2	12.0500
		19.0501
22204A001	2	19.1001
		19.0702
		19.0709
		44.0701
		19.0501
		13.0101
		13.1210
10204A001	4	10.0301
14299A001	3	51.0000
15051A006	4	43.0109
18054A001	4	01.0601

- Career Clusters
  - Clusters are groups of industries. Each CIP is assigned one cluster according to the "CIP to Program Alignment Table".
    - Agriculture, Food & Natural Resources
    - Architecture & Construction
    - Arts, A/V Technology & Communications
    - Business Management & Administration
    - Education & Training
    - Finance
    - Government & Public Administration
    - Health Science
    - Hospitality & Tourism
    - Human Services
    - Information Technology
    - Law, Public Safety, Corrections & Security
    - Manufacturing
    - Marketing
    - Science, Technology, Engineering & Mathematics
    - Transportation, Distribution & Logistics
- Areas
  - Areas are groups of clusters with common skills. Each cluster is assigned to one area according to the "CIP to Program Alignment Table".
- Perkins Measures
  - Secondary 0S1: Participant Counts
    - An eligible agency must report participant and concentrator data for the preceding program year. For example, in its January 31, 2022, CAR submission, an eligible agency must report data for program year covering July 1, 2020, through June 30, 2021.
    - An eligible agency must provide its numerator and denominator definition for each of the section 113(b)(2) core indicators of performance as presented on Table 2, including one or more of the program quality indicators(s) they have included in their approved Perkins V State Plan.
    - An eligible agency must provide aggregated data (an unduplicated total) for each of the section 113(b)(2) core indicators of performance.
    - Business Rules for Calculating Participants
      - Total counts are counts of CTE Participants
      - Cluster counts are counts of CTE Cluster Participants (duplicated)
  - Secondary 0S2: Concentrator Counts
    - An eligible agency must report participant and concentrator data for the preceding program year. For example, in its January 31, 2022, CAR submission, an eligible agency must report data for program year covering July 1, 2020, through June 30, 2021.
    - An eligible agency must provide its numerator and denominator definition for each of the section 113(b)(2) core indicators of performance as presented on Table 2, including one or more of the program quality indicators(s) they have included in their approved Perkins V State Plan.
    - An eligible agency must provide aggregated data (an unduplicated total) for each of the section 113(b)(2) core indicators of performance.
    - Business Rules for Calculating Concentrators

- Total counts are counts of CTE Concentrators
- Cluster counts are counts of CTE Cluster Concentrators (duplicated)
  - Secondary 1S1: Four-Year Graduation Rate
    - The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in Section 8101 of the Elementary and Secondary Education Act [ESEA] of 1965).
    - Total Counts
      - Numerator: The unduplicated number of CTE concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first-year, first-time grade 9 student on the reporting year minus three.
      - Denominator: The unduplicated number of CTE concentrators in the reporting year that were reported as a first-year, first-time grade 9 student on the reporting year minus three.
    - Cluster Counts
      - Numerator: The duplicated number of CTE cluster concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first-year, first-time grade 9 student on the reporting year minus three.
      - Denominator: The duplicated number of CTE cluster concentrators in the reporting year that were reported as a first-year, first-time grade 9 student on the reporting year minus three.
  - Secondary 1S2: Extended (Six-Year) Graduation Rate
    - The percentage of CTE concentrators who graduate high school, as measured by an extended year adjusted cohort graduation rate (defined in Section 8101 of the ESEA of 1965).
    - Total Counts
      - Numerator: The unduplicated number of CTE concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first-year, first-time grade 9 student on the reporting year minus five.
      - Denominator: The unduplicated number of CTE concentrators in the reporting year that were reported as a first-year, first-time grade 9 student on the reporting year minus five.
    - Cluster Counts
      - Numerator: The duplicated number of CTE cluster concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first-year, first-time grade 9 student on the reporting year minus five.
      - Denominator: The duplicated number of CTE cluster concentrators in the reporting year that were reported as a first-year, first-time grade 9 student on the reporting year minus five.
    - Business Rules for calculating the 4- and 6-year cohort adjusted graduation rates.
      - Numerator and Denominator use Report Card Business rules for 4- and 6-year cohort adjusted graduation rates.
  - Secondary 2S1: Academic Proficiency Rate in Reading/Language Arts
    - CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in reading/language arts as described in Section 1111(b)(2) of such Act.
    - Total Counts

- Numerator: The unduplicated number of exiting CTE concentrators with a "proficient" or "advanced" score in the reading/language arts section on a statewide high school assessment exam.
- Denominator: The unduplicated number of exiting CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
  - Cluster Counts
    - Numerator: The duplicated number of exiting CTE cluster concentrators with a "proficient" or "advanced" score in the reading/language arts section on a statewide high school assessment exam.
    - Denominator: The duplicated number of exiting CTE cluster concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- Secondary 2S2: Academic Proficiency Rate in Mathematics
  - CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in mathematics as described in Section 1111(b)(2) of such Act.
  - Total Counts
    - Numerator: The unduplicated number of exiting CTE concentrators with a "proficient" or "advanced" score in the mathematics section on a statewide high school assessment exam.
    - Denominator: The unduplicated number of exiting CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
  - Cluster Counts
    - Numerator: The duplicated number of exiting CTE cluster concentrators with a "proficient" or "advanced" score in the mathematics section on a statewide high school assessment exam.
    - Denominator: The duplicated number of exiting CTE cluster concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
  - Business Rules for Calculating SAT/DLM ELA and Math Assessments
    - The student is counted in the report year that they exited school.
    - The student must be a concentrator.
    - Use the most recent valid record included in the proficiency rate denominator on Report Card from the state's accountability assessment.
- Secondary 2S3: Academic Proficiency Rate in Science
  - CTE concentrator proficiency in the challenging state academic standards adopted by the state under Section1111(b)(1) of the ESEA of 1965, as measured by the academic assessments in science as described in Section 1111(b)(2) of such Act.
  - Total Counts
    - Numerator: The unduplicated number of exiting CTE concentrators with a "proficient" or "advanced" score in the Science section on a statewide high school assessment exam.
    - Denominator: The unduplicated number of exiting CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
  - Cluster Counts
    - Numerator: The duplicated number of exiting CTE cluster concentrators with a "proficient" or "advanced" score in the Science section on a statewide high school assessment exam.

- Denominator: The duplicated number of exiting CTE cluster concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
    - Business Rules for Calculating ISA/DLM Science Assessment
        - The student is counted in the report year that they exited school.
        - The student must be a concentrator.
        - Use the most recent valid record included in the proficiency rate denominator on Report Card from the state's accountability assessment.
- Secondary 3S1: Postsecondary Placement Rate
    - The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in Section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.
    - Total Counts
        - Numerator: The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year minus one and are reported as enrolled in a postsecondary institution or are employed within six months (two quarters) of July 1 of the reporting year minus one.
        - Denominator: The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year minus one.
    - Cluster Counts
        - Numerator: The duplicated number of exiting CTE cluster concentrators who received a diploma or certificate of completion in the reporting year minus one and are reported as enrolled in a postsecondary institution or are employed within six months (two quarters) of July 1 of the reporting year minus one.
        - Denominator: The duplicated number of exiting CTE cluster concentrators who received a diploma or certificate of completion in the reporting year minus one.
    - Business Rules for Calculating Post-Secondary Placement
        - For the report year the student cohort are those students who exited in the prior year.
        - The student must have been a concentrator.
        - The student must have graduated in the prior year.
            - The enrollment exit code of '06' indicates graduated.
        - The student must have been enrolled in a postsecondary institution or employed as of 12/31 of the year the student graduated.
            - Include any Post-Secondary data available from NSC.
            - Include an employment data available from the Illinois Department of Employment Securities.
        - A student is counted only once.
        - The numerator is the count of concentrators who exited in the prior reporting year and enrolled in a postsecondary institution or enrolled as of 12/31 of the year graduated.
        - The denominator is the count of concentrators who exited in the prior reporting year.
- Secondary 4S1: Nontraditional Program Enrollment Rate

- The percentage of CTE concentrators in career and technical education programs and programs of study that lead to nontraditional fields.
- Total Counts
    - Numerator: The unduplicated number of CTE program concentrators in a cluster that are in a CTE program area in that cluster that is identified as nontraditional to the student's reported gender. (If a student achieves concentrator status in multiple programs and is considered nontraditional in any of them then that is the student's official designation.)
    - Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year.
- Cluster Counts
    - Numerator: The duplicated number of CTE program concentrators in a cluster that are in a CTE program area in that cluster that is identified as nontraditional to the student's reported gender, reported by cluster. (If a student achieves concentrator status in multiple clusters and is considered nontraditional in any of them then that is the student's official designation.)
    - Denominator: The duplicated number of CTE cluster concentrators enrolled during the reporting year.
- Business Rules for Calculating the Non-Traditional Program Enrollment
    - The student must be a concentrator in any year.
    - The student is enrolled in the reporting school year.
    - The student is considered a nontraditional student if their gender. Does not match the traditional gender for the program.
    - For cluster counts, if the student is considered non-traditional for any program that they participate in the cluster, then they are non-traditional for the cluster.
    - For total counts, if the student is a concentrator in multiple clusters they are counted as a nontraditional student if they are considered non-traditional cluster assignments matched the student's gender.
- Nontraditional Indicator by Program and Cluster is located here:
    - PCRN: Linking Data (ed.gov)
- Secondary 5S2: Program Quality – Attained Postsecondary Credits Rate
    - The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement (Articulation credit agreement).
    - Total Counts
        - Numerator: The unduplicated number of exiting CTE concentrators in the reporting year and who have a passing grade in a CTE course identified as dual credit (Dual credit courses must have a postsecondary institution's Integrated Postsecondary Education Data System code to be accepted in SIS.) or Articulated credit.
        - Denominator: The unduplicated number of exiting CTE concentrators in the reporting year.
    - Cluster Counts
        - Numerator: The duplicated number of exiting CTE cluster concentrators in the reporting year and who have a passing grade in a CTE course identified as dual credit (Dual credit courses must have a postsecondary institution's Integrated

Postsecondary Education Data System code to be accepted in SIS.) or Articulated credit.
- Denominator: The duplicated number of exiting CTE cluster concentrators in the reporting year.
- Business Rules for Calculating Post-Secondary Credits Attained
  - The students are counted in the report year that they exited school.
  - The student must be a concentrator.
  - The CTE course must be identified as a dual credit course or identified as an articulated credit course.
  - The IPEDS Identifier must be present.
    - For a course to be marked Dual Credit SIS requires the IPEDS identifier.
    - The IPEDS identifier was required starting in the 2016 – 2017 School Year.
  - The articulated credit course must be marked 01 in the SIS source upload (column Q).
  - The student must pass the course.
  - The course can be taken in any year during the student's high school career.
  - The numerator is the count of exiting CTE concentrators in the reporting year and took at least one dual credit course during their high school career.
  - The denominator is the count of exiting CTE concentrators in the reporting year.
- Secondary 5S3: Program Quality – Work-Based Learning
  - The percentage of CTE concentrators graduating from high school having attained work-based learning credits in the relevant career and technical education program or program of study earned through a work-based learning course or a cooperative education course (2021 or before).
  - Total Counts
    - Numerator: The unduplicated number of exiting CTE concentrators in the reporting year and who have a passing grade in a course identified as a work-based learning course or a cooperative education course (2021 or before).
    - Denominator: The unduplicated number of exiting CTE concentrators in the reporting year.
  - Cluster Counts
    - Numerator: The duplicated number of exiting CTE cluster concentrators in the reporting year and who have a passing grade in a course identified as a work-based learning course or a cooperative education course (2021 or before).
    - Denominator: The duplicated number of exiting CTE cluster concentrators in the reporting year.
  - Business Rules for Calculating Work-Based Learning
    - The student is counted in the report year that they exited school.
    - The student must be a concentrator.
    - The concentrator has taken at least one cooperative education course (SY2021 and before), Workplace Experience course (listed below) (SY2022 and after) or Identified Embedded Work-based Learning course (listed below), or courses in ISCS that have Embedded Work-based Learning indicator set to true.
    - The course must be an EFE approved course.
    - The student must pass the course.
    - The course can be taken in any year during the student's high school career.

- The numerator is the count of exiting concentrators who took at least one cooperative education course, Workplace Experience Course during their high school career, or Identified Embedded Work-based Learning course.
- The denominator is the count of exiting concentrators in the reporting year.
- List of Cooperative Courses
  - 14998A001
  - 18998A001
  - 22153A001
  - 22153A002
- List of Workplace Experience Courses
  - 18998A003   Agriculture, Food & Natural Resources Workplace Experience
  - 18248A001   Agribusiness Systems Workplace Experience
  - 18998A005   Agricultural Biotechnology Systems Workplace Experience
  - 18148A001   Animal Systems Workplace Experience
  - 18997A003   Biotechnology Systems Workplace Experience
  - 18998A004   Environmental Services Systems Workplace Experience
  - 18348A001   Food Products and Processing Systems Workplace Experience
  - 18548A001   Natural Resource Systems Workplace Experience
  - 18098A001   Plant Systems Workplace Experience
  - 18448A001   Power, Structural and Technical Systems Workplace Experience
  - 17998A003   Architecture and Construction Workplace Experience
  - 21148A001   Drafting Workplace Experience
  - 17048A001   General Construction Workplace Experience
  - 17148A001   Electricity/Electronics Workplace Experience
  - 17998A001   Building Maintenance Workplace Experience
  - 17098A001   HVAC Workplace Experience
  - 17998A002   Heavy Equipment Technician Workplace Experience
  - 11998A002   Arts, Audio/Video Technology & Communications Workplace Experience
  - 11048A001   Graphic Communications Workplace Experience
  - 11998A001   Broadcast Technology Workplace Experience
  - 11098A001   Commercial Photography Workplace Experience
  - 12198A002   Marketing Workplace Experience
  - 12098A002   Business, Management & Administration Workplace Experience
  - 12148A003   Finance Cluster Workplace Experience
  - 12198A001   Marketing Workplace Experience
  - 12148A001   Finance Workplace Experience
  - 12148A002   Accounting Workplace Experience
  - 12098A001   Business Management Workplace Experience
  - 12998A001   Entrepreneurial Workplace Experience
  - 12048A001   Human Resources Workplace Experience
  - 12048A002   Administrative Assistant Workplace Experience
  - 15248A002   Government & Public Administration Workplace Experience
  - 09998A001   1 Air Force Workplace Experience
  - 09998A002   Army Workplace Experience

- 09998A003   Naval Workplace Experience
- 09998A004   Marine Corp Workplace Experience
- 15248A001   Government Service Workplace Experience
- 14998A002   Health Sciences Workplace Experience
- 14298A001   Allied Health Workplace Experience
- 14098A001   Dental Assisting Workplace Experience
- 14098A002   Pharmacy Technician Workplace Experience
- 14098A003   Athletic Training Workplace Experience
- 14098A004   Physical Therapy Aide Workplace Experience
- 14098A005   Nursing Assistant Workplace Experience
- 14198A001   Medical Insurance Coding Workplace Experience
- 14198A002   Health Unit Coordinator Workplace Experience
- 14148A001   Medical/Clinical Assistant Workplace Experience
- 14148A002   ECG Workplace Experience
- 14148A003   EMT Workplace Experience
- 14148A004   Medical Laboratory Technician Workplace Experience
- 14148A005   Phlebotomy Workplace Experience
- 16998A001   Hospitality & Tourism Workplace Experience
- 16198A001   Travel and Tourism Workplace Experience
- 16148A001   Lodging Workplace Experience
- 16248A001   Recreation, Amusement and Attractions Workplace Experience
- 16098A001   Restaurant, Food and Beverage Services Workplace Experience
- 19998A003   Human Services Workplace Experience
- 19198A003   Education & Training Workplace Experience
- 13998A002   Manufacturing Workplace Experience
- 19298A001   Work and Family Studies Workplace Experience
- 19098A001   Elder Care Workplace Experience
- 19098A002   Child Care Workplace Experience
- 19998A001   Social Work Workplace Experience
- 19998A002   Nutrition and Wellness Workplace Experience
- 19198A001   General Education Workplace Experience
- 19198A002   Early Childhood Education Workplace Experience
- 19248A001   Apparel and Textiles Workplace Experience
- 19248A002   Interior Design Workplace Experience
- 10998A002   Information Technology Workplace Experience
- 10198A001   Computer Programming Workplace Experience
- 10998A001   Computer Science Workplace Experience
- 10248A001   Web Page and Media Design Workplace Experience
- 10148A001   Networking Systems Workplace Experience
- 13348A001   Computer Installation and Repair Workplace Experience
- 15998A001   Law, Public Safety, Corrections & Security Workplace Experience
- 04198A001   Legal Assistant/Paralegal Workplace Experience
- 04198A002   Court Reporting and Captioning Workplace Experience
- 15098A001   Law Enforcement Workplace Experience
- 15198A000   Fire Management Workplace Experience

- 15148A001   Security and Protection Workplace Experience
- 19148A001   Cosmetology Workplace Experience
- 19148A002   Barbering Workplace Experience
- 19148A003   Nail Technician Workplace Experience
- 21998A001   Science, Technology, Engineering & Mathematics Workplace Experience
- 21098A002   Energy Workplace Experience
- 21048A001   Engineering Workplace Experience
- 21098A001   Energy Systems Technology Workplace Experience
- 13998A001   Industrial Electronics Workplace Experience
- 13148A001   Machine Tool Technology Workplace Experience
- 13248A001   Sheet-working Workplace Experience
- 13248A002   Welding Workplace Experience
- 13098A001   Cabinetmaking Workplace Experience
- 20998A002   Transportation, Distribution, and Logistics Workplace Experience
- 20198A001   Parts and Warehousing Workplace Experience
- 20148A001   Auto-body Technician Workplace Experience
- 20148A002   Automotive Technician Workplace Experience
- 20098A001   Aircraft Technician Workplace Experience
- 20098A002   Pilot and Flight Crew Workplace Experience
- 20098A003   Truck/Bus Operation Workplace Experience
- 20098A004   Forklift Operation Workplace Experience

- Identified Embedded Work-based Learning courses
  - 14152A001   Pharmacy Assistant
  - 14055A001   Emergency Medical Technician
  - 14051A001   Nursing Assistant I
  - 19101A001   Cosmetology I
  - 19101A002   Cosmetology II
  - 19102A001   Barbering I
  - 19102A002   Barbering II
  - 19105A001   Nail Technician I
  - 19105A002   Nail Technician II

Formula (calculations)

Perkins Measures: Four-Year Graduation Rate

- Total Counts
  - Numerator: The unduplicated number of CTE concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first-year, first-time grade 9 student on the reporting year minus three.
  - Denominator: The unduplicated number of CTE concentrators in the reporting year that were reported as a first-year, first-time grade 9 student on the reporting year minus three.
- Cluster Counts

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

Perkins Measures: Extended (Six-Year) Graduation Rate
- Total Counts
  - o Numerator: The unduplicated number of CTE concentrators with a "proficient" or "advanced" score in the mathematics section on a statewide high school assessment exam.
  - o Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- Cluster Counts
  - o Numerator: The duplicated number of CTE cluster concentrators with a "proficient" or "advanced" score in the mathematics section on a statewide high school assessment exam.
  - o Denominator: The duplicated number of CTE cluster concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- At the state level, all counts/percentages should be based on unduplicated student counts

Perkins Measures: Academic Proficiency Rate in Reading/Language Arts
- Total Counts
  - o Numerator: The unduplicated number of exiting CTE concentrators with a "proficient" or "advanced" score in the reading/language arts section on a statewide high school assessment exam.
  - o Denominator: The unduplicated number of exiting CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- Cluster Counts
  - o Numerator: The duplicated number of exiting CTE cluster concentrators with a "proficient" or "advanced" score in the reading/language arts section on a statewide high school assessment exam.
  - o Denominator: The duplicated number of exiting CTE cluster concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- At the state level, all counts/percentages should be based on unduplicated student counts

Perkins Measures: Academic Proficiency Rate in Mathematics
- Total Counts
  - o Numerator: The unduplicated number of exiting CTE concentrators with a "proficient" or "advanced" score in the mathematics section on a statewide high school assessment exam.
  - o Denominator: The unduplicated number of exiting CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- Cluster Counts
  - o Numerator: The duplicated number of exiting CTE cluster concentrators with a "proficient" or "advanced" score in the mathematics section on a statewide high school assessment exam.

- o Denominator: The duplicated number of exiting CTE cluster concentrators enrolled during the reporting year with a valid statewide high school assessment exam.
- At the state level, all counts/percentages should be based on unduplicated student counts

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

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

Perkins Measures: Nontraditional Program Enrollment Rate
- Total Counts
    - o Numerator: The unduplicated number of exiting CTE program concentrators in a cluster that are in a CTE program area in that cluster that is identified as nontraditional to the student's reported gender. (If a student achieves concentrator status in multiple programs and is considered nontraditional in any of them then that is the student's official designation.)
    - o Denominator: The unduplicated number of CTE concentrators enrolled during the reporting year.
- Cluster Counts
    - o Numerator: The duplicated number of CTE program concentrators in a cluster that are in a CTE program area in that cluster that is identified as nontraditional to the student's reported gender, reported by cluster. (If a student achieves concentrator status in multiple clusters and is considered nontraditional in any of them then that is the student's official designation.)

- o Denominator: The duplicated number of CTE cluster concentrators enrolled during the reporting year.
- At the state level, all counts/percentages should be based on unduplicated student counts

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

Perkins Measures: Program Quality – Work-Based Learning Rate
- Total Counts
  - o Numerator: The unduplicated number of exiting CTE concentrators in the reporting year and who have a passing grade in a course identified as a work-based learning course or a cooperative education course (2021 or before).
  - o Denominator: The unduplicated number of exiting CTE concentrators in the reporting year.
- Cluster Counts
  - o Numerator: The duplicated number of exiting CTE cluster concentrators in the reporting year and who have a passing grade in a course identified as a work-based learning course or a cooperative education course (2021 or before).
  - o Denominator: The duplicated number of exiting CTE cluster concentrators in the reporting year.
- At the state level, all counts/percentages should be based on unduplicated student counts

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

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

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

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

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

CTE Concentrator: Count of Students Concentrating in Arch. & Const.

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

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

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

CTE Concentrator: Count of Students Concentrating in Business Mgmt. & Admin.

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

CTE Concentrator: Count of Students Concentrating in Education & Training

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

CTE Concentrator: Count of Students Concentrating in Finance

- Count of CTE cluster concentrators in Finance
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students Concentrating in Govt. & Public Admin.

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

CTE Concentrator: Count of Students Concentrating in Health Science

- Count of CTE cluster concentrators in Health Science
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students Concentrating in Hospitality & Tourism

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

CTE Concentrator: Count of Students Concentrating in Human Services

- Count of CTE cluster concentrators in Human Services
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students Concentrating in Information Technology

- Count of CTE cluster concentrators in Information Technology
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students Concentrating in Law, Public Safety, Cor. & Sec.
- Count of CTE cluster concentrators in Law, Public Safety, Cor. & Sec
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students Concentrating in Manufacturing
- Count of CTE cluster concentrators in Manufacturing
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students Concentrating in Marketing
- Count of CTE cluster concentrators in Marketing
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students Concentrating in STEM
- Count of CTE cluster concentrators in STEM
- At the state level, all counts/percentages should be based on unduplicated student counts

CTE Concentrator: Count of Students Concentrating in Transp. Distr. & Logis.
- Count of CTE cluster concentrators in Transp. Distr, & Logis.
- At the state level, all counts/percentages should be based on unduplicated student counts

Sources of Data
Student Information System (SIS)
Illinois State Course System (ISCS)

Advanced Placement Testing (College Board) Requirements SY 2025

Advanced Placement Testing (College Board) Requirements

Definition

Advanced Placement (AP) Coursework Enrollment (or Participation) is defined as the number of students in grades 9 to 12 who participated in AP courses offered by the College Board.

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

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/10-17a

Federal Statute/Guidance: EdFacts Workbook and FAQs SY 2022-23 and Civil Rights Data Collection (CRDC)

Business Rules

- There are four metrics for each school addressing Advanced Placement Exams:
  - Students Taking One or More Advanced Placement (AP) Exams
  - Students Earning College Credit for One or More Advanced Placement (AP) Exams (meaning they scored a 3 or higher)
  - Total Advanced Placement (AP) Exams Taken
  - Total Advanced Placement (AP) Exams Resulting in College Credit
- "Advanced Placement" metrics are the count of either students or exams at the grade level.
- "Advanced Placement" data is provided by the College Board to ISBE in a file.
- The College Board shares this data with ISBE via a flat file. The annual file includes cumulative data by student meaning all vendor data by student across multiple years.
- Student records that are provided in the College Board data file are **not** matched to the Student Information System (SIS).
- The school indicated in the College Board data file is identified by the College Board.
- A summary table at the School/District level is created from the College Board data file.
  - The counts are aggregated at the grade level.
    - Grades 9, 10, 11 and 12 are reported.
    - All other tests are excluded.
- The exam counts are an accumulation of the student's career and are listed under the last grade for which the student tested.
  - For example, if a student took 1 test in 10th grade, 2 tests in 11th grade and 2 tests in 12th grade then the school would show 5 tests in 12th grade for that student.
- A score of 3.0 or more will earn college credit at Illinois public colleges or universities.
- "Students Taking One or More AP Exams"
  - This is the distinct count by grade of students taking an AP exam.
  - The student must take an exam during the school year being reported.
  - The grade is derived from the AP file.
- "Students Eligible to Earn College Credit for One or More AP Exams"
  - This is the distinct count of students that scored 3 or above on the AP test.
- "Total AP Exams Taken"
  - This is the count of all student-exams taken for each student's career.

- Example: 'Student A' takes the exams for Calculus BC in the prior year and US History in the current reporting year and 'Student B' takes the exam for Chemistry in the current reporting year. In total there are 3 student-exams taken.
- "Total AP Exams Eligible to Earn College Credit"
  - This is the count of all the exams where the student scored a 3 or higher on the exam.

Formula (calculations)

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

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

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

- ∑ of students Eligible to Earn College Credit from AP exams passed within the school year.
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

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

Advanced Placement (AP) Exam Passing: Total AP Exams Eligible to Earn College Credit Formula

- ∑ of all AP exams where the student was eligible to earn college credit.
- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data
The College Board

Illinois Report Card

Postsecondary Enrollment
SY 2025

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

Guidance Citation
State Statute/Guidance: Illinois School Code 105 ILCS 5/10-17a
Federal Statute/Guidance: EdFacts FS160 — High School Graduates Postsecondary Enrollment

Business Rules
- The graduated students used in these post-secondary metrics consist of those who graduated two school years prior to the Report Card reporting school year.
    o i.e. The 2023-24 Report Card uses student graduate data from the 2021-22 school year.
- All students graduating during the school year regardless of which month they graduated are considered enrolled within 12 months if the enrollment month is on or before September 30th of the following year.
    o (e.g. A student who graduated in school year 2015-16 would be considered enrolled within 12 months if the first post-secondary enrollment is during or before 9/30/2017.)
- All students graduating during the school year regardless of when are considered enrolled within 16 months if the enrollment month is on or before January 31st, 2 years following graduation.
    o (e.g. A student who graduated in school year 2015-16 would be considered enrolled within 16 months if the first post-secondary enrollment is during or before 1/31/2018.)
- The organization type of the post-secondary institution is indicated in the NSC datafile as:
    o '2-Year' – interpreted as Community College
    o '4-Year' – interpreted as University
    o 'L' (less than 2-Year institution) – interpreted as Trade/Vocational School.
- The funding of the post-secondary institution is indicated in the NSC datafile as a 'Public' for a public institution and 'Private' for a private institution.
- The school comes from the request file that was sent to NSC. It is the school from which the student exited.
- The postsecondary enrollment file contains data for graduates and non-graduates.
    o Report Card calculations only **include s**tudents that graduated.
- Edits Made to the NSC Datafile
    o The following are the general edits:
        ▪ NSC provides an enrollment status. Status codes with the following codes are marked as incomplete enrollments and are **excluded** from the calculation:
            • A – Leave of Absence
            • W – Withdrawn
            • D – Deceased
        ▪ Enrollments for the same student at the same college beginning in the same month and year are marked as a duplicate and the one with the latest end date is counted.
        ▪ Any enrollment where the end date is earlier than the begin date is marked as an error and are **excluded**.
        ▪ Enrollments lasting less than 30 calendar days are **excluded**.

- Enrollments beginning prior to the graduation date are considered dual enrollment and are **excluded** as a post-secondary enrollment.
- The first enrollment beginning after the graduation date is identified as the first post-secondary enrollment and is evaluated for placement and timeframe (12 or 16 month).

Formula (calculations)

Postsecondary Enrollment 12-month Formula

- ((Total student enrollment in college 12 months after graduation in the student group) ÷ (Total students who graduate from high school)) × 100%
- At the state level, all counts/percentages should be based on unduplicated student counts

Postsecondary Enrollment 16-month Formula

- ((Total student enrollment in college 16 months after graduation in the student group) ÷ (Total students who graduate from high school)) × 100%
- At the state level, all counts/percentages should be based on unduplicated student counts

Sources of Data

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

Postsecondary Course Remediation
SY 2025

Postsecondary Course Remediation

Definition

"Community College Remediation" and "4-Year Institution Remediation" is defined as the percentage of graduates who attended an Illinois community college or postsecondary institution in Illinois and were enrolled in remedial courses. The source for this metric is from Illinois Community College Board (ICCB), Illinois Board of Higher Education (IBHE) and Student Information System (SIS). Remediation is tracked in aggregate (overall) and can be disaggregated by subject, Reading, Mathematics and, for communication college remediation, Communications.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/10-17a (2) (C)
Federal Statute/Guidance: N/A

Business Rules

Community College Remediation

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

4-Year Institution Remediation

- 4-Year Institution remediation rates are calculated for the following three areas:
    - Overall (ELA or Math)
    - ELA
    - Mathematics
- IBHE collects course level data which indicates if a course is remedial.
- IBHE delivers a file to ISBE that includes all IBHE students including:
    - Students not taking remedial course work.
    - Students taking remedial course work.
- Only high school graduates are included in the calculation.
- ISBE collects student-level course data and compares that to the remedial course data shared by IBHE to determine whether a student received credit in remedial Math or remedial ELA courses.
- If the student has remedial credit in either Math or ELA then the student is counted in the "Overall" group.
- The IBHE student is matched to the SIS graduating class immediately preceding the IBHE school year being reported.
    - For the [current year] report card the IBHE Academic [current year – 2] year data will be provided and matched against the ISBE [current year – 2] graduating class using the common demographic data administrator ID.
- The denominator for the formula is the distinct number of students from the school/district/state that attended an IBHE institution
- The overall 4-year institution remediation rate is determined by dividing the distinct count of graduating students with enrollment in remedial math or remedial ELA by the number of students attending an IBHE institution and multiplying the resulting quotient by 100.
- The calculation is repeated for each subject individually e.g.:
    - ((distinct count of students with enrollment in remedial math) ÷ (the number of students attending an IBHE institution)) x 100.

Formula (calculations)

Community College Remediation Formula

- ∑ (Students from a specified entity taking remediation courses at Illinois community colleges) ÷ ∑ (Students from a specified entity enrolled at an Illinois Community College) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

4-Year Institution Remediation Formula

- ∑ (Students from a specified entity taking remediation courses at an Illinois 4-year institution) ÷ ∑ (Students from a specified entity enrolled at an Illinois 4-year institution) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data

Student Information System (SIS)
Illinois Community College Board (ICCB)
Illinois Board of Higher Education (IBHE)
Illinois Board of Higher Education: Data Points (ibhe.org)

Graduation Rate
SY 2025

Graduation Rate

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

Adjusted Cohort Graduation Student Count is defined as the number of graduates in four-year, five-year, and six-year cohort for schools, districts, and states.

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

Non-Graduation Rate is calculated as the percentage of students who did not meet the requirements of high school graduation. The cohort is based on the number of students who enter grade 9 for the first time, adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

IEP Continuing Rate is calculated as the percentage of students who did not meet the requirements of high school graduation but did meet the requirements of section 14-16. The cohort is based on the number of students who enter grade 9 for the first time, adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period.

Guidance Citation
State Statute/Guidance: https://www.isbe.net/Documents/Graduation-Rate-FAQ.pdf; Public Act 103-0116
Federal Statute/Guidance: Regulatory Adjusted-Cohort Graduation Rate, FS 151 Cohorts for Regulatory Adjusted-Cohort Graduation Rate: https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html

Business Rules
- The adjusted cohort graduation rate is determined by dividing the number of "graduates" that belong to a specified "cohort" by the total number of graduates and "non-graduates" in that cohort and multiplying the resulting quotient by 100.
- The cohort year is calculated from the reporting school year as follows:
  - Four-year cohort: School year – 3 = School year for the 9th grade cohort (e.g. For SY 2024, the four-year cohort consists of students whose first year in 9th grade was SY2020-21.)
  - Five-year cohort: School year – 4 = School year for the 9th grade cohort (e.g. For SY 2024, the five-year cohort consists of students whose first year in 9th grade was SY2019-20.)
  - Six-year cohort: School year – 5 = School year for the 9th grade cohort (e.g. For SY 2024, the six-year cohort consists of students whose first year in 9th grade was SY2018-19.)

