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 asterisks to indicate that additional regional information and interactive data will be available online in the winter of 2019-2020 at 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

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. 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 to view the regional analysis insert and interactive data maps.

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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.1 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,

1Latinx describes a person of Latin American origin or descent (used as a gender-neutral or non-binary alternative to Latino or Latina).

2019 The State We’re In

JOHN A. EDWARDSON
Co-Chair, Advance Illinois

MARIN GJAJA
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).
More Illinois students are graduating high school and Illinois exceeds the national average in student academic equity in state rankings. 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 4th-grade reading and 8th-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.

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. 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 4th-grade reading and 8th-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.

WHERE ILLINOIS NEEDS TO GO BY 2025
Illinois aims to ensure that 60 percent of adults attain a postsecondary degree or credential by 2025.

30% Postsecondary Completion
38% College- and Career-Readiness
83% High School Graduation Rate
36% 8th Grade Math
35% 4th Grade Reading
26% Kindergarten Readiness
43% Adults with Postsecondary Degrees
45% 2013
36% 2018

How Illinois ranks

Early Education

K-12

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. 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.

EXECUTIVE SUMMARY

Advance Illinois

6 percent of Illinois adults are estimated to have a non-degree credential, or a certificate in 2018. We chose to only include adults with degrees in order to estimate the percent of adults with a non-degree credential. In 2018, 43% of Illinois residents have a postsecondary credential. By 2025, Illinois aims to ensure that 60 percent of adults attain a postsecondary degree or credential by 2025.

** This metric only includes adults with associates degrees or higher.
*These measures reflect a starting point in 9 years for a total of 51 percent of adults with a postsecondary degree or certification.

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. 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.

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 Latino students in 8th-grade math and reading proficiency in the last 10 years, with their growth in proficiency outperforming most other states' Latino student populations and contributing to Illinois' overall progress in these areas. Yet, the progress is uneven. Overall improvement on 4th-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.

EXECUTIVE SUMMARY

Annual Wages Rise and Unemployment Rate Drops with Education

<table>
<thead>
<tr>
<th>Education Type</th>
<th>2013</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than high school graduate</td>
<td>$24,957</td>
<td>$31,161</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>$36,756</td>
<td>$56,643</td>
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<td>Some college or associate's degree</td>
<td>$56,643</td>
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<tr>
<td>Bachelor's degree</td>
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<td>$88,000</td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>$88,000</td>
<td>$100,000</td>
</tr>
</tbody>
</table>

SOURCE: AMERICAN COMMUNITY SURVEY 1-YEAR ESTIMATES, 2017

Unemployment Rate, 2017

<table>
<thead>
<tr>
<th>Category</th>
<th>2013</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Not Available</em></td>
<td><em>Not Available</em></td>
<td><em>Not Available</em></td>
</tr>
</tbody>
</table>

Median 12 month earnings, 2017

The State We're In

2019
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.

Illinois must meet the needs of all learners.

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.

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

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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 (24th) 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.

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.
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. 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 45th in the nation for state per-pupil funding. (When you consider state and local per-pupil funding, Illinois ranks 47th in the nation.) The implications of this underinvestment are felt deeply. In 2017, Illinois ranked 45th 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. With it came a noticeable hike in state per-pupil spending to $7,503 in 2017, moving Illinois to 24th in the nation. When local funding is factored in, per-pupil spending soars to $17,090, putting Illinois in 11th place.

The implications of this underinvestment are felt deeply for state per-pupil funding. (When you consider state and local per-pupil funding, Illinois ranks 47th in the nation.

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.

K-12 spending has made real progress.

Funding of public K-12 represents a stark and positive contrast. In 2007, Illinois ranked 45th 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.

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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. 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. Illinois boasts the fifth largest economy 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. 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, 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. 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 4th grade reading and 8th grade math begin to take root much earlier—during a child’s first and most formative years. 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.

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. 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 3rd and 8th 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 8th grade (or thereabouts). 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—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. 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. Bilingual preschool: a world of unknowns.

Bilingual preschool: a world of unknowns.

In Illinois, only 21 percent of students who attend state-funded pre-kindergarten are in full-day programs. 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. 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.
Student growth outpaces the nation, but gaps persist and proficiency lags.

On average, Illinois students achieved just over five years of academic growth between 3rd and 8th 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 6th in the nation, and 5.06 years of growth in reading, placing us 8th 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 8th 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 20th for the percentage of districts that exceed the national average in math (38 percent) and reading (40 percent).

Despite notable student growth, more work remains to ensure all students graduate college- and career-ready.
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.

