



Illinois Truants' Alternative and Optional Education Program (TAOEP)

FY 2008 Annual Report

Prepared by

The Division of Data Analysis and Progress Reporting for the Division of
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FOREWORD

At the direction of the Illinois State Board of Education, the Data Analysis and Progress Reporting Division reports on the Truants' Alternative and Optional Education Program (TAOEP). The information presented in this report describes the demographics, services received, and outcomes achieved by all students served in TAOEP in FY08. The interpretations 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 of the Data Analysis and Progress Reporting Division at 217/782-3950.

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Introduction

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, except for Chicago Public School District (CPS) which receives automatic proportion of state TAOEP funds through a Block Grant, grants are awarded through a competitive process to school districts or local education agencies, community colleges, and regional offices of education (ROEs). The Request for Proposal (RFP) 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:

- 1) Sufficient need for program services;
- 2) Existence of valid criteria and indicators for identifying students eligible for program services;
- 3) Program objectives, activities, or services linked to student educational needs;
- 4) Cost-effectiveness;
- 5) Evaluation strategies that will yield sufficient data to gauge the success of the program; and
- 6) 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.

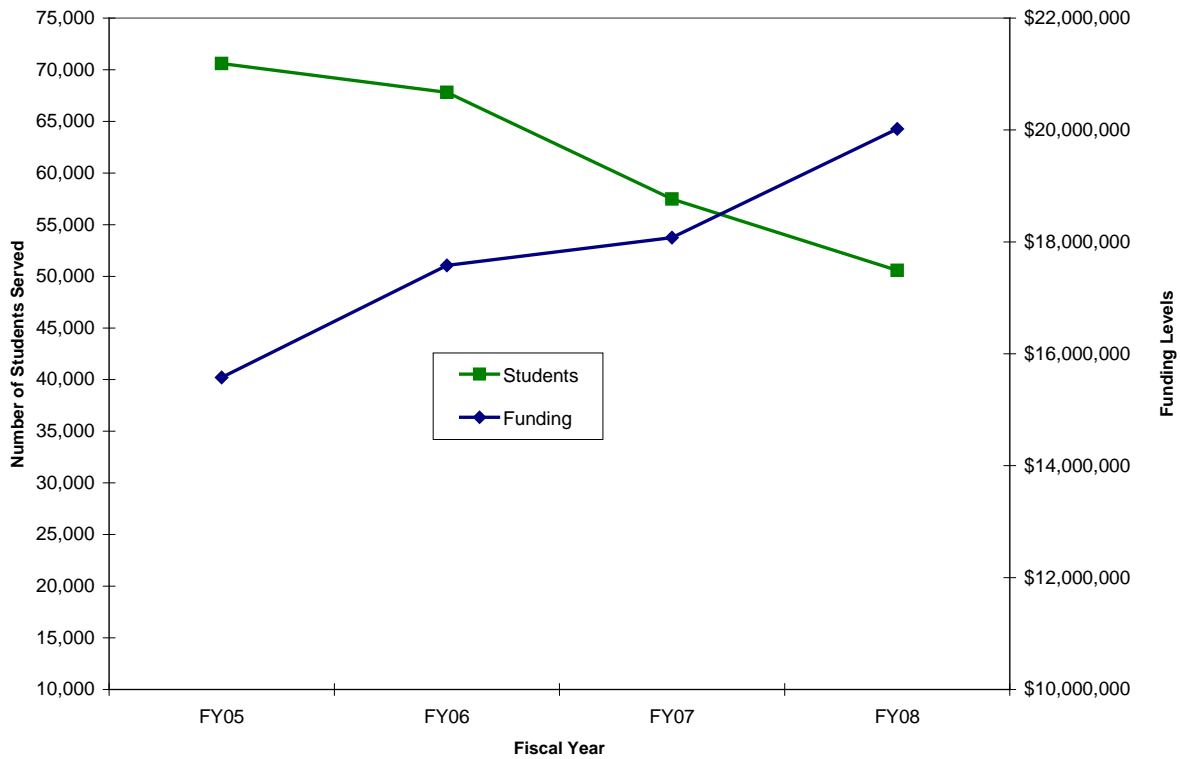
Program and Student Data

I. Funding and Number of Students Served

TAOEP experienced an increase in state funding of approximately \$5,000,000 in FY08 from FY05. In contrast, the number of students served decreased by some 20,000 students. Over the four-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 FY08 (50,580), when program funding was at its highest amount (\$20,083,062).

In addition to state TAOEP program funds, some 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: FY05–FY08



II. TAOEP Educational Agencies and FY08 Funding

TAOEP funds were provided to 81 educational agencies in FY08: 7 community colleges, 38 regional offices of education (ROEs), and 36 local educational agencies (LEAs) or school districts. TAOEP received a total appropriation of \$20,083,062 in FY08, \$202,850 of which was targeted for professional development. The remaining \$19,880,212 was targeted to provide direct services for students served. The funds received by individual TAOEP projects ranged from \$30,983 (a non-CPS TAOEP project) to approximately \$5,380,931 (CPS).

Table 1, however, only shows the total appropriations for 80 agencies. One local educational agency did not submit a report, and for consistency of reporting, analysis is limited only to educational agencies that submitted reports.

Table 1. TAOEP Funding, by Educational Agency and Students Served: FY08

Type of Educational Agency	TAOEP Grantees		Students Served with Primary Services Received						Appropriations for Direct Student Services*	Pct of Total Appropriations for Student Direct Services	Average Funds Expended Per Project	Cost Per Student
			Supplementary		Optional Ed		Total Served					
	No.	Row Pct	No.	Col Pct	No.	Col Pct	No.	Row Pct				
Community College	7	8.6	449	21.2	1,664	78.8	2,113	4.2	\$3,039,932	15.3	\$434,276	\$1,439
Regional Office of Education	38	47.5	16,564	89.6	1,926	10.4	18,490	36.6	\$6,932,373	35.0	\$182,431	\$375
Local Educational Agency	35	43.8	27,130	90.5	2,847	9.5	29,977	59.3	\$9,851,207	49.7	\$281,463	\$329
Total TAOEP Appropriations for Student Direct Services	80	100.0	44,143	87.3	6,437	12.7	50,580	100.0	\$19,823,512	100.0	\$247,794	\$392

* Limited to 80 educational agencies that submitted reports.

Local educational agencies served 59.3 percent of TAOEP students statewide in FY08. Local educational agencies also received close to 50 percent of TAOEP funds. The cost per student in TAOEP is highest in community colleges. (See Table 1.)

