

ROBERT PETERKIN & JAMES LUCEY

Champaign Community Schools Unit #4 – June 30, 1998

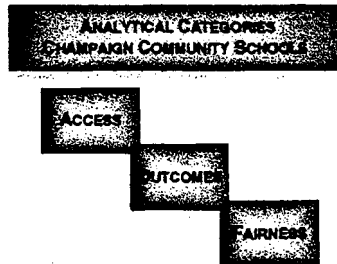
Educational Equity Audit:
Findings &
Recommendations

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Educational Equity Audit:
Findings &
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1. Introduction

This document presents the major findings and recommendations prepared during the Educational Equity Audit conducted by Robert Peterkin and James Lucey for Champaign Community Schools Unit #4 during the 1997-98 school year.

Dr. Peterkin is the Keppel Senior Lecturer on Education at the Harvard Graduate School of Education and directs the Urban Superintendents Program at Harvard University. He has served as Superintendent of Schools in Milwaukee, Wisconsin and Cambridge, Massachusetts. He also is President of The Peterkin Consulting Group.

Mr. Lucey is Principal Consultant at Lucey Consulting. He served as Budget Director for the Boston Public Schools and is a former high school teacher and principal. He has 15 years of teaching and administrative experience in local school systems and in state youth services agencies. He also served in various Information Technology and Financial Management positions during 11 years at Digital Equipment Corporation.

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**



During 1997, the Board of Education of Champaign Community Schools Unit#4 resolved to examine the district to better understand and evaluate the performance of the schools. This examination, it was determined, should focus particularly on the ability of all students in the district to share equitably in the opportunities offered.

Helping prompt the Board's decision were a number of factors:

- A long-term superintendent of schools was leaving the district, resulting in a change in educational leadership.
- The US Office of Civil Rights had investigated the district and was soon to submit a series of findings that would require the remedial attention of the Board.
- Local plaintiffs had expressed concerns that in many instances mirrored those of the US OCR. In an effort to address those concerns, the Board agreed that a 'controlled choice' plan be implemented. Controlled choice enables parents, within certain parameters, to choose which schools their children will attend.

This report reflects the findings and recommendations of an educational equity audit commissioned by the Board of Education in an effort to determine their responsibilities and priorities in ensuring that a quality education be made available equitably for all students. While this is the final formal report on the audit, it does not include the entirety of the information gathered, evaluated, and communicated to the district. It does however, include our major findings and recommendations based on that information.

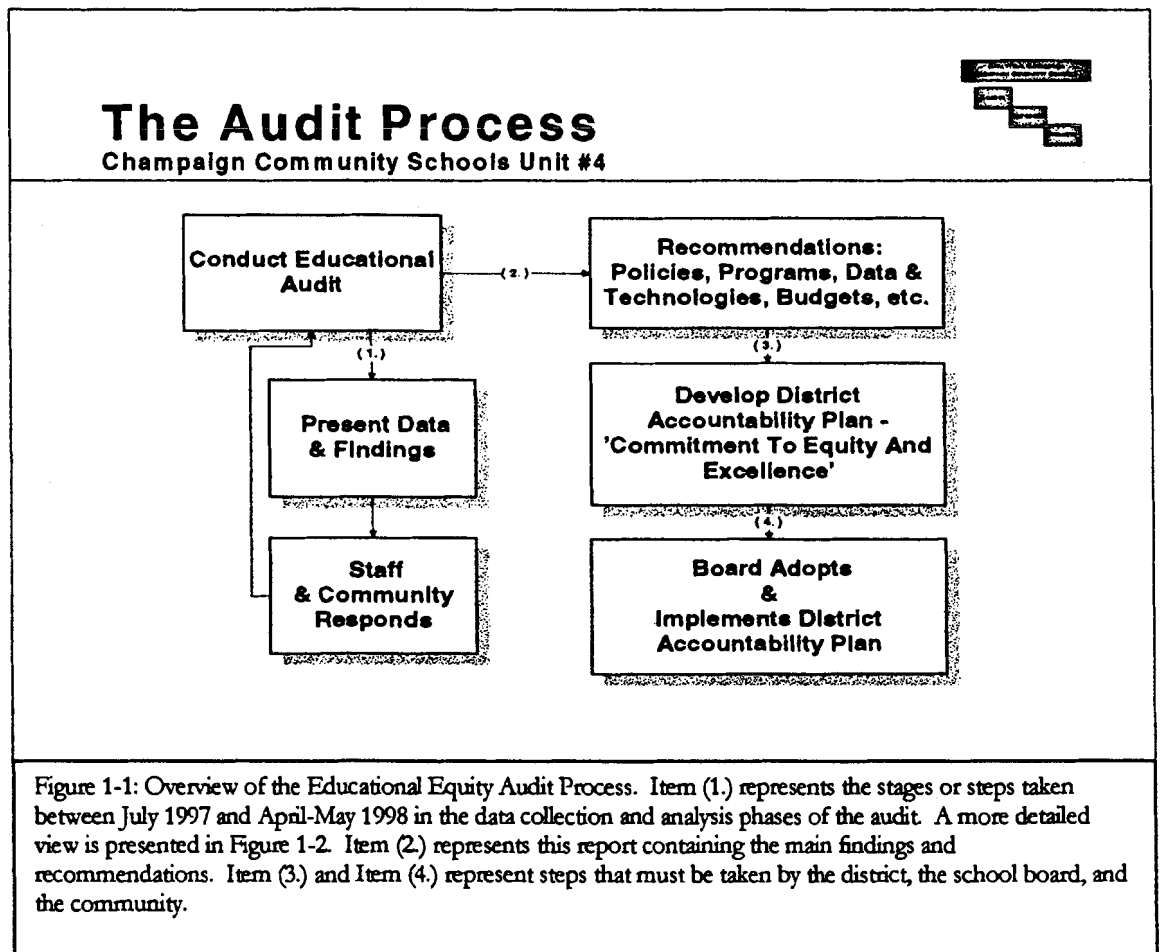
The superintendent of schools has outlined ambitious and appropriate goals to the Board of Education, goals that address the wide-ranging requirements of the agreement with the US Office of Civil Rights. The comprehensive nature of this educational equity audit should enhance the ability of the Board to reach those goals.

We encourage the district to proceed proactively and positively in considering these findings and recommendations as the foundation for maintaining, supporting, and monitoring educational excellence and equity for all Champaign students.



The Educational Equity Audit Process

Figure 1-1 presents an overview of the Educational Equity Audit process. This report, and the sets of findings and recommendations found within it, represents the initial steps in the Champaign Community District Unit #4's ongoing strategic planning

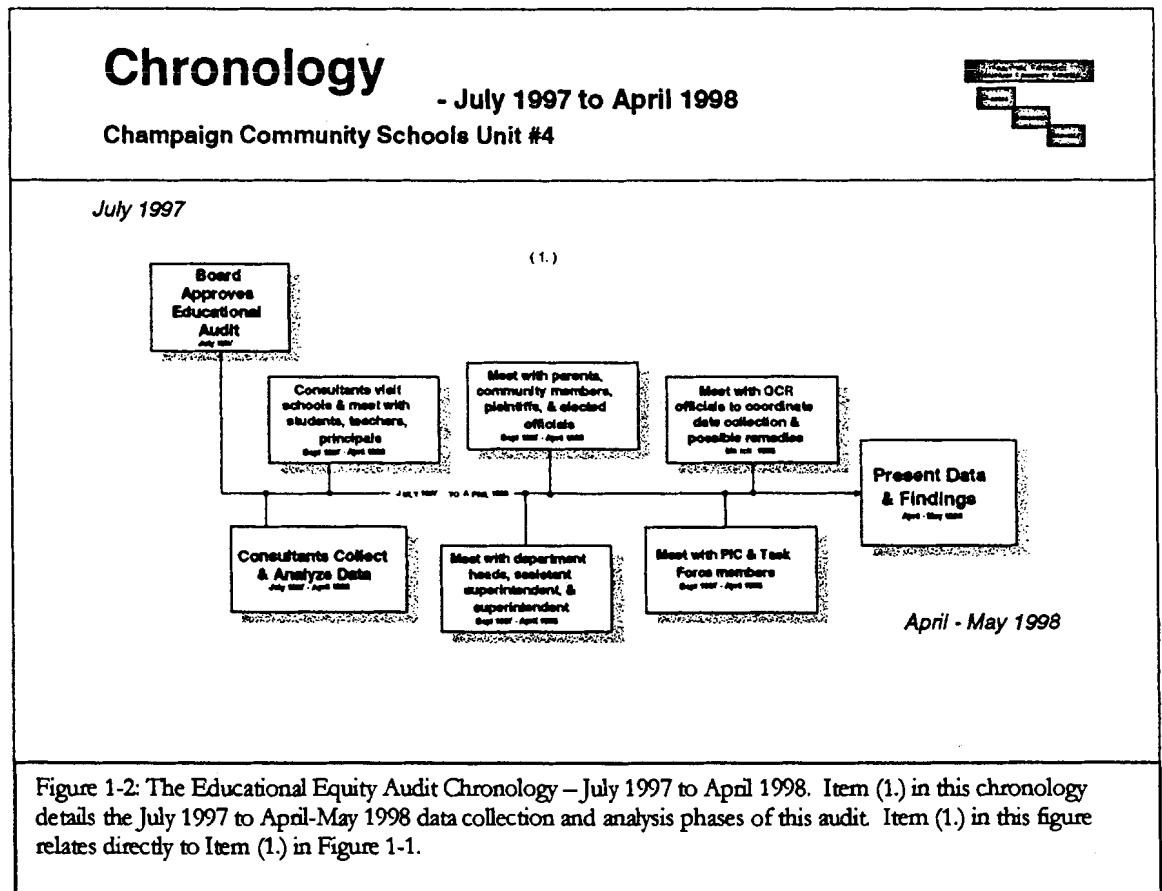


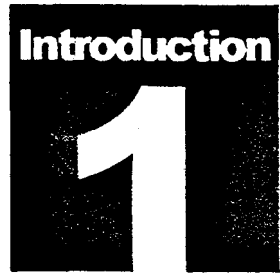
processes. The ongoing nature of the Educational Equity Audit process does not stop with this report, however. The findings and recommendations found here must lead to a set of measurable goals for student achievement and a District Accountability Plan,

referred to here as the “Commitment to Equity and Excellence.” That accountability plan must be developed, adopted, implemented, and evaluated on an ongoing basis by the Superintendent, district staff, board members, and all segments of the Champaign community.

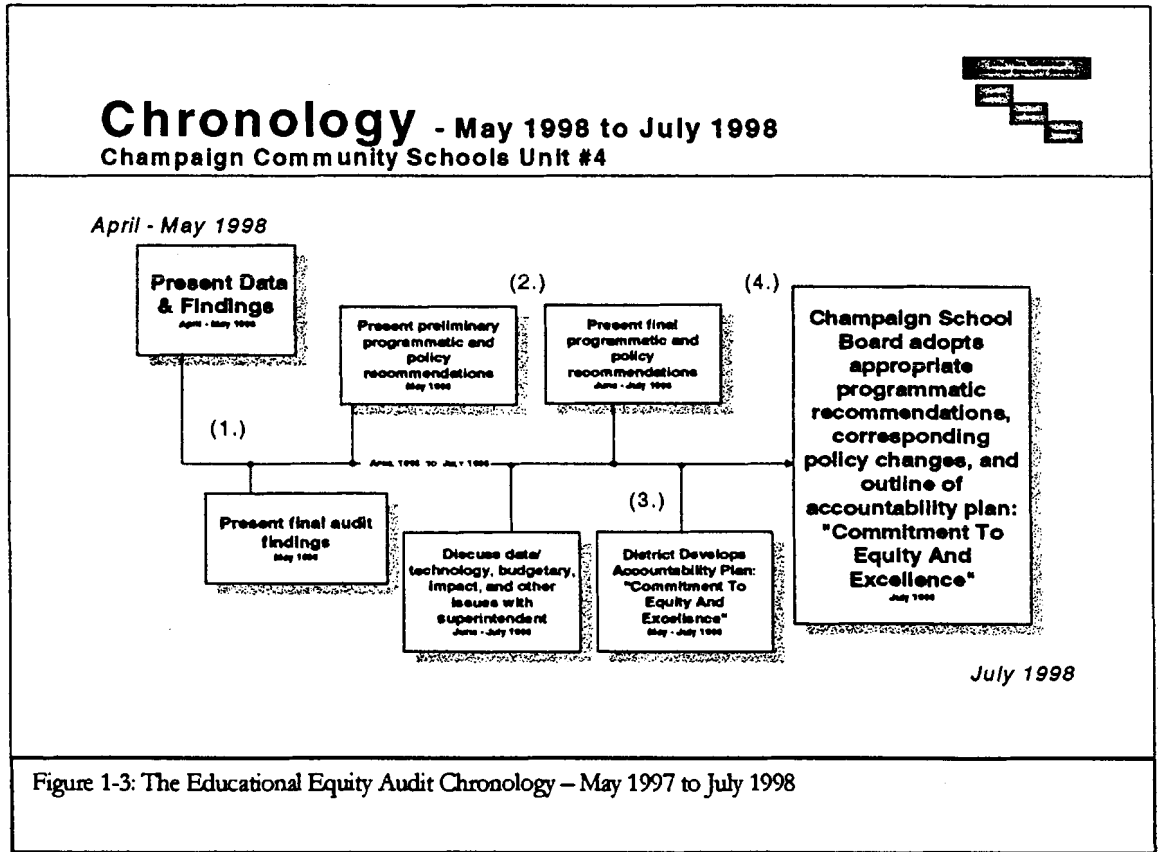
The Educational Equity Audit Chronology –

July 1997 to April 1998





**The Educational Equity Audit Chronology –
May 1998 to July 1998**



Data Requests

Data for use in the Educational Equity Audit was requested from the district in July 1997. Data was requested to be in electronic format where possible and was to cover the school years 1992-93 through 1996-97.

For each year and for each school, student level data was requested:

- By race / ethnicity
- By gender
- By socioeconomic status (SES)

Areas of Inquiry

Documents and data files were requested in a wide range of areas. While each set of documentation was reviewed and used in the analysis, findings and recommendations do not explicitly mention each area of inquiry.

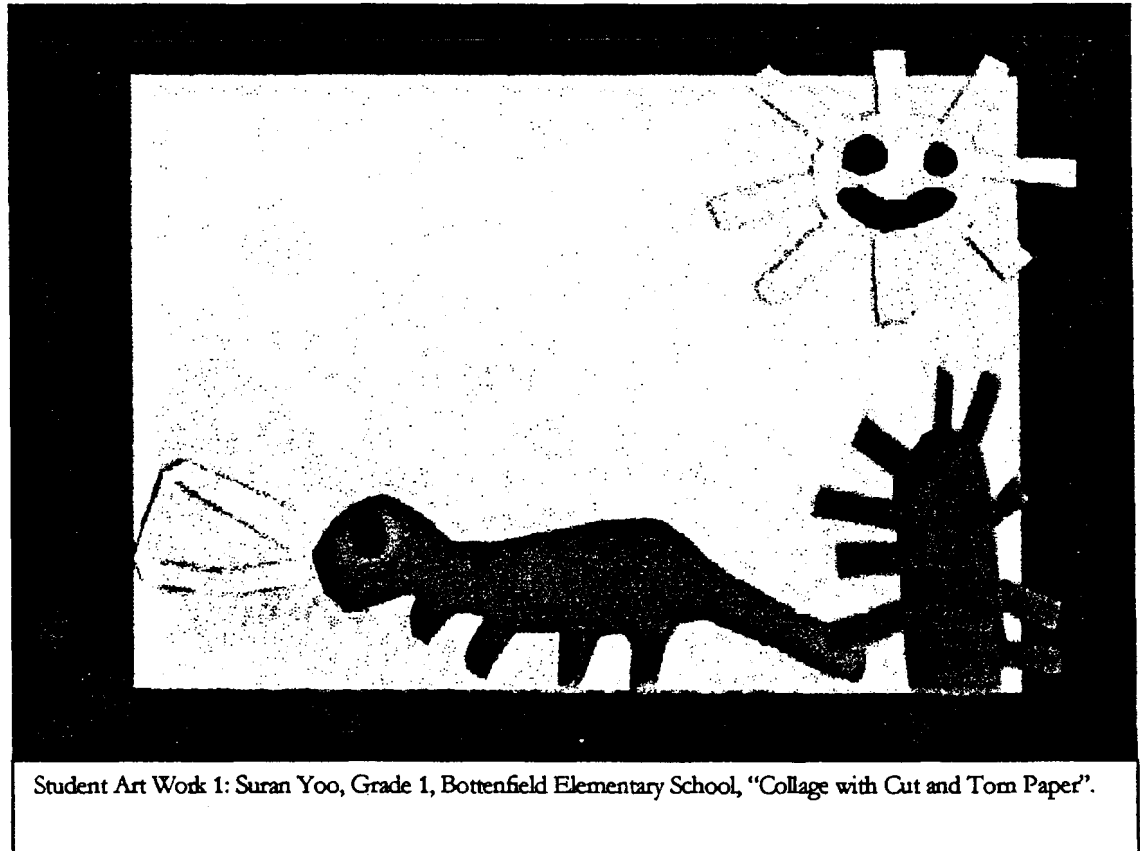
- Illinois State Reports
- Enrollment
- Advanced Placement
- Honors Courses
- Gifted & Talented
- Special Education
- Attendance
- Discipline
- Dropouts & Truants
- Graduation & Diplomas
- Promotions & Retentions
- Standardized Testing
- Programs to Improve Student Achievement
- '97-'98 Student Database – Edulog as proxy

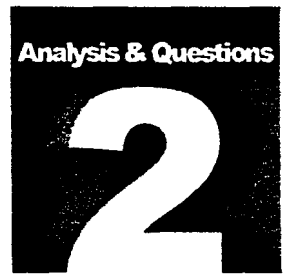
**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**

Introduction

1

- District Geographic Data
- Transportation Policies, Practices, & Procedures
- Schools & Facilities
- District organization chart & directories
- Budget & financial documents
- Information Technology
- Board Policies





2. Analysis & Questions

The primary analytical focus of the educational equity audit is on *Access, Outcomes, and Fairness*. However, the equity audit must also focus on two crucial managerial issues: *Strategic Interventions* and *Support Structures*.

Access

Who has the opportunity to achieve and who doesn't?

Outcomes

Of those with access, who achieves and who doesn't? Is there any evidence of disparate results? Is there any difference between or among specific sub-populations of students regarding achievement?

Fairness

Are access criteria and educational outcomes fair and without evidence of disparate access or disparate outcomes on the basis of Race/Ethnicity, Gender, or Economic Status?

Strategic Interventions

Does the district focus on appropriate student interventions, strategic plans, and support structures to enhance student access and outcomes?

Support Structures

Is there sufficient management support and a sufficiently robust information technology infrastructure to monitor, assess, and report frequently on access, outcomes, and fairness?



Assessing Access, Outcomes, & Fairness

The logic of the educational audit goes like this: For any program, educational process, or activity there are one or more points of access. There also are outcomes from the programs. It is all understood that all program outcomes are intended to be desirable. In practice, however, outcomes can turn out to be intended or unintended, desirable or undesirable. Figure 2-1 illustrates this basic model.

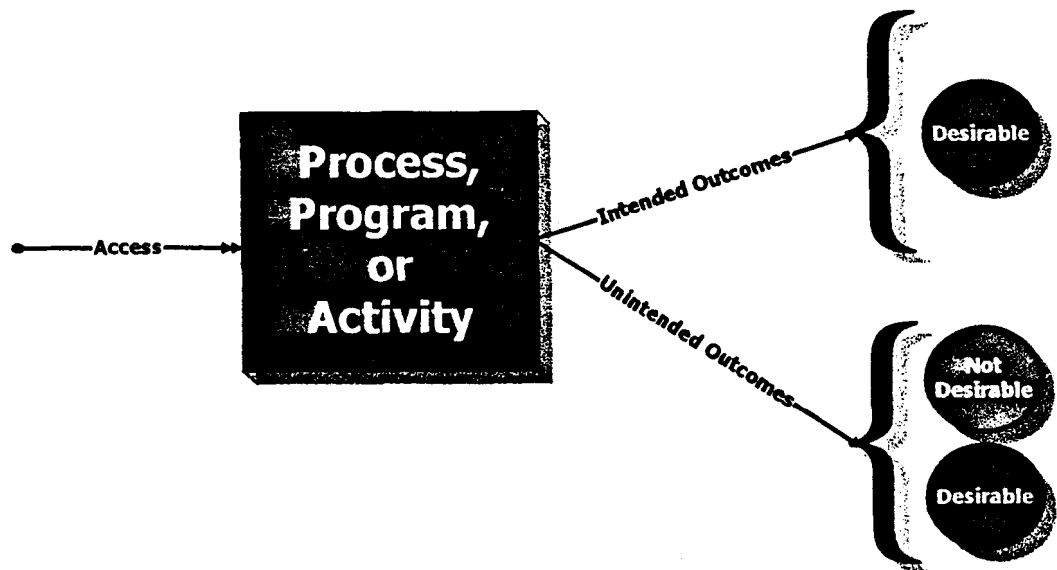


Figure 2-1: Basic Model of Access and Outcomes with Intended and Unintended Outcomes

Assessing Access

The educational equity audit begins with questions of student access by grouping students into relevant categories and collecting data about those students. Given the Champaign issues, this educational equity audit includes groupings by race/ethnicity, gender, and socioeconomic status (SES) for students at elementary, middle, and high school levels. School enrollments, course enrollments, and program enrollments were examined. If the data indicate that there is no access for a particular group, then there cannot be any outcome (desirable or undesirable) for that group. If there is limited access, then only limited outcomes can result. Figure 2-2 illustrates this point.

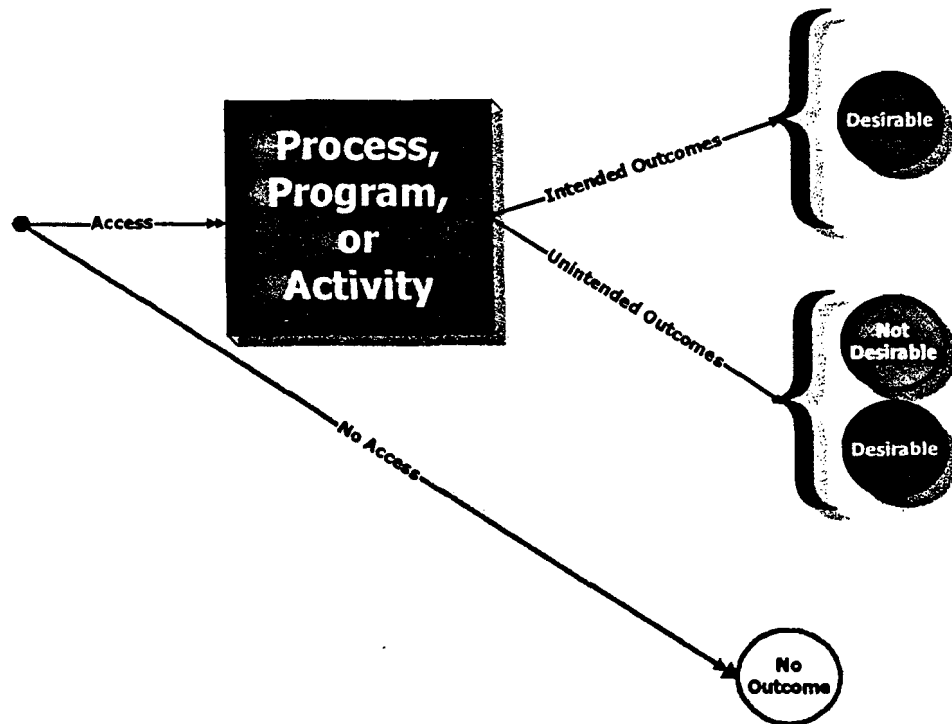
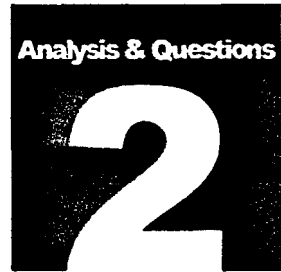


Figure 2- 2: Access and Outcomes – No Access Yields No Outcomes



Assessing Outcomes

However, as illustrated in Figure 2-2, even if there is clear data demonstrating access for a particular group, there still may or may not be desirable outcomes for that group. If there is access, more information still is needed to assess outcomes. Additional outcome information, typically coming from such measures as course grades, test scores, promotion/retention figures, and graduation statistics, is used in the educational equity audit. Outcomes are examined for evidence of disparity for particular groups. Differences between and among individual schools or programs also may be examined and noted.

Assessing Fairness

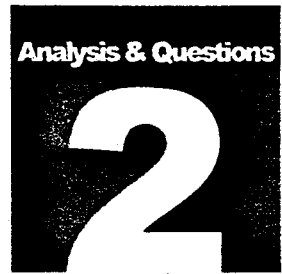
For the purposes of this educational equity audit, fairness is assessed by measuring how closely the distribution of various groups (by race/ethnicity, gender, and SES elementary, middle, and high school levels) in selected contexts approximates that of the district or school level as a whole. For example, in Champaign the 1996-97 district level student distribution by race/ethnicity was 62% White, 32% African-American and 6% Asian, Hispanic, or Native American. So the benchmark for assessing fairness on the basis of race/ethnicity fairness would be that very same distribution.

Access fairness is demonstrated when access is found to approximate the district or school level grouping distribution. An access distribution that approximated the district racial/ethnic distribution would demonstrate *access fairness*, while any distribution that didn't approximate that distribution would not demonstrate *access fairness*.

Outcome fairness is demonstrated when outcomes approximate the actual access to the program. An outcome distribution that approximated a program's access distribution would demonstrate *outcome fairness*, while any distribution that didn't approximate that distribution would not demonstrate *outcome fairness*.

