



Illinois Truants' Alternative and Optional Education Program (TAOEP)

FY 2009 End-Of-Year Report

Prepared by

The Data Analysis and Progress Reporting Division for the Innovation and
Improvement Division

Illinois State Board of Education

February 2010

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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 of, services received by, and outcomes achieved by all students served in TAOEP in FY09. The tables in this report show either a "Col Pct" or "Row Pct." "Col Pct" is a percentage based on column totals and "Row Pct" is a percentage based on row totals. Please note that percentages in tables may not add to 100 percent due to rounding.

The interpretations presented in this report do not necessarily reflect the positions or the policies 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 projects to be established to offer "modified instructional programs or other services designed to prevent students from dropping out of school." 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 205.20). The intentions of the law are twofold:

- 1) To reduce the incidence of students dropping out of school, and
- 2) To reduce truancy.

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

The cost-effectiveness of TAOEP is not a purview of this report. The information presented in this report is all descriptive including the students' demographics, truancy statuses and the bases for participation in the program, types of services received in TAOEP, and outcomes (academic and categorical) achieved by students served. In particular, academic outcomes also include the performance of TAOEP students on state assessments.

Program and Student Data

FUNDING AND NUMBER OF STUDENTS SERVED

In FY09, TAOEP was funded at \$20,078,100, with \$202,850 targeted for professional development and \$19,875,250 targeted for direct student services. (See Table 1.) The FY09 funding reflects a minimal decrease of approximately \$5,000 (less than 0.5 percent) from FY08. In contrast, the number of students served increased by more than 87 percent (over 44,000 students). (See Chart 3.)

Over a five-year period, FY05 through FY09, TAOEP served greater numbers of students in FY05 (70,606), when program funding was at its lowest (\$15,578,100), and in FY09 with 94,805 students, the highest number of students that TAOEP served since the program was implemented. In contrast, TAOEP served the lowest number of students in FY08 (50,580), when program funding was at its highest amount (\$20,083,062). (See Chart 1.)

Chart 1. Number of TAOEP Students Served and Funding Levels: FY05–FY09

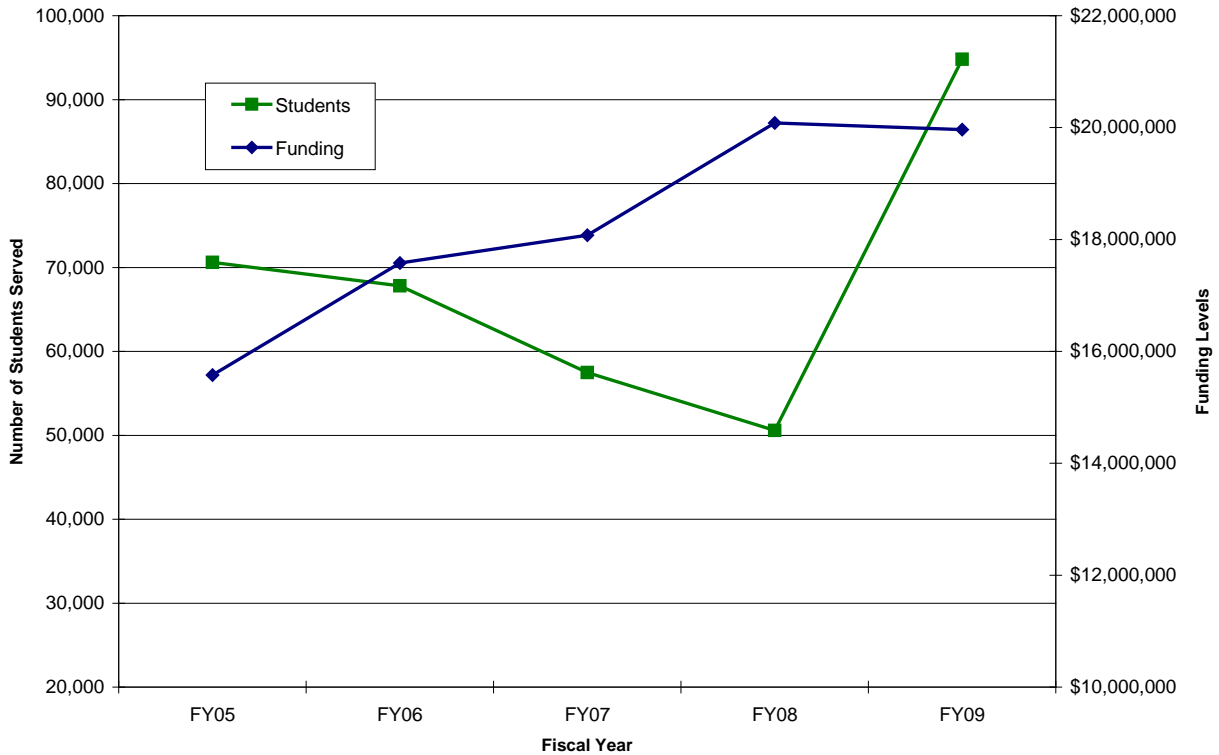


Chart 2 shows the number of students served and cost per student. Costs per student were at their lowest in FY05 and FY09 when TAOEP served the most number of students. It was at its highest in FY08 when it obtained the highest appropriations with the lowest number of students served.

Chart 2. Number of TAOEP Students Served and Cost Per Student: FY05–FY09

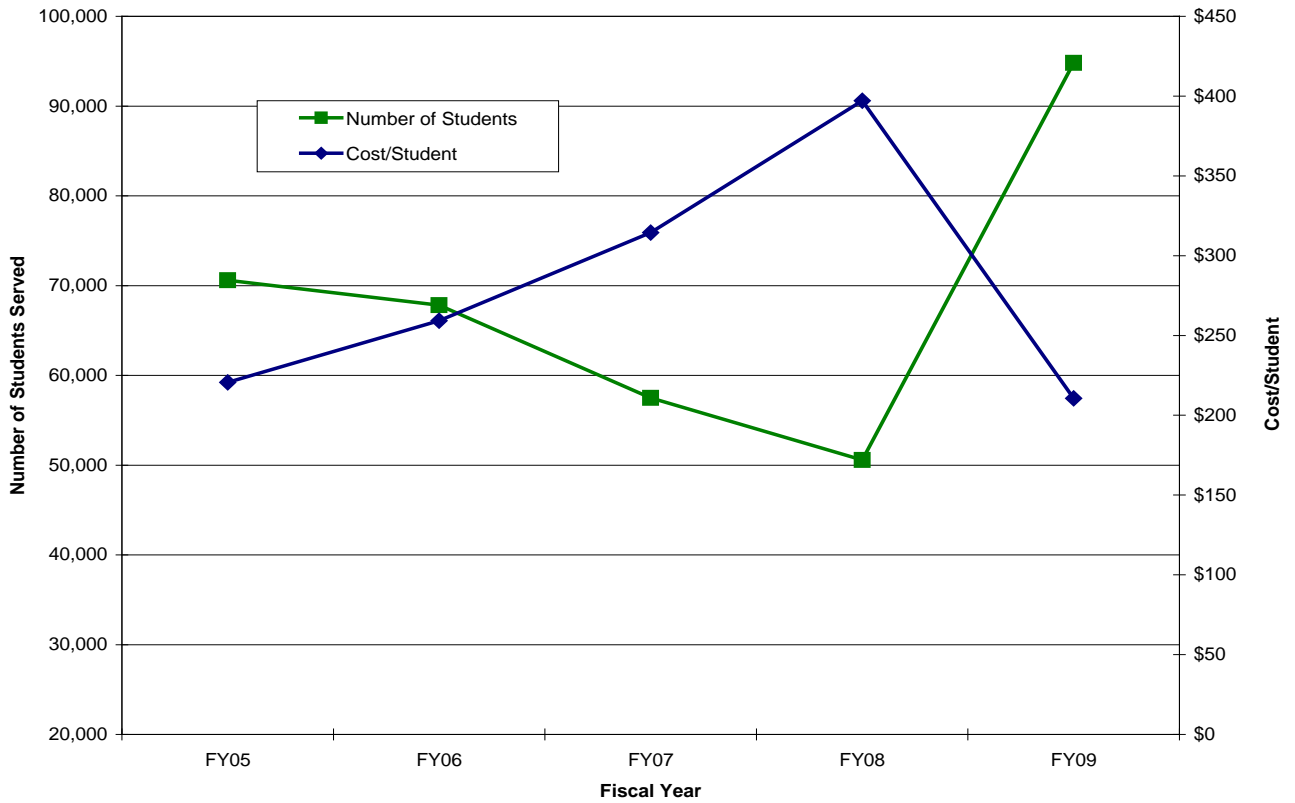
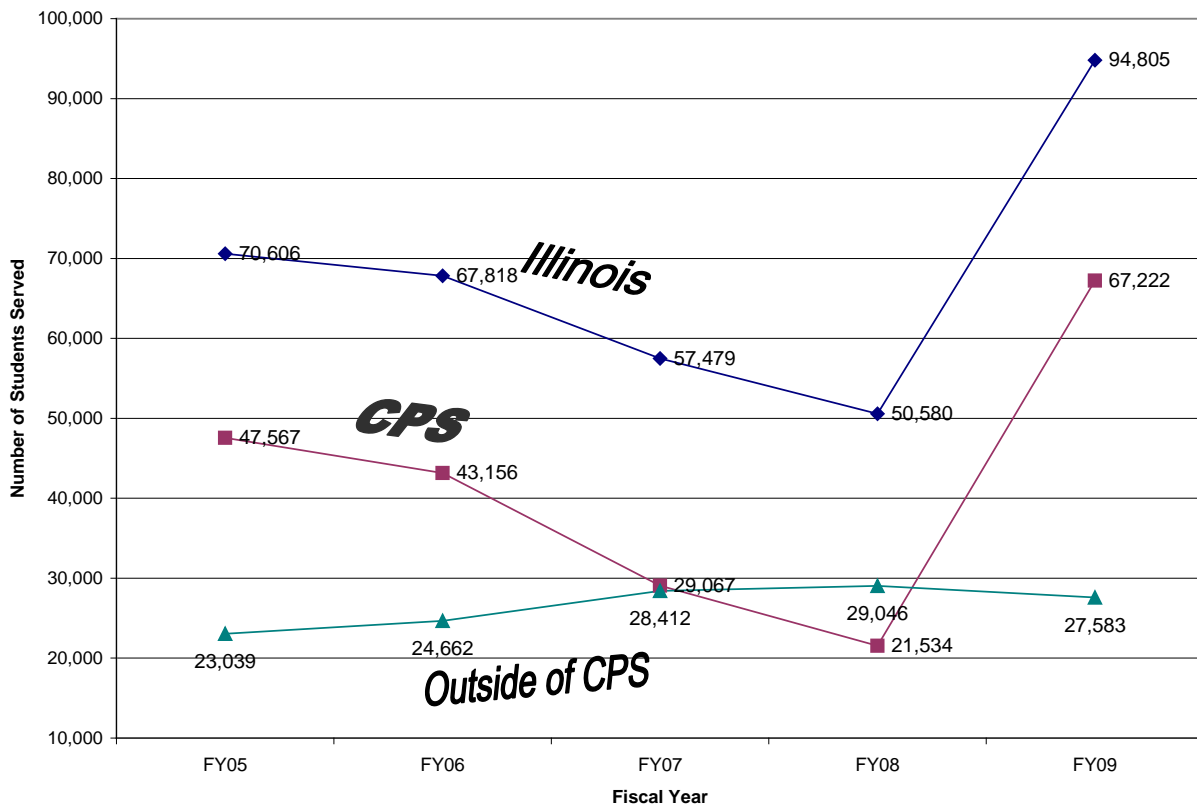