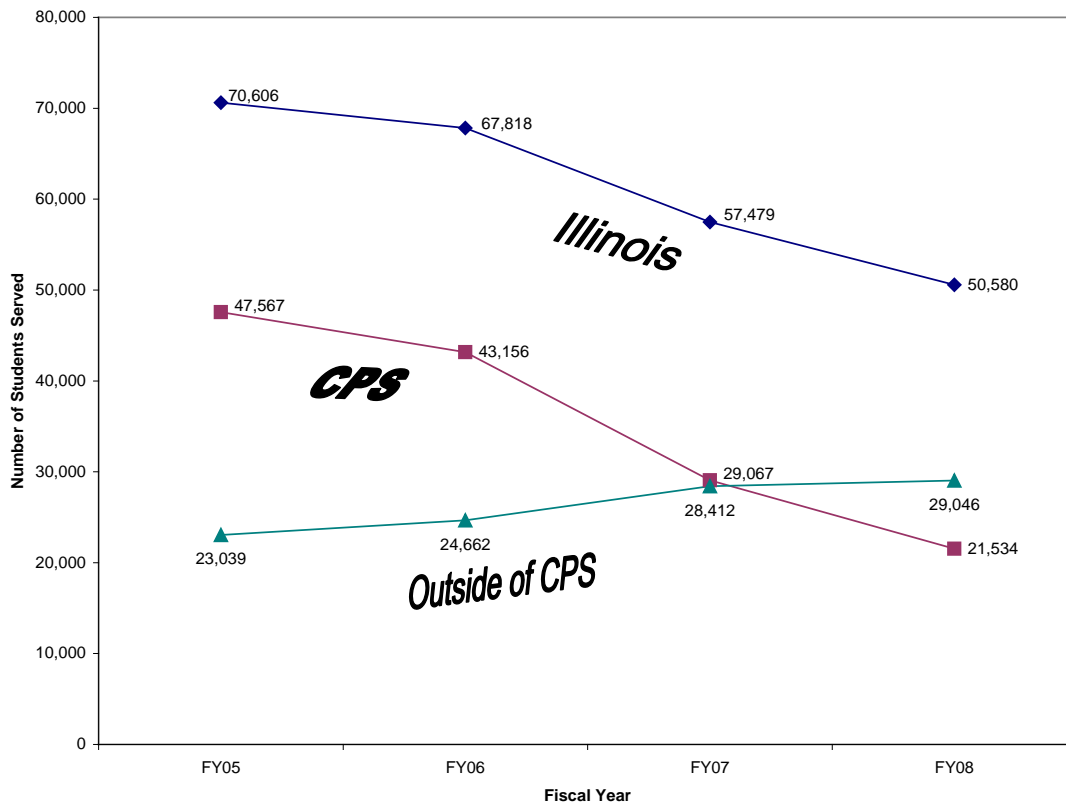
III. THE STUDENTS SERVED BY TAOEP

The total number of students served by TAOEP statewide is affected strongly by the number of students served by Chicago Public School District 299 (CPS). Whenever CPS enrollments increase so do the state totals and vice-versa. Historically, CPS served more students than all students served by non-CPS projects combined. In FY08, this trend shifted where non-CPS projects served more students than CPS. CPS also experienced a significant drop in its TAOEP enrollment in FY08. Despite increases in the number of students served by non-CPS projects, the increases were not sufficient to counterweigh the decrease in the number of students served by CPS resulting in a decrease in the number of students served statewide. In TAOEP, CPS always accounts for the majority of students served statewide. Even with a decrease in enrollment, CPS still accounts for more than 42 percent of the total TAOEP enrollment statewide, the highest for a single educational agency. In FY06 and FY07, CPS alone accounted for almost 64 percent and 67 percent of TAOEP enrollment respectively. (See Chart 2.)

The data also showed that the high enrollment in local educational agencies is due to CPS, which accounted for 71.8 percent of all students served by local educational agencies. (Table 2.) Outside of

CPS, ROEs served twice as many students as local educational agencies, with St. Clair County (ROE 50) serving the most students (1,335). (See Appendix A.)

Chart 2. TAOEP Enrollments: FY05–FY08



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 FY08, close to 66 percent of all students served by TAOEP statewide were truants. The data also show that about 88 percent of these truants were from CPS (all students served by CPS are truants). Moreover, 18.7 percent of students served statewide were chronic truants, 10.5 percent were potential dropouts,

and 4.9 percent were retrieved dropouts. The majority of chronic truants (73.2 percent) were served by ROEs, and the majority of retrieved dropouts (58.9 percent) were served by community colleges. CPS accounted for 71.8 percent of all students served by local educational agencies or school districts. (Table 2.)

Table 2. Number and Percentage of Students Served by TAOEP, by Location, Truancy Status, and Type of Administrative Agency: FY08

Chicago Public SD 299 (CPS)	COMMUNITY COLLEGE		LOCAL EDUCATION AGENCY		REGIONAL OFFICE OF EDUCATION		Location/ Truancy Status Totals	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Truant			21,534	100.0			21,534	100.0
CPS Totals			21,534	71.8			21,534	42.6
Outside of Chicago Public SD 299	COMMUNITY COLLEGE		LOCAL EDUCATION AGENCY		REGIONAL OFFICE OF EDUCATION		Location/Truancy Status Totals	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Potential Dropout	243	4.6	2,652	49.7	2,436	45.7	5,331	18.4
Truant	256	2.2	2,928	24.9	8,593	73.0	11,777	40.5
Chronic Truant	154	1.6	2,377	25.1	6,929	73.2	9,460	32.6
Retrieved Dropout	1,460	58.9	486	19.6	532	21.5	2,478	8.5
Outside of CPS Totals	2,113		8,443	28.2	18,490		29,046	57.4
Illinois	COMMUNITY COLLEGE		LOCAL EDUCATION AGENCY		REGIONAL OFFICE OF EDUCATION		Location/Truancy Status Totals	
	No.	Pct	No.	Pct	No.	Pct	No.	Pct
Potential Dropout	243	4.6	2,652	49.7	2,436	45.7	5,331	10.5
Truant	256	0.8	24,462	73.4	8,593	25.8	33,311	65.9
Chronic Truant	154	1.6	2,377	25.1	6,929	73.2	9,460	18.7
Retrieved Dropout	1,460	58.9	486	19.6	532	21.5	2,478	4.9
Educational Agency Totals	2,113		29,977		18,490		50,580	100.0

GRADE GROUP

Statewide, 52.9 percent of students served by TAOEP were in high school, 4.6 percent were in kindergarten, and 41.2 percent were in grades 1-8. (See Table 3.) With the exception of ungraded students, where the majority of students served were retrieved dropouts, truants made up the majority of students served in each grade group. This is even more pronounced among high school students. Again, greater high school numbers were due to CPS TAOEP enrollment where 61.8 percent of students served were in high school compared to 46.4 percent served by non-CPS projects.

Within truancy status, however, distribution of students by grade varies. For example, the majority of chronic truants were in elementary grades (57 percent), while the majority of potential dropouts (64 percent), truants (53 percent), and retrieved dropouts (76 percent) were in high school. (See Table 3.)

Table 3. Number and Percentage of Students Served by TAOEP, by Location, Grade Group, and Truancy Status: FY08

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			1,188	5.5					1,188	5.5
Elementary			7,040	32.7					7,040	32.7
High School			13,306	61.8					13,306	61.8
Ungraded			0	0.0					0	0.0
CPS Total			21,534						21,534	
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	149	2.8	554	4.7	429	4.5	0	0.0	1,132	3.9
Elementary	1705	32.0	6,725	63.0	5,322	56.3	26	1.0	13,778	50.3
High School	3423	64.2	4,458	37.9	3,698	40.0	1,894	76.4	13,473	46.4
Ungraded	54	2.2	40	0.3	11	0.1	558	22.5	663	2.3
Outside of CPS Total	5,331		11,777		9,460		2,478		29,046	
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	149	2.8	1,742	5.2	429	4.5	0	0.0	2,320	4.6
Elementary	1,705	32.0	13,765	41.3	5,322	57.2	26	1.0	20,818	41.2
High School	3,423	64.2	17,764	53.3	3,698	39.1	1,894	76.4	26,779	52.9
Ungraded	54	2.2	40	0.1	11	0.1	558	22.5	663	1.3
Truancy Status Totals	5,331		33,311		9,460		2,478		50,580	

STUDENT RACE/ETHNICITY

Approximately 63 percent of TAOEP students belonged to a minority group. In FY08, a shift in TAOEP minority student enrollments occurred where more Hispanic students were served than black students, 16,354 (32.3 percent), and 13,785 (27.3 percent), respectively. This is the first year that this has happened. The shift is largely due to a higher number of Hispanic students served by non-CPS TAOEP projects relative to the number of black students served. By location, CPS TAOEP projects served more minority students (93.5 percent) than non-CPS TAOEP projects (39.8 percent). (See Table 4.)

