

# THE STATE WE'RE IN 2019

A Report on Public  
Education in Illinois



## About this report

The 2019 edition of *The State We're In* measures Illinois' educational performance from early childhood through postsecondary. It tracks how our students have performed over the past decade and how that performance compares with students in other states. We know that improvement doesn't happen overnight. By tracking student outcomes over time, we can refine our strategies to support them.

We invite you to explore our complete set of data metrics, including those focused on the conditions of teaching and learning. Those conditions lay the foundation for student achievement.

Where appropriate in this report, we have included  to indicate that additional regional information and interactive data will be available online in the winter of 2019-2020 at [www.advanceillinois.org](http://www.advanceillinois.org)

### WHAT DATA IS PROVIDED?

To assess how well Illinois educates its students, we track roughly 80 metrics grouped into three categories: early education, K-12, and postsecondary. These metrics not only assess student learning outcomes but also measure learning conditions, leading indicators for student growth. Data for each metric shows:

- Current performance
- Past performance
- Leading states and Illinois' comparative national rank where available
- Equity gaps by race and ethnic origin, as well as income status where available

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Advance Illinois has chosen to present certain metrics where data is currently unavailable. We do this in order to highlight what education stakeholders need to know going forward to strengthen schools and improve student learning.

### OVERALL RANKINGS

To put Illinois' performance in the context of our nation, we rank how well our state's early childhood, K-12 education, and postsecondary systems serve our students relative to other states. For each of these three systems, overall rankings are provided for learning conditions, student learning outcomes, and equity in student learning outcomes.

Overall rankings are composite measures of the individual metrics in the data tables that fall into each category (e.g., early childhood learning conditions). Equity in student outcomes is defined as the gaps in performance by race and income, where available.<sup>1</sup> Each ranking is on a scale of 1 to 50, with 1 being the highest and 50 being the lowest. A "not available" is assigned if data are insufficient to form a ranking.

### REGIONAL ANALYSIS

While analyzing statewide data is vital to assess the quality and strength of our educational system, it doesn't tell the full story about our students. Regional analyses and comparisons are essential to understanding variations in progress and outcomes. For the first time, Advance Illinois has created a regional analysis insert with district-level data and online interactive maps and charts to support these important conversations. Visit [www.advanceillinois.org](http://www.advanceillinois.org) to view the regional analysis insert and interactive data maps.

## Fellow Illinoisans,

We share a common goal, and that is for our children to succeed in school and in life. Indeed, we believe one leads to the other.

We have important progress to celebrate. Over the past decade, Illinois has posted academic gains and exceeded national norms in some key areas. We've narrowed performance gaps between Latinx\* students—the state's fastest-growing population—and their white peers. And higher percentages of students are enrolling in postsecondary and earning degrees. Such gains demonstrate our ability to make true, lasting improvements. Indeed, some districts have made strides despite high poverty levels and inadequate funding, underscoring again that real change is possible.

But the hard truth is that our schools do not serve all schoolchildren equally well. Too many students are learning in schools and districts with limited social supports, poor access to critical data and research, and/or a disconnect between their needs and the teaching force available. And while we have made slow, steady progress, it will take more than that to narrow the academic divide that has, historically, shortchanged students who require more support to thrive.

The world that awaits today's students will demand more of them. By 2025, 70 percent of jobs in Illinois will require a college degree or industry certification.<sup>2</sup> While there are fewer young adults who are out of school and out of work, it will take more effort to address workforce shortages, including in our own teacher ranks.

From preschool to postsecondary, lack of funding and affordability are critical barriers for low-income residents. This is troubling because early education determines outcomes in later school years, and postsecondary attainment remains key to employment and a living wage. If we lose students early, we risk losing them entirely. And if we fail to support postsecondary success, we damage the economic prospects of our students and our state.

That said, Illinois is positioned to build upon past work. A new K-12 school funding formula drives more resources to the students and schools that need them most. State data provides a more complete picture than ever before of where students achieve at higher, faster rates and where they do not. We need accurate data and equitable resources, a diverse workforce, and safe and supportive school environments where all students can succeed if we're to close these performance gaps that are as persistent as they are pernicious.

We look forward to continuing to work with you to improve outcomes and opportunities for all.

Sincerely,



**JOHN A. EDWARDSON**  
Co-Chair, Advance Illinois



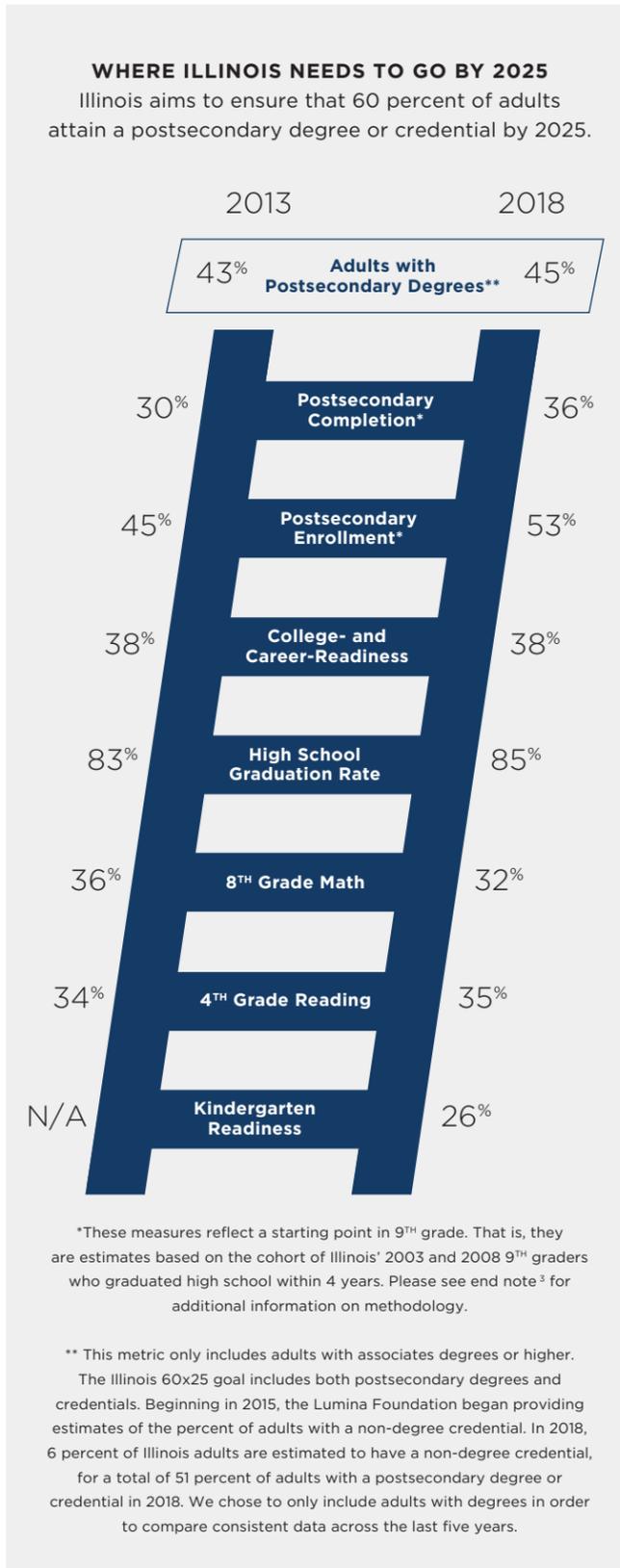
**MARIN Gजा**  
Co-Chair, Advance Illinois



**ROBIN STEANS**  
President, Advance Illinois

\*Latinx describes a person of Latin American origin or descent (used as a gender-neutral or non-binary alternative to Latino or Latina).

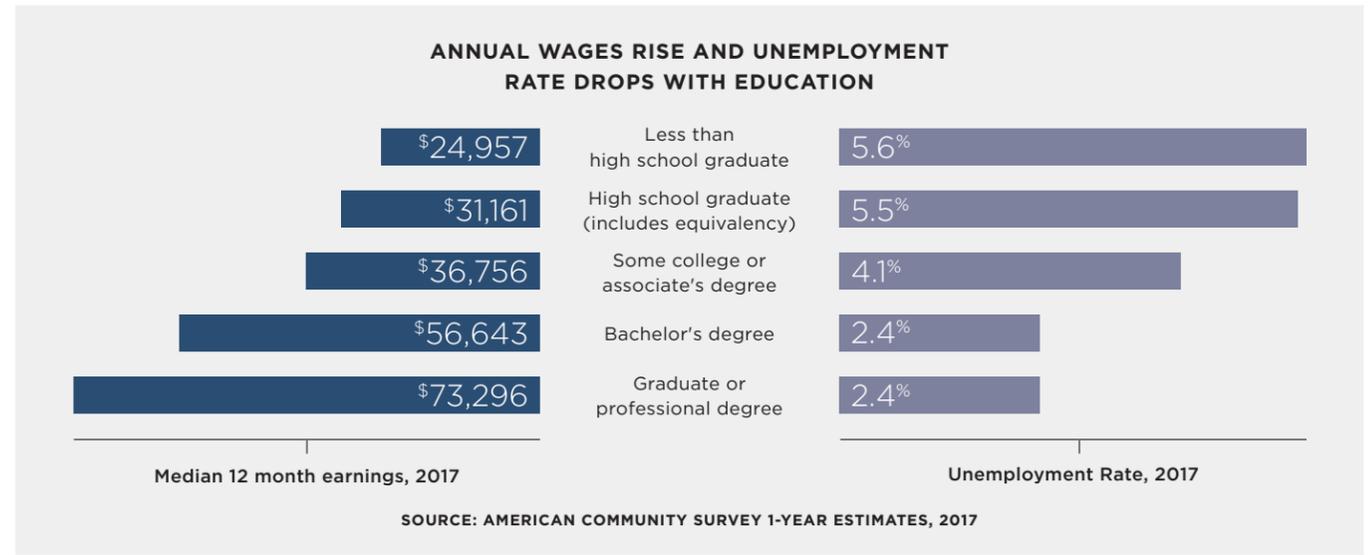
## Where does Illinois stand on the steps to readiness?



By 2025 Illinois aims to ensure that at least 60 percent of adults attain a high-quality postsecondary credential. This goal drives our work as an education system because we know that a college degree—be it a technical certificate or an advanced degree—paves pathways to employment in an increasingly competitive and interconnected economy. College graduates are more likely to be employed, and those who work full time earn \$25,000 more annually than their peers with only a high school diploma, on average.<sup>4</sup>

To achieve this goal, we must focus on the entire education continuum, birth through career, and work to ensure that all students are on track across the critical academic milestones that mark their road to postsecondary completion. Over the past decade we have seen some success at each step, but we know we have significant work to do. Consider this:

- For the first time, we have the data to assess kindergarten readiness, and the results convey a clear sense of urgency. Only a quarter of Illinois children demonstrate kindergarten readiness across developmental domains.
- Illinois exceeds the national average in student academic growth but still trails the nation in 4<sup>TH</sup> grade reading and 8<sup>TH</sup> grade math proficiency. Unacceptable achievement gaps persist.
- More Illinois students are graduating high school and enrolling in higher education, and degree attainment in Illinois is on the rise. However, we are seeing growing gaps in attainment by race.
- Overall, our outcomes are improving despite insufficient state investment in programs and schools. We must build on the progress of K-12 funding reform and ensure our early childhood and postsecondary programs are fully and equitably funded so students and families have access to the resources they need to thrive.



## How Illinois ranks

### Early Education



Today, fewer children in low-income homes participate in preschool and childcare services than a decade ago. In fact, roughly 50 percent of children in economically challenged homes are served by public early childhood programs from birth to age 5.<sup>5</sup> This figure improves when you consider 3- and 4-year-olds in childcare and pre-kindergarten, and suffers when you consider children birth through age 2 in home visiting and childcare. Furthermore, access depends on where you live. Significant portions of the state lack public services entirely. To put children on a path to college and career readiness, we must do more to reach them early. While we cannot rank ourselves nationally on kindergarten readiness (as comparison data is unavailable), it is hard to imagine anyone is satisfied with just 26 percent of kindergartners demonstrating readiness across developmental domains.

### K-12



On average, Illinois is near the top of the nation in academic growth, with 4 out of 10 Illinois school districts reporting higher student growth in reading and math than the national average. We also have seen marked progress for Latinx students in 8<sup>TH</sup> grade math and reading proficiency in the last 10 years, with their growth in proficiency outperforming most other states' Latinx student populations and contributing to Illinois' overall progress in these areas. Yet, the progress is uneven. Overall improvement on 4<sup>TH</sup> grade reading—a powerhouse indicator of later success—has been modest, and achievement gaps remain significant. The state's new K-12 funding formula has begun to turn the tide on how our districts are resourced, but with roughly 50 percent of districts below 70 percent of funding adequacy and ongoing academic hills to climb, we still have real work ahead. It will take time for districts to translate greater funding into stronger results.

### Postsecondary

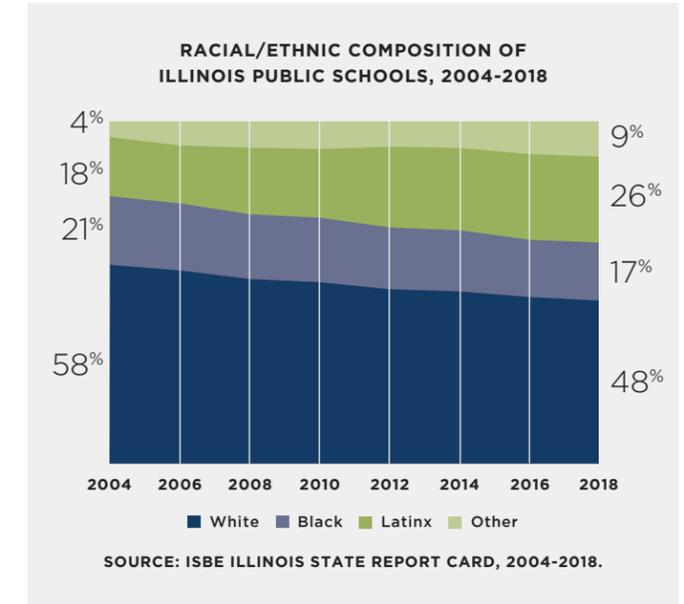
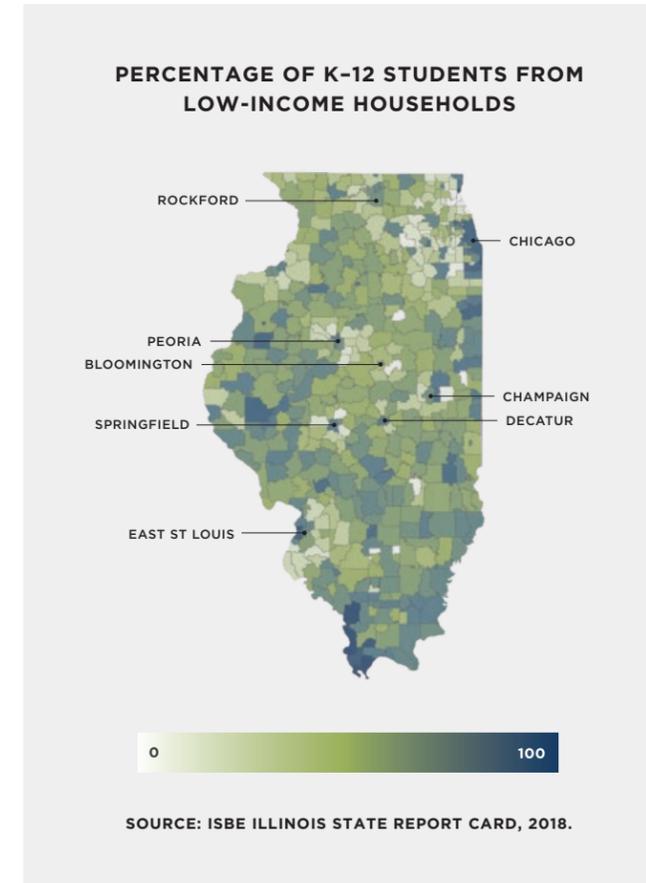


Enrollment rates of Illinois high school students in postsecondary institutions continue to improve. That's news worth cheering. That said, overall enrollment at Illinois institutions of higher education is down across all sectors. This is having a marked impact on the Illinois higher education system and on who is going to college locally. For example, between 2013 and 2017, enrollment in Illinois public institutions fell by 13.5 percent, and black undergraduate student enrollment at Illinois public institutions fell 25.9 percent.<sup>6</sup> This challenge undoubtedly reflects some combination of a strong economy and systemic disinvestment by the state. In addition, the affordability issue is acute in Illinois. The cost of college excludes many students, with Illinois families spending a higher percentage of their income on college than two-thirds of the country. While Illinois college completion rates are up, we are lower than needed to get us to our 60 by 25 state goal. In fact, today only half of Illinois residents have a postsecondary degree or certification.

