



Illinois  
State Board of  
Education

2019

ANNUAL REPORT

Darren Reisberg, Chair of the Board  
Dr. Carmen I. Ayala, State Superintendent

# STATE BOARD OF EDUCATION



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State Superintendent  
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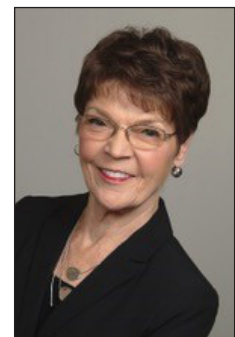
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# Illinois State Board of Education

# 2019

## ANNUAL REPORT





# Illinois State Board of Education

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www.isbe.net

**Darren Reisberg**  
*Chair of the Board*

**Dr. Carmen I. Ayala**  
*State Superintendent of Education*

January 2020

To all residents of Illinois:

We have taken both small steps and giant leaps forward throughout 2019 to improve opportunities and outcomes for students in Illinois. The year began with the swearing in of a new Governor, who is committed to supporting children from birth through graduation and onto successful futures. The Illinois State Board of Education selected the first woman and first person of color to permanently hold the position of State Superintendent of Education. ISBE has initiated the refinement of its strategic plan to strengthen education in Illinois through the lenses of equity, quality, community, and collaboration. The 2019 school year closed with record numbers of students taking – and succeeding in – rigorous college and career preparation courses, such as Advanced Placement, dual credit, International Baccalaureate, and career and technical education (CTE).

The year 2019 saw historic increases in funding for Illinois schools and significant efforts to strengthen the teacher pipeline and teaching profession. Governor JB Pritzker enacted a \$40,000 minimum wage for teachers statewide and eliminated the basic skills test for teacher candidates, which removed a barrier for those interested in pursuing a teaching career in Illinois. The General Assembly also appropriated:

- A \$375 million increase for Evidence-Based Funding;
- A \$50 million increase in early childhood education funding, the largest appropriation ever to support our youngest learners; and
- A \$5 million increase for CTE, the first increase in state funding for CTE in five years.

The state's investments in education reflect the goal of creating equitable learning conditions for all students.

ISBE believes Illinois has a collective responsibility to achieve educational equity by ensuring that all policies, programs, and practices affirm the strengths that each child brings within their different backgrounds and life experiences and deliver the rigor, resources, and academic and social-emotional supports that each child needs to succeed.

ISBE's Diverse and Learner-Ready Teacher Network in 2019 completed its development of culturally responsive teaching standards for Illinois' institutions of higher education. The standards will prepare teachers to incorporate the cultural references and perspectives of the most diverse student population in recent history.

ISBE's mission is to practice data-informed and transformative leadership in partnership with stakeholders and families to provide effective educators, safe and healthy learning conditions, and equitable opportunities and outcomes for all students.

The 2019 Illinois Report Card included new data to support schools and districts in better understanding the relationships between financial investments, student characteristics, and student outcomes within a district. The 2019 Illinois Report Card displayed per-pupil spending at the school level for the first time.

ISBE received national recognition as a leader in collecting, communicating about, and displaying site-based expenditures with the goal of sparking local inquiry and dialogue.

ISBE also embarked on collaborative initiatives to develop a four-year state plan for CTE and to improve Illinois' assessment delivery system. ISBE continues to support school districts in the greatest need through efforts to reduce exclusionary discipline, strengthen students' academic outcomes, and improve services for all children.

All these efforts bring ISBE closer to accomplishing our vision that Illinois's birth through 12th grade education system equips each and every child, from all ZIP codes and demographics, with the knowledge, skills, and attributes to thrive in paths of their choosing and life after high school.

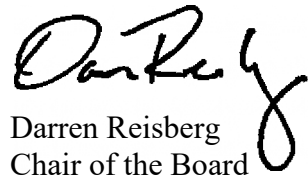
As American engineer W. Edwards Deming said, "Every system is perfectly designed to get the results it gets." ISBE is reshaping systems to produce better results for all children -- equity is the cornerstone of ISBE's approach.

We deeply value your partnership in the education of Illinois' children.

Sincerely,



Dr. Carmen I. Ayala  
State Superintendent of Education



Darren Reisberg  
Chair of the Board

# Table of Contents

<b>2019 Illinois Teacher of the Year .....</b>	<b>1</b>
<b>2019 Condition of Education.....</b>	<b>2</b>
<b>State, Local, and Federal Resources .....</b>	<b>9</b>
State, Local, and Federal Resources for Elementary and Secondary Education .....	9
Elementary and Secondary School Income from Local Sources .....	10
Net Lottery Proceeds Compared to Total Appropriations to ISBE.....	11
State Revenues by Source .....	12
Appropriations by Major Purpose .....	13
Expenditures by Major Purpose .....	14
State Mandated Categorical Grant Programs.....	15
Receipts and Expenditures for Illinois Public School Districts.....	16
Public Schools Finance Statistics .....	17
Total Appropriations Per Pupil Enrolled .....	18
State Average Operating Expense Per Pupil .....	19
Average Operating Expense Per Pupil by Type of District .....	19
Total Funding.....	20
State Funding.....	20
Local Funding .....	20
Federal Funding.....	20
Percentages of State, Local and Federal Funding .....	21
<b>Schools and Districts.....</b>	<b>22</b>
A Profile of Illinois Public Schools in 2018-19.....	22
Illinois Public School Districts by Type .....	24
Comparison of Public School Districts by Type and Enrollment 2008-09 and 2018-19 .....	25
Comparison of Public and Nonpublic Attendance Centers 2008-09 and 2018-19 .....	25
Public School Recognition Committee Act or Omissions Status Report for the 2018-19 School Year .....	26
<b>Students.....</b>	<b>27</b>
Public and Nonpublic Prekindergarten Through Postgraduate Fall Pupil Enrollment.....	27
Comparison of Public School Enrollment 2008-09 and 2018-19 .....	28
Comparison of Public School Enrollment by Racial/Ethnic Distribution 2008-09 and 2018-19 ..	29
Comparison of Nonpublic School Enrollment 2008-098 and 2018-19.....	29

English Learner Enrollment by Native Language 2018-19 .....	30
English Learners by English Language Proficiency Status and School Year Outcome 2018-19 .....	31
School Districts That Served More Than 1,000 English Learners 2018-19 .....	32
English Learner Enrollment .....	33
Number of Preschool Children Served by State-Funded Programs .....	33
High School Graduates .....	34
2018-19 High School Dropout Rate by Grade Level, Gender, and Race/Ethnicity .....	35
Selected Report Card Variables Statewide Trend Data .....	36
<b>Student Performance .....</b>	<b>37</b>
State Accountability Assessments.....	37
Dynamic Learning Maps (DLM) .....	38
2019 Advanced Placement Performance .....	39
National Assessment of Educational Progress (NAEP) Average Student Scores for Illinois and U.S. Public Schools .....	39
National Assessment of Educational Progress (NAEP Comparison of Illinois and U.S. Achievement Gaps .....	40
<b>Educators .....</b>	<b>41</b>
Number of Select Public School Personnel by Gender Full-Time Equivalents (FTE) .....	41
Nonpublic School Personnel Full-Time Equivalents (FTE) 2018-19 .....	41
Salaries for Select Full-Time Public School Personnel 2018-19 .....	42
Public School Pupil-to-Teacher Ratios .....	42
Educator Licenses Issued by Evaluation, Entitlement, and Exchange .....	43
Educator Licenses Issued by Type.....	43
Educator Endorsements Issued by Type .....	44
Educator Certification/Licensure Tests Administered by Test Fields.....	44
National Board-Certified Teachers Certification Earned in Illinois .....	45
Expenditures to National Board-Certified Teachers .....	46
<b>Special Education.....</b>	<b>47</b>
Students with Disabilities Receiving Special Education.....	47
Students with Disabilities by Gender .....	47
Students with Disabilities by Race/Ethnic Group .....	48
Students with Disabilities by Age .....	48
Students with Disabilities Exiting School .....	49
Students with Disabilities by Primary Language .....	49

<b>Students with Disabilities Receiving Related and Other Special Education .....</b>	<b>50</b>
<b>Educational Placement of Children with Disabilities .....</b>	<b>51</b>
<b>Teachers Employed to Provide Special Education (FTE) .....</b>	<b>52</b>
<b>Paraprofessionals Employed to Provide Special Education (FTE).....</b>	<b>53</b>
<b>Special Education and Related Services Personnel (FTE) .....</b>	<b>53</b>
<b>Due Process Cases Received .....</b>	<b>54</b>
<b>Mandated Categorical Grants Rate Analysis.....</b>	<b>57</b>
<b>Teachers' Retirement Systems .....</b>	<b>58</b>



## Illinois Teacher of the Year



Susan Converse, who teaches special education and functional life skills to high school and young-adult students at Edwardsville High School in Edwardsville Community Unit School District 7, is the 2019 Illinois Teacher of the Year. Converse was announced as last year's top educator during the 44<sup>th</sup> annual Those Who Excel/Illinois Teacher of the Year banquet in Normal on Oct. 20, 2018.

Converse represented Illinois in the National Teacher of the Year competition and represented Illinois teachers at a variety of events throughout 2019, including a trip to the White House. She also had numerous speaking engagements around the state.

Converse's approach to teaching is best described by one parent as an "unwavering commitment to honoring and believing in all students, regardless of typicality." This is evident in her role as facilitator of the Tiger Den at Edwardsville High School, a student-run coffeehouse that has inspired many of her students and had a profound impact on their development as they transition out of high school. The Tiger Den has allowed her students an opportunity to experience and develop important functioning life skills. These students learn to create a product and sell it. They help maintain the shop right alongside general education students on a day-to-day basis.

Converse didn't begin her career in education. She earned a bachelor's degree in journalism from Southern Illinois University Edwardsville. She soon realized her calling when assigned to cover a story at an elementary school and noticed the unbridled enthusiasm of the students. Converse then pivoted, changing careers in 1995 to become a teacher for third-through-fifth grade students with emotional and/or behavioral issues. She then moved on to teaching general education courses to middle school students with special needs. Converse earned a master's degree in educational leadership from Southern Illinois University Edwardsville and became a special education coordinator, a position she held for nine years before realizing her true passion was back in the classroom.

Converse joined nearly 1,000 educators from across the state at the 45<sup>th</sup> annual Those Who Excel/Illinois Teacher of the Year banquet on Oct. 19, 2019. She spoke to the audience about the profound impact educators have on their students' lives and shared stories of some of the visits she made during her ambassadorship as Teacher of the Year.

The State Superintendent named Eric Combs the 2020 Illinois Teacher of the Year. Combs is a band instructor at Richland County Middle School in the Richland County Community Unit School District 1 in Olney.

# 2019 Condition of Education

## Budget

The fiscal year 2020 budget included record funding for preK-12 education. The state general funds budget included a \$378.6 million increase for Evidence-Based Funding (EBF), for a total of \$7.2 billion invested in EBF for FY 2020, \$53.6 million of which went toward Property Tax Relief Grants.

FY 2020 marked the third year of implementation of EBF. The enactment of EBF comprehensively changed the way that school districts receive the bulk of state funds. EBF sends more resources to Illinois' least well-funded students. The formula calculates a unique Adequacy Target for each school district that is based on 34 cost factors, such as technology, instructional coaches, counselors, and class sizes, that support student learning. The formula compares each district's current state and local resources to its Adequacy Target to produce a Percentage of Adequacy that describes the districts' financial capacity to meet expectations.

The state distributed 89 percent of new EBF funding to school districts furthest away from their Adequacy Targets in FY 2020. However, eight out of every 10 students in Illinois still attend schools funded at less than 90 percent of adequacy. The range of adequacy for Illinois districts after FY 2020 funding is distributed will be 51 to 269 percent, which illustrates the extent of the funding inequity that still exists.

Public Act 100-0465 commits the state to full funding of the formula by June 30, 2027. ISBE, along with the EBF Professional Review Panel, continues to review and implement the state's historic funding reform and recommend recalibration and other modifications to EBF to meet the needs of all students in Illinois.

## Student Demographics

The 2019 Illinois Report Card showed that Illinois now has its most racially and linguistically diverse student population in recent history. Students of color comprise a majority of Illinois' students (52.4 percent). The percentage of teachers who are teachers of color showed a slight uptick of 0.7 percent to 15.3 percent in the 2018-19 school year. ISBE's Diverse and Learner-Ready Teacher Network is developing recommendations to diversify the teacher workforce.

The percentage of students identified as English Learners also increased this year, from 11.7 percent in the 2017-18 school year to 12.1 percent in the 2018-19 school year. The number of students with Individualized Education Programs increased from 14.5 percent in 2017-18 to 15.5

percent in 2018-19. Illinois' students today have greater needs and require greater resources than they did even five years ago, while at the same time bringing incredible strengths to the classroom.

Overall student enrollment in Illinois public schools continues to decline, mirroring the state's population trend. Student enrollment totaled 1,984,519 in the 2018-19 school year, dropping below 2 million for the first time in more than 15 years.

Approximately half of all public school students in Illinois in the 2018-19 school year-- 48.4 percent -- qualify as low income, compared to 39 percent 15 years ago. Students qualify as low income if they are in families receiving public aid, live in temporary housing, or are eligible for free or reduced-price meals.

The average class size in 2018-19 increased slightly to 21.9 students per class.

## **Learning Outcomes**

The State Board of Education is working to reshape systems of teaching and learning in Illinois by focusing all its work through a new strategic plan. ISBE's proposed goals are:

1. Students will make academic gains by the end of each school year, increasing their knowledge, skills, and opportunities so that each student graduates empowered and equipped to pursue a successful future.
2. Schools will be environments that are physically and emotionally secure, where available resources are allocated equitably to meet students' specific needs.
3. Educators will meet the needs of Illinois' diverse student population and will be prepared for, supported in, and recognized for those efforts.

The first goal will prioritize the alignment of standards, assessments, curricula, instruction, and strong systems of support for all schools.

The second goal will prioritize achieving fiscal adequacy and equity through Evidence-Based Funding and ensuring school districts meet the needs of all students, including low-income students, students with disabilities, and English Learners.

The third goal will prioritize educator preparation, support, and success. Teacher diversity, retention, and attendance, as well as the total number of teachers in the state, showed slight upticks in the 2018-19 school. ISBE remains committed to strengthening the teacher pipeline and profession so all students have an effective educator in every class, every day.

Data and research will inform ISBE's efforts to build on current strengths.

All schools received annual accountability designations for the second year in 2019. Each school's summative designation describes how well the school is meeting the needs of all students, based on multiple measures of performance. The designation provides transparency for families and communities and identifies the highest-need schools to receive additional federal funding and other state supports through the IL-EMPOWER school improvement process.

ISBE debuted the student growth percentile on the Illinois Report Card in 2018 as a more equitable measure of school performance. The measure allows schools to showcase progress in student learning, even if students have not yet reached proficiency. The student growth percentile compares the gains of students at a school to those of other students in the state who started at the same level of performance. Schools around the state have remarkable stories of growth as the result of multi-year improvement efforts, including:

- Carbondale Elementary School District 95, where students in all demographic groups achieved above the 50th percentile in English language arts and near the 50th percentile in math. The district increased the accountability designations of all four schools.
- Queen Bee School District 16, where 47 percent of students are Latinx and more than a third of students are English Learners. Queen Bee students in all demographic groups achieved between the 68th and 73rd percentiles in English language arts and above the 50th percentile in math. These gains resulted in one school performing among the top 10 percent of all schools in the state and earning the Exemplary designation.
- Gordon Bush Elementary School in East St. Louis School District 189, where students achieved above the 55th percentile in English language arts and above the 59th percentile in math. Gordon Bush has risen from among the lowest-performing 5 percent of schools in the state to earning the Commendable designation. ISBE Board members held their November Board meeting in East St. Louis and visited Gordon Bush Elementary.

## **Student Performance and Achievement**

The 2019 state-level Illinois Report Card data show historic increases in students taking and succeeding in rigorous college and career preparation courses – representing four years of continuous growth and reflecting Illinois' investments in equity and opportunity.

Career and technical education programs enrolled 284,680 students in 2019 – an increase of nearly 5,000 students since 2016 – despite declining student enrollment in Illinois' schools overall. Governor JB Pritzker's FY 2020 budget included the first increase in state funding for career and technical education in five years.

