



Illinois Regional Safe Schools Program

FY 2008 Annual REPORT

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

February 2009

**Jesse H. Ruiz, Chairman
Illinois State Board of Education**

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

FOREWORD

This report highlights the data reported by Regional Offices of Education, Intermediate Service Centers, and City of Chicago School District 299 on their Regional Safe Schools Programs in FY 2008.

This report was prepared by Dr. Lilibeth Q. Gumia, a principal consultant at the Illinois State Board of Education in the Data Analysis and Progress Reporting Division. The interpretations presented are those of the author and do not necessarily reflect the official position or policy of the State Board of Education. Address questions regarding this report to Dr. Gumia at 217/782-3950 or lgumia@isbe.net.

TABLE OF CONTENTS

	Page
Background.....	1
Context	1
The State of Student Suspensions and Expulsions in Illinois.....	1
RSSP Funding	3
Findings from the FY08 RSSP Student Data.....	5
Students Served in FY08.....	5
RSSP Student Services.....	7
RSSP Student Outcomes	8
Appendix A: Number and Percentage of Students Served, by RSSP Project and Student Eligibility: FY08.....	A-1
Appendix B: Number and Percentage of Students with Fewer Reported Incidences of Negative Behavior, by RSSP Project: FY08.....	B-1

TABLE OF TABLES

Table 1. Number of Expulsion-Eligible Students Served by RSSP Relative to Number of Students Expelled in Illinois Public Schools and RSSP Recouped Rates: FY98-FY08.....	2
Table 2. RSSP State Allocations, Annual Rate of Allocation Increase/Decrease, Number of Students Served, and Cost Per Student: FY97-FY08	4
Table 3. RSSP Students, by Grade Level and Eligibility: FY08	5
Table 4. RSSP Students, by Race/Ethnicity and Eligibility: FY08	5
Table 5. Students Served by RSSP, by Location: FY08.....	6
Table 6. Primary Reason for Student Transfer to RSSP, by Student Eligibility: FY08	7
Table 7. Services Received by RSSP Students, by Type of Service and Eligibility: FY08	8
Table 8. Outcomes Attained by RSSP Students, by Cohort and Grade: FY08.....	8
Table 9. Number Transferred and Number and Percentage of RSSP Students Who Attained Positive Outcomes, by Primary Reason for Transfer: FY08	10
Table 10. Percentage of Students Who Met/Exceeded State Academic Standards, by Primary Reason for Transfer to RSSP and Location: FY08.....	11
Table 11. Percentage of Students Who Met/Exceeded State Academic Standards in Reading and Mathematics, by RSSP Categorical Outcome: FY08	14

TABLE OF CHARTS

Chart 1. Rates of Student Multiple Suspensions and Expulsions in Illinois Public Schools: FY98-FY08.....	2
Chart 2. RSSP State Allocations Relative to Number of Students Served: FY98-FY08	3
Chart 3. Percentage of RSSP Students Who Met/Exceeded State Standards in Reading and Mathematics, by Grade Level: FY08.....	11
Chart 4. Percentage of CPS and Non-CPS RSSP Expelled/Expulsion Students Who Met/Exceeded State Standards in Reading, by Grade Level: FY08	12
Chart 5. Percentage of CPS and Non-CPS RSSP Expelled/Expulsion Students Who Met/Exceeded State Standards in Mathematics, by Grade Level: FY08.....	12
Chart 6. Percentage of RSSP Students Who Met/Exceeded State Standards in Reading Relative to their Performance in RSSP Categorical Outcomes: FY08	13
Chart 7. Percentage of RSSP Students Who Met/Exceeded State Standards in Mathematics Relative to their Performance in RSSP Categorical Outcomes: FY08	14
Chart 8. Comparison of Percentage of RSSP Students Who Met/Exceeded State Standards in Reading with Non-RSSP Students, by Grade Level: FY08	15
Chart 9. Comparison of Percentage of RSSP Students Who Met/Exceeded State Standards in Mathematics with Non-RSSP Students, by Grade Level: FY08	16

Illinois Regional Safe Schools Program

BACKGROUND

Public Act 89-383, enacted in 1995, provides Illinois with a system of alternative education programs for disruptive students in grades 6-12. This act, known as the **Safe Schools Law**, states that, “*Disruptive students typically derive little benefit from traditional school programs and may benefit substantially by being transferred from their current school into an alternative public school program, where their particular needs may be more appropriately and individually addressed and where they may benefit from the opportunity for a fresh start in a new educational environment.*” (Section 13A-1e, P.A. 89-383) The law describes “disruptive students” as those who are subject to suspension or expulsion based on the disciplinary policies of the school district. With the enactment of the law, these students were given the option, although voluntary on the part of the school district, to transfer into the Regional Safe Schools Program (RSSP), established in 1996 to implement the Safe Schools Law, in lieu of suspension or expulsion. The proponents of the law strongly believed that, “*administrative transfers may prove more productive for dealing with disruptive students than out-of-school suspension or expulsion.*” (105 ILCS 5/13A-1(i))

The Regional Safe Schools Program

RSSP, which was established to serve the educational needs of disruptive students, received an appropriation of \$15 million in 1997. The law provides that at least one RSSP may be located within each educational service region and that the location of the program “*is as far away from any other school buildings or school ground in that educational service region as circumstances permit.*” (105 ILCS 5/13A-3(d)). With the exception of City of Chicago School District 299 (CPS), regional superintendents oversee the program. The oversight functions include, but are not limited to, determining the locations of the programs, implementing the program curricula, hearing cases of parent objections for returning their children to the regular school program, establishing budgets, and disbursing RSSP funds.

RSSP serves “disruptive students,” which include suspension- or expulsion-eligible students in grades 6 through 12. Suspension- or expulsion-eligible students are those students who have been found to be eligible for suspension or expulsion through the discipline process established by a school district. (105 ILCS 5/13A-2.5)

CONTEXT

The State of Student Suspensions and Expulsions in Illinois

The multiple suspension rate dropped in FY99 just one year after RSSP was fully implemented, but climbed again in FY00 and reached its highest level in FY08—11 years after the first appropriation. Conversely, the expulsion rate dropped significantly in FY00 but began to climb again the following year, remained static from FY05 through FY07, and dropped by .02 percent in FY08. (See Chart 1.) The increased rates and numbers, particularly for multiple suspensions, seem to indicate that violence in school and disruptive behavior in classrooms have persisted or increased. Unfortunately, RSSP serves only students who are in the process of being suspended or expelled whom school districts have decided to administratively transfer into RSSP. Nevertheless, as shown in Table 1, RSSP, as an alternative to expulsion, increasingly serves expulsion-eligible students. The last column of Table 1, “expulsion recouped rates,” indicates that, without RSSP, 39.3 percent more students would have been officially expelled in 2008.

