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# Illinois Regional Safe Schools Program

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## FY 2009 ANNUAL REPORT

Prepared by

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

Illinois State Board of Education

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Illinois State Board of Education

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

## FOREWORD

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This report highlights the data reported by Regional Offices of Education, Intermediate Service Centers, and the City of Chicago School District 299 on their Regional Safe Schools Programs in FY 2009.

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 in the Division of Data Analysis and Progress Reporting at 217/782-3950.

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# Illinois Regional Safe Schools Program

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## 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.*” [105 ILCS 5/13A-1(e)] The law defines “disruptive students” as including those in any of grades 6 through 12 who have been found eligible for suspension or expulsion through the discipline process established by a school district. [105 ILCS 5/13A-2.5] These students are given the option to transfer into a Regional Safe Schools Program (RSSP) in lieu of suspension or expulsion. Proponents of the law strongly believed that, “*administrative transfers may prove more productive for dealing with disruptive students than out-of-school suspensions or expulsions.*” [105 ILCS 5/13A-1(i)]

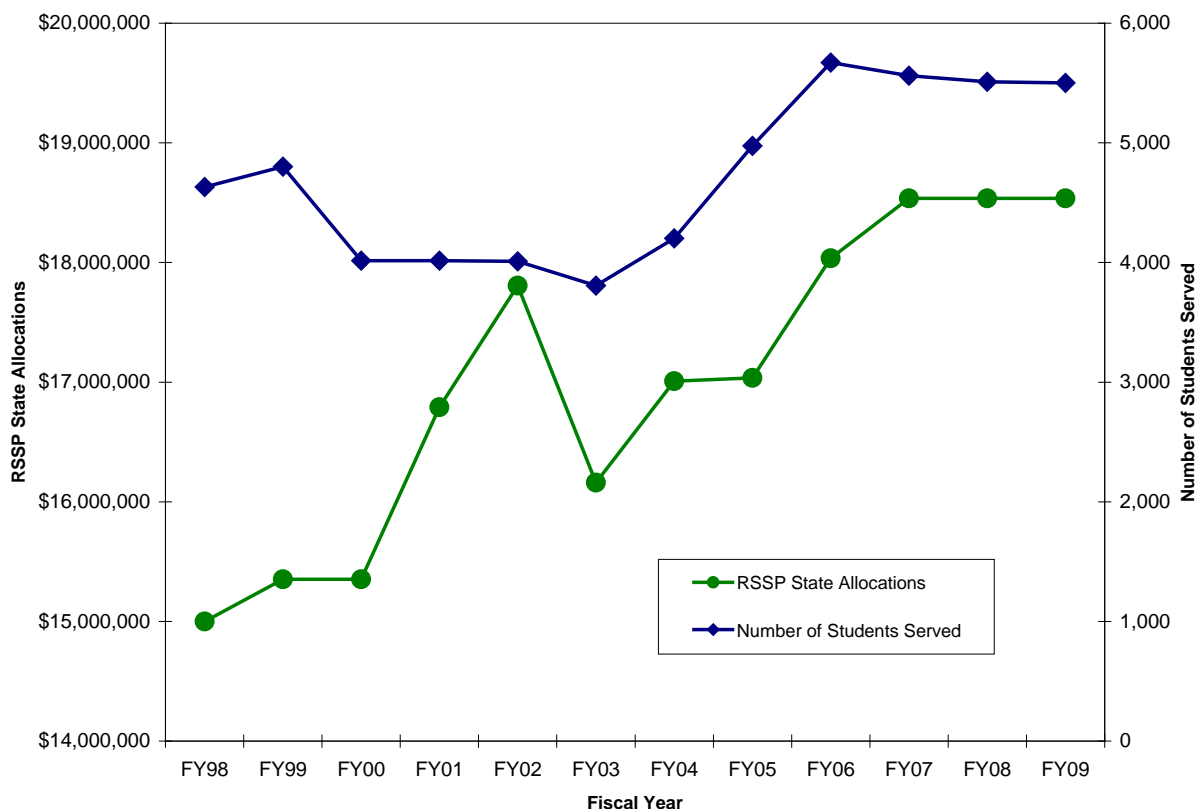
### **The Regional Safe Schools Program**

The law states that at least one RSSP may be located within each educational service region. With the exception of City of Chicago School District 299 (CPS), regional superintendents oversee the programs. The oversight functions include, but are not limited to, determining the locations of the programs, implementing program curricula, hearing cases of parent objections for returning their children to regular school programs, establishing budgets, and disbursing RSSP funds.

### **RSSP Funding**

RSSP received an appropriation of \$15 million in FY97. Chart 1 on page 2 shows RSSP state allocations and the number of students served in RSSP from FY98 through FY09. RSSP state allocations increased by 24 percent between FY98 and FY09. RSSP experienced its highest rate of annual increase in FY01 (9.4 percent), but then experienced its highest rate of annual decrease in FY03 (9.2 percent). 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 FY98 through FY02 is erratic as allocations increased while the number of students served decreased. Specifically, FY02 was a year when state allocations were high and the number of students served was the second lowest of any year during FY98 through FY09. The FY09 state allocation and total number of students served remained at the same levels as FY07 and FY08.

