

TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM (TAOEP)

FY06 STATISTICAL REPORT

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

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TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM (TAOEP) FY06 STATISTICAL REPORT

Background

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 intention of the law is 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 was modified in FY05 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.

FY06 TAOEP Funding and Grantees

- In FY06, TAOEP received approximately \$17,578,077, which was distributed across 81 educational entities in the state. This includes \$157,920 for professional development, which ROE 26 (Hancock/McDonough ROE) received. The amount received by an educational entity ranged from \$21,774 to \$4.7 million.
- There were more Regional Offices of Education (ROEs) that received TAOEP grants relative to other educational entities. Seven community colleges and one vocational center received TAOEP funds in FY06 (Table 1).

Table 1. Number of Educational Entities that Received TAOEP Funds, FY05 and FY06

| Type of Educational Agency | FY05 | | FY06 | |
|------------------------------|------|-------|------|-------|
| | No. | Pct | No. | Pct |
| Community College | 8 | 10.1 | 7 | 8.7 |
| Regional Office of Education | 38 | 48.1 | 38 | 46.9 |
| Local Education Agency | 32 | 40.5 | 35 | 43.2 |
| Vocational Center | 1 | 1.3 | 1 | 1.2 |
| Total Received TAOEP Grants | 79 | 100.0 | 81 | 100.0 |

Caveat: While there were 81 educational entities that were awarded TAOEP grants, one educational entity, ROE 49, did not submit its TAOEP 2006 End-of-Year Student Report. Therefore, the following tables and charts represent data from 80 educational entities only.

Students Served by TAOEP in FY06, as Reported by Grantees

Truancy Status, Educational Entity, and Geographical Location

- TAOEP served 67,818 students in FY06, a decrease of 2,788 (approximately 4%) students from FY05 (See Table 2). There are several reasons for this decrease but mainly because of a decrease in the number of students served by Chicago Public School District 299 (CPS). Despite this decrease, however, CPS still accounts for over 60% of all students served by TAOEP.
- The majority of students served by TAOEP are truants (79%).
- The number of students served by the 80 educational entities ranged from 22 to 43,156 students.
- Community colleges served the most number of retrieved dropouts, while other educational entities served more truants.
- Only Chicago Public Schools and vocational centers experienced decreases in TAOEP enrollments. Specifically, vocational centers experienced a significant drop in the number of retrieved dropouts served (from 174 in FY05 to 5 students in FY06).

Table 2. Number and Percent of Students Served by TAOEP by Location, Truancy Status, and Type of Administrative Agency, FY05 and FY06

| Chicago Public SD 299 (CPS) | Community College | | | Local Education Agency | | | Regional Office of Education | | | Vocational Center | | | Total | | Diff in 2006 from 2005 | Percent Change in 2006 from 2005 |
|-----------------------------------|-------------------|-------|------|------------------------|--------|--------|------------------------------|--------|-------|-------------------|-------|------|--------|--------|------------------------|----------------------------------|
| | FY 05 | FY 06 | Diff | FY 05 | FY 06 | Diff | FY 05 | FY 06 | Diff | FY 05 | FY 06 | Diff | FY 05 | FY 06 | | |
| Truant | | | | 47,567 | 43,156 | -4,411 | | | | | | | 47,567 | 43,156 | -4,411 | -9.3 |
| Sub-total | | | | 47,567 | 43,156 | -4,411 | | | | | | | 47,567 | 43,156 | -4,411 | -9.3 |
| Outside of Chicago Public Schools | Community College | | | Local Education Agency | | | Regional Office of Education | | | Vocational Center | | | Total | | Diff in 2006 from 2005 | Percent Change in 2006 from 2005 |
| | FY 05 | FY 06 | Diff | FY 05 | FY 06 | Diff | FY 05 | FY 06 | Diff | FY 05 | FY 06 | Diff | FY 05 | FY 06 | | |
| Potential Dropout | 156 | 131 | -25 | 1,343 | 1,819 | 476 | 1,693 | 1,793 | 100 | 90 | 77 | -13 | 3,282 | 3,820 | 538 | 16.4 |
| Truant | 445 | 359 | -86 | 2,381 | 2,200 | -181 | 7,309 | 7,883 | 574 | 126 | 199 | 73 | 10,261 | 10,641 | 380 | 3.7 |
| Chronic Truant | 134 | 127 | -7 | 1,810 | 1,886 | 76 | 5,358 | 5,799 | 441 | 107 | 10 | -97 | 7,409 | 7,822 | 413 | 5.6 |
| Retrieved Dropout | 962 | 1,331 | 369 | 419 | 503 | 84 | 532 | 540 | 8 | 174 | 5 | -169 | 2,087 | 2,379 | 292 | 14.0 |
| Sub-total | 1,697 | 1,948 | 251 | 5,953 | 6,408 | 455 | 14,892 | 16,015 | 1,123 | 497 | 291 | -206 | 23,039 | 24,662 | 1,623 | 7.0 |
| Illinois | Community College | | | Local Education Agency | | | Regional Office of Education | | | Vocational Center | | | Total | | Diff in 2006 from 2005 | Percent Change in 2006 from 2005 |
| | FY 05 | FY 06 | Diff | FY 05 | FY 06 | Diff | FY 05 | FY 06 | Diff | FY 05 | FY 06 | Diff | FY 05 | FY 06 | | |
| Potential Dropout | 156 | 131 | -25 | 1,343 | 1,819 | 476 | 1,693 | 1,793 | 100 | 90 | 77 | -13 | 3,282 | 3,820 | 538 | 16.4 |
| Truant | 445 | 359 | -86 | 49,948 | 45,356 | -4,592 | 7,309 | 7,883 | 574 | 126 | 199 | 73 | 57,828 | 53,797 | -4,031 | -7.0 |
| Chronic Truant | 134 | 127 | -7 | 1,810 | 1,886 | 76 | 5,358 | 5,799 | 441 | 107 | 10 | -97 | 7,409 | 7,822 | 413 | 5.6 |
| Retrieved Dropout | 962 | 1,331 | 369 | 419 | 503 | 84 | 532 | 540 | 8 | 174 | 5 | -169 | 2,087 | 2,379 | 292 | 14.0 |
| Total | 1,697 | 1,948 | 251 | 53,520 | 49,564 | -3,956 | 14,892 | 16,015 | 1,123 | 497 | 291 | -206 | 70,606 | 67,818 | -2,788 | -3.9 |

| SUMMARY | Change in Number of Students Served in FY 06 from FY 05 | | | | |
|------------------------|---|-----|-----|----|----------|
| Type of Truancy Status | CC | LEA | ROE | VC | Illinois |
| Potential Dropout | - | + | + | - | + |
| Truant | - | - | + | + | - |
| Chronic Truant | - | + | + | - | + |
| Retrieved Dropout | + | + | + | - | + |

Grade Level, Truancy Status, and Ethnicity

Table 3. Grade Levels and Truancy Status of TAOEP Students, FY06

| Grade | Potential Dropout | | Truant | | Chronic Truant | | Retrieved Dropout | | Total | |
|-----------------|-------------------|------------|---------------|-------------|----------------|-------------|-------------------|------------|---------------|--------------|
| | No. | Col Pct | No. | Col Pct | No. | Col Pct | No. | Col Pct | No. | Col Pct |
| Pre-K | 1 | 0.0 | 791 | 1.5 | 0 | 0.0 | 0 | 0.0 | 792 | 1.2 |
| Kindergarten | 50 | 1.3 | 3,415 | 6.3 | 143 | 1.8 | 0 | 0.0 | 3,608 | 5.3 |
| Elementary | 1,353 | 35.4 | 22,045 | 41.0 | 4,672 | 59.7 | 12 | 0.5 | 28,082 | 41.4 |
| High School | 2,415 | 63.2 | 27,533 | 51.2 | 3,006 | 38.4 | 2,029 | 85.3 | 34,983 | 51.6 |
| Ungraded | 1 | 0.0 | 13 | 0.0 | 1 | 0.0 | 338 | 14.2 | 353 | 0.5 |
| Illinois | 3,820 | 5.6 | 53,797 | 79.3 | 7,822 | 11.5 | 2,379 | 3.5 | 67,818 | 100.0 |

- TAOEP served 792 (1.2%) Pre-Kindergarten students, 790 of whom were served by CPS and reported as truants. While PK students are not part of the “compulsory-age” school attendance required by law, they are not precluded from receiving TAOEP services. Conversely, TAOEP served 353 (0.5%) ungraded (beyond high school) students (*Table 3*).
- More than half (51.6%) of TAOEP students are in high school.
- Grade-level and truancy status of TAOEP students showed that:
 - The majority (85.3%) of retrieved dropouts are in high school
 - The majority (59.7%) of chronic truants are in elementary grades
 - The majority of truants and potential dropouts are in high school (51.2% and 63.2%, respectively)
- Data elsewhere showed that 98% of ungraded students are retrieved dropouts and 75% of these students are in GED programs.

