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# **Illinois Regional Safe Schools Program**

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## **FY 2007 END-OF-YEAR REPORT**

**Illinois State Board of Education  
Data Analysis and Progress Reporting Division**

**February 2008**

**Jesse H. Ruiz, Chairman  
Illinois State Board of Education**

**Christopher A. Koch, Ed.D.  
State Superintendent of Education**

## **FOREWORD**

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This report highlights the data reported by Regional Offices of Education, Intermediate Service Centers, and City of Chicago School District 299 on their Regional Safe Schools Programs in FY 2007.

This report was prepared by Dr. Lilibeth Q. Gumia, a principal consultant in the Illinois State Board of Education, Division of Data Analysis and Progress Reporting. The conclusions presented herein are that of the author and do not represent the opinions of the State Board of Education. Address questions regarding this report need to be addressed to Dr. Gumia at 217/782-3950 or [lgumia@isbe.net](mailto:lgumia@isbe.net).

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# Illinois Regional Safe Schools Program

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## BACKGROUND

Public Act 89-383, enacted in 1995, provides Illinois with a system of alternative education programs for disruptive students in grades 6-12. This act, known as the **Safe Schools Law**, states that, “*Disruptive students typically derive little benefit from traditional school programs and may benefit substantially by being transferred from their current school into an alternative public school program, where their particular needs may be more appropriately and individually addressed and where they may benefit from the opportunity for a fresh start in a new educational environment.*” (Section 13A-1e, P.A. 89-383) The law describes “disruptive students” as those who are subject to suspension or expulsion based on the disciplinary policies of the school district. With the enactment of the law, these students were given the option, although voluntary on the part of the school district, to transfer into the **Regional Safe Schools Program (RSSP)**, established in 1996 to implement the Safe Schools Law, in lieu of suspension or expulsion. The proponents of the law strongly believed that, “*administrative transfers may prove more productive for dealing with disruptive students than out-of-school suspension or expulsion.*” (105 ILCS 5/13A-1(i))

### The Regional Safe Schools Program

RSSP, which was established to serve the educational needs of disruptive students, received an appropriation of \$15 million in 1997. The law provides that at least one RSSP may be located within each educational service region and that the location of the program “*is as far away from any other school buildings or school ground in that educational service region as circumstances permit.*” (105 ILCS 5/13A-3(d)) With the exception of City of Chicago School District 299 (CPS), regional superintendents oversee the program. The oversight functions include, but are not limited to, determining the locations of the programs, implementing the program curricula, hearing cases of parent objections for returning their children to the regular school program, establishing budgets, and disbursing RSSP funds.

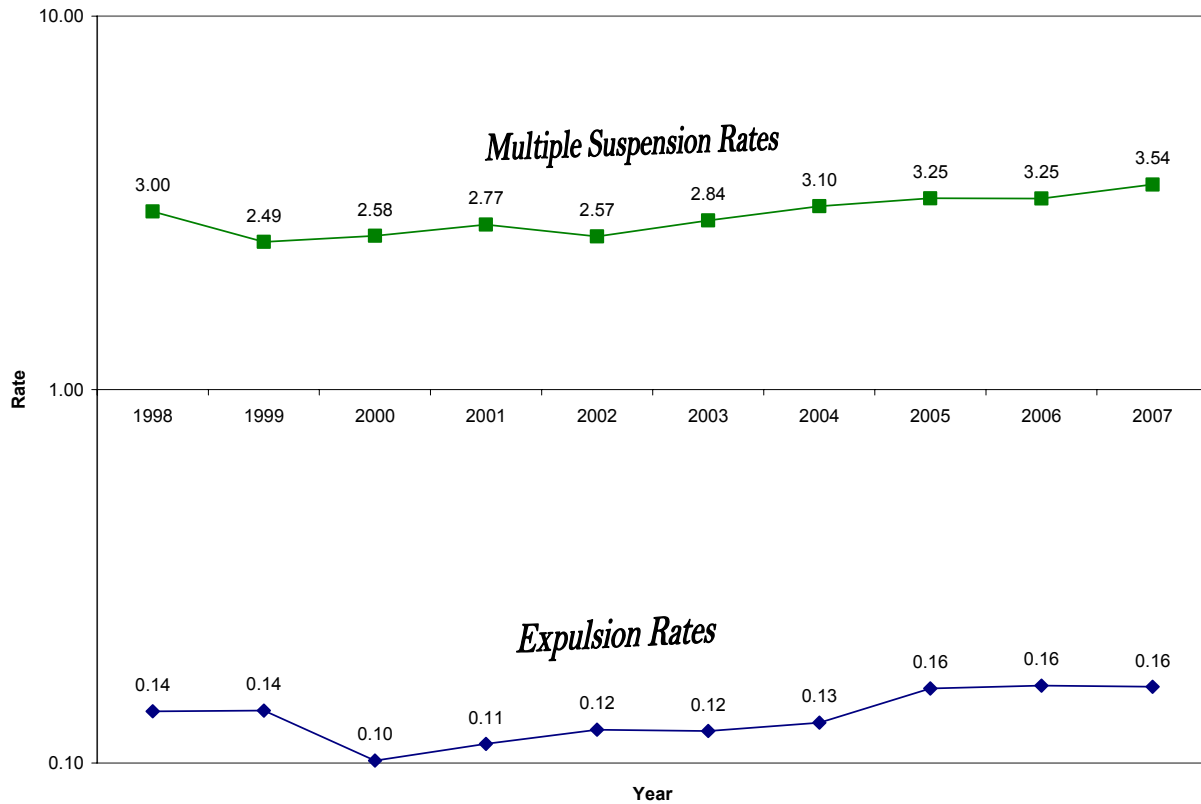
RSSP serves “disruptive students,” which include suspension- or expulsion-eligible students in any of grades 6 through 12. Suspension- or expulsion-eligible students are those students who have been found to be eligible for suspension or expulsion through the discipline process established by a school district. (105 ILCS 5/13A-2.5)

## CONTEXT

### The State of Student Suspensions and Expulsions in Illinois

The multiple suspension rate dropped in 1999, just one year after RSSP was fully implemented, but climbed again in 2000 and reached its highest level in 2007—just ten years after the first appropriation. Conversely, the expulsion rate dropped significantly in 2000, but began to climb again the following year and has remained static from 2005 through 2007. (See Chart 1.) The increased rates and numbers, particularly for multiple suspensions, seem to indicate that violence in school and disruptive behavior in classrooms have persisted or increased. Unfortunately, RSSP serves only students in the process of being expelled or suspended whom school districts have decided to administratively transfer into RSSP. Nevertheless, as shown in Table 1, RSSP, as an alternative to expulsion, increasingly serves expulsion-eligible students. The last column of Table 1, “expulsion recouped rates,” indicates that, without RSSP, about 36 percent more students would have been officially expelled in 2007.

