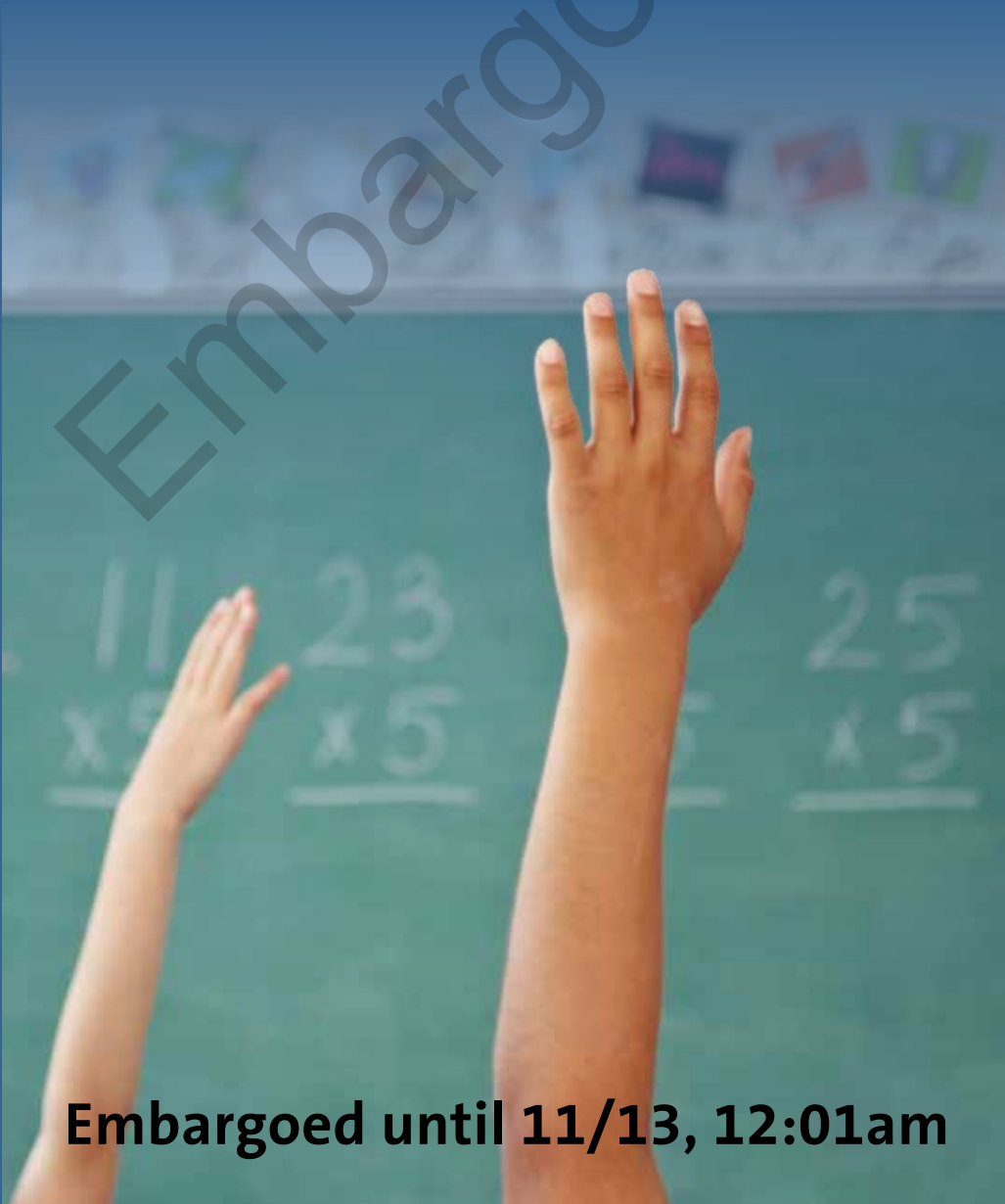


2012

THE STATE WE'RE IN

A Report Card on Public Education in Illinois



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Pershing West Middle School

*“Education is the most
powerful weapon which
you can use to change
the world.”*

— Nelson Mandela

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Fellow Illinoisans:

The world is passing us by: At a time when a postsecondary education matters more than ever and jobs increasingly require more than a high school diploma, fewer than three-fourths of Illinois students who begin high school will graduate and fewer than a third will go on to complete a postsecondary degree.

Worse still, without serious effort and change, we find little prospect for improvement given that Illinois' academic performance has remained flat for much of the past decade.

- One-third of Illinois students complete 4th grade proficient in reading, a troubling indicator given decades of research that suggests students who read well by this point are dramatically more likely to succeed in school and in life.
- One-third of students begin high school academically on-track and prepared for coursework.
- Fewer than one-third of students leave high school with the college- and career-ready knowledge and skills they need to succeed in an increasingly competitive world.

In short, our schools are not getting the majority of students where they need to go. Not only do we not keep pace with other states, we are losing ground with other nations. We cannot afford to be a below-average state in a below-average country — while the economy becomes increasingly global. It is not sustainable.


The challenge ahead is clear: We must work urgently to meet the goal set by Illinois' education, legislative, civic and business leaders to ensure 60 percent of students earn a postsecondary degree by 2025. Not doing so would not be a failing of children. It would be our failing — a failing of adults.

Certainly, Illinois has changed significantly during the past decade. Nearly half of Illinois students are low-income and, for the first time, more than half of schools statewide serve 40 percent or more economically disadvantaged students. However, these changes do not make flat academic performance acceptable or inevitable.

The good news is Illinois is responding. The state will begin implementing the rigorous Common Core State Standards; accurately measuring whether students are on-track at every step in the academic pipeline; putting better information in the hands of teachers, principals and families; focusing attention and effort on organizing schools for improvement; strengthening evaluations and supports for educators; and intensifying efforts to improve low-performing schools. The bedrock for these efforts is providing all children a strong early start in life, and Illinois leaders must continue to enroll more young children in early childhood programs even amid challenging fiscal times.

We know lasting improvement takes time. Much of the work ahead demands careful implementation — and impact on student achievement will not happen immediately. But if we, as a state, do not work urgently to implement these and other reforms, we will continue to see the mediocrity we've always seen. Our students will pay the price. We cannot afford to let that happen.

They can do it. Will we?



William M. Daley
Co-Chair
Advance Illinois

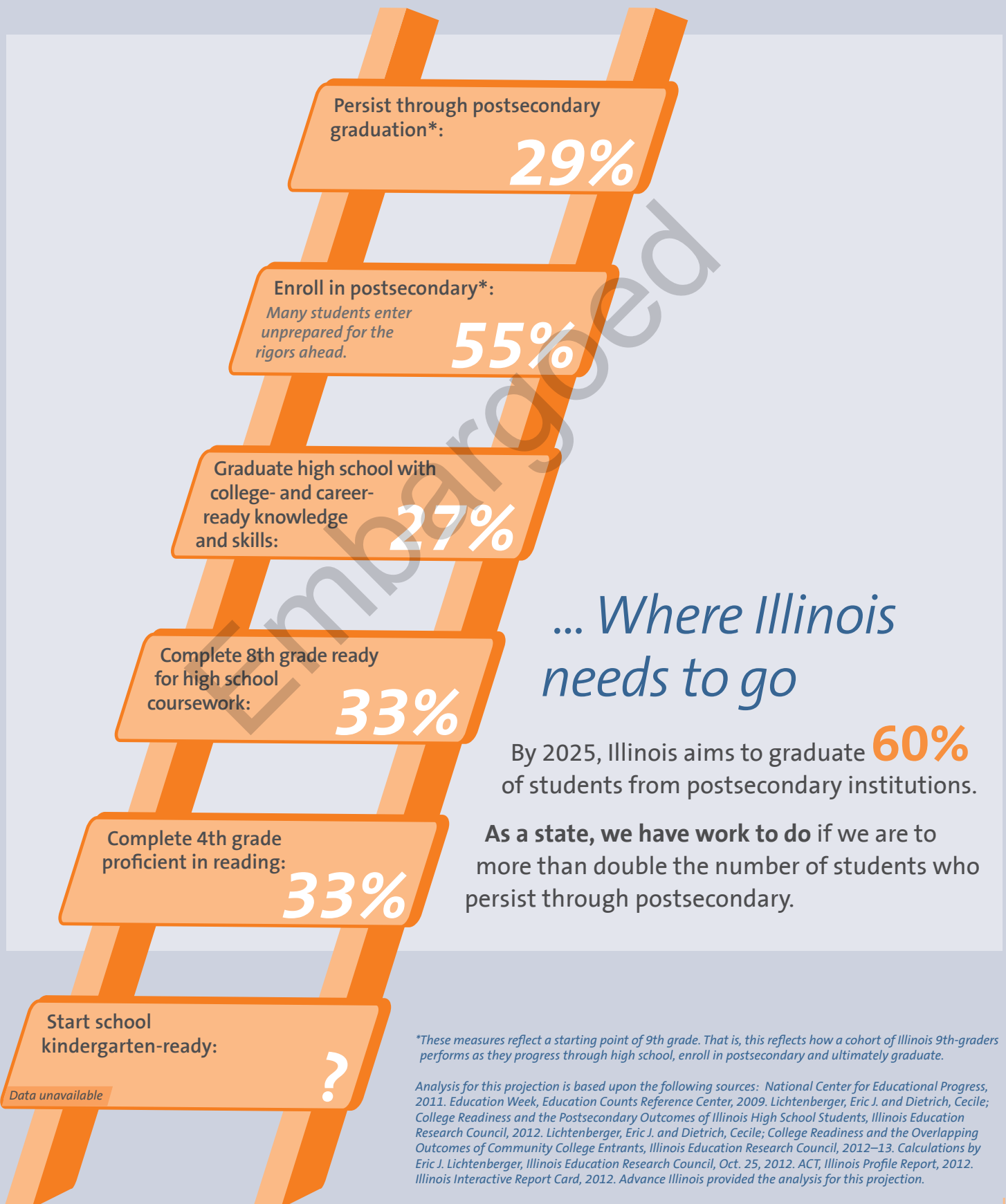


John A. Edwardson
Co-Chair
Advance Illinois



Robin M. Steans
Executive Director
Advance Illinois

Where Illinois stands today on the steps to readiness ...



Navigating This Report

This report assesses Illinois' academic performance from early childhood through postsecondary, providing a snapshot of how Illinois compares to other states and nations as we collectively work to provide all students a world-class education. The analysis is divided into three parts.

- The **first section** examines how Illinois public schools serve 2 million students by spotlighting performance on key academic milestones such as 4th-grade reading, 8th-grade math, college readiness in core subjects and postsecondary graduation.
- The **second section** examines the interlocking set of reforms that state education leaders, legislators and advocates have crafted to lay the foundation for future academic growth since the *State We're In: 2010*. The report also illustrates how the various initiatives fit together to lay a strong academic foundation for Illinois going forward.
- The **third section** contains 55 data measures that examine Illinois' standing in early education, K–12 and postsecondary readiness and success.

What data are provided?

The report highlights more than four dozen data measures to illuminate how well we, as a state, educate students. Data for each measure include:

- current performance
- past performance
- leading states and Illinois' comparative national rank
- equity gaps by race and Latino origin, income and special education status when possible

How are grades assigned?