SY2023-24			
	4-Year	5-Year	6-Year
1	SY2023-24	SY2023-24	SY2023-24
2	SY2022-23	SY2022-23	SY2022-23

3	SY2021-22	SY2021-22	SY2021-22
4	SY2020-21	SY2020-21	SY2020-21
5		SY2019-20	SY2019-20
6			SY2018-19

- Students are removed from an entity's graduate/non-graduate consideration if:
  - They transferred outside the entity (school/district/state)
  - They transferred to being home-schooled
  - They transferred to private school
  - They have an exit code for death
  - *Note*: The table below indicates what exit codes are included ("I") in the graduation cohort and which are excluded ("E").
- A student is considered a graduate if the exit code for their last enrollment is "06 – Graduated"
- A student is considered a non-graduate if the exit code for their last enrollment is NOT "06 – Graduated".
- Responsible School is determined based on the student's last enrollment.
- Students are not counted at more than one school/district.
- The above rules are applied for the 4-year, 5-year, and 6-year cohort on a school, district, and state basis.
- Any student who had an Individual Education Program (IEP) or a 504 plan and therefore included in the children with disabilities (CWD) group, was an EL, was homeless, or was a Youth in Care any time during their high school career will be counted in the aforementioned groups.
- A student status as ever being an IEP, CWD, EL, Homeless, or YIC is updated in the "Student Fact Table" or the "ACGR table".
- A student's race, gender, low-income status, military status, migrant status and private school status comes from the record in the most recent school year available.
- Exclude private school students.
- Exit codes, descriptions, and whether to include or exclude are:

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

19	Transfer to another public-school district OUT of Illinois	E
20	Transfer to another public-school district IN Illinois	E

Formula (calculations)

High School 4-Year Adjusted Cohort Graduation Rate Formula

- ((Total number of Graduates) ÷ (Total number of Non-Graduates + Total Number of Graduates)) × 100
- Where "Graduates" have an exit enrollment code of "Graduated – 06" and "Non-Graduates" are all other students not coded as "Graduated – 06" nor coded as any of the "Excluded" codes (03, 04, 07, 18, 19, 20)
- At the state level, all counts/percentages should be based on unduplicated students counts.

High School 5-Year Adjusted Cohort Graduation Rate Formula

- ((Total number of Graduates) ÷ (Total number of Non-Graduates + Total Number of Graduates)) × 100
- Where "Graduates" have an exit enrollment code of "Graduated – 06" and "Non-Graduates" are all other students not coded as "Graduated – 06" nor coded as any of the "Excluded" codes (03, 04, 07, 18, 19, 20)
- At the state level, all counts/percentages should be based on unduplicated students counts.

High School 6-Year Adjusted Cohort Graduation Rate Formula

- ((Total number of Graduates) ÷ (Total number of Non-Graduates + Total Number of Graduates)) × 100
- Where "Graduates" have an exit enrollment code of "Graduated – 06" and "Non-Graduates" are all other students not coded as "Graduated – 06" nor coded as any of the "Excluded" codes (03, 04, 07, 18, 19, 20)
- At the state level, all counts/percentages should be based on unduplicated students counts.

High School 4-Year Adjusted Cohort Graduation Student Count

- Total number of Graduates in the 4-year adjusted cohort.

High School 5-Year Adjusted Cohort Graduation Student Count

- Total number of Graduates in the 5-year adjusted cohort.

High School 6-Year Adjusted Cohort Graduation Student Count

- Total number of Graduates in the 6-year adjusted cohort.

High School 4 Year Adjusted Cohort Non-Graduation Rate

- ((Total number of Non-Graduates) ÷ (Total number of Non Graduates + Total Number of Graduates)) × 100
- Where "Graduates" have an exit enrollment code of "Graduated – 06" and "Non-Graduates" are all other students not coded as "Graduated – 06" nor coded as any of the "Excluded" codes (03, 04, 07, 18, 19, 20)

High School 5 Year Adjusted Cohort Non-Graduation Rate

- ((Total number of Non-Graduates) ÷ (Total number of Non Graduates + Total Number of Graduates)) × 100
- Where "Graduates" have an exit enrollment code of "Graduated – 06" and "Non-Graduates" are all other students not coded as "Graduated – 06" nor coded as any of the "Excluded" codes (03, 04, 07, 18, 19, 20)

High School 6 Year Adjusted Cohort Non-Graduation Rate

- ((Total number of Non-Graduates) ÷ (Total number of Non Graduates + Total Number of Graduates)) × 100
- Where "Graduates" have an exit enrollment code of "Graduated – 06" and "Non-Graduates" are all other students not coded as "Graduated – 06" nor coded as any of the "Excluded" codes (03, 04, 07, 18, 19, 20)

IEP Continuing 4 Year Adjusted Cohort Rate

- ((Total number of non graduates with IDEA services and Exit Code 12 or 15) ÷ (Total number of Non Graduates + Total Number of Graduates)) × 100
- Where "Graduates" have an exit enrollment code of "Graduated – 06" and "Non-Graduates" are all other students not coded as "Graduated – 06" nor coded as any of the "Excluded" codes (03, 04, 07, 18, 19, 20)

IEP Continuing 5 Year Adjusted Cohort Rate

- ((Total number of non graduates with IDEA services and Exit Code 12 or 15) ÷ (Total number of Non Graduates + Total Number of Graduates)) × 100
- Where "Graduates" have an exit enrollment code of "Graduated – 06" and "Non-Graduates" are all other students not coded as "Graduated – 06" nor coded as any of the "Excluded" codes (03, 04, 07, 18, 19, 20)

IEP Continuing 6 Year Adjusted Cohort Rate

- ((Total number of non graduates with IDEA services and Exit Code 12 or 15) ÷ (Total number of Non Graduates + Total Number of Graduates)) × 100
- Where "Graduates" have an exit enrollment code of "Graduated – 06" and "Non-Graduates" are all other students not coded as "Graduated – 06" nor coded as any of the "Excluded" codes (03, 04, 07, 18, 19, 20)

Sources of Data
Student Information System (SIS)

Early Learning (KIDS)
SY 2025

Early Learning (KIDS)

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

Guidance Citation
State Statute/Guidance: 105 ILCS 5/10-17a (2)(D)
Federal Statute/Guidance: N/A

Business Rules
- Kindergarten teachers are required to collect observations in the first 40 days of student enrollment, on a minimum of 14 required measures in three key developmental areas.
    - Note that eligible student enrollment is based on valid SIS enrollment.
- The three key developmental areas are:
    - Social and Emotional Development (includes measurers from Approaches to Learning-Self Regulation and Social Emotional Development)
    - Language and Literacy Development
    - Cognition: Math
- Kindergartners who are rated on all 14 required measures and who are rated ready in all three developmental areas are considered Kindergarten Ready.
- Participation Numerator
    - Students from the denominator that have a valid score
    - The score file entity must match the serving school entity in the denominator
- Participation Denominator
    - All valid enrollments for kindergarten students are determined by a count of distinct students' longest student enrollments within the period from the beginning of the school year up until Nov. 1 that is included in the Fall snapshot.
        - Longest Enrollment must be at least 30 days.
        - If there are multiple enrollments of the same length, and both are at least 30 days, use the most recent enrollment.
        - NOTE: All students who have a valid score (includes a score from D1 (ATL-REG/SED measure) and D2(LLD, Alt LLD measures) and D3 (MATH: COG measures)) and ANY matching valid enrollment captured in the fall snapshot (this snapshot includes all SIS enrollments entered up until winter when the snapshot is taken) should be included in the participation denominator no matter the length of the enrollment
- Exclude RNVTA codes based off the chart below

Exemptions	Description	Participation (Y/N)
01	Medically Exempt	N
02	Homebound	N
04	Out of State	N
05	Not Enrolled	N
06	Not in Valid Grade or Course	N

07	Transferred prior to completion	N
08	Transferred in after window	N
09	Deceased	N
10	Absent	Y
15	Refusal	Y
19	Administrative Issues	Y
20	Teacher did not complete the required KIDS implementation training	Y
34	Reserved for Internal Use	Y
35	Reserved for Internal Use	N
40	IEP	N

Scale	Beginning of Kindergarten Cut Point	End of Kindergarten cut point	Subset of the 14 State Readiness Measures
d1_scaled	360	721	ATL-REG/SED subset
d2_scaled	365	708	Original LLD subset
d2_scaled	379	683	Alternate LLD Subset
d3_scaled	387	678	Math Subset

- Filter for the private school (PSS indicator) and exclude these students from all calculations.
- Each year the cut scores for different levels of readiness will be provided and approved by Assessment dept.
- All metrics are displayed as a percentage, rounded to the nearest whole percent (no decimals).
- All metrics are calculated for the school, district, and state.
- The Percent of Kindergartners Demonstrating Readiness in All Three Developmental Areas will also be broken down into the following student groups:
    o Race
        ▪ From the KIDS score file.
    o Gender
        ▪ From the KIDS score file.
    o Children with Disabilities (CWD)
        ▪ From SIS IDEA Services and 504 Plan in the Fall enrollment snapshot.
    o IEP
        ▪ From SIS IDEA Services in the Fall enrollment snapshot.
    o English Learner (EL)
        ▪ From the KIDS score file.
    o Low Income (FRL)
        ▪ From SIS FRL Indicator in the Fall enrollment snapshot.
    o Homeless
        ▪ A student is homeless if their testing enrollment is in the SIS Homeless table in the Fall enrollment snapshot.

Percent of Kindergartners Rated on 14 Required Measures (all eligible enrolled Kindergarteners is based on participation denominator above) Formula

- ∑(Number of Kindergartners Rated on 14 Required Measures) ÷ ∑(All eligible enrolled Kindergartners) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Kindergartners Demonstrating Readiness in Zero Developmental Areas (denominator for readiness formula is numerator from participation formula, numerator for readiness formula is a subset of the denominator based on specific formula criteria) Formula

- ∑(Number of Kindergartners Demonstrating Readiness in Zero Developmental Areas) ÷ ∑(Number of Kindergartners rated on 14 required measures) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Kindergartners Demonstrating Readiness in One Developmental Area (denominator for readiness formula is numerator from participation formula, numerator for readiness formula is a subset of the denominator based on specific formula criteria) Formula

- ∑(Number of Kindergartners Demonstrating Readiness in One Developmental Area) ÷ ∑(Number of Kindergartners rated on 14 required measures) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Kindergartners Demonstrating Readiness in Two Developmental Areas (denominator for readiness formula is numerator from participation formula, numerator for readiness formula is a subset of the denominator based on specific formula criteria) Formula

- ∑(Number of Kindergartners Demonstrating Readiness in Two Developmental Areas) ÷ ∑(Number of Kindergartners rated on 14 required measures) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Kindergartners Demonstrating Readiness in All Three Developmental Areas (denominator for readiness formula is numerator from participation formula, numerator for readiness formula is a subset of the denominator based on specific formula criteria) Formula

- ∑(Number of Kindergartners Demonstrating Readiness in All Three Developmental Areas) ÷ ∑(Number of Kindergartners rated on 14 required measures) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Kindergartners Demonstrating Readiness in Social and Emotional Development (denominator for readiness formula is numerator from participation formula, numerator for readiness formula is a subset of the denominator based on specific formula criteria) Formula

- ∑(Number of Kindergartners Demonstrating Readiness in Social and Emotional Development) ÷ ∑(Number of Kindergartners rated on 14 required measures) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Kindergartners Demonstrating Readiness in Language and Literacy Development (denominator for readiness formula is numerator from participation formula, numerator for readiness formula is a subset of the denominator based on specific formula criteria) Formula

- ∑(Number of Kindergartners Demonstrating Readiness in Language and Literacy Development) ÷ ∑(Number of Kindergartners rated on 14 required measures) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Kindergartners Demonstrating Readiness in Math (denominator for readiness formula is numerator from participation formula, numerator for readiness formula is a subset of the denominator based on specific formula criteria) Formula

- ∑(Number of Kindergartners Demonstrating Readiness in Math) ÷ ∑(Number of Kindergartners rated on 14 required measures) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data

UC-Berkley Evaluation and Assessment Research (also known as UC BEAR)
SIS Enrollment
SIS Student Demographics and Programs

Climate Survey
SY 2025

Climate Survey
Definition

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

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

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

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

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

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

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

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

Comprehensive School Climate Inventory (CSCI)

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

Panorama

The Panorama survey helps school and district leaders run effective school climate surveys across 3 key areas:

- School Climate & Culture - Social and learning climate of the school environment, including rules and norms, behaviors, student engagement, and physical facilities.
- Positive Relationships - Social connections and interpersonal relationships between students and teachers, like sense of belonging and valuing of school.
- School Safety - Physical and psychological climate and safety at school, including bullying, violence, and availability of support for students.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/2-3.153
Illinois Administrative Code 23 IAC 1.97
Federal Statute/Guidance: N/A

Business Rules

5Essentials Survey

- The data is from the University of Chicago who conducts the survey for ISBE and the data is provided via a spreadsheet.
- The spreadsheet is loaded into the Data Warehouse table by ISBE IT staff and all data points are directly from this table.
- The percentage of schools in the district with a response rate over 50% is calculated as follows:
    - Do not include students where the student count = 0
    - If student response rate and that teacher response rate are both > 50% the school is considered over 50%
    - The total number of schools is a count of schools with both a student response rate and a teacher response rate
        - Don't count the school if any rate is missing
    - This metric is only displayed on the District level IIRC, assuming the business rules are meet for displaying this information
- The 5Essential components for school success are:
    - Effective Leaders
    - Collaborative Teachers
    - Supportive Environment
    - Ambitious Instruction
    - Involved Families
- Each component receives a score level from blank (NULL) to 99

- The scores map to one of six levels as follows:
  - 5 – VERY STRONG (80+)
  - 4 – STRONG (60 to 79)
  - 3 – NEUTRAL (40 to 59)
  - 2 – WEAK (20 to 39)
  - 1 – VERY WEAK (1 to 19)
  - 0 – NOT APPLICABLE/LOW RESPONSE (0, blank, or NULL)
- Notes:
  - During the SY2025 administration, CPS schools did not receive all survey questions from the vendor. On the SY25 Report Card, all CPS schools will not have an overall rating, CPS elementary schools will not have two essentials scores, and CPS high schools will not have one essential score. There will also be impact to the SY26 Equity Journey Continuum Report Card metrics for CPS that utilize SY25 climate survey data.
  - For 2025, CPS schools will not receive an overall rating due to missing Measure data in two Essentials due to a UChicago administrative error: Ambitious Instruction (all schools) and Supportive Environment (elementary, middle, and primary schools).

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

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

Panorama

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

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

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

Formula (calculations)
The following formulas apply to 5Essentials, Cognia, and CSCI:
Student Response Rate Formula
- School
  - If the vendor has provided a code specifying a student's non-participation, those students may need to be removed from the student count prior to determining the student response rate, the following students/codes should be removed from the student count:
    - Code 3=Exclude students who are cognitively unable to access the survey, IEP/504 or EL as indicated in SIS
    - Code 4=Exclude students who transferred out prior to the survey window, were not enrolled during the window
  - (Student Responses) ÷ (Student Count − students unable to participate per code 3 and 4) × 100
- State
  - $\sum$ (Student Count × Student Response Rate) ÷ $\sum$ (Student Count) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

Teacher Response Rate Formula
- School
  - The Response Rate comes from the vendor file.
  - If Response Rate is not available from the vendor file and teacher responses and counts are provided, then use the formula:
    - (Teacher Responses) ÷ (Teacher Count) × 100
- State
  - $\sum$ (Teacher Count × Teacher Response Rate) ÷ $\sum$ (Teacher Count) × 100

Percentage of Schools with Over 50% Response Rate Formula
- District

- o ∑ (Count of Schools in District with Student Response Rate and Teacher Response Rate > 50%) ÷ ∑ (Count of Eligible Schools in District)
- State
  - o ∑ (Count of Schools in State with Student Response Rate and teacher response Rate > 50%) ÷ ∑ (Count of Eligible Schools in State)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data
5Essentials
Cognia
Comprehensive School Climate Inventory (CSCI)
Panorama

Illinois Youth Survey
SY 2025

Illinois Youth Survey

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

The administration of the IYS has two major goals:

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

Guidance Citation

State Statute/Guidance: 105 ILCS 5/10-17a(2)(M)
Federal Statute/Guidance: N/A

Business Rules

- The IYS survey is administered every other year (e.g., 2020, 2022, 2024) in the spring semester timeframe.
- The IYS survey is administered for 8th, 10th, and 12th grades, however schools can offer the survey to other grade levels.
- Participation in the IYS is not required.
    - o   All schools are offered the opportunity to participate in the survey
- "Participating" is defined as completing at least 10 valid surveys in at least one grade.
    - o   The number of valid surveys by grade will be provided by U of I
    - o   It is possible for a school to participate at one grade level, but not another (participate at 10th grade, but not 12th grade and vice versa).
- For purposes of being reported on the Report Card, we will simply indicate whether or not a school participated in the IYS.
- IYS data is released every other year

Report Card Year	IYS Data Year *(every 2 years)*	IYS Data Available *(every 2 years)*
2020 (first year)	2020	July 2020
2021	2020	July 2020
2022	2022	July 2022
2023	2022	July 2022
2024	2024	July 2024
2025	2024	July 2024

- U of I will provide ISBE with a spreadsheet indicating the following information:
    - o   RCDTS

- o Indicator representing school participation in the survey (Yes/No)
- Additional information about the IYS can be found here: https://iys.cprd.illinois.edu/

Formula (calculations)
N/A

Sources of Data
University of Illinois

Annual Financial Report
SY 2025

Annual Financial Report

Definition

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

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

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

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

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

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

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

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

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

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/2-3.11, 2-3.27, 3-15.1, 10-17, 10-20.21, 17-1, and 18-3
Federal Statute/Guidance: N/A

Business Rules

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

Report Card Year	2022	2024	2025
Financials Year	2021-2022	2022-2023	2023-24
Tax Year	2020	2021	2022
Tax Mechanics	2020 Assessments, 2021 Receipts	2021 Assessments, 2021 Receipts	2022 Assessments, 2023 Receipts
Tax Revenue Available for	2021-2022	2021-2023	2023-24

- All values are passed to the Data Warehouse via a spreadsheet obtained from the School Business Services Department for use on the Report Card.
    o No calculations are performed in the Data Warehouse.
- Below is a breakdown of what data is provided:
- Expenditure by Function 2023-24 (All values are district reported values from their AFR)
    o Expenditure by Function – Instruction
        ▪ Displayed as a percentage at the District level
        ▪ Displayed as a percentage at the State level (which is the IL School District averages)
    o Expenditure by Function – General Administration
        ▪ Displayed as a percentage at the District level
        ▪ Displayed as a percentage at the State level (which is the IL School District averages)
    o Expenditure by Function – Supporting Services
        ▪ Displayed as a percentage at the District level
        ▪ Displayed as a percentage at the State level (which is the IL School District averages)
    o Expenditure by Function – Other Expenditures
        ▪ Displayed as a percentage at the District level
        ▪ Displayed as a percentage at the State level (which is the IL School District averages)
- Revenue by Source 2023-24 (All values are district reported values from their AFR)
    o Revenue by Source – Local Property Taxes
        ▪ Displayed as a dollar amount at the District level
        ▪ Displayed as a percentage at the District level
        ▪ Displayed as a percentage at the State level (which is the IL School District averages)
    o Revenue by Source – Other Local Funding
        ▪ Displayed as a dollar amount at the District level
        ▪ Displayed as a percentage at the District level
        ▪ Displayed as a percentage at the State level (which is the IL School District averages)
    o Revenue by Source – Evidence-Based Funding
        ▪ Displayed as a dollar amount at the District level
        ▪ Displayed as a percentage at the District level
        ▪ Displayed as a percentage at the State level (which is the IL School District averages)
    o Revenue by Source – Other State Funding
        ▪ Displayed as a dollar amount at the District level
        ▪ Displayed as a percentage at the District level
        ▪ Displayed as a percentage at the State level (which is the IL School District averages)
    o Revenue by Source – Federal Funding

- - Displayed as a dollar amount at the District level
    - Displayed as a percentage at the District level
    - Displayed as a percentage at the State level (which is the IL School District averages)
  - Revenue by Source – Total
    - Displayed as a dollar amount at the District level
- Expenditure by Fund 2023-24 (All values are district reported values from their AFR)
  - Expenditure by Fund – Education
    - Displayed as a dollar amount at the District level
    - Displayed as a percentage at the District level
    - Displayed as a percentage at the State level (which is the IL School District averages)
  - Expenditure by Fund – Operations and Maintenance
    - Displayed as a dollar amount at the District level
    - Displayed as a percentage at the District level
    - Displayed as a percentage at the State level (which is the IL School District averages)
  - Expenditure by Fund – Transportation
    - Displayed as a dollar amount at the District level
    - Displayed as a percentage at the District level
    - Displayed as a percentage at the State level (which is the IL School District averages)
  - Expenditure by Fund – Debt Services
    - Displayed as a dollar amount at the District level
    - Displayed as a percentage at the District level
    - Displayed as a percentage at the State level (which is the IL School District averages)
  - Expenditure by Fund – Tort
    - Displayed as a dollar amount at the District level
    - Displayed as a percentage at the District level
    - Displayed as a percentage at the State level (which is the IL School District averages)
  - Expenditure by Fund – Municipal Retirement and Social Security
    - Displayed as a dollar amount at the District level
    - Displayed as a percentage at the District level
    - Displayed as a percentage at the State level (which is the IL School District averages)
  - Expenditure by Fund – Fire Prevention and Safety
    - Displayed as a dollar amount at the District level
    - Displayed as a percentage at the District level
    - Displayed as a percentage at the State level (which is the IL School District averages)
  - Expenditure by Fund – Capital Projects
    - Displayed as a dollar amount at the District level
    - Displayed as a percentage at the District level
    - Displayed as a percentage at the State level (which is the IL School District averages)
  - Expenditure by Fund – Total
    - Displayed as a dollar amount at the District level
- Other Financial Indicators
  - Other Financial Indicators – Equalized Assessed Valuation per Pupil
    - Displayed as a dollar amount at the District level
    - This data will always be for current year Report Card minus 3 years
      - Examples:
        - 2023 Report Card would contain 2020 data
        - 2024 Report Card would contain 2021 data

- o 2025 Report card would contain 2022 data
- o Other Financial Indicators – Total School Tax Rate per $100
  - ▪ Displayed as a dollar amount at the District level
  - ▪ This data will always be for current year Report Card minus 3 years
    - • Examples:
      - o 2023 Report Card would contain 2020 data
      - o 2024 Report Card would contain 2021 data
      - o 2025 Report Card would contain 2022 data
- o Other Financial Indicators – Instructional Expenditure per Pupil
  - ▪ Displayed as a dollar amount at the District level
  - ▪ Displayed as a dollar amount at the State level
  - ▪ Examples:
    - • 2023 Report Card would contain 2021-22 data
    - • 2024 Report Card would contain 2022-23 data
    - • 2025 Report card would contain 2023-24 data
- o Other Financial Indicators – Operating Expenditure per Pupil
  - ▪ Displayed as a dollar amount at the District level
  - ▪ Displayed as a dollar amount at the State level
  - ▪ Examples:
    - • 2023 Report Card would contain 2021-22 data
    - • 2024 Report Card would contain 2022-23 data
    - • 2025 Report card would contain 2023-24 data

Formula (calculations):
- **Expenditure by Function – Instruction Formula**
  - o District Percentage
    - ▪ (Instruction Expenditures for the District) ÷ (Total Expenditures for the District)
  - o State Percentage (which is the IL School District averages)
    - ▪ (Instruction Expenditures for the State) ÷ (Total Expenditures for the State)

- **Expenditure by Function – General Administration Formula**
  - o District Percentage
    - ▪ (General Administration Expenditures for the District) ÷ (Total Expenditures for the District)
  - o State Percentage (which is the IL School District averages)
    - ▪ (General Administration Expenditures for the State) ÷ (Total Expenditures for the State)

- **Expenditure by Function – Supporting Services Formula**
  - o District Percentage
    - ▪ (Support Services Expenditures for the District) ÷ (Total Expenditures for the District)
  - o State Percentage (which is the IL School District averages)
    - ▪ (Support Services Expenditures for the State) ÷ (Total Expenditures for the State)

- **Expenditure by Function – Other Expenditures Formula**
  - o District Percentage
    - ▪ (Other Expenditures for the District) ÷ (Total Expenditures for the District)
  - o State Percentage (which is the IL School District averages)

-     ■   (Other Expenditures for the State) ÷ (Total Expenditures for the State)

- **Revenue by Source – Local Property Taxes Formula**
  - District Dollar Amount
    - N/A – we just display the District Total Local Property Taxes Revenue dollar amount
  - District Percentage
    - (Local Property Tax Revenue for the District) ÷ (Total Revenue for the District)
  - State Percentage (which is the IL School District averages)
    - (Local Property Tax Revenue for the State) ÷ (Total Revenue for the State)

- **Revenue by Source – Other Local Funding Formula**
  - District Dollar Amount
    - N/A – we just display the District Total Other Local Funding Revenue dollar amount
  - District Percentage
    - (Other Local Revenue for the District) ÷ (Total Revenue for the District)
  - State Percentage (which is the IL School District averages)
    - (Other Local Revenue for the State) ÷ (Total Revenue for the State)

- **Revenue by Source – Evidence-Based Funding Formula**
  - District Dollar Amount
    - N/A – we just display the District Total Evidence-Based Funding Revenue dollar amount
  - District Percentage
    - (Evidence-Based Funding Revenue for the District) ÷ (Total Revenue for the District)
  - State Percentage (which is the IL School District averages)
    - (Evidence-Based Funding Revenue for the State) ÷ (Total Revenue for the State)

- **Revenue by Source – Other State Funding Formula**
  - District Dollar Amount
    - N/A – we just display the District Total Other State Funding Revenue dollar amount
  - District Percentage
    - (Other State Revenue for the District) ÷ (Total Revenue for the District)
  - State Percentage (which is the IL School District averages)
    - (Other State Revenue for the State) ÷ (Total Revenue for the State)

- **Revenue by Source – Federal Funding Formula**
  - District Dollar Amount
    - N/A – we just display the District Total Federal Funding Revenue dollar amount
  - District Percentage
    - (Federal Revenue for the District) ÷ (Total Revenue for the District)
  - State Percentage (which is the IL School District averages)
    - (Federal Revenue for the State) ÷ (Total Revenue for the State)

- **Revenue by Source – Total Formula**
  - District Dollar Amount
    - N/A – we just display the District Total Revenue dollar amount

- **Expenditure by Fund – Education Formula**

- o District Dollar Amount
  - N/A – we just display the District Total Education Expenditure dollar amount
- o District Percentage
  - (Education Expenditures for the District) ÷ (Total Expenditures for the District)
- o State Percentage (which is the IL School District averages)
  - (Education Expenditures for the State) ÷ (Total Expenditures for the State)

- **Expenditure by Fund – Operations and Maintenance Formula**
  - o District Dollar Amount
    - N/A – we just display the District Total Operations and Maintenance Expenditure dollar amount
  - o District Percentage
    - (Operations and Maintenance Expenditures for the District) ÷ (Total Expenditures for the District)
  - o State Percentage (which is the IL School District averages)
    - (Operations and Maintenance Expenditures for the State) ÷ (Total Expenditures for the State)

- **Expenditure by Fund – Transportation Formula**
  - o District Dollar Amount
    - N/A – we just display the District Total Transportation Expenditure dollar amount
  - o District Percentage
    - (Transportation Expenditures for the District) ÷ (Total Expenditures for the District)
  - o State Percentage (which is the IL School District averages)
    - (Transportation Expenditures for the State) ÷ (Total Expenditures for the State)

- **Expenditure by Fund – Debt Services Formula**
  - o District Dollar Amount
    - N/A – we just display the District Total Debt Services Expenditure dollar amount
  - o District Percentage
    - (Debt Services Expenditures for the District) ÷ (Total Expenditures for the District)
  - o State Percentage (which is the IL School District averages)
    - (Debt Services Expenditures for the State) ÷ (Total Expenditures for the State)

- **Expenditure by Fund – Tort Formula**
  - o District Dollar Amount
    - N/A – we just display the District Total Tort Expenditure dollar amount
  - o District Percentage
    - (Total Tort Expenditures for the District) ÷ (Total Expenditures for the District)
  - o State Percentage (which is the IL School District averages)
    - (Total Tort Expenditures for the State) ÷ (Total Expenditures for the State)

- **Expenditure by Fund – Municipal Retirement and Social Security Formula**
  - o District Dollar Amount
    - N/A – we just display the District Total Municipal Retirement and Social Security Expenditure dollar amount
  - o District Percentage

- (Municipal Retirement and Social Security for the District) ÷ (Total Expenditures for the District)
  - o State Percentage (which is the IL School District averages)
    - ▪ (Municipal Retirement and Social Security for the State) ÷ (Total Expenditures for the State)

- **Expenditure by Fund – Fire Prevention and Safety Formula**
  - o District Dollar Amount
    - ▪ N/A – we just display the District Total Fire Prevention and Safety Expenditure dollar amount
  - o District Percentage
    - ▪ (Fire Prevention and Safety Expenditures for the District) ÷ (Total Expenditures for the District)
  - o State Percentage (which is the IL School District averages)
    - ▪ (Fire Prevention and Safety Expenditures for the State) ÷ (Total Expenditures for the State)

- **Expenditure by Fund – Capital Projects Formula**
  - o District Dollar Amount
    - ▪ N/A – we just display the District Total Capital Projects Expenditure dollar amount
  - o District Percentage
    - ▪ (Capital Projects Expenditures for the District) ÷ (Total Expenditures for the District)
  - o State Percentage (which is the IL School District averages)
    - ▪ (Capital Projects Expenditures for the State) ÷ (Total Expenditures for the State)

- **Expenditure by Fund – Total Formula**
  - o District Dollar Amount
    - ▪ N/A – we just display the District Total Expenditure dollar amount

- **Other Financial Indicators – Equalized Assessed Valuation per Pupil Formula**
  - o District Dollar Amount
    - ▪ N/A – we just display the District Total Equalized Assessed Valuation per Pupil dollar amount
    - ▪ The formula for calculating this is:
      - • (District EAV) ÷ (District's 9-month Average Daily Attendance)

- **Other Financial Indicators – Total School Tax Rate per $100 Formula**
  - o District Dollar Amount
    - ▪ N/A – we just display the District Total School Tax Rate per $100 amount

- **Other Financial Indicators – Instructional Expenditure per Pupil Formula**
  - o District Dollar Amount
    - ▪ N/A – we just display the District Total Instructional Expenditure per Pupil dollar amount
    - ▪ The formula for calculating this is:
      - • (District Total Instructional Expenditures) ÷ (District's 9-month Average Daily Attendance)
  - o State Dollar Amount
    - ▪ N/A – we just display the State Total Instructional Expenditure per Pupil dollar amount

- The formula for calculating this is:
  - (District State Total Instructional Expenditures) ÷ (State's 9-month Average Daily Attendance)

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

Sources of Data
Self-reported data from the district

Evidence-Based Funding

SY 2025

Evidence-Based Funding (EBF)

Definition

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

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

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

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/18-8.15
Federal Statute/Guidance: N/A

Business Rules

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

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

Formula (calculations)

- Most metrics described in this document are pass-through values from values determined by State Funding and Forecasting. The values for most of the metrics for each district are published on ISBE's EBF website: https://www.isbe.net/ebfdist
  - EBF Tier Assignment is a direct pull from Column 'X' FY25 EBF Calculation spreadsheet/Base Calc Worksheet
  - EBF Adequacy Target is a direct pull from Column 'N' from FY25 EBF Calculation spreadsheet/Base Calc Worksheet
  - EBF Percentage of Adequacy is a direct pull from Column 'W' from FY25 EBF Calculation spreadsheet/Base Calc Worksheet * 100 (displays as percentage)
  - EBF Local Capacity Target is a direct pull from Column 'AF' from FY25 EBF Calculation spreadsheet/Local Capacity Target Worksheet
  - EBF Real Receipts is a direct pull from Column 'AD' from FY25 EBF Calculation spreadsheet/Local Capacity Target Worksheet
  - EBF Final Resources is a direct pull from Column 'S' from FY25 EBF Calculation spreadsheet/Base Calc Worksheet
- Some metrics described in this document are calculated for Report Card based on input values determined by State Funding and Forecasting. The needed input values for each district are published on ISBE's EBF website: https://www.isbe.net/ebfdist
  - EBF Local Capacity Percentage is calculated as:
    - (Local Capacity Target / Adequacy Target) * 100 (displays as percentage)
  - EBF Real Receipts / Adequacy Target is calculated as:
    - (Real Receipts / Adequacy Target) * 100 (displays as percentage)
  - EBF Real Receipts as Percentage of Local Capacity Target is calculated as:
    - (Real Receipts / Local Capacity Target) * 100 (displays as percentage)
- Each school year, Report Card will use EBF values from the EBF calculations from the fiscal year corresponding to the school year of the data on the report. For example, the Report Card published in fall 2025 showing school year 2025 data will use EBF values from the fiscal year 2025 calculations.
- Each fiscal year after completion of EBF calculations (estimated to be by end of July), a new spreadsheet will be published. Until a formal process has been developed to integrate the data into the data warehouse, the dataset will be manually imported into ISBE's data warehouse for integration into the Report Card data mart for publication on the corresponding Report Card.