**Chart 1. Rates of Student Multiple Suspensions and Expulsions in Illinois Public Schools: 1998-2007**



**Table 1. Number of Expulsion-Eligible Students Served by RSSP Relative to Number of Students Expelled in Illinois Public Schools and RSSP Recouped Rates\*: 1998-2007**

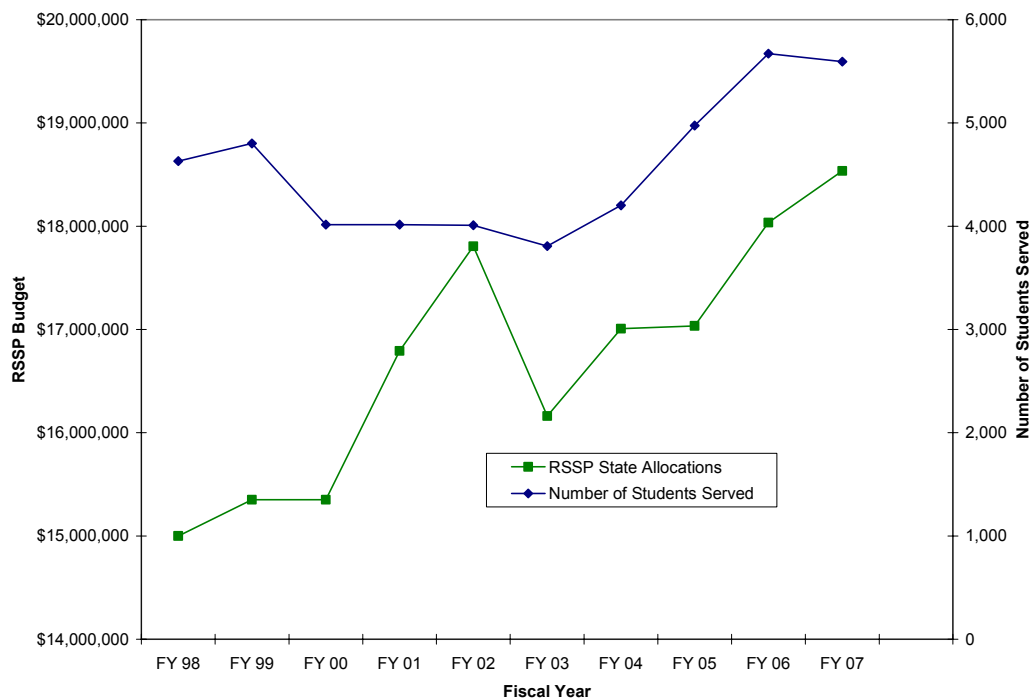
Year	Expelled in Illinois public schools	Expulsion-eligible students served by RSSP	Students that would have been expelled in Illinois public schools	RSSP's expulsion recouped rates
1998	2,744	1,059	3,803	27.8
1999	2,779	1,248	4,027	31.0
2000	2,058	1,355	3,413	39.7
2001	2,304	1,450	3,754	38.6
2002	2,543	1,754	4,297	40.8
2003	2,530	1,685	4,215	40.0
2004	2,703	1,988	4,691	42.4
2005	3,322	1,929	5,251	36.7
2006	3,413	2,066	5,479	37.7
2007	3,451	1,967	5,418	36.3

\*Expulsion recouped rates, which are the numbers that RSSP recovered from students being expelled, are computed by dividing the number of expulsion-eligible students served by RSSP by the number of students who would have been expelled in Illinois public schools.

## RSSP Funding

State allocations for RSSP increased by 24 percent in FY07 from FY98. In particular, RSSP experienced the highest rate of annual increase in FY01 (9.4 percent), but plummeted by 9.2 percent in FY03. Allocations began to climb again in FY04 and continued until FY07. (See Chart 2.) Although funding for RSSP increased somewhat steadily, the number of students served presents a different picture. When funding for RSSP climbed, the number of students served was low. Conversely, the number of students served was high when the funding level was relatively low. This is confirmed by a linear regression analysis showing a negative correlation between budget and number of students served, with  $b^1 = -21.574$ . However, the relationship is not significant.

**Chart 2. RSSP State Allocations Relative to the Number of Students Served: FY98-FY07**



Funding for RSSP projects is driven by a formula. This formula however, does not factor in the number of expelled students or students under multiple suspensions—the types of students served by RSSP. The funding formula is based on the best three-month average daily attendance of the educational region and the number of students in the region from low-income families, based on the most recent census.

### *Cost Per Student*

Table 2 presents the average cost of serving a student in RSSP. The highest cost per student occurred in FY97 (when RSSP was initially funded) at \$11,321 per student. FY97 was meant to be a planning year and, at that time, RSSP served only 1,325 students. The lowest cost per student—\$3,180—occurred in FY06, the same year in which RSSP served the highest number of students during the 11-year-period between FY97 and FY07.

<sup>1</sup> “*b*,” which is also called unstandardized regression coefficient or the slope, in the context presented, refers to the unit change in the budget given a unit change in the number of students served.

Please note that the cost per student includes only the RSSP allocation. RSSP projects receive general state aid in addition to the RSSP allocations. Therefore, the cost per student would be higher if general state aid were included in the calculations.

The fluctuating number of students served by RSSP each year could not be explained through this evaluation.

**Table 2. RSSP State Allocations, Annual Rate of Allocation Increase/Decrease, Number of Students Served, and Cost Per Student, FY97-FY07**

Fiscal Year	RSSP State Allocations	Rate of Allocation Increase/Decrease	Number of Students Enrolled	Cost Per Student*
FY 97	\$15,000,000		1,325	\$11,321
FY 98	\$15,000,000	0.0	4,631	\$3,239
FY 99	\$15,352,000	2.3	4,801	\$3,198
FY 00	\$15,352,000	0.0	4,015	\$3,824
FY 01	\$16,791,627	9.4	4,016	\$4,181
FY 02	\$17,806,626	6.0	4,010	\$4,441
FY 03	\$16,160,900	-9.2	3,807	\$4,245
FY 04	\$17,007,899	5.2	4,202	\$4,048
FY 05	\$17,035,497	0.2	4,974	\$3,425
FY 06	\$18,035,498	5.9	5,671	\$3,180
FY 07	\$18,535,492	2.8	5,595	\$3,313

\*The basis for calculating cost per student is limited to RSSP funds.

## FINDINGS FROM THE FY07 RSSP STUDENT DATA

### Students Served in FY07

#### Student Demographics

RSSP served 5,595 students in 2007. Expelled/readmitted and expulsion-eligible students combined constitute the majority of students served (54.4 percent). Close to three-fourths of RSSP students are in high school (73 percent). The number and percentage of students served, by RSSP project and student eligibility, are shown in Appendix A.

