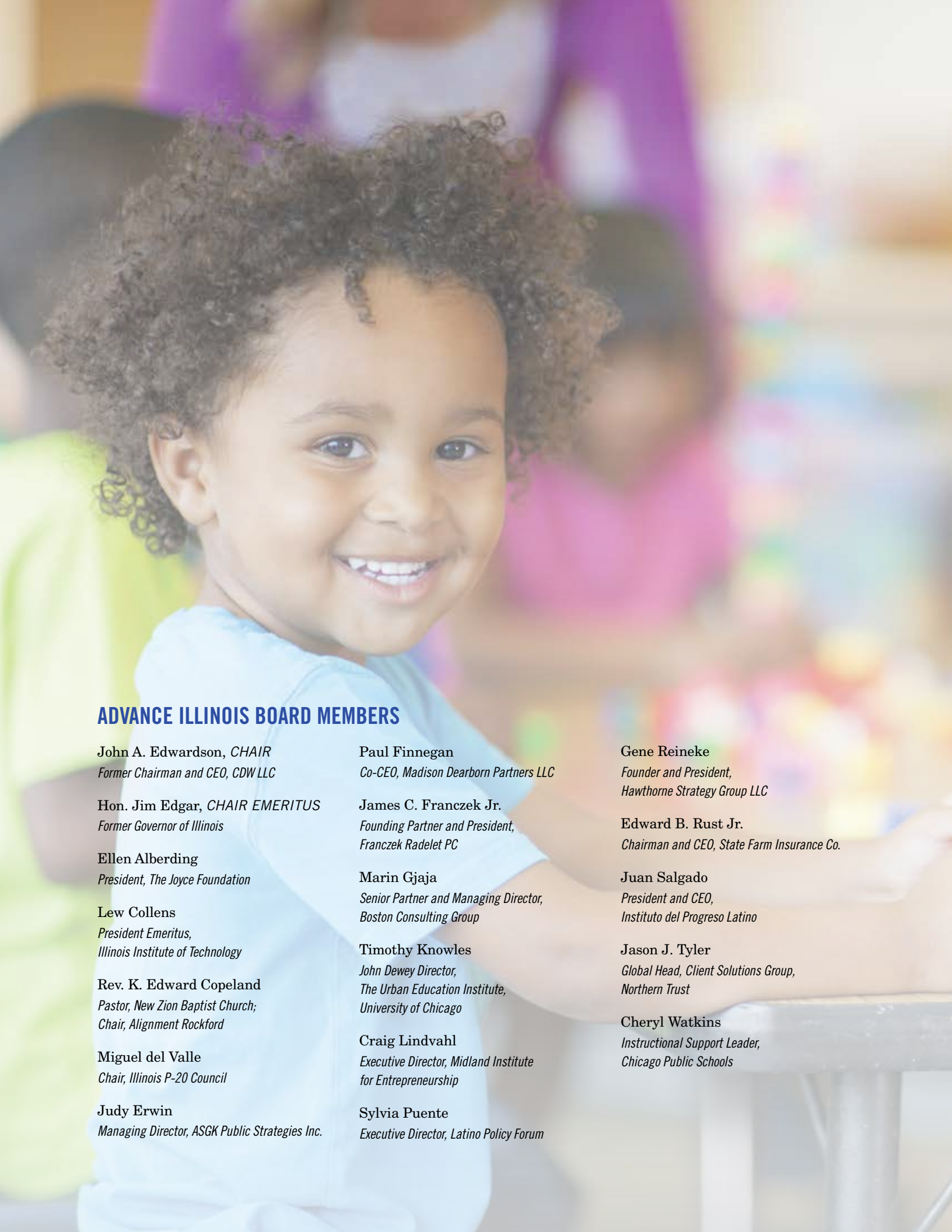
Advance
ILLINOIS

EVERY STUDENT WORLD READY

The State We're In

2014

A REPORT CARD ON PUBLIC EDUCATION IN ILLINOIS



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FOR THE MOST RECENT VERSION OF *THE STATE WE'RE IN: 2014* AND FOR OUR 2012 AND 2010 REPORTS, GO ONLINE TO **WWW.ADVANCEILLINOIS.ORG**

Letter to Illinois Residents

FELLOW ILLINOISANS:

Now more than ever, all Illinois children need an excellent education to ensure their success in life. At a time when the middle class is shrinking and global competition is growing, a college degree continues to offer both shelter from economic hardship and a ticket to upward mobility.

That's why Illinois leaders have set an ambitious goal: 60 percent of working adults in our state will hold a high-quality college credential by 2025. This is the North Star that guides our efforts to improve state education at all levels: early education, K-12 and postsecondary.

Despite the lingering recession and diminished education resources, Illinois has taken steps toward this goal. By adopting the Common Core State Standards, teachers are guiding students to understand subjects more deeply, solve more complex problems and gain real-life skills in communication and collaboration. New evaluation systems can help principals and teachers more deeply reflect on their own practices; the state is strengthening its efforts to support chronically struggling districts and schools and parents have access to better information than ever before.

Slowly, the state is making progress. Elementary students have made small gains in reading and math. High schools are offering more college-level coursework, and students are stepping up to the new demands. And, our state is graduating more students—and more diverse students—than ever before.

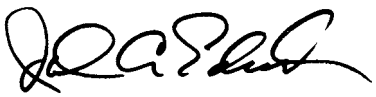
Illinois schools are taking these steps despite changing demographics and budget cuts. Since 2004, schools outside Chicago have seen dramatic increases in the numbers of English-language learners they serve. Statewide, the income achievement gap is large and growing. Half of Illinois public school students now come from low-income families, an all-time high. And our state's investment in education—from preschool through postsecondary—is dwindling. Our progress in this context is a credit to the hard work of our school leaders, teachers, students and families.

Yet it is clear that we have more work to do. In an era when competition is national and international, other states are outpacing us in many areas. Especially troubling, we are not yet on track to meet our college completion goals. In terms of college affordability, Illinois ranks 47th among the states, a fact that hurts both enrollment and persistence among college students.

By taking a hard look at the state we're in—not just our students' achievement on tests, but also the quality of their learning experiences and the resources that support them—Illinois can identify the best ways to accelerate progress.

We recognize that thousands of school leaders, teachers and families strive daily to prepare all students for college and careers, even as they lack critical tools and resources. We applaud and support their efforts.

It is with them in mind that we offer this report. It is a clarion call for all Illinoisans—parents and policymakers, teachers and taxpayers from all walks of life—to strengthen our public schools: one student, one school, one year at a time.



John A. Edwardson
Chair, Advance Illinois

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Navigating This Report

The State We're In: 2014 measures Illinois' educational performance from early childhood through postsecondary education. It tracks how our students have performed during the past decade and how that performance compares with students in other states. We know that improvement doesn't happen overnight. By tracking what happens to our students over time, we can continuously refine our strategies to support them.

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

We highlight performance in two ways. First, we examine six key data measures that make up the rungs of Illinois' ladder to college success, which spans preschool to postsecondary completion. They show the numbers of:

- Children starting school kindergarten-ready
- 4th-graders proficient in reading
- 8th-graders proficient in math, a critical measure of preparedness for high school
- High school students graduating college- and career-ready
- High school students enrolling in postsecondary education
- High school students persisting through postsecondary education

After showing where Illinois stands on the rungs of the ladder to college success, we examine the data supporting each rung in more detail, with special attention to changes over time, and gaps in achievement by race, ethnicity and income.

Rankings provide our second lens for viewing Illinois' educational performance. We rank how well our state's early childhood, K-12 education and postsecondary systems perform relative to other states. Beginning on Page 14, interested readers can examine the data tables for early education, K-12 and postsecondary that form the basis for our rankings.

WHAT DATA ARE PROVIDED?

To assess how well Illinois educates its students, we track 55 metrics grouped into three categories: early education, K-12 and postsecondary. These metrics not only assess student outcomes but also measure learning conditions and leading indicators that often change before student outcomes improve. Data for each metric show:

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

WHY KEEP INDICATORS WITH MISSING DATA?

Advance Illinois has chosen to present certain metrics where data is currently unavailable. We do this in order to highlight what we need to know going forward. As a state, we must understand the currently available data and know what data we need in the future to strengthen schools and improve student learning.

Illinois is working to fill knowledge gaps in a number of critical areas, including kindergarten readiness and many other key early childhood measures, growth data for K-12 students and completion rates for low-income postsecondary students. As the state continues to improve its data systems, we expect future reports will provide data for key metrics where it is currently missing.

HOW ARE RANKINGS AND GRADES ASSIGNED?

Our grades reflect how Illinois compares with other states across the nation. For each metric we track, we rank Illinois' performance against as many other states as possible. (Not every metric is tracked by every state.) We also factor in the size of achievement gaps by income into the K-12 grade.

To arrive at rankings for the three areas of our state's education system, we group metrics by early education, K-12 and postsecondary, and calculate the average ranking for each area. Then we translate our rankings by state into grades using the following scale:

A = 1st–10th

B = 11th–20th

C = 21st–30th

D = 31st–40th

F = 41st–50th

WHY DO WE COMPARE OURSELVES WITH OTHER STATES?

We realize that comparisons with other states can sometimes be misleading. For example, while Mississippi leads the nation in the proportion of its high school graduates enrolling in college, it also graduates a very low percentage of its high school students. This skews its sample of high school graduates toward high-achievers, who are more likely to enter college. However, when we averaged the three top-performing states, we found it didn't change the highest performers' results significantly. And ultimately, it is important to understand where we rank relative to our peers across the nation. In an increasingly competitive, globally oriented economy, Illinois cannot afford to be a below-average state.

WHY PROJECT COLLEGE COMPLETION RATES?

We project college completion rates to address two problems in current data measures—the absence of longitudinal data that track actual students from K-12 through postsecondary, and the limited base of students on which college graduation rates depend.

