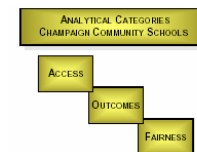


# ***Monitoring Report #2***

***Docket Number: 00-1349***

***U.S. District Court For The Central District of Illinois  
Honorable Joe Billy McDade, Chief Justice***

Prepared by  
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&  
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December 2003  
Revised February 2004



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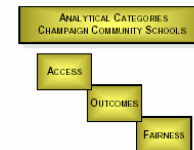


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# ***Section 01: Introduction***

*“Inspect  
What You  
Expect”*



# The Consent Decree:

See Appendix A.1 Second Revised Consent Decree for details.

- The Second Revised Consent Decree (Consent Decree) represents the legal agreement between Champaign Community Schools Unit 4 and the plaintiffs in the Johnson vs. Unit 4 case.
- This decree is a legal contract that attempts to mend a tear in the social contract between Unit 4 and the African American parents and students of Champaign.
- Given the disparity between the academic outcomes of African American students and those of their White counterparts in Champaign, the Consent Decree serves as a vehicle for intervention and improvement until such time that academic achievement is equal throughout the student populations of the district.

# Cooperation, Constructive Treatment, & Interaction :

- The Consent Decree requires cooperative treatment, constructive treatment, and considerable interaction among plaintiffs, community, Unit 4, the court appointed monitor, and the federal court.
- Accomplishment of the goals of the Consent Decree will be realized only if Unit 4 improves the transparency of how it works to meet those goals and only if it communicates frequently and effectively with the community and plaintiffs.
- Plaintiffs and the community must be equally committed to support appropriate district initiatives to reduce racial disparities and to raise academic achievement for all students. Plaintiffs and the community must work constructively to settle disputes and serve as “critical friends.”



# Consent Decree Requirements:

- Given the condition of African American students in Unit 4, the student achievement obligations in the Consent Decree are appropriate.
- Given the demands of the federal legislation, “No Child Left Behind”, the obligations of the Consent Decree could be considered minimal for any school district.
- Consent Decree Requirements Include:

# Climate & Discipline:

- Seek to provide educational tools and alternative resources that eliminate unwarranted disparities in student discipline and attendance at alternative schools.
- Seek to use student discipline as an intervention strategy only and as a means to improve student performance and academic behavior.

# Special & Gifted Education Programs:

- Seek to eliminate, to the greatest extent practicable, unwarranted disparities in the assignment of minority students to special education and gifted programs, and to operate such programs in an educationally sound and nondiscriminatory manner.

# Student Performance:

- Seek to eliminate unwarranted disparities in the enrollment of minority students in upper level courses.
- Implement innovative, interactive, research-based curriculum and instructional practices that take into account students' diverse learning styles and provide training to teachers in such practices.

# Hiring, Staff Placement And Retention:

- Seek to achieve a substantial level of racial diversity of certified and classified staff District-wide and at each school level in order to facilitate educational equity.

# Controlled Choice & The Family Information Center:

- In order to facilitate the academic goals of the Consent Decree, Unit 4 agreed to adopt a Controlled Choice student assignment plan at the elementary and middle school levels.
- Unit 4 also agreed to reduce African American student displacement by locating 2 elementary student strands in the northern area of the city by 2005-2006.
- The centrality of the Family Information Center to the success of the Controlled Choice Plan was also recognized in the Consent Decree.
- Finally, the district agreed to exercise extraordinary efforts to improve the racial balance and academic outcomes of the racially isolated Stratton School.

# Elements of Controlled Choice:

Source: SECOND REVISED CONSENT DECREE (FINAL Second Revised Consent Decree.DOC, pp7-10, v. 176956.2)  
See Appendix A.2 for Champaign Controlled Choice Plan, Memorandum of Understanding

- In accordance with the Controlled Choice Memorandum ...Unit 4 will continue to implement the requirements of the Controlled Choice Memorandum, unless subsequently amended by agreement of the parties....
- The Controlled Choice Plan shall continue to include all the enumerated elements set forth in the Controlled Choice Memorandum, unless otherwise agreed, including, without limitation, the following elements:
  - Parent Information Centers
  - Application & Assignment
  - Magnet Schools
  - Seat Capacity
  - Community Involvement
  - Other Activities
  - Plan for Stratton Elementary School

# Elements of Controlled Choice:

Source: SECOND REVISED CONSENT DECREE (FINAL Second Revised Consent Decree.DOC, pp7-10, v. 176956.2)  
See Appendix A.2 for Champaign Controlled Choice Plan, Memorandum of Understanding

- **Parent Information Centers:**
  - Establish, maintain and administer a Parent Information Center as further described in the Controlled Choice Memorandum.
- **Application & Assignment:**
  - Administer the application and assignment process for its schools in a manner consistent with the Controlled Choice Memorandum, including, without limitation, those procedures set forth in the Controlled Choice Memorandum for student selection at over-enrolled schools.
- **Magnet Schools:**
  - Establish and maintain a program of magnet schools, and shall provide for interest-based application to and heterogeneous attendance at such schools as provided in the Controlled Choice Memorandum.

# Elements of Controlled Choice:

Source: SECOND REVISED CONSENT DECREE (FINAL Second Revised Consent Decree.DOC, pp7-10, v. 176956.2)

See Appendix A.2 for Champaign Controlled Choice Plan, Memorandum of Understanding

## ● **Seat Capacity:**

- Unit 4 will complete the following steps to increase seat capacity and enhance student assignment desegregation:
- Consistent with Paragraph G(4), open and enroll the fourth strand of classes at Stratton Elementary School by the start of the 2004-2005 school year. See Appendix A1 for Judge McDade's 21-Apr-2003 order.
- Secure funding and complete the renovation of the old Sunbeam Bakery by the end of the 2002-03 school year, contingent on receipt of Qualified Zone Academy Bonds from the Illinois State Board of Education, and relocate the pre-school program currently located at Marquette School to the renovated Sunbeam Bakery building.
- By the start of the 2005-06 school year, Unit 4 will provide the additional net seating capacity of not less than two elementary strands in north Champaign as part of a comprehensive facilities plan for the entire District. Unit 4 will make every good faith effort to find and obtain necessary funding as a condition of this commitment.

# Elements of Controlled Choice:

Source: SECOND REVISED CONSENT DECREE (FINAL Second Revised Consent Decree.DOC, pp7-10, v. 176956.2)  
See Appendix A.2 for Champaign Controlled Choice Plan, Memorandum of Understanding

- **Seat Capacity:**
  - In making all decisions regarding the establishment or closing of schools, consider the impact on African American students, and to further desegregation and to avoid inequitable transportation burdens on African American students, consider all reasonable alternatives to enhance desegregation efforts that do not result in a segregated system or segregated schools.
- **Community Involvement:**
  - Consult with and solicit the participation of members of the community in the implementation of the Controlled Choice Plan, including the Controlled Choice Community Task Force established pursuant to the Controlled Choice Memorandum.



# Elements of Controlled Choice:

Source: SECOND REVISED CONSENT DECREE (FINAL Second Revised Consent Decree.DOC, pp7-10, v. 176956.2)  
See Appendix A.2 for Champaign Controlled Choice Plan, Memorandum of Understanding

- **Other Activities:**

- Carry out those additional activities as set forth in the Controlled Choice Memorandum as shall be necessary to effectuate the Controlled Choice Plan, including without limitation the provision of appropriate transportation services, implementation of school reform activities for the support of both over-chosen and under-chosen schools, and continued provision of special services and funding for eligible students under State and Federal law.

- **Plan for Stratton School:**

- Given the historical circumstances faced by Stratton Elementary School, which are detailed in the Findings of Fact supporting this Decree, Stratton will be designated as a special desegregation school.

# Elements of Controlled Choice:

Source: SECOND REVISED CONSENT DECREE (FINAL Second Revised Consent Decree.DOC, pp7-10, v. 176956.2)  
See Appendix A.2 for Champaign Controlled Choice Plan, Memorandum of Understanding

## ● Plan for Stratton School:

- A five-year plan for Stratton will be developed and will include, but is not limited to, the following elements:
  - The District will provide educational input programs, requiring additional resources and funds that will accelerate student learning and increase parental involvement and advocacy including maintaining an average student/teacher ratio not to exceed 20 to 1.
  - Stratton will be closely monitored by a special Building Council of administrators, parents, staff, and community members who will provide input to the principal regarding improvement of student achievement, including recommendations regarding programs, services, and staff. The Superintendent and the Assistant Superintendent, Equity and Education, will work with Plaintiffs' and Defendant's counsel as necessary to monitor these issues.

# Elements of Controlled Choice:

Source: SECOND REVISED CONSENT DECREE (FINAL Second Revised Consent Decree.DOC, pp7-10, v. 176956.2)  
See Appendix A.2 for Champaign Controlled Choice Plan, Memorandum of Understanding

- **Plan for Stratton School:**

- Unit 4 will launch a recruitment campaign for Stratton focusing on increasing racial and socio-economic diversity of the student body.
- Stratton, while not exempt from racial fairness guidelines, will have a five-year time frame to attain racial fairness guidelines, and is expected to make incremental progress during that time.

# Theory of Action:

Source: Champaign Unit 4 Strategic Plan.doc, p.1. See Appendix A.3 for details.

Unit 4 and Superintendent Arthur Culver have endorsed a theory of action to address the inequities identified in the Consent Decree:

## Theory of Action

In Champaign Community Unit School District #4, we are committed to the success of all students. We believe that high expectations for students, learning environments that support equity and excellence, continuous monitoring of student performance and high levels of accountability will ensure exemplary achievement by every student. Consequently, our comprehensive strategic plan guides the alignment of people, policies, programs, practices, systems and resources to produce a world class learning organization.

Our Theory of Action emanates from the research-based assumptions that high expectations for student achievement, access to a rigorous curriculum, frequent monitoring of student progress, strong instructional leadership, active parent and community partnerships, and the creation of a safe and orderly learning environment guarantee a high level of student success.

When fully implemented, this Theory of Action, which includes a Process for Continuous Improvement, provides a powerful tool for systemic change. Systemic change is essential to the realization of our vision of excellence for all students.

# Continuous Improvement Process:

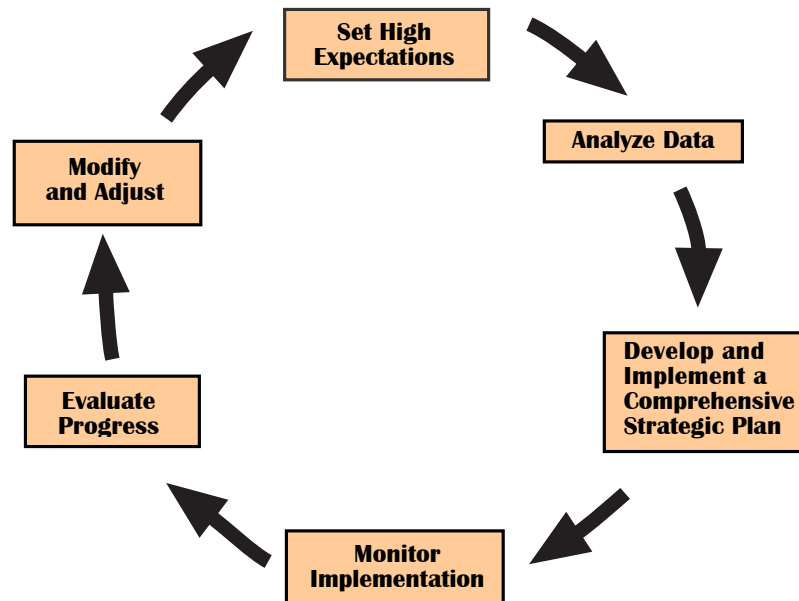
Source: Champaign Unit 4 Strategic Plan.doc, p.2. See Appendix A.3 for details.

## Process for Continuous Improvement

High expectations are the starting point for Champaign Unit #4's Process for Continuous Improvement. As illustrated below, this process includes the following steps:

- Set high expectations
- Analyze data
- Develop and implement a comprehensive strategic plan
- Monitor implementation
- Evaluate progress
- Modify and adjust

In their strategic plan, Unit 4's leadership describes the steps in the "Process for Continuous Improvement" as a cyclical process. Each iteration through the cycle should lead to continuous and ongoing improvement.



This Process for Continuous Improvement, embedded within the Action Plans, will enable the District to reach its goals of character development and high academic achievement for all students.

# Additional Audits & Reports:

- The 2002-2003 school year saw Unit 4 developing the foundational knowledge, structures, and processes to implement the Unit 4 theory of action and strategic plan.
- Superintendent Culver and the Unit 4 School Board commissioned two audits of the district's procedures, policies, and practices to determine their fidelity to the district's mission, theory of action, and responsibilities under the Consent Decree.
- It should be noted that both audits resulted in a series of classroom observations. These audits were:
  - "A Curriculum Management Audit".
  - "Report Regarding Overrepresentation of African-American Students in Special Education".

# Curriculum Management Audit:

See Appendix A.4 for “A Curriculum Management Audit of the Champaign Community Unit School District #4”.

- “A Curriculum Management Audit of the Champaign Community Unit School District #4”, conducted under the Auspices of International Curriculum Management Unit Center, Phi Delta Kappa, International, June 2003.
- The findings of this audit are consistent with the monitor’s findings in the 1st Monitoring Report:
  - Disparities exist among racial groups.
  - Disparities were found in:
    - Achievement
    - Discipline
    - Program placement
    - Staffing.

# Overrepresentation of African American Students in SPED:

See Appendix A.5 for “Champaign Unit 4 School District” Report Regarding Overrepresentation of African American Students in Special Education”

- “Champaign Unit 4 School District: Report Regarding Overrepresentation of African-American Students in Special Education”, July 2003, performed by Stetson and Associates, Inc. of Houston, Texas.
- This study surveyed teachers, administrators and parents about climate, planning & organization, curriculum & instruction, student delivery/management systems, staff development, and parent involvement relative to Special Education.
- Despite greatly differing opinions among teachers, administrators and parents, the results of the study support the need for the district to take responsibility for the outcomes of special education students, who are disproportionately African American.
- *“...the district’s focus must be equitable educational opportunities for all students. This report will focus on areas over which the district and schools have primary control, including effective instructional practices in the classroom.”* (Emphasis added).



# Model for Program Evaluation:

See Appendix A.6 for “A Practical Model for Program Evaluation; A Nine-Step Process to Guide Program Improvement Decisions: A Seminar Series”, Stetson and Associates, Inc., c.2001.

- Unit 4 has also adopted “A Practical Model for Program Evaluation; A Nine-Step Process to Guide Program Improvement Decisions: A Seminar Series”, Stetson and Associates, Inc., c.2001.
- This model will be used by Unit 4 to address the efficacy of the myriad of educational programs and evaluation models in the district.

# ***Section 02: Six Challenges For Unit 4***

*“Inspect  
What You  
Expect”*

Challenges

2

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

# Challenges For Unit 4:

1. Quality and Fidelity of Actions
2. Accountability At The School and Classroom Levels
3. Improved Communication & Accountability
4. Support For Controlled Choice
5. Analyzing, Reporting, & Informing “Theory In Use”
6. Diversity In Staffing and Hiring

# Challenge #1 – Quality & Fidelity of Actions:

- The monitor commends Unit 4 on the comprehensiveness and quality of their foundational work.
- The various consultants' reports seem to be objective and reflect many of the previous findings of the Court and the monitor with regard to the negative status of many African American students in the district.
- The challenge for the district – and an essential element for success in meeting its responsibilities under the Consent Decree – is ensuring the quality and fidelity of the policies enacted, and programs implemented, in response to the audit findings.
- The challenge is to align truly actions undertaken with the various audit findings, with the district “theory of action”, and with the district strategic plan.

# Challenge #1 – Quality & Fidelity of Actions:

- The district's response in practice will constitute its “theory in use”.
  - *How faithful-to-plan will the “theory in use” be in improving the educational opportunities and outcomes for African American students?*
- As stated in the 1st monitoring report, the processes the district uses to meet its responsibilities under the Consent Decree are important.
- Unit 4's responsibilities are to align those processes to improve outcomes for African American students.
- The “theory of action” must evolve into a “theory in use” that results in those improved outcomes.

# Challenge #1 – Quality & Fidelity of Actions:

- In this school year and the next, we strongly urge the district to turn its audit lens to asking:
  - Are education efforts faithfully and expertly aligned with student needs?
  - Are programs implemented with fidelity to program design and closely monitored for such fidelity?
  - Are students actually afforded multiple opportunities to learn?
    - *For example, we recommend that Unit 4 examine the efficacy of its efforts to increase the number of African American students in Gifted and Talented programs. At considerable expense, the district has adopted the Academic Enrichment Model. Has this resulted in a program with the same rigor for an increased African American population as the self-contained program?*
    - *For example, the district embarked on an effort to support African American students in Level III and Advanced Placement courses at the high school level. How will the district gauge the effectiveness of this effort?*

# Challenge #1 – Quality & Fidelity of Actions:

- Are barriers to student learning reduced?
  - *Included here as barriers to learning are such items as:*
    - *Attendance Problems*
    - *Discipline Referrals & Actions*
    - *Lack of Access to Advanced Opportunities*
    - *Inappropriate Assignment to Special and Alternative Education.*
  - *We see some evidence that the negative consequences for African American students previously identified in the Consent Decree and in the 1st monitoring report may continue and may be visited upon the same group of students.*
  - *We see some evidence that the same group of students shows patterns of attendance problems, disciplinary problems, low skills or low achievement, assignment to special education and to alternative programs.*
  - *While we do not cite causal or correlative effect to these findings, we will devote considerable attention to this issue in our next monitoring report and urge the district to examine this possibility to the full extent of their investigative powers.*
- Are students actually learning the curriculum?

# Challenge #1 – Quality & Fidelity of Actions:

- The following questions should permeate the decision-making processes in the district:
  - Does this decision, policy, or program implementation have high fidelity to our intent – our theory of action?
  - Is there reason to believe it will be efficacious – that it will do what the “theory of action” says it will do?
  - What evidence do we have that the “theory in use” truly reflects the “theory of action”?
  - If we don’t have evidence that the implementation has fidelity to our intent, do we continue the implementation? Do we make modifications? Do we stop and try some other actions?

*“Inspect  
What You  
Expect”*



# Challenge #2 – Accountability At The School & Classroom Levels:

- Unit 4 leadership has laid the foundation for its theory of action by examining most aspects of the district's policies, curriculum, and programs.
- District leadership has been responsive to the monitor's inquiries and currently is working with plaintiffs and their counsel to develop effective communications to monitor and promote progress toward Consent Decree goals.
- Additionally, the Champaign School Board has adopted a resolution in support of the Consent Decree, a major source of contention at the last hearing before this Court (See Appendix A.7).
- While imperfect, the relationship between Unit 4 and plaintiffs is increasingly directed to improving the academic and social condition of African American students in the district.

# Challenge #2 – Accountability At The School & Classroom Levels:

- The question before us all is how to get the same commitment and fidelity-to-mission, and theory of action, into the schools and into their classrooms.
- Simply put, positive outcomes for African American students have not increased significantly or have improved only marginally, at best (e.g. gifted participation), since 2001-2002.
- As every report on and audit of the educational condition of African American has found, the improvement of these conditions and outcomes is to be found at the level of the schools and classrooms these students attend.

# Challenge #2 – Accountability At The School & Classroom Levels:

- Some Examples:
  - Uneven implementation of PBIS at the school level -- PBIS is the district's main intervention for student discipline.
  - Significant increase in the number of suspensions at the elementary school level since the elimination of SMART.
  - Continuing over-identification of African American students for special education, especially in the areas of Learning Disabled, Behavioral/Emotionally Disturbed and Mentally Impaired.
  - Continuing over-representation of African American students in alternative and special schools.
  - The lack of school-based plans to identify and to pursue the relatively low number of students with high absenteeism.
    - Absenteeism is the first sign of school failure.
    - Through non-pursuit, assignment to special education, suspension and assignment to alternative education programs, Unit 4 has ignored the repeated entreaties of the monitor to address these issues since 1998.

# Challenge #2 – Accountability At The School & Classroom Levels:

- Under-representation of African American students in Level III and Advanced Placement courses at the high school level.
- Under-representation of A and B grades and over-representation of D and F grades for African American students at the high school level.
- These conditions are largely under the control of the schools.
- The Unit 4 “theory in use” has not clearly been aligned at the school and classroom levels with the Unit 4 “theory of action”.
- The outcomes evidenced by African American students have not measurably improved.

# Challenge #2 – Accountability At The School & Classroom Levels:

- To a large extent the School Board and the leadership of Unit 4 have demonstrated their commitment to their responsibilities under the Consent Decree.
- Superintendent Culver and his leadership team have analyzed the strengths and weaknesses of the district and taken a series of corrective actions in the past year.
- Therefore our attention must turn to the implementation of the corrective actions in schools and classrooms, where student performance is largely determined.
- Fidelity-of-implementation of new curriculum, of student supports, of quality instructional leadership, and of teaching at the school level, are the keys to attaining the academic goals of the Consent Decree.

# Challenge #2 – Accountability At The School & Classroom Levels:

- In the appendices of this report we have provided analyses of the condition of African American students in the schools.
- We urge the leadership of Unit 4, the plaintiffs, and the court to scrutinize this data and to hold the schools accountable for improved student access and outcomes.
- We note that Superintendent Culver has reorganized his school leadership cadre and look forward to improved results.

## Challenge #3 – Improved Communication & Accountability:

- School Year 2002-2003 was a year of readjustment in communication between Unit 4 and plaintiffs.
- As demonstrated at the court hearing in December 2002, the relationship between the parties had become frayed.
- New Superintendent Culver and the Unit 4 School Board, which included new members, expressed frustration that they were being held responsible for past negative conditions.
- Plaintiffs counsel pointed out that the Consent Decree had a fixed duration and that plaintiffs should not be asked to agree to delays in improvements for African American students because of leadership changes in the district.

# Challenge #3 – Improved Communication & Accountability:

- Judge McDade correctly noted that the parties in the case had agreed to work together under the Consent Decree and that it was the parties, not the court, who would have to make the goals of the Consent Decree a reality.
- 2002-2003 brought additional change in the relationship between the parties.
- Lead counsel for the district changed and additional new members were elected to the School Board.
- The leadership of Unit 4 requested more formal lines of communication between the parties.
- Plaintiff counsel requested more formal responses to her inquiries due to her inability to communicate directly with most district employees.
- Trust was at a low point.



# Challenge #3 – Improved Communication & Accountability:

- This is not to indicate that the parties did not make efforts to improve communications.
- Counsel for the parties, the Superintendent, and the Deputy Superintendent, met with the monitoring team in March and July so that:
  - The monitoring team could share current data on the performance of African American students at critical points during the school year.
  - The parties could discuss critical issues and establish new patterns of communication.
- The parties have agreed to continue these meetings on a quarterly basis in the future.
- District staff have worked extensively with James Lucey this past year to synchronize data so that Unit 4 can now produce quarterly reports on the status of African American children.

## Challenge #3 – Improved Communication & Accountability:

- Since February 2003, Superintendent Culver and the monitor have held bi-weekly telephone conference calls for the purpose of sharing information on new developments in the district.
- In November 2003 a similar arrangement was forged for weekly contacts between plaintiff's counsel and the Deputy Superintendent.
- After complaints by the Unit 4 leadership team and counsel concerning the extent of requests for information, plaintiff's counsel agreed to suspend requests until January, 2004, giving Unit 4 time to respond to previous requests.
- Finally, a retreat has been scheduled for January, 2004 for the Planning and Implementation Committee (PIC). PIC is comprised of representatives of the plaintiffs, and of Unit 4 staff and board members. The PIC retreat is to be facilitated by William Trent, Professor at the University of Illinois and a consultant to the monitor.

# Challenge #3 – Improved Communication & Accountability:

- The goals of the Consent Decree cannot be met without trust and good faith between the parties.
- Trust and good faith can only be built on mutual respect, transparent communication, and fidelity to the goals of the consent decree.
- By transparent communication, we mean that both parties commit themselves to open and honest sharing of information in as public a fashion as possible and that there be no surprises in matters of policy and program by the district, nor in actions taken by plaintiff class.
- The recent efforts to establish trust are a good beginning and should be continued.
- The parties can serve as an example to the community of Champaign as the social contract between the community and Unit 4 is being re-established.

# Challenge #4 – Support For Controlled Choice:

- Unit 4 has adopted a middle school student assignment plan that will be implemented in SY2005.
- The district elementary schools, with the exception of Stratton Elementary School, have been assigned to clusters that “feed” the three district middle schools.
- In an effort to make Stratton an attractive choice for parents, Stratton students will have the option of choosing any of the three Unit 4 middle schools.
- Parents and students who are dissatisfied with their feeder middle school assignment have the right to apply for voluntary transfers to non-cluster schools after cluster and Stratton assignments are made.
- All assignments will be within racial fairness guidelines.

# Challenge #4 – Support For Controlled Choice:

- The plan was developed in collaboration with Michael Alves, the district's long-time Controlled Choice consultant.
- Unit 4 had an extensive public engagement effort to obtain public opinion on the various options for the middle school student assignment plan.
- Public support for the final plan recommended by the Superintendent and adopted by the School Board was far from unanimous.
- Unit 4 will have to pay considerable attention to implementing the plan and should report progress and results to the monitor on a regular basis.

# Challenge #4 – Support For Controlled Choice:

- Unit 4 also has to consider the implications of the federal ‘No Child Left Behind Act’ (NCLB) on district controlled choice efforts.
- NCLB requires school districts to identify students by distinct racial and ethnic codes and to disaggregate student achievement data by these codes. The code of “Other” is no longer acceptable as a racial/ethnic code designation.
- Unit 4 historically has used the “Other” code in its Controlled Choice Plan. Unit 4 racial/ethnic coding has been changed for SY2004 to meet the new requirements.
- The district should be vigilant to ensure that planning assumptions made under the prior racial/ethnic coding scheme still apply under the new coding.
- Stratton Elementary School currently exceeds +/- 15% racial fairness guidelines and three other schools are close to exceeding them.

# Challenge #4 – Support For Controlled Choice:

- Unit 4 leadership needs to monitor closely to ensure compliance with racial fairness guidelines via student assignment modifications and attractive programming.
- The monitor continues to stress the importance of the Family Information Center (FIC) to the success of any Controlled Choice Plan.
- The efforts regarding middle school assignments and NCLB must be coordinated with and supported by the expertise of the FIC and the ongoing advice of Michael Alves.
- Unit 4 should actively seek to maximize the benefits available through the operation of the FIC.

# Challenge #5 – Analyzing, Reporting, Informing “Theory In Use”:

- James Lucey of the monitoring team has worked extensively with district Information Technology (IT) staff to develop the district’s capacity to collect, analyze, and report district data.
- Having the capacity to analyze and report out is one thing, but actually delivering data analyses, reporting out with integrity, and doing so on a regular basis is quite another.
- Unit 4 leadership must begin to use data to generate analyses and to communicate information for use in leadership decision-making, in program evaluation, and in compliance reporting.
- Unit 4 must begin to inform the district “theory in use” with the factual information found in reports based on analyses of district data .
- The district has yet to demonstrate the ability to move beyond “having the capacity” to “using the capacity” collecting, analyzing, and reporting district information.
- Actual use of that capacity is inconsistent and sporadic.



# Challenge #5 – Analyzing, Reporting, Informing “Theory In Use”:

- The monitor asks that the district assume responsibility for data collection, analysis, and reporting to the parties on a quarterly basis.
  - Dates are to be determined.
  - These reports should be in the form of written text, tables, charts, and graphs.
  - These reports should be accompanied by
    - District leadership’s response to the analysis
    - Corrective action taken
    - How the corrective action better aligns the Unit 4 “theory in use” with “the theory of action”.
  - Plaintiffs will have ten working days to respond to the report.
  - The parties will review both documents at their quarterly meetings.
  - During the remainder of SY2004 and in the first quarter of SY2005, the reports will be submitted to the parties.

# Challenge #5 – Analyzing, Reporting, Informing “Theory In Use”:

- In the remainder of SY2005 and in SY 2006, the district will be asked to formally submit these reports to the court.
- The plaintiffs will also submit their response to the court during this period.
- The monitor’s report will continue to be submitted to the court on an annual basis, based on the monitor’s analyses and on interaction with the parties.

# Challenge #6 – Diversity In Staffing and Hiring:

- The percentage of White, African American and Other teachers has not changed from SY2002 to SY2003.
  - 85% of Unit 4’s teachers were White
  - 11% were African American
  - 4% were classified as Other
  - 12% of new teacher hires were African American
  - 15% of terminations were African American
  - Unit 4 has instituted a “grow-your-own” program for teachers
- The monitor requests by April 2004 a campus-by-campus intervention plan for recruiting, placing, and retaining African American teachers.

# Challenge #6 – Diversity In Staffing and Hiring:

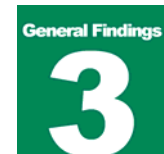
- Of particular concern is the demonstrated inability of the district to place African American teachers as new hires in certain schools or school levels.
  - No African American teachers were hired in 8 schools where 37 vacancies were filled.
  - District-wide, during SY2003, 3.4% (1 of 29) of high school teacher new hires were African American.
  - Central High School SY2003 teacher staffing was 5% (5 of 97) African American. Central High School hired 16 new teachers in SY2003, none of whom were African American.
  - Edison Middle School, on the other hand, hired 7 new teachers, 4 of whom (57%) were African American. Edison had 58 teachers, 12 of whom (21%) were African American.

# Challenge #6 – Diversity In Staffing and Hiring:

- Such disparate hiring and staffing results at the campus level seem to reflect a major difference between the district’s “theory-of-action” for staffing and the “theory-in-use” on campus. Those hiring results do not reflect continuous progress under the Consent Decree.
- The district “theory-of-action” for staffing states:  
*“These actions are based on the assumption that achievement, discipline, attendance and climate are positively affected when the staff reflects the diversity of the student body and when that diversity is celebrated.”* (See Appendix A.3 Unit 4 Strategic Plan, p5.)
- In the Consent Decree the district agreed to:  
*“Seek to achieve a substantial level of racial diversity of certified and classified staff District-wide and at each school level in order to facilitate educational equity.”* (See Appendix A.1 Second Revised Consent Decree, p11.)

# Section 03: Summary Findings

*“Inspect  
What You  
Expect”*



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

# Data Sources:

- All data used in this report were provided by the district from the district data marts.
- The district data marts are generated monthly by the district from the Pentamation Student Management System and from the district personnel payroll system.
- Monthly operational data is “cloned” from the operational databases so that analyses can be conducted without worry of inadvertently adversely impacting ongoing operations.
- The data mart process was introduced to the district in SY2000 and has been maintained and enhanced by the district since that time. Monthly data files have been maintained since December SY2002.
- Those unfamiliar with the Champaign data marts should see ***Monitoring Report #1, Appendix EE - Suggestions For Champaign Community Schools Unit #4*** for more information about data marts. Included are:
  - Key Definitions
  - Suggestion for a Chief Information Office
  - Some General Models
  - A Specific Model for Champaign

# Racial/Ethnic Categories & Codes:

- During SY2003 the district began the process of replacing the ‘multi-ethnic’ racial/ethnic category and replacing it with one of the other racial/ethnic categories:
  - 1 – White
  - 2 – African American
  - 3 – Hispanic
  - 4 – Asian/Pacific Islander
  - 5 – Native American
- The batch conversion process was not completed until after the SY2003 school year was complete.
- Therefore, the racial/ethnic categories and codes used in this report will reflect the ‘multi-ethnic’ code as a valid category and code.
- Please note that in the future making prior period comparisons will require that the prior period be restated into the new racial/ethnic categories and codes. Without such a restatement valid comparisons cannot be made.
- The monitor should review district project plans for any such prior period conversions prior to implementation.



# Enrollment & Attendance:

- Attendance at the elementary and middle school levels was unchanged from SY2002 to SY2003 at 94% and 93%, respectively. High school attendance increased from 90% to 91%.
- The district continued to lack an effective plan to reduce absenteeism.
- In the 1<sup>st</sup> monitoring report, we asked that the district provide the court with evidence of improvement in this area or a new plan for improving the attendance and maintaining the enrollment of African American students.
- The monitor now asks that the district provide the monitor with a plan at the first of a series of quarterly reports containing SY2004 enrollment and attendance analysis by April 2004.

# Enrollment & Attendance:

- We refer the district to the tracking effort developed for students making transitions from Columbia Center to the district's middle and high schools.
- We do not yet know the results of this effort, but the planning, initial attention to detail, and individual school accountability for students was very promising.
- We also refer the district to the Family Information Center (FIC). FIC is uniquely positioned to provide considerable aid and support in understanding and addressing student attendance problems.

# Gifted & Talented Participation:

- The number of African American students participating in self-contained elementary gifted and talented classes increased slightly from 25 students in SY2002 to 30 students in SY2003.
- This represents an increase from 1.7% to 2.1% of African American elementary school students.
- This compares to an increase from 5.6% in SY2002 to 6.9% in SY2003 for white students.
- The percentage of African American students participating in Academic Enrichment programs in the elementary schools was 18.6%, compared to 33.4% of White students.
- The district substantially complied with the monitor's request that all first-graders be tested, including those entering after the district's annual test date.
- The monitor requests a quarterly report on the status of the Gifted and Talented Participation by April 2004.

# Special Education Assignments:

- The percentage of African American students assigned to special education programs declined slightly from 47% in SY2002 to 46% in SY2003.
- African American students, who comprise 32% of the general student population, continue to be over-represented in special education assignments.
- The district complied with the monitor's request in the 1st monitoring report that they undertake to determine the fairness of its identification process by engaging an "audit" team to examine student records for appropriate assignment.
- A special education audit was undertaken of the district by another team of experts.
- Both evaluators made recommendations for improvement of special and general education processes.
- The monitor requests a quarterly report on the status of the district's response to these recommendations by April 2004.

