LEARNING RENEWAL SERIES:

DISCOVERY PARTNERS INSTITUTE

IWERC

Illinois Workforce and Education Research Collaborative

PART OF THE UNIVERSITY OF ILLINOIS SYSTEM

Descriptive Trends in Student Renewal Outcomes in Illinois: Test Scores, Enrollment and Attendance

JULY 2024

Written By:

Mariana Barragan Torres, PhD
Sarah Cashdollar, PhD
Meg Bates, PhD

Suggested Citation

Barragan Torres, M., Cashdollar, S., & Bates, M. (2024). *Descriptive Trends in Student Renewal Outcomes in Illinois: Test Scores, Enrollment and Attendance*. Learning Renewal Series. Chicago, IL: Illinois Workforce and Education Research Collaborative (IWERC), Discovery Partners Institute, University of Illinois. https://dpi.uillinois.edu/applied-research/iwerc/current-projects/learning-renewal/

External Review

To ensure that this report's contents are rigorous, accurate, and useful to educators and policymakers with varying levels of background knowledge, IWERC solicits feedback from experts. We thank the following reviewers of this report (listed in alphabetical order):

- Chen An, Ph.D. – UChicago Consortium on School Research
- Elise Dizon-Ross, Ph.D. – Center for Analysis of Longitudinal Data in Education Research at the American Institutes for Research
- Gudelia López, Ph.D. – Lopez Strategic Solutions
- Lindsay Record – Illinois State Board of Education
- Annie Rojas – Illinois State Board of Education
- Mercedes Wentworth-Nice – Advance Illinois
- Logan Woods – Illinois State Board of Education

We also wish to thank IWERC's team members for their thorough comments and review, especially Raisa Blasquez, Ph.D., and Stephanie Werner, Ph.D.

Acknowledgments

We wish to thank the Chicago Education Equity COVID-19 Response Fund, a donor-advised fund housed at The Chicago Community Trust, for supporting this work. This work was also supported by the Steans Family Foundation and The Joyce Foundation. We also wish to thank Anna Barkley for excellent research assistance.

We thank the Illinois State Board of Education's Data Strategies and Analytics and Learning Renewal teams. Special thanks go to Nehemiah Ankoor, Maureen Font, Lindsay Record, and Annie Rojas for their partnership on this work.

IWERC is supported by a group of foundations including The Brinson Foundation, CME Group Foundation, Crown Family Philanthropies, Joyce Foundation, Pritzker Traubert Foundation, Robert R. McCormick Foundation, Spencer Foundation, Square One Foundation, Steans Family Foundation, and two anonymous donors. We thank them for allowing IWERC to pursue important research questions of interest to the state of Illinois.

Descriptive Trends in Student Renewal Outcomes in Illinois: Test Scores, Enrollment and Attendance

Key Findings: Achievement

- **Recovery is nuanced:** Illinois recovery in achievement scores differs by grade level, subject area, district, and student characteristics.
- **Early grade scores have grown**: Illinois elementary and middle school students are recovering in both English Language Arts (ELA) and Math from pandemic-related declines in test scores, but they have not reached pre-pandemic achievement levels on average.
- **High school scores have stagnated:** Among 11th graders, average SAT scores in both Reading and Math have been decreasing consistently since the beginning of the pandemic period with no recovery across either subject.
- **The subject matters:** ELA/Reading has recovered more than Math at all grade levels.
- **Districts have unique recovery stories within the statewide trends:** In Grades 3-8, about a quarter (24%) of Illinois districts are back to pre-pandemic levels in ELA on the Illinois Assessment of Readiness, with 22% back to pre-pandemic levels in Math. In high schools, 25% of Illinois districts are back to pre-pandemic levels in Reading (SAT), while only 15% are back to pre-pandemic levels on Math (SAT).
- **Existing disparities have widened, despite steep recovery for many student groups:** Student groups that lost the most at the outset of the pandemic – Black and Latino students, students eligible for Free and Reduced-Price Lunch (FRPL), and students in schools that spent more time in remote instruction during the 2020-21 school year (SY21) – have since recovered apace with or even more quickly than other groups. Yet their declines relative to pre-pandemic scores remain the largest.

Key Findings: Enrollment

- **Illinois public schools continue to lose enrollment, with COVID leavers largely not returning**: Student enrollment in Illinois has been declining steadily since SY19. Examination of enrollment flows shows that only a small sliver of students who left Illinois public schools during the COVID school years have returned.
- **Enrollment changes have brought demographic shifts in the student body:** Enrollment has declined among Native Hawaiian/Pacific Islander, White, and Black students, while it has increased among students identifying with two or more races and English Learners.

Key Findings: Absenteeism

- **Absenteeism has grown tremendously, especially for high school students and students from historically marginalized groups:** Average yearly absenteeism and chronic absenteeism increased from SY19 to SY23, peaking in SY22. It increased most in the high school grades, with chronic absenteeism increasing dramatically across all grade levels. Absenteeism increased most among Black and Latino students and students eligible for FRPL, widening pre-existing attendance gaps.

Descriptive Trends in Student Renewal Outcomes in Illinois: Test Scores, Enrollment and Attendance

This report, part of the Learning Renewal series, seeks to answer the following research question: *How are Illinois districts and students recovering from the COVID-19 pandemic?* It describes the trends in post-pandemic learning renewal for three key outcomes: standardized test scores, student enrollment and student attendance. We focus on trends across all these indicators at the state level, as well as in Chicago Public Schools (CPS), the largest district in Illinois and the fourth-largest school district in the nation.

The findings we share build on previous IWERC reports showing that student achievement in Illinois, as in other states, significantly declined in the first year following the onset of the COVID-19 pandemic (Cashdollar et al., 2022a, 2022b). Since then, research has shown that Illinois has fared well compared to other states in terms of achievement recovery, as measured by proficiency levels (Fahle et al., 2024). In this context, we dig deeper to explore achievement trends within Illinois across grade levels, across students with different identities and needs, and across districts that differed in the amount of time they offered remote instruction following the pandemic onset. Unlike other research on learning renewal, we assess the trends in recovery for *high school students* using SAT test data. Collectively, we know very little about how high schoolers—middle-schoolers during the height of the COVID-19 pandemic—experienced and have recovered from the pandemic academically. This research fills that crucial gap.

While test scores provide information about students' academic recovery, data on student enrollment and absenteeism shine a light on post-pandemic shifts in behaviors around attending school (Dee, 2024; Dee & Murphy, 2021). We explore how enrollment and absenteeism patterns are changing in Illinois across different types of districts and student groups.

Our findings reveal several bright spots in Illinois districts' progress toward post-pandemic recovery, reflecting dauntless efforts by students, parents, teachers, administrators, and others supporting them. Yet concerning drops in achievement and attendance persist, and they are especially pronounced for Black and Latino[1] students as well as students eligible for Free/Reduced-Price Lunch (FRPL). In turn, the post-pandemic period in Illinois continues to be characterized by widened academic disparities.

Literature Review

Since the onset of the COVID-19 pandemic, scholars have registered wide variation in initial learning declines and the extent of recovery since (CRPE, 2023; Peters et al., 2023). Nationwide, declines in Math were larger than in reading across all grade levels, and declines were greatest for Black, Latino, and low-income students, on average (Cohodes et al., 2022; Halloran et al., 2023; Kuhfeld et al., 2022). Students also showed greater losses when they spent more time in remote instruction during SY21 (Cashdollar et al., 2022b; Darling-Aduana et al., 2022; Domina et al., 2022; Goldhaber et al., 2022; Halloran et al., 2021; Kogan & Lavertu, 2022).

On average, districts have since made progress from the nadir in SY21. Using test scores scaled to the National Assessment of Educational Progress (NAEP) for grades three through eight, Fahle et al. (2024)

[1] We use the term "Latino" throughout the report for consistency with the data sources we use. Specifically, ISBE's report card reports data for the population of Hispanic or Latino students.

found that districts made large gains from SY22 to SY23, though most are not back to pre-pandemic achievement levels. This project, known as the Education Recovery Scorecard, estimated that Illinois in particular has made a strong recovery relative to other states.

Yet even states that are back to pre-pandemic levels, on average, have seen lower income districts recover more slowly than their higher income counterparts; this relation was also observed between low-income and non-low-income students within districts (Fahle et al., 2024; Miller et al., 2024). Researchers have also explored learning gaps across race/ethnicity groups, finding that White students are pulling further ahead than students of color (Kuhfeld et al., 2022; Miller et al., 2024). And while Black students on NAEP were recovering faster, on average, than Latino students, differences across race/ethnic groups will likely extend recovery time (Raymond, 2023). This research on learning recovery has focused exclusively on elementary and middle school students. To date, there has been little understanding of whether or how high school students have recovered in Illinois or elsewhere.

Student enrollment has also changed following the COVID-19 pandemic, decreasing significantly since SY21 (Blagg et al., 2021). In the first year following the pandemic onset, declines were concentrated in traditional school districts (Dee & Murphy, 2021). Burtis and Goulas (2023) found that 12% of public elementary schools and 9% of middle schools declined more than 20% in enrollment. Enrollment declines also differed by district rurality, socioeconomic status, and grade level. In 2023, urban districts and high poverty districts saw larger declines in enrollment (Burtis & Goulas, 2023). By 2024, rural schools and high schools were also disproportionally represented among schools with substantial enrollment losses (Goulas, 2024).

Researchers have also found that attendance has dramatically decreased in the wake of the COVID-19 pandemic. Estimates show that the national rate of chronic absenteeism (i.e., missing more than 10% of the school year) increased substantially in SY22 compared to pre-pandemic years, from between 6.5 to 8 million students (CRPE, 2023). The growth in chronic absenteeism was highest for economically disadvantaged, Black, and Latino students, which is concerning given the importance of school attendance for academic outcomes (Dee, 2024).

Method

Data

To explore patterns of learning renewal in Illinois, we used data on achievement, enrollment, and attendance provided by a partnership with the Illinois State Board of Education (ISBE). These data included student-level test scores on the Illinois Assessment of Readiness (IAR) from the 2018-2019 school year (SY19) to SY23 in English Language Arts (ELA) and Math, as well as SAT scores in both content areas for the same period. Student-level data also included demographic and program information (e.g., race/ethnicity, enrollment in an Individualized Educational Program (IEP), eligibility for Free/Reduced-Priced Lunch (FRPL), and English learner status (EL)) and grade attended for each school year. We also received data on the enrollment status of students for each year as well as students' monthly attendance. We supplemented student-level data with data on schools' modality of instruction in SY21, the first school year following the onset of the COVID-19 pandemic, which was characterized by wide variation across schools and districts in the amount of time students spent in remote vs. in-person instruction. The method for categorizing schools' instructional modality is described in previous IWERC research (Barragan Torres et al., 2022). We further

supplemented our analyses with data from the National Center for Education Statistics (NCES) on district locale, which classifies school district locations into city, suburban, town, and rural geographic areas (National Center for Education Statistics, 2022).

Analyses

Our analyses of the data were descriptive. We described trends and changes in our three selected outcomes: IAR and SAT test scores, enrollment, and attendance by different groups of students and by district types. We use scale scores rather than proficiency levels in our analyses of achievement trends. We acknowledge that proficiency levels are familiar to many education practitioners and policymakers, and they have the advantage of showing achievement at multiple points along a specific distribution of established benchmarks. However, proficiency levels have a number of shortcomings when used for understanding achievement trends. As detailed by Ho (2008), analyses using proficiency levels rely on data only from students near the proficiency thresholds, which themselves vary in the number of students they represent. This means that estimates of changes in achievement can be imprecise and, when estimating differences between groups, inaccurate. Instead, we estimate changes in average scale scores, which take into account every student when calculating changes in achievement and achievement gaps between groups.

When describing changes in test scores, we frequently report in terms of percent change from SY19 to SY23 in order to make changes across tests and grade levels more comparable. We calculated percent change for each exam using its minimum score as the true zero. For each IAR subject, this meant transforming the range of scores from 650-850 to 0-200. For each SAT subject, we transformed the range from 200-800 to 0-600. Then, our calculation using the transformed scale scores was as follows:

$$Percent\ change = \frac{SY23\ scale\ score - SY19\ scale\ score}{SY19\ scale\ score} \times 100$$

When possible, we also conducted tests of statistical significance for observed differences, as specified throughout this report. While we describe associations, our findings are not causal. Given that CPS comprises more than 17%[2] of all students in the state and is the fourth largest district in the United States, we also present the trends separately for this district to see how CPS trends compare to and contribute to findings for Illinois overall.

Findings

Statewide Recovery Trends

IAR Score Trends

On average, Illinois elementary and middle school students are recovering from the loss in IAR test scores during the COVID-19 pandemic in both ELA and Math, as shown by the lines in in Figure 1, but they are not back to pre-pandemic levels. This is true in both ELA and Math, and for both Illinois as a whole and CPS specifically.

[2] According to SY23 Report Card data.

This recovery follows heterogeneous initial declines in the first school year following the pandemic onset. While CPS declined by the same number of points as the Illinois state average in ELA from SY19 to SY21, CPS declined substantially more in Math. Since then, CPS has recovered in both subjects more quickly (as determined by percent changes) than the state as a whole. In turn, CPS is slightly closer to pre-pandemic scores in ELA than the rest of the state, on average, with a percent decline of 3.9% for CPS vs. 4.2% statewide.[3] In Math, given the magnitude of its initial decline, CPS remains behind the state in its recovery relative to SY19 (10% lower in CPS vs. 6% lower statewide).

We note that in SY21, participation rates on the IAR decreased to about 70% in Illinois and less than 50% in CPS, but they have since recovered. The lower participation rates in SY21 could have obscured even larger decreases in true achievement that year, given that schools with lower prior achievement had lower participation rates, on average (Cashdollar et al., 2022). Tables A1a and A1b (in Appendix A) include test scores and the calculation of percent changes.

Figure 1. *Illinois and CPS average IAR trends for all students in ELA and Math.*

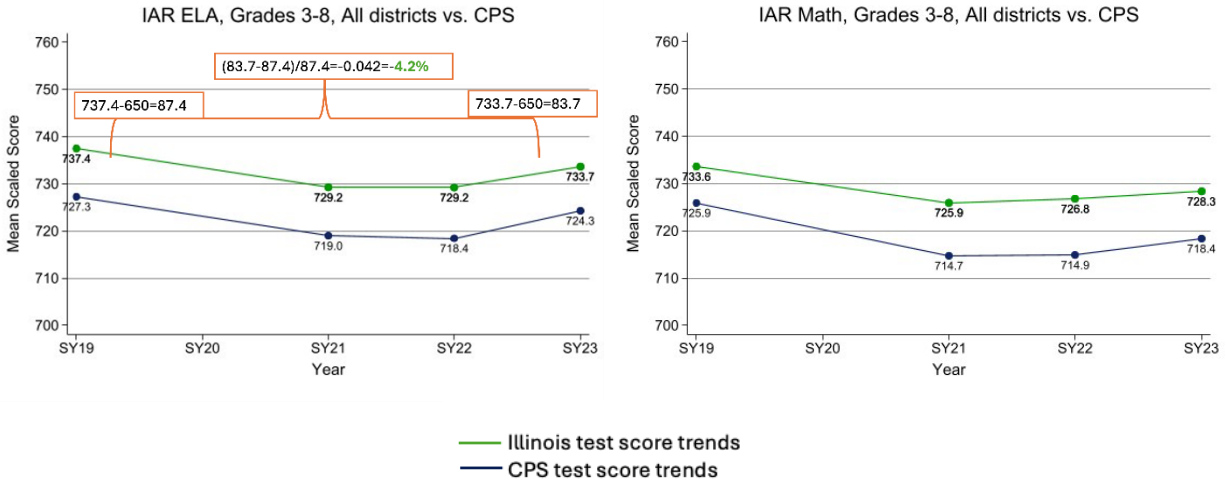
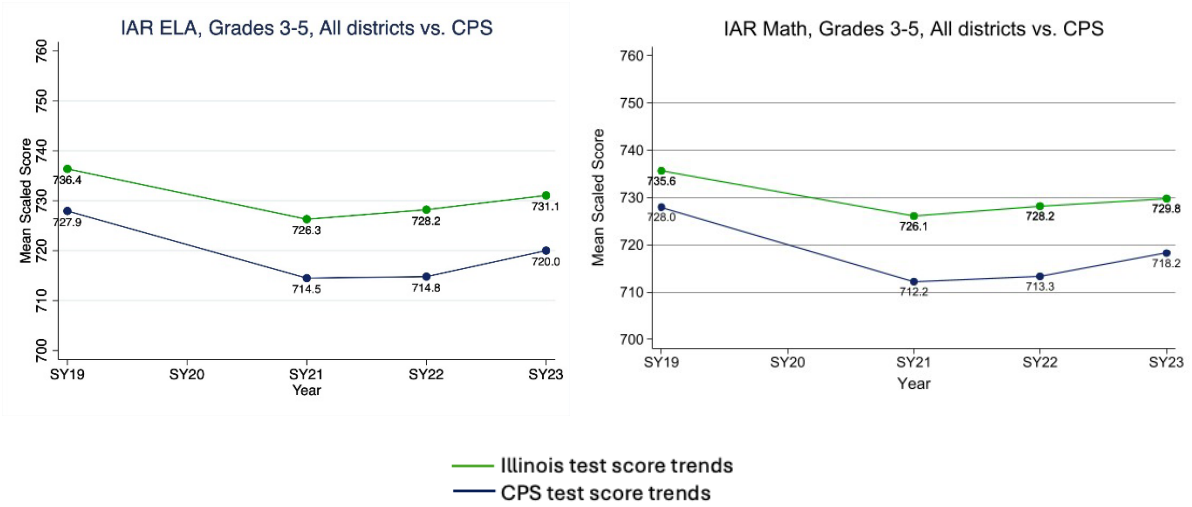


Figure 1 provides scores for Grades 3-8 combined to allow a direct comparison of overall average IAR score trends to data on the Illinois Report Card and the Education Recovery Scorecard, which also report for Grades 3-8 combined. However, it is also critical to examine these data by grade bands, as recovery may look different at different grade levels (and different grade bands have different score distributions). Importantly, we do not see the same trends across all grade bands. Figure 2 shows how Grades 3 through 5 (elementary school) in Illinois and in CPS have recovered from the declines experienced in SY21. As seen in the figure, Illinois remains about 6% below pre-pandemic levels in ELA and 7% in Math, whereas CPS declines from SY19 to SY23 were 10% in ELA and 13% in Math. While recovery since SY21 is apparent in ELA and, to a lesser extent, in Math, Grades 3-5 students are not back to pre-pandemic levels in either subject. Tables A2a and A2b detail these changes.

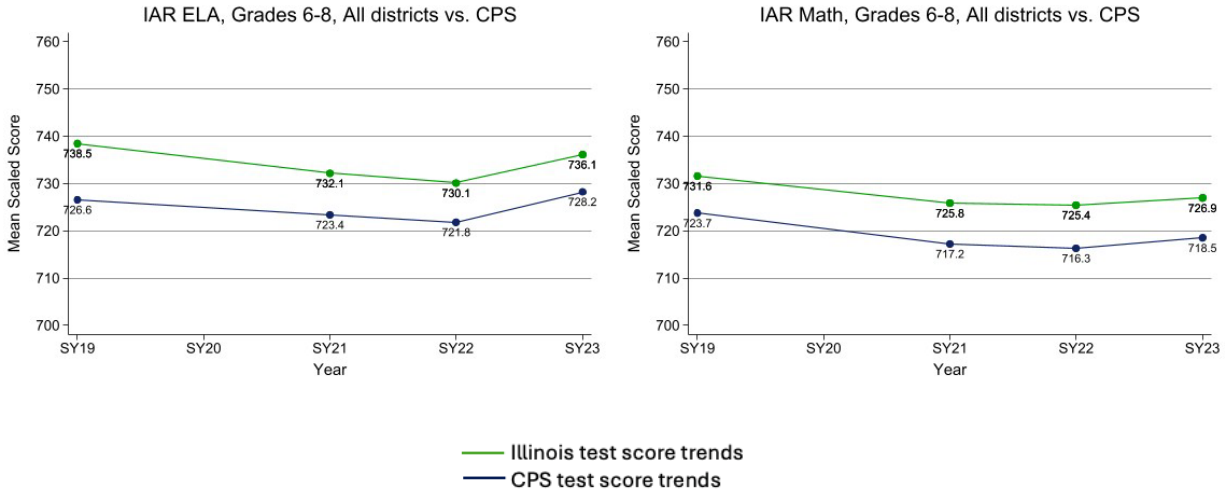
[3] Figure 1 includes a sample calculation for percent decline for ELA in Illinois, to illustrate how IWERC calculated them for all figures.