For a program to be fair, it must demonstrate both *access fairness* and *outcome fairness*. A program that passes either the *access* or *outcome fairness* criteria, but **not** both, probably needs re-examination and a set of strategic interventions to correct the fairness problems. A program that demonstrates *outcome fairness*, but not *access fairness* probably needs some strategic intervention on access issues. A program that demonstrates *access fairness*, but not *outcome fairness* probably needs some strategic intervention on program content and outcome issues.

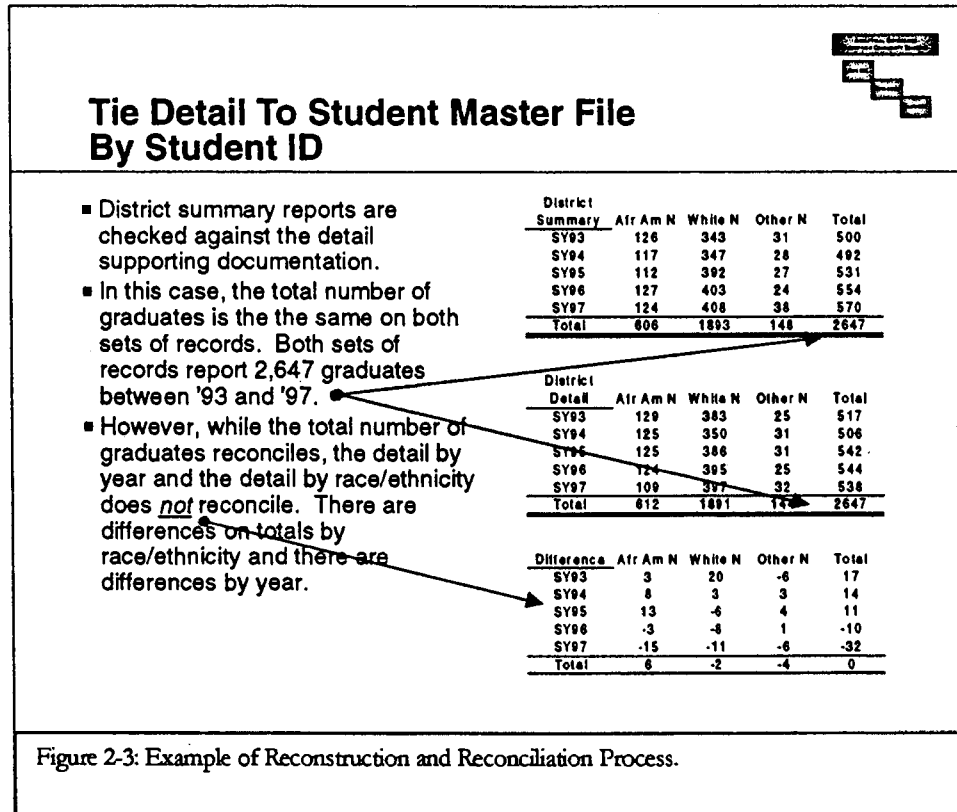
**EDUCATIONAL EQUITY AUDIT:
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Finally, the term “*approximates*” is used here intentionally to acknowledge the various alternate competing claims to fairness and the complexity of fairness issues. To be fair, a program need not meet an exact fixed numerical standard, but it should come close and *approximate* that standard. The exact degree of acceptable variance from access and outcome benchmarks should be examined and reviewed as part of the district’s ongoing planning and review processes. In Champaign, the adoption of controlled choice programs is an example of the complexity of fairness and of reconciling competing claims.

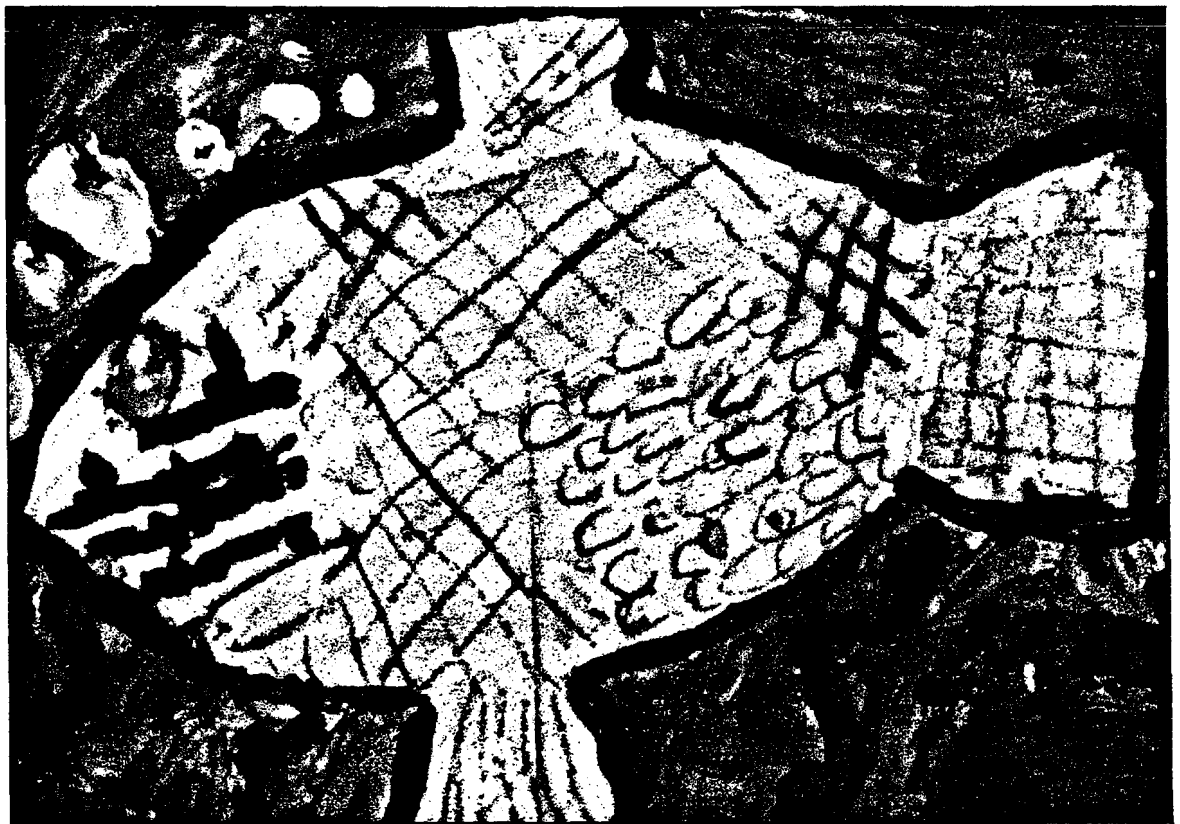
Reconciliation Procedures

As a standard operating procedure during an educational equity audit and when district data procedures allow, district reports are reconciled against the source data. Where possible, attempts are made to reconstruct and reconcile reports as a “sanity check” for the remaining data. Figure 2-3 illustrates such a reconstruction and reconciliation process.



Assessing Strategic Interventions

Typically, school districts develop courses, programs, or other special interventions to deal with particular academic needs or problems within the district. The main issue for an educational equity audit concerning such interventions is how *strategic* the district planning and evaluation processes are in designing courses, programs, or special interventions for certain specific groups or student populations. If there are *access, outcome, or fairness* issues, what is the district's strategy to acknowledge those issues and to develop interventions directed toward those issues and the student populations impacted?



Student Art Work 2: Sivali Boddu, Garden Hills Elementary School, "Fish"

2

Assessing district strategic interventions entails collecting information about the district's planning and control processes. In short, the educational equity audit must assess if district planning and control mechanisms exist and how well they are applied. In short, the educational equity audit assesses if the district:

- Says what issues exist.
- Says what is going to do about those issues.
- Does what it said it was going to do.
- Says how it uses actual performance to impact future plans.

Assessing Support Structures

The educational equity audit assesses if there is sufficient management support and a sufficiently robust information technology infrastructure to monitor, assess, and report frequently on issues of *access, outcome, or fairness*. Typically, district internal management and research reports are reviewed for data on *access, outcome, and fairness*. District job responsibilities are reviewed in light of attention to issues *access, outcome, and fairness*. Finally, the district information technology, district databases, and district reporting processes are assessed for the capacity to generate timely and accurate reports encompassing *access, outcome, and fairness*.

3. General Findings

There is much of which Champaign Community Schools Unit #4 should be proud. In aggregate, Champaign students score well above national norms on standardized tests. Average daily attendance is high. School buildings are clean and well maintained. Instructional staff and administrators appear knowledgeable in their areas of responsibility. Labor relations appear professional and productive.

However, when disaggregated and viewed under the scrutiny of the educational equity audit disparities began to emerge between African American student populations and other student populations in the district. These differences were pervasive and found in most areas investigated.

Access Fairness Issues: Pre-Selection Processes

Issues of access fairness showed themselves in some subtle and interesting ways. A series of undocumented and unexamined “*pre-selection*” processes appeared to be in effect in a number of areas.

Perhaps the clearest example of “*pre-selection*” processes was in the Gifted and Talented area. Use of teacher and parent referral processes appeared to pre-select students screened for entrance to Gifted and Talented programs. Prior to 1997-98, only “pre-selected” students were given program-screening tests. If the student did not have a strong teacher or parent advocate, the student wasn’t given access to the prerequisite screening test and, hence, did not have access to the program. Chapter 5 discusses findings and recommendations concerning Gifted and Talented access issues.

Similar undocumented “*pre-selection*” processes were observed in Special Education programs. Previously, the district had required pre-referral Building Support Team (BST) processes and interventions. These pre-referrals were required before any formal special education assessments were conducted. Chapter 6 discusses findings and recommendations concerning Special Education access issues.

District discipline policy calls for a set of pre-intervention processes prior to student disciplinary actions. While these pre-intervention processes do appear to be documented in hardcopy in individual student folders, no centralized effort was apparent to record, document, and analyze these pre-intervention steps. Chapter 7 discusses findings and recommendations concerning Discipline and Suspensions access issues.

Hiring processes appear to operate without sufficient minority representation in the hiring pools or screening teams. The school-based hiring process does not systematically report or record reasons for rejecting minority candidates recruited by the district. Chapter 9 discusses finding and recommendations on Staff Hiring and Recruiting.

Other Access Fairness Issues

- African-American student attendance rates lag behind that of their White counterparts. African-American student dropout and discipline rates are higher than those of White and Other student groups. This contributes to a lower graduation rate for African-American students compared to their percentage of the school population. Chapters 4, 7, and 9 provide details about these issues.
- African-American students have less access to Gifted and Talented classes at the elementary and middle school levels than do other student groups. With less access at earlier grades, African-American students are less able to access honors and Advanced Placement classes at the high school level. This appears to be the case even though advanced course enrollment is open to any student. African-American students are over-represented in less rigorous Level I and II high school course, and under-represented in the more rigorous Level III high school courses. Low performance expectations in the lower grades precludes access to more rigorous programs in the upper grades. Chapters 5 and 8 provide details about these issues.
- African-American students are over-represented in special education programs compared to their proportion of the general school population. This serves to preclude access to regular education and advanced opportunities. Of particular note is the disproportionate number of African-American students in programs where human judgement may play a greater role than in programs with "hard" diagnostic criteria. See Chapter 6 for details on these issues.

Outcome Fairness Issues

The educational equity audit found a number of outcome fairness issues. Most are covered in Chapter 8. See also Chapters 4 and 7.

- African-American students score lower than their White and Other student counterparts on standardized achievement tests and, on average, perform below national norms.
- African-American students take fewer Advanced Placement tests and score lower on AP exams.
- African-American students receive fewer As and Bs in Level III courses than their White and Other student counterparts at the high school level.
- The percentage of African-American students who attend high school and graduate has declined significantly over the past 5 years.
- African-American students are over-represented in special education placements, alternative education programs, disciplinary actions, and dropout rates. Students cannot achieve at high levels if they do not have access to the programs and resources that predict such higher outcomes. See Chapters 4, 7, and 8.

Strategic Intervention and Management Support Issues

The educational equity audit identifies access and outcome fairness issues that appear to stem from the lack of strategic interventions on the part of the district. The district response to inequities such as those found in the educational equity audit have been neither strategic nor coordinated to produce desired outcomes. The issue being addressed here is not that the district hasn't been taking actions to solve certain problems, because the district very clearly has taken actions. The issue here is that district departments and schools have operated largely independently of one another, without sufficient management information, thus very likely diluting the overall impact of the interventions and program resources.

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**

General Findings

3

The district should begin to align itself strategically to concentrate efforts and resources on attaining specific key results and goals. Program and school leadership should select and institute a limited set of approaches district-wide to meet clearly defined key results and goals. Data on progress toward those key results and goals should be tracked regularly with ongoing reports and analyses. Administrators, principals, and teachers should be held accountable for compiling, analyzing, and disseminating programmatic data and attaining those key results and goals.



Student Art Work 3: Hannah Elsworth, Grade 1, B.T. Washington Elementary School, "Landscape Painting & Collage"

Management support structures should be strengthened. Specific project management tools must be selected and implemented to enhance program planning, coordination, and communications. Staff training in the use of such tools is crucial. District information technology implementation and development of new systems and databases should continue with increased priority. Decisions should be based on program analytical data and program results. See Chapter 10 for a discussion of information technology findings and recommendations. Recommendations on project management also are found in Chapter 10.

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**

General Findings

3

We found district staff and school principals to be knowledgeable in their respective areas and eager to address the issues uncovered during the educational equity audit process. The district already has transitioned to the leadership of a new superintendent of schools who has developed an aggressive, yet attainable set of goals and objectives. The district should utilize this period of new leadership and of increased public scrutiny to commit to educational equity and excellence.

Inspect What You Expect

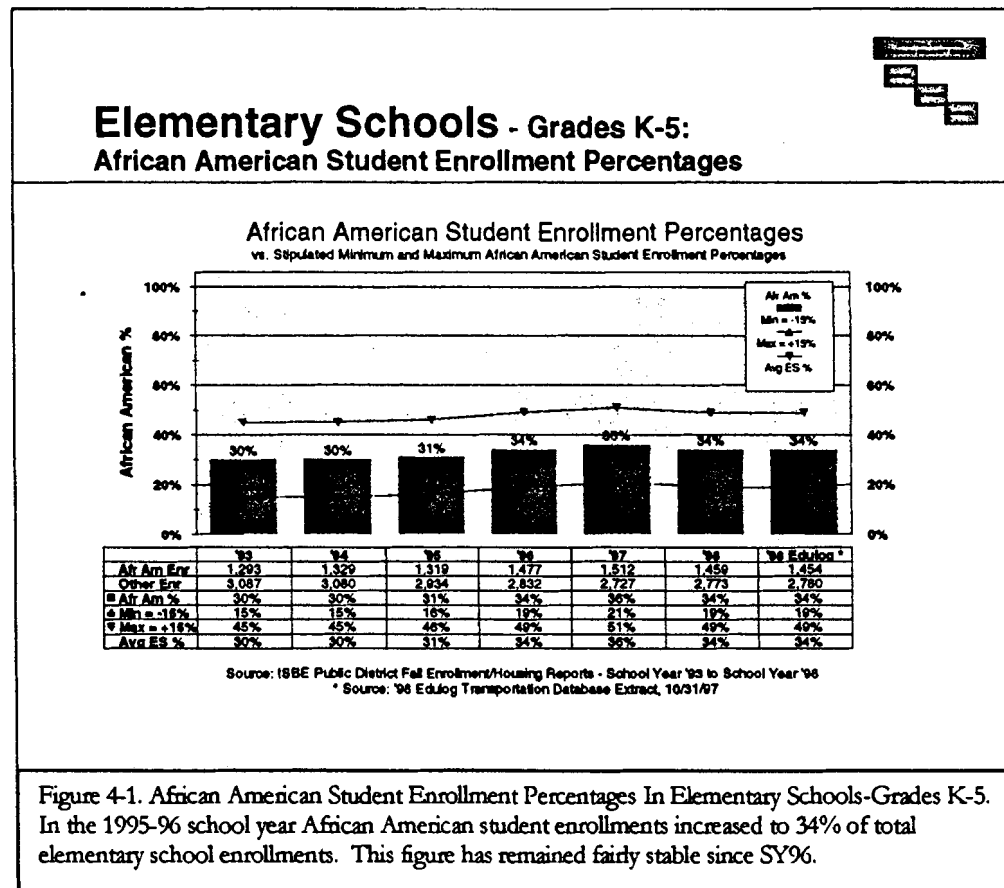
A crotchety old educator once passed on a few words of wisdom that Champaign Community Schools Unit #4 should consider implementing and using as an ongoing slogan:

*“Inspect
What You
Expect”*

4. Enrollment, Mobility, & Attendance

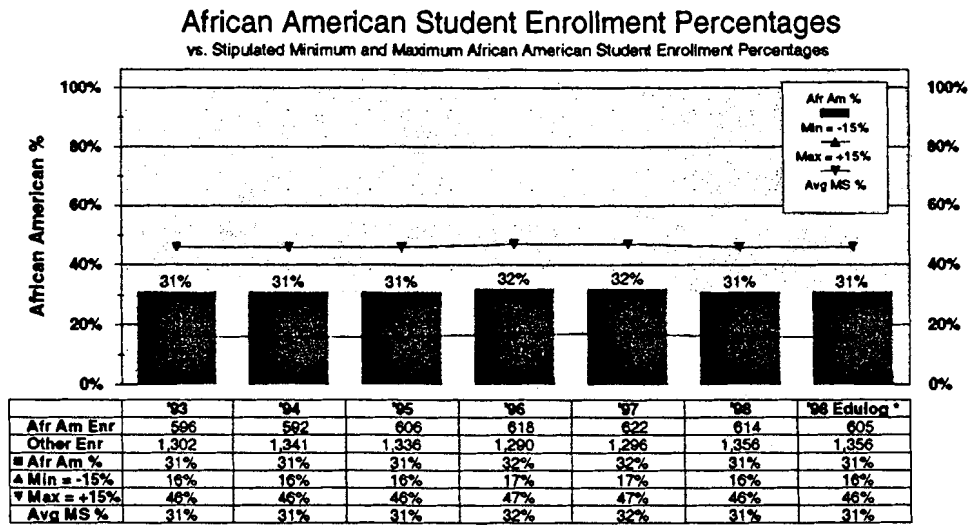
Findings

Enrollments



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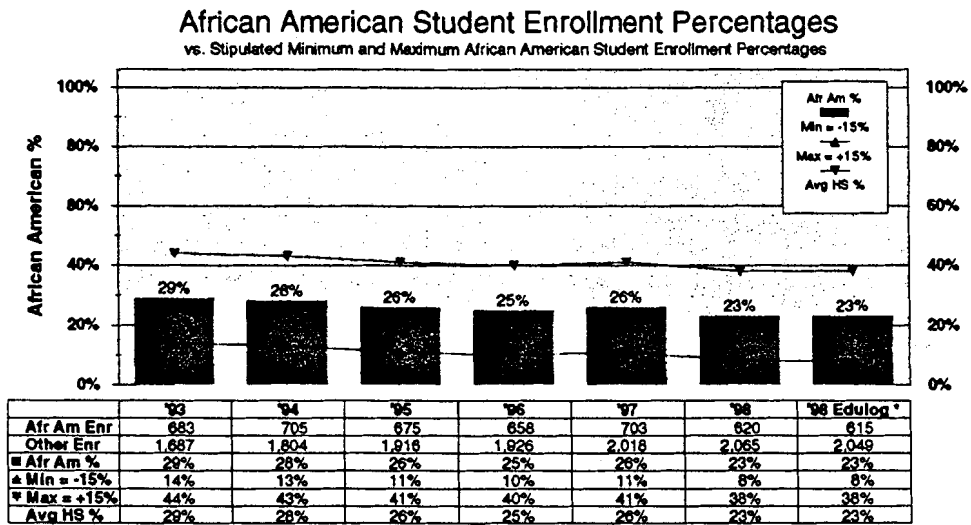
Middle Schools - Grades 6-8: African American Student Enrollment Percentages



Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98
* Source: '98 Edulog Transportation Database Extract, 10/31/97

Figure 4-2. African American Student Enrollment Percentages in Middle Schools Grades 6 – 8. African-American middle school enrollments remained flat at roughly 31%.

**High Schools - Grades 9-12:
African American Student Enrollment Percentages**



Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98
* Source: '98 Edulog Transportation Database Extract, 10/31/97

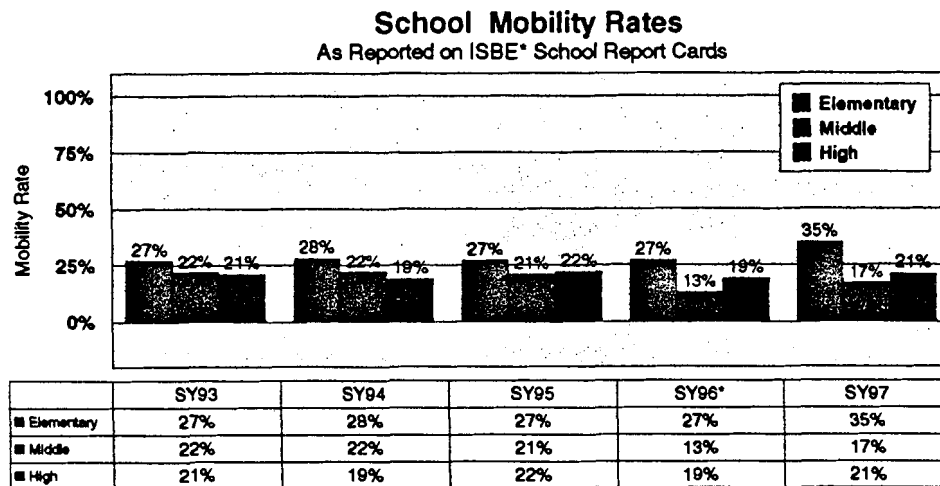
Figure 4-3. African-American High School Enrollment Percentages – Grades 9-12. African-American high school enrollment has declined from a high of 29% in the 1992-93 school year to a low of 23% during the 1997-98 school year.

African-American school enrollments appeared lower at the high school level than at the elementary or middle school levels. While African-American enrollment trends appeared to show increasing or flat enrollment at elementary and middle school levels, African-American enrollment declined dramatically at the high school level.

4

Mobility

School Mobility Rates Elementary, Middle, and High School Levels

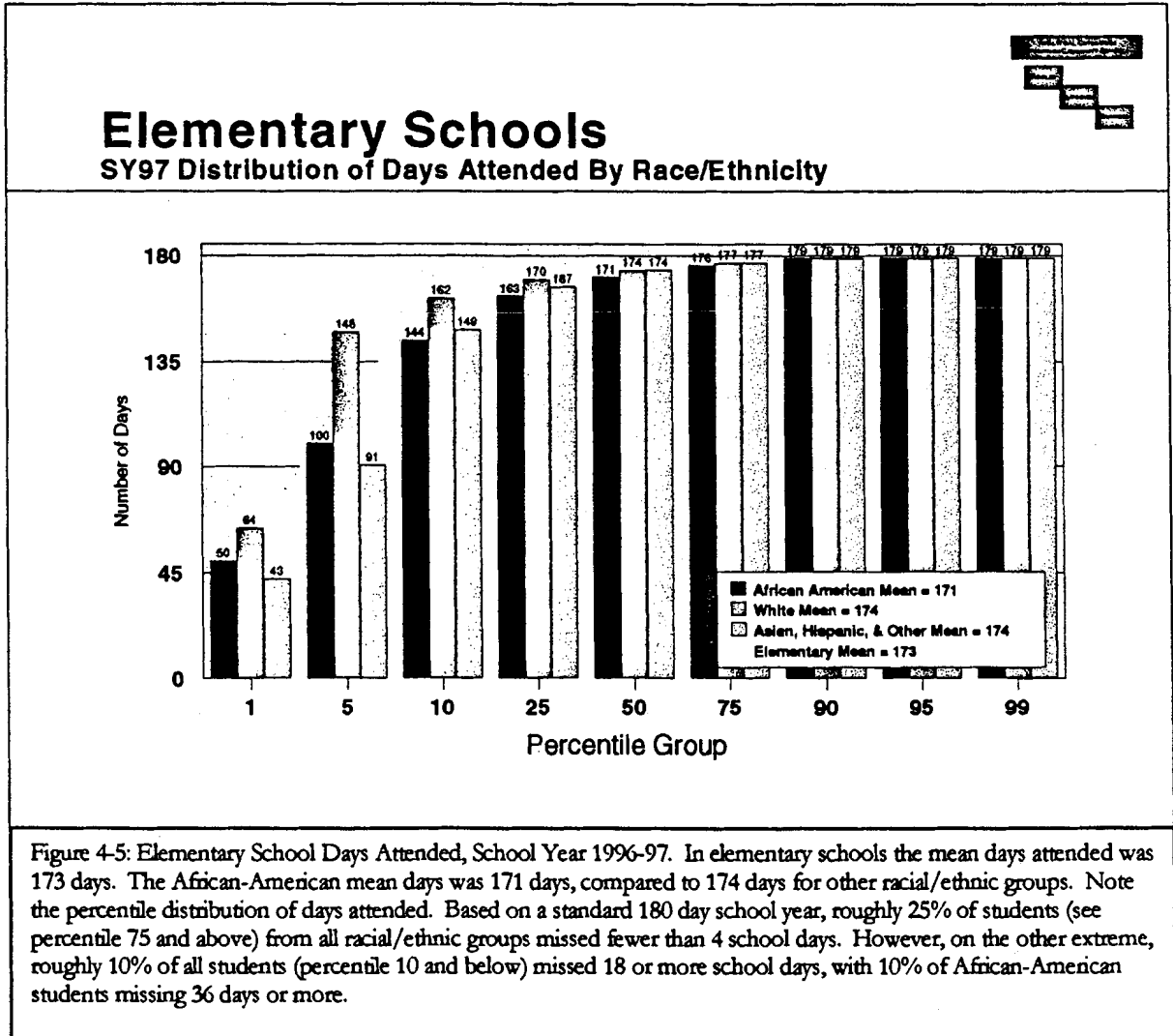


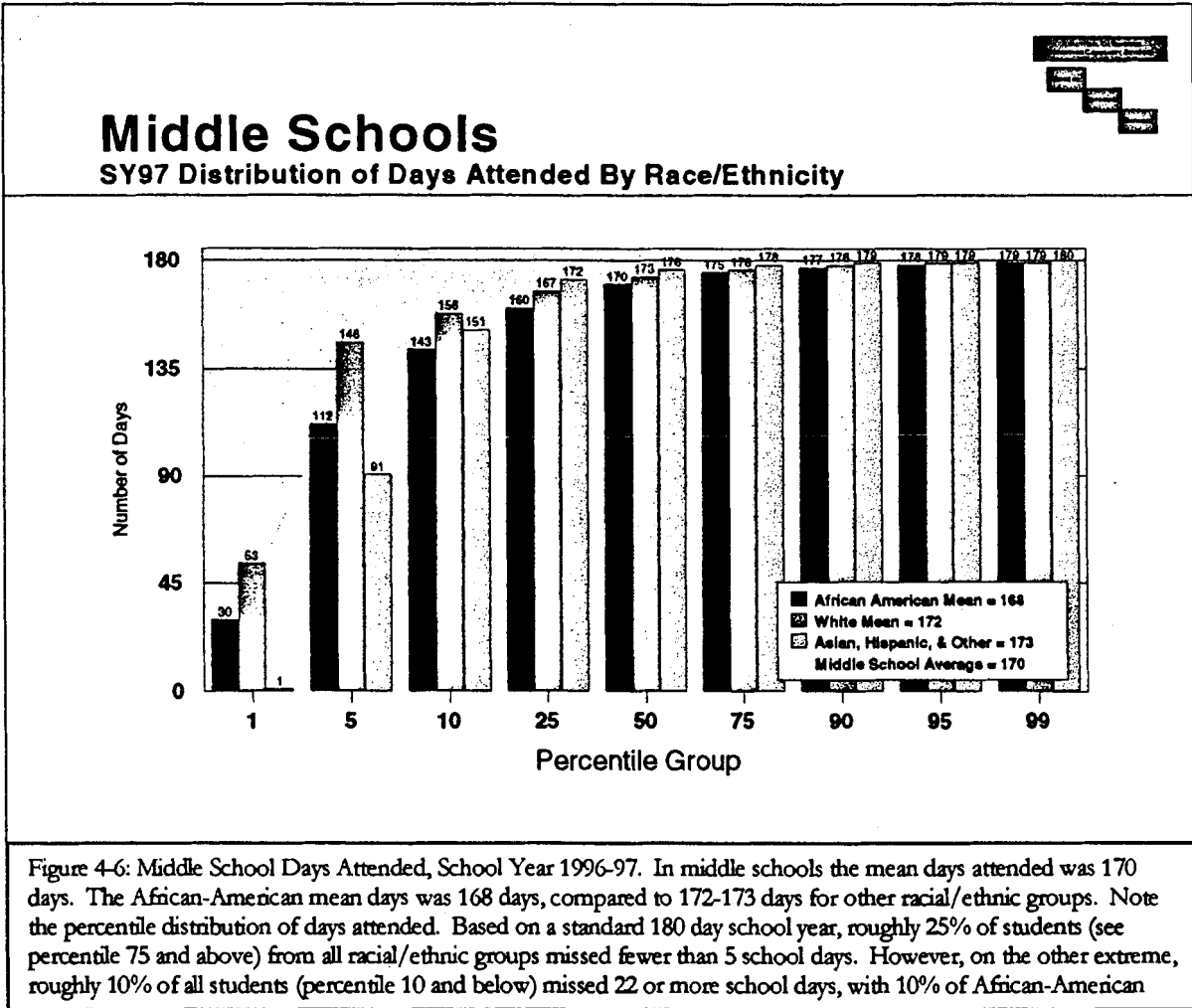
SY96* - Detailed unduplicated counts not available - averages used.
ISBE = Illinois State Board of Education