Sources of Data

Student Information System (SIS)
Illinois Department of Human Services
Illinois Department of Revenue
School Districts
County Clerks
Chicago Teachers' Pension Fund

Average Class Size
SY 2025

Average Class Size

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

Guidance Citation
State Statute/Guidance: Illinois School Code 105 ILCS 5/10-17a
Federal Statute/Guidance: N/A

Business Rules
- Average Class Size is calculated by taking the average of all the section-level enrollments at a school/district/state for core courses.
- Enrollment is counted on a class and section basis per school/district/state for the following courses:
    o Core classes with course code beginning in 01-04, 51-54, or 23.
- The following courses are **excluded**:
    o Special Education classes
        ▪ A Special Education class is any class with more than 30% of the enrolled students having IEPs.
        ▪ Grade-level average class size excludes any class with more than 30% of enrolled students in the respective grade level having IEPs.
    o Biblical Literature (01059A000).
    o In high school, courses whose title include "workplace", "cooperative" "aide", "other", or "independent".
    o Classes with only one or 0 students enrolled.
        ▪ Grade-level average class size excludes classes with only one or 0 students in the respective grade-level enrolled.
    o High school classes with more than 50 students enrolled in grades 9 to 12, or
    o Elementary classes with more than 40 students enrolled in grades K to 8
    o Summer school courses are excluded from this count, which are those with Academic Term Y2 (year long summer), S3 (semester summer), T4 (trimester summer) or Q5 (quarter summer).
    o Student Course Assignments where the outcome is Erroneous.
    o *Note*: Student course assignments where the outcome is null will be **included** in the Average Class Size calculation.
- The grade level for non-grade specific courses is determined by the grade of the students enrolled in the section.
- Sum the section level enrollment counts at each school/district/state and divide the total by the number of sections at each school/district/state to arrive at the average class size.

Formula (calculations)
Average Class Size Formula
- ∑ (Section level enrollment counts at each school/district/state) ÷ ∑ (Number of sections at each school/district/state)

Sources of Data
Student Information System (SIS)

Site-Based Expenditure Reporting
SY 2025

Site-Based Expenditure Reporting (SBER)

Definition

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

- "Per-pupil expenditures for each School" is the sum of per-pupil site-level and centralized expenses funded by federal and state/ local sources of funds.
- "Per-pupil expenditures for each school, disaggregated by federal source of funds" is the sum of per-pupil site-level and centralized expenses spent by each school using federal fund sources.
- "Per-pupil expenditures for each School, disaggregated by state and local source of funds" is the sum of per-pupil site-level and centralized expenses spent by each school using state and local fund sources combined.
- The site-level expenditures must include the following:
    - Personnel salaries
    - Benefits
    - Related costs exclusively assigned to a school
    - Any non-personnel costs specifically attributable to the school
- "Per-pupil expenditures for each school, disaggregated by school expenses" is the sum of per-pupil site-level expenses spent by each school using federal and state/ local sources of funds.
- "Per-pupil school-level Expenditures for each School, disaggregated by federal source of funds" is the per-pupil site-level expenses spent by each school using the federal source of funds.
- "Per-pupil school-level Expenditures for each School, disaggregated by state and local source of funds" is the per-pupil site-level expenses spent by each school using state and local sources of funds.
- District centralized expenditures must include the following:
    - Central office administrative expenses
    - Transportation, Operation & Maintenance, Food Services, pupil support services, and other LEA-defined cost categories.
    - The proportional share of a District's centralized expenditures represents an allocation of centralized expenditures as a proxy for dollars spent for centralized services serving each school.
    - The district's centralized expenditures are apportioned across all sites using metrics such as Enrollment FTE, Student Count Mileage, Square footage, etc.
- "Per-pupil expenditures for each School, disaggregated by District centralized level" is the sum of the school's share of per-pupil district centralized expenses spent using federal and state/local sources of funds.
- "Per-pupil District centralized Expenditures for each School, disaggregated by federal source of funds" is the school's share of per-pupil district centralized expenses spent using federal sources of funds.
- "Per-pupil LEA Centralized Expenditures for each School, disaggregated by state and local source of funds" is the school's allocated share of per-pupil district centralized expenses funded by state and local sources of funds.
- "District Expenditures Excluded from Per-Pupil Averages" is the sum of all expenditures excluded from Site-Based Expenditure Reporting. Excluded expenditures will not need to be disaggregated.
    - Excluded expenditures do not reflect expenses for pre-K through grade 12 students being served or placed by the LEA (thereby excluding costs for adult education and community services, for example).

- o Excluded expenditures do not reflect largely ongoing, normal course resource allocations (excluding non-education fund capital expenditures and debt service, for example).
- o A list of the most frequent exclusions appears in ISBE's annual Site-Based Expenditures Reporting Guidance on the SBER webpage.
- o Exclusions are categorized by fund, function, and object (according to the Illinois Administrative Code Part 100 Rules for Accounting, Budgeting, and Financial Reporting, available here.
- "Omitted Expenditures Omitted from Per-pupil averages" is the sum of all expenditures omitted from District Total Current Expenditures
  - o The intent behind these omissions is to avoid overstating total district expenditures (omitting Fund 70 Working Cash funds from reporting, for example).
  - o A list of the omissions appears in ISBE's annual Site-Based Expenditures Reporting Guidance on the SBER webpage.
- Site Type
  - o Default Site:
    - Site that has a unique RCDTS code. These site entries do not require a subgroup code (flag).
    - Default sites are sites with a proportional student enrollment of 1 or more.
    - Sites with zero proportional student enrollment do not display as default sites; however, LEAs may manually add any sites not listed as long as the site is an open entity at any time during the fiscal year in the Entity Profile System.
    - Redaction rules:
      - Any SBER Enrollment less than 10 should be redacted from Report Card display
  - o Separate LEA Outplacements:
    - Applies to LEAs that elect to report the total proportional count of students educated outside of the district at a single reporting site. (LEAs may choose between this reporting option or, instead, reporting this proportional student enrollment at their home sites.)
      - If an LEA's proportional count of students placed outside the district is 10 or fewer, the LEA must include this proportional count in the student's home sites.
    - Includes all placements served outside the district regardless of reason (e.g., special education, career tech/vocational education, and often Regional Safe Schools and Alternative Learning Opportunities Program) and associated expenditures.
    - Two-digit flag to indicate this site type is "OP."
    - RCDTS Code is the reporting district code for this entry.
    - This separate reporting site will appear as a site on the district Report Card. An asterisk is applicable to separate outplaced site.
    - This separate reporting site does not receive a school Report Card.
  - Deactivated Placements:
    - o LEA(s) with students whose home schools have been deactivated are provided with a mechanism to report their deactivated placements as a separate reporting site.
    - o All deactivated enrollments served at different sites are grouped into one single "deactivated placements" reporting site.
    - o Any LEA in which all schools have been deactivated and all students are placed into serving schools outside of the Home LEA will report under a single "deactivated placement" reporting site.
    - o Two-digit flag to indicate this site type is "DP."
    - o RCDTS Code is the reporting district code for this entry.
    - o This reporting site is separate from Students Served outside the District (Separate District Outplacements).

- o This separate reporting site will appear as a site on the District Report Card. An asterisk is applicable to sites with deactivated placements.
- Site Detail Type
  - An LEA has the option to call out expenditures and enrollment associated with pre-K classrooms within school sites serving other grade levels.
    - o Both "PK" and "NP" subgroup codes (flags) are associated with school sites serving other grade levels including pre-K classrooms.
      - Designated pre-K and early childhood centers are separate reporting sites and will not use these subgroup codes (flags).
    - o "PK" flag indicates all students aged 3-5 enrolled at pre-K classrooms within an existing elementary (or other grade level) school site.
    - o "NP" flag indicates all students attending other grades excluding students enrolled within pre-K classrooms served at the same elementary (or other grade level) school site.
    - o RCDTS Code is the elementary (or other grade levels) school code for this entry. This code will be the same for both the non-Pre-K and Pre-K entries, since the two sets of grade levels are served at the same site.
    - o The business rules section of this document illustrates the requirements for displaying enrollment FTE and associated expenditures of the Pre-K classroom callouts.
- School-Level Public Narrative (optional)
  - o Provides every LEA to script optional narratives for individual schools, to help "tell their story."
  - o This optional LEA-developed school-level narrative is displayed on the school Report Card if provided.
- District-Level Public Narrative (optional)
  - o Provides every LEA the opportunity to give further context and narrative to accompany the Site-Based Expenditure data set for the LEA.
  - o This optional LEA-developed district-level narrative is displayed on the district Report Card if provided.
- District Average Per-Pupil Expenditures
  - o This metric is the average per-pupil expenditures at district level.
- Total District Expenditures
  - o This metric is the total dollars included in reporting (allocated to sites) plus total exclusions.
- SBER Enrollment Rules
  - o SBER enrollments include all PK-12 enrollment records that span 1-Oct or 1-Mar.
  - o Unlike the RC and EBF, there is no notion of a primary enrollment for each student. ALL enrollment records contribute FTE (i.e. Percent of Day Attended).**
  - o Each enrollment record is counted at its Home District (or Deactivated District when applicable***).
  - o When the Serving School is within the Home District, the record is counted at that Serving School.
  - o When the Serving School is outside the Home District, the record is considered Outplaced.
  - o Each Home District may choose whether to include ALL Outplaced FTE at the records' Home Schools or in aggregate at the district-level.
  - o For each District and School above, SBER sums the records' FTE for 1-Oct and does the same for 1-Mar.
  - o The 1-Oct and 1-Mar sums are then averaged to produce SBER Default Enrollment FTEs.
  - o SBER requires expenditure reporting from the above Districts when total FTE > 0 and the District entity is in EPS Category 2.

- o Reporting districts are not required to use the SBER Defaults but are guided to follow rules like those above.
  - o Reporting districts may choose to omit SBER default schools or include additional District schools in EPS Categories 4, E, or 8.****
  - o ** Enrollment records are excluded when served at Detention Centers, State Funded schools, or are Tuition In.
  - o *** Deactivated enrollments are aggregated at the district-level and reported by the home District.
  - o **** Additional District schools must have EPS Open and Close dates that overlap with the State FY.
- District Enrollment
  - o This metric is the total of all the enrolled students within the LEA, according to their percent of day attended (PDA) recorded in the Student Information System (SIS).
  - o This metric is the sum of enrollments reported within all sites of the LEA, including any separate reporting sites for students educated outside the district.
  - o An enrollment of 1.0 indicates that the student is receiving a full day of services. Students receiving services for only part of each day shall be counted as proportional students based on percentage of day listed in SIS.
  - o This sum should equal the total number of children (according to their proportionate enrollment) aged 3 through 21 in grades prekindergarten through 12 served by the LEA or placed outside the district by the LEA.
    - ▪ Within SBER Guidance, "prekindergarten students" refers broadly to the-proportional student FTE count of students ages 3-5 for whom a district incurs costs for educational services provided, inclusive of prekindergarten (pre-K) and early childhood education. Students enrolled in birth to three programs are excluded from Site-Based Expenditure Reporting.
  - o The average of the enrolled proportional student count (related to students from or served outside the district) on October 1st and March 1st of the reporting year shall be used.
- Site-level SBER Enrollment
  - o This metric includes every student the school serves, except for students being served in the school who originate from outside the LEA.
  - o Students served outside the LEA should be included in reporting by the Home LEA.
  - o The average of the enrolled proportional student count (related to students from or served outside the district) on October 1st and March 1st of the reporting year shall be used.
  - o Students receiving services for only part of each day shall be counted as proportional students based on percentage of day (Percentage of Day Attended – PDA) listed in SIS.
  - o All students whose PDA is reported as 1.0 within SIS, indicating that they attend school on a full-day basis, are counted as 1.0 student enrollment FTE for site-based expenditure reporting.

Guidance Citation
State Statute/Guidance: Illinois Every Student Succeeds Act Site-Based Expenditure Reporting Guidance
Federal Statute/Guidance: Elementary and Secondary Education Act of 1965- section 1111(h) (C)(1) of ESSA

Business Rules
- Data from the SBER (Site-Based Expenditures Reporting) system will be passed to the Data Warehouse and displayed on the Report Card. The process is an ongoing process put in place in 2018. The existing process will remain the same.

- SBER system will allow schools and districts the ability to add free form text of 4000 characters or less, which will be passed to the Data Warehouse.
  - This text will only be displayed on the IIRC.
  - Allowable character limit for School Public Narrative is 4000 characters or less.
  - Allowable character limit for District Public Narrative is 4000 characters or less.
- These metrics will not be included in the District Data Preview and Verification Tool within MyIRC.
- There are certain subgroups associated with the data tables which are:
  - Outplacement (OP)
  - PreK (PK)
  - Non PreK (NP)
  - Deactivated Placements (DP)
- SBER data for all submitted fiscal years are stored within the Data Warehouse.
- Change in the Total Per-Pupil Expenditures and Enrollment from the Prior Year at the district level are calculated by the Data Warehouse team and displayed on the School Finances page of the District Environment tab of the District Report Card.
- Change in Total Per-Pupil Expenditures and Enrollment from the Prior Year for each site (including Outplacements, Sites with No Report Card, and Deactivated Placements if applicable) within the district are calculated by the Data Warehouse team and displayed on the School Finances page of the District Environment tab on the District Report Card.
- Change in Total Per-Pupil Expenditures and Enrollment from the Prior Year at the school level are calculated by the Data Warehouse team and displayed on the School Finances page of the School Environment tab of the School Report Card.
- Values Displayed by Fiscal Year on School Finances – District Environment tab of the District Report Card are as follows:
  - Total District Per-Pupil Expenditure
  - Total Per-Pupil Expenditure by Site
  - Total Federal Per-Pupil Expenditure by Site
  - Total State and Local Per-Pupil Expenditure by Site
  - Total Site-level Per-Pupil Expenditure by Site
  - Total District Centralized Per-Pupil Expenditure by Site
- Sites can be filtered by School Type. School Type are categorized as Elementary, High, Middle, Charter, Preschool, and Other on the School Finances – District Environment tab of the District Report Card.
- Values Displayed by Fiscal Year on School Finances – School Environment tab of the School Report Card are as follows:
  - Total District Per-Pupil Expenditure
  - Total Federal Per-Pupil Expenditure by District
  - Total State and Local Per-Pupil Expenditure by District
  - Total Site-level Per-Pupil Expenditure by District
  - Total District Centralized Per-Pupil Expenditure by District
  - Total Per-Pupil Expenditure for an individual Site
  - Total Federal Per-Pupil Expenditure for an individual Site
  - Total State and Local Per-Pupil Expenditure for an individual Site
  - Total Site-level Per-Pupil Expenditure for an individual Site
  - Total District Centralized Per-Pupil Expenditure for an individual Site

- District Public Narrative is displayed as District Comments on the School Finances – District Environment tab of the District Report Card. Previous years' District Comments may be viewed using the fiscal year drop-down selection menu.
- School Public Narrative is displayed as School Comments on the School Finances – School Environment tab of the School Report Card. Previous years' School Comments may be viewed using the fiscal year drop-down selection menu.
- Sites with No Report Card are designated an asterisk symbol to distinguish them from a normal site with Report Card.
- Public Narrative for Sites with No Report Card are displayed within the Special Comments section on the School Finances – District Environment tab of the District Report Card. Previous years' Special Comments may be viewed using the fiscal year drop-down selection menu.
- Enrollment FTE and the associated per-pupil expenditures for Sites with Pre-K callouts are displayed on the School Report Card's School Finances – School Environment tab. Like FY2023, In FY2024, we will not display these metrics as Narrative.
- Total District Expenditure and Exclusions are displayed on the School Finances – District Environment tab of the District Report Card.
- % of Low Income Students, % of English Learners, and % Students with IEPs by District are metrics supplied from other sections of Report Card into the School Finances pages of the Report Card. Variances for these metrics are calculated by the Data Warehouse team and displayed side by side along with change in District Enrollment and their associated Per-Pupil Expenditures.
- % of Low Income Students, % of English Learners, and % Students with IEPs by an Individual School are metrics supplied from other sections of Report Card into the School Finances pages of the Report Card. Variances for these metrics are calculated by the Data Warehouse team and displayed side by side along with School Enrollment Variance, and their associated School Per-Pupil Expenditure Variance.
- Chester N HSD 122 (RCDT: 45079122019 / EntityId: 11086) is a deactivated district that does not receive a report card in IIRC. Only classic PDF for this district is published on the isbe.net public website.

Formula (calculations)
Per-Pupil Expenditures for each School Formula
- ∑(Per-Pupil school-level expenses (dollar amount) for each school, funded both federally and state and locally combined) + ∑(Per-Pupil centralized expenses (dollar amount) for each school, funded both federally and state and locally combined)]

Per-Pupil Expenditures for each School, disaggregated by federal source of funds Formula
- ∑(Per-Pupil school-level expenses (dollar amount) for each school, funded by federal source) + ∑ (Per-Pupil centralized expenses (dollar amount) for each school, funded by federal source)

Per-Pupil Expenditures for each School, disaggregated by state and local source of funds Formula
- ∑(Per-Pupil school-level expenses (dollar amount) for each school, funded by state and local source) + ∑ (Per-Pupil centralized expenses (dollar amount) for each school, funded by state and local source)

Per-Pupil Expenditures for each School, disaggregated by school – level expenses Formula
- ∑(Per-Pupil school-level expenses (dollar amount) for each school, funded by federal source) + ∑(Per-Pupil school-level expenses (dollar amount) for each school, funded by state and local source combined)

Per-Pupil Expenditures for each School, disaggregated by district centralized expenses Formula
- ∑ (Per-Pupil district centralized expenses for each school, funded by federal source of funds) +∑ (Per-Pupil district centralized expenses for each school, funded by state and local source of funds combined)

Per-Pupil School-Level Expenditures for each School, disaggregated by federal source of funds Formula
- N/A – LEAs submit weighted average per-pupil expenditures through the SBER system. ISBE displays the per-pupil expenditure amount submitted.

Per-Pupil School-Level Expenditures for each School, disaggregated by state and local source of funds Formula
- N/A – LEAs submit weighted average per-pupil expenditures through the SBER system. ISBE displays the per-pupil expenditure amount submitted.

Per-Pupil LEA Centralized Expenditures for each School, disaggregated by federal source of funds Formula
- N/A – LEAs submit weighted average per-pupil expenditures through the SBER system. ISBE displays the per-pupil expenditure amount submitted.

Per-Pupil LEA Centralized Expenditures for each School, disaggregated by state and local source of funds Formula
- N/A – LEAs submit weighted average per-pupil expenditures through the SBER system. ISBE displays the per-pupil expenditure amount submitted.

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

Site Detail Type
- Site Name and RCDTS codes are received from the SBER system.
- The combined total weighted average of Enrollment FTE times non-pre-K ("NP") and pre-K ("PK") expenses is displayed as a single site on the District Report Card and School Report Card.

$$\frac{(\Sigma \, \text{Non} - \text{Pre} - \text{K} \, i = \text{Pre} - \text{k} \, ((\text{Enrollment}) * (\text{Per} - \text{Pupil Expenses})))}{\Sigma \, \text{Non} - \text{Pre} - \text{K} \, i - \text{Pre} - \text{K} \, (\text{Enrollment})}$$
$$= \text{Total Per} - \text{Pupil Expenses for a site with embedded PreK Classroom}$$

- In FY2024, the enrollment FTE and per-pupil expenses associated with pre-K callouts will no longer be displayed as narratives in the school-level public narrative section on the IIRC. Starting FY2025, we would like these metrics to be visualized within the School Report Card.

School-Level Public Narrative (optional) Formula
- N/A – LEAs submit optional narrative through the SBER system. ISBE displays the narrative if provided.

LEA-Level Public Narrative (optional) Formula
- N/A – LEAs submit optional narrative through the SBER system. ISBE displays the narrative if provided.

LEA Average Per-Pupil Expenditures Formula
- ($\sum$i=1 to n ((per pupil of the school)i (school enrollment)i)) ÷ (Total LEA Enrollment)
    - where, "variable i" is an individual reporting site within the LEA and "variable n" is the total number of reporting sites within the LEA.
    - LEA Per-Pupil Expenditure is the weighted average of per-pupil expenditures of all reporting sites (such as physical sites, Early Childhood centers, metaphysical sites such as deactivated, or outplacement sites if applicable are included within this calculation).
    - Total LEA Enrollment for this calculation will include proportional student enrollments of all reporting sites including Early Childhood centers, metaphysical sites such as deactivated or outplacements sites if applicable.

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

LEA Enrollment Formula
- N/A – LEAs submit enrollment counts through the SBER system according to the guidance provided by ISBE. ISBE displays the enrollment count submitted.

Enrollment for Each School Formula
- N/A – LEAs submit enrollment counts through the SBER system according to the guidance provided by ISBE. ISBE displays the enrollment count submitted.

LEA Average Per-Pupil Expenditure Variance Formula
- ((Current Year LEA Average Per-Pupil Expenditures) – (Previous Year LEA Average Per-Pupil Expenditures)) ÷ Previous Year LEA Average Per-Pupil Expenditures

LEA Enrollment Variance Formula
- ((Current Year LEA Enrollment) – (Previous Year LEA Enrollment)) ÷ Previous Year LEA Enrollment

School Per-Pupil Expenditure Variance Formula
- ((Current Year Per-Pupil Expenditures by School) – (Previous Year Per-Pupil Expenditures for the same school)) ÷ Previous Year Per-Pupil Expenditures for the same school
- Variance calculations are ignored if Previous Year Per-Pupil Expenditures for an individual school is $0.

School Enrollment Variance Formula
- ((Current Year Enrollment by School) – (Previous Year Enrollment for the same school)) ÷ Previous Year Enrollment for the same school

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

Sources of Data
Site-Based Expenditures Reporting (SBER) System, Student Information System (SIS), and
Entity Profile System (EPS)

Feeder Schools
SY 2025

Feeder Schools

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

Guidance Citation
State Statute/Guidance: N/A
Federal Statute/Guidance: N/A

Business Rules
- Students are included in the Feeder School calculation if:
  - The student has a valid enrollment record in the current school year and the previous school year.
  - The grade level for the student's previous school year enrollment is at least one year behind the student's grade level in the current school year.
  - The grade level for the student's previous school year enrollment must equal the maximum grade level (based on serving school enrollment) served at the school for which the student was enrolled in the previous school year.
    - E.g. only 8th graders at a K-8 or 7-8 school, only 5th graders at a K-5 or 3-5 school, etc.
  - The grade level for the student's current school year enrollment must equal the minimum grade served at the school for which the student is enrolled in the current school year.
    - E.g. only 9th graders at a 9-12 school
- All students that meet the criteria are grouped by Serving School for the previous school year. This is the "Feeder School Enrollment" for a school.
  - Only consider a grade of a school if that grade has at least 15 "Feeder School Enrollments" in the previous school year.
  - Example:
    - School A has 100 qualifying 8th graders in previous school year
    - School B has 80 qualifying 8th graders in previous school year
    - School C has 50 qualifying 8th graders in previous school year
- All students in each group are then grouped by Serving School for the current school year. This is the "Receiving School Enrollment by Feeder School".
  - Example:
    - School A in previous school year had 60 qualifying 9th graders attending High School X in current school year
    - School B in previous school year had 30 qualifying 9th graders attending High School X in current school year
    - School C in previous school year had 26 qualifying 9th graders attending High School Y in current school year
- The Feeder School percentage is then calculated as:
  - (Receiving School Enrollment by Feeder School ÷ Feeder School Enrollment) × 100
- If the Feeder School percentage >= 50% then the school indicated in the denominator (previous year school) is flagged as a "feeder school" for the current year school.
  - Example:

- School A had 60 of 100 8th grade students in previous school year enroll in High School X in current school year. 60/100*100 = 60%. School A is a feeder school for High School X.
      - School B had 30 of 80 8th grade students in previous school year enroll in High School X in current school year. 30/80*100 = 37.5%. School B is NOT a feeder school for High School X.
      - School C had 26 of 50 8th grade students in previous school year enroll in High School Y in current school year. 26/50*100 = 52%. School C is a feeder school for High School Y.
- *NOTE*: Not every school will be considered a feeder school.
  - For example
    - School D has 200 8th graders in the previous year
    - 80 of those enroll in High School X in the current school year
    - 70 of those enroll in High School Y in the current school year
    - 50 of those enroll in High School Z in the current school year
    - 80/200*100 = 40%. School D is NOT a feeder school for High School X
    - 70/200*100 = 35%. School D is NOT a feeder school for High School Y
    - 50/200*100 = 25%. School D is NOT a feeder school for High School Z
- SIS Student records are matched longitudinally such that information from the current school year is linked in a record with information from the students' previous school year.
- Information included in the record are as follows:
  - A unique identifier
  - Student grade in current year
  - Student grade in previous year
  - Student's serving school in current year
  - Student's serving school in previous year
- Only student records for the students' fall enrollment are included.
  - Only students who are enrolled at a single school for at least 50% of the day (enrollment FTE of 0.5 or greater) should be a part of the calculation
- Only student records where the student's grade in the previous year is equal to the maximum grade served at the school are included in the calculation.
  - E.g. only 8th graders at a K-8 or 7-8 school, only 5th graders at a K-5 or 3-5 school, etc.)
- Only student records where the student's grade in the previous year is at least one grade behind the student's grade in the current year i.e. no retained students.
- Records that only have data for either the current year or the previous year are not included.
- Records are grouped by serving school for the previous year. The number of records in this group can be considered the "Feeder Calculation Enrollment" for a school.
- The records within each group are summarized by the current year serving school.
- The sum of each record per current year serving school is calculated as a percent of the Feeder Calculation Enrollment as such:
  - (Sum of Current School Year Records ÷ Feeder School Enrollment) × 100
- If the Percent of Current School Year >= 50% then the school indicated in the denominator (previous year school) is flagged as a "feeder" for the current year school.

Formula (calculations)
N/A

Sources of Data
N/A

Student Enrollment
SY 2025

Student Enrollment

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

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

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 13/15

Federal Statute/Guidance: Definitions for New Race and Ethnicity Categories

EDFacts FS052 Membership Reporting Guidelines: https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html

Business Rules

- Student Enrollment is the distinct count of students and their associated demographic characteristics aggregated at the school, district, and state level.
- Each student is mapped to a single enrollment.
- The data will be compiled from the ISBE approved Fall Enrollment snapshot.
  - The 2025 Fall Enrollment snapshot is an exact copy of the SIS student demographic and enrollment tables.
- Include Grades Pre-Kindergarten through 12th Grade. Exclude "Evaluation" and "Birth to Three."
- The enrollment counts will be based on the serving school.
- Excludes students marked as "Private School Student" in SIS.
- The enrollment must be an active enrollment.
- The student must be enrolled on October 1st of the school year.
  - The enrollment begin date must be on or before October 1st.
  - The enrollment end date must be on or after October 1st.
  - Because the snapshot is taken during the school year many of the enrollments do not have an end date. These are all included.
- Only students that have at least 50% percent day attended (PDA) should be included in the school, district, or state level counts.
  - If the student has active multiple enrollments on October 1st, the student is included if the total PDA > 0.50.
- For students that have two active enrollments on October 1st where the PDA on both enrollments are equal to 50% the enrollment meeting the school that is credited with the enrollment will be:
  - If the home school is one of the schools OR ELSE,
  - the enrollment with the earlier enrollment date.
  - The warehouse applies this logic to all enrollments and flags the enrollment that meets these conditions by setting the column FEEnrollment = 1.
- Students are reported in the grade they are enrolled in on October 1st.

- For school level counts, include only serving schools that received a Report Card. For district level counts, include all students served in a district.
- For school and district level counts, if a student has a serving school of Category 9 - Vocational Districts/Schools, then count them in their home school (school level counts) or home district (district level counts).
- All students, except private school students, should be counted at the state level.
- The demographics come exclusively from the student demographic record as of the date of when the fall enrollment snapshot is taken that is associated with the student unless otherwise documented.
  - Exception: The IEP flag checks the Pupil count snapshot from ISTAR.
- "Student Enrollment" Total Count is defined as the Number of Students enrolled for a defined entity.
- "Student Enrollment" Grade Level Count is defined as the Number of Students enrolled who belong to each grade level between Pre-K and 12 for a defined entity.
- "Student Enrollment" Grade Level Percentage is defined as the Percentage of Students enrolled who belong to each grade level between Pre-K and 12 relative to the total enrollment of the entity in question.
- The percentage of students belonging to a particular demographic group is calculated by dividing the student count by demographic group by the total entity enrollment and multiplying the resulting quotient by 100.
- "Student Enrollment" is disaggregated by the following demographic groups:
  - All Students
  - Gender
  - Grade Levels
  - Race
  - Children with Disabilities (CWD)
  - Students with IEPs
  - English Learner
  - Former English Learner
  - Never English Learner
  - Low Income
  - Homeless
  - Migrant
  - Youth In Care
  - Military

Formula (calculations)

Student Enrollment Total Count
- Sum of the student enrollment by entity
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Gender Count
- Sum of the student enrollment count by gender by entity
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Gender Percent
- ((Gender enrollment count by Entity) ÷ (Enrollment count by Entity)) × 100
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Grade Level Count
- Sum of the student enrollment by count at each grade level by entity
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Grade Level Percent
- ((Grade Level Enrollment Count) ÷ (Enrollment Count by Entity)) × 100
- Displayed as a percent with 1 decimal place (e.g. 75.1%)
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Racial/Ethnic Count
- Sum of the student enrollment count by each race/ethnicity by entity
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Racial/Ethnic Percent
- ((Racial/Ethnic Enrollment Count by Entity) ÷ (Enrollment Count by Entity)) × 100
- Displayed as a percent with 1 decimal place (e.g. 75.1%)
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Low Income Count
- Sum of the student enrollment count by low income by entity
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Low Income Percent
- ((Low-income Enrollment Count by Entity) ÷ (Enrollment Count by Entity)) × 100
- Displayed as a percent with 1 decimal place (e.g. 75.1%)
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Homeless Count
- Sum of the student enrollment count by homeless by entity
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Homeless Percent
- ((Homeless Enrollment Count by Entity) ÷ (Enrollment Count by Entity)) × 100
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- All counts/percentages should be based on unduplicated student counts

Student Enrollment English Learner Count
- Sum of the student enrollment count by English Learner by entity
- All counts/percentages should be based on unduplicated student counts

Student Enrollment English Learner Percent
- ((English Learner Enrollment Count by Entity) ÷ (Enrollment Count by Entity)) × 100
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Former English Learner Count

- Sum of the student enrollment count by Former English Learner by entity

Student Enrollment Former English Learner Percent

- ((Former English Learner Enrollment Count by Entity) ÷ (Enrollment Count by Entity)) × 100
- Displayed as a percent with 1 decimal place (e.g. 5.1%)

Student Enrollment Never English Learner Percent

- ((Never English Learner Enrollment Count by Entity) ÷ (Enrollment Count by Entity)) × 100
- Displayed as a percent with 1 decimal place (e.g. 5.1%)

Student Enrollment Children with Disabilities Count

- Sum of the student enrollment count by children with disabilities by entity
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Children with Disabilities Percent

- ((IEP students + 504 students by Entity) ÷ (Fall Enrollment count by Entity)) × 100
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- All counts/percentages should be based on unduplicated student counts

Student Enrollment IEP Count

- Sum of the student enrollment count by IEP by entity
- All counts/percentages should be based on unduplicated student counts

Student Enrollment IEP Percent

- ((IEP enrollment count by Entity) ÷ (Enrollment count by Entity)) × 100
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Migrant Count

- Sum of the student enrollment count by migrant by entity
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Migrant Percent

- ((Migrant enrollment count by Entity) ÷ (Enrollment count by Entity)) × 100
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Youth In Care Count

- Sum of the student enrollment count by youth in care by entity
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Youth In Care Percent

- ((Youth in care enrollment count by Entity) ÷ (Enrollment count by Entity)) × 100
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Military Count

- Sum of the student enrollment count by military by entity
- All counts/percentages should be based on unduplicated student counts

Student Enrollment Military Percent

- ((Military enrollment count by Entity) ÷ (Enrollment count by Entity)) × 100
- Displayed as a percent with 1 decimal place (e.g. 5.1%)
- All counts/percentages should be based on unduplicated student counts

Sources of Data
Student Information System (SIS) Enrollments

English Learners
SY 2025

English Learners (EL)

Definition

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

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/Art. 14C

State Statute/Guidance: Illinois School Code 105 ILCS 5/1A-4E

Federal Statute/Guidance: USDE Office of Civil Rights

Business Rules

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

- Use the composite performance score to map students to a performance level.
    - Level 1 is a score from 1.0 to 1.9
    - Level 2 is a score from 2.0 to 2.9
    - Level 3 is a score from 3.0 to 3.9
    - Level 4 is a score from 4.0 to 4.9
    - Level 5 is a score from 5.0 to 5.9
    - Level 6 is a score of 6.0
- "Long Term EL" is the count of students who have been in an EL program for more than 7 years who have not already reached proficiency, excluding kindergarten.
    - This is the count of students who are EL in the reporting year, are not proficient in the reporting year and whose first EL record was before the school year - 6.
    - Count them long term even if they were not tested during the reporting year.
    - Use the last enrollment for the year to determine responsible school, district and if they are reported at the state level.
- Transition Status
    - Disaggregated by Chicago (CPS) 299 and Rest of the State (Non-CPS)
    - This metric will be reported based on the following:
        - "Transitioned"
            - English Learners who attained English language proficiency as defined by the state (a 4.8 Overall Composite Proficiency Level on the ACCESS for ELLs measure). These students are now prepared to be transitioned\integrated into general education classes.
        - "Not Transitioned"
            - English Learners who did not transition out of the program were promoted to the next grade, retained in the same grade, graduated, transferred, dropped out, or another outcome.
- Outcome Status
    - Disaggregated by Chicago (CPS) 299 and Rest of the State (Non-CPS))
    - This metric will be reported based on the following:
        - "Promoted" to next grade or "Otherwise Retained"
            - Promoted is SIS Exit Code 05
            - Retained is SIS Exit Code 12
        - "Transferred"
            - Includes students transferred to another district (SIS Exit Code 02), home schooled (SIS Exit Code 03), private schooled (SIS Exit Code 04), moved out of the United States (SIS Exit Code 18), transfer to another public school district out of Illinois (SIS Exit Code 19), transfer to another public school district in Illinois (SIS Exit Code 20).
        - "Graduated"
            - SIS Exit Code 06
        - "Dropped Out"
            - Includes students who dropped out (SIS Exit Code 09) or transferred to a GED program (SIS Exit Code 10) or moved not known to be continuing (SIS Exit Code 11).
        - "Other Outcomes"
            - Include death (SIS Exit Code 07), expulsion (SIS Exit Code 08), age out (SIS Exit Code 14), the certificate of completion (SIS Exit Code 15), victim of a violent crime (SIS Exit Code 16), change in serving school or percent of day attended (SIS Exit Code 17).