The report assigns a letter grade for three areas: early education, K–12 and postsecondary readiness and success. Grades reflect how Illinois ranks on every data measure, and these rankings then are averaged within each category. Illinois' standing nationally determines the ultimate grade. Calculations also include achievement gap rankings for ladder measures when available.

- A = 1st–10th
- B = 11th–20th
- C = 21st–30th
- D = 31st–40th
- F = 41st–50th

An “incomplete” is assigned if insufficient data exist to reach a judgment.

Why keep indicators with missing data?

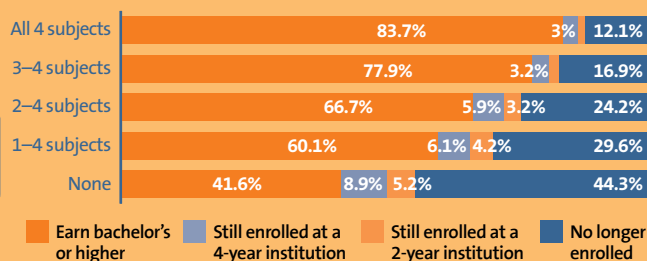
Data do not exist for every indicator. Advance Illinois chose to keep these measures in order to highlight what data should be provided going forward. Put another way, as a state, we know what we know and we know what we need to know if we are to strengthen schools and better serve students. Illinois' new longitudinal data system soon will provide information to answer additional questions about how students and schools perform over time.

Why use projections?

In the absence of longitudinal data, this report draws on existing data measures and research analyses to project how many students progress from the start of high school through postsecondary graduation. While the data tables of this report reflect historic trends and point-in-time performance on indicators that provide national comparability, projections reflect how students might perform over time. That is, we know what percentage of Illinois students graduated from high school in June 2012, but it will take years to know how many actually persist through postsecondary; so, this report uses historic trends to project that information. This is by no means a perfect methodology. But in the absence of longitudinal information, it allows us to examine how students perform over time and prepare for the challenges ahead. Whether as parents or policymakers, this is how we need to think about our educational system.

The Illinois Education Research Council (IERC) tracked the class of 2003 through 2010 to examine how many students enrolled and graduated from postsecondary institutions. The information illustrates how powerful it is to think about student progress longitudinally and how important it is for high school students to be academically prepared for the rigors of college and career.

High school students who meet ACT college-ready benchmarks are more likely to succeed in postsecondary



Source: Lichtenberger, Eric J. and Dietrich, Cecile; *College Readiness and the Postsecondary Outcomes of Illinois High School Students*, Illinois Education Research Council, 2012

As a state and a nation, we risk losing our academic edge as the rest of the world sharpens theirs.

The strength of our state's economy — indeed, the strength of our state as a whole — rests inextricably on the strength of our public education system. Postsecondary education increasingly paves the path to employment in an economy that grows more competitive every year.

Eight of every 10 Illinois jobs today require some education or training beyond high school.¹

But fewer than four of every 10 Illinois adults hold a two-year or four-year degree,² leaving thousands of jobs unfilled every year because employers cannot find employees with the skills to do them.³ This performance puts Illinois ahead of competitor nations, particularly as more young adults in their 20s and 30s pursue postsecondary training. Even still, Illinois lags countries such as Canada, Israel, Japan and Russia.⁴ Our international standing may slide still further, as other industrialized countries already have

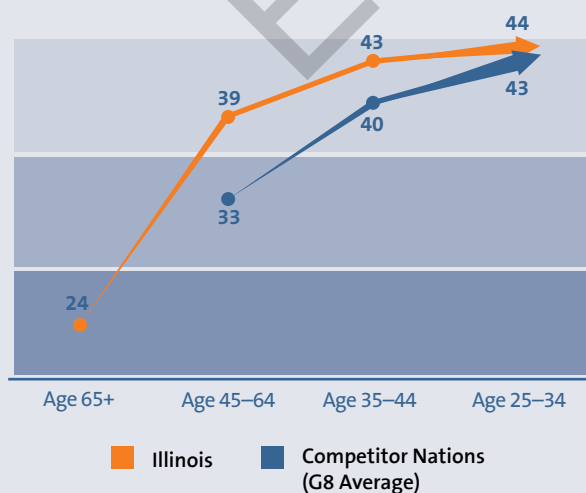
surpassed our high school completion rate and are on-track to surpass our postsecondary attainment.

Now more than ever, education makes all the difference as U.S. adults with bachelor's degrees gained 2.2 million jobs since the Great Recession began, and adults with no postsecondary training lost 5.8 million jobs.⁵

U.S. students do not lead on any global measure of academic performance. Today, the United States ranks in the middle in math, just below the top third in science, and below the top quarter in reading, behind countries such as China, Finland, the Netherlands and South Korea.⁶

Illinois leads other nations, but they are catching up

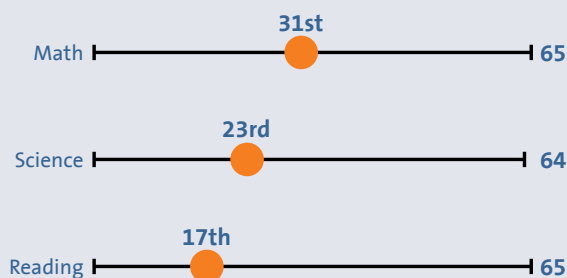
Percentage of adults with a postsecondary degree



Source: US Census Bureau, 2010 American Community Survey. Education at a Glance 2011, Organization for Economic Co-operation and Development (OECD)

U.S. students are lagging in academic performance globally

Average U.S. student performance



Source: The Programme for International Student Assessment, 2009

On the Web
See which other nations have surpassed Illinois at advanceillinois.org

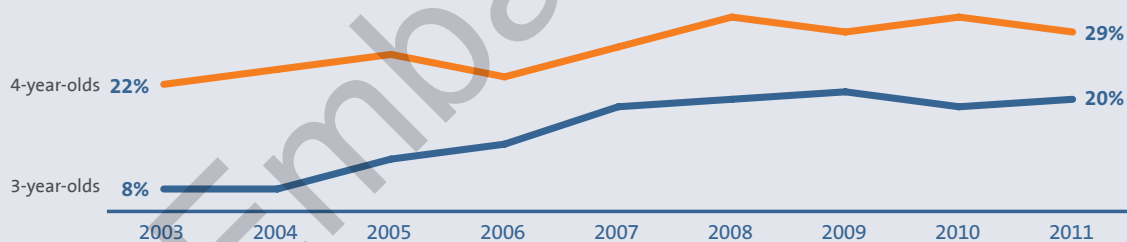
Once students fall behind, it is difficult to catch up ...

The seeds of student success are planted in early childhood, and the work to make sure students achieve to their fullest potential continues throughout their schooling. If we lose students early, we risk losing them entirely.

Illinois enrolls 20 percent of 3-year-olds and 29 percent of 4-year-olds in state-funded preschool programs, and it is a leader among states in providing access to early education.⁷ Still, this is less than one-third of the youngest children and fewer still may be served in the coming years. The state's deepening fiscal crisis has slowed the expansion of early education access. Importantly, while Illinois was one of the first states to require that eligible students receive bilingual early childhood instruction,⁸ little data exist about whether there are enough bilingual early childhood placements and teachers to meet the need.

Before they even begin kindergarten, 4-year-olds who live below the poverty line are nearly 14 months behind their classmates.⁹ By age 9, the gap that takes root in the early years continues. But general knowledge and cognitive skills are not the only measure of how young children develop and learn. Equally important are their curiosity, communication, emotional well-being and overall health.¹⁰ To this end, Illinois for the first time is piloting a measure of whether children are academically, emotionally and socially ready as they enter kindergarten, information that, in time, will help answer a critical question.

Fewer than three in 10 children enroll in state-funded preschool



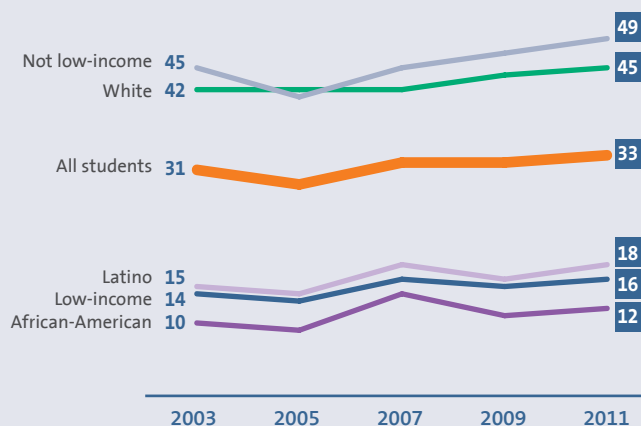
Source: National Institute for Early Education Research



... and Illinois' progress is far too slow.

Achievement gaps persist at a time when success depends upon how well we meet the needs of *all* students.

Only 33% of Illinois 4th-graders read proficiently, despite improvements across all student groups



Source: National Assessment of Educational Progress, 2003–11

Illinois students across nearly all demographic and economic groups improved slightly in reading and math since 2003,¹¹ although just one-third of students read proficiently by 4th grade and this is one of the most powerful predictors of future success. Students who do not transition from learning to read in the early grades to reading to learn by 4th grade fall behind and are at much greater risk of dropping out.¹² While all student groups improved on this important measure, a shockingly low 12 percent of African-American students, 18 percent of Latino students and 16 percent of low-income students read proficiently in 4th grade.¹³

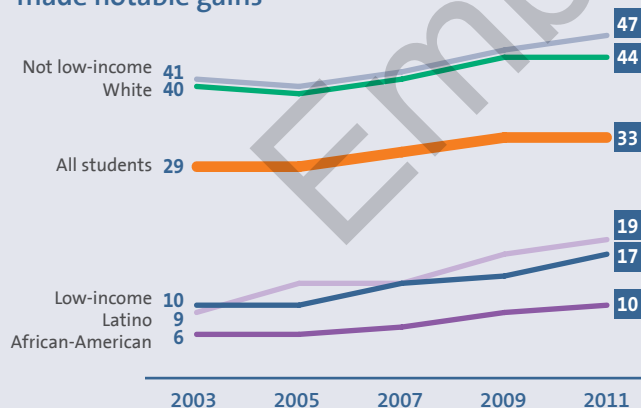


On the Web

See how Illinois students perform on additional subjects and grade levels, and find examples of what reading and math proficiency looks like

Despite gains, the gap between disadvantaged students and their classmates continues in most subjects. Illinois was one of only four states to narrow the gap in 8th-grade math since 2003,¹⁴ but 17 percent of low-income 8th-graders scored proficient or better in math in 2011 compared with 47 percent of non-poor students.¹⁵ The performance gap is equally wide in 8th-grade reading.