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

Years of Academic Growth Between 3rd-8th Grade, by District (in years)

GRADE LEVELS
- 6.5 GRADES OF GROWTH
- 4.8 GRADES OF GROWTH
- 5.4 GRADES OF GROWTH
- 4.4 GRADES OF GROWTH

Proficiency below grade level*

5.0 EXPECTED GRADES OF GROWTH

*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 4th grade is a powerful predictor of future success and lifelong earning potential. Students who do not achieve reading proficiency before entering 4th grade face a greater risk of dropping out of school entirely. On this front, there has been modest progress. In 2017, 35 percent of Illinois 4th 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 4th 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 4th 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 4th 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 30th in the nation.

Real progress, however, can be seen in the higher grades. Between 2007 and 2017, 8th grade reading proficiency rose from 30 percent (29th in the nation) to 36 percent (24th nationally). In 8th 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.

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. Put differently, 87 percent of Illinois 9th 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.

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.

Research has demonstrated that accessing these classes improves student outcomes and persistence in high school and college. 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 13th 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.

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

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

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High School Graduation Rates, 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.45

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.46 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.47

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**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,48 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.49 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 dropout rates portend high dropout rates.49

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**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.59

---

**DEMOGRAPHIC GAP PERSISTS BETWEEN TEACHERS, STUDENTS**

**Student-Teacher Diversity Gap**

<table>
<thead>
<tr>
<th>Year</th>
<th>Black</th>
<th>Latinx</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>2018</td>
<td>5%</td>
<td>6%</td>
</tr>
</tbody>
</table>

**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,56 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.57

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**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. College graduates also are far more likely to be employed and escape poverty, studies show.

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.

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.

Overall enrollment at Illinois institutions of higher education is down across all sectors—from roughly 896,000 in 2009 to 747,000 in 2017. 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.

<table>
<thead>
<tr>
<th>COMPLETION RATES* BY SECTOR AND RACE, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
</tr>
<tr>
<td>Community College</td>
</tr>
<tr>
<td>4-Year Public Universities</td>
</tr>
<tr>
<td>4-Year Private NFP Institutions</td>
</tr>
<tr>
<td>4-Year Private FP Institutions</td>
</tr>
</tbody>
</table>

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

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

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 4th in the nation. Among public four-year institutions, 8 out of every 10 Illinois students returned for their second year of study.

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.

### Chart: Freshman Remediation Rates Over Time

**Illinois Community College Remediation Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>All</th>
<th>Math</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>49%</td>
<td>41%</td>
<td>16%</td>
</tr>
<tr>
<td>2014</td>
<td>49%</td>
<td>41%</td>
<td>17%</td>
</tr>
<tr>
<td>2015</td>
<td>46%</td>
<td>38%</td>
<td>15%</td>
</tr>
<tr>
<td>2016</td>
<td>37%</td>
<td>37%</td>
<td>14%</td>
</tr>
</tbody>
</table>


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

### Chart: Postsecondary Student Learning Outcomes

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Less than HS</th>
<th>HS or GED</th>
<th>Some College, No Degree</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Master+</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>11%</td>
<td>13%</td>
<td>8%</td>
<td>5%</td>
<td>16%</td>
<td>4%</td>
</tr>
<tr>
<td>2017</td>
<td>11%</td>
<td>11%</td>
<td>9%</td>
<td>1%</td>
<td>16%</td>
<td>4%</td>
</tr>
</tbody>
</table>


**Per centage Point Increase**

<table>
<thead>
<tr>
<th>Group</th>
<th>2000</th>
<th>2017</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>10%</td>
<td>11%</td>
<td>1%</td>
</tr>
<tr>
<td>Latinx</td>
<td>10%</td>
<td>11%</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>10%</td>
<td>9%</td>
<td>-1%</td>
</tr>
</tbody>
</table>

Attainment levels are rising across all groups, but gaps between black and Latinx students and their white peers are widening.
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 percent 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
- Waubonsie Community College
- Wilbur Wright College

The inaugural report of ILEA’s efforts will be released in 2020. For more information visit 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?

<table>
<thead>
<tr>
<th>HISTORICAL</th>
<th>2019</th>
<th>2017</th>
<th>EQUITY GAP PERFORMANCE BY SUBGROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WHITE</td>
<td>BLACK</td>
<td>ASIAN</td>
</tr>
<tr>
<td>IA Children demonstrating readiness in all 3 Areas</td>
<td>26%</td>
<td>32%</td>
<td>22%</td>
</tr>
<tr>
<td>IB Children demonstrating readiness in social &amp; emotional development</td>
<td>83%</td>
<td>84%</td>
<td>82%</td>
</tr>
<tr>
<td>1C Children demonstrating readiness in language &amp; literacy</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>1D Children demonstrating readiness in math</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>1E Children not ready in any of 3 developmental areas</td>
<td>39%</td>
<td>41%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Learning Conditions

Do Illinois children have access to preschool?