Students in the 10th through 12th grades took a combined 169,217 dual credit, Advanced Placement (AP), and International Baccalaureate courses in 2019 – approximately 10,000 more

than in 2016, when data collection began. Students of color now make up 48 percent of total students enrolled in AP courses – up five percentage points from just three years ago. Even with this expansion in access among historically underrepresented student groups, students recorded the highest-ever pass rates on AP Exams. Illinois has raised its pass rate from 65.9 percent in 2016 to 68.4 percent in 2019. Governor Pritzker’s FY 2020 budget included \$2.5 million for AP Exam fee waivers for students with limited resources and grants for schools to develop and implement AP courses.

The 2019 Illinois Report Card also marked the fourth consecutive year that the percentage of students needing to enroll in remedial courses at Illinois’ community colleges has declined. Illinois lawmakers enacted the Postsecondary and Workforce Readiness Act in 2016 to strengthen pathways from eighth grade all the way through high school and onto college and career. The transitional math component of this law went into effect as an opt-in option for districts in the 2018-19 school year. Passing a transitional math course as a high school senior gives that student guaranteed placement into credit-bearing college math courses – with no need to take a placement test. Every student in grade 12 will have the opportunity to take at least one transitional math course beginning no later than the 2021-22 school year.

Illinois’ educational achievements compare strongly to those of the rest of the nation. Illinois’ performance held steady on the National Assessment of Education Progress in 2019 across all subjects and grades, while 31 other states saw a statistically significant decline in eighth-grade reading; 17 other states saw a decline in fourth-grade reading; three states saw a decline in fourth-grade math; and six states saw a decline in eighth-grade math.

Illinois’ four-year graduation rate held steady at 85.9 percent. The four-year graduation rate is two points higher than it was in 2009, the first year ISBE began disaggregating graduation rates by cohort. Data from 2017, the most recent year available for national graduation rates, shows Illinois ranking in the top half of all states. Illinois is committed to boosting graduation rates, especially among students of color. Ninety-one percent of white students graduated in four years, but that rate drops to 82 percent for Latinx students and 76 percent for black students.

Illinois schools will continue to boost graduation rates by actively intervening with ninth-graders at risk of falling off track and providing individualized supports and interventions. Research from the University of Chicago shows students who have earned at least five full-year course credits and have earned no more than one semester “F” in a core course at the end of ninth grade are almost four times as likely to graduate from high school as students who are not on track. Illinois’ measure of ninth-graders on track to graduate held steady in 2019 at 86.6 percent.

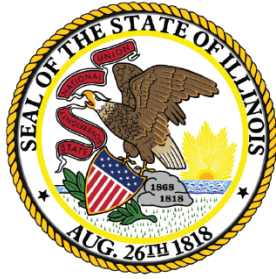
Achievement on the Illinois Science Assessment has dipped slightly over time as participation in the assessment has steadily increased. The average participation rate across all grades in 2019 was 96.2 percent and the average proficiency rate was 48.7 percent.

Students in the third through eighth grades took the Illinois Assessment of Readiness for the first time in 2019. The Assessment of Readiness uses the same content and measures the same standards as the previous assessment but is shorter by about one-third. Students in the 11<sup>th</sup> grade took the SAT as the state's accountability assessment for the third year.

Overall proficiency rates across all tested grades have held steady in English language arts and math at 37.8 and 31.8, respectively.

Eleventh-grade students' mean SAT scores in both reading/writing and mathematics compare to or exceed those of Michigan and Colorado, two other states with universal SAT administration. Illinois this year began providing the PSAT 8/9 and PSAT 10 to all students in the ninth and 10th grades, respectively, to further prepare students for success on the 11th-grade college admissions exam.





# **Illinois State Board of Education**

## **2019 Annual Report**

### **Demographic, Financial, and Statistical Data**



# STATE, LOCAL, AND FEDERAL RESOURCES

## State, Local, and Federal Resources For Elementary and Secondary Education (Dollars in Millions) (105 ILCS 5/2-3.11)

Year	State		Local		Federal		Total
	\$	%	\$	%	\$	%	
2018-19	13,294.0	37.7%	18,310.2	51.9%	3,656.5	10.4%	35,260.7
2017-18	12,509.9	36.7%	17,942.0	52.6%	3,654.6	10.7%	34,106.5
2016-17	11,670.4	35.6%	17,552.8	53.5%	3,602.6	11.0%	32,825.8
2015-16	10,881.5	34.8%	17,271.2	55.2%	3,149.1	10.1%	31,301.8
2014-15	10,438.6	34.6%	16,793.7	55.6%	2,976.5	9.9%	30,208.8
2013-14	10,305.2	34.5%	16,560.4	55.4%	3,007.4	10.1%	29,873.0
2012-13	9,411.6	33.1%	16,075.6	56.5%	2,976.7	10.5%	28,463.9
2011-12	9,315.8	32.4%	15,815.4	55.1%	3,580.8	12.5%	28,712.0
2010-11	7,568.2	28.0%	15,344.1	56.7%	4,127.2	15.3%	27,039.5
2009-10	8,613.0	31.6%	15,037.0	55.1%	3,637.4	13.3%	27,287.5
2008-09	9,105.7	34.5%	14,488.5	54.9%	2,773.7	10.5%	26,367.9
2007-08	8,519.6	34.6%	13,903.7	56.5%	2,165.7	8.8%	24,589.0
2006-07	7,492.1	33.1%	12,982.2	57.3%	2,174.1	9.6%	22,648.4
2005-06	6,903.1	32.4%	12,226.1	57.4%	2,163.1	10.2%	21,292.4
2004-05	6,922.0	33.6%	11,456.7	55.6%	2,219.3	10.8%	20,598.0
2003-04	7,223.2	35.9%	10,805.3	53.8%	2,073.8	10.3%	20,102.3
2002-03	6,812.8	35.9%	10,226.2	53.8%	1,952.1	10.3%	18,991.1
2001-02	6,296.1	35.7%	9,724.0	55.1%	1,623.0	9.2%	17,643.1
2000-01	6,441.0	37.3%	9,331.6	54.1%	1,482.0	8.6%	17,254.6
1999-00	5,932.0	36.7%	8,907.0	55.1%	1,328.1	8.2%	16,167.0
1998-99	5,420.9	35.7%	8,571.1	56.5%	1,177.6	7.8%	15,169.6

**Notes:**

- Fiscal years and school years start July 1 and end June 30. Tax years start Jan. 1 and end Dec. 31. The state and federal funds shown are based on fiscal years while local funds are based on tax (calendar) years. For example, the 2018-19 year includes actual state and federal appropriations for state fiscal year 2019 and local revenues accruing to school districts from the 2017 tax year. The 2017 property taxes are payable to the districts in calendar year 2018, usually after July 1.
- Local includes local original property tax revenues as estimated by the total property tax extension of districts and Corporate Personal Property Replacement Funds. Not included as local revenue are proceeds from investment income, income from school food services, and revenue generated through fees and assessments.
- State includes appropriated amount, including original appropriations, supplementals, and teachers' retirement contributions (does not include employer contributions).
- FY 2009 federal sources include \$1.5 billion in federal funds received through the American Recovery and Reinvestment Act.
- State and federal data for FY 1999 through FY 2019 is from Illinois Office of the Comptroller (IOC).
- Amounts and percentages may not sum to totals due to rounding.

**Elementary and Secondary School Income from Local Sources**  
**(Dollars in Millions)**  
**(105 ILCS 5/2-3.11)**

<b>Tax Year</b>	<b>Calendar Year Collected</b>	<b>Property Tax Revenues<sup>a</sup></b>	<b>CPP Replacement Fund</b>	<b>Total Regular Revenues<sup>b</sup></b>
2017	2018	\$17,660.1 <sup>c</sup>	\$650.1 <sup>d</sup>	\$18,310.19
2016	2017	\$17,226.9 <sup>c</sup>	\$715.1 <sup>d</sup>	\$17,942.00
2015	2016	\$16,870.7 <sup>c</sup>	\$677.1 <sup>d</sup>	\$17,547.90
2014	2015	16,507.00	764.2	17,271.20
2013	2014	16,077.00	716.7	16,793.70
2012	2013	15,864.10	696.3	16,560.40
2011	2012	15,447.60	628.0	16,075.60
2010	2011	15,188.50	626.9	15,815.40
2009	2010	14,632.60	711.4	15,344.00
2008	2009	14,377.20	659.8	15,037.00
2007	2008	13,706.40	782.1	14,488.50
2006	2007	13,109.80	793.9	13,903.70
2005	2006	12,310.90	671.3	12,982.20
2004	2005	11,600.70	625.4	12,226.10
2003	2004	11,001.70	455.0	11,456.70
2002	2003	10,398.80	406.5	10,805.30
2001	2002	9,823.80	402.4	10,226.20
2000	2001	9,220.20	503.8	9,724.00
1999	2000	8,775.20	556.4	9,331.60
1998	1999	8,405.70	501.3	8,907.00
1997	1998	8,057.60	513.5	8,571.10

<sup>a</sup> Revenues are derived by multiplying the total tax rate times the applicable equalized assessed value (EAV) property base for the tax year.

<sup>b</sup> "Total Regular Revenues" is the sum of "Property Tax Revenues" and "CPP Replacement Fund" revenues.

<sup>c</sup> Based on 2015 EAV amounts and 2015 total tax rates.

<sup>d</sup> Revenue represents calendar year 2015 collections that were distributed by the Illinois Department of Revenue in calendar year 2016.

**Net Lottery Proceeds  
Compared to Total Appropriations to ISBE  
(Dollars in Millions)  
(105 ILCS 5/2-3.11)**

<b>Fiscal Year</b>	<b>Total State Appropriations<sup>a</sup></b>	<b>Net Lottery Proceeds<sup>b</sup></b>	
		<b>Amount</b>	<b>% of Total</b>
2019	\$13,294.0	\$731.1	5.5%
2018	\$12,509.9	\$718.8	5.7%
2017	\$11,670.4	\$720.3	6.2%
2016	\$10,881.5	\$676.9	6.2%
2015	\$10,438.6	\$678.6	6.5%
2014	\$10,305.2	\$668.1	6.5%
2013	\$9,411.6	\$655.6	7.0%
2012	\$9,315.2	\$639.9	6.9%
2011	\$7,568.2	\$631.9	8.3%
2010	\$8,613.0	\$625.0	7.3%
2009	\$9,105.7	\$625.0	6.9%
2008	\$8,519.6	\$657.0	7.7%
2007	\$7,492.1	\$622.4	8.3%
2006	\$6,903.1	\$670.5	9.7%
2005	\$6,922.0	\$614.0	8.9%
2004	\$7,223.2	\$570.1	7.9%
2003	\$6,815.8	\$540.3	7.9%
2002	\$6,296.1	\$555.1	8.8%
2001	\$6,441.0	\$501.0	7.8%
2000	\$5,932.0	\$515.3	8.7%
1999	\$5,420.9	\$540.0	10.0%

<sup>a</sup> General Funds include retirement contributions and supplemental appropriations.

<sup>b</sup> Net Lottery Proceeds stated above reflect transfers to the Common School Fund and are provided by the Commission on Government Forecasting and Accountability in the *Wagering in Illinois 2019 Update* and sources from the Illinois Lottery and Illinois Office of the Comptroller.

**Notes:**

- Net Lottery Proceeds have been deposited into the Common School Fund since FY 1985.
- Starting March 1, 2010, annual transfers to the Common School Fund are equal to the amount transferred in FY 2009, adjusted for inflation. Any additional net revenue is deposited in the Capital Projects Fund.

**State Revenues by Source**  
**(Dollars in Millions)**  
**(105 ILCS 5/2-3.11)**

<b>ALL FUNDS REVENUE BY SOURCE</b>	<b>FY 2019</b>		<b>FY 2020 (est.)</b>	
Income Taxes (Gross)	\$25,633	32.3%	\$21,189	29.4%
Sales Taxes (Gross)	10,094	12.7%	9,568	13.3%
Federal Aid	19,468	24.5%	20,782	28.8%
Public Utility	1,415	1.8%	1,534	2.1%
State Lottery (Net)	1,330	1.7%	1,548	2.1%
All other Sources/Transfers	<u>21,526</u>	<u>27.1%</u>	<u>17,440</u>	<u>24.2%</u>
<b>Total</b>	<b>79,466</b>	<b>100.0%</b>	<b>72,061</b>	<b>100.0%</b>

Sources: FY 2019 IOC Traditional Budgetary Report (does not include bond proceeds or State Employees' Retirement System Fund); FY 2020 (est.) Governor's Illinois State Budget Fiscal Year 2020 published Feb. 20, 2019.

<b>GENERAL FUNDS BY SOURCE</b>	<b>FY 2019</b>		<b>FY 2020 (est.)</b>	
Income Taxes (Gross)	25,630	57.4%	26,150	58.4%
Sales Taxes (Gross)	8,897	19.9%	9,066	20.2%
Federal Aid	3,600	8.1%	3,697	8.2%
Public Utility	863	1.9%	846	1.9%
State Lottery (Net)	731	1.6%	745	1.7%
All other Sources/Transfers	4,967	11.1%	4,310	9.6%
<b>Total</b>	<b>44,688</b>	<b>100.0%</b>	<b>44,814</b>	<b>100.0%</b>

Source: Commission on Government Forecasting and Accountability FY 2020 Budget Summary published Aug. 1, 2019.

Amounts and percentages may not sum to totals due to rounding.

Income and Sales Taxes represent gross amounts not reduced for distributions to other funds.



**Appropriations by Major Purpose**  
**(Dollars in Millions)**  
**(105 ILCS 5/2-3.11)**

<b>ALL FUNDS BY SOURCE</b>	<b>FY 2019</b>		<b>FY 2020 (est.)</b>	
Elementary & Secondary Education	\$16,951	20.7%	\$17,780	20.7%
Higher Education	3,915	4.8%	4,259	4.9%
Human Services	34,005	41.6%	36,508	42.4%
Public Safety	3,229	4.0%	3,316	3.9%
Environmental & Business Regulation	1,165	1.4%	1,319	1.5%
Economic Development & Infrastructure	5,134	6.3%	5,288	6.1%
Governmental Services & Elected Officials	17,313	21.2%	17,577	20.4%
<b>Total</b>	<b>\$81,711</b>	<b>100.0%</b>	<b>86,047</b>	<b>100.0%</b>

<b>GENERAL FUNDS BY SOURCE</b>	<b>FY 2019</b>		<b>FY 2020 (est.)</b>	
Elementary & Secondary Education	\$13,222	35.5%	\$14,087	36.6%
Higher Education	3,233	8.7%	3,587	9.3%
Human Services	13,989	37.6%	13,885	36.1%
Public Safety	1,984	5.3%	1,977	5.1%
Environmental & Business Regulation	69	0.2%	54	0.1%
Economic Development & Infrastructure	112	0.3%	107	0.3%
Governmental Services & Elected Officials	4,625	12.4%	4,763	12.4%
<b>Total</b>	<b>\$37,235</b>	<b>100.0%</b>	<b>\$38,460</b>	<b>100.0%</b>

Source: Governor's Office of Management and Budget Website; Table IA – FY 2019 Final Appropriations and FY 2020 Enacted Appropriations

Amounts and percentages may not sum to totals due to rounding.

**Expenditures by Major Purpose**  
**(Dollars in Millions)**  
**(105 ILCS 5/2-3.11)**

<b>ALL FUNDS BY SOURCE</b>	<b>FY 2019</b>		<b>FY 2020 (est.)</b>	
Elementary & Secondary Education	\$10,637	13.4%	\$17,780	20.7%
Higher Education	2,059	2.6%	4,259	4.9%
Human Services	28,904	36.3%	36,508	42.4%
Public Safety	2,593	3.3%	3,316	3.9%
Environmental & Business Regulation	1,477	1.9%	1,319	1.5%
Economic Development & Infrastructure	5,905	7.4%	5,288	6.1%
Governmental Services & Elected Officials	<u>28,085</u>	<u>35.3%</u>	<u>17,577</u>	<u>20.4%</u>
<b>Total</b>	<b>\$79,659</b>	<b>100.0%</b>	<b>\$86,047</b>	<b>100.0%</b>

<b>GENERAL FUNDS BY SOURCE</b>	<b>FY 2019</b>		<b>FY 2020 (est.)</b>	
Elementary & Secondary Education	8,376	23.0%	14,087	36.6%
Higher Education	1,782	4.9%	3,587	9.3%
Human Services	13,281	36.5%	13,885	36.1%
Public Safety	1,947	5.4%	1,977	5.1%
Environmental & Business Regulation	67	0.2%	54	0.1%
Economic Development & Infrastructure	89	0.2%	107	0.3%
Governmental Services & Elected Officials	<u>10,846</u>	<u>29.8%</u>	<u>4,763</u>	<u>12.4%</u>
<b>Total</b>	<b>\$36,387</b>	<b>100.0%</b>	<b>\$38,460</b>	<b>100.0%</b>

Source: Illinois Office of the Comptroller - Spending from appropriations does not include statutory transfers.