Chart 3. TAOEP Enrollment: FY05–FY09



TAOEP EDUCATIONAL AGENCIES AND FY09 FUNDING

The \$20,078,100 appropriated for TAOEP in FY09 was distributed to 80 educational agencies: seven community colleges, 37 regional offices of education (ROEs), and 36 local educational agencies (LEAs) or school districts. Ninety-nine percent, or \$19,875,250, of the appropriations was targeted for direct student services and one percent, or \$202,850, was targeted for staff professional development. (See Table 1.) The money allocated for professional development was awarded to ROE 26.

The funds received by individual TAOEP projects ranged from \$31,293 to \$5,380,930 received by CPS. TAOEP funding for CPS is generated through a block grant where CPS automatically receives over one-fourth of the state funds; non-CPS programs submitted applications through a competitive process via Request for Proposal (RFP) to obtain TAOEP funds.

Table 1 shows the distribution of FY09 TAOEP funds by type of educational agency and number and percentage of students served given the primary type of service received. Community colleges provided optional education services to the majority of its students (77.3 percent), which may explain why the cost per student is highest in these educational agencies. Meanwhile, regional offices of education (ROEs) and local education agencies (LEAs) provided supplementary services to the majority of students they served (88.7 percent and 96.9 percent, respectively).

Table 1. TAOEP Funding, by Type of Educational Agency and by Number and Percentage of Students Served: FY09

Type of Educational Agency	TAOEP Grantees		Students Served with Primary Services Received						Total TAOEP Budget*	Average Budget	Cost Per Student
			Supplementary		Optional Education		Total Served				
	No.	Row Pct	No.	Col Pct	No.	Col Pct	No.	Row Pct			
Community College	7	8.6	400	22.7	1,365	77.3	1,765	1.9	\$3,010,269	\$430,038	\$1,706
Regional Office of Education (ROE)	37	46.3	15,428	88.7	1,972	11.3	17,400	18.4	\$6,946,151	\$187,734	\$399
Local Educational Agency (LEA)	36	45.0	73,321	96.9	2,319	3.1	75,640	79.8	\$9,918,830	\$275,523	\$131
Total TAOEP Funds	80	100.0	89,149	94.0	5,656	6.0	94,805	100.0	\$19,875,250	\$248,441	\$210

*The amount reflected only includes that appropriated for direct student services.

LEAs served close to 80 percent of TAOEP students statewide in FY09. They also received close to 50 percent of TAOEP funds. (See Table 1.) Among those served by LEAs, CPS accounted for 88.9 percent of students served.

Outside of CPS, ROEs served twice as many students as local educational agencies, with St. Clair County (ROE 50) serving the most students (1,048). (See Appendix A.)

The total amount reflected in Table 1 only includes state funds specifically allocated to implement TAOEP. Some projects that operate optional education programs leading to a high school diploma also received state aid; therefore, the total amount that TAOEP projects received from the state in FY09 was higher than what is shown in Table 1.

THE STUDENTS SERVED BY TAOEP

STUDENT DEMOGRAPHICS

Except in FY08, between FY05 through FY09 Chicago Public School District 299 (CPS) accounted for over half of the students served in TAOEP every year. The statewide numbers thus reflect the direction of CPS numbers. This means that whenever CPS-TAOEP enrollments increase so do the state-TAOEP enrollments, and vice-versa. High enrollments in CPS-TAOEP were more evident in FY09 when CPS served three times as many students as those served by non-CPS TAOEP projects, accounting for 71 percent of all students served statewide (See Chart 3.) As explained by the TAOEP program director and systems data analyst at CPS, the dramatic increase in TAOEP enrollment in CPS in FY09 from prior years was due to an improved student information system that better identifies and monitors students who are truants.

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 FY09, 83 percent of all students served by TAOEP statewide were truants. (See Table 2.) The data also show, though not presented here, that 85 percent of these truants were served by CPS.

All students served by CPS were truants and accounted for 70.9 percent of all students served statewide. On the other hand, non-CPS projects served all the chronic truants, potential dropouts, and retrieved dropouts in TAOEP, but only accounted for 9.4 percent, 5.2 percent, and 2.4 percent, respectively, of all students served statewide. Specifically, 72.6 percent of chronic truants were served by ROEs and 56.2 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: FY09

Chicago Public SD 299 (CPS)	COMMUNITY COLLEGE		LOCAL EDUCATION AGENCY		REGIONAL OFFICE OF EDUCATION		Location/Truancy Status Totals	
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Pct
Truant			67,222	100.0			67,222	100.0
CPS Totals			67,222				67,222	70.9
Outside of Chicago Public SD 299	COMMUNITY COLLEGE		LOCAL EDUCATION AGENCY		REGIONAL OFFICE OF EDUCATION		Location/Truancy Status Totals	
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Pct
Potential Dropout	228	4.6	2,512	51.0	2,181	44.3	4,921	17.8
Truant	204	1.8	3,077	26.8	8,219	71.5	11,500	41.7
Chronic Truant	83	0.9	2,368	26.5	6,485	72.6	8,936	32.4
Retrieved Dropout	1,250	56.2	461	20.7	515	23.1	2,226	8.1
Outside of CPS Totals	1,765		8,418		17,400		27,583	29.1
Illinois	COMMUNITY COLLEGE		LOCAL EDUCATION AGENCY		REGIONAL OFFICE OF EDUCATION		Location/Truancy Status Totals	
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Pct
Potential Dropout	228	4.6	2,512	51.0	2,181	44.3	4,921	5.2
Truant	204	0.3	70,299	89.3	8,219	10.4	78,722	83.0
Chronic Truant	83	0.9	2,368	26.5	6,485	72.6	8,936	9.4
Retrieved Dropout	1,250	56.2	461	20.7	515	23.1	2,226	2.4
Educational Agency Totals	1,765	1.9	75,640	79.8	17,400	18.4	94,805	100.0

Grade Group

Statewide, 47.7 percent of students served by TAOEP were in high school, 7.7 percent were in pre-elementary grades, 43.9 percent were in grades 1-8, and less than one percent were ungraded. With the exception of ungraded students, where the majority of students served were retrieved dropouts (81.2 percent), the truants made up the majority of students in each grade group. (See Table 3).