# Disciplinary Actions Including Suspensions:

- 51% of African American students had at least one disciplinary action as compared to 24% of White students in SY2003.
- The number of disciplinary incidents in SY2003 increased to 21,627 from 20,228 in SY2002, representing growth of 7%.
- Suspensions increased by 11% in SY2003. 15% of all African American students were suspended at least once, compared to 3% of White students in SY2003. This represents an increase of 1% for African American students from SY2002.
- Suspensions at the elementary level increased by 40% in SY2003 over SY2002.
- We ask the district to investigate this increase and report the reasons to the monitor in a quarterly report by April 2004.

# Disciplinary Actions Including Suspensions:

- The district did close the out-of-school elementary alternative school (SMART) after determining that the program was poorly implemented and did not meet academic standards for elementary students. Are the increased suspensions at the elementary level a school level response to the closing of SMART?
- Similarly, the district has refocused Columbia Center and transitioned many of its students to the comprehensive middle and high school in SY2003. We recommend that the district be vigilant for any increase in suspensions and other disciplinary actions now that the Columbia Center placement option has been limited.

# Student Achievement, Dropout Rates, & Graduation Rates:

- The ISAT & PSAE performance scores of African American students were lower than those of other racial/ethnic groups at the district and school levels in all areas (Reading, Math, Writing, Science, and Social Science)
- The most frequent performance score level for African American students in SY2003 was “Academic Warning-Below Standards”
- There may be a relationship between SPED status and ISAT/PSAE performance
- There may be a relationship between days absent and ISAT/PSAE performance
- There may be a relationship between days lost due to disciplinary actions and ISAT/PSAE performance
- In response to prior year results such as these, the district has adopted the process of Pupil Education Plans (PEP) to support students who are not succeeding academically.

# Student Achievement, Dropout Rates, & Graduation Rates:

- Middle School and High School African American students were awarded a disproportionately small share of “A” grades and a disproportionately large share of “D”, “F”, and “Other” grades in all subject areas
- A similar pattern is observed in grades awarded African American students in Level III courses: 23% of grades awarded Level III African American students were “D” or “F”, compared with 9% for the total population of Level III
- African American students are underrepresented notably in Level III course enrollments in all subject areas, and overrepresented notably in Level I course enrollments in all subject areas
- While African Americans comprised 26% of all high school students in SY2003, they comprised just 2.3% (5 students) of those taking AP classes. These 5 students were all enrolled at Central High School, none attended Centennial High School



# Student Achievement, Dropout Rates, & Graduation Rates:

- In SY2003, 16% of all graduates were African American, closely approximating the African American share of all 12th grade students. It is notable in this context that African Americans accounted for 33% of all mid-year graduates, and 14% of “regular” graduates
- The African American High School withdrawal rate in SY2003 was 12%, four times higher than the 3% rate for other students
- In SY2003, 56% of High School dropouts were African American. This contrasts with the 48% that African American students comprised of total dropouts in SY2002.
- The dropout rate for African American students in 2003 was 6%, three times the rate for other students.
- African American students withdrawing to Storefront and R.E.A.D.Y. programs increased disproportionately to other students from 2002 to 2003.

# Student Achievement, Dropout Rates, & Graduation Rates:

- While representing 32% of district-wide enrollment, African American students comprised 58% of all students assigned to alternative programs
- SPED district-wide enrollments were 16% of total enrollments, but 24% of alternative program enrollments

# Staffing, Hiring, Recruiting:

- The percentage of White, African American and Other teachers has not changed from SY2002 to SY2003.
- 85% of Unit 4's teachers are White, 11% are African American, and 4% are classified as Other.
- 12.4% of new teacher hires were African American and 15% of terminations were African American.
- Unit 4 has instituted a “grow-your-own” program for teachers. The program currently is limited to ten positions and is intended to increase the number of African American and/or bilingual teachers.
- We ask that the district submit a quarterly report on staffing and a plan for recruitment and retention of African American teachers by April 2004.

# Controlled Choice:

- Unit 4 continues to support a successful Controlled Choice Plan.
- Not only has the Controlled Choice Plan implementation promoted parental choice, but it has also stabilized student assignment and transfers at the elementary school level. It also has fostered substantive change at Stratton Elementary School, the only racially imbalanced school in the district during SY2003.
- In May, 2003, Unit 4's School Board approved the Middle Schools Cluster Assignment Plan. The plan aligns clusters of elementary schools with their assigned middle schools, assuring parents and students an continuity of assignment that they can choose when they first request assignment at the kindergarten level. (See Appendix A.8)

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

- Unit 4 has undertaken additional “foundational” work for SY2004 in the form of an IT review. Whatever the IT review may eventually indicate, from a monitoring perspective, access to data, analyses, and reports is of crucial importance and must be maintained and enhanced.
- The schedule for regularly collecting, posting, processing, reporting, and reconciling district data has tightened considerably to a monthly cycle and, with SY2004 efforts, some bi-weekly cycles are being tested and operated.
- While considerable work remains to be done to allow it to happen on a production cycle, the district now has the capacity to analyze and report out on key educational equity issues in this report:

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

- Enrollment & Attendance
- Student Academics, Achievement, Promotion, Retention, & Graduation
- Gifted and Talented
- Special Education
- Discipline
- Staffing and hiring.
- Having the capacity to analyze and report out is one thing, but actually delivering data analyses, reporting out with integrity, and doing so on a regular basis is quite another.
- So the monitor requests a series of quarterly meetings and an ongoing set of quarterly reports from the district.

## Other Considerations:

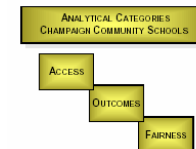
- Although SY2003 witnessed many difficult hurdles for the parties to the Consent Decree, the monitor is encouraged by the parties' current willingness to find ways of collaborating to improve the condition of African American students in Unit 4.
- The leadership of the district has launched strong initial efforts to reduce the achievement gap between African American and White students.
- The School Board has supported those efforts.
- The plaintiffs have been equally aggressive in their role as “critical friends” and advocates for African American students and have made constructive suggestions for improvements to the district's agenda.
- The monitor remains enthusiastic as we all go forward in the Consent Decree process.

# ***Section 04:*** ***Enrollment & Attendance***

See Appendix B - Baseline Enrollment - SY2003

See Appendix C - Attendance SY2003

*“Inspect  
What You  
Expect”*

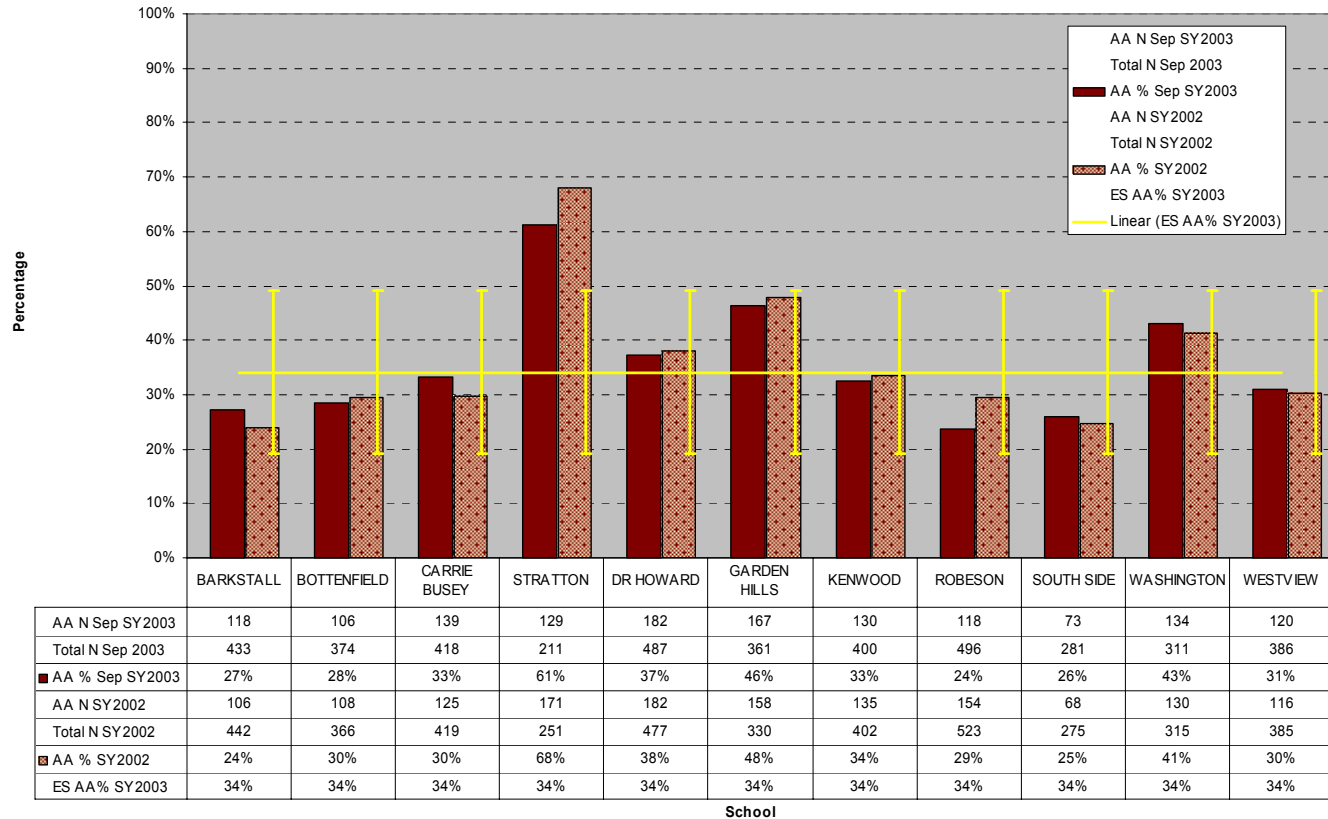




# Elementary Schools:

African American Student Enrollment Percentages – September SY2003 vs. SY2002  
Stratton remained as the only elementary school to exceed the flexible goal range +/- 15%.

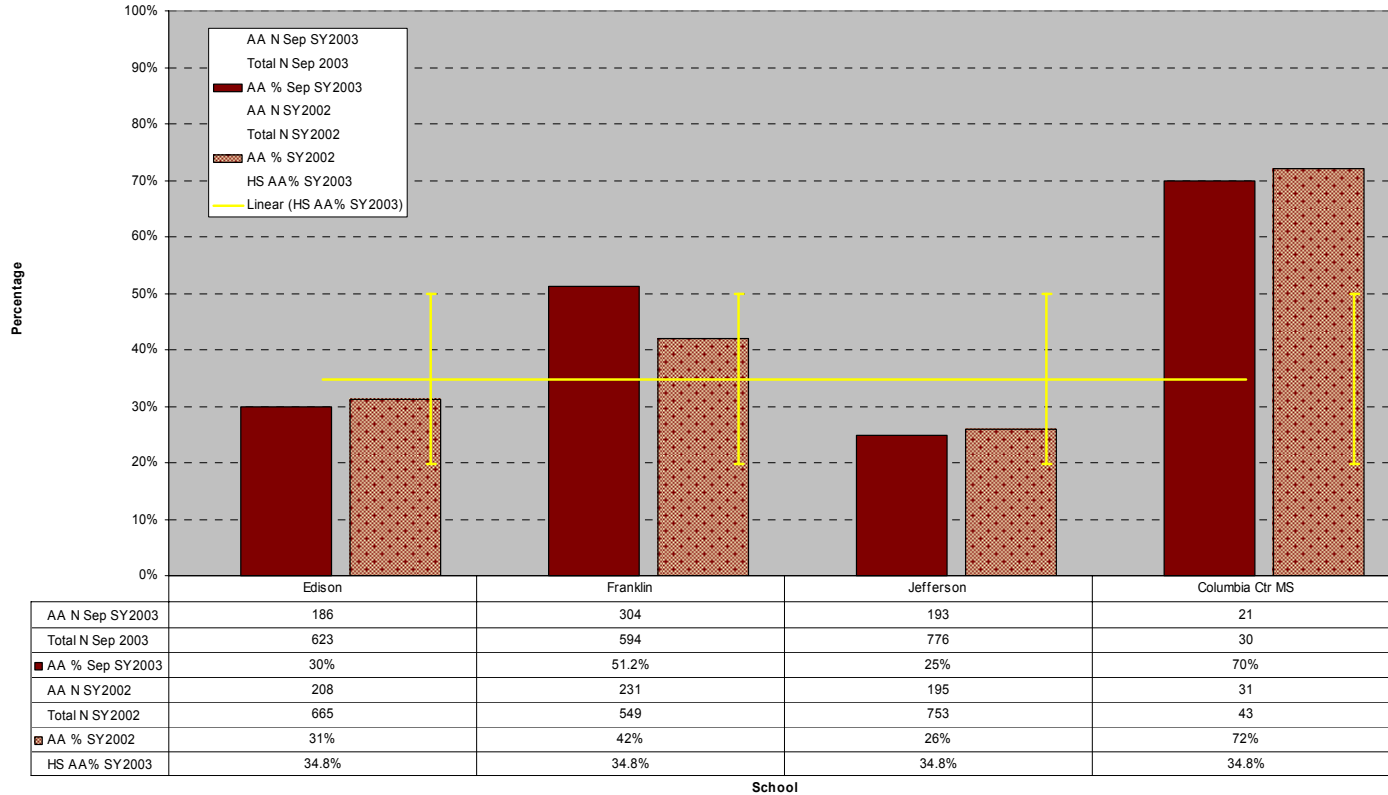
**Elementary Schools - African American Enrollment Percentage By School**  
Elementary Schools - Grades K-5  
September SY2003 Compared to SY2002  
SY2003 Elementary School Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"



# Middle Schools:

African American Student Enrollment Percentages – September SY2003 vs. SY2002  
Franklin joined Columbia Center Middle School in exceeding the flexible goal range +/- 15%.

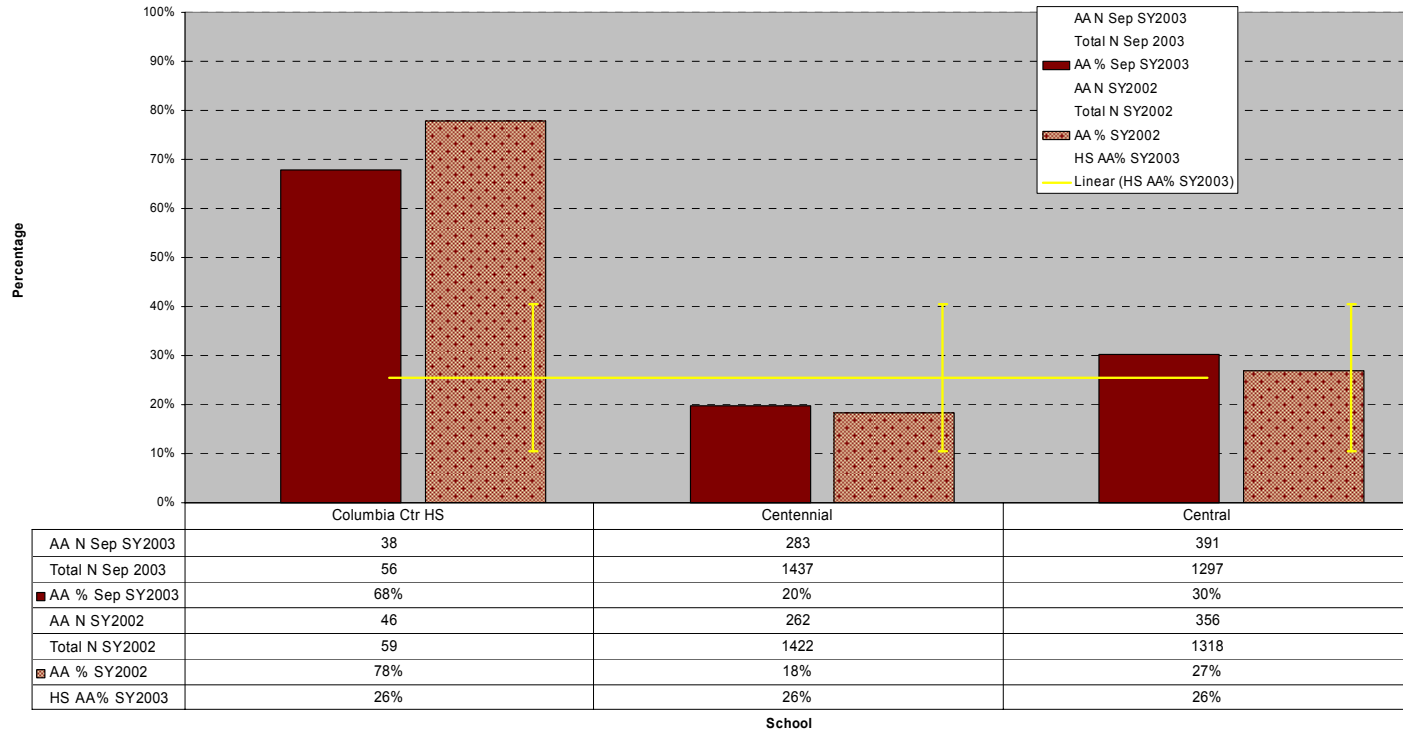
**Middle Schools - African American Enrollment Percentage By School**  
Middle Schools - Grades 6-8  
September SY2003 Compared to SY2002  
SY2003 Middle School Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"



# High Schools:

African American Student Enrollment Percentages – September SY2003 vs. SY2002  
Columbia Center High School again exceeded the flexible goal range +/- 15%.

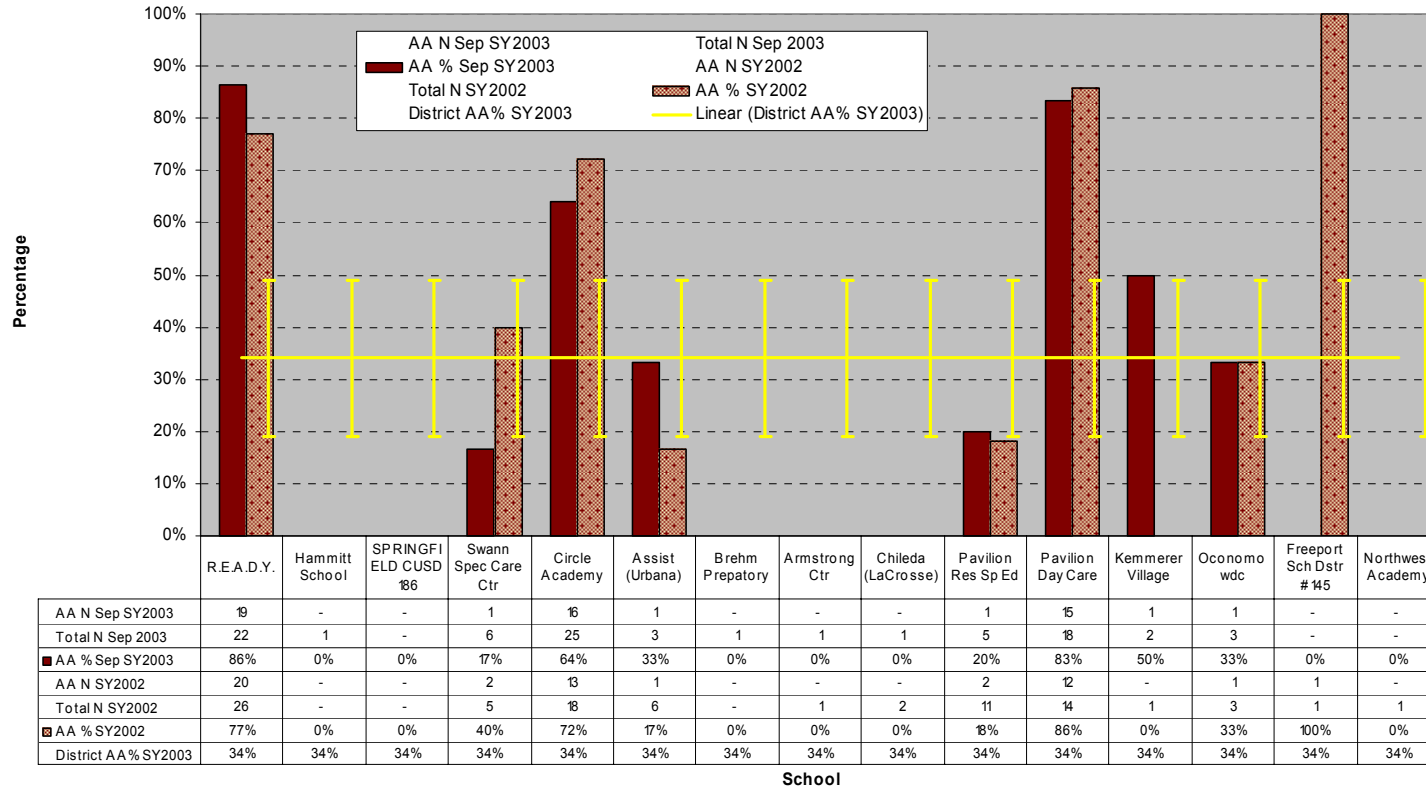
**High Schools - African American Enrollment Percentage By School**  
High Schools - Grades 9-12  
September SY2003 Compared to SY2002  
SY2003 High School Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"



# Special Schools:

African American Student Enrollment Percentages – September SY2003 vs. SY2002  
R.E.A.D.Y., Circle Academy, & Pavilion Day again exceeded the flexible goal range +/- 15%.

**Special Schools - African American Enrollment Percentage By School**  
Special Schools - Grades K-12  
September SY2003 Compared to SY2002  
SY2003 District Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"

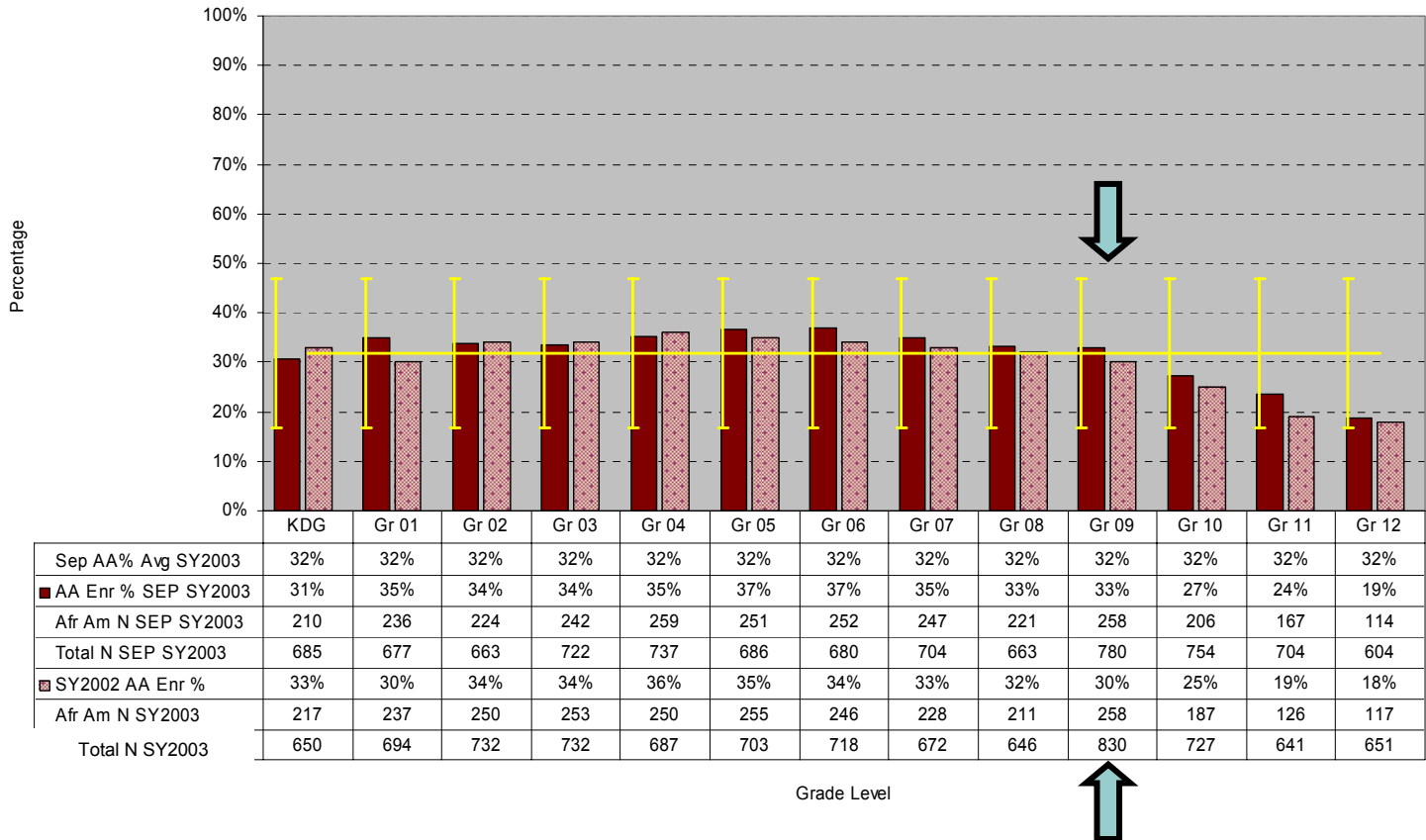


# District Totals - Grades K-12:

African American Student Enrollment Percentages – September SY2003 vs. SY2002  
Note the shifts in number and percentage beginning in Grade 9.

## Grades K-12 African American Enrollment Percentage by Grade Level

September SY2003 End of Month Compared to SY2002  
SY2003 District Level Flexible Goal Range (+/- 15%) Indicated by Yellow "Trend Line" & "Error Bars"



# June SY2003 Grades K-12:

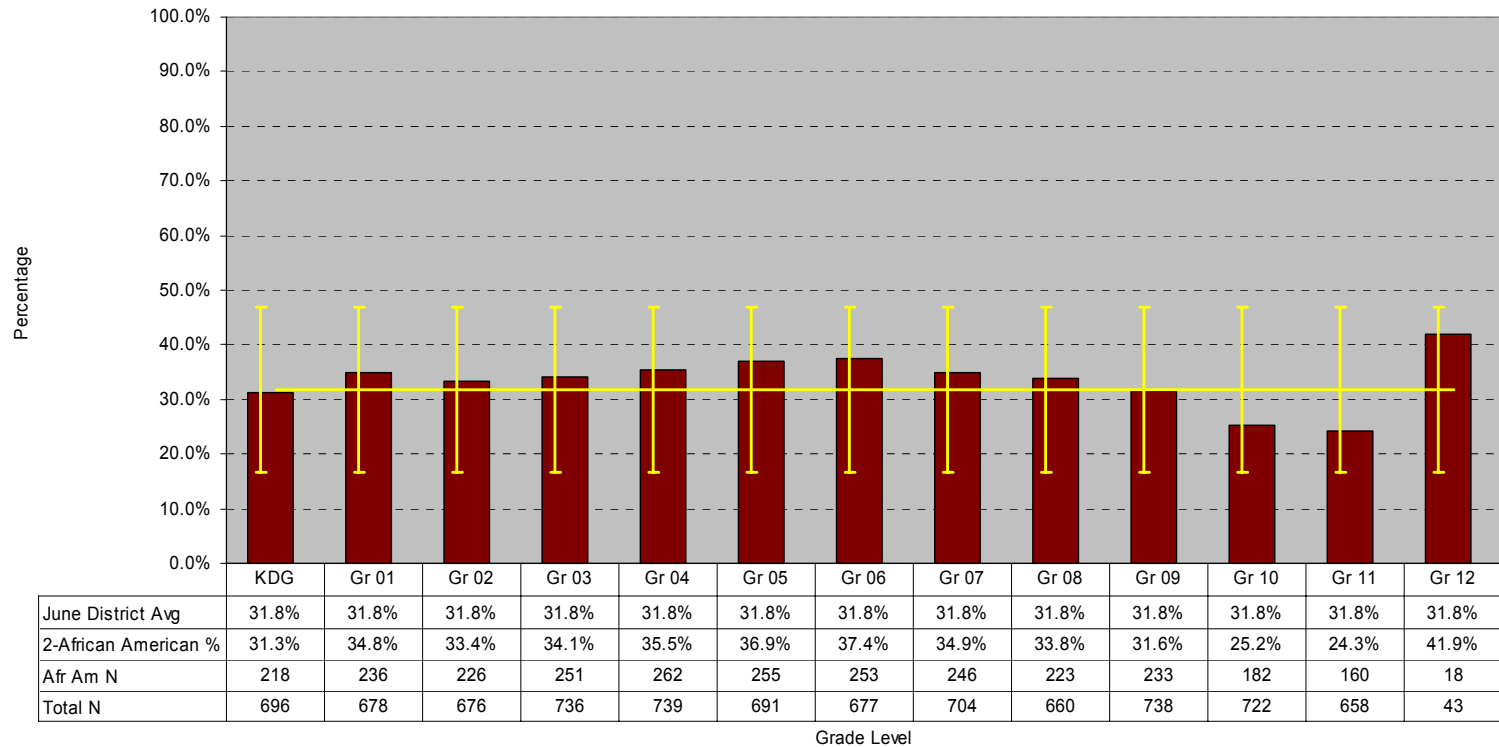
## African American Student Enrollment Percentages – SY2003

The percentage increase in Grade 12 is due to students not graduating with their class due to insufficient credits. In September SY2003, 19% of 12<sup>th</sup> graders were African American. In June SY2003, 42% of 12<sup>th</sup> graders not graduating were African American.

### Grades K-12 African American Enrollment Percentage by Month

June SY2003 End of Month

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



# Enrollment & Attendance:

- During SY2003 there was no evidence that the district had an effective plan to reduce absenteeism.
- There was no evidence that the district recognizes that the likely result of excluding of African American students is continued truancy and increased dropouts.
- Absenteeism in combination with the excluded student population increases the number of African American students who cannot access learning opportunities at all levels of the school district.
- Absenteeism and academic and disciplinary exclusions may play out in the decline in the African American graduation rate.

# Attendance % By School Level:

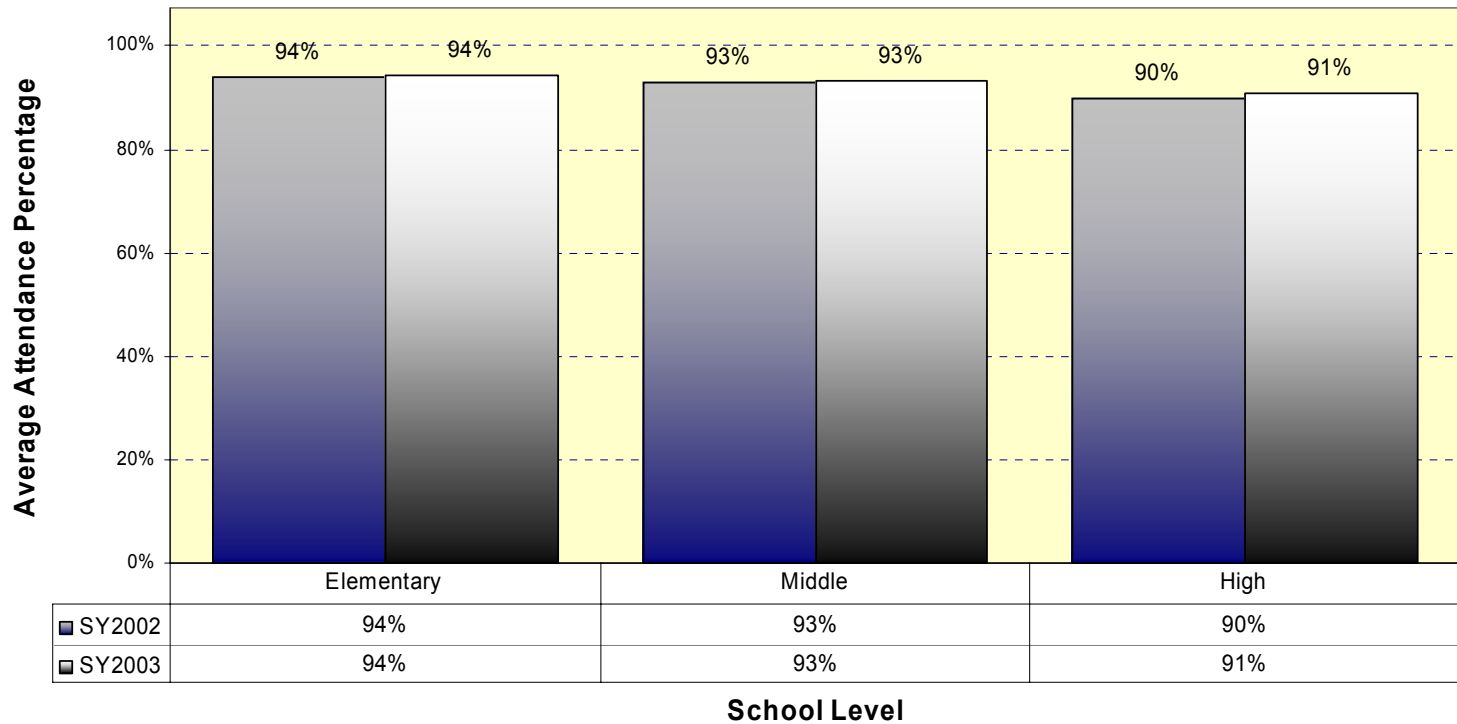
Attendance Percentages – September SY2003 vs. SY2002

There was little change between school years. The high school percentage increased by 1%.

