

TRUANTS' ALTERNATIVE AND OPTIONAL EDUCATION PROGRAM (TAOEP)

**FY 05 STATISTICAL REPORT
(ADDENDUM)**

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

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This report was revised from the January 2006 release to reflect additional data submitted by Chicago School District 299.

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

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

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

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

FY 05 Student Data Findings

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

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

Chicago SD 299	Community College		School District		Regional Office of Education		Vocational Center		Total	
Truancy Status	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct
Truant			47,568	100.0					47,568	100.0
Sub-total			47,568	100.0					47,568	100.0
Outside of Chicago										
	Community College		School District		Regional Office of Education		Vocational Center		Total	
Truancy Status	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct
Potential Dropout	156	9.1	1,451	23.9	1,719	11.4	90	18.1	3,416	14.7
Truant	448	26.3	2,389	39.3	7,377	49.1	126	25.4	10,340	44.4
Chronic Truant	134	7.9	1,814	29.9	5,397	35.9	107	21.5	7,452	32.0
Retrieved Dropout	967	56.7	420	6.9	538	3.6	174	35.0	2,099	9.0
Sub-total	1,705	7.3	6,074	26.1	15,031	64.5	497	2.1	23,307	100.0
Illinois										
	Community College		School District		Regional Office of Education		Vocational Center		Total	
Truancy Status	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct	Number	Col Pct
Potential Dropout	156	9.1	1,451	2.7	1,719	11.4	90	18.1	3,416	4.8
Truant	448	26.3	49,957	93.1	7,377	49.1	126	25.4	57,908	81.7
Chronic Truant	134	7.9	1,814	3.4	5,397	35.9	107	21.5	7,452	10.5
Retrieved Dropout	967	56.7	420	0.8	538	3.6	174	35.0	2,099	3.0
Total	1,705	2.4	53,642	75.7	15,031	21.2	497	0.7	70,875	100.0

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

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

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

There were Pre-Kindergarten truant students (2.7%) served in TAOEP, all served by Chicago 299.

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

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

Chicago SD 299 Grade Group	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Total	
	Number	Row Pct	Number	Row Pct	Number	Row Pct	Number	Row Pct	Number	Col Pct
Pre-K			1,939	100.0					1,939	4.1
Kindergarten			2,963	100.0					2,963	6.2
Elementary			20,410	100.0					20,410	42.9
High School			22,256	100.0					22,256	46.8
Sub-total			47,568	100.0					47,568	100.0
Outside of Chicago Grade Group	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Total	
Kindergarten	89	11.8	403	53.4	262	34.7	0	0.0	754	3.2
Elementary	1,302	10.8	6,080	50.5	4,634	38.5	22	0.2	12,038	51.6
High School	2,012	20.4	3,820	38.7	2,550	25.8	1,488	15.1	9,870	42.3
Ungraded	13	2.0	37	5.7	6	0.9	589	91.3	645	2.8
Sub-total	3,416	14.7	10,340	44.4	7,452	32.0	2,099	9.0	23,307	100.0
Illinois Grade Group	Potential Dropout		Truant		Chronic Truant		Retrieved Dropout		Total	
Pre-K	0	0.0	1,939	3.3	0	0.0	0	0.0	1,939	2.7
Kindergarten	89	2.6	3,366	5.8	262	3.5	0	0.0	3,717	5.2
Elementary	1,302	38.1	26,490	45.7	4,634	62.2	22	1.0	32,448	45.8
High School	2,012	58.9	26,076	45.0	2,550	34.2	1,488	70.9	32,126	45.3
Ungraded	13	0.4	37	0.1	6	0.1	589	28.1	645	0.9
Total	3,416	4.8	57,908	81.7	7,452	10.5	2,099	3.0	70,875	100.0

TAOEP Programs and Services

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

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

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

- ✚ Programs outside of Chicago offered both types of services.
- ✚ For every student that received optional education programs, nine received supplementary services. Data elsewhere showed that all students enrolled in community colleges received optional education program services. On the other hand, all students served by Chicago School District 299 received supplementary services only.
- ✚ Only 10.5% of TAOEP students were in optional education programs and 89.5% received supplementary services.
- ✚ 95% of retrieved dropouts enrolled in optional education programs.
- ✚ The majority of potential dropouts (65.8%), truants (94.9%), and chronic truants (82.6%) received supplementary services only.