**Table 3. RSSP Students, by Grade Level and Eligibility, FY07**

Grade	Expelled & Readmitted		Expulsion-Eligible		Suspension-Eligible		Total	
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Row Pct
6	47	24.1	64	32.8	84	43.1	195	3.5
7	113	22.8	156	31.5	226	45.7	495	8.8
8	161	19.2	288	34.3	390	46.5	839	15.0
9	317	23.2	491	35.9	558	40.8	1,366	24.4
10	224	18.7	423	35.3	551	46.0	1,198	21.4
11	129	14.9	317	36.6	420	48.5	866	15.5
12	84	13.2	228	35.8	324	50.9	636	11.4
<b>Total</b>	<b>1,075</b>	<b>19.2</b>	<b>1,967</b>	<b>35.2</b>	<b>2,553</b>	<b>45.6</b>	<b>5,595</b>	<b>100.0</b>

The majority of RSSP students come from minority groups, with blacks constituting 65 percent of minority students in FY07. The majority of Asians, Hispanics, and blacks served by RSSP is expelled or expulsion-eligible students, whereas the majority of white students is suspension-eligible.

**Table 4. RSSP Students, by Race/Ethnicity and Eligibility, FY07**

Student Race/Ethnicity	Expelled & Readmitted		Expulsion-Eligible		Suspension-Eligible		Total	
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Row Pct
American Indian/Alaskan Native	1	14.3	2	28.6	4	57.1	7	0.13
Asian/Pacific Islander	10	20.4	19	38.8	20	40.8	49	0.88
Black Not Hispanic	636	30.2	704	33.5	763	36.3	2,103	37.59
Hispanic	160	16.5	397	41.0	411	42.5	968	17.30
White Not Hispanic	247	10.5	816	34.7	1,291	54.8	2,354	42.07
Multi-Racial	21	18.4	29	25.4	64	56.1	114	2.04
<b>Total</b>	<b>1,075</b>	<b>19.2</b>	<b>1,967</b>	<b>35.2</b>	<b>2,553</b>	<b>45.6</b>	<b>5,595</b>	<b>100.00</b>

RSSP also served students with Individualized Education Programs (10 percent) in FY07. Seventy percent of RSSP students were males.

### ***RSSP Students, by Location***

While CPS accounted for about 13 percent of all students served by RSSP, all students served were expelled and/or expulsion-eligible students. CPS even served more expelled students (61.9 percent) than expulsion-eligible students (38.1 percent). (See Table 5.) In contrast, the majority of students served by non-CPS RSSP projects were suspension-eligible (52.7 percent).

**Table 5. Students Served by RSSP, by Location, FY07**

Eligibility Status	Chicago Public SD 299		Outside of Chicago Public SD 299		Total
	No.	Row Pct	No.	Row Pct	
Expelled/readmitted	465	62.0	610	12.6	1,075
Expulsion	285	38.0	1,682	34.7	1,967
Suspension	0	0.0	2,553	52.7	2,553
<b>Total</b>	<b>750</b>	<b>13.4</b>	<b>4,845</b>	<b>86.6</b>	<b>5,595</b>

### ***Reasons for Students' Transfer into RSSP***

There are multiple reasons for transferring a student into RSSP that are associated with school expulsion, eligibility for expulsion, or suspension:

- **Alcohol** (liquor law violations, possession, use, sale)
- **Disorderly conduct** (disruptive behavior)
- **Drugs**, excluding alcohol and tobacco (illegal drug possession, sale, use/under the influence)
- **Fighting** (mutual altercation), **battery**, and/or **physical altercation**
- **Harassment**, nonsexual (physical, verbal, or psychological)
- **Insubordination** (disobedience to school staff or school personnel)
- **Robbery** (taking of things by force) or **theft**
- **Threats** (including school threats)
- **Vandalism** (damage to school or personal property)
- **Violation of school rules** (disobeying school policy)
- **Weapons possession** (firearms and other weapons)

Table 6 shows that the reasons for the majority of student expulsions or eligibility for expulsion stemmed from alcohol (82 percent), drugs or related offenses (87 percent), school fighting (66 percent), school facility robbery (68 percent), vandalism (80 percent), or possession of weapons (87 percent). The majority of suspension-eligible students was charged with disorderly conduct (51 percent), harassment (74 percent), insubordination (75 percent), and violation of school rules (85 percent). It would appear that offenses committed by expelled/expulsion-eligible students present higher risks to school facility or student well being than those offenses committed by suspension-eligible students.

**Table 6. Student Referral to RSSP, by Primary Referral Reason and Eligibility, FY07**

Primary Referral	Expelled & Readmitted		Expulsion-Eligible		Suspension-Eligible		Total	
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Row Pct
Alcohol	8	18.2	28	63.6	8	18.2	44	0.8
Disorderly conduct	90	15.9	186	32.8	291	51.3	567	10.1
Drugs	197	26.0	458	60.5	102	13.5	757	13.5
Fighting	376	34.2	349	31.8	374	34.0	1,099	19.6
Harassment	3	4.3	15	21.4	52	74.3	70	1.3
Insubordination	39	5.8	133	19.6	506	74.6	678	12.1
Robbery	18	21.2	40	47.1	27	31.8	85	1.5
Threats	59	16.9	122	34.9	169	48.3	350	6.3
Vandalism	9	18.4	30	61.2	10	20.4	49	0.9
Violation of school rules	37	4.1	97	10.7	769	85.2	903	16.1
Weapons possession	112	28.0	234	58.5	54	13.5	400	7.1
Other offenses	127	21.4	275	46.4	191	32.2	593	10.6
<b>Total</b>	<b>1,075</b>	<b>19.2</b>	<b>1,967</b>	<b>35.2</b>	<b>2,553</b>	<b>45.6</b>	<b>5,595</b>	<b>100.0</b>

### RSSP Student Services

Apart from academic instruction, RSSP provides an array of support services, which include tutoring, mentoring, behavior modification training, and counseling. (A list is provided in Table 7.)

By law, all RSSP students should receive academic instruction. There were 39 students, however, who were in the program longer than 15 days and were not reported as having received academic instruction. This data omission could be due to a reporting error, but such an error was not confirmed by this evaluation. Additionally, 90 percent of the students who had no academic instruction reported were in high school.

A student's eligibility status somehow dictates what types of services are received. For example, about 72 percent and 84 percent of expelled/expulsion-eligible students received behavior modification training and counseling, compared with 42 percent and 68 percent of suspension-eligible students. Moreover, more expelled/expulsion-eligible students received parenting and school-to-work classes than did suspension-eligible students. The data also show that expelled/expulsion-eligible students received more services, an average of five services per student, compared with four services per suspension-eligible student.

