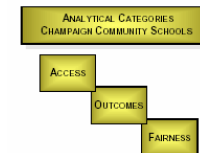


# *Monitoring Report #4*

*Docket Number: 00-1349*

*U.S. District Court For The Central District of Illinois  
Honorable Joe B. McDade*

Prepared by  
Dr. Robert Peterkin  
&  
James Lucey  
Dr. William Trent  
April 2007



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# *Section 01: Introduction*

*“Inspect  
What You  
Expect”*



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

# Introduction:

- *Submission of the 4th Monitoring Report coincides with a period of enhanced Court oversight via a special hearing, held on October 19, 2006, and an order from Judge Joe Billy McDade. That Order requires both parties to collaborate on the development of an educational plan that will enable the District, assisted by the Plaintiffs, to meet its responsibilities to Champaign's African American students under the Consent Decree and accompanying documents.*
- *The contents of the 4th Monitoring Report should come as no surprise to the parties. Unit #4 has submitted quarterly data reports to the Monitoring Team and the Plaintiffs for three years now. The parties and the Monitoring Team meet quarterly to assess progress on Consent Decree goals and to make corrections to the data as needed. The Monitoring Team has facilitated these quarterly meetings. A member of the Monitoring Team facilitates monthly PIC meetings held in Champaign. These processes should serve the parties well as they move to the next stages in their collaborative efforts submitted to the Court on March 21, 2007.*

# Introduction:

- *The Court will notice that the 4th Monitoring Report follows the established format with two exceptions.*
- *The first is a special focus/concern on Columbia Center and alternative education, issues which were raised by Judge McDade on his visit to Unit #4 in 2004. See Appendix E for details.*
- *The second is the Monitoring Team's presentation of projections on the likelihood of Unit #4 meeting its obligations under the Consent Decree. These projections are based on an elementary trend analysis of the Unit 4's recent rate of improvement. Each projection is based on a 3 year moving average of the prior 3 years' data. In areas where the +/-15% criteria apply, the term "Out of Bounds" indicates differences outside the +/-15% boundaries, while "In Bounds" indicates differences within the +/-15% boundaries. These projections are presented as but one possible scenario if the pace of improvement in African American student achievement is not accelerated. If the pace of improvement in African American student achievement is accelerated, these projection will be invalidated.*

# Educational Equity Implementation Plan

- ***“...the intent of the Plan's flexible goals and actions is for the District to make progress in each area each year, ultimately achieving the Plan's objectives.***
- ***If the actions are not meeting the goals, and thereby the District is not achieving its objectives, the Plan contemplates that the parties will reevaluate the actions and goals and, if appropriate, modify them.***
- ***This process of adaptation and compromise is precisely the approach used by the parties in the development of this Plan.***
- ***The parties recognize that the Plan constitutes a dynamic, not a static, process.***
- ***The Plan establishes a framework for the District, its staff and all segments of the Champaign community to work together in good faith to accomplish the Plan's objectives.”***

# Ongoing Themes

Educational Equity Audit, 1<sup>st</sup> Monitoring Report, 2<sup>nd</sup> Monitoring Report, and 3<sup>rd</sup> Monitoring Report

- This 4<sup>th</sup> Monitoring Report returns to the foundational themes that have structured the Monitoring Team’s focus in Champaign:
  - Inspect What You Expect
  - Access, Outcomes, and Fairness
  - Quality and Fidelity of Actions
  - Accountability At The School and Classroom Levels
  - Improved Communication & Accountability
  - Support For Controlled Choice
  - Analyzing, Reporting, & Informing “Theory In Use”
  - Diversity In Staffing and Hiring
  - Accelerate The Pace Of Change



# Core Areas of Concern:

- This report, as is customary, is tailored to the specific directives of the Consent Decree with the added emphasis on the rate of progress given the rapidly approaching 2009 endpoint for the Consent Decree.
- The core areas of concern as prioritized by this Monitor's report remain:
  - Achievement/Student Performance
  - Climate and Discipline
  - Enrollment and Attendance
  - Special Education
  - Gifted Education
  - Hiring and Staff Placement and Retention
  - Controlled Choice
  - Information Technology
  - Columbia Center and Alternative Programs

# Ongoing Themes In Monitoring Reports

Educational Equity Audit, 1<sup>st</sup> Monitoring Report, 2<sup>nd</sup> Monitoring Report, and 3<sup>rd</sup> Monitoring Report

- It should be noted that this report also cites Columbia Center and Alternative Education as particular problem areas. The Monitoring Team continues to be concerned that Columbia Center is not meeting the purpose for which it was designed at the beginning of the Consent Decree process.
  - Columbia Center and Alternative Education had been described and was designed to be a second-chance opportunity for disaffected secondary students to complete their high school education.
  - We continue to question the mix of Special Education students with students assigned due to disciplinary reasons. Judge McDade raised this question in SY2004 during his visit to the program.
  - We continue to question the value of the weak academic program at Columbia Center. Students are not earning sufficient HS credit to be on a graduation track.
  - Most students have been assigned repeatedly to Columbia Center, with some having spent some or all of the past 3 or 4 school years assigned there, without apparent change in their behavioral profiles.
  - Many students assigned to Columbia Center have been absent a significant number of days – often with Average Daily Attendance below 70% at Columbia Center MS and 55% at the Columbia Center HS.
  - The high suspension rates at Columbia Center suggest that the program has not been effective in helping students control their own behavior.
  - The District has promised to open a “true alternative school” for the past 3 years but has not done so for budgetary reasons.
- Columbia Center continues to be racially identifiable.

# Summary:

- Our overall summary for this report is that even given discernable improvements in selected areas, it is highly unlikely that the District will satisfy the requirements of the Consent Decree by 2009.
- Our report to the Court contains analyses that illustrate that, *absent any major highly effective new interventions and improvements*, the District will not achieve the goals stipulated in the Consent Decree.
- We are also concerned that where the District has shown improvement, there is little evidence that the lessons learned will be retained, extended deeper into the District, or applied to other like situations.

# *Section 02: Achievement*

*SY2003 Restated to SY2006*

*“Inspect  
What You  
Expect”*



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS



# Achievement:

- Student performance, for every school District, is both a local and national concern. Because of No Child Left Behind (NCLB), schools really are concerned about making Adequate Yearly Progress (AYP). While making AYP also may be a District mandate, it cannot be substituted for the District's responsibilities under the Consent Decree.
  - For example, while all of the District's elementary schools met AYP, African American student ISAT scores do not meet Racial Fairness Guidelines.
- Two measures, standardized tests and grades, provide an opportunity to determine the extent to which Unit 4 is achieving its desired /required outcomes.
- Grades earned by students in Unit 4 are an illustrative indicator of several aspects of teaching and learning: student engagement, fairness, and access.
- The Implementation Plan, the specification of the Consent Decree, contains the following language:

# Educational Equity Implementation Plan, Section D, p. 8:

## Section D. Student Performance

### Objectives

- The District's objective is to eliminate, to the greatest extent practicable, unwarranted disparities in the enrollment of minority students in upper level courses. EEM ¶5A.
- The District's objective is to ensure that teachers receive training in, and implement, "Best Practices"<sup>6</sup> in their classrooms by the start of the 2002-03 school year.
- The District's objective is to incorporate "Best Practices" strategies and curriculum into all classrooms, not just self-contained gifted classes.
- The District's objective is to ensure that curriculum and instructional methods take into account students' diverse learning styles so they feel welcome in all District schools.

### Flexible Goals

- The District's third grade students will be able to read at grade level by the 2003-2004 academic year.
- The District's students will gain at least one grade level each academic year, as measured by standardized tests for math and reading.
- The District's student attendance rate at each school will be at least 95% for both minorities and non-minorities.
- The District's students enrolled in advanced core classes will be within racial fairness guidelines at each grade level in each school.<sup>7</sup>
- By the 2003-2004 school year, the District's course outcome and grade distribution for all students will approximate and be proportional to racial fairness guidelines.<sup>8</sup>
- In accordance with state and federal requirements, The District's students will have access to all programs within the District.

<sup>6</sup>Best Practices means innovative, interactive, research based curriculum and instructional practices.

<sup>7</sup>This flexible goal will be accomplished in phases, beginning with access to such courses and resulting in academic and examination success, by the 2003-2004 academic year.

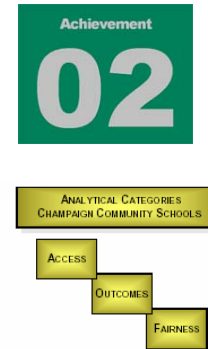
<sup>8</sup>Baseline date will be developed to measure attainment of this flexible goal.

# *Middle School High School Core Course Grades*

English, Math, Science, & Social Science

The following charts depict the distribution of all African American student grades in core courses as included on report cards. Middle School report cards are quarterly while High School report cards (starting in SY2006) only are at semester end. The distribution of any course grade for any racial/ethnic group should be expected to approximate the percentage that racial/ethnic group represents of all grades. To measure progress, a +/- 15% boundary has been used. Any African American grade distribution falling within +/-15% of the proportion of African American course enrollment is highlighted and projected as “In-Bounds”. Any African American grade distribution outside of the +/-15% boundary is projected as “Out-of-Bounds”. Note that “Other” grades are not used for final grades. Only grades A-F are used as grades in this analysis.

*“Inspect  
What You  
Expect”*



# Core Course Grades Distribution Tables:

- The grade distribution tables indicate the difference between (a) the percentage distribution of a particular grade issued to African American students and (b), the overall percentage distribution of all grades issued to African American enrollees.
- $\text{Diff} = (a) - (b)$ .
- Using SY2006 MS Math grades as an example:
  - (a) African American students obtained 40.7% of all Math B's issued ( $853/2096 = 40.7\%$ ).
  - (b) African American students obtained 41.4% of all Math grades issued ( $3305/7983 = 41.4\%$ )
  - $\text{Diff} = 40.7\% - 41.4\% = -0.7\%$ .
  - Math grades issued to African American students were 41.4% of all math grades. Math B's issued to African American students were 40.7% of all Math B's. This represents a difference of -0.7 percentage points.



# Expectations:

- One would expect (a), the proportion of any given grade in a subject for any racial/ethnic group to approximate (b), the proportion of all grades in that subject for the racial/ethnic group in question.
  - The difference between these two proportions (a) and (b) would be expected to approximate zero (0).
  - A difference approaching zero (0) would be approaching ‘parity’.
  - The SY2006 MS Math example used above would be an example where the -0.7 percent difference was approaching ‘parity’, i.e., was approaching zero (0).
- Any material differences between the (a) and (b) grade distribution proportions for African American students would be subject to scrutiny and correction under the Consent Decree.
  - The Consent Decree establishes racial fairness guidelines of +/-15% as a tool to measure interim progress toward the expectation of a difference approximating zero.
  - For the purposes of this report, we refer to distributions as being “In-Bounds” or “Out-of-Bounds”.
  - “In-Bounds” is used when the grade distribution falls within the +/-15% racial fairness boundaries.
  - ‘Out-of-Bounds’ is used when any grade distribution falls outside of the +/-15% racial fairness boundaries.

# Projections:

- Projections have been made using the moving average of the most recent 3 school years' results.
- Note that these are projections, not “predictions” or “forecasts”.
- These projections merely assume that what has happened in the most recent 3 years will continue into the future ***unless the District implements instructional programs that are highly effective for African American students as well as for Other Students.***
- If the District indeed does implement instructional programs that are highly effective for African American students, it is expected that actual results for SY2007, SY2008, and SY2009 will show results very different from those over the past three school years.

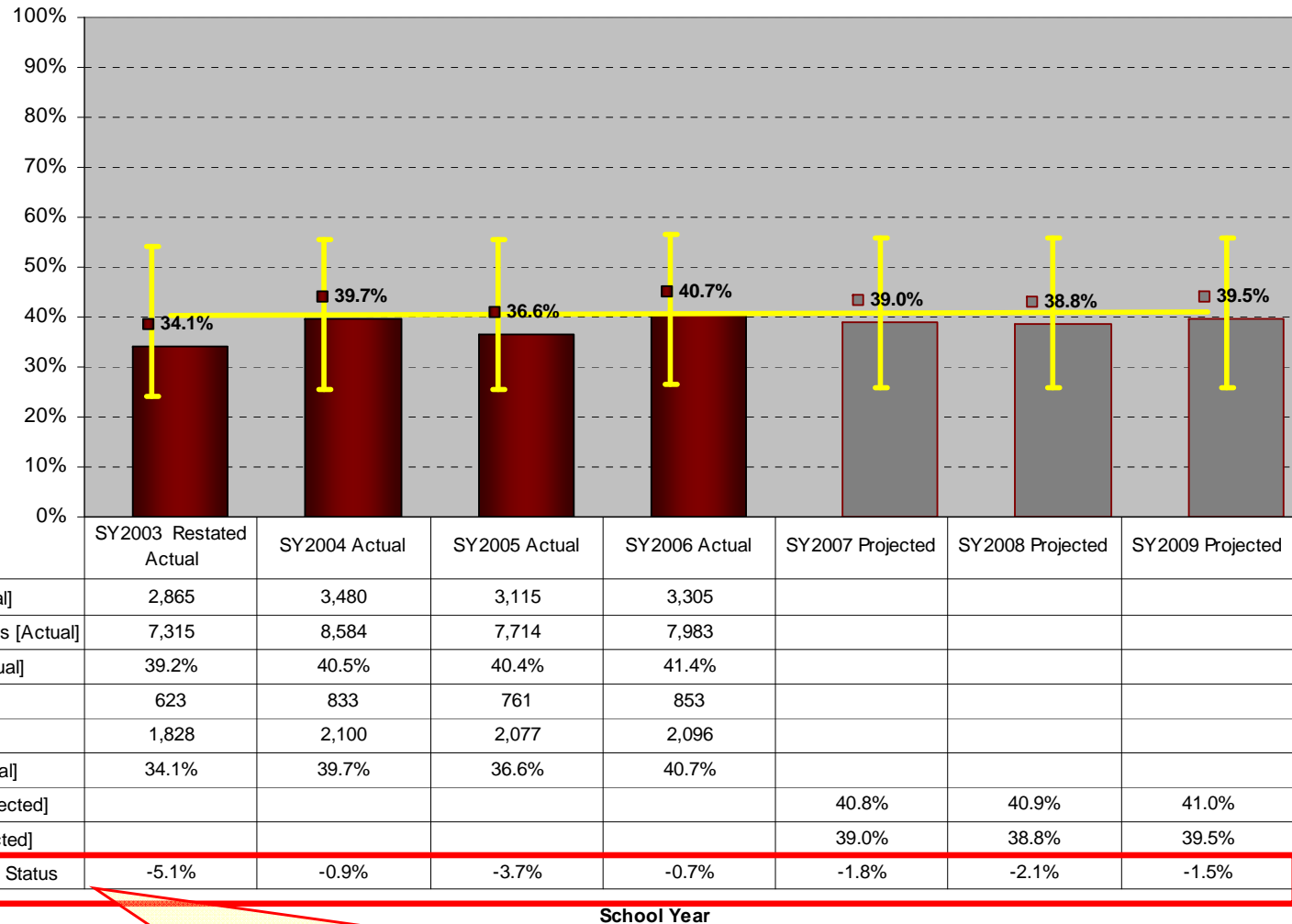
# SY2006 MS Math Example:

This is an example of relative parity in "B" grades and shows "In-Bounds" results and projections.

- Prior monitoring reports have used charts similar to this example.
- The bars on the chart represent (a) from the prior pages (the percentage distribution of particular grade issued to African American students).
- The yellow horizontal line represents (b) the overall percentage distribution of all grades issued to African American enrollees.
- The last line on the table is the difference between (a) and (b) and often is referenced as the "+/- 15% Flex Goal Status". The represents the distance each bar (a) from the horizontal line (b).
- The yellow vertical lines found at each year represent +/-15% from the horizontal line (b) – the African American proportion of all math grades.
- The yellow combined yellow lines sometimes are called "fish bones".
- The term **"In-Bounds"** is used when the bars (a) are within the +/- 15% boundaries.
- The term **"Out-of-Bounds"** is used when the bars (a) are *not* within the +/-15% boundaries.

## Math "B's" - African American Percentage of B Grades - MS Level

Flexible Goal Range (+/- 15%) Indicated by Yellow 'Trend Line' and 'Error Bars'  
SY2003 Restated to SY2006 Actuals - 3-Year Moving Average Extended Through SY2009



These are the difference values displayed on the summary tables.

# Core Course Grades - District MS Summary

## MS Core Course Grades +/- 15% Flex Goal Status - Actuals & Projected

Difference Between African American Core Course Enrollment Percentage and African American Percentage of District Middle School Enrollment

Projections Via 3 Year Moving Average

In Bounds Periods (Those In Which The +/- 15% Goal Is Achieved) Are Highlighted

Core Course Area	Afr Am Average Actual N = [Unduplicated Student Count]	Course Grade	SY2003 Restated Actual		SY2004 Actual		SY2005 Actual		SY2006 Actual		SY2007 Projected		SY2008 Projected		SY2009 Projected	
			Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %			
English	813	A	-20%	-19%	-19%	-20%	-20%	Out of Bounds	-20%	Out of Bounds	-20%	Out of Bounds	-20%	Out of Bounds		
		B	-0.7%	-0.9%	2.6%	5.3%	2.4%	In Bounds	3.4%	In Bounds	3.7%	In Bounds				
		C	12.4%	14.5%	18%	19%	17%	Out of Bounds	18%	Out of Bounds	18%	Out of Bounds				
		D	21%	27%	27%	22%	25%	Out of Bounds	25%	Out of Bounds	24%	Out of Bounds				
		F	28%	28%	28%	30%	29%	Out of Bounds	29%	Out of Bounds	29%	Out of Bounds				
Math	812	A	-23%	-19%	-20%	-21%	-20%	Out of Bounds	-20%	Out of Bounds	-20%	Out of Bounds				
		B	-5.1%	-0.9%	-3.7%	-0.7%	-1.8%	In Bounds	-2.1%	In Bounds	-1.5%	In Bounds				
		C	8.2%	14.5%	12.4%	12.1%	13.0%	In Bounds	12.5%	In Bounds	12.5%	In Bounds				
		D	22%	27%	22%	16%	22%	Out of Bounds	20%	Out of Bounds	19%	Out of Bounds				
		F	25%	28%	32%	29%	30%	Out of Bounds	30%	Out of Bounds	30%	Out of Bounds				
Science	823	A	-24%	-22%	-21%	-20%	-21%	Out of Bounds	-21%	Out of Bounds	-20%	Out of Bounds				
		B	-6.0%	-5.1%	3.7%	5.2%	1.3%	In Bounds	3.4%	In Bounds	3.3%	In Bounds				
		C	14.8%	15%	20%	19%	18%	Out of Bounds	19%	Out of Bounds	19%	Out of Bounds				
		D	25%	21%	29%	28%	26%	Out of Bounds	28%	Out of Bounds	27%	Out of Bounds				
		F	33%	31%	34%	29%	31%	Out of Bounds	31%	Out of Bounds	30%	Out of Bounds				
Social Science	806	A	-23%	-19%	-19%	-22%	-20%	Out of Bounds	-21%	Out of Bounds	-21%	Out of Bounds				
		B	-3.3%	-2.4%	5.3%	3.9%	2.3%	In Bounds	3.8%	In Bounds	3.3%	In Bounds				
		C	14.4%	15%	15%	19%	16%	Out of Bounds	17%	Out of Bounds	17%	Out of Bounds				
		D	27%	21%	24%	24%	23%	Out of Bounds	24%	Out of Bounds	24%	Out of Bounds				
		F	27%	27%	28%	33%	29%	Out of Bounds	30%	Out of Bounds	31%	Out of Bounds				

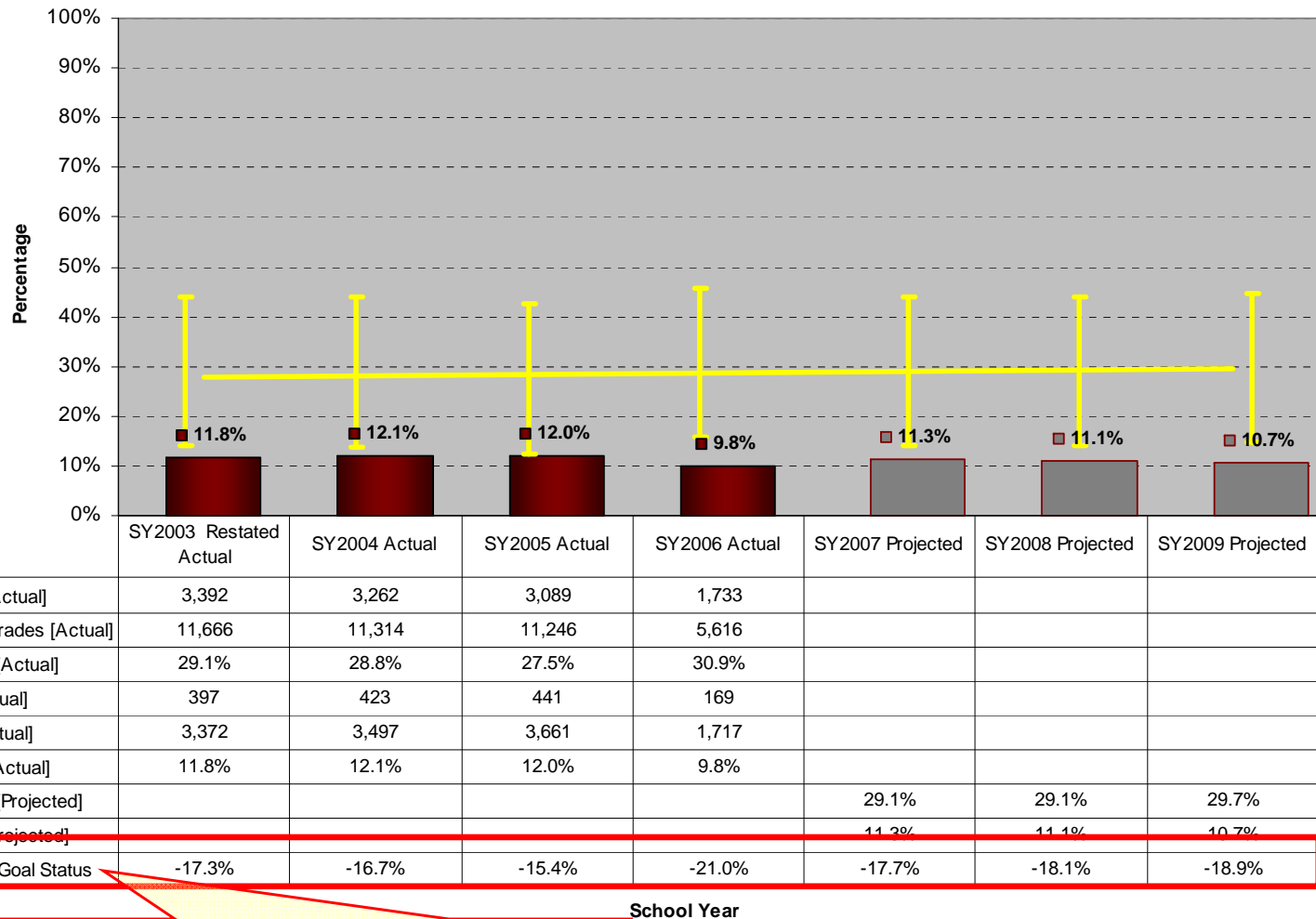
# SY2006 HS English Example:

This is an example where the difference does not approximate zero (0) and shows “Out-of-Bounds” results and projections.

- Prior monitoring reports have used charts similar to this example.
- The bars on the chart represent (a) from the prior pages (the percentage distribution of particular grade issued to African American students).
- The yellow horizontal line represents (b) the overall percentage distribution of all grades issued to African American enrollees.
- The last line on the table is the difference between (a) and (b) and often is referenced as the “+/- 15% Flex Goal Status”. The represents the distance of each bar (a) from the horizontal line (b).
- The yellow vertical lines found at each year represent +/-15% from the horizontal line (b) – the African American proportion of all math grades.
- The yellow combined yellow lines sometimes are called “fish bones”.
- The term “**In-Bounds**” is used when the bars (a) are within the +/- 15% boundaries.
- The term “**Out-of-Bounds**” is used when the bars (a) are *not* within the +/-15% boundaries.

## English "A's" - African American Percentage of A Grades - HS Level

Flexible Goal Range (+/- 15%) Indicated by Yellow 'Trend Line' and 'Error Bars'  
SY2003 Restated to SY2006 Actuals - 3-Year Moving Average Extended Through SY2009



These are the difference values displayed on the summary tables.

# Core Course Grades - District HS Summary

## HS Core Course Grades +/- 15% Flex Goal Status - Actuals & Projected

Difference Between African American Core Course Enrollment Percentage and African American Percentage of District High School Enrollment Projections Via 3 Year Moving Average

In Bounds Periods (Those In Which The +/- 15% Goal Is Achieved) Are Highlighted

Core Course Area	Afr Am Average Actual N = [Unduplicated Student Count]	Course Grade	SY2003 Restated	SY2004	SY2005	SY2006	SY2007	SY2008	SY2009			
			Actual Diff From AA Enr %	Actual Diff From AA Enr %	Actual Diff From AA Enr %	Actual Diff From AA Enr %	Projected Diff From AA Enr %	Projected Diff From AA Enr %	Projected Diff From AA Enr %			
English	741	A	-17%	-17%	-15%	-21%	-18%	Out of Bounds	-18%	Out of Bounds	-19%	Out of Bounds
		B	-7%	-4%	-4%	-8%	-5%	In Bounds	-6%	In Bounds	-6%	In Bounds
		C	8%	8%	9%	9%	9%	In Bounds	9%	In Bounds	9%	In Bounds
		D	18%	20%	19%	25%	22%	Out of Bounds	22%	Out of Bounds	23%	Out of Bounds
		F	30%	28%	28%	38%	31%	Out of Bounds	32%	Out of Bounds	34%	Out of Bounds
Math	749	A	-17%	-18%	-18%	-23%	-19%	Out of Bounds	-20%	Out of Bounds	-21%	Out of Bounds
		B	-8%	-9%	-10%	-14%	-11%	In Bounds	-12%	In Bounds	-13%	In Bounds
		C	3%	6%	4%	-2%	3%	In Bounds	1%	In Bounds	1%	In Bounds
		D	14%	17%	16%	17%	17%	Out of Bounds	17%	Out of Bounds	17%	Out of Bounds
		F	26%	28%	28%	34%	30%	Out of Bounds	31%	Out of Bounds	32%	Out of Bounds
Science	560	A	-14%	-17%	-15%	-22%	-18%	Out of Bounds	-18%	Out of Bounds	-19%	Out of Bounds
		B	-6%	-8%	-5%	-11%	-8%	In Bounds	-8%	In Bounds	-9%	In Bounds
		C	5%	8%	7%	7%	7%	In Bounds	7%	In Bounds	7%	In Bounds
		D	19%	23%	21%	24%	23%	Out of Bounds	22%	Out of Bounds	23%	Out of Bounds
		F	26%	30%	29%	37%	32%	Out of Bounds	33%	Out of Bounds	34%	Out of Bounds
Social Science	709	A	-17%	-16%	-12%	-21%	-16%	Out of Bounds	-17%	Out of Bounds	-18%	Out of Bounds
		B	-6%	-4%	-3%	-13%	-7%	In Bounds	-7%	In Bounds	-9%	In Bounds
		C	7%	11%	10%	5%	9%	In Bounds	8%	In Bounds	7%	In Bounds
		D	19%	20%	21%	24%	22%	Out of Bounds	22%	Out of Bounds	23%	Out of Bounds
		F	31%	31%	25%	36%	31%	Out of Bounds	31%	Out of Bounds	33%	Out of Bounds

# Core Course Grades:

- Middle School Progress:
  - The District has made progress in achieving and sustaining some relative parity at the ‘B’ grade in English, Science, and Social Science at the middle school level. It also has made progress in achieving and sustaining relative parity at ‘B’ and ‘C’ grades in Math at the middle school level.
- High School Grades Progress:
  - Similarly, the District at the high school level has made progress in achieving and sustaining some relative parity at the ‘B’ and ‘C’ grade distributions in each core subject area.
- Lack of Progress:
  - However, both tables show that African American students continue to be underrepresented in ‘A’ grades and over represented in ‘D’ and ‘F’ grades in each core subject area at each school level. At the middle school level, African American students continue to be underrepresented at the ‘C’ level in English, Science, and Social Science.
- ***Unless the District implements instructional programs that are highly effective for African American students as well as for Other Students, African American student Core Course grades are likely to remain “Out of Bounds” through SY2009.***

# *ISAT and PSAE Test Results*

## *Illinois State Board of Education (ISBE)*

### *Tests Of Student Mastery Of Curriculum Standards*

Reading & Math – 3<sup>rd</sup>, 5<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> Grades

Science – 4<sup>th</sup>, 7<sup>th</sup>, and 11<sup>th</sup> Grades

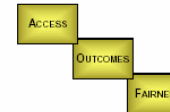
ISAT Tests Elementary and Middle School Standards

PSAE Tests High School Standards

*“Inspect  
What You  
Expect”*



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS





# ISAT & PSAE Test Results:

## Percentage Meeting or Exceeding ISBE Curriculum Standards

- **Rate Tables:**

- The following tables compare the rate of African American students scoring ‘meets or exceeds standards’ to the rate of Not African American students also scoring ‘meets or exceeds’ on ISAT/PSAE tests of Illinois State Board of Education (ISBE) reading, math, and science curriculum standards.

- **Expectations:**

- One would expect the rates for both groups of students to approximate one another, i.e., that the rate of African American students ‘meeting or exceeding’ ISBE curriculum standards would be very close to the rate for all Other Students on those same standards.
- Any material differences between the rates for African American and Not African American students would be subject to scrutiny and correction via the Consent Decree.

- **Projections:**

- Projections have been made using the moving average of the most recent 3 school years results. Note that these are projections, not “predictions” or “forecasts”. These projections merely assume that what has happened in the most recent 3 years will continue into the future ***unless the District implements instructional programs that are highly effective for African American students as well as for Other Students.***

# ISAT & PSAE Reading Rates:

## Percentage Meeting or Exceeding ISBE Curriculum Standards

### Reading - ISAT & PSAE Results \*

#### Percentage of Students Meeting or Exceeding Illinois State Curriculum Standards

Difference Between Percentage For African American Students and Percentage For All Other Students

Projections Via 3 Year Moving Average - N = Unduplicated Counts

Grade	Tested Students	N or %	SY2003 Not-Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual **	SY2007 Projected	SY2008 Projected	SY2009 Projected
Grade 3 ISAT	African Americans	N =	248	248	234	238			
	Not African American	N =	449	394	375	404			
	Afr Am Meets or Exceeds Stds	% =	35.0%	45.0%	45.0%	57.0%	49.0%	50.3%	52.1%
	Not Afr Am Meets or Exceeds Stds	% =	81.6%	84.1%	85.6%	85.6%	85.1%	85.4%	85.4%
	<b>Percentage Point Diff (May Contain Rounding Error) =</b>			<b>-46.6%</b>	<b>-39.1%</b>	<b>-40.6%</b>	<b>-28.6%</b>	<b>-36.1%</b>	<b>-35.1%</b>
Grade 5 ISAT	African Americans	N =	246	272	266	252			
	Not African American	N =	413	422	420	388			
	Afr Am Meets or Exceeds Stds	% =	36.0%	37.0%	45.0%	55.0%	45.7%	48.6%	49.7%
	Not Afr Am Meets or Exceeds Stds	% =	74.3%	76.5%	85.8%	88.0%	83.4%	85.8%	85.7%
	<b>Percentage Point Diff (May Contain Rounding Error) =</b>			<b>-38.3%</b>	<b>-39.5%</b>	<b>-40.8%</b>	<b>-33.0%</b>	<b>-37.8%</b>	<b>-37.2%</b>
Grade 8 ISAT	African Americans	N =	204	258	252	238			
	Not African American	N =	418	416	344	390			
	Afr Am Meets or Exceeds Stds	% =	32.0%	41.0%	44.0%	61.0%	48.7%	51.2%	53.6%
	Not Afr Am Meets or Exceeds Stds	% =	78.1%	79.9%	83.8%	88.4%	84.0%	85.4%	85.9%
	<b>Percentage Point Diff (May Contain Rounding Error) =</b>			<b>-46.1%</b>	<b>-38.9%</b>	<b>-39.8%</b>	<b>-27.4%</b>	<b>-35.4%</b>	<b>-34.2%</b>
Grade 11 PSAE	African Americans	N =	137	141	163	<u>N's not reported by ISBE</u>			
	Not African American	N =	478	478	455				
	Afr Am Meets or Exceeds Stds	% =	24.0%	32.0%	29.0%	32.0%	31.0%	30.7%	31.2%
	Not Afr Am Meets or Exceeds Stds	% =	74.2%	74.7%	80.6%	81.0%	78.8%	80.1%	80.0%
	<b>Percentage Point Diff (May Contain Rounding Error) =</b>			<b>-50.2%</b>	<b>-42.7%</b>	<b>-51.6%</b>	<b>-49.0%</b>	<b>-47.8%</b>	<b>-49.5%</b>

\* Reading - ISAT & PSAE actuals are from the ISBE website < <http://iirc.niu.edu/> > . SY2003 is not restated on that website. SY2006 PSAE N's are not reported by ISBE

\*\* SY2006 PSAE N's are not reported by ISBE. White results were substituted for "Not Afr Am" in SY2006 PSAE results only.

# ISAT & PSAE Math Rates:

## Percentage Meeting or Exceeding ISBE Curriculum Standards

### Math - ISAT & PSAE Results

#### Percentage of Students Meeting or Exceeding Illinois State Curriculum Standards

Difference Between Percentage For African American Students and Percentage For All Other Students

Projections Via 3 Year Moving Average - N = Unduplicated Counts

Grade	Tested Students	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 PRELIM **	SY2007 Projected	SY2008 Projected	SY2009 Projected
Grade 3 ISAT	African Americans	N =	249	249	236	238			
	Not African American	N =	451	395	376	405			
	Afr Am Meets or Exceeds Stds	% =	53.0%	45.0%	45.0%	57.0%	49.0%	50.3%	52.1%
	Not Afr Am Meets or Exceeds Stds	% =	88.7%	84.1%	85.7%	91.9%	87.2%	88.3%	89.2%
	<b>Percentage Point Diff (May Contain Rounding Error) =</b>			<b>-35.7%</b>	<b>-39.1%</b>	<b>-40.7%</b>	<b>-34.9%</b>	<b>-38.2%</b>	<b>-38.0%</b>
Grade 5 ISAT	African Americans	N =	247	271	267	252			
	Not African American	N =	413	422	420	387			
	Afr Am Meets or Exceeds Stds	% =	38.0%	52.0%	63.0%	66.0%	60.3%	63.1%	63.1%
	Not Afr Am Meets or Exceeds Stds	% =	85.9%	86.5%	90.8%	94.1%	90.5%	91.8%	92.1%
	<b>Percentage Point Diff (May Contain Rounding Error) =</b>			<b>-47.9%</b>	<b>-34.5%</b>	<b>-27.8%</b>	<b>-28.1%</b>	<b>-30.1%</b>	<b>-28.7%</b>
Grade 8 ISAT	African Americans	N =	207	256	251	271			
	Not African American	N =	418	417	348	359			
	Afr Am Meets or Exceeds Stds	% =	14.0%	24.0%	23.0%	63.0%	36.7%	40.9%	46.9%
	Not Afr Am Meets or Exceeds Stds	% =	66.3%	72.4%	76.4%	91.1%	80.0%	82.5%	84.5%
	<b>Percentage Point Diff (May Contain Rounding Error) =</b>			<b>-52.3%</b>	<b>-48.4%</b>	<b>-53.4%</b>	<b>-28.1%</b>	<b>-43.3%</b>	<b>-41.6%</b>
Grade 11 PSAE	African Americans	N =	137	141	163	N's not reported by ISBE			
	Not African American	N =	479	479	455				
	Afr Am Meets or Exceeds Stds	% =	18.0%	29.0%	17.0%	22.0%	22.7%	20.6%	21.7%
	Not Afr Am Meets or Exceeds Stds	% =	73.3%	75.6%	86.3%	79.0%	80.3%	81.9%	80.4%
	<b>Percentage Point Diff (May Contain Rounding Error) =</b>			<b>-55.3%</b>	<b>-46.6%</b>	<b>-69.3%</b>	<b>-57.0%</b>	<b>-57.6%</b>	<b>-61.3%</b>

\* Reading - ISAT & PSAE actuals are from the ISBE website < <http://iirc.niu.edu/> > . SY2003 is not restated on that website. SY2006 PSAE N's are not reported by ISBE.

\*\* SY2006 PSAE N's were not reported by ISBE. White results were substituted for "Not Afr Am" in SY2006 PSAE results only.

# ISAT & PSAE Science Rates:

## Percentage Meeting or Exceeding ISBE Curriculum Standards

### Science - ISAT & PSAE Results

#### Percentage of Students Meeting or Exceeding Illinois State Curriculum Standards

Difference Between Percentage For African American Students and Percentage For All Other Students

Projections Via 3 Year Moving Average - N = Unduplicated Counts

Grade	Tested Students	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 PRELIM **	SY2007 Projected	SY2008 Projected	SY2009 Projected
Grade 4 ISAT	African Americans	N =	255	254	245	232			
	Not African American	N =	447	431	403	376			
	Afr Am Meets or Exceeds Stds	% =	37.0%	39.0%	49.0%	58.0%	48.7%	51.9%	52.9%
	Not Afr Am Meets or Exceeds Stds	% =	81.0%	85.1%	92.4%	93.6%	90.4%	92.1%	92.0%
	<b>Percentage Point Diff (May Contain Rounding Error) =</b>			<b>-44.0%</b>	<b>-46.1%</b>	<b>-43.4%</b>	<b>-35.6%</b>	<b>-41.7%</b>	<b>-40.2%</b>
Grade 7 ISAT	African Americans	N =	230	257	264	269			
	Not African American	N =	436	354	368	374			
	Afr Am Meets or Exceeds Stds	% =	41.0%	46.0%	47.0%	47.0%	46.7%	46.9%	46.9%
	Not Afr Am Meets or Exceeds Stds	% =	83.8%	89.1%	81.3%	93.4%	88.0%	87.6%	89.7%
	<b>Percentage Point Diff (May Contain Rounding Error) =</b>			<b>-42.8%</b>	<b>-43.1%</b>	<b>-34.3%</b>	<b>-46.4%</b>	<b>-41.3%</b>	<b>-40.7%</b>
Grade 11 PSAE	African Americans	N =	137	141	163	Ns not reported by ISBE			
	Not African American	N =	478	478	455				
	Afr Am Meets or Exceeds Stds	% =	15.0%	20.0%	17.0%	13.0%	16.7%	15.6%	15.1%
	Not Afr Am Meets or Exceeds Stds	% =	69.0%	73.1%	71.3%	74.0%	72.8%	72.7%	73.2%
	<b>Percentage Point Diff (May Contain Rounding Error) =</b>			<b>-54.0%</b>	<b>-53.1%</b>	<b>-54.3%</b>	<b>-61.0%</b>	<b>-56.1%</b>	<b>-57.2%</b>

\* Science - ISAT & PSAE actuals are from the ISBE website < <http://iirc.niu.edu/> > . SY2003 is not restated on that website. SY2006 PSAE N's are not reported by ISBE

\*\* SY2006 PSAE N's were not reported by ISBE. White results were substituted for "Not Afr Am" in SY2006 PSAE results only.

# ISAT & PSAE Test Results:

## Percentage Meeting or Exceeding ISBE Curriculum Standards

- Reading Results:

While there has been improvement in African American student 'meets or exceeds' rates at grades 3, 5, and 8, African American rates project out between 30 to 50 percentage points lower than for Other Students.

- Math Results:

While there has been improvement in African American student 'meets or exceeds' rates at grades 3, 5, and 8, African American rates project out between 30 to 60 percentage points lower than for Other Students.

- Science Results:

While there has been improvement in African American student 'meets or exceeds' rates at grades 4 and 7, African American rates project out between 40 to 60 percentage points lower than for Other Students.

- ***Unless the District implements instructional programs that are highly effective for African American students as well as for Other students, African American student 'meets or exceeds' rates are not likely to approximate those for Other Students by SY2009.***

# *Graduation, High School Dropouts, & Other Withdrawal From High School*

*“Inspect  
What You  
Expect”*



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS



# Graduation & Dropouts:

- In their recent report to the Court, the District states, “The Consent Decree and EEIP do not include goals for Dropout and Graduation rates. The District addresses these areas through its Strategic Plan..., Administrator evaluations..., and through the attendance outreach initiatives described herein.”
- The Monitoring Team cannot determine if these statements are an affirmation of responsibility for these issues, or an abrogation of responsibility. The Strategic Plan is not a legal document or part of the Consent Decree. We have raised our concerns about TAOEP and the administrator evaluations available to the Monitor.
- We do affirm our belief that graduation is the ultimate responsibility of any school system, that remedy for African American students in this case must prevent their leaving school prior to graduation, and that the diploma awarded at graduation to these students must be recognized as valid and rigorous. We hold that the goal for graduation of African American students must be the same as that for white students, and this goal is inherent in the very fiber of the consent decree.

# 12<sup>th</sup> Grade Graduation Rates:

The expectation here would be for African American 12<sup>th</sup> grade graduation rates to approximate those for all other 12<sup>th</sup> grade students.

- **District Level - Unit 4:**

- The graduation rates reported here are based on the number of students who entered the 12th grade and subsequently completed the 12th grade in the same academic year. For SY2006, the graduation rate for African American students was 77.4% compared to 89.3% for all Other Students, a difference of -11.4 percentage points.

- **Centennial HS:**

- For SY2006, the Centennial HS graduation rate for African American students was 85.4% compared to 89.7% for all Other Students, a difference of -4.3 percentage points.

- **Central HS:**

- For SY2006, the Central HS graduation rate for African American students was 78.5% compared to 93.0% for all Other Students, a difference of -14.5 percentage points.

- ***Unless the District implements instructional programs that are highly effective for African American high school students as well as for Other high school students, African American student 12<sup>th</sup> grader graduation rates are not likely to approximate those for Other Students by SY2009.***



# High School Graduates - 12<sup>th</sup> Graders

## 12th Grade Graduation Rates African American vs. 'All Other' Students By School

12th Grade Graduation Rates  
Rounding Error May Result In Some Computations Not Being Exact  
Projections Via 3 Year Moving Average

	Race / Ethnicity	12th Grade Graduates	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
<b>High School</b>	Afr Am	N =	44	70	63	76			
	Not Afr Am	N =	288	267	264	245			
<b>Centennial HS</b>	Afr Am	Rate =	88.0%	78.7%	86.3%	85.4%	83.4%	85.0%	84.6%
	Not Afr Am	Rate =	93.2%	91.1%	89.8%	89.7%	90.2%	89.9%	90.0%
		<b>Diff</b>	<b>-5.2%</b>	<b>-12.5%</b>	<b>-3.5%</b>	<b>-4.4%</b>	<b>-6.8%</b>	<b>-4.9%</b>	<b>-5.3%</b>
<b>Central HS</b>	Afr Am	N =	45	90	80	73			
	Not Afr Am	N =	174	204	222	198			
	Afr Am	Rate	69.2%	69.8%	79.2%	78.5%	75.8%	77.8%	77.4%
	Not Afr Am	Rate	89.2%	85.7%	90.6%	93.0%	89.8%	91.1%	91.3%
	<b>Diff</b>	<b>-20.0%</b>	<b>-15.9%</b>	<b>-11.4%</b>	<b>-14.5%</b>	<b>-13.9%</b>	<b>-13.3%</b>	<b>-13.9%</b>	
<b>All Other Programs</b>	Afr Am	N =	-	4	4	3			
	Not Afr Am	N =	2	1	1	1			
	Afr Am	Rate	0.0%	26.7%	40.0%	21.4%	29.4%	30.3%	27.0%
	Not Afr Am	Rate	66.7%	10.0%	20.0%	7.7%	12.6%	13.4%	11.2%
	<b>Diff</b>	<b>-66.7%</b>	<b>16.7%</b>	<b>20.0%</b>	<b>13.7%</b>	<b>16.8%</b>	<b>16.8%</b>	<b>15.8%</b>	
<b>District</b>	Afr Am	N =	89	164	147	152			
	Not Afr Am	N =	464	472	487	444			
	Afr Am	Rate	71.8%	70.4%	79.9%	77.6%	75.9%	77.8%	77.1%
	Not Afr Am	Rate	91.5%	87.2%	89.5%	89.0%	88.6%	89.0%	88.9%
	<b>Diff</b>	<b>-19.7%</b>	<b>-16.9%</b>	<b>-9.6%</b>	<b>-11.4%</b>	<b>-12.6%</b>	<b>-11.2%</b>	<b>-11.8%</b>	

# High School Dropouts & Other Selected Withdrawals:

- The number of HS Dropouts and Other Selected Withdrawals for a school district provides still another set of critical indicators of how successful that district is in assisting its students to complete their formal schooling. Failure to complete formal schooling is an indicator of systemic weaknesses.
- Other Selective Withdrawals include 'Storefront', R.E.A.D.Y., and Department of Corrections (DOC). While these differ somewhat from the standard dropout categories, they also provide evidence of the District's ability to retain students to Graduation.
- Dropouts:
  - Dropouts have been disproportionately African American, e.g. in SY2006 34% of the high school student population accounted for 67% of the high school dropouts. Dropouts are projected to be "Out-of-Bounds" at +30 percentage points.
- Storefront:
  - Storefront is a credit-granting program that has been disproportionately African American and is projected to be "Out-of-Bounds" at +16 to +18 percentage points.

# High School Dropouts & Other Withdrawals:

- R.E.A.D.Y. :
  - R.E.A.D.Y. is a program for students involved with the law or who otherwise would have been expelled from their home school district. Champaign enrollees at this program have been disproportionately African American. R.E.A.D.Y. is projected to be “Out-of-Bounds” at +40 to +50 percentage points.
- DOC (Department of Corrections):
  - DOC has been disproportionately African American and is projected to be “Out-of-Bounds” at +50 to +55 percentage points.
- Sub-Total - Selected Withdrawals:
  - Note that a student can be counted in more than one Selected Withdrawal category so the Sub-Total is not additive. Counts are unduplicated counts within withdrawal category (i.e. a student is counted once and only once within withdrawal category no matter how many instances of withdrawal). In SY2006, 34% of the student population accounted for 69% of the selected withdrawals. Selected Withdrawals are projected “Out-of-Bounds” at +34 percentage points.
- No-Shows:
  - Traditionally, the No-Show category has not been included in prior reports, in large part because the numbers had been relatively small. However, the numbers have increased from 4 cases in SY2003 to 58 cases in SY2006 when 48% of the cases were African American. For the sake of transparency, the Monitor suggests that No-Shows be reported among the Selected Withdrawals.

# High School Dropouts & Other Withdrawals:

- Total - Selected Withdrawals and No-Shows:
  - In SY2006, 34% of the student population accounted for 63% of the Total Selected Withdrawals and No-Shows and projections are “Out-of-Bounds” at +30 percentage points.
- ***Unless the District implements highly effective instructional and supportive programs to assist students in completing their schooling to graduation, dropouts and selected withdrawals are likely to be disproportionately African American and are projected to be “Out-of-Bounds” at +30 percentage points.***

# Withdrawal Rates - Grades 9-12:

Note That The Number of Students Is Not Additive Since A Single Student Can Withdraw, Re-Enter, and Withdraw Again In A Different Category – Counts Are Unduplicated Within Each Category. Note: The expectation here would be that the percentage of African American 12<sup>th</sup> grade withdrawals would approximate the percentage of African American enrollment.

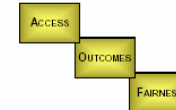
## Dropouts and Selected Withdrawals From High School - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American School Percentage and African American Percentage At The High School Level  
Projections Via Most Recent 3 Year Moving Average - N = Unduplicated Counts

Selected Withdrawals	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
<b>Dropout</b>	Afr Am Students	N =	105	42	53	52	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students	N =	177	68	88	78			
	Afr Am % of All Students	% =	59.3%	61.8%	60.2%	66.7%			
	Elementary Level Afr Am Enr %	% =	27.9%	30.4%	31.3%	33.6%			
	<b>Flex Goal +/- 15%</b>		<b>31.4%</b>	<b>31.4%</b>	<b>28.9%</b>	<b>33.1%</b>			
<b>Storefront</b>	Afr Am Students	N =	24	15	10	16	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students	N =	49	33	23	29			
	Afr Am % of All Students	% =	49.0%	45.5%	43.5%	55.2%			
	Elementary Level Afr Am Enr %	% =	27.9%	30.4%	31.3%	33.6%			
	<b>Flex Goal +/- 15%</b>		<b>21.1%</b>	<b>15.0%</b>	<b>12.2%</b>	<b>21.6%</b>			
<b>R.E.A.D.Y.</b>	Afr Am Students	N =	10	14	9	14	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students	N =	13	17	9	22			
	Afr Am % of All Students	% =	76.9%	82.4%	100.0%	63.6%			
	Elementary Level Afr Am Enr %	% =	27.9%	30.4%	31.3%	33.6%			
	<b>Flex Goal +/- 15%</b>		<b>49.0%</b>	<b>51.9%</b>	<b>68.7%</b>	<b>30.0%</b>			
<b>DOC [ Department of Corrections ]</b>	Afr Am Students	N =	21	20	7	20	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students	N =	24	26	9	21			
	Afr Am % of All Students	% =	87.5%	76.9%	77.8%	95.2%			
	Elementary Level Afr Am Enr %	% =	27.9%	30.4%	31.3%	33.6%			
	<b>Flex Goal +/- 15%</b>		<b>59.6%</b>	<b>46.5%</b>	<b>46.5%</b>	<b>61.6%</b>			
<b>Sub-Total: Selected Withdrawals - Unduplicated Counts - Some Students Were In More Than One Withdrawal Category</b>	Afr Am Students	N =	105	89	77	99	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students	N =	177	140	120	144			
	Afr Am % of All Students	% =	59.3%	63.6%	64.2%	68.8%			
	Elementary Level Afr Am Enr %	% =	27.9%	30.4%	31.3%	33.6%			
	<b>Flex Goal +/- 15%</b>		<b>31.4%</b>	<b>33.2%</b>	<b>32.8%</b>	<b>35.1%</b>			
<b>No Shows</b>	Afr Am Students	N =	1	4	9	28	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students	N =	4	9	16	58			
	Afr Am % of All Students	% =	25.0%	44.4%	56.3%	48.3%			
	Elementary Level Afr Am Enr %	% =	27.9%	30.4%	31.3%	33.6%			
	<b>Flex Goal +/- 15%</b>		<b>-2.9%</b>	<b>14.0%</b>	<b>24.9%</b>	<b>14.7%</b>			
<b>Total: Selected Withdrawals &amp; No Shows Unduplicated Counts - Some Students Were In More Than One Withdrawal Category</b>	Afr Am Students	N =	106	93	86	127	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students	N =	181	149	136	202			
	Afr Am % of All Students	% =	58.6%	62.4%	63.2%	62.9%			
	Elementary Level Afr Am Enr %	% =	27.9%	30.4%	31.3%	33.6%			
	<b>Flex Goal +/- 15%</b>		<b>30.7%</b>	<b>32.0%</b>	<b>31.9%</b>	<b>29.3%</b>			

# *Section 03: Enrollment & Attendance*

*“Inspect  
What You  
Expect”*



# Enrollment:

## ● African American Enrollment Percentages - SY2006:

- High School African American enrollment percentages (31.2%) continued below the percentages at Elementary (36.3%) and Middle Schools (41.9%). R.E.A.D.Y. & Special School African American enrollment percentages (64.5%) were well above the District average (34.5%).
- All elementary schools were within the bounds of racial fairness guidelines during SY2006 and all are projected to be “In-Bounds” through SY2009.
- All middle schools, with the exception of Columbia Center MS, were within the bounds of racial fairness guidelines during SY2006 and all are projected to be “In-Bounds” through SY2009. Note that the SY2007 Franklin MS projection is weighted more heavily to years prior to SY2006 and, hence, projects “Out-of-Bounds” at +15.3 percentage points. The District is expected to complete the controlled choice roll-out to grade 8 during SY2007 and SY2007 actuals should fall “In-Bounds”.
- All high schools, with the exception of Columbia Center HS, were within the bounds of racial fairness guidelines during SY2006 and are projected to be “In-Bounds” through SY2009.
- Columbia Center MS & Columbia Center HS African American enrollment percentages have been in the 75% to 95% range since SY2003 and are projected to be “Out-of-Bounds” at +50 percentage points through SY2009.
- R.E.A.D.Y. & Special Schools African American enrollment percentages, with the exception of Pavilion Day Care, were “Out-Of-Bounds” in SY2006 and are projected “Out-of-Bounds” at +30 percentage points through SY2009.
- Note that Columbia Center and R.E.A.D.Y. primarily serve a disciplinary-problem population, though some in that population also have Special Education (SPED) designations. Special Schools primarily serve a SPED population, though some in that population also have disciplinary problems. As indicated in following sections, African American enrollments in SPED and discipline are projected to be “Out-of-Bounds” through SY2009.