Percentage of English Learners in Fall Enrollment Formula

- (∑(Total # of English Learner Students) ÷ ∑(Total # of students in Fall Enrollment)) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

English Learner Exit Student Count

- ∑(Total # of students that achieved an Overall Composite performance score greater than or equal to 4.8 in the current school year)

English Learner Exit Rate Formula

- (∑(Total # of students that achieved an Overall Composite performance score greater than or equal to 4.8) ÷ ∑(Number of EL students that have a valid score)) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

ACCESS Participation Rate Formula

- (∑(Number of EL students with either a valid score or a partial score) ÷ ∑(Number EL Students to take ACCESS)) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

ACCESS Performance Levels Formula

- (∑(Total # of ACCESS participants at a specific performance level) ÷ ∑(Total # of English Learner Students with a valid score)) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

Long Term ELs Formula

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

Transition Status

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

Outcome Status

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

(transfer to another public school district out of Illinois), 20 (transfer to another public school district in Illinois)

- o At the state level, all counts/percentages should be based on unduplicated students counts.
- Graduated:
  - o Count of EL students that took ACCESS testing with a SIS Exit Enrollment Code 06 (Graduated)
  - o At the state level, all counts/percentages should be based on unduplicated students counts.
- Dropped Out:
  - o Count of EL students that took ACCESS testing with a SIS Exit Enrollment Code 09 (dropped out), 10 (transferred to a GED program), or 11 (moved not known to be continuing)
  - o At the state level, all counts/percentages should be based on unduplicated students counts.
- Other Outcome:
  - o Count of EL students that took ACCESS testing with a SIS Exit Enrollment Code 07 (death), 08 (expulsion), 14 (age out), 15 (certificate of completion), 16 (victim of a violent crime), or 17 (change in serving school or percent of day attended
  - o At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data

Student Information System (SIS)
Student Information System (SIS) Student Enrollment
ACCESS Assessment
WIDA/DRC
For EL student group membership, reference the Student Group business rules for specific metrics.

Illinois Report Card

Advanced Academic Program
SY 2025

Advanced Academic Program

Definition

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

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

Advanced Academic Coursework includes any course enrollment in dual credit, Advanced Placement (AP), International Baccalaureate (IB), or designated as enriched or honors.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/10-17a (2) (A); 105 ILCS 5/10-17a (2) (E)
Federal Statute/Guidance: N/A

Business Rules

- The number and percentage of all students who have been assessed for placement in a gifted education or advanced academic program.
- Only courses with outcomes "Pass" or "Fail" are included in the course enrollment calculation.
- Advanced Coursework
  - Students who have been assessed for placement in an Advanced Academic Program
    - Number of students who are identified as Accelerated
      - The number of all students from the year-end enrollment who are identified as Accelerated is the sum of the students containing a code of '01' (Student is accelerated for ELA Only) and '02' (Student is accelerated for Math Only) and '03' (Student is accelerated for Single Subject other than ELA or Math or Science) and '04' (Student is accelerated for Multiple Subjects, but not Whole Grade) and '05' (Whole Grade Acceleration) and '06' (Science Only).
    - Number of students who are identified as Accelerated for Math Only
      - The number of all students from the year-end enrollment who are identified as Accelerated for Math Only is the sum of the students containing a code of '02' (Student is accelerated for Math Only).
    - Number of students who are identified as Accelerated for ELA Only
      - The number of all students from the year-end enrollment who are identified as Accelerated for ELA Only is the sum of the students containing a code of '01' (Student is accelerated for ELA Only).
    - Number of students who are identified as Accelerated for Science Only
      - The number of all students from the year-end enrollment who are identified as Accelerated for Science Only is the sum of the students containing a code of '06' (Student is accelerated for Science Only).
    - Number of students who are identified as Accelerated for single subject other than ELA, Math, or Science
      - The number of all students from the year-end enrollment who are identified as Accelerated for single subject other than ELA, Math, or Science is the sum of the

students containing a code of '03' (Student is accelerated for single subject other than ELA, Math, or Science).

- Number of students who are identified as Accelerated for Multiple Subjects, but not Whole Grade
  - The number of all students from the year-end enrollment who are identified as Accelerated for Multiple Subjects Only is the sum of the students containing a code of '04' (Student is accelerated for Multiple Subjects, but not Whole Grade).
- Number of students who are identified for Whole Grade Acceleration
  - The number of all students from the year-end enrollment who are identified for Whole grade Acceleration is the sum of the students containing a code of '05' (Whole Grade Acceleration).
- Number of students who are enrolled in Advanced Placement Coursework
  - The number of all students from the year-end enrollment who have been enrolled in Advanced Placement coursework is the sum of the students enrolled in a course denoted as being an AP course in the course catalog.
- Number of students who are enrolled in IB Coursework
  - The number of all students from the year-end enrollment who have been enrolled in IB coursework is the sum of the students enrolled in a course denoted as being an IB course in the course catalog.
- Number of students who are enrolled in any course designated as Enriched or Honors
  - The number of all students from the year-end enrollment who have been enrolled in any course designated as Enriched or Honors is the sum of the students enrolled in a course with a course level code of '03 (Enriched) or '04' (Honors).
- Number of students who are enrolled in any dual-credit course where college credit could be earned
  - The number of all high school students from the year-end enrollment who have been enrolled in any dual-credit course where college credit could be earned is the sum of the students who has a dual-credit course code of 'yes'.
- Number of students who are enrolled in any advanced coursework
  - The number of all high school students from the year-end enrollment who have been enrolled in any advanced coursework (Advanced Placement coursework is a course denoted as being an AP course in the course catalog OR IB coursework is an IB course in the course catalog OR dual-credit coursework is a course with a dual-credit course code of 'yes' OR Enriched coursework is a course with a course level code of '03' (Enriched) OR Honors coursework is a course with a course level code of '04' (Honors).
- Percentage of students who are identified as Accelerated
  - The percentage of all students from the year-end enrollment who are identified as Accelerated is the sum of the students containing a code of '01' (Student is accelerated for ELA Only) and '02' (Student is accelerated for Math Only) and '03' (Student is accelerated for Single Subject other than ELA or Math or Science) and '04' (Student is accelerated for Multiple Subjects, but not Whole Grade) and '05' (Whole Grade Acceleration) and '06' (Science only) divided by the total year-end enrollment count that is tied to the home school.
- Percentage of students who are identified as Accelerated for Math Only

- The percentage of all students from the year-end enrollment who are identified as Accelerated for Math Only is the sum of the students containing a code of '02' (Student is accelerated for Math Only) divided by the total year-end enrollment count that is tied to the home school.
  - Percentage of students who are identified as Accelerated for ELA Only
    - The percentage of all students from the year-end enrollment who are identified as Accelerated for ELA Only is the sum of the students containing a code of '01' (Student is accelerated for ELA Only) divided by the total year-end enrollment count that is tied to the home school.
  - Percentage of students who are identified as Accelerated for Science Only
    - The percentage of all students from the year-end enrollment who are identified as Accelerated for Science Only is the sum of the students containing a code of '06' (Student is accelerated for Science Only) divided by the total year-end enrollment count that is tied to the home school.
  - Percentage of students who are identified as Accelerated for single subject other than ELA, Math, or Science
    - The percentage of all students from the year-end enrollment who are identified as Accelerated for single subject other than ELA, Math, or Science is the sum of the students containing a code of '03' (Student is accelerated for subject other than ELA, Math, or Science) divided by the total year-end enrollment count that is tied to the home school.
  - Percentage of students who are identified as Accelerated for Multiple Subjects, but not Whole Grade
    - The percentage of all students from the year-end enrollment who are identified as Accelerated for Multiple Subjects, but not Whole Grade is the sum of the students containing a code of '04' (Student is accelerated for Multiple Subjects, but not Whole Grade) divided by the total year-end enrollment count that is tied to the home school.
  - Percentage of students who are identified for Whole Grade Acceleration
    - The percentage of all students from the year-end enrollment who are identified for Whole Grade Acceleration is the sum of the students containing a code of '05' (Whole Grade Acceleration) divided by the total year-end enrollment count that is tied to the home school.
  - Percentage of students who are enrolled in Advanced Placement Coursework
    - The percentage of all students from the year-end enrollment who have been enrolled in Advanced Placement coursework is the sum of the students enrolled in a course denoted as being an AP course in the course catalog divided by the total year-end enrollment count that is tied to the home school.
  - Percentage of students who are enrolled in IB Coursework
    - The percentage of all students from the year-end enrollment who have been enrolled in IB coursework is the sum of the students enrolled in a course denoted as being an IB course in the course catalog divided by the total year-end enrollment count that is tied to the home school.
  - Percentage of students who are enrolled in any course designated as Enriched or Honors
    - The percentage of all students from the year-end enrollment who have been enrolled in any course designated as Enriched or Honors is the sum of the students

enrolled in a course with a course level code of '03' (Enriched) or '04' (Honors) divided by the total year-end enrollment count that is tied to the home school.

- Percentage of students who are enrolled in any dual-credit course where college credit could be earned
  - The percentage of all students from the year-end enrollment who have been enrolled in any dual-credit course where college credit could be earned is the sum of the students who has a dual-credit course code of 'yes' and the student earned college credit divided by the total year-end enrollment count that is tied to the home school.
- Percentage of students who are enrolled in any advanced coursework
  - The percentage of all students from the year-end enrollment who have been enrolled in any advanced coursework (Advanced Placement coursework is a course denoted as being an AP course in the course catalog OR IB coursework is an IB course in the course catalog OR dual-credit coursework is a course with a dual-credit course code of 'yes' OR Enriched coursework is a course with a course level code of '03' (Enriched) OR Honors coursework is a course with a course level code of '04' (Honors).

- Accelerated
  - There should only be one accelerated record per student, per district, per school year.
  - A student may have multiple entries. If there are multiple entries within the same district and enrollment exists for a student, the last entry (most recent entry) will be used to determine accelerated status.
  - If there is a student reported, but there is no valid enrollment for that student at the district for the school year, then the student is not counted for that district.
  - The accelerated student will be counted at the responsible school of the student's last enrollment within the district.
- Gifted
  - This information is self-reported where districts define both the criteria for "giftedness" and the assessments used to measure it.
  - The gifted (assessed and identified) student will be counted at the responsible school of the student's year-end enrollment. Use gifted data submitted by the responsible district of the year-end enrollment in the current school year.
  - In the case where a student has no gifted record (no Gifted Test Code of 01, 02, 03, 04, 05) for the current year at the responsible school of the year-end enrollment, the most recent entry will be used to determine gifted status.
  - For each student, there should only be one gifted record per student, per district, per school year.
  - If there is a student id in the gifted data, but there is no valid year-end enrollment for that student for the school year, then the student is not counted as gifted.
  - Number of Students Assessed for Giftedness
    - The number of all students from the year-end enrollment who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of '01' (Student tested as gifted), '02' (student tested as not gifted), or '05' (Student identified as gifted via reciprocity (Student tested as gifted at previous district)).
  - Percent of Students Assessed for Giftedness

- - The percentage of all students from the year-end enrollment who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of '01' (Student tested as gifted), '02' (student tested as not gifted), or '05' (Student identified as gifted via reciprocity (Student tested as gifted as previous district)) divided by the total year-end enrollment count that is tied to the home school
  - Number of Students Identified as Gifted
    - The number of all students from the year-end enrollment who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of '01' (Student tested as gifted) or '05' (Student identified as gifted via reciprocity (Student tested as gifted as previous district))
  - Percent of Students Identified as Gifted
    - The percentage of all students from the year-end enrollment who have been assessed for placement in a gifted education or advanced academic program is the sum of the students containing a code of '01' (Student tested as gifted) or '05' (Student identified as gifted via reciprocity (Student tested as gifted as previous district)) divided by the total year-end enrollment count that is tied to the home school.
  - Number of Students Assessed for Giftedness Taught by Gifted-Endorsed Teachers
    - Any student from the year-end enrollment who is "assessed as gifted" (code '01', '02', or '05') and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as 'student assessed as gifted student taught by gifted-endorsed teacher'
  - Percent of Students Assessed for Giftedness Taught by Gifted-Endorsed Teachers
    - Any student from the year-end enrollment who is "assessed as gifted" (code '01', '02', or '05') and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as 'student assessed as gifted student taught by gifted-endorsed teacher' divided by the total number of students assessed for giftedness
  - Number of Students Identified as Gifted Taught by Gifted-Endorsed Teachers
    - Any student from the year-end enrollment who is "identified as gifted" (code '01' or '05') and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as 'student identified as gifted student taught by gifted-endorsed teacher'
  - Percent of Students Identified as Gifted Taught by Gifted-Endorsed Teachers
    - Any student from the year-end enrollment who is "identified as gifted" (code '01' or '05') and the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS), then the student will be flagged as 'student identified as gifted student taught by gifted-endorsed teacher' divided by the total number of students identified as gifted

Formula (calculations)

Number of students who are Accelerated
- Sum of all students from the year-end enrollment containing a code of '01', '02', '03', '04', '05', and '06'.
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of students who are identified as Accelerated for Math Only
- Sum of all students from the year-end enrollment containing a code of '02'.
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of students who are identified as Accelerated for ELA Only
- Sum of all students from the year-end enrollment containing a code of '01'.
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of students who are identified as Accelerated for Science Only
- Sum of all students from the year-end enrollment containing a code of '06'.
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of students who are identified as Accelerated for single subject other than ELA, Math, or Science
- Sum of all students from the year-end enrollment containing a code of '03'.
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of students who are identified as Accelerated for Multiple Subjects, but not Whole Grade
- Sum of all students from the year-end enrollment containing a code of '04'.
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of students who are identified for Whole Grade Acceleration
- Sum of all students from the year-end enrollment containing a code of '05'.
- At the state level, all counts/percentages should be based on unduplicated students counts.

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

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

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

Number of students who are enrolled in any dual-credit course where college credit could be earned
- Sum of the high school students from the year-end enrollment who has a dual-credit course code of 'yes'.
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of students who are enrolled in any advanced course
- Sum of the distinct high school students from the year-end enrollment who has any of the following: AP course in course catalog, IB course in course catalog, dual-credit course code of 'yes', course with course level code of '03' Enriched, or course with course level code of '04' Honors

Percentage of students who are Accelerated

- (Sum of all students from the year-end enrollment containing a code of '01', '02', '03', '04', '05', and '06') ÷ (The total year-end enrollment count that is tied to the home school)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percentage of students who are identified as Accelerated for Math Only

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

Percentage of students who are identified as Accelerated for ELA Only

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

Percentage of students who are identified as Accelerated for Science Only

- (Sum of all students from the year-end enrollment containing a code of '06') ÷ (The total year-end enrollment count that is tied to the home school)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percentage of students who are identified as Accelerated for single subject other than ELA, Math or Science

- (Sum of all students from the year-end enrollment containing a code of '03') ÷ (The total year-end enrollment count that is tied to the home school)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percentage of students who are identified as Accelerated for Multiple Subjects, but not Whole Grade

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

Percentage of students who are identified for Whole Grade Acceleration

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

Percentage of students who are enrolled in Advanced Placement Coursework

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

Percentage of students who are enrolled in IB Coursework

- (Sum of the high school students from the year-end enrollment enrolled in a course denoted as being an IB course in the course catalog) ÷ (The total high school students from the year-end enrollment count that is tied to the home school)

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

Percentage of students who are enrolled in any course designated as Enriched or Honors
- (Sum of the high school students from the year-end enrollment enrolled in a course with a course level code of '03' or '04') ÷ (The total high school students from the year-end enrollment count that is tied to the home school)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percentage of students who are enrolled in any dual-credit course where college credit could be earned
- (Sum of the high school students from the year-end enrollment who has a dual-credit course code of 'yes' and the student earned college credit) ÷ (The total high school students from the year-end enrollment count that is tied to the home school)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percentage of students who are enrolled in any advanced course
- (Sum of the distinct high school students from the year-end enrollment who has any of the following: AP course in course catalog, IB course in course catalog, dual-credit course code of 'yes', course with course level code of '03' Enriched, or course with course level code of '04' Honors) ÷ (The total high school students from the year-end enrollment count that is tied to the home school)

District's Accelerated Placement Policy (link)
- N/A – Will be a link to the districts website where their accelerated placement policy is posted.
- This information is collected in EPS

Number of Students Assessed for Giftedness
- Sum of all students from the year-end enrollment containing a code of '01', '02', or '05'
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Students Assessed for Giftedness
- (Sum of all students from the year-end enrollment containing a code of '01', '02', or '05') ÷ (The total year-end enrollment count that is tied to the home school)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of Students Identified as Gifted
- Sum of all students from the year-end enrollment containing a code of '01' or '05'
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Students Identified as Gifted
- (Sum of all students from the year-end enrollment containing a code of '01' or '05') ÷ (The total year-end enrollment count that is tied to the home school)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of Students Assessed for Giftedness Taught by Gifted-Endorsed Teachers
- Sum of all students from the year-end enrollment containing a code of '01', '02', or '05' where the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS)

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

Percent of Students Assessed for Giftedness Taught by Gifted-Endorsed Teachers
- (Sum of all students from the year-end enrollment containing a code of '01', '02', or '05' where the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS)) ÷ (The total number of students assessed for giftedness)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of Students Identified as Gifted Taught by Gifted-Endorsed Teachers
- Sum of all students from the year-end enrollment containing a code of '01' or '05' where the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Percent of Students Identified as Gifted Taught by Gifted-Endorsed Teachers
- (Sum of all students from the year-end enrollment containing a code of '01' or '05' where the students classroom teacher or core teacher has a gifted endorsement (e.g. GIF or GIFS)) ÷ (The total number of students identified as gifted)
- At the state level, all counts/percentages should be based on unduplicated students counts.

District's Gifted Assessment and Academic Program Policy (link)
- N/A – Will be a link to the districts website where their gifted policy is posted
- This information is collected in EPS

Sources of Data
- Advanced Academic Program
  - SIS Gifted & Accelerated Report
  - https://www.isbe.net/advancedlearners (Accelerated Placement Act section)
  - Advanced Placement Coursework (course assignment tables)
  - IB Coursework codes
  - Any course designated as Enriched or Honors
  - Any dual-credit course (college credit could be earned)
  - Option for the district to indicate if a student is being offered Advanced coursework within a course that is not Advanced
    - Note: This would not be until SY2022
- Accelerated Placement
  - SIS
  - EPS for district's Accelerated Placement Policy
- Gifted
  - SIS
  - EPS for district's Gifted Assessment and Academic Program Policy

Individualized Education Program (IEP) Students
SY 2025

Individualized Education Program (IEP) Students

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

Guidance Citation

State Statute/Guidance: Illinois School Code 105ILCS 5/2-3.30

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

Business Rules

- A student will be considered an IEP student if:
  - Student was enrolled on October 1st in the serving school
  - The student is part of the I-Star Pupil Count (Child Count) snapshot (as of December 1st)
  - The student is **not** in Fund Code:
    - L = Nonpublic Private School
    - N = Nonpublic not receiving services
    - P = Nonpublic Home Schooled
    - U = Public School but not receiving services
- Refer to the Responsible Entity rules for determining home school/serving school for these metrics
- The Educational Environment is disaggregated into two groups (EE Group) which are:
  - Early Childhood
  - School Age
- For each EE group, in Education Environment overall percentage calculation, the denominator is the total student enrollment in their EE group.
- For each EE group, in Education Environment by Race/Disability percentage calculations, calculate two percentages using different denominators:
  - Percentage of students within the EE group by race/disability: Denominator is the total student enrollment in their EE group
  - Percentage of students within the EE group of the same race/disability by race/disability: Denominator is the total student enrollment in their EE group of the same race/disability category.
- The Education Environment codes are mapped into groups.
- The Education Environment Code Mapping to Display Groups is:

Education Environment Code in I-STAR	Education Environment	SPP Group ID	Group
School Age EE Group			
1	Inside regular classroom 80% or more of day	1	>=80
2	Inside regular classroom 40%-79% of the day	2	40 to 79
3	Inside regular classroom less than 40% of the day	3	<40
4	Spec Ed 100% in separate public day school	4	SepFacility

5	Spec Ed 100% public & residential by resident dist	4	SepFacility
6	Philip J. Rock Center & School (fund code H)	4	SepFacility
7	Full Time Special Ed in County Jail	4	SepFacility
8	Private Day School or Out-of-State Public Day Program	4	SepFacility
9	Private Residential Facility, In-State	4	SepFacility
10	Private Residential Facility, Out-of-State	4	SepFacility
11	Homebound Instructional Program	4	SepFacility
12	Hospital Instructional Program	4	SepFacility
13	Illinois School for the Deaf	4	SepFacility
14	Illinois School for the Visually Impaired	4	SepFacility
15	Illinois Center for Rehabilitation & Education	4	SepFacility
16	Dept of Human Services	4	SepFacility
Early Childhood EE Group			
23	Early Childhood - Separate Class	6	SepClass_Fac
24	Early Childhood - Separate School	6	SepClass_Fac
25	Early Childhood - Residential Facility	6	SepClass_Fac
26	Early Childhood – Home	7	Home
27	Early Childhood - Service provider location	9	ServiceProvider
28	Parentally Placed in Nonpublic Schools & Home School	N/A	
30	Majority of Sp Ed & Rel Serv in Reg EC Prg (600+)	5	InsideECProg
31	Majority of Sp Ed & Rel Serv in other loc (600+)	8	OutsideECProg
32	Majority of Sp Ed & Rel Serv in Reg EC Prg (<=599)	5	InsideECProg
33	Majority of Sp Ed & Rel Serv in other loc (<=599)	8	OutsideECProg

- The Comparison groups are:
  - State
  - Peer District
  - District
  - *Note*: There is no school level
- The Peer groups are:
  - Elementary School
  - High School
  - Unit School District
    - The Unit School District Peer group excludes Chicago Public School
- The Educational Environment by Disability includes the following disability categories:

- o Autism
- o Deafness
- o Deaf-Blindness
- o Developmental Delay
- o Emotional Disability
- o Hearing Impairment
- o Intellectual Disability
- o Multiple Disabilities
- o Orthopedic Impairment
- o Other Health Impairment
- o Specific Learning Disability
- o Speech or Language Impairment
- o Traumatic Brain Injury
- o Visual Impairment

Formula (calculations)

IEP Student Enrollment by Race Formula

- (IEP Student Enrollment of a race × 100) ÷ (Total IEP Student Enrollment)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Student Disability Formula

- (IEP Student Enrollment of a disability type× 100) ÷ (Total IEP Student Enrollment)

I-STAR Educational Environment Indicator Formula

- (Student Enrollment in each I-STAR Educational Environment × 100) ÷ (Total Student Enrollment in their EE Group)
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator In Classroom >80 Formula

- By Race/Disability:
  - o (Student Enrollment of a Race/Disability in Educational Environment "Classroom >=80" × 100) ÷ (Total Student Enrollment in their EE Group)
  - o (Student Enrollment of a Race/Disability in Educational Environment "Classroom >=80" × 100) ÷ (Total Student Enrollment of the same Race/Disability in their EE Group)
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator In Classroom 40 to 79 Formula

- By Race/Disability:
  - o (Student Enrollment of a Race/Disability in Educational Environment "Classroom 40 to 79" × 100) ÷ (Total Student Enrollment in their EE Group)
  - o (Student Enrollment of a Race/Disability in Educational Environment "Classroom 40 to 79" × 100) ÷ (Total Student Enrollment of the same Race/Disability in their EE Group)
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator In Classroom <40 Formula

- By Race/Disability:

- o (Student Enrollment of a Race/Disability in Educational Environment "Classroom <40" × 100) ÷ (Total Student Enrollment in their EE Group)
    - o (Student Enrollment of a Race/Disability in Educational Environment "Classroom <40" × 100) ÷ (Total Student Enrollment of the same Race/Disability in their EE Group)
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator Separate Facility Formula

- By Race/Disability:
    - o (Student Enrollment of a Race/Disability in Educational Environment "Separate Facility" × 100) ÷ (Total Student Enrollment in their EE Group)
    - o (Student Enrollment of a Race/Disability in Educational Environment "Separate Facility" × 100) ÷ (Total Student Enrollment of the same Race/Disability in their EE Group)
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator Inside EC Program Formula

- By Race/Disability:
    - o (Student Enrollment of a Race/Disability in Educational Environment "Inside EC Program" × 100) ÷ (Total Student Enrollment in their EE Group)
    - o (Student Enrollment of a Race/Disability in Educational Environment "Inside EC Program" × 100) ÷ (Total Student Enrollment of the same Race/Disability in their EE Group)
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator Outside EC Program Formula

- By Race/Disability:
    - o (Student Enrollment of a Race/Disability in Educational Environment "Outside EC Program" × 100) ÷ (Total Student Enrollment in their EE Group)
    - o (Student Enrollment of a Race/Disability in Educational Environment "Outside EC Program" × 100) ÷ (Total Student Enrollment of the same Race/Disability in their EE Group)
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator Separate Class or Facility Formula

- By Race/Disability:
    - o (Student Enrollment of a Race/Disability in Educational Environment "Separate Class or Facility" × 100) ÷ (Total Student Enrollment in their EE Group)
    - o (Student Enrollment of a Race/Disability in Educational Environment "Separate Class or Facility" × 100) ÷ (Total Student Enrollment of the same Race/Disability in their EE Group)
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator At Home Formula

- By Race/Disability:
    - o (Student Enrollment of a Race/Disability in Educational Environment "At Home" × 100) ÷ (Total Student Enrollment in their EE Group)
    - o (Student Enrollment of a Race/Disability in Educational Environment "At Home" × 100) ÷ (Total Student Enrollment of the same Race/Disability in their EE Group)
- At the state level, all counts/percentages should be based on unduplicated students counts.

I-STAR Educational Environment Indicator Service Provide Formula

- By Race/Disability:
    - (Student Enrollment of a Race/Disability in Educational Environment "Service Provider" × 100) ÷ (Total Student Enrollment in their EE Group)
    - (Student Enrollment of a Race/Disability in Educational Environment "Service Provider" × 100) ÷ (Total Student Enrollment of the same Race/Disability in their EE Group)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Sources of Data

I-STAR Child Count Table

SIS Enrollment Table

Attendance
SY 2025

Attendance

Definition

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

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

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

Chronic Absentee Rate is a measure that identifies the percentage of students that are identified as chronically absent. Absences that total 10% or more of school days of the most recent academic school year, including absences with and without valid cause, as defined in Section 26-2a of this Code, and out-of-school suspensions for an enrolled student.

Truancy Rate is a measure that identifies the percentage of students that are identified as truant. Students are considered truant if they are subject to compulsory school attendance and are absent without valid cause, as defined under this Section 5/26-2a, from such attendance for more than 1% but less than 5% of the past 180 school days.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/26-18 and 105 ILCS 5/26-2a and 105 ILCS 5/14-13.01 (Medically homebound receiving services) and 105 ILCS 5/26-3d and Section 14-13.01 (a-5) (Hospitalized student and Medically Homebound student not part of Chronic Absenteeism calculation)
Federal Statute/Guidance: N/A

Business Rules

- Total School Days
  - o Total school days are determined by the school calendar application.
  - o Total school days consist of the total school calendar days as indicated by the chart below in the "School Calendar Day" column submitted by the district and is assigned to each school in the district.
  - o The State total school days is equal to the average total school days for each district.
  - o The below table comes from the business rules for Calculating District Average Daily Attendance (ADA) document and indicates which codes are counted as student school days in the "Student Attendance Day" column:

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

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

- Student Attendance Rate
  - Only students in grades K – 12 are counted for student attendance.
  - The student attendance rate is determined by dividing the sum of all student attendance days present per school/districts/state by the sum of all attendance days present and non-attendance days per school/districts/state and multiplying the resulting quotient by 100.
  - The sum of all student attendance days present is determined by adding together all the "In Person", "ELearning", "Medically Homebound", "Remote Learning", and "Detention Center" per student per school/district/state in SIS for grades 1 through 12.
  - Non-attendance days are "days absent – excused," "days absent – unexcused", "mental health" and "hospitalized".
  - Total attendance data for all student enrollments at the home school/home district.

- o Do not include private school students
- o When calculating student attendance for the month of March, the maximum number of student attendance days will not exceed 11
  - This limitation will only be applied for the purposes of calculating metrics for the 2020 Report Card
  - This limitation will not negatively or positively impact the ADA calculation
- o If any student's attendance is greater than 11, we will first reduce the number of days absent. If the student's attendance is still greater than 11, we will then reduce the number of days present until the student's attendance equals 11.

- Chronic Truancy Rate
  - o Only students in grades 1 – 12 are counted for chronic truancy.
  - o Do not include private school students
  - o Do not include student enrollments that the Total Days Enrolled multiplied by Percent Day Attended (PDA) associated with that enrollment at the home school is less than 21.
  - o The chronic truancy rate is determined by dividing the number of chronically truant students per school/district/state by the total number of students at the home school and multiplying the resulting quotient by 100.
  - o A student is "chronically truant" if they missed 5% or more of the time that they were enrolled without an excuse.
    - For every school/district/state, every student with at least one included enrollment is counted.
    - Unexcused Absences is calculated by counting the number of attendance days reported as "Days Absent – Unexcused" per student.
    - The Total Days Enrolled is calculated by counting the number of attendance days associated with the student (In Person, ELearning, Remote Learning, Medically homebound, Hospitalized, Mental Health, Detention Center, Days absent excused, and Days absent unexcused).
    - If the sum of Unexcused Absences divided by the Total Days Enrolled is greater or equal to 0.05, then the student is considered chronically truant.
    - For students with multiple included enrollments at the same home school, Chronic Truancy Rate is calculated with the sum of all Total Days Enrolled and the sum of all Unexcused absence for all enrollments at the school.

- Chronic Absentee Rate
  - o Only students in grades K – 12 are counted for chronic absenteeism.
  - o Do not include private school students.
  - o Do not include student enrollments that the Total Days Enrolled multiplied by Percent Day Attended (PSA) associated with that enrollment at the home school is less than 10.
  - o Total Days Enrolled exclude Days Hospitalized and Medically Homebound.
  - o The chronic absentee rate is determined by dividing the number of chronically absent students per school/district/state by the total number of students and multiplying the resulting quotient by 100.
  - o A student is "chronically absent" if they missed 10% or more of the school year regardless of excuse.
    - For every school/district/state, every student with at least one included enrollment of at least 11 consecutive school days is counted.
    - The Sum of Absences for chronic absenteeism is calculated by counting the number of attendance days reported as "Days absent – unexcused", "Days absent – excused" and "Mental Health". The Total Days Enrolled for chronic absenteeism is calculated by counting

the number of attendance days reported as "Days in person", "ELearning", "Remote Learning" , "Days absent unexcused" , "Days absent excused" , "Mental Health" and "Detention Center".