CPS served more students in high school (48.0 percent), while non-CPS projects served more students in elementary grades (50.3 percent). (See Table 3.)

The data also show that within truancy status, the distribution of students varies by grade. For example, the majority of chronic truants were in elementary grades (57.1 percent), while the majority of potential dropouts, truants, and retrieved dropouts were in high school (68.0 percent, 46.7 percent, and 75.7 percent, respectively). (See Table 3.)

Table 3. Number and Percentage of Students Served by TAOEP, by Location, Grade Group, and Truancy Status: FY09

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
Pre-Elementary			6,202	9.2					6,202	9.2
Elementary (1-8)			28,721	42.7					28,721	42.7
High School (9-12)			32,297	48.0					32,297	48.0
Ungraded (13)			2	0.0					2	0.0
CPS Total			67,222	100.0					67,222	243.7
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
Pre-Elementary	139	2.8	621	5.4	379	4.2	0	0.0	1,139	4.1
Elementary (1-8)	1,380	28.0	6,371	63.0	5,102	57.1	10	0.4	12,863	50.3
High School (9-12)	3,347	68.0	4,456	38.7	3,441	40.0	1,686	75.7	12,930	46.9
Ungraded (13)	55	2.2	52	0.5	14	0.2	530	23.8	651	2.4
Outside of CPS Total	4,921	100.0	11,500	100.0	8,936	100.0	2,226	100.0	27,583	100.0
Illinois	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Grade Group Totals	
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Row Pct
Pre-Elementary	139	2.8	6,823	8.7	379	4.2	0	0.0	7,341	7.7
Elementary (1-8)	1,380	28.0	35,092	44.6	5,102	57.1	10	0.4	41,584	43.9
High School (9-12)	3,347	68.0	36,753	46.7	3,441	38.5	1,686	75.7	45,227	47.7
Ungraded (13)	55	1.1	54	0.1	14	0.2	530	23.8	653	0.7
Truancy Status Totals	4,921	5.2	78,722	83.0	8,936	9.4	2,226	2.3	94,805	100.0

Student Race/Ethnicity

Close to 80 percent of TAOEP students belonged to a minority group. Specifically, 48.2 percent of students served were black, 28.9 percent were Hispanic, and 2.4 percent belong to other minority groups. By location, CPS TAOEP projects served more than twice as many minority students (94.7 percent) than non-CPS TAOEP projects (42.4 percent). (See Table 4.)

Within truancy status, the majority of potential dropouts, chronic truants and retrieved dropouts were white (59.9 percent, 49.4 percent and 50.2 percent, respectively), while the majority of truants were black (52.2 percent). (See Table 4.)

Table 4. Number and Percentage of Students Served by TAOEP, by Location, Race/Ethnicity, and Truancy Status: FY09

Chicago Public SD 299 (CPS)	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Race/Ethnicity Totals	
	No.	Row Pct	No.	Row Pct	No.	Row Pct	No.	Row Pct	No.	Row Pct
Am Indian/Alaskan			106	0.2					106	0.2
Asian/Pacific Islander			1,049	1.6					1,049	1.6
Black Not Hispanic			38,446	57.2					38,446	57.2
Hispanic			24,062	35.8					24,062	35.8
White Not Hispanic			3,559	5.3					3,559	5.3
CPS Total			67,222						67,222	70.9
Outside of Chicago Public SD 299	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Race/Ethnicity Totals	
	No.	Row Pct	No.	Row Pct	No.	Row Pct	No.	Row Pct	No.	Row Pct
Am Indian/Alaskan	7	0.1	15	0.1	13	0.1	19	0.9	54	0.2
Asian/Pacific Islander	27	0.5	58	0.5	67	0.7	21	0.9	173	0.6
Black Not Hispanic	1,207	24.5	2,609	22.7	2,751	30.8	653	29.3	7,220	28.0
Hispanic	584	11.9	1,050	9.1	1,398	15.6	351	15.8	3,383	12.3
White Not Hispanic	2,949	59.9	7,401	64.4	4,411	49.4	1,120	50.3	15,881	57.6
Multi-Racial	147	2.2	367	3.2	296	3.3	62	2.8	872	3.2
Outside of CPS Total	4,921		11,500		8,936		2,226		27,583	29.1
Illinois	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Race/Ethnicity Totals	
	No.	Row Pct	No.	Row Pct	No.	Row Pct	No.	Row Pct	No.	Row Pct
Am Indian/Alaskan	7	0.1	121	0.2	13	0.1	19	0.9	160	0.2
Asian/Pacific Islander	27	0.5	1,107	1.4	67	0.7	21	0.9	1,222	1.3
Black Not Hispanic	1,207	24.5	41,055	52.2	2,751	30.8	653	29.3	45,666	48.2
Hispanic	584	11.9	25,112	31.9	1,398	15.6	351	15.8	27,445	28.9
White Not Hispanic	2,949	59.9	10,960	13.9	4,411	49.4	1,120	50.3	19,440	20.5
Multi-Racial	147	3.0	367	0.5	296	3.3	62	2.8	872	0.9
Truancy Status Totals	4,921		78,722		8,936		2,226		94,805	100.0

Secondary Reasons for Eligibility of TAOEP Program Services

Apart from attendance-related reasons for participating in TAOEP, i.e., potential dropout, truant, chronic truant, or dropout, there are other reasons reported by projects that support a 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, and lack of high school credits. 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 Reasons (Referrals) and Truancy Status: FY09

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	2,212	52.2	2,550	3.6	3,859	58.1	997	53.5	9,618	11.5
High Failure Rate	1,274	30.1	3,791	5.4	2,150	32.4	551	29.5	7,766	9.3
Teen Parent	233	5.5	113	0.2	199	3.0	211	11.3	756	0.9
Credit Deficient	2,327	54.9	16,499	23.4	1,486	22.4	1,104	59.2	21,416	25.7
Multiple Discipline Referrals	787	18.6	956	1.4	1,815	27.3	225	12.1	3,783	4.5
Low Income	1,844	43.5	64,880	91.9	4,596	69.2	586	31.4	71,906	86.3
Physical or Emotional	633	14.9	13,673	19.4	1,268	19.1	122	6.5	15,696	18.8
Law or Court Mandated	166	3.9	330	0.5	1,022	15.4	182	9.8	1,700	2.0
Drugs/Alcohol	125	2.9	148	0.2	221	3.3	90	4.8	584	0.7
Other	711	16.8	1,403	2.0	780	11.7	102	5.5	2,996	3.6
Unduplicated Total	4,239		70,604		6,640		1,865		83,348	

The greatest number of students served by TAOEP came from low-income families (86.3 percent), which is more common among truants (91.9 percent). About a quarter of students were in TAOEP because of high school credit deficiency. The secondary reasons for referring students to the TAOEP vary by student's truancy status. The participation of more than half of potential and retrieved dropouts in TAOEP was driven by their need to earn additional high school credits in order to graduate from high school on time (54.9 percent and 59.2 percent, respectively). On the other hand, the majority of truants and chronic truants served in TAOEP came from low-income families (91.9 percent and 69.2 percent, respectively). (See 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 in which the student was 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 court or a law enforcement agency.

TAOEP STUDENT SERVICES

Two primary types of TAOEP student services are provided: 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 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, 94 percent received supplementary services. The remaining six percent enrolled in optional education programs. These services were provided in **902** sites. In particular, the majority of potential dropouts, truants, and chronic truants, received supplementary services (68.4 percent, 98.8 percent, and 87 percent, respectively), while the majority of retrieved dropouts were enrolled in optional education programs (91.2 percent). Chicago Public Schools offered supplementary services only. (See Table 6.)

Table 6. Number and Percentage of TAOEP Students, by Truancy Status, Type of Service, and Location: FY09

Truancy Status	CPS (Chicago Public Schools)				Non-CPS				Illinois						
	Supplementary		Optional Education		Total	Supplementary		Optional Education		Total	Supplementary		Optional Education		Total
	No.	Pct of Total	No.	Pct of Total		No.	Pct of Total	No.	Pct of Total		No.	Pct of Total	No.	Pct of Total	
Potential Dropout	0	0.0			0	3,368	68.4	1,553	31.6	4,921	3,368	68.4	1,553	31.6	4,921
Truant	67,222	100.0			67,222	10,586	92.1	914	7.9	11,500	77,808	98.8	914	1.2	78,722
Chronic Truant	0	0.0			0	7,777	87.0	1,159	13.0	8,936	7,777	87.0	1,159	13.0	8,936
Retrieved Dropout	0	0.0			0	196	8.8	2,030	91.2	2,226	196	8.8	2,030	91.2	2,226
Total	67,222	100.0			67,222	21,927	79.5	5,656	20.5	27,583	89,149	94.0	5,656	6.0	94,805

Specific Types of Services

A wide array of services is available for students participating in TAOEP, ranging from full-time academic instruction to school/home visits. Table 8 provides a list of such services.