Figure 2. *Illinois and CPS average IAR trends for Grades 3 through 5 in ELA and Math.*



In Figure 3, we show that students in Grades 6 through 8 (middle school) are closer in SY23 to pre-pandemic achievement (SY19) than students in elementary school, especially in ELA in CPS, where scores are 2% *above* their pre-pandemic level. Illinois, on the other hand, remains below its SY19 average by 3% in ELA. In Math, trends are similar to those found for elementary school, with Illinois remaining behind pre-pandemic levels by 6% and CPS by 7%. We note that these trends differ slightly from those reported by Fahle et al. (2024), as we explain in the callout box: *Why do our trends differ from those in the Education Recovery Scorecard?*

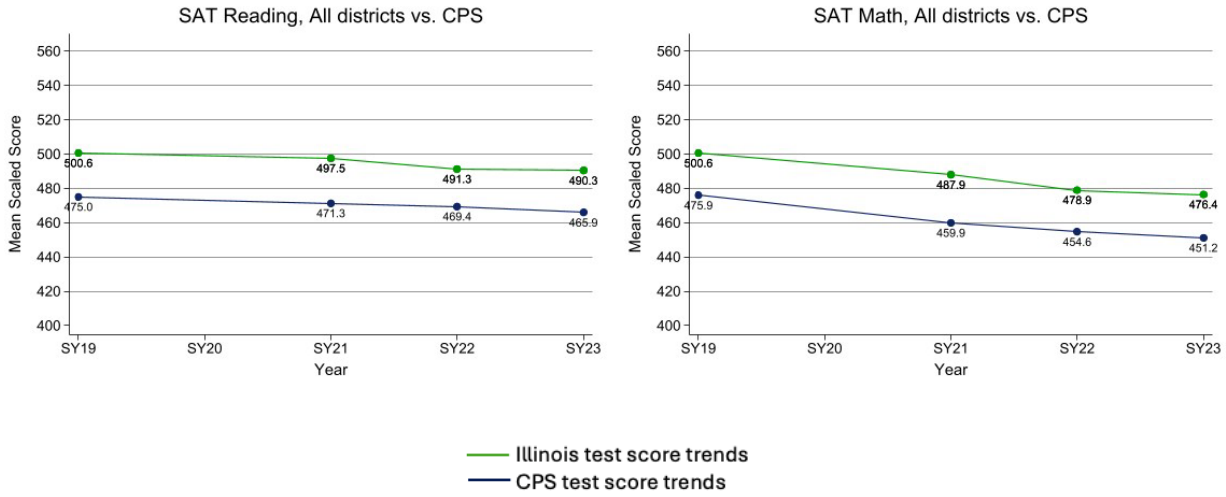
Figure 3. *Illinois and CPS average IAR trends for Grades 6 through 8 in ELA and Math.*



SAT Score Trends

In Figure 4, we show that SAT test score trends for Grade 11 tell a very different story. While 11th grade students did not lose as much ground in SY21 as in other grades, scores have been continuing to decrease with no recovery in either subject. In ELA, a consistent decline of 3% in both Illinois and CPS is observed from SY19 to SY23.[4] And this trend is even more notable in Math, where declines amount to 8% in Illinois and 9% in CPS. Changes in participation rates cannot explain these trends; even during SY21, SAT test-taking rates were higher than 88%—likely because SAT is a graduation requirement for Illinois high school students. Tables A4a and A4b detail these changes. Other scholars have documented these decreasing trends since before the COVID-19 pandemic (see Schmid, 2023). Given the role of SAT scores in college admissions for many schools (Proulx, 2024), understanding these trends and increasing average scores will be vital.

Figure 4. *Illinois and CPS average SAT trends for Grade 11 in Reading and Math.*



Summary of Statewide Score Trends

Before moving on to more nuanced analyses of test score trends across Illinois districts and student groups, we point out three key findings across this section. First, ELA scores are closer to pre-pandemic levels than Math across the board. We can only speculate as to the causes of this discrepancy, but, in sharing this work with Illinois stakeholders, we have heard theories such as: (a) math instruction, dependent on manipulatives, scaffolded small group work, and reviewing work/process in addition to answers, was more disrupted by remote learning, (b) teachers in the elementary grades, who in general are more comfortable with ELA than Math, leaned on ELA more during periods where instruction was disrupted/constrained, (c) the sequential nature of some math concepts made it difficult for students who had missed school to "catch up" or "re-enter" on new topics, (d) parents were more comfortable/able to

[4] We note that our average scale scores for SAT are limited to students taking the exam at Grade 11, while Illinois Report Card proficiency levels provide both all SAT takers (beyond Grade 11) and Grade 11 alone. All calculations were conducted independently by IWERC on a student-level data file given to us on January 12, 2024 (by ISBE).

supplement/support reading than math, and (e) districts invested more in ELA tutoring and other ELA recovery efforts than in math.

The other two key findings are that high school continues to decline and that middle school has recovered more than elementary school. Again, we can only speculate as to why. It is likely that more attention and resources were spent in younger grades in the immediate recovery period, since earlier findings (including our own) pointed to smaller losses for high schoolers. This would have benefitted SY23 middle schoolers (who were elementary school students during the pandemic) and perhaps limited recovery for high schoolers (middle schoolers during the pandemic). Another plausible explanation concerns the dramatic increase in absenteeism in high school grades across Illinois, as detailed in a later section of this report. While we cannot isolate the effect of each one and test the hypothesis, we recognize that it is likely that multiple factors contributed to some amount to these key findings.

We end this section by noting that these scores are statewide averages and thus do not show the detailed drivers of these trends. Put simply, not all students dropped or recovered at the same time or to the same extent. In subsequent sections, we share results by districts and by student populations to better understand the more detailed stories of loss and recovery within these statewide trends.

Why do our trends differ from those in the Education Recovery Scorecard?

The Education Recovery Scorecard (Fahle et al., 2024) does a great service to the field by putting state proficiency levels across Grades 3-8 on a national scale. By adjusting proficiency levels to the National Assessment of Educational Progress (NAEP) scale, the researchers are able to compare Illinois recovery to recovery in other states. They acknowledge that since the NAEP was not administered in SY23, their estimates of recovery from SY22 to SY23 may be slightly over- or under-stated for each district and state (p. 6). Indeed, proficiency levels in the SY23 Illinois Report Card suggest that the Education Recovery Scorecard overstated Illinois recovery.

Our study differs in several ways from this important work. First, we use raw average scale scores, rather than estimated scores, to measure recovery. This allows us to be a bit more precise in our analyses without relying on assumptions about the underlying distribution of scale scores. Because we have detailed, student-level data, we are also able to examine differences across grade bands and across a multitude of student groups. As such, we can add the following to the understanding the Scorecard provided to us:

(a) We see that high school is not experiencing recovery. Though initial declines in high school were not as steep as in elementary and middle grades, eleventh grade scores continue to decline.
(b) We see that the exceptional gains the Education Recovery Scorecard reports for CPS and Illinois are likely driven by middle school ELA growth, rather than across the board in terms of growth from Grades 3-8.

In general, our findings are complementary to the Education Recovery Scorecard, increasing depth of understanding about learning renewal trends in Illinois.

District Recovery Trends

Next, we categorized districts based on recovery in SY23 compared to their own performance in SY19, where extent of recovery is measured in standard deviations (SD). As shown in Table 1, 24% of districts that administered the IAR exam in SY23 are back to or exceeding their own SY19 performance in ELA, shown as Category 1. This category of recovery comprised 22% of districts for IAR Math. When examining recovery on the SAT, we see a similar proportion of recovered districts in Reading (25%) as we saw for the IAR ELA exam, but just 15% of districts who administered the SAT Math have fully recovered. Overall, the majority of districts averaged SY23 scores within 0.40 standard deviations[5] of their SY19 performance (Categories 1-3) for the IAR ELA, IAR Math, and SAT Reading exams. Yet, just 35% of districts have achieved this level of recovery for the SAT Math. In fact, the majority of districts are found in Categories 5 and 6 when examining performance on the SAT Math exam, meaning that they are more than 0.61 SD or 0.81 SD below their SY19 average scores, respectively (see Table B1 in Appendix B).

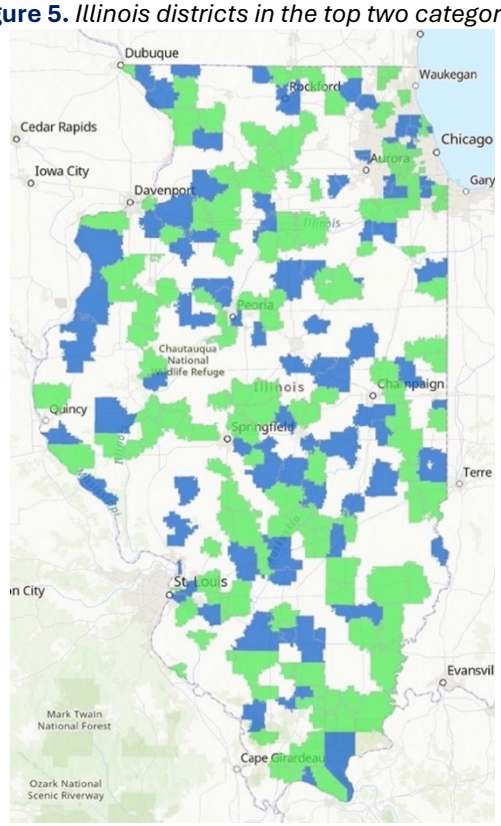
Table 1. Distribution (%) of districts by category of recovery in SY23 relative to SY19, by exam.

District category of recovery	Difference in SY23 district average scores relative to SY19 (SD)	Proportion of districts in category, IAR ELA	Proportion of districts in category, IAR Math	Proportion of districts in category, SAT Reading	Proportion of districts in category, SAT Math
1	>= 0.00	24%	22%	25%	15%
2	(-0.01,-0.20)	15%	19%	14%	8%
3	(-0.21, -0.40)	20%	21%	17%	12%
4	(-0.41,-0.60)	20%	18%	14%	20%
5	(-0.61, -0.80)	10%	12%	10%	20%
6	>=-0.81	11%	9%	19%	24%

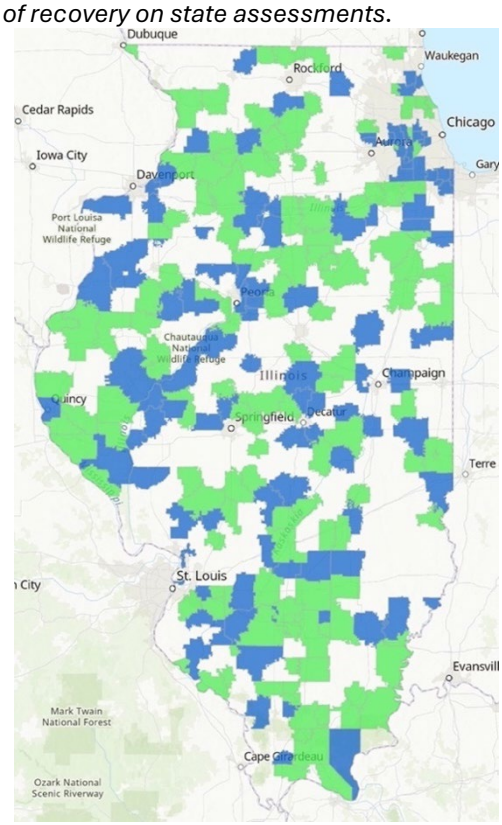
Figure 5 displays the top-performing districts for each exam, where Category 1 districts are shaded in green and Category 2 districts are shaded in blue. We chose to display these categories for two main reasons. First, they highlight cases of success so that we can learn from and celebrate districts that are back or close to back to pre-pandemic averages. Second, they provide a visual representation of how many districts have recovered or are close to that goal.

[5] Ranges of 0.20 SD were chosen based on Kraft (2020).

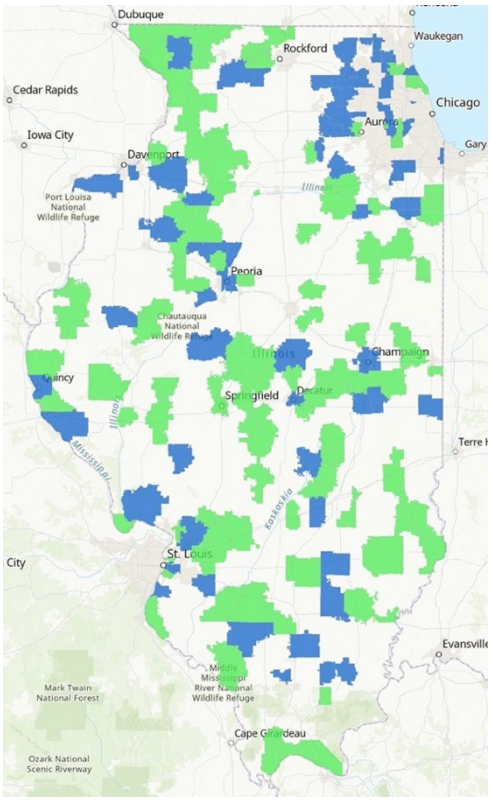
Figure 5. *Illinois districts in the top two categories of recovery on state assessments.*



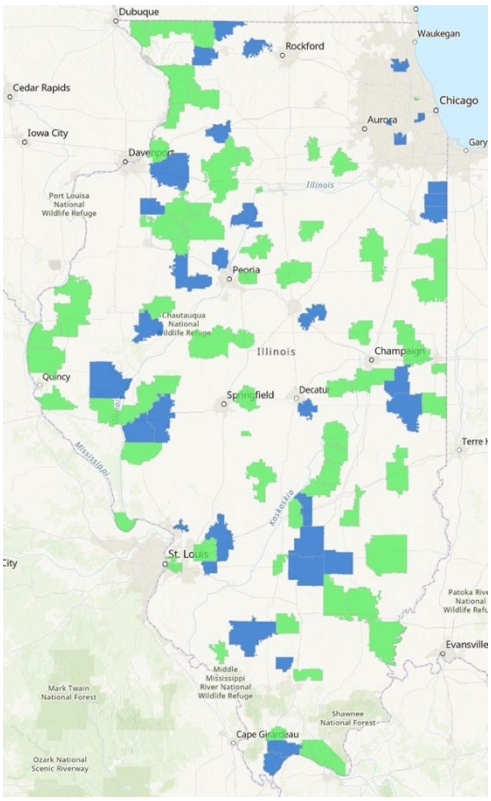
a. ELA IAR



b. Math IAR



c. *SAT Reading*



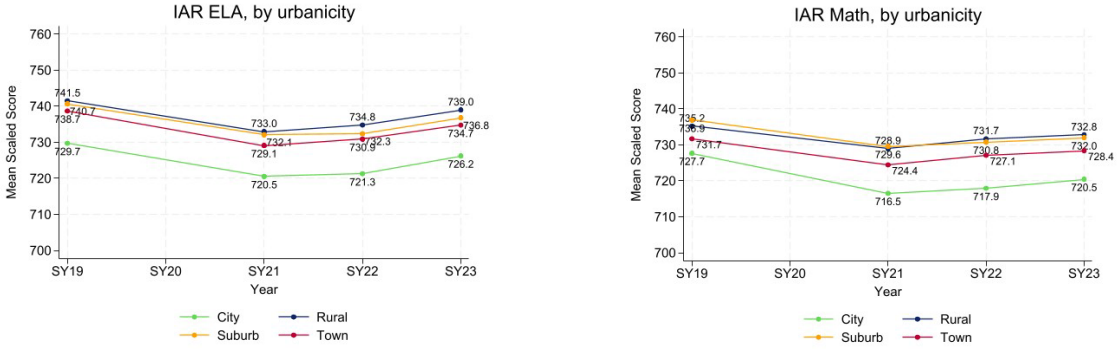
d. SAT Math

Category 1 (back to SY19 levels)

Category 2 (within .20SD of SY19)

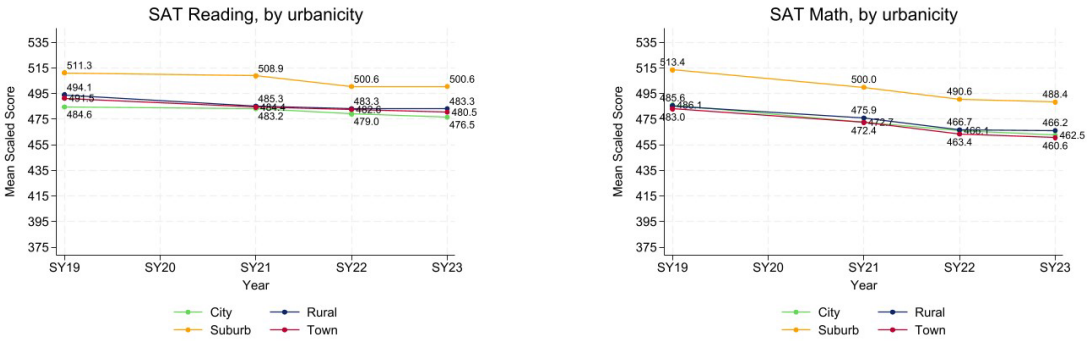
Next, we used NCES rurality data to classify Illinois districts by urbanicity as shown in Figure 6. The average scores of rural and suburban districts were higher than that of city and town districts before the pandemic onset. Rural districts experienced the smallest overall declines from SY19 to SY23 with 3% loss in both IAR ELA and Math. Town districts followed with a 4% decline in both subjects. Suburban districts lost 4% from SY19 to SY23 in IAR ELA and 6% in Math, while city districts declined by 4% in ELA and 9% in Math.

Figure 6. *Illinois average IAR trends in ELA and Math by district urbanicity.*



On the SAT, suburban districts performed highest, on average, before the pandemic in SY19 and in the years following (see Figure 7). Districts in all other locales performed similarly, with city districts averaging the lowest SAT Reading scores in all years of the study and town districts averaging the lowest SAT Math scores. The average decline in SAT scores was about the same for all types of districts, as shown in Appendix table A5.

Figure 7. *Illinois average SAT trends in Reading and Math by district urbanicity.*



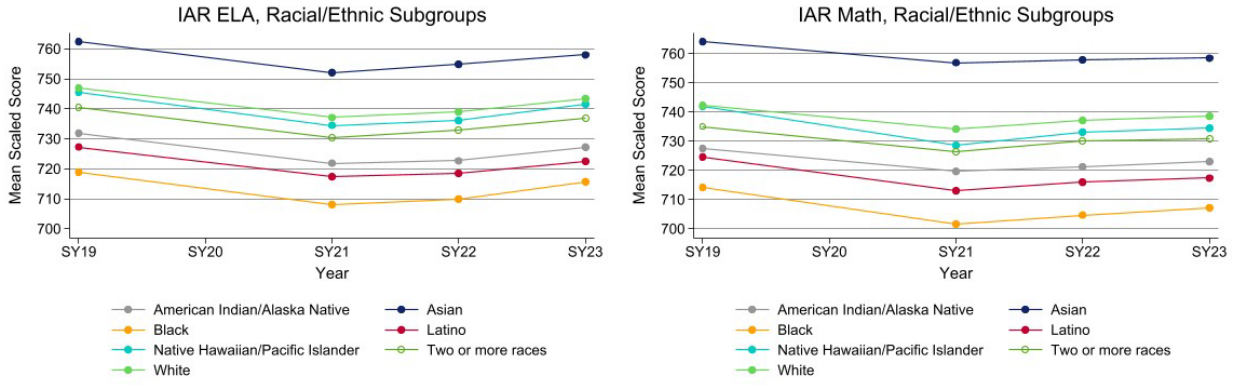
Heterogeneous Trends by Student Demographic Characteristics

With the disruption of the pandemic, several preexisting achievement disparities between student demographic groups grew wider (Cashdollar et al., 2022b). We now show differences in recovery trends across those groups. Our goal is to enrich the discussion on directing resources and support to those student groups who may have greater recovery needs, while also recognizing that these gaps existed even before the pandemic context and are a result of systemic inequities and exclusions.

Table A6 shows that all groups of students in Grades 3 through 8 are recovering from their initial declines in average IAR test scores in SY21 across both subjects, ELA and Math. However, the rates of

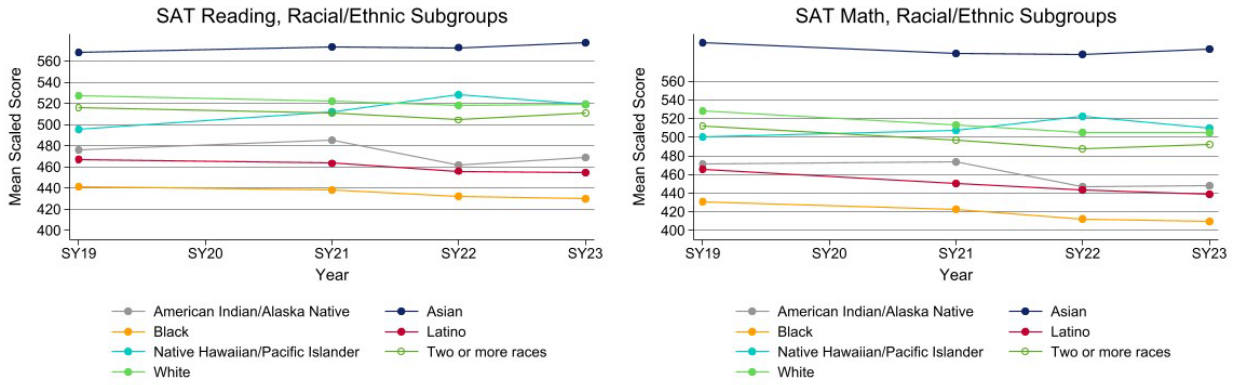
recovery are not the same across groups, as detailed in Figure 8. Specifically, Black and Latino students dropped the most in SY21 compared to SY19, widening pre-existing gaps. Black students then recovered more quickly in both ELA and Math from SY21 to SY23, while Latino students recovered apace with other racial/ethnic groups. Yet, given the size of the initial losses, Black and Latino students still face the greatest losses in SY23 relative to SY19. On average, Black students remain 5% behind their own SY19 achievement in ELA and 11% behind in Math, while Latino students are 6% behind in ELA and 10% behind in Math. As a result, we now observe wider racial/ethnic achievement gaps than before the COVID-19 pandemic, especially between White and Asian students with Black students and Latino students.

