

## Student Data Explanation

Covers data in Sections 2 – Student Performance, Section 3 – Access to High Quality CTE, Section 5 – Size, Scope, Quality and Section 6 – Implementing Programs of Study

### **Sections 2 and 3 – Student Disaggregated Data Charts:**

- Year 1 = State Fiscal Year (SFY) 2016
- Year 2 = SFY 2017
- Year 3 = SFY 2018

### **Sections 5 and 6 – Enrollment Trend Data:**

- Year 1 = SFY 2016
- Year 2 = SFY 2017
- Year 3 = SFY 2018

### **Sections 2, 3, 5, and 6 – Value Explanation:**

- The zero (0) is an actual count or percentage.
- The “-99.0” values are redactions for student privacy; sample size is under 30 students.
- If any of the data values are “-99.0,” the positive or negative “Trend” percentage will be invalid and should not be used in the data review.

### **Key Terminology: CTE concentrator**

#### ***Perkins Legislation:***

The term ‘CTE concentrator’ means—at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study.

#### ***Calculation:***

A student who successfully completes two or more (Intermediate/Skill or Advanced) concentrator eligible courses from within one of CTE’s predefined 16 career clusters. Concentrator eligible courses are State-approved CTE courses that are categorized as Group 2 (Intermediate/Skill) or Group 3 (Advanced). One course in the Concentrator’s Cluster must be a Group 2. Course records are counted back four years from the report year but do not consider courses before grade nine. When a student has met all concentrator requirements, they will be identified as a concentrator from that year forward, until graduation or their last enrolled year. For reporting purposes, the school of record for a student is the school in which they are enrolled in the end of year enrollment collection. Students may receive concentrator status in multiple clusters but will only be accounted for once in all Perkins V metrics.

#### ***Laymen Interpretation:***

Student must only complete the two courses within a cluster during their high school career. It is not necessary that the courses be taken within a specific year or timeframe. Students are counted in each appropriate Perkins V metric for the current year, even if the measurement comes from a time before the student was identified as a concentrator. For instance, a student who earns concentrator status in the current year will still be counted in the academic proficiency metrics, even if those exams were taken in prior years.

### **Key Terminology: Exiting CTE Concentrator**

#### ***Calculation:***

A student who has earned concentrator status (as outlined above) and is either, a grade 11 student who earned a diploma in the reporting year or a student reported in grade 12.

*Laymen Interpretation:*

Exiting concentrators are students who, by definition, should be completing high school in the reporting year if they have stayed on track. Exiting concentrators are a subset of the full concentrator population and as a result, are a portion of the metric population for all Perkins V metrics. Several Perkins V metrics specify that only exiting concentrators are included in the metric population.

**Key Terminology: Program of Study**

*Perkins Legislation:*

The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— “(A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.”

*Laymen Interpretation:*

(ISBE interpretation) ISBE are using CTE federal career clusters to serve as the “single career and technical education program or program of study” to allow students the opportunity to explore various Classification of Instructional Programs (CIPs), or programs, in an occupational cluster.

Cluster Id	Cluster Title
1	Agriculture, Food and Natural Resources
2	Architecture and Construction
3	Arts, Audio/Video Technology and Communications
4	Business, Management and Administration
5	Education and Training
6	Finance
8	Health Science
9	Hospitality and Tourism
10	Human Services
11	Information Technology
12	Law, Public Safety, Corrections and Security
13	Manufacturing
14	Marketing
15	Science, Technology, Engineering and Mathematics
16	Transportation, Distribution, and Logistics

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### **Secondary 1S1: Four-Year Graduation Rate**

#### *Perkins Legislation:*

The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

**Numerator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first year, first time grade nine student in any year between the report year and the reporting year minus three

**Denominator:** The unduplicated number of exiting CTE concentrators in the reporting year with a qualifying exit code

#### *Laymen Interpretation:*

The percentage of students who meet the state's graduation or completion requirements within four years of entering high school. Students are considered to have entered high school when they enter grade nine for the first time in the Student Information System. Graduation rate is the upper limit for the length of time being measured. For instance, a student who earns a diploma in three years has successfully completed within the four-year window and will be captured in the four-year rate.