AS ILLINOIS GROWS MORE DIVERSE WITH INCREASED NEED, ADEQUATE FUNDING AND SUPPORTS ARE ESSENTIAL. WE HAVE MADE PROGRESS IN SOME AREAS AND FALLEN SHORT IN OTHERS.

Illinois must meet the needs of all learners.

Like much of the nation, Illinois' fastest-growing populations are those that, historically, have lacked access to the resources they need to thrive and, therefore, are more likely to experience wider gaps in academic achievement. Today, more than half (52 percent) of the 2 million schoolchildren who attend Illinois public schools are racially diverse, up from 46 percent a decade ago.



Changes in the demographic landscape have led to a spike in the need for additional student support services, not just in Chicago and other urban centers, but in districts occupying the farthest reaches of our state. Consider this:

Roughly 12 percent of Illinois' students are English Learners, and half are from low-income households. In the last 10 years, the number of school districts with more than 35 percent of students living in poverty rose from 306 to 554. Over the same time frame, the number of school districts with more than 10 percent English Learners rose from 78 to 189.

New realities directly impact classroom instruction, school and district planning processes, and core objectives. It takes specialized staffing, training, and targeted supports to serve higher-need students well.<sup>7</sup>

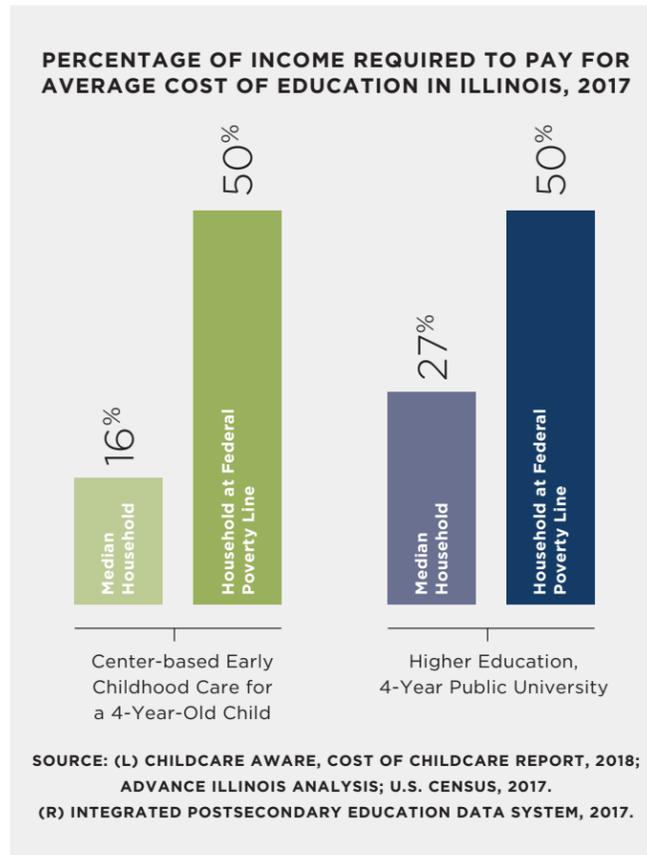
Early childhood and postsecondary spending have not kept pace with demand.

At a state level, we are not sufficiently investing in our education system. Illinois' gross domestic product is the fifth largest in the nation. Yet, Illinois' state funding per pupil is average, at best, when compared to other states, and inadequate to address the needs of our students. We have the potential to lead the nation in education, but absent a significant shift in how and where we invest in our children, Illinois will continue to pay the price in attainment and proficiency.

Although a national leader in the number of state-funded preschool seats for 3-year-olds, overall we are in the middle of the pack (24<sup>TH</sup>) for state per-pupil preschool funding. These overall rankings do not capture years of divestment. While we have recently rebounded in early childhood funding, from 2009 to 2015, Illinois has experienced a steady decline in state support and access for 3- and 4-year-olds.

Moreover, service gaps remain, leaving eligible families and regions of the state without sufficient access to public resources and early childhood programs. This has a tremendous impact on many families. For example, without public support, an economically challenged family would have to spend half its earnings—or roughly half of \$25,750 annually for a family of four—to enroll a 4-year-old in a preschool center.<sup>8</sup> This puts early education out of reach for the children who need it most and underscores the need for additional public funding and access strategies.

Postsecondary spending also lost significant ground and has yet to recover. The recent budget impasse decimated higher education funding, ranking Illinois 45<sup>TH</sup> in the nation for state per-pupil funding. (When you consider state and local per-pupil funding, Illinois ranks 47<sup>TH</sup> in the nation).<sup>9</sup> The implications of this underinvestment are felt deeply by students and their families. In the last 15 years, annual inflation-adjusted tuition at public four-year universities has increased 62 percent from \$8,641 to \$13,970.<sup>10</sup> Absent any public or private tuition support, attending an Illinois public university requires about a quarter of median family income—that is, 27 percent of the annual earnings of the median household income of \$62,992. For families living at the federal poverty level, college requires one half of the annual income of \$25,750 for a family of four.<sup>11</sup>



College affordability bears on the diversity of the student body, effectively shutting the door on students and families who believe in its value but cannot afford it. It also drives students of all backgrounds to leave the state for their postsecondary studies, fueling a worrisome brain drain.<sup>12</sup>

Given these trends, it is not surprising that childcare and college in Illinois are among the least affordable in the country.

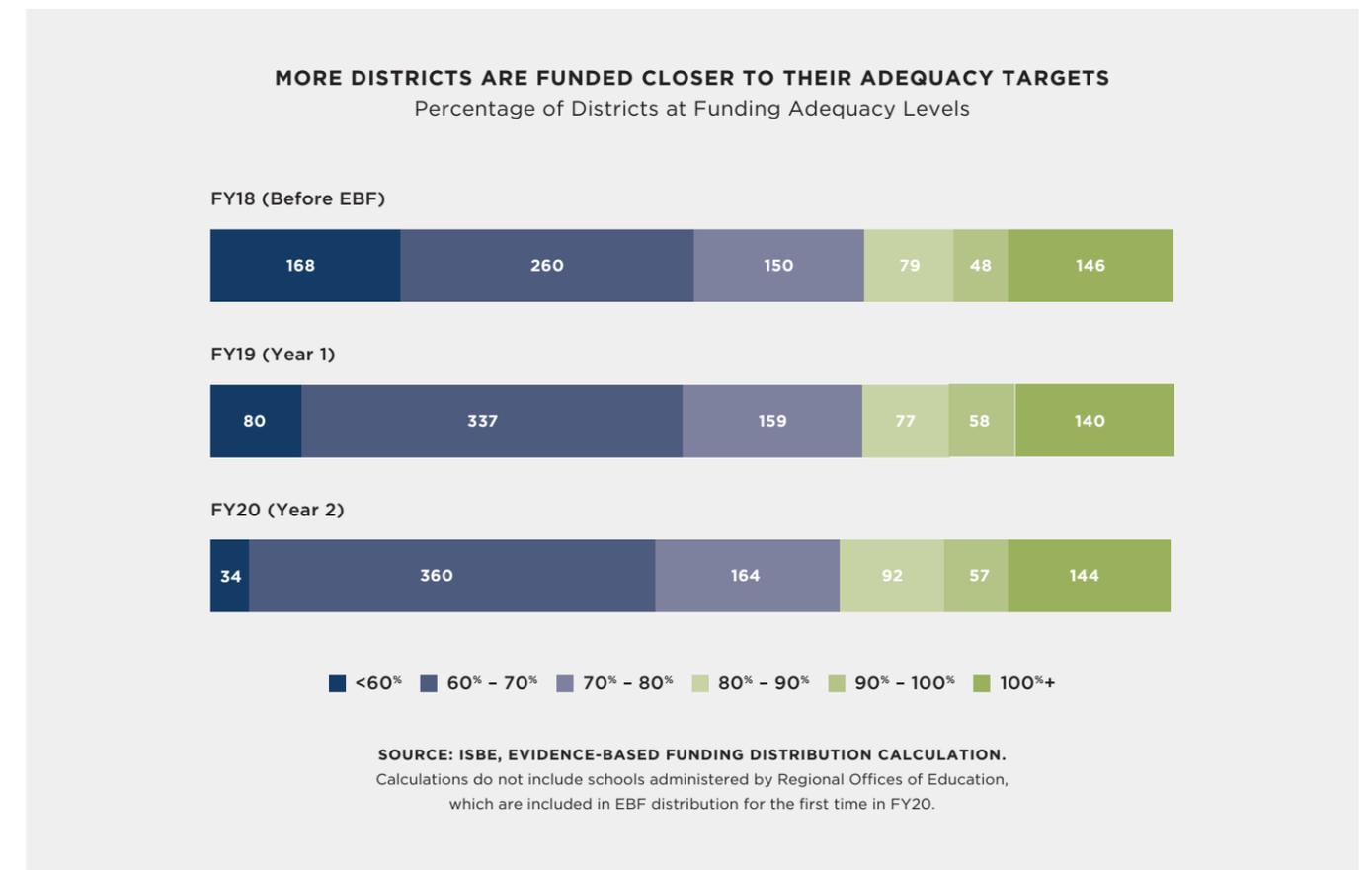
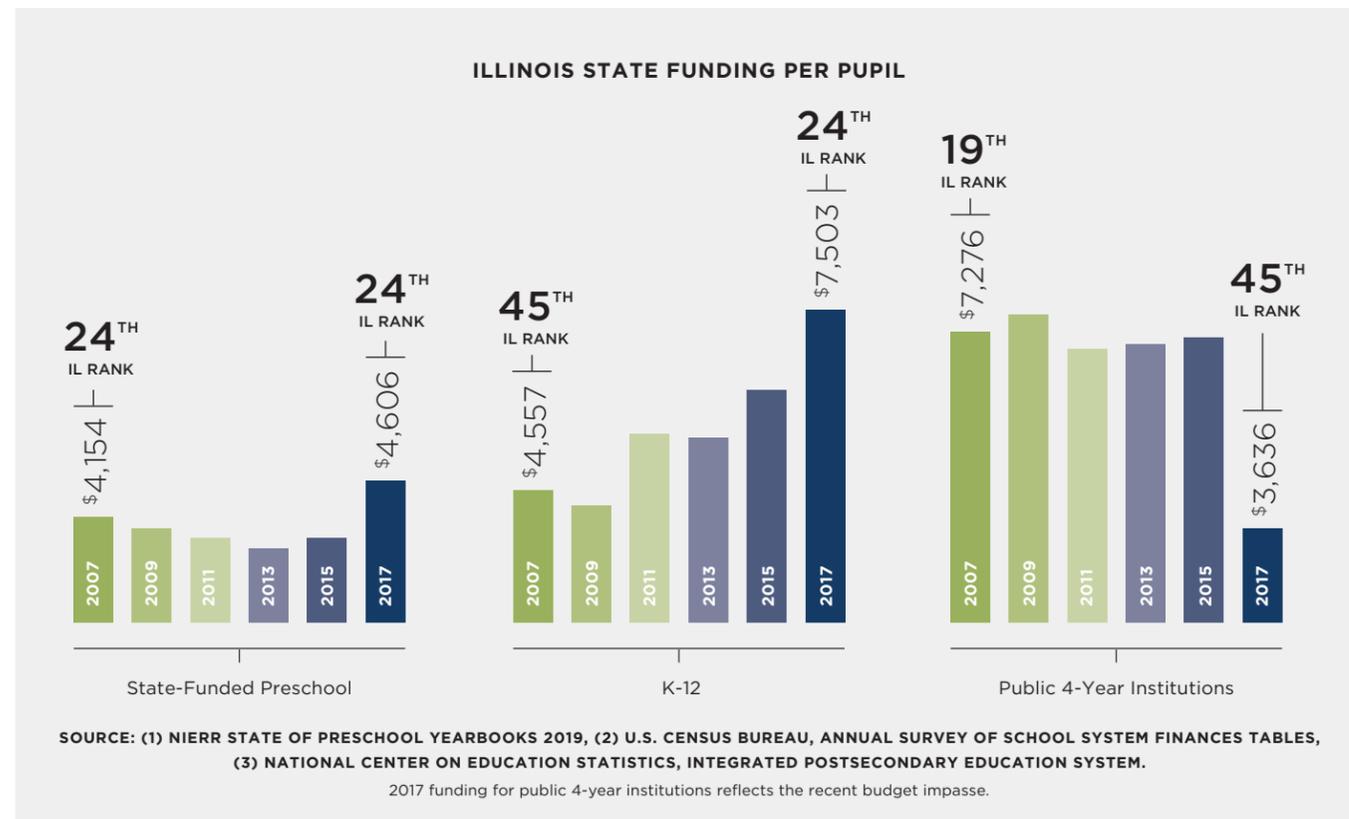
## K-12 spending has made real progress.

Funding of public K-12 represents a stark and positive contrast. In 2007, Illinois ranked 45<sup>th</sup> in the nation with \$4,557 in state per-pupil spending. Not only was that amount woefully inadequate, it placed Illinois in the bottom 10 states for both funding adequacy and equity.

In 2017, the Illinois General Assembly adopted a more equitable funding formula, the Evidence-Based Funding Formula, and earmarked a minimum of \$350 million in additional funding per year over the next 10 years.<sup>13</sup> With it came a noticeable hike in state per-pupil spending to \$7,503 in 2017, moving Illinois to 24<sup>th</sup> in the nation. When local funding is factored in, per-pupil spending soars to \$17,090, putting Illinois in 11<sup>th</sup> place.

It is encouraging that under the new formula, more districts are getting closer to the funding they need to serve their students. The number of school districts below 60 percent of adequacy has dropped from 168 in 2017 to roughly 34 in 2019.<sup>14</sup> However, nearly half of Illinois' 852 school districts are working with less than 70 percent of the funds they need to adequately meet their students' needs.

Money alone cannot raise student outcomes or close achievement gaps, but research and common sense prove that money matters.<sup>15</sup> Illinois boasts the fifth largest economy<sup>16</sup> in the U.S., yet the state share of K-12 spending in Illinois is roughly 25 percent, far below the national average of approximately 50 percent.<sup>17</sup> The Illinois General Assembly has its work cut out to ensure that all schools are adequately funded.



# ILLINOIS MUST SIGNIFICANTLY EXPAND ACCESS TO QUALITY EARLY CHILDHOOD PROGRAMS IF WE HOPE TO INCREASE KINDERGARTEN READINESS, ELIMINATE ACHIEVEMENT GAPS AND IMPROVE EDUCATION OUTCOMES.

## Access and options are essential.

Early childhood education encompasses home visiting, childcare, preschool, kindergarten, and the early elementary grades. These services may be provided in the home, a community center, or school and are funded by a complex mix of public and private resources.

Even as a burgeoning body of research details the academic and health benefits of early childhood development,<sup>18</sup> the

number of Illinois children who receive such support has not kept pace with need. Currently, 23 percent of Illinois children birth through age 4 have access to publicly funded early childhood programs. Even with prioritizing families in need, only about 50 percent of children in low-income homes from birth through age 4 are served.<sup>19</sup> Access to quality early education is vital to help close persistent achievement gaps and ensure that every student is college and career ready.