Figure 8. *Illinois average IAR trends for Grades 3 through 8 in ELA and Math, by race/ethnicity groups.*



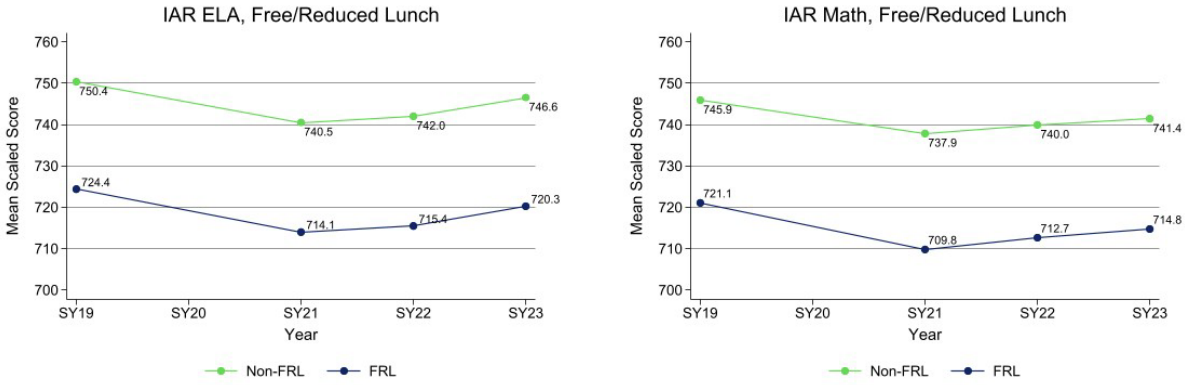
As before, SAT trends are different. In both subjects, all racial/ethnic groups (except for Asian and Native Hawaiian/Pacific Islander students) have had a consistent downward trend since SY19, especially Black and Latino students. Both Black and Latino students declined by 5% from SY19 to SY23 in SAT Reading and by 9% and 10%, respectively, in SAT Math. These trends are shown in Figure 9. Additional details are included in Table A6.

Figure 9. *Illinois average SAT trends for Grade 11 in Reading and Math, by race/ethnicity groups.*



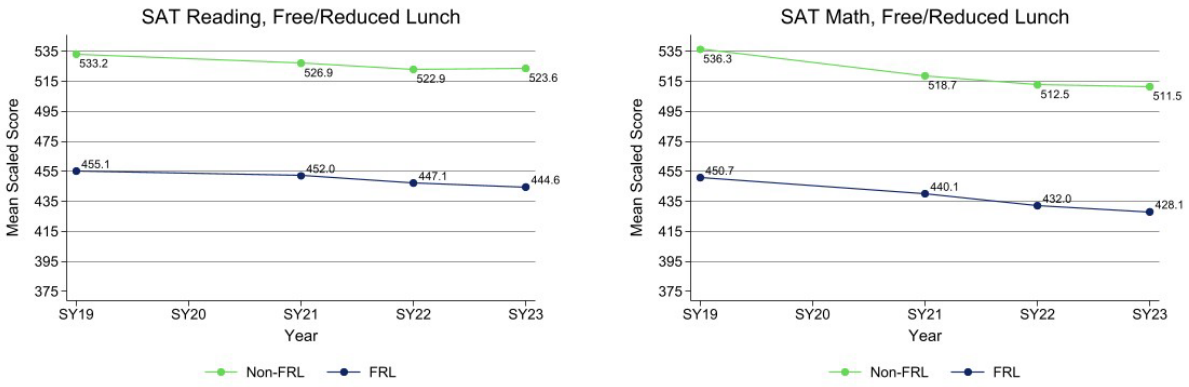
We also explored the difference in recovery by students' eligibility for FRPL in Illinois. While students in Grades 3-8 who were eligible for FRPL lost more than non-eligible students at the outset of the pandemic, they have since recovered more quickly from SY21 to SY23 in both ELA and Math. Yet they remain further behind pre-pandemic levels than their non-eligible counterparts, as shown in Figure 10. Specifically, students not eligible for FRPL declined from SY19 to SY23 by 4% in ELA and 5% in Math, whereas students eligible for FRPL showed declines of 6% in ELA and 9% in Math.

Figure 10. *Illinois average IAR trends for Grades 3 through 8 in ELA and Math, by FRPL eligibility.*



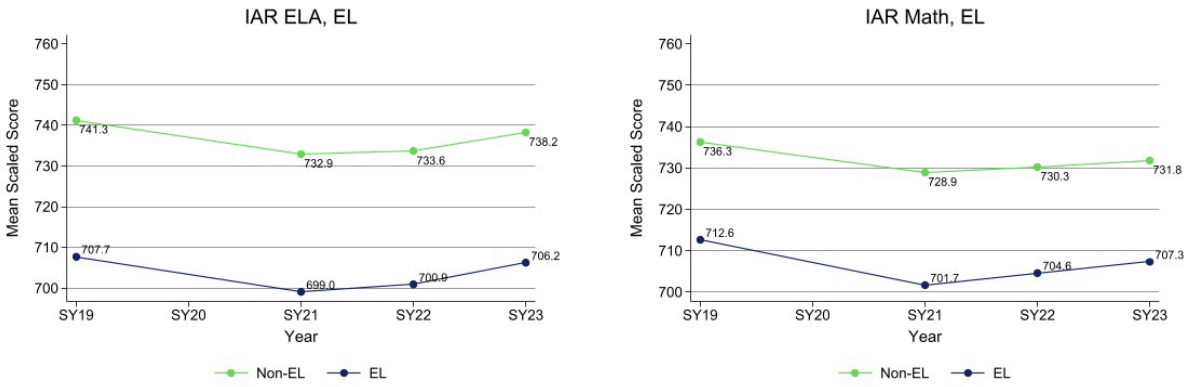
For high schoolers (see Figure 11), SAT scores also show different trends for students eligible for FRPL and students who were not eligible. While we noted a decline in test scores overall from SY19 to SY23, these were 3% and 7% in ELA and Math, respectively, for students not eligible for FRPL, and 4% and 9% for students eligible for FRPL. The extant gaps seem to be widening further for already disadvantaged students. Table A7 includes these changes.

Figure 11. *Illinois average SAT trends for Grade 11 in Reading and Math, by FRPL eligibility.*



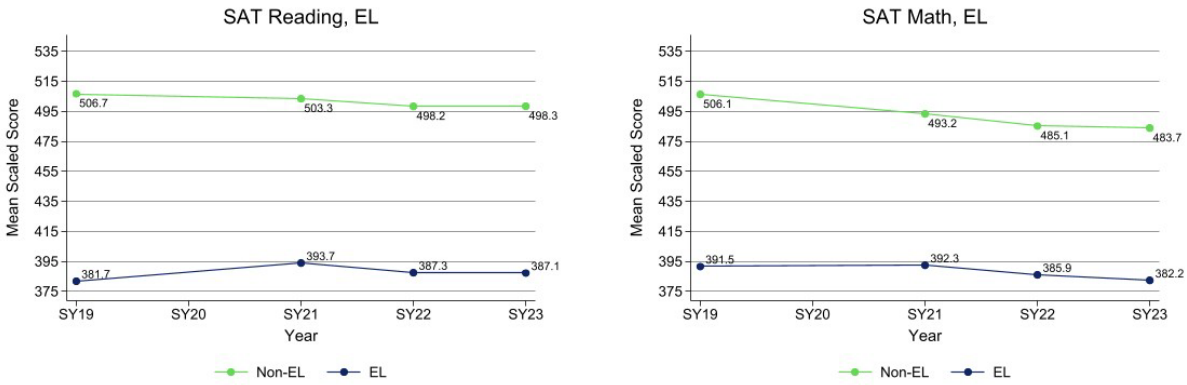
We also explored differences in trends for EL students and students who were not classified as ELs in IAR scores. Figure 12 shows that Math held larger declines from SY19 to SY23 for EL students compared to non-EL students (8% vs. 5%, respectively) and that declines were similar in ELA—both groups declined at 3% in ELA for IAR. And while in percent change declines in ELA were the same, in absolute terms, EL students are almost back to the SY19 average.

Figure 12. *Illinois average IAR trends for Grades 3 through 8 in ELA and Math, by EL status.*



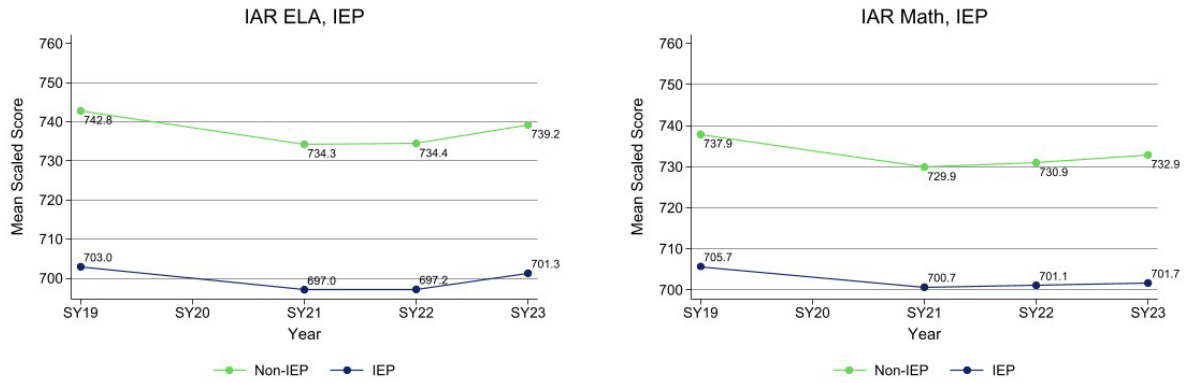
Once more, SAT average scores show a different trend, as shown in Figure 13. In Reading, ELs show an average *increase* in test scores from SY19 to SY23 of 3%, whereas non-EL high school students show a decline of 3% in the same subject. In Math, both groups show a decline, but ELs have a smaller average decline (5%) than 11th graders who were not in the EL group (7%). This finding is especially important given that the overall trend in SAT scores is declining. It is possible that additional supports offered to EL students or preparation for ACCESS testing were able to compensate for declines elsewhere. It is also possible that the upward trend of Asian students, some of whom are ELs, lifted these scores—although Latino students make up more than 77% of ELs in SY23 (Lopez, 2023), and they experienced steeper declines than other groups. Finally, it is also possible that identification of ELs was somewhat different during SY21. Table A7 includes additional details.

Figure 13. *Illinois average SAT trends for Grade 11 in Reading and Math, by EL status.*



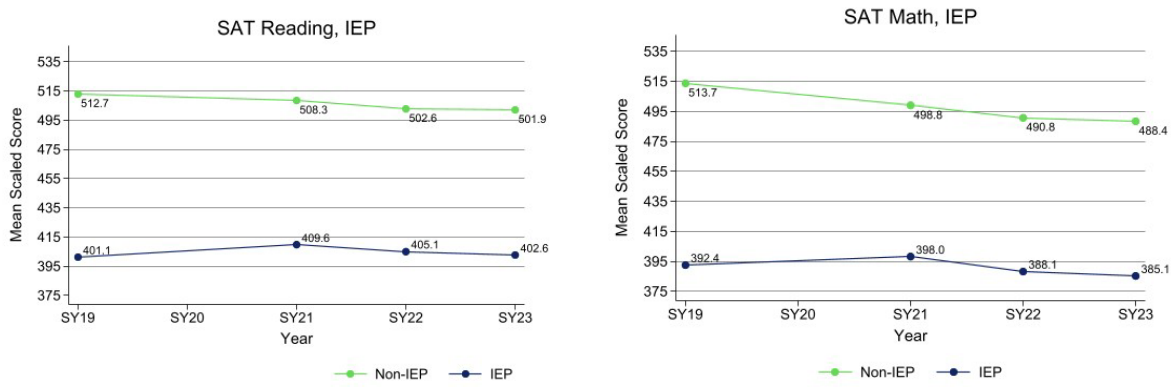
Finally, we also explored differences in IAR test score trends for students with an IEP as compared to other students. In ELA, the rates of decline were nearly the same for both groups (3% and 4%, respectively), as shown in Figure 14. But, as for EL students, in absolute terms, IEP students' average score in SY23 was closer to the average score for this group of students in SY19. In Math, non-IEP students showed an average decline of about 6% from SY19 to SY23, whereas IEP students averaged a decline of 7%. Table A7 includes additional details.

Figure 14. *Illinois average IAR trends for Grades 3 through 8 in ELA and Math, by IEP status.*



For high-schoolers, SAT test score trends also show a different picture in Figure 15. In Reading, IEP students showed an increase in test scores from SY19 during the first two years after the COVID-19 pandemic, with a smaller total increase by SY23 of 1%. They remain above their average SAT Reading scores for SY19. For non-IEP students, however, we noted the opposite trend in SAT Reading scores. In Math, declines from SY19 to SY23 for high school students with IEPs were half that of students without IEPs—specifically, non-IEP students saw declines of 8%, whereas IEP students' declines were 4%.

Figure 15. *Illinois average SAT trends for Grade 11 in Reading and Math, by IEP status.*

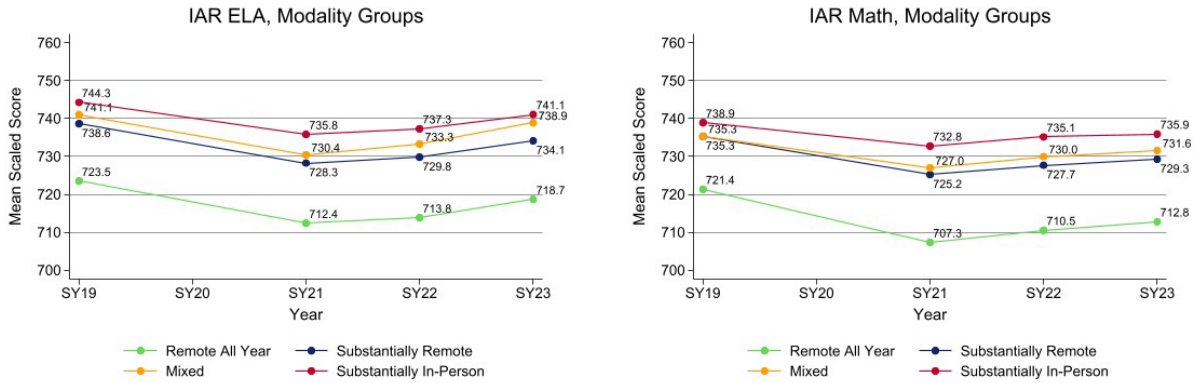


Heterogeneous Trends by Modality of Instruction During SY21

In Barragan Torres et al. (2022), we classified schools into four modality groups based on the instruction they offered to students during SY21: Substantially In-person, Mixed, Substantially Remote, and Remote All Year, where Substantially In-person schools offered the most in-person instruction and schools in the Remote All Year group offered the most remote instruction. These four groups of schools also had different student characteristics, where Remote All Year schools were more likely to serve students of color, more students eligible for FRPL, and more ELs. In SY19, this group of schools was already below all others in terms of IAR test scores.

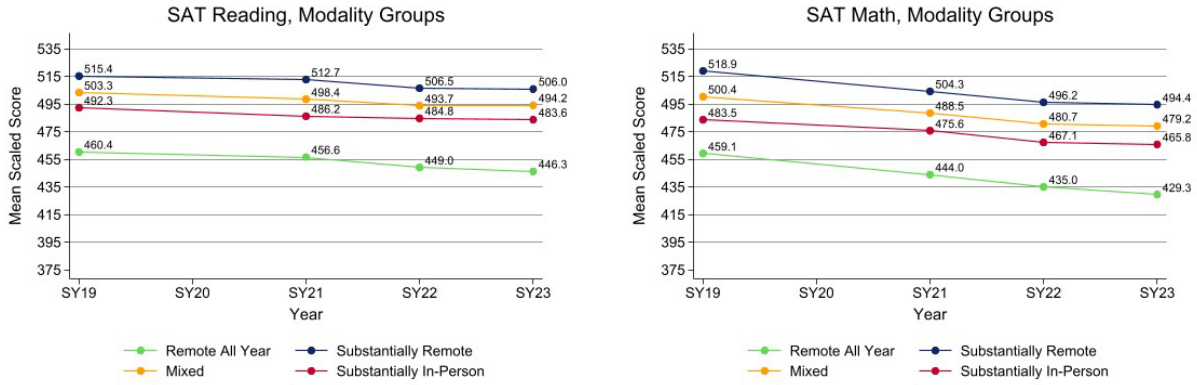
In Figure 16, we show the different recovery trends in ELA and Math IAR scores for all four groups. In ELA, student declines in average scores from SY19 to SY23 for schools that were Remote All Year were 7%, whereas Substantially Remote schools declined by 5%. Schools that were Mixed declined by 2%, while Substantially In-person schools declined by 3%. In Math, average declines were larger, ranging from 12% in Remote All Year schools to 3% for Substantially In-person schools; Substantially Remote schools averaged a 7% decline, and Mixed schools were at 4%. All details are included in Table A8.

Figure 16. *Illinois average IAR trends for Grades 3 through 8 in ELA and Math, by modality of instruction in SY21.*



In SAT trends, we noted no difference across modality groups in terms of average percent (3%) declines in Reading, except for schools that were Remote All Year (5%), as shown in Figure 17. In Math, declines were larger for all groups; schools in Mixed and Substantially Remote modality groups declined, 7%, and 8%, respectively, whereas Substantially In-person schools declined by 6% and Remote All Year schools declined 12%, increasing already existing gaps on average SAT scores across groups.

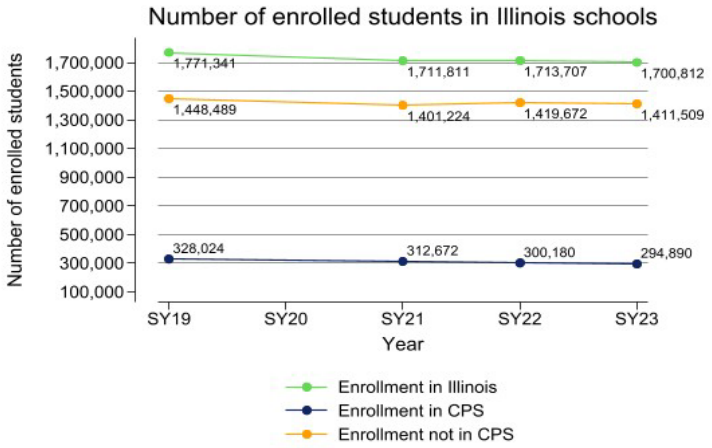
Figure 17. *Illinois average SAT trends for Grade 11 in Reading and Math, by modality groups.*



Enrollment Trends

Student enrollment has been declining for a number of years, but enrollment dropped sharply from SY19 to SY23 (Advance Illinois, 2022). Figure 18 shows the number of students in Illinois enrolled in each school year in Grades 1 through 12 as well as the trends for CPS and non-CPS districts (in the same grades). Illinois enrollment has decreased 4% since SY19, whereas enrollment in CPS decreased 9%—thus, decreases in enrollment in CPS have been more rapid than the state overall. This could be explained in part by students changing school districts within the state (in the Chicago area) as they exit CPS. In fact, examining enrollments for all districts in Illinois without CPS, we see that the decline in overall student enrollment was just 2%.

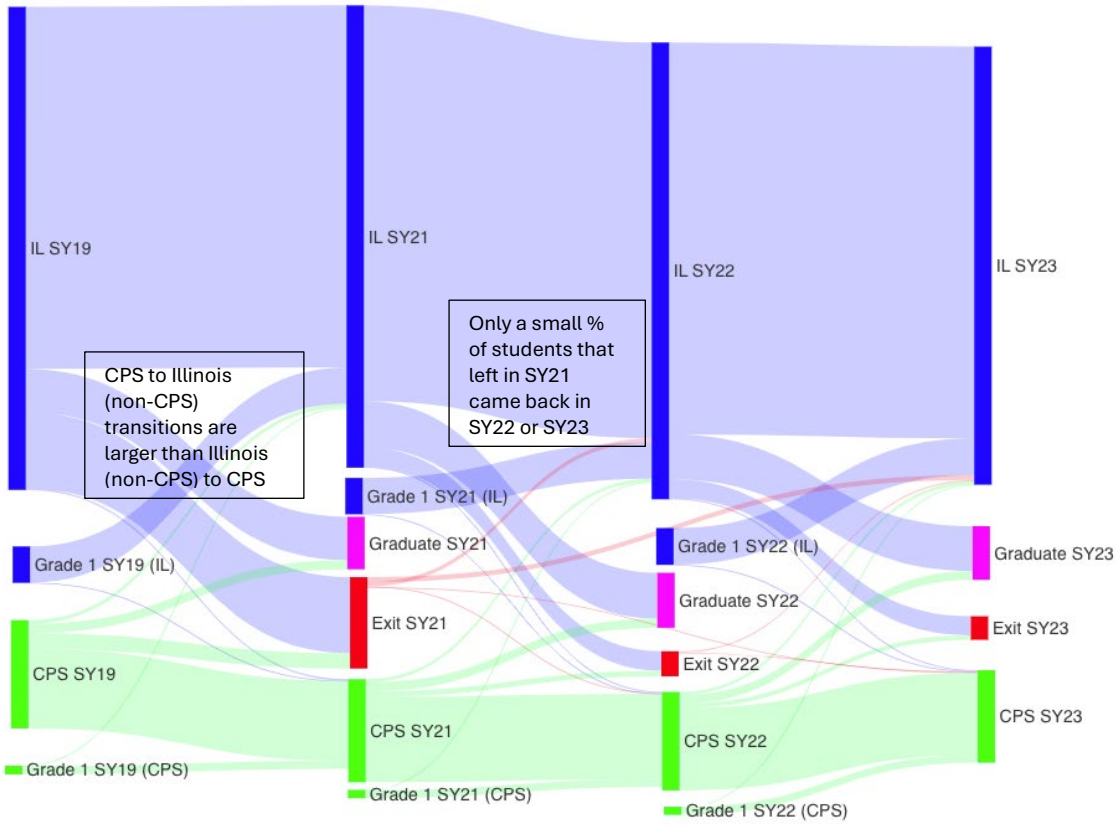
Figure 18. *Illinois and CPS enrollment trends from SY19 to SY23 (Grades 1 to 12).*



Note: Counts reflect the number of students enrolled in CPS and non-CPS districts at any point within an academic year; students can be enrolled in multiple districts within the same year (for example, if they move mid-year). In turn, the green line denoting total enrollment in Illinois is not equal to the addition of the two other lines.