Figure 4-4. School Mobility Rates. Using Illinois State Board of Education Forms the district reported out school mobility rates. Given the district's database practices, these numbers could not be calculated independently. Mobility rates for a district indicate the absolute number of students entering and leaving the district in the course of a school year and can be seen as an indicator of change or flux in the student population. The greater the mobility rate, the greater the student turnover in the district.

Reported mobility rates were highest at the elementary school level. Elementary mobility rates approached or exceeded 30%. Middle and high school mobility rates were closer to 20%.

Attendance





High Schools

SY97 Distribution of Days Attended By Race/Ethnicity

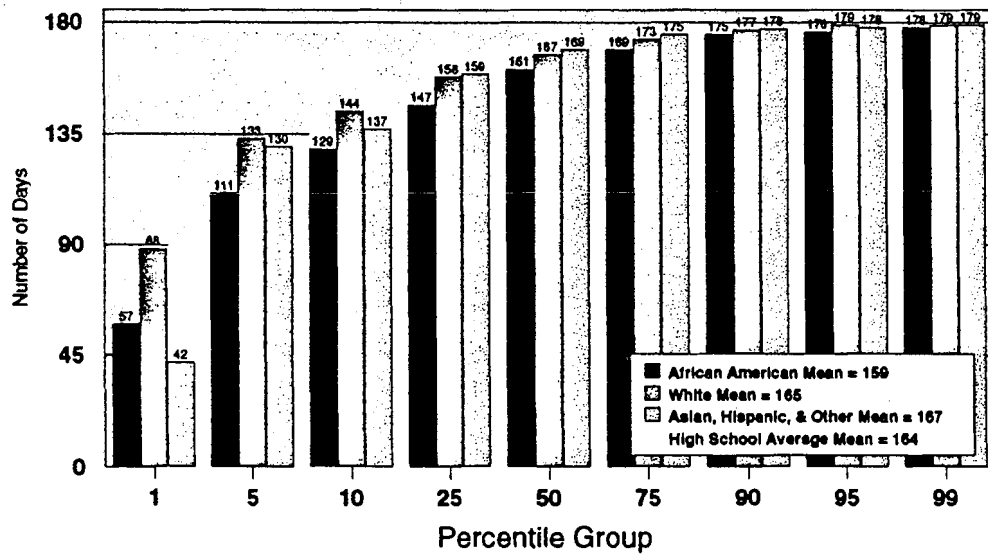
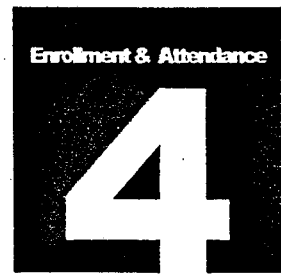


Figure 4-7: High School Days Attended, School Year 1996-97. In high schools the mean days attended was 164 days. The African-American mean days attended was 159 days, compared to 165-167 days for other racial/ethnic groups. Note the percentile distribution of days attended. Based on a standard 180 day school year, roughly 25% of students (see percentile 75 and above) from all racial/ethnic groups missed fewer than 11 school days. However, on the other extreme, roughly 10% of all students (percentile 10 and below) missed nearly a quarter of the school year.

Arguably 50% of the student body from all racial/ethnic groups has reasonably good school attendance. However, for some 10%-25% of the students there appears to be an attendance problem. Days attended appears to drop-off dramatically at the lowest 25th percentile. The drop-off appears at all school levels and is particularly distinct for African American students.



Recommendations

The drop-off in African American student enrollment percentage from 38% in pre-kindergarten programs to 23% at the high school level is both a school and a community problem that requires a comprehensive response. Additionally, the African-American students who remain enrolled in the Champaign Public Schools, on average, have average attendance lower than that of their White, Hispanic, and Asian counterparts. Students cannot achieve academic success if they are not in school.

The District should:

1. **Launch a major push**, with the assistance of parent groups, community organizations, religious groups, municipal officials, local colleges, and businesses to increase student attendance and to reduce student dropouts. The need for African-American children to attend and to graduate from high school should be stressed at every opportunity. The call for school attendance should be made from the call to worship in churches, mosques or synagogues as well as at sporting events and community celebrations. Businesses could create incentives for parents to monitor student attendance and provide leave time for that purpose. Desperate to raise student attendance, achievement, and graduation rates, at least one neighboring state, Wisconsin, has tied school attendance to welfare eligibility. Massachusetts has even subpoenaed parents of truant students to explain their children's absences in court. Champaign should determine how best to mobilize its community in support of African-American student attendance and dropout reduction.
2. **Teachers, principals, social workers, and other school personnel** should visit the homes of absent students to determine the cause of the absence. They should determine if additional services are required to maintain student attendance. They should make appropriate referrals to schools, community social service agencies or to governmental institutions for needed support.
3. **Use technology to monitor student** attendance by providing teachers and social workers, for example, with cellular telephones to contact the caregivers of absent students. The district might approach Ameritech for contributions of such



**EDUCATIONAL EQUITY AUDIT:
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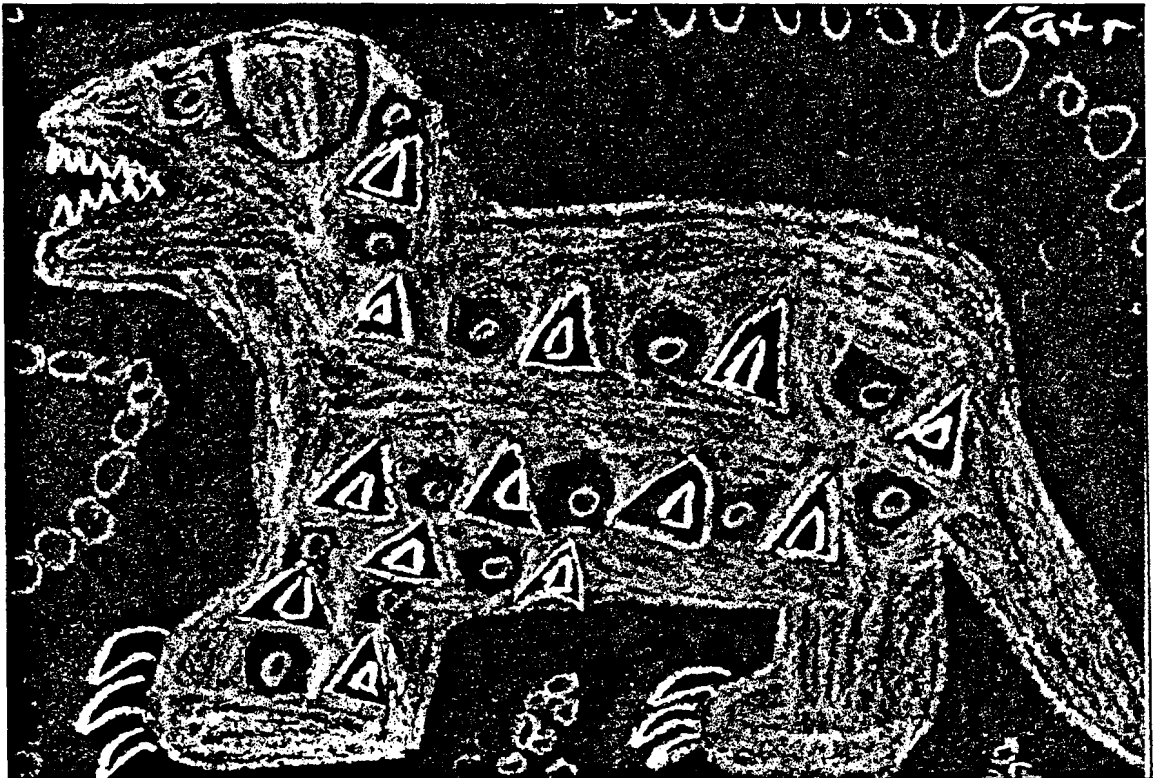
Enrollment & Attendance

4

equipment. Each school should be required to contact the home of any student whose absence is unexcused on the first day of his or her absence. The district should also provide each school with an automated calling machine that will automatically contact the homes of absent students during the evening hours.

4. **Develop a student monitoring and tracking system** that guides and supports local school efforts to increase student attendance. This system should include

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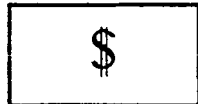
Student Art Work 4: Patrick Jake, Grade 4, Columbia Elementary School, "Patterned Animal", Craypas

student transfers and dropouts and should tie into the database at the Family Information Center. Central High School will pilot an automated attendance monitoring system in the fall that will automatically send notices of inquiry to the parents of absent students using the new Pentamation System.

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**



5. **Provide school level incentives** for faculty, staff and administration to raise the attendance of African-American students to that of their White, Hispanic and Asian counterparts



6. **Include the improvement of attendance and retention rates** of African-American students as part of the evaluation process for school principals, the Director of Student Services, and other appropriate district personnel.

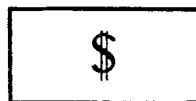
7. **The new Coordinator of Research and Development** should monitor and evaluate current programs designed to support student attendance, encourage continued enrollment, improve student achievement, and reduce student discipline problems. Examples of such programs are C-U Early, Get Ready Program, Project Even Start, Mentoring Programs, Project Success, Student Assistance Programs, New Directions, Wraparound Services, Social Work and Counseling services and remedial and "accelerated" summer programs. If program elimination is effected, the district should consider establishing school-based positions (or designate staff who would be freed from other obligations and duties) to coordinate student support programs. A main responsibility would be to re-focus such programs on the identified needs of students.



8. **Expand Project Success** or otherwise provide for the social/emotional and physical health needs of students and their families, on-site, in every school. Collaborate as necessary with private, non-profit and governmental agencies to create "full-service, community schools" at each school site.



9. **Create partnerships with organizations** that have proven records for organizing parents and caregivers effectively. Participating Parents for Progress of Eastern Michigan State University and the Industrial Areas Foundation Network of Austin, Texas are examples of organizing groups that have had success in school districts across the country. (OCR p. 5, Item 5)



10. **Incorporate parental organizing** functions (both current and future) into the Family Information Center. Create a vision for the FIC that includes parental or caregiver training, organizing, involvement, and advocacy. (OCR, p. 5, item 5).

11. **Conduct surveys** of parental/caregiver and student needs and response to current school climate. The district may wish to consider as examples the 1993-94 Parent Involvement Needs Assessment or the Kenwood School parent survey administered in 1996-97. (OCR, pp. 4-5, item 3)

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**

Enrollment & Attendance

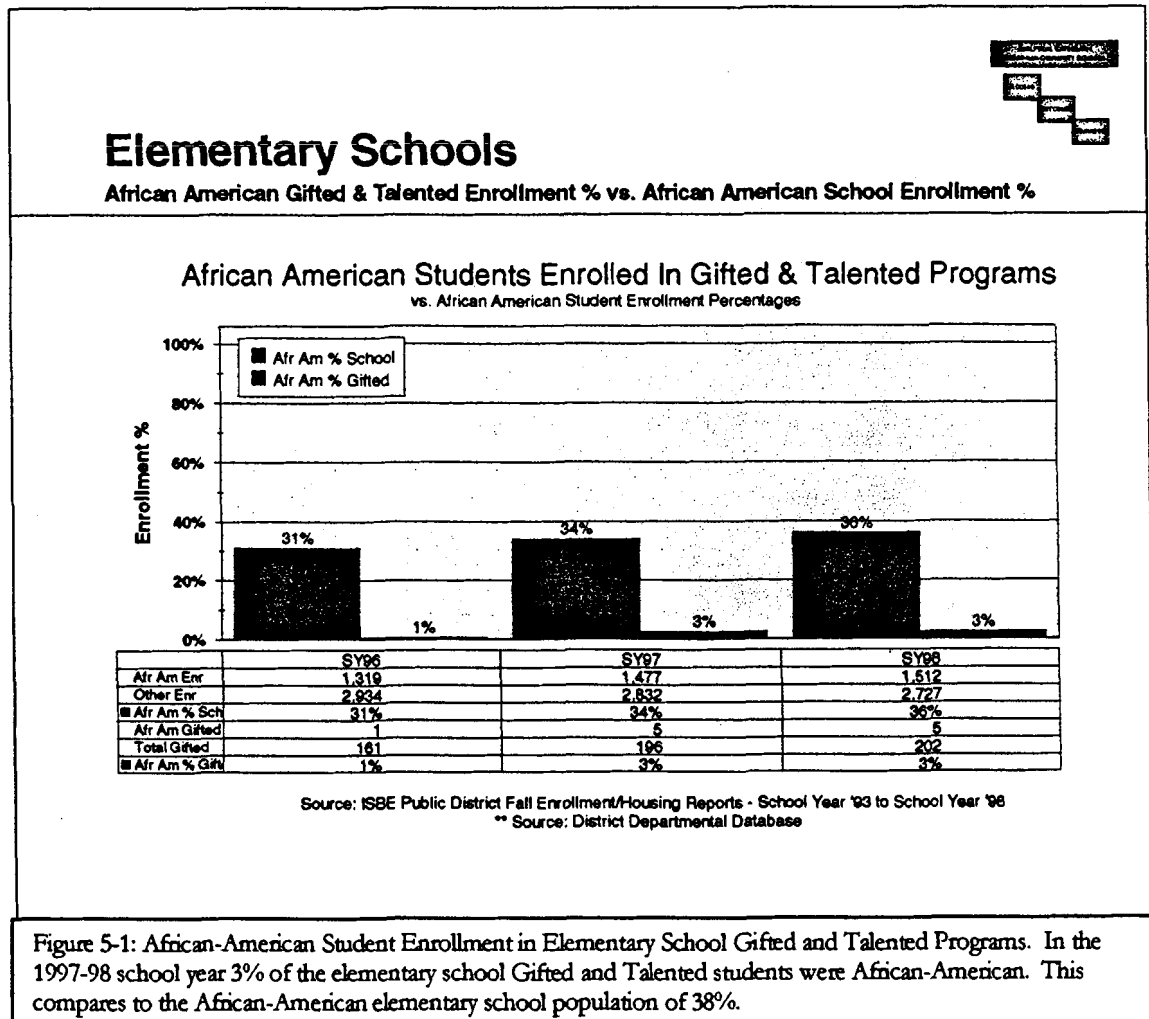
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12. **Eliminate truancy as a suspendable offense.** (OCR, p. 20, item 26c)
13. **Implement Controlled Choice student assignment program for all schools** to reduce or eliminate student mobility. District-wide choice should allow all students to remain in their chosen school until the top grade or until graduation. African-American students have the highest mobility rates of all district students.
14. **Explore curriculum alignment with surrounding** districts to provide continuity of instructional focus for mobile students.
15. **Publicize and expand tuition credit program availability** with surrounding districts. This program would allow students who move between districts to continue in the original school until the end of the academic year.
16. **Identify and support effective models of diversity training** for all staff. (OCR, p. 5, item 4)



5. Gifted and Talented Programs

Findings



Who Is Screened For Gifted & Talented Programs? Imputed Decision Tree Using SES, Race/Ethnicity, Gender, & Attendance %

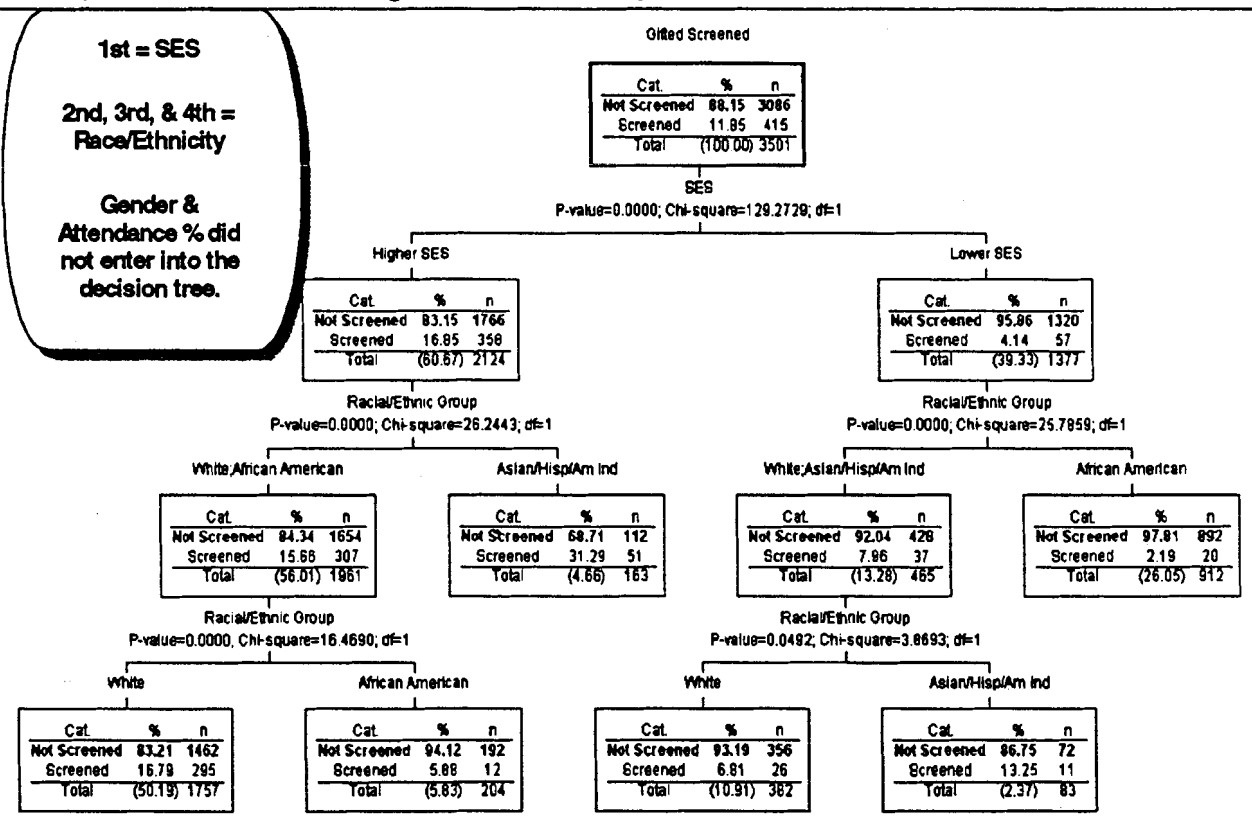


Figure 5-2: Who Is Screened For Gifted and Talented Programs? This 'decision-tree' indicates that during the 1996-97 school year, students from higher socioeconomic backgrounds tended to have a better chance (17%) of being screened for Gifted and Talented programs than did students from lower socioeconomic backgrounds (4%). Of lower income elementary school students, African-Americans stood a 2% chance of being screened as compared to an 8% chance for other racial/ethnic groups. Of higher income elementary school students, African-Americans stood a 6% chance of being screened; Whites a 17% chance, and Asians, Hispanics, or Others a 31% chance. *Please note:* this 'decision tree' reflects the chances of being recommended by teachers or parents only for taking the Gifted and Talented screening tests. Actual selection into the program depends on the results of the test. This 'decision tree' merely reflects who got to take the test, not who got into the program.

**EDUCATIONAL EQUITY AUDIT:
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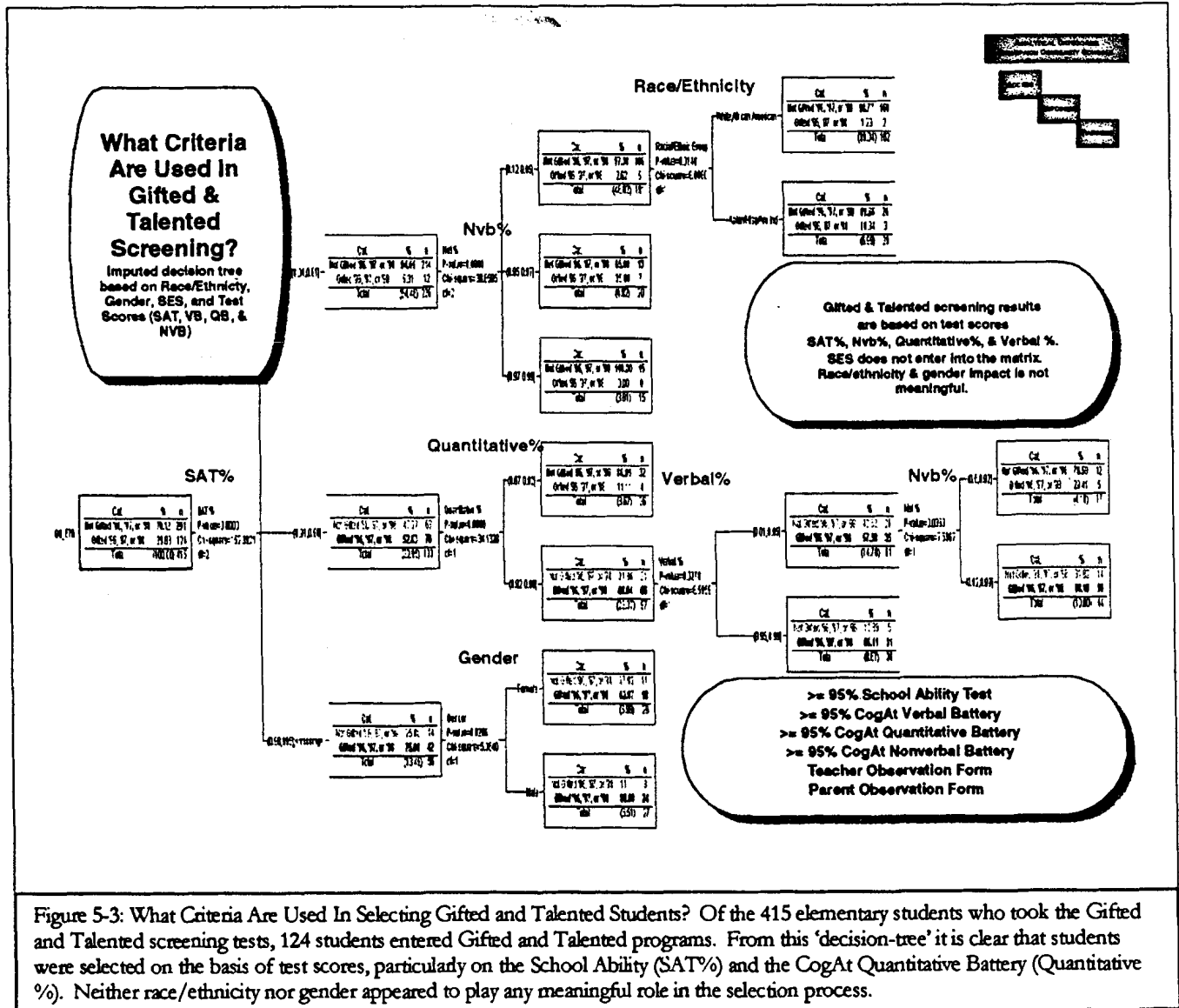


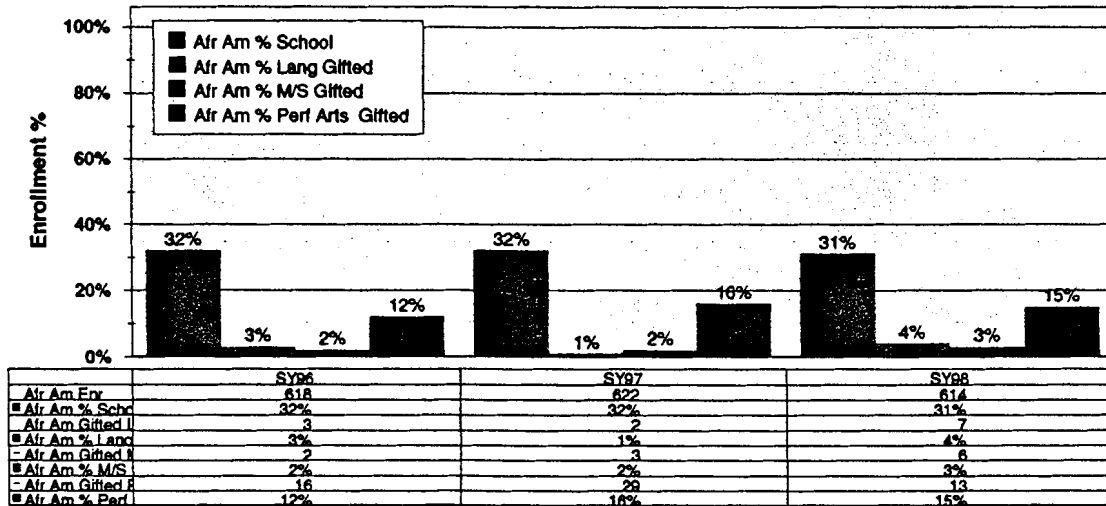
Figure 5-3: What Criteria Are Used In Selecting Gifted and Talented Students? Of the 415 elementary students who took the Gifted and Talented screening tests, 124 students entered Gifted and Talented programs. From this 'decision-tree' it is clear that students were selected on the basis of test scores, particularly on the School Ability (SAT%) and the CogAt Quantitative Battery (Quantitative %). Neither race/ethnicity nor gender appeared to play any meaningful role in the selection process.