Chart 1. Rates of Student Multiple Suspensions and Expulsions in Illinois Public Schools: FY98-FY08

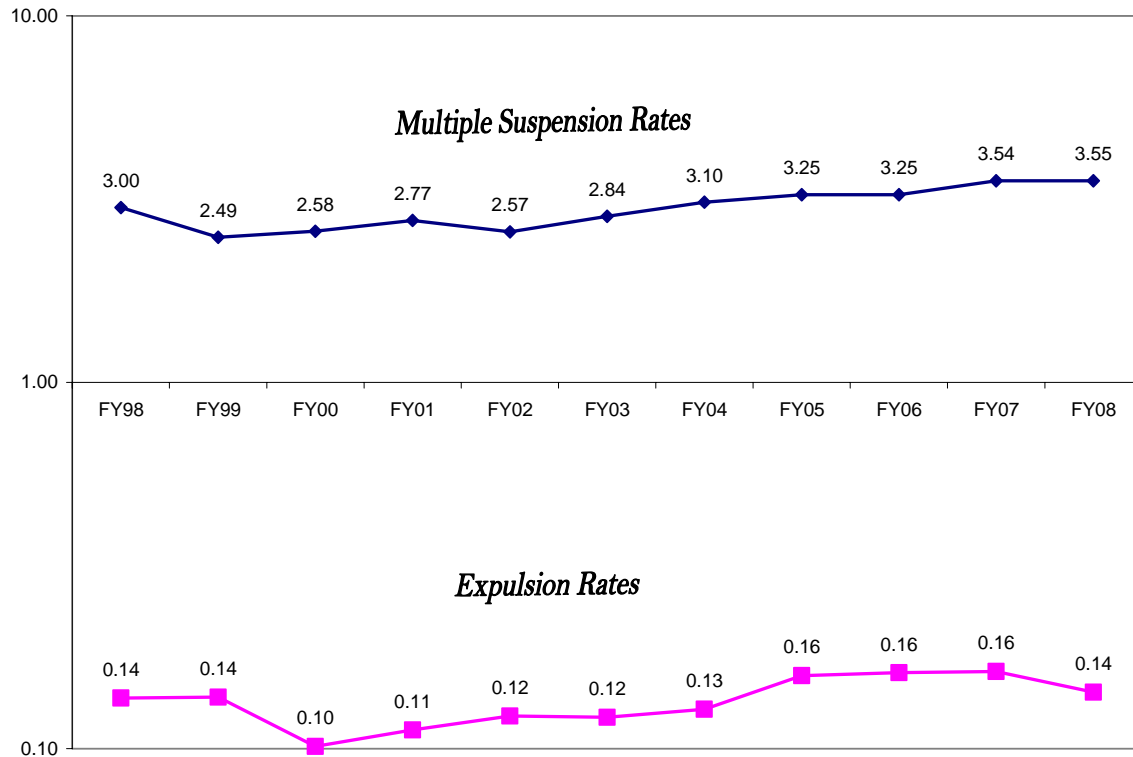


Table 1. Number of Expulsion-Eligible Students Served by RSSP Relative to Number of Students Expelled in Illinois Public Schools and RSSP Recouped Rates*: FY98-FY08

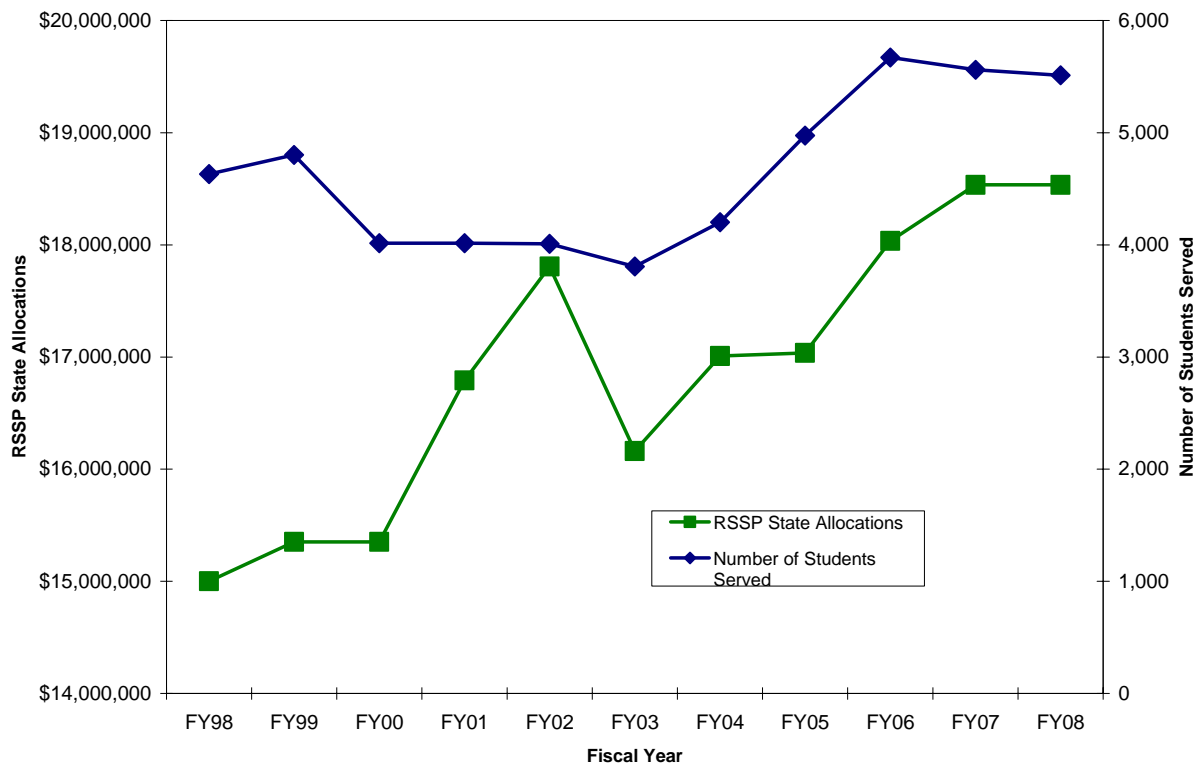
Fiscal Year	Expelled in Illinois public schools	Expulsion-eligible students served by RSSP	Students that would have been expelled in Illinois public schools	RSSP's expulsion recouped rates
FY98	2,744	1,059	3,803	27.8
FY99	2,779	1,248	4,027	31.0
FY00	2,058	1,355	3,413	39.7
FY01	2,304	1,450	3,754	38.6
FY02	2,543	1,754	4,297	40.8
FY03	2,530	1,685	4,215	40.0
FY04	2,703	1,988	4,691	42.4
FY05	3,322	1,929	5,251	36.7
FY06	3,413	2,066	5,479	37.7
FY07	3,451	1,967	5,418	36.3
FY08	3,018	1,957	4,975	39.3

*Expulsion recouped rates, which reflect the percentage of students recovered from being expelled, are computed by dividing the number of expulsion-eligible students served by RSSP by the number of students who would have been expelled in Illinois public schools.

RSSP Funding

State allocations for RSSP increased by 24 percent in FY08 from FY98. In particular, RSSP experienced the highest rate of annual increase in FY01 (9.4 percent), but plummeted by 9.2 percent in FY03. State allocations and the number of students served began to climb again in FY04. The relationship between state allocations and the number of students served between 1998 through 2002 seems erratic as allocations increased while number of students served decreased. Specifically, FY02 was a year when state allocations were high and the number of students served was at its second lowest. The FY08 state allocation was at the same level as FY07, but the number of students served dropped by 84 students.

Chart 2. RSSP State Allocations Relative to Number of Students Served: FY98-FY08



Funding for RSSP projects is driven by a formula. This formula, however, does not factor in the number of expelled students or students under multiple suspensions—the types of students served by RSSP. The funding formula is based on the best three-month average daily attendance of the educational region and the number of students in the region from low-income families, based on the most recent census.

Cost Per Student

Table 2 presents the average cost of serving a student in RSSP. The highest cost per student occurred in FY97 (when RSSP was initially funded) at \$11,321 per student. FY97 was meant to be a planning year and, at that time, RSSP served only 1,325 students. The lowest cost per student—\$3,180—occurred in FY06, the same year in which RSSP served the highest number of students during the 12-year period between FY97 and FY08.

Note that the cost per student includes only the RSSP allocation. RSSP projects receive general state aid in addition to the RSSP allocations. The cost per student would be higher if general state aid were included in the calculations.

The fluctuating number of students served by RSSP each year could not be explained through this evaluation.