Next, we explored the extent to which students were moving between CPS and non-CPS districts versus leaving Illinois public schools entirely. Figure 19 shows enrollment transitions for non-CPS and CPS students in Illinois from SY19 to SY23, documenting natural enrollment changes (first grade entrances and Grade 12 exits) as well as some movements across non-CPS districts in Illinois and CPS. The number of students in each transition is displayed in Appendix C, Table C2. Here, we note that a larger number of students moved to non-CPS school districts from CPS than the number in the other direction each year. Given concerns about heightened enrollment drops during the main pandemic year (SY21), we also wanted to see what proportion of students who exited IL public schools in SY21 came back to the state's education system. We observed that only a small proportion of these students did come back. In SY22, 4.6% of SY21 exiting students returned to non-CPS districts, and another 0.8% returned to CPS. Slightly more SY21 exiting students returned in SY23; 5.5% returned to non-CPS districts, while 1.0% returned to CPS.

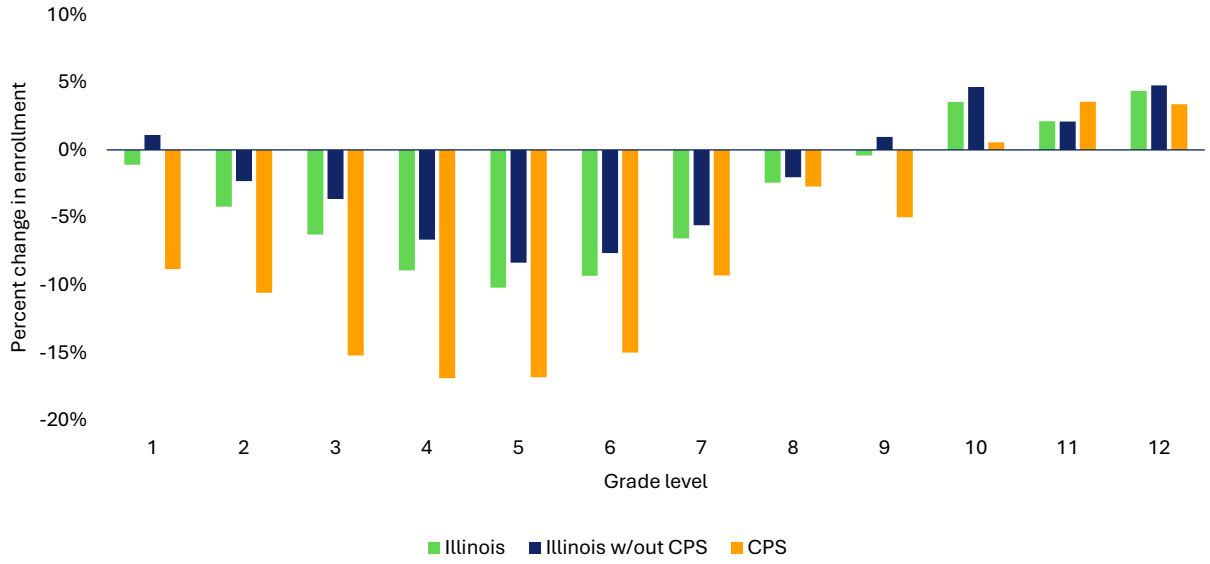
Figure 19. *Illinois non-CPS districts and CPS enrollment flows from SY19 to SY23 (Grades 1 to 12).*



Notes: All IL lines refer to Illinois without CPS; CPS is of course part of Illinois, but, for pithiness in a complex diagram, we refer to non-CPS districts as "IL." IL SY19, IL SY21, ILSY22, and IL SY23 and CPS SY19, CPS SY21, CPS SY22, and CPS SY23 include student enrollment in all grade levels in Illinois (non-CPS) and CPS, respectively—excluding Grade 1 and Grade 12. Exit SY21, Exit SY22, and Exit SY23 include students that have left the education system for reasons other than Grade 12 exits either in Illinois (non-CPS) or in CPS. Grade 1 (IL) defines students entering Grade 1in Illinois (non-CPS) in each year, and Grade 1 (CPS) defines students entering Grade 1in CPS in each year. Graduate nodes include students in Grade 12 who are expected to exit the education system naturally the following year. Students in this figure include students that were assigned to a district. Student counts do not account for mid-year transitions and/or multiple enrollments. Details in Table C2.

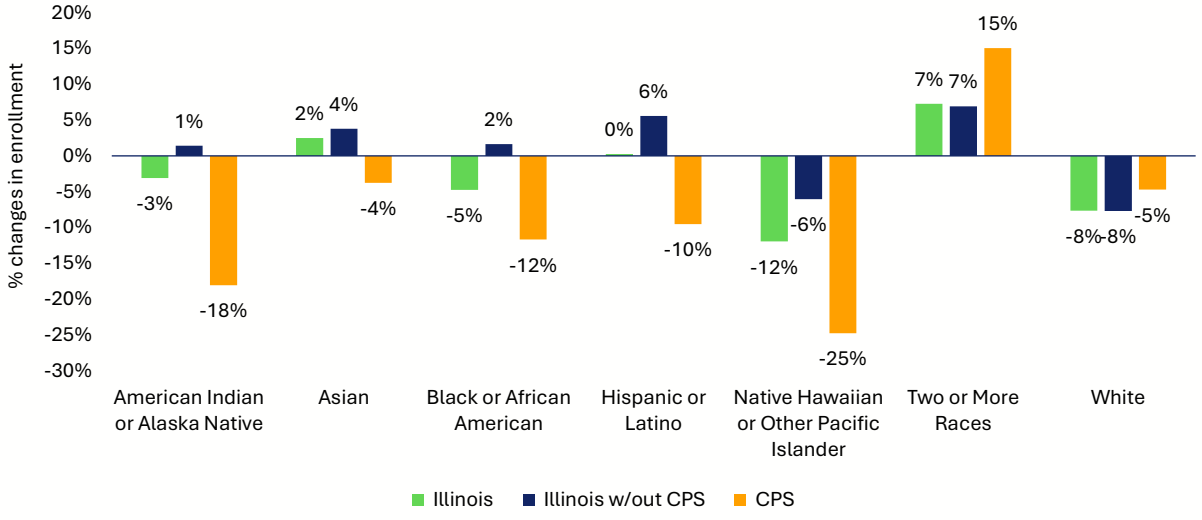
We were also interested to see how these trends varied by grade. Figure 20 shows important differences in enrollment changes across grades. First, we note that enrollment rates in CPS are more rapidly declining than rates in Illinois. However, we noted that declines in enrollment are occurring in the middle school grades, beginning in Grade 3 and ending before high school. High school enrollment numbers, on the other hand, seem to be increasing both in Illinois and in CPS. Table C1 includes all enrollment numbers from SY19 to SY23.

Figure 20. *Illinois and CPS enrollment changes by grade from SY19 to SY23.*



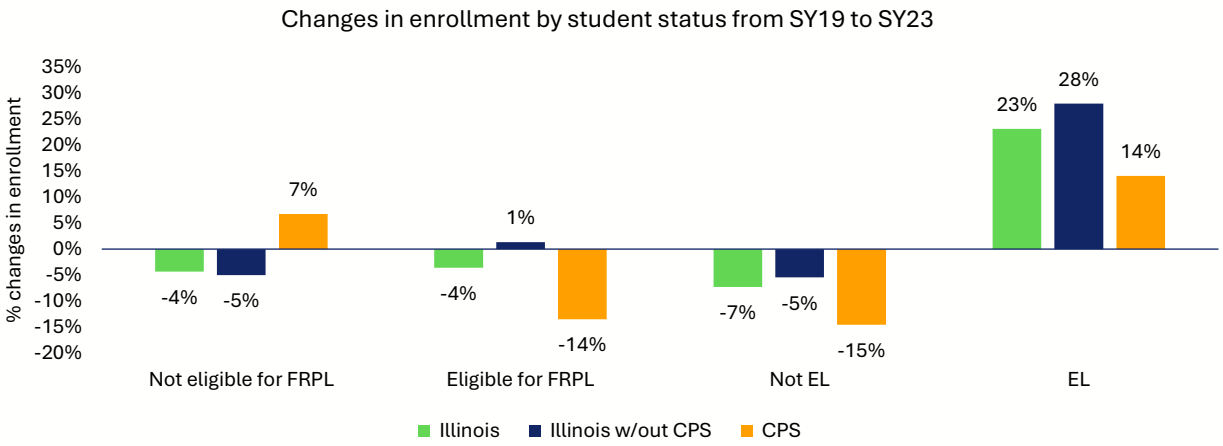
Understanding how enrollment patterns vary across student characteristics is also important to understanding changes in the student body of Illinois schools. As shown in Figure 21, in Illinois Native Hawaiian and Pacific Islander students, as well as White students, showed greater declines from SY19 to SY23 than other racial/ethnic groups. Black/African American students took the third spot for greatest enrollment declines. In contrast, the enrollment of Latino students has not changed since SY19 in Illinois, whereas students identifying with Two or More races have increased their enrollment in our state. All trends are in the same direction, though at much larger magnitudes in CPS, with two main exceptions: first, the enrollment of Asian students in CPS is decreasing, but overall Asian student enrollment in Illinois is increasing; and second, Latino student enrollment is decreasing in CPS, but increasing in non-CPS districts.

Figure 21. *Illinois and CPS enrollment changes by race/ethnicity from SY19 to SY23.*



We also explored patterns of enrollment across students eligible for FRPL and ELs. In Figure 22, we show that students not eligible for FRPL showed a small decline in Illinois, but a positive enrollment change in CPS. Students eligible for FRPL, on the other hand, increased slightly in non-CPS districts but declined by 14% in CPS. For EL students, we noted that enrollment of this group of students has increased considerably, and, in SY23, it was 23% higher than in SY19 in Illinois and 14% higher in CPS. Enrollment of non-EL students, however, decreased by 15% in CPS and 7% in Illinois.

Figure 22. *Illinois and CPS enrollment changes for FRPL and EL students from SY19 to SY23.*



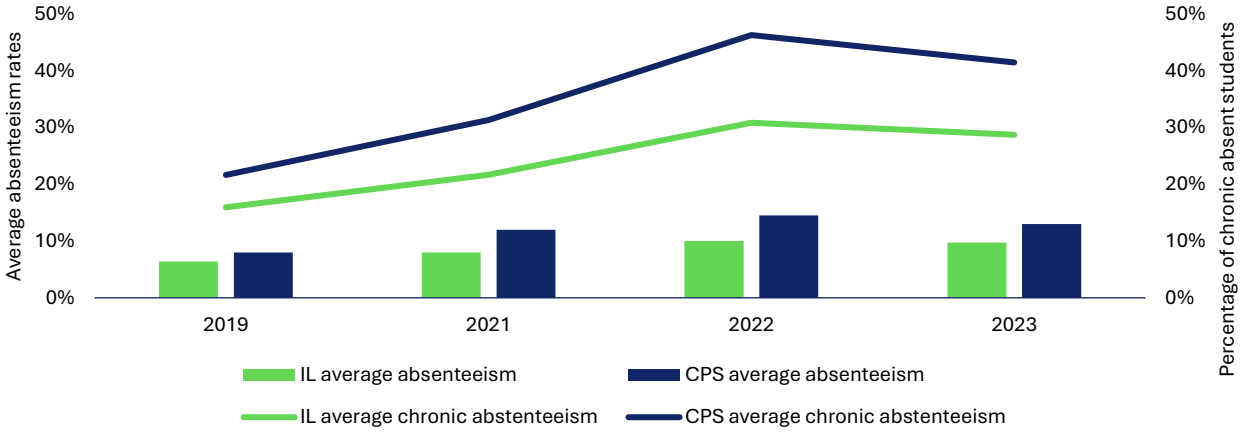
Attendance Trends

According to recent studies, national attendance patterns have changed drastically since SY19, likely as a consequence of the COVID-19 pandemic, with recent national estimates indicating chronic absenteeism rates at 26% (Mervosh & Paris, 2024). To calculate monthly attendance, we divided the number of days that each student was absent in a month (whether excused or not) by the total number of days of district instruction each month. To calculate yearly attendance, we divided the number of absences in the year by the total days of district instruction that year. We calculated chronic absenteeism (CA) by identifying the percentage of students with absences higher than 10% of the school year. In this section, we explore yearly and monthly attendance patterns overall in Illinois and CPS, as well as differences across grades and across different student groups. For SY23, the minimum legal days of instruction was 177 days (175 from SY19-SY22); however, each district has its own requirements and the range of average days of instruction is large. Using the state minimum legal standard for days of instruction, we estimate that missing 10% of instruction is the equivalent of missing about 18 days of class.

Figure 23 shows average absenteeism of students in Illinois and CPS each year since SY19. As shown, yearly absenteeism has increased in Illinois and CPS—the latter at a higher rate. Absenteeism rates peaked in SY22 and have decreased since; however, they remain 3 to 5 percentage points higher than in SY19. In turn, CA rates saw a tremendous increase from SY19 to SY23, reaching more than 45% in CPS and

slightly more than 30% in Illinois at their peaks. In SY19, chronic absenteeism rates in Illinois were at about 20% in CPS and 16% across Illinois.[6]

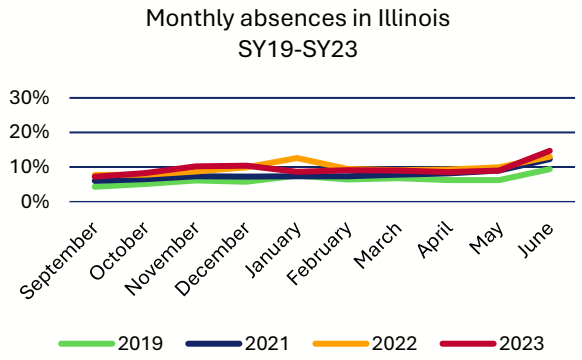
Figure 23. *Illinois and CPS yearly absenteeism trends from SY19 to SY23.*



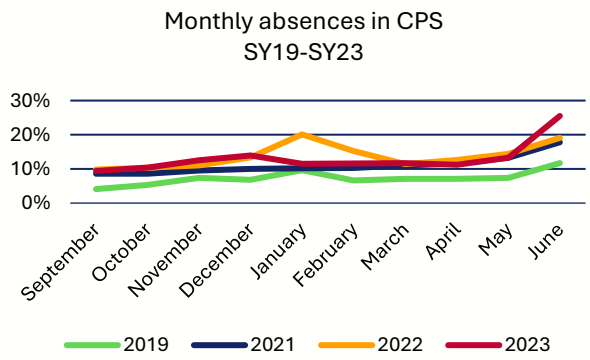
In addition to student characteristics, scholars have hypothesized that grade level and month of the year could also be related to differences in absences and CA rates (Koopmans, 2011). To explore these differences, in Figure 24 we show monthly attendance rates by year for all students in Illinois and CPS.[7] These figures highlight two key trends: first, that absenteeism has increased since SY19 but has remained about the same since SY22; and second, that absenteeism rates are lower in the beginning of the year than towards the end of the year. One exception is the month of January in SY22, when the Omicron variant of COVID-19 peaked (Taylor et al., 2022).

Figure 24. *Illinois and CPS monthly absenteeism rates from SY19 to SY23.*

a. Illinois



b. CPS

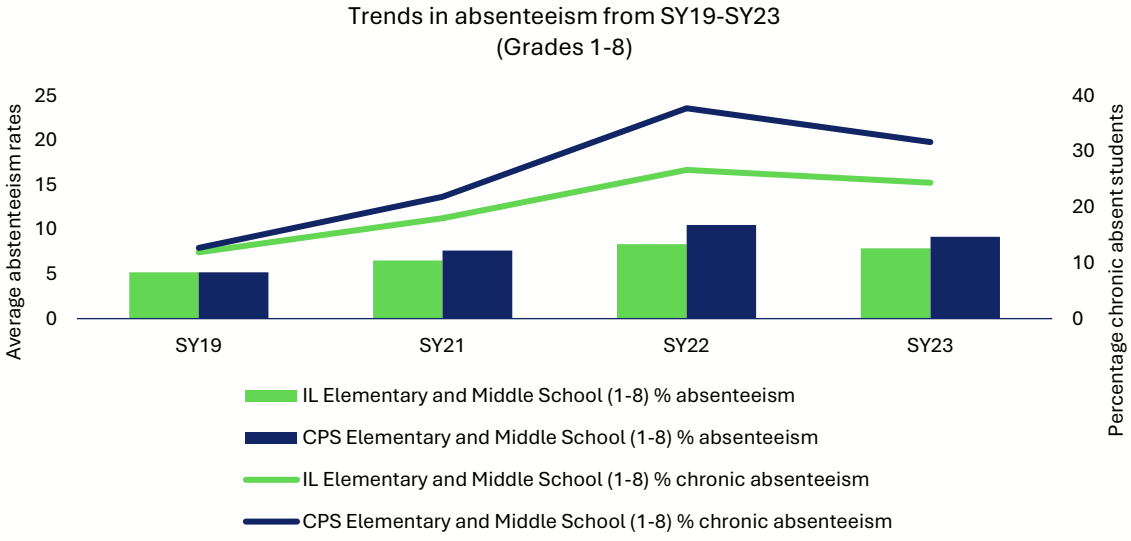


[6] It could be the case that some of the differences in these rates could be explained by different district and county public health policies related to students experiencing COVID-19 as well as other infectious diseases.
[7] Appendix D shows all rates for each month in each year in Illinois and CPS.

Absenteeism rates also vary considerably by grade. While rates of absenteeism each year have increased across the board, rates in high school grades increased most, by nearly 5 percentage points in SY23 relative to SY19 in Illinois, as shown in Figure 25. Elementary grades remained below a 3-percentage point increase between SY19 and SY23. In CPS, absenteeism also increased more in the high school grades, reaching more than a 7-percentage point increase in Grades 9 through 12 compared with a 4-percentage point increase in Grades 1 through 8.[8]

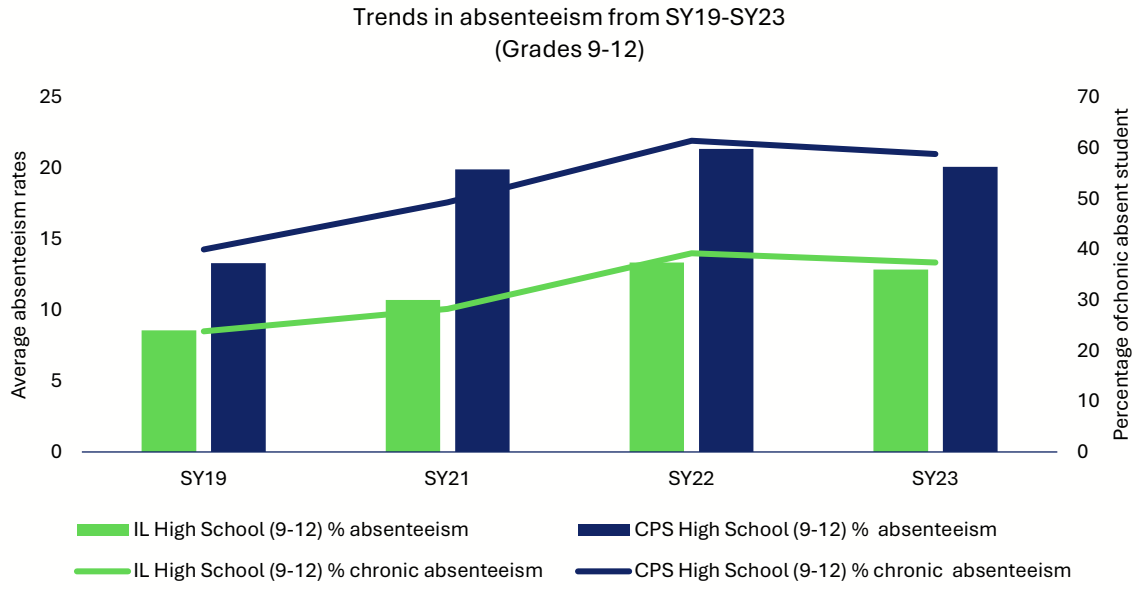
Statewide, chronic absenteeism increased by 11 to 15 percentage points across grade levels from SY19 to SY23, representing more than a doubling of SY19 rates for Grades 1 through 8. In CPS, chronic absenteeism started higher than the state average, especially in the high school grades (in Figure 25b), and it increased more, more than doubling SY19 rates for Grades 1 through 8.

Figure 25a. *Absenteeism rates in elementary and middle school in Illinois and CPS from SY19 to SY23.*



[8] Tables E1 and E2 includes all absenteeism rates across all grades for each year.

Figure 25b. *Absenteeism rates in high school in Illinois and CPS from SY19 to SY23.*



We also saw increased absenteeism across all race/ethnicity groups, as shown in Figure 26. Statewide, Black, American Indian/Alaska Native, and Latino students had the highest rates of absenteeism in SY19, and Black and Latino rates increased the most by SY23 (by 4.7 and 4.3 percentage points, respectively), widening pre-existing gaps. Similarly, chronic absenteeism (shown in Table E3) increased most among Black and Latino students. Trends in CPS were similar, with Black and Latino students showing the greatest increases in absenteeism and, along with Native Hawaiian/Other Pacific Islander students, the greatest increases in chronic absenteeism. In SY22, 49% of Black students statewide and 56% of Black students in CPS were chronically absent, with rates decreasing only slightly in SY23 (see Table E4).