Within truancy status, the majority of potential dropouts (61.9 percent), chronic truants (52.6 percent), and retrieved dropouts (52.1 percent), were white, while the majority of truants were Hispanic (54.2 percent). (See Table 4.)

Table 4. Number and Percentage of Students Served by TAOEP, by Location, Race/Ethnicity, and Truancy Status: FY08

Chicago Public SD 299 (CPS)	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Ethnicity Totals	
	No.	Row	No.	Row	No.	Row	No.	Row	No.	Row
		Pct		Pct		Pct		Pct		Pct
American Indian/Alaskan Native			47	0.2					47	0.2
Asian			476	2.2					476	2.2
Hispanic			9,454	43.9					9,454	43.9
Black not of Hispanic Origin			10,155	47.2					10,155	47.2
White not of Hispanic Origin			1,402	6.5					1,402	6.5
CPS Total			21,534						21,534	
Outside of Chicago Public SD 299	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Ethnicity Totals	
	No.	Row	No.	Row	No.	Row	No.	Row	No.	Row
		Pct		Pct		Pct		Pct		Pct
American Indian/Alaskan Native	13	0.2	24	0.2	26	0.3	8	0.3	71	0.2
Asian	48	0.9	57	0.5	46	0.5	20	0.8	171	0.6
Hispanic	1135	21.3	2,434	20.7	2,649	28.0	682	27.5	6,900	23.8
Black not of Hispanic Origin	681	12.8	1,053	8.9	1,487	15.7	409	16.5	3,630	12.5
White not of Hispanic Origin	3298	61.9	7,919	67.2	4,975	52.6	1,292	52.1	17,484	60.2
Multi-Racial	156	2.9	290	2.5	277	2.9	67	2.7	790	2.7
Outside of CPS Total	5331		11,777		9,460		2,478		29,046	
Illinois	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Ethnicity Totals	
	No.	Row	No.	Row	No.	Row	No.	Row	No.	Row
		Pct		Pct		Pct		Pct		Pct
American Indian/Alaskan Native	13	0.2	71	0.2	26	0.3	8	0.3	118	0.2
Asian	48	0.5	533	1.6	46	0.5	20	0.8	647	1.3
Hispanic	1,135	21.3	11,888	54.2	2,649	28.0	682	27.5	16,354	32.3
Black not of Hispanic Origin	681	12.8	11,208	33.6	1,487	15.7	409	16.5	13,785	27.3
White not of Hispanic Origin	3,298	61.9	9,321	28.0	4,975	52.6	1,292	52.1	18,886	37.3
Multi-Racial	156	2.2	290	0.9	277	2.9	67	2.7	790	1.6
Truancy Status Totals	5,331		33,311		9,460		2,478		50,580	

SECONDARY REASONS FOR ELIGIBILITY OF TAOEP PROGRAM SERVICES

Apart from attendance-related 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 the student's truancy status.

Table 5. Number and Percentage of Students Served by TAOEP, by Secondary Referrals (Reasons) and Truancy Status: FY08

Secondary Referral	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Secondary Referral Totals	
	Row		Row		Row		Row		Row	
	Dup No.	Pct	Dup No.	Row Pct	Dup No.	Pct	Dup No.	Row Pct	Dup No.	Row Pct
Low Achievement	2,453	53.9	2,587	9.4	3,782	56.8	1,082	52.0	9,904	24.3
High Failure Rate	1,307	28.7	2,279	8.3	2,246	33.7	610	29.3	6,442	15.8
Teen Parent	232	5.1	116	0.4	185	2.8	241	11.6	774	1.9
Credit Deficient	2,284	50.1	8,156	29.8	1,322	19.9	1,265	60.8	13,027	32.0
Multiple Discipline Referrals	974	21.4	1,168	4.3	1,713	25.7	245	11.8	4,100	10.1
Low Income	1,940	42.6	23,018	84.0	4,392	66.0	642	30.9	29,992	73.7
Physical or Emotional	664	14.6	5,645	20.6	1,087	16.3	161	7.7	7,557	18.6
Law or Court Mandated	247	5.4	272	1.0	780	11.7	231	11.1	1,530	3.8
Drugs/Alcohol	162	3.6	164	0.6	305	4.6	126	6.1	757	1.9
Other	657	14.4	1,565	5.7	840	12.6	178	8.6	3,240	8.0
Unduplicated Total	4,555		27,400		6,655		2,080		40,690	

The secondary reasons for referring students to the TAOEP vary by the student's truancy status. For the majority of potential dropouts, it was low academic achievement (53.9 percent), for truants and chronic truants, it was low-income (84 percent and 66 percent, respectively), and for retrieved dropouts it was high school credit deficiencies (60.8 percent). (Table 5). 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 mandated by court or a law enforcement agency.

IV. TAOEP STUDENT SERVICES

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

Optional education programs provide modified instructional programs that incorporate state academic standards and, as appropriate to the student's needs, work-based learning and career development, and are established by school board policy to serve as part- or full-time options 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.

The data show that 34 of the 80 educational agencies offered supplementary services only, 18 offered optional education only, and 28 offered both services. (Appendix B.)

In TAOEP, the majority of students (87.3 percent) received supplementary services and 12.7 percent enrolled in optional education programs. (See Table 6.) Specifically, the majority of potential, dropouts, truants, and chronic truants, received supplementary services (66.3 percent, 96.9 percent,

and 86.1 percent, respectively), while the majority of retrieved dropouts (93.3 percent) were enrolled in optional education programs.

Table 6. Number and Percentage of TAOEP Students Receiving Primary Type of Service by Truancy Status: FY08

Truancy Status	Supplementary		Optional Education		Total	
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Potential Dropout	3,537	66.3	1,794	33.7	5,331	10.5
Truant	32,288	96.9	1,023	3.1	33,311	65.9
Chronic Truant	8,141	86.1	1,319	13.9	9,460	17.9
Retrieved Dropout	166	6.7	2,312	93.3	2,478	4.9
Total	44,132	87.3	6,448	12.7	50,580	100.0

Specific Types of Services

A student participating in TAOEP received between 1 to 19 specific types of services. These services are listed in Table 8. The number of specific types of services received varied by truancy status. The majority of truants, for example, only received from one to two types of services; while the majority of chronic truants (50.5 percent) received three to five services, and the majority of retrieved dropouts (44.2 percent) received six to nine services. On average, retrieved dropouts received six types of services, while potential dropouts and chronic truants received four services, and truants received two services. (See Table 7.)

Table 7. Number and Percentage of Services Received by TAOEP Students by Truancy Status: FY08

No. of specific services received	Truancy Status								Total
	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		
	No.	Pct	No.	Pct	No.	Pct	No.	Pct	
1-2	1,972	37.4	23,381	71.7	2,890	32.6	299	12.1	28,542
3-5	2,059	39.1	7,698	23.6	4,483	50.5	771	31.1	15,011
6-9	1,009	19.2	1,371	4.2	1,107	12.5	1,095	44.2	4,582
10-14	206	3.9	150	0.5	377	4.3	284	11.5	1,017
15-19	21	0.4	5	0.0	12	0.1	29	1.2	67
Unduplicated number of students with reported services	5,267		32,605		8,869		2,478		49,219
Average number of services received	4		2		4		6		3

A wide array of services is available for students participating in TAOEP, ranging from full-time academic instruction to home/school visits. Among these services, tutoring was received by the majority of TAOEP students (53.2 percent). Specific types of services received also vary by truancy status. For example, the majority of students enrolled in evening school or vocational education were potential dropouts (53.1 percent and 58.8 percent, respectively); whereas the majority of students that received tutoring services were truants (86.5 percent) and, the majority of students enrolled in GED and community college courses were retrieved dropouts (90.2 percent and 89.2 percent, respectively). More chronic truants (60.7 percent) received court-related services than other students. (See Table 8.)