Only 33% of Illinois 8th-graders are proficient in math, though low-income and Latino students made notable gains



Source: National Assessment of Educational Progress, 2003–11

More African-American and Latino high school students take Advanced Placement (AP) exams. The percentage of African-American students who took an AP exam — which carries the potential for postsecondary credit — quadrupled during the past decade, while the percentage of Latino AP test-takers more than doubled.¹⁶ Increased access has not yielded increased achievement, however. Five percent of African-American students, 16 percent of Latino students and 20 percent of white students scored at least a three out of five on AP exams.¹⁷ While improving scores is the goal, students benefit from exposure to rigorous coursework such as AP even if they do not earn passing scores.¹⁸

Gaps remain among the largest in the nation

Illinois 4th-grade reading

Low-income/ Not low-income	White/ Latino	White/ African-American
33 percentage points	27 percentage points	33 percentage points
5th worst	11th worst	5th worst

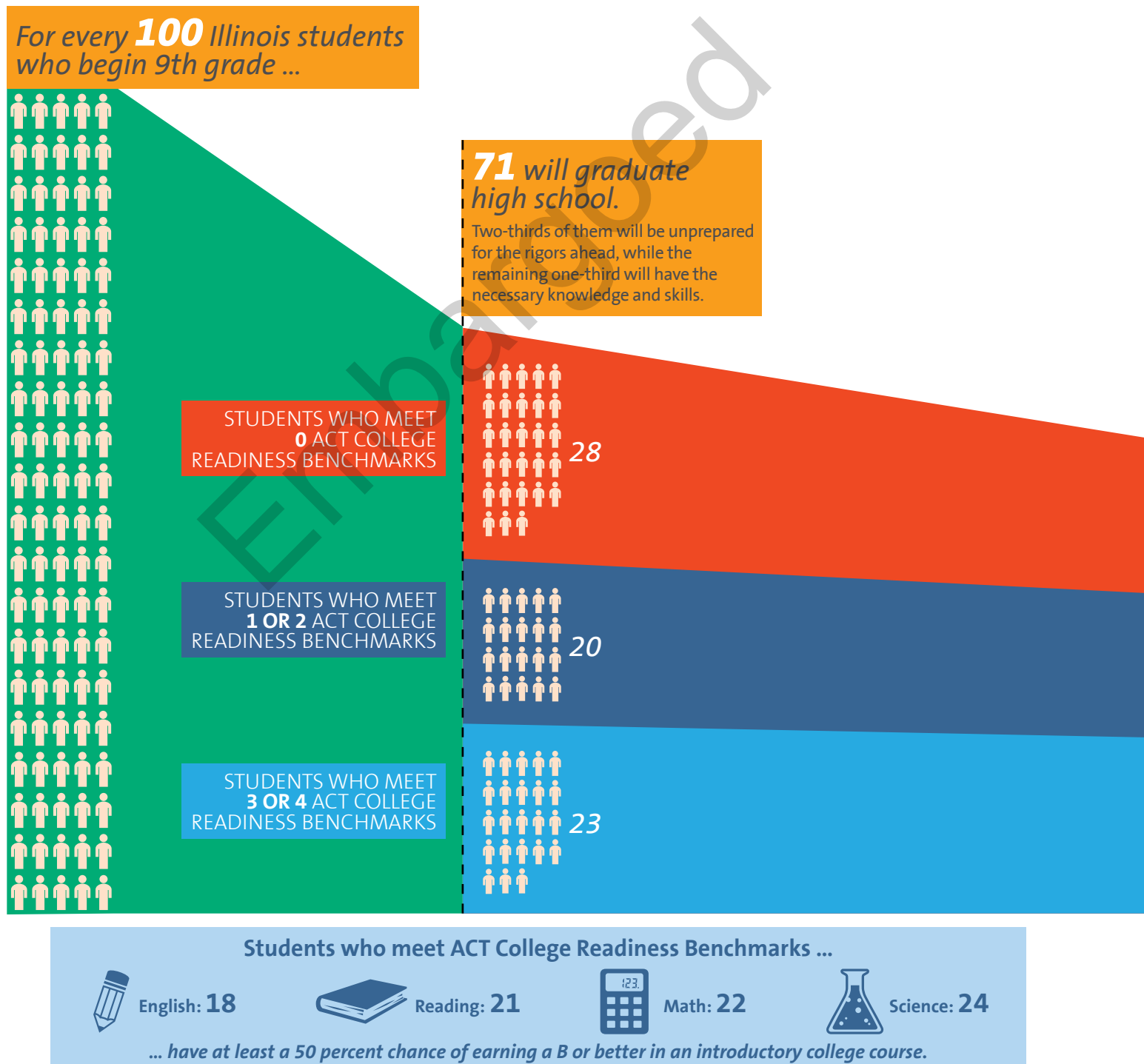
Illinois 8th-grade math

Low-income/ Not low-income	White/ Latino	White/ African-American
30 percentage points	25 percentage points	34 percentage points
11th worst	19th worst	9th worst

Source: National Assessment of Educational Progress, 2011

Too many students are unprepared for the opportunities and challenges ahead.

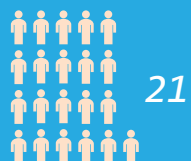
This leaves them ill-equipped for college and career at a time when a postsecondary education matters more than ever. Nearly nine in 10 families believe it is important for their child to earn a two- or four-year degree. Today's public education system, however, does not deliver to their expectations.



The bottom line: High school students who meet three or more ACT college-readiness benchmarks have nearly a 75 percent chance of earning a two- or four-year degree. But students who do not meet any benchmarks are five times less likely to graduate postsecondary.

55 will progress to postsecondary.

Most of them will enter academically unprepared and will struggle to make it through.



29 will earn a postsecondary degree.

More than half will be students who met ACT college-readiness benchmarks in high school. Few of those who were unprepared, however, will graduate.



Analysis for this projection is based upon the following sources: Education Week, Education Counts Reference Center, 2009. 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, Illinois Profile Report, 2012. Illinois Interactive Report Card, 2012. Advance Illinois provided the analysis for this projection.

Good schools with supportive environments can make all the difference for students.

Whether grounded in research or observation, we know that *all* children can learn at high levels — whether reading by 4th grade, learning Algebra in 8th grade or graduating college — *if* we, as adults, support and help them to achieve.

Research shows that students who attend schools with ambitious instruction, effective and collaborative educators, supportive environments and involved families perform better academically.

Put simply, schools matter. And if we are to support more students as they progress from preschool through postsecondary, we must create a system of high-quality schools to capture their potential.

Right now, no perfect measures exist to capture whether schools have the essential components to help students learn. In this, we have a huge deficit of knowledge. But the good news is this soon will change. In January 2013, Illinois will administer research-based school surveys of teachers and students and will share the results with educators and families alike — provided that schools, teachers and students participate. For now, we draw on existing measures that provide some insights into learning conditions and climate.

*Schools with strong learning environments are 10 times more likely to improve student achievement than schools that are not organized to support student learning.*¹⁹ Research gathered across more than 200 Chicago elementary schools over 20 years suggests the cornerstones of a well-organized, successful school include ambitious instruction, collaborative teachers, effective leaders, supportive environments and involved families. Chicago

researchers call these “The Five Essentials” for school success.²⁰

Research shows schools with at least three of the five elements in place are significantly more likely to improve student achievement in reading and math.

1. Ambitious Instruction

*More students than ever take advanced math courses — Algebra, specifically — in 8th grade.*²¹ Today, 45 percent of Illinois 8th-graders take advanced math,²² up from 36 percent five years earlier.²³ While not all Algebra courses are equally rigorous, this early exposure places students on a college-prep pathway that enables them to take Calculus in high school.²⁴

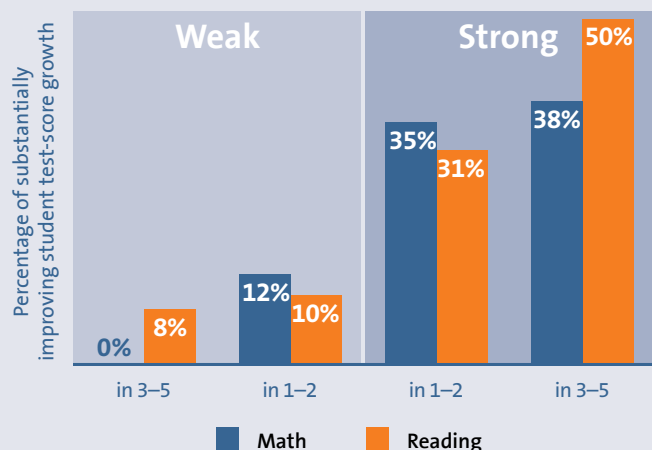
*Three of every four Illinois high school students who take at least one semester of courses at a community college ultimately attend a four-year institution.*²⁵ This compares with 32 percent of students who take no such “dual enrollment” courses.²⁶ Admittedly, these students tend to be academically inclined at the outset. But school leaders and educators are wise to set the expectation that all high school students graduate with at least one college-level experience.

*More than a quarter of Illinois’ graduating seniors take at least one Advanced Placement test, providing students another experience of college-level rigor while still in high school.*²⁷ Of them, 19 percent score at least a three out of five,²⁸ the minimum required for credit in many postsecondary institutions. Moreover, the number of Illinois students receiving an International Baccalaureate Diploma climbed by 75 percent during the past decade, although the number remains quite low at 869 participants statewide.²⁹

2. Collaborative Teachers

*An effective teacher generates five to six more months of student learning than an ineffective teacher.*³⁰ Illinois does not yet track teacher effectiveness or teacher retention, information that would answer whether schools recruit and keep their best teachers. Nor does Illinois capture whether and how teachers collaborate within a school. We will learn more as the state’s new evaluation system and school surveys roll out during the coming years. Research suggests schools that offer feedback, recognition for work well done and advancement opportunities retain top-notch teachers.³¹

Schools strong in “The Five Essentials” are significantly more likely to improve



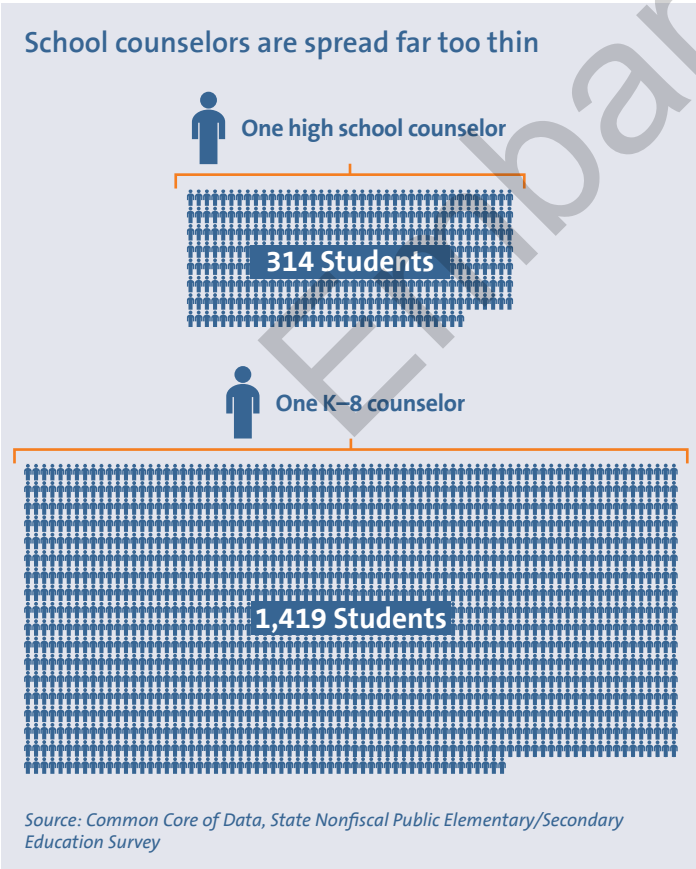
Source: Consortium on Chicago School Research at the University of Chicago Urban Education Institute, 2010

3. Effective Leaders

Effective principals are an equally critical in-school factor for student learning.³² As school leaders, principals are the linchpin to shaping the climate and the degree of collaboration within a school. Next year, with the implementation of a new evaluation system, Illinois will have information about the effectiveness of school leaders for the first time. The new surveys of students and teachers will provide principals with critical, actionable feedback they can use to improve the learning environment within their schools.