Figure 26. *Illinois average absenteeism and chronic absenteeism rates from SY19 to SY23.*

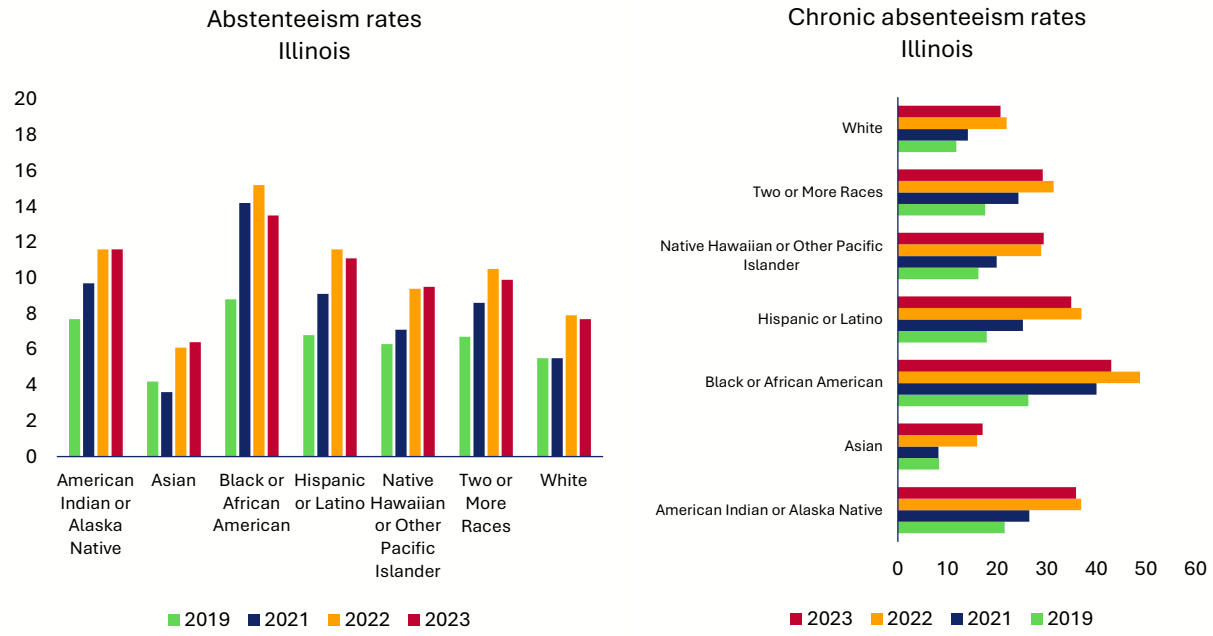
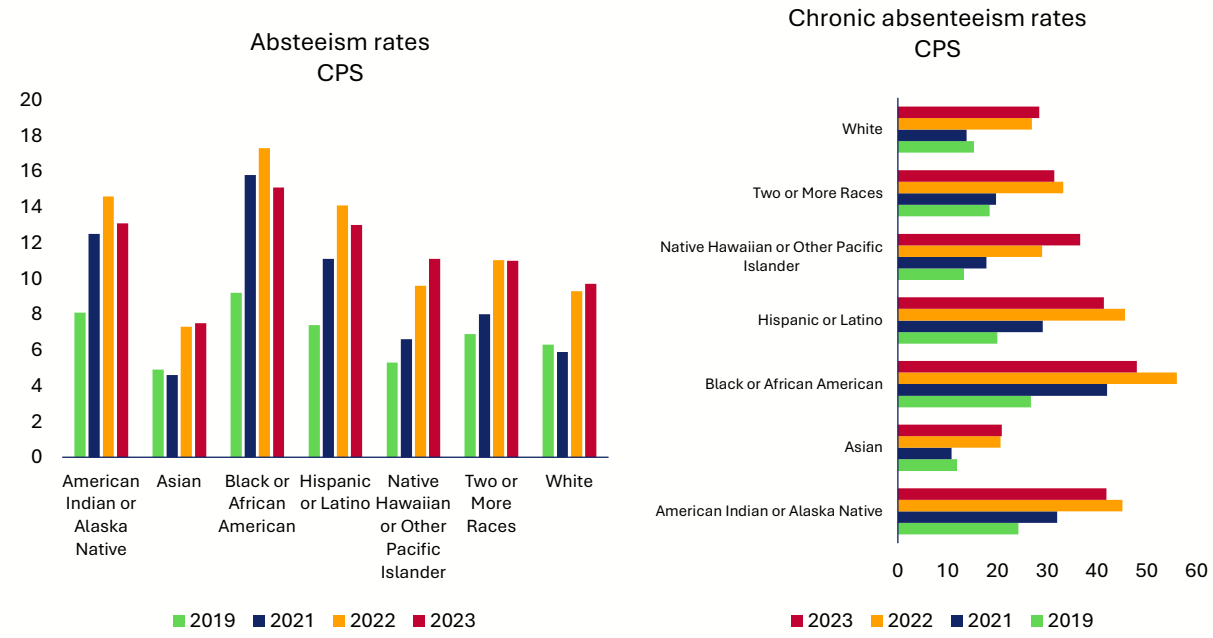


Figure 27. *CPS average absenteeism and chronic absenteeism rates from SY19 to SY23.*



Finally, we compare trends in absenteeism rates for students eligible for FRPL and EL students to their counterparts who are not part of these student groups. Figure 28a shows that while all student groups saw an increase in absenteeism rates, students eligible for FRPL had slightly higher rates in SY19 than students not eligible, and the gap widened significantly. Absenteeism among FRPL-eligible students reached

its peak in SY22 at 13% and decreased slightly to 12% in SY23. EL student absenteeism also increased slightly more than among non-EL students; however, the increase was about 3 percentage points and the gap with non-EL students remained below 1 percentage point. In Figure 28b, we show the rates for CPS, where we note that, while students eligible for FRPL and EL students also displayed increases in absenteeism rates since SY19, EL students in CPS consistently had a lower absenteeism rate than their non-EL counterparts.

Statewide, chronic absenteeism also was higher in SY19 and increased more by SY23 among students eligible for FRPL and ELs compared to non-FRPL and non-EL students. Like with absenteeism, initial differences were larger and grew more between FRPL-eligible students compared to non-eligible students. Trends were similar in CPS, though chronic absenteeism rates were higher overall, reaching about 51% for students eligible for FRPL in SY22 (decreasing to 45% in SY23) and 38% for EL students in SY23. Absenteeism and chronic absenteeism rates by FRPL and EL status are shown in Appendix Tables E5 and E6.

Figure 28a. *Illinois absenteeism and chronic absenteeism rates across student groups from SY19 to SY23.*

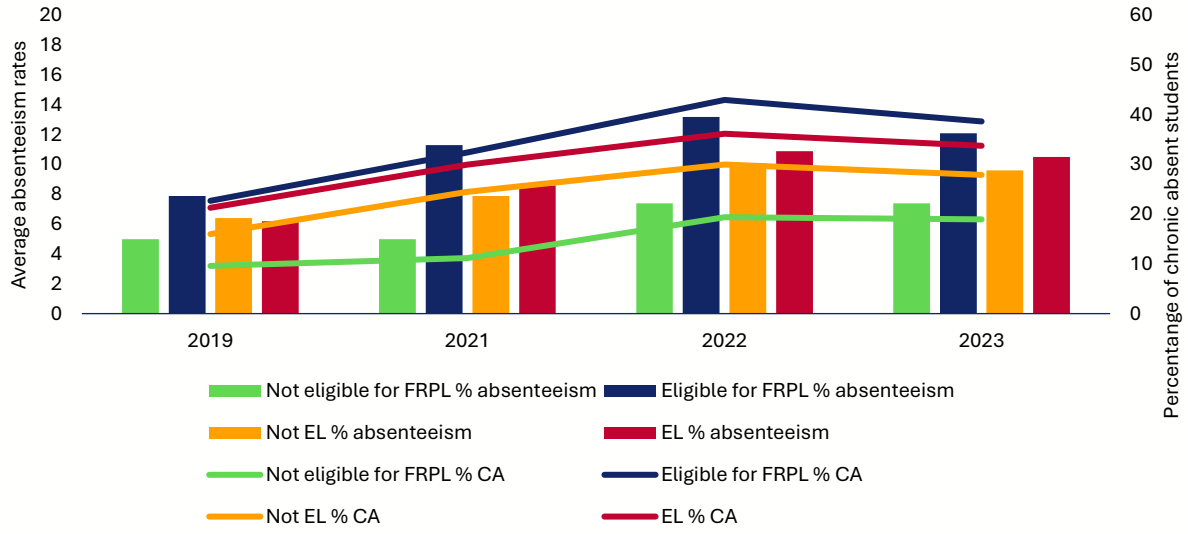
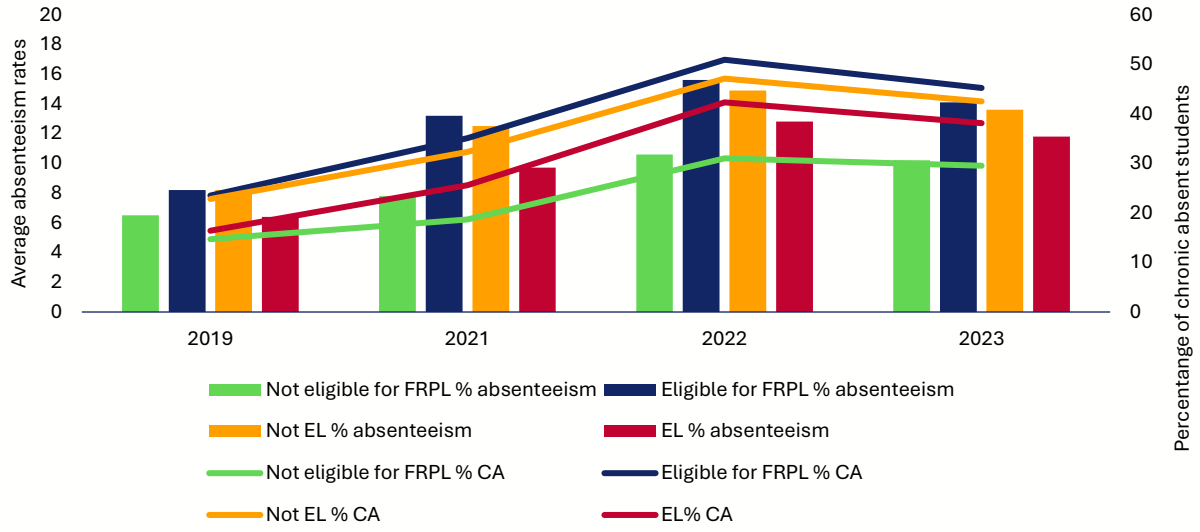


Figure 28b. *CPS absenteeism rates across student groups from SY19 to SY23.*



Conclusion and Implications

Illinois has faced a wide range of educational disruptions due to the COVID-19 pandemic. We show that while our state has begun and is on the pathway to recovery, we are not back to pre-pandemic levels of achievement, enrollment, or attendance. These trends show that different student groups, schools, and districts have distinct needs and, often, disparities that have continued and widened since COVID's onset. In particular, Black and Latino students, students who are eligible for FRPL, and students who experienced more time in remote instruction during SY21 had larger achievement declines by SY23 than their counterparts, and students in these same groups experienced the greatest increases in absenteeism and chronic absenteeism.

While some of these trends have been recognized nationwide, high school trends had not been closely examined before. The fact that SAT test trends have been continuously decreasing since before SY21 is alarming, signaling that students who are finishing high school are less prepared for post-secondary education and the workforce. Additionally, some universities require SAT scores for admission, and students may have less competitive applications.

Student enrollment in Illinois declined sharply after SY19, but this cannot entirely be attributed to the COVID-19 pandemic, as Illinois Report Card data show a consistent decrease in enrollment in the state since SY18—in fact, an Advance Illinois (2022) report showed decreases in SY15. In CPS, student enrollment has decreased more rapidly than the rest of the state, and many students have changed school districts within the state (i.e., left CPS but stayed in Illinois). An important exception in overall enrollment trends is high school enrollment, which has been increasing in recent years.

Another issue we highlight in this report is the rapid increase in absenteeism and chronic absenteeism rates across grade levels and student demographic groups. Chronic absenteeism peaked at 30% in Illinois in SY22 and 45% in CPS, far exceeding national trends (26%, as shown in Mervosh & Paris, 2024), and rates remain high in Illinois and CPS. Students missing more than 18 days of school (10% of the minimum legal standard) may face more challenges with learning and development. Since we show that high

school students are experiencing the highest absenteeism rates, addressing attendance at this specific level is vital—it could potentially be a reason for the continued decrease in high school SAT scores, although more research is necessary to show this relation. Similarly, given that Black, Latino, and FRPL-eligible students also experience much higher absenteeism rates, especially in CPS, providing these groups of students with more resources could help them address systemic barriers to school attendance. We note that, in sharing these findings with state stakeholders, many have raised two potential explanatory factors for increased absenteeism: (a) schools truly encouraging students to stay home when sick in a post-pandemic context and (b) a new state policy allowing students to take mental health days as excused absences. Relatedly, Black and Latino students were more exposed to infectious diseases during the pandemic years (Robertson et al., 2022) .

This report describes the academic recovery of Illinois students three years after the pandemic began, during which time Elementary and Secondary School Emergency Relief (ESSER) funds were available to districts. These funds are set to end without renewal in the coming months (September 2024). Findings from this study can inform how the state's limited resources are directed to support student groups and districts in most need as they work to recover the healthy state of the Illinois education system.

Cited Works

Advance Illinois. (2022). *The State We're In 2022: A Look at the Impact of COVID-19 on Education in Illinois*. https://static1.squarespace.com/static/600f23f8f34cf13b28ba7d64/t/62e17cbaa490a10f48ae8239/1658944711322/2022-SWI_single+page.pdf)

Barragan Torres, M., Cashdollar, S., Wang, Y., & Bates, M. (2022). Trends in School Instructional Modality during the 2020-21 School Year. Learning during the Pandemic in Illinois Series. Part 1. *Online Submission*. https://eric.ed.gov/?id=ED624501

Blagg, K., Gutierrez, E., & Lee, V. (2021). How COVID-19-Induced Changes to K-12 Enrollment and Poverty Might Affect School Funding. Research Report. *Urban Institute*. http://files.eric.ed.gov/fulltext/ED613234.pdf

Burtis, E., & Goulas, S. (2023, October 12). *Declining school enrollment since the pandemic*. Brookings. https://www.brookings.edu/articles/declining-school-enrollment-since-the-pandemic/

Cashdollar, S., Wang, Y., Barragan Torres, M., & Bates, M. (2022a). Does School Instructional Modality Predict Average School Achievement? Learning during the Pandemic in Illinois Series. Part 2. *Online Submission*. https://eric.ed.gov/?id=ED624503

Cashdollar, S., Barragan Torres, M., Wang, Y., & Bates, M. (2022b). Does Student Instructional Modality Predict Student Achievement? Learning During the Pandemic in Illinois Series. Chicago, IL: Illinois Workforce and Education Research Collaborative (IWERC), Discovery Partners Institute, University of Illinois. https://dpi.uillinois.edu/applied-research/iwerc/current-projects/learningmodalities/

Cohodes, S., Goldhaber, D., Hill, P., Ho, A., Kogan, V., Polikoff, M., Sampson, C., & West, M. (2022). Student Achievement Gaps and the Pandemic: A New Review of Evidence from 2021-2022. *Center on Reinventing Public Education*. http://files.eric.ed.gov/fulltext/ED622905.pdf

CRPE. (2023). *The State of The American Student: Fall 2023*. https://crpe.org/wp-content/uploads/State-of-the-Student-23_Executive-Summary.pdf

Darling-Aduana, J., Woodyard, H. T., Sass, T. R., & Barry, S. S. (2022). *Learning-mode choice, student engagement, and achievement growth during the COVID-19 pandemic*. National Center for Analysis

of Longitudinal Data in Education Research (CALDER). https://caldercenter.org/sites/default/files/CALDER%20WP%20260- 0122.pdf

Dee, T. S. (2024). Higher chronic absenteeism threatens academic recovery from the COVID-19 pandemic. *Proceedings of the National Academy of Sciences of the United States of America*, *121*(3), e2312249121.

Dee, T. S., & Murphy, M. (2021). Patterns in the Pandemic Decline of Public School Enrollment. *Educational Researcher* , *50*(8), 566–569.

Domina, T., Hashim, A., Kearney, C., Pham, L., & Smith, C. (2022). *COVID-19 and the system resilience of public education: A view from North Carolina*. Urban Institute. https://www.urban.org/research/publication/covid-19-and-system-resiliencepublic-education-view-north-carolina

Fahle, E., Kane, T. J., Reardon, S. F., & Staiger, D. O. (2024). The First Year of Pandemic Recovery: A District-Level Analysis. *Education Report Card*. https://educationrecoveryscorecard.org/wp-content/uploads/2024/01/ERS-Report-Final-1.31.pdf

Goldhaber, D., Kane, T., Mceachin, A., Morton, E., Patterson, T., & Staiger, D. (2022). *The consequences of remote and hybrid instruction during the pandemic*. National Center for Analysis of Longitudinal Data in Education Research. https://caldercenter.org/publications/consequences-remote-and-hybridinstruction-during-pandemic

Goulas, S. (2024, March 14). *Breaking down enrollment declines in public schools*. Brookings. https://www.brookings.edu/articles/breaking-down-enrollment-declines-in-public-schools/

Halloran, C., Jack, R., Okun, J. C., Oster, E., & Mit, J. O. (2021). *Pandemic schooling mode and student test scores: Evidence from US states*. NBER Working Papers. https://www.nber.org/papers/w29497

Halloran, C., Hug, C. E., Jack, R., & Oster, E. (2023). *Post COVID-19 Test Score Recovery: Initial Evidence from State Testing Data* (No. 31113). National Bureau of Economic Research. https://doi.org/10.3386/w31113

Ho, A. D. (2008). The Problem With “Proficiency”: Limitations of Statistics and Policy Under No Child Left Behind. *Educational Researcher* , *37*(6), 351–360.

Kogan, V., & Lavertu, S. (2021). *How the COVID-19 pandemic affected student learning in Ohio: Analysis of Spring 2021 Ohio state tests*. John Glenn College of Public Affairs. The Ohio State University. https://glenn.osu.edu/how-covid-19-pandemic-affectedstudent-learning-ohio

Koopmans, M. (2011). Time Series in Education: The Analysis of Daily Attendance in Two High Schools. *Online Submission*. http://files.eric.ed.gov/fulltext/ED546476.pdf

Kraft, M. A. (2020). Interpreting Effect Sizes of Education Interventions. *Educational Researcher* , *49*(4), 241–253.

Kuhfeld, M., Soland, J., & Lewis, K. (2022). Test Score Patterns Across Three COVID-19-Impacted School Years. *Educational Researcher* , *51*(7), 500–506.

Lopez, G. (2023). *Illinois Latino College Landscape Study*. Latino Policy Forum. https://www.latinopolicyforum.org/issues/education/body/Illinois-Latino-College-Landscape-Study.pdf

Mervosh, S., & Paris, F. (2024, March 29). Why School Absences Have 'Exploded' Almost Everywhere. *The New York Times*. https://www.nytimes.com/interactive/2024/03/29/us/chronic-absences.html

Miller, C. C., Mervosh, S., & Paris, F. (2024, January 31). Students Are Making a 'Surprising' Rebound From Pandemic Closures. But Some May Never Catch Up. *The New York Times*. https://www.nytimes.com/interactive/2024/01/31/us/pandemic-learning-loss-recovery.html

NCES (2022). *Definitions*. National Center for Education Statistics . https://nces.ed.gov/surveys/annualreports/topical-studies/locale/definitions

Peters, S. J., Langi, M., Kuhfeld, M., & Lewis, K. (2023). *Unequal learning loss: How the COVID-19 pandemic influenced the academic growth of learners at the tails of the achievement distribution*. edworkingpapers.com. https://doi.org/10.26300/Z2EK-4937

Proulx, N. (2024, January 23). Should Colleges Consider Standardized Tests in Admissions? *The New York Times (Digital Edition)*.

Raymond, M. (2023). *The Pace of Recovery after COVID*. Center for Research on Education Outcomes. Stanford University. https://credo.stanford.edu/wp-content/uploads/2023/04/Raymond-Pace-of-Learning-Final_20230420_PB.pdf

Robertson, M. M., Shamsunder, M. G., Brazier, E., Mantravadi, M., Zimba, R., Rane, M. S., Westmoreland, D. A., Parcesepe, A. M., Maroko, A. R., Kulkarni, S. G., Grov, C., & Nash, D. (2022). Racial/Ethnic Disparities in Exposure, Disease Susceptibility, and Clinical Outcomes during COVID-19 Pandemic in National Cohort of Adults, United States. *Emerging Infectious Diseases*, *28*(11), 2171–2180.

Schmid, H. (2023, March 8). *SAT scores in decline across Illinois, Chicago since 2017*. Illinois Policy. https://www.illinoispolicy.org/sat-scores-in-decline-across-illinois-chicago-since-2017/

Taylor, C. A., Whitaker, M., Anglin, O., Milucky, J., Patel, K., Pham, H., Chai, S. J., Alden, N. B., Yousey-Hindes, K., Anderson, E. J., Teno, K., Reeg, L., Como-Sabetti, K., Bleecker, M., Barney, G., Bennett, N. M., Billing, L. M., Sutton, M., Talbot, H. K., … COVID-NET Surveillance Team. (2022). COVID-19-Associated Hospitalizations Among Adults During SARS-CoV-2 Delta and Omicron Variant Predominance, by Race/Ethnicity and Vaccination Status - COVID-NET, 14 States, July 2021-January 2022. *MMWR. Morbidity and Mortality Weekly Report*, *71*(12), 466–473.

Appendix A.