## District Avg Attendance Percentage YTD June SY2003

SY2003 Compared To SY2002

By School Level



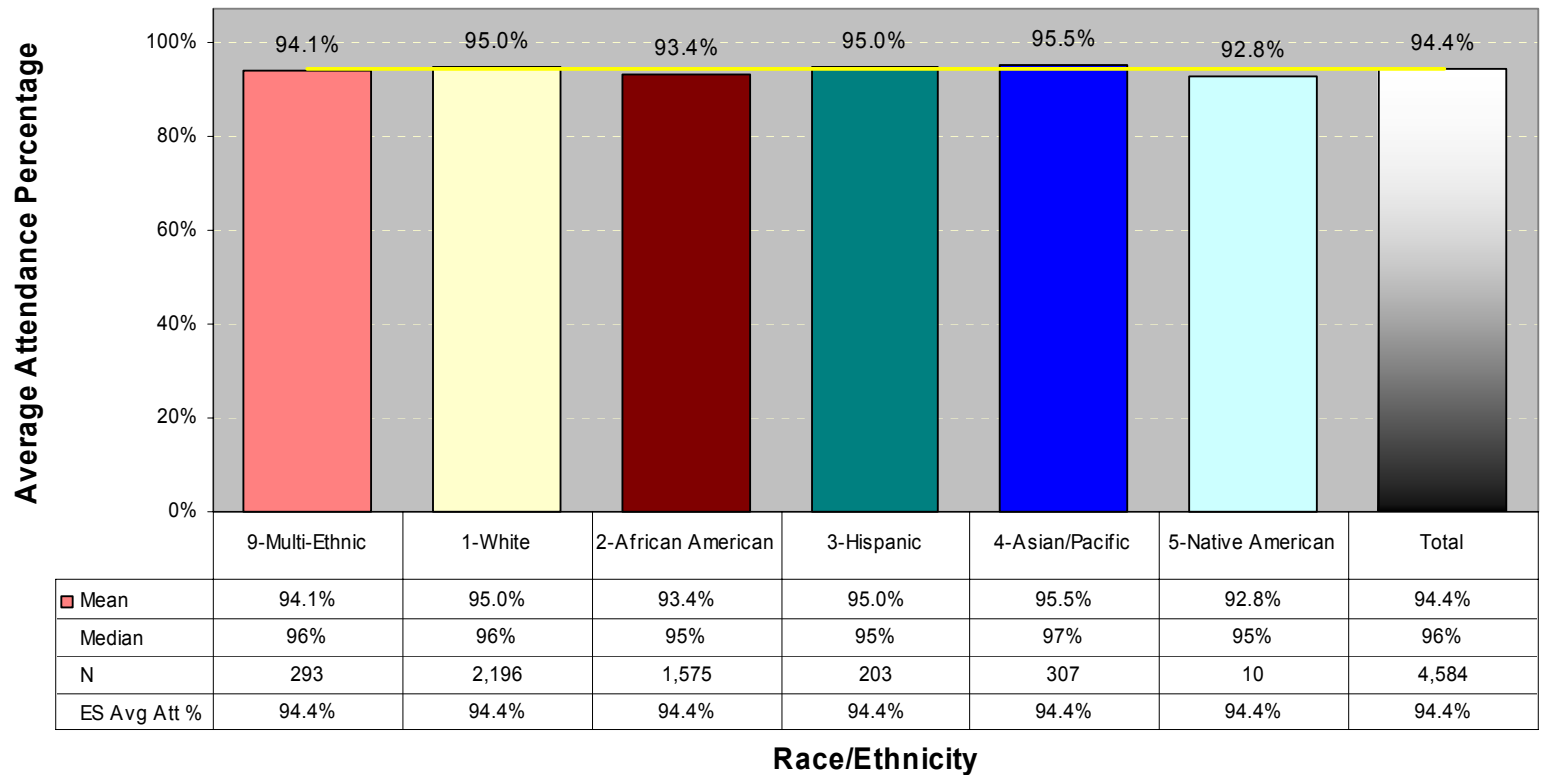


# Elementary Schools - Grades K-5:

Student Attendance Percentages – June YTD SY2003

## Elementary School Avg Attendance Percentage YTD June SY2003

Elementary School Avg Att % Indicated by Yellow "Trend Line"

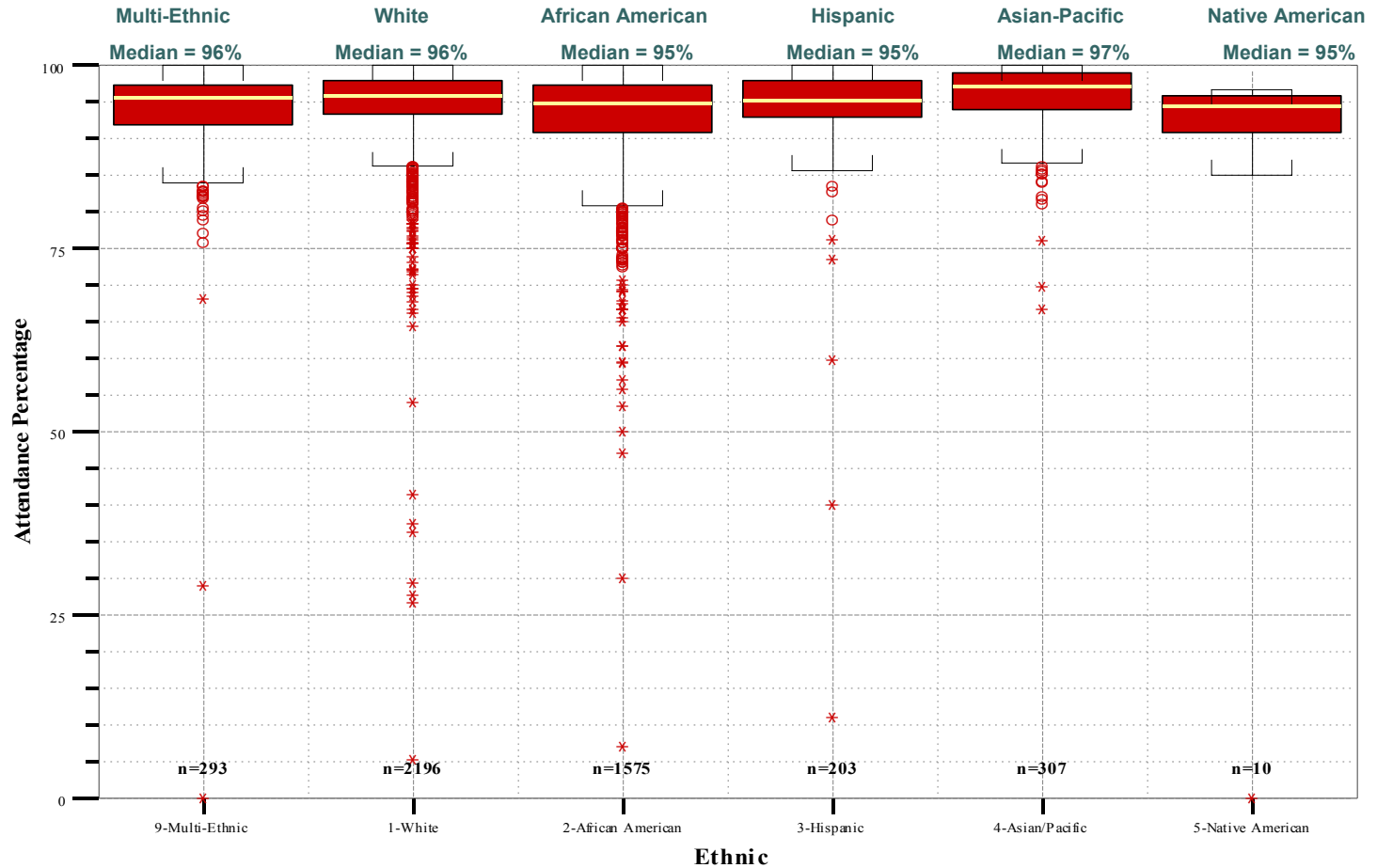


# Elementary Schools:

## Attendance Percentage Boxplot Distribution

### SY2003 Attendance Percentage - Elementary Schools - Grades K-5

Boxplot By Race/Ethnicity



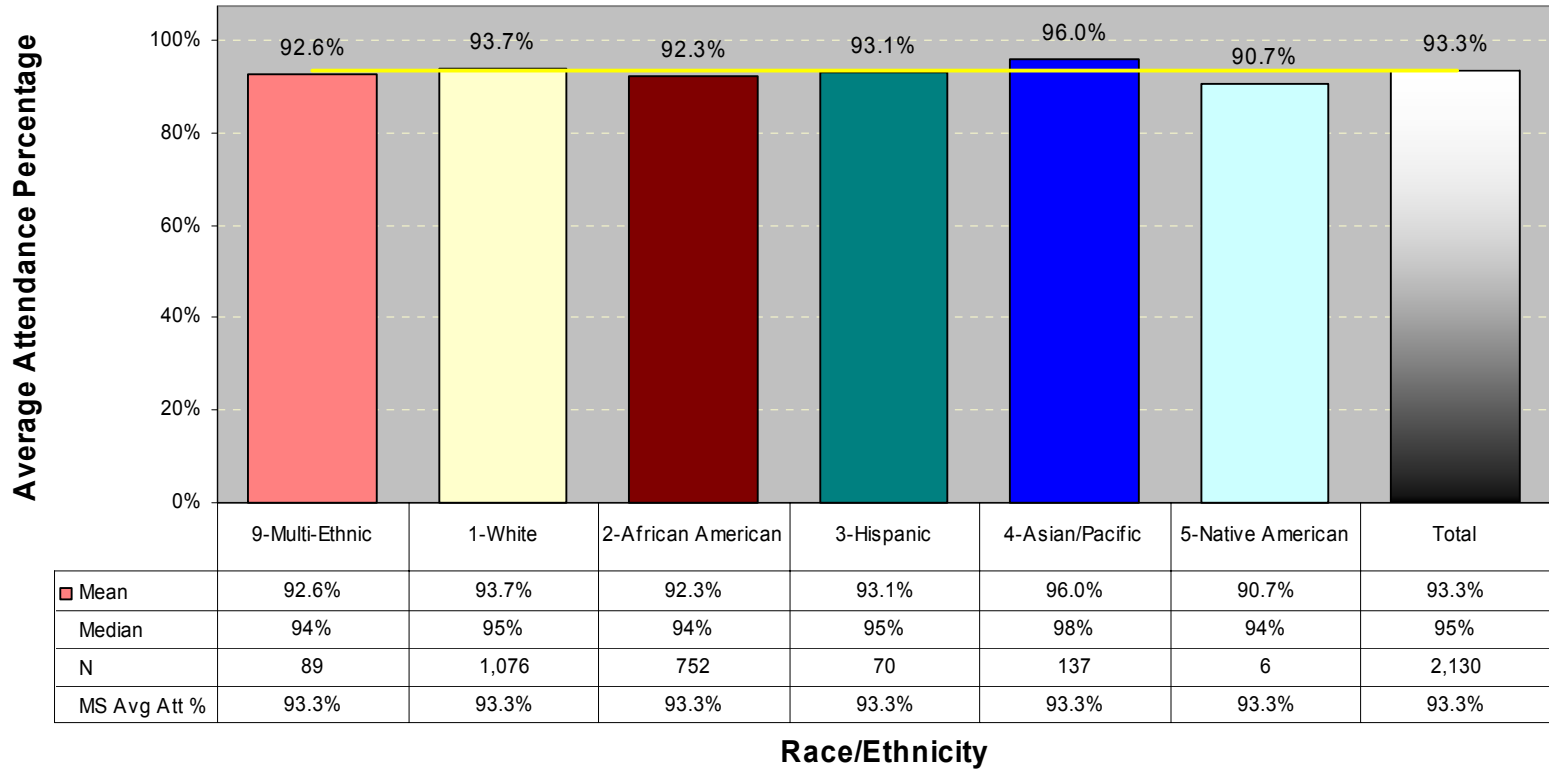
The horizontal yellow line in each box is the median value (the 50% mark). The red box is the inter-quartile range (the range of the middle 1/2 of the students). 25% are above the box and 25% are below.

# Middle Schools - Grades 6-8:

Student Attendance Percentages – June YTD SY2003

## Middle School Avg Attendance Percentage YTD June SY2003

Middle School Avg Att % Indicated by Yellow "Trend Line"

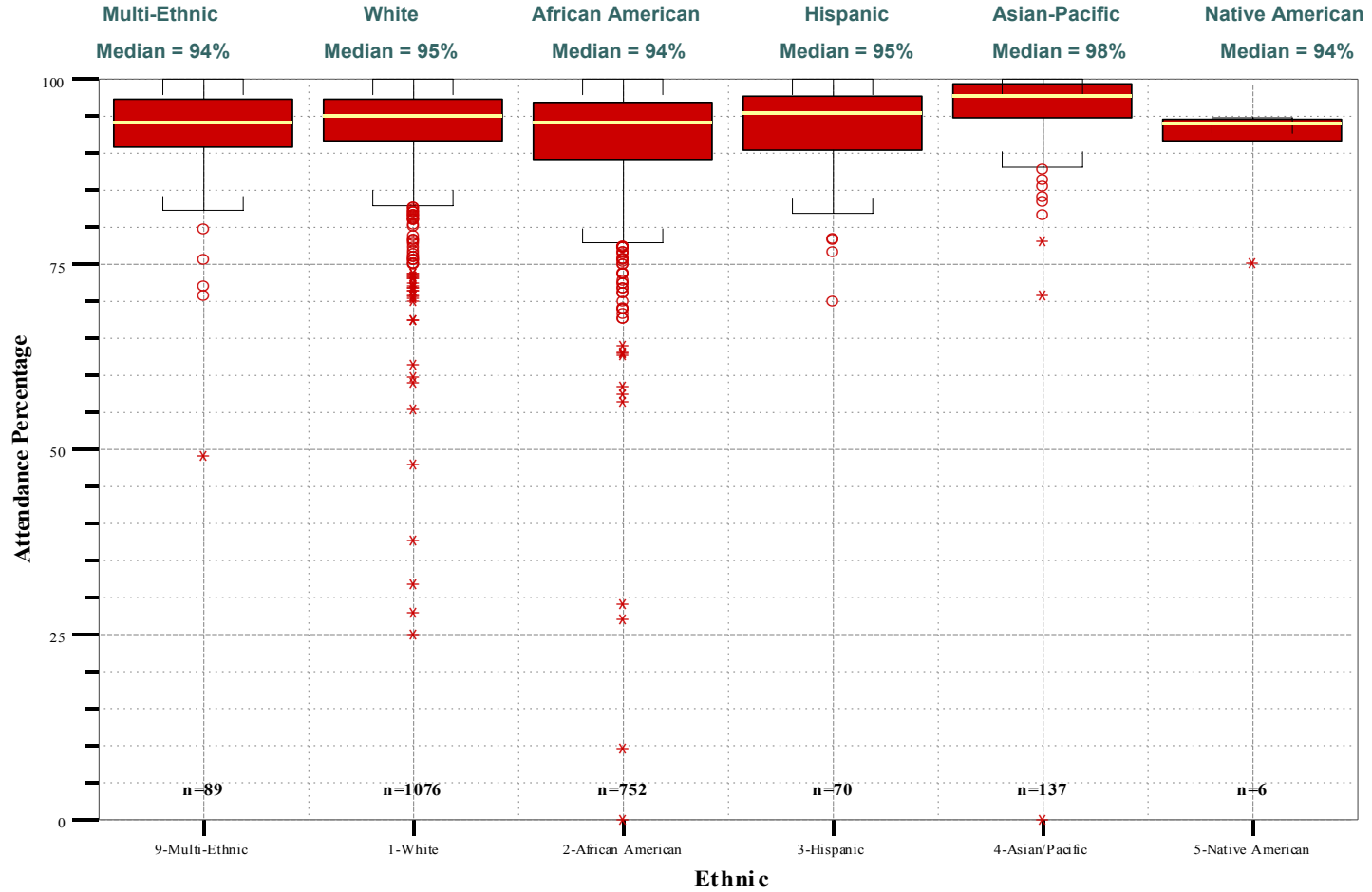


# Middle Schools:

## Attendance Percentage Boxplot Distribution

### SY2003 Attendance Percentage - Middle Schools - Grades 6-8

Boxplot By Race/Ethnicity



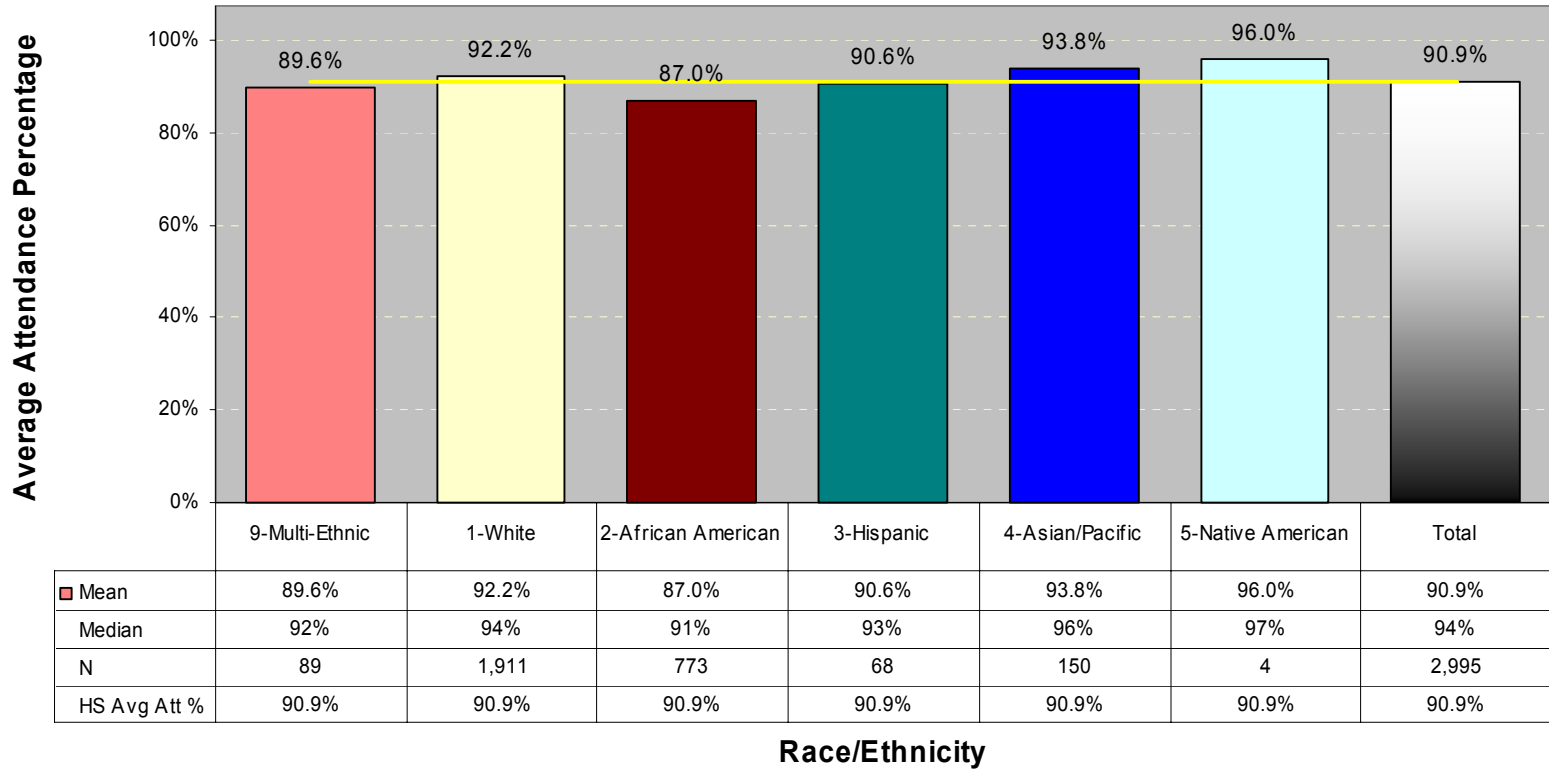
The horizontal yellow line in each box is the median value (the 50% mark). The red box is the inter-quartile range (the range of the middle 1/2 of the students). 25% are above the box and 25% are below.

# High Schools - Grades 9-12:

Student Attendance Percentages – June YTD SY2003

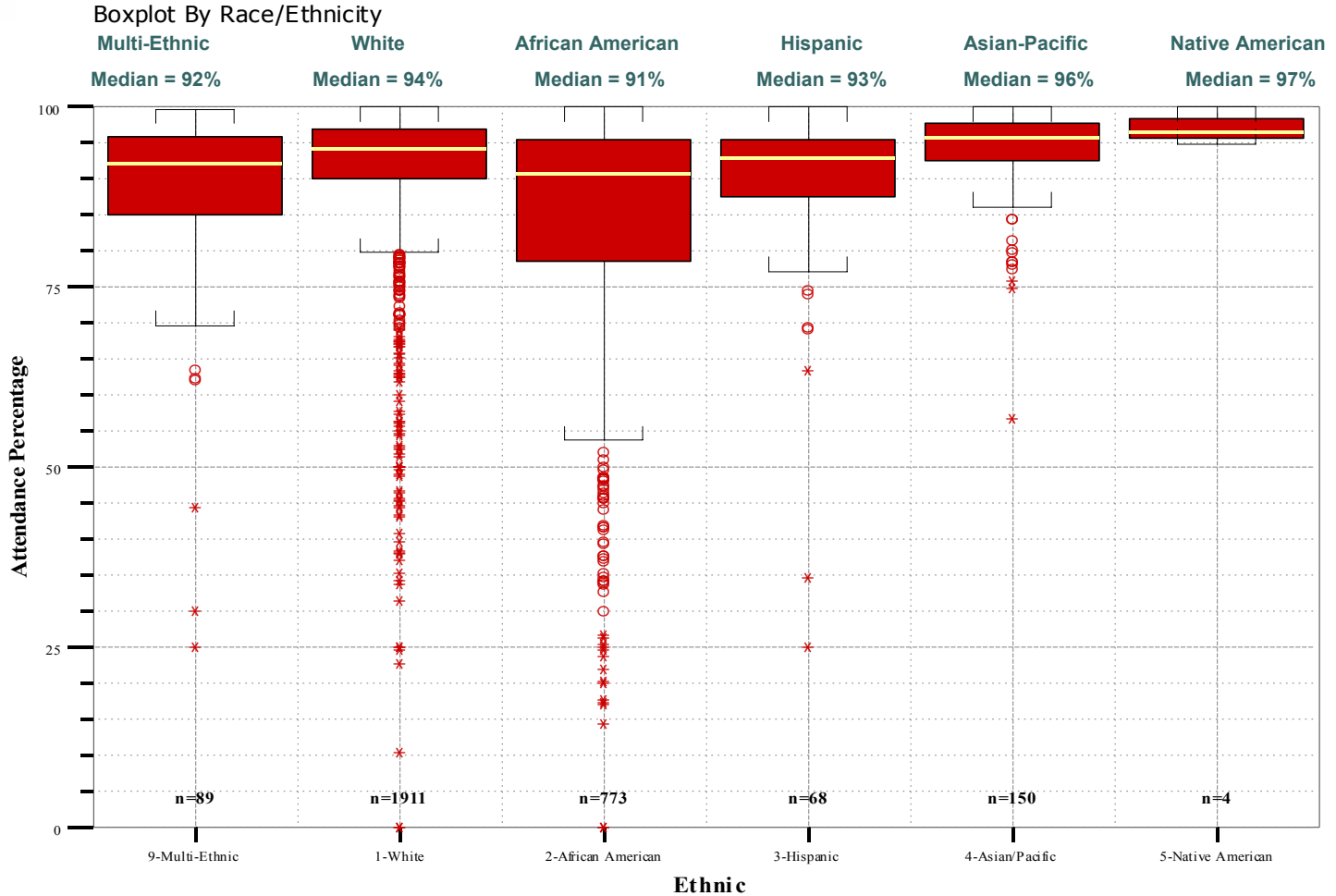
## High School Avg Attendance Percentage YTD June SY2003

High School Avg Att % Indicated by Yellow "Trend Line"



# High Schools:

## Attendance Percentage Boxplot Distribution SY2003 Attendance Percentage - High Schools - Grades 9-12



The horizontal yellow line in each box is the median value (the 50% mark). The red box is the inter-quartile range (the range of the middle 1/2 of the students). 25% are above the box and 25% are below.

# Enrollment & Attendance:

- Both the 1998 Equity Audit and the 1<sup>st</sup> monitoring report noted:  
***“Students cannot achieve academic success if they are not in school.”***
- The district continued to lack an effective plan to reduce absenteeism during SY2003.
- In the 1st monitoring report, we asked that the district provide the court with evidence of improvement in this area or a new plan for improving the attendance and maintaining the enrollment of African American students.
- The monitor now asks that the district provide the monitor with a plan and the 1st of a series of quarterly reports containing SY2004 enrollment and attendance analyses by April 2004.

# ***Section 05: Gifted & Talented***

See Appendix D – Gifted & Talented SY2003

*“Inspect  
What You  
Expect”*





# SY2003 Gifted & Talented: Elementary Screening

Ethnic

Node 0		
Category	%	n
2-African American	35.53	259
1-White	45.68	333
4-Asian/Pacific	7.27	53
3-Hispanic	4.94	36
9-Multi-Ethnic	6.45	47
5-Native American	0.14	1
<b>Total</b>	<b>(100.00)</b>	<b>729</b>

NNA T2003  
Adj. P-value=0.0334, Chi-square=12.1018, df=5

Tested

Not Tested

Node 1		
Category	%	n
2-African American	34.49	239
1-White	46.90	325
4-Asian/Pacific	7.50	52
3-Hispanic	4.76	33
9-Multi-Ethnic	6.20	43
5-Native American	0.14	1
<b>Total</b>	<b>(95.06)</b>	<b>693</b>

Node 2		
Category	%	n
2-African American	55.56	20
1-White	22.22	8
4-Asian/Pacific	2.78	1
3-Hispanic	8.33	3
9-Multi-Ethnic	11.11	4
5-Native American	0.00	0
<b>Total</b>	<b>(4.94)</b>	<b>36</b>

PR

Adj. P-value=0.0000, Chi-square=159.3729, df=10

<=25

(25,83]

>83

Node 55		
Category	%	n
2-African American	59.21	164
1-White	26.35	73
4-Asian/Pacific	2.89	8
3-Hispanic	4.33	12
9-Multi-Ethnic	7.22	20
5-Native American	0.00	0
<b>Total</b>	<b>(37.00)</b>	<b>277</b>

Node 56		
Category	%	n
2-African American	25.36	53
1-White	55.50	116
4-Asian/Pacific	6.70	14
3-Hispanic	6.70	14
9-Multi-Ethnic	5.74	12
5-Native American	0.00	0
<b>Total</b>	<b>(28.67)</b>	<b>209</b>

Node 57		
Category	%	n
2-African American	10.63	22
1-White	65.70	136
4-Asian/Pacific	14.49	30
3-Hispanic	3.38	7
9-Multi-Ethnic	5.31	11
5-Native American	0.48	1
<b>Total</b>	<b>(28.40)</b>	<b>207</b>

- 95% of SY2003 1<sup>st</sup> Graders were screened using the NNAT
- This compares to 91% in SY2002
- Only 1<sup>st</sup> graders were screened with the NNAT

- In prior years the district had been criticized for using highly subjective screening criteria. The district indicated that current practice is to screen all 1<sup>st</sup> graders using the NNAT, a widely accepted instrument. While not literally "all" 1<sup>st</sup> graders were screened, 95% were screened indicating substantial overall compliance.
- It should be noted that 55% of those not screened were African American compared to 34% of those who were screened.
- 98% (377 of 386) White and Asian/Pacific) students were screened. This compares to 92% (316 of 343) of African American and all other groups.

# Elementary School

## Gifted and Not Gifted Participation SY2003:

**"Gifted Programs" African American Enrollment Percentage by Month**

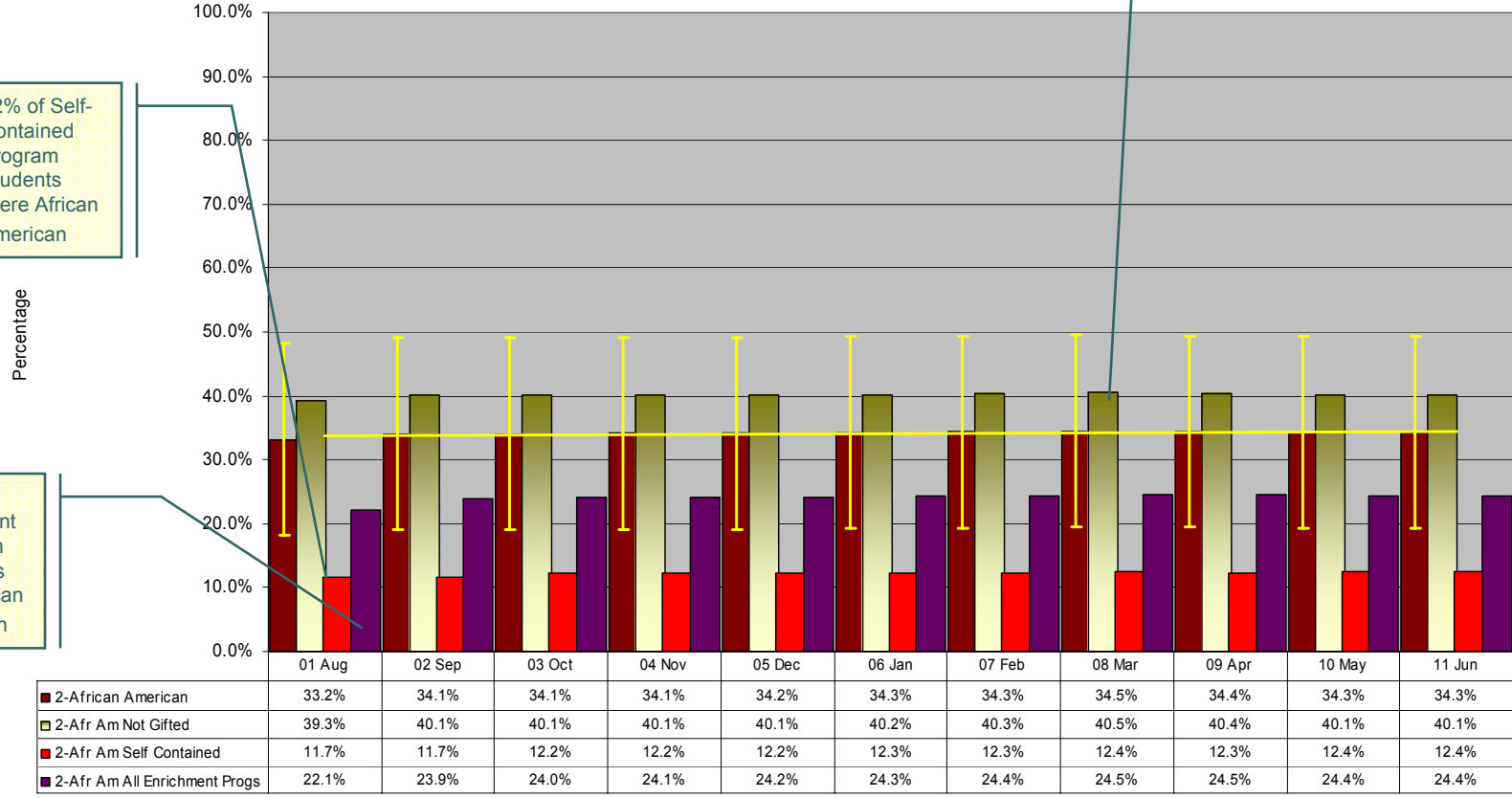
Elementary Schools - Grades K-5  
June SY2003 YTD

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

40% of Not Gifted Students Were African American

12% of Self-Contained Program Students Were African American

24% of Enrichment Program Students Were African American



# Self Contained Gifted Program

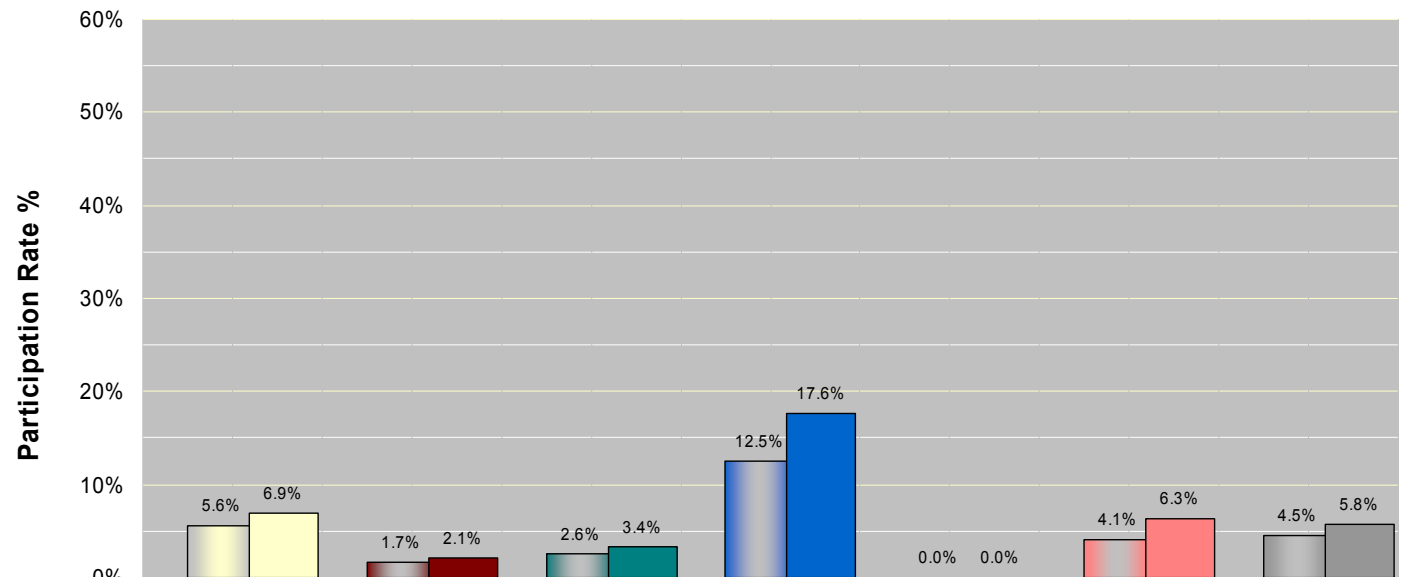


## Participation Rates SY2003:

District wide, almost 6% of all SY2003 elementary students participated in self-contained programs. This compares to under 5% in SY2002.

