

# **Assessment of Data Sources Relevant to the Supply and Quality of Illinois Primary and Secondary Educators**

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*Prepared for:*

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## **Executive Summary**

In November 2001 the Illinois Education Research Council received a grant from the Washington Mutual Foundation to assess the extent and usefulness of Illinois' data systems for the study of teacher supply and demand. Data and Decision Analysis, Inc. was contracted to undertake a review of currently available data, identify data gaps, and suggest steps for moving forward. This report is in response to that charge.

### ***The problem***

An adequate supply of high quality educators is a worthy aim of any state education system. How to create policies and practices that ensure an adequate supply of high quality educators is the challenge for education policy makers. In order to devise appropriate strategies, policy makers need to have information about how the labor market works for Illinois' educators.

The Illinois Board of Education is charged annually to report on the supply and demand for educators in the Illinois public schools. It provides summary information on hiring and attrition, identifies areas where districts have difficulty filling positions, and assesses the match between the supply of new college graduates who are prepared to enter teaching, and the demand for teachers in the state. But state policy makers and practitioners need more detailed analyses about the teacher labor market, the quality of the teacher workforce, and its impact on student learning. This requires a deeper understanding of the quality, number, and flow of individuals into and out of higher education, credentialing, being hired into the public education workforce, and attrition from the teaching profession. The state also needs a deeper understanding of how to create professional environments that will help to attract educators to, and retain them in the profession of education.

### ***Assessing the Data Sources***

Illinois has a wealth of administrative data archives that currently reside among a number of public and private organizations. To fully analyze and report on educator supply and demand means gathering data from Illinois institutions of higher education, the Illinois Department of Education (for certifications and teacher service records), and a host of other sources if adequate understanding of the educator supply and demand process is to be obtained. *There is no one database that is adequate; the analysis requires merging numerous databases over numerous agencies.* But it also has data-collection gaps that will hinder the policy makers' ability to make evidence-based decisions, and to assess progress over time on some fundamental characteristics of the educator workforce in Illinois.

The technical issues involved in gathering and assembling data to facilitate research to inform education policy are generally known, and with adequate resources present a minor challenge. The organizational issues in terms of coordinating a group of disparate agencies to share their data for the sake of the commonwealth are more daunting, and Illinois is no exception.

This report presents information gathered on the eighteen data sources that I identified as being available to help inform Illinois about educator supply and demand, and provide data that can be the source of significant research that can inform education policy in Illinois.

## **Plugging the Data Gaps**

Illinois data, while ample and capable of providing much information for research, is not complete. The major weakness involves student data at the primary and secondary levels, and students at institutions of higher education.

Other areas where additional attention should be focused are in the collection of accurate candidate and vacancy information, and in assessing future educator demand.

- Illinois has chosen not to institute a student identifier for students in the P-12 system because of worries about inappropriate use of longitudinal information. But the “No Child Left Behind” program provides new impetus to develop a student identifier for students in the P-12 system and the state should act now to develop the capacity to carry out value-added assessments of learning environments, and to improve its capacity to help all children reach their full potential. The Joint Education Committee should convene a working group to recommend an approach that would allow student progress to be monitored over time, and across the various sectors of Illinois education. While the social security number is the most obvious, and reliable, mechanism, other devices could be considered that would achieve a similar objective
- If the Shared Enrollment System (for higher education students) at the Southern Illinois University at Carbondale is to reach its full potential, it needs to:
  - Expand its collection to include information on high school of graduation, high school GPA and rank, and type of high school diploma awarded.
  - Expand to include performance measures in college.
  - Include information on enrollees and graduates in teacher education programs (this is the information the Teacher Data Warehouse now painstakingly obtains and spend many hours validating).
  - Increase efforts to include participation of private institutions in the state.
- *Alternately*, incentives should be devised to increase participation in the Teacher Data Warehouse. There is a solid and excellent infrastructure developed for the warehouse, and excellent on-line reporting tools to make the data useable by participating schools. However, without full participation or policies that will allow research organizations like the IERC to access these data, while the knowledge created is valuable and the technology a paradigm for dissemination of information, the investment in development and maintenance of this system becomes questionable.
- Information on the number of applicants to districts by type of position is key to understanding supply; the number of position openings tells us about demand; and the number of unfilled positions tells us about the interaction of supply and demand. ISBE collects data on unfilled positions, and IASA has a clearinghouse for applicants and districts seeking to fill positions. These data are difficult to collect. There are a number of opportunities to improve these data to better inform policy. Research on how to use the IASA data in conjunction with field studies and the ISBE survey would begin to develop this information into useful policy information.

## ***Doing Education Policy Research***

Illinois has a great opportunity to learn more about its educator workforce, its effectiveness, and conditions that are hindering progress. It has the key components in place: data resources, a model at the Illinois State Board of Education for sharing data for research purposes, analysts in some education agencies, and units such as the Illinois Education Research Council and the Department of Employment Security to undertake studies. The state agencies should work cooperatively to leverage the professional expertise that is now available for education policy research.

Concerns about privacy, both legal and organizational, can and must be addressed. Federal law is clear that personally identifiable data can be made available across agencies and to their representatives for research and program evaluation. Strong data-sharing agreements can and do protect individual privacy.

### **Data-Sharing Agreements**

Data-sharing agreements are a critical component to using individually identifiable data beyond the collecting agency. These are needed whether the state is contracting for a particular study or researchers are undertaking self-initiated work. There are a number of models available to demonstrate how such an agreement is worded. The federal Department of Education, for example, shares secure (individually-identifiable) data through a rigorous process of review that requires researchers to provide notarized statements of confidentiality and to secure the data to prevent unauthorized access. Their data agreements are usually for five years, and are renewable. Another model is in place at the Illinois State Board of Education, and that agency shares data with researchers within the state and across the country under strict data-sharing agreements. Currently, ISBE agreements are made for periods of one year, but are renewable.

In general, data-sharing agreements should cover the following conditions:

- Contain statements about protecting individual identifiers, training of staff to protect such data, and limiting access to the data
- Be clear that the research data file(s) created are provisional in the sense that in some cases they may be updated each year to provide new information to inform educational policy with new research.
- Develop the data transfer protocols so data can be moved to a site, from among agencies, to be integrated for the sake of research.
- Develop clear definitions of who is part of the research team and under what conditions would they have access to the data.
- Stipulate that results must be published in a way that could not allow for identification of individuals.
- Articulate the penalties for inappropriate use of the data.
- Provide data access for extended periods, when warranted, to allow adequate time for research.
- Allow for large extracts when warranted (in terms of years and variables) so researchers do not place undue demand on agencies to develop numerous customized extracts.

## **Research Capacity**

State data are often used internally by agencies to help inform their activities. Usually, however, the pressures of agency priorities work against the development of a sophisticated internal research capacity, and this is the case in Illinois within its state education agencies. As an alternative, agencies may contract with researchers to undertake particular studies on their behalf. Or researchers may initiate studies themselves. In addition, however, Illinois has taken the unusual step of establishing the Illinois Education Research Council (IERC) with the particular mission of providing evidential information to inform policy and practice across agency boundaries. The IERC already has entered into shared-data agreements with ISBE, and is beginning to gain substantial experience with those data files.

Working with large, messy educational files takes time, technical resources, professional research expertise and experience with the files. Not only are resources needed to undertake the research, but also for the data processing required to make data useful for statistical analysis and longitudinal studies. If resources allow and the need arises, the IERC might want to consider convening a consortium of experienced users to share and document what has been learned while using the data, and to provide recommendations for improvement of existing data collections over time.

### **Acknowledgements**

This project was supported by a grant from Washington Mutual Foundation to the Illinois Education Research Council.

Thanks to the many people who were interviewed and provided materials to make this report possible.

## **Preface**

### **NEED FOR SERVICE:**

Assess the capacity of the State of Illinois to collect and analyze data regarding the supply and quality of teachers and provide the IERC and the State's Education Agencies with a final report that contains a plan addressing current inadequacies.

### **OBJECTIVE/GOAL TO BE ACHIEVED:**

- An inventory of current capacity of the system of education in Illinois in collecting and analyzing data with regard to teacher quality and quantity in the state
- An assessment of data gaps
- Advice on next steps to improve Illinois' access to education data for research and policy development.

## **Process**

This research was conducted through phone calls, viewing web pages, emails, on-site interviews, the review of organizational documents, and viewing and using software relevant to these data. All participants were quite willing to share their time, leads, and documents to help inform this research.

## **Caveats**

Note: Internet addresses frequently change, so some of the addresses that are indicated in this report may, by the time you access them, have changed.

Any other shortcomings herein are the sole responsibility of the author.

## Table of Contents

|                                                                                                                |     |
|----------------------------------------------------------------------------------------------------------------|-----|
| Executive Summary .....                                                                                        | 2   |
| Acknowledgements .....                                                                                         | 6   |
| Preface .....                                                                                                  | 7   |
| Process .....                                                                                                  | 7   |
| Table of Contents .....                                                                                        | 8   |
| Overview of Educator Supply and Quality with Regard to Data Sources .....                                      | 10  |
| The Problem .....                                                                                              | 10  |
| Assessing the Data Sources .....                                                                               | 10  |
| Depiction of the Educator Supply and Demand System .....                                                       | 10  |
| Preparation for initial entry into education .....                                                             | 11  |
| Retention from one year to the next .....                                                                      | 12  |
| Attrition of Educators .....                                                                                   | 13  |
| Re-Entry .....                                                                                                 | 14  |
| Market for Educator Supply and Demand .....                                                                    | 15  |
| Systems View .....                                                                                             | 15  |
| What can and cannot be known with existing data collections? .....                                             | 17  |
| Sample of questions that could be answered with joined existing data: .....                                    | 19  |
| Sample of questions that cannot be answered with current data collections .....                                | 22  |
| Plugging the Gaps .....                                                                                        | 23  |
| Improve data collected on teacher preparation candidates and graduates in Illinois higher education .....      | 23  |
| Improve knowledge of primary and secondary school student performance .....                                    | 24  |
| Improve vacancy, application and recruitment data .....                                                        | 24  |
| Doing Education Policy Research .....                                                                          | 26  |
| Accessing the Data .....                                                                                       | 26  |
| Current state of data sharing in Illinois .....                                                                | 26  |
| Technical Challenges .....                                                                                     | 27  |
| Organizational Challenges .....                                                                                | 27  |
| Privacy Issues and Access .....                                                                                | 28  |
| Approaches to data sharing .....                                                                               | 31  |
| Privacy concerns: .....                                                                                        | 31  |
| Storage concerns: .....                                                                                        | 32  |
| Data processing concerns: .....                                                                                | 32  |
| Dissemination concerns: .....                                                                                  | 33  |
| Coordination concerns: .....                                                                                   | 33  |
| Maintenance concerns: .....                                                                                    | 34  |
| <i>Concluding Recommendation: Improve Access to Data for Education Research</i> .....                          | 34  |
| Developing Research Capacity .....                                                                             | 35  |
| Presenting research results .....                                                                              | 35  |
| Sharing data processing results .....                                                                          | 36  |
| Appendix 1: Data Sources .....                                                                                 | 37  |
| Teacher Service Record (Illinois State Board of Education (ISBE)) .....                                        | 38  |
| Certification data (ISBE) .....                                                                                | 40  |
| Public and Non-Public Fall Enrollment and Housing Report (ISBE) .....                                          | 45  |
| District Report Card Data (ISBE) .....                                                                         | 56  |
| School building construction and maintenance data (ISBE) .....                                                 | 60  |
| Department of Employment Security Data .....                                                                   | 67  |
| Department of Employment Security Data .....                                                                   | 68  |
| Teacher Data Warehouse (University of Illinois Urbana-Champaign (UIUC)): .....                                 | 70  |
| Illinois Board of Higher Education (IBHE) Enrollment Data .....                                                | 85  |
| Illinois Board of Higher Education (IBHE) Graduate Data .....                                                  | 90  |
| Illinois Association of School Administrators (IASA) Teacher Application and Position Availability Data: ..... | 92  |
| Data submission by a university .....                                                                          | 98  |
| Data submission by a district .....                                                                            | 99  |
| Illinois Teacher Retirement System data .....                                                                  | 100 |
| Chicago Retirement data .....                                                                                  | 101 |
| National Center for Education Statistics .....                                                                 | 102 |



|                                                                    |     |
|--------------------------------------------------------------------|-----|
| Census Data .....                                                  | 104 |
| Unfilled Positions Survey (ISBE) .....                             | 105 |
| National Student Clearinghouse.....                                | 108 |
| Appendix 2: Variables and Databases Lookup .....                   | 116 |
| Appendix 3: Contacts for databases presented in the document. .... | 119 |

## **Overview of Educator Supply and Quality with Regard to Data Sources**

In November 2001 the Illinois Education Research Council received a grant from the Washington Mutual Foundation to assess the extent and usefulness of Illinois' data systems for the study of teacher supply and demand. Data and Decision Analysis, Inc. was contracted to undertake a review of currently available data, identify data gaps, and suggest steps for moving forward. This report is in response to that charge.

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### **Assessing the Data Sources**

#### **Depiction of the Educator Supply and Demand System**

To better understand what data would be useful in understanding educator supply and demand, it is useful to depict the process. From the work Who will teach? Policies that matter, by Murnane, Singer, Willett, Kemple and Olsen (Harvard, 1991), and the work of Barro, "Models for projecting teacher supply, demand and quality: An assessment of the state of the art" in Teacher supply, demand, and quality: Policy issues, models, and databases (National Academy Press, 1992) the following depiction of the process of educator supply and demand is presented.

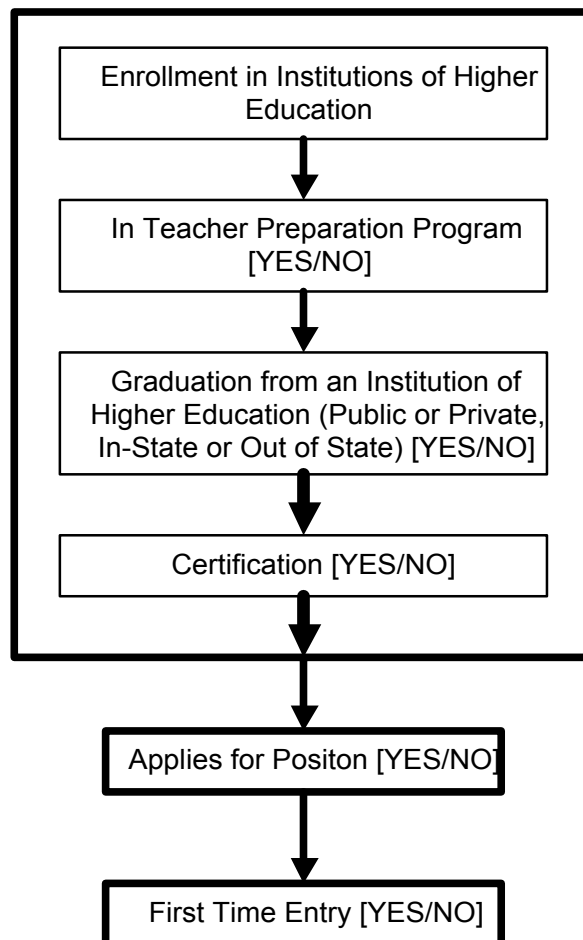
Note the depiction focuses on the path of educators through the system and not the attributes of the individuals in the flow. Attributes such as race/ethnicity, gender, age, experience, degree level, major, institution of higher education, etc. are covered in the discussion about what questions can and cannot be answered by existing data collections.

The components of educator supply are 1) first entry to teaching from graduation from an institution of higher education, 2) retention and its complement attrition, and 3) re-entry after exit. Supply is best measured by the number of applicants to districts, and demand by the number of funded positions seeking applicants. The following pages briefly review each component, and then an integrated diagram is presented.

## Preparation for initial entry into education

Figure 1 starts the process of teacher preparation with enrollments in institutions of higher education (IHE). The modeling of the choice to enter higher education is not included in this depiction. Once in an IHE, the student can choose to enter a teacher preparation program or not, and subsequently may or may not graduate. Some students may already have a degree and be enrolled in order to obtain credits for an additional certification. Program completers also have the option of applying for certification. Finally, they then may or may not choose to apply for an opening in primary or secondary education, and from that application, may or may not be hired.

Figure 1

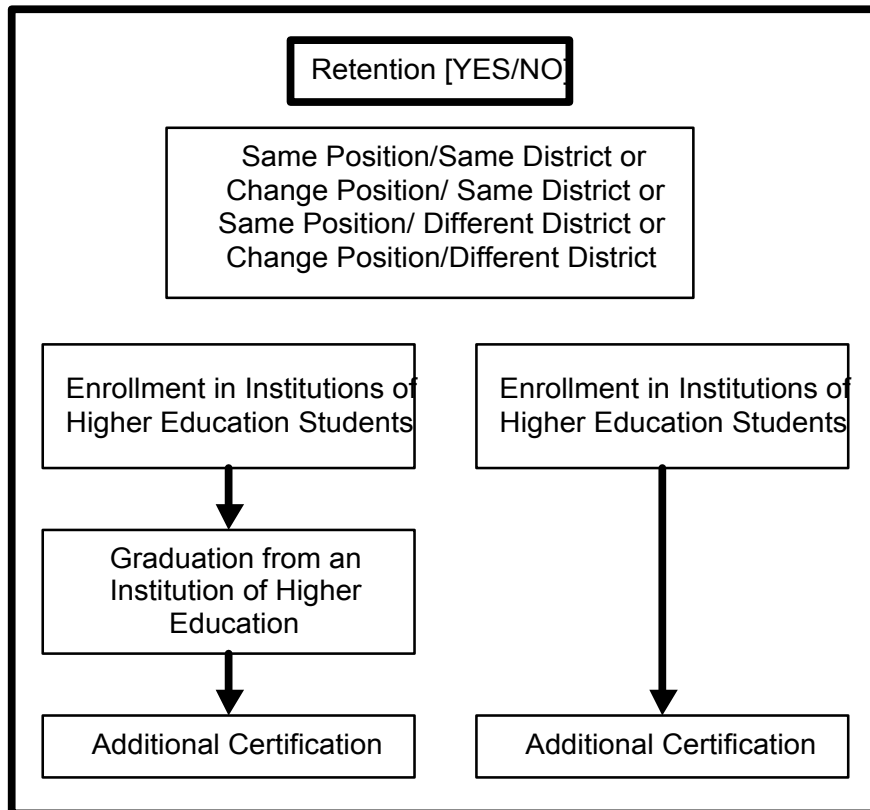


Two other paths are also possible. The first is when a person may enter a profession other than teaching after graduation, and then, after a time, obtain a certification to enter teaching. A second is when a person works for a number of years as a teacher and then obtains certification. The above represents the most traditional path; these two variants (and perhaps others) are possible.

### Retention from one year to the next

Retention often accounts for more than 90 percent of educator supply from one year to the next. Figure 2 depicts an educator who is retained from one year to the next. Once retained, they may or may not stay in the same district or position. Further, in the year retained they may pursue additional course work for a degree or additional credits for an additional certification.

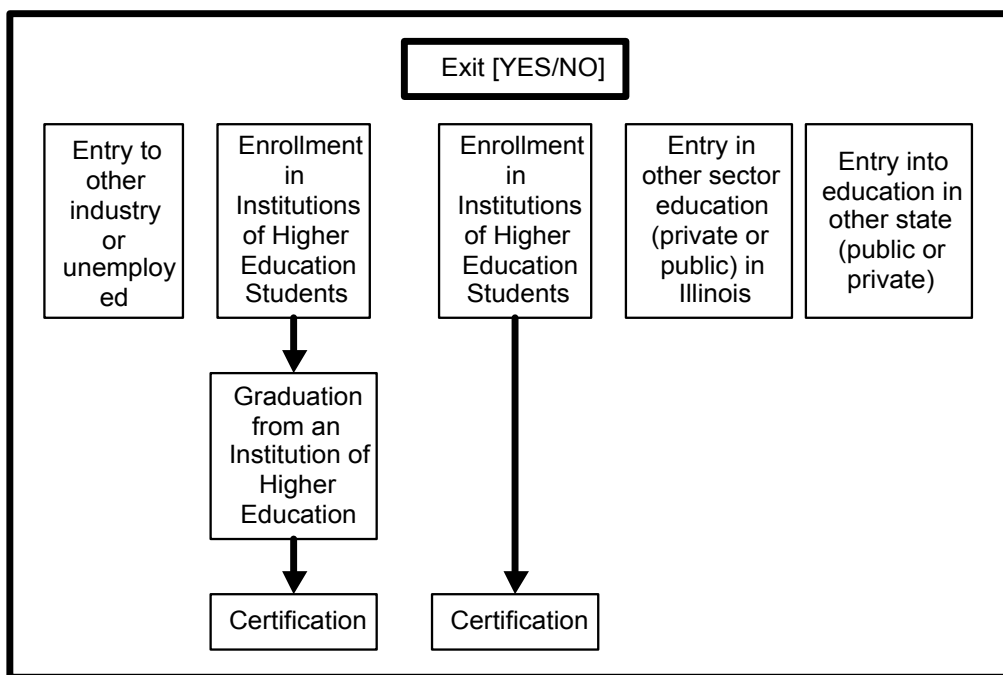
Figure 2



## Attrition of Educators

The complement of retention is attrition. About 10 percent of the educator workforce will exit from one year to the next. The reasons for exit can be numerous (not rehired, quit, on leave, death, etc.). Figure 3 shows a number of paths that can be followed post exit. The former educator could become employed, or could enter another industry. They could enter an IHE and pursue a degree or more credits for additional certification—or for another career. They could switch sectors---going from a public school to a private school in Illinois, or they could do the same moving to another state.

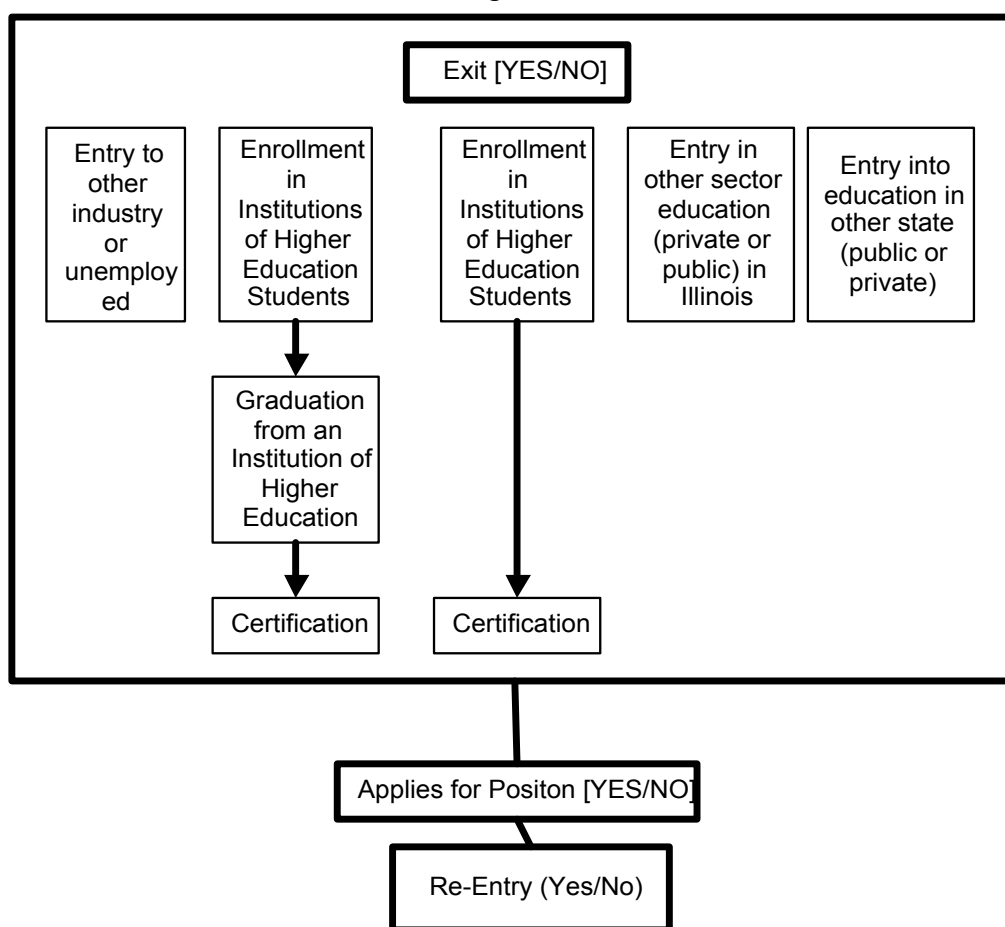
Figure 3



## Re-Entry

Re-entry can account for more than 50 percent of new entrants and as much as 5 percent of the educator workforce from year to year<sup>1</sup>. Following the description of exit above, the former educator could have taken a number of paths after exit. After a period of time they may reapply to re-enter the teaching workforce in the state in which they exited, and if so they may or may not be rehired.

Figure 4

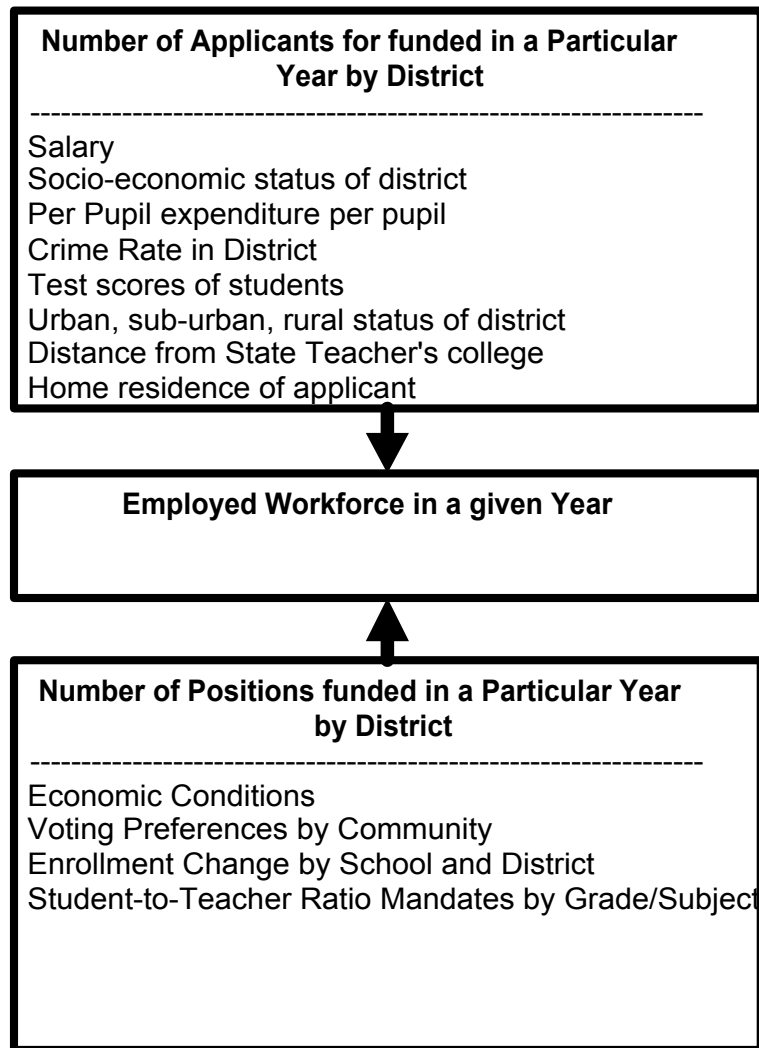


<sup>1</sup> See page 78, Who will teach? Policies that matter, (1991), Murnane, R., Singer, J., Willett, J., Kemple, J., Olsen, R., Harvard University Press, Cambridge, Mass. Also see recent educator supply and demand studies conducted by the author of this report for the states of: Tennessee [http://www.state.tn.us/education/fasupdemsummary\\_sbe.htm](http://www.state.tn.us/education/fasupdemsummary_sbe.htm) and Oklahoma <http://www.okhighered.org/teachsupply.html>

## Market for Educator Supply and Demand

Figure 5 indicates how the number of applicants for positions for a particular year interacts with the number of positions funded for that year. A number of potentially influential factors are shown. A person would potentially be influenced to apply to a district by the salary, socio-economic status of the community, etc. The number of funded positions could be influenced by economic conditions, voting preferences by a community, etc. How applicants and positions match creates the employed workforce for a given year.

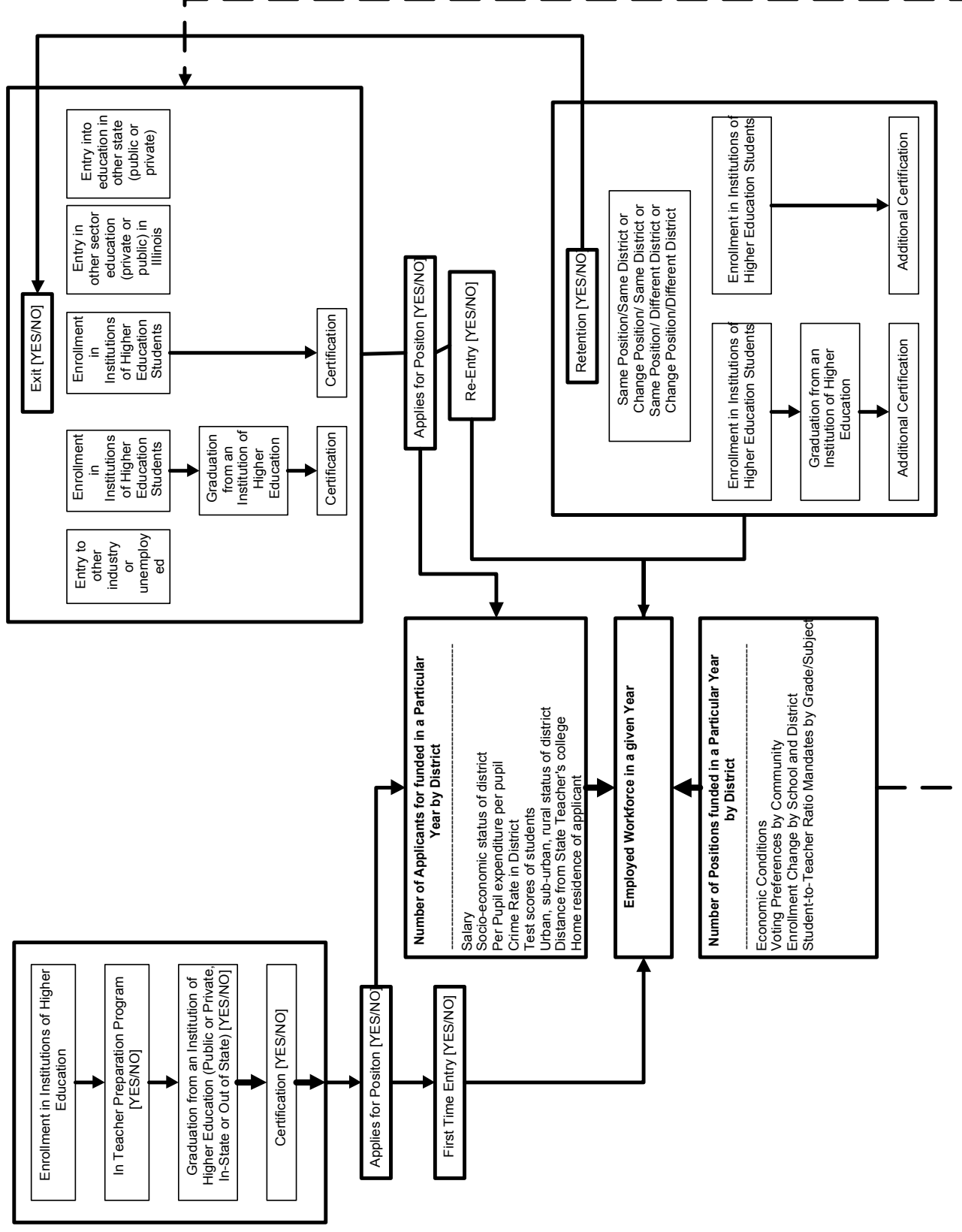
Figure 5



## Systems View

Figure 6 on the following page depicts how the components of initial entry, retention, attrition, re-entry, and supply and demand interact.

Figure 6





## What can and cannot be known with existing data collections?

Illinois currently possesses a rich set of data relevant to educator supply and quality for primary and secondary education that can begin to provide information about the flow of individuals previously depicted. Before that discussion begins, a number of distinctions about “types” of data are useful to define so as to provide a better understanding of the value and limitations of particular data collections. Each of the attributes below has its pros and cons.