# Elementary Schools (1 of 2):

## Enrollment Summaries

### Elementary School Enrollment Summaries - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American School Percentage and African American Percentage At The Elementary School Level

Projections Via Most Recent 3 Year Moving Average - N = Unduplicated Counts

Data: EOM April Compiled From YTD June Data Marts

Elementary School	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Barkstall	Afr Am Students	N =	128	134	126	119	In-Bounds	In-Bounds	In-Bounds
	All Students	N =	436	447	440	428			
	Afr Am % of All Students	% =	29.4%	30.0%	28.6%	27.8%			
	Elementary Level Afr Am Enr %	% =	37.7%	36.5%	36.1%	36.3%			
	<b>Flex Goal +/- 15%</b>		<b>-8.4%</b>	<b>-6.5%</b>	<b>-7.5%</b>	<b>-8.5%</b>			
Bottenfield	Afr Am Students	N =	110	106	118	119	In-Bounds	In-Bounds	In-Bounds
	All Students	N =	372	389	412	424			
	Afr Am % of All Students	% =	29.6%	27.2%	28.6%	28.1%			
	Elementary Level Afr Am Enr %	% =	37.7%	36.5%	36.1%	36.3%			
	<b>Flex Goal +/- 15%</b>		<b>-8.2%</b>	<b>-9.2%</b>	<b>-7.5%</b>	<b>-8.2%</b>			
Carrie Busey	Afr Am Students	N =	152	146	164	151	In-Bounds	In-Bounds	In-Bounds
	All Students	N =	417	406	395	378			
	Afr Am % of All Students	% =	36.5%	36.0%	41.5%	39.9%			
	Elementary Level Afr Am Enr %	% =	37.7%	36.5%	36.1%	36.3%			
	<b>Flex Goal +/- 15%</b>		<b>-1.3%</b>	<b>-0.5%</b>	<b>5.4%</b>	<b>3.6%</b>			
Stratton	Afr Am Students	N =	149	116	150	162	In-Bounds	In-Bounds	In-Bounds
	All Students	N =	204	216	309	333			
	Afr Am % of All Students	% =	73.0%	53.7%	48.5%	48.6%			
	Elementary Level Afr Am Enr %	% =	37.7%	36.5%	36.1%	36.3%			
	<b>Flex Goal +/- 15%</b>		<b>35.3%</b>	<b>17.2%</b>	<b>12.4%</b>	<b>12.3%</b>			
Dr. Howard	Afr Am Students	N =	208	200	188	174	In-Bounds	In-Bounds	In-Bounds
	All Students	N =	485	463	437	410			
	Afr Am % of All Students	% =	42.9%	43.2%	43.0%	42.4%			
	Elementary Level Afr Am Enr %	% =	37.7%	36.5%	36.1%	36.3%			
	<b>Flex Goal +/- 15%</b>		<b>5.2%</b>	<b>6.7%</b>	<b>6.9%</b>	<b>6.1%</b>			
Garden Hills	Afr Am Students	N =	181	168	146	133	In-Bounds	In-Bounds	In-Bounds
	All Students	N =	378	362	338	318			
	Afr Am % of All Students	% =	47.9%	46.4%	43.2%	41.8%			
	Elementary Level Afr Am Enr %	% =	37.7%	36.5%	36.1%	36.3%			
	<b>Flex Goal +/- 15%</b>		<b>10.2%</b>	<b>9.9%</b>	<b>7.1%</b>	<b>5.5%</b>			



# Elementary Schools (2 of 2): Enrollment Summaries

**Elementary School Enrollment Summaries - +/- 15% Flex Goal Status - Actual & Projected**  
Difference Between African American School Percentage and African American Percentage At The Elementary School Level  
Projections Via Most Recent 3 Year Moving Average - N = Unduplicated Counts  
Data: EOM April Compiled From YTD June Data Marts

Elementary School	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Kenwood	Afr Am Students	N =	160	142	130	151			
	All Students	N =	410	386	370	394			
	Afr Am % of All Students	% =	39.0%	36.8%	35.1%	38.3%	In-Bounds	In-Bounds	In-Bounds
	Elementary Level Afr Am Enr %	% =	37.7%	36.5%	36.1%	36.3%			
	<b>Flex Goal +/- 15%</b>		<b>1.3%</b>	<b>0.3%</b>	<b>-1.0%</b>	<b>2.0%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>
Robeson	Afr Am Students	N =	140	150	134	143			
	All Students	N =	500	500	503	496			
	Afr Am % of All Students	% =	28.0%	30.0%	26.6%	28.8%	In-Bounds	In-Bounds	In-Bounds
	Elementary Level Afr Am Enr %	% =	37.7%	36.5%	36.1%	36.3%			
	<b>Flex Goal +/- 15%</b>		<b>-9.7%</b>	<b>-6.5%</b>	<b>-9.5%</b>	<b>-7.5%</b>	<b>-8%</b>	<b>-8%</b>	<b>-8%</b>
South Side	Afr Am Students	N =	78	75	79	81			
	All Students	N =	281	275	273	268			
	Afr Am % of All Students	% =	27.8%	27.3%	28.9%	30.2%	In-Bounds	In-Bounds	In-Bounds
	Elementary Level Afr Am Enr %	% =	37.7%	36.5%	36.1%	36.3%			
	<b>Flex Goal +/- 15%</b>		<b>-10.0%</b>	<b>-9.2%</b>	<b>-7.2%</b>	<b>-6.1%</b>	<b>-8%</b>	<b>-7%</b>	<b>-7%</b>
B.T. Washington	Afr Am Students	N =	145	136	107	111			
	All Students	N =	329	307	273	251			
	Afr Am % of All Students	% =	44.1%	44.3%	39.2%	44.2%	In-Bounds	In-Bounds	In-Bounds
	Elementary Level Afr Am Enr %	% =	37.7%	36.5%	36.1%	36.3%			
	<b>Flex Goal +/- 15%</b>		<b>6.4%</b>	<b>7.8%</b>	<b>3.1%</b>	<b>7.9%</b>	<b>6%</b>	<b>6%</b>	<b>7%</b>
Westview	Afr Am Students	N =	136	146	154	142			
	All Students	N =	395	411	391	392			
	Afr Am % of All Students	% =	34.4%	35.5%	39.4%	36.2%	In-Bounds	In-Bounds	In-Bounds
	Elementary Level Afr Am Enr %	% =	37.7%	36.5%	36.1%	36.3%			
	<b>Flex Goal +/- 15%</b>		<b>-3.3%</b>	<b>-1.0%</b>	<b>3.3%</b>	<b>-0.1%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>
TotalL	Afr Am Students	N =	1,587	1,519	1,496	1,486			
	All Students	N =	4,207	4,162	4,141	4,092			
	Afr Am % of All Students	% =	37.7%	36.5%	36.1%	36.3%	In-Bounds	In-Bounds	In-Bounds
	Elementary Level Afr Am Enr %	% =	37.7%	36.5%	36.1%	36.3%			
	<b>Flex Goal +/- 15%</b>		<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

# Middle Schools: Enrollment Summaries

## Middle School Enrollment Summaries - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American School Percentage and African American Percentage At The Middle School Level

Projections Via Most Recent 3 Year Moving Average - N = Unduplicated Counts

Data: EOM April Compiled From YTD June Data Marts

Middle School	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Edison	Afr Am Students	N =	191	229	230	264	In-Bounds	In-Bounds	In-Bounds
	All Students	N =	611	683	682	694			
	Afr Am % of All Students	% =	31.3%	33.5%	33.7%	38.0%			
	Middle Level Afr Am Enr %	% =	37.3%	40.1%	40.7%	41.9%			
	<b>Flex Goal +/- 15%</b>		<b>-6.0%</b>	<b>-6.6%</b>	<b>-6.9%</b>	<b>-3.8%</b>			
Franklin	Afr Am Students	N =	291	351	307	315	Out-Of-Bounds	In-Bounds	In-Bounds
	All Students	N =	563	594	532	610			
	Afr Am % of All Students	% =	51.7%	59.1%	57.7%	51.6%			
	Middle Level Afr Am Enr %	% =	37.3%	40.1%	40.7%	41.9%			
	<b>Flex Goal +/- 15%</b>		<b>14.4%</b>	<b>19.0%</b>	<b>17.1%</b>	<b>9.8%</b>			
Jefferson	Afr Am Students	N =	224	215	226	245	In-Bounds	In-Bounds	In-Bounds
	All Students	N =	784	735	709	692			
	Afr Am % of All Students	% =	28.6%	29.3%	31.9%	35.4%			
	Middle Level Afr Am Enr %	% =	37.3%	40.1%	40.7%	41.9%			
	<b>Flex Goal +/- 15%</b>		<b>-8.7%</b>	<b>-10.9%</b>	<b>-8.8%</b>	<b>-6.4%</b>			
Columbia Ctr.	Afr Am Students	N =	44	22	33	21	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students	N =	53	25	35	23			
	Afr Am % of All Students	% =	83.0%	88.0%	94.3%	91.3%			
	Middle Level Afr Am Enr %	% =	37.3%	40.1%	40.7%	41.9%			
	<b>Flex Goal +/- 15%</b>		<b>45.7%</b>	<b>47.9%</b>	<b>53.6%</b>	<b>49.5%</b>			
Total	Afr Am Students	N =	750	817	796	845	In-Bounds	In-Bounds	In-Bounds
	All Students	N =	2,011	2,037	1,958	2,019			
	Afr Am % of All Students	% =	37.3%	40.1%	40.7%	41.9%			
	Middle Level Afr Am Enr %	% =	37.3%	40.1%	40.7%	41.9%			
	<b>Flex Goal +/- 15%</b>		<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>			

# Middle Schools – Grade 08:

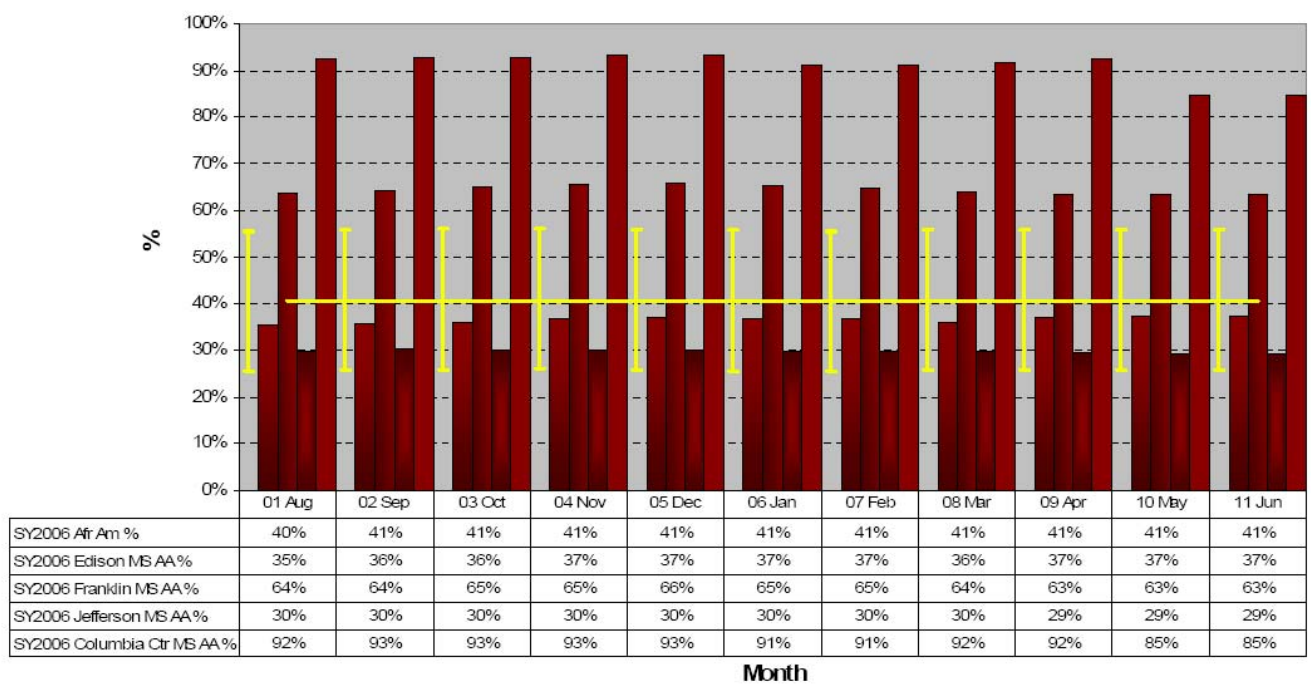
Grade 8 at Franklin and Columbia Center African American enrollments remained out-of-bounds during SY2006. Controlled choice expands to grade 8 during SY2007, so Franklin’s African American enrollment is expected to be in-bounds in SY2007 and thereafter. Columbia Ctr. MS African American enrollments remain out-of-bounds.



Section 03  
Attendance  
Enrollment

## 8<sup>th</sup> Grade Middle Schools African American Student Enrollment Percentages – Month by Month Comparison

Grade 08 - African American Enrollment Percentage by Month  
Middle Schools - SY2006  
Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"



Source: District EOY Report, Version 2, July 2006, p. 64.

# High Schools: Enrollment Summaries

## High School Enrollment Summaries - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American School Percentage and African American Percentage At The High School Level

Projections Via Most Recent 3 Year Moving Average - N = Unduplicated Counts

Data: EOM April Compiled From YTD June Data Marts

High School	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Columbia Ctr.	Afr Am Students	N =	45	22	35	30	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students	N =	56	29	46	34			
	Afr Am % of All Students	% =	80.4%	75.9%	76.1%	88.2%			
	High School Level Afr Am Enr %	% =	25.9%	27.9%	28.6%	31.2%			
	<b>Flex Goal +/- 15%</b>		<b>54.4%</b>	<b>48.0%</b>	<b>47.4%</b>	<b>57.0%</b>			
Centennial	Afr Am Students	N =	288	316	333	367	In-Bounds	In-Bounds	In-Bounds
	All Students	N =	1,360	1,387	1,442	1,432			
	Afr Am % of All Students	% =	21.2%	22.8%	23.1%	25.6%			
	High School Level Afr Am Enr %	% =	25.9%	27.9%	28.6%	31.2%			
	<b>Flex Goal +/- 15%</b>		<b>-4.8%</b>	<b>-5.1%</b>	<b>-5.6%</b>	<b>-5.6%</b>			
Central	Afr Am Students	N =	346	417	425	455	In-Bounds	In-Bounds	In-Bounds
	All Students	N =	1,201	1,289	1,280	1,264			
	Afr Am % of All Students	% =	28.8%	32.4%	33.2%	36.0%			
	High School Level Afr Am Enr %	% =	25.9%	27.9%	28.6%	31.2%			
	<b>Flex Goal +/- 15%</b>		<b>2.9%</b>	<b>4.4%</b>	<b>4.6%</b>	<b>4.8%</b>			
Total	Afr Am Students	N =	679	755	793	852	In-Bounds	In-Bounds	In-Bounds
	All Students	N =	2,617	2,705	2,768	2,730			
	Afr Am % of All Students	% =	25.9%	27.9%	28.6%	31.2%			
	High School Level Afr Am Enr %	% =	25.9%	27.9%	28.6%	31.2%			
	<b>Flex Goal +/- 15%</b>		<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>			

# R.E.A.D.Y. & Special Schools: Enrollment Summaries

## Special School Enrollment Summaries - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American School Percentage and African American Percentage At The District Level

Projections Via Most Recent 3 Year Moving Average - N = Unduplicated Counts

Data: EOM April Compiled From YTD June Data Marts

Special School	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
R.E.A.D.Y.	Afr Am Students	N =	29	37	36	31	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students	N =	34	41	39	39			
	Afr Am % of All Students	% =	85.3%	90.2%	92.3%	79.5%			
	Special School Afr Am Enr %	% =	34.5%	35.1%	34.5%	35.2%			
	<b>Flex Goal +/- 15%</b>		<b>50.8%</b>	<b>55.1%</b>	<b>57.8%</b>	<b>44.3%</b>			
Circle Academy	Afr Am Students	N =	19	17	20	22	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students	N =	26	28	30	30			
	Afr Am % of All Students	% =	73.1%	60.7%	66.7%	73.3%			
	Special School Afr Am Enr %	% =	34.5%	35.1%	34.5%	35.2%			
	<b>Flex Goal +/- 15%</b>		<b>38.6%</b>	<b>25.6%</b>	<b>32.2%</b>	<b>38.1%</b>			
Pavilion Residential SPED	Afr Am Students	N =	3	5	5	4	In-Bounds	In-Bounds	In-Bounds
	All Students	N =	7	12	13	15			
	Afr Am % of All Students	% =	42.9%	41.7%	38.5%	26.7%			
	Special School Afr Am Enr %	% =	34.5%	35.1%	34.5%	35.2%			
	<b>Flex Goal +/- 15%</b>		<b>8.3%</b>	<b>6.5%</b>	<b>4.0%</b>	<b>-8.6%</b>			
Pavilion Cay Care	Afr Am Students	N =	16	14	16	14	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students	N =	24	21	23	21			
	Afr Am % of All Students	% =	66.7%	66.7%	69.6%	66.7%			
	Special School Afr Am Enr %	% =	34.5%	35.1%	34.5%	35.2%			
	<b>Flex Goal +/- 15%</b>		<b>32.1%</b>	<b>31.5%</b>	<b>35.1%</b>	<b>31.4%</b>			
All Others	Afr Am Students	N =	5	5	-	-	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students	N =	18	14	5	5			
	Afr Am % of All Students	% =	27.8%	35.7%	0.0%	0.0%			
	Special School Afr Am Enr %	% =	34.5%	35.1%	34.5%	35.2%			
	<b>Flex Goal +/- 15%</b>		<b>-6.7%</b>	<b>0.6%</b>	<b>-34.5%</b>	<b>-35.2%</b>			
Total	Afr Am Students	N =	72	78	77	71	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students	N =	109	116	110	110			
	Afr Am % of All Students	% =	66.1%	67.2%	70.0%	64.5%			
	Special School Afr Am Enr %	% =	34.5%	35.1%	34.5%	35.2%			
	<b>Flex Goal +/- 15%</b>		<b>31.5%</b>	<b>32.1%</b>	<b>35.5%</b>	<b>29.3%</b>			

# Attendance Issues:

## Average Daily Attendance Percentage (ADA%) and Instructional Days Attended

- In SY2006, ADA% did not reach 95% at any school level:
  - Elementary Schools = 94.7% [Only 'Not African American' ADA% was above 95%, see table]
  - Middle Schools = 93.6%
  - High Schools = 92.2%
  - District Total = 93.1%
  
- In SY2006, African American ADA% was lower than the ADA% for all Other Students:
  - Elementary Schools = 93.7% [-1.7% lower than the 95.3% for Other Students, rounding error]
  - Middle Schools = 92.4% [-2.0% lower than the 94.5% for Other Students, rounding error]
  - High Schools = 85.8% [-6.4% lower than the 92.3% for Other Students, rounding error]
  - District Total = 91.2% [-3.0% lower than the 92.3% for Other Students, rounding error]
  
- Please note that while 2% to 6% differences might not seem very large, they do reflect educationally important fewer Instructional Days Attended for African American students
  - Elementary Schools = 149 [8 fewer Instructional Days Attended than the 157 for Other Students]
  - Middle Schools = 144 [11 fewer Instructional Days Attended than the 155 for Other Students]
  - High Schools = 129 [17 fewer Instructional Days Attended than the 146 for Other Students]
  - District Total = 142 [11 fewer Instructional Days Attended than the 153 for Other Students]

# Average Daily Attendance % :

## By Race/Ethnicity For School Levels

### Attendance Metrics - Average Daily Attendance African American vs. All Other Students By School Level

Average Daily Attendance Percentage (Days Attended Divided By Days Enrolled)

Rounding Error May Result In Some Computations Not Being Exact

Projections Via 3 Year Moving Average

School Level	Race / Ethnicity		SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected	
Elementary Schools	Afr Am	N =	1,714	1,671	1,600	1,612				
	Not Afr Am	N =	2,870	2,801	2,770	2,755				
	Afr Am	Rate =	93.4%	93.8%	94.0%	93.7%	93.8%	93.9%	93.6%	
	Not Afr Am	Rate =	95.0%	95.3%	95.4%	95.3%	95.4%	95.4%	95.3%	
		Diff		-1.5%	-1.6%	-1.4%	-1.7%	-1.5%	-1.5%	-1.7%
Middle Schools		N =	805	879	852	935				
		N =	1,325	1,282	1,218	1,246				
	Afr Am	Rate =	92.3%	93.1%	92.6%	92.4%	92.7%	92.3%	92.2%	
	Not Afr Am	Rate =	93.9%	94.3%	94.2%	94.5%	94.3%	94.3%	94.3%	
		Diff		-1.6%	-1.2%	-1.6%	-2.0%	-1.6%	-2.0%	-2.1%
High Schools		N =	810	898	930	1,025				
		N =	2,185	2,114	2,115	2,071				
	Afr Am	Rate =	87.0%	87.9%	88.2%	85.8%	87.3%	86.9%	86.5%	
	Not Afr Am	Rate =	92.2%	92.4%	92.3%	92.3%	92.3%	92.2%	92.0%	
		Diff		-5.2%	-4.5%	-4.1%	-6.4%	-5.0%	-5.3%	-5.6%
District		N =	3,329	3,448	3,382	3,570				
		N =	6,380	6,197	6,103	6,071				
	Afr Am	Rate =	91.6%	92.1%	92.1%	91.2%	91.8%	91.6%	91.3%	
	Not Afr Am	Rate =	93.8%	94.1%	94.1%	94.1%	94.1%	94.1%	94.0%	
		Diff		-2.2%	-2.0%	-2.0%	-3.0%	-2.3%	-2.5%	-2.7%
Unduplicated Student Count	N =									
	Afr Am	N =	3,329	3,448	3,382	3,570				
	Not Afr Am	N =	6,380	6,197	6,103	6,071				
	Total		9,709	9,645	9,485	9,641				

# Average Days Attended

By Race/Ethnicity For School Levels

## Attendance Metrics - Average Days Attended African American vs. All Other Students By School Level

Average Days Attended (ADA)

Rounding Error May Result In Some Computations Not Being Exact

Projections Via 3 Year Moving Average

School Level	Race / Ethnicity		SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected	
Elementary Schools	Afr Am	N =	1,714	1,671	1,600	1,612				
	Not Afr Am	N =	2,870	2,801	2,770	2,755				
	Afr Am	ADA =	148	148	151	149	149	150	149	
	Not Afr Am	ADA =	150	156	158	157	157	157	157	
		Diff		(2)	(8)	(7)	(8)	(8)	(8)	(8)
Middle Schools	Afr Am	N =	805	879	852	935				
	Not Afr Am	N =	1,325	1,282	1,218	1,246				
	Afr Am	ADA =	151	152	152	144	149	148	146	
	Not Afr Am	ADA =	156	156	157	155	156	156	155	
		Diff		(5)	(5)	(5)	(11)	(7)	(8)	(9)
High Schools	Afr Am	N =	810	898	930	1,025				
	Not Afr Am	N =	2,185	2,114	2,115	2,071				
	Afr Am	ADA =	133	136	135	129	133	132	131	
	Not Afr Am	ADA =	147	151	152	146	150	149	148	
		Diff		(14)	(16)	(17)	(17)	(16)	(17)	(17)
District	Afr Am	N =	3,329	3,448	3,382	3,570				
	Not Afr Am	N =	6,380	6,197	6,103	6,071				
	Afr Am	ADA =	145	146	147	142	145	144	143	
	Not Afr Am	ADA =	150	155	155	153	154	154	154	
		Diff		(5)	(9)	(9)	(11)	(9)	(10)	(10)
Unduplicated Student Count	N =									
	Afr Am	N =	3,329	3,448	3,382	3,570				
	Not Afr Am	N =	6,380	6,197	6,103	6,071				
	Total		9,709	9,645	9,485	9,641				



# Attendance Program Issues:

Average Daily Attendance Percentage (ADA%) and Instructional Days Attended

- For the second successive year the District did not include sufficient information in the District data marts to allow the District's TAEOP attendance improvement program results to be reviewed and audited by the monitor. In SY2005, the District entered no TAEOP participation data in the data marts. While the SY2006 data marts at least did "flag" students as TAEOP participants, the SY2006 start/stop dates for student participation were not recorded in the data marts. As a result it remains impossible for the monitor to audit TAEOP results and verify the District's pre-/post- attendance claims.
  - The monitor considers the lack of auditable TAOEP data for the 2nd successive school year to be a serious finding.
  - The monitor asks that the District re-examine the decision not to include TAOEP program start dates for SY2006 participants.
  - The monitor asks the District to provide, retrospectively, program start and termination dates for each student participant during the SY2006 school.
  - The monitor asks the District to provide, prospectively, program start and termination dates for this or any other such program for each remaining year in the program for the duration of the consent decree.

# Attendance Program Issues:

Average Daily Attendance Percentage (ADA%) and Instructional Days Attended

- ***Unless the District implements highly effective (and auditable) programs designed to improve ADA% and Instructional Days Attended for African American students, the District is unlikely to reach 95% ADA at any school level.***
- ***Such highly effective (and auditable) programs must also address curriculum and instructional programs, as well as school climate and discipline issues since they also impact students' willingness and ability to attend upon instruction.***

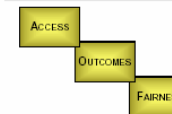
# Section 04: Gifted & Talented

The following tables depict the distribution of all African American student participation in Gifted and Talented programs at the Elementary and Middle School levels. The distribution of gifted participation for any racial/ethnic group would be expected to approximate the percentage that racial/ethnic group represents of the school level. To measure progress, a +/- 15% boundary has been used. Any African American Gifted distribution falling within +/-15% of the proportion of African American course enrollment is highlighted and projected as “In-Bounds”. Any African American Gifted distribution outside of the +/-15% boundary is projected as “Out-of-Bounds”.

*“Inspect  
What You  
Expect”*



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS



# Elementary School Gifted Program Issues:

- Self-Contained Gifted Programs:
  - As the name suggests, students obtain all gifted instructional services in a self-contained classroom, surrounded by other gifted or talented students.
  - The increase in gifted participation in the self-contained classroom at Stratton is commendable. Yet the other three self-contained programs are not within the racial fairness guidelines and show little movement toward achieving such status.
  - *Unless the District implements a (perhaps redesigned) Self-Contained Gifted program that is highly effective and highly attractive to African American students and their families in schools other than Stratton Elementary, African American student participation likely will continue “Out-of-Bounds” at -20 percentage points through SY2009.*

# Self Contained Gifted Program:

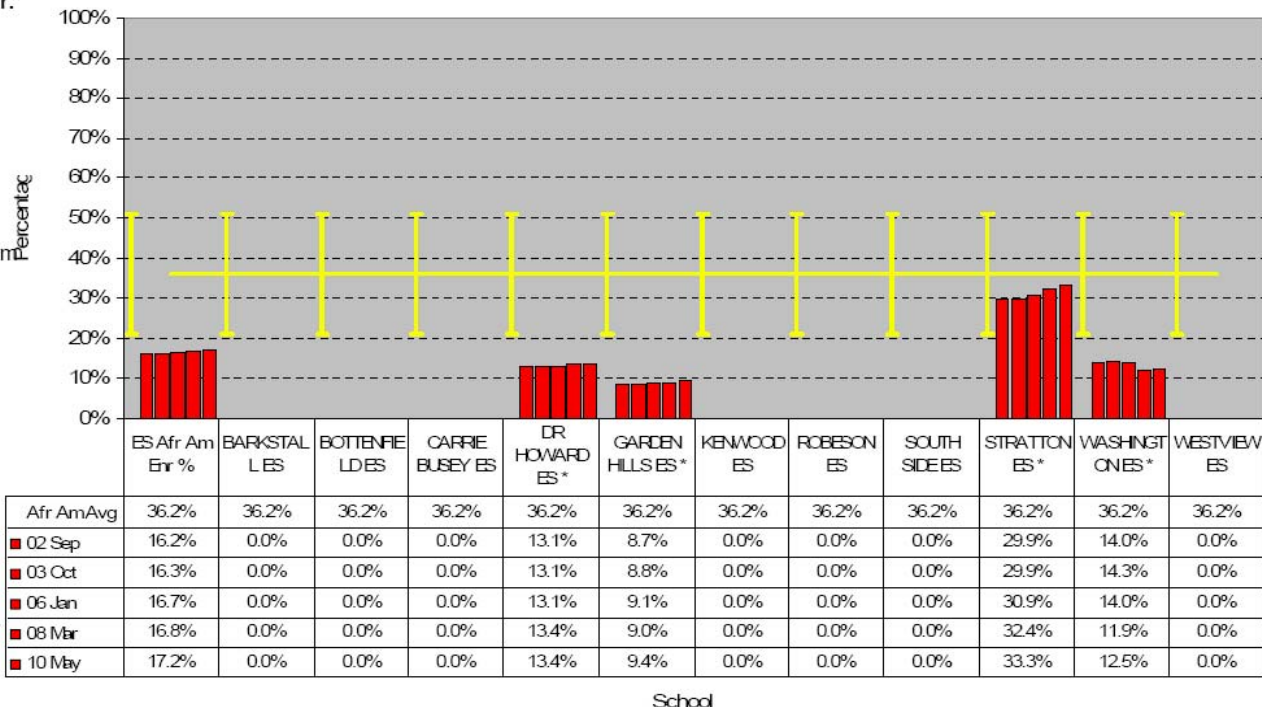
African American Enrollment Distribution SY2006:



Section 8  
Gifted

## Self Contained Gifted Program: African American Enrollment Distribution SY2006:

03-Self-Contained Gifted  
African American Enrollment Percentage by Month  
Elementary Schools - Grades K-5- June YTD 2006  
Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"



SY2006 Self-Contained Gifted programs were at Dr. Howard, Garden Hills, Stratton and Washington.

- In May SY2006, Dr. Howard's program was 13.4% African American.
- In May SY2006, Garden Hills' program was 9.4% African American.
- In May SY2006, Washington's program was 12.5% African American.
- In May SY2006, Stratton's program was 33.3% African American.

\* The data for May should not be different from June.

Source: District EOY Report, Version 2, July 2006, p. 398.

# Elementary Gifted Programs:

## Elementary School Gifted Programs

Difference Between African American Percentage of Gifted Programs and African American Percentage of Elementary School Enrollment Projections Via 3 Year Moving Average - N = Unduplicated Counts  
EOM June SY2006

School Level	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
<b>Self-Contained Gifted</b>	Afr Am Participants	N =	36	37	37	46	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Participatns	N =	242	257	258	267			
	Afr Am % of All Participants	% =	14.9%	14.4%	14.3%	17.2%			
	Afr Am Enr %	% =	37.5%	36.3%	36.3%	36.5%			
	<b>Flex Goal +/- 15%</b>		<b>-22.6%</b>	<b>-21.9%</b>	<b>-22.0%</b>	<b>-19.3%</b>			
<b>Academic Enrichment Programs</b>	Afr Am Participants	N =	267	258	292	370	In-Bounds	In-Bounds	In-Bounds
	All Participatns	N =	986	960	948	1,086			
	Afr Am % of All Participants	% =	27.1%	26.9%	30.8%	34.1%			
	Afr Am Enr %	% =	37.5%	36.3%	36.3%	36.5%			
	<b>Flex Goal +/- 15%</b>		<b>-10.4%</b>	<b>-9.4%</b>	<b>-5.5%</b>	<b>-2.5%</b>			
<b>Other Enrichment Programs</b>	Afr Am Participants	N =	16	6	-	-	Programs No Longer Offered	Programs No Longer Offered	Programs No Longer Offered
	All Participatns	N =	36	18	0	-			
	Afr Am % of All Participants	% =	44.4%	33.3%	0.0%	0.0%			
	Afr Am Enr %	% =	37.5%	36.3%					
	<b>Flex Goal +/- 15%</b>		<b>6.9%</b>	<b>-3.0%</b>					
<b>Total Elementary Gifted</b>	Afr Am Participants	N =	319	301	329	416	In-Bounds	In-Bounds	In-Bounds
	All Participatns	N =	1,264	1,235	1,206	1,353			
	Afr Am % of All Participants	% =	25.2%	24.4%	27.3%	30.7%			
	Afr Am Enr %	% =	37.5%	36.3%	36.3%	36.5%			
	<b>Flex Goal +/- 15%</b>		<b>-12.3%</b>	<b>-11.9%</b>	<b>-9.0%</b>	<b>-5.8%</b>			

- Self-Contained Gifted programs are projected “Out-of-Bounds” at least -20 percentage points through SY2009.
- Academic Enrichment program are projected “In-Bounds” at least -4 percentage points through SY2009.
- The large N in the Academic Enrichment Program offsets the much smaller N in Self-Contained programs. Total Elementary Gifted programs are projected “In-Bounds” at least -8 percentage points through SY2009.
- However, is this offset appropriate in light of the Consent Decree? Is it appropriate in terms of program rigor and fidelity of implementation?

# Academic Enrichment Gifted Program Issues:

- Academic Enrichment Gifted Programs:
  - We have questions regarding the Elementary school enrichment program.
  - Specifically what are the “enrichment” programs as a specific gifted treatment within the requirements of the Consent Decree?
  - Participation in the Enrichment Program should be reported as a component of the Consent Decree monitoring and the extent to which students in these enrichment programs have educational trajectories comparable to their peers in the self-contained gifted programs should be noted .
  - *Does the Academic Enrichment Gifted program yield educational results for African American participants approaching those in self-contained gifted programs? If so, should resources be redirected toward enrichment programs? If not, should resources be redirected toward self-contained programs?*
- The following recommendations are reiterated verbatim from the 3<sup>rd</sup> Monitoring Report:
  - The monitor recommends that Unit 4 examine the efficacy of using enrichment programs to increase the number of African American students in Gifted and Talented programs.
  - The District has adopted the Academic Enrichment Model at significant expense.
  - Has the Unit 4 Academic Enrichment Model implementation resulted in a program with the same rigor for an increased African American population as the self-contained program?
  - The District has not yet addressed this last question adequately.



# SY2006 Gifted & Talented:

## Elementary Screening

- There is evidence here that not all 1<sup>st</sup> graders are tested, especially if they enter Champaign Unit 4 Elementary schools after October of the school year.
- Our concern is that this does not indicate fidelity of implementation with the District's commitment to testing all students in the first grade no matter when they enroll.
- This issue has been raised in prior monitoring reports.
- We note that this could lead to under-representation and or under-inclusion of African American students and others.

Enter \* Ent\_Mon \* NNAT SY2006 Crosstabulation

Count			Ent_Mon										Total
NNAT SY 2006			Aug-Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr			
Not Screened	Enter	01 - Original Entry	7	0	0	0	0	0	0	0	0	7	
		02 - Out of State	0	1	1	1	3	1	1	1	1	9	
		03 - Moved To USA	0	0	0	1	2	1	0	0	0	4	
		04 - ILL Out of District	1	0	1	3	4	0	6	4	4	19	
		05 - Non Public School	0	0	0	0	0	0	0	1	0	1	
		06 - In District Transfer											
		14 - From Home School	0	0	0	0	0	0	0	0	1	1	
		16 - From Sabbatical											
		90 - Rollover Prv Yr	24	0	0	0	0	0	0	0	0	0	24
		Total		32	1	2	5	9	2	8	6		65
Screened	Enter	01 - Original Entry	43	3								46	
		02 - Out of State	6	1								7	
		03 - Moved To USA											
		04 - ILL Out of District	13	3								16	
		05 - Non Public School	4	0								4	
		06 - In District Transfer	19	1								20	
		14 - From Home School											
		16 - From Sabbatical	1	0								1	
		90 - Rollover Prv Yr	561	0									561
		Total		647	8								655



# Elementary School Gifted Program Screening:

- Though the number of students not tested formally might seem small, the percentage of African American students in self-contained gifted programs is disproportionately low. One would think that the District would make every effort to test all children.
- Of particular concern is that the fact of untested children was not picked up at any administrative level within the District, despite this issue being raised in prior monitoring reports. It is troubling that the District has not yet internalized the slogan “Inspect what you expect”.
- This is indicative of a culture where follow through is lacking once procedural responsibility moves from central office to the schools.

# Elementary School Gifted Program Screening:

- The following recommendations are reiterated verbatim from the 3<sup>rd</sup> Monitoring Report:
  - *The monitor recommends that Unit 4 re-examine the efficacy of its efforts to screen **all** 1<sup>st</sup> grade students for Gifted and Talented programs.*
  - *The District should monitor the actual screening processes and report out quarterly on the students actually administered screening instruments and on those not administered screening instruments. Reasons for not screening certain students should be analyzed and reported quarterly.*
  - *The District also should reconsider Gifted screening practices for new students entering the District for the first time irrespective of grade level. Such practices should be specified and actual practice should be analyzed and reported quarterly.*

# SY2006 Gifted & Talented:

## Gifted Screening

The District continued to comply with the Court Monitor's request that all first graders be tested, including those entering after the District's annual test date. The first graders were screened in October with the Naglieri Non-Verbal Assessment (NNAT). Six hundred fifty-six first grade students were tested; the enrollment at the September 30 benchmark was 661.

The buildings are given a two week testing window to administer the NNAT. New students coming after this timeframe are being screened with the NNAT by the enrichment specialists in each building during the January testing period. Students with IEPs are also monitored. For the 2006-07 school year, the Director will require monthly updates from the Technology Information Department of new students entering after the testing dates to ensure all students will be screened.

- The District attempted to address the screening issues for SY2007 in the District's EOY Report by requiring a new set of monthly reports from IT.
- This does not seem to be an adequate response to this issue.

# Middle School Gifted Program Issues:

- The Middle school Gifted Program appears to have evolved into an honors program.
- While this would be acceptable if it corresponded to a proposed plan, we have no documentation or written discussion of such a change. The District should document the thinking on this change and prepare a set of implementation plans.
- The overall Middle School Gifted (Honors?) program is projected “Out-of-Bounds” at least -19 percentage points through SY2009.
  - Only the relatively small (SY2006 Total N=44) Reading/Social Studies program is projected “In-Bounds” through SY2009 at -2 percentage points.
  - The larger Math/Science (SY2006 Total N=221) and Math/Science & Reading/Social Studies (SY2006 Total N=514) both are projected “Out-of-Bounds” at least -20 percentage points through SY2009.
- ***Unless the District implements a (perhaps redesigned) Middle School Gifted (Honors) program that is highly effective and highly attractive to African American students and their families, African American student participation likely will continue “Out-of-Bounds” at -19 percentage points through SY2009.***

# Middle School Gifted Program:

## Middle School Gifted Programs

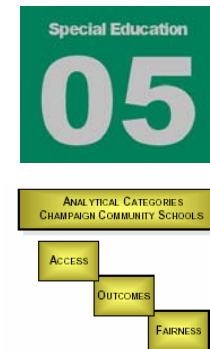
Difference Between African American Percentage of Gifted Programs and African American Percentage of Elementary School Enrollment Projections Via 3 Year Moving Average - N = Unduplicated Counts  
EOM June SY2006

School Level	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Middle School Math/Science Gifted	Afr Am Participants	N =	3	-	45	53	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Participatns	N =	10	6	254	221			
	Afr Am % of All Participants	% =	30.0%	0.0%	17.7%	24.0%			
	Afr Am Enr %	% =	37.2%	40.1%	40.7%	41.9%			
	<b>Flex Goal +/- 15%</b>		<b>-7.2%</b>	<b>-40.1%</b>	<b>-23.0%</b>	<b>-17.9%</b>			
Middle School Reading/Soc St Gifted	Afr Am Participants	N =	24	17	28	20	In-Bounds	In-Bounds	In-Bounds
	All Participatns	N =	217	143	71	44			
	Afr Am % of All Participants	% =	11.1%	11.9%	39.4%	45.5%			
	Afr Am Enr %	% =	37.2%	40.1%	40.7%	41.9%			
	<b>Flex Goal +/- 15%</b>		<b>-26.2%</b>	<b>-28.2%</b>	<b>-1.3%</b>	<b>3.6%</b>			
MS Math/Sci & Rdg/Soc St Gifted	Afr Am Participants	N =	24	12	57	130	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Participatns	N =	152	72	404	514			
	Afr Am % of All Participants	% =	15.8%	16.7%	14.1%	25.3%			
	Afr Am Enr %	% =	37.2%	40.1%	40.7%	41.9%			
	<b>Flex Goal +/- 15%</b>		<b>-21.5%</b>	<b>-23.4%</b>	<b>-26.6%</b>	<b>-16.6%</b>			
Other Gifted Programs	Afr Am Participants	N =	10	9	5	-	Programs No Longer Offered	Programs No Longer Offered	Programs No Longer Offered
	All Participatns	N =	41	18	8	-			
	Afr Am % of All Participants	% =	24.4%	50.0%	62.5%	0.0%			
	Afr Am Enr %	% =	37.2%	40.1%	40.7%				
	<b>Flex Goal +/- 15%</b>		<b>-12.9%</b>	<b>9.9%</b>	<b>21.8%</b>				
Total Middle School Gifted	Afr Am Participants	N =	61	38	135	203	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Participatns	N =	420	239	737	779			
	Afr Am % of All Participants	% =	14.5%	15.9%	18.3%	26.1%			
	Afr Am Enr %	% =	37.2%	40.1%	40.7%	41.9%			
	<b>Flex Goal +/- 15%</b>		<b>-22.7%</b>	<b>-24.2%</b>	<b>-22.4%</b>	<b>-15.8%</b>			

# Section 05: Special Education

The following tables depict the distribution of all African American student participation in SPED programs. The distribution of SPED participation for any racial/ethnic group would be expected to approximate the percentage that racial/ethnic group represents of the school level. To measure progress, a +/- 15% boundary has been used. Any African American SPED distribution falling within +/-15% of the proportion of African American course enrollment is highlighted and projected as “In-Bounds”. Any African American SPED distribution outside of the +/-15% boundary is projected as “Out-of-Bounds”.

*“Inspect  
What You  
Expect”*



# Special Education:

- The Consent Decree and EEIP require that the racial imbalances in placement in Special Education be eliminated to the extent practicable and that Special Education services be operated in a non-discriminatory manner.
- The District has initiated several procedures and activities that show promise:
  - Appointment of a Special Education Task Force;
  - Analysis of plans (IEPS—Chicago State);
  - Continued examination of BST process; and
  - School-based training/professional development activities.
- Our concern is that the progress to date, even given the above-mentioned improvements, still demonstrates significant disparity at school levels and in specific categories of Special Education.
- While the aggregate overall percentage for SPED might suggest the District satisfies racial fairness guidelines by falling within the +/- 15% boundaries, using the aggregate masks the substantial disparity at secondary schools and special schools.

# Special Education:

- Our understanding of Federal law suggests that lumping Special Education categories as one is inappropriate.
- We are particularly concerned that the Mental Impairment , Specified Learning Disability, Behavioral-Emotional, and Speech-Language programs show specific disparities at most school levels.
- While progress is significant at the elementary school level, especially for Speech and Language, the other SPED categories show persistent disparities.



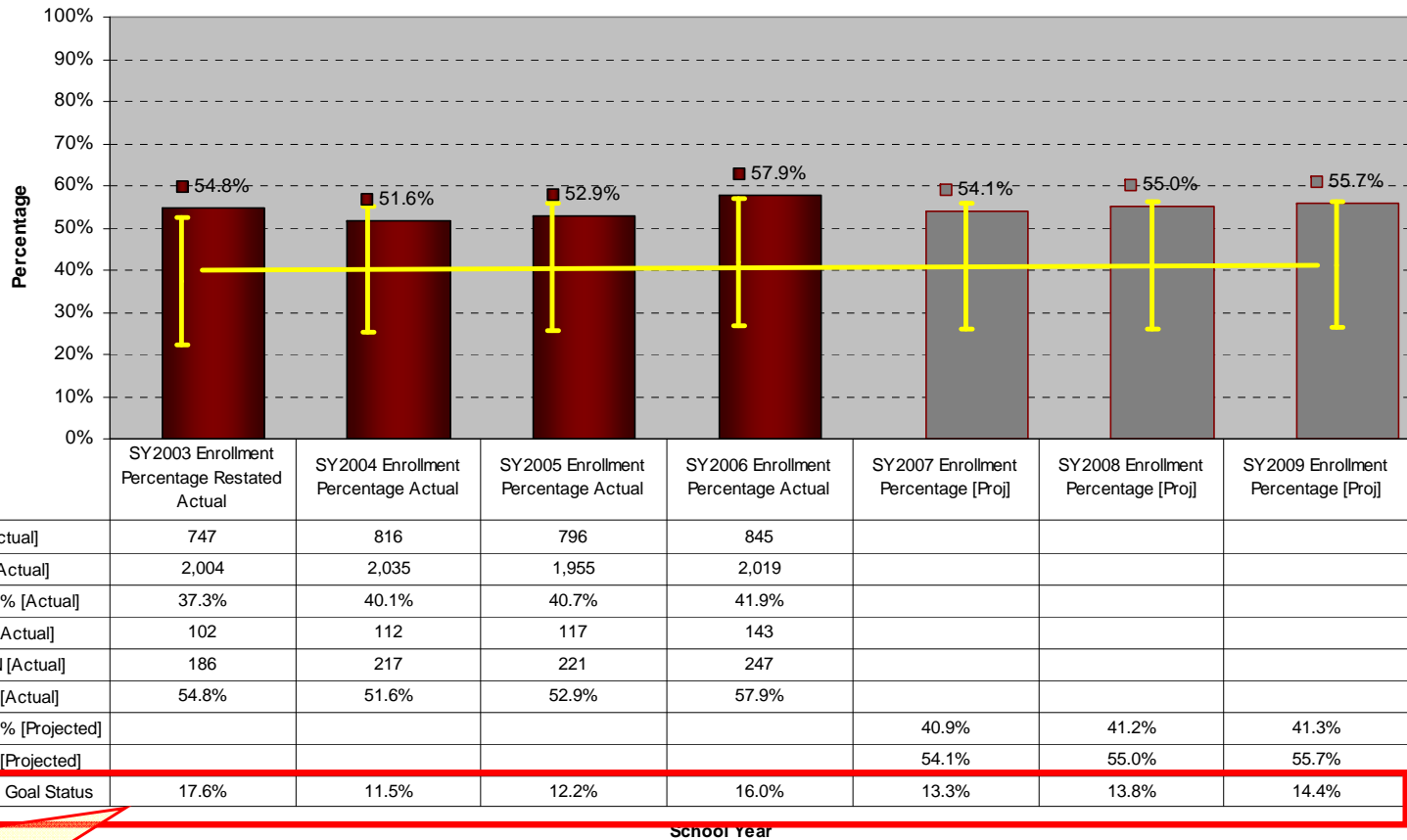
# Example of Detail: Middle School Specified Learning Disability

This is an example of generally “In-Bounds” actual and projected SPED program participation.

- Prior monitoring reports have used charts similar to this example.
- The bars on the chart represent (a) the percentage of African American Learning Disability enrollment
- The yellow horizontal line represents (b) the overall percentage distribution of all African American MS enrollees.
- The last line on the table is the difference between (a) and (b) and often is referenced as the “+/- 15% Flex Goal Status”. The represents the distance of each bar (a) from the horizontal line (b).
- The yellow vertical lines found at each year represent +/-15% from the horizontal line (b) – the African American proportion of all math grades.
- The yellow combined yellow lines sometimes are called “fish bones”.
- The term “**In-Bounds**” is used when the bars (a) are within the +/- 15% boundaries.
- The term “**Out-of-Bounds**” is used when the bars (a) are not within the +/-15% boundaries.

## Learning Disability - African American Percentage of SPED Enrollment - MS Level

Flexible Goal Range (+/- 15%) Indicated by Yellow 'Trend Line' and 'Error Bars'  
SY2003 Restated to SY2006 Actuals - 3-Year Moving Average Extended Through SY2009



These are the difference values displayed on the summary tables.