**Table 7. Services Received by RSSP Students, by Type of Service and Eligibility, FY07**

Type of Service	Suspension-eligible		Expelled and expulsion-eligible		Duplicate Totals*	
	No.	Row Pct	No.	Row Pct	No.	Row Pct
Academic instruction	2,474	96.9	3,002	98.7	5,476	97.9
Individual/Group counseling	1,741	68.2	2,545	83.7	4,286	76.6
School-to-work	1,512	59.2	2,398	78.8	3,910	69.9
Behavior modification training	1,062	41.6	2,193	72.1	3,255	58.2
Mentoring	853	33.4	1,301	42.8	2,154	38.5
Community services	985	38.6	1,128	37.1	2,113	37.8
Tutoring	950	37.2	906	29.8	1,856	33.2
Referrals for service agency services	431	16.9	995	32.7	1,426	25.5
Life skills	421	16.5	444	14.6	865	15.5
Parenting classes - parents	177	6.9	589	19.4	766	13.7
Parenting classes - students	72	2.8	178	5.9	250	4.5
GED instruction	56	2.2	46	1.5	102	1.8
Unduplicated Total	2,553		3,042		5,595	

\*A student in RSSP can receive more than one type of service.

## **RSSP Student Outcomes**

### ***Categorical Outcomes***

Eighty-five percent of RSSP students attained at least one positive outcome. Positive outcomes include receiving high school credit, advancing in grade level (grades 6-8), graduating from elementary grades (grade 8), graduating from high school (grade 12), completing GED testing (grades 9-12), receiving curriculum-related employment, fewer negative behavior occurrences or increased occurrences of improved behavior while in RSSP, and returning to home school upon successful completion of educational objectives.

### ***Attaining High School Credits***

RSSP is predominantly a high school program; in FY07, 72 percent were high school students and only 28 percent were elementary students. Given the grade distribution, more students were enrolled in RSSP seeking to earn high school credits. Of the 4,066 high school students enrolled in RSSP, 73 percent earned high school credit(s). (See Table 8.) *This is the highest student outcome achieved in RSSP.*

### ***Behavioral Outcomes***

Occurrences of incidences of negative behavior for which students were primarily referred to RSSP decreased for 62 percent of students. This means that the behavior of 62 percent of all students improved and participation in RSSP may indicate, for example, that fewer students used alcohol or drugs or exhibited disruptive behavior. For 16 percent of students, however, negative behavior was reported as not changed, and for 6 percent was reported to have gotten worse. Data also indicate that the majority of students for whom occurrences of negative behavior increased were suspension-eligible students. The most common and increased offense committed by these students while in RSSP involved violation of school rules, which pales when compared with other offenses that other students committed prior to

participating in RSSP, such as taking or selling drugs, possessing weapons, or fighting. *In this sense, RSSP has significantly curtailed undesirable behavior that these students exhibited prior to participation in the RSSP.*

### **Other Academic Categorical Outcomes**

Apart from earning high school credits, other academic outcomes include: 59 percent of grades 6-8 advanced in grade level, 52 percent of grade 12 students graduated from high school, 45 percent of grade 8 students completed elementary grades, and 32 percent returned to their home schools. (See Table 8.)

**Table 8. Number and Percentage of RSSP Students Attaining Positive Outcomes, by Outcomes, Cohort, and Grade, FY07**

<b>Outcome</b>	<b>Total Attained Outcome</b>	<b>Cohort</b>	<b>Cohort Grades</b>	<b>Percent Attained Outcome</b>
Received high school credit	2,967	4,066	Grades 9-12	73.0
Advanced in grade	900	1,529	Grades 6-8	58.9
Graduated elementary	375	839	Grade 8	44.7
Graduated high school	332	636	Grade 12	52.2
GED Test Completed	34	4,066	Grades 9-12	0.8
Less reported incidents (R1)	3,485	5,595	All students	62.3
Returned to home school	1,775	5,595	All students	31.7
More reported incidents (R1)	338	5,595	All students	6.0
Dropped out of the program	570	5,595	All students	10.2
Dropped from RSSP	522	5,595	All students	9.3
Transferred - DOC	69	5,595	All students	1.2
Transferred - residential programs	52	5,595	All students	0.9

### **Other Categorical Outcomes**

There were also 570 students who dropped out of the program, 522 who were dropped, 69 who were transferred to the Illinois Department of Corrections, and 52 who were transferred to residential programs. (See Table 8.)

### **Primary Referral and Positive Outcomes**

It may be interesting to know what percentage of RSSP students attained positive outcomes, relative to the primary reason for their referral to RSSP. This provides a measure of the extent by which RSSP has positively affected the education of these students, given the challenging behavioral issues that these students bring with them to RSSP. Table 9 indicates that positive outcomes were attained at higher rates for those students who used alcohol (93 percent), committed vandalism (96 percent), possessed weapons (93 percent), were charged with harassment (93 percent), or possessed/took drugs (91 percent). Conversely, only 77 percent of students who were transferred to RSSP because of “fighting” attained positive outcomes. Approximately 83 percent of students who violated school rules or made threats attained positive outcomes. Why enrollment in RSSP resulted in a higher positive outcome rate for some referral types over others could not be determined through this evaluation. *What the data show, however, is that RSSP has made significant improvements in the behavior or education of these students.*

**Table 9. Number and Percentage of RSSP Students Attaining Positive Outcomes, by Primary Referral to RSSP, FY07**

Primary Referral to RSSP	Attained Positive Outcome	
	Number	Pct
Alcohol	41	93.2
Disorderly conduct	477	84.4
Drugs	681	90.6
Fighting	845	77.2
Harassment	62	92.5
Insubordination	568	84.8
Robbery	81	95.3
Threats	287	83.2
Vandalism	47	95.9
Violation of school rules	743	82.6
Weapons possession	369	92.5
Other offenses	530	89.7
<b>All students</b>	<b>4,731</b>	<b>85.1</b>