- **Census vs. Sample:** Data collections can either contain all elements (census) or be a sample. Illinois has a number of census level data files. The sample may be intentional (and thus presumably designed to be representative for the factors of interest)---or simply the result of not getting full response (potentially not representative)
- **Micro-data vs. Aggregate Data:** Data can be in either micro-data form, or aggregate form. Illinois has a number of micro-data sets, as well as aggregate level data collections. Potentially, all aggregate collections can become micro-data collections. Aggregate reporting of data undermines the opportunity to observe how that aggregate number, if disaggregated into micro-data, may vary in relation to other variables.
- **Continuous vs. Periodic Collection:** Frequency of collection can be continuous or periodic. Illinois has data sets that are collected continuously and data sets that are collected periodically. Databases with information that are collect periodically miss events that occur within those periods.
- **Centralized Collection vs. Distributed Collection:** Data are collected in a centralized source at the state or national level or data are collected at a number of sites and not centralized. Non-centralized data collections are often difficult to collect among so many organizations, and are often created with local approaches that make integration of such data difficult. An asterisk in the table 2 below denotes data that are not centralized. Databases that are examined in this study are indicated below, with an abbreviation for use in the subsequent table:

Table 1: Databases and abbreviations

| Database                                                                                                | Abbreviation |
|---------------------------------------------------------------------------------------------------------|--------------|
| Teacher Service Record (Illinois State Board of Education (ISBE)                                        | ISBE-TSR     |
| Certification data (ISBE)                                                                               | ISBE-CERT    |
| Public and Non-Public Fall Enrollment and Housing (ISBE)                                                | ISBE-ENROLL  |
| District Report Card Data (ISBE)                                                                        | ISBE-RPT-CRD |
| School building construction and maintenance data (ISBE)                                                | ISBE-CNSTRC  |
| Department of Employment Security Data                                                                  | DES          |
| Teacher Data Warehouse (University of Illinois Urbana-Champaign (UIUC))                                 | TDW          |
| Illinois Board of Higher Education (IBHE) Enrollment Data                                               | IBHE-ENROLL  |
| Illinois Board of Higher Education (IBHE) Graduate Data                                                 | IBHE-GRAD    |
| Illinois Association of School Administrators (IASA) Teacher Application and Position Availability Data | IASA         |
| Data submission by a university                                                                         | IHE          |
| Data submission by a district                                                                           | District     |
| Illinois Teacher Retirement System data                                                                 | TRS          |
| Chicago Retirement data                                                                                 | CHI-TRS      |
| National Center for Education Statistics                                                                | NCES         |
| Census / BLS data                                                                                       | BLS          |
| Unfilled Positions Survey                                                                               | ISBE-VAC     |
| National Student Clearinghouse                                                                          | NSC          |

These data can be categorized as follows:

Table 2: Databases categorized

|                       | Collected Continuously                                                                                  |         | Collected Periodically                                                                       |                                                                                              |
|-----------------------|---------------------------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
|                       | Census                                                                                                  | Sample  | Census                                                                                       | Sample                                                                                       |
| <b>Micro data</b>     | 2. ISBE-CERT<br>6. DES<br>11. IHE data (salary)<br>12. District data (salary)<br>13. TRS<br>14. CHI-TRS | 9. IASA | 1. ISBE-TSR<br>5. ISBE-CNSTRC<br>8. IBHE-ENROLL pub<br>9. IBHE-GRAD pub<br>18. NSC           | 7. TDW<br>8. IBHE-ENROLL prv<br>9. IBHE-GRAD prv<br>17. ISBE-VAC<br>15. NCES-SASS<br>16. BLS |
| <b>Aggregate Data</b> |                                                                                                         |         | 3. ISBE-ENROLL<br>4. ISBE-RPT-CRD<br>11. IHE data (reports)*<br>12. District data (reports)* |                                                                                              |

Or alternately viewed:

**Table 2a: Data categorized**

| Database                                                                                                    | Type of Data                                                                                          |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1. Teacher Service Record (Illinois State Board of Education (ISBE)): [TSR]                                 | Census, Micro-data, Periodic, Centralized                                                             |
| 2. Certification data (ISBE) [ISBE-CERT]                                                                    | Census, Micro-data, Continuously, Centralized                                                         |
| 3. Public and Non-Public Fall Enrollment and Housing (ISBE)                                                 | Census, Aggregate, Periodic, Centralized                                                              |
| 4. Student Test Data (ISBE)                                                                                 | Census, Aggregate, Periodic, Centralized                                                              |
| 5. School building construction and maintenance data (ISBE)                                                 | Census, Aggregate, Periodic, Centralized                                                              |
| 6. Department of Employment Security Data                                                                   | Census, Micro-data, Continuously, Centralized                                                         |
| 7. Teacher Data Warehouse (University of Illinois Urbana-Champaign (UIUC))                                  | Sample (non-representative), Micro-data, Periodic, Centralized                                        |
| 8. Illinois Board of Higher Education (IBHE) Enrollment Data                                                | Census, Micro-data, Periodic, Centralized                                                             |
| 9. Illinois Board of Higher Education (IBHE) Graduate Data                                                  | Census, Micro-data, Periodic, Centralized                                                             |
| 10. Illinois Association of School Administrators (IASA) Teacher Application and Position Availability Data | Sample (non-representative), Micro-data, Continuously, Centralized                                    |
| 11. Data submission by a university                                                                         | Census and sample at the organizational level, mix Micro-data and Aggregate, Periodic, De-centralized |
| 12. Data submission by a district                                                                           | Aggregate, Periodic, Centralized at the state level                                                   |
| 13. Illinois Teacher Retirement System data (public school teachers)                                        | Census: less Chicago, Micro-data, Continuously, Centralized                                           |
| 14. Chicago Retirement data (public school teachers)                                                        | Census: only Chicago, Micro-data, Continuously, Centralized                                           |
| 15. National Center for Education Statistics                                                                | Sample, Micro-data, Periodic, Centralized                                                             |
| 16. Census / BLS data                                                                                       | Sample, Micro-data, Periodic, Centralized                                                             |
| 17. Unfilled Positions Survey (ISBE)                                                                        | Census, Aggregate, Periodic, Centralized                                                              |
| 18. National Student Clearinghouse (NSC)                                                                    | Census, Micro-data, Periodic, Centralized                                                             |

In terms of integrating such databases for research purpose these differences among databases present a number of challenges:

- The timing of merging among data sets with updates given asynchronous collections.
- The use of census and sample data for statistical work.
- Using aggregate data in conjunction with micro-data.
- Gaining access to rich site level data that currently are not centralized.

Ideally a research database would have census level micro-data with continuously and centrally collected data. This would provide the best information.

Not having such data collection practices among data sets requires the use of numerous strategies for combining data sets of different types that preserves the integrity of any analysis. Each of these strategies needs to be addressed more fully than can be accomplished by this report. Fully answering these questions would require working with the data to understand the opportunities and limitations. Such a system would be a patchwork of data in terms of type.

However, even without such an in-depth analysis, it is easy to see how ample opportunities exist for creating useful information about the supply, demand and quality of educators from the set of databases identified in this report. Data exist to answer the following questions relevant to educator supply and demand. What is shown below assumes that certain existing databases have been joined. What follows are a set of questions that currently cannot be answered because of the gaps in existing databases and collections.

**Sample of questions that could be answered with joined existing data:**

1. What percentages of graduates from Illinois public institutions of higher education, by year, become certified before being hired in Illinois public education?
  - By institution of higher education
  - By degree level
  - By race/ethnicity and gender
  - By major
  - By kind of certification
  - By duration from graduation (immediate hire, 1 year after, etc.)
2. What percentages of graduates from Illinois public institutions of higher education enter Illinois public education, by year?
  - By institution of higher education
  - By degree level
  - By race/ethnicity and gender
  - By major
  - From which institution of higher education to which districts
  - By duration from graduation (immediate hire, 1 year after, etc.)
  - By position

3. What percentages of graduates from Illinois public institutions of higher education enter Illinois employment in particular industries by institution of higher education by year ( i.e., all employment in Illinois excluding federal employment due to limitations of the ETS of DES see below)
  - By degree level
  - By race/ethnicity and gender
  - By major
  - By duration from graduation (immediate hire, 1 year after, etc.)
  - By salary level
  - By location
4. What percentage of entrants to employment in Illinois public education, by year, was previously employed in all other industries in Illinois (again excluding federal employment see below under DES)
  - By industry
  - By location
  - By district
  - By salary level
  - By race/ethnicity
  - By position
  - By age
5. What percentages of those who exit employment in Illinois public education become employed, by year, in other industries (excluding federal employment) in Illinois?
  - By industry
  - By location
  - By district
  - By salary level in the industry
  - By salary level in previous employment in Illinois public education
  - By race/ethnicity
  - By position in previous employment in Illinois public education
  - By experience in education
  - By age
6. What percentages of employed Illinois public school educators obtain subsequent degrees, by year, from Illinois institutions of higher education?
  - By district
  - By position
  - By degree level
  - By experience
  - By age

7. What percentages of employed Illinois public school educators who have exited public education, by year, subsequently re-enter Illinois public education?
  - By district of exit, and re-entry
  - By position of exit, and re-entry
  - By degree level at exit, and re-entry
  - By experience at exit, and re-entry
  - By duration of exit
  - By age at exit and re-entry
  - By salary at exit and re-entry
  - Did they attend an Illinois institution of higher education? If so when, and what degree was pursued?
  - Did they obtain certifications during the hiatus?
  - Did they work in another industry in Illinois during the hiatus? Where, and what was the salary?
8. Are there common district characteristics among districts that have:
  - Low educator attrition?
    - As a function of student test scores
    - As a function of discipline
    - As a function of per pupil expenditure
    - As a function of other
  - High educator attrition?
    - As a function of student test scores
    - As a function of discipline
    - As a function of per pupil expenditure
    - As a function of other

### **Sample of questions that cannot be answered with current data collections**

1. All the above questions for private institutions of higher education in Illinois.
2. All the above questions for private primary and secondary schools in Illinois.
3. All the above questions for public and private institutions of higher education outside of Illinois.
4. All the above questions for private primary and secondary schools outside of Illinois (in terms of moving to another district).
5. All the above questions about employment in other states, either in the field of education, or in other industries.
6. Complete number of graduates with teacher preparation training from Illinois institutions of higher education
7. Grade point average of graduates from Illinois institutions of higher education.
8. Complete number of position openings by district, by year.
9. Complete number of applications to a district, by year:
  - By position opening
10. Complete set of districts each applicant applies to
  - By degree level of applicant
  - By Illinois institutions of higher education of applicant
  - By other than Illinois institutions of higher education of applicant
  - GPA of applicant
  - By major of applicant
  - Whether applicant is currently employed in Illinois public education
  - Current industry of employment of applicant
11. Complete number of applicants applying to each position in a district, by year:
  - By degree level of applicant
  - By Illinois institutions of higher education of applicant
  - By other than Illinois institutions of higher education of applicant
  - GPA of applicant
  - By major of applicant
  - Whether applicant is currently employed in Illinois public education
  - Current industry of employment of applicant
12. Why do some districts have more applicants per position than others?
13. Among the applicants to a position in a district: who gets hired or does the position remains unfilled.
14. Test scores of students by relevant teacher (in either public or private primary and secondary education)

## **Plugging the Gaps**

Illinois data, while ample and capable of providing much information for research, is not complete; there are gaps. That is, there is some information that cannot be obtained from existing data or combining existing databases. The following are recommendations to “plug the gaps” among the data collections so as to improve information about educator supply and demand.

### **Improve data collected on teacher preparation candidates and graduates in Illinois higher education**

This report has focused on the data relevant to creating information about educator supply and demand. Research on educator supply seeks to know if there are enough teachers, and if candidates for teaching and existing teachers are of the appropriate quality. The credentials of teachers (SAT scores, grades in college, degree level, major, teacher test scores, certifications, etc.) can be observed as a proxy for teacher quality, or student performance can be observed as a measure of teacher quality. In terms of the former, Illinois has limited data on students enrolled in its public institutions of higher education. Other states collect more extensive information, such as high school of graduation, and also use the data for regular policy analysis.

The lack of participation by private institutions in providing data is a limitation that is shared by many other states’ databases. There are other ways to obtain institution-level data. For example, the National Student Clearinghouse database (reviewed in appendix 1) provides an alternative source of information from both public and private institutions for doing access and persistence studies on post-secondary students. Within Illinois, the Teacher Data Warehouse at the University of Illinois Urbana-Champaign has the potential to provide important information on enrollees in teacher education programs that could help to more accurately project the supply of future teachers, but its usefulness is limited by the low participation rate among Illinois education programs. Even with complete participation it would still be limited to Illinois institutions, and its usefulness in terms of research is limited by rules prohibiting access to those data.

#### ***Recommendation:***

If the “Shared Enrollment System” at the Southern Illinois University at Carbondale is to reach its full potential, it needs to:

- Expand its collection to include information on high school of graduation, high school GPA and rank, and type of high school diploma awarded.
- Expand to include performance measures in college.
- Include information on enrollees and graduates in teacher education programs (this is the information the Teacher Data Warehouse now painstakingly obtains and spends considerable resources validating).
- Increase efforts to include participation of private institutions in the state.

*Alternately*, incentives should be devised to increase participation in the Teacher Data Warehouse. There is a solid and excellent infrastructure developed for the warehouse, and excellent on-line reporting tools to make the data useable by participating schools. While the knowledge created is valuable and the technology they have created a paradigm for dissemination of information, without full participation, the investment in development and

maintenance of this system hinges on the belief that over time there may be full participation. However, how long that will take is unknown, making continued funding of such a system questionable.

### **Improve knowledge of primary and secondary school student performance**

To better understand student performance and its relation to teacher quality, it is essential to be able to observe the progress of individual students. A critical matter to be undertaken in starting such a system is the privacy concern addressed later in the report. A practical matter is establishing a student identifier so statistical work can be conducted; it is critical to be able to track the progress of a student over time, and to do this requires an identifier to match records. The social security number is the most reliable identifier, however a number of states have implemented a “social security like” identifier. Such an identifier is issued by the state to districts. Some states combine social security numbers for students whose parents deem it acceptable to use such an identifier, and a state issued identifier for students whose parents deem it unacceptable to use such an identifier. Some states even store a “local” key for students to be compatible with district level student record software. A number of models exist that can guide Illinois<sup>2</sup>. The “No Child Left Behind” program provides the impetus to develop a student identifier for students in the P-12 system.

#### ***Recommendation:***

The Joint Education Committee should convene a working group to recommend an approach that would allow student progress to be monitored over time, and across the various sectors of Illinois education. While the social security number is the most obvious, and reliable, mechanism, other devices could be considered that would achieve a similar objective

### **Improve vacancy, application and recruitment data**

An important source of information on demand is the number of vacancies in schools, and a critical measure of supply is the number of unfilled positions. Such data are difficult to collect as it requires every district to account for its openings and if they have been filled. Currently ISBE collects an “unfilled position survey” through a combination of written survey and electronic means (see appendix 1). The survey is quite detailed information about the reason for unfilled position, by type, in terms of: “lack of qualified applicants,” “applicants lacked proper certification,” “qualified applicants declined employment.” It also provides a scale for each position to indicate the degree of supply in terms of “severe undersupply,” “undersupply,” “adequate supply,” “over supply,” “severe oversupply,” and “NA” if an estimate cannot be made as there were no job openings in that position in the last 3 years. ISBE has paper copies of these surveys from 1995.

The obvious criticism of this survey is that the measures are subjective for terms such as “qualified,” “adequate,” etc. There are no quantitative measures to indicate the number of applicants to a position, or more detailed information on why a candidate was not selected. Illinois knows nothing, at the state level, about the credentials (degree level, college attended and

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<sup>2</sup> (e.g., Georgia

<http://techservices.doe.k12.ga.us/admin/datacollecist/studentrecord/studentrecord2002.htm>, and Tennessee [http://www.state.tn.us/education/sm\\_menu.htm](http://www.state.tn.us/education/sm_menu.htm), as a sample)



if it is not an Illinois college, etc.) or the demographics of the pool of applicants to a particular district. Individual districts, of course, must weed through applications and thus encounter this information. There is also no information collected on the process of recruiting teachers in terms of the criteria for accepting an applicant and rejecting others (other than the broad criteria of the “unfilled position survey”), and what incentives are used to attract teachers to the district.

Far more difficult to know are the reasons an applicant turned-down an offer from a district and the number of schools to which an applicant applies, or the geographic range of districts applied to within the state by such applicants.

Another potential source of information on vacancies and applicants is the IASA (Illinois Association of School Administrators) web site (see appendix 1 for a review). This site encourages districts to post openings, and then allows applicants to search over the site for such openings. Applicants can submit resumes on-line. Districts, with an appropriate password, can gain access to the resumes of applicants. Applicants can also view additional data on districts such as the ISBE District Report Card and ILearn (Illinois Local Education Agency Retrieval Network).

The research limitations of this useful site are:

- Data are not archived and so there is no history preserved. Further, users of the site can edit and delete their submissions, so there is continual flux in the data.
- Not all districts post their positions on the site. Some “popular” districts post their positions on their own web sites, and certainly some others may not post a position at all.
- There is no follow-up to know if an applicant has found a job, or a position has been filled. Editing of those elements is left to the users of the site, who may or may not update their information.

***Recommendation:***

These are important data, and are currently collected in a number of ways in Illinois. Gathering this data is complicated because it requires the collaboration of both districts and applicants to gain an understanding of this process. It is difficult data to collect, but there are a number of changes that could improve some of the current collection mechanisms. Some potential changes would need to be piloted in terms of the data burden on districts:

- Collect the number of applicants by position in the “unfilled position survey.” This would provide a clearer measure than the nominal scale currently used.
- Develop a pilot study to investigate how researchers could work with the IASA data for a sample set of districts. The IASA data (meaning the number of applicants with resumes) could be augmented by additional on-site data and the “unfilled position survey.” This study could, at the same time, investigate how districts select from a pool of applicants. An improved survey instrument relevant to the process could be the result of such research.
- Provide an incentive to IASA applicants to participate in a study to begin to understand their process of search and selection.

The IASA site is clearly an ideal medium for collecting such information, and if it had complete participation could unburden ISBE of the substantial task of collecting the “unfilled position survey.” However, this could only happen by *requiring* districts to participate in such a site (a

difficult prospect at best), and further that such information would be available for education research.

## **Doing Education Policy Research**

Improving education policy research in Illinois requires improving access to existing data and exploiting existing research capacity. Achieving this aim means understanding and tackling a number of barriers to this goal.

## **Accessing the Data**

Numerous states have developed databases to examine educator supply and demand and other education policy issues such as student transitions and completion. The process of assembling such information depends on various agencies cooperating to share data for the sake of analysis that will help to improve the educational system.

### **Current state of data sharing in Illinois**

Better information about educator supply and demand *requires* sharing data among agencies. *No single database from a single agency can answer the questions about educator supply and demand.* From the interviews conducted for this study a number of concerns with regard to making data accessible, and collaborating among agencies to develop a useful data for research was expressed among agency directors and staff:

- Concerns that privacy of data will be violated---and with that violation participants in an existing data collection would exit the process and thereby ruin the data set;
- That participants in a data collection will have their data used to evaluate them and to potentially cut budgets or remove staff;
- That increased demand on limited resources of the collecting agency will be required to participate in the new vision of a coordinated data system, without the concomitant increase in funding to support that resource use;
- That control of the data collection, reporting, and servicing of an existing stakeholder and client base would shift to another agency, and current staff and resources of the current collecting agency would be cut;
- That credit for reports created by another agency from data collected by a particular agency will not accrue to the collecting agency, and therefore potential increase in funding will go to the reporting rather than collecting agency.

This does not mean data are not being shared or used for research *at all*. The Illinois State Board of Education (ISBE) has developed procedures to share its data on teachers and certification through “Data Sharing Agreements.” The Illinois Education Research Council, for example, is examining the geographical source of schools’ teachers using the TSR data from ISBE, and will soon undertake a comprehensive cohort analysis to assess the continuation rates of teachers. ISBE and DES have recently undertaken a study of educator attrition. The problem is that these examples of access and sharing do not extend to all agencies with data relevant to the improved understanding of educator supply and demand. Thus the understanding of the process of educator supply and demand and how its conditions vary over the state are lacking.

Illinois has *ample* data that could be connected among agency database to yield significant information about many aspects of the educational system. Simply put Illinois has been “flying blind” for years because of its lack of integrated information. This condition has been perpetuated by rumors and lack of knowledge about what data exist, and privacy concerns about such data fueled by apocryphal legends about breaches in privacy using data. This report identifies and analyzes the existing data relevant to educator supply and demand—so that barrier is removed. In terms of the second barrier, it is the view of this consultant that Illinois is unusually cautious in regard to privacy issues. Other states that are working within federal privacy laws have made different choices about combining individually identifiable information for research purposes. Data *far more sensitive* than the content of these data have been successfully managed by thousands of organizations in many countries. Indeed, private industry (i.e. credit card companies) has access to highly sensitive and personal information on each of us on a daily basis. Furthermore, today we know much more about computer security and Illinois can safely move ahead in this regard, within the boundaries of the law if it so chooses.

It is my assessment that Illinois’ failure to integrate the available data for policy analysis rests on the tacit assumption that data can never be secure and state employees can never be trusted to successfully manage secure data. It is a cynical view that robs the citizens of the information needed for thoughtful statecraft. Without good information to develop policy what is the alternative? Studies have shown that decisions based on hearsay and intuition pale compared to decisions based upon scientifically derived facts.

### **Technical Challenges**

Technical challenges in assembling a multi-agency database for research purposes are fundamentally engineering problems dealing with information processing capabilities. This translates into matters of computer hardware, software, connectivity (bandwidth, networking), and the expertise of the practitioners of information management. The technology exists today, cheaper and more productive than in any time in history, to develop virtually any information system. The expertise is also available, but is in considerable demand, and is at times expensive within the context of government salaries. It is not hyperbole to say there are largely no technological constraints on assembling data for research purposes, given adequate resources: expertise, time, and funding. There may be limits in terms of what currently exists in organizations and what budgets allow in terms of purchasing and hiring. But those are organizational challenges---not matters of technology.

### **Organizational Challenges**

Organizational challenges might be better termed “re-organizational” challenges. Organizational challenges emerge from institutional barriers to organizational change. Institutional barriers are those practices and beliefs that have been wrought from past policies and past experiences from working in the existing political system. Such practices and beliefs can make organizational change, based on a new vision of what is possible, difficult to implement.

For example, certain data have been collected in a particular way in a definite format on certain machines, and perhaps the use of such data restricted to a particular set of people for specified purposes. Such systems have evolved to serve non-systemic aims, and function well for their circumscribed audience. Existing institutional practices are supported for good reasons and must

be taken seriously. However from a systems perspective such practices can be seen as barriers to greater access to information and knowledge.

## Privacy Issues and Access

To model the process of educator supply and demand well, and with sufficient detail to understand what is happening at the district or IHE level, or in a particular subject area or degree major, etc. requires data on individuals, and merging data sets over agencies. Privacy concerns emerge when using data that requires:

- The use of individual records with individual identifiers<sup>3</sup> in this case to link among data sets for:
  - Staff in primary and secondary public education, and private education
  - Graduates of institutions of higher education
  - Enrollees of institutions of higher education
- Integration of data from a number of agencies.

Developing research data resources on educator supply is unusual in that the data on a single individual can be both student data (when they are training to be an educator) and staff data (when hired into a position in primary or secondary education).

There are two useful publications from the National Center for Education Statistics that address privacy matters.

Privacy Issues In Education Staff Records: Guidelines for Education Agencies (referred to as *Pstaff*) and Protecting the Privacy of Student Records: Guidelines for Education Agencies (referred to as *Pstudent*) (both at [www.nces.ed.gov](http://www.nces.ed.gov) in Adobe Acrobat files)

The privacy issues dealing with staff data are less restrictive than data dealing with student data. The former are governed by the Freedom of Information Act (FOIA), 5 U.S.C. sec. 552 (1966, rev. 1976) and the Privacy Act, U.S.C. sec. 552a (1976). Family Educational Rights and Privacy Act (FERPA) govern student records.

These records pertain to: “Education agencies and institutions that receive funds from the U.S. Department of Education must adhere to federal privacy laws pertaining to education records of students. These generally include public elementary and secondary schools, school districts, intermediate education agencies, and state education agencies or their representatives. Most private and public colleges and universities are also subject to federal privacy laws because they receive federal funds from the U.S. Department of Education. However, because few private elementary and secondary schools receive federal funds directly, they are rarely subject to these privacy restrictions.” (see page 21, *Pstudent*).

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<sup>3</sup> “Personal identifiable data include identifying data that directly associate with a person, such as the following: a person’s name, the name of a student’s parent or family members, the address of the student’s parent or family members, the telephone number of a person, an identifier—such as a person’s social security number or an identification number assigned by the school, a list of personal characteristics that would make a person’s identity traceable, ...” (page 88, *Pstudent*).

The privacy concerns among all the data are: can an “individual” be identified from the data? Social security numbers---the key needed to link data among different databases---are inevitably private. So if data are to be shared among databases, this is an issue that must be addressed.

The following reviews some provisions of the aforementioned acts to help guide negotiations among agencies in Illinois to develop agreements to establish matched files that can serve as carefully managed research resource to improve the education delivery system in Illinois.

In *Pstudent*, page 12 is stated:

“Disclosure refers to access, release, or transfer of personal information about individuals. Privacy laws define appropriate information disclosures or releases. According to FERPA, data about students may be disclosed without parental consent only to school and other education officials who use it to provide educational services or to carry out legally specified administrative and statistical activities.”

*They further state on page 27:*

“Disclosure of information to an individual or agency outside the school, school district, or state education agency—a third party—generally is not allowed without prior consent of a parent. Under certain circumstances (e.g. government required audits, evaluations, or court orders) a district can release records without approval of the parent, but it must make clear the criteria for determining which institution or agency representatives may receive such information and under what condition. FERPA stipulates that records disclosure without consent of the parent is permissible for the following individuals and organizations:

...Organizations conducting studies on behalf of education agencies or institutions, including those that develop or administer tests, administer student aid programs, or evaluate programs for improving instruction.”

*On page 64:*

“Contractors or vendors acting on behalf of the agency or school to perform specified duties may be allowed access to those records they need to perform their duties. ...”

*On page 89:*

“In some cases, researchers who are not employed by the agency or school may be authorized to conduct data processing or research and evaluation studies through contractual arrangements. If these efforts are initiated by and performed on behalf of the agency or school, researchers may be considered school officials who have a legitimate educational interest...In general, the release of data to researchers outside the agency should be considered as a loan of data (i.e., recipients do not have ownership of the data). Agencies or schools could require that these data

be returned or copies destroyed when the researchers complete their work”

*In terms of sharing data among agencies they note on page 91:*

“There are increasing needs for education and other service agencies to develop coordinated data systems that enable them to...facilitate agency program planning and evaluations of education programs...To conduct evaluations of education programs and studies of workforce preparedness, and school-to-work links. Institutional sharing of information requires that agencies establish memoranda of understanding or legal arrangements among agencies to confirm what and how data will be exchanged and used, and that they maintain records of what information has been shared and the authorization for sharing it. In addition, agencies must adequately train the staff who use the information and specify how they secure both electronic and paper files...[an example of this is] Data are matched electronically so that personally identifiable information from several data sources is connected within the computer and not actually seen. In these cases, personal information is only used to produce aggregate results for groups and programs.”

*Finally, in the Federal Register (in Pstudent, page 110), the following is stated:*

99.31 Under what conditions is prior consent not required to disclose information?

(a) An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by 99.30 [parental consent or student consent] if the disclosure meets one or more of the following conditions...(6)(i) The disclosure is to organizations conducting studies for, or on the behalf of, educational agencies or institutions to...(C) Improve instruction. (ii) The agency or institution may disclose information under paragraph (a)(6)(i) of the section only if---(A) The study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization; and (B) The information is destroyed when no longer needed for the purposes for which the study was conducted. (iii) For the purposes of (a)(6) of this section the term “organization” includes, but is not limited to, Federal, State, and local agencies, and independent organizations.

In terms of staff data from education agencies—these are largely covered by the same conditions. The data are mostly available per FOIA, and the release of personal identifiers is governed by the same principles above.



## Approaches to data sharing

Illinois has many sources of data relevant to educator supply and demand. The database and hardware technology for assembling a multi-agency data usable for research is excellent and available. Creating a broad set of agreements for sharing data among agencies in Illinois for the sake of educational research to improve education in the commonwealth is the real challenge.

Given the sensitivity to data sharing and the importance of clarifying access to such data, I want to examine two approaches. The first approach is to indicate the requirements to improve the access to data among agencies for educational research. The second approach considers the requirements to develop a system to deliver such data and information in various forms to a broad range of customers. I am recommending the first approach for Illinois and the reasons will follow. I will argue that the scope, lack of clarity of mission, and resources needed for the second approach are too costly for the currently scarce resources allocated to improving the knowledge of the Illinois educational process.

The process of gathering data, in both approaches, keeps the data in existing agencies intact and extracts of that data are obtained from agencies and then processed to create a dataset. This is the well-known data warehouse approach using middleware to standardize codes, fields, and table layouts among numerous contributors to the warehouse who have varied information systems. There are many ways to accomplish this task; the pros and cons of each approach are beyond the charge of this document. While both approaches merge data, the difference in the two approaches concerns the degree and kind of *access* to data and the kind of information products from such multi-agency databases. However, gathering of data from numerous agencies to develop an integrated data set, regardless of the dissemination strategy, presents a number of concerns expressed below.

### Privacy concerns:

As mentioned above, for any organization undertaking education research, data appropriate to the research agenda would simply be gathered and merged into a research database. *All the while privacy concerns would be paramount.* Data sharing agreements commonly stipulate the researchers' responsibilities with regard to holding individual data privately, and providing results that do not allow for individual identification of sensitive information. The following recommendations are made to ensure privacy.

### ***Recommendations***

- Create the set of data sharing agreements with clear statements about protecting individual identifiers, training of staff to protect such data.
- Be clear that any database created is provisional in the sense it is updated each year to provide new information to inform educational policy with new research. Its aim is to improve teachers, and thus instruction, and thus student performance. This objective calls for working with personal identifiers.
- Develop the data transfer protocols so data can be moved to a site, from among agencies, to be integrated for the sake of research.
- Develop clear definitions of who is part of the research team and under what conditions would they have access to the data.

- Articulate the penalties for inappropriate use of the data<sup>4</sup>.

**Storage concerns:**

The storage demands of such information are extremely modest, likely less than 5 gigabytes to merge the substantial databases in the state. Storage media are quite inexpensive, so even if this is a modest estimate, this is really not an issue. Current microcomputers have the processing capability to manage such data and statistical software allows researchers to readily calculate statistics from such data.

Another matter concerning storage is the security of the site of storage. There are numerous well-know strategies for securing data, and while important to address when implementing such a system, the specific articulation of the range and value of each strategy is beyond the charge of this document.

**Data processing concerns:**

Improving education research requires recognition that those entities that do undertake such research have real costs in terms of data processing needs in addition to the cost of the research itself. These data processing needs require database programming expertise to clean the data and to merge data over different agencies by harmonizing different codes. Such data processing also requires adequate hardware and relevant applications software. That is the reality of research of this kind.

Assembling data for research requires considerable work the first time a researcher uses a new data set. The researcher must learn the new codes and meanings of fields of data (which are often partially documented), and “clean” the data of corrupted or missing values to be of any use. This is usually the most time-consuming component of most research studies. Some questions require merging two or more data sets from different agencies that compounds the time for preparing data. Whenever such work is to be done, it is essential to recognize this as a substantial cost.

As long as a common identifier exists, and the data are in good order, it is a relatively trivial technical process to combine data files. If the study is to be updated so that another round of analysis can take place, a process of subsequent data acquisition and appending of the data needs to be established and again, this is labor intensive and initially technically complicated. When the updating process occurs a number of times it is systematized through learning, subsequent additions become more routine and efficient. However, the time taken for the learning process is unavoidable.

***Recommendations***

- Provide data access for extended periods, when warranted, to allow adequate time for research.
- Allow for large extracts (in terms of years and variables) so researchers do not place undo demand on agencies to develop numerous customized extracts.

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<sup>4</sup> A good example of the issues dealing with the matters of sensitive data can be found at: <http://nces.ed.gov/statprog/rudman/>. Numerous states have worked to develop such systems to the end of improving the efficiency and effectiveness of education.



- Provide resources to fund both the data processing required to make data useful for statistical analysis in addition to funding for the research process itself.
- Develop a means, such as an educational research data consortium to share and document what has been learned about existing data, and provide recommendations for improvement of existing data collections.

### **Dissemination concerns:**

Given databases have been merged and refined and information products developed (statistics, reports, data sets, etc.), matters then turn to the scope of the audience that demands such products. There are number of strategies for purveying such data from: reports, to website or CD-ROM access to certain data elements and extracts, to licensed access to individual records to use for research. Illinois is using all of these methods in one form or another among its set of agencies. Each agency has made decisions about how to make its information available answering such questions as: who is the audience and in what form and medium are the results made available to that audience (data extracts, statistical reports, web-enabled access, customized data requests, etc.)?

The strategy of dissemination is important to consider as the scope of access and the reasons for access determine the medium of presentation, the data processing needs, the design of the data structure, and thus the resources and organizational capabilities to deliver such information. Matters of dissemination frame the consideration of the second approach, which I am not recommending. The second approach is a means to attempt to maximize access to multi-agency data through a website accessible education database.

An existing model of this in Illinois is the Teacher Data Warehouse (TDW) at University of Illinois Urbana-Champaign (UIUC) that serves their clientele very well. Data are collected from ISBE and IBHE with additional data collected from a subset of public and private universities in the state. Reports are provided with a very easy to use web-interface to inform participants of particular trends and indicators. UIUC spends considerable time processing and collecting such data, as well as developing software to make these data available to a largely post-secondary administrator audience who are participants in the TDW. Currently, there are no general reports or research reports per se issuing from TDW; it provides data and reports tailored solely to the needs of administrators looking at trends and indicators. The TDW is a paradigm for making ample data available to a broad clientele. But, as they will tell you, it is not a simple strategy to implement.