Amounts and percentages may not sum to totals due to rounding.

## State-Mandated Categorical Grant Programs

(Dollars in Thousands)

(105 ILCS 5/2-3.104)

Appropriations								
Program Name	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Sp Ed Personnel	452,257.2	440,200.0	439,061.8	430,588.8	440,114.6	442,400.0	0.0	0.0
Sp Ed Funding for Children	343,375.7	314,196.1	303,091.7	296,113.0	303,829.7	303,829.7	0.0	0.0
Sp Ed Private Tuition	177,743.7	206,843.3	218,947.7	225,013.1	233,000.0	233,000.0	135,265.5	135,265.5
Sp Ed Summer School	10,750.0	10,100.0	10,100.0	10,100.0	11,700.0	11,700.0	0.0	0.0
Sp Ed Transportation	432,525.6	440,500.0	440,500.0	440,363.8	452,785.4	450,500.0	387,682.6	387,682.6
Reg/Voc Transportation	223,976.1	205,808.9	206,947.1	201,178.2	205,808.9	205,808.9	262,909.8	262,909.8
Ill Free Lunch/Breakfast	26,300.0	14,300.0	14,300.0	9,000.0	9,000.0	9,000.0	9,000.0	9,000.0
Sp Ed Orphanage	101,700.0	111,000.0	105,000.0	92,862.5	95,000.0	103,472.5	73,477.6	73,000.0
Reg Ed Orphanage	13,000.0	13,000.0	12,000.0	11,730.0	11,500.0	21,500.0	17,000.0	13,600.0
<b>Totals</b>	<b>1,781,628.3</b>	<b>1,755,948.3</b>	<b>1,749,948.3</b>	<b>1,716,949.4</b>	<b>1,762,738.6</b>	<b>1,781,211.1</b>	<b>885,335.5</b>	<b>881,457.9</b>
<b>Percentage Growth</b>	<b>0.04%</b>	<b>-1.44%</b>	<b>-0.34%</b>	<b>-1.89%</b>	<b>2.67%</b>	<b>1.05%</b>	<b>-50.30%</b>	<b>-0.44%</b>

### 100% Claims including Chicago 299 (No Audit Adjustments): Reimbursement Programs

Appropriation Year	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
School Year	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Sp Ed Personnel	452,235.8	440,282.4	441,525.2	439,932.1	442,512.2	443,361.7	0.0	0.0
Sp Ed Funding for Children	343,375.7	314,196.1	303,091.7	302,928.9	303,829.7	303,829.7	0.0	0.0
Sp Ed Private Tuition	191,096.1	216,782.0	226,181.2	231,983.4	240,693.8	238,404.1	149,525.5	168,709.0
Sp Ed Summer School	10,750.0	10,270.7	11,151.9	11,617.4	12,756.2	12,348.2	0.0	0.0
Sp Ed Transportation	433,370.0	440,149.6	449,057.4	454,828.6	464,444.6	480,617.0	427,121.0	453,408.6
Reg/Voc Transportation	332,409.7	320,773.0	329,858.8	340,649.5	351,110.9	343,981.0	341,295.0	358,456.9

Appropriation Year	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Ill Free Lunch/Breakfast	36,136.8	38,000.9	39,432.9	42,744.4	41,734.8	41,369.5	30,127.5	29,415.1
Sp Ed Orphanage	101,591.4	103,488.0	99,706.6	96,128.6	96,075.6	93,163.1	73,244.8	79,309.4
Reg Ed Orphanage	12,087.2	11,575.3	11,166.4	14,133.5	14,551.9	12,401.8	9,895.3	9,574.0

Pro-Ration Reimburse %	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Sp Ed Personnel	100%	100%	100%	98%	100%	100%	0%	0%
Sp Ed Funding for Children	100%	100%	100%	98%	100%	99%	0%	0%
Sp Ed Private Tuition	87%	91%	94%	94%	94%	96%	90%	80%
Sp Ed Summer School	100%	96%	81%	75%	84%	89%	0%	0%
Sp Ed Transportation	100%	99%	97%	95%	97%	92%	91%	86%
Reg/Voc Transportation	77%	76%	74%	71%	70%	71%	84%	82%
Ill Free Lunch/Breakfast	73%	38%	36%	21%	22%	22%	30%	31%
Sp Ed Orphanage	100%	100%	100%	100%	100%	100%	100%	100%
Reg Ed Orphanage	100%	100%	100%	100%	100%	100%	100%	100%

#### Notes:

- Current fiscal year appropriations pay previous year claims, except for Illinois Free Lunch/Breakfast, Orphanage, and Bilingual programs.
- Appropriation and claim amounts include amounts funded through the Chicago Block Grants.

**Receipts and Expenditures for Illinois Public School Districts**  
(Dollars in Millions)  
(105 ILCS 5/2-3.11)

	FY 2010	FY 2011	FY2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
<b>Receipts</b>									
Local Taxes/Payments									
in Lieu of Taxes	15,258.2	15,234.4	16,027.9	16,164.4	16,524.0	16,820.2	17,183.3	17,911.3	18,247.6
Other Local	1,322.6	1,331.7	1,249.1	1,240.8	1,188.1	1,232.4	1,306.7	1,411.6	1,619.9
General State Aid	381.7	4,484.8	4,308.8	4,246.4	4,391.1	4,376.0	4,639.2	4,988.9	6,306.9
Other State Funds	5,301.0	2,489.4	2,535.7	2,631.0	2,571.6	2,300.5	1,939.3	1,937.3	1,803.2
Federal Funds	<u>3,163.5</u>	<u>2,640.9</u>	<u>2,127.5</u>	<u>2,078.7</u>	<u>2,094.6</u>	<u>2,051.0</u>	<u>2,122.4</u>	<u>2,128.0</u>	<u>2,127.1</u>
	25,426.9	26,181.1	26,248.9	26,361.3	26,769.3	26,780.0	27,190.9	28,377.1	30,104.7
<b>Expenditures</b>									
Instruction	12,784.1	12,712.5	12,960.3	13,241.5	13,789.4	14,227.2	14,439.4	14,584.8	14,710.6
General Administration	863.7	859.8	893.1	887.1	904.8	908.7	904.7	914.1	926.6
Support Services	8,462.9	8,086.5	8,067.7	8,223.8	8,496.5	8,446.7	8,458.9	8,593.9	8,851.1
Community Services	190.3	123.5	121.4	129.7	136.9	143.2	142.3	142.8	163.9
Payments to Other									
Gov't. Units (In state,									
out of state)	737.7	706.8	732.0	728.7	725.4	709.4	725.3	706.9	766.7
Debt Service Retired	1,134.6	1,116.9	1,153.8	1,226.7	1,355.0	1,415.9	1,458.6	1,883.0	1,994.1
Debt Services (Interest)	817.7	856.0	907.2	921.9	917.4	930.9	971.8	998.3	1,056.7
Capital Outlay/Non-									
Capitalized Equip.	<u>1,903.9</u>	<u>1,856.7</u>	<u>1,988.1</u>	<u>1,932.1</u>	<u>1,974.6</u>	<u>2,012.0</u>	<u>1,987.5</u>	<u>1,870.8</u>	<u>2,193.0</u>
	26,894.9	26,318.5	26,823.6	27,291.6	28,300.0	28,7940.0	29,088.4	29,694.6	30,662.7

Source: School District Annual Financial Report, Financial Data Table.

**Public Schools Finance Statistics**  
(105 ILCS 5/2-3.11)

	<b>District Type</b>	<b>Per Capita Tuition Charge</b>	<b>Operating Expense per Pupil</b>
<b>FY 2018</b>	Elementary	\$11,698	\$13,370
	Secondary	16,282	17,749
	Unit	10,848	13,137
	ALL DISTRICTS	11,740	13,764
	Chicago SD 299	12,678	15,878
<b>FY 2017</b>	Elementary	\$11,655	\$12,859
	Secondary	16,463	17,519
	Unit	10,784	12,720
	ALL DISTRICTS	11,701	13,337
	Chicago SD 299	12,255	15,412
<b>FY 2016</b>	Elementary	\$11,236	\$12,504
	Secondary	15,912	17,044
	Unit	10,620	12,374
	ALL DISTRICTS	11,422	12,973
	Chicago SD 299	12,544	14,973
<b>FY 2015</b>	Elementary	\$10,925	\$12,173
	Secondary	15,398	16,494
	Unit	10,382	12,354
	ALL DISTRICTS	11,133	12,808
	Chicago SD 299	12,229	15,310
<b>FY 2014</b>	Elementary	\$10,450	\$11,846
	Secondary	14,900	16,165
	Unit	9,947	12,096
	ALL DISTRICTS	10,677	12,521
	Chicago SD 299	11,707	15,120

District types:

Elementary School Districts: PreK-8

Secondary (High) School Districts: 9-12

Unit School Districts: PreK-12

Source: School Business Services Operating Expense Per Pupil (OEPP)/Per Capita Tuition Charge (PCTC)/Average Daily Attendance (ADA) State Totals Historical File.

**Total Resources per Pupil Enrolled**  
(105 ILCS 5/2-3.11)

<b>Fiscal Year</b>	<b>Total Resources</b>	<b>Fall Enrollment<sup>b</sup></b>	<b>Total Resources Per Pupil Enrolled<sup>c</sup></b>	<b>% Change in Dollars Per Pupil Enrolled</b>
2019	\$35,260.7	1,984,746	\$17,765	4.4%
2018	34,106.5	2,005,153	17,009	5.1
2017	32,814.0	2,028,162	16,179	5.6
2016	31,289.8	2,041,779	15,325	4.7
2015	30,107.2	2,057,858	14,630	1.6
2014	29,861.2	2,073,480	14,401	4.0
2013	28,453.1	2,054,155	13,851	0.7
2012	28,701.7	2,087,628	13,748	1.5
2011	28,091.7	2,074,806	13,539	-0.2
2010	28,571.8	2,105,779	13,568	9.0
2009	26,293.9	2,112,132	12,449	7.0
2008	24,589.0	2,113,435	11,635	8.8
2007	22,648.4	2,118,692	10,690	6.2
2006	21,264.7	2,111,706	10,070	2.4
2005	20,631.7	2,097,503	9,836	2.9
2004	20,085.2	2,100,961	9,560	4.6
2003	19,051.5	2,084,187	9,141	2.2
2002	18,528.1	2,071,391	8,945	2.0
2001	17,984.7	2,051,021	8,769	5.2
2000	16,827.2	2,018,316	8,337	7.1
1999	15,659.8	2,011,814	7,784	8.5

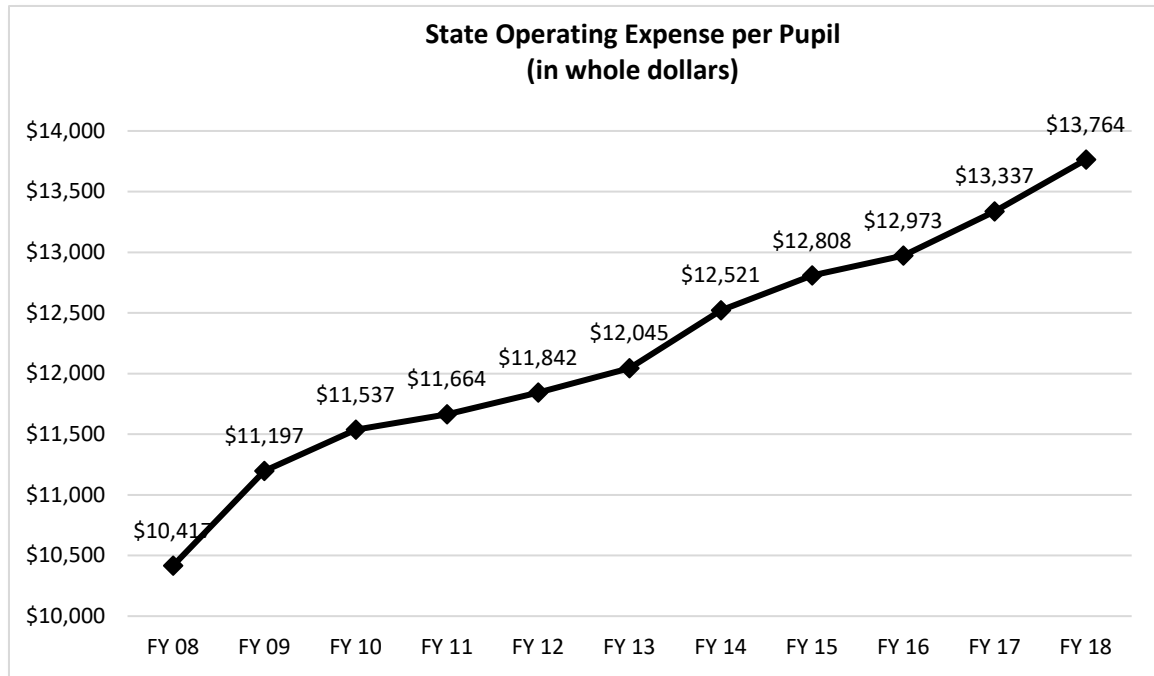
Note: Resources and percent changes have been updated for fiscal years 2010 through 2015.

<sup>a</sup> In millions; includes state, federal, and local funds and pensions.

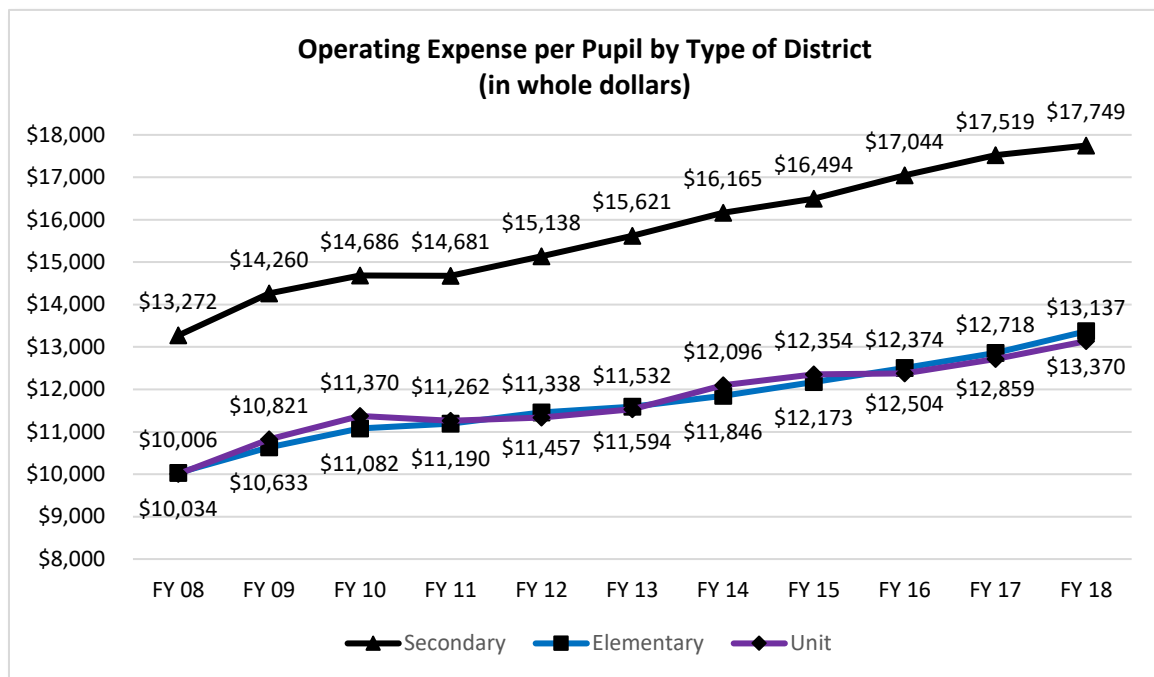
<sup>b</sup> Prior to FY 2016, Fall Enrollment was a snapshot of student enrollment taken from the Student Information System (SIS) as of Oct. 15. Beginning in FY 2016, Fall Enrollment is the State Report Card total that has been verified by districts.

