



The State We're In: 2010

A REPORT CARD ON EDUCATION IN ILLINOIS

2010



EVERY STUDENT WORLD READY

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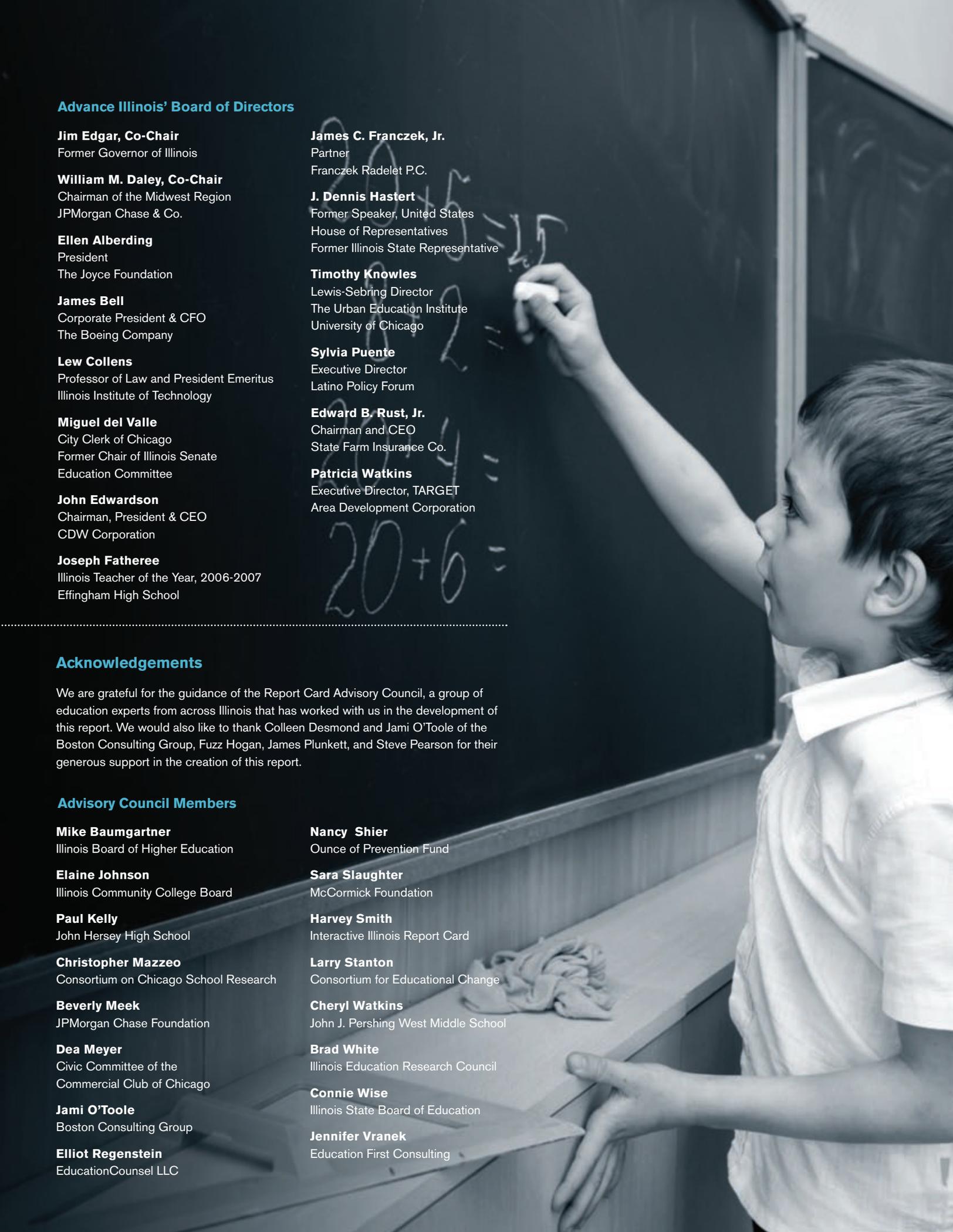
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Fellow Illinois Residents:

Advance Illinois is working to create an education system that prepares all students for work, college, and democratic citizenship. As an independent organization, we believe in the power of accurate information to empower families and to drive constructive change. This is the first of what will become an annual report on the state of education in Illinois.

This Report Card is the first full assessment of our educational performance as a state, from birth through higher education. It compares our performance to other states, looks at recent trends, and shows whether we are meeting our obligations to all students or just a limited few. The scope of the report runs from birth through higher education. It covers a broad range of measures from student test scores to dropout rates, from the availability of preschool to the quality of learning environments in our schools.

Why Have a State Report Card?

In education, as in business, what gets measured gets done. While data cannot capture everything that matters in our schools, if we want to improve outcomes for our children, we need to know what success looks like and how close we are to achieving it. But we also need to know whether we have put in place the conditions that lead to success, and whether we are making progress or wandering off track.

That's why this report has three simple aims: (1) to outline what it means to be **ready at each transition**, (2) to identify the **conditions in schools** that lead to success, and (3) to **clearly understand the results we are getting**. If we have done our job well, this information will put new power in the hands of families, educators, and policymakers. In these fiscally challenging times, it will also help us target limited resources.

How Are We Doing?

The results are mixed. In early childhood, Illinois has made promising progress. Concerted efforts to widen access have made a difference. Unfortunately, the state has yet to find a way to measure whether our preschools are adequately preparing children for kindergarten, and we have virtually no aggregated data on how well at-risk populations are being served by local, state, and federally funded programs.

At K-12, the news is less positive. At 4th and 8th grades, our test results lag in the bottom half of the nation. While we are in the middle of the pack in high school graduation rates, this is simply not good enough. Finally, key drivers of student success, such as teacher and principal effectiveness and conditions for learning, are not generally measured in Illinois. While state education leaders have begun to tackle these challenges, there is still much work to do. The bottom line is that too few of our students leave the K-12 system ready for college or career.

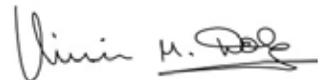
Finally, when it comes to post-secondary attainment our performance is middling. With many of our students ill-prepared and higher education becoming less affordable, our graduation rates are mediocre. Only 37% of adults over 25 receive at least an associate's degree at a time when the next generation needs more post-secondary education, not less.

We expect this report to evolve over time, as new data is gathered and more research is done. Our goal is for this report to serve as a platform for a more informed discussion about how we are doing in educating the next generation.

There is a lot riding on the decisions we make as parents, educators, and policymakers; we can ill-afford to make these decisions in the dark.



Jim Edgar, *Co-Chair*



William M. Daley, *Co-Chair*



Robin Steans, *Executive Director*

Navigating this Report Card

How Is the Report Card Organized?

The Report Card begins with a demographic profile of the Illinois education system. It is then organized into three sections – *Early Education, K-12, and Post-Secondary Attainment*. Each section provides data on *Key Outcomes*, as well as relevant *Conditions for Learning & Leading Indicators*.