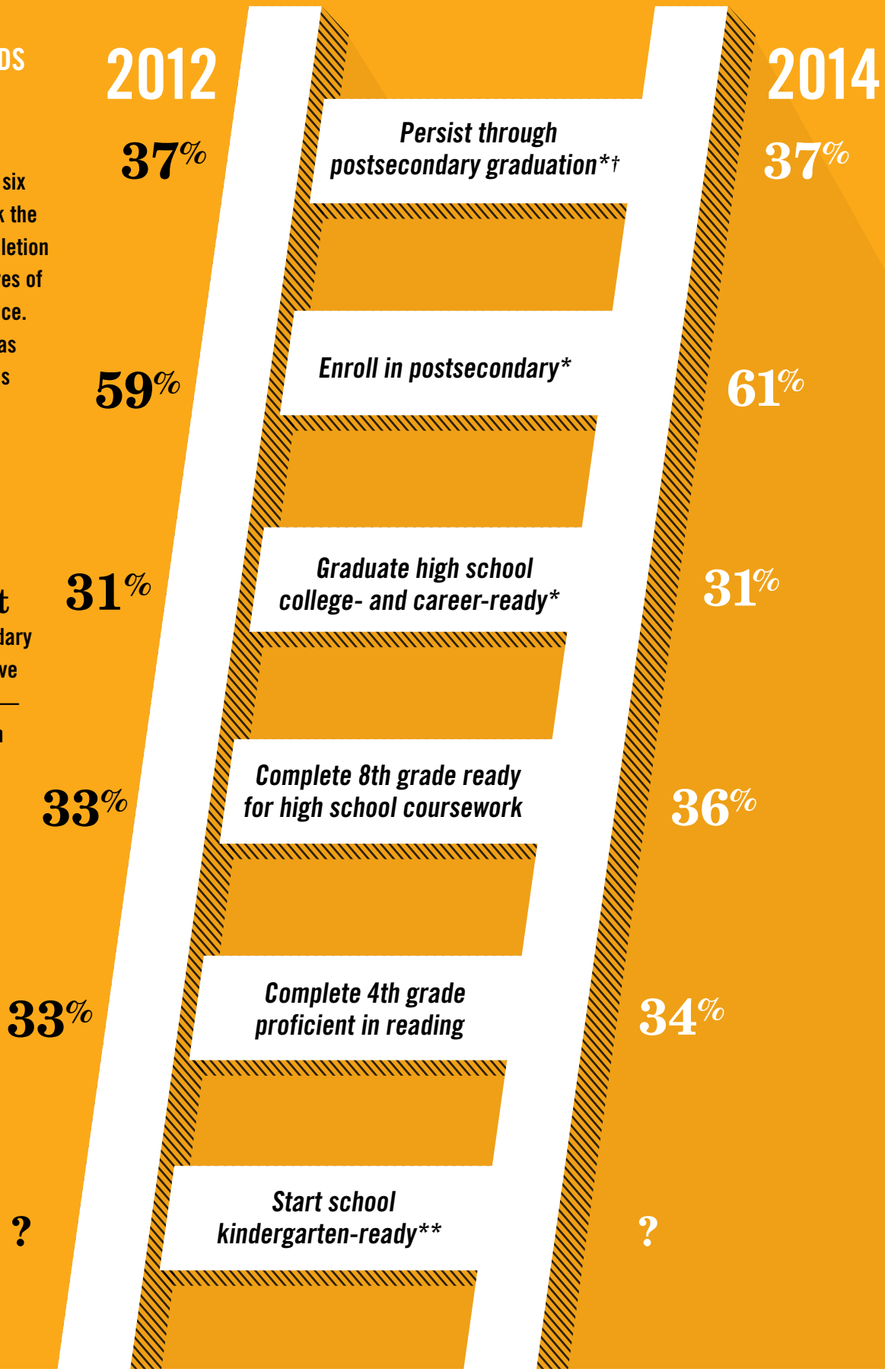
In order to account for the entire universe of potential college graduates, our projections start with a cohort of 9th-graders and use existing metrics and research analyses to project how many of them are likely to progress from the start of high school through college graduation.

WHERE ILLINOIS STANDS TODAY ON THE STEPS TO READINESS...

Our ladder to college tracks six critical milestones that mark the road to postsecondary completion and serve as critical measures of state educational performance. Compared to 2012, Illinois has strengthened many measures on the ladder.

...WHERE ILLINOIS NEEDS TO GO

By 2025, Illinois aims to ensure **60 percent** of adults attain a postsecondary credential. As a state, we have work to do to meet this goal—both by helping adults return to college and finish and by significantly increasing the number of young people who persist through postsecondary.



**Note: Illinois is piloting its Kindergarten Individual Development Survey (KIDS). When KIDS is fully implemented, data will become available for this measure.

*These measures reflect a starting point of 9th grade. That is, this reflects how a cohort of Illinois 9th-graders performs as they progress through high school, enroll in postsecondary and ultimately graduate. Because we shifted to using the high school graduation rate from the U.S. Department of Education (USDOE) in this report, we recalculated 2012 numbers with this source.

† Analysis for the top rung is a projection based upon the following sources: USDOE, 2012. Lichtenberger, Eric J. and Dietrich, Cecile; College Readiness and the Postsecondary Outcomes of Illinois High School Students, Illinois Education Research Council, 2012. Lichtenberger, Eric J. and Dietrich, Cecile; College Readiness and the Overlapping Outcomes of Community College Entrants, Illinois Education Research Council, 2012–13. Calculations by Eric J. Lichtenberger, Illinois Education Research Council, Oct. 25, 2012. ACT 2012, 2014. Advance Illinois provided the analysis for this projection.

Losing Ground on Early Childhood Access

Starting school kindergarten-ready is critical to climbing the ladder to college success. Achievement gaps evident in kindergarten are likely to widen by 3rd grade.[1] Unfortunately, Illinois' cuts to early education mean that children who need preschool most are starting off behind.

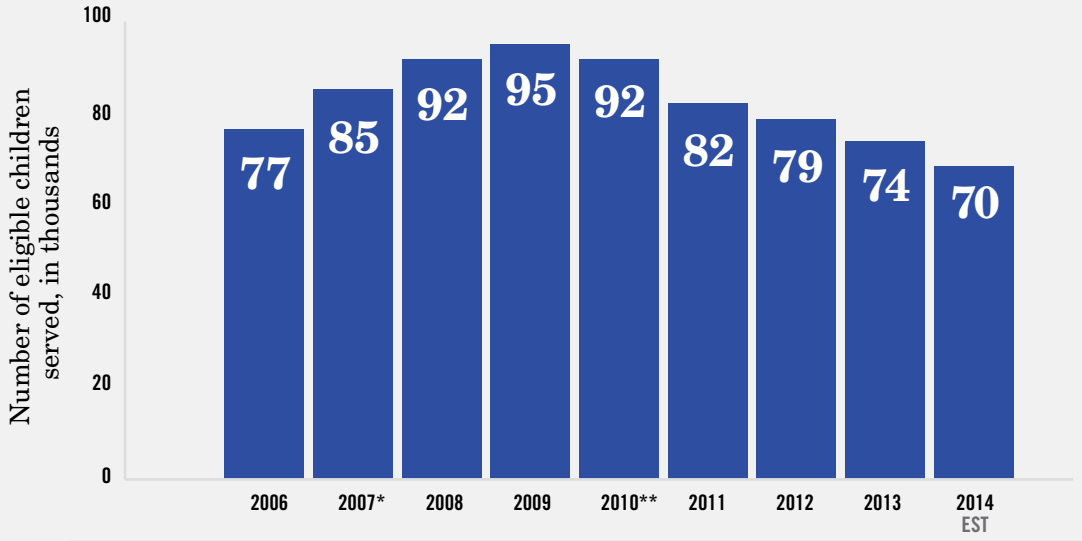
To improve educational success in both early childhood and the early elementary grades, states are increasing their efforts to determine young learners' school readiness in multiple domains: academic, social and emotional. Illinois is piloting a well-regarded measure of children's readiness for school, known as the Kindergarten Individual Development Survey, or KIDS. However, until it is in use statewide, policymakers remain in the dark as to how many of our youngest learners start school ready to succeed.

Illinois has a history of leadership in early education. Recently, our state won a federal, competitive $52 million grant to advance the quality of early learning programs. The roots of this award can be traced back to 2007, when state leaders showed vision and collaboration by creating Preschool for All—the nation's first state-level effort to offer all 3- and 4-year-olds access to early education.[2] By 2009, Illinois was serving 95,000 young children at a cost of $379 million.

But by 2014, Preschool for All served only 70,000 children, and funding had been reduced to $300 million, where it remains today. In short, we have essentially wiped out our hard-won gains in numbers of children served. *(Fig. 1)*

Moreover, when examining access to early learning, it's important to consider both how many seats are available and how much time children can spend at their preschool programs. Illinois children still lack the full-day exposure to early learning that can make a real difference in school readiness. As access to programs dwindles, our children are being doubly shortchanged.

Fig. 1. Fewer Children Served in State-Funded Preschool



Sources: Larry Joseph and David Lloyd; "The Erosion of Early Childhood Investments in Illinois" (Voices for Illinois Children: 2014).
Lisa Christensen Gee and Larry Joseph; "Disparities in Access to Preschool in Illinois" (Voices for Illinois Children: 2014).
*First year of Preschool for All (PFA) in Illinois.
**Budget cuts to PFA begin to take effect.

Despite Challenges, K-12 Education Makes Progress

Most of the milestones on a student's journey to college take place during the years of K-12 schooling: 4th-grade reading, 8th-grade math, graduating from high school and applying to college. While achievement gaps by income and race persist, Illinois has made some progress, especially in math achievement. These small gains—and notable progress in Chicago, the state's largest school district with the greatest numbers of disadvantaged students—tell us the work is difficult, but doable.

Although Illinois is implementing key reforms to help close gaps and increase overall achievement, the state's inadequate, inequitable funding system for K-12 education remains a serious obstacle.

4TH-GRADE READING INCHES UP

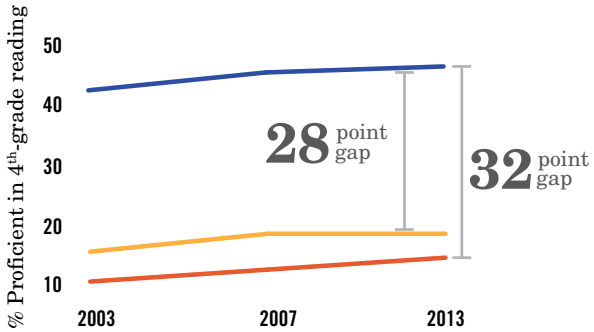
In early elementary school, teachers work to ensure all students are learning to read. But at 4th grade, an important shift takes place—teachers expect students to read proficiently and use reading as a tool to master concepts in science, social studies and even math. Mastering "reading to learn" opens the gate for young students' future success in school and in life. Three-quarters of students who read poorly in 3rd grade will remain poor readers in high school, and they are four times more likely to drop out than their peers who read well.[3] In turn, high school dropouts are nearly three times more likely to be unemployed than college graduates.[4]

Last year, one-third of Illinois students read proficiently by 4th grade, according to the National Assessment of Educational Progress (NAEP), the best measure we have for comparing student performance across states. We've inched up from where we stood 10 years ago, when 31 percent of Illinois' 4th-graders made it through this gateway.

