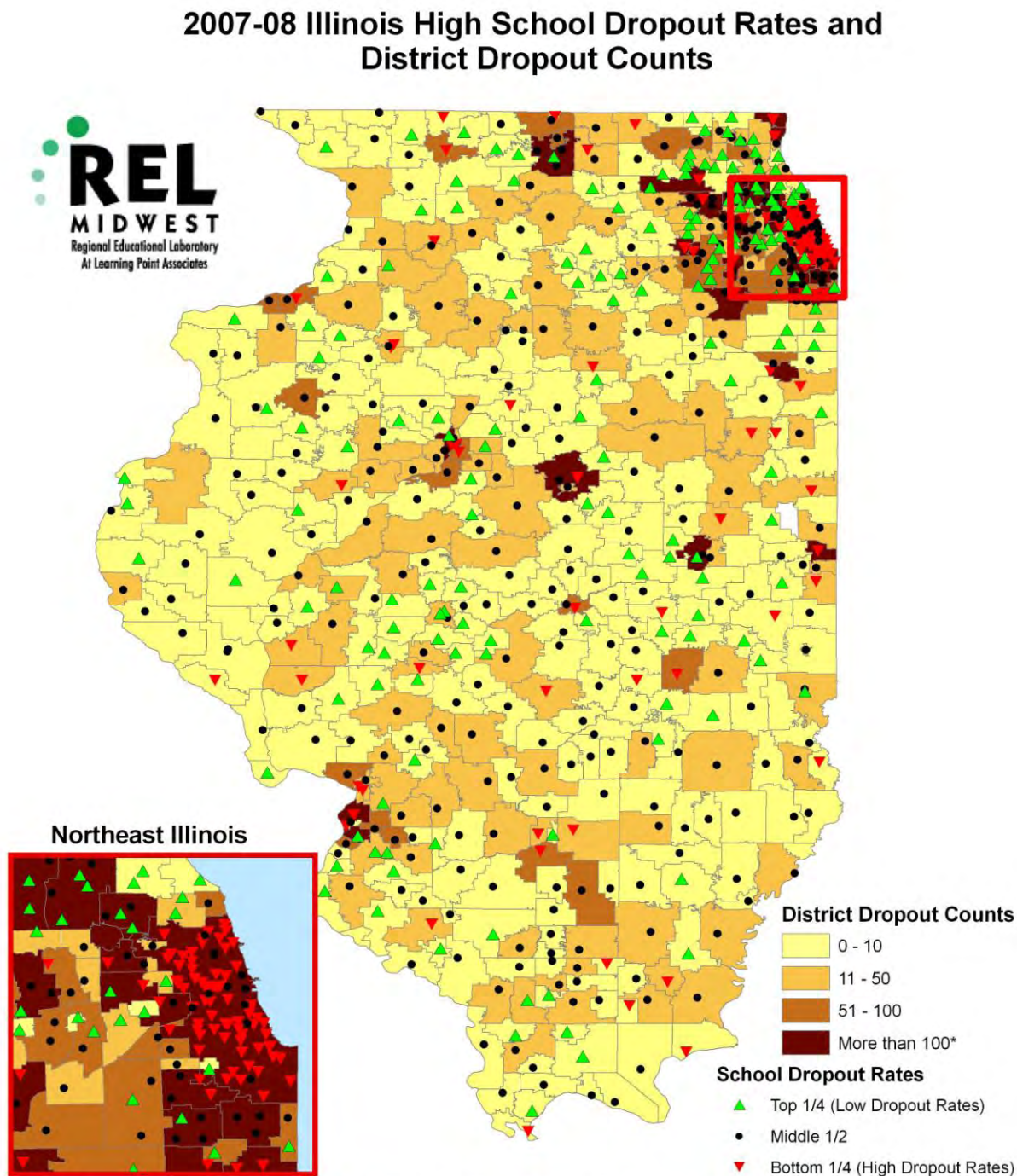


Map 1: 2007–08 Illinois High School Dropout Rates and District Dropout Counts



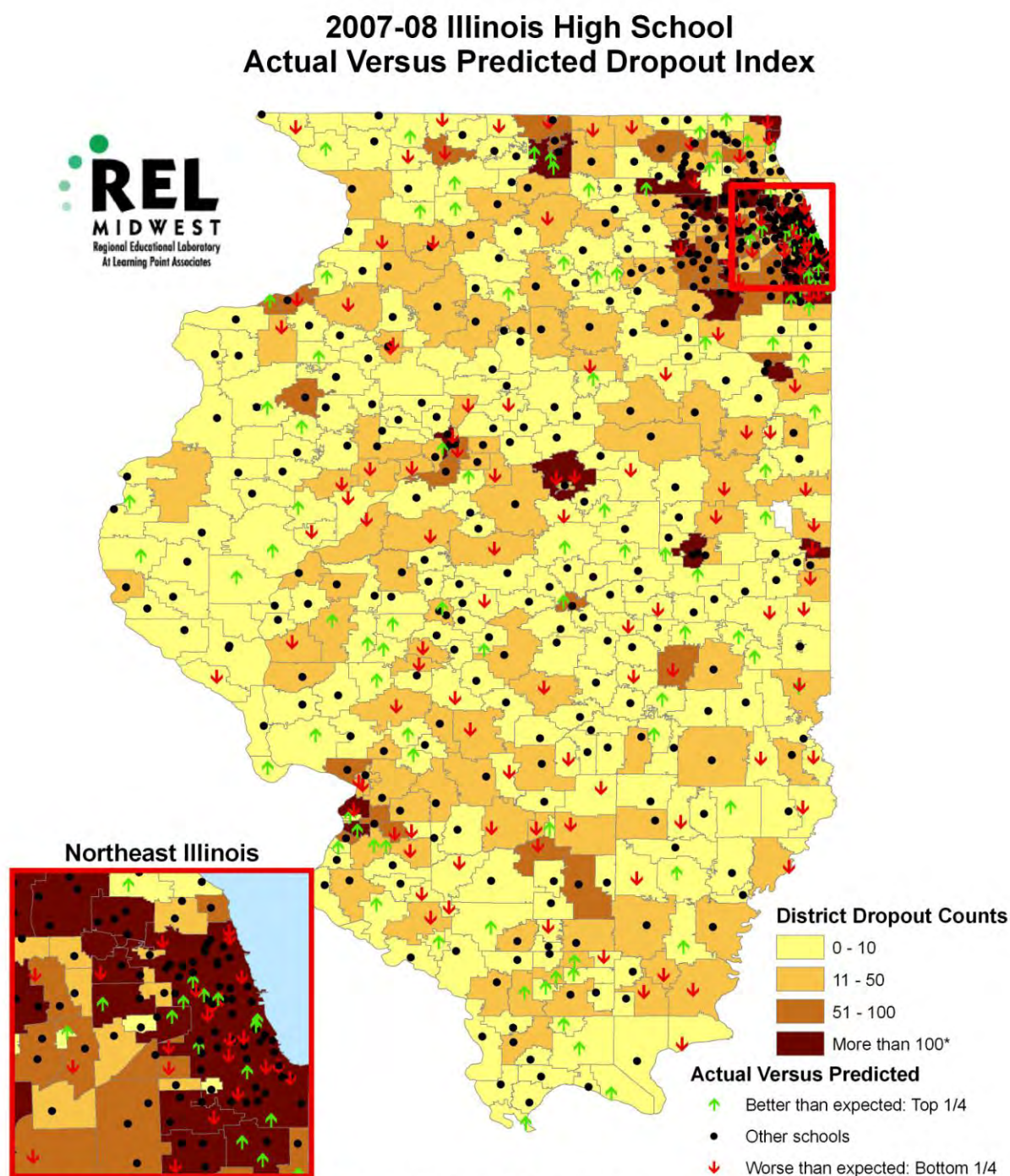
* Chicago Public Schools reported a dropout count of 14,273. The district with the next highest dropout count was School District 46, which reported a dropout count of 449.

Data: 2007-08 school-level dropout rates drawn from Illinois State Board of Education (ISBE) report card data; 2007-08 district dropout numbers obtained from the ISBE report *2007-2008 Number of High School Dropouts, by Grade, Gender, and Race/Ethnicity* downloaded from the ISBE website.

Geography: School district boundary files obtained from the Census Bureau; school coordinates downloaded from the 2006-07 NCES Common Core of Data. **Map:** Map created by Yinmei Wan of the Regional Educational Laboratory Midwest at Learning Point Associates.

Map 1 displays the 2007–08 high school dropout rates mapped over district-level dropout numbers. Specifically, districts are colored based on the total number of dropouts. The darker colors indicate larger numbers of dropout students. High schools are coded according to their dropout rates. Dropout rates for the state were broken into quartiles. High-performing schools in the top quartile are presented as upward-facing green triangles and have the lowest dropout rates. Low-performing schools in the bottom quartile are presented as downward-facing red triangles and have the highest dropout rates. Finally, schools in the middle two quartiles are presented as black dots. The majority of the low-performing schools appear to be located primarily in urban areas. That Chicago has the largest concentration of low performing schools is hardly a surprise. Conversely, although a large number of high-performing schools are found in Chicago suburbs, the distribution of high-performing schools spreads out to other areas of the state as well and seems to be more balanced statewide.

Map 2: 2007–08 Illinois High School Actual Versus Predicted Dropout Index



* Chicago Public Schools reported a dropout count of 14,273. The district with the next highest dropout count was School District 46, which reported a dropout count of 449.