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

Chicago SD 299 Truancy Status	Supplementary		Optional Education		Total	
	Number	Row Pct	Number	Row Pct	Number	Col Pct
Truant	47,568	100.0			47,568	100.0
Sub-total	47,568	100.0			47,568	100.0
Outside of Chicago						
Truancy Status	Supplementary		Optional Education		Total	
	Number	Row Pct	Number	Row Pct	Number	Col Pct
Potential Dropout	2,248	65.8	1,168	34.2	3,416	14.7
Truant	7,381	71.4	2,959	28.6	10,340	44.4
Chronic Truant	6,154	82.6	1,298	17.4	7,452	32.0
Retrieved Dropout	112	5.3	1,987	94.7	2,099	9.0
Sub-total	15,895	68.2	7,412	31.8	23,307	100.0
Illinois						
Truancy Status	Supplementary		Optional Education		Total	
	Number	Row Pct	Number	Row Pct	Number	Col Pct
Potential Dropout	2,248	65.8	1,168	34.2	3,416	4.8
Truant	54,949	94.9	2,959	5.1	57,908	81.7
Chronic Truant	6,154	82.6	1,298	17.4	7,452	10.5
Retrieved Dropout	112	5.3	1,987	94.7	2,099	3.0
Total	63,463	89.5	7,412	10.5	70,875	100.0

Academic Outcomes of TAOEP Students

Since Chicago School District 299 served two thirds of students in the TAOEP, it is meaningful to compare the performance of Chicago School District 299 students to that of students outside of Chicago.

The academic outcomes of TAOEP students look promising. Specifically, among programs outside of Chicago, 84% of its students either maintained or improved academic achievement levels, 70% advanced to the next grade, and 80% of high school students enrolled in optional education programs earned at least one academic credit. Chicago School District 299 has high student outcome levels as well. Eighty-two percent of its TAOEP elementary students advanced to the next grade, 74% of its 8th grade students graduated from elementary grades, and 75% of its 12th grade students graduated from high school. (Table 4.)

While the student outcomes appear to be highly positive for both Chicago School District 299 and programs outside of Chicago, each of these locations has varying strengths. Programs outside of Chicago are strong with regard to validated numerical outcomes, while Chicago School District 299 appears to be strong with categorical outcomes. For example, a significantly higher number of students from programs outside of Chicago improved

attendance (70%) than Chicago School District 299 (52%). On the other hand, Chicago School District 299 has higher graduation rates (both high school and elementary) than programs outside of Chicago. Chicago School District 299's high school graduation rate was 75% compared to 59% of programs outside of Chicago. Moreover, 74% of Chicago School District 299's 8th grade students completed elementary grades compared to 49% of programs outside of Chicago.

Table 4. Academic Outcomes of TAOEP Students, FY 05

	Chicago Public School Dist 299		Outside of Chicago		Total	
	Number	Pct.	Number	Pct.	Number	Pct.
Achieved Selected Categorical Outcomes						
Graduated from high school (12th grade students)	3,458	74.8	1,458	58.8	4,916	69.2
Graduated from elementary (8th grade students)	2,227	73.9	1,238	49.4	3,465	62.8
Advanced to next grade (grades K through 8)	19,253	82.4	8,643	67.6	27,896	77.1
Attendance Achievement (limited to students with reported pre- and post-attendance data)						
No improvement in attendance	22,596	47.6	6,211	29.8	28,807	42.2
Improved attendance	24,895	52.4	14,637	70.2	39,532	57.8
Total	47,491		20,848		68,339	100.0
Academic Achievement (limited to students with reported pre- and post-test scores)						
Decreased achievement levels			365	15.4	365	15.4
Maintained achievement levels			271	11.4	271	11.4
Increased achievement levels			1,731	73.1	1,731	73.1
Total			2,367		2,367	100.0
Earned Academic Credits (High school students enrolled in optional education programs)						
Did not earn credit(s)			1,062	20.4	1,062	20.4
Earned credit(s)			4,154	79.6	4,154	79.6
Total			5,216		5,216	100.0