- If the Sum of Absences divided by the Total Days Enrolled is greater than or equal to 0.10 then the student is considered chronically absent.
- For students with multiple included enrollments at the same home school, attendance is the sum of all days for the schools.

- Truancy Rate
  -
  - Only students in grades 1– 12 are counted for truancy rate.
  - Do not include private school students
  - Do not include student enrollments that the Total Days Enrolled multiplied by Percent Day Attended (PDA) associated with that enrollment at the home school is less than 21.
  - The truancy rate is determined by dividing the number of truant students per school/district/state by the total number of students at the home school and multiplying the resulting quotient by 100.
  - A student is "truant" if they missed more than 1% but less than 5% of the time that they were enrolled without an excuse.
    - For every school/district/state every student with at least one included enrollment at the home school is counted.
    - Unexcused Absences is calculated by counting the number of attendance days reported as "Days Absent – Unexcused" per student.
    - The Total Days Enrolled is calculated by counting the number of attendance days associated with the student (In Person, ELearning, Remote Learning, Medically homebound, Hospitalized, Mental Health, Detention Center, Days absent excused, and Days absent unexcused).
    - If the sum of Unexcused Absences divided by the Total Days Enrolled is greater than 0.01 and less than 0.05, then the student is considered truant.
    - For students with multiple included enrollments at the same home school, Truancy Rate is calculated with the sum of all Total Days Enrolled and the sum of all Unexcused absence for the schools.

Formula (calculations)

Total School Days Formula
- Count of days during the school year which the attendance school code table indicates a value of Yes in the 'School Calendar Day' column.
- At the state level, all counts/percentages should be based on unduplicated students counts.

Student Attendance Rate Formula
- ∑ ((In Person + Medically Homebound + ELearning + Remote Learning + Detention Center) × Percent Day of Attendance)) ÷ ∑ (In Person + Medically Homebound + ELearning + Remote Learning + Days absent + Hospitalized + Mental Health + Detention Center) x Percent Day of Attendance) × 100
- At the state level, all counts/percentages should be based on unduplicated students counts.

Chronic Truancy Rate Formula
- Chronic Truant Student Count is the total of students that are chronically truant if:

- o ∑ (Unexcused Absences × Percent Day of Attendance) ÷ ∑ (Total Days Enrolled × Percent Day of Attendance) × 100 is greater or equal to 5.
  - o Total Days Enrolled include Medically Homebound and Hospitalized.
- Total Student Count is:
  - o ∑ (Students with enrollment at the home school with Total Days Enrolled multiplied by Percent Day Attended (PDA) associated with that enrollment at the home school is 21 or greater.)
- Chronic Truancy Rate is:
  - o (Chronic Truant Student Count) ÷ (Total Student Count) × 100
  - o Displayed as a percent with 1 decimal place (e.g. 5.1%)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Chronic Absentee Rate Formula
- Should never exceed 100%
- Chronic Absentee Count is the total of students are chronically absent if:
  - o ∑ ((Days absent that were excused or unexcused + Mental Health) × Percent Day of Attendance) ÷ ∑ (Total Days Enrolled × Percent Day of Attendance) × 100 is equal to or greater than 10%
  - o Total Days Enrolled exclude Days Hospitalized and Medically Homebound.
- Chronic Absentee Rate is:
  - o (Chronic Absentee Count) ÷ (Total number of students who have included enrollments at the home school) × 100
  - o Displayed as a percent with 1 decimal place (e.g. 5.1%)
- Total Student Count is:
  - o ∑ (students with enrollment at the home school with Total Days Enrolled multiplied by Percent Day Attended (PDA) associated with that enrollment at the home school is 10 or greater.)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Truancy Rate Formula
- Truant Student Count is:
  - o ∑ (Unexcused Absences × Percent Day of Attendance) ÷ ∑ (Total Days Enrolled × Percent Day of Attendance) × 100 is greater than 1 and less than 5.
  - o Total Days Enrolled include Days Hospitalized and Medically Homebound.
- Total Student Count is:
  - o ∑ (students with enrollment at the home school with Total Days Enrolled multiplied by Percent Day Attended (PDA) associated with that enrollment at the home school is 21 or greater.)
- Truancy Rate is:
  - o (Truant Student Count) ÷ (Total Student Count) × 100
  - o Displayed as a percent with 1 decimal place (e.g. 5.1%)

Sources of Data
Student Information System (SIS)
School Calendar System

Student Mobility
SY 2025

Student Mobility

Definition

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

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

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

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/24A-7 and Illinois School Code 105 ILCS 5/10-17a
Federal Statute/Guidance: N/A

Business Rules

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

Formula (calculations)

Student Mobility Formula

- (∑Unduplicated [(Students who transferred out) + (Students who transferred in)]) ÷ ((Unduplicated count of students enrolled in entity between October 1st and May 1st)) × 100
- At the state level, all counts/percentages should be based on unduplicated student counts

Sources of Data

Student Information System (SIS)
Student Enrollment (SIS)
Student Course Assignment (SIS)

Dropout
SY 2025

Dropout

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

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

"Number of Dropouts" is the number of dropouts in an entity (school, district, state) per enrollment. A dropout is defined as a student who:

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

Guidance Citation

State Statute/Guidance: 105 ILCS 5/26-3a
Federal Statute/Guidance:
EdFact FS032 Dropout File Specifications https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/fs032-19-0.docx

Business Rules

- A dropout is defined in the USDE FS032 file specifications for all student groups and also reported on the Report Card.
- The USDE FS009 file specifications defines dropout reporting requirements for Students with Disabilities for the EdFacts report and the Special Education District and State Performance Profile.
  o Special Education will base their drop out definition on the Report Card definition as allowed by the USDE guidelines.
- A student's last enrollment during the regular school year is the enrollment used to determine the home school, grade and exit code.
- Include all students whose last enrollment during the regular school year was in grade 9 or higher.
  o Do not include summer school enrollments.
  o Do not include private school students.

- - "Private school student" includes non-public students enrolled to receive Special Education services and those enrolled for a class/program like CTE or Drivers Ed.
- The denominator is the count of the number of students whose last regular enrollment for the school year was in grade 9 to 12 at the school/district plus the number of students from the previous year from the same school/district who were expected to enroll this school year but did not enroll in an Illinois public school district anywhere in the state.
- A student is counted in the "dropout students for reporting year" group if the last enrollment for the reporting school year has an exit type of:
  - Dropped Out (SIS Exit code = 09)
  - Transfer to GED program (SIS Exit code = 10)
  - Moved, not known to be continuing (SIS Exit code = 11)
- A student is counted in the "prior year high school enrollment but not currently enrolled" group if there is no enrollment in any district in Illinois in the reporting school year (based on fall enrollment in the Fall Enrollment and End of Year snapshot) and the last enrollment for the previous school year was in grade 9 to 12 and had an exit type of:
  - Promotion (SIS Exit code = 05)
  - Retained in same grade (SIS Exit code = 12)
  - Change in Serving School or Full Time Equivalent (FTE) (SIS Exit code = 17)
  - Expulsion (SIS Exit code = 08)
- Exit codes for high school students are from the updated exit code on the graduation cohort table. This will allow districts that marked a student as dropout to change the exit code if they receive proof of a transfer.
- The grade level for the students that were expected to enroll in the current school year based on the prior school year's last enrollment is the prior school year grade plus 1 capped at 12th grade.
- Based on these requirements the currently active student enrollment exit codes and the effect on the dropout calculation are:

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

Formula (calculations)

Dropout Rate Formula

- ((Number of dropout students for reporting year + prior year high school enrollment but not currently enrolled) × 100)) ÷ (All students for the reporting year + prior year cohort not currently enrolled)
- At the state level, all counts/percentages should be based on unduplicated students counts.

Number of Dropouts Formula

- Number of dropout students for reporting year + prior year HS enrollment but not currently enrolled

Sources of Data

Student Information System (SIS)
Student Information System (SIS) Exit code

Student Discipline Data
SY 2025

Student Discipline Data

Definition

Student Discipline is defined as the in-school suspension, out-of-school suspension, expulsion, and removal incidents to alternative settings in lieu of another disciplinary action, disaggregated by race and ethnicity, gender, grade level, whether a student is an English learner, the incident type, and the duration.

Guidance Citation

State Statute/Guidance: 105 ILCS 5/2-3.162
Illinois General Assembly - Illinois Compiled Statutes (ilga.gov)
https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=102-0294
Federal Statute/Guidance: N/A

Business Rules

- Includes data on the number of incidents of violence (both on school grounds or during school-related activities) as reported pursuant to 105 ILCS 5/2-3.162 that resulted in out-of-school suspensions, expulsions, and removals to alternate settings that occurred in the school
- End of Year Attributes
  - Schools - All Schools with a Report card for School level calculations. All Schools are included in District and State level calculations.
    - RCDTS Code
    - Serving District
    - Serving School
  - Discipline Actions Code Descriptions (Discipline Action Code 01-05)
    - 01 - Expulsion - Received Educational Services
    - 02 - Expulsion - Did not Receive Educational Services
    - 03 - In-School Suspension
    - 04 - Out-of-School Suspension
    - 05 – Removal (05, 06, 07 combined)
      - 05 - Transfer to Alternative Program in lieu of another disciplinary action
      - 06 - Unilateral Removal to an Interim Alternative Educational Setting by School Personnel
      - 07 - Removal to an Interim Alternative Educational Setting by a Due Process Hearing Officer
- End of Year Metrics - Counts for metrics are based on incident counts for the School year by serving school
  - Total Students
    - Distinct count of students with discipline enrollment
  - Total Incidents
    - Discipline Action
      - All Actions – Discipline Action Code 00
      - Expulsion - Received Educational Services – Discipline Action Code 01
      - Expulsion - Did not Receive Educational Services – Discipline Action Code 02
      - In-School Suspension – Discipline Action Code 03
      - Out-of-School Suspension – Discipline Action Code 04
      - Removals to alternative settings in lieu of another disciplinary action – Discipline Action Code 05
    - Gender

- Male
- Female
- Non-Binary
  - Race/Ethnicity
    - White
    - Black or African American
    - Hispanic or Latino
    - Two or More Races
    - American Indian or Alaska Native
    - Asian
    - Native Hawaiian/Pacific Islander
    - Middle Eastern or North African (MENA)
  - Grade Band
    - K-8
    - 9-12
  - Program Type
    - EL (English Learner)
    - IEP
    - FRL (Low Income)
  - Incident Type
    - Tobacco
    - Alcohol
    - Drug Offenses
    - Violence with Physical Injury
    - Violence without Physical Injury
    - Dangerous Weapon: Firearm
    - Dangerous Weapon: Other
    - Other Reason
  - Duration in Days:
    - LESS THAN 1
    - 1-2
    - 2-3
    - 3-4
    - 4-10
    - GREATER THAN 10
- Year End Collection (YEC) reporting indicators – Indicates a school/district that reported a discipline action in YEC but did not report a discipline action in SIS.
  - SCHOOL LEVEL INDICATOR: For each discipline action at each school, if a school reports that they had a discipline action of that type in YEC and they have no discipline actions in SIS of that type then it has a value of 1 (Not Provided).
    - All Actions – Discipline Code 00
      - For All actions, if any of the indicators are 1 (Not Provided), then this indicator will be 1 (Not Provided).
    - Expulsion - Received Educational Services – Discipline Action Code 01
    - Expulsion - Did not Receive Educational Services – Discipline Action Code 02

- In-School Suspension – Discipline Action Code 03
- Out-of-School Suspension – Discipline Action Code 04
- Removals to alternative settings in lieu of another disciplinary action – Discipline Action Code 05
  - o DISTRICT LEVEL INDICATOR: For each discipline action at each district, if every school in the district has a value of 1 (Not Provided) for a YEC reporting indicator for a specific discipline action, then the district will have a value of 1 (Not Provided) for that discipline action, otherwise sum all available counts.
    - All Actions – Discipline Code 00
      - For All actions, if all of the indicators below are 1 (Not Provided), then this indicator will be one 1 (Not Provided), otherwise sum all available counts.
    - Expulsion - Received Educational Services – Discipline Action Code 01
    - Expulsion - Did not Receive Educational Services – Discipline Action Code 02
    - In-School Suspension – Discipline Action Code 03
    - Out-of-School Suspension – Discipline Action Code 04
    - Removals to alternative settings in lieu of another disciplinary action – Discipline Action Code 05

Formula (calculations)

Total Students

- A distinct count of student discipline enrollments grouped at the serving school and by discipline action code

Total Incidents

- A count of all incidents grouped at the serving school and by discipline action code

Discipline Action

- Expulsion - Received Educational Services – Discipline Action Code 01
- Expulsion - Did not Receive Educational Services – Discipline Action Code 02
- In-School Suspension – Discipline Action Code 03
- Out-of-School Suspension – Discipline Action Code 04
- Removals to alternative settings in lieu of another disciplinary action – Discipline Action Code 05
  - o Transfer to Alternative Program in lieu of another disciplinary action – Discipline Action Id 05
  - o Unilateral Removal to an Interim Alternative Educational Setting by School Personnel – Discipline Action Id 06
  - o Removal to an Interim Alternative Educational Setting by a Due Process Hearing Officer – Discipline Action Id 07

Gender

- A count of incidents by each gender below, grouped at the serving school and by discipline action code
  - o Male
  - o Female
  - o Non-Binary

Race/Ethnicity

- A count of incidents by each race below, grouped at the serving school and by discipline action code

- o White - Raceid =12
- o Black or African American - Raceid=10
- o Hispanic or Latino - Raceid =7
- o Two or More Races - Raceid =13
- o American Indian or Alaska Native - Raceid =8
- o Asian - Raceid = 9
- o Native Hawaiian/Pacific Islander - Raceid = 11
- o Middle Eastern or North African - Raceid = 14

Grade Bands
- A count of incidents by each grade band below, grouped at the serving school and by discipline action code
  - o K-8
  - o 9-12

Program Type
- A count of incidents by each program type below, grouped at the serving school and by discipline action code
  - o EL (English Learner)
  - o IEP
  - o FRL (Low Income)

Incident Type
- A count of incidents that group the incident types into categories.
  - o Tobacco - DisciplineIncidentTypeCode in ('05', '19')
  - o Alcohol - DisciplineIncidentTypeCode in ('01','08')
  - o Drug Offenses - DisciplineIncidentTypeCode in ('03','11')
  - o Violence with Physical Injury - DisciplineIncidentTypeCode in ('02','09')
  - o Violence without Physical Injury - DisciplineIncidentTypeCode in ('10')
  - o Dangerous Weapon: Firearm - DisciplineIncidentTypeCode in ('12','13', '14','15','16')
  - o Dangerous Weapon: Other - DisciplineIncidentTypeCode in ('04','17')
  - o Other Reason - DisciplineIncidentTypeCode In ('06','18')

Duration in Days
- LESS THAN 1 – Discipline Duration greater than or equal to 0 and less than 1
- 1-2 – Discipline Duration greater than or equal to 1 and less than 2
- 2-3 – Discipline Duration greater than or equal to 2 and less than 3
- 3-4 – Discipline Duration greater than or equal to 3 and less than 4
- 4-10 – Discipline Duration greater than or equal to 4 and less than or equal to 10
- GREATER THAN 10 – Discipline Duration greater than 10

Sources of Data
Student Information System (SIS), Discipline tables

Student Groups
SY 2025

Student Groups

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

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

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

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

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

Individualized Education Program (IEP) is defined as students who were identified on the December 1st Child count snapshot as having a disability through formal evaluations and met specific criteria as stated under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education and related services by a team of individuals who developed an Individualized Education Program (IEP). The 14 special education service categories are:

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

Children with Disabilities (CWD) is defined as both students who were identified as having a disability through formal evaluations and met specific criteria as stated under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education and related services by a team of individuals who developed an Individualized Education Program (IEP – see definition above). It also includes students with a 504 Plan (see definition above) who are identified as students with a disability who have met specific criteria as stated under the Section 504 of the Rehabilitation Act of 1973 and are eligible to receive accommodations and related services in a general education setting.

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

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

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

- This indicator is calculated by ISBE.

Former EL is defined as students who were English Learners and met the state reclassification criteria on ACCESS through high school graduation.

- This indicator is calculated by ISBE.

Never English Learners is defined as students who are not "English Learner" or "Former English Learner".

- This indicator is calculated by ISBE.

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

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

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

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

- The child is not older than 21 years of age; and the child is entitled to a free public education (through grade 12) under state law, or the child is not yet at a grade level at which the LEA provides a free public education, and the child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory

agricultural worker or a migratory fisher; and with regard to the qualifying move identified in paragraph 3, above, the child moved due to economic necessity from one residence to another residence, and from one school district to another; or in a state that is comprised of a single school district, has moved from one administrative area to another with such district; or resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence. (NRG, Ch. II, A1)

- Source: ED Migrant Education Program

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

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

Private school is defined as students whose parent/guardian has chosen to enroll the student in a nonpublic school (e.g., parochial) for general education, with the parent(s)/guardian(s) bearing the cost of the student's private education. This includes students who are being home schooled by their parent/(s)/guardian(s).

Guidance Citation
State Statute/Guidance: N/A
Federal Statute/Guidance: N/A

Business Rules
- Enrollment
    - Note that for student enrollment, most student groups are based on SIS data at the time of fall enrollment.
- Gender
    - For all metrics, this student group is based on SIS demographic data or the SIS/vendor assessment corrections data.
- Race
    - For all metrics, this student group is based on SIS demographic data or the SIS/vendor assessment corrections data.
- 504 Accommodation
    - For all metrics, this student group is based on SIS 504 Accommodation data.
- Students with IEPs
    - For all metrics, this student group is based on ISTAR data or the SIS/vendor assessment corrections data.
    - For Adjusted Cohort Graduation Rate:
        - A student will be included in the IEP group if they ever had an active IStar Service Approval record after being added to the graduation cohort AND was not included in the following fund codes:
            - L = Nonpublic Private School
            - P = Nonpublic Home Schooled
            - N = Nonpublic not receiving services
            - U = Public School but not receiving services
- Students with Disabilities

- o For all metrics, this student group is based on ISTAR data, SIS 504 Accommodation data or the SIS/vendor assessment corrections data.
  - o For Adjusted Cohort Graduation Rate:
    - ▪ If the student had an IEP or 504 record at any time after being added to the graduation cohort then they are included in the Children with Disabilities category.
  - o See "IEP" and "504 Accommodation" for additional detail.
- Former Students with Disabilities
  - o For all metrics, this student group is based on ISTAR data, SIS 504 Accommodation data or the SIS/vendor assessment corrections data.
  - o A Former CWD student is a student who has had a 504 accommodation and/or an IEP at any point in the past 4 academic years (e.g., if current academic year is SY2021-22, then in SY2020-21, SY2019-20, SY2018-19, and/or SY2017-18), but does not currently have an active IEP or 504 accommodation.
    - ▪ A Former 504 student is any student with an active 504 accommodation in SIS in any of the four prior academic years, but who does not have a 504 accommodation in SIS in the current academic year.
    - ▪ A Former IEP student is any student approved for services in iStar before 12/1 of the academic year or in any of the four prior academic years, but who is not approved for services in iStar on or after 12/1.
  - o Note: Calculated but not displayed on the Report card or included in the Summative Designation calculation
- English Learner (EL)
  - o For all metrics, this student group is based on SIS data, ISBE EL Status Table and the SIS/vendor assessment corrections data.
  - o For Adjusted Cohort Graduation Rate:
    - ▪ If the most recent school year was in 2024 and after, use the most recent record in the EL status table.
    - ▪ If the most recent school year was in 2024 and after, a student will be included in the EL group if they were ever considered as EL after being added to the graduation cohort.
- Former English Learners
  - o For all metrics, this student group is based on SIS data, ISBE EL Status Table and the SIS/vendor assessment corrections data.
- Never English Learner
  - o For all metrics, this student group is based on SIS data, ISBE EL Status Table and the SIS/vendor assessment corrections data.
- Low Income
  - o For all metrics, this student group is based on SIS demographic data or the SIS/vendor assessment corrections data.
  - o For Adjusted Cohort Graduation Rate:
    - ▪ Use the record from the most recent school year.
- Homeless
  - o For all metrics, this student group is based on SIS homeless data or the SIS/vendor assessment corrections data.
  - o For Adjusted Cohort Graduation Rate:
    - ▪ A student will be included in the homeless group if they were ever considered homeless after being added to the graduation cohort.
- Migrant

- For all metrics, this student group is based on SIS demographic data or the SIS/vendor assessment corrections data.
- For Adjusted Cohort Graduation Rate:
  - Use the record from the most recent school year.
- Youth In Care – Non-Special Education or YIC in Group Homes
  - For all metrics, this student group is based on DCFS data.
  - For Adjusted Cohort Graduation Rate:
    - A student will be included in the Youth in Care group if they were ever in the DCFS Living Arrangement file after being added to the graduation cohort.
- Military
  - For all metrics, this student group is based on SIS demographic data or the SIS/vendor assessment corrections data.
  - For Adjusted Cohort Graduation Rate:
    - Use the record from the most recent school year.

Formula (calculations)
N/A

Sources of Data
N/A

Title I Status
SY 2025

Title I Status

Title I Status indicates if an entity receives a Title I grant allocation. If an entity receives a Title I allocation their status can be "Title I Targeted", "Title I Schoolwide", Title I Eligible but Not Served", or "Title I Ineligible Due to Ranking".

- "Title I Targeted" assistance must focus services to identify students most at risk of failing through multiple objective criteria. Services, including supplies, must focus on those students identified.
- "Title I Schoolwide" may focus services to the entire school. Schoolwide Title I status is defined as schools with students classified as low income, poverty percentage of 40% or greater. A school that identifies as "Schoolwide" is not required to identify at risk students and may focus their allocation and efforts on increasing whole school academic achievement.
- "Title I Eligible but Not Served" qualifies the school for Title I services but the district determines if the attendance center 1) will not receive an allotment (non-Title I schools); 2) receives supplemental allotments from other state and local funding streams; and 3) expends state and local funding equal to or exceeding the allocation amount that would be provided under Title I.
- "Title I Ineligible Due to Ranking" requires that a district rank and serve all attendance areas in poverty order, highest to lowest. Schools may be deemed ineligible due to the poverty ranking criteria.

Guidance Citation
State Statute/Guidance: N/A
Federal Statute/Guidance: Recipient Reporting Requirements Title I Grants

Business Rules
- If a school received Title I allocation in the prior school year (>$0) they are considered a "Title I" school.

Formula (calculations)
 N/A

Sources of Data
Electronic Grants Management System (eGMS)

Summative Designation Meta Indicators
SY 2025

Summative Designation Meta Indicator Components

Definition

The accountability system has four meta-indicators that are currently being validated for use as indicators. These include the College and Career Readiness indicator (CCRI), Fine Arts indicator, P-2 indicator, and Elementary/Middle indicator. For 2023 and going forward, the components of the CCRI and Fine Arts indicators will be added to the report card. For 2024 and going forward, the components of the P-2 and Elementary/Middle indicators will be added to the report card. For more information on the meta-indicators, please see the Individual Indicators webpage. We will not be reporting an overall calculation, but rather the sub-elements. For more information on the meta-indicators, please see the Individual Indicators webpage.

- CCRI Meta Indicator Components
  - o For all of the following metrics the denominator is the number of students from the applicable academic year with an exit code of graduated in a given home school, and the numerator is the number of students from the denominator who have met the requirements of the metric (or that fall within particular performance ranges, as applicable to the metric).
    - Percentage of students with 95% attendance in JR/SR year (average of the two years must be 95% or better)
    - Percentage of students who fall into each GPA category
    - Percentage of students who meet the IL SAT/ACT Composite Minimum requirement
    - Percentage of students who have at least 1 Academic ELA Indicator
    - Percentage of students who have at least 1 Academic Math Indicator
    - Percentage of students who have identified a Career Area of Interest by Sophomore Year
    - Percentage of students who have earned 1, 2, or 3+ career ready indicators
    - Percentage of students who have earned a College and Career Pathway Endorsement
- Fine Arts Meta Indicator Components
  - o Student Participation in Fine Arts
    - The non-duplicated count of all students who are enrolled in one or more fine arts courses in a year, divided by the total number of students at the school. Inclusive of all grades, including K.
  - o Teacher Qualifications
    - A school's total number of students enrolled in one or more arts courses taught by a qualified Illinois teacher divided by the school's total number of students enrolled in one or more arts courses.
- P-2 Meta Indicator Components
  - o Chronic Absenteeism
    - The percentage of students in grades K, 1, and 2 who are chronically absent.
  - o Dual Language
    - The percentage of Currently EL or Currently EL Transition Incomplete K, 1st, and 2nd grade students who are enrolled in a dual language program.
  - o 3rd Grade Literacy
    - The percentage of 3rd grade students who have received an A, B, or C (or commensurate standards) in ELA.
- Elementary/Middle School Meta Indicator Components
  - o 5th Grade Math
    - The percentage of 5th grade students who have received an A, B, or C (or commensurate standards) in math.
  - o Middle School Success Academic

- The percentage of 6th, 7th, and 8th grade students who have received at least one A or B (or commensurate standards) and no grade of D and F (or commensurate standards) in core content courses in the current academic year.
  - Middle School Success Discipline
    - The percentage of 6th, 7th, and 8th grade students who have received a suspension or expulsion in the current academic year.

Guidance Citation
State Statute/Guidance: ESSA Plan ; https://www.isbe.net/Documents/College-Career-Readiness-Indicator.pdf
Federal Statute/Guidance: N/A (ESSA allows states to have one or more school quality and student success indicators, but does not dictate what these indicators must be).

Business Rules
- CCRI Meta Indicator Components: For all of the following metrics the denominator is the number of students from the applicable academic year with an exit code of graduated in a given home school, and the numerator is the number of students from the denominator who have met the requirements of the metric (or that fall within particular performance ranges, as applicable to the metric).

Metric	Subject	Type	Source
Average Attendance Rate	**N/A**	**Calc**	**SIS Attendance**
GPA Range	**N/A**	**Input**	**CCRI Input Report**
Rate Met SAT/ACT Min	**Both**	**Hybrid**	**Both CCRI Input Report AND State SAT administration**
At Least 1 Academic ELA	**ELA**	**Hybrid**	**See below**
Dual Credit English Course		Calc	SIS Course & grade data
ELA AP Course		Calc	SIS Course & grade data
ELA IB Course		Calc	SIS Course & grade data
Met ACT-SAT English		Hybrid	Both CCRI Input Report AND State SAT administration
Met ELA Exam		Input	CCRI Input Report
Transition English		Calc	SIS Course & grade data
At Least 1 Academic Math	**Math**	**Hybrid**	**See below**
Algebra II		Calc	SIS Course & grade data
Dual Credit Math Course		Calc	SIS Course & grade data
Math AP Course		Calc	SIS Course & grade data
Math IB Course		Calc	SIS Course & grade data
Met ACT-SAT Math		Hybrid	Both CCRI Input Report AND State SAT administration
Met Math Exam		Input	CCRI Input Report
Career Area of Interest	**N/A**	**Input**	**CCRI Input Report**
Met 1 – 3+ Career Ready	**N/A**	**Input**	**See below**
Career Development Experience		Input	CCRI Input Report

Industry Credential		Input	CCRI Input Report
Military Service or ASVAB Score ≥31		Input	CCRI Input Report
Dual Credit Career Pathway Course (college credit earned)		Calc	SIS Course & grade data
Completion of a Program of Study		Calc	SIS Course & grade data
12+ month consecutive employment		Input	CCRI Input Report
Consecutive summer employment		Input	CCRI Input Report
25+ Hours of community service		Input	CCRI Input Report
2+ Co-curricular activities		Input	CCRI Input Report
College and Career Pathway Endorsement	**N/A**	**Program**	**Spreadsheet provided by CTE dept program**

- Percentage of students with 95% attendance in JR/SR year (average of the two years must be 95% or better)
    - Displayed as the percentage of students who met this requirement)
    - Refer to the Report Card Student Attendance Rate Business Rules.
    - As specified in 105 ILCS 5/19.05, "a day of attendance shall be counted only for sessions of not less than 5 clock hours of school work per day."
    - Activities outlined in 105 ILCS 5/19.05 (k), including dual credit, Supervised Career Development Experience, youth apprenticeship, and blended learning, count toward the calculation of clock hours of school work per day.
    - Local school boards determine a day for which students are receiving instruction as guided by 105 ILCS 5/10-19.05.
    - For the purposes of guidance, it may be helpful to utilize the opposite of attendance by reviewing the definition of "truant" as defined in the School Code (105 ILCS 5/26-2a) "… as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof. 'Valid cause' for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student."
    - ISBE uses attendance data currently entered into SIS by districts to calculate an average of attendance junior and senior years for each student.
    - Calculated from SIS Attendance data.
    - Calculate a combined two-year attendance rate:
        - (Days Present + Detention Center Days) / (Days Present + Detention Center Days + Days Unexcused).
- Percentage of students who fall into each GPA category
    - Displayed as the percentage of students who fall within the four GPA ranges
    - GPA is determined by districts
    - The district will enter one of three codes into a new indicator file in SIS that will specify if the student:

- Range 1: meets the "distinguished scholar" standard with a GPA of 3.75 or higher on a 4.0 scale,
- Range 2: meets the "college and career scholar" definition of a GPA of 2.8 on a 4.0 scale, or
- Range 3: has a GPA under 2.8 and does not meet the standard
- Range 4: None Entered or no data available
  - Districts will continue to determine their own system for calculating GPA and the equivalent for this indicator.
  - This indicator will be gathered on each student at the end of their senior year and will represent a cumulative GPA.
  - The district will collect and compile the initial data prior to submitting aggregate data (3.75 or Above, 2.8 – 3.74, Below 2.8, and None) to ISBE through a new file in SIS.
- Percentage of students who meet the IL SAT/ACT Composite Minimum requirement
  - Displayed as the percentage of students who meet this requirement
  - ACT Composite Score of 30 or higher, or SAT Composite Score of 1400 or higher at any point within the student's school career
    - An official SAT composite score of 1400 as reported by the College Board either:
      - To ISBE as a part of its state required SAT administration in grade 11 or
        - ISBE will not use data from the fall 2020 SAT School Day administration for the Math proficiency indicator in the accountability system, but will use as applicable to fulfill this indicator
      - As reported to the student, school or district from an optional national administration day.
        - ACT and SAT are a shared indicator (MetMinACTSATMathInd; MetMinACTSATEnglishInd)
  - Student must have both ELA and Math as yes to fulfill
- Percentage of students who have at least 1 Academic ELA Indicator
  - Displayed as the percentage of students who have met two or more, one, or no ELA Academic Indicators.
  - All of the metrics below are ELA Academic Indicators. Fulfilling the requirements of the particular metric counts as one fulfillment.
    - ELA Advanced Placement (AP) Exam (Score of 3 or higher)
      - Displayed as the percentage of students who met this requirement
      - An official AP Exam score of 3, 4 or 5 in any AP ELA course, as reported by the College Board to ISBE or to the district.
      - Combined with IB, saved as Met Min ELA Exam
    - ELA AP Course (Grade of A, B, or C)
      - Course grades for an AP ELA course as reported in SIS.
      - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
      - Calculated from SIS Course data
      - The AP courses that apply are:
        - 5   01005A000   AP English Language and Composition
        - 6   01006A000   AP English Literature and Composition
      - The student must accumulate 1.0 or greater course credits
    - Dual Credit English Course (Grade of A, B, or C)

- o Course grades for a dual-credit designated ELA course as reported in SIS.
- o Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
- o Calculated from SIS Course data
- o The student must accumulate 1.0 or greater course credits
- International Baccalaureate (IB) ELA Course in High School (Grade of A, B, or C)
  - o Course grades for an IB designated ELA course as reported in SIS.
  - o Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
  - o Calculated from SIS Course data
  - o The IB courses that apply are:
    - 7 01007A000 IB Language A (English)
    - 2167 01011A000 IB Language A: Language and Literature – English
    - 2168 01012A000 IB Literature and Performance
  - o The student must accumulate 1.0 or greater course credits
- IB ELA Exam in High School (Score of 4 or higher)
  - o An official IB Exam score of 4, 5, 6 or 7 in any IB ELA course, as reported by the IB to the student, school or district.
  - o Combined with AP, saved as Met Min ELA Exam
- Transitional English (Grade of A, B, or C)
  - o Course grades for a course designated as Transitional ELA1 as reported in SIS.
  - o Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
  - o Calculated from SIS Course data
  - o 01004A001 Transitional English
  - o The student must accumulate 1.0 or greater course credits
- Minimum ACT Subject Scores of English: 18 and Reading: 22
  - o An official ACT score as reported to the student, school or district, with an English subscore of 18 and reading subscore of 22 at any point within the student's school career.
  - o Collected as YES in the College and Career Readiness Indicator Report in SIS
  - o ACT and SAT are a shared indicator (MetMinACTSATEnglishInd)
- Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540
  - o An official SAT Evidence-Based Reading and Writing score of 540 at any point within the student's school career as reported by the College Board either:
    - To ISBE as a part of its state required SAT administration in grade 11 or
      - ISBE will not use data from the fall 2020 SAT School Day administration for the ELA proficiency indicator in the accountability system, but will use as applicable to fulfill this indicator
    - As reported to the student, school or district from an optional national administration day.
    - Collected as YES in the College and Career Readiness Indicator Report in SIS

- ACT and SAT are a shared indicator (MetMinACTSATEnglishInd)
  - Percentage of students who have at least 1 Academic Math Indicator
    - Displayed as the percentage of students who have met one or more Math Indicators.
    - All of the metrics below are Math Academic Indicators. Fulfilling the requirements of the particular metric counts as one fulfillment.
      - Math AP Exam (Score of 3 or higher)
        - An official AP Exam score of 3, 4 or 5 in any AP math course, as reported by the College Board to ISBE or to the district.
        - Combined with IB, saved as Met Min Math Exam
      - Math AP Course (Grade of A, B, or C)
        - Course grades for an AP math course as reported in SIS.
        - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
        - Calculated from SIS Course data
        - The AP courses that apply are:
          - 93   02124A000   AP Calculus AB
          - 94   02125A000   AP Calculus BC
          - 111   02203A000   AP Statistics
          - 836   10157A000   AP Computer Science A
        - The student must accumulate 1.0 or greater course credits
      - Dual Credit Math Course (Grade of A, B, or C)
        - Course grades for a dual-credit designated math course as reported in SIS.
        - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
        - Calculated from SIS Course data
        - The student must accumulate 1.0 or greater course credits
      - IB Math Course in High School (Grade of A, B, or C)
        - Course grades for an IB designated math course as reported in SIS.
        - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
        - Calculated from SIS Course data
        - The IB courses that apply are:
          - 96   02131A000   IB Mathematical Studies
          - 97   02132A000   IB Mathematics
          - 98   02133A000   IB Mathematics and Computing - SL
          - 99   02134A000   IB Further Mathematics
        - The student must accumulate 1.0 or greater course credits
      - IB Math Exam in High School (Score of 4 or higher)
        - An official IB Exam score of 4, 5, 6 or 7 in any IB math course, as reported by the IB to the student, school or district.
        - Combined with AP, saved as Met Min Math Exam
      - Transitional Math (Grade of A, B, or C)
        - Course grades for a course designated as Transitional ELA as reported in SIS.
        - Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
        - Calculated from SIS Course data
        - Transitional Math courses that apply are:

- 2142   02055A001   High School Transitional Math 4 - STEM
- 2143   02153A001   High School Transitional Math 4 – Technical Math
- 2144   02201A001   High School Transitional Math 4 – Quantitative Literacy and Statistics
  - o The student must accumulate 1.0 or greater course credits
- Algebra II (Grade of A, B, or C)
  - o Course grades for a course designated as Algebra II, Math III or High School Math III as reported in SIS.
  - o Courses designated Integrated Math III or High School Math III also signify that a student has completed the equivalent of Algebra II, thus fulfilling this indicator.
  - o Acceptable values are: A+, A, A-, B+, B, B-, C+, C, C-, Exceeds Standards, Meets Standards.
  - o Calculated from SIS Course data
  - o Algebra courses that apply are:
    - 66   02056A000   Algebra II
    - 67   02057A000   Algebra III
    - 2101   02303A000   High School Math 3
    - 2174   02064A000   Integrated Mathematics III
    - 82   02106A000   Trigonometry/Algebra
    - Course will be added in the future
      - ***   22161A000   Data Science
      - ***   22162A000   Data Science Applications
  - o The student must accumulate 1.0 or greater course credits
- Minimum ACT Subject Score of Math: 22 AND Math Course in Senior Year
  - o An ISBE calculated value, which requires a combination of 2 criteria, a YES in the College and Career Readiness Indicator Report Field Minimum ACT/SAT Math score and an earned credit in a mathematics course in the student's senior year.
    - Requires an official ACT score as reported to the student, school or district, with a math subscore of 22.
    - Collected as YES in the College and Career Readiness Indicator Report in SIS
    - An earned math course credit, as reported by district grade data in SIS
    - ACT and SAT are a shared indicator (MetMinACTSATMathInd)
- Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year
  - o An official SAT Math score of 540 as reported by the College Board either:
    - To ISBE as a part of its state required SAT administration in grade 11 or
      - ISBE will not use data from the fall 2020 SAT School Day administration for the Math proficiency indicator in the accountability system, but will use as applicable to fulfill this indicator
    - As reported to the student, school or district from an optional national administration day.