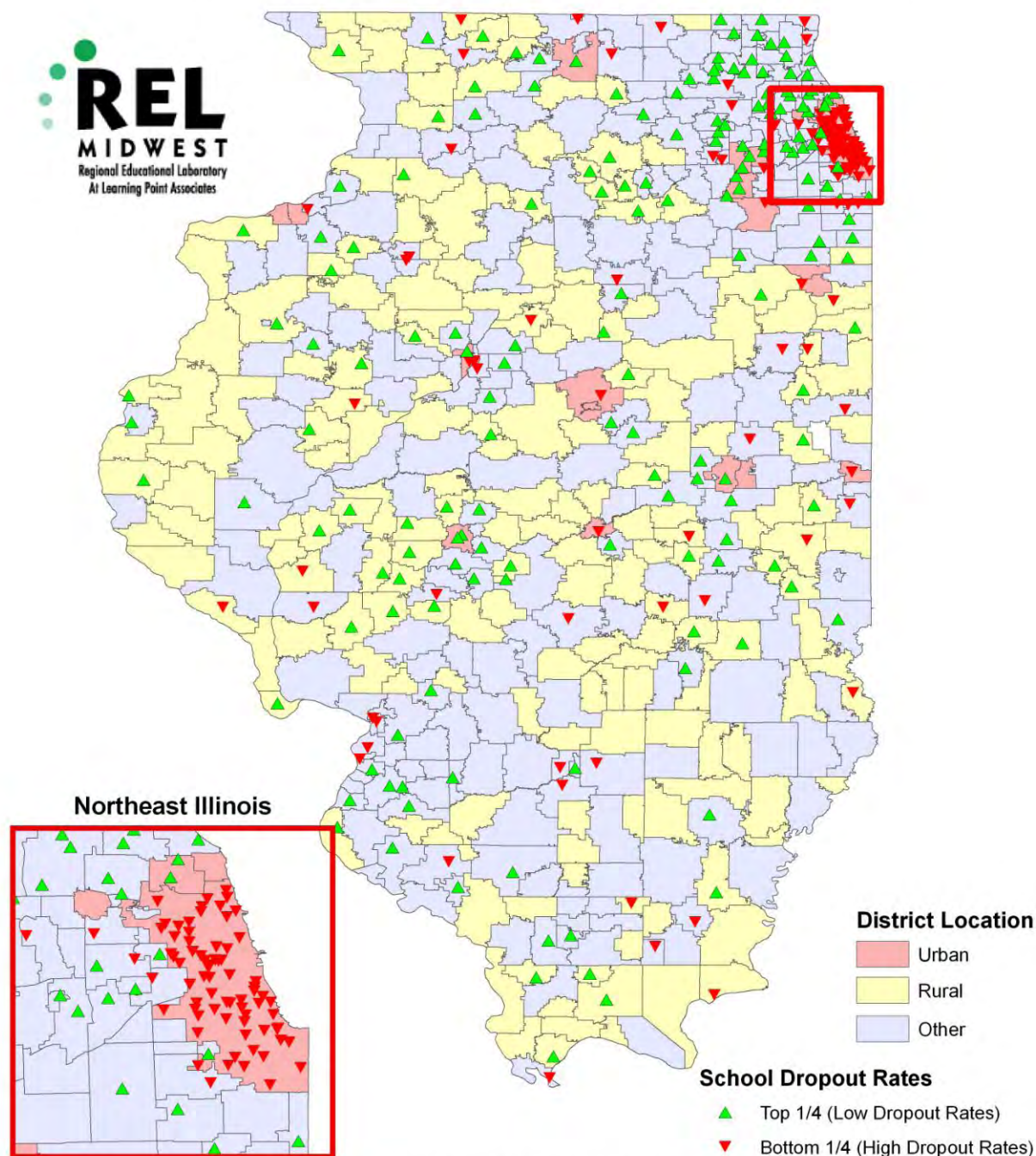
Data: 2007-08 school-level dropout rates drawn from Illinois State Board of Education (ISBE) report card data; 2007-08 district dropout numbers obtained from the ISBE report 2007-2008 *Number of High School Dropouts, by Grade, Gender, and Race/Ethnicity* downloaded from the ISBE website.

Geography: School district boundary files obtained from the Census Bureau; school coordinates downloaded from the 2006-07 NCES Common Core of Data. **Map:** Map created by Yinmei Wan of the Regional Educational Laboratory Midwest at Learning Point Associates.

Map 2 displays the 2007–08 actual versus predicted dropout index. The darker colors indicate districts with high dropout numbers. Schools in the top quartile are performing better than expected and are represented by an upward-facing green arrow. These are schools that have lower than expected dropout rates given their location and student characteristics. Schools that are performing worse than expected are represented by a downward-facing red arrow. These schools have higher dropout rates than one would predict given their location and school characteristics. As you can see, in the Chicago area there are a number of schools that are performing better than expected.