Table A1a. *Overall IAR scores and percent change in Illinois- Grades 3 through 8.*

	IAR Scaled Scores		Scaling: IAR Ranges from 650-850		Percent change from SY19	
Year	ELA	Math	ELA	Math	ELA	Math
2019	737.4	733.6	87.4	83.6	0.0%	0.0%
2021	729.2	725.9	79.2	75.9	-9.4%	-9.1%
2022	729.2	726.8	79.2	76.8	-9.4%	-8.2%
2023	733.7	728.3	83.7	78.3	-4.2%	-6.3%

Table A1b. *Overall IAR scores and percent change in CPS-Grades 3 through 8.*

	IAR Scaled Scores		Scaling: IAR Ranges from 650-850		Percent change from SY19	
Year	ELA	Math	ELA	Math	ELA	Math
2019	727.3	725.9	77.3	75.9	0.0%	0.0%
2021	719.0	714.7	69.0	64.7	-10.7%	-14.7%
2022	718.4	714.9	68.4	64.9	-11.4%	-14.5%
2023	724.3	718.4	74.3	68.4	-3.9%	-9.9%

Table A2a. *Overall IAR scores and percent change in Illinois- Grades 3 through 5.*

	IAR Scaled Scores		Scaling: IAR Ranges from 650-850		Percent change from SY19	
Year	ELA	Math	ELA	Math	ELA	Math
2019	736.4	735.6	86.4	85.6	0.0%	0.0%
2021	726.3	726.1	76.3	76.1	-11.7%	-11.2%
2022	728.2	728.2	78.2	78.2	-9.5%	-8.7%
2023	731.1	729.8	81.1	79.8	-6.1%	-6.8%

Table A2b. *Overall IAR scores and percent change in CPS- Grades 3 through 5.*

	IAR Scaled Scores		Scaling: IAR Ranges from 650-850		Percent change from SY19	
Year	ELA	Math	ELA	Math	ELA	Math
2019	727.9	728.0	77.9	78.0	0.0%	0.0%
2021	714.5	712.2	64.5	62.2	-17.3%	-20.2%
2022	714.8	713.3	64.8	63.3	-16.9%	-18.8%
2023	720.0	718.2	70.0	68.2	-10.2%	-12.5%

Table A3a. *Overall IAR scores and percent change in Illinois- Grades 6 through 8.*

	IAR Scaled Scores		Scaling: IAR Ranges from 650-850		Percent change from SY19	
Year	ELA	Math	ELA	Math	ELA	Math
2019	738.5	731.6	88.5	81.6	0.0%	0.0%
2021	732.1	725.8	82.1	75.8	-7.1%	-7.0%
2022	730.1	725.4	80.1	75.4	-9.5%	-7.6%
2023	736.1	726.9	86.4	76.9	-2.7%	-5.7%

Table A3b. *Overall IAR scores and percent change in CPS- Grades 6 through 8.*

	IAR Scaled Scores		Scaling: IAR Ranges from 650-850		Percent change from SY19	
Year	ELA	Math	ELA	Math	ELA	Math
2019	726.6	723.7	76.6	73.7	0.0%	0.0%
2021	723.4	717.2	73.4	67.2	-4.2%	-8.8%
2022	721.8	716.3	71.8	66.3	-6.2%	-10.1%
2023	728.2	718.5	78.2	68.5	2.2%	-7.1%

Table A4a. *Overall SAT scores and percent change in Illinois- Grade 11.*

	SAT Scaled Scores		Scaling: SAT Ranges from 200-800		Percent change from SY19	
Year	Reading	Math	Reading	Math	Reading	Math
2019	500.6	500.6	300.6	300.6	0.0%	0.0%
2021	497.5	487.9	297.5	287.9	-1.0%	-4.2%
2022	491.3	479.0	291.3	279.0	-3.1%	-7.2%
2023	490.3	476.4	290.3	276.4	-3.4%	-8.0%

Table A4b. *Overall SAT scores and percent change in CPS- Grade 11.*

	SAT Scaled Scores		Scaling: SAT Ranges from 200-800		Percent change from SY19	
Year	Reading	Math	Reading	Math	Reading	Math
2019	475.0	475.9	275.0	275.9	0.0%	0.0%
2021	471.3	459.9	271.3	259.9	-1.4%	-5.8%
2022	469.4	454.6	269.4	254.6	-2.0%	-7.7%
2023	465.9	451.2	265.9	251.2	-3.3%	-9.0%

Table A5. *Overall IAR and SAT scores change by urbanicity.*

Year	Urbanicity	Scaled Scores				Changes SAT		Changes IAR	
		SAT ELA	SAT Math	IAR ELA	IAR Math	Reading	Math	ELA	Math
2019	City	484.6	486.1	729.7	727.7	0%	0%	0%	0%
2021		483.2	472.7	720.5	716.5	0%	-5%	-12%	-14%
2022		479.0	466.1	721.3	717.9	-2%	-7%	-11%	-13%
2023		476.5	462.5	726.2	720.5	-3%	-8%	-4%	-9%
2019	Rural	494.1	485.6	741.5	735.2	0%	0%	0%	0%
2021		485.3	475.9	733.0	728.9	-3%	-3%	-9%	-7%
2022		483.3	466.7	734.8	731.7	-4%	-7%	-7%	-4%
2023		483.3	466.2	739.0	732.8	-4%	-7%	-3%	-3%
2019	Suburb	511.3	513.4	740.7	736.9	0%	0%	0%	0%
2021		508.9	500.0	732.1	729.6	-1%	-4%	-9%	-8%
2022		500.6	490.6	732.3	730.8	-3%	-7%	-9%	-7%
2023		500.6	488.4	736.8	732.0	-3%	-8%	-4%	-6%
2019	Town	491.5	483.0	738.7	731.7	0%	0%	0%	0%
2021		484.4	472.4	729.1	724.4	-2%	-4%	-11%	-9%
2022		482.6	463.4	730.9	727.1	-3%	-7%	-9%	-6%
2023		480.5	460.6	734.7	728.4	-4%	-8%	-5%	-4%

Table A6. *Overall SAT and IAR scores and percent change in Illinois by race/ethnicity.*

		Scaled Scores				Changes SAT		Changes IAR	
Year	Race/Ethnicity	SAT Reading	SAT Math	IAR ELA	IAR Math	Reading	Math	ELA	Math
2019	American Indian or Alaska Native	476.0	471.1	731.9	727.5	0%	0%	0%	0%
2021		485.1	473.2	721.9	719.6	3%	1%	-12%	-10%
2022		461.7	447.0	722.6	721.2	-5%	-9%	-11%	-8%
2023		468.8	447.7	727.3	722.9	-3%	-9%	-6%	-6%
2019	Asian	568.1	601.2	762.4	764.1	0%	0%	0%	0%
2021		573.4	589.8	752.2	756.9	1%	-3%	-9%	-6%
2022		572.8	589.1	754.8	757.9	1%	-3%	-7%	-5%
2023		577.2	594.5	758.0	758.4	2%	-2%	-4%	-5%
2019	Black or African American	441.4	431.0	718.9	714.1	0%	0%	0%	0%
2021		438.1	422.8	708.1	701.6	-1%	-4%	-16%	-19%
2022		432.4	412.5	710.0	704.7	-4%	-8%	-13%	-15%
2023		429.6	409.4	715.8	707.2	-5%	-9%	-5%	-11%
2019	Latino	467.2	465.8	727.3	724.6	0%	0%	0%	0%
2021		463.3	450.2	717.3	713.0	-1%	-6%	-13%	-16%
2022		456.1	443.5	718.5	715.9	-4%	-8%	-11%	-12%
2023		454.6	438.8	722.5	717.3	-5%	-10%	-6%	-10%
2019	Native Hawaiian or Other Pacific Islander	495.3	500.1	745.6	742.0	0%	0%	0%	0%
2021		512.3	507.3	734.5	728.6	6%	3%	-12%	-15%
2022		527.9	522.1	736.0	733.2	11%	8%	-10%	-10%
2023		519.3	509.7	741.6	734.4	8%	4%	-4%	-8%
2019	Two or More Races	516.4	512.0	740.5	735.1	0%	0%	0%	0%
2021		510.9	496.9	730.4	726.4	-2%	-5%	-11%	-10%
2022		504.3	487.8	733.0	730.2	-4%	-8%	-8%	-6%
2023		511.0	492.4	736.8	730.9	-2%	-6%	-4%	-5%
2019	White	527.3	527.9	746.9	742.2	0%	0%	0%	0%
2021		521.9	512.8	737.1	734.2	-2%	-5%	-10%	-9%

2022		518.3	505.1	739.0	737.1	-3%	-7%	-8%	-6%
2023		518.8	504.5	743.5	738.5	-3%	-7%	-4%	-4%

Table A7. *Overall SAT and IAR scores and percent change in Illinois across student characteristics*

		Scaled Scores				Changes SAT		Changes IAR	
Year	Student group	SAT ELA	SAT Math	IAR ELA	IAR Math	Reading	Math	ELA	Math
2019	IEP	401.1	392.4	703.0	705.7	0.0%	0.0%	0.0%	0.0%
2021		409.6	398.0	697.0	700.7	4.2%	2.9%	-11.2%	-9.0%
2022		405.1	388.1	697.2	701.1	1.9%	-2.2%	-10.9%	-8.3%
2023		402.6	385.1	701.3	701.7	0.7%	-3.8%	-3.2%	-7.2%
2019	Non-IEP	512.7	513.7	742.8	737.9	0.0%	0.0%	0.0%	0.0%
2021		508.3	498.8	734.3	729.9	-1.4%	-4.8%	-9.2%	-9.1%
2022		502.6	490.8	734.4	730.9	-3.2%	-7.3%	-9.0%	-7.9%
2023		501.9	488.4	739.2	732.9	-3.5%	-8.1%	-3.8%	-5.7%
2019	FRPL	455.1	450.7	724.4	721.1	0.0%	0.0%	0.0%	0.0%
2021		452.0	440.1	714.1	709.8	-1.2%	-4.2%	-13.9%	-15.9%
2022		447.1	432.0	715.4	712.7	-3.1%	-7.5%	-12.0%	-11.9%
2023		444.6	428.1	720.3	714.8	-4.1%	-9.0%	-5.5%	-8.9%
2019	Non-FRPL	533.2	536.3	750.4	745.9	0.0%	0.0%	0.0%	0.0%
2021		526.9	518.7	740.5	737.9	-1.9%	-5.2%	-9.8%	-8.4%
2022		522.9	512.5	742.0	740.0	-3.1%	-7.1%	-8.3%	-6.2%
2023		523.6	511.5	746.6	741.4	-2.9%	-7.4%	-3.8%	-4.7%
2019	EL	381.7	391.5	707.7	712.6	0.0%	0.0%	0.0%	0.0%
2021		393.7	392.3	699.0	701.7	6.6%	0.4%	-15.1%	-17.4%
2022		387.3	385.9	700.9	704.6	3.1%	-2.9%	-11.9%	-12.7%
2023		387.1	382.2	706.2	707.3	3.0%	-4.9%	-2.7%	-8.5%
2019	Non-EL	506.7	506.1	741.3	736.3	0.0%	0.0%	0.0%	0.0%
2021		503.3	493.2	732.9	728.9	-1.1%	-4.2%	-9.1%	-8.6%

2022	498.2	485.1	733.6	730.3	-2.8%	-6.9%	-8.4%	-7.0%
2023	498.3	483.7	738.2	731.8	-2.7%	-7.3%	-3.3%	-5.2%

Table A8. *Average school SAT and IAR scores and percent change in Illinois by modality of instruction in SY21.*

		Scaled Scores				Changes SAT		Changes IAR	
Year	Modality of instruction	SAT ELA	SAT Math	IAR ELA	IAR Math	Reading	Math	ELA	Math
2019	Remote all year	460.4	459.1	723.5	721.4	0.0%	0.0%	0.0%	0.0%
2021		456.6	444.0	712.4	707.3	-1.4%	-5.9%	-15.1%	-19.7%
2022		449.0	435.0	713.8	710.5	-4.4%	-9.3%	-13.2%	-15.1%
2023		446.3	429.3	718.7	712.8	-5.4%	-11.5%	-6.6%	-12.0%
2019	Substantially remote	515.4	518.9	738.6	735.3	0.0%	0.0%	0.0%	0.0%
2021		512.7	504.3	728.3	725.2	-0.9%	-4.6%	-11.7%	-11.9%
2022		506.5	496.2	729.8	727.7	-2.8%	-7.1%	-10.0%	-8.9%
2023		506.0	494.4	734.1	729.3	-3.0%	-7.7%	-5.0%	-7.1%
2019	Mixed	503.3	500.4	741.1	735.3	0.0%	0.0%	0.0%	0.0%
2021		498.4	488.5	730.4	727.0	-1.6%	-4.0%	-11.7%	-9.8%
2022		493.7	480.7	733.3	730.0	-3.2%	-6.6%	-8.6%	-6.3%
2023		494.2	479.2	738.9	731.6	-3.0%	-7.1%	-2.4%	-4.4%
2019	Substantially in-person	492.3	483.5	744.3	738.9	0.0%	0.0%	0.0%	0.0%
2021		486.2	475.6	735.8	732.8	-2.1%	-2.8%	-9.0%	-6.9%
2022		484.8	467.1	737.3	735.1	-2.6%	-5.8%	-7.4%	-4.2%
2023		483.6	465.8	741.1	735.9	-2.9%	-6.2%	-3.3%	-3.3%

Appendix B.

Table B1. Category of performance change from SY19 to SY23 for all districts in Illinois.

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
A-C Central CUSD 262	1	1	5	4
ACE Amandla Charter School	.	.	1	1
Abingdon-Avon CUSD 276	1	1	6	3
Addison SD 4	4	4	.	.
Adlai E Stevenson HSD 125	.	.	1	2
Akin CCSD 91	1	1	.	.
AlWood CUSD 225	6	1	3	2
Albers SD 63	3	2	.	.
Alden Hebron SD 19	1	3	6	6
Allen-Otter Creek CCSD 65	4	1	.	.
Allendale CCSD 17	4	2	.	.
Alsip-Hazlgrn-Oaklwn SD 126	4	4	.	.
Altamont CUSD 10	1	1	2	5
Alton CUSD 11	4	5	4	5
Amboy CUSD 272	1	1	6	6
Anna CCSD 37	6	6	.	.
Anna Jonesboro CHSD 81	.	.	5	5
Annawan CUSD 226	1	1	5	6
Antioch CCSD 34	1	4	.	.
Aptakisic-Tripp CCSD 102	4	4	.	.
Arbor Park SD 145	4	2	.	.
Arcola CUSD 306	5	4	5	4
Argenta-Oreana CUSD 1	1	2	6	6
Argo CHSD 217	.	.	4	6
Arlington Heights SD 25	3	3	.	.
Armstrong Twp HSD 225	.	.	1	1
Armstrong-Ellis Cons SD 61	2	4	.	.
Arthur CUSD 305	2	1	3	6
Ashley CCSD 15	2	1	.	.
Ashton-Franklin Center CUS~275	1	1	3	6
Astoria CUSD 1	2	1	6	5
Athens CUSD 213	3	2	1	4
Atwood Heights SD 125	3	5	.	.
Auburn CUSD 10	1	3	5	5

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Aurora East USD 131	4	5	5	5
Aurora West USD 129	4	4	1	4
Aviston SD 21	6	5	.	.
Avoca SD 37	4	3	.	.
Ball Chatham CUSD 5	4	4	3	4
Bannockburn SD 106	5	5	.	.
Barrington CUSD 220	1	3	3	5
Bartelso SD 57	6	5	.	.
Bartonville SD 66	6	5	.	.
Batavia USD 101	2	2	4	5
Beach Park CCSD 3	4	4	.	.
Beardstown CUSD 15	1	2	6	5
Beecher CUSD 200U	4	3	1	2
Beecher City CUSD 20	1	6	1	1
Belle Valley SD 119	1	1	.	.
Belleville SD 118	4	4	.	.
Belleville Twp HSD 201	.	.	3	5
Bellwood SD 88	3	4	.	.
Belvidere CUSD 100	4	4	4	6
Bement CUSD 5	6	2	1	1
Benjamin SD 25	4	3	.	.
Bensenville SD 2	4	3	.	.
Benton CCSD 47	1	2	.	.
Benton Cons HSD 103	.	.	2	3
Berkeley SD 87	5	2	.	.
Berwyn North SD 98	6	4	.	.
Berwyn South SD 100	4	2	.	.
Bethalto CUSD 8	3	2	1	2
Bethel SD 82	2	3	.	.
Betty Shabazz International ~r	1	3	.	.
Big Hollow SD 38	1	4	.	.
Bismarck Henning CUSD	6	3	.	.
Bismarck Henning Rossville A~n	.	.	6	6
Bloom Twp HSD 206	.	.	6	6
Bloomingdale SD 13	2	4	.	.
Bloomington SD 87	5	5	4	5
Blue Ridge CUSD 18	2	1	5	6

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Bluford Unit School Distri~318	2	1	5	6
Bond County CUSD 2	2	3	1	3
Bourbonnais SD 53	1	1	.	.
Braceville SD 75	6	6	.	.
Bradford CUSD 1	1	1	.	.
Bradley Bourbonnais CHSD 307	.	.	2	3
Bradley SD 61	2	4	.	.
Breese ESD 12	4	3	.	.
Bremen CHSD 228	.	.	4	4
Brimfield CUSD 309	1	3	3	5
Bronzeville Academy Chtr Sch~l	1	1	.	.
Brookfield Lagrange Park SD 95	6	4	.	.
Brooklyn UD 188	4	6	1	6
Brookwood SD 167	4	6	.	.
Brown County CUSD 1	2	1	1	2
Brownstown CUSD 201	3	3	1	1
Brussels CUSD 42	3	5	1	1
Buncombe Cons SD 43	5	3	.	.
Bunker Hill CUSD 8	3	4	6	6
Burbank SD 111	5	6	.	.
Bureau Valley CUSD 340	1	1	1	1
Burnham SD 154-5	6	6	.	.
Bushnell Prairie City CUSD 170	1	1	3	5
Butler SD 53	1	3	.	.
Byron CUSD 226	5	6	2	3
CCSD 146	4	4	.	.
CCSD 168	1	2	.	.
CCSD 180	4	4	.	.
CCSD 204	4	2	.	.
CCSD 62	5	4	.	.
CCSD 89	5	5	.	.
CCSD 93	5	4	.	.
CHSD 117	.	.	3	5
CHSD 128	.	.	4	5
CHSD 155	.	.	3	6
CHSD 218	.	.	3	3
CHSD 94	.	.	4	4

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
CHSD 99	.	.	2	4
CUSD 200	1	2	3	4
CUSD 201	4	4	1	2
CUSD 3 Fulton County	6	3	1	1
CUSD 300	4	4	2	5
CUSD 308	3	3	4	5
CUSD 4	1	1	1	1
Cahokia CUSD 187	3	4	1	3
Cairo USD 1	4	5	6	4
Calhoun CUSD 40	6	6	6	6
Calumet City SD 155	3	4	.	.
Calumet Public SD 132	3	5	.	.
Cambridge CUSD 227	1	1	5	3
Canton Union SD 66	4	5	6	6
Carbon Cliff-Barstow SD 36	5	6	.	.
Carbondale CHSD 165	.	.	3	4
Carbondale ESD 95	4	3	.	.
Carlinville CUSD 1	3	1	4	4
Carlyle CUSD 1	3	1	5	4
Carmi-White County CUSD 5	1	1	3	1
Carrier Mills-Stonefort CUSD 2	1	4	1	4
Carrollton CUSD 1	4	5	6	6
Carterville CUSD 5	4	2	3	4
Carthage ESD 317	6	5	.	.
Cary CCSD 26	2	4	.	.
Casey-Westfield CUSD 4C	4	3	1	1
Cass SD 63	5	4	.	.
Center Cass SD 66	4	2	.	.
Central A & M CUD 21	2	3	6	6
Central CHSD 71	.	.	4	3
Central CUSD 3	2	2	1	1
Central CUSD 301	3	4	2	5
Central CUSD 4	3	1	1	5
Central City SD 133	1	1	.	.
Central SD 104	3	2	.	.
Central SD 51	4	2	.	.
Central Stickney SD 110	1	3	.	.

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Centralia HSD 200	.	.	4	5
Centralia SD 135	2	5	.	.
Century CUSD 100	1	1	1	2
Cerro Gordo CUSD 100	3	5	1	4
Chadwick-Milledgeville CUS~399	2	4	1	1
Champaign CUSD 4	4	5	2	3
Chaney-Monge SD 88	3	2	.	.
Channahon SD 17	1	1	.	.
Charleston CUSD 1	2	3	6	6
Chester CUSD 139	3	1	4	6
Chester-East Lincoln CCSD 61	1	3	.	.
Chicago Heights SD 170	1	2	.	.
Chicago Ridge SD 127-5	4	3	.	.
Christopher USD 99	3	3	3	5
Cicero SD 99	3	4	.	.
Cissna Park CUSD 6	4	4	6	6
City of Chicago SD 299	3	4	3	5
Clay City CUSD 10	5	6	3	4
Clinton CUSD 15	3	2	2	4
Coal City CUSD 1	2	2	6	6
Cobden SUD 17	1	3	6	6
Collinsville CUSD 10	2	3	3	4
Colona SD 190	1	2	.	.
Columbia CUSD 4	3	5	2	6
Comm Cons SD 59	2	1	.	.
Community Unit School Distri~N	3	3	6	6
Cons HSD 230	.	.	3	5
Cook County SD 130	3	3	.	.
Cornell CCSD 426	1	1	.	.
Coulterville USD 1	1	1	6	6
Country Club Hills SD 160	6	6	.	.
County of Union Sch Dist No43	1	2	.	.
County of Winnebago SD 320	2	3	1	2
County of Woodford School	.	.	1	4
Cowden-Herrick CUSD 3A	1	1	4	5
Crab Orchard CUSD 3	1	1	6	5
Crescent Iroquois CUSD 249	6	4	.	.

