Illinois State Board of Education

Public Business Rules
2019 Report Card Metrics

Updated 9/19/2019 – Version 5.0

Revision History

Version	Date Updated	Revision(s)

1.0	8/15/2019	Updates made to:
		• Eighth Graders Passing Algebra I
		  ○ Revisions made to the business rules for how the denominator is determined
		• Freshman on Track
		  ○ Revisions made to the business rules for how the cohort is determined

2.0	8/26/2019	Updates made to:
		• Average Class Size
		  ○ Revisions made to the business rules for courses that are excluded
		• Civil Rights Data Collection
		  ○ Revisions made to the definition and business rules for how the Firearm Indicator and the Homicide Indicator data will be displayed at the School, District, and State level

3.0	9/10/2019	Updates made to:
		• Average Teacher Salary
		  ○ Revisions made to the business rules and formula
		• Average Administrator Salary
		  ○ Revisions made to the business rules and formula

4.0	9/12/2019	Updates made to:
		• Proficiency Rate ELA, Math and Science – All Tests
		  ○ Revisions made to the business rules
		• Proficiency Rate ELA, Math and Science – DLM-AA
		  ○ Revisions made to the business rules
		• Proficiency Rate ELA and Math – SAT
		  ○ Revisions made to the business rules
		• Participation Rate: ELA, Math, and Science – All Tests
		  ○ Revisions made to the business rules

5.0	9/19/2019	Updates made to:
		• Average Class Size
		  ○ Revisions made to the business rules
		• Total Student Enrollment
		  ○ Revisions made to the business rules

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Grades Served
SY 2019

Grades Served

Definition

The grade levels that schools offer to educated students.

Guidance and Citation

State Statute/Guidance: N/A
Federal Statute/Guidance: EdFacts FS039 — Grades Offered

Business Rules and Technical Implementation

Business Rules

Grades Served:

For Grades K-12:

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

For Pre-Kindergarten:

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

Formula (calculations)

N/A

Technical Rules

N/A

Sources of Data

Student Information System (SIS) and Entity Profile System (EPS)

Responsible Entity

SY 2019

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 (i.e. Home or Serving / District or School) per rules defined below. Some students are assigned to a responsible school and district, while others are assigned to a responsible district only. One group of students are only reported at the state level.

Guidance Citation

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

Responsible Entity Rules for the 2019 Report Card

- These rules shift reporting primarily by serving school, as was the case in 2018, to reporting primarily by home school.
- Entities that will receive a Report Card:
    - Any public school that is Category 4 or Category 8, and the home school enrollment is equal to 10 or more will receive a Report Card.
- There are two exceptions to this rule. The following serving schools will also receive a Report Card:
    - Bismark-Henning-Rossville-Alvin Cooperative High School
    - Paris Cooperative High School
- Public schools that were open during the school year and enrolled students as a home school will receive a Report Card. 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.
- The Illinois Math and Science Academy 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.

Business Rules and Technical Implementation

Business Rules

Responsible School

- Students enrolled in "Evaluation" and "Birth to Three" grades are excluded from any Report Card enrollment counts.
- Students with a home school that is a category 4 or 8.
    - This includes Pre-K centers that are a category 4, which is part of a district.
    - This excludes the Early Childhood Centers that are not part of a district.
- The responsible school is the home school of the enrollment record, with the exception for the following cooperative schools:

    - Bismark-Henning-Rossville-Alvin Cooperative High School
    - Paris Cooperative High School
- When the home school is Bismarck-Henning-Rossville-Alvin Cooperative High School 1 or Bismarck-Henning-Rossville-Alvin Cooperative High School 7, the responsible entity that will receive the Report Card is Bismarck-Henning-Rossville-Alvin Cooperative High School.
- When the home school is Paris Cooperative High School 95 or Paris Cooperative High School 4, the responsible entity that will receive the Report Card is Paris Cooperative High School.
- The responsible district is the parent district of the responsible school.
- All students reported at the school/district level are also reported at the state level.
- Students from districts with deactivated schools should be 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 out based on home school, with the exception of the following metrics:
    - Student Enrollment, which includes:
        - Total Enrollment
        - Homeless Enrollment
        - Low-Income Enrollment
        - Student Enrollment by Race/Ethnicity
    - Climate Survey (for 5Essentials, or AdvancED, or Comprehensive School Climate Inventory), which includes:
        - Percentage of Schools with Over 50 percent Response Rate
        - Student Response Rate
        - Teacher Response Rate
        - Survey Components (5Essentials only)
    - Educator Qualifications, which includes:
        - Teacher Retention
        - FTE Teacher Count
        - Teacher Headcount
        - Teacher Gender Distribution
        - Teacher Race Distribution
        - Teacher Education Distribution – Bachelor's Degree
        - Teacher Education Distribution – Master's Degree or Above
        - Average IL Public Schools Teacher Experience
        - Novice Teacher Ratio
        - Average Teacher Salary
        - Teacher Attendance Rate
        - Teacher Attendance Count
        - Teacher Evaluation
        - Teacher Rated Proficient or Excellent

        - Pupil Teacher Ratio – Elementary
        - Pupil Teacher Ratio – High School
        - Teachers with Short Term or Provisional Licenses
    - Average Class Size
    - Mobility
    - Health and Wellness
- In addition, all metrics for the following will be reported at the serving school level
    - Bismark-Henning-Rossville-Alvin Cooperative High School
    - Paris Cooperative High School

Formula (calculations)
N/A

Technical Rules
N/A

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

Year End Collection

SY 2019

Year End Collection (YEC)

Metric Information

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

Definition

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

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

Guidance Citation

State Statute/Guidance: Illinois School 105 ILCS 5/10-20.30 , Illinois School Code 105 ILCS 5/26-3d and Illinois School Code ILCS 5/10-17a
Federal Statute/Guidance: N/A

Business Rules and Technical Implementation

Business Rules

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

Formula (calculations)

Health and Wellness Formula

- Health and Wellness Count
  Teaching Time (reported at grade levels 3, 6, and 8)

Minutes Per Day Math Formula

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

Minutes Per Day Science Formula

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

Minutes Per Day English Formula

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

Minutes Per Day Social Science Formula

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

No Pass No Play Formula

- No Pass No Play count

Truant Minors Formula

- Truant Minor count

Technical Rules

Minutes per day is rounded to nearest whole number and stored in the database as a decimal (3.0).

Sources of Data

Year End Collection (YEC)

Proficiency Rate ELA, Math, and Science – All Tests
SY 2019

Proficiency Rate ELA, Math and Science - All Tests

Definition

This measure is the proficiency rate for students combining all tests. A rate is calculated for ELA, Math, and Science at the elementary and high school levels. The numerator for each calculation is the number of students who are proficient. The denominator is the greater of students tested or 95 percent of the testing population.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/2-3.64a-5
Federal Statute/Guidance: ED Facts E- MAPS Assessment Metadata Survey

Business Rules and Technical Implementation

Business Rules

- High School: Grades are 9 through 12
  - Use SAT and DLM-AA scores for ELA and Math
    - Levels 3 and 4 are proficient for SAT and DLM-AA
  - Use ISA and DLM-AA scores for Science
    - Level 2 is proficient for ISA and levels 3 and 4 are proficient for DLM-AA
  - Notes:
    - For ELA and Math, Grade 9 and Grade 10 are excluded from proficiency rates by subject and test
    - For Science, Grade 9 and Grade 10 are excluded for DLM
    - For Science, Grade 9 and Grade 10 are included for ISA
- Elementary School: Grades are 3 through 8
  - Use PARCC/IAR and DLM-AA scores for ELA and Math
    - Levels 4 and 5 are proficient for PARCC/IAR
    - Levels 3 and 4 are proficient for DLM-AA
  - Use ISA and DLM-AA for Science
    - Level 2 is proficient for ISA and levels 3 and 4 are proficient for DLM-AA
- ELA, Math, and Science rates for the "All Student" population are computed and displayed using the following formula:
  - Number of students who are proficient in ELA or Math or Science / the greater of {number of students with valid scores in ELA or Math or Science} or {95% of the testing enrollment} * 100
  - The testing enrollment is defined in the Participation metric.

Formula (calculations)

Proficiency Rate ELA All Tests Formula

- (Number of students who are proficient in ELA) / (The greater of {number of students with valid scores in ELA} or {95% of the ELA testing enrollment}) * 100
  - Use this formula for every student group and overall

  Numerator
  - Number of students who are proficient in ELA

Denominator
- The greater of
  - Number of students with valid scores in ELA
  - 95% of the ELA testing enrollment

Proficiency Rate Math All Tests Formula

- (Number of students who are proficient in Math) / (The greater of {number of students with valid scores in Math} or {95% of the Math testing enrollment}) * 100
  - Use this formula for every student group and overall

Numerator
- Number of students who are proficient in Math

Denominator
- The greater of
  - Number of students with valid scores in Math
  - 95% of the Math testing enrollment

Proficiency Rate Science All Tests Formula

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

Numerator
- Number of students who are proficient in Science

Denominator
- The greater of
  - Number of students with valid scores in Science
  - 95% of the Math testing enrollment

Technical Rules

N/A

Sources of Data

Student Information System (SIS)

Proficiency Rate ELA, Math, and Science – DLM-AA
SY 2019

Proficiency Rate ELA, Math and Science – DLM-AA

Definition

DLM-AA has four levels of performance. Students scoring in levels 3 and 4 are considered proficient. If the number of students tested is greater than or equal to 95 percent of the testing population, then percent proficient is calculated as the number of student's proficient divided by the number of students tested. Else, if the number of students tested is less than 95 percent of the testing population, then the percent proficient is calculated as the number of students proficient divided by 95 percent of the testing population as defined by the denominator in the Participation metric. The primary reported metric is the number of students that are proficient / the greater of {the number of students tested} or {95 percent of the testing population}.

- The proficiency rate is calculated for Math, ELA, and Science.
- There are no given scale scores for DLM-AA, only performance levels.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/2-3.64a-5
Federal Statute/Guidance: Evaluations, Eligibility Determinations, Individualized Education Programs, and Educational Placements 34 CFR § 300.320

Business Rules and Technical Implementation

Business Rules

- If a student is in Performance Level 3 or 4, then they are considered Proficient.
- Note: For ELA, Math and Science, Grade 9 and Grade 10 are excluded from proficiency rates
- Math, ELA, and Science rates for the "All Student" population are computed and displayed using the following formula:
    - (Number of students who are proficient in ELA or Math or Science) / (The greater of {number of students with valid scores in ELA or Math or Science} or {95% of the testing enrollment}) * 100
    - The testing enrollment is defined in the Participation metric
- Each student demographic group is calculated the same way.
- The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity (school, district, or state level) and at the grade level.

Formula (calculations)

Proficiency Rate ELA Formula

- (Number of students who are proficient in ELA) / (The greater of {number of students with valid scores in ELA} or {95% of the ELA testing enrollment}) * 100
- Use this formula for every student group and overall

Numerator

- Number of students who are proficient in ELA

Denominator

- Greater of
    - Number of students with valid scores in ELA
    - 95% of the ELA testing enrollment

Proficiency Rate Math Formula

- (Number of students who are proficient in Math) / (The greater of {number of students with valid scores in Math} or {95% of the Math testing enrollment}) * 100
- Use this formula for every student group and overall

Numerator

- Number of students who are proficient in Math

Denominator

- Greater of
    - Number of students with valid scores in Math
    - 95% of the Math testing enrollment

Proficiency Rate Science Formula

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

Numerator

- Number of students who are proficient in Science

Denominator

- Greater of
    - Number of students with valid scores in Science
    - 95% of the Science testing enrollment

Technical Rules

N/A

Sources of Data

Student Information System (SIS)

Proficiency Rate ELA and Math – SAT
SY 2019

Proficiency Rate ELA and Math - SAT

Definition

The SAT is an entrance exam used by most colleges and universities to make admissions decisions. Illinois uses the SAT as the official state assessment for high school.

Illinois has set four levels of performance for the SAT. Students scoring in levels 3 and 4 are considered proficient. Scale scores associated with the performance levels can be found in an FAQ on IL SAT Performance levels.

If the number of students tested is greater than or equal to 95 percent of the testing population, then percent proficient is calculated as the number of student's proficient divided by the number of students tested. Else, if the number of students tested is less than 95 percent of the testing population, then the percent proficient is calculated as the number of students proficient divided by 95 percent of the testing population as defined by the denominator in the Participation metric. The primary reported metric is the number of students that are proficient / the greater of {number of students tested} or {95 percent of the testing population}.

Additionally, the Average SAT score for ELA and Math is calculated on the school, district, and state level.

The proficiency rate is calculated for ELA and Math.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/2-3.64a-5
Federal Statute/Guidance: ED Facts E- MAPS Assessment Metadata Survey

Business Rules and Technical Implementation

Business Rules

- ELA and Math rates for the "All Student" population are computed and displayed using the following formula:
    - Number of students who are proficient in ELA or Math / the greater of {number of students with valid scores in ELA or Math} or {95% of the testing enrollment} * 100
    - This testing enrollment is defined in the Participation metric.
- Note: For ELA and Math, Grade 9 and Grade 10 are excluded from proficiency rates
- The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity (school, district, and state) and at the grade level.
- An additional metric called Average Score for SAT is calculated.
    - The requirements are:
        - The score is calculated separately for ELA and Math;
        - The score is calculated at the school, district, and state level;
        - The ELA calculation is the sum of the ELA scores for that entity divided by the number of valid scores;
        - The Math calculation is the sum of the Math scores for that entity divided by the number of valid scores;

- This is not disaggregated by demographics;
- For the state level, only enrollments.

Formula (calculations)

Proficiency Rate ELA – SAT Formula

- (Number of students who are proficient in ELA) / (the greater of {number of students with valid scores in ELA} or {95% of the ELA testing enrollment} * 100
- Use this formula for every student group and overall

Numerator

- Number of students who are proficient in ELA

Denominator

- The greater of
  - Number of students with valid scores in ELA
  - 95% of the ELA testing enrollment

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

Proficiency Rate Math – SAT Formula

- (Number of students who are proficient in Math) / (the greater of {number of students with valid scores in Math} or {95% of the Math testing enrollment} * 100
  - Use this formula for every student group and overall

Numerator

- Number of students who are proficient in Math

Denominator

- The greater of
  - Number of students with valid scores in Math
  - 95% of the Math testing enrollment

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

Average SAT Score for ELA Formula

- (Sum of the student's SAT for ELA) / (Number of students with an SAT score)

Numerator

- Sum of the student's SAT for ELA

Denominator

- Number of students with an SAT score

Average SAT Score for Math Formula

- (Sum of the student's SAT for Math) / (Number of students with an SAT score)

Numerator

- Sum of the student's SAT for Math

Denominator

- Number of students with an SAT score

Sources of Data

Student Information System (SIS)

Proficiency Rate Science – ISA
SY 2019

Proficiency Rate Science - ISA

Definition

In compliance with federal testing requirements, Illinois administers a science assessment to students enrolled in a public school district in grades 5, 8, and once at the high school level. The high school assessment utilizes a course-based model with content aligned to Biology I.