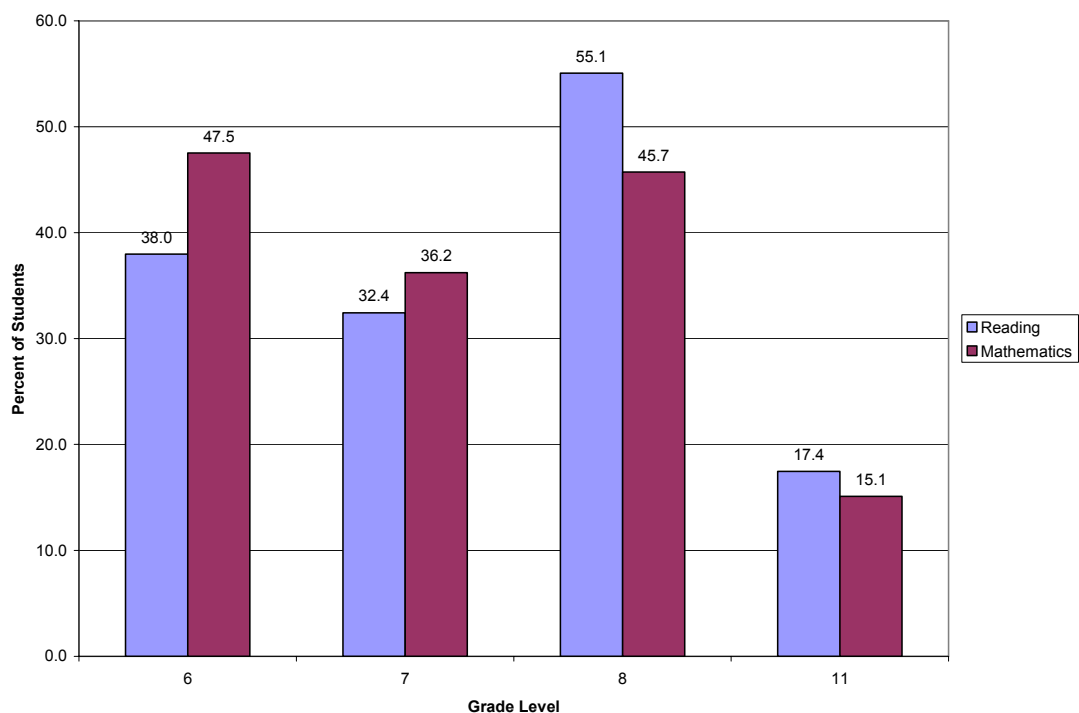
***Performance of RSSP Students in Statewide Achievement Tests***

The ISBE Student Information System, which assigns a unique student identification (ID) number to each student enrolled in Illinois public schools, allows for matching assessment databases with other databases, such as the RSSP, through the unique student ID number. The matching process between FY07 RSSP data and the 2007 Illinois Standards Achievement Test (ISAT) or Prairie State Achievement Examination (PSAE) data resulted in a 53 percent match for tested grades. ISAT is administered in grades 3 through 8, while PSAE is administered in grade 11. RSSP serves grades 6-12, so matching is limited to grades 6-8 and 11.

Chart 3 shows the performance of RSSP students on state assessments in reading and mathematics in terms of the percentage of RSSP students who met or exceeded state standards.

Grade 8 students were the highest performing group in reading: 55 percent met or exceeded the state standards. Grade 6 students were the highest performing group in mathematics: approximately 48 percent met or exceeded the state standards. Grade 11 students were the lowest performing group in both subject areas. ISAT and PSAE performance by RSSP students differs significantly by grade level.

**Chart 3. Percentage of RSSP Students Who Met/Exceeded State Standards in Reading and Mathematics, by Grade Level: 2007**