- - - Collected as YES in the College and Career Readiness Indicator Report in SIS
    - ACT and SAT are a shared indicator (MetMinACTSATMathInd)
- Percentage of students who have identified a Career Area of Interest by Sophomore Year
  - Displayed as the percentage of students who have met this requirement
  - Collected as YES in the College and Career Readiness Indicator Report in SIS
  - A student may indicate a career area of interest by:
    - participating in pathways as defined by a local board of education,
    - creating an individualized plan as part of the College and Career Pathway Endorsement program, or
    - engaging in activities as part of Career Pathways Dictionary (adopted by the Illinois Community College Board, ISBE, the Illinois Workforce Innovation Board, the P-20 Council, the Illinois Board of Higher Education, and the Illinois Student Assistance Commission).
  - The identification of a career area of interest by a student will be determined by school districts within a range of career exploration activities, such as those suggested in the Postsecondary and Career Expectations framework.
    - The district will collect and compile the initial data prior to submitting aggregate "yes" or "no" data to ISBE through a new file in SIS.
  - Students who were sophomores in spring of 2020 have until the end of 2020 to identify a career area of interest.
- Percentage of students who have earned 1, 2, or 3+ career ready indicators
  - Displayed as the percentage of students who have earned 3 or more, two, one, or no career ready indicators.
  - All of the metrics below are Career Ready Indicators. Fulfilling the requirements of the particular metric counts as one fulfillment.
  - Career Development Experience during their high school career
    - This is a supervised work experience relating to an individual's career area of interest that meets all the following:
      - Occurs in a workplace or under other authentic working conditions;
      - Is co-developed by an education provider and at least one employer in the relevant field;
      - Provides compensation or educational credit to the participant;
      - Reinforces foundational professional skills, including, at a minimum, those outlined in the Illinois Essential Employability Skills Framework and Self-Assessment;
      - Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
      - Takes place for a minimum of 60 total hours.
    - Career Development Experience may not consist solely of technical training by an education provider.
    - Collected as YES in the College and Career Readiness Indicator Report in SIS
    - Students whose experience was interrupted in March, April or May of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience.
  - Industry Credential at any point in time before graduation

- Collected as YES in the College and Career Readiness Indicator Report in SIS
  - SIS has 16 credentials from which the district chooses
- This is a work-related credential, certification, or license that:
  - Verifies an individual's qualifications or competence in a specific skillset related to a particular industry or occupation;
  - Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
  - Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.
- Military Service or an ASVAB Score of 31 or Higher during their high school career
  - Collected as YES in the College and Career Readiness Indicator Report in SIS
  - Students make a commitment to serve in the armed services or participate in Junior Reserve Officer Training Corps.
  - There are four ways to meet this indicator:
    - Achieving an ASVAB score of 31 or higher
    - Making a commitment to serve in the Armed Services,
    - Enlisting for split training, which entails enlistment at age 17 as a junior with permission of a parent or guardian, attendance at Basic Combat Training before senior year, training one weekend per month through senior year with a local unit, and planned attendance at Advanced Individual Training after senior year, or
    - Participating in Junior Reserve Officer Training Corps.
  - Students whose experience was interrupted after March of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience.
- Dual Credit Career Pathway Course (college credit earned)
  - As defined in 110 ILCS 27/5, "dual credit course" means a college course taken by a high school student for credit at both the college and high school level.
  - A course that is used to fulfill an ELA or Math dual-credit indicator cannot also be used to fulfill this Dual Credit Career Pathway Course indicator.
    - IF a student has fulfilled the ELA academic indicator requirements via any other means
      - THEN, dual credit enrollments of 0.5 or greater in any subject, including ELA fulfills this requirement
      - ELSE, dual credit enrollments of 0.5 or greater in any subject except ELA, or dual credit enrollments greater than or equal to 1.5 in ELA fulfills this requirement
    - IF a student has fulfilled the MATH academic indicator requirements via any other means
      - THEN, dual credit enrollments of 0.5 or greater in any subject, including MATH fulfills this requirement
      - ELSE, dual credit enrollments of 0.5 or greater in any subject except MATH, or dual credit enrollments of greater than or equal to 1.5 in MATH fulfills this requirement
  - Calculated from SIS Course data

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

- Teamwork: Critical thinking, effective and cooperative work; and
- Communication: Active listening, clear communication
  - Students whose experience was interrupted after March of 2020 by COVID-19 related school and/or business closures or layoffs may receive credit on this indicator for the interrupted experience.
  - o Percentage of students who have earned a College and Career Pathway Endorsement
    - Displayed as the percentage of students who have a College and Career Pathway Endorsement who have a College and Career Pathway Endorsement in the past 4 years
    - The Postsecondary and Workforce Readiness Act includes a voluntary process for school districts to award College and Career Pathway Endorsements to high school graduates.
    - Students earn endorsements by completing:
      - an individualized learning plan,
      - a career-focused instructional sequence, and
      - professional learning opportunities.
    - Students earning a College and Career Pathway Endorsement will not need to fulfill the criteria of the ELA and Math Academic Indicators, career area of interest by the end of the sophomore year, and three career ready indicators.
    - Starting in SY2021, CTE and Innovation will send the names of those students who have received the College and Career Pathway Endorsement directly to SIS, and the Warehouse will be in charge of calculating the CCRI
    - In the future, the CCRI SIS data collection will be enhanced to allow districts to self-report this information directly into SIS via the CCRI files
- Fine Arts Meta Indicator Components
  - o Student Participation in Fine Arts. The non-duplicated count of all students who are enrolled in one or more fine arts courses in a year, divided by the total number of students at the school. Inclusive of all grades, including K. Includes all the active course codes listed below:

ID	Course Code	Course Name
290	05001A000	Dance Technique
291	05002A000	Dance Repertory
292	05003A000	General Dance
293	05004A000	Dance History and Appreciation
294	05005A000	Dance—Choreography
295	05047A000	Dance—Independent Study
296	05048A000	Dance—Workplace Experience
297	05049A000	Dance—Other
298	05051A000	Introduction to the Theater
299	05052A000	Theater Arts
300	05053A000	Theater—Comprehensive
302	05055A000	Theater—Acting/Performance
303	05056A000	Theater—Stagecraft
304	05057A000	Theater—Directing
305	05058A000	Playwriting and Screenwriting
306	05059A000	History and Literature of the Theater
307	05097A000	Theater—Independent Study

ID	Course Code	Course Name
308	05098A000	Theater—Workplace Experience
309	05099A000	Theater—Other
310	05101A000	General Band
311	05102A000	Concert Band
312	05103A000	Marching Band
313	05104A000	Orchestra
314	05105A000	Contemporary Instrumental Ensemble
315	05106A000	Small Ensemble
316	05107A000	Piano
317	05108A000	Guitar
318	05109A000	Individual Technique—Instrumental Music
319	05110A000	Chorus
320	05111A000	Vocal Ensembles
321	05112A000	Individual Technique—Vocal Music
322	05113A000	Music Theory
323	05114A000	AP Music Theory
324	05115A000	IB Music
325	05116A000	Music History/Appreciation
326	05117A000	Music History
327	05118A000	Music Appreciation
328	05119A000	Composition/Songwriting
329	05147A000	Music—Independent Study
330	05148A000	Music—Workplace Experience
331	05149A000	Music—Other
332	05151A000	Art Appreciation
333	05152A000	Art History
334	05153A000	AP Art—History of Art
335	05154A000	Visual Arts—Comprehensive
336	05155A000	Visual Arts—Drawing/Painting
337	05156A000	Visual Arts—Drawing
338	05157A000	Visual Arts—Painting
339	05158A000	Visual Arts—Sculpture
340	05159A000	Ceramics/Pottery
341	05160A000	Printmaking/Graphics
342	05161A000	Printmaking
343	05162A000	Visual Communications Design
344	05163A000	Advertising Design
345	05164A000	Fibers and Textile Design
346	05165A000	Crafts
347	05166A000	Jewelry
348	05167A000	Photography
349	05168A000	Cinematography/Video Production
350	05169A000	Multimedia Art

ID	Course Code	Course Name
351	05170A000	Art Portfolio
353	05172A000	AP Drawing
354	05173A000	IB Visual Arts
355	05197A000	Visual Arts—Independent Study
356	05198A000	Visual Arts—Workplace Experience
357	05199A000	Visual Arts—Other
358	05201A000	Interdisciplinary Arts
359	05995A000	Visual and Performing Art—Aide
360	05997A000	Visual and Performing Art—Independent Study
361	05998A000	Visual and Performing Art—Workplace Experience
362	05999A000	Visual and Performing Art—Other
1862	05202A000	IB Arts, Middle Years Program
2107	05174A000	AP Studio Art: 2-D Design
2108	05175A000	AP Studio Art: 3-D Design
2200	05006A000	Dance Survey
2201	05007A000	Dance Improvisation
2202	05008A000	World/Cultural Dance
2203	05009A000	Technical Theater for Dance
2204	05010A000	Social Dance
2205	05011A000	Dance Composition/Composition Seminar
2206	05012A000	IB Dance
2207	05013A000	Dance for Musical Theater
2208	05014A000	Ballet
2209	05015A000	Jazz Dance
2210	05016A000	Modern Dance
2211	05017A000	Hip Hop
2212	05018A000	Tap Dance
2213	05060A000	Musical Theater
2214	05061A000	Theatrical Production and Management
2215	05062A000	IB Theatre
2216	05120A000	Strings
2217	05121A000	Contemporary Vocal Ensemble
2218	05122A000	Culturally Influenced Ensemble
2219	05123A000	Recording and Production
2220	05124A000	Technology/Electronic Music
2221	05176A000	Calligraphy/Lettering
2222	05177A000	Animation
2223	05190A000	Fashion Design
2224	05191A000	Industrial Design
2225	05192A000	Architectural Design
2226	05193A000	Interior Design
2227	05194A000	IB Film
2228	05195A000	Fundamentals of Design

ID	Course Code	Course Name
2229	05203A000	Film Appreciation and Analysis
2230	05250A000	Media Arts—Comprehensive
2231	05251A000	Digital Imaging
2232	05252A000	Interactive Design
2233	05253A000	Interactive Game Design
2234	05254A000	Web Design
2235	05255A000	Moving Image
2236	05256A000	Moving Image – Animation
2237	05257A000	Digital Sound Design
2238	05258A000	Virtual Design
2239	05259A000	Media for Performance
2240	05260A000	Multimedia Design
2241	05261A000	Intermedia Design
2242	05262A000	Media Arts Theory
2243	05263A000	Media Literacy
2244	05297A000	Media Arts—Independent Study
2245	05298A000	Media Arts—Workplace Experience
2246	05299A000	Media Arts—Other
2482	05193A001	Interior Design
2709	05252A001	Interactive Design
2827	05049A001	Pre-AP Dance
2831	05149A001	Pre-AP Music
2832	05099A001	Pre-AP Theatre
2833	05199A001	Pre-AP Visual Arts
3125	05030A000	Dance (kindergarten)
3126	05031A000	Dance (grade 1)
3127	05032A000	Dance (grade 2)
3128	05033A000	Dance (grade 3)
3129	05034A000	Dance (grade 4)
3130	05035A000	Dance (grade 5)
3131	05036A000	Dance (grade 6)
3132	05037A000	Dance (grade 7)
3133	05038A000	Dance (grade 8)
3134	05039A000	Dance—General
3137	05070A000	Drama (kindergarten)
3138	05071A000	Drama (grade 1)
3139	05072A000	Drama (grade 2)
3140	05073A000	Drama (grade 3)
3141	05074A000	Drama (grade 4)
3142	05075A000	Drama (grade 5)
3143	05076A000	Drama (grade 6)
3144	05077A000	Drama (grade 7)
3145	05078A000	Drama (grade 8)

ID	Course Code	Course Name
3146	05079A000	Drama—General
3149	05130A000	Music (kindergarten)
3150	05131A000	Music (grade 1)
3151	05132A000	Music (grade 2)
3152	05133A000	Music (grade 3)
3153	05134A000	Music (grade 4)
3154	05135A000	Music (grade 5)
3155	05136A000	Music (grade 6)
3156	05137A000	Music (grade 7)
3157	05138A000	Music (grade 8)
3158	05139A000	Music—General
3161	05180A000	Art (kindergarten)
3162	05181A000	Art (grade 1)
3163	05182A000	Art (grade 2)
3164	05183A000	Art (grade 3)
3165	05184A000	Art (grade 4)
3166	05185A000	Art (grade 5)
3167	05186A000	Art (grade 6)
3168	05187A000	Art (grade 7)
3169	05188A000	Art (grade 8)
3170	05189A000	Art—General

- o Teacher Qualifications. A school's total number of students enrolled in one or more arts courses taught by a qualified Illinois teacher divided by the school's total number of students enrolled in one or more arts courses.
  - The nonduplicated count of students enrolled in at least one arts course, taught by a teacher with any of the LicenseEndorsementCode listed below.
  - Divided by the nonduplicated count of students enrolled in at least one arts course.
- o Using the same data set of course enrollments used to calculate the first part (Student Participation in Fine Arts), add to each course enrollment the EIN of the instructor of record, and whether or not they have any one of the endorsements below.
  - First, prefer any (and all) LicenseEndorsementCode under EndorsementSubjectCode
    - Arts
    - Music

EndorsementID	LicenseEndorsementCode	EndorsementDesc	EndorsementSubjectCode
6425	DA	Dance	ARTS
6454	THDR	Theatre/Drama	ARTS
6529	DTA	Drama/Theatre Arts	ARTS
6633	VARS	Visual Arts - Supervising	ARTS
6634	VART	Visual Arts	ARTS
6650	SPTH	Speech/Theatre	ARTS
6774	THDS	Theater & Drama - Supervising	ARTS

6780	FIAR	Fine Arts	ARTS
6784	DAS	Dance - Supervising	ARTS
6795	DRWS	Drawing Supervising	ARTS
6906	CRAR	Creative Art	ARTS
6917	COPH	Commercial Photography	ARTS
6921	COAR	Commercial Art	ARTS
6932	COAI	Commercial Art & Illustration	ARTS
6955	ART	Art	ARTS
6956	ARTS	Art - Supervising	ARTS
7181	DRAM	Dramatics	ARTS
7182	DRAW	Drawing	ARTS
7237	FILM	Film	ARTS
7269	TH	Theatre	ARTS
7271	THEN	Theater/English	ARTS
7273	TOPA	Tole Painting	ARTS
7281	TADA	Tap Dancing	ARTS
7288	THAR	Theater Arts	ARTS
7289	THAS	Theater Arts - Supervising	ARTS
7290	THCA	Theater & Communication Arts	ARTS
7363	SPDR	Speech & Drama	ARTS
7365	SPPA	Speech And The Performing Arts	ARTS
7373	SPTS	Speech & Theater Supervising	ARTS
7519	OPAE	Occupational & Practical Art Education	ARTS
7526	PAD	Painting And Drawing	ARTS
7535	PD	Painting & Decorating	ARTS
7537	PDPA	Painting & Decorating Pre-Apprentice	ARTS
7543	PHOT	Photography	ARTS
6478	MUAP	Music Appreciation	MUSIC
6558	BAND	Band	MUSIC
6638	MUS	Music	MUSIC
6731	MUSS	Music - Supervising	MUSIC
6734	MUTH	Music Theory & Harmony	MUSIC
6742	MTHS	Music Theory & Harmony Supervising	MUSIC
6804	INMU	Instrumental Music	MUSIC
6821	CHOR	Chorus	MUSIC
6822	CHOS	Music Chorus Supervising	MUSIC
7079	GU	Guitar	MUSIC
7318	VOMU	Vocal Music	MUSIC
7496	MUVS	Music (Vocal) - Supervising	MUSIC
7499	MUSV	Music (Vocal)	MUSIC
7500	MUSI	Music (Instrumental)	MUSIC
7502	MUIS	Music (Instrumental) - Supervising	MUSIC

EndorsementID	LicenseEndorsementCode	EndorsementDesc	EndorsementSubjectCode
7522	ORCH	Orchestra	MUSIC

- Second, prefer any of the following specific LicenseEndorsementCode codes. The EndorsementSubjectCode is no longer applicable

EndorsementID	LicenseEndorsementCode	EndorsementDesc	EndorsementSubjectCode
7076	GRA	Graphic Arts (Career & Technical only)	
7205	DGA	Digital Arts (Career & Technical only)	
7982	CKCF	Content Knowledge Pathway: Dance	CKP
7983	CKCG	Content Knowledge Pathway: Dance/Theatre Arts	CKP
8050	CKEV	Content Knowledge Pathway: Music	CKP
8068	CKFN	Content Knowledge Pathway: Visual Arts	CKP
7647	DIA	Digital Arts CIP: 50.0102	CTE
7648	CAA	Commercial and Advertising Art CIP: 50.0402	CTE
7649	CP	Commercial Photography CIP: 50.0406	CTE
7882	GRCM	Graphic Communications	CTE
7883	PHTG	Photography	CTE
6999	ADA	Advertising Art	CTE
6871	CAC	Childrens Arts and Crafts	EARLY
6809	GRAS	Graphic Arts Supervising	GRAPH
7077	GRAR	Graphic Arts	GRAPH
7092	GRDE	Graphic Design	GRAPH
7221	GDCA	Graphic Design & Communications Art	GRAPH
6547	AAMM	NBPTS: Early and Middle Childhood/Music	NBPTS
6575	AYMU	NBPTS: Early Adolescence - Young Adulthood/Music	NBPTS

- Third, prefer any of the following specific codes. Again, EndorsementSubjectCode is no longer applicable.

EndorsementID	LicenseEndorsementCode	EndorsementDesc	EndorsementSubjectCode
6643	SCGE	Elementary Education (Self Contained General Education)	ELEM
6749	SCG3	Early Childhood Education (Self Contained General Education)	ELEM
6756	SCXK	Self-Contained General Education	ELEM
6799	ELEM	Elementary Education	ELEM
7376	SCG6	Self-Contained General Education	ELEM
7377	SCG9	Self-Contained General Education	ELEM
7382	SCKP	Self-Contained General Education	ELEM
6786	EARL	Early Childhood Education	EARLY

- P-2 META INDICATOR COMPONENTS
  - Percentage of students in grades K-2 who are chronically absent
    - Students in grades K – 2 are counted for chronic absenteeism. Students are considered chronically absent as defined in Section 26-18 of the School Code. Students who have missed 10% or more of the school year (inclusive of all valid enrollment during the school year), excused or unexcused. Exclude enrollments less than 10 school days.
    - Refer to the Report Card Attendance Business Rules.
      - Note: For summative Designation purposes, this calculation is done at the state level per student.
    - For students with multiple included enrollments at the same home school, attendance is the sum of all days for the schools.
    - P-2 Chronic Absenteeism Rate: (Number Chronically Absent Grades K-2) ÷ Number of Students Grades K-2) * 100.
  - Percentage of grade K through 2nd grade students enrolled in dual language program
    - Percentage of EL students (Currently EL and Currently EL Transition Incomplete) who are actively enrolled in K-2 and who are actively enrolled in a dual language program. Student has a dual language code of 01 or 02.
    - (NUMBER OF ENGLISH LANGUAGE LEARNERS IN DUAL LANGUAGE PROGRAMS IN GRADES K-2): Number of K-2 EL students enrolled in a dual language program: Number of K-2 students with calculated EL status (currently EL and currently EL- transition incomplete) who also have an active EL record with a dual language code of 01 or 02.
    - (NUMBER OF ENGLISH LANGUAGE LEARNERS IN GRADES K-2) Number of K-2 EL students: Number of students with calculated EL status (currently EL and currently EL- transition incomplete).
    - Number of K-2 EL students enrolled in a dual language program ÷ Number of K-2 EL students * 100.
    - (NUMBER OF ENGLISH LANGUAGE LEARNERS IN DUAL LANGUAGE PROGRAMS IN GRADES K-2) ÷ (NUMBER OF ENGLISH LANGUAGE LEARNERS IN GRADES K-2) * 100.
  - Percentage of 3rd grade students receiving an A, B, or C (or commensurate standards) in ELA
    - The percentage of 3rd grade students who have received and A, B, or C (or commensurate standards) in ELA. Course grades for ELA courses as reported in SIS for all students identified as 3rd grade students whose enrollment is at least 30 days and ends on or after May 1st, and the calculation will be based on the final posted grade.
    - Course grades for ELA courses as reported in SIS for all students identified as 3rd grade students whose enrollments are at least 30 days and ends on or after May 1st.
    - A final grade is based on the course letter grade for final terms: Term 5, Year Long, Semester 2, Trimester 3, Quarter 4.
    - Accepting the following codes for final posted grades: 1-9, 14, 21, 22, 24, 27, 28.
    - Calculated from SIS Course data.
    - (3rd GRADE STUDENTS ENROLLED IN AN ELA CLASS WITH A FINAL GRADE OF A, B, or C): Number of 3rd grade students with an A, B, or C (or commensurate standard) in ELA whose enrollment is at least 30 days and ends on or after May 1st. Students with an A, B, or C (or commensurate) are students with a Course Final Letter Grade/Completion Status (Term) of codes 01-09, 14, 21, 22, 24, 27, 28 for the final letter grade.
    - (3rd GRADE STUDENTS ENROLLED IN AN ELA CLASS): Number of 3rd grade students in a grade 3 ELA course whose enrollment is at least 30 days and ends on or after May 1st .

- 3rd Grade Literacy Rate: (Number of 3rd grade students with an A, B, or C (or commensurate standard) in ELA ÷ Number of 3rd grade students in a grade 3 ELA course) * 100
- (3rd GRADE STUDENTS ENROLLED IN AN ELA CLASS WITH A FINAL GRADE OF A, B, or C)÷ (3rd GRADE STUDENTS ENROLLED IN AN ELA CLASS)*100.
- Include all the course codes under subject area 01.

- ELEMENTARY/MIDDLE META INDICATOR COMPONENTS
  - Percentage of 5th grade students receiving an A, B, or C (or commensurate standards) in math
    - The percentage of 5th grade students who have received and A, B, or C (or commensurate standards) in math whose enrollment is at least 30 days and ends on or after May 1st, and the calculation will be based on the final posted grade.
    - Course grades for math courses as reported in SIS for all students identified as 5th grade students whose enrollments are at least 30 days and ends on or after May 1st.
    - Accept all math courses assigned to 5th grade students.
    - A final grade is based on the course letter grade for final terms: Term 5, Year Long, Semester 2, Trimester 3, Quarter 4.
    - Accepting the following codes for final posted grades: 1-9, 14, 21, 22, 24, 27, 28.
    - Calculated from SIS Course data.
    - (5th GRADE STUDENTS ENROLLED IN A MATH CLASS WITH A FINAL GRADE OF A, B, or C): Number of 5th grade students with an A, B, or C (or commensurate standard) in math whose enrollment is at least 30 days and ends on or after May 1st. Students with an A, B, or C (or commensurate) are students with a Course Final Letter Grade/Completion Status (Term) of codes 01-09, 14, 21, 22, 24, 27, 28 for the final letter grade.
    - (5th GRADE STUDENTS ENROLLED IN A MATH CLASS): Number of students in a grade 5 math course whose enrollment is at least 30 days ends on or after May 1st.
    - 5th Grade Math Rate: (Number of 5th grade students with an A, B, or C (or commensurate standard) in math ÷ Number of 5th grade students in a grade 5 math course) * 100
    - (5th GRADE STUDENTS ENROLLED IN A MATH CLASS WITH A FINAL GRADE OF A, B, or C)÷ (5th GRADE STUDENTS ENROLLED IN A MATH CLASS)*100.
    - Include all course codes associated with subject area 02.
  - Middle School Success
    - Percentage of middle school students receiving an A, B or C and no Ds or Fs:
      - The percentage of students in Grades 6, 7, and 8 who have received at least one A, B or C or commensurate standards and no grade of D and F or commensurate standards in core content courses whose enrollment is at least 30 days and ends on or after May 1st, and the calculation will be based on the final posted grade.
        - Course grades for core courses as reported in SIS for all students identified as 6th, 7th, and 8th grade students whose enrollment is at least 30 days and ends on or after May 1st.
        - Accept all core courses assigned to 6th, 7th, and 8th grade students.
        - A final grade is based on the course letter grade for final terms: Term 5, Year Long, Semester 2, Trimester 3, Quarter 4.
        - Accepting the following codes for final posted grades: 1-6, 14, 21, 22, 24, 27, 28 and no codes for final posted grades of 10, 11, 12, 13, 15, 23, 25, 29, 30.
        - Calculated from SIS Course data.

- - o (MIDDLE SCHOOL STUDENTS IN CORE CLASSES WITH AN A, B OR C IN GRADES 6, 7, 8): Number of 6th, 7th, and 8th grade students with an A, B, or C (or commensurate standard) in core content courses with no D's or F's whose enrollment is at least 30 days and ends on or after May 1st. Students who meet this standard would have a Course Final Letter Grade/Completion Status (Term) of codes 01-06, 14, 21, 22, 24, 27, 28 and no Course Final Letter Grade/Completion Status (Term) of codes of 10, 11, 12, 13, 15, 23, 25, 29, 30.
    - o (MIDDLE SCHOOL STUDENTS IN CORE CLASSES IN GRADES 6, 7, 8): Number of 6th, 7th, and 8th grade students in core content courses whose enrollment is at least 30 days and ends on or after May 1st.
    - o ACADEMIC SUCCESS RATE: Number of 6th, 7th, and 8th grade students with an A, B or C (or commensurate standard) in core content courses with no D's or F's ÷ Number of 6th, 7th, and 8th grade students in core content courses * 100
    - o (MIDDLE SCHOOL STUDENTS IN CORE CLASSES ÷ WITH AN A, B, OR C IN GRADES 6, 7, 8) ÷ (MIDDLE SCHOOL STUDENTS IN CORE CLASSES IN GRADES 6, 7, 8) * 100
    - o Include all course codes associated with subject areas 01, 02, 03, 04.
  - Percentage of middle school students who have experienced a suspension or expulsion:
    - The percentage of students in Grades 6, 7, and 8 who have experienced a suspension or expulsion.
    - Calculated from student discipline data.
    - (MIDDLE SCHOOL STUDENTS ENROLLED FOR THE CURRENT ACADEMIC YEAR WITH A SUSPENSION AND/OR EXPULSION IN GRADES 6, 7, 8): Number of 6th, 7th, and 8th grade students who have experienced a suspension or expulsion during the current academic year. Students who meet this standard would have a Discipline Record with codes of out of school suspension, expulsion – received educational services, expulsion – did not receive educational services in any of terms: Y1, S1, S2, T1, T2, T3, Q1, Q2, Q3, or Q4.
    - (MIDDLE SCHOOL STUDENTS ENROLLED FOR THE CURRENT ACADEMIC YEAR IN GRADES 6, 7, 8): Total number of students enrolled in 6th, 7th, and 8th grades for the current academic year in any of terms: Y1, S1, S2, T1, T2, T3, Q1, Q2, Q3, or Q4.
    - STUDENT DISCIPLINE RATE: Number of 6th, 7th, and 8th grade students who have experienced a suspension or expulsion during the current academic year ÷ Total number of students enrolled in 6th, 7th, and 8th grades for the current academic year* 100.
    - (MIDDLE SCHOOL STUDENTS WITH A SUSPENSION AND/OR EXPULSION IN GRADES 6, 7, 8) ÷ (MIDDLE SCHOOL STUDENTS ENROLLED FOR THE CURRENT ACADEMIC YEAR IN GRADES 6, 7, 8) * 100).

Formula (calculations)
- See business rules section.