**Chart 1. RSSP State Allocations Relative to Number of Students Served: FY98–FY09**



RSSP funding is formula driven, with each program receiving base funding of \$30,000. In addition, programs are allotted individual amounts determined by data provided by each program’s Regional Offices of Education/Intermediate Service Centers or from CPS that indicate the best three-month average daily attendance and the number of students identified in the most recently available federal census as being from low-income families. [105 ILCS 5/13A-8(a)]

**Cost Per Student**

Table 1 on page 3 presents the average cost of serving a student in RSSP. The highest cost per student (\$11,321) occurred in FY97, when RSSP was initially funded. FY97 was meant to be a planning year, and at that time, RSSP served only 1,325 students. In the following year, FY98, enrollment soared by more than 200 percent and the cost per student decreased by almost a fourth from FY97. The lowest cost per student (\$3,180) occurred in FY06, the same year in which RSSP served the highest number of students during the 13-year period between FY97 through FY09.

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

The fluctuating RSSP annual enrollment cannot be explained through information provided in this report.

**Table 1. RSSP State Allocations, Annual Rate of Allocation Increase/Decrease, Number of Students Served, and Cost Per Student: FY97–FY09**

Fiscal Year	RSSP State Allocations	Annual Rate of Allocation Increase/Decrease	Number of Students Enrolled	Annual Rate of Increase/Decrease in Student Enrollments	Cost Per Student*
FY97	\$15,000,000		1,325		\$11,321
FY98	\$15,000,000	0.0	4,631	249.5	\$3,239
FY99	\$15,352,000	2.3	4,801	3.7	\$3,198
FY00	\$15,352,000	0.0	4,015	-16.4	\$3,824
FY01	\$16,791,627	9.4	4,016	0.0	\$4,181
FY02	\$17,806,626	6.0	4,010	-0.1	\$4,441
FY03	\$16,160,900	-9.2	3,807	-5.1	\$4,245
FY04	\$17,007,899	5.2	4,202	10.4	\$4,048
FY05	\$17,035,497	0.2	4,974	18.4	\$3,425
FY06	\$18,035,498	5.9	5,671	14.0	\$3,180
FY07	\$18,535,492	2.8	5,595	-1.3	\$3,313
FY08	\$18,535,499	0.0	5,511	-1.5	\$3,363
FY09	\$18,535,494	0.0	5,501	-0.2	\$3,369

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



## FINDINGS FROM THE FY09 RSSP STUDENT DATA

### STUDENTS ENROLLED IN FY09

#### Student Demographics

As shown in Table 2, RSSP enrolled 5,501 students in FY09, 10 fewer students than in FY08. Combined expulsion-eligible students constitute the majority of students served (52.9 percent). Close to three-fourths of RSSP students are in high school (74.3 percent). The number and percentage of students enrolled, by RSSP project and student eligibility, are included in Appendix A.

Table 2. RSSP Students, by Grade Level and Eligibility: FY09

Grade	Expulsion-Eligible		Suspension-Eligible		Total	
	No.	Col Pct	No.	Col Pct	No.	Row Pct
6	86	57.7	63	42.3	149	2.7
7	243	54.2	205	45.8	448	8.1
8	436	53.3	382	46.7	818	14.9
9	748	55.3	605	44.7	1,353	24.6
10	671	55.0	550	45.0	1,221	22.2
11	461	51.8	429	48.2	890	16.2
12	265	42.6	357	57.4	622	11.3
<b>Total</b>	2,910	52.9	2,591	47.1	5,501	100.0

As shown in Table 3, the majority of RSSP students come from minority groups, with blacks constituting 63 percent of minority RSSP students in FY09. Asian, black, and Hispanic students enrolled in RSSP were predominantly expulsion-eligible (74.3 percent, 61.8 percent, and 51.0 percent, respectively), whereas white students were predominantly suspension-eligible (55.4 percent).

Table 3 RSSP Students, by Race/Ethnicity and Eligibility: FY09

Student Race/Ethnicity	Expulsion-Eligible		Suspension-Eligible		Total	
	No.	Col Pct	No.	Col Pct	No.	Row Pct
American Indian/Alaskan Native	5	35.7	9	64.3	14	0.3
Asian/Pacific Islander	52	74.3	18	25.7	70	1.3
Black Not Hispanic	1,337	61.8	827	38.2	2,164	39.3
Hispanic	529	51.0	508	49.0	1,037	18.9
White Not Hispanic	928	44.6	1,155	55.4	2,083	37.9
Multi-Racial	59	44.4	74	55.6	133	2.4
<b>Total</b>	2,910	52.9	2,591	47.1	5,501	100.0

Data external to this report indicate that close to 9 percent of RSSP students had Individualized Education Programs and 70 percent of RSSP students were males.

## RSSP Students, by Location

As shown in Table 4, similar to FY07 and FY08, all RSSP students enrolled in CPS in FY09 were expulsion-eligible students. CPS RSSP enrollments accounted for 12.3 percent of all students enrolled in RSSP statewide, the highest enrollment among all RSSP projects. In contrast, less than half of the students enrolled in non-CPS RSSP projects were expulsion-eligible students (46.3 percent).