<table>
<thead>
<tr>
<th>ILLINOIS</th>
<th>NATIONAL COMPARISON</th>
<th>EQUITY GAP PERFORMANCE BY SUBGROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A # of 3- and 4-year-old children enrolled in the Illinois Children Assistance Program (CCAP)</td>
<td>29,865</td>
<td>30,104</td>
</tr>
<tr>
<td>1B % of 3- and 4-year-old children under 165% FPL enrolled in CCAP</td>
<td>23%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Do Illinois children have access to affordable childcare?

Are young children in Illinois being taught in quality environments?

<table>
<thead>
<tr>
<th>ILLINOIS</th>
<th>NATIONAL COMPARISON</th>
<th>EQUITY GAP PERFORMANCE BY SUBGROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A % of 3- and 4-year-olds at 100% FPL served by state funded preschool (PFA)</td>
<td>59%</td>
<td>57%</td>
</tr>
<tr>
<td>1B % of 3- and 4-year-olds at 100% FPL served by federally funded preschool (FFP)</td>
<td>59%</td>
<td>57%</td>
</tr>
<tr>
<td>1C % of 3- and 4-year-old English Learners who are receiving bilingual services</td>
<td>Data Unavailable</td>
<td>Data Unavailable</td>
</tr>
</tbody>
</table>

Outcomes

Are Illinois 4th graders meeting standards?

<table>
<thead>
<tr>
<th>ILLINOIS</th>
<th>NATIONAL COMPARISON</th>
<th>EQUITY GAP PERFORMANCE BY SUBGROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA NAEP 4th Grade Reading – % of students scoring a proficient or higher</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>IB NAEP 4th Grade Math – % of students scoring a proficient or higher</td>
<td>35%</td>
<td>37%</td>
</tr>
</tbody>
</table>
### Are Illinois 8th graders meeting standards?

<table>
<thead>
<tr>
<th>Illinois</th>
<th>National Comparison</th>
<th>Equity Gap: Performance by Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2008-9 to 2011-14</td>
</tr>
<tr>
<td>IA</td>
<td>Years of growth in Math between 3rd to 8th Grade</td>
<td>2017</td>
</tr>
<tr>
<td>IA</td>
<td>Years of growth in Reading between 3rd to 8th Grade</td>
<td>2017</td>
</tr>
<tr>
<td>IA</td>
<td>% of IL districts growing students at a rate higher than the national average, in Math</td>
<td>2017</td>
</tr>
<tr>
<td>IA</td>
<td>% of IL districts growing students at a rate higher than the national average, in Reading</td>
<td>2017</td>
</tr>
</tbody>
</table>

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

### How does student growth vary across the state?

<table>
<thead>
<tr>
<th>Illinois</th>
<th>National Comparison</th>
<th>Equity Gap: Performance by Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>Average statewide student growth percentile by subgroup, Math</td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>% of schools with growth &gt;15 GPF for each subgroup, ELA</td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>% of schools with growth &gt;15 GPF for each subgroup, Math</td>
<td>2017</td>
</tr>
</tbody>
</table>

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

### Are Illinois freshmen on-track to graduate high school?

<table>
<thead>
<tr>
<th>Illinois</th>
<th>National Comparison</th>
<th>Equity Gap: Performance by Subgroup</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>% of IL students taking AP coursework</td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>% of IL students taking Dual Credit courses</td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>% of IL students earning Early College courses</td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>% of IL students earning AP coursework</td>
<td>2017</td>
</tr>
<tr>
<td></td>
<td>% of IL students earning Dual Credit</td>
<td>2017</td>
</tr>
</tbody>
</table>

*Data available beginning in 2022*
Learning Conditions

Are Illinois districts adequately and equitably funded?*  

<table>
<thead>
<tr>
<th>FY20</th>
<th>FY19</th>
<th>FY18</th>
</tr>
</thead>
<tbody>
<tr>
<td>30A</td>
<td># districts &gt;60% adequacy</td>
<td>34</td>
</tr>
<tr>
<td>30B</td>
<td># districts &gt;70% adequacy</td>
<td>294</td>
</tr>
<tr>
<td>31</td>
<td>Dollars per low-income student: Dollars per non-low-income student</td>
<td>0.95</td>
</tr>
</tbody>
</table>

*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?

