



# Using Data to Support Postsecondary Readiness

Presented by: **Benjamin Boer &  
Memusi Ntore**

# Illinois Longitudinal Data System (ILDS)

# Vision, Mission, Purpose

**Vision:** Illinois educational and workforce practice and policy decisions are driven by a culture of data use *and actionable information* that supports strong, equitable outcomes and engages stakeholders.

**Mission:** In Illinois, we will ensure that high-quality, appropriate, and timely data about learners and best practices from birth from career will be readily available, easy to use and secure.

**Purpose:** The ILDS will enable a wide range of stakeholders to create, advocate, and benefit from research, policies, and practices that lead to improved learning and academic and career success. Empowering people with actionable information will support strong, equitable outcomes and engaged communities.

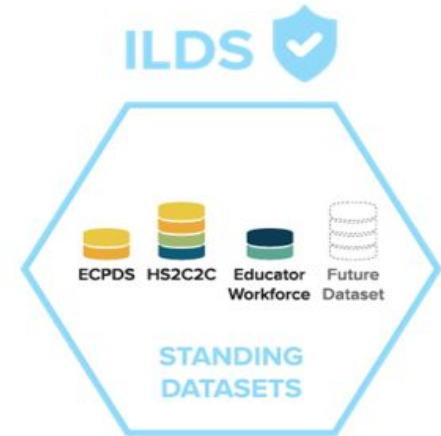
# Project Overview: Assumptions

- Many requests for data from agencies require the same data elements.
- The ILDS will reduce the effort and resources (time, staff, and systems) needed by agencies to fulfill these requests while increasing the speed that requests can be fulfilled.
- The ILDS will work with agencies to preselect data elements and combine them into pre-cleansed and pre-organized datasets.
- This architecture allows for a variety of data-driven products and projects aligned with the ILDS vision (i.e. actionable information).



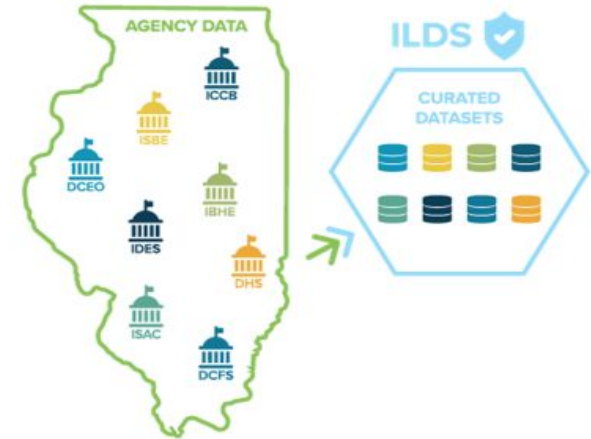
# Project Overview: Current State

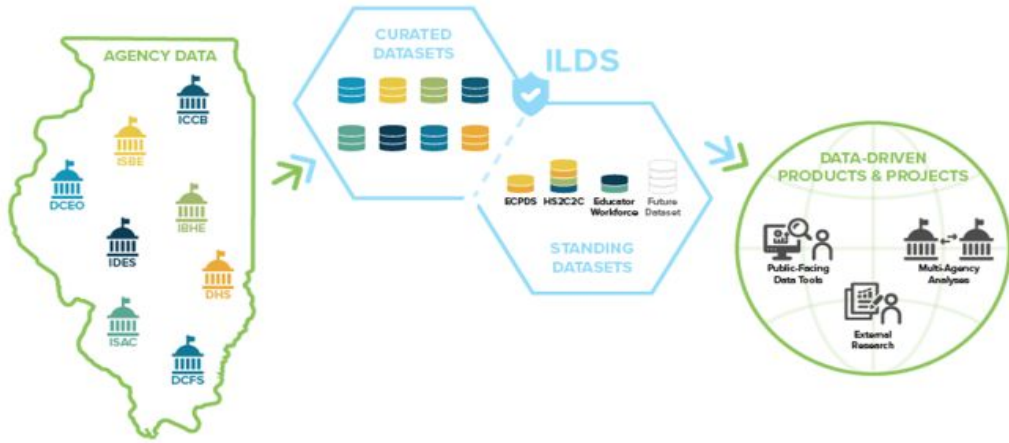
- The ILDS team and state agencies prioritized three initial combined datasets to securely and more easily be made available for reporting, research, and/or analysis:
  - Early Childhood Participation Dataset (ECPDS)
  - High School to College to Career Dataset (HS2C2C)
  - Educator Workforce Dataset
- Two of these datasets were approved by the ILDS executive committee and the third dataset was being defined.
- Because these datasets will always be available in the ILDS to those making data inquiries, they have been termed **“standing datasets.”**



# Project Overview: Future State

- While developing the standing datasets, it has become imperative that clean, high-quality data from each ILDS agency are needed to optimize usefulness for research, analysis, and reporting. These agency-centric datasets are being termed “**curated datasets.**”
- Building a curated dataset requires a variety of steps but is key to linking agency data to the ILDS.
- The ILDS plans to work with each agency to execute this process and incorporate their data into the ILDS.
- Once data is connected to the ILDS, it is ready for sharing. However, data will only be shared once a “**data project request**” is made and a Data Access and Use Agreement (DAUA) is signed.