# SPED - District Totals -All Programs

### SPED +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American SPED Enrollment Percentage and African American Percentage of District Enrollment

Projections Via 3 Year Moving Average

In Bounds Periods (Those In Which The +/- 15% Goal Is Achieved) Are Highlighted

		Afr Am Actual Average N = (Rounding Error)	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Mental Impairment	ES	44	31.2%	31.6%	30.4%	31.0%	31%	31%	31%
	MS	40	36.3%	41.7%	31.4%	26.3%	33%	30%	30%
	HS	33	30.7%	27.5%	38.8%	40.9%	36%	38%	38%
	SPEC	6	15.7%	22.1%	14.7%	22.8%	20%	19%	21%
	District	122	31.7%	33.0%	32.8%	32.5%	32%	33%	33%
Specified Learning Disability	ES	154	15.3%	22.1%	22.0%	22.3%	22%	22%	22%
	MS	119	17.6%	11.5%	12.2%	16.0%	13%	14%	14%
	HS	90	20.2%	18.4%	18.9%	20.8%	19%	20%	20%
	SPEC	13	42.2%	47.3%	44.7%	55.6%	49%	50%	52%
	District	375	17.8%	18.6%	18.8%	20.9%	19%	19%	20%
Behavior - Emotional	ES	21	22.9%	21.4%	28.0%	29.2%	26%	28%	28%
	MS	11	6.5%	12.8%	22.9%	6.4%	14%	14%	12%
	HS	8	7.8%	14.3%	19.0%	25.0%	19%	21%	22%
	SPEC	30	26.4%	27.7%	24.3%	20.2%	24%	23%	22%
	District	71	21.1%	21.7%	24.1%	18.4%	21%	21%	21%
Speech - Language	ES	123	3.7%	0.3%	3.1%	1.5%	2%	2%	2%
	MS	18	16.6%	9.9%	20.8%	18.1%	16%	18%	18%
	HS	6	-25.5%	50.0%	38.1%	25.0%	38%	34%	32%
	SPEC	0	65.7%	DNA	DNA	DNA	DNA	DNA	DNA
	District	148	8.7%	4.0%	7.2%	4.0%	6%	5%	6%
All Other SPED Programs	ES	17	-3.0%	-11.0%	-10.9%	-11.3%	-11%	-11%	-11%
	MS	9	6.7%	-8.1%	-7.4%	-3.4%	-6%	-6%	-5%
	HS	9	3.9%	-0.2%	2.5%	-9.3%	-2%	-3%	-5%
	SPEC	2	-34.3%	-22.6%	-18.6%	-13.4%	-18%	-17%	-16%
	District	34	-3.6%	-8.6%	-7.6%	-8.3%	-7%	-8%	-8%
All SPED	ES	359	11.3%	11.6%	11.8%	10.8%	11%	11%	11%
	MS	196	19.3%	14.8%	15.9%	15.3%	15%	16%	15%
	HS	144	19.3%	18.8%	21.1%	22.1%	21%	21%	21%
	SPEC	50	24.6%	26.0%	24.0%	22.8%	24%	24%	24%
	District	750	16.0%	15.1%	15.8%	15.4%	16%	15%	16%

- Mental Impairment Programs:
  - SY2006 African American enrollments in Mental Impairment SPED Programs were “Out-of-Bounds” at +23 to +41 percentage points and are projected “Out-of-Bounds” through SY2009 for each school level – elementary, middle, high, and special schools.
- Specified Learning Disability Programs:
  - SY2006 African American enrollments in Specified Learning Disability SPED Programs were “Out-of-Bounds” at +16 to +56 percentage points and are projected “Out-of-Bounds” at the elementary, high, and special school levels. Only the middle school level is projected “In-Bounds” at +14 percentage points through SY2009.
- Behavior-Emotional Programs:
  - SY2006 African American enrollments in Behavior-Emotional SPED Programs were “Out-of-Bounds” at +20 to +30 percentage points and are projected “Out-of-Bounds” at the elementary, high, and special school levels. Only the middle school level was “In-Bounds” in SY2006 (+6.4%) and is projected “In-Bounds” at +14 percentage points through SY2009.

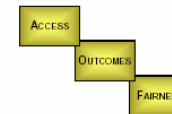
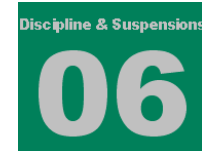
# SPED:

- Speech-Language Programs:
  - SY2006 African American enrollments in elementary school Speech-Language SPED Programs were “In-Bounds” at +2 percentage points and are projected “In-Bounds” at +2 percentage points through SY2009. The number of Speech-Language program participants is much smaller at the middle and high school levels. However, in SY2006, African American middle and high school Speech-Language enrollments were “Out-of-Bounds” at +18 to +25 percentage points and are projected “Out-of-Bounds” at slightly higher levels through SY2009.

# Section 06: Discipline & Suspensions

The following tables depict the distribution of all African American student disciplinary incidents and disciplinary actions. The distribution of discipline for any racial/ethnic group would be expected to approximate the percentage that racial/ethnic group represents at the school level. To measure progress, a +/- 15% boundary has been used. Any African American discipline distribution falling within +/-15% of the proportion of African American course enrollment is highlighted and projected as “In-Bounds”. Any African American discipline distribution outside of the +/-15% boundary is projected as “Out-of-Bounds”.

*“Inspect  
What You  
Expect”*



# Discipline:

- Maintaining a strong and healthy learning environment is contingent in part on sustaining a positive behavioral climate in the schools.
- Discipline, in all its forms, is a major indicator of such a climate.
- The monitors concur that there clearly are behavioral acts that must be prevented and/or deterred.
- Nonetheless, we find it difficult to understand the level of discrepancy between the number and percentage of African American students who encounter the most educationally harmful forms of discipline compared to their white and other student counterparts.
- We feel that the levels of missed schooling by African American students adds a still more hurtful educational harm to these students. In addition, it threatens the likelihood of school completion and the pursuit of further education.

# Discipline:

- We understand the purpose of schools and the responsibility of educators in those schools to be to lead a child to successful graduation with the requisite skills and talents to enjoy the full benefits of citizenship.
- Discipline is disproportionately imposed upon African American students at all levels.
- The number of students disciplined generally has declined at the elementary school level in three of the last four years, but still is disproportionate to the disadvantage of African American students. At the middle and high school levels, the number of students disciplined shows no signs of decreasing and has in fact increased.
- ***Discipline levels for African American students remain unacceptably high.***
- ***Unless the District develops highly effective approaches to student discipline that take into account how discipline impacts individual student motivation to learn and to achieve, the disciplinary actions and incidents are likely to remain “Out-of-Bounds” at +20 to +40 percentage points through SY2009.***

# Suspension Actions:

This is an example of the detail behind the Disciplinary Action summary table found on the next page. Note that the summary line labeled Flex Goal +/- 15% is carried forward to the Disciplinary Action summary table.

## Suspension Actions - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Elementary Schools	Afr Am w. Actions	N =	132	177	85	130	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	163	220	115	158			
	Afr Am % of All w. Actions	% =	81.0%	80.5%	73.9%	82.3%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>43.5%</b>	<b>43.9%</b>	<b>37.5%</b>	<b>45.4%</b>			
Middle Schools	Afr Am w. Actions	N =	208	196	230	275	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	287	260	284	343			
	Afr Am % of All w. Actions	% =	72.5%	75.4%	81.0%	80.2%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>34.5%</b>	<b>35.6%</b>	<b>40.7%</b>	<b>37.3%</b>			
High Schools	Afr Am w. Actions	N =	167	147	207	259	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	254	224	282	342			
	Afr Am % of All w. Actions	% =	65.7%	65.6%	73.4%	75.7%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>38.4%</b>	<b>35.8%</b>	<b>42.5%</b>	<b>42.6%</b>			
District Total	Afr Am w. Actions	N =	507	520	522	664	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	704	704	681	843			
	Afr Am % of All w. Actions	% =	72.0%	73.9%	76.7%	78.8%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>37.5%</b>	<b>38.6%</b>	<b>41.1%</b>	<b>41.7%</b>			

- In SY2006, the number of students (unduplicated count) disciplined by suspension increased at each school level.
- Suspensions for each school level are projected "Out-of-Bounds" at roughly +40 percentage points through SY2009.



# Disciplinary Actions:

Disciplinary actions are disproportionately African American and are projected “Out-of-Bounds” at each school level in the +20 to +40 percentage point range through SY2009.

## Disciplinary Actions

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment  
Projections Via 3 Year Moving Average - N = Unduplicated Counts

### In-Bounds or Out of Bounds Relative To The +/-15% Flexible Goals

Disciplinary Action	School Level	SY2003 Restated	SY2004	SY2005	SY2006	SY2007	SY2008	SY2009
		Actual Diff From AA Enr %	Actual Diff From AA Enr %	Actual Diff From AA Enr %	Actual Diff From AA Enr %	Projected Diff From AA Enr %	Projected Diff From AA Enr %	Projected Diff From AA Enr %
Suspension	Elementary	43.5%	43.9%	37.5%	45.4%	42% Out of Bounds	42% Out of Bounds	43% Out of Bounds
	Middle	34.5%	35.6%	40.7%	37.3%	38% Out of Bounds	39% Out of Bounds	38% Out of Bounds
	High	38.4%	35.8%	42.5%	42.6%	40% Out of Bounds	42% Out of Bounds	42% Out of Bounds
	<b>District Total</b>	<b>37.5%</b>	<b>38.6%</b>	<b>41.1%</b>	<b>41.7%</b>	<b>40%</b> <i>Out of Bounds</i>	<b>41%</b> <i>Out of Bounds</i>	<b>41%</b> <i>Out of Bounds</i>
Saturday School	Elementary	41.1%	35.4%			Program Terminated in SY2005		Program Terminated in SY2005
	Middle	30.9%	30.0%	46.0%	38.6%	38% Out of Bounds	41% Out of Bounds	39% Out of Bounds
	High	24.9%	30.2%	15.0%	35.7%	27% Out of Bounds	26% Out of Bounds	30% Out of Bounds
	<b>District Total</b>	<b>24.8%</b>	<b>29.4%</b>	<b>30.6%</b>	<b>34.2%</b>	<b>31%</b> <i>Out of Bounds</i>	<b>32%</b> <i>Out of Bounds</i>	<b>33%</b> <i>Out of Bounds</i>
Detention	Elementary	41.4%	34.9%	39.9%	38.1%	38% Out of Bounds	39% Out of Bounds	38% Out of Bounds
	Middle	37.2%	31.4%	34.2%	34.2%	33% Out of Bounds	34% Out of Bounds	34% Out of Bounds
	High	13.0%	20.3%	21.1%	19.6%	20% Out of Bounds	20% Out of Bounds	20% Out of Bounds
	<b>District Total</b>	<b>14.5%</b>	<b>22.0%</b>	<b>22.6%</b>	<b>21.3%</b>	<b>22%</b> <i>Out of Bounds</i>	<b>22%</b> <i>Out of Bounds</i>	<b>22%</b> <i>Out of Bounds</i>
In-School Supervision	Elementary	38.9%	40.9%	37.8%	37.6%	39% Out of Bounds	38% Out of Bounds	38% Out of Bounds
	Middle	30.3%	35.0%	38.6%	32.7%	35% Out of Bounds	36% Out of Bounds	35% Out of Bounds
	High	36.0%	36.9%	33.4%	40.5%	37% Out of Bounds	37% Out of Bounds	38% Out of Bounds
	<b>District Total</b>	<b>34.5%</b>	<b>37.8%</b>	<b>37.0%</b>	<b>37.7%</b>	<b>37%</b> <i>Out of Bounds</i>	<b>37%</b> <i>Out of Bounds</i>	<b>38%</b> <i>Out of Bounds</i>
Supervised Lunch	Elementary	34.5%	52.3%	30.2%	29.8%	37% Out of Bounds	32% Out of Bounds	33% Out of Bounds
	Middle	20.1%	43.5%	37.5%	35.3%	39% Out of Bounds	37% Out of Bounds	37% Out of Bounds
	High	28.2%	30.2%	56.6%	32.9%	40% Out of Bounds	43% Out of Bounds	39% Out of Bounds
	<b>District Total</b>	<b>28.6%</b>	<b>47.6%</b>	<b>42.7%</b>	<b>31.8%</b>	<b>41%</b> <i>Out of Bounds</i>	<b>38%</b> <i>Out of Bounds</i>	<b>37%</b> <i>Out of Bounds</i>
Parental Contact	Elementary	34.2%	31.2%	38.2%	42.9%	37% Out of Bounds	39% Out of Bounds	40% Out of Bounds
	Middle	41.3%	42.5%	41.7%	34.6%	40% Out of Bounds	39% Out of Bounds	38% Out of Bounds
	High	40.5%	38.9%	43.0%	40.1%	41% Out of Bounds	41% Out of Bounds	41% Out of Bounds
	<b>District Total</b>	<b>37.3%</b>	<b>36.2%</b>	<b>40.5%</b>	<b>38.5%</b>	<b>38%</b> <i>Out of Bounds</i>	<b>39%</b> <i>Out of Bounds</i>	<b>39%</b> <i>Out of Bounds</i>
Warning	Elementary	29.9%	40.9%	44.1%	40.3%	42% Out of Bounds	42% Out of Bounds	41% Out of Bounds
	Middle	27.7%	37.3%	36.7%	28.2%	34% Out of Bounds	33% Out of Bounds	32% Out of Bounds
	High	24.2%	18.5%	24.9%	26.6%	23% Out of Bounds	25% Out of Bounds	25% Out of Bounds
	<b>District Total</b>	<b>23.3%</b>	<b>18.6%</b>	<b>24.9%</b>	<b>26.8%</b>	<b>23%</b> <i>Out of Bounds</i>	<b>25%</b> <i>Out of Bounds</i>	<b>25%</b> <i>Out of Bounds</i>
Other Actions	Elementary	33.0%	36.0%	35.3%	38.1%	36% Out of Bounds	37% Out of Bounds	37% Out of Bounds
	Middle	35.4%	44.2%	38.3%	32.1%	38% Out of Bounds	36% Out of Bounds	36% Out of Bounds
	High	39.7%	41.1%	44.8%	43.8%	43% Out of Bounds	44% Out of Bounds	44% Out of Bounds
	<b>District Total</b>	<b>36.6%</b>	<b>44.0%</b>	<b>41.4%</b>	<b>38.6%</b>	<b>41%</b> <i>Out of Bounds</i>	<b>40%</b> <i>Out of Bounds</i>	<b>40%</b> <i>Out of Bounds</i>

# Insubordination Incidents:

## Insubordination - +/- 15% Flex Goal Status - Actuals & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment  
Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Elementary Schools	Afr Am w. Incidents	N =	130	67	60	62	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	166	87	77	80			
	Afr Am % of All w. Incidents	% =	78.3%	77.0%	77.9%	77.5%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>40.9%</b>	<b>40.4%</b>	<b>41.5%</b>	<b>40.6%</b>			
Middle Schools	Afr Am w. Incidents	N =	425	397	389	392	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	606	533	490	503			
	Afr Am % of All w. Incidents	% =	70.1%	74.5%	79.4%	77.9%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>32.2%</b>	<b>34.7%</b>	<b>39.1%</b>	<b>35.1%</b>			
High Schools	Afr Am w. Incidents	N =	394	415	406	466	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	714	668	625	641			
	Afr Am % of All w. Incidents	% =	55.2%	62.1%	65.0%	72.7%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>27.8%</b>	<b>32.3%</b>	<b>34.1%</b>	<b>39.6%</b>			
District Total	Afr Am w. Incidents	N =	949	879	855	919	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	1,486	1,288	1,192	1,223			
	Afr Am % of All w. Incidents	% =	63.9%	68.2%	71.7%	75.1%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>29.4%</b>	<b>33.0%</b>	<b>36.2%</b>	<b>38.1%</b>			

- In SY2006, the number of students (unduplicated count) with incidents of insubordination were comparable year-to-year at each school level.
- Insubordination incidents for each school level are projected “Out-of-Bounds” at roughly +35 to +40 percentage points through SY2009.

# Disciplinary Incidents:

Disciplinary incidents are disproportionately African American and (with the exception of Truant-Tardy) are projected “Out-of-Bounds” at each school level in the +30 to +40 percentage point range through SY2009. Incidents of truancy-tardiness are much closer to the +/-15% flexible goals and are projected at +17 percentage points through SY2009.

## Disciplinary Incidents

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment  
Projections Via 3 Year Moving Average - N = Unduplicated Counts

### In-Bounds or Out of Bounds Relative To The +/-15% Flexible Goals

Incidents	School Level	SY2003 Restated	SY2004	SY2005	SY2006	SY2007		SY2008		SY2009	
		Actual	Actual	Actual	Actual	Projected		Projected		Projected	
		Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %		Diff From AA Enr %		Diff From AA Enr %	
Insubordination	Elementary	40.9%	40.4%	41.5%	40.6%	41%	Out of Bounds	41%	Out of Bounds	41%	Out of Bounds
	Middle	32.2%	34.7%	39.1%	35.1%	36%	Out of Bounds	37%	Out of Bounds	36%	Out of Bounds
	High	27.8%	32.3%	34.1%	39.6%	35%	Out of Bounds	36%	Out of Bounds	37%	Out of Bounds
	<b>District Total</b>	<b>29.4%</b>	<b>33.0%</b>	<b>36.2%</b>	<b>38.1%</b>	<b>36%</b>	<b>Out of Bounds</b>	<b>37%</b>	<b>Out of Bounds</b>	<b>37%</b>	<b>Out of Bounds</b>
Verbal Abuse & Threats	Elementary	38.6%	47.4%	36.3%	39.0%	41%	Out of Bounds	39%	Out of Bounds	40%	Out of Bounds
	Middle	36.8%	38.6%	40.5%	34.7%	38%	Out of Bounds	38%	Out of Bounds	37%	Out of Bounds
	High	40.4%	41.9%	44.1%	45.5%	44%	Out of Bounds	44%	Out of Bounds	45%	Out of Bounds
	<b>District Total</b>	<b>37.9%</b>	<b>41.4%</b>	<b>42.1%</b>	<b>40.8%</b>	<b>41%</b>	<b>Out of Bounds</b>	<b>41%</b>	<b>Out of Bounds</b>	<b>41%</b>	<b>Out of Bounds</b>
Physical Acts & Disruption	Elementary	37.7%	38.9%	36.5%	40.2%	39%	Out of Bounds	38%	Out of Bounds	39%	Out of Bounds
	Middle	29.9%	31.9%	35.1%	29.4%	32%	Out of Bounds	32%	Out of Bounds	31%	Out of Bounds
	High	33.1%	38.5%	39.8%	40.7%	40%	Out of Bounds	40%	Out of Bounds	40%	Out of Bounds
	<b>District Total</b>	<b>33.1%</b>	<b>36.4%</b>	<b>37.7%</b>	<b>36.7%</b>	<b>37%</b>	<b>Out of Bounds</b>	<b>37%</b>	<b>Out of Bounds</b>	<b>37%</b>	<b>Out of Bounds</b>
Substances	Elementary	34.0%	30.1%	35.0%	39.3%	35%	Out of Bounds	36%	Out of Bounds	37%	Out of Bounds
	Middle	36.2%	26.9%	37.5%	36.0%	33%	Out of Bounds	36%	Out of Bounds	35%	Out of Bounds
	High	26.1%	21.6%	30.5%	33.3%	29%	Out of Bounds	31%	Out of Bounds	31%	Out of Bounds
	<b>District Total</b>	<b>27.7%</b>	<b>22.3%</b>	<b>30.3%</b>	<b>34.0%</b>	<b>29%</b>	<b>Out of Bounds</b>	<b>31%</b>	<b>Out of Bounds</b>	<b>31%</b>	<b>Out of Bounds</b>
Other Incidents	Elementary	37.7%	37.0%	40.8%	38.4%	39%	Out of Bounds	39%	Out of Bounds	39%	Out of Bounds
	Middle	37.0%	33.5%	39.7%	33.9%	36%	Out of Bounds	36%	Out of Bounds	35%	Out of Bounds
	High	30.7%	31.6%	43.4%	45.6%	40%	Out of Bounds	43%	Out of Bounds	43%	Out of Bounds
	<b>District Total</b>	<b>36.4%</b>	<b>35.4%</b>	<b>42.1%</b>	<b>39.9%</b>	<b>39%</b>	<b>Out of Bounds</b>	<b>40%</b>	<b>Out of Bounds</b>	<b>40%</b>	<b>Out of Bounds</b>
Truant-Tardy	Elementary					DNA at Elementary Level		DNA at Elementary Level		DNA at Elementary Level	
	Middle	29.8%	31.1%	37.6%	39.1%	36%	Out of Bounds	38%	Out of Bounds	38%	Out of Bounds
	High	12.6%	16.1%	17.4%	17.6%	17%	Out of Bounds	17%	Out of Bounds	17%	Out of Bounds
	<b>District Total</b>	<b>8.9%</b>	<b>14.4%</b>	<b>16.0%</b>	<b>18.1%</b>	<b>16%</b>	<b>Out of Bounds</b>	<b>17%</b>	<b>Out of Bounds</b>	<b>17%</b>	<b>Out of Bounds</b>

# *Section 07: Staffing, Hiring, & Recruiting*

*“Inspect  
What You  
Expect”*



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS



# District Staffing & Hiring Report:

- Excerpts from the District's Teacher Staffing & Hiring Report follow below.
- Similar reports covering all other District positions (administrators, support staff, etc.) should be prepared by the District and included in all future quarterly reports.
- Of particular concern to the monitor for SY2007 is the recruitment and hiring of building level administrators, especially since building level administrators are key in setting the tone, climate, and educational focus in their buildings.
- The monitor notes and acknowledges that the District was able to increase the number of African-American K-12 teachers by one during SY2006.

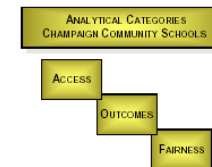
# *Teacher Staffing*

## *SY2006 By Race / Ethnicity*

*At Each District Building  
For Each Teacher Position  
End of Month May 2005  
End of Month June 2006*

The following section is excerpted from the District's most recent quarterly report:

District Quarterly Report – 4th Quarter SY2006, Version July 2006;  
Prepared by CU4 Information Services/Equity and Achievement  
Departments



# Teacher Staffing Changes By Teacher Category:

May SY2005 Compared To June SY2006

May SY2005 Count vs. Jun SY2006 Count														
Title	1-White			2-African American			3-Hispanic		4-Asian/Pacific		5-Native American		Grand Total	
	May SY05	Jun SY06	N Diff	May SY05	Jun SY06	N Diff	May SY05	Jun SY06	May SY05	Jun SY06	May SY05	Jun SY06	May SY05	Jun SY06
Elementary Teacher	266	255	-11	41	44	3	13	10	6	3	0	1	326	313
Guidance Counselor	15	13	-2	3	4	1	0	0	0	0	0	0	18	17
High School Teacher	154	146	-8	12	10	-2	4	3	3	4	0	0	173	163
Junior High-Middle School Teacher	114	108	-6	17	16	-1	1	2	8	5	0	0	140	131
Librarian-Media Specialist	15	13	-2	1	1	0	0	0	0	0	0	0	16	14
Occupational Therapist	5	5	0	0	0	0	0	0	0	0	0	0	5	5
Psychologist	9	7	-2	0	0	0	0	0	0	0	0	0	9	7
Social Worker	17	17	0	6	6	0	1	1	0	0	0	0	24	24
Special Education Teacher	112	106	-6	11	10	-1	2	4	3	4	0	0	128	124
<b>Grand Total</b>	<b>707</b>	<b>670</b>	<b>-37</b>	<b>91</b>	<b>91</b>	<b>0</b>	<b>21</b>	<b>20</b>	<b>20</b>	<b>16</b>	<b>0</b>	<b>1</b>	<b>839</b>	<b>798</b>

May SY2005 % within position vs. Jun SY2006 % within position														
Title	1-White			2-African American			3-Hispanic		4-Asian/Pacific		5-Native American		Grand Total	
	May SY05	Jun SY06	%Diff	May SY05	Jun SY06	%Diff	May SY05	Jun SY06	May SY05	Jun SY06	May SY05	Jun SY06	May SY05	Jun SY06
Elementary Teacher	81.6%	81.5%	-0.1%	12.6%	14.1%	1.5%	4.0%	3.2%	1.8%	1.0%	0.0%	0.3%	100.0%	100.0%
Guidance Counselor	83.3%	76.5%	-6.9%	16.7%	23.5%	6.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
High School Teacher	89.0%	89.6%	0.6%	6.9%	6.1%	-0.8%	2.3%	1.8%	1.7%	2.5%	0.0%	0.0%	100.0%	100.0%
Junior High-Middle School Teacher	81.4%	82.4%	1.0%	12.1%	12.2%	0.1%	0.7%	1.5%	5.7%	3.8%	0.0%	0.0%	100.0%	100.0%
Librarian-Media Specialist	93.8%	92.9%	-0.9%	6.3%	7.1%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Occupational Therapist	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Psychologist	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Social Worker	70.8%	70.8%	0.0%	25.0%	25.0%	0.0%	4.2%	4.2%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
Special Education Teacher	87.5%	85.5%	-2.0%	8.6%	8.1%	-0.5%	1.6%	3.2%	2.3%	3.2%	0.0%	0.0%	100.0%	100.0%
<b>Grand Total</b>	<b>84.3%</b>	<b>84.0%</b>	<b>-0.3%</b>	<b>10.8%</b>	<b>11.4%</b>	<b>0.6%</b>	<b>2.5%</b>	<b>2.5%</b>	<b>2.4%</b>	<b>2.0%</b>	<b>0.0%</b>	<b>0.1%</b>	<b>100.0%</b>	<b>100.0%</b>

- The District was able to maintain the number of African American teachers at 91 during SY2006.
- Note that 3 of those 91 African American teachers are at Marquette School and The Champaign Early Childhood Center, while 88 are in elementary, middle, or high school buildings. See next page for detail.

Source: District EOY Report, Version 2, July 2006, p. 383.

# Teacher Staffing Changes By School Building:

May SY2005 Compared To June SY2006

May SY2005 vs. Jun SY2006 Teacher Race/Ethnicity by Building																		
Building	1-White			2-African American			3-Hispanic			4-Asian/Pacific			5-Native American			Grand Total		
	May SY05	Jun SY06	N Diff	May SY05	Jun SY06	N Diff	May SY05	Jun SY06	N Diff	May SY05	Jun SY06	N Diff	May SY05	Jun SY06	N Diff	May SY05	Jun SY06	N Diff
Barkstall Elementary	34	29	-5	2	3	1	0	0	0	0	0	0	0	0	0	36	32	-4
Bottenfield Elementary	29	26	-3	4	5	1	0	0	0	0	0	0	0	0	33	31	-2	
Carrie Busey Elementary	36	34	-2	3	2	-1	1	1	0	1	1	0	0	0	41	38	-3	
Dr Howard Elementary	33	31	-2	5	8	3	2	0	-2	1	1	0	0	1	41	41	0	
Garden Hills Elementary	30	26	-4	5	7	2	0	0	0	0	0	0	0	0	35	33	-2	
Kenwood Elementary	35	32	-3	3	4	1	0	0	0	1	1	0	0	0	39	37	-2	
Robeson Elementary	33	32	-1	4	4	0	0	0	0	0	0	0	0	0	37	36	-1	
South Side Elementary	21	21	0	2	3	1	0	0	0	0	0	0	0	0	23	24	1	
Stratton Elementary	23	26	3	10	7	-3	0	0	0	1	0	-1	0	0	34	33	-1	
Washington Elementary	20	17	-3	4	4	0	6	7	1	1	1	0	0	0	31	29	-2	
Westview Elementary	32	32	0	2	3	1	2	0	-2	1	0	-1	0	0	37	35	-2	
<b>MS Subtotal</b>	<b>326</b>	<b>306</b>	<b>-20</b>	<b>44</b>	<b>50</b>	<b>6</b>	<b>11</b>	<b>8</b>	<b>-3</b>	<b>6</b>	<b>4</b>	<b>-2</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>387</b>	<b>369</b>	<b>-18</b>
Edison Middle School	49	44	-5	9	9	0	1	3	2	3	2	-1	0	0	62	58	-4	
Franklin Middle School	44	47	3	7	7	0	0	0	0	2	1	-1	0	0	53	55	2	
Jefferson Middle School	54	49	-5	9	7	-2	0	0	0	5	4	-1	0	0	68	60	-8	
Columbia Ctr Midl School	5	6	1	0	1	1	0	0	0	0	0	0	0	0	5	7	2	
<b>MS Subtotal</b>	<b>152</b>	<b>146</b>	<b>-6</b>	<b>25</b>	<b>24</b>	<b>-1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>10</b>	<b>7</b>	<b>-3</b>	<b>0</b>	<b>0</b>	<b>188</b>	<b>180</b>	<b>-8</b>	
Centennial High School	94	96	2	7	5	-2	2	2	0	2	2	0	0	0	105	105	0	
Central High School	95	86	-9	9	7	-2	2	2	0	1	2	1	0	0	107	97	-10	
Columbia Ctr Hi School	8	5	-3	1	1	0	0	0	0	0	0	0	0	0	9	6	-3	
<b>HS Subtotal</b>	<b>197</b>	<b>187</b>	<b>-10</b>	<b>17</b>	<b>13</b>	<b>-4</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>221</b>	<b>208</b>	<b>-13</b>	
Science - Literacy Center	6	5	-1	1	1	0	1	1	0	0	0	0	0	0	8	7	-1	
<b>Subtotal - Monitor</b>	<b>681</b>	<b>644</b>	<b>-37</b>	<b>87</b>	<b>88</b>	<b>1</b>	<b>17</b>	<b>16</b>	<b>-1</b>	<b>19</b>	<b>15</b>	<b>-4</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>804</b>	<b>764</b>	<b>-40</b>
Marquette School	8	9	1	1	1	0	0	0	0	0	0	0	0	0	9	10	1	
Champaign Early Childhood Center	18	17	-1	3	2	-1	4	4	0	1	1	0	0	0	26	24	-2	
<b>Grand Total</b>	<b>707</b>	<b>670</b>	<b>-37</b>	<b>91</b>	<b>91</b>	<b>0</b>	<b>21</b>	<b>20</b>	<b>-1</b>	<b>20</b>	<b>16</b>	<b>-4</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>839</b>	<b>798</b>	<b>-41</b>

Source: District EOY Report, Version 2, July 2006, p. 384.

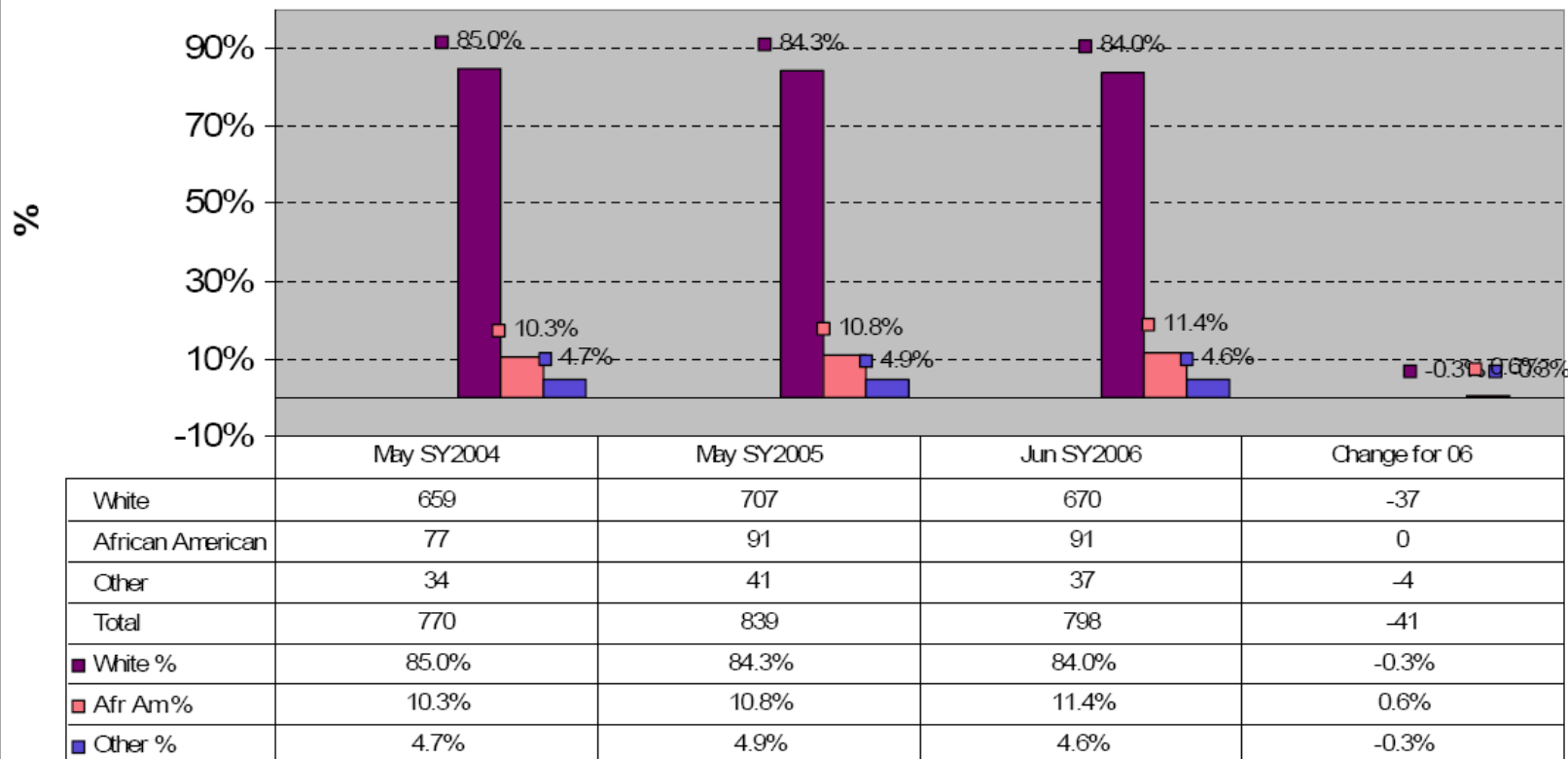


# Teacher Staffing Changes By Teacher Category:

May SY2005 Compared To June SY2006

## Teacher - Total District Race/Ethnicity Jun SY2006

Current month comparison to EOY from previous two years



Net Change SY2004 to SY2006

Note that the proportion of African American teachers has increased from 10.3% in SY2004 to 11.4% in SY2006.

Source: District EOY Report, Version 2, July 2006, p. 387.

# Teacher New Hires By School Building:

May SY2005 Compared To June SY2006

May SY2005 vs. Jun SY2006 Teacher Hiring Race/Ethnicity by Building												
Building	1-White		2-African American		3-Hispanic		4-Asian/Pacific		5-Native American		Grand Total	
	May SY05	Jun SY06	May SY05	Jun SY06	May SY05	Jun SY06	May SY05	Jun SY06	May SY05	Jun SY06	May SY05	Jun SY06
Barkstall Elementary	3	2	0	1	0	0	0	0	0	0	3	3
Bottenfield Elementary	3	1	2	0	0	0	0	0	0	0	5	1
Carrie Busey Elementary	4	2	1	0	1	0	0	0	0	0	6	2
Centennial High School	14	11	2	1	0	1	0	2	0	0	16	15
Central High School	10	12	2	1	0	1	0	1	0	0	12	15
Columbia Ctr Hi School	2	1	1	0	0	0	0	0	0	0	3	1
Columbia Ctr Mdl School	1	2	0	0	0	0	0	0	0	0	1	2
Dr Howard Elementary	6	5	1	4	0	0	0	0	0	1	7	10
Edison Middle School	10	5	0	2	1	2	0	0	0	0	11	9
Franklin Middle School	14	12	1	3	0	0	0	0	0	0	15	15
Garden Hills Elementary	5	2	0	0	0	0	0	0	0	0	5	2
Jefferson Middle School	13	8	1	1	0	0	4	0	0	0	18	9
Kenwood Elementary	2	2	0	2	0	0	0	0	0	0	2	4
Robeson Elementary	0	2	1	0	0	0	0	0	0	0	1	2
South Side Elementary	1	2	0	1	0	0	0	0	0	0	1	3
Stratton Elementary	6	9	1	0	0	0	1	0	0	0	8	9
Washington Elementary	3	2	2	1	2	0	0	1	0	0	7	4
Westview Elementary	3	5	1	3	0	0	0	0	0	0	4	8
Champaign Early Childhood	2	2	0	0	1	0	0	0	0	0	3	2
<b>Grand Total</b>	<b>102</b>	<b>87</b>	<b>16</b>	<b>20</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>128</b>	<b>116</b>

- In SY2006, 20 of 116 (17.2%) new hires were African American.
- This compares to 16 of 128 (12.5%) in SY2005.

Source: District EOY  
Report, Version 2,  
July 2006, p. 388.

# *Section 08: Controlled Choice & The Family Information Center*

*“Inspect  
What You  
Expect”*



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS



# Controlled Choice:

- The controlled choice student assignment plan has met all expectations for its implementation.
- Assignments of students to available choices has resulted in a very high percentage of students and parents receiving one of their three choices of schools.
- At the elementary level, record numbers of kindergarten assignments were made in this academic year for next year.
- As the controlled choice process encompassed middle school assignments, racial identifiability was eliminated at the 6th and 7th grades and will be eliminated in the three comprehensive middle schools by 2007-08 (with the notable exception of Columbia Center Middle School, which remains disproportionately African American in student population).
- The District should respond as soon as possible to Plaintiffs' concerns with regard to enrollment overrides in elementary assignments and District support for the Family Information Center.
- The latter has been identified by the Monitor as an essential component of the success of the controlled choice process, and a potential enhancement to any credible effort by the District to reduce absenteeism among African American students.

# *Section 09: Information Technology (IT), Data Analysis, & Reporting*

*“Inspect  
What You  
Expect”*



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS



# Information Technology:

- For three school years (SY2004-SY2006), the District has produced quarterly data reports on progress on Consent Decree goals.
- These reports have been the basis for meetings of the parties and the Monitoring Team.
- The Monitoring Team and the Plaintiffs reviewed these reports for accuracy, suggested corrections, and made recommendations for improvements in programs or structures.
- The ultimate hope for these reports was twofold:
  - That the District would gain a level of accuracy on the reported data so that their reports would serve as the public documentation of District progress, obviating the need for a Monitor's Report or review.
  - That this new level of accuracy would present the administration and School Board with an opportunity for insight and analysis that would lead to improved and focused educational programs for African American students.
  - Neither has happened as quickly or to the extent to which the Monitoring Team hoped.
- To address such issues prospectively in SY2007 and beyond, the District has initiated a restructuring the data department.

# Information Technology:

- The monitor has been told that this restructuring is an attempt to deal with turn-around and accuracy problems.
- The Monitoring Team has responded to this change and will work with the District, as requested, to improve the timeliness and accuracy of data collection, analysis, and reporting.
- It should be noted however, that the District's only written plans made available to the Monitor for this restructuring are those submitted as Appendix U in the District's filing to the Court.
- During the first semester of SY2007, the District has provided the Monitoring Team with copies of SY2007 MS-Access data-mart files. To date, the District has shared most, but not all, of the analytical "template" files used by the Monitoring Team to audit District consent decree data. Having these files with a timely turn-around at each end-of-month demonstrates to the Monitoring Team that the District has completed initial analyses of ongoing Consent Decree issues and that such analyses are available for District decision makers. When these files are delayed or missing, such demonstration is lacking.
- The Monitoring Team will submit findings on this restructuring to the Court after the next quarterly meeting and will submit the District's Quarterly Report documents to the Court thereafter.

# *Section 10: Exploratory Analyses*

*“Inspect  
What You  
Expect”*

Exploratory  
**10**

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS  
OUTCOMES  
FAIRNESS



# Exploratory Analyses:

- The exploratory analyses are offered to emphasize the interrelatedness and interdependencies of the several components of the Consent Decree.
- We particularly are concerned that these analyses show a consistently different pattern of treatment for African American students irrespective of their performance.
- High performing African American students appear to be nearly as likely to encounter strong disciplinary measures as are their lower performing counterparts. This is not the case for Other Students.
- Absences also are higher for high performing African American students than is the case for their white counterparts.
- These patterns reflect the extent to which a student's race is closely aligned with their educational experiences in the Unit 4 schools. It is a pattern the Consent Decree is intended to end.

# Exploratory Analyses:

- The exploratory analyses are presented in three parts:
  - Part 1 – Introduction To The Best English Grade Analysis
  - Part 2 – Discipline & Best English Grades
    - a. Insubordination Incidents & Relationship to Best Letter Grade
      - i. District Level, Middle School Level, & High School
      - ii. “Multiplier effects”
    - b. Suspensions
      - i. District Level, Middle School Level, & High School
      - ii. “Multiplier effects”
    - c. Lost Days Due To Discipline
      - i. District Level, Middle School Level, & High School
      - ii. “Multiplier effects”
  - Part 3 – Attendance & Best English Grades
    - a. Days Enrolled
      - i. District Level
      - ii. Middle School Level
      - iii. High School
    - b. Days Absent
      - i. District Level
      - ii. Middle School Level
      - iii. High School
    - c. Days Attended
      - i. District Level
      - ii. Middle School Level
      - iii. High School

# *Section 10: Exploratory Analyses Part 1*

*“Inspect  
What You  
Expect”*

Exploratory  
**10**

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

# Part 1 - Introduction:

## SY2006 Secondary School Students by Best Grade & Race/Ethnicity

- This analysis focuses on the 5,267 different students who were enrolled in District middle or high schools for one or more days during SY2006 and who also attended for one or more days. Excluded from analysis are students who enrolled, but never attended. Also excluded from analysis are any students whose days absent exceeded days enrolled.
- The grades used throughout this analysis are the student's best SY2006 English grade under the assumption that most secondary students take English. Semester grades were used for high school students and quarter grades for middle school students. If the student took more than one English course, only the single highest grade was used. A total of 4,666 students had at least one English grade from A to F.
- If the student did not obtain a grade between A to F, that student was counted in the "No Grade" category. Only students enrolled for 1 or more days were included in the analysis. A total of 601 (11.4%) students were enrolled one or more days and did not obtain an English grade from A to F.

Best English Grade \* Race-Ethnic Grp Crosstabulation

			Race-Ethnic Grp		
			African American	Other Than African American	Total
Count	Best English Grade	A	589	1867	2456
		B	503	658	1161
		C	306	301	607
		D	160	92	252
		F	138	52	190
		No Grade	261	340	601
	Total		1957	3310	5267
% within Best English Grade	Best English Grade	A	24.0%	76.0%	100.0%
		B	43.3%	56.7%	100.0%
		C	50.4%	49.6%	100.0%
		D	63.5%	36.5%	100.0%
		F	72.6%	27.4%	100.0%
		No Grade	43.4%	56.6%	100.0%
	Total		37.2%	62.8%	100.0%

# Part 1 - Introduction:

## SY2006 Secondary School Students by Best Grade & Race/Ethnicity

- A total of 4,666 students (88.6%) received an English course grade of A to F.
- African American students comprised 37.2% of the total enrollment, 43.4% of those with **no grade**, and 36.3% of those with **A to F** grades.
- The proportion of African American students found at each letter grade *increases* as the grade *decreases*. For example
  - 24.0% of “A students” were African American,
  - 43.3% of “B students” were African American,
  - 50.4% of “C students” were African American,
  - 63.5% of “D students” were African American,
  - 72.6% of “F students” were African American.
- While this analysis uses only the student’s “best” English grade, these results are consistent with the District’s core course grading practices from SY2003 to SY2006.
- See Section 2 and Appendix B of this report for core course grade details.

Best English Grade \* Race-Ethnic Grp Crosstabulation

			Race-Ethnic Grp		
			African American	Other Than African American	Total
Count	Best English Grade	A	589	1867	2456
		B	503	658	1161
		C	306	301	607
		D	160	92	252
		F	138	52	190
		No Grade	261	340	601
		Total		1957	3310
% within Best English Grade	Best English Grade	A	24.0%	76.0%	100.0%
		B	43.3%	56.7%	100.0%
		C	50.4%	49.6%	100.0%
		D	63.5%	36.5%	100.0%
		F	72.6%	27.4%	100.0%
		No Grade	43.4%	56.6%	100.0%
		Total		37.2%	62.8%

# *Section 10: Exploratory Analyses Part 2 - Discipline*

*“Inspect  
What You  
Expect”*

Exploratory  
**10**

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

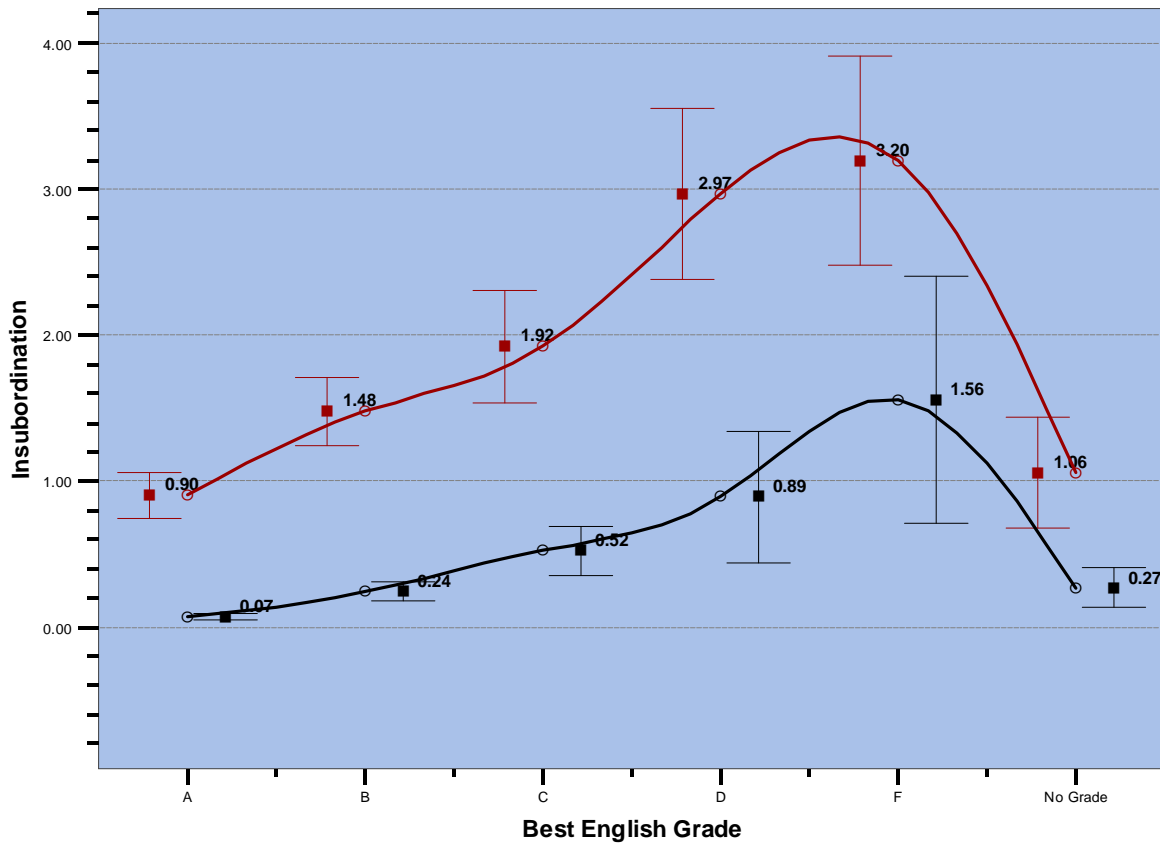
# Part 2 – Discipline – Insubordination Incidents:

## ALL: Mean Insubordination Incidents For All Secondary Students

By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
—○— African American  
—●— Other Than African American

Error Bars show 95.0% CI of Mean  
 Dot/Lines show Means



- The chart to the left compares the mean number of insubordination incidents for African American students to those for Other Students.
- For each letter grade level, African American students have more insubordination incidents than do Other Students with the same letter grade.
- Using “A” students as an example, African American “A” students averaged .90 incidents compared to 0.07 insubordination incidents for other “A” students.
- The error bars represent the 95% confidence interval of the mean number incidents for each letter grade level.
- As a rule of thumb, if the error bars for a set of scores in a comparison do not overlap the mean of the other score, the difference between the scores is statistically significant.
- By the same rule of thumb, if the error bars for a set of scores in a comparison do overlap the mean of the other score, the difference between the scores is not statistically significant.
- If the graphic overlap is close, particularly for groups with small numbers of students, it is wise to check the results statistically.

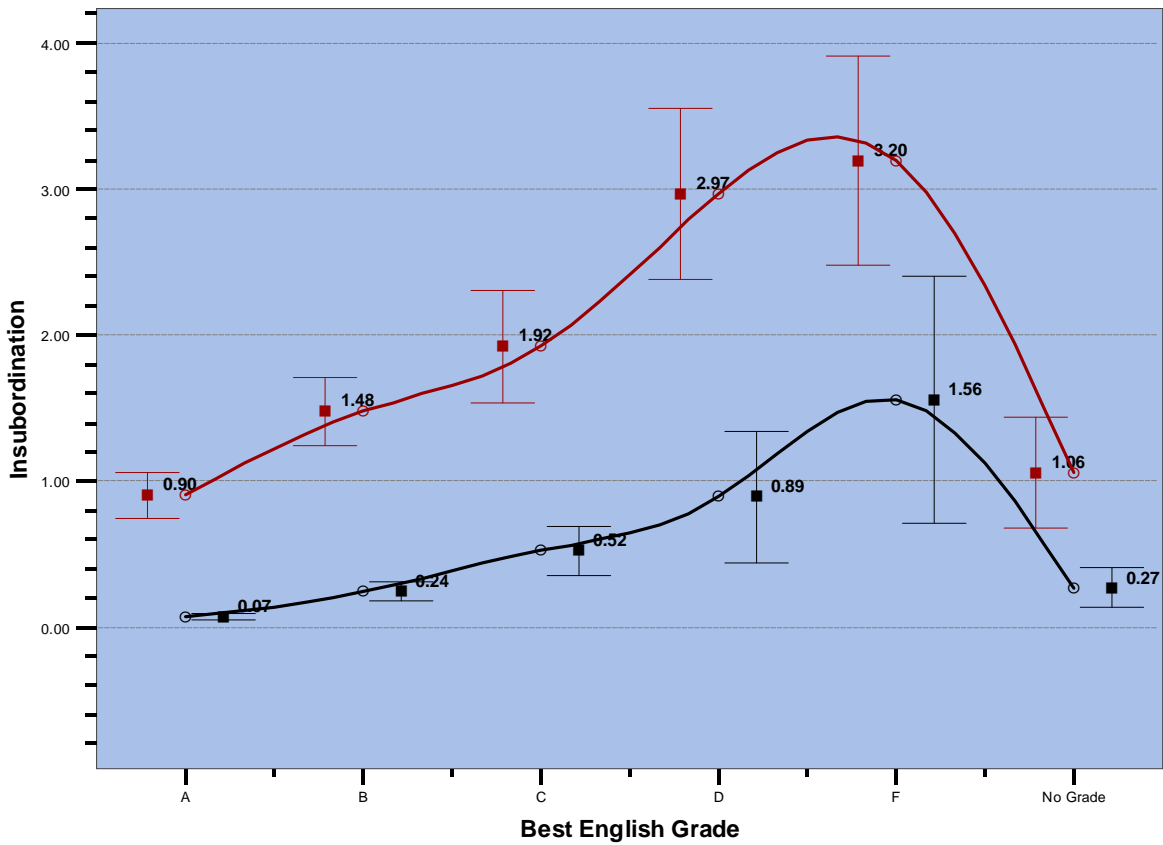
# Part 2 – Discipline – Insubordination Incidents:

## ALL: Mean Insubordination Incidents For All Secondary Students

By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
—○— African American  
—○— Other Than African American

Error Bars show 95.0% CI of Mean  
Dot/Lines show Means



- For example, see the scores at the “B” letter grade:
  - The mean for African American “B” students was 1.48 incidents.
  - The mean for other “B” students was 0.24 incidents.
  - The respective error bars do not overlap the corresponding means, thus indicating statistical significance.
- Now see the scores for the “D” and “F” letter grades and compare only the African American mean incidents.
  - The mean for African American “D” students is 2.97. The mean for African American “F” students is 3.20. Note that the error bars for the African American “D” student mean do overlap the mean for African American “F” students (and vice versa). This indicates that the “D” and “F” mean scores for African American students are not statistically different.
  - Similarly, note that the other student “D” and “F” error bars also overlap the corresponding means thus indicating no statistically significant differences.
- Note also that the African American plot from “A” to “F” is far above that for Other Students. The African American means are between 13 times (“A”) and 2 times (“F”) greater than those for Other Students. This point is discussed later.