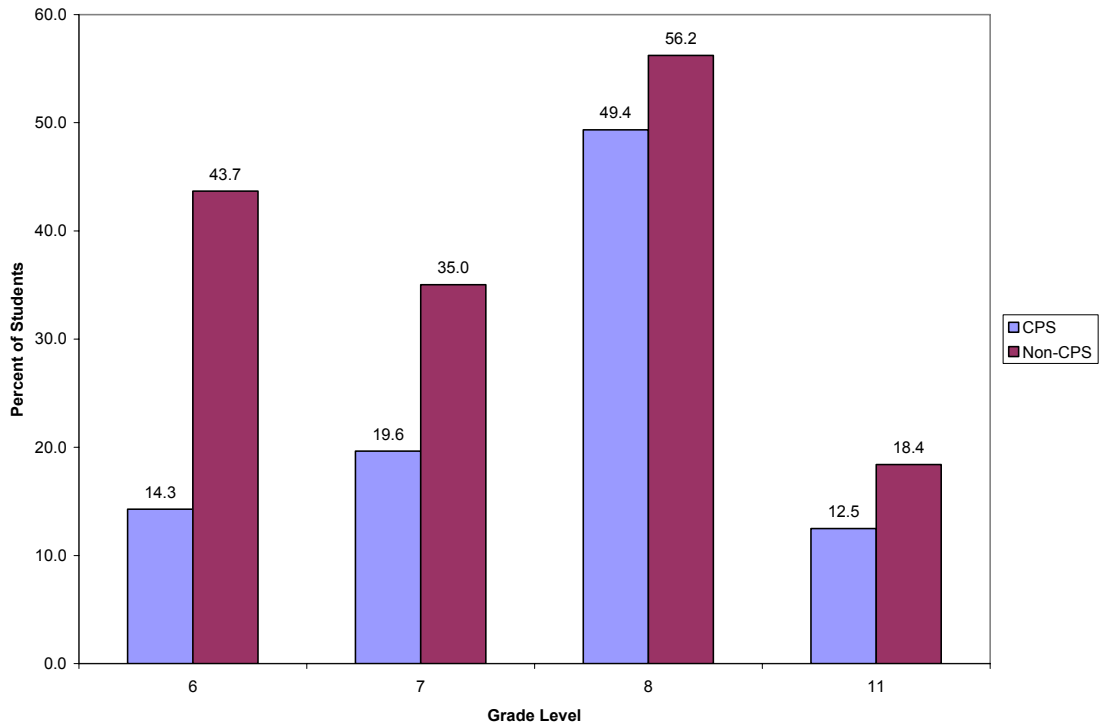


***Performance of RSSP Students on State Standardized Achievement Tests: CPS vs. Non-CPS***

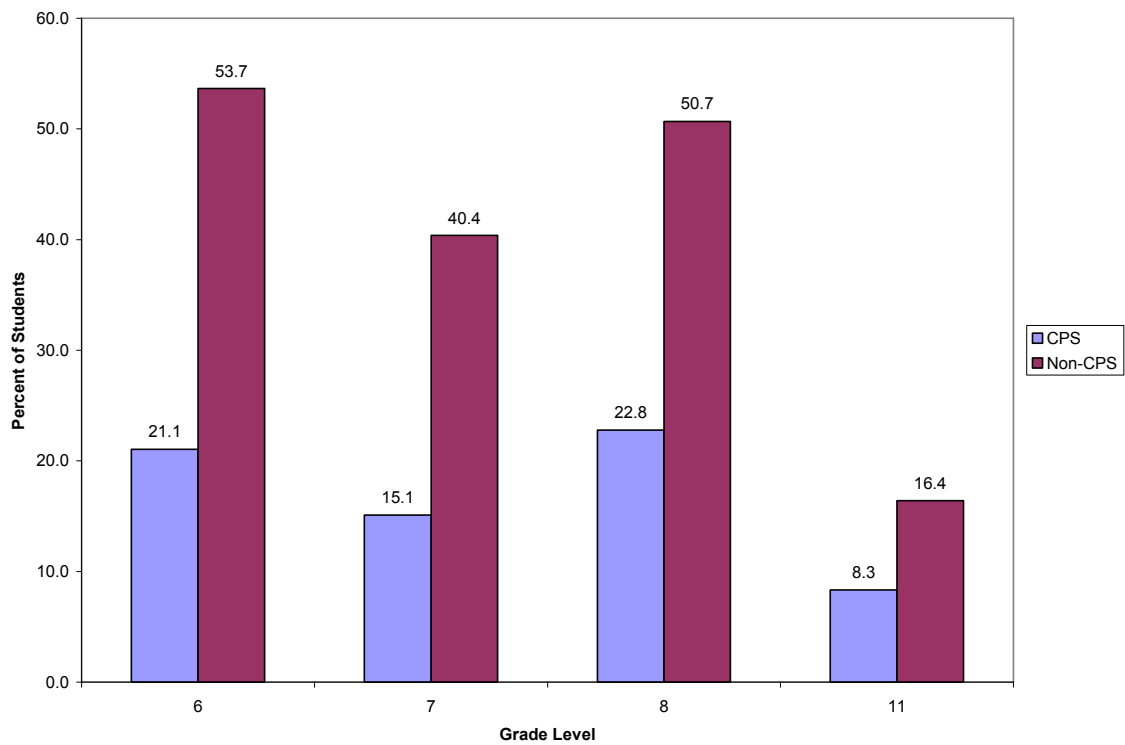
Charts 4 and 5 show that CPS RSSP students performed significantly lower than non-CPS RSSP students in all four grades (6-8 and 11) for reading and mathematics. All CPS RSSP students were expelled or expulsion-eligible students, who may have committed more grievous offenses than multiple-suspension students. Non-CPS RSSP projects served all multiple-suspension students.

Numerous studies point to the fact that student academic failure is strongly correlated with the nature and frequency of offenses committed in school that call for disciplinary actions (Tobin & Sugai, 1999; Roeser, Eccles & Sameroff, 2000; Murdock, Anderman, and Hodge, 2000; Larsen, Steele, & Sailor, 2006; and Morrison, Anthony, Storino, & Dillon, 2001). Tobin and Sugai (1999), for instance, found that individual student academic failure in high school is correlated with three or more suspensions in grade 9. They also found correlations between grade point average and specific types of school office discipline referral (ODR) behaviors (fighting, harassing and threats of violence, and nonviolent misbehavior) for boys in grade 6. Roeser, Eccles, and Sameroff (2000) found that the relationship between problematic behavior and academic performance is strengthened over the course of middle school. Murdock, Anderman, and Hodge (2000), using a Likert discipline scale rating of 1 (never) to 5 (four or more times), found that discipline scores are negatively correlated with grades. Studies of Larsen, Steele, & Sailor (2006) predicted lower scores on standardized reading and mathematics tests for students who are suspended numerous times. Morrison, Anthony, Storino, and Dillon (2001) found that students who had no previous ODRs had higher grade point averages than students who had ODRs. Given what these studies discovered, the seemingly poor performance of CPS RSSP students may be attributed to a plethora of behavioral challenges of the students served.

**Chart 4. Percentage of CPS and Non-CPS RSSP Students Who Met/Exceeded State Standards in Reading, by Grade Level: 2007**



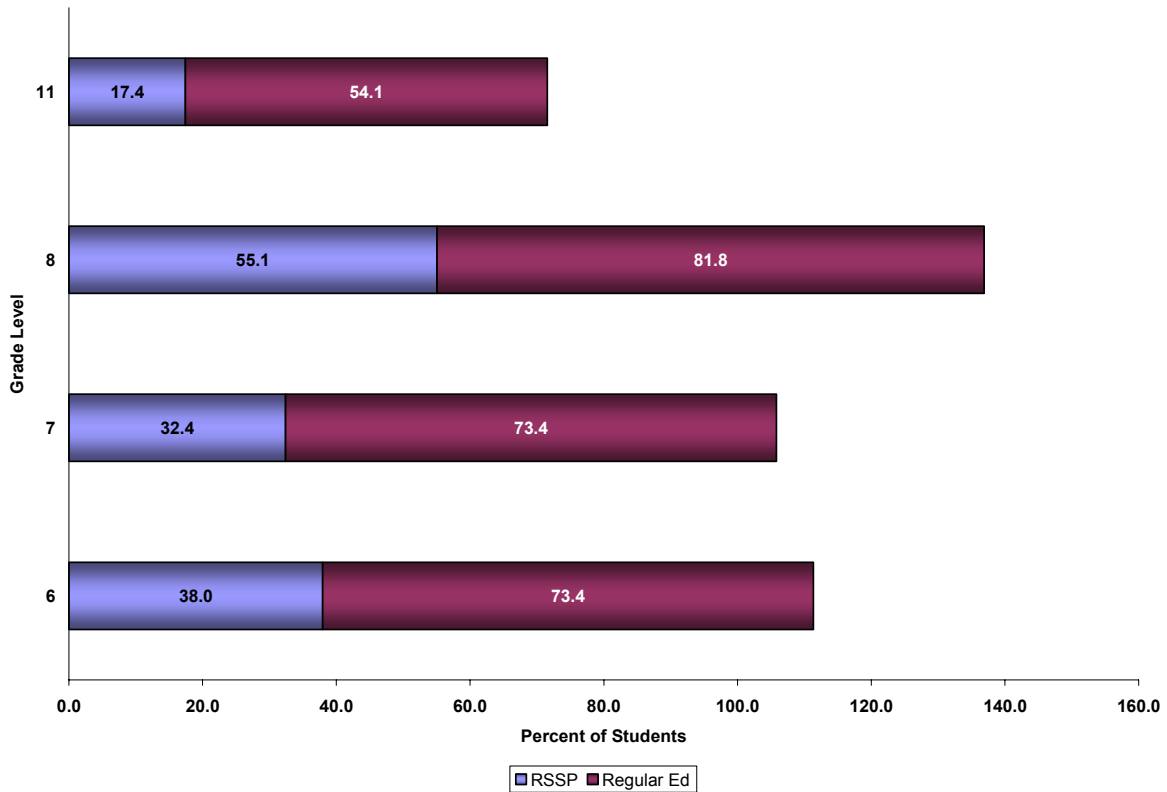
**Chart 5. Percentage of CPS and Non-CPS RSSP Students Who Met/Exceeded State Standards in Mathematics, by Grade Level: 2007**