Gifted & Talented - Middle School Program

African American Gifted & Talented Enrollment % vs. African American School Enrollment %

African American Students Enrolled In Gifted & Talented Programs
vs. African American Student Enrollment Percentages



Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98
** Source: District Departmental Database

Figure 5-4: Middle School African-American Gifted and Talented Program Enrollment. During the 1995-96, 1996-97, and 1997-98 school years no more than 4% of the middle school Gifted and Talented enrollments in Language Arts/Social Studies or Math/Science were African-American. Only in the Performing Arts program did African-American students exceed 12% of the total enrollment. During that period, African-American students comprised 31%-32% of the entire middle school population.



Recommendations

African-American students are significantly underrepresented in Gifted and Talented classes. In elementary schools, African-American students represent 36% of students but only 3% of the Gifted and Talented population. Though representation is higher at the middle school level, African-American students at that level are largely enrolled in Performing Arts but not in the Language Arts, Social Studies, or Math/Science Strands. There is one African-American teacher of Gifted and Talented classes at the middle school level. There are none at the elementary school level.

The District should:

1. **Expand the number of self-contained Gifted and Talented classes** and consider placing two new self-contained Gifted and Talented classes at Stratton Elementary School (perhaps as demonstration models). This will accommodate the 50 identified students currently on a waiting list and any other students as they become identified. This would make this new school building, replacing Columbia Elementary School (which had been previously racially identifiable), attractive to parents and caregivers from across the district.
2. **Ensure that there is interaction** among students in self-contained Gifted and Talented programs and students in regular programs.
3. **Create part-time Gifted and Talented programs** at each of the elementary school that do not have self-contained programs.
4. **Hire teacher/staff developers with Gifted and Talented certification** to staff the part-time programs. They would train teachers in the schools to enrich and expand their instructional programs enhancing the education of all children. These positions might be merged with the new theme/choice position the district is considering for each school-of-choice. Each coordinator, therefore, would have to demonstrate competency in the identified theme and possess (or agree to acquire) Gifted and Talented certification.



**EDUCATIONAL EQUITY AUDIT:
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5. **Consider other models for Gifted and Talented education**, especially the Renzulli Model, have interested district staff. We have also provided district staff with the Project Discovery Model from Duval County, Florida, which has had some moderate success in identifying and preparing African-American students for Gifted and Talented programs. (OCR p.10, item 11)



6. **Expand academic after-school and summer school enrichment programs** designed to prepare African-American and other underrepresented students to succeed in Gifted and Talented programs. The district has supported pilots of programs such as Voyager and provides it's own after-school care programs. District staff has indicated support for these opportunities. The district should consider scholarships or fee waivers for student participants who are eligible for free or reduced lunch.

7. **Adopt alternative models for the identification** of underrepresented populations for Gifted and Talented classes. These models should be used to further identify students across the entire student population. These models should focus specifically on underrepresented students from racial and ethnic minorities, students for whom English is a second language, or on children in poverty. We have given the district staff two models that have been successful in identifying African-American students for gifted classes. In the State of Florida, a provision entitled Plan B enabled schools districts to devise their own alternative identification plan based on general guidelines. The plan must have state approval since in Florida, Gifted and Talented programs are included under special education law. In Prince George's County, Maryland, the district has adopted 3 "paths" to Gifted and Talented identification and placement. In both cases, African-American student participation in gifted programs increased significantly. (OCR p. 8, item 7)

8. **Review "decision trees"** provided by consultants on the current Gifted and Talented identification processes. Review the "decision trees" for implications for the under-representation of African-American students. Potential areas of examination should include the potential overemphasis of the Teacher Observation Form and the under-utilization by African-American parents of the Parent Observation Form. (OCR pp. 8-9, item 8b)

9. **Ensure that the central screening team** identifying and placing students in Gifted and Talented programs is balanced racially, ethnically, and by gender.

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**

Gifted & Talented

5

10. **Monitor student success and/or attrition**, especially of African-American students, to promote retention of African-American and other underrepresented student populations.



Student Art Work 5: Keosha Williams, Grade 4, Westview Elementary School, "Self Portrait"

11. **Prepare and present to the public**, on an annual basis, data on the identification, placement, retention and educational outcomes of African-

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**



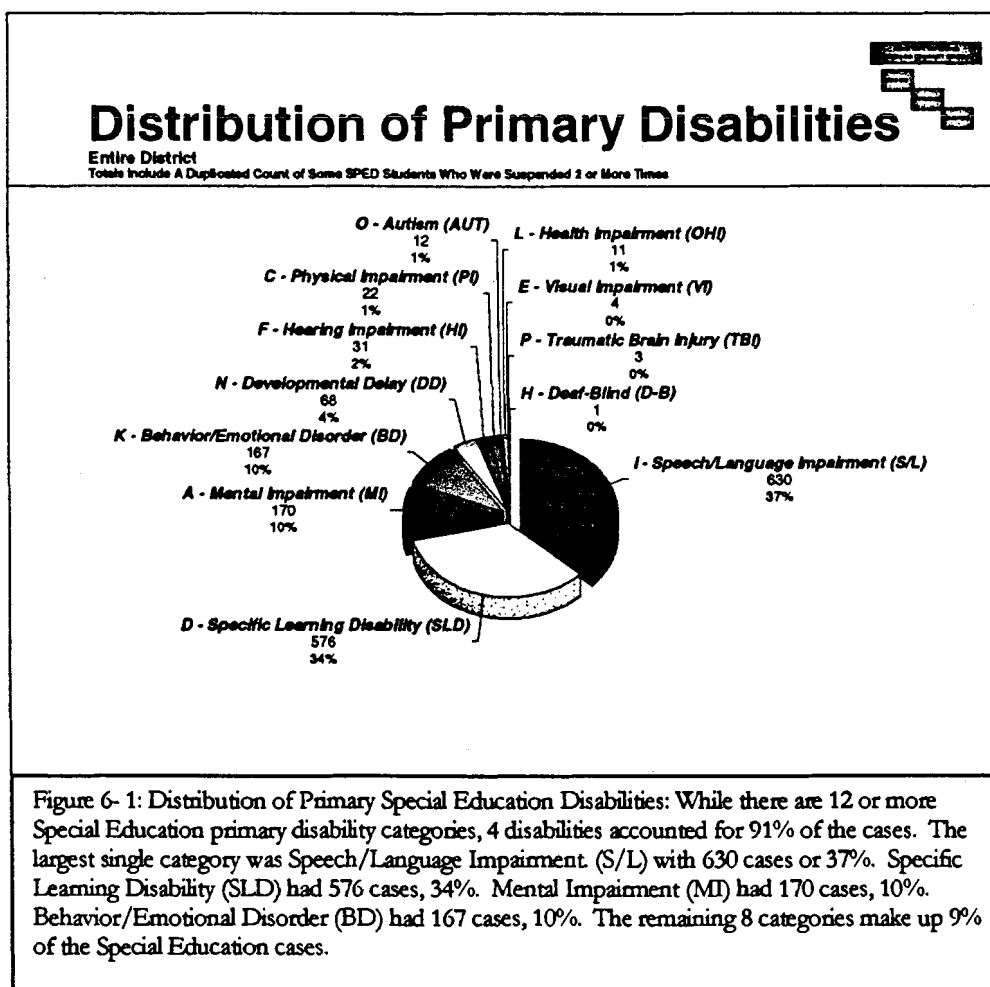
American students in Gifted and Talented programs. (OCR pp. 10-11, item 12)

12. **Continue the practice** implemented in 1997-98 of testing all first grade students in an effort to identify more students appropriate for placement in part-time or self-contained classes. (OCR p. 8, item 8a)
13. **Allow students** who participate successfully in part-time or self-contained Gifted and Talented programs at the elementary level to continue into all three strands at the middle school level without requiring additional screening. Ensure that students newly identified as Gifted and/or Talented or qualified students new to the district have access to these programs throughout the elementary and middle school years.
14. **Provide incentives** for African-American teachers to obtain Gifted and Talented certification/endorsement and recruit them to teach in Gifted and Talented programs. The district might want to dedicate some of the annual tuition credit 'bank' from the University of Illinois for this purpose.



6. Special Education

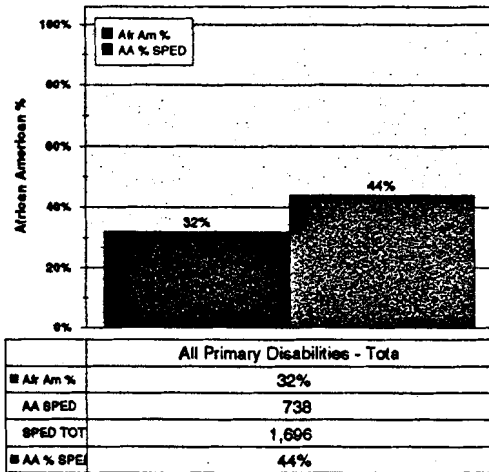
Findings



All Primary Disabilities - Total

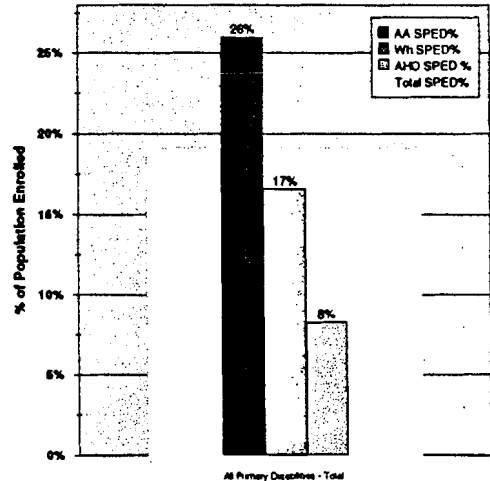
All School Levels

**African American Students Enrolled In SPED Programs
vs. African American Student Enrollment Percentages**



Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '03 to School Year '05
** Source: District Departmental Database

**Percent of School Population Enrolled In SPED Programs
By Race/Ethnicity**

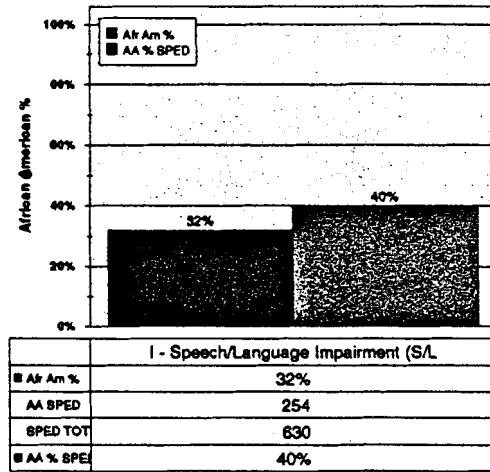


Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '03 to School Year '05
** Source: District Departmental Database

Figure 6-2: Special Education - All Primary Disabilities at All School Levels: African-American students comprised 44% of the special education cases while comprising 32% of the entire student population. District-wide, 19% of all students were designated as having at least one primary disability. A total of 26% of the entire African-American student population had special education needs as compared to 17% of White students and 8% of Asian, Hispanic, and Other students.

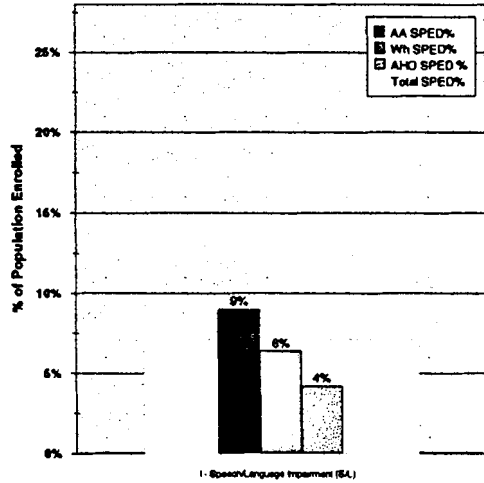
I - Speech/Language Impairment (S/L)
All School Levels

**African American Students Enrolled In SPED Programs
vs. African American Student Enrollment Percentages**



Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '00 to School Year '08
** Source: District Departmental Database

**Percent of School Population Enrolled In SPED Programs
By Race/Ethnicity**

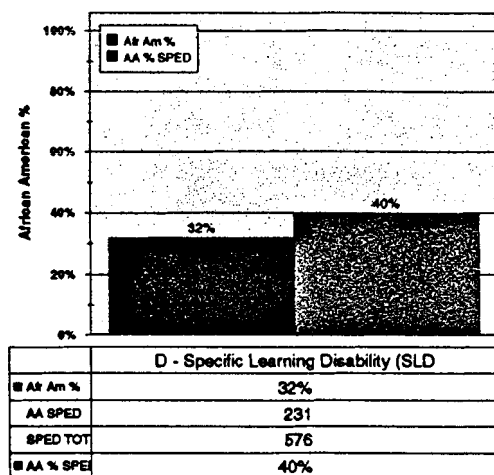


Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '00 to School Year '08
** Source: District Departmental Database

Figure 6- 3: Special Education – Speech / Language Impairment (S/L) at All School Levels: African-American students comprised 40% of S/L students while comprising 32% of the entire student population. District-wide, 7% of all students were designated as S/L. A total of 9% of the African-American student population was designated as S/L.

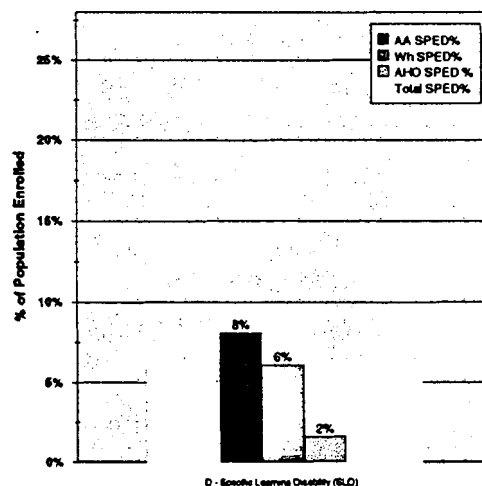
D - Specific Learning Disability (SLD) All School Levels

**African American Students Enrolled In SPED Programs
vs. African American Student Enrollment Percentages**



Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '03 to School Year '05
** Source: District Departmental Database

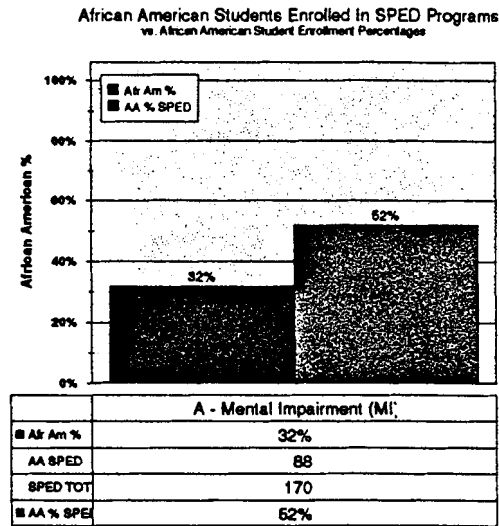
**Percent of School Population Enrolled In SPED Programs
By Race/Ethnicity**



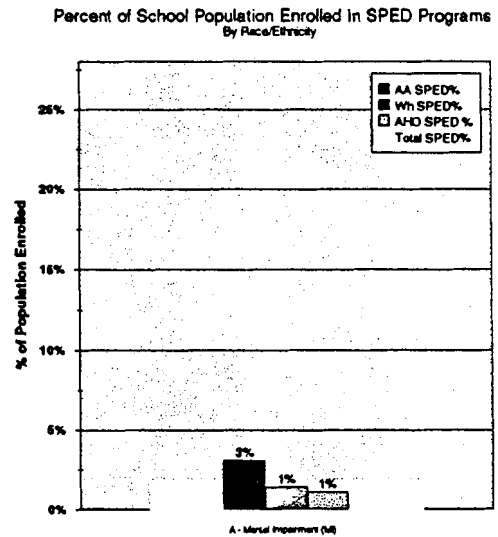
Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '03 to School Year '05
** Source: District Departmental Database

Figure 6- 4: Special Education – Specific Learning Disability (SLD) at All School Levels: African-American students comprised 40% of SLD students while comprising 32% of the entire student population. District –wide, 6% of all students were designated as SLD. A total of 8% of the African-American student population was designated as SLD.

A - Mental Impairment (MI) All School Levels



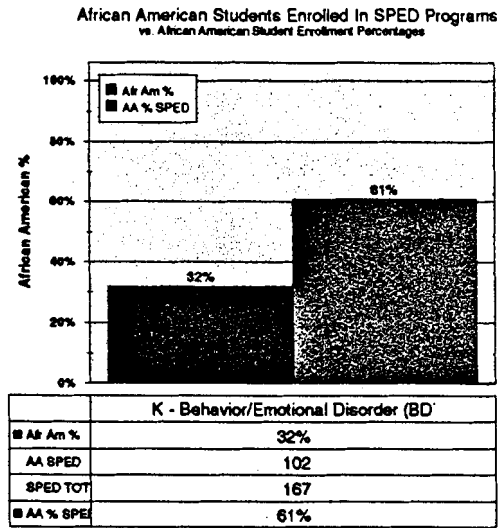
Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '89 to School Year '90
** Source: District Departmental Database



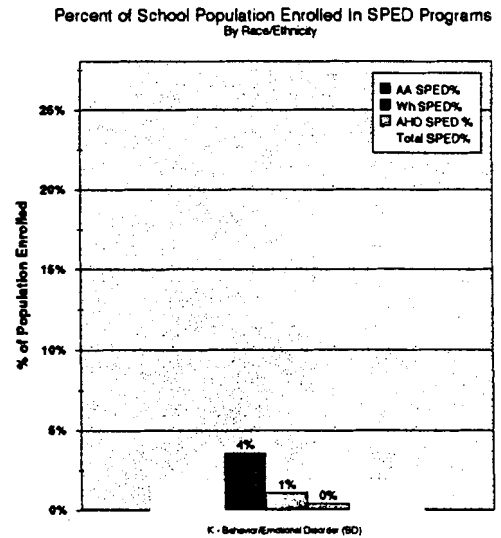
Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '89 to School Year '90
** Source: District Departmental Database

Figure 6- 5: Special Education – Mental Impairment (MI) at All School Levels: African-American students comprised 52% of MI students while comprising 32% of the entire student population. District-wide, 1% of all students were designated as MI. A total of 3% of the African-American student population was designated as MI.

K - Behavior/Emotional Disorder (BD) All School Levels

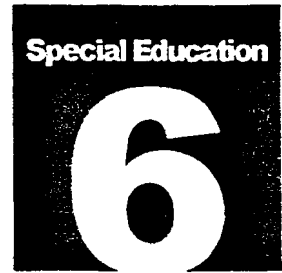


Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '03 to School Year '06
** Source: District Departmental Database



Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '03 to School Year '06
** Source: District Departmental Database

Figure 6- 6: Special Education – Behavior/Emotional Disorder (BD) at All School Levels: African-American students comprised 61% of BD students while comprising 32% of the entire student population. District-wide 2% of all students were designated as BD. A total of 4% of the entire African-American student population was designated as BD.



Recommendations

African-American students are disproportionately assigned to special education classes. African-American students represent 31% of the overall student population but 47% of the Special Education population. Of particular concern for this audit is the overrepresentation in areas where human judgment may play a greater role than "hard" criteria - for example, behavior disorder rather than visual impairment.

The District should:

1. **Ensure that all teaching staff members screen students** annually to determine if they have specific learning needs not being met by the regular program. Ensure that all teaching and administrative staff members are trained in the identification of such needs. Ensure that appropriate records are maintained for such identification. (OCR pp. 29-30, items 45a-c)
2. **Provide appropriate training on an annual basis** for those teachers, counselors and other staff who are to serve on the Building Support Teams (BSTs). Training should cover identification procedures, intervention strategies for children placed at risk of failure, and case study evaluation procedures and requirements. (OCR pp. 30-31, items 46a-b)
3. **Expand and codify the roles of BSTs** as pre-referral, problem solving, and teacher assistance teams as well as child study teams.
4. **Continue reviewing and "tightening"** placement criteria for impact on student placement. District staff performed such a review of the area of Behavior Disorder over a year ago and reviewed such criteria as the adaptive behavior assessment, average intelligence standard, the behavior profile, problem behavior profile and impact of early identification.

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**

Special Education

6

5. **Reinforce in policy and in practice**, the recent decision to discontinue "informal" psychological evaluation of students prior to case study evaluation.
6. **Ensure the racial, ethnic, and gender balance of BSTs.**

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7. **Recruit and hire** a significant number of African-American teachers, psychologists, and social workers. Collaborate with area universities to provide incentives for current African-American employees to obtain certification in special education.