Sources of Data
Student Information System (SIS)
ELIS

School Improvement (In Arrears)
SY 2025

School Improvement In Arrears

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

Guidance Citation

State Statute/Guidance: N/A

Federal Statute/Guidance: The Every Student Succeeds Act, 2015

Business Rules

- School Improvement data is reported "in arrears"
- Schools in Improvement Status that Receive School Improvement Grant Funds from Title I, Part A, Section 1003
    - This display indicates the school in the district that are in improvement status11 and that receive a School Improvement Grant funded by federal Title I, Part A, Section 1003.
    - This field lists the names of all schools in a district for the purpose of displaying respective improvement status information.
- School Improvement Status
    - This field indicates one of three levels of support provided by the Statewide System of Support for School Improvement and in defined in the Illinois ESSA Plan. The possible support levels are listed below.
        - 'Targeted' support for the state's underperforming schools.
        - 'Comprehensive' support for the state's lowest performing schools.
        - 'Intensive' support for the state's consistently lowest-performing schools.
    - The support level is synonymous with the annual summative designation that initiated improvement status, and it informs the school's funding level.
- Cohort Year
    - This field reports the first year that a school is identified in improvement status to anchor the start of the four-year improvement status period and provide a timestamp reference. This field reflects a cohort year label for all schools newly identified in improvement status in the stated year for the purpose of tracking time progression during the status period.
- Term within school improvement status cycle
    - This field indicates the school's term of the grant within the school improvement status cycle.
        - Planning
        - Implementation Year 1
        - Implementation Year 2
        - Implementation Year 3
    - Historical data for RC18 and RC19 cohorts will display the following terms of the grant cycle:
        - Planning
        - Implementation Year 1A
        - Implementation Year 1B
        - Implementation Year 2

- ▪ Implementation Year 3
- Current school improvement grant term allocation
  - o This field indicates the funding amount allocated for the applicable fiscal year to each school in improvement status.
- Reason for Improvement Status & Grant Allocation
  - o This field indicates the reason for a school being in school improvement status and receiving a School Improvement Grant allocation. The possible reasons are listed below.
    - ▪ Reasons for Comprehensive/Intensive schools:
      - All Students Group. Because the "all students" group performed in the bottom five percent of Title- eligible schools statewide, or
      - Low Graduation Rate. Because the high school "graduation rate" was below 67%.
  - o Reasons for Targeted schools:
    - ▪ Student Demographics and Program Groups. Because one or more student groups as listed below performs at or below the "all students" group of the lowest-performing five percent of schools.
      - Demographic Student Groups
        - o American Indian or Alaska Native
        - o Asian
        - o Black or African American
        - o Hispanic or Latino
        - o Native Hawaiian or Other Pacific Islander
        - o Two or More Races
        - o White
      - Program Student Groups
        - o Children with disabilities (CWD)
        - o Economically disadvantaged students (Low Income)
        - o English Learners (EL)
        - o Former English Learners (FEL)
- Allowable uses of the funds are posted here.

Formula (calculations)
N/A

Sources of Data
School and District Improvement

Teacher Measures
SY 2025

Teacher Measures

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

Teacher Retention is defined as the three-year average percentage of full-time teachers returning to the same work location (school or district) from year to year.

- Teacher retention rate at the school level is the total number of full-time teachers retained in the same school in past three years, divided by the total number of full-time teachers from the past three years.
- Teacher retention rate at the district level is the total number of full-time teachers staying in the same district in past three years, divided by the total number of full-time teachers from the past three years.
- Teacher retention rate at the state level is the total number of full-time teachers staying in the same district in past three years, divided by the total number of full-time teachers from the past three years.
- The data comes from the Employment Information System.

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

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

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

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

Teacher with a Bachelor's Degree is defined as a teacher with their highest degree in ELIS as a Bachelor's Degree as determined by DegreeSequenceNumber = 5.

Teacher with a Master's Degree or Above is defined as a teacher with any degree higher than a Bachelor's in ELIS as determined by DegreeSequenceNumber > 5.

Teacher Education Distribution – Teachers with a Bachelor's Degree is defined as the percent of total FTE of Teacher's with a Bachelor's Degree.

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

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

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

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

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

Teacher Attendance Rate is defined as the percentage of full-time equivalent teachers who were reported absent fewer than 10 days for reasons other than professional development, leaves of absence pursuant to the federal Family Medical Leave Act of 1993, long-term disability, or parental leaves pursuant to statue section 105 ILCS 5/10-17a(E). Any other reason is considered an absence, for example jury duty would be an absence.

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

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

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

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

Teachers with Short-Term or Provisional Licenses Count is defined as the sum of teacher FTE with an issued provisional license or approved Short-Term/Emergency approval within the Educator Licensure Information System (ELIS).

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

Low-Poverty Schools is defined as a school in which the percentage of "low-income" Fall Student Enrollment ranks below the 25th percentile.

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

Guidance Citation
State Statute/Guidance: Illinois School Code 105 ILCS 5/10-17a
Federal Statute/Guidance: ESSA

Business Rules
- Teacher metric data is calculated from the Employment Information System (EIS) and the Educator Licensure Information System (ELIS). All Educator metrics are calculated on the work location level. The district is the district/parent of the work location. If the working location is a district (Category 2) then work location is used as the district.
- All rate calculations are numerator ÷ denominator × 100 (rounded to 1 decimal point).
- All averages and ratio metrics are rounded to the nearest whole number.
- For school level, work locations (schools) that **do not** receive a report card are **excluded** from all teacher metrics.

- For district level, **include** all schools in that district, regardless of if the school receives a report card or not.
- For state level, **include** all schools and districts, regardless of if the school receives a report card or not.
- Teacher metrics **include** all for Instructional, Resource and Special Education Educators unless otherwise specified.
- "Teachers" are educators within the Employment Information System (EIS) defined by the following rules:
  - Has an active Employment record and associated Position and Working Location details.
  - The Position record is associated with the School Year to be calculated.
  - The position is categorized as "Instructional" according to the EIS data elements.
    - Note: Position Codes of 209 and 210 are codes that are no longer valid teacher position codes. There are no employees assigned to these codes after School Year 2017.
- A teacher is considered "retained" if they have any FTE value in the year in question and were in the same work location and had and FTE = 1 in the previous year.
  - Report teacher demographics using the most recent available data.
- Position Details
  - Teacher FTE is determined by the following:
    - If a district has submitted "Contract Override Days" for their EIS records then Teacher FTE is: Percent Full time * (Days Paid / Contract Override Days for Full Time), otherwise
    - Teacher FTE is: ((Percent Full time * Days Paid / Contract Days for Full Time or Contract Days Override))
  - Teacher FTE salary is determined by the following:
    - Teacher's base salary / Teacher FTE
  - Note Regarding Full Time vs Part Time and FTE:
    - A teacher's Full-time/Part-time distinction is submitted by the district at the positions level.
    - An educator can occupy two different positions based on the Position Category Codes (e.g. teacher and assistant principal) for the same district they would be considered a part time teacher and a part time administrator. Each position's "percent full time" would be less than 100% and the total percent full time for both positions cannot exceed 100%.
    - An educator can occupy one position based on the Position Category Code (e.g. Teacher) and be assigned to multiple work locations. The FTE is determined at the position level and the work location FTE is determined by multiplying the work location "workload" value by the position FTE.
    - If an educator holds the same position at multiple employers (district) the educator's FTE is determined at each employer.
- Work Location Details
  - All teacher/educator metrics are calculated on the work location level.
  - A teacher can have more than one work location associated with an EIS Position.
  - Each working location detail:
    - Identifies the physical location / school the teacher assigned to.
    - The district is determined by the parent entity of the working location/school.
    - Includes the Workload which represents the amount of time the teacher is at the location.
  - Work Location Teacher FTE is the percent of their EIS Position Full-Time Equivalent value they are allocated to that work location or workload * position FTE.
  - The school used for High Poverty / Low Poverty is the serving school from the enrollments as it matches the teacher working location.

- Determination of High Poverty and Low Poverty schools occurs via a separate process outside the Teacher metric calculation counting the years a teacher appears in EIS with an FTE >= 0.67 and adding that to the sum of experience from the retired TSR system.
- Illinois in-state Teacher Experience is determined by summing the years of experience a teacher has in EIS and adding that to the sum of experience from the retired TSR system.
- Teachers with Gifted Endorsement are teachers who have at least one of the following License Endorsement with an issued status:
  - GIED (Gifted Education)
  - GIES (Gifted Education – Supervising)
  - GIF (Gifted Education Teacher)
  - GIFS (Gifted Specialist)

Formula (calculations)

Teacher Retention Formula

- Definition
  - School level
    - Three (3) year average percentage of full-time teachers returning to the same school year to year.
  - District and State level
    - Three (3) year average percentage of full-time teachers returning to the same district year to year.
- Formula
  - ((Total number of Retained Teachers in Current Reporting Year) + (Total number of Retained Teachers in Previous Reporting Year) + (Total number of Retained Teachers in Two Years Prior to Reporting Year)) ÷ (Sum of total number of Teachers for Past Three Years)

Work Location FTE Formula

- Formula
  - Teacher work location workload value × position FTE

Teacher FTE Formula

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

Teacher Headcount Formula

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

Teacher Gender Distribution Formula

- Definition
  - Percent of Teacher FTE by Gender
- Formula

- o ((Teacher FTE by Gender) ÷ (Teacher FTE)) × 100

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

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

Teacher Education Distribution – Teachers with Bachelor's Degree Formula
- Definition
  - o Percent of Total Teacher FTE with only a Bachelor's degree
  - o Bachelor's Degree Teacher: Teachers with DegreeSequenceNumber = 4.
- All Schools
  - o Formula
    - ▪ ((Teacher FTE with Bachelor's degree) ÷ (Teacher FTE)) × 100
- High Poverty Schools
  - o Formula
    - ▪ (Total Teacher FTE with Bachelor's degree for high poverty schools) ÷ (Total Teacher FTE for high poverty schools) × 100
- Low Poverty Schools
  - o Formula
    - ▪ (Total Teacher FTE with Bachelor's degree for low poverty schools) ÷ (Total Teacher FTE for low poverty schools) × 100
- At the District and State level: This metric should be disaggregated by High Poverty and Low Poverty schools.

Teacher Education Distribution – Teachers with Master's Degree and Above Formula
- Definition
  - o Percent of Total Teacher FTE with Master's and higher degree.
  - o Master's Degree Teacher: Teachers with DegreeSequenceNumber > 4.
- All Schools
  - o Formula
    - ▪ ((Teacher FTE with Master's degree or above) ÷ (Teacher FTE)) × 100
- High Poverty Schools
  - o Formula
    - ▪ (Total Teacher FTE with Master's degree or above for high poverty schools) ÷ (Total Teacher FTE for high poverty schools) × 100
- Low Poverty Schools
  - o Formula

- - (Total Teacher FTE with Master's degree or above for low poverty schools) ÷ (Total Teacher FTE for low poverty schools) × 100
- At the District and State level: This metric should be disaggregated by High Poverty and Low Poverty schools.

Average IL Public School In-State Teacher Experience Formula
- Definition
  - Average years of teachers' experience based on Teacher FTE
- All Schools
  - Formula
    - (Sum of the number of years of In-State Teaching Experience) ÷ (Teacher FTE)
- High Poverty Schools
  - Formula
    - (Total number of years of In-State Teaching Experience for high poverty schools) ÷ (Total Teacher FTE for high poverty schools)
- Low Poverty Schools
  - Formula
    - (Total number of years of In-State Teaching Experience for low poverty schools) ÷ (Total Teacher FTE for low poverty schools)
- At the State level: This metric should be disaggregated by High Poverty and Low Poverty schools.

Novice Teacher Rate Formula
- Definition
  - Percent of Teacher FTE with less than 2 full time equivalent years of combined IL Public Schools
- All Schools
  - Formula
    - (Teacher FTE with less than 2 in the EIS In-State Teaching Experience field) ÷ (Teacher FTE) × 100
- High Poverty Schools
  - Formula
    - (Total Teacher FTE with less than 2 in the EIS In-State Teaching Experience field for high poverty schools) ÷ (Total Teacher FTE for high poverty schools) × 100
- Low Poverty Schools
  - Formula
    - (Total Teacher FTE with less than 2 in the EIS In-State Teaching Experience field for low poverty schools) ÷ (Total Teacher FTE for low poverty schools) × 100
- At the State and District level: This metric should be disaggregated by High Poverty and Low Poverty schools.

Novice Teacher Count Formula
- Definition
  - Sum of Teacher FTE with less than 2 full time equivalent years of combined IL Public Schools
- Formula
  - Σ (Teacher FTE with less than 2 in the EIS In-State Teaching Experience field)
- At State and District levels: This metric should be disaggregated by High Poverty and Low Poverty schools.

Average Teacher Salary Formula

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

Teacher Attendance Rate Formula

- Definition
    - Percent of Teacher FTE who were reported absent less than 10 days except due to Parental Leave, FMLA, Professional Development, or Long-Term Disability
- Formula
    - ((Sum of Teacher FTE absent less than 10 days) ÷ (Teacher FTE)) × 100

Teacher Evaluation Formula

- Definition
    - Total number of Teachers who received an evaluation in the current reporting year that received a Proficient or Excellent rating on their evaluation divided by the total number of teachers who received an evaluation for the school year
- Effective Teacher
    - Formula
        - ((Total number of Teachers with a Proficient or Excellent Evaluation rating) ÷ (Teacher count who received an evaluation)) × 100
- High Poverty Schools
    - (Total number of Teachers with a Proficient or Excellent Evaluation rating for high poverty schools) ÷ (Total number of Teachers who received an evaluation for high poverty schools) × 100
- Low Poverty Schools
    - (Total number of Teachers with a Proficient or Excellent Evaluation rating for low poverty schools) ÷ (Total number of Teachers who received an evaluation for low poverty schools) × 100
- At State and District levels: This metric should be disaggregated by High Poverty and Low Poverty schools.

Pupil Teacher Ratio – (Elementary and High School) Formula

- Definition
    - Average number of students per Classroom Teacher FTE for grade bands PreK-8 and 9-12
        - Position Category is Instructional

- Position Code is not 250 or 251
- Position Code does not begin with a 6
- Grade Level Assignmentis Elementary or High School
- Formula
  - (Fall Enrollment Count) ÷ (Classroom Teacher FTE) :1

Teachers with Short Term or Provisional Licenses Rate Formula

- Definition
  - Percent of Teacher FTE with an issued provisional license or approved Short-Term/Emergency approval within the Educator Licensure Information System (ELIS)
  - Provisional License
    - Educator has at least one of the following provisional licenses with an issued status AND no PEL with an issued status.
      - Alternative Provisional Educator Endorsement (APE)
      - Provisional In-State Educator (PIDU)
      - Visiting In-State Educator (VIT)
      - Transitional Bilingual Educator (TBE)
  - Short-Term/Emergency Approval
    - Educator has at least one of the following as issued:
      - Short Term Emergency (STE) Approval
      - Short Term Approval (STA)
        - Excluding STA-PARA
- All Schools
  - Formula
    - ((Teacher FTE with an active Short-Term/Emergency Approval or issued Provisional License) ÷ (Teacher FTE)) × 100
- High Poverty Schools
  - Formula
    - (Total Teacher FTE with an active Short-Term/Emergency Approval or issued Provisional License for high poverty schools) ÷ (Total Teacher FTE for high poverty schools) × 100
- Low Poverty Schools
  - Formula
    - (Total Teacher FTE with an active Short-Ter/Emergency Approval or issued Provisional License for low poverty schools) ÷ (Total Teacher FTE for low poverty schools) × 100
- At the State and District level: This metric should be disaggregated by High Poverty and Low Poverty schools.

Teachers with Short Term/Emergency Approval or Provisional Licenses Count

- Definition
  - Sum of Teacher FTE with an issued provisional license or approved Short-Term/Emergency approval within the Educator Licensure Information System (ELIS)
  - Provisional License
    - Educator has at least one of the following provisional licenses with an issued status AND no PEL with an issued status.
      - Alternative Provisional Educator Endorsement (APE)
      - Provisional In-State Educator (PIDU)

- Visiting International Teacher (VIT)
- Transitional Bilingual Educator (TBE)
  - Short-Term/Emergency Approval
    - Includes the following: Educator has at least one of the following as Issued
      - Short Term Emergency (STE) Approval
      - Short Term Approval (STA)
        - Excluding STA-PARA
- Formula
  - Σ (Teacher FTE with an active Short-Term/Emergency or issued Provisional License)
- At State and District: This metric should be disaggregated by High Poverty and Low Poverty schools.

Teachers with Gifted Endorsement Formula
- Definition
  - Total headcount of teachers who hold a gifted education endorsement.
- Formula
  - Total headcount of teachers who hold a gifted education endorsement
- Note: Includes for License and Endorsement where "License Credential Status" is either Issued (I)

Sources of Data
Employment Information System (EIS)
Educator Licensure Information System (ELIS)
Student Information System (SIS)

National Board Certified Teachers
SY 2025

National Board Certified Teachers

Definition

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

Guidance Citation

State Statute/Guidance: Illinois General Assembly - Bill Status for HB2438 (ilga.gov) and Public Act 102-0594
Federal Statute/Guidance: N/A

Business Rules

- The total number of educators who are National Board Certified
  - Use the ELIS Designation table (don't use the Endorsement table).
  - Should pull designation from the "Additional Credentials" tab in ELIS listed under designations.
  - Include only designations in "issued" status with an expiration date on or after June 30, 2025.
  - Include only designations with Specialty Code 0017 (NBPTS; Master Teacher Designation).
  - Include only active employment in EIS.
- The number of educators who are National Board Certified for each race/ethnicity teacher group (EIS).
  - Educator Race/Ethnicity Codes (EIS)
    - 11: Hispanic or Latino
    - 12: American Indian or Alaska Native
    - 13: Asian
    - 14: Black or African American
    - 15: Native Hawaiian or Other Pacific Islander
    - 16: White
    - 17: Two or More Races
    - 18: Middle Eastern or North African
    - 99: Unknown
- The number of educators who are National Board Certified for each gender teacher group (EIS).
- Educator Gender Codes (EIS):
  - F: Female
  - M: Male
  - N: Non Binary

Formula (calculations)

Total Teacher Headcount

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

Total Teacher Headcount by Race/Ethnicity

- Definition
  - The total number of all Teachers with National Board Certification by Race/Ethnicity
- Formula

- Count of all distinct IEIN values with National Board Certification at the Work Location by Race/Ethnicity
- Includes for License where "License Credential Status" is either Issued (I), Hold License (HL), or Hold Unpaid Taxes (HT)
- Includes for National Source Code NBPTS (National Board of Professional Teaching Standards) and Specialty National Source NBPTS only

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

Sources of Data
Employment Information System (EIS)
Educator Licensure Information System (ELIS)

Teacher Out of Field
SY 2025

Teacher Out of Field

A teacher teaching in a grade or content area for which he or she does not hold the appropriate state-issued license, endorsement, approval, or previous qualification.
- A teacher is considered out-of-field on a course level basis. For example, a teacher can be out-of-field for one course and in-field for a different course.

At school/district/state levels, a teacher will be considered out-of-field if they are out-of-field for at least one of their course assignments.

Note that starting in SY2025, course assignment sections with no teacher assigned will also be considered out-of-field.

Guidance Citation
State Statute/Guidance: Illinois ESSA Plan
Federal Statute/Guidance:
- ESSA 2017 Federal Guidance
- ESSA Plan Template

Business Rules
- Entities
  - Charter Schools are excluded and should be displayed as "n/a" for reporting.
    - Charters do not follow the same licensure requirements.
    - Charter school teachers are neither in-field nor out-of-field.
  - Category 8 "Other State Funded" entities are excluded and should be displayed as "n/a" for reporting.
- Course Assignments
  - Only **include** course assignment sessions where at least one student in the course session received an outcome of Pass or Fail.
  - **Exclude** a session that includes at least one student course assignment that has a course setting of "Online Learning (internet-based)".
  - **Exclude** a session that includes at least one student course assignment that has a dual credit indicator.
  - Course assignment sessions are used to link teachers and students.
  - Students in a course assignment session with no teacher are considered taught by an out-of-field teacher.
  - Courses with a subject code of '09' are excluded from the calculation.
- Teachers
  - Has a course assignment in the given school year at the school.
- Out-of-Field Teachers
  - At a school level, any teacher with at least one out-of-field course assignment will be considered out-of-field for the school.
    - A teacher can be out-of-field at one school (at least one course out-of-field), but in-field at another school (no out-of-field courses).
  - At a district level, any teacher with at least one out-of-field course assignment will be considered out-of-field for the district.

- A teacher can be out-of-field at one district (at least one course out-of-field), but in-field at another district (no out-of-field courses).
    - o At the state level, any teacher with at least one out-of-field course assignment will be considered out-of-field.
    - o Link teachers to course assignments and students through course assignment data and use the Out-of-field rules below to compare licensure information to course subjects and grade levels to determine if a teacher is out of field.
- In-Field Teachers should follow the rules below:
    - o Exclude license endorsements with these subject codes:
        - ADMIN
        - DUAL
        - GIFT
        - NBPTS
        - PARA
        - SERVE
    - o Exclude Licenses (and endorsements attached to those licenses) with these Certificate codes:
        - APA
        - CSBO
        - PARA
        - PEDU
        - SUB
- Basic Rules:
    - o Sessions without a teacher assigned will be considered out-of-field.
    - o Sessions with more than one teacher assigned will be considered in-field if at least one teacher assigned to the session is considered in-field.
    - o Any educator with an issued PEL can teach State Course ID = 19197A000
        - Added an indicator for this course, so that any teacher with this course and an issued PEL will be considered in field for this course.
    - o Any educator working at a charter school should not be out-of-field.
        - Any course taught at a charter school will be excluded.
    - o Use reporting year end-of-year snapshot.
    - o Licenses, Approvals, and Qualifications should have an original issue date on or before March 1 of considered school year.
    - o Endorsements on License should have one of the following to be included.
        - Original Issue Date on or before March 1 of the considered school year
        - No original issue date AND an issue date on or before March 1 of the considered school year
        - No original Issue date AND no issue date
    - o Approvals listed in the chart below should be considered with the grade ranges listed.
- Bilingual and ESL Teachers
    - o All teachers with an issued Bilingual or ESL endorsement or approval are marked as in field.
    - o For endorsements, we only consider educators with an issued License.
    - o Approvals with code I (Issued) are considered for approval status.
    - o Consider issued approvals in the table below with the associated Endorsement Code:

Approval Code	License Endorsement Codes
STA	BALB
STA	BAMH

STA	BARA
STA	BASS
STA	BBEN
STA	BBUL
STA	BBUR
STA	BCAN
STA	BCHI
STA	BCHN
STA	BCRE
STA	BCZE
STA	BDAN
STA	BEWE
STA	BFAR
STA	BFIL
STA	BFRE
STA	BGER
STA	BGRE
STA	BGUJ
STA	BHAI
STA	BHEB
STA	BHIN
STA	BHMO
STA	BHUN
STA	BIND
STA	BITA
STA	BJAP
STA	BKAN
STA	BKAR
STA	BKHM
STA	BKIR
STA	BKOR
STA	BLAO
STA	BLAT
STA	BLIT
STA	BMAL
STA	BMAN
STA	BMAY
STA	BMON
STA	BNEP
STA	BPAN
STA	BPIL
STA	BPOL

STA	BPOR
STA	BROH
STA	BROM
STA	BRUS
STA	BSCB

- Special Education Teachers
  - All teachers with an issued Special Education endorsement or approval are marked as in field.
  - All teachers with an issued 'ECT', 'SGSI','SGNI','INTV','CUES' approval are considered SPED and will be marked as in field.
  - Approvals with code I (Issued) are considered for approval status.
  - Consider issued approvals in the table below with the associated Endorsement Code:

Approval Code	License Endorsement Codes
STE	LBSI
STE	ECT
STE	DHH
STE	BPS

  - Consider issued licenses with an endorsement in the table below with the associated Subject Code.

License Endorsement Code	License Endorsement Description	Endorsement Subject Code
LCAS	Learning Behavior Specialist II: Curriculum Adaptation	SPED
LMDS	Learning Behavior Specialist II: Multiple Disabilities	SPED
LTRS	Learning Behavior Specialist II: Transition	SPED
LTS	Learning Behavior Specialist II: Technology	SPED
LBIS	Learning Behavior Specialist II: Behavior Intervention	SPED
LBSE	Learning Behavior Specialist II: Bilingual Special Education	SPED
LBSI	Learning Behavior Specialist I	SPED
LDBS	Learning Behavior Specialist II: Deaf-Blind	SPED
DHH	Teachers of Students who are Deaf and Hard of Hearing	SPED
BPS	Teachers of Students who are Blind and Visually-Impaired	SPED
ECS3	Early Childhood Special Education	SPED

- Miscellaneous Course Subject
  - A teacher cannot be out of field for teaching a course in the subject area Miscellaneous.

- - Teachers must still have a valid teaching license with an endorsement appropriate for the grade range.
- Sign Language Courses
  - A teacher cannot be out of field for teaching a Sign Language course.
  - A Sign Language course is any course with 'Sign Language' in the title.
  - Teachers must still have a valid teaching license with an endorsement, approval, or qualification appropriate for the grade range.
- Elementary Grade Ranges
  - For course assignments that are grades K-8, an educator is in-field when the course assignment grade is within the grade range for any Endorsements, Qualifications, and Approvals that are Issued.
  - Subject area is not considered for elementary grades.
  - Grade ranges are considered issued for the following:
    - Issued endorsements on issued licenses (status on both are I – Issued)
    - Issued Qualifications
    - Issued Approvals
    - NOTE: Grade ID for endorsements and qualifications should not be null and can be excluded. Approvals with no grade id are considered out of field except for those listed in the approval grade range table below.

Approval Code ID	Approval Code	Grade Code	Grade Range
5	AUT	6	PK-22
38	BLD	6	PK-22
63	CBD	6	PK-22
72	CLD	6	PK-22
74	CPH	6	PK-22
86	DHH	6	PK-22
180	LBSI	Z	K-22
181	LBSL	6	PK-22
183	LD	6	PK-22
195	MR	6	PK-22
230	OBD	6	PK-22
257	OLD	6	PK-22
261	OMR	6	PK-22
270	OPH	6	PK-22
280	OSL	6	PK-22
284	OSP	6	PK-22
285	OSPX	6	PK-22
318	PH	6	PK-22
390	SED	6	PK-22
412	TBI	6	PK-22

- High school grades
  - When considering courses that serve high school students, educator courses are also considered in field if they satisfy one of the following criteria: "License and Endorsements", "Approvals",

"Qualifications", "Endorsements and Specific Courses or Subjects". Use crosswalks for "License and Endorsement", "Approvals" and "Qualifications". Any other endorsement and course combinations are listed in "Endorsements and Specific Courses or Subjects".

- o License and Endorsements
    - ▪ Educator courses will be in field if the subjects taught align with their issued endorsements attached to a license that has a status code of I (Issued). Matches between endorsements and subject areas are done using the endorsement cross walk.
    - ▪ Crosswalk between ELIS Endorsement Codes and SIS Subject Codes

License Endorsement Subject Code ELIS	Subject Area Code SIS	SIS Subject Area
LANG	1	English Language and Literature
ESL	1	English Language and Literature
MATH	2	Mathematics
SCI	3	Life and Physical Sciences
HIST	4	Social Sciences and History
SOSCI	4	Social Sciences and History
PSYCH	4	Social Sciences and History
ARTS	5	Fine and Performing Arts
MUSIC	5	Fine and Performing Arts
HIST	5	Fine and Performing Arts
SOSCI	7	Religious Education and Theology
PE	8	Physical, Health, and Safety Education
MEDIC	8	Physical, Health, and Safety Education
CTE	8	Physical, Health, and Safety Education
VOCED	8	Physical, Health, and Safety Education
COMP	10	Information Technology
GRAPH	10	Information Technology
CTE	10	Information Technology
VOCED	10	Information Technology
COMM	11	Communication and Audio/Visual Technology
CTE	11	Communication and Audio/Visual Technology
LIBR	11	Communication and Audio/Visual Technology
VOCED	11	Communication and Audio/Visual Technology
BUS	12	Business and Marketing
OFFIC	12	Business and Marketing
COMP	12	Business and Marketing
CTE	12	Business and Marketing
VOCED	12	Business and Marketing
AUTO	13	Manufacturing
AVIAT	13	Manufacturing
GRAPH	13	Manufacturing
CTE	13	Manufacturing
VOCED	13	Manufacturing

TEED	13	Manufacturing
CTE	14	Health Care Sciences
VOCED	14	Health Care Sciences
MEDIC	14	Health Care Sciences
CRIM	15	Public, Protective, and Government Service
CTE	15	Public, Protective, and Government Service
VOCED	15	Public, Protective, and Government Service
HOMEC	16	Hospitality and Tourism
FOOD	16	Hospitality and Tourism
CTE	16	Hospitality and Tourism
VOCED	16	Hospitality and Tourism
CONST	17	Architecture and Construction
GRAPH	17	Architecture and Construction
CTE	17	Architecture and Construction
VOCED	17	Architecture and Construction
COMP	17	Architecture and Construction
AG	18	Agriculture, Food, and Natural Resources
NATUR	18	Agriculture, Food, and Natural Resources
HOMEC	18	Agriculture, Food, and Natural Resources
FOOD	18	Agriculture, Food, and Natural Resources
CTE	18	Agriculture, Food, and Natural Resources
SCI	18	Agriculture, Food, and Natural Resources
HOMEC	19	Human Services
CLOTH	19	Human Services
CTE	19	Human Services
VOCED	19	Human Services
AUTO	20	Transportation, Distribution and Logistics
AVIAT	20	Transportation, Distribution and Logistics
GRAPH	20	Transportation, Distribution and Logistics
CTE	20	Transportation, Distribution and Logistics
VOCED	20	Transportation, Distribution and Logistics
AUTO	21	Engineering and Technology
AVIAT	21	Engineering and Technology
COMP	21	Engineering and Technology
CTE	21	Engineering and Technology
VOCED	21	Engineering and Technology
GRAPH	21	Engineering and Technology
CTE	22	Miscellaneous
LIBR	22	Miscellaneous
VOCED	22	Miscellaneous
ELEM	23	Non-Subject-Specific
FORN	24	World Languages
COMP	17	Architecture and Construction
MEDIC	14	Health Care Sciences

GRAPH	11	Communication and Audio/Visual Technology

- This crosswalk above is used to determine if an educator's endorsements qualify them to teach a SIS course.
- Crosswalk for Endorsements without a Subject Code

Endorsement ID	Endorsement Code	Endorsement Subject Code
7205	DGA	CTE
7158	ECC	CTE
7159	ECV	VOCED
7174	EMC	CTE
7268	ENGT	CTE
7261	FASM	CLOTH
7251	FCOS	HOMEC
7247	FPM	VOCED
7209	GET	VOCED
7076	GRA	CTE
7105	HPRC	CTE
7480	MANO	BUS
7461	MLY	FORN
7505	NRCM	CTE
7512	NUCA	MEDIC
7525	PACA	MEDIC
7536	PDD	VOCED
6726	PRL	CTE
6630	TARB	ADMIN
6624	TBMC	ADMIN
6627	TBVI	ADMIN
7285	TDHH	ADMIN
6629	TESL	ADMIN
6602	TGEO	ADMIN
6603	THED	ADMIN
6599	THIS	ADMIN
6606	TJOU	ADMIN
6607	TLAG	ADMIN
6608	TLAR	ADMIN
6609	TLBI	ADMIN
6610	TLCH	ADMIN

6611	TLCS	ADMIN
6612	TLDA	ADMIN
6613	TLDT	ADMIN
6614	TLEN	ADMIN
6615	TLES	ADMIN
6616	TLFC	ADMIN
6617	TLIS	ADMIN
6618	TLPE	ADMIN
6619	TLPH	ADMIN
6620	TLPS	ADMIN
6621	TLSP	ADMIN
6623	TMAT	ADMIN
6604	TMUS	ADMIN
6605	TPSY	ADMIN
6598	TREA	ADMIN
6600	TSCI	ADMIN
6601	TSLP	ADMIN
6595	TSPA	ADMIN
6596	TSPE	ADMIN
6597	TSSA	ADMIN
6594	TTED	ADMIN
6593	TTSP	ADMIN
7321	WARO	CTE
7325	WFS	HOMEC
7337	WPD	COMP

- This crosswalk above is used to determine the subject area for endorsements that do have an assigned subject area.
- o Approvals
    - Educator courses will be in field if the subjects taught align with their approvals with status codes I (Issued). Matches between approvals and subject areas are done using the approval cross walk.
- o Qualifications
    - Educator courses will be in field if the subjects taught align with their qualifications with status codes I (Issued). Matches between qualifications and subject areas are done using the approval cross walk.
- o Courses for specific endorsement codes and subject codes
    - All of the following rules apply to the endorsement code for licenses with endorsements, qualifications, and approvals.

- Educators with an issued Business, Marketing, Computer Education: Computer Programming (BMCP) or Computer Science (COSC) endorsement can teach all courses under course subject code 10 Information Technology
- Educators with a LA, ELA, ENGL, or LANG endorsement can teach the following courses:
  - 11101A000
  - 11101A002
  - 11104A000
  - 11147A000
  - 11149A000
  - 11148A000
  - 11001A000
  - 11001A001
- Educators with an endorsement under the ELIS subject code BUS can teach the following courses:
  - 19262A001
  - 22210A000
  - 72210A000
- Educators with an endorsement under the ELIS subject code HOMEC can teach the following courses:
  - 05190A000
  - 05164A000
  - 05193A000
  - 05193A001
- Anyone with a PEL can teach the following courses:
  - 19154A001
  - 19198A003
  - 19197A000
  - 19199A000
  - 19198A000
  - 19152A000
  - 19152A001
  - 19151A001
  - 19198A001
  - 19154A000
  - 19151A000
- Anyone with a PEL and SCG3 endorsement can teach courses:
  - 19153A000
  - 19198A002
- Anyone with a PEL and/or a SCG3 or SCGE endorsement can teach course:
  - 19153A000
- Anyone with a PEL and a SCI endorsement subject code can teach courses:
  - 14252A000

- 14252A002
    - Educators with a TEED endorsement can teach courses in the course subject code 20 Transportation, Distribution, and Logistics category as well as the course subject code 13 Manufacturing.
  - o Out of Field Teachers
    - Any teacher that does not fit into the in-field categories above are considered Out of Field

- Additional Resources
  - o The table below shows the Endorsement Subject Codes commonly found in these business rules and their corresponding license endorsement code(s).