However, our slow overall progress is coupled with persistent, pernicious gaps in achievement by race and income. While Illinois 4th-graders across demographic groups have made slight progress in reading proficiency, achievement gaps by race have not budged. *(Fig. 2)*

Importantly, over the past 50 years, parental income has become an increasingly significant factor in children's academic success.[5] Today, family income is as strong a predictor of children's achievement as race.[6] Indeed, Illinois data show wide gaps in achievement by income within all racial/ethnic groups. *(Fig. 2)*

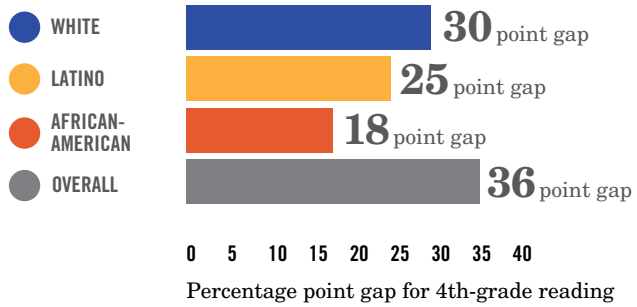
Fig. 2. Racial Gaps Persist in Reading Achievement



Source: NAEP 2003 to 2013

...And Poverty Matters Across Racial Groups

Percentage point gap between low-income and non-low-income students within select racial groups



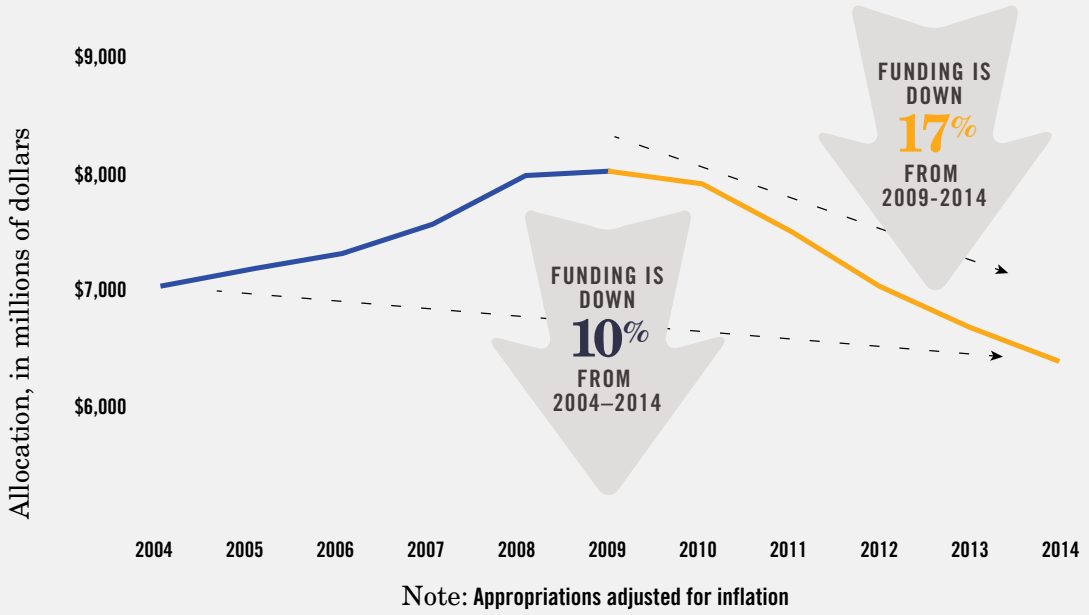
Source: NAEP 2013

Supporting K-12 Students, Schools: A Matter of Principle and Necessity

Illinois is notorious for its inadequate, inequitable method of funding its public, K-12 schools.[7] Our state contributes just a quarter of the total amount spent on public education.[8] Other states, on average, cover close to half the total expenditure.[9]

For the past decade, per-pupil spending on education has fallen short of the level recommended by the state's independent Education Finance Advisory Board (EFAB).[10] The gap between EFAB's recommended per-pupil foundation level and the state's enacted foundation level now stands at more than $2,500 per pupil.[11] Even worse, Illinois has cut funding by nearly 17 percent, or $1.4 billion in inflation-adjusted dollars. *(Fig. 3)*

Fig. 3. Illinois Falls Further Behind on Investment in Education



Note: **Appropriations adjusted for inflation**

Sources: Education Funding Advisory Board; Illinois State Board of Education

As a result of these cuts, the General Assembly has not fully funded its own foundation level—$6,119 per pupil—which is itself far less than what state experts say schools need to serve all students well. And because they are most dependent on state support, funding cuts have disproportionately hurt those districts that serve our most vulnerable students. This is happening in a state that in 2012 earned a grade of "F" from the Education Law Center for its method of funding schools.[12]

Money alone cannot close the achievement gap—on that the research is clear.[13] Nationally, however, states that have chosen to invest deeply and equitably in education have risen to the top in overall performance.[14] Illinois' current funding system is neither adequate nor equitable—a problem that is crippling our ability to meet student needs.

ON THE WEB:
Learn more about how school funding cuts hurt the poorest districts most

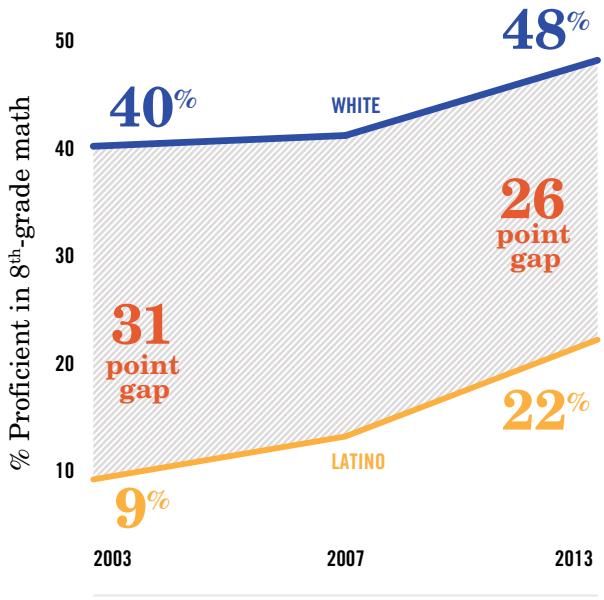
8TH-GRADE MATH IMPROVES, ESPECIALLY FOR LOW-INCOME STUDENTS

To be fully prepared for high school, 8th-graders need solid math skills. Mathematical knowledge is fundamental to physics, computer science and other challenging high school coursework. According to NAEP data, last year 36 percent of Illinois 8th-graders were proficient in math, meaning they had full mastery of arithmetic and some understanding of algebra, geometry and statistics.

Math performance by Illinois' 8th-graders has improved across the board over the decade. In just the past two years, Illinois students have jumped five spots in state rankings. Given our growing number of low-income students, this is especially good news.

As importantly, over the past decade, the math proficiency gap between white and Latino students has narrowed by five percentage points. *(Fig. 4)* Given the growth in Latino school-age population, this is significant and encouraging and should inform future practice.

Fig 4. White/Latino Math Gap Narrows



Source: Advance Illinois analysis of NAEP data

ON THE WEB:
Learn more about Illinois Latinos' educational progress

What does math proficiency look like?

The National Assessment of Educational Progress, or NAEP, is the largest continuing assessment of what U.S. students know and can do in various academic subjects.[15] A nationally representative sample of students takes tests that change little over time, providing valid comparisons across time and state borders.[16] The 8th-grade math assessment measures student mastery of five broad topics: number properties and operations, measurement, data analysis/statistics/probability, geometry, and algebra.[17]

The following question is one that proficient students were likely to answer correctly.

Sample 8th-Grade Math Question

In the past year and a half, Alfred's dog gained an average of a pound each month. Today, Alfred's dog weighs 75.5 pounds. How much did the dog weigh a year and a half ago?

A 57.5 lbs **B** 71.0 lbs **C** 71.5 lbs
D 74.0 lbs **E** 79.5 lbs

Answer: A

Source: http://nces.ed.gov/nationsreportcard/pdf/demo_booklet/2013_SQ_M_R_g8.pdf

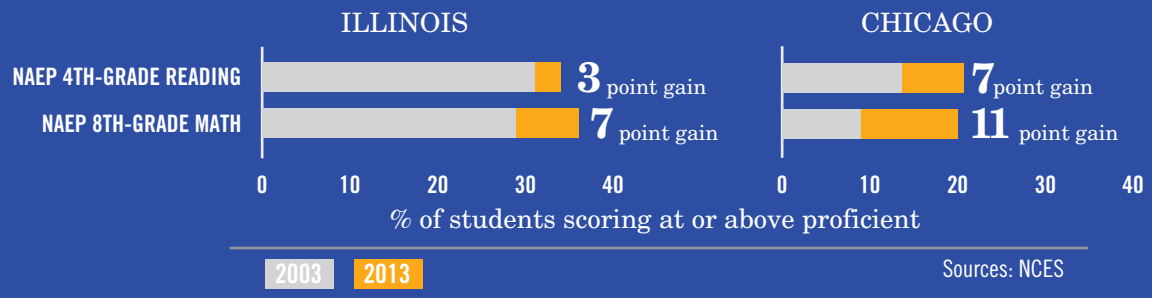
Chicago Makes Outsized Gains

Chicago Public Schools is Illinois' largest district and serves roughly one-third of the state's low-income students. As a result, its outcomes have an outsized impact on the state's overall performance. While Chicago still has much to do to boost student performance, it has made notable progress raising achievement and graduation rates over the past decade. In fact, during this period, Chicago's gains have outpaced state gains.