4. Supportive Environments

The average Illinois high school counselor works with 314 students, making it difficult to provide children the guidance and support they need to succeed in the classroom.³³ Illinois ranks 45th among states in its ratio of high school counselors to students, and this worsened during the past two years. Grade school students are even less likely to interact with a counselor. Elementary and middle school counselors typically see more than 1,400 students, a ratio that ranks Illinois 43rd nationally.³⁴



More than 66,000 Illinois students miss more than 18 days of school every year,³⁵ making it improbable if not impossible for them to be academically on-track to succeed. This works out to 3.2 percent of students statewide. Students cannot learn if they are not in class,

and research suggests that high school students who show up and perform well are five times more likely to graduate than students who are off-track academically.³⁶

One of every four of Illinois' African-American students is suspended at least once from school.³⁷ Illinois schools topped the national rankings in the disparity of K-12 suspension rates between African-American students and their white classmates — 25 percent to 4 percent, respectively,³⁸ as noted in the data tables of this report. Out-of-school suspensions often leave struggling students even further behind their peers.

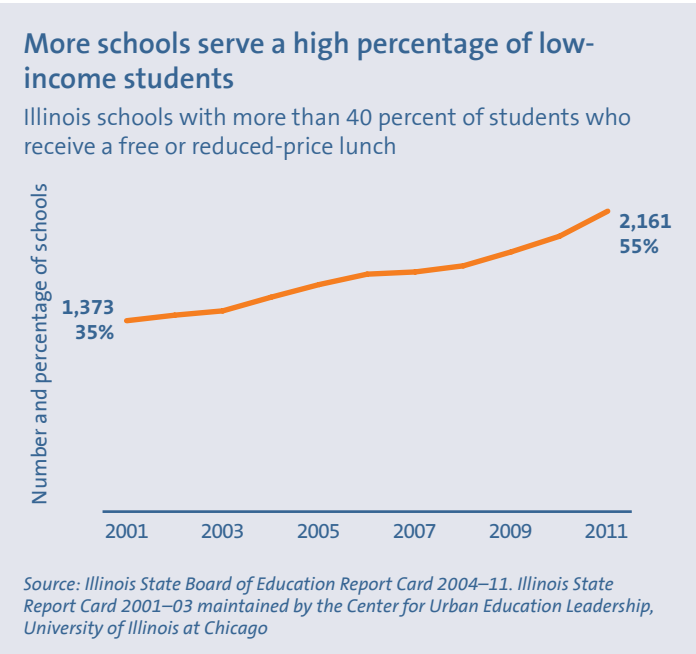
In Chicago, half of students do not feel “mostly safe” outside their schools, but strong relationships with the adults inside the school can change that.³⁹ While more than 80 percent of Chicago students felt safe in their classrooms, students felt less safe in campus areas with little adult supervision.⁴⁰ Schools in even the most crime-ridden neighborhoods can provide a safe haven by cultivating relationships between students and teachers, administrators, mentors and coaches who work within the building, giving students a better chance to learn, according to research based on school surveys.

5. Involved Families

For the first time, more than half of Illinois public schools serve concentrations of disadvantaged students, and the state must redouble efforts to engage the families that often need the most support to be involved. This year, 55 percent of schools serve populations where at least 40 percent of students qualify to receive a free or reduced-price lunch, an indicator of poverty.⁴¹ That is up from 35 percent a decade earlier.⁴²

On the Web

Find more information about “The Five Essentials”



Other states have advanced key education reforms and made progress ...

Several states have taken systemic approaches to school improvement — crafting comprehensive and coherent plans to address local challenges — and seen significant improvements. Massachusetts offers an important example.

Massachusetts legislators and partners based the state's landmark Education Reform Act of 1993 on a "grand bargain."⁴³ The state would set high standards for students at every level, raise the rigor of state assessments that culminate in a high school exit exam, hold schools accountable and, importantly, put information in the hands of parents and the public. In exchange, the state pledged equitable funding across school districts. The state also focused on efforts to recruit, develop and support teachers and principals, recognizing the central role they play in developing a student's potential.

State leaders crafted high expectations with collaboration. A 40-member commission developed the 1993 Massachusetts Common Core of Learning during nine months, with input culled through 16 public hearings and 2,000 written communications.⁴⁴ The rest of the country caught up when most states adopted the Common Core State Standards in 2010.⁴⁵

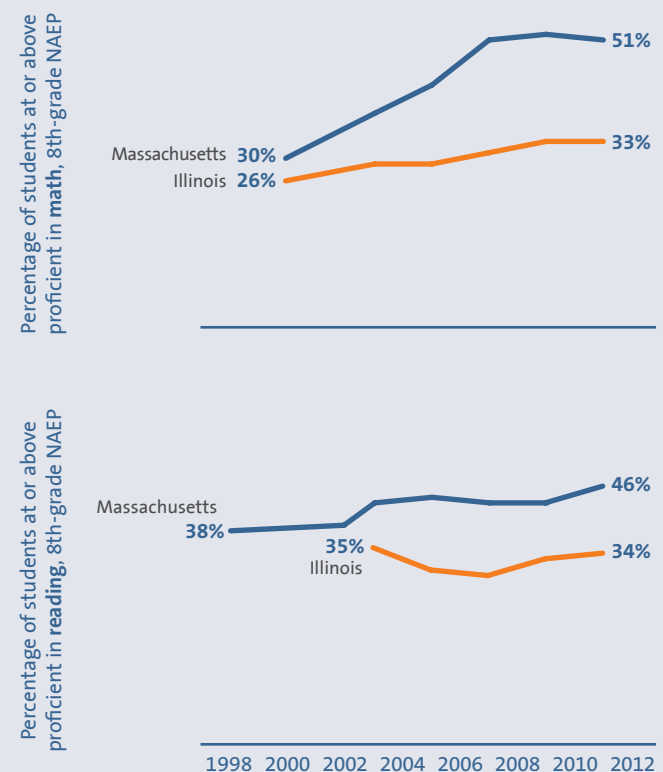
Massachusetts expects educators to master not only the content they will teach but also the pedagogy of teaching. It is the only state to require a general curriculum test as well as a math test for elementary teacher candidates.⁴⁶ Candidates also must complete 36 semester hours in arts and sciences coursework. To support educators already in classrooms, Massachusetts this year will roll out a new evaluation system for teachers, principals and superintendents that uses multiple measures to evaluate and improve instructional practice.⁴⁷

Massachusetts passed the 2010 Education Reform Act that provided greater flexibility to intervene in chronically low-performing schools.⁴⁸ Such schools now develop innovation plans that give students wraparound services, allow for longer school days, and create a performance contract with schools, teachers, students and their families.

Massachusetts students lead the nation by many measures. Math and reading scores on national assessments already were above average and improved further during the past two decades. In 1992, 23 percent of Massachusetts 8th-graders scored proficient or

higher in math, a performance level that climbed to 51 percent in 2011 and leads the nation.⁴⁹ While Massachusetts' demographics differ from Illinois' — one-third of students there qualify as low-income as compared to nearly half here — Massachusetts low-income students outperform their peers in Illinois and other states on national assessments. A quarter of high school students scored at least a three out of five on Advanced Placement exams,⁵⁰ ranking the state fourth in overall achievement. And nearly eight of every 10 Massachusetts students graduate from high school.⁵¹

Massachusetts showed significant growth after putting key reforms in place



Source: National Assessment of Educational Progress, 1998–2011

... Illinois must, too.

Illinois educators, policymakers and advocates together are working to strengthen the educational system through a coordinated, comprehensive set of reforms. While it is too soon to see results, Illinois is on its way and can succeed if we build on the reforms with care and collaboration.

Illinois is setting high, relevant and real-life standards for students by:

- Implementing the rigorous Common Core State Standards in math and English Language Arts adopted in 2010, and adjusting assessments to measure a wider set of skills against international standards and to include student achievement growth over time. The new exams are expected in the 2014–15 school year.
- Raising the scores required to pass the current state exams in 3rd through 8th grades to accurately measure whether students are on-track. Families will receive the new results in 2013.
- Creating a developmentally appropriate method to gauge whether students are academically, emotionally and socially ready for kindergarten. The pilot includes 5,000 students in 2012, 10,000 students in 2013 and a statewide rollout in 2015.

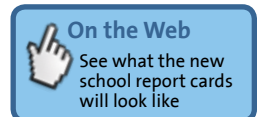


from birth through postsecondary, and where gaps and challenges persist.

- Administering research-based surveys to collect information about learning climate and conditions in schools statewide that may be used to qualitatively and quantitatively drive improvement. The University of Chicago's Urban Education Institute will roll out the surveys statewide in January 2013.

Illinois is creating an accountability system that spans preschool to postsecondary and putting information in the hands of the public by:

- Revising school report cards to help families better understand how schools and districts serve students. This includes details about how students in every school progress from one stage to the next, drawing on measures such as how many students attend preschool before kindergarten or how many freshmen enter high school academically on-track. The new report cards will be released in 2013.
- Awaiting federal approval for a new accountability system that would measure schools by how well they prepare students to succeed in college and careers. Specifically, this would reflect how well a school's students achieve and reach key milestones such as graduation.



Illinois is raising standards and providing supports for teachers and principals by:

- Increasing expectations for new teacher candidates and implementing more substantive evaluations that provide meaningful feedback and draw on multiple measures of student achievement growth.
- Creating a new principal endorsement that includes preschool and provides more field experience for principal candidates. Preparation programs must reapply for accreditation under the new standards by 2014.

Illinois is providing educators and families with relevant and timely data about student performance by:

- Developing a cutting-edge system that gives teachers real-time information about their students' performance to use as they plan instruction. The system will be shaped by spring 2013.
- Creating a longitudinal data system by summer 2013 that allows all involved to understand how students progress

Illinois is improving low-performing schools and creating additional school options and access for families by:

- Building on its commitment to serve 3- and 4-year-olds in need with early childhood programs that give them a strong start in school and in life.
- Creating a Center for School Improvement this year to support chronically low-performing schools and districts as they stabilize the learning environment for students and provide oversight where necessary. This is a significant undertaking and much rides on the quality of the endeavor.

Read more about Illinois reform plans on pages 14–15.

Timeline of Illinois School Reform

With collaboration and care, Illinois educators, legislators and partners have crafted landmark reforms to improve educational opportunities for students.

The interlocking reforms set high standards for students, measure whether students are on-track at every step of the academic pipeline, put better information in the hands of principals and teachers, strengthen educator evaluations, intensify efforts to improve struggling schools, and redesign school report cards to give families more information about their child's school and district.

Illinois now must implement these reforms thoughtfully but urgently during the coming years.