### **Coordination concerns:**

Developing and managing regular access to such a cross-agency warehouse by the variety of potential data users would require considerable planning, coordination among agencies, and clarity on what, precisely the mission of such a warehouse should be. Implementing such a strategy for a web-based “State Education Data Center” that aims to reach a broad clientele with multi-agency data would require a plan for deciding what groups of users would be served and then how to make the data accessible to the various groups of users.

While the vision of broadly accessible data warehouse is compelling, it is important to be clear that such an undertaking is costly in terms of staffing to collect, clean, and integrate data into such a warehouse on a regular basis. It also is costly in terms of negotiating its contents as such data is to serve a large audience and thus must begin to address such concerns as:

- What data should be in the warehouse among the sundry data sets (see the appendices of this report for details on data in the state)?
- Who shall decide or manage the process of making such choices?
- How would the design of the data structure meet evolving research needs?
- Where does the warehouse physically reside?
- What agency undertakes the management of such a warehouse?

### **Maintenance concerns:**

The maintenance of such a system requires gathering, cleaning, and integrating of data among the participating agencies and institutions on a *periodic* basis, rather than *incidental* acquisition of data for research purposes. This periodic collection of data from many agencies requires a tenacious staff to obtain the data from the agencies on a regular basis as well as database programming knowledge to cleanse and append data to existing tables.

Managing access to the data would require a staff to create and administer some set of the following possible requests:

- Statistics from the data
- Reports from the data
- Extracts of data based on various criteria (by demographics, region, etc.)
- Matched extracts (where social security numbers are matched, and data returned based on those matches, or statistics returned) and
- Executing licensing agreements for access to individual records for researchers and then providing appropriate datasets

Accounting would need to be done in all these cases to understand demand, justify the investment in such a service, and implement privacy agreements. In addition there would need to be staff and workshops to train people on how to use the data, documentation developed for the data, etc.

Note that these data management considerations do not include *any* discussion about what would be the associated needs with a web-based application of on-line analytical processing with a user-friendly interface. To make the data available via a website requires additional capabilities:

- Extensive software programming
- Technical support for users
- Training for users
- The maintenance of a web-server and database server
- The appropriate constellation of telecommunication technology

Such a product would require additional resources for the initial design of such software and then once created, field-testing, revision and debugging, and a budget for improving the web application as users provide suggestions and complaints.

### **Concluding Recommendation: Improve Access to Data for Education Research**

It is my recommendation that both a “data center” to access such multi-agency information by a broad audience and a website accessible education database is premature for Illinois. Resources

could be better spent in developing the means and the climate to share data for educational research.

I recommend an approach to develop information for education policy that is less centralized and resource intensive than the much more ambitious project of a “State Education Data Warehouse” that intends to serve the general public as well as develop and manage extracts for research. Rather, the approach recommended is more incremental so that relevant research organizations will gather data from agencies when needed to address current policy questions. The integration of data sets over agencies, to this end, will inevitably produce much knowledge about the limitations and value of the data collected by such agencies. It provides a careful means to improve data, improve information, establish research, and *sets the stage* to broaden access to information over time.

As information is produced from this policy research, a clearer sense of the demand for particular indicators will be generated and the design of regularized reports will emerge. From this experience will come both increased knowledge of the data and increased knowledge about education in Illinois. At a later time Illinois can entertain the idea of making such multi-agency data available to a broader audience with all the attending matters of access management and software maintenance. It also should be comforting to know that the tools to purvey such information on the Internet, or whatever is the media of choice, will have evolved as well.

### **Developing Research Capacity**

If access to the sundry data sets relevant to education in Illinois is made available for research, then the next hurdle is to stimulate the demand for research. State data are often used internally by agencies to help inform their activities. Usually, however, the pressures of agency priorities work against the development of a sophisticated internal research capacity, and this is the case in Illinois within its state education agencies. As an alternative, agencies may contract with researchers to undertake particular studies on their behalf. Or researchers may initiate studies themselves. In addition, however, Illinois has taken the unusual step of establishing the Illinois Education Research Council (IERC) with the particular mission of providing evidential information to inform policy and practice across agency boundaries. This is a rare resource in a state and offers unique opportunities for Illinois. The IERC already has entered into shared-data agreements with ISBE, and is beginning to gain substantial experience with those data files.

Working with large, messy educational files takes time, technical resources, professional research expertise and experience with the files. Not only are resources needed to undertake the research, but also for the data processing required to make data useful for statistical analysis and longitudinal studies.

### **Presenting research results**

Sensitivity also needs to be applied to the interpretation of results and thus it is important to ensure that researchers who have access to these types of data understand their limitations and the history of policies and practices that constitute the environment of the units of analysis. Researchers often will share a draft version of a report with selected reviewers who have the expertise to provide sound advice about issues that may have been overlooked.

### **Sharing data processing results**

As data files are used, and multi-agency data files developed, a wealth of knowledge about the richness and limitations of such data needs to be shared. If it remains tacit and unshared, every researcher will have to re-invent the wheel, driving up research costs. An education data consortium would be an ideal medium to share such knowledge, and a user-group developed to capture the learning gained in processing various databases. Such information becomes the basis for any development of software to make such data accessible to a broader audience of education stakeholders. If resources allow and the need arises, the IERC might want to consider convening a consortium of experienced users to share and document what has been learned while using the data, and to provide recommendations for improvement of existing data collections over time.

## Appendix 1: Data Sources

The following databases were examined in this report.

| Database                                                                                                    |
|-------------------------------------------------------------------------------------------------------------|
| 1. Teacher Service Record (Illinois State Board of Education (ISBE)): [TSR]                                 |
| 2. Certification data (ISBE) [ISBE-CERT]                                                                    |
| 3. Public and Non-Public Fall Enrollment and Housing (ISBE)                                                 |
| 4. Student Test Data (ISBE)                                                                                 |
| 5. School building construction and maintenance data (ISBE)                                                 |
| 6. Department of Employment Security Data                                                                   |
| 7. Teacher Data Warehouse (University of Illinois Urbana-Champaign (UIUC))                                  |
| 8. Illinois Board of Higher Education (IBHE) Enrollment Data                                                |
| 9. Illinois Board of Higher Education (IBHE) Graduate Data                                                  |
| 10. Illinois Association of School Administrators (IASA) Teacher Application and Position Availability Data |
| 11. Data submission by a university                                                                         |
| 12. Data submission by a district                                                                           |
| 13. Illinois Teacher Retirement System data                                                                 |
| 14. Chicago Retirement data                                                                                 |
| 15. National Center for Education Statistics                                                                |
| 16. Census / BLS data                                                                                       |
| 17. Vacancy data (ISBE)                                                                                     |
| 18. National Student Clearinghouse (NSC)                                                                    |

The following pages provide detailed descriptions of each database.

## Teacher Service Record (Illinois State Board of Education (ISBE))

|                             |                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Database Name               | Teacher Service Record                                                                                                                                                                                                                                                                                                                                            |
| Organization                | ISBE                                                                                                                                                                                                                                                                                                                                                              |
| Contact Name(s)             | Candy Taylor                                                                                                                                                                                                                                                                                                                                                      |
| Contact Telephone Number(s) | 217.782.4313 x32156                                                                                                                                                                                                                                                                                                                                               |
| Contact Email(s)            | <a href="mailto:CTAYLOR@isbe.net">CTAYLOR@isbe.net</a>                                                                                                                                                                                                                                                                                                            |
| Number of Years of Data     | Data from all districts since 1971 given-there are about a dozen district name changes/consolidations/dissolutions a year so not every district will have data for all years.                                                                                                                                                                                     |
| Accessibility               | Through confidentiality agreement with ISBE—see below in section for certification.                                                                                                                                                                                                                                                                               |
| When Collected              | Annually                                                                                                                                                                                                                                                                                                                                                          |
| When Available              | Annually                                                                                                                                                                                                                                                                                                                                                          |
| Reports                     | See ISBE website                                                                                                                                                                                                                                                                                                                                                  |
| Issues                      | <p>Collected annually rather than by semester or continuously.</p> <p>There are approximately 150,000 records per year (full + part time); ASCII files are approx 15-17 meg, SPSS files about 33 meg.</p> <p>The data are stored on a mainframe historically, though the last 7 years (1995-2001) have been downloaded to a PC.</p> <p>No private school data</p> |

### TEACHER SERVICE RECORD Data

**TeacherServiceSSN.dat** or **TeacherService.dat** file includes one or more records for each teacher for each school year that the teacher taught in a public school in the state of Illinois. The only difference between TeacherServiceSSN.dat and TeacherService.dat is that TeacherService.dat does not include social security number.

#### A. Data in TeachersSSN.dat includes:

- Data Key – Use this field to join to data in CertificatesSSN.dat, ApprovalsSSN.dat, DegreesSSN.dat, TestsSSN.dat, and TeacherServiceSSN.dat for a particular individual.
- Social Security Number - This field can also be used to join to data in CertificatesSSN.dat, ApprovalsSSN.dat, DegreesSSN.dat, TestsSSN.dat, and TeacherServiceSSN.dat for a particular individual, if accessible.
- Last Name
- First Name
- Middle Initial
- Citizenship Status - Y=Yes a citizen, N=Not a citizen, blank=Citizenship status unknown
- Citizenship Expiration Date - If citizenship status = N and teacher holds an employment authorization card this column contains the date the employment authorization expires.
- Gender - M=Male, F=Female, blank=Unknown
- Date of birth

#### B. Data in Teachers.dat includes:

- Data Key – Use this field to join to data in CertificatesSSN.dat, ApprovalsSSN.dat, DegreesSSN.dat, TestsSSN.dat, and TeacherServiceSSN.dat for a particular individual.
- Citizenship Status - Y=Yes a citizen, N=Not a citizen, blank=Citizenship status unknown
- Citizenship Expiration Date - If citizenship status = N and teacher holds an employment authorization card this column contains the date the employment authorization expires.
- Gender - M=Male, F=Female, blank=Unknown
- Date of birth

The file layout information for TeacherServiceSSN.dat or TeacherService.dat can be found in **TeacherServiceSSNStructure.txt** or **TeacherServiceStructure.txt**.

**C. Data contained in TeacherServiceSSN.dat or TeacherService.dat includes:**

- Data Key – Use this field to join back to data in Teachers.dat to determine to which teacher the service record is related. This includes data on gender and race ethnicity
- Social Security Number – Not available on TeacherService.dat. Use this field to join back to data in TeachersSSN.dat to determine to which teacher the service record is related.
- School Year – Indicates the fiscal year of the school year. For example, 2001=School year 2000-2001.
- Region – Indicates the two-digit region code where the teacher taught. There are 45 regions in the state of Illinois. This code is equivalent to the regional office of education code.
- RCDT# - Indicates the Illinois Region, County, District, and Type code of district where the teacher taught.
- RCDT# Description – The name of the district where the teacher taught.
- School Number – Indicates the code of the school where the teacher taught.
- School Description – The name of the school where the teacher taught.
- Position – Indicates the code of the position of the teacher. For example 19=Elementary Teacher.
- Position Description – The description of the position.
- Main Assignment – Indicates the code of the main assignment or subject taught by the teacher.
- Main Assignment Description – The description of the main assignment or subject taught by the teacher.
- Assignment 2 – Indicates the code of the secondary assignment or subject taught by the teacher.
- Assignment 2 Description – The description of the secondary assignment or subject taught by the teacher.
- Assignment 3 – Indicates the code of the third assignment or subject taught by the teacher.
- Assignment 3 Description – The description of the third assignment or subject taught by the teacher.
- Begin Grade – Indicates the minimum grade level the teacher teaches. Note: N = Preschool and K=Kindergarten.
- End Grade – Indicates the maximum grade level the teacher teaches. Note: N = Preschool and K=Kindergarten.
- Location Status – Indicates the code of the location of this teacher. For example, B=Multiple schools within the district.
- Location Description – The description of the location of this teacher.
- Employee Type – Indicates the code of the employee type. For example, F=Full-Time
- Months Employed – Indicates the number of months in the school year that the teacher was employed.
- Percent Time – Indicates the percentage of time the teacher was employed. For example, 100= Full-Time.
- Percent Admin – Indicates the percentage of time the teacher assumed administrative duties. For example, 100=Full-Time administrator.
- District Experience – Indicates the number of years, in tenths of years, which the district has employed the teacher. For example, 10=One year, 100=Ten years.
- State Experience – Indicates the number of years, in tenths of years, which the teacher has been employed in the state of Illinois. For example, 10=One year, 100=Ten years.
- Out Of State Experience – Indicates the number of years, in tenths of years, which the teacher has been employed out side of the state of Illinois. For example, 10=One year, 100=Ten years.
- Total Experience – Indicates the number of total years, in tenths of years, which the teacher has been employed as a teacher, both in state and out-of-state. For example, 10=One year, 100=Ten years.

### Certification data (ISBE)

|                             |                                                                                                                                                                                                                                       |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Database Name               | Illinois Certification Database                                                                                                                                                                                                       |
| Organization                | Illinois State Board of Education                                                                                                                                                                                                     |
| Contact Name(s)             | Candy Taylor                                                                                                                                                                                                                          |
| Contact Telephone Number(s) | 217.782.4313 x32156                                                                                                                                                                                                                   |
| Contact Email(s)            | <a href="mailto:CTAYLOR@isbe.net">CTAYLOR@isbe.net</a>                                                                                                                                                                                |
| Number of Years of Data     | >30 years                                                                                                                                                                                                                             |
| Accessibility               | Through confidentiality agreement with ISBE—see below                                                                                                                                                                                 |
| When Collected              | As certifications occur                                                                                                                                                                                                               |
| When Available              | Continually                                                                                                                                                                                                                           |
| Reports                     | See ISBE website                                                                                                                                                                                                                      |
| Issues                      | Details of certification process need to be well known to interpret the use of this data. The source SQL files have more than 100 tables that comprise the components of information for certification.<br><br>No private school data |

#### 1. TEACHER Data

**TeachersSSN.dat** or **Teachers.dat** file includes a record for each individual that exists in the Teacher Certification Information System (TCIS).

The difference between TeachersSSN.dat and Teachers.dat is that Teachers.dat does not include social security number, last name, first name, and middle initial.

The file layout information for TeachersSSN.dat or Teachers.dat can be found in **TeachersSSNStructure.txt** or **TeachersStructure.txt**.

##### A. Data in TeachersSSN.dat includes:

- Data Key – Use this field to join to data in CertificatesSSN.dat, ApprovalsSSN.dat, DegreesSSN.dat, TestsSSN.dat, and TeacherServiceSSN.dat for a particular individual.
- Social Security Number - This field can also be used to join to data in CertificatesSSN.dat, ApprovalsSSN.dat, DegreesSSN.dat, TestsSSN.dat, and TeacherServiceSSN.dat for a particular individual, if accessible.
- Last Name
- First Name
- Middle Initial
- Citizenship Status - Y=Yes a citizen, N=Not a citizen, blank=Citizenship status unknown
- Citizenship Expiration Date - If citizenship status = N and teacher holds an employment authorization card this column contains the date the employment authorization expires.
- Gender - M=Male, F=Female, blank=Unknown
- Date of birth

##### B. Data in Teachers.dat includes:

- Data Key – Use this field to join to data in CertificatesSSN.dat, ApprovalsSSN.dat, DegreesSSN.dat, TestsSSN.dat, and TeacherServiceSSN.dat for a particular individual.
- Citizenship Status - Y=Yes a citizen, N=Not a citizen, blank=Citizenship status unknown
- Citizenship Expiration Date - If citizenship status = N and teacher holds an employment authorization card this column contains the date the employment authorization expires.
- Gender - M=Male, F=Female, blank=Unknown
- Date of birth



## 2. CERTIFICATE Data

**CertificatesSSN.dat** or **Certificates.dat** file includes a record for each certificate that has been issued. Teachers may hold one to many certificates. The only difference between **CertificatesSSN.dat** and **Certificates.dat** is that **Certificates.dat** does not include social security number.

The file layout information for **CertificatesSSN.dat** or **Certificates.dat** can be found in **CertificatesSSNStructure.txt** or **CertificatesStructure.txt**.

### A. Data contained in **CertificatesSSN.dat** or **Certificates.dat** includes:

- Data Key – Use this field to join back to data in **Teachers.dat** to determine to which teacher the certificate was issued.
- Social Security Number – Not available in **Certificates.dat**. Use this field to join back to data in **TeachersSSN.dat** to determine to which teacher the certificate was issued.
- Certificate Number – The certificate number assigned to the certificate. Use this field to join to **EndorsementsSSN.dat** or **Endorsements.dat** to determine the subject areas granted on the certificate. Note: Not all certificates will have endorsements.
- Certificate Type – Indicates the code of the certificate type. For example, 03 = Elementary Certificate
- Certificate Type Description – The description of the type of certificate issued. For example, Elementary Certificate
- Certificate Level – Indicates the code of the certificate level. Note: Not all certificates will have a level. Certificate levels will be found on teaching certificates (03-Elementary, 04-Early Childhood, 09-High School, and 10-Special) issued after 2-15-2000.
- Certificate Level Description – The description of the certificate level. For example, I=Initial.
- Certificate Status – Indicates the code of the certificate status. This file only contains issued certificates, not pending or deficient. Note: Certificates with a status of 'X' were initially issued, however, have since been exchanged for new certificates, usually of a different type or level. Certificates with a status of 'E' are issued certificates, however, the status indicates that they are currently being reviewed for additional endorsement areas. Certificates with a status of 'G' are issued certificates however; the individual has chosen not to register it rendering it temporarily inactive. Certificates with a status of 'K' were issued certificates, however they have since expired.
- Certificate Status Description – The description of the certificate status.
- Issue Date – Indicates the date the certificate was issued.
- Certificate Exchanged Indicator – Indicates that the issuance of the certificate was a result of a certificate exchange.
- Certificate Source – Indicates the source of the issuance of the certificate. There are two sources of certificate issuance. One is through the recommendation by an approved teacher education institution, these are denoted by an 'N', and the other is as a result of a transcript evaluation performed by the Illinois State Board of Education, these are denoted by an 'I'.
- Certificate Source Description – The description of the source of issuance. I=ISBE, N=Entitlement.
- Date Notification Received – If Certificate Source is 'N' this field indicates the date ISBE received the notification of entitlement from the teacher education institution.
- Entitlement State – If Certificate Source is 'N' this field indicates the state of the teacher education institution. Currently only teacher education institutions in the state of Illinois are valid for certificates by entitlement.
- Entitlement Institution – Indicates the code of the Illinois teacher education institute that submitted the certificate recommendation.
- Entitlement Institution Name – The institution name that recommended certificate issuance.
- Issue Region – Indicates the two-digit regional office of education code that issued the certificate. Currently there are 45 regional offices of education that issue certificates on behalf of the Illinois State Board of Education.
- Duplicate Region – Indicates the two-digit regional office of education code that has requested a duplicate certificate to be printed.
- Re-Evaluation Region – Indicates the two-digit regional office of education code that has requested the certificate be re-evaluated for additional endorsements.
- Certificate Renew FY – Indicates the fiscal year the certificate is due to renew.
- Credit/Experience – Indicates whether the certificate was issued as a result of college credit or experience.

- Chicago Exchange Indicator – Indicates whether or not the certificate was issued as a result of the Chicago Certificate Exchange.
- Deficiency Issue Date – Indicates the date the applicant was issued a deficiency letter prior to the issuance of the certificate.
- Application Received Date – Indicates the date ISBE received the certificate application.
- Currently Issuing Certificate Type – Indicates whether or not ISBE currently issues the particular certificate type. Some certificate types are no longer issued.
- Number Of Years Valid – Indicates how many fiscal years the certificate is valid per renewal period.
- Certificate Renewable - Indicates whether or not the certificate type is renewable.
- Renewable Years – Indicates how many times the certificate type can be renewed. “I” indicates that the certificate can be renewed indefinitely.

### **3. CERTIFICATE ENDORSEMENT Data**

**EndorsementSSN.dat** or **Endorsements.dat** file includes a record for each endorsement that has been issued on a certificate. Certificates may contain zero to many endorsements. The only difference between **EndorsementSSN.dat** and **Endorsements.dat** is that **Endorsements.dat** does not include social security number.

The file layout information for **EndorsementSSN.dat** or **Endorsements.dat** can be found in **EndorsementSSNStructure.txt** or **EndorsementsStructure.txt**

#### **A. Data contained in EndorsementSSN.dat or Endorsements.dat includes:**

- Data Key – Use this field to join back to data in **Teachers.dat** to determine to which teacher the endorsement is related.
- Social Security Number – Not available on **Endorsements.dat**. Use this field to join back to data in **TeachersSSN.dat** to determine to which teacher the endorsement is related.
- Certificate Number – The certificate number to which the endorsement is related. Use this field to join back to data in **CertificatesSSN.dat** or **Certificates.dat**.
- Endorsement Code – Indicates the code of the endorsement subject area. For example, MATH = Mathematics.
- Endorsement Code Description – The description of the endorsement subject area.
- Endorsement Grade Level – Indicates the grade level for which the endorsement is valid. For example 3=Senior High School grade levels.
- Endorsement Grade Level Description – The description of the endorsement grade level.
- Endorsement Status – Indicates the code of the endorsement status. This file only contains issued endorsements, not pending or deficient. Note: Endorsements with a status of ‘X’ were initially issued, however, have since been exchanged for endorsements on new certificates. Endorsements with a status of ‘K’ were issued endorsements, however they have since expired.
- Endorsement Status Description – The description of the endorsement status.
- Endorsement Issue Date – Indicates the date the endorsement was issued.
- Endorsement Major Minor - Indicates whether applicant majored or minored in this subject area.
- Approved Program Indicator - Indicates whether the applicant completed an approved teacher education program in this subject.
- Endorsement Indicator - Indicates whether the applicant is endorsed to teach this subject area.
- Endorsement Source – Indicates the source of the issuance of the endorsement. There are two sources of endorsement issuance. One is through the recommendation by an approved teacher education institution, these are denoted by an ‘N’, and the other is as a result of a transcript evaluation performed by the Illinois State Board of Education, these are denoted by an ‘I’.
- Endorsement Source Description – The description of the source of issuance. I=ISBE, N=Entitlement.

### **4. APPROVAL Data**

**ApprovalsSSN.dat** or **Approvals.dat** file includes a record for each approval that has been issued. The only difference between **ApprovalsSSN.dat** and **Approvals.dat** is that **Approvals.dat** does not include social security number.

The file layout information for **ApprovalsSSN.dat** or **Approvals.dat** can be found in **ApprovalsSSNStructure.txt** or **ApprovalsStructure.txt**.

**A. Data contained in ApprovalsSSN.dat or Approvals.dat includes:**

- Data Key – Use this field to join back to data in Teachers.dat to determine to which teacher the approval is related.
- Social Security Number – Not available on Approvals.dat. Use this field to join back to data in TeachersSSN.dat to determine to which teacher the approval is related.
- Approval Code – Indicates the code of the approval subject area. For example, AUT = Autism.
- Approval Code Description – The description of the approval subject area.
- RCDT# - Indicates the Illinois Region, County, District, and Type code of district requesting the approval. If the approval is being requested at the regional level this RCDT# will contain the two-digit region number followed by all zeros.
- RCDT# Description – The description of the district requesting the approval.
- Date Application Received – Indicates the date the approval application was received.
- Approval Status - Indicates the code of the approval status. This file only contains issued approvals, not pending or deficient. An approval status of 'Y' indicates that 'Yes' it was approved. "I" indicates approved as an Intern. As with some certificates, some approvals expire and are only valid for a certain period of time. Expired approvals have an approval status code of 'K'.
- Approval Status Description – The description of the approval status.
- Approval Date – Indicates the date the approval was approved.
- Approval End Date – Indicates the date the approval expires.
- District Specific Indicator – Indicates whether or not the approval is valid only in the district that requested it.
- Approval Certificate Number – Indicates the certificate number against which the approval was granted. Approvals are granted only to persons who already hold a valid certificate. This field is optional.
- Approval District Specific Indicator – Indicates whether or not the particular approval type is district specific always, sometimes, or never.
- Approval Time Specific Indicator – Indicates whether or not the particular approval type is time specific always, sometimes, or never.
- Approval District Required Indicator – Indicates whether or not the particular approval type requires a specific district to be entered always, sometimes, or never.
- Allow New Approvals Indicator – Indicates whether or not the particular approval type is still issued. Some approval types that were previously issued are no longer issued.

**5. TEACHER TEST Data**

**TestsSSN.dat** or **Tests.dat** file includes a record for each test that was taken by an applicant. The only difference between TestsSSN.dat and Tests.data is that Tests.dat does not include social security number.

The file layout information for TestsSSN.dat or Tests.dat can be found in **TestsSSNStructure.txt** or **TestsStructure.txt**.

**A. Data contained in TestsSSN.dat or Tests.dat includes:**

- Data Key – Use this field to join back to data in Teachers.dat to determine to which teacher the test is related.
- Social Security Number – Not available on Tests.dat. Use this field to join back to data in TeachersSSN.dat to determine to which teacher the test is related.
- Test Code – Indicates the test code of the test taken. For example 96=Basic Skills Exam
- Test Description – The description of the test.
- Test Date – Indicates the date the test was taken.
- Grade – Indicates whether the test was passed or failed.

**6. TEACHER DEGREE Data**

**DegreeSSN.dat** or **Degree.dat** file includes a record for each degree that the teacher has reported to ISBE. The only difference between DegreeSSN.dat and Degree.dat is that Degree.dat does not include social security number. The file layout information for DegreeSSN.dat or Degree.dat can be found in **DegreeSSNStructure.txt** or **DegreeStructure.txt**.

**A. Data contained in DegreeSSN.dat or Degree.dat includes:**

- Data Key – Use this field to join back to data in Teachers.dat to determine to which teacher the degree is related.
- Social Security Number – Not available on Degree.dat. Use this field to join back to data in TeachersSSN.dat to determine to which teacher the degree is related.
- State – Indicates the two character state code where the degree was received.
- State Description – The name of the state.
- Institution – The institution code of the institution that granted the degree.
- Institution Description – The name of the institution.
- Degree Type – Indicates the code of the type of degree granted. For example, 1=Bachelor Degree.
- Degree Type Description – The description of the degree granted.
- Degree Received – Indicates the month and year the degree was granted.
- Degree Num – Indicates the sequence number of the degree.

**Public and Non-Public Fall Enrollment and Housing Report (ISBE)**

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Database Name               | Public Fall Enrollment and Housing Report and System Non-Public Fall Enrollment and Housing Report                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Organization                | ISBE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Contact Name(s)             | Karol Chaska                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Contact Telephone Number(s) | 217-782-4313                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Contact Email(s)            | kchaska@isbe.net                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Number of Years of Data     | Around 30 years, but the computer files do not exist for all back years.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Accessibility               | Any requestor can be provided a copy of the file.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| When Collected              | October                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| When Available              | Downstate data are usually available around the end of December; Chicago is usually available by the end of February                                                                                                                                                                                                                                                                                                                                                                                                         |
| Reports                     | See ISBE website                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Issues                      | <p>Collected annually rather than by semester or continuously</p> <p>Formats may vary from year to year. Some of the data in attached scan are confidential.</p> <p>The database is written to a disk pack that is periodically transferred to cartridge, 3490, for storage. The computer is an IBM mainframe.</p> <p>A hardcopy, paper, version of the record layout can be furnished. Due to 2 and 3 dimension array storage of data, the record layout was never converted so it could be distributed electronically.</p> |

See scans of data elements and file layout on the following pages.

☐ CAR/DISKETTE    ☐ DISKTAPE    ILLINOIS STATE BOARD OF EDUCATION  
 Department of Information Systems    Page 1 of 3  
 Data Services Section  
 \*\* INCLUDE \_\_\_\_\_

CONTAINS FD ☐ YES ☐ NO

## DATA FORMAT

1247 X 18 = 22446

Record Length    Blocking Factor    Block Size

SYSTEM    ANALYST    SEQUENCE    DATE  
 Fall Housing    RCDT - (cc 1-11)    3-5-00  
 FILE NAME    OSN

PUBLIC FALL HOUSING

IOE.FHSCH.FH001.Y0001.SCHOOL(0)

| cc - cc | DESCRIPTION                 | DATA NAME | PICTURE       |
|---------|-----------------------------|-----------|---------------|
| 1-11    | District code (RCDT)        |           | X(11)         |
| 1-2     | Region                      |           | X(02)         |
| 3-5     | County                      |           | X(03)         |
| 6-9     | District                    |           | X(04)         |
| 10-11   | District Type               |           | X(02)         |
| 12-15   | School Number               |           | X(04)         |
| 16-843  | Student Enrollment          |           |               |
|         | Race - Occurs 6 times       |           |               |
|         | Sex - Occurs 2 times        |           |               |
|         | Grade - Occurs 23 times     |           |               |
|         | Student Count               |           | S9(03) comp 3 |
| 844-951 | Kindergarten Enrollment     |           |               |
|         | Race - Occurs 6 times       |           |               |
|         | Sex - Occurs 2 times        |           |               |
|         | Program - Occurs 3 times    |           |               |
|         | Student Count               |           | S9(03) comp 3 |
| 952-955 | Special Education Age Range |           |               |
|         | From                        |           | 9(02)         |
|         | To                          |           | 9(02)         |
| 956-959 | Non-Graded Age Range        |           |               |
|         | From                        |           | 9(02)         |
|         | To                          |           | 9(02)         |

1999-05-05-0001

Page 2 of 3

| cc - cc   | DESCRIPTION                          | DATA NAME | PICTURE       |
|-----------|--------------------------------------|-----------|---------------|
| 960-962   | Low Income Pupils                    |           | S9(03) comp 3 |
| 963       | Kindergarten Program 1=yes 2=no      |           | 9(01)         |
| 964       | Kindergarten Schedule *              |           | 9(01)         |
| 965       | Magnet School                        |           | 9(01)         |
| 966       | Spec. Programs - Pregnant 1=yes 2=no |           | 9(01)         |
| 967       | Spec. Program - Day Care 1=yes 2=no  |           | 9(01)         |
| 968       | Spec. Program - 4/4 Block 1=yes 2=no |           | 9(01)         |
| 969       | Spec. Program - 8 Block 1=yes 2=no   |           | 9(01)         |
| 970-1221  | Ungraded by Age/Grade                |           |               |
|           | Race - Occurs 6 times                |           |               |
|           | Sex - Occurs 2 times                 |           |               |
|           | Age/Grade - Occurs 7 times           |           |               |
|           | Student Count                        |           | S9(05) comp 3 |
| 1222-1225 | From Another District                |           | S9(07) comp 3 |
| 1226-1229 | To Another District                  |           | S9(07) comp 3 |
| 1230-1246 | Regular Grade Served *               |           |               |
| 1230      | Prek                                 |           | X(01)         |
| 1231      | Prek Bilingual                       |           | X(01)         |
| 1232      | Prek Spec. Ed                        |           | X(01)         |
| 1233      | K                                    |           | X(01)         |
| 1234      | 1                                    |           | X(01)         |
| 1235      | 2                                    |           | X(01)         |
| 1236      | 3                                    |           | X(01)         |
| 1237      | 4                                    |           | X(01)         |
| 1238      | 5                                    |           | X(01)         |
| 1239      | 6                                    |           | X(01)         |
| 1240      | 7                                    |           | X(01)         |

Page 3

Page 3 of 3

| CC - CC    | DESCRIPTION                                                           | DATA NAME | PICTURE |
|------------|-----------------------------------------------------------------------|-----------|---------|
| 1241       | 8                                                                     |           | X(01)   |
| 1242       | 9                                                                     |           | X(01)   |
| 1243       | 10                                                                    |           | X(01)   |
| 1244       | 11                                                                    |           | X(01)   |
| 1245       | 12                                                                    |           | X(01)   |
| 1246       | Post Grad                                                             |           | X(01)   |
| 1247       | Filler                                                                |           | X(01)   |
|            |                                                                       |           |         |
|            |                                                                       |           |         |
| *964       | Kindergarten Schedule Code                                            |           |         |
| 0          | Acceptable                                                            |           |         |
| 1          | All Day, Every Day                                                    |           |         |
| 2          | All Day on Alternate Days                                             |           |         |
| 3          | Half Day, Every Day                                                   |           |         |
| 4          | All Day Every Day & All Day on Alternate Days                         |           |         |
| 5          | All Day Every Day & Half Day Every Day                                |           |         |
| 6          | All Day on Alternate Days & Half Day Every Day                        |           |         |
| 7          | All Day Every Day & All Day on Alternate Days &<br>Half Day Every Day |           |         |
|            |                                                                       |           |         |
|            |                                                                       |           |         |
| *1230-1246 | Regular Grade Served                                                  |           |         |
|            | X' = Enrollment - 'Blank' = No Enrollment                             |           |         |
|            |                                                                       |           |         |
|            |                                                                       |           |         |
|            |                                                                       |           |         |
|            |                                                                       |           |         |

