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Illinois Truants'  
Alternative and  
Optional Education  
Program  
(TAOEP)

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# FY 2007 Evaluation Report

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

**January 2008**

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Illinois State Board of Education**

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

## FOREWORD

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At the direction of the Illinois State Board of Education, the Division of Data Analysis and Progress Reporting evaluated the Truants' Alternative and Optional Education Program. The interpretations and conclusions presented in this report do not necessarily reflect the position or the policy of the Illinois State Board of Education. For more information, please contact Dr. Lilibeth Q. Gumia in the Data Analysis and Progress Reporting Division at 217/782-3950.

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## EXECUTIVE SUMMARY

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- ❖ TAOEP experienced a 7 percent decrease in state funding from \$19,490,457 in FY02 to \$18,078,100 in FY07.
- ❖ TAOEP served more than twice as many students in FY07 (57,479), compared with FY02 (26,497).
- ❖ TAOEP is predominantly a “supplementary service” program, rather than an optional education program. Only 10 percent of TAOEP students are enrolled in optional education programs.
- ❖ Seventy percent of students enrolled in TAOEP are truant.
- ❖ More than 50 percent of students enrolled in TAOEP are from City of Chicago School District 299—all of these students are truant.
- ❖ Seventy-one percent of TAOEP students are in high school.
- ❖ The majority of students (70 percent) enrolled in TAOEP belong to minority groups. Of these minority groups, 68 percent are black and 30 percent are Hispanic.
- ❖ About 50 percent of TAOEP students have low academic achievement scores or have a higher likelihood of failing in class.
- ❖ TAOEP provides a wide array of services, from academic instruction to counseling or tutoring, transportation, or career- or health-related services. Tutoring is one service that was received by most students (61 percent).
- ❖ Students made significant gains in their school attendance after having received TAOEP services. Prior to receiving services, the mean attendance rate was 77 percent; after receiving TAOEP services, the mean attendance rate increased to 81 percent.
- ❖ Chronic truant students made the most gains in student attendance. School attendance gains by elementary students is higher than the gains of high school students.
- ❖ Students served by TAOEP projects outside City of Chicago School District 299 made more gains in their school attendance (5.87 points) than students served by City of Chicago School District 299 (2.16 points).
- ❖ About 55 percent of grade 12 students participating in TAOEP received high school diplomas.
- ❖ Seventy-six percent of high school and ungraded students earned high school academic credits.
- ❖ School attendance is significantly correlated with earning high school credits, performance on state assessments (ISAT/PSAE), high school graduation, and other academic outcomes, such as advancement to the next grade and reduction in the number of discipline referrals.

## Introduction

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The Truants' Alternative and Optional Education Program (TAOEP) was established in 1985 pursuant to Section 3.66 of the School Code (105 ILCS 5/2-3.66), which requires 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 205). The intentions of the law are twofold:

- 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 (now regional offices of education (ROEs)). The Request for Proposals was modified in FY05 to include public laboratory schools, charter schools, and vocational centers among entities eligible to receive funding. The grant proposals submitted by these educational agencies are reviewed according to 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 will yield sufficient data to gauge the success of the program; and f) strategies, other than those routinely offered by the regular school program, that will effectively decrease the dropout and truancy rates. In addition, a proposal must include: a) comprehensive, community-based program planning, with goals and objectives developed from a needs assessment process; b) development of an individualized optional education plan 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. The educational services that may be provided by TAOEP are:

- 1) An Optional Education Program that provides a modified instructional 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 in conformance with Section 2-3.66 of the School Code; and/or
- 2) Supplemental services that provide students enrolled in the regular school program with supports (e.g., tutoring, mentoring, health services, home visits, and/or counseling) that are needed to increase their attendance rates or prevent them from dropping out of school.

In FY07, TAOEP was funded at \$18,078,100, with \$131,687 targeted for professional development and \$17,946,413 targeted for direct student services. The FY07 report has additional information on student performance on the Illinois Standards Achievement Test (ISAT) and on the Prairie State Achievement Examination (PSAE). Through creation of the ISBE Student Information System, which assigns a unique student identification number to each student, it is now possible to match student information from different databases. TAOEP has also changed from reporting a student's social security number to using a student's state-assigned ID number. The achievements of TAOEP students on statewide assessments were also compared with their school attendance and performance of all students on similar tests.

The cost-effectiveness of TAOEP as a state program is not a purview of this report, given the complexity in calculating such a measure, largely because of the different major types of services that a student may receive while in TAOEP through supplementary services and/or optional education programs (see definitions on previous page). It has always been the contention that optional education program services cost more than supplementary services, but how much more cannot be determined, given wide variations of cost-related factors, such as project location (urban, suburban, or rural), project educational structure (community college, ROE, local educational agency, or vocational school), and student level of service needs (potential dropout, truant, chronic truant, or retrieved dropout). Determining “cost-effectiveness” of TAOEP would not only be a complex process, but also an unfeasible one at this time.

Please note that percentages in tables may not add to 100 percent due to rounding.

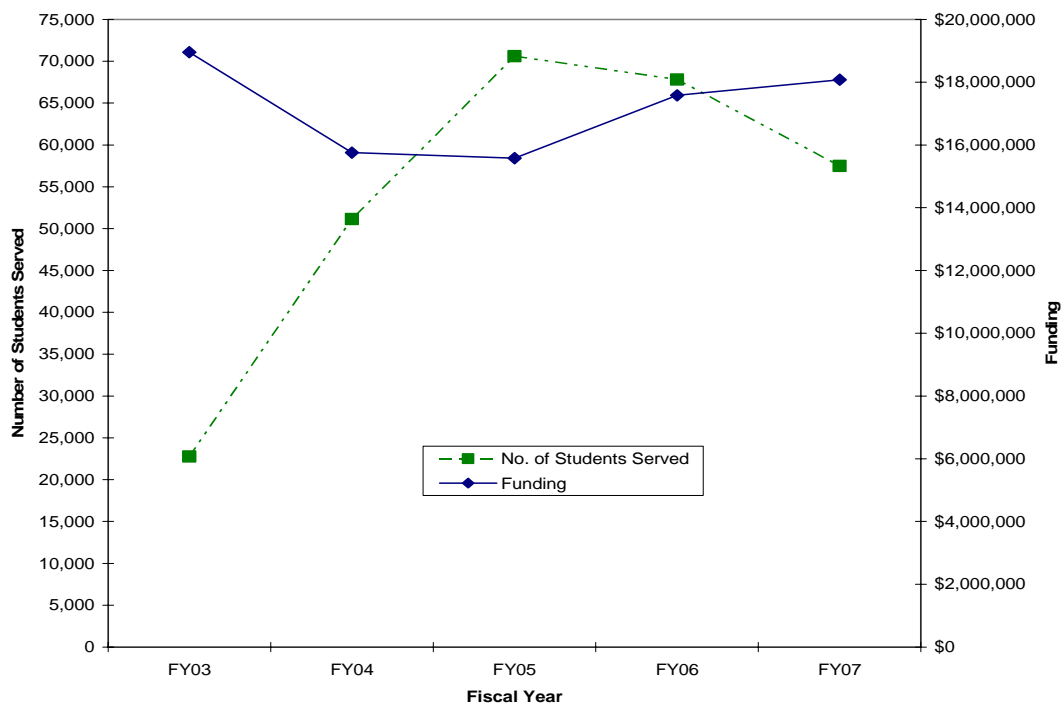


## Program and Student Data

### FUNDING AND NUMBER OF STUDENTS SERVED

TAOEP experienced decreased state funding from \$18,956,500 in FY03 to \$18,078,100 in FY07. In contrast, the number of students served increased from 22,757 in FY03 to 57,479 in FY07. Over the five-year period, TAOEP served the highest number of students in FY05 (70,606), when program funding was at its lowest (\$15,578,100), and served the lowest number of students in FY03 (22,757), when program funding was at its highest amount (\$18,956,500). In addition to state TAOEP program funds, projects that operate optional education programs leading to high school diplomas also received general state aid. If these additional resources were included, state funds received by TAOEP would be at higher levels than are reflected in Chart 1.

**Chart 1. Number of TAOEP Students Served and Funding Levels: FY03–FY07**

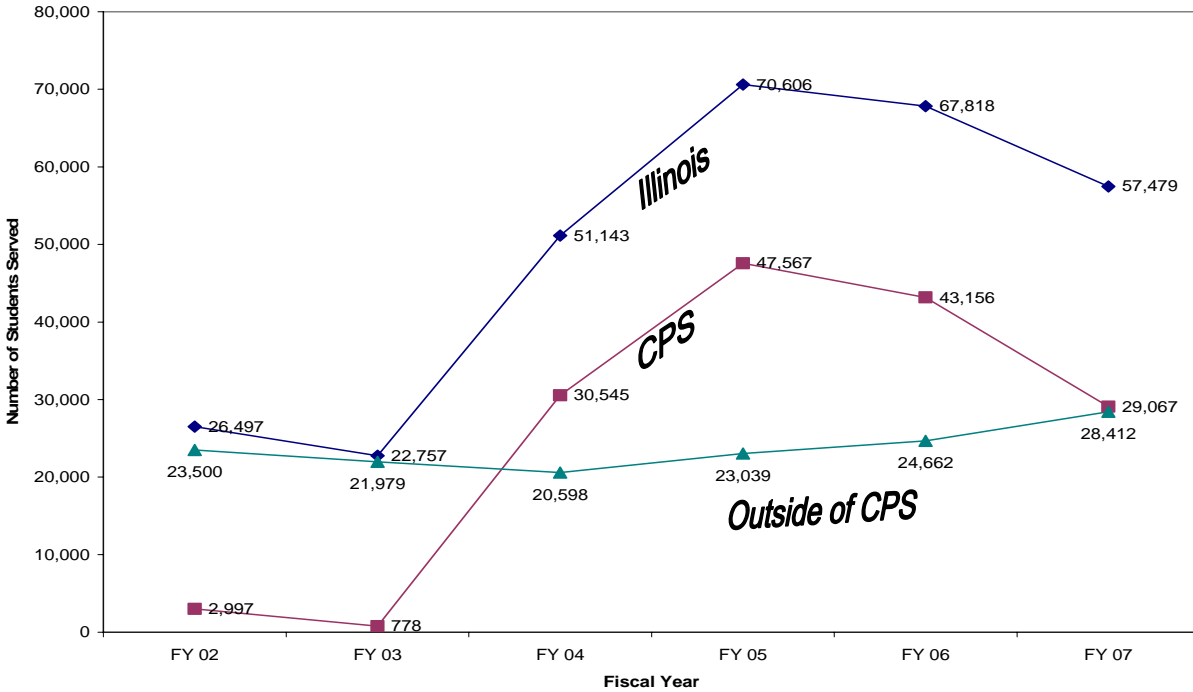


The number of students served by TAOEP statewide is strongly influenced by the number of students served by TAOEP programs in City of Chicago School District 299 (CPS). Despite moderate increases in the number of students served by non-CPS programs, these increases are overridden by significant decreases in CPS TAOEP enrollments. (See Chart 2.) The trend in the number of students served by CPS appears to be somewhat erratic: they served 778 students in FY03 and jumped to 30,545 students in FY04. The dramatic increase may be due to a change in the CPS TAOEP services framework. Before FY04, CPS served only chronic truants or retrieved dropouts. Beginning in FY04, all students served by CPS were truants. Whether CPS TAOEP funding resources allow for serving more truants, rather than chronic truants or retrieved dropouts, could not be determined through this evaluation.