Table 2. RSSP State Allocations, Annual Rate of Allocation Increase/Decrease, Number of Students Served, and Cost Per Student: FY97-FY08

Fiscal Year	RSSP State Allocations	Annual Rate of Allocation Increase/Decrease	Number of Students Enrolled	Cost Per Student*
FY 97	\$15,000,000		1,325	\$11,321
FY 98	\$15,000,000	0.0	4,631	\$3,239
FY 99	\$15,352,000	2.3	4,801	\$3,198
FY 00	\$15,352,000	0.0	4,015	\$3,824
FY 01	\$16,791,627	9.4	4,016	\$4,181
FY 02	\$17,806,626	6.0	4,010	\$4,441
FY 03	\$16,160,900	-9.2	3,807	\$4,245
FY 04	\$17,007,899	5.2	4,202	\$4,048
FY 05	\$17,035,497	0.2	4,974	\$3,425
FY 06	\$18,035,498	5.9	5,671	\$3,180
FY 07	\$18,535,492	2.8	5,595	\$3,313
FY 08	\$18,535,499	0.0	5,511	\$3,363

*The basis for calculating cost per student is limited to RSSP funds.

FINDINGS FROM THE FY08 RSSP STUDENT DATA

Students Served in FY08

Student Demographics

RSSP served 5,511 students in 2008, 84 students less than in 2007. Expelled/readmitted and expulsion-eligible students combined constitute the majority of students served (54.8 percent). Close to three-fourths of RSSP students are in high school (72.5 percent). The number and percentage of students served, by RSSP project and student eligibility, are shown in Appendix A.

Table 3. RSSP Students, by Grade Level and Eligibility: FY08

Grade	Expelled & Readmitted		Expulsion-Eligible		Suspension-Eligible		Total	
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Row Pct
6	64	33.0	53	27.3	77	39.7	194	3.5
7	125	24.5	158	31.0	227	44.5	510	9.3
8	205	25.2	259	31.9	348	42.9	812	14.7
9	268	20.1	526	39.4	542	40.6	1,336	24.2
10	168	15.2	432	39.1	506	45.8	1,106	20.1
11	143	15.9	340	37.9	414	46.2	897	16.3
12	91	13.9	189	28.8	376	57.3	656	11.9
Total	1,064	19.3	1,957	35.5	2,490	45.2	5,511	100.0

The majority of RSSP students come from minority groups, with blacks constituting 63 percent of minority RSSP students in FY08. The majority of Asians, Hispanics, and blacks served by RSSP is expelled and expulsion-eligible students, whereas the majority of white students is suspension-eligible.

Table 4. RSSP Students, by Race/Ethnicity and Eligibility: FY08

Student Race/Ethnicity	Expelled & Readmitted		Expulsion-Eligible		Suspension-Eligible		Total	
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Row Pct
American Indian/Alaskan Native	2	18.2	4	36.4	5	45.5	11	0.20
Asian/Pacific Islander	6	14.6	17	41.5	18	43.9	41	0.74
Black Not Hispanic	652	31.0	729	34.6	723	34.4	2,104	38.18
Hispanic	108	10.6	471	46.1	443	43.3	1,022	18.54
White Not Hispanic	273	12.6	701	32.2	1201	55.2	2,175	39.47
Multi-Racial	23	14.6	35	22.2	100	63.3	158	2.87
Total	1,064	19.3	1,957	35.5	2,490	45.2	5,511	100.00

Data external to this report indicate that close to 10 percent of students enrolled in RSSP had a disability and were served based on Individualized Education Programs under IDEA. Moreover, 70 percent of RSSP students were males.

RSSP Students, by Location

Similar to FY07, all RSSP students served CPS in FY08 were expelled and/or expulsion-eligible students. CPS RSSP enrollments accounted for 13 percent of all students served by RSSP statewide. In contrast, less than half of the students served by non-CPS RSSP projects were expelled and/or expulsion-eligible students (48.0 percent). (See Table 5.)

Table 5. Students Served by RSSP, by Location: FY08

Eligibility Status	Chicago Public SD 299		Outside of Chicago Public SD 299		Total
	No.	Row Pct	No.	Row Pct	
	Expelled/readmitted	342	47.4	722	
Expulsion-eligible	380	52.6	1577	32.9	1,957
Suspension-eligible	0	0.0	2490	52.0	2,490
Total	722	13.1	4,789	86.9	5,511

Reasons for Students' Transfer into RSSP

There are multiple reasons for transferring a student into RSSP that are associated with school expulsion, eligibility for expulsion, or suspension:

- **Alcohol** (liquor law violations, possession, use, sale)
- **Disorderly conduct** (disruptive behavior)
- **Drugs**, excluding alcohol and tobacco (illegal drug possession, sale, use/under the influence)
- **Fighting** (mutual altercation), **battery**, and/or **physical altercation**
- **Harassment**, nonsexual (physical, verbal, or psychological)
- **Insubordination** (disobedience to school staff or school personnel)
- **Robbery** (taking of things by force) or **theft**
- **Threats** (including school threats)
- **Vandalism** (damage to school or personal property)
- **Violation of school rules** (disobeying school policy)
- **Weapons possession** (firearms and other weapons)

Table 6 shows that the majority of students who were transferred to RSSP for reasons related to alcohol (73.7 percent), drugs or related offenses (83.8 percent), school fighting (67.2 percent), school facility robbery (66.7 percent), vandalism (81.1 percent), or possession of weapons (87.2 percent), were expelled or were eligible for expulsion. The majority of students who were transferred to RSSP for reasons of harassment (57.5 percent), insubordination (79.7 percent), and violation of school rules (77.1 percent), were suspension-eligible students. It would appear that offenses committed by expelled/expulsion-eligible students present higher risks to the school facility or student well being than those offenses committed by suspension-eligible students. Other reasons for student transfers to RSSP include sex-related offenses or court mandates to participate in RSSP as part of a student's rehabilitation.

Table 6 also reflects the varying expulsion/suspension policies of school districts—the same offense may not have the same punitive consequences across districts. For example, students in possession of weapons (an offense that appears to be severe) were expelled by some districts, but only suspended by

other districts. In contrast, students who violated school rules, a seemingly less severe offense than weapons possession, were expelled.

Table 6. Primary Reason for Student Transfer to RSSP, by Student Eligibility: FY08

Primary Reason for Student's Transfer to RSSP	Expelled/ Readmitted & Expulsion-Eligible		Suspension- Eligible		Total	
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Alcohol	42	73.7	15	26.3	57	1.0
Disorderly conduct	413	54.2	349	45.8	762	13.8
Drugs	624	83.8	121	16.2	745	13.5
Fighting	790	67.2	385	32.8	1175	21.3
Harassment	31	42.5	42	57.5	73	1.3
Insubordination	146	20.3	574	79.7	720	13.1
Robbery	66	66.7	33	33.3	99	1.8
Threats	197	61.6	123	38.4	320	5.8
Vandalism	60	81.1	14	18.9	74	1.3
Violation of school rules	212	22.9	713	77.1	925	16.8
Weapons possession	387	87.2	57	12.8	444	8.1
Other offenses	53	45.3	64	54.7	117	2.1
Total	3,021	54.8	2,490	45.2	5,511	100.0

*Percentages may not total 100 due to rounding.

RSSP Student Services

Apart from academic instruction, RSSP provides an array of support services, which include tutoring, mentoring, behavior modification training, and counseling. (A list is provided in Table 7.)

By law, all RSSP students should receive academic instruction. All students served by RSSP in FY08 did receive instructional services.

There was a relationship between a student's eligibility status and the type of services received. For example, 67.2 percent and 86.7 percent of expelled/expulsion-eligible students received behavior modification training and counseling, compared with 54.4 percent and 77.0 percent of suspension-eligible students. Moreover, more expelled/expulsion-eligible students received life skills training and enrolled in school-to-work classes than did suspension-eligible students. The data also show that, on average, an RSSP student received five types of services.