Student Ethnicity by Geographical Location

Table 4. Ethnicity of TAOEP Students Enrolled by Location, FY05 and FY06

| Student Ethnicity | Chicago Public Schools 299 (CPS) | | | | Outside of Chicago Public Schools | | | | Illinois | | | |
|-------------------------|----------------------------------|-------------|---------------|-------------|-----------------------------------|-------------|---------------|-------------|---------------|--------------|---------------|--------------|
| | 2005 | | 2006 | | 2005 | | 2006 | | 2005 | | 2006 | |
| | No. | Col Pct | No. | Col Pct | No. | Col Pct | No. | Col Pct | No. | Col Pct | No. | Col Pct |
| Native American/Alaskan | 32 | 0.1 | 41 | 0.1 | 43 | 0.2 | 49 | 0.2 | 75 | 0.1 | 90 | 0.1 |
| Asian/Pacific Islander | 286 | 0.6 | 252 | 0.6 | 97 | 0.4 | 128 | 0.5 | 383 | 0.5 | 380 | 0.6 |
| Black | 34,397 | 72.3 | 31,188 | 72.3 | 6,279 | 27.3 | 6,791 | 27.5 | 40,676 | 57.6 | 37,979 | 56.0 |
| Hispanic | 11,031 | 23.2 | 10,240 | 23.7 | 2,418 | 10.5 | 2,873 | 11.6 | 13,449 | 19.0 | 13,113 | 19.3 |
| White | 1,821 | 3.8 | 1,435 | 3.3 | 13,883 | 60.3 | 14,378 | 58.3 | 15,704 | 22.2 | 15,813 | 23.3 |
| Multi-racial | 0 | 0.0 | 0 | 0.0 | 319 | 1.4 | 443 | 1.8 | 319 | 0.5 | 443 | 0.7 |
| Illinois | 47,567 | 67.4 | 43,156 | 63.6 | 23,039 | 32.6 | 24,662 | 36.4 | 70,606 | 100.0 | 67,818 | 100.0 |

- Levels of enrollments in TAOEP for each ethnic group appear to remain constant for both FY05 and FY06.
- TAOEP served a significant number of black students. Black student enrollment is more than twice that of white student enrollment.
- Combined enrollment of Native American and Asian students is still less than 1% of the total TAOEP enrollment.
- About 19% of TAOEP students are Hispanic and about 22 percent to 23 percent are white.
- Specifically, 96% of TAOEP students in CPS belong to a minority group; 72% of whom are black, and about 24% are Hispanic. In contrast, the majority of students enrolled in TAOEP programs outside of CPS are white (approximately 60% in FY05 and 58% in FY06). Overall, 87% of students that TAOEP served are from minority groups.

Student Ethnicity and Student Truancy Status

Meaningful analyses of TAOEP students’ ethnicity, given their truancy status (Table 5), are only limited to TAOEP programs outside of CPS since the latter only served truant students.

Table 5. Enrollments in TAOEP Outside of CPS by Student Ethnicity and Truancy Status, FY06

| Grade | Potential Dropout | | Truant | | Chronic Truant | | Retrieved Dropout | | Total | |
|-------------------------|-------------------|-------------|---------------|-------------|----------------|-------------|-------------------|------------|---------------|--------------|
| | No. | Row Pct | No. | Row Pct | No. | Row Pct | No. | Row Pct | No. | Row Pct |
| Native American/Alaskan | 4 | 8.2 | 15 | 30.6 | 23 | 46.9 | 7 | 14.3 | 49 | 0.2 |
| Asian/Pacific Islander | 25 | 19.5 | 40 | 31.3 | 46 | 35.9 | 17 | 13.3 | 128 | 0.5 |
| Black | 964 | 14.2 | 2,845 | 41.9 | 2,317 | 34.1 | 665 | 9.8 | 6,791 | 27.5 |
| Hispanic | 411 | 14.3 | 862 | 30.0 | 1,239 | 43.1 | 361 | 12.6 | 2,873 | 11.6 |
| White | 2,321 | 16.1 | 6,739 | 46.9 | 4,044 | 28.1 | 1,274 | 8.9 | 14,378 | 58.3 |
| Multi-Racial | 95 | 21.4 | 140 | 31.6 | 153 | 34.5 | 55 | 12.4 | 443 | 1.8 |
| Illinois | 3,820 | 15.5 | 10,641 | 43.1 | 7,822 | 31.7 | 2,379 | 9.6 | 24,662 | 100.0 |

Ethnic distribution of students served by non-CPS grantees revealed that:

- The majority (58.3%) of students are white.
- The majority of white and black students are truants (46.9% and 41.9%, respectively), while the majority of Native American/Alaskan, Asian/Pacific Islander, Hispanic (43.1%), and multiracial students are chronic truants (46.9%, 35.9%, 43.1%, and 34.5%, respectively).

Other Student Demographic Information

- Levels of student enrollments by gender are the same regardless of location (CPS or outside of CPS). Female enrollment is approximately 48% and male enrollment is 52%.
- Students who received services from TAOEP for the first time in FY06 are twice as many as students who received services from TAOEP for multiple years (67.4% vs. 32.6%).

TAOEP Programs and Services

Educational agencies that were awarded TAOEP funds offer optional and/or prevention/intervention 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- 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, or prevention/intervention services, are services that provide students who are enrolled in the regular school program with educational supports, which includes, but is 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 6 shows the number of students, their truancy status, location, and type of primary services received.

- Seven times as many students received supplementary services only, compared with students enrolled in optional education programs. 12.6% of TAOEP students were enrolled in optional education programs and 87.4% received supplementary services only.
- All students served by CPS received supplementary services only.
- The majority of potential dropouts (54.5%), truants (94.0%), and chronic truants (82.6%) received supplementary services only.
- About 94% of retrieved dropouts enrolled in optional education programs.
- TAOEP is still strongly a prevention/intervention program.

Table 6. Primary Services Received by TAOEP Students, FY06

| CPS | Supplementary Services | | Optional Education | | Total | |
|-------------------|------------------------|---------|--------------------|---------|--------|---------|
| | Number | Row Pct | Number | Row Pct | Number | Col Pct |
| Truancy Status | | | | | | |
| Truant | 43,156 | 100.0 | | | 43,156 | 100.0 |
| Sub-total | 43,156 | 100.0 | | | 43,156 | 100.0 |
| | | | | | | |
| Non-CPS | Supplementary Services | | Optional Education | | Total | |
| | Number | Row Pct | Number | Row Pct | Number | Col Pct |
| Potential Dropout | 2,081 | 54.5 | 1,739 | 45.5 | 3,820 | 15.5 |
| Truant | 7,392 | 69.5 | 3,249 | 30.5 | 10,641 | 43.1 |
| Chronic Truant | 6,493 | 83.0 | 1,329 | 17.0 | 7,822 | 31.7 |
| Retrieved Dropout | 153 | 6.4 | 2,226 | 93.6 | 2,379 | 9.6 |
| Sub-total | 16,119 | 65.4 | 8,543 | 34.6 | 24,662 | 100.0 |
| | | | | | | |
| Illinois | Supplementary Services | | Optional Education | | Total | |
| | Number | Row Pct | Number | Row Pct | Number | Col Pct |
| Potential Dropout | 2,081 | 54.5 | 1,739 | 45.5 | 3,820 | 5.6 |
| Truant | 50,548 | 94.0 | 3,249 | 6.0 | 53,797 | 79.3 |
| Chronic Truant | 6,493 | 83.0 | 1,329 | 17.0 | 7,822 | 11.5 |
| Retrieved Dropout | 153 | 6.4 | 2,226 | 93.6 | 2,379 | 3.5 |
| Total | 59,275 | 87.4 | 8,543 | 12.6 | 67,818 | 100.0 |

- Data elsewhere showed that all community colleges participating in TAOEP offer optional education program services.