## Only a quarter of Illinois students are fully prepared to enter kindergarten.

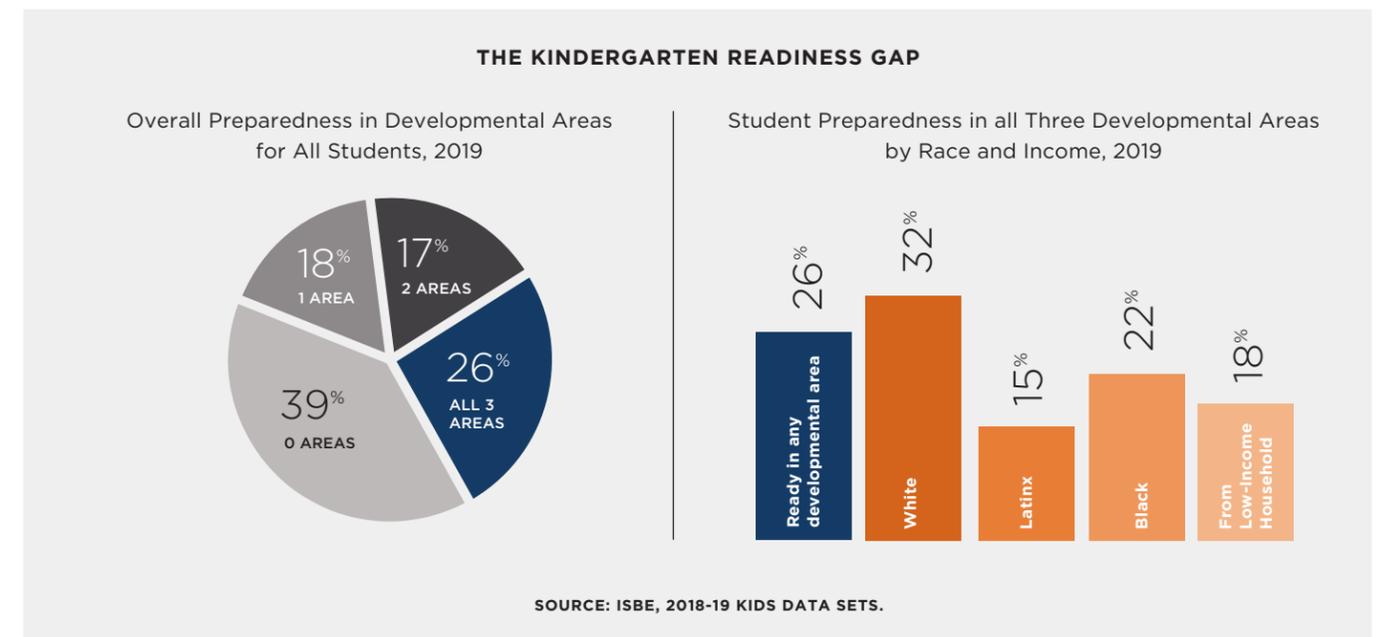
Kindergarten readiness is critical. Performance gaps on key measures such as 4<sup>th</sup> grade reading and 8<sup>th</sup> grade math begin to take root much earlier—during a child’s first and most formative years.<sup>20</sup> Kindergarten-ready students have an 82 percent chance of being academically on track and mastering key skills by age 11. Children who are not kindergarten-ready have a 45 percent chance of reaching proficiency.<sup>21</sup>

In Illinois, most students enter kindergarten unprepared, as measured by age-appropriate learning standards, in math, language and literacy development, and social and emotional development. Only 15 percent of Latinx kindergartners are fully ready to learn kindergarten-level skills and content compared with 22 percent of black kindergartners and 32 percent of white kindergartners.<sup>22</sup> Students from low-income homes boast an 18 percent readiness level across domains.

## Equity gaps emerge early.

Absent interventions, the kindergarten readiness gap portends achievement gaps in later school years. In Illinois, analysis shows that if students in every district made six years of academic progress in the five years between 3<sup>rd</sup> and 8<sup>th</sup> grades, we would outpace 96 percent of districts in

the nation. However, even with that best-in-class growth, the state would achieve just 58 percent proficiency in 8<sup>th</sup> grade (or thereabouts).<sup>23</sup> If we want to improve this trajectory, we must ensure more students are developmentally supported and ready when they enter kindergarten.



## There are inadequate birth to 3 services and supports for low-income families.

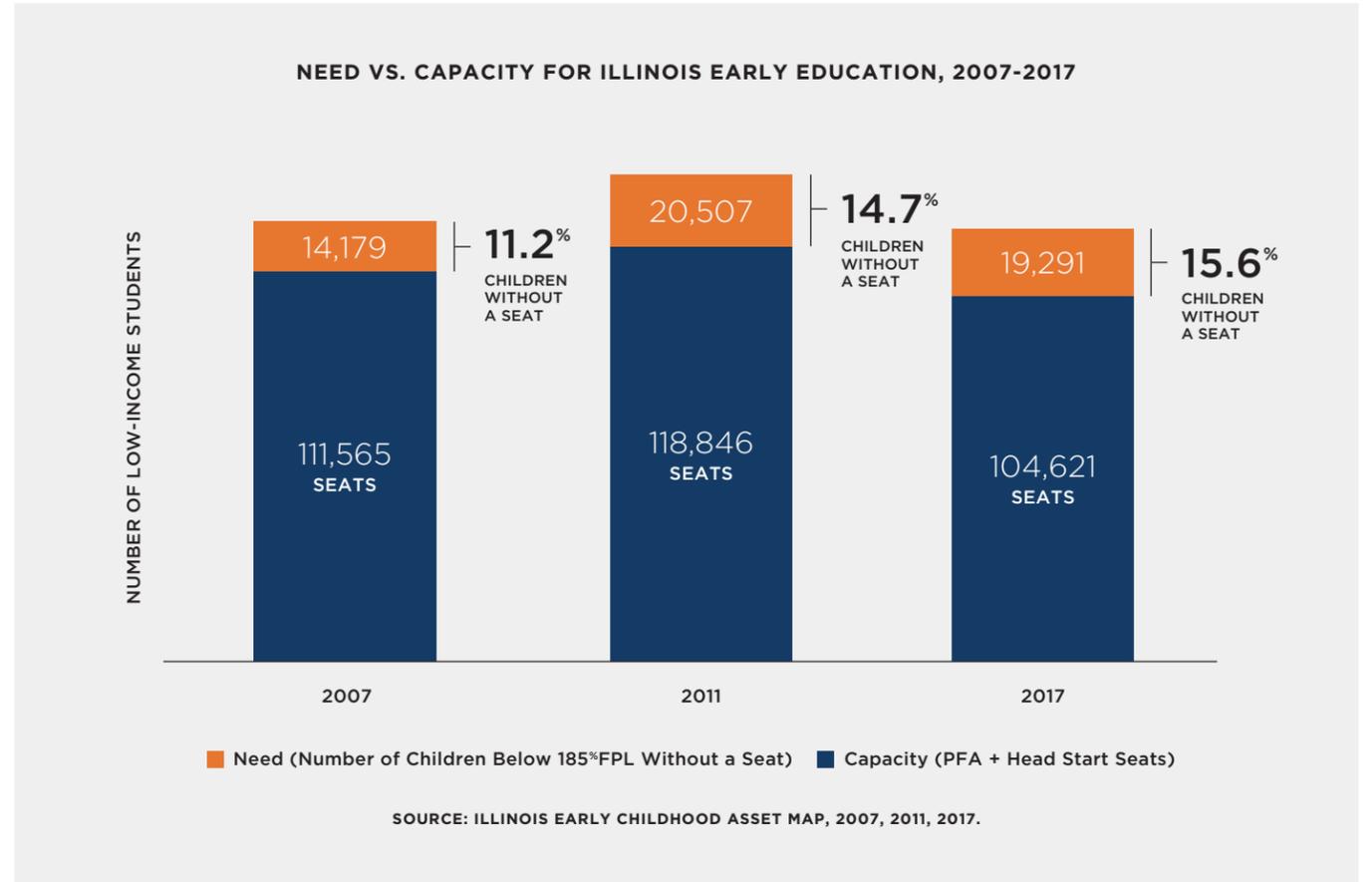
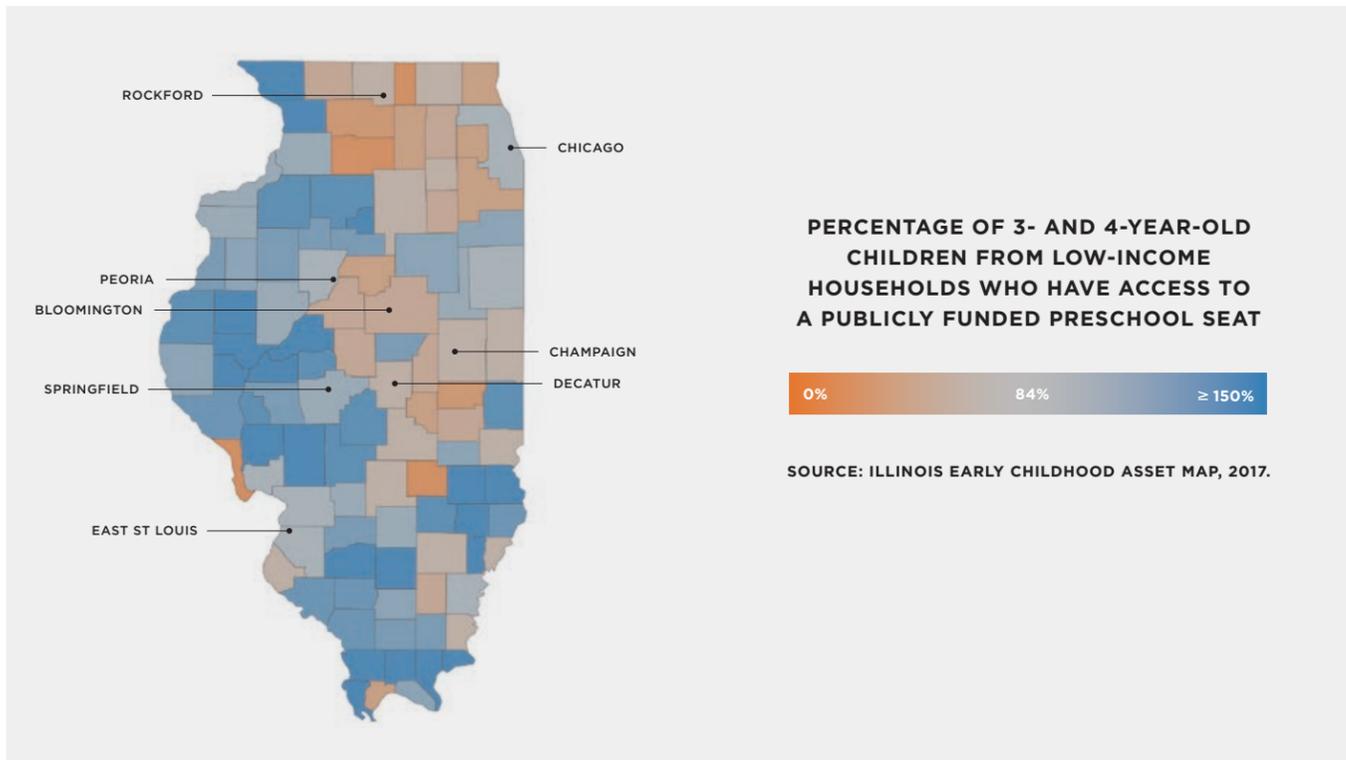
Waiting until age 5 to provide necessary services to a child is too late. We must start early and ensure Illinois' children and families have access to quality programs and supports. Through home visits, children and their parents receive coaching on how to spur the development of their child's emotional, social, and academic health. Just 13 percent of families at 185 percent of the federal poverty level (FPL)—equal to a family of four living on less than \$46,435 annually<sup>24</sup>

—receive the benefit of either state- or federally funded home visits. Furthermore, through the Child Care Assistance Program (CCAP), Illinois is reaching roughly 59,000 children birth through 4 years old, but there are roughly 300,000 eligible children.<sup>25</sup> The need far outpaces the state's investment for these families and is leaving a critical hole in services and supports for our children.

## Most children from low-income homes have access to pre-K, but gaps exist.

This trend of insufficient capacity is more complex in preschool. Illinois ranks well nationally in serving our 3- and 4-year-olds in pre-kindergarten, providing approximately 84 percent of the state's 3- and 4-year-old learners in low-income homes with a seat in a state- or federally funded early education program. That said, while the state has added more seats in recent years, the vast majority of the seats are half-day versus full-day (see "The Difference a Day Makes: Half-Day vs. Full-Day Pre-K" sidebar) and, overall, fewer students are being served today than a decade ago.

In addition, preschool access is uneven across the state. There are early childhood "deserts" with essentially no publicly supported programming for children in need from birth to 3 years, and communities with no public pre-kindergarten for 3- and 4-year-olds from low-income households.<sup>26</sup>



### THE DIFFERENCE A DAY MAKES: HALF-DAY VS. FULL-DAY PRE-K

In Illinois, only 21 percent of students who attend state-funded pre-kindergarten are in full-day programs.<sup>27</sup> Research has shown that children who attend full-day preschool have higher levels of kindergarten readiness than children who attend the same programs for only part of the day.<sup>28</sup> This positive impact on math, social-emotional learning, and literacy is even more pronounced for low-income children. Increasing not just the number of preschool seats, but also moving toward full-day programs can help Illinois better prepare its youngest learners for success.

## Bilingual preschool: a world of unknowns.

Early childhood is a critical stage of language and literacy development. Young English Learners benefit from qualified bilingual/ESL endorsed educators with the linguistic and cultural competence to build both their home language and English. In 2010, Illinois led the nation when it required that by 2014 public schools with preschool programs place 3- and 4-year-olds who do not speak English with appropriately trained bilingual instructors, providing those students the support that traditionally began in kindergarten.

Yet today, we do not know how many teachers in state-funded preschool programs hold a bilingual endorsement. Nor do we know how many preschool students who are English Learners are being served in state-funded bilingual programs. The state should fill this data hole so we can determine where and how to meet needs.

# DESPITE NOTABLE STUDENT GROWTH, MORE WORK REMAINS TO ENSURE ALL STUDENTS GRADUATE COLLEGE- AND CAREER-READY.

## Student growth outpaces the nation, but gaps persist and proficiency lags.

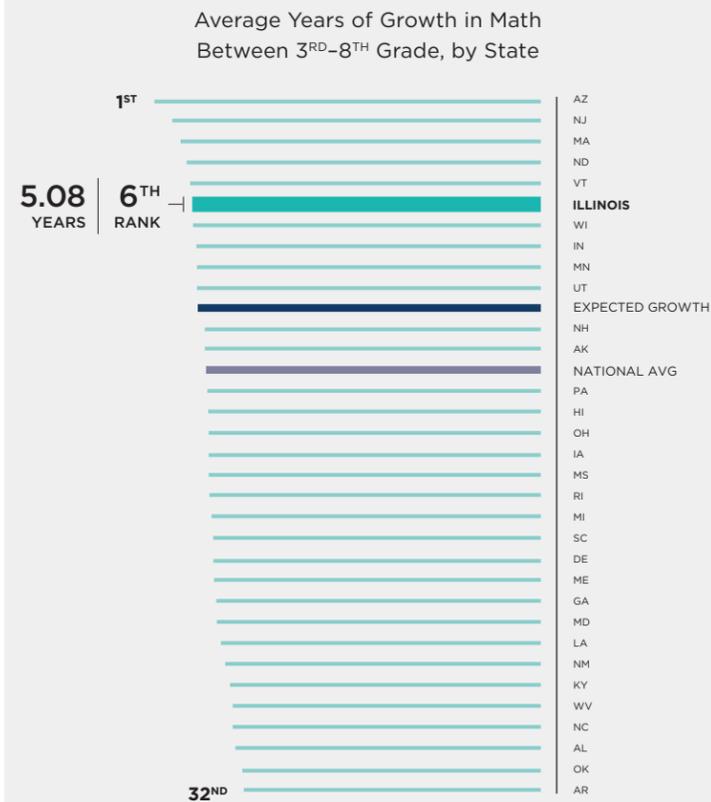
On average, Illinois students achieved just over five years of academic growth between 3<sup>RD</sup> and 8<sup>TH</sup> grades, a rate of improvement that puts the state among the top 10 nationally. Between academic years 2008–2009 and 2013–2014, Illinois students achieved 5.09 years of growth in math and ranked 6<sup>TH</sup> in the nation, and 5.06 years of growth in reading, placing us 8<sup>TH</sup> nationally. Such progress is a testament to the dogged determination of Illinois educators to serve an increasingly high-need student population, oftentimes with limited resources.

Yet, longstanding achievement gaps persist. While Illinois Latinx and black students' growth is equal to or exceeds their

white peers in both reading and mathematics, they are still performing below grade level in 8<sup>TH</sup> grade. Put differently, our current rate of growth, while significant, is neither far-reaching nor fast enough to make up for early gaps and prepare all students for college and careers.