Each student participating in TAOEP received between 1 to 19 types of services. Students who received the least number of services were truants. At 92.7 percent, truants represent the majority of students who received only one to two types of services. Conversely, retrieved dropouts received, on average, more services than potential dropouts or chronic truants. 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: FY09

No. of specific services received	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
1-2	1,940	2.8	64,066	92.7	2,752	4.0	316	0.5	69,074	72.9
3-5	1,841	10.7	10,748	62.4	3,925	22.8	697	4.0	17,211	18.2
6-9	831	19.3	835	19.4	1,699	39.5	932	21.7	4,297	4.5
10-14	244	22.6	178	16.5	397	36.8	260	24.1	1,079	1.1
15-19	13	35.1	1	2.7	8	21.6	15	40.5	37	0.0
Total number of students with reported services	4,869		75,828		8,781		2,220		91,698	
Average number of services received	4		2		4		6		3	

In FY09, the majority of students in TAOEP received tutoring services (75.2 percent), and most of the students receiving these services were truants (95 percent). More truants were also enrolled in summer school (98.6 percent) and received transportation services (71.3 percent). Meanwhile, the majority of students enrolled in evening school, weekend school, or vocational education were potential dropouts (45.9 percent, 93.5 percent, and 48.9 percent respectively), and the majority of students enrolled in GED or in community college courses were retrieved dropouts (approximately 86 percent for both services.) Court-related services were received by a majority of chronic truants (65 percent). (See Table 8.)

Table 8. Number and Percentage of TAOEP Students, by Type of Service Received and Truancy Status: FY09

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
Academic Instruction	1,555	29.3	914	17.2	1,146	21.6	1,698	32.0	5,313	5.8
Academic Counseling	3,562	23.1	6,172	40.0	3,799	24.6	1,885	12.2	15,418	16.8
GED Instruction	47	5.8	13	1.6	54	6.7	692	85.9	806	0.9
Enrolled in Community College	61	12.3	0	0.0	8	1.6	427	86.1	496	0.5
Enrolled in Evening School	323	47.9	128	19.0	88	13.1	135	20.0	674	0.7
Enrolled in Summer School	105	0.6	17,277	98.6	20	0.1	120	0.7	17,522	19.1
Enrolled in Weekend School	29	93.5	0	0.0	2	6.5	0	0.0	31	0.0
Enrolled in Vocational Education	233	48.9	35	7.4	80	16.8	128	26.9	476	0.5
Tutoring	1,821	2.6	65,525	95.0	1,096	1.6	541	0.8	68,983	75.2
Court-Related	221	8.7	504	19.8	1,664	65.3	160	6.3	2,549	2.8
Day Care	88	43.6	25	12.4	45	22.3	44	21.8	202	0.2
Dropout/Chronic Truant Retrieval	487	15.8	286	9.3	1,166	37.8	1,143	37.1	3,082	3.4
Health-Related	380	19.9	316	16.5	984	51.4	233	12.2	1,913	2.1
Home Visits	774	5.9	7,133	54.3	4,990	38.0	249	1.9	13,146	14.3
Life Skills Training	1,301	23.6	1,284	23.3	1,805	32.7	1,122	20.4	5,512	6.0
Mentoring	1,385	27.2	1,637	32.1	1,702	33.4	377	7.4	5,101	5.6
Parenting Classes for Students	215	25.3	169	19.9	138	16.2	329	38.7	851	0.9
Personal Counseling	1,669	16.4	4,155	40.9	3,361	33.1	967	9.5	10,152	11.1
Referral for Social Services	427	11.8	943	26.2	2,048	56.8	186	5.2	3,604	3.9
School Visits	1,681	10.0	8,268	49.1	6,717	39.9	166	1.0	16,832	18.4
Support Services for Parents	891	14.8	1,823	30.2	3,025	50.1	300	5.0	6,039	6.6
Transportation	569	8.5	4,796	71.3	905	13.5	452	6.7	6,722	7.3
Career Service	516	27.8	274	14.8	392	21.1	674	36.3	1,856	2.0
Entrepreneurship Training	25	21.2	16	13.6	47	39.8	30	25.4	118	0.1
Field Trips	670	29.9	450	20.1	444	19.8	677	30.2	2,241	2.4
Job Shadowing	66	23.9	124	44.9	43	15.6	43	15.6	276	0.3
Paid Work Experience	196	46.0	49	11.5	67	15.7	114	26.8	426	0.5
Unpaid Work Experience	70	35.5	27	13.7	71	36.0	29	14.7	197	0.2
Unduplicated Total	4,869		75,828		8,781		2,220		91,698	

STUDENT OUTCOMES

Gains in School Attendance

The school attendance tables below are based on reports from 78 educational agencies. Two community colleges did not report school attendance of students served.

The mean pre- and post-school attendance rates of TAOEP students by truancy status and location are shown in Table 8. The pre-attendance refers to attendance of students before participating in TAOEP, and post-attendance refers to attendance of students after having participated in TAOEP. Statewide, the attendance of students served by TAOEP declined by 0.3 percentage point. In particular, the change in mean attendance rate of students served by CPS declined by 4.3 percentage points while the change in mean attendance rate of students served by non-CPS projects significantly improved by 9.8 percentage points.

Table 9. Mean Pre- and Post-School Attendance Rates of Students Served by TAOEP, by Location and Truancy Status: FY09

Location	Primary Referral	Number of Students	Mean Attendance Rates		Change
			Pre-attendance	Post-attendance	
CPS	Truant	66,160	79.7	75.4	-4.3
Non-CPS	Potential Dropout	4,861	68.1	80.6	12.6
	Truant	11,032	83.6	88.0	4.4
	Chronic Truant	8,741	73.2	82.6	9.4
	Retrieved Dropout	1,715	36.7	75.5	38.8
	Non-CPS Total	26,349	74.2	84.0	9.8
Illinois	Potential Dropout	4,861	68.1	80.6	12.6
	Truant	77,192	80.2	77.2	-3.1
	Chronic Truant	8,741	73.2	82.6	9.4
	Retrieved Dropout	1,715	36.7	75.5	38.8
	Total	92,509	78.1	77.8	-0.3

Gains in School Attendance, by Truancy Status

Retrieved dropouts made the greatest gains in school attendance (gain=38.8 percentage points), significantly greater than gains made by other truancy groups. Potential dropouts ranked a distant second, with a gain of 12.6 percentage points, followed by chronic truants with a gain of 9.4 percentage points. While the truants in non-CPS TAOEP projects gained attendance by 4.4 percentage points, the truants in CPS-TAOEP declined by 4.3 percentage points. In view of CPS serving the highest number of

students in TAOEP, the mean attendance rate also decreased statewide. Statistical means are sensitive to the base numbers or denominators. (See Table 8.)

Gains in School Attendance, by Grade Group

Ungraded students enrolled in TAOEP obtained the highest improvement in attendance (gain=26.0 percentage points). Specifically, ungraded potential dropout students gained the most attendance (gain=57 percentage points) compared to other grade-truancy groups. Except for high school truant students, the rest of the high school students enrolled in TAOEP improved attendance. (See Table 9.)

Table 10. Average Gains in School Attendance Rates of Students Served by TAOEP, by Truancy Status and Grade Group: FY09

Truancy Status	Grade Group	Average Gain in School Attendance Rates	Number of Students
Potential Dropout	Pre-Elementary	6.9	139
	Elementary (1-8)	5.0	1,368
	High School (9-12)	15.2	3,300
	Ungraded (13)	57.0	54
	Total	12.6	4,861
Truant	Pre-Elementary	-0.8	6,763
	Elementary (1-8)	0.1	34,739
	High School (9-12)	-6.5	35,643
	Ungraded (13)	5.0	47
	Total	-3.1	77,192
Chronic Truant	Pre-Elementary	8.3	379
	Elementary (1-8)	9.4	5,052
	High School (9-12)	9.4	3,300
	Ungraded (13)	6.1	10
	Total	9.4	8,741
Retrieved Dropout	Elementary (1-8)	22.6	10
	High School (9-12)	41.1	1,493
	Ungraded (13)	23.8	212
	Total	38.8	1,715
Total	Pre-Elementary	-0.2	7,281
	Elementary (1-8)	1.4	41,169
	High School (9-12)	-2.1	43,736
	Ungraded (13)	26.0	323
	Total	-0.3	92,509

The percentage of students that increased attendance by educational agency is shown in Appendix B. Overall, 47.5 percent of TAOEP students increased school attendance while 48.1 percent decreased school attendance after participation in TAOEP.