Page 3



] ] CARD/DISKETTE [D] DISK/TAPE

PAGE NO. 1 OF 2

JOHN SYSTEMS SECTION  
DATA FORMAT380 X 60 = 22800  
LRECL FACTOR BLKSIZE

|                              |                                              |                                      |          |          |
|------------------------------|----------------------------------------------|--------------------------------------|----------|----------|
| SYSTEM NONPUBLIC FALLHOUSING |                                              | ANALYST                              | SEQUENCE | DATE     |
|                              |                                              | D.LINDSEY                            | 1 - 9    | 04/05/01 |
| PROGRAM NAME                 |                                              | DSN                                  |          |          |
| IOE9DLJCLNONPALL(NP306V01)   |                                              | IOE.NONPUB.FALLHOUS.MASTER.YR7777(0) |          |          |
| CC - CC                      | DESCRIPTION                                  | DATA NAME                            | PICTURE  | CODE     |
| 1 - 2                        | REGION NUMBER                                | REG                                  | XX       |          |
| 3 - 5                        | COUNTY NUMBER                                | CTY                                  | XXX      |          |
| 6 - 9                        | SCHOOL CODE                                  | SCH                                  | X(4)     |          |
| 9 - 9                        | SCHOOL TYPE                                  | STYP                                 | X        |          |
| 10 - 11                      | AFFILIATION CODE                             | P6AFFIL                              | XX       |          |
| 12 - 12                      | REGISTRATION CODE<br>1=YES, 2=NO             | REGIS                                | X        |          |
| 13 - 13                      | RECOGNITION CODE<br>1=YES, 2=NO              | RECOG                                | X        |          |
| 14 - 15                      | PUBLIC REGION                                | PUBREG                               | XX       | A001     |
| 16 - 18                      | PUBLIC COUNTY                                | PUBCTY                               | XXX      | A002     |
| 19 - 22                      | PUBLIC DISTRICT                              | PUBDIST                              | X(4)     | A003     |
| 23 - 24                      | PUBLIC CHICAGO SUB-DISTRICT                  | PUBSUBDIST                           | XX       | A004     |
| 25 - 25                      | ACADEMIC TERM<br>1=YES, 2=NO                 | P31                                  | X        | A005     |
| 26 - 26                      | NON-DISCRIMINATION<br>1=YES, 2=NO            | P32                                  | X        | A006     |
| 27 - 27                      | FIRE SAFETY<br>1=YES, 2=NO                   | P33                                  | X        | A007     |
| 28 - 28                      | EDUCATION INST IN ENGLISH<br>1=YES BLANK= NO | P35                                  | X        | A008     |
| C:\SPF\NPMAS01.HST           |                                              | (CONTINUED)                          |          |          |

] ] CARD/DISKETTE [D] DISK/TAPE

PAGE NO: 2 OF 7

DATA SYSTEMS SECTION  
DATA FORMAT380 X 60 = 22800  
LRECL FACTOR BLKSIZE

| CC - CC | DESCRIPTION                                    | DATA NAME | PICTURE | CODE |
|---------|------------------------------------------------|-----------|---------|------|
| 29 - 29 | IMMUNIZATION<br>] 1=YES, 2=NO                  | P3A       | X       | A009 |
| 30 - 30 | LANGUAGE ART<br>] 1=YES BLANK= NO              | P4A       | X       | A010 |
| 31 - 31 | MATHEMATICS<br>] 1=YES BLANK= NO               | P4B       | X       | A011 |
| 32 - 32 | BIOLOGICAL SCIENCES<br>] 1=YES BLANK= NO       | P4C       | X       | A012 |
| 33 - 33 | SOCIAL SERVICES<br>] 1=YES BLANK= NO           | P4D       | X       | A013 |
| 34 - 34 | FINE ARTS<br>] 1=YES BLANK= NO                 | P4E       | X       | A014 |
| 35 - 35 | PHYSICAL DEVELOPMENT<br>] 1=YES BLANK= NO      | P4F       | X       | A015 |
| 36 - 36 | EDUCATION OTHER 1<br>] 1=YES BLANK= NO         | P4G       | X       | A016 |
| 37 - 37 | EDUCATION OTHER 2<br>] 1=YES BLANK= NO         | P4H       | X       | A017 |
| 38 - 42 | ENROLLMENT MALE<br>] PRE-K                     | P5PREKM   | 9(5)    | N018 |
| 43 - 47 | ENROLLMENT FEMALE<br>] PRE-K                   | P5PREKF   | 9(5)    | N019 |
| 48 - 52 | ENROLLMENT MALE<br>] PRE-K SPECIAL EDUCATION   | P5PKSPEDM | 9(5)    | N020 |
| 53 - 57 | ENROLLMENT FEMALE<br>] PRE-K SPECIAL EDUCATION | P5PKSPEDF | 9(5)    | N021 |
| 58 - 62 | ENROLLMENT MALE<br>] KINDERGARTEN              | P5KINM    | 9(5)    | N022 |
| 63 - 67 | ENROLLMENT FEMALE<br>] KINDERGARTEN            | P5KINF    | 9(5)    | N023 |

C:\SPF\NPMAS01.HST (CONTINUED)

1 1 CARD/DISKETTE [D] DISK/TAPE

PAGE NO: 3 OF 7

DATA SYSTEMS SECTION  
DATA FORMAT

|               |         |
|---------------|---------|
| 380 X 60      | = 22800 |
| BLRECL FACTOR | BLKSIZE |

|                              |                                |                                      |          |          |
|------------------------------|--------------------------------|--------------------------------------|----------|----------|
| SYSTEM NONPUBLIC FALLHOUSING |                                | ANALYST                              | SEQUENCE | DATE     |
|                              |                                | D.LINDSEY                            | 1 - 9    | 04/05/81 |
| PROGRAM NAME                 |                                | DSN                                  |          |          |
| IOE9DL.JCL.NONFALL(NP306V01) |                                | IOE.NONPUB.FALLHOUS.MASTER.YR????(0) |          |          |
| CC - CC                      | DESCRIPTION                    | DATA NAME                            | PICTURE  | CODE     |
| 68 - 72                      | ENROLLMENT MALE<br>1ST GRADE   | P5G1M                                | 9(5)     | N024     |
| 73 - 77                      | ENROLLMENT FEMALE<br>1ST GRADE | P5G1F                                | 9(5)     | N025     |
| 78 - 82                      | ENROLLMENT MALE<br>2ND GRADE   | P5G2M                                | 9(5)     | N026     |
| 83 - 87                      | ENROLLMENT FEMALE<br>2ND GRADE | P5G2F                                | 9(5)     | N027     |
| 88 - 92                      | ENROLLMENT MALE<br>3RD GRADE   | P5G3M                                | 9(5)     | N028     |
| 93 - 97                      | ENROLLMENT FEMALE<br>3RD GRADE | P5G3F                                | 9(5)     | N029     |
| 98 - 102                     | ENROLLMENT MALE<br>4TH GRADE   | P5G4M                                | 9(5)     | N030     |
| 103 - 107                    | ENROLLMENT FEMALE<br>4TH GRADE | P5G4F                                | 9(5)     | N031     |
| 108 - 112                    | ENROLLMENT MALE<br>5TH GRADE   | P5G5M                                | 9(5)     | N032     |
| 113 - 117                    | ENROLLMENT FEMALE<br>5TH GRADE | P5G5F                                | 9(5)     | N033     |
| 118 - 122                    | ENROLLMENT MALE<br>6TH GRADE   | P5G6M                                | 9(5)     | N034     |
| 123 - 127                    | ENROLLMENT FEMALE<br>6TH GRADE | P5G6F                                | 9(5)     | N035     |
| 128 - 132                    | ENROLLMENT MALE<br>7TH GRADE   | P5G7M                                | 9(5)     | N036     |
| 133 - 137                    | ENROLLMENT FEMALE<br>7TH GRADE | P5G7F                                | 9(5)     | N037     |
| 138 - 142                    | ENROLLMENT MALE<br>8TH GRADE   | P5G8M                                | 9(5)     | N038     |
| C:\SPF\NPMAST01.HST          |                                | (CONTINUED)                          |          |          |

1 ] CARD/DISKETTE [D] DISK/TAPE  
DATA SYSTEMS SECTION  
DATA FORMAT

PAGE NO: 4 OF 7

380 X 60 = 22800  
LRECL FACTOR BLKSIZE

|                               |                                                   |                                      |          |          |
|-------------------------------|---------------------------------------------------|--------------------------------------|----------|----------|
| SYSTEM NONPUBLIC FALLHOUSING  |                                                   | ANALYST                              | SEQUENCE | DATE     |
|                               |                                                   | D.LINDSEY                            | 1 - 9    | 04/05/81 |
| PROGRAM NAME                  |                                                   | DSN                                  |          |          |
| ICE9DL JCL NONFALL (NP306V01) |                                                   | IOE.NONPUB.FALLHOUS.MASTER.YR????(0) |          |          |
| CC - CC                       | DESCRIPTION                                       | DATA NAME                            | PICTURE  | CODE     |
| 143 -147                      | ENROLLMENT FEMALE<br>8TH GRADE                    | P5G8F                                | 9(5)     | N039     |
| 148 -152                      | ENROLLMENT MALE<br>UNGRADED ELEMENTARY            | P5UNELEMM                            | 9(5)     | N040     |
| 153 -157                      | ENROLLMENT FEMALE<br>UNGRADED ELEMENTARY          | P5UNELEMF                            | 9(5)     | N041     |
| 158 -162                      | ENROLLMENT MALE<br>SPECIAL EDUCATION ELEMENTARY   | P5SPEDELM                            | 9(5)     | N042     |
| 163 -167                      | ENROLLMENT FEMALE<br>SPECIAL EDUCATION ELEMENTARY | P5SPDELF                             | 9(5)     | N043     |
| 168 -172                      | ENROLLMENT MALE<br>9TH GRADE                      | P5G9M                                | 9(5)     | N044     |
| 173 -177                      | ENROLLMENT FEMALE<br>9TH GRADE                    | P5G9F                                | 9(5)     | N045     |
| 178 -182                      | ENROLLMENT MALE<br>10TH GRADE                     | P5G10M                               | 9(5)     | N046     |
| 183 -187                      | ENROLLMENT FEMALE<br>10TH GRADE                   | P5G10F                               | 9(5)     | N047     |
| 188 -192                      | ENROLLMENT MALE<br>11TH GRADE                     | P5G11M                               | 9(5)     | N048     |
| 193 -197                      | ENROLLMENT FEMALE<br>11TH GRADE                   | P5G11F                               | 9(5)     | N049     |
| 198 -202                      | ENROLLMENT MALE<br>12TH GRADE                     | P5G12M                               | 9(5)     | N050     |
| 203 -207                      | ENROLLMENT FEMALE<br>12TH GRADE                   | P5G12F                               | 9(5)     | N051     |
| 208 -212                      | ENROLLMENT MALE<br>UNGRADED SECONDARY             | P5UNSECM                             | 9(5)     | N052     |
| 213 -217                      | ENROLLMENT FEMALE<br>UNGRADED SECONDARY           | P5UNSECF                             | 9(5)     | N053     |
| C:\SPF\NPMAS01.HST            |                                                   | (CONTINUED)                          |          |          |

1 1 CARD/DISKETTE 101 DISK/TAPE

PAGE NO: 5 OF 7

DATA SYSTEMS SECTION  
DATA FORMAT380 X 60 = 22800  
LRECL FACTOR BLKSIZE

|                              |                                                  |                                      |          |          |
|------------------------------|--------------------------------------------------|--------------------------------------|----------|----------|
| SYSTEM NONPUBLIC FALLHOUSING |                                                  | ANALYST                              | SEQUENCE | DATE     |
|                              |                                                  | D.LINDSEY                            | 1 - 9    | 04/05/01 |
| PROGRAM NAME                 |                                                  | DSN                                  |          |          |
| IOE9DLJCL.NONFALL(NP306V01)  |                                                  | IOZ.NONPUB.FALLHOUS.MASTER.YR??? (0) |          |          |
| CC - CC                      | DESCRIPTION                                      | DATA NAME                            | PICTURE  | CODE     |
| 218 -222                     | ENROLLMENT MALE<br>SPECIAL EDUCATION SECONDARY   | P55PEDSECM                           | 9(5)     | N054     |
| 223 -227                     | ENROLLMENT FEMALE<br>SPECIAL EDUCATION SECONDARY | P55PEDSECF                           | 9(5)     | N055     |
| 228 -232                     | ENROLLMENT MALE<br>TOTAL ENROLLMENT              | P5TOTM                               | 9(5)     | N056     |
| 233 -237                     | ENROLLMENT FEMALE<br>TOTAL ENROLLMENT            | P5TOTF                               | 9(5)     | N057     |
| 238 -239                     | AGE SERVED<br>SPECIAL EDUCATION FROM             | P52SPFROM                            | 99       | N058     |
| 240 -241                     | AGE SERVED<br>SPECIAL EDUCATION TO               | P52SPTO                              | 99       | N059     |
| 242 -243                     | AGE SERVED<br>UNGRADED FROM                      | P52UNFROM                            | 99       | N060     |
| 244 -245                     | AGE SERVED<br>UNGRADED TO                        | P52UNTO                              | 99       | N061     |
| 246 -250                     | ENROLLMENT<br>LOW INCOME                         | P53LOW                               | 9(5)     | N062     |
| 251 -255                     | 12TH GRADE GRADUATES<br>MALE                     | P5412M                               | 9(5)     | N063     |
| 256 -260                     | 12TH GRADE GRADUATES<br>FEMALE                   | P5412F                               | 9(5)     | N064     |
| 261 -261                     | STUDENT ATTENDING 1-DAY<br>2-RESIDENT 3-MIXED    | P55ARE                               | X        | A065     |
| 262 -266                     | ADMINISTRATIVE STAFF<br>FEMALE                   | P71F                                 | 9(4)V9   | N066     |
| 267 -271                     | ADMINISTRATIVE STAFF<br>MALE                     | P71M                                 | 9(4)V9   | N067     |
| 272 -276                     | PRE-KINDERGARTEN<br>FEMALE                       | P72F                                 | 9(4)V9   | N068     |

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] ] CARD/DISKETTE ]D] DISK/TAPE

PAGE NO: 6 OF 7

DATA SYSTEMS SECTION  
DATA FORMAT

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| 380 X 50     | = 22800 |
| LRECL FACTOR | BLKSIZE |

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|------------------------------|-----------|----------|----------|
| SYSTEM NONPUBLIC FALLHOUSING | ANALYST   | SEQUENCE | DATE     |
|                              | D.LINDSEY | 1 - 9    | 04/05/01 |

|                               |                                       |
|-------------------------------|---------------------------------------|
| PROGRAM NAME                  | DSM                                   |
| IOE9DL.JCL.NONFALL (NF306V01) | IOE.NONPUB.FALLHOUS.MASTER.YR???? (9) |

| CC - CC]  | DESCRIPTION             | DATA NAME | PICTURE | CODE |
|-----------|-------------------------|-----------|---------|------|
| 277 -281] | PRE-KINDERGARTEN        | P72M      | 9(4)V9  | N069 |
|           | MALE                    |           |         |      |
| 282 -286] | KINDERGARTEN            | P73F      | 9(4)V9  | N070 |
|           | FEMALE                  |           |         |      |
| 287 -291] | KINDERGARTEN            | P73M      | 9(4)V9  | N071 |
|           | MALE                    |           |         |      |
| 292 -296] | ELEMENTARY              | P74F      | 9(4)V9  | N072 |
|           | FEMALE                  |           |         |      |
| 297 -301] | ELEMENTARY              | P74M      | 9(4)V9  | N073 |
|           | MALE                    |           |         |      |
| 302 -306] | SECONDARY               | P75F      | 9(4)V9  | N074 |
|           | FEMALE                  |           |         |      |
| 307 -311] | SECONDARY               | P75M      | 9(4)V9  | N075 |
|           | MALE                    |           |         |      |
| 312 -316] | SPECIAL EDUCATION       | P76F      | 9(4)V9  | N076 |
|           | FEMALE                  |           |         |      |
| 317 -321] | SPECIAL EDUCATION       | P76M      | 9(4)V9  | N077 |
|           | MALE                    |           |         |      |
| 322 -326] | PERSONNEL SERVICE STAFF | P77F      | 9(4)V9  | N078 |
|           | FEMALE                  |           |         |      |
| 327 -331] | PERSONNEL SERVICE STAFF | P77M      | 9(4)V9  | N079 |
|           | MALE                    |           |         |      |
| 332 -336] | SUPERVISORY STAFF       | P78F      | 9(4)V9  | N080 |
|           | FEMALE                  |           |         |      |
| 337 -341] | SUPERVISORY STAFF       | P78M      | 9(4)V9  | N081 |
|           | MALE                    |           |         |      |
| 342 -346] | SUPPORT STAFF           | P79F      | 9(4)V9  | N082 |
|           | FEMALE                  |           |         |      |
| 347 -351] | SUPPORT STAFF           | P79M      | 9(4)V9  | N083 |
|           | MALE                    |           |         |      |

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| CC:\SFF\NFMAS01.HST | (CONTINUED) |
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] ] CARD/DISKETTE ] ] DISK/TAPE

PAGE NO: 7 OF 7

DATA SYSTEMS SECTION  
DATA FORMAT380 X 50 = 22800  
LRECL FACTOR BLKSIZE

|                              |           |          |          |
|------------------------------|-----------|----------|----------|
| SYSTEM NONPUBLIC FALLHOUSING | ANALYST   | SEQUENCE | DATE     |
|                              | D.LINDSEY | 1 - 9    | 04/05/01 |

|                              |                                      |
|------------------------------|--------------------------------------|
| PROGRAM NAME                 | DSN                                  |
| IOE9DL,JCL.NONFALL(NP306V01) | IOE.NONPUB.FALLHOUS.MASTER.YR????(0) |

| CC - CC | DESCRIPTION | DATA NAME | PICTURE | CODE |
|---------|-------------|-----------|---------|------|
|---------|-------------|-----------|---------|------|

|           |             |       |        |      |
|-----------|-------------|-------|--------|------|
| 352 - 356 | TOTAL STAFF | P71CF | 9(4)V9 | N084 |
|           | FEMALE      |       |        |      |

|           |             |       |        |      |
|-----------|-------------|-------|--------|------|
| 357 - 361 | TOTAL STAFF | P710M | 9(4)V9 | N085 |
|           | MALE        |       |        |      |

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|-----------|--------|--------|-------|--|
| 362 - 380 | FILLER | FILLER | X(19) |  |
|           |        |        |       |  |

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### District Report Card Data (ISBE)

|                             |                                                |
|-----------------------------|------------------------------------------------|
| Database Name               | District Report Card                           |
| Organization                | ISBE                                           |
| Contact Name(s)             | Shuwan Chiu                                    |
| Contact Telephone Number(s) | 217-782-3950                                   |
| Contact Email(s)            | Schiu@isbe.net                                 |
| Number of Years of Data     | Data available from 1987                       |
| Accessibility               | See ISBE agreement above, also ISBE website.   |
| When Collected              | Annually                                       |
| When Available              | Annually                                       |
| Reports                     | See ISBE website                               |
| Issues                      | Data collected periodically in aggregate form. |

The below is a reformat version of the elements in the report.

| Measure                        | Item                        |  |  |
|--------------------------------|-----------------------------|--|--|
| DISTRICT FINANCIAL INFORMATION | BOND & INTEREST             |  |  |
|                                | EAV PER PUPIL               |  |  |
|                                | EDUCATION FUND              |  |  |
|                                | FIRE PREV. & SAFETY         |  |  |
|                                | GENERAL ADMIN               |  |  |
|                                | INSTRUCT EXPEND PER PUPIL   |  |  |
|                                | INSTRUCTION                 |  |  |
|                                | MUNIC. RET./SOC. SECURITY   |  |  |
|                                | OPER EXPEND PP              |  |  |
|                                | OPERATIONS/B/M              |  |  |
|                                | OTHER EXPENDITURES          |  |  |
|                                | RENT                        |  |  |
|                                | SITE & CONST./CAP. IMP.     |  |  |
|                                | SUPPORTING SERVICES         |  |  |
|                                | TOT SCHL TAX RATE PER \$100 |  |  |
|                                | TOTAL EXPENDITURES          |  |  |
|                                | TRANSPORTATION              |  |  |



| Measure                                  | Item                           | Grade Level        | Subject        |
|------------------------------------------|--------------------------------|--------------------|----------------|
| STUDENT DEMOGRAPHICS AND CHARACTERISTICS | ATTENDANCE RATE                |                    |                |
|                                          | CHRONIC TRUANTS #              |                    |                |
|                                          | CHRONIC TRUANTS RATE           |                    |                |
|                                          | DROPOUT RATE                   |                    |                |
|                                          | HS GRAD RATE                   |                    |                |
|                                          | MOBILITY RATE                  |                    |                |
|                                          | PARENTAL INVOLVEMENT           |                    |                |
| INSTRUCTIONAL SETTING                    |                                | <b>Grade Level</b> | <b>Subject</b> |
|                                          | AVG CLASS SIZE                 | Grade 3, 6, 8      | ENGL           |
|                                          | MIN PER DAY                    | Grade 3, 6, 8      | MATH           |
|                                          |                                | Grade 3, 6, 8      | SCIENCE        |
| TEACHER AND ADMINISTRATOR STATISTICS     |                                | Grade 3, 6, 8      | SOSC           |
|                                          | AVG ADMIN SALARY               |                    |                |
|                                          | AVG TEACH EXP.                 |                    |                |
|                                          | AVG TEACHER SALARY             |                    |                |
|                                          | BACH DEGREE                    |                    |                |
|                                          | MA+ DEGREE                     |                    |                |
|                                          | PUPIL-ADMIN RATIO              |                    |                |
|                                          | PUPIL-CERTIFIED STAFF          |                    |                |
|                                          | PUPIL-TEACHER RATIO            |                    |                |
|                                          | PUPIL-TEACHER RATIO HS TEACHER |                    |                |
|                                          | TOTAL TEACH FTE                |                    |                |
| TOTAL ENROLLMENT AND PERCENT TESTED      | % TESTED ALL STUDENTS          | Grade 03           |                |
|                                          |                                | Grade 04           |                |
|                                          |                                | Grade 05           |                |
|                                          |                                | Grade 06           |                |
|                                          |                                | Grade 07           |                |
|                                          |                                | Grade 08           |                |
|                                          |                                | Grade 09           |                |
|                                          |                                | Grade 10           |                |
|                                          |                                | Grade 11           |                |
|                                          | TOTAL ENROLLMENT               | Grade 03           |                |
|                                          |                                | Grade 04           |                |
|                                          |                                | Grade 05           |                |
|                                          |                                | Grade 06           |                |
|                                          |                                | Grade 07           |                |
|                                          |                                | Grade 08           |                |
|                                          |                                | Grade 09           |                |
|                                          |                                | Grade 10           |                |
|                                          |                                | Grade 11           |                |

| Measure                                               | Item | Grade Level | Subject |
|-------------------------------------------------------|------|-------------|---------|
| ACT DATA FOR ALL STUDENTS TESTED FOR THE SENIOR CLASS |      |             | COMP    |
|                                                       |      |             | ENGLISH |
|                                                       |      |             | MATH    |
|                                                       |      |             | READING |
|                                                       |      |             | SCIENCE |
| ILLINOIS ALTERNATE ASSESSMENT (IAA)                   |      | Grade 04    | SCIENCE |
|                                                       |      | Grade 04    | SOS     |
|                                                       |      | Grade 05    | MATH    |
|                                                       |      | Grade 05    | READING |
|                                                       |      | Grade 05    | WRITING |
|                                                       |      | Grade 06    | MATH    |
|                                                       |      | Grade 06    | READING |
|                                                       |      | Grade 06    | WRITING |
|                                                       |      | Grade 07    | SCIENCE |
|                                                       |      | Grade 07    | SOS     |
|                                                       |      | Grade 08    | MATH    |
|                                                       |      | Grade 08    | READING |
|                                                       |      | Grade 08    | WRITING |
|                                                       |      | Grade 11    | MATH    |
|                                                       |      | Grade 11    | READING |
|                                                       |      | Grade 11    | SCIENCE |
|                                                       |      | Grade 11    | SOS     |
|                                                       |      | Grade 11    | WRITING |
| ILLINOIS MEASURE OF ANNUAL GROWTH IN ENGLISH (IMAGE)  |      | Grade 03    | ALL     |
|                                                       |      | Grade 03-5  | READING |
|                                                       |      | Grade 03-5  | WRITING |
|                                                       |      | Grade 04-06 | ALL     |
|                                                       |      | Grade 06-8  | READING |
|                                                       |      | Grade 06-8  | WRITING |
|                                                       |      | Grade 07    | ALL     |
|                                                       |      | Grade 08    | ALL     |
|                                                       |      | Grade 09    | ALL     |
|                                                       |      | Grade 09-11 | READING |
|                                                       |      | Grade 10    | ALL     |
|                                                       |      | Grade 11    | ALL     |
|                                                       |      | Grade 11    | WRITING |
| ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)            |      | Grade 03    | MATH    |
|                                                       |      | Grade 03    | READING |
|                                                       |      | Grade 03    | WRITING |
|                                                       |      | Grade 04    | SCIENCE |
|                                                       |      | Grade 04    | SOS     |
|                                                       |      | Grade 05    | MATH    |

| Measure                                         | Item | Grade Level | Subject |
|-------------------------------------------------|------|-------------|---------|
|                                                 |      | Grade 05    | READING |
|                                                 |      | Grade 05    | WRITING |
|                                                 |      | Grade 07    | SCIENCE |
|                                                 |      | Grade 07    | SOS     |
|                                                 |      | Grade 08    | MATH    |
|                                                 |      | Grade 08    | READING |
|                                                 |      | Grade 08    | WRITING |
| PRAIRIE STATE ACHIEVEMENT<br>EXAMINATION (PSAE) |      | Grade 11    | MATH    |
|                                                 |      | Grade 11    | READING |
|                                                 |      | Grade 11    | SCIENCE |
|                                                 |      | Grade 11    | SOS     |
|                                                 |      | Grade 11    | WRITING |

### School building construction and maintenance data (ISBE)

|                             |                                                                                                      |
|-----------------------------|------------------------------------------------------------------------------------------------------|
| Database Name               | School building construction and maintenance data                                                    |
| Organization                | ISBE                                                                                                 |
| Contact Name(s)             | Nona Myers                                                                                           |
| Contact Telephone Number(s) | 217-782-2223                                                                                         |
| Contact Email(s)            | <a href="mailto:nmyers@isbe.net">nmyers@isbe.net</a>                                                 |
| Number of Years of Data     | Data set is proposed                                                                                 |
| Accessibility               | Data set is proposed                                                                                 |
| When Collected              | Data set is proposed                                                                                 |
| When Available              | Data set is proposed                                                                                 |
| Reports                     | Data set is proposed                                                                                 |
| Issues                      | Currently no database exists. Below is a proposed form for collecting a district facility inventory. |

Draft Proposal for collection: 3/11/02

**Illinois State Board of Education**  
 School Construction and Facility Services  
 100 North First Street, C-210  
 Springfield, IL 62777-0001

| District Facility Inventory - 180.110 |                                |
|---------------------------------------|--------------------------------|
|                                       | Last Updated: <i>Automatic</i> |
| Section I                             | Proposed District Need         |

**Assessment of Building Needs for the next five (5) years:**

This assessment does *not* require an architect or engineer. An approximation of costs that the district estimates as needed or planned outlay:

|    | Category                                                 | Number of Buildings | Estimated Cost |
|----|----------------------------------------------------------|---------------------|----------------|
| 1  | New buildings to be constructed                          |                     |                |
| 2  | Existing buildings to be replaced                        |                     |                |
| 3  | Additions to existing buildings                          |                     |                |
| 4  | Buildings needing following work:                        |                     |                |
| a. | Structural (exterior & interior walls, foundation, etc.) |                     |                |
| b. | Roof repairs (leaks, parapets, skylights, etc.)          |                     |                |
| c. | Heating/Ventilation and/or air conditioning systems      |                     |                |
| d. | Electrical (intercoms, wiring, panels, lights, etc.)     |                     |                |
| e. | Plumbing (fixtures, piping, sanitary, water, etc.)       |                     |                |
| f. | Egress (doors, stairs, flooring, fire escapes, etc.)     |                     |                |
| g. | Fire Safety (detectors, sprinklers, wall ratings, etc.)  |                     |                |
| h. | Other                                                    |                     |                |

|   |                                                                                  |  |  |
|---|----------------------------------------------------------------------------------|--|--|
| 5 | Asbestos Abatement                                                               |  |  |
| 6 | Accessibility                                                                    |  |  |
| 7 | School security systems                                                          |  |  |
| 8 | Energy conservation                                                              |  |  |
| 9 | Repair of school sidewalks, playgrounds, parking lots, or school bus turnarounds |  |  |
|   | Total                                                                            |  |  |

**Enrollment Trends:**

|    |                               |                                 |  |
|----|-------------------------------|---------------------------------|--|
| 10 | Actual last five (5) years    | Increase / Decrease / No Change |  |
| 11 | Percentage                    | #%                              |  |
| 12 | Projected next five (5) years | Increase / Decrease / No Change |  |
| 13 | Percentage                    | #%                              |  |