ISA has two levels of performance. Students scoring in level 2 are considered proficient. See the ISA scale score to proficiency level conversion chart.

If the number of students tested is greater than or equal to 95 percent of the testing population, then percent proficient is calculated as the number of students proficient divided by the number of students tested. Else, if the number of students tested is less than 95 percent of the testing population, then the percent proficient is calculated as the number of students proficient divided by 95 percent of the testing population as defined by the denominator in the participation metric. The primary reported metric is the number of students that are proficient / the greater of {the number of students tested} or {95 percent of the testing population}.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/2-3.64a-5
Federal Statute/Guidance: EdFacts FS189 - Assessment Participation in Science

Business Rules and Technical Implementation

Business Rules for Rostering

- Grade 5 and Grade 8 Rostering
  - The grade is the grade at the time of testing from the Roster record.
- High School Rostering
  - High school students currently enrolled in any of the following Biology courses:
    - 03051A000 Biology
    - 03052A000 Biology – Advanced Studies
    - 03056A000 AP Biology
    - 03057A000 IB Biology
  - Special case for Hartsburg Emden CUSD 21, we include students enrolled in the following courses:
    - 03058A000 Botany
    - 03061A000 Zoology
  - Special case for St. Charles CUSD 303, we include students enrolled in the following course:
    - 03203A000 Applied Biology/Chemistry, but only if the students are in Local Course ID SS1242
  - Excluding the following academic terms:
    - Year Long Summer
    - Semester Summer
    - Trimester Summer
  - Excluding course assignments with the following grades:
    - I
    - W

        - WP
        - Audit
        - X
        - Erroneous
    - Excluding students in the current DLM-AA PreID table and students that are in the DLM-AA Correction table for the student's grade 8 or grade 11 school year.
    - Excluding any students that have received at least 0.99 credits in any Biology courses specified above during their grade 8, 9, 10, 11, or 12 years.

Special case for the following districts that assign 1.0 credits for each semester. ISBE only excludes students if they have had at least two passing semesters in any of the specified Biology courses:

- Charleston CUSD 1
- SD U-46
- Bismark Henning CUSD
- Hononegah CHD 207
- Freeport SD 145
- Rossville-Alvin CUSD 7
- Ottawa Twp HSD 140
- ISBE pre-ID'd students, however, schools who do not keep their course enrollments up-to-date will have students added to their roster.

Business Rules for Calculation

The Science rate for the "All Student" population are computed and displayed using the following formula

- Number of students who are proficient in Science / The greater of {number of students with valid scores in Science} or {95% of the Science testing enrollment} * 100
    - The demographics (Race, Gender, and the Program Indicators) are disaggregated at the entity (school, district, or state level) and at the grade level (Grade 5, Grade 8, or Grade HS)

Formula (calculations)

Proficiency Rate Science Formula

- (Number of students who are proficient in Science) / (The greater of {number of students with valid scores in Science} or {95% of the Science testing enrollment}) * 100

Use this formula for every student group and overall

Numerator

- Number of students who are proficient in Science

Denominator

- Greater of
    - Number of students with valid scores in Science
    - 95% of the Science testing enrollment

All Student Level In addition to the previous calculation, for the all student level, the proficiency will be calculated using the prior year's business rules/formula which is:

Formula

- (Number of students who are proficient in Science) / (Number of students with valid scores in Science) * 100

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

Technical Rules

N/A

Sources of Data

Illinois Science Assessment (ISA) and Assessment system in IWAS

Proficiency Rate and Growth Percentile: ELA and Math IAR (formerly PARCC)

SY 2019

Proficiency Rate and Growth Percentile: ELA and Math IAR

Definition

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 and is administered in English Language Arts and Mathematics.

IAR has five levels of performance. Students scoring in levels 4 and 5 are considered proficient. If the number of students tested is greater than or equal to 95 percent of the testing population, then percent proficient is calculated as the number of student's proficient divided by the number of students tested. Else, if the number of students tested is less than 95 percent of the testing population, then the percent proficient is calculated as the number of students proficient divided by 95 percent of the testing population as defined by the denominator in the participation metric. The primary reported metric is the number of students that are proficient / the greater of [number of students tested] or [95 percent of the testing population].

Additionally, the Student Growth Percentile (SGP) was added in the 2018 school year. The value measures the growth of the student relative to other students in the state with a similar scale score in the preceding school year(s). If the data is available, the SGP takes up to two prior scores. The school, district, and state measure is the sum of the students' score / the number of students with a score.

The proficiency rate is calculated for Math and ELA. View the Scale Score to Performance level conversion for IAR.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/2-3.25c
Federal Statute/Guidance: ED Facts E- MAPS Assessment Metadata Survey

Business Rules and Technical Implementation

Business Rules

Math and ELA rates for the "All Student" population are computed and displayed using the following formula:

- Number of students who are proficient in ELA or Math / the greater of {number of students with valid scores in ELA, Math or Composite or 95% of the testing enrollment} * 100

The testing enrollment is defined in the Participation metric.

- The demographics (Race, Gender and the Program Indicators) are disaggregated at the entity (school, district or state level) and at the grade level.

The SGP is the average at the school, district, or state. The formula is

- The sum of all individual students' SGP / the number of students with a SGP

Formula (calculations)

Proficiency Level ELA – IAR formula

- (Number of students who are proficient in ELA) / (The greater of {number of students with valid scores in ELA or 95% of the ELA testing enrollment}) * 100
    - Use this formula for every student group and overall

Numerator

- Number of students who are proficient in ELA

Denominator

- Greater of
    - Number of students with valid scores in ELA
    - 95% of the ELA testing enrollment

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

Proficiency Level Math – IAR Formula

- (Number of students who are proficient in Math) / (The greater of {number of students with valid scores in Math or 95% of the Math testing enrollment}) * 100
    - Use this formula for every student group and overall

Numerator

- Number of students who are proficient in Math

Denominator

- Greater of
    - Number of students with valid scores in Math
    - 95% of the Math testing enrollment

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

Growth Percentile ELA – IAR Formula

- (Sum of all individual student's SGP in ELA) / (Number of students with an SGP in ELA) * 100

Numerator

- Sum of all individual student's SGP in ELA

Denominator

- Number of students with an SGP in ELA

Notes:

- Growth Percentile is calculated at the entity level (School, District, and State).
- In order to calculate an SGP, the student would need to test in the same subject in the reporting year and the previous school year, in a standard test to test progression group (e.g. 3rd to 4th, 4th to 5th).
- SGP will be disaggregated at Race, Programs IEP, EL, and Low Income.
- SGP will be disaggregated by the Performance levels.

Growth Percentile Math – IAR Formula

- (Sum of all individual student's SGP in Math) / (The number of students with an SGP in Math) * 100

Numerator

- Sum of all individual student's SGP in Math

Denominator

- Number of students with an SGP in Math
    - Notes:
        - Growth Percentile is calculated at the entity level (School, District, and State)
        - In order to calculate an SGP, the student would need to test in the same subject in the reporting year and the previous school year, in a standard test to test progression group (e.g. 3rd to 4th, 4th to 5th)
            - SGP will be disaggregated at Race, Programs IEP, EL and Low Income
            - SGP will be disaggregated by the Performance levels

Sources of Data

Student Information System (SIS)

Participation Rate ELA, Math, and Science – All Tests
SY 2019

Participation Rate: ELA, Math, and Science - All Tests

Definition

Participation rate is the percentage of students who completed a standardized test in the subjects of Math, ELA, and/or Science compared to the students that should have taken the test. Each subject and test are reported at the state, district, and school level. The IAR, SAT, DLM-AA, and ISA tests are included.

For IAR, SAT, and DLM-AA, testing enrollment is defined as all students with a valid score, and all students with a Reason for No Valid Test Attempt (RNVTA) code of 10, 15, 19, 25 and 53, as assigned to a home school at the time of testing. Students with all other RNVTAs are excluded from the calculation. Those codes include: 01, 02, 03, 04, 07, 08, 09, 16, 18, 21, 22, 23, 50, 51, 52, and 54. See a complete listing of RNVTA codes and validation rules for IAR, SAT, and DLM-AA.

For ISA, testing enrollment is defined as all students with a valid score, and all students with a Reason for No Valid Test Attempt (RNVTA) code of 10, 15, 30, 31, 33 and 34, or Suppression codes of S2, S4, S5, S6, S7, S8, S09, S10, S13, or S15 as assigned to a home school at the time of testing. Students with all other RNVTAs are excluded from the calculation. Those codes include 01, 02, 03, 04, 05, 06, 07, 08, 16, 17, and 32.

Guidance Citation

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

Business Rules and Technical Implementation

Business Rules

The **numerator** is the number of students who participated in the test and received a valid score (i.e. not suppressed). All suppressed scores are removed from the numerator. The corresponding RNVTA (or the suppression code itself for ISA) determines if the record remains in the denominator.

- For IAR, suppression codes are 01 and 05
- For DLM-AA, suppression codes are Yes or Blank
- For SAT, suppression codes are 01 (suppress both ELA and Math), 02 (suppress ELA only), and 03 (suppress Math only)
- For ISA, suppression codes are S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, and S16

The **denominator** is the testing enrollment.
The testing enrollment consists of all students with a valid test score for IAR, SAT, and DLM-AA, the students that did not test, and the not tested reason code was:

- Absent from Testing (District assigned code)
    - Use of this code will affect participation.
- Refusal but Present to Test (District assigned code)
    - Use of this code will affect participation.
- Count as should have tested (ISBE assigned code)
    - Use of this code will affect participation.
    - The code is added to some students with a suppressed test score in cases when participation credit should not be given.

    - The code is added to students without a test score and the district did not enter a "Reason for No Valid Test Attempt" code.
- Count as should have tested (ISBE assigned code)
    - Grade 11 record in cases when participation credit should not be given (e.g., the student does not have a score or has a score that was invalidated by the College Board due to a misadministration).
    - The student is not required to test if still enrolled in grade 12 in any subsequent year.
- Grade 12 No Participation Credit (ISBE assigned code)
    - This code applies ONLY to grade 12 records.
    - Use of this code will affect participation.
    - The code is applied by Student Assessment to a grade 12 record in cases when participation credit should not be given.
- The current list for IAR, SAT, and DLM-AA can be found here.
- The current list for ISA can be found here.

Notes:

- For ELA and Math, Grade 9 and Grade 10 are excluded from participation rates by subject and by test
- For Science, Grade 9 and Grade 10 are excluded for DLM
- For Science, Grade 9 and Grade 10 are included for ISA

Formula (calculations)

Participation Rate Math Formula

- (Total number of students who took standardized Math tests with valid score) / (Total testing enrollment for Math) * 100

Numerator

- Number of students who participated in the Math test and received a valid score

Denominator

- Math testing enrollment

Participation Rate ELA- Formula

- (Total number of students who took standardized ELA tests with valid score) / (Total testing enrollment for ELA) * 100

Numerator

- Number of students who participated in the ELA test and received a valid score

Denominator

- ELA testing enrollment

Participation Rate Science - Formula

- (Total number of students who took standardized Science tests with valid score) / (Total testing enrollment for Science) * 100

Numerator

- Number of students who participated in the Science test and received a valid score

Denominator

- Science testing enrollment

Technical Rules

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

Sources of Data

Student Information System (SIS), Assessment system in IWAS, and
Externally for 2019:

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

National Assessment of Educational Progress
SY 2019

National Assessment of Educational Progress (NAEP)

Definition

Reading Grades 4 and 8

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

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

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

Additional resources can be found here.

Math Grades 4 and 8

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

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

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

Additional resources can be found here.

Guidance Citation

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

Business Rules and Technical Implementation

Business Rules

NAEP collects and publishes the data every two years, which is available to the public on the NAEP website in the October/November timeframe.

- 2017 data is used on the 2018 and 2019 Illinois Report Card
- 2019 data is used on the 2020 and 2021 Illinois Report Card
- 2021 data is used on the 2022 and 2023 Illinois Report Card

2019 is the first year for displaying NAEP data on the Illinois Report Card – which will be 2017 data. ISBE gathers this information from the NAEP website and enters data into the table manually. For these metrics, there will be no formulas or definition of what goes in the numerator or denominator. The NAEP information is available on the ISBE website. NAEP results will only be reported on the state-level and district-level Report Card (IIRC and Classic PDF). No NAEP results will be included on school-level Report Cards.

IIRC
State-level and district-level Report Cards (exact same data will be displayed under the new heading Academic Progress). The Report Card will contain charts that are similar to those produced on the NAEP snapshot report for the following reports:

- Results for Student Groups in 2017
    - One graph for Reading Grade 4
    - One graph for Reading Grade 8
    - One graph for Math Grade 4
    - One graph for Math Grade 8
- Achievement-Level Percentages and Average Score Results
    - One graph for Reading Grade 4
    - One graph for Reading Grade 8
    - One graph for Math Grade 4
    - One graph for Math Grade 8
- Table representing NAEP inclusion rates (participation rates) for SD and EL
    - One graph for Reading
    - One graph for Math
        - Links to the NAEP reports and supporting information, which can be found on ISBE's website at the following location under the heading "Summary of NAEP Results"

Formula (calculations)

N/A

Sources of Data

National Assessment of Educational Progress (NAEP)

State Performance Plan Indicators
SY 2019

State Performance Plan Indicators

Definition

State Performance Plan Indicators for Districts – There are 14 State Performance Plan (SPP) Indicators with data reported at the district level. In all, there are 29 metrics reported for the 14 SPP Indicators. The Indicators fall into two categories:

- Overall values from previously reported metrics (i.e. IEP Graduation Rate, Dropout Rate and Discipline all lag one year).
- The balance of the indicators are for the current year.

Note: please see ISBE- State Performance Plan Indicator Business rules on ISBE's website here.