**SESSSENTIALS**

<table>
<thead>
<tr>
<th>GRADUATING CLASS</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>% of schools with at least 3 strong or strongest areas on the 5Essentials</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>33A</td>
<td>% of schools with strong or strongest implementation of Effective Leaders</td>
<td>25%</td>
<td>23%</td>
</tr>
<tr>
<td>33B</td>
<td>% of schools with strong or strongest implementation of Collaborative Teachers</td>
<td>28%</td>
<td>34%</td>
</tr>
<tr>
<td>33C</td>
<td>% of schools with strong or strongest implementation of Informed Families</td>
<td>37%</td>
<td>32%</td>
</tr>
<tr>
<td>33D</td>
<td>% of schools with strong or strongest implementation of Supportive Environment</td>
<td>48%</td>
<td>30%</td>
</tr>
<tr>
<td>33E</td>
<td>% of schools with strong or strongest implementation of Ambitious Instruction</td>
<td>52%</td>
<td>59%</td>
</tr>
</tbody>
</table>

| 34 | Chronic Truancy | 11% | 10% | 9% |
| 35 | Minimum Instructional Hours | 880 | 880 | 880 |
| 36 | Teacher Retention Rate | 85% | 86% | 86% |
| 37A | % of students with 1 or more out-of-school suspensions | 2% | 4% | 4% |
| 37B | K-12 White Girls | 21% | 19% | 19% |
| 37C | K-12 Black Boys | 15% | 21% | 21% |
| 37D | K-12 Latina Girls | 3% | 4% | 4% |
| 37E | K-12 Latino Girls | 3% | 4% | 4% |

Do schools have sufficient staff to meet needs?

**STUDENT-TEACHER RATIO**

<table>
<thead>
<tr>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>38A</td>
<td>K-8th grade students per teacher</td>
<td>15.1</td>
</tr>
<tr>
<td>38B</td>
<td>9th-12th grade students per teacher</td>
<td>16.0</td>
</tr>
<tr>
<td>39A</td>
<td>K-8th grade students per counselor</td>
<td>1,290</td>
</tr>
<tr>
<td>39B</td>
<td>9th-12th grade students per counselor</td>
<td>320</td>
</tr>
</tbody>
</table>

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

**ILLOIS**

<table>
<thead>
<tr>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td># of districts that are 70% adequacy</td>
</tr>
<tr>
<td>41</td>
<td># of districts that are 80% adequacy</td>
</tr>
<tr>
<td>42</td>
<td># of newly hired teachers</td>
</tr>
<tr>
<td>43</td>
<td>Total # of teachers</td>
</tr>
</tbody>
</table>

**DATA TABLES**

**K-12**

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

**PK-12 PUBLIC SCHOOL STUDENT-TEACHER DIVERSITY**

<table>
<thead>
<tr>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>46A</td>
<td>% of students with 1 or more out-of-school suspensions</td>
</tr>
<tr>
<td>46B</td>
<td>% of students with at least 3 strong or strongest areas on the 5Essentials</td>
</tr>
</tbody>
</table>

**POSTSECONDARY**

**Outcomes**

Are Illinois students enrolling in college?

**HISTORICAL**

<table>
<thead>
<tr>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
</table>
| 48 | 12-month college enrollment of high school graduates | 76% | 71% | 73%
| 49 | 12-month college enrollment of high school graduates | 75% | 68% | 69% |
| 50 | Immediate college enrollment of high school graduates | 82% | 60% | 61% | 65% | 32% |

*Unavailable in ISBE Supply & Demand Reports

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

**CURRENT DEMOGRAPHICS**

**ILLOIS**

<table>
<thead>
<tr>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>47A</td>
<td>% of students with 1 or more out-of-school suspensions</td>
</tr>
<tr>
<td>47B</td>
<td>% of students with at least 3 strong or strongest areas on the 5Essentials</td>
</tr>
</tbody>
</table>

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

**LEADING COMPAREABLE STATE**

<table>
<thead>
<tr>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>48A</td>
<td>% of students with 1 or more out-of-school suspensions</td>
</tr>
<tr>
<td>48B</td>
<td>% of students with at least 3 strong or strongest areas on the 5Essentials</td>
</tr>
</tbody>
</table>
Are Illinois higher education institutions retaining students past freshman year?

<table>
<thead>
<tr>
<th>HISTORICAL</th>
<th>NATIONAL COMPARISON</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2018</td>
</tr>
<tr>
<td>EQA</td>
<td>GAP</td>
</tr>
<tr>
<td>56%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Are Illinois college students completing college at any institution?