High School Credits Earned

Earning high school credits brings a student closer to obtaining a high school diploma. In FY09, approximately 86 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 12.9 credits and 502,142 credits, respectively. (See Table 11.)

Table 11. Credits Earned by High School Students Served in TAOEP: FY09

Grade Level	No. of students	Credits Earned	
		Mean	Sum
9	10,580	5.3	56,110
10	11,082	10.7	118,048
11	8,925	16.7	148,875
12	8,205	21.8	179,110
Total earned credits	38,792	12.9	502,143
Total 9-12 students	45,227		
Pct earned credits	86		

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 are 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: FY09

Categorical Outcome	Percent Obtained Outcome	Cohort (Denominator)
Graduated from high school	67.7	Grade 12
Received GED certificate	29.1	Enrolled in GED program
Completed elementary school	69.9	Grade 8
Advanced to the next grade	79.5	Grades K-8
Dropped out of school	0.9	Grades K-13
Removed from TAOEP	1.4	Grades K-13
Moved out of district	4.3	Grades K-13
Retained in grade	2.5	Grades K-8
Reduced discipline referrals	0.9	Grades K-13
Discontinued in TAOEP	0.5	Grades K-13

High School, GED, and Elementary School Completion

Projects reported 67.7 percent of twelfth grade students graduated from high school and 29.1 percent of students enrolled in GED programs obtained GED certificates. Moreover, close to 70 percent of eighth grade students completed elementary school. (See Table 11.).

Advanced to the Next Grade/Retained in Grade

For K-8 TAOEP students, close to 80 percent advanced to the next grade, while 2.5 percent were retained. The percentages do not add up to 100 percent because there was no promotion/retention information provided for about 18 percent of K-8 students. (See Table 11.)

Other Outcomes

Other outcomes include 0.9 percent of students dropped out of school, 0.5 percent voluntarily discontinued in TAOEP, and 1.4 percent removed from TAOEP. (See Table 11.)

PERFORMANCE ON STATE ASSESSMENTS

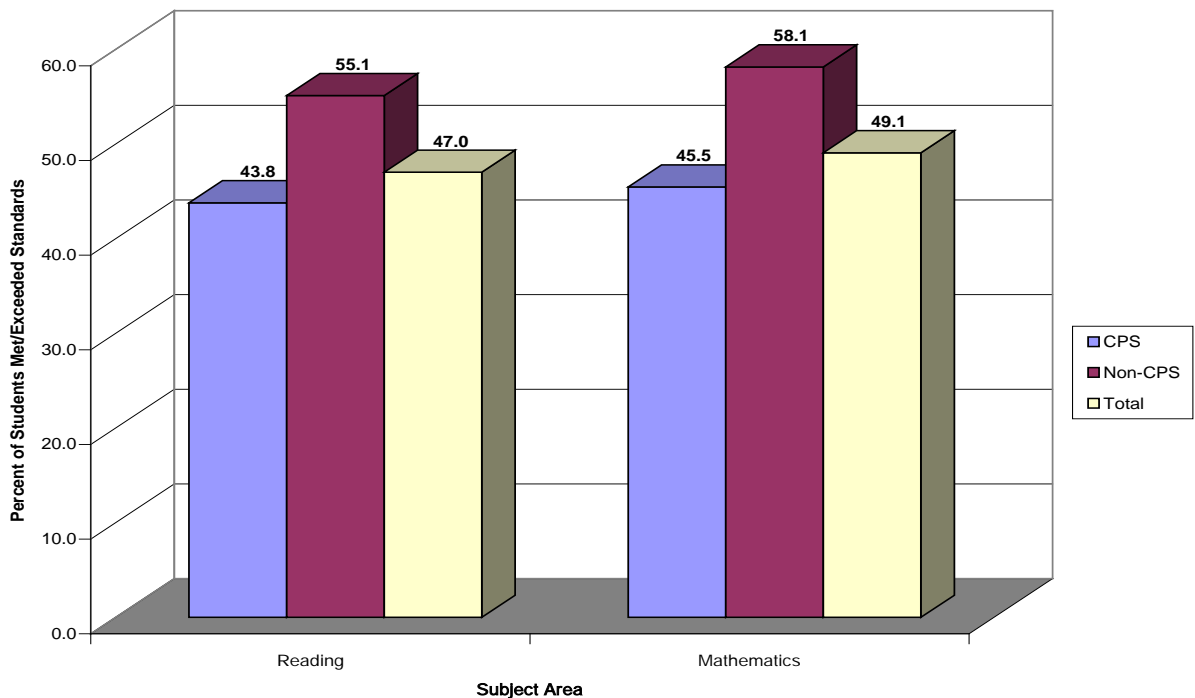
With the ISBE Student Information System (SIS), it is now possible to match data variables among several databases, as long as the state-assigned student ID number is reported in all of these databases. Such is the case with TAOEP, where projects report the state-assigned student ID numbers in the TAOEP student reporting software. This makes it possible to extract information on the performance of TAOEP students on the Illinois Standards Achievement Test (ISAT), which is administered at grades 3-8, or the Prairie State Achievement Examination (PSAE), which is administered at grade 11.

The process of matching the 2009 TAOEP student data with the 2009 ISAT/PSAE data resulted in an 87 percent match - which means that 87 percent of TAOEP students in tested grades (3-8 and 11) have ISAT/PSAE records. This does not necessarily mean that the other 13 percent were not tested on the ISAT/PSAE. It is possible that TAOEP projects may not have correctly reported the state IDs of these students.

Met/Exceeded State Standards, by Location

Of the matched number (36,039), 25,774 (71.5 percent) were from CPS, and 10,295 (28.5 percent) were from non-CPS projects. The matched data show that higher percentages of students enrolled in or receiving services from non-CPS TAOEP projects met/exceeded state standards for both reading and mathematics compared to CPS. Overall, slightly more TAOEP students met the state standards in mathematics (49.1 percent) than the state standards in reading (47.0 percent). (See Chart 4.)

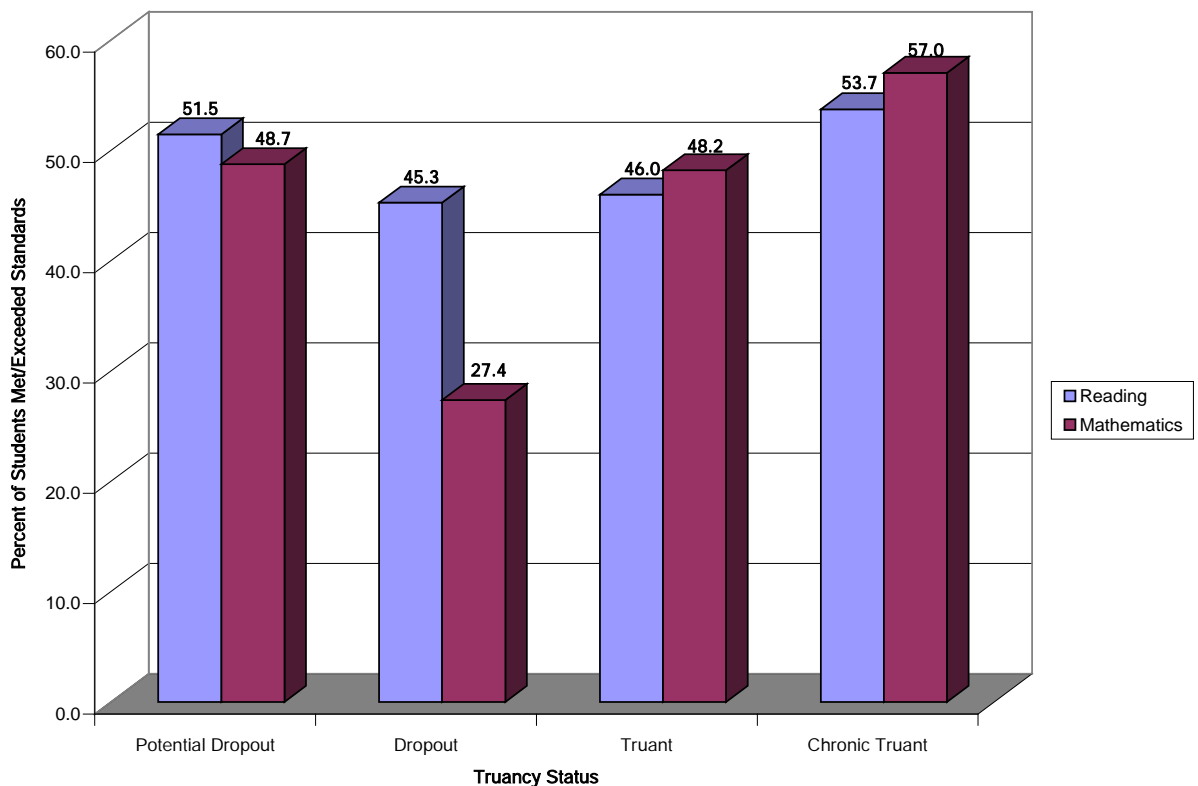
Chart 4. Percentage of TAOEP Students Met/Exceeded State Standards in Reading and Mathematics, by Location: 2009