Academic Outcomes of TAOEP Students

Since CPS served more than 60% of the students in TAOEP, it is meaningful to compare the performance of CPS students with that of students outside CPS. The academic outcomes of TAOEP students are shown in tables 7 through 11.

School/Program Attendance

Table 7. School/Program Attendance (All students except those enrolled in GED programs), TAOEP FY06

| Location | No attendance reported | | Did not improve school attendance | | Improved school attendance | | Total Enrollment (excluding students enrolled in GED programs) | Total with attendance reported | Pct improved attendance to total with attendance reported |
|----------|------------------------|---------|-----------------------------------|---------|----------------------------|---------|--|--------------------------------|---|
| | No. | Row Pct | No. | Row Pct | No. | Row Pct | | | |
| CPS | 0 | 0.0 | 17,197 | 39.8 | 25,959 | 60.2 | 43,156 | 43,156 | 60.2 |
| Non-CPS | 1,912 | 8.0 | 7,161 | 30.0 | 14,768 | 61.9 | 23,841 | 21,929 | 67.3 |
| Illinois | 1,912 | 2.9 | 24,358 | 36.4 | 40,727 | 60.8 | 66,997 | 65,085 | 62.6 |

- CPS reported attendance data for ALL students served, while non-CPS programs did not report attendance for 8% of its students.
- About 61% of students served by TAOEP (except those enrolled in GED programs) improved attendance.
- Within a location, slightly more non-CPS students improved attendance, compared with CPS students (61.9% vs. 60.2%).

Gain in Attendance (the difference between pre- and post-attendance rates)

For TAOEP purposes, pre-attendance refers to the attendance of students prior to receiving TAOEP services and post-attendance refers to attendance of students while or after receiving TAOEP services. Gain in attendance is measured by subtracting student pre-attendance rate from the student post-attendance rate. Only students with reported attendance rates are included in the analysis shown in Table 8.

Table 8. Mean Pre- and Post-Attendance Rates by Student Truancy Status

| Location | Truancy Status | Mean Pre-Attendance Rate | Mean Post-Attendance Rate | Difference |
|----------|-------------------|--------------------------|---------------------------|------------|
| CPS | Truant | 82.93 | 83.33 | 0.40 |
| Non-CPS | Potential Dropout | 74.17 | 74.70 | 0.53 |
| | Truant | 79.53 | 85.24 | 5.71 |
| | Chronic Truant | 72.29 | 80.39 | 8.10 |
| | Retrieved Dropout | 68.40 | 76.12 | 7.72 |
| Illinois | Potential Dropout | 74.17 | 74.70 | 0.53 |
| | Truant | 82.27 | 83.70 | 1.43 |
| | Chronic Truant | 72.29 | 80.39 | 8.10 |
| | Retrieved Dropout | 68.40 | 76.12 | 7.72 |
| | Grand Mean | 80.49 | 82.61 | |

- TAOEP students gained attendance in each truancy status category. Gain in attendance is higher for chronic truants (8.10%) and retrieved dropouts (7.72%). Overall, the mean attendance rate of students prior to receiving TAOEP services was 80.49%, and their mean attendance rate increased to 82.61% after receiving or while continuing to receive services from TAOEP.

Academic Credits Earned

By law, each student receiving TAOEP services is supposed to have an IOEP, which identifies both academic and vocational goals during the time that the student is receiving services from TAOEP.

Specifically, for high school students served, depending on the student’s credit deficiencies, grantees include in the student’s IOEP, the number of credits a student needs to earn for the semester or for the year so that they will be on schedule to graduate from high school. At the end of the semester or year, grantees also report on the student’s IOEP, the number of credits the student actually earned during the semester or the year. Table 9 shows the number of students who earned high school credits and the number of students who did not earn high school credits relative to their IOEPs.

Table 9. High School (9-12 students)* Credits Earned, TAOEP FY06

| Location | No high school credits reported | | Did not earn high school credits relative to plan (IOEP) | | Earned high school credits | | 9-12 Enrollment | Total with credits reported | Pct earned credits to total with credits reported |
|-------------|---------------------------------|---------|--|---------|----------------------------|---------|-----------------|-----------------------------|---|
| | No. | Row Pct | No. | Row Pct | No. | Row Pct | | | |
| CPS) | 84 | 0.4 | 1,220 | 5.2 | 22,133 | 94.4 | 23,437 | 23,353 | 94.8 |
| Outside CPS | 2,720 | 24.8 | 1,143 | 10.4 | 7,119 | 64.8 | 10,982 | 8,262 | 86.2 |
| Illinois | 2,804 | 8.1 | 2,363 | 6.9 | 29,252 | 85.0 | 34,419 | 31,615 | 92.5 |

*These students do not include those pursuing a GED only.

- Remarkably, 85% of TAOEP high school students (excluding those enrolled in GED programs only) earned credit(s), the highest outcome achieved in the TAOEP. Not accounting for students with unreported credits, the percentage increased to 92.5%.
- 94.4% of CPS TAOEP high school students earned credit(s), compared with 64.8% of non-CPS TAOEP high school students.
- Non-CPS TAOEP grantees did not report credits for almost 25% of their high school students, which may have brought the percentage of students earning academic credits significantly lower than CPS.

Graduation from High School

The number of 12th grade students who graduated from high school relative to earning high school credits is shown in Table 10.

Table 10. 12th Grade Graduation to High School Credits Earned, TAOEP 2006

| 12th Grade Students Graduated from High School | | | | | | | | | | |
|--|---------------------------------|---------|--|---------|----------------------------|---------|-----------------|---------|-------------------------------|---|
| CPS | No high school credits reported | | Did not earn high school credits relative to plan (IOEP) | | Earned high school credits | | Total Graduated | | Number of 12th grade students | Pct of graduates to total 12th grade students |
| | No. | Row Pct | No. | Row Pct | No. | Row Pct | No. | Col Pct | | |
| 12th grade | 14 | 0.4 | 5 | 0.1 | 3,363 | 99.4 | 3,382 | 66.0 | 4,636 | 73.0 |
| Non-CPS | | | | | | | | | | |
| Non-CPS | No high school credits reported | | Did not earn high school credits relative to plan (IOEP) | | Earned high school credits | | Total Graduated | | Number of 12th grade students | Pct of graduates to total 12th grade students |
| | No. | Row Pct | No. | Row Pct | No. | Row Pct | No. | Col Pct | | |
| 12th grade | 132 | 7.6 | 3 | 0.2 | 1,605 | 92.2 | 1,740 | 34.0 | 3,132 | 55.6 |
| ILLINOIS | | | | | | | | | | |
| ILLINOIS | No high school credits reported | | Did not earn high school credits relative to plan (IOEP) | | Earned high school credits | | Total Graduated | | Number of 12th grade students | Pct of graduates to total 12th grade students |
| | No. | Row Pct | No. | Row Pct | No. | Row Pct | No. | Col Pct | | |
| 12th grade | 146 | 2.9 | 8 | 0.2 | 4,968 | 97.0 | 5,122 | 100.0 | 7,768 | 65.9 |

- Of the 5,122 12th grade students who received a high school diploma, 97% earned high school credits. This does not mean, however, that the other 3% who received a high school diploma did not earn any high school credit at all during the semester or year of study, but rather that they did not earn any credit(s) relative to the academic subjects identified in their IOEPs or that grantees failed to report credits earned by these students.
- Within a location, CPS has more 12th grade students graduating from high school than non-CPS 12th grade students (73.0% vs. 55.6%).
- Clearly, earning academic credits is a significant determinant to high school graduation.

- Overall, close to 66% of 12th grade students in TAOEP received a high school diploma.