<sup>c</sup> In whole dollars.

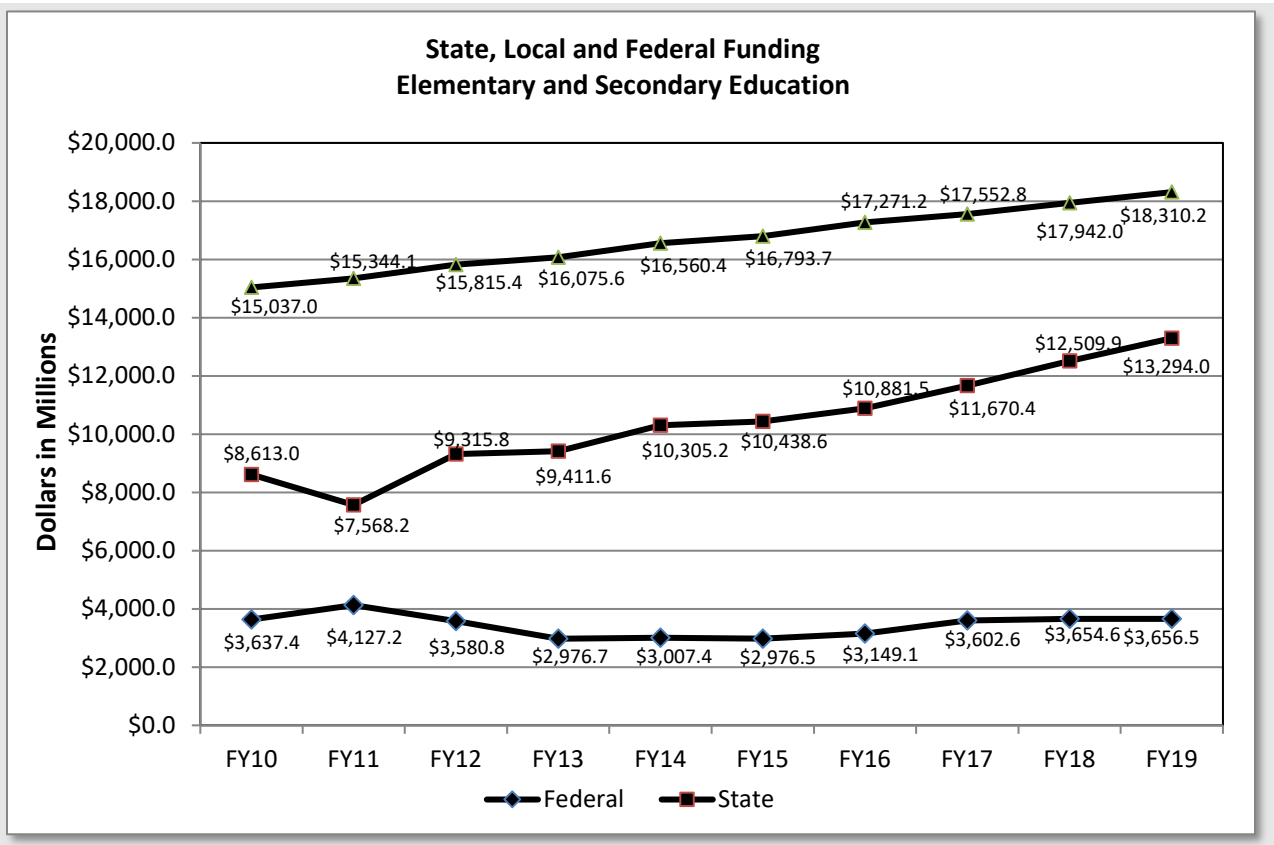
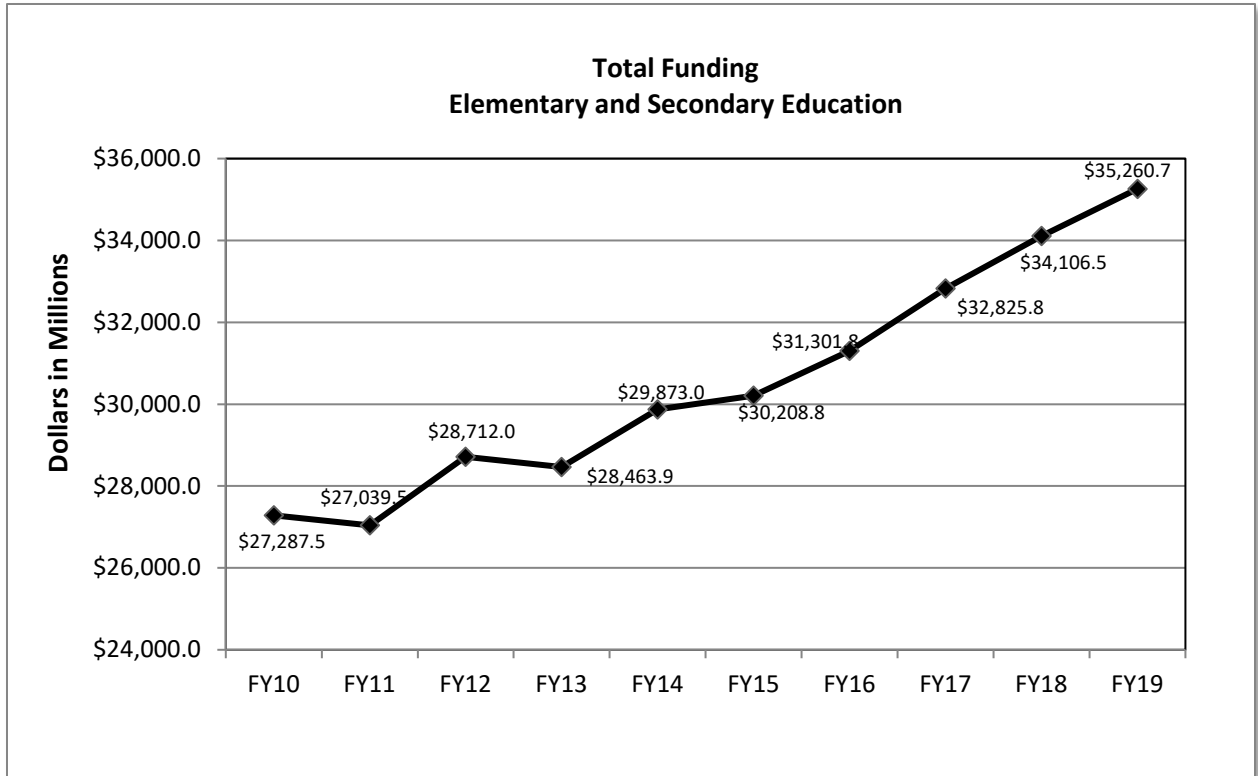




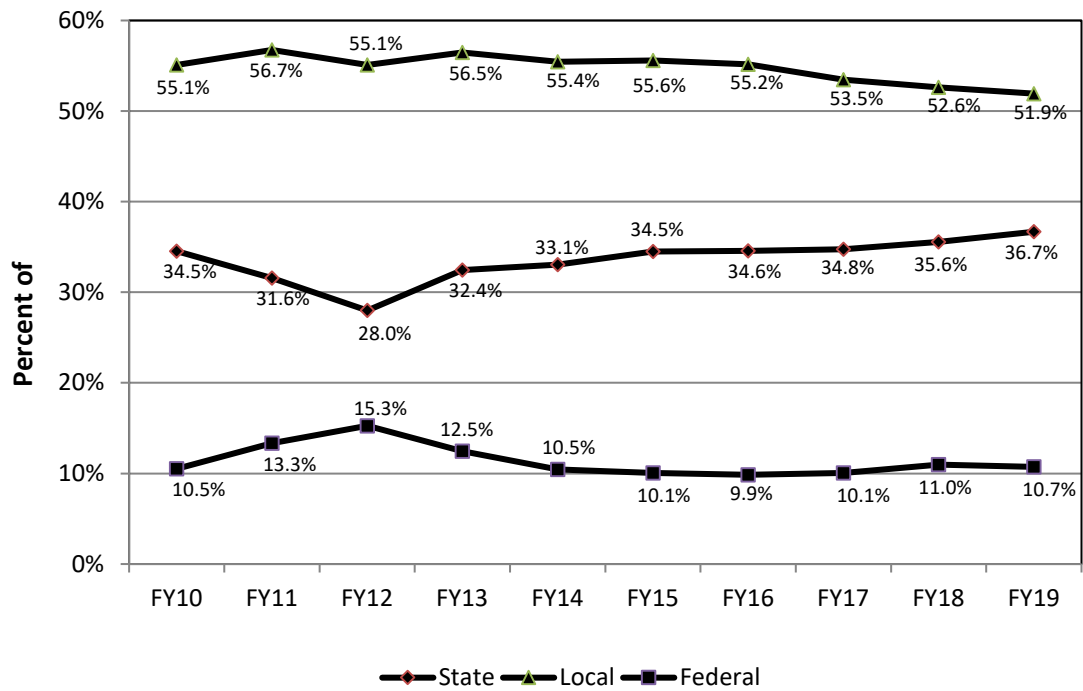
Source: School Business Services OEPP/PCTC/ADA State Totals Historical File.



Source: School Business Services OEPP/PCTC/ADA State Totals Historical File.



### Percentages of State, Local, and Federal Funding



# SCHOOLS AND DISTRICTS

## A Profile of Illinois Public Schools in 2018-19 Selections from School Report Card Files (regular public schools only)

### SUMMARY

**852 districts (regular public)**  
**3,872 schools**  
**1,984,519 students**  
**48.8% low-income enrollment**

**85.9% graduation rate**  
**4.2% dropout rate**  
**7.1% mobility rate**  
**12.1% EL enrollment**

### TRENDS

**Number of school districts 852.** The number of operating school districts with enrollment declined from 871 in 2009 to 852 in 2019; there were 368 elementary districts, 96 high school districts and 388 unit districts.

**Decrease in the number of public schools.** The number of public schools was 3,872 in 2019, but 4,147 in 2009. These figures include charter schools and regular public schools that issue school report cards.

**Decrease in the average school size.** The average school size has decreased from 526 students in 2009 to 489 in 2019.

**Student enrollment decreased.** Student enrollment in regular Illinois public schools decreased from 2,115,061 in 2009 to 1,984,746 in 2019, according to the Fall Housing enrollment counts. This count differs from the enrollment in the Illinois Interactive Report Card (IIRC), which is taken on Oct. 1 and is verified by district superintendents. Calculations involving enrollment will either be based on Fall Housing (SIS) or IIRC data, which will be noted. Student enrollment has been based on the serving school since 2017, and the home school prior to that.

**Low-income enrollment increased.** The number of low-income students increased from 42.9 percent of the enrollment in 2009 to 48.8 percent in 2019. Pupils are considered low-income if they are from families receiving public aid, are living in institutions for neglected or delinquent children, are being supported in foster homes with public funds, or are eligible for free or reduced-price lunches.

**Mobility rate declined.** The mobility rate declined from 13.5 percent in 2009 to 7.1 percent in 2019. The mobility rate is the sum of the students transferred out and students transferred in, divided by the average daily enrollment, multiplied by 100. A student may be counted more than once at multiple schools but only once at any one school, depending on the number of transfers the student makes in the year.

The mobility rate calculation was changed in SY 2017. ISBE recalculated mobility going back to SY 2012 to provide comparable trend data. Previous versions of this report and the Report

Cards prior to SY 2017 would have shown a higher incident rate that was roughly double the mobility rate.

**Percentage of minority students exceeded 50 percent.** Students who are Black, Hispanic, Asian, American Indian or Alaskan Native, Hawaiian or Other Pacific Islander, or Two or More Races made up 52.4 percent of the enrollment in 2019, up from 46.7 percent in 2009. The increase is mainly among Hispanic, Asian, and Two or More Races students.

**Number of English Learners (EL) increased in last decade.** The percentage of EL students increased from 8.0 percent in 2009 to 12.1 percent in 2019. EL students include those who are eligible for bilingual education.

**Dropout rate changed.** The dropout rate decreased from 3.5 percent in 2009 to 2.1 percent in 2018. ISBE changed the calculation for the dropout rate in SY 2019 to match the federal definition and as a result the statewide dropout rate increased to 4.2 percent. The SY 2019 dropout rate is not comparable to prior years. Dropouts include students in grades 9-12 whose names have been removed from the district roster for any reason other than death, extended illness, graduation/completion of a program of studies, transfer to another school, or expulsion.

**Increase in chronic truancy rate.** The chronic truancy rate was 13.4 percent in 2019, compared to 8.6 percent reported for 2012, when this rate was first measured using the current calculation. Chronic truants include students subject to compulsory attendance who have been absent without valid cause for 5 percent (nine or more) of the past 180 school days. The definition of chronic truants was changed in 2011. Prior to 2011, chronic truants were defined as missing 10 percent of the previous 180 days.

**Average class size increases slightly at most levels.** Between 2009 and 2019, the average class sizes increased slightly for:

- Kindergarten --- from 20.5 to 21.5
- Grade 1 --- from 20.9 to 21.3
- Grade 3 --- from 21.8 to 22.0
- Grade 6 --- from 22.0 to 23.2
- Grade 8 --- from 21.4 to 22.6
- High School (grades 9-12) --- from 19.2 to 21.7

**Percentage of Non-White teachers increased in the last decade.** Non-White teachers accounted for 14.9 percent of the classroom teachers in 2009 compared to 17.4 percent in 2019. Non-White teachers include those who are Black, Hispanic, Asian, American Indian or Alaskan Native, Hawaiian or Other Pacific Islander, Two or More Races, or unknown.

**Slight increase in the percentage of male classroom teachers.** There is an upward trend in the percentage of male teachers, increasing from 22.9 percent of the teaching force in 2009 to 23.2 percent in 2019.

**Percentage of teachers with graduate degrees increased.** In 2019, teachers who had a master's degree or higher accounted for 60.6 percent of the classroom teachers in Illinois public schools, up from 55.8 percent in 2009.

**Pupil-teacher ratio remained steady at the elementary level and increased at the secondary level.** Between 2009 and 2019, the elementary pupil-teacher ratio remained the same at 18.4:1, while the secondary pupil-teacher ratio increased slightly from 18.0:1 to 19.0:1.

**Graduation rate decreased.** The four-year graduation rate in 2019 was 85.9 percent, decreasing from 87.1 percent in 2009.

**Illinois Public School Districts by Type**  
(105 ILCS 5/2-3.11)

School Year	Elementary Districts	Secondary Districts	Unit Districts	Total Districts <sup>a</sup>
2018-19	368	96	388	852
2017-18	368	96	388	852
2016-17	368	96	388	852
2015-16	369	98	386	853
2014-15	373	99	385	857
2013-14	374	100	386	860
2012-13	375	100	387	862
2011-12	377	100	388	865
2010-11	378	101	388	867
2009-10	378	101	389	868
2008-09	378	101	390	869
2007-08	378	102	390	870
2006-07	376	102	395	873
2005-06	377	102	395	874
2004-05	379	103	399	882
2003-04	381	103	404	888
2002-03	383	103	407	893
2001-02	383	103	407	893
2000-01	383	103	408	894
1999-00	384	103	409	896
1998-99	385	104	408	897

<sup>a</sup> Does not include five state-operated school systems -- the two state laboratory schools, the Illinois Mathematics and Science Academy, and the Illinois Department of Human Services Division of Rehabilitation state schools.

Sources: Fall Housing Enrollment, Entity Profile System, and CDS File Record Counts.