Table 7. Services Received by RSSP Students, by Type of Service and Eligibility: FY08

Type of Service	Suspension-Eligible		Expelled and Expulsion-Eligible		Duplicate Totals*	
	No.	Row Pct	No.	Row Pct	No.	Row Pct
Academic instruction	2,490	100.0	3,021	100.0	5,511	100.0
Individual/Group counseling	1,917	77.0	2,619	86.7	4,536	82.3
School-to-work	1,738	69.8	2,402	79.5	4,140	75.1
Behavior modification training	1,354	54.4	2,029	67.2	3,383	61.4
Tutoring	1,074	43.1	1,062	35.2	2,136	38.8
Community services	930	37.3	1,177	39.0	2,107	38.2
Mentoring	984	39.5	1,105	36.6	2,089	37.9
Referrals for social agency services	845	33.9	965	31.9	1,810	32.8
Life skills training	345	13.9	611	20.2	956	17.3
Parenting classes - parents	96	3.9	296	9.8	392	7.1
Parenting classes - students	70	2.8	86	2.8	156	2.8
GED instruction	71	2.9	57	1.9	128	2.3
Unduplicated Total	2,490		3,021		5,511	

*A student in RSSP can receive more than one type of service.

RSSP Student Outcomes

Table 8. Outcomes Attained by RSSP Students, by Cohort and Grade: FY08

Outcome	Total Attained Outcome	Cohort	Cohort Grades	Percent Attained Outcome
Received high school credit	3,206	3,995	Grades 9-12	80.3
Advanced in grade	998	1,516	Grades 6-8	65.8
Graduated elementary	636	812	Grade 8	78.3
Graduated high school	389	656	Grade 12	59.3
GED Test Completed	30	3,995	Grades 9-12	0.8
Less reported incidents	3,872	5,511	All students	70.3
More reported incidents	238	5,511	All students	4.3
Dropped out of the program	562	5,511	All students	10.2
Returned to home school	1,766	5,511	All students	32.0
Dropped from RSSP	444	5,511	All students	8.1
Transferred - DOC	54	5,511	All students	1.0
Transferred - residential programs	59	5,511	All students	1.1

Positive Outcomes

A total of 89.6 percent of RSSP students attained at least one positive outcome in FY08, five percentage points higher than in FY07. Positive outcomes include receiving high school credit, advancing in grade

level (grades 6-8), graduating from elementary grades (grade 8), graduating from high school (grade 12), completing GED testing (grades 9-12), receiving curriculum-related employment, fewer occurrences of negative behavior while in RSSP, and returning to home school upon successful completion of the educational objectives detailed in the student's RSSP Alternative Education Plan.

Attaining High School Credits

RSSP is predominantly a high school program; in FY08, 72 percent of students were enrolled in high school and 28 percent were enrolled in elementary grades. Given the grade distribution, more RSSP students were seeking to earn high school credits. Of the 3,995 high school students enrolled in RSSP, 80.3 percent earned high school credit(s). (See Table 8.) *This is the highest student outcome achieved in RSSP.*

Behavioral Outcomes

The occurrences of incidences of negative behavior for which students were primarily referred to RSSP decreased for 70.3 percent of students. This means that the behavior of 70 percent of all students improved and participation in RSSP may indicate, for example, that fewer students used alcohol or drugs or exhibited disruptive behavior. For 26 percent of students, however, negative behavior was reported as not changed, and for 4 percent was reported to have gotten worse. Data also indicate that the majority of students for whom occurrences of negative behavior increased were suspension-eligible students. The most common and increased offense committed by these students while in RSSP involved violation of school rules, which pales when compared with other offenses that other students committed prior to participating in RSSP, such as taking or selling drugs, possessing weapons, or fighting. *In this sense, RSSP has significantly curtailed undesirable behavior that these students exhibited prior to participation in the RSSP.*

Other Academic Outcomes

Apart from earning high school credits, other academic outcomes include: 65.8 percent of grades 6-8 advanced in grade level; 59.3 percent of grade 12 students graduated from high school; 78.3 percent of grade 8 students completed elementary grades, which is significantly higher than the 44.7 percent who graduated from elementary school in FY07, and 32.0 percent were returned to their home schools. (See Table 8.)

Other Outcomes

There were 562 students who dropped out of the program, 444 who were dropped from RSSP, 54 who were transferred to the Illinois Department of Juvenile Justice, and 59 who were transferred to residential programs. (See Table 8.) Most of the students who elected to drop out of RSSP also received high school credits and had few reported negative incidents.

Primary Reason for Transfer and Positive Outcomes

The primary reason for a student's transfer to RSSP is analyzed relative to outcomes achieved while in RSSP. The analysis provides a measure of the extent by which RSSP has positively affected the education of these students, given the challenging behavioral issues these students bring with them to RSSP.

Table 9 shows that positive outcomes were attained at higher rates for those students who used alcohol (98.2 percent), committed vandalism (94.6 percent), possessed weapons (93.7 percent), were charged with

harassment (95.9 percent), possessed/took drugs (91.5 percent), committed robbery (92.9 percent), or made threats (91.9 percent). Less than 90 percent of students charged with disorderly conduct, insubordination, or violation of school rules attained positive outcomes. Why enrollment in RSSP resulted in a higher positive outcome rate for some reasons for transfer over other reasons could not be determined through this evaluation. *What the data show, in general, is that RSSP made significant improvements in the behavior or education of the students served.*

Table 9. Number Transferred and Number and Percentage of RSSP Students Who Attained Positive Outcomes, by Primary Reason for Transfer: FY08

Primary Reason for Student's Transfer to RSSP	Number Transferred	Number Attained Positive Outcomes	Percent Attained Positive Outcomes
Alcohol	57	56	98.2
Disorderly conduct	762	658	86.4
Drugs	745	682	91.5
Fighting	1,175	1,052	89.5
Harassment	73	70	95.9
Insubordination	720	634	88.1
Robbery	99	92	92.9
Threats	320	294	91.9
Vandalism	74	70	94.6
Violation of school rules	925	820	88.6
Weapons possession	444	416	93.7
Other offenses	117	96	82.1
TOTAL	5,511	4,940	89.6

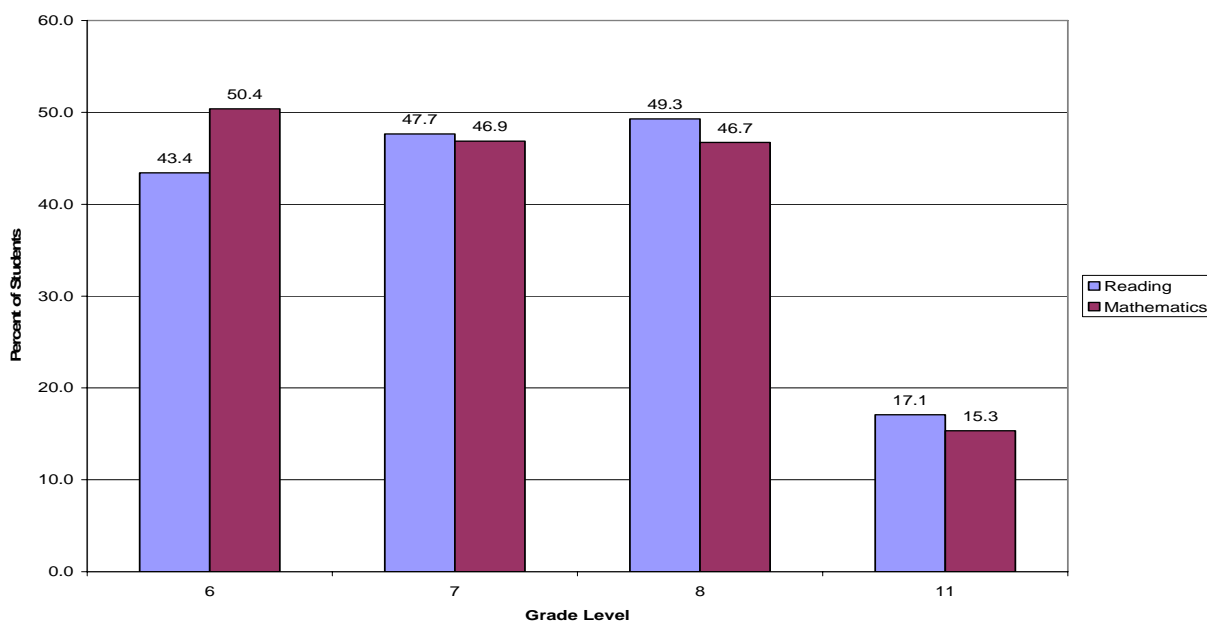
Performance of RSSP Students on Statewide Achievement Tests