Table 8. Number and Percentage of TAOEP Students Receiving Specific Types of Services by Truancy Status: FY08

Specific Type of Service	Truancy Status								Specific Service Totals	
	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		No.	Pct of Total
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Col Pct		
Academic Instruction	1,786	28.7	1,101	17.7	1,343	21.6	1,999	32.1	6,229	12.7
Academic Counseling	3,534	22.9	6,218	40.3	3,516	22.8	2,157	14.0	15,425	31.3
GED Instruction	39	4.8	4	0.5	36	4.4	730	90.2	809	1.6
Enrollment In Community College	45	8.2	5	0.9	9	1.6	487	89.2	546	1.1
Enrollment In Evening School	428	53.1	204	25.3	82	10.2	92	11.4	806	1.6
Enrollment In Summer School	99	20.1	188	38.1	63	12.8	143	29.0	493	1.0
Enrollment in Weekend School	6	40.0	0	0.0	6	40.0	3	20.0	15	0.0
Enrollment In Vocational Education	257	58.8	13	3.0	48	11.0	119	27.2	437	0.9
Tutoring	1,817	6.9	22,641	86.5	1,268	4.8	463	1.8	26,189	53.2
Court-Related Services	250	8.9	664	23.6	1,709	60.7	191	6.8	2,814	5.7
Day Care Service	53	41.7	17	13.4	20	15.7	37	29.1	127	0.3
Dropout/Chronic Truant Retrieval	368	12.6	190	6.5	1,059	36.2	1,312	44.8	2,929	6.0
Health Related Service	291	17.7	513	31.2	645	39.2	196	11.9	1,645	3.3
Home Visits	948	6.7	7,868	55.6	5,074	35.9	256	1.8	14,146	28.7
Life Skills Training	1,270	23.0	1,719	31.2	1,137	20.6	1,391	25.2	5,517	11.2
Mentoring	1,369	27.8	1,873	38.0	1,205	24.4	482	9.8	4,929	10.0
Parenting Classes For Students	206	25.3	152	18.7	130	16.0	325	40.0	813	1.7
Personal Counseling	1,907	18.8	4,315	42.5	2,858	28.2	1,069	10.5	10,149	20.6
Referral to Social Services	785	16.7	1,330	28.3	2,212	47.1	373	7.9	4,700	9.5
School Visits	2,033	11.1	9,383	51.2	6,704	36.6	199	1.1	18,319	37.2
Support Services for Parents	1,041	19.1	1,481	27.1	2,578	47.2	359	6.6	5,459	11.1
Transportation	363	11.1	1,603	48.9	779	23.8	534	16.3	3,279	6.7
Career Service	349	19.2	245	13.5	370	20.4	851	46.9	1,815	3.7
Entrepreneurship Training	10	22.7	4	9.1	16	36.4	14	31.8	44	0.1
Field Trips	672	28.7	305	13.0	517	22.1	850	36.3	2,344	4.8
Job Shadowing	49	19.1	108	42.0	37	14.4	63	24.5	257	0.5
Paid Work Experience	276	66.2	11	2.6	34	8.2	96	23.0	417	0.8
Unpaid Work Experience	51	26.4	14	7.3	25	13.0	103	53.4	193	0.4
Unduplicated number of students with reported services	5,267		32,605		8,869		2,478		49,219	

V. TAOEP STUDENT OUTCOMES

Gains in School Attendance

Overall, the average attendance rate of TAOEP students improved by 2.4 points after having participated in TAOEP. (Table 9.) By location however, the attendance of students in CPS decreased by approximately 6 points and attendance of students served by projects outside of CPS increased by 8.3 points. The reason for the decline of attendance of students participating in CPS is not known.

Table 9. Mean Pre- and Post-Attendance Rates of Students Served by TAOEP: FY08

LOCATION	Pre-Attendance Rate			Post-Attendance Rate			Change in mean attendance rates
	No. of cases	Mean	Standard Deviation	No. of cases	Mean	Standard Deviation	
CPS	21,515	77.6	18.32	21,477	72.1	24.40	-5.6
Outside of CPS	28,770	72.2	27.44	28,777	80.5	22.87	8.3
Total	50,285	74.5	24.12	50,254	76.9	23.90	2.4

Gains in attendance vary by student's truancy status. Except for truants, all students significantly improved attendance after having participated in TAOEP. The decrease in attendance among truants is contributed by the decrease in attendance of students served by CPS. Though not presented here, truant students served by TAOEP projects outside of CPS actually increased attendance by 3.9 points. Retrieved dropouts obtained the highest gain in attendance (34.9 points). (Table 10.)

Information on the number and percentages of students that increased attendance by educational agency is found in Appendix C. Approximately 68 percent of non-CPS TAOEP students improved attendance.

Table 10. Average Gains in School Attendance Rates of Students Served by TAOEP by Truancy Status: FY08

Truancy Status	Pre-Attendance Rate		Post-Attendance Rate		Change in mean attendance rates
	No. of cases	Mean	No. of cases	Mean	
Potential Dropout	5,322	71.5	5,322	78.7	7.3
Truant	33,289	78.7	33,248	76.5	-2.2
Chronic Truant	9,455	71.8	9,446	80.0	8.2
Retrieved Dropout	2,219	29.7	2,238	64.6	34.9
Total	50,285	74.5	50,254	76.9	2.4

High School Credits Earned

Earning high school credits brings a student closer to obtaining a high school diploma. In FY08, approximately 76 percent of high school students that received services or enrolled in TAOEP, earned academic credits. The average and total number of credits earned by these students while in TAOEP was 11.76 credits and 238,780 credits, respectively. (Table 11.) These credits

were primarily earned through enrollments in TAOEP’s optional education program and credit recovery programs.

Table 11. Credits Earned by High School Students Served in TAOEP: FY08

Grade Level	Credits Earned		
	No. of students	Mean	Sum
9	5,579	5.34	29,799
10	5,513	10.21	56,290
11	4,284	15.16	64,942
12	4,926	17.81	87,749
Total	20,302	11.76	238,780
Total 9-12 students	26,779		
Pct earned credits	75.8		

Selected Categorical Outcomes

Categorical outcomes are end-of-year outcomes achieved by students served/enrolled in TAOEP. Projects are only required to check as many outcomes that apply to a student. No hard data is reported. There are 29 different types of outcomes that projects reported but only 10 are presented in this report owing to the very low numbers that were reported for the other 19 categorical outcomes.

Table 12. Categorical Outcomes Achieved by TAOEP Students: FY08

Outcome	Percent Obtained Outcome	Cohort (Denominator)
Advanced to the next grade	72.2	Grades K-8
Graduated from elementary school	52.5	Grade 8
Graduated from high school	66.1	Grade 12
Received GED certificate	0.9	Grades 9-13
Reduced discipline referrals	2.7	Grades K-13
Removed from TAOEP	2.3	Grades K-13
Retained in school	2.2	Grades K-8
Voluntarily discontinued in TAOEP	1.4	Grades K-13
Dropped out of school	1.9	Grades K-13
Moved out of district	5.3	Grades K-13

High School Graduation

TAOEP projects reported 66.1 percent of grade 12 students graduated from high school. (See Table 12.) Only 25 percent of these students were enrolled in optional education programs. It should be noted that most projects offered tutoring services, though classified as supplementary services, enabled 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, 72.2 percent advanced to the next grade, while 2.2 percent were retained. The percentages do not add up to 100 percent because there was no promotion/retention information provided for the 36 percent of K-8 students. (Table 12.)

Other Outcomes

Other outcomes include 52.5 percent of grade 8 students completing elementary school, 1.9 percent dropping out of school, and 1.4 percent voluntarily discontinuing in TAOEP. (Table 12.)