What Data Is Provided?

We have focused on those indicators that are most important in illuminating how well we are educating our children. We acknowledge that we could have added more indicators, that some indicators are sub-optimal, and that data cannot capture all things that matter. We hope and expect that this list of indicators will change over time, as research and data collection methods evolve.

For each indicator, we show the:

- **Current value** for Illinois based on the most recent data available;
- **Two years' prior value**, to indicate whether our performance has been improving or declining;
- **Leading state data** and **Illinois' rank** in the nation, to show how Illinois stacks up against other states (in time, our aim should be to compare ourselves to international leaders);
- **Equity gap data**, which breaks down information wherever possible by race, socioeconomic status, and special education status to show how effectively we are moving all groups forward.

Why Keep Indicators with Missing Data?

In some instances we do not have data to populate an indicator. Where a measure is nonetheless important, we chose to keep these lines in the Report Card in order to highlight where a data solution is needed. Thanks to a newly approved longitudinal data system, some of this data is on the way.

How Is Illinois Doing?

To provide a quick snapshot of our performance, we have assigned a letter grade for each of the report's three main sections. Grades have been determined by looking at how Illinois ranks on each indicator and then taking an average score across those measurements. If Illinois' average ranking of the indicators in that section is in the top 10 states, that would earn Illinois an A. If the average rank is between the 11th state and the 20th state, that earns a B; 21st to 30th

a C; 31st to 40th a D; and if Illinois' average ranking is in the bottom 10 states across all the indicators in the section, that would earn Illinois an F.

Rank Among U.S. States	Grade
Top 10	A
11th – 20th	B
21st – 30th	C
31st – 40th	D
41st – 50th	F

For each indicator, we have also issued sub-grades based state rankings. These are communicated as color codes:

- **Green:** if Illinois ranks in the top 15% of ranked states in the category;
 - **Yellow:** if Illinois ranks between the top 15%–35% in the category;
 - **Red:** if Illinois ranks in the bottom 65% of states in the category.
- INC. Incomplete:** means there is insufficient data to reach a judgment.

We also provide color grades for the state's performance against equity gaps. To do this, we divide the performance of the lowest scoring group by the state's performance as a whole. Where the lowest performing group achieves less than 80% of the state's performance we assign a red grade.

It's worth noting that although our ratings are based on comparisons with other U.S. states, the U.S. has been losing ground to international peers. That makes poor grades all the more worrisome and means that even good grades do not justify complacency. In the future, we will benchmark our performance against other countries as well.

ON THE WEB

- A toolkit to help residents understand how these issues impact their area
- Technical definitions of the measures in this report
- Detailed breakdowns of key data

www.advanceillinois.org/reportcard

This first table provides demographic information about Illinois' education system.

Profile of Illinois' Education System

SITES	Early Education	K-12	Post-Secondary		
			Public 2-Year	Public 4-Year	Private**
1. Number of schools	Public (Pre-K, Preschool for All): 2,187 Private: Not Available	Public: 3,871 Public Charters: 50 Charter Campuses: 115 Private: 1,135	48	12	94
2. Number of public school districts	869	869	Not Applicable		

ENROLLMENT	Early Education	K-12	Post-Secondary		
			Public 2-Year	Public 4-Year	Private**
3. Total population†	Ages 0-4: 898,197 Pre-K At-Risk, Preschool for All: 84,832 Head Start/ Early Head Start: 39,072 Home Visiting: 5,582 Private: Not Available	Ages 5-17: 2,284,892 Public: 2,035,125 Public Charter: 43,234 Private: 264,012	Ages 18-24: 1,311,479 Enrollment: 242,468		
4. Public school enrollment profile					
% Male	54%	51%	43%	48%	42%
% Female	46%	49%	57%	52%	58%
% Caucasian	42%	53%	64%	65%	62%
% African American	23%	19%	17%	13%	10%
% Latino	26%	21%	12%	8%	9%
% Asian	3%	4%	5%	7%	6%
% Low Income	45%	37%	Not Available		
% Limited English Proficient	5%	8%	Not Available		
% Special Education	22%	14%	Not Available		

FUNDING	Early Education	K-12	Post-Secondary*		
			Public 2-Year	Public 4-Year	Private**
5. Governmental funding per pupil	State Programs: \$3,372 Head Start (Fed): \$7,282	Local: \$6,802 State: \$2,371 Federal: \$1,243	State and Local ‡: \$5,693*** Federal ††: \$2,690	State and Local ‡: \$8,157 Federal ††: \$6,461	Total ††: \$4,906
6. Tuition paid per pupil	Not Applicable		\$2,887	\$8,434	\$17,529
7. Instructional expenditure per pupil††	Not Available	\$6,103; Rank: 23rd°	\$7,962	\$15,404	\$26,013
8. Operating expenditure per pupil	\$3,438	\$10,886; Rank: 22nd°	\$10,702	\$35,395	\$41,647

† Ages and grade levels do not always align perfectly – for example, some children in early education are outside of the 0-4 age group.
* Post-Secondary is calculated using Full-Time Equivalent Students and provides a weighted average across all institutions in Illinois that receive federal student financial aid.
** Excludes for-profit institutions.

*** Local funding is approximately 2/3 of this amount.
‡ State and Local Appropriations
†† Grants and Contracts (Fed., State, & Local) and Fed. Appropriations
° Illinois rank in comparison with other states.

Visit www.advanceillinois.org/reportcard for more details.

Early Education

Illinois is a national leader in early childhood education, thanks to the commitment of state leaders. Getting children off to a good start is critical; the first years of a child's life lay the foundation for everything that follows.

The case for investment in early education is clear and compelling. Research tells us that all children benefit from high quality preschool and that even greater benefits accrue to children from at-risk populations.¹ Disadvantaged children benefit in particular from interventions that support their parents' ability to create nurturing home environments.²

As the data in this Report Card reveals, Illinois has much to be proud of in early childhood education. Enrollment has been expanded, especially for three year olds, and the state is now a national leader in the field. It is an example of what can be accomplished when we set clear goals and focus our energy; and but for a critical information gap, the state would have earned a B+ for its efforts. Unfortunately, the state has yet to find a way to measure whether our children are prepared for kindergarten, and we have virtually no aggregated data on how well at-risk populations are being served by local, state, and federally funded programs. Absent data on how well prepared our children are at this critical early juncture, the state's grade in Early Education is "Incomplete."

Kindergarten Readiness

Students who are ready for school academically, emotionally and socially have greater success in school and later in life.³ Knowing whether our students are ready for school is vital if we are to understand the effectiveness of the state's early childhood policy and expenditures.