Relationship of Change in Attendance (Difference Between Pre- and Post-Attendance Rates) to Selected Categorical Outcomes

A one-way analysis of variance (ANOVA) was conducted to determine the relationship between changes in student attendance to each of the selected categorical outcomes (high school graduation, elementary graduation, and advancement to the next grade). Specifically, ANOVAs were conducted to determine for instance, if changes in students' attendance strongly discriminates those students that would graduate from high school from those students who would not. The ANOVA results (Table 5) show that change in attendance (the difference between pre-attendance rate from post-attendance rate) is significantly correlated or discriminates students attaining specific categorical outcomes. The higher the change in attendance, the greater likelihood that: a 12th grade student would graduate from high school (Mean=3.5819, F=81.552, p=0.00), or an 8th grade student finished elementary grades (Mean=4.0968, F=89.875, p=0.00), or an elementary student advancing to the next grade (Mean=3.2767, F=589.74, p=0.00).

Table 5. One-Way Analysis of Variance (Dependent Variable: Attendance Difference, Independent Variables: Selected Categorical Outcomes)

		Mean (Attendance Difference)	Standard error	F statistic	Sig (p)
Graduation from high school	Not Graduated	1.0853	0.07	81.552	0.00
	Graduated	3.5819	0.27		
Graduation from elementary	Not Graduated	1.1016	0.07	89.875	0.00
	Graduated	4.0968	0.23		
Advanced to the next grade	Did not advance	-0.1321	0.08	589.74	0.00
	Advanced	3.2767	0.07		

These statistical relationships are graphically presented (Charts 1 and 2) and further examined in detail in Table 6.

Chart 1. Attendance difference means relative to graduation from high school

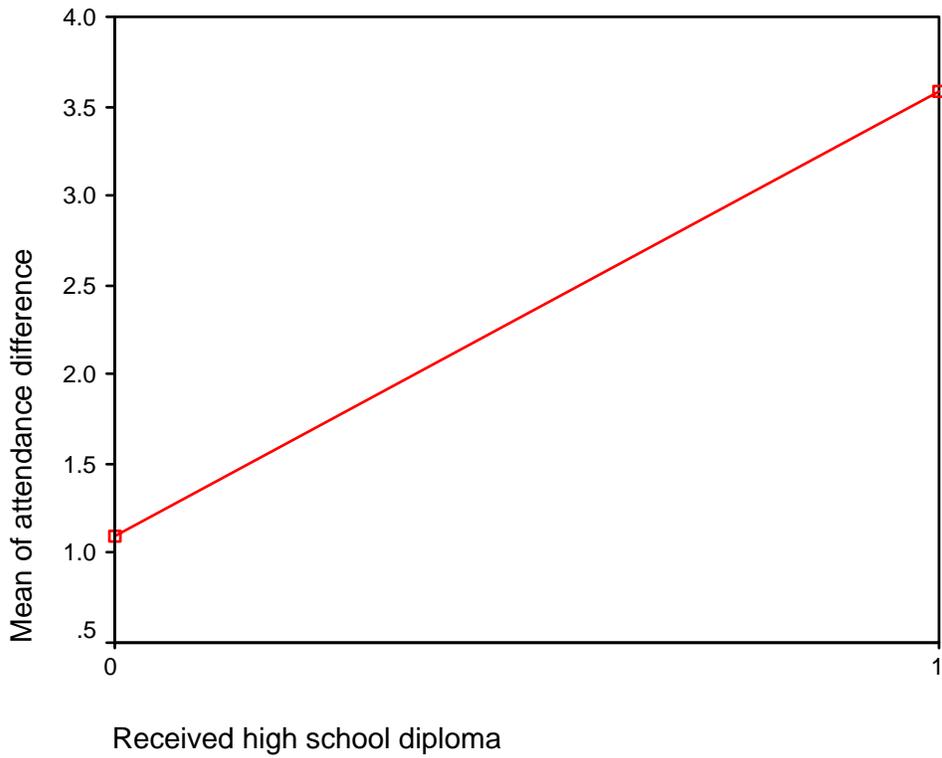


Chart 2 Attendance difference means relative to graduation from elementary school