	Student Standards, Assessments and Transitions	Teacher and Leader Effectiveness
	<i>Set high, relevant and real-life standards for students and improve assessments to reflect college- and career-ready expectations.</i>	<i>Raise standards and provide supports for teachers and principals to continually improve their instructional practice.</i>
Pre-2012	<ul style="list-style-type: none"> Adopted the rigorous Common Core State Standards (2010) Joined multistate effort to develop Next Generation Science standards (2011) 	<ul style="list-style-type: none"> Created a new principal endorsement that includes preschool and calls for competency-based field experience (2010)
2012	<ul style="list-style-type: none"> Implements learning standards for birth through age 5. Creates STEM Learning Exchanges Launches Kindergarten Individual Development Survey (KIDS) pilot with 5,000 students Works to align standards between K–12 and community college 9th-graders take EXPLORE and 10th-graders take PLAN 	<ul style="list-style-type: none"> Raises expectations for entry to teacher prep programs Trains all evaluators in accord with new educator evaluations Begins new principal evaluations Begins new educator evaluations in 300 Chicago Public Schools Pilots new performance assessment for teacher candidates Develops new educator licensing system Approves principal programs around new standards (2012–14)
2013	<ul style="list-style-type: none"> Implements the rigorous Common Core State Standards Partners with Colorado to provide assessment support Raises ISAT cut score to reflect college and career readiness 11th-graders take WorkKeys (jobs skills) 	<ul style="list-style-type: none"> Redesigns early childhood, elementary and middle school teacher prep programs to new standards Bases school reductions-in-force decisions on evaluation performance ratings Redesigns superintendent prep programs to new standards
2014	<ul style="list-style-type: none"> Expands kindergarten readiness pilot to include 10,000 children 	<ul style="list-style-type: none"> Redesigns high school teacher prep programs to new standards
2015	<ul style="list-style-type: none"> Administers new state exams aligned to Common Core (spring) Implements kindergarten-readiness measure in schools statewide 	<ul style="list-style-type: none"> Implements new educator evaluations in schools statewide Implements new performance-based student teacher assessment

Data and Information Technology	Accountability and Governance	School Transformations, Options and Access
<i>Build a longitudinal data system that provides educators and families with timely information about how students perform and progress through the educational system.</i>	<i>Improve accountability for the entire education system, from early education through postsecondary, and clearly communicate the results to the public.</i>	<i>Improve chronically low-performing schools and districts, and create additional options and access for families.</i>
<ul style="list-style-type: none"> Received \$20 million+ in federal funds to build a longitudinal data system (2009) 	<ul style="list-style-type: none"> Illinois P–20 Council appointed (2009) Illinois Budgeting for Results Commission appointed (2011) 	<ul style="list-style-type: none"> Committed to serve 3- and 4-year-olds in need with state-funded preschool programs (2006) Required that eligible students receive bilingual early childhood instruction (2010) Created the Illinois Charter School Commission (2011) Received \$210 million in federal School Improvement Grants (2010–14) Awarded improvement grants to 28 low-performing high schools in 10 districts (2010–12)
<ul style="list-style-type: none"> Creates governance for longitudinal data system 	<ul style="list-style-type: none"> Redesigns early childhood Quality Counts rating system to include performance 	<ul style="list-style-type: none"> Intervenes in two chronically low-performing school districts: East St. Louis and North Chicago Establishes the Center for School Improvement
<ul style="list-style-type: none"> Administers school climate surveys (“The Five Essentials”) statewide Pilots Shared Learning Environment to give teachers real-time information to use in instruction Launches Shared Learning Environment in Race to the Top districts Launches longitudinal data system 	<ul style="list-style-type: none"> Requires child care providers to enroll in Quality Counts as condition for relicensing Releases redesigned report cards for schools and districts 	
<ul style="list-style-type: none"> Extends Shared Learning Environment to school districts statewide 		

Profile of Illinois' Education System

Illinois spans from the heart of Chicago to the heartland of downstate, and the state's public schools and students increasingly reflect this diversity.

This year, nearly half of the 2 million students enrolled in Illinois public schools are racially and ethnically diverse. Minority students soon will represent a majority of Illinois public schoolchildren.



Nearly half of students enrolled in K–12 — 49 percent — are low-income, up from 38 percent a decade ago. About one in 10 is identified as an English-language learner — meaning they have not yet passed an English-competency exam. And 14 percent of Illinois students enrolled in kindergarten through high school are identified as having special learning needs.

Student attendance at public charter schools is higher than two years ago, although the students represent just 2.4 percent of the state's K–12 enrollment.

Sites

1. NUMBER OF SCHOOLS

Early Education	2012	2010	K–12	2012	2010	Postsecondary	2012	2010
Public*	2,157	2,187	Public	3,904	3,871	Public 2-year (<i>community college</i>)	48	48
Private	Data unavailable		Public Charter	52 (124 campuses)	39 (111 campuses)	Public 4-year (<i>universities</i>)	12	12
			Private	1,131	1,135	Private not-for-profit (<i>colleges/universities</i>)	99	94
			Public districts	868	869	Private for-profit (<i>in-state</i>)	31	35

*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

2. TOTAL POPULATION

Early Education	2012	2010	K–12	2012	2010	Postsecondary	2012	2010
Ages 0–4	835,577		Ages 5–17	2,308,341		Ages 18–24	1,245,918	
Preschool for All*	83,696	95,123	Public	2,066,692	2,064,312	Public 2-year	277,350	242,468
Head Start*	38,219	36,871	Public charter	53,189	35,485	Public 4-year	152,795	151,226
Home Visiting*			Private	241,323	264,012	Private not-for-profit	138,241	139,535
State-funded	22,650	Data unavailable				Private for-profit	79,317	62,788
Federally funded	3,780	2,354						
Private	Data unavailable							

*Data reflects the number of program slots, so fewer children may, in fact, be served, as combined funding streams can lead to double-counting of program slots.

3. PUBLIC SCHOOL ENROLLMENT PROFILE

	Early Education		K–12		Postsecondary							
					Public 2-year		Public 4-year		Private not-for-profit		Private for-profit	
	2012	2010	2012	2010	2012	2010	2012	2010	2012	2010	2012	2010
Male	52%*	54%*	51%	51%	43%	43%	48%	48%	42%	42%	42%	41%
Female	48%*	46%*	49%	49%	57%	57%	52%	52%	58%	58%	58%	59%
White	33%	36%	51%	53%	57%	64%	62%	65%	61%	62%	39%	47%
African-American	30%	30%	18%	19%	16%	17%	14%	13%	10%	10%	26%	28%
Latino	31%	28%	24%	21%	17%	12%	9%	8%	11%	9%	11%	12%
Asian/Pacific Islander	2%	2%	4%	4%	4%	5%	7%	7%	6%	6%	2%	3%
Low-income	70%	73%	49%	45%	27%	24%	32%	26%	26%	22%	—	—
Limited English Proficient	20%	27%	9%	8%	—	—	—	—	—	—	—	—
Special Education	14%	15%	14%	13%	—	—	—	—	—	—	—	—

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

Funding

4. GOVERNMENT FUNDING PER PUPIL

Early Education	2012	2010	K–12	2012	2010	Postsecondary	2012		2010	
State <i>(Preschool for All)</i>	\$3,449	\$3,438	Local	\$7,162	\$6,837	Public 2-year	\$5,496	\$1,919	\$5,693	\$2,690
Federal <i>(Head Start)</i>	\$8,119	\$7,730	State	\$4,145	\$3,971	Public 4-year	\$7,603	\$5,854	\$8,157	\$6,461
			Federal	\$1,816	\$948	Private not-for-profit	Total: \$5,014		Total: \$4,906	
						Private for-profit	Not applicable		Not applicable	

5. TUITION PAID PER PUPIL

Early Education	2012	2010	K-12	2012	2010	Postsecondary	2012	2010
	Data unavailable			Not applicable		Public 2-year	\$2,796	\$2,887
						Public 4-year	\$9,293	\$8,434
						Private not-for-profit	\$18,269	\$17,529
						Private for-profit	Data unavailable	Data unavailable

6. INSTRUCTION EXPENDITURE PER PUPIL

Early Education	2012	2010	K-12	2012	2010	Postsecondary	2012	2010
	Data unavailable			\$6,920 (19th of 50)	\$6,022 (20th of 50)	Public 2-year	\$8,122	\$7,962
						Public 4-year	\$17,276	\$15,404
						Private not-for-profit	\$26,653	\$26,013
						Private for-profit	Data unavailable	Data unavailable

7. TOTAL EXPENDITURE PER PUPIL

Early Education	2012	2010	K-12	2012	2010	Postsecondary	2012	2010
State (<i>Preschool for All</i>)	\$3,449 (32nd of 50)	\$3,438		\$11,634 (15th of 50)	\$10,246 (17th of 50)	Public 2-year	\$10,814	\$10,702
Federal (<i>Head Start</i>)	\$8,119	\$7,730				Public 4-year	\$36,074	\$35,395
						Private not-for-profit	\$42,784	\$41,647
						Private for-profit	Data unavailable	Data unavailable

Early Education

Illinois Grade: *Incomplete*

Illinois enrolls 20 percent of 3-year-olds and 29 percent of 4-year-olds in state-funded preschool programs and is a national leader in providing access to early education. Yet this represents less than one-third of our youngest children, and fewer still may be served in the coming years because of budget pressures.

Access to early education improved dramatically during the past decade, but the rate of growth slowed recently as the economy worsened and state funding declined. Illinois served 12 percent fewer students in state-funded preschool programs from 2009 to 2011.

Questions of access aside, significant information gaps persist about early childhood programs. We do not know whether children are emotionally, academically and socially “ready” as they begin


their K–12 careers. We know little about the quality of children’s early education experience, about the demographic or economic backgrounds of students served in state-funded programs, and whether students eligible for bilingual early childhood instruction, in fact, receive the services that state law now requires.

All of this information would help identify gaps and target resources. Thanks to recent efforts by the Illinois State Board of Education and partners, however, the state is piloting a developmentally appropriate kindergarten readiness tool this fall. We hope to have data on this important measure in the coming years.

But because of the current critical information gap, the state’s grade in early education is *Incomplete*, as it was in 2010.

Key Outcomes

ARE ILLINOIS CHILDREN ENTERING SCHOOL READY?

					Performance		Equity Gap: Subgroup Enrollment				
	Current	2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State	IL Rank	White	African-American	Latino	Low-income	Special Education
 8. Children demonstrating readiness for kindergarten	Data unavailable. Importantly, the Illinois State Board of Education is piloting the Kindergarten Individual Development Survey with 5,000 students this fall and plans to include another 10,000 students next year. The survey is expected to roll out statewide in 2015.										

Learning Conditions and Leading Indicators

DO ILLINOIS CHILDREN HAVE ACCESS TO HIGH-QUALITY PROGRAMS?

					Performance			Equity Gap: Subgroup Enrollment								
	Current	2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State		IL Rank	White	African-American	Latino	Low-income	Special Education				
9. Percent of at-risk children under 3 with access to a program that includes home visiting	STATE-FUNDED															
	23%	Data unavailable			Data unavailable											
	FEDERALLY FUNDED															
	4%	2%	Data unavailable	Not applicable		Data unavailable										
10. 3-year-olds enrolled in publicly funded preschool	STATE-FUNDED															
	20%	21%	14%	8% (2003)	IL	20%	1st	24%	70%	45%	Data unavailable					
	FEDERALLY FUNDED															
	9%	8%	8%	8% (2003)	MS	24%	14th									
11. 4-year-olds enrolled in publicly funded preschool	STATE-FUNDED															
	29%	29%	23%	22% (2003)	FL	76%	15th									
	FEDERALLY FUNDED															
	12%	11%	10%	10% (2003)	MS	36%	16th									

DO ILLINOIS CHILDREN HAVE ACCESS TO HIGH-QUALITY PROGRAMS? (CONT.)