CHICAGO ACHIEVEMENT ACCELERATES

Long-term trends suggest that the district's efforts to improve the quality of elementary instruction have paid off. Over the past decade, the number of Chicago 4th-graders demonstrating proficiency in reading increased by half. Meanwhile, the district more than doubled the number of 8th-graders demonstrating proficiency in math. *(Fig. 5)*

Fig. 5. Comparison of Chicago and Illinois Achievement Gains



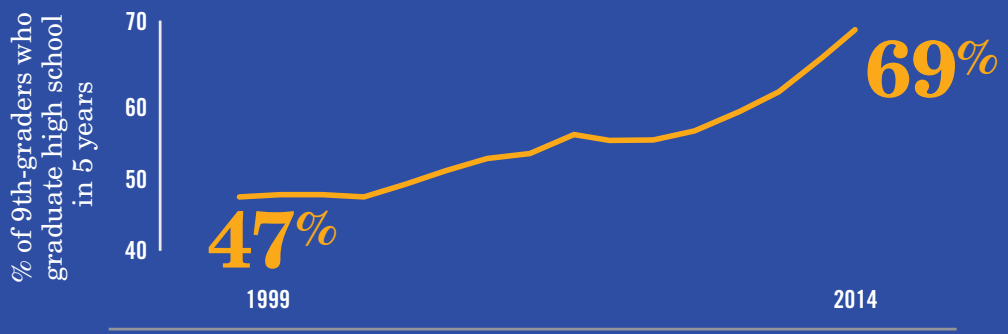
WORKING SMARTER RAISES CHICAGO'S GRADUATION RATE

Ten years ago, less than half of Chicago's public high school students earned a diploma. Like many large urban districts, Chicago tried many tactics to raise its graduation rates, without success. However, by the mid-2000s, researchers from the University of Chicago's Consortium on Chicago School Research had determined that students who completed a successful freshman year in high school were much more likely to graduate.[18]

This finding allowed principals, teachers and counselors to focus intensively on the freshman year. Close monitoring of data and quick individual interventions helped thousands of students stay on track and graduate—where previously they would have fallen through the cracks.[19] By 2013, more than two-thirds of the Chicago Public Schools senior class graduated, an increase of 22 percentage points from a decade earlier.[20] *(Fig. 6)*

This remarkable success shows that when district and school leaders attack persistent problems strategically, guided by research, data and best practices, they can make headway.

Fig. 6. Chicago's Graduation Rate Increases to All-time High

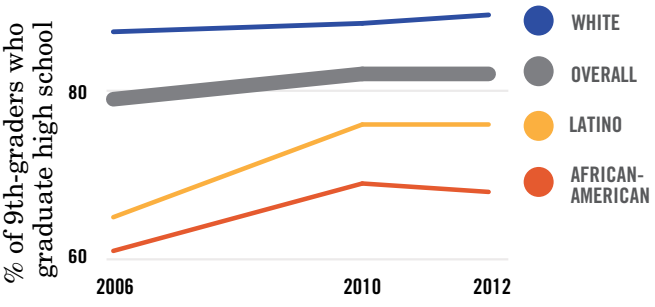


Source: Chicago Public Schools data provided by the Consortium on Chicago School Research

MORE HIGH SCHOOLERS GRADUATE, BUT TOO FEW ARE COLLEGE-READY

Thanks to the hard work of educators, parents, students and community supporters, more Illinois students—and more Illinois students of all backgrounds—are graduating from high school. Federal estimates show more than eight of every 10 Illinois students graduated from high school in 2012. That's cause to celebrate. *(Fig. 7)*

Fig. 7. High School Graduation Rates by Race



Note: **Data source changed between 2010 and 2012**

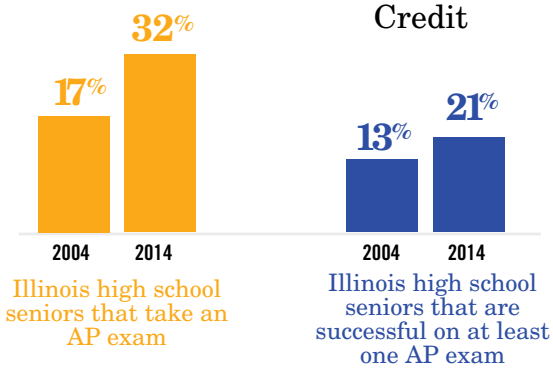
Source: Department of Education

Among the 12 states that require the ACT for all students, Illinois leads in both high school graduation and college readiness. The majority—about 60 percent—of Illinois students are graduating career-ready as measured by ACT's WorkKeys, up slightly from prior years.[21] But the share of college-ready Illinois graduates is holding steady, not growing.[22] To take the next step forward, we must expand our pool of college-ready graduates.

Research indicates that students who meet three or more ACT College Readiness benchmarks have a better than 75-percent chance of earning a postsecondary degree.[23] But with just one-third of graduates meeting three or more benchmarks, Illinois' college readiness has not improved since 2012.

That said, over the past decade, more high school students also enrolled in challenging coursework and saw success. For example, the Advanced Placement (AP) program offers college-level coursework in high school. Students who earn a score of 3 or higher on AP exams can earn college credit for their work.[24] More Illinois students than ever before are taking AP courses and earning high-enough scores to qualify for college credit. Among the states, Illinois ranks 16th for its students' participation in AP courses, and 13th in the number of students scoring high enough to earn college credit. *(Fig. 8)*

Fig. 8. More High School Students Take College-Level Courses ...and Earn Credit



Source: College Board

Many Students Start College, But Too Few Finish

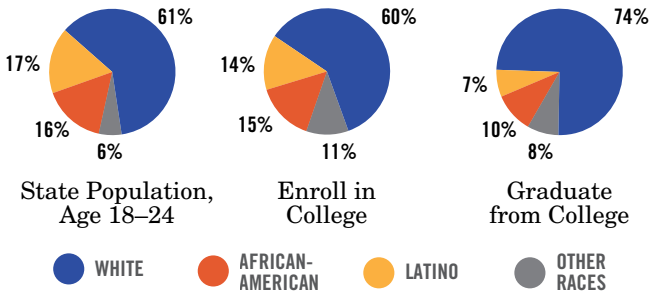
The research is clear that education beyond high school is no longer optional. But there's a cruel irony in play. Just as young people are getting the message they need a postsecondary credential, rising costs and other factors are impeding completion.

How successful are Illinois' college students at persisting to completion? The answer: we don't really know. We currently lack the complete picture of students' progress and outcomes through higher education. Most measures of postsecondary student outcomes track only first-time students enrolled full time. But part-time, late-start and transfer students make up more than half of the undergraduate population.[25]

Given these challenges, it is likely that current graduation rates underreport the number of students earning postsecondary credentials. Until our data systems can fully capture the realities our postsecondary students are facing—working while attending school part-time, transferring from one college to another or stopping and starting classes as life circumstances dictate—we won't have a complete record of their outcomes.

Even without the full picture, we know increasing college completion must be a top priority for Illinois. *(Fig. 9)* Both K-12 and postsecondary systems have work to do to increase college completion rates. Within K-12, strong academic preparation before college—as measured both by ACT scores and high school grades—sharply increases the chances a student will graduate.[26]

Fig. 9. Minority College Students on Par for Enrollment in Public Institutions, But Less Likely to Complete

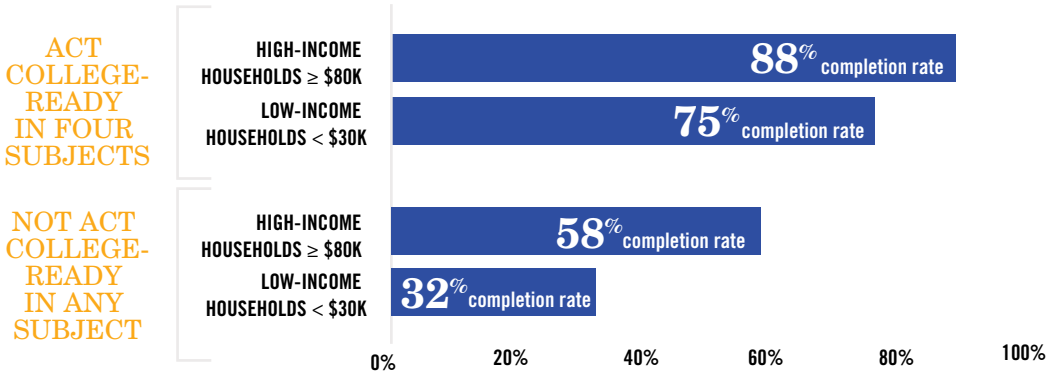


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

Source: Complete College America

Notably, low-income students are more likely to miss college-readiness benchmarks, making it harder for them to persist to completion. Income also plays a role in college completion apart from readiness on entry. Even when higher-income students miss all four college readiness benchmarks, they are still more likely to complete a bachelor's degree than low-income students. Meanwhile, low-income students who made all four college readiness benchmarks were less likely to complete than higher-income students with the same level of preparation. *(Fig. 10)*

Fig. 10. Low-Income Students Less Likely to Graduate College, Regardless of Readiness



Note: **Completion rate allows students seven years to graduate postsecondary.**

Source: Illinois Education Research Council

Factors such as college affordability and where students enroll also affect whether they persist through completion. And right now, Illinois is moving in the wrong direction. Illinois' investments in higher education—like those in early childhood and K-12—are declining. Since 2000, Illinois' inflation-adjusted spending on education has dropped by 34 percent.[27] The decrease has led to tuition increases. By 2012, students and families in Illinois were paying $6 of every $10 in college costs, compared with only $3 in 1997.[28] Currently, a family earning $50,000—near median household income for the United States—would have to pay 32 percent of its annual income for one child to attend a public, four-year university in Illinois. This figure puts us 47th among the 50 states for college affordability. *(Fig. 11)*

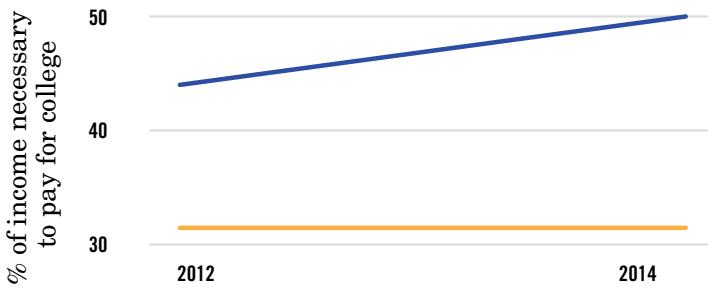
Where students enroll in college also matters for their successful completion. The Illinois Education Research Council has found that students who enroll in four-year college are more likely to complete than those in two-year college.[29] And, emerging research is examining "success colleges": two- and four-year institutions that have a track record of success with first-generation college students and underrepresented minorities. Students are more likely to persist and graduate from success colleges even when they arrive less well-prepared than average. Nationally, institutional practices that positively affect student persistence include extensive new-student orientation, strong advising, early-warning systems and learning communities where students take multiple courses together.[30]

In a state where two-thirds of jobs will soon require a high-quality college credential, Illinois needs to increase the number of adults completing degrees, and support more postsecondary students to graduate. At our current rates, not enough students are in the pipeline to meet employer demands and enjoy the benefits of higher-skilled, higher-paid work, and not enough are getting the support they need—both academic and financial—to persist to the finish line.