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 and Technical Implementation

Business Rules

- SPP Indicator 1 - Graduation Rate for students with IEPs - This metric, by federal guidelines, lags one year. The value reported is the IEP disaggregated graduation percent for the 4-year cohort for the current school year – 1.
- SPP Indicator 2 - Dropout Rate for students with IEPs - This metric, by federal guidelines, lags one year. The value reported is the IEP disaggregated dropout rate for the current school year – 1.
- SPP Indicator 3 – IEP Assessment Data from PARCC/IAR, SAT, and DLM-AA. This will need to be calculated because the Report Card reports each test separately and the SPP Profile requires them to be combined.
    - 3a - Made adequate yearly progress (AYP) for students with IEPs - This metric has been retired and "N/A" will be displayed.
    - 3b1 - Reading assessment participation rate for students with IEPs.
- The tested enrollment includes all students with an IEP that participated in the test, plus those students with IEPs who did not have a valid reason for not testing.
    - 3b2 - Math assessment participation rate for students with IEPs.
- The tested enrollment includes all students with an IEP that participated in the test, plus those students with IEPs who did not have a valid reason for not testing.
    - 3c1 - Students with IEPs meeting or exceeding standards on state reading assessments.
    - 3c2 - Students with IEPs meeting or exceeding standards on state math assessments.
- SPP Indicator 4 – Significant discrepancy in the rate of suspensions and expulsions for the district – All districts with a finding of noncompliance as entered by Special Education SPP 4 lead will receive a district value of "YES" and a Met Target value of "NO".
    - 4a - Did the district have significant discrepancy in the rate of suspensions and expulsions of children with IEPs for greater than 10 days? - This metric, by federal guidelines, lags one year. If Special Education issues a finding of noncompliance a "YES" is displayed, else a "NO".
    - 4b - Did the district have a significant discrepancy by race or ethnicity, in the rate of suspensions and expulsions greater than 10 days of children with IEPs and have policies, procedures and practices that contributed to the significant discrepancy? - This metric, by federal guidelines, lags one year. If Special Education issues a finding of noncompliance a "YES"

is displayed, else a “NO”.

- SPP Indicator 5 – Educational Environment (EE) for Students Age 6-21 – The data for this series of metrics comes from the Educational Environment – Percent of Students with IEPs by EE Code, which is defined in Metric 147.
    - 5a - Students with IEPs ages 6-21 inside the general classroom > 80% of the time – From the Percent of Students with IEPs in Various EE; use the Inside >= 80% value.
    - 5b - Students with IEPs ages 6-21 inside of the general classroom < 40% of the time - From the Percent of Students with IEPs in Various EE; use the Inside < 40% value.
    - 5c - Students ages 6-21 with IEPs in separate educational facilities - From the Percent of Students with IEPs in Various EE; use the Separate Facility value.
- SPP Indicator 6 - Educational Environment (EE) for Children 3-5 – The data for this series of metrics comes from the Early Childhood Educational Environment – Percent of Students with IEPs by EE Code which is defined in Metric 147.
    - 6a - Children ages 3-5 in regular early childhood program and receiving the majority of special education and related services in the regular early childhood program - From the Early childhood Percent of Students with IEPs in Various EE; use the Majority of Services inside EC Program value.
    - 6b - Children ages 3-5 in separate special education class, separate school or residential facility - From the Early childhood Percent of Students with IEPs in Various EE; use the Separate Class/Facility value.
- SPP Indicator 7 - Early Childhood Expectations -
    - 7a1 - Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved functioning in positive social-emotional skills by the time they exited the program.
    - 7a2 - Children in an Early Childhood Special Education program who were functioning within age expectations with positive social-emotional skills by the time they exited the program.
    - 7b1 - Children who entered or exited an Early Childhood Special Education program below age expectations who substantially increased their rate of growth with improved acquisition and use of knowledge and skills by the time they exited the program.
    - 7b2 - Children in an Early Childhood Special Education program who were functioning within age expectations with acquisition and use of knowledge and skills by the time they exited the program.
    - 7c1 - Children who entered or exited an Early Childhood Special Education program that substantially increased their rate of growth in the use of appropriate behavior to meet their needs by the time they exited the program.
    - 7c2 - Children in an Early Childhood Special Education program that were functioning within age expectations regarding the use of appropriate behavior to meet their needs by the time they exited the program.
- SPP Indicator 8 - Parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with IEPs.
- SPP Indicator 9 - Did the district have disproportionate representation of racial and ethnic groups in special education and related services that was the result of inappropriate identification? - All districts with a finding of noncompliance as entered by Special Education SPP 9 lead will receive a district value of “YES” and a Met Target value of “NO”.
- SPP Indicator 10 - Did the district have disproportionate representation of racial and ethnic groups in specific disability categories that was a result of inappropriate identification? - All districts with a finding of noncompliance as entered by Special Education SPP 10 lead will receive a district value of

"YES" and a Met Target value of "NO".

- SPP Indicator 11 - Children with parental consent to evaluate who were evaluated and eligibility determined within 60 days.
- SPP Indicator 12 - Children referred by early intervention prior to age three who were found eligible for special education services and have an IEP developed and implemented by their third birthdays.
- SPP Indicator 13 - Youth age 16 and above with an IEP that includes coordinated, measurable annual IEP goals, and transition services that will reasonably enable the student to meet the postsecondary goals.
- SPP Indicator 14 – Survey of IEP Leavers – Each district plus 20% of CPS are surveyed annually to ascertain to progress of their IEP Leavers. 80% of the districts in a given year will have no values.
    - 14a - Youth who had IEPs, are no longer in secondary school, and are enrolled in higher education within one year of leaving high school.
    - 14b - Youth who had IEPs, are no longer in secondary school, and are enrolled in higher education or competitively employed within one year of leaving high school.
    - 14c - Youth who had IEPs, are no longer in secondary school, and are enrolled in higher education or some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Formula (calculations)

District Level Formula

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

State Level Formula:

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

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

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

Sources of Data

I-STAR and Student Information System (SIS)

Eighth Graders Passing Algebra I

SY 2019

Eighth Graders Passing Algebra I

Definition

This metric is the percentage of students who have passed Algebra I by the completion of eighth grade. Please note that courses taken during any summer session are NOT included in this calculation. A student enrolled at any Illinois public school, on or before October 1 of the school year, and exited on or after May 1 of the school year, is assigned to the last school and district enrolled for the school year.

Guidance Citation

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

Business Rules and Technical Implementation

Business Rules

- The denominator is the total qualified students which is determined by:
  - Students in eighth grade and;
  - Students with one or more enrollments that begins on or before October 1st of the school year and;
  - One or more enrollments that ends after May 1st of the school year.
  - Notes:
    - The sum of the days enrolled in the school year must be greater than 212.
    - Multiple enrollments from the district/school can be considered to determine whether a student qualifies as an 8th grader.
  - The student is attributed to the responsible school from their last grade 8 enrollment during the regular school year.
    - Exclude summer school by using the enrollment that is marked as the last enrollment (EOY Enrollment flag = 1)
    - Summer school students are excluded from this count, which are those who have an enrollment date equal to or later than 6/1.
    - Private school students are excluded from this count.
- The numerator is determined by:
  - Eighth grade students assigned to one of the following courses regardless of the Final Letter Grade. (This is because these classes require Algebra I as prerequisite, so therefore by being assigned to the course, the student must have already completed Algebra I for credit);
    - Existence of the course assignment is all that is required regardless of exit status or term.

State Course ID	State Course Title
02056A000	Algebra II
02072A000	Geometry
02103A000	Trigonometry
02105A000	Trigonometry/Math Analysis
02106A000	Trigonometry/Algebra
02107A000	Trigonometry/Analytic Geometry
02108A000	Math Analysis/Analytic Geometry

02109A000	Elementary Functions
02110A000	Pre-Calculus
52072A000	Geometry
02302A000	High School Math 2
02303A000	High School Math 3
02125A000	AP Calculus BC

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

State Course ID	State Course Title
02052A000	Algebra I (Secondary Course with high school credit)
02054A000	Algebra I/Part 2
02055A000	Transition Algebra
52038A000	Mathematics (grade 8) with Course Level as "Enriched" or "Honors"
52052A000	Algebra I (Prior to Secondary)
52061A000	Integrated Math–multi-year equivalent
52069A000	Algebra/Other
02061A000 02302A000	Integrated Math—multi-year equivalent
02303A000	High School Math 3

- The Course Letter Grades listed below are considered passing;

Course letter Grade	Grade Description
A+	Student received course term credit
A	Student received course term credit
A-	Student received course term credit
B+	Student received course term credit
B	Student received course term credit
B-	Student received course term credit
C+	Student received course term credit
C	Student received course term credit
C-	Student received course term credit
D+	Student received course term credit
D	Student received course term credit
D-	Student received course term credit
S	Satisfactory or Pass. Student received course term credit.

Above Average	Students performance exceeds standards (Grades K-8 only)
Average	Students performance 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.

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

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

- Math courses taken during the school year **NOT** including the summer session following grade 8;

Formula (calculations)

Eighth Graders Passing Algebra I Formula

- ∑(Number of students passing Algebra I in Eighth grade) / ∑(Total qualified students in Eighth grade)

Numerator

- Number of students passing Algebra I in Eighth grade

Denominator

- Total qualified students in eighth grade

Technical Rules

N/A

Sources of Data

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

Freshman on Track

SY 2019

Freshman on Track

Definition

This metric is the percentage of first-time ninth-grade students who have earned at least five course credits without failing more than 0.5 course credits in their core subjects. The first-time ninth-graders are students enrolled at any Illinois public school, on or before October 1 of the school year, and exit on or after May 1 of the school year, who were not previously enrolled in grade 9. A student is assigned to the last district in which he/she was enrolled for the school year. The source for this metric is from the SIS student enrollment and student course assignment data. Core subjects include reading, math, science, and social science. Please note that course credits from summer session are NOT included in this calculation.

Guidance Citation

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

Business Rules and Technical Implementation

Business Rules

- The cohort will consist only of first-time full-time freshman (grade 9) defined as:
    - **Not** enrolled in grade 9 in previous year.
    - Enrolled in Grade 9 on October 1 of the school year.
    - Enrolled in Grade 9 on May 1 of the school year.
- Notes:
    - The sum of the days enrolled by home school in the school year must be greater than 212.
    - A school needs to have the student for the whole year in order to count them for their Freshman on Track.
    - Summer school students are excluded from this count, which are those who have an enrollment date equal to or later than 6/1.
    - Private school students are excluded from this count.
- On track is defined as a student who:
    - Attained a passing grade in any courses totaling at a minimum five course credits. The course letter grades listed below are considered passing.

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

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

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

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

Course letter Grade	Grade Description
W	Withdrew from course. Student did not receive course term credit. Student was not enrolled on Course End Date.
WP	Withdrew from course. Student did receive course term credit.

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

- Core courses are academic subject areas:
  - 01 - English Language Arts
  - 02 - Mathematics
  - 03 - Life and Physical Sciences
  - 04 - Social Sciences and History
- Courses included are the completed courses from Semester 1 and 2 (S1 & S2) or Tri-Semesters 1, 2 and 3 (T1, T2 & T3).
- Course credits from summer session are not included.
- The percent of "Freshman on Track" is calculated as: ((The number of students within the district that pass courses totaling 5 or more course credits AND did not fail more than .5 course credits in core courses) /(The total number of freshmen students meeting the qualifications outlined in the cohort definition)) * 100
- A student is assigned to the last responsible school enrolled for the regular school year.
  - The end-of-year flag in the enrollment fact table determines the last regular school year enrollment.

Formula (calculations)

Freshman on Track Formula

- (Total number of students within school/district that pass courses totaling 5 or more course credits without failing more than 0.5 course credits in core courses) / (Total number of freshmen students meeting qualifications outline in cohort definition) × 100%

Numerator

- Total number of students within school/district that pass courses totaling 5 or more course credits without failing more than 0.5 course credits in core courses

Denominator

- Total number of freshmen students meeting qualifications outline in cohort definition

Technical Rules

N/A

Sources of Data

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

Early College Coursework

SY 2019

Early College Coursework (ECC)

Metric Information

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

Definition

This metric is the number of grade 9 -12 students who participated in upper-level courses referred to as Early College Coursework (ECC), including Advanced Placement (AP) courses, International Baccalaureate (IB) courses, and Dual Credit (DC) courses. The counts are reported collectively (Total of ECC) and individually. A rate is calculated for the early college course numbers comparing the distinct count of students taking ECC divided by the Fall Housing Enrollment count for grades 9 through 12. The source for this metric is from the SIS student enrollment and student course assignment data. Additionally, the number of students taking Career and Technical Education (CTE) courses are calculated and reported.

Guidance Citation

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

Business Rules and Technical Implementation

Business Rules

- The ECC is the distinct counts of students taking at least one course that is AP, IB or Dual Credit as indicated in SIS.
- The ECC Rate is the number of students taking at least one course / the grade 9 to 12 fall enrollment count.
- This metric is measured by the Responsible School/District and grade from the enrollment that is connected to the student course assignment.
- This metric uses the SIS student demographic indicators.
- Courses with a resulting grade of pass or fail are counted.
    - Courses where the student withdrew, dropped, or did not complete are ignored.

Formula (calculations)

- Early College Coursework
- Advanced Placement Enrollment (AP)
- International Baccalaureate Course Enrollment (IB)
- Dual Credit Course Enrollment (DC)
- Career and Technical Education Enrollment (CTE)

Student Taking ECC Formula

- ∑(Distinct Count of students taking early college coursework {AP, IB, Dual Credit})

The Student Rate of ECC Formula

- (Distinct Count of students taking early college coursework {AP, IB, Dual Credit}) / (Fall Enrollment Grade count) * 100.

Students Taking AP Courses Formula

- ∑(Distinct Count of students taking AP coursework)

Students Taking IB Courses Formula

- ∑(Distinct Count of students taking IB coursework)

Students Taking DC Courses Formula

- ∑(Distinct Count of students taking DC coursework)

Students Taking CTE Courses Formula

- ∑(Distinct Count of students taking CTE coursework)

Technical Rules

N/A

Sources of Data

Student Information System (SIS)

Advanced Placement Exam Passing Requirements
SY 2019

Advanced Placement (AP) Exam Passing Requirements

Definition

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

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

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

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/10-17a
Federal Statute/Guidance: ED Facts Workbook SY 2018-19 and Civil Rights Data Collection (CRDC)

Business Rules and Technical Implementation

Business Rules

- The data is sent from the College Board and is loaded into tables in the ISBE data warehouse.
- Students are not matched to SIS students. The school is identified by the College Board and saved in the data file.
- A summary table at the district/school level is created.
- The counts are aggregated at the grade level.
- Grades 9, 10, 11 and 12 are reported. All other exams 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 one exam in grade 10, two exams in grade 11, and two exams in grade 12 then the school would show five exams in grade 12 for that student.
- A score of 3.0 or more will earn college credit at Illinois public colleges or universities.
- The rules by count are:
- Sum of students taking AP exams within the school year.
    - 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.
- Sum of students earning college credit from AP exams passed within the school year.
    - This is the distinct count of students that scored 3 or above on the AP exam.
- Sum of all AP exams taken in the student's high school career.
    - This is the count of all student exams taken for each student’s career.
        - e.g. Student A takes the exams for Calculus BC in the prior year and US History in the reporting year and Student B takes the exam for Chemistry in the reporting year. In total there are three student exams taken.
- Sum of all AP exams where the student earned college credit within the student’s high school career.

- This is the count of all the exams where the student scored a 3 or higher on the exam.