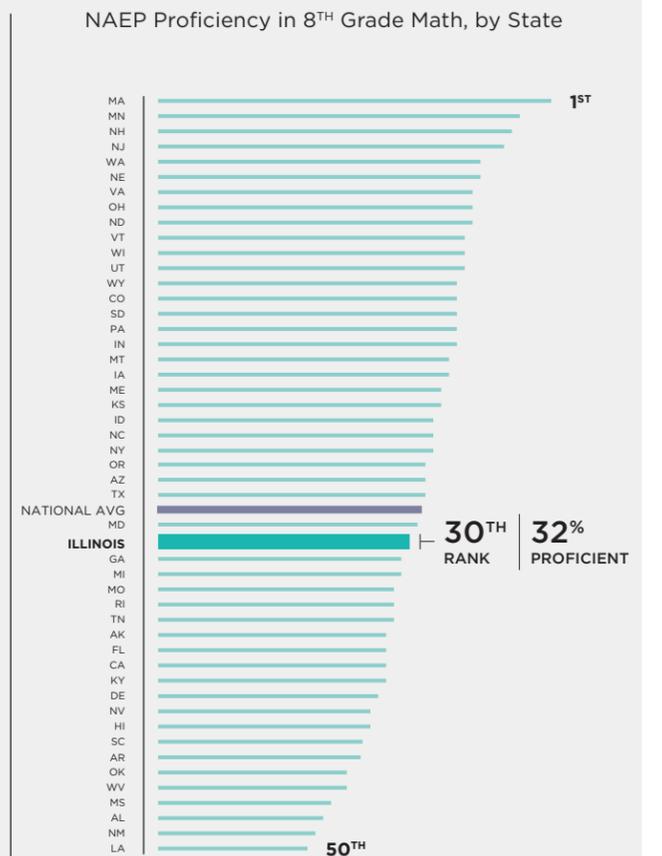
In looking at districts across the state, we see that growth varies. Four out of every 10 Illinois school districts report student progress in reading and math at higher rates than the national average. Illinois ranks 20<sup>TH</sup> for the percentage of districts that exceed the national average in math (38 percent) and reading (40 percent). 🌐

### WHILE IL RANKS NEAR THE TOP IN 3<sup>RD</sup>-8<sup>TH</sup> GRADE GROWTH, IT LAGS BEHIND THE MAJORITY OF STATES IN PROFICIENCY



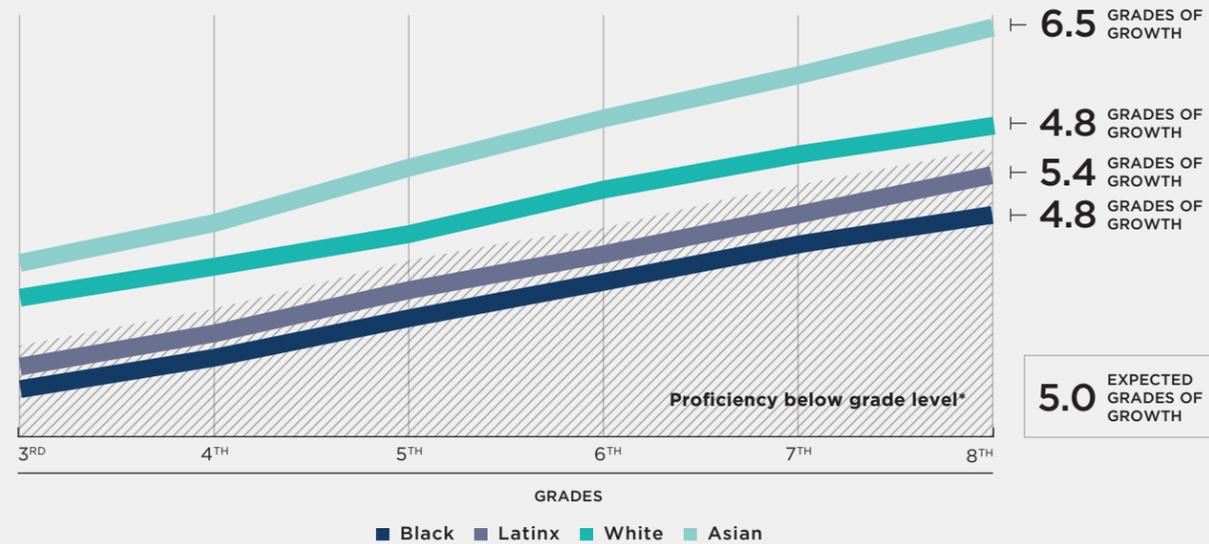
SOURCE: STANFORD EDUCATION DATA ARCHIVE (VERSION 2.1), 2018.

3<sup>RD</sup>-8<sup>TH</sup> grade growth data from the Stanford Education Data Archive is only available for 32 states in math. Several states are missing data due to test participation rates under 95 percent, incomplete data due to pilot testing, or a lack of comparable standardized tests across grades and/or districts within a state.



SOURCE: THE NATION'S REPORT CARD, NAEP DATA EXPLORER.

**BLACK AND LATINX ACADEMIC GROWTH EQUALS OR OUTPACES WHITE PEERS, BUT PROFICIENCY GAPS PERSIST**  
Growth in Math within 5 years, Cohort of 2009



SOURCE: STANFORD EDUCATION DATA ARCHIVE (VERSION 2.1), 2018.

\*Students in the shaded area are performing below grade level. Early inequities have a long-term impact.

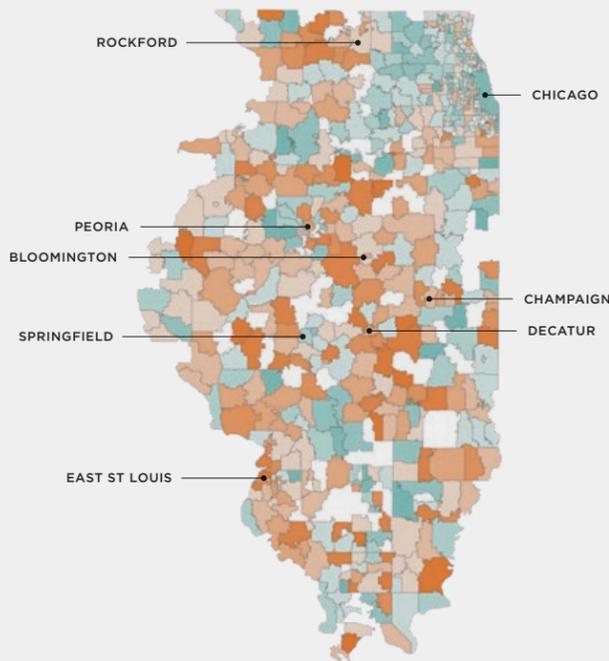
Achievement gaps persist on key indicators.

The ability to read proficiently by 4<sup>th</sup> grade is a powerful predictor of future success and lifelong earning potential.<sup>29</sup> Students who do not achieve reading proficiency before entering 4<sup>th</sup> grade face a greater risk of dropping out of school entirely.<sup>30</sup> On this front, there has been modest progress. In 2017, 35 percent of Illinois 4<sup>th</sup> graders were proficient readers compared to 32 percent a decade earlier. However, these outcomes continue to skew negatively by race and income level. Just 15 percent of black students read proficiently by 4<sup>th</sup> grade compared to 22 percent of Latinx students and 47 percent of white students. Just 2 out of every 10 students from low-income homes read at grade level by 4<sup>th</sup> grade, while over half (51 percent) of their more affluent classmates do.

These stark outcomes in reading proficiency place Illinois in the bottom half of states nationwide. And because 4<sup>th</sup> grade reading proficiency is an academic milestone, it is alarming that there has been so little progress in this area. Indeed, Illinois' ranking has held steady at 30<sup>th</sup> in the nation.

Real progress, however, can be seen in the higher grades. Between 2007 and 2017, 8<sup>th</sup> grade reading proficiency rose from 30 percent (29<sup>th</sup> in the nation) to 36 percent (24<sup>th</sup> nationally). In 8<sup>th</sup> grade math, another key indicator of college and career readiness, Illinois has narrowed the performance gap between Latinx students and their white peers by 9 percentage points, outpacing the nation, the five most populous states, and the top-performing five states, according to analysis. Similar trends can be seen with students from low-income homes and their more affluent classmates. This is significant, especially given that Illinois tends to be more racially and economically diverse than top-achieving states like Massachusetts, Vermont, or Virginia.

Still, the stubborn fact remains that progress does not come in equal measure for all kids, and our success in narrowing achievement gaps between some student cohorts should inform and drive our efforts to do the same for others. While Latinx students made outsized gains, the performance gap between black and white students remains roughly the same in the last 15 years and is greater than the proficiency gap nationwide.



**4 OUT OF 10 IL DISTRICTS OUTPERFORM THE NATIONAL AVERAGE IN 3<sup>RD</sup>-8<sup>TH</sup> GRADE GROWTH, BUT PROGRESS IS NOTICEABLY UNEVEN ACROSS THE STATE**

Years of Academic Growth Between 3<sup>RD</sup>-8<sup>TH</sup> Grade, by District (in years)



Over this time frame, 5.0 years of academic growth are expected. The national average is 4.8 years of growth.

SOURCE: STANFORD EDUCATION DATA ARCHIVE (VERSION 2.1), 2018.

**ILLINOIS ACHIEVEMENT GAPS IN READING OVER TIME, 2003 VS. 2017**

4<sup>th</sup> Grade Reading Achievement Gap

8<sup>th</sup> Grade Reading Achievement Gap



SOURCE: NATION'S REPORT CARD, NAEP DATA EXPLORER.

## More high school students take challenging courses.

Nearly 9 out of every 10 high school freshmen are academically on track to graduate high school four years later.<sup>31</sup> Put differently, 87 percent of Illinois 9<sup>TH</sup> graders finish freshman year academically ready to promote to sophomore status, which makes them three-and-a-half times more likely to graduate high school than their classmates who are not on track.<sup>32</sup>

In an encouraging development, more schools offer, and more students are taking, challenging coursework, be it Advanced Placement (AP) and dual credit classes or participating in International Baccalaureate (IB) programs.<sup>33</sup> Research has demonstrated that accessing these classes

improves student outcomes and persistence in high school and college.<sup>34</sup> Thirty-seven percent of all high school students—and 51 percent of high school seniors—take an early college course. Illinois seniors taking AP exams grew to 30 percent in 2017, boosting the state's rank to 13<sup>TH</sup> in the nation.

That said, access to more rigorous coursework is uneven across the state by district, race, and income level. Black and economically challenged students participate in early college courses at much lower rates than their white and non-low-income peers, and access to AP and dual credit courses plays out differently across regions. 🌐

## High schools are closing racial and economic achievement gaps in graduation rates.

Graduation rates continue to inch higher, with more diverse students earning diplomas. Eighty-five percent of Illinois high school students graduate within four years, up from 83 percent in 2012.

Three-quarters of black students graduate high school, up 7 percentage points since 2012. For Latinx and students from low-income households, the graduation rates are even higher, and these groups grew at faster rates than the state as a whole. This builds upon steady increases in recent years.

What's more, students are not only graduating, but more are graduating academically prepared for college and careers. Nearly 4 out of every 10 Illinois high school graduates met college readiness standards on the SAT.

### COMMUNITY SPOTLIGHT

## Vienna High School, District 133

Back in 2008, Superintendent Joshua Stafford, in talks with Shawnee Community College about offering dual credit courses at Vienna High School, was startled by their initial response.

"It looks like not enough of your students are ready for college-level work," they told him. Stafford sprung into action. A graduate of Vienna High School and now the district's superintendent, he led an effort to bring District 133 students up to college-level proficiency in reading, writing, and math. The district formed a partnership with Shawnee Community College and invited experts to the table to analyze data and drive solutions.

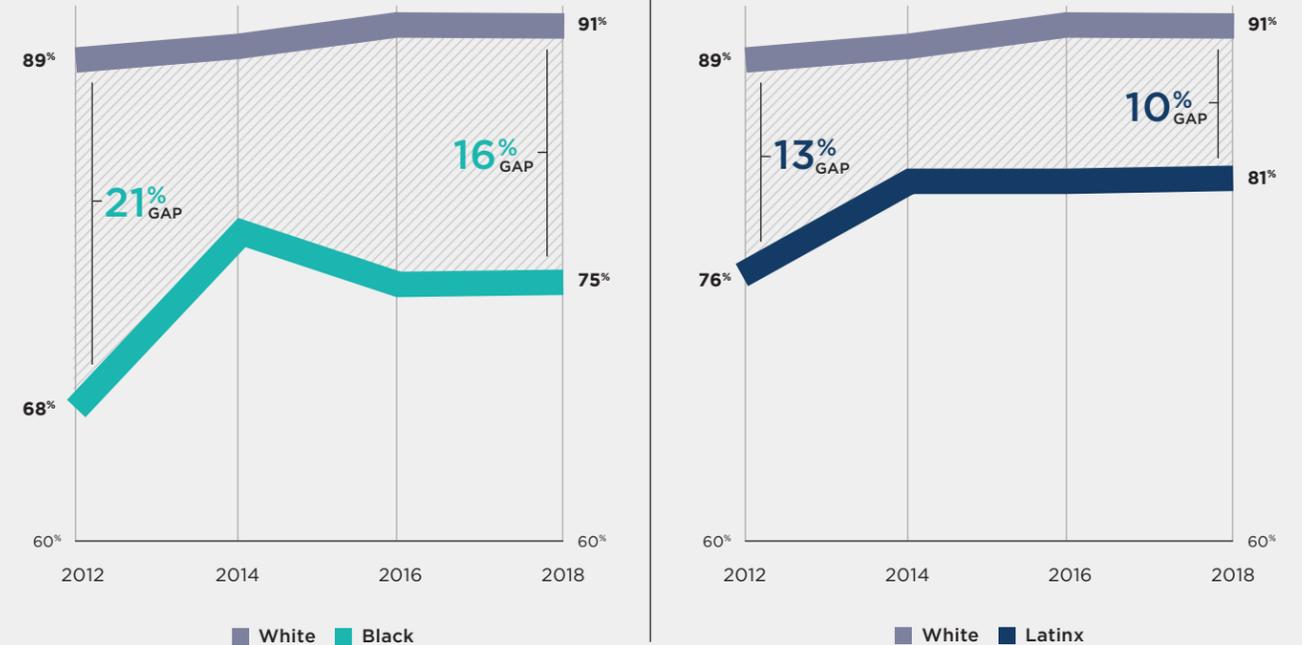
Vienna and Shawnee faculty met regularly. They reviewed placement scores, exchanged ideas and defined what it meant to be college-ready. They concluded that although high school graduation rates were high, students needed more support to be ready for college. Almost 98 percent

of District 133 students are white and nearly half (46 percent) are from low-income households. High school and community college officials transformed the high school's curriculum and instruction methods. Within a year of the group's convening, 75 percent of students were college-ready in reading and writing—a 35 percent increase—and remediation was drastically reduced from 60 percent in 2008 to 16 percent in 2017.

The results are even more remarkable when one considers the district operates at 54 percent funding capacity. Vienna High School implemented the same process to improve math outcomes and started offering dual credit courses in both English and math.

For more information visit [www.viennahighschool.com](http://www.viennahighschool.com)

HIGH SCHOOL GRADUATION RATES, 2012-2018



SOURCE: ISBE ILLINOIS STATE REPORT CARD, 2012-2018.

## Learning conditions impact student achievement in Illinois.

While this report largely focuses on student outcomes, it also shines a light on the conditions that impact student learning, such as how schools are funded and staffed and how well students feel they are being supported and challenged.