### SY2003 vs. SY2002 June Participation Rates By Race/Ethnicity Self-Contained Gifted Programs

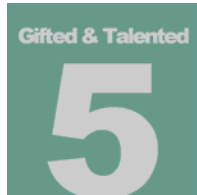
- SY2003 African American student participation rate was 2%.
- This compares to
  - 6%-7% for White and Multi-Ethnic students
  - 18% for Asian/Pacific students
  - 3% for Hispanic students.



	1-White	2-African American	3-Hispanic	4-Asian/Pacific Islander	5-Native American/Alaskan	9-Multi-Ethnic or Unknown	Total
SY2002 Self-Contained Gifted	114	25	4	34	-	10	187
SY2002 Enrollment	2,050	1,453	155	272	13	242	4,185
■ SY2002 Participation Rate	5.6%	1.7%	2.6%	12.5%	0.0%	4.1%	4.5%
SY2003 Self-Contained Gifted	141	30	6	48	-	17	242
SY2003 Enrollment	2,032	1,439	178	273	8	270	4,200
■ SY2003 Participation Rate	6.9%	2.1%	3.4%	17.6%	0.0%	6.3%	5.8%

Race/Ethnicity

# Self Contained Gifted Program: African American Enrollment Distribution SY2003:



District wide, 12% of SY2003 Self-Contained program enrollment was African American.  
This compares to 13% in SY2002.

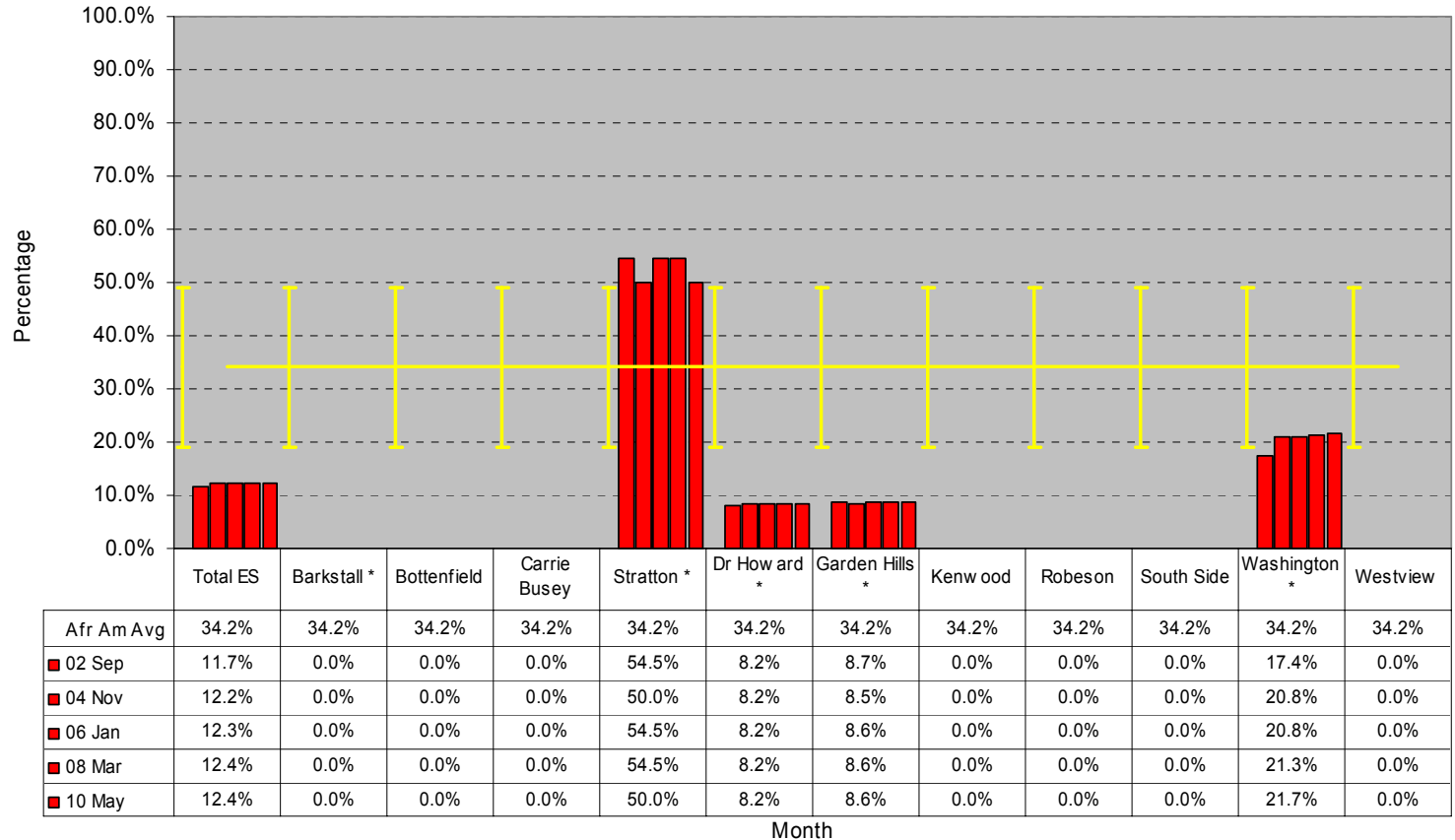
- Programs were at Barkstall, Stratton, Dr. Howard, Garden Hills, and Washington.
- Barkstall enrolled no African Americans.
- Dr. Howard and Garden Hills were 8%-9% African American.
- Washington was 21%.
- Stratton was 50%-55%.

## 03-Self-Contained Gifted - African American Enrollment Percentage by Month

Elementary Schools - Grades K-5

June SY2003 YTD

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



# ES Gifted Enrollment Table -

## 03-Self-Contained

Monthly For Elementary Schools SY2003:

### ● All Students

Elementary Level: Total Enrollment - 03 Self-Contained Gifted Class

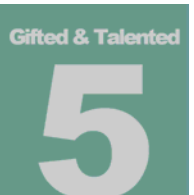
Elementary Level	CARRIE BUSEY											
	BARKSTALL ES	BOTTENFIELD ES	ES	STRATTON ES	DR HOWARD ES	GARDEN HILLS ES	KENWOOD ES	ROBESON ES	SOUTH SIDE ES	WASHINGTON ES	WESTVIEW ES	
01 Aug	240	16	-	-	11	98	69	-	-	-	46	-
02 Sep	240	16	-	-	11	98	69	-	-	-	46	-
03 Oct	245	17	-	-	12	97	71	-	-	-	48	-
04 Nov	245	17	-	-	12	97	71	-	-	-	48	-
05 Dec	245	17	-	-	12	97	71	-	-	-	48	-
06 Jan	243	17	-	-	11	97	70	-	-	-	48	-
07 Feb	243	17	-	-	11	97	71	-	-	-	47	-
08 Mar	242	17	-	-	11	97	70	-	-	-	47	-
09 Apr	243	17	-	-	12	97	70	-	-	-	47	-
10 May	242	17	-	-	12	97	70	-	-	-	46	-
11 Jun	242	17	-	-	12	97	70	-	-	-	46	-

Elementary Level: African American Enrollment - 03 Self-Contained Gifted Class

### ● African American Students

Elementary Level	CARRIE BUSEY											
	BARKSTALL ES	BOTTENFIELD ES	ES	STRATTON ES	DR HOWARD ES	GARDEN HILLS ES	KENWOOD ES	ROBESON ES	SOUTH SIDE ES	WASHINGTON ES	WESTVIEW ES	
01 Aug	28	-	-	-	6	8	6	-	-	-	8	-
02 Sep	28	-	-	-	6	8	6	-	-	-	8	-
03 Oct	30	-	-	-	6	8	6	-	-	-	10	-
04 Nov	30	-	-	-	6	8	6	-	-	-	10	-
05 Dec	30	-	-	-	6	8	6	-	-	-	10	-
06 Jan	30	-	-	-	6	8	6	-	-	-	10	-
07 Feb	30	-	-	-	6	8	6	-	-	-	10	-
08 Mar	30	-	-	-	6	8	6	-	-	-	10	-
09 Apr	30	-	-	-	6	8	6	-	-	-	10	-
10 May	30	-	-	-	6	8	6	-	-	-	10	-
11 Jun	30	-	-	-	6	8	6	-	-	-	10	-

# Academic Enrichment Program: Participation Rates SY2003:

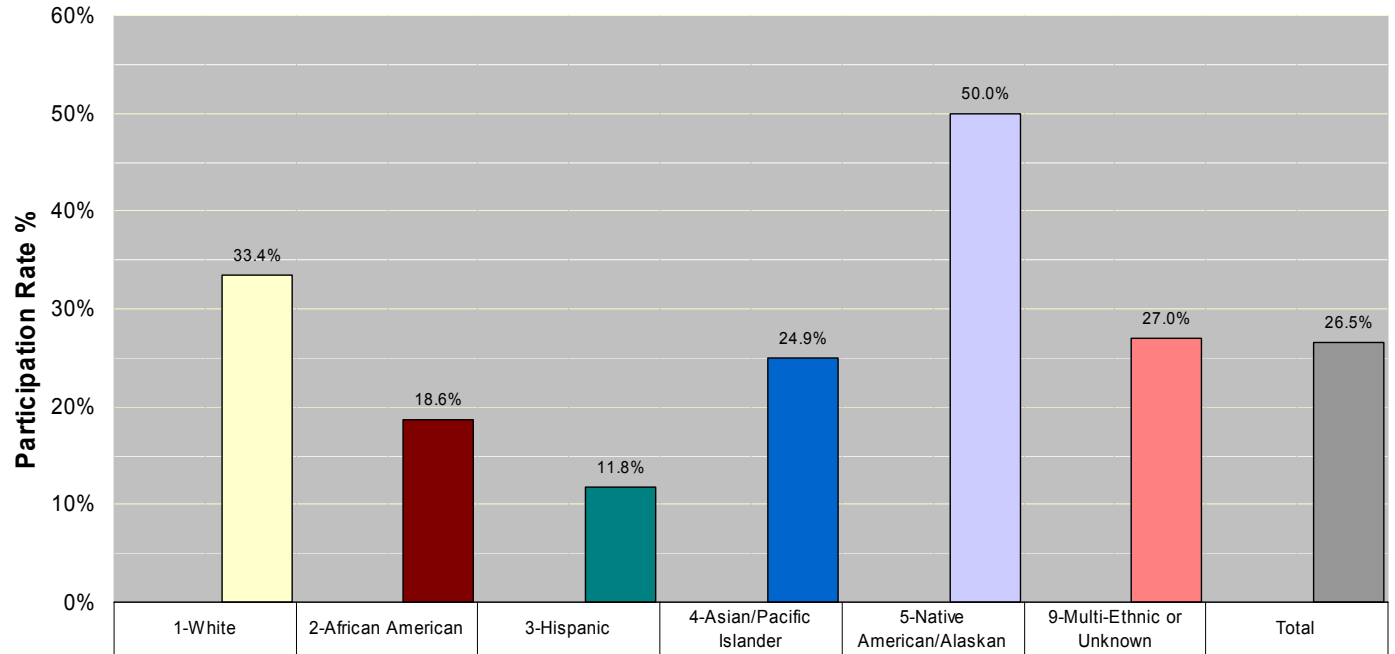


District wide, almost 27% of all SY2003 elementary students participated in Academic Enrichment programs.

## SY2003 vs. SY2002 June Participation Rates By Race/Ethnicity 04 - Academic Enrichment Programs

The district did not track Enrichment Program enrollments until SY2003.

- SY2003 African American student participation rate was 19%.
- This compares to
  - 33% for White and students
  - 27% for Multi-Ethnic students
  - 25% for Asian/Pacific students
  - 12% for Hispanic students



	1-White	2-African American	3-Hispanic	4-Asian/Pacific Islander	5-Native American/Alaskan	9-Multi-Ethnic or Unknown	Total
SY2002 Self-Contained Gifted							
SY2002 Enrollment							
■ SY2002 Participation Rate							
SY2003 Self-Contained Gifted	679	268	21	68	4	73	1,113
SY2003 Enrollment	2,032	1,439	178	273	8	270	4,200
■ SY2003 Participation Rate	33.4%	18.6%	11.8%	24.9%	50.0%	27.0%	26.5%

Race/Ethnicity

# Examine Efficacy Of The Enrichment Model Implementation:

- 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?

# Middle School Gifted Programs:

SY2003

## Middle School Gifted Program Locations

	<i>Edison MS</i>	<i>Franklin MS</i>	<i>Jefferson MS</i>	<i>Columbia Ctr MS</i>
05-MS Math/Science	?	Yes		
06-MS Reading/Soc St	Yes	Yes	Yes	?
07-MS Performing Arts			Yes	
08-MS Math/Sci & Rdg/Soc St	Yes	Yes	Yes	
10-MS Rdg/Soc St & Perf Arts			Yes	

? = 1 student enrollee



# Middle School

## Gifted and Not Gifted Participation SY2003:

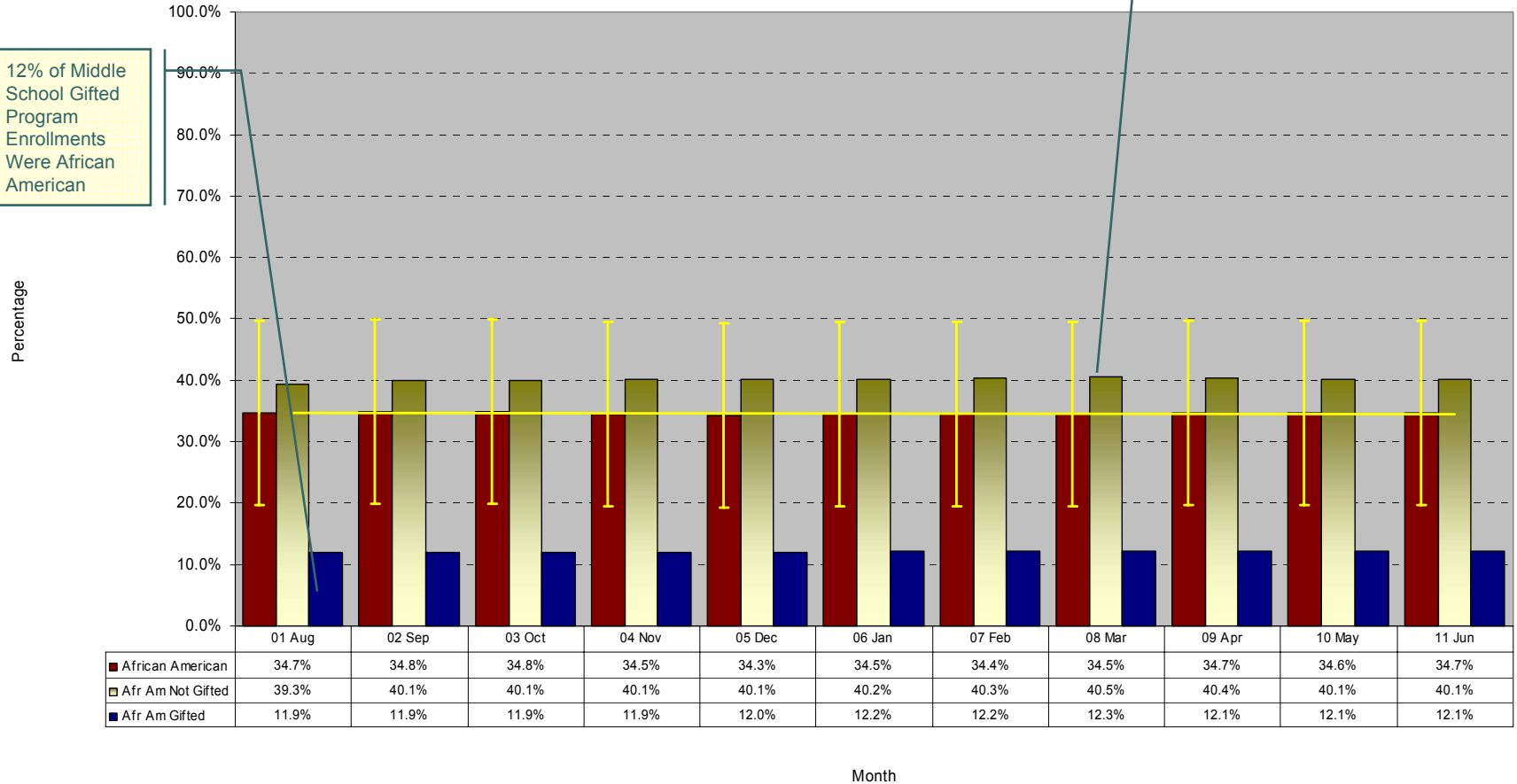
**"Gifted Programs" African American Enrollment Percentage by Month**

Middle Schools - Grades 6-8  
June SY2003 YTD

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

12% of Middle School Gifted Program Enrollments Were African American

40% of Middle School Not Gifted Students Were African American

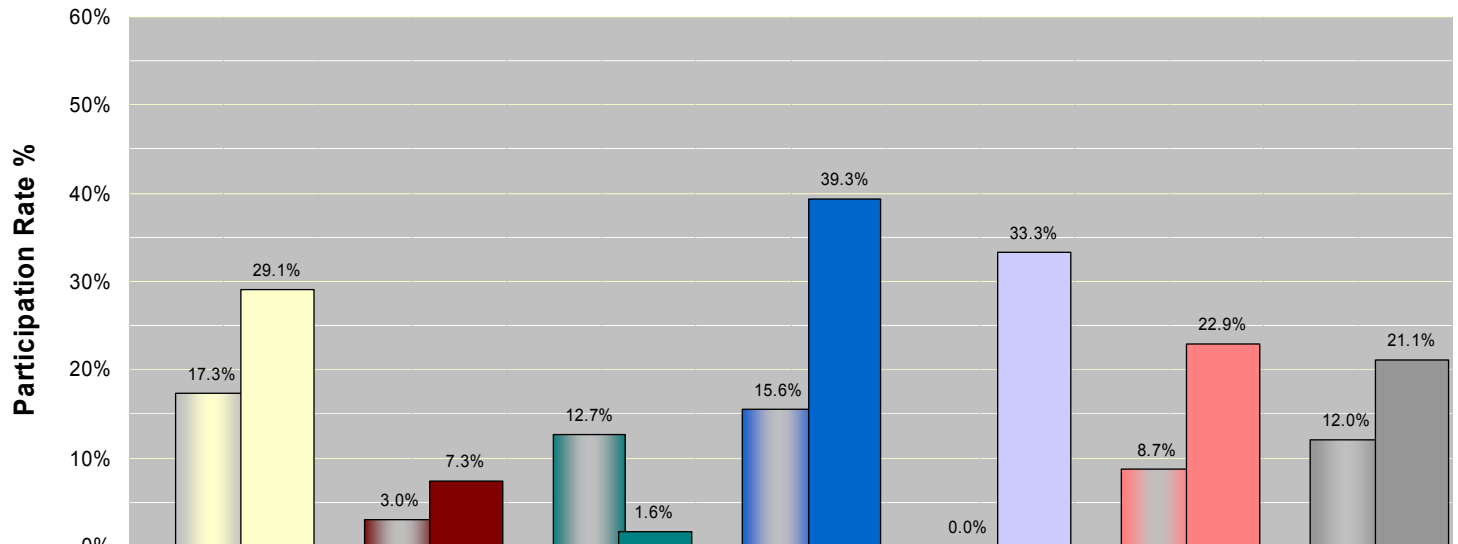


# Middle School Gifted Program: Participation Rates SY2003:

District wide, 21% of all SY2003 middle school students participated in gifted programs. This compares to 12% in SY2002. This year to year change may largely be due to district coding & reporting changes rather than to actual program changes. No gifted programs operated at Columbia Center MS.

## SY2003 Participation Rates By Race/Ethnicity All Middle School Gifted Programs

- SY2003 African American student participation rate was 7%.
- This compares to
  - 29% for White students
  - 23% for Multi-Ethnic students
  - 39% for Asian/Pacific students
  - less than 2% for Hispanic students.



	1-White	2-African American	3-Hispanic	4-Asian/Pacific Islander	5-Native American/Alaskan	9-Multi-Ethnic or Unknown	Total
SY2002 All Gifted	188	20	7	21	-	6	242
SY2002 Enrollment	1,088	659	55	135	4	69	2,010
SY2002 Participation Rate	17.3%	3.0%	12.7%	15.6%	0.0%	8.7%	12.0%
SY2003 All Gifted	300	51	1	48	2	19	421
SY2003 Enrollment	1,032	694	63	122	6	83	2,000
SY2003 Participation Rate	29.1%	7.3%	1.6%	39.3%	33.3%	22.9%	21.1%

Race/Ethnicity

# Middle School Gifted Program: African American Enrollment Distribution SY2003:



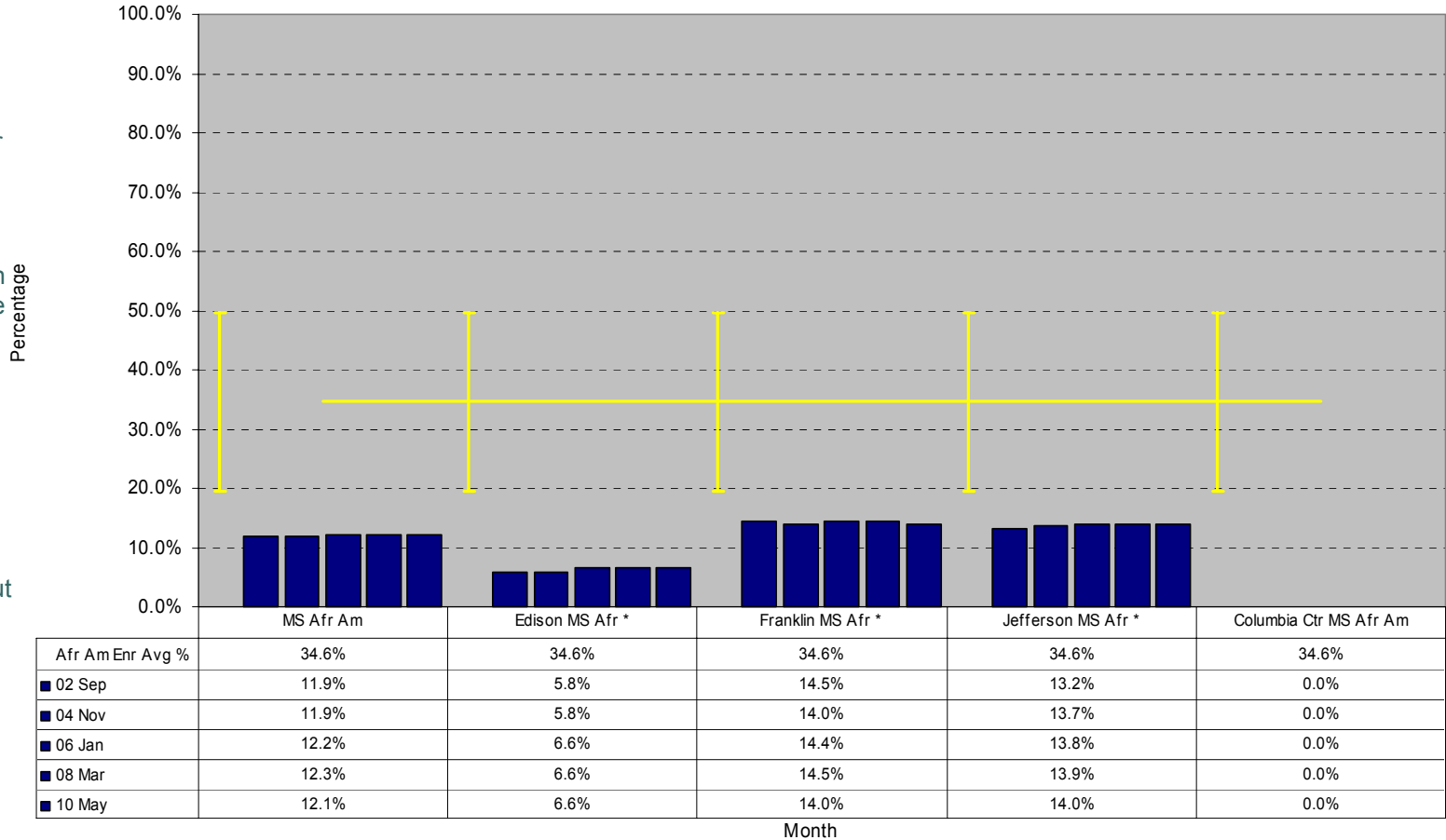
District wide, 12% of SY2003 Middle School Gifted program enrollment was African American.  
This compares to 10%-12% in SY2002.

## All Gifted Programs - African American Enrollment Percentage by Month

Middle Schools - Grades 6-8

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

- Programs were at the large middle schools.
- Columbia Center did not offer a gifted program.
- Aggregate African American enrollments were not within the +/- 15% flexible goals in any middle school.
- The African American enrollment distribution in Edison was about 1/2 of that at Franklin or Jefferson.



# Gifted & Talented:

- The process for identifying qualified African American and other students has resulted in a modest increase in the number of those students in Gifted and Talented programs.
- All first grade students who are in attendance at a set date in the school year are evaluated for participation.
- The district should evaluate all first grade students who enter after the district-wide testing date.

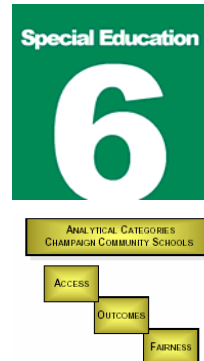
# Gifted & Talented – Recommendations:

- Unit 4 should evaluate all new-to-district students at the time of their entry into the school district.
- Unit 4 should analyze and publish the achievement levels of students in part-time and full-time Gifted and Talented programs by race, gender and socio-economic status.
- Unit 4 should continue to advertise these programs in the communities of color in Champaign.
- Unit 4 should continue to provide supplemental support for qualified African American students who have negative academic and social experiences in Gifted and Talented programs.
- Enrichment program participation should be tracked explicitly and program implementation examined in light of Unit 4 equity issues.

# **Section 06: Special Education**

See Appendix E – SPED SY2003

*“Inspect  
What You  
Expect”*



# School Level Distribution

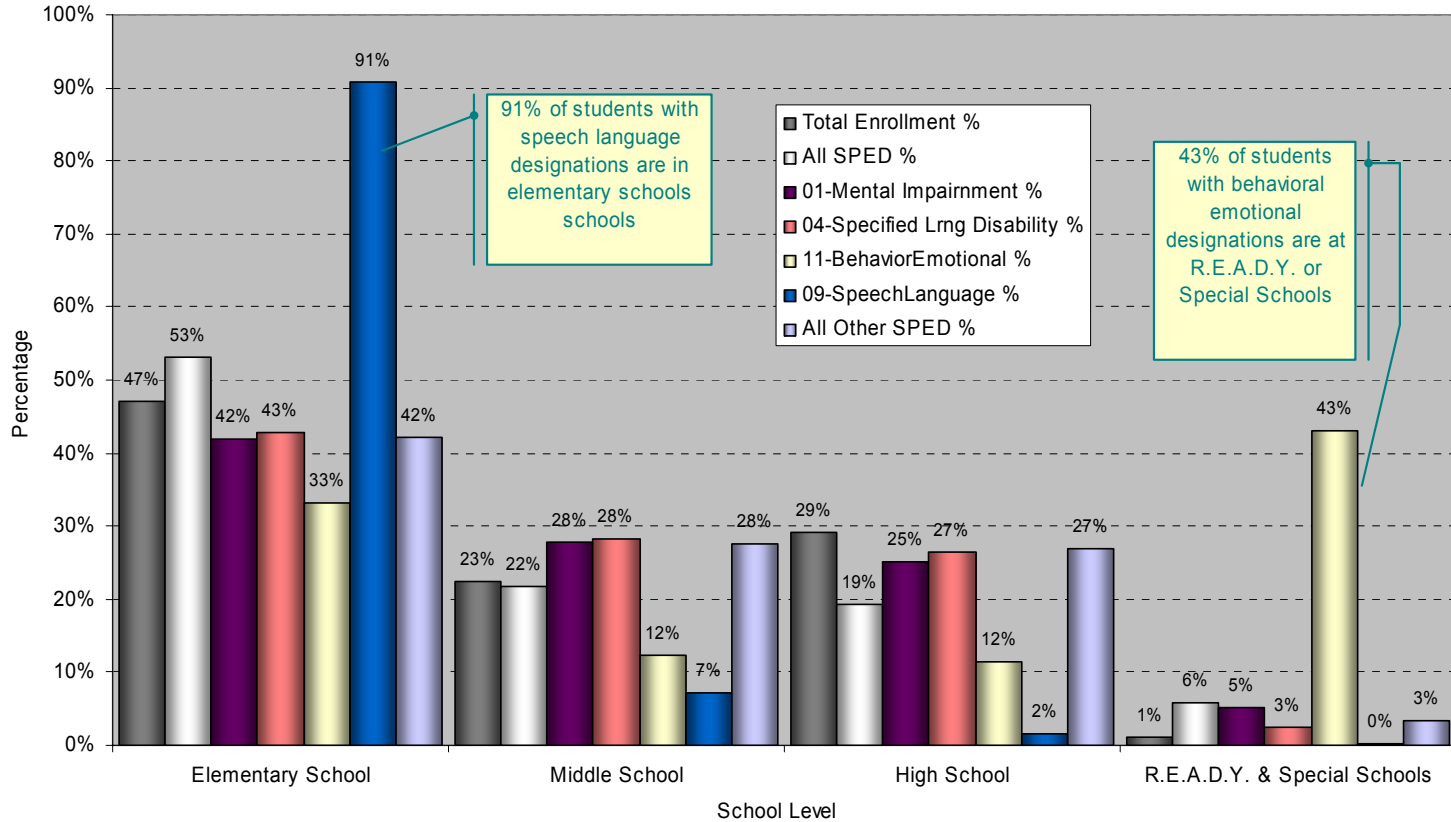
May SY2003:

What percentage of SPED designations are found at each school level? 47% of all students were in elementary schools; 23% in middle schools; 29% in high schools; and 1% in Special Schools or READY. Were SPED students distributed similarly?



**SPED Distribution Across School Levels**  
What percentage of SPED designations are found at each school level?

District Level - Grades K-12  
May SY2003 YTD



- Students with mental impairments, learning disabilities, and all other SPED designations were at roughly the same proportion as the general Unit 4 population at each school level.
- Speech-Language and behavior-emotional were not found in the same proportion as the general Unit 4 population.
- 91% of Speech-Language students were at the elementary level while 7% were at the middle school level and 2% at the high school level.
- 43% of students with the Behavioral-Emotional designation were at Special Schools or READY.

# All SPED Enrollment Distribution Table – All SPED

EOM May SY2003 - All School Levels:

10-May	Total	Elementary School	Middle School	High School	R.E.A.D.Y. & Special Schools
Total Enrollment	8908	4203	2004	2591	110
All SPED	1517	805	330	292	90
01-Mental Impairment	191	80	53	48	10
04-Specified Lrng Disability	660	282	186	175	17
11-BehaviorEmotional	130	43	<b>16</b>	<b>15</b>	<b>56</b>
09-SpeechLanguage	358	<b>325</b>	<b>26</b>	<b>6</b>	1
All Other SPED	178	75	49	48	6

10-May	Total	Elementary School	Middle School	High School	R.E.A.D.Y. & Special Schools
Total Enrollment %	100%	47%	22%	29%	1%
All SPED %	100%	53%	22%	19%	6%
01-Mental Impairment %	100%	42%	28%	25%	5%
04-Specified Lrng Disability %	100%	43%	28%	27%	3%
11-BehaviorEmotional %	100%	33%	<b>12%</b>	<b>12%</b>	<b>43%</b>
09-SpeechLanguage %	100%	<b>91%</b>	<b>7%</b>	<b>2%</b>	0%
All Other SPED %	100%	42%	28%	27%	3%



# Special Education:

See Appendix E – Special Education for details.

- African American students continue to be substantially over-represented in special education programs compared to their representation in the student population and in relation to White students.
- In SY2003, 17% of all students were reported as participating in SPED programs. This was up 1% point from 16% in SY2002.
- In SY2003, African American students represent 46% of students in special education, while they are only 32% of the general student population. In SY2002, African American students also represented 46% of the SPED population, but were 31% of the general student population.
- The African American SY2003 SPED participation rate was 25%, up 2% from 23% in SY2002.