					Performance		Equity Gap: Subgroup Enrollment				
Current		2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State	IL Rank	White	African-American	Latino	Low-income	Special Education
12. Children served by licensed childcare program with national accreditation	15%	19%	Data unavailable		Data unavailable		Data unavailable				
13. English-language learners in appropriate program	Data unavailable										

ARE ILLINOIS CHILDREN TAUGHT BY EFFECTIVE EDUCATORS?

					Performance			Equity Gap: Subgroup Enrollment				
Current		2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State		IL Rank	White	African-American	Latino	Low-income	Special Education
14. Highly qualified instructors in state-funded preschools*	100%	100%	100%	100% (2003)	IL	100%	1st of 39	Data unavailable				
15. Percentage of state-funded preschool teachers with a bilingual or ESL endorsement	9%	Data unavailable			Data unavailable			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	5-Yr Prior	10-Yr Prior	Leading State		IL Rank	White	African-American	Latino	Low-income	Special Education
17. Minimum length of day for state-funded programs**	2.5	2.5	Determined locally		AR	7.1	27th of 39	Data unavailable				
18. Quality of environment	Data unavailable											

ARE WE SCREENING STUDENTS TO IDENTIFY DELAYS?

					Performance		Equity Gap: Subgroup Enrollment				
	Current	2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State	IL Rank	White	African-American	Latino	Low-income	Special Education
19. Early learners receiving developmental screening	41%	35%	Data unavailable		Data unavailable						

*"Highly qualified" is defined as requiring teachers to have bachelor's degrees and specialized training in prekindergarten, requiring assistant teachers to have Child Development Associate (CDA) certification, and requiring at least 15 hours per year of in-service.

**Average hours are calculated based on the number of total hours per year, divided by 176, which is the number of school days in Illinois.

Today more than half of Illinois public schools serve concentrations of disadvantaged students where at least 40 percent of students qualify to receive a free or reduced-price lunch, an indicator of poverty. That's up from 35 percent of schools 10 years earlier.

In the face of this demographic shift, Illinois' academic performance improved modestly in the core subjects of reading and math. Illinois students across nearly all demographic and economic groups improved slightly during recent years, although not enough to raise the aggregate performance level. The state's achievement gaps persist and remain among the widest in the country.

One-third of Illinois 4th-graders read proficiently, which is of great concern given the strong correlation between this early indicator and later success. Performance increased only 2 percentage points in the past decade. The overall total masks the fact that a shockingly low 18 percent of Latino and 12 percent of African-


American students read proficiently on the 4th grade national assessment.

Given these historic challenges, it is probably not surprising — but nonetheless disturbing — that less than one-third of Illinois students who begin high school will go on to earn a postsecondary degree.


With such grim news, it might surprise readers to see that Illinois improved its overall grade from a **D** in 2010 to a **C-** in 2012. Two factors contributed. First, due to an absence of data, Illinois could not be rated on the quality of learning conditions in K-12 schools this year, an area where the state fared poorly in 2010. Importantly, the state will administer research-based teacher and student surveys this spring, which will provide useful information about learning and teaching conditions in Illinois schools. Second, by holding steady, Illinois' standing actually improved in the national rankings as other states (facing similar demographic changes) declined.

Key Outcomes

ARE STUDENTS ON-TRACK IN EARLY GRADES?

					Performance			Equity Gap: Performance by Subgroup				
	Current	2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State	IL Rank		White	African-American	Latino	Low-income	Special Education
 20. 4th-graders proficient or above in reading on NAEP	33%	32%	32%	31%	MA	50%	27th	45%	12%	18%	16%	13%
21. 4th-graders proficient or above in math on NAEP	38%	38%	36%	32%	MA	58%	32nd	51%	14%	20%	20%	19%

ARE STUDENTS ON-TRACK AS THEY ENTER HIGH SCHOOL?

					Performance			Equity Gap: Performance by Subgroup				
	Current	2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State	IL Rank		White	African-American	Latino	Low-income	Special Education
 22. 8th-graders proficient or above in reading on NAEP	34%	33%	30%	35%	MA	46%	26th	44%	15%	23%	19%	8%
23. 8th-graders proficient or above in math on NAEP	33%	33%	31%	29%	MA	51%	28th	44%	10%	19%	17%	10%
24. 8th-graders enrolled in college-track math (Algebra or higher)	45%	39%	36%	—	CA	64%	13th of 49*	47%	42%	40%	38%	29%

* Alaska not included in rankings because of insufficient data.

ARE STUDENTS COMPLETING HIGH SCHOOL READY FOR COLLEGE OR CAREER?

					Performance			Equity Gap: Performance by Subgroup								
					Current	2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State	IL Rank	White	African-American	Latino	Low-income	Special Education	
25. Percentage of students graduating high school AND demonstrating college readiness on at least THREE subject benchmarks on the ACT					27%	Data unavailable			Data unavailable			Data unavailable				
26. High school graduation rate (CPI** method)					71%	75%	76%	72%	NJ	87%	34th	79%	51%	62%	Data unavailable	
27. Percentage of students demonstrating college readiness on all FOUR subject benchmarks on the ACT											
					25%	23%	21%	Data unavailable	CO/IL	25%	1st of 9***	35%	5%	10%	Data unavailable	
									MN	36%	12th of 28***					
					... at least THREE subject benchmarks on the ACT											
					38%	Data unavailable	ND	39%	3rd of 9***	52%	11%	20%	Data unavailable			
MN	54%	13th of 28***														
28. Students demonstrating work-readiness on WorkKeys					Reading											
					54%	60%	62%	Data unavailable	Data unavailable			65%	31%	38%	36%	17%
					Math											
					57%	59%	61%	Data unavailable	Data unavailable			70%	25%	42%	36%	18%

**CPI = Cumulative Promotion Index

***Illinois is one of nine states in which 100 percent of students in the graduating class of 2012 took the ACT and this provides the most accurate comparison. In the 28 states where at least 50 percent of students took the ACT, all of Illinois' students are compared to a largely self-selected college-going group.

Learning Conditions and Leading Indicators

DO ILLINOIS CHILDREN HAVE ACCESS TO CHALLENGING PROGRAMS?

					Performance			Equity Gap: Performance by Subgroup							
					Current	2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State	IL Rank	White	African-American	Latino	Low-income	Special Education
29. High school students enrolled in advanced coursework who either took at least 1 AP exam in high school or were enrolled in the International Baccalaureate Diploma Programme (IBDP)														
	29%	25%	22%	Data unavailable	Data unavailable			27%****	22%****	31%****	Data unavailable				
	... successful in advanced classes (received at least one 3 on an AP exam)														
	19%	17%	15%	11%	MD	28%	16th	20%	5%	16%	Data unavailable				
30. High school students in dual-credit courses	7%	Data unavailable			Data unavailable										
31. Students self-reporting (on the ACT) that they're taking a college-ready curriculum	54%	52%	41%	53%	LA	84%	9th of 9	62%	48%	48%	Data unavailable				
					SD & MN	87%	28th of 28***								

**** Equity gap data reflect only AP test-takers. However, the percentage of Illinois juniors and seniors in IBDP is less than 0.5 percent and likely would not change the equity gap percentages.


(K-12 continued)

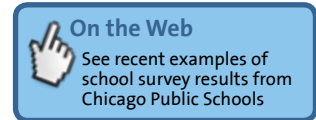
ARE ILLINOIS CHILDREN TAUGHT BY EFFECTIVE EDUCATORS?

					Performance			Equity Gap: Performance by Subgroup				
	Current	2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State		IL Rank	White	African-American	Latino	Low-income	Special Education
32. High school teachers with degrees in the same field as their main teaching assignment	92%	92%	Data unavailable		WI	93%	2nd of 50	Data unavailable				
33. Teachers demonstrating effectiveness	Data currently unavailable, will be reported in near future											

ARE WE PROVIDING STUDENTS WITH AN ENVIRONMENT THAT SUPPORTS LEARNING?

					Performance			Equity Gap: Performance by Subgroup				
	Current	2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State		IL Rank	White	African-American	Latino	Low-income	Special Education
34. Minimum instructional hours per year	880	880	880	880	TX	1260	41st	Not applicable				
35. Involved Families: The entire staff builds strong external relationships (Student and teacher reported)	<p>Data currently unavailable, but a statewide survey will be administered in January 2013. The research-based survey of teachers and students to be administered is called “The Five Essentials.” The survey was developed by the Consortium on Chicago School Research at the University of Chicago Urban Education Institute that has been studying schools and what makes them successful for the last 20 years.</p>											
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	Data unavailable											
41. K–12 suspension rate	9.8%	Data unavailable			ND	2%	41st	4%	25%	8%	N/A†	19%
42. School counselor per K–12 students (low value is best)	High school											
	1:314	1:294	1:291	1:296	WY	1:96	45th	Data unavailable				
	K–8											
	1:1,419	1:1,421	1:1,408	1:1,371	NH	1:275	43rd	Data unavailable				

**On the Web**
See recent examples of school survey results from Chicago Public Schools



† Not applicable

ARE STUDENTS ON-TRACK?

					Performance			Equity Gap: Performance by Subgroup				
	Current	2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State		IL Rank	White	African-American	Latino	Low-income	Special Education
43. Chronic truancy <i>(students absent for 18 or more of the last 180 school days without valid cause)</i>	3.2%	3.7%	2.2%	2.2%	Data unavailable							
44. Freshmen on-track to graduate high school	Data currently unavailable, but will be reported in fall 2013				Data unavailable			Data currently unavailable, but will be reported in fall 2013				
45. Students demonstrating appropriate academic growth	Data currently unavailable, but will be reported in fall 2013				Data unavailable			Data currently unavailable, but will be reported in fall 2013				

Projecting How Many Students Persist through Postsecondary

This report opens with a statistic that reflects an important challenge ahead: For every 100 Illinois students who enter high school, fewer than three-quarters will graduate and not even one-third will complete postsecondary.

This startling statistic is a projection. That is to say, the analysis for this calculation tracked the performance of students in the class of 2003 through 2010 as they progressed through high school and postsecondary. For this cohort analysis, the Illinois Education Research Council examined everything from how prepared the students were in high school to how quickly they completed a two- or four-year degree. To reflect current achievement patterns, Advance Illinois factored in the state's updated graduation rate and ACT college-readiness scores to calculate how likely Illinois students are to make it through.