### SCHOOL CULTURE AND CLIMATE MAKE ALL THE DIFFERENCE.

Attending a school with a strong learning environment can be a game-changer for young people. That is why Illinois surveys students and educators regularly to ask whether their public school has what researchers at the University of Chicago Consortium on School Research identify as the five essential elements of school success: ambitious instruction, collaborative teachers, effective leaders, supportive environments, and involved families.<sup>35</sup>

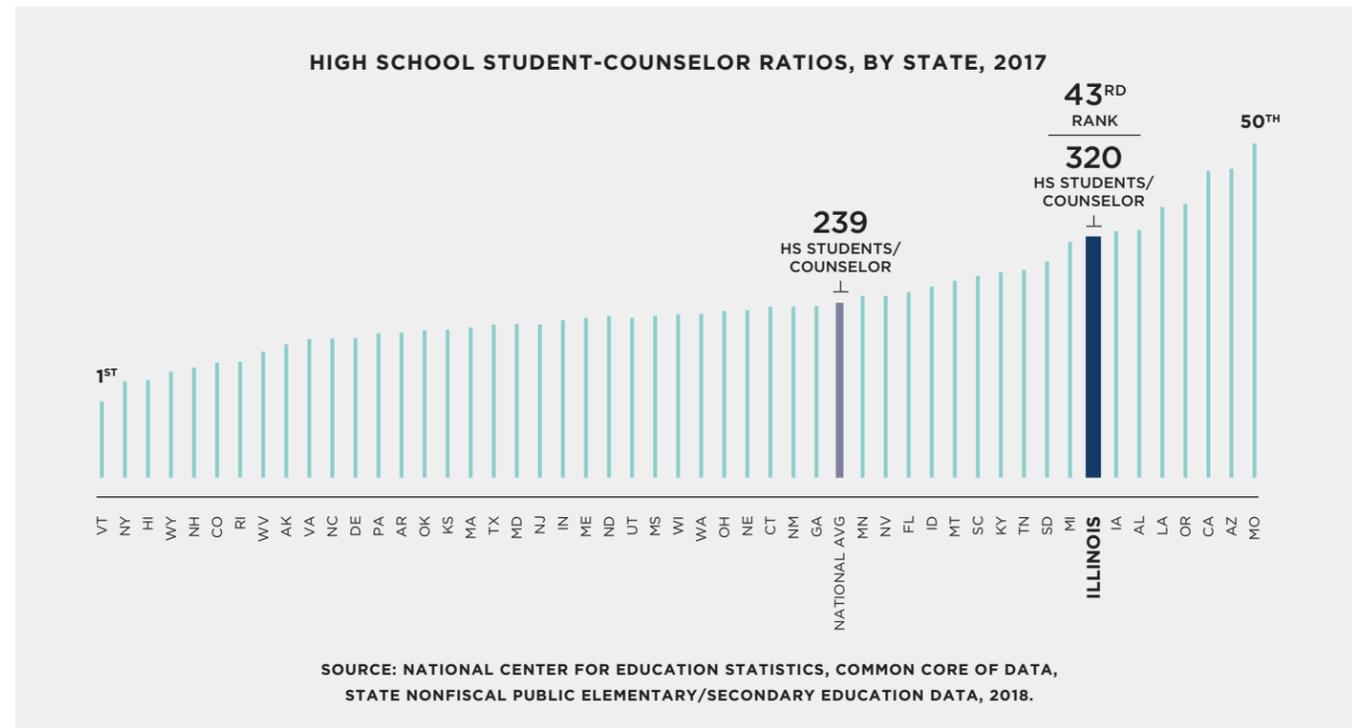
More than 25 years of research indicates that schools strong in at least three of the five essentials are significantly more likely to show strong student growth.<sup>36</sup> Twenty-one percent of Illinois schools are strong in at least three of the five essentials, results show. Importantly, about 40 percent of schools were found to have a supportive environment.<sup>37</sup>

### ILLINOIS STUDENTS HAVE LESS ACCESS TO SCHOOL COUNSELORS THAN THEIR PEERS NATIONWIDE.

Illinois ranks in the bottom 10 states for student access to school counselors. On average, an Illinois high school counselor is assigned 320 students. In the top-ranked state of Vermont, by comparison, a counselor sees an average of 100 students. The ratios are worse in the primary grades, where Illinois counselors serve an average of 1,290 students. While this ratio is one of many conditions that contribute to safe and supportive learning environments,<sup>38</sup> such ratios make it hard for students to receive the guidance and support they need to succeed in the classroom.

### RACIAL INEQUITIES PERSIST IN STUDENT DISCIPLINE.

Though suspensions fell for students of all races between 2015 and 2017, racial disparities persist.<sup>39</sup> In Illinois, a black student is seven times more likely to be suspended than a white student, and five times more likely to be suspended than a Latinx student. Out-of-school suspensions often lead struggling students to fall even further behind. Indeed, research shows that high suspension rates portend high dropout rates.<sup>40</sup>



### THE TEACHER SHORTAGE AND LACK OF TEACHER DIVERSITY IMPACTS ILLINOIS' SCHOOLS AND STUDENTS.

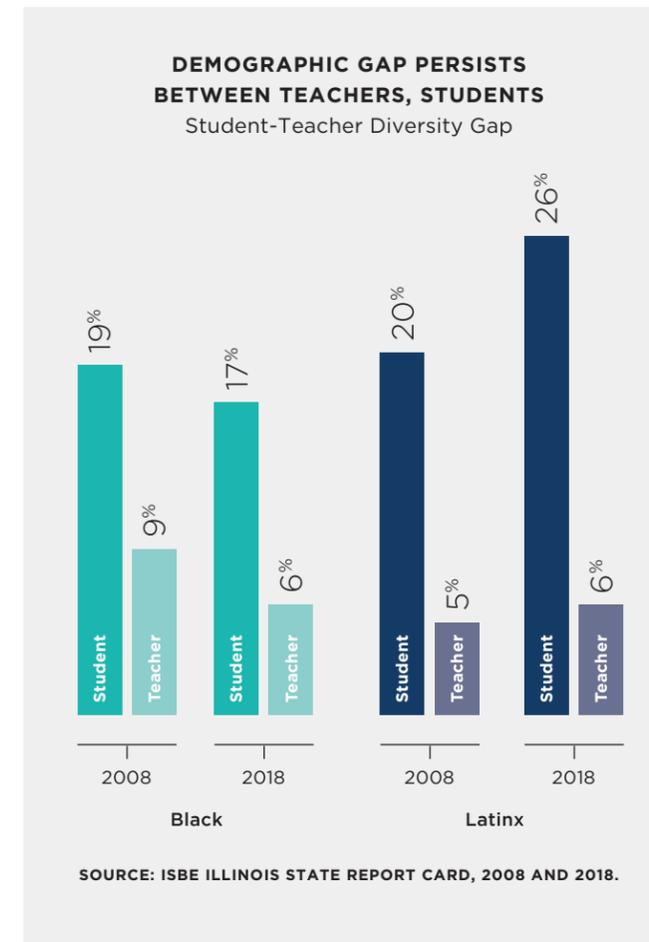
As the state's student population grows more diverse, diversity among our teachers remains stubbornly low. Illinois' teacher workforce remains largely white and female. Indeed, 83 percent of teachers are white, and 76 percent are women. At the same time, 17 percent of schoolchildren are black, but only 6 percent of our teachers are. The demographic gap between Latinx students and teachers is even wider. Today, 26 percent of Illinois students are Latinx, but only 6 percent of teachers are.

Although we have seen slight increases in the percentage of Illinois' teachers who are teachers of color, this increase has not kept pace with our increasingly diverse student population. Studies suggest that students of color tend to do best when they have at least one teacher of the same race. That is, students score higher and attend school more regularly when they have a same-race teacher at some point.<sup>41</sup>

A similar racial divide exists at the postsecondary level. This poses a pressing challenge for our state if we are to provide every student with effective educators who reflect the diversity of our world.

Prior to 2010, Illinois was a net exporter of teachers, but now supply is much closer to demand. The number of candidates enrolled in educator preparation programs has dropped dramatically from 34,184 in 2009 to 12,760 in 2017. Completion rates have fallen too, down to 4,889 in 2017 from 10,226 a decade earlier, with the most significant drop occurring in the three-year span between 2012 (9,738) and 2015 (5,432).

Teacher shortages vary statewide and by subject area. Nearly half of the roughly 1,400 teaching vacancies reported in 2018 occurred in the areas of special education and bilingual education,<sup>42</sup> leaving students with particular learning needs with the least support. While the shortage is impacting almost every district, 40 percent of all vacancies are in Chicago.<sup>43</sup>



### COMMUNITY SPOTLIGHT

## Rockford District 205

Strong teachers build strong schools, but in recent years, Illinois has struggled to recruit and retain its teacher workforce.

According to a 2018 report by the Illinois State Board of Education, there were 1,407 vacant teaching positions during the 2017-2018 school year. Ninety percent of those vacancies were in low-funded districts.

In response, Rockford Public Schools (RPS) has developed the Education Pathway program with Rockford University. In its third year, Education Pathway's goal is to graduate 20 new teachers a year. The program provides quality preparation for RPS students who are interested in teaching and offers leadership opportunities to veteran teachers.

To retain talent, RPS allows students interested in teaching in-district to attend Rockford University at a discount. Students fulfill their student teaching requirement at RPS and, if successful, are offered employment. Education Pathway also gives 20 current RPS teachers the opportunity to pursue a master's degree at Rockford University on a full scholarship.

# POSTSECONDARY IS A GAME CHANGER. WE MUST ADDRESS CHALLENGES IN PREPARATION, ENROLLMENT, AND COMPLETION TO ENSURE ALL STUDENTS THRIVE.

## More students enter and complete college, yet gaps persist.

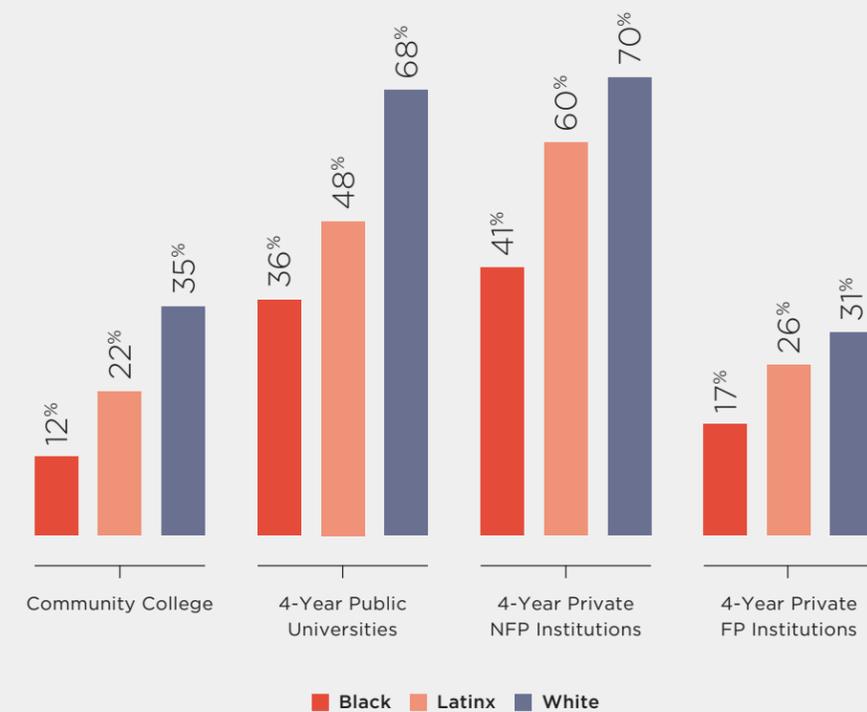
Earning a college degree or a comparable industry-recognized credential matters now more than ever. Recent college graduates working full-time earn up to 62 percent more than their peers with a high school diploma.<sup>44</sup> College graduates also are far more likely to be employed and escape poverty, studies show.<sup>45</sup>

The good news is that roughly 6 out of every 10 Illinois high school graduates (62 percent) go to college somewhere in the nation, up from 55 percent a decade ago. However, more students are leaving Illinois to do so. Since 2000, the number of Illinois residents enrolled as freshmen outside the state has increased by a stunning 73 percent.<sup>46</sup>

To support more students on the path to success, Illinois must work to provide all college students with the resources needed to persist and graduate, no matter their background. While 68 percent of white students in Illinois' public universities complete an undergraduate degree within six years, just 48 percent of Latinx and 36 percent of black students do. Similar disparities exist in Illinois' community colleges and private institutions.

Overall enrollment at Illinois institutions of higher education is down across all sectors—from roughly 896,000 in 2009 to 747,000 in 2017.<sup>47</sup> This is both challenging for our higher education system, and unevenly impacting who we see in the classroom. When looking at the most recent five years, black student enrollment at Illinois institutions declined almost 26 percent. While Latinx enrollment grew 6 percent, Latinx students represent fewer than 18 percent of total enrollment.<sup>48</sup>

COMPLETION RATES\* BY SECTOR AND RACE, 2018



SOURCE: NATIONAL CENTER ON EDUCATION STATISTICS, INTEGRATED POSTSECONDARY EDUCATION SYSTEM, 2017.

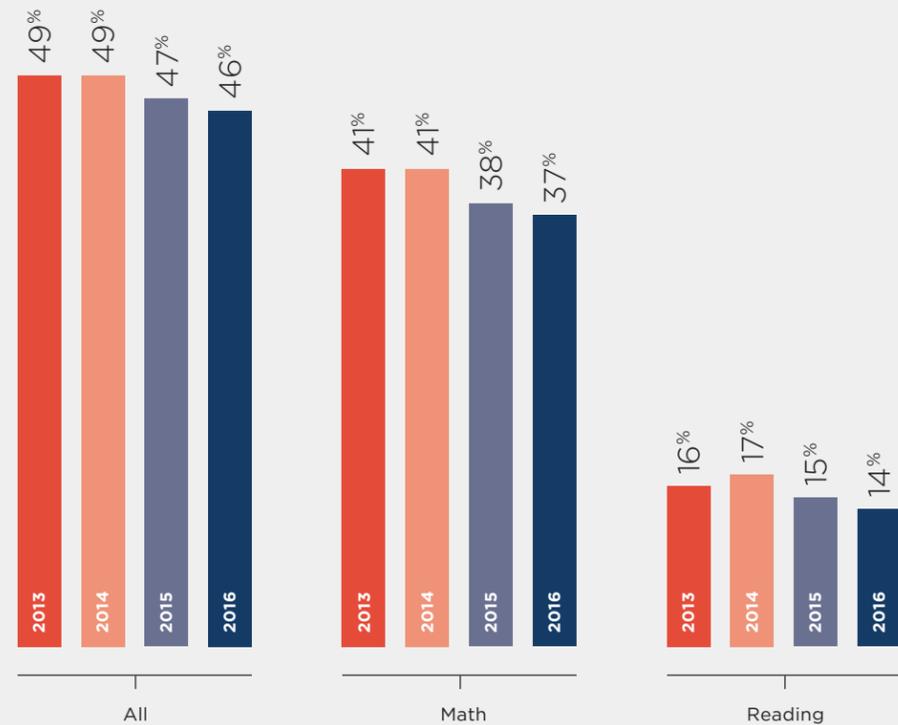
\*Completion rates = 150% normal time or = 6 years for 4-year institutions and 3 years for community colleges

## Nearly half of community college students are enrolled in remedial classes.

While rates are beginning to improve, nearly half (46 percent) of first-year Illinois community college students are enrolled in remedial, non-credit-bearing coursework. This makes it harder to graduate on time and adds to the cost of a postsecondary degree. Many students cannot afford the additional classes or become discouraged.<sup>49</sup> It is worth noting that the need for remediation does not reflect poorly upon students. Rather it demonstrates a potential disconnect between what is taught in high school and what is expected of students in postsecondary and shines a spotlight on the need for non-remediation strategies to address this issue.<sup>50</sup>

The good news, however, is that more students are persisting through college. Two-thirds of students attending a public community college in Illinois returned for their second year, an 8 percentage point gain in the retention rate over the past decade, placing Illinois 4<sup>TH</sup> in the nation. Among public four-year institutions, 8 out of every 10 Illinois students returned for their second year of study.

**FRESHMAN REMEDIATION RATES OVER TIME**  
Illinois Community College Remediation Rates



SOURCE: ISBE, ILLINOIS REPORT CARD TREND DATA 2018.

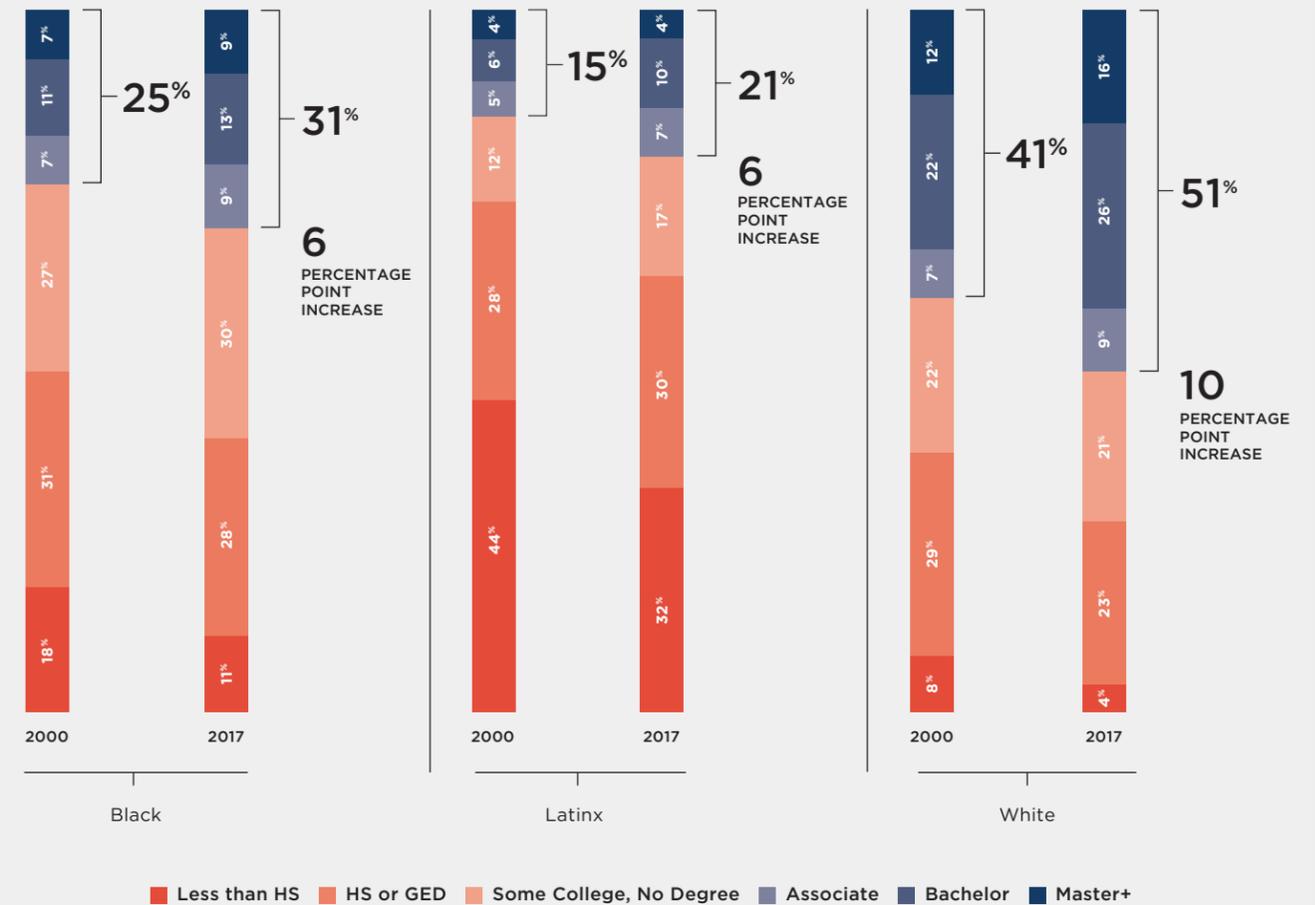
\*All includes any students required to attend remedial courses for math, reading, and communication

## Attainment levels are rising across all groups, but gaps between black and Latinx students and their white peers are widening.