**Reorganization:**

|    |                                                                                                                         |                                                                                                                                          |  |
|----|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--|
| 14 | Is your district currently discussing or have future plans to discuss reorganization options?                           | Yes or No                                                                                                                                |  |
| 15 | If yes, what district(s)                                                                                                | List of Districts                                                                                                                        |  |
| 15 | If yes, what type                                                                                                       | Consolidation, Annexation, Unit District Conversion, High School Deactivation, Cooperative High School Center (Can select more than one) |  |
| 17 | Do you think a reorganization issue would pass in your district if school construction (new building) was an incentive? | Yes or No                                                                                                                                |  |

| Section II |                                                              | Site - Data                                       |  |
|------------|--------------------------------------------------------------|---------------------------------------------------|--|
| 18         | Site ID                                                      | Parcel Number or assigned                         |  |
| 19         | Highways, Boulevards, Avenues, or Streets Bordering the Site |                                                   |  |
| 20         | Is the site on a flood plain                                 | Yes/No/Unknown                                    |  |
| 21         | Is the site in a mine subsidence area                        | Yes/No/Unknown                                    |  |
|            | Gasoline Storage Tanks:                                      |                                                   |  |
| 22         | Above ground gasoline Storage tank on site                   | Yes/No/Unknown                                    |  |
| 23         | Under ground gasoline Storage tank on site                   | Yes/No/Unknown                                    |  |
| 24         | School Bus Loading                                           | North, East, South, and/or West (on or off) site. |  |
| 25         | Approximate Number of Spaces for School Buses.               | #                                                 |  |
| 26         | Dedicated area not on playground or shared parking space     | Yes or No                                         |  |
|            | School Buses Operation                                       |                                                   |  |
| 27         | How many operate at this location                            | #                                                 |  |
| 28         | How many are contracted out.                                 | #                                                 |  |

| Section III |                                  | General Building - Data    |  |
|-------------|----------------------------------|----------------------------|--|
| 29          | School District Name and Number: | <b>Select or Automatic</b> |  |
| 30          | RCDT                             | <b>Automatic</b>           |  |
| 31          | County                           | <b>Automatic</b>           |  |
| 32          | Building ID                      | <b>Select or Automatic</b> |  |
| 33          | Building Name                    |                            |  |

|    |                                                                                                                   |                                                                                                                                                                                          |  |
|----|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 34 | Select What Schools Occupy This Building                                                                          | <b>(From School Directory)</b>                                                                                                                                                           |  |
| 35 | Site ID                                                                                                           | <b>Select or Automatic</b>                                                                                                                                                               |  |
| 36 | Address, City, and Zip code                                                                                       |                                                                                                                                                                                          |  |
| 37 | Grades Housed:                                                                                                    | <b>Select from:</b> Pre K (3 & 4 yrs old), K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 or Non Classroom building                                                                            |  |
| 38 | Occupants                                                                                                         | <b>Select from:</b> Student Occupied Building, or Non-Student Occupied Building                                                                                                          |  |
| 39 | Type of Facility                                                                                                  | <b>Select from:</b> Permanent, Leased, Rented, Premanufactured Unit (Mobil Home or Trailer Unit), Modular (Manufacturer then driven to site and assembled), Vehicular, Other:            |  |
| 40 | Ownership Class                                                                                                   | Owned by District, Jointly Owned with Some other district(s), or Agency(ies), Leased, Donated (district allowed to use the facility but holds no ownership rights or rights as a lessee) |  |
| 41 | Total Square Feet of Building and Addition(s):                                                                    | # SF                                                                                                                                                                                     |  |
| 42 | Does the building have a backup generator if power goes out                                                       | Yes/No/Unknown                                                                                                                                                                           |  |
| 43 | C                                                                                                                 | Like New or Good or Need to Replace                                                                                                                                                      |  |
| 44 | Does the school have a ADA plan for the building.                                                                 | Yes or No                                                                                                                                                                                |  |
| 45 | Implemented?                                                                                                      | Yes or No                                                                                                                                                                                |  |
| 46 | Does the Building Have a Fire Escape or Slide Escape                                                              | Yes or No                                                                                                                                                                                |  |
| 47 | How many?                                                                                                         | #                                                                                                                                                                                        |  |
| 48 | All Emergency Lights with battery backup are positioned to light up corridor intersections and light the exit way | Yes or No                                                                                                                                                                                |  |
| 49 | C                                                                                                                 | Like New or Good or Need to Replace                                                                                                                                                      |  |
| 50 | Kitchen equipped to store, make and serve food                                                                    | Yes or No                                                                                                                                                                                |  |
| 51 | C                                                                                                                 | Like New or Good or Need to Replace                                                                                                                                                      |  |
| 52 | Does the building have a serving kitchen                                                                          | Yes or No                                                                                                                                                                                |  |
| 53 | Does the Building have an elevator                                                                                | Yes or No                                                                                                                                                                                |  |
| 54 | C                                                                                                                 | Like New or Good or Need to Replace                                                                                                                                                      |  |
| 55 | Is the building equipped with E-911 phone capability                                                              | Yes or No                                                                                                                                                                                |  |
| 56 | Does the building have a swimming pool                                                                            | Yes or No                                                                                                                                                                                |  |
| 57 | Do you have a Separate School Bus Entry into the Building                                                         | Yes or No                                                                                                                                                                                |  |
| 58 | Do You have a Lockers                                                                                             | Lockers Along One Wall, Lockers Along Two Walls, Adequate Corridor Egress for Number of Students                                                                                         |  |

|    | Room Type (Not all room types are listed, please add your rooms to the closest categories) Entire Building (could combine elementary, Jr. High, Administration, etc. under one roof).                                                                                                                                                                   | Total Number of Rooms | Number of rooms with a telephone | Number of rooms with local area network wiring | Number of rooms with wireless networking | Number of rooms with video capabilities |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------|------------------------------------------------|------------------------------------------|-----------------------------------------|
| 59 | <b>Classroom(s)</b> Include rooms used for Natural Sciences, Family and Consumer Sciences, Home Economics, Health, Computer & Information Sciences, Business, Arts                                                                                                                                                                                      | #                     | #                                | #                                              | #                                        | #                                       |
| 60 | <b>Administration</b> Principal Assistance Principal, Nurse Room, Health Room, Clinic, Student Services, Workroom, Guidance Office, Career Center, Counselor Office, Teachers Lounge, Teachers Café                                                                                                                                                     | #                     | #                                | #                                              | #                                        | #                                       |
| 61 | <b>Dining Areas</b> Full Service Kitchen or Satellite Food Preparation, Food Storage, Toilet in Kitchen Area, Dry Storage, Cooler/Freezer, Dishwashing, Custodial/Laundry Room                                                                                                                                                                          | #                     | #                                | #                                              | #                                        | #                                       |
| 62 | <b>Media Center</b> Video Production Room, Video Studio, Media Office, Workroom, Production, Darkroom, Conference/ Small Group, Audio Visual                                                                                                                                                                                                            | #                     | #                                | #                                              | #                                        | #                                       |
| 63 | <b>Preschool and Day Care Areas</b> Classroom, multi-use Room, Director's Office, Girls and Boys Restrooms, Play Equipment Room, Infant Area, Toddler Area, Napping/Sleeping Area, Health Professional Area, Nurse's Office, Play Area, Kitchen, Shower/Bath Room, Diapering Area, Medication Area, Refuse Containers Room, First Aid Room, Staff Rooms | #                     | #                                | #                                              | #                                        | #                                       |
| 64 | <b>Assembly areas and multipurpose rooms</b> Multipurpose/ indoor P.E., Gymnasium, Community Fitness Center, Drivers Ed                                                                                                                                                                                                                                 | #                     | #                                | #                                              | #                                        | #                                       |
| 65 | <b>Library</b> - exclusively used as a library                                                                                                                                                                                                                                                                                                          | #                     | #                                | #                                              | #                                        | #                                       |
| 66 | <b>Other</b>                                                                                                                                                                                                                                                                                                                                            | #                     | #                                | #                                              | #                                        | #                                       |

|    | Section IV                                                                                                                        | Data entered for original Building and each addition separately                                                                                                          |  |
|----|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 67 | Year Constructed:                                                                                                                 | # (Year)                                                                                                                                                                 |  |
| 68 | Exterior Wall Construction (structure),                                                                                           | <b>Select from:</b> Brick Masonry, Concrete Block Masonry, Steel Stud, Wood Stud, Metal Panel, Concrete Panel, Clay Tile, Stone, Other:                                  |  |
| 69 | Is the Building Accessible to Individuals with Disabilities                                                                       | <b>Select from:</b> Fully Accessible; Some Accessibility; No Accessibility                                                                                               |  |
| 70 | Does the building have accessible restrooms (one boys and one girls) for persons with disabilities                                | Yes or No                                                                                                                                                                |  |
| 71 | C                                                                                                                                 | Like New or Good or Need to Replace                                                                                                                                      |  |
| 72 | Are all windows available as secondary means of escape from classrooms on the first floor (2'x3' clear opening)                   | Yes or No                                                                                                                                                                |  |
| 73 | Date of last 10 year Safety Survey                                                                                                | Yes or No                                                                                                                                                                |  |
| 74 | Do you have a Safety Reference Plan for the Building                                                                              | Yes or No                                                                                                                                                                |  |
| 75 | Is the Original Building/Addition Sprinklered                                                                                     | Yes or No                                                                                                                                                                |  |
| 76 | Building Use (Key Areas):                                                                                                         | <b>Board and Care Facility:</b> Infants and toddlers, Daycare (2.5 yrs or less), Pre School                                                                              |  |
|    |                                                                                                                                   | <b>Educational:</b> Elementary, Middle School, Jr. High, High School, Greenhouse, Lecture Hall, Residential, Theatrical, Special Education, Technology, Vocational, Arts |  |
|    |                                                                                                                                   | <b>Admin:</b> Administration, Business                                                                                                                                   |  |
|    |                                                                                                                                   | <b>Physical Education and Sports</b><br>Multipurpose, Recreational, Gymnasium, Assembly with Grandstands and Bleachers, Concession Stand, Press Box, Stadium             |  |
|    |                                                                                                                                   | <b>Maintenance:</b> Automotive Shop, Bus Barn, Fuel Storage, Hazardous, Physical Plant, Maintenance, Parking Garage, Mechanical and/or Utility, Shed, Storage, Workshop  |  |
| 77 | Does the Original Building and Addition(s) have fire protection system(s). Smoke Detectors and/or Manual Fire Alarm Pull Stations | Yes or No                                                                                                                                                                |  |
| 78 | C                                                                                                                                 | Like New or Good or Need to Replace                                                                                                                                      |  |
| 79 | Roof Construction                                                                                                                 | <b>Select from:</b> Built up asphalt, singlyply, shingles, metal, modified bitumen, clay tile, Other                                                                     |  |
| 80 | Year roof installed                                                                                                               | #                                                                                                                                                                        |  |
| 81 | C                                                                                                                                 | Like New or Good or Need to Replace                                                                                                                                      |  |



|    | Section IV                                                                                  | Data entered for original Building and each addition separately                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
|----|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 82 | Condition of plumbing                                                                       | Like New or Good or Need to Replace                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| 83 | Condition of electrical                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| 84 | Height (number of floors) - exclude assembly areas and basements                            | One Story, Two Story, Three Story, Four or more Stories                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| 85 | Does the building have a basement                                                           | Yes or No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| 86 | Is the whole building/addition Air Conditioned                                              | Yes or No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| 87 | C                                                                                           | Like New or Good or Need to Replace                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| 88 | If not completely air conditioned percentage of class rooms air conditioned                 | %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| 89 | If not completely air conditioned percentage of office/administrative space air conditioned | %                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| 90 | Where is the Air conditioning Located                                                       | Window Unit, Central Air, Roof Top Unit, or Exterior Ground                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| 91 | Capacity (occupancy in the building and addition(s))                                        | Max. number of occupants                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| 92 | Heating information type of energy used                                                     | Gas, Oil, Coal, Electric, Solar, <b>Other</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| 93 | Heating system                                                                              | Boiler, Furnace, Radiant Heat, Unit Ventilator, Active Solar, Passive Solar, Geo type, Other                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| 94 | C                                                                                           | Like New or Good or Need to Replace                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|    |                                                                                             | <b>Building - Data (cont)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| 95 | Building security                                                                           | Electronic entry buzzers, video surveillance, speaker systems, roof hatches secured, identification badges, closed campuses at lunchtime, teacher classroom telephones, teacher classroom panic button, classroom entry lock with button to block entry into the room, two-way public address system, two-way portable walkie - talkies, cell phones, school personnel and student ID cards, electronic entry swipe ID card, vehicle identification system, visitor identification badges and sign in sheet, adequate lighting at potential entry points, security discussed with local law enforcement and fire department, crisis handbook required in Title IV, Other: |  |

|     | Section IV                                                                                                                            | Data entered for original Building and each addition separately |  |
|-----|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--|
|     | Hazardous materials:                                                                                                                  |                                                                 |  |
| 96  | • Asbestos - does the building/addition contain asbestos                                                                              | Yes/No/Unknown                                                  |  |
| 97  | Year of last 3 year review (Management Plan)                                                                                          | #                                                               |  |
| 98  | • Lead paint - does the building/addition contain lead paint                                                                          | Yes/No/Unknown                                                  |  |
|     | • Radon - does the building/addition contain Radon                                                                                    | Yes/No/Unknown                                                  |  |
|     | • Mold - does the building/addition contain mold                                                                                      | Yes/No/Unknown                                                  |  |
|     | • Other                                                                                                                               | Yes or No                                                       |  |
| 99  | Integrated Communication System Combines bells, intercom, television, video tapes/ discs, telephone and/ or other technology systems. | Yes or No                                                       |  |
| 100 | C                                                                                                                                     | Like New or Good or Need to Replace                             |  |

**Department of Employment Security Data**

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Database Name               | Employment Tracking System                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Organization                | Illinois Department of Employment Security                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Contact Name(s)             | Mitch Daniels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Contact Telephone Number(s) | 217-785-9047                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Contact Email(s)            | <a href="mailto:MDaniel@ides.state.il.us">MDaniel@ides.state.il.us</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Additional Contact          | Harry Fouche,<br>312-793-9548<br>Economic Information & Analysis<br>Illinois Department Of Employment Security                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Number of Years of Data     | At least 7 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Accessibility               | Before usage of ETS can be made, a participating agency must file a Shared Data Agreement, this is done to maintain the strict confidentiality of the data provided thru ETS, also no report based on above data can be released without prior written agreement of IDES.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| When Collected              | Continuously                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| When Available              | As collected                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Reports                     | See <a href="http://www.ides.state.il.us/">http://www.ides.state.il.us/</a> and<br><a href="http://www.ides.state.il.us/individual/pubs/wspubs.htm">http://www.ides.state.il.us/individual/pubs/wspubs.htm</a><br>And <a href="http://lmi.ides.state.il.us/">http://lmi.ides.state.il.us/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Issues                      | <p>No gender, race data. At the moment, individual unit record data are not shared with other agencies.</p> <p>Data on federal employees is not in the current collection</p> <p>The Employment Tracking System (ETS) is a database that contains up to seven years of wage information and Unemployment and Job Service contact histories for people working in Illinois. ETS tracks a participant for five years after his or her Social Security Number (SSN) is first submitted. In addition ETS provide two years of historical data prior to the date the SSN is entered into the system. The SSNs are continuously tracked for 5 years then are purged from ETS.</p> <p>ETS extracts its information from the following databases:</p> <ul style="list-style-type: none"> <li>a) Contribution Tax System (CTS) provides info on employer</li> <li>b) Wage Records provide employee wage data.</li> <li>c) The Benefit Information System (BIS) provided weekly Unemployment Insurance Programs claims data.</li> <li>d) The Enhanced National Data System (ENDS) provides information on Job Service activities</li> </ul> |

## Department of Employment Security Data

Below is the layout for the EMPLOYMENT TRACKING SYSTEM OUTPUT FILE. The Employment Tracking System (ETS) Output file contains all information for the Social Security Numbers submitted for tracking. The file name will follow the following format:

BES.ETS.AGENCY.OUTXXX, where XXX is the CUSAS code for the submitting agency.

The file is created in the following sequence:

Agency  
County  
SSN  
Period  
Record Type (0,1,2, or 3)  
Segment -Specific Data

Each of the 4 record layouts included in the Output file contains different information.

### Record Output 0:

General Information about the SSN, one is created for each SSN submitted. All information submitted by the Agency is stored here, as well as indicator showing all agencies that have requested information about this specific SSN.

The layout is as follows:

|    |                         |                       |
|----|-------------------------|-----------------------|
| 01 | ETS-AGCY-OUT0-SEG       |                       |
| 05 | AGENCY                  | PIC 9(3).             |
| 05 | COUNTY                  | PIC 9(3).             |
| 05 | SSN                     | PIC X(9).             |
| 05 | FILLER                  | PIC X(2).             |
| 05 | REC.TYPE                | PIC X(1).(will be =0) |
| 05 | COMPLETION-CODE         | PIC X(1).             |
| 05 | COMPLETION-DATE         | PIC 9(6).             |
| 05 | USER-DATA               | PIC X (50).           |
| 05 | MULT-AGCY-IND OCCURS 5X | PIC X(03).            |
| 05 | FILLER                  | PIC X (17)            |

### Record Output 1

This record contains Job Service and UI claim information about the SSN. Each SSN has one record for each tracked quarter for which information is available.

The Layout is as follows:

|    |                             |                      |
|----|-----------------------------|----------------------|
| 01 | ETS-AGCY-OUT1-SEG           |                      |
| 05 | AGENCY                      | PIC 9(3).            |
| 05 | COUNTY                      | PIC 9(3).            |
| 05 | SSN                         | PIC X(9)             |
| 05 | PERIOD USAGE COMP-3         | PIC S9(3).           |
| 05 | REC-TYPE                    | PIC X(1).(will be=1) |
| 05 | FILLER                      | PIC X(4).            |
| 05 | JOB-SERVICE-REG             | PIC X(1). (Y or N)   |
| 05 | JOB-SERVICE-ASSIST OCCURS 3 | PIC X(3).            |
| 05 | OCCP-CD                     | PIC X(9). (DOT)      |
| 05 | WEEKS-UI-CLAIMED            | PIC S9(2).           |
| 05 | FILLER                      | PIC X(64)            |

### Record Output 2

This record contains information about specific UI claims associated with an SSN. There will be one record for each claim filed during the quarters tracked.

The record layout is as follows:

|                            |                      |
|----------------------------|----------------------|
| 01 ETS-AGCY-OUT2-SEG       |                      |
| 05 AGENCY                  | PIC 9(3).            |
| 05 COUNTY                  | PIC 9(3).            |
| 05 SSN                     | PIC X(9).            |
| 05 PERIOD USAGE COMP-3     | PIC S9(3).           |
| 05 REC-TYPE                | PIC X(1).(will be=2) |
| 05 CLAIM-DATE USAGE COMP-3 | PIC S9(6).           |
| 05 REASON-FOR-UNEMPL       | PIC X(1).            |
| 05 FILLER                  | PIC X(84).           |

### Record Output 3

This record contains wage information for each SSN. There will be one record for each employer within each quarter tracked. If a SSN receives wages from multiple employers, there will be multiple records. The records contain employer and employee name information and the amount of wages paid.

The Record Layout is as follows:

|                                 |                      |
|---------------------------------|----------------------|
| 01 ETS-AGCY-OUT3-SEG.           |                      |
| 05 AGENCY                       | PIC 9(3).            |
| 05 COUNTY                       | PIC 9(3).            |
| 05 SSN                          | PIC X(9).            |
| 05 PERIOD USAGE COMP-3          | PIC S9(3).           |
| 05 REC-TYPE                     | PIC X(1).(will be=3) |
| 05 EMPLR-ACCT USAGE COMP-3      | PIC S9(7).           |
| 05 EMPLR-NAME                   | PIC X(33).           |
| 05 EMPLR-DBA-NAME               | PIC X(33).           |
|                                 | (Doing Business As)  |
| 05 SIC-CODE                     | PIC X(4).            |
| 05 SHORT-NAME                   | PIC X(10).           |
|                                 | (Employee Name)      |
| 05 WAGES-AMOUNT USAGE<br>COMP-3 | PIC S9(7)V99.        |

**Teacher Data Warehouse (University of Illinois Urbana-Champaign (UIUC)):**

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Database Name               | Teacher Data Warehouse (TDW)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Organization                | University of Illinois Urbana-Champaign (UIUC)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Contact Name(s)             | Dr. Ira Langston                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Contact Telephone Number(s) | 217/333-2031                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Contact Email(s)            | <a href="mailto:langston@uillinois.edu">langston@uillinois.edu</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Number of Years of Data     | <p>The data provided by ISBE fall into two types. The employment data has two years' data submissions from ISBE. The certification data currently has one submission from ISBE. An update is expected soon.</p> <p>The institutional data varies. There have been requests for data submissions covering two years. The institutions were also allowed to submit data for up to five prior cohorts (providing only the first twelve data items for cohorts back to 1995) to gain access to ISBE data for those students. Some institutions have submitted only the first year requested; some have submitted only the second year requested; and some have submitted both years. In addition, one institution has also submitted data for prior classes so far.</p>                                                                                                                                                       |
| Accessibility               | <p>The conditions of access are covered by the security agreement, which may be found on the web site under: <u>Security Agreement</u>. (<a href="https://www-s.payday.uoapa.uillinois.edu/">https://www-s.payday.uoapa.uillinois.edu/</a>) Access to the data is limited by the security agreement to participating institutions and agencies.</p> <p>All of the public institutions and over sixty percent of the private institutions have submitted security agreements. Half of the public institutions and ten of the private institutions have submitted data, but most of the institutional data submissions contain significant errors as submitted. TDW staff are working with those institutions to clean up their data.</p>                                                                                                                                                                                   |
| When Collected              | The data from ISBE are requested on a schedule and provided as files. The institutional data are submitted as either ASCII files or through the use of preformatted Excel spreadsheets. Both the ASCII file layouts and the Excel spreadsheets are available on the web site. The warehouse site is a secure site and data are submitted through the login section of the site. TDW staff verify the data as correct and then load the data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| When Available              | Continually as data are updated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Reports                     | <p>Reports are in the developmental stage at this time. TDW staff are working with the institutions and ISBE to define which reports should be made standard reports. The reports (tables and graphs) are currently being done through the use of both SAS and SQL. The reports are not yet available on the web. The web security has to be checked and the reports must be verified to insure that the data are both correct and useful.</p> <p>Currently there are no "reports" per se from this data. However, under the secure login you can query the data in "any which way." I saw their software---a web-enabled SAS front-end with a SQL-Server backend database. They have done a superb job in presenting these data in the software with an easy interface for drilling and mapping, and I would recommend their model be the paradigm for data presentation that other Illinois agencies should follow.</p> |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Issues | <p>Dr. Langston obtains data from ISBE on employment and certification. They then send out a survey to institutions of higher education (IHEs) to find out about enrollees and graduates in teacher education programs. They then merge all of this together---enrollees, graduates, certifications, and employment to product one database composed of a number of tables.</p> <p>There are 57 institutions in Illinois that have teacher education programs. Currently the TDW collects data from only 16 (there are 12 public schools of interest). They have provided logins for 40 schools to potentially provide data (though that level of participation has not yet happened).</p> <p>Why would schools participate in the project? They are under pressure to know how many of their graduates are employed in public schools in Illinois (it would be nice to know private school participation). TDW is also looking into whether the data they collect could produce some of the reports for the state and federal agencies.</p> <p>The barrier to participating is that IHEs currently have a heavy reporting load to state and federal agencies. There is a lot of duplicate reporting. The data they want is also of 2 kinds a) standard institutional data—such as the term of enrollment, demographics, etc, and b) information from departments of education about education programs and certifications people are seeking. The former is easy to get from institutional research data, the latter are more difficult to obtain because “education departments do not seem to have the technical expertise to deliver the data.” The smaller schools do better---as a secretary enters the data---but larger schools have a problem given the scope of the information that needs to be assembled. Another problem is the turnover of staff that have learned to enter the data.</p> |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Tables in the warehouse

| File 1- Annual Data |                 |               | All students in this file have been formally admitted into the college or department of Education at your institution. |                                                                                                                                                                                                                     |                                                                   |
|---------------------|-----------------|---------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <u>Field Number</u> | <u>Position</u> | <u>Length</u> | <u>Type</u>                                                                                                            | <u>Field Name/ Description</u>                                                                                                                                                                                      | <u>Help/ Information</u>                                          |
| 1                   | 1-6             | 6             | Char                                                                                                                   | Your institution Fice Code                                                                                                                                                                                          | Must be six numbers:<br>i.e.(001775)                              |
| 2                   | 7-15            | 9             | Char                                                                                                                   | Social Security Number                                                                                                                                                                                              | Must be nine numbers<br>please insert leading zeros<br>if needed. |
| 3                   | 16              | 1             | Char                                                                                                                   | Flag indicating if SSN is dummy (Y or blank)                                                                                                                                                                        | Use capital Y or leave blank                                      |
| 4                   | 17-25           | 9             | Char                                                                                                                   | Previous SSN                                                                                                                                                                                                        | If you have a previous<br>SSN please insert or leave<br>blank     |
| 5                   | 26-45           | 20            | Char                                                                                                                   | Last Name                                                                                                                                                                                                           |                                                                   |
| 6                   | 46-60           | 15            | Char                                                                                                                   | First Name                                                                                                                                                                                                          |                                                                   |
| 7                   | 61              | 1             | Char                                                                                                                   | Middle Initial                                                                                                                                                                                                      |                                                                   |
| 8                   | 62-69           | 8             | Char                                                                                                                   | Date of Birth (YYYYMMDD)                                                                                                                                                                                            |                                                                   |
| 9                   | 70              | 1             | Char                                                                                                                   | Gender (M/F)                                                                                                                                                                                                        |                                                                   |
| 10                  | 71              | 1             | Char                                                                                                                   | Current Race/Ethnic Codes<br>1 - Black<br>2 - American Indian/Alaskan Native<br>3 - White, Non-Hispanic<br>4 - Asian/Pacific Islander<br>5 - Hispanic<br>6 - Non-Resident Alien<br>9 - Not Reported/Unknown/Missing |                                                                   |
| 11                  | 72-79           | 8             | Char                                                                                                                   | New Race/Ethnic Codes -- For Future<br>Use ( Leave blank)                                                                                                                                                           | Please leave this field<br>blank                                  |
| 12                  | 80-83           | 4             | Char                                                                                                                   | Fiscal Year (July 1 thru June 30)                                                                                                                                                                                   | First year will be 2000 for<br>July1, 1999 thru June 30,<br>2000  |



| File 1- Annual Data--<br>continued |    |   | All students in this file have been formally admitted into the college or department of Education at your institution. |                                                                                                                                                                        |                                                                                                                            |
|------------------------------------|----|---|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 13                                 | 84 | 1 | Char                                                                                                                   | Enrolled summer:<br>0 - Term not offered<br>1 - Enrolled Full Time<br>2 - Enrolled Part Time<br>3 - Not Enrolled<br>9 - Data Missing                                   | For full-time and part-time enrollment use the institution's definition of full-time and part-time.                        |
| 14                                 | 85 | 1 | Char                                                                                                                   | Enrolled fall (same as above)                                                                                                                                          | (same as above)                                                                                                            |
| 15                                 | 86 | 1 | Char                                                                                                                   | Enrolled winter (same as above)                                                                                                                                        | (same as above)                                                                                                            |
| 16                                 | 87 | 1 | Char                                                                                                                   | Enrolled spring (same as above)                                                                                                                                        | (same as above)                                                                                                            |
| 17                                 | 88 | 1 | Char                                                                                                                   | Class Level:<br>1 - Freshman<br>2 - Sophomore<br>3 - Junior<br>4 - Senior<br>5 - Non-degree<br>6 - Graduate                                                            | This field should be the value at 10-day or the census date for the first term the student is enrolled this fiscal year.   |
| 18                                 | 89 | 1 | Char                                                                                                                   | US Citizen (Y/N)                                                                                                                                                       |                                                                                                                            |
| 19                                 | 90 | 1 | Char                                                                                                                   | Type of Degree Awarded<br><blank> if no degree awarded this year<br>B - Baccalaureate<br>M - Master's<br>C - Certificate of advanced study/Specialist<br>D - Doctorate | Please populate this field if a degree was awarded this year. If more than one degree was awarded the mark highest degree. |
|                                    |    |   |                                                                                                                        |                                                                                                                                                                        |                                                                                                                            |
|                                    |    |   |                                                                                                                        |                                                                                                                                                                        |                                                                                                                            |
|                                    |    |   |                                                                                                                        |                                                                                                                                                                        |                                                                                                                            |

|                              |                 |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------|-----------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>File 2 - Program Data</b> |                 |               | <p>All students in this file have been formally admitted into the College of Department of Education at your institution. Complete a separate record in File 2 for each certificate program (code) and/or non-certificate program (code) a student is enrolled in during the reporting fiscal year. If a student is enrolled in more than one program , please submit a separate File 2 record for each.</p> <p><b>Note:</b> This file is for all students that have been formally admitted not just for completers.</p> |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                              |                 |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <u>Field Number</u>          | <u>Position</u> | <u>Length</u> | <u>Type</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <u>Field Name/ Description</u>                                                                                           | <u>Help/ Information</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1                            | 1-6             | 6             | Char                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Institutional Fice Code                                                                                                  | Must be six numbers: i.e.(001775)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2                            | 7-15            | 9             | Char                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Social Security Number                                                                                                   | Must be nine numbers please insert leading zeros if needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 3                            | 16-19           | 4             | Char                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Fiscal Year (July 1 thru June 30)                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 4                            | 20-25           | 6             | Char                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Program Abbreviation (See Attachment A)                                                                                  | Please use the Abbreviation not the test code.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                              |                 |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 5                            | 26              | 1             | Char                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Program Route:<br><b>A</b> - Alternative Teacher Prep<br><b>L</b> - alternative Administrative<br><b>T</b> - Traditional | <b>A</b> - Will be for programs leading to a teacher certificate through an alternative route as defined by Illinois statute and approved by the State Teacher Certification Board and the State Board of Education.<br><b>L</b> - Will be for programs leading to an administrative certificate through an alternative route as defined by Illinois statute and approved by the State Teacher Certification Board.<br><b>T</b> - Will be for all education programs that are not an alternative route to certification as defined by Illinois statute, including education programs that do not lead to certification by entitlement. |

|                                              |       |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------|-------|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>File 2 - Program Data--<br/>continued</b> |       |   | <p>All students in this file have been formally admitted into the College of Department of Education at your institution. Complete a separate record in File 2 for each certificate program (code) and/or non-certificate program (code) a student is enrolled in during the reporting fiscal year. If a student is enrolled in more than one program , please submit a separate File 2 record for each.</p> <p><b>Note:</b> This file is for all students that have been formally admitted not just for completers.</p> |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 6                                            | 27    | 1 | Char                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Educational Objective:<br><b>B</b> - Baccalaureate<br><b>T</b> - Teacher Cert only<br><b>M</b> - Master's<br><b>P</b> - Post Master's<br><b>D</b> - Doctorate                                                                                 | This field should be the value at 10-day or the census date for the first term the student is enrolled this fiscal year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 7                                            | 28    | 1 | Char                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Program Type:<br><b>I</b> - Initial Program<br><b>T</b> - Advanced Program Teacher Prep with certificate.<br><b>O</b> - Advanced Program Other School Personnel with certificate.<br><b>N</b> - Advanced Program Not leading to a certificate | This field should be the value at 10-day or census date for the first term the student is enrolled this fiscal year.<br>-----<br><b>I</b> - Indicates student enrolled in a program leading to an Initial Teaching Certificate.<br><b>T</b> - Indicates a certified teacher enrolled in an advanced program leading to another teaching certificate by entitlement.<br><b>O</b> - Indicates student enrolled in a program leading to an administrative or school service personnel certificate by entitlement..<br><b>N</b> - Indicates a student in advanced programs not leading to certification by entitlement.. |
| 8                                            | 29    | 1 | Char                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Program Completer (Y/N)                                                                                                                                                                                                                       | Student has completed this program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 9                                            | 30-37 | 8 | Char                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Program completion date (YYYYMMDD)                                                                                                                                                                                                            | Date of completion of the Program in field # 8 above, at the institution.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

The below are the tables from the TCIS (certification file) and ISBE TSR data

| 3) Individual Information Table (from TCIS/ISBE) {Data} <b>ind_info</b> |            |             |                                            |
|-------------------------------------------------------------------------|------------|-------------|--------------------------------------------|
| Number                                                                  | Name       | Data Type   | Description                                |
| 1                                                                       | SSN (PK) * | char(9)     | Unique identifier (Social Security number) |
| 2                                                                       | last_name  | varchar(30) | Last name                                  |
| 3                                                                       | first_name | varchar(30) | First name                                 |
| 4                                                                       | mid_init   | char(1)     | Middle initial                             |
| 5                                                                       | sex        | char(1)     | Gender (M or F)                            |
| 6                                                                       | dob        | datetime    | Birth date                                 |

| 4) Certificate information (from TCIS/ISBE) {Data} <b>cert_info</b> |                |           |                                                                         |
|---------------------------------------------------------------------|----------------|-----------|-------------------------------------------------------------------------|
| Number                                                              | Name           | Data Type | Description                                                             |
| 1                                                                   | SSN (PK) *     | char(9)   | Unique identifier (Social Security number)                              |
| 2                                                                   | cert_num (PK)  | char(7)   | Unique identifier of Illinois teaching certificates                     |
| 3                                                                   | cert_code      | char(2)   | Code indicating type of certificate                                     |
| 4                                                                   | issue_date     | char(10)  | Date certificate was issued.                                            |
| 5                                                                   | entitle_eval   | char(1)   | Code indicating the source of certificate (N-Entitlement, V-Evaluation) |
| 6                                                                   | reg_issue      | char(2)   | Region where certificate was issued.                                    |
| 7                                                                   | entitle_st     | char(2)   | Indicates entitlement state (if certificate is entitlement)             |
| 8                                                                   | entitle_instut | char(2)   | Indicates entitlement institute (if certificate is entitlement)         |
| 9                                                                   | cert_level     | char(1)   | Level (I-Initial, S-Standard, M-Master)                                 |

| 5) Certificate Endorsement Information (from TCIS/ISBE) {Data} <b>cert_end</b> |                |           |                                                                |
|--------------------------------------------------------------------------------|----------------|-----------|----------------------------------------------------------------|
| Number                                                                         | Name           | Data Type | Description                                                    |
| 1                                                                              | cert_num(PK)   | char(7)   | Unique identifier of teaching certificates issued in Illinois. |
| 2                                                                              | endrs_code(PK) | char(4)   | Code indicating the type of endorsement.                       |
| 3                                                                              | grd_lvl(PK)    | char(1)   | Code indicating grade level of endorsement.                    |
| 4                                                                              | date_issue     | char(10)  | Date endorsement was issued.                                   |

| 6) Institute Information (from TCIS/ISBE) {Data} <b>inst_info</b> |            |             |                                                 |
|-------------------------------------------------------------------|------------|-------------|-------------------------------------------------|
| Number                                                            | Name       | Data Type   | Description                                     |
| 1                                                                 | st(PK)     | char(2)     | State location of institute                     |
| 2                                                                 | instut(PK) | char(3)     | Identifier of institute (unique within a state) |
| 3                                                                 | name       | varchar(40) | Institute name                                  |

| 7) Degree Information (from TCIS/ISBE) {Data} <b>deg_info</b> |                       |           |                                                                 |
|---------------------------------------------------------------|-----------------------|-----------|-----------------------------------------------------------------|
| Number                                                        | Name                  | Data Type | Description                                                     |
| 1                                                             | SSN(PK) *             | char(9)   | Unique identifier (Social Security number)                      |
| 2                                                             | st(PK)                | char(2)   | State location of institute                                     |
| 3                                                             | instut(PK)            | char(2)   | Identifier of institute (unique within a state)                 |
| 4                                                             | degre_type(PK)        | char(1)   | Indicates level of degree (1-Undergraduate, 2-Graduate, 3- PhD) |
| 5                                                             | date_degre_rec'd (PK) | char(8)   | Month and year degree awarded                                   |
| 6                                                             | degre_num(PK)         | integer   | Sequence number                                                 |

| 8) Certificate Registration Information (from TCIS/ISBE) {Data} <b>cert_reg</b> |               |           |                                                     |
|---------------------------------------------------------------------------------|---------------|-----------|-----------------------------------------------------|
| Number                                                                          | Name          | Data Type | Description                                         |
| 1                                                                               | cert_num (PK) | char(7)   | Unique identifier of Illinois teaching certificates |
| 2                                                                               | fy (PK)       | smallint  | Fiscal year that registration will become invalid   |
| 3                                                                               | reg (PK)      | char(2)   | Region that certificate was registered in.          |

| 9) Region Information (from TCIS/ISBE) {Look up} <b>region_info</b> |          |             |                                         |
|---------------------------------------------------------------------|----------|-------------|-----------------------------------------|
| Number                                                              | Name     | Data Type   | Description                             |
| 1                                                                   | reg (PK) | char(7)     | Unique identifier of an Illinois region |
| 2                                                                   | name     | varchar(35) | Region name                             |

| 10) Certificate Code Information (from TCIS/ISBE) {Look up} <b>cert_code</b> |                 |             |                                         |
|------------------------------------------------------------------------------|-----------------|-------------|-----------------------------------------|
| Number                                                                       | Name            | Data Type   | Description                             |
| 1                                                                            | cert_code (PK)  | char(2)     | Code indicating the type of certificate |
| 2                                                                            | cert_type       | varchar(50) | Description of the type of certificate  |
| 3                                                                            | cert_level (PK) | char(1)     | Level (I-Initial, S-Standard, M-Master) |

| 11) Endorsement Code Information (from TCIS/ISBE) {Look up} <b>end_code</b> |                 |             |                                         |
|-----------------------------------------------------------------------------|-----------------|-------------|-----------------------------------------|
| Number                                                                      | Name            | Data Type   | Description                             |
| 1                                                                           | endsr_code (PK) | char(4)     | Code indicating the type of endorsement |
| 2                                                                           | code_desc       | varchar(65) | Description of the type of endorsement  |