# Part 2 – Discipline – Insubordination Incidents:

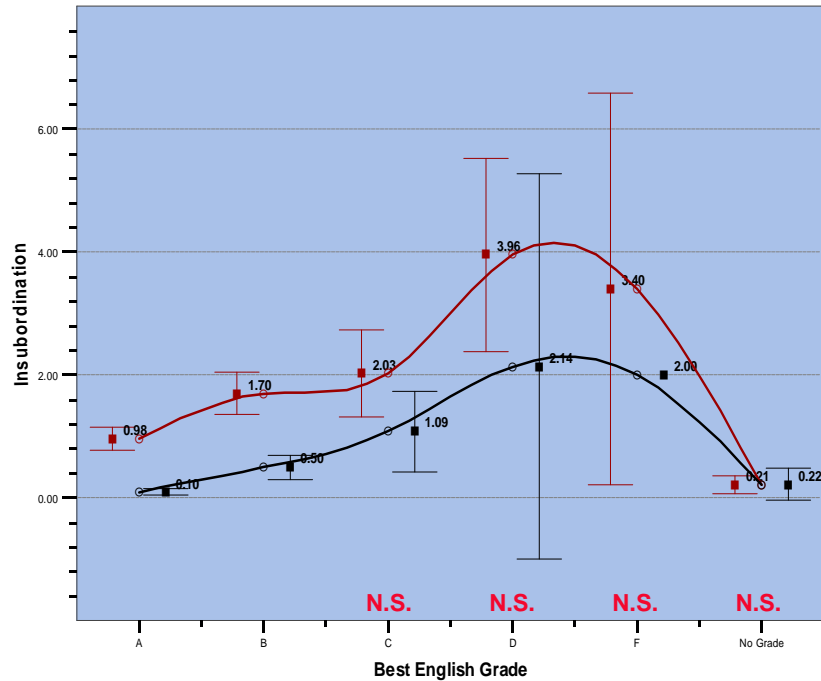
## MS: Mean Insubordination Incidents For All MS Students

By Race Ethnicity  
For Exploratory Best English Grades

Race-Ethnic Grp  
—○— African American  
—●— Other Than African American

Error Bars show 95.0% CI of Mean

Dot/Lines show Means



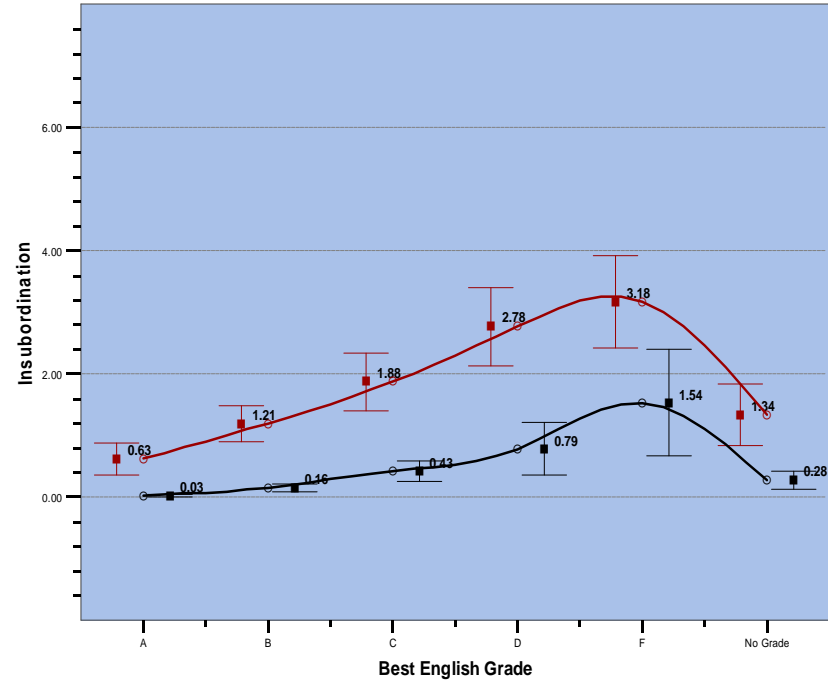
## HS: Mean Insubordination Incidents For All HS Students

By Race Ethnicity  
For Exploratory Best English Grades

Race-Ethnic Grp  
—○— African American  
—●— Other Than African American

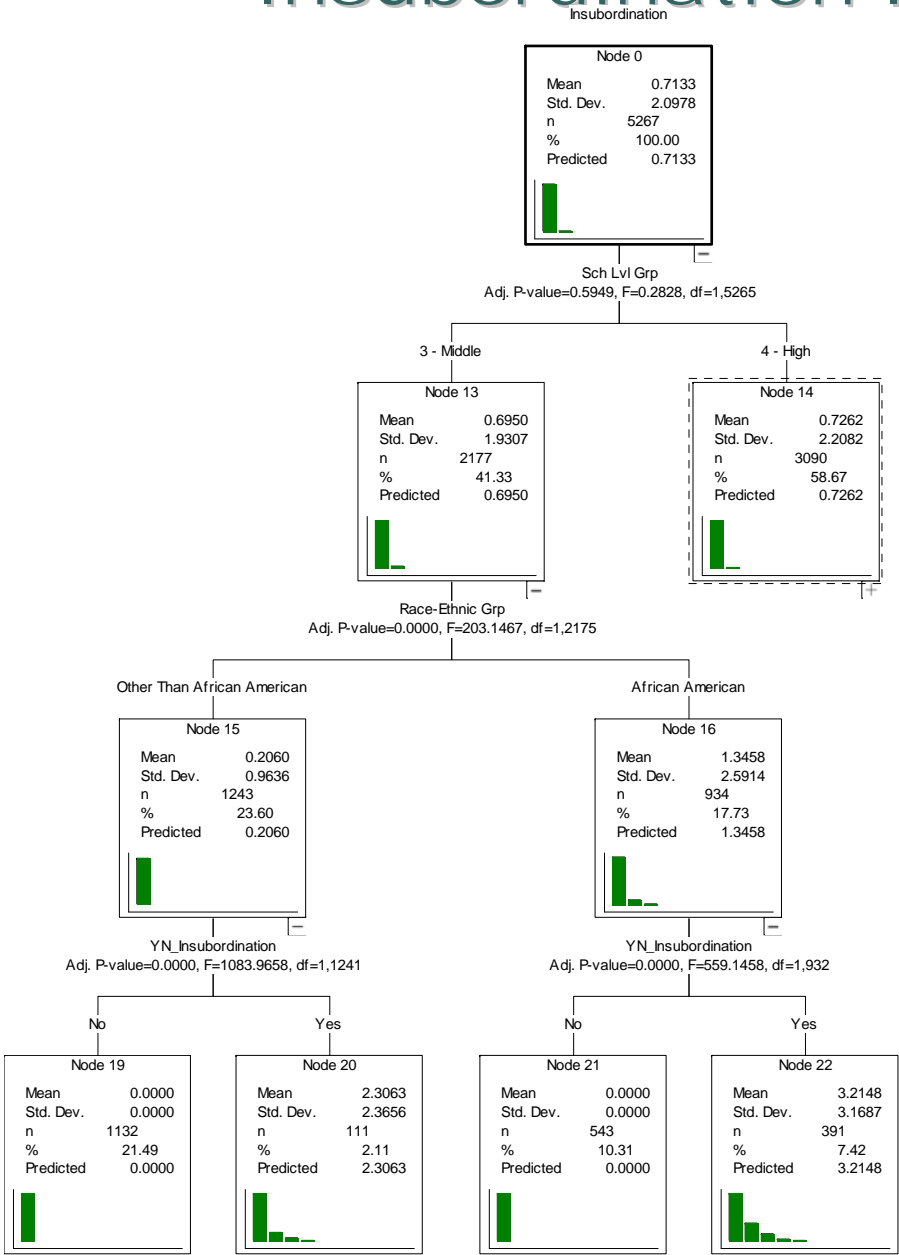
Error Bars show 95.0% CI of Mean

Dot/Lines show Means



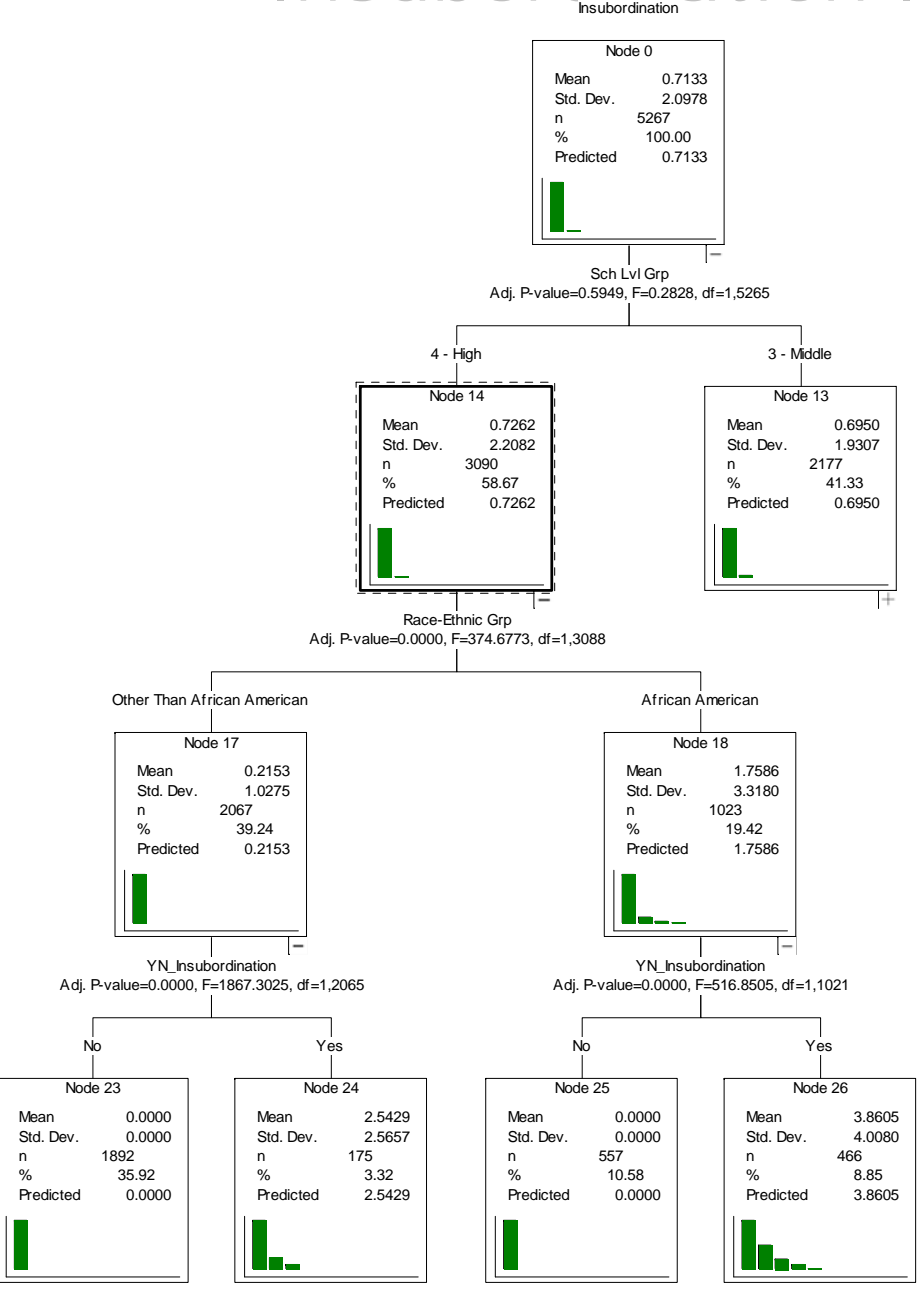
- In middle schools, African American “A” and “B” students had more mean insubordination incidents than did Other Students with those same grades.
- In high schools, African American students had more mean insubordination incidents at each letter grade than did Other Students with the same letter grades.
- At both MS & HS levels where there are differences between African American insubordination incidents plot and that for other student insubordination incidents, the differences are quite large. African American mean lost days often ranges from 2 to 10 or more times higher than lost days for Other Students. Why is magnitude of the difference so large?

# Part 2 – Discipline – Middle School Insubordination Incidents:



- The tree to the left summarizes the mean number of insubordination incidents for middle school students.
  - The African American mean was 1.35 insubordination incidents.
  - The other student mean was .21 insubordination incidents.
  - The African American mean is about 6 ½ times that for Other Students.
- Note that not all African American students had insubordination incidents. Of the 934 African American students (Node 16), 391 had one or more insubordination incident (Node 22) and 543 (Node 21) had none. This computes to an insubordination rate of 41.9%.
- Similarly, not all Other Students had insubordination incidents. Of the 1243 Other Students (Node 15), 111 had one or more insubordination incidents (Node 20) and 1132 (Node 19) had none. This computes to an insubordination rate of 8.9%.
- The 41.9% African American and the 8.9% other student insubordination rates are consistent with those reported by the District (See Appendix D of this report). The District reports the African American middle school insubordination rate at 43.5% and the other student rate at 9.0%.
- When the computation of mean insubordination rate is restricted to only those students with one of more incidents, a large portion (but not all) of the 6 ½ times difference is eliminated.
  - The African American restricted mean is 3.21 compared to 2.31 for Other Students. This African American restricted mean is 1.39 times higher than that for Other Students.

# Part 2 – Discipline – High School Insubordination Incidents:



- The tree to the left summarizes the mean number of insubordination incidents for high school students.
  - The African American mean was 1.76 insubordination incidents.
  - The other student mean was .22 insubordination incidents.
  - The African American mean is about 8 times that for Other Students.
- Note that not all African American students had insubordination incidents. Of the 1023 African American students (Node 18), 466 had one or more insubordination incident (Node 26) and 557 (Node 25) had none. This computes to an insubordination rate of 45.6%.
- Similarly, not all Other Students had insubordination incidents. Of the 2067 Other Students (Node 17), 175 had one or more insubordination incidents (Node 24) and 1892 (Node 23) had none. This computes to an insubordination rate of 8.5%.
- The 45.6% African American and the 8.5% other student insubordination rates are consistent with those reported by the District (See Appendix D of this report). The District reports the African American high school insubordination rate at 44.9% and the other student rate at 8.6%.
- When the computation of mean insubordination rate is restricted to only those students with one of more incidents, a large portion (but not all) of the 8 times difference is eliminated.
  - The African American restricted mean is 3.86 compared to 2.54 for Other Students. This African American restricted mean is 1.52 times higher than that for Other Students.

# Part 2 – Insubordination Incidents:

## Mean Insubordination Incidents By Race/Ethnicity – Why Are The Differences So Large?

- From the prior two pages, we should note discipline for insubordination remains a relatively rare event, and generally is the exception, not the norm. On average, only 21%-23% of secondary students were disciplined for insubordination, while 77%-79% were not.

**Sch Lvl Grp \* YN\_Insubordination Crosstabulation**

			YN_Insubordination		Total
			No	Yes	
Count	Sch Lvl Grp	3 - Middle	1675	502	2177
		4 - High	2449	641	3090
	Total		4124	1143	5267
% within Sch Lvl Grp	Sch Lvl Grp	3 - Middle	76.9%	23.1%	100.0%
		4 - High	79.3%	20.7%	100.0%
	Total		78.3%	21.7%	100.0%

- However, when discipline for insubordination does occur, it occurs at differential rates for African American and Other Students. On average, 42%-46% of African American secondary students are disciplined for insubordination, compared to 8%-9% for Other Students.

**Sch Lvl Grp \* YN\_Insubordination \* Race-Ethnic Grp Crosstabulation**

				YN_Insubordination		Total
				No	Yes	
Count	Sch Lvl Grp	3 - Middle	African American	543	391	934
			Other Than African American	1132	111	1243
	4 - High	African American	557	466	1023	
		Other Than African American	1892	175	2067	
	Total		African American	1100	857	1957
			Other Than African American	3024	286	3310
% within Sch Lvl Grp	Sch Lvl Grp	3 - Middle	African American	58.1%	41.9%	100.0%
			Other Than African American	91.1%	8.9%	100.0%
	4 - High	African American	54.4%	45.6%	100.0%	
		Other Than African American	91.5%	8.5%	100.0%	
	Total		African American	56.2%	43.8%	100.0%
			Other Than African American	91.4%	8.6%	100.0%

# Part 2 – Insubordination Incidents:

## Mean Insubordination Incidents By Race/Ethnicity – Why Are The Differences So Large?

- All Students** - When the mean count of insubordination incidents is computed using all of the relevant students as the divisor, the impact of differential ‘participation’ rates for African American and Other Students is reflected as a “multiplier” in the order of magnitude of the difference in the means. Overall, the African American mean of 1.56 insubordination incidents is almost 7½ times higher than the .21 mean for Other Students.
- Restricted** - When the mean count of insubordination incidents is restricted by using only those students with one or more incidents of insubordination as the divisor, the order of magnitude of the difference in the means diminishes. The “multiplier” effect of differential rates by Race/Ethnicity is removed. Any remaining difference is the difference in the number of incidents for each group. Overall, (when restricted to only those students with one or more incidents of insubordination) the African American mean of 3.57 insubordination incidents is about 1½ times the 2.45 mean for Other Students.
- Note that the sum total of insubordination incidents remains the same in both calculations. Overall, 81% (3056/3757) of discipline for insubordination is for African American students. See Appendix E for District charts demonstrating this at middle and high school levels.

All Students Report

Insubordination		Race-Ethnic Grp		
		African American	Other Than African American	Total
	Sch Lvl Grp			
Mean	3 - Middle	1.35	.21	.69
	4 - High	1.76	.22	.73
	Total	1.56	.21	.71
N	3 - Middle	934	1243	2177
	4 - High	1023	2067	3090
	Total	1957	3310	5267
Sum	3 - Middle	1257	256	1513
	4 - High	1799	445	2244
	Total	3056	701	3757

Restricted Report - Only Students With Insubordination > 0

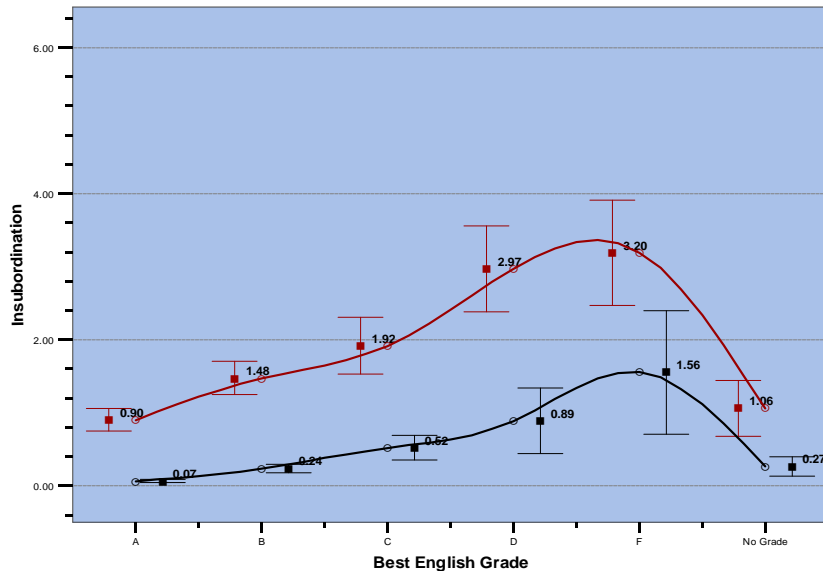
Insubordination		Race-Ethnic Grp		
YN_Insubordination: Yes		African American	Other Than African American	Total
	Sch Lvl Grp			
Mean	3 - Middle	3.21	2.31	3.01
	4 - High	3.86	2.54	3.50
	Total	3.57	2.45	3.29
N	3 - Middle	391	111	502
	4 - High	466	175	641
	Total	857	286	1143
Sum	3 - Middle	1257	256	1513
	4 - High	1799	445	2244
	Total	3056	701	3757

# Part 2 – Discipline MS & HS – Insubordination Incidents:

**ALL: Mean Insubordination Incidents  
For All Secondary Students**

By Race Ethnicity  
For Exploratory Best English Grades

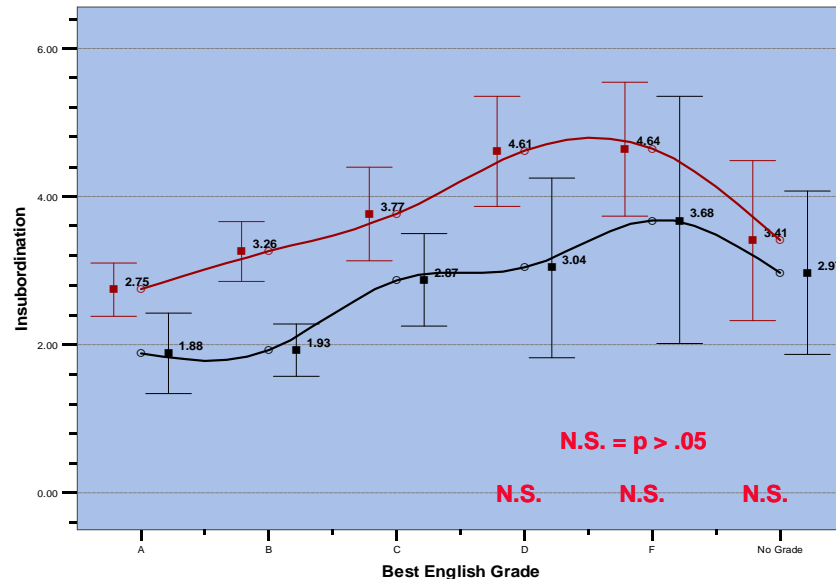
**Race-Ethnic Grp**  
● African American  
● Other Than African American  
 Error Bars show 95.0% CI of Mean  
 Dot/Lines show Means



**ALL: Mean Insubordination Incidents  
For Only Those Secondary Students With Insubordination Incidents > 0**

By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
● African American  
● Other Than African American  
 Error Bars show 95.0% CI of Mean  
 Dot/Lines show Means



- The panel on the left reflects the mean insubordination incidents for all secondary students. The differences between African American means and other student means are significant at each letter grade level “A” – “F” and at “No Grade”. Note that the African American means are higher than those for Other Students and reflect higher insubordination rates for African American students.
- The panel on the right reflects the “restricted” means for only those secondary students who were disciplined for insubordination one or more times. The differences between African American and other student means are significant at “A”, “B”, and “C” letter grades. Note that African American means are higher than those for Other Students and reflect a higher number of insubordination incidents at “A”, “B”, and “C” letter grades.
- Note on both panels and for all students, the inverse relationship between mean insubordination incidents and letter grades “A” to “F”. As the best English letter grade decreases, mean insubordination incidents increases.

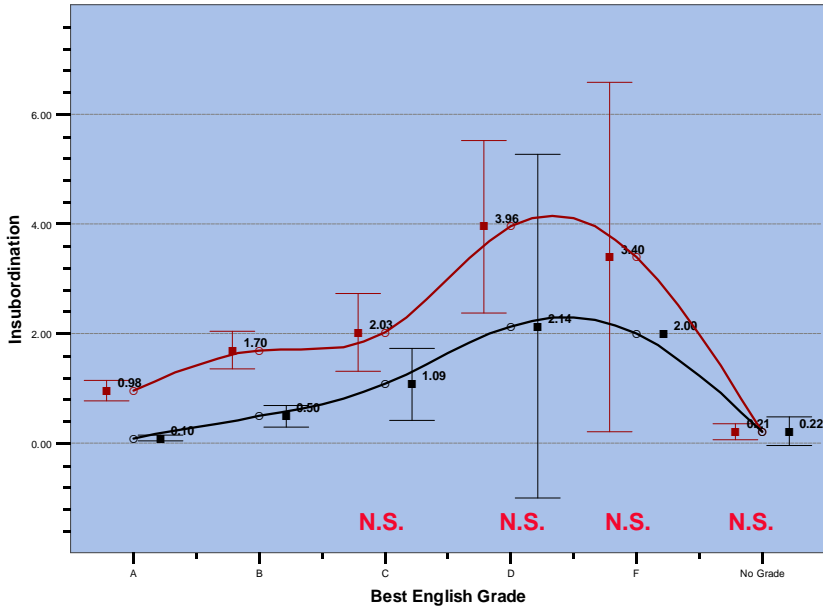
# Part 2 – Discipline MS – Insubordination Incidents:

**MS: Mean Insubordination Incidents  
For All MS Students**

By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
— African American  
— Other Than African American

Error Bars show 95.0% CI of Mean  
Dot/Lines show Means



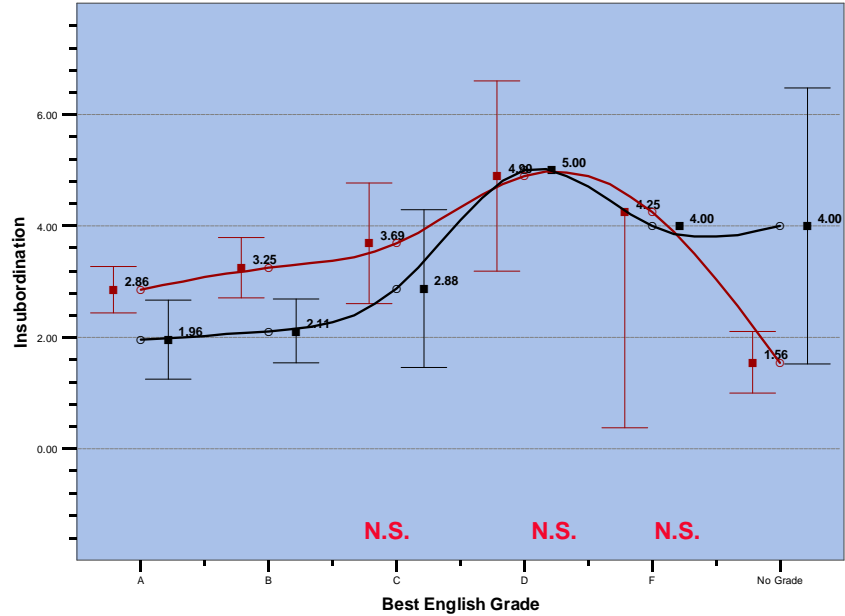
**MS: Mean Insubordination Incidents  
For Only Those MS Students With Insubordination Incidents > 0**

By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
— African American  
— Other Than African American

Error Bars show 95.0% CI of Mean  
Dot/Lines show Means

**N.S. = p > .05**



- The panel on the left reflects the mean insubordination incidents for all MS students. The differences between African American means and other student means are significant at each letter grade level “A” and “B”. Note that the African American “A” and “B” means are significantly higher than those for Other Students and reflect higher insubordination rates for African American students.
- The panel on the right reflects the “restricted” means for only those MS students who were disciplined for insubordination one or more times. The differences between African American and other student means are significant at “A” and “B” letter grades. Note that African American “A” and “B” means are higher than those for Other Students and reflect a higher number of insubordination incidents.
- Note on both panels and for all students, the inverse relationship between mean insubordination incidents and letter grades “A” to “F”. As the best English letter grade decreases, mean insubordination incidents increases.



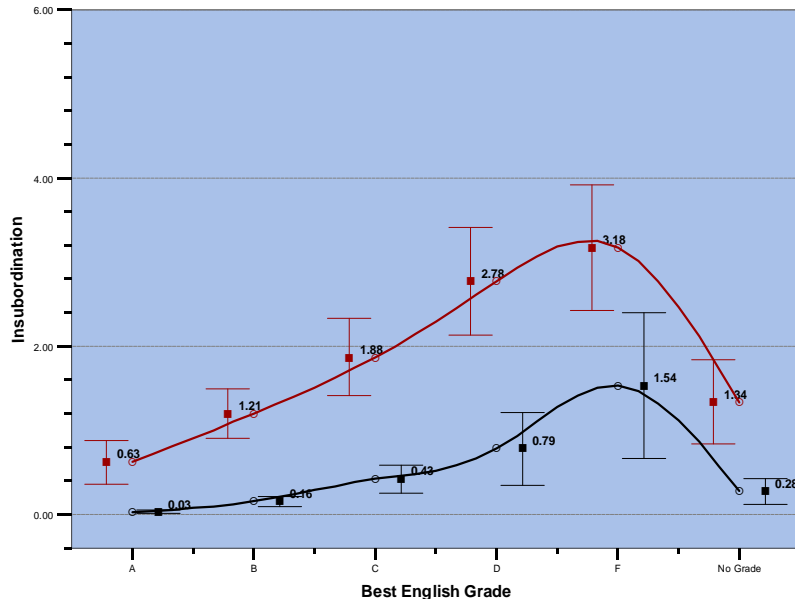
# Part 2 – Discipline HS – Insubordination Incidents:

**HS: Mean Insubordination Incidents  
For All HS Students**

By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
— African American  
— Other Than African American

Error Bars show 95.0% CI of Mean  
Dot/Lines show Means

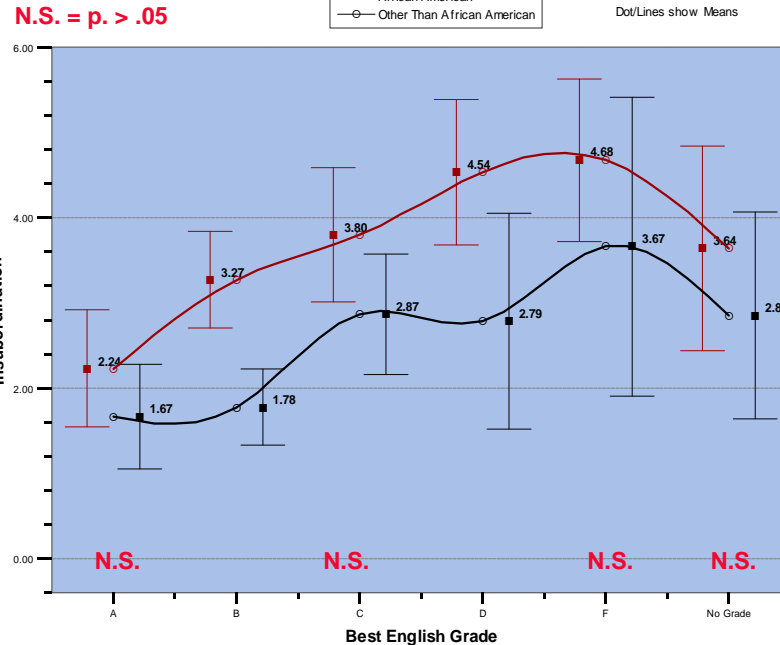


**HS: Mean Insubordination Incidents  
For Only Those HS Students With Insubordination Incidents > 0**

By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
— African American  
— Other Than African American

Error Bars show 95.0% CI of Mean  
Dot/Lines show Means



- The panel on the left reflects the mean insubordination incidents for all HS students. The differences between African American means and other student means are significant at each letter grade level “A” to “F” and “No Grade”. Note that the African American means are significantly higher than those for Other Students and reflect higher insubordination rates for African American students.
- The panel on the right reflects the “restricted” means for only those HS students who were disciplined for insubordination one or more times. The differences between African American and other student means are significant at “B” and “D” letter grades. Note that African American “B” and “D” means are higher than those for Other Students and reflect a higher number of insubordination incidents.
- Note on both panels and for all students, the inverse relationship between mean insubordination incidents and letter grades “A” to “F”. As the best English letter grade decreases, mean insubordination incidents increases.



# Part 2 – Suspensions:

## Mean Suspensions By Race/Ethnicity – Why Are The Differences So Large?

- Suspensions remain relatively rare events, and generally are the exception, not the norm. On average, only 11%-16% of secondary students were suspended, while 84%-89% were not.
- However, when suspensions do occur, they occur at differential rates for African American and Other Students. On average, 25%-29% of African American secondary students are suspended, compared to 4%-6% for Other Students.

Sch Lvl Grp \* YN\_Suspension Crosstabulation

			YN_Suspension		
			No	Yes	Total
Count	Sch Lvl	3 - Middle	1834	343	2177
	Grp	4 - High	2748	342	3090
	Total		4582	685	5267
% within Sch Lvl Grp	Sch Lvl	3 - Middle	84.2%	15.8%	100.0%
	Grp	4 - High	88.9%	11.1%	100.0%
	Total		87.0%	13.0%	100.0%

Sch Lvl Grp \* YN\_Suspension \* Race-Ethnic Grp Crosstabulation

				YN_Suspension		
				No	Yes	Total
Count	Sch Lvl	3 - Middle	African American	659	275	934
			Other Than African American	1175	68	1243
	Grp	4 - High	African American	764	259	1023
			Other Than African American	1984	83	2067
	Total		African American	1423	534	1957
			Other Than African American	3159	151	3310
% within Sch Lvl Grp	Sch Lvl	3 - Middle	African American	70.6%	29.4%	100.0%
			Other Than African American	94.5%	5.5%	100.0%
	Grp	4 - High	African American	74.7%	25.3%	100.0%
			Other Than African American	96.0%	4.0%	100.0%
	Total		African American	72.7%	27.3%	100.0%
			Other Than African American	95.4%	4.6%	100.0%

# Part 2 – Suspensions:

## Mean Suspension By Race/Ethnicity – Why Are The Differences So Large?

- All Students** - When the mean count of suspension is computed using all of the relevant students as the divisor, the impact of differential ‘participation’ rates for African American and Other Students is reflected as a “multiplier” in the order of magnitude of the difference in the means. Overall, the African American mean of .45 insubordination incidents is 7½ times higher than the .06 mean for Other Students.
- Restricted** - When the mean count of suspensions is restricted by using only those students with one or more suspensions as the divisor, the order of magnitude of the difference in the means diminishes. The “multiplier” effect of differential rates by Race/Ethnicity is removed. Any remaining difference is the difference in the number of suspensions for each group. Overall, (when restricted to only those students with one or more suspensions) the African American mean of 1.70 suspensions is about 1¼ times the 1.37 mean for Other Students.
- Note that the sum total of suspensions remains the same in both calculations. Overall, 81% (908/1115) of discipline via suspensions is for African American students. See Appendix E for District charts demonstrating this at middle and high school levels.

**All Students Report**

Suspension		Race-Ethnic Grp		
		African American	Other Than African American	Total
	Sch Lvl Grp			
Mean	3 - Middle	.54	.09	.28
	4 - High	.40	.05	.16
	Total	.46	.06	.21
N	3 - Middle	934	1243	2177
	4 - High	1023	2067	3090
	Total	1957	3310	5267
Sum	3 - Middle	502	106	608
	4 - High	406	101	507
	Total	908	207	1115

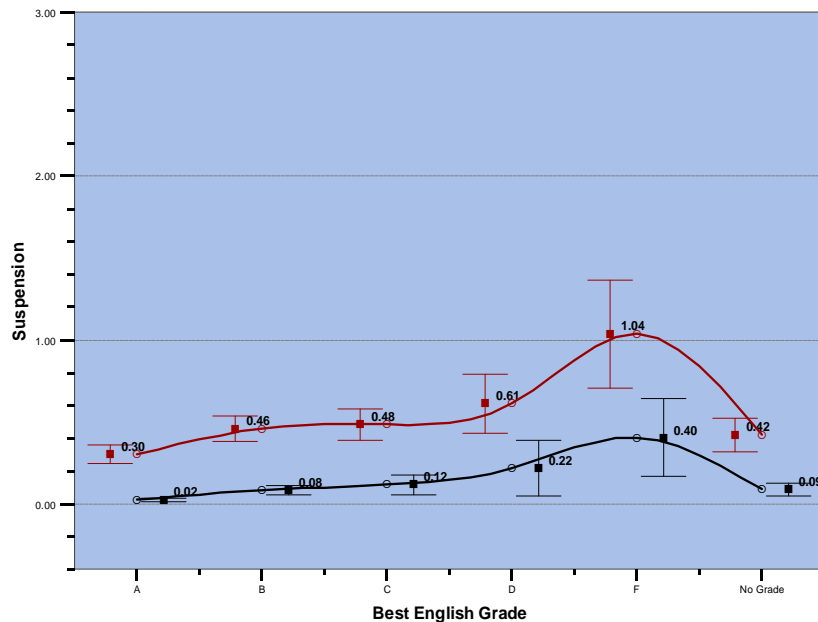
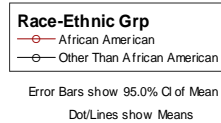
**Restricted Report - Only Students With Suspensions > 0**

Suspension		Race-Ethnic Grp		
YN_Suspension: Yes		African American	Other Than African American	Total
	Sch Lvl Grp			
Mean	3 - Middle	1.83	1.56	1.77
	4 - High	1.57	1.22	1.48
	Total	1.70	1.37	1.63
N	3 - Middle	275	68	343
	4 - High	259	83	342
	Total	534	151	685
Sum	3 - Middle	502	106	608
	4 - High	406	101	507
	Total	908	207	1115

# Part 2 – Discipline MS & HS – Suspensions:

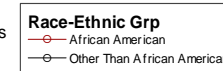
ALL: Mean Suspensions  
For All Secondary Students

By Race Ethnicity  
For Exploratory Best English Grades



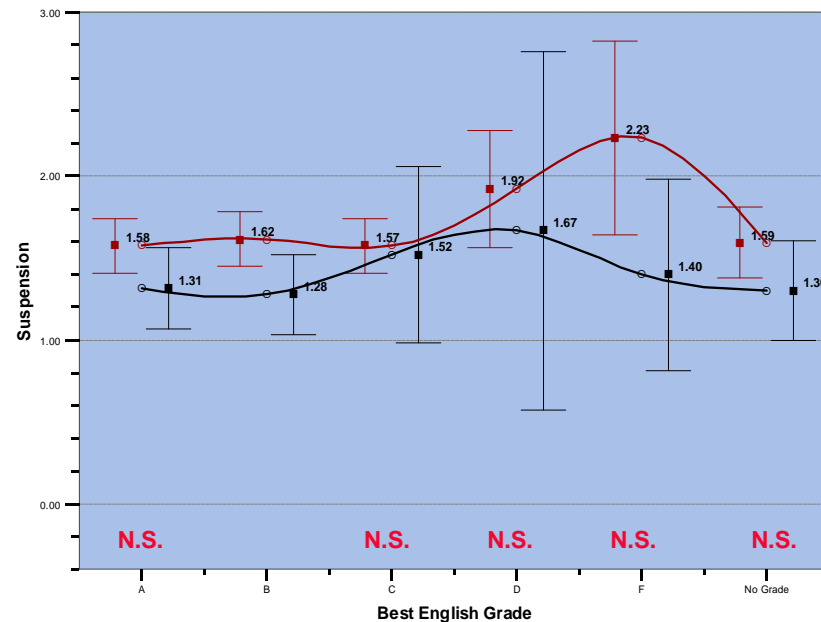
ALL: Mean Suspensions  
For Only Those Secondary Students With Lost Days > 0

By Race Ethnicity  
For Exploratory Best English Grades



Error Bars show 95.0% CI of Mean  
Dot/Lines show Means

N.S. = p. > .05



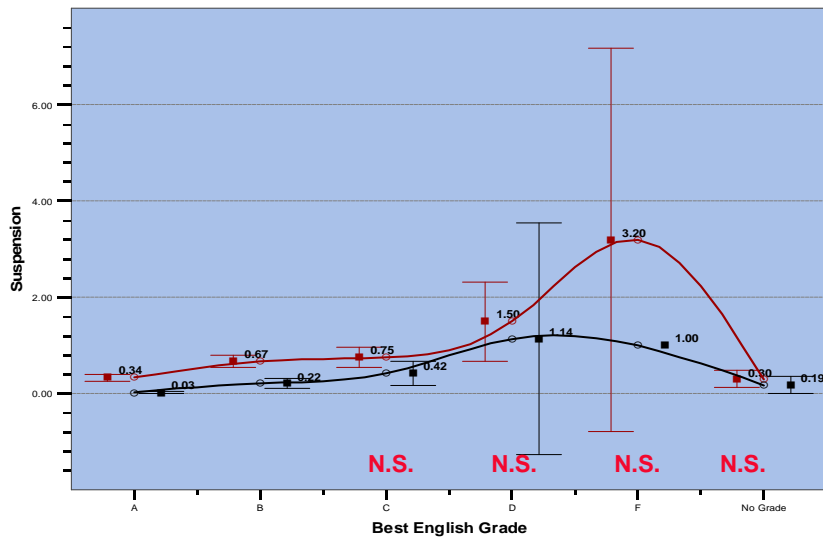
- The panel on the left reflects the mean suspensions for all secondary students. The differences between African American means and other student means are significant at each letter grade level “A” – “F” and at “No Grade”. Note that the African American means are higher than those for Other Students and reflect higher suspension rates for African American students.
- The panel on the right reflects the “restricted” means for only those secondary students who were suspended one or more times. The differences between African American and other student means are significant only at the “B”, letter grade. Note that the African American “B” mean is higher than those for Other Students and reflects a higher number of insubordination incidents at “B” letter grades.
- Note that for both panels and for all students, the inverse relationship between mean suspension incidents and letter grades “A” to “F” is less clear, but still apparent, than it had been for insubordination. Particularly on a high-low grade continuum, as the best English letter grade decreases, mean suspensions increases. The slope is much flatter on the “restricted” panel.

# Part 2 – Discipline MS – Suspensions:

**MS: Mean Suspensions For All MS Students**  
By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
— African American  
— Other Than African American

Error Bars show 95.0% CI of Mean  
Dot/Lines show Means



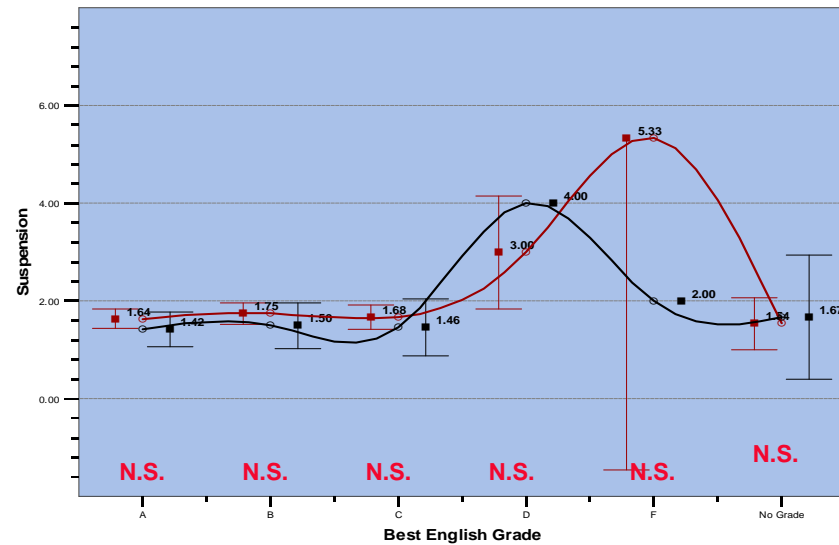
N.S. = p. > .05

**MS: Mean Suspensions For Only Those MS Students With Lost Days > 0**

By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
— African American  
— Other Than African American

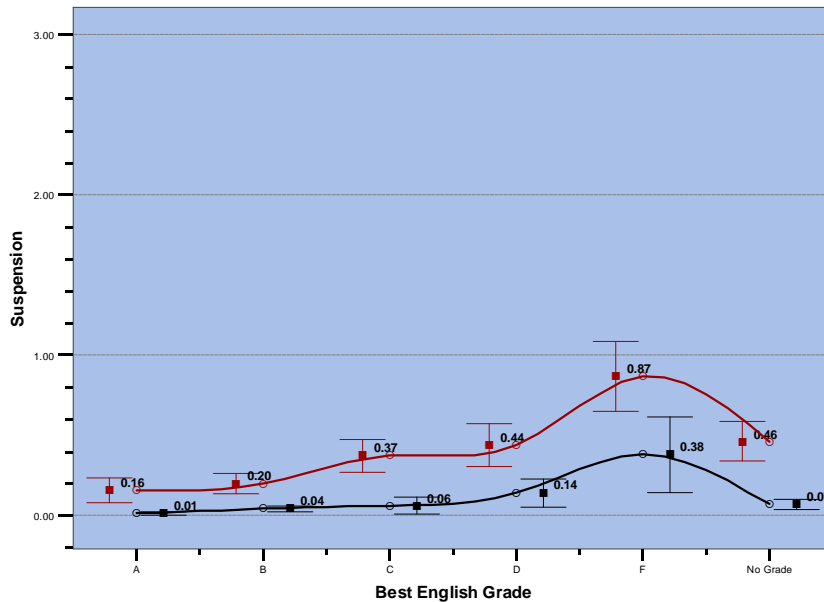
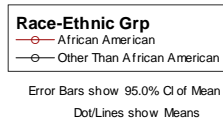
Error Bars show 95.0% CI of Mean  
Dot/Lines show Means



- The panel on the left reflects the mean suspensions for all MS students. The differences between African American means and other student means are significant at each letter grade level “A” and “B”. Note that the African American “A” and “B” means are significantly higher than those for Other Students and reflect higher suspension rates for African American students.
- The panel on the right reflects the “restricted” means for only those MS students who were suspended one or more times. There are no significant differences between African American and other student means (including “A” and “B”), once the “multiplier” effect of higher African American suspension rates is removed.
- Note on the left panel and for all students, the inverse relationship between mean insubordination incidents and letter grades “A” to “F”. As the best English letter grade decreases, mean insubordination incidents increases. That inverse relationship is much less clear on the right panel, but does show particularly at “D” and “F” when compared to “A,” “B”, and “C”.

# Part 2 – Discipline HS – Suspensions:

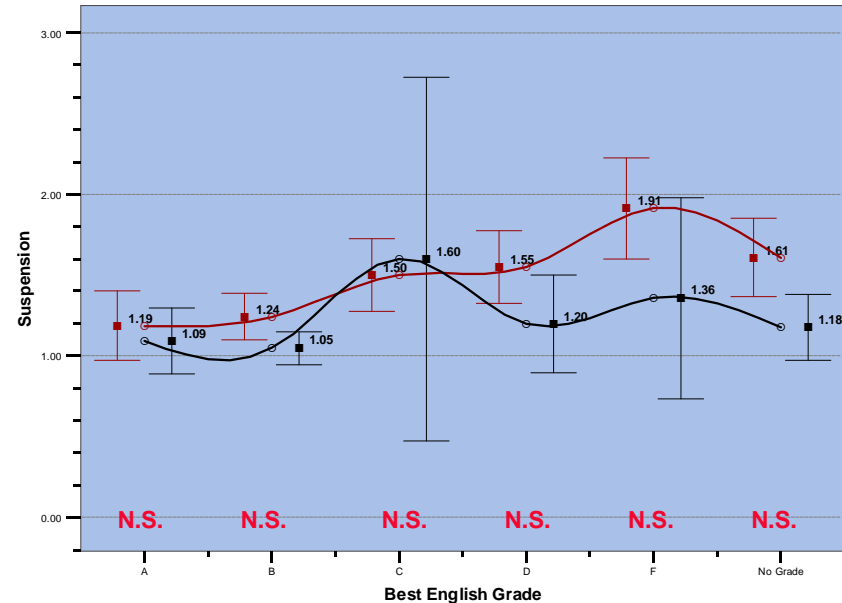
**HS: Mean Suspensions  
For All HS Students**  
By Race Ethnicity  
For Exploratory Best English Grades



**HS: Mean Suspensions  
For Only Those HS Students With Lost Days > 0**  
By Race Ethnicity  
For Exploratory Best English Grades



**N.S. = p. > .05**



- The panel on the left reflects the mean suspensions for all HS students. The differences between African American means and other student means are significant at each letter grade level “A” to “F” and “No Grade”. Note that the African American means are significantly higher than those for Other Students and reflect higher suspension rates for African American students.
- The panel on the right reflects the “restricted” means for only those HS students who were suspended one or more times. There are no significant differences between African American and other student means, once the “multiplier” effect of higher African American suspension rates is removed.
- Note on the left panel and for all students, the inverse relationship between mean insubordination incidents and letter grades “A” to “F”. As the best English letter grade decreases, mean insubordination incidents increases. That inverse relationship also shows on the right panel, but is less clear for Other Students than for African American students.

# Part 2 – Lost Days Due To Discipline:

## Lost Days Dues to Discipline By Race/Ethnicity – Why Are The Differences So Large?

- Lost days due to discipline also remain relatively rare events, but obviously not nearly as rare as insubordination actions or suspensions. On average, 30%-34% of secondary students lost days due to discipline, while 66%-70% did not.
- Part of the reason for the more frequent occurrence of lost days due to discipline is that it is a different kind of metric than insubordination counts or suspension counts. Lost days also is a count metric, but a count of a composite set of events modified by a **severity of discipline** factor. Lost days takes into account the combination of:
  - The disciplinary incident (say, insubordination),
  - The disciplinary action (say, suspension), and
  - Assigns a number of lost days according to a severity factor.
- As analytic possibilities, **severity of discipline** can come from at least three sources:
  - Mix and severity of incident, where different incidents can have differing lost days. Fighting or possession of a weapon might be considered more severely than, say, tardiness.
  - Number of repeat disciplinary incidents and actions, where some students may have repeat disciplinary incidents and actions.
  - Differential enforcement, where lost days are applied differentially. Theoretically, differential enforcement might be done instrumentally “on purpose, for an educational purpose”, or by rote according to a severity table, or it might be done punitively to teach the student a lesson.

Sch Lvl Grp \* YN\_Lost\_Day Crosstabulation

			YN_Lost_Day		
			No	Yes	Total
Count	Sch Lvl	3 - Middle	1337	840	2177
	Grp	4 - High	2159	931	3090
	Total		3496	1771	5267
% within Sch Lvl Grp	Sch Lvl	3 - Middle	61.4%	38.6%	100.0%
	Grp	4 - High	69.9%	30.1%	100.0%
	Total		66.4%	33.6%	100.0%

- At this point, it isn't clear which, if any, of those **severity of discipline** analytic possibilities apply to Champaign lost days.
- Nor does the Monitoring Team offer this report as any kind of a answer to that question.
- Future monitoring reports will focus on quantifying, monitoring, and understanding **severity of discipline** as a disciplinary issue,
- This exploratory analysis raises the issue for consideration.

# Part 2 – Lost Days Due To Discipline:

Lost Days Dues to Discipline By Race/Ethnicity –  
Why Are The Differences So Large?

Sch Lvl Grp \* YN\_Lost\_Day \* Race-Ethnic Grp Crosstabulation

			YN_Lost_Day			
			Race-Ethnic Grp	No	Yes	Total
Count	Sch Lvl Grp	3 - Middle	African American	342	592	934
			Other Than African American	995	248	1243
		4 - High	African American	423	600	1023
			Other Than African American	1736	331	2067
	Total		African American	765	1192	1957
			Other Than African American	2731	579	3310
% within Sch Lvl Grp	Sch Lvl Grp	3 - Middle	African American	36.6%	63.4%	100.0%
			Other Than African American	80.0%	20.0%	100.0%
		4 - High	African American	41.3%	58.7%	100.0%
			Other Than African American	84.0%	16.0%	100.0%
	Total		African American	39.1%	60.9%	100.0%
			Other Than African American	82.5%	17.5%	100.0%

- When lost days due to discipline do occur, they occur at differential rates for African American and Other Students.
- On average, 59%-63% of African American secondary students have lost days due to discipline, compared to 16%-20% for Other Students.
- At 59%-63% rates for African American students, lost days due to disciplinary action may well be the norm and not an exception.

# Part 2 – Lost Days Due To Discipline:

## Lost Days Dues to Discipline By Race/Ethnicity – Why Are The Differences So Large?

- All Students** - When the mean count of lost days due to discipline is computed using all of the relevant students as the divisor, the impact of differential ‘participation’ rates for African American and Other Students is reflected as a “multiplier” in the order of magnitude of the difference in the means. Overall, the African American mean of 3.26 lost days due to discipline is 7¼ times higher than the .45 mean for Other Students.
- Restricted** - When the mean count lost days due to discipline is restricted by using only those students with lost days > 0 as the divisor, the order of magnitude of the difference in the means diminishes. The “multiplier” effect of differential rates by Race/Ethnicity is removed. Any remaining difference is the difference in the number of lost days for each group as modified by **severity of discipline**. Overall, (when restricted to only those students with one or more lost days) the African American mean of 5.35 lost days is about 2 times the 2.57 mean for Other Students.
- Note that the sum total of lost days remains the same in both calculations. Overall, 81% (6393.09/7872.61) of discipline via suspensions is for African American students. See Appendix E for District charts demonstrating this at middle and high school levels.