Forty-five percent of Illinois students earn a postsecondary degree, building upon the steady increases seen in recent years. Also, the level of degree attainment grew across all groups. That is good news. At the same time, the equity gaps that emerge in early childhood and persist through

the primary grades continue through higher education. Between 2000 and 2017, even as all groups improved attainment levels, the gap between white and black students and white and Latinx students grew.

**ALL RACES HAVE MORE POSTSECONDARY DEGREES SINCE 2000, BUT MORE WORK NEEDED TO ACHIEVE EQUITY**



SOURCE: AMERICAN COMMUNITY SURVEY, 1-YEAR ESTIMATES, 2017.

## Illinois institutions commit to close gaps by 2025.

Driven by data, supported with resources, and emboldened by a commitment to equity, more than two dozen Illinois four-year and two-year postsecondary institutions have committed to close college persistence and completion gaps rooted in race or income by 2025 through the Illinois Equity in Attainment Initiative (ILEA).

Launched by the Partnership for College Completion in 2018, the ILEA Initiative is inclusive of the diversity of higher education institutions across the state, partnering with community colleges, state public universities, and private nonprofit colleges which together serve more than one-third of all undergraduates in the state, 41 percent of African-American undergraduates and 61 percentage of Latinx undergraduates.

ILEA colleges and universities are guided by the following principles:

- Colleges are responsible for graduating all of their degree-seeking students efficiently, and consistent with supporting students' short- and long-term goals.
- All college students can graduate with the right information, tools, and supports.
- Racial and socioeconomic completion gaps are unacceptable and should be eliminated with urgency.
- Solutions and resources exist to eliminate completion inequities between groups in higher education.
- The actions that colleges take or fail to take as it relates to student persistence and completion matter to a students' overall trajectory in college.

College of Lake County President Lori Suddick says they are "committed to eradicating historic gaps in college-going and educational attainment rates for students of color. Given the changing demographics of the region, there is an urgent need to address both the economic and moral imperative to this work."

Chicago State University President Zaldwaynaka "Z" Scott states, "As an institution that serves a large and diverse population of first generation and low-income students, it is our top priority to provide equitable resources and ensure student success and a path forward to social mobility."

Governors State University President Elaine Maimon says, "It is imperative that colleges and universities recognize that we are now serving a New Majority (first generation, students of color, adults, and veterans). ILEA underlines this point and helps us learn from each other as the twenty-first century moves forward."

Current ILEA partner institutions are:

- Blackburn College
- Chicago State University
- College of Lake County
- DePaul University
- Dominican University
- Elgin Community College
- Governors State University
- Harold Washington College
- Harry S. Truman College
- Joliet Junior College
- Kennedy-King College
- Kishwaukee College
- Loyola University Chicago
- Malcolm X College
- Moraine Valley Community College
- Morton College
- National Louis University
- Northeastern Illinois University
- Northern Illinois University
- Oakton Community College
- Olive-Harvey College
- Richard J. Daley College
- Robert Morris University
- Roosevelt University
- Saint Xavier University
- Waubensee Community College
- Wilbur Wright College

The inaugural report of ILEA's efforts will be released in 2020. For more information visit [partnershipfcc.org](http://partnershipfcc.org).

## Equity is the pathway to progress and lasting change.

Over the last decade, Illinois has made progress worth celebrating. We've outpaced the nation in academic growth and narrowed K-12 funding inequities, bringing our performance in both areas more in line with being one of the largest economies in the country. Students are enrolling in postsecondary out of high school and returning for a second year at higher rates, and the level of educational attainment in the state is improving across all groups. We're encouraged that more students are hitting key academic milestones in reading and math, that 87 percent are on track to enter their sophomore year, and more students have access to and are challenging themselves to take rigorous coursework and dual-credit courses to get a jumpstart on college.

However, these gains come with real concerns. Academic proficiency in math and reading continues to trail the nation, and progress and opportunity continue to be unevenly distributed by school district, income, and racial demographics, most alarmingly in early education. Significant gaps in early childhood mean too many children are not getting the strong start they need to succeed over time, which may help explain why so few children enter kindergarten ready to learn across developmental domains.

If we want to improve opportunities and outcomes, we must focus on critical learning conditions as well. We have made significant progress in K-12 funding and now need to replicate those gains in both early childhood and postsecondary, where a dearth of state funding limits access and makes us one of the least affordable states in the country in both areas. As Illinois grows increasingly diverse, that diversity isn't reflected in our teacher workforce. We must do more to recruit talented, racially diverse candidates and put them on pathways to careers in education. In addition, we must work to fill shortages in critical areas such as special education, bilingual and social work, and provide training to address persistent disparities in school discipline.

As a state, we have demonstrated our ability to make real progress for all students on challenging issues. There is more work to do and more children counting on us to tackle it.

## Understanding Illinois' public education system.

This section of *The State We're In* presents metrics that provide more information about learning conditions, student outcomes, and equity in those outcomes. To read more about each measure, see the "Metric Definitions" starting on page 33 of the report.

## Early Childhood

### Outcomes

#### Are Illinois children prepared for kindergarten?

	HISTORICAL				EQUITY GAP: PERFORMANCE BY SUBGROUP					
	2019	2017			WHITE	BLACK	ASIAN	LATINX	LI	EL
1A Children demonstrating readiness for kindergarten in all 3 Areas	26%				32%	22%	33%	15%	18%	17%
1B Children demonstrating readiness in social & emotional development	53%									
1C Children demonstrating readiness in language & literacy	46%									
1D Children demonstrating readiness in math	33%									
1E Children not ready in any of 3 developmental areas	39%									

### Learning Conditions

#### Do Illinois children have access to preschool?

	ILLINOIS				NATIONAL COMPARISON					EQUITY GAP: PERFORMANCE BY SUBGROUP			
	2018	2016	2012	2008	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX	NON-LATINX
2A 3-year-olds enrolled in state-funded preschool	22%	20%	20%	20%	VT	62%	3	1 (4 -->3)	-2 (1-->3)				
2B 4-year-olds enrolled in state-funded preschool	27%	26%	28%	31%	FL	77%	26	-4 (22 -->26)	-15 (11 --> 26)	40%	22%	30%	
2C 3-year-olds enrolled in federally funded preschool	7%	10%	9%	8%	MS	28%	25	-9 (14 -->25)	-4 (21-->25)				
2D 4-year-olds enrolled in federally funded preschool	9%	11%	12%	11%	MS	27%	16	-1 (15 -->16)	21 (37-->16)	35%	43%	32%	68%
	2017	2015	2011	2007	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX	NON-LATINX
3A % of 3- and 4-year-olds <185% FPL served by state funded preschool (PFA)	59%	57%	58%	61%									
3B % of 3- and 4-year-olds <185% FPL served by federally funded preschool (Head Start)	26%	27%	27%	28%									
	2015	2013	2011	2009									
4 % of 3- and 4-year-old English Learners who are receiving bilingual services	Data Unavailable												

#### Are young children in Illinois being taught in quality environments?

	ILLINOIS				NATIONAL COMPARISON				
	2018	2016	2012	2008	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE
5 Quality standards for preschools	8 out of 10 Quality Benchmarks met	8 out of 10 Quality Benchmarks met	8 out of 10 Quality Benchmarks met	9 out of 10 Quality Benchmarks met	AL, MS, RI, WV	10 out of 10 Quality Benchmarks met			
6 % licensed programs ranking Silver or Above on ExceleRate	19%	20%							
	2018	2016	2014						
7 % of center-based pre-k programs that are nationally accredited	16%	14%	8%						
8 % of state funded preschool teachers with a bilingual or ESL endorsement	Data Unavailable				Data Unavailable				
9 Teachers demonstrating effectiveness	Data Unavailable				Data Unavailable				

#### How affordable is center-based childcare for a 4-year-old child?

					NATIONAL COMPARISON					EQUITY GAP: PERFORMANCE BY SUBGROUP			
	2017	2015	2013	2011	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX	NON-LATINX
10A % of income necessary to pay for average cost of childcare for a married couple household at median income level	11%	11%			MS	6.4%	36	3 (39 -->36)					
10B % of income necessary to pay for average cost of childcare for the median single-parent household	39%	40%			MS	24%	36	6 (42-->36)					
10C % of income necessary to pay for average cost of childcare for a household at the Federal Poverty Line (FPL)	50%	49%			MS	23%	37	-3 (34-->37)					

#### Do children have access to affordable childcare?

	ILLINOIS				NATIONAL COMPARISON					EQUITY GAP: PERFORMANCE BY SUBGROUP			
	2016	2014	2010	2008	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX	NON-LATINX
11A # of 3- and 4-year-old children enrolled in the Illinois Childcare Assistance Program (CCAP)	29,665	38,154	35,906	35,653									
11B % of 3- and 4-year-old children under 185% FPL enrolled in CCAP	23%	29%	26%	27%									

#### Do Illinois children have access to home visiting and early intervention services?

	ILLINOIS				NATIONAL COMPARISON					EQUITY GAP: PERFORMANCE BY SUBGROUP			
	2017	2015	2013	2011	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX	NON-LATINX
12 Children under 3 under 185% FPL with access to state-funded home visiting (IDHS + ISBE Prevention Initiative)	8%	9%	11%										
13 Children under 3 under 185% FPL with access to federally funded home visiting (MIECHV + Early Head Start)	5%	3%	3%										
	2015	2013	2011	2009									
14 Early learners receiving developmental screening	55%	53%	48%	32%									

## K-12

### Outcomes

#### Are Illinois 4<sup>th</sup> graders meeting standards?

	ILLINOIS				NATIONAL COMPARISON					EQUITY GAP: PERFORMANCE BY SUBGROUP					
	2017	2015	2011	2007	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX	EL	LOW-INCOME	NON-LOW-INCOME
15A NAEP 4 <sup>th</sup> Grade Reading — % of students scoring a proficient or higher	35%	35%	33%	32%	MA	51%	30 <sup>th</sup>	0 (30-->30)	0 (30-->30)	47%	15%	22%	6%	20%	51%
15B NAEP 4 <sup>th</sup> grade Math — % of students scoring a proficient or higher	39%	37%	38%	36%	MA	53%	31 <sup>st</sup>	6 (37-->31)	3 (34-->31)	52%	15%	23%	8%	20%	57%

Are Illinois 8th graders meeting standards?

		ILLINOIS				NATIONAL COMPARISON					EQUITY GAP: PERFORMANCE BY SUBGROUP					
		2017	2015	2011	2007	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX	EL	LOW-INCOME	NON LOW-INCOME
15C	NAEP 8 <sup>TH</sup> Grade Reading — % of students scoring a proficient or higher	36%	35%	34%	30%	MA	49%	24 <sup>TH</sup>	1 (25-->24)	5 (29-->24)	45%	15%	25%	2%	22%	48%
15D	NAEP 8 <sup>TH</sup> grade Math — % of students scoring a proficient or higher	32%	32%	33%	31%	MA	50%	30 <sup>TH</sup>	-1 (29-->30)	1 (31-->30)	41%	11%	21%	6%	18%	46%
16	8 <sup>TH</sup> graders passing algebra	31%	28%													

What level of academic growth do we see across the state?

		ILLINOIS		NATIONAL COMPARISON			EQUITY GAP: PERFORMANCE BY SUBGROUP			
		2008-9 TO 2013-14	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	WHITE	BLACK	LATINX	ASIAN	
17A	Years of growth in Math between 3rd to 8th Grade	5.09	AZ	5.63	6	4.8	4.8	5.4	6.5	
17B	Years of growth in Reading between 3rd to 8th Grade	5.06	UT	5.44	8	4.7	5.1	5.8	5.3	
18A	% of IL districts growing students at a rate higher than the national average, in Math	38% (242/633 districts) (59% of IL students attend these districts)	AZ	82% (105/130 districts)	20/32 States					
18B	% of IL districts growing students at a rate higher than the national average, in Reading	40% (248/612 districts) (62% of IL students attend these districts)	UT*	92% (34/37 districts)	20/37 States					

How does student growth vary across the state?

		2018						
		ALL	WHITE	BLACK	LATINX	EL	IEP	LOW-INCOME
19A	Average statewide student growth percentile by subgroup, ELA	50	51.8	44.5	48.7	48.5	43.5	47.5
19B	Average statewide student growth percentile by subgroup, Math	50	51.6	44.5	48.9	47.5	44.0	47.5
19C	% of schools with growth >45 SGP for each subgroup, ELA	71%	74%	55%	69%	66%	44%	65%
19D	% of schools with growth >45 SGP for each subgroup, Math	72%	76%	54%	69%	63%	49%	66%

\*Utah is ranked second after Hawaii, but the State of Hawaii is excluded here as it has only one school district.

Do students have access to rigorous coursework?

		ILLINOIS		NATIONAL COMPARISON					EQUITY GAP: PERFORMANCE BY SUBGROUP					
		2018	2016	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX	LOW-INCOME	EL	IEP
20A	% of HS students taking Early College courses (AP, IB, Dual Credit)	37%	35%	No Data Available Prior to 2016					41%	25%	35%	27%	10%	10%
20B	% of HS students taking AP coursework	28%	25%						30%	17%	27%	18%	5%	3%
20C	% of HS students taking Dual Credit courses	13%	12%						16%	9%	9%	10%	4%	7%
20D	% of HS seniors taking Early College courses	51%	50%						58%	37%	47%	40%	13%	16%
20E	% of HS seniors taking AP coursework	37%	35%						40%	24%	36%	27%	8%	5%
20F	% of HS seniors taking Dual Credit	22%	21%						29%	15%	16%	17%	6%	11%

How many students are taking and passing AP exams?

		ILLINOIS				NATIONAL COMPARISON					EQUITY GAP: PERFORMANCE BY SUBGROUP					
		2017	2015	2011	2007	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX	LOW-INCOME	EL	IEP
21	HS seniors taking an AP exam	30%	29%	25%	20%	MA	43%	13	0 (13-->13)	6 (19-->13)	30%	15%	32%			
22	% of exams passed, taken by HS seniors	65%	65%	65%	68%	UT	74%	13	0 (13-->13)	-7 (6-->13)	75%	29%	46%			
23	% of HS students who earn AP college credit, amongst all students who take 1+ AP exams	71%	70%													

Are Illinois students college- and career-ready?

		HISTORICAL				PERFORMANCE					EQUITY GAP: PERFORMANCE BY SUBGROUP			
		2018*	2016	2012	2008	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX	LOW-INCOME
24	% students meeting college-ready benchmarks on SAT/ACT exams	38%	38%	38%		MA	60%	6 OF 13 STATES			57%	17%	27%	
25	# of students awarded the Seal of Biliteracy	4,444	2,693	504										
26A	# of students served by CTE programs	277,461	255,544	241,295										
26B	% of students served by CTE programs	45%	41%	40%										
27	Students earning college and career pathway endorsements	Data available beginning in 2022												

\*Illinois switched from the ACT to the SAT in 2018. Prior to 2018, % of high school graduates meeting college-ready benchmarks refers to the % of students who meet 3+ ACT benchmarks. From 2018 onwards, % of high school graduates meeting college-ready benchmarks refers to the % of students who meet both of the 2 SAT benchmarks.

Are Illinois freshmen on-track to graduate high school?