ON THE WEB:
Learn more about how colleges are helping students cross the finish line

Fig. 11. Illinois Struggles to Keep College Affordable

This chart shows how much of a family's income is needed to pay for one child to attend a four-year, public college in Illinois.



Sources: Average Net Cost of Tuition: IPEDS, 2012 and 2010. U.S. Census Median Household Income: U.S. Census Bureau. Federal Poverty Level: U.S. Department of Health & Human Services.

Strong Public Schools Sustain a Strong Illinois

The health of our public schools is foundational to the social and economic health of our state. And the standard required for educational health is rising.

For our children to succeed in a rapidly changing world, college—from a technical credential or associate degree to a bachelor's degree and beyond—has become a must-have. The economic power of higher education remains substantial.[31] Indeed, college graduates have been better-protected than other young workers from the recent recession and slow recovery.[32]

By 2018, two-thirds of all new and replacement jobs in Illinois will require high-quality postsecondary education .[33] This reality has prompted Illinois to set a target: by 2025, 60 percent of working adults will have completed a postsecondary credential.

But we are not on track to reach that goal. In fact, like the rest of the United States, Illinois is struggling to prepare disadvantaged children for college and to keep college affordable.[34] Although the U.S. is second in the world in the number of working adults with college degrees, the number of young Americans completing college is slipping.[35]

To increase college completion rates, we must strengthen student performance at every step, starting in early childhood. Change will not happen overnight. While the realities we face are urgent, real change takes real time.

And real change requires real investment. Prudent and strategic investment in our schools can put gas in the tank for thoughtful district leaders, principals and teachers to drive improvements in teaching and learning for all students.

Transforming our current system into one that prepares large numbers of world-ready college graduates will require the best efforts not only of students, teachers and families—but of politicians, taxpayers and leaders at all levels. Will we make the investment our students, teachers and school leaders need? We must, not just for our children's sake, but for our own.

Understanding Illinois' Education System

In addition to providing overall rankings for the three major components of Illinois' state education system, we also highlight certain individual metrics. To read more about each measure see the "Metric Definitions" starting on Page 25 of the report.

SITES

Early Education					K-12			Postsecondary		
			2014	2012		2014	2012		2014	2012
1	Number of schools	PUBLIC*	1,992	2,157	PUBLIC	3,794	3,904	PUBLIC 2-YEAR (Community Colleges)	48	48
					PUBLIC CHARTER	65 *(148 Camp-uses)*	52 *(124 Camp-uses)*	PUBLIC 4-YEAR (Universities)	12	12
		PRIVATE	DATA UNAVAILABLE		PRIVATE	1,468	1,131	PRIVATE NOT-FOR-PROFIT (NFP) (Colleges/Universities)	97	99
					PUBLIC DISTRICTS	863	868	PRIVATE FOR-PROFIT (FP) (In-State)	35	31

* Unless otherwise noted, public Early Education refers to Illinois' state-funded "Preschool for All" program and federally funded "Head Start" programs within the state. In Early Education, the "Number of schools" refers to the number of Preschool for All and Head Start sites.

ENROLLMENT

Early Education					K-12			Postsecondary		
			2014	2012		2014	2012		2014	2012
2	Population	Ages 0–4	799,019	823,269	Ages 5–17	2,239,166	2,284,809	Ages 18–24	1,248,270	1,245,918
	Enrollment	PRESCHOOL FOR ALL (State-Funded Preschool)**	75,447	83,696	PUBLIC	2,046,857	2,066,692	PUBLIC 2-YEAR (Community Colleges)	323,252	379,736
		HEAD START** (Federally Funded)	38,022	38,219	PUBLIC CHARTER	61,890	53,189	PUBLIC 4-YEAR (Universities)	148,467	152,795
		HOME VISITING** (State-Funded)	20,492	22,650	PRIVATE	218,826	241,323	PRIVATE NOT-FOR-PROFIT (NFP) (Colleges/Universities)	129,303	138,241
		HOME VISITING** (Federally Funded)	4,225	3,780						
		PRIVATE	DATA UNAVAILABLE					PRIVATE FOR-PROFIT (FP) (In-State)	54,372	79,317

** Data reflect conservative estimate of children served. Fewer children may be served because combined funding streams can lead to program double-counting and children may attend more than one program.

			Early Education		K-12		Postsecondary							
			2014	2012	2014	2012	Public 2-year		Public 4-year		Private NFP		Private FP	
							2014	2012	2014	2012	2014	2012	2014	2012
3	Enrollment profile	Male	52%*	52%*	51%	51%	43%	43%	48%	48%	42%	42%	41%	42%
		Female	48%*	48%*	49%	49%	57%	57%	52%	52%	58%	58%	59%	58%
		White	33%	33%	51%	51%	59%	57%	58%	61%	57%	58%	41%	38%
		African-American	30%	30%	18%	18%	16%	16%	13%	13%	10%	9%	26%	26%
		Latino	32%	31%	24%	23%	14%	17%	9%	8%	10%	8%	12%	11%
		Asian/Pacific Islander	2%	2%	4%	4%	4%	4%	7%	7%	7%	7%	3%	3%
		Low-Income	74%	70%	50%	48%	32%	27%	38%	32%	35%	31%	65%	61%
		Limited English-Proficient	21%	20%	10%	9%	DATA UNAVAILABLE							
		Special Education	13%	14%	14%	14%								

* Data available only for the state-funded Preschool for All program.

FUNDING

		Early Education				K-12			Postsecondary				
			2014	2012	2003		2014	2012		2014		2012	
										STATE & LOCAL	FEDERAL	STATE & LOCAL	FEDERAL
4	Government funding per pupil	PRESCHOOL FOR ALL (State-Funded Preschool)**	$3,189	$3,449	$3,049	LOCAL	$8,004	$7,162	PUBLIC 2-YR	$8,753	$3,831	$5,496	$1,919
		HEAD START** (Federally Funded)	$7,052	$8,119	$6,557	STATE	$4,896	$4,145	PUBLIC 4-YR	$7,466	$6,561	$7,603	$5,854
						FEDERAL	$1,173	$1,816	PRIVATE NFP	Total: $6,252		Total: $5,014	
5	Tuition paid per pupil	DATA UNAVAILABLE				NOT APPLICABLE			PUBLIC 2-YR	$6,591		$2,796	
									PUBLIC 4-YR	$11,206		$9,293	
									PRIVATE NFP	$19,293		$18,269	
									PRIVATE FP	U/A		U/A	
6	Instruction expenditure per pupil	DATA UNAVAILABLE				$7,106 *(14th of 50)*		$6,920 *(19th of 50)*	PUBLIC 2-YR	$8,561		$8,122	
									PUBLIC 4-YR	$19,146		$17,276	
									PRIVATE NFP	$27,442		$26,653	
									PRIVATE FP	U/A		U/A	
7	Total expenditure per pupil	PRESCHOOL FOR ALL (State-Funded Preschool)**	$3,189 *(31st of 50)*	$3,449 *(32nd of 50)*	$3,049	$12,015 *(15th of 50)*		$11,634 *(15th of 50)*	PUBLIC 2-YR	$11,836		$10,814	
		HEAD START** (Federally Funded)	$7,052 *(38th of 50)*	$8,119	$6,557				PUBLIC 4-YR	$40,139		$36,074	
									PRIVATE NFP	$46,035		$42,784	
									PRIVATE FP	U/A		U/A	

** Data reflect conservative estimate of children served. Fewer children may be served because combined funding streams can lead to program double-counting and children may attend more than one program.

Early Education

KEY OUTCOMES

Are Illinois children entering school ready?		Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	PERFORMANCE Leading State	IL Rank	Rank Change	EQUITY GAP: SUBGROUP ENROLLMENT White	African-American	Latino	Low-Income	Special Ed
8	Children demonstrating readiness for kindergarten	AVAILABLE 2016											

LEARNING CONDITIONS AND LEADING INDICATORS

Do Illinois children have access to high-quality programs?		Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	PERFORMANCE Leading State		IL Rank	Rank Change	EQUITY GAP: SUBGROUP ENROLLMENT White	African-American	Latino	Low-Income	Special Ed
9	At-risk children under 3 with access to a program that includes home visiting**	STATE-FUNDED												
		10.5%	10.7%	DATA UNAVAILABLE										
		FEDERALLY FUNDED												
		2.2%	1.8%	1.3%	U/A	NOT APPLICABLE				DATA UNAVAILABLE				
10	3-year-olds enrolled in publicly funded preschool**	STATE-FUNDED								24%	69%	45%	DATA UNAVAILABLE	
		18%	20%	19%	8%	VT	21%	3rd	-2					
		FEDERALLY FUNDED												
		9%	9%	8%	8%	MS	25%	13th	+1					
11	4-year-olds enrolled in publicly funded preschool**	STATE-FUNDED												
		27%	29%	27%	24%	FL	78%	17th	-2					
		FEDERALLY FUNDED												
		11%	12%	11%	10%	MS	33%	15th	+1					
12	Children served by licensed child care program with national accreditation	18%	15%	19%	U/A	DATA UNAVAILABLE				DATA UNAVAILABLE				
13	English-language learners in appropriate program	DATA UNAVAILABLE												

** Data reflect conservative estimate of children served. Fewer children may be served because combined funding streams can lead to program double-counting and children may attend more than one program.

