

**TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION  
PROGRAM (TAOEP)**

**FY 05 STATISTICAL REPORT**

**ILLINOIS STATE BOARD OF EDUCATION  
Data Analysis and Progress Reporting Division**

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## **TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM (TAOEP) FY 05 STATISTICAL REPORT**

The Truants' Alternative and Optional Education Program was established pursuant to Section 3.66 of the School Code (105 ILCS 5/2-3.66) requiring the offering of "modified instructional programs or other services designed to prevent students from dropping out of school." Associated with this law is the prevention of truancy and chronic truancy (105 ILCS 5/2-3.41). The students who are eligible to receive services from this program are chronic truants, dropouts, truants, and potential dropouts with attendance problems (23 Illinois Administrative Code, Part 205). The intentions of the law are two-fold:

- 1) to reduce incidences of students dropping out of school, and
- 2) to reduce truancy.

Pursuant to the law, grants are awarded through a competitive process to school districts, community colleges, and educational service regions (currently called the regional offices of education). The Request for Proposal (RFP) was modified in FY 05 to include public laboratory schools, charter schools, and vocational centers among eligible entities to receive funding. These education agencies submit grant proposals that are reviewed based on the following criteria: a) sufficient need for program services, b) existence of valid criteria and indicators for identifying students eligible for program services, c) program objectives, activities, or services linked to student educational needs, d) cost-effectiveness of the program, e) evaluation strategies that would yield sufficient data to gauge the success of the program, and f) the proposal demonstrates strategies, other than those routinely offered by the regular school program, that will effectively decrease the dropout and truancy rates. In addition the proposals must include: a) comprehensive community-based program planning with goals and objectives developed from a needs assessment process, b) the development of an Individualized Optional Education Plan (IOEP) for each student receiving services with learning or achievement objectives identified from assessment results, and c) a list of services that will be provided to the students to meet the students' learning goals or achievement objectives.

### **FY 05 Student Data Findings**

In FY 05, TAOEP served approximately 40% more students than were served in FY 04 (51,143 in FY 04 versus 70,875 in FY 05). The reason for this increase is accounted for by the increasing number of students served by Chicago School District 299. Chicago 299 served over 17,000 students more in FY 05 than in FY 04. They also served twice as many students compared to the number of students served by downstate programs. (See Table 1.)

Table 1. Number and Percent of Students Served by TAOEP by Location, Truancy Status, and Type of Administrative Agency, FY 05

<b>Chicago SD 299</b>	Community				Regional Office of				Total	
	College		School District		Education		Vocational Center			
Truancy Status	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct
Truant			47,568	100.0					47,568	100.0
Sub-total			47,568	100.0					47,568	100.0

  

<b>Downstate</b>	Community				Regional Office of				Total	
	College		School District		Education		Vocational Center			
Truancy Status	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct
Potential Dropout	156	9.1	1,451	23.9	1,719	11.4	90	18.1	3,416	14.7
Truant	448	26.3	2,389	39.3	7,377	49.1	126	25.4	10,340	44.4
Chronic Truant	134	7.9	1,814	29.9	5,397	35.9	107	21.5	7,452	32.0
Retrieved Dropout	967	56.7	420	6.9	538	3.6	174	35.0	2,099	9.0
Sub-total	1,705	7.3	6,074	26.1	15,031	64.5	497	2.1	23,307	100.0

  

<b>Illinois</b>	Community				Regional Office of				Total	
	College		School District		Education		Vocational Center			
Truancy Status	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct
Potential Dropout	156	9.1	1,451	2.7	1,719	11.4	90	18.1	3,416	4.8
Truant	448	26.3	49,957	93.1	7,377	49.1	126	25.4	57,908	81.7
Chronic Truant	134	7.9	1,814	3.4	5,397	35.9	107	21.5	7,452	10.5
Retrieved Dropout	967	56.7	420	0.8	538	3.6	174	35.0	2,099	3.0
<b>Total</b>	<b>1,705</b>	<b>2.4</b>	<b>53,642</b>	<b>75.7</b>	<b>15,031</b>	<b>21.2</b>	<b>497</b>	<b>0.7</b>	<b>70,875</b>	<b>100.0</b>

✚ Among downstate programs, regional offices of education served the most number of students (64.5%) compared to local education agencies (26.1%), community colleges (7.3%), or vocational education centers (2.1%). The students served by community colleges are predominantly dropouts (56.7%), whereas those served by local education agencies or regional offices of education are predominantly truants (approximately 93.1% and 49.1%, respectively).