The projection varies from the data measure listed in the tables of this report, where we cite the percentage of students who pursue a postsecondary education. Here's why:

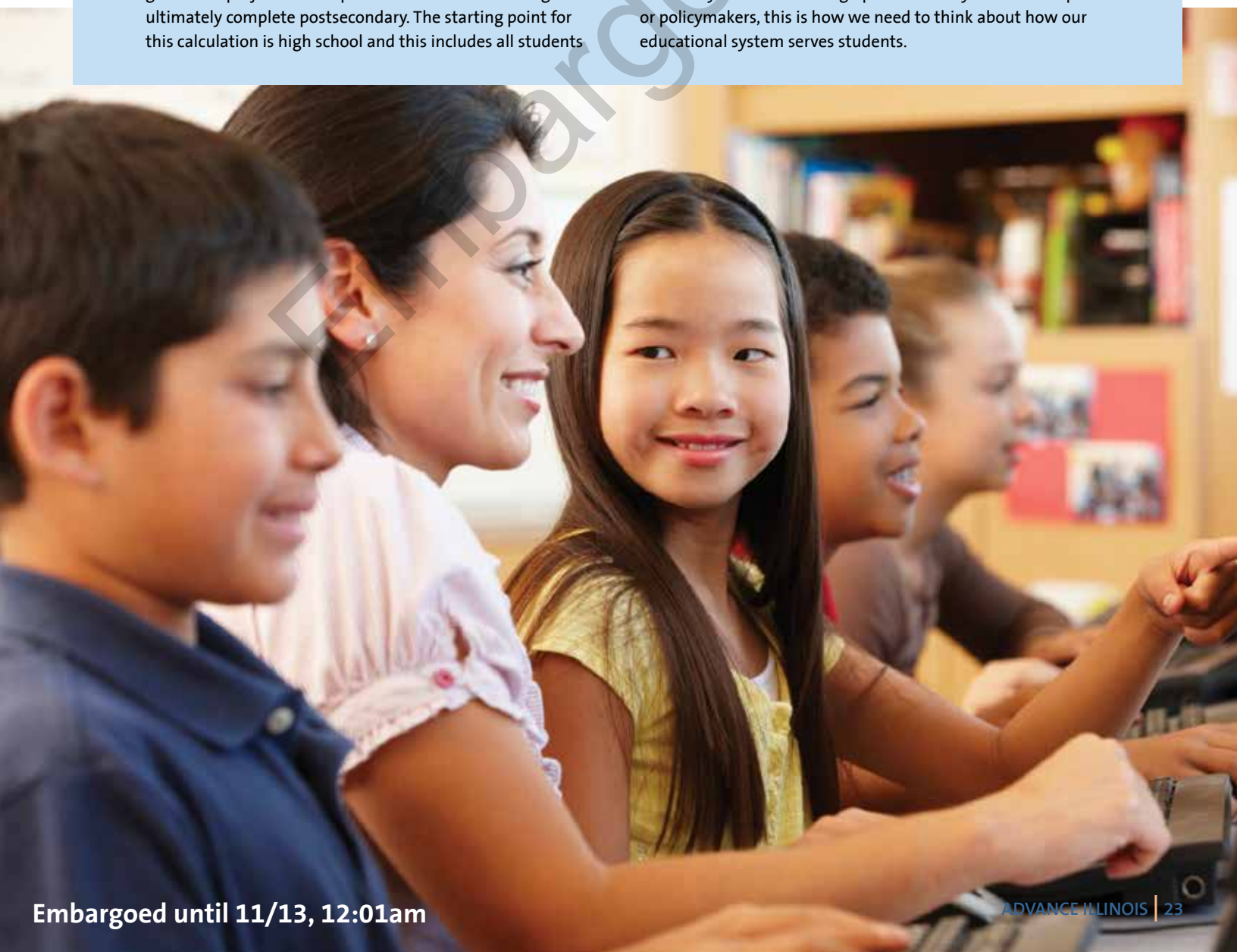
- The projection calculates the percentage of Illinois 9th-graders who pursue a postsecondary education as 55 percent and goes on to project that 29 percent of those same 9th-graders ultimately complete postsecondary. The starting point for this calculation is high school and this includes all students

who pursue a postsecondary degree — whether they enroll part-time or full-time, whether they enroll immediately upon high school graduation or later, and whether they complete a degree in four years or seven years. Postsecondary enrollment patterns suggest that students increasingly pursue additional education at myriad times in their lives.

- The data tables indicate 57 percent of high school graduates enroll in postsecondary as first-time, full-time students within a year of completing high school. This is a useful leading indicator. But this point-in-time measure does not reflect the progression of students through the years.

The projection provided here is by no means a perfect methodology. But at Advance Illinois, we believe it more accurately reflects overall postsecondary enrollment and persistence in the state over time. When Illinois completes its new longitudinal data system in 2013, we will be able to track how actual students progress rather than rely on projections.

For now, in the absence of longitudinal information, this allows us to examine how students perform over time as they progress from early childhood through postsecondary. Whether as parents or policymakers, this is how we need to think about how our educational system serves students.



Postsecondary Readiness and Success

Illinois Grade: **C+**

At a time when postsecondary education matters more than ever, too few students finish high school ready for further academic study or for work. These students are far less likely to enroll in the first place and far more likely to drop out before they complete a postsecondary degree.

This is reflected in low postsecondary enrollment rates (just 40 percent of high school freshmen enroll in postsecondary), high remediation rates (nearly half of community college students require at least one remedial course) and insufficient postsecondary attainment rates (38 percent of Illinois adults hold an associate degree or higher at a time when eight of every 10 jobs require such training). While graduation rates climbed for public

and private not-for-profit four-year institutions during the past decade, they fell among community colleges, resulting in overall completion rates above the national average but still not good enough.

Compounding the challenge is the increasing cost of postsecondary. It costs an average family 21 percent of its income to send a student to a four-year public university, making Illinois one of the least affordable states in the country.

These two factors — readiness and affordability — continue to constrain the state's postsecondary attainment. For this reason, Illinois receives a **C+** for postsecondary readiness and success, up slightly from a **C** in 2010.

Key Outcomes

ARE STUDENTS ENTERING AND COMPLETING SOME POSTSECONDARY EDUCATION?												
					Performance			Equity Gap: Performance by Subgroup				
	Current	2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State		IL Rank	White	African-American	Latino	Low-income	Special Education
46. Students who persist from the start of high school through postsecondary graduation	29%	Data unavailable		32%	Data unavailable			Data unavailable				
47. High school graduates going to college	57%	60%	55%	Data unavailable	MS	77%	40th	Data unavailable				
48. Graduation rate	2-year institutions*											
	Public**											
	19%	21%	22%	22%	FL	38%	18th of 38	24%	9%	13%	Data unavailable	
	Private for-profit***											
	58%	59%	66%	80%	WY	79%	19th of 34	69%	49%	64%	Data unavailable	
	4-year institutions*											
	Public											
	63%	59%	59%	56%	DE	71%	9th of 47	68%	39%	45%	Data unavailable	
	Private not-for-profit											
	66%	65%	64%	62%	DC	77%	17th of 38	68%	42%	60%	Data unavailable	
	Private for-profit											
	27%	27%	36%	36%	SC	60%	17th of 30	34%	16%	28%	Data unavailable	
	Weighted average for 2- and 4-year institutions											
	47%	46%	46%	44%	MA	58%	17th of 42	Data unavailable				
49. Adults 25 and older with an associate degree or higher	38%	37%	Data unavailable		DC	53%	16th	40%	26%	17%	Data unavailable	

* Graduation rates calculated using 150 percent 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 50 percent of students at for-profit two-year institutions.

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

Learning Conditions & Leading Indicators

IS COLLEGE AFFORDABLE AND ARE STUDENTS FINISHING ON TIME?												
					Performance			Equity Gap: Performance by Subgroup				
	Current	2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State		IL Rank	White	African-American	Latino	Low-income	Special Education
50. Percentage of income necessary to pay for college****	21%	18%	Data unavailable		WY	9%	46th	Data unavailable			77%	Data unavailable
51. 4-year institutions graduating 60% of students in 6 years (the national average graduation rate is 60%)	Public											
	4 / 11	2 / 11	3 / 10	2 / 10	IA	100%	9th	55%	9%	9%	Data unavailable	
	Private not-for-profit											
	22 / 54	24 / 52	19 / 53	21 / 53	DC	77%	17th	63%	17%	34%	Data unavailable	
52. Freshmen in public 2-year colleges taking remedial coursework (low value is best)	49%	Data unavailable			UT	23%	11th of 29	43%	63%	60%	59%	Data unavailable
53. Young adults out of school, out of work (low value is best)	15%	13%	(change in data collection, can't compare before 2008)		ND	7%	18th	Data unavailable				

****Using median family income in Illinois (\$66,166) 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

ARE STUDENTS PERSISTING?															
					Performance		Equity Gap: Performance by Subgroup								
					Current	2-Yr Prior	5-Yr Prior	10-Yr Prior	Leading State	IL Rank	White	African-American	Latino	Low-income	Special Education
54. Freshmen returning 2nd year (2-year institutions)	Public														
	54%	50%	52%	Data unavailable	NY	61%	14th of 37	Data unavailable							
	Private not-for-profit and for-profit														
	58%	55%	57%	Data unavailable	WY	83%	26th of 28	Data unavailable							
55. Freshmen returning 2nd year (4-year institutions)	Public														
	80%	80%	81%	Data unavailable	DE	88%	14th of 50	Data unavailable							
	Private not-for-profit														
	78%	77%	78%	Data unavailable	CA	86%	18th of 33	Data unavailable							

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Metric Definitions

Acronyms

CLASP: Center for Law and Social Policy
IECAM: Illinois Early Childhood Asset Map

ISBE: Illinois Board of Education
NIEER: National Institute for Early Education Research

NCES: National Center for Education Statistics
PFA: Preschool for All (state-funded preschool)

Please note: We have made every effort to use the most recent data available. Data occasionally is lagged however, when 2012 data was unavailable or data cohorts needed to be kept together for metric consistency. Data source dates are clearly marked below.

Profile of Illinois' Education System

- 1. Number of schools in the state.** **Source: Early Ed:** IECAM, Early Care and Education Data, 2011. **ISBE, 2010. K–12:** Public and private schools: ISBE, Quickstats, 2011 and 2009. **Charter schools:** ISBE, 2009–10 and 2010–11 Illinois Charter School Biennial Report, 2012. **Postsecondary (all):** Illinois Board of Higher Education, Databook 2011 and 2009. This number includes all postsecondary institutions, including those that do not offer associate or bachelor's degrees.
- 2. Total population and enrollment:** The state's total population of a given age group. **Source: Early Ed:** Ages 0–4: U.S. Census, QT – P2 – Geography – Illinois: Single Years, 2010. **PFA:** ISBE, Annual Report, 2011. **Head Start (excluding home visiting):** CLASP, Illinois Head Start By the Numbers, 2011 and 2009. **Home Visiting:** State-funded: ISBE, Illinois Race to the Top: Early Learning Challenge application, 2011; Federally funded: CLASP, Illinois Head Start By the Numbers, 2011 and 2009. **K–12:** 2006–10 American Community Survey for individuals 5–17, 2010. **Postsecondary:** 2006–10 American Community Survey for individuals 18–24, 2010.
- 3. Public school enrollment profile:** **Source: Early Ed:** PFA: ISBE, 2011, 2009; Head Start: CLASP, Illinois Head Start By the Numbers, 2011 and 2009. **K–12:** Public schools: ISBE, Quickstats, 2011 and 2009. **K–12 low-income, LEP, and special education percentages:** ISBE state report card, 2012 and 2010. **Special education for 2010:** Illinois Interactive Report Card (IIRC). **Postsecondary:** Includes only undergraduate enrollment. Gender and race: Illinois Board of Higher Education, Databook 2011 and 2009; Low-income: IPEDS 2010.
- 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. **Source: Early Ed:** NIEER, The State of Preschool 2011, 2009. **K–12:** Public Education Finances: 2010, Governments Division Reports, U.S. Census Bureau, June 2012. **Postsecondary:** Delta Cost Project, 2010.
- 5. Tuition paid per pupil.** Amount of tuition paid by students after accounting for aid. **Source: Early Ed:** Not applicable. **K–12:** Not applicable. **Postsecondary:** Delta Cost Project, 2010.
- 6. Instruction expenditure per pupil.** The institution's total spending on direct education costs. **Source: Early Ed:** Data unavailable. **K–12:** Public Education Finances: 2010, Governments Division Reports, U.S. Census Bureau, June 2012. **Postsecondary:** *Ibid.*
- 7. Total expenditure per pupil.** **Source: Early Ed:** NIEER, The State of Preschool, 2011, 2009. **K–12:** *Ibid.* **Postsecondary:** *Ibid.*