# SPED – District Totals -All Programs

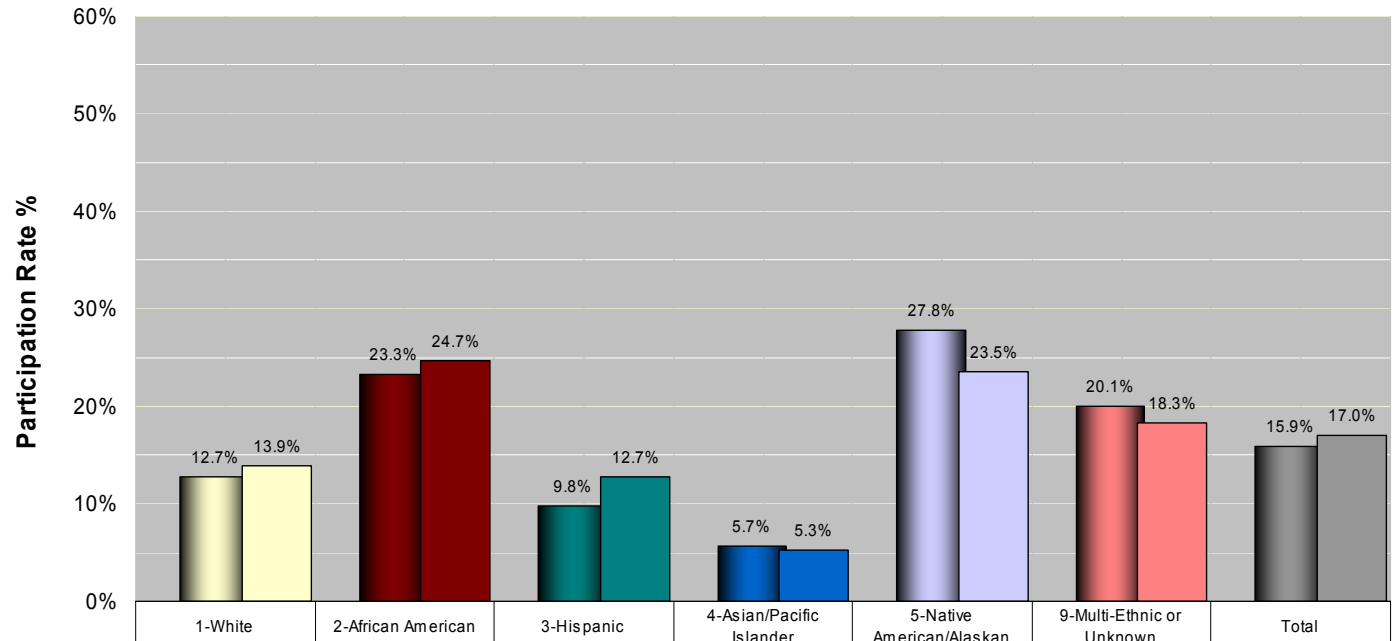
## Participation Rates SY2003:

District wide, 17% of all SY2003 students participated in SPED programs. This compares to 16% in SY2002.

### All SPED Programs

SY2003 vs. SY2002 EOM May Participation Rates By Race/Ethnicity  
District Level

- SY2003 African American student participation rate was 25%.
- This compares to
  - 14% for White students
  - 18% for Multi-Ethnic students
  - 5% for Asian/Pacific students
  - 13% for Hispanic students
- 46% of SY2003 SPED students were African American (699/1517 = 46.1%). This compares to 46% in SY2002 (660/1440 = 45.8%).



	1-White	2-African American	3-Hispanic	4-Asian/Pacific Islander	5-Native American/Alaskan	9-Multi-Ethnic or Unknown	Total
SY2002 SPED	643	660	25	31	5	76	1,440
SY2002 Enrollment	5,048	2,834	256	548	18	379	9,083
SY2002 Participation Rate	12.7%	23.3%	9.8%	5.7%	27.8%	20.1%	15.9%
SY2003 SPED	667	699	39	28	4	80	1,517
SY2003 Enrollment	4,789	2,831	307	528	17	436	8,908
SY2003 Participation Rate	13.9%	24.7%	12.7%	5.3%	23.5%	18.3%	17.0%

Race/Ethnicity

# All SPED:

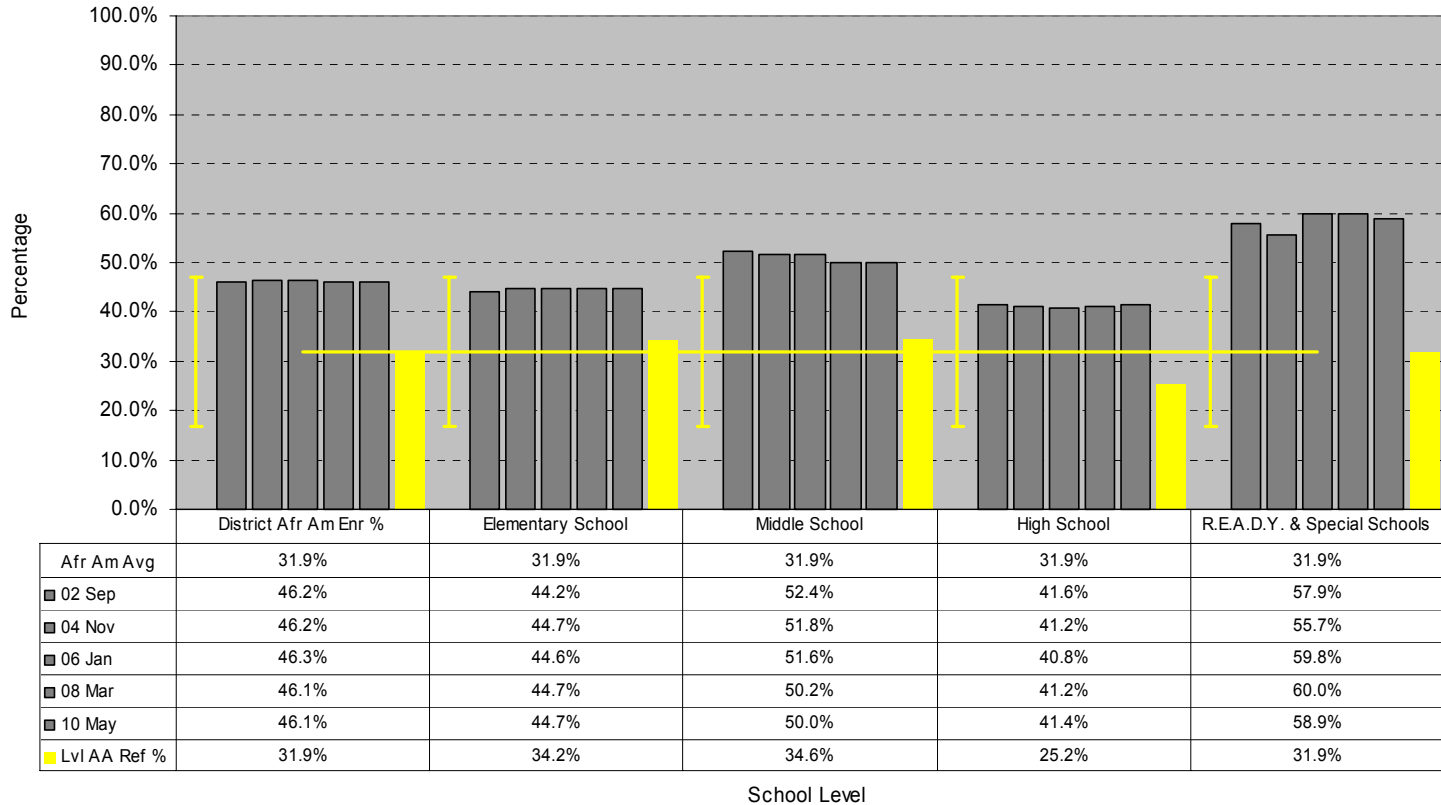
## African American Enrollment Distribution SY2003:

District wide, 46% of SY2003 total SPED enrollment was African American. This compares to 46% in SY2002. The yellow bars indicate the African American Average enrollment percentage at the respective school level, i.e., district, elementary, middle and high school levels. Since enrollments at Special Schools and R.E.A.D.Y. can come from multiple school levels within the district, the district average is used. See the tables in the R.E.A.D.Y. – Special Schools section for grade level detail.

### All SPED - African American Enrollment Percentage by Month

June SY2003 YTD - District Level - Grades K-12

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



# Special Education:

See Appendix E – Special Education for details.

- The district should present evidence to the court that its response to the overrepresentation of African American students in special education is fair and effective.
- Unit 4 should adopt a policy of providing an appropriate individualized education plan (IEP) for all students who are not making adequate (i.e., grade level) academic progress.
- Unit 4 should provide adequate resources to competently fulfill the IEP's in appropriate developmental contexts for students experiencing academic difficulty.
- Unit 4 should continue to assess the appropriateness of its student placements by sampling and analyzing the case files of students assigned to each category of special education on an annual basis.

# Special Education:

See Appendix E – Special Education for details.

- The following four SPED exceptionality program participation rates and enrollment distributions are detailed below:
  - Specified Learning Disability Programs
  - Behavioral-Emotional Programs
  - Mental-Impairment Programs
  - Speech-Language Programs
- See Appendix E for details on these and all other SPED programs.

# Learning Disabilities:

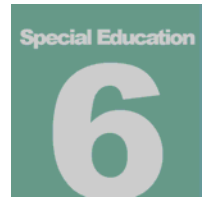
See Appendix E – Special Education for details.

- During SY2003 there was a relatively large increase in the number of students reported with learning disabilities -- 84% of the net student increase was African American. The SY2002 total of 547 increased by a net of 77 students to 624 in SY2003. The African American total increased by a net 65 students from 246 in SY2002 to 311 in SY2003.
- 12% of all African American students participated in learning disability programs. This compares to 6% of white students and 7% of all students.
- It is unclear if this increase is attributable to the district's new curricular emphasis on skills, learning, and academics or if there is some other explanation.
- The district should include an written explanation and analysis in the next quarterly report to the monitor.
- The district should present evidence to the court that its response to the overrepresentation of African American students in special education is fair and effective.

# SPED – District Totals

## 04-Specified Learning Disability

### Participation Rates SY2003:

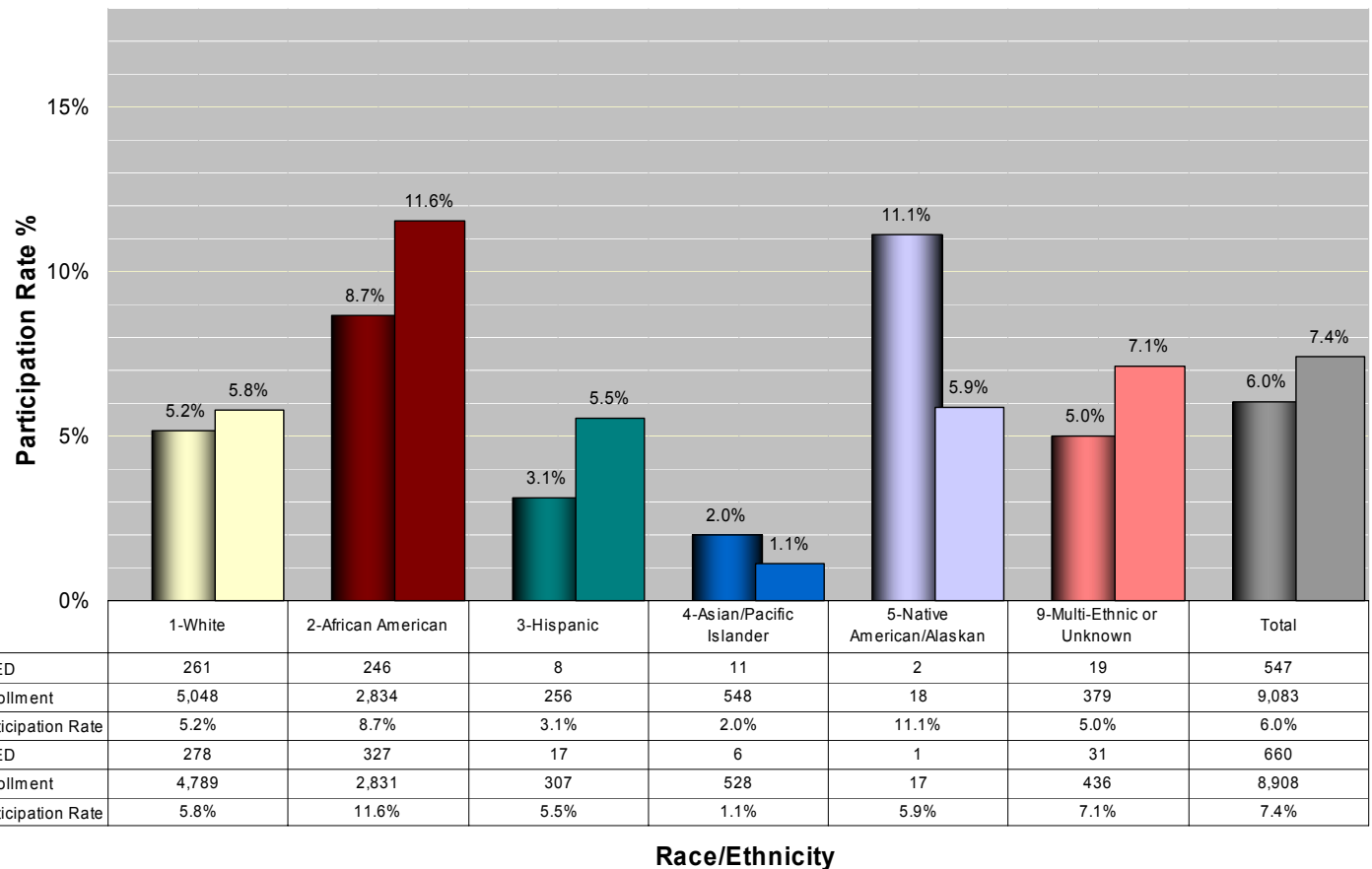


District wide, 7% of all SY2003 students participated in SPED programs. This compares to 6% in SY2002.

### 04-Specified Lrng Disability Programs

SY2003 vs. SY2002 EOM May Participation Rates By Race/Ethnicity  
District Level

- SY2003 African American student participation rate was 12%.
- This compares to
  - 6% for White students
  - 7% for Multi-Ethnic students
  - 1% for Asian/Pacific students
  - 6% for Hispanic students
- 50% of SY2003 Specified Learning Disability students were African American ( $327/660 = 49.5\%$ ). This compares to 45% in SY2002 ( $246/547 = 45.0\%$ ).



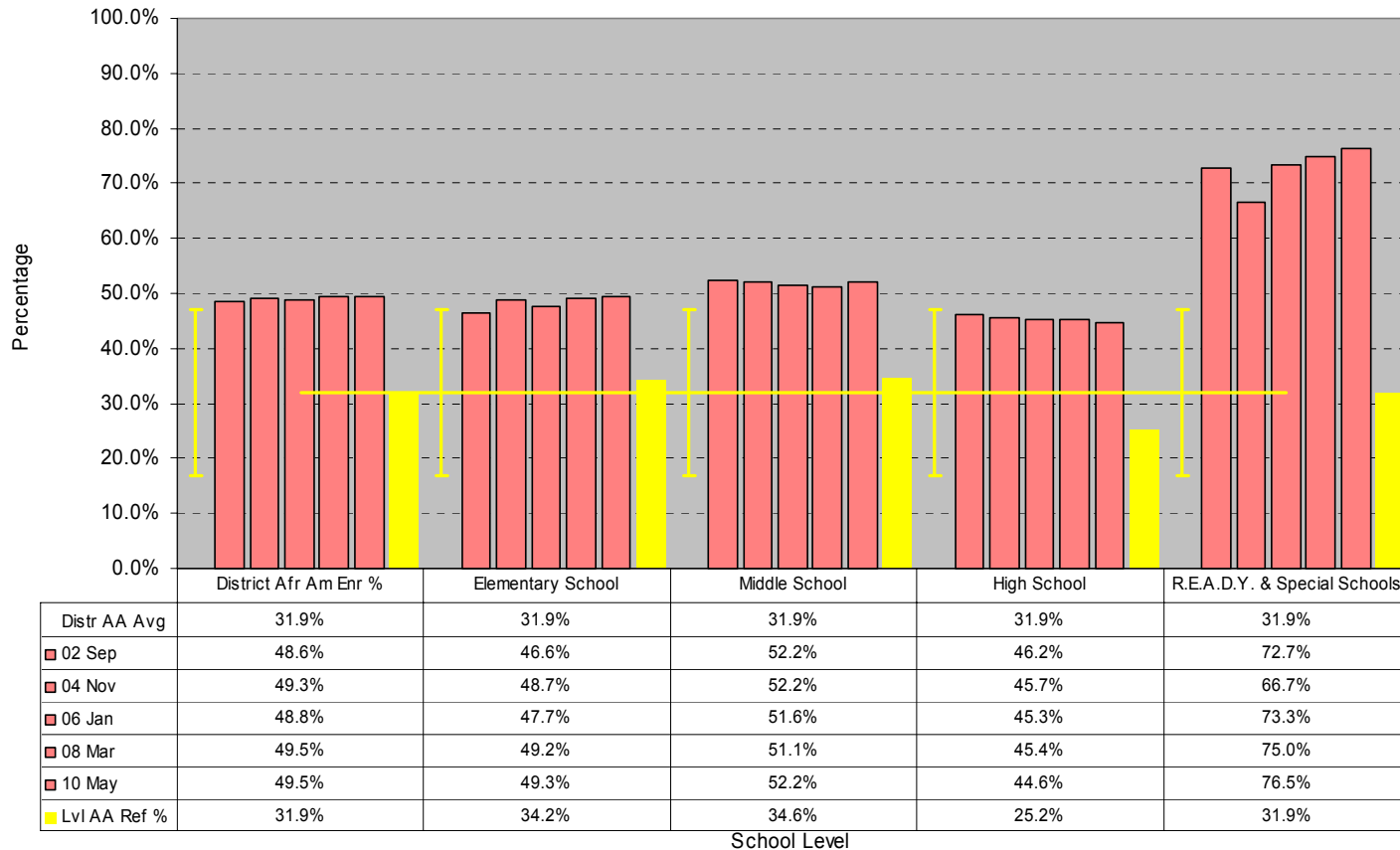
# Learning Disability SPED: African American Enrollment Distribution SY2003:

District wide, 50% of SY2003 Learning Disability SPED enrollment was African American. This compares to 45% in SY2002. The yellow bars indicate the African American Average enrollment percentage at the respective school level, i.e., district, elementary, middle and high school levels. Since enrollments at Special Schools and R.E.A.D.Y. can come from multiple school levels within the district, the district average is used. See the tables in the R.E.A.D.Y. – Special Schools section for grade level detail.

## Specified Learning Disability SPED - African American Enrollment Percentage by Month

June SY2003 YTD - District Level - Grades K-12

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



School Level



# Elementary Schools

## Learning Disability SPED:

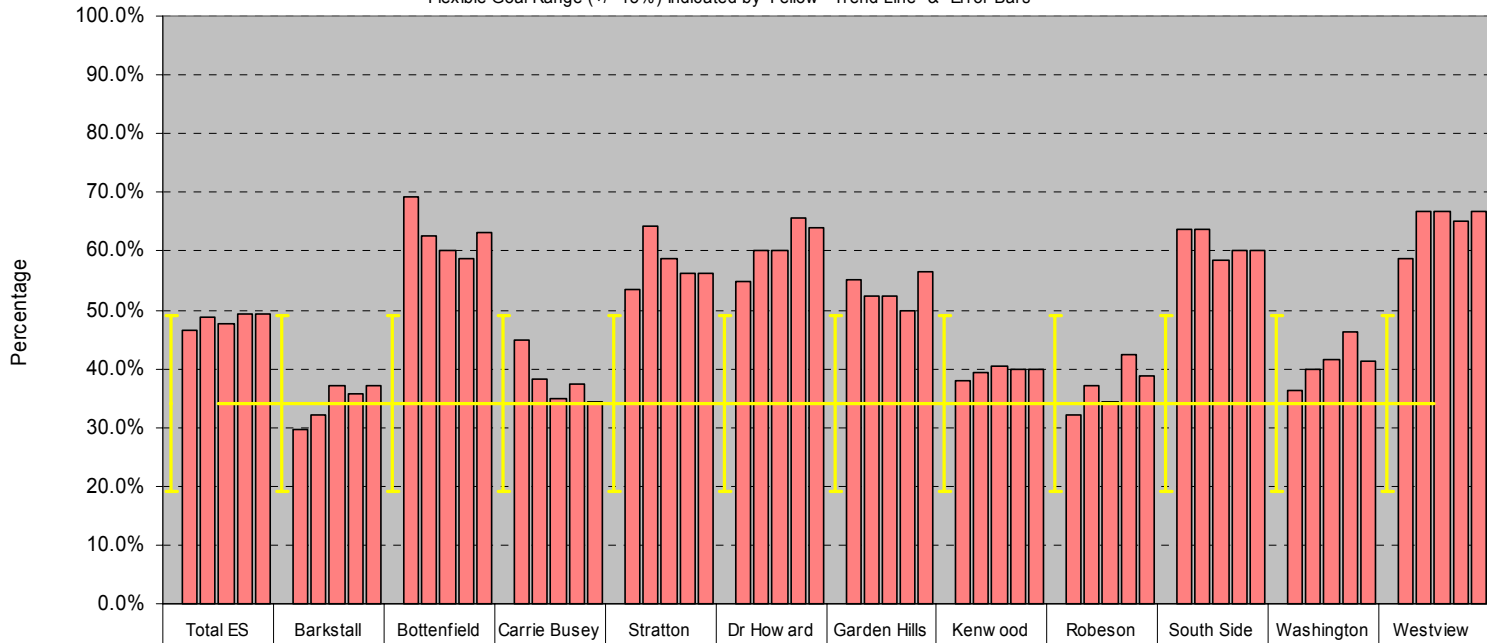
### African American Enrollment Distribution SY2003:

49% of SY2003 elementary school Learning Disability SPED enrollment was African American.  
This compares to 47% in SY2002.

#### Specified Learning Disability SPED - African American Enrollment Percentage by Month

Elementary Schools - Grades K-5  
June SY2003 YTD

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



	Total ES	Barkstall	Bottenfield	Carrie Busey	Stratton	Dr How ard	Garden Hills	Kenw ood	Robeson	South Side	Washington	Westview
Afr Am Avg	34.2%	34.2%	34.2%	34.2%	34.2%	34.2%	34.2%	34.2%	34.2%	34.2%	34.2%	34.2%
02 Sep	46.6%	29.6%	69.2%	45.0%	53.3%	54.8%	55.0%	37.9%	32.0%	63.6%	36.4%	58.8%
04 Nov	48.7%	32.0%	62.5%	38.1%	64.3%	60.0%	52.4%	39.4%	37.0%	63.6%	40.0%	66.7%
06 Jan	47.7%	37.0%	60.0%	34.8%	58.8%	60.0%	52.4%	40.5%	34.5%	58.3%	41.7%	66.7%
08 Mar	49.2%	35.7%	58.8%	37.5%	56.3%	65.6%	50.0%	40.0%	42.4%	60.0%	46.2%	65.0%
10 May	49.3%	37.0%	63.2%	34.5%	56.3%	63.9%	56.5%	40.0%	38.9%	60.0%	41.2%	66.7%

School

# Middle Schools

## Learning Disability SPED:

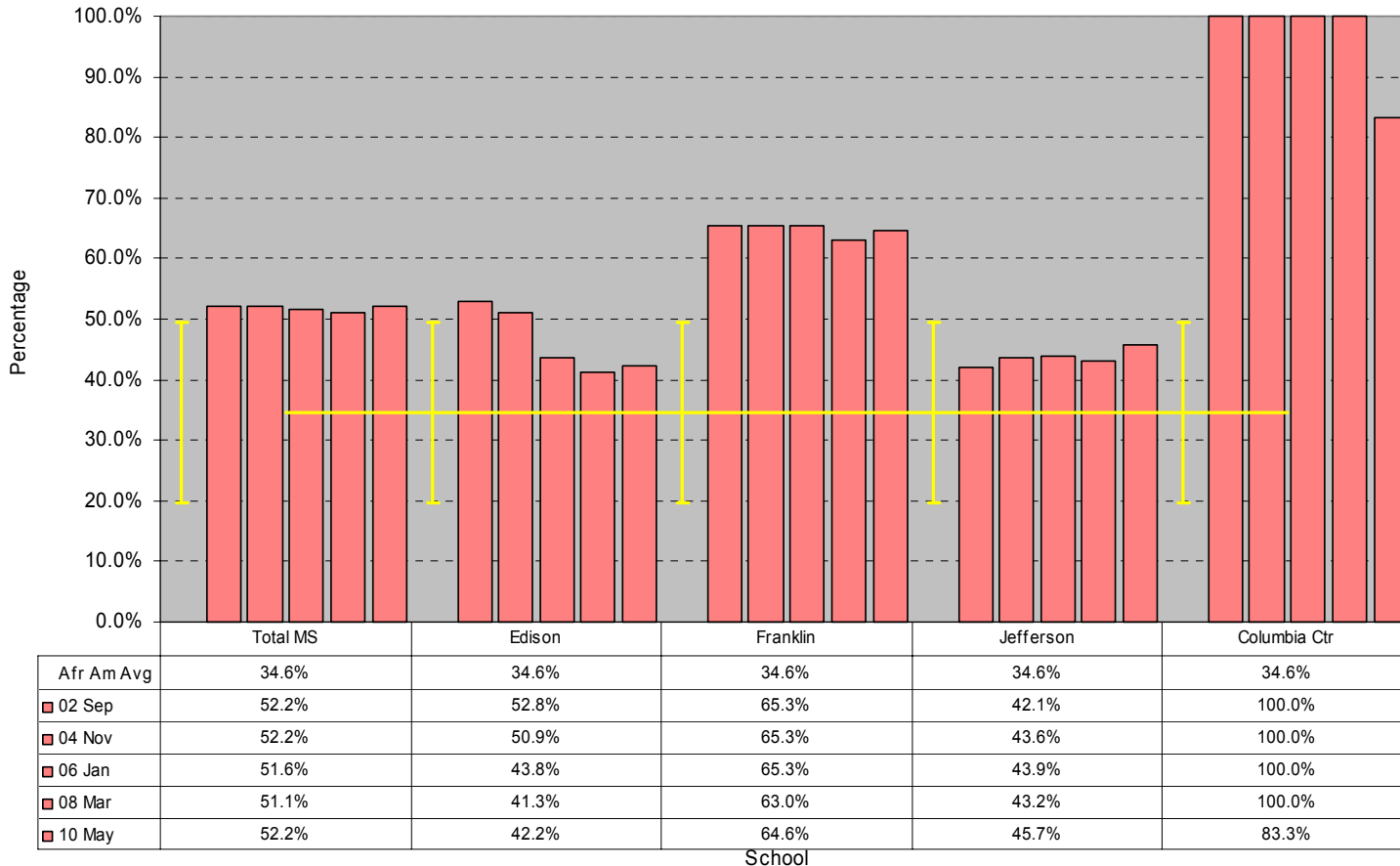
### African American Enrollment Distribution SY2003:

52% of SY2003 middle school Learning Disability SPED enrollment was African American. This compares to 47% in SY2002.

#### Specified Learning Disability SPED - African American Enrollment Percentage by Month

Middle Schools - Grades 6-8  
June SY2003 YTD

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



# High Schools

## Learning Disability SPED:

### African American Enrollment Distribution SY2003:

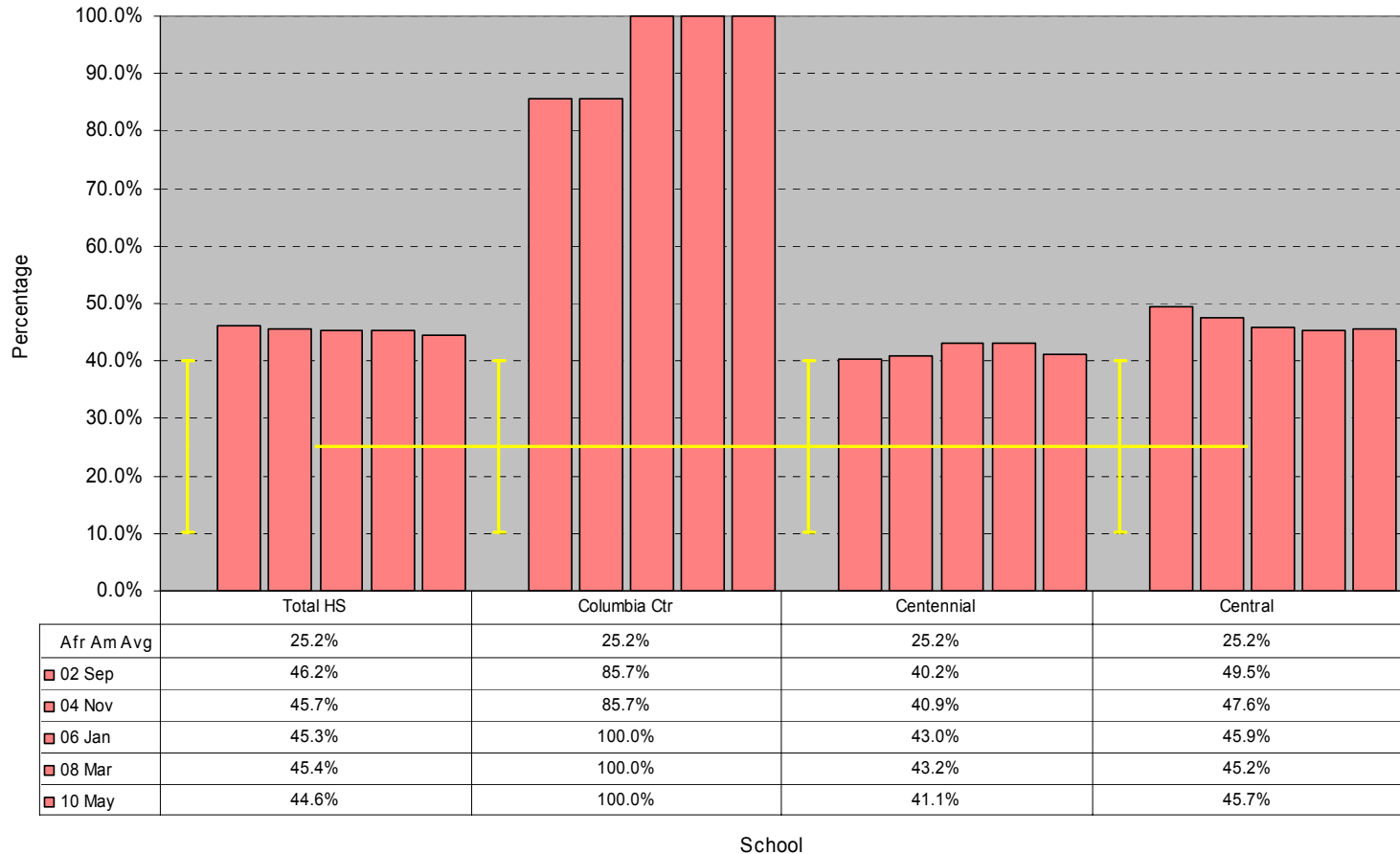


45% of SY2003 high school Learning Disability SPED enrollment was African American. This compares to 39% in SY2002.

#### Specified Learning Disability SPED - African American Enrollment Percentage by Month

High Schools - Grades 9-12  
June SY2003 YTD

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



# R.E.A.D.Y. & Special Schools

## Learning Disability SPED:

### African American Enrollment Distribution SY2003:

66%-76% of SY2003 R.E.A.D.Y & Special School Learning Disability SPED enrollment was African American. This compares to 80% in SY2002.

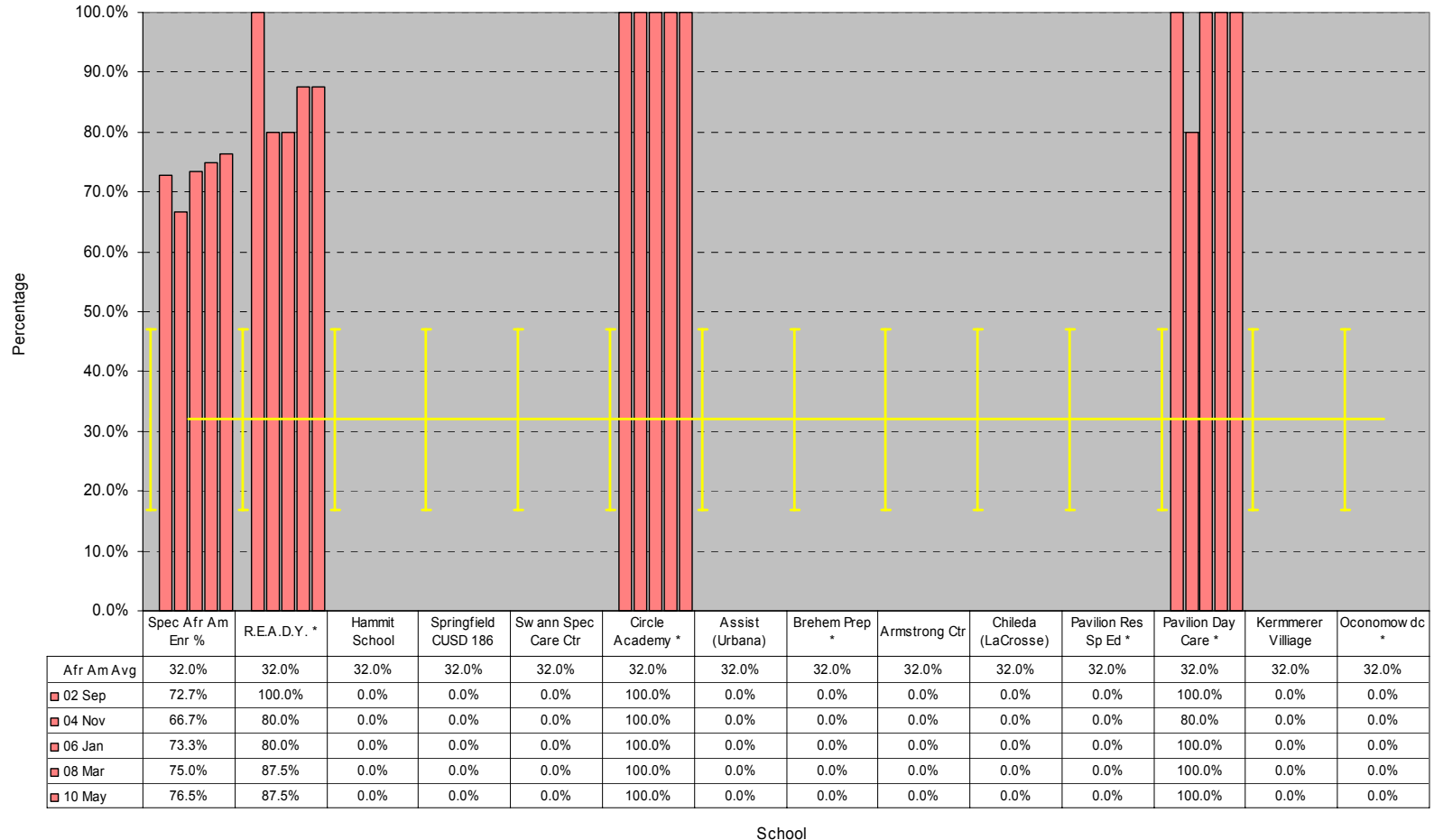


#### Specified Learning Disability SPED - African American Enrollment Percentage by Month

R.E.A.D.Y. & Special Schools - Grades K-12

June SY2003 YTD

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

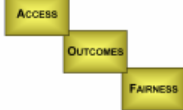


School

# Behavioral-Emotional:

See Appendix E – Special Education for details.