**Table 4. Students Enrolled in RSSP, by Location: FY09**

Eligibility Status	Chicago Public SD 299		Outside of Chicago Public SD 299		Total	
	No.	Row Pct	No.	Row Pct	No.	Row Pct
Expulsion-eligible	675	100.0	2,235	46.3	2,910	52.9
Suspension-eligible	0	0.0	2,591	53.7	2,591	47.1
Total	675	12.3	4,826	87.7	5,501	100.0

## Reasons Students Transferred to RSSP

There are multiple reasons for transferring a student into RSSP that are associated with school 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)

It would appear that offenses committed by expulsion-eligible students present higher risks to the school facility or student well-being than those offenses committed by suspension-eligible students. As shown in Table 5, the data show that the majority of students who were transferred to RSSP for reasons related to alcohol (62.9 percent), drugs or related offenses (81.2 percent), school fighting (62.2 percent), school facility robbery (67.0 percent), vandalism (75.6 percent), or possession of weapons (84.4 percent) were expulsion-eligible. The majority of students who were transferred to RSSP for reasons of harassment (70.4 percent), insubordination (79.3 percent), or violation of school rules (69.9 percent) were suspension-eligible. Other reasons for student transfers to RSSP included sex-related offenses or court mandates to participate in RSSP as part of a student's rehabilitation.

Table 5 also reflects the varying expulsion/suspension policies of school districts, wherein a similar 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 eligible for expulsion in some school districts, but eligible for suspension only in other districts. In contrast, some students who violated school rules, a seemingly less severe offense than weapons possession, were eligible for expulsion.

**Table 5. Primary Reason for Student Transfer to RSSP, by Student Eligibility: FY09**

Primary Reason for Student's Transfer to RSSP	Expulsion-Eligible		Suspension-Eligible		Total	
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Alcohol	22	62.9	13	37.1	35	0.6
Disorderly conduct	383	53.8	329	46.2	712	12.9
Drugs	560	81.2	130	18.8	690	12.5
Fighting	716	62.2	435	37.8	1,151	20.9
Harassment	16	29.6	38	70.4	54	1.0
Insubordination	158	20.7	607	79.3	765	13.9
Robbery	73	67.0	36	33.0	109	2.0
Threats	193	66.1	99	33.9	292	5.3
Vandalism	34	75.6	11	24.4	45	0.8
Violation of school rules	333	30.1	772	69.9	1,105	20.1
Weapons possession	374	84.4	69	15.6	443	8.1
Other offenses	48	48.0	52	52.0	100	1.8
<b>Total</b>	<b>2,910</b>	<b>52.9</b>	<b>2,591</b>	<b>47.1</b>	<b>5,501</b>	<b>100.0</b>

**RSSP STUDENT SERVICES**

Apart from academic instruction, RSSP provides an array of support services, including tutoring, mentoring, behavior modification training, and counseling. (A list is provided in Table 6 on page 7.)

By law, all RSSP students should receive academic instruction. However, four ROEs did not report any services and outcomes for any of the students at one of their sites. Therefore, the totals for Table 6 through Table 8 include only those students who were reported as having received academic instruction (5,143).

Table 6 also shows that, other than academic instruction, the majority of RSSP students received individual or group counseling (80.5 percent), behavior modification training (59.0 percent), and/or enrolled in school-to-work classes (64.1 percent).

Table 6. Services Received by RSSP Students, by Type of Service and Eligibility: FY09

Type of Service	Expulsion-Eligible		Suspension-Eligible		Duplicate Totals*	
	No.	Row Pct	No.	Row Pct	No.	Row Pct
Academic instruction	2,780	100.0	2,363	100.0	5,143	100.0
Behavior modification training	1,803	64.9	1,231	52.1	3,034	59.0
Community service	966	34.7	1,079	45.7	2,045	39.8
GED instruction	16	0.6	44	1.9	60	1.2
Individual/Group counseling	2,084	75.0	2,058	87.1	4,142	80.5
Life skills	500	18.0	412	17.4	912	17.7
Mentoring	823	29.6	655	27.7	1,478	28.7
Parenting classes - parents	243	8.7	118	5.0	361	7.0
Parenting classes - students	49	1.8	55	2.3	104	2.0
Referrals for social agency services	612	22.0	504	21.3	1,116	21.7
School to work	1,876	67.5	1,536	65.0	3,412	66.3
Tutoring	872	31.4	912	38.6	1,784	34.7
<b>Unduplicated Total</b>	<b>2,780</b>		<b>2,363</b>		<b>5,143</b>	

\*A student in RSSP may receive more than one type of service. Table 6 includes only students who received academic instruction. Four ROEs did not report services and outcomes for any of the students at one of their sites.

## RSSP STUDENT OUTCOMES

Note: Student outcomes are reported only for students who received academic instruction (5,143). Four ROEs did not indicate participation for 358 students in academic instruction and did not report outcomes for these students.

### Positive Outcomes

As shown in Table 8, close to 90 percent of RSSP students attained at least one positive outcome in FY09. Positive outcomes include: a) receiving high school credit, b) advancing in grade level (grades 6-8), c) completing elementary school (grade 8), d) graduating from high school, e) completing GED testing (for students enrolled in GED programs), f) obtaining curriculum-related employment, g) exhibiting fewer occurrences of negative behavior while in RSSP, and h) returning to the 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. As shown in Table 7 on page 8, 74 percent of the students were enrolled in high school (grades 9-12) and 26 percent were enrolled in elementary grades (grades 6-8) in FY09. Of the 3,810 high school students reported as having received academic instruction, 77 percent earned high school credit(s), which is the highest student outcome achieved in RSSP during FY09.