Met/Exceeded State Standards, by Truancy Status

The highest percentage of students that met/exceeded state standards in reading and mathematics were chronic truants (53.7 percent and 57.0 percent, respectively). In contrast, retrieved dropouts (where most of the students were in grade 11) were the lowest performing group, with 45.3 percent meeting state standards in reading and only 27.4 percent meeting the state standards in mathematics. Within truancy status, potential or retrieved dropouts were doing better in reading than in mathematics, with 51.5 percent and 48.7 percent meeting the reading state standards, respectively. Truants or chronic truants, on the other hand, were doing better in mathematics than in reading with 48.2 percent and 57 percent meeting the mathematics state standards, respectively. (See Chart 5.)

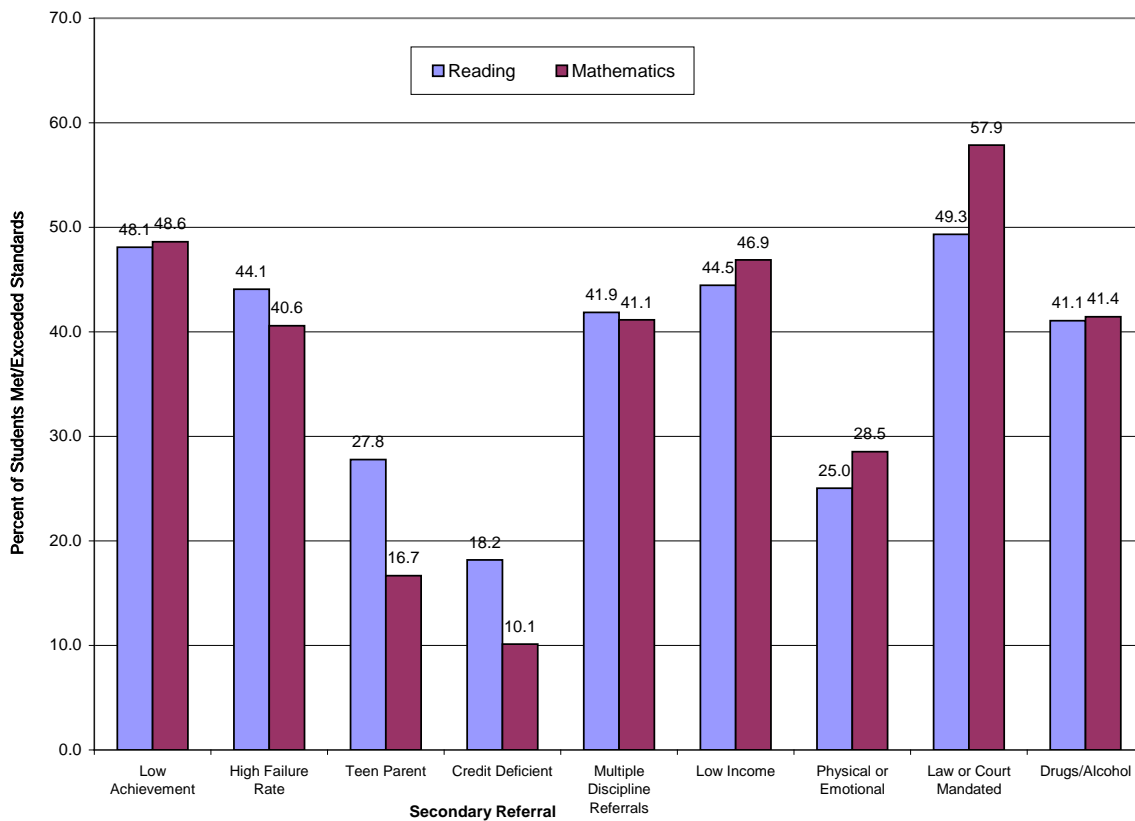
Chart 5. Percentage of TAOEP Students Met/Exceeded State Standards in Reading and Mathematics, by Truancy Status: 2009



Met/Exceeded State Standards, by Secondary Referral

The performance of TAOEP students on the ISAT/PSAE given the secondary reasons of their participation in TAOEP is shown in Chart 6. The percentage of students that met/exceeded the state standards given the secondary reasons for their participation in TAOEP, ranged from a low of 10.2 percent to a high of 57.9 percent. In particular, students who were enrolled in TAOEP because of high school credit deficiency, or those who were teen parents, performed the lowest on state assessments. Data elsewhere showed that over 99 percent of these students were in grade 11. Furthermore, students whose truancy may have been a result of physical or emotional encumbrances, also performed among the lowest in state assessments with only 25 percent and 28.5 percent met/exceeded the state standards in reading and mathematics, respectively. The highest percentage of students that met/exceeded state standards in reading and mathematics were those whose participation in TAOEP was court-mandated as a result of chronic truancy (49.3 percent and 57.9 percent, respectively). The percentage meeting/exceeding state standards for all other students hovered around the 40s.

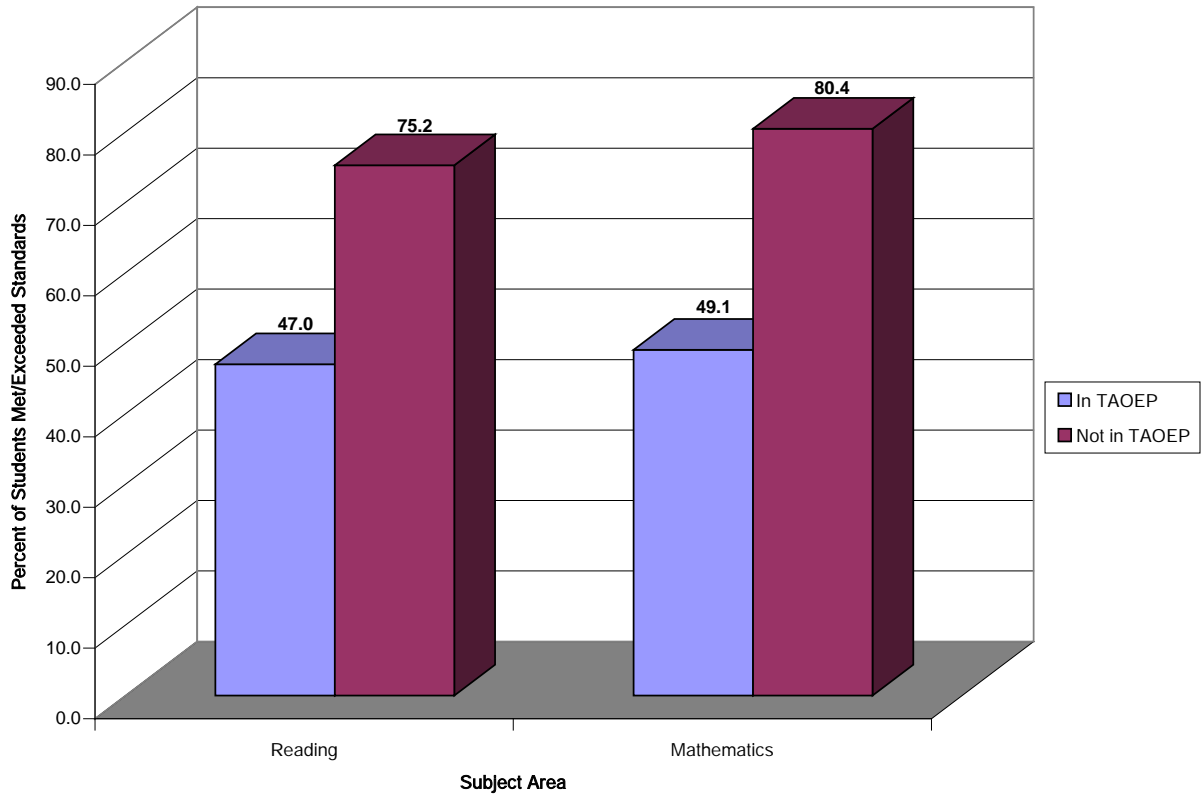
Chart 6. Percentage of TAOEP Students Met/Exceeded State Standards in Reading and Mathematics by Secondary Referral (Reason) for Participating in TAOEP: 2009



Met/Exceeded State Standards by Enrollment in TAOEP

When the performance on the ISAT/PSAE of students enrolled in TAOEP is 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 28 percentage points and 31 percentage points, for reading and mathematics, respectively. (See Chart 7.)