Map 3: 2007–08 Illinois High School Dropout Rates by Location

2007-08 Illinois High School Dropout Rates by Location

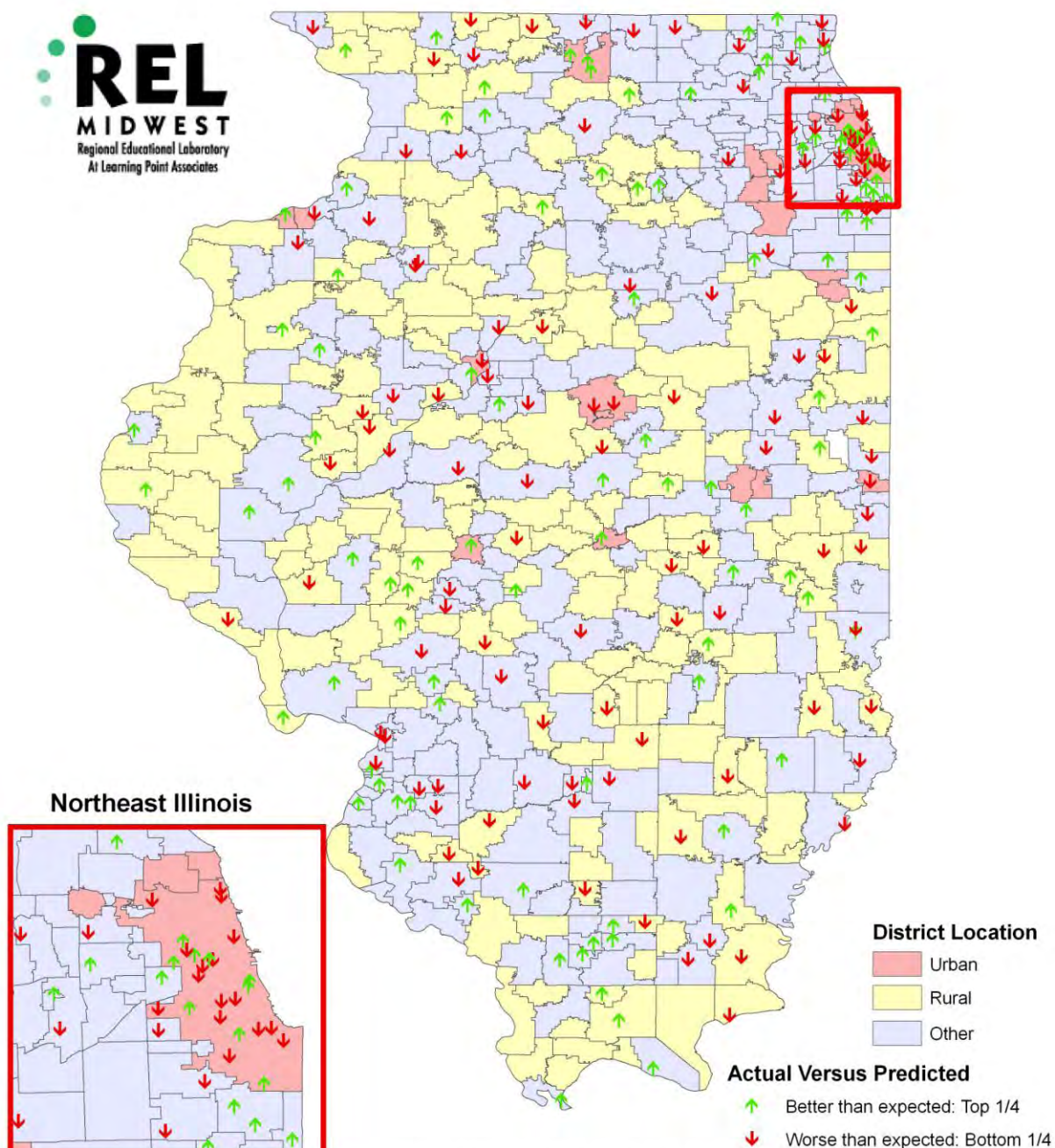


Data: 2007-08 school dropout rates drawn from Illinois State Board of Education (ISBE) report card data; **Geography:** School district boundary files obtained from the Census Bureau; school coordinates and district locale codes downloaded from the 2006-07 NCES Common Core of Data. **Map:** Map created by Yinmei Wan of the Regional Educational Laboratory Midwest at Learning Point Associates.

Map 3 displays the 2007–08 high school dropout rates by location. The pink areas represent urban districts, and the yellow areas represent rural districts. The blue areas represent urban fringe, suburban, and small city/large town districts. Schools with low dropout rates are represented by an upward-facing green triangle. Schools with high dropout rates are represented by a downward-facing red triangle. Not surprisingly, schools with high dropout rates tend to be in more urban districts. There are schools with high dropout rates that are located in some rural districts. Interestingly, the distribution of schools with low dropout rates is in other areas as well.

Map 4: 2007–08 Illinois High School Actual Versus Predicted Dropout Index by Location

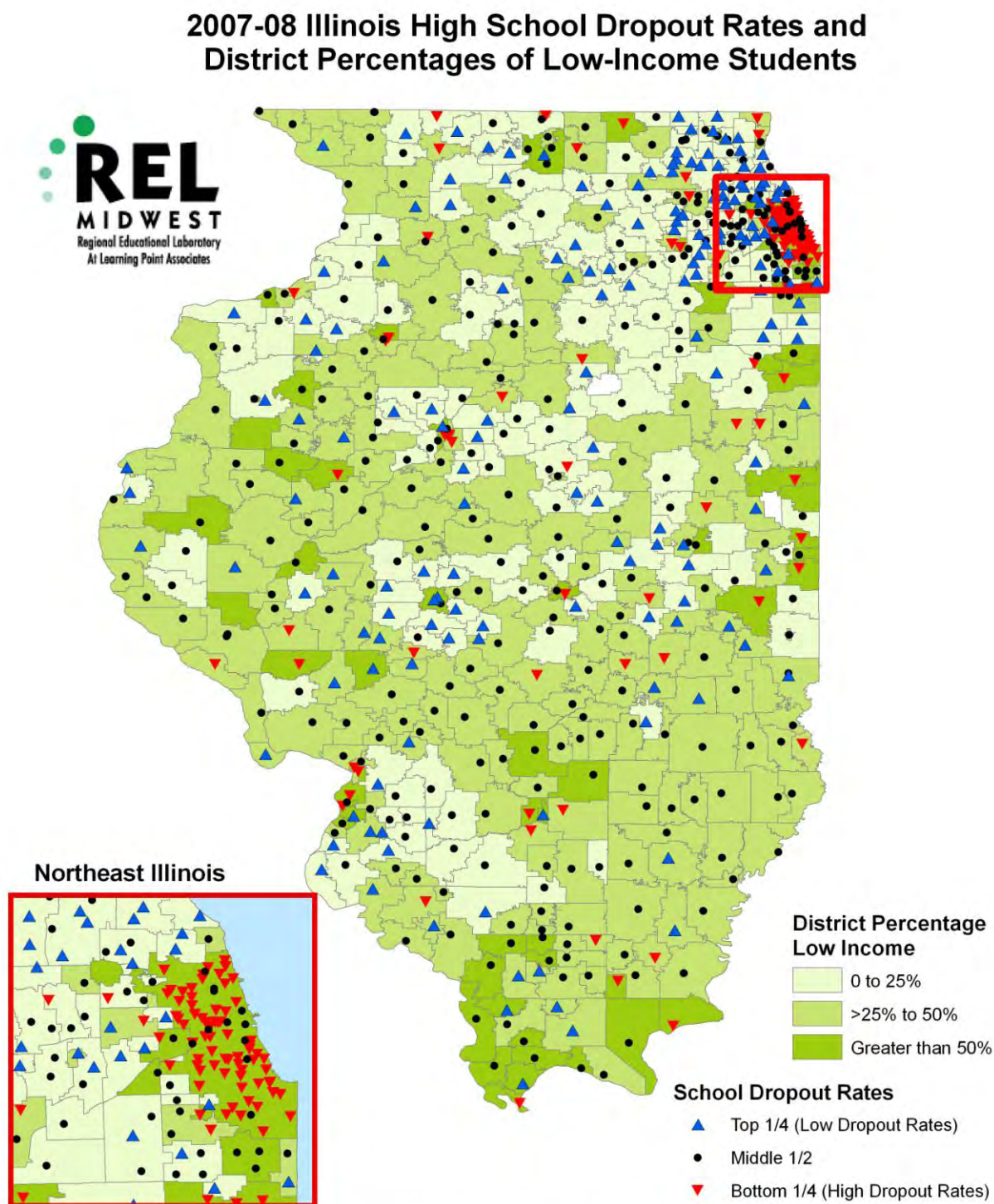
2007-08 Illinois High School Actual Versus Predicted Dropout Index by Location