Advanced to the Next Grade and Elementary School Graduation

Table 11. Advanced to the Next Grade and Graduated from Elementary School Relative to School Attendance, TAOEP FY06

| Chicago SD 299 (CPS) | No attendance reported | | Did not improve school attendance | | Improved school attendance | | Number attaining outcome | Number of students in the cohort | Pct attaining outcome to cohort number |
|-------------------------------------|------------------------|---------|-----------------------------------|---------|----------------------------|---------|--------------------------|----------------------------------|--|
| | No. | Row Pct | No. | Row Pct | No. | Row Pct | | | |
| Advanced to the next grade (K-8) | 0 | 0.0 | 4,689 | 30.4 | 10,714 | 69.6 | 15,403 | 18,924 | 81.4 |
| Graduated in elementary (8th grade) | 0 | 0.0 | 593 | 32.6 | 1,228 | 67.4 | 1,821 | 2,214 | 82.2 |
| Non-CPS | No attendance reported | | Did not improve school attendance | | Improved school attendance | | Number attaining outcome | Number of students in the cohort | Pct attaining outcome to cohort number |
| | No. | Row Pct | No. | Row Pct | No. | Row Pct | | | |
| Advanced to the next grade (K-8) | 56 | 0.6 | 1,963 | 22.7 | 6,638 | 76.7 | 8,657 | 12,769 | 67.8 |
| Graduated in elementary (8th grade) | 8 | 0.7 | 276 | 22.8 | 926 | 76.5 | 1,210 | 2,547 | 47.5 |
| ILLINOIS | No attendance reported | | Did not improve school attendance | | Improved school attendance | | Number attaining outcome | Number of students in the cohort | Pct attaining outcome to cohort number |
| | No. | Row Pct | No. | Row Pct | No. | Row Pct | | | |
| Advanced to the next grade (K-8) | 56 | 0.2 | 6,652 | 27.6 | 17,352 | 72.1 | 24,060 | 31,693 | 75.9 |
| Graduated in elementary (8th grade) | 8 | 0.3 | 869 | 28.7 | 2,154 | 71.1 | 3,031 | 4,761 | 63.7 |

- Close to 76% of TAOEP K-8 students advanced to the next grade.
- Close to 64% of TAOEP 8th grade students graduated from elementary school.
- More K-8 students from CPS advanced to the next grade than K-8 students served by non-CPS programs (81.4% vs.67.8%).

- Significantly more 8th grade-TAOEP students from CPS graduated from elementary school, compared with its peers served by non-CPS programs (82.2% vs. 47.5%)
- Some students were advanced to the next grade or graduated from elementary school without necessarily improving school attendance; the rates are higher in CPS than in non-CPS TAOEP programs. Specifically, 30% of CPS K-8 students who did not improve attendance advanced to the next grade, compared with 28% in non-CPS programs. Moreover, about 33% of CPS 8th grade students who did not improve attendance were graduated from elementary school, compared with 29% of non-CPS programs.

Referrals for TAOEP Services to Outcomes

- Of those referred for multiple disciplinary infractions (3,515), 588 (17%) reduced disciplinary referrals.
- Of those referred for low achievement (1,157), close to 100% improved achievement.
- Of those high school students referred for credit deficiency (12,995), 11,007 (85%) earned credits.

Other Outcomes

- 80% of retrieved dropouts earned credits.
- 10% of students enrolled in optional education programs were returned to the regular school.
- 0.8% of TAOEP students enrolled in regular education programs dropped out of school.
- 1.1% voluntarily discontinued TAOEP.
- 9% of K-8 TAOEP students enrolled in regular education programs were retained in school.
- 1.4% were removed from TAOEP.
- 0.2% (126) were mandated by the court to perform community service.
- 0.1% (76) were referred to residential treatment programs.

Validation: Student Truancy Status and Attendance Data

The state defines a chronic truant or habitual truant as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for 10% or more of the previous 180 regular school attendance days (105 ILCS 5/26-2a). Another way of interpreting this definition is that for a child to be classified as a non-chronic truant, the child must attend school more than 90% of the time.

All analyses previously presented in this report are based on data submitted by TAOEP grantees, which indicate that TAOEP served a majority of truants. But such is not the case when truancy statuses of the students are configured based on empirical data submitted.

Table 12 shows the distribution of students who are under compulsory school attendance by truancy status and their pre-attendance rates (school attendance prior to receiving TAOEP services), as reported by TAOEP grantees.

Table 12. Student Truancy Status Submitted by TAOEP Grantees of Students Under Compulsory School Attendance, with the Students' Pre-Attendance Rates

| Location | Truancy Status | < = 90% (chronic truant) | > 90% (non- chronic truant) | Total | Pct of total |
|-------------|-------------------|--------------------------------|--------------------------------------|--------|-----------------|
| CPS | Truant | 30,165 | 9,749 | 39,914 | 100.0 |
| | Sub-total | 30,165 | 9,749 | 39,914 | 100.0 |
| Non- CPS | Potential Dropout | 2,048 | 954 | 3,002 | 14.1 |
| | Truant | 7,768 | 2,363 | 10,131 | 47.6 |
| | Chronic Truant | 7,013 | 446 | 7,459 | 35.0 |
| | Retrieved Dropout | 560 | 136 | 696 | 3.3 |
| | Sub-total | 17,389 | 3,899 | 21,288 | 100.0 |
| Illinois | Potential Dropout | 2,048 | 954 | 3,002 | 4.9 |
| | Truant | 37,933 | 12,112 | 50,045 | 81.8 |
| | Chronic Truant | 7,013 | 446 | 7,459 | 12.2 |
| | Retrieved Dropout | 560 | 136 | 696 | 1.1 |
| | Total | 47,554 | 13,648 | 61,202 | 100.0 |

Table 12 clearly indicates that there are students who, though reported as potential dropouts or truants, have attendance rates lower than 90% based on attendance data (empirical) submitted by TAOEP grantees. Conversely, there are students reported as chronic truants or dropouts whose attendance rates are higher than 90%. Cells that are highlighted show the number of students misclassified on their truancy status given their pre-attendance rates. Moreover, the information provided by grantees indicated that all students served by CPS were truants, and the majority of students served by non-CPS grantees were truants as well, giving an overall percentage of 81.8% truants served by TAOEP.

When the student truancy statuses of students were reconfigured based on their pre-attendance data, a dramatic change in numbers for each truancy status category occurred (see Table 13).

Using the empirical attendance data, CPS would have served about 76% chronic truants and only 24% truants, rather than serving 100% truants. Similarly, non-CPS TAOEP grantees would have served 79% chronic truants, as opposed to 35% reported. Overall, using empirical data, TAOEP actually served approximately 77% chronic truants—contrary to 12% reported by grantees.

Table 13. Student Truancy Status Reconfigured Based on Empirical Data

| Location | Truancy Status | < = 90% (chronic truant) | > 90% (non- chronic truant) | Total | Pct of total |
|----------|-------------------|--------------------------------|--------------------------------------|--------|-----------------|
| CPS | Truant | | 9,749 | 9,749 | 24.4 |
| | Chronic Truant | 30,165 | | 30,165 | 75.6 |
| | Sub-total | 30,165 | 9,749 | 39,914 | 100.0 |
| Non-CPS | Potential Dropout | | 954 | 954 | 4.5 |
| | Truant | | 2,945 | 2,945 | 13.8 |
| | Chronic Truant | 16,829 | | 16,829 | 79.1 |
| | Retrieved Dropout | 560 | | 560 | 2.6 |
| | Sub-total | 17,389 | 3,899 | 21,288 | 100.0 |
| Illinois | Potential Dropout | 0 | 954 | 954 | 1.6 |
| | Truant | 0 | 12,694 | 12,694 | 20.7 |
| | Chronic Truant | 46,994 | 0 | 46,994 | 76.8 |
| | Retrieved Dropout | 560 | 0 | 560 | 0.9 |
| | Total | 47,554 | 13,648 | 61,202 | 100.0 |

A table showing the number of students by each project based on student truancy status reported by grantees, as well as reconfiguration of the student's truancy status based on pre-attendance data, is shown in Appendix A. This table includes all students regardless of age, which is different from the numbers presented in Tables 12 and 13, where only students under compulsory school attendance are included.