		YEAR					EQUITY GAP: PERFORMANCE BY SUBGROUP						
		2018	2017	2016	2015	2014	2008	WHITE	BLACK	LATINX	LOW-INCOME	EL	IEP
28	Freshmen On-Track rates, all students	87%	87%	82%	83%	87%		91%	76%	84%	79%	77%	77%

Are Illinois students graduating high school?

		YEAR					NATIONAL COMPARISON					EQUITY GAP: PERFORMANCE BY SUBGROUP						
		2018	2017	2016	2015	2014	2008*	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX	LOW-INCOME	EL	IEP
29	HS graduation rates, all students	85%	87%	86%	86%	86%	87%	IA	91%	18	4 (22-->18)	-1 (17-->18)	91%	75%	81%	77%	77%	69%

\*Illinois began measuring graduation rate as an Adjusted Cohort Graduation Rate (ACGR) in 2011

Learning Conditions

Are Illinois districts adequately and equitably funded?\*

		FY20	FY19	FY18
30A	# districts <60% adequacy	34	80	168
30B	# districts <70% adequacy	394	417	428
31	Dollars per low-income student: Dollars per non-low-income student	0.95	0.93	0.91

\*Calculations do not include schools administered by Regional Offices of Education, which are included in EBF distribution for the first time in FY20.

Are students in an environment that supports learning?

ESSENTIALS		GRADUATING CLASS				
		2017	2015	2013	2011	2009
32	% of schools with at least 3 strong or strongest areas on the 5Essentials	21%	21%			
33A	% of schools with strong or strongest implementation of Effective Leaders	25%	23%			
33B	% of schools with strong or strongest implementation of Collaborative Teachers	28%	34%			
33C	% of schools with strong or strongest implementation of Involved Families	37%	32%			
33D	% of schools with strong or strongest implementation of Supportive Environment	40%	30%			
33E	% of schools with strong or strongest implementation of Ambitious Instruction	52%	59%			
		2018	2016	2014	2012	
34	Chronic Truancy	11%	10%	9%	9%	
35	Minimum Instructional Hours	880	880	880	880	
36	Teacher Retention Rate	85%	86%	86%		
% OF STUDENTS WITH 1 OR MORE OUT-OF-SCHOOL SUSPENSIONS		2017	2015	2013	2011	2009
37A	K-12 White Boys			4%	5%	5%
37B	K-12 White Girls	2%	4%	1%	2%	2%
37C	K-12 Black Boys			19%	20%	21%
37D	K-12 Black Girls	15%	21%	12%	13%	13%
37E	K-12 Latinx Boys			6%	8%	8%
37F	K-12 Latinx Girls	3%	4%	3%	4%	4%

Do schools have sufficient staff to meet needs?

STUDENT-TEACHER RATIO		ILLINOIS				NATIONAL COMPARISON				
		2017	2015	2011	2009	LEADING STATE	LEADING STATE RATIO	IL RANK	RANK CHANGE FROM 2 YEARS PRIOR	RANK CHANGE FROM 8 YEARS PRIOR
38A	K-8th grade students per teacher	15.1	15.1	15.5	15.3	ME	12	9	0 (9-->9)	2 (11-->9)
38B	9th-12th grade students per teacher	16.0	15.3	15.0	15.1	WV	7.8	45	-5 (40-->45)	-4 (41-->45)
STUDENT-COUNSELOR RATIO		2017	2015	2011	2009					
39A	K-8th grade students per counselor	1,290	1,305	1,419	1,421	NH	270	41	-1 (40-->41)	4 (45-->41)
39B	9th-12th grade students per counselor	320	303	315	294	VT	104	43	-2 (41-->43)	4 (39-->43)

Is Illinois' teacher pipeline producing enough teachers to meet need?

		ILLINOIS						EQUITY GAP: PERFORMANCE BY SUBGROUP		
		2017	2015	2013	2011	2009	2007	WHITE	BLACK	LATINX
40	# of enrollers from teacher prep programs	12,760	13,797	17,934	32,433	34,184				
41	# of completers in teacher preparation programs	4,889	5,423	8,479	10,421	10,355	10,226			
		2017	2015	2012	2010	2008	2007			
42	# of newly hired teachers	4,834	*	7,804	4,037	6,412	5,422			
		2018	2016	2014	2011	2008				
43	Total # of teachers	129,575	129,668	129,942	128,262	133,017	127,010	83%	6%	6%
44	# of unfilled teacher positions	1,401	1,103	611	565	1,002				
45A	# of districts with over 5% of positions unfilled	59								
45B	% of districts over 5% of unfilled positions	7%								

\*Unavailable in ISBE Supply & Demand Reports

Is Illinois' teacher diversity reflective of our students' diversity?

PK-12 PUBLIC SCHOOL STUDENT-TEACHER DIVERSITY		ILLINOIS									EQUITY GAP: PERFORMANCE BY SUBGROUP				
		2018			2016			2008			LEADING COMPARABLE STATE*				
		STUDENT %	TEACHER %	GAP	STUDENT %	TEACHER %	GAP	STUDENT %	TEACHER %	GAP	STATE	STUDENT %	TEACHER %	GAP	IL RANK
46A	PK-12 teacher diversity compared to student population	17%	6%	11%	17%	6%	11%	19%	9%	10%					
		LATINX													
46B	PK-12 teacher diversity compared to student population	26%	6%	20%	26%	6%	20%	20%	5%	15%					
		ILLINOIS									CURRENT DEMOGRAPHICS				
STUDENT-TEACHER DIVERSITY		2017			2015			2007			LEADING COMPARABLE STATE*				
		STUDENT %	TEACHER %	GAP	STUDENT %	TEACHER %	GAP	STUDENT %	TEACHER %	GAP	STATE	STUDENT %	TEACHER %	GAP	IL RANK
47A	PK-12 teacher diversity compared to student population	17%	8%	9%	17%	8%	9%	19%	10%	9%	TX	13%	11%	2%	12/24
47B	Postsecondary teacher diversity compared to student population	16%	6%	10%	18%	8%	10%	16%	7%	9%	RI	10%	7%	3%	12/25
		LATINX													
47C	PK-12 teacher diversity compared to student population	27%	8%	19%	27%	10%	17%	21%	5%	16%	WY	14%	8%	6%	19/31
47D	Postsecondary teacher diversity compared to student population	20%	7%	13%	18%	7%	11%	12%	5%	7%	RI	16%	15%	1%	10/18

\*Leading comparable state defined as that with >10% black or Latinx students in 2007. Cutoff was then adjusted for successive years according to national demographic changes.

Postsecondary

Outcomes

Are Illinois students enrolling in college?

		HISTORICAL				NATIONAL COMPARISON					EQUITY GAP: PERFORMANCE BY SUBGROUP					
		2018	2016	2014	2012	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX	LOW-INCOME	EL	IEP
48	16-month college enrollment of high school graduates	76%	71%	73%												
49	12-month college enrollment of high school graduates	75%	68%	69%												
		2016	2014	2012	2006											
50	Immediate college enrollment of high school graduates		62%	60%	61%		65%	32	-1 (31-->33)							

How many Illinois students at community college are being enrolled in remedial courses?

		GRADUATING CLASS			
		2017	2016	2015	2014
51A	Freshmen enrolled in remedial courses at community colleges	46%	47%	49%	49%
51B	Freshmen enrolled in remedial courses at community colleges in reading	14%	15%	17%	16%
51C	Freshmen enrolled in remedial courses at community colleges in math	37%	38%	41%	41%
51D	Freshmen enrolled in remedial courses at community colleges in communication	21%	21%	22%	20%

Are Illinois higher education institutions retaining students past freshman year?

		HISTORICAL				NATIONAL COMPARISON					EQUITY GAP: PERFORMANCE BY SUBGROUP		
		2017	2015	2011	2007	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX
52A	Freshmen returning full-time 2nd year to 2-year public institutions	66%	62%	59%	58%	SD	75%	4	5 (9-->4)	15 (19-->4)			
52B	Freshmen returning full-time 2nd year to 2-year private NFP institutions	55%	63%	77%	28%	NJ	100%	23	-6 (16-->23)	6 (29-->23)			
52C	Freshmen returning full-time 2nd year to 2-year private FP institutions	63%	64%	65%	61%	HI	100%	33	-13 (20 --> 33)	-2 (31 -->33)			
52D	Freshmen returning full-time 2nd year to 4-year public institutions	80%	80%	79%	81%	FL	88%	23	0 (23 --> 23)	-10 (13-->23)			
52E	Freshmen returning full-time 2nd year to 4-year private NFP institutions	80%	79%	78%	78%	MA	88%	20	-1 (19 -->20)	0 (20-->20)			
52F	Freshmen returning full-time 2nd year to 4-year private FP institutions	52%	46%	36%	35%	NE	100%	19	13 (32-->19)	21 (40-->19)			

Are Illinois college students completing college at any institution?

		HISTORICAL			NATIONAL COMPARISON				
		2019	2017	2015	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE
53A	6-year completion rates of college enrollees who start in Illinois community colleges	50%	49%	47%	SD	71%	9	1 (10-->9)	
53B	6-year completion rates of college enrollees who start in Illinois public universities	71%	73%	75%	IA	84%	16	-5 (11-->16)	
53C	6-year completion rates of college enrollees who start in Illinois 4-yr private not-for-profit universities	79%	76%	77%	RI	90%	19	0 (19-->19)	

Are Illinois higher education institutions graduating their students?

		HISTORICAL				NATIONAL COMPARISON					EQUITY GAP: PERFORMANCE BY SUBGROUP				
		2017	2015	2011	2007	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX	LOW-INCOME	NON-LOW-INCOME
54A	4-year public institutions graduating 60% of students in 6 years	2/11	2/11	3/11	3/11						3/11	1/11	2/11		
54B	4-year private NFP institutions graduating 60% of students in 6 years	28/52	26/49	23/48	21/49						31/52	13/52	25/52		
55A	Completion rate at community colleges	28%	26%	20%	21%	SD	60%	15	0 (15-->15)	5 (20-->15)	35%	12%	22%	23%	33%
55B	Completion rate at 2-year private NFP institutions	67%	53%	70%	55%	ME	100%	11	9 (20-->11)	-1 (10-->11)	70%	47%	59%	62%	69%
55C	Completion rate at 2-year private FP institutions	59%	50%	58%	57%	HI	100%	22	10 (22-->32)	1 (23-->22)	56%	42%	68%	51%	74%
55D	Completion rate at public universities	60%	62%	62%	60%	DE	73%	23	-8 (15-->23)	-12 (11-->23)	68%	36%	48%	48%	69%
55E	Completion rate at 4-year private NFP institutions	67%	67%	65%	64%	MA	79%	17	-3 (14-->17)	1 (18-->17)	70%	41%	60%	56%	72%
55F	Completion rate at 4-year private FP institutions	23%	22%	31%	41%	NE	100%	21	-1 (22-->21)	0 (21-->21)	31%	17%	26%	20%	35%

Learning Conditions

Is Illinois higher education affordable for all students?

		HISTORICAL					NATIONAL COMPARISON					EQUITY GAP: PERFORMANCE BY SUBGROUP		
		2017	2015	2013	2011	2009	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX
56	Percent of income necessary to pay for 4-year public college for a household at the federal poverty line	50%	51%	42%	37%	42%	NY	25%	37	0 (37-->37)	-3 (34-->37)			
57	Percent of income necessary to pay for 4-year public college for a household at the Median Income Level	27%	29%	35%	34%	32%	WA	15%	34	0 (34-->34)	8 (42-->34)	24%	47%	33%

How are we doing against the 60x25 goal?

		HISTORICAL				NATIONAL COMPARISON					EQUITY GAP: PERFORMANCE BY SUBGROUP		
		2017	2015	2011	2009	LEADING STATE	LEADING STATE'S PERFORMANCE	IL RANK	2-YEAR RANK CHANGE	10-YEAR RANK CHANGE	WHITE	BLACK	LATINX
58A	% of adults 25-65 with an associate's degree or higher	45%	44%	42%	40%	MA	54%	16	-3 (13-->16)	0 (16-->16)	51%	31%	21%
58B	% of adults 25-65 with an associate's degree	9%	9%	8%	8%						9%	9%	7%
58C	% of adults 25-65 with an undergraduate degree	23%	22%	21%	20%	CO	27%	13	-2 (8-->10)	3 (13-->10)	26%	13%	10%
59	18-24-year-olds not in school, not working, without a postsecondary degree	13%	13%	15%	16%	ND	6%	21	-2 (19-->21)	-3 (18-->21)			

METRIC DEFINITIONS

Early Childhood

Outcomes

**1. Children demonstrating readiness for kindergarten.** Percentage of children meeting readiness standards in all three areas on the Kids Individual Development Survey (KIDS). *Source:* Illinois State Board of Education, 2018-19 KIDS Data Sets.

Learning Conditions

**2. Percentage of 3- and 4-year-olds enrolled in publicly funded preschool.** *Source:* National Institute for Early Childhood Research (NIERR), The State of Preschool Yearbooks, 2018, 2016, 2012, 2008.

**3. Percentage of 3- and 4-year-olds under 185 percent FPL served by publicly funded preschool.** Estimate calculated by dividing the number of 3- and 4-year-olds served by publicly funded preschool by the number of 3- and 4-year-olds from households under 185 percent of the federal poverty line in Illinois. *Source:* Illinois Early Childhood Asset Map (IECAM) Database, Multi-Year Search, 2017, 2015, 2011, 2007.

**4. Percentage of English Learner 3- and 4-year-olds who are receiving bilingual services.** Data unavailable.

**5. Number of early childhood quality benchmarks being met.** The number of NIERR quality standards met by the state of Illinois. *Source:* National Institute for Early Childhood Research (NIERR), The State of Preschool Yearbooks, 2018, 2016, 2012, 2008.

**6. Percentage of licensed programs ranking Silver or above on ExceleRate.** Quality Rating Information Systems (QRIS) are used across the country to measure the quality of care provided to young children. ExceleRate Illinois, Illinois' QRIS system, awards four "Circle of Quality" designations: licensed, bronze, silver, and gold. In this metric, programs rated as silver or above were deemed high-quality. Licensed programs include family home care, Head Start programs, and Preschool for All programs. *Source:* Quality Compendium State Profiles, Illinois, Participation, 2018.

**7. Percentage of early childhood centers that are nationally accredited.** *Source:* Childcare Aware of America, State Profiles, 2018, 2016, 2012.

**8. Percentage of state-funded preschool teachers with a bilingual or ESL endorsement.** Data unavailable.

**9. Percentage of early childhood teachers demonstrating effectiveness.** Data unavailable.

**10. Percentage of income necessary to pay for average cost of childcare.** Summary information provided by Childcare Aware, derived from Child Care Aware® of America's survey of Child Care Resource and Referral State Networks. Some states used the latest state market rate survey. *Source:* Childcare Aware of America, Parents and the High Cost of Care, 2018, 2016, 2012.

**11. Children enrolled in Illinois Childcare Assistance Program (CCAP).** The number of 3- and 4-year-olds enrolled in CCAP. CCAP assists working families under 185 percent of the federal poverty line with paying for childcare services. Illinois Early Childhood Asset Map (IECAM) Database, 2017, 2015, 2011, 2007.

## METRIC DEFINITIONS

**12. Children under age 3 below 185% FPL with access to state-funded home visiting.** The number of state home visiting children served is estimated as the sum of children served by Illinois' Prevention Initiative, Healthy Families Illinois, and Parents Too Soon programs. *Sources:* Illinois Early Childhood Asset Map (IECAM) Database, 2017, 2015, 2011, 2007.

**13. Children under age 3 below 185% FPL with access to federally funded home visiting.** The number of federal home visiting seats is estimated as the sum of the number of Early Head Start seats and Maternal Infant and Early Childhood Home Visiting (MIECHV) seats. *Sources:* Illinois Early Childhood Asset Map (IECAM) Database, 2017, 2015, 2011, 2007; MIECHV.

**14. Percentage of early learners receiving developmental screening.** The percent of 0- to 3-year-olds screened for delays in motor, language, and social development. *Sources:* Illinois Department of Healthcare and Family Services, "CHIPRA Core Set of Children's Health Care Quality Measures for Medicaid and CHIP," 2012, 2015.

## K-12

### 3<sup>RD</sup>-8<sup>TH</sup> Grade

#### Outcomes

**15. Percentages of 4<sup>TH</sup> and 8<sup>TH</sup> graders scoring a proficient or higher in NAEP.** Low-income is defined as eligible for free or reduced-price lunch. Students with 504 plans are excluded from the special education designation. *Source:* Nation's Report Card, NAEP Data Explorer, 2017, 2015, 2011, 2007.