**Table 7. Outcomes Attained by RSSP Students, by Cohort and Grade: FY09**

Outcome	Total Attained Outcome	Cohort*	Cohort Grades	Percent Attained Outcome
Received high school credit	2,934	3,810	Grades 9-12	77.0
Advanced in grade	769	1,338	Grades 6-8	57.5
Completed elementary school	340	768	Grade 8	44.3
Graduated from high school	349	579	Grade 12	60.3
Received GED certificate	20	57	Enrolled in GED program	35.1
Fewer reported incidents	3,616	5,143	All students	70.3
More reported incidents	206	5,143	All students	4.0
Dropped out of the program	462	5,143	All students	9.0
Returned to home school	1,721	5,143	All students	33.5
Dropped from RSSP	407	5,143	All students	7.9
Transferred - DOC	71	5,143	All students	1.4
Transferred - residential programs	47	5,143	All students	0.9

\*Includes only outcomes of students who received academic instruction.

### Behavioral Outcomes

As shown in Table 7, the occurrences of negative behavior for which students were primarily referred to RSSP decreased for 70.3 percent of the students. This means that the behavior of 70 percent of the students improved and participation in RSSP may, for example, result in fewer students using alcohol or drugs or exhibiting disruptive behavior. For 12 percent of the students, however, negative behavior was reported as unchanged and for 4.0 percent was reported to have gotten worse. Thirty-two ROEs/ISCs, including CPS, did not report the behavioral status of 14 percent of students. Data also indicate that the majority of students for whom occurrences of negative behavior increased were suspension-eligible students.

The number and percentage of students with fewer incidents of negative behavior, by RSSP project, are included in Appendix B.

### Other Academic Outcomes

As shown in Table 7, apart from earning high school credits, other academic outcomes include: 57.5 percent of grades 6-8 students advanced in grade level, 60.3 percent of grade 12 students graduated from high school, 35.1 percent of students who were enrolled in GED received GED certificates, 44.3 percent of grade 8 students completed elementary school, and 33.5 percent were returned to their home school after having completed their RSSP educational plan objectives. The law requires that each student enrolled in RSSP must have an alternative education plan.

### Other Outcomes

As shown in Table 7, there were 462 students who dropped out of the program, 407 who were dropped from RSSP, 71 who were transferred to the Illinois Department of Juvenile Justice, and 47 who were transferred to residential programs. 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 to which RSSP has positively affected the education of these students, given the challenging behavioral issues they bring with them to RSSP.

As shown in Table 8, positive outcomes were attained at higher rates for those who used alcohol (86.2 percent), possessed/took drugs (88.2 percent), were involved in school fighting (89.0 percent), were charged with harassment (90.4 percent), committed robbery (91.7 percent), made threats (87.7 percent), committed vandalism (90.2 percent), or were in possession of weapons (91.8 percent). Less than 85 percent of students charged with disorderly conduct, insubordination, or violation of school rules, attained positive outcomes. The reason enrollment in RSSP resulted in a higher positive outcome rate for some transfer reasons over others could not be determined from the data. *What the data show is that RSSP contributed to significant improvements in the behavior of students enrolled in the program.*

**Table 8. Number Transferred and Number and Percentage of RSSP Students Who Attained Positive Outcomes, by Primary Reason for Transfer: FY09**

<b>Primary Reason for Student's Transfer to RSSP</b>	<b>Number Transferred</b>	<b>Number Attained Positive Outcomes</b>	<b>Percent Attained Positive Outcomes</b>
Alcohol	29	25	86.2
Disorderly conduct	692	561	81.1
Drugs	654	577	88.2
Fighting	1,040	926	89.0
Harassment	52	47	90.4
Insubordination	714	603	84.5
Robbery	108	99	91.7
Threats	276	242	87.7
Vandalism	41	37	90.2
Violation of school rules	1,029	866	84.2
Weapons possession	417	383	91.8
Other offenses	91	80	87.9
<b>TOTAL</b>	<b>5,143</b>	<b>4,446</b>	<b>89.6</b>