**Comparison of Public School Districts by Type and Enrollment**  
**2008-09 and 2018-19**  
(105 ILCS 5/2-3.11)

District Enrollment	Elementary Districts		Secondary Districts		Unit Districts		Total Districts*	
	08-09	18-19	08-09	18-19	08-09	18-19	08-09	18-19
25,000 or more	0	0	0	0	5	5	5	5
10,000 to 24,999	4	4	2	2	12	13	18	19
5,000 to 9,999	10	10	13	10	26	24	49	44
2,500 to 4,999	54	51	24	26	32	29	110	106
1,000 to 2,499	98	100	26	23	114	104	238	227
600 to 999	55	54	14	17	80	79	149	150
300 to 599	55	51	12	12	90	104	157	167
Fewer than 300	89	98	5	6	20	30	114	134
Total	365	368	96	96	379	388	840	852

\* Does not include one non-operating district, Department of Corrections/Juvenile Justice school district, state-operated districts, special education districts, and state charter districts.

Sources: Fall Housing Enrollment, Entity Profile System, and CDS File Record Counts.

**Comparison of Public and Nonpublic Attendance Centers**  
**2008-09 and 2018-19**  
(105 ILCS 5/2-3.11)

Public Attendance Centers			Nonpublic Attendance Centers		
	08-09	18-19		08-09	18-19
Elementary	2,630	2,444	Elementary*	864	693
Junior High	615	604	Secondary	122	113
Secondary	682	705	Unit	127	94
Special Education and Others	324	410	Special Education	42	15
Total	4,251	4,163	Total	1,155	915

\* Includes Junior High.

Note: These counts include all attendance centers, not just the regular schools included in the Illinois Interactive Report Card. Only registered Nonpublic Attendance Centers are used for Nonpublic Attendance Center counts for Elementary, Secondary, and Unit entities.

Sources: Fall Housing Enrollment, Entity Profile System, and CDS File Record Counts.

**Public School Recognition Committee**  
**Act or Omissions Status Report for the 2018-19 School Year**  
(105 ILCS 5/1A-4)

<b>Region</b>	<b>Facility</b>	<b>Final FY Assignment</b>	<b>Date of District Notification</b>
13-Clinton/Jefferson/Marion/Washington	North Wamac SD 186	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
13-Clinton/Jefferson/Marion/Washington	Grand Prairie CCSD 6	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
19-Dupage	Center Cass SD 66	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	Dalzell SD 98	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	Spring Valley CCSD 99	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	Princeton ESD 115	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	La Moille CUSD 303	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
28-Bureau/Henry/Stark	Princeton HSD 500	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
34-Lake	Winthrop Harbor SD 1	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt
34-Lake	Zion ESD 6	Recognized Pending Further Review	November 15, 2019, via US Mail, certified, return receipt

# STUDENTS

## Public and Nonpublic Prekindergarten through Postgraduate Fall Pupil Enrollment (105 ILCS 5/2-3.11)

School Year	Public	Nonpublic	Total
2018-19	1,984,519	198,643	2,183,162
2017-18	2,005,153	203,864	2,205,393
2016-17	2,028,162	205,263	2,233,425
2015-16	2,041,779	214,631	2,256,410
2014-15	2,057,858	220,144	2,278,002
2013-14	2,073,480	219,700	2,293,180
2012-13	2,054,155	222,122	2,276,277
2011-12	2,087,628	237,377	2,325,005
2010-11	2,074,806	241,323	2,316,129
2009-10	2,105,779	243,680	2,349,459
2008-09	2,112,132	249,373	2,361,505
2007-08	2,113,435	265,276	2,378,711
2006-07	2,118,692	244,188	2,362,880
2005-06	2,111,706	267,651	2,379,357
2004-05	2,097,503	225,765	2,323,268
2003-04	2,100,961	312,891	2,413,780
2002-03	2,084,187	306,047	2,390,234
2001-02	2,071,391	317,198	2,388,589
2000-01	2,051,021	323,231	2,374,252
1999-00	2,018,316	323,869	2,342,185
1998-99	2,011,814	322,664	2,334,478

### Notes:

- Fall Housing Enrollment is a snapshot of student enrollment as of Oct. 1. Prior to FY 2016, Fall Enrollment was a snapshot of student enrollment as of Sept. 30. Beginning in FY 2016, Fall Enrollment is the State Report Card total that has been verified by districts.
- Nonpublic schools report data voluntarily on an annual basis.

Sources: Student Information System and Entity Profile System.

**Comparison of Public School Enrollment**  
**2008-09 and 2018-19**  
(105 ILCS 5/2-3.11)

<b>Grade Level</b>	<b>2008-09</b>	<b>2018-19</b>	<b>Percent Change</b>
Pre-K (not Bilingual, Special Ed)	65,490	52,216	-20.3%
Pre-K Bilingual	7,192	19,174	166.6%
Pre-K Special Ed	16,717	18,621	11.4%
Kindergarten	146,268	129,692	-11.3%
1 <sup>st</sup> Grade	152,335	134,337	-11.8%
2 <sup>nd</sup> Grade	153,325	136,984	-10.7%
3 <sup>rd</sup> Grade	156,197	140,541	-10.0%
4 <sup>th</sup> Grade	152,344	144,035	-5.5%
5 <sup>th</sup> Grade	152,479	148,403	-2.7%
6 <sup>th</sup> Grade	154,371	151,264	-2.0%
7 <sup>th</sup> Grade	154,709	148,871	-3.8%
8 <sup>th</sup> Grade	158,275	148,649	-6.1%
Elementary Total	1,380,303	1,282,776	-7.1%
9 <sup>th</sup> Grade	175,474	159,497	-9.1%
10 <sup>th</sup> Grade	165,451	154,801	-6.4%
11 <sup>th</sup> Grade	145,375	148,344	2.0%
12 <sup>th</sup> Grade	145,000	149,090	2.8%
Secondary Total	631,300	611,732	-3.1%
Ungraded	0	0	0%
Total Elementary & Secondary	2,098,002	1,984,519	-5.4%

Notes:

- Public school enrollment includes Regional Offices of Education, Department of Corrections/ Juvenile Justice, special education, and regular education schools.
- Prior to FY 2016, Fall Enrollment was a snapshot of student enrollment taken from the Student Information System as of Sept. 30. Beginning in FY 2016, Fall Enrollment is the State Report Card total that has been verified by districts.
- 2016 includes students in other sites.

Source: Student Information System.

**Comparison of Public School Enrollment  
By Racial/Ethnic Distribution  
2008-09 and 2018-19**

<b>Race</b>	<b>2008-09</b>		<b>2018-19</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
White Non-Hispanic	1,099,216	52.4	944,451	47.6
Black Non-Hispanic	396,432	18.9	331,838	16.7
Hispanic	462,015	22.0	523,306	26.4
Asian	81,470	3.9	102,113	5.1
American Indian or Alaskan Native	5,528	0.3	5,067	0.3
Hawaiian or Other Pacific Islander	1,362	0.1	2,061	0.1
Two or More Races	51,979	2.5	75,683	3.8
Total Students	2,098,002	100	1,984,519	100
Total Minority Students	998,786	47.6	1,040,068	52.4

Source: Fall Housing Report (Student Information System).

**Comparison of Nonpublic School Enrollment  
2008-09 and 2018-19  
(105 ILCS 5/2-3.11)**

<b>Grade Level</b>	<b>2008-09</b>	<b>2018-19</b>	<b>Percent Change</b>
Pre-K	31,494	27,720	-12.0%
Kindergarten	20,027	16,658	-16.8%
1 <sup>st</sup> Grade	17,636	13,163	-25.4%
2 <sup>nd</sup> Grade	17,396	12,794	-26.5%
3 <sup>rd</sup> Grade	16,949	12,651	-25.4%
4 <sup>th</sup> Grade	16,776	12,918	-23.0%
5 <sup>th</sup> Grade	16,775	12,931	-22.9%
6 <sup>th</sup> Grade	16,684	13,731	-17.7%
7 <sup>th</sup> Grade	16,533	12,701	-23.2%
8 <sup>th</sup> Grade	<u>16,756</u>	<u>13,080</u>	<u>-21.9%</u>
Ungraded Elementary	407	183	-55.0%
Elementary Special Ed (PK-8)	<u>3,706</u>	<u>3,051</u>	<u>-17.7%</u>
Elementary Total	191,139	149,581	-21.7%
9 <sup>th</sup> Grade	14,852	12,387	-16.6%
10 <sup>th</sup> Grade	14,510	11,894	-18.0%
11 <sup>th</sup> Grade	13,923	11,570	-16.9%
12 <sup>th</sup> Grade	13,702	11,739	-14.3%
Ungraded Secondary	509	47	-90.8%
Secondary Special Ed (9-12)	<u>1,671</u>	<u>1,222</u>	<u>-26.9%</u>
Secondary Total	59,167	48,859	-17.4%
Total Elementary & Secondary	250,306	198,440	-20.7%

Note: Nonpublic schools report data voluntarily on an annual basis.

**English Learner Enrollment by Native Language  
2018-19**

<b>Home Language</b>	<b>Chicago SD 299 Number</b>	<b>Non-Chicago Number</b>	<b>Statewide Total Number</b>
Spanish	49,019	125,138	174,157
Other (Identified)	12,837	857	13,694
Arabic	1,403	7,464	8,867
Polish	686	6,023	6,709
Urdu	693	2,991	3,684
Pilipino (Tagalog)	339	1,832	2,171
Gujarati	237	1,851	2,088
Russian	141	1,802	1,943
Mandarin (Chinese)	393	1,228	1,621
French	186	1,325	1,511
Telugu (Telegu)	59	1,441	1,500
Vietnamese	324	1,105	1,429
Hindi	115	1,254	1,369
Ukrainian	339	846	1,185
Cantonese (Chinese)	788	323	1,111
Korean	36	931	967
Assyrian (Syriac/Aramaic)	139	690	829
Tamil	43	769	812
Malayalam	20	762	782
Romanian	115	647	762
Other	2,629	11,273	13,902
<b>Total</b>	<b>70,541</b>	<b>170,552</b>	<b>241,093</b>

Source: Student Information System.

**English Learner Students by Transition Status and School Year Outcome**  
**2018-19**  
(105 ILCS 5/1A-4)

<b>Transition Status</b>	<b>Chicago SD 299 Number</b>	<b>Non-Chicago Number</b>
Transitioned <sup>a</sup>	4,142	13,504
Not Transitioned	50,704	120,702
Promoted to next grade or otherwise retained	47,601	126,017
Transferred <sup>b</sup>	5,687	4,734
Graduated	1,454	3,111
Dropped out <sup>c</sup>	97	313
Other outcome <sup>d</sup>	<u>7</u>	<u>31</u>
Total Students	54,846	134,206

Notes: <sup>a</sup> English Learners who attained English language proficiency as defined by the state (a 4.8 Overall Composite Proficiency Level on the ACCESS for ELLs measure) in 2018-19. English Learners who did not transition out of the program were promoted to the next grade, retained in the same grade, graduated, transferred, dropped out, or other outcome.

<sup>b</sup> Transferred includes students transferred to another district, home schooled, private schooled, or moved to unknown.

<sup>c</sup> Dropped out includes students who dropped out or transferred to a GED program.

<sup>d</sup> Other outcomes include death, age out, and the certificate of completion.

Source: Student Information System.

**School Districts That Served More Than 1,000 English Learners  
2018-19**

<b>School District Name</b>	<b>EL Enrollment</b>	<b>% of Statewide EL Enrollment</b>
City of Chicago SD 299	70,541	29.3%
SD U-46	12,872	5.3%
Cicero SD 99	6,321	2.6%
Waukegan CUSD 60	5,606	2.3%
Aurora East USD 131	5,732	2.4%
Rockford SD 205	4,988	2.1%
CUSD 300	3,581	1.5%
Palatine CCSD 15	3,311	1.4%
Schaumburg CCSD 54	3,220	1.3%
Joliet PSD 86	2,907	1.2%
Wheeling CCSD 21	2,979	1.2%
Aurora West USD 129	3,045	1.3%
Valley View CUSD 365U	2,765	1.2%
Indian Prairie CUSD 204	2,866	1.2%
Comm Cons SD 59	2,798	1.2%
West Chicago ESD 33	2,400	1.0%
Round Lake CUSD 116	2,190	0.9%
Plainfield SD 202	2,200	0.9%
Addison SD 4	1,597	0.7%
CCSD 62	1,469	0.6%
J S Morton HSD 201	1,525	0.6%
Maywood-Melrose Park-Broadview 89	1,505	0.6%
CUSD 200	1,298	0.5%
East Maine SD 63	1,366	0.6%
Burbank SD 111	1,242	0.5%
Belvidere CUSD 100	1,281	0.5%
CUSD 308	1,347	0.6%
Champaign CUSD 4	1,180	0.5%
North Palos SD 117	1,270	0.5%
Woodland CCSD 50	1,184	0.5%

Source: Student Information System.

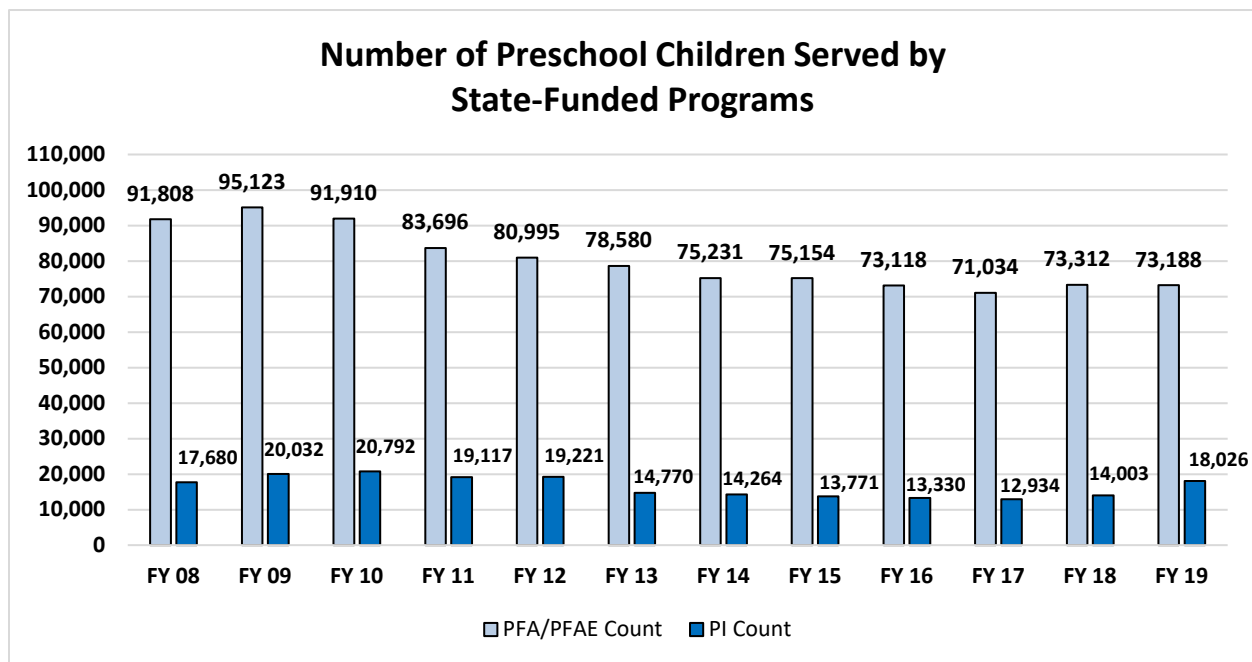


### English Learner Enrollment

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Chicago District 299	60,154	63,451	62,583	62,300	66,755	70,541
Non-Chicago Districts	126,492	137,841	139,391	143,285	157,751	170,552
Total Enrollment	186,646	201,292	201,974	205,585	224,506	241,093

Note: Enrollment counts were revised to reflect a change in data reporting beginning in 2013-14.

Source: Student Information System.



Note: Each fiscal year has two categories - Preschool for All (PFA) + Preschool for All Expansion (PFAE) Count \ Prevention Initiative (PI) Count

Sources: Student Information System, Early Childhood Electronic Grant Management System.