The ISBE Student Information System, which assigns a unique student identification (ID) number to each student enrolled in Illinois public schools, allows for matching assessment databases with other databases, such as the RSSP, through the unique student ID number. The matching process between FY08 RSSP data and the 2008 Illinois Standards Achievement Test (ISAT) or Prairie State Achievement Examination (PSAE) data resulted in a 60 percent match for tested grades. ISAT is administered in grades 3 through 8, while PSAE is administered in grade 11. RSSP serves grades 6-12, so data file matching is limited to grades 6-8 and 11.

Chart 3 shows the performance of RSSP students on state assessments in reading and mathematics in terms of the percentage of RSSP students who met or exceeded state standards.

Grade 8 students were the highest performing group in reading: 49.3 percent met or exceeded the state standards. Grade 6 students were the highest performing group in mathematics: 50.4 percent met or exceeded the state standards. Grade 11 students were the lowest performing group in both subject areas. ISAT and PSAE performance by RSSP students differs significantly by grade level.

Chart 3. Percentage of RSSP Students Who Met/Exceeded State Standards in Reading and Mathematics, by Grade Level: FY08



Performance of RSP Students on State Standardized Achievement Tests: CPS vs. Non-CPS

Since all students served by CPS RSP were expelled or expulsion-eligible students, for consistency, comparisons on ISAT/PSAE between the two locations are limited to these groups of students.

Charts 4 and 5 show that CPS RSP expelled/expulsion students performed significantly lower than non-CPS RSP expelled/expulsion students in three grades (6-8) for reading and in all four grades (6-8 and 11) for mathematics. The performance gap between CPS RSP and non-CPS RSP is significantly bigger among grade 6 students, with a 1:5 ratio in reading and a 1:4 ratio in mathematics. When performance on ISAT/PSAE was analyzed relative to the primary reason for transfer to RSP and by location, the results varied. No students in CPS RSP who committed disorderly conduct or robbery offenses met the standards, but higher percentages of students in CPS RSP who committed vandalism, insubordination, or harassment met/exceeded standards, compared with non-CPS RSP students who committed similar offenses. (See Table 10.) A one-way ANOVA statistical test showed no relationship between primary reason for transfer to RSP and performance on ISAT/PSAE.

Table 10. Percentage of Students Who Met/Exceeded State Academic Standards, by Primary Reason for Transfer to RSP and Location: FY08

Location	Primary Reason for Transfer to RSP									
	Disorderly conduct	Drugs	Fighting	Harassment	Insubordination	Robbery	Threats	Vandalism	Violation of school rules	Weapons possession
CPS	0.0	45.5	26.3	66.7	50.0	0.0	46.2	50.0	14.3	33.3
Non-CPS	38.9	45.1	36.8	16.7	46.7	27.3	51.1	41.7	33.3	51.9

Chart 4. Percentage of CPS and Non-CPS RSSP Expelled/Expulsion Students Who Met/Exceeded State Standards in Reading, by Grade Level: FY08

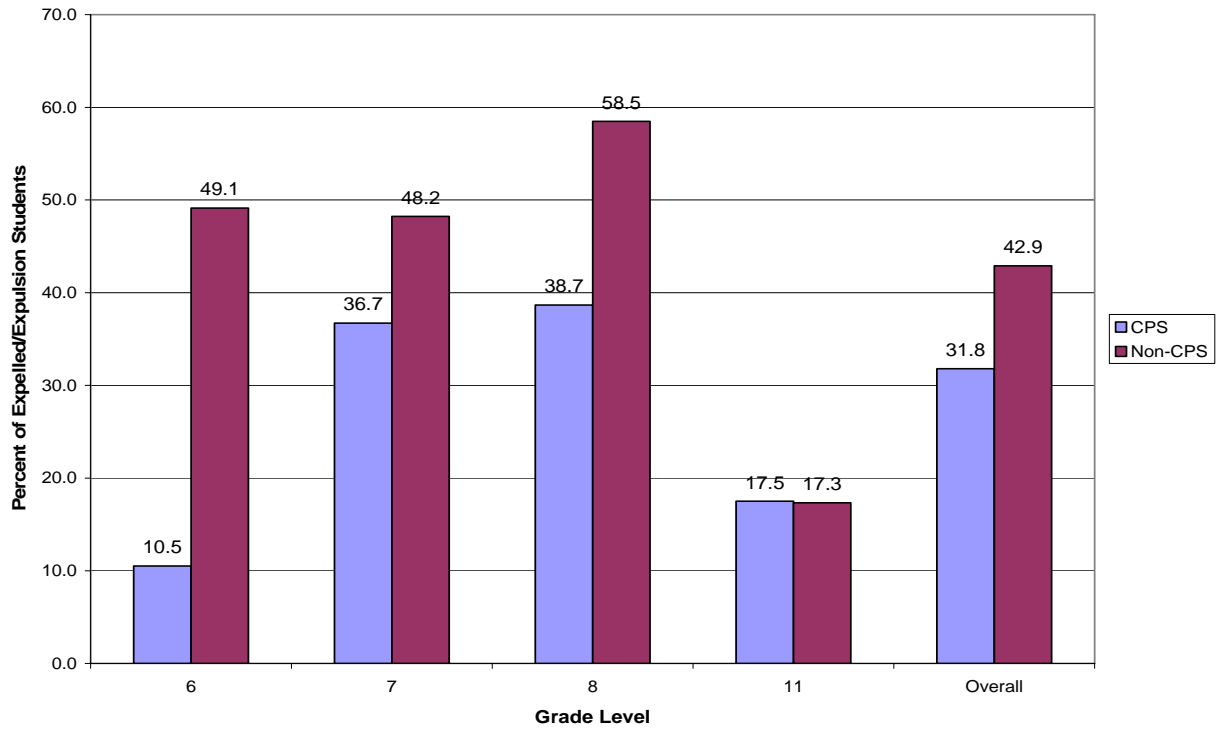
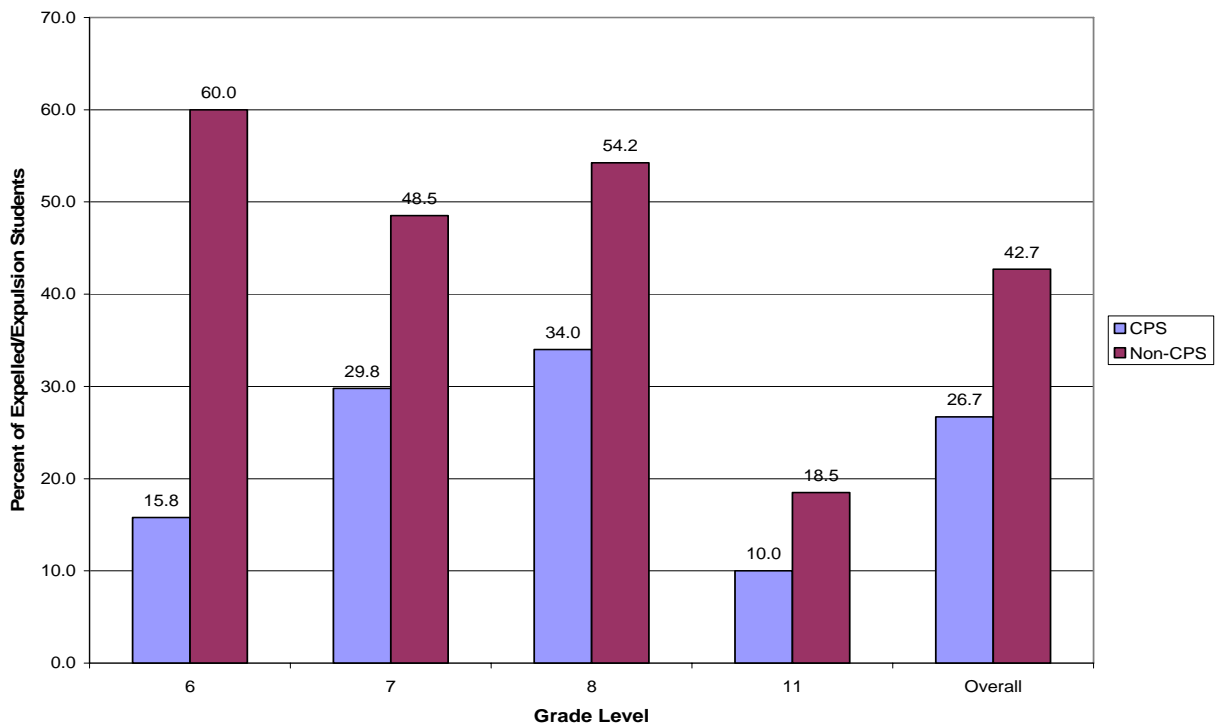