Though the state is a leader in terms of early childhood enrollment, action has lagged on defining 'kindergarten readiness.' Dozens of other states have already defined what it means for children to be ready for kindergarten, setting out developmental goals across multiple domains (for example, cognitive, physical, developmental, social, emotional). As importantly, a number now measure whether children are 'school ready.' Measuring this would help educators and families identify issues early, help decision-makers target resources, and generally help align our early childhood and K-12 systems.

Fortunately, a statewide working group is currently looking at this issue and preparing to make recommendations at the end of the year on whether and how the state might define and approach measuring kindergarten readiness.

Access to Quality Early Childhood Programs

In widening access to preschool programs, the state has made a particular effort to reach those most in need; but without better measures and data, we really don't know how successful we have been. For example, do bilingual children, the fastest growing segment of our population, have access to bilingual teachers and programs? Anecdotal information suggests there is a shortage of bilingual early childhood teachers. Indeed, only real data can help us improve the service we provide to *all* of our children.

Lack of Aggregated Early Childhood Data

Illinois presently does not collect comprehensive data on all populations in early childhood programs across the state. While some of the programs collect population totals – allowing us to rank Illinois against other states – the programs do not collect ethnic or income data in a manner consistent enough for us to provide statewide totals by age for any individual sub-group, such as Latinos or low-income students. It is our understanding that state officials are working to rectify this deficiency so that Illinois' early childhood access can be measured across all ages and groups, including those most in need of quality programs. This will allow for more accurate assessment of equity gaps.

ON THE WEB

- More information on kindergarten readiness and what the state is doing
- Technical definitions of the measures in this section of the report

www.advanceillinois.org/reportcard

Illinois Grade: *INCOMPLETE**

Early Education | Key Outcomes

Are Illinois Children Entering School Ready?			Performance – INC.		Equity Gap – INC.				
	Current	2-Year Prior	Leading State	IL Rank	White	African Am.	Latino	Low Income	Special Ed.
9. Children demonstrating readiness for kindergarten			NO MEASURE AVAILABLE						

Early Education | Conditions for Learning & Leading Indicators

Do Illinois Children Have Access to High Quality Programs?			Performance – ●		Equity Gap – INC.				
	Current	2-Year Prior	Leading State	IL Rank	White	African Am.	Latino	Low Income	Special Ed.
10. At-risk children under 3 with access to a program that includes home visiting			Not Available		Not Avail.				
11. 3 year olds: state funded preschool or Head Start			IL	29%	1st	3 and 4 year old 35%	3 and 4 year old 31%	3 and 4 year old 28%	Not Available
12. 4 year olds: state funded preschool or Head Start			OK	87%	13th	Not Available			
13. Children served by state licensed programs with national accreditation			MA	66%	6th	Not Available			
14. English language learners in appropriate program			NO DATA AVAILABLE						

Are Illinois Children Taught by Effective Educators?			Performance – ●		Equity Gap – INC.				
	Current	2-Year Prior	Leading State	IL Rank	White	African Am.	Latino	Low Income	Special Ed.
15. Highly qualified instructors			IL	100%	1st of 41**	Not Available			

Are We Providing Students with an Environment that Supports Learning?			Performance – ●		Equity Gap – INC.				
	Current	2-Year Prior	Leading State	IL Rank	White	African Am.	Latino	Low Income	Special Ed.
16. Hours per day in school***			OR, DE, PA	3.5	10th of 19	Not Available			
17. Quality of environment			NO DATA AVAILABLE						

Are Students On-Track?			Performance – INC.		Equity Gap – INC.				
	Current	2-Year Prior	Leading State	IL Rank	White	African Am.	Latino	Low Income	Special Ed.
18. Early learners receiving developmental screening			Not Available		Not Avail.				

● Illinois ranks in the top 15% of ranked U.S. states
 ● Illinois ranks between the top 15%–35% of ranked U.S. states
 ● Illinois ranks in the bottom 65% of ranked U.S. states
INC. = Incomplete
 (Percentages used for some indicators, as not all states are ranked)

* Illinois would receive a B+ for the measures available, however we believe critical data gaps can only justify a grade of 'Incomplete.'
 ** Illinois requires that all early years instructors be qualified to B.A. level or higher.
 *** Includes only half-day programs for comparability.
 Visit www.advanceillinois.org/reportcard for more details.

K-12

When Illinoisans consider the performance of our public schools, we instinctively turn to test scores from the K-12 system. The news here is not good. In academic achievement, Illinois lags behind other states and has stagnated for years, with some of the worst achievement gaps in the country. Performance is also poor on wider measures of success. From school environments to students' college readiness, Illinois has much work to do.

The Illinois K-12 system ranks in the bottom half of the nation on multiple measures. The good news is that state education leaders are tackling this challenge. The data in this section of the report underscores the urgency of this work. It also highlights three challenges that demand serious attention: the need to understand the learning environments in our schools, to measure the effectiveness of our educators, and to assess the growth of our students.

Learning Environment

If our students are to be successful, our schools must provide environments that support learning. With 20 years of surveys and research under its belt, the Consortium on Chicago School Research (CCSR) has identified five essential 'supports' that directly impact student outcomes:

- 1) Instruction
- 2) Instructional Leadership
- 3) Professional Support
- 4) Learning Environment
- 5) Family and Community Involvement

Information on these indicators helps us understand what things 'good schools' do well, providing an insight into the kinds of relationships and processes that make schools function effectively.

CCSR has discovered strong links between survey results in these five areas and successful student outcomes. This research shows, for example, that schools that are above average in three or more essential supports, are 10 times more likely to improve student test scores than those with strength in just one or two of the supports.⁴

Unfortunately, the CCSR survey does not cover the whole of Illinois, only Chicago. In this Report Card, we have therefore used questions from a similar survey of teachers and principals (not students) called Illinois Teaching, Empowering, Leading and Learning (Illinois TeLL). While not administered statewide, Illinois TeLL mirrors surveys given in other states – permitting some national comparison, and giving us at least a glimpse into teaching and learning conditions in Illinois schools.

What seems clear is that a research-based statewide survey of teachers, principals, and students would provide enormous insight into key elements and patterns of school success. Done well, such survey data would provide administrators with rich information to help guide decision-making. Moreover, unlike test scores – which are widely understood to be lagging indicators of best practice – positive learning conditions are a leading indicator that a school is moving in the right direction, and help create a more complete picture of school health and progress.