✚ All the students served by Chicago School District 299 are truants, which raises the percent of truants served by TAOEP to 81.7% as opposed to 44% without Chicago District 299's numbers. Chronic truants constitute 32% and dropouts 9% of downstate enrollments.

Truancy Status and Grade Levels of TAOEP Students (See Table 2.)

✚ There were Pre-Kindergarten truant students (3.6%) served in TAOEP, all served by Chicago 299.

- In FY 05, TAOEP served equal proportions of elementary and high school students (49%).
- Chicago School District 299 served slightly more high school students than downstate programs. In contrast, downstate programs served more elementary students than Chicago 299.
- Students start to drop out even before reaching their high school grades.
- 91% of ungraded students are dropouts. These are students who came back to school to pursue their GED or high school diploma. Specifically, 98% of ungraded-retrieved dropouts enrolled in GED programs.
- Chronic truancy is more pervasive among elementary grade students (62.2%). Meanwhile, high school students are more likely to be a retrieved dropout or a potential dropout. 70.9% of retrieved dropouts and 58.9% of potential dropouts are in high school.

Table 2. Number of Students Served by TAOEP by Location, Grade Level, and Truancy Status, FY 05

<b>Chicago SD 299</b>		Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Total	
Grade Group	Number	Row Pct	Number	Row Pct	Number	Row Pct	Number	Row Pct	Number	Col Pct	
Pre-K			2,541	100.0					2,541	5.3	
Kindergarten			2,276	100.0					2,276	4.8	
Elementary			20,505	100.0					20,505	43.1	
High School			22,246	100.0					22,246	46.8	
Sub-total			47,568	100.0					47,568	100.0	

  

<b>Downstate</b>		Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Total	
Grade Group	Number	Row Pct	Number	Row Pct	Number	Row Pct	Number	Row Pct	Number	Col Pct	
Kindergarten	89	11.8	403	53.4	262	34.7	0	0.0	754	3.2	
Elementary	1,302	10.8	6,080	50.5	4,634	38.5	22	0.2	12,038	51.6	
High School	2,012	20.4	3,820	38.7	2,550	25.8	1,488	15.1	9,870	42.3	
Ungraded	13	2.0	37	5.7	6	0.9	589	91.3	645	2.8	
Sub-total	3,416	14.7	10,340	44.4	7,452	32.0	2,099	9.0	23,307	100.0	

  

<b>Illinois</b>		Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Total	
Grade Group	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct	
Pre-K	0	0.0	2,541	4.4	0	0.0	0	0.0	2,541	3.6	
Kindergarten	89	2.6	2,679	4.6	262	3.5	0	0.0	3,030	4.3	
Elementary	1,302	38.1	26,585	45.9	4,634	62.2	22	1.0	32,543	45.9	
High School	2,012	58.9	26,066	45.0	2,550	34.2	1,488	70.9	32,116	45.3	
Ungraded	13	0.4	37	0.1	6	0.1	589	28.1	645	0.9	
<b>Total</b>	<b>3,416</b>	<b>4.8</b>	<b>57,908</b>	<b>81.7</b>	<b>7,452</b>	<b>10.5</b>	<b>2,099</b>	<b>3.0</b>	<b>70,875</b>	<b>100.0</b>	

## TAOEP Programs and Services

Seventy-nine education agencies were awarded TAOEP funds in FY 05. Eight of these education agencies are community colleges, 32 are school districts, 38 are regional offices of education, and one is a vocational center. The number of students served by each of these education agencies is found in Appendix A.

Twenty-nine of these education agencies offered optional education program services only, 35 (including Chicago School District 299) offered supplementary services only (otherwise known as prevention/intervention services), and 15 offered both types of services. Optional education is a modified instruction program that incorporates state academic standards and, as appropriate to the student's needs, work-based learning and career development, and is established by school board policy to serve as a part-time or full-time option in lieu of regular school attendance. Students enrolled in these programs generally have credit deficiencies toward high school completion. On the other hand, supplementary services are services that provide students who are enrolled in the regular school program with supports, which includes but are not limited to, tutoring, mentoring, health services, home visits, counseling, retrieval, and referral activities that are needed to increase their attendance rates or prevent them from dropping out of school.