| 12) Substitute Information (from TCIS/ISBE) {Data} <b>subst_info</b> |            |              |                                            |
|----------------------------------------------------------------------|------------|--------------|--------------------------------------------|
| Number                                                               | Name       | Data Type    | Description                                |
| 1                                                                    | SSN (PK) * | char(9)      | Unique identifier (Social Security number) |
| 2                                                                    | reg (PK)   | char(2)      | Region where substitute teaches            |
| 3                                                                    | grades     | varchar(255) | Grades taught                              |
| 4                                                                    | subjects   | varchar(255) | Subjects taught                            |
| 5                                                                    | schools    | varchar(255) | Schools where substitute teaches           |

| 13) Teacher Information (from TCIS/ISBE) {Data} <b>teacher_info</b> |            |           |                                            |
|---------------------------------------------------------------------|------------|-----------|--------------------------------------------|
| Number                                                              | Name       | Data Type | Description                                |
| 1                                                                   | SSN (PK) * | char(9)   | Unique identifier (Social Security Number) |
| 2                                                                   | reg (PK)   | char(2)   | Region where substitute teaches            |
| 3                                                                   | employed   | char(1)   |                                            |
| 4                                                                   | active     | char(1)   |                                            |
| 5                                                                   | teach_ft   | char(1)   |                                            |
| 6                                                                   | teach_pt   | char(1)   |                                            |
| 7                                                                   | seek_ft    | char(1)   | Flag indicating seeks FT employment        |
| 8                                                                   | seek_pt    | char(1)   | Flag indicating seeks PT employment        |
| 9                                                                   | retired    | char(1)   | Flag indicating individual is retired      |

| 14) Teacher Assignment Information (from TCIS/ISBE) {Data} <b>teacher_assign</b> |               |           |                                            |
|----------------------------------------------------------------------------------|---------------|-----------|--------------------------------------------|
| Number                                                                           | Name          | Data Type | Description                                |
| 1                                                                                | SSN(PK) *     | char(9)   | Unique identifier (Social Security number) |
| 2                                                                                | reg (PK)      | char(2)   | Region where individual substitute teaches |
| 3                                                                                | employed      | char(1)   |                                            |
| 4                                                                                | school_type   | char(2)   |                                            |
| 5                                                                                | county_code   | char(3)   |                                            |
| 6                                                                                | district_code | char(4)   |                                            |
| 7                                                                                | school_code   | char(2)   |                                            |
| 8                                                                                | pos           | char(2)   | Position of employment                     |
| 9                                                                                | subj_1        | char(3)   | Primary subject taught                     |
| 10                                                                               | subj_2        | char(3)   | Second subject taught                      |
| 11                                                                               | subj_3        | char(3)   | Third subject taught                       |

| 15) Position Information (from TCIS/ISBE) {Look up} <b>pos_info</b> |          |           |                             |
|---------------------------------------------------------------------|----------|-----------|-----------------------------|
| Number                                                              | Name     | Data Type | Description                 |
| 1                                                                   | pos (PK) | char(2)   | Position of employment code |
| 2                                                                   | pos_desc | char(35)  | Position description        |

| 16) Subject Information (from TCIS/ISBE) {Look up} <b>subject_info</b> |           |             |                              |
|------------------------------------------------------------------------|-----------|-------------|------------------------------|
| Number                                                                 | Name      | Data Type   | Description                  |
| 1                                                                      | subj (PK) | char(3)     | Teaching subject code        |
| 2                                                                      | subj_desc | varchar(50) | Teaching subject description |

| 17) Annual Data (from institutions) {Data} <b>annual_data</b> |                 |            |                                                                                                                                   |
|---------------------------------------------------------------|-----------------|------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Number                                                        | Name            | Data Type  | Description                                                                                                                       |
| 1                                                             | FICE(PK)        | char(6)    | Institutional FICE code                                                                                                           |
| 2                                                             | SSN(PK)         | char(9)    | Social Security Number                                                                                                            |
| 3                                                             | SSN_Dummy       | char(1)    | Flag indicating if SSN is dummy (Y or blank)                                                                                      |
| 4                                                             | Previous_SSN    | char(9)    | Previous SSN (if any)                                                                                                             |
| 5                                                             | Last_Name       | char(20)   |                                                                                                                                   |
| 6                                                             | First_Name      | char(15)   |                                                                                                                                   |
| 7                                                             | Middle_Init     | char(1)    |                                                                                                                                   |
| 8                                                             | Date_of_Birth   | char(8)    | YYYYMMDD                                                                                                                          |
| 9                                                             | Gender          | char(1)    | (M/F)                                                                                                                             |
| 10                                                            | Current_Race    | char(1)    |                                                                                                                                   |
| 11                                                            | New_Race        | char(8)    | Should be left blank                                                                                                              |
| 12                                                            | Fiscal_Year(PK) | integer(4) | Fiscal Year (July 1 thru June 30)                                                                                                 |
| 13                                                            | Enrolled_Summer | char(1)    | Enrolled summer                                                                                                                   |
| 14                                                            | Enrolled_Fall   | char(1)    | Enrolled fall                                                                                                                     |
| 15                                                            | Enrolled_Winter | char(1)    | Enrolled winter                                                                                                                   |
| 16                                                            | Enrolled_Spring | char(1)    | Enrolled spring                                                                                                                   |
| 17                                                            | Class_Level     | char(1)    | Undergrad class level                                                                                                             |
| 18                                                            | US_Citizen      | char(1)    | U.S. citizen (Y/N)                                                                                                                |
| 19                                                            | Degree_Type     | char(1)    | <blank> if no degree awarded this year<br>B - Baccalaureate<br>M - Master's<br>C - Certificate of Advanced Study<br>D - Doctorate |

| 18) Program Data (from institutions). {Data} <b>program_data</b> |                   |            |                                                                                                                                                                                  |
|------------------------------------------------------------------|-------------------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number                                                           | Name              | Data Type  | Description                                                                                                                                                                      |
| 1                                                                | FICE(PK)          | char(6)    | Institutional FICE code (six numbers)                                                                                                                                            |
| 2                                                                | SSN(PK) *         | char(9)    | Social Security number (9 numbers, insert leading zeros if needed)                                                                                                               |
| 3                                                                | Fiscal_Year (PK)  | integer(4) | Fiscal year (July 1 - June 30)                                                                                                                                                   |
| 4                                                                | Program_Code (PK) | char(6)    | Program codes from ISBE                                                                                                                                                          |
| 5                                                                | Program_Route     | char(1)    | A - Alternative, L - Alternative Administration, T - Traditional                                                                                                                 |
| 6                                                                | Objective         | char(1)    | B - Baccalaureate, T- Teacher Cert Only, M - Master's, P - Post Master's, D - Doctorate                                                                                          |
| 7                                                                | Program_Type      | char(1)    | I - Initial Program, T - Advanced Teacher Prep with Certificate, O - Advanced Program Other School Personnel with Certificate, N - Advanced Program Not Leading to a Certificate |
| 8                                                                | Completer         | char(1)    | Student has completed the program (Y N)                                                                                                                                          |
| 9                                                                | Completion_Date   | char(8)    | Date of completion (if student is a completer)                                                                                                                                   |

| 19) TSR Table {Data} <b>TSR</b> |              |            |                                    |
|---------------------------------|--------------|------------|------------------------------------|
| Number                          | Name         | Data Type  | Description                        |
| 1                               | reg(pk)      | integer    | Region code                        |
| 2                               | county(PK)   | integer    | County code                        |
| 3                               | district(PK) | char(4)    | District code                      |
| 4                               | type(PK)     | integer    | Type code                          |
| 5                               | ssn(PK) *    | char(9)    | Social Security Number             |
| 6                               | name         | char(24)   | Teacher name                       |
| 7                               | sch          | char(4)    | School ID code                     |
| 8                               | loc          | char(1)    | Location status code/resignation   |
| 9                               | gender       | char(1)    | Gender                             |
| 10                              | race         | char(1)    | Racial code                        |
| 12                              | emtype       | char(1)    | Employment type                    |
| 13                              | birthdate    | char(8)    | Date of birth                      |
| 14                              | cert1        | char(2)    | Certificate code #1                |
| 15                              | cert2        | char(2)    | Certificate code #2                |
| 16                              | salary       | integer    | Total salary                       |
| 17                              | month        | integer    | Months employed                    |
| 18                              | pct          | integer    | Percent time employed              |
| 19                              | dts_exp      | float      | District years/experience          |
| 20                              | ill_exp      | float      | Illinois years/experience          |
| 21                              | out_exp      | float      | Out of state years/experience      |
| 22                              | tot_exp      | float      | Total years experience             |
| 23                              | bac_deg      | char(3)    | Bachelor's degree institution code |
| 24                              | hig_deg      | integer    | Highest degree code                |
| 25                              | coll_deg     | char(3)    | College of highest degree code     |
| 26                              | pos          | integer(2) | Position code                      |
| 27                              | low_grd      | char(2)    | Low grade level                    |



| 19) TSR Table {Data} <b>TSR--continued</b> |             |           |                                |
|--------------------------------------------|-------------|-----------|--------------------------------|
| Number                                     | Name        | Data Type | Description                    |
| 28                                         | high_grd    | char(2)   | High grade Level               |
| 29                                         | main_assign | char(3)   | Main assignment                |
| 30                                         | other1      | char(3)   | Other assignment code #1       |
| 31                                         | other2      | char(3)   | Other assignment code #2       |
| 32                                         | adminpct    | char(3)   | Percent time employed as admin |
| 33                                         | geo         | char(1)   | Geographic region              |
| 34                                         | batch       | char(3)   | Batch load code                |

| 20) Test Pass Fail Info {Data} <b>test_pass_fail</b> |                |           |                        |
|------------------------------------------------------|----------------|-----------|------------------------|
| Number                                               | Name           | Data Type | Description            |
| 1                                                    | ssn (PK)       | char(9)   | Social Security Number |
| 2                                                    | test_date (PK) | datetime  | Date test was taken    |
| 3                                                    | test_type (PK) | char(2)   | Type of test           |
| 5                                                    | pass_fail      | char(1)   | Pass or Fail           |

| 21) Test Code Table {Look up} <b>test_code</b> |                |             |                       |
|------------------------------------------------|----------------|-------------|-----------------------|
| Number                                         | Name           | Data Type   | Description           |
| 1                                              | test_code (PK) | char(2)     | Test Code             |
| 2                                              | test_code_desc | varchar(50) | Test Code Description |

| 22) FICE Code Table {Look up} <b>FICE_Code</b> |           |             |                     |
|------------------------------------------------|-----------|-------------|---------------------|
| Number                                         | Name      | Data Type   | Description         |
| 1                                              | fice (PK) | char(6)     | FICE Code           |
| 2                                              | tcis      | char(3)     | TCIS Code           |
| 3                                              | Inst_name | varchar(50) | Name of institution |

| 23) School Name Table {Look up} <b>School_Name</b> |               |           |                                  |
|----------------------------------------------------|---------------|-----------|----------------------------------|
| Number                                             | Name          | Data Type | Description                      |
| 1                                                  | Code_ID       | char(15)  | Unique ID                        |
| 2                                                  | County Name   | char(20)  | County Name                      |
| 3                                                  | Reg_Coun_D_T  | char(11)  | Region/County/District/Type Code |
| 4                                                  | School_number | char(4)   | School Number                    |
| 5                                                  | School Name   | char(50)  | School Name                      |
| 6                                                  | Administrator | char(40)  | School Administrator             |
| 7                                                  | Address       | char(35)  | School Address                   |
| 8                                                  | City          | char(25)  | School City                      |
| 9                                                  | ST            | char(2)   | School State (IL)                |
| 10                                                 | Zip           | char(5)   | School Zip (5)                   |
| 11                                                 | Plus4         | char(4)   | Zip Plus 4                       |
| 12                                                 | Zip_all       | char(10)  | Zip XXXX-XXXX                    |
| 13                                                 | Phone         | char(13)  | Phone Number                     |

|                                     |                     |                                 |
|-------------------------------------|---------------------|---------------------------------|
| <b>Attachment #A</b>                |                     |                                 |
| <b>Illinois Certification Codes</b> |                     |                                 |
| <b>Title II programs</b>            |                     |                                 |
| <i>ISBE Test Codes</i>              | <i>Abbreviation</i> | <i>Program</i>                  |
| 46                                  | AG                  | Agriculture                     |
| 51                                  | ART09               | Art (6-12)                      |
| 48                                  | ART10               | Art (K-12)                      |
| 35                                  | BISC                | Biological Science              |
| 35                                  | BI                  | Biology                         |
| 10                                  | BPS                 | Blind and Partially Seeing      |
| 47                                  | BMM                 | Business / Marketing/Management |
| 47                                  | BUED09              | Business Education              |
| 47                                  | BUED10              | Business Education              |
| 37                                  | CH                  | Chemistry                       |
| 24                                  | CPS                 | Civics/Political Science        |
| 38                                  | COSC                | Computer Science                |
| 33                                  | DA                  | Dance                           |
| 08                                  | DHH                 | Deaf and Hard of Hearing        |
| 02                                  | EARL                | Early Childhood Program         |
| 40                                  | ES                  | Earth Science                   |
| 04                                  | EMH                 | Educable Mentally Handicapped   |
| 03                                  | ELEM                | Elementary                      |
| 25                                  | ENGL                | English                         |
| 44                                  | FACS                | Family and Consumer Science     |
| 27                                  | FREN                | French                          |
| 39                                  | GESC                | General Science                 |
| 24                                  | GEOG                | Geography                       |
| 28                                  | GERM                | German                          |
| 24                                  | GOVT                | Government                      |
| 42                                  | HEED                | Health Education                |
| 23                                  | HI                  | History                         |
| 45                                  | INED                | Industrial Education            |
| 30                                  | ITAL                | Italian                         |
| 31                                  | LATI                | Latin                           |
| 06                                  | LD                  | Learning Disabilities           |
| 35                                  | LISC                | Life Science                    |
| 36                                  | MATH                | Mathematics                     |
| 12                                  | MED                 | Media                           |
| 52                                  | MUS09               | Music (6-12)                    |
| 49                                  | MUS10               | Music (K-12)                    |
| 52                                  | MUSV                | Music (vocal)                   |
| 39                                  | NASC                | Natural Sciences                |
| 53                                  | PE09                | Physical Education (6-12)       |
| 50                                  | PE10                | Physical Education (K-12)       |
| 11                                  | PH                  | Physical Handicapped            |

| <i>ISBE Test Codes</i> | <i>Abbreviation</i> | <i>Program</i>                 |
|------------------------|---------------------|--------------------------------|
| 40                     | PHSC                | Physical Science               |
| 41                     | PHYS                | Physics                        |
| 24                     | POSC                | Political Science              |
| 24                     | PS                  | Psychology                     |
| 13                     | READ                | Reading                        |
| 32                     | RUSS                | Russian                        |
| 07                     | SED                 | Social / Emotional Disorders   |
| 24                     | SOSC                | Social Sciences                |
| 24                     | SOST                | Social Studies                 |
| 24                     | SO                  | Sociology                      |
| 26                     | SPAN                | Spanish                        |
| 34                     | SP                  | Speech                         |
| 09                     | SLI                 | Speech and Language Impaired   |
| 34                     | SPCO                | Speech Communication           |
| 45                     | TEED                | Technology Education           |
| 54                     | TH                  | Theatre                        |
| 54                     | THAR                | Theatre Arts                   |
| 05                     | TMH                 | Trainable Mentally Handicapped |

| <b>Advanced Programs</b> |                     |                                                                                 |
|--------------------------|---------------------|---------------------------------------------------------------------------------|
| <i>ISBE Test Codes</i>   | <i>Abbreviation</i> | <i>Program</i>                                                                  |
| 22                       | CSBO                | Chief School Business Official                                                  |
| 20                       | GENAMD              | General Administrative                                                          |
| 19                       | GENSUP              | General Supervisory                                                             |
| 15                       | GUID                | Guidance                                                                        |
| 18                       | SCNU                | School Nurse                                                                    |
| 16                       | SCPS                | School Psychology                                                               |
| 17                       | SCSW                | School Social Work                                                              |
| 21                       | SUPT                | Superintendent                                                                  |
|                          | NCEC                | Early Childhood not leading to certificate (no entitlement)                     |
|                          |                     |                                                                                 |
|                          | NCECEL              | Early Childhood/Elementary Combined not leading to certificate (no entitlement) |
|                          | NCEL                | Elementary not leading to certificate (no entitlement)                          |
|                          | NCMS                | Middle School not leading to certificate (no entitlement)                       |
|                          | NCSEC               | Secondary not leading to certificate (no entitlement)                           |
|                          | NCK12               | K-12 not leading to certificate (no entitlement)                                |
|                          | NCSPED              | Special Education not leading to certificate (no entitlement)                   |
|                          | NCSSRV              | School Service Personnel not leading to certificate (no entitlement)            |
|                          | NCADM               | Administrative not leading to certificate (no entitlement)                      |
|                          | NCOTHR              | Other not leading to certificate (no entitlement)                               |

## Illinois Board of Higher Education (IBHE) Enrollment Data

|                             |                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Database Name               | IBHE Shared data enrollment file                                                                                                                                                                                                                                                                                                              |
| Organization                | SIU-Carbondale                                                                                                                                                                                                                                                                                                                                |
| Contact Name(s)             | Larry Schilling                                                                                                                                                                                                                                                                                                                               |
| Contact Telephone Number(s) | 618/536-2384                                                                                                                                                                                                                                                                                                                                  |
| Contact Email(s)            | <a href="mailto:lschillin@siu.edu">lschillin@siu.edu</a>                                                                                                                                                                                                                                                                                      |
| Number of Years of Data     | From 1983 to 1994 there is one set of data, in 1995 that set was augmented by additional data (this info provided in the file SEGD shown below). This database was augmented in 1991 with ICCB data.                                                                                                                                          |
| Accessibility               | Only SIU-Carbondale staff developing reports for participating IHEs. Committee in 8/02 will discuss further accessibility. Currently using a HECA grant to propose how the data may be used for research.                                                                                                                                     |
| When Collected              | Southern Illinois University at Carbondale (SIU-C) is solely responsible for gathering the data from the 12 public universities and single participating private university. The ICCB also forwards all community college data to SIU-C for final merging and social security number matching. The data are collected throughout in the fall. |
| When Available              | Varies by institution                                                                                                                                                                                                                                                                                                                         |
| Reports                     | Customized reports to participating schools. Data are matched to all other data in the enrollment and graduation files. Schools can observe transfers among schools.                                                                                                                                                                          |
| Issues                      | Many private schools are missing. They are beginning to collect private school data                                                                                                                                                                                                                                                           |

[Below description provided by Larry Schilling]

### **Shared Student Enrollment and Graduation Data (MIS Coordinators, Community College and University Institutional Researchers)**

Illinois has a set of Shared Data Files, which contain information on individual students enrolled and information on degrees and certificates granted up to an including graduate/professional degrees in Illinois' public higher education institutions between fiscal years 1983 and 2000. All 48 public community colleges, 12 public universities and one private university (DePaul University) provide data for the files which contain information on approximately 4 million 4,028,254 to be exact individuals which includes -instead of and include and include around 10 million records 11,161,073 (duplicated) and degree and certificate information for, 309,074.

The original data set was created in December, 1991 and additional information have been added to the shared files once a year since then. The Illinois Community College Board (ICCB) gathers community college data for the Shared Data files through its regularly scheduled Annual Enrollment and Completion (A1) submission and manipulates and reconfigures the data into the Shared Data File record layout. Community college students in the following broad program areas are included in the data files:

- general associates
- baccalaureate/transfer
- occupational and remedial

Southern Illinois University at Carbondale (SIU-C) gathers the data from the 12 public universities and single participating private university. The ICCB also forwards all community college data to SIU-C for final merging and social security number matching. Participating institutions receive individual student data back from the merged and matched files. The returned files include all those records an institution originally submitted along with detailed records from any other Illinois public college or university their former (sometimes concurrent) student attended. Hence, participating colleges have the opportunity to perform detailed analysis on enrollment, completion, transfer, retention and matriculation across public higher education institutions from these data.

The files are complex and large and require a sophisticated user and adequate computing resources to manipulate. The first twelve years of the enrollment file include the following fields:

institution FICE code;  
student social security number;  
dummy identifier indicator;  
fiscal year;  
enrollment status in summer, fall, winter and spring;  
broad program code (PCS);  
approved program /major CIP; birth year;  
birth month;  
gender; race or national origin;  
community college 12 credit hour cohort indicator;  
enrollment type;  
end of year class level indicator;  
and institutional type.

Data provided since fiscal year 1995 contain the following additional items: credit hours attempted and earned by term (summer, fall, winter and spring); end of the fiscal year total cumulative hours earned at the institution; and end of the fiscal year total cumulative hours accepted from all sources.

The degree and certificate file, which includes certificates through professional degrees, consists of the following fields: institution FICE code; student social security number; dummy identifier indicator; fiscal year; term of graduation; degree/certificate type; approved program /major CIP; birth year; birth month; gender; race or national origin; and institutional type.

### **Methods of Incoming and Outgoing of Shared Data**

For FY 2001 Illinois State Shared Enrollment and Degree Data, we have received data from 12 institutions. We need to collect data from 3 more places: UIS, DePaul and CCB.

There are five institutions (GSU, NIU, ISU, WIU and Bradley) [that] sent us data files as e-mail attachments, either zipped files or text files. Another five institutions (NEIU, EIU, UIC, UIUC, CSU and CCB) sent us data files by FTP to our account at SIUC Unix systems, I then FTP them to our PC. Our own data is transferred from mainframe to PC directly. SIUE sent us data files on an 3'5 diskette. I expect UIS and DePaul University will send us data either by FTP or e-mail attachments.

We would like to send back the data to the individual institutions by FTP except for CCB. The data files we send back include all the data from 1983 to 2001, the record count of the data files ranging from 134,750 to 727,684 for enrollment files of FY00, and 26,652 to 193,446 for degree files of FY00. This year we need to work out some methods to compress the files first, then put it on UNIX site to be picked up by other institutions. The CCB data files are huge (the file size was over one GB for enrollment data of FY00) and we usually put the data on the Unix 8mm tape and send the tape to CCB by mail. I would like to try FTP compressed files one more time this year, since the hardware on both sides have been improved significantly, if FTP fails, we will use the 8mm tape.

# FILE DEFINITION FOR IBHE SHARED DATA: ENROLLMENT FILE

| <u>Position</u> | <u>Length</u> | <u>Type</u> | <u>Field Name/Description</u>                                                                                                                                                                                                                                                          |
|-----------------|---------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 - 6           | 6             | C           | Institution Fice Code                                                                                                                                                                                                                                                                  |
| 7 - 15          | 9             | C           | Student SSN                                                                                                                                                                                                                                                                            |
| 16              | 1             | C           | Dummy ID Indicator<br>Blank = Valid SSN<br>"D" = Dummy SSN                                                                                                                                                                                                                             |
| 17 - 18         | 2             | C           | Last two digits of fiscal year of enrollment                                                                                                                                                                                                                                           |
| 19              | 1             | C           | Enrolled Summer Term<br>0=No summer term offered<br>1=Enrolled<br>2=Not enrolled<br>3=Missing                                                                                                                                                                                          |
| 20              | 1             | C           | Enrolled Fall Term<br>1=Enrolled<br>2=Not Enrolled<br>3=Missing                                                                                                                                                                                                                        |
| 21              | 1             | C           | Enrolled Winter Term<br>0=No winter term offered<br>1=Enrolled<br>2=Not enrolled<br>3=Missing                                                                                                                                                                                          |
| 22              | 1             | C           | Enrolled Spring Term<br>0=No spring term offered<br>1=Enrolled<br>2=Not enrolled<br>3=Missing                                                                                                                                                                                          |
| 23 - 24         | 2             | C           | Program Classification Code<br><u>Two-Year Program Codes</u><br>10=General Associate<br>11=Baccalaureate Transfer<br>12=Occupational<br>14=Remedial<br>00=Missing<br><u>Four-Year Program Codes</u><br>20=Baccalaureate<br>21=2nd Baccalaureate<br>29=Non-Degree Seeking<br>00=Missing |
| 25 - 31         | 7             | C           | Approved Program-Major CIP Code for last term enrolled in fiscal year.<br>(Field is left-justified)<br>000000b=Undecided/undeclared<br>9999999=Missing                                                                                                                                 |
| 32 - 33         | 2             | C           | Last two digits of birth year<br>00=Missing                                                                                                                                                                                                                                            |
| 34 - 35         | 2             | C           | Month of birth<br>00=Missing                                                                                                                                                                                                                                                           |
| 36              | 1             | C           | Gender<br>1=Male<br>2=Female<br>3=Unknown/missing                                                                                                                                                                                                                                      |

| <u>Position</u>      | <u>Length</u> | <u>Type</u> | <u>Field Name/Description</u>                                                                                                                                                                                                                                                                                                                         |
|----------------------|---------------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 37                   | 1             | C           | Race or National Origin<br>1=Black, Non-Hispanic<br>2=American Indian/Alaskan Native<br>3=White, Non-Hispanic<br>4=Asian/Pacific Islander<br>5=Hispanic<br>6=Non-Resident Alien<br>7=Not Reported/Unknown/Missing                                                                                                                                     |
| 38 <sup>a</sup>      | 1             | C           | Cohort Indicator<br>0 = <12 Cumulative Semester Hours Earned<br>1 = >12 Cumulative Semester Hours Earned<br>2 = Missing                                                                                                                                                                                                                               |
| 39                   | 1             | C           | Enrollment Type<br>1=First-time Freshman<br>2=First-time Transfer<br>0=All Other<br>3=Missing                                                                                                                                                                                                                                                         |
| 40 <sup>b</sup>      | 1             | C           | End of Year Class Level derived From Credit-Hours<br>1= <30 cumulative hours (Freshman)<br>2= >=30 and < 60 cumulative hours (Sophomore)<br>3= >=60 and <90 cumulative hours (Junior)<br>4= >=90 cumulative hours (Senior)<br>S=Senior with BA/BS working on 2nd degree<br>U=Unclassified<br>H=High School Student taking College Credit<br>0=Missing |
| <u>Position</u>      | <u>Length</u> | <u>Type</u> | <u>Field Name/Description</u>                                                                                                                                                                                                                                                                                                                         |
| 41                   | 1             | C           | Institution Type<br>1= Public Community College<br>2= Public 4-Year University                                                                                                                                                                                                                                                                        |
| 42 - 44 <sup>c</sup> | 3             | 3.1         | Credit Hours Attempted Summer Hours                                                                                                                                                                                                                                                                                                                   |
| 45 - 47 <sup>c</sup> | 3             | 3.1         | Credit Hours Earned Summer Hours                                                                                                                                                                                                                                                                                                                      |
| 48 - 50 <sup>c</sup> | 3             | 3.1         | Credit Hours Attempted Fall Hours                                                                                                                                                                                                                                                                                                                     |
| 51 - 53 <sup>c</sup> | 3             | 3.1         | Credit Hours Earned Fall Hours                                                                                                                                                                                                                                                                                                                        |
| 54 - 56 <sup>c</sup> | 3             | 3.1         | Credit Hours Attempted Winter Hours                                                                                                                                                                                                                                                                                                                   |
| 57 - 59 <sup>c</sup> | 3             | 3.1         | Credit Hours Earned Winter Hours                                                                                                                                                                                                                                                                                                                      |
| 60 - 62 <sup>c</sup> | 3             | 3.1         | Credit Hours Attempted Spring Hours                                                                                                                                                                                                                                                                                                                   |
| 63 - 65 <sup>c</sup> | 3             | 3.1         | Credit Hours Earned Spring Hours                                                                                                                                                                                                                                                                                                                      |
| 66 - 69 <sup>c</sup> | 4             | 4.1         | End of fiscal year: Total cumulative hours earned at this institution                                                                                                                                                                                                                                                                                 |
| 70 - 73 <sup>c</sup> | 4             | 4.1         | End of fiscal year: Total cumulative hours accepted from all sources. This is the number used to determine student's class level in column 40.                                                                                                                                                                                                        |
| 74 - 80              | 7             | C           | Filler (blank)                                                                                                                                                                                                                                                                                                                                        |

#### FOOTNOTES

**a** The Cumulative hours earned at the REPORTING community college is to be the college level credit hours earned with passing grades including pass/fail credit courses and excluding proficiency credit if it is identifiable in the computer data system.

**b** Class level is calculated on hours passed at the END of the last term of enrollment of the year, rather than hours passed at the beginning of the first term of the year. Credit hours to be used in the calculation include the hours passed at your institution, plus transfer hours accepted by your institution, plus proficiency credit hours.



**c** These fields contain data regarding hours. All the fields have one **implied** decimal, and are to be zero filled. The fields for attempted hours and earned hours by term have a length of 3, while the last two fields (Cumulative hours) have a length of 4.

- Credit hours **attempted** (reported by term) : All course work is included that counts toward determining full- or part-time status for which a student is enrolled using a "tenth-day enrollment concept. Audited courses and continuing education courses are excluded: remedial work and pass/fail courses are included.

- Credit hours **earned** (reported by term) : All credit theoretically applicable toward a degree and a passing grade has been recorded is counted. Deferred, incomplete, withdrawn, developmental, remedial, and transferred hours, and hours without a passing grade are excluded.

- For the attempted and earned fields for each semester, if data are unavailable, then code 777, if the institution does not offer that semester (i.e. winter) then code 888 in those fields, if a student was not enrolled for that semester then code a 999 in those fields. The rationale for this coding is that it provides one more logical check of consistency of data prepared by each institution.

- Total cumulative hours at this institution: The total number of hours which count toward degree completion earned at your institution including both those granted by regular coursework and credit hours granted by means other than traditional classroom attendance.

Revised: December 3, 1996

### Illinois Board of Higher Education (IBHE) Graduate Data

|                             |                                                                                                                                                                                                      |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Database Name               | IBHE Shared data degree file                                                                                                                                                                         |
| Organization                | SIU-Carbondale                                                                                                                                                                                       |
| Contact Name(s)             | Larry Schilling                                                                                                                                                                                      |
| Contact Telephone Number(s) | 618/536-2384                                                                                                                                                                                         |
| Contact Email(s)            | <a href="mailto:lschillin@siu.edu">lschillin@siu.edu</a>                                                                                                                                             |
| Number of Years of Data     | From 1983 to 1994 there is one set of data, in 1995 that set was augmented by additional data (this info provided in the file SEGD shown below). This database was augmented in 1991 with ICCB data. |
| Accessibility               | Only SIU-Carbondale staff developing reports for participating IHEs. Committee in 8/02 will discuss further accessibility.                                                                           |
| When Collected              | Collected in the fall.                                                                                                                                                                               |
| When Available              | Varies by institution                                                                                                                                                                                |
| Reports                     | Customized reports to participating schools. Data are matched to all other data in the enrollment and graduation files. Schools can observe transfers among schools.                                 |
| Issues                      | Many private schools are missing. They are beginning to collect private school data                                                                                                                  |

#### FILE DEFINITION FOR IBHE SHARED DATA DEGREE FILE

| <u>Position</u> | <u>Length</u> | <u>Field Name/Description</u>                                    |
|-----------------|---------------|------------------------------------------------------------------|
|                 |               |                                                                  |
| 1 - 6           | 6             | Institutional Fice Code                                          |
| 7 - 15          | 9             | Student SSN                                                      |
| 16              | 1             | Dummy ID Indicator<br>Blank = Valid SSN<br>"D" = Dummy SSN       |
| 17 - 18         | 2             | Last two digits of fiscal year of graduation                     |
| 19              | 1             | Term of graduation<br>1=Summer<br>2=Fall<br>3=Winter<br>4=Spring |
| 20              | 1             | Blank                                                            |

| <u>Position</u> | <u>Length</u> | <u>Field Name/Description</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21 - 22         | 2             | Degree type<br><u>Associate Degrees</u><br>11=Arts<br>12=Science<br>13=Applied Science<br>14=General Associate<br>15=Arts and Science<br>16=Other<br><u>Certificates</u><br>21=Vocational Skills<br>22=Occupational (30 hours or more)<br>23=Occupational (less than 30 hours)<br>24=General Studies (30 hours or less)<br><u>Baccalaureate</u><br>30=Baccalaureate<br><u>Masters</u><br>40=Masters<br><u>First Professional</u><br>51=Dentistry<br>52=Medicine<br>53=Pharmacy<br>54=Veterinary Medicine<br>55=Law<br><u>Advanced Certificate</u><br>60=Advanced Certificate<br><u>Doctoral</u><br>70=Doctoral |
| 23 - 29         | 7             | Approved Program-Major CIP Code for last term enrolled in fiscal year. (Field is left-justified)<br>000000b=Missing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 30 - 31         | 2             | Last two digits of birth year<br>00=missing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 32 - 33         | 2             | Month of Birth<br>00=Missing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 34              | 1             | Gender<br>1=Male<br>2=Female<br>3=Unknown/missing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 35              | 1             | Race or National Origin<br>1=Black, Non-Hispanic<br>2=American Indian/Alaskan Native<br>3=White, Non-Hispanic<br>4=Asian/Pacific Islander<br>5=Hispanic<br>6=Non-Resident Alien<br>7=Not Reported/ Unknown/Missing                                                                                                                                                                                                                                                                                                                                                                                             |
| 36 - 39         | 4             | Blank                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 40              | 1             | Enrollment Fice Indicator<br>1=Record is from Public Community College<br>2=Record is from Public University                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

Revised: September 30, 1997

**Illinois Association of School Administrators (IASA) Teacher Application and Position Availability Data:**

|                             |                                                                                                                                                                                                         |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Database Name               | IASA Illinois Education Job Bank                                                                                                                                                                        |
| Organization                | Illinois Association of School Administrators                                                                                                                                                           |
| Contact Name(s)             | Cherry Middleton                                                                                                                                                                                        |
| Contact Telephone Number(s) | 217/787-9306                                                                                                                                                                                            |
| Contact Email(s)            | cmiddleton@iasaedu.org                                                                                                                                                                                  |
| Number of Years of Data     | Current year                                                                                                                                                                                            |
| Accessibility               | Only the web site as shown                                                                                                                                                                              |
| When Collected              | Continuously                                                                                                                                                                                            |
| When Available              | On website as posted                                                                                                                                                                                    |
| Reports                     | Currently the ISBE (Rob Sampson) is working with the IASA to develop a set of reports that ISBE can use to obtain useful information from the IASA. IASA does not create any reports                    |
| Issues                      | There is not full participation. Schools that have many applicants do not participate—or such schools have their own websites for applicants. There are approximately 750 districts using the job bank. |
|                             | There is no tabulation of the number of applicants per position or how a particular applicant applies to numerous positions over districts                                                              |
|                             | There is no archiving of the data                                                                                                                                                                       |
|                             | There is no information, in this database, if the applicant was hired                                                                                                                                   |
|                             | Chicago school district does not participate in the job bank                                                                                                                                            |
|                             | No social security number as a key                                                                                                                                                                      |

Illinois Association of School Administrators **IASA Illinois Education Job Bank is at:**

<http://www.iasaedu.org/jobbank/>

## Illinois Education Job Bank

**Welcome to the Illinois Education Job Bank (IEJB)** - a comprehensive and easy-to-use Education job vacancy list! This site is an interactive, searchable resource that provides educators seeking employment in Illinois schools the opportunity to find openings. ***This is a free service to job seekers.***

**For questions on Teacher Certification in Illinois [click here](#)**

### Job Seekers:

- To **VIEW** Illinois educational job vacancies
- To **SUBMIT** an on-line resumé
- To **EDIT** your existing on-line resumé

### Employers:

- To **SUBSCRIBE** on-line to the Illinois Education Job Bank
- To **POST, EDIT or DELETE** Illinois Education job vacancies
- To **VIEW** Existing On-line Resumés

\*\* Please review our [User Guidelines](#) before posting jobs.