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8. **Enlist independent evaluation** of the effectiveness of the Building Support Team process. Evaluate the case study evaluation, recommendation, and placement processes for adherence to state and federal guidelines. Select, on an annual basis, several disability categories and review a sample of student records, consistent with

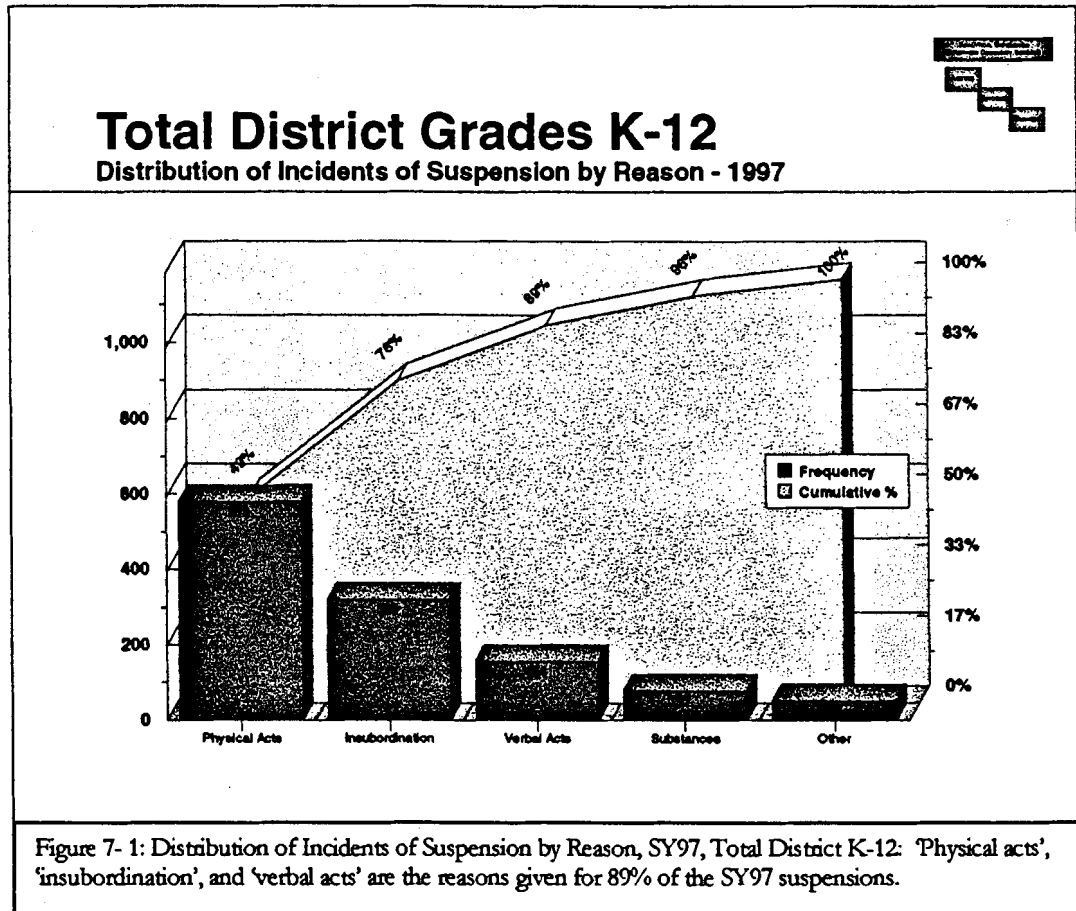


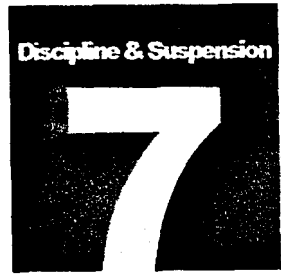
Student Art Work 6: Abby Lamanshke, Grade 4, Dr. Howard Elementary School, "Day Lily"

the racial representation within the categories, and determine if the district has placed students appropriately and whether appropriate interventions were used prior to placement. We have supervised such reviews in other districts and can provide Champaign with a process for review. (OCR pp. 31-33, items 48a-d)

7. Discipline & Suspensions

Findings





Distribution of Suspensions by Reason - 1997
Annual Instances by School Level

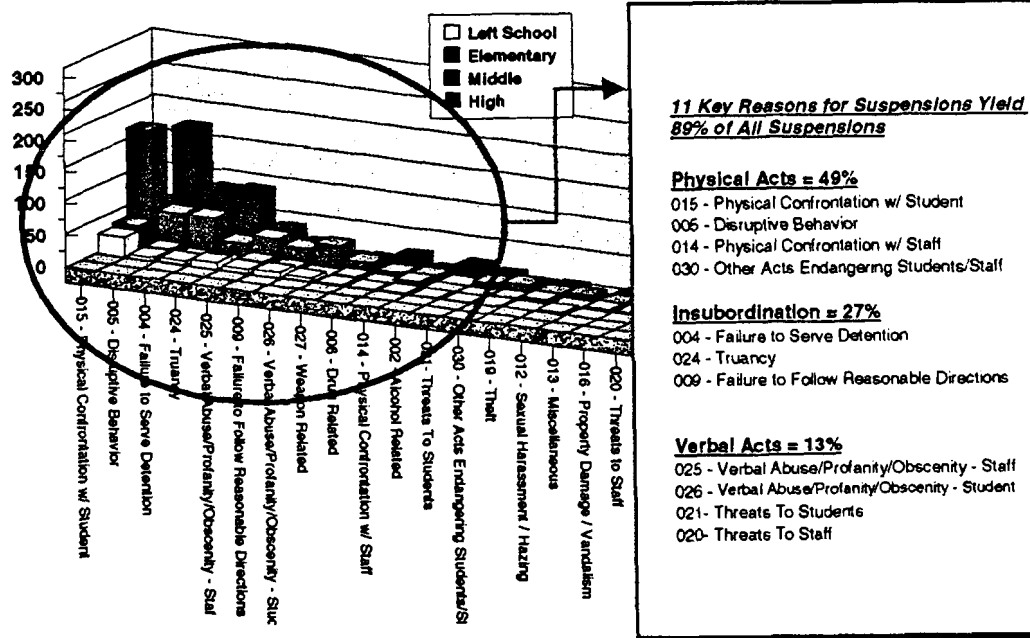
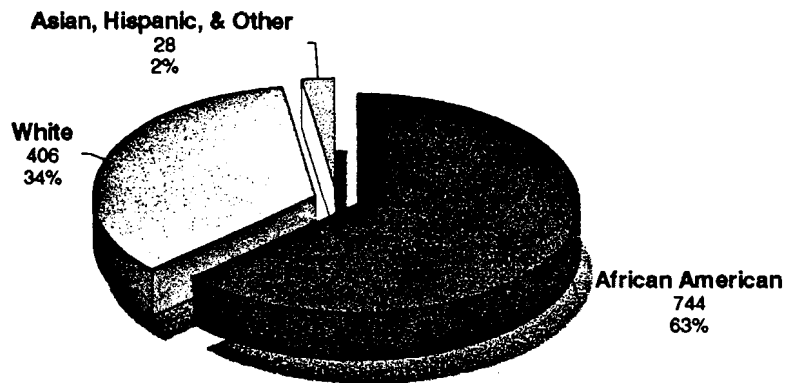


Figure 7- 2: Distribution of Suspensions by Reason – SY97 Annual Instances By Reason: Eleven key reasons account for 89% of SY97 suspensions. Note that most suspensions occurred at the high school and middle school levels. Note also that there are students who left school for whom no computerized school-level was available due to district database procedures. However, paper records do exist for those who left school.

All Suspensions - SY97
By Race/Ethnicity



All Suspensions
Total: 1,178

Figure 7- 3: All SY97 Suspensions by Race/Ethnicity. A total of 63% of suspensions were to African-American students, who comprised 32% of the total student population.

All Suspensions - SY97
By Gender

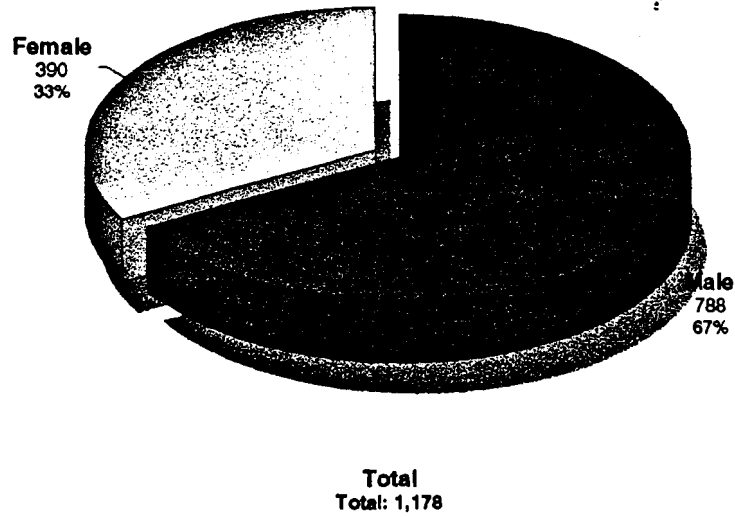
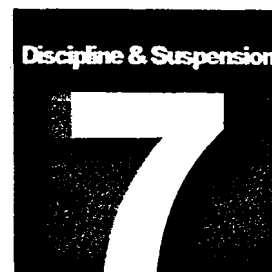


Figure 7- 4: All SY97 Suspensions by Gender. A total of 67% of suspensions were to Males.

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**



Recommendations

African-American students are disproportionately over-represented in suspensions and other responses to disciplinary acts. African-American students are suspended at almost twice the rate of their White counterparts. A total 89% of suspensions are assessed for Physical Acts, Insubordination and Verbal Acts. (We have collapsed several categories under these areas)

It should be noted that the District has invested significant time and effort in this area and has a committee that reviews annually the Student Conduct Codes that the district adopted several years ago.

The District should:

1. **Eliminate "subjective" categories for suspension** in the Student Code of Conduct, consistent with its commitment to educational equity. (OCR pp. 19-20, items 26a, b, e-f) Eliminate the following as offenses subject to suspension or define them more narrowly to reduce subjective interpretation:
 - Failure to follow reasonable directions
 - Miscellaneous
 - Any other acts that endanger the well-being of students, teachers, or any school employee

Eliminate the following as offenses subject to suspension since they are inconsistent with sound educational practice:

- Detention, failure to serve
- Tardiness, repeated
- Truancy

2. **Adopt an incident/suspension tracking system** that is integrated with the proposed Student Information System. (OCR pp. 22-23, items 33a-i; p. 24, items 35-36). Increase attention to district support of progressive discipline as an alternative to student suspension. Improve documentation of progressive discipline processes as required by the Code of Conduct. (OCR p. 26, item 42)

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3. **Expand peer mediation programs** and consider student/staff mediation as a response to student on staff altercations. *'Educators for Social Responsibility'* is an example of such curriculum and professional development.



Student Art Work 7: Rebecca Reid, Centennial High School, "Untitled", Pointillism



4. **Adopt a violence prevention curriculum**, similar to that authored by Deborah Prothrow-Stith of the Harvard School of Public Health. (OCR, p.25, item 39)
5. **Expand utilization of the Aggression Replacement Training (ART) curriculum** used at CARE High School throughout all Middle and High schools. Use teachers, social workers and students from CARE to serve as staff developers and peer-mentors in expanding the ART program. (OCR p. 26, items 42-43)

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**

Discipline & Suspension

7

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6. **Expand the mission of CARE Middle and High schools.**

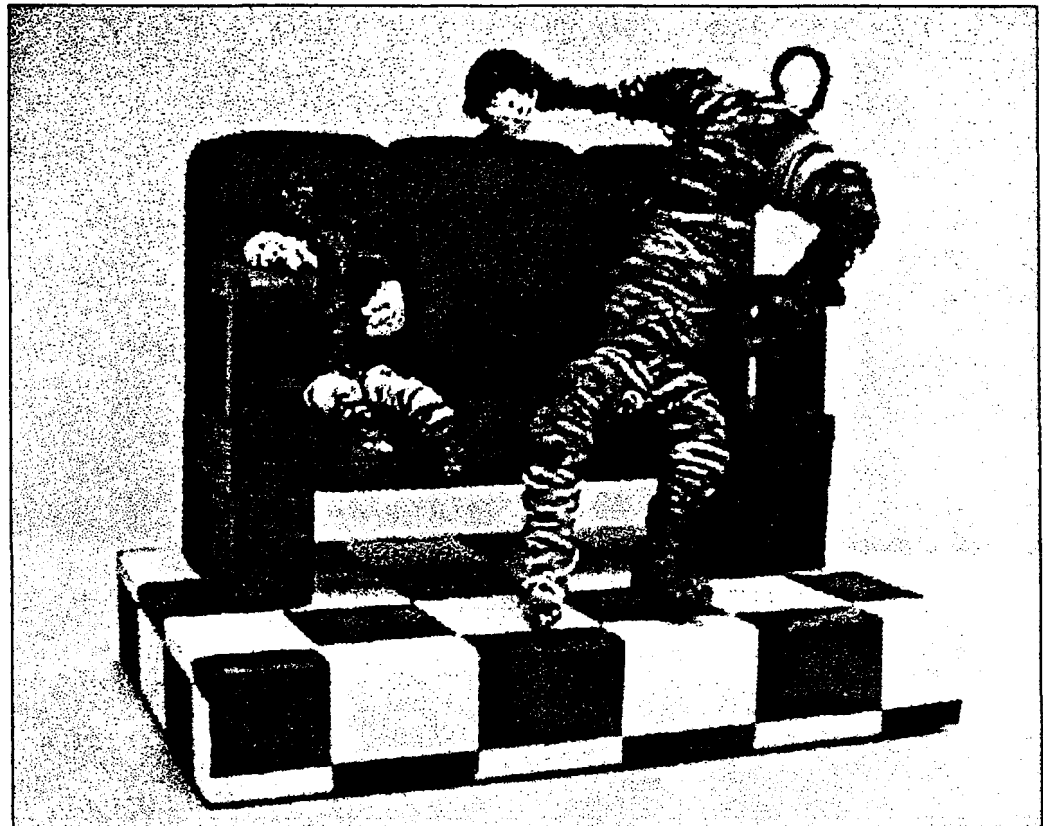
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7. **Create in-school alternative programs** within the district's Middle and High schools (see recommendations under Honors/Advanced Placement/Graduation). (OCR p. 25, item 39)

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8. **Consider the creation of a cadre of student climate officers** who will be an outgrowth of the peer mediation program. These students will seek out student disputes and discontent and serve as liaisons between affected students and support staff.

9. **Create school safety plans** in conjunction with independent consultants.



Student Art Work 8: Charles Boxley, Grade 7, CARE Middle School, "Sculpture"



8. Achievement, Honors Courses, Advanced Placement, Dropouts, & Graduation

Findings

Standardized Tests

The district uses the *Stanford 9 Achievement Tests (SAT9)* in grades 3-7, *Explore* in grade 8, and *Plan* in grade 10. While only basic battery and composite score results are displayed here, very similar patterns were found across the other various strands of the test.

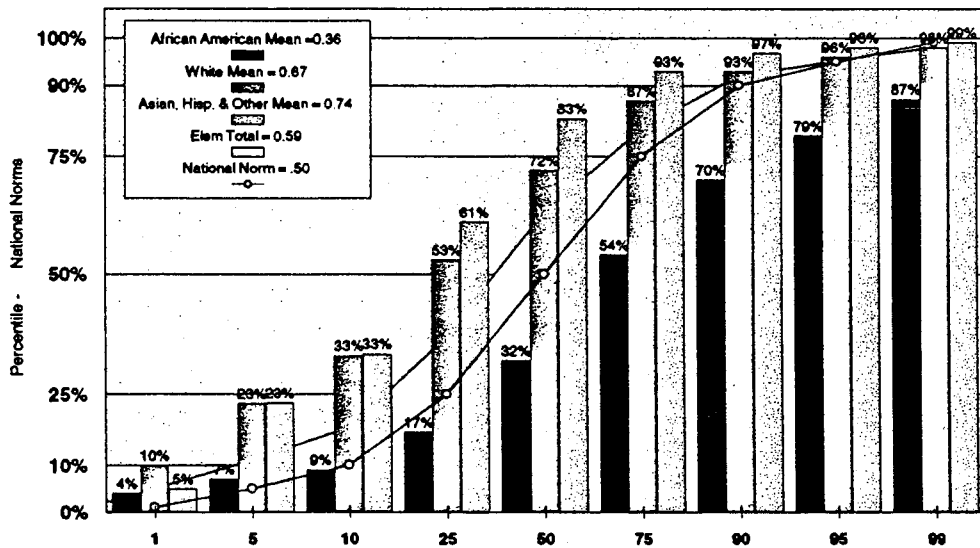
In general, district students tended to do very well on standardized achievement tests. In each set of tests, the total Champaign group mean percentile score exceeded national norms. However, when disaggregated by race/ethnicity it is clear that African-American students on average did not score as well as their White or Asian, Hispanic, and Other counterparts and were, on average, performing below national norms. It should be noted, however, that 10% or more (90th percentile and above, Champaign local norms) of African-American students scored at the 70th percentile or higher on national norms. This group tended to be larger than 10% at the higher grades.

Figures 8-1 through 8-4 display SY97 Basic/Partial Battery and/or Composite Battery percentile distribution results by Race/Ethnicity. Figures 8-5 through 8-8 display SY97 mean percentile score differences by Race/Ethnicity, SES, and Gender. Note the differences between higher and lower SES student mean percentile scores in Figures 8-5 to 8-8.



Basic/Partial Battery (Strand 20):

SY97 Percentile Results by Race/Ethnicity Compared to National Norms



Percentile Scores: Champaign Grades 3, 4, & 5 Compared To National No

Figure 8-1: SY97 Percentile Results by Race/Ethnicity on Stanford 9 Basic/Partial Battery for Grades 3, 4, and 5.

Basic/Partial Battery (Strand 20):
SY97 Percentile Results by Race/Ethnicity Compared to National Norms

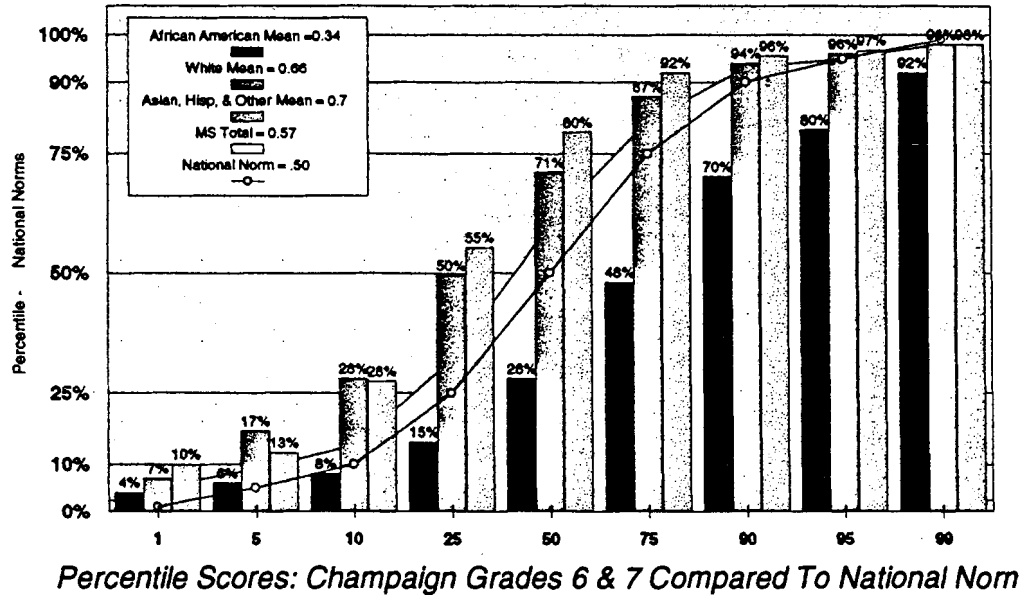


Figure 8-2: SY97 Percentile Results by Race/Ethnicity on Stanford 9 Basic/Partial Battery for Grades 6 and 7.



Explore - Composite

SY97 Distribution of Grade 8 Explore Results By Race/Ethnicity

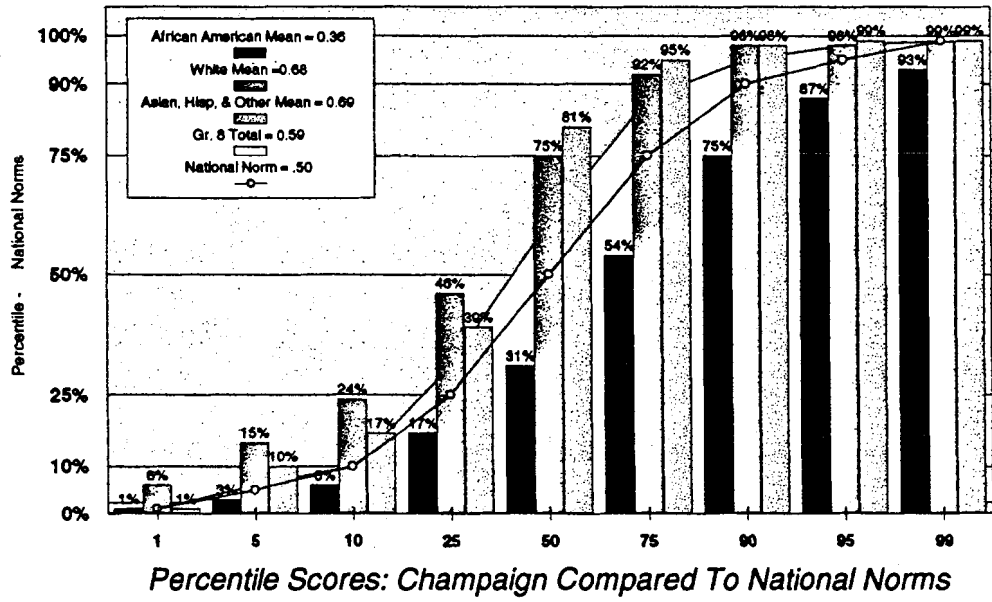


Figure 8-3: SY97 Percentile Results by Race/Ethnicity on Explore Composite for Grade 8.



Plan - Composite 10th Grade

SY97 Results by Race/Ethnicity, SES, & Gender Compared to National Norms

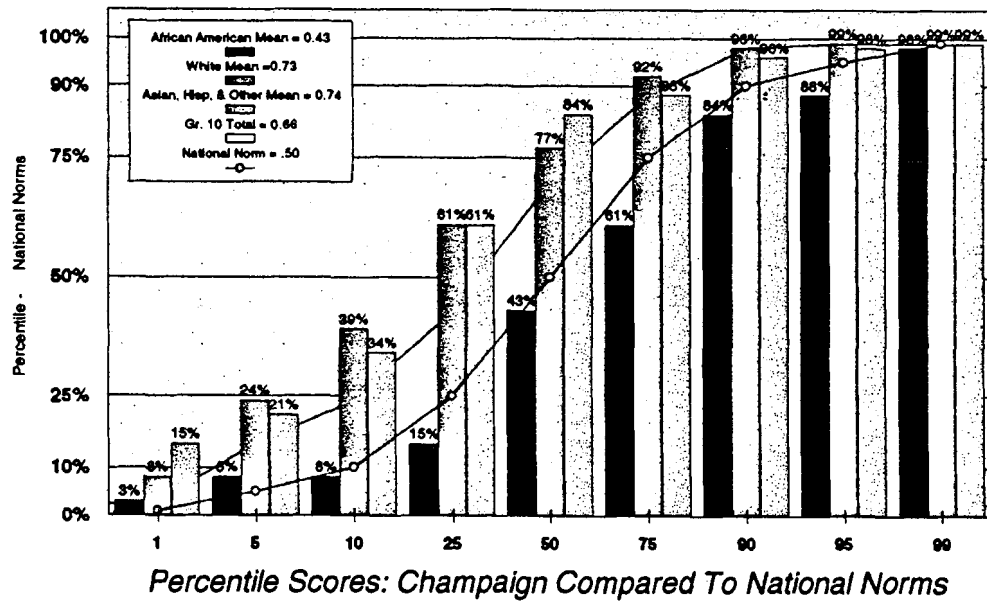


Figure 8-4: SY97 Percentile Results by Race/Ethnicity on the Plan Composite for Grade 10.

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**

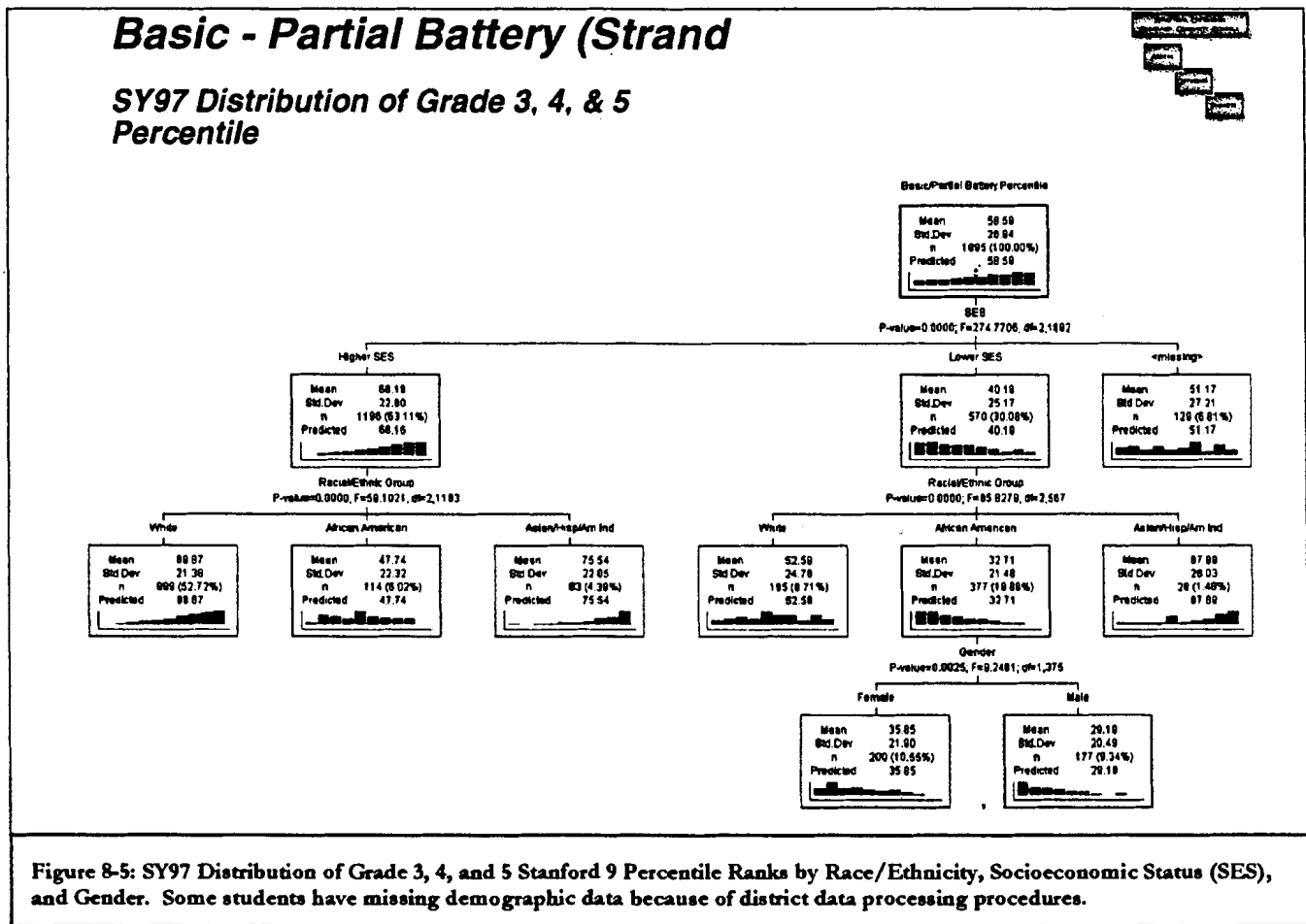


Figure 8-5: SY97 Distribution of Grade 3, 4, and 5 Stanford 9 Percentile Ranks by Race/Ethnicity, Socioeconomic Status (SES), and Gender. Some students have missing demographic data because of district data processing procedures.