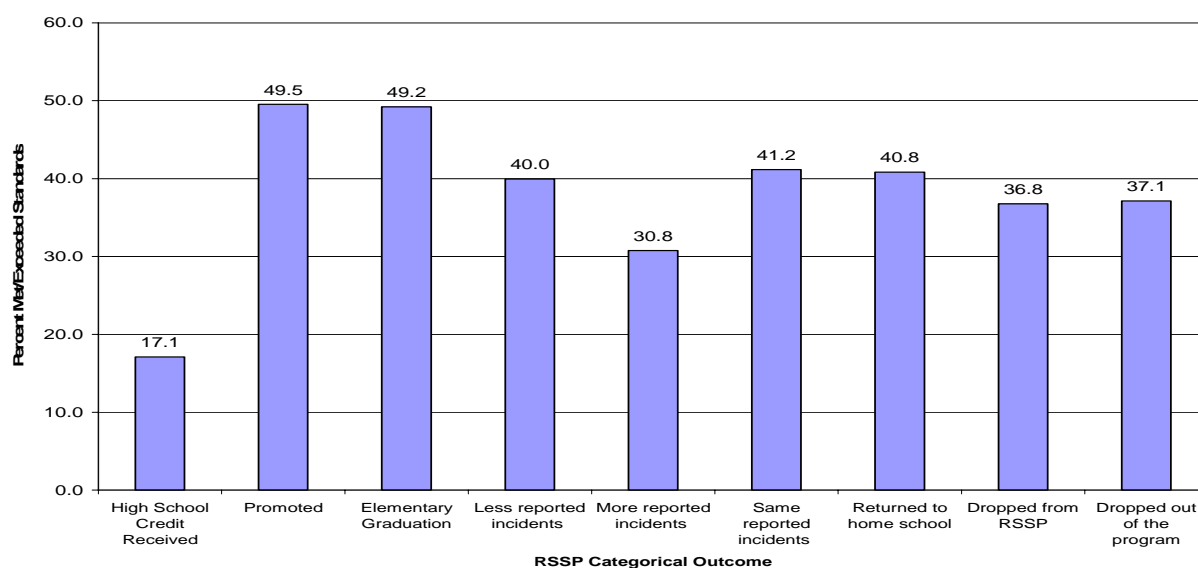
Chart 5. Percentage of CPS and Non-CPS RSSP Expelled/Expulsion Students Who Met/Exceeded State Standards in Mathematics, by Grade Level: FY08



Performance of RSSP Students on ISAT and PSAE Relative to the RSSP Categorical Outcomes

This report has shown that RSSP students did very well relative to identified RSSP academic categorical outcomes, where close to 90 percent of students achieved positive outcomes. The RSSP outcomes are deemed “categorical” since responses involve only a response of “yes” or “no” to an outcome without any empirical evidence to support such responses. These categorical outcomes are self-reported; to examine consistency may require validation with other measurable and valid outcomes, such as the performance on state academic assessments. The validation procedure produced interesting results, as shown in charts 6 and 7. The validation process includes only RSSP outcomes that apply to grades 6-8 and 11, since these are the only grades in RSSP that are administered ISAT and PSAE.

Chart 6. Percentage of RSSP Students Who Met/Exceeded State Standards in Reading Relative to their Performance in RSSP Categorical Outcomes: FY08



Each of the RSSP positive categorical outcomes has less than 50 percent of students meeting and/or exceeding state academic standards in reading and mathematics. What is interesting is that grade 11 students who were reported as not receiving high school academic credits had higher percentages of meeting/exceeding standards in PSAE reading and mathematics than did those students who received academic credits. In addition, the percentages of students meeting/exceeding standards are practically the same for students who decreased their incidences of disruptive or antisocial behavior as for those who did not. (See Table 11.)

With the exception of the inconsistent result of “receiving academic credit” with ISAT/PSAE performance, all other RSSP outcomes included in this validation process indicate higher percentages of students meeting/exceeding standards for those who obtained positive RSSP categorical outcomes.

Chart 7. Percentage of RSSP Students Who Met/Exceeded State Standards in Mathematics Relative to Their Performance in RSSP Categorical Outcomes: FY08

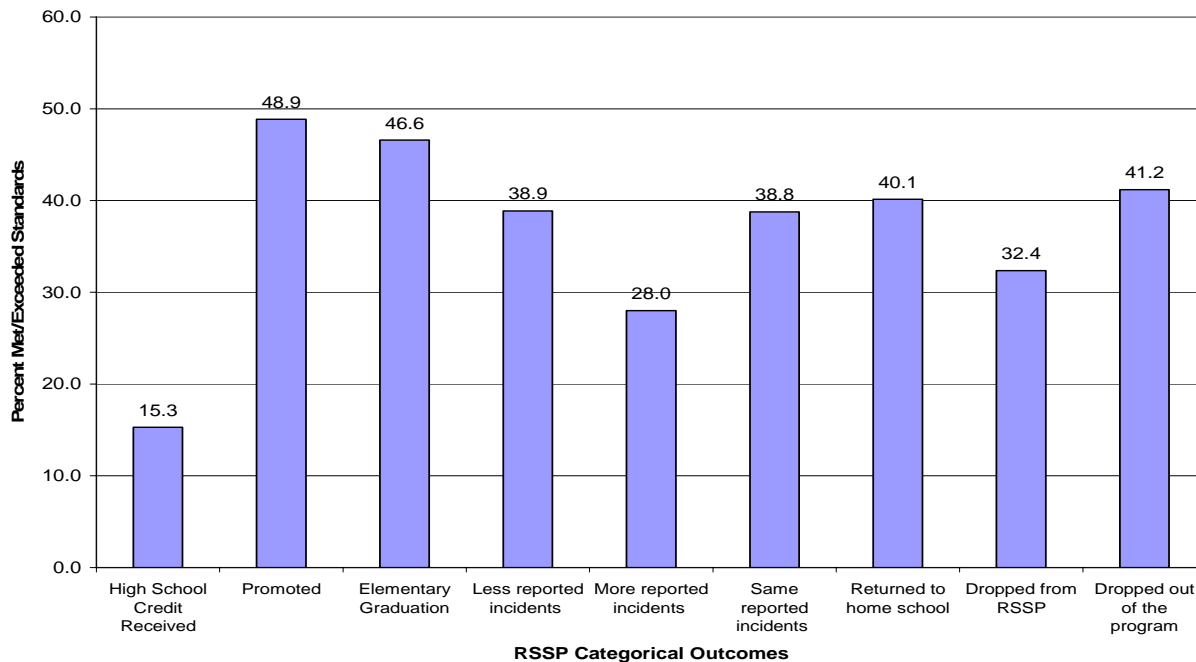


Table 11. Percentage of Students Who Met/Exceeded State Academic Standards in Reading and Mathematics, by RSSP Categorical Outcome: FY08