### All Students Report

Lost Days Due To Discipline				
Race-Ethnic Grp				
	Sch Lvl Grp	African American	Other Than African American	Total
Mean	3 - Middle	3.37	.52	1.74
	4 - High	3.16	.41	1.32
	Total	3.26	.45	1.49
N	3 - Middle	934	1243	2177
	4 - High	1023	2067	3090
	Total	1957	3310	5267
Sum	3 - Middle	3150.85	640.94	3791.79
	4 - High	3232.25	848.58	4080.82
	Total	6383.09	1489.52	7872.61

### Restricted Report - Only Students With Lost Days > 0

Lost Days Due To Discipline

YN\_Lost\_Day: Yes

Lost Days Due To Discipline				
Race-Ethnic Grp				
	Sch Lvl Grp	African American	Other Than African American	Total
Mean	3 - Middle	5.32	2.58	4.51
	4 - High	5.39	2.56	4.38
	Total	5.35	2.57	4.45
N	3 - Middle	592	248	840
	4 - High	600	331	931
	Total	1192	579	1771
Sum	3 - Middle	3150.85	640.94	3791.79
	4 - High	3232.25	848.58	4080.82
	Total	6383.09	1489.52	7872.61



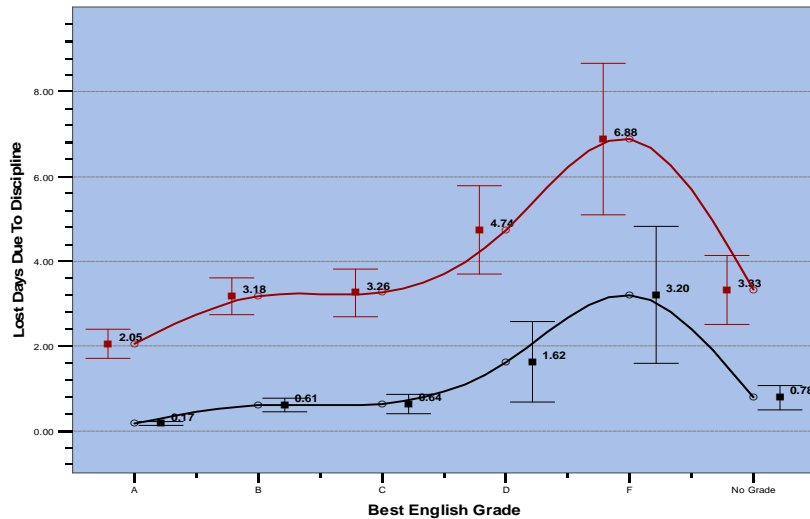
# Part 2 – Discipline MS & HS – Lost Days Due To Discipline:

**ALL: Mean Lost Days Due To Discipline  
For All Secondary Students**

By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
— African American  
— Other Than African American

Error Bars show 95.0% CI of Mean  
Dot/Lines show Means



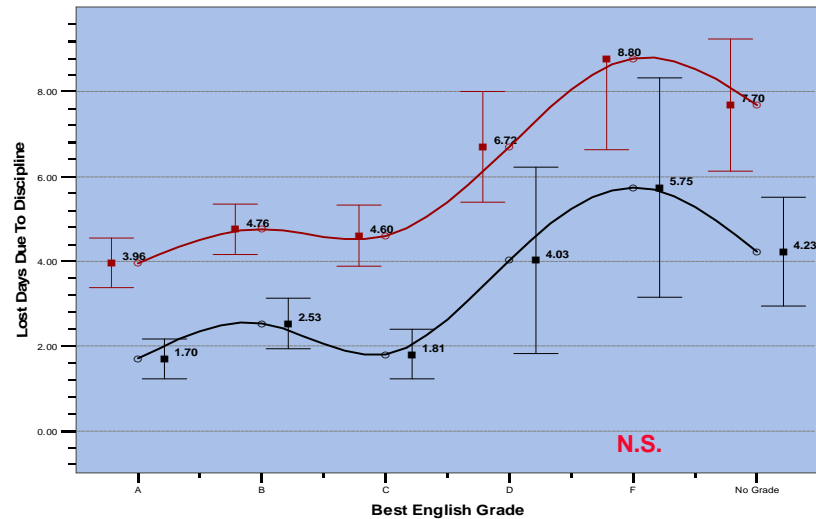
**ALL: Mean Lost Days Due To Discipline  
For Only Those Secondary Students With Lost Days > 0**

By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
— African American  
— Other Than African American

Error Bars show 95.0% CI of Mean  
Dot/Lines show Means

**N.S. = p. > .05**



- The panel on the left reflects the mean lost days due to discipline for all secondary students. The differences between African American means and other student means are significant at each letter grade level “A” – “F” and at “No Grade”. Note that the African American means are higher than those for Other Students and reflect higher discipline rates for African American students. Differential **severity of discipline** impact, if any, is unknown.
- The panel on the right reflects the “restricted” means for only those secondary students who had lost days > 0. The differences between African American and other student means are significant at the “A” to “D”, letter grades and at “No Grade”. Note that the African American “A” to “D” means are higher than those for Other Students and reflect a higher number of lost days at “A” to “D” letter grades and at “No Grade”. Differential **severity of discipline** impact, if any, is unknown.
- Note for both panels and for all students, the inverse relationship between mean suspension incidents and letter grades “A” to “D”. As the best English letter grade decreases, mean lost days increases. Differential **severity of discipline** impact, if any, is unknown.

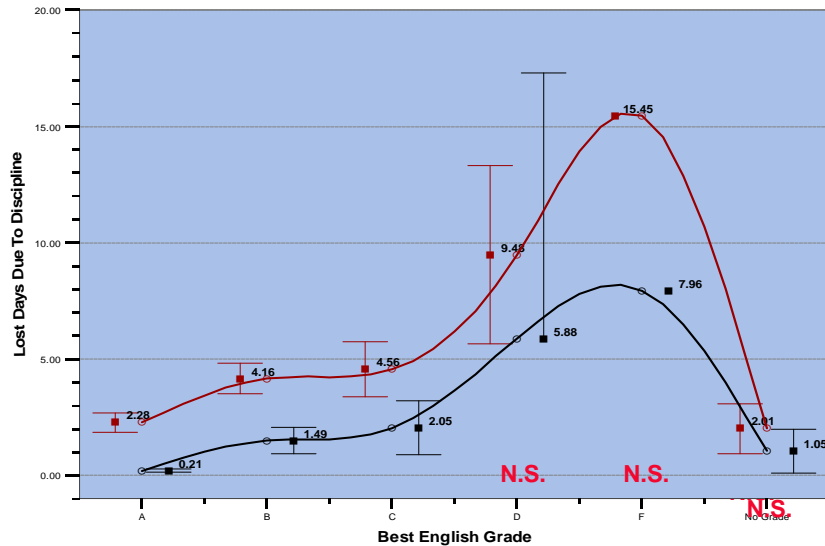
# Part 2 – Discipline MS – Lost Days Due To Discipline:

**MS: Mean Lost Days Due To Discipline For All MS Students**

By Race Ethnicity For Exploratory Best English Grades

**Race-Ethnic Grp**  
● African American  
● Other Than African American

Error Bars show 95.0% CI of Mean  
 Dot/Lines show Means



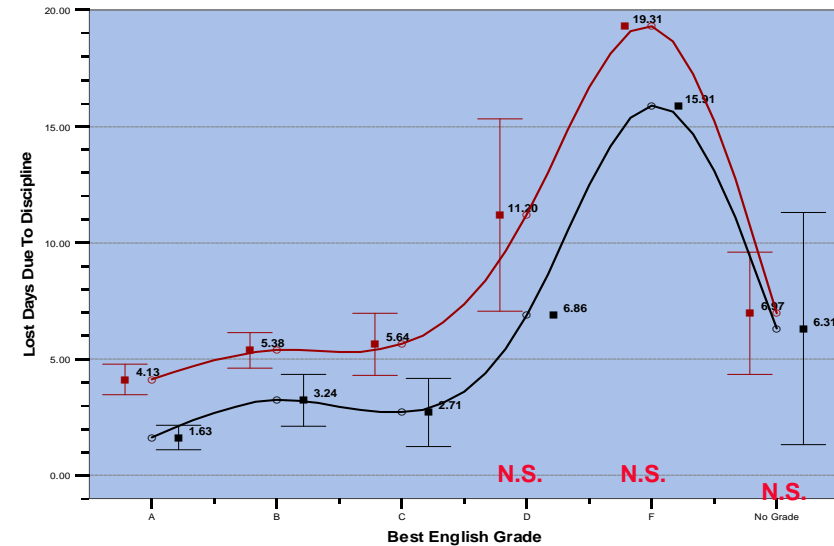
**MS: Mean Lost Days Due To Discipline For Only Those MS Students With Lost Days > 0**

By Race Ethnicity For Exploratory Best English Grades

**Race-Ethnic Grp**  
● African American  
● Other Than African American

Error Bars show 95.0% CI of Mean  
 Dot/Lines show Means

**N.S. = p. > .05**

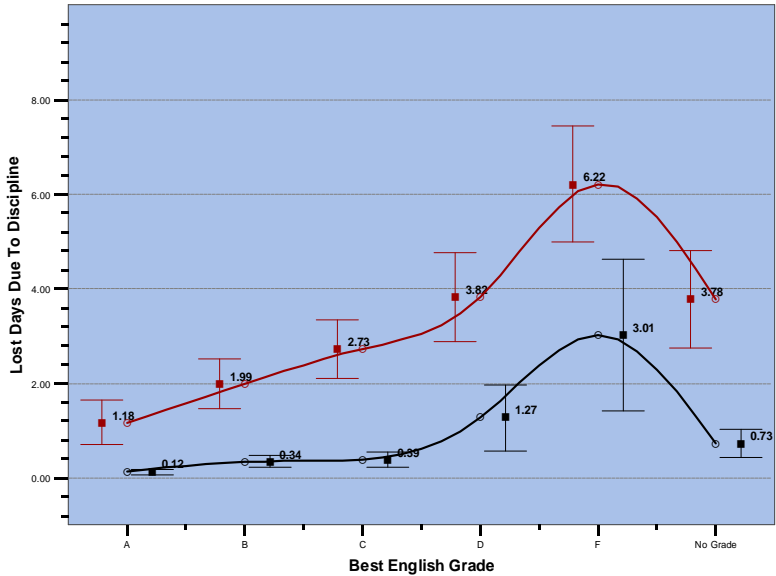
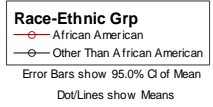


- The panel on the left reflects the mean lost days due to discipline for all MS students. The differences between African American means and other student means are significant at each letter grade level “A” – “C”. Note that the African American means are higher at “A” to “C” than those for Other Students and reflect higher discipline rates for African American students. Differential **severity of discipline** impact, if any, is unknown.
- The panel on the right reflects the “restricted” means for only those MS students who had lost days > 0. The differences between African American and other student means are significant at the “A” to “C” letter grades. Note that the African American “A” to “C” means are higher than those for Other Students and reflect a higher number of lost days at “A” to “C”. Differential **severity of discipline** impact, if any, is unknown.
- Note for both panels and for all students, the inverse relationship between mean suspension incidents and letter grades “A” to “F”. As the best English letter grade decreases, mean lost days increases. Differential **severity of discipline** impact, if any, is unknown.

# Part 2 – Discipline HS – Lost Days Due To Discipline:

HS: Mean Lost Days Due To Discipline  
For All HS Students

By Race Ethnicity  
For Exploratory Best English Grades

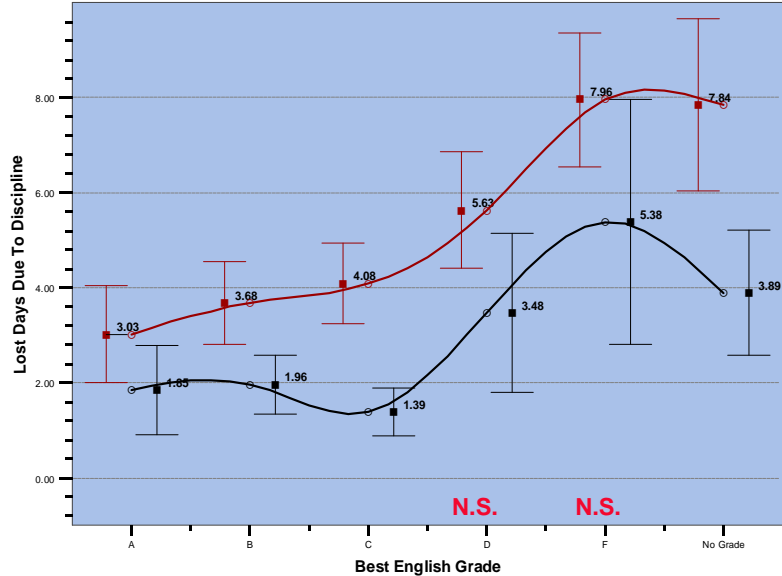


HS: Mean Lost Days Due To Discipline  
For Only Those HS Students With Lost Days > 0

By Race Ethnicity  
For Exploratory Best English Grades



N.S. = p. > .05



- The panel on the left reflects the mean lost days due to discipline for all HS students. The differences between African American means and other student means are significant at each letter grade level “A” – “F” and at “No Grade”. Note that the African American means are higher than those for Other Students and reflect higher discipline rates for African American students. Differential **severity of discipline** impact, if any, is unknown.
- The panel on the right reflects the “restricted” means for only those HS students who had lost days > 0. The differences between African American and other student means are significant at the “A” to “C” letter grades and at “No Grade”. Note that the African American “A” to “C” means are higher than those for Other Students and reflect a higher number of lost days at “A” to “C” letter grades and at “No Grade”. Differential **severity of discipline** impact, if any, is unknown.
- Note for both panels and for all students, the inverse relationship between mean suspension incidents and letter grades “A” to “F”. As the best English letter grade decreases, mean lost days increases. Differential **severity of discipline** impact, if any, is unknown.

## Part 2 – Discipline:

- Similar patterns are expected for other disciplinary incidents and actions.
- Unless the differential discipline rates for African American students and Other Students are eliminated or reduced substantially, the differences in mean discipline counts will continue. This will be true even if the set of “restricted” metrics are identical for African American and Other Students.
- The Monitoring Team encourages the District to use both the “all students” and “restricted” metrics to gauge progress.

# *Section 10: Exploratory Analyses Part 3 - Attendance*

*“Inspect  
What You  
Expect”*

Exploratory  
**10**

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS  
OUTCOMES  
FAIRNESS

## Part 3 – Attendance:

- The attendance metrics being explored here are similar to the discipline metrics in that they also are **count** metrics. The attendance metrics count days enrolled, days absent, and days attended.
- Unlike the discipline metrics, there is no “multiplier”. This is because attendance metrics count relatively universal things. In this respect, attendance metrics are rather straightforward.
  - Some students may be enrolled for differing numbers of days, but all students are enrolled for at least one or more days. The maximum possible days enrolled is 174 days, the minimum is 1 day.
  - Only a few students have “perfect” attendance: but virtually all students have some days absent. Perfect attendance is far from the norm - only 385 students (7.3%) had “perfect” attendance and 202 of those students obtained “No Grade”. Total days absent is limited by total days enrolled.
  - Some students may attend for more days than others, but all students have at least one day attended. Total days attended is limited by total days enrolled.
- Attendance metrics will be covered in the following order:
  - Days Enrolled
  - Days Absent
  - Days Attended
- Significant differences in African American and Other Students means are found on the overall secondary, middle, and high school levels. However, when disaggregated by letter grade there are fewer, if any, mean differences by Race/Ethnicity.

# Part 3 – Attendance – Days Enrolled:

## Mean Days Absent By Race/Ethnicity By School Level-

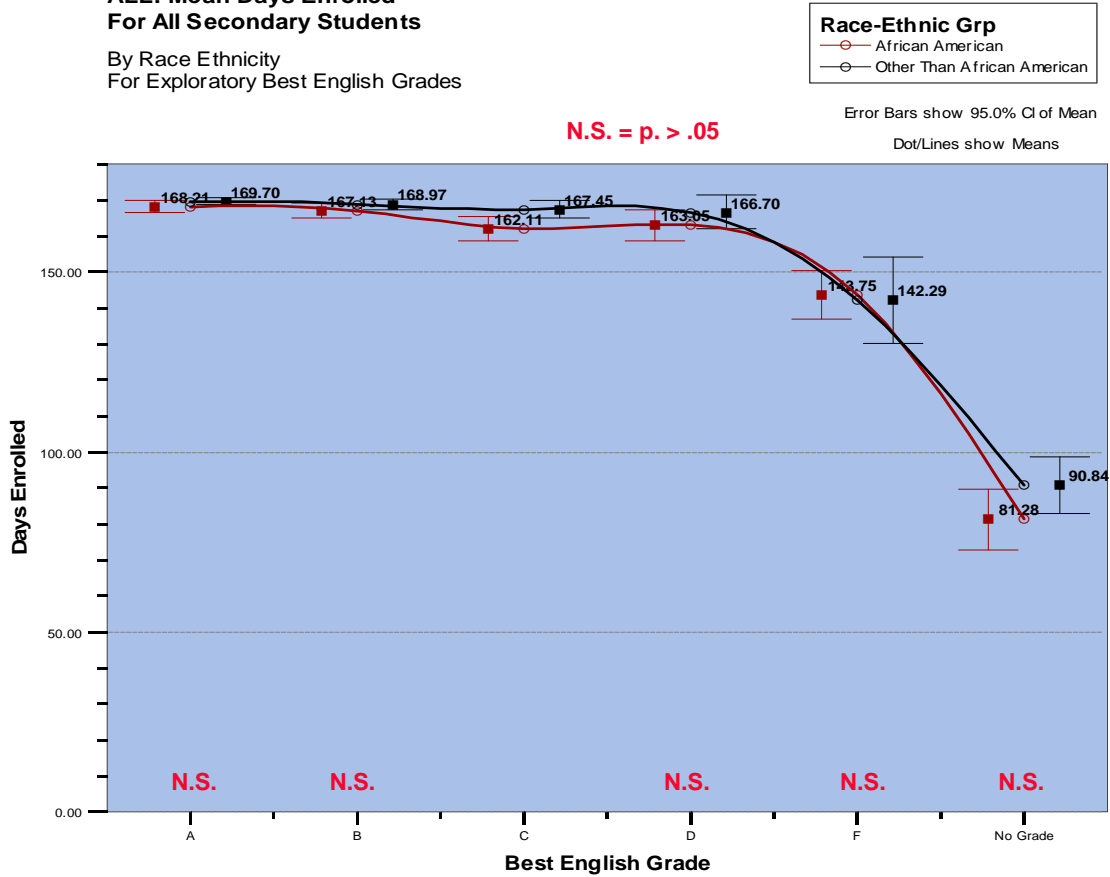
- The African American secondary student mean days enrolled was 153.2 days, 7.5 days fewer than Other Students. This amounts to 1 ½ fewer instructional weeks enrolled for African American students.
- At middle schools, the African American student mean days enrolled was 155.6, 8.4 days fewer than Other Students. This amounts to over 1 2/3 fewer instructional weeks enrolled.
- At high schools, the African American student mean days enrolled was 151.0 days, 7.8 days fewer than Other Students. This amounts to over 1 ¾ fewer instructional weeks enrolled.
- While the mean days enrolled for African American and Other Students differ significantly at total secondary, MS, and HS levels, when disaggregated by best English grade most mean days enrolled differences are not significant.

**Report**

Days Enrolled		Race-Ethnic Grp		
	Sch Lvl Grp	African American	Other Than African American	Total
Mean	3 - Middle	155.6	164.0	160.4
	4 - High	151.0	158.8	156.2
	Total	153.2	160.7	157.9
N	3 - Middle	934	1243	2177
	4 - High	1023	2067	3090
	Total	1957	3310	5267
Sum	3 - Middle	145370.00	203877.00	349247.00
	4 - High	154517.00	328150.00	482667.00
	Total	299887.00	532027.00	831914.00

# Part 3 – Attendance MS & HS – Days Enrolled:

**ALL: Mean Days Enrolled For All Secondary Students**  
By Race Ethnicity  
For Exploratory Best English Grades



**Report**

Days Enrolled		Race-Ethnic Grp		
	Best English Grade	African American	Other Than African American	Total
Mean	A	168.2	169.7	169.3
	B	167.1	169.0	168.2
	C	162.1	167.5	164.8
	D	163.1	166.7	164.4
	F	143.7	142.3	143.3
	No Grade	81.3	90.8	86.7
N	A	589	1867	2456
	B	503	658	1161
	C	306	301	607
	D	160	92	252
	F	138	52	190
	No Grade	261	340	601
Sum	A	99075.00	316823.00	415898.00
	B	84065.00	111179.00	195244.00
	C	49607.00	50403.00	100010.00
	D	26088.00	15336.00	41424.00
	F	19837.00	7399.00	27236.00
	No Grade	21215.00	30887.00	52102.00

- At the secondary level, the differences between African American means and other student means are significant only at letter grade level “C”. While there is an overall difference between African American and other student days enrolled, that difference does not extend to most letter grades.
- Note the relationship between days enrolled and best letter grade. The slope from “A” to “D” remains relatively flat, but drops between letter grades “D” and “F”, i.e., between 164 and 143 days enrolled.

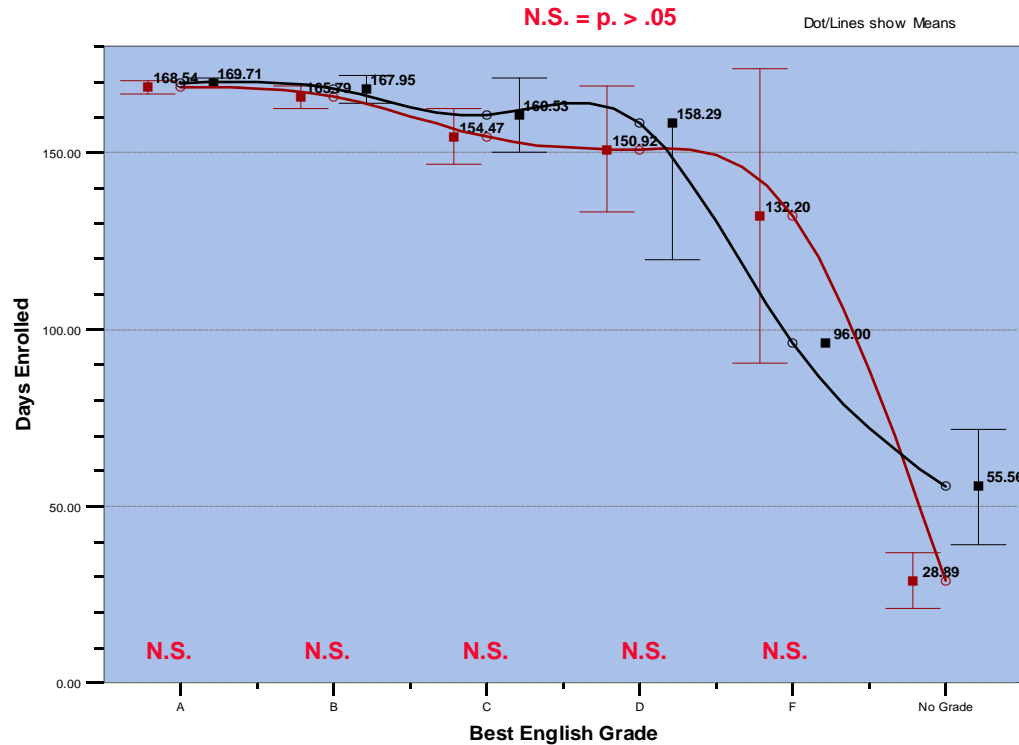


# Part 3 – Attendance MS – Days Enrolled:

**MS: Mean Days Enrolled For All MS Students**  
By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
—○— African American  
—●— Other Than African American

Error Bars show 95.0% CI of Mean



Report

Days Enrolled		Race-Ethnic Grp		
	Best English Grade	African American	Other Than African American	Total
Mean	A	168.5	169.7	169.3
	B	165.8	168.0	166.6
	C	154.5	160.5	156.5
	D	150.9	158.3	152.5
	F	132.2	96.0	126.2
	No Grade	28.9	55.6	40.9
N	A	468	983	1451
	B	275	152	427
	C	89	45	134
	D	26	7	33
	F	10	2	12
	No Grade	66	54	120
Sum	A	78876.00	166824.00	245700.00
	B	45593.00	25529.00	71122.00
	C	13748.00	7224.00	20972.00
	D	3924.00	1108.00	5032.00
	F	1322.00	192.00	1514.00
	No Grade	1907.00	3000.00	4907.00

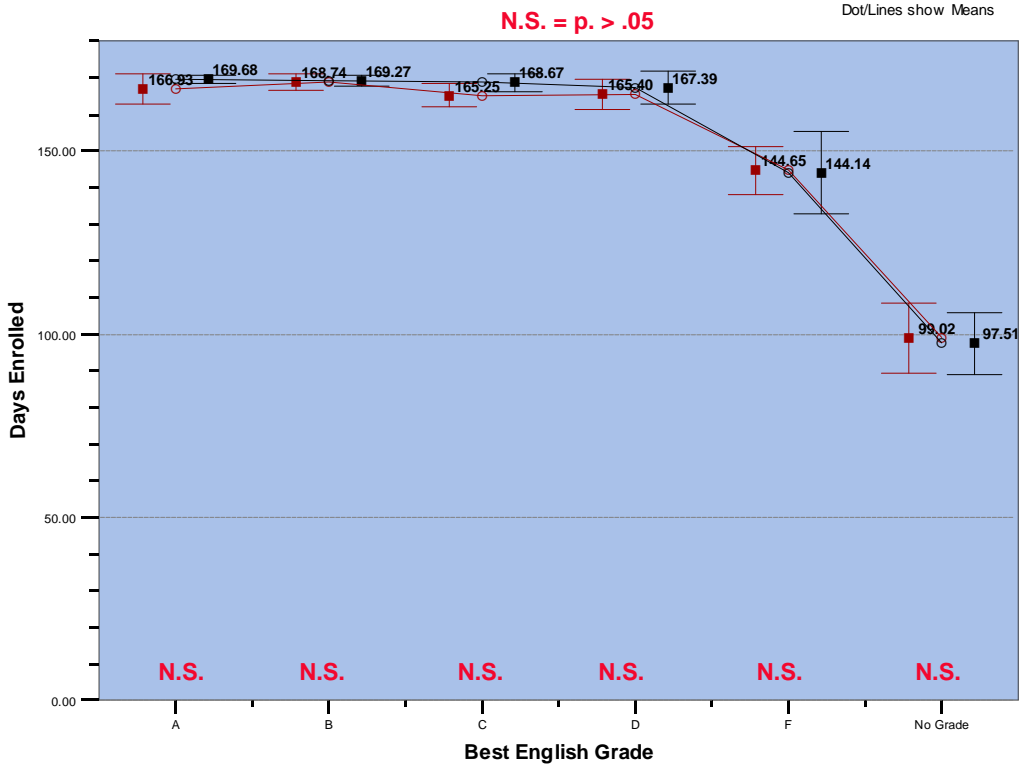
- At the MS level, the differences between African American means and other student means are significant only at “No Grade”. While there is an overall difference between African American and other student days enrolled, that difference does not extend to most letter grades.
- Note the relationship between days enrolled and best letter grade. The slopes from “A” to “B” and “C” to “D” remain relatively flat, but drop after letter grades “D”, i.e., at 150-153 days enrolled.

# Part 3 – Attendance HS – Days Enrolled:

**HS: Mean Days Enrolled For All HS Students**  
By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
—○— African American  
—●— Other Than African American

Error Bars show 95.0% CI of Mean  
Dot/Lines show Means



Report

Days Enrolled		Race-Ethnic Grp			
		Best English Grade	African American	Other Than African American	Total
Mean	A		166.9	169.7	169.4
	B		168.7	169.3	169.1
	C		165.2	168.7	167.1
	D		165.4	167.4	166.2
	F		144.6	144.1	144.5
	No Grade		99.0	97.5	98.1
N	A		121	884	1005
	B		228	506	734
	C		217	256	473
	D		134	85	219
	F		128	50	178
	No Grade		195	286	481
Sum	A		20199.00	149999.00	170198.00
	B		38472.00	85650.00	124122.00
	C		35859.00	43179.00	79038.00
	D		22164.00	14228.00	36392.00
	F		18515.00	7207.00	25722.00
	No Grade		19308.00	27887.00	47195.00

- At the HS level, the differences between African American means and other student means are not significant. While there is an overall difference between African American and other student mean days enrolled, that difference does not extend to letter grades.
- Note the relationship between days enrolled and best letter grade. The slope from “A” to “D” remains relatively flat, but drops after letter grades “D” i.e., below 166 days enrolled.

# Part 3 – Attendance – Days Absent:

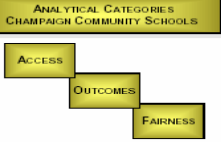
## Mean Days Attended By Race/Ethnicity –

- The African American secondary student mean days absent was 16.8 days, 5.8 days more than Other Students. This amounts to over 1 fewer instructional weeks attended for African American students.
- At middle schools, the African American student mean days absent was 11.8, 2.8 days more than Other Students. This amounts to over ½ fewer instructional weeks absent for African American students.
- At high schools, the African American student mean days absent was 21.4 days, 9.1 days more than Other Students. This amounts to almost 2 fewer instructional weeks absent for African American students.
- While the mean days absent for African American and Other Students differ significantly at total secondary, MS, and HS levels, when disaggregated by best English grade mean days absent differences generally are not significant with notable exception at the “A” and/or “B” letter grades. African American “A” & “B” students have significantly more days absent at the secondary level and at the HS. Differences at the MS level are significant at the “A” level.

**Report**

Days Absent		Race-Ethnic Grp		
	Sch Lvl Grp	African American	Other Than African American	Total
Mean	3 - Middle	11.8	9.0	10.2
	4 - High	21.4	12.3	15.3
	Total	16.8	11.0	13.2
N	3 - Middle	934	1243	2177
	4 - High	1023	2067	3090
	Total	1957	3310	5267
Sum	3 - Middle	10978.54	11207.75	22186.29
	4 - High	21852.17	25336.00	47188.17
	Total	32830.71	36543.75	69374.46

# Part 3 – Attendance MS & HS – Days Absent:



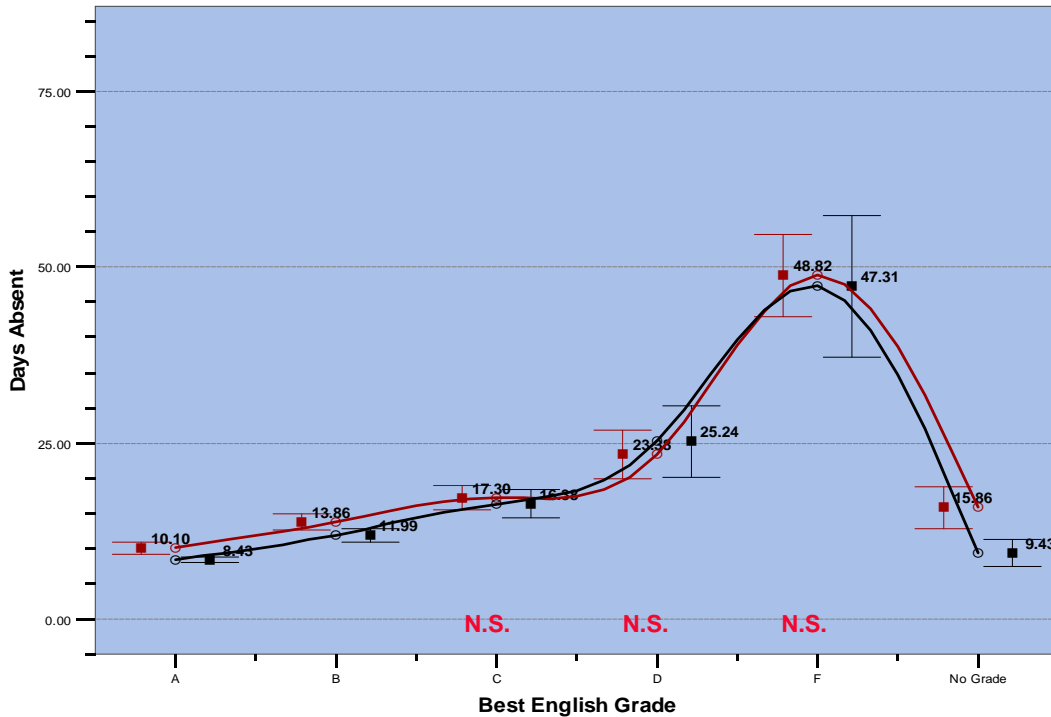
## ALL: Mean Days Absent For All Secondary Students

By Race Ethnicity For Exploratory Best English Grades

N.S. = p. > .05

**Race-Ethnic Grp**  
 - African American  
 - Other Than African American

Error Bars show 95.0% CI of Mean  
 Dot/Lines show Means



## Report

Days Absent		Race-Ethnic Grp		
	Best English Grade	African American	Other Than African American	Total
Mean	A	10.1	8.4	8.8
	B	13.9	12.0	12.8
	C	17.3	16.4	16.8
	D	23.4	25.2	24.1
	F	48.8	47.3	48.4
	No Grade	15.9	9.4	12.2
N	A	589	1867	2456
	B	503	658	1161
	C	306	301	607
	D	160	92	252
	F	138	52	190
	No Grade	261	340	601
Sum	A	5947.21	15737.25	21684.46
	B	6973.83	7886.50	14860.33
	C	5292.42	4930.00	10222.42
	D	3740.83	2322.50	6063.33
	F	6736.58	2460.00	9196.58
	No Grade	4139.83	3207.50	7347.33

- At the secondary level, the differences between African American means and other student means are significant at each letter grade levels “A” and “B” as well as at “No Grade”.
- Note the inverse relationship between days absent and best letter grade. As the letter grade decreases, the mean days absent increases. Note the steep rise between letter grades “C” and “D”, between 17 and 24 days absent.

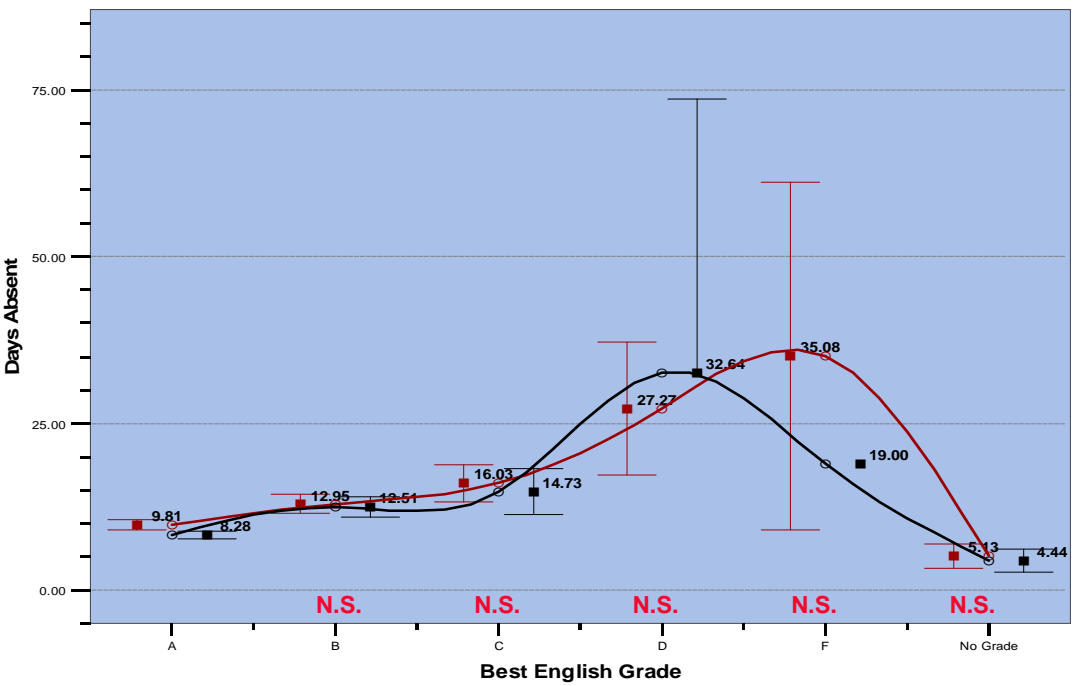
# Part 3 – Attendance MS – Days Absent:

**MS: Mean Days Absent For All MS Students**  
By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
—○— African American  
—●— Other Than African American

N.S. = p. > .05

Error Bars show 95.0% CI of Mean  
Dot/Lines show Means



Report

Days Absent		Race-Ethnic Grp		
	Best English Grade	African American	Other Than African American	Total
Mean	A	9.8	8.3	8.8
	B	12.9	12.5	12.8
	C	16.0	14.7	15.6
	D	27.3	32.6	28.4
	F	35.1	19.0	32.4
	No Grade	5.1	4.4	4.8
N	A	468	983	1451
	B	275	152	427
	C	89	45	134
	D	26	7	33
	F	10	2	12
	No Grade	66	54	120
Sum	A	4592.71	8137.75	12730.46
	B	3560.83	1901.00	5461.83
	C	1426.75	663.00	2089.75
	D	709.00	228.50	937.50
	F	350.75	38.00	388.75
	No Grade	338.50	239.50	578.00

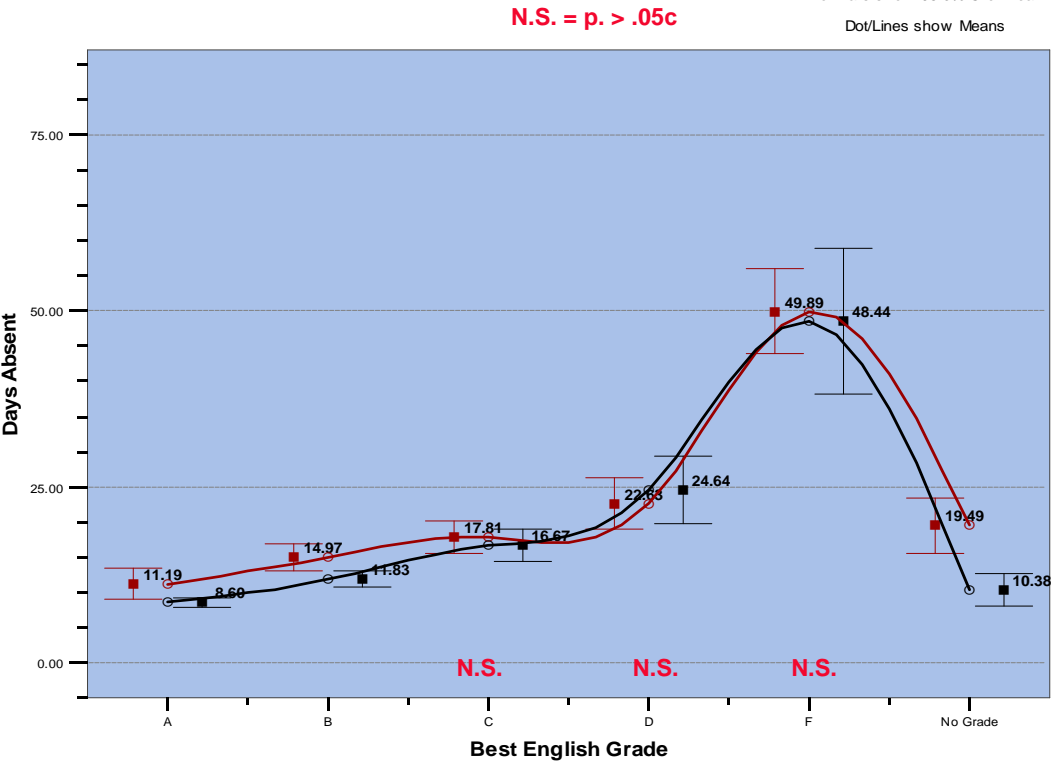
- At the MS level, the differences between African American means and other student means are significant only at letter grade level “A”.
- Note the inverse relationship between days absent and best letter grade. As the letter grade decreases, the mean days absent increases. Note the steep rise between letter grades “C” and “D”, between 16 and 28 days absent.

# Part 3 – Attendance HS – Days Absent:

**HS: Mean Days Absent For All HS Students**  
By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
—○— African American  
—●— Other Than African American

Error Bars show 95.0% CI of Mean  
Dot/Lines show Means



**Report**

Days Absent		Race-Ethnic Grp		
	Best English Grade	African American	Other Than African American	Total
Mean	A	11.2	8.6	8.9
	B	15.0	11.8	12.8
	C	17.8	16.7	17.2
	D	22.6	24.6	23.4
	F	49.9	48.4	49.5
	No Grade	19.5	10.4	14.1
N	A	121	884	1005
	B	228	506	734
	C	217	256	473
	D	134	85	219
	F	128	50	178
	No Grade	195	286	481
Sum	A	1354.50	7599.50	8954.00
	B	3413.00	5985.50	9398.50
	C	3865.67	4267.00	8132.67
	D	3031.83	2094.00	5125.83
	F	6385.83	2422.00	8807.83
	No Grade	3801.33	2968.00	6769.33

- At the HS level, the differences between African American means and other student means are significant at letter grade levels “A” and “B” as well as at “No Grade”.
- Note the inverse relationship between days absent and best letter grade. As the letter grade decreases, the mean days absent increases. Note the steep rise between letter grades “C” and “D”, between 17 and 23 days absent.

# Part 3 – Attendance – Days Attended:

## Mean Days Attended By Race/Ethnicity By School Level-

- The African American secondary student mean days attended was 136.5 days, 13.2 days fewer than Other Students. This amounts to over 2 ½ fewer instructional weeks attended for African American students.
- At middle schools, the African American student mean days attended was 143.9, 11.1 days fewer than Other Students. This amounts to over 2 fewer instructional weeks attended for African American students.
- At high schools, the African American student mean days attended was 129.7 days, 16.8 days fewer than Other Students. This amounts to over 3 fewer instructional weeks attended for African American students.
- While the mean days attended for African American and Other Students differ significantly at total secondary, MS, and HS levels, when disaggregated by best English grade mean days attended differences generally are not significant with notable exception at the “A”, “B”, or “C” letter grades. At the overall secondary level, African American “A”, “B”, and “C” students have significantly fewer days attended. At HS, “A” and “B” mean differences are significant. At MS, only “A” mean differences are significant.

**Report**

Days Attended				
		Race-Ethnic Grp		
		Other Than		
	Sch Lvl Grp	African American	African American	Total
Mean	3 - Middle	143.9	155.0	150.2
	4 - High	129.7	146.5	140.9
	Total	136.5	149.7	144.8
N	3 - Middle	934	1243	2177
	4 - High	1023	2067	3090
	Total	1957	3310	5267
Sum	3 - Middle	134391.46	192669.25	327060.71
	4 - High	132664.83	302814.00	435478.83
	Total	267056.29	495483.25	762539.54

# Part 3 – Attendance MS & HS – Days Attended:

## ALL: Mean Days Attended For All Secondary Students

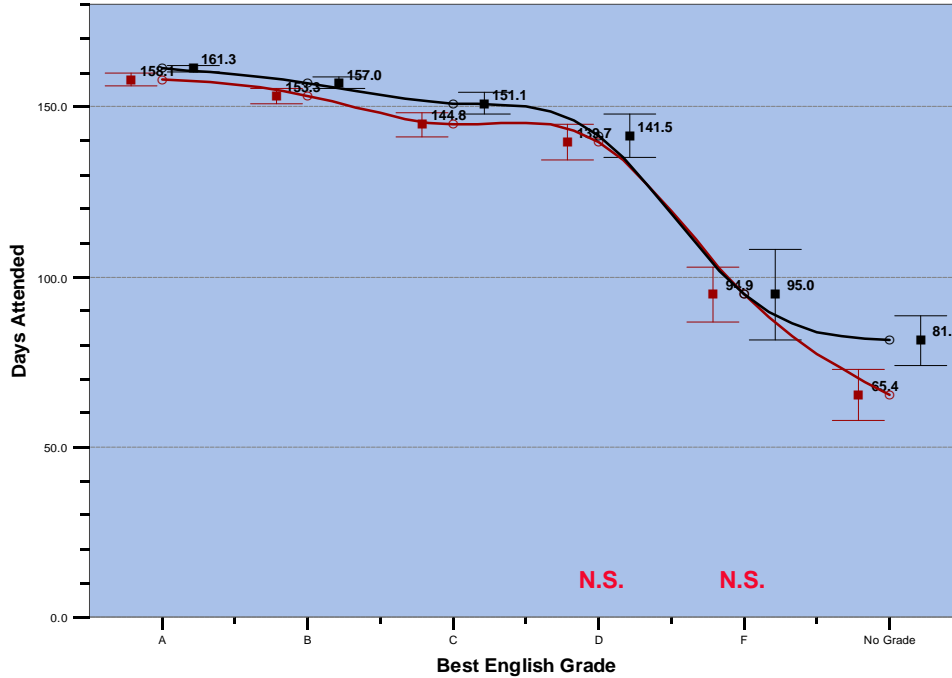
By Race Ethnicity For Exploratory Best English Grades

**Race-Ethnic Grp**  
 ○ African American  
 ● Other Than African American

Error Bars show 95.0% CI of Mean

Dot/Lines show Means

**N.S. = p. > .05**



### Report

Days Attended		Race-Ethnic Grp			
		Best English Grade	African American	Other Than African American	Total
Mean	A		158.1	161.3	160.5
	B		153.3	157.0	155.4
	C		144.8	151.1	147.9
	D		139.7	141.5	140.3
	F		94.9	95.0	94.9
	No Grade		65.4	81.4	74.5
N	A		589	1867	2456
	B		503	658	1161
	C		306	301	607
	D		160	92	252
	F		138	52	190
	No Grade		261	340	601
Sum	A		93127.79	301085.75	394213.54
	B		77091.17	103292.50	180383.67
	C		44314.58	45473.00	89787.58
	D		22347.17	13013.50	35360.67
	F		13100.42	4939.00	18039.42
	No Grade		17075.17	27679.50	44754.67

- At the secondary level, the differences between African American means and other student means are significant at each letter grade levels “A”, “B”, and “C” as well as at “No Grade”.
- Note the relationship between days attended and best letter grade. As the letter grade decreases, so does the mean days attended. Note the precipitous drop off at letter grade “D” or about 140 days attended.



# Part 3 – Attendance MS – Days Attended:

## MS: Mean Days Attended For All MS Students

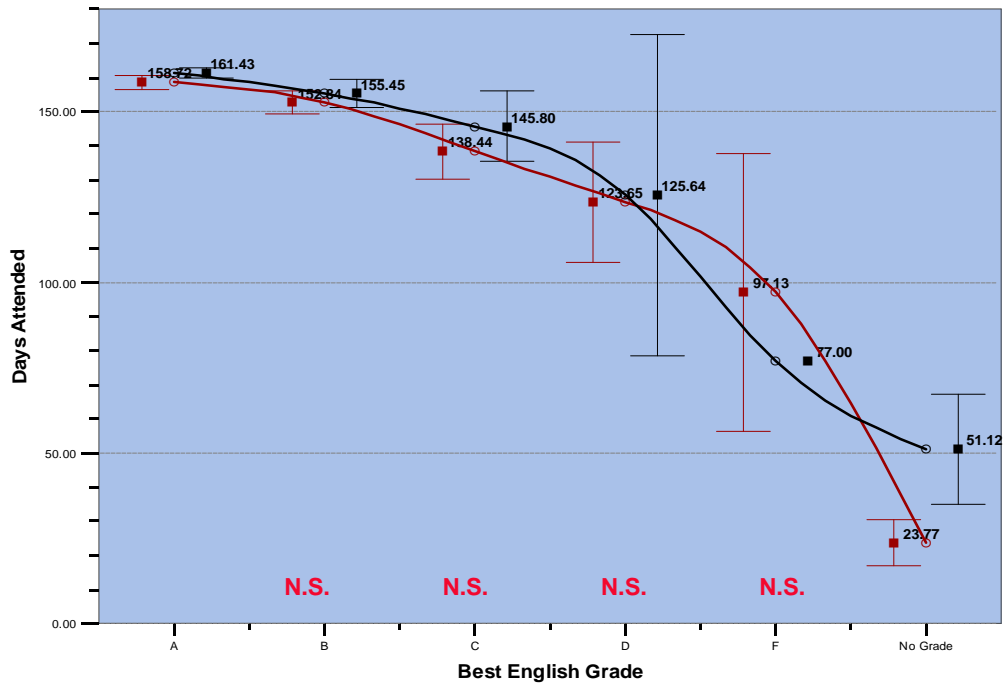
By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
● African American  
● Other Than African American

Error Bars show 95.0% CI of Mean

**N.S. = p. > .05**

Dot/Lines show Means



### Report

Days Attended		Race-Ethnic Grp			
		Best English Grade	African American	Other Than African American	Total
Mean	A		158.7	161.4	160.6
	B		152.8	155.4	153.8
	C		138.4	145.8	140.9
	D		123.7	125.6	124.1
	F		97.1	77.0	93.8
	No Grade		23.8	51.1	36.1
N	A		468	983	1451
	B		275	152	427
	C		89	45	134
	D		26	7	33
	F		10	2	12
	No Grade		66	54	120
Sum	A		74283.29	158686.25	232969.54
	B		42032.17	23628.00	65660.17
	C		12321.25	6561.00	18882.25
	D		3215.00	879.50	4094.50
	F		971.25	154.00	1125.25
	No Grade		1568.50	2760.50	4329.00

- At the MS level, the differences between African American means and other student means are significant only at letter grade level “A” and at “No Grade”.
- Note the relationship between days attended and best letter grade. As the letter grade decreases, so does the mean days attended. Note the precipitous drop off at letter grade “C” or about 140 days attended.