**High School Graduates**  
(105 ILCS 5/2-3.11)

<b>School Year</b>	<b>Public</b>	<b>Nonpublic</b>	<b>Total</b>
2018-19	136,534	13,278	149,812
2017-18	139,666	13,343	153,009
2016-17	139,133	14,082	153,215
2015-16	137,296	12,541	149,837
2014-15	137,290	15,633	152,923
2013-14	139,056	15,598	154,654
2012-13	139,187	14,230	153,417
2011-12	134,260	17,514	151,774
2010-11	132,648	17,038	149,686
2009-10	139,870	17,038	156,908
2008-09	132,123	15,970	148,093

Note: Nonpublic schools report data voluntarily on an annual basis.

Sources: Student Information System; Nonpublic Registration, Enrollment, and Staff Report.

**2018-19 High School Dropout Rate by Grade Level, Gender, and Race/Ethnicity  
(105 ILCS 5/1A-4)**

	9th Grade		10th Grade		11th Grade		12th Grade		Total		All
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
White											
# of Dropouts	196	132	1,054	889	1,465	1,156	1,945	1,446	4,660	3,623	8,283
Statewide Enrollment	40,105	36,868	39,244	36,686	38,368	36,464	40,259	37,433	157,956	147,451	305,427
DROPOUT RATE	0.5%	0.4%	2.7%	2.4%	3.8%	3.2%	4.8%	3.9%	2.9%	2.5%	2.7%
Black-African American											
# of Dropouts	319	237	1,415	1,109	1,318	1,086	1,738	1,315	4,790	3,747	8,537
Statewide Enrollment	14,112	13,258	13,355	12,943	12,499	12,480	12,682	12,589	52,648	51,270	103,918
DROPOUT RATE	2.3%	1.8%	10.6%	8.6%	10.5%	8.7%	13.7%	10.4%	9.1%	7.3%	8.2%
Am Indian-Alaskan											
# of Dropouts	4	3	14	12	17	13	28	13	63	41	104
Statewide Enrollment	203	184	249	195	204	187	186	191	842	757	1,599
DROPOUT RATE	2.0%	1.6%	5.6%	6.2%	8.3%	7.0%	15.1%	6.8%	7.5%	5.4%	6.5%
Asian											
# of Dropouts	8	1	75	55	83	71	136	88	302	215	517
Statewide Enrollment	3,973	3,926	4,026	3,956	3,937	3,706	4,015	3,850	15,951	15,438	31,389
DROPOUT RATE	0.2%	0.00%	1.9%	1.4%	2.1%	1.9%	3.4%	2.3%	1.9%	1.4%	1.6%
Native Hawaiian/Pacific Islander											
# of Dropouts	n/a	n/a	7	2	9	4	8	8	24	14	38
Statewide Enrollment	n/a	n/a	107	81	80	87	81	86	268	254	522
DROPOUT RATE	n/a	n/a	6.5%	2.5%	11.3%	4.6%	9.9%	9.3%	9.0%	5.5%	7.3%
Hispanic											
# of Dropouts	361	173	1,175	834	1,226	907	2,123	1,326	4,885	3,240	8,125
Statewide Enrollment	22,427	20,865	21,348	19,897	19,679	19,235	19,713	18,755	83,167	78,752	161,919
DROPOUT RATE	1.6%	0.8%	5.5%	4.2%	6.2%	4.7%	10.8%	7.1%	5.9%	4.1%	5.0%
Multiracial											
# of Dropouts	42	27	139	100	116	141	171	154	468	422	890
Statewide Enrollment	3,249	3,327	2,486	2,366	2,391	2,292	2,258	2,263	10,384	10,248	20,632
DROPOUT RATE	1.3%	0.8%	5.6%	4.2%	4.9%	6.2%	7.6%	6.8%	4.5%	4.1%	4.3%
Totals											
# of Dropouts	930	573	3,879	3,001	4,234	3,378	6,149	4,350	15,192	11,302	26,494
Statewide Enrollment	84,069	78,428	80,815	76,124	77,158	74,451	79,194	75,167	321,236	304,170	625,406
DROPOUT RATE	1.3%	0.9%	5.49%	4.21%	6.73%	5.19%	9.33%	6.67%	4.7%	3.7%	4.2%
Special Population		EL		Migrant		FRL		IEP			
# of Dropouts		847		2		8218		546			
Statewide Enrollment		34,235		77		270,171		87,166			
Dropout Rate		2.5%		2.6%		3.0%		0.6%			

Source: Student Information System. | Note: SY 2019 dropout rate calculation has changed leading to higher rates than prior school years.

**Selected School Report Card Variables and Statewide Trend Data**  
(105 ILCS 5/1A-4 & 5/2-3.11)

<b>Report Card Variable</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Enrollment Percentage										
White	52.8%	51.4%	51.0%	50.6%	49.9%	49.3%	48.8%	48.5%	48.0%	47.6%
Black	18.8%	18.3%	18.0%	17.6%	17.5%	17.5%	17.3%	17.0%	16.8%	16.7%
Hispanic	21.1%	23.0%	23.6%	24.1%	24.6%	25.1%	25.5%	25.7%	26.2%	26.4%
Asian/Pacific Islander	4.2%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	4.1%	4.2%	4.3%	4.5%	4.6%	4.7%	4.9%	5.1%	5.1%
Native Hawaiian/ Pacific Islander	n/a	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Native American	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%	0.3%	0.3%
Two or More Races	2.9%	2.8%	2.8%	3.0%	3.1%	3.1%	3.2%	3.4%	3.5%	3.8%
Total Enrollment <sup>a</sup>	2,064,312	2,074,806	2,066,692	2,054,155	2,046,857	2,054,556	2,041,779	2,028,162	2,005,153	1,984,519
Oper Expend Per Pupil <sup>b</sup>	\$11,197	\$11,537	\$11,664	\$11,842	\$12,045	\$12,521	\$12,821	\$12,973	\$13,337	\$13,763.5
Graduation Rate	87.8%	83.8%	82.3%	83.2%	86.0%	85.6%	85.5%	87.0%	85.4%	85.9%
Low-Income Enrollment	45.4%	48.1%	49.0%	49.9%	51.5%	54.2%	49.9%	50.2%	49.4%	48.8%
EL Enrollment	7.6%	8.8%	9.4%	9.5%	9.5%	10.3%	10.5%	10.7%	11.7%	12.1%
Dropout Rate	3.8%	2.7%	2.5%	2.4%	2.2%	2.3%	2.0%	2.1%	2.1%	4.2%
Chronic Truancy Rate	3.6%	3.2%	8.6%	9.8%	8.7%	8.7%	9.8%	10.8%	11.2%	13.4%
Mobility Rate	13.0%	12.8%	7.6%	7.3%	7.0%	6.7%	6.9%	6.9%*	6.9%	7.1%
Student Attendance Rate	93.9%	94.0%	94.4%	94.2%	94.5%	94.2%	94.4%	94.0%	93.9%	94.0%
Parental Contact	96.2%	96.0%	95.3%	95.5%	95.7%	95.2%	95.3%	94.9%	89.0%	92.6%
Average Class Size										
Kindergarten	20.7	20.9	20.9	21.1	21.2	20.7	20.4	19.1	19.0	21.5
Gr 1	21.2	21.6	21.2	21.5	21.6	21.6	21.4	19.8	19.0	21.3
Gr 3	22.1	22.3	22	21.9	22.5	22.4	22.5	20.8	20.0	22.0
Gr 6	21.5	22	22.4	23.1	23.1	22.7	22.7	21.3	21.0	23.2
Gr 8	21	21.3	21.5	22.2	22.6	22.2	21.8	20.6	20.0	22.6
High School	19.7	19.2	19.2	19.9	19.4	19.4	19	19.5	20.0	21.8

Note: Beginning in 2009, district statistics include charter school information.

<sup>a</sup> Enrollment figures taken from the Illinois Report Card. Report Card enrollment is taken as of Oct. 1 and must be verified by the district superintendent.

<sup>b</sup> Prior year expenditures.

\* Beginning in FY 2017, the student mobility rate replaced the mobility incident rate. ISBE recalculated mobility rates back to SY 2012.

# STUDENT PERFORMANCE

## State Accountability Assessments

As part of the Illinois Accountability System, students in grades 3-8 take the Illinois Assessment of Readiness (IAR). High school students have taken the SAT since 2017. The IAR replaced the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium test.

SAT scores should not be compared longitudinally to PARCC high school scores from 2015 and 2016 because PARCC high school assessments were course-based rather than grade-level-based. The PARCC high school assessment and SAT measure different groups of students on different content.

In grades 3 through 8, final district- and school-level results indicate student performance at five performance levels in English language arts and mathematics. In high school, results indicate student performance at four performance levels in English language arts and mathematics. The table below displays the statewide average percentage of students who meet or exceed standards.

<u>English Language Arts</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Grade 3	35.3	35.5	36.2	37.0	36.3
Grade 4	39.4	36.9	37.1	38.5	36.7
Grade 5	38.3	35.3	36.6	35.6	37.8
Grade 6	35.4	34.9	34.9	34.0	35.0
Grade 7	39.9	37.3	40.0	39.8	41.3
Grade 8	40.4	39.1	37.4	36.4	39.6
High School %	34.7	34.1	39.8*	36.9*	36.6
High School Score			511.5*	505.7*	497.5*
<u>Mathematics</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	
Grade 3	34.5	39.6	39.2	37.8	40.6
Grade 4	27.9	30.5	30.8	31.5	33.5
Grade 5	26.9	31.7	29.6	30.8	29.8
Grade 6	27.2	28.7	28.1	26.9	25.3
Grade 7	27.5	27.3	27.2	30.7	29.9
Grade 8	32.1	31.8	32.3	30.5	32.6
High School %	18.7	21.8	36.4*	34.3*	34.8
High School Score			504.4*	501.3*	497.0*

\* Students have taken the SAT instead of the ACT since 2017.

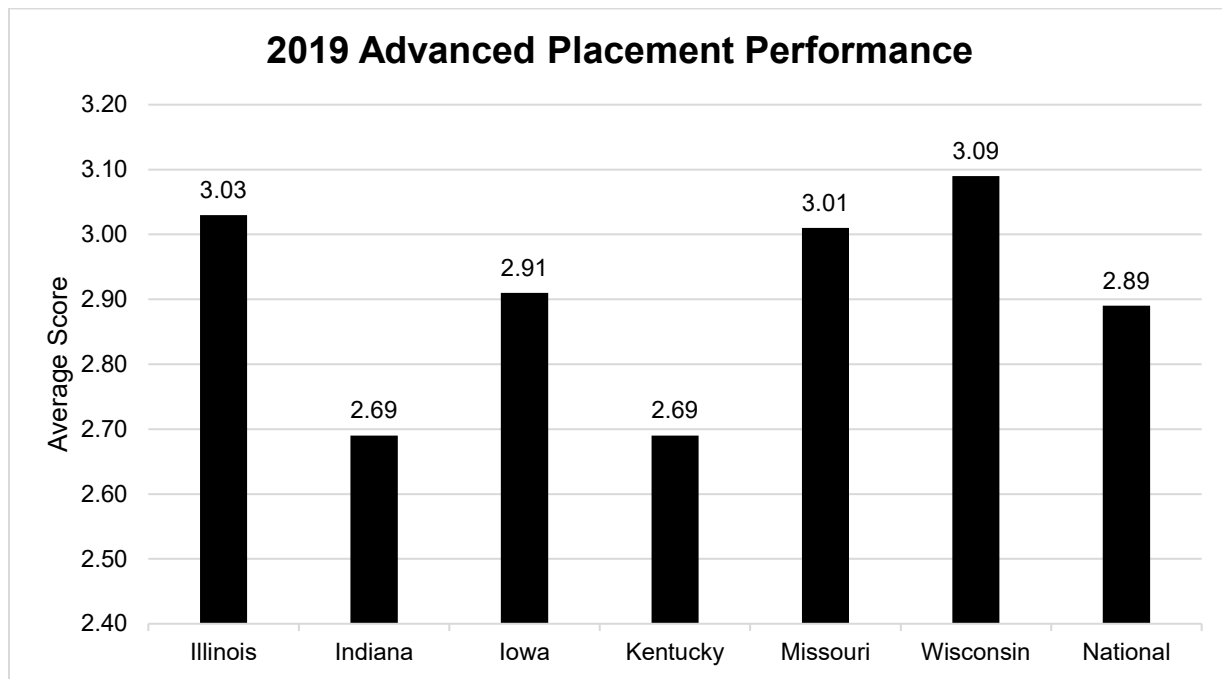
## Dynamic Learning Maps Alternate Assessment

The Dynamic Learning Maps Alternate Assessment (DLM-AA) measures student performance on alternate content standards for students with the most significant cognitive disabilities – DLM Essential Elements. Essential Elements detail what children should know and be able to do at a particular grade level.

The DLM-AA replaced the Illinois Alternate Assessment (IAA) in 2016. Statewide results provide a new baseline for measuring student progress and therefore cannot be compared to IAA scores.

Final district- and school-level results indicate student performance at each of the five performance levels in English language arts and mathematics by grade level in elementary and high school. The table below displays the statewide average percentage of students who meet or exceed standards.

<u>English Language Arts</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Grade 3	15.9	13.2	13.7	13.7
Grade 4	20.1	18.6	15.9	13.6
Grade 5	23.2	21.0	22.2	15.4
Grade 6	20.6	17.7	16.6	14.1
Grade 7	25.4	25.3	25.7	21.0
Grade 8	27.1	26.4	23.3	22.2
Grade 11	24.6	26.9	28.2	23.9
 <u>Mathematics</u>	 <u>2016</u>	 <u>2017</u>	 <u>2018</u>	
Grade 3	15.6	12.6	14.0	14.2
Grade 4	18.4	19.8	17.8	19.4
Grade 5	13.1	8.7	10.6	8.2
Grade 6	11.7	10.0	9.4	9.3
Grade 7	6.2	5.2	5.8	4.6
Grade 8	10.7	7.2	7.2	4.2
Grade 11	4.0	5.1	5.3	3.8



Source: 2019 College Board AP Summary Reports.  
<https://research.collegeboard.org/programs/ap/data/participation/ap-2019>

**National Assessment of Educational Progress “The Nation’s Report Card”  
Average Student Scores for Illinois and U.S. Public Schools**

	<u>2009</u>	<u>2011</u>	<u>2013</u>	<u>2015</u>	<u>2017</u>	<u>2019</u>
<u>Reading</u>						
Illinois Grade 4	219	219	219	222	220	218
U.S. Grade 4	220	220	221	221	221	219
Illinois Grade 8	265	266	267	267	267	265
U.S. Grade 8	262	264	266	264	265	262
Illinois Grade 12	292	n/a	289	n/a	n/a	n/a
U.S. Grade 12	287	n/a	287	n/a	n/a	n/a
<u>Mathematics</u>						
Illinois Grade 4	238	239	239	237	238	237
U.S. Grade 4	239	240	241	240	240	240
Illinois Grade 8	282	283	285	282	282	283
U.S. Grade 8	282	283	284	281	282	281
Illinois Grade 12	n/a	n/a	154	n/a	n/a	n/a
U.S. Grade 12	n/a	n/a	152	n/a	n/a	n/a
<u>Science</u>						
Illinois Grade 4	148	n/a	n/a	151	n/a	n/a
U.S. Grade 4	149	n/a	n/a	153	n/a	n/a
Illinois Grade 8	148	147	n/a	150	n/a	n/a
U.S. Grade 8	149	151	n/a	153	n/a	n/a

Source: National Center for Education Statistics, Institute of Educational Sciences.

**National Assessment of Educational Progress “The Nation’s Report Card”  
Comparison of Illinois and U.S. Achievement Gaps**

<u>Grade 4</u>	2019 Reading		2019 Math		2015 Science	
	<u>Illinois</u>	<u>U.S.</u>	<u>Illinois</u>	<u>U.S.</u>	<u>Illinois</u>	<u>U.S.</u>
White	228	229	246	249	166	165
Black	200	203	217	224	125	132
Hispanic	208	208	231	231	137	138
Asian	238	239	259	263	173	168
American Indian/Alaska Native	*	204	*	228	*	141
Native Hawaiian/Other Pacific Islander	*	209	*	230	*	142
Two or More Races	229	225	238	243	152	158

<u>Grade 8</u>	2019 Reading		2019 Math		2015 Science	
	<u>Illinois</u>	<u>U.S.</u>	<u>Illinois</u>	<u>U.S.</u>	<u>Illinois</u>	<u>U.S.</u>
White	274	271	291	291	162	165
Black	246	244	262	259	126	131
Hispanic	255	251	273	268	139	139
Asian	290	284	320	313	163	165
American Indian/Alaska Native	*	249	*	263	*	140
Native Hawaiian/Other Pacific Islander	*	252	*	263	*	137
Two or More Races	263	266	286	285	*	158

\* Reporting standards not met as the sample n-size was insufficient to permit a reliable estimate.