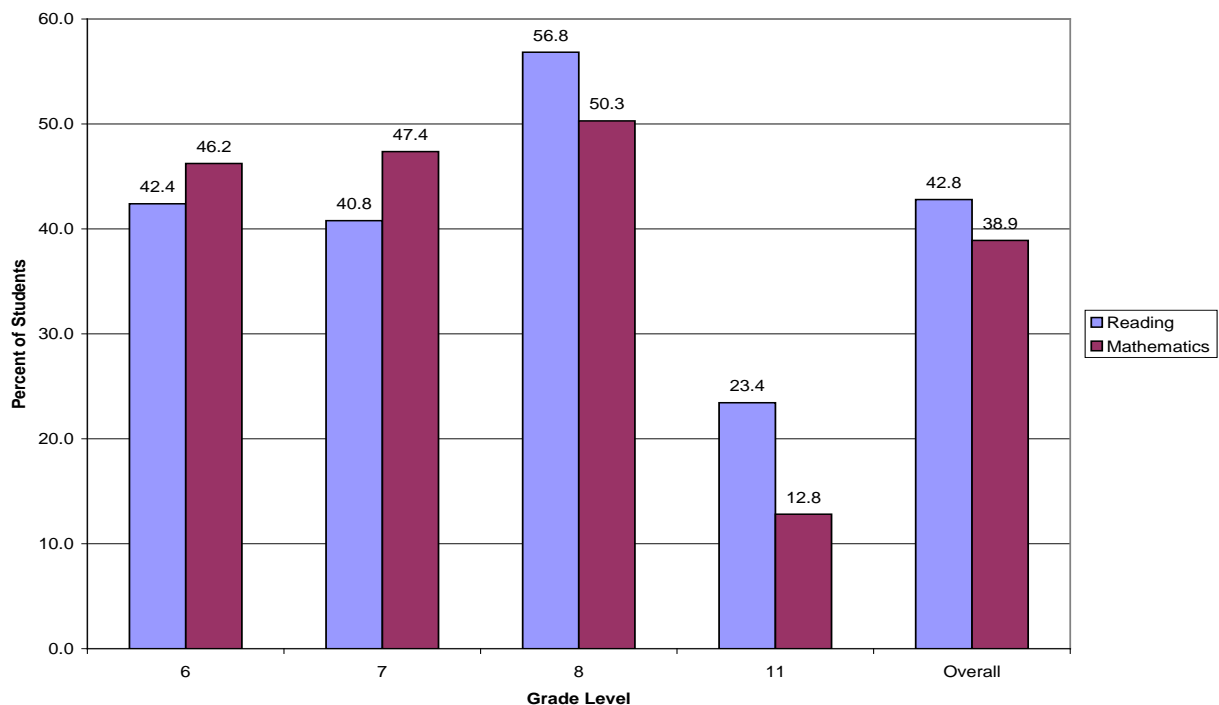
## PERFORMANCE OF RSSP STUDENTS ON STATE CONTENT ASSESSMENTS

The ISBE Student Information System (SIS), which assigns a unique student identification (ID) number to each enrolled student, allows for matching assessment databases with other databases, such as the RSSP, using the unique student ID number. The matching process between FY09 RSSP data and the 2009 Illinois Standards Achievement Test (ISAT) or Prairie State Achievement Examination (PSAE) data resulted in a 56 percent match for tested grades. The seemingly low match rate does not necessarily mean that 44 percent of students were not tested. It is very possible that RSSP projects may not have reported state IDs for these students or, if they did, the numbers were not valid. ISAT is administered in grades 3 through 8, while PSAE is administered in grade 11. RSSP serves grades 6-12; therefore, data file matching is limited to grades 6-8 and 11.

Chart 2 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 and mathematics, with 56.8 percent meeting/exceeding state standards in reading and 50.3 percent meeting/exceeding state standards in mathematics. In contrast, grade 11 students were the lowest performing group in both subject areas. ISAT and PSAE performance by RSSP students differs significantly by grade level. Students in grades 6 and 7 had higher percentages who met/exceeded state standards in mathematics than in reading, whereas students in grades 8 and 11 had higher percentages who met/exceeded state standards in reading. Overall, 42.8 percent of RSSP students met the state standards in reading and 38.9 percent met the state standards in mathematics.

**Chart 2. Percentage of RSSP Students Who Met/Exceeded State Standards in Reading and Mathematics, by Grade Level: FY09**