Data: 2007-08 high school dropout rates and other school-level data drawn from Illinois State Board of Education (ISBE) report card data;
Geography: School district boundary files obtained from the Census Bureau; school coordinates, school and district locale codes downloaded from the 2006-07 NCES Common Core of Data. **Map:** Map created by Yinmei Wan of the Regional Educational Laboratory Midwest at Learning Point Associates.

Map 4 displays the 2007–08 actual versus predicted dropout index by location. The pink areas represent urban districts. The yellow areas represent rural districts. The blue areas represent urban fringe, suburban, and small city/large town districts. Schools that are performing better than expected are represented by an upward-facing green arrow, and schools that are performing worse than expected are represented by a downward-facing red arrow. This map shows the location of schools that are identified as better than expected and worse than expected within each location category (urban, rural, and other).

Map 5: 2007–08 Illinois High School Dropout Rates and District Percentages of Low-Income Students

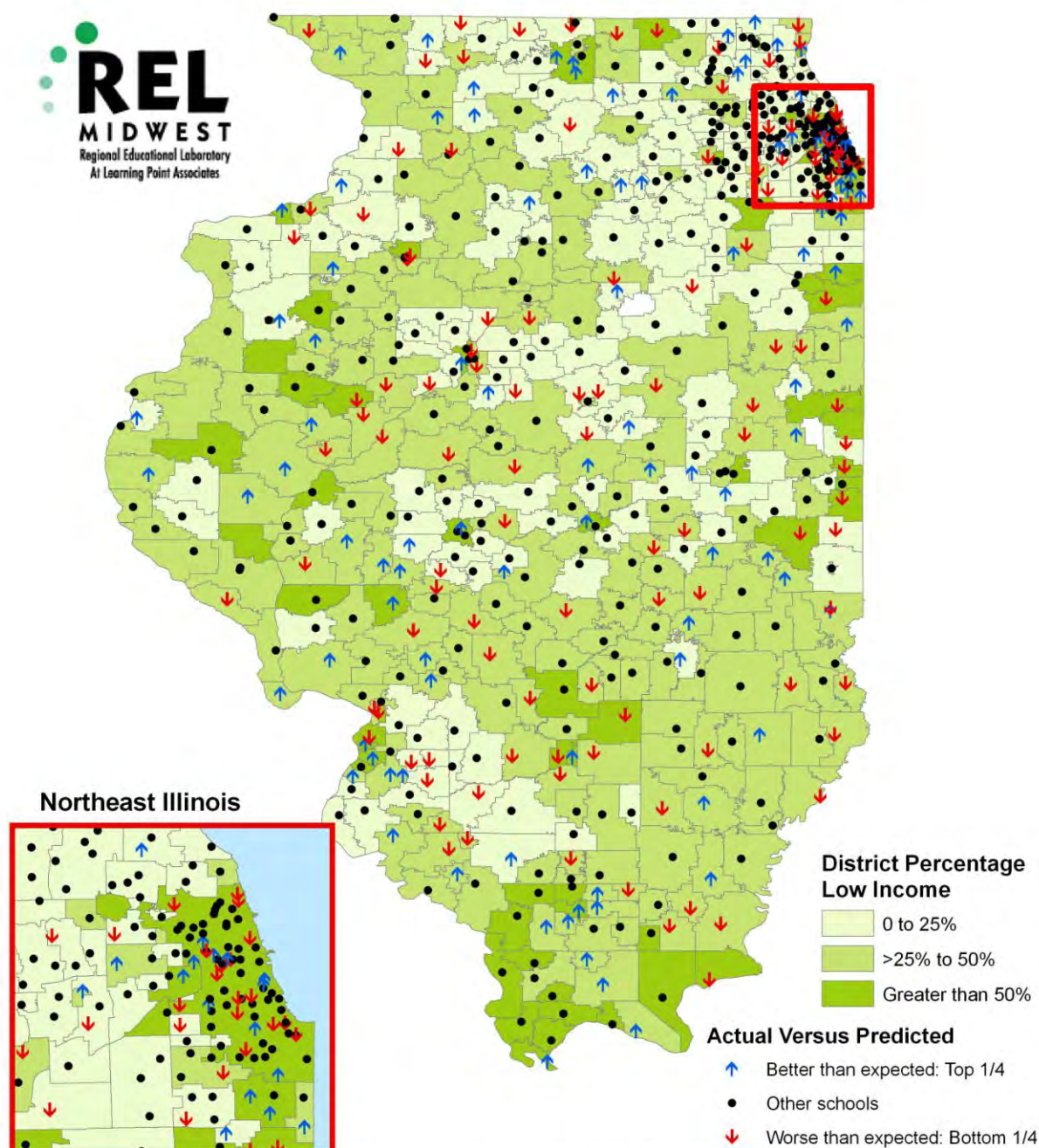