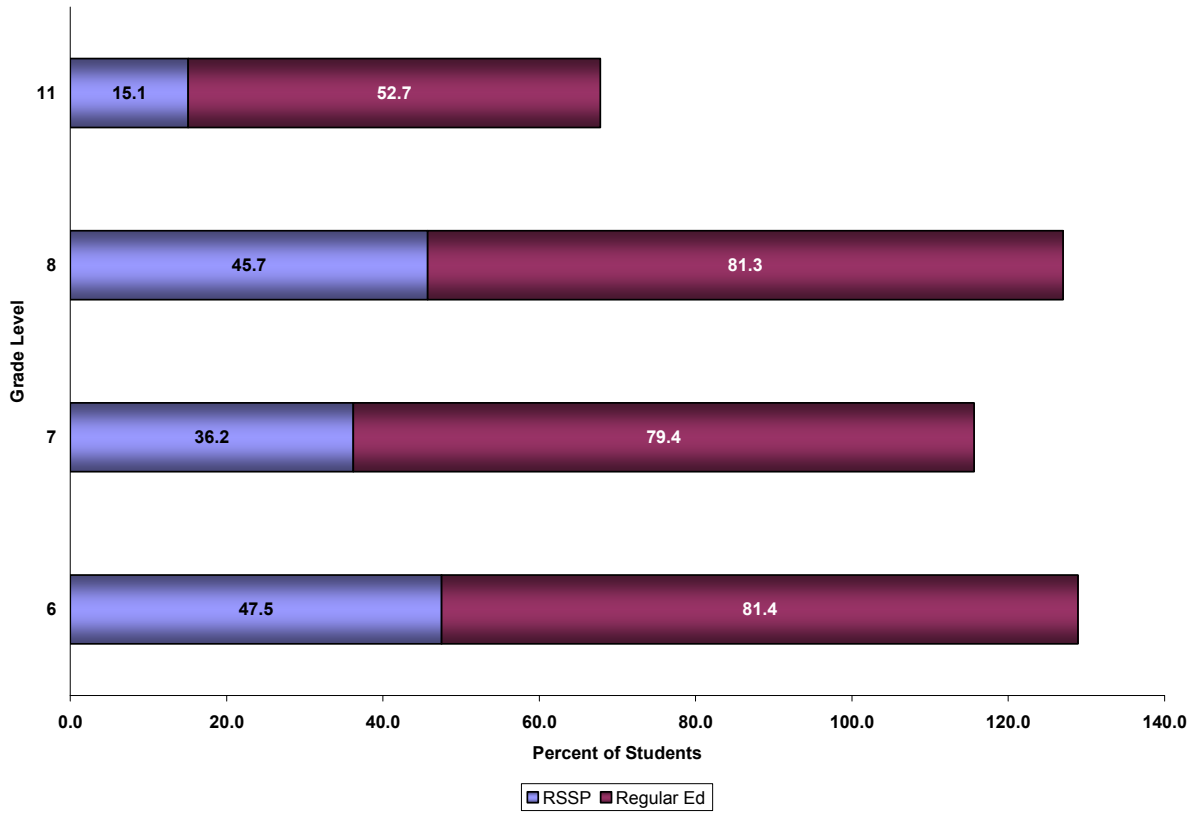
**Performance of RSSP Students in Statewide Achievement Tests, Compared with the Performance of Regular Education Students**

Charts 6 and 7 compare the percentage of RSSP students who met or exceeded state standards in reading and mathematics with regular education students. State assessment results show that RSSP students lagged significantly behind regular education students in all four tested grades, with the most pronounced difference occurring in grade 11.

**Chart 6. Comparison of Percentage of RSSP Students Who Met/Exceeded State Standards in Reading with Regular Education Students, by Grade Level: 2007**



**Chart 7. Comparison of Percentage of RSSP Students Who Met/Exceeded State Standards in Mathematics with Regular Education Students, by Grade Level: 2007**



## CONCLUSIONS AND RECOMMENDATIONS

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RSSP has contributed to the reduction of the incidences of expulsions or suspensions in Illinois. As discussed in this report, the number of Illinois students who would have been expelled or suspended would have been higher if not for RSSP.

The data reported by RSSP projects show that the FY07 program had a positive impact on the students it served, with high school students receiving credits and reducing negative behavior as its top accomplishments. There was an improvement to measuring “improved behavior” in 2007, which, in the past, was determined by checking the box associated with the outcome. In 2007, a link was established between “primary referral” (associated with negative behavior) to the program and the level of occurrences of such negative behavior as “less,” “same,” or “more” while or after participating in RSSP. The data reported by RSSP projects show that, for the majority of its students (62 percent), the occurrences of such negative behavior lessened while in RSSP. Specific reasons for this positive change in behavior could not be determined from the data. There were other academic categorical outcomes achieved by RSSP students, such as graduating from high school or advancing in grade level. RSSP student data, however, are self-reported. Categorical outcomes reported by RSSP projects have to be supported by empirical data and/or validated with the information available on the ISBE Student Information System.

State assessment results for reading and mathematics show that RSSP students lagged significantly behind regular education students in all four tested grades, with the most pronounced difference occurring in grade 11.

It is recommended that the reporting software be modified to accommodate the collection of empirical or measurable outcome data that could be tested for reliability and validity. RSSP projects also need to report their student data completely and accurately.