Rank change from 2012:

UP | DOWN | U/A | N/C = Not Calculated

Are Illinois children taught by effective educators?						PERFORMANCE				EQUITY GAP: SUBGROUP ENROLLMENT				
		Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State		IL Rank	Rank Change	White	African-American	Latino	Low-Income	Special Ed
14	Highly qualified instructors in state-funded preschools***	3 out of 4 Quality Benchmarks met				AL, AK, GA, ME, NC, RI	4/4 Bench-marks met	7th of 40	-6	DATA UNAVAILABLE				
15	Percentage of state-funded preschool teachers with a bilingual or English as a Second Language (ESL) endorsement	U/A	9%	DATA UNAVAILABLE										
16	Teachers demonstrating effectiveness	DATA UNAVAILABLE												
Are we providing students with an environment that supports learning?						PERFORMANCE				EQUITY GAP: SUBGROUP ENROLLMENT				
		Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State		IL Rank	Rank Change	White	African-American	Latino	Low-Income	Special Ed
17	Average hours per day in state-funded preschool	2.7	2.7	2.5	2.5	CT	12.4****	28th of 40	U/A	DATA UNAVAILABLE				
18	Quality of environment	DATA UNAVAILABLE												
Are we identifying if students are on track?						PERFORMANCE				EQUITY GAP: SUBGROUP ENROLLMENT				
		Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State		IL Rank	Rank Change	White	African-American	Latino	Low-Income	Special Ed
19	Early learners receiving developmental screening	48%	41%	DATA UNAVAILABLE										

*** Illinois does not meet the qualifications set by the National Institute for Early Education Research (NIEER) for assistant teachers with Child Development Associate certification.

**** Connecticut provides full-year wrap-around services (10 hours a day) for most of its preschool population. The number represents Connecticut's average hours per day when indexed by the 176-day Illinois school year.

K-12

KEY OUTCOMES

Are students on track in early grades?						EQUITY GAP: PERFORMANCE BY SUBGROUP			
		Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State		IL Rank	Rank Change
20	4th-graders proficient or above in reading on NAEP	**34%**	**33%**	**32%**	**31%**	**MA**	**47%**	**32nd**	-5
	EQUITY GAP								
	White	46%	45%	42%	42%	MD	60%	15th	N/C
	Black	14%	12%	14%	10%	HI	37%	35th	
	Latino	18%	18%	18%	15%	FL	36%	34th	
	Low-Income	16%	16%	16%	14%	FL	27%	44th	
	Special Ed	10%	13%	14%	11%	MD	28%	22nd	
21	4th-graders proficient or above in math on NAEP	**39%**	**38%**	**36%**	**32%**	**MD**	**59%**	**38th**	-6
	EQUITY GAP								
	White	51%	51%	50%	44%	MA	68%	30th	N/C
	Black	16%	14%	9%	7%	ND	35%	32nd	
	Latino	25%	20%	19%	13%	HI	43%	30th	
	Low-Income	22%	20%	17%	11%	NH	38%	43rd	
	Special Ed	16%	19%	22%	14%	MN	31%	30th	

Are students on track as they enter high school?						EQUITY GAP: PERFORMANCE BY SUBGROUP			
		Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State		IL Rank	Rank Change
22	8th-graders proficient or above in reading on NAEP	**36%**	**34%**	**30%**	**35%**	**MA**	**48%**	**23rd**	+3
	EQUITY GAP								
	White	47%	44%	38%	45%	MA	57%	9th	N/C
	Black	14%	15%	10%	13%	HI	27%	30th	
	Latino	24%	23%	16%	16%	OH	34%	18th	
	Low-Income	20%	19%	15%	15%	VT	28%	35th	
	Special Ed	7%	8%	8%	5%	MD	16%	26th	
23	8th-graders proficient or above in math on NAEP	**36%**	**33%**	**31%**	**29%**	**MA**	**55%**	**23rd**	+5
	EQUITY GAP								
	White	48%	44%	41%	40%	MA	63%	10th	N/C
	Black	12%	10%	7%	6%	MA	28%	28th	
	Latino	22%	19%	13%	9%	NJ	34%	24th	
	Low-Income	18%	17%	13%	10%	MA	31%	30th	
	Special Ed	10%	10%	7%	5%	MA	17%	10th	

Rank change from 2012:

UP | DOWN | U/A | N/C = Not Calculated

	Are students on track as they enter high school?					EQUITY GAP: PERFORMANCE BY SUBGROUP			
		Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State		IL Rank	Rank Change
24	8th-graders enrolled in college-track math (Algebra or higher)	46%	45%	36%	U/A	MN	69%	15th	-2
	EQUITY GAP								
	White	50%	47%	37%	U/A	CA	70%	11th	N/C
	Black	36%	42%	31%	U/A	MN	67%	18th	
	Latino	40%	40%	28%	U/A	CA	63%	10th	
	Low-Income	34%	38%	28%	U/A	MN	64%	18th	
	Special Ed	28%	29%	21%	U/A	MN	54%	12th	

	Are students completing high school ready for college or career?					EQUITY GAP: PERFORMANCE BY SUBGROUP			
		Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State		IL Rank	Rank Change
25	Percentage of students graduating high school AND demonstrating college readiness on at least THREE subject benchmarks on the ACT	31%	31%	DATA UNAVAILABLE		ND	34%	2nd of 9	N/C
	White	DATA UNAVAILABLE				DATA UNAVAILABLE			
	Black								
	Latino								
	Low-Income								
	Special Ed								
26	High school graduation rate *Note: Data source changed between 2012 and 2010*	82% (ACGR)	81.9% (AFGR)	79.7% (AFGR)	77.1% (AFGR)	IA	89%	23rd	N/C
	EQUITY GAP								
	White	89%	88.1%	88%	U/A	NJ	93%	11th	N/C
	Black	68%	68.7%	60.9%		TX	84%	27th	
	Latino	76%	76%	66.5%		TX	84%	15th	
	Low-Income	73%	U/A	U/A		IN	85%	19th	U/A
	Special Ed	69%				WV	83%	15th	
27	Percentage of students demonstrating college readiness on all FOUR subject benchmarks on the ACT	26%	25%	22%	U/A	IL	26%	1st of 12*	0
						MN	39%	9th of 30*	+3
	EQUITY GAP								
	White	36%	35%	28%	U/A	N/C	N/C	N/C	N/C
	Black	6%	5%	3%					
	Latino	12%	10%	7%					
	Percentage of students demonstrating college readiness on at least THREE subject benchmarks on the ACT	38%	38%	DATA UNAVAILABLE		IL	38%	1st of 12*	+2
						MN	55%	9th of 30*	+4
	EQUITY GAP								
	White	51%	52%			N/C	N/C	N/C	N/C
	Black	11%	11%						
	Latino	21%	20%						

* Illinois is one of 12 states where 100 percent of students in the graduating class took the ACT and this provides the most accurate comparison. In the 30 states where at least 50 percent of students took the ACT, all of Illinois' students are compared to a largely self-selected college-bound group.

K-12 continued

Are students completing high school ready for college or career?							EQUITY GAP: PERFORMANCE BY SUBGROUP		
			Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State	IL Rank	Rank Change
28	Students demonstrating work-readiness on WorkKeys	**Reading**	**58%**	**59%**	**59%**	**56%**	DATA UNAVAILABLE		
		Math	**62%**	**61%**	**60%**	**59%**			
	EQUITY GAP								
	White	Reading	69%	70%	68%	63%			
		Math	74%	73%	71%	68%			
	Black	Reading	36%	36%	38%	33%			
		Math	34%	30%	30%	27%			
	Latino	Reading	45%	45%	41%	36%	DATA UNAVAILABLE		
		Math	49%	47%	44%	39%			
	Low-Income	Reading	42%	42%	40%	35%			
		Math	45%	41%	38%	34%			
	Special Ed	Reading	17%	20%	18%	16%			
		Math	17%	17%	20%	17%			

LEARNING CONDITIONS AND LEADING INDICATORS

Do Illinois children have access to challenging programs?							EQUITY GAP: PERFORMANCE BY SUBGROUP			
			Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State		IL Rank	Rank Change
29	High school seniors who took at least one AP exam		**32.4%**	**28.5%**	**20.6%**	**17.8%**	**FL**	**53%**	**16th**	**+5**
	EQUITY GAP									
	White		29.8%	26.8%	20.3%	17.2%	MD	53%	26th	N/C
	Black		22%	22.2%	13.8%	9.1%	FL	38%	16th	
	Latino		34.8%	31.2%	20%	15.2%	FL	59%	10th	
	High school seniors successful on at least one AP exam		**21.5%**	**17.2%**	**14%**	**13%**	**MD**	**30%**	**13th**	**+3**
	EQUITY GAP									
	White		23%	20%	15.6%	13.4%	MD	38%	15th	N/C
	Black		6%	5%	3.2%	2.8%	HI	14%	27th	
	Latino		19%	16%	9.4%	9.4%	FL	34%	11th	
	High school students who were enrolled in the International Baccalaureate Diploma Program (IBDP)		AVAILABLE 2015							
30	High school students in dual-credit courses		AVAILABLE 2015							
31	Students self-reporting (on the ACT) that they're taking a college-ready curriculum		**53%**	**54%**	**38%**	**41%**	**LA & MI**	**75%**	**10th of 10**	**0**
							SC	**88%**	**29th of 29**	**0**
	EQUITY GAP									
	White		59%	60%	43%	U/A	N/C	N/C	N/C	N/C
	Black		46%	45%	30%					
	Latino		46%	46%	33%					

Are Illinois children taught by effective educators?						EQUITY GAP: PERFORMANCE BY SUBGROUP			
		Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State		IL Rank	Rank Change
32	HS teachers with degrees in the same field as their main teaching assignment	AVAIL 2016	92%	92%	U/A	DATA UNAVAILABLE			
33	Teachers demonstrating effectiveness	AVAILABLE 2017							

Are we providing students with an environment that supports learning?						EQUITY GAP: PERFORMANCE BY SUBGROUP			
		Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State		IL Rank	Rank Change
34	Minimum instructional hours per year	880	880	880	880	TX	1,260	46th	-5
35	Involved Families: The entire staff builds strong external relationships. *(Student- and teacher-reported)*	AVAILABLE 2015							
36	Supportive Environment: The school is safe, demanding and supportive. *(Student- and teacher-reported)*								
37	Effective Leaders: Principals and teachers implement a shared vision for success. *(Teacher-reported)*								
38	Collaborative Teachers: Teachers collaborate to promote professional growth. *(Teacher-reported)*								
39	Ambitious Instruction: Classes are challenging and engaging *(Student- and teacher-reported)*								
40	Teacher retention	85.6%	DATA UNAVAILABLE						
41	K–12 suspension rate	U/A	9.2%	U/A		U/A			U/A
	EQUITY GAP								
	Boys, White	5%	DATA UNAVAILABLE			ND	2%	16th of 49	U/A
	Boys, Black	19%				ND	6%	24th of 49	
	Boys, Latino	7%				NY	4%	8th of 49	
	Girls, White	2%				CT	1%	10th of 49	
	Girls, Black	4%				ND	1%	33rd of 49	
	Girls, Latino	13%				ND	2%	30th of 49	
42	K–12 students per counselor *(low ratio is best)*	HIGH SCHOOL							
		1:320	1:314	1:291	1:298	WY	1:97	46th	-1
		K–8							
		1:1,497	1:1,421	1:1,408	1:1,428	ME	1:210	45th	-2

Are students on track?						EQUITY GAP: PERFORMANCE BY SUBGROUP			
		Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State		IL Rank	RankChange
43	Chronic truancy	9.8%*	3.2%	2.5%	1.9%	DATA UNAVAILABLE			

* The reporting standard for truancy changed in 2013. For current year, truancy means students missed nine days of school. For prior years, it means students missed 18 days of school.