Endorsement Subject Code	License Endorsement Code
ADMIN	CSBO, DSE, GADM, GSGA, GSUP, PRIN, SUPO, SUPT, TARB, TBMC, TBVI, TDHH, TEAS, TESL, TGEO, THED, THIS, TJOU, TLAD, TLAG, TLAR, TLBI, TLCH, TLCS, TLDA, TLDT, TLEN, TLES, TLFC, TLIS, TLPE, TLPH, TLPS, TLSP, TMAT, TMUS, TPSY, TREA, TSCI, TSLP, TSPA, TSPE, TSSA, TTED, TTSP
ADULT	ABE, ACE, AESP, ALPN, AMS, APN, GEDM, GEDP, PAED
AG	ABM, ABMC, ACTC, AG, AGEC, AGED, AGEL, AGEN, AGES, AGMC, AGME, AGPR, AGRF, AGS, AGVO, AGVS, AMT, AOAS, APM, ASCI, ASS, ASSP, HO, HOR, NRCC, PRAG, RES, SOCR
ARTS	ART, ARTS, COAI, COAR, COPH, CRAR, DA, DAS, DRAM, DRAW, DRWS, DTA, FIAR, FILM, OPAE, PAD, PD, PDPA, PHOT, SPDR, SPPA, SPTH, SPTS, TADA, TH, THAR, THAS, THCA, THDR, THDS, THEN, TOPA, VARS, VART
AUTO	AAMT, AATC, ABR, AFM, AICE, ANRE, AR, AUMA, AUME, AUSH, AUTE, COLT, DIME, KYA, SER, VMR
AVIAT	ACM, AE, AIOP, AMA, AVAE, AVIA, AVMA, AVME, CFI, GRSC, PINA
BILIN	BALB, BAMH, BARA, BASS, BBEN, BBUL, BBUR, BCAN, BCHI, BCHN, BCRE, BCZE, BDAN, BEWE, BFAR, BFIL, BFRE, BGER, BGR, BGRE, BGUJ, BHAI, BHEB, BHIN, BHMO, BHUN, BIND, BITA, BJAP, BKAN, BKAR, BKHM, BKIR, BKOR, BLAO, BLAT, BLIT, BMAL, BMAN, BMAY, BMON, BNEP, BPAN, BPIL, BPOL, BPOR, BROH, BROM, BRUS, BSCB, BSLO, BSOM, BSPA, BSWA, BTAG, BTAI, BTAM, BTEL, BTHA, BTUR, BUKR, BURD, BVIE, BWIN, BYOR, EFB, TBPO, TBSP
BUS	ACBC, ACBO, ACC, ACES, ADSA, BABU, BB, BCTC, BF, BFA, BFI, BFSC, BFSS, BIII, BKK, BMC, BMCP, BMCS, BMM, BMMS, BMR, BOOK, BPSM, BSNP, BSNS, BSNT, BU, BUAD, BUAR, BUEC, BUED, BUEN, BUES, BULA, BUM, BUMA, BUPS, BUS, BUSS, CO, COS, EC, EC/B, EMO, EMOC, ENTR, FIT, GEBU, HRM, IIS, IN, IT, MANO, MAP, MAR, MIMA, MOOF, OMAN, PMO, PMOC, POMC, POMP, SALE, SBOP, SOMP, STBO, TSMO, TTM, VEPR
CKP	CKAA, CKAB, CKAC, CKAD, CKAE, CKAF, CKAG, CKAH, CKAI, CKAJ, CKAK, CKAL, CKAM, CKAN, CKAO, CKAP, CKAQ, CKAR, CKAS, CKAT, CKAU, CKAV, CKAW, CKAX, CKAY, CKAZ, CKBA, CKBB, CKBC, CKBD, CKBE, CKBF, CKBG, CKBH, CKBI, CKBJ, CKBK, CKBL, CKBM, CKBN, CKBO, CKBP, CKBQ, CKBR, CKBS, CKBT, CKBU, CKBV, CKBW, CKBX, CKBY, CKBZ, CKCA, CKCB, CKCC, CKCD, CKCE, CKCF, CKCG, CKCH, CKCI, CKCJ, CKCK, CKCL, CKCM, CKCN, CKCO, CKCP, CKCQ, CKCR, CKCS, CKCT, CKCU, CKCV, CKCW, CKCX, CKCY, CKCZ, CKDA, CKDB, CKDC, CKDD, CKDE, CKDF, CKDG, CKDH, CKDI, CKDJ, CKDK, CKDL, CKDM, CKDN, CKDO, CKDP, CKDQ, CKDR, CKDS, CKDT, CKDU, CKDV, CKDW, CKDX, CKDY, CKDZ, CKEA, CKEB, CKEC, CKED, CKEE, CKEF, CKEG, CKEH, CKEI, CKEJ, CKEK, CKEL, CKEM, CKEN, CKEO, CKEP, CKEQ, CKER, CKES, CKET, CKEU, CKEV, CKEW, CKEX, CKEY, CKEZ, CKFA, CKFB, CKFC, CKFD, CKFE, CKFF, CKFG, CKFH, CKFI, CKFJ, CKFK, CKFL, CKFM, CKFN, CKFO, CKFP, CKFQ, CKFR, CKFS, CKFT, CKFV, CKFW, CKFX, CKFY, CKFZ, CKGA, CKGB

CLOTH	CAO, CLTE, CLTS, CUTA, FAME, FASM, TA, TECL
COMM	COEL, COMM, COTE, CSIR, MACO, RABR, RTV, RTVB, RTVP, RTVR, RTVT, SPCO, SPS, TTP, TVP
COMP	BCCO, BCP, BCPS, BDP, BPRO, CAU, CEMR, CIR, COAP, COGR, COLI, COOP, COPC, COPR, CORE, COSC, COSS, CRT, CSA, DAPR, FDP, ICO, INPR, IPC, IPP, IPS, KEOP, KEY, PTEC, TEDS, TEED, TESP, TEWR, WDD, WPD
CONST	ABC, ARDR, AREN, ARES, BCBM, BLCO, BLMA, BLRE, CA, CAAP, COC, CON, CONC, COOC, COTR, CTEC, EL, ELCT, ELEN, ELMA, ELOC, ELT, ELTR, ELYS, EN, MASY, MTS, OPEN, PL, PLA, PLAP, RCE, REF, REWI, VE
CRIM	CJ, CJCC
CTE	AASS, ABIO, ABUS, ACBK, ACBM, ACDD, ACEE, ACHT, ACHV, ACPT, ACRT, ACTR, ADA, ADAS, ADDA, AER, AESS, AFNR, AFPP, AGAS, AGBM, AGMT, AGPS, AGSC, AGSI, AIR, AIRF, AMTC, AMTT, ANRS, APFC, APST, APTT, ARMY, ASIP, ATHT, ATM, ATMC, ATMM, ATTB, ATTR, AUTO, AVBT, BEHA, BIOM, BIOT, BPFM, BPMC, BPMS, BRB, BRBR, BRO, BSNW, CAA, CCP, CCPA, CCSM, CHWK, CIRT, CJPS, CLS, CLSM, CMMW, CNAA, COM, COP, COPG, COSG, CP, CPSA, CRC, CRCA, CSM, CSNT, CSTG, CTG, DAA, DDTG, DENT, DGA, DIA, DPDI, ECC, ECED, ECET, ECGT, EDTN, EDUG, EES, ELE, EMC, EMOE, EMTB, EMTT, ENGT, EPTG, ETG, ETT, FCCP, FCDA, FCED, FCSC, FCSW, FCWF, FGA, FIRE, FNCC, FNWS, FPMC, FSFF, GRA, GRCM, HACV, HAHS, HCWC, HESC, HESF, HETT, HEUC, HHAH, HORI, HOSP, HPCS, HPRC, HPRS, HRCS, HURE, IAM, IETT, IMMT, INFT, JOUR, LAWE, LPCC, LPCF, LPCP, LPVN, LSPL, MARK, MCA, MCAB, MCIR, MEDA, MEDC, METF, MICS, MIEL, MNMC, MPWO, MRTS, MSWK, MTT, MTTM, MWEL, NAPC, NAVM, NET, NRC, NRCM, NSAM, NTSM, OPTH, PADM, PHBO, PHLB, PHTA, PHTC, PHTG, PHYT, PLS, PMKO, PPTA, PRL, PTAD, PTP, PTT, PWOM, REAL, RHAB, RTBT, RTTA, SDMO, SECU, SEMT, SENS, SETT, SMTS, STEM, STT, TAIR, TDTA, TDTT, TFOR, TIS, TPIL, TTBD, VME, WARO, WDIR, WECO, WETT, WFSC, WPDD, WTW
DUAL	BIO, ECOM, ELI, HIST, MACL, MAGE, MAST, PSYC, SPCH
EARLY	CAC, EARL, INST, PSE
ELEM	A AG, A MG, ELEM, MASP, SCG3, SCG6, SCG9, SCGE, SCKP, SCS3, SCXK
ESL	ENAL, ENAM, ENAR, ENAS, ENBE, ENBM, ENBU, ENCC, ENCR, ENCZ, ENDA, ENFA, ENFI, ENFR, ENGE, ENGR, ENGU, ENHA, ENHE, ENHI, ENHM, ENHU, ENIN, ENIT, ENJA, ENKH, ENL, ENLA, ENLI, ENLK, ENLT, ENMA, ENMC, ENNE, ENPA, ENPI, ENPL, ENPO, ENRO, ENRU, ENSB, ENSL, ENSP, ENTA, ENTE, ENTH, ENTM, ENTW, ENUK, ENUR, ENVI, ENWI, ENYO, ESL, ESLS
FOOD	CHTC, COCH, COFO, CUAR, FMC, FNUS, FONU, FOPR, FOSE, FSAC, FSHM, FSMS, FSPL, GOCO, RMGT
FORN	AFRI, AFRK, AIND, ALGO, AMHA, APAC, ARAB, ARME, ASAT, ASSY, BANT, BES, BISA, BOCZ, BULG, BURM, CANT, CHIN, CHIP, COMA, CREE, CREO, CZEC, DANI, DUTC, EWE, FARS, FILI, FINN, FL, FREN, FRES, GAEL, GAL, GERM, GERS, GREE, GUJ, HAIT, HEB, HIND, HMON, HUNG, INDI, INDO, ITAL, ITAS, JAMA, JAPA, KDRE, KHME, KORE, LAO, LATI, LATS, LATV, LGLA, LITH, MACE, MAL, MAND, MARA, MLY, MYL, NEPA, NORW, PANJ, PERS, PILI, POLI, PORT, ROLA, ROMA, RUSS, SANS, SCB, SECR, SGL, SIOU, SLOV, SPAN, SPAS, SWAH, SWED, TAIW, TELU, THAI, TURK, UKRA, URDU, VIET, WINN, YIDI, YORU
GIFT	EXCH, EXCS, GIED, GIES, GIF, GIFS
GRAPH	CAD, DCA1, DCA2, DR, DRDE, GCT, GDCA, GPC, GPE, GPEG, GPEO, GR, GRAR, GRAS, GRCO, GRDE, GROC, MD, MDS, MEDR, PR, PRDR, SCPR, SIPA, TDA
HIST	AMHI, EUHI, HHOR, HI, HIS, MHIS, MUHI
HOMEC	BACD, BAOP, BECU, BESL, BOSA, BR, CCGM, CCGS, CCO, CCR, CDC, CDCS, CDEC, CDES, CEHM, CERM, CFAS, CGC, CHCA, CHDE, CHDS, CR, DUBR, FACA, FACL, FACN, FACS, FALI, FAS, FASS, FC, FCAR, FCTC, FEP, FN, FREL, FRLS, FS12, GE, GRDY, HCTC, HDCA, HEC, HECS,

	HFL, HHFE, HMGS, HMGT, HMKG, HMKS, HOEC, HOES, HOFU, IFLE, IFR, IFRP, IHM, INDE, KN, MA, MAG, NE, OB, OCHO, QU, REP, RM, SEWG, STSE, TRSA, TRTO, UNDR, VOHO, VOHS, WFS
HSL	HSE
LANG	ALIT, COMP, COMS, ELA, ELAS, ELIT, ELL, ENGL, ENGS, JHLS, JO, LA, LANG, LAS, LING, LIT, READ, REAS, SP, SREA, SRES, TELA, WOLI
LIBR	AV, AVA, AVS, AVTM, IM, IMS, INME, INMS, INSP, LIBR, LIBS, LIS, LISP, MEBR, MED, MEDS, MTV
MATH	MATH, MATS
MEDIC	DE, DEAI, DLT, EMT, HCA, HCAR, HECA, HEED, HEES, HEOC, HNO, HOA, HOMC, HOO, HOPT, HOTC, HSTC, LAAS, LPN, MAC, MASS, MEAS, MLA, MOM, MRT, MRTC, MSEC, NA, NCO, NSPT, NU, NUAS, NUCA, NUCL, NUPR, NUR, NUSE, OCTC, OTA, PACA, PN, RAD, RATE, RT, RTS, STEC
MUSIC	BAND, CHOR, CHOS, GU, INMU, MTHS, MUAP, MUIS, MUS, MUSI, MUSS, MUSV, MUTH, MUVS, ORCH, VOMU
NATUR	AH, DCG, ENCO, ENED, FISC, FLDE, FLOR, FOR, HSOC, HSOM, LAND, ORHO, PCA, PLHO, TAX, WOO
NBPTS	AAAH, AAAM, AAAS, AACT, AAEC, AAEL, AAEM, AAES, AAEX, AAHE, AALA, AAMM, AAWF, AAWG, AAWL, AAWS, ACMA, ACMP, AECL, AEG, AELM, AEML, AENL, AEWL, ASCO, AYA, AYMU, AYPE
OFFIC	AA, ASIS, BAMC, BCS, DAEN, GC, GOC, GRSH, LESE, MVD, OFMA, OFPR, OFSK, REKE, SBED, SE, SEP, SEPR, SH, SPRA, SPWR, SS, TY, TYI, WOPR
PARA	PARA
PE	ATT, BADA, BEDA, DRED, DRES, GO, HAYO, JSD, KA, MEDN, PE, PEH, PES, PHFI, RACQ, REC, RECS, SAED, SAES, SDE, SDES, SEDE, SMM, WOFI, YO
PIDU	PIDU
PSYCH	CHPS, PRA, PSA, PSB, PSS
SCI	AN, ASGY, ASMY, BAEL, BEAS, BI, BIS, BISC, BISS, BO, CH, CHS, ENSC, ES, ESGE, ESGG, GEOL, GEOS, GES, GESC, GESS, GGEO, GLYS, GSM, LISC, LISS, META, NASC, NASS, NSBI, NSCH, NSPH, PHAR, PHGE, PHGY, PHLE, PHSC, PHSS, PHYS, PYSS, SCES, SCI, SCIB, SCIC, SCIE, SCIP, SCIS, ZOO
SECED	SECE
SERVE	CGW, CTC, GUID, GUIS, MFT, SCOI, SCOS, SCOU, SCS, SLP, SLPN, SN, SNS, SPLP, SPLS, SPSS, SPSY, SSW, SSWS, STN, SUPG, TNC, TNCS, TSW
SOSCI	CI, CIPS, CPS, CPSS, CRJU, GEOG, GOVT, HU, HUDE, INRE, PHIL, POSC, PS, PSO, PST, PUSE, RHES, RHET, RUSO, SO, SOED, SOS, SOSA, SOSB, SOSC, SOSS, SOST, SSEC, SSGE, SSHI, SSPS, SSPY, SSS, SSSA, THEO, THHA, TLSS, URST, USHI, WOHI
SPED	BL, BLS, BPS, BPSS, CUDI, DHH, DHHS, ECS3, ECSE, ECSP, ECT, EH, EMDI, EMH, EMHS, LBIS, LBLS, LBSE, LBSI, LBSL, LBSS, LCAS, LD, LDBS, LDS, LIIS, LMDS, LTRS, LTS, LTSS, MALA, MR, MRS, MSL, MUHA, MUHS, OCTH, PH, PHS, PHTH, PTA, SC, SED, SEDS, SLI, SLIS, SLPS, SLTR, SLTS, SOMA, SPED, TMH, TMHS
VOCED	AICO, AMR, AMTE, AOWA, APWI, AURE, BAHA, BARB, BAWE, BIMA, BLTR, BPM, BRSO, BUDR, CAEN, CAMA, CAOC, CDO, CLRE, CMO, CONS, COSM, CUMA, DIED, DTS, ECV, EEEC, EEIC, EEIR, ELEC, ELEL, ELRE, ELS, ELWO, ELY, EPTI, FCOS, FCS, FICA, FIFI, FPM, GESH, GET, GOV, GSHS, HAAN, HAC, HEAT, HEMR, HEO, HEOR, HOMA, HOME, HPD, HTHM, HVAC, IA, IAS, ICTC, IEIR, IES, IMMR, INED, INEL, INES, INMA, INMT, INTE, ITE, ITEC, ITES, ITW, JSS, LET, LFL, LIPL, LOCK, LPA, MACH, MAHA, MANC, MANU, MAPR, MAS, MASH, MATE, MATR, ME, MEEN, MEMC, MEMR, MEO, MET, MEWO, MEWS, MFG, MFPM, MIL, MOC, MOP, MRC, MSA, MTO, OMRA, OPA, OPMA, PDD, PI, PLLE, PMC, PMW, POME, POTE, PT,

	PWC, REES, REFR, REMA, RETE, RIGG, SAR, SCRI, SHME, ST, SVE, TAGA, TD, TDM, TES, TIHO, TPE, TPT, TR, TRAN, TRIN, TRIS, TROC, TRPE, TTD, UP, VMD, VMEM, VOE, VTI, VTIS, WE, WEFA, WO, WOS, WWT

Teacher Out of Field

- Definitions
  - Count of Out-of-Field Teachers: Distinct count of course sessions with out-of-field teachers or no teachers.
- Percent of Out-of-Field Teachers:
  - ((Distinct count of course sessions with out-of-field teachers or no teachers) ÷ (Distinct count of course sessions)) x 100
    - Exclude course assignments at a charter school or category 8 entity.
    - Course assignments are only included if at least one student received an outcome of pass or fail.
    - The location of the course will determine where the teacher is considered out-of-field regardless of where the teacher's working location is.

Sources of Data

SIS Teacher Course Assignment Data
SIS Student Course Assignment Data
Educator Licensure Information System (ELIS) Licensure Data
Educator Licensure Information System (ELIS) Endorsement Data
Educator Licensure Information System (ELIS) Approval Data
Educator Licensure Information System (ELIS) Designation Data

Administrator and Support Personnel Measures
SY 2025

Administrator and Support Personnel Measures

Definition

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

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

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

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

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

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

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

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

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

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

Novice Administrator Rate is defined as the percent of Administrator FTE with less than 2 FTE years of combined IL public school service.

Novice Administrator Count is defined as the sum of Administrator FTE with less than 2 FTE years of combined IL public school service.

High-Poverty Schools is defined as a school in which the percentage of "low-income" Fall Student Enrollment ranks at or above the 75th percentile.

Low-Poverty Schools is defined as a school in which the percentage of "low-income" Fall Student Enrollment ranks below the 25th percentile.

Support Personnel FTE is defined as employees in EIS who have one or more active employment records, worked during the regular school year (not summer school), and consist of one of the approved EIS Support Personnel position codes (School Counselor, School Nurse, School Psychologist, and School Social Worker).

- School Counselor FTE
- School Nurse FTE
- School Psychologist FTE
- School Social Worker FTE

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

- Pupil School Counselor Ratio
- Pupil School Nurse Ratio
- Pupil School Psychologist Ratio
- Pupil School Social Worker Ratio

Guidance Citation
State Statute/Guidance: Illinois School Code 105 ILCS 5/18-8.15
Federal Statute/Guidance: EdFacts FS059 - Staff FTE

Business Rules
- All rate calculations are numerator ÷ denominator × 100 (rounded to 1 decimal point).
- All averages and ratio metrics are rounded to the nearest whole number.
- For school level, work locations (schools) that **do not** receive a report card are **excluded** from all administrator metrics.
- All Educator metrics are calculated on the work location level. The district is the district/parent of the working location. If Working location entity is district (Category 2) then working location entity is used to as district entity.
- For district level, **include** all schools in that district, regardless if the school receives a report card or not.
- For state level, **include** all schools and districts, regardless if the school receives a report card or not.
- Principal Turnover at the school level is reported as a count, but at the district and state level, it is reported as an average.
- Identifying Metric Groups
  - Has an active Employment record and associated Position and Working Location details.
  - The Position record is associated with the School Year to be calculated.
  - An Administrator is identified in the Employee Information System (EIS) as those with a Position Category of:
    - Administrative
    - Excluding ROEs (ISBE Funded Assignments) Position Codes of:
      - 122 – Regional Superintendent
      - 123 – Assistant Regional Superintendent
  - A Certified Staff member is identified in the Employee Information System (EIS) as:
    - Have an active Employment record and associated Position and Working Location details.
    - The Position record is associated with the School Year to be calculated.
    - The Position Category is one of the following:

- Administrative
- Instructional
- Ancillary Staff
- Excluding ROEs (ISBE Funded Codes) Position Codes of:
  - 122 – Regional Superintendent
  - 123 – Assistant Regional Superintendent
  o A Principal is identified in the Employee Information System (EIS) as those with a Position Code of:
    - 103 – Principal
  o A Support Personnel member is identified in the Employee Information System (EIS) as those with a Position Code of:
    - 372 – School Counselor
    - 374 – School Nurse
    - 377 – School Psychologist
    - 379 – School Social Worker
- Position Details
  o The following are collected at the Position level, which are utilized to calculate a Full-Time Equivalent (FTE) value for that position and is the value utilized to calculate their FTE Salary:
    - Salary
    - Percent Full Time
  o Position FTE is determined by the following:
    - If a district has submitted "Contract Override Days" for their EIS records then Position FTE is:
      - Percent Full time * (Days Paid / Contract Override Days for Full Time), otherwise
    - Position FTE is:
      - Percent Full time * (Days Paid / Contract Days for Full Time)
  o Position FTE salary is determined by the following:
    - Base salary / Position FTE
  o Note Regarding Full Time vs Part Time and FTE:
    - A position's Full-time /Part-time distinction is submitted by the district at the positions level. An educator can occupy two different positions based on the Position Codes (e.g. teacher and assistant principal) for the same district – they would be considered a part time teacher and a part time administrator. Each position's "percent full time" would be less than 100% and the total percent full time for both positions cannot exceed 100%.
    - An educator can occupy one position based on the Position Code (e.g. Principal) and be assigned to multiple work locations. The FTE is determined at the position level and the work location FTE is determined by multiplying the work location "workload" value by the position FTE.
    - If an educator holds the same position at multiple employers (district) the educator's FTE is determined at each employer.
- Work Location Details
  o All Administrator and Certified Staff metrics are calculated based on the work location / school of the administrator.
  o An Administrator and Certified Staff can have more than one work location associated with an EIS Position.
  o Each Working Location detail:
    - Identifies the physical location / school the individual is assigned to.

- The district is determined by the parent entity of the working location/ school.
- Includes the Workload which represents the amount of time the educator is at the location
  - Work location FTE is the percent of their EIS Position Full-Time Equivalent value they are allocated to that work location or workload * position FTE.

Formula (calculations)

Administrator FTE Formula
- Definition
  - Administrator FTE is the sum of all Work Location FTE values for Administrators
  - The metric is computed at the School, District, and State level
- Formula
  - ∑ (Work Location Workload Values × Position Full-Time Equivalent value)

Certified Staff FTE *(Not displayed on the Report Card)* Formula
- Definition
  - Certified Staff FTE is the sum of all Work Location FTE values for Certified Staff
  - This metric is not displayed on the Report Card
- Formula
  - ∑ (Work Location Workload Values × Position Full-Time Equivalent value)

Pupil Administrator Ratio Formula
- Definition
  - Pupil Administrator Ratio is the Fall Enrollment Count divided by the Administrator FTE
- Formula
  - (Fall Enrollment Count) ÷ (Administrator FTE) : 1

Pupil Certified Staff Ratio Formula
- Definition
  - Pupil Certified Staff Ratio is the Fall Enrollment Count divided by the Certified Staff FTE

- Formula
  - (Fall Enrollment Count) ÷ (Certified Staff FTE) : 1

Principal Turnover 6 Years Formula
- Definition
  - At the School level, the Principal Turnover 6 Years is the number of different principals at the same school in the current year and the past 5 years, totaling 6 years, and is reported as a count.
  - At the District and State levels, the Principal Turnover 6 years is the number of unique principals in the current year and the past 5 years (total 6 year) divided by the number of schools, and is reported as an average.
  - In both calculations, the result is rounded to the nearest whole number
- Formula
  - School Level:
    - Total Number of Principals that have been in the school in the current year and past 5 years.
  - District and State Level:

- ▪ Total Number of Principals in the current year and the past 5 years ÷ Number of Schools

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

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

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

Novice Administrator Rate Formula
- Definition
  - Percent of Administrator FTE with less than 2 full time equivalent years of combined IL Public Schools
- Formula
  - ((Administrator FTE with less than 2 in the EIS In-State AdminTeaching Experience field) ÷ (AdminiistratorTeacher FTE)) × 100

High Poverty Schools Formula
- Formula
  - (Total Admin FTE with less than 2 in the EIS In-State Admin Experience field for high poverty schools) ÷ (Total Admin FTE for high poverty schools) × 100

Low Poverty Schools Formula
- Formula

- o (Total Admin FTE with less than 2 in the EIS In-State Admin Experience field for low poverty schools) ÷ (Total Admin FTE for low poverty schools) × 100
- At State and District levels: This metric should be disaggregated by High Poverty and Low Poverty schools.

Novice Administrator Count Formula
- Definition
    - o Sum of Administrator FTE with less than 2 full time equivalent years of combined IL Public Schools
- Formula
    - o Σ (Administrator FTE with less than 2 in the EIS In-State Admin Experience field)
- At State and District levels: This metric should be disaggregated by High Poverty and Low Poverty schools.

Support Personnel FTE
- Definition
    - o Support Personnel FTE is the sum of all Work Location FTE values for each Support Personnel position
- Formula
    - o Σ (Work Location Workload Values × Position Full-Time Equivalent value)

Pupil Support Personnel Ratio
- Definition
    - o Pupil Support Personnel Ratio is the Fall Enrollment Count divided by the Support Personnel FTE for each position
- Formula
    - o (Fall Enrollment Count) ÷ (Support Personnel FTE) : 1

Sources of Data
Employment Information System (EIS)
Student Information System (SIS)

Civil Rights Data Collection (CRDC)
SY 2025

Civil Rights Data Collection (CRDC)

Definition

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

Guidance Citation

State Statute/Guidance: N/A

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

Business Rules

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

Report Card Year	CRDC Data Year *(every 2 years)*	CRDC Data Available *(every 2 years)*	Data Delay
2019 *(first year)*	2015-16	April 2018	3 years
2020	2017-18	April 2020	2 years
2021	2017-18	April 2020	3 years
2022	2017-18	April 2020	4 years
2023	2017-18	April 2020	5 years
2024	2021-22 (Data was received late by CRDC)	Summer 2023 (Data was received late by CRDC)	2 years

- Data will be reported as a percentage carried out 1 decimal place.
  - o Exception to this will be for following metrics, which will be displayed as both a percentage carried out 1 decimal place and a number.
    - Number and Percent Enrolled in Preschool
    - Number and Percent in Advanced Placement
    - Number and Percent in International Baccalaureate
    - Number and Percent in Dual Credit
- When reporting as a number, should be presented as a whole number (no decimals)
- "In School Suspensions" will be displayed as a rate (percentage)
- "Out of School Suspensions" will be displayed as a rate (percentage)
- "Expulsions" will be displayed as a rate (percentage)
  - o For total school expulsions, the following are summed to get the numerator.
    - Preschool children who receive expulsion.

- Students without disabilities who received an expulsion with educational services.
- Students without disabilities who received an expulsion without educational services.
- Students without disabilities who received an expulsion under zero tolerance policies.
- Students with disabilities who received an expulsion with educational services.
- Students with disabilities who received an expulsion without educational services.
- Students with disabilities who received an expulsion under zero tolerance policies.

- "School Related Arrests" will be displayed as a rate (percentage)
- "Referral to Law Enforcement" will be displayed as a rate (percentage)
- "Chronic Absenteeism" will be displayed as a rate (percentage)
  - Note: For the SY24 and SY25 Report Card, this data was not provided by CRDC for reporting year 2021-22
- "Incidents of Harassment or Bullying" will be displayed as a rate (percentage)
  - For this metric, the rate will be expressed as incidents of harassment or bullying per 100 students.
  - The following are provided by counts for incidents of harassment or bullying:
    - Incidents of harassed or bullied on the basis of sex
    - Incidents of harassed or bullied on the basis of race, color, or national origin
    - Incidents of harassed or bullied on the basis of disability
    - Incidents of harassed or bullied on the basis of sexual orientation
    - Incidents of harassed or bullied on the basis of religion
- "Incidents of Violence" will be displayed as a rate (percentage)
  - For this metric, the rate will be expressed as incidents of violence per 100 students
  - The following are provided by counts for incidents of violence:
    - Incidents of rape or attempted rape
    - Incidents of sexual assault (other than rape)
    - Incidents of robbery with a weapon
    - Incidents of robbery with a firearm or explosive device
    - Incidents of robbery without a weapon
    - Incidents of physical attack or fight with a weapon
    - Incidents of physical attack or fight with a firearm or explosive device
    - Incidents of physical attack or fight without a weapon
    - Incidents of threats of physical attack with a weapon
    - Incidents of threats of physical attack with a firearm or explosive device
    - Incidents of threats of physical attack without a weapon
    - Incidents of possession of a firearm or explosive device
  - For the total count of incidents of violence, the numerator in our percentage should sum the counts, but then display the firearm and homicide indicators as separate data points
- "Firearm Indicator" is a yes or no value answering the following question: Has there been at least one incident at your school that involved a shooting (regardless of whether anyone was hurt)?
  - For the School level, this will be a yes or no indicator
  - For the District level, this will be a count indicating the number of schools within the district that had a yes indicator
  - For the State level, this will be a count indicating the number of schools within the state that had a yes indicator
- "Homicide Indicator" is a yes or no value answering the following question: Have any of your school's students, faculty, or staff died as a result of a homicide committed at your school?
  - For the School level, this will be a yes or no indicator

- o For the District level, this will be a count indicating the number of schools within the district that had a yes indicator
- o For the State level, this will be a count indicating the number of schools within the state that had a yes indicator
- "Number and Percent Enrolled in Preschool" will be displayed as a rate (percentage) as well as a number
- "Accelerated Coursework" will be made up of the following
  - o "Number and Percent in Advanced Placement" will be displayed as a rate (percentage) as well as a number
  - o "Number and Percent in International Baccalaureate" will be displayed as a rate (percentage) as well as a number
  - o "Number and Percent in Dual Credit" will be displayed as a rate (percentage) as well as a number
- The following metrics will be displayed twice on the Classic PDF and the Custom PDF (one metric using CRDC data; one metric using ISBE calculated data)
  - o Chronic Absenteeism
  - o Number and Percent Enrolled in Preschool
  - o Number and Percent in Accelerated Coursework (AP, IB, DC)

Formula (calculations)

CRDC - In School Suspensions Formula

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

CRDC - Out of School Suspensions Formula

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

CRDC – Expulsions Formula

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

CRDC - School Related Arrests Formula

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

CRDC - Referral to Law Enforcement Formula

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

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

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

CRDC – Incidents of harassment or bullying

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

CRDC - Incidents of Violence

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

CRDC - Firearm Indicator Formula

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

CRDC - Homicide Indicator Formula

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

CRDC - Number and Percent Enrolled in Preschool Formula

- (∑(Total number of students enrolled in preschool) ÷ ∑(Total number of students)) × 100

CRDC - Number and Percent in Advanced Placement Formula

- (∑(Total number of students in Advanced Placement) ÷ ∑(Total number of students)) × 100

CRDC - Number and Percent in International Baccalaureate Formula

- (∑(Total number of students in International Baccalaureate) ÷ ∑(Total number of students)) × 100

CRDC - Number and Percent in Dual Credit Formula

- (∑(Total number of students in Dual Credit) ÷ ∑(Total number of students)) × 100

Sources of Data
Civil Rights Data Collection (CRDC)

District and School Legislative Districts
SY 2025

District and School Legislative Districts

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

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

Guidance Citation
State Statute/Guidance: N/A
Federal Statute/Guidance: N/A

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

- State Senate District Number
- State House District Number

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

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

Sources of Data
Entity Profile System (EPS)