Basic - Partial Battery (Strand 20)
SY97 Distribution of Grade 6 & 7 Stanford 9
Percentile Ranks

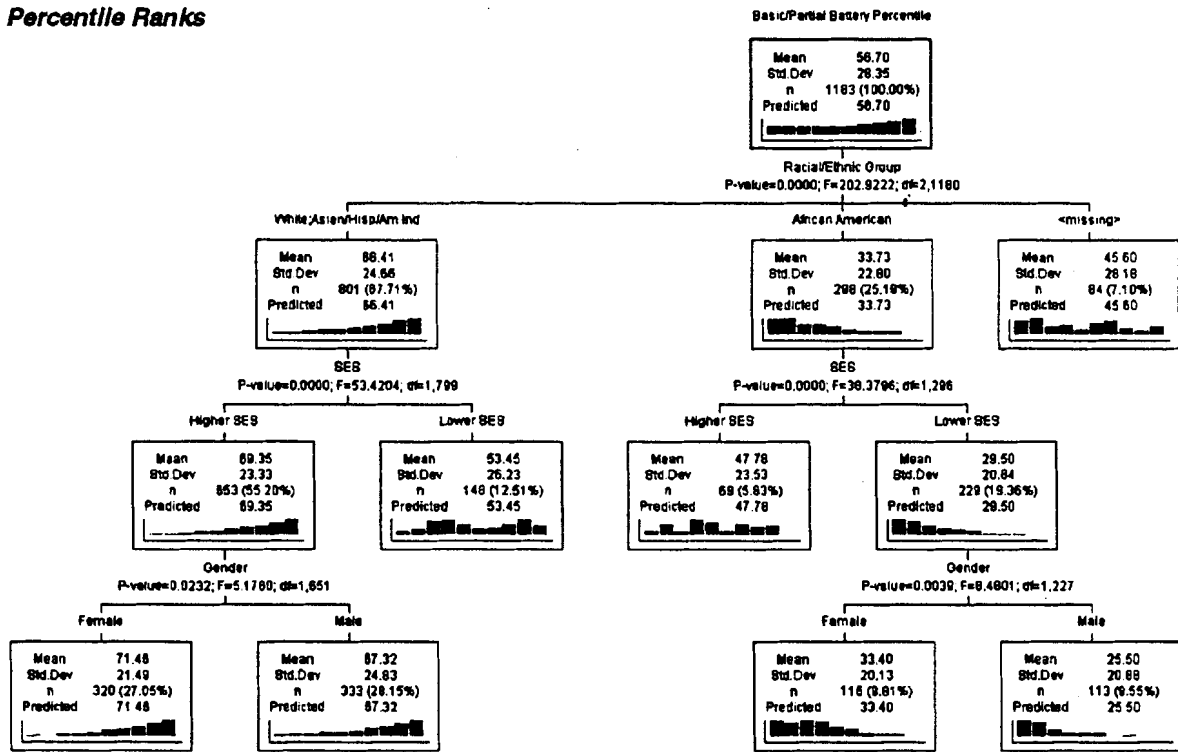


Figure 8-6: SY97 Distribution of Grade 6 and 7 Stanford 9 Percentile Ranks by Race/Ethnicity, Socioeconomic Status (SES), and Gender. Some students have missing demographic data because of district data processing procedures.

**EDUCATIONAL EQUITY AUDIT:
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Explore - Composite
SY97 Results by Race/Ethnicity, SES, & Gender Compared to National Norms

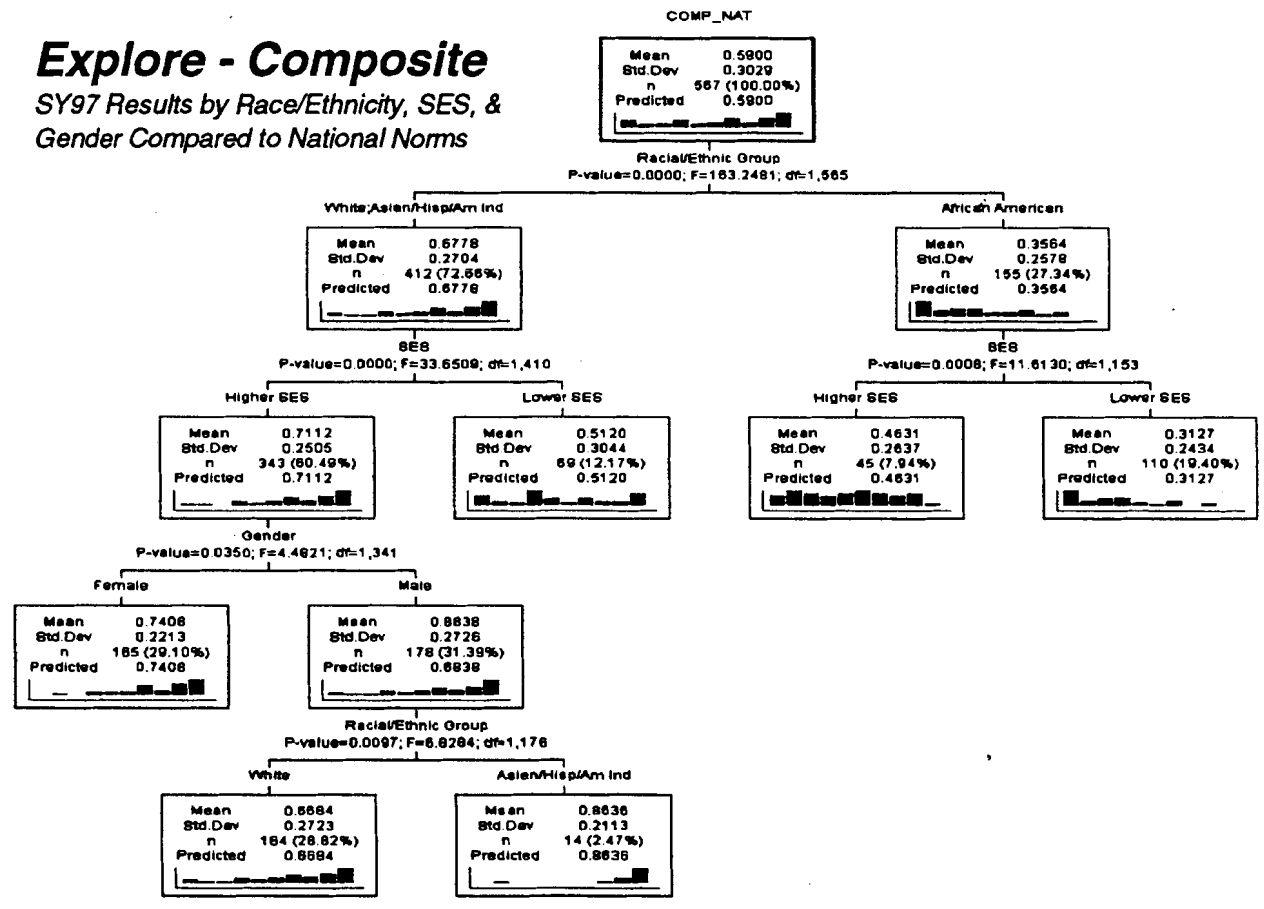


Figure 8-7: SY97 Distribution of Grade 8 Explore Percentile Ranks by Race/Ethnicity, Socioeconomic Status (SES), and Gender. Some students have missing demographic data because of district data processing procedures.

Plan - Composite

SY97 Results by Race/Ethnicity, SES, & Gender Compared to National Norms

Composite: NATL % AT OR BELOW 10TH GRADE

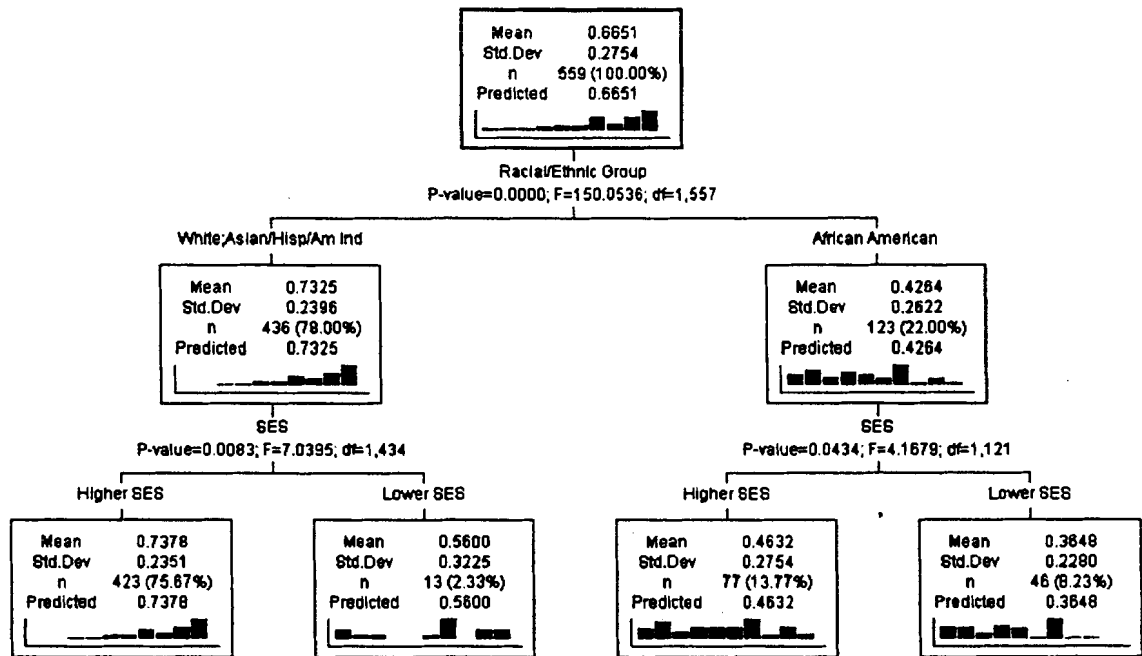
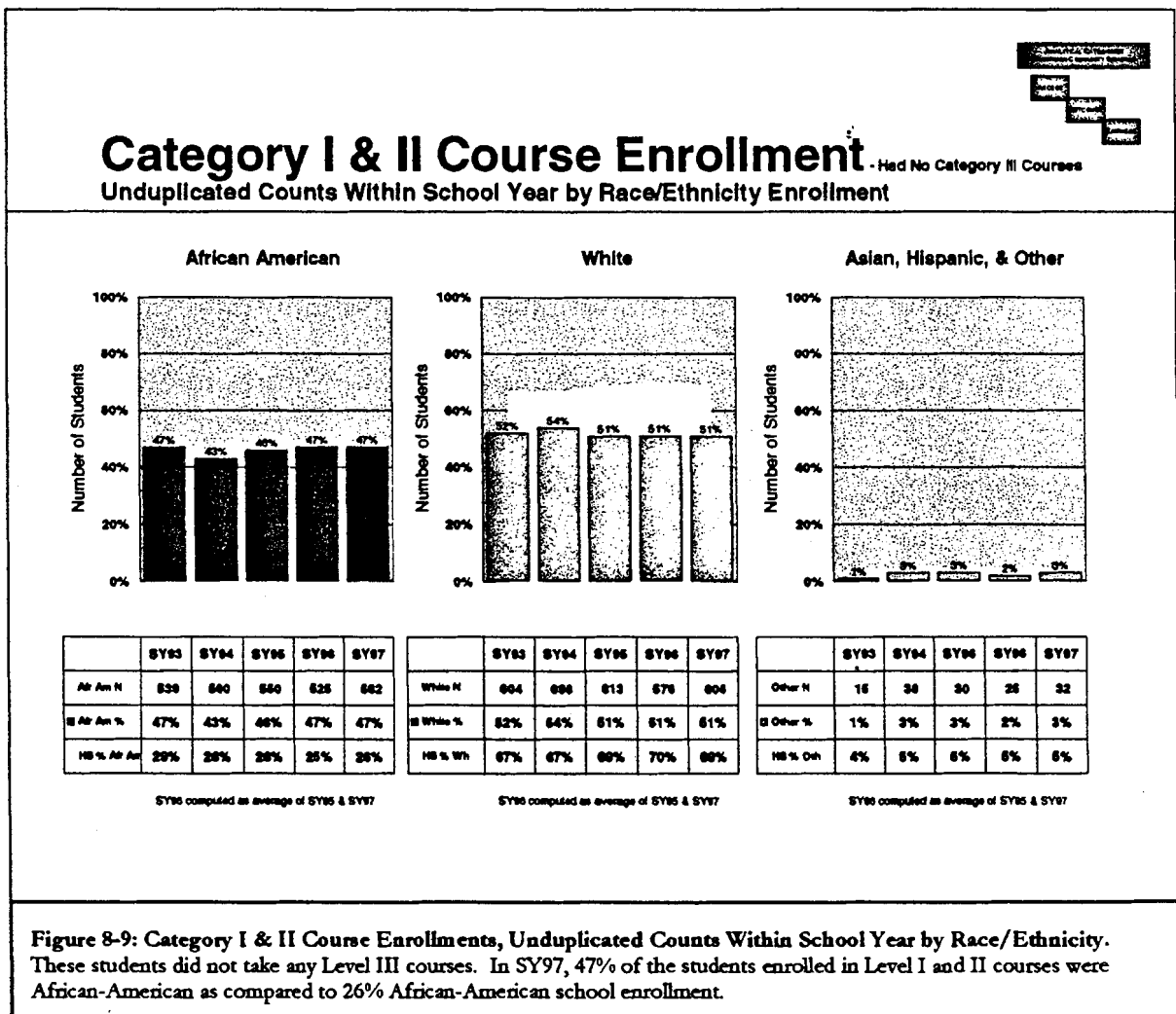


Figure 8-8: SY97 Distribution of Grade 10 Plan Percentile Ranks by Race/Ethnicity, Socioeconomic Status (SES), and Gender. Some students have missing demographic data because of district data processing procedures.

**EDUCATIONAL EQUITY AUDIT:
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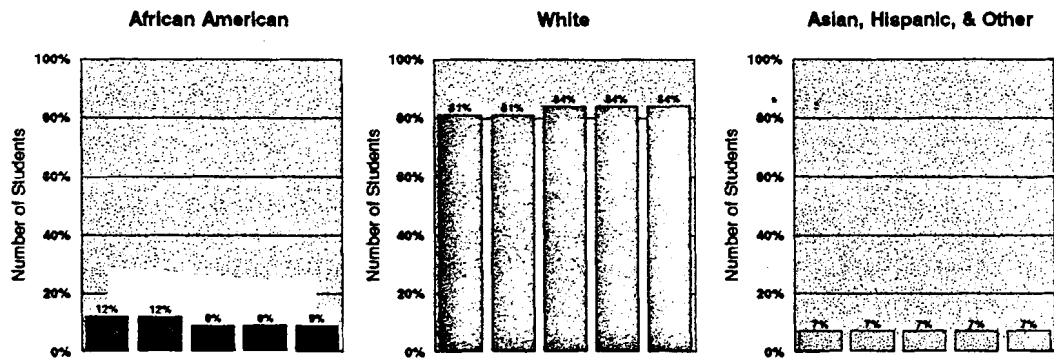
High School Course Enrollments and Outcomes



**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**



Category III Course Enrollment - Had At Least 1 Category III Course
Unduplicated Counts Within School Year by Race/Ethnicity Enrollment



	SY93	SY94	SY95	SY96	SY97
Afr Am N	144	146	125	133	141
# Afr Am %	12%	12%	9%	9%	9%
HS % Afr Am	29%	28%	26%	25%	26%

SY96 computed as average of SY95 & SY97

	SY93	SY94	SY95	SY96	SY97
White N	843	842	1,177	1,225	1,272
# White %	81%	81%	84%	84%	84%
HS % Wh	67%	67%	80%	70%	80%

SY96 computed as average of SY95 & SY97

	SY93	SY94	SY95	SY96	SY97
Other N	85	86	86	101	106
# Other %	7%	7%	7%	7%	7%
HS % Oth	4%	5%	5%	6%	6%

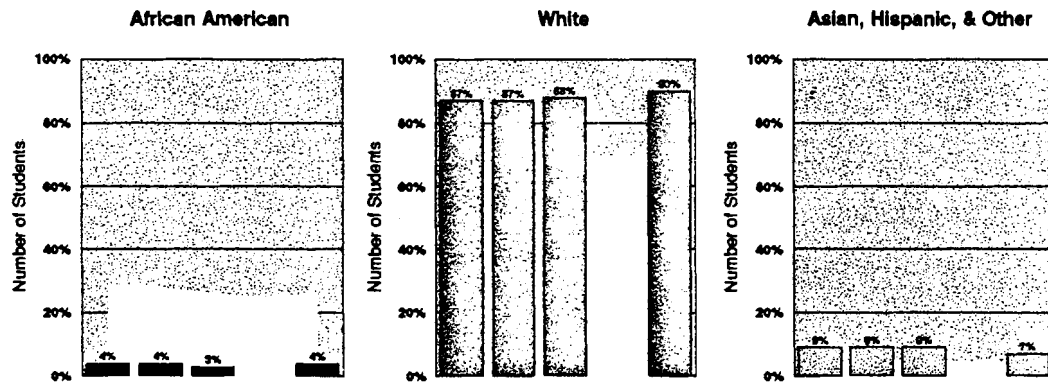
SY96 computed as average of SY95 & SY97

Figure 8-10: Category III Course Enrollments, Unduplicated Counts Within School Year by Race/Ethnicity. These students took at least one Level III course. In SY97, 9% of the students enrolled in Level III courses were African-American as compared to 26% African-American school enrollment.

**EDUCATIONAL EQUITY AUDIT:
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Course Outcome = Grade "A" - Level III Courses
Grade Counts Within School Year by Race/Ethnicity Enrollment



	SY93	SY94	SY95	SY96	SY97
Afr Am N	79	81	67		67
% Afr Am %	4%	4%	3%		4%
HS % Afr Am	26%	26%	26%	25%	26%

	SY93	SY94	SY95	SY96	SY97
White N	1,888	1,887	2,118		2,083
% White %	87%	87%	88%		88%
HS % Wh	87%	87%	88%	70%	88%

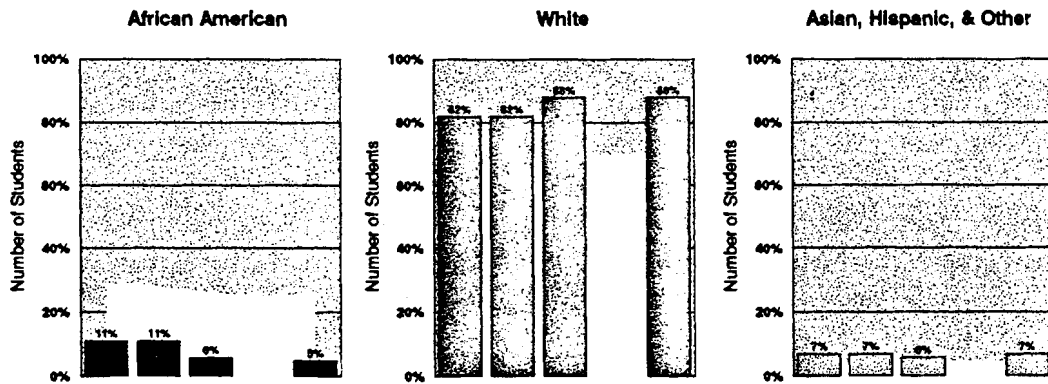
	SY93	SY94	SY95	SY96	SY97
Other N	181	181	204		160
% Other %	8%	8%	9%		7%
HS % Oh	4%	5%	5%	5%	5%

Figure 8-11: Category III Course "A" Grade Counts Within School Year by Race/Ethnicity. In SY97, African-American students earned 4% of the "A's" earned in Level III courses. This compared to an African-American Level III course enrollment of 9% and a school enrollment of 26%.

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**



Course Outcome = Grade "B" - Level III Courses
Grade Counts Within School Year by Race/Ethnicity Enrollment



	SY93	SY94	SY96	SY96	SY97
Afr Am N	200	202	140		138
B Afr Am %	11%	11%	6%		5%
EB % Afr Am	26%	28%	26%	25%	26%

	SY93	SY94	SY96	SY96	SY97
White N	1,448	1,444	2,665		2,311
B White %	82%	82%	88%		88%
EB % Wh	67%	67%	69%	70%	69%

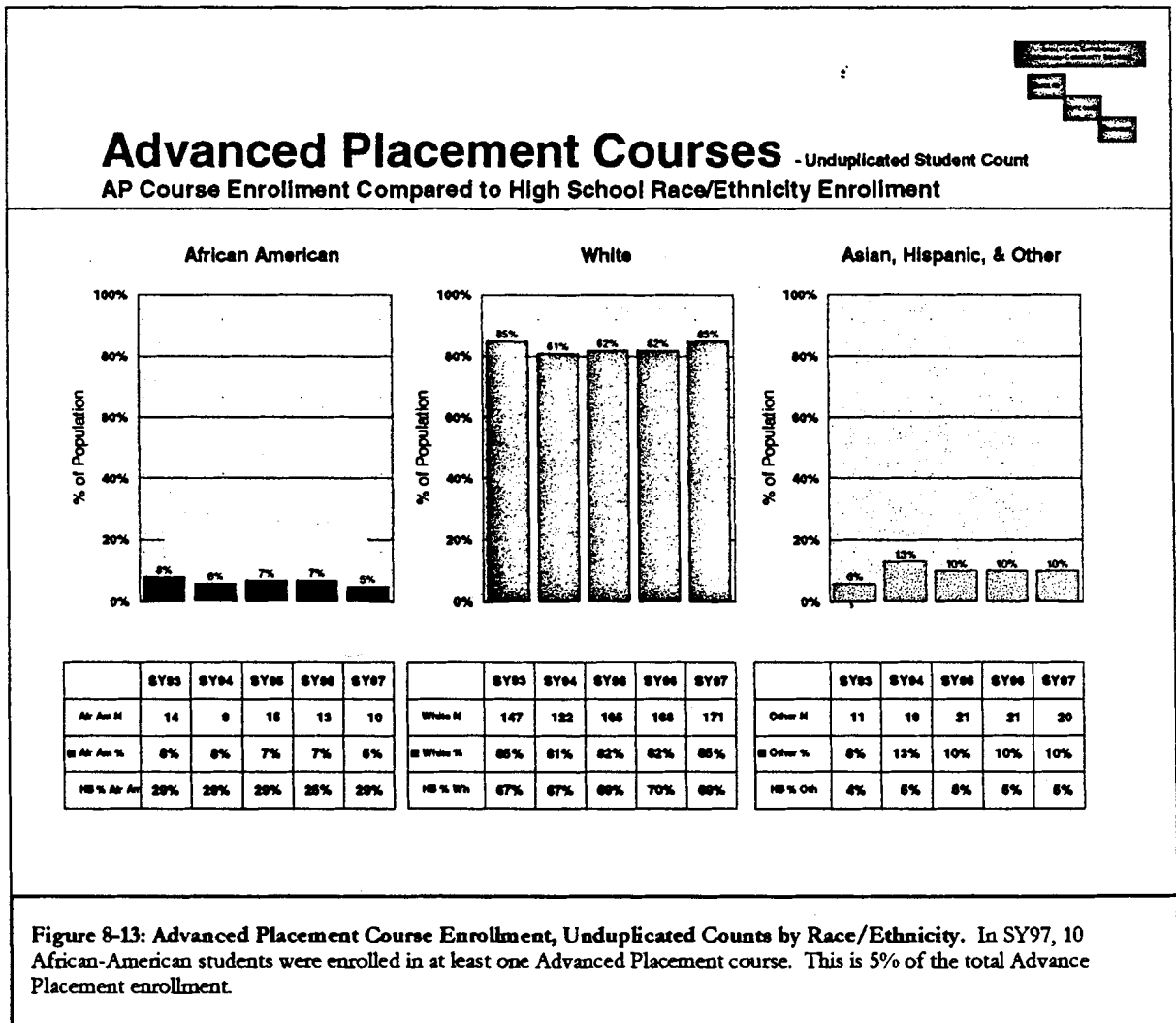
	SY93	SY94	SY96	SY96	SY97
Other N	121	123	136		163
B Other %	7%	7%	6%		7%
EB % Oth	4%	6%	6%	6%	6%

Figure 8-12: Category III Course "B" Grade Counts Within School Year by Race/Ethnicity. In SY97, African-American students earned 5% of the "B's" earned in Level III courses. This compared to an African-American Level III course enrollment of 9% and a school enrollment of 26%.

**EDUCATIONAL EQUITY AUDIT:
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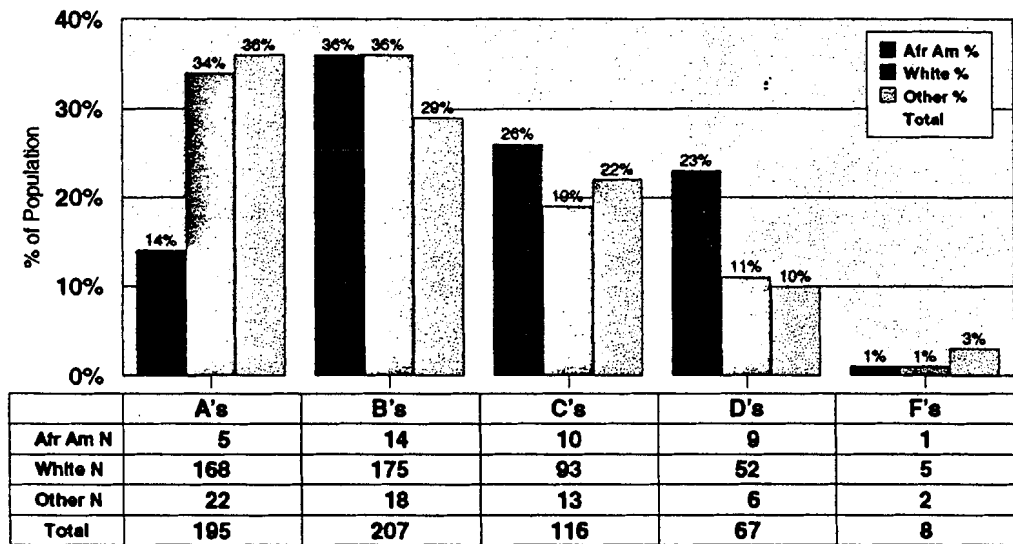


Advanced Placement



AP Course Grade Distribution

Average Distribution of Course Grades By Race/Ethnicity - SY93 to SY97



Includes both fall and spring semester grades.