Indications of Data Reporting and TAOEP Data Findings to Program Improvement or Program Policy

Data Reporting

Accurate reporting of data has significant implications to program planning and funding. There is reason to believe that given the discrepancies on the truancy statuses reported in the context of the students' school attendance, that not only are the numbers of chronic truants misreported in TAOEP, but misreporting may have also occurred at the school/school district levels when they report the numbers of truants, chronic truants, and high school dropouts to ISBE. There is growing emphasis on knowing and on using the numbers of chronic truants and/or high school dropouts in the state for policy decision-making or in developing research-driven funding mechanisms. The recent HR 905 (which created the TAOEP Task Force) is a testament to this, where it proposes to include the number of chronic truants and high school dropouts in a formula for funding TAOEP programs. If the recommendations of the Task Force are approved, it may serve TAOEP grantees' fiscal interest well to ensure that reports made by schools or school districts on these students are accurate.

While there may be a reason to believe that reported numbers by some schools of truants, chronic truants, and high school dropouts may not be accurate, it is still worthwhile to see how these numbers in general move through time across the state. Charts 1 through 3 in Appendix B show significant decline in high school dropout and chronic truancy numbers between 2005 and 2006. What is rather interesting is that the number of chronic truants for CPS, while making a significant increase from 2004 to 2005, took a big dip between 2005 and 2006 for reasons unknown. The charts also reveal a trend where high school dropouts increase as chronic truants decrease. The numbers for truants, chronic truants, and high school dropouts are shown in Appendix C.

Student Outcomes in TAOEP

TAOEP appears to be doing well with its high school students; 85% (the highest TAOEP academic outcome) earned academic credits.

While the percentage of students improving attendance is below 80%, an increase occurred between 2005 and 2006 (58% in 2005 and 61% in 2006). The attendance rates of students also increased after having been served by TAOEP. Prior to receiving services from or enrolling in TAOEP, the mean attendance rate of students was 80%. After receiving services from TAOEP, the mean attendance rate increased to 83%.

The post-attendance rate is an indication of student performance derived from receiving TAOEP services, and in this case, it is higher than the average attendance of students prior to receiving TAOEP services. These statistics reveal effective practices of TAOEP programs. Something works, and whatever these practices may be, it is important to continue them.

If you have questions regarding this report, please contact Dr. Lilibeth Q. Gumia at 217/782-3950 or e-mail her at lgumia@isbe.net.

Appendix A–Comparison of Student Truancy Statuses Reported by Districts vs. Reconfiguration Based on Pre-Attendance Data, 2006

| TAOEP Grantee | TRUANCY STATUS | | | | | | | | | | |
|------------------------------------|----------------------|--------|----------------|-------------------|--------------|---|--------|----------------|-------------------|--------------------------|---------------------|
| | Reported by Projects | | | | | Reconfigured based on pre-attendance data | | | | | |
| | Potential Dropout | Truant | Chronic Truant | Retrieved Dropout | Total Served | Potential Dropout | Truant | Chronic Truant | Retrieved Dropout | Total w/ attendance data | No attendance data* |
| ADAMS/PIKE | 1 | 305 | 16 | 1 | 323 | 1 | 189 | 131 | 1 | 322 | 1 |
| ALTON COMM UNIT SCHOOL DIST 11 | 113 | 402 | 296 | 33 | 844 | 15 | 118 | 670 | 27 | 830 | 14 |
| ALXNDR/JOHN/MASC/PULSKI/UNION ROE | 49 | 188 | 152 | 21 | 410 | 26 | 81 | 280 | 3 | 390 | 20 |
| AURORA EAST UNIT SCHOOL DIST 131 | 21 | 12 | 14 | 3 | 50 | 6 | 7 | 33 | 0 | 46 | 4 |
| BELLEVILLE TWP HS DIST 201 | 252 | 0 | 1 | 69 | 322 | NO PRE-ATTENDANCE DATA REPORTED | | | | | 322 |
| BELLWOOD SD 88 | 41 | 0 | 0 | 0 | 41 | 27 | 0 | 10 | 0 | 37 | 4 |
| Black Hawk College DIST 503 | 13 | 1 | 1 | 315 | 330 | 2 | 56 | 5 | 92 | 155 | 175 |
| BLOOM TWP HIGH SCH DIST 206 | 353 | 1 | 0 | 0 | 354 | 0 | 0 | 353 | 0 | 353 | 1 |
| BOND/EFFINGHAM/FAYETTE ROE | 0 | 266 | 2 | 7 | 275 | 0 | 71 | 195 | 5 | 271 | 4 |
| BOONE/WINNEBAGO ROE | 27 | 238 | 34 | 60 | 359 | 0 | 3 | 270 | 0 | 273 | 86 |
| BROWN/CASS/MORGAN/SCOTT ROE | 70 | 8 | 50 | 21 | 149 | 19 | 10 | 89 | 17 | 135 | 14 |
| BUREAU/HENRY/STARK | 94 | 624 | 90 | 0 | 808 | 8 | 160 | 640 | 0 | 808 | 0 |
| CAIRO UNIT SCHOOL DISTRICT 1 | 3 | 67 | 33 | 0 | 103 | 2 | 50 | 51 | 0 | 103 | 0 |
| CALHOUN/GREENE/JERSY/MACOU PIN ROE | 26 | 196 | 71 | 171 | 464 | 7 | 148 | 166 | 115 | 436 | 28 |
| CARBONDALE COMM H S DISTRICT 165 | 6 | 25 | 49 | 130 | 210 | NO PRE-ATTENDANCE DATA REPORTED | | | | | 210 |
| CARROLL/JO DAVIESS/STEPHENSON ROE | 143 | 184 | 7 | 0 | 334 | 47 | 7 | 280 | 0 | 334 | 0 |
| CHAMPAIGN COMM UNIT SCH DIST 4 | 33 | 273 | 162 | 2 | 470 | 0 | 16 | 452 | 2 | 470 | 0 |
| CHAMPAIGN/FORD ROE | 19 | 34 | 23 | 1 | 77 | 3 | 6 | 67 | 1 | 77 | 0 |
| CHRISTIAN/MONTGOMERY ROE | 70 | 151 | 61 | 4 | 286 | 5 | 7 | 270 | 4 | 286 | 0 |
| CITY OF CHICAGO SCHOOL DIST 299 | 0 | 43,156 | 0 | 0 | 43,156 | 0 | 10,352 | 32,804 | 0 | 43,156 | 0 |
| CLAY/CRAWFORD/JASPER/LRENCE/RICHL | 20 | 417 | 58 | 14 | 509 | 2 | 126 | 365 | 1 | 494 | 15 |
| CLINTON/MARION/WASHINGTON ROE | 14 | 11 | 2 | 4 | 31 | 6 | 0 | 21 | 2 | 29 | 2 |
| CLK/CLS/CMBN/DGLAS/EDGR/MLTR/SHLB | 0 | 233 | 30 | 0 | 263 | 0 | 8 | 253 | 0 | 261 | 2 |
| COMM COLLEGES OF CHICAGO DIST 508 | 5 | 1 | 6 | 539 | 551 | 0 | 68 | 11 | 300 | 379 | 172 |
| DANVILLE C C SCHOOL DIST 118 | 140 | 110 | 104 | 1 | 355 | 39 | 26 | 280 | 1 | 346 | 9 |
| DE KALB ROE | 0 | 203 | 50 | 0 | 253 | 0 | 14 | 237 | 0 | 251 | 2 |
| DE WITT/LIVINGSTON/MCLEAN ROE | 55 | 37 | 7 | 0 | 99 | 2 | 11 | 84 | 0 | 97 | 2 |
| DECATUR SD 61 | 0 | 63 | 4 | 0 | 67 | 0 | 33 | 28 | 0 | 61 | 6 |
| DU PAGE ROE | 165 | 288 | 204 | 0 | 657 | 37 | 67 | 553 | 0 | 657 | 0 |
| EAST ALTON-WOOD RIVER C H S D 14 | 18 | 23 | 0 | 0 | 41 | 4 | 12 | 25 | 0 | 41 | 0 |
| EAST RICHLAND C U SCH DIST 1 | 0 | 113 | 1 | 0 | 114 | 0 | 46 | 68 | 0 | 114 | 0 |
| EAST ST LOUIS SCHOOL DIST 189 | 0 | 0 | 128 | 0 | 128 | 0 | 6 | 122 | 0 | 128 | 0 |
| EDWARDSVILLE SD 7 | 5 | 0 | 48 | 5 | 58 | 0 | 4 | 44 | 3 | 51 | 7 |