The following exit codes are omitted from this metric: Transferred to another Public, In-District School; Transferred to Home Schooling; Transferred to Private Schooling; Student Death; Student a Victim of Violent Crime; Moved Out of U.S.; Transferred out of Illinois; or Transferred to another District in Illinois. Students with one of these exit codes are taken out of the numerator and denominator for only these metrics.

### **Secondary 1S2: Extended (Six-Year) Graduation Rate**

#### *Perkins Legislation:*

The percentage of CTE concentrators who graduate high school, as measured by an extended-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

**Numerator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year and were reported as a first year, first time grade nine student in any year between the report year and the reporting year minus five

**Denominator:** The unduplicated number of exiting CTE concentrators in the reporting year with a qualifying exit code

#### *Laymen Interpretation:*

The percentage of students who meet the state's graduation or completion requirements in six years or less of entering high school. Students are considered to have entered high school when they enter grade nine for the first time in the Student Information System. Graduation rates are cumulative so a student who earns a diploma within four years is captured in the four- and six-year graduation rate metrics.

The following exit codes are omitted from this metric: Transferred to another Public, In-District School; Transferred to Home Schooling; Transferred to Private Schooling; Student Death; Student a Victim of Violent Crime; Moved Out of U.S.; Transferred out of Illinois; or Transferred to another District in Illinois. Students with one of these exit codes are taken out of the numerator and denominator for only these metrics.

## **Secondary 2S1: Academic Proficiency in Reading/Language Arts**

### *Perkins Legislation:*

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

**Numerator:** The unduplicated number of CTE concentrators with a “proficient” or “advanced” score in the reading/language arts section on a statewide high school assessment exam

**Denominator:** The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam

### *Laymen Interpretation:*

“Proficiency” is defined by the testing vendor. Each year, the raw score that is deemed “Proficient” changes based on the actual test taken and mathematic adjustments. The statewide tests with reading/language arts sections are PARCC, DLM, and SAT. A concentrator’s test score is used in the report year, regardless of whether the exam was taken in a year prior to achieving concentrator status. The highest score is used for students with multiple test records.

Students who did not take the state assessment for any reason are omitted from the numerator and denominator of this metric. Students who did not take the assessment are identified with a “Reason for Not Testing” code that include Absent, Refused to Test, and Medically Exempt; among other reasons.

## **Secondary 2S2: Academic Proficiency in Mathematics**

### *Perkins Legislation:*

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

**Numerator:** The unduplicated number of CTE concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam

**Denominator:** The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam

### *Laymen Interpretation:*

“Proficiency” is defined by the testing vendor. Each year, the raw score that is deemed “Proficient” changes based on the actual test taken and mathematic adjustments. The statewide tests with mathematics sections are PARCC, DLM, and SAT. A concentrator’s test score is used in the report year, regardless if the exam was taken in a previous year. The highest score is used for students with multiple test records.

Students who did not take the state assessment for any reason are omitted from the numerator and denominator of this metric. Students who did not take the assessment are identified with a “Reason for Not Testing” code that include Absent, Refused to Test, and Medically Exempt; among other reasons.

## **Secondary 2S3: Academic Proficiency in Science**

*Perkins Legislation:*

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

**Numerator:** The unduplicated number of CTE concentrators with a “proficient” or “advanced” score in the mathematics section on a statewide high school assessment exam

**Denominator:** The unduplicated number of CTE concentrators enrolled during the reporting year with a valid statewide high school assessment exam

*Laymen Interpretation:*

“Proficiency” is defined by the testing vendor. Each year, the raw score that is deemed “Proficient” changes based on the actual test taken and mathematic adjustments. The statewide tests with science sections are ISA and DLM. A concentrator’s test score is used in the report year, regardless if the exam was taken in a previous year. The highest score is used for students with multiple test records.