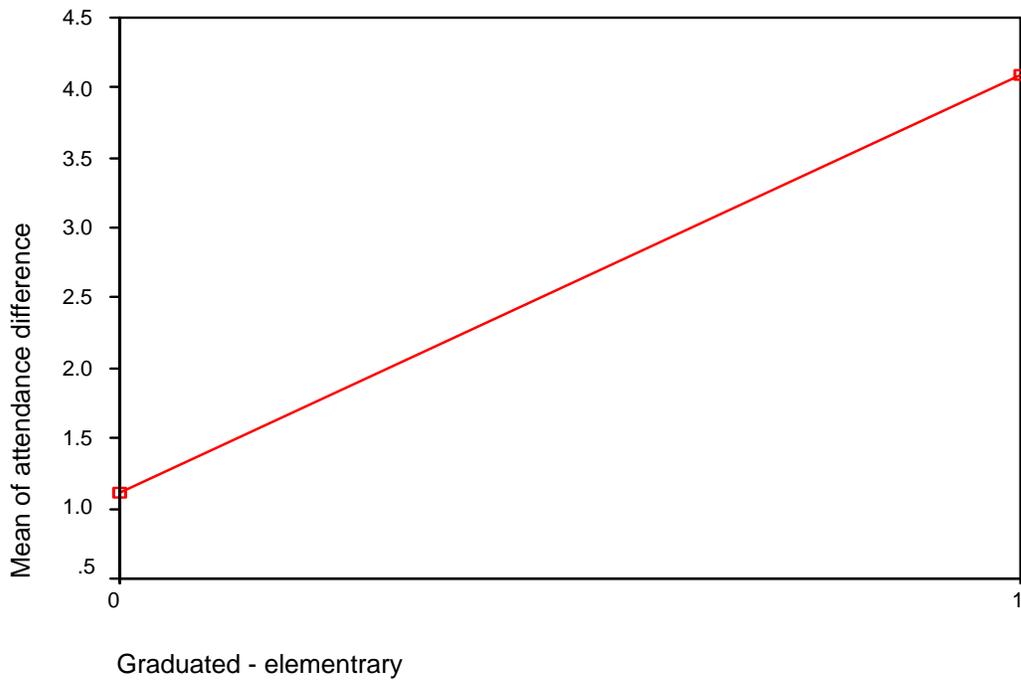


Table 6 shows the percent of students that improved attendance relative to selected categorical outcomes distributed by location (Chicago School District 299 and programs outside of Chicago). Notice that under the “Improved Attendance” column, the percentages are broken down into “Pct from actual #s” which only includes those students who achieved categorical outcomes with attendance reported, and “Pct from Table 4 #” which includes all students achieving that particular categorical outcome regardless of whether student attendance was reported or not. Asterisks (*) in Table 6, denotes the number of students that achieved a particular categorical outcome with no attendance reported. It appears from the data that Chicago School District 299 is more consistent with reporting its attendance data relative to categorical outcomes than programs outside of Chicago. Whether missing data is due to reporting error on the part of the programs outside of Chicago is not known.

It might be interesting to note, that data elsewhere showed students in TAOEP who did not obtain positive categorical outcomes but improved attendance. For instance, there were 58% of 12th grade students that did not graduate from high school who improved attendance, 57% of 8th grade students that did not graduate from elementary school who improved attendance, and 52% of elementary students who did not advance to the next grade who improved attendance.