- During SY2003 the number of African American students in behavior-emotional SPED programs decreased by a net -8 students and the total behavioral-emotional population decreased by a net -10 students.
- Almost 3% of all district African American students participated in behavior-emotional SPED programs. This compares 1% of white students participating and a total of between 1%-2% of all students.
- As noted earlier, 43% of all behavioral emotional students were placed out of the district in R.E.A.D.Y. or in special schools. Over 60% of those students were African American.
- About 60% of elementary behavior-emotional program participants were African American.
- While the number of middle school behavior-emotional students fluctuated between 16-18 during the course of the year, the African-American percentage dropped from 53% in September to 25% in May.



# SPED – District Totals

## 11-Behavior-Emotional

### Participation Rates SY2003:

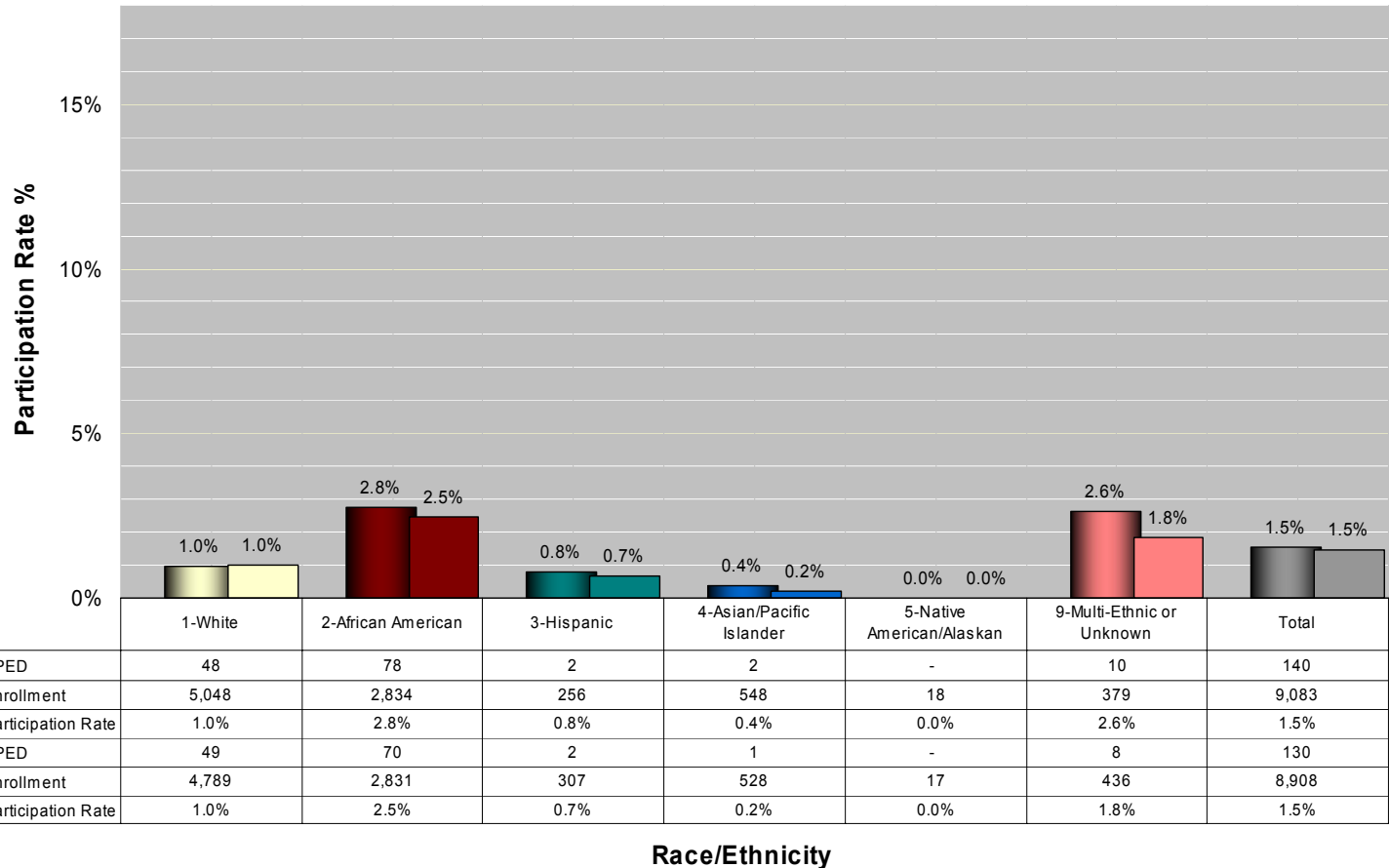


District wide, 1.5% of all SY2003 students participated in Behavioral-Emotional SPED programs.  
This compares to 1.5% in SY2002.

### 11-BehaviorEmotional Programs

SY2003 vs. SY2002 EOM May Participation Rates By Race/Ethnicity  
District Level

- SY2003 African American student participation rate was almost 3%.
- This compares to
  - 1% for White students
  - 2% for Multi-Ethnic students
  - Less than 1% for Asian/Pacific students
  - 1% for Hispanic students
- 54% of SY2003 Behavior-Emotional students were African American (70/130 = 53.8%). This compares to 56% in SY2002 (78/140 = 55.7%).



# Behavior-Emotional SPED:

## African American Enrollment Distribution SY2003:

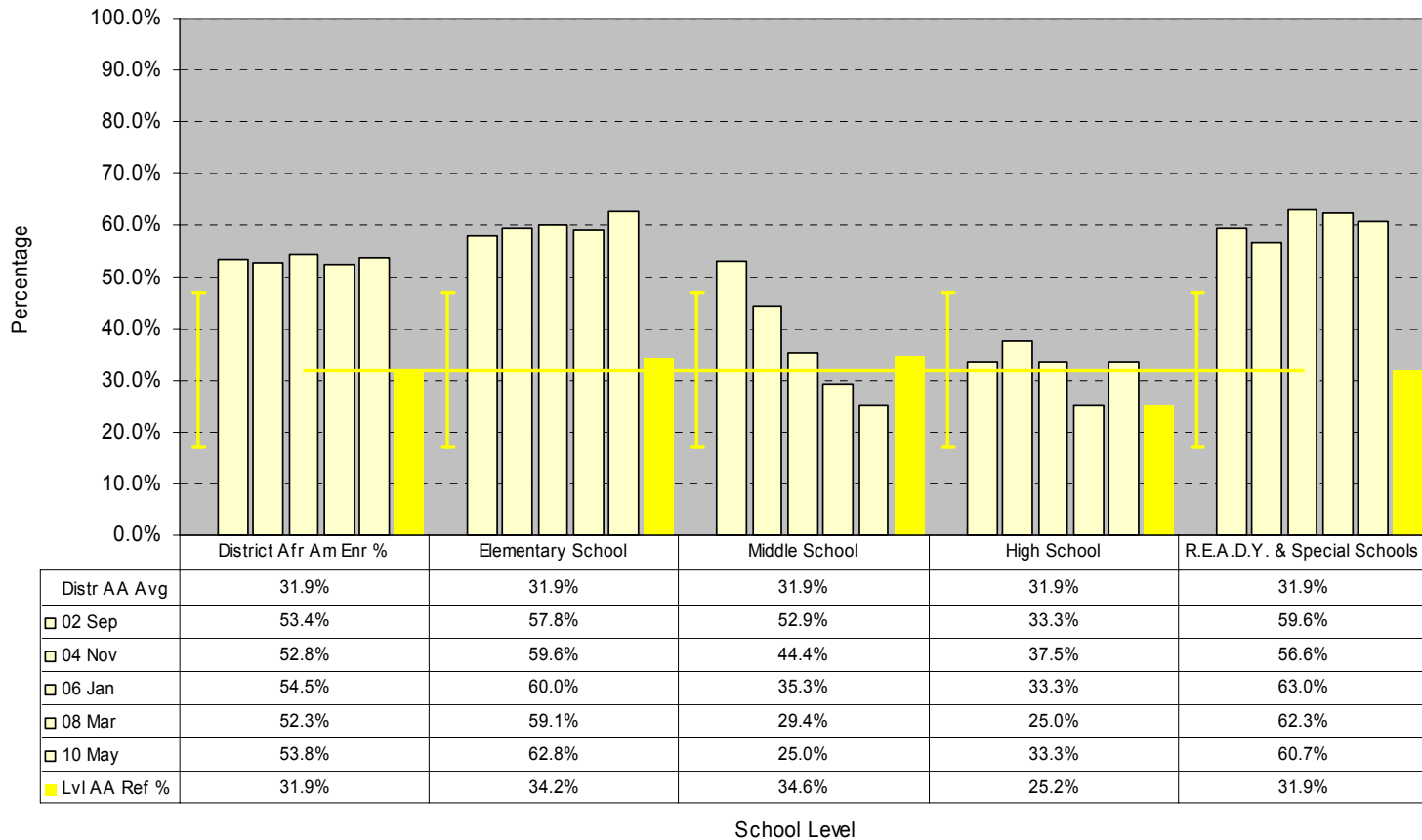
District wide, 54% of SY2003 Behavior-Emotional SPED enrollment was African American. This compares to 56% in SY2002. Note the middle school “step-down” pattern as the year progressed. The yellow bars indicate the African American Average enrollment percentage at the respective school level, i.e., district, elementary, middle and high school levels. Since enrollments at Special Schools and R.E.A.D.Y. can come from multiple school levels within the district, the district average is used. See the tables in the R.E.A.D.Y. – Special Schools section for grade level detail.



### Behavior/Emotional SPED - African American Enrollment Percentage by Month

June SY2003 YTD - District Level - Grades K-12

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



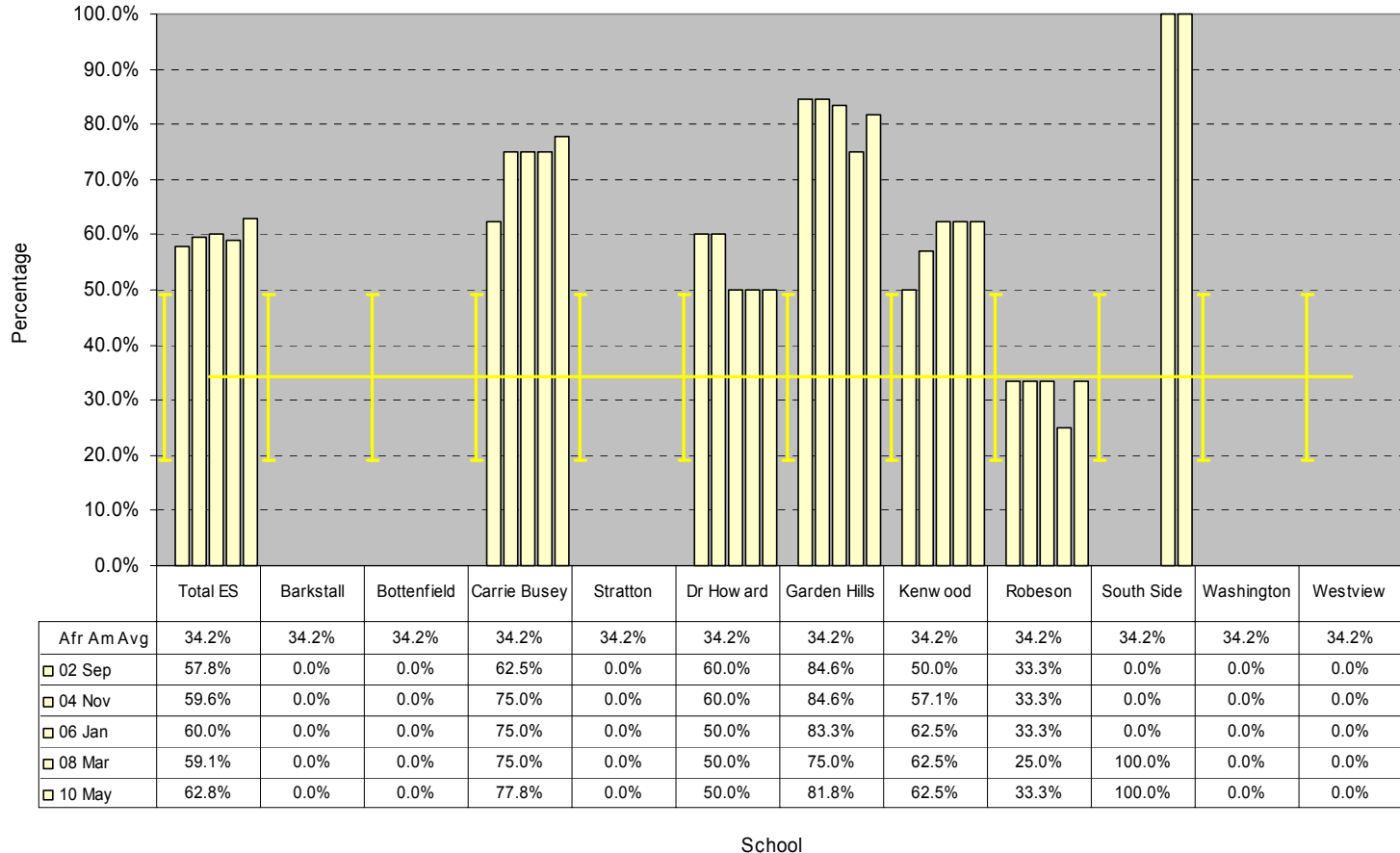
# Behavior-Emotional SPED: African American Enrollment Distribution SY2003:

63% of elementary school SY2003 Behavior-Emotional SPED enrollment was African American.  
This compares to 56% in SY2002.

## Behavior/Emotional SPED - African American Enrollment Percentage by Month

Elementary Schools - Grades K-5  
June SY2003 YTD

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





# Behavior-Emotional SPED: African American Enrollment Distribution SY2003:

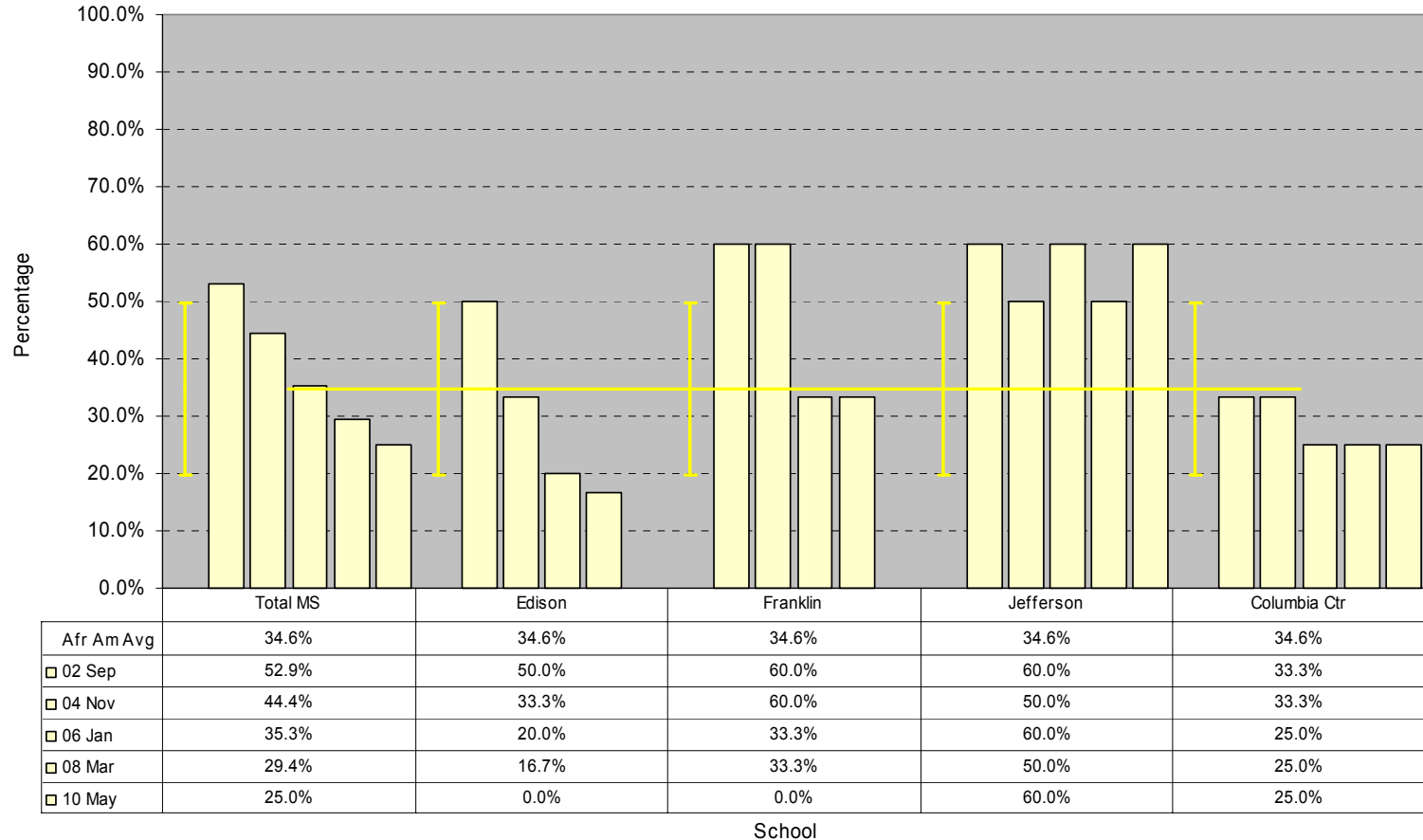
25%-53% of SY2003 middle school Behavior-Emotional SPED enrollment was African American. This compares to 47% in SY2002. Note the "step-down" pattern as the year progressed.

## Behavior/Emotional SPED - African American Enrollment Percentage by Month

Middle Schools - Grades 6-8

June SY2003 YTD

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

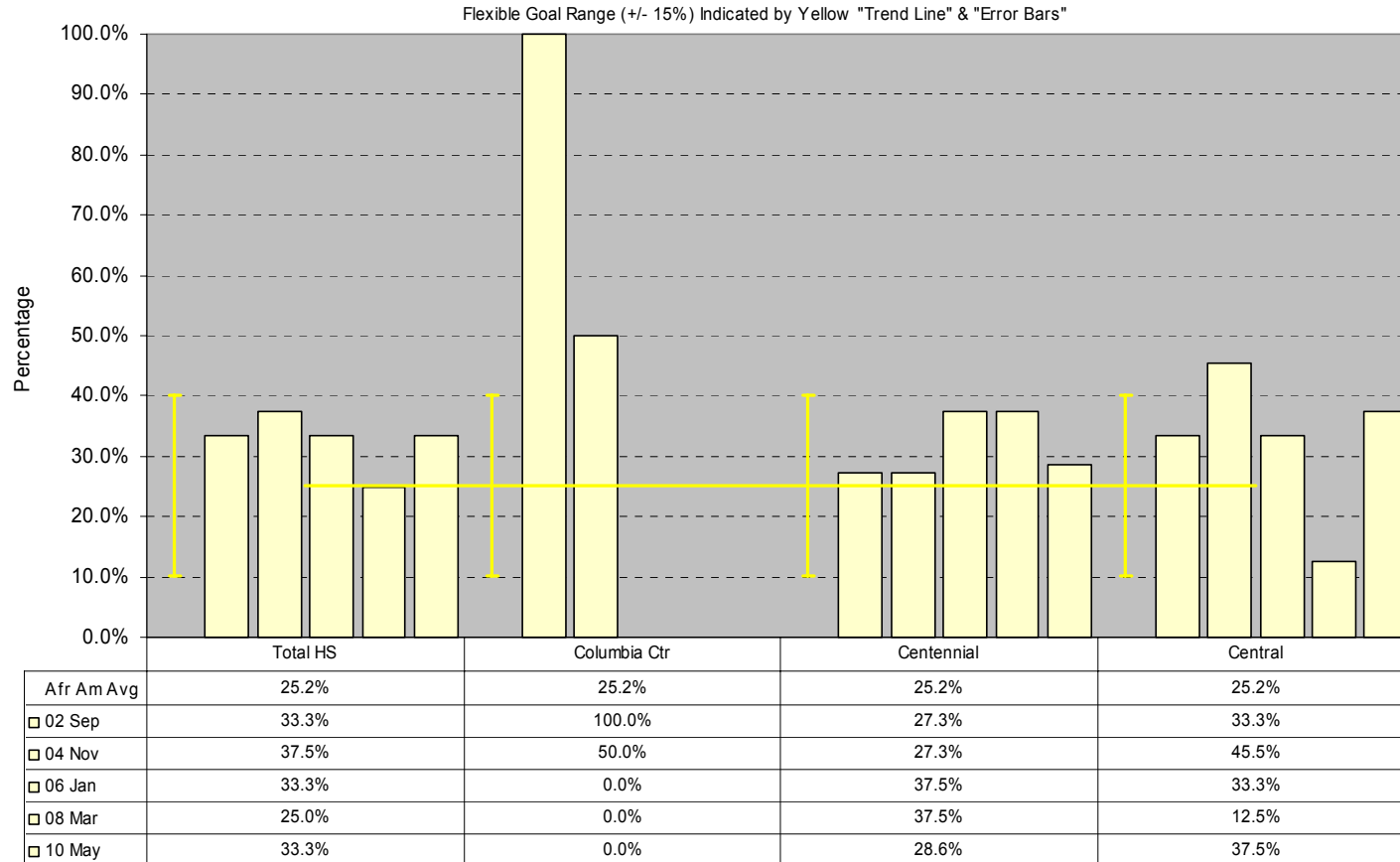


# Behavior-Emotional SPED: African American Enrollment Distribution SY2003:

33% of SY2003 High school Behavior-Emotional SPED enrollment was African American.  
This compares to 54% in SY2002.

## Behavior/Emotional SPED - African American Enrollment Percentage by Month

High Schools - Grades 9-12  
June SY2003 YTD



School

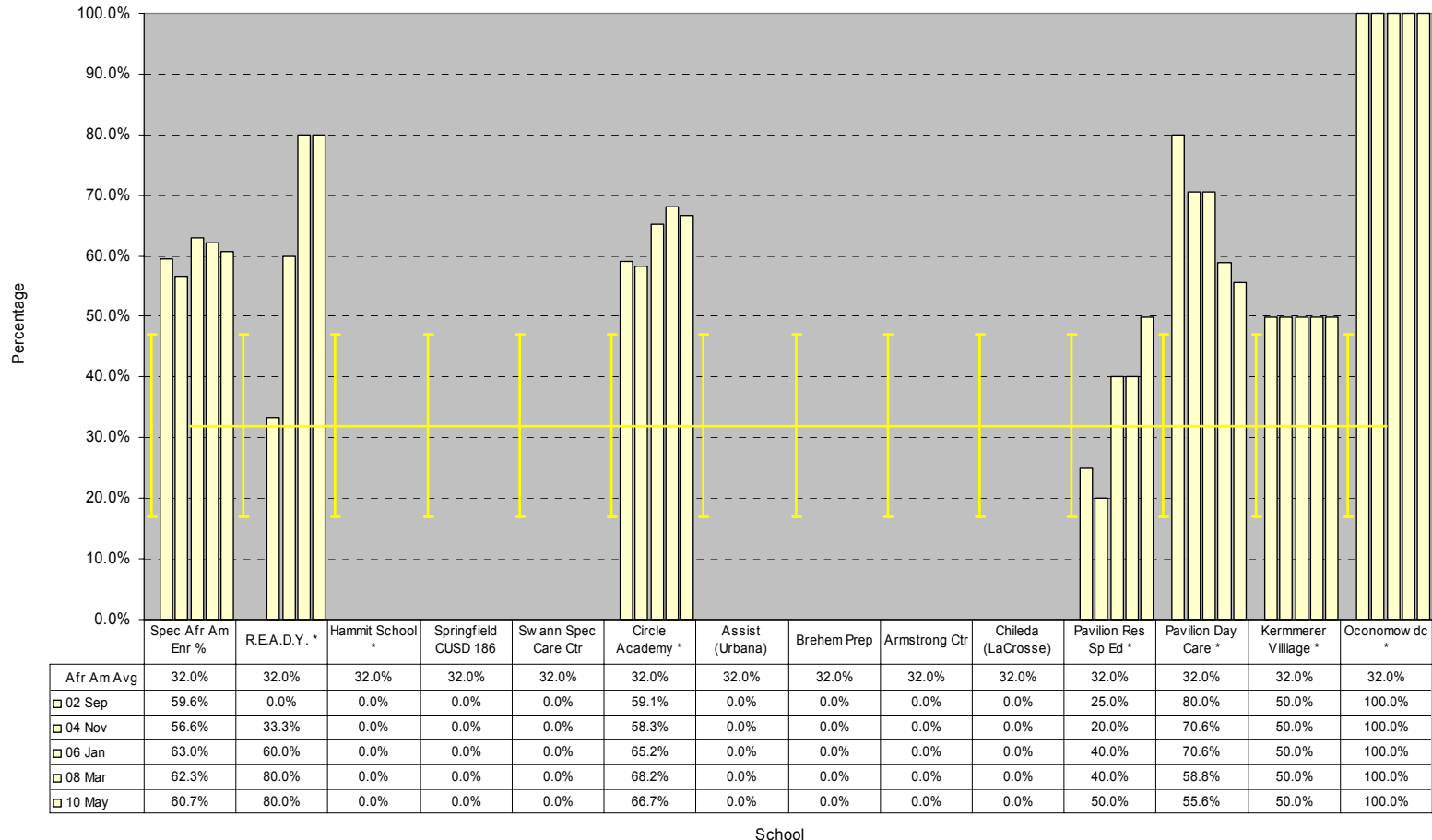
# Behavior-Emotional SPED: African American Enrollment Distribution SY2003:

60%-63% of SY2003 R.E.A.D.Y & Special School Behavior-Emotional SPED enrollment was African American. This compares to 60% in SY2002.

## Behavior/Emotional SPED - African American Enrollment Percentage by Month

R.E.A.D.Y. & Special Schools - Grades K-12  
June SY2003 YTD

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



School

# Mental Impairment:

See Appendix E – Special Education for details.

- During SY2003 the number of participants in mental impairment SPED programs increased by a net 5 students.
- 4% of all district African American students participated in mental impairment SPED programs. This compares to 1% of white students and 2% of total students.
- 64% of all district mental-impairment program participants were African American. The percentages ranged from a high of 69% at the elementary level; to 66% at the middle school level; to 56% at the high school level; and to 50% at R.E.A.D.Y. and special schools.

# SPED – District Totals

## 01-Mental Impairment

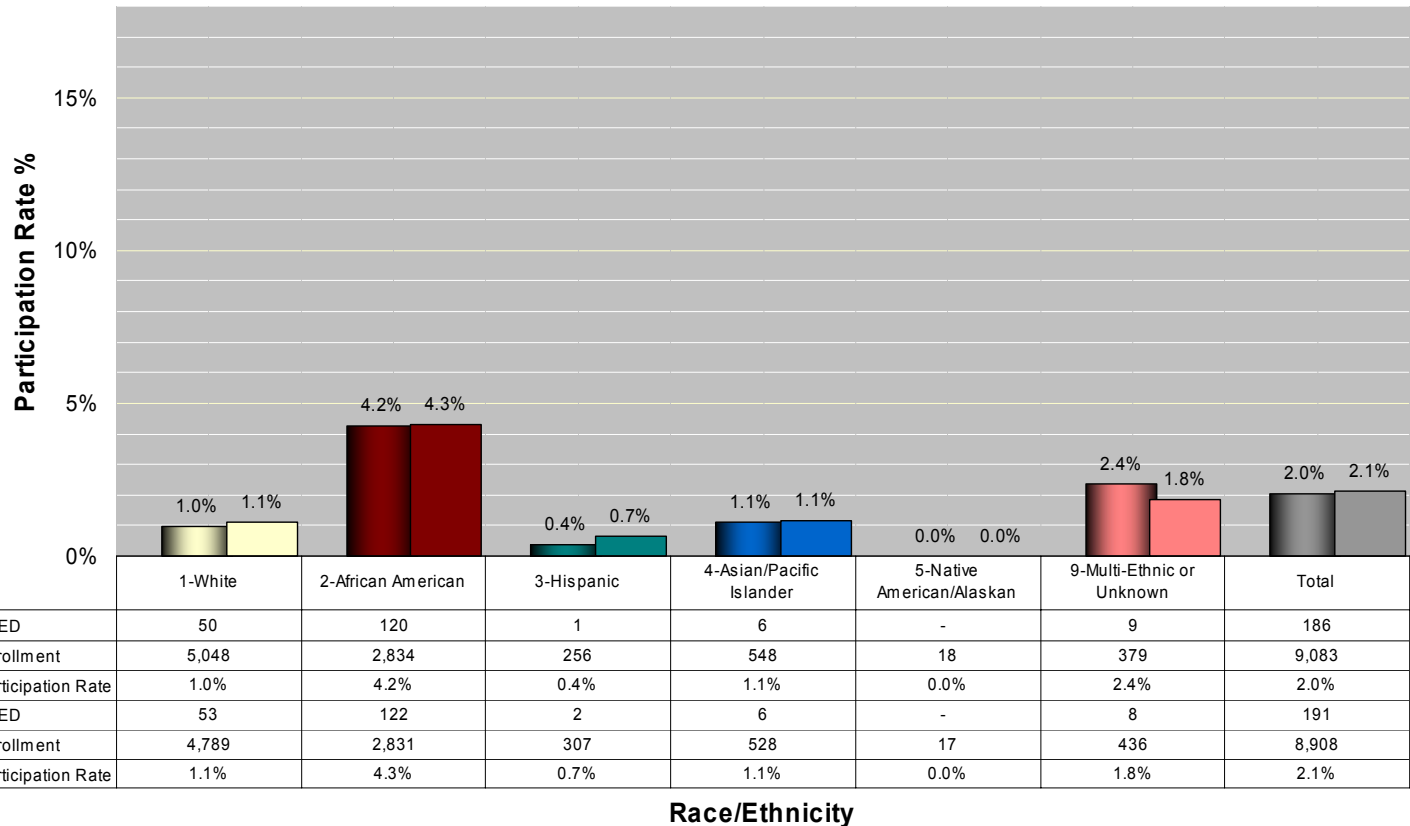
### Participation Rates SY2003:

District wide, 2% of all SY2003 students participated in SPED programs. This compares to 2% in SY2002.

## 01-Mental Impairment Programs

SY2003 vs. SY2002 EOM May Participation Rates By Race/Ethnicity  
District Level

- SY2003 African American student participation rate was 4%.
- This compares to
  - 1% for White students
  - 2% for Multi-Ethnic students
  - 1% for Asian/Pacific students
  - 1% for Hispanic students
- 64% of SY2003 Mental Impairment students were African American (122/191 = 63.9%). This compares to 65% in SY2002 (120/186 = 64.5%).