Formula (calculations)

Students Taking One or More AP Exams formulas

- ∑ of students taking AP exams within the school year

Students Earning College Credit for One or More AP Exams Formula:

- ∑ of students earning college credit from AP exams passed within the school year

Total AP Exams Taken Formula

- ∑ of all AP exams taken within the school year

Total AP Exams Resulting in College Credit Formula:

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

Sources of Data

The College Board

Postsecondary Enrollment
SY 2019

Postsecondary Enrollment

Definition

Postsecondary Enrollment is the rate of students who enrolled in a U.S. college within 12 or 16 months after graduation. ISBE sources postsecondary enrollment data from the National Student Clearinghouse (NSC) and graduate data from ISBE's Student Information System (SIS).

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 and Technical Implementation

Business Rules

- Initial edits for the NSC File:
    - "Incomplete" enrollments are removed from the calculation. Records with the following status codes are considered incomplete:
        - A – Leave of Absence
        - W – Withdrawn
        - D – Deceased
    - Duplicate enrollments (i.e. those for the same student at the same college beginning in the same month and year) are marked as "duplicates" and the record with the latest end date is used.
    - Any enrollment where the end date is earlier than the begin date is marked as an error and is removed.
    - Enrollments lasting less than a month are not counted.
    - Enrollments beginning prior to the graduation date are considered dual enrollment and are not counted as a postsecondary enrollment.
    - The first enrollment beginning after the graduation date is identified as the first postsecondary enrollment and is evaluated for placement and timeframe (12- or 16-month).
- 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 30 of the following year (e.g. A student who graduated in school year 2015-16 would be considered enrolled within 12 months if the first postsecondary enrollment is during or before Sept. 30, 2018.)
- All students graduating during the school year regardless of which month they graduated are considered enrolled within 16 months if the enrollment month is on or before January 31, two years following graduation (e.g. A student who graduated in school year 2015-16 would be considered enrolled within 16 months if the first post-secondary enrollment is during or before Jan. 31, 2018.)
- The postsecondary institution is indicated as a '2' for 2-year school, '4' for 4-year school and an 'L' for less than 2-year.
- The postsecondary institution is indicated as 'Public' for a public institution and 'Private' for a private institution.

For the postsecondary enrollment metrics, enrolled graduates are attributed to the home school in which their last enrollment was exited. The district is the parent district of that school.

Formula (calculations)

Postsecondary Enrollment 12-month Formula

- ((Total student enrollment in college 12 months after graduation) / (Total students who graduate from high school)) × 100%

Postsecondary Enrollment 16-month Formula

- ((Total student enrollment in college 16 months after graduation) / (Total students who graduate from high school)) × 100%

Technical Rules

- The NSC Denominator is the count of graduates from the graduate cohort where the current enrollment = Report Card year – 2 years. For the 2019 Report Card the denominator is the count of all students who graduated in 2017. This is the denominator for all NSC calculations.
- For the 12-month percentage, count the number of students with an Enroll12MoFact = 1 divided by the total graduates times 100.
- For the 16-month percentage, count the number of students with an Enroll16MoFact = 1 divided by the total graduates times 100.

Sources of Data

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

Community College Remediation

SY 2019

Community College Remediation

Definition

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

Guidance Citation

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

Business Rules and Technical Implementation

Business Rules

- Remediation rates are calculated for the following four areas: Overall, Reading, Mathematics, and Communications.
- ICCB collects course-level data, which indicates if a course is remedial.
- ICCB delivers a file 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 as not all ICCB students have graduated high school.
- ISBE receives student-level data that indicates whether a student received credit in remedial math, reading, and communications courses.
- If the student has remedial credit in either math, reading, or communications 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 example, for the 2018 Report Card, the ICCB 2017 year-end data was provided and matched against the ISBE 2016 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, reading, or 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 .5 credit in remedial math) / (the number of students attending an ICCB institution)) x 100.

Formula (calculations)

Percentage Community College Remediation Formula

- (Sum of students from a specified entity taking remediation courses at Illinois community colleges) / (Sum of all students from a specified entity enrolled at an Illinois Community College) * 100

Technical Rules

The denominator for all calculations is ICCB Students. It contains the count of students from the school that attended an ICCB institution.

- The file contains dual enrolled students.
- Select the students where dual enrolled is zero.

The Overall calculation is Remedial Students / ICCB Students * 100.
Repeat for each of the following student groups:

- Remedial Math Students (Math Group),
- Remedial Read Students (Reading Group), and
- Remedial Communications Students (Communications Group)

Sources of Data

Student Information System (SIS) and Illinois Community College Board (ICCB)

Graduation Rate

SY 2019

Graduation Rate

Definition

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

Guidance Citation

State Statute/Guidance: N/A
Federal Statute/Guidance: EDFacts Submission System FS150 - Adjusted-Cohort Graduation Rate File Specifications

Business Rules and Technical Implementation

Business Rules

The cohort year is calculated from the responsible school year as follows:

- Four-year cohort: School year – 3 = School year for the grade 9 cohort (e.g. For SY 2019, the four-year cohort consists of students whose first year in grade 9 was 2016.)
- Five-year cohort: School year – 4 = School year for the grade 9 cohort (e.g. For SY 2019, the five-year cohort consists of students whose first year in grade 9 was 2015.)
- Six-year cohort: School year – 5 = School year for the grade 9cohort (e.g. For SY 2019, the six-year cohort consists of students whose first year in grade 9 was 2014.)
- The last enrollment for the student is the enrollment for which the business rules are applied.
- Responsible School is determined based on the student's last enrollment.
- If the last enrollment exit code is marked as a transfer to homeschooled, private school, or another public school outside the district, or death, then the student is not included in the calculation.
- If the last enrollment exit code is "06 – Graduated", then the student is included in the numerator.
- All students not excluded due to the aforementioned transfers or death are included in the denominator.
    - The table below lists what exit codes are included in the calculation ("I") and which are excluded ("E").
- The formula for the graduation rate is: (Graduates / (Graduates + Non-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)
- 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) any time during their high school career will be counted in the IEP group.
    - The Student Fact Table will be updated to "IEP Yes" if the student has at least one I-STAR Service approval record from their freshman year to current year.
    - The student will be included in the IEP group if the student had an IEP on the first enrollment.

- The student is included in the English Learner (EL) count if he/she has an EL indicator any time during their high school career.
    - The student is counted in the EL group if he/she has an EL indicator on the first enrollment and the home school on the first enrollment is the same as the home school on the current enrollment.
- A student's low-income status comes from the current enrollment.
- A student's race and gender come from the Report Card student demographics in SIS and I-STAR.

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

High School 5-Year Adjusted Cohort Graduation Rate Formula

- ((Total number of Graduates) / (Total number of Non Graduates + Total Number of Graduates)) * 100

High School 6-Year Adjusted Cohort Graduation Rate Formula

- ((Total number of Graduates) / (Total number of Non Graduates + Total Number of Graduates)) * 100

Technical Rules

N/A

Sources of Data

Student Information System (SIS)

Climate Survey

SY 2019

Climate Survey

Definition

5Essentials

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

AdvancED

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

Comprehensive School Climate Inventory (CSCI)

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

Guidance Citation

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

Business Rules and Technical Implementation

Business Rules

New for the 2019 Report Card

The prior "5Essentials Survey" section under "District Environment" has been renamed the "Climate Survey" section for the 2019 Report Card. Based on the climate survey completed, the top of the "Climate Survey" screen will display "5Essentials Survey", "AdvancED Survey", or "Comprehensive School Climate Inventory".

5Essentials Survey

The data is from the University of Chicago who conducts the survey for ISBE; the data is provided via a spreadsheet.

The percentage of schools in the district with a response rate over 50 percent is calculated as follows:

- Do not include students where the student count is zero.
- If student response rate and that teacher response rate are both greater than 50 percent the school is considered over 50 percent.
- The total number of schools is a count of schools with either a student response rate and/or a teacher response rate.
- Do not count the school if both rates are missing.

- The 5Essential components for school success are:
    - Effective Leaders
    - Collaborative Teachers
    - Supportive Environment
    - Ambitious Instruction
    - Involved Families
- New for the 2019 Report Card
    - 5Essentials components will only be displayed on the school-level IIRC.
        - We will no longer display on the district-level IIRC.
- Each component receives a score level from blank (NULL) to 99
- The scores map to one of six levels as follows:
    - 5 – MOST IMPLEMENTATION (80+)
    - 4 – MORE IMPLEMENTATION (60 to 79)
    - 3 – AVERAGE IMPLEMENTATION (40 to 59)
    - 2 – LESS IMPLEMENTATION (20 to 39)
    - 1 – LEAST IMPLEMENTATION (1 to 19)
    - 0 – NOT APPLICABLE/LOW RESPONSE (blank or NULL)

AdvancED (New for the 2019 Report Card)

- This will be added for the 2019 Report Card.
- The data is from AdvancED who conducts the survey for ISBE and the data is provided via a spreadsheet.
- The spreadsheet is loaded into the ISBE data warehouse table by ISBE IT staff and all data points are directly from this table.
    - See excel spreadsheet template titled "Climate Survey – AdvancED Report Card Data Template Final" for file layout
    - Climate Survey - AdvancED Report Card Data Template Final
- We do not collect the survey results for AdvancED, therefore the survey responses will not be displayed.
- School Student response rate is the student response rate column on the spreadsheet.
    - This metric is only displayed on the school-level IIRC and school-level At-a-Glance report.
- School Teacher response rate is the teacher response rate column on the spreadsheet.
    - This metric is only displayed on the school-level IIRC and school-level At-a-Glance report.
- The percentage of schools in the district with a response rate over 50 percent is calculated as follows:
    - Do not include students where the student count is zero.
    - If student response rate and that teacher response rate are both greater than 50 percent, the school is considered over 50 percent.
    - The total number of schools is a count of schools with either a student response rate and/or a teacher response rate.
        - Do not count the school if both rates are missing.

- This metric is only displayed on the district-level IIRC, assuming the business rules are meet for displaying this information.
- The statewide response rate is calculated for students and teachers using the following formulas:
  - Students
    - Sum of (student count * student response rate) / Sum of (student count) * 100
  - Teachers
    - Sum of (teacher count * teacher response rate) / Sum of (teacher count) * 100
    - Results are displayed as a percentage, rounded to one decimal place.
- AdvancED component information is not received, and therefore, no section will be displayed on the IIRC.

CSCI (New for the 2019 Report Card)

- This will be added for the 2019 Report Card.
- The data is from CSCI who conducts the survey for ISBE and the data is provided via a spreadsheet.
- The spreadsheet is loaded into the ISBE data warehouse table by ISBE IT staff and all data points are directly from this table.
  - See excel spreadsheet template titled "Climate Survey – CSCI Report Card Data Template Final" for file layout
  - Climate Survey - CSCI Report Card Data Template Final
- We do not collect the survey results for CSCI, therefore the survey responses will not be displayed.
- School Student response rate is the student response rate column on the spreadsheet.
  - This metric is only displayed on the school-level IIRC and school-level At-a-Glance report.
- School Teacher response rate is the teacher response rate column on the spreadsheet.
  - This metric is only displayed on the School level IIRC and School level At-a-Glance
- 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 is zero.
  - If student response rate and that teacher response rate are both greater than 50 percent, the school is considered over 50 percent.
  - The total number of schools is a count of schools with either a student response rate and/or a teacher response rate.
    - Do not count the school if both rates are missing.
  - This metric is only displayed on the district-level IIRC, assuming the business rules are meet for displaying this information.
- The statewide response rate is calculated for students and teachers using the following formulas:
  - Students
    - Sum of (student count * student response rate) / Sum of (student count) * 100
  - Teachers
    - Sum of (teacher count * teacher response rate) / Sum of (teacher count) * 100
  - Results are displayed as a percentage, rounded to one decimal place.

- CSCI Component information is not received, and therefore, no section will be displayed on the IIRC.

Formula (calculations)

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

School Student Response Rate Formula

- (∑(Student Responses) / ∑(Student Count – Student Opt Out Count)) * 100

Numerator

- Total number of student responses for the given school

Denominator

- Total number of students for the given school – Total number of students who opted out of the survey for the given school

Statewide Student Response Rate Formula

- (∑(Student Count * Student Response Rate) / ∑(Student Count) * 100

Numerator

- Sum of (Total number of school count times student response rate)

Denominator

- Sum of (Total student count)

School Teacher Response Rate Formula

- ∑(Teacher Responses) / ∑(Teacher Count) * 100

Numerator

- Sum of (Total number of teacher responses for the given school)

Denominator

- Sum of (Total number of teachers for the given school for the given school)

Statewide Teacher Response Rate Formula

- (∑(Teacher Count * Teacher Response Rate) / ∑(Teacher Count) * 100

Numerator

- Sum of (Total number of teacher count times teacher response rate)

Denominator

- Sum of (Total teacher count)

Technical Rules

5Essentials

- The data is provided by UChicago via a summarized spreadsheet.

AdvancED

- The data is provided by AdvancED via a summarized spreadsheet.

CSCI

- The data is provided by CSCI to the participating school districts, and in-turn they submit to ISBE in aggregated format.

Sources of Data

5Essentials, AdvancED, and Comprehensive School Climate Inventory (CSCI)

Annual Financial Report

SY 2019

Annual Financial Report

Definition

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

Guidance Citation

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

Business Rules and Technical Implementation

Business Rules

District financial data provide numbers for Expenditure by Function, Revenue by Source, Expenditure by Funds, and Other Financial Indicators.

Below is a breakdown of the provided data:

- Expenditure by Function – Instruction
- Expenditure by Function – General Administration
- Expenditure by Function – Supporting Services
- Expenditure by Function – Other Expenditures
    - Displayed as a percentage at the District level
    - Displayed as a percentage at the State level
- Revenue by Source – Local Property Taxes
- Revenue by Source – Other Local Funding
- Revenue by Source – Evidence-Based Funding
- Revenue by Source – Other State Funding
- 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
- Revenue by Source – Total
    - Displayed as a dollar amount at the District level
- Expenditure by Fund – Education
- Expenditure by Fund – Operations and Maintenance
- Expenditure by Fund – Transportation
- Expenditure by Fund – Debt Services
- Expenditure by Fund – Tort
- Expenditure by Fund – Municipal Retirement and Social Security
- Expenditure by Fund – Fire Prevention and Safety
- 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
- Expenditure by Fund – Total
    - Displayed as a dollar amount at the District level
- Other Financial Indicators – Equalized Assessed Valuation per Pupil
    - Displayed as a dollar amount at the District level
    - This data will always be for current year Report Card minus 3 fiscal years
    - Examples:
        - 2018 Report Card would contain FY 2015 data
        - 2019 Report Card would contain FY 2016 data
- Other Financial Indicators – Total School Tax Rate per $100
    - Displayed as a dollar amount at the District level
    - This data will always be for current year Report Card minus 3 fiscal years
    - Examples:
        - 2018 Report Card would contain FY 2015 data
        - 2019 Report Card would contain FY 2016 data
- Other Financial Indicators – Instructional Expenditure per Pupil
- 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

This document is publicly available and can be viewed here.