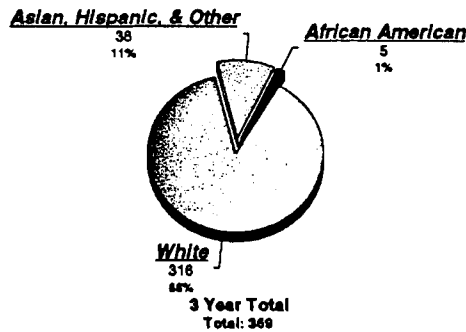
Figure 8-14: Average Advance Placement Course Grade Distribution by Race/Ethnicity, SY93-SY97. From SY93 to SY97 African-American student Advance Placement course grades were not as good as their White and Asian, Hispanic, and Other classmates. About 50% of the grades given to African-American students were "A's" or "B's". This compares to 70% of White student grades and 72% of Asian, Hispanic, and Other student grades.

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**

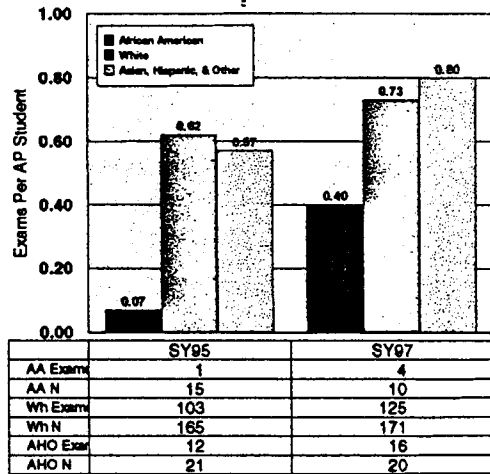
Achievement
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Students Taking AP Exams
All School Levels

**Total Number of AP Exams Taken Over 3 Years
By Race/Ethnicity
SY95, SY96, & SY97**



**AP Exams Per AP Student
By Race/Ethnicity**

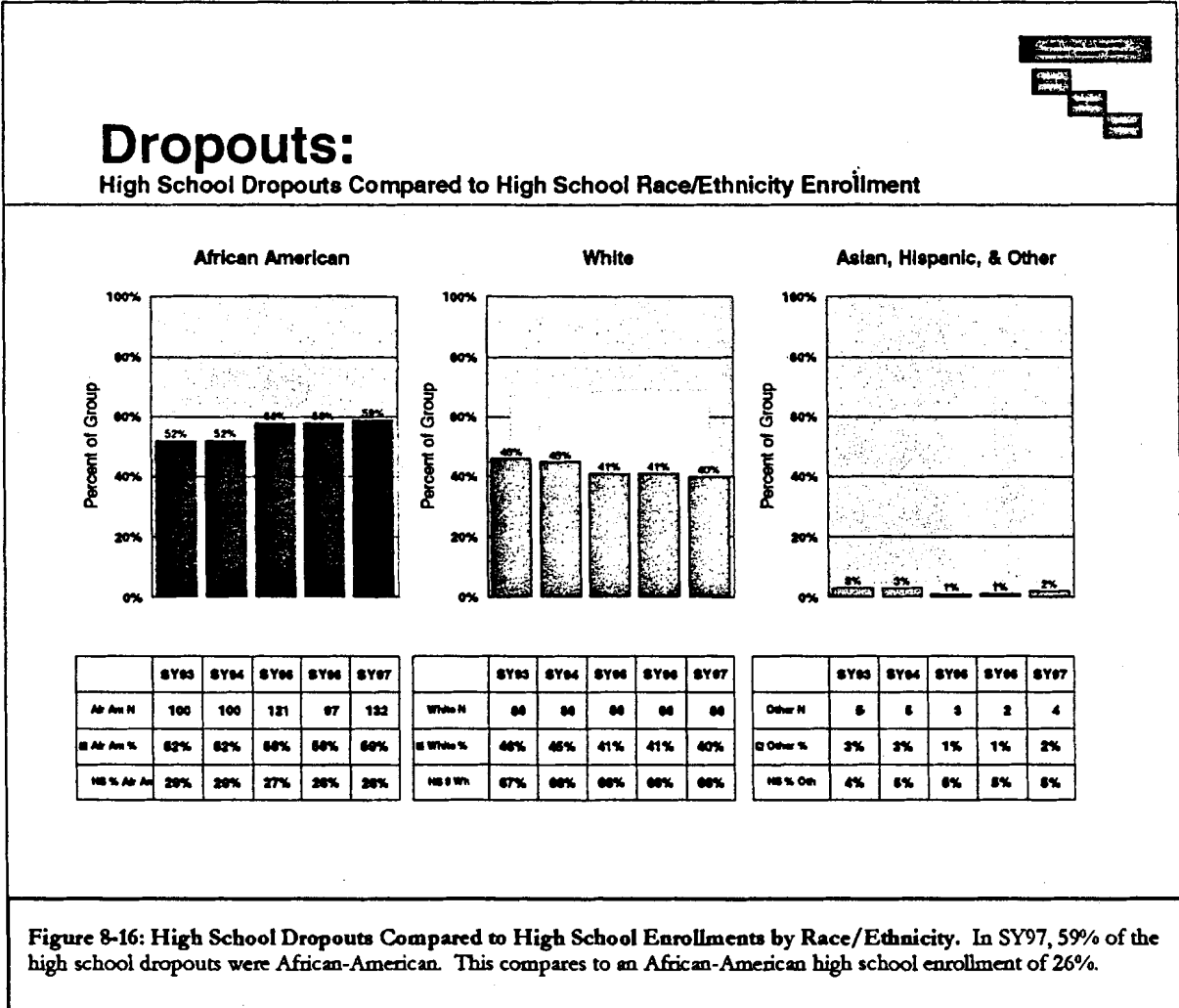


SY96 baseline data not available

Figure 8-15: Students Taking AP Exams SY95 – SY97. Over the three years, a total of 359 Advanced Placement examinations were written. During this period, African-American students wrote a total of 5 exams (1%). The SY97 ratio between African-American students taking AP courses to those taking the AP exam was .40-to-1. The SY97 ratio for White students was .73-to-1 and for Asian, Hispanic, and Other students was .80-to-1. If each student taking an AP course took the AP exam, a 1-to-1 ratio between students and exams written would be expected. Similarly, if students took two exams, a 2-to-1 ratio would be expected.



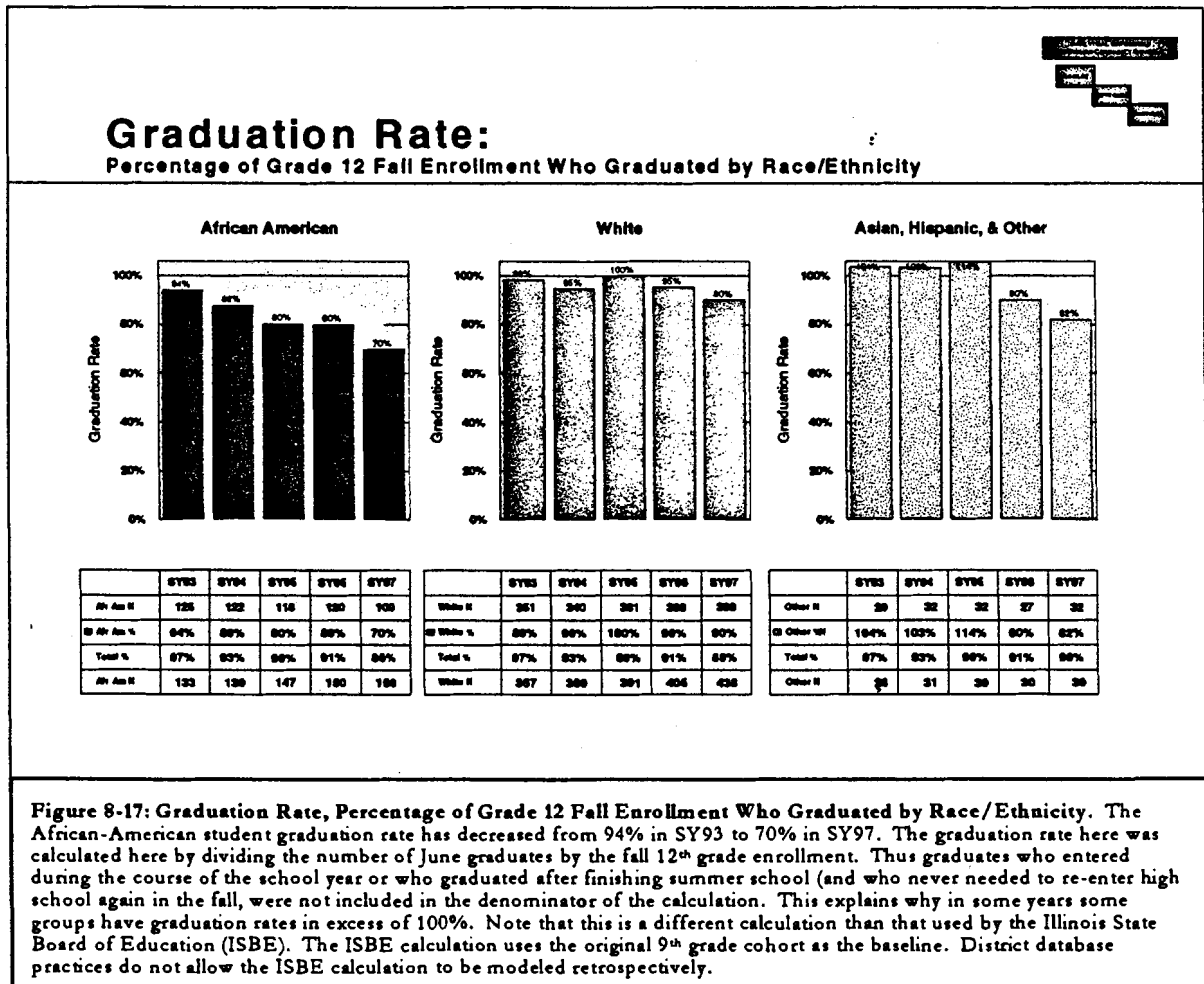
Dropouts



**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**



Graduation





Recommendations

African-American students at the high school level are significantly underrepresented in Level III courses and receive fewer As and Bs than their White counterparts. Correspondingly, African-American students are over-represented in Level I and Level II courses. This is a pattern, as we have indicated, that began in elementary and middle schools, where African-American students are underrepresented in Gifted and Talented classes. Finally, the percentage of African-American students who attend high school and who graduate has declined over the past five years.

The District should:

1. **Enrich and align curricular offerings** from Pre-K to 12th grade, eliminating barriers to advanced opportunities. Codify access to these opportunities between and among middle and high schools. We heard testimony from middle school principals that they were meeting informally to "standardize" access practices. (OCR p. 12, item 14)
2. **Adopt recommendations** under section on Gifted and Talented.
3. **Identify a limited number of research-based and practice-proven models** for literacy and for mathematical competency to be adopted by district schools. Require schools to select from these models (no more than 3) as part of their program of instruction. Align staff developmental opportunities with these models.
4. **Phase-out all Level I courses** over the next five years and require that graduation requirements be met with Level II and Level III courses. Provide academic enrichment opportunities for students who have difficulty meeting the new standards. (OCR pp. 12-13, item 15; pp. 13-14, item 17; ppl 17-18, item 24a-b)
5. **Continue to support the school-within-school pilots** at some secondary schools to reduce the impersonal nature of large schools and to provide rich, thematic choices that will promote student attendance and interest.



**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**

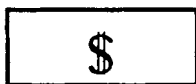


6. **Develop individualized education plans** for students identified as placed at risk or underachieving. Make clear that this support process is part of the pre-referral process initiated by the Building Support Team.



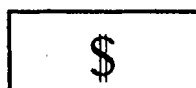
7. **Create in-school alternative programs** for disaffected students, including those with minor though persistent discipline problems. Such programs should focus on student retention to reduce student dropouts and disciplinary referrals to CARE Middle and High Schools.

8. **Restructure CARE middle and high schools** so that they have programs comparable (if not equivalent) to the other district middle and high schools. Extend the options for students to include:



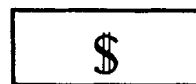
- attendance that is limited to that proscribed by their disciplinary offense, remedial plan and student performance,
- continued attendance after fulfillment of assigned requirements combined with attendance in some classes back at the student's home school;
- full-time attendance until graduation from middle or high school.

9. **Consider restructuring CARE middle and high school programs in one grade 6-12 school** for programmatic and fiscal reasons. It should be noted that the district experienced difficulty in previous attempts to merge the two schools and those lessons should be heeded as the district attempts to restructure these schools. (OCR pp.16-17, items 22-23)



10. **Establish standing committees or transition teams** in each middle and high school to coordinate with CARE administrators, teachers, and social workers in addressing student referral and entry to CARE and re-entry to home schools where appropriate. Determine sending and receiving school responsibilities for student success. Assign fiscal and other resources to follow the student as she/he progresses through the program.

11. **Consider the possibility of issuing requests for proposals** to community organizations to assume administrative responsibility for creating the CARE options cited above in partnership with the district. Together they might form the first charter school approved by Community District Unit #4.



**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**

Achievement

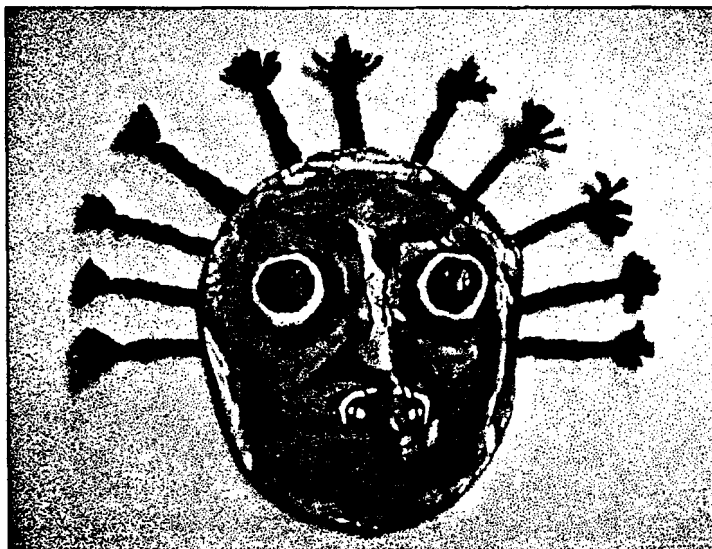
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12. **Contract with community-based agencies and local colleges** for alternative graduation programs and guaranteed admission programs.
13. **Provide African-American students** who take advanced courses with appropriate support services, including tutoring, mentoring and counseling. (OCR p.15, item 20)
14. **Stop the practice** of allowing qualified African-American students to withdraw from advanced courses. Initiate support groups for these students and their families/caregivers so that the students do not feel isolated, pressured not to “act white,” or otherwise coerced into underachievement. (OCR pp. 14-15, items 19-20)

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15. **Require all students who take the Advanced Placement (AP) courses to take the AP examinations. Provide funding** to defray the cost of the examinations for those students who are eligible for free or reduced lunch or who are otherwise known to be unable to afford the examination fee.



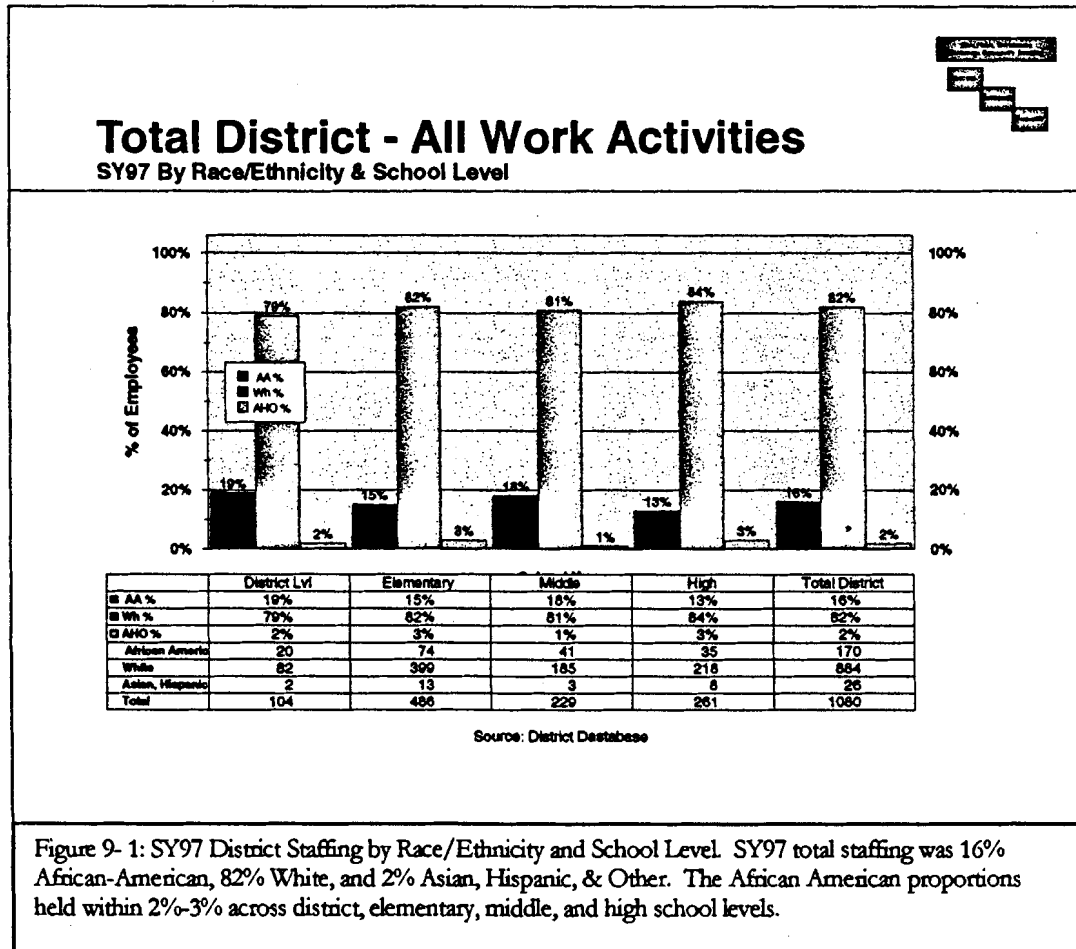
Student Art Work 9: Robert Jackson, Grade 6, CARE Middle School, "Mask"

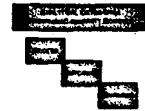
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16. **Survey students** at the middle and high school levels on issues critical to student retention and graduation such as school climate, academic support, racial relations and college and career aspirations.

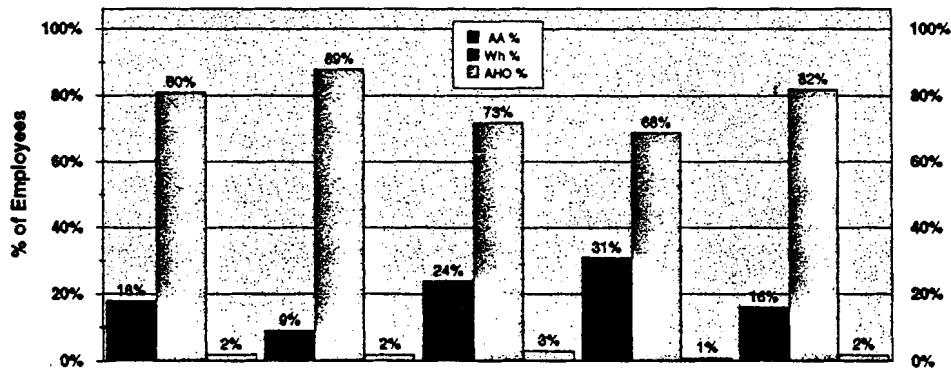
9. Staffing, Hiring, & Recruiting

Findings





Total District
SY97 By Race/Ethnicity & Work Activities

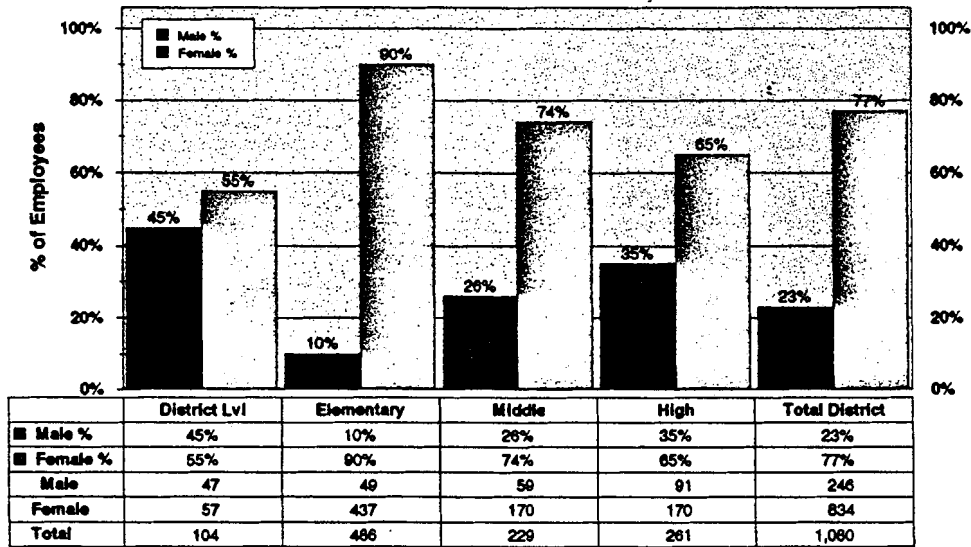


	Administrative	Instructional	Instructional Support	Other Support	Total District
AA %	18%	9%	24%	31%	16%
Wh %	81%	88%	73%	68%	82%
AHO %	2%	2%	3%	1%	2%
African Americ	10	61	57	42	170
White	46	576	168	94	884
Asian, Hispanic	1	16	8	1	26
Total	57	653	233	137	1080

Source: District Database

Figure 9-2: SY97 District Staff By Race/Ethnicity & Work Activities: African-American administrative positions tracked within a few percentage points of the district total staff race/ethnicity distribution, i.e., 16% African-American, 82% White, and 2% Asian, Hispanic, or Other. Roughly 60% of the district's positions were professional instructional positions and African-Americans held 9% of those positions. Roughly 34% of the district's positions were non-professional instructional support (paraprofessionals, cafeteria staff, teacher aides, secretaries, clerks, etc.) and other support positions (year-round secretaries, custodians, maintenance workers, etc.). African Americans held 24% of the instructional support positions and 31% of the other support positions.

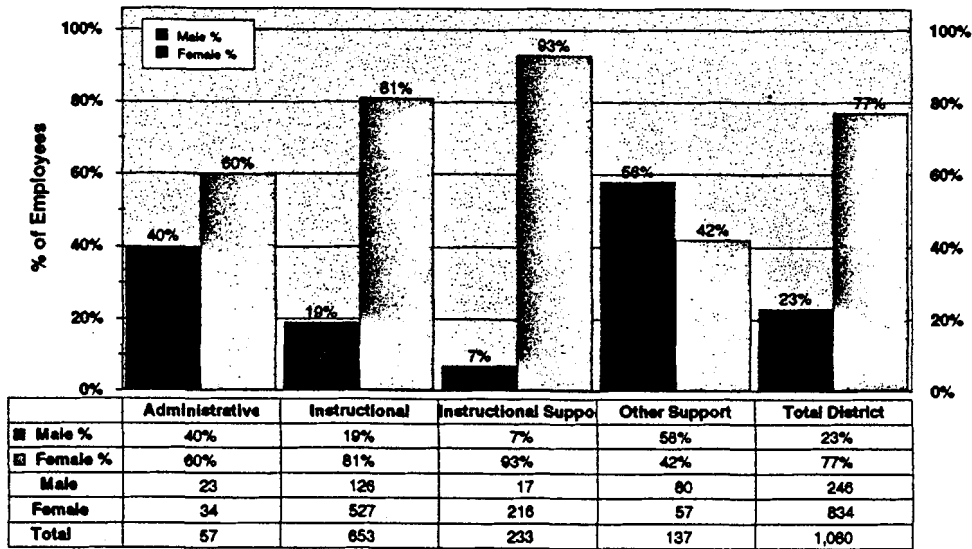
Total District - All Work Activities
SY97 By Gender & School Level



Source: District Database

Figure 9- 3: SY97 District Staffing by Gender and School Level. District staffing is 77% female. Female comprise 90% of elementary school staff, 74% at middle schools, and 65% at high schools. District level positions are 55% female.

**Total District
SY97 By Gender & Work Activities**



Source: District Database

Figure 9- 4: SY97 District Staff by Gender and Work Activities: Roughly 60% of the district's positions were professional instructional positions and females held 81% of those positions. Females also were 93% of instructional support staff (paraprofessionals, cafeteria staff, teacher aides, secretaries, clerks, etc.). Males comprised 58% of other support positions (year-round secretaries, custodians, maintenance workers, etc.). Administrative positions were 60% female.

Recommendations

The teaching staff of the district is predominantly White and female. African-Americans comprise approximately 10 % of the teaching force. The district, through the Diversity Committee, the Personnel Office, employee groups, and community agency support, has initiated a comprehensive recruitment strategy for teaching candidates, especially those of color. Nonetheless, the district reports that Black and White males and Hispanic females are underrepresented as compared to the National Teacher Labor Force and has a goal to "... enhance recruitment and hiring efforts of underrepresented groups." The African-American student population of the district exceeds 30%.