Educator Effectiveness

Evidence shows that the most important school-based condition for learning is an effective teacher.⁵ In fact, while good teachers help all students, at-risk students stand to gain the most: Four consecutive years with an effective teacher can erase the racial black-white testing gap.⁶ Attracting, training, and retaining such teachers is therefore a key priority. Teachers, in turn, report that a supportive and effective principal is essential to their performance and job satisfaction.⁷ This helps explain why principals are second only to teachers in terms of their impact on student

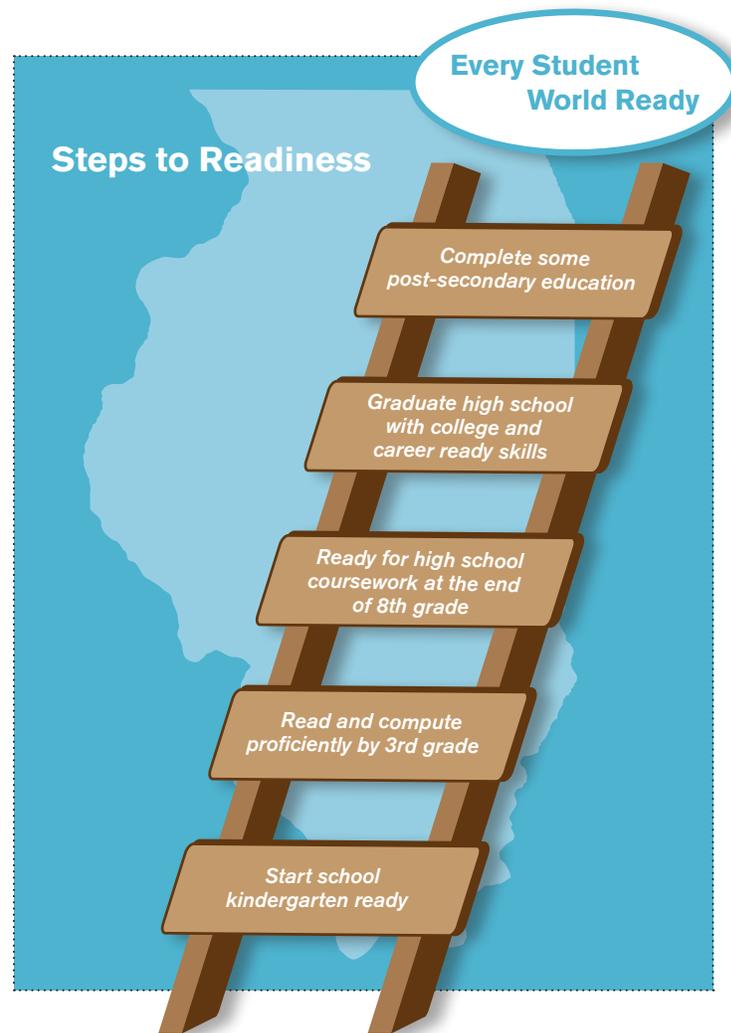
performance.⁹ Yet, despite these facts, Illinois has no agreed-upon way of measuring the effectiveness of either teachers or principals.

Currently, the state's attempts to understand teacher performance rely on qualifications. One such indicator, the Index of Teacher Academic Capital (ITAC), developed by the Illinois Education Research Council (IERC), looks at "bundles" of individual teacher characteristics that correlate with student achievement.⁹ The results hint at a disturbing pattern: high-minority and high-poverty schools are dramatically more likely to have teachers with low ITAC scores.

For both principals and teachers, measures of qualification and background are not enough. We need to understand the direct impact that our teachers and principals are having on the children in their care. Without such a measure, we cannot know for sure whether we are attracting and retaining strong candidates, or if our most vulnerable students are receiving the same caliber of leadership and instruction as those in more affluent communities.

Student Growth

To ensure that students are on-track as they climb the Steps to Readiness (top right), it is important to measure their growth. Not all students start in the same place, so simply knowing whether a student has achieved a fixed benchmark, though critical, is not enough. Students who start ahead might stagnate, while students who start behind might leap forward. Today's measures do not fully capture those changes. A true growth measure can also provide the foundation for other initiatives and will help the state better focus effort and resources where they are most needed.



ON THE WEB

- Breakdown of National Assessment of Educational Progress (NAEP) scores for Chicago
- More detail on the ITAC and the work of IERC
- More detail on the work of CCSR and TeLL

www.advanceillinois.org/reportcard

Why Are We Using Data from NAEP Rather than ISAT?

In this report we use data from the National Assessment of Educational Progress (NAEP), rather than the Illinois Standardized Achievement Test (ISAT). NAEP is a national, sample-based assessment and, as such, allows comparisons between states. In addition, evidence suggests that there is a mismatch between ISAT cut scores and ACT cut scores. For example, although 87% of students meet proficiency standards

in 8th grade, only 52% are judged proficient against 11th grade standards. For these reasons, we believe NAEP data currently offers more useful and reliable insight into our performance.

* American College Testing (ACT) is a survey and test-based program that assesses the college readiness of students.

Illinois Grade:

K-12 | Key Outcomes

Are Students On-Track in Early Grades?			Performance – ●			Equity Gap – ●				
	Current	2-Year Prior	Leading State		IL Rank	White	African Am.	Latino	Low Income	Special Ed.
19. 4th graders proficient in reading on NAEP	32%	32%	MA	47%	30th	44%	11%	16%	15%	15%
20. 4th graders proficient in math on NAEP	38%	36%	MA	57%	32nd	52%	11%	20%	18%	23%

Are Students On-Track as They Enter High School?			Performance – ●			Equity Gap – ●				
	Current	2-Year Prior	Leading State		IL Rank	White	African Am.	Latino	Low Income	Special Ed.
21. 8th graders proficient in reading on NAEP	33%	30%	MA, CT	43%	25th	42%	10%	18%	16%	10%
22. 8th graders proficient in math on NAEP	33%	31%	MA	52%	31st	44%	9%	17%	14%	8%
23. 8th graders enrolled in college-track math	33%	Not Avail.	CA	59%	27th	Not Available				

Are Students Completing High School Ready for College or Career?			Performance – ●			Equity Gap – ●				
	Current	2-Year Prior	Leading State		IL Rank	White	African Am.	Latino	Low Income	Special Ed.
24. High school graduation rate	75%	77%	NJ	83%	19th	83%	53%	57%	Not Available	
25. Students who report taking a college ready curriculum	52%	38%	VA	87%	50th	57%	42%	42%	Not Available	
26. Students demonstrating work readiness on WorkKeys	Reading Math	59% 60%	62% 61%	Not Available		68% 71%	38% 30%	41% 44%	40% 38%	Not Available
27. Students demonstrating minimal threshold of college readiness on ACT (composite score: > 21)	22%	21%	MN	32%	13th of 27	30%	3%	8%	Not Available	

- Illinois ranks in the top 15% of ranked U.S. states
 - Illinois ranks between the top 15%–35% of ranked U.S. states
 - Illinois ranks in the bottom 65% of ranked U.S. states
- INC. = Incomplete

Visit www.advanceillinois.org/reportcard for more details.