# Part 3 – Attendance HS – Days Attended:

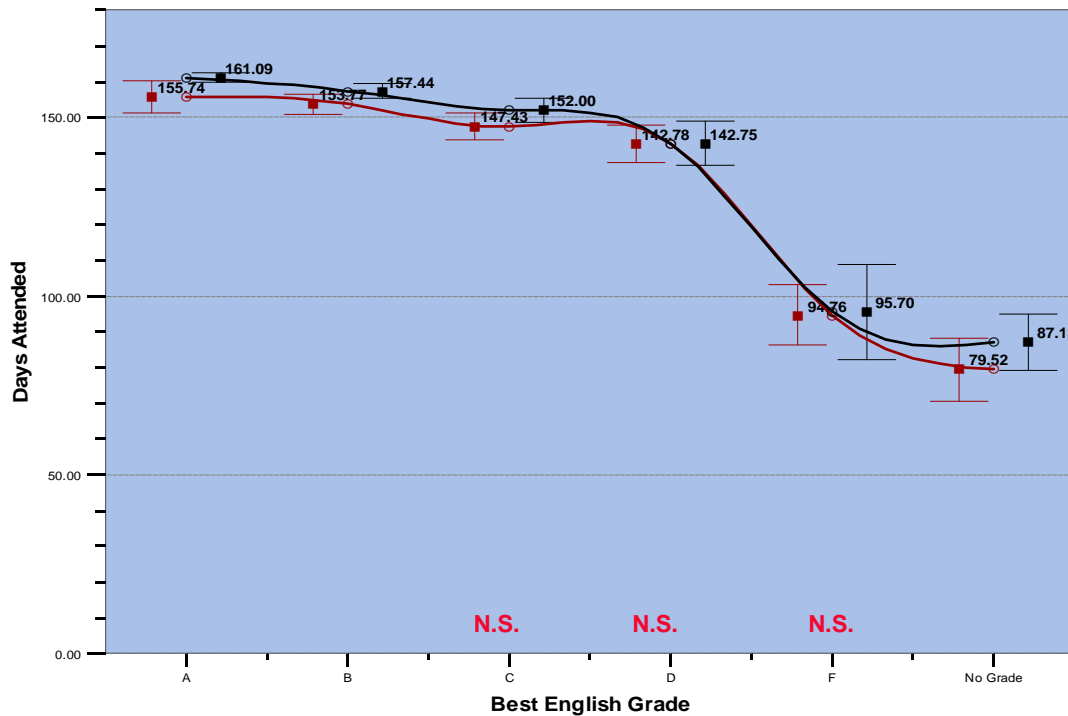
**HS: Mean Days Attended For All HS Students**  
By Race Ethnicity  
For Exploratory Best English Grades

**Race-Ethnic Grp**  
—○— African American  
—●— Other Than African American

Error Bars show 95.0% CI of Mean

Dot/Lines show Means

**N.S. = p. > .05**



**Report**

Days Attended		Race-Ethnic Grp			
		Best English Grade	African American	Other Than African American	Total
Mean	A		155.7	161.1	160.4
	B		153.8	157.4	156.3
	C		147.4	152.0	149.9
	D		142.8	142.8	142.8
	F		94.8	95.7	95.0
	No Grade		79.5	87.1	84.0
N	A		121	884	1005
	B		228	506	734
	C		217	256	473
	D		134	85	219
	F		128	50	178
	No Grade		195	286	481
Sum	A		18844.50	142399.50	161244.00
	B		35059.00	79664.50	114723.50
	C		31993.33	38912.00	70905.33
	D		19132.17	12134.00	31266.17
	F		12129.17	4785.00	16914.17
	No Grade		15506.67	24919.00	40425.67

- At the HS level, the differences between African American means and other student means are significant only at letter grade levels “A” and “B” and “No Grade”.
- Note the relationship between days attended and best letter grade. As the letter grade decreases, so does the mean days attended. Note the precipitous drop off at letter grade “D” or about 143 days attended.

*Appendix A:  
Robert Peterkin Comments -  
19-Oct-2006*

*“Inspect  
What You  
Expect”*



**Appendix A:**  
**October 19, 2006 Court Hearing – Comments by Robert S. Peterkin**

Honorable Joe Billy McDade  
Chief United States District Judge  
The United States District Court  
Central District of Illinois  
122 U.S. Courthouse  
100 N.E. Monroe Street  
Peoria, IL 61602

Thank you for the opportunity to address the Court on the Second Revised Consent Decree and the matters before us this morning. The Monitoring team, which includes James Lucey and William Trent, has enjoyed working with you and the parties in this case to meet the goals of the retreat. Personally I felt honored five years ago to be selected by both parties and you to assist the process agreed upon by the parties. We have attempted to bring our combined experiences to accomplishing our tasks, as high school teachers, principals, and district administrators, educational researchers and college faculty and administrators and, in one case, parent and grandparent of students who have attended and are attending Unit #4 schools.

The July 31 Order of the Court, which brings us here today, allows for an assessment of the progress made for African American children of Champaign Unit #4 school district thus far under the Consent Decree. The order also anticipated in the district's response, a presentation of the adaptations to programs and practices that must be made so that the goals of the Consent Decree and related documents - the Educational Equity Memorandum, the Educational Equity Implementation Plan (EEIP), the Controlled Choice Memorandum, and the Office for Civil Rights agreement - are met by the end of the 2008-09 school year. The order was indeed prescient in stating that:

*...the Court is concerned about the current implementation schedule. Accordingly, the Court finds it necessary to invoke its oversight jurisdiction. In that regard, the Court directs Defendant to submit a report as to what actions are being taken to insure compliance with the Second Revised Consent Decree before its scheduled expiration in 2009. In particular, in connection with achieving the Consent Decree*

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*objectives within the remaining time, the Court orders Defendant to:*

*(1) explicitly identify and address its final targets and the procedural steps it intends to take to reach those targets for each of the eight areas of focus identified in the Third Monitoring Report, which include: enrollment and attendance; participation in gifted and talented programs; special education assignments; disciplinary actions (including suspensions); student achievement, dropouts, and graduation rates; staffing, hiring, and recruitment results; Controlled Choice; and Information Technology.*

*(2) explicitly address how the responsibilities for these targeted outcomes will be assigned within the District, and how District personnel will be held accountable for this final implementation of the Consent Decree objectives. While Defendant is responsible for this report, it is anticipated that the "targets and the procedural steps" have been or will be developed in consultation with Plaintiffs.*

The Monitor has presented his concerns over the slow pace of improvement in the academic achievement of African American students in the 2<sup>nd</sup> and 3<sup>rd</sup> Monitoring Reports to the Court. In fact, the “theme” of the 3<sup>rd</sup> Monitoring Report could be said to be the admonition to “Accelerate the Pace of Change,” so that the goals of the Consent Decree would be met, and so that African American students would participate in academic success at the same, or comparable, rates as their white classmates.

The district rightly cites improvements in several areas in its report to the Court. The controlled choice student assignment process, increases in ISAT test scores at the elementary level, access to gifted and talented experiences and Level III courses for African American students, recruitment and hiring of African American teachers, administrators and staff are all accomplishments which the Monitoring Team wishes to acknowledge. We have concerns in some of these areas that will be described briefly below, but these accomplishments must be seen in the light of the condition of African American students at the beginning of the Consent Decree, or the 1998 Educational Equity Audit, which James Lucey and I authored.

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Yet the primary function of the Monitor is to continually point the way to enhancements in District policies and operations that will result in the improvement of the academic condition of African American children. While this approach may seem negative to some District representatives and members of the public, as the Monitoring Team has been told, we believe that only through such an objective, external review - one that balances Plaintiff concerns and District responses - can a community develop the capacity to conduct its own affairs after Court oversight is completed. Therefore the Monitoring Team, of necessity, focuses on disparities that stubbornly persist for African American children in areas such as discipline, special education, and student achievement (grades, dropouts, and graduation rates). Of additional concern are the outstanding issues of the overrepresentation of African American regular education and special education students at Columbia Center, and the lack of the implementation of a “true” alternative education plan for disaffected students. The Monitoring Team has also presented, in the 3<sup>rd</sup> Monitoring Report, an analysis which we would have liked to have seen addressed in the District’s report – that of highly capable African American students who are more frequently disciplined and receive lower grades than their equally capable white classmates.

Finally, the Monitoring Team is newly concerned about the state of the District’s ability to collect, analyze, and publish data relevant to their improvement efforts. James Lucey of the Monitoring Team has agreed to work with the new data team of the District to assist Unit #4 in becoming proficient in this crucial area. Once again, we exhort the District to quickly build the capacity to “Inspect What They Expect.” The Monitoring Team will submit the District’s Quarterly Reports to the Court for informational purposes from this point on.

With respect to the District’s Report to the Court of Consent Decree Targets and Goals, The Monitor is disappointed at the lack of specificity of targets, identification of new or accelerated programs and opportunities for African American students to advance their learning and the absence of internal accountability for employees who should be responsible for student learning. The Monitor is perplexed at this outcome in light of the specific mandates of the July 31, 2006 Court Order, and the conversation the District had with the

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Monitoring Team and Judge McDade’s Clerk on August 25, 2006 wherein the expectations for response were clarified and reinforced for both parties.

Therefore, this I will, of necessity, address what these omissions portend for the outcomes the Court and the Parties envisioned in 2002, and where, possible suggest directions the District, Plaintiffs and the Court might consider.

**1) *Targets need to be specifically stated and enforced throughout the District***

- a) Overall, the District and the Plaintiffs have committed to targets known as “Racial Fairness Guidelines.” Reference to these goals is to be found in the Educational Equity Agreement and the Educational Equity Implementation Plan and was a reasonable compromise on a measure that could assess progress over time. The Monitor was engaged in these conversations. The target the parties and the Monitoring Team have utilized is +/- 15% of African American student enrollment in determining their proper representation in gifted and talents programs, Level III courses, discipline referrals, etc. The district should continue to use this target to set numerical goals for growth at the district, departmental and school levels so that their employees are acutely aware of their responsibilities. The Plaintiffs have suggested interim growth goals in their response, which can serve as a basis for discussion and decisions.
- b) The EEIP also has specific targets for student achievement, as stated in the District Report. The District should use these targets to establish growth measures at the district, departmental and school levels and insert these targets in the evaluation documents and processes for district administrators.
- c) In their report, the District cites the fact that all of the elementary schools have made Adequate Yearly Progress under the federal

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No Child Left Behind Act of the federal government. While we acknowledge that accomplishment, NCLB/AYP goals and measures are not to be substituted for Consent Decree goals. It should be noted for instance, that despite “meeting AYP,” at the elementary level (the middle and high schools did not meet AYP targets), African American students have a considerable achievement gap in reading and mathematics when compared to their white classmates. This gap places this comparison outside of racial fairness guidelines at the several grades.

- d) Individual school goals and departmental goals are lacking in the District’s report.

**2) *Lack of identification of programs to accelerate African American student achievement***

- a) The District relies on programs that have had limited success, or whose effectiveness is limited to one level or one period in time. This is evident with TAOEP An attendance improvement effort, curriculum alignment (elementary level), PBIS (a behavior intervention program), Columbia Center transition, and Special Education “reviews.”

- i. TAOEP is designed to address the concern over students who are frequently absent, with a focus on the attendance of certain African American students. Created through external funds, this program does not represent a system-wide approach to the issue raised in the three monitoring reports and several Plaintiff requests. The results the District cites are modest and the Monitoring Team is unable to make its own determination of program effectiveness based on District data.

- ii. The Monitor applauds the curriculum alignment effort at the elementary level. The district indicates that the



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recent increase in achievement levels of elementary students, including African American students, on the ISAT may be due to this curriculum alignment and the attendant professional development of teachers. The District recognizes, however, that this increase is a “general” increase and that the achievement gap between the scores of African American and white students persists. Additionally, this type of curriculum alignment holds less firmly at the middle school level and is not evident at the high school level. The District must aggressively address these issues in the immediate future.

- iii. PBIS has a mixed history of implementation in Unit 4 that may account for the increase in disciplinary incidents and suspensions in the District. The disproportionality of African American students persists in disciplinary actions, including for high achieving African American students. As the Plaintiffs have pointed out in their response to the district’s report, PBIS is not designed as a behavioral intervention for African American students. Nor can the District be seen as in compliance with the Consent Decree’s admonition that discipline be used as an intervention, not as a punishment, given the rates of disparity. Additionally, the adoption of PBIS by the school campuses, and the necessary professional development, was at first voluntary and now is universal, at least at the elementary level. The District must give the school campuses clear direction on their responsibility for positive school climate for and fair treatment of African American students as a precursor to student success. A reduction in suspension of African American students should be the basis for academic improvement. A final recommendation is that the District commissions another climate survey of students, parents, teachers and administrators.

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- iv. The transition program begun in 2004 for the largely African American students at Columbia Center repositioned them as viable students at “regular” middle and high schools. The transition program was a product of collaboration between the Plaintiffs and the District and involved the monitoring and support efforts of school personnel at both Columbia and the receiving schools. This persistent vigilance resulted in many successful reentries of fragile, though difficult, students. For whatever reason, such monitoring and support were not evident in the past academic year, resulting in many fewer successful reentries. The recommendation is a simple one – return to what worked for these students and transfer these lessons to the recovery of other excluded populations.
  - v. The District, at the Monitor’s request, has reviewed the Individual Education Plans (IEP) for African American students as well as the Building Support Team (BST) process that is a cornerstone of the special education evaluation process. These have been strong steps in insuring that there is little or no deviation from best policy and state and federal laws in the identification and assignment of African American students to special education program. Now the Plaintiffs have requested, and the Monitoring Team endorses, another type of study to examine if there are any disparities in the evaluation of African American and white students for similar disabilities. We strongly urge the District to commence this analysis in this academic year.
- b) Even when the district has an unqualified success, such as the Stratton conversion, it struggles, or seems reluctant, to replicate the success at other troubled campuses. The District should consider such restructuring or reconstitution that occurred at Stratton at other campuses. Booker T. Washington Elementary, Edison and Franklin Middle Schools and Central High School would appear to be likely candidates for such a

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radical overhaul.

- c) The district has postponed the implementation of a viable alternative school for disaffected youth for two years, while Columbia Center, READY and Storefront provide inadequate and racially identifiable programs for violent and disaffected youth alike. The District should immediately fund an alternative program in consultation with Plaintiffs and with the review and approval of the Court.
  
- d) The District has initiated programs that have had initial positive impact on African American student access to Level III courses, as with the transitional services for the return of Columbia Center students to their home, or newly assigned schools as mentioned above. Both programs were designed to facilitate entry for African American students into the “unchartered” territory of academic success. Central office and school staffs and plaintiffs collaborated on the design of the programs and initial evidence demonstrated that this approach had positive results. Recent conversation and evidence indicates that these efforts have diminished over time. This is an example of the need for the district to sustain programs that work, monitor their on-going implementation and make these transitions essential to the evaluation of responsible teachers and administrators.

The bottom line in this point is that the district needs to rethink its approach in some areas and adopt programs and approaches that accelerate the academic progress of African American students, or it needs to rededicate its efforts in areas where it has demonstrated proficiency in meeting the needs of these students, but have not pursued these efforts over time. If not, the Monitoring Team is concerned that the targets for African American student achievement will not be met.

**3) *Absence of Accountability***

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- a) The July 31, 2006 Order specifically requested that the District indicate the persons responsible for the targets and oversight of the programs designed and implemented to meet the targets. While the district assigns “responsibility” for the procedural steps to various administrators (deputy superintendent, assistant superintendent, principal), there is an absence of any system for assessment of intermediate improvement (or stasis), provision of mid-course or other corrections, or penalty for failure of performance of these administrators to meet targets.
- b) A review of the only employee evaluation provided, that of Campus Level Administrators, reveals only four items in the evaluative process that specifically address responsibility for Consent Decree goals out of sixty nine items. While the district must evaluate its employees on their performance for all students, the evaluation document does not reflect the special obligation that the District must exercise through its employees for the improved performance of African American students. All employee evaluation instruments and contracts should specifically address responsibility for performance on Consent Decree goals. School Board policy and Superintendent standards for administrators should include penalty for failure to meet targets set for their school or program under the Consent Decree. Since these evaluations are not public documents, the District will have to ensure the public and this Court that such supervision is on-going and effective.
- c) In recent years, the District has produced quarterly data reports on progress on Consent Decree goals. These reports have been the basis for meetings of the parties and the Monitoring Team. The Monitoring Team and the Plaintiffs reviewed these reports for accuracy, suggested corrections, and made recommendations for improvements in programs or structures. The ultimate hope for these reports were twofold: 1) the District would gain a level of accuracy on the reported

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data so that their reports would serve as the public documentation of district progress, obviating the need for a Monitor's report or review, and 2) this new level of accuracy would present the administration and School Board with an opportunity for insight and analysis that would lead to improved and focused programming for African American students. This has not happened to the extent the Monitoring Team had hoped for. The district has restructured its data department to deal with accuracy problems. The Monitoring Team has responded to this change and will work with the District, as requested, to improve the accuracy of its data collection and analysis and report its findings to the Court after the next quarterly meeting and submit the District's document to the Court in the future.

**Other issues:**

**Controlled Choice**

The controlled choice student assignment plan has met, or exceeded, all expectations for its implementation. Assignment of students to available choices has resulted in a very high percentage of students and parents receiving one of their three choices of schools. At the elementary level, record numbers of kindergarten assignments were made in this academic year for next year. As the controlled choice process encompassed middle school assignments, racial identifiability has been eliminated at the 6<sup>th</sup> and 7<sup>th</sup> grades and will be eliminated in the three comprehensive middle schools by 2007-08. The notable exception is Columbia Center Middle School, which remains disproportionately African American in student population. The District should respond as soon as possible to Plaintiff's concerns with regard to enrollment overrides in elementary assignments and District support for the Family Information Center. The latter has been identified by the Monitor as an essential component of the success of the controlled choice process, and a potential support to any credible effort by the District to reduce absenteeism among African American students.

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**Dropout and Graduation Rates**

In their report to the Court, the District states that, “The Consent Decree and EEIP do not include goals for Dropout and Graduation rates. The District addresses these areas through its Strategic Plan..., Administrator evaluations..., and through the attendance outreach initiatives described herein.” The Monitoring Team cannot determine if these statements are an affirmation of responsibility for these issues, or an abrogation of responsibility. The Strategic Plan is not a legal document or part of the Consent Decree. We have raised our concerns about TAOEP and the administrator evaluations.

We do affirm our belief that graduation is the ultimate responsibility of any school system and any remedy for African American students in this case must prevent their leaving school prior to graduation, and that the diploma awarded at graduation to these students be recognized as valid and rigorous. We hold that the goal for graduation of African American students must be the same as that for white students, and that goal is inherent in the very fiber of the consent decree.

At the end of the day, the Monitoring Team states that it believes that the district was largely unresponsive to the Court’s July 31, 2006 order in that it did not specifically address targets, steps, and responsibility for accelerating the progress of African American students as agreed under the Second Revised Consent Decree. The Monitoring Team believes that, with true collaboration with the Plaintiffs, the District has the ability to meet the goals of the Consent decree and build an academic environment where all students prosper. Through a dedication to establishing hard, but achievable targets for employees, a refocusing of programmatic efforts to meet the needs of African American students and a system of strict internal accountability for results, the mutually agreed upon goals of the Consent decree can be met and even exceeded.

Thank you for your attention.

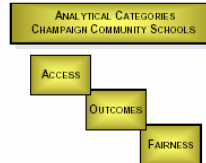
# *Appendix B: Middle School & High School Core Course Grades Worksheets*

English, Math, Science, & Social Science

The following tables contain the worksheets used to depict the distribution of all African American student grades in core courses as included on report cards. Middle School report cards are quarterly while High School report cards only are at semester end. The distribution of any course grade for any racial/ethnic group should be expected to approximate the percentage that racial/ethnic group represents of all grades. To measure progress, a +/- 15% boundary has been used. Any African American grade distribution falling within +/-15% of the proportion of African American course enrollment is highlighted and projected as “In-Bounds”. Any African American grade distribution outside of the +/-15% boundary is projected as “Out-of-Bounds”. Note that “Other” grades are not used for final grades. Only grades A-F are used as grades in this analysis.

*“Inspect  
What You  
Expect”*

Appendix  
**B**





# Core Course Grades - District MS Summary

## District Level - Middle Schools - Most Frequent Grades - Least Frequent Grades - Grade Distribution

Core:	English				Math				Science				Social Science			
	2-African American				2-African American				2-African American				2-African American			
SY	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M
Students -Unduplicated Count =	754	819	812	868	757	819	809	862	766	854	807	864	717	837	804	864
Number of Grades =	3,904	3,480	6,339	6,672	2,865	3,480	3,115	3,305	2,980	3,307	3,572	3,289	2,799	3,322	3,130	3,397
A's	17%	20%	23%	22%	12%	20%	17%	16%	12%	17%	21%	22%	15%	21%	23%	19%
B's	23%	24%	27%	28%	22%	24%	24%	26%	22%	22%	29%	29%	22%	22%	26%	27%
C's	25%	23%	23%	25%	24%	23%	24%	27%	27%	24%	24%	24%	25%	24%	23%	24%
D's	17%	17%	14%	13%	20%	17%	17%	15%	19%	18%	14%	14%	19%	15%	13%	13%
F's	18%	16%	13%	11%	22%	16%	16%	17%	19%	19%	12%	11%	20%	18%	15%	16%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Most Frequent Grade	C	B	B	B	C	B	B,C	C	C	C	B	B	C	C	B	B
Least Frequent Grade	A&D	F	F	F	A	F	F	D	A	A	F	F	A	D	D	D
Mean No of Grades =	5.2	4.2	7.8	7.7	3.8	4.2	3.9	3.8	3.9	3.9	4.4	3.8	3.9	4.0	3.9	3.9

Not African American	MS - Not Afr Am Total				MS - Not Afr Am Total				MS - Not Afr Am Total				MS - Not Afr Am Total			
	SY	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005
Students -Unduplicated Count =	1,211	1,112	1,148	1,189	1,150	1,112	1,176	1,204	1,197	1,151	1,170	1,196	1,153	1,065	1,165	1,190
Number of Grades =	6,991	5,104	9,102	9,231	4,450	5,104	4,599	4,678	4,550	4,325	5,112	4,619	4,223	4,163	4,563	4,823
A's	49%	52%	56%	57%	39%	52%	45%	44%	45%	47%	58%	58%	48%	51%	57%	56%
B's	24%	25%	24%	23%	27%	25%	29%	27%	29%	28%	25%	23%	25%	25%	21%	23%
C's	15%	13%	11%	12%	18%	13%	15%	16%	15%	13%	11%	11%	14%	13%	12%	12%
D's	7%	5%	5%	5%	8%	5%	7%	8%	7%	7%	4%	4%	6%	6%	5%	5%
F's	6%	5%	4%	3%	8%	5%	4%	5%	5%	5%	3%	3%	7%	6%	5%	4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Most Frequent Grade	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A	A
Least Frequent Grade	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
Mean No of Grades =	5.8	4.6	7.9	7.8	3.9	4.6	3.9	3.9	3.8	3.8	4.4	3.9	3.7	3.9	3.9	4.1

District Level - Modal Grades	HS - Total				HS - Total				HS - Total				HS - Total			
	SY	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005
Students -Unduplicated Count =	1,965	1,931	1,960	2,057	1,907	1,931	1,985	2,066	1,963	2,005	1,977	2,060	1,870	1,902	1,969	2,054
Number of Grades =	10,895	8,584	15,441	15,903	7,315	8,584	7,714	7,983	7,530	7,632	8,684	7,908	7,022	7,485	7,693	8,220
A's	37%	39%	42%	42%	29%	39%	34%	33%	32%	34%	43%	43%	35%	38%	43%	41%
B's	24%	24%	25%	25%	25%	24%	27%	26%	26%	25%	26%	26%	23%	23%	23%	25%
C's	18%	17%	16%	18%	20%	17%	19%	21%	20%	18%	16%	17%	18%	18%	16%	17%
D's	11%	10%	9%	9%	13%	10%	11%	11%	12%	12%	8%	8%	11%	10%	8%	8%
F's	10%	10%	8%	7%	13%	10%	9%	10%	10%	11%	7%	6%	12%	11%	9%	9%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Most Frequent Grade	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Least Frequent Grade	F	D-F	F	F	D,F	D,F	F	F	F	D-F	F	F	D	D	D	D
Mean No of Grades =	5.5	4.4	7.9	7.7	3.8	4.4	3.9	3.9	3.8	3.8	4.4	3.8	3.8	3.9	3.9	4.0

SY2006 data is from EOM JUN SY2006. SY2003 data has been restated to reflect changes to ethnic coding implemented in SY2004. SY2003, SY2004, and SY2005 data is from the respective school year's EOM JUN.



# District MS Computational Worksheet

Middle School Worksheet - +/- 15% Status for Core Courses SY2003 Restated - SY2006

		English				Math				Science				Social Science					
		SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M		
Number of Grades for African Americans	A's	661	713	1,441	1,446	343	713	545	530	372	565	755	734	406	708	720	637	A's	
	B's	902	833	1,698	1,898	623	833	761	853	664	744	1,027	944	602	737	824	917	B's	
	C's	958	793	1,472	1,687	701	793	763	881	802	787	871	796	702	790	706	831	C's	
	D's	668	577	906	880	581	577	533	495	569	586	489	454	528	496	419	455	D's	
	F's	715	564	822	761	617	564	513	546	573	625	430	361	561	591	461	557	F's	
Total AA		3,904	3,480	6,339	6,672	2,865	3,480	3,115	3,305	2,980	3,307	3,572	3,289	2,799	3,322	3,130	3,397	Total AA	
Total Number of Grades	A's	4,061	3,368	6,532	6,673	2,100	3,368	2,636	2,601	2,410	2,605	3,698	3,406	2,451	2,818	3,328	3,357	A's	
	B's	2,564	2,100	3,886	4,015	1,828	2,100	2,077	2,096	1,975	1,944	2,289	2,017	1,645	1,757	1,791	2,028	B's	
	C's	1,986	1,442	2,494	2,784	1,480	1,442	1,445	1,648	1,475	1,342	1,422	1,322	1,294	1,325	1,260	1,388	C's	
	D's	1,172	850	1,337	1,371	951	850	848	860	885	904	699	651	790	754	645	695	D's	
	F's	1,112	824	1,192	1,060	956	824	708	778	785	837	576	512	842	831	669	752	F's	
Total Grades		10,895	8,584	15,441	15,903	7,315	8,584	7,714	7,983	7,530	7,632	8,684	7,908	7,022	7,485	7,693	8,220	Total Grades	
African American Percentage of Total Grades	A's	16%	21%	22%	22%	16%	21%	21%	20%	15%	22%	20%	22%	17%	25%	22%	19%	A's	
	B's	35%	40%	44%	47%	34%	40%	37%	41%	34%	38%	45%	47%	37%	42%	46%	45%	B's	
	C's	48%	55%	59%	61%	47%	55%	53%	53%	54%	59%	61%	60%	54%	60%	56%	60%	C's	
	D's	57%	68%	68%	64%	61%	68%	63%	58%	64%	65%	70%	70%	67%	66%	65%	65%	D's	
	F's	64%	68%	69%	72%	65%	68%	72%	70%	73%	75%	75%	71%	67%	71%	69%	74%	F's	
AA % of Total		36%	41%	41%	42%	39%	41%	40%	41%	40%	43%	41%	42%	40%	44%	41%	41%	AA % of Total	
+/- 15% Calculation - (Dff Between AA% for each grade & Avg AA%)	A's	-20%	-19%	-19%	-20%	-23%	-19%	-20%	-21%	-24%	-22%	-21%	-20%	-23%	-19%	-19%	-22%	A's	
	B's	-1%	-1%	3%	5%	-5%	-1%	-4%	-1%	-6%	-5%	4%	5%	-3%	-2%	5%	4%	B's	
	C's	12%	14%	18%	19%	8%	14%	12%	12%	15%	15%	20%	19%	14%	15%	15%	19%	C's	
	D's	21%	27%	27%	22%	22%	27%	22%	16%	25%	21%	29%	28%	27%	21%	24%	24%	D's	
	F's	28%	28%	28%	30%	25%	28%	32%	29%	33%	31%	34%	29%	27%	27%	28%	33%	F's	
		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%		

# Core Course Grades - District HS Summary

## District Level - High Schools - Most Frequent Grades - Least Frequent Grades - Grade Distribution

Core:	English				Math				Science				Social Science			
	2-African American				2-African American				2-African American				2-African American			
African American	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M
Students -Unduplicated Count =	730	763	729	828	711	741	738	807	473	531	578	656	725	731	671	713
Number of Grades =	3,392	3,262	3,089	1,733	2,714	2,888	3,064	1,616	1,645	1,817	2,134	1,164	2,938	2,503	2,203	1,176
A's	12%	13%	14%	10%	9%	9%	10%	6%	11%	9%	13%	6%	13%	16%	21%	7%
B's	22%	27%	24%	20%	20%	19%	17%	13%	20%	17%	21%	14%	21%	21%	23%	15%
C's	24%	24%	26%	26%	26%	25%	24%	20%	26%	27%	26%	25%	24%	26%	25%	22%
D's	18%	17%	17%	22%	19%	20%	21%	25%	22%	24%	19%	26%	19%	19%	17%	26%
F's	25%	20%	18%	23%	26%	27%	29%	36%	21%	23%	21%	28%	23%	18%	14%	30%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Most Frequent Grade	F	B	C	C	F	F	F	F	C	C	C	F	C	C	C	F
Least Frequent Grade	A	A	A	A	A	A	A	A	A	A	A	A	A	A	F	A
Mean No of Grades =	4.6	4.3	4.2	2.1	3.8	3.9	4.2	2.0	3.5	3.4	3.7	1.8	4.1	3.4	3.3	1.6

Not African American	HS - Not Afr Am Total				HS - Not Afr Am Total				HS - Not Afr Am Total				HS - Not Afr Am Total			
	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M
Students -Unduplicated Count =	1,889	1,862	1,882	1,781	1,948	1,933	1,896	1,785	1,473	1,537	1,576	1,517	1,898	1,867	1,773	1,620
Number of Grades =	8,274	8,052	8,157	3,883	7,322	7,455	7,488	3,523	5,772	5,920	6,381	3,080	7,211	6,777	6,276	2,968
A's	36%	38%	39%	40%	29%	32%	31%	28%	36%	39%	40%	39%	39%	45%	46%	35%
B's	32%	32%	30%	30%	30%	31%	30%	30%	29%	29%	28%	27%	29%	26%	27%	33%
C's	17%	17%	17%	17%	22%	19%	20%	22%	20%	18%	19%	18%	17%	16%	16%	17%
D's	8%	7%	7%	8%	10%	10%	10%	12%	9%	8%	8%	9%	9%	8%	7%	9%
F's	7%	6%	6%	5%	9%	8%	9%	9%	6%	6%	6%	6%	6%	5%	5%	7%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Most Frequent Grade	A	A	A	A	B	A	A	B	A	A	A	A	A	A	A	A
Least Frequent Grade	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
Mean No of Grades =	4.4	4.3	4.3	2.2	3.8	3.9	3.9	2.0	3.9	3.9	4.0	2.0	3.8	3.6	3.5	1.8

District Level - Modal Grades	HS - Total				HS - Total				HS - Total				HS - Total			
	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M
Students -Unduplicated Count =	2,619	2,625	2,611	2,609	2,659	2,674	2,634	2,592	1,946	2,068	2,154	2,173	2,623	2,598	2,444	2,333
Number of Grades =	11,666	11,314	11,246	5,616	10,036	10,343	10,552	5,139	7,417	7,737	8,515	4,244	10,149	9,280	8,479	4,144
A's	29%	31%	33%	31%	24%	26%	25%	21%	30%	32%	33%	30%	32%	37%	40%	27%
B's	29%	31%	28%	27%	28%	27%	26%	25%	27%	26%	26%	24%	27%	25%	26%	28%
C's	19%	19%	20%	20%	23%	21%	21%	21%	21%	20%	21%	20%	19%	18%	18%	18%
D's	11%	10%	10%	12%	13%	12%	13%	16%	12%	12%	11%	14%	12%	11%	9%	14%
F's	12%	10%	9%	10%	14%	13%	15%	17%	10%	10%	10%	12%	11%	8%	7%	13%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Most Frequent Grade	A-B	A-B	A	A	B	B	B	B	A	A	A	A	A	A	A	B
Least Frequent Grade	D	D-F	F	F	D	D	D	D	F	F	F	F	F	F	F	F
Mean No of Grades =	4.5	4.3	4.3	2.2	3.8	3.9	4.0	2.0	3.8	3.7	4.0	2.0	3.9	3.6	3.5	1.8

SY2006 data is from EOM JUN SY2006. SY2003 data has been restated to reflect changes to ethnic coding implemented in SY2004. SY2003, SY2004, and SY2005 data is from the respective school year's EOM JUN.

# District HS Computational Worksheet

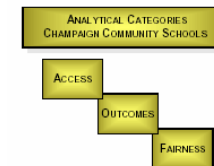
High School Worksheet +/- 15% Status for Core Courses SY2003 Restated - SY2006

		English				Math				Science				Social Science					
		SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M	SY2003	SY2004	SY2005	SY2006-M		
Number of Grades for African Americans	A's	397	423	441	169	250	263	295	95	180	168	276	71	384	397	462	78	A's	
	B's	739	866	732	354	533	537	511	215	323	310	439	164	625	534	509	175	B's	
	Cs	803	774	818	442	693	733	727	323	429	489	564	290	699	644	554	256	Cs	
	Ds	605	554	530	373	521	580	636	402	369	433	411	308	567	469	374	309	Ds	
	Fs	848	645	568	395	717	775	895	581	344	417	444	331	663	459	304	358	Fs	
Total AA		3,392	3,262	3,089	1,733	2,714	2,888	3,064	1,616	1,645	1,817	2,134	1,164	2,938	2,503	2,203	1,176	Total AA	
Total Number of Grades	A's	3,372	3,497	3,661	1,717	2,377	2,666	2,638	1,071	2,240	2,484	2,814	1,277	3,198	3,467	3,375	1,106	A's	
	B's	3,384	3,458	3,187	1,538	2,763	2,840	2,733	1,262	2,012	2,016	2,227	1,004	2,739	2,312	2,184	1,140	B's	
	Cs	2,172	2,108	2,239	1,118	2,271	2,155	2,215	1,098	1,557	1,534	1,755	846	1,920	1,712	1,533	756	Cs	
	Ds	1,297	1,125	1,134	666	1,269	1,290	1,398	826	891	927	900	600	1,188	1,004	795	586	Ds	
	Fs	1,441	1,126	1,025	577	1,356	1,392	1,568	882	717	776	819	517	1,104	785	592	556	Fs	
Total Grades		11,666	11,314	11,246	5,616	10,036	10,343	10,552	5,139	7,417	7,737	8,515	4,244	10,149	9,280	8,479	4,144	Total Grades	
African American Percentage of Total Grades	A's	12%	12%	12%	10%	11%	10%	11%	9%	8%	7%	10%	6%	12%	11%	14%	7%	A's	
	B's	22%	25%	23%	23%	19%	19%	19%	17%	16%	15%	20%	16%	23%	23%	23%	15%	B's	
	Cs	37%	37%	37%	40%	31%	34%	33%	29%	28%	32%	32%	34%	36%	38%	36%	34%	Cs	
	Ds	47%	49%	47%	56%	41%	45%	45%	49%	41%	47%	46%	51%	48%	47%	47%	53%	Ds	
	Fs	59%	57%	55%	68%	53%	56%	57%	66%	48%	54%	54%	64%	60%	58%	51%	64%	Fs	
AA % of Total		29%	29%	27%	31%	27%	28%	29%	31%	22%	23%	25%	27%	29%	27%	26%	28%	AA % of Total	
+/- 15% Calculation - (Diff Between AA% for each grade & Avg AA% of total grades)	A's	-17%	-17%	-15%	-21%	-17%	-18%	-18%	-23%	-14%	-17%	-15%	-22%	-17%	-16%	-12%	-21%	A's	
	B's	-7%	-4%	-4%	-8%	-8%	-9%	-10%	-14%	-6%	-8%	-5%	-11%	-6%	-4%	-3%	-13%	B's	
	Cs	8%	8%	9%	9%	3%	6%	4%	-2%	5%	8%	7%	7%	7%	11%	10%	5%	Cs	
	Ds	18%	20%	19%	25%	14%	17%	16%	17%	19%	23%	21%	24%	19%	20%	21%	24%	Ds	
	Fs	30%	28%	28%	38%	26%	28%	28%	34%	26%	30%	29%	37%	31%	31%	25%	36%	Fs	
	Avg		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	

# Appendix C: Discipline & Suspensions

The following tables depict the distribution of all African American student disciplinary incidents and disciplinary actions. The distribution of discipline for any racial/ethnic group would be expected to approximate the percentage that racial/ethnic group represents at the school level. To measure progress, a +/- 15% boundary has been used. Any African American discipline distribution falling within +/-15% of the proportion of African American course enrollment is highlighted and projected as “In-Bounds”. Any African American SPED distribution outside of the +/-15% boundary is projected as “Out-of-Bounds”. These are the detail tables used to create the summary tables in the Section 6: Discipline and Suspensions.

*“Inspect  
What You  
Expect”*



# *Disciplinary Incidents*

*“Inspect  
What You  
Expect”*



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS



# Disciplinary Incidents:

Disciplinary incidents are disproportionately African American and (with the exception of Truant-Tardy) are projected “Out-of-Bounds” at each school level in the +30 to +40 percentage point range through SY2009. Incidents of truancy-tardiness are much closer to the +/-15% flexible goals and are projected at +17 percentage points through SY2009.

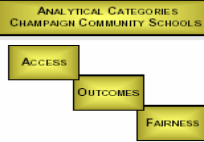
## Disciplinary Incidents

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment  
Projections Via 3 Year Moving Average - N = Unduplicated Counts

### In-Bounds or Out of Bounds Relative To The +/-15% Flexible Goals

Incidents	School Level	SY2003 Restated	SY2004	SY2005	SY2006	SY2007		SY2008		SY2009	
		Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected
		Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %	Diff From AA Enr %		Diff From AA Enr %		Diff From AA Enr %	
Insubordination	Elementary	40.9%	40.4%	41.5%	40.6%	41%	Out of Bounds	41%	Out of Bounds	41%	Out of Bounds
	Middle	32.2%	34.7%	39.1%	35.1%	36%	Out of Bounds	37%	Out of Bounds	36%	Out of Bounds
	High	27.8%	32.3%	34.1%	39.6%	35%	Out of Bounds	36%	Out of Bounds	37%	Out of Bounds
	<b>District Total</b>	<b>29.4%</b>	<b>33.0%</b>	<b>36.2%</b>	<b>38.1%</b>	<b>36%</b>	<b>Out of Bounds</b>	<b>37%</b>	<b>Out of Bounds</b>	<b>37%</b>	<b>Out of Bounds</b>
Verbal Abuse & Threats	Elementary	38.6%	47.4%	36.3%	39.0%	41%	Out of Bounds	39%	Out of Bounds	40%	Out of Bounds
	Middle	36.8%	38.6%	40.5%	34.7%	38%	Out of Bounds	38%	Out of Bounds	37%	Out of Bounds
	High	40.4%	41.9%	44.1%	45.5%	44%	Out of Bounds	44%	Out of Bounds	45%	Out of Bounds
	<b>District Total</b>	<b>37.9%</b>	<b>41.4%</b>	<b>42.1%</b>	<b>40.8%</b>	<b>41%</b>	<b>Out of Bounds</b>	<b>41%</b>	<b>Out of Bounds</b>	<b>41%</b>	<b>Out of Bounds</b>
Physical Acts & Disruption	Elementary	37.7%	38.9%	36.5%	40.2%	39%	Out of Bounds	38%	Out of Bounds	39%	Out of Bounds
	Middle	29.9%	31.9%	35.1%	29.4%	32%	Out of Bounds	32%	Out of Bounds	31%	Out of Bounds
	High	33.1%	38.5%	39.8%	40.7%	40%	Out of Bounds	40%	Out of Bounds	40%	Out of Bounds
	<b>District Total</b>	<b>33.1%</b>	<b>36.4%</b>	<b>37.7%</b>	<b>36.7%</b>	<b>37%</b>	<b>Out of Bounds</b>	<b>37%</b>	<b>Out of Bounds</b>	<b>37%</b>	<b>Out of Bounds</b>
Substances	Elementary	34.0%	30.1%	35.0%	39.3%	35%	Out of Bounds	36%	Out of Bounds	37%	Out of Bounds
	Middle	36.2%	26.9%	37.5%	36.0%	33%	Out of Bounds	36%	Out of Bounds	35%	Out of Bounds
	High	26.1%	21.6%	30.5%	33.3%	29%	Out of Bounds	31%	Out of Bounds	31%	Out of Bounds
	<b>District Total</b>	<b>27.7%</b>	<b>22.3%</b>	<b>30.3%</b>	<b>34.0%</b>	<b>29%</b>	<b>Out of Bounds</b>	<b>31%</b>	<b>Out of Bounds</b>	<b>31%</b>	<b>Out of Bounds</b>
Other Incidents	Elementary	37.7%	37.0%	40.8%	38.4%	39%	Out of Bounds	39%	Out of Bounds	39%	Out of Bounds
	Middle	37.0%	33.5%	39.7%	33.9%	36%	Out of Bounds	36%	Out of Bounds	35%	Out of Bounds
	High	30.7%	31.6%	43.4%	45.6%	40%	Out of Bounds	43%	Out of Bounds	43%	Out of Bounds
	<b>District Total</b>	<b>36.4%</b>	<b>35.4%</b>	<b>42.1%</b>	<b>39.9%</b>	<b>39%</b>	<b>Out of Bounds</b>	<b>40%</b>	<b>Out of Bounds</b>	<b>40%</b>	<b>Out of Bounds</b>
Truant-Tardy	Elementary					DNA at Elementary Level		DNA at Elementary Level		DNA at Elementary Level	
	Middle	29.8%	31.1%	37.6%	39.1%	36%	Out of Bounds	38%	Out of Bounds	38%	Out of Bounds
	High	12.6%	16.1%	17.4%	17.6%	17%	Out of Bounds	17%	Out of Bounds	17%	Out of Bounds
	<b>District Total</b>	<b>8.9%</b>	<b>14.4%</b>	<b>16.0%</b>	<b>18.1%</b>	<b>16%</b>	<b>Out of Bounds</b>	<b>17%</b>	<b>Out of Bounds</b>	<b>17%</b>	<b>Out of Bounds</b>

# Insubordination Incidents:



## Insubordination - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment  
Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Elementary Schools	Afr Am w . Incidents	N =	130	67	60	62	Out-Of- Bounds	Out-Of- Bounds	Out-Of- Bounds
	All Students w . Incidents	N =	166	87	77	80			
	Afr Am % of All w . Incidents	% =	78.3%	77.0%	77.9%	77.5%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>40.9%</b>	<b>40.4%</b>	<b>41.5%</b>	<b>40.6%</b>			
Middle Schools	Afr Am w . Incidents	N =	425	397	389	392	Out-Of- Bounds	Out-Of- Bounds	Out-Of- Bounds
	All Students w . Incidents	N =	606	533	490	503			
	Afr Am % of All w . Incidents	% =	70.1%	74.5%	79.4%	77.9%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>32.2%</b>	<b>34.7%</b>	<b>39.1%</b>	<b>35.1%</b>			
High Schools	Afr Am w . Incidents	N =	394	415	406	466	Out-Of- Bounds	Out-Of- Bounds	Out-Of- Bounds
	All Students w . Incidents	N =	714	668	625	641			
	Afr Am % of All w . Incidents	% =	55.2%	62.1%	65.0%	72.7%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>27.8%</b>	<b>32.3%</b>	<b>34.1%</b>	<b>39.6%</b>			
District Total	Afr Am w . Incidents	N =	949	879	855	919	Out-Of- Bounds	Out-Of- Bounds	Out-Of- Bounds
	All Students w . Incidents	N =	1,486	1,288	1,192	1,223			
	Afr Am % of All w . Incidents	% =	63.9%	68.2%	71.7%	75.1%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>29.4%</b>	<b>33.0%</b>	<b>36.2%</b>	<b>38.1%</b>			

- In SY2006, the number of students (unduplicated count) with incidents of insubordination were comparable year-to-year at each school level.
- Insubordination incidents for each school level are projected "Out-of-Bounds" at roughly +35 to +40 percentage points through SY2009.

# Verbal Abuse & Threat Incidents:

## Verbal Abuse & Threats - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment  
Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Elementary Schools	Afr Am w. Incidents	N =	108	84	56	41			
	All Students w. Incidents	N =	142	100	77	54	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	Afr Am % of All w. Incidents	% =	76.1%	84.0%	72.7%	75.9%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>38.6%</b>	<b>47.4%</b>	<b>36.3%</b>	<b>39.0%</b>	<b>41%</b>	<b>39%</b>	<b>40%</b>
Middle Schools	Afr Am w. Incidents	N =	190	239	266	273			
	All Students w. Incidents	N =	254	305	329	352	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	Afr Am % of All w. Incidents	% =	74.8%	78.4%	80.9%	77.6%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>36.8%</b>	<b>38.6%</b>	<b>40.5%</b>	<b>34.7%</b>	<b>38%</b>	<b>38%</b>	<b>37%</b>
High Schools	Afr Am w. Incidents	N =	175	183	186	239			
	All Students w. Incidents	N =	258	255	248	304	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	Afr Am % of All w. Incidents	% =	67.8%	71.8%	75.0%	78.6%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>40.4%</b>	<b>41.9%</b>	<b>44.1%</b>	<b>45.5%</b>	<b>44%</b>	<b>44%</b>	<b>45%</b>
District Total	Afr Am w. Incidents	N =	473	506	508	552			
	All Students w. Incidents	N =	654	660	654	709	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	Afr Am % of All w. Incidents	% =	72.3%	76.7%	77.7%	77.9%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>37.9%</b>	<b>41.4%</b>	<b>42.1%</b>	<b>40.8%</b>	<b>41%</b>	<b>41%</b>	<b>41%</b>

- In SY2006, the number of students with incidents of verbal abuse & threats declined at the elementary level, but increased at the secondary school level.
- Verbal abuse & threat incidents for each school level are projected “Out-of-Bounds” at roughly +35 to +40 percentage points through SY2009.



# Physical Acts & Disruption Incidents:

## Physical Acts & Disruption - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment  
Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Elementary Schools	Afr Am w. Incidents	N =	335	310	205	252	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	446	411	281	327			
	Afr Am % of All w. Incidents	% =	75.1%	75.4%	73.0%	77.1%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>37.7%</b>	<b>38.9%</b>	<b>36.5%</b>	<b>40.2%</b>			
Middle Schools	Afr Am w. Incidents	N =	437	467	476	552	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	644	651	631	764			
	Afr Am % of All w. Incidents	% =	67.9%	71.7%	75.4%	72.3%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>29.9%</b>	<b>31.9%</b>	<b>35.1%</b>	<b>29.4%</b>			
High Schools	Afr Am w. Incidents	N =	306	321	342	440	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	506	470	484	596			
	Afr Am % of All w. Incidents	% =	60.5%	68.3%	70.7%	73.8%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>33.1%</b>	<b>38.5%</b>	<b>39.8%</b>	<b>40.7%</b>			
District Total	Afr Am w. Incidents	N =	1,078	1,098	1,023	1,244	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	1,596	1,532	1,396	1,687			
	Afr Am % of All w. Incidents	% =	67.5%	71.7%	73.3%	73.7%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>33.1%</b>	<b>36.4%</b>	<b>37.7%</b>	<b>36.7%</b>			

- In SY2006, the number of students with incidents of physical acts & disruption increased at each school level.
- Physical acts & disruption incidents for each school level are projected “Out-of-Bounds” at roughly +30 to +40 percentage points through SY2009.

# Substances Incidents:

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

## Substances - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Elementary Schools	Afr Am w. Incidents	N =	10	22	10	16			
	All Students w. Incidents	N =	14	33	14	21	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	Afr Am % of All w. Incidents	% =	71.4%	66.7%	71.4%	76.2%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>34.0%</b>	<b>30.1%</b>	<b>35.0%</b>	<b>39.3%</b>	<b>35%</b>	<b>36%</b>	<b>37%</b>
Middle Schools	Afr Am w. Incidents	N =	23	22	28	56			
	All Students w. Incidents	N =	31	33	36	71	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	Afr Am % of All w. Incidents	% =	74.2%	66.7%	77.8%	78.9%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>36.2%</b>	<b>26.9%</b>	<b>37.5%</b>	<b>36.0%</b>	<b>33%</b>	<b>36%</b>	<b>35%</b>
High Schools	Afr Am w. Incidents	N =	31	52	70	95			
	All Students w. Incidents	N =	58	101	114	143	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	Afr Am % of All w. Incidents	% =	53.4%	51.5%	61.4%	66.4%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>26.1%</b>	<b>21.6%</b>	<b>30.5%</b>	<b>33.3%</b>	<b>29%</b>	<b>31%</b>	<b>31%</b>
District Total	Afr Am w. Incidents	N =	64	96	108	167			
	All Students w. Incidents	N =	103	167	164	235	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	Afr Am % of All w. Incidents	% =	62.1%	57.5%	65.9%	71.1%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>27.7%</b>	<b>22.3%</b>	<b>30.3%</b>	<b>34.0%</b>	<b>29%</b>	<b>31%</b>	<b>31%</b>

- In SY2006, the number of students with substances incidents increased at each school level.
- Substances incidents for each school level are projected “Out-of-Bounds” at roughly +30 to +35 percentage points through SY2009.

# Other Incidents:

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

## Other Incidents - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Elementary Schools	Afr Am w. Incidents	N =	142	131	61	64	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	189	178	79	85			
	Afr Am % of All w. Incidents	% =	75.1%	73.6%	77.2%	75.3%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>37.7%</b>	<b>37.0%</b>	<b>40.8%</b>	<b>38.4%</b>			
Middle Schools	Afr Am w. Incidents	N =	123	96	96	106	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	164	131	120	138			
	Afr Am % of All w. Incidents	% =	75.0%	73.3%	80.0%	76.8%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>37.0%</b>	<b>33.5%</b>	<b>39.7%</b>	<b>33.9%</b>			
High Schools	Afr Am w. Incidents	N =	68	59	52	74	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	117	96	70	94			
	Afr Am % of All w. Incidents	% =	58.1%	61.5%	74.3%	78.7%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>30.7%</b>	<b>31.6%</b>	<b>43.4%</b>	<b>45.6%</b>			
District Total	Afr Am w. Incidents	N =	333	286	209	244	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	470	405	269	317			
	Afr Am % of All w. Incidents	% =	70.9%	70.6%	77.7%	77.0%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>36.4%</b>	<b>35.4%</b>	<b>42.1%</b>	<b>39.9%</b>			

- In SY2006, the number of students with other disciplinary incidents increased at each school level.
- Other disciplinary incidents for each school level are projected “Out-of-Bounds” at roughly +35 to +40 percentage points through SY2009.

# Truant-Tardy Incidents:

## Truant-Tardy - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment  
Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Elementary Schools	Afr Am w. Incidents	N =	-	-	-	-	In-Bounds	In-Bounds	In-Bounds
	All Students w. Incidents	N =	-	-	-	-			
	Afr Am % of All w. Incidents	% =	0.0%	0.0%	0.0%	0.0%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
Middle Schools	Afr Am w. Incidents	N =	145	180	141	214	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	214	254	181	261			
	Afr Am % of All w. Incidents	% =	67.8%	70.9%	77.9%	82.0%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>29.8%</b>	<b>31.1%</b>	<b>37.6%</b>	<b>39.1%</b>	<b>36%</b>	<b>38%</b>	<b>38%</b>
High Schools	Afr Am w. Incidents	N =	618	671	704	814	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	1,546	1,462	1,459	1,605			
	Afr Am % of All w. Incidents	% =	40.0%	45.9%	48.3%	50.7%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>12.6%</b>	<b>16.1%</b>	<b>17.4%</b>	<b>17.6%</b>	<b>17%</b>	<b>17%</b>	<b>17%</b>
District Total	Afr Am w. Incidents	N =	763	851	845	1,028	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Incidents	N =	1,760	1,716	1,640	1,866			
	Afr Am % of All w. Incidents	% =	43.4%	49.6%	51.5%	55.1%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>8.9%</b>	<b>14.4%</b>	<b>16.0%</b>	<b>18.1%</b>	<b>16%</b>	<b>17%</b>	<b>17%</b>

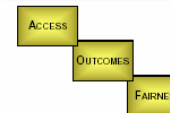
- Truant-Tardy incidents are not treated as disciplinary incidents at the elementary school level.
- In SY2006, the number of students with other truant-tardy incidents increased at the secondary level.
- Truant-Tardy disciplinary incidents for middle and school levels are projected “Out-of-Bounds”, but at very different levels. The middle schools are projected at roughly +35 to +40 percentage points through SY2009, whereas the high schools are projected at 16%-17%.