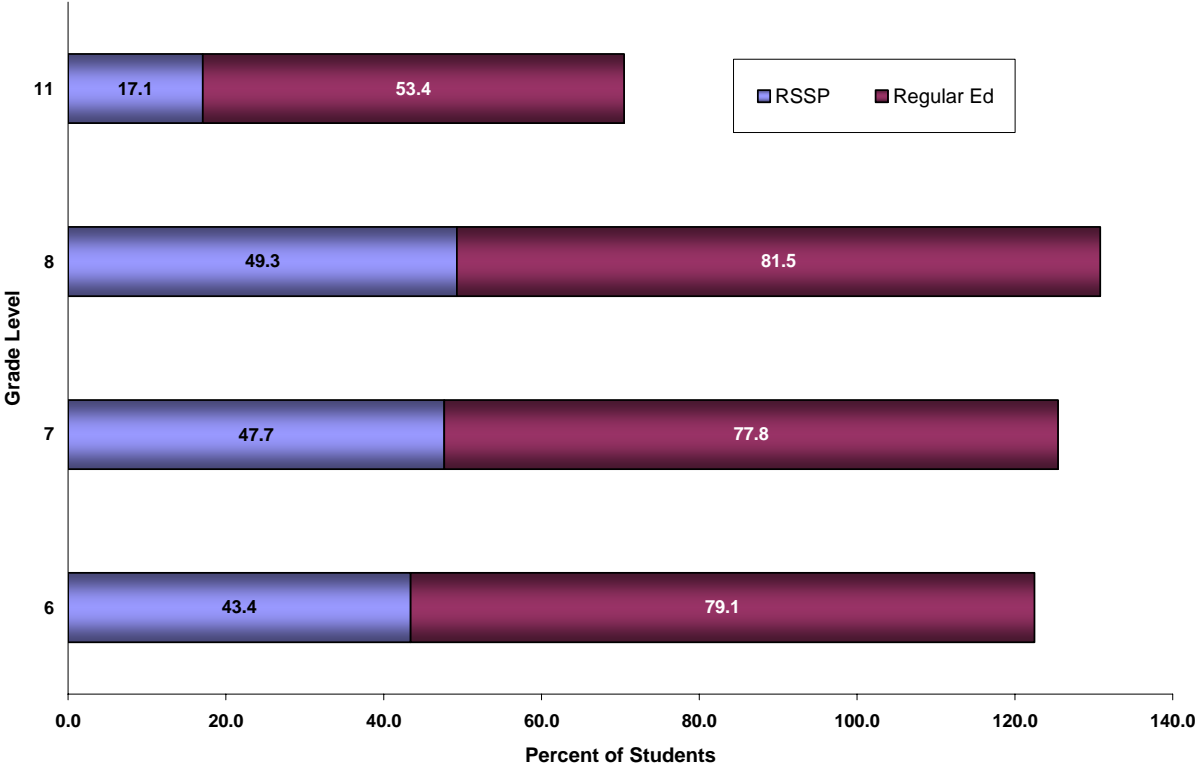
RSSP Categorical Outcomes	Percent Met/Exceeded State Standards			
	Reading		Mathematics	
	No	Yes	No	Yes
Received high school credit	47.4	17.1	46.6	15.3
Advanced in grade	29.0	49.5	27.5	48.9
Graduated elementary	34.7	49.2	34.3	46.6
Fewer reported incidents	40.2	40.0	38.8	38.9
More reported incidents	40.2	30.8	39.0	28.0
Same reported incidents	39.9	41.2	38.8	38.8
Dropped out of the program	40.1	37.1	38.8	41.2
Returned to home school	39.2	40.8	37.6	40.1
Dropped from RSSP	40.2	36.8	39.2	32.4

Comparison of RSSP Student Performance on Statewide Achievement Tests with Non-RSSP Student Performance

Charts 8 and 9 compare the percentage of RSSP students who met or exceeded state standards in reading and mathematics with non-RSSP students. State assessment results show that RSSP students lagged significantly behind non-RSSP students in all four tested grades, with the most pronounced difference occurring in grade 11.

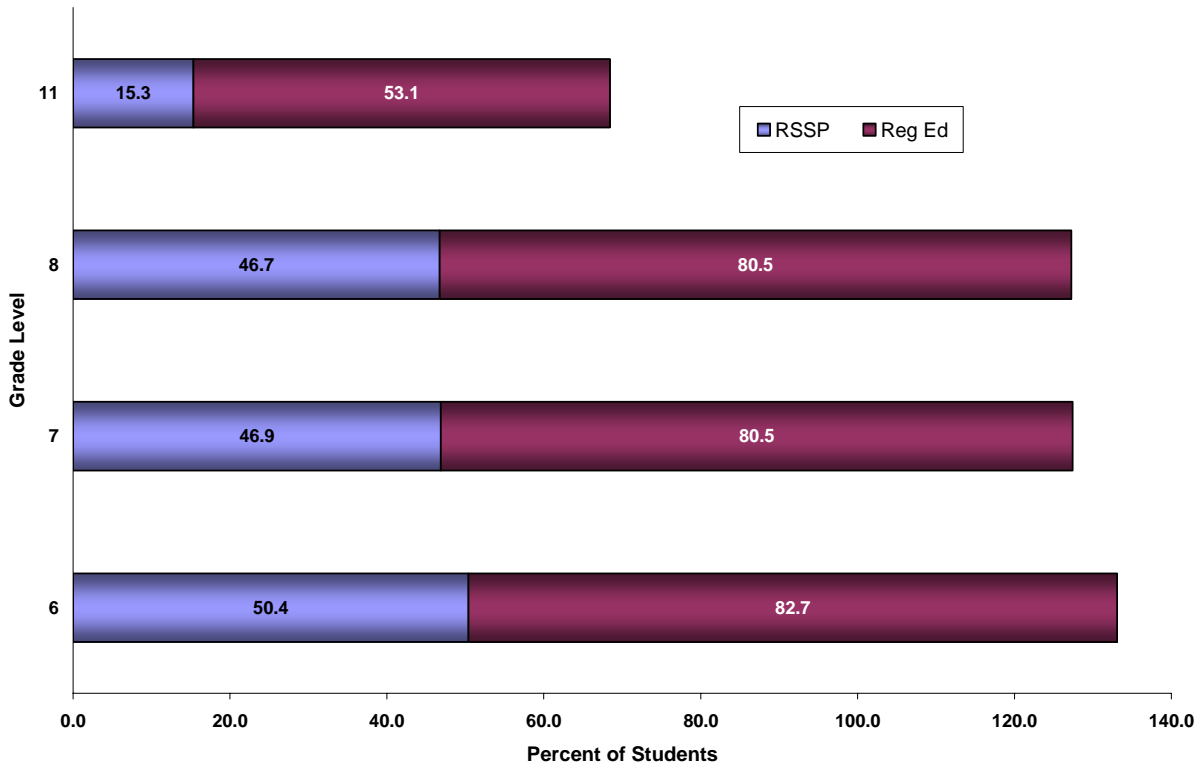
Three times as many grade 11 non-RSSP students and nearly twice as many grades 6-8 non-RSSP students met the state academic standards in reading and mathematics in comparison with RSSP students. In reading, 17.1 percent of grade 11 RSSP students met or exceeded state standards, compared with 53.4 percent of non-RSSP students. Among grade 6 students, 43.4 percent of RSSP students met or exceeded state standards in reading, compared with 79.1 percent of non-RSSP students. (See Chart 8.)