44	Freshmen on track to graduate high school	87.9%	DATA UNAVAILABLE						
45	Percentage of districts with 3rd- to 8th-grade students where average academic growth is positive on ISAT		DATA UNAVAILABLE						
	Reading	33.8%							
	Math	47.6%							

Note: This is the percentage of districts, serving 3rd- to 8th-graders, that achieved a score of 100 or higher (out of 200) on ISBE's Academic Growth measure. The Academic Growth measure defines a school's performance based on its students' improvement on ISAT over time.

Postsecondary Readiness and Success

KEY OUTCOMES

Are students entering and completing some postsecondary education?								PERFORMANCE				EQUITY GAP PERFORMANCE BY SUBGROUP				
			Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State		IL Rank	Rank Change	White	African-American	Latino	Low-Income	Special Ed
46	Students who persist from the start of high school through postsecondary graduation		37%	37%	DATA UNAVAILABLE										
47	High school graduates going to college		58.7%	57%	55%	U/A	MS	78.8%	39th	+1	DATA UNAVAILABLE				
48	Graduation rate	2-YEAR*	PUBLIC**												
			21%	19.4%	21%	21.8%	FL	31%	14th of 35	+4	26%	9%	15%	DATA UNAVAILABLE	
			PRIVATE FOR-PROFIT***												
			57%	58.4%	60%	79.7%	WY	79%	24th of 34	-5	64%	52%	66%	DATA UNAVAILABLE	
		4-YEAR*	PUBLIC												
			63%	62.5%	62%	55.8%	DE	73%	7th of 47	+2	68%	38%	49%	DATA UNAVAILABLE	
			PRIVATE NOT-FOR-PROFIT												
			64%	65.7%	64%	61.5%	CO	86%	19th of 37	-2	67%	40%	55%	DATA UNAVAILABLE	
			PRIVATE FOR-PROFIT												
			30%	26.8%	29%	34.1%	SC	53%	26th of 32	-9	36%	19%	32%	DATA UNAVAILABLE	
		WEIGHTED AVG	47%	48%	46%	44%	PA	58%	13th of 42	U/A	53%	27%	38%	DATA UNAVAILABLE	
49	Adults 25 and over with an associate degree or higher		39.8%	36.3%	34.9%	32.1%	MA	47%	16th	0	43%	27%	18%	DATA UNAVAILABLE	

* Graduation rates calculated using 150% time, or six years for four-year institutions and three years for two-year institutions.

** Graduation cohort data is calculated only for first-time, full-time freshmen. These graduation rates account for only about 30% of students at community colleges.

*** Graduation cohort data is calculated only for first-time, full-time freshmen. These graduation rates account for only about 50% of students at for-profit two-year institutions.

Rank change from 2012:

UP | DOWN | U/A | N/C = Not Calculated

LEARNING CONDITIONS AND LEADING INDICATORS

Is college affordable and are students finishing on time?						PERFORMANCE				EQUITY GAP PERFORMANCE BY SUBGROUP				
		Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State		IL Rank	Rank Change	White	African-American	Latino	Low-Income	Special Ed
50	Percentage of income necessary to pay for college at median and at federal poverty line**** *(low value is best)*	MEDIAN												
		32%	32%			WA	17%	47th	+2	DATA UNAVAILABLE				
		FEDERAL POVERTY LINE												
		50%	44%			HI	25%	46th	-2	DATA UNAVAILABLE				
51	4-year institutions graduating 60% of students in 6 years	PUBLIC												
		3/11	4/11	3/10	2/10	IA	100%	16th	-7	5/11	1/11	2/11	DATA UNAVAILABLE	
		PRIVATE NOT-FOR-PROFIT												
		19/54	22/54	23/50	21/53	RI	75%	17th	0	30/54	9/54	16/54	DATA UNAVAILABLE	

Are students persisting?						PERFORMANCE				EQUITY GAP PERFORMANCE BY SUBGROUP				
		Current	2-Yr Prior	6-Yr Prior	10-Yr Prior	Leading State		IL Rank	Rank Change	White	African-American	Latino	Low-Income	Special Ed
52	Freshmen in public two-year colleges taking remedial coursework *(low value is best)*	U/A	49%	DATA UNAVAILABLE										
53	Young adults out of school and out of work *(low value is best)*	15%	15%	DATA UNAVAILABLE		ND	8%	20th	-2	DATA UNAVAILABLE				
54	Freshmen returning 2nd year (2-year institutions)	PUBLIC												
		53%	54%	51%	49%	AK	81%	21st	-7	DATA UNAVAILABLE				
		PRIVATE FOR-PROFIT & NOT-FOR-PROFIT												
		62%	60%	60%	58%	AK	80%	28th	-2	DATA UNAVAILABLE				
55	Freshmen returning 2nd year (4-year institutions)	PUBLIC												
		78%	80%	80%	77%	CA	87%	22nd	-8	DATA UNAVAILABLE				
		PRIVATE FOR-PROFIT & NOT-FOR-PROFIT												
		78%	79%	74%	72%	MA	87%	20th	-2	DATA UNAVAILABLE				

**** Using median family income in Illinois ($52,250), the income level for a family of four at the poverty line ($23,850) and the net cost (tuition and room and board, less federal, state need- and non-need-based aid, and institutional aid) of attending a public four-year university

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Metric Definitions

ACRONYMS

CLASP: Center for Law and Social Policy

IECAM: Illinois Early Childhood Asset Map

IPEDS: Integrated Postsecondary Education System (part of NCES)

ISBE: Illinois State Board of Education

NCES: National Center for Education Statistics

NIEER: National Institute for Early Education Research

PFA: Preschool for All

Please note: We have made every effort to use the most recent data available. Data occasionally is lagging, however, when 2014 data was unavailable or data cohorts needed to be kept together for metric consistency. Data source dates are clearly marked below.

1 Number of schools/learning sites in the state. Includes early education programs, public and private K-12 schools, and all postsecondary institutions, including those that do not offer associate or bachelor's degrees. Sources: Early Ed: IECAM, Early Care and Education Data, 2013. ISBE, 2012. K–12: Public and private schools: ISBE, Quickstats, 2013 and 2011. Charter schools: Illinois Network of Charter Schools, via email, 2014. Postsecondary (all): Illinois Board of Higher Education, Databook 2013 and 2012.

2 Total population and enrollment. The state's total population of a given age group; total enrollment in publicly funded early childhood and public and private K-12 and postsecondary programs. Sources: Early Ed: Ages 0–4: Kids Count, Illinois, 2013, PFA: ISBE, via email. Head Start (excluding home visiting): CLASP, Illinois Head Start By the Numbers, 2012 and 2010. Home Visiting: Illinois Governor's Office of Early Childhood Development, FY2013 (constitutes children served, not funded slots); Federally funded: CLASP, Illinois Head Start By the Numbers, 2012 and 2010. K–12: Public and private schools: 2008–13 American Community Survey for individuals 5–17, 2013. Charter schools: Illinois Network of Charter Schools, via email. Postsecondary: 2008–13 American Community Survey for individuals 18–24, 2013.

3 Public school enrollment profile: Numbers of students enrolled in Illinois' publicly funded early education, K-12 and postsecondary institutions. Sources: Early Ed: PFA: ISBE, 2011, 2009; Head Start: CLASP, Illinois Head Start By the Numbers, 2012 and 2010. K–12: Public schools: ISBE, Quickstats, 2013 and 2011. K–12 low-income, LEP and special education percentages: ISBE state report card, 2013 and 2011. Special education for 2012: Illinois Interactive Report Card (IIRC). Postsecondary: Includes only undergraduate enrollment. Gender and race: Illinois Board of Higher Education, Databook 2013 and 2011; Low-income: IPEDS 2012.

4 Government funding per pupil: The revenue of elementary and secondary schools per pupil by funding source. For postsecondary, this includes direct funding to institutions. Sources: Early Ed: NIEER, The State of Preschool 2013, 2011. K–12: Public Education Finances: 2012, Governments Division Reports, U.S. Census Bureau, June 2014. Postsecondary: Delta Cost Project, Trends in College Spending Online, 2011.

5 Tuition paid per pupil. Amount of postsecondary tuition paid by students after accounting for financial aid. Sources: Early Ed: Not applicable. K–12: Not applicable. Postsecondary: Delta Cost Project, Trends in College Spending Online, 2011.

6 Instruction expenditure per pupil. The institution's total spending on direct education costs. Sources: Early Ed: Data unavailable. K–12: Public Education Finances: 2012, Governments Division Reports, U.S. Census Bureau, June 2014. Postsecondary: Delta Cost Project, Trends in College Spending Online, 2011.

7 Total expenditure per pupil. Total state funds expended per pupil. Sources: Early Ed: NIEER, The State of Preschool, 2013, 2011. K–12: Public Education Finances: 2012. Postsecondary: Delta Cost Project, Trends in College Spending Online, 2011.

8 Children demonstrating readiness for kindergarten. Total children observed by teachers to meet readiness milestones on the Kids Individual Development Survey (KIDS). Data unavailable.

9 At-risk children under 3 with access to a program that includes home visiting: Number of home-visiting slots divided by Illinois' at-risk population under 3, defined as the percentage of children under 185% of the federal poverty line. Source: State-funded: Illinois Governor's Office of Early Childhood Development, FY2013 (constitutes children served, not funded slots); Federally funded: CLASP, Illinois Head Start By the Numbers, 2012 and 2011. At-risk: U.S. Census Bureau, Age By Ratio of Income to Poverty Level in the Past 12 Months, 2013, 2011, 2008, and 2007. Population: Kids Count, Illinois: Child population by Single Age, 2013, 2011, 2008, and 2007.