K-12 | Conditions for Learning & Leading Indicators

Do Illinois Children Have Access to Challenging Programs?			Performance – ●			Equity Gap – ●				
	Current	2-Year Prior	Leading State		IL Rank	White	African Am.	Latino	Low Income	Special Ed.
28. High school students enrolled in advanced coursework*	16%	15%	MD	26%	17th	Not Available	3%	10%	Not Available	
29. High school students enrolled in dual credit courses	12%	10%	Not Available		Not Available	Not Available				

Are Illinois Children Taught by Effective Educators?			Performance – ●			Equity Gap – INC.				
	Current	2-Year Prior	Leading State		IL Rank	White	African Am.	Latino	Low Income	Special Ed.
30. Students taught by teachers teaching in their trained field	74%	70%	MN	86%	23rd	Not Available				
31. Teachers demonstrating effectiveness	No agreed upon measure									

Are We Providing Students with an Environment that Supports Learning?			Performance – ●			Equity Gap – INC.				
	Current	2-Year Prior	Leading State		IL Rank	White	African Am.	Latino	Low Income	Special Ed.
32. Minimum instructional hours per year	880	880	TX	1260	41st	Not Available				
33. K-12 students per counselor (low value best)	HS 1:292 K-8 1:1,464	Not Available	HS: TX/VT K-8: LA	1:125 1:241	33rd 42nd	Not Available				
34. Safe school environment (teacher reported)	70%	Not Available	KS	87%	7th of 7	Not Available		65%	Not Available	
35. Atmosphere of trust and mutual respect (teacher reported)	56%	Not Available	AL	68%	6th of 7	Not Available		54%	Not Available	
36. Schools a good place to work and learn (teacher reported)	39%	Not Available	AL	58%	8th of 10	Not Available				
37. Teacher turnover	Not Available		Not Available		Not Avail.	Not Available				
38. Principals reporting sufficient time to focus on instruction	24%	Not Available	NC	53%	6th of 6	Not Available				
39. Effective school leadership (teacher reported)	54%	Not Available	AL	77%	6th of 6	Not Available				
40. Constructive parent engagement (teacher reported)	52%	Not Available	IL	52%	7th of 7	Not Available		29%	Not Available	

Are Students On-Track?			Performance – INC.			Equity Gap – INC.				
	Current	2-Year Prior	Leading State		IL Rank	White	African Am.	Latino	Low Income	Special Ed.
41. Chronic truancy	3.7%	2.5%	Not Available		Not Avail.	Not Available				
42. Freshman on-track to graduate from high school	No data available outside Chicago									
43. Students demonstrating appropriate academic growth	No data available outside Chicago									

* Combines the number of students successful in Advanced Placement (AP) classes with the number enrolled in the International Baccalaureate (IB) Visit www.advanceillinois.org/reportcard for more details.

Post-Secondary Attainment

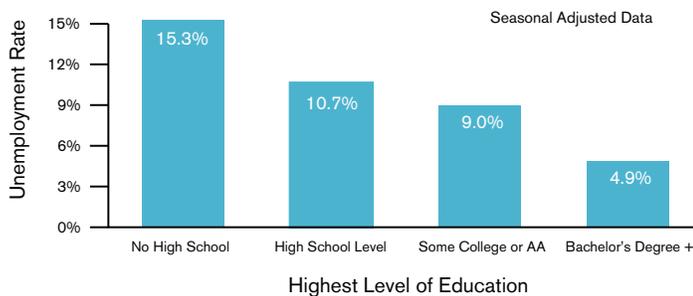
We must equip our children with the skills demanded by the modern workplace, and in today's economy that means some level of post-secondary education and training beyond a high school degree. Currently only 37% of Illinois adults over 25 have an associate's degree or higher.

Illinois should be proud of many of its post-secondary institutions. The state boasts world-class universities, and some of our small colleges are national leaders. Yet too few of our institutions graduate students at an acceptable rate, and our achievement gaps are unacceptably high. In addition, the cost of securing a post-secondary degree has soared, and has done so faster in Illinois than in other states. That is likely to narrow access at a time when our economic competitiveness demands just the opposite.

The data in this report suggests that two factors – college and career readiness, and college affordability – place particular constraints on our post-secondary attainment. Both must be tackled with urgency.

More Education = Lower Unemployment

National Unemployment Rate by Educational Attainment: Dec. 2009*



*Bureau of Labor Statistics, U.S. Department of Labor, *Current Population Survey*, Fourth Quarter, 2009. <http://tiny.cc/bls2009>

College and Career Readiness

College and career readiness must be the goal for all students. Increasingly, data suggests that the two standards are converging.¹⁰ Illinois should encourage all students to meet a simple, high standard and follow other states in linking high school graduation to both content and the mastery of college and career ready skills, including critical analysis and the ability to gather relevant information.

The good news is that Illinois has recently adopted the Common Core Standards.¹¹ These are national standards that were developed to provide a clear and consistent framework in preparing our children for college and the workforce.

The state should interpret and implement these standards at each grade level, and require that high school graduates have the skills needed to succeed at what comes next. The more tightly high schools and colleges coordinate their expectations, the more likely it is that students will graduate without the need for remedial coursework, and that they will ultimately complete a post-secondary degree.¹² Illinois' adoption of the Common Core Standards is a positive first step.

College Affordability

Just as we must prepare all students for college, Illinois must work to make post-secondary education more affordable. While Illinois previously led the nation in financial aid, we now rank near the bottom in this category. Even accounting for available financial aid, the bottom 40% of our population (as measured by income) must pay *half* of its household income to send a child to a public college. For community colleges, that figure is a third; for 4-year private institutions, it is more than 100%. We will not reach our aspirations for post-secondary attainment if college remains financially out of reach for so many Illinois students.

ON THE WEB

- More detailed breakdown of graduation rates at 4-year public institutions

www.advanceillinois.org/reportcard

Illinois Grade:

Post-Secondary Attainment | Key Outcomes

Are Students Entering and Completing Some Post-Secondary Education?			Performance - 			Equity Gap - 				
	Current	2-Year Prior	Leading State		IL Rank	White	African Am.	Latino	Low Income	Special Ed.
44. 18-24 year olds in post-secondary education	33%	33%	RI	50%	30th	45%	29%	Not Avail.	Not Available	
45. Graduation rate: 2-year institutions*	Public	21%	FL	39%	18th of 37 9th of 25	25%	9%	13%	Not Available	
	Private	56%	IA	75%		70%	55%	64%	Not Available	
46. Graduation rate: 4-year institutions*	Public	60%	DE	71%	11th of 47 21st of 38	64%	37%	46%	Not Available	
	Private	61%	DC	75%		65%	32%	44%	Not Available	
47. Young adults out of school/work (low value best)	13%	14%	IA, ND	8%	18th	Not Available				
48. Adults 25 and over with an associate's degree or higher	37%	36%	DC	51%	18th	41%	27%	16%	Not Available	

Post-Secondary Attainment | Conditions for Learning & Leading Indicators

Is College Affordable and Are Students Finishing On-Time?			Performance - 			Equity Gap - 				
	Current	2-Year Prior	Leading State		IL Rank	White	African Am.	Latino	Low Income	Special Ed.
49. Percent of income necessary to pay for college**	35%	30%	TN	13%	42nd	Not Available				
50. 4-year universities graduating 60% of students in 6 years	Public	33%	IA, DE	100%	11th 21st	33%	11%	22%	Not Available	
	Private	45%	MD	89%		61%	16%	32%	Not Available	