Another phenomenon that could not be addressed through this evaluation is the reason for the significant drop in CPS TAOEP enrollments between FY06 and FY07—years in which truants were served.

Despite reductions in CPS TAOEP enrollment, CPS still accounts for more than 50 percent of the total TAOEP enrollment statewide. In FY06 and FY07, CPS alone accounted for almost 64 percent and 67 percent of TAOEP enrollment.

**Chart 2. TAOEP Enrollment: FY02–FY07**



**TYPES OF TAOEP EDUCATIONAL AGENCIES AND FY07 FUNDING**

TAOEP funds were provided to 82 educational agencies in FY07: 7 community colleges, 38 ROEs, 36 local educational agencies, and 1 vocational center. Compared with the previous year’s grantees, the same number of ROEs and community colleges received funding in FY07, while the number of local educational agencies increased by four educational units.

TAOEP received a total appropriation of \$18,078,100 in FY07, \$131,687 of which was targeted for professional development. The remaining \$17,946,413 was used to provide direct services for 57,479 students. The funds received by individual TAOEP projects ranged from \$8,183 (a downstate project) to approximately \$4,845,000 (CPS).

**Table 1. TAOEP Funding, by Educational Agency and Students Served: FY07**

Type of Educational Agency	TAOEP Grantees		Students Served with Primary Services Received						Total TAOEP Funding*	Percent of Total TAOEP Funding
			Supplementary		Optional Ed		Total Served			
	No.	Row Pct	No.	Col Pct	No.	Col Pct	No.	Row Pct		
Community College	7	8.6	0	0.0	2,078	100.0	2,078	3.6	\$2,767,573	15.3
Regional Office of Education	38	46.3	16,513	92.3	1,371	7.7	17,884	31.1	\$6,385,284	35.4
Local Educational Agency	36	43.9	35,076	94.4	2,089	5.6	37,165	64.7	\$8,807,588	48.7
Vocational Center	1	1.2	220	62.5	132	37.5	352	0.6	\$117,655	0.6
<b>Total TAOEP Funds</b>	<b>82</b>	<b>100.0</b>	<b>51,809</b>	<b>90.1</b>	<b>5,670</b>	<b>9.9</b>	<b>57,479</b>	<b>100.0</b>	<b>\$18,078,100</b>	<b>100.0</b>

\*Some projects that operate optional education programs leading to a high school diploma also received state aid.

**EDUCATIONAL AGENCIES AND STUDENTS SERVED**

Local educational agencies ranked as the top educational agency type by total number of students served in FY07 (64.7 percent). Local educational agencies also received the most TAOEP funds (48.7 percent). Again, the high enrollment among local educational agencies is due to CPS, which accounted for 78.2 percent of all students served by local educational agencies. (See Table 2.)

Outside CPS, ROEs served twice as many students as local educational agencies, with St. Clair County (ROE 50) serving the most students (1,831). (See Appendix A.)

**Truancy Status**

The primary reasons for student truancy status and resulting eligibility to receive TAOEP services are:

**Potential dropout**—Any student subject to compulsory attendance, as defined in 105 ILCS 5/26-1, and whose school absences or pattern of school attendance impedes the student’s learning or contributes to the student’s failure to meet state and/or district learning standards.

**Truant**—A child subject to compulsory school attendance who is absent without valid cause from such attendance for a school day or portion thereof (105 ILCS 5/26-2a).

**Chronic or habitual truant**—A child subject to compulsory school attendance and who is absent without valid cause from such attendance for 10 percent or more of the previous 180 regular attendance days (105 ILCS 5/26-2a).

**Dropout**—Any child enrolled in grades 1 through 12 whose name has been removed from the district enrollment roster for any reason other than death, extended illness, graduation, or completion of a program of studies, and who has not transferred to another public or private school (105 ILCS 5/26-2a).

In FY07, 69.6 percent of all students served by TAOEP statewide were truants. The data also show that 91 percent of these truants were from CPS (all students served by CPS are truants), and 9 percent were served by non-CPS projects. Only 18.0 percent of TAOEP students served statewide were chronic truants, and 4.3 percent were retrieved dropouts. Furthermore, 74.8 percent of chronic truants were served by ROEs, and 58.3 percent of retrieved dropouts were served by community colleges. (See Table 2.)

**Table 2. Number and Percentage of Students Served by TAOEP, by Location, Truancy Status, and Type of Administrative Agency: FY07**

Chicago Public SD 299 (CPS)	COMMUNITY COLLEGE		LOCAL EDUCATION AGENCY		REGIONAL OFFICE OF EDUCATION		VOCATIONAL CENTERS		Location/Truancy Status Totals	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Truant			29,067	100.0					29,067	100.0
CPS Totals			29,067	78.2					29,067	50.6
Outside of Chicago Public SD 299	COMMUNITY COLLEGE		LOCAL EDUCATION AGENCY		REGIONAL OFFICE OF EDUCATION		VOCATIONAL CENTERS		Location/Truancy Status Totals	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Potential Dropout	222	4.7	2,276	48.3	2,136	45.4	74	1.6	4,708	16.6
Truant	285	2.6	2,838	26.0	7,536	69.1	251	2.3	10,910	38.4
Chronic Truant	129	1.3	2,452	23.8	7,717	74.8	21	0.2	10,319	36.3
Retrieved Dropout	1,442	58.3	532	21.5	495	20.0	6	0.2	2,475	8.7
Outside of CPS Totals	2,078		8,098	27.8	17,884		352		28,412	49.4
Illinois	COMMUNITY COLLEGE		LOCAL EDUCATION AGENCY		REGIONAL OFFICE OF EDUCATION		VOCATIONAL CENTERS		Location/Truancy Status Totals	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Potential Dropout	222	4.7	2,276	48.3	2,136	45.4	74	1.6	4,708	8.2
Truant	285	0.7	31,905	79.8	7,536	18.9	251	0.6	39,977	69.6
Chronic Truant	129	1.3	2,452	23.8	7,717	74.8	21	0.2	10,319	17.9
Retrieved Dropout	1,442	58.3	532	21.5	495	20.0	6	0.2	2,475	4.3
Educational Agency Totals	2,078		37,165		17,884		352		57,479	100.0

**Grade Group**

Statewide, 71.0 percent of students served by TAOEP were in high school, 1.3 percent were in kindergarten, and 26.3 percent were in grades 1-8. (See Table 3.) With the exception of ungraded students, where the majority of students served were retrieved dropouts, the truants made up the majority of students in each grade group. This is even more pronounced among high school students.

Within truancy status, however, distribution of students by grade varies. For example, the majority of chronic truants was in elementary grades (57.0 percent), while the majority of potential dropouts (64.4 percent), truants (79.5 percent), and retrieved dropouts (75.6 percent) were in high school. (See Table 3.)

In terms of location, CPS served more than twice the number of high school students (97.1 percent), when compared with non-CPS projects (44.3 percent).

**Table 3. Number and Percentage of Students Served by TAOEP, by Location, Grade Group, and Truancy Status: FY07**

Chicago Public SD 299 (CPS)	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Grade Group Totals	
	No.	Row Pct	No.	Row Pct	No.	Row Pct	No.	Row Pct	No.	Row Pct
Kindergarten			4	0.0					4	0.0
Elementary			800	2.8					800	2.8
High School			28,236	97.1					28,236	97.1
Ungraded			27	0.1					27	0.1
<b>CPS Total</b>			<b>29,067</b>						<b>29,067</b>	
Outside of Chicago Public SD 299	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Grade Group Totals	
	No.	Row Pct	No.	Row Pct	No.	Row Pct	No.	Row Pct	No.	Row Pct
Kindergarten	65	1.4	426	3.9	252	2.4	0	0.0	743	2.6
Elementary	1,505	32.0	6,880	63.0	5,897	57.1	24	1.0	14,306	50.3
High School	3,031	64.4	3,553	32.6	4,120	40.0	1,872	75.6	12,576	44.3
Ungraded	107	2.2	51	0.5	50	0.5	579	23.4	787	2.8
<b>Outside of CPS Total</b>	<b>4,708</b>		<b>10,910</b>		<b>10,319</b>		<b>2,475</b>		<b>28,412</b>	
Illinois	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Grade Group Totals	
	No.	Row Pct	No.	Row Pct	No.	Row Pct	No.	Row Pct	No.	Row Pct
Kindergarten	65	1.4	430	1.1	252	2.4	0	0.0	747	1.3
Elementary (1-8)	1,505	32.0	7,680	19.2	5,897	57.2	24	1.0	15,106	26.3
High School (9-12)	3,031	64.4	31,789	79.5	4,120	39.9	1,872	75.6	40,812	71.0
Ungraded (13)	107	2.2	78	0.2	50	0.5	579	23.4	814	1.4
<b>Truancy Status Totals</b>	<b>4,708</b>		<b>39,977</b>		<b>10,319</b>		<b>2,475</b>		<b>57,479</b>	

**Student Race/Ethnicity**

Seventy percent of TAOEP students belonged to a minority group. In particular, 47.2 percent of TAOEP students were black and 20.8 percent were Hispanic. CPS TAOEP projects served more than twice the number of minority students (96 percent) than non-CPS TAOEP projects (43 percent). (See Table 4.)

Within truancy status, the majority of potential dropouts (59.5 percent), chronic truants (49.9 percent), and retrieved dropouts (52.5 percent) were white, while the majority of truants were black (54.3 percent).