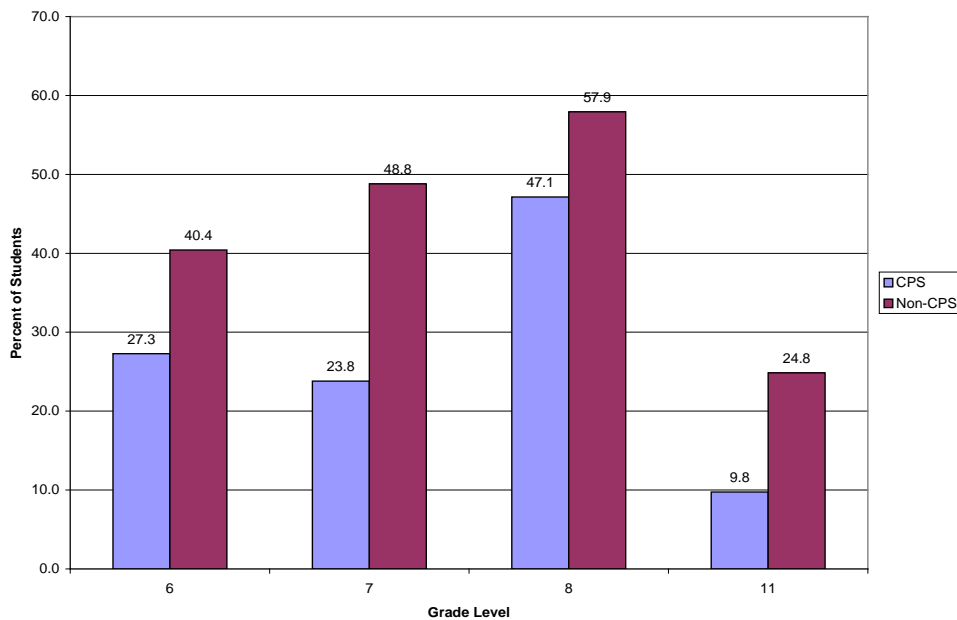


### Performance of RSSP Students on State Content Assessments: CPS vs. Non-CPS

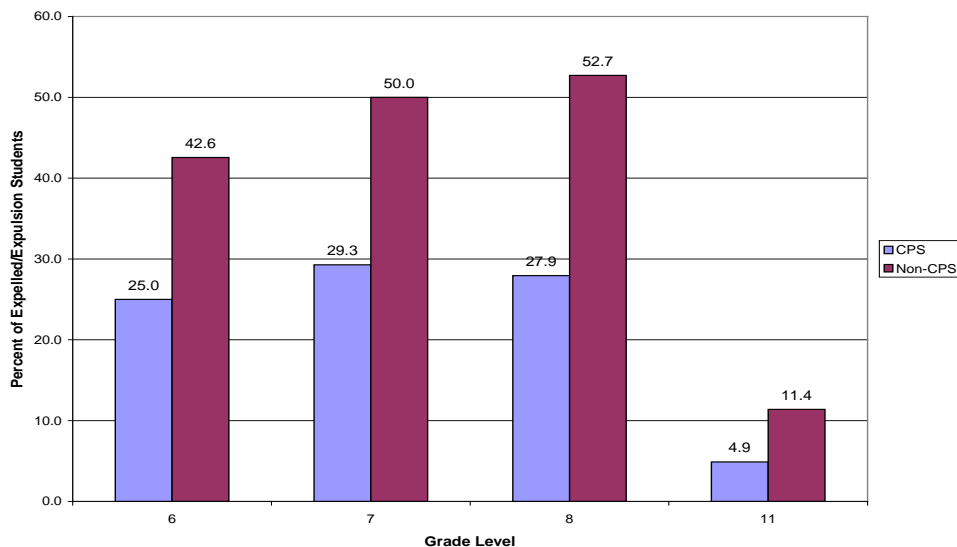
All students served by CPS RSSP were expulsion-eligible; therefore, ISAT/PSAE comparisons between the two locations are limited to this group of students for consistency.

As shown in Charts 3 and 4, CPS RSSP expulsion-eligible students performed significantly lower than non-CPS RSSP expulsion-eligible students in grades 6-8 and 11 for reading and in grades 6-8 for mathematics. The performance gaps are more pronounced in grade 11, where more than twice as many non-CPS RSSP expulsion-eligible students met/exceeded the state standards than did CPS RSSP expulsion-eligible students.

**Chart 3. Percentage of CPS and Non-CPS RSSP Expulsion-Eligible Students Who Met/Exceeded State Standards in Reading, by Grade Level: FY09**



**Chart 4. Percentage of CPS and Non-CPS RSSP Expulsion-Eligible Students Who Met/Exceeded State Standards in Mathematics, by Grade Level: FY09**

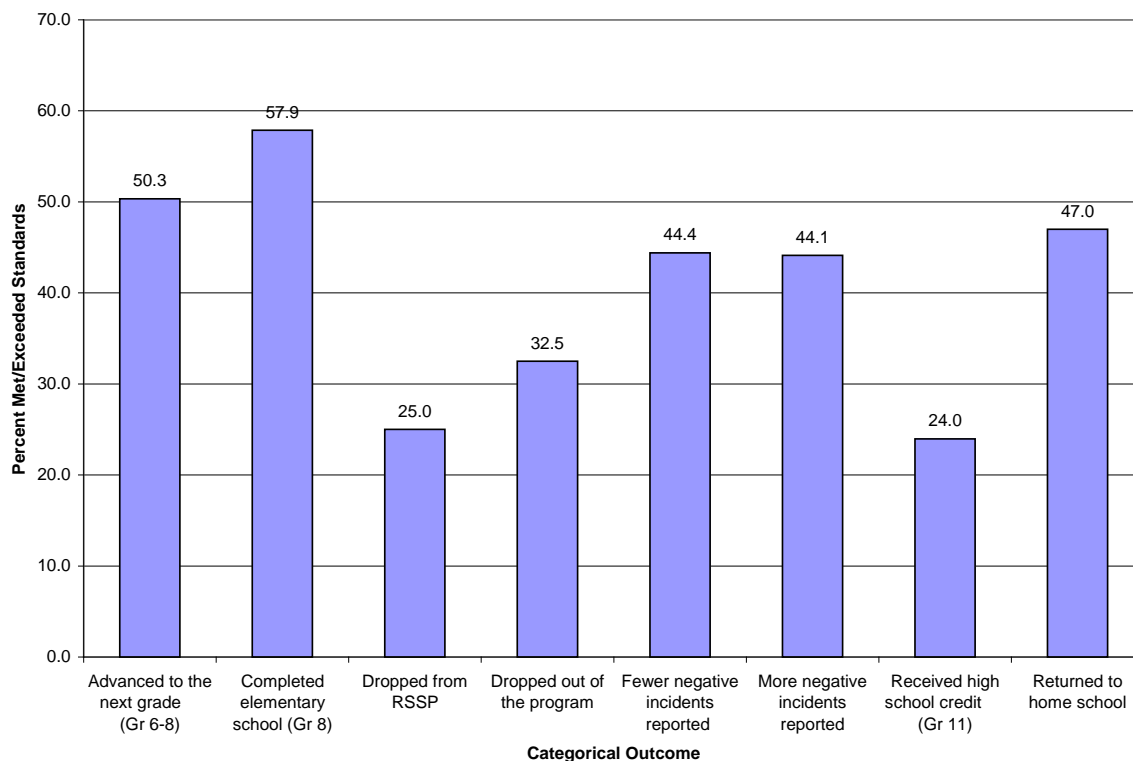




## Performance of RSSP Students on ISAT and PSAE Relative to the RSSP Categorical Outcomes

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 “yes” or “no” response to an outcome without any empirical evidence to support such responses. These categorical outcomes are self-reported by RSSP staff. Examination of the RSSP staff responses to these categorical outcomes may require validation with other measurable outcomes, such as the performance of the RSSP students on state assessments. As shown in Charts 5 and 6, the validation procedure produced interesting results. 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 the ISAT and PSAE.