Data: 2007-08 school dropout rates and district percentages of low-income students drawn from Illinois State Board of Education (ISBE) report card data; **Geography:** School district boundary files obtained from the Census Bureau; school coordinates downloaded from the 2006-07 NCES Common Core of Data. **Map:** Map created by Yinmei Wan of the Regional Educational Laboratory Midwest at Learning Point Associates.

Map 5 displays the 2007–08 dropout rates mapped over district percentages of low-income students. The darker green areas represent districts with high percentages of low-income students. Schools with low dropout rates are represented by an upward-facing blue triangle. Schools with high dropout rates are represented by a downward-facing red triangle. Areas with high percentages of low-income students have a high density of schools with high dropout rates. There are other areas in the state that have a high percentage of low-income students but have schools with low dropout rates.

Map 6: 2007–08 Illinois High School Actual Versus Predicted Dropout Index and District Percentages of Low-Income Students

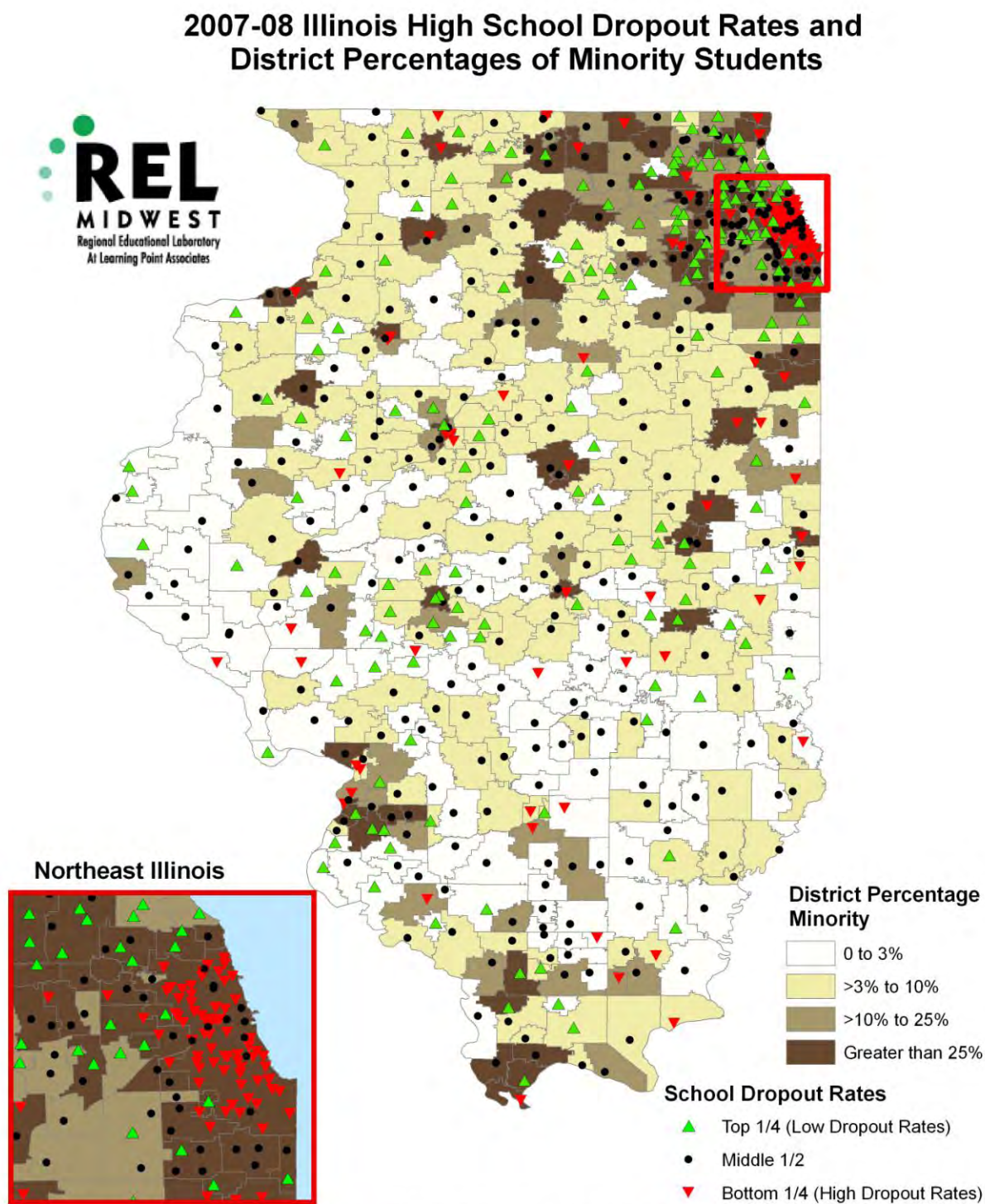
2007-08 Illinois High School Actual Versus Predicted Dropout Index and District Percentages of Low-Income Students