**16. 8<sup>TH</sup> graders passing algebra.** Students who take and master algebra in the 8<sup>TH</sup> grade do better in high school and beyond. *Source:* Illinois State Board of Education, Report Card, 2016, 2018.

**17. Years of growth between 3<sup>RD</sup>-8<sup>TH</sup> grade.** The Stanford Education Data Archive (SEDA) standardizes state test results relative to the average difference in NAEP scores between students one grade level apart in a given cohort. To arrive at average years of growth by state, this metric subtracts the district-level average scores of 8<sup>TH</sup> graders in 2014 from 3<sup>rd</sup> graders in 2009, weighted by enrollment. *Source:* Sean F. Reardon, Andrew D. Ho, Benjamin R. Shear, Erin M. Fahle, Demetra Kalogrides, & Richard DiSalvo. (2018). Stanford Education Data Archive (Version 2.1).

**18. Percentage of districts growing students at a rate higher than the national average.** See explanation of SEDA above. The "national average" here is the average of all districts' standardized scores across the nation (approximately 4.8). *Source:* Reardon, et al., 2018, Stanford Education Data Archive (2.1).

**19. Student Growth Percentile.** Student Growth Percentile (SGP) compares the growth of students in the same grade who have the same test scores the year before. SGP orders each of these students on a scale from 1 to 99 by how much their scores grew from last year. The student who made the greatest gains receives an SGP of 99, and the student who made the least gains receives an SGP of 1. Average SGP measures differences in how much schools are growing students academically from the previous year. *Sources:* Illinois State Board of Education, Report Card Data Library, 2018; "Illinois State Board of Education," "Student Growth," 2018.

### 9<sup>TH</sup>-12<sup>TH</sup> Grade

#### Outcomes

**20. Percentage of students taking early college coursework.** The percent of Illinois 10<sup>TH</sup>-12<sup>TH</sup> graders enrolled in Advanced Placement (AP), International Baccalaureate (IB), and/or Dual Credit (DC) courses. *Source:* Illinois State Board of Education, Report Card Data Library, 2018, 2016.

**21. Percentage of students taking an AP exam.** The number of Illinois 10<sup>TH</sup>-12<sup>TH</sup> graders taking AP exams divided by the total number of Illinois 10<sup>TH</sup>-12<sup>TH</sup> graders. *Sources:* CollegeBoard, AP Archived Data, 2017, 2015, 2011, 2007; Common Core of Data, State Nonfiscal Public Elementary/ Secondary Education Survey, 2006-7, 2010-11, 2014-15, 2016-17.

**22. Percentage of AP exams passed taken by Illinois students.** Number of AP exams taken by Illinois high school students who earn a 3, 4, or 5 divided by the total number of AP exams taken by Illinois high school students. *Source:* CollegeBoard, AP Archived Data, 2017, 2015, 2011, 2007.

**23. Percentage of HS seniors in Illinois who earn AP college credit.** *Source:* Illinois State Board of Education, Illinois Report Card 2017-18 State Snapshot, Early College Coursework, 2018, 2016.

**24. Percentage of students meeting college-ready benchmarks on SAT/ACT.** Illinois switched from the ACT to the SAT in 2018. For 2008, 2012, and 2016, this metric refers to the percentage of students who met 3+ ACT benchmarks. In 2018 and moving forward, this metric refers to the percentage of students who meet both of the 2 SAT benchmarks. *Sources:* 2018 Illinois SAT Suite of Assessments Annual Report; ACT Condition of College and Career Readiness State Profiles, 2016, 2012, 2008.

**25. Number of students awarded the Seal of Biliteracy.** The Seal of Biliteracy is an award given by the state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. *Source:* Illinois State Board of Education, Division of English Language Learning, Seal of Biliteracy Data Report SY15-18.

**26. Students served by CTE programs.** Career and Technical Education (CTE) programs in Illinois provide instruction for careers in high-wage, high-skill, and high-demand occupations in Agricultural Education, Business, Marketing and Computer Education, Family and Consumer Sciences, Health Science Technology, and Technology and Engineering Education (Industrial). *Source:* Illinois State Board of Education, FY2017 Career & Technical Education Report, 2018.

**27. Students earning college and career pathway endorsements.** Data unavailable.

**28. Freshman on-track rates.** A student is considered "on-track" if they earn at least 10 semester credits and no more than one "F" in a core course. This measure is highly predictive of whether students go on to graduate high school. *Source:* Illinois State Board of Education, Report Card Data Library, Illinois Report Card Trend Data 2018.

**29. High school graduation rates.** From 2011 onwards, high school graduation rates represent an Adjusted Cohort Graduation Rate (ACGR). Prior to 2011, high school graduation rates represent an Adjusted Freshman Graduation Rate (AFGR). *Sources:* Illinois State Board of Education, Report Card Data Library, Illinois Report Card Trend Data 2018; National Center for Education Statistics, Digest of Education Statistics 2018, Tables 219.46 and 219.35.

#### Learning Conditions

**30. Number of districts < % of Funding Adequacy.** The number of districts who are below 60% and 70% of Funding Adequacy. That is, based on total K-12 funding a district receives from state and local sources, what percentage of its unique Adequacy Target it has reached. For more information on the Evidence Based Funding Model and how Adequacy Targets are established, please visit [www.advanceillinois.org](http://www.advanceillinois.org).

**31. Dollars per low-come student: Dollars per non-low-income student.** An estimate of the dollars per pupil for low-income and non-low-income students received from state and local funding sources, based on Evidence Based Funding Model data.

**32. Percentage of schools with at least 3 strong or strongest areas on the 5Essentials.** Schools strong on at least of three of the 5Essentials are 10 times more likely to show substantial gains in student learning over time than schools weak on three or more of the 5Essentials. *Source:* Illinois State Board of Education, Illinois Report Cards, 2017, 2015.

**33. Percentage of schools with strong or strongest implementation in each 5Essentials area.** The 5Essentials are (1) Supportive Environment (the school is safe, demanding, and supportive), (2) Effective Leaders (principals and teachers implement a shared vision for success), (3) Involved Families (the entire staff builds strong external relationships), (4) Collaborative Teachers (teachers collaborate to promote professional growth), and (5) Ambitious Instruction (classes are challenging and engaging). *Source:* Illinois State Board of Education, Illinois Report Cards, 2017, 2015.

## METRIC DEFINITIONS

**34. Chronic truancy rate.** The percentage of students who miss 5 percent or more of school days per year without a valid excuse. *Source:* Illinois State Board of Education, Report Card Data Library, Illinois Report Card Trend Data 2018.

**35. Minimum instructional hours.** This metric measures the number of hours required by state statute to be devoted to instruction. Amount of time on-task may increase student achievement, especially for at-risk students. *Source:* Education Commission of the States, "Minimum number of days or hours per school year," April 2018.

**36. Teacher retention rate.** *Source:* Illinois State Board of Education, Report Card Data Library, Illinois Report Card Trend Data 2018.

**37. Percentage of students with one or more out-of-school suspensions.** *Source:* Illinois State Board of Education, "Expulsions, Suspensions, and Truants by District", 2008-9, 2010-11, 2012-13, 2014-15, 2016-17.

**38. Student-teacher ratio.** *Source:* Common Core of Data, State Nonfiscal Public Elementary/ Secondary Education Survey, 2006-7, 2008-9, 2010-11, 2012-13, 2014-15, 2016-17.

**39. Student-counselor ratio.** The American School Counselor Association recommends one counselor for every 250 students. *Source:* Common Core of Data, State Nonfiscal Public Elementary/ Secondary Education Survey, 2006-7, 2008-9, 2010-11, 2012-13, 2014-15, 2016-17.

**40. Number of enrollees in Illinois teacher preparation programs.** *Source:* United States Department of Education, 2018 Title II Reports on National Teacher Preparation Data, Data Tools.

**41. Number of completers from Illinois teacher preparation programs.** Number of teacher candidates who completed teacher preparation programs in the last year. *Source:* United States Department of Education, 2018 Title II Reports on National Teacher Preparation Data, Data Tools.

**42. Number of newly hired teachers.** The number of new teachers hired, excluding re-entries (teachers re-entering the profession after an absence of a year or longer). *Source:* Illinois State Board of Education, Supply and Demand Reports, 2017, 2014, 2011, 2008, 2007.

**43. Total number of teachers.** *Source:* Illinois State Board of Education, Report Card Data Library, Illinois Report Card Trend Data 2018.

**44. Number of unfilled teacher positions.** *Source:* Illinois State Board of Education, e-mailed dataset.

**45. Districts with over 5% of positions unfilled.** *Source:* Illinois State Board of Education, e-mailed dataset.

**46. K-12 teacher-student diversity gap in public schools.** *Source:* Illinois State Board of Education, Report Card Data Library, Illinois Report Card Trend Data 2018.

**47. Overall teacher-student diversity gap.** Overall teacher-student diversity gap compares the diversity of persons who report their occupation as a "teacher" in the American Community Survey to the diversity of children ages 5-18 who are enrolled in school. This comparison thus includes non-public schoolteachers and students. *Source:* IPUMS USA, American Community Survey 1-year estimates.

## Higher Education

### Outcomes

**48. 16-month college enrollment of HS graduates.** Percentage of high school graduates who enroll in college within 16 months of graduation. *Source:* Illinois State Board of Education, Report Card Data Library, Illinois Report Card Trend Data 2018.

**49. 12-month college enrollment of HS graduates.** Percentage of high school graduates who enroll in college within 12 months of graduation. *Source:* Illinois State Board of Education, Report Card Data Library, Illinois Report Card Trend Data 2018.

**50. Immediate college enrollment of HS graduates.** Percentage of high school graduates who enroll in postsecondary institutions the fall after graduating. *Source:* National Information Center for Higher Education Policymaking and Analysis (NCHEMS), State Profile Report for Illinois.

**51. Percentage of Illinois community college freshmen enrolled in remedial courses.** *Source:* Illinois State Board of Education, Report Card Data Library, Illinois Report Card Trend Data 2018.

**52. Percentage of freshmen returning full-time 2nd year to Illinois higher education institutions.** The percentage of full-time, first-time degree/certificate seeking undergraduates from the previous fall who are again enrolled in the current fall. *Sources:* National Center for Education Statistics, Integrated Postsecondary Education System, 2007, 2013, 2015, 2017.

**53. 6-year completion rates of college enrollees who start in Illinois degree-granting institutions.** *Source:* National Student Clearinghouse, Completing College State Profiles, 2017, 2015, 2014.

**54. 4-year institutions graduating 60 percent or more of students in six years.** *Sources:* National Center for Education Statistics, Integrated Postsecondary Education System, 2007, 2013, 2015, 2017.

**55. 150% normal time completion rate at Illinois institutions.** Graduation rate within 150 percent of normal time (within three years for two-year institutions and within six years for four-year institutions). Graduation rates at two-year colleges include students who earned either an associate's degree or another degree or certificate that can be completed in two years or less. At four-year colleges, they include students who earned a bachelor's or equivalent degree. Does not include transfers who go on to graduate at other institutions. *Sources:* National Center for Education Statistics, Integrated Postsecondary Education System, 2007, 2013, 2015, 2017.

### Learning Conditions

**56. Percentage of income necessary to pay for 4-year public college for a household at the federal poverty line.** Average net price of college for a family earning between \$0-30K per year divided by the federal poverty line. *Sources:* National Center for Education Statistics, Integrated Postsecondary Education System, 2007, 2013, 2015, 2017. US Department of Health and Human Services, "Prior HHS Poverty Guidelines and Federal Register References."

**57. Percentage of income necessary to pay for 4-year public college for a household at the median income level.** Average net price of college for family earning between \$48-75K per year divided by the median income level. *Sources:* National Center for Education Statistics, Integrated Postsecondary Education System, 2007, 2013, 2015, 2017; U.S. Bureau of the Census, Current Population Survey, Annual Social and Economic Supplements, Table H-8: Median Household Income by State: 1984-2018.

**58. Degree attainment of Illinois adults ages 25-65.** *Source:* IPUMS USA, American Community Survey, one-year estimates, 2017, 2015, 2011, 2007.

**59. 18- to 24-year-olds neither in school nor working without a postsecondary degree.** *Source:* The Annie E. Casey Foundation, National KIDSCount Data Center, "Persons age 18 to 24 not attending, not working, and no degree beyond high school in the United States," 2018.

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## Notes

- For performance gaps by race, we compare Illinois to a subset of states that have a similar proportion of black and Latinx students (over 10 percent black or over 15 percent Latinx, respectively).
- Georgetown University Center on Education and the Workforce, "Iowa: Education and Workforce Trends through 2025," 2015. Georgetown CEW includes job requirement projections for all states in this report.
- Since not all of these data are currently publicly reported, our postsecondary enrollment and completion metrics are estimates of the percentage of Illinois 9th graders who enroll in and complete a postsecondary degree within 6 years at a 2-year public college, 4-year public college, or 4-year not-for-profit college anywhere in the nation. Our analysis derived these metrics from data on Illinois high school graduation rates and number of high school graduates (National Center on Education Statistics), Illinois residents' enrollment in higher education institutions across the nation (Integrated Postsecondary Education System), and 6-year completion rates by state and sector (National Student Clearinghouse). Our metrics are estimates for 9th graders from 2003 and 2008 (the Illinois high school graduating classes of 2007 and 2012).
- American Community Survey One-Year Estimates, 2017
- Illinois Early Childhood Asset Map database analysis using 200 percent federal poverty level
- Integrated Postsecondary Education Data System analysis of 2013 and 2017 data; Illinois Board of Higher Education, UNDERREPRESENTED GROUPS IN ILLINOIS HIGHER EDUCATION, Annual Report 2018.
- works.bepress.com/c\_kirabo\_jackson/38/
- Cost of early childcare is based on the average cost of center-based care for a 4-year-old child. These averages are reported by Childcare Aware, which works with state Child Care Resource and Referral (CCR&R) agencies to track the cost of care for children by age and setting. Childcare Aware then compares each state's costs to its median income.
- Total Illinois higher education appropriations decreased from \$1.5 billion to \$736 million between 2002 and 2017, in 2002 dollars. See Illinois Board of Higher Education, Examining the Relationship between State Appropriation Support and Tuition (IBHE Data Points 2018-8), June 2018. With new dollars appropriated this spring, we expect to see some rebound. While it is more typical to see dollars appropriated per full-time equivalent student (FTE), we have chosen to show state funding per pupil as it is a more consistent comparison in this chart. While we know that a vast majority of early childhood seats are part-time, the exact proportion of part-time versus full-time seats is unavailable for most years in the past decade.
- Trends in College Pricing 2019, CollegeBoard.
- Although Monetary Award Program (MAP) funding has recently increased, the awards are insufficient to cover all eligible students and only cover a portion of fees. In 2017, fewer than 45 percent of students eligible for MAP grants received them. In 2008, MAP grants covered nearly 60 percent of tuition and fees for four-year public universities, while in 2018 they covered only 30 percent. Illinois Student Assistance Commission, 2018.
- Illinois Board of Higher Education, Examining the Relationship between State Appropriation Support and Tuition (IBHE DataPoints 2018-8), June 2018).
- For more information on the Evidence-Based Funding Formula, visit [advanceillinois.org](http://advanceillinois.org).
- Calculations do not include schools administered by Regional Offices of Education, which are included in EBF distribution for the first time in FY20.
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- Visit our interactive maps and charts at [advanceillinois.org](http://advanceillinois.org) to see how results on SE correlates with ELA and math growth.
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- For more information on enrollment, persistence, and remediation rates for students from a particular high school or district, visit the Illinois Report Card at [illinoisreportcard.com](http://illinoisreportcard.com).

# About Advance Illinois

Advance Illinois is an independent policy and advocacy organization working toward a healthy public education system that enables all students to achieve success in college, career, and civic life. Since its founding in 2008, Advance Illinois has become a nationally recognized thought leader in education policy advocacy.

At Advance Illinois, we develop data-informed policies to support student success; build leadership and community partnerships and coalitions; and elevate the education narrative with the goal of furthering equity and pushing the state to achieve its 60 percent by 2025 goal.

Among other significant accomplishments, Advance Illinois was the architect of a five-year campaign that resulted in the enactment of a new, more equitable school funding formula. Along with our partners in this effort—including Funding Illinois' Future, a coalition of more than 200 school districts, school superintendents, and community and faith-based organizations—we helped fix Illinois' worst-in-the-nation school funding formula in 2017.

## How to use this report to advance educational equity in your community

- Organize a community conversation to discuss data and determine next steps for action in your community.
- Schedule a meeting with your local officials to discuss findings and strategize local policy solutions.
- Use data within your organization to drive your strategic planning.
- Use social media to quickly share data points with your network.
- Reach out to Advance Illinois to tailor an action plan for your community's needs.



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