**Table 4. Number and Percentage of Students Served by TAOEP, by Location, Race/Ethnicity, and Truancy Status: FY07**

Chicago Public SD 299 (CPS)	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Ethnicity Totals	
	Row		Row		Row		Row		Row	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
American Indian/Alaskan Native			37	0.1					37	0.1
Asian			290	1.0					290	1.0
Black not of Hispanic Origin			19,144	65.9					19,144	65.9
Hispanic			8,440	29.0					8,440	29.0
White not of Hispanic Origin			1,156	4.0					1,156	4.0
<b>CPS Total</b>			<b>29,067</b>						<b>29,067</b>	
Outside of Chicago Public SD 299	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Ethnicity Totals	
	Row		Row		Row		Row		Row	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
American Indian/Alaskan Native	8	0.2	26	0.2	24	0.2	4	0.2	62	0.2
Asian	26	0.5	40	0.4	28	0.3	14	0.6	108	0.4
Black not of Hispanic Origin	1,222	26.0	2,545	23.3	3,463	33.6	741	29.9	7,971	28.0
Hispanic	546	11.6	1,146	10.5	1,458	14.1	361	14.6	3,511	12.4
White not of Hispanic Origin	2,800	59.5	6,907	63.3	5,153	49.9	1,300	52.5	16,160	56.9
Multi-Racial	106	2.2	246	2.3	193	1.9	55	2.2	600	2.1
<b>Outside of CPS Total</b>	<b>4,708</b>		<b>10,910</b>		<b>10,319</b>		<b>2,475</b>		<b>28,412</b>	
Illinois	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Ethnicity Totals	
	Row		Row		Row		Row		Row	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct	No.	Pct
American Indian/Alaskan Native	8	0.2	63	0.2	24	0.2	4	0.2	99	0.2
Asian	26	0.5	330	0.8	28	0.3	14	0.6	398	0.7
Black not of Hispanic Origin	1,222	26.0	21,689	54.2	3,463	33.6	741	29.9	27,115	47.2
Hispanic	546	11.6	9,586	24.0	1,458	14.1	361	14.6	11,951	20.8
White not of Hispanic Origin	2,800	59.5	8,063	20.2	5,153	49.9	1,300	52.5	17,316	30.1
Multi-Racial	106	2.2	246	0.6	193	1.9	55	2.2	600	1.0
<b>Truancy Status Totals</b>	<b>4,708</b>		<b>39,977</b>		<b>10,319</b>		<b>2,475</b>		<b>57,479</b>	

**Secondary Reasons for Eligibility of TAOEP Program Services**

Apart from primary truancy-status reasons (potential dropout, truant, chronic truant, or dropout) for participating in TAOEP, there are other reasons reported by projects that support the student's need for TAOEP services. These include, but are not limited to, low academic achievement in reading and mathematics, low-income status, teen pregnancy, lack of high school credits, etc. These secondary reasons are perceived to have contributed to the student's truancy status. Table 5 shows such reasons, along with truancy status.

**Table 5. Number and Percentage of Students Served by TAOEP, by Secondary Reasons (Referrals) and Truancy Status: FY07**

Secondary Referral	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Secondary Referral Totals	
	Dup No.	Row Pct	Dup No.	Row Pct	Dup No.	Row Pct	Dup No.	Row Pct	Dup No.	Row Pct
Low Achievement	2,270	<b>56.0</b>	3,395	18.3	3,811	59.7	847	44.8	10,323	33.4
High Failure Rate	1,080	26.6	1,236	6.7	2,241	35.1	540	28.5	5,097	16.5
Teen Parent	167	4.1	245	1.3	189	3.0	233	12.3	834	2.7
Credit Deficient	1,943	47.9	12,749	<b>68.7</b>	1,540	24.1	1,159	<b>61.3</b>	17,391	<b>56.3</b>
Multiple Discipline Referrals	778	19.2	1,130	6.1	1,882	29.5	283	15.0	4,073	13.2
Low Income	1,585	39.1	3,631	19.6	4,148	<b>65.0</b>	506	26.7	9,870	32.0
Physical or Emotional	536	13.2	1,422	7.7	1,291	20.2	145	7.7	3,394	11.0
Law or Court Mandated	143	3.5	291	1.6	683	10.7	242	12.8	1,359	4.4
Drugs/Alcohol	146	3.6	158	0.9	301	4.7	114	6.0	719	2.3
Other	536	13.2	1,231	6.6	761	11.9	126	6.7	2,654	8.6
<b>Unduplicated Total</b>	<b>4,055</b>		<b>18,565</b>		<b>6,380</b>		<b>1,892</b>		<b>30,892</b>	

The majority of potential dropouts in TAOEP show low academic achievement (56.0 percent), while the majority of truants and retrieved dropouts have high school credit deficiencies (68.7 percent and 61.3 percent, respectively). For chronic truants, low-income is ranked as the highest secondary reason for referral (65.0 percent). Other reasons that may have contributed to truancy or dropping out of school include drugs or alcohol; emotional or physical problems; high rates of academic failure (failing 20 percent of classes enrolled); two or more discipline referrals, indicated by disciplinary written notices; suspensions or expulsions; and brushes with the law that resulted in TAOEP participation being mandated by a law enforcement agency or a court.

### TAOEP STUDENT SERVICES

Two types of TAOEP student services are provided: optional education programs and supplemental services.

Optional education programs provide a modified instructional 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. Supplemental services provide students enrolled in the regular school program with supports (e.g., tutoring, mentoring, health services, home visits, or counseling) that are needed to increase their attendance rates or prevent them from dropping out of school.

In TAOEP, the majority of students (90.1 percent) received supplementary services, with 9.9 percent enrolled in optional education programs. (See Table 6.) Specifically, 2.6 percent of truants and 9.7 percent of chronic truants were enrolled in optional education programs, as compared with retrieved dropouts, where 93.7 percent were enrolled in optional education programs.

**Table 6. Number and Percentage of Services Received by TAOEP Students, by Truancy Status and Type of Service: FY07**

Truancy Status	Supplementary		Optional Education		Total	
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Potential Dropout	3,396	72.1	1,312	27.9	4,708	8.2
Truant	38,945	97.4	1,032	2.6	39,977	69.6
Chronic Truant	9,313	90.3	1,006	9.7	10,319	17.9
Retrieved Dropout	155	6.3	2,320	93.7	2,475	4.3
Total	51,809	90.1	5,670	9.9	57,479	100.0

A wide array of services is available for students participating in TAOEP, ranging from full-time academic instruction to retrieval back to school. Table 7 provides the list of these services.

The data show that a student participating in TAOEP received between 1 to 18 types of services. Students who received the least number of services were truants. At 89.9 percent, truants represent the majority of students who received only one type of service. Conversely, retrieved dropouts received, on average, more services than potential dropouts or chronic truants. Specifically, retrieved dropouts received, on average, six types of services, while potential dropouts and chronic truants received four services, and truants received one to two services.

Tutoring is one service that most students in TAOEP received (60.9 percent), and the majority of students who received tutoring were truants (89.9 percent). Students who received GED instruction or enrolled in community college courses were predominantly retrieved dropouts (87.9 percent and 87.0 percent, respectively). Moreover, the majority of students in “Parenting Classes for Students,” “Career Services,” or “Entrepreneurship Training” were also retrieved dropouts.



**Table 7. Number and Percentage of Services Received by TAOEP Students, by Type of Service and Truancy Status (in Descending Order by Percentage of Total Served): FY07**

Specific Type of Service	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Specific Service Totals	
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Pct of total served
Tutoring	1,604	4.6	31,465	89.9	1,406	4.0	511	1.5	34,986	60.9
School Visits	1,697	8.8	9,522	49.1	7,979	41.2	187	1.0	19,385	33.7
Academic Counseling	2,757	18.4	5,848	39.0	4,226	28.2	2,173	14.5	15,004	26.1
Home Visits	1,125	8.5	5,530	41.9	6,305	47.7	253	1.9	13,213	23.0
Personal Counseling	1,843	16.0	4,929	42.9	3,664	31.9	1,055	9.2	11,491	20.0
Support Services for Parents	1,043	14.4	2,483	34.2	3,258	44.8	482	6.6	7,266	12.6
Academic Instruction	1,504	25.9	1,068	18.4	1,237	21.3	2,006	34.5	5,815	10.1
Life Skills Training	1,248	25.9	1,152	23.9	1,048	21.7	1,377	28.5	4,825	8.4
Referral to Social Services	506	11.0	1,538	33.3	2,232	48.3	342	7.4	4,618	8.0
Mentoring	1,237	28.9	1,263	29.5	1,303	30.5	474	11.1	4,277	7.4
Back to School/Retrieval	427	13.6	691	22.0	1,180	37.6	1,290	41.1	3,138	5.5
Court-Related Services	225	7.8	768	26.6	1,699	58.9	195	6.8	2,887	5.0
Transportation	280	11.5	695	28.6	982	40.5	469	19.3	2,426	4.2
Field Trips	678	28.2	338	14.0	610	25.4	780	32.4	2,406	4.2
Career Service	350	18.0	315	16.2	445	22.9	835	42.9	1,945	3.4
Health Related Service	326	17.7	536	29.1	703	38.1	279	15.1	1,844	3.2
GED Instruction	11	1.2	21	2.4	76	8.5	785	87.9	893	1.6
TAOEP-Sponsored Comm Service	214	25.8	96	11.6	288	34.7	232	28.0	830	1.4
Parenting Classes for Students	146	18.5	143	18.1	131	16.6	369	46.8	789	1.4
Enroll. In Evening School	316	45.2	99	14.2	111	15.9	173	24.7	699	1.2
Enroll. In Community College	49	8.3	18	3.0	10	1.7	516	87.0	593	1.0
Enroll. In Summer School	132	22.7	165	28.4	103	17.7	182	31.3	582	1.0
Enroll. In Vocational Ed	208	49.9	36	8.6	67	16.1	106	25.4	417	0.7
Job Shadowing	73	21.3	85	24.9	73	21.3	111	32.5	342	0.6
Paid Work Experience	105	38.2	12	4.4	23	8.4	135	49.1	275	0.5
Unpaid Work Experience	41	15.5	11	4.2	50	18.9	162	61.4	264	0.5
Court-Mandated Comm Service	33	13.5	63	25.7	128	52.2	21	8.6	245	0.4
Day Care Service	61	29.8	32	15.6	65	31.7	47	22.9	205	0.4
Entrepreneurship Training	18	20.0	6	6.7	15	16.7	51	56.7	90	0.2
Enroll. in Weekend School	2	25.0	4	50.0	2	25.0	0	0.0	8	0.0

## STUDENT OUTCOMES

### Gains in School Attendance

A paired t-test showed that the mean school attendance of students participating in TAOEP is significantly better after having received TAOEP services. Specifically, the mean attendance rate of students prior to TAOEP participation was 77 percent, which increased to 81 percent after having received TAOEP services. (See Table 8.)

**Table 8. Mean Pre- and Post-Attendance Rates of Students Served by TAOEP: FY07**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-attendance rate	77	54,462	16.399	0.070
	Post-attendance rate	81	54,462	18.721	0.080

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-attendance & Post-attendance	54,462	0.453	0

#### *Gains in School Attendance, by Truancy Status*

Chronic truants made the greatest gains in school attendance (gain=8.81 percentage points), significantly greater than gains made by other truancy groups. Retrieved dropouts ranked a distant second, with a gain of 4.08 percentage points. (See Table 9.)

Potential dropouts had the least gain in attendance (gain=2.28 percentage points), but not significantly different from the gain made by truants (gain=2.8 percentage points).

#### *Gains in School Attendance, by Grade Group*

K-8 students made significant gains in post-attendance rates from pre-attendance rates. In particular, kindergarten students made a gain of 7.33 percentage points, grades 1-8 students gained 7.17 percentage points, and high school students gained 2.55 percentage points. Ungraded students gained 5.29 percentage points, significantly more than high school students. (See Table 9.)