Chart 7. Percentage of TAOEP Students Met/Exceeded State Standards in Reading and Mathematics, by Enrollment in TAOEP: 2009



Appendix A

List of TAOEP Projects, by Student Truancy Status and Number and Percentage of Students Served: 2009

Name of Educational Agency	Truancy Status								Total	
	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		No.	Row Pct
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Col Pct		
ALTON COMM UNIT SCHOOL DIST 11	157	13.3	52	4.4	927	78.3	48	4.1	1,184	1.2
AURORA EAST UNIT SCHOOL DIST 131	10	20.0	12	24.0	25	50.0	3	6.0	50	0.1
BELLEVILLE TWP HS DIST 201	198	73.6	12	4.5	13	4.8	46	17.1	269	0.3
BELLWOOD SD 88	62	84.9	0	0.0	11	15.1	0	0.0	73	0.1
BLACK HAWK COLLEGE DIST 503	49	12.3	0	0.0	1	0.3	347	87.4	397	0.4
BLOOM TWP HIGH SCH DIST 206	269	56.5	154	32.4	14	2.9	39	8.2	476	0.5
BOND COUNTY SD 2	73	46.5	81	51.6	3	1.9	0	0.0	157	0.2
CAIRO UNIT SCHOOL DISTRICT 1	0	0.0	102	78.5	28	21.5	0	0.0	130	0.1
CARBONDALE COMM H S DISTRICT 165	115	59.3	0	0.0	0	0.0	79	40.7	194	0.2
CARLINVILLE CUSD 1	95	100.0	0	0.0	0	0.0	0	0.0	95	0.1
CHAMPAIGN COMM UNIT SCH DIST 4	8	1.6	384	75.0	120	23.4	0	0.0	512	0.5
CHICAGO PUBLIC SCHOOL DIST 299	0	0.0	67,222	100.0	0	0.0	0	0.0	67,222	70.9
COMM COLLEGES OF CHICAGO DIST 508	0	0.0	0	0.0	0	0.0	527	100.0	527	0.6
COMMUNITY HIGH SCHOOL DIST 218 (OAK LAWN	141	100.0	0	0.0	0	0.0	0	0.0	141	0.1
DANVILLE C C SCHOOL DIST 118	112	30.4	103	27.9	152	41.2	2	0.5	369	0.4
DECATUR SD 61	86	36.6	146	62.1	3	1.3	0	0.0	235	0.2
EAST RICHLAND C U SCH DIST 1	0	0.0	221	100.0	0	0.0	0	0.0	221	0.2
EAST ST LOUIS SCHOOL DIST 189	0	0.0	0	0.0	45	100.0	0	0.0	45	0.0
EDWARDSVILLE SD 7	50	48.5	11	10.7	33	32.0	9	8.7	103	0.1
GALESBURG C U SCHOOL DIST 205	91	40.8	132	59.2	0	0.0	0	0.0	223	0.2
GRANITE CITY C U SCHOOL DIST 9	0	0.0	32	23.4	96	70.1	9	6.6	137	0.1
HARLEM UNIT DIST 122	92	87.6	8	7.6	5	4.8	0	0.0	105	0.1
ILLINOIS CENTRAL COLLEGE	43	13.1	204	62.0	82	24.9	0	0.0	329	0.3
JERSEY C U SCH DIST 100	90	39.6	127	55.9	10	4.4	0	0.0	227	0.2
JOHN LOGAN COLLEGE DIST 530	79	65.8	0	0.0	0	0.0	41	34.2	120	0.1
KISHWAUKEE COLLEGE DIST 523	0	0.0	0	0.0	0	0.0	132	100.0	132	0.1
LAKE LAND COLLEGE	57	30.6	0	0.0	0	0.0	129	69.4	186	0.2
LASALLE-PERU TOWNSHIP HSD 120	22	16.5	55	41.4	55	41.4	1	0.8	133	0.1
LEWIS AND CLARK COMM COLLEGE	0	0.0	0	0.0	0	0.0	74	100.0	74	0.1
LINCOLN COMM H S DIST 404	4	1.6	211	85.1	33	13.3	0	0.0	248	0.3
MADISON CUSD 12	37	44.0	5	6.0	42	50.0	0	0.0	84	0.1
MT VERNON TWP H S DIST 201	4	1.3	248	82.9	47	15.7	0	0.0	299	0.3
PEORIA SCHOOL DISTRICT 150	46	27.4	27	16.1	52	31.0	43	25.6	168	0.2
PORTA CUSD 202	1	0.5	169	91.4	9	4.9	6	3.2	185	0.2
QUINCY SCHOOL DISTRICT 172	93	22.2	213	51.0	73	17.5	39	9.3	418	0.4
ROCKFORD SCHOOL DIST 205	0	0.0	51	12.6	344	84.7	11	2.7	406	0.4
ROE 01	0	0.0	315	86.3	50	13.7	0	0.0	365	0.4
ROE 02	27	4.8	396	70.6	119	21.2	19	3.4	561	0.6
ROE 03	0	0.0	242	92.7	11	4.2	8	3.1	261	0.3
ROE 04	0	0.0	299	60.6	33	6.7	161	32.7	493	0.5
ROE 08	169	36.9	251	54.8	38	8.3	0	0.0	458	0.5
ROE 09	14	12.7	66	60.0	30	27.3	0	0.0	110	0.1
ROE 10	95	32.8	171	59.0	24	8.3	0	0.0	290	0.3
ROE 11	0	0.0	238	80.4	58	19.6	0	0.0	296	0.3
ROE 12	46	6.9	568	85.4	41	6.2	10	1.5	665	0.7
ROE 13	21	7.6	161	57.9	96	34.5	0	0.0	278	0.3
ROE 16	178	42.1	89	21.0	156	36.9	0	0.0	423	0.4
ROE 17	102	54.5	73	39.0	12	6.4	0	0.0	187	0.2
ROE 19	66	8.1	329	40.3	421	51.6	0	0.0	816	0.9
ROE 20	27	7.7	79	22.6	226	64.6	18	5.1	350	0.4

List of TAOEP Projects, by Student Truancy Status and Number and Percentage of Students Served: 2009 (continued)

Name of Educational Agency	Truancy Status								Total	
	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		No.	Row Pct
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Col Pct		
ROE 22	35	26.9	50	38.5	45	34.6	0	0.0	130	0.1
ROE 24	0	0.0	1	0.1	805	99.8	1	0.1	807	0.9
ROE 25	11	3.1	303	85.1	32	9.0	10	2.8	356	0.4
ROE 26	221	61.4	42	11.7	33	9.2	64	17.8	360	0.4
ROE 28	190	28.4	405	60.4	58	8.7	17	2.5	670	0.7
ROE 30	0	0.0	213	76.1	67	23.9	0	0.0	280	0.3
ROE 31	0	0.0	125	13.9	699	77.5	78	8.6	902	1.0
ROE 32	84	11.0	39	5.1	628	82.5	10	1.3	761	0.8
ROE 33	38	15.3	77	30.9	113	45.4	21	8.4	249	0.3
ROE 34	5	0.7	19	2.8	655	96.2	2	0.3	681	0.7
ROE 35	42	12.7	123	37.3	165	50.0	0	0.0	330	0.3
ROE 38	0	0.0	421	90.3	45	9.7	0	0.0	466	0.5
ROE 39	123	53.0	25	10.8	71	30.6	13	5.6	232	0.2
ROE 40	209	29.7	353	50.1	116	16.5	26	3.7	704	0.7
ROE 41	0	0.0	26	15.9	138	84.1	0	0.0	164	0.2
ROE 46	15	16.5	18	19.8	57	62.6	1	1.1	91	0.1
ROE 47	262	39.8	275	41.7	101	15.3	21	3.2	659	0.7
ROE 48	1	0.3	35	8.8	363	91.0	0	0.0	399	0.4
ROE 49	2	0.2	690	70.3	282	28.7	7	0.7	981	1.0
ROE 50	39	3.7	957	91.3	52	5.0	0	0.0	1,048	1.1
ROE 51	1	0.1	453	57.3	335	42.4	1	0.1	790	0.8
ROE 55	46	17.8	189	73.3	23	8.9	0	0.0	258	0.3
ROE 56	0	0.0	0	0.0	135	84.4	25	15.6	160	0.2
ROUND LAKE AREA SCHS - DIST 116	0	0.0	305	77.4	89	22.6	0	0.0	394	0.4
SCHOOL DISTRICT U-46	174	77.0	18	8.0	21	9.3	13	5.8	226	0.2
SPRINGFIELD SCHOOL DISTRICT 186	1	0.5	15	7.4	188	92.2	0	0.0	204	0.2
THORNTON TWP H S DIST 205	11	4.7	190	81.9	28	12.1	3	1.3	232	0.2
URBANA SCHOOL DIST 116	248	58.1	65	15.2	16	3.7	98	23.0	427	0.5
WAUKEGAN C U SCHOOL DIST 60	216	84.4	4	1.6	22	8.6	14	5.5	256	0.3
WOODSTOCK C U SCHOOL DIST 200	118	73.3	27	16.8	16	9.9	0	0.0	161	0.2
TOTAL	4,921	5.2	78,722	83.0	8,936	9.4	2,226	2.3	94,805	100.0