Formula (calculations):

- Expenditure by Function – Instruction
    - **District Percentage Formula**
        - (Instruction Expenditures for the District) / (Total Expenditures for the District)
    - **State Percentage Formula**
        - (Instruction Expenditures for the State) / (Total Expenditures for the State)
- Expenditure by Function – General Administration
    - **District Percentage Formula**
        - (General Administration Expenditures for the District) / (Total Expenditures for the District)
    - **State Percentage Formula**
        - (General Administration Expenditures for the State) / (Total Expenditures for the State)
- Expenditure by Function – Supporting Services
    - **District Percentage Formula**
        - (Support Services Expenditures for the District) / (Total Expenditures for the District)
    - **State Percentage Formula**
        - (Support Services Expenditures for the State) / (Total Expenditures for the State)

- Expenditure by Function – Other Expenditures
    - **District Percentage Formula**
        - (Other Expenditures for the District) / (Total Expenditures for the District)
    - **State Percentage Formula**
        - (Other Expenditures for the State) / (Total Expenditures for the State)
- Revenue by Source – Local Property Taxes
    - District Dollar Amount
        - N/A – Only displays the District Total Local Property Taxes Revenue dollar amount
    - **District Percentage Formula**
        - (Local Property Tax Revenue for the District) / (Total Revenue for the District)
    - **State Percentage Formula**
        - (Local Property Tax Revenue for the State) / (Total Revenue for the State)
- Revenue by Source – Other Local Funding
    - District Dollar Amount
        - N/A – Only displays the District Total Other Local Funding Revenue dollar amount
    - **District Percentage Formula**
        - (Other Local Revenue for the District) / (Total Revenue for the District)
    - **State Percentage Formula**
        - (Other Local Revenue for the State) / (Total Revenue for the State)
- Revenue by Source – Evidence-Based Funding
    - District Dollar Amount
        - N/A – Only displays the District Total Evidence-Based Funding Revenue dollar amount
    - **District Percentage Formula**
        - (Evidence-Based Funding Revenue for the District) / (Total Revenue for the District)
    - **State Percentage Formula**
        - (Evidence-Based Funding Revenue for the State) / (Total Revenue for the State)
- Revenue by Source – Other State Funding
    - District Dollar Amount
        - N/A – Only displays the District Total Other State Funding Revenue dollar amount
    - **District Percentage Formula**
        - (Other State Revenue for the District) / (Total Revenue for the District)
    - **State Percentage Formula**
        - (Other State Revenue for the State) / (Total Revenue for the State)
- Revenue by Source – Federal Funding
    - District Dollar Amount
        - N/A – Only displays the District Total Federal Funding Revenue dollar amount
    - **District Percentage Formula**
        - (Federal Revenue for the District) / (Total Revenue for the District)
    - **State Percentage Formula**

        - (Federal Revenue for the State) / (Total Revenue for the State)
- Revenue by Source – Total
    - District Dollar Amount
        - N/A – Only displays the District Total Revenue dollar amount
- Expenditure by Fund – Education
    - District Dollar Amount
        - N/A – Only displays the District Total Education Expenditure dollar amount
    - **District Percentage Formula**
        - (Education Expenditures for the District) / (Total Expenditures for the District)
    - **State Percentage Formula**
        - (Education Expenditures for the State) / (Total Expenditures for the State)
- Expenditure by Fund – Operations and Maintenance
    - District Dollar Amount
        - N/A – Only displays the District Total Operations and Maintenance Expenditure dollar amount
    - **District Percentage Formula**
        - (Operations and Maintenance Expenditures for the District) / (Total Expenditures for the District)
    - **State Percentage Formula**
        - (Operations and Maintenance Expenditures for the State) / (Total Expenditures for the State)
- Expenditure by Fund – Transportation
    - District Dollar Amount
        - N/A – Only displays the District Total Transportation Expenditure dollar amount
    - **District Percentage Formula**
        - (Transportation Expenditures for the District) / (Total Expenditures for the District)
    - **State Percentage Formula**
        - (Transportation Expenditures for the State) / (Total Expenditures for the State)
- Expenditure by Fund – Debt Services
    - District Dollar Amount
        - N/A – Only displays the District Total Debt Services Expenditure dollar amount
    - **District Percentage Formula**
        - (Debt Services Expenditures for the District) / (Total Expenditures for the District)
    - **State Percentage Formula**
        - (Debt Services Expenditures for the State) / (Total Expenditures for the State)
- Expenditure by Fund – Tort
    - District Dollar Amount
        - N/A – Only displays the District Total Tort Expenditure dollar amount
    - **District Percentage Formula**

        - (Total Tort Expenditures for the District) / (Total Expenditures for the District)
    - **State Percentage Formula**
        - (Total Tort Expenditures for the State) / (Total Expenditures for the State)
- Expenditure by Fund – Municipal Retirement and Social Security
    - District Dollar Amount
        - N/A – Only displays the District Total Municipal Retirement and Social Security Expenditure dollar amount
    - **District Percentage Formula**
        - (Municipal Retirement and Social Security for the District) / (Total Expenditures for the District)
    - **State Percentage Formula**
        - (Municipal Retirement and Social Security for the State) / (Total Expenditures for the State)
- Expenditure by Fund – Fire Prevention and Safety
    - District Dollar Amount
        - N/A – Only displays the District Total Fire Prevention and Safety Expenditure dollar amount
    - **District Percentage Formula**
        - (Fire Prevention and Safety Expenditures for the District) / (Total Expenditures for the District)
    - **State Percentage Formula**
        - (Fire Prevention and Safety Expenditures for the State) / (Total Expenditures for the State)
- Expenditure by Fund – Capital Projects
    - District Dollar Amount
        - N/A – Only displays the District Total Capital Projects Expenditure dollar amount
    - **District Percentage Formula**
        - (Capital Projects Expenditures for the District) / (Total Expenditures for the District)
    - **State Percentage Formula**
        - (Capital Projects Expenditures for the State) / (Total Expenditures for the State)
- Expenditure by Fund – Total
    - District Dollar Amount
        - N/A – Only displays the District Total Expenditure dollar amount
- Other Financial Indicators – Equalized Assessed Valuation per Pupil
    - **District Dollar Amount Formula**
        - N/A – Only displays the District Total Equalized Assessed Valuation per Pupil dollar amount
        - (District EAV) / (District's 9-month Average Daily Attendance)
- Other Financial Indicators – Total School Tax Rate per $100
    - District Dollar Amount
        - N/A – Only displays the District Total School Tax Rate per $100-dollar amount
- Other Financial Indicators – Instructional Expenditure per Pupil
    - **District Dollar Amount Formula**

        - N/A – Only displays the District Total Instructional Expenditure per Pupil dollar amount
        - District Total Instructional Expenditures divided by district's 9-month Average Daily Attendance
    - **State Dollar Amount Formula**
        - N/A – Only displays the State Total Instructional Expenditure per Pupil dollar amount
            - (District State Total Instructional Expenditures) / (State's 9-month Average Daily Attendance)
- Other Financial Indicators – Operating Expenditure per Pupil
    - District Dollar Amount
        - N/A – Only displays the District Operating Expenditure per Pupil dollar amount
    - State Dollar Amount
        - N/A – Only displays the State Operating Expenditure per Pupil dollar amount

Technical Rules
N/A

Sources of Data
Self-reported data from the district

Evidence-Based Funding

SY 2019

Evidence-Based Funding (EBF)

Metric Information

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

Definition

EBF Tier Funding - Each district is assigned to one of four tiers in EBF, based on its percentage of adequacy. Tier 1 represents the most under-resourced districts in the state, while Tier 4 represents those with the greatest amount of wealth compared to their education needs. The Tier 1 threshold for qualification, known as the target ratio, is set annually. Tier 2 districts have a percentage of adequacy greater than or equal to the Tier 1 target ratio and less than 90 percent. Tier 3 districts have a percentage of adequacy greater than or equal to 90 percent and less than 100 percent. Tier 4 districts have a percentage of adequacy greater than or equal to 100 percent.

Detailed information about these EBF metrics to be included on the Report Card are published here.

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

Guidance Citation

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

Business Rules and Technical Implementation

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.

Formula (calculations)

- All metrics described in this document are pass-through values from calculations determined by State Funding and Forecasting. The values for most of the metrics for each district are published on ISBE's EBF webpage.
- Each school year, Report Card will use EBF values from the EBF calculations from the fiscal year corresponding to the school year of the data on the report. For example, the Report Card published in fall 2019 showing school year 2019 data will use EBF values from the fiscal year 2019 calculations.
- Each fiscal year after completion of EBF calculations (estimated to be by end of July), a new spreadsheet will be published. Until a formal process has been developed to integrate the data into the data warehouse, the dataset will be manually imported into ISBE's data warehouse for integration into the Report Card data mart for publication on the corresponding Report Card.

Technical Rules

N/A

Sources of Data

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

Average Class Size

SY 2019

Average Class Size

Definition

Class size refers to the number of students in a given course or classroom, specifically either (1) the number of students being taught by individual teachers in a course or 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 and Technical Implementation

Business Rules

Average Class Size is calculated by taking the average of all the section-level enrollments at a school/district/state for core courses. The enrollment file used is the SIS exit snapshot. Enrollment is counted on a class and section basis per school/district/state for the following courses:

- Core classes with course code beginning in 01-04, 51-54, or 73.

The following courses are **excluded**:

- Special Education classes
    - A Special Education class is any class with more than 30% of the enrolled students having IEPs.
- Biblical Literature (01059A000);
- In high school, courses whose title include “work-based” experience, “aide”, “other”, or “independent study”;
- Classes with only one or 0 students enrolled;
- High school classes with more than 50 students enrolled;
- Elementary classes with more than 40 students enrolled; or
- Summer school students are excluded from this count, which are those who have an enrollment date equal to or greater than 6/1.
- Student Course Assignments where the outcome is Erroneous.
    - Note: Student Course Assignments where the outcome is blank will be **included** in the Average Class Size calculation.

At elementary school, the grade level for non-grade specific courses is determined by the grade of the students enrolled in the section. Sum the section level enrollment counts at each school/district/state and divide the total by the number of sections at each school/district/state to arrive at the average class size.

Formula (calculations)

Average Class Size Formula

- Sum of (section level enrollment counts at each school/district/state) / Sum of (number of sections at each school/district/state)

Technical Rules

N/A

Sources of Data

Student Information System (SIS)

Site-Based Expenditure Reporting
SY 2019

Site-Based Expenditure Reporting (SBER)

Metric Information

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

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

Definition

Per-Pupil Expenditures for each School

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

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

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

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

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

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

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

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

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

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

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

- The school-level expenditures must include any personnel salaries, benefits, and related costs assigned exclusively to a school and any non-personnel costs specifically attributable to the school.

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

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

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

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

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

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

Total LEA Exclusions

- This metric is the sum total of all expenditures excluded from Site-Based Expenditure Reporting.
- These expenditures will not need to be disaggregated.
- Expenditures to be excluded are those that do not reflect expenditures for pre-K through grade 12 students being served or placed by the LEA (thereby excluding costs for adult education and community services, for example) and those that do not reflect expenditures that are largely ongoing, normal course resource allocations (thereby excluding non-education fund capital expenditures and debt service, for example). The most frequent exclusions will be from the following funds, functions, and objects (according to the Illinois Administrative Code Part 100 Rules for Accounting, Budgeting, Financial Reporting, available here
    - Fund 30: Debt Service Fund
    - Fund 60: Capital Projects Fund
    - Fund 70: Working Cash Fund
    - Fund 90: Fire Prevention and Safety Fund

- Function 1115: Tuition Payment to Charter Schools. (This tuition payment cost should NOT be considered a centralized district cost allocated to district-run schools since a district-authorized charter school's incurred expenditures will be reported in the charter school's site-based expenditure section. This tuition payment to charters should also be excluded from the grand total of district exclusions to avoid overstatement of total system expenditures.)
- Function 1300: Adult/Continuing Education Programs
- Function 3000: Community Services
- Functions 4130, 4230, and 4330: Payments to Other Governmental Agencies for Adult/Continuing Education Programs
- Function 5000: Debt Services
- Object 500: Capital Outlay and/or Depreciation except for those in Fund 10 (Education), which should be included
- Legacy Pension Obligations: For any school district with its own pension system outside of the Teachers' Retirement System, legacy pension obligations within such system shall be treated as an exclusion
- Reimbursable Expenditures in some cases: These expenditures should be excluded only in cases in which the reimbursement is from an LEA that is reporting the expenditure as part of site-based reporting

Site Type

- Default Site:
  - Site that has a unique RCDTS code. These site entries do not require a subgroup code (flag).
- Separate LEA Outplacements:
  - Applies to LEAs that elect to report all students educated outside of the district in a single reporting site. (LEAs may choose between this reporting option or, instead, reporting these students at their 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.
  - 2-digit flag to indicate this site type is "OP."
  - RCDTS Code is the reporting district code for this entry.
  - This separate reporting site will appear as a site on the district Report Card but not on its own school Report Card.
- Deactivated Placements:
  - LEA(s) with students whose home schools have been deactivated are provided with a mechanism to report their deactivated placements as a separate reporting site.
  - All deactivated enrollments served at different sites are grouped into one single "deactivated placements" reporting site.
  - 2-digit flag to indicate this site type is "DP."
  - RCDTS Code is the reporting district code for this entry.

- This reporting site is separate from Students Served outside the District (Separate District Outplacements).
- This separate reporting site will appear as a site on the District Report Card but not on its own School Report Card.

Site Detail Type

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

School-Level Public Narrative (optional)

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

LEA-Level Public Narrative (optional)

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

LEA Average Per-Pupil Expenditures

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

Total LEA Expenditures

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

LEA Enrollment

- This metric is the total of all the enrolled students within the LEA
- This metric is the sum total of enrollments reported within all sites of the LEA, including any separate reporting sites for students educated outside the district
- This sum total should equal the total number of children aged 3 through 21 in grades prekindergarten through 12 served by the LEA or placed in a private facility by the LEA

    - Within SBER Guidance, "prekindergarten students" refers broadly to students ages 3-5 for whom a district incurs costs for educational services provided, inclusive of prekindergarten (pre-K) and early childhood education
- The average of the enrolled student count on October 1 and March 1 of the reporting year shall be used

Enrollment for Each School

- This metric includes every student the school serves, except for students being served in the school that originate from outside the LEA
- Students served outside the LEA should be included in by the Home LEA in reporting
- The average of the enrolled student count on October 1 and March 1 of the reporting year shall be used
- Students receiving services for only part of each day shall be counted as proportional students based on percentage of day listed in SIS

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 and Technical Implementation

Business Rules

N/A

Technical Rules

N/A

Formula (calculations)

Per-Pupil Expenditures for each School Formula

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

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

- ∑(Total Per-Pupil school-level expenses (dollar amount) for each school, funded by federal source) + ∑ (Total Per-Pupil centralized expenses (dollar amount) for each school, funded by federal source)

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

- ∑(Total Per-Pupil school-level expenses (dollar amount) for each school, funded by state and local source) + ∑ (Total Per-Pupil centralized expenses (dollar amount) for each school, funded by state and local source)

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

- ∑(Total Per-Pupil school-level expenses (dollar amount) for each school, funded by federal source) + ∑(Total Per-Pupil school-level expenses (dollar amount) for each school, funded by state and local source combined)

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

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

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

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

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

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

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

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

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

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

Total LEA Exclusions Formula

- N/A – LEAs submit total exclusion amounts through the SBER system. ISBE displays the expenditure amount submitted.