VI. Performance of TAOEP Students on State Assessments

With the ISBE Student Information System (SIS) 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 to extract information on the performance of TAOEP students in the Illinois Standards Achievement Test (ISAT), which is administered in grades 3-8, or the Prairie State Achievement Examination (PSAE), which is administered in grade 11.

Using the students' state IDs, the matching process between the 2008 TAOEP student database and the 2008 ISAT/PSAE databases, produced a 68 percent match – 68 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 32 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 68 percent of TAOEP students on ISAT/PSAE was conducted and the results are presented in charts 3 and 4.

Of the matched number (14,578), 6,875 (47 percent) were from CPS and 7,703 (53 percent) were from non-CPS projects. The matched data showed that higher percentages of students enrolled in or receiving services from non-CPS TAOEP projects, met/exceeded state academic standards for both reading and mathematics compared to CPS. (Chart 3.)

When the performance on the ISAT/PSAE of students enrolled in TAOEP were compared to those students not enrolled in TAOEP, the results show that students not enrolled in TAOEP performed significantly better than students enrolled in TAOEP. The performance gaps were 25 percentage points and 28 percentage points for reading and mathematics, respectively. In general, regardless of TAOEP enrollment, students performed better in mathematics than in reading. (Chart 4.)

Chart 3. Percentage of TAOEP Students Meeting/Exceeding State Standards by Location: 2008

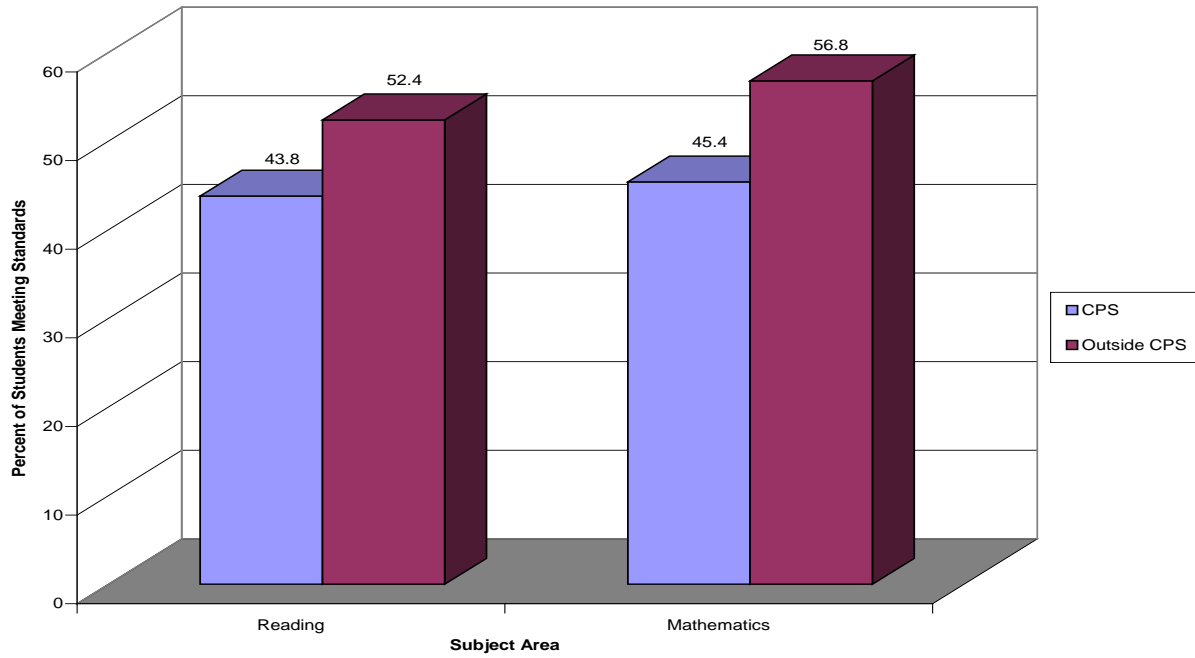
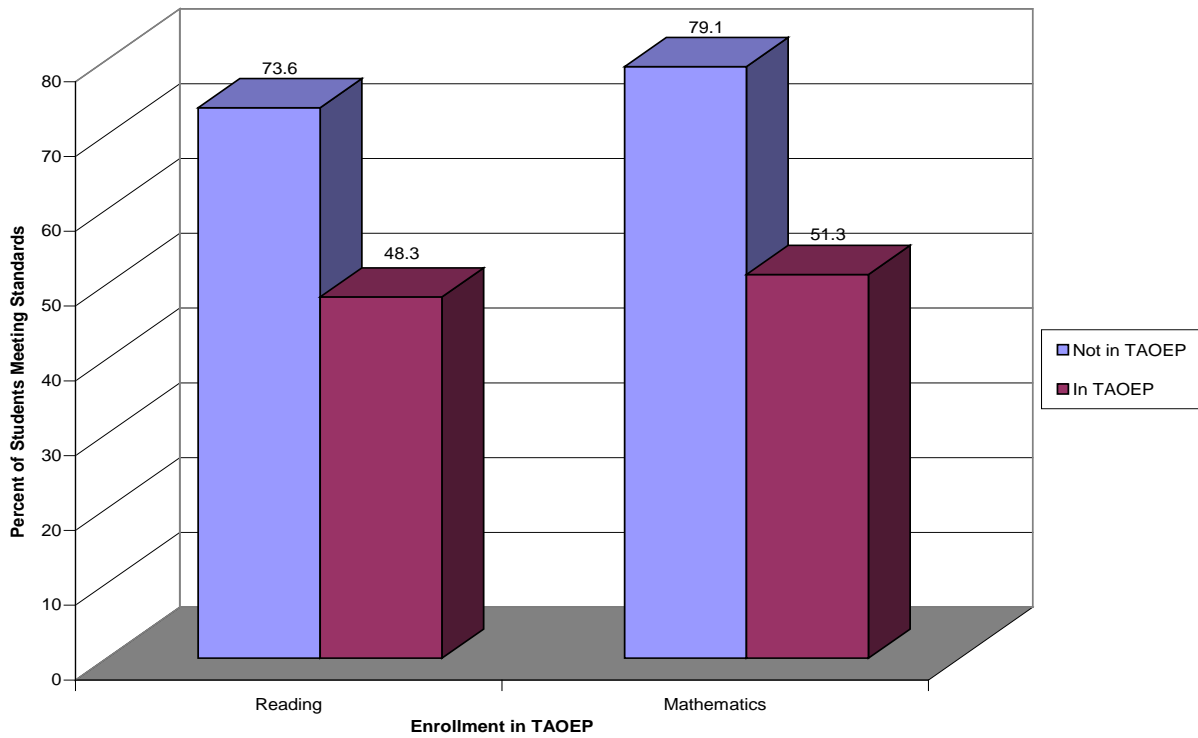


Chart 4. Percentage of TAOEP Students Meeting/Exceeding State Standards by Enrollment in TAOEP: 2008



Appendix A

List of TAOEP Projects, by Student Truancy Status and Number and Percentage of Students Served: 2008