**Some students with no attendance data reported may had been enrolled in GED programs*

Appendix A (continued)

| TAOEP Grantee | TRUANCY STATUS | | | | | | | | | | |
|-----------------------------------|----------------------|--------|----------------|-------------------|--------------|---------------------------------------|--------|----------------|-------------------|--------------------------|---------------------|
| | Reported by Projects | | | | | Reconfigured based on attendance data | | | | | |
| | Potential Dropout | Truant | Chronic Truant | Retrieved Dropout | Total Served | Potential Dropout | Truant | Chronic Truant | Retrieved Dropout | Total w/ attendance data | No attendance data* |
| EDWD/GLTN/HDIN/POP/SLNE/WBH/WN/WH | 18 | 11 | 189 | 6 | 224 | 8 | 8 | 199 | 4 | 219 | 5 |
| FULTON/SCHUYLER ROE | 0 | 0 | 162 | 0 | 162 | 0 | 1 | 161 | 0 | 162 | 0 |
| GALESBURG C U SCHOOL DIST 205 | 144 | 24 | 1 | 0 | 169 | 102 | 7 | 59 | 0 | 168 | 1 |
| GRANITE CITY C U SCHOOL DIST 9 | 3 | 42 | 86 | 14 | 145 | 0 | 6 | 126 | 11 | 143 | 2 |
| GRUNDY/KENDALL ROE | 0 | 0 | 926 | 0 | 926 | 0 | 42 | 883 | 0 | 925 | 1 |
| HAMILTON/JEFFERSON ROE | 0 | 195 | 78 | 3 | 276 | 0 | 67 | 207 | 2 | 276 | 0 |
| HANCOCK/MC DONOUGH ROE | 243 | 36 | 38 | 90 | 407 | 92 | 4 | 164 | 1 | 261 | 146 |
| HARLEM UNIT DIST 122 | 92 | 1 | 0 | 1 | 94 | 58 | 1 | 34 | 1 | 94 | 0 |
| HARVEY SCHOOL DISTRICT 152 | 37 | 72 | 16 | 0 | 125 | 10 | 51 | 53 | 0 | 114 | 11 |
| Illinois Central College | 31 | 298 | 80 | 93 | 502 | 21 | 214 | 177 | 80 | 492 | 10 |
| INDIAN VALLEY AREA VOC CENTER | 77 | 199 | 10 | 5 | 291 | 21 | 57 | 209 | 4 | 291 | 0 |
| IROQUOIS/KANKAKEE ROE | 37 | 59 | 593 | 14 | 703 | 4 | 51 | 627 | 12 | 694 | 9 |
| J S MORTON H S DISTRICT 201 | 52 | 11 | 10 | 1 | 74 | 0 | 0 | 67 | 1 | 68 | 6 |
| JACKSON/PERRY ROE | 1 | 491 | 205 | 0 | 697 | 0 | 67 | 630 | 0 | 697 | 0 |
| JERSEY C U SCH DIST 100 | 31 | 164 | 18 | 1 | 214 | 2 | 36 | 172 | 1 | 211 | 3 |
| John Logan College DIST 530 | 16 | 30 | 10 | 44 | 100 | NO PRE-ATTENDANCE DATA REPORTED | | | | | 100 |
| KANE ROE | 0 | 139 | 719 | 85 | 943 | 0 | 69 | 789 | 0 | 858 | 85 |
| Kishwaukee College Dist 523 | 30 | 29 | 30 | 176 | 265 | 23 | 27 | 36 | 3 | 89 | 176 |
| KNOX ROE | 31 | 51 | 12 | 31 | 125 | 2 | 11 | 81 | 31 | 125 | 0 |
| LA SALLE ROE | 163 | 78 | 47 | 0 | 288 | 4 | 1 | 283 | 0 | 288 | 0 |
| LAKE LAND COLLEGE | 36 | 0 | 0 | 130 | 166 | 0 | 3 | 15 | 13 | 31 | 135 |
| LAKE ROE | 15 | 187 | 398 | 0 | 600 | 0 | 12 | 587 | 0 | 599 | 1 |
| LASALLE-PERU TOWNSHIP HSD 120 | 29 | 16 | 41 | 9 | 95 | 14 | 16 | 58 | 6 | 94 | 1 |
| LEE/OGLE ROE | 311 | 97 | 60 | 0 | 468 | 148 | 17 | 303 | 0 | 468 | 0 |
| LEWIS AND CLARK | 0 | 0 | 0 | 34 | 34 | ALL STUDENTS IN GED PROGRAM | | | | | 34 |
| LINCOLN COMM H S DIST 404 | 5 | 84 | 50 | 0 | 139 | 3 | 40 | 96 | 0 | 139 | 0 |
| LOGAN/MASON/MENARD ROE | 0 | 397 | 17 | 0 | 414 | 0 | 2 | 412 | 0 | 414 | 0 |
| MACON/PIATT ROE | 67 | 28 | 76 | 4 | 175 | 20 | 23 | 129 | 3 | 175 | 0 |
| MADISON ROE | 0 | 183 | 49 | 0 | 232 | 0 | 41 | 185 | 0 | 226 | 6 |
| MONROE/RANDOLPH ROE | 14 | 65 | 122 | 0 | 201 | 0 | 11 | 189 | 0 | 200 | 1 |
| MT VERNON TWP H S DIST 201 | 13 | 100 | 93 | 0 | 206 | 6 | 127 | 73 | 0 | 206 | 0 |
| PEORIA ROE | 0 | 22 | 278 | 0 | 300 | 0 | 54 | 246 | 0 | 300 | 0 |
| PEORIA SCHOOL DISTRICT 150 | 32 | 32 | 41 | 50 | 155 | 7 | 19 | 25 | 15 | 66 | 89 |
| QUINCY SCHOOL DISTRICT 172 | 20 | 96 | 59 | 9 | 184 | 11 | 88 | 74 | 2 | 175 | 9 |

*Some students with no attendance data reported may had been enrolled in GED programs