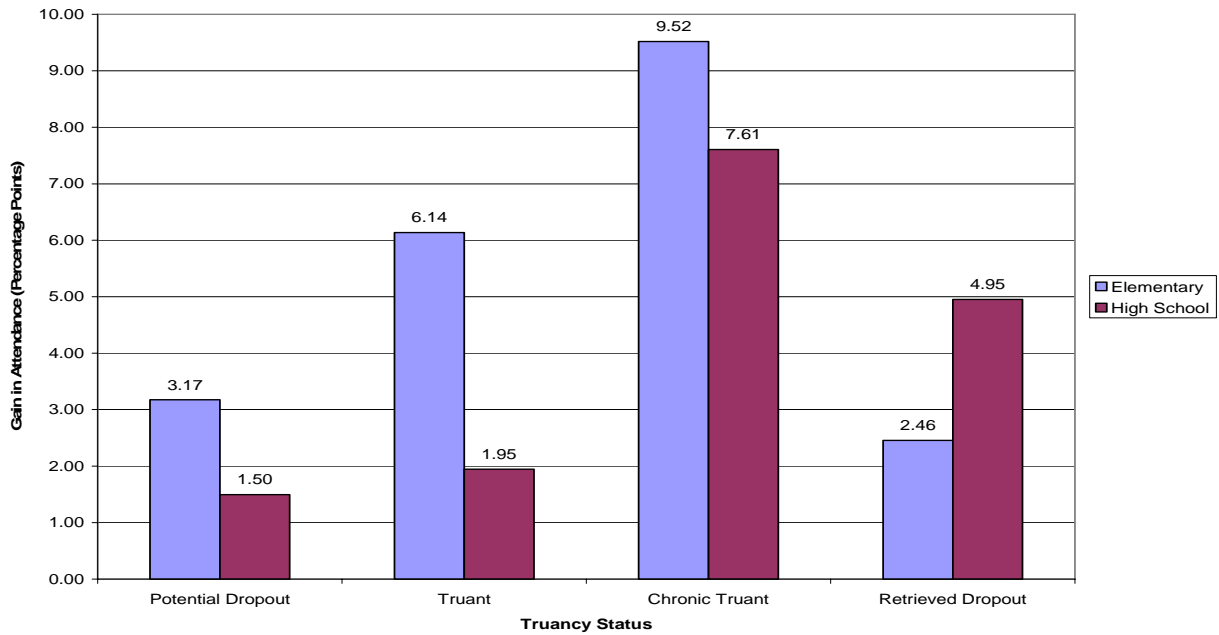
**Table 9. Average Gains in School Attendance Rates of Students Served by TAOEP, by Truancy Status and Grade Group: FY07**

Truancy Status	Grade Group	Mean Difference in Pre- and Post- Attendance Rates	N
Potential Dropout	Kindergarten	6.59	47
	Elementary	3.17	1,449
	High School	1.50	2,274
	Ungraded	6.06	71
	<b>Total</b>	<b>2.28</b>	<b>3,841</b>
Truant	Kindergarten	5.72	424
	Elementary	6.14	7,619
	High School	1.95	31,679
	Ungraded	8.92	72
	<b>Total</b>	<b>2.80</b>	<b>39,794</b>
Chronic Truant	Kindergarten	10.24	247
	Elementary	9.52	5,823
	High School	7.61	3,913
	Ungraded	13.81	45
	<b>Total</b>	<b>8.81</b>	<b>10,028</b>
Retrieved Dropout	Elementary	2.46	17
	High School	4.95	641
	Ungraded	0.34	141
	<b>Total</b>	<b>4.08</b>	<b>799</b>
Total	Kindergarten	7.33	718
	Elementary	7.17	14,908
	High School	2.55	38,507
	Ungraded	5.29	329
	<b>Total</b>	<b>3.89</b>	<b>54,462</b>

*Gains in School Attendance, by Truancy Status and Grade Group*

High school students who are potential dropouts, truants, or chronic truants made lower gains in attendance, compared with elementary students of similar truancy status. Gains made by high school students who are potential dropouts or truants were even lower (1.50 percentage points and 1.95 percentage points, respectively), compared with gains made by high school-chronic truants (7.61 percentage points). In contrast, high school retrieved dropouts made higher gains in attendance (4.95 percentage points), compared with elementary retrieved dropout students (2.46 percentage points). (See Chart 3.)

**Chart 3. Gains in School Attendance Made by TAOEP Students, by Grade Group and Truancy Status: FY07**



*Gains in School Attendance, by Location*

Students participating in non-CPS TAOEP projects made greater gains in school attendance than students participating in CPS-TAOEP projects. Specifically, CPS truant students made only a 2.16 percentage point gain, compared with the 4.55 percentage point gain made by non-CPS truant students.

CPS served only truant students, while non-CPS projects served students of all types of truancy status and made greater gains in attendance for chronic truants served (8.81 percentage points)—greater than the gains made by truants (4.55 percentage points). (See Table 10.)

**Table 10. Gains (Percentage Points) in School Attendance, by Truancy Status and Location: FY07**

Truancy Status	Chicago SD 299		Outside of Chicago SD 299	
	Average gain in attendance (percentage points)	N	Average gain in attendance (percentage points)	N
Potential Dropout			2.28	3,841
Truant	2.16	29,066	4.55	10,728
Chronic Truant			8.81	10,028
Retrieved Dropout			4.08	799
Total	2.16	29,066	5.87	25,396

**Selected Categorical Outcomes**

There are other outcomes reported by TAOEP projects, which are called “categorical” because projects basically check only whether a student attained such outcomes, and no empirical data are collected to validate such claims.

**Table 11. Categorical Outcomes Achieved by TAOEP Students: FY07**

Categorical Outcomes	Percent Attained	Base Grades
Graduated - High School	54.6	12
Advanced to the Next Grade	59.1	K-8
Met Education Plan Objectives	37.2	K-13
Returned to Regular School	6.4	9-12
Reduced Discipline Referrals	2.4	K-13
Dropped Out of School/Program	3.2	1-12
Retained in School	2.1	K-8

*High School Graduation*

Given what was reported by projects, 54.6 percent of grade 12 students graduated from high school. (See Table 11.) Of these, 72.1 percent received supplementary services only and 27.9 percent were enrolled in optional education programs. (See Table 6.) It should be noted that some projects offer tutoring services, though classified as supplementary services, that enable high school students to make up for high school credit deficiencies.

*Advanced to the Next Grade and Retained in School*

For K-8 TAOEP students, 59.1 percent advanced to the next grade, while 2.1 percent were retained. The percentages in Table 11 do not add up to 100 percent because no information was obtained for 39 percent of K-8 students about whether they advanced to the next grade or were retained in grade.

*Met Education Plan Objectives*

By law, an individualized optional education plan must be designed or developed for each child served by TAOEP. An individualized optional education plan establishes academic goals and objectives for a student to accomplish upon completion of the student’s term in the program. Data show that 37.2 percent of TAOEP students met their education plan objectives. It could not be confirmed from the available data whether the remaining 62.8 percent of students did not meet their education plan objectives.

*Dropped Out of School*

For grade 1-12 students, 3.2 percent dropped out of school or from the TAOEP program. Dropping out occurred more often among grade 11 and grade 12 students.

*Relationship of School Attendance to Categorical Outcomes*

TAOEP student data support research findings that school attendance significantly affects other academic school outcomes, such as graduation or advancement to the next grade. The greater the gain in attendance, the more likely a student will achieve positive academic categorical outcomes. For example, grade 12 students who received high school diplomas had greater gains in attendance (4.745 percentage points) than those who did not (3.801 percentage points). The difference in attendance gains is statistically significant ( $F=12.20, p=0.00$ ). Similarly, those students who advanced in grade or met educational objectives had significantly greater gains in attendance, 6.860 and 7.605 respectively, than those who did not advance to the next grade (3.281) or did not meet educational plan objectives (3.057). Conversely, those students who were retained in school had negative gains in attendance (-5.147). (See Table 12.)

**Table 12. Categorical Outcomes and Gains in Attendance: FY07**

Outcome Attainment Status (0=Not attained; 1=Attained)	Categorical Outcome	Average Gains in Attendance	F sta- tistic	Sig
	<i>Received. High School Diploma</i>			
0	Pre- and Post-attendance rates difference	3.801		
1	Pre- and Post-attendance rates difference	4.745	12.20	0.00
	<i>Advanced to the Next Grade</i>			
0	Pre- and Post-attendance rates difference	3.281		
1	Pre- and Post-attendance rates difference	6.860	289.99	0.00
	<i>Retained in School</i>			
0	Pre- and Post-attendance rates difference	4.841		
1	Pre- and Post-attendance rates difference	-5.147	1407.66	0.00
	<i>Reduced Discipline Referrals</i>			
0	Pre- and Post-attendance rates difference	3.872		
1	Pre- and Post-attendance rates difference	4.650	2.22	0.13
	<i>Met Education Plan Objectives</i>			
0	Pre- and Post-attendance rates difference	3.057		
1	Pre- and Post-attendance rates difference	7.605	498.47	0.00

## **Performance on State Assessments**

### *Performance of TAOEP Students on State Assessments*

With the ISBE Student Information System it is now possible to match data variables among several databases, as long as the state-assigned student ID number is reported in all of these databases. Such is the case with TAOEP, where projects report the state-assigned student ID numbers in the TAOEP student reporting software. This makes it possible for the program evaluation to extract student performance on ISAT, which is administered in grades 3-8, or PSAE, which is administered in grade 11. The matching process, using the common identifier (state-assigned student ID number) between the 2007 TAOEP student database and the 2007 ISAT/PSAE databases, produced a 52 percent match—52 percent of grades 3-8 and 11 TAOEP students had matching assessment scores on ISAT and PSAE. This does not necessarily mean that the other 48 percent were not assessed on ISAT/PSAE, but that state-assigned student ID numbers may not have been reported for these students in TAOEP. Nevertheless, analysis of the performance of these 52 percent of TAOEP students on ISAT/PSAE was conducted and the results are presented in the following paragraphs, tables, and charts. The ISAT/PSAE performance of these students is also compared with the performance of the general student population.

The data show that retrieved dropouts were the lowest performing students, with only 28.3 percent meeting standards in reading and 15.2 percent meeting standards in mathematics. Among the retrieved dropouts who had matching assessment scores, 90.4 percent were in grade 11 and were assessed through PSAE. The results are not surprising, because even among the general student population, grade 11 students performed lowest on PSAE. However, potential dropouts and chronic truants fared better than truants. Potential dropouts had 48.7 percent meeting/exceeding standards in reading and 54.5 percent in mathematics; chronic truants had 47.6 percent meeting/exceeding standards in reading and 56.0 percent in mathematics. For truants, 35.6 percent met/exceeded the standards in reading and 35.7 percent met/exceeded the standards in mathematics. (See Chart 4.)