Table 3 shows the number of students receiving a specific major type of service by students' truancy status and location.

- ✚ Downstate programs offered both types of services.
- ✚ For every student that received optional education programs, nine received supplementary services. Data elsewhere showed that all students enrolled in community colleges received optional education program services. On the other hand, all students served by Chicago School District 299 received supplementary services only.
- ✚ Only 10.5% of TAOEP students were in optional education programs and 89.5% received supplementary services.
- ✚ 94.7% of retrieved dropouts enrolled in optional education programs.
- ✚ The majority of potential dropouts (65.8%), truants (94.9%), and chronic truants (82.6%) received supplementary services only.

Table 3. Major Services Received by TAOEP Students, FY 05

<b>Chicago SD 299</b>	Supplementary Services		Optional Education		Total	
Truancy Status	Number	Row Pct	Number	Row Pct	Number	Col Pct
Truant	47,568	100.0			47,568	100.0
Sub-total	47,568	100.0			47,568	100.0

  

<b>Downstate</b>	Supplementary Services		Optional Education		Total	
Truancy Status	Number	Row Pct	Number	Row Pct	Number	Col Pct
Potential Dropout	2,248	65.8	1,168	34.2	3,416	14.7
Truant	7,381	71.4	2,959	28.6	10,340	44.4
Chronic Truant	6,154	82.6	1,298	17.4	7,452	32.0
Retrieved Dropout	112	5.3	1,987	94.7	2,099	9.0
Sub-total	15,895	68.2	7,412	31.8	23,307	100.0

  

<b>Illinois</b>	Supplementary Services		Optional Education		Total	
Truancy Status	Number	Row Pct	Number	Row Pct	Number	Col Pct
Potential Dropout	2,248	65.8	1,168	34.2	3,416	4.8
Truant	54,949	94.9	2,959	5.1	57,908	81.7
Chronic Truant	6,154	82.6	1,298	17.4	7,452	10.5
Retrieved Dropout	112	5.3	1,987	94.7	2,099	3.0
Total	63,463	89.5	7,412	10.5	70,875	100.0

Academic Outcomes of TAOEP Students

The academic outcomes of TAOEP students look promising. Approximately 84% of downstate TAOEP students either maintained or improved their academic achievement levels, 80% of high school students enrolled in optional education programs earned at least one academic credit, and 68% improved attendance (Table 4).

While this is the case for validated numerical outcomes, it is not so with categorical outcomes. Table 4 also shows that with selected categorical outcomes, such as graduation and advancement to next grade, Chicago School District 299 appears to do better than downstate programs. For instance, about 75% of Chicago District 299's 12<sup>th</sup> grade students graduated from high school as opposed to 59% of downstate programs. Moreover, 82% of Chicago District 299's kindergarten through 11<sup>th</sup> grade students advanced to the next grade as opposed to only 68% from downstate programs.

Table 4. Academic Outcomes of TAOEP Students, FY 05

<b>Achieved Selected Categorical Outcomes</b>	Chicago Public School Dist 299		Downstate		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Graduated from high school (12th grade students)	3,462	74.8	1,455	58.7	4,917	69.2
Graduated from elementary (8th grade students)	2,239	74.0	1,238	49.4	3,477	62.9
Advanced to next grade (grades K through 8)	18,727	82.2	8,643	67.7	27,370	76.9

  

<b>Attendance Achievement (limited to students with reported pre- and post-attendance data)</b>	Chicago Public School Dist 299		Downstate		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
No improvement in attendance	23,226	51.6	6,873	31.8	30,099	45.2
Improved attendance	21,801	48.4	14,759	68.2	36,560	54.8
<b>Total</b>	45,027		21,632		66,659	100.0

  

<b>Academic Achievement (limited to students with reported pre- and post-test scores)</b>	Chicago Public School Dist 299		Downstate		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Decreased achievement levels			365	15.4	365	15.4
Maintained achievement levels		No Report	271	11.4	271	11.4
Increased achievement levels			1,731	73.1	1,731	73.1
<b>Total</b>			2,367		2,367	100.0

  