Early Education Indicators

- 8. Children demonstrating readiness for kindergarten:** ISBE, 2012.
- 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. U.S. Census, QT – P2 – Geography – Illinois: Single Years, 2010. At-risk population: Ounce of Prevention. State-funded: ISBE, Illinois Race to the Top: Early Learning Challenge application, 2011. CLASP, Illinois Head Start By the Numbers, 2011 and 2009.
- 10. 3-year-olds enrolled in publicly-funded preschool:** NIEER, The State of Preschool, 2011, 2009, 2006 and 2003. IECAM, 2012.
- 11. 4-year-olds enrolled in publicly-funded preschool:** *Ibid.*
- 12. Children serviced by a licensed program with national accreditation:** (Number of NAEYC accredited slots available) ÷ (Total IL population of 3- and 4-year-olds – Number of PFA and Head Start slots). NAEYC. U.S. Census, QT – P2 – Geography – Illinois: Single Years, 2010. ISBE, Annual Report, 2011. CLASP, Illinois Head Start By the Numbers, 2011 and 2009.
- 13. English-language learners in appropriate program.** Data Unavailable. Early childhood bilingual education data are collected by the state and should be available in the future. Information does not exist currently about how many early childhood bilingual students have access to bilingual instructors and/or instruction.
- 14. Highly Qualified Instructors:** NIEER, The State of Preschool, 2011, 2009, 2006 and 2003.
- 15. Percent of state-funded preschool teachers with a bilingual or ESL endorsement.** ISBE, 2012.
- 16. Teachers demonstrating effectiveness.** Data unavailable.
- 17. Minimum program hours in state-funded programs.** The numbers of hours per day and days per year vary greatly across state programs. PFA programs are required to meet 2.5 hours a day, 5 days a week, 176 days a year. Rankings were established by calculating the minimum required program hours per year in each state program and norming to Illinois' 2.5 hours/day, 176 days/year PFA schedule. NIEER, The State of Preschool, 2011, 2009, 2006 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. Developmental screenings:** ISBE. This reflects the percent of 1-, 2- and 3-year-olds screened for motor, language and social development, an important tool to catch developmental problems early.

K–12 Indicators

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:** National Center for Education Statistics. NAEP Data Explorer. 2011, 2009, 2007 and 2003.
21. **4th-graders proficient in mathematics on NAEP.** **Source:** *Ibid.* 2011, 2009, 2007 and 2003.
22. **8th-graders proficient in reading on NAEP:** **Source:** *Ibid.* 2011, 2009, 2005 and 2003.
23. **8th-graders proficient in mathematics on NAEP:** **Source:** *Ibid.* 2011, 2009, 2005 and 2000.
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 on student mastery would be preferable. Data is derived from a self-reported survey given to students taking the NAEP grade 8 exam for math. **Source:** *Ibid.*
25. **Percentage of students graduating high school AND demonstrating college readiness on at least THREE subject benchmarks on the ACT.** Advance Illinois calculated this number by multiplying the most recently available graduation rate using the Cumulative Promotion Index (2009) by the percentage of students who met at least three ACT college readiness benchmarks (2012). The graduation rate is calculated by Editorial Projects in Education using the Cumulative Promotion Index (CPI) method, which only includes students receiving a traditional diploma and does not count GED graduates. The CPI approximates the probability that a student entering 9th grade will graduate 12th grade on time. We've chosen the CPI method because it allows us to more accurately compare graduation rates across states. ISBE's reported graduation rate uses a single-cohort method. **Source:** *Education Week*, Education Counts Reference Center, 2009, 2007, 2004, 1999. The ACT, individual state reports, 2012, 2010, 2007 and 2003.
26. **High-school graduation rate.** Calculated by Editorial Projects in Education using the Cumulative Promotion Index (CPI) method. Graduation rates include only students receiving a traditional diploma and do not count GED graduates. The CPI approximates the probability that a student entering 9th grade will graduate 12th grade on time. We chose the CPI method because it allows us to more accurately compare graduation rates across states. The Illinois State Board of Education uses a single-cohort method and reports four- and five-year graduation rates. **Source:** *Education Week*, Education Counts Reference Center, 2009, 2007, 2004 and 1999.
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. **Source:** ACT, individual state reports, 2012, 2010, 2007 and 2003.
28. **Students demonstrating work-readiness on WorkKeys.** Illinois is one of a few states with 100 percent participation, making cross-state comparison unreliable. **Source:** Illinois Interactive Report Card, 2011. WorkKeys is a test administered by ACT and is intended to give students information about what 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.
29. **High school students with access to advanced coursework.** This metric includes students taking at least one Advanced Placement (AP) exam in high-school, students achieving a score at least a 3 out of 5 on at least one AP exam, and students achieving the International Baccalaureate diploma. **Source:** CollegeBoard, *The 8th Annual AP Report to the Nation*, February 2012. The Illinois supplement to the *8th Annual AP Report*. International Baccalaureate data requested directly from IB.
30. **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 postsecondary credit. **Source:** Data requested from Illinois State Board of Education.
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, 2012, 2010, 2007 and 2003.
32. **High-school teachers with degrees in the same field as their main teaching assignment.** Teachers who teach "in field" — that is, teach 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 teach. **Source:** NCES, Schools and Staffing Survey, 2007–08 and 2003–04.
33. **Teachers demonstrating effectiveness.** Data not yet available.
34. **Minimum instructional hours per year.** Amount of time on-task — especially for at-risk students — may impact achievement. This metric measures the number of hours required by state statute to be devoted to instruction. **Source:** Education Commission of the States, *Number of Instructional Days/Hours in the School Year*, August 2011. Data unchanged since 2009.
35. **Involved Families: The entire staff builds strong external relationships. (Student and Teacher reported).** **Source:** Data not yet available but will be in the future through the University of Chicago Urban Education Institute's research-based school surveys that will be administered statewide in 2013.
36. **Supportive Environment: The school is safe, demanding, and supportive. (Student and Teacher reported).** **Source:** *Ibid.*
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:** *Ibid.*
39. **Ambitious Instruction: Classes are challenging and engaging (Student and Teacher reported).** **Source:** *Ibid.*
40. **Teacher retention.** **Source:** Data not yet available.
41. **K–12 suspension rate.** **Source:** University of California, Los Angeles, The Civil Rights Project, *Opportunities Suspended: The Disparate Impact of Disciplinary Exclusion from School*, August 2012.
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. **Source:** Common Core of Data, State Nonfiscal Public Elementary/Secondary Education Survey, 2010–11, 2008–09, 2005–06 and 2000–01.

43. **Chronic truancy.** This measures students who were absent from school without valid cause for 18 or more of the last 180 school days. Tracking students who miss even five percent of school days in a year identifies students who are at-risk of dropping out, but the state does not report this data. **Source:** Illinois Interactive Report Card, 2011, 2009, 2006 and 2001.
44. **Freshmen on-track to graduate from high-school.** **Source:** Data not yet available. Only Chicago Public Schools currently tracks whether freshmen are on-track to achieve sophomore status on time, a measure which is highly predictive of whether students will go on to graduate. This measure will be included in redesigned School Report Cards released in 2013.
45. **Students demonstrating appropriate academic growth.** **Source:** Data not yet available but is expected to be available after Illinois' Longitudinal Data System is completed and will be reported in the State Report Card.
46. **Students who persist from the start of high school through postsecondary graduation.** Data for the current estimate reflects the Illinois class of 2012 public school graduates and is a projection based in part on the postsecondary enrollment and completion rates for the class of 2003 public school graduates. Data listed for 10-years prior reflect the Illinois class of 2003 public school graduates and include students who enrolled and completed postsecondary between fall 2003 and spring 2010. Students in this cohort who are enrolled but have not yet completed their postsecondary education are not included in the analysis. Analysis for this projection is based upon the following sources: *Education Week*, Education Counts Reference Center, 2009. 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, Illinois Profile Report, 2012. Illinois Interactive Report Card, 2012. Advance Illinois provided the analysis for this projection.
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. **Source:** U.S. Department of Education, National Center for Education Statistics, Common Core of Data (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 2011, 2009 and 2007.
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:** *The Chronicle of Higher Education*, College Completion, 2012 (data for 2010, 2008, 2005 and 2002).
49. **Adults 25 and over with an associate's degree or higher.** **Source:** American Community Survey 2006–10.
50. **Percent of income necessary to pay for college.** The measure uses median family income (\$66,166 for Illinois) and 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. **Source:** NCHEMS, 2009.
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, 2010.
52. **Freshmen in public two-year colleges taking remedial coursework.** **Source:** Complete College America, Illinois state profile 2011. Data are state reported and includes 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 2012.
54. **Freshmen returning for a second year, two-year institutions.** **Source:** NCES, IPEDS, 2010.
55. **Freshmen returning for a second year, four-year institutions.** **Source:** NCES, IPEDS, 2010.

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KSA-Plus Communications designed this report.

Advisory Council Members

Al Bennett

Roosevelt University

Monique Chism

Illinois State Board of Education

Daniel Cullen

Illinois Board of Higher Education

Brian Durham

Illinois Community College Board

Pat Ford

Steans Family Foundation

Reyna Hernandez

Illinois State Board of Education

Paul Kelly

John Hersey High School

Emily Krone

Consortium on Chicago School Research

Mike McKindles

Illinois State Board of Education

Beverly Meek

JPMorgan Chase Foundation

Debbie Meisner-Bertauski

Illinois Board of Higher Education

Dea Meyer

Civic Committee of the Commercial Club of Chicago

Susie Morrison

Illinois State Board of Education

Tony Raden

Ounce of Prevention Fund

Elliot Regenstein

Co-Chair, Illinois Early Learning Council
Data, Research, and Evaluation Committee
Ounce of Prevention Fund

Nneka Rimmer

Boston Consulting Group

David Schuler

Arlington Heights School District 214

Sara Slaughter

McCormick Foundation

Harvey Smith

Illinois Interactive Report Card

Larry Stanton

Independent Consultant

Jennifer Vranek

Education First Consulting

Cheryl Watkins

Pershing West Middle School

Brad White

Illinois Education Research Council

Paul Zavitkovsky

University of Illinois at Chicago



50 East Washington Street
Suite 410
Chicago, IL 60602
Phone: 312-235-4531
Fax: 312-467-1229
www.advanceillinois.org

About Advance Illinois

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

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