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	0	0.0	303	86.6	47	13.4	0	0.0	350	0.7
ALTON COMM UNIT SCHOOL DIST 11	169	18.3	89	9.7	627	68.0	37	4.0	922	1.8
ALXNDR/JOHN/MASC/PULSKI/UNON ROE	51	10.2	302	60.6	114	22.9	31	6.2	498	1.0
AURORA EAST UNIT SCHOOL DIST 131	19	42.2	7	15.6	15	33.3	4	8.9	45	0.1
BELLEVILLE TWP HS DIST 201	284	97.3	0	0.0	2	0.7	6	2.1	292	0.6
BELLWOOD SD 88	74	100.0	0	0.0	0	0.0	0	0.0	74	0.1
BLACK HAWK COLLEGE DIST 503	35	8.1	2	0.5	1	0.2	396	91.2	434	0.9
BLOOM TWP HIGH SCH DIST 206	66	14.7	311	69.1	27	6.0	46	10.2	450	0.9
BOND COUNTY SD 2	118	29.1	288	70.9	0	0.0	0	0.0	406	0.8
BOND/EFFINGHAM/FAYETTE ROE	0	0.0	241	97.2	2	0.8	5	2.0	248	0.5
BOONE/WINNEBAGO ROE	0	0.0	337	64.8	28	5.4	155	29.8	520	1.0
BROWN/CASS/MORGAN/SCOTT ROE	76	48.4	25	15.9	52	33.1	4	2.5	157	0.3
BUREAU/HENRY/STARK	149	21.9	466	68.4	59	8.7	7	1.0	681	1.3
CAIRO UNIT SCHOOL DISTRICT 1	0	0.0	131	74.0	46	26.0	0	0.0	177	0.3
CALHOUN/GREENE/JERSY/MACOU PIN ROE	206	27.0	385	50.5	141	18.5	31	4.1	763	1.5
CARBONDALE COMM H S DISTRICT 165	86	40.2	0	0.0	0	0.0	128	59.8	214	0.4
CARLINVILLE CUSD 1	159	100.0	0	0.0	0	0.0	0	0.0	159	0.3
CARROLL/JO DAVIESS/STEPHENSON ROE	133	32.2	253	61.3	27	6.5	0	0.0	413	0.8
CHAMPAIGN COMM UNIT SCH DIST 4	10	2.9	136	39.0	201	57.6	2	0.6	349	0.7
CHAMPAIGN/FORD ROE	21	17.8	62	52.5	35	29.7	0	0.0	118	0.2
CHICAGO PUBLIC SCHOOL DIST 299	0	0.0	21534	100.0	0	0.0	0	0.0	21534	42.6
CHRISTIAN/MONTGOMERY ROE	93	31.8	178	61.0	20	6.8	1	0.3	292	0.6
CLAY/CRAWFORD/JASPER/LRENCE/RICHL	73	10.8	550	81.1	44	6.5	11	1.6	678	1.3
CLINTON/MARION/WASHINGTON ROE	12	6.0	30	15.1	156	78.4	1	0.5	199	0.4
CLK/CLS/CMBN/DGLAS/EDGR/MLTR/SHLB	0	0.0	289	91.5	24	7.6	3	0.9	316	0.6
COMM COLLEGES OF CHICAGO DIST 508	0	0.0	0	0.0	0	0.0	578	100.0	578	1.1
COMMUNITY HIGH SCHOOL DIST 218	152	100.0	0	0.0	0	0.0	0	0.0	152	0.3
DANVILLE C C SCHOOL DIST 118	134	36.7	93	25.5	138	37.8	0	0.0	365	0.7
DE KALB ROE	153	33.3	156	33.9	151	32.8	0	0.0	460	0.9
DE WITT/LIVINGSTON/MCLEAN ROE	79	71.2	22	19.8	10	9.0	0	0.0	111	0.2
DECATUR SD 61	52	72.2	17	23.6	3	4.2	0	0.0	72	0.1
DU PAGE ROE	404	50.1	344	42.7	58	7.2	0	0.0	806	1.6
EAST RICHLAND C U SCH DIST 1	23	8.6	238	88.8	7	2.6	0	0.0	268	0.5
EAST ST LOUIS SCHOOL DIST 189	0	0.0	0	0.0	115	100.0	0	0.0	115	0.2
EDWARDSVILLE SD 7	11	19.0	0	0.0	43	74.1	4	6.9	58	0.1
EDWD/GLTN/HDIN/POP/SLNE/WBH/WN/WH	38	10.6	57	16.0	246	68.9	16	4.5	357	0.7
FULTON/SCHUYLER ROE	52	28.4	46	25.1	85	46.4	0	0.0	183	0.4
GALESBURG C U SCHOOL DIST 205	130	53.1	115	46.9	0	0.0	0	0.0	245	0.5
GRANITE CITY C U SCHOOL DIST 9	1	0.8	30	22.9	92	70.2	8	6.1	131	0.3
GRUNDY/KENDALL ROE	0	0.0	0	0.0	906	100.0	0	0.0	906	1.8
HAMILTON/JEFFERSON ROE	5	1.2	327	75.5	80	18.5	21	4.8	433	0.9
HANCOCK/MC DONOUGH ROE	227	56.8	64	16.0	36	9.0	73	18.3	400	0.8
HARLEM UNIT DIST 122	93	89.4	8	7.7	3	2.9	0	0.0	104	0.2
ILLINOIS CENTRAL COLLEGE	27	5.9	245	53.7	87	19.1	97	21.3	456	0.9
IROQUOIS/KANKAKEE ROE	34	4.4	126	16.2	600	76.9	20	2.6	780	1.5

Appendix A

List of TAOEP Projects, by Student Truancy Status and Number and Percentage of Students Served: 2008 (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.	Row Pct
JACKSON/PERRY ROE	0	0.0	480	60.2	317	39.8	0	0.0	797	1.6
JERSEY C U SCH DIST 100	84	36.5	129	56.1	17	7.4	0	0.0	230	0.5
JOHN LOGAN COLLEGE DIST 530	88	62.4	0	0.0	0	0.0	53	37.6	141	0.3
KANE ROE	0	0.0	0	0.0	906	92.2	77	7.8	983	1.9
KISHWAUKEE COLLEGE DIST 523	42	16.6	9	3.6	66	26.1	136	53.8	253	0.5
KNOX ROE	43	18.8	78	34.1	76	33.2	32	14.0	229	0.5
LA SALLE ROE	66	17.9	105	28.5	197	53.5	0	0.0	368	0.7
LAKE LAND COLLEGE	51	27.9	0	0.0	0	0.0	132	72.1	183	0.4
LAKE ROE	0	0.0	11	1.5	737	98.4	1	0.1	749	1.5
LASALLE-PERU TOWNSHIP HSD 120	22	22.0	37	37.0	38	38.0	3	3.0	100	0.2
LEE/OGLE ROE	348	47.7	314	43.0	64	8.8	4	0.5	730	1.4
LEWIS AND CLARK	0	0.0	0	0.0	0	0.0	68	100.0	68	0.1
LINCOLN COMM H S DIST 404	2	0.8	208	78.5	55	20.8	0	0.0	265	0.5
LOGAN/MASON/MENARD ROE	0	0.0	413	88.1	56	11.9	0	0.0	469	0.9
MACON/PIATT ROE	61	27.9	10	4.6	146	66.7	2	0.9	219	0.4
MADISON CUSD 12	76	90.5	0	0.0	1	1.2	7	8.3	84	0.2
MADISON ROE	0	0.0	27	15.0	153	85.0	0	0.0	180	0.4
MONROE/RANDOLPH ROE	1	0.4	116	51.8	107	47.8	0	0.0	224	0.4
MT VERNON TWP H S DIST 201	16	5.2	190	61.3	103	33.2	1	0.3	310	0.6
PEORIA ROE	0	0.0	37	8.0	427	91.8	1	0.2	465	0.9
PEORIA SCHOOL DISTRICT 150	47	30.7	18	11.8	51	33.3	37	24.2	153	0.3
PORTA CUSD 202	16	8.6	153	82.7	16	8.6	0	0.0	185	0.4
QUINCY SCHOOL DISTRICT 172	72	22.5	124	38.8	91	28.4	33	10.3	320	0.6
ROCK ISLAND ROE	40	4.6	723	82.9	104	11.9	5	0.6	872	1.7
ROCKFORD SCHOOL DIST 205	0	0.0	34	8.5	365	91.3	1	0.3	400	0.8
ROUND LAKE AREA SCHS - DIST 116	0	0.0	295	76.0	93	24.0	0	0.0	388	0.8
SANGAMON ROE	1	0.1	353	47.4	389	52.2	2	0.3	745	1.5
SCHOOL DISTRICT U-46	162	70.1	18	7.8	26	11.3	25	10.8	231	0.5
SPRINGFIELD SCHOOL DISTRICT 186	0	0.0	162	61.4	102	38.6	0	0.0	264	0.5
ST CLAIR ROE	43	3.2	1204	90.2	88	6.6	0	0.0	1335	2.6
URBANA SCHOOL DIST 116	249	57.6	65	15.0	16	3.7	102	23.6	432	0.9
WAUKEGAN C U SCHOOL DIST 60	164	62.8	5	1.9	55	21.1	37	14.2	261	0.5
WHITESIDE ROE	27	8.3	159	48.6	140	42.8	1	0.3	327	0.6
WILL ROE	0	0.0	0	0.0	101	78.3	28	21.7	129	0.3
WOODSTOCK C U SCHOOL DIST 200	161	72.5	27	12.2	29	13.1	5	2.3	222	0.4
TOTAL	5,331	10.5	33,311	65.9	9,460	18.7	2,478	4.9	50,580	100.0