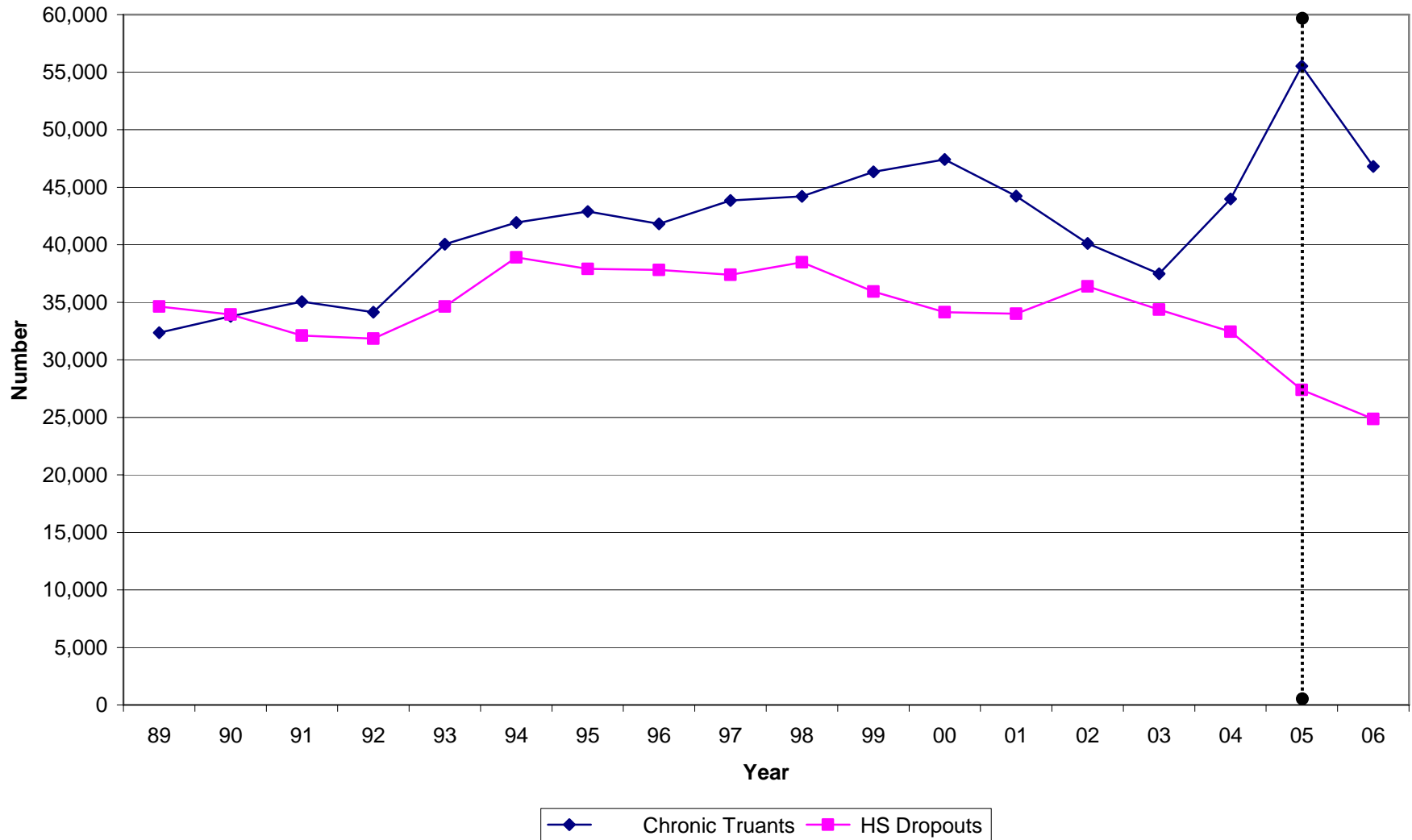
Appendix A (continued)

| TAOEP Grantee | TRUANCY STATUS | | | | | | | | | | |
|---------------------------------|----------------------|--------|----------------|-------------------|--------------|---------------------------------------|--------|----------------|-------------------|--------------------------|---------------------|
| | Reported by Projects | | | | | Reconfigured based on attendance data | | | | | |
| | Potential Dropout | Truant | Chronic Truant | Retrieved Dropout | Total Served | Potential Dropout | Truant | Chronic Truant | Retrieved Dropout | Total w/ attendance data | No attendance data* |
| ROCKFORD SCHOOL DIST 205 | 0 | 10 | 295 | 1 | 306 | 0 | 5 | 300 | 1 | 306 | 0 |
| ROUND LAKE AREA SCHS - DIST 116 | 0 | 240 | 84 | 1 | 325 | 0 | 176 | 148 | 1 | 325 | 0 |
| SANGAMON ROE | 0 | 5 | 765 | 0 | 770 | 0 | 31 | 737 | 0 | 768 | 2 |
| SCHOOL DISTRICT U-46 | 108 | 59 | 35 | 16 | 218 | NO PRE-ATTENDANCE DATA REPORTED | | | | | 218 |
| SPRINGFIELD SCHOOL DISTRICT 186 | 0 | 56 | 32 | 4 | 92 | 0 | 19 | 69 | 4 | 92 | 0 |
| ST CLAIR ROE | 0 | 2,072 | 4 | 0 | 2,076 | 0 | 204 | 1,872 | 0 | 2,076 | 0 |
| SUBURBAN COOK | 0 | 91 | 23 | 0 | 114 | 0 | 28 | 86 | 0 | 114 | 0 |
| THORNTON FRACTIONAL T H S D 215 | 0 | 13 | 9 | 0 | 22 | 0 | 10 | 11 | 0 | 21 | 1 |
| THORNTON TWP H S DIST 205 | 5 | 109 | 18 | 1 | 133 | 0 | 0 | 35 | 0 | 35 | 98 |
| URBANA SCHOOL DIST 116 | 294 | 33 | 51 | 98 | 476 | 157 | 20 | 158 | 14 | 349 | 127 |
| WAUKEGAN C U SCHOOL DIST 60 | 0 | 54 | 184 | 55 | 293 | 0 | 0 | 238 | 55 | 293 | 0 |
| WHITESIDE ROE | 0 | 183 | 77 | 2 | 262 | 0 | 52 | 208 | 2 | 262 | 0 |
| WOODSTOCK C U SCHOOL DIST 200 | 109 | 5 | 27 | 0 | 141 | 25 | 6 | 110 | 0 | 141 | 0 |
| GRAND TOTAL | 3,820 | 53,797 | 7,822 | 2,379 | 67,818 | 996 | 13,426 | 50,178 | 841 | 65,441 | 2,377 |

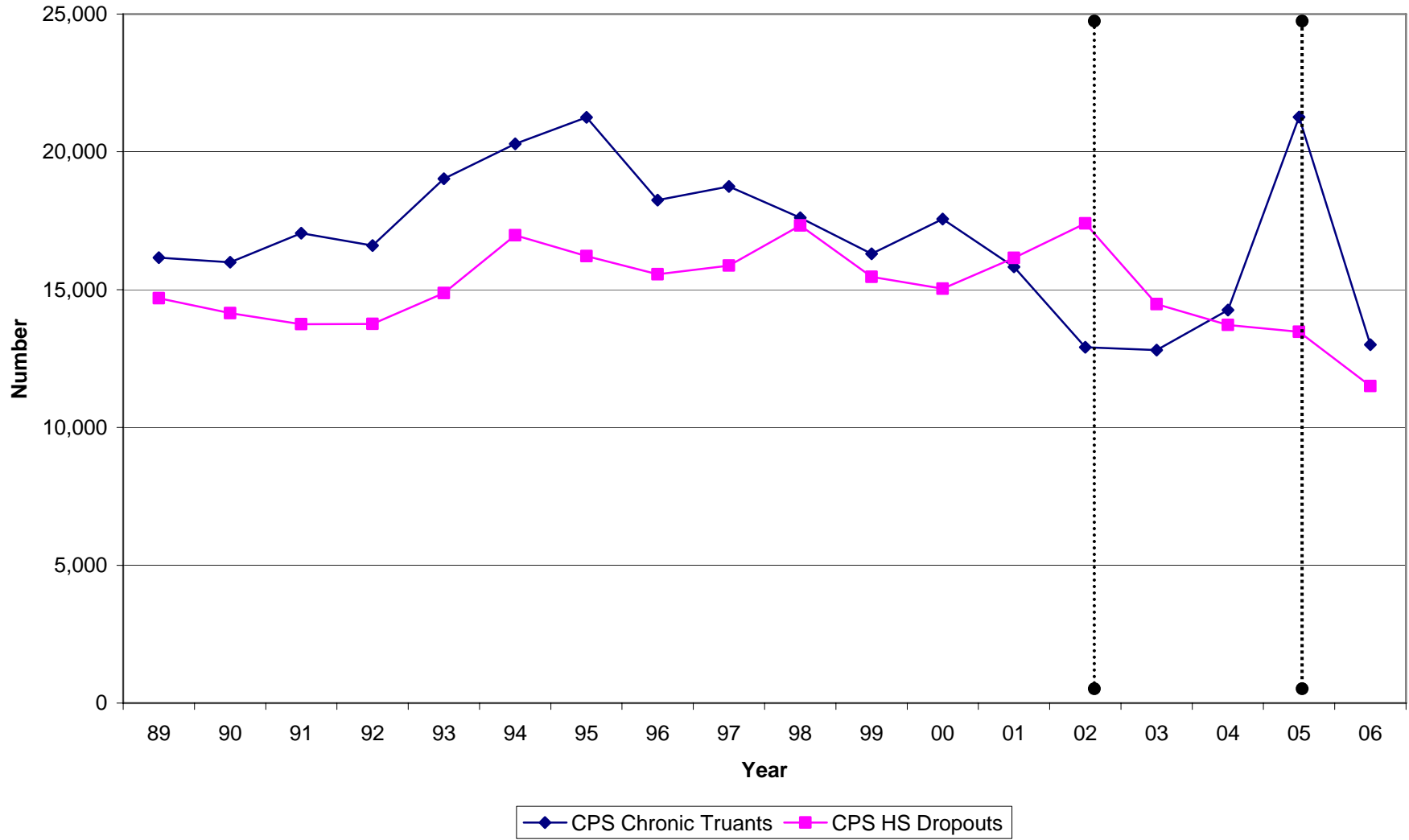
**Some students with no attendance data reported may had been enrolled in GED programs*