Are Students On-Track?			Performance - 			Equity Gap - INC.				
	Current	2-Year Prior	Leading State		IL Rank	White	African Am.	Latino	Low Income	Special Ed.
51. Freshmen taking remedial coursework	Insufficient Reliable Data									
52. Freshmen returning 2nd year (2-year institutions)	Public	50%	FL	61%	27th of 37 23rd of 28	Not Available				
	Private	55%	AZ	78%		Not Available				
53. Freshmen returning 2nd year (4-year institutions)	Public	80%	VA	86%	12th of 49 11th of 33	Not Available				
	Private/ Non-Profit	77%	MA	85%		Not Available				

-  Illinois ranks in the top 15% of ranked U.S. states
-  Illinois ranks between the top 15%–35% of ranked U.S. states
-  Illinois ranks in the bottom 65% of ranked U.S. states
- INC.** = Incomplete

* First-time, full-time students. Excludes private, for-profit institutions.
 ** 4-year public institutions

Visit www.advanceillinois.org/reportcard for more details.

(Percentages used for some indicators, as not all states are ranked)

Closing Thoughts

As our success in expanding preschool demonstrates, if we make it a priority, *we can* prepare Illinois students for college and career.

While the primary purpose of this report is to make information available to families, educators, and decision-makers, a number of conclusions warrant highlighting.

Illinois needs more and better ways to assess student “readiness.” If we want students to attain at high levels, we need to set clear expectations. Illinois needs agreed-upon ways to understand whether students are starting school ready to learn and finishing college- and career-ready.

Illinois must evaluate key drivers of student success, including learning conditions and teacher and principal effectiveness. Conducting annual, statewide school climate surveys is

an affordable way to gather critical data to help administrators and families make informed decisions. And if teachers and principals are the key determinants in student growth, we must develop ways to assess the caliber of our workforce.

Illinois is lacking critical data it needs to set goals, target resources, and evaluate progress. While data cannot capture all that matters, better and more targeted information helps families, educators, and state leaders make informed decisions about how to use limited resources. We hope the creation of a state longitudinal data system will help fill in the gaps we identify in this report.

Metric Definitions and Notes for Charts

Want to know more? For full links to sources and to more detailed data where it exists, visit www.advanceillinois.org/reportcard

Profile of Illinois' Education System

- 1. Number of schools in the state.** **Source:** Pre-K: Illinois State Board of Education. 2010. K-12: Public schools: The Illinois Interactive Report Card. 2009. <http://tinyurl.com/iirc-il-src>. Charter schools: The Illinois Network of Charter Schools. 2010. <http://tinyurl.com/isbecharter>. Private schools: Illinois State Board of Education. *Illinois Education QuickFacts 2009*. 2009. <http://tinyurl.com/isbeqs>. **Post-secondary (all):** Illinois Board of Higher Education, *Data Book*, 2008. <http://tinyurl.com/ibhedata>
- 2. Number of public school districts:** **Source:** Pre-K: National Institute for Early Education Research. *The state of preschool 2009*. <http://tinyurl.com/nieer1>. K-12: The Illinois Interactive Report Card. 2009. <http://tinyurl.com/iirc-il-src>
- 3. Total population:** The state's total population of that group. **Source:** Pre-K: Illinois Early Childhood Asset Map 2009. <http://tinyurl.com/iecam1>. K-12: U.S. census data for individuals between the ages of 5-17. 2008. **Post-secondary:** U.S. census data for individuals between the ages of 18-24. 2008.
Additional enrollment information: **Source:** Pre-K (includes Pre-K At Risk/PFA, Title I Pre-K, Local Tuition-based programs, Early Childhood Special Education): Illinois State Board of Education. 2010. **Pre-K (Head Start):** Center for Law and Social Policy. *Illinois Head Start by the Numbers*. 2009. <http://tinyurl.com/clasp-hs>. K-12: Public schools: ISBE Report Card. 2009; Charter schools: The Illinois Network of Charter Schools. 2010; Private schools: ISBE Annual Report. 2009. **Post-secondary (all):** Illinois Board of Higher Education, *Data Book*. 2008. <http://tinyurl.com/ibhedata>
- 4. Public school enrollment profile:** The percentages of various racial, economic or other sub-groups of individuals. **Source:** Pre-K (includes Pre-K At Risk/PFA, Title I Pre-K, Local Tuition-based programs, Early Childhood Special Education): Illinois State Board of Education. 2010. K-12: ISBE Report Card. 2007, 2009. <http://tinyurl.com/isbesrc>. **Post-secondary (all):** Illinois Board of Higher Education, *Data Book*. 2008. <http://tinyurl.com/ibhedata>

- 5. Governmental funding per pupil:** The funding that governments set aside for each pupil. Includes both direct funding to institutions and scholarship dollars to students. **Source:** Pre-K: National Institute for Early Education Research. *The state of preschool 2009*. <http://tinyurl.com/nieer1>. K-12: Illinois Local Education Agency Retrieval Network (percent revenue). 2009. <http://tinyurl.com/aiilearn>. **Post-secondary:** The Delta Cost project. Trends in College Spending Online. 2008. <http://tinyurl.com/tcs-src>
- 6. Tuition paid per pupil:** Money the institution takes in from students (including fees), net of all institutional grant aid provided. **Source:** **Post-secondary:** See #5.
- 7. Instructional expenditure per pupil:** The institution's total spending on direct educational costs. **Source:** K-12: Illinois State Board of Education. *Illinois State Report Card*. 2009. <http://tinyurl.com/isbesrc>. K-12 (ranking): U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD). *National Public Education Financial Survey*. 2006-2007. <http://tinyurl.com/nces-exp>. **Post-secondary:** (Education and related expenses: includes spending on instruction, student services and the education share of spending on academic support, institutional support and operations and maintenance.) See #5.
- 8. Operating expenditure per pupil:** Total education and general expenditures. **Source:** Pre-K: National Institute for Early Education Research. *The state of preschool 2009*. <http://tinyurl.com/nieer1>. K-12: Illinois State Board of Education. *Illinois State Report Card*. 2009. <http://tinyurl.com/isbesrc>. K-12 (ranking): U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD). *National Public Education Financial Survey*. 2006-2007. <http://tinyurl.com/nces-exp>. **Post-secondary:** (Total education and general expenditures plus expenditures for auxiliaries, hospitals, independent and other operations.) See #5.