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Creston CCSD 161	1	1	.	.
Crete Monee CUSD 201U	3	5	5	5
Creve Coeur SD 76	2	2	.	.
Crystal Lake CCSD 47	4	6	.	.
Cumberland CUSD 77	4	4	5	4
Cypress SD 64	4	1	.	.
Dakota CUSD 201	3	2	3	3
Dallas ESD 327	2	1	.	.
Dalzell SD 98	2	5	.	.
Damiansville SD 62	1	1	.	.
Danville CCSD 118	3	5	3	4
Darien SD 61	2	2	.	.
DeKalb CUSD 428	4	5	6	6
DePue USD 103	2	3	1	1
DeSoto Cons SD 86	5	4	.	.
Decatur SD 61	4	5	2	5
Deer Creek-Mackinaw CUSD 701	2	4	4	6
Deer Park CCSD 82	1	1	.	.
Deerfield SD 109	6	5	.	.
Deland-Weldon CUSD 57	1	1	6	6
Delavan CUSD 703	6	5	5	6
Diamond Lake SD 76	4	4	.	.
Dieterich CUSD 30	4	4	1	1
Dimmick Community Consolidat~S	1	4	.	.
District 50 Schools	4	2	.	.
Dixon USD 170	3	2	5	6
Dolton SD 148	1	2	.	.
Dolton SD 149	2	3	.	.
Dongola USD 66	1	2	1	1
Donovan CUSD 3	1	1	6	1
Downers Grove GSD 58	1	1	.	.
Du Quoin CUSD 300	5	4	3	4
DuPage HSD 88	.	.	3	4
Dunlap CUSD 323	2	3	1	2
Durand CUSD 322	2	1	6	6
Dwight Common SD 232	4	5	.	.
Dwight Twp HSD 230	.	.	6	6

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
ESD 159	5	5	.	.
Earlville CUSD 9	4	3	5	6
East Alton SD 13	2	1	.	.
East Alton-Wood River CHSD 14	.	.	3	3
East Coloma - Nelson CESD 20	1	2	.	.
East Dubuque USD 119	1	1	5	5
East Maine SD 63	4	4	.	.
East Moline SD 37	5	3	.	.
East Peoria CHSD 309	.	.	2	5
East Peoria SD 86	5	3	.	.
East Prairie SD 73	6	4	.	.
East St Louis SD 189	2	3	2	1
Eastland CUSD 308	1	1	5	3
Edgar County CUD 6	6	4	2	1
Edinburg CUSD 4	1	1	1	5
Edwards County CUSD 1	1	2	6	6
Edwardsville CUSD 7	6	6	2	4
Effingham CUSD 40	2	1	4	5
Egyptian CUSD 5	4	5	4	4
El Paso-Gridley CUSD 11	4	2	4	1
Eldorado CUSD 4	1	1	2	5
Elgin Math and Science Acade~C	3	6	.	.
Elmhurst SD 205	1	1	5	4
Elmwood CUSD 322	3	1	4	6
Elmwood Park CUSD 401	5	5	4	5
Elverado CUSD 196	1	1	5	3
Elwood CCSD 203	5	1	.	.
Emmons SD 33	3	1	.	.
Erie CUSD 1	4	1	3	6
Eswood CCSD 269	2	5	.	.
Eureka CUD 140	1	1	5	4
Evanston CCSD 65	2	3	.	.
Evanston Twp HSD 202	.	.	1	4
Evergreen Park CHSD 231	.	.	4	6
Evergreen Park ESD 124	5	6	.	.
Ewing Northern CCSD 115	6	1	.	.
Fairfield Comm H S Dist 225	.	.	1	1

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Fairfield PSD 112	1	2	.	.
Fairmont SD 89	2	1	.	.
Fairview SD 72	5	5	.	.
Farmington Central CUSD 265	2	2	1	2
Farrington CCSD 99	6	2	.	.
Fenton CHSD 100	.	.	5	5
Field CCSD 3	4	6	.	.
Fieldcrest CUSD 6	2	1	6	6
Fisher CUSD 1	3	3	1	1
Flanagan-Cornell Dist 74	3	3	6	6
Flora CUSD 35	1	1	2	2
Flossmoor SD 161	4	5	.	.
Ford Heights SD 169	6	6	.	.
Forest Park SD 91	4	3	.	.
Forest Ridge SD 142	3	4	.	.
Forrestville Valley CUSD 221	4	3	2	4
Fox Lake GSD 114	4	4	.	.
Fox River Grove Cons SD 3	6	6	.	.
Frankfort CCSD 157C	1	2	.	.
Frankfort CUSD 168	2	3	3	6
Franklin CUSD 1	3	4	6	6
Franklin Park SD 84	3	6	.	.
Freeburg CCSD 70	3	2	.	.
Freeburg CHSD 77	.	.	5	6
Freeport SD 145	3	3	6	3
Fremont SD 79	3	4	.	.
Galatia CUSD 1	1	3	2	3
Galena USD 120	2	3	1	1
Galesburg CUSD 205	6	5	6	5
Gallatin CUSD 7	1	1	5	6
Galva CUSD 224	2	3	1	1
Gardner CCSD 72C	1	5	.	.
Gardner S Wilmington Twp HS~73	.	.	2	4
Gavin SD 37	6	5	.	.
Geff CCSD 14	3	1	.	.
Gen George Patton SD 133	3	4	.	.
Geneseo CUSD 228	2	3	2	2

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Geneva CUSD 304	2	2	2	6
Genoa Kingston CUSD 424	5	4	2	5
Georgetown-Ridge Farm CUD 4	1	3	6	3
Germantown Hills SD 69	1	2	.	.
Germantown SD 60	3	5	.	.
Giant City CCSD 130	6	4	.	.
Gibson City-Melvin-Sibley CU~5	2	2	4	6
Gifford CCSD 188	5	5	.	.
Gillespie CUSD 7	5	2	3	3
Glen Ellyn SD 41	1	2	.	.
Glenbard Twp HSD 87	.	.	2	3
Glencoe SD 35	1	1	.	.
Glenview CCSD 34	2	1	.	.
Golf ESD 67	3	4	.	.
Goreville CUD 1	4	1	4	4
Gower SD 62	1	2	.	.
Grand Prairie CCSD 6	1	1	.	.
Grand Ridge CCSD 95	4	1	.	.
Granite City CUSD 9	5	4	4	3
Grant CCSD 110	2	4	.	.
Grant CHSD 124	.	.	2	4
Grant Park CUSD 6	6	6	1	2
Grass Lake SD 36	5	4	.	.
Grayslake CCSD 46	4	4	.	.
Grayslake CHSD 127	.	.	4	6
Grayville CUSD 1	1	1	1	3
Greenfield CUSD 10	3	4	6	6
Greenview CUSD 200	1	1	.	.
Griggsville-Perry CUSD 4	1	1	3	1
Gurnee SD 56	5	5	.	.
Hall HSD 502	.	.	6	6
Hamilton CCSD 328	4	5	5	4
Hamilton Co CUSD 10	4	3	3	3
Hampton SD 29	6	6	.	.
Hardin County CUSD 1	3	4	4	6
Harlem UD 122	4	4	4	5
Harmony Emge SD 175	2	2	.	.

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Harrisburg CUSD 3	1	1	5	3
Harrison SD 36	4	4	.	.
Hartsburg Emden CUSD 21	6	2	1	1
Harvard CUSD 50	3	5	4	5
Harvey SD 152	5	6	.	.
Havana CUSD 126	3	2	6	5
Hawthorn CCSD 73	4	3	.	.
Hazel Crest SD 152-5	3	2	.	.
Henry-Senachwine CUSD 5	6	5	3	2
Heritage CUSD 8	1	1	1	2
Herrin CUSD 4	2	1	2	3
Herscher CUSD 2	3	1	4	4
Heyworth CUSD 4	2	1	3	3
Hiawatha CUSD 426	1	1	6	6
High Mount SD 116	3	3	.	.
Highland CUSD 5	3	3	1	2
Hillsboro CUSD 3	1	3	6	5
Hillside SD 93	6	2	.	.
Hinckley Big Rock CUSD 429	6	6	2	4
Hinsdale CCSD 181	2	1	.	.
Hinsdale Twp HSD 86	.	.	1	3
Hollis Cons SD 328	1	1	.	.
Homer CCSD 33C	4	3	.	.
Homewood Flossmoor CHSD 233	.	.	6	6
Homewood SD 153	3	2	.	.
Hononegah CHD 207	.	.	1	3
Hoopeston Area CUSD 11	1	2	4	3
Hoover-Schrum Memorial SD 157	1	2	.	.
Horizon Science Acad-Belmont~a	3	3	.	.
Horizon Science Acad-McKinle~a	4	6	1	1
Huntley Community School Dis~c	3	3	2	5
Hutsonville CUSD 1	6	1	6	6
IDJJ Sch Dist 428	.	.	.	.
ISU Laboratory Schools	1	1	1	3
Il Valley Central USD 321	5	2	2	3
Illini Bluffs CUSD 327	6	4	2	3
Illini Central CUSD 189	6	4	2	1

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Illini West H S Dist 307	.	.	1	1
Indian Creek CUSD 425	4	3	3	6
Indian Prairie CUSD 204	4	3	3	4
Indian Springs SD 109	5	5	.	.
Intrinsic 2 Charter High Sch~l	.	.	.	.
Iroquois County CUSD 9	3	3	1	5
Iroquois West CUSD 10	5	1	4	4
Irvington CCSD 11	6	6	.	.
Itasca SD 10	3	4	.	.
Iuka CCSD 7	6	3	.	.
J S Morton HSD 201	.	.	4	2
Jacksonville SD 117	4	3	1	2
Jasper CCSD 17	2	3	.	.
Jasper County CUD 1	3	5	6	4
Jersey CUSD 100	5	4	2	3
Johnsburg CUSD 12	3	5	2	3
Johnston City CUSD 1	1	3	3	1
Joliet PSD 86	3	4	.	.
Joliet Twp HSD 204	.	.	5	5
Joppa-Maple Grove UD 38	2	5	1	1
Kaneland CUSD 302	3	3	2	4
Kankakee SD 111	5	5	4	5
Kansas CUSD 3	1	1	6	4
Keeneyville SD 20	4	3	.	.
Kell Cons SD 2	5	1	.	.
Kenilworth SD 38	3	2	.	.
Kewanee CUSD 229	2	3	2	3
Kildeer Countryside CCSD 96	6	5	.	.
Kings Cons SD 144	5	3	.	.
Kinnikinnick CCSD 131	5	2	.	.
Kirby SD 140	6	3	.	.
Knoxville CUSD 202	1	1	6	5
Komarek SD 94	4	3	.	.
LEARN John and Kathy Schreib~C	1	1	.	.
La Grange SD 102	3	3	.	.
La Grange SD 105 South	3	3	.	.
La Harpe CSD 347	1	1	.	.

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
La Moille CUSD 303	2	5	6	6
La Salle ESD 122	1	1	.	.
La Salle-Peru Twp HSD 120	.	.	3	5
LaGrange Highlands SD 106	3	3	.	.
Ladd CCSD 94	1	2	.	.
Lake Bluff ESD 65	4	5	.	.
Lake Forest CHSD 115	.	.	6	6
Lake Forest SD 67	5	2	.	.
Lake Park CHSD 108	.	.	3	6
Lake Villa CCSD 41	5	4	.	.
Lake Zurich CUSD 95	1	1	2	4
Lansing SD 158	4	5	.	.
Laraway CCSD 70C	4	5	.	.
Lawrence County CUD 20	4	3	1	3
LeRoy CUSD 2	2	3	4	4
Lebanon CUSD 9	1	1	1	2
Leland CUSD 1	1	1	1	1
Lemont Twp HSD 210	.	.	1	2
Lemont-Bromberek CSD 113A	1	2	.	.
Lena Winslow CUSD 202	5	3	1	1
Lewistown CUSD 97	4	3	5	6
Lexington CUSD 7	2	1	1	4
Leyden CHSD 212	.	.	4	5
Liberty CUSD 2	3	1	5	3
Libertyville SD 70	1	3	.	.
Lick Creek CCSD 16	4	4	.	.
Limestone CHSD 310	.	.	6	4
Limestone Walters CCSD 316	5	4	.	.
Lincoln CHSD 404	.	.	1	5
Lincoln ESD 156	3	5	.	.
Lincoln ESD 27	2	3	.	.
Lincoln Way CHSD 210	.	.	2	4
Lincolnshire-Prairieview S~103	5	2	.	.
Lincolnwood SD 74	4	5	.	.
Lindop SD 92	1	4	.	.
Lisbon CCSD 90	6	6	.	.
Lisle CUSD 202	1	1	1	2

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Litchfield CUSD 12	1	1	5	4
Lockport SD 91	1	3	.	.
Lockport Twp HSD 205	.	.	3	4
Lombard SD 44	4	5	.	.
Lostant CUSD 425	6	3	.	.
Lowpoint-Washburn CUSD 21	6	3	3	1
Ludlow CCSD 142	6	6	.	.
Lyons SD 103	5	4	.	.
Lyons Twp HSD 204	.	.	2	4
Macomb CUSD 185	4	4	2	6
Madison CUSD 12	1	2	1	1
Maercker SD 60	4	4	.	.
Mahomet-Seymour CUSD 3	3	2	3	4
Maine Township HSD 207	.	.	3	5
Malden CCSD 84	5	2	.	.
Manhattan SD 114	4	4	.	.
Mannheim SD 83	5	4	.	.
Manteno CUSD 5	4	2	2	3
Marengo CHSD 154	.	.	6	6
Marengo-Union E Cons D 165	4	3	.	.
Marion CUSD 2	3	1	5	6
Marissa CUSD 40	3	2	1	5
Maroa Forsyth CUSD 2	1	2	1	3
Marquardt SD 15	4	4	.	.
Marseilles ESD 150	5	6	.	.
Marshall CUSD 2C	1	2	4	5
Martinsville CUSD 3C	1	5	6	6
Mascoutah CUD 19	2	1	2	5
Massac UD 1	1	1	1	1
Matteson ESD 162	6	6	.	.
Mattoon CUSD 2	4	3	6	6
Maywood-Melrose Park-Broadvi~8	3	4	.	.
Mazon-Verona-Kinsman ESD 2C	3	3	.	.
McClellan CCSD 12	6	6	.	.
McHenry CCSD 15	4	3	.	.
McHenry CHSD 156	.	.	4	5
McLean County USD 5	4	5	3	5

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Medinah SD 11	3	4	.	.
Mendota CCSD 289	4	5	.	.
Mendota Twp HSD 280	.	.	4	6
Mercer County School Distri~40	2	3	6	6
Meredosia-Chambersburg CUSD 11	6	6	6	6
Meridian CUSD 101	4	6	1	2
Meridian CUSD 15	4	2	3	6
Meridian CUSD 223	3	2	5	4
Metamora CCSD 1	3	2	.	.
Midland CUSD 7	3	1	6	6
Midlothian SD 143	3	4	.	.
Midwest Central CUSD 191	3	2	4	5
Milford Area Public Schools ~t	4	1	4	1
Millburn CCSD 24	3	3	.	.
Miller Twp CCSD 210	6	2	.	.
Millstadt CCSD 160	6	2	.	.
Minooka CCSD 201	4	3	.	.
Minooka CHSD 111	.	.	4	4
Mokena SD 159	2	1	.	.
Moline-Coal Valley CUSD 40	3	4	2	4
Momence CUSD 1	3	2	1	2
Monmouth-Roseville CUSD 238	5	3	4	5
Monroe SD 70	4	1	.	.
Monticello CUSD 25	5	3	1	3
Montmorency CCSD 145	1	1	.	.
Morris CHSD 101	.	.	1	6
Morris SD 54	3	1	.	.
Morrison CUSD 6	4	2	1	5
Morrisonville CUSD 1	3	1	6	6
Morton CUSD 709	3	2	3	5
Morton Grove SD 70	1	1	.	.
Mount Olive CUSD 5	4	5	6	6
Mount Prospect SD 57	2	3	.	.
Mount Vernon SD 80	4	4	.	.
Mt Pulaski CUSD 23	1	1	1	3
Mt Vernon Twp HSD 201	.	.	3	5
Mt Zion CUSD 3	2	2	1	2

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Mulberry Grove CUSD 1	1	2	3	4
Mundelein Cons HSD 120	.	.	2	4
Mundelein ESD 75	4	5	.	.
Murphysboro CUSD 186	2	2	5	5
N Pekin & Marquette Hght S~102	6	3	.	.
Naperville CUSD 203	4	3	3	5
Nashville CCSD 49	2	2	.	.
Nashville CHSD 99	.	.	1	3
Nauvoo-Colusa CUSD 325	3	1	.	.
Neoga CUSD 3	2	1	5	4
Nettle Creek CCSD 24C	6	6	.	.
New Athens CUSD 60	1	3	5	5
New Berlin CUSD 16	1	4	6	5
New Holland-Middletown ED 88	4	3	.	.
New Hope CCSD 6	5	5	.	.
New Lenox SD 122	2	2	.	.
New Simpson Hill SD 32	1	1	.	.
New Trier Twp HSD 203	.	.	1	4
Newark CCSD 66	5	6	.	.
Newark CHSD 18	.	.	2	1
Niles ESD 71	6	6	.	.
Niles Twp HSD 219	.	.	3	5
Nippersink SD 2	4	5	.	.
Nokomis CUSD 22	4	2	1	1
Norridge SD 80	1	4	.	.
Norris City-Omaha-Enfield CU~3	5	5	4	4
North Boone CUSD 200	1	1	4	6
North Chicago SD 187	3	5	4	5
North Clay CUSD 25	1	2	6	6
North Greene CUSD 3	4	2	4	1
North Mac CUSD 34	6	3	5	6
North Palos SD 117	1	2	.	.
North Shore SD 112	3	3	.	.
North Wamac SD 186	3	3	.	.
North Wayne CUSD 200	2	4	3	4
Northbrook ESD 27	6	2	.	.
Northbrook SD 28	1	1	.	.

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Northbrook/Glenview SD 30	1	1	.	.
Northfield Twp HSD 225	.	.	1	3
Northwestern CUSD 2	2	1	2	4
Norwood ESD 63	3	3	.	.
O Fallon CCSD 90	4	3	.	.
O Fallon Twp HSD 203	.	.	4	6
Oak Grove SD 68 Bartonville	3	2	.	.
Oak Grove SD 68 Green Oaks	1	2	.	.
Oak Lawn CHSD 229	.	.	3	5
Oak Lawn-Hometown SD 123	3	4	.	.
Oak Park - River Forest SD 200	.	.	3	5
Oak Park ESD 97	1	2	.	.
Oakdale CCSD 1	6	6	.	.
Oakland CUSD 5	3	6	6	3
Oakwood CUSD 76	5	4	1	1
Oblong CUSD 4	6	5	1	4
Odell CCSD 435	6	4	.	.
Odin PSD 722	5	4	4	4
Oglesby ESD 125	3	2	.	.
Ohio CCSD 17	3	4	.	.
Ohio CHSD 505	.	.	1	1
Okaw Valley CUSD 302	1	1	4	4
Olympia CUSD 16	3	3	4	6
Opdyke-Belle-Rive CCSD 5	3	5	.	.
Orangeville CUSD 203	5	6	1	2
Oregon CUSD 220	1	1	3	4
Orion CUSD 223	2	2	4	4
Orland SD 135	3	3	.	.
Ottawa ESD 141	1	4	.	.
Ottawa Twp HSD 140	.	.	5	5
Palatine CCSD 15	4	5	.	.
Palestine CUSD 3	2	3	6	5
Palos CCSD 118	1	2	.	.
Palos Heights SD 128	3	5	.	.
Pana CUSD 8	1	2	3	5
Panhandle CUSD 2	1	1	4	3
Paris CUSD 4	2	1	.	.

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Paris Cooperative High School	.	.	5	4
Paris-Union SD 95	4	1	.	.
Park Forest SD 163	6	6	.	.
Park Ridge CCSD 64	2	3	.	.
Patoka CUSD 100	2	2	6	6
Paw Paw CUSD 271	1	1	.	.
Pawnee CUSD 11	3	4	6	3
Paxton-Buckley-Loda CUD 10	3	4	6	6
Payson CUSD 1	2	1	1	1
Pearl City CUSD 200	4	3	1	2
Pecatonica CUSD 321	6	6	1	2
Pekin CSD 303	.	.	3	5
Pekin PSD 108	1	3	.	.
Pembroke CCSD 259	2	6	.	.
Pennoyer SD 79	6	6	.	.
Peoria Heights CUSD 325	3	4	3	6
Peoria SD 150	3	4	2	3
Peotone CUSD 207U	4	2	6	6
Peru ESD 124	5	1	.	.
Pikeland CUSD 10	5	2	6	5
Pinckneyville CHSD 101	.	.	2	2
Pinckneyville SD 50	1	2	.	.
Plainfield SD 202	3	4	4	5
Plano CUSD 88	2	4	6	5
Pleasant Hill CUSD 3	2	1	6	5
Pleasant Hill SD 69	2	3	.	.
Pleasant Plains CUSD 8	1	2	6	6
Pleasant Valley SD 62	3	3	.	.
Pleasantdale SD 107	1	1	.	.
Polo CUSD 222	5	3	6	6
Pontiac CCSD 429	4	3	.	.
Pontiac Twp HSD 90	.	.	5	6
Pontiac-W Holliday SD 105	5	5	.	.
Pope Co CUD 1	2	2	6	5
Porta CUSD 202	6	6	5	4
Posen-Robbins ESD 143-5	2	2	.	.
Potomac CUSD 10	3	4	.	.