Table 6. Attendance of TAOEP Students on Selected Categorical Outcomes, FY 05

Chicago School District 299							
Selected Categorical Outcomes	No improvement in school attendance		Improved school attendance			Total	
	Number	Pct.	Number	Pct from actual #s	Pct from Table 4 #s	Actual	Per Table 4
Received high school diploma	1,612	46.6	1,846	53.4	53.4	3,458	3,458
Graduated from elementary grade*	765	34.4	1,455	65.5	65.3	2,220	2,227
Advanced to next grade**	7,499	38.9	11,703	60.9	60.8	19,202	19,253

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

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

Outside of Chicago							
Selected Categorical Outcomes	No improvement in school attendance		Improved school attendance			Total	
	Number	Pct.	Number	Pct from actual #s	Pct from Table 4 #s	Actual	Per Table 4
Received high school diploma*	357	24.5	770	68.3	52.8	1,127	1,458
Graduated from elementary grade**	288	23.3	944	76.6	76.3	1,232	1,238
Advanced to next grade***	1,860	21.5	6,703	78.3	77.6	8,563	8,643

*331 12th grade students who received high school diplomas have no attendance reported.

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

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

Illinois							
Selected Categorical Outcomes	No improvement in school attendance		Improved school attendance			Total	
	Number	Pct.	Number	Pct from actual #s	Pct from Table 4 #s	Actual	Per Table 4
Received high school diploma	1,969	42.9	2,616	57.1	53.2	4,585	4,916
Graduated from elementary grade	1,053	30.5	2,399	69.5	69.2	3,452	3,465
Advanced to next grade	9,359	33.7	18,406	66.3	66.0	27,765	27,896

Students who obtained high differences in school attendance (post-attendance rates from pre-attendance rates) tend to become successful in other academic indicators.

Optional Education Programs

There were 7,412 students enrolled in TAOEP optional education programs, which is only 10.5% of TAOEP's entire student population. 79% of students enrolled in these programs are in high school. Moreover, 95% of TAOEP retrieved dropouts are enrolled in these programs. The remaining five percent received supplementary services only.

Student Outcomes in Optional Education Programs

- 80% of high school students enrolled in these programs earned academic credit(s). Specifically, 61% of retrieved dropouts, 78% of chronic truants, 86% of potential dropouts, and 93% of truants, enrolled in these programs, earned academic credit (s).
- 73% of all students enrolled in these programs improved attendance compared to 57% of students receiving supplementary services only.
- 83% of all students enrolled in these programs, either maintained or improved academic achievement levels.
- 59% of grade 12 students enrolled in these programs graduated from high school. Specifically, among these grade 12 students, 52%, 54%, 56%, and 76% of retrieved dropouts, potential dropouts, chronic truants, and truants, respectively, graduated from high school.

Indications of TAOEP Data to Program Improvement or Program Policy

- ✚ TAOEP students are predominantly truants (82%). The 2005 state report on truants and chronic truants indicated that the yearly rate of increase of the number of chronic truants reported in the state is at its highest in 2005 (26.3%), while the annual rate of increase of the number of truants reported in the state is at its lowest (0.8%) in 2005. In addition, truancy rates (number of truants relative to number of students housed) increased by only 0.1% in FY 05 from FY 04, while chronic truancy rates increased by 0.5%. (See Appendix B.) This indicates that at the state level, there is a higher need for chronic truancy services than truancy services.
- ✚ Improvement in attendance is a significant predictor to graduation from high school or graduation from elementary grades. TAOEP has approximately 58% of students improved attendance in 2005. While there may be tremendous challenges posing programs to encourage the students that they served to continuously attend school, it may serve the programs well to establish attendance performance targets on a progressive scale if programs desire to also raise the levels of graduation rates.
- ✚ The average post-attendance rate of TAOEP students in 2005 was 80% while the average pre-attendance rate was 68%. Post-attendance rate is an indication of student performance derived from receiving TAOEP services, and in this case, it is significantly higher than the average attendance of students prior to receiving TAOEP services. These statistics reveal effective practices of TAOEP programs. Something works, and whatever these practices may be, it is important to continue them.

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

Appendix A

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

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

Appendix A (continued)

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

**Chart 1. Rates of Student Truancy and Chronic Truancy in Illinois Public Schools
1993 through 2005**