Source: National Center for Education Statistics, Institute of Educational Sciences.



# EDUCATORS

## Number of Selected Public School Personnel by Gender Full-Time Equivalents 2018-19 (105 ILCS 5/2-3.11)

Staff Category	Male	Female	Total
Prekindergarten Teachers	19.3	1,541.7	1,561.0
Kindergarten Teachers	132.7	3,815.2	3,948.0
Elementary Teachers (1-8)	11,847.2	57,112.1	68,959.3
Secondary Teachers (9-12)	14,490.2	17,700.5	32,190.6
Special Education Teachers	3,415.5	18,865.7	22,281.2
Undefined Grade-Level Teachers	73.7	164.8	238.4
District Superintendents	573.1	205.4	778.5
Assistant District Superintendent	209.2	222.1	431.6
Principals	1,666.8	1,939.9	3,606.7
Assistant Principals	1,072.6	1,524.1	2,596.7
Other Administrators	1,530.7	2,559.9	4,090.6
Ancillary School Staff	5,486.1	43,932.8	190,100.8
Total Public School Personnel	40,517.1	149,583.8	330,783.4

## Nonpublic School Personnel Full-Time Equivalents (FTE) 2018-2019 (105 ILCS 5/2-3.11)

Staff Category	FTE
Prekindergarten Teachers	1,992.3
Kindergarten Teachers	1,191.6
Elementary Teachers (1-8)	8,402.5
Secondary Teachers (9-12)	4,081.9
Special Education Teachers	526.9
Administrative Staff (includes Principals and Assistant Principals)	2,576.9
Pupil Personnel Services Staff	848.4
Support Staff	4,960.4
Supervisory Staff	<u>910</u>
Total Nonpublic Personnel (FTE)	25,490.9

Source: 2017-18 Nonpublic Registration, Enrollment, and Staff Report.

**Salaries for Select Full-Time Equivalent Public School Personnel**  
**2018-19**  
(105 ILCS 5/2-3.11)

<b>Staff Category</b>	<b>Median</b>	<b>Mean</b>
Prekindergarten Teachers	50,068	53,491
Kindergarten Teachers	56,523	61,273
Elementary Teachers (1-8)	61,160	64,924
Secondary Teachers (9-12)	67,365	73,620
Special Education Teachers	60,244	65,179
Undefined Grade-Level Teachers	89,050	85,363
District Superintendents	151,621	162,927
Assistant District Superintendent	151,668	152,416
Principals	109,500	111,245
Assistant Principals	93,549	95,326
Other Administrators	97,416	101,688
Ancillary School Staff	27,977	39,500

Sources: Educator Information System, Illinois Report Card.

**Public School Pupil-to-Teacher Ratios**

<b>School Year</b>	<b>Elementary</b>	<b>Secondary</b>
2018-19	18.4	19.0
2017-18	20.1	20.0
2016-17	18.7	19.4
2015-16	18.7	18.9
2014-15	18.5	18.4
2013-14	18.6	18.1
2012-13	18.7	17.9
2011-12	18.9	18.8
2010-11	18.8	18.9
2009-10	18.2	18.2
2008-09	18.4	18.0

Source: Illinois Report Card.

**Educator Licenses Issued by Evaluation, Entitlement, and Exchange**  
(105 ILCS 5/2-3.11)

<b>Licenses</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Evaluation	10,664	21,059	20,501	22,563	30,281
Entitlement	4,749	6,011	5,392	4,876	5,111
Exchange	206	895	952	1,834	3
<b>Total</b>	<b>15,619</b>	<b>27,965</b>	<b>26,845</b>	<b>27,439</b>	<b>35,395</b>

Note: Prior to FY 2014, educators were issued certificates. An educator licensure system was instituted in FY 2014, at which time all certificates were converted to licenses.

**Educator Licenses Issued by Type**

<b>Licenses</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Professional Educator License	7,447	7,667	7,116	6,807	11,980
Educator License with Stipulations (ELS) - Provisional Educator	1,167	2,700	1,548	1,884	4
Substitute Teacher License	10,111	10,074	9,972	10,916	11,675
Short-Term Substitute Teacher License				0	2,210
ELS-Paraprofessional				7,037	8,393
ELS-Transitional Bilingual	444	508	355	352	490
ELS- Career and Technical Educator				264	375
ELS- Visiting International Educator				49	37
ELS- Provisional In-State Educator				7	18
APE				119	210
CSBO				4	0
<b>Total</b>	<b>18,725</b>	<b>20,441</b>	<b>18,636</b>	<b>27,439</b>	<b>35,392</b>

Note: Prior to FY 2014, educators were issued certificates. An educator licensure system was instituted in FY 2014, at which time all certificates were converted to licenses.

**Educator Endorsements Issued by Type**  
(105 ILCS 5/2-3.11)

<b>Endorsements</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Elementary	3,283	3,524	3,347	2,964	4,075
Secondary	5,349	2,625	3,564	2,914	3,810
Middle Grade/Middle School				4,060	3,797
Early Childhood	438	677	599	721	1,102
Special	2,682	3,622	2,686	816	809
School Support Personnel	1,225	1,298	1,190	1,171	1,637
Administrative	1,595	1,843	1,126	1,324	1,859
Special Education- other than LBSI				53	88
LBSI				2,280	2,927
ESL				3,077	3,490
Bilingual				1,014	1,198
Short-Term Emergency Approvals in Special Education				68	134
Short-Term Approvals*				198	383
<b>Total</b>	<b>14,572</b>	<b>13,589</b>	<b>12,512</b>	<b>20,678</b>	<b>25,309</b>

Notes: Prior to FY 2014, educators were issued certificates. An educator licensure system was instituted in FY 2014, at which time all certificates were converted to licenses.

2013-14 and 2014-15 data were updated.

\*Short-Term Approvals are issued in all teaching content areas except special education and driver education.

<b>Test Field</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Basic Skills: TAP	22,081	6,084	1,016	4,650	586
edTPA				4,368	5,271
Early Childhood	662	561	459	708	763
Elementary	3,138	2,769	2,180	8,869	2,738
Special Education - all categories	3,466	3,308	2,012	3,496	3,079
Sciences - all disciplines	549	569	375	695	550
Math & Computer Science	515	467	305	621	627
Foreign Languages - all languages	465	368	270	344	256
English, Speech, Media, Reading, EL	1,565	1,414	1,642	1,577	1,302
History & Social Science	782	738	529	890	872
Art, Music, Theatre, Dance	569	428	450	508	427
Vocational/Technical - all fields	298	135	124	416	344
Health & Physical Education	542	486	367	415	479
School Support Personnel - all fields	1,265	831	1,198	1,332	1,246
Administrative - all types	947	1,942	1,323	2,873	2,041
Language Proficiency	949	787	627	910	958
Assessment of Professional Teaching	7,220	2,038	337	929	99
Other	0	0	321	22,723	24,153
<b>Total</b>	<b>45,013</b>	<b>22,925</b>	<b>13,535</b>	<b>56,324</b>	<b>45,791</b>

**National Board-Certified Teachers  
Certification Earned in Illinois**

<b>Year</b>	<b>Newly Certified</b>	<b>% Change from Prior Year</b>	<b>Cumulative Growth</b>
2018-19	179	-46.9	6,578
2017-18	337	2,963.6	6,399
2016-17	11	-74.4	6,062
2015-16	43	-79	6,051
2014-15	205	-21.5	6,034
2013-14	261	-40.1	6,025
2012-13	436	-5.4	6,100
2011-12	461	-40.2	5,842
2010-11	771	5.3	5,155
2009-10	732	4.1	4,694
2008-09	704	37.8	3,924
2007-08	511	18.6	3,192
2006-07	431	36.8	2,492
2005-06	315	-23.7	1,986
2004-05	413	n/a	1,573
1993-2004	1,240	n/a	1,238

Note: Changes in state funding for the Illinois Candidate Fee Subsidy and changes in the National Board's certification process and timeline have impacted Illinois' numbers of candidates each year. Additionally, changes to the certification process regarding content and timelines for completion impacts 2015-16 and 2016-17 numbers.

### Expenditures to National Board-Certified Teachers

<b>Year</b>	<b>Mentoring</b>	<b>Registrations</b>	<b>Annual Stipends</b>	<b>Total</b>
2018-19	\$0	\$1,000,000	\$0	\$1,000,000
2017-18	\$0	\$1,000,000	\$0	\$1,000,000
2016-17	0	1,000,000	0	1,000,000
2015-16	0	1,000,000	0	1,000,000
2014-15	0	1,000,000	0	1,000,000
2013-14	0	1,000,000	0	1,000,000
2012-13	0	1,000,000	0	1,000,000
2011-12	0	1,000,000	0	1,000,000
2010-11	0	0	2,756,400	2,756,400
2009-10	0	0	5,740,730	5,740,730
2008-09	2,616,000	667,000	8,202,000	11,485,000
2007-08	1,273,500	2,866,960	6,294,000	10,434,460
2006-07	783,000	2,183,500	5,164,109	8,130,609
2005-06	730,000	0	3,874,995	4,604,995
2004-05	530,865	834,135	3,240,000	4,605,000
1993-2004	765,500	3,229,590	4,620,000	8,615,090

Note: Public Act 097-0607 eliminated the annual stipend for Illinois Master Certificate holders effective July 1, 2011.

# SPECIAL EDUCATION SERVICES

## Students with Disabilities Receiving Special Education Services Ages 3-21 Unduplicated Count (105 ILCS 5/2-3.11)

<b>Disability Category</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Autism	21,893	23,252	24,503	25,754	27,131
Cognitive Disability (MR)	17,629	17,012	16,341	15,715	15,252
Deaf-Blind	32	27	24	28	28
Deafness	606	575	544	545	561
Developmental Delay	34,287	35,859	36,649	37,586	38,814
Emotional Disability	19,668	19,270	18,692	18,440	18,294
Hearing Impairment	3,097	3,091	2,994	2,876	2,796
Multiple Disabilities	2,689	2,735	2,829	2,856	2,916
Other Health Impairment	33,114	34,759	35,685	37,135	38,409
Orthopedic Impairment	1,409	1,312	1,225	1,124	1,025
Specific Learning Disability	103,710	103,606	102,335	101,388	100,659
Speech/Language	54,981	53,486	50,579	49,917	50,384
Traumatic Brain Injury	715	699	682	661	633
Visual Impairment	1,123	1,107	1,086	1,041	1,058
<b>Total</b>	<b>294,953</b>	<b>296,790</b>	<b>294,168</b>	<b>295,066</b>	<b>297,960</b>

## Students with Disabilities by Gender Ages 3-21 Unduplicated Count (105 ILCS 5/2-3.11)

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Male	197,366	198,143	196,017	196,273	197,827
Female	97,587	98,647	98,151	98,793	100,133
<b>Total</b>	<b>294,953</b>	<b>296,790</b>	<b>294,168</b>	<b>295,066</b>	<b>297,960</b>

Source: I-Star and Student Information System.

**Students with Disabilities by Race/Ethnic Group**  
**Ages 3-21 Unduplicated Count**  
(105 ILCS 5/2-3.11)

<b>Race/Ethnicity Groups</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
American Indian or Alaska Native	1,628	1,554	1,109	849	823
Asian	6,621	6,857	7,162	7,545	7,798
Black or African American	61,401	61,485	59,365	58,508	58,108
Hispanic or Latino	64,128	65,965	73,668	75,748	78,284
Native Hawaiian or Other Pacific Islander	443	390	258	256	258
Two or More Races	9,665	10,269	10,676	11,148	12,067
White	151,067	150,270	141,930	141,012	140,622
Total	294,953	296,790	294,168	295,066	297,960

**Students with Disabilities by Age**  
**Unduplicated Count**  
(105 ILCS 5/2-3.11)

<b>Age</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
3	9,166	9,575	8,929	9,043	9,381
4	12,967	13,076	13,113	12,591	13,245
5	15,612	15,228	15,225	15,503	15,420
6	17,155	16,651	16,664	16,811	17,457
7	18,832	18,817	18,689	18,479	18,822
8	20,240	20,727	20,233	20,263	20,295
9	21,034	21,415	21,565	21,413	21,389
10	21,476	21,542	21,544	21,947	21,858
11	20,987	21,660	21,251	21,687	22,178
12	20,681	21,077	21,335	21,265	21,631
13	20,814	20,802	20,825	21,428	21,367
14	20,663	20,725	20,324	20,605	21,212
15	20,287	20,659	20,383	20,066	20,387
16	20,184	19,905	20,060	19,869	19,608
17	18,757	18,896	18,443	18,667	18,499
18	9,632	9,634	9,415	9,333	9,119
19	3,207	3,120	2,945	3,027	2,945
20	1,902	1,874	1,824	1,733	1,826
21	1,357	1,407	1,401	1,336	1,321
Total	294,953	296,790	294,168	295,066	297,960

Source: I-Star and Student Information System.



**Students with Disabilities Exiting School**  
**Ages 14-21 Unduplicated Count**  
(105 ILCS 5/2-3.11)

<b>Reason for Exiting School</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Certificate of Completion	177	202	814	306	386
Died	76	76	84	55	62
Dropped Out of School	3,570	2,872	2,650	2,775	2,570
High School Diploma	13,708	13,484	11,364	15,916	15,458
Moved, Continuing School	8,453	8,747	7,358	7,540	6,082
Reached Maximum Age	657	655	567	354	306
Returned to Regular Education	2,360	2,334	3,012	1,606	1,734
Total	29,001	28,370	25,849	28,552	26,598

**Students with Disabilities by Primary Language**  
**Ages 3-21 Unduplicated Count**  
(105 ILCS 5/2-3.11)

<b>Primary Language</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
American Sign Language	38	37	110	97	99
Arabic	648	730	2,005	2,164	2,301
Assyrian	101	124	294	272	295
Cambodian	27	28	64	66	68
Cantonese (Chinese)	175	184	260	224	238
Croatian	10	8	21	28	34
English	258,359	257,986	228,274	201,585	201,257
French	68	73	221	231	256
German	18	23	69	68	77
Greek	72	74	241	216	224
Gujarati	141	146	368	395	420
Hindi	60	75	242	306	341
Hindustani	0	0	0	0	0
Italian	37	48	164	147	148
Japanese	35	43	81	70	90
Kashmiri	0	0	0	0	0
Korean	96	105	250	255	265
Lao	13	19	80	78	77
Lithuanian	33	42	123	130	136
Mandarin (Chinese)	100	114	307	350	382
Others	1,139	1,294	3,178	35,197	32,362
Pilipino	226	257	798	768	808
Polish	846	941	1,969	1,940	2,002
Romanian	80	93	188	199	218
Russian	145	167	409	433	462
Spanish	31,959	33,592	53,098	48,469	50,526
Urdu	355	403	988	1,031	1,086
Vietnamese	172	184	366	347	340
Total	294,953	296,790	294,168	295,066	294,512

**Students with Disabilities Receiving Related and Other  
Special Education Services  
Ages 3-21 Duplicated Count  
(105 ILCS 5/2-3.11)**

<b>Related and Other Services</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Acquisition of Daily Living Skills	899	866	842	740	635
Adapted Driver Education	5	10	25	30	5
Adapted Physical Education	6,628	6,453	6,511	6,338	6,248
Aide - Class	46,086	44,227	43,556	38,325	37,967
Aide - Individual Student	16,379	16,724	17,431	8,918	9,108
Art Therapy	248	186	168	170	153
Assistive Device	17,289	15,952	15,255	2,644	11,639
Audiology	3,585	3,542	3,271	2,650	2,644
Behavioral Intervention Plan	17,967	17,334	171,488	16,134	18,215
Brailist/Reader	101	92	81	80	76
Career and Technical Education	1,268	1,268	1,234	1,019	879
Competitive Employment	132	149	130	82	59
Consultant Services	2,004	2,066	1,910	1,993	2,128
Counseling Services	12,630	13,291	13,944	13,890	14,517
Interagency Linkages	723	780	683	650	618
Interpreter Services	973	907	824	634	731
Music Therapy	380	262	391	328	273
Occupational Therapy	48,830	51,059	52,235	46,892	54,988
Orientation and Mobility	797	772	764	698	773
Other Related Services	3,631	3,671	3,337	2,915	3,089
Outdoor Education	25	33	44	48	53
Parent Counseling	272	226	254	195	189
Physical Therapy	13,203	13,267	13,324	12,345	13,408
Psychiatric Services	524	463	389	329	298
Psychological Services	3,200	3,190	2,930	1,639	1,590
Recreation	87	68	82	107	105
School Health Services	15,580	15,931	16,206	8,774	14,003
Social Work Services	81,830	83,047	84,870	67,812	87,767
					98,311
Speech/Language Services	87,778	90,162	92,437	83,751	103,788
Students reported with no related services	105,585	105,045	103,781	144,340	
Supported Employment	393	288	374	406	489
Supports for Transition to Post-Sec Ed	2,032	1,816	1,709	1,637	1,651
Transition/STEP by Div of Rehab Services	23,533	22,987	22,366	3,805	22,503
Transportation (Special)	63,882	63,650	63,209	53,361	54,182
Travel Training	159	150	122	113	78

Note: This chart states the number of related and other services reported for eligible students by school districts. One student could be reported as receiving up to eight services.