### *Performance of CPS TAOEP Students on ISAT/PSAE, Compared with Non-CPS TAOEP Students*

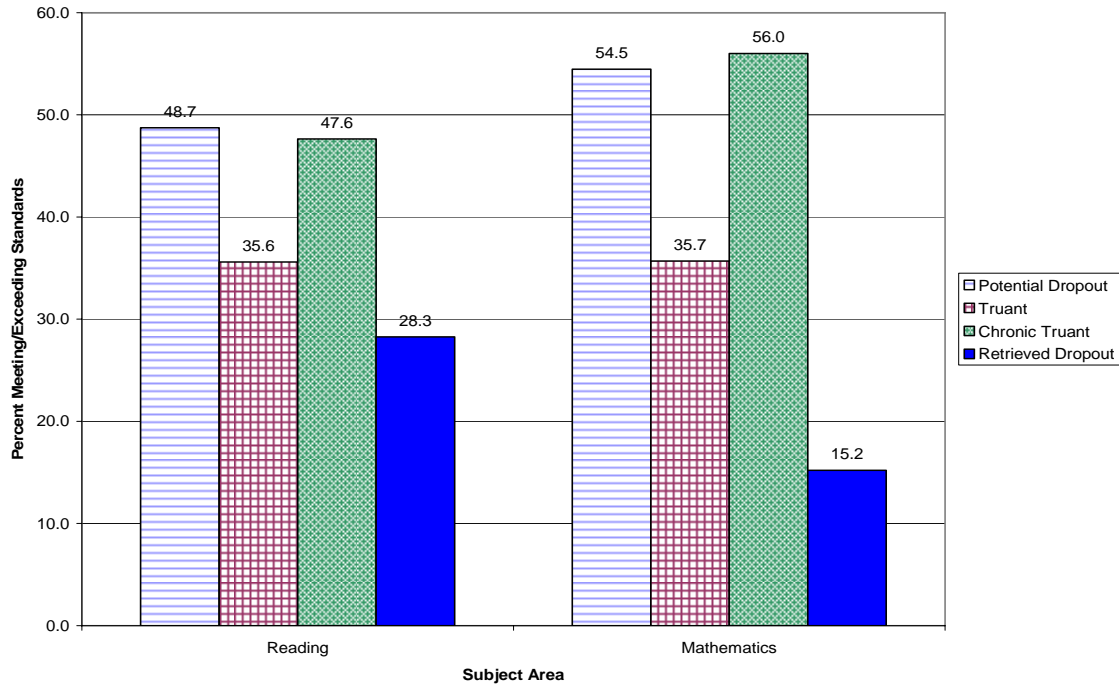
The performance of CPS TAOEP students on ISAT/PSAE mathematics is significantly lower than that of non-CPS TAOEP students. (See Table 13.) This may be due to the racial-grade level composition of the CPS students taking the state assessments. The majority of students served by CPS were black high school students, so it is not surprising that 66 percent of CPS TAOEP students who had matched scores on the state assessments turned out to be black students in grade 11. In contrast, only 4 percent of students from non-CPS TAOEP projects who had student-matched scores were black students in grade 11. It has been established from the Illinois school report card data that students at higher grade levels performed significantly lower than students at lower grade levels on state assessments.<sup>1</sup> Student ethnicity is also a factor, in that there is a persistent achievement gap between black and white students. Research findings by J. Lee<sup>2</sup> indicate that there are “larger achievement gaps for race as students get older.”

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<sup>1</sup> Illinois School Report Card: <http://webprod.isbe.net/ereportcard/publicsite>

<sup>2</sup> Lee, J. (1998) State policy correlates of the achievement gap among racial and social groups. *Studies in Educational Evaluation*, 24,137-152.

**Chart 4. Percentage of TAOEP Students Meeting or Exceeding State Standards in Reading and Mathematics, by Truancy Status: FY07**



**Table 13. Performance of TAOEP Students on ISAT/PSAE Mathematics—CPS vs. Non-CPS Projects: FY07**

Chicago Public SD 299 (CPS)								
Grade Level	Warning	Below Standards	Met	Exceeded	Total with matched scores	Pct of total with matched scores	Met/ Exceeded Standards	Percent Met/ Exceeded Standards
3	5	3	7	3	18	0.4	10	55.6
4	1	6	6	1	14	0.3	7	50.0
5	1	13	9	1	24	0.6	10	41.7
6	2	13	9	0	24	0.6	9	37.5
7	8	19	20	0	47	1.2	20	42.6
8	14	113	118	14	259	6.4	132	51.0
11	1,124	2,154	361	2	3,641	<b>90.4</b>	363	10.0
<b>CPS-Total</b>	<b>1,155</b>	<b>2,321</b>	<b>530</b>	<b>21</b>	<b>4,027</b>	<b>100.0</b>	<b>551</b>	<b>13.7</b>
Outside of CPS								
Grade Level	Warning	Below Standards	Met	Exceeded	Total with matched scores	Pct of total with matched scores	Met/ Exceeded Standards	Percent Met/ Exceeded Standards
3	74	169	476	173	892	15.0	649	72.8
4	20	258	597	79	954	15.6	676	70.9
5	9	267	572	65	913	14.7	637	69.8
6	20	365	551	41	977	13.7	592	60.6
7	84	498	670	67	1,319	17.0	737	55.9
8	44	595	762	99	1,500	19.9	861	57.4
11	181	573	172	4	930	<b>4.1</b>	176	18.9
<b>Outside CPS-Total</b>	<b>432</b>	<b>2,725</b>	<b>3,800</b>	<b>528</b>	<b>7,485</b>	<b>100.0</b>	<b>4,328</b>	<b>57.8</b>

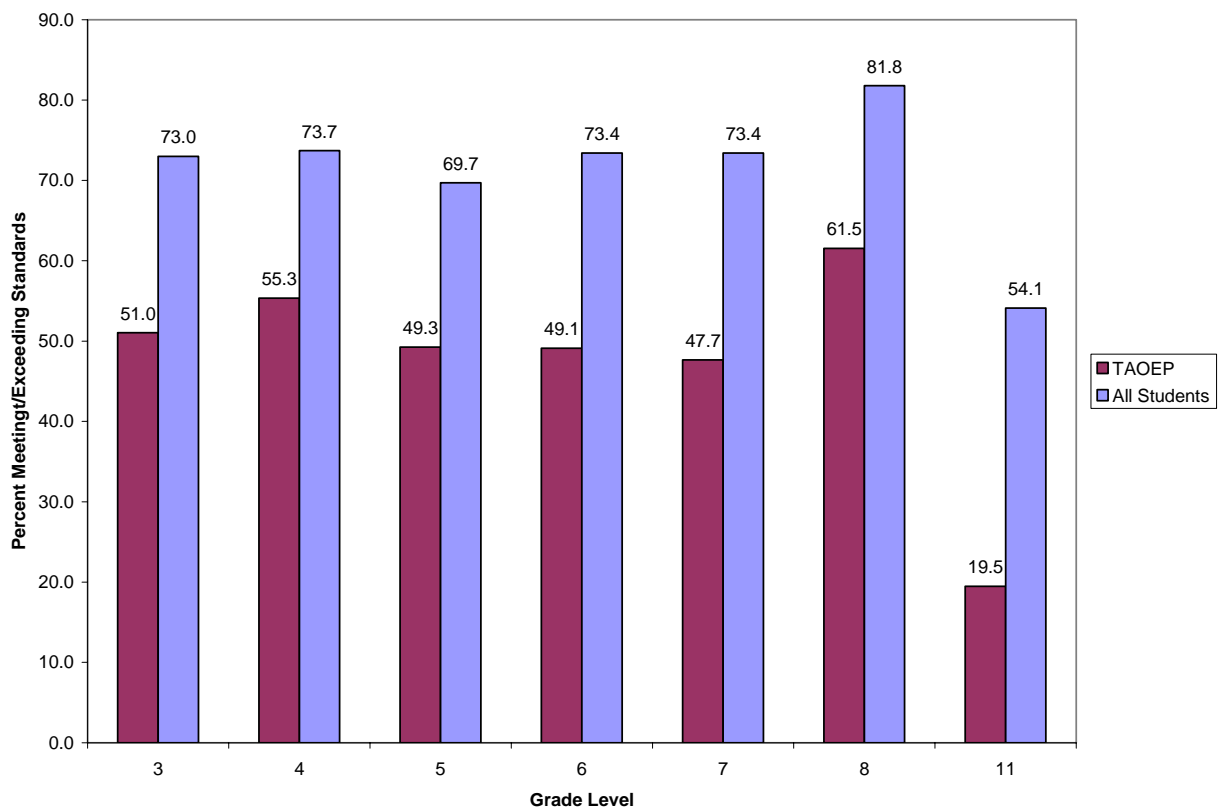


### Comparison of TAOEP Student ISAT/PSAE Performance with the General Student Population

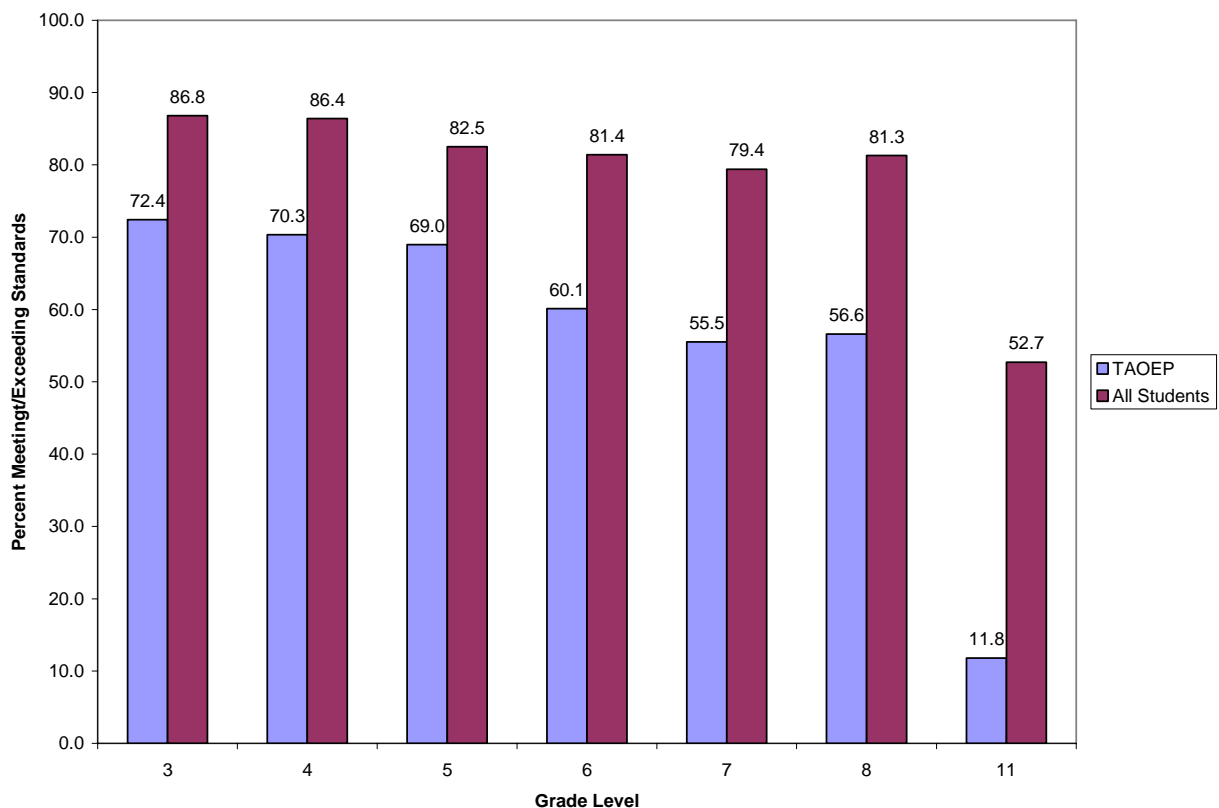
As shown in Charts 5 and 6, TAOEP students performed significantly lower than the general student population at all grade levels and in reading and mathematics. The gaps between the performances of TAOEP students and the general student population on ISAT/PSAE ranged from 18.4 percentage points (grade 4) to 34.6 percentage points (grade 11) in reading and from 13.5 percentage points (grade 5) to 40.9 percentage points (grade 11) in mathematics. The gaps are more pronounced among grade 11 students, where 19.5 percent of TAOEP students met the standards in reading, compared with 54.1 percent of the general student population. Similarly, 11.8 percent of TAOEP students met the standards in mathematics, compared with 52.7 percent of the general student population.