# Mentally Impaired SPED:

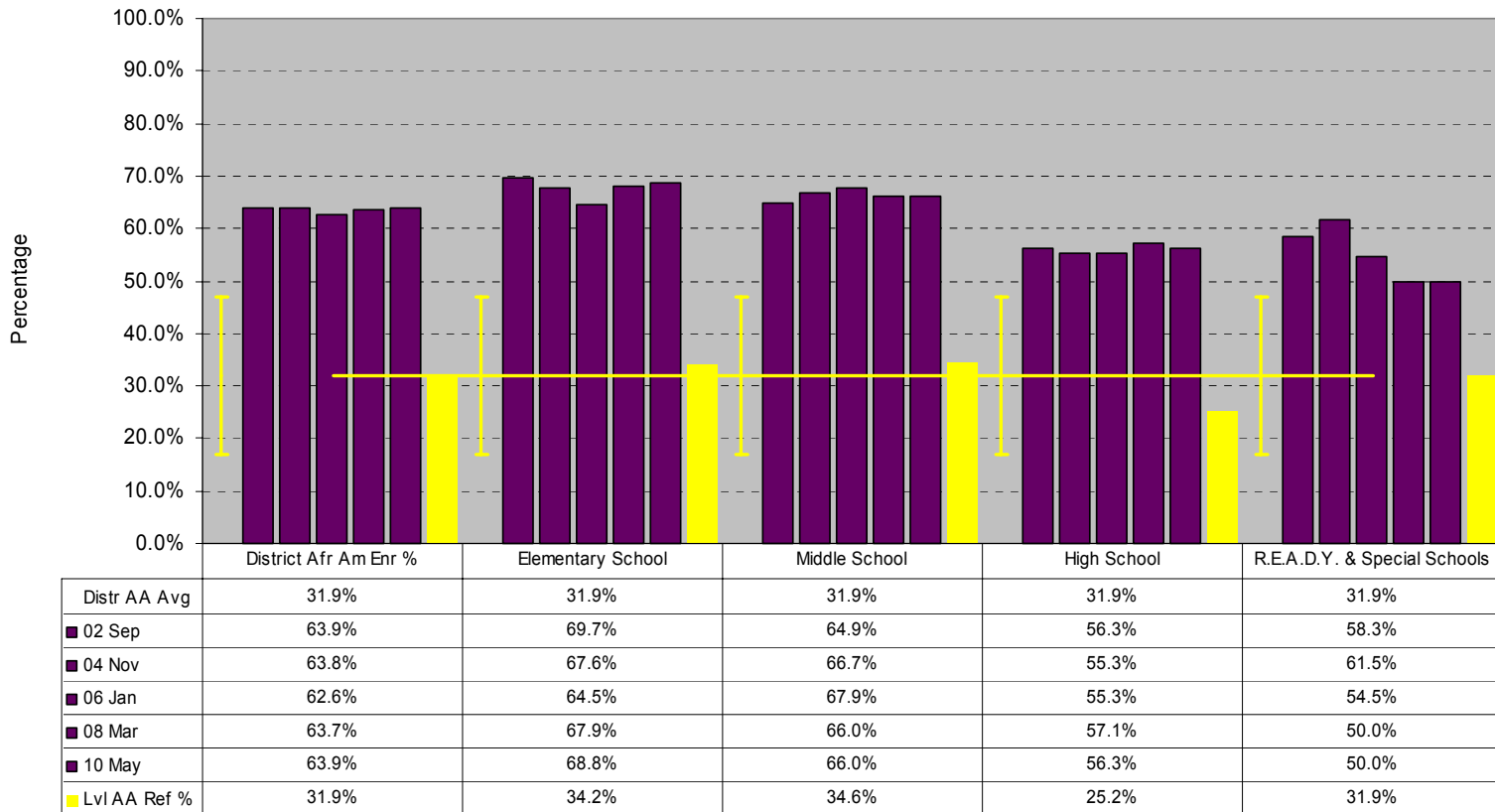
## African American Enrollment Distribution SY2003:

District wide, 64% of SY2003 Mentally Impaired SPED enrollment was African American. This compares to 65% in SY2002. The yellow bars indicate the African American Average enrollment percentage at the respective school level, i.e., district, elementary, middle and high school levels. Since enrollments at Special Schools and R.E.A.D.Y. can come from multiple school levels within the district, the district average is used. See the tables in the R.E.A.D.Y. – Special Schools section for grade level detail.

### Mental Impairment SPED - African American Enrollment Percentage by Month

June SY2003 YTD - District Level - Grades K-12

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



School Level

# Elementary Schools

## Mentally Impaired SPED:

### African American Enrollment Distribution SY2003:

69% of SY2003 elementary school Mentally Impaired SPED enrollment was African American. This compares to 68% in SY2002.

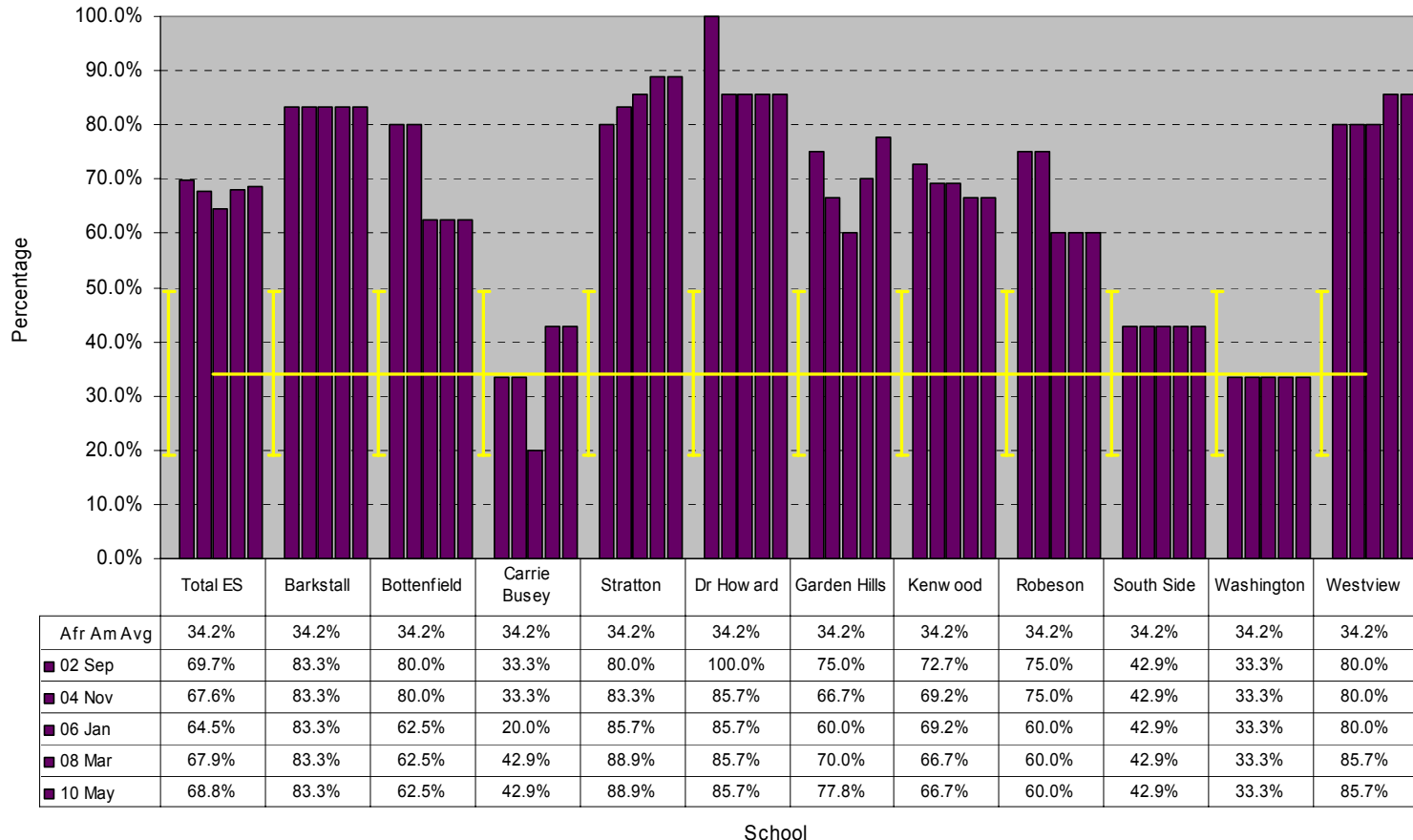


#### Mental Impairment SPED - African American Enrollment Percentage by Month

Elementary Schools - Grades K-5

June SY2003 YTD

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



# Middle Schools

## Mentally Impaired SPED:

### African American Enrollment Distribution SY2003:

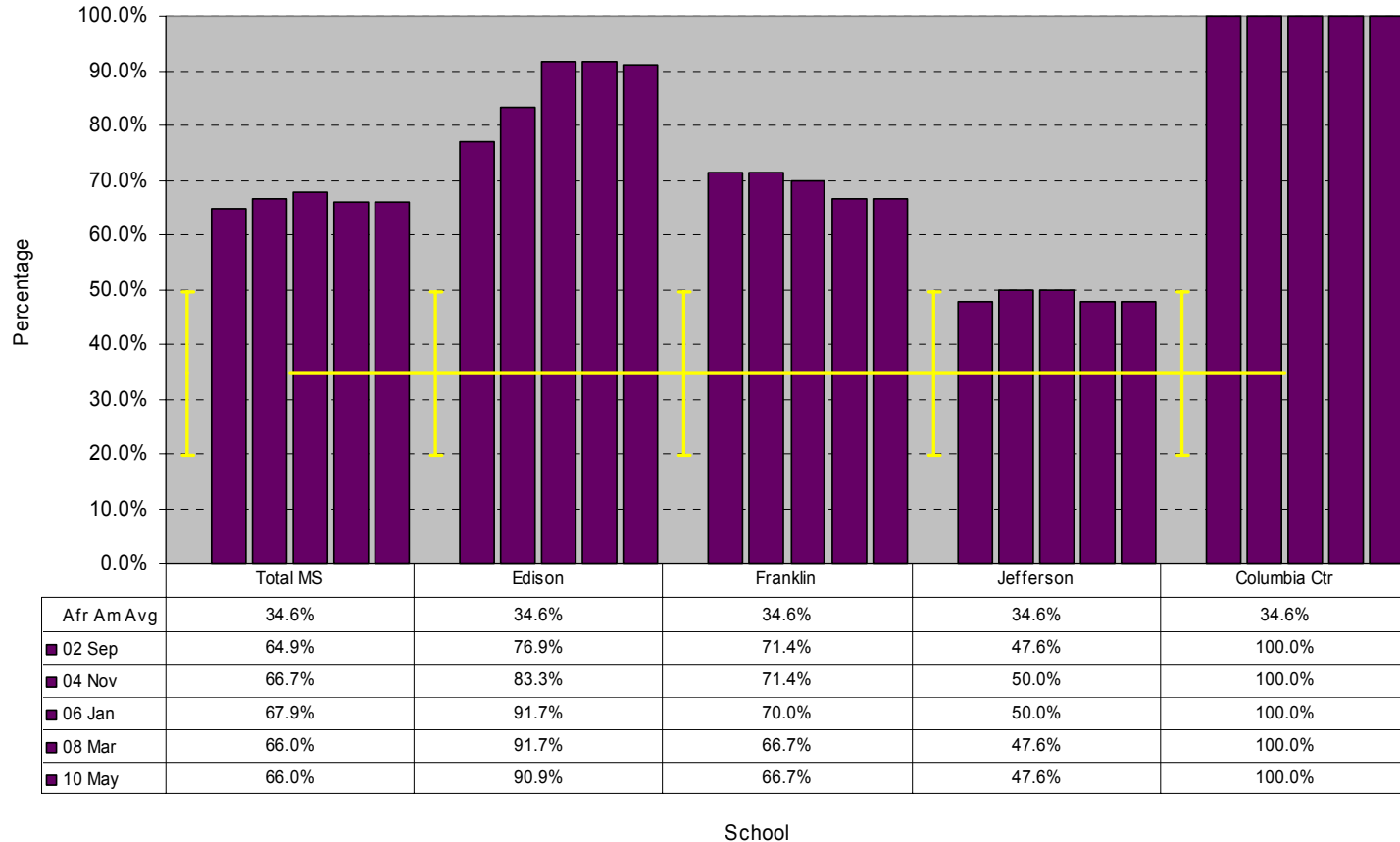
65%-67% of SY2003 middle school Mentally Impaired SPED enrollment was African American. This compares to 68% in SY2002.

#### Mental Impairment SPED - African American Enrollment Percentage by Month

Middle Schools - Grades 6-8

June SY2003 YTD

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





# High Schools

## Mentally Impaired SPED:

### African American Enrollment Distribution SY2003:

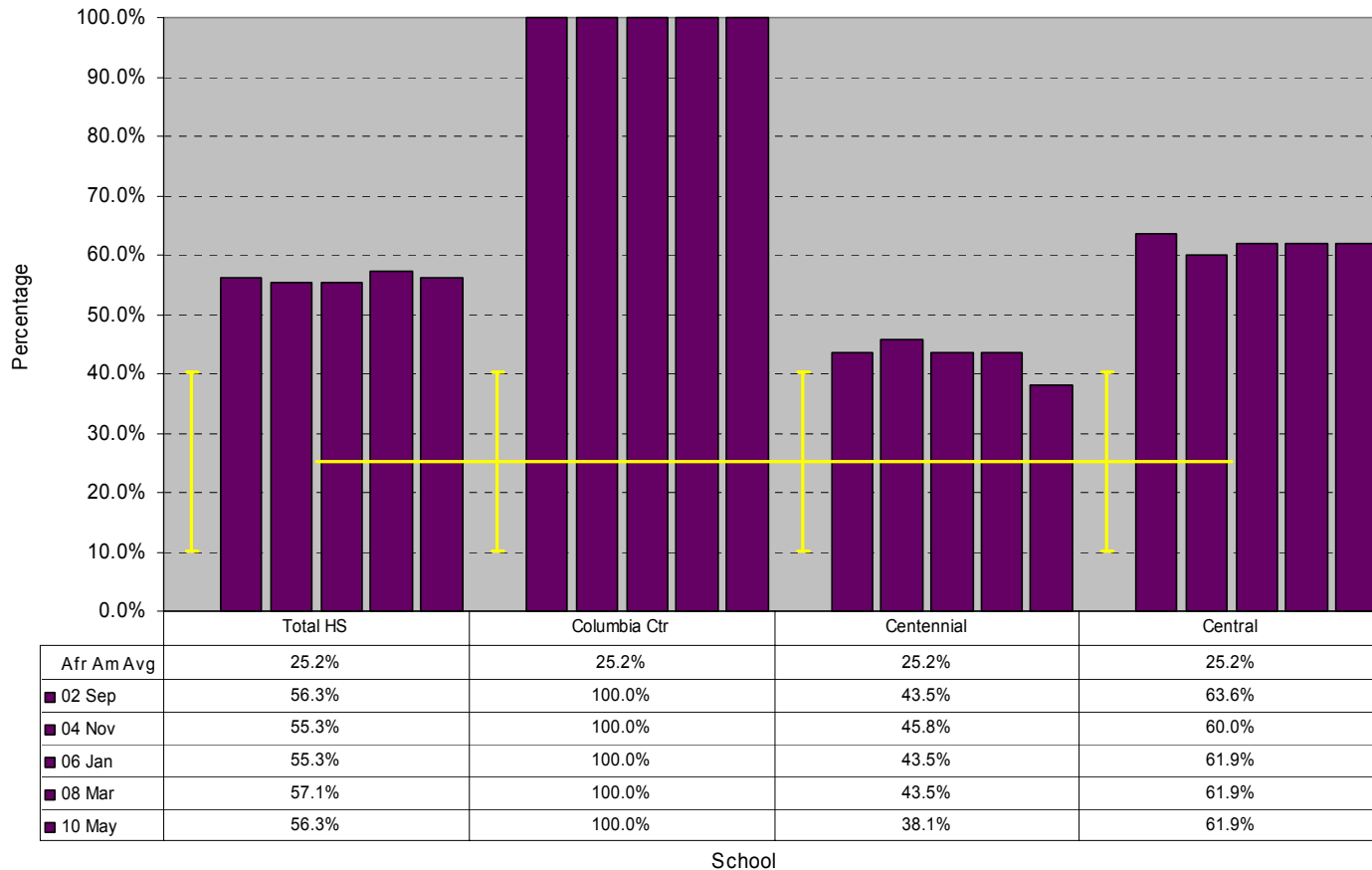
56% of SY2003 high school Mentally Impaired SPED enrollment was African American. This compares to 56% in SY2002.



**Mental Impairment SPED - African American Enrollment Percentage by Month**

High Schools - Grades 9-12  
June SY2003 YTD

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



# Mentally Impaired SPED: African American Enrollment Distribution SY2003:

50%-60% of SY2003 R.E.A.D.Y. & Special School Mentally Impaired SPED enrollment was African American. This compares to 30% in SY2002.

## Mental Impairment SPED - African American Enrollment Percentage by Month

R.E.A.D.Y. & Special Schools - Grades K-12  
June SY2003 YTD

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



	Spec Afr Am Enr %	R.E.A.D.Y. *	Hammit School	Springfield CUSD 186 *	Sw ann Spec Care Ctr *	Circle Academy *	Assist (Urbana) *	Breheim Prep *	Armstrong Ctr	Chileda (LaCrosse)	Pavilion Res Sp Ed	Pavilion Day Care	Kermmerer Village	Oconomow dc
Afr Am Avg	32.0%	32.0%	32.0%	32.0%	32.0%	32.0%	32.0%	32.0%	32.0%	32.0%	32.0%	32.0%	32.0%	32.0%
■ 02 Sep	58.3%	100.0%	0.0%	0.0%	100.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
■ 04 Nov	61.5%	100.0%	0.0%	0.0%	25.0%	100.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
■ 06 Jan	54.5%	100.0%	0.0%	0.0%	50.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
■ 08 Mar	50.0%	0.0%	0.0%	0.0%	40.0%	100.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
■ 10 May	50.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

School

# Speech-Language:

See Appendix E – Special Education for details.

- As noted earlier, 91% of all speech-language program students were in elementary schools; 36% of those students were African American.
- 5% of all district African American students participated in speech-language SPED programs. This compares to almost 4% of white students and 4% of total students.
- The percentage of African American speech-language program participants at middle schools was 50% and at high school levels was 83%. However, only 9% of all speech-language program participants were found at the secondary school level.

# SPED – District Totals

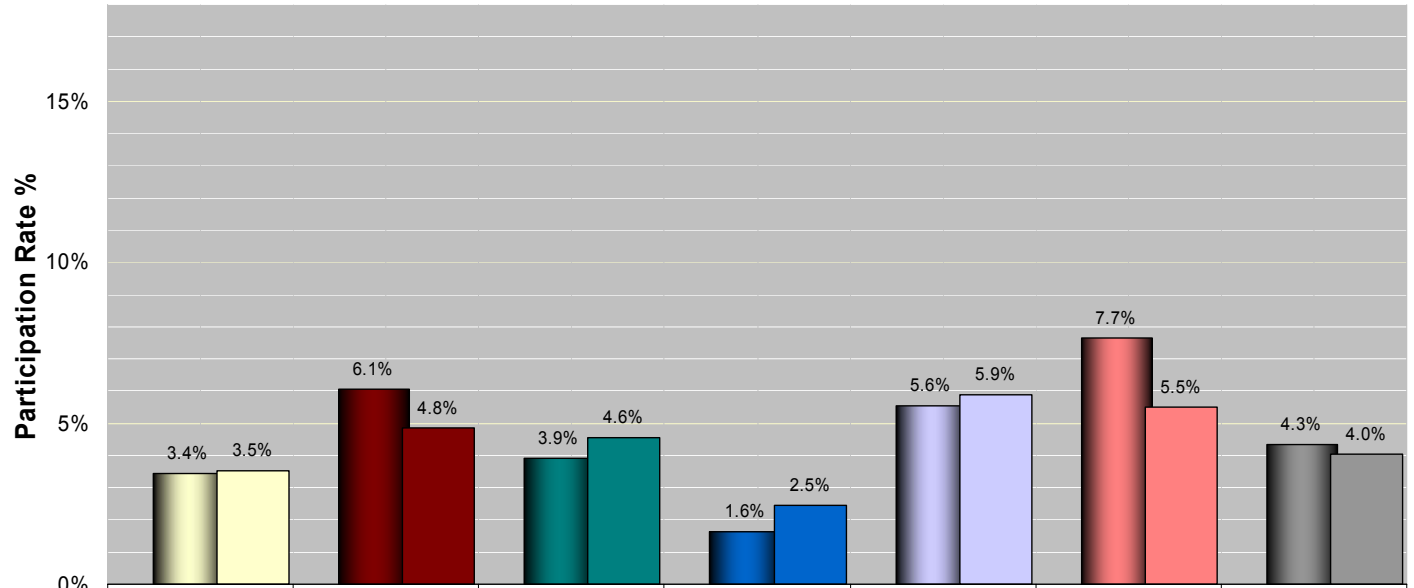
## 09-Speech-Language: Participation Rates SY2003:

District wide, 4% of all SY2003 students participated in SPED programs.  
This compares to 4% in SY2002.

- SY2003 African American student participation rate was 5%.
- This compares to
  - Almost 4% for White students
  - Almost 6% for Multi-Ethnic students
  - 3% for Asian/Pacific students
  - Almost 5% for Hispanic students
- 38% of SY2003 Speech-Language students were African American (137/358 = 38.3%). This compares to 44% in SY2002 (172/395 = 43.5%).

### 09-SpeechLanguage Programs

SY2003 vs. SY2002 EOM May Participation Rates By Race/Ethnicity  
District Level



	1-White	2-African American	3-Hispanic	4-Asian/Pacific Islander	5-Native American/Alaskan	9-Multi-Ethnic or Unknown	Total
SY2002 SPED	174	172	10	9	1	29	395
SY2002 Enrollment	5,048	2,834	256	548	18	379	9,083
SY2002 Participation Rate	3.4%	6.1%	3.9%	1.6%	5.6%	7.7%	4.3%
SY2003 SPED	169	137	14	13	1	24	358
SY2003 Enrollment	4,789	2,831	307	528	17	436	8,908
SY2003 Participation Rate	3.5%	4.8%	4.6%	2.5%	5.9%	5.5%	4.0%

Race/Ethnicity

# Speech-Language SPED:

## African American Enrollment Distribution SY2003:

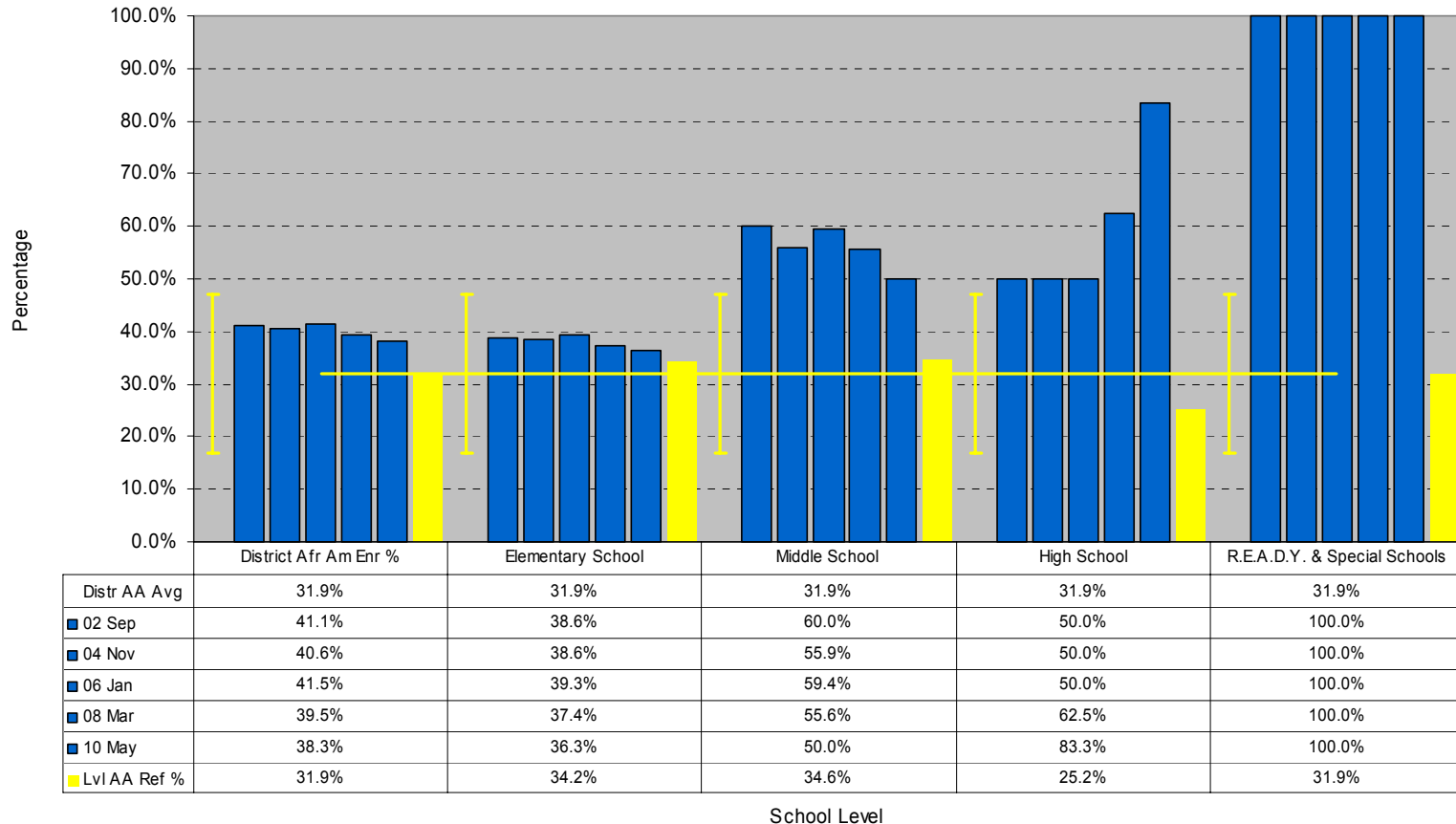
District wide, 38% of SY2003 Speech-Language SPED enrollment was African American. This compares to 44% in SY2002. The yellow bars indicate the African American Average enrollment percentage at the respective school level, i.e., district, elementary, middle and high school levels. Since enrollments at Special Schools and R.E.A.D.Y. can come from multiple school levels within the district, the district average is used. See the tables in the R.E.A.D.Y. – Special Schools section for grade level detail.



### Speech & Language SPED - African American Enrollment Percentage by Month

June SY2003 YTD - District Level - Grades K-12

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



# Speech-Language SPED:

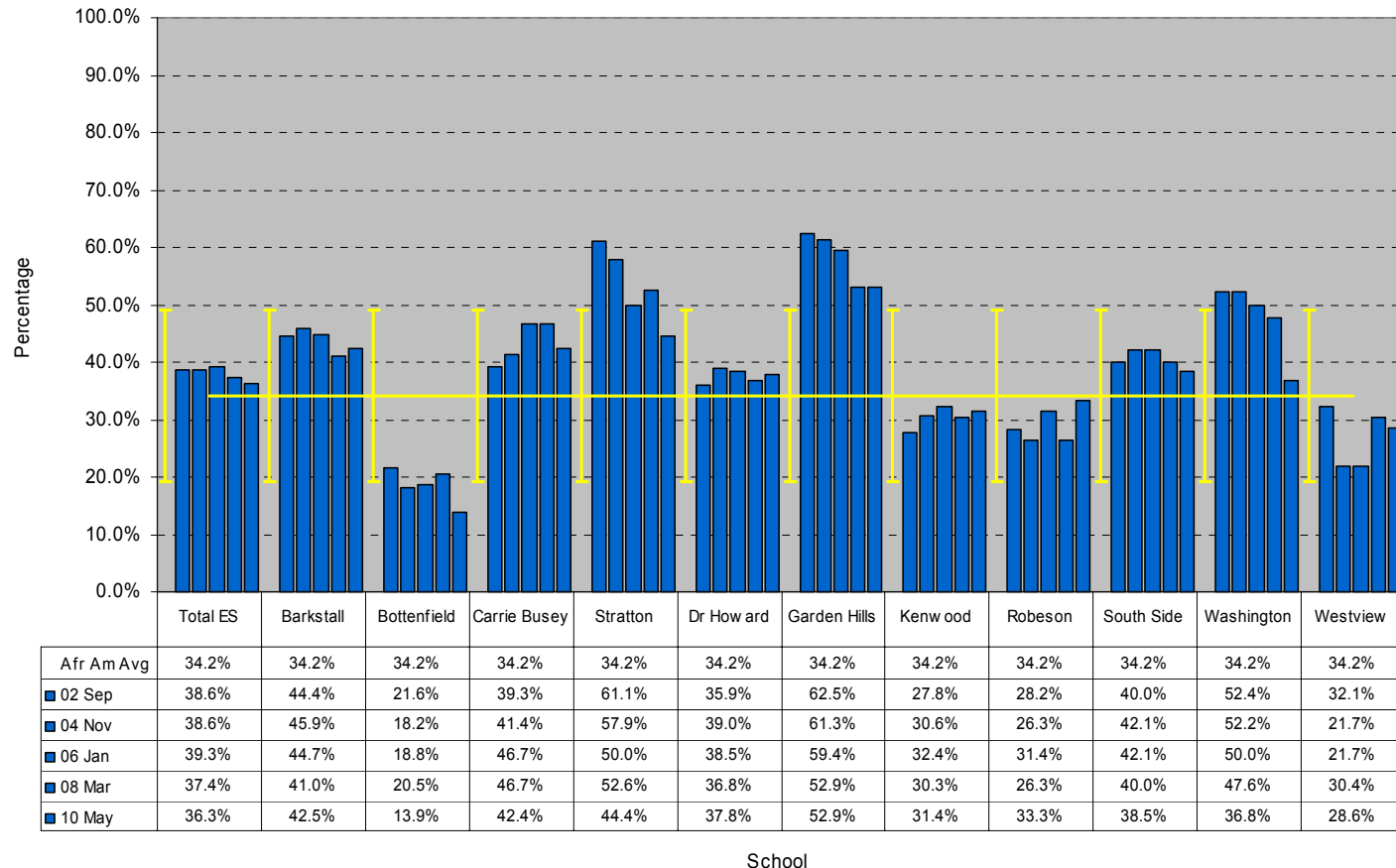
## African American Enrollment Distribution SY2003:

36% of elementary school SY2003 Speech-Language SPED enrollment was African American.  
This compares to 42% in SY2002.

### Speech & Language SPED - African American Enrollment Percentage by Month

Elementary Schools - Grades K-5  
June SY2003 YTD

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



# Speech-Language SPED: African American Enrollment Distribution SY2003:

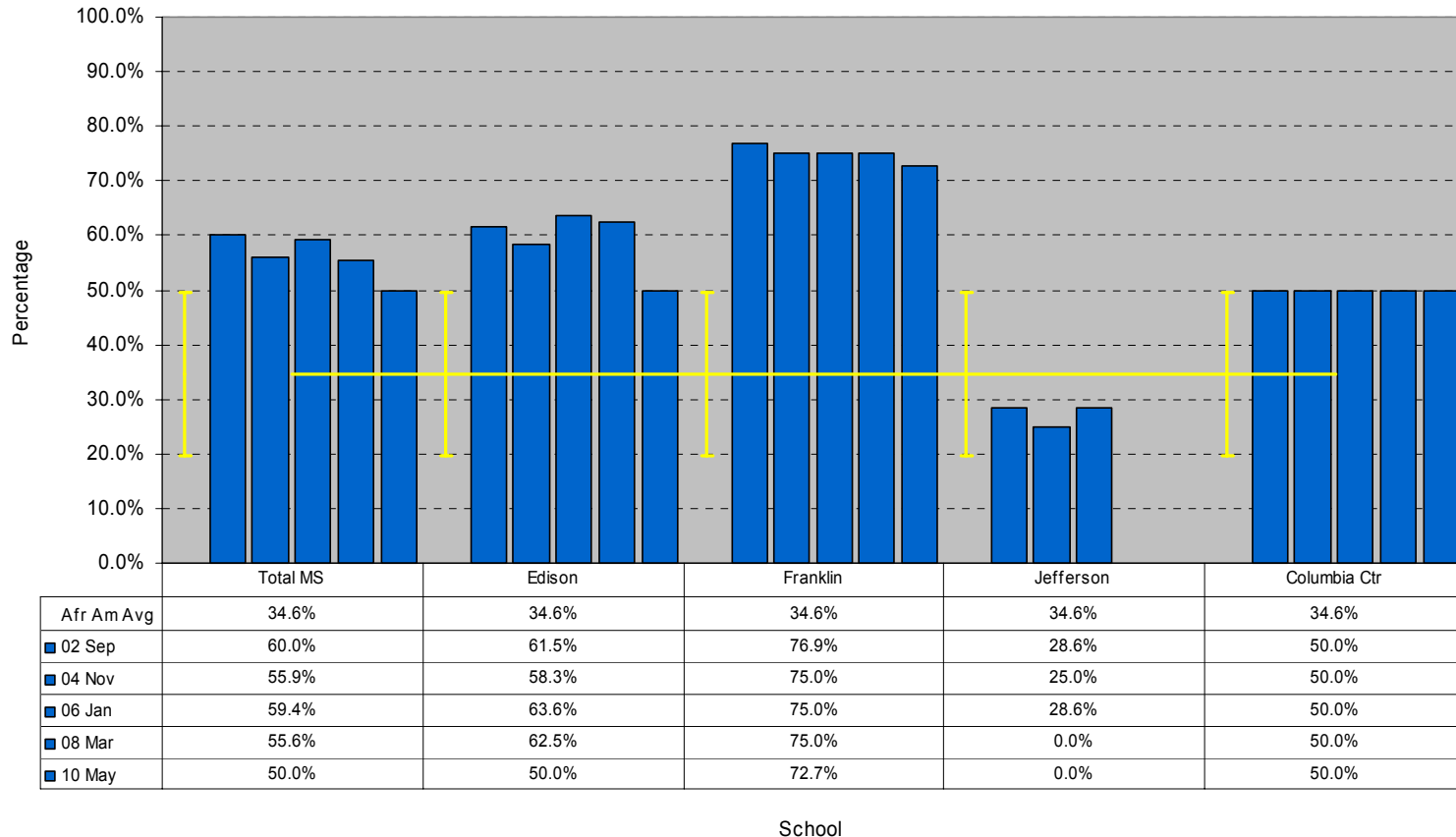
50% of SY2003 middle school Speech-Language SPED enrollment was African American.  
This compares to 52% in SY2002.