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## APPENDIX A

### Number and Percentage of Students Served, by RSSP Project and Student Eligibility, FY07

RSSP PROJECT (ROE/ISC/CPS)	Expelled & Readmitted		Expulsion-Eligible		Suspension-Eligible		Total	
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Row Pct
ADAMS/PIKE ROE	0	0.0	10	10.9	82	89.1	92	1.6
ALXNDR/JOHN/MASC/PULSKI/UNION ROE	0	0.0	28	59.6	19	40.4	47	0.8
BOND/EFFINGHAM/FAYETTE ROE	1	3.0	2	6.1	30	90.9	33	0.6
BOONE/WINNEBAGO ROE	108	94.7	4	3.5	2	1.8	114	2.0
BROWN-CASS-MORGAN-SCOTT ROE	0	0.0	11	30.6	25	69.4	36	0.6
BUREAU-HENRY-STARK ROE	3	6.4	5	10.6	39	83.0	47	0.8
CALHOUN-GREENE-JERSY-MACOUPIIN ROE	0	0.0	32	65.3	17	34.7	49	0.9
CARROLL/JO DAVIESS/STEPHENSON ROE	5	7.4	12	17.6	51	75.0	68	1.2
CHAMPAIGN/FORD ROE	18	11.5	23	14.7	115	73.7	156	2.8
CHRISTIAN/MONTGOMERY ROE	1	2.3	29	65.9	14	31.8	44	0.8
CITY OF CHICAGO	465	62.0	285	38.0	0	0.0	750	13.4
CLAY-CWFORD-JSPER-LWRNCE-RHLAND	5	8.8	37	64.9	15	26.3	57	1.0
CLINTON-MARION-WASHINGTON ROE	1	2.3	10	23.3	32	74.4	43	0.8
CLK-CLS-CMBN-DGLAS-EDGR-MLTR-SHLB	2	1.5	52	39.7	77	58.8	131	2.3
DE KALB ROE	2	3.2	33	53.2	27	43.5	62	1.1
DE WITT-LIVINGSTON-MCLEAN ROE	1	0.9	70	63.6	39	35.5	110	2.0
DU PAGE ROE	0	0.0	120	73.2	44	26.8	164	2.9
EDWD-GLTN-HDIN-POP-SLNE-WBH-WN-WH	6	15.8	7	18.4	25	65.8	38	0.7
FRANKLIN-WILLIAMSON ROE	0	0.0	11	36.7	19	63.3	30	0.5
FULTON-SCHUYLER ROE	8	33.3	2	8.3	14	58.3	24	0.4
GRUNDY-KENDALL ROE	32	10.9	35	11.9	226	77.1	293	5.2
HAMILTON-JEFFERSON ROE	0	0.0	6	28.6	15	71.4	21	0.4
HANCOCK-MC DONOUGH ROE	2	7.7	22	84.6	2	7.7	26	0.5
HENDERSON-MERCER-WARREN ROE	8	33.3	5	20.8	11	45.8	24	0.4
IROQUOIS-KANKAKEE ROE	0	0.0	47	42.0	65	58.0	112	2.0
JACKSON-PERRY ROE	0	0.0	15	55.6	12	44.4	27	0.5
KANE ROE	1	0.5	132	70.6	54	28.9	187	3.3
KNOX ROE	8	14.8	5	9.3	41	75.9	54	1.0
LA SALLE	5	4.9	25	24.5	72	70.6	102	1.8
LAKE ROE	69	48.6	55	38.7	18	12.7	142	2.5
LEE-OGLE ROE	1	2.4	19	45.2	22	52.4	42	0.8
LOGAN-MASON-MENARD ROE	6	9.2	14	21.5	45	69.2	65	1.2
MACON-PIATT ROE	2	3.7	29	53.7	23	42.6	54	1.0
MADISON ROE	17	18.5	39	42.4	36	39.1	92	1.6
MARSHALL-PUTNAM-WOODFORD	7	12.1	18	31.0	33	56.9	58	1.0
MC HENRY ROE	0	0.0	17	37.8	28	62.2	45	0.8
MONROE-RANDOLPH ROE	0	0.0	4	10.5	34	89.5	38	0.7
NORTH COOK	14	5.1	44	15.9	218	79.0	276	4.9
PEORIA ROE	69	61.1	42	37.2	2	1.8	113	2.0
ROCK ISLAND ROE	7	11.7	8	13.3	45	75.0	60	1.1
SANGAMON ROE	0	0.0	25	25.3	74	74.7	99	1.8
SOUTH COOK	0	0.0	84	24.1	264	75.9	348	6.2
ST CLAIR ROE	0	0.0	44	57.1	33	42.9	77	1.4
TAZEWELL ROE	49	80.3	12	19.7	0	0.0	61	1.1
VERMILION ROE	48	100.0	0	0.0	0	0.0	48	0.9
WEST COOK	3	1.6	162	88.0	19	10.3	184	3.3
WHITESIDE ROE	0	0.0	9	60.0	6	40.0	15	0.3
WILL ROE	101	12.1	267	31.9	469	56.0	837	15.0
<b>TOTAL</b>	<b>1,075</b>	<b>19.2</b>	<b>1,967</b>	<b>35.2</b>	<b>2,553</b>	<b>45.6</b>	<b>5,595</b>	<b>100.0</b>

## APPENDIX B

### Number and Percentage of Students with Fewer Reported Incidences of Negative Behavior, by RSSP Project, FY07

RSSP PROJECT (ROE/ISC/CPS)	Less reported incidents	
	No. of Students	Pct of Total Served
ADAMS/PIKE ROE	70	76.1
ALXNDR/JOHN/MASC/PULSKI/UNION ROE	29	61.7
BOND/EFFINGHAM/FAYETTE ROE	29	87.9
BOONE/WINNEBAGO ROE	35	30.7
BROWN-CASS-MORGAN-SCOTT ROE	30	83.3
BUREAU-HENRY-STARK ROE	39	83.0
CALHOUN-GREENE-JERSY-MACOUPIN ROE	37	75.5
CARROLL/JO DAVIESS/STEPHENSON ROE	50	73.5
CHAMPAIGN/FORD ROE	132	84.6
CHRISTIAN/MONTGOMERY ROE	18	40.9
CITY OF CHICAGO	406	54.1
CLAY-CWFORD-JSPER-LWRNCE-RHLAND	45	78.9
CLINTON-MARION-WASHINGTON ROE	38	88.4
CLK-CLS-CMBN-DGLAS-EDGR-MLTR-SHLB	91	69.5
DE KALB ROE	42	67.7
DE WITT-LIVINGSTON-MCLEAN ROE	107	97.3
DU PAGE ROE	108	65.9
EDWD-GLTN-HDIN-POP-SLNE-WBH-WN-WH	27	71.1
FRANKLIN-WILLIAMSON ROE	24	80.0
FULTON-SCHUYLER ROE	18	75.0
GRUNDY-KENDALL ROE	177	60.4
HAMILTON-JEFFERSON ROE	18	85.7
HANCOCK-MC DONOUGH ROE	15	57.7
HENDERSON-MERCER-WARREN ROE	12	50.0
IROQUOIS-KANKAKEE ROE	81	72.3
JACKSON-PERRY ROE	21	77.8
KANE ROE	127	67.9
KNOX ROE	42	77.8
LA SALLE	85	83.3
LAKE ROE	46	32.4
LEE-OGLE ROE	36	85.7
LOGAN-MASON-MENARD ROE	40	61.5
MACON-PIATT ROE	53	98.1
MADISON ROE	20	21.7
MARSHALL-PUTNAM-WOODFORD	55	94.8
MC HENRY ROE	38	84.4
MONROE-RANDOLPH ROE	35	92.1
NORTH COOK	135	48.9
PEORIA ROE	15	13.3
ROCK ISLAND ROE	44	73.3
SANGAMON ROE	80	80.8
SOUTH COOK	97	27.9
ST CLAIR ROE	53	68.8
TAZEWELL ROE	51	83.6
VERMILION ROE	35	72.9
WEST COOK	148	80.4
WHITESIDE ROE	14	93.3
WILL ROE	537	64.2
<b>TOTAL</b>	<b>3,485</b>	<b>62.3</b>