**Chart 5. Percentage of RSSP Students Who Met/Exceeded State Standards in Reading Relative to Their Performance in RSSP Categorical Outcomes: FY09**

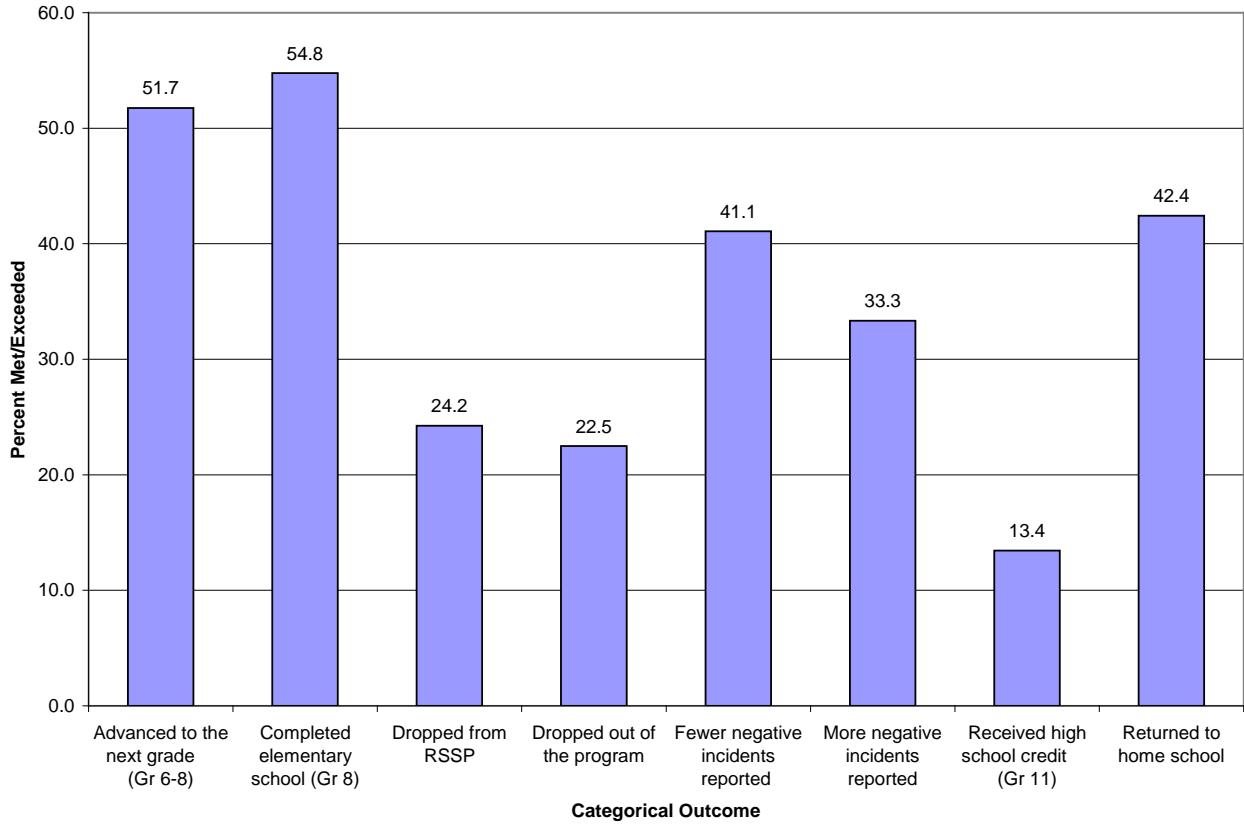


Students who advanced to the next grade or completed elementary school fared better in state assessments, with more than 50 percent of students meeting/exceeding state standards in reading and mathematics. Specifically, 57.9 percent of grade 8 students who completed elementary school, met/exceeded state standards in reading. Other than these two categorical outcomes, the remaining RSSP positive categorical outcomes have less than 50 percent of students who met/exceeded state standards in both subject areas. In reading, the performance of students with fewer negative incidents reported did not differ from those students with more negative incidents reported (44.4 percent and 44.1 percent, respectively); however, their performance in mathematics was significantly different (41.1 percent and 33.3 percent, respectively).

Students who received high school credit had the lowest performance in state assessments, with 24.0 percent meeting state standards in reading and 13.4 percent meeting state standards in mathematics.

These are students who took the PSAE in grade 11. Their performance was considerably lower than students who were reported as having a greater number of incidents of negative behavior while in RSSP.

**Chart 6.** Percentage of RSSP Students Who Met/Exceeded State Standards in Mathematics Relative to Their Performance in RSSP Categorical Outcomes: FY09



## APPENDIX A

Number and Percentage of Students Enrolled, by RSSP Project and Student Eligibility: FY09