Early Education

- 9. Children demonstrating readiness for kindergarten:** This is not currently measured, but a state working group is in the process of developing recommendations on an approach to measuring preschoolers' cognitive, social, emotional, physical, and developmental.
- 10. At-risk children under 3 with access to a program that includes home visiting:** Percentage of at-risk children with access to home visiting programs, including Early Head Start and IDHS Child and Adolescent Health. 20% of Illinois children under the age of 3 are considered 'at risk'. **Source:** Illinois Early Childhood Asset Map. 2009. <http://tinyurl.com/iecam1>
- 11. 3 year olds enrolled in state funded preschool or Head Start:** This includes Illinois Pre-K and Head Start (excludes Special Ed). For this indicator and indicator #12, the "equity gap" represents a demographic breakdown of both 3 and 4 year olds in Illinois Preschool for All and Head Start programs. **Source:** National Institute for Early Education Research. *The state of preschool 2009*. <http://tinyurl.com/nieer1>. **Source for equity gap data (Preschool for All):** Illinois State Board of Education. 2009. **Source for equity gap data (Head Start):** Center for Law and Social Policy. *Illinois Head Start by the Numbers*. 2009. <http://tinyurl.com/clasp-hs>
- 12. 4 year olds enrolled in state funded preschool or Head Start:** Ibid.
- 13. Children served by state licensed programs with national accreditation:** Number of childcare slots in programs accredited by the National Association for the Education of Young Children (NAEYC), divided by the number of Illinois 3 and 4 year olds who are not in state or federal Pre-K programs. (State and federal Pre-K programs do not traditionally seek NAEYC accreditation.) **Source:** National Association for the Education of Young Children. 2009. <http://tinyurl.com/naeyc>

14. **English language learners in appropriate program:** Early childhood bilingual education data is collected by the state, and should be available in the future. Currently, there is not accurate information about how many early childhood bilingual students have access to bilingual instructors and/or instruction.
15. **Highly qualified instructors:** Illinois ties with 10 other states in which 100% of early years educators are qualified with a B.A. or higher. Data is unavailable for nine states. Although this metric refers to academic qualifications, a measure of the impact that educators have on child development would be preferable, but does not exist. **Source:** National Institute for Early Education Research. *The state of preschool 2009*. <http://tinyurl.com/ainieer2>
16. **Hours per day in school:** State-reported minimum number of hours per day for half-day programs. Illinois ties with eight other states. **Source:** National Institute for Early Education Research. *The state of preschool 2009*. <http://tinyurl.com/ainieer3>
17. **Quality of environment:** We need to better understand the quality of environment in our preschools. The Early Childhood Environment Rating Scale (ECERS) and Classroom Assessment Scoring System (CLASS) are two examples of tools that have been developed to assess environments across several domains. No such assessment is currently carried out at the state level in Illinois. **Source:** Early Childhood Environment Rating Scale. <http://tinyurl.com/ecers>
18. **Early learners receiving developmental screening:** Percent of 1, 2, and 3 year olds who have been screened for motor, language, and social development, an important tool for catching developmental problems early. **Source:** Illinois Department of Health and Family Services. 2010. <http://hfs.illinois.gov>
19. **4th graders proficient in reading on NAEP:** National Assessment of Educational Progress (NAEP). Low income defined as 'eligible for free/reduced price school lunch'. **Source:** National Center for Education Statistics. *The nation's report card: Reading 2009*. <http://tinyurl.com/naep1>
20. **4th graders proficient in math on NAEP:** See #19. **Source:** National Center for Education Statistics. *The nation's report card: Math 2009*. <http://tinyurl.com/naep2ai>
21. **8th graders proficient in reading on NAEP:** See #19. **Source:** National Center for Education Statistics. *The nation's report card: Reading 2009*. <http://tinyurl.com/naep3ai>
22. **8th graders proficient in math on NAEP:** See #19. **Source:** National Center for Education Statistics. *The nation's report card: Math 2009*. <http://tinyurl.com/naep4ai>
23. **8th graders enrolled in college-track math:** Students who take and master Algebra in the 8th grade do better in high school and beyond. The data here is based on a one time report of 8th graders taking advanced Math, including Algebra 1-2 and Geometry. Data on student mastery would be preferable. **Source:** The Brown Center on Education Policy (Brookings Institute). *The Mismatched Math Student: Lost in Eighth-Grade Algebra*. 2008. <http://tinyurl.com/brookingsai>
24. **High school graduation rate:** Calculated using the widely accepted Cumulative Promotion Index method. See www.advancellinois.org/reportcard for more details. **Source:** *Education Week*, Education Counts Reference Center. 2007. <http://tinyurl.com/edweekai>
25. **Students who report taking a college ready curriculum:** Based on self-reported data from students taking ACT exam, and relies upon the ACT's definition of a college ready curriculum. It is important to note that low participation can distort results upwards, so Illinois' high participation rate (97%) should be considered when comparing states. The longitudinal data system currently being developed should enable the state to track course-taking at the student level. **Source:** American College Testing. 2009. <http://tinyurl.com/act1ai>
26. **Students demonstrating work-readiness on WorkKeys:** Illinois is one of a small number of states with 100% participation, making cross-state comparisons unreliable. **Source:** School Data for All. 2009. <http://tinyurl.com/sd4all>
27. **Students demonstrating minimal threshold of college readiness on ACT:** Percent of students meeting ACT college readiness benchmarks in all four subjects. (For information on the benchmarks, reference <http://tinyurl.com/act-bench>). This excludes states with less than 50% student participation in ACT tests. Illinois is the top scoring state (out of five) that requires all students to take the exam. **Source:** American College Testing. 2009. <http://tinyurl.com/act2-ai-il> (for Illinois' results); <http://tinyurl.com/act-states> (to compare Illinois with other states).
28. **High school students enrolled in advanced coursework:** Students who take advanced coursework in high school do better in college. This metric tracks students scoring 3 or higher on AP exams, in addition to students submitted for the International Baccalaureate. **Source:** CollegeBoard. *The 6th Annual AP Report to the Nation*. 2010. <http://tinyurl.com/apreport>
29. **High school students enrolled in dual credit courses:** This measures the number of students taking courses for which they can receive both high school and college credit. **Source:** Illinois Community College Board. 2009. <http://tinyurl.com/iccbsai>
30. **Students taught by teachers teaching in their trained field:** Teachers who teach "in field" – that is, teach in the content area in which they are certified and have expertise – have greater impact. This metric notes the percentage of secondary school students taught by a teacher with an undergraduate or graduate degree in the subject they are teaching. **Source:** Measuring Up. 2008. <http://tinyurl.com/measuringupai>
31. **Teachers demonstrating effectiveness:** At present we have no agreed upon way of measuring the impact our teachers are having in the classroom.
32. **Minimum instructional hours per year:** Amount of time on task – especially for at-risk students – may impact achievement. This metric looks at the minimum required hours and days in each state. **Source:** Education Commission of the States. *Number of Instructional Days/Hours in the School Year*. 2008. <http://tinyurl.com/ecsreport>
33. **K-12 students per counselor:** The American School Counselor Association recommends one counselor for every 250 students, however the national average is one counselor per 475 students. Our data excludes Rhode Island, the leading state, due to size. It boasts a student-counselor ratio of 40:1 at high school and 77:1 at K-8. **Source:** American School Counselor Association. 2007. <http://tinyurl.com/ascaai>
34. **Safe school environment:** School climate metrics are related to student achievement and growth. The TeLL survey we use here is not taken in all states, and Illinois administered it to an unrepresentative sample of districts in 2005. This makes state comparisons unreliable, and underscores the need for more rigorous and reliable state-level data in this area. **Source:** New Teacher Center. *Illinois Teaching, Learning and Leading Survey: Final Report*. 2008. <http://tinyurl.com/tellil>
35. **Atmosphere of trust and mutual respect:** Ibid.
36. **Schools a good place to work and learn:** Ibid.
37. **Teacher turnover:** Ibid.
38. **Principals reporting sufficient time to focus on instruction:** Ibid.
39. **Effective school leadership:** Ibid.
40. **Constructive parent engagement:** Ibid.
41. **Chronic truancy:** Chronic truants are more likely to drop out, as average attendance at school does not provide a clear student picture. **Source:** U.S. Department of Education. *Truancy: A Serious Problem for Schools, Students and Society*. 2001. <http://tinyurl.com/aidetru>
- This measures students who were absent from school without valid cause for 18 or more of the last 180 school days (greater than 10%). Indeed, tracking students who miss 5% of school days in a year identifies students who are at-risk of dropping out, but the state does not collect this data. **Source:** Interactive Illinois Report Card. 2009. <http://tinyurl.com/tircenv>
42. **Freshmen on-track to graduate from high school:** Only Chicago currently tracks whether freshmen are on-track to achieve sophomore status on time, a measure which is highly predictive of whether students are set to graduate. **(Source:** Consortium on Chicago School Research. The On-Track Indicator as a Predictor of High School Graduation. 2005. <http://tinyurl.com/ccsr-ai-src>) New data systems currently in development should give us this information on the state level.
43. **Students demonstrating appropriate academic growth:** Systems are currently being developed that will give us a clearer picture of how much students are learning from year to year, going beyond a simple snapshot to a richer picture of the system's effectiveness.