Copyright/Disclaimer: Job information is posted to the IEJB by individual school districts and businesses. All districts and business posting vacancies on the IEJB confirm that they are affirmative action/equal opportunity employers. IASA assumes no responsibility for any job vacancy information posted.



Online

Maximum Education Success for All Students

Illinois Association of School Administrators

IEJB Job Bank

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Internet Resources

IEJB Job Bank

Home

Illinois Education Job Bank

Search among our 924 current job listings.

Position Type:

Administrative

Category:

All Categories

Superintendent

Assistant Superintendent

Principal

County:

All Counties

Adams

Alexander

Bond

Grade Level:

All Grade Levels

Early Childhood

Elementary

Jr. High/Middle School

Search

Want to search by IASA [Regions?](#)

Copyright/Disclaimer

Job information is posted to the IEJB by individual school districts and businesses. All districts and businesses posting vacancies on the IEJB confirm that they are affirmative action/equal opportunity employers. IASA assumes no responsibility for any job vacancy information posted.

The following page shows the result of looking for jobs for superintendents

94



Maximum Education Success for All Students

Illinois Association of School Administrators

## IEJB Job Bank

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### Illinois Education Job Bank

| Date Posted | District Name                                   | Category                       | City, State    |
|-------------|-------------------------------------------------|--------------------------------|----------------|
| 05/23/2002  | West Richland #2                                | <a href="#">Superintendent</a> | Noble, IL      |
| 05/22/2002  | Zion-Benton Twp #126                            | <a href="#">Superintendent</a> | Zion, IL       |
| 05/22/2002  | Centralia Twp #200                              | <a href="#">Superintendent</a> | Centralia, IL  |
| 05/10/2002  | Kings #144                                      | <a href="#">Superintendent</a> | Kings, IL      |
| 05/10/2002  | Cobden #17                                      | <a href="#">Superintendent</a> | Cobden, IL     |
| 05/09/2002  | Dubuque Community Schools                       | <a href="#">Superintendent</a> | Dubuque, IA    |
| 05/04/2002  | Meridian Community Unit School District No. 101 | <a href="#">Superintendent</a> | Mounds, IL     |
| 05/03/2002  | Boone/Winnebago ROE #4                          | <a href="#">Superintendent</a> | Loves Park, IL |
| 04/29/2002  | Gower School District 62                        | <a href="#">Superintendent</a> | Burr Ridge, IL |
| 04/24/2002  | Thomasboro CCSD #130                            | <a href="#">Superintendent</a> | Thomasboro, IL |

1-10 of 10  
[Back to Search page.](#)

*Job information is posted to the IEJB by individual school districts. IASA assumes no responsibility for any job vacancy information posted. IASA has received in writing from all districts posting vacancies that they are affirmative action/equal opportunity employers.*

If you have any questions or feedback, please contact the [Webmaster](#).

And selecting a particular district gives:

## Illinois Education Job Bank

**Job Category :** Superintendent  
**City, State :** Noble, IL  
**District Name :** West Richland #2  
**Building Name :** N/A  
**Openings :** 1  
**Application Deadline :** 7/5/2002  
**Start Date :** 08/01/2002  
**Salary/Benefits :** Salary is negotiable based on educational qualifications, successful supt experiences and other leadership attributes. The actual annual salary, fringe benefits, contractual terms and conditions will be discussed in detail with final candidates.  
**Region :** Wabash Valley #20

**Job Certification :** Administrative Certificate  
**Duties :** Superintendent for a Pre K- 12 district with an enrollment of 460 students and 74 staff.  
**Qualifications :** Illinois type 75 Administrative Certificate with Superintendent endorsement.  
**ILEARN Link :** [ILEARN](#)  
**Report Card Link :** [District Report Card](#)

**How to Apply :** All nominations, letters of application, inquires, credentials and copies of legal proof of qualifications shall be mailed to:  
Samuel T. White, Regional Superintendent  
Regional Office of Education #12  
204 S. Washington, Suite 3  
Newton, IL 62448

*Job information is posted to the IEJB by individual school districts. IASA assumes no responsibility for any job vacancy information posted. IASA has received in writing from all districts posting vacancies that they are affirmative action/equal opportunity employers.*

The menus on the web site contain the following categories:

### Position Type

Administrative

Instructional

Non-Certified Support Staff

Out-of-State Administrative

School Service Personnel

Then (see following page)



**Select detail of item chosen**

| <b>Administrative</b>           | <b>School Service Personnel</b>    |
|---------------------------------|------------------------------------|
| All Categories                  | All Categories                     |
| Superintendent                  | School Guidance Counselor          |
| Assistant Superintendent        | School Psychologist                |
| Principal                       | School Nurse                       |
| Assistant Principal             | School Social Worker               |
| Chief School Business Official  | Speech Pathologist                 |
| Special Education Administrator | Other School Service Personnel     |
| Vocational Administrator        | <b>Non-Certified Support Staff</b> |
| Community College               | All Categories                     |
| Agency/Association              | Adult Education                    |
| College University              | Alternative Education              |
| Curriculum Director             | Athletic Trainer                   |
| Other Administrative            | Auto Mechanic                      |
| <b>Instructional</b>            | Bus Driver                         |
| All Categories                  | Clerical                           |
| Early Childhood PK-Grade 3      | Coach                              |
| Elementary K-9                  | Custodial                          |
| Special Education PK-Age 21     | Drug Education                     |
| English/Language Arts           | Food Service                       |
| Math                            | Gifted                             |
| Social Science                  | Maintenance                        |
| Science                         | Occupational Therapist             |
| Reading                         | Other Non-Certified Staff          |
| Fine Arts                       | Physical Therapist                 |
| Orchestra                       | Playground Supervisor              |
| Art                             | Security                           |
| Band/Instrumental               | Teacher Aide                       |
| Choral/Vocal                    | Technology                         |
| PE/Health                       |                                    |
| Foreign Language                |                                    |
| Bilingual/ESL                   |                                    |
| Vocational (Ag/Bus/FCS/IT)      |                                    |
| Drivers Education               |                                    |
| Computer Science                |                                    |
| Media/Library Science           |                                    |
| Other Instructional             |                                    |

**Select grade level**

**Grades**

All Grade Levels  
Early Childhood  
Elementary  
Jr. High/Middle School  
Secondary

**Then select county.**

There is also a posting for

**Out-of-State Administrator Job Bank—this shows:**

Job postings for superintendent, assistant superintendent and agency/association.

### Data submission by a university

The colleges and universities in Illinois collect a vast amount of data. The consultant visited Southern Illinois University at Edwardsville as a sample unit to understand what was being collected. The Institutional Research and Studies department collects many data elements for internal use, for the state, and for the federal government. To fairly present such data, in terms of layouts and data elements would be too voluminous. The number and variety of reports written and data available at SIUE is viewable at <http://www.siue.edu/IRS/>. To understand the commonality of data elements collected over the set of universities (distinguishing public and private school collections) is beyond the scope of this study. A list of the data collections is listed below.

|                             |                                                                                                                                                     |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Organization                | Example organization: SIUE Institutional Research and Studies                                                                                       |
| Contact Name(s)             | Example director: Sally Ferguson                                                                                                                    |
| Contact Telephone Number(s) | 618-650- 3415                                                                                                                                       |
| Contact Email(s)            | <a href="mailto:sfergus@siue.edu">sfergus@siue.edu</a>                                                                                              |
| Number of Years of Data     | Varies by collection                                                                                                                                |
| Accessibility               | See website for an example university at Southern Illinois University Edwardsville: <a href="http://www.siue.edu/IRS/">http://www.siue.edu/IRS/</a> |
| When Collected              | Varies by data element                                                                                                                              |
| When Available              | Varies by data element                                                                                                                              |
| Reports                     | See <a href="http://www.siue.edu/IRS/">http://www.siue.edu/IRS/</a> for examples                                                                    |
| Issues                      | Decentralized collection<br>Some data are sample, some census<br>Data collected in aggregate                                                        |

Data collected:

Their factbook is at: <http://www.siue.edu/IRS/factbook.html>

The following can be found at: <http://www.siue.edu/IRS/annex/>

Baccalaureate Follow-up Surveys (copies of survey are available)

Degrees granted by Program:

- Faculty Surveys:
- Headcount Majors by Program
- Salary & Wage Expenditures: County Totals
- IPEDS (for National Center for Education Statistics)
- Submission of enrollments and graduates to IBHE for SIU-C database

### Data submission by a district

As with the institutions of higher education, districts collect ample data. Much of this data is for state reporting. The list of reports are shown below, and source documents are available (they have been transmitted to the IERC). Dr. Hightower, superintendent of the Edwardsville School District, graciously gathered all of the reports indicated below for this study

|                             |                                                       |
|-----------------------------|-------------------------------------------------------|
| Organization                | Example School District: Edwardsville School District |
| Contact Name(s)             | Ed Hightower, Superintendent                          |
| Contact Telephone Number(s) | 618-656-1182                                          |

### Reports that collect district level data:

#### *Requested by ISBE*

- Electronic expenditure reports—submitted over the Internet to ISBE—these vary by number of submissions and time of year of submissions.
  - Title 1-low income
  - Title IV- Safe & Drug Free Sch Formula
  - Title II- Eisenhower- Professional Dev. Form
  - Early Childhood-Block Grant (numerous submissions)
  - Title IV—Formula
  - Scientific Literacy
  - Voc. Ed.—Illinois Partnership Academy
  - Voc. Ed.—Jobs for Illinois Graduates
- FRIS Inquiry---Financial Reimbursement Information System —submitted over the Internet to ISBE
  - Program: Bilingual Ed.-Downstate- T.P. I.
  - Program: Fed. – Sp. Ed. –Pre-School Flow Through
  - Program: Fed. –Sp. Ed. – I.D.E.A. –Flow Through
- School Report Card—1 per building, ---filled out manually
- Public School Fall Enrollment Housing Report---1 per building---filled out manually
- End of Year Report –district total——filled out manually
- Teacher Service Record—filled out with software
- Annual Claim for Pupil Transportation Reimbursements –filled out manually
- Model Early Childhood Parental Training Program---filled out manually
- IASA Performance Report—filled out manually
- Reading Improvement Block Grant Performance Report---filled out manually
- Census of High School Students Enrolled in Community College Course for High School Credit—filled out manually
- General State Aid Claim—can be submitted electronically

#### *Submitted to the Illinois Violence Prevention Authority*

- Safe to Learn Standard Award Reports

### Illinois Teacher Retirement System data

|                             |                                                   |
|-----------------------------|---------------------------------------------------|
| Database Name               | Teacher Retirement System Data                    |
| Organization                | Teacher Retirement System                         |
| Contact Name(s)             | Todd Kennedy                                      |
| Contact Telephone Number(s) | (888) 877-0890 ext 2308                           |
| Contact Email(s)            | Tkennedy@TRS.state.il.us                          |
| Number of Years of Data     | >30                                               |
| Accessibility               | As yet undetermined <sup>5</sup>                  |
| When Collected              | Continually                                       |
| When Available              | Not applicable                                    |
| Reports                     | Not applicable                                    |
| Issues                      | Mainframe based, is missing teachers from Chicago |

### Data Elements

The TRS-covered employers remit employee and employer contributions to TRS throughout the school year. However, TRS-covered employers report employee salary and service credit information to TRS on an annual basis. Employers report the following to TRS for TRS-covered employees (TRS members):

- Sex
- Date of Birth
- SSN
- First and Last Name
- Employment Type (Full-time/Part-time/Hourly/Substitute)
- Number of Day In the Employee's Employment Agreement
- Total Number of Days Paid During the School Year
- Annual Salary Rate
- Annual Creditable Earnings (Pensionable Earnings)
- Total Employee Retirement Contributions for the Year
- Total Creditable Earnings Paid From Federal Funds for the Year
- Total Employer Contributions for the Year

---

<sup>5</sup> The terms for obtaining these data have not been negotiated.

### Chicago Retirement data

|                             |                                                                              |
|-----------------------------|------------------------------------------------------------------------------|
| Database Name               | Chicago Public School Teachers Retirement and Pension Fund Data Base         |
| Organization                | Chicago Public School Teachers Retirement and Pension Fund                   |
| Contact Name(s)             | Francis Ridencic                                                             |
| Contact Telephone Number(s) | 312-641-4464                                                                 |
| Contact Email(s)            | <a href="mailto:radencicf@ctpf.org">radencicf@ctpf.org</a>                   |
| Number of Years of Data     | > 30 Years                                                                   |
| Accessibility               | As yet undetermined <sup>6</sup>                                             |
| When Collected              | Continuously                                                                 |
| When Available              | NA                                                                           |
| Reports                     | Not applicable                                                               |
| Issues                      | Limited to Chicago, and the rules for Chicago retirement.<br>Mainframe based |

- Data Elements
- Social Security Number
- First Name
- Last Name
- Sex
- Birthdate
- Amount Paid each Period
- Pensionable Income
- Employee Deduction
- Employer Contribution
- Certification Code (Temporary, Regular, etc.)
- Reason for Leaving (Absent, Vacation, etc.)
- Days in period and absence code
- Unit (School)
- Period Ending Date

---

<sup>6</sup> The terms for obtaining these data have not been negotiated.

## National Center for Education Statistics

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Database Name               | Primary database of concern for educator supply and demand is School and Staffing Survey (SASS). A number of other databases of relevance are shown below.                                                                                                                                                                                                                                                                                        |
| Organization                | National Center for Education Statistics                                                                                                                                                                                                                                                                                                                                                                                                          |
| Contact Name(s)             | Barbara Holton                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Contact Telephone Number(s) | (202) 219-7095                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Contact Email(s)            | Barbara.Holton@ed.gov                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Number of Years of Data     | There have been a number of administrations of SASS. See: <a href="http://nces.ed.gov/surveys/SASS/OVERVIEW.ASP">http://nces.ed.gov/surveys/SASS/OVERVIEW.ASP</a>                                                                                                                                                                                                                                                                                 |
| Accessibility               | Through arrangement with NCES for microdata samples                                                                                                                                                                                                                                                                                                                                                                                               |
| When Collected              | Periodically as it is a national survey                                                                                                                                                                                                                                                                                                                                                                                                           |
| When Available              | Periodically as it is a national survey                                                                                                                                                                                                                                                                                                                                                                                                           |
| Reports                     | Numerous see: <a href="http://nces.ed.gov/surveys/sass/">http://nces.ed.gov/surveys/sass/</a>                                                                                                                                                                                                                                                                                                                                                     |
| Issues                      | Extensive, but limited samples. Sample prevents analysis down to the district and school level within a state.<br><br>Best source of inter-state comparisons<br><br>Details on how the data have been analyzed can be found at:<br><a href="http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=96124">http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=96124</a><br><a href="http://nces.ed.gov/pubs/96312.pdf">http://nces.ed.gov/pubs/96312.pdf</a> |

The following shows other sites at NCES where state level data can be used for comparison. However the data are aggregate.

You could use the IPEDS Completions data which is gathered from all postsecondary education institutions and can be broken down by state and by major field of study. The Completions data can be downloaded from the IPEDS website and analyzed using SAS or Access. The URL is:

<http://nces.ed.gov/Iped/completions.html>

For the most recent data on degrees conferred, please see:

Postsecondary Institutions in the United States: Fall 2000  
and Degrees and Other Awards Conferred: 1999-2000

<http://nces.ed.gov/pubs2002/2002156.pdf>

In addition, please see the following tables in our flagship publication:

2001 Digest of Education Statistics

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2002130>

<http://nces.ed.gov/pubs2002/2002130.pdf>

Chapter 3: Postsecondary Education

<http://nces.ed.gov/pubs2002/2002130c.pdf>

250. Total bachelor's and master's degrees conferred by degree-granting institutions, by field of study and by state: 1999-2000

287. Earned degrees in education conferred by degree-granting institutions by level of degree and sex of student: 1949-50 to 1999-2000

For state-level summary data, please see:

State Comparisons of Education Statistics: 1969-70 to 1996-97

<http://nces.ed.gov/pubs98/98018>

<http://nces.ed.gov/pubs98/98018.pdf>

For trend data, please see:

Chartbook of Degrees Conferred, 1969-70 to 1993-94

<http://nces.ed.gov/pubs98/98071.html>

<http://nces.ed.gov/pubs98/98071.pdf>

For further information on the Digest tables or either of the reports listed above, please contact:

Charlene Hoffman

Phone: 202-502-7354

e-mail: [Charlene.Hoffman@ed.gov](mailto:Charlene.Hoffman@ed.gov)

For further information on the IPEDS Completions survey, please contact:

Frank Morgan

Phone: 202-502-7413

e-mail: [Frank.Morgan@ed.gov](mailto:Frank.Morgan@ed.gov)

If you need assistance downloading or analyzing the IPEDS data from the web, please contact our contractor:

National Education Data Resource Center (NEDRC)

Phone: 703-845-3151

e-mail: [nedrc@pcci.com](mailto:nedrc@pcci.com)

Please let me know if you have any more questions on our postsecondary education data.

Hope this helps! Aurora d'

Phone: 202-502-7334

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### Census Data

|                             |                                                                                                                                          |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Database Name               | Survey of Income and Program Participation (SIPP)                                                                                        |
| Organization                | Chicago Federal Reserve Bank, Chicago Census Research Data Center                                                                        |
| Contact Name(s)             | Bhash Mazumder                                                                                                                           |
| Contact Telephone Number(s) | 312-322-8166                                                                                                                             |
| Contact Email(s)            | <a href="mailto:bmazumde@frbchi.org">bmazumde@frbchi.org</a>                                                                             |
| Number of Years of Data     | 4 year panels for SIPP                                                                                                                   |
| Accessibility               | See <a href="http://www.sipp.census.gov/sipp/daccmain.htm">http://www.sipp.census.gov/sipp/daccmain.htm</a> for various modes of access. |
| When Collected              | Survey collected periodically                                                                                                            |
| When Available              | Survey collected periodically                                                                                                            |
| Reports                     | See <a href="http://www.sipp.census.gov/sipp/daccmain.htm">http://www.sipp.census.gov/sipp/daccmain.htm</a>                              |
| Issues                      | Survey with limitations on degree of disaggregation                                                                                      |
|                             | See: <a href="http://www.sipp.census.gov/sipp/">http://www.sipp.census.gov/sipp/</a> and                                                 |
|                             | <a href="http://www.sipp.census.gov/sipp/sippov98.htm">http://www.sipp.census.gov/sipp/sippov98.htm</a>                                  |
|                             |                                                                                                                                          |

For other census data see <http://stats.bls.gov/>

The survey design is a continuous series of national panels, with sample size ranging from approximately 14,000 to 36,700 interviewed households. The duration of each panel ranges from 2 1/2 years to 4 years. The SIPP sample is a multistage-stratified sample of the U.S. civilian noninstitutionalized population. For the 1984-1993 panels, a new panel of households was introduced each year in February. A new 4-year 1996 panel was introduced in April 1996.

The SIPP content is built around a "core" of labor force, program participation, and income questions designed to measure the economic situation of persons in the United States. These questions expand the data currently available on the distribution of cash and noncash income and are repeated at each interviewing wave. The survey uses a 4-month recall period, with approximately the same number of interviews being conducted in each month of the 4-month period for each wave. Interviews are conducted by personal visit and by decentralized telephone.

The survey has been designed also to provide a broader context for analysis by adding questions on a variety of topics not covered in the core section. These questions are labeled "topical modules" and are assigned to particular interviewing waves of the survey. Topics covered by the modules include personal history, childcare, wealth, program eligibility, child support, disability, school enrollment, taxes, and annual income.



### Unfilled Positions Survey (ISBE)

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Database Name               | Unfilled Positions Survey (ISBE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Organization                | ISBE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Contact Name(s)             | Jim Sweeney                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Contact Telephone Number(s) | 217-782-3950                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Contact Email(s)            | <a href="mailto:jsweeney@isbe.net">jsweeney@isbe.net</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Number of Years of Data     | From 1995 in paper form                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Accessibility               | Printed reports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| When Collected              | December                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| When Available              | Depends on response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Reports                     | There are printed reports every year. One is by position, another by reg-county-district. Beginning in 2001, the districts that submitted electronically will have access to their data.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Issues                      | <p>Collected periodically through a web site (<a href="http://ltapps1.isbe.net/tsrup/asp/default.asp">http://ltapps1.isbe.net/tsrup/asp/default.asp</a>), and paper form (see below).</p> <p>Data are not archived electronically but there are paper copies of past reports from 1995 to the present.</p> <p>The 2001 report was delayed because only 130 districts responded to the new electronic reporting application implemented in Dec. ISBE had to create and mail a survey to process the subsequent 600 responses that were received. At the time of <i>this</i> report ISBE had to contact 300+ units that still haven't responded.</p> <p>This report differs from the IASA report as that file has current <i>vacancies</i>.</p> |

ILLINOIS STATE BOARD OF EDUCATION  
Data Analysis and Progress Reporting  
100 North First Street  
Springfield, Illinois 62777-0001

PERSON COMPLETING THIS FORM

TELEPHONE NUMBER (Include Area Code)

2001 UNFILLED POSITIONS SURVEY

**INSTRUCTIONS:** In order that educational personnel in critical need may be identified and documented, please provide the following information. After completion, please fold, staple, and return this prestamped, preaddressed form to the Illinois State Board of Education, Data Analysis and Progress Reporting, 100 North First Street, Springfield, Illinois 62702-9984 by March 4, 2002.

1. Please rate the Supply of Qualified Applicants for the following Positions: (If you cannot accurately gauge the supply in a category (e.g., no job openings in the last 3 years), please indicate by checking "NA".)

|                                      | Severe Under-Supply | Under-Supply | Adequate Supply | Over-Supply | Severe Over-Supply | NA                       |                                       | Severe Under-Supply | Under-Supply | Adequate Supply | Over-Supply | Severe Over-Supply | NA                       |
|--------------------------------------|---------------------|--------------|-----------------|-------------|--------------------|--------------------------|---------------------------------------|---------------------|--------------|-----------------|-------------|--------------------|--------------------------|
| <b>ADMINISTRATIVE STAFF</b>          |                     |              |                 |             |                    |                          |                                       |                     |              |                 |             |                    |                          |
| Business Manager .....               | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Social Science .....                  | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Director .....                       | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | <b>Special Education</b>              |                     |              |                 |             |                    |                          |
| Principal                            |                     |              |                 |             |                    |                          | Behavior Disordered .....             | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Elementary .....                     | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Bilingual .....                       | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| High School .....                    | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Blind/Visually Impaired .....         | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Jr. High .....                       | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Cross Categorical .....               | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Superintendent - District .....      | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Deaf/Hard of Hearing .....            | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Superintendent - Other .....         | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | EMH .....                             | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| <b>INSTRUCTIONAL</b>                 |                     |              |                 |             |                    |                          | Learning Disabled .....               | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Art .....                            | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Other/General .....                   | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Bilingual Education .....            | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Speech & Lang. Impaired .....         | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Computer Literacy/Technology .....   | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | <b>Vocational Education</b>           |                     |              |                 |             |                    |                          |
| Standard Elementary Instructor ..... | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Agriculture .....                     | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| English - Language Arts .....        | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Business, Marketing, Management ..... | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| English - Reading .....              | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Family & Consumer Sciences .....      | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Foreign Language - Other .....       | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Health Occupations .....              | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Foreign Language - Spanish .....     | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Industrial Occupations .....          | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Gifted Education .....               | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Misc. .....                           | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Health Education .....               | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | <b>OTHER</b>                          |                     |              |                 |             |                    |                          |
| Mathematics .....                    | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Consultant .....                      | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Music .....                          | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Coordinator .....                     | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Physical Education .....             | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Librarian/Media Specialist .....      | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Science                              |                     |              |                 |             |                    |                          | Guidance Counselor .....              | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Biology .....                        | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Nurse .....                           | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Chemistry .....                      | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Psychologist .....                    | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| General .....                        | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> | Social Worker .....                   | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |
| Other .....                          | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |                                       |                     |              |                 |             |                    |                          |
| Physics .....                        | -2                  | -1           | 0               | +1          | +2                 | <input type="checkbox"/> |                                       |                     |              |                 |             |                    |                          |

2. ☐ Yes ☐ No Did you lose any positions in the last 2 years due to program closings?  
If yes, list the type and number of positions lost and the reason why the program was closed.

| NAME OF POSITIONS | FTE   | Program Closed Due to Lack of Applicants | Program Closed Due to Lack of Funds | Qualified Applicants Declined Employment | NAME OF POSITIONS | FTE   | Program Closed Due to Lack of Applicants | Program Closed Due to Lack of Funds | Qualified Applicant Declined Employment |
|-------------------|-------|------------------------------------------|-------------------------------------|------------------------------------------|-------------------|-------|------------------------------------------|-------------------------------------|-----------------------------------------|
| _____             | _____ | <input type="checkbox"/>                 | <input type="checkbox"/>            | <input type="checkbox"/>                 | _____             | _____ | <input type="checkbox"/>                 | <input type="checkbox"/>            | <input type="checkbox"/>                |
| _____             | _____ | <input type="checkbox"/>                 | <input type="checkbox"/>            | <input type="checkbox"/>                 | _____             | _____ | <input type="checkbox"/>                 | <input type="checkbox"/>            | <input type="checkbox"/>                |
| _____             | _____ | <input type="checkbox"/>                 | <input type="checkbox"/>            | <input type="checkbox"/>                 | _____             | _____ | <input type="checkbox"/>                 | <input type="checkbox"/>            | <input type="checkbox"/>                |

3. ☐ Yes ☐ No Did your district have difficulty filling special education vacancies this year?  
If yes, what was the reason you had trouble filling them?

4. ☐ Yes ☐ No Did you have any budgeted certificated or non-certificated educational staff positions that you were unable to fill as of October 1, 2001?  
If no, please return as indicated above.  
If yes, complete this form by indicating the full-time equivalent (FTE) number of vacancies by position and the reason why they weren't filled.

5. Please indicate the number of unfilled positions/vacancies as of October 1, 2001 in full-time equivalent and indicate the reason(s) the positions were not filled.

| ADMINISTRATIVE STAFF             | FTE | REASON                       |                                        |                                          |                            | FTE | REASON                       |                                        |                                          |
|----------------------------------|-----|------------------------------|----------------------------------------|------------------------------------------|----------------------------|-----|------------------------------|----------------------------------------|------------------------------------------|
|                                  |     | Lack of Qualified Applicants | Applicants Lacked Proper Certification | Qualified Applicants Declined Employment |                            |     | Lack of Qualified Applicants | Applicants Lacked Proper Certification | Qualified Applicants Declined Employment |
| Business Manager                 |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Social Science             |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Deen - High School               |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | History                    |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Deen - Junior High               |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Other                      |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Director                         |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Special Education          |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Director, Assistant              |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Behavior Disordered        |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Principal                        |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Bilingual                  |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Assistant Elementary             |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Blind/Visually Impaired    |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Assistant High School            |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Cross Categorical          |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Assistant Junior High            |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Deaf/Hard of Hearing       |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Elementary                       |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Early Childhood            |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| High School                      |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | EMH                        |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Jr. High                         |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Learning Disabled          |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Superintendent                   |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Multiply Handicapped       |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Assistant District               |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Other/General              |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| District                         |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Physically Handicapped     |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Other                            |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Severe/Profound            |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Other Administrator (not listed) |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Mentally Handicapped       |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| <b>INSTRUCTIONAL</b>             |     |                              |                                        |                                          | Speech & Lang.             |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Alternative Education            |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Impaired                   |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Art                              |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | TMH                        |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| At-Risk (Pre-K)                  |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Title I                    |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Bilingual Education              |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Remedial Math              |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Computer Literacy/Technology     |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Remedial Reading           |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Computer Programming             |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Vocational Tech            |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Driver Education                 |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Agriculture                |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Elementary                       |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Business, Marketing,       |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Music (K-8)                      |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Management                 |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Physical Education (K-8)         |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Family & Consumer          |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Standard Elementary Instructor   |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Sciences                   |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| English                          |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Health Occupations         |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| English                          |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Industrial Occupations     |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Language Arts                    |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Misc.                      |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Other                            |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Other Subject or Program   |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Reading                          |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Area Not Listed            |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| English as a Second Language     |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | <b>OTHER</b>               |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Foreign Language                 |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Adult Education            |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Other                            |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Attendance Officer         |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Spanish                          |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Audiologist                |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Gifted Education                 |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Consultant                 |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Health Education                 |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Coordinator                |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Learning/Resource Center         |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Diagnostician              |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Math - Algebra                   |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Librarian/Media Specialist |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Math - Basic/General             |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Occupational Therapist     |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Math - Geometry                  |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Physical Therapist         |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Math - Other                     |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Supervisor                 |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Music - Instrumental             |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Other Certificated Staff   |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Music - Vocal                    |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | (not listed)               |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Physical Education (9-12)        |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Guidance Counselor         |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Science                          |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Nurse                      |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Biology                          |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Psychologist               |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Chemistry                        |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Social Worker              |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| General                          |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | Other Professional Staff   |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Other                            |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 | (not listed)               |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |
| Physics                          |     | <input type="checkbox"/>     | <input type="checkbox"/>               | <input type="checkbox"/>                 |                            |     |                              |                                        |                                          |

### National Student Clearinghouse

|                             |                                                                                                                                                                                           |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Database Name               | National Student Clearinghouse (NSC)                                                                                                                                                      |
| Organization                | National Student Clearinghouse                                                                                                                                                            |
| Contact Name(s)             | Mary Wallace                                                                                                                                                                              |
| Contact Telephone Number(s) | 704-742-7792                                                                                                                                                                              |
| Contact Email(s)            | Wallace@ studentclearinghouse.org                                                                                                                                                         |
| Number of Years of Data     | Varies depending on the institution of higher education in Illinois                                                                                                                       |
| Accessibility               | Access through IBHE, conditions as yet undetermined <sup>7</sup>                                                                                                                          |
| When Collected              | By semester, and during the summer each year                                                                                                                                              |
| When Available              |                                                                                                                                                                                           |
| Reports                     | Reports can be requested by institutions of higher education to locate where enrollees came from previous to enrolling in their school, or where they go post enrollment in their school. |
| Issues                      | Sparse demographic data                                                                                                                                                                   |
|                             | Ranges of data vary among participating schools based on when they joined                                                                                                                 |
|                             |                                                                                                                                                                                           |

The National Student Clearinghouse ( [www.studentclearinghouse.org](http://www.studentclearinghouse.org)), a non-profit association founded by the higher education community, streamlines the student record verification process for colleges and universities, students and alumni, lending institutions, employers, and other organizations.

The Clearinghouse maintains a comprehensive electronic registry of student records that provides a single, highly automated point-of-contact for organizations and individuals requiring timely, accurate verification of student enrollment, degree, and loan data.

Today, over 2,700 colleges, representing 91% of the nation's enrollment, participate in the Clearinghouse by providing regular student record updates on all of their currently enrolled students. Student loan providers, employers, student credit issuers, student health insurance providers, the federal government and others access the Clearinghouse's registry over 100 million times annually to conduct electronic student record verifications.

Data are collected on enrollees and graduates. Examples of reports for individual students are shown from screen captures of web pages at [www.studentclearinghouse.org](http://www.studentclearinghouse.org). The formats for data submission are also included below.

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<sup>7</sup> The terms for obtaining these data have not been negotiated.