Appendix B

Number and Percentage of TAOEP Students by Educational Agency and Type of Primary Service Offered: 2008

Offered Supplementary Services Only			
Region-Cnty-Dist-Code	Project Name	No. of students served	Pct of Total Served
010000000	ADAMS/PIKE	350	1.0
140160880	BELLWOOD SD 88	74	0.2
030030020	BOND COUNTY SD 2	406	1.1
280000000	BUREAU/HENRY/STARK	681	1.9
020020010	CAIRO UNIT SCHOOL DISTRICT 1	177	0.5
400560010	CARLINVILLE CUSD 1	159	0.4
080000000	CARROLL/JO DAVIESS/STEPHENSON ROE	413	1.2
090100040	CHAMPAIGN COMM UNIT SCH DIST 4	349	1.0
090000000	CHAMPAIGN/FORD ROE	118	0.3
150162990	CHICAGO PUBLIC SCHOOLS	21,534	60.3
100000000	CHRISTIAN/MONTGOMERY ROE	292	0.8
160000000	DE KALB ROE	460	1.3
170000000	DE WITT/LIVINGSTON/MCLEAN ROE	111	0.3
190220000	DU PAGE ROE	806	2.3
120800010	EAST RICHLAND C U SCH DIST 1	268	0.8
410570070	EDWARDSVILLE SD 7	58	0.2
220000000	FULTON/SCHUYLER ROE	183	0.5
330482050	GALESBURG C U SCHOOL DIST 205	245	0.7
240000000	GRUNDY/KENDALL ROE	906	2.5
300000000	JACKSON/PERRY ROE	797	2.2
400421000	JERSEY C U SCH DIST 100	230	0.6
310450000	KANE ROE	983	2.8
350500000	LA SALLE ROE	368	1.0
340000000	LAKE ROE	749	2.1
380000000	LOGAN/MASON/MENARD ROE	469	1.3
410570000	MADISON ROE	180	0.5
450000000	MONROE/RANDOLPH ROE	224	0.6
480000000	PEORIA ROE	465	1.3
010011720	QUINCY SCHOOL DISTRICT 172	320	0.9
490000000	ROCK ISLAND ROE	872	2.4
041012050	ROCKFORD SCHOOL DIST 205	400	1.1
340491160	ROUND LAKE AREA SCHS - DIST 116	388	1.1
500000000	ST CLAIR ROE	1,335	3.7
550980000	WHITESIDE ROE	327	0.9
	Total Served	35,697	100.0
	No. of Projects	34	

Appendix B

Number and Percentage of TAOEP Students by Educational Agency and Type of Primary Service Offered: 2008 (Continued)

Offered Optional Education Only			
Region-Cnty-Dist-Code	<u>Project Name</u>	No. of students enrolled	Pct of total enrolled
310451310	AURORA EAST UNIT SCHOOL DIST 131	45	1.3
500822010	BELLEVILLE TWP HS DIST 201	292	8.2
490815030	BLACK HAWK COLLEGE DIST 503	434	12.1
460000000	BROWN/CASS/MORGAN/SCOTT ROE	157	4.4
140165080	COMM COLLEGES OF CHICAGO DIST 508	578	16.1
140162180	COMMUNITY HIGH SCHOOL DIST 218 (OAK LAW	152	4.2
390550610	DECATUR SD 61	72	2.0
500821890	EAST ST LOUIS SCHOOL DIST 189	115	3.2
410570090	GRANITE CITY C U SCHOOL DIST 9	131	3.7
041011220	HARLEM UNIT DIST 122	104	2.9
160195230	KISHWAUKEE COLLEGE DIST 523	253	7.1
110155170	LAKE LAND COLLEGE	183	5.1
410575360	LEWIS AND CLARK	68	1.9
390000000	MACON/PIATT ROE	219	6.1
480721500	PEORIA SCHOOL DISTRICT 150	153	4.3
310450460	SCHOOL DISTRICT U-46	231	6.5
510841860	SPRINGFIELD SCHOOL DISTRICT 186	264	7.4
560000000	WILL ROE	129	3.6
	Total Enrolled	3,580	100.0
	No. of Projects	18	

Appendix B

Number and Percentage of TAOEP Students by Educational Agency and Type of Primary Service Offered: 2008 (Continued)

Offered Both Types of Services			
Region-Cnty-Dist-Code	Project Name	No. of students served/ enrolled	Pct of total served/ enrolled
470000000	ALTON COMM UNIT SCHOOL DIST 11	922	8.2
110000000	ALXNDR/JOHN/MASC/PULSKI/UNON ROE	498	4.4
400000000	BLOOM TWP HIGH SCH DIST 206	450	4.0
380652020	BOND/EFFINGHAM/FAYETTE ROE	248	2.2
140162060	BOONE/WINNEBAGO ROE	520	4.6
510840000	CALHOUN/GREENE/JERSY/MACOU PIN ROE	763	6.8
250412010	CARBONDALE COMM H S DISTRICT 165	214	1.9
330480000	CLAY/CRAWFORD/JASPER/LRENCE/RICHL	678	6.0
260000000	CLINTON/MARION/WASHINGTON ROE	199	1.8
020000000	CLK/CLS/CMBN/DGLAS/EDGR/MLTR/SHLB	316	2.8
530905140	DANVILLE C C SCHOOL DIST 118	365	3.2
320000000	EDWD/GLTN/HDIN/POP/SLNE/WBH/WN/WH	357	3.2
410570110	HAMILTON/JEFFERSON ROE	433	3.8
350501200	HANCOCK/MC DONOUGH ROE	400	3.5
090101160	ILLINOIS CENTRAL COLLEGE	456	4.0
200000000	IROQUOIS/KANKAKEE ROE	780	6.9
130000000	JOHN LOGAN COLLEGE DIST 530	141	1.2
040000000	KNOX ROE	229	2.0
030000000	LASALLE-PERU TOWNSHIP HSD 120	100	0.9
540921180	LEE/OGLE ROE	730	6.5
211005300	LINCOLN COMM H S DIST 404	265	2.3
120000000	MADISON CUSD 12	84	0.7
250000000	MT VERNON TWP H S DIST 201	310	2.7
410570120	PORTA CUSD 202	185	1.6
300391650	SANGAMON ROE	745	6.6
380544040	URBANA SCHOOL DIST 116	432	3.8
440632000	WAUKEGAN C U SCHOOL DIST 60	261	2.3
340490600	WOODSTOCK C U SCHOOL DIST 200	222	2.0
	Total Served/Enrolled	11,303	100.0
	No. of Projects	28	
	GRAND TOTAL	50,580	
	No. of Projects	80	

Appendix C

Number and Percentage of TAOEP Students Who Increased Attendance by Educational Agency (Non-CPS TAOEP Only): 2008