Site Type

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

Site Detail Type

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

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

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

School-Level Public Narrative (optional) Formula

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

LEA-Level Public Narrative (optional) Formula

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

LEA Average Per-Pupil Expenditures Formula

- (∑i=1 to n (average per pupil for the school)i (school enrollment)i)/(Total LEA Enrollment)

Total LEA Expenditures Formula

- ((LEA Average Per-Pupil Expenditures) * ∑ (Total LEA Enrollment)) + ∑(Total Exclusions)

LEA Enrollment Formula

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

Enrollment for Each School Formula

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

Sources of Data

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

Title I Status

SY 2019

Title I Status

Definition

Title I status indicates if an entity receives funds from the Title I grant. If an entity receives Title I funds their status can be "Title I targeted" or "Title I Schoolwide". Targeted assistance programs must focus services to identify students most at risk of failing through multiple objective criteria. Services and supplies must ONLY be focused on those students who are identified as needing the services. Schoolwide programs may focus services to the entire school. Schoolwide Title I status is defined as a school with 40 percent or higher of students enrolled classified as low income. Schoolwide programs do not need to identify students at risk, and thus may focus their funding and efforts on raising achievement of the whole school.

Guidance Citation

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

Business Rules and Technical Implementation

Business Rules

If a school received any Title I funds in the past school year (>$0) they are considered a “Title I” school. A program code indicates whether the school’s program was Targeted Assistance (TA) or Schoolwide (SW).

Formula (calculations)

N/A

Technical Rules

N/A

Sources of Data

Electronic Grants Management System (eGMS)

Total Student Enrollment
SY 2019

Total Student Enrollment

Definition

Student Enrollment is the distinct count of students and their associated demographic characteristics aggregated at the school, district, and state level. Student Enrollment, sometimes called "Student Membership" is based on the Fall Housing count -- the enrollment at a school, district, or state on October 1.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 13/15
Federal Statute/Guidance: Definitions for New Race and Ethnicity Categories

Business Rules and Technical Implementation

Business Rules

Each student is mapped to a single enrollment. The student enrollment count is based on:

- The Fall Enrollment count, which is the count of enrollment on October 1 as of the date ISBE takes the Fall Enrollment snapshot.
- A district enrollment is a count of all students having this district as "Responsible District" in the enrollment table. This is the parent district of the home school in nearly every case.
- A school enrollment is a count of all students having this school as serving school in the enrollment table.
- The enrollment will have a start date less than or equal to October 1 and an end date greater than or equal to October 1.
- Where multiple enrollments exist for the same student the enrollment selected:
    - Has the highest percent time of day OR ELSE;
    - The enrollment where home school is the same as serving school OR ELSE;
    - The most recent enrollment.
- The enrollment contains a home and serving school. The previously listed business rules for responsible school are applied to determine the school/district.
- Enrollment records with grade-level designations of "Evaluation" or "Birth to Three" are removed.
- Remove all enrollments where the home school is not a Public School (Category 4).
- Lab Schools, which are Other State Funded schools, are included.
- Enrollment records for private/nonpublic school students are removed.
- The demographics are from the student demographic record associated with the student unless otherwise documented.
- All rates are displayed to one decimal point.
- 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.
- 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.
- Race is determined by the race code in the student demographic record. The race codes are:

    - 11 - Hispanic or Latino
    - 12 - American Indian or Alaska Native
    - 13 – Asian
    - 14 - Black or African American
    - 15 - Native Hawaiian or Other Pacific Islander
    - 16 – White
    - 17 - Two or More Races
- Low Income comes from the student demographic record associated with the student. It is an on/off indicator named Free and Reduced Lunch Indicator.
- Homeless comes from the student demographic record associated with the student. It is an on/off indicator named Homeless Indicator.
    - The student is considered homeless if they were homeless one day during the year. Therefore, the Homeless Indicator at the time of the enrollment must be updated.
    - For the year-end enrollment snapshot in the warehouse, the Homeless Indicator will be set if there is a valid homeless record in SIS for that school year.
- English Learner comes from the student demographic record associated with the student.
    - SIS maintains this indicator and requires it to be on until the student achieves a proficient level on the ACCESS test.
- Children with Disabilities – Population is the Fall Enrollment Count and the Percent of Children with Disabilities and additional information is based on I-Star data.
    - The Children with Disabilities population is calculated from the I-Star approval record.
    - The count of Children with Disabilities for a school/district is the distinct counts of students meeting the following conditions:
        - The student must have a general fall enrollment record.
        - The I-Star approval record must have a begin date less than or equal to December 1.
        - The I-Star approval end date must be less than or equal to December 1.
        - Exclude I-Star students who are nonpublic students (Fund Code L or P).
        - A student could be approved for multiple services, so select a distinct count of students.

Formula (calculations)

<u>Enrollment Percent by Grade Level Formula</u>

- ((Grade Level Enrollment Count) / (Enrollment Count by Entity)) * 100
- Displayed as a percent with 1 decimal place (e.g. 75.1%)

Numerator

- Grade Level Enrollment Count

Denominator

- Enrollment Count by Entity

Enrollment Percent by Racial/Ethnic Group Formula

- ((Racial/Ethnic Enrollment Count by Entity) / (Enrollment Count by Entity)) * 100
- Displayed as a percent with 1 decimal place (e.g. 75.1%)

Numerator

- Racial/Ethnic Enrollment Count by Entity

Denominator

- Enrollment Count by Entity

Enrollment Percent by Low-Income Status Formula

- ((Low-Income Enrollment Count by Entity) / (Enrollment Count by Entity)) * 100
- Displayed as a percent with 1 decimal place (e.g. 75.1%)

Numerator

- Low-income Enrollment Count by Entity

Denominator

- Enrollment Count by Entity

Enrollment Percent by Homeless Status Formula

- ((Homeless Enrollment Count by Entity) / (Enrollment Count by Entity)) * 100
- Displayed as a percent with 1 decimal place (e.g. 5.1%)

Numerator

- Homeless Enrollment Count by Entity

Denominator

- Enrollment Count by Entity

Enrollment Percent by English Learner Status Formula

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

Numerator

- English Learner Enrollment Count by Entity

Denominator

- Enrollment Count by Entity

Enrollment Count by Children with Disabilities Status Formula

- ((IEP students + 504 students by Entity) / (Fall Enrollment count by Entity)) * 100
- Displayed as a percent with 1 decimal place (e.g. 5.1%)

Numerator

- IEP students by Entity and 504 students by Entity from the Special Education Approval Table

Denominator

- Enrollment on December 1 of the reporting year

Technical Rules

N/A

Sources of Data

Student Information System (SIS) Enrollments

English Learners

SY 2019

English Learners (EL)

Metric Information

- English Learners
- English Language Proficiency/Exit Rate of ELs
- Number of ELs to take ACCESS
- ACCESS Participation Rate
- ACCESS Performance Levels
- Long-Term ELs

Definition

English learners (EL) are students who have been identified through a screening process as eligible for bilingual education and English as a second language (ESL) services.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/Art. 14C
Federal Statute/Guidance: USDE Office of Civil Rights

Business Rules and Technical Implementation

Business Rules

- EL Students are indicated with an indicator in the Student Demographic record that is maintained by SIS.
- 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 student group is also the EL Student Group.
- Include students from Kindergarten to grade 12. Pre-K students may participate in EL programs but they are excluded from this report.
- The business rules for each metric are:
    - Number EL is the count of EL students that tested or should have tested.
    - EL Participation Rate is the number of EL students with a valid score divided by the number that should have tested.
        - This includes all students that tested plus students that did not test and have a reason for not testing code of NULL, blank, '06', '10', '15', '19'.
        - The formula is (number of students tested) / (number of students with EL indicator) * 100.
    - Long-Term EL is the count of students who have been in an EL program for more than seven 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.

- 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 took the ACCESS test.
- 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 scale score to map students to a composite 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.

Formula (calculations)

English Learners Formula

- (∑(Total # of English Learner Students) / ∑(Total # of students with EL indicator in Fall Enrollment)) * 100

English Language Proficiency/Exit Rate of ELs Formula

- (∑(Total # of English Learners scoring at or above 4.8 on ACCESS) / ∑(Total # of students with EL indicator in Fall Enrollment)) * 100

Number of ELs to take ACCESS Formula

- ∑(Total # of English Learner Students who took ACCESS)

ACCESS Participation Rate Formula

- (∑(Total # of English Learner Students who took ACCESS) / ∑(Total # of English Learner Students)) * 100

ACCESS Performance Levels Formula

- (∑(Total # of ACCESS participants at a specific performance level) / ∑(Total # of English Learner Students)) * 100

Long Term ELs Formula

- ∑(Total # of English Learner Students who have been EL for more than 7 years excluding KG)

Technical Rules

N/A

Sources of Data

Student Information System (SIS)**,** ACCESS Assessment, and Student Information System (SIS) Student Enrollment

Individualized Education Program Students
SY 2019

Individualized Education Program (IEP) Students

IEP students are students with disabilities who have been found eligible to receive special education and related services under the IDEA (and who have had an Individualized Education Program, or IEP, developed to implement such services). The IEP student rate of the Fall Housing counts is defined in the Enrollment Business Rules document. The disaggregation of special education data reports is from the December 1 Pupil Count Data.

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 and Technical Implementation

Business Rules

The best source of data to identify Students with IEPs is the I-Star data collections

- For school-level counts, use the home (resident) school.
- For district-level counts, use the home (resident) district.
- For state-level, sum all students.
- Exclude private school and home schooled (ISP) students (Fund Code L and P).
- Education Environment is disaggregated by age group - 3 to 5 and 6 to 21.
- Age Group is determined by age on December 1 and is identified by an educational environment in the Pupil Count table.
- Each group has its own unique educational environment. The age group is noted in the educational environment code table.
- For all special education rate calculations, the denominator is the total students in their age group in the pupil count table.

The education Environment codes are mapped into groups.

Education Environment Code Mapping to Display Groups		
Education Environment Code in I-STAR	Education Environment	Group
1	Inside regular classroom 80% or more of day	80%>
2	Inside regular classroom 40%-79% of the day	40% to 79%
3	Inside regular classroom less than 40% of the day	< 40%
4	Spec Ed 100% in separate public day school	Separate Facility
5	Spec Ed 100% public & residential by resident district	Separate Facility
6	Philip J. Rock Center & School (fund code H)	Separate Facility

7	Full Time Special Ed in County Jail	Separate Facility
8	Private Day School or Out-of-State Public Day Program	Separate Facility
9	Private Residential Facility, In-State	Separate Facility
10	Private Residential Facility, Out-of-State	Separate Facility
11	Homebound Instructional Program	Separate Facility
12	Hospital Instructional Program	Separate Facility
13	Illinois School for the Deaf	Separate Facility
14	Illinois School for the Visually Impaired	Separate Facility
15	Illinois Center for Rehabilitation & Education	Separate Facility
16	Department of Human Services	Separate Facility
23	Early Childhood - Separate Class	Separate Class Facility
24	Early Childhood - Separate School	Separate Class Facility
25	Early Childhood - Residential Facility	Separate Class Facility
26	Early Childhood - Home	Home
27	Early Childhood - Service provider location	Service Provider
30	Majority of Sp Ed & Rel Serv in Reg EC Prg (600+)	Inside Early Childhood Program
31	Majority of Sp Ed & Rel Serv in other loc (600+)	Outside Early Childhood Program
32	Majority of Sp Ed & Rel Serv in Reg EC Prg (<=599)	Inside Early Childhood Program
33	Majority of Sp Ed & Rel Serv in other loc (<=599)	Outside Early Childhood Program

- The comparison groups are
  - State
  - Peer District
  - District
  - There is no school level.
- The Peer groups are:
  - Elementary School District
  - High School District

    - Unit School District
        - The Unit School District peer group excludes Chicago Public School.
- The Educational Environment by Disability chart displays only disability categories with high populations. These populations are disaggregated by populations groups of age 3 to 5 and age 6 to 21.
    - The included disability categories are:
        - Autism (O)
        - Emotional Disability (K)
        - Intellectual Disability (A)
        - Other Health Impairment (L)
        - Specific Learning Disability (D)
        - Speech and/or Language Impairment (I)
        - (for ages 3-5 only) Developmental Delay (N)

Formula (calculations)

- IEP Student Enrollment * 100 / Total Student Enrollment
- I-STAR Educational Environment Indicator * 100 / Total Student Enrollment
- I-STAR Educational Environment Indicator In Class Room >80*100 / Total Student Enrollment
- I-STAR Educational Environment Indicator In Class Room 40 to79* 100 / Total Student Enrollment
- I-STAR Educational Environment Indicator In Class Room <40*100 / Total Student Enrollment
- I-STAR Educational Environment Indicator Separate Facility Count* 100 / Total Student Enrollment
- I-STAR Educational Environment Indicator Inside EC Program Count * 100 / Total Student Enrollment
- I-STAR Educational Environment Indicator Outside EC Program Count * 100 / Total Student Enrollment
- I-STAR Educational Environment Indicator Separate Class or Facility Count * 100 / Total Student Enrollment
- I-STAR Educational Environment Indicator At Home Count * 100 / Total Student Enrollment
- I-STAR Educational Environment Indicator Service Provide Count * 100 / Total Student Enrollment

Sources of Data

I-STAR Pupil Count Enrollment, I-STAR Disability Indicator, and I-STAR Educational Environment Indicator

Attendance

SY 2019

Attendance

Definition

Attendance metrics published in the Report Card include the total school days, attendance rate, chronic truancy rate, and chronic absenteeism rate. The attendance rate is a weighted measure of the number of days present relative to the total number of potential attendance days. Chronic truancy and chronic absenteeism are measures that identify the percent of students that are identified as chronic truants or chronically absent.

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/26-18 and Illinois School Code 105 ILCS 5/26-2a
Federal Statute/Guidance: N/A

Business Rules and Technical Implementation

Business Rules

Total School Days: Total school days are determined by the school calendar application.