Grade 8 students were the highest performing student group in reading for TAOEP students and the general student population. However, they fared less well in mathematics when compared with grades 3-5. Even though the performance of TAOEP students on ISAT/PSAE was significantly lower than that of the general student population, their performance parallels that of the general student population in that the performance distribution is similar across grades for both populations.

**Chart 5. Comparison of Student Performance on ISAT/PSAE in Reading—TAOEP vs. All Students: FY07**



**Chart 6. Comparison of Student Performance on ISAT/PSAE in Mathematics–TAOEP vs. All Students: FY07**



*Relationship Between Gain in Attendance and Performance on ISAT or PSAE*

Tables 14 and 15 show the statistical correlations between attendance gain (measured in percentage points) made by TAOEP students, compared with their performance on ISAT or PSAE.

Table 14 shows that the gain in attendance is strongly correlated with the performance of a student on ISAT or PSAE in reading ( $F=38.68583, p=0.00$ ). The data further show that students who make higher gains in attendance have a higher likelihood of meeting or exceeding the reading standards. For example, students who met the reading standards made an attendance gain of 6.26 percentage points, and those who exceeded the standards made gains of 6.74 percentage points. In contrast, those in academic warning status made a gain of 2.01 percentage points.

The relationship between gain in attendance and ISAT/PSAE performance is even more pronounced in mathematics ( $F=69.76611, p=0.00$ ). (See Table 15.) Students who met the mathematics standards made an attendance gain of 6.61 percentage points and those who exceeded the standards made an attendance gain of 8.16 percentage points. Those who were below standards made a gain of 3.99 percentage points and those in academic warning status made the least gain at 1.88 percentage points.

Given these statistical results, it is clear that school attendance is a strong predictor of student performance on state assessments.

**Table 14. Relationship Between Gain in School Attendance and ISAT/PSAE Performance in Reading: FY07**

Competency Levels on ISAT or PSAE in Reading	N	Mean (Gain in attendance)	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Academic Warning	1145	2.01	14.05	0.415303	1.20	2.83
Below Standards	5683	4.31	13.44	0.178266	3.96	4.66
Met Standards	4070	6.26	13.14	0.20596	5.85	6.66
Exceeded Standards	475	6.74	11.65	0.534635	5.69	7.79
Total	11373	4.88	13.39	0.125578	4.63	5.12

**ANOVA**

Dependent Variable: Gain in attendance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	20616.65	3	6872.22	38.69853	0.00
Within Groups	2018946	11369	177.58		
Total	2039562	11372			

**Table 15. Relationship Between Gain in School Attendance and ISAT/PSAE Performance in Mathematics: FY07**

Competency Levels on ISAT or PSAE in Mathematics	N	Mean (Gain in attendance)	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Academic Warning	1569	1.88	14.49	0.365753	1.16	2.60
Below Standards	4943	3.99	13.48	0.191762	3.61	4.36
Met Standards	4284	6.61	12.81	0.195749	6.23	7.00
Exceeded Standards	548	8.16	10.96	0.468356	7.24	9.08
Total	11344	4.89	13.39	0.125698	4.64	5.14

**ANOVA**

Dependent Variable: Gain in attendance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36843.52	3.00	12281.17	69.76611	0.00
Within Groups	1996220	11340.00	176.03		
Total	2033064	11343.00			

### **High School Academic Credits**

Seventy-six percent of high school and ungraded students earned high school academic credits in 2007. The more credits earned by high school students, the higher the likelihood of high school graduation.

Students earning academic credits are not necessarily enrolled in optional education programs. Some TAOEP projects offer tutorial services, which lead to students earning credits to make up for credit deficiencies. Such program services are called “credit recovery.”

A test of statistical significance between the relationship of change in attendance and credits earned showed a small correlation (*Pearson correlation coefficient=0.06*), that was highly statistically significant ( $p=0.01$ ). The higher the student’s gain in attendance, the higher the likelihood that students would earn more credits.

## CONCLUSION AND RECOMMENDATIONS

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TAOEP appears to be effective, given the gains made by students in school attendance. Although the gain is not numerically great (3.89 percentage points), it is statistically significant. Chronic truants made the most gain (8.81 percentage points) in school attendance, while potential dropouts and truants made the least gain in school attendance, 2.28 percentage points and 2.80 percentage points, respectively. The possible reason for lower gains in attendance by potential dropouts and truants is because they came to TAOEP with higher pre-attendance rates and did not gain significant increases in their post-attendance rates; whereas, chronic truants and retrieved dropouts came to the program at much lower pre-attendance rates and made significant improvements in their post-attendance rates. For example, the mean pre-attendance rate of potential dropouts was 77 percent and their mean post-attendance rate was 78 percent. The pre-attendance rate of chronic truants was 73 percent and their mean post-attendance rate was 81 percent. It could not be determined from the data whether the good gains in school attendance made by chronic truants is a function of quality of services received. The results of the analysis raise concerns, however. Because the majority of students served by TAOEP are truants and truants did not make significant gains in school attendance, the significant gains made by other truancy groups are overshadowed, causing TAOEP to appear as if it made only mediocre strides in improving the attendance of its students.

It is also interesting to note that chronic truants are performing better on state assessments, compared with truants. The performance of chronic truants on state assessments is comparable to that of the performance of potential dropouts. One would think that truants would fare better than chronic truants because of the differential nature of their truancy issues, but such is not the case in TAOEP. So this evaluation raises the following questions:

- ❖ What causes chronic truants to perform better on state assessments than truants or potential dropouts?
- ❖ What does TAOEP provide to chronic truants that is different for truants, which could explain the greater accomplishments of chronic truants?
- ❖ Were the truancy statuses (potential dropout, truant, chronic truant, or retrieved dropout) of students participating in TAOEP validly reported?

Findings of this report indicate that school attendance is a strong predictor of performance on state assessments and in other academic areas. If TAOEP is to become a more effective program, more efforts should be made to increase the attendance of truant students. It may be worthwhile for those projects that served the majority of truants to visit projects that served the majority of chronic truants in order to learn what is most effective.

**Appendix A**

**List of TAOEP Projects, by Student Truancy Status and Number and Percentage of Students Served: 2007**

Name of Educational Agency	Student Truancy Status								Total	
	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout			
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Pct
ADAMS/PIKE ROE	0	0.0	248	78.2	68	21.5	1	0.3	317	0.6
ALTON COMM UNIT SCHOOL DIST 11	77	8.7	180	20.3	592	66.7	38	4.3	887	1.5
ALXNDR/JOHN/MASC/PULSKI/UNON ROE	21	4.1	341	67.0	116	22.8	31	6.1	509	0.9
AURORA EAST UNIT SCHOOL DIST 131	18	37.5	16	33.3	11	22.9	3	6.3	48	0.1
BELLEVILLE TWP HS DIST 201	217	75.3	1	0.3	2	0.7	68	23.6	288	0.5
BELLWOOD SD 88	93	97.9	0	0.0	2	2.1	0	0.0	95	0.2
BLACK HAWK COLLEGE DIST 503	48	9.6	18	3.6	6	1.2	428	85.6	500	0.9
BLOOM TWP HIGH SCH DIST 206	316	94.0	0	0.0	0	0.0	20	6.0	336	0.6
BOND/EFFINGHAM/FAYETTE ROE	0	0.0	274	93.8	8	2.7	10	3.4	292	0.5
BOONE/WINNEBAGO ROE	0	0.0	281	60.3	38	8.2	147	31.5	466	0.8
BROWN/CASS/MORGAN/SCOTT ROE	55	40.4	13	9.6	63	46.3	5	3.7	136	0.2
BUREAU/HENRY/STARK	127	15.8	624	77.5	54	6.7	0	0.0	805	1.4
CAIRO UNIT SCHOOL DISTRICT 1	1	0.7	122	81.3	27	18.0	0	0.0	150	0.3
CALHOUN/GREENE/JERSY/MACOUPIN ROE	41	16.4	100	40.0	73	29.2	36	14.4	250	0.4
CARBONDALE COMM H S DISTRICT 165	78	38.2	0	0.0	0	0.0	126	61.8	204	0.4
CARROLL/JO DAVIESS/STEPHENSON ROE	169	38.4	254	57.7	17	3.9	0	0.0	440	0.8
CHAMPAIGN COMM UNIT SCH DIST 4	17	3.9	203	46.6	214	49.1	2	0.5	436	0.8
CHAMPAIGN/FORD ROE	19	15.4	82	66.7	22	17.9	0	0.0	123	0.2
CHICAGO PUBLIC SCHOOL DISTRICT 299	0	0.0	29,067	100.0	0	0.0	0	0.0	29,067	50.6
CHRISTIAN/MONTGOMERY ROE	79	28.2	167	59.6	33	11.8	1	0.4	280	0.5
CLAY/CRAWFORD/JASPER/LRENCE/RICHL	22	3.8	489	83.6	56	9.6	18	3.1	585	1.0
CLINTON/MARION/WASHINGTON ROE	166	62.2	4	1.5	97	36.3	0	0.0	267	0.5
CLK/CLS/CMBN/DGLAS/EDGR/MLTR/SHLB	0	0.0	263	87.4	38	12.6	0	0.0	301	0.5
COMM COLLEGES OF CHICAGO DIST 508	0	0.0	0	0.0	0	0.0	521	100.0	521	0.9
DANVILLE C C SCHOOL DIST 118	113	37.8	92	30.8	87	29.1	7	2.3	299	0.5
DE KALB ROE	88	23.0	190	49.7	104	27.2	0	0.0	382	0.7
DE WITT/LIVINGSTON/MCLEAN ROE	46	97.9	1	2.1	0	0.0	0	0.0	47	0.1
DECATUR SD 61	10	28.6	23	65.7	2	5.7	0	0.0	35	0.1
DU PAGE ROE	169	25.4	297	44.6	200	30.0	0	0.0	666	1.2
EAST ALTON-WOOD RIVER C H S D 14	3	33.3	4	44.4	0	0.0	2	22.2	9	0.0
EAST RICHLAND C U SCH DIST 1	25	11.2	178	79.8	20	9.0	0	0.0	223	0.4
EAST ST LOUIS SCHOOL DIST 189	0	0.0	0	0.0	189	99.5	1	0.5	190	0.3
EDWARDSVILLE SD 7	11	20.4	0	0.0	37	68.5	6	11.1	54	0.1
EDWD/GLTN/HDIN/POP/SLNE/WBH/WN/WH	26	9.2	32	11.3	215	75.7	11	3.9	284	0.5
FULTON/SCHUYLER ROE	0	0.0	0	0.0	139	100.0	0	0.0	139	0.2
GALESBURG C U SCHOOL DIST 205	189	86.3	25	11.4	0	0.0	5	2.3	219	0.4
GRANITE CITY C U SCHOOL DIST 9	1	0.8	34	25.8	90	68.2	7	5.3	132	0.2
GRUNDY/KENDALL ROE	0	0.0	0	0.0	848	100.0	0	0.0	848	1.5
HAMILTON/JEFFERSON ROE	6	1.4	318	76.1	80	19.1	14	3.3	418	0.7
HANCOCK/MC DONOUGH ROE	264	67.3	16	4.1	39	9.9	73	18.6	392	0.7
HARLEM UNIT DIST 122	90	85.7	7	6.7	8	7.6	0	0.0	105	0.2
HARVEY SCHOOL DISTRICT 152	0	0.0	547	95.0	29	5.0	0	0.0	576	1.0
ILLINOIS CENTRAL COLLEGE	36	7.7	261	55.9	83	17.8	87	18.6	467	0.8
INDIAN VALLEY AREA VOC CENTER	74	21.0	251	71.3	21	6.0	6	1.7	352	0.6
IROQUOIS/KANKAKEE ROE	35	4.1	82	9.5	727	84.3	18	2.1	862	1.5
JACKSON/PERRY ROE	0	0.0	526	62.5	316	37.5	0	0.0	842	1.5