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Prairie Central CUSD 8	4	5	6	6
Prairie Crossing Charter Sch~l	3	4	.	.
Prairie Du Rocher CCSD 134	1	1	.	.
Prairie Grove CSD 46	6	5	.	.
Prairie Hill CCSD 133	1	1	.	.
Prairie-Hills ESD 144	5	6	.	.
Prairieview-Ogden CCSD 197	5	5	.	.
Princeton ESD 115	4	3	.	.
Princeton HSD 500	.	.	4	5
Princeville CUSD 326	2	2	2	6
Prophetstown-Lyndon-Tampico ~D	2	1	1	4
Prospect Heights SD 23	1	1	.	.
Proviso Twp HSD 209	.	.	3	5
Putnam County CUSD 535	1	2	3	4
Queen Bee SD 16	3	4	.	.
Quincy SD 172	3	2	2	4
R O W V A CUSD 208	4	5	2	1
Raccoon Cons SD 1	3	3	.	.
Ramsey CUSD 204	1	1	4	4
Rankin CSD 98	2	6	.	.
Rantoul City SD 137	1	3	.	.
Rantoul Township HSD 193	.	.	3	3
Reavis Twp HSD 220	.	.	3	5
Red Bud CUSD 132	4	2	3	3
Red Hill CUSD 10	1	3	3	6
Reed Custer CUSD 255U	4	4	1	4
Rhodes SD 84-5	6	3	.	.
Rich Twp HSD 227	.	.	5	6
Richland County CUSD 1	1	3	1	1
Richland GSD 88A	1	3	.	.
Richmond-Burton CHSD 157	.	.	3	3
Ridgeland SD 122	3	4	.	.
Ridgeview CUSD 19	6	5	6	6
Ridgewood CHSD 234	.	.	2	1
Riley CCSD 18	1	2	.	.
River Bend CUSD 2	4	3	3	1
River Forest SD 90	3	2	.	.

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
River Grove SD 85-5	2	2	.	.
River Ridge CUSD 210	2	3	1	6
River Trails SD 26	4	3	.	.
Riverdale CUSD 100	3	2	1	1
Riverside SD 96	4	2	.	.
Riverside-Brookfield Twp S~208	.	.	2	4
Riverton CUSD 14	1	3	5	6
Riverview CCSD 2	5	6	.	.
Roanoke Benson CUSD 60	1	1	4	4
Robein SD 85	3	6	.	.
Robinson CUSD 2	3	3	1	3
Rochelle CCSD 231	5	6	.	.
Rochelle Twp HSD 212	.	.	4	3
Rochester CUSD 3A	2	4	6	5
Rock Falls ESD 13	2	2	.	.
Rock Falls Twp HSD 301	.	.	1	2
Rock Island SD 41	4	4	3	4
Rockdale SD 84	6	5	.	.
Rockford SD 205	2	4	4	4
Rockridge CUSD 300	1	2	2	3
Rockton SD 140	4	3	.	.
Rome CCSD 2	1	1	.	.
Rondout SD 72	1	1	.	.
Rooks Creek CCSD 425	1	1	.	.
Roselle SD 12	2	3	.	.
Rosemont ESD 78	3	4	.	.
Rossville-Alvin CUSD 7	1	3	.	.
Round Lake CUSD 116	4	6	3	3
Roxana CUSD 1	3	4	1	3
Rutland CCSD 230	1	1	.	.
SD 45 DuPage County	3	4	.	.
SD U-46	3	4	3	5
Salem CHSD 600	.	.	1	2
Salem SD 111	3	5	.	.
Salt Creek SD 48	1	2	.	.
Salt Fork Community Unit Dis~c	3	4	4	5
Sandoval CUSD 501	6	6	6	1

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Sandridge SD 172	5	6	.	.
Sandwich CUSD 430	2	3	4	6
Sangamon Valley CUSD 9	6	6	6	6
Saratoga CCSD 60C	6	5	.	.
Saunemin CCSD 438	2	4	.	.
Scales Mound CUSD 211	5	5	1	1
Schaumburg CCSD 54	3	4	.	.
Schiller Park SD 81	3	4	.	.
Schuyler-Industry CUSD 5	4	2	3	3
Scott-Morgan CUSD 2	1	2	1	1
Selmaville CCSD 10	6	6	.	.
Seneca CCSD 170	4	2	.	.
Seneca Twp HSD 160	.	.	1	5
Serena CUSD 2	1	1	6	4
Sesser-Valier CUSD 196	1	1	6	6
Shawnee CUSD 84	3	6	6	6
Shelbyville CUSD 4	2	3	2	3
Sherrard CUSD 200	6	5	5	5
Shiloh CUSD 1	1	2	6	2
Shiloh Village SD 85	5	3	.	.
Shirland CCSD 134	1	2	.	.
Signal Hill SD 181	6	2	.	.
Silvis SD 34	1	2	.	.
Skokie SD 68	2	3	.	.
Skokie SD 69	4	4	.	.
Skokie SD 73-5	2	5	.	.
Smithton CCSD 130	4	4	.	.
Somonauk CUSD 432	4	4	2	6
South Central CUD 401	6	2	3	2
South Fork SD 14	4	6	6	1
South Holland SD 150	4	3	.	.
South Holland SD 151	1	2	.	.
South Pekin SD 137	1	6	.	.
South Wilmington CCSD 74	6	6	.	.
Southeastern CUSD 337	6	5	6	6
Southland College Prep Chart~H	.	.	6	6
Southwestern CUSD 9	2	2	5	5

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Sparta CUSD 140	4	5	6	4
Spoon River Valley CUSD 4	3	2	6	6
Spring Garden Community Cons~d	4	2	.	.
Spring Lake CCSD 606	1	1	.	.
Spring Valley CCSD 99	6	3	.	.
Springfield SD 186	4	5	1	3
St Anne CCSD 256	6	3	.	.
St Anne CHSD 302	.	.	4	3
St Charles CUSD 303	3	1	3	4
St Elmo CUSD 202	1	3	6	2
St George CCSD 258	4	3	.	.
St Joseph CCSD 169	1	2	.	.
St Joseph Ogden CHSD 305	.	.	3	6
St Libory Cons SD 30	3	4	.	.
St Rose SD 14-15	4	3	.	.
Stark County CUSD 100	3	4	1	1
Staunton CUSD 6	1	1	1	4
Steeleville CUSD 138	4	1	1	1
Steger SD 194	1	5	.	.
Sterling CUSD 5	4	1	4	4
Steward ESD 220	5	1	.	.
Stewardson-Strasburg CUD 5A	3	3	1	1
Stockton CUSD 206	1	4	2	3
Streator ESD 44	4	5	.	.
Streator Twp HSD 40	.	.	3	5
Sullivan CUSD 300	3	2	1	1
Summersville SD 79	1	1	.	.
Summit Hill SD 161	1	1	.	.
Summit SD 104	5	5	.	.
Sunnybrook SD 171	6	4	.	.
Sunset Ridge SD 29	1	1	.	.
Sycamore CUSD 427	4	3	3	5
Taft SD 90	4	6	.	.
Tamaroa School Dist 5	5	1	.	.
Taylorville CUSD 3	2	5	1	4
Teutopolis CUSD 50	1	2	3	6
Thomasboro CCSD 130	6	4	.	.

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Thompsonville CUSD 174	1	4	6	6
Thornton Fractional Twp HS~215	.	.	2	4
Thornton SD 154	4	4	.	.
Thornton Twp HSD 205	.	.	3	4
Tolono CUSD 7	2	3	1	1
Tonica CCSD 79	1	1	.	.
Township HSD 211	.	.	2	4
Township HSD 214	.	.	3	6
Tremont CUSD 702	5	5	6	6
Tri City CUSD 1	1	1	1	1
Tri Point CUSD 6-J	6	3	1	1
Tri Valley CUSD 3	4	3	1	2
Triad CUSD 2	1	3	1	1
Trico CUSD 176	4	3	1	4
Triopia CUSD 27	1	2	3	1
Troy CCSD 30C	5	6	.	.
Tuscola CUSD 301	3	2	2	6
Twp HSD 113	.	.	2	5
Union Ridge SD 86	3	3	.	.
Union SD 81	1	1	.	.
United CUSD 304	1	2	5	5
United Twp HSD 30	.	.	3	4
Unity Point CCSD 140	4	4	.	.
University of Ill Lab School	.	.	.	.
Urban Prep West Charter School	.	.	.	.
Urbana SD 116	5	6	2	4
V I T CUSD 2	1	1	1	2
Valley View CUSD 365U	2	5	4	5
Valmeyer CUSD 3	6	5	1	5
Vandalia CUSD 203	2	1	3	4
Venice CUSD 3	4	6	.	.
Vienna HSD 133	.	.	6	5
Vienna SD 55	3	4	.	.
Villa Grove CUSD 302	2	3	2	4
Virginia CUSD 64	1	2	1	1
W Harvey-Dixmoor PSD 147	3	3	.	.
Wabash CUSD 348	6	5	6	6

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Wallace CCSD 195	3	3	.	.
Waltham CCSD 185	1	1	.	.
Waltonville CUSD 1	5	6	1	1
Warren CUSD 205	2	4	1	1
Warren Twp HSD 121	.	.	5	6
Warrensburg-Latham CUSD 11	2	1	6	4
Warsaw CUSD 316	6	3	5	1
Washington CHSD 308	.	.	1	1
Washington SD 52	4	5	.	.
Waterloo CUSD 5	4	4	5	6
Wauconda CUSD 118	3	3	2	4
Waukegan CUSD 60	4	4	4	5
Waverly CUSD 6	6	6	4	6
Wayne City CUSD 100	3	1	2	1
Wesclin CUSD 3	1	1	5	4
West Carroll CUSD 314	1	1	1	1
West Central CUSD 235	2	2	6	6
West Chicago ESD 33	3	3	.	.
West Lincoln-Broadwell ESD 92	4	3	.	.
West Northfield SD 31	1	2	.	.
West Prairie CUSD 103	3	1	3	4
West Washington Co CUD 10	5	2	1	5
Westchester SD 92-5	5	2	.	.
Western CUSD 12	1	1	2	5
Western Springs SD 101	4	5	.	.
Westville CUSD 2	2	3	1	1
Wethersfield CUSD 230	4	2	1	1
Wheeling CCSD 21	3	4	.	.
Whiteside SD 115	3	4	.	.
Will County SD 92	3	4	.	.
Williamsfield CUSD 210	6	4	1	1
Williamsville CUSD 15	1	1	4	6
Willow Grove SD 46	4	2	.	.
Willow Springs SD 108	3	3	.	.
Wilmette SD 39	1	1	.	.
Wilmington CUSD 209U	2	3	4	4
Winchester CUSD 1	3	4	3	2

	Categories of recovery (1- SY19 average or higher) to 6 (lowest average recovery, below 0.80 SD)			
District	ELA IAR	Math IAR	SAT Reading	SAT Math
Windsor CUSD 1	5	3	1	1
Winfield SD 34	6	6	.	.
Winnebago CUSD 323	3	3	1	4
Winnetka SD 36	2	2	.	.
Winthrop Harbor SD 1	6	6	.	.
Wolf Branch SD 113	5	4	.	.
Wood Dale SD 7	4	5	.	.
Wood River-Hartford ESD 15	4	2	.	.
Woodland CCSD 50	3	5	.	.
Woodland CUSD 5	2	1	1	1
Woodlawn Unit School Distri~20	2	1	5	6
Woodridge SD 68	1	1	.	.
Woodstock CUSD 200	2	3	2	4
Worth SD 127	2	4	.	.
Yorkville CUSD 115	4	4	3	5
Zeigler-Royalton CUSD 188	3	1	6	2
Zion ESD 6	5	6	.	.
Zion-Benton Twp HSD 126	.	.	5	6

Note: Table B1 categorizes each district in the state by their category of recovery for each exam they administer. Category 1 indicates that the district's average score in SY23 met or exceeded its SY19 score on that exam, while category 6 indicates that the district's average score in SY23 was at least 0.81 standard deviations below their SY19 score on that exam. A district with no categorization for an exam did not serve the relevant grade levels for that exam.

Appendix C.

Table C1. *Enrollment changes by grade and year in Illinois and CPS*

	Enrollment in Illinois					Enrollment in CPS				
Grade	2019	2021	2022	2023	% decline	2019	2021	2022	2023	% decline
1 - Grade 1	136,320	131,192	131,595	134,810	1%	25,564	24,481	23,394	23,314	9%
2 - Grade 2	138,667	130,681	131,722	132,844	4%	26,116	24,197	23,481	23,360	11%
3 - Grade 3	142,018	132,669	131,331	133,142	6%	27,732	24,612	23,102	23,517	15%
4 - Grade 4	145,229	136,560	133,138	132,305	9%	27,502	25,788	23,368	22,858	17%
5 - Grade 5	149,427	138,277	137,313	134,204	10%	27,946	25,663	24,627	23,250	17%
6 - Grade 6	152,337	143,262	138,992	138,158	9%	28,697	26,583	24,514	24,399	15%
7 - Grade 7	149,689	148,121	144,348	139,902	7%	26,799	27,346	25,609	24,308	9%
8 - Grade 8	148,845	150,017	149,159	145,253	2%	26,368	27,297	26,469	25,653	3%
9 - Grade 9	160,036	155,317	162,973	159,388	0%	27,953	26,675	27,101	26,559	5%
10 - Grade 10	154,461	154,376	156,170	159,922	-4%	29,001	28,666	28,175	29,160	-1%
11 - Grade 11	147,892	151,046	153,330	151,033	-2%	26,408	28,376	28,513	27,349	-4%
12 - Grade 12	146,308	147,582	155,969	152,702	-4%	25,070	26,958	26,547	25,917	-3%

Table C2. *Enrollment changes by year between non-CPS districts in Illinois and CPS*

From	To	N	From	To	N	From	To	N
SY19	**SY21**		**SY21**	**SY22**		**SY22**	**SY23**	
Grade 1 SY19 (IL non-CPS)	CPS SY21	508	Grade 1 SY21 (IL non-CPS)	CPS SY22	336	Grade 1 SY22 (IL non-CPS)	CPS SY23	338
Grade 1 SY19 (CPS)	CPS SY21	22,655	Grade 1 SY21 (CPS)	CPS SY22	21,784	Grade 1 SY22 (CPS)	CPS SY23	21,308
IL non-CPS SY19	CPS SY21	4,566	IL non-CPS SY21	CPS SY22	2,772	IL non-CPS SY22	CPS SY23	3,323
CPS SY19	CPS SY21	222,049	CPS SY21	CPS SY22	239,520	CPS SY22	CPS SY23	230,780
Grade 1 SY19 (IL non-CPS)	IL non-CPS SY21	100,761	Grade 1 SY21 (IL non-CPS)	IL non-CPS SY22	100,778	Grade 1 SY22 (IL non-CPS)	IL non-CPS SY23	102,122
Grade 1 SY19 (CPS)	IL non-CPS SY21	1,232	Grade 1 SY21 (CPS)	IL non-CPS SY22	1,009	Grade 1 SY22 (CPS)	IL non-CPS SY23	892
IL non-CPS SY19	IL non-CPS SY21	1,008,199	IL non-CPS SY21	IL non-CPS SY22	1,113,922	IL non-CPS SY22	IL non-CPS SY23	1,099,734
CPS SY19	IL non-CPS SY21	10,636	CPS SY21	IL non-CPS SY22	8,928	CPS SY22	IL non-CPS SY23	8,176
IL non-CPS SY19	Exit SY21	211,825	IL non-CPS SY21	Exit SY22	54,363	IL non-CPS SY22	Exit SY23	52,744
CPS SY19	Exit SY21	42,685	CPS SY21	Exit SY22	15,193	CPS SY22	Exit SY23	12,577
IL non-CPS SY19	Graduate SY21	120,214	IL non-CPS SY21	Graduate SY22	128,007	IL non-CPS SY22	Graduate SY23	125,108
CPS SY19	Graduate SY21	25,899	CPS SY21	Graduate SY22	25,199	CPS SY22	Graduate SY23	24,372
			Exit SY21	IL non-CPS SY22	11,834	Exit SY22	IL non-CPS SY23	3,977
			Exit SY21	IL non-CPS SY23	13,939	Exit SY22	CPS SY23	892
			Exit SY21	CPS SY22	2,089			
			Exit SY21	CPS SY23	2,549			

Appendix D.

Table D1. *Illinois absence rates by month.*

	September	October	November	December	January	February	March	April	May	June
2019	4%	5%	6%	6%	8%	6%	7%	6%	6%	9%
2022	6%	7%	7%	7%	7%	7%	8%	8%	9%	12%
2022	8%	8%	9%	10%	13%	10%	9%	9%	10%	13%
2023	7%	8%	10%	10%	9%	9%	9%	9%	9%	15%

Table D2. *CPS absence rates by month*

	September	October	November	December	January	February	March	April	May	June
2019	4%	5%	7%	7%	10%	7%	7%	7%	7%	12%
2021	9%	9%	10%	10%	10%	10%	11%	12%	13%	18%
2022	10%	10%	11%	13%	20%	15%	11%	13%	14%	19%
2023	9%	10%	13%	14%	12%	12%	12%	11%	13%	26%

Appendix E.

Table E1. *Absenteeism and CA rates by grade in Illinois.*

Grade	SY19 % absent	SY21 % absent	SY22 % absent	SY23 % absent	SY19 CA	SY21 CA	SY22 CA	SY23 CA
1	5.5	6.9	8.9	8.5	12.9	19.1	30	28.2
2	5.2	6.3	8.4	7.9	11.5	17.4	27.4	24.9
3	4.9	5.9	7.9	7.4	10.6	15.9	25.1	22.6
4	4.8	5.7	7.8	7.2	10.2	15.5	24.1	21.3
5	4.8	5.7	7.8	7.2	10.4	15.5	24.2	21.2
6	5.1	6.7	8.3	7.7	11.8	18.3	26.5	23.4
7	5.5	7.4	8.7	8.3	13.3	21	27.5	26
8	5.8	7.6	9	8.9	14.5	21.6	28.6	27.5
9	7.3	9.9	11.8	11.3	18.9	25.9	34.3	32.3
10	8.2	10.5	13	13	21.7	27.2	37.3	35.7
11	8.9	10.9	14	13.1	24.6	28.7	40.4	38.2
12	9.9	11.5	14.6	14	30	31	44.8	43.3

Table E2. *Absenteeism and CA rates by grade in CPS*

Grades	SY19 % absent	SY21 % absent	SY22 % absent	SY23 % absent	SY19 CA	SY21 CA	SY22 CA	SY23 CA
1	5.8	9.3	11.9	10.3	15.9	27	44.1	38
2	5.4	8.4	11	9.6	13.5	23.9	40.4	34
3	5.1	7.4	10.6	9	12.3	21	38.3	31.5
4	4.9	7.3	10.3	8.6	11.5	21.2	36.9	29.4
5	4.8	6.9	10.3	8.6	11.3	20	37.2	29.1
6	4.9	6.9	10.1	8.9	11.8	19.8	35.7	30.2
7	4.8	7.5	9.9	8.8	12	21.7	34.4	29.9
8	5.7	7.3	10	9.5	13.2	20.1	34.9	31.3
9	10.3	16.7	16.9	16	29	41.6	51.4	48
10	14	20	21.4	20.6	38.5	47.7	58.4	57
11	14.1	21	23.8	21.5	40.8	50.4	63.7	60
12	14.8	21.9	23.3	22.3	51.5	57.3	72.1	70

Table E3. *Absenteeism by race/ethnicity in Illinois*

	Absenteeism rates				Chronic Absenteeism rates			
	% SY19	%SY21	%SY22	%SY23	CA SY19	CA SY21	CA SY22	CA SY23
American Indian or Alaska Native	7.7	9.7	11.6	11.6	21.5	26.5	36.9	35.9
Asian	4.2	3.6	6.1	6.4	8.3	8.2	16	17.1
Black or African American	8.8	14.2	15.2	13.5	26.3	40	48.8	43
Latino	6.8	9.1	11.6	11.1	17.9	25.2	37	34.9
Native Hawaiian or Other Pacific Islander	6.3	7.1	9.4	9.5	16.2	19.9	28.9	29.4
Two or More Races	6.7	8.6	10.5	9.9	17.6	24.3	31.4	29.2
White	5.5	5.5	7.9	7.7	11.8	14.1	21.9	20.7

Table E4. *Absenteeism by race/ethnicity in CPS*

	Absenteeism rates				Chronic Absenteeism rates			
	% SY19	%SY21	%SY22	%SY23	CA SY19	CA SY21	CA SY22	CA SY23
American Indian or Alaska Native	8.1	12.5	14.6	13.1	24.2	32	45.1	41.9
Asian	4.9	4.6	7.3	7.5	11.9	10.8	20.6	20.9
Black or African American	9.2	15.8	17.3	15.1	26.7	42	56	48
Latino	7.4	11.1	14.1	13	20	29.1	45.6	41.4
Native Hawaiian or Other Pacific Islander	5.3	6.6	9.6	11.1	13.3	17.8	29	36.6
Two or More Races	6.9	8	11.04	11	18.4	19.7	33.2	31.4
White	6.3	5.9	9.3	9.7	15.3	13.8	26.9	28.4

Table E5. *Absenteeism and CA by FRPL and EL in Illinois*

	Absenteeism in Illinois				
	2019	2021	2022	2023	Difference
Not eligible for FRPL	5	5	7.4	7.4	2.4
Eligible for FRPL	7.9	11.3	13.2	12.1	4.2
Not EL	6.4	7.9	10.1	9.6	3.2
EL	6.2	8.6	10.9	10.5	4.3
	Chronic Absenteeism in Illinois				
	2019	2021	2022	2023	Difference
Not eligible for FRPL	9.6	11.2	19.4	19	9.4
Eligible for FRPL	22.7	32.4	43	38.7	16
Not EL	16	24.5	30	27.9	11.9
EL	21.3	30	36.2	33.8	12.5

Table E6. *Absenteeism and CA by FRPL and EL in CPS*

	Absenteeism in CPS				
	2019	2021	2022	2023	Difference
Not eligible for FRPL	6.5	7.8	10.6	10.2	3.7
Eligible for FRPL	8.2	13.2	15.6	14.1	5.9
Not EL	8.2	12.5	14.9	13.6	5.4
EL	6.4	9.7	12.8	11.8	5.4
	Chronic Absenteeism in CPS				
	2019	2021	2022	2023	Difference
Not eligible for FRPL	14.7	18.7	31	29.5	14.8
Eligible for FRPL	23.5	35.1	50.9	45.2	21.7
Not EL	22.8	32.3	47.1	42.5	19.7
EL	16.4	25.6	42.3	38.1	21.7