Appendix B

Number and Percentage of TAOEP Students Who Increased Attendance, by Educational Agency: 2009

Name of Educational Agency	Attendance Status (Numbers)			Attendance Status (Percentages of Column Totals)			Valid Total	
	Decreased	No Change	Increased	Decreased	No Change	Increased	No.	Row Pct
ALTON COMM UNIT SCHOOL DIST 11	489	58	634	41.4	4.9	53.7	1,181	1.3
AURORA EAST UNIT SCHOOL DIST 131	13	2	35	26.0	4.0	70.0	50	0.1
BELLEVILLE TWP HS DIST 201	0	0	269	0.0	0.0	100.0	269	0.3
BELLWOOD SD 88	21	5	47	28.8	6.8	64.4	73	0.1
BLACK HAWK COLLEGE DIST 503	106	4	111	48.0	1.8	50.2	221	0.2
BLOOM TWP HIGH SCH DIST 206	311	109	56	65.3	22.9	11.8	476	0.5
BOND COUNTY SD 2	59	10	88	37.6	6.4	56.1	157	0.2
CAIRO UNIT SCHOOL DISTRICT 1	65	8	57	50.0	6.2	43.8	130	0.1
CARBONDALE COMM H S DISTRICT 165	61	4	127	31.8	2.1	66.1	192	0.2
CARLINVILLE CUSD 1	53	7	34	56.4	7.4	36.2	94	0.1
CHAMPAIGN COMM UNIT SCH DIST 4	234	23	255	45.7	4.5	49.8	512	0.6
CHICAGO PUBLIC SCHOOL DIST 299	37,300	2,724	26,136	56.4	4.1	39.5	66,160	71.5
COMM COLLEGES OF CHICAGO DIST 508	135	10	379	25.8	1.9	72.3	524	0.6
COMMUNITY HIGH SCHOOL DIST 218 (OAK LAWN	38	5	98	27.0	3.5	69.5	141	0.2
DANVILLE C C SCHOOL DIST 118	122	14	231	33.2	3.8	62.9	367	0.4
DECATUR SD 61	112	18	105	47.7	7.7	44.7	235	0.3
EAST RICHLAND C U SCH DIST 1	36	8	177	16.3	3.6	80.1	221	0.2
EAST ST LOUIS SCHOOL DIST 189	18	1	26	40.0	2.2	57.8	45	0.0
EDWARDSVILLE SD 7	19	0	82	18.8	0.0	81.2	101	0.1
GALESBURG C U SCHOOL DIST 205	115	16	92	51.6	7.2	41.3	223	0.2
GRANITE CITY C U SCHOOL DIST 9	61	2	68	46.6	1.5	51.9	131	0.1
HARLEM UNIT DIST 122	27	12	66	25.7	11.4	62.9	105	0.1
ILLINOIS CENTRAL COLLEGE	123	16	188	37.6	4.9	57.5	327	0.4
JERSEY C U SCH DIST 100	79	18	129	35.0	8.0	57.1	226	0.2
JOHN LOGAN COLLEGE DIST 530	0	0	120	0.0	0.0	100.0	120	0.1
LAKE LAND COLLEGE	10	0	176	5.4	0.0	94.6	186	0.2
LASALLE-PERU TOWNSHIP HSD 120	47	12	73	35.6	9.1	55.3	132	0.1
LINCOLN COMM H S DIST 404	35	5	206	14.2	2.0	83.7	246	0.3
MADISON CUSD 12	25	0	59	29.8	0.0	70.2	84	0.1
MT VERNON TWP H S DIST 201	103	94	102	34.4	31.4	34.1	299	0.3
PEORIA SCHOOL DISTRICT 150	66	13	88	39.5	7.8	52.7	167	0.2
PORTA CUSD 202	68	27	85	37.8	15.0	47.2	180	0.2
QUINCY SCHOOL DISTRICT 172	209	36	172	50.1	8.6	41.2	417	0.5
ROCKFORD SCHOOL DIST 205	83	6	317	20.4	1.5	78.1	406	0.4
ROE 01	25	16	324	6.8	4.4	88.8	365	0.4
ROE 02	179	17	355	32.5	3.1	64.4	551	0.6
ROE 03	61	18	182	23.4	6.9	69.7	261	0.3
ROE 04	143	6	343	29.1	1.2	69.7	492	0.5
ROE 08	88	9	361	19.2	2.0	78.8	458	0.5
ROE 09	32	1	38	45.1	1.4	53.5	71	0.1
ROE 10	75	8	207	25.9	2.8	71.4	290	0.3
ROE 11	31	12	253	10.5	4.1	85.5	296	0.3
ROE 12	148	17	491	22.6	2.6	74.8	656	0.7
ROE 13	9	1	18	32.1	3.6	64.3	28	0.0
ROE 16	56	50	316	13.3	11.8	74.9	422	0.5
ROE 17	37	19	130	19.9	10.2	69.9	186	0.2

Number and Percentage of TAOEP Students Who Increased Attendance, by Educational Agency: 2009 (continued)

Name of Educational Agency	Attendance Status (Numbers)			Attendance Status (Percentages of Column Totals)			Valid Total	
	Decreased	No Change	Increased	Decreased	No Change	Increased	No.	Row Pct
ROE 19	188	29	597	23.1	3.6	73.3	814	0.9
ROE 20	123	17	209	35.2	4.9	59.9	349	0.4
ROE 22	42	2	86	32.3	1.5	66.2	130	0.1
ROE 24	45	22	740	5.6	2.7	91.7	807	0.9
ROE 25	45	37	269	12.8	10.5	76.6	351	0.4
ROE 26	29	5	325	8.1	1.4	90.5	359	0.4
ROE 28	245	27	388	37.1	4.1	58.8	660	0.7
ROE 30	97	4	171	35.7	1.5	62.9	272	0.3
ROE 31	143	30	649	17.4	3.6	79.0	822	0.9
ROE 32	107	18	636	14.1	2.4	83.6	761	0.8
ROE 33	77	14	123	36.0	6.5	57.5	214	0.2
ROE 34	49	7	618	7.3	1.0	91.7	674	0.7
ROE 35	21	4	304	6.4	1.2	92.4	329	0.4
ROE 38	53	12	401	11.4	2.6	86.1	466	0.5
ROE 39	81	9	142	34.9	3.9	61.2	232	0.3
ROE 40	219	66	390	32.4	9.8	57.8	675	0.7
ROE 41	35	3	120	22.2	1.9	75.9	158	0.2
ROE 46	45	5	41	49.5	5.5	45.1	91	0.1
ROE 47	199	59	397	30.4	9.0	60.6	655	0.7
ROE 48	59	14	326	14.8	3.5	81.7	399	0.4
ROE 49	293	148	537	30.0	15.1	54.9	978	1.1
ROE 50	370	55	622	35.3	5.3	59.4	1,047	1.1
ROE 51	105	24	660	13.3	3.0	83.7	789	0.9
ROE 55	67	10	181	26.0	3.9	70.2	258	0.3
ROE 56	29	0	131	18.1	0.0	81.9	160	0.2
ROUND LAKE AREA SCHS - DIST 116	108	23	190	33.6	7.2	59.2	321	0.3
SCHOOL DISTRICT U-46	0	0	225	0.0	0.0	100.0	225	0.2
SPRINGFIELD SCHOOL DISTRICT 186	152	9	43	74.5	4.4	21.1	204	0.2
THORNTON TWP H S DIST 205	18	0	0	100.0	0.0	0.0	18	0.0
URBANA SCHOOL DIST 116	132	33	243	32.4	8.1	59.6	408	0.4
WAUKEGAN C U SCHOOL DIST 60	72	2	182	28.1	0.8	71.1	256	0.3
WOODSTOCK C U SCHOOL DIST 200	76	6	71	49.7	3.9	46.4	153	0.2
TOTAL	44,451	4,135	43,923	48.1	4.5	47.5	92,509	100.0