Appendix B

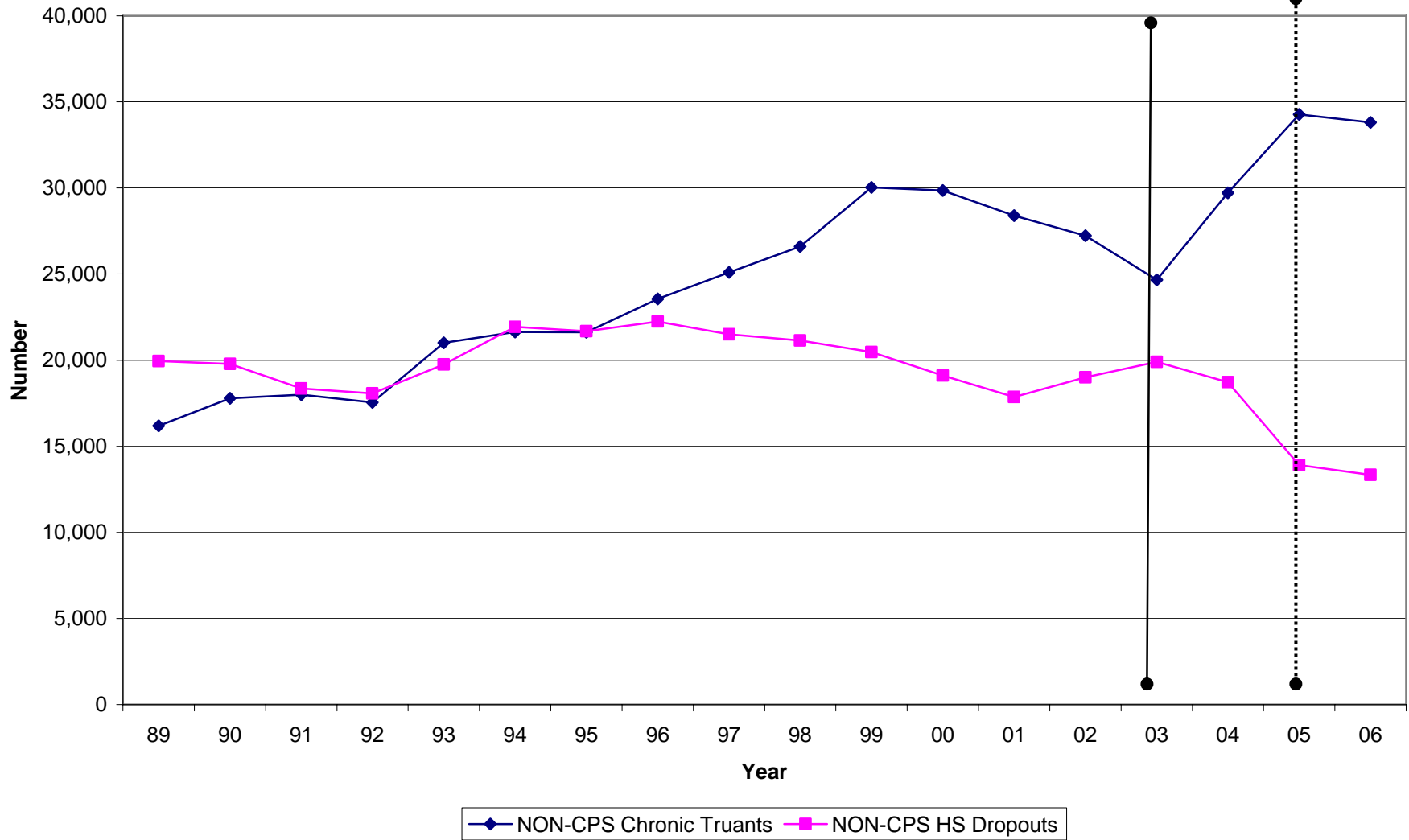
Chart 1. Chronic Truants and High School Dropouts in Illinois Public Schools
1989 through 2006



**Chart 2. Chronic Truants and HS Dropouts in Chicago Public Schools
1989 through 2006**



**Chart 3. Chronic Truants and HS Dropouts in Schools Outside of CPS
1989 through 2006**



Appendix C

Number of Chronic Truants, Truants, and High School Dropouts in Illinois Public Schools, 1989 through 2006

(Note: The number of truants for CPS in 1999 was extrapolated to account for their female truants.)

| FY | Chronic Truants | | | | Truants | | | | High School Dropouts | | |
|----|-----------------|--------|-------------|--|---------|--------|-------------|--|----------------------|--------|-------------|
| | State | CPS | Outside CPS | | State | CPS | Outside CPS | | State | CPS | Outside CPS |
| 89 | 32,345 | 16,163 | 16,182 | | 118,651 | 29,341 | 89,310 | | 34,634 | 14,691 | 19,943 |
| 90 | 33,772 | 15,992 | 17,780 | | 122,761 | 28,661 | 94,100 | | 33,936 | 14,152 | 19,784 |
| 91 | 35,045 | 17,051 | 17,994 | | 130,945 | 30,646 | 100,299 | | 32,096 | 13,745 | 18,351 |
| 92 | 34,145 | 16,605 | 17,540 | | 131,842 | 30,429 | 101,413 | | 31,829 | 13,756 | 18,073 |
| 93 | 40,034 | 19,029 | 21,005 | | 140,831 | 33,777 | 107,054 | | 34,639 | 14,880 | 19,759 |
| 94 | 41,926 | 20,291 | 21,635 | | 147,963 | 31,958 | 116,005 | | 38,906 | 16,970 | 21,936 |
| 95 | 42,878 | 21,253 | 21,625 | | 163,236 | 35,506 | 127,730 | | 37,899 | 16,215 | 21,684 |
| 96 | 41,811 | 18,250 | 23,561 | | 171,153 | 37,104 | 134,049 | | 37,804 | 15,555 | 22,249 |
| 97 | 43,847 | 18,746 | 25,101 | | 189,602 | 39,834 | 149,768 | | 37,375 | 15,873 | 21,502 |
| 98 | 44,203 | 17,604 | 26,599 | | 202,401 | 37,633 | 164,768 | | 38,469 | 17,328 | 21,141 |
| 99 | 46,332 | 16,301 | 30,031 | | 217,252 | 32,921 | 184,331 | | 35,934 | 15,464 | 20,470 |
| 00 | 47,411 | 17,561 | 29,850 | | 234,490 | 34,532 | 199,958 | | 34,146 | 15,038 | 19,108 |
| 01 | 44,227 | 15,832 | 28,395 | | 241,398 | 37,832 | 203,566 | | 34,008 | 16,151 | 17,857 |
| 02 | 40,116 | 12,907 | 27,235 | | 237,878 | 31,442 | 206,457 | | 36,373 | 17,404 | 19,002 |
| 03 | 37,461 | 12,806 | 24,655 | | 232,696 | 31,789 | 200,907 | | 34,370 | 14,474 | 19,896 |
| 04 | 43,972 | 14,258 | 29,714 | | 285,512 | 42,983 | 242,529 | | 32,445 | 13,722 | 18,723 |
| 05 | 55,534 | 21,262 | 34,272 | | 287,818 | 37,240 | 250,578 | | 27,380 | 13,468 | 13,912 |
| 06 | 46,803 | 13,001 | 33,802 | | 307,835 | 37,617 | 270,218 | | 24,844 | 11,505 | 13,339 |