Starting in 2016, Illinois began administering the Illinois Science Assessment to secondary students who were taking their first Biology I class during the school year in which they tested. The state requirement for who takes the Science Assessment will be changing in 2020, when all 11th grade students will be required to complete a content balanced grade 11 science exam (life, physical, and earth/space sciences with engineering design incorporated where appropriate). Regardless of the number or level of science course, all students will take the assessment; this consideration factored into setting 2S3 SDPLs.

Students who did not take the state assessment for any reason are omitted from the numerator and denominator of this metric. Students who did not take the assessment are identified with a “Reason for Not Testing” code that include Absent, Refused to Test, and Medically Exempt; among other reasons.

**Secondary 3S1: Postsecondary Placement**

*Perkins Legislation:*

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

**Numerator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year minus one and are reported as enrolled in a postsecondary institution within six months (two quarters) of July 31 of the reporting year minus one

**Denominator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year minus one

*Laymen Interpretation:*

The number of exiting concentrators from the reporting year minus one who transition into higher education within the six months (two quarters) following their high school graduation. Postsecondary enrollment is identified through student matching at the National Student Clearinghouse. The National Student Clearinghouse receives a list of students who have satisfied completion requirements, along with personal identifying information. This information is used to match against personal identifying information of postsecondary enrolled students at 3,600 participating colleges and universities. National Clearinghouse provides the enrollment information of matched students, including an enrollment date. Prior year exiting concentrators are used because we are assessing postsecondary enrollment in the ensuing months. ISBE is currently unable to identify students enrolled in the military, employed, or

serving as a volunteer in the Peace Corps, as we do not collect student social security numbers. We are exploring other data share agreements to potentially add these metrics in the future.

ISBE does not collect a specific date for HS completion, as the Illinois' School Report Card allows summer school completers to be counted toward the prior year graduation rate. For these reasons, we assume a July 31st date for all graduations and the base date for measuring the length of time until postsecondary enrollment. The Perkins V wording asks for within the "second quarter," so we have calculated baselines for six months (two quarters) from July 31<sup>st</sup>.

### **Secondary 4S1: Non-Traditional Program Enrollment**

#### *Perkins Legislation:*

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

**Numerator:** The unduplicated number of CTE concentrators in a CTE cluster area that is identified as non-traditional to the student's reported gender (If a student achieves concentrator status in multiple clusters and is considered non-traditional in any of them, that is the student's official designation.)

**Denominator:** The unduplicated number of CTE concentrators enrolled during the reporting year

#### *Laymen Interpretation:*

Non-Traditional Program Enrollment is designed to identify the number of CTE concentrators who have earned concentrator status in a field that is underrepresented by their gender. When calculating CTE concentrators, ISBE has defined "program or program of study" as the federal career clusters to allow students the opportunity to explore various Classification of Instructional Programs (CIPs), or programs, in an occupational cluster. This poses some uncertainty for this metric, as the National Alliance for Partnerships in Equity's (NAPE) Nontraditional Occupational Crosswalk is defined by CIP and clusters contain multiple CIPs. ISBE chose to align with the nontraditional gender that is identified for most CIPs within the cluster. This process gives us a single nontraditional gender for each cluster. NAPE's crosswalk should be updated soon, which could also impact this data measure.

### **Secondary 5S2: Program Quality – Attained Postsecondary Credits**

#### *Perkins Legislation:*

The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

**Numerator:** The unduplicated number of exiting CTE concentrators who received a diploma or certificate of completion in the reporting year and who have a passing grade in a course identified as dual credit (Dual credit courses must have a postsecondary institution's IPEDs code to be accepted in SIS.)

**Denominator:** The unduplicated number of CTE concentrators who received a diploma or certificate of completion in the reporting year

#### *Laymen Interpretation:*

The number of exiting concentrators, who earn a diploma or certificate in the reporting year, and who have earned dual credit in any course during their high school career. ISBE determined the baseline estimates to identify exiting concentrators who have taken a dual credit course in any subject area over the course of their entire secondary school career, grades nine through twelve. The recommendation was created based on the prior year baseline trends and the approximate number of all Illinois graduates who have earned dual credit that have a postsecondary institution's IPEDs code.