Post-Secondary Attainment

44. **18-24 year olds enrolled in post-secondary education:** See www.advancellinois.org/reportcard for more detailed breakdown. **Source:** National Center for Higher Education Management Systems. 2007. <http://tinyurl.com/nchemsai>
45. **Graduation rate; 2-year institutions:** North Dakota and Wyoming are leading states, but were excluded due to small size. This measure has limited comparability across time because institutions report at different rates. **Source:** Integrated Postsecondary Education Data System (IPEDS). 2008. <http://tinyurl.com/ipedsil>
46. **Graduation rate; 4-year institutions:** Ibid.
47. **Young adults out of school/work:** Students between 18 and 24 who are out of school and out of work are disproportionately likely to end up in prison and/or chronically unemployed. **(Source:** ChildTrends Data Bank. High School Dropout Rates. 2010. <http://tinyurl.com/chtrend>) This measures the percentage of persons aged 18 to 24 not attending school, not working, and with no degree beyond high school. **Source:** Kids Count, Kids Count Data Center. 2008. <http://tinyurl.com/kidscountai>
48. **Adults 25 and over with an associate's degree or higher:** Ultimately, the educational attainment of our population must improve if we are to remain economically competitive. **Source:** U.S. Census Bureau.
49. **Percent of income necessary to pay for college:** This includes need-based grant assistance available from the state and individual institutions. **Source:** NCES, IPEDS Enrollment Survey. 2008. <http://tinyurl.com/nchems-inc>
50. **4-year universities graduating 60% of students in 6 years:** Nationally, 64% of students graduate from 4-year institutions in 6 years. This measures which institutions in Illinois come close to matching the national average, keeping in mind that some institutions serve disproportionately high-need populations. Due to gaps in data 2-year prior, data is not directly comparable. **Source:** Integrated Postsecondary Education Data System. 2008. <http://tinyurl.com/ipedsil>
51. **Freshmen taking remedial coursework:** Students who take remedial courses as they begin college are at greater risk of dropping out. **(Source:** Strong American Schools. Diploma to Nowhere. 2008. <http://tinyurl.com/sasdiip>) Data on remedial course-taking patterns would be helpful to high schools. Some data about remedial course-taking in Illinois exists, but it is not reliable enough to report here. Illinois' longitudinal data system should be able to track this important information. (More information on the web at <http://www.advancellinois.org/reportcard>)
52. **Freshmen returning 2nd year (2-year institutions):** For comparability, this ranking excludes all states with a freshmen population less than 10% that of Illinois. **Source:** National Center for Higher Education Management Systems. NCES, IPEDS Enrollment Survey. 2008. <http://tinyurl.com/nchems2>
53. **Freshmen returning 2nd year (4-year institutions):** See #52. Excludes private, for-profit institutions. **Source:** National Center for Higher Education Management Systems. NCES, IPEDS Enrollment Survey. 2008. <http://tinyurl.com/nchems3ai>

Advance Illinois is an independent, objective voice working to promote an education system in Illinois that prepares all students to be ready for work, college, and democratic citizenship.

Get Involved

Help educate your community on these important issues by visiting our website at www.advanceillinois.org/reportcard, where you can download materials to support local education efforts.

Footnotes

1. **Gormley, W.T., and T. Gayer**
The effects of universal Pre-K on cognitive development. Georgetown University, 2004.
2. **Powers, S., and E. Fenichel**
"Home visiting: Reaching babies and families where they live." Zero To Three, 2003.
3. **Duncan, G.J., et al.**
School Readiness and Later Achievement, *Developmental Psychology*, 2007, Vol. 43, No. 6, 1428-1446.
4. **Sebring, P.B., et al.**
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5. **Fallon, D.**
Case Study of a Paradigm Shift: The Value of Focus—ing on Instruction, Education Research Summit, 2003.
6. **Gordon, R., T. Kane, and D. Staiger**
"Identifying Effective Teachers Using Performance on the Job." The Brookings Institution, 2006.
7. **Leithwood, K.S.**
How leadership influences student learning. Minneapolis: Center for Applied Research, 2004.
8. **Schweinhart, L.J., et al.**
Lifetime effects: The High Scope Perry Preschool Study Through Age 40, High/Scope Press, 2005.
9. **Presley, J., B. White, and Y. Gong**
Examining the Distribution and Impact of Teacher Quality in Illinois, Illinois Education Research Council, 2005.
10. **Partnership for 21st Century Skills**
21st Century States, 2009, <http://www.p21.org/>
11. **Common Core State Standards Initiative**
<http://www.corestandards.org/>
12. **Strong American Schools**
Diploma to Nowhere (2000), online at <http://tinyurl.com/sasdip>.