**Appendix A**

**List of TAOEP Projects, by Student Truancy Status and Number and Percentage of Students Served: 2007 (continued)**

Name of Educational Agency	Student Truancy Status								Total	
	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout			
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Pct
JERSEY C U SCH DIST 100	56	24.2	144	62.3	28	12.1	3	1.3	231	0.4
JOHN LOGAN COLLEGE DIST 530	52	48.1	0	0.0	0	0.0	56	51.9	108	0.2
KANE ROE	0	0.0	0	0.0	852	92.3	71	7.7	923	1.6
KISHWAUKEE COLLEGE DIST 523	58	21.5	6	2.2	40	14.8	166	61.5	270	0.5
KNOX ROE	34	22.5	28	18.5	53	35.1	36	23.8	151	0.3
LA SALLE ROE	73	22.0	126	38.0	133	40.1	0	0.0	332	0.6
LAKE LAND COLLEGE	28	16.9	0	0.0	0	0.0	138	83.1	166	0.3
LAKE ROE	9	1.1	85	10.8	695	88.1	0	0.0	789	1.4
LASALLE-PERU TOWNSHIP HSD 120	31	34.8	20	22.5	35	39.3	3	3.4	89	0.2
LEE/OGLE ROE	354	58.1	186	30.5	69	11.3	0	0.0	609	1.1
LEWIS AND CLARK	0	0.0	0	0.0	0	0.0	46	100.0	46	0.1
LINCOLN COMM H S DIST 404	3	1.7	124	71.3	47	27.0	0	0.0	174	0.3
LOGAN/MASON/MENARD ROE	0	0.0	341	84.8	61	15.2	0	0.0	402	0.7
MACON/PIATT ROE	66	29.9	14	6.3	139	62.9	2	0.9	221	0.4
MADISON CUSD 12	84	100.0	0	0.0	0	0.0	0	0.0	84	0.1
MADISON ROE	0	0.0	62	27.2	166	72.8	0	0.0	228	0.4
MONROE/RANDOLPH ROE	2	0.9	100	43.5	128	55.7	0	0.0	230	0.4
MT VERNON TWP H S DIST 201	16	9.5	105	62.1	44	26.0	4	2.4	169	0.3
PEORIA ROE	9	2.6	119	34.1	217	62.2	4	1.1	349	0.6
PEORIA SCHOOL DISTRICT 150	24	16.8	30	21.0	43	30.1	46	32.2	143	0.2
PORTA CUSD 202	22	11.8	102	54.5	59	31.6	4	2.1	187	0.3
QUINCY SCHOOL DISTRICT 172	15	7.5	116	58.3	62	31.2	6	3.0	199	0.3
ROCK ISLAND ROE	18	1.9	588	63.4	308	33.2	14	1.5	928	1.6
ROCKFORD SCHOOL DIST 205	18	4.2	24	5.7	381	89.9	1	0.2	424	0.7
ROUND LAKE AREA SCHS - DIST 116	0	0.0	361	79.9	91	20.1	0	0.0	452	0.8
SANGAMON ROE	6	0.7	362	43.5	462	55.5	3	0.4	833	1.4
SCHOOL DISTRICT U-46	138	63.9	29	13.4	28	13.0	21	9.7	216	0.4
SPRINGFIELD SCHOOL DISTRICT 186	0	0.0	171	69.2	73	29.6	3	1.2	247	0.4
ST CLAIR ROE	232	12.7	569	31.1	1,030	56.3	0	0.0	1,831	3.2
SUBURBAN COOK	0	0.0	94	98.9	1	1.1	0	0.0	95	0.2
THORNTON FRACTIONAL T H S D 215	3	3.2	55	57.9	36	37.9	1	1.1	95	0.2
THORNTON TWP H S DIST 205	5	5.3	72	75.8	18	18.9	0	0.0	95	0.2
URBANA SCHOOL DIST 116	338	59.4	32	5.6	83	14.6	116	20.4	569	1.0
WAUKEGAN C U SCHOOL DIST 60	142	50.0	9	3.2	94	33.1	39	13.7	284	0.5
WHITESIDE ROE	0	0.0	260	83.3	52	16.7	0	0.0	312	0.5
WOODSTOCK C U SCHOOL DIST 200	122	79.2	12	7.8	20	13.0	0	0.0	154	0.3
<b>TOTAL</b>	<b>4,708</b>	<b>8.2</b>	<b>39,977</b>	<b>69.6</b>	<b>10,319</b>	<b>18.0</b>	<b>2,475</b>	<b>4.3</b>	<b>57,479</b>	<b>100.0</b>

**Appendix B**

**Percentage of TAOEP Students Who Met/Exceeded Standards in Reading and Mathematics, by Educational Agency: 2007**

Name of Educational Agency	Reading		Mathematics	
	No. of Students with Scores	Percent Met/ Exceeded Standards	No. of Students with Scores	Percent Met/ Exceeded Standards
ADAMS/PIKE ROE	154	59.7	155	67.7
ALTON COMM UNIT SCHOOL DIST 11	283	44.9	279	61.3
ALXNDR/JOHN/MASC/PULSKI/UNON ROE	18	22.2	18	16.7
AURORA EAST UNIT SCHOOL DIST 131	8	12.5	8	12.5
BELLEVILLE TWP HS DIST 201	1	0.0	1	0.0
BELLWOOD SD 88	29	24.1	29	17.2
BLACK HAWK COLLEGE DIST 503	16	37.5	16	25.0
BLOOM TWP HIGH SCH DIST 206	10	10.0	10	0.0
BOND/EFFINGHAM/FAYETTE ROE	92	39.1	92	59.8
BOONE/WINNEBAGO ROE	218	60.6	219	69.9
BUREAU/HENRY/STARK	339	55.8	338	67.5
CAIRO UNIT SCHOOL DISTRICT 1	2	0.0	2	0.0
CALHOUN/GREENE/JERSY/MACOU PIN ROE	3	66.7	3	100.0
CARBONDALE COMM H S DISTRICT 165	25	44.0	25	32.0
CARROLL/JO DAVIESS/STEPHENSON ROE	237	57.8	238	72.7
CHAMPAIGN COMM UNIT SCH DIST 4	195	45.1	195	51.8
CHAMPAIGN/FORD ROE	23	30.4	23	52.2
CHICAGO PUBLIC SCHOOL DISTRICT 299	4032	21.8	4028	13.7
CHRISTIAN/MONTGOMERY ROE	137	59.9	137	66.4
CLAY/CRAWFORD/JASPER/LRENCE/RICHL	200	47.0	199	53.3
CLINTON/MARION/WASHINGTON ROE	38	36.8	38	23.7
CLK/CLS/CMBN/DGLAS/EDGR/MLTR/SHLB	171	49.1	173	63.6
DANVILLE C C SCHOOL DIST 118	109	46.8	109	57.8
DE KALB ROE	112	46.4	112	49.1
DE WITT/LIVINGSTON/MCLEAN ROE	4	50.0	4	50.0
DECATUR SD 61	3	0.0	3	33.3
DU PAGE ROE	102	60.8	101	70.3
EAST ALTON-WOOD RIVER C H S D 14	1	0.0	1	0.0
EAST RICHLAND C U SCH DIST 1	1	100.0	1	100.0
EAST ST LOUIS SCHOOL DIST 189	45	33.3	46	15.2
EDWARDSVILLE SD 7	2	50.0	2	50.0
EDWD/GLTN/HDIN/POP/SLNE/WBH/WN/WH	93	57.0	92	64.1
FULTON/SCHUYLER ROE	35	37.1	35	42.9
GALESBURG C U SCHOOL DIST 205	122	69.7	122	81.1
GRANITE CITY C U SCHOOL DIST 9	37	16.2	36	16.7
GRUNDY/KENDALL ROE	438	65.1	435	68.7
HAMILTON/JEFFERSON ROE	139	39.6	138	47.1
HANCOCK/MC DONOUGH ROE	169	51.5	168	57.1
HARVEY SCHOOL DISTRICT 152	296	55.4	291	59.5
ILLINOIS CENTRAL COLLEGE	86	27.9	86	17.4
INDIAN VALLEY AREA VOC CENTER	177	46.3	177	57.6
IROQUOIS/KANKAKEE ROE	320	44.1	318	53.5
JACKSON/PERRY ROE	187	56.1	187	63.1
JERSEY C U SCH DIST 100	106	58.5	106	55.7
JOHN LOGAN COLLEGE DIST 530	9	55.6	9	33.3
KANE ROE	56	46.4	56	53.6
KISHWAUKEE COLLEGE DIST 523	30	20.0	30	16.7