# *Disciplinary Actions*

*“Inspect  
What You  
Expect”*



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS



# Disciplinary Actions:

Disciplinary actions are disproportionately African American and are projected “Out-of-Bounds” at each school level in the +20 to +40 percentage point range through SY2009.

## Disciplinary Actions

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment  
Projections Via 3 Year Moving Average - N = Unduplicated Counts

### In-Bounds or Out of Bounds Relative To The +/-15% Flexible Goals

Disciplinary Action	School Level	SY2003 Restated	SY2004	SY2005	SY2006	SY2007	SY2008	SY2009
		Actual Diff From AA Enr %	Actual Diff From AA Enr %	Actual Diff From AA Enr %	Actual Diff From AA Enr %	Projected Diff From AA Enr %	Projected Diff From AA Enr %	Projected Diff From AA Enr %
Suspension	Elementary	43.5%	43.9%	37.5%	45.4%	42% Out of Bounds	42% Out of Bounds	43% Out of Bounds
	Middle	34.5%	35.6%	40.7%	37.3%	38% Out of Bounds	39% Out of Bounds	38% Out of Bounds
	High	38.4%	35.8%	42.5%	42.6%	40% Out of Bounds	42% Out of Bounds	42% Out of Bounds
	<b>District Total</b>	<b>37.5%</b>	<b>38.6%</b>	<b>41.1%</b>	<b>41.7%</b>	<b>40% Out of Bounds</b>	<b>41% Out of Bounds</b>	<b>41% Out of Bounds</b>
Saturday School	Elementary	41.1%	35.4%			Program Terminated in SY2005	Program Terminated in SY2005	Program Terminated in SY2005
	Middle	30.9%	30.0%	46.0%	38.6%	38% Out of Bounds	41% Out of Bounds	39% Out of Bounds
	High	24.9%	30.2%	15.0%	35.7%	27% Out of Bounds	26% Out of Bounds	30% Out of Bounds
	<b>District Total</b>	<b>24.8%</b>	<b>29.4%</b>	<b>30.6%</b>	<b>34.2%</b>	<b>31% Out of Bounds</b>	<b>32% Out of Bounds</b>	<b>33% Out of Bounds</b>
Detention	Elementary	41.4%	34.9%	39.9%	38.1%	38% Out of Bounds	39% Out of Bounds	38% Out of Bounds
	Middle	37.2%	31.4%	34.2%	34.2%	33% Out of Bounds	34% Out of Bounds	34% Out of Bounds
	High	13.0%	20.3%	21.1%	19.6%	20% Out of Bounds	20% Out of Bounds	20% Out of Bounds
	<b>District Total</b>	<b>14.5%</b>	<b>22.0%</b>	<b>22.6%</b>	<b>21.3%</b>	<b>22% Out of Bounds</b>	<b>22% Out of Bounds</b>	<b>22% Out of Bounds</b>
In-School Supervision	Elementary	38.9%	40.9%	37.8%	37.6%	39% Out of Bounds	38% Out of Bounds	38% Out of Bounds
	Middle	30.3%	35.0%	38.6%	32.7%	35% Out of Bounds	36% Out of Bounds	35% Out of Bounds
	High	36.0%	36.9%	33.4%	40.5%	37% Out of Bounds	37% Out of Bounds	38% Out of Bounds
	<b>District Total</b>	<b>34.5%</b>	<b>37.8%</b>	<b>37.0%</b>	<b>37.7%</b>	<b>37% Out of Bounds</b>	<b>37% Out of Bounds</b>	<b>38% Out of Bounds</b>
Supervised Lunch	Elementary	34.5%	52.3%	30.2%	29.8%	37% Out of Bounds	32% Out of Bounds	33% Out of Bounds
	Middle	20.1%	43.5%	37.5%	35.3%	39% Out of Bounds	37% Out of Bounds	37% Out of Bounds
	High	28.2%	30.2%	56.6%	32.9%	40% Out of Bounds	43% Out of Bounds	39% Out of Bounds
	<b>District Total</b>	<b>28.6%</b>	<b>47.6%</b>	<b>42.7%</b>	<b>31.8%</b>	<b>41% Out of Bounds</b>	<b>38% Out of Bounds</b>	<b>37% Out of Bounds</b>
Parental Contact	Elementary	34.2%	31.2%	38.2%	42.9%	37% Out of Bounds	39% Out of Bounds	40% Out of Bounds
	Middle	41.3%	42.5%	41.7%	34.6%	40% Out of Bounds	39% Out of Bounds	38% Out of Bounds
	High	40.5%	38.9%	43.0%	40.1%	41% Out of Bounds	41% Out of Bounds	41% Out of Bounds
	<b>District Total</b>	<b>37.3%</b>	<b>36.2%</b>	<b>40.5%</b>	<b>38.5%</b>	<b>38% Out of Bounds</b>	<b>39% Out of Bounds</b>	<b>39% Out of Bounds</b>
Warning	Elementary	29.9%	40.9%	44.1%	40.3%	42% Out of Bounds	42% Out of Bounds	41% Out of Bounds
	Middle	27.7%	37.3%	36.7%	28.2%	34% Out of Bounds	33% Out of Bounds	32% Out of Bounds
	High	24.2%	18.5%	24.9%	26.6%	23% Out of Bounds	25% Out of Bounds	25% Out of Bounds
	<b>District Total</b>	<b>23.3%</b>	<b>18.6%</b>	<b>24.9%</b>	<b>26.8%</b>	<b>23% Out of Bounds</b>	<b>25% Out of Bounds</b>	<b>25% Out of Bounds</b>
Other Actions	Elementary	33.0%	36.0%	35.3%	38.1%	36% Out of Bounds	37% Out of Bounds	37% Out of Bounds
	Middle	35.4%	44.2%	38.3%	32.1%	38% Out of Bounds	36% Out of Bounds	36% Out of Bounds
	High	39.7%	41.1%	44.8%	43.8%	43% Out of Bounds	44% Out of Bounds	44% Out of Bounds
	<b>District Total</b>	<b>36.6%</b>	<b>44.0%</b>	<b>41.4%</b>	<b>38.6%</b>	<b>41% Out of Bounds</b>	<b>40% Out of Bounds</b>	<b>40% Out of Bounds</b>

# Suspension Actions:

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

## Suspension Actions - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Elementary Schools	Afr Am w. Actions	N =	132	177	85	130	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	163	220	115	158			
	Afr Am % of All w. Actions	% =	81.0%	80.5%	73.9%	82.3%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>43.5%</b>	<b>43.9%</b>	<b>37.5%</b>	<b>45.4%</b>			
Middle Schools	Afr Am w. Actions	N =	208	196	230	275	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	287	260	284	343			
	Afr Am % of All w. Actions	% =	72.5%	75.4%	81.0%	80.2%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>34.5%</b>	<b>35.6%</b>	<b>40.7%</b>	<b>37.3%</b>			
High Schools	Afr Am w. Actions	N =	167	147	207	259	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	254	224	282	342			
	Afr Am % of All w. Actions	% =	65.7%	65.6%	73.4%	75.7%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>38.4%</b>	<b>35.8%</b>	<b>42.5%</b>	<b>42.6%</b>			
District Total	Afr Am w. Actions	N =	507	520	522	664	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	704	704	681	843			
	Afr Am % of All w. Actions	% =	72.0%	73.9%	76.7%	78.8%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>37.5%</b>	<b>38.6%</b>	<b>41.1%</b>	<b>41.7%</b>			

- In SY2006, the number of students (unduplicated count) disciplined by suspension increased at each school level.
- Suspensions for each school level are projected "Out-of-Bounds" at roughly +40 percentage points through SY2009.

# Saturday School Actions:

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

## Saturday School Actions - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated	SY2004	SY2005	SY2006	SY2007	SY2008	SY2009
			Actual	Actual	Actual	Actual	Projected	Projected	Projected
Elementary Schools	Afr Am w. Actions	N =	22	82	-	-			
	All Students w. Actions	N =	28	114	-	-	In-Bounds	In-Bounds	In-Bounds
	Afr Am % of All w. Actions	% =	78.6%	71.9%	0.0%	0.0%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>41.1%</b>	<b>35.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>12%</b>	<b>4%</b>	<b>5%</b>
Middle Schools	Afr Am w. Actions	N =	298	271	63	114			
	All Students w. Actions	N =	433	388	73	140	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	Afr Am % of All w. Actions	% =	68.8%	69.8%	86.3%	81.4%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>30.9%</b>	<b>30.0%</b>	<b>46.0%</b>	<b>38.6%</b>	<b>38%</b>	<b>41%</b>	<b>39%</b>
High Schools	Afr Am w. Actions	N =	351	365	33	404			
	All Students w. Actions	N =	672	608	72	587	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	Afr Am % of All w. Actions	% =	52.2%	60.0%	45.8%	68.8%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>24.9%</b>	<b>30.2%</b>	<b>15.0%</b>	<b>35.7%</b>	<b>27%</b>	<b>26%</b>	<b>30%</b>
District Total	Afr Am w. Actions	N =	671	718	96	518			
	All Students w. Actions	N =	1,133	1,110	145	727	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	Afr Am % of All w. Actions	% =	59.2%	64.7%	66.2%	71.3%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>24.8%</b>	<b>29.4%</b>	<b>30.6%</b>	<b>34.2%</b>	<b>31%</b>	<b>32%</b>	<b>33%</b>

- During SY2005, the district terminated use of Saturday School as a disciplinary action, but reinstated it at the secondary level during SY2006. The use of Saturday School as a disciplinary action remains discontinued at the elementary school level.
- At the middle school level the number of students (unduplicated count) disciplined by Saturday School is less than half of SY2003 and SY2004 levels. At the high school level, discipline administered via Saturday School actions has returned to SY2003 and SY2004 levels.
- Saturday School actions for each school level (where Saturday School continues to be utilized) remain disproportionately African American and are projected "Out-of-Bounds" at roughly +30 to +40 percentage points through SY2009.



# Detention Actions:

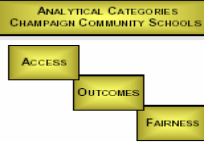
## Detention Actions - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Elementary Schools	Afr Am w. Actions	N =	82	60	42	33	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	104	84	55	44			
	Afr Am % of All w. Actions	% =	78.8%	71.4%	76.4%	75.0%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>41.4%</b>	<b>34.9%</b>	<b>39.9%</b>	<b>38.1%</b>			
Middle Schools	Afr Am w. Actions	N =	278	329	287	310	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	370	462	385	402			
	Afr Am % of All w. Actions	% =	75.1%	71.2%	74.5%	77.1%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>37.2%</b>	<b>31.4%</b>	<b>34.2%</b>	<b>34.2%</b>			
High Schools	Afr Am w. Actions	N =	602	542	621	789	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	1,491	1,080	1,194	1,496			
	Afr Am % of All w. Actions	% =	40.4%	50.2%	52.0%	52.7%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>13.0%</b>	<b>20.3%</b>	<b>21.1%</b>	<b>19.6%</b>			
District Total	Afr Am w. Actions	N =	962	931	950	1,132	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	1,965	1,626	1,634	1,942			
	Afr Am % of All w. Actions	% =	49.0%	57.3%	58.1%	58.3%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>14.5%</b>	<b>22.0%</b>	<b>22.6%</b>	<b>21.3%</b>			

- The number of detention actions continued a downward trend at elementary schools, increased slightly at middle schools, but increased at high schools.
- At each level, detention actions remain disproportionately African American and are projected “Out-of-Bounds” at roughly +20 to +40 percentage points through SY2009.

# In-School Supervision Actions:



## In-School Supervision Actions - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated	SY2004	SY2005	SY2006	SY2007	SY2008	SY2009
			Actual	Actual	Actual	Actual	Projected	Projected	Projected
Elementary Schools	Afr Am w. Actions	N =	275	186	121	149	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	360	240	163	200			
	Afr Am % of All w. Actions	% =	76.4%	77.5%	74.2%	74.5%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>38.9%</b>	<b>40.9%</b>	<b>37.8%</b>	<b>37.6%</b>			
Middle Schools	Afr Am w. Actions	N =	432	443	460	522	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	633	592	583	691			
	Afr Am % of All w. Actions	% =	68.2%	74.8%	78.9%	75.5%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>30.3%</b>	<b>35.0%</b>	<b>38.6%</b>	<b>32.7%</b>			
High Schools	Afr Am w. Actions	N =	249	231	307	324	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	393	346	478	440			
	Afr Am % of All w. Actions	% =	63.4%	66.8%	64.2%	73.6%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>36.0%</b>	<b>36.9%</b>	<b>33.4%</b>	<b>40.5%</b>			
District Total	Afr Am w. Actions	N =	956	860	888	994	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	1,386	1,178	1,224	1,330			
	Afr Am % of All w. Actions	% =	69.0%	73.0%	72.5%	74.7%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>34.5%</b>	<b>37.8%</b>	<b>37.0%</b>	<b>37.7%</b>			

- The number of in-school supervision actions increased at elementary and middle schools, but decreased slightly at the high school level.
- At each level, in-school supervision actions remain disproportionately African American and are projected “Out-of-Bounds” at roughly +35 to +40 percentage points through SY2009.

# Supervised Lunch Actions:

## Supervised Lunch Actions - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated	SY2004	SY2005	SY2006	SY2007	SY2008	SY2009
			Actual	Actual	Actual	Actual	Projected	Projected	Projected
Elementary Schools	Afr Am w. Actions	N =	18	16	6	4	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	25	18	9	6			
	Afr Am % of All w. Actions	% =	72.0%	88.9%	66.7%	66.7%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>34.5%</b>	<b>52.3%</b>	<b>30.2%</b>	<b>29.8%</b>			
Middle Schools	Afr Am w. Actions	N =	18	10	63	25	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	31	12	81	32			
	Afr Am % of All w. Actions	% =	58.1%	83.3%	77.8%	78.1%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>20.1%</b>	<b>43.5%</b>	<b>37.5%</b>	<b>35.3%</b>			
High Schools	Afr Am w. Actions	N =	5	3	14	68	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	9	5	16	103			
	Afr Am % of All w. Actions	% =	55.6%	60.0%	87.5%	66.0%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>28.2%</b>	<b>30.2%</b>	<b>56.6%</b>	<b>32.9%</b>			
District Total	Afr Am w. Actions	N =	41	29	83	97	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	65	35	106	141			
	Afr Am % of All w. Actions	% =	63.1%	82.9%	78.3%	68.8%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>28.6%</b>	<b>47.6%</b>	<b>42.7%</b>	<b>31.8%</b>			

- The number of supervised lunch actions remain relatively small and decreased at decreased somewhat at the elementary and middle school levels. The high school numbers increased 6-fold, but remain relatively low.
- At each level, supervised lunch actions remain disproportionately African American and are projected “Out-of-Bounds” at roughly +35 to +40 percentage points through SY2009.

# Parental Contact Actions:

## Parental Contact Actions - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated	SY2004	SY2005	SY2006	SY2007	SY2008	SY2009
			Actual	Actual	Actual	Actual	Projected	Projected	Projected
Elementary Schools	Afr Am w. Actions	N =	124	82	97	79	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	173	121	130	99			
	Afr Am % of All w. Actions	% =	71.7%	67.8%	74.6%	79.8%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>34.2%</b>	<b>31.2%</b>	<b>38.2%</b>	<b>42.9%</b>			
Middle Schools	Afr Am w. Actions	N =	84	107	105	117	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	106	130	128	151			
	Afr Am % of All w. Actions	% =	79.2%	82.3%	82.0%	77.5%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>41.3%</b>	<b>42.5%</b>	<b>41.7%</b>	<b>34.6%</b>			
High Schools	Afr Am w. Actions	N =	131	242	192	230	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	193	352	260	314			
	Afr Am % of All w. Actions	% =	67.9%	68.8%	73.8%	73.2%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>40.5%</b>	<b>38.9%</b>	<b>43.0%</b>	<b>40.1%</b>			
District Total	Afr Am w. Actions	N =	339	431	394	426	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w. Actions	N =	472	603	518	564			
	Afr Am % of All w. Actions	% =	71.8%	71.5%	76.1%	75.5%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>37.3%</b>	<b>36.2%</b>	<b>40.5%</b>	<b>38.5%</b>			

- The SY2006 number of parental contact actions decreased somewhat at the elementary level, but increased at the middle and high school levels.
- At each level, parental contact actions remain disproportionately African American and are projected “Out-of-Bounds” at roughly +35 to +40 percentage points through SY2009.

# Warning Actions:

## Warning Actions - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Elementary Schools	Afr Am w . Actions	N =	64	31	58	71	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w . Actions	N =	95	40	72	92			
	Afr Am % of All w . Actions	% =	67.4%	77.5%	80.6%	77.2%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>29.9%</b>	<b>40.9%</b>	<b>44.1%</b>	<b>40.3%</b>			
Middle Schools	Afr Am w . Actions	N =	147	128	117	152	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w . Actions	N =	224	166	152	214			
	Afr Am % of All w . Actions	% =	65.6%	77.1%	77.0%	71.0%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>27.7%</b>	<b>37.3%</b>	<b>36.7%</b>	<b>28.2%</b>			
High Schools	Afr Am w . Actions	N =	218	427	470	411	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w . Actions	N =	423	883	843	688			
	Afr Am % of All w . Actions	% =	51.5%	48.4%	55.8%	59.7%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>24.2%</b>	<b>18.5%</b>	<b>24.9%</b>	<b>26.6%</b>			
District Total	Afr Am w . Actions	N =	429	586	645	634	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w . Actions	N =	742	1,089	1,067	994			
	Afr Am % of All w . Actions	% =	57.8%	53.8%	60.4%	63.8%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>23.3%</b>	<b>18.6%</b>	<b>24.9%</b>	<b>26.8%</b>			

- The SY2006 number of warning actions decreased at the high school level, but decreased somewhat at the elementary middle levels.
- At each level, warning actions remain disproportionately African American and are projected “Out-of-Bounds” at roughly +25 to +40 percentage points through SY2009.

# Other Disciplinary Actions:

## 'Other' Actions - +/- 15% Flex Goal Status - Actual & Projected

Difference Between African American Percentage of Disciplinary Actions and African American Percentage of District Enrollment Projections Via 3 Year Moving Average - N = Unduplicated Counts

School Level	Category	N or %	SY2003 Restated Actual	SY2004 Actual	SY2005 Actual	SY2006 Actual	SY2007 Projected	SY2008 Projected	SY2009 Projected
Elementary Schools	Afr Am w . Actions	N =	62	53	28	33	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w . Actions	N =	88	73	39	44			
	Afr Am % of All w . Actions	% =	70.5%	72.6%	71.8%	75.0%			
	Afr Am Enr %	% =	37.5%	36.6%	36.5%	36.9%			
	<b>Flex Goal +/- 15%</b>		<b>33.0%</b>	<b>36.0%</b>	<b>35.3%</b>	<b>38.1%</b>			
Middle Schools	Afr Am w . Actions	N =	132	220	173	216	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w . Actions	N =	180	262	220	288			
	Afr Am % of All w . Actions	% =	73.3%	84.0%	78.6%	75.0%			
	Afr Am Enr %	% =	38.0%	39.8%	40.3%	42.9%			
	<b>Flex Goal +/- 15%</b>		<b>35.4%</b>	<b>44.2%</b>	<b>38.3%</b>	<b>32.1%</b>			
High Schools	Afr Am w . Actions	N =	61	66	106	140	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w . Actions	N =	91	93	140	182			
	Afr Am % of All w . Actions	% =	67.0%	71.0%	75.7%	76.9%			
	Afr Am Enr %	% =	27.4%	29.8%	30.9%	33.1%			
	<b>Flex Goal +/- 15%</b>		<b>39.7%</b>	<b>41.1%</b>	<b>44.8%</b>	<b>43.8%</b>			
District Total	Afr Am w . Actions	N =	255	339	307	388	Out-Of-Bounds	Out-Of-Bounds	Out-Of-Bounds
	All Students w . Actions	N =	359	428	399	513			
	Afr Am % of All w . Actions	% =	71.0%	79.2%	76.9%	75.6%			
	Afr Am Enr %	% =	34.5%	35.2%	35.6%	37.0%			
	<b>Flex Goal +/- 15%</b>		<b>36.6%</b>	<b>44.0%</b>	<b>41.4%</b>	<b>38.6%</b>			

- The SY2006 number of other disciplinary actions increased at each school level.
- At each level, other disciplinary actions remain disproportionately African American and are projected “Out-of-Bounds” at roughly +35 to +45 percentage points through SY2009.

# *Appendix D: Insubordination, Suspension, & Summary Discipline Rates MS & HS Levels*

*The following charts and tables are excerpted from the district's most recent quarterly report: District Quarterly Report – 4th Quarter SY2006, Version July 2006;  
Prepared by CU4 Information Services/Equity and Achievement Departments.*

*“Inspect  
What You  
Expect”*

Appendix  
**D**

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS  
OUTCOMES  
FAIRNESS

# Insubordination, Suspensions, Summary Discipline Rates:

SY2006 Middle and High School Levels

- The following charts and tables are excerpted from the district's most recent quarterly report: District Quarterly Report – 4th Quarter SY2006, Version July 2006; Prepared by CU4 Information Services/Equity and Achievement Departments, Appendices K, L, O, and P.
- They are included here in reference to the 4<sup>th</sup> Monitoring Report, Section 10 – Exploratory Analysis.
- In that analysis the monitoring team notes a differential “multiplier” effect on mean counts of disciplinary incidents, actions, and lost days due to discipline. That “multiplier” effect depends on the differential discipline rates illustrated by these charts and tables.



# MS Insubordination Rates



Appendix K  
MS

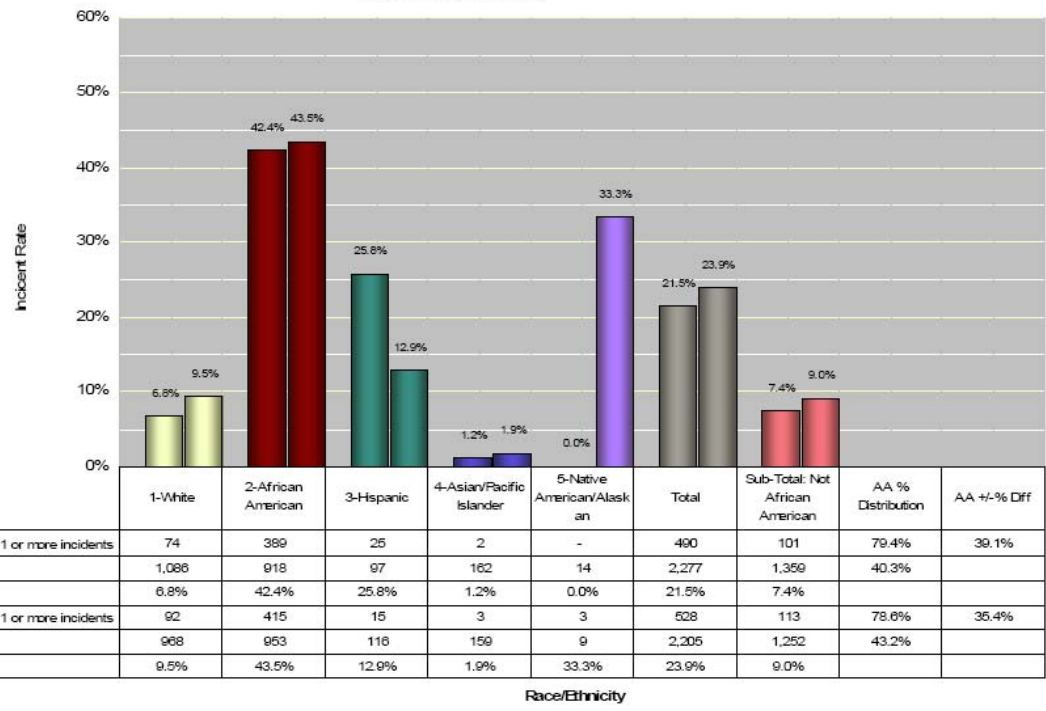
## Insubordination Incident Rate By Race/Ethnicity:

As of EOM June SY2006, 23.9% of all students had at least one insubordination incident. This compares to 21.5% for the full school year EOM June SY2005.

### Middle School Level - Insubordination Rates

Year-to-Year Comparison By Race/Ethnicity  
SY2006 vs. SY2005  
Excludes Pre-K, Special Schools, and READ.Y.  
Jun SY2006 vs. Jun SY2005

- Through June 2006, 43.5% of African American students had at least one disciplinary incident. This compares to 42.4% in SY2005.
- The 43.5% SY2006 African American disciplinary incident rate compares to:
  - 9.5% for White students
  - 1.9% for Asian/Pacific students
  - 12.9% for Hispanic students.
- As indicated in the +/-15% Flex Goal Diff column, aggregate African American discipline distribution percentages did not reach the +/-15% flexible goal range in SY2006. However, there was a 3.7% reduction in the flexible goal range for SY2006.



Jun SY2005 Students w/ 1 or more incidents	74	389	25	2	-	490	101	79.4%	39.1%
Jun SY2005 Enrollment	1,088	918	97	162	14	2,277	1,359	40.3%	
Jun SY2005 Rate	6.8%	42.4%	25.8%	1.2%	0.0%	21.5%	7.4%	40.3%	
Jun SY2006 Students w/ 1 or more incidents	92	415	15	3	3	528	113	78.6%	35.4%
Jun SY2006 Enrollment	968	953	116	159	9	2,205	1,252	43.2%	
Jun SY2006 Rate	9.5%	43.5%	12.9%	1.9%	33.3%	23.9%	9.0%	43.2%	

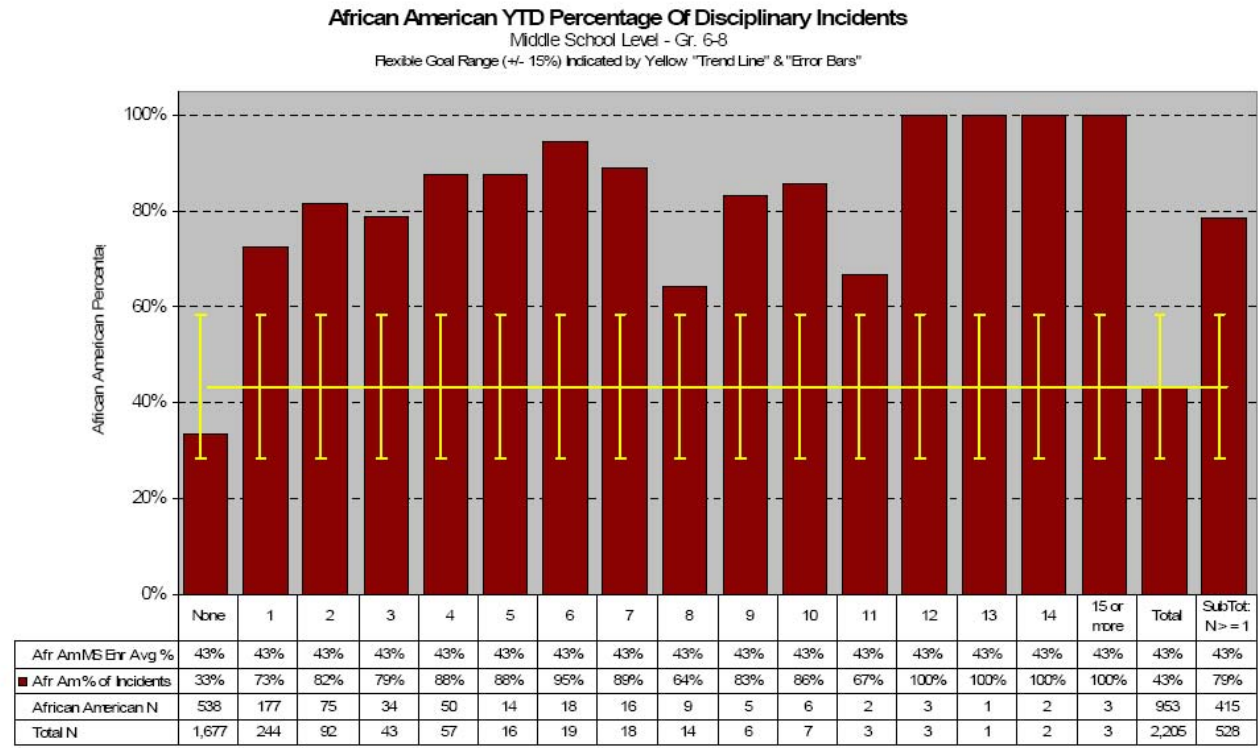
# MS Insubordination Incidents



Appendix K  
MS

## African American Insubordination Incidents SY2006

Unduplicated Count of Students by Number of Incidents



Insubordination - YTD EOM Jun SY2006

# HS Insubordination Rates



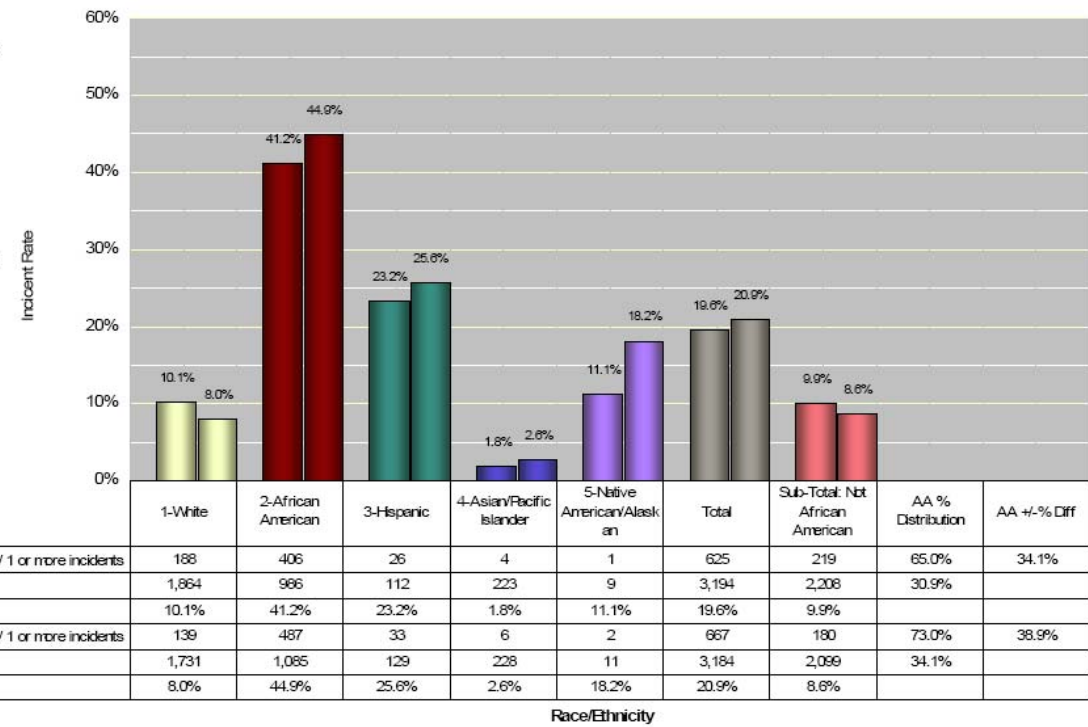
Appendix L  
HS

## Insubordination Incident Rate By Race/Ethnicity

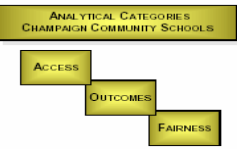
As of EOM June SY2006, 20.9% of all students had at least one insubordination incident. This compares to 19.6% for the full school year EOM June SY2005.

- Through June of SY2006, 44.9% of African American students had at least one disciplinary incident. This compares to 41.2% for SY2005.
- The 44.9% SY2006 African American disciplinary incident rate compares to:
  - 8.0% for White students
  - 2.6% for Asian/Pacific students
  - 25.6% for Hispanic students.
- As indicated in the +/-15% Flex Goal Diff column, aggregate African American discipline distribution percentages did not reach the +/-15% flexible goal range in SY2006.

**High School Level - Insubordination Rates**  
Year-to-Year Comparison By Race/Ethnicity  
SY2006 vs. SY2005  
Excludes Pre-K, Special Schools, and R.E.A.D.Y.  
Jun SY2006 vs. Jun SY2005



# HS Insubordination Incidents

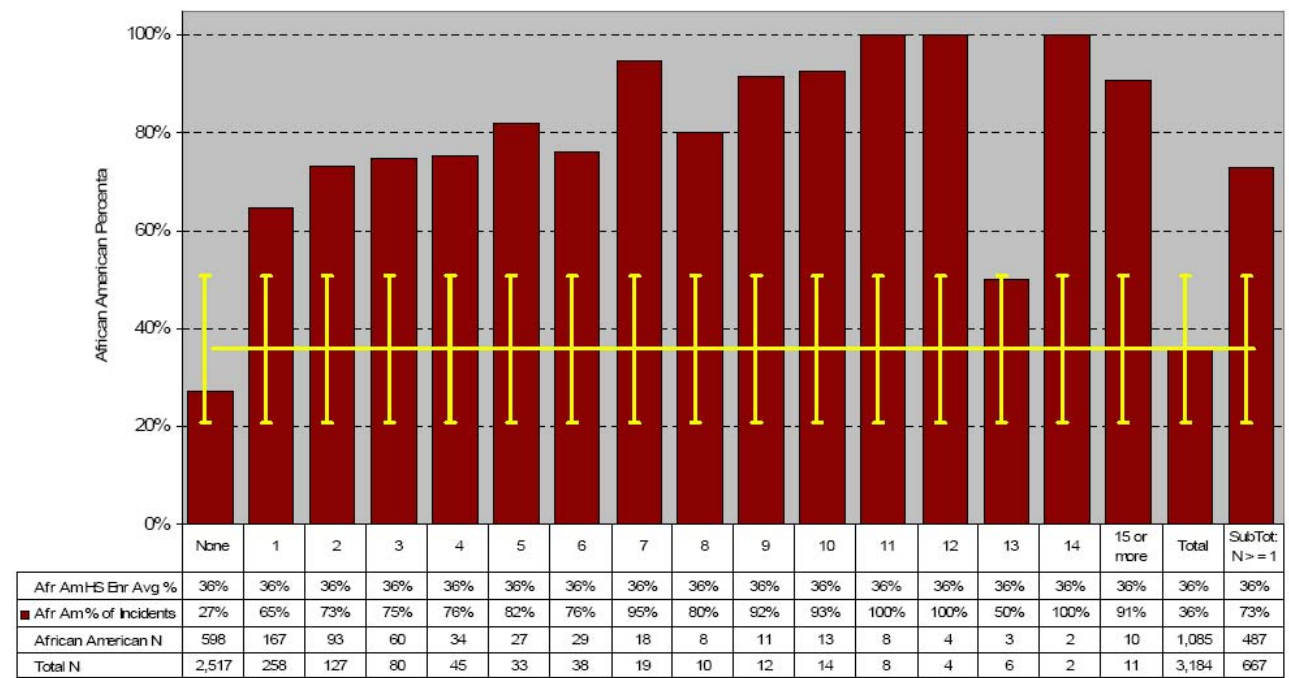


Appendix L  
HS

## African American Insubordination Incidents SY2006

Unduplicated Count of Students by Number of Incidents

African American YTD Percentage Of Disciplinary Incidents  
High School Level - Gr. 9-12  
Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"



Insubordination - YTD EOM Jun SY2006

# MS Suspension Rates



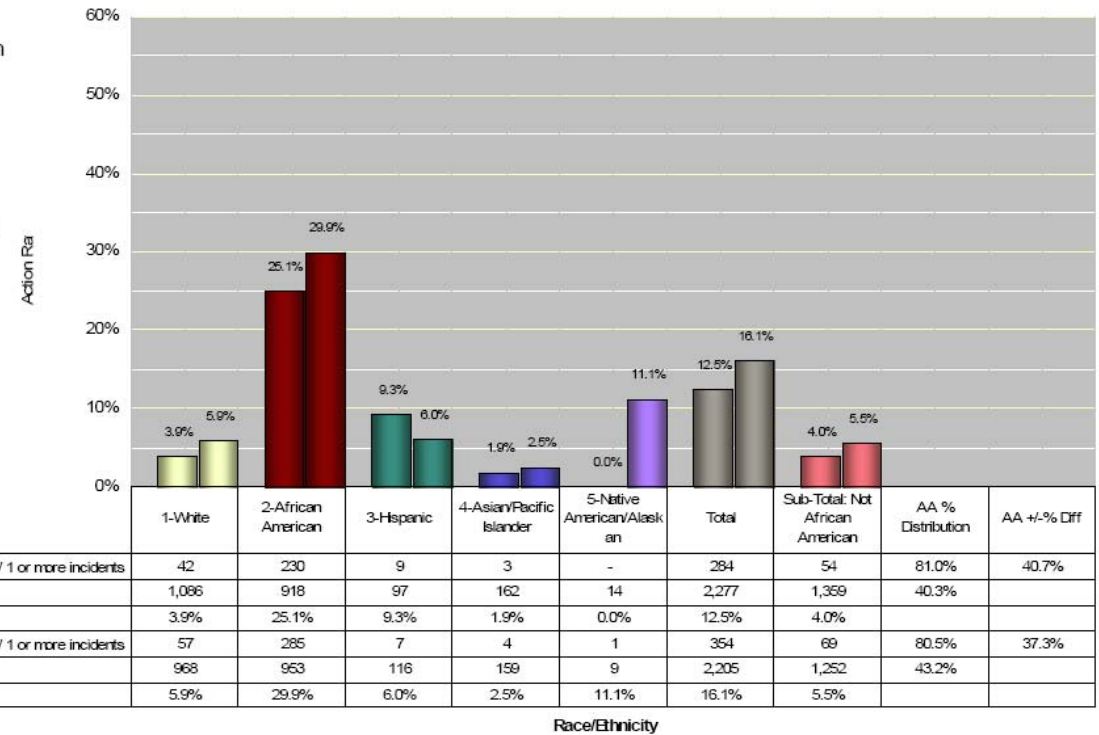
Appendix O  
Middle

## Suspension Action Rate By Race/Ethnicity

As of EOM June SY2006, 16.1% of all students had at least one suspension action. This compares to 12.5% for the full school year EOM June SY2005.

- Through June 2006, 29.9% of African American students had at least one suspension action. This compares to 25.1% for SY2005.
- The 29.9% SY2006 African American suspension rate compares to:
  - 5.9% for White students
  - 2.5% for Asian/Pacific students
  - 6.0% for Hispanic students.
- As indicated in the +/-15% Flex Goal Diff column, aggregate African American discipline distribution percentages did not reach the +/-15% flexible goal range in SY2006. **There was a 3.4% decrease in the flexible goal range for SY2006**

**Middle School Level - Suspension Rates**  
Year-to-Year Comparison By Race/Ethnicity  
SY2006 vs. SY2005  
Excludes Pre-K, Special Schools, and R.E.A.D.Y.  
Jun SY2006 vs. Jun SY2005





# MS Suspensions



Appendix O  
Middle

## African American Suspension Actions SY2006

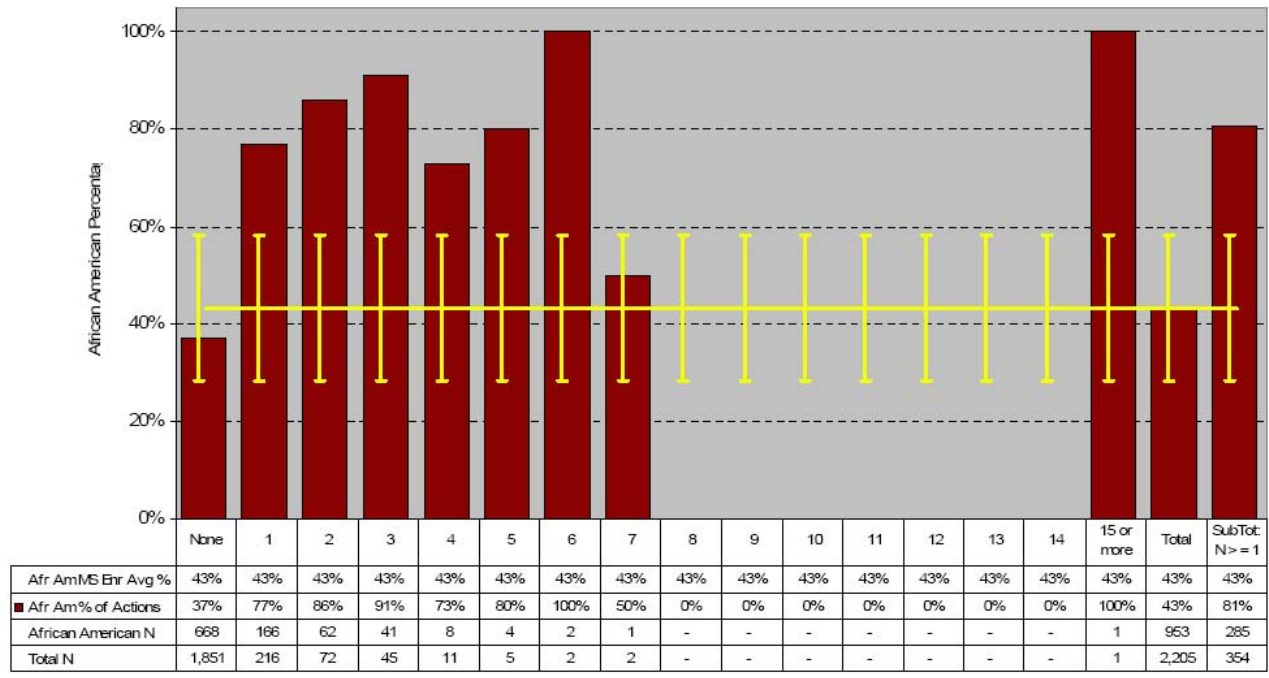
Unduplicated Count of Students by Number of Actions

Suspension Rates

African American YTD Percentage Of Disciplinary Action:

Middle School Level - Gr: 6-8

Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"



Suspension - YTD ECMJun SY2006

# HS Suspensions Rates



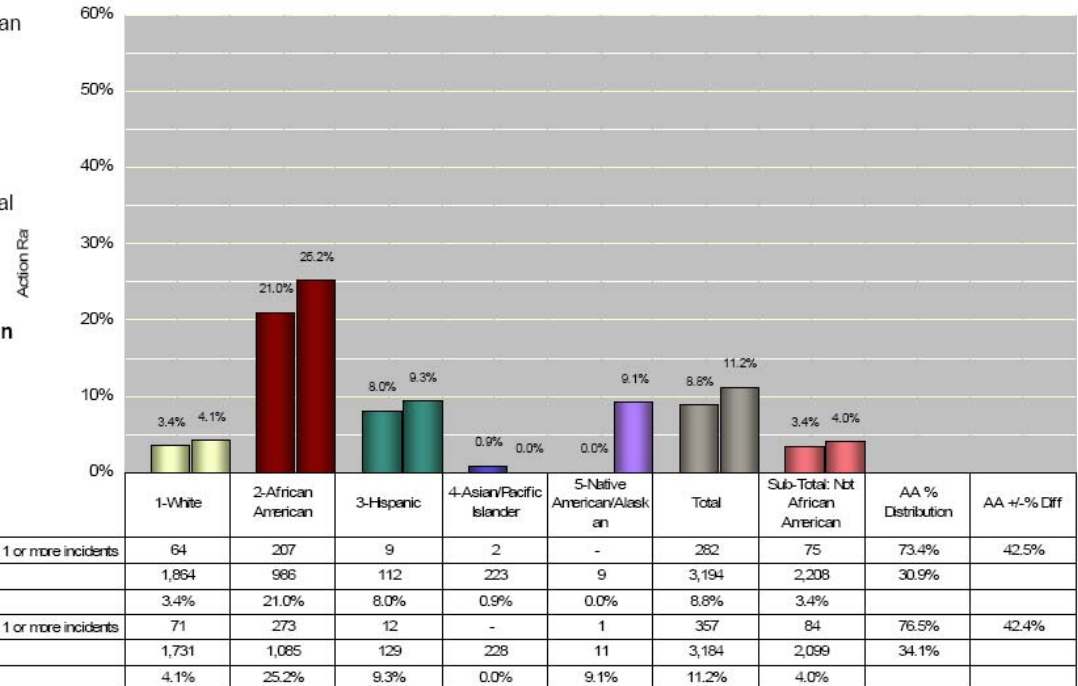
Appendix P  
High

## Suspension Action Rate By Race/Ethnicity

As of EOM June SY2006, 11.2% of all students had at least one suspension action. This compares to 8.8% for the full school year EOM June SY2005.

- Through June 2006, 25.2% of African American students had at least one suspension action. This compares to 21.0% for SY2005.
- The 25.2% SY2006 African American suspension rate compares to:
  - 4.1% for White students
  - 0.0% for Asian/Pacific students
  - 9.3% for Hispanic students.
- As indicated in the +/-15% Flex Goal Diff column, aggregate African American discipline distribution percentages did not reach the +/-15% flexible goal range in SY2005. However, there was .1% reduction for SY2006.

**High School Level - Suspension Rates**  
Year-to-Year Comparison By Race/Ethnicity  
SY2006 vs. SY2005  
Excludes Pre-K, Special Schools, and R.E.A.D.Y.  
Jun SY2006 vs. Jun SY2005



	1-White	2-African American	3-Hispanic	4-Asian/Pacific Islander	5-Native American/Alaskan	Total	Sub-Total: Nbt African American	AA % Distribution	AA +/-% Diff
Jun SY2005 Students w/ 1 or more incidents	64	207	9	2	-	282	75	73.4%	42.5%
Jun SY2005 Enrollment	1,864	986	112	223	9	3,194	2,208	30.9%	
Jun SY2005 Rate	3.4%	21.0%	8.0%	0.9%	0.0%	8.8%	3.4%		
Jun SY2006 Students w/ 1 or more incidents	71	273	12	-	1	357	84	76.5%	42.4%
Jun SY2006 Enrollment	1,731	1,085	129	228	11	3,184	2,059	34.1%	
Jun SY2006 Rate	4.1%	25.2%	9.3%	0.0%	9.1%	11.2%	4.0%		

# HS Suspensions

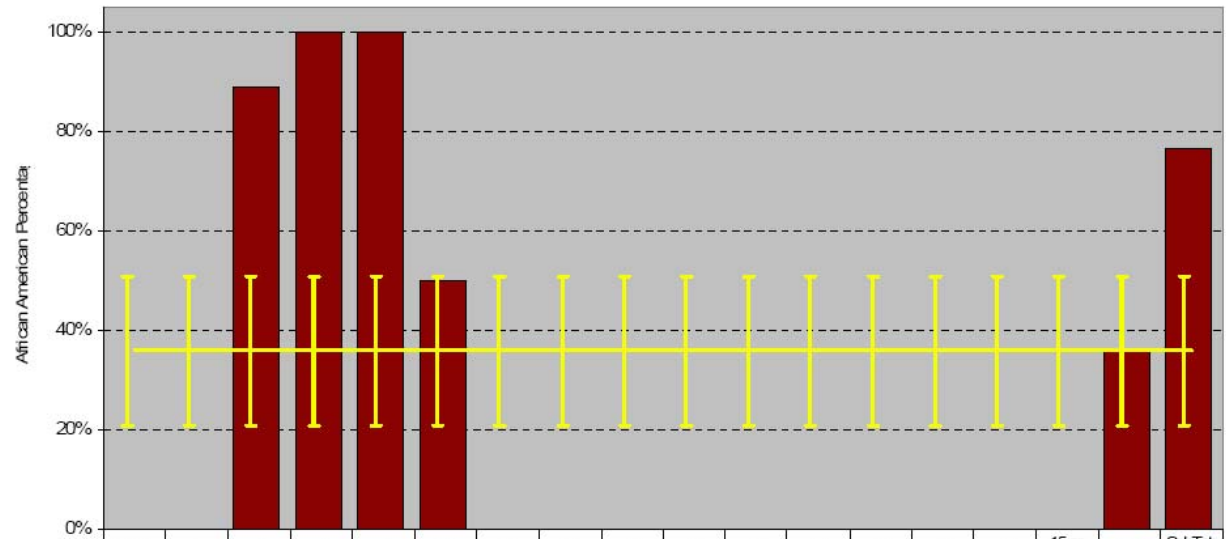


Appendix P  
High

## African American Suspension Actions SY2006

Unduplicated Count of Students by Number of Actions

Suspension Rates  
African American YTD Percentage Of Disciplinary Action:  
High School Level - Gr. 9-12  
Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"



	None	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15 or more	Total	SubTot N>= 1
Afr AmHS Enr Avg %	36%	36%	36%	36%	36%	36%	36%	36%	36%	36%	36%	36%	36%	36%	36%	36%	36%	36%
Afr Am% of Actions	0%	0%	89%	100%	100%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	36%	76%
African American N	812	180	65	17	10	1	-	-	-	-	-	-	-	-	-	-	1,085	273
Total N	2,827	254	73	17	10	2	1	-	-	-	-	-	-	-	-	-	3,184	357

Suspension - YTD EOM Jun SY2006



# MS Summary Discipline Rates



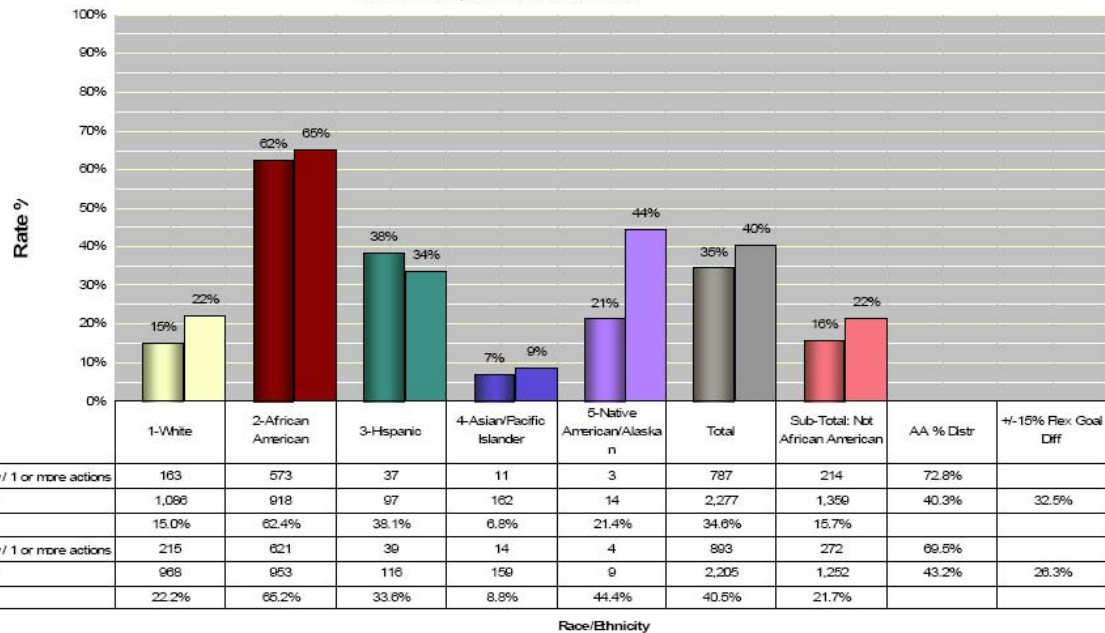
Appendix O  
Middle

## Action Rate by Race/Ethnicity:

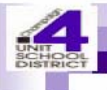
**YTD SY2006, 40.5% of all MS students had at least one disciplinary action. This compares to 34.6% for all MS students during SY2005.**

- In SY2006, 66.2% of African American students had at least one disciplinary action. This compares to 62.4% in SY2005.
- The 66.2% SY2006 African American disciplinary action rate compares to:
  - 22.2% for White students
  - 8.8% for Asian/Pacific students
  - 33.6% for Hispanic students.
- As indicated in the +/-15% Flex Goal Diff column, aggregate African American discipline distribution percentages did not reach the +/-15% flexible goal range in SY2006.