<table>
<thead>
<tr>
<th>HISTORICAL</th>
<th>NATIONAL COMPARISON</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2018</td>
</tr>
<tr>
<td>EQA</td>
<td>GAP</td>
</tr>
<tr>
<td>44%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Are Illinois higher education institutions graduating their students?

<table>
<thead>
<tr>
<th>HISTORICAL</th>
<th>NATIONAL COMPARISON</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>2018</td>
</tr>
<tr>
<td>EQA</td>
<td>GAP</td>
</tr>
<tr>
<td>67%</td>
<td>63%</td>
</tr>
</tbody>
</table>

METRIC DEFINITIONS

**Early Childhood Outcomes**


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, ExceleRate Illinois, Quality Compendium Program, and Preschool for All programs.

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


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: 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.


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


24. Percentage of states meeting college-readiness benchmarks on SAT/ACT. Illinois matches the SAT/ACT college-readiness benchmarks. In 2018, this metric refers to the percentage of students who met 3-1 ACT benchmarks. In 2019 and moving forward, this statistic will only report on states that meet both of the 2 SAT benchmarks. Source: 2018 Illinois SAT Score of Asymmetrically Distributed (State); 2018 Illinois SAT Score of Asymmetrically Distributed (State); 2018 Illinois SAT Score of Asymmetrically Distributed (State).

25. Number of students who received the Seal of Biliteracy. The Seal of Biliteracy is an award given by the state to recognize in 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 SY15-16.


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 metric measures the percentage of incoming students who are on track for school. Source: Illinois State Board of Education, Report Card Data Library, Illinois Report Card Trend Data 2018.


30. Number of districts. The number of districts < % of Funding Adequacy. Source: Illinois Early Childhood Data Archive, IPUMS USA, American Community Survey 1-year estimates, 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: Illinois State Board of Education, “Minimum number of days or hours per school year,” April 2018.


42. 5-year normative completion rate at Illinois institutions. Graduation rate within 5 years of enrollment after three years for two-year institutions and within six years for four-year institutions. Graduation rates at two-year colleges include students who earned an associate’s degree or another level or degree 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. Source: National Center for Education Statistics, Integrated Postsecondary Education System, 2007, 2013, 2015.

Learning Conditions


Notes

1 For performance gaps by race, we compare Illinois to a subset of states that have a similar proportion of African American students (covering at least the bottom 20 percent of all students by race or at least the top 20 percent of all students by race). To identify the states in this group and similar states in the performance gap studies, we used the following method. We first selected states with the largest percentage of African American students in the state. We then selected similar states using two measures: (1) proximity to the mean of the percentage of African American students in the state, and (2) proximity to the mean of the percentage of students with a family income of less than 200 percent of poverty. The states selected are: Illinois, Texas, Georgia, North Carolina, and Florida. For each measure, we ranked the states and selected the states with the highest scores. We then compared the selected states in the performance gap studies to the states we selected using the same measures. We then compared the selected states in the performance gap studies to the states we selected using the same measures. We then compared the selected states in the performance gap studies to the states we selected using the same measures.

2 We also examined the relationship between State Appropriation Support (SAS) and Tuition (TUR) using the same methodology. SAS is the state’s share of total institutional revenue, and TUR is the total revenue of the institution. We used a scatterplot to visualize the relationship between SAS and TUR. We then used a linear regression to model the relationship between SAS and TUR. We found that the relationship between SAS and TUR was significant and that the coefficient was positive. The coefficient indicates that as SAS increases, TUR also increases. This suggests that states that provide more funding to higher education institutions also have higher tuition.

3 Although monetary aid programs (MAP) funding has recently increased, the awards are insufficient to cover all states students and only cover a portion of costs. In 2018, fewer than 45 percent of students eligible for MAP grants received an award.

Acknowledgments

We would like to acknowledge the guidance of The State We’re In 2019 Advisory Council, a group of education experts from across Illinois and the U.S. who helped strengthen our analysis and crystallize our findings. We also thank T. Shaw, Taylor and The McIlvaine Group for their analytical expertise and software and Multiple Inc. for its design and data visualization talent. Special thanks to Helen Zhang, for her work and leadership on research, data analysis, and data visualization for The State We’re In 2019. Thanks also goes to Alexandra Baptist for her data and visualization support. Finally, we could not have completed the report without the invaluable research and analytical support of Tali Al-Hussein, Celeste Del Val, Dominique, Janavir, Bannye Martinez, Patrick Monaghan, Kalyan Ray-Hazemud, Esme Segfeld, and Gregory Wong.
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.