Data: 2007-08 district percentages of low-income students and school-level data drawn from Illinois State Board of Education (ISBE) report card data; **Geography:** School district boundary files obtained from the Census Bureau; school coordinates and locale codes downloaded from the 2006-07 NCES Common Core of Data. **Map:** Map created by Yinmei Wan of the Regional Educational Laboratory Midwest at Learning Point Associates.

Map 6 displays the 2007–08 actual versus predicted dropout index mapped over district-level percentages of low-income students. The darker areas represent districts with a high percentage of low-income students. Schools that are performing better than expected are represented by an upward-facing blue arrow, and schools that are performing worse than expected are represented by a downward-facing red arrow. The distribution of schools that are performing better or worse than expected seems to spread out across areas with various levels of low-income students.

Map 7: 2007–08 Illinois High School Dropout Rates and District Percentages of Minority Students

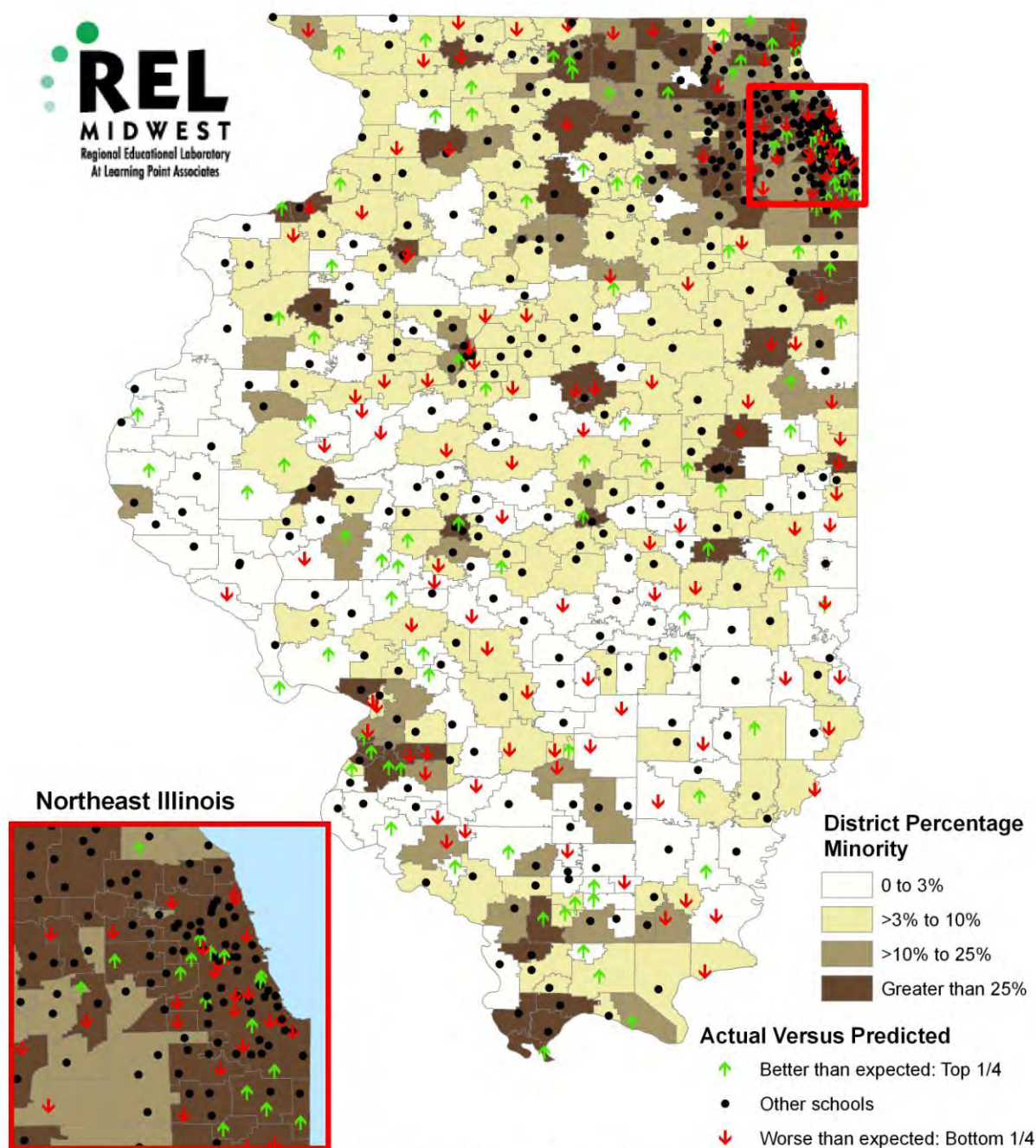


Data: 2007-08 school dropout rates and district percentages of low-income students drawn from Illinois State Board of Education (ISBE) report card data; **Geography:** School district boundary files obtained from the Census Bureau; school coordinates downloaded from the 2006-07 NCES Common Core of Data. **Map:** Map created by Yinmei Wan of the Regional Educational Laboratory Midwest at Learning Point Associates.