## Project Overview: Summary

- The ILDS will house curated datasets from the eight ILDS agencies, standing datasets, and other publicly-available datasets (school, provider, institution, and census data).
- Creation of data-driven products and projects requires a data project request of the ILDS team, which will work with each agency for approval, then fulfill the request using curated and standing datasets.
- “Data products” developed by researchers and analysts can only be published and disseminated once they have the agencies’ approval.

# Success Network Dashboard Tool



## Point 2.1

Consider the following questions while we walk through the Success Network Dashboard tool:

- What questions does the data generate for you?
- Would this data inform your practice? How?
- What additional information would be helpful? Other data points? Contextual data?

# Early College Coursework in the Success Network Dashboard

## Students Participating in Early College Coursework (Illinois across the years)



This map shows the percentage of students taking early college courses like AP and Dual Credit in grades 9, 10, 11, and 12 by year, by grade, and by type of coursework. Clicking into the map will allow you to see the breakdown of students taking these classes by demographic groups.



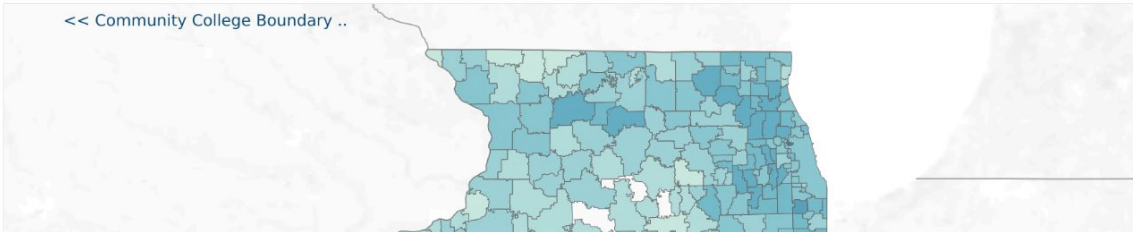
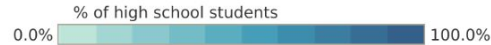
School Year  
2023

Early College Course  
Early College Overall

Illinois Statewide 33.6%

Grade  
All Grades

Associated Community College  
All



Find a District:  
All

District	2023
A-C Central CUSD 262	
Abingdon-Avon CUSD 276	11.6%
ACE Amandla Charter School	16.5%

# CTE Participation Data

## Success Network Dashboard

### Students Participating in Career Technical Education (CTE)

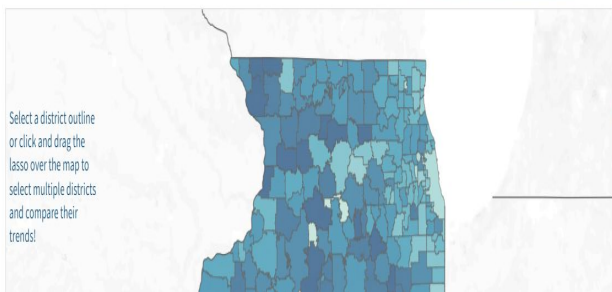
(Illinois across the years)

Career and Technical Education (CTE) programs in Illinois provide instruction for careers in high-wage, high-skill, and in-demand occupations. CTE programs continue to strengthen students' technical skills; articulate transitions to postsecondary programs, employment, or both.

School Year [\(click to change\)](#)  
2022



Illinois Statewide **49.0%**



Find a District: [\(click to filter map & table\)](#)

(All)

[\(Click on a district from the list to see an overview\)](#)

District	2022
A-C Central CUSD 262	<b>54.5%</b>
Abingdon-Avon CUSD 276	<b>91.1%</b>
ACE Amanda Charter School	

## Illinois Report Card

Home / ILLINOIS / Academic Progress / Career and Technical Education

#### State Snapshot

#### Academic Progress

- IAR
- SAT
- DLM-AA
- Science Assessment
- Proficiency
- Growth Percentile - IAR
- NAEP
- Participation Rate
- Achievement Gap
- Eighth Graders Passing Algebra I
- 9th Grade on Track
- Career and Technical Education
  - Graduation Rate
  - Postsecondary Enrollment
  - Postsecondary Remediation

#### ILLINOIS [Custom Report Card Builder](#)

#### Career and Technical Education: Perkins Measures - Graduation Rate

"Perkins Measures" have been selected by the state as representative of progress toward improving the secondary and postsecondary outcomes of students who are pursuing career and technical education. The description of what is included in each display is noted below each chart. NOTE: while some of these measures are similar to those displayed in other sections of the report card, these displays reflect the performance of only certain groups of students. [Learn More](#)

2023 Snapshot Trends

Demographics All Career Clusters



# Discussion

# Point 3.1

Discuss the following questions:

- How is the data presented today important to your community?
- What other information is important to you community?

The ILDS allows us to follow student progress longitudinally and in context:

- What longitudinal questions do you have? (i.e. how many CTE students graduate college?)
- What questions about the impact of context do you have? (i.e. what is the impact of low-income status on dual credit participation?)

Pair into groups of two or three to discuss for 10 minutes. After your discussion, we will come back together to share out your responses.