- The total student attendance days submitted by the district is assigned to each constituent school.
- Total attendance data for all student enrollments at the home school/home district.
- The below table is a list of school calendar codes:

School Calendar Codes			
Id	School Calendar Code	School Calendar Code Description	Counts as a School Day
1	X	Pupil Attendance Day	Yes
2	XHI	Half-Day In-service	Yes
3	XHPT	Half-Day Parent/Teacher Conference	Yes
23	ED	Emergency Day	No
4	XID	Interrupted Day	Yes
5	XDS	Delayed Start Day	Yes
6	XHS	Half-Day School Improvement Program	Yes
7	XHSW	Half-Day School Improvement Program Waiver	Yes
8	XH	Pupil Attendance Holiday Waiver	Yes
9	XED	Emergency Day-Proposed	No
10	XHIH	Half-Day In-service Holiday Waiver	Yes
11	XHPH	Half-Day Parent/Teacher Conf. Holiday Waiver	Yes
12	FI	Full-Day In-service	No
13	FPT	Full-Day Parent/Teacher Conference	No
14	PI	Parent Institute	No
15	TI	Teacher Institute/Workshop	No
16	AOG	Act of God Day	No
17	WFI	Full-Day In-service Waiver	No
18	WFPT	Full-Day Parent/Teacher Conference Waiver	No
19	WFS	Full-Day School Improvement Program Waiver	No
20	FIH	Full-Day In-service Holiday Waiver	No
21	FPTH	Full-Day Parent/Teacher Conf. Holiday Waiver	No

22	TIH	Teacher Institute/Workshop Holiday Waiver	No
24	HOL	Holiday	No
25	NIA	Not in Attendance	No
26	WFSH	Full-Day School Improvement Holiday Waiver	No
27	XHSH	Half-Day School Improvement Holiday Waiver	Yes
28	XHPW	Half-Day Parent/Teacher Conference Waiver	Yes
29	XELD	ELearning Day	Yes

Student Attendance Rate:

- Only students in grades 1-12 are counted for student attendance.
- The student attendance rate is determined by dividing the sum of all student attendance days present per school/district/state by the sum of all attendance days present and non-attendance days per school/district/state and multiplying the resulting quotient by 100.
- The sum of all student attendance days present are determined by adding together all the "days present" per student per school/district/state in SIS.
- Non-attendance days are "days absent – excused," "days absent – unexcused", "homebound" and "hospitalized".
- Total attendance data for all student enrollments at the home school/home district.

Chronic Truancy Rate:

- Only students in grades 1-12 are counted for chronic truancy.
- The chronic truancy rate is determined by dividing the number of chronically truant students per school/district/state by the average daily enrollment and multiplying the resulting quotient by 100.
- A student is "chronically truant" if they missed five percent or more of the time that they were enrolled without an excuse.
    - For every school/district/state every student with an associated enrollment of at least 21 days is counted. The total number of "days absent – unexcused" per student is divided by that students length of enrollment.
    - The length of enrollment is calculated by counting the number of attendance days associated with the student (days present, absent, etc.).
    - If the sum of unexcused absences divided by the length of enrollment is greater than or equal to 0.05 then the student is considered chronically truant.
- Chronic Truancy Average Daily enrollment is the sum of all "days present", "days absent – excused," "days absent – unexcused", "homebound" and "hospitalized" for all students per school/district/state divided by total school days.
- Total attendance data for all student enrollments at the home school/home district.

Chronic Absentee Rate:

- Only students in grades 1-12 are counted for chronic absenteeism.
- The chronic absentee rate is determined by dividing the number of chronically absent students per school/district/state by the average daily enrollment and multiplying the resulting quotient by 100.

- A student is “chronically absent” if they missed 10 percent or more of the school year regardless of excuse.
    - For every school/district/state every student with an associated enrollment of at least 10 days is counted. The combined total number of “days absent – unexcused” and “days absent – excused” per student is divided by that students length of enrollment. The length of enrollment is calculated by counting the number of attendance days associated with the student (days present, absent, etc.).
    - If the sum of absences divided by the length of enrollment is greater than or equal to 0.10 then the student is considered chronically absent.
- Chronic Absentee Average Daily enrollment is the sum of all “days present”, “days absent – excused”, and “days absent – unexcused” for all students per school/district/state divided by total school days.
- Total attendance data for all student enrollments at the home school/home district.

Formula (calculations)

Total School Days Formula

- Count of days during the school year which the attendance school code matches one of the “X” codes in the School Calendar Codes

Student Attendance Rate Formula

- Sum of (Days present * Percent Day of Attendance) / Sum of ((Days present + Days absent) * Percent Day of Attendance))

Chronic Truancy Rate Formula (A student is chronically truant if)

- Sum of (Days absent that were unexcused * Percent Day of Attendance) * 100 / Total Days Enrolled is equal to or greater than 5%

Chronic Truancy Rate Formula

- (Chronic Truant Count) / (Chronic Truancy Average Daily Enrollment) * 100
    - Chronic Truancy Average Daily Enrollment = Sum of (Attendance Day Count * Percent Days of Attendance) + Non-Attendance Days Count * Percent Days of Attendance) / (Number of School Days)
    - Displayed as a percent with 1 decimal place (e.g. 5.1%)

Chronic Absentee Rate Formula (A student is chronically absent if)

- Sum of (Days absent that were excused or unexcused * Percent Day of Attendance) * 100 / Total Days Enrolled is equal to or greater than 10%

Chronic Absentee Rate Formula

- (Chronic Absentee Count) / (Chronic Absentee Average Daily Enrollment) * 100
- Chronic Absentee Average Daily Enrollment = Sum of (Attendance Day Count * Percent Days of Attendance) + Non-Attendance Days Count * Percent Days of Attendance) / (Number of School Days)
- Displayed as a percent with 1 decimal place (e.g. 5.1%)

Note: should never exceed 100%

Technical Rules

N/A

Sources of Data

Student Information System (SIS)

Student Mobility

SY 2019

Student Mobility

Definition

Student mobility is the rate of an unduplicated count of students who transferred in and out of a school between October 1 and May 10 of the school year compared to the school's enrollment.

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 and Technical Implementation

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 1 but before May 10.
    - Transferred in = the enrollment began after October 1 but before May 10.
- A student is only counted once at the school, district, and state level for the school year.
- Private school students are excluded.
- The denominator is the unduplicated count of students enrolled between October 1 and May 10 excluding enrollments exited with codes '06' or '15'

Formula (calculations)

Student Mobility Formula

- (∑Unduplicated [(Students who transferred out)+(Students who transferred in)]) / ((Unduplicated count of students enrolled in entity between Oct. 1 and May 10))×100%

Technical Rules

N/A

Sources of Data

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

Dropout Rate

SY 2019

Dropout Rate

Definition

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

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

Guidance Citation

State Statute/Guidance: N/A
Federal Statute/Guidance: EdFact FS032 SY 2018-2019- Dropout File Specifications

Business Rules and Technical Implementation

Business Rules

- A student's last enrollment during the regular school year is the enrollment used to determine the home school, grade, and exit code.
- Include all students whose last enrollment during the regular school year was in grade 9 or higher.
    - Do not include summer school enrollments.
    - Do not include private school students. A private school student includes nonpublic students enrolled to receive Special Education services and those enrolled for a class/program like CTE or Drivers Ed.
- A student is counted as a dropout if the last enrollment for the school year has an exit type of:
    - Dropped Out (SIS Exit code = 09)
    - Transfer to GED program (SIS Exit code = 10)
    - Moved, not known to be continuing (SIS Exit code = 11)
- A student is also counted as a dropout if there is no enrollment by October 1 in any district in Illinois in the reporting school year and the last enrollment for the previous school year was in grades 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 grade 12.

The Report Card reports students in grades 9 through 12 only. 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 Schooled	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

Technical Rules

N/A

Formula (calculations)

Dropout Rate Formula

- ((Number of Dropouts in grades 9 to 12) * 100)) / (All Students for the reporting year in Grades 9 to 12 + students counted as dropout because they were expected to enroll in the reporting year but did not)

Sources of Data

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

Teacher Measures

SY 2019

Teacher Measures

Metric Information

- Teacher Retention
- Teacher FTE
- Teacher Headcount
- Teacher Gender Distribution
- Teacher Race Distribution
- Teacher Education Distribution – Bachelor's Degree
- Teacher Education Distribution – Master's Degree or Above
- Average IL Public Schools Teacher Experience
- Novice Teacher Ratio
- Average Teacher Salary
- Teacher Attendance Rate
- Teacher Attendance Count
- Teacher Evaluation
- Teacher Rated Proficient or Excellent
- Pupil Teacher Ratio – Elementary
- Pupil Teacher Ratio – High School
- Teachers with Short-Term or Provisional Licenses

Definition

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

A teacher is defined as a Regular or Special Education Instructor within the Employment Information System that have one or more active employee records and worked during the regular school year.

Guidance Citation

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

Business Rules and Technical Implementation

Business Rules

- The School Year is assigned based on the school year from the position record within EIS on their employment record.
- Teachers have employment records that identify their association with their employers.
- Employment records have associated position records.
- Percent Full-Time, Contract Days, and Days Paid are all collected by position level and are utilized to calculate a Full-Time Equivalent.
- Positions must be associated with one or more Work Locations.

- Position Working Location records have a workload value which denotes the percent of time per week spent working at that location.
- Teacher Work Location is defined as the position work location. A Teacher can have more than one EIS Position Work Location.
- Work Location Teacher FTE is defined as the percent of their EIS Position Full-Time Equivalent value they are allocated to that work location.
- A high-poverty school is a school where the school-wide percentage of "low income" students ranks at or above the 75th percentile of all schools in the state. A low poverty-school is a school where the school-wide percentage of "low income" students ranks below the 25th percentile of all schools in the state.
    - The school used for the high/low poverty ranking is the serving school from the enrollment because it matches the educator working locations.
    - Only schools with a minimum of 20 enrolled students (count >= 20) are included.
    - Count only grades K to 12.
    - The percent of Low Income is the (number of Low Income students / Total Student count) * 100.
    - Quartile size = (Total schools / 4 rounded to an integer).
    - Schools are sorted by Percent Low Income in descending order (lowest percent of low income to highest).
    - High Poverty schools are in the 25th percentile or lower (i.e. they have a rank number between the [Total Number of Schools] and [Total Number of Schools – Quartile Size]).
    - Low Poverty schools are in the 75th percentile or higher (i.e. they have a rank between one [1] and [One + Quartile Size]).
- For Teacher Measures calculations a teacher:
    - Must have a position code category of "3" or "4" (denotes classroom or special education/resource teacher) excluding position codes "209" and "210"
    - Must have at least one working location, with workload amount
    - Must have a work location that is a school (not a district – except for position code "699")
    - Must be assigned to grades PreK-12
    - Must be assigned to work during the regular school year (position time frame code of "1" or "3")
- For Teacher Measures calculations all metrics are calculated at the Work Location entity and aggregated by work location's parent district and state.
- Work Location/School, District of the Work Location and State-Level Metrics
    - Teacher Retention
        - Three-year average percentage of full-time teachers returning to the same school year to year
- District of the Work Location and State-Level Metrics
    - Teacher FTE
        - Total of all Work Location FTE values for all teachers
    - Teacher Headcount
        - The total number of all Teachers

- Teacher Gender Distribution
    - Percent of Teacher FTE by Gender
- Teacher Race Distribution
    - Percent of Teacher FTE by Race/Ethnicity
- Teacher Education Distribution – Teachers with bachelor's degree
    - All Schools
        - Percent of Total Teacher FTE with bachelor's degrees only
- Teacher Education Distribution – Teachers with master's degree and above
    - All Schools
        - Percent of Total Teacher FTE with master's degrees or higher
- Average IL Public School Teacher Experience
    - All Schools
        - Average years of teachers' experience based on Teacher FTE
- Average Teacher Salary
    - Total of teachers' work location base salary divided by the Teacher FTE.
    - Note: Teachers that have a Position FTE salary under the minimum amount are excluded from this metric as this data is considered erroneous
    - Note: Teachers that have a Position FTE salary over the maximum amount are excluded from this metric as this data is considered erroneous
    - Position FTE Salary is the Base Salary divided by the Position FTE
- Teacher Attendance Rate
    - Percent of Teacher FTE who were reported absent less than 10 days
- Teacher Attendance Count
    - Total Teacher FTE who have missed 10 or more days
- Teacher Evaluation
    - Effective Teacher
        - Total number of Teachers who received an evaluation in 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
    - Average number of Classroom Teacher FTE for grade PreK-8 for Fall PreK-8 Grade Student Enrollment
- Pupil Teacher Ratio – High School
    - Average number of Classroom Teacher FTE for grades 9-12 for Fall 9-12 Grade Student Enrollment

- State-level metrics
    - Teachers with Short Term or Provisional Licenses
        - Percent of Teacher FTE with an active provisional license or approved emergency approval within the Educator Licensure Information System (ELIS)

        - Provisional License
            - Includes the following:
                - Alternative Provisional Educator Endorsement (APE)
                - Alternative Provisional Superintendent Endorsement (APA)
                - Provisional Career and Technical Educator Endorsement (CTEP)
                - Part Time Provisional Career and Technical Educator Endorsement (PCTE)
                - Provisional In-State Educator (PIDU)
        - Emergency Approval
            - Includes the following:
                - Short-Term Emergency (STE)
                - Short-Term Approval (STA)
            - For the 2019 Report Card, this metric will only be shown on the state-level IIRC and Classic PDF. We will no longer show this metric at the district level.
    - Novice Teacher Ratio
        - Percent of Teacher FTE with less than two full-time equivalent years of combined IL Public Schools
        - For the 2019 Report Card, this metric will only be shown on the state-level IIRC and Classic PDF. We will no longer show this metric at the district level.