RSSP PROJECT (ROE/ISC/CPS)	Expulsion-Eligible		Suspension-Eligible		Total	
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Chicago Public Schools (CPS)	675	100.0	0	0.0	675	12.3
ISC 14a	78	31.0	174	69.0	252	4.6
ISC 14b	152	70.4	64	29.6	216	3.9
ISC 14c	51	15.1	287	84.9	338	6.1
ROE 01	2	4.1	47	95.9	49	0.9
ROE 02	13	40.6	19	59.4	32	0.6
ROE 03	6	18.2	27	81.8	33	0.6
ROE 04	126	99.2	1	0.8	127	2.3
ROE 08	23	37.1	39	62.9	62	1.1
ROE 09	63	31.3	138	68.7	201	3.7
ROE 10	24	66.7	12	33.3	36	0.7
ROE 11	37	28.0	95	72.0	132	2.4
ROE 12	25	44.6	31	55.4	56	1.0
ROE 13	12	27.3	32	72.7	44	0.8
ROE 16	15	31.3	33	68.8	48	0.9
ROE 17	82	67.2	40	32.8	122	2.2
ROE 19	151	77.4	44	22.6	195	3.5
ROE 20	19	43.2	25	56.8	44	0.8
ROE 21	6	26.1	17	73.9	23	0.4
ROE 22	13	39.4	20	60.6	33	0.6
ROE 24	50	17.1	242	82.9	292	5.3
ROE 25	12	41.4	17	58.6	29	0.5
ROE 26	14	58.3	10	41.7	24	0.4
ROE 27	11	91.7	1	8.3	12	0.2
ROE 28	3	8.1	34	91.9	37	0.7
ROE 30	16	53.3	14	46.7	30	0.5
ROE 31	130	45.6	155	54.4	285	5.2
ROE 32	7	3.8	175	96.2	182	3.3
ROE 33	27	54.0	23	46.0	50	0.9
ROE 34	134	87.6	19	12.4	153	2.8
ROE 35	29	37.7	48	62.3	77	1.4
ROE 38	17	29.8	40	70.2	57	1.0
ROE 39	50	79.4	13	20.6	63	1.1
ROE 40	35	74.5	12	25.5	47	0.9
ROE 41	52	68.4	24	31.6	76	1.4
ROE 43	29	54.7	24	45.3	53	1.0
ROE 44	33	48.5	35	51.5	68	1.2
ROE 45	1	4.8	20	95.2	21	0.4
ROE 46	29	67.4	14	32.6	43	0.8
ROE 47	4	8.2	45	91.8	49	0.9
ROE 48	165	100.0	0	0.0	165	3.0
ROE 49	17	23.9	54	76.1	71	1.3
ROE 50	38	46.9	43	53.1	81	1.5
ROE 51	72	86.7	11	13.3	83	1.5
ROE 53	60	100.0	0	0.0	60	1.1
ROE 54	37	100.0	0	0.0	37	0.7
ROE 55	16	72.7	6	27.3	22	0.4
ROE 56	249	40.4	367	59.6	616	11.2
<b>TOTAL</b>	<b>2,910</b>		<b>2,591</b>		<b>5,501</b>	<b>100.0</b>

## APPENDIX B

### Number and Percentage of RSSP Students, by RSSP Project and Positive Outcomes Achieved: FY09

RSSP PROJECT (ROE/ISC/CPS)	Achieved at least one positive outcome		With fewer reported incidents of negative behavior		Total Enrolled*
	No. of Students	Pct. of Total Enrolled	No. of Students	Pct. of Total Enrolled	
Chicago Public Schools (CPS)	590	87.4	343	50.8	675
ISC 14a	244	96.8	181	71.8	252
ISC 14b	199	92.1	176	81.5	216
ISC 14c	220	65.1	151	44.7	338
ROE 01	13	81.3	11	68.8	16
ROE 02	27	84.4	18	56.3	32
ROE 03	30	90.9	28	84.8	33
ROE 04	9	100.0	6	66.7	9
ROE 08	55	88.7	50	80.6	62
ROE 09	191	135.5	124	87.9	141
ROE 10	25	69.4	23	63.9	36
ROE 11	122	92.4	94	71.2	132
ROE 12	53	94.6	49	87.5	56
ROE 13	39	88.6	38	86.4	44
ROE 16	42	87.5	39	81.3	48
ROE 17	120	98.4	118	96.7	122
ROE 19	184	96.3	165	86.4	191
ROE 20	36	81.8	33	75.0	44
ROE 21	23	100.0	22	95.7	23
ROE 22	32	97.0	31	93.9	33
ROE 24	284	97.9	257	88.6	290
ROE 25	29	100.0	27	93.1	29
ROE 26	23	95.8	15	62.5	24
ROE 27	12	100.0	11	91.7	12
ROE 28	33	89.2	23	62.2	37
ROE 30	28	93.3	28	93.3	30
ROE 31	229	80.4	201	70.5	285
ROE 32	98	83.1	75	63.6	118
ROE 33	27	55.1	5	10.2	49
ROE 34	102	67.1	76	50.0	152
ROE 35	74	96.1	72	93.5	77
ROE 38	55	96.5	55	96.5	57
ROE 39	48	76.2	33	52.4	63
ROE 40	37	78.7	34	72.3	47
ROE 41	47	61.8	47	61.8	76
ROE 43	50	94.3	48	90.6	53
ROE 44	52	76.5	35	51.5	68
ROE 45	20	95.2	19	90.5	21
ROE 46	39	90.7	32	74.4	43
ROE 47	42	85.7	34	69.4	49
ROE 48	149	90.3	81	49.1	165
ROE 49	56	78.9	35	49.3	71
ROE 50	65	80.2	60	74.1	81
ROE 51	78	94.0	61	73.5	83
ROE 53	55	91.7	47	78.3	60
ROE 54	23	62.2	19	51.4	37
ROE 55	22	100.0	22	100.0	22
ROE 56	472	87.2	410	75.8	541
<b>TOTAL</b>	<b>4,503</b>	<b>87.6</b>	<b>3,562</b>	<b>69.3</b>	<b>5,143</b>

\*Includes only students that were reported as having received academic instruction.