**Middle School Level - Discipline Rates**  
Year-to-Year Comparison By Race/Ethnicity  
SY2006 Jun vs. SY2005 YTD EOM Jun Unduplicated Counts  
Excludes Pre-K, Special Schools, and REA.D.Y.



# HS Summary Discipline Rates



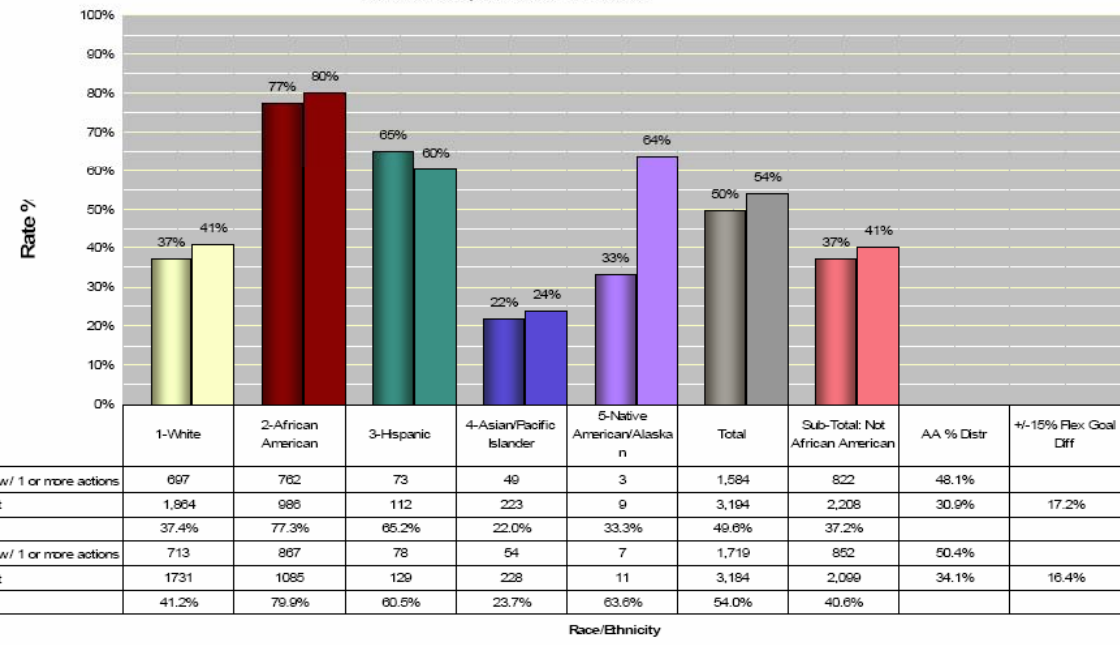
Appendix P  
High

## Action Rate by Race/Ethnicity:

**YTD SY2006, 54.0% of all HS students had at least one disciplinary action. This compares to 49.6% for all HS students during SY2005.**

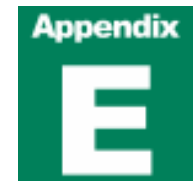
- In SY2006, 79.9% of African American students had at least one disciplinary action. This compares to 77.3% in SY2005.
- The 79.9% SY2006 African American disciplinary action rate compares to:
  - 41.2% for White students
  - 23.7% for Asian/Pacific students
  - 60.5% for Hispanic students.
- As indicated in the +/-15% Flex Goal Diff column, aggregate African American discipline distribution percentages did not reach the +/-15% flexible goal range in SY2006.

**High School Level - Discipline Rates**  
Year-to-Year Comparison By Race/Ethnicity  
SY2006 Jun vs. SY2005 YTD EOM Jun Unduplicated Counts  
Excludes Pre-K, Special Schools, and REA.D.Y.



# *Appendix E: Columbia Center*

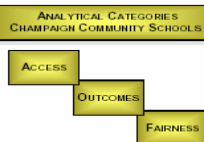
*“Inspect  
What You  
Expect”*



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

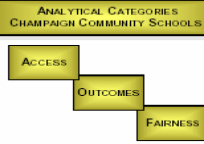


# Columbia Center MS & HS - Summary



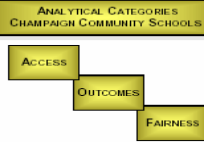
- A total of 115 different students were assigned to Columbia Center MS or HS during SY2006. Those 115 students had the following characteristics:
  - **Race/Ethnicity**: 84% were African American, thus making the program racially identifiable.
  - **Gender**: 64% were male.
  - **Free or Reduced Lunch Status**: 66% were free or reduced lunch.
  - **SPED Status**: 27% were SPED ( 17% Specified Learning Disability, 7% Behavioral-Emotional, and 3% Mental Impairment).
  - **Living With Status**: 57% lived with their Mothers, 17% with their Parents, and 9% with their Grandparents.
  - **TAOEP Status**: 46% were included within TAOEP (the district's attendance improvement program) while 54% were not.
  - **AVID Status**: 5% had participated in AVID while 95% had not. AVID (Advancement Via Individual Determination) is the district's prime secondary school minority achievement improvement program.
  - **Grade Level Status**: 81% were 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, or 10<sup>th</sup> graders.
  - **Entry Age**: The average entry age was 15.5 years. Note that Columbia Center students are roughly a year older than would normally be expected at each grade level. This suggests that students assigned to Columbia Center may be school year behind academically when compared to their age peers.
  - **Prior Years Enrolled in Unit 4**: 76% had been enrolled in the district during SY2003, 85% during SY2004, and 93% during SY2005. This suggests that most students assigned to Columbia Center have been enrolled in Unit 4 in prior years and are not new to the district.
  - **Prior Years Assigned to Columbia Center**:
    - 12% had been assigned to Columbia Center in each of the four school years SY2003 to SY2006.
    - 8% had been assigned to Columbia Center in each of the prior three school years SY2004 to SY2006
    - 38% had been assigned to Columbia Center in each of the prior two school years SY2005 to SY2006.
    - 42% were assigned to Columbia Center for the first time in SY2006.

# Columbia Center MS & HS - Summary



- **School or Program Assignments:** Student school assignments and program changes are recorded in the district Pentamation student database and captured in the district data marts. The data elements allow for analysis of sequence and duration of events. Of the 115 students:
  - **50** (44%) were assigned to Columbia Center and **only** to Columbia Center during SY2006. These 50 students did not have any other program assignments or changes.
  - **48** (42%) had **two** program or school assignments during SY2006; 23 of the 48 started SY2006 at Columbia Center and 37 of the 48 finished SY2006 at Columbia Center.
  - **12** (10%) had **three** program or school assignments during SY2006. Only 1 originally was assigned to Columbia Center while 11 originally were assigned elsewhere. For their 2<sup>nd</sup> assignment, all 12 were re-assigned to Columbia Center (11 from other schools and 1 internal to Columbia Center HS). For their 3<sup>rd</sup> assignments, 1 student was re-assigned to MS, 5 to HS and 6 had program or grade level re-assignments at Columbia Center.
  - **5** students (4%) had **four** program or school assignments during SY2006. Only 2 originally were assigned to Columbia Center while 3 originally were assigned elsewhere. For their 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> assignments, some students were re-assigned in or out of Columbia Center and some students had program or grade changes within their assigned school.
  - The net impact of the various assignments and re-assignments was to increase the number of students assigned to Columbia Center from a starting count of 76 assigned students (22 MS and 56 HS) to a finishing count of 94 assigned students (29 MS and 65 HS). This was a net increase of 18 students assigned to Columbia Center (+9 MS and +9 HS).

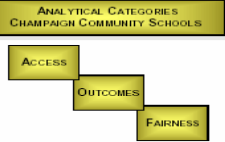
# Columbia Center MS & HS - Summary



- **Enrollment & Attendance:**

- **Days Enrolled:** 70% of the days enrolled by the 115 students were at Columbia Center. The 70% metric for days enrolled suggests that Columbia Center in SY2006 was the primary (and in many cases the “only”) educational institution for most of the 115 students assigned to the program throughout the course of the school year.
- **Days Absent:** 78% of student absences were while enrolled at Columbia Center. Columbia Center accounted for 70% of the days enrolled but for 78% of the days absent.
- **Average Daily Attendance – ADA:** Aggregate ADA for Columbia Center was 59%. Columbia Center MS ADA was 68%, some 10 to 15 percentage points lower than in the large middle schools. Columbia Center HS ADA was 54%, some 11 to 12 percentage points lower than in the large high schools for this population.
- High absenteeism and low Average Daily Attendance are particularly troublesome given that some 70% of the student school year was spent enrolled at Columbia Center. This also is particularly troublesome for a program ostensibly tasked with meeting the behavioral and educational needs of disruptive and/or disaffected students.

# Columbia Center MS & HS - Summary



- **Discipline & Suspension:**

- **Lost Days Due To Disciplinary Action:** The group of students assigned to Columbia Center during SY2006 lost a total of 1,050 school days due to disciplinary action. Columbia Center accounted for 54% of the lost days. This suggests that Columbia Center is not more efficacious than home schools in helping students to control behavior.
- **Lost Days Due To Suspension Actions:** The group of students assigned to Columbia Center during SY2006 lost a total of 870 school days due to suspensions. Columbia Center accounted for 58% of the lost days due to suspension.
- **Percentage Of Lost Days Due To Suspensions:** For the group of students assigned to Columbia Center, 83% of the lost days were due to suspensions. At Columbia Center, 91% of the lost days were due to suspension. Continuing to suspend students who previously had been suspended and assigned Columbia Center in the first place, doesn't reflect well on the effectiveness of Columbia Center's behavioral program.
- **Incidents Leading To Suspension:** A total of 51% of the lost days due to suspension resulted from incidents categorized as "Physical Actions & Disruption", 21% from "Verbal Abuse & Threats", and 13% from "Substances". The monitor grants that such behavior creates major challenges for Unit 4. However, there are proven alternative school programs throughout the United States that have dealt successfully with such behaviors. Unit 4 has yet to develop or adopt a true alternative program.





# Columbia Center MS & HS - Summary

- **HS Credits Earned During SY2006:**
  - 41 of the students assigned to Columbia Center earned a total of 119.5 credits during SY2006.
  - Some credits were earned at Columbia Center and some at Centennial or Central HS.
  - On average these 41 students earned 2.9 credits during SY2006.
  - This is roughly  $\frac{1}{2}$  the number of credits needed annually to be on track for graduation in four school years.
  - 38 of the students assigned to Columbia Center earned no credits toward graduation during SY2006.
  - The relatively low number of credits earned toward graduation does not indicate an academic program at Columbia Center leading to high school graduation.
  - The relatively low number of credits earned does not indicate an academic program well coordinated or integrated with the academic programs at Centennial or Central HS.



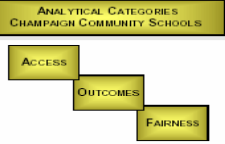


# Columbia Center MS & HS - Summary

- **End of Year Status – SY2006:**

- **Still Enrolled:** 77 of 115 ( 67%) students assigned to Columbia Center during SY2006 were still enrolled at the end of the school year.
- **Graduates:** 3 of 115 ( 3%) students graduated during SY2006.
- **Transfer Out of District:** 9 of 115 ( 8%) students transferred out of the district.
- **No Show:** 8 of 115 ( 7%) students were designated as “No Shows”. However, 7 of the 8 had ADA of 100%, thus indicating some sort of self-contradictory data anomaly: either the designation “No Show” must be erroneous or the ADA must be erroneous. See the section on data anomalies.
- **Home School:** 3 of 115 ( 3%) students left for home schooling. Note that these were HS students.
- **Drop Out or DOC:** 14 of 115 (12%) dropped out or went to DOC.
- Of the 115 students assigned to Columbia Center during SY2006, about 70% were still enrolled in the district or had graduated during the course of the school year. About 10% transferred out of the district or entered home schooling. About 20% dropped out, went to DOC, or were classified as No Shows.

# Columbia Center MS & HS - Summary

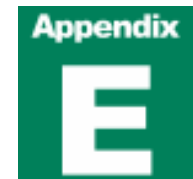


- **Data Anomalies:**

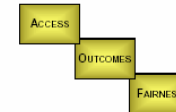
- **No Shows:** When days absent were verified for “No Shows” it was found that seven of the eight “No Shows” had 100% ADA. This is self-contradictory. Either the contemporaneous business record from Pentamation (the district student data management system) is in error or the designation “No Show” is in error. The district should review the “attendance by exception” method to be sure that days attended are recorded accurately.
- **Undocumented Enrollment Gaps:** At least 18 students transferring from one Unit 4 program to another had gaps in their enrollment during the time of the transfer. For example, one 15 year old transferred from Central HS on day 70 of the school year, but did not enter Columbia Center until day 77 – an ‘undocumented enrollment gap’ of 7 school days where the contemporaneous Pentamation record indicates that the student was enrolled in neither program. The student had been suspended and transferred to Columbia Center while serving the suspension. Central HS dropped the student from the roles on day 70. Columbia Center placed the student on the roles on day 77, the 1<sup>st</sup> day back from suspension. The impact being that the days absent due to suspension were ***not*** carried on either school’s books. Accuracy of attendance metrics is the least of the problem. More importantly, this is yet another example of lax follow-through and lack of coordination between Columbia Center and home schools. The district should (1) investigate and report out on steps to fix the records problem prospectively and (2) more importantly, take steps to coordinate student placement between home schools and Columbia Center.
- **Lost Enrollment and Attendance Records In Data Mart End of Month “Data Tables”:** This is a problem in the Data Mart Queries due to the district conversion to a new Student ID numbering system. The method used generated new Student ID numbers only for students still enrolled in the district at the time of the change. For some students who left the district prior to the change no new Student ID number was generated. Year-to-Date Data Mart queries and data rollups must be modified to capture all students YTD. This problem may also be related to the Undocumented Enrollment Gaps.

# *Appendix E: Columbia Center Detail*

*“Inspect  
What You  
Expect”*



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS



# SY2006 Enrollments:

## Columbia Center MS & HS

### By Race/Ethnicity

Data Source: Unit 4 Data Marts SY2003 Restated through SY2006 – see Jun Tables; tbl - SY2003 – SY2006 Housing EOM 11 Jun. Student ID numbers have been re-keyed for student confidentiality purposes.

#### COUNT \* Eth\_grp2 Cross tabulation

Total	Eth_grp2		
	2-African American	3--Not Afr Am	Total
	Count	97	18
% within COUNT	84.3%	15.7%	100.0%
% within Eth_grp2	100.0%	100.0%	100.0%

- 97 (84.3%) of the 115 students assigned to Columbia Center in SY2006 were African American
- 18 (15.7%) were Other Than African American.
- As indicated in Section 3 of this report, “Columbia Center MS & Columbia Center HS African American enrollment percentages have been in the 75% to 95% range since SY2003 and are projected to be “Out-of-Bounds” at +50 percentage points through SY2009.”

# SY2006 Enrollments: Columbia Center MS & HS By Race/Ethnicity & Gender

Data Source: Unit 4 Data Marts SY2003 Restated through SY2006 – see Jun Tables; tbl - SY2003 – SY2006 Housing EOM 11 Jun. Student ID numbers have been re-keyed for student confidentiality purposes.

**Gender \* Eth\_grp2 Cross tabulation**

		Eth_grp2			
		2-African American	3--Not Afr Am	Total	
Count	Gender	1-Female	34	7	41
		2-Male	63	11	74
	Total		97	18	115
% within Gender	Gender	1-Female	82.9%	17.1%	100.0%
		2-Male	85.1%	14.9%	100.0%
	Total		84.3%	15.7%	100.0%
% within Eth_grp2	Gender	1-Female	35.1%	38.9%	35.7%
		2-Male	64.9%	61.1%	64.3%
	Total		100.0%	100.0%	100.0%

- Almost 65% of the students assigned to Columbia Center were male.
- 34 (82.9%) of the 41 female students assigned to Columbia Center in SY2006 were African American.
- 63 (85.1%) of the 74 male students assigned to Columbia Center in SY2006 were African American.

# SY2006 Enrollments:

## Columbia Center MS & HS

### By Race/Ethnicity & Free/Reduced Lunch Status

Data Source: Unit 4 Data Marts SY2003 Restated through SY2006 – see Jun Tables; tbl - SY2003 – SY2006 Housing EOM 11 Jun. Student ID numbers have been re-keyed for student confidentiality purposes.

Lunch1 \* Eth\_grp2 Crosstabulation

			Eth_grp2		
			2-African American	3--Not Afr Am	Total
Count	Lunch1	1-Free or Reduced	67	9	76
		3-Denied	2	0	2
		4-No Appl	28	9	37
	Total		97	18	115
% within Lunch1	Lunch1	1-Free or Reduced	88.2%	11.8%	100.0%
		3-Denied	100.0%	.0%	100.0%
		4-No Appl	75.7%	24.3%	100.0%
	Total		84.3%	15.7%	100.0%
% within Eth_grp2	Lunch1	1-Free or Reduced	69.1%	50.0%	66.1%
		3-Denied	2.1%	.0%	1.7%
		4-No Appl	28.9%	50.0%	32.2%
	Total		100.0%	100.0%	100.0%

- Almost 2/3 of the students assigned to Columbia Center were eligible for free or reduced lunch.
- 69% of African American students assigned to Columbia Center were eligible for free or reduced lunch compared to 50% of Other Than African American students.
- 67(88.2%) of the 76 free or reduced lunch eligible students assigned to Columbia Center in SY2006 were African American.

# SY2006 Enrollments:

## Columbia Center MS & HS

### By Race/Ethnicity & SPED Status

Data Source: Unit 4 Data Marts SY2003 Restated through SY2006 – see Jun Tables; tbl - SY2003 – SY2006 Housing EOM 11 Jun. Student ID numbers have been re-keyed for student confidentiality purposes.

Exc\_name \* Eth\_grp2 Crosstabulation

			Eth_grp2		
			2-African American	3--Not Afr Am	Total
Count	Exc_name	00-Not SPED	71	13	84
		01-Mental Impairment	3	0	3
		04-Specified Learning Dis	17	3	20
		11-BehaviorEmotional	6	2	8
	Total		97	18	115
% within Exc_name	Exc_name	00-Not SPED	84.5%	15.5%	100.0%
		01-Mental Impairment	100.0%	.0%	100.0%
		04-Specified Learning Dis	85.0%	15.0%	100.0%
		11-BehaviorEmotional	75.0%	25.0%	100.0%
	Total		84.3%	15.7%	100.0%
% within Eth_grp2	Exc_name	00-Not SPED	73.2%	72.2%	73.0%
		01-Mental Impairment	3.1%	.0%	2.6%
		04-Specified Learning Dis	17.5%	16.7%	17.4%
		11-BehaviorEmotional	6.2%	11.1%	7.0%
	Total		100.0%	100.0%	100.0%

- About 27% of the students assigned to Columbia Center carried SPED designations.
- Students with specified learning disabilities are the largest SPED group at about 17% and another 7% have behavioral-emotional designations. District-wide, about 24% of all students have carried SPED designations, about 12% specified learning disabilities, and about 2% behavioral-emotional designations.
- These numbers suggest that Unit 4 continues to use Columbia Center as a dual-use program with a mixed population of students with SPED designations as well as disciplinary problems.

# SY2006 Enrollments:

## Columbia Center MS & HS

### By Race/Ethnicity & Living With Status

Data Source: Unit 4 Data Marts SY2003 Restated through SY2006 – see Jun Tables; tbl - SY2003 – SY2006 Housing EOM 11 Jun. Student ID numbers have been re-keyed for student confidentiality purposes.

- About 57% of the students assigned to Columbia Center live with their Mothers, 16.5% with their Parents, and 8.7% with their Grandparents.
- Note that the percentages of African American and Other Than African American students living with their Mothers was very close for each group.

Liv\_w\_2 \* Eth\_grp2 Crosstabulation

		Eth_grp2			
		2-African American	3--Not Afr Am	Total	
Count	Liv_w_2	1-FATHER	5	2	7
		2-GUARDIAN	2	0	2
		4-MOTHER	56	10	66
		5-OTHER	0	1	1
		6-PARENTS	14	5	19
		7-GRANDPARENTS	10	0	10
		99-Not Noted	7	0	7
		9-FOSTER PARENTS	3	0	3
	Total		97	18	115
% within Liv_w_2	Liv_w_2	1-FATHER	71.4%	28.6%	100.0%
		2-GUARDIAN	100.0%	.0%	100.0%
		4-MOTHER	84.8%	15.2%	100.0%
		5-OTHER	.0%	100.0%	100.0%
		6-PARENTS	73.7%	26.3%	100.0%
		7-GRANDPARENTS	100.0%	.0%	100.0%
		99-Not Noted	100.0%	.0%	100.0%
		9-FOSTER PARENTS	100.0%	.0%	100.0%
	Total		84.3%	15.7%	100.0%
% within Eth_grp2	Liv_w_2	1-FATHER	5.2%	11.1%	6.1%
		2-GUARDIAN	2.1%	.0%	1.7%
		4-MOTHER	57.7%	55.6%	57.4%
		5-OTHER	.0%	5.6%	.9%
		6-PARENTS	14.4%	27.8%	16.5%
		7-GRANDPARENTS	10.3%	.0%	8.7%
		99-Not Noted	7.2%	.0%	6.1%
		9-FOSTER PARENTS	3.1%	.0%	2.6%
	Total		100.0%	100.0%	100.0%



# SY2006 Enrollments:

## Columbia Center MS & HS

### By Race/Ethnicity & TAOEP

Data Source: Unit 4 Data Marts SY2003 Restated through SY2006 – see Jun Tables; tbl - SY2003 – SY2006 Housing EOM 11 Jun. Student ID numbers have been re-keyed for student confidentiality purposes.

TAOEP \* Eth\_grp2 Crosstabulation

			Eth_grp2		
			2-African American	3--Not Afr Am	Total
Count	TAOEP	1-CHRONIC TRUANT	32	6	38
		2-TRUANT	10	3	13
		3-POTENTIAL DROPOUT	1	1	2
		9-NOT TAOEP	54	8	62
		Total	97	18	115
% within TAOEP	TAOEP	1-CHRONIC TRUANT	84.2%	15.8%	100.0%
		2-TRUANT	76.9%	23.1%	100.0%
		3-POTENTIAL DROPOUT	50.0%	50.0%	100.0%
		9-NOT TAOEP	87.1%	12.9%	100.0%
		Total	84.3%	15.7%	100.0%
% within Eth_grp2	TAOEP	1-CHRONIC TRUANT	33.0%	33.3%	33.0%
		2-TRUANT	10.3%	16.7%	11.3%
		3-POTENTIAL DROPOUT	1.0%	5.6%	1.7%
		9-NOT TAOEP	55.7%	44.4%	53.9%
		Total	100.0%	100.0%	100.0%

- TAOEP is the district attendance improvement program.
- About 46% of students assigned to Columbia Center were included within TAOEP and 54% were not.
- About 33% were designated as Chronic Truants, 11% as Truant, and 2% as Potential Dropouts.
- If this program has deemed effective by the district, the district should consider expanding it's use to more students at Columbia Center.

# SY2006 Enrollments:

## Columbia Center MS & HS

### By Race/Ethnicity & AVID

Data Source: Unit 4 Data Marts SY2003 Restated through SY2006 – see Jun Tables; tbl - SY2003 – SY2006 Housing EOM 11 Jun. Student ID numbers have been re-keyed for student confidentiality purposes.

**Avid\_desc \* Eth\_grp2 Crosstabulation**

			Eth_grp2		
			2-African American	3--Not Afr Am	Total
Count	Avid_desc	02-AVID	3	0	3
		03-INACTIVE AVID	3	0	3
		09-NOT AVID	91	18	109
		Total	97	18	115
% within Avid_desc	Avid_desc	02-AVID	100.0%	.0%	100.0%
		03-INACTIVE AVID	100.0%	.0%	100.0%
		09-NOT AVID	83.5%	16.5%	100.0%
		Total	84.3%	15.7%	100.0%
% within Eth_grp2	Avid_desc	02-AVID	3.1%	.0%	2.6%
		03-INACTIVE AVID	3.1%	.0%	2.6%
		09-NOT AVID	93.8%	100.0%	94.8%
		Total	100.0%	100.0%	100.0%

- AVID (Advancement Via Individual Determination) is the district's prime secondary school minority achievement improvement program.
- About 5% of students assigned to Columbia Center had AVID involvement, 95% did not.
- If this program has deemed effective by the district, the district should consider expanding it's use to Columbia Center.

# SY2006 Enrollments:

## Columbia Center MS & HS

### By Race/Ethnicity & Grade Level & Average Entry Age

Data Source: Unit 4 Data Marts SY2003 Restated through SY2006 – see Jun Tables; tbl - SY2003 – SY2006 Housing EOM 11 Jun. Student ID numbers have been re-keyed for student confidentiality purposes.

- The most frequent grade level at Columbia Center was Gr. 09 at 44.3%. Note that the percentages of Gr. 09 African American and Other Than African American 9<sup>th</sup> graders were very close.
- Roughly 81% of all Columbia Center students were 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> graders.
- The average entry age was 15.5 years.
- Note that Columbia Center students are roughly a year older than would be expected at each grade level. This suggests that students assigned to Columbia Center may be school year behind academically when compared to their age peers.
  - The rule-of-thumb is that a student's age can be approximated by adding 5 ½ to the student's grade level for the beginning age or adding 6 ½ to the student's grade level for the year end age.
  - For example, a 9<sup>th</sup> grader would be expected to be 14 ½ at entrance and 15 ½ at the end of 9<sup>th</sup> grade. The September SY2006 mean entrance age for 9<sup>th</sup> graders was 14.7. The average entrance age for Columbia Center 9<sup>th</sup> graders was 15.9, over a year older than other 9<sup>th</sup> graders.

**Report**

Gr_lvl	Ent_Age		Eth_grp2			
			2-African American		3--Not Afr Am	
	Mean	N	Mean	N	Mean	N
Gr. 06	12.108	5			12.108	5
Gr. 07	13.115	12	13.203	1	13.121	13
Gr. 08	14.187	18	14.226	2	14.191	20
Gr. 09	15.926	43	15.889	8	15.920	51
Gr. 10	16.672	8	16.429	2	16.623	10
Gr. 11	17.736	7	17.014	1	17.646	8
Gr. 12	18.110	5	18.846	4	18.437	9
<b>Total</b>	<b>15.369</b>	<b>98</b>	<b>16.334</b>	<b>18</b>	<b>15.519</b>	<b>116</b>

Note that one student had been assigned to Columbia Ctr MS and also at a later date to Columbi Ctr HS. This single student is included twice in this table.

**Gr\_lvl \* Eth\_grp2 Crosstabulation**

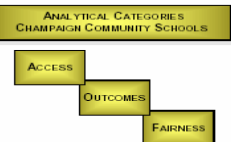
Count	Gr_lvl	Eth_grp2	Eth_grp2		Total
			2-African American	3--Not Afr Am	
	Gr. 06	Gr. 06	5	0	5
	Gr. 07	Gr. 07	12	1	13
	Gr. 08	Gr. 08	17	2	19
	Gr. 09	Gr. 09	43	8	51
	Gr. 10	Gr. 10	8	2	10
	Gr. 11	Gr. 11	7	1	8
	Gr. 12	Gr. 12	5	4	9
	<b>Total</b>		<b>97</b>	<b>18</b>	<b>115</b>
% within Gr_lvl	Gr_lvl	Gr. 06	100.0%	.0%	100.0%
		Gr. 07	92.3%	7.7%	100.0%
		Gr. 08	89.5%	10.5%	100.0%
		Gr. 09	84.3%	15.7%	100.0%
		Gr. 10	80.0%	20.0%	100.0%
		Gr. 11	87.5%	12.5%	100.0%
		Gr. 12	55.6%	44.4%	100.0%
	<b>Total</b>		<b>84.3%</b>	<b>15.7%</b>	<b>100.0%</b>
% within Eth_grp2	Gr_lvl	Gr. 06	5.2%	.0%	4.3%
		Gr. 07	12.4%	5.6%	11.3%
		Gr. 08	17.5%	11.1%	16.5%
		Gr. 09	44.3%	44.4%	44.3%
		Gr. 10	8.2%	11.1%	8.7%
		Gr. 11	7.2%	5.6%	7.0%
		Gr. 12	5.2%	22.2%	7.8%
	<b>Total</b>		<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

# SY2006 Enrollments: Columbia Center MS & HS

Data Source: Unit 4 Data Marts SY2003 Restated through SY2006 – see Jun Tables; tbl - SY2003 – SY2006 Housing EOM 11 Jun. Student ID numbers have been re-keyed for student confidentiality purposes.

<b>Years Prior To SY2006 In Unit 4</b>	<i>Count</i>	<i>Percent of SY2006 Columbia Center Enrollment</i>
SY2005 In Unit 4	107	93.0%
SY2004 In Unit 4	98	85.2%
SY2003 In Unit 4	87	75.7%

- 87 (75.7%) of the 115 students assigned to Columbia Center in SY2006 had been enrolled in Unit 4 during SY2003.
- 98 (85.2%) had been enrolled in Unit 4 during SY2004.
- 107(93.0%) had been enrolled in Unit 4 during SY2005.
- This suggests that most students assigned to Columbia Center have been enrolled in Unit 4 in prior years and are not new to the district.



# SY2006 Enrollments: Columbia Center MS & HS

Data Source: Unit 4 Data Marts SY2003 Restated through SY2006 – see Jun Tables; tbl - SY2003 – SY2006 Housing EOM 11 Jun. Student ID numbers have been re-keyed for student confidentiality purposes.

<b>Years Assigned to Columbia Ctr</b>	<i>Count</i>	<i>Percent of SY2006 Columbia Center Enrollment</i>
4 of 4 Years SY2003 to SY2006	14	12.2%
3 of 4 Years SY2003 to SY2006	9	7.8%
2 of 4 Years SY2003 to SY2006	44	38.3%
1 of 4 Years SY2003 to SY2006	48	41.7%
<b>Total</b>	115	100.0%

- During SY2006, a total of 115 different students were assigned to Columbia Center MS or HS.
- A total of 14 students (12.2%) were assigned to Columbia Center for each of the four school years SY2003 to SY2006.
- A total of 9 students ( 7.8%) were assigned to Columbia Center for each of the three school years SY2004 to SY2006.
- A total of 44 students (38.3%) were assigned to Columbia Center for each of the past two school years SY2005 to SY2006.
- A total of 48 students (41.7%) were assigned to Columbia Center for the first time in SY2006.
- A total of 67 students of 115 total students (58.3%) were assigned to Columbia Center for two or more years. This suggests that Unit 4 continues to use Columbia Center as an ongoing multi-year program, rather than as a short-term behavioral intervention program for students with discipline problems.

# SY2006 Assignment Sequences: Columbia Center MS & HS

1	Bldg_No	2		3			4			
		Number of Students - Unduplicated Within School Building	Number of Students - Unduplicated Within School Building	Start	Interim	Finish	Number of Students - Unduplicated Within School Building	Number of Students - Unduplicated Within School Building	Number of Students - Unduplicated Within School Building	Number of Students - Unduplicated Within School Building
	Start (& Finish)	Start	Finish	Start	Interim	Finish	Start	Interim 1	Interim 2	Finish
	20 - Edison MS		3 2		0	0 0		0	0	0
	21 - Franklin MS		3 2		1	0 0		0	0	0
	22 - Jefferson MS		7 1		1	0 1		1	1	0
	26 - Columbia Ctr MS	10	10 18		0	2 1		0	0	1
	27 - Columbia Ctr HS	40	13 19		1	10 5		2	3	3
	<b>26 &amp; 27 -Columbia Ctr</b>	<b>50</b>	<b>23 37</b>		<b>1</b>	<b>12 6</b>		<b>2</b>	<b>3</b>	<b>4</b>
	31 - Centennial HS		5 1		2	0 2		1	1	1
	32 - Central HS		7 3		5	0 3		1	0	0
	<i>Sub-Total Unit 4:</i>	50	48 46		10	12 12		5	5	5
	01- R.E.A.D.Y.		0 1		2	0 0		0	0	0
	301 - Circle Academy		0 1		0	0 0		0	0	0
	711 - Pavilion Day Care		0 0		0	0 0		0	0	0
	<i>Sub-Total Special Progr:</i>	0	0 2		2	0 0		0	0	0
	<b>Total</b>	<b>50</b>	<b>48 48</b>		<b>12</b>	<b>12 12</b>		<b>5</b>	<b>5</b>	<b>5</b>

[Assign1]

- Student school assignments and program changes are recorded in the district Pentamation student database and captured in the district data marts.
  - 50** students (44%) were assigned to Columbia Center and **only** to Columbia Center during SY2006. These 50 students did not have any other program assignments or changes. They both started and finished their time in SY2006 assigned to the same program in the same program at Columbia Center.
  - 48** students (42%) had **two** program or school assignments during SY2006. For example, 13 MS students were 1<sup>st</sup> assigned to the large middle schools – Edison, Franklin, or Jefferson – while 10 other MS students were 1<sup>st</sup> assigned to Columbia Center MS. During the course of the school year re-assignments or program changes shifted students a 2<sup>nd</sup> time. The original 13 from the large middle schools were re-assigned to Columbia Center MS as a 2<sup>nd</sup> assignment and 5 from Columbia Center MS were re-assigned to the large middle schools. Note that the remaining 5 students with the 1<sup>st</sup> assignment at Columbia Center MS had a 2<sup>nd</sup> program or grade level change within Columbia Center MS. Similar changes occurred at the HS level – 12 students from the large high schools were reassigned to Columbia Center HS and 6 students were re-assigned to Centennial HS, Central HS, R.E.A.D.Y., or Circle Academy. A total of 7 Columbia Center HS students originally assigned to Columbia Center HS had a 2<sup>nd</sup> program or grade level change within Columbia Center HS.
  - 12** students (10%) had **three** program or school assignments during SY2006. Only 1 originally was assigned to Columbia Center while 11 originally were assigned elsewhere. For their 2<sup>nd</sup> assignment, all 12 were re-assigned to Columbia Center (11 from other schools and 1 internal to Columbia Center HS). For their 3<sup>rd</sup> assignments, 1 student was re-assigned to Jefferson MS, 2 to Centennial HS, and 3 to Central HS. The 6 students remaining at Columbia Center also had program or grade level re-assignments.
  - 5** students (4%) had **four** program or school assignments during SY2006. Only 2 originally were assigned to Columbia Center while 3 originally were assigned elsewhere. For their 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> assignments, some students were re-assigned in or out of Columbia Center and some students had program or grade changes within their school.

# SY2006 Net Assignment Differences: Columbia Center MS & HS

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

B Idg_No	S tart	Start Assignment - Number of Students - Unduplicated Within School Building					F inish	Finish Assignment - Number of Students - Unduplicated Within School Building					D ifference	Net Difference (Finish less Start)				
		S1	S2	S3	S4	Total		F1	F2	F3	F4	Total		Net1	Net2	Net3	Net4	Total
20 - Edison MS		0	3	0	0	3	0	2	0	0	2	0	-1	0	0	-1		
21 - Franklin MS		0	3	1	0	4	0	2	0	2	0	-1	-1	0	-2			
22 - Jefferson MS		0	7	1	1	9	0	1	1	1	3	0	-6	0	0	-6		
<b>26 - Columbia Ctr MS</b>		<b>10</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>10</b>	<b>18</b>	<b>1</b>	<b>0</b>	<b>29</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>9</b>		
<b>27 - Columbia Ctr HS</b>		<b>40</b>	<b>13</b>	<b>1</b>	<b>2</b>	<b>56</b>	<b>40</b>	<b>19</b>	<b>5</b>	<b>1</b>	<b>65</b>	<b>0</b>	<b>6</b>	<b>4</b>	<b>-1</b>	<b>9</b>		
<b>26 &amp; 27 -Columbia Ctr</b>		<b>50</b>	<b>23</b>	<b>1</b>	<b>2</b>	<b>76</b>	<b>50</b>	<b>37</b>	<b>6</b>	<b>1</b>	<b>94</b>	<b>0</b>	<b>14</b>	<b>5</b>	<b>-1</b>	<b>18</b>		
31 - Centennial HS		0	5	2	1	8	0	1	2	2	5	0	-4	0	1	-3		
32 - Central HS		0	7	5	1	13	0	3	3	0	6	0	-4	-2	-1	-7		
<i>Sub-Total Unit 4:</i>		50	48	10	5	113	50	46	12	4	112	0	-2	2	-1	-1		
01- R.E.A.D.Y.		0	0	2	0	2	0	1	0	0	1	0	1	-2	0	-1		
301 - Circle Academy		0	0	0	0	0	0	1	0	0	1	0	1	0	0	1		
711 - Pavilion Day Care		0	0	0	0	0	0	0	0	1	1	0	0	0	0	1		
<i>Sub-Total Special Progs</i>		0	0	2	0	2	0	2	0	1	3	0	2	-2	1	1		
<b>Total</b>		<b>50</b>	<b>48</b>	<b>12</b>	<b>5</b>	<b>115</b>	<b>50</b>	<b>48</b>	<b>12</b>	<b>5</b>	<b>115</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		

[Assign2]

- The net impact of the various assignments and re-assignments was to increase the number of students assigned to Columbia Center from a starting count of 76 assigned students (22 MS and 56 HS) to a finishing count of 94 assigned students (29 MS and 65 HS). This was a net increase of 18 students assigned to Columbia Center (+9 MS and +9 HS).
- Offsetting the net increase at Columbia Center were net decreases at the district's other programs.
- Edison, Franklin, and Jefferson MS started with 16 students assigned and finished with 7 students assigned. This is a net decrease of -9 students offsetting the net +9 at Columbia Center MS.
- Centennial and Central HS started with 21 students assigned and finished with 11 students assigned. This is a net decrease of -10 students. R.E.A.D.Y., Circle Academy, and Pavilion Day Care started with 2 students assigned and finished with 3 students assigned, a net increase of +1 student. These assignments and re-assignments offset the +9 at Columbia Center HS.

# SY2006 Enrollment & Attendance: Columbia Center MS & HS

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

- The students assigned to Columbia Center in SY2006 were enrolled in Unit 4 for 14,819 total days, of which 275 days were at R.E.A.D.Y., Circle Academy, or Pavilion Day Care. Since Unit 4 does not collect attendance data for those programs, this analysis focuses only on Unit 4 operated programs, i.e., on the 14,544 days enrolled within Unit 4.
- Days Enrolled:** A total of 10,219 days of 14,544 days (70%) enrolled in Unit 4 were at Columbia Center.
  - The 70% metric for days enrolled at Columbia Center suggests that Columbia Center in SY2006 was the primary (and in many cases the “only”) educational institution for most of the 115 students assigned to the program throughout the course of the school year.
- Days Absent:** Students were absent for a total of 5,383 days; 78% (4,184) of which were while enrolled at Columbia Center. Columbia Center accounted for 70% of the days enrolled but for 78% of the days absent.
- Average Daily Attendance – ADA:** Aggregate ADA for the group of students assigned to Columbia Center in SY2006 was 63%. Aggregate ADA for Columbia Center was 59%, some 4 percentage points lower.
  - Columbia Center MS ADA was 68%, some 10 to15 percentage points lower than in the large middle schools which averaged 78%-83% for this population.
  - Columbia Center HS ADA was 54%, some 11 to 12 percentage points lower than in the large high schools for this population.

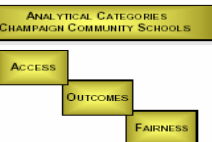
Finishing SY2006 Assignment - N Unduplicated Within School				
Bldg_No	Building	Days Enrolled	Days Absent	ADA
<b>Total</b>		<b>Total</b>	<b>Total</b>	<b>Total</b>
20 - Edison MS	2	324	72	78%
21 - Frankilin MS	2	558	123	78%
22 - Jefferson MS	3	1,048	176	83%
<b>26 - Columbia Ctr MS</b>	<b>29</b>	<b>3,603</b>	<b>1,147</b>	<b>68%</b>
<b>27 - Columbia Ctr HS</b>	<b>65</b>	<b>6,616</b>	<b>3,037</b>	<b>54%</b>
<b>26 &amp; 27 -Columbia Ctr</b>	<b>94</b>	<b>10,219</b>	<b>4,184</b>	<b>59%</b>
31 - Centennial HS	5	1,169	410	65%
32 - Central HS	6	1,226	420	66%
<i>Sub-Total Unit 4:</i>	112	14,544	5,383	63%
01- R.E.A.D.Y.	1	86		
301 - Circle Academy	1	172		
711 - Pavilion Day Care	1	17		
<i>Sub-Total Special Progrs</i>	3	275		
<b>Total</b>	115	14,819		

[Seq\_Max\_1]

- The SY2006 Columbia Center program was characterized by high absenteeism and low Average Daily Attendance. This is particularly troublesome given that some 70% of the student school year was spent enrolled at Columbia Center.
- This also is particularly troublesome for a program supposed tailored and designed to meet the behavioral and educational needs of disruptive and/or disaffected students.



# SY2006 Lost Days Due To Discipline: Columbia Center MS & HS



- **Lost Days Due To Disciplinary Action:** The group of students assigned to Columbia Center during SY2006 lost total of 1,050 school days due to disciplinary action.
  - Columbia Center accounted for 54% (562/1050) of the lost days due to disciplinary action.
  - Edison, Franklin, and Jefferson MS accounted for 23% (244/1050) of the lost days due to disciplinary action.
  - Centennial and Central HS accounted for 23% (243/1050) of the lost days due to disciplinary action.
- **Lost Days Due To Suspension Actions:** A total of 870 school days were lost due to suspensions.
  - Columbia Center accounted for 58% (509/870) of the lost days due to suspension.
  - Edison, Franklin, and Jefferson MS accounted for 16% (136/870) of the lost days due to suspension.
  - Centennial and Central HS accounted for 26% (225/870) of the lost days due to suspension.
- **Percentage Of Lost Days Due To Suspensions:** For the group of students assigned to Columbia Center, 83% of the lost days were due to suspensions.
  - At Columbia Center, 91% of the lost days were due to suspension; 90% at the MS program and 92% at the HS program.
  - The comparable aggregate MS percentages of lost days due to suspension was 55% (136/244); 87% at Edison MS, 57% at Franklin MS, and 44% at Jefferson MS..
  - The comparable aggregate HS percentages of lost days due to suspension was 93% (225/243); 96% at Centennial HS and 90% at Central HS.

Bldg_No	Finishing SY2006 Assignment - N Unduplicated Within School Building		Percentage of Lost Days Due Lost Days Due To To To Suspension Suspension Suspension	
	Total	Total	Total	Total
20 - Edison MS	2	41	36	87%
21 - Frankilin MS	2	81	46	57%
22 - Jefferson MS	3	122	54	44%
<b>26 - Columbia Ctr MS</b>	<b>29</b>	<b>289</b>	<b>259</b>	<b>90%</b>
<b>27 - Columbia Ctr HS</b>	<b>65</b>	<b>273</b>	<b>250</b>	<b>92%</b>
<b>26 &amp; 27 -Columbia Ctr</b>	<b>94</b>	<b>562</b>	<b>509</b>	<b>91%</b>
31 - Centennial HS	5	102	98	96%
32 - Central HS	6	141	127	90%
<i>Sub-Total Unit 4:</i>	112	1050	870	83%
01- R.E.A.D.Y.	1			
301 - Circle Academy	1			
711 - Pavilion Day Care	1			
<i>Sub-Total Special Progrs</i>	3			
<b>Total</b>	115	1050	870	83%

[Seq\_Max\_2]

- The SY2006 Columbia Center program was characterized by high levels of lost days due to discipline and high levels of suspension:
  - 54% of lost days due to discipline occurred at Columbia Center
  - 58% of lost days due to suspension occurred at Columbia Center
  - At Columbia Center, over 90% of lost days due to discipline were due to suspensions.
- Continuing to suspend students who previously had been suspended and assigned Columbia Center in the first place, doesn't reflect well on the Columbia Center behavioral program design.

# SY2006 Incidents Leading To Suspension: Columbia Center MS & HS

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

- A total of 51% of the lost days due to suspension resulted from incidents categorized as “Physical Actions & Disruption”, 21% from “Verbal Abuse & Threats”, and 13% from “Substances”.
- The top 5 individual incidents leading to lost days due to suspension accounted for 66% (572/870) of all lost days due to suspension:
  - Phy Conf w/ Student = 279 lost days – 32%
  - Verbal Abuse Staff = 128 lost days – 15%
  - Sexual Conduct = 60 lost days – 7%
  - Phy Conf w/ Staff = 54 lost days – 6%
  - Disruptive Behavior = 51 lost days – 6%
- The monitor grants that such behavior creates major challenges for Unit 4. However, there are proven alternative school programs throughout the United States that deal successfully with such behaviors. Unit 4 has yet to develop or adopt a true alternative program. In stead, students continue to be assigned to Columbia Center.

Incidents Leading to Suspension		Number of Lost Days Total	Percentage of Lost Days Total
<b>1-Insubordination</b>	DETENTN, REFUSAL SRV	3	0%
	DISOBEDIENCE	27	3%
	REFUSAL SRV SAT SCHL	8	1%
<b>Sub-Total</b>		<b>38</b>	<b>4%</b>
<b>2-Verbal Abuse &amp; Threats</b>	THREATS TO STAFF	30	3%
	VERBAL ABUSE STAFF	128	15%
	VERBAL ABUSE STUDENT	28	3%
<b>Sub-Total</b>		<b>186</b>	<b>21%</b>
<b>3-Physical Acts &amp; Disruption</b>	DISRUPTIVE BEHAVIOR	51	6%
	HORSEPLAY/SCUFFLING	28	3%
	OTHER ACTS ENDANGER	29	3%
	PHY CONF W/STAFF	54	6%
	PHY CONF W/STUDENT	279	32%
<b>Sub-Total</b>		<b>441</b>	<b>51%</b>
<b>4-Substances</b>	ALCOHOL RELATED	15	2%
	DANGEROUS OBJECT	12	1%
	DRUG RELATED	23	3%
	TOBACCO PROD, USE OF	0	0%
	WEAPON-GUN/EXPLOSIVE	33	4%
WEAPON-NOT GUNS	26	3%	
<b>Sub-Total</b>		<b>109</b>	<b>13%</b>
<b>5-Other</b>	PROP DAM/VANDALISM	20	2%
	SEXUAL CONDUCT	60	7%
	THEFT	13	1%
	TRESPASSING/LOITERIN	3	0%
<b>Sub-Total</b>		<b>96</b>	<b>11%</b>
<b>Total</b>		<b>870</b>	<b>100%</b>

[Suspensions]

# SY2006 Credits Toward Graduation: Columbia Center HS

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

Bldg_No	Finishing SY2006 Assignment - N Unduplicated Within School Building			Average Credits Per Student Earning Credits	N Students <i>NOT</i> Earning Credits
	N Students Earning Credits	Total Credits Earned SY2006			
<b>27 - Columbia Ctr HS</b>	<b>31</b>	<b>81.5</b>	<b>2.6</b>	<b>34</b>	
31 - Centennial HS	5	20.0	4.0	0	
32 - Central HS	5	18.0	3.6	1	
<i>Sub-Total Unit 4:</i>	76	119.5	2.9	35	
01- R.E.A.D.Y.	1	0.0	0.0	1	
301 - Circle Academy	1	0.0	0.0	1	
711 - Pavilion Day Care	1	0.0	0.0	1	
<i>Sub-Total Special Progrs</i>	3	0.0	0.0	3	
<b>Total</b>	<b>79</b>	<b>119.5</b>	<b>2.9</b>	<b>38</b>	

[Seq\_Max\_3]

- In SY2006, 79 of the 115 students assigned to Columbia Center were high school students and, thus, eligible to earn credits toward graduation.
- Typically, 2.5 to 3.0 credits per semester, or 5 or 6 credits per school year, are necessary to accumulate the 21 credit needed to graduate in four school years.
- 41 of the students assigned to Columbia Center earned a total of 119.5 credits during SY2006. Some credits were earned at Columbia Center and some at Centennial or Central HS. On average these 41 students earned 2.9 credits during SY2006. This is roughly ½ the number of credits needed to be on track for graduation in four school years.
- 38 of the students assigned to Columbia Center earned no credits toward graduation during SY2006.
- The relatively low number of credits earned toward graduation does not indicate an academic program at Columbia Center leading to high school graduation. The relatively low number of credits earned does not indicate an academic program well coordinated or integrated with the academic programs at Centennial or Central HS.

# SY2006 End of Year Status: Columbia Center MS & HS By Assignment Sequence

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

Sequence Summary	Bldg_No	Last Assignment - Number of Students - Unduplicated Within School Building	N Graduating	N Transferring Out of District	N No Shows	N Home School	N Dropping Out or To DOC	N Still Enrolled	Percentage Of Students Still Enrolled
		Total	Total	Total	Total	Total	Total	Total	Total
	20 - Edison MS	2	0	0	0	0	0	2	100%
	21 - Franklin MS	2	0	0	0	0	0	2	100%
	22 - Jefferson MS	3	0	0	0	0	0	3	100%
	<b>26 - Columbia Ctr MS</b>	<b>29</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>24</b>	<b>83%</b>
	<b>27 - Columbia Ctr HS</b>	<b>65</b>	<b>2</b>	<b>6</b>	<b>7</b>	<b>3</b>	<b>12</b>	<b>35</b>	<b>54%</b>
	<b>26 &amp; 27 -Columbia Ctr</b>	<b>94</b>	<b>2</b>	<b>9</b>	<b>7</b>	<b>3</b>	<b>14</b>	<b>59</b>	<b>63%</b>
	31 - Centennial HS	5	0	0	0	0	0	5	100%
	32 - Central HS	6	1	0	0	0	0	5	83%
	<i>Sub-Total Unit 4:</i>	112	3	9	7	3	14	76	68%
	01- R.E.A.D.Y.	1	0	0	0	0	1	0	0%
	301 - Circle Academy	1	0	0	1	0	0	1	100%
	711 - Pavilion Day Care	1	0	0	0	0	0	0	0%
	<i>Sub-Total Special Progrs</i>	3	0	0	1	0	1	1	33%
	<b>Total</b>	115	3	9	8	3	15	77	67%

[Seq\_Max\_3]

- **Still Enrolled:** 77 of 115 ( 67%) students assigned to Columbia Center during SY2006 were still enrolled at the end of the school year.
- **Graduates:** 3 of 115 ( 3%) students graduated during SY2006.
- **Transfer Out of District:** 9 of 115 ( 8%) students transferred out of the district.
- **No Show:** 8 of 115 ( 7%) students were designated as "No Shows". However, 7 of the 8 had ADA of 100%, thus indicating some sort of self-contradictory data anomaly: either the designation "No Show" must be erroneous or the ADA must be erroneous. See the section on data anomalies.
- **Home School:** 3 of 115 ( 3%) students left for home schooling. Note that these were HS students.
- **Drop Out or DOC:** 14 of 115 (12%) dropped out or went to DOC.
- Of the 115 students assigned to Columbia Center during SY2006, about 70% were still enrolled in the district or graduated during the course of the school year. About 10% transferred out of the district or entered home schooling. About 20% dropped out, went to DOC, or were classified as No Shows.