<b>Earned Academic Credits (High school students enrolled in optional education programs)</b>	Chicago Public School Dist 299		Downstate		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Did not earn credit(s)			1,062	20.4	1,062	20.4
Earned credit(s)		Not Applicable	4,154	79.6	4,154	79.6
<b>Total</b>			5,216		5,216	100.0

While the performance of Chicago District 299’s TAOEP students on these selected categorical outcomes is well above that of downstate TAOEP students, they fared low in school attendance. Only about 48% of Chicago District 299’s TAOEP students improved attendance compared to 68% of downstate TAOEP students. These findings seem to indicate that the achievement of positive categorical outcomes for Chicago District 299’s TAOEP students may not necessarily correlate to their school attendance. Specifically, only about half of Chicago District 299’s students who either advanced to the next grade or graduated from elementary grades improved attendance (see Table 5). Also, of the 3,462 12th grade students that graduated from high school, less than half improved school attendance. In contrast, for downstate programs, students who improved attendance are more likely to achieve positive categorical outcomes. Of the 8,643 that advanced to the next grade, 76%

improved attendance, and of the 1,238 students that graduated from elementary grades, 74% improved attendance.

Table 5. Attendance of TAOEP Students on Selected Categorical Outcomes, FY 05

<b>Downstate</b>					
Selected Categorical Outcomes	No improvement in school attendance		Improved school attendance		Total
	Number	Pct.	Number	Pct.	
Advanced to next grade*	2,014	23.4	6,585	76.6	8,599
Graduated from elementary grade**	315	25.5	921	74.5	1,236
Received high school diploma***	367	29.4	880	70.6	1,247

\*44 students in grades K through 8 who advanced to the next grade have no attendance reported.

\*\* Two 8th grade students who graduated from elementary grades have no attendance reported.

\*\*\*208 12th grade students who received high school diplomas have no attendance reported.

<b>Chicago School District 299</b>					
Selected Categorical Outcomes	No improvement in school attendance		Improved school attendance		Total
	Number	Pct.	Number	Pct.	
Advanced to next grade	9,620	51.4	9,107	48.6	18,727
Graduated from elementary grade	1,172	52.3	1,067	47.7	2,239
Received high school diploma	1,762	50.9	1,700	49.1	3,462

<b>Illinois</b>					
Selected Categorical Outcomes	No improvement in school attendance		Improved school attendance		Total
	Number	Pct.	Number	Pct.	
Advanced to next grade	11,634	42.6	15,692	57.4	27,326
Graduated from elementary grade	1,487	42.8	1,988	57.2	3,475
Received high school diploma	2,129	45.2	2,580	54.8	4,709

Overall, in FY 05, 96% of TAOEP students achieved at least one positive outcome with “advanced to the next grade” as the most common outcome reported for elementary students and “earning at least one academic credit” for high school students.

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*For questions regarding this report, please contact Dr. Lilibeth Q. Gumia at 217/782-3950 or e-mail her at [lgumia@isbe.net](mailto:lgumia@isbe.net)*

## Appendix A

Number of Students Served by TAOEP Funded Programs by Type of Student Truancy Status, FY 05