Source: I-Star and Student Information System.

**Educational Placement of Children with Disabilities**  
**Ages 3-5 Unduplicated Count**  
(105 ILCS 5/2-3.11)

<b>Educational Environment</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Early Childhood Program:					
At least 80% of time	n/a	n/a	9	n/a	n/a
Early Childhood Program:					
40% - 79% of time	n/a	n/a	1	n/a	n/a
Early Childhood Program:					
less than 40% of time	n/a	n/a	3	n/a	n/a
Regular Early Childhood Program: At least 10 hours per week and receiving the majority of Spec Ed and related services in the regular Early Childhood Program	12,773	13,555	13,999	14,299	16,375
Regular Early Childhood Program: At least 10 hours per week and receiving the majority of hours of Spec Ed and related services in some other location	8,555	8,297	8,439	8,728	8,335
Regular Early Childhood Program: Less than 10 hours per week and receiving the majority of hours of Spec Ed and related services in the regular Early Childhood Program	865	831	901	837	678
Regular Early Childhood Program: Less than 10 hours per week and receiving the majority of hours of Spec Ed and related services in some other location	1,442	1,409	1,281	1,318	1,166
Separate Class	10,155	9,943	9,325	8,221	7,859
Separate School	692	728	632	1,034	1,073
Residential Facility	13	15	14	7	6
Home	86	93	102	110	92
Service Provider Location	3,164	3,008	2,561	2,583	2,462
<b>Total Ages 3-5</b>	<b>37,745</b>	<b>37,879</b>	<b>37,267</b>	<b>37,137</b>	<b>38,046</b>

Source: I-Star and Student Information System.

**Educational Placement of Children with Disabilities**  
**Ages 6-21 Unduplicated Count**  
(105 ILCS 5/2-3.11)

<b>Educational Environment</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Inside Regular Class					
80% or more of day	135,721	136,311	134,901	135,483	137,214
Inside Regular Class					
40-79% of day	67,243	67,881	67,932	68,147	68,132
Inside Regular Class					
less than 40% of day	34,044	34,415	34,530	34,103	33,927
Separate School	14,641	14,615	14,738	15,449	15,992
Residential Facility	1,172	1,027	888	488	505
Homebound/Hospital	424	405	384	396	387
Correctional Facilities/ Detention Programs	218	167	84	17	8
Parentally Placed in Private Schools	3,745	4,090	3,442	3,846	3,749
<b>Total Ages 6-21</b>	<b>257,208</b>	<b>258,911</b>	<b>256,899</b>	<b>257,929</b>	<b>259,914</b>

**Teachers Employed to Provide Special Education Services**  
**Full-Time Equivalents**  
(105 ILCS 5/2-3.11)

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Teachers for Ages 3-5 (Highly Qualified)	1,402.6	1,346.9	1,342.8	1,646.5	1,581.1
Teachers for Ages 3-5 (Not Highly Qualified)	9.4	6.3	6.6	1.0	0
Teachers for Ages 6-21 (Highly Qualified)	21,170.8	21,630.0	18,059.0	21,948.2	21,842.2
Teachers for Ages 6-21 (Not Highly Qualified)	288.0	344.7	210.9	44.7	15.0
<b>Total Special Education Teachers</b>	<b>22,870.8</b>	<b>23,327.9</b>	<b>19,619.2</b>	<b>23,640.4</b>	<b>23,438.3</b>

Source: I-Star and Student Information System.

**Paraprofessionals Employed to Provide Special Education Services**  
**Full-Time Equivalents**  
(105 ILCS 5/2-3.11)

	2014-15	2015-16	2016-17	2017-18	2018-19
Paraprofessionals for Ages 3-5 (Highly Qualified)	5,044.9	5,351.8	4,720.8	3,580.3	3,492.7
Paraprofessionals for Ages 3-5 (Not Highly Qualified)	678.8	566.8	519.7	1.0	0
Paraprofessionals for Ages 6-21 (Highly Qualified)	23,449.6	23,986.3	23,728.3	28,493.4	28,346.4
Paraprofessionals for Ages 6-21 (Not Highly Qualified)	4,518.8	3,565.6	3,730.8	48.9	4.9
Total Special Education Paraprofessionals	33,692.1	33,470.5	32,699.6	32,123.6	31,844

**Special Education and Related Services Personnel**  
**Full-Time Equivalents**  
(105 ILCS 5/2-3.11)

	2014-15	2015-16	2016-17	2017-18	2018-19
Audiologists	34.9	30.8	31.6	39.2	39.3
Counselors & Rehabilitation Counselors	972.0	973.9	374.8	467.8	547.9
Interpreters	223.8	213.9	202.7	227.9	215.4
Medical/Nursing Service Staff	571.7	548.0	413.4	620.0	497
Occupational Therapists	996.3	955.6	894.2	1,000.2	1,001.4
Orientation & Mobility Specialists	22.0	20.7	19.1	18.6	20.1
Physical Education Teachers/ Therapeutic Recreation Specialists	217.8	215.6	206.3	206.2	192.5
Physical Therapists	374.4	331.0	308.3	321.0	314.3
Psychologists	2,172.5	2,128.6	1,900.6	2,066.2	2,008.1
Social Workers	3,287.5	3,202.4	2,911.3	3,261.6	3,313.2
Speech-Language Pathologists	3,899.4	3,957.8	3,635.8	3,943.7	3,929.1
Total Related Services Personnel	12,772.1	12,578.3	10,898.1	12,172.6	12,078.3

Source: I-Star and Student Information System.

**2018-19 Counts of Due Process Cases  
(105 ILCS 5/14-8.02d)**

<b>Due Process Complaints</b>	<b>Total</b>
Total Number of due process complaints filed	263
Resolution Meetings	27
Written settlement agreements reached through resolution meetings	10
Hearings fully adjudicated	14
Decisions within timeline (include expedited)	1
Decisions within extended timeline	12
Due process complaints pending	70
Due process complaints withdrawn or dismissed (including resolved without a hearing)	179

<b>Expedited Due Process Complaints (Related to Disciplinary Decision)</b>	<b>Total</b>
Total Number of expedited due process complaints filed	8
Expedited resolution meetings	1
Expedited written settlement agreements	0
Expedited hearings fully adjudicated	2
Change of placement ordered	0
Expedited due process complaints pending	0
Expedited due process complaints withdrawn or dismissed	6

<b>Disability</b>	<b>2018-19</b>
Other Health Impairment	64
Autism	57
Specific Learning Disabilities	52
Unknown/None	46
Emotional Disability	43
Developmental Delay	17
Intellectual Disability	17
Speech/Language Impairment	14
Multiple Disabilities	8
Hearing Impairment	5
Orthopedic Impairment	5
Visual Impairment	4
Traumatic Brain Injury	1

<b><u>Issue</u></b>	<b><u>Specific Issue</u></b>	<b><u>Count</u></b>
Education Placement	Placement Determination	129
Evaluation of Students for Sp Ed Services	Independent Educational Evaluation	54
Educational Services/IEP	Sufficiency of Instructional Services Offered	43
Reimbursement	Placement of Children by Parents when FAPE is an Issue	33
Educational Services/IEP	FAPE	29
Eligibility of Students for Sp Ed Services	Disagreement over Eligibility	24
Procedural Safeguards	Parent Participation (examine records, meetings, placement decisions)	19
Education Placement	LRE Requirements	16
Educational Services/IEP	Sufficiency of Related Services Offered	13
Evaluation of Students for Sp Ed Services	Child Find	12
Educational Services/IEP	IEP Implementation-Spec Ed Services/Program	12
Discipline Procedures	Discipline Appeal	11
Evaluation of Students for Sp Ed Services	Reevaluations (General, Who Can Request, Timelines)	9
Educational Services/IEP	Behavioral Intervention Policies and Procedures	9
Educational Services/IEP	Transportation	8
Educational Services/IEP	Content of IEP (PLAAFP, Goals, Reporting on Goals, Statement of Services, Participation, Assessment, Services Dates)	8
Educational Services/IEP	IEP Implementation- Related Services/Programs	7
Educational Services/IEP	Transition Services - Content of IEP	6
Educational Services/IEP	Assistive Technology/Equipment	5
Educational Services/IEP	Development of IEP (Considerations of Special Factors, Amending IEP)	5
Evaluation of Students for Sp Ed Services	Additional Requirements for Evaluations and Reevaluations (Determination of Additional Data-Domain Meeting, Evaluation prior to a change in Eligibility)	5

Related Services	Social Work	5
Educational Services/IEP	IEP Implementation-	
	Accommodations/Modifications	4
Related Services	Occupational Therapy	4
Related Services	Speech Language Pathology	4
	Suspension/Expulsion (Including	
	in-School and Bus),	
Discipline Procedures	Manifestation Determination,	
	Weapons	4
Evaluation of Students for Sp	Initial Evaluations (General, Who	
Ed Services	Can Request)	3
Evaluation of Students for Sp	Eligibility Determination (General,	
Ed Services	Copy of Report, Determinant	
	Factors, Procedures)	3
Discipline Procedures	Protection for Students Not Yet	
	Eligible	3
Procedural Safeguards	Notification (prior notice, content	
	of notice understandable	
	language)	2
Personnel	Lack of Qualified Personnel	2
Other	District Policies and Procedures	2
	Referral/Evaluation Procedures	
	(Date of Referral, District	
Evaluation of Students for Sp	Procedures and Response,	
Ed Services	Timelines, Notice,	
	Nondiscriminatory Testing,	
	Report)	2
Educational Services/IEP	IEP Implementation-Support from	
	School Personnel	2
Educational Services/IEP	IEP Implementation-Assistive	
	Technology/Equipment	2
Educational Services/IEP	FAPE Exceptions-	
	Graduation/Incarcerations	2
Educational Services/IEP	Calculation of Educational	
	Benefit	2
Related Services	Physical Therapy	2
Educational Services/IEP	Extended School Year Services	1
Other	Facilities	1
Educational Services/IEP	IEP Review and Revisions	1
Educational Services/IEP	Initial IEP- Provisions of Services	1
Educational Services/IEP	Physical Education Services	1
	Transition Services - Participation	
Educational Services/IEP	Agency Failure to Meet	
	Objectives	1
Educational Services/IEP	Vocational Services	1
Discipline Procedures	Notification Requirements	1
Other	Participation in Graduation	
	Ceremonies/Activities	1



Related Services	Interpreting Services	1
Educational Services/IEP	Nonacademic/Extracurricular Services	1
Related Services	Medical Services	1
Discipline Procedures	IEP Determination of Setting (IAES)	1
Discipline Procedures	Change in Placement Due to Disciplinary Removals	1
Discipline Procedures	Placement During Appeals	1

Source: Special Education Monitoring System.

**Mandated Categorical Grants Rate Analysis**  
(105 ILCS 5/2-3.104)

<b>Program</b>	<b>Reimbursement Rate (amount)</b>	<b>School Code Reference</b>	<b>Last Rate Change to School Code</b>
Illinois Free Lunch/ Breakfast	\$0.15 per meal	105 ILCS 125	PA76-875 Effective August 1969
Regular Ed - Orphanage	1.2 weighted per capita multiplied by reported ADA. Demonstrated actual costs above weighted formula are reimbursed to 100%. Separate summer claim reimbursed at actual cost.	105 ILCS 5/18-3	PA95-0793 Effective August 2009
Special Ed - Funding for Children Requiring Sp Ed	Funds distributed at 85% based on ADA and 15% on poverty as used in the most recent GSA claim for each district.	105 ILCS 5/14-7.02(b)	PA95-0705 Effective January 2008
Special Ed - Orphanage	Actual cost for education and transportation	105 ILCS 5/14-7.03	PA79-797 Effective July 1973
Special Ed - Personnel Reimbursement	\$9,000 per certified full-time worker; \$3,500 per noncertified worker.	105 ILCS 5/14-13.01(c)	PA95-707 Effective January 2008  PA 100-0465 Repealed August 2017
Special Ed - Private Tuition	Actual tuition cost paid less 2 district per capita tuition amounts.	105 ILCS 5/14-7.02	PA80-1405 Effective August 1978
Special Ed - Summer School	Weighted ADA multiplied by GSA amount per ADA.	105 ILCS 5/18-4.3	PA79-1350 Effective August 1976  PA 100-0465 Repealed August 2017
Special Ed - Transportation	80% of allowable cost	105 ILCS 5/14-13.01(b)	Laws of 1965 Effective July 1965
Vocational Ed Transportation	80% of allowable cost	105 ILCS 5/29-5	Laws of 1961 Effective March 1965
Regular Ed Transportation	Actual costs less EAV qualifying amount for eligible students (min \$16 per student).	105 ILCS 5/29-5	Laws of 1961 Effective March 1965

Notes:

- ADA: Average Daily Attendance
- GSA: General State Aid
- EAV: Equalized Assessed Valuation

## Teachers' Retirement Systems

The purpose of these funds is to pay the statutorily required state share of the actuarial liability of the Teachers' Retirement System, including the Teachers' Retirement Insurance Program, and to subsidize the Chicago Teachers' Pension Fund (Public Act 88-593).

These funds are appropriated directly to the Teachers' Retirement System and the Chicago Teachers' Pension Fund. The following represent historical appropriation amounts:

<b>Fiscal Year</b>	<b>Non-Chicago System</b>	<b>Chicago System</b>	<b>Total Appropriations</b>
2019	\$4,591,440,070	\$238,869,000	\$4,830,309,070
2018	\$4,209,483,859	\$11,692,000	\$4,221,175,859
2017	\$4,096,286,351	\$12,186,000	\$4,108,472,351
2016	\$3,850,960,455	\$12,105,000	\$3,863,065,455
2015	\$3,513,861,000	\$62,145,000	\$3,576,006,000
2014	\$3,529,008,000	\$11,903,000	\$3,540,911,000
2013	\$2,790,161,000	\$10,931,000	\$2,801,092,000
2012	\$2,494,094,000	\$10,449,000	\$2,504,543,000
2011	\$255,953,000	\$42,971,400	\$298,924,400
2010	\$913,868,667	\$37,551,400	\$951,420,067
2009	\$1,527,263,000	\$74,844,700	\$1,602,107,700

\* Teachers' Retirement Insurance Program (below) included in the above Non-Chicago System totals for the following fiscal years.

### Teachers' Retirement Insurance Program

2019	\$125,261,961
2018	\$114,167,713
2017	\$109,703,000
2016	\$108,258,261
2015	\$100,983,000
2014	\$90,430,000
2013	\$86,683,000
2012	\$87,622,000
2011	\$85,953,000
2010	\$79,007,000
2009	\$75,474,000

Source: Appropriations for FY 2009 through FY 2019 are from the Illinois Office of the Comptroller. In FY 2018, the Chicago System also received \$221.3 million from ISBE's FY 2018 Evidence-Based Funding appropriation, which is not reflected above.

Amounts and percentages may not sum to totals due to rounding.





# **Illinois State Board of Education**

**2019 Annual Report**

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