**Percentage of TAOEP Students Who Met/Exceeded Standards in Reading and Mathematics, by Educational Agency: 2007 (continued)**

Name of Educational Agency	Reading		Mathematics	
	No. of Students with Scores	Percent Met/ Exceeded Standards	No. of Students with Scores	Percent Met/ Exceeded Standards
KNOX ROE	42	47.6	41	34.1
LA SALLE ROE	201	54.7	200	64.5
LAKE LAND COLLEGE	4	25.0	4	25.0
LAKE ROE	333	55.6	330	62.4
LASALLE-PERU TOWNSHIP HSD 120	17	41.2	17	5.9
LEE/OGLE ROE	223	44.4	221	55.7
LINCOLN COMM H S DIST 404	37	29.7	37	37.8
LOGAN/MASON/MENARD ROE	214	58.9	212	67.5
MACON/PIATT ROE	18	0.0	18	11.1
MADISON CUSD 12	9	22.2	9	22.2
MADISON ROE	7	14.3	6	33.3
MONROE/RANDOLPH ROE	78	59.0	78	55.1
PEORIA ROE	16	12.5	16	50.0
PEORIA SCHOOL DISTRICT 150	7	28.6	7	14.3
PORTA CUSD 202	11	36.4	11	45.5
QUINCY SCHOOL DISTRICT 172	2	100.0	2	100.0
ROCK ISLAND ROE	44	52.3	43	65.1
ROCKFORD SCHOOL DIST 205	192	36.5	192	44.8
ROUND LAKE AREA SCHS - DIST 116	210	37.1	210	57.1
SANGAMON ROE	294	38.8	294	54.8
SCHOOL DISTRICT U-46	16	6.3	16	25.0
SPRINGFIELD SCHOOL DISTRICT 186	9	22.2	9	22.2
ST CLAIR ROE	114	36.8	115	57.4
SUBURBAN COOK	17	52.9	17	58.8
THORNTON FRACTIONAL T H S D 215	2	50.0	2	50.0
THORNTON TWP H S DIST 205	1	0.0	1	0.0
URBANA SCHOOL DIST 116	261	49.4	265	60.0
WAUKEGAN C U SCHOOL DIST 60	72	27.8	70	17.1
WHITESIDE ROE	163	65.6	162	78.4
WOODSTOCK C U SCHOOL DIST 200	22	36.4	22	31.8
TOTAL	11546	39.8	11518	42.4

**Appendix C**

**Number and Percentage of TAOEP Students Who Increased Attendance, by Educational Agency: 2007**

NAME OF EDUCATIONAL AGENCY	Attendance Status (Numbers)			Attendance Status (Percentages)			Valid Total
	Dec	No change	Inc	Dec	No change	Inc	
ADAMS/PIKE ROE	43	2	271	13.6	0.6	85.8	316
ALTON COMM UNIT SCHOOL DIST 11	412	4	464	46.8	0.5	52.7	880
ALXNDR/JOHN/MASC/PULSKI/UNON ROE	194	10	267	41.2	2.1	56.7	471
AURORA EAST UNIT SCHOOL DIST 131	16	0	28	36.4	0.0	63.6	44
BELLWOOD SD 88	33	3	59	34.7	3.2	62.1	95
BLACK HAWK COLLEGE DIST 503	143	0	66	68.4	0.0	31.6	209
BLOOM TWP HIGH SCH DIST 206	313	3	20	93.2	0.9	6.0	336
BOND/EFFINGHAM/FAYETTE ROE	81	0	205	28.3	0.0	71.7	286
BOONE/WINNEBAGO ROE	147	0	318	31.6	0.0	68.4	465
BROWN/CASS/MORGAN/SCOTT ROE	75	0	46	62.0	0.0	38.0	121
BUREAU/HENRY/STARK	365	1	439	45.3	0.1	54.5	805
CAIRO UNIT SCHOOL DISTRICT 1	77	0	73	51.3	0.0	48.7	150
CALHOUN/GREENE/JERSY/MACOU PIN ROE	53	0	129	29.1	0.0	70.9	182
CARROLL/JO DAVIESS/STEPHENSON ROE	72	0	368	16.4	0.0	83.6	440
CHAMPAIGN COMM UNIT SCH DIST 4	151	2	283	34.6	0.5	64.9	436
CHAMPAIGN/FORD ROE	56	3	60	47.1	2.5	50.4	119
CHICAGO PUBLIC SCHOOL DISTRICT 299	11,800	27	17,239	40.6	0.1	59.3	29,066
CHRISTIAN/MONTGOMERY ROE	81	1	198	28.9	0.4	70.7	280
CLAY/CRAWFORD/JASPER/LRENCE/RICHL	138	2	425	24.4	0.4	75.2	565
CLINTON/MARION/WASHINGTON ROE	7	0	32	17.9	0.0	82.1	39
CLK/CLS/CMBN/DGLAS/EDGR/MLTR/SHLB	42	0	259	14.0	0.0	86.0	301
COMM COLLEGES OF CHICAGO DIST 508	26	0	44	37.1	0.0	62.9	70
DANVILLE C C SCHOOL DIST 118	115	2	178	39.0	0.7	60.3	295
DE KALB ROE	74	7	299	19.5	1.8	78.7	380
DE WITT/LIVINGSTON/MCLEAN ROE	3	1	43	6.4	2.1	91.5	47
DECATUR SD 61	19	0	16	54.3	0.0	45.7	35
DU PAGE ROE	249	1	381	39.5	0.2	60.4	631
EAST ALTON-WOOD RIVER C H S D 14	1	3	5	11.1	33.3	55.6	9
EAST RICHLAND C U SCH DIST 1	49	0	172	22.2	0.0	77.8	221
EAST ST LOUIS SCHOOL DIST 189	88	2	100	46.3	1.1	52.6	190
EDWARDSVILLE SD 7	22	0	19	53.7	0.0	46.3	41
EDWD/GLTN/HDIN/POP/SLNE/WBH/WN/V	113	1	163	40.8	0.4	58.8	277
FULTON/SCHUYLER ROE	47	0	92	33.8	0.0	66.2	139
GALESBURG C U SCHOOL DIST 205	130	6	81	59.9	2.8	37.3	217
GRANITE CITY C U SCHOOL DIST 9	95	2	26	77.2	1.6	21.1	123
GRUNDY/KENDALL ROE	35	14	799	4.1	1.7	94.2	848
HAMILTON/JEFFERSON ROE	19	2	383	4.7	0.5	94.8	404
HANCOCK/MC DONOUGH ROE	53	15	202	19.6	5.6	74.8	270
HARLEM UNIT DIST 122	31	1	73	29.5	1.0	69.5	105
HARVEY SCHOOL DISTRICT 152	185	0	391	32.1	0.0	67.9	576
ILLINOIS CENTRAL COLLEGE	227	1	233	49.2	0.2	50.5	461
INDIAN VALLEY AREA VOC CENTER	144	2	206	40.9	0.6	58.5	352
IROQUOIS/KANKAKEE ROE	65	3	788	7.6	0.4	92.1	856
JACKSON/PERRY ROE	275	6	525	34.1	0.7	65.1	806
JERSEY C U SCH DIST 100	56	1	170	24.7	0.4	74.9	227
KANE ROE	166	7	679	19.5	0.8	79.7	852
KISHWAUKEE COLLEGE DIST 523	68	2	29	68.7	2.0	29.3	99
KNOX ROE	21	2	92	18.3	1.7	80.0	115

**Appendix C**

**Number and Percentage of TAOEP Students Who Increased Attendance, by Educational Agency: 2007 (continued)**

NAME OF EDUCATIONAL AGENCY	Attendance Status (Numbers)			Attendance Status (Percentages)			Valid Total
	Dec	No change	Inc	Dec	No change	Inc	
LA SALLE ROE	28	2	302	8.4	0.6	91.0	332
LAKE LAND COLLEGE	6	0	49	10.9	0.0	89.1	55
LAKE ROE	77	1	708	9.8	0.1	90.1	786
LASALLE-PERU TOWNSHIP HSD 120	28	0	61	31.5	0.0	68.5	89
LEE/OGLE ROE	241	29	333	40.0	4.8	55.2	603
LINCOLN COMM H S DIST 404	28	1	141	16.5	0.6	82.9	170
LOGAN/MASON/MENARD ROE	42	0	360	10.4	0.0	89.6	402
MACON/PIATT ROE	40	0	181	18.1	0.0	81.9	221
MADISON CUSD 12	26	1	53	32.5	1.3	66.3	80
MADISON ROE	66	1	139	32.0	0.5	67.5	206
MONROE/RANDOLPH ROE	84	0	140	37.5	0.0	62.5	224
MT VERNON TWP H S DIST 201	104	4	61	61.5	2.4	36.1	169
PEORIA ROE	57	0	285	16.7	0.0	83.3	342
PEORIA SCHOOL DISTRICT 150	48	0	59	44.9	0.0	55.1	107
PORTA CUSD 202	54	1	126	29.8	0.6	69.6	181
QUINCY SCHOOL DISTRICT 172	127	2	62	66.5	1.0	32.5	191
ROCK ISLAND ROE	330	13	585	35.6	1.4	63.0	928
ROCKFORD SCHOOL DIST 205	67	0	357	15.8	0.0	84.2	424
ROUND LAKE AREA SCHS - DIST 116	161	19	235	38.8	4.6	56.6	415
SANGAMON ROE	125	11	693	15.1	1.3	83.6	829
SPRINGFIELD SCHOOL DISTRICT 186	166	2	79	67.2	0.8	32.0	247
ST CLAIR ROE	548	0	1,283	29.9	0.0	70.1	1,831
SUBURBAN COOK	10	0	85	10.5	0.0	89.5	95
THORNTON FRACTIONAL T H S D 215	35	27	24	40.7	31.4	27.9	86
THORNTON TWP H S DIST 205	1	63	31	1.1	66.3	32.6	95
URBANA SCHOOL DIST 116	222	4	203	51.7	0.9	47.3	429
WAUKEGAN C U SCHOOL DIST 60	101	1	167	37.5	0.4	62.1	269
WHITESIDE ROE	72	0	240	23.1	0.0	76.9	312
WOODSTOCK C U SCHOOL DIST 200	33	2	57	35.9	2.2	62.0	92
<b>TOTAL</b>	<b>19,602</b>	<b>323</b>	<b>34,537</b>	<b>36.0</b>	<b>0.6</b>	<b>63.4</b>	<b>54,462</b>