Formula (calculations)

Teacher Retention Formula

- Teacher Retention as reported in the Report Card is the 3-year average of teacher retention:
    - (Total number of teachers who have any FTE value in the current reporting year who had an FTE equal to 1 in the current reporting year minus 1 at the same location + Total number of teachers who have any FTE value in the current reporting year minus 1 who had an FTE equal to 1 in the current reporting year minus 2 at the same location + Total number of teachers who have any FTE value in the current reporting year minus 2 who had an FTE equal to 1 in the current reporting year minus 3 at the same location) / (Total number of Teachers who have an FTE equal to 1 in the current reporting year minus 1 + Total number of Teachers who have an FTE equal to 1 in the current reporting year minus 2 + Total number of Teachers who have an FTE equal to 1 in the current reporting year minus 3)

Single year teacher retention is the rate of retained teachers to all teachers by school

Single year retention = Sum retained teachers / All Teachers' FTE Formula

- Sum of all (Work Location Workload Values * Position Full-Time Equivalent value)

Teacher Headcount Formula

- Count of all distinct IEIN values for the Work Location

Teacher Gender Distribution Formula

- (Teacher FTE by Gender) / (Teacher FTE) * 100

Teacher Race Distribution Formula

- (Teacher FTE by Race) / (Teacher FTE) * 100

Teacher Education Distribution – Teachers with bachelor's degree

All Schools Formula

- (Teacher FTE with bachelor's degree) / (Teacher FTE) * 100

Teacher Education Distribution – Teachers with master's degree and Above

All Schools Formula

- (Teacher FTE with master's degree or above) / (Teacher FTE) * 100

Average IL Public School Teacher Experience

All Schools Formula

- (Sum of the number of years of In-State Teaching Experience) / (Teacher FTE) * 100

Novice Teacher Ratio Formula

- (Teacher FTE with less than 2 in the EIS In-State Teaching Experience field) / (Teacher FTE) * 100
    - At the state level, this metric should be disaggregated by High-Poverty and Low-Poverty schools. The difference between the rate at High-Poverty and Low-Poverty schools should be calculated and displayed:
        - (Rate for High-Poverty Schools – Rate for Low-Poverty Schools) = Difference

Average Teacher Salary Formula

- (Sum of Teacher Position Base Salary) / (Total Teacher Position FTE)

Teacher Attendance Rate Formula

- (Sum of Teacher FTE absent less than 10 days) / (Teacher FTE) * 100

Teacher Attendance Count Formula

- Sum of Teacher FTE absent 10 or more days

Teacher Rated Proficient or Excellent Formula

- (Total number of Teachers with a Proficient or Excellent Evaluation rating) / (Total number of Teachers who received an evaluation)

Pupil Teacher Ratio – Elementary Formula

- (Fall Enrollment Count) / (Classroom Teacher FTE) :1

Pupil Teacher Ratio – High School Formula

- (Fall Enrollment Count) / (Classroom Teacher FTE) :1

Teachers with Short-Term or Provisional Licenses Formula

- (Teacher FTE with an active Emergency or approved Provisional License) / (Teacher FTE) * 100
    - At the State level, this metric should be disaggregated by High-Poverty and Low-Poverty schools. The difference between the rate at High-Poverty and Low-Poverty schools should be calculated and displayed: (Rate for High Poverty Schools – Rate for Low Poverty Schools) = Difference

Technical Rules

Teacher Retention

A "retained teacher" is:

- A full-time equivalent teacher in the reporting year (FTE=1.0);
- Employed during the regular school year (position time frame 1 or 3);
- In a position code category of 3 or 4;
- And has an employment record (any FTE value) in the same working location from the prior year.

Teacher FTE

- No additional rules.

Teacher Headcount

- No additional rules.

Teacher Gender Distribution

- Teacher gender comes from the educator demographic.

Teacher Race Distribution

- Teacher race comes from the educator demographic.

Teacher Education Distribution

- The teachers' degrees come from ELIS and include a degree sequence number.
- The teachers with bachelor's degree are teachers with a degree sequence number of four.
- The teachers with a master's degree or above are teachers with a degree sequence number greater than four.

Teacher Experience

- Teacher experience is in the educator experience field.
- Novice teachers are those with fewer than two years combined experience.

Average Teacher Salary

- Exclude all teachers which have a missing or under $10,000 base salary from both the numerator and denominator.

Teacher Attendance Rate

- No additional rules.

Teacher Rated Proficient or Excellent

- Population only includes those teachers which received an evaluation in the reporting year.
- Teachers with a Proficient or Excellent rating on their evaluation.

Pupil Teacher Ratio – Elementary and Pupil Teacher Ratio – High School

- This includes only instructional/classroom teachers, select position codes in Category 3.
- The working location record has a grade level assignment

- The elementary teachers are grade level assignment of 1 – PreK; 2 – Kindergarten; and 3 – grade 1-8.
- The high school teachers are grade level assignment of 4 – High School
- The number of students comes from the Fall Enrollment count
    - The responsible district entity in the Fall Enrollment count must equal the working location of the teachers.
    - The elementary count is for grades Pre-K through 8.
    - The high school count is for grades 9 through 12.
    - The ratio is the average Fall Enrollment Student Count per Teacher FTE.

Teachers with Short-Term or Provisional Licenses

- The source for the data is the Educator Licensure Information System (ELIS).
- Teacher with an Emergency or Provisional License.
    - Provisional License
        - License Type in the following:
            - APE – Alternative Provisional Educator Endorsement
            - APA – Alternative Provisional Superintendent Endorsement
            - CTEP – Provisional Career and Technical Educator Endorsement
            - PCTE – Part Time Provisional Career and Technical Educator Endorsement
            - PIDU – Provisional In-State Educator
        - Current License status in the following:
            - I – Issued
            - HL – Hold License
            - HT – Hold Unpaid Taxes
        - Emergency License
            - License Type in the following:
                - STE – Short Term Emergency
                - STA – Short Term Approved
            - Current License status in the following:
                - I - Approved

Sources of Data

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

Administrator Measures

SY 2019

Administrator Measures

Definition

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

An administrator is defined as a Regular or Special Education Administrator within EIS that has one or more active employment records, worked during the regular school year (not summer school), and is not a Regional Superintendent or Assistant Regional Superintendent.

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

Guidance Citation

State Statute/Guidance: Illinois School Code 105 ILCS 5/18-8.15
Federal Statute/Guidance: EdFacts FS059 - Staff FTE

Business Rules and Technical Implementation

Business Rules

- The School Year is assigned based on the school year from the position record within EIS on their employment record.
- Administrators have employment records that identify their association with their employers.
- Employment records have associated position records.
- Percent Full Time, Contract Days, and Days Paid are all collected by position level and are utilized to calculate a Full-Time Equivalent.
- Positions must be associated with one or more Work Locations.
- Position Working Location records have a workload value which denotes the percent of time per week spent working at that location.
- Administrator Work Location is defined as the Position Work Location. An administrator can have more than one EIS Position Work Location.
- Work Location Administrator FTE is defined as the percent of their EIS Position Full-Time Equivalent value they are allocated to that work location.
- For Administrator Measures calculations an Administrator:
    - Must have a position code category of 1 or 2 (denotes regular or special education/administrator) excluding position codes 122 and 123 (Regional Superintendent and Assistant Regional Superintendent);
    - Must have at least one working location, with workload amount;
    - Must be assigned to work during the regular school year (position time frame code of 1 or 3).
- Principals must a have a position code of 103.
- Certified Staff:

    - Must have a position code category of 1 through 6 excluding position codes 122 and 123 (Regional Superintendent and Assistant Regional Superintendent);
    - Must be assigned to work during the regular school year (position time frame code of 1 or 3);
    - Must have at least one working location, with workload amount.
- Work Location/School-, District-, and State-Level Metrics
    - Principal Turnover
        - School
            - Total Number of Principals in the current year and the past five years
        - District and State
            - (Total Number of Principals in the current year and the past five years) / Number of Schools
- The District and State values are rounded to the nearest whole number.

District- and State-Level Metrics
- Administrator FTE
    - Total of all Work Location FTE values for Administrators
- Certified Staff FTE
    - Total of all Work Location FTE values for Certified Staff
- Average Administrator Salary
    - Total of administrator's work location base salary divided by the Administrator FTE.
    - Note: Administrators that have a Position FTE salary under the minimum amount are excluded from this metric as this data is considered erroneous
    - Note: Administrators that have a Position FTE salary over the maximum amount are excluded from this metric as this data is considered erroneous
    - Position FTE Salary is the Base Salary divided by the Position FTE
- Pupil Administrator Ratio
    - Average Student Count based on the Fall PreK-12 Student Enrollment for each Administrator FTE
- Pupil Certified Staff Ratio
    - Average Student Count based on the Fall PreK-12 Student Enrollment for each Certified Staff FTE

Formula (calculations)

Principal Turnover Formula

- School Level:
    - Number of Principals that have been assigned to 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

Administrator FTE Formula

- Sum of all (Work Location Workload Values * Position Full-Time Equivalent value)

Certified Staff FTE Formula

- Sum of all (Work Location Workload Values * Position Full-Time Equivalent value)

Average Administrator Salary Formula

- Sum of (Administrator's Position Base Salary) / Total Administrator Position FTE

Pupil Administrator Ratio Formula

- (Fall Enrollment Count) / (Administrator FTE)

Pupil Certified Staff Ratio Metric Formula

- (Fall Enrollment Count) / (Certified Staff FTE)

Technical Rules

N/A

Sources of Data

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

Civil Rights Data Collection (CRDC)

SY 2019

Civil Rights Data Collection (CRDC)

Definition

The Civil Rights Data Collection (CRDC) is a biennial (i.e., every other school year) survey required by the U.S. Department of Education's (Department) Office for Civil Rights (OCR) since 1968. Similar to the 2011-12 and 2013-14 CRDCs, the 2015-16 CRDC collected data from a universe of all public local educational agencies (LEA) and schools, including long-term secure juvenile justice facilities, charter schools, alternative schools, and schools serving students with disabilities. The 2017-18 CRDC will also collect information from a universe of public LEAs.

All states and districts are required to publish a subset of the data collected from the CRDC in their Report Cards. The list of metrics reported from the CRDC is below:

- In-School Suspensions
  - This metric is the percentage of students who received in-school suspensions
- Out-of-School Suspensions
  - This metric is the percentage of students who received out-of-School suspensions
- Expulsions
  - This metric is the percentage of students who received expulsions
- School-Related Arrests
  - This metric is the percentage of students who received school-related arrests
- Referral to Law Enforcement
  - This metric is the percentage of students who received a referral to law enforcement
- Chronic Absenteeism – including both excused and unexcused absences
  - This metric is the percentage of students with chronic absenteeism – including excused and unexcused absences
- Incidents of Violence – including bullying and harassment
  - This metric is the rate of incidents of violence – including bullying and harassment, per 100 students
  - Incidents of Violence consist of incidents involving:
    - Rape or attempted rape
    - Sexual assault (other than rape)
    - Robbery with a weapon
    - Robbery with a firearm or explosive
    - Robbery without a weapon
    - Physical attack or fight with a weapon
    - Physical attack or fight with a firearm or explosive
    - Physical attack or fight without a weapon
    - Threats of physical attack with a weapon
    - Threats of physical attack with a firearm or explosive
    - Threats of physical attack without a weapon
    - Possession of firearm or explosive device

- Firearm Indicator
    - 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
    - For the School level, this will be a yes or no indicator
    - For the District level, this will be a count indicating the number of schools within the district that had a yes indicator
    - For the State level, this will be a count indicating the number of schools within the state that had a yes indicator
- Number and Percent Enrolled in Preschool
    - This metric is the total number of students enrolled in preschool
    - This metric is the percentage of students enrolled in preschool
- Number and Percent in Advanced Placement
    - This metric is the total number of students in Advanced Placement
    - This metric is the percentage of students in Advanced Placement
- Number and Percent in International Baccalaureate
    - This metric is the total number of students in International Baccalaureate
    - This metric is the percentage of students in International Baccalaureate
- Number and Percent in Dual Credit
    - This metric is the total number of students in dual credit
    - This metric is the percentage of students in dual credit

Guidance Citation

State Statute/Guidance: N/A
Federal Statute/Guidance: Civil Rights Data Collection (CRDC) and Elementary and Secondary Education Act of 1965- section 1111(h) (C) (1)

Business Rules and Technical Implementation

Business Rules

- Data is received on a CD/DVD from the Civil Rights Data Collection (CRDC) which is then imported into a table.
- Data will be reported based on the Home School.

  Note: The following metrics will be displayed twice on the Classic PDF (one metric using CRDC data; one metric using ISBE calculated data)
    - Chronic Absenteeism
    - Number and Percent Enrolled in Preschool

- Number and Percent in Accelerated Coursework (AP, IB, DC)

Formula (calculations)

In-School Suspensions Formula

- (∑(Total number of students with in-school suspensions) / ∑(Total number of students)) * 100

Numerator

- Total number of students identified as having in school suspensions

Denominator

- Total number of students based on enrollment data from the CRDC file

Out-of-School Suspensions Formula

- (∑(Total number of students with out-of-school suspensions) / ∑(Total number of students)) * 100

Numerator

- Total number of students identified as having out-of-school suspensions

Denominator

- Total number of students based on enrollment data from the CRDC file

Expulsions Formula

- (∑(Total number of students with expulsions) / ∑(Total number of students)) * 100

Numerator

- Total number of students identified as having expulsions
- For total school expulsions, we will sum all of these to get the numerator
- Preschool children who receive expulsion
- Students without disabilities who received an expulsion with educational services
- Students without disabilities who received an expulsions without educational services
- Students without disabilities who received an expulsion under zero tolerance policies
- Students with disabilities who received an expulsion with educational services
- Students with disabilities who received an expulsion without educational services
- Students with disabilities who received an expulsion under zero tolerance policies

Denominator

- Total number of students based on enrollment data from the CRDC file

School-Related Arrests Formula

- (∑(Total number of students with school-related arrests) / ∑(Total number of students)) * 100

Numerator

- Total number of students identified as having school-related arrests

Denominator

- Total number of students based on enrollment data from the CRDC file.

Referral to Law Enforcement Formula

- (∑(Total number of students with referral to law enforcement) / ∑ (Total number of students)) * 100

Numerator

- Total number of students identified as having referral to law enforcement

Denominator

- Total number of students based on enrollment data from the CRDC file

Chronic Absenteeism – including both excused and unexcused absences Formula

- (∑(Total number of students identified as chronically absent) / ∑(Total number of students)) * 100

Numerator

- Total number of students identified as having chronic absenteeism

Denominator

- Total number of students based on enrollment data from the CRDC file

Incidents of Violence – including bullying and harassment Formula

- (∑(Total number of incidents of violence) / ∑(Total number of students)) * 100

Numerator

- Total number of incidents of violence
    - The following are provided by counts:
    - 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

Denominator

- Total number of students based on enrollment data from the CRDC file

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)?

- 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

Numerator
- N/A

Denominator
- N/A

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?
  - 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

Numerator
- N/A

Denominator
- N/A

Number and Percent Enrolled in Preschool Formula
- (∑(Total number of students enrolled in preschool) / ∑(Total number of students)) * 100

Numerator
- Total number of students identified as being enrolled in preschool

Denominator
- Total number of students based on enrollment data from the CRDC file

Number and Percent in Advanced Placement Formula
- (∑(Total number of students in Advanced Placement) / ∑(Total number of students)) * 100

Numerator
- Total number of students in Advanced Placement

Denominator
- Total number of students based on enrollment data from the CRDC file

Number and Percent in International Baccalaureate Formula
- (∑(Total number of students in International Baccalaureate) / ∑(Total number of students)) * 100

Numerator

- Total number of students in International Baccalaureate

Denominator

- Total number of students based on enrollment data from the CRDC file

Number and Percent in Dual Credit Formula

- (∑(Total number of students in Dual Credit) / ∑(Total number of students)) * 100

Numerator

- Total number of students in Dual Credit

Denominator

- Total number of students based on enrollment data from the CRDC file

Technical Rules

N/A

Sources of Data

Civil Rights Data Collection (CRDC)

District and School Legislative Districts
SY 2019

District and School Legislative Districts

Definition

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

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

Guidance Citation

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

Business Rules and Technical Implementation

Business Rules

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

Formula (calculations)

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

Technical Rules

N/A

Sources of Data

Entity Profile System (EPS)