The District should:

1. **Establish a "seamless" and mandatory training program** covering recruiting, screening, and hiring for all administrators who have any significant authority over hiring staff. This training program should be designed to impress the importance



Student Art Work 10: Christina Grider, Grade 5, Robeson Elementary School, "O'Keefe Study", Painting

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**

Staffing & Hiring

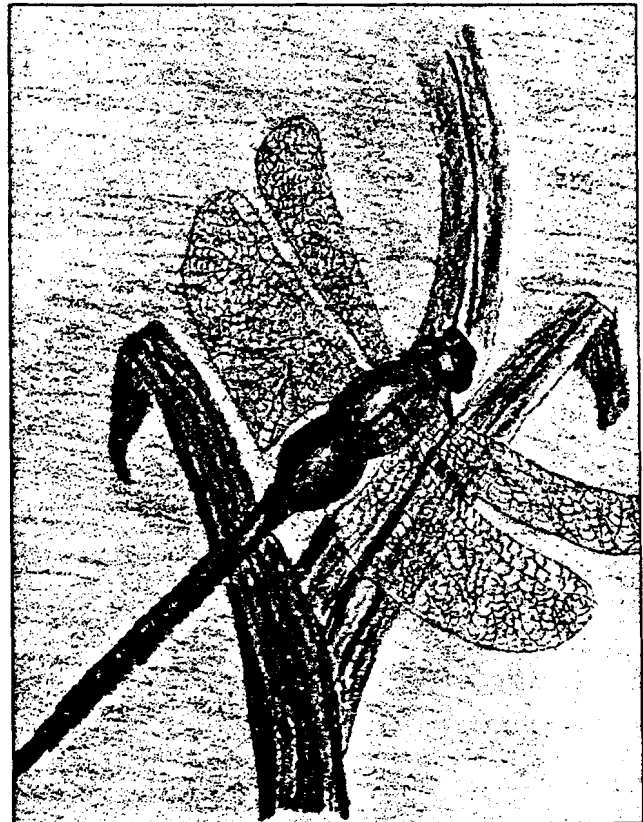
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of a diverse employee population. Provide such training on an annual basis. Include the Diversity Committee in the training program on a space-available basis. (OCR p. 36, item 54)

2. **Establish a balance between school-based staff selection and the district-wide goal of hiring underrepresented groups.** Monitor the hiring patterns of individual schools for compliance with district procedures and goals. Intervene with schools and departments that demonstrate an inability to recruit and hire teachers, administrators, and staff, who are African-American or members of remaining underrepresented groups. Authorize recruiting teams to give on-the-spot contracts to attractive candidates, with a commitment to placement in all district vacancies, not just hard-to-fill positions. (OCR pp.35-36, items 51 and 52)

3. **Reassess the effectiveness of the Affirmative Action/Equal Employment Opportunity**

Recommendations adopted in March 1996. Pay particular attention to those items that appear incomplete as of the date of the issued report such as apartment rebates, "grow your own" efforts, and financial assistance for non-certified staff to obtain teaching credentials. Revisit, strengthen, and expand a mentor-teacher program to facilitate the retention of newly recruited teachers. Create a mentor program for new administrators. (OCR p. 36, item 53)



Student Art Work 11: Daniel Lacey, Grade 6, Franklin Middle School, "Dragonfly from Junius, Field Book of Insects, p.45." Pencil Drawing

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**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**

Staffing & Hiring
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4. **Ensure those African-American teachers and other staff of color** are represented equally in opportunities to teach and support students of color in Gifted and Talented and/or Advanced Placement classes. Provide tuition support for these staff to obtain certification/endorsement for these areas.

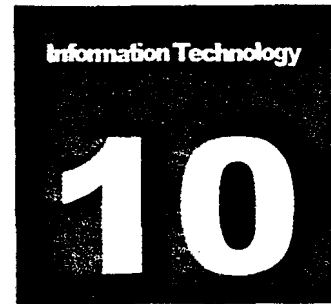
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5. **Consider additional recruitment strategies** to attract African-American teachers, administrators, and staff. Such strategies should include:

- Running job fairs in nearby cities with large minority populations (Chicago, St. Louis, and Indianapolis);
- Negotiating one-time signing bonuses for African-American teachers, administrators, and staff, at least in critical areas;
- Expanding “grow your own” initiatives to include universities outside the twin-city area; and
- Negotiating exclusive agreements with Historically Black Colleges for private recruitment sessions apart from the traditional job fairs held for all districts at these schools. (OCR p.36, items 53-54)

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6. **Establish an internship program** for African-American teachers and other staff of color that prepares them to be eligible for prospective administrative opportunities. Develop a succession/professional development plan that creates a pool of candidates of color for school-based and senior level administrative positions in the district.



10. Information Technology

Findings and Recommendations

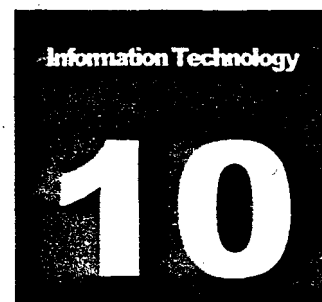
On July 28, 1997 the first comprehensive request for data in support of this Educational Equity Audit was forwarded to the district and district outside legal counsel. Briefly, the district was asked for two types of data:

1. Copies of district policies and procedure manuals; and
2. Electronic files for the district and for all schools disaggregated at the individual student level by race/ethnicity, gender, and socioeconomic status (SES).

As indicated in the Introduction of this report, general topics of inquiry included:

- Illinois State Reports
- Enrollment
- Advanced Placement
- Honors Courses
- Gifted & Talented
- Special Education
- Attendance
- Discipline
- Dropouts & Truants
- Graduation & Diplomas
- Promotions & Retentions
- Standardized Testing
- Programs to Improve Student Achievement

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**



- '97-'98 Student Database – Edulog as proxy
- District Geographic Data
- Transportation Policies, Practices, & Procedures
- Schools & Facilities
- District organization chart & directories
- Budget & financial documents
- Information Technology
- Board Policies

After multiple phone conversations, e-mail exchanges, and a September site visit, it became clear that the district was having trouble dealing with both the scale and the scope of the request. Initial hardcopy data was received in mid-October with the remaining detailed electronic files and hardcopy reports received in November and December. Put quite simply, district record-keeping practices and information technologies were not up to the task of responding efficiently and effectively to these requests.

District staff people responding to the data request were most friendly, willing, helpful, and cooperative. The point in detailing these items is not to point fingers at the board, the district, or at individual district employees. Any district needs to 'inspect what it expects' if there is a real commitment to equity and excellence. If a district is to provide appropriate student interventions, strategic plans, and support structures to enhance expectations of equitable student access and quality student outcomes, that district needs to inspect the very kinds of data that was requested in this educational equity audit. The important point here is not that the district couldn't provide data easily to some outside auditors, but rather the important point is that the district was not using such data to design student interventions and make strategic plans. The district wasn't inspecting what it was expecting.

To be fair, at the time of the educational equity audit data collection (Fall 1997) the district was overcoming some severe computerization problems encountered when it had tried to implement a new student data system during the 1995-96 school year. In 1996-97 the district had to re-install the original obsolete computer system de-installed during the prior school year. In 1997-98 it was beginning test implementation of the new Pentamtion Student Data System for the 1998-99 school year, while still maintaining day-to-day 1997-98 operations o the old system.

**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**



However, successful implementation of the new system will address only part of the 'inspect what you expect' problem—the district still must collect, maintain, and inspect the 'right' data. If the data is never collected, or if the data remains only on paper in student files, then the district cannot 'inspect what it expects'.

The District should:

1. **Retain an Information Technology (IT) strategic consultant with school system experience** to advise the district as to database and IT strategic implementation and future growth. Most of the large national accounting firms have IT consulting practices and many have specific school practices. Many of the large computer makers also have specific school market practices. Many colleges and universities also have departments that can help here. The need here is for ongoing strategic planning and advice as to IT operations, directions, and implementation. This is not a call to outsource actual hands-on IT work or operations.
2. **Develop formal off-site backup storage arrangements.** The district does not have formal professional off-site storage arrangements for district database backup media. Current and prior year district academic, financial, and management data is at risk in the event of equipment failure, fire, or vandalism unless backup media is stored offsite and is stored in a professional manner. Consider arrangements for off-site tape library services from local banks, industries, businesses, or colleges and universities.
3. **Develop a set of formal systems contingency plans to be used in event of an emergency.** There is no formal contingency plan or risk management strategy for district systems should system hardware, software, or networks become unrecoverable or inoperable for any extended period of time. Develop a formal contingency plan as a risk management strategy to determine how, when, or where to operate district systems in and from a site other than the Mellon Building. Spend time and effort actually testing out the plan in an annual readiness review.
4. **Rationalize Information Technology (IT) functions and consider staffing IT accordingly.** The IT administrator (with a small IT operations staff) is responsible for a large number of diverse technical IT functions. These are technical functions which in larger IT organizations are performed by a number of individuals with distinct sets of technical expertise:



**EDUCATIONAL EQUITY AUDIT:
FINDINGS & RECOMMENDATIONS**

Information Technology

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- Day-to-day Operations
- System Design and Management
- Network Design and Management
- Systems Analysis and Programming
- End-User Training and Support
- Data Integrity

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The district should rationalize the IT organization and IT staffing pattern in light of these diverse technical functions to determine if there are sufficient staff (full-time, part-time, and/or contracted) organized in the appropriate manner to carry out such functions on an ongoing basis. Succession planning and career paths should be addressed also, especially since the district currently depends on a single individual for all IT technical functions.

5. **On an interim basis, assign the IT administrator to report directly to the superintendent and attend all senior staff meetings** until such time that:
 - New systems and databases are developed, tested, and operational.
 - All needed reports for controlled-choice, OCR reporting requirements, and implementation of the recommendations found in Chapters 4-9 are generated smoothly on a regular basis.
 - IT staffing is fully rationalized.
 - The district 'inspects what it expects'.
6. **Focus on data integrity.** Maintaining data integrity of district databases is a crucial district administrative function, but not all of the responsibility for that function lies with the IT department. Designing and implementing user interfaces, error-checking tools, and data entry processes and procedures are IT functions. In general, once the data is in the database, IT is responsible for maintaining data integrity. Assuring the content validity and quality of the data being entered into district databases typically is not the function of IT. Content validity and data integrity functions appear to be assumed as part of all employees' jobs and largely are unidentified, undocumented, and undone.
7. **Eliminate independent departmental databases.** The district should standardize on a single district database standard and build all student and information systems

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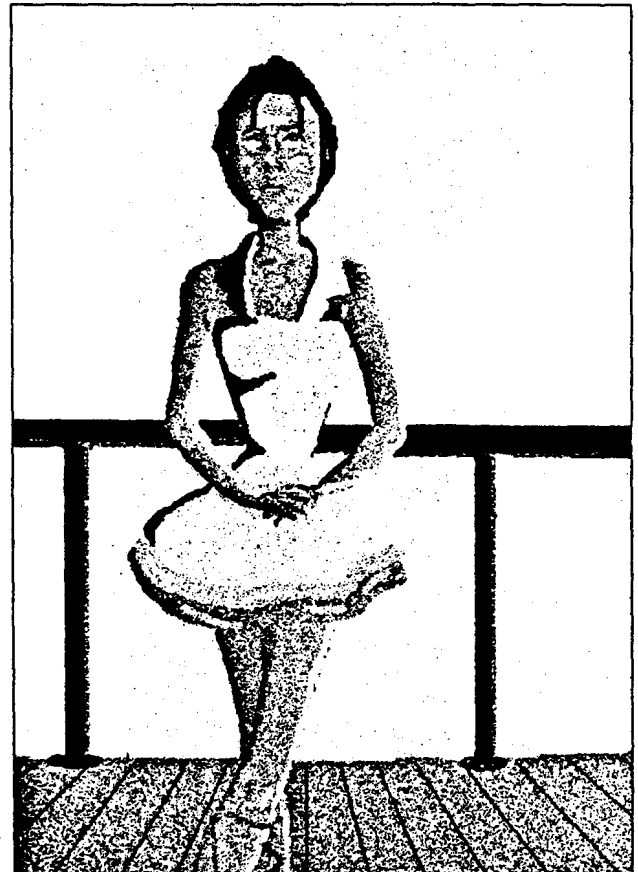
to that standard. For example, the special needs department and the gifted and talented departments maintain their own departmental databases. While there may be historical reasons for maintaining departmental databases, such efforts reflect duplicative effort for the district. The district should maintain such databases as part of the district main database. The district is implementing the Pentamation Student Management System for the 1998-99 school year and is capable of handling such departmental databases.

8. **Standardize on a single office automation package.**

With the notable exception of e-mail, the district does not currently use a standard office automation software package. The wide range of software used oftentimes has incompatible file formats making it very difficult (if not

impossible) for employees to exchange data electronically. Operating both PCs and Macs as office automation workstations further exacerbates the district's problem and also acts to discourage electronic file transfer. The district should standardize on a single office automation package that allows easy file exchange between PC and Mac versions. This software should be off-the-shelf 'shrink-wrap' software, not specially developed proprietary software. Furthermore, the district should maintain all end users at the same (or compatible) software revision levels. Be sure to apply for all educational and volume purchasing discounts and software upgrade programs.

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Student Art Work 12: Harmonia Rosales, Grade 8, Franklin Middle School, "Ballerina", Computer Drawing

9. **Collect, post, process, report, and reconcile district data regularly on very tight schedule, perhaps daily.** Automate data entry processes. In order to be useful to district personnel, district databases must be current, available, and accurate. It is important to process data regularly at very frequent intervals to establish standard processes and regular expectations for database availability, integrity, and quality. Very frequent and regular processing schedules allow for review, reconciliation, and correction processes as standard operating procedures. Again, the slogan 'inspect what you expect' applies here.
10. **Implement projects immediately to computerize student records in the following areas (being sure to collect, post, process, report, and reconcile data regularly):**

- **Student attendance, enrollments, transfers in, transfers out, dropouts, etc.** District practice has been to collect student attendance data from schools on a two-week reporting cycle using electronic data entry from the schools with a backup hardcopy submitted at the close of the cycle. Since attendance files were posted at the end of the two-week cycle, each school was allowed to enter attendance data on its own schedule. There does not appear to have been any formal district-level reconciliation between the data entered electronically and the hardcopy forms submitted.

The district should maintain all student enrollment and attendance records on computerized district databases for students at all school levels.

- **Student academic records (including classroom records and standardized test records) for students at all school levels.** District practice has been to maintain computerized student transcripts only for high school students. This was done on a quarterly report-card basis. Middle school report cards were computer-generated, but computerized records were not maintained on any district database. Elementary school report cards were hand-written on multiple-copy NCR paper forms, but not computerized. Investigation of school records at elementary, middle, and high school levels indicated that hardcopy report card copies are maintained in student folders.

District practice has been to maintain hardcopy student achievement test records in student folders. Typically, this is done with computer generated stickers from the test vendor pasted on the student's folder.

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- **Special needs records for all students at all school levels.** District practice has been to maintain detailed special education hardcopy forms and other documents in student folders. These hardcopy forms appear to document each step in district special needs processes. Many (if not most) of the forms are data-entry forms required by the Illinois State Board of Education (ISBE). The practice has been to use these data-entry forms to key data into an ISBE required database via computer modem. While the special needs department maintained a departmental database which included some of the ISBE data, the district database did not contain consistently reliable special needs data.

The district should maintain special education data on all special needs students on the computerized district database. This database should include all special needs students at all school levels and should document each stage in special needs processes.

- **Gifted and Talented program student records (including student selection processes and in ongoing program participation).** District practice has been to record Gifted and Talented screening data in a departmental database without entering that data onto the district database. Other factors used in screening are maintained in departmental folders, but are not computerized. Records of student progress in Gifted and Talented programs is not computerized and does not appear to be collected or analyzed outside of the individual school.

The district should maintain Gifted and Talented screening and subsequent program achievement data on the computerized district database. This database should include all Gifted and Talented students at all school levels including follow-up into middle and high school courses.

- **Student disciplinary records for students in any stage of the district progressive discipline process.** District practice has been to use hardcopy paper records in student folders to document the various stages of the district's progressive discipline process. The district database includes records of instances of suspensions (by type, reason, and duration), but does not include any computerized records of prior steps taken with the individual student. Nor is there any computerized record maintained of progressive discipline steps taken in cases that did not lead to suspensions.

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The district should maintain progressive discipline records on the computerized district database. This database should include all stages in the progressive discipline process from initial referral on to any further stages.

- **Promotion, retention, and graduation records.** District practice has been not to maintain at the district level records of students promoted, retained, or graduated. Such records have been maintained at the school level.

The district should maintain records of promotions, retentions, and graduations on the computerized district database.

11. **Prepare regular reports for each school using appropriate statistics.** Reports should be generated regularly so that strategic interventions can be designed early and quickly implemented for particular students who show particular need. Sets of analytical reports disaggregating students in various stages of on such factors as race/ethnicity, gender, and socioeconomic status (SES) should be generated and scrutinized regularly. Timing of reports and analyses should allow for the design and implementation of quick interventions. Such analyses and reports would also support recommendations made throughout Chapters 4 through Chapter 9 of this report. Such analyses would also support reporting requirements of OCR

For example, the district should post attendance and enrollment changes daily, early enough in each school day so absence reports and appropriate statistics can be generated for each school. Reports should be generated early enough in the school day that early strategic interventions could be designed and quickly implemented for particular students who show patterns of absence or tardiness. Similar sets of reports should be generated on a similarly aggressive schedule on the other items listed above in item 10.

12. **Provide computer training and support for district staff.** Staff training is a legitimate part of the workday and is and required if the district is to be successful in fully computerizing student records and in developing a skilled workforce who can utilize computer data as they perform their day to day job duties. Clearly the district is a long the way toward developing such a skilled workforce by virtue of the district's reasonably sophisticated e-mail capacity. Also the Pentamation Student System is close to being operational and staff experience and training with that system will build skills. The district should provide on-the-job training on the

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use of selected office automation tools and focus on pulling data from the district database and basing required analyses, reports, and presentations on that data.

13. **Consider negotiating computer purchase and training discounts for teachers and staff.** One very effective way to improve staff computer skills is to arrange with the district's computer vendor to provide a volume discounts for teachers and staff on the purchase of personal computers for their use at home. The district already provides a discount plan for teachers to gain Internet access. A similar plan could be developed for discounts on computers. In such a way both the employee and the district would gain and the increased skills level could be used to help students be successful in the district's schools.

14. **Develop project management skills and use project management software.** The district is faced with simultaneously managing a number of complex projects. These projects range from opening new school buildings to database software conversions; from legally required reporting to new curriculum development. Given district administrative staffing levels and the inability to increase staffing flexibly for each project as it emerges, the district needs to 'work smarter' within existing (already

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Student Art Work 13: Jesse Noyes, Grade 8, Franklin Middle School, "Gradual Change", Digital Computer Camera.

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'stretched') staffing levels. We mention this here with the full understanding that 'working smarter' doesn't translate to 'working harder'. 'Working harder' without appropriate tools and support (i.e., 'working smarter') can only yield employee burnout. One way of 'working smarter' is to use project management software tools to record and communicate project-plans, timelines, progress, and budgets. The district should contract with a local college or university to develop project management skills for principals and district administrators and to develop standard district project management practices. The June 30, 1998 issue of PC Magazine (pp. 209-223) contains a review of project management software tools entitled "Project Management: According to Plan". That article also is available on the Internet: <http://www.zdnet.com/pcmag/features/manage/index.html>.



Postscript

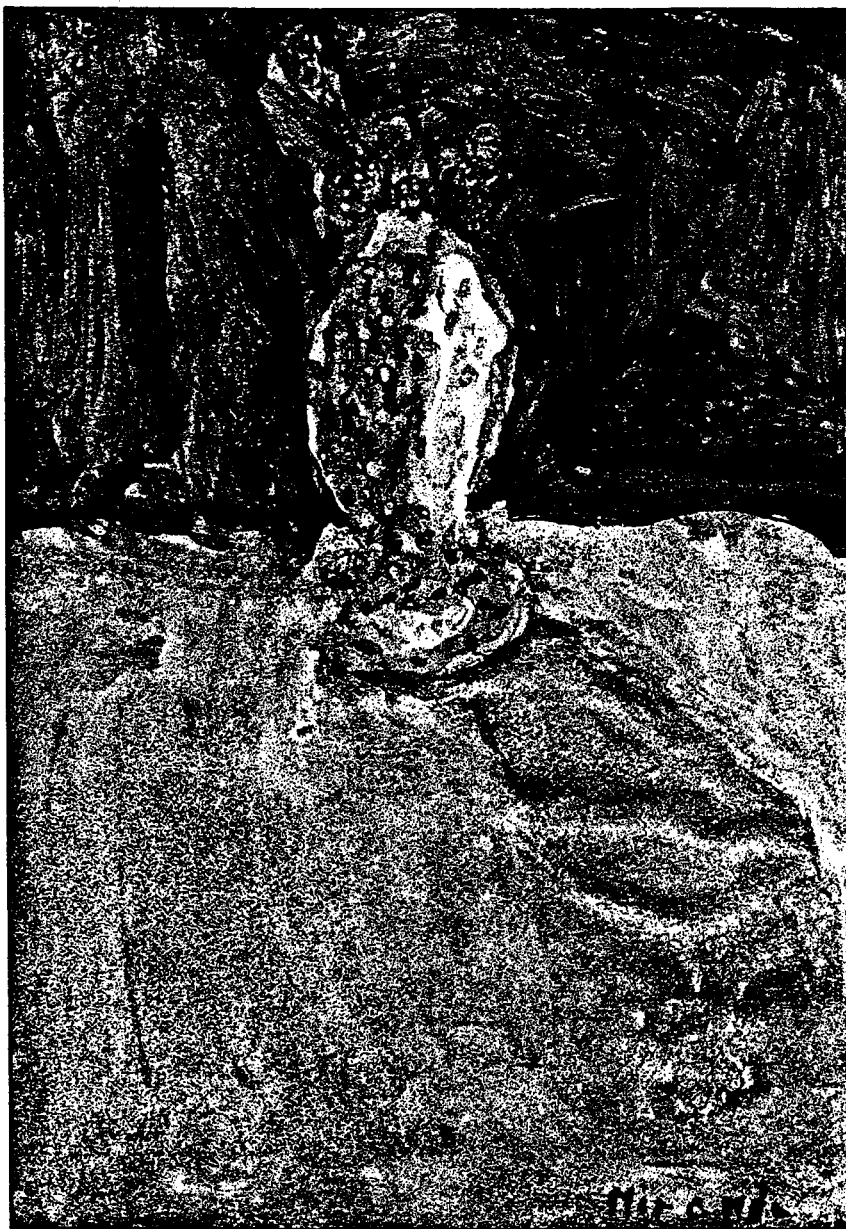
The superintendent of schools has identified a number of goals, both short and long-term, to the Board of Education. These goals are responsive to the requirements of the agreement with OCR. More importantly, the attainment of those goals will greatly enhance the capability of all schools to recognize and nurture the abilities of all students.

We submit this report and our recommendations with confidence that they can provide the basis for the Board's ongoing pursuit of educational excellence and equity for all of the students in Champaign's schools.

Our sincere thanks go to the student artists whose work was contributed for use in this report. We regret that we weren't able to use all of the very fine pieces submitted for this report. Our thanks go also to the artists' parents or caregivers for allowing us to reproduce it here. Not only is the artwork beautiful, but it is an ongoing reminder that all the students represented statistically in our charts, graphs, and comments are real people with very real talents.

Robert Peterkin

James Lucey



Student Art Work 14: Miranda Machula, Grade 4, Carrie Busey Elementary School, "Vase and Shadow", Painting

Corrections

1. Page 7, on black and white copies and some color copies Student Art Work should be identified as "Student Art Work 1..."
2. Page 9, line 1 should read "The logic of the educational equity audit goes like this: for ..."
3. Page 9, line 3 should read "It is understood ..."
4. Page 11, paragraph 2, line 2 should read "... (by race/ethnicity, gender, and SES at elementary, middle and high school levels)..."
5. Page 14, last paragraph, line 5 should read "... in light of attention to issues of ..."
6. Page 15, paragraph 2, line 2 should read "...audit, disparities began ..."
7. Page 32, Figure 5-2, the caption line 5 should read "6% chance of being screened, ..."
8. Page 36, item 5, line 2 should read "Renzulli Model, which has interested district staff."
9. Page 36, item 6, line 4 should read "...and provides its own..."
10. Page 38, item 13, line 4 should read "...newly identified as Gifted and/or Talented and qualified students new to the district..."
11. Page 40, Figure 6-2, the table heading should read "All Primary Disabilities – Total"
12. Page 42, Figure 6-4, the table heading should read "D-Specific Learning Disability (SLD)"
13. Page 48, Figure 7-2, caption line 3 should read "...students who left school for whom no computerized school-level record was available..."
14. Page 51, first paragraph, end of line 4 should read "A total of 89%..."

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Corrections

15. Page 55, Figure 8-1, figure label should read "Percentile Scores: Champaign Grades 3, 4, & 5 Compared To National Norms"
16. Page 56, Figure 8-2, figure label should read "Percentile Scores: Champaign Grades 6 & 7 Compared To National Norms"
17. Page 67, Figure 8-13, caption line 2, last sentence should read "This is 5% of the total Advanced Placement enrollment."
18. Page 68, Figure 8-14, caption line 2 should read "...African-American student Advanced Placement course grades ..."
19. Page 71, Figure 8-17, caption end of line 2 should read "The graduation rate was..."
20. Page 83, paragraph 2, line 7 should read "... the very kinds of data that were requested..."
21. Page 83, paragraph 3, last line should read "...maintaining day-to-day 1997-98 operations on the old system."
22. Page 86, on black and white copies and some color copies Student Art Work should be identified as "Student Art Work 12..."
23. Page 87, Item 9, line 1 should read "...and reconcile district data regularly on a very ..."
24. Page 88, first bulleted paragraph, line 9 should read "...which included some of the ISBE data ..."
25. Page 88, second bulleted paragraph, line 2 should read "...selection processes and ongoing program ..."
26. Page 89, Item 11, line 4 should read "...disaggregating students in various stages on such factors ..."
27. Page 89, Item 12, line 2 should read "...and is required..."
28. Page 89, Item 12, line 5 should read "...district is along the way toward..."
29. Page 90, Item 13, line 3 should read "...provide volume discounts..."