Data collected for a student enrolled in an institution of higher education

| All enrollment data is as provided by the school. |        |                      |            |            |                             |           |                     |
|---------------------------------------------------|--------|----------------------|------------|------------|-----------------------------|-----------|---------------------|
| Name: JANE S DOE                                  |        |                      |            |            |                             |           |                     |
| Certified by School                               | Status | Status First Started | Term Begin | Term End   | Anticipated Graduation Date | Schl Code | School Name         |
| 05/14/2001                                        | F      | 09/02/1997           | 01/22/2001 | 05/17/2001 | 05/17/2001                  | 001234-00 | HOMETOWN UNIVERSITY |
| 03/30/2001                                        | F      | 09/02/1997           | 01/22/2001 | 05/17/2001 | 05/17/2001                  | 001234-00 | HOMETOWN UNIVERSITY |
| 02/05/2001                                        | F      | 09/02/1997           | 01/22/2001 | 05/17/2001 | 05/17/2001                  | 001234-00 | HOMETOWN UNIVERSITY |
| 12/08/2000                                        | F      | 09/02/1997           | 08/28/2000 | 12/15/2000 | 05/15/2001                  | 001234-00 | HOMETOWN UNIVERSITY |
| 10/25/2000                                        | F      | 09/02/1997           | 08/28/2000 | 12/15/2000 | 05/15/2001                  | 001234-00 | HOMETOWN UNIVERSITY |
| 09/11/2000                                        | F      | 09/02/1997           | 08/28/2000 | 12/08/2000 | 05/15/2001                  | 001234-00 | HOMETOWN UNIVERSITY |
| 05/15/2000                                        | F      | 09/02/1997           | 01/24/2000 | 05/18/2000 | 05/18/2001                  | 001234-00 | HOMETOWN UNIVERSITY |
| 03/27/2000                                        | F      | 09/02/1997           | 01/24/2000 | 05/18/2000 | 05/18/2001                  | 001234-00 | HOMETOWN UNIVERSITY |
| 02/07/2000                                        | F      | 09/02/1997           | 01/24/2000 | 05/18/2000 | 05/18/2001                  | 001234-00 | HOMETOWN UNIVERSITY |
| 12/22/1999                                        | F      | 09/02/1997           | 08/30/1999 | 12/10/1999 | 05/17/2001                  | 001234-00 | HOMETOWN UNIVERSITY |
| 10/27/1999                                        | F      | 09/02/1997           | 08/30/1999 | 12/10/1999 | 05/10/2001                  | 001234-00 | HOMETOWN UNIVERSITY |
| 09/15/1999                                        | F      | 09/02/1997           | 08/30/1999 | 12/17/1999 | 05/17/2001                  | 001234-00 | HOMETOWN UNIVERSITY |

Data collected for a graduate student from an institution of higher education.

| All degree data is as provided by the school.                         |                                            |
|-----------------------------------------------------------------------|--------------------------------------------|
| SSN: 123-45-6789                                                      |                                            |
| <b>INFORMATION VERIFIED</b>                                           |                                            |
| <b>Name On School's Records:</b>                                      | JANE S DOE                                 |
| <b>Date Awarded:</b>                                                  | 01/12/2001                                 |
| <b>Degree Title:</b>                                                  | BACHELOR OF SCIENCE                        |
| <b>Official Name of School:</b>                                       | HOMETOWN UNIVERSITY                        |
| <b>School Division:</b>                                               | SCHOOL OF MANAGEMENT                       |
| <b>School Jointly Awarding Degree:</b>                                |                                            |
| <b>Major Course(s) of Study</b><br>(and NCES CIP Code, if available): | MANAGEMENT                                 |
| <b>Minor Course(s) of Study</b><br>(and NCES CIP Code, if available): |                                            |
| <b>Major Option(s):</b>                                               |                                            |
| <b>Major Concentration(s):</b>                                        | CONCENTRATION IN HUMAN RESOURCE MANAGEMENT |
| <b>Academic Honors:</b>                                               | MAGNA CUM LAUDE                            |
| <b>Honors Program:</b>                                                | 1999 ACADEMIC AWARD                        |
| <b>Other Honors:</b>                                                  | PHI BETA KAPPA                             |
| <b>Attendance Period:</b>                                             | 01/1999 to 01/2001                         |

**Submission form for data sent to the clearinghouse: Header Record Layout--Total Header Record Length is 250 Bytes.**

| Field Name             | Length | Start | Stop | Req'd | Type | Comments                                                                                                                                                                                              |
|------------------------|--------|-------|------|-------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Record Type            | 2      | 01    | 02   | Yes   | AN   | Value is "A1"                                                                                                                                                                                         |
| School Code            | 6      | 03    | 08   | Yes   | N    | Aka Dept of Education "FICE" code                                                                                                                                                                     |
| Branch Code            | 2      | 09    | 10   | Yes   | N    | School branch code suffix, or 00 if none                                                                                                                                                              |
| Academic Term          | 15     | 11    | 25   | Yes   | AN   | Name of academic term for the reported data is e.g., Spring 2000, Fall 2000, Summer 2000, Winter 2000, 1st Quarter 2000, 1st Semester 2000                                                            |
| "Standard" Report Flag | 1      | 26    | 26   | Yes   | AN   | Y = Standard Report, no special handling<br>N = Non-standard report (for special situations such as Summer Terms, tapes for Graduations Only, etc)<br>R = Regenerated Report (for TRA Reporting only) |
| Certification Date     | 8      | 27    | 34   | Yes   | N    | Date of enrollment data reported by school                                                                                                                                                            |
| Reporting Level        | 1      | 35    | 35   | Yes   | AN   | Value for Full Reporting is "F"                                                                                                                                                                       |
| Filler                 | 215    | 36    | 250  | Yes   | AN   | Spaces                                                                                                                                                                                                |

\* The Type Codes included in this document are "A" alpha, "N" numeric, and "AN" alpha numeric.

**Submission form for data sent to the clearinghouse: Detail Record Layout--Each Detail Record must be 250 Bytes in Length.**

| Field Name                  | Length | Start | Stop | Req'd | Type | Comments                                                                                                         |
|-----------------------------|--------|-------|------|-------|------|------------------------------------------------------------------------------------------------------------------|
| Record Type                 | 2      | 01    | 02   | Yes   | AN   | Value for each Detail record is "DI"                                                                             |
| Student SSN                 | 9      | 03    | 11   | Yes   | N    | Numbers only, no hyphens                                                                                         |
| First Name                  | 20     | 12    | 31   | Yes   | AN   | First name of Student                                                                                            |
| Middle Initial              | 1      | 32    | 32   | No    | AN   | Middle initial of student                                                                                        |
| Last Name                   | 20     | 33    | 52   | Yes   | AN   | Last Name                                                                                                        |
| Name Suffix                 | 5      | 53    | 57   | No    | AN   | E.g. III, Jr, Sr                                                                                                 |
| Previous SSN                | 9      | 58    | 66   | No    | AN   | If SSN has changed, student's previous SSN                                                                       |
| Prev Last Name              | 20     | 67    | 86   | No    | AN   | If name has changed, student's former last name                                                                  |
| Enrollment Status           | 1      | 87    | 87   | Yes   | AN   | <b>SEE DATA ELEMENT DEFINITIONS FOR SPECIAL INSTRUCTIONS (see below)</b>                                         |
| Status Start Dt             | 8      | 88    | 95   | No    | AN   |                                                                                                                  |
| Street Line 1               | 30     | 96    | 125  | Yes   | AN   | Permanent street address of student                                                                              |
| Street Line 2               | 30     | 126   | 155  | No    | AN   | Continuation of address (e.g. Apt B)                                                                             |
| City                        | 20     | 156   | 175  | Yes   | AN   | Permanent city of student's residence                                                                            |
| State                       | 2      | 176   | 177  | Yes   | AN   | Permanent state (default to "FO" if foreign country)                                                             |
| Zip                         | 9      | 178   | 186  | No    | AN   | Permanent zip code (space fill for foreign addresses and space fill zip extension if not available)              |
| Country                     | 15     | 187   | 201  | No    | AN   | Foreign country of residence, space fill if USA                                                                  |
| Anticipated Graduation date | 8      | 202   | 209  | No    | AN   | Date student is scheduled to graduate. Reported only for students in statuses F, H, or A, otherwise, space fill. |
| Birth Date                  | 8      | 210   | 217  | No    | AN   | Date student was born (if known); otherwise, space fill.                                                         |

**Submission form for data sent to the clearinghouse: Detail Record Layout (continued)--Each Detail Record must be 250 Bytes in Length.**

| Field Name               | Length | Start | Stop | Req'd | Type | Comments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------|--------|-------|------|-------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term Begin Date          | 8      | 218   | 225  | Yes   | N    | Start date of current academic term (1st day of classes) for program in which student is enrolled                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Term End Date            | 8      | 226   | 233  | Yes   | N    | End date of current academic term (last day of exams) for program in which student is enrolled                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Graduate Level Indicator | 1      | 234   | 234  | No    | AN   | Value can be either "Y" meaning Yes, the student has been enrolled exclusively as a graduate student throughout the calendar year, or "N" meaning the student has NOT been enrolled exclusively as a graduate student, otherwise, space fill. This field was added to the layout in August 1998 to support customers using the Clearinghouse to supply data for compliance with Taxpayer Relief Act (TRA) reporting requirements. Previously this space was part of the filler. Customers not participating in Clearinghouse TRA reporting services should space fill this field. |
| Data Block Indicator     | 1      | 235   | 235  | Yes   | AN   | Value can be "Y" meaning the student has requested a block on the release of his/her name and/or dates of attendance, or value can be "N" meaning the student has not requested a such a block.                                                                                                                                                                                                                                                                                                                                                                                   |
| Filler                   | 15     | 236   | 250  | Yes   | AN   | Space Fill.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



**Submission form for data sent to the clearinghouse : Trailer Record Layout--Total Trailer Record Length is 250 Bytes.**

| Field Name         |     | Start | Stop |     | Type | Comments                                                                                                                           |
|--------------------|-----|-------|------|-----|------|------------------------------------------------------------------------------------------------------------------------------------|
| Record Type        | 2   | 01    | 02   | Yes | AN   | Value for is "T1"                                                                                                                  |
| Number of "F"      | 6   | 03    | 08   | Yes | N    | Number of records w/enrollment status = "F"                                                                                        |
| Number of "H"      | 6   | 09    | 14   | Yes | N    | Number of records w/enrollment status = "H"                                                                                        |
| Number of "L"      | 6   | 15    | 20   | Yes | N    | Number of records w/enrollment status = "L"                                                                                        |
| Number of "W"      | 6   | 21    | 26   | Yes | N    | Number of records w/enrollment status = "W"                                                                                        |
| Number of "G"      | 6   | 27    | 32   | Yes | N    | Number of records w/enrollment status = "G"                                                                                        |
| Number of "A"      | 6   | 33    | 38   | Yes | N    | Number of records w/enrollment status = "A"                                                                                        |
| Number of "X"      | 6   | 39    | 44   | Yes | N    | This status is not currently in use at the Clearinghouse, but may be used at some future date. Please value with "000000" (zeros). |
| Number of "D"      | 6   | 45    | 50   | Yes | N    | Number of records w/enrollment status = "D"                                                                                        |
| Total Record Count | 8   | 51    | 58   | Yes | N    | <b>Total count equals the number of Detail records, plus 2 (the Header and Trailer Records are to be included in the total).</b>   |
| Filler             | 192 | 59    | 250  | Yes | AN   | Spaces                                                                                                                             |

## National Student Clearinghouse DATA ELEMENT DEFINITIONS

### STATUS CODE DEFINITIONS

**"F" Full Time:** A student's enrollment in an institution of higher education (other than a program of study by correspondence) is considered full time when his/her academic workload constitutes full-time status as determined by the school under standards applicable to all students enrolled in the same program. This workload may consist of any combination of courses, work experience, research, or special studies, whether or not for credit, that the school considers to be sufficient to constitute full-time status. A student enrolled in a vocational school (other than a correspondence program) who is carrying a workload of not less than 24 clock hours per week or 12 semester or quarter hours of instruction or its equivalent constitutes full-time status.

**"H" Half Time or More, But Less Than Full Time:** A student's enrollment in an institution of higher education is considered half time when his/her academic workload amounts to at least one half the academic workload of a full-time student as determined by the school, and the student is not a full-time student. A student enrolled solely in an eligible program of study by correspondence is also considered to be a half-time student.

**"L" Less Than Half Time (But Still Enrolled):** A student's enrollment in an institution of higher education is considered less than half time when his/her academic workload amounts to less than the academic workload of a half-time student, as determined by the school.

**"W" Withdrawn:** A student who is enrolled in an institution of higher education but who has withdrawn, dropped out, or failed to re-enroll at the institution, or who has been terminated, expelled, or dismissed by the institution is considered withdrawn.

**"G" Graduated:** A student who was enrolled in an eligible school and has completed the institution's requirements for graduation or completed the program of study for which the student was enrolled is considered graduated.

**"A" Approved Leave of Absence:** A student on an approved leave of absence is one who is enrolled in an eligible school but who is not required to attend classes at that school for a specified period of time and has met the requirements for an approved student loan leave of absence. An approved student loan leave of absence must start at least 12 months after any previous leave of absence, be requested by the student in writing, involve no additional charges to the student, and last for no more than 60 days or, if certain conditions are met, 6 months. For an approved student loan leave of absence to last more than 60 days, the following conditions must be met:

**A.** The school must not be a correspondence school and its next enrollment period must begin more than 60 days after the leave's start, or

**B.** The leave request must be supported by a physician's recommendation that a leave in excess of 60 days is necessary for medical reasons.

**< Note:** A school must not report a student on a leave of absence as withdrawn.

**"D" Deceased:** A student who is enrolled in an institution of higher education but who has died.

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### DEFINITIONS FOR START DATE OF CURRENT STATUS

**"F" Full-Time Status:** Do not report a start date for a status of full time. The Clearinghouse will assume that the status start date of all full-time students is the first day of the term.

**"H" Half Time or "L" Less Than Half Time:** If the student was enrolled in either of these statuses throughout the term, or was in a "lower" status during the term, do not report a start date -- the Clearinghouse will calculate

the start date. If the student dropped to either of these statuses during the term, report the start date as the date the student changed to this status.

**"W" Withdrawn:** When the "W" code is used, the start date is to be determined as follows and is the earliest of these dates:

- A.** If the student notifies the school of his or her withdrawal, the student's withdrawal date is the date the student officially notified the school of the withdrawal, or the date of withdrawal specified by the student in his or her notification, whichever is later.
- B.** If the student leaves school without giving notice to the school, the school is to determine the withdrawal date.
- C.** If the student is enrolled in a correspondence program and the student fails to submit an assignment (using the schedule of lessons established by the school), the withdrawal date is the date of the last lesson submitted.
- D.** If a student does not return to school after an approved leave of absence, the first day of the leave of absence is considered to be the withdrawal date.
- E.** If a student is terminated, expelled, or dismissed by the school, the withdrawal date is the date of the termination, expulsion, or dismissal.

**"G" Graduated:** The start date to report is the date the student completed the institution's requirements for graduation (not the day of graduation ceremonies). Usually this is the term end date.

**"A" Approved Leave of Absence:** The start date to report is the date the student began the approved leave of absence.

**"D" Deceased:** The start date to report is the date of death (or the date of notification of death if the actual date of death is not known and cannot be obtained on a timely basis).

## Appendix 2: Variables and Databases Lookup

The following table indicates what data elements are in which databases. Please refer to tables 2, and 2a to understand the limitations of the data in each of these collections (i.e., census-sample, etc.)

| Database>                                                   | TSR            | CERTS          | TRS | CHICAGO TRS | IASA | Vacancy<br>Fall Housing &<br>Enrollment | IHE Enroll | IHE Graduate | TDW | Individual<br>DISTRICT | Individual IHE | DES | Report Card | School Building | Census | NCES<br>National Student<br>Clearinghouse |
|-------------------------------------------------------------|----------------|----------------|-----|-------------|------|-----------------------------------------|------------|--------------|-----|------------------------|----------------|-----|-------------|-----------------|--------|-------------------------------------------|
| <b>DEMOGRAPHICS</b>                                         |                |                |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| Social Security Number                                      | X              | X              | X   | X           |      |                                         | X          | X            | X   |                        |                | X   |             |                 |        |                                           |
| Birth Date                                                  | X              | X              | X   | X           |      |                                         |            |              |     | X                      | X              |     |             |                 | X      |                                           |
| Gender                                                      | X              | X              | X   | X           |      |                                         |            |              |     | X                      |                |     |             |                 | X      | X                                         |
| Race                                                        | X <sup>8</sup> | X <sup>9</sup> |     |             |      |                                         |            |              |     | X                      | X              |     |             |                 | X      | X                                         |
| State of Residence                                          |                |                |     |             |      |                                         |            |              |     |                        | X              |     |             |                 | X      | X                                         |
| Home address                                                |                |                |     |             |      |                                         |            |              |     | X                      | X              |     |             |                 | X      | X                                         |
| Income of spouse (if relevant)                              |                |                |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
|                                                             |                |                |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| <b>POST-SECONDARY INFORMATION</b>                           |                |                |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| SAT in High School                                          |                |                |     |             |      |                                         |            |              |     |                        | X              |     |             |                 |        |                                           |
| Selectivity of College                                      |                |                |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| Degree School(s)                                            |                | X              |     |             |      |                                         |            | X            |     |                        | X              |     |             |                 | X      | X                                         |
| Class Level (Freshman, etc.)                                |                |                |     |             |      |                                         | X          |              |     |                        | X              |     |             |                 |        | X                                         |
| Major(s)                                                    |                | X              |     |             |      |                                         |            | X            |     |                        | X              |     |             |                 | X      | X                                         |
| Degree Level(s)                                             |                |                |     |             |      |                                         |            | X            |     |                        | X              |     |             |                 | X      | X                                         |
| GPA                                                         |                |                |     |             |      |                                         |            |              |     |                        | X              |     |             |                 |        |                                           |
| In Teacher Preparation program                              |                |                |     |             |      |                                         |            |              | X   |                        |                |     |             |                 |        |                                           |
|                                                             |                |                |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| <b>POST-SECONDARY GRADUATION<br/>EMPLOYMENT INFORMATION</b> |                |                |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| Employment after Graduation from College                    |                |                |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        | X                                         |
| Salary of Employment after Graduation from<br>College       |                |                |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        | X                                         |
| Location of Job in Illinois                                 |                |                |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
|                                                             |                |                |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| <b>INITIAL CERTIFICATION AND TESTING</b>                    |                |                |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| Certifications before initial hiring                        |                | X              |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| Test Score(s)                                               |                |                |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |

<sup>8</sup> Starts in 2002-2003

<sup>9</sup> Starts in 2002-2003

<sup>10</sup> Excluding federal employees.

<sup>11</sup> Excluding federal employees.

<sup>12</sup> Excluding federal employees.

<sup>13</sup> Provides location nationally

|                                                                           | TSR | CERTS | TRS | CHICAGO TRS | IASA | Vacancy<br>Fall Housing &<br>Enrollment | IHE Enroll | IHE Graduate | TDW | Individual<br>DISTRICT | Individual IHE | DES | Report Card | School Building | Census | NCES<br>National Student<br>Clearinghouse |
|---------------------------------------------------------------------------|-----|-------|-----|-------------|------|-----------------------------------------|------------|--------------|-----|------------------------|----------------|-----|-------------|-----------------|--------|-------------------------------------------|
| <b>JOB SEARCH INFORMATION</b>                                             |     |       |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| Applications for Positions to Particular School Districts                 |     |       |     |             | X    |                                         |            |              |     | X                      |                |     |             |                 |        |                                           |
|                                                                           |     |       |     |             | X    | X                                       |            |              |     | X                      |                |     |             |                 |        |                                           |
| Number of Job Offers per Applicant                                        |     |       |     |             |      |                                         |            |              |     |                        |                |     |             |                 | X      |                                           |
| <b>INITIAL ENTRY INFORMATION</b>                                          |     |       |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| Initial Entrance into Teaching From other State IHE                       |     |       |     |             |      |                                         |            |              |     | X                      |                |     |             |                 |        |                                           |
| Initial Entrance into Teaching from In-State IHE (public/private)         |     | X     |     |             |      |                                         |            |              |     | X                      |                |     |             |                 |        |                                           |
| Salary at initial entrance                                                | X   |       |     |             |      |                                         |            |              |     |                        |                | X   |             |                 |        | X                                         |
| Position at initial entrance                                              |     |       | X   | X           |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| Teaching assignments at initial entrance                                  |     |       |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| <b>EMPLOYMENT IN EDUCATION INFORMATION</b>                                |     |       |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| District of Current Employment                                            | X   |       | X   | X           |      |                                         |            |              |     | X                      |                |     |             |                 |        | X                                         |
| Experience in Illinois Private Education                                  |     |       |     |             |      |                                         |            |              |     | X                      |                |     |             |                 |        |                                           |
| Experience in Illinois Public Education                                   | X   |       | X   | X           |      |                                         |            |              |     | X                      |                |     |             |                 |        |                                           |
| Experience other state Public education                                   | X   |       |     |             |      |                                         |            |              |     | X                      |                |     |             |                 |        |                                           |
| Experience other state Private education                                  |     |       |     |             |      |                                         |            |              |     | X                      |                |     |             |                 |        |                                           |
| Total Experience                                                          |     |       |     |             |      |                                         |            |              |     | X                      |                |     |             |                 |        | X                                         |
| Salary in Current Teaching Position                                       | X   |       | X   | X           |      |                                         |            |              |     | X                      |                | X   |             |                 | X      | X                                         |
| Benefits in Current Teaching Position                                     |     |       |     |             |      |                                         |            |              |     | X                      |                |     |             |                 | X      |                                           |
| Current Teaching Position                                                 | X   |       |     |             |      |                                         |            |              |     | X                      |                |     |             |                 |        | X                                         |
| Current class assignments for teaching                                    |     |       |     |             |      |                                         |            |              |     | X                      |                |     |             |                 |        | X                                         |
| Class size for current teaching assignments                               |     |       |     |             |      |                                         |            |              |     | X                      |                |     |             |                 |        | X                                         |
| Teaching out of Certification for current assignments                     |     |       |     |             |      |                                         |            |              |     | X                      |                |     |             |                 |        | X                                         |
| <b>ASSESSMENTS OF STUDENTS FOR A GIVEN TEACHER</b>                        |     |       |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| Scores of students in current teaching position on a range of assessments |     |       |     |             |      |                                         |            |              |     | X                      |                |     |             |                 |        |                                           |
| Scores of current students in previous years on a range of assessments    |     |       |     |             |      |                                         |            |              |     | X                      |                |     |             |                 |        |                                           |
| <b>DEVELOPMENT POST GRADUATION</b>                                        |     |       |     |             |      |                                         |            |              |     |                        |                |     |             |                 |        |                                           |
| Certifications after initial hiring                                       |     | X     |     |             |      |                                         |            |              |     | X                      |                |     |             |                 |        | X                                         |
| Hours of professional development after hiring                            |     |       |     |             |      |                                         |            |              |     | X                      |                |     |             |                 |        | X                                         |
| Degrees obtained after hiring                                             | X   | X     |     |             |      |                                         |            | X            |     | X                      | X              |     |             |                 |        | X                                         |

|                                                                 | TSR | CERTS | TRS | CHICAGO TRS | IASA | Vacancy | Fall Housing & Enrollment | IHE Enroll | IHE Graduate | TDW | Individual DISTRICT | Individual IHE | DES | Report Card | School Building | Census | NCES National Student Clearinghouse |
|-----------------------------------------------------------------|-----|-------|-----|-------------|------|---------|---------------------------|------------|--------------|-----|---------------------|----------------|-----|-------------|-----------------|--------|-------------------------------------|
| <b>EXIT AND RE-ENTRY</b>                                        |     |       |     |             |      |         |                           |            |              |     |                     |                |     |             |                 |        |                                     |
| Exit Year from Public Education                                 | X   |       | X   |             |      |         |                           |            |              |     | X                   |                |     |             |                 |        |                                     |
|                                                                 | X   |       | X   | X           |      |         |                           |            |              |     |                     |                | X   |             |                 |        |                                     |
| Employment after exiting public education                       |     |       |     |             |      |         |                           |            |              |     |                     |                | X   |             |                 | X      |                                     |
| Salary of Employment after exiting public education             |     |       |     |             |      |         |                           |            |              |     |                     |                | X   |             |                 | X      |                                     |
| Benefits in Last Employ Teaching Position                       |     |       |     |             |      |         |                           |            |              |     | X                   |                |     |             |                 |        |                                     |
| Re-Entrance into Teaching From pregnancy leave                  |     |       |     |             |      |         |                           |            |              |     |                     |                |     |             |                 |        |                                     |
| Re-Entrance into Teaching From Re-attending College             | X   |       |     |             |      |         |                           |            |              |     |                     |                |     |             |                 |        |                                     |
| Re-Entrance into Teaching From other leave                      |     |       |     |             |      |         |                           |            |              |     |                     |                |     |             |                 |        |                                     |
| Teaching Position in Last Year of Employment                    | X   |       |     |             |      |         |                           |            |              |     |                     |                |     |             |                 |        |                                     |
| District in Last Year of Employment                             | X   |       | X   | X           |      |         |                           |            |              |     |                     |                | X   |             |                 |        |                                     |
|                                                                 |     |       |     |             |      |         |                           |            |              |     |                     |                |     |             |                 |        |                                     |
| <b>DISTRICT INFORMATION</b>                                     |     |       |     |             |      |         |                           |            |              |     |                     |                |     |             |                 |        |                                     |
| Expenditure per Pupil in Current District                       |     |       |     |             |      |         |                           |            |              |     | X                   |                |     | X           |                 |        |                                     |
| Enrollment in Current District                                  |     |       |     |             |      |         | X                         |            |              |     | X                   |                |     | X           | X <sup>14</sup> |        |                                     |
| Percent Enrollments by Race in Current District                 |     |       |     |             |      |         | X                         |            |              |     | X                   |                |     |             |                 |        |                                     |
| Drop out rate in Current District                               |     |       |     |             |      |         |                           |            |              |     | X                   |                |     | X           |                 |        | X <sup>15</sup>                     |
| Average Test Score of relevant students in Current District     |     |       |     |             |      |         |                           |            |              |     | X                   |                |     | X           |                 |        |                                     |
| Disciplinary problems in Current District                       |     |       |     |             |      |         |                           |            |              |     | X                   |                |     | X           |                 |        | X                                   |
| Change in enrollments in Current District                       |     |       |     |             |      |         | X                         |            |              |     |                     |                |     |             |                 |        |                                     |
| Urban-Suborn-Rural Status of Current District                   |     |       |     |             |      |         |                           |            |              |     | X                   |                |     |             |                 | X      |                                     |
| Expenditure per Pupil in Last Employ District                   |     |       |     |             |      |         |                           |            |              |     | X                   |                |     | X           |                 |        |                                     |
| Enrollment in Last Employ District                              |     |       |     |             |      |         | X                         |            |              |     |                     |                |     |             |                 |        |                                     |
| District                                                        |     |       |     |             |      |         |                           |            |              |     | X                   |                |     | X           |                 |        |                                     |
| Drop out rate in Current District                               |     |       |     |             |      |         |                           |            |              |     | X                   |                |     | X           |                 |        |                                     |
| Average Test Score of relevant students in Last Employ District |     |       |     |             |      |         |                           |            |              |     | X                   |                |     | X           |                 |        |                                     |
| Disciplinary problems in Last Employ District                   |     |       |     |             |      |         |                           |            |              |     | X                   |                |     | X           |                 |        |                                     |
| Change in enrollments in Last Employ District                   |     |       |     |             |      |         |                           |            |              |     |                     |                |     |             |                 |        |                                     |
| Urban-Rural-Rural Status of Last Employ District                |     |       |     |             |      |         |                           |            |              |     | X                   |                |     |             |                 | X      |                                     |
| Socio-economic status                                           |     |       |     |             |      |         |                           |            |              |     |                     |                |     |             |                 | X      | X                                   |
| Average Class Size                                              |     |       |     |             |      |         |                           |            |              |     |                     |                |     | X           |                 |        | X                                   |

<sup>14</sup> Last 5-year trend, and 5 year forecast.

<sup>15</sup> Not rate, but if it is a problem.

**Appendix 3: Contacts for databases presented in the document.**

| Database Name                                 | Organization                                                            | Contact   | Title/Role                                                        | Telephone               | Email                                                                  |
|-----------------------------------------------|-------------------------------------------------------------------------|-----------|-------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------|
| Census Data                                   | Chicago Federal Reserve Bank, Chicago Census Research Data Center       | Bhash     | Executive Director, Chicago Census Research Data Center           | 312-322-8166            | <a href="mailto:bmazumde@fribchi.org">bmazumde@fribchi.org</a>         |
| Certification                                 | Illinois State Board of Education- Data Systems                         | Candy     | Principal Technology Consultant                                   | 217-782-4313 x32156     | <a href="mailto:CTAYLOR@isbe.net">CTAYLOR@isbe.net</a>                 |
| Chicago Retirement Data                       | Chicago Public School Teachers Retirement and Pension Fund              | Francis   | Office Manager                                                    | 312-641-4464            | <a href="mailto:radencief@ctpf.org">radencief@ctpf.org</a>             |
| District Data Collection                      | Edwardsville School District                                            | Edward    | Superintendent                                                    | 618-656-1182            |                                                                        |
| Employment Data                               | Illinois Department of Employment Security                              | Mitch     | Manager, Workforce Analysis & Dissemination Sub-Division          | 217-785-9047            | <a href="mailto:MDaniel@ides.state.il.us">MDaniel@ides.state.il.us</a> |
| IBHE Shared Data Degree File                  | SUI-Carbondale                                                          | Larry     | Director of Institutional Research and Studies                    | 618/536-2384            | <a href="mailto:ichillin@siu.edu">ichillin@siu.edu</a>                 |
| IHE Data Collection                           | SIU-Edwardsville                                                        | Sally     | Director, Institutional Research and Studies                      | 618/650-3415            | <a href="mailto:sfergus@siue.edu">sfergus@siue.edu</a>                 |
| NCES Data                                     |                                                                         |           |                                                                   |                         |                                                                        |
| Report on Vacancies                           | Illinois State Board of Education: Data Analysis and Progress Reporting | Jim       | Analyst: Data Analysis and Progress Reporting                     | 217-782-0354            | <a href="mailto:jswweeney@isbe.net">jswweeney@isbe.net</a>             |
| School Buildings                              | Illinois State Board of Education: School Business & Support Systems    | Nona      | Manager: School Business & Support Systems                        | 217-782-2223            | NMYERS@isbe.net                                                        |
| Shared Student Enrollment and Graduation Data | SUI-Carbondale                                                          | Larry     | Director of Institutional Research and Studies                    | 618/536-2384            | <a href="mailto:ichillin@siu.edu">ichillin@siu.edu</a>                 |
| Student Enrollments                           | Illinois State Board of Education: Professional Certification & Testing | Karol     | Professional Certification & Testing                              | 217-782-4330            | <a href="mailto:kchaska@isbe.net">kchaska@isbe.net</a>                 |
| Student Enrollments                           | Illinois State Board of Education- Data Systems                         | Dennis    | Analyst: Data Systems                                             | 217-782-4313 x32187     | <a href="mailto:dlittle@isbe.net">dlittle@isbe.net</a>                 |
| Student Enrollments                           | Illinois State Board of Education- Data Systems                         | Bill      | Manager: Data Systems                                             | 217-782-4313            |                                                                        |
| Student Performance/Report Card               | Illinois State Board of Education: Data Analysis and Progress Reporting | Shuwan    | Analyst: Data Analysis and Progress Reporting                     | (217) 782-3950          | <a href="mailto:SCHIU@isbe.net">SCHIU@isbe.net</a>                     |
| Teacher Certification Data Warehouse (TDW)    | University Office for Academic Policy Analysis, University of Illinois  | Ira       | Assistant Vice President for Academic Affairs and Director, UOAPA | 217-333-2030            | <a href="mailto:langston@uiillinois.edu">langston@uiillinois.edu</a>   |
| Teacher Retirement Board                      | Illinois Teacher Retirement System                                      | Todd      | Director of Finance                                               | (888) 877-0890 ext 2308 | <a href="mailto:tkennedy@TRS.state.il.us">tkennedy@TRS.state.il.us</a> |
| Teacher Service Record (TSR)                  | Illinois State Board of Education: Data Analysis and Progress Reporting | Jim       | Analyst: Data Analysis and Progress Reporting                     | 217-782-0354            | <a href="mailto:jswweeney@isbe.net">jswweeney@isbe.net</a>             |
| Teacher Testing                               | Illinois State Board of Education- Data Systems                         | Candy     | Principal Technology Consultant                                   | 217-782-4313 x32156     | <a href="mailto:CTAYLOR@isbe.net">CTAYLOR@isbe.net</a>                 |
| Vacancy Data                                  | Illinois State Board of Education: Professional Certification & Testing | Elizabeth | Professional Certification & Testing                              | 217-557-6763            |                                                                        |
| Vacancy Data                                  | Illinois Association of School Administrators                           | Cherry    |                                                                   | 217/787-9306            | <a href="mailto:emiddleton@iasaedu.org">emiddleton@iasaedu.org</a>     |
| Vacancy Data                                  | Illinois State Board of Education: Professional Certification & Testing | Rob       | Professional Certification & Testing                              | 217-782-2221            | <a href="mailto:rsampson@isbe.net">rsampson@isbe.net</a>               |