10 3-year-olds enrolled in publicly funded preschool: Sources: NIEER, The State of Preschool, 2013, 2011, 2007, 2003. IECAM, 2014.

11 4-year-olds enrolled in publicly funded preschool: Sources: NIEER, The State of Preschool, IECAM.

12 Children serviced by a licensed program with national accreditation: The percentage of Illinois 3- and 4-year-olds with access to NAEYC-accredited slots less the number served in state and federally funded programs. Sources: NAEYC. Kids Count, Illinois: Child Population by Single Age, 2012. ISBE, Annual Report, 2013. CLASP, Illinois Head Start By the Numbers, 2012 and 2010.

13 English-language learners in appropriate program. Data unavailable. Early childhood bilingual education is being collected by the state but is not currently available to the public.

14 Highly qualified instructors: Number of preschool teachers and aides meeting NIEER's standards for education and training. Sources: NIEER, The State of Preschool, 2013, 2011, 2007, 2003.

15 Percentage of state-funded preschool teachers with a bilingual or ESL endorsement. Source: ISBE, via email.

16 Teachers demonstrating effectiveness. Data unavailable.

17 Average hours per day in state-funded preschool. The number of hours per day and days per year vary greatly across state early education programs. Rankings were established by calculating the number of hours in state-funded preschool weighted by percentage of students enrolled in each level of care (part-time, school-day or full-day) normed by Illinois' 176 school days per year. Sources: NIEER, The State of Preschool, 2013, 2011, 2007, and 2003.

18 Quality of environment. Data unavailable. The Early Childhood Environment Rating Scale and Classroom Assessment Scoring System are two examples of tools developed to assess environments across developmental domains. No such assessment currently exists to measure the quality of preschool environments statewide.

19 Early learners receiving developmental screenings: The percentage of 1-, 2- and 3-year-olds screened for delays in motor, language and social development. Sources: Illinois Department of Healthcare and Family Services, Children's Health Insurance Program Reauthorization Act Data Book, 2012.

20 4th-graders proficient in reading on NAEP: National Assessment of Educational Progress (NAEP). Low-income is defined as eligible for free or reduced-price school lunch. Source: NCES NAEP Data Explorer, 2013, 2011, 2007 and 2003.

21 4th-graders proficient in mathematics on NAEP. Source: NCES NAEP Data Explorer, same years as above.

22 8th-graders proficient in reading on NAEP: Source: NCES NAEP Data Explorer, same years as Metric 20.

23 8th-graders proficient in mathematics on NAEP: Source: NCES NAEP Data Explorer, same years as Metric 20.

24 8th-graders enrolled in college-track math. Students who take and master algebra in the 8th grade do better in high school and beyond. Data is derived from a self-reported survey given to students taking the NAEP 8th-grade math exam. Source: NCES NAEP Data Explorer, same years as Metric 20.

25 Percentage of students graduating high school AND demonstrating college readiness on at least THREE subject benchmarks on the ACT. We calculated this number by multiplying the most recently available graduation rate using the federal Department of Education's cohort method (2012) by the percentage of students who met at least three ACT college readiness benchmarks (2012). We have chosen the DOE's method because it allows us to more accurately compare graduation rates across states. ISBE's reported graduation rate uses a single-cohort method. Sources: U.S. Department of Education, 2012, 2010, 2006, 2003; ACT, 2014, 2012, 2008.

26 High school graduation rate. Calculated by the Department of Education using a cohort method. Between 2010 and 2012, the source for our graduation rate data changed. Formerly we used data based on the Cumulative Promotion Index—a method of calculating graduation rates developed by the Urban Institute. The CPI was published regularly by Education Week, a national newspaper devoted to K-12 education, until 2011. When this measure was discontinued, we turned to the U.S. Department of Education's adjusted cohort graduation rate, or ACGR. Sources: Department of Education, 2012, 2010, 2006, 2003.

27 Students demonstrating minimal threshold of college readiness on ACT. Percentage of students meeting ACT's college readiness benchmarks in all four subtests as well as the percentage of students who meet three of the four college readiness benchmarks. State comparisons included only states where at least 50 percent of students took the ACT. Sources: ACT, individual state reports, 2014, 2012, 2008.

28 Students demonstrating work-readiness on WorkKeys. ACT's WorkKeys test informs students about careers they are currently prepared to pursue, based on their math and reading readiness. For example, according to ACT, a student wanting to become an accountant would need a 6 on math and a 5 on reading out of a possible 7; for a police officer, it's 4 each for math and reading. Illinois is one of a few states with 100 percent WorkKeys participation, making cross-state comparisons unreliable. Source: Illinois Interactive Report Card, 2014.

29 High school students with access to advanced coursework. This metric includes students taking at least one Advanced Placement (AP) exam in high school and students achieving a score of at least a 3 out of 5 on at least one AP exam. Sources: College Board, The 10th Annual AP Report to the Nation, February 2014. The Illinois supplement to the 10th Annual AP Report.

30 High school students enrolled in dual-credit courses. Counts the number of students taking courses eligible for both high school and postsecondary credit. Source: Data unavailable.

31 Students who report taking a college-ready curriculum. This measure is based on self-reported data from students taking the ACT exam and relies upon ACT's definition of a college-ready curriculum. ACT defines a core curriculum as at least four years of English and three years each of mathematics, science and social studies. Source: ACT, individual state reports, 2014, 2012, 2008 and 2004.

32 High school teachers with degrees in the same field as their main teaching assignment. This metric notes the percentage of secondary school students taught by a teacher with an undergraduate or graduate degree in the subject they teach. Teachers who teach the content area in which they are certified and have expertise have greater impact on student learning. Source: NCES, Schools and Staffing Survey, 2007–08 and 2003–04. Data unavailable for most current year because the SASS survey did not re-ask the relevant question.

33 Teachers demonstrating effectiveness. Data not yet available.

34 Minimum instructional hours per year. 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, Number of Instructional Days/Hours in the School Year, March 2013.

35 Involved Families: The entire staff builds strong external relationships. (Student- and Teacher-reported). Source: Data not yet available.

36 Supportive Environment: The school is safe, demanding and supportive. (Student- and Teacher-reported). Source: Data not yet available.

37 Effective Leaders: Principals and teachers implement a shared vision for success. (Teacher-reported). Source: Data not yet available.

38 Collaborative Teachers: Teachers collaborate to promote professional growth. (Teacher-reported). Source: Data not yet available.

39 Ambitious Instruction: Classes are challenging and engaging. (Student- and Teacher-reported). Source: Data not yet available.

40 Teacher retention. Source: ISBE, 2014.

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42 School counselor per K–12 students. The American School Counselor Association recommends one counselor for every 250 students. However, the national average is one counselor per 475 students. Sources: Common Core of Data (CCD), State Nonfiscal Public Elementary/ Secondary Education Survey, 2012–13, 2009–10, 2005–06 and 2000–01.

43 Chronic truancy. This measures students who were absent from school without valid cause for nine or more of the last 180 school days. Tracking students who miss even 5 percent of school days in a year identifies students who are at-risk of dropping out. Sources: Illinois Interactive Report Card, 2013, 2011, 2008 and 2003.

44 Freshmen on-track to graduate from high school. This measure tracks whether freshmen are on-track to achieve sophomore status on time. This measure is highly predictive of whether students will go on to graduate from high school. Source: ISBE, 2014.

45 Percentage of districts with 3rd- to 8th-grade students where average academic growth is positive on ISAT. Positive growth means that a student is either performing better or equal to where they were previously relative to grade-level expectations. All of the students' scores in a given district are added together and divided by the total number of students in the district to obtain an average district growth metric. Source: ISBE, 2014.

46 Students who persist from the start of high school through postsecondary graduation. Sources: Advance Illinois analysis using the Department of Education's high school graduation rate from 2010 and 2012, ACT results from 2012 and 2014, the Digest of Education Statistic's data on college enrollment and IPEDS data on postsecondary graduation rates.

47 High school graduates going to college. An estimate that includes public and private high school graduates who are citizens of a particular state attending any degree-granting institution in the United States. Degree-granting institutions grant associate or higher degrees and participate in Title IV federal financial aid programs. Sources: U.S. Department of Education, National Center for Education Statistics, CCD, NCES Common Core of Data State Dropout and Completion Data File; Private School Universe Survey (PSS); and Integrated Postsecondary Education Data System (IPEDS), as published in the Digest of Education Statistics 2013, 2011 and 2008.

48 Graduation rate. Graduation rates use a cohort that includes only first-time, full-time freshmen and is based on institutions' reported numbers for students graduating within 150 percent time. States with student populations smaller than 10 percent of Illinois' students in each sector were excluded. The weighted average graduation rate is a weighted average of the five sectors. States with a total undergraduate population less than 10 percent of Illinois' were excluded from the total ranking. Source: IPEDS, 2013 (data for 2012, 2010, 2006 and 2003).

49 Adults 25 and over with an associate degree or higher. Source: American Community Survey 2008–13.

50 Percentage of income necessary to pay for college. The measure uses median family income ($51,737 for Illinois) and net cost (in-state tuition and room and board less federal, state need- and non-need-based aid, and institutional aid) of attending a public four-year university. Source: Average Net Cost of Tuition: IPEDS, 2012 and 2010. U.S. Census Median Household Income by State, Table H-8.

51 Four-year universities graduating at least 60 percent of students in six years. Nationally, 64 percent of students graduate from four-year institutions in six years. This metric measures which institutions in Illinois come close to matching the national average, keeping in mind that some institutions serve disproportionately high-need populations. Source: IPEDS, 2012.

52 Freshmen in public two-year colleges taking remedial coursework. Freshmen in public two-year colleges taking remedial coursework. Source: Complete College America, Illinois state profile 2011. Data are state-reported and include only public schools. Remedial course enrollment figures are reported for students who entered college in fall 2006. Students who are not academically prepared for college are more likely to take remedial coursework and less likely to graduate postsecondary. Source: College Readiness and the Postsecondary Outcomes of Illinois High School Students, Illinois Education Research Council (IERC), 2012.

53 Young adults out of school and out of work. This measures the percentage of people aged 18 to 24 who do not attend school, do not work and hold no degree beyond high school. Source: Annie E. Casey Foundation, KIDS Count 2013.

54 Freshmen returning for a second year, two-year institutions. Sources: NCES, IPEDS, 2012.

55 Freshmen returning for a second year, four-year institutions. Sources: NCES, IPEDS, 2012.

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