Map 7 displays the 2007–08 high school dropout rates and district percentages of minority students. The darker areas represent districts with high percentages of minority students. Schools with low dropout rates are represented by an upward-facing green triangle. Schools with high dropout rates are represented by a downward-facing red triangle. Areas with high percentages of minority students have a high density of schools with high dropout rates.

Map 8: 2007–08 Illinois High School Actual Versus Predicted Dropout Index and District Percentages of Minority Students

2007-08 Illinois High School Actual Versus Predicted Dropout Index and District Percentages of Minority Students



Data: 2007-08 school dropout rates and district percentages of low-income students drawn from Illinois State Board of Education (ISBE) report card data; **Geography:** School district boundary files obtained from the Census Bureau; school coordinates and locales downloaded from the 2006-07 NCES Common Core of Data. **Map:** Map created by Yinmei Wan of the Regional Educational Laboratory Midwest at Learning Point Associates.

Map 8 displays the 2007–08 actual versus predicted dropout index mapped over district percentages of minority students. The darker areas represent districts with high percentages of minority students. Schools that are performing better than expected are represented by an upward-facing green arrow. Schools that are performing worse than expected are represented by a downward-facing red arrow. Chicago sees schools that are performing both better and worse than expected. Areas with high percentages of minority students tend to be schools that are performing worse than expected. There are also examples of areas with low percentages of minority students that contain schools that are performing worse than expected.

Glossary of Terms¹

District dropout counts. Dropout counts is the number of students in Grades 9–12 who exit high school for reasons other than death, extended illness, graduation/completion of a program of study, transfer to another school, or expulsion. District dropout counts are obtained from the Illinois State Board of Education (ISBE) report *2007–08 Number of High School Dropouts by Grade, Gender, and Race/Ethnicity*. In this report, some districts are missing dropout numbers. For districts that are missing dropout numbers, we used the ISBE 2007–08 report card data on school enrollment and dropout rates to calculate the dropout number for each district.

High school dropout rate. High school dropout rates are obtained from 2007–2008 Illinois State Board of Education (ISBE) school report card data. The dropout rate is the percentage of students in Grades 9–12 who exit high school for reasons other than death, extended illness, graduation/completion of a program of study, transfer to another school, or expulsion.

Actual versus predicted dropout index. The high school actual versus predicted dropout index indicates whether schools perform better or worse in terms of their dropout rates taking into account school characteristics and school locale. This indicator is based on statistical analyses that predict school dropout rates given the percentage of school-level low-income students, average class size, school average ACT scores, school average Prairie State Achievement Examination (PSAE) reading scores, school average PSAE mathematics scores, and school locale. The actual versus predicted dropout index is expressed as the difference between schools' actual dropout rates and schools' predicted rates. A negative value suggests a better than expected dropout rate, and a positive value suggests a worse than expected dropout rate. Details about how the index was constructed are provided in a separate document.

Percentage of low-income students. The percentage of low-income students is obtained from the 2007–2008 Illinois State Board of Education (ISBE) school report card data. Low-income students are pupils from age 3 to 17 who are living in institutions for neglected or delinquent children, living in foster homes supported by public funds, eligible to receive free or reduced-price lunches, or whose families are receiving public aid. The percentage of low-income students is calculated by dividing the total number of low-income students by the total fall enrollment and multiplying by 100.

¹ Glossary created by Sheila Rodriguez, REL Midwest at Learning Point Associates

Percentage of minority students. The percentage of minority students is calculated based on the percentage of students in each racial-ethnic group that is reported in the 2007–2008 Illinois State Board of Education (ISBE) school report card data. The percentage of each racial-ethnic group (White, Black, Hispanic, Asian-Pacific Islander, American Indian-Alaskan Native, and Multiracial/Ethnic) is calculated by dividing the number of students belonging to each particular racial/ethnic group by the total enrollment of students in the fall term and multiplying by 100. The percentage of minority students in our analyses is calculated by adding the percentages of all non-White racial/ethnic groups.

Quartile. A quartile is one of three values that divide a range of data into four equal parts. The top quartile represents the top 25% of the highest performing schools. The low quartile represents the bottom 25% of the lowest performing schools.

School locale (urban, rural, and suburban, urban fringe, small city/large town). The school locale information is downloaded from the Common Core of Data that was collected by the National Center for Education Statistics (NCES). NCES defines 12 possible urban-centric locale categories. An urbanized area is considered a densely populated area. Through inspection, we reduced the categories to five: urban, suburban, urban fringe (less than 10 miles from an urbanized area), small city/large town (more than 10 miles from an urbanized area), and rural. Initial analyses of the 2007–2008 Illinois State Board of Education (ISBE) school report card data suggest that suburban, urban fringe, and small city/large town schools all show similar relationships between school dropout rates and school low-income level. Therefore, we minimized school locale into three groups: urban, rural, and other (suburban, urban fringe, and small city/large town).