Chart 8. Comparison of Percentage of RSSP Students Who Met/Exceeded State Standards in Reading with Non-RSSP Students, by Grade Level: FY08



In mathematics, 15.3 percent of grade 11 RSSP students met or exceeded standards, compared with 53.1 percent of grade 11 non-RSSP students. Among grade 6 students, 50.4 percent of RSSP students met or exceeded state standards in reading, compared with 82.7 percent of non-RSSP students. (See Chart 9.)

Chart 9. Comparison of Percentage of RSSP Students Who Met/Exceeded State Standards in Mathematics with Non-RSSP Students, by Grade Level: FY08



APPENDIX A

Number and Percentage of Students Served, by R SSP Project and Student Eligibility: FY08

R SSP PROJECT (ROE/ISC/CPS)	Expelled & Readmitted		Expulsion-Eligible		Suspension-Eligible		Total	
	No.	Col Pct	No.	Col Pct	No.	Col Pct	No.	Row Pct
Adams/Pike	2	2.5	4	5.1	73	92.4	79	1.4
Alexander/Johnson/Massac/Pulaski/Union	2	4.5	20	45.5	22	50.0	44	0.8
Bond/Effingham/Fayette	0	0.0	3	8.1	34	91.9	37	0.7
Boone/Winnebago	116	93.5	4	3.2	4	3.2	124	2.3
Brown/Cass/Morgan/Scott	0	0.0	9	25.7	26	74.3	35	0.6
Bureau/Henry/Stark	4	7.8	2	3.9	45	88.2	51	0.9
Calhoun/Greene/Jersey/Macoupin	2	4.5	29	65.9	13	29.5	44	0.8
Carroll/JoDavieess/Stephenson	6	9.1	20	30.3	40	60.6	66	1.2
Champaign/Ford	35	22.4	24	15.4	97	62.2	156	2.8
Chicago	342	47.4	380	52.6	0	0.0	722	13.1
Christian/Montgomery	1	2.9	26	76.5	7	20.6	34	0.6
Clark/Coles/Cumberland/Douglas/Edgar/Moultrie	3	2.5	54	45.4	62	52.1	119	2.2
Clay/Crawford/Jasper/Lawrence/Richland	9	16.1	25	44.6	22	39.3	56	1.0
Clinton/Marion/Washington	0	0.0	13	27.1	35	72.9	48	0.9
Dekalb	3	4.7	24	37.5	37	57.8	64	1.2
Dewitt/Livingston/McLean	6	3.8	92	57.9	61	38.4	159	2.9
DuPage	0	0.0	130	70.3	55	29.7	185	3.4
Edwards/Gallatin/Hardin/Pope/Saline/Wabash	5	11.4	14	31.8	25	56.8	44	0.8
Franklin/Williamson	0	0.0	12	35.3	22	64.7	34	0.6
Fulton/Schuyler	18	50.0	0	0.0	18	50.0	36	0.7
Grundy/Kendall	4	1.4	37	12.8	249	85.9	290	5.3
Hamilton/Jefferson	0	0.0	12	41.4	17	58.6	29	0.5
Hancock/McDonough	0	0.0	17	85.0	3	15.0	20	0.4
Henderson/Mercer/Warren	6	75.0	0	0.0	2	25.0	8	0.1
Iroquois/Kankakee	0	0.0	8	6.7	111	93.3	119	2.2
Jackson/Perry	0	0.0	7	33.3	14	66.7	21	0.4
Kane	0	0.0	151	78.6	41	21.4	192	3.5
Knox	0	0.0	12	50.0	12	50.0	24	0.4
Lake	75	51.0	49	33.3	23	15.6	147	2.7
LaSalle	4	4.0	24	24.2	71	71.7	99	1.8
Lee/Ogle	0	0.0	14	27.5	37	72.5	51	0.9
Logan/Mason/Menard	0	0.0	14	23.0	47	77.0	61	1.1
Macon/Piatt	42	66.7	8	12.7	13	20.6	63	1.1
Madison	20	24.4	34	41.5	28	34.1	82	1.5
Marshall/Putnam/Woodford	0	0.0	1	14.3	6	85.7	7	0.1
McHenry	1	4.2	10	41.7	13	54.2	24	0.4
Monroe/Randolph	0	0.0	10	30.3	23	69.7	33	0.6
North Cook	14	5.3	48	18.1	203	76.6	265	4.8
Peoria	141	79.7	36	20.3	0	0.0	177	3.2
Rock Island	7	11.1	6	9.5	50	79.4	63	1.1
Sangamon	0	0.0	13	16.5	66	83.5	79	1.4
South Cook	1	0.3	73	24.1	229	75.6	303	5.5
St.Clair	0	0.0	44	55.7	35	44.3	79	1.4
Tazewell	63	94.0	2	3.0	2	3.0	67	1.2
Vermilion	47	100.0	0	0.0	0	0.0	47	0.9
West Cook	7	3.1	187	82.4	33	14.5	227	4.1
Whiteside	0	0.0	7	36.8	12	63.2	19	0.3
Will	78	10.0	248	31.9	452	58.1	778	14.1
TOTAL	1,064		1,957		2,490		5,511	100.0

APPENDIX B

Number and Percentage of Students with Fewer Reported Incidences of Negative Behavior, by RSSP Project: FY08

RSSP PROJECT (ROE/ISC/CPS)	Fewer reported incidents	
	No. of Students	Pct. of Total Served
Adams/Pike	49	62.0
Alexander/Johnson/Massac/Pulaski/Union	26	59.1
Bond/Effingham/Fayette	31	83.8
Boone/Winnebago	91	73.4
Brown/Cass/Morgan/Scott	27	77.1
Bureau/Henry/Stark	33	64.7
Calhoun/Greene/Jersey/Macoupin	24	54.5
Carroll/JoDaviess/Stephenson	52	78.8
Champaign/Ford	144	92.3
Chicago	592	82.0
Christian/Montgomery	21	61.8
Clark/Coles/Cumberland/Douglas/Edgar/Moultrie	88	73.9
Clay/Crawford/Jasper/Lawrence/Richland	46	82.1
Clinton/Marion/Washington	40	83.3
Dekalb	44	68.8
Dewitt/Livingston/McLean	157	98.7
DuPage	158	85.4
Edwards/Gallatin/Hardin/Pope/Saline/Wabash	30	68.2
Franklin/Williamson	29	85.3
Fulton/Schuyler	25	69.4
Grundy/Kendall	217	74.8
Hamilton/Jefferson	27	93.1
Hancock/McDonough	7	35.0
Henderson/Mercer/Warren	8	100.0
Iroquois/Kankakee	96	80.7
Jackson/Perry	13	61.9
Kane	146	76.0
Knox	0	0.0
Lake	15	10.2
LaSalle	89	89.9
Lee/Ogle	38	74.5
Logan/Mason/Menard	42	68.9
Macon/Piatt	33	52.4
Madison	38	46.3
Marshall/Putnam/Woodford	7	100.0
McHenry	17	70.8
Monroe/Randolph	30	90.9
North Cook	159	60.0
Peoria	81	45.8
Rock Island	44	69.8
Sangamon	67	84.8
South Cook	95	31.4
St.Clair	48	60.8
Tazewell	56	83.6
Vermilion	20	42.6
West Cook	211	93.0
Whiteside	16	84.2
Will	545	70.1
TOTAL	3,872	70.3