PROGRAM NAME	Potential Dropout	Truant	Chronic Truant	Retrieved Dropout	Total
ADAMS/PIKE	7	308	20		335
ALTON COMM UNIT SCHOOL DIST 11	39	342	353	22	756
ALXNDR/JOHN/MASC/PULSKI/UNON ROE	38	158	183	22	401
AURORA EAST UNIT SCHOOL DIST 131	20	14	12	4	50
BELLEVILLE TWP HS DIST 201	255		3	36	294
BLACK HAWK COLLEGE DIST 503	59	2	4	410	475
BLOOM TWP HIGH SCH DIST 206	104	163	4	37	308
BOND/EFFINGHAM/FAYETTE ROE		260	10	2	272
BOONE/WINNEBAGO ROE		257	24	178	459
BROWN/CASS/MORGAN/SCOTT ROE	54	29	41	27	151
BUREAU/HENRY/STARK	56	609	24		689
CAIRO UNIT SCHOOL DISTRICT 1	5	66	28	1	100
CALHOUN/GREENE/JERSY/MACOUPIN ROE	48	107	12	88	255
CARBONDALE COMM H S DISTRICT 165	38	21	96	172	327
CARROLL/JO DAVIESS/STEPHENSON ROE	137	134	5		276
CHAMPAIGN COMM UNIT SCH DIST 4	20	306	138		464
CHAMPAIGN/FORD ROE	9	44	19		72
CHRISTIAN/MONTGOMERY ROE	42	114	40		196
CITY OF CHICAGO SCHOOL DIST 299		47,568			47,568
CLAY/CRAWFORD/JASPER/LRENCE/RICHL	11	299	35	26	371
CLINTON/MARION/WASHINGTON ROE	19		22		41
CLK/CLS/CMBN/DGLAS/EDGR/MLTR/SHLB		220	57		277
COMM COLLEGES OF CHICAGO DIST 508	2	27	5	37	71
DANVILLE C C SCHOOL DIST 118	155	101	53		309
DE KALB ROE	1	137	26		164
DE WITT/LIVINGSTON/MCLEAN ROE	110	2	1		113
DU PAGE ROE	168	250	163		581
EAST ALTON- WOOD RIVER C H S D 14	25	24	9	1	59
EAST RICHLAND C U SCH DIST 1	5	113	3		121
EAST ST LOUIS SCHOOL DIST 189			67		67
EDWD/GLTN/HDIN/POP/SLNE/WBH/WN/WH	19	42	153	10	224
FULTON/SCHUYLER ROE			132		132
GALESBURG C U SCHOOL DIST 205	207	16	12		235
GRANITE CITY C U SCHOOL DIST 9	4	56	71	6	137
GRUNDY/KENDALL ROE	1	201	587	3	792
HAMILTON/JEFFERSON ROE	2	224	145	1	372
HANCOCK/MC DONOUGH ROE	298	8	29	66	401
HARLEM UNIT DIST 122	77	13	15	4	109
HARVEY SCHOOL DISTRICT 152		137	79		216
ILLINOIS CENTRAL COLLEGE DIST 514	42	286	60	105	493
INDIAN VALLEY AREA VOC CENTER	52	105	11	2	170
IROQUOIS/KANKAKEE ROE	16	127	562	3	708
J S MORTON H S DISTRICT 201	122				122
JACKSON/PERRY ROE	134	318	198	3	653

Appendix A (continued)

PROGRAM NAME	Potential Dropout	Truant	Chronic Truant	Retrieved Dropout	Total
JERSEYVILLE C U SCH DIST 100	5	255	26		286
JOHN LOGAN COLLEGE DIST 530	9	37	6	57	109
KANE ROE		133	715	61	909
KISHWAUKEE COLLEGE DIST 523	29	13	40	162	244
KNOX ROE	7	20	49	46	122
LA SALLE ROE	143	117	86		346
LAKE LAND COLLEGE	15			147	162
LAKE ROE	8		470	1	479
LASALLE-PERU TOWNSHIP HSD 120	40		37	7	84
LEE/OGLE ROE	221	107	35		363
LEWIS AND CLARK COMMUNITY COLLEGE				47	47
LINCOLN COMM H S DIST 404	6	64	58		128
LOGAN/MASON/MENARD ROE		366	34		400
MACON/PIATT ROE	2	9	150		161
MADISON ROE		140	51		191
MONROE/RANDOLPH ROE	11	64	54		129
MT VERNON TWP H S DIST 201	12	97	20	1	130
PEORIA ROE		5	280	1	286
PEORIA SCHOOL DISTRICT 150	22	27	32	49	130
QUINCY SCHOOL DISTRICT 172	17	91	39	16	163
REND LAKE COLLEGE DIST 521		83	19	2	104
ROCK ISLAND	2	414	212		628
ROCKFORD SCHOOL DIST 205		7	454		461
ROUND LAKE AREA SCHS - DIST 116		356	58		414
SANGAMON ROE			670		670
SCHOOL DISTRICT U-46	95	60	50	27	232
SPRINGFIELD SCHOOL DISTRICT 186	14		28		42
ST CLAIR ROE		1,804	3		1,807
SUBURBAN COOK		81	4		85
THORNTON FRACTIONAL T H S D 215	37	49	5		91
THORNTON TWP H S DIST 205	12	57	21	2	92
URBANA SCHOOL DIST 116	286	52	34	94	466
WAUKEGAN C U SCHOOL DIST 60		22	108	110	240
WHITESIDE ROE		168	43		211
WOODSTOCK C U SCHOOL DIST 200	22	2	50	3	77
TOTAL	3,416	57,908	7,452	2,099	70,875