Name of Educational Agency	Attendance Status (Numbers)			Attendance Status Percentages			Valid Total
	Dec	No change	Inc	Dec	No change	Inc	
ADAMS/PIKE	30	0	319	8.6	0.0	91.4	349
ALTON COMM UNIT SCHOOL DIST 11	454	1	462	49.5	0.1	50.4	917
ALXNDR/JOHN/MASC/PULSKI/UNON ROE	147	5	284	33.7	1.1	65.1	436
AURORA EAST UNIT SCHOOL DIST 131	9	0	33	21.4	0.0	78.6	42
BELLWOOD SD 88	42	0	32	56.8	0.0	43.2	74
BLACK HAWK COLLEGE DIST 503	112	1	64	63.3	0.6	36.2	177
BLOOM TWP HIGH SCH DIST 206	292	1	157	64.9	0.2	34.9	450
BOND COUNTY SD 2	118	0	286	29.2	0.0	70.8	404
BOND/EFFINGHAM/FAYETTE ROE	64	2	175	26.6	0.8	72.6	241
BOONE/WINNEBAGO ROE	152	0	366	29.3	0.0	70.7	518
BROWN/CASS/MORGAN/SCOTT ROE	57	1	77	42.2	0.7	57.0	135
BUREAU/HENRY/STARK	287	14	377	42.3	2.1	55.6	678
CAIRO UNIT SCHOOL DISTRICT 1	75	2	100	42.4	1.1	56.5	177
CALHOUN/GREENE/JERSY/MACOU PIN ROE	242	8	469	33.7	1.1	65.2	719
CARBONDALE COMM H S DISTRICT 165	44	0	43	50.6	0.0	49.4	87
CARLINVILLE CUSD 1	84	2	71	53.5	1.3	45.2	157
CARROLL/JO DAVI ESS/STEPHENSON ROE	60	0	324	15.6	0.0	84.4	384
CHAMPAIGN COMM UNIT SCH DIST 4	151	1	196	43.4	0.3	56.3	348
CHAMPAIGN/FORD ROE	19	0	67	22.1	0.0	77.9	86
CHRISTIAN/MONTGOMERY ROE	72	1	219	24.7	0.3	75.0	292
CLAY/CRAWFORD/JASPER/LRENCE/RICHL	185	3	478	27.8	0.5	71.8	666
CLINTON/MARION/WASHINGTON ROE	12	1	24	32.4	2.7	64.9	37
CLK/CLS/CMBN/DGLAS/EDGR/MLTR/SHLB	50	0	266	15.8	0.0	84.2	316
COMM COLLEGES OF CHICAGO DIST 508	62	2	111	35.4	1.1	63.4	175
COMMUNITY HIGH SCHOOL DIST 218	62	4	80	42.5	2.7	54.8	146
DANVILLE C C SCHOOL DIST 118	117	4	221	34.2	1.2	64.6	342
DE KALB ROE	78	4	378	17.0	0.9	82.2	460
DE WITT/LIVINGSTON/MCLEAN ROE	18	36	57	16.2	32.4	51.4	111
DECATUR SD 61	24	1	47	33.3	1.4	65.3	72
DU PAGE ROE	415	1	385	51.8	0.1	48.1	801
EAST RICHLAND C U SCH DIST 1	39	0	229	14.6	0.0	85.4	268
EAST ST LOUIS SCHOOL DIST 189	42	2	71	36.5	1.7	61.7	115
EDWARDSVILLE SD 7	26	0	15	63.4	0.0	36.6	41
EDWD/GLTN/HDIN/POP/SLNE/WBH/WN/WH	109	1	239	31.2	0.3	68.5	349
FULTON/SCHUYLER ROE	58	1	120	32.4	0.6	67.0	179
GALESBURG C U SCHOOL DIST 205	158	3	84	64.5	1.2	34.3	245
GRANITE CITY C U SCHOOL DIST 9	87	0	33	72.5	0.0	27.5	120
GRUNDY/KENDALL ROE	64	6	836	7.1	0.7	92.3	906
HAMILTON/JEFFERSON ROE	32	4	392	7.5	0.9	91.6	428
HANCOCK/MC DONOUGH ROE	42	6	247	14.2	2.0	83.7	295
HARLEM UNIT DIST 122	76	0	26	74.5	0.0	25.5	102

Appendix C

Number and Percentage of TAOEP Students Who Increased Attendance, by Educational Agency (Non-CPS TAOEP Only): 2008 (Continued)

Name of Educational Agency	Attendance Status (Numbers)			Attendance Status Percentages			Valid Total
	Dec	No change	Inc	Dec	No change	Inc	
ILLINOIS CENTRAL COLLEGE	204	1	229	47.0	0.2	52.8	434
IROQUOIS/KANKAKEE ROE	142	7	626	18.3	0.9	80.8	775
JACKSON/PERRY ROE	201	1	588	25.4	0.1	74.4	790
JERSEY C U SCH DIST 100	85	0	142	37.4	0.0	62.6	227
KANE ROE	167	11	727	18.5	1.2	80.3	905
KISHWAUKEE COLLEGE DIST 523	77	2	37	66.4	1.7	31.9	116
KNOX ROE	75	0	102	42.4	0.0	57.6	177
LA SALLE ROE	23	1	343	6.3	0.3	93.5	367
LAKE LAND COLLEGE	41	0	63	39.4	0.0	60.6	104
LAKE ROE	55	2	690	7.4	0.3	92.4	747
LASALLE-PERU TOWNSHIP HSD 120	20	1	79	20.0	1.0	79.0	100
LEE/OGLE ROE	298	16	415	40.9	2.2	56.9	729
LINCOLN COMM H S DIST 404	29	0	225	11.4	0.0	88.6	254
LOGAN/MASON/MENARD ROE	69	0	400	14.7	0.0	85.3	469
MACON/PIATT ROE	55	4	153	25.9	1.9	72.2	212
MADISON CUSD 12	18	0	66	21.4	0.0	78.6	84
MADISON ROE	61	0	103	37.2	0.0	62.8	164
MONROE/RANDOLPH ROE	73	1	140	34.1	0.5	65.4	214
MT VERNON TWP H S DIST 201	111	9	190	35.8	2.9	61.3	310
PEORIA ROE	109	2	350	23.6	0.4	75.9	461
PEORIA SCHOOL DISTRICT 150	50	1	63	43.9	0.9	55.3	114
PORTA CUSD 202	65	4	86	41.9	2.6	55.5	155
QUINCY SCHOOL DISTRICT 172	160	5	117	56.7	1.8	41.5	282
ROCK ISLAND ROE	295	11	566	33.8	1.3	64.9	872
ROCKFORD SCHOOL DIST 205	89	1	309	22.3	0.3	77.4	399
ROUND LAKE AREA SCHS - DIST 116	131	4	217	37.2	1.1	61.6	352
SANGAMON ROE	91	1	649	12.3	0.1	87.6	741
SPRINGFIELD SCHOOL DISTRICT 186	145	2	116	55.1	0.8	44.1	263
ST CLAIR ROE	392	4	939	29.4	0.3	70.3	1335
URBANA SCHOOL DIST 116	158	5	180	46.1	1.5	52.5	343
WAUKEGAN C U SCHOOL DIST 60	94	0	159	37.2	0.0	62.8	253
WHITESIDE ROE	98	0	228	30.1	0.0	69.9	326
WILL ROE	11	0	110	9.1	0.0	90.9	121
WOODSTOCK C U SCHOOL DIST 200	118	9	95	53.2	4.1	42.8	222
Total	8077	223	17962	30.8	0.8	68.4	26262

Note: Totals are based on non-CPS TAOEP projects only. **Bold** percentages indicate higher rates of student increases in attendance relative to the state percentage of 68.4 percent.