## Speech & Language SPED - African American Enrollment Percentage by Month

Middle Schools - Grades 6-8

June SY2003 YTD

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



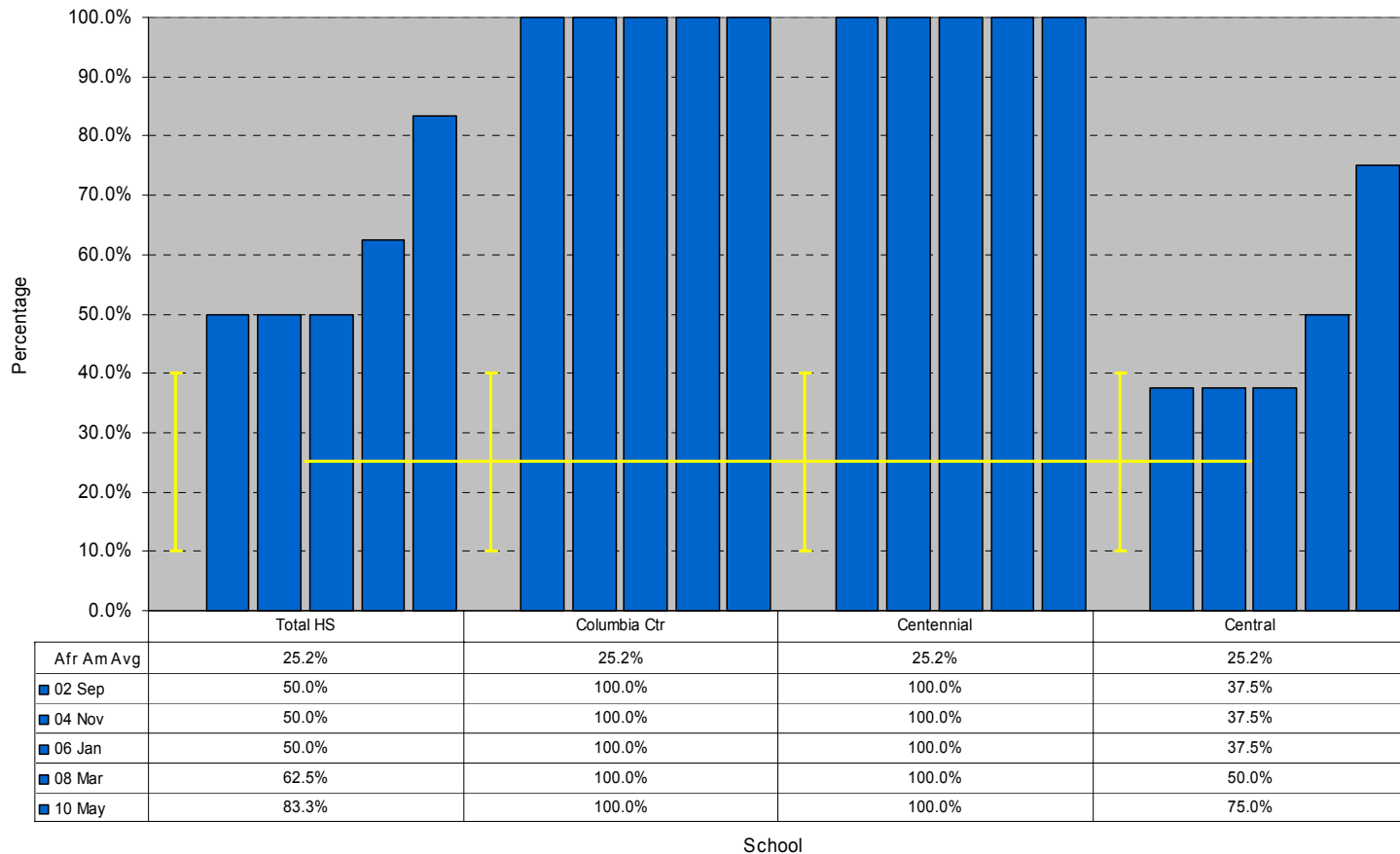
# Speech-Language SPED: African American Enrollment Distribution SY2003:

83% of SY2003 high school Speech-Language SPED enrollment was African American.  
This compares to 56% in SY2002.

## Speech & Language SPED - African American Enrollment Percentage by Month

High Schools - Grades 9-12  
June SY2003 YTD

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





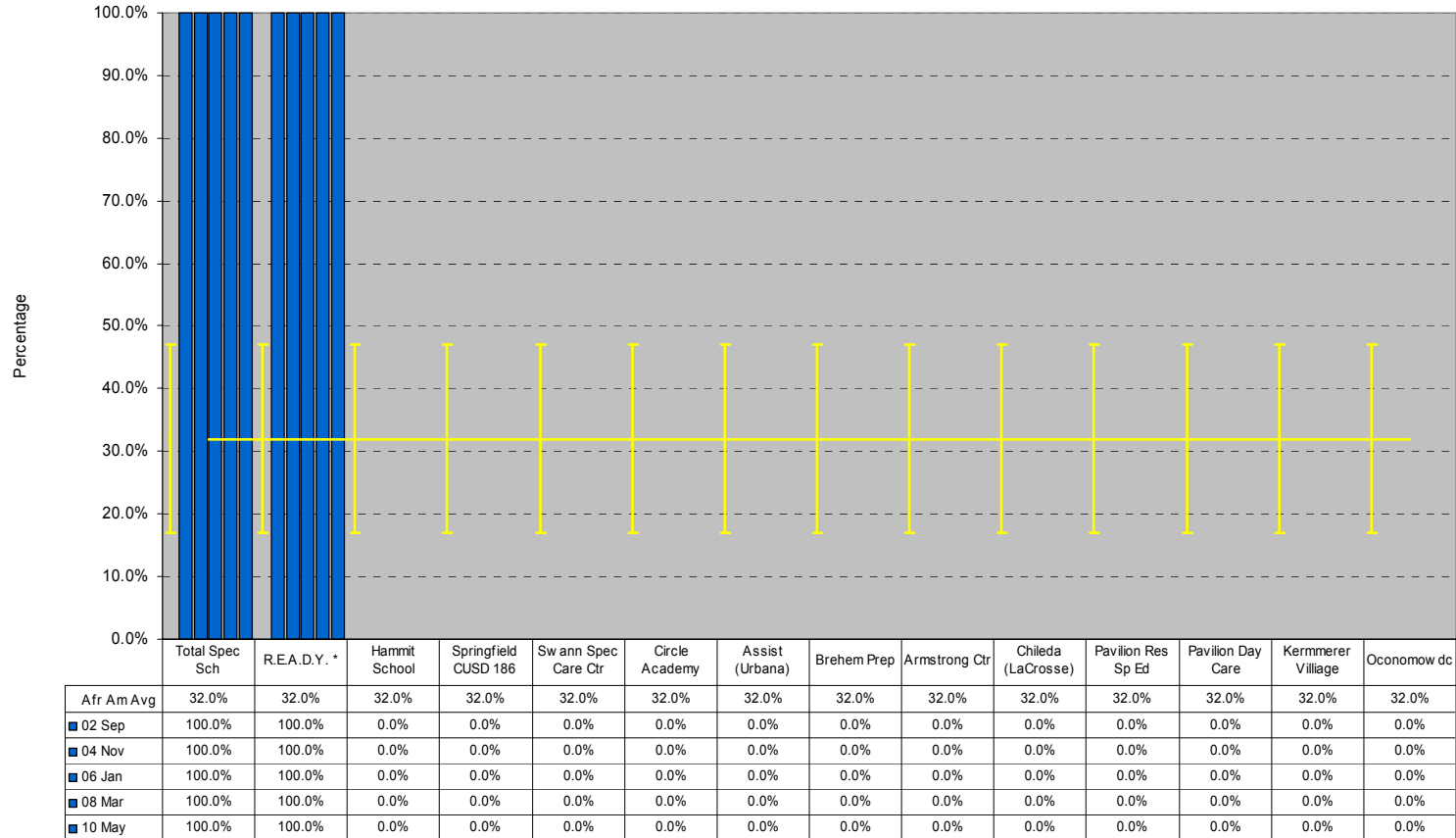
# Speech-Language SPED: African American Enrollment Distribution SY2003:

100% (1 of 1) of SY2003 R.E.A.D.Y. & Special School Speech-Language SPED enrollment was African American.  
This compares to 0% in SY2002.

## Speech & Language SPED - African American Enrollment Percentage by Month

R.E.A.D.Y. & Special Schools - Grades K-12  
June SY2003 YTD

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



School

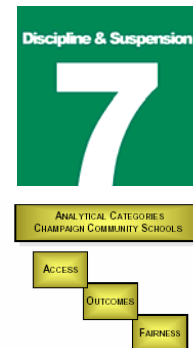
# ***Section 07:*** ***Discipline & Suspensions***

See Appendix I to Appendix L for Disciplinary Incidents SY2003

See Appendix M to Appendix P for Disciplinary Actions SY2003

See Appendix S for Stanford Results SY2003

*“Inspect  
What You  
Expect”*



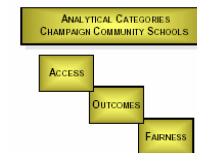
# ***Suspensions***

## ***Grades K-12***

***Excludes R.E.A.D.Y. & Special Schools  
August 2003***

### ⊕ Suspension Component Actions:

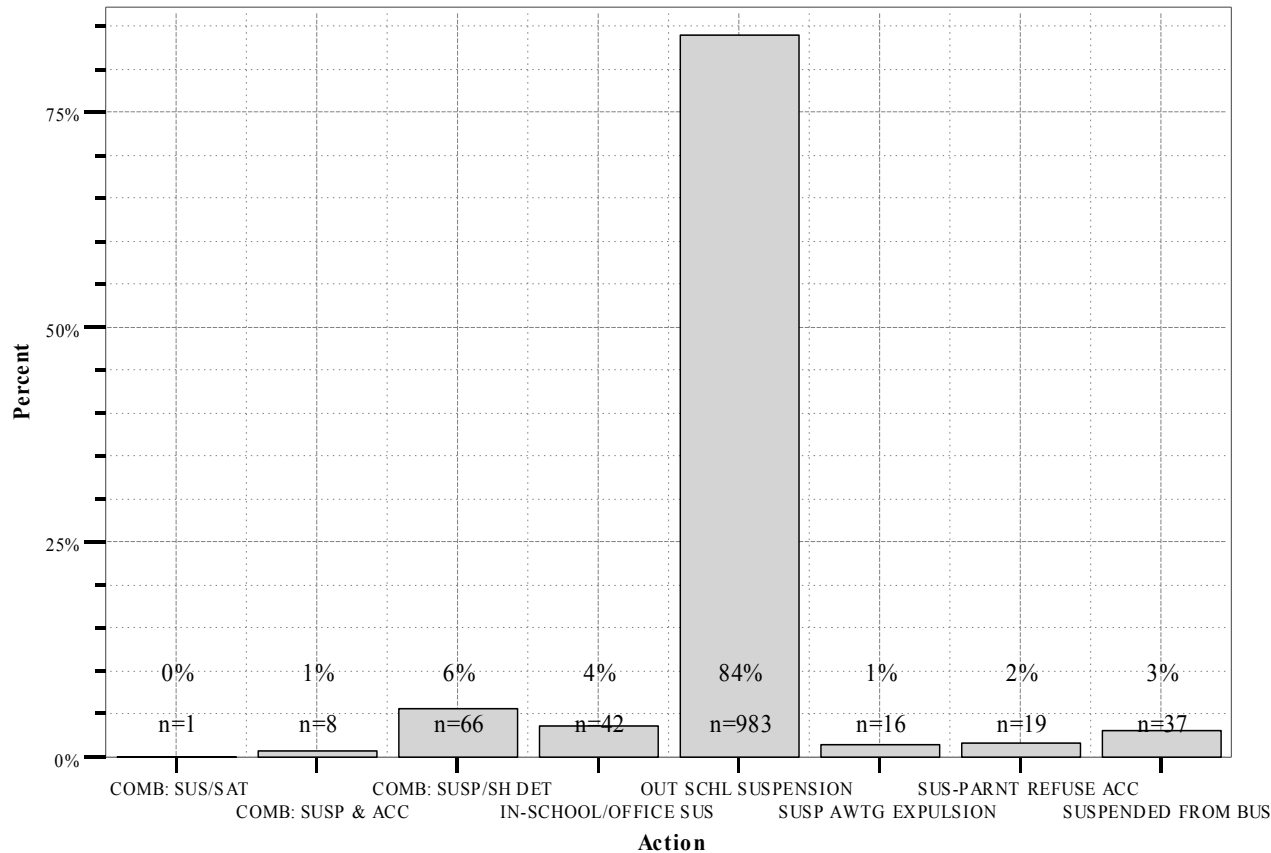
- ⊕ Out of School Suspension
- ⊕ In-School / Office Suspension
- ⊕ Suspension – Awaiting Expulsion
- ⊕ Suspension – Parent Refused ACC
- ⊕ Suspended From Bus
- ⊕ Combined
  - ⊕ Suspension w/ Study Hall – Detention
  - ⊕ Suspension & ACC
  - ⊕ Suspension & Saturday School



# Suspensions SY2003

## Suspension - District Level - SY2003

Frequency For Actions Comprising The "Suspension" Group



The most frequent Suspension action was “Out of School Suspension” which accounted for 84% of the actions in the Suspensions grouping.

Excludes R.E.A.D.Y. and Special Schools

# African American Suspension Actions SY2003

By Number of Actions



- The distribution of suspension actions is disproportionately African American whether the focus is on students with only a single action or on students with multiple actions.

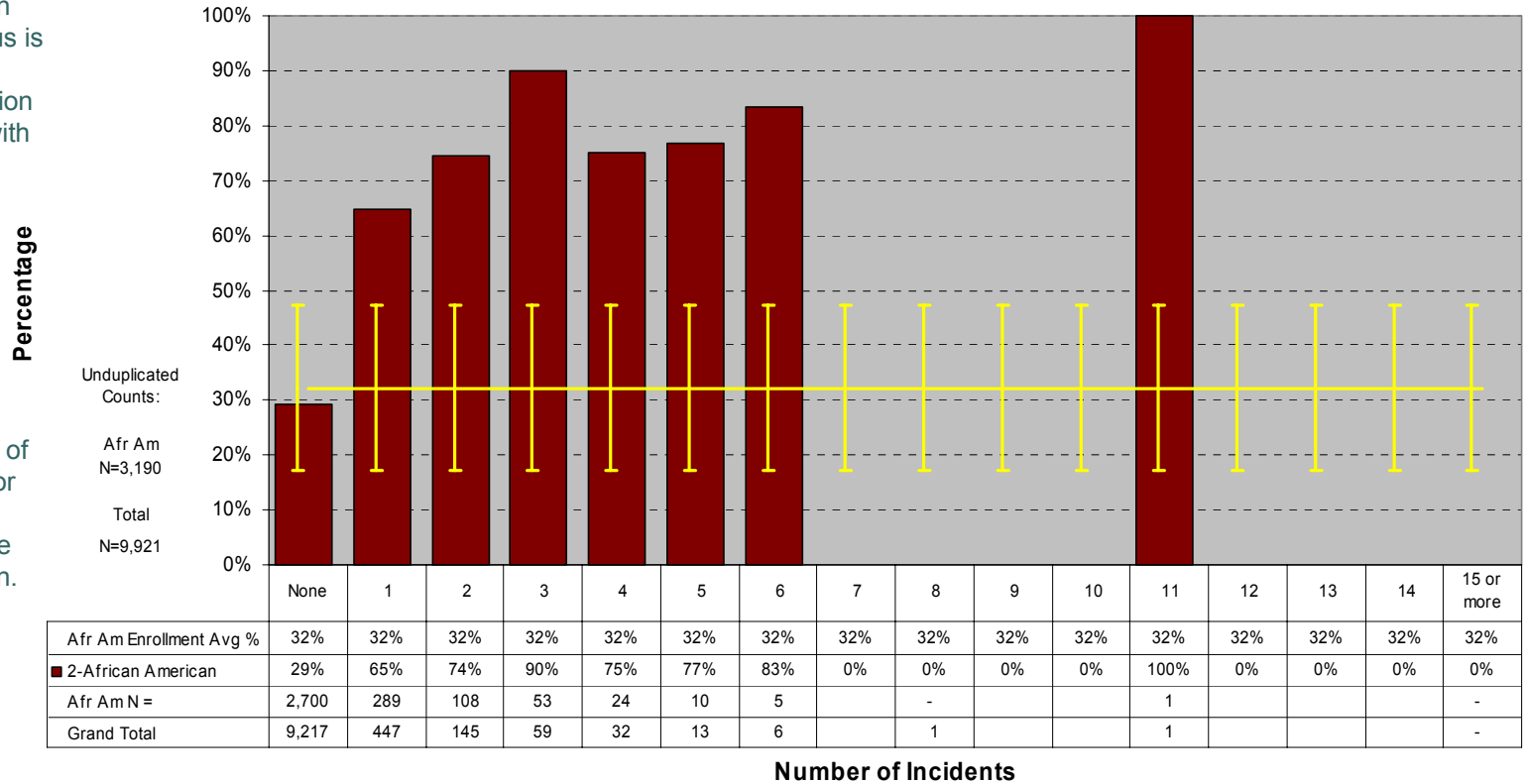
- In SY2003 70% of students with 1 or more actions of Suspension were African American.

**African American YTD Percentage Of Disciplinary Action: SUSPENSION**

District Level - Grades K-12

Jun SY2003 YTD

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



# Suspension Action Rates SY2003

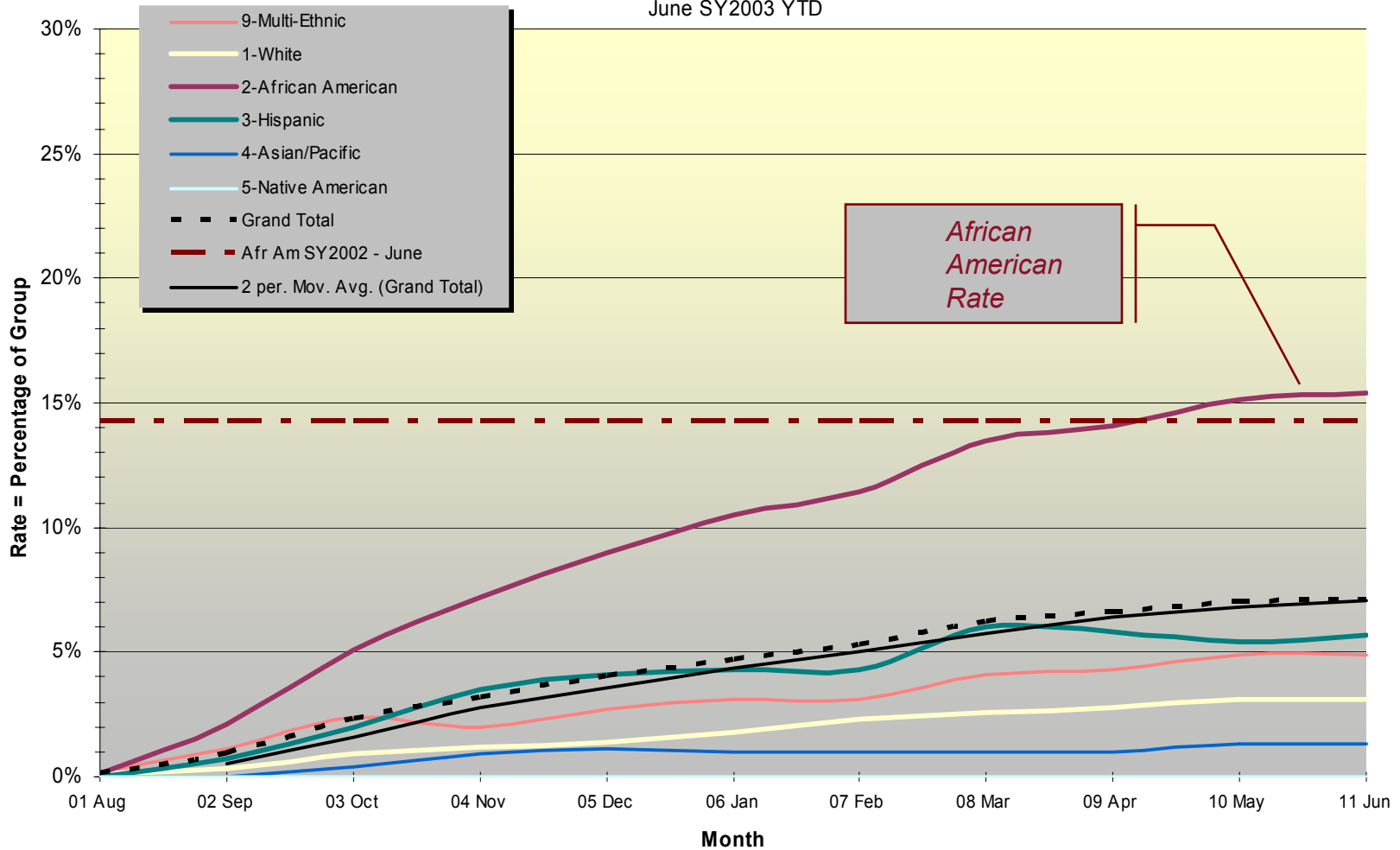
## District Rate = Students With 1 or More Suspensions

	9-Multi-Ethnic	1-White	2-African American	3-Hispanic	4-Asian/Pacific	5-Native American	Grand Total	Afr Am SY2002 - June
01 Aug	0%	0%	0%	0%	0%	0%	0%	14%
02 Sep	1%	0%	2%	1%	0%	0%	1%	14%
03 Oct	2%	1%	5%	2%	0%	0%	2%	14%
04 Nov	2%	1%	7%	4%	1%	0%	3%	14%
05 Dec	3%	1%	9%	4%	1%	0%	4%	14%
06 Jan	3%	2%	11%	4%	1%	0%	5%	14%
07 Feb	3%	2%	11%	4%	1%	0%	5%	14%
08 Mar	4%	3%	14%	6%	1%	0%	6%	14%
09 Apr	4%	3%	14%	6%	1%	0%	7%	14%
10 May	5%	3%	15%	5%	1%	0%	7%	14%
11 Jun	5%	3%	15%	6%	1%	0%	7%	14%

- During SY2003 15% of all African American students were disciplined at least one time by a Suspension.
- The SY2003 African American student rate is up 1% from 14% in SY2002.
- The African American student rate is 5 times the rate for White students, about 3 times the rate for Multi-Ethnic, and about 2 ½ times that for Hispanic students.
- This pattern appears throughout the school year.

# Suspension Action Rate By Race/Ethnicity:

Suspension Rates by Race/Ethnicity  
District Level - Grades K-12  
June SY2003 YTD



# Monthly Incremental Student Count -- African American Students With Instances Of Suspension:



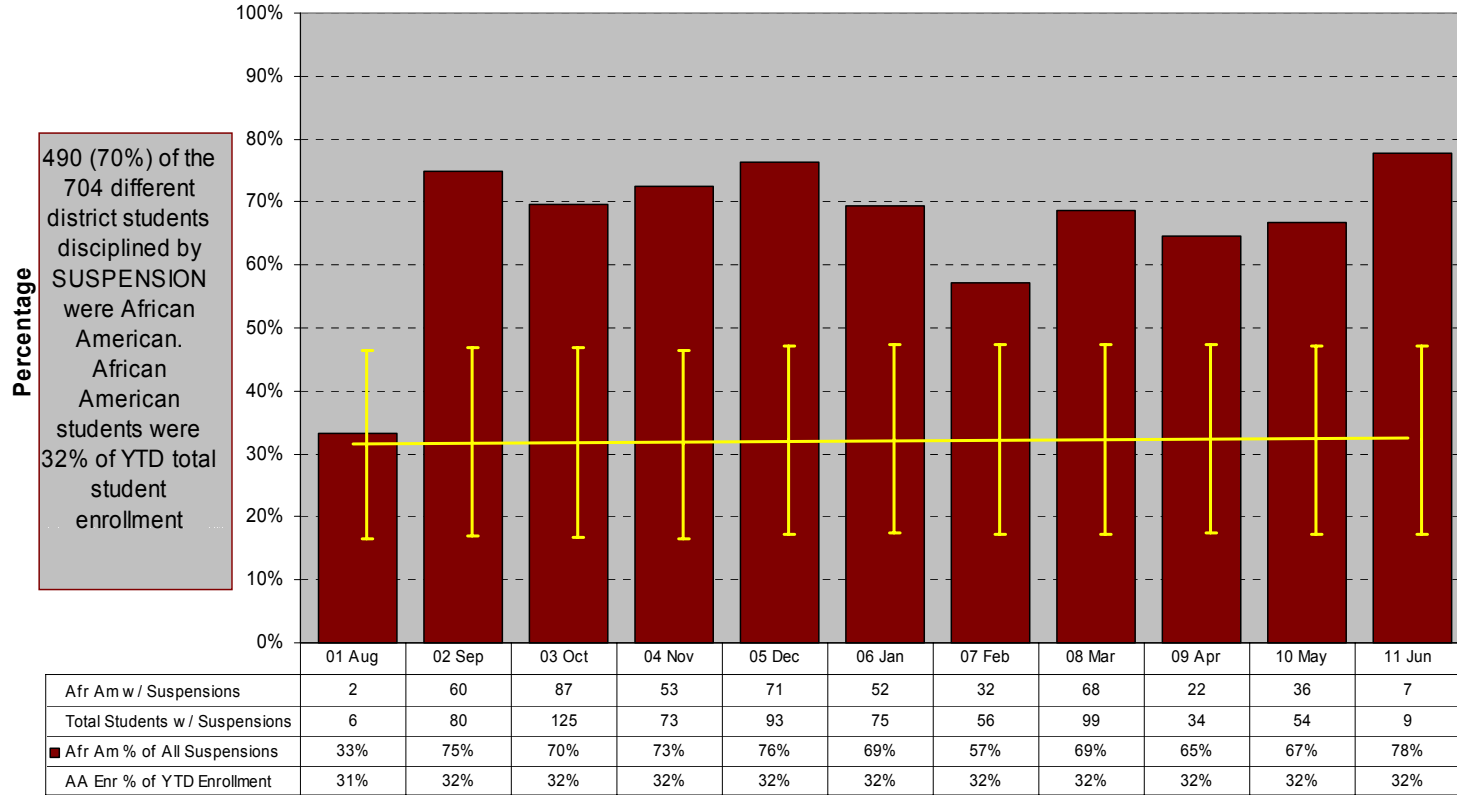
The total number of students with instances increased +10% from 640 in SY2002 to 704 in SY2003. African American students with instances increased +13% from 432 in SY2002 to 490 in SY2003. Total YTD enrollment increased +3.7% during SY2003.

## SUSPENSION: African American Percentage of Students Disciplined By Month

District Level - Grades K-12

Unduplicated Count - June SY2003 YTD

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





***Reading and Math Skills  
For Students  
Suspended vs. Not-Suspended  
SY2002  
SY2003***

Suspended student reading and math skill scores tend to be lower than for those not suspended.

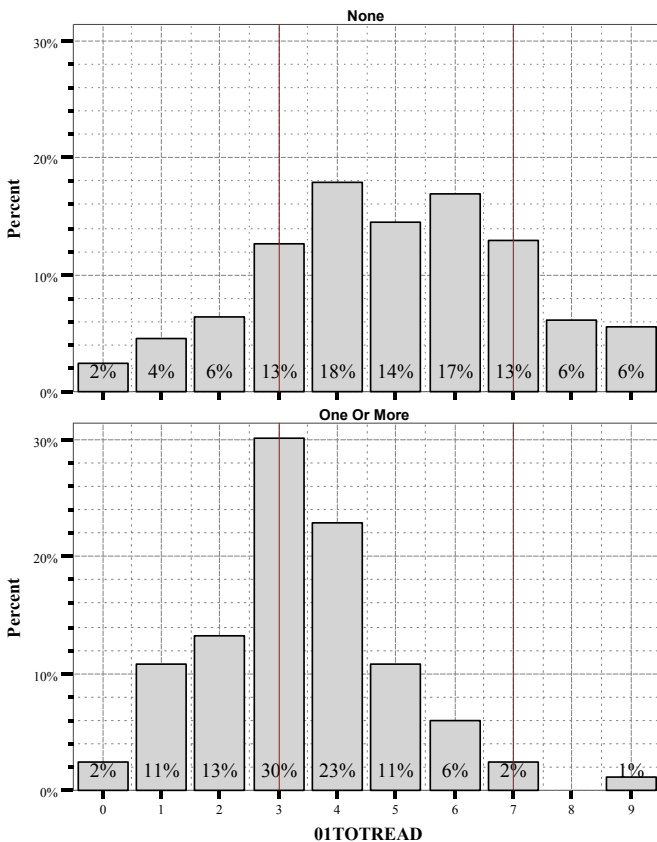
# Elementary School Reading By Suspensions Group

## Stanford Stanine Distribution

Elementary School Reading: Red Reference Lines Indicate Stanine 3 and Stanine 7. One would normally expect 23% of scores to be found in Stanines 1-3 (Below Average), 54% in Stanines 4-6 (Average), and 23% in Stanines 7-9 (Average).

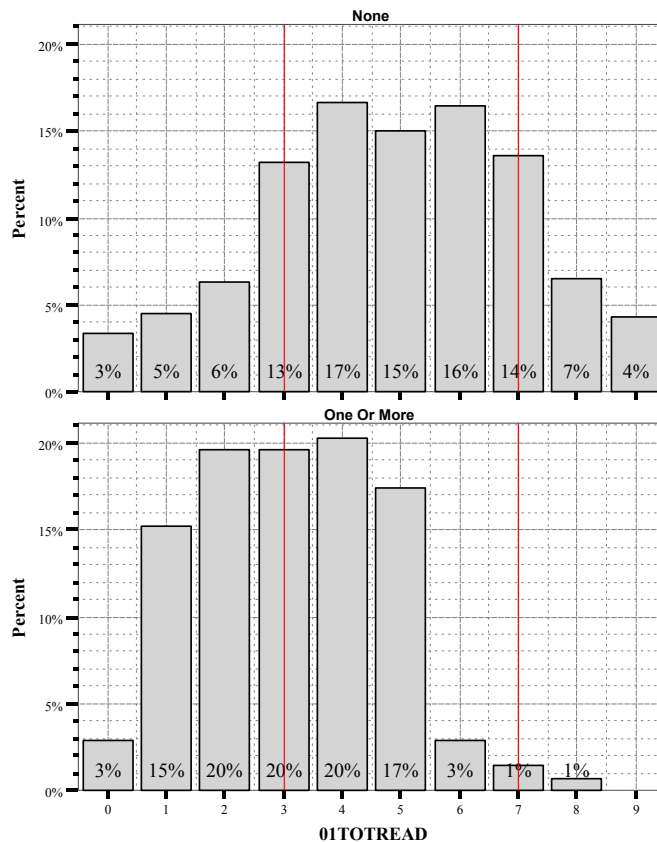
### SY2002 Suspensions: None vs. One or More

SY2002 Stanford Total Reading Distribution - Stanines



### SY2003 Suspensions: None vs. One or More

SY2003 Stanford Total Reading Distribution - Stanines



- Below Average - In SY2003, 58% of suspended students scored Below Average. This compares to 27% of those not suspended.
- Average - In SY2003, 40% of suspended students score Average. This compares to 48% of those not suspended.
- Above Average - In SY2003, 2% of suspended students scored Above Average. This compares to 25% of those not suspended.
- The SY2002 pattern was similar.

# Elementary School Math By Suspensions Group

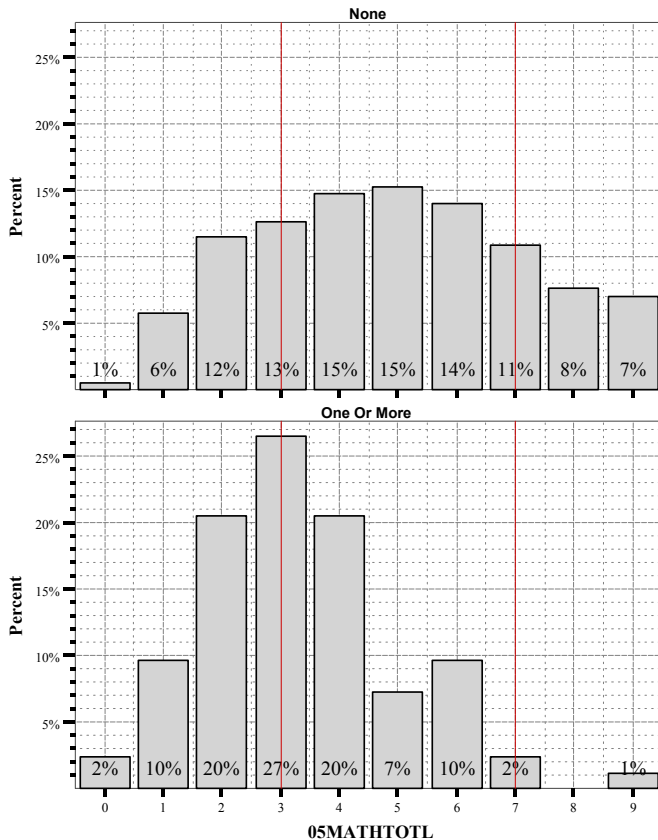


## Stanford Stanine Distribution

Elementary School Math: Red Reference Lines Indicate Stanine 3 and Stanine 7. One would normally expect 23% of scores to be found in Stanines 1-3 (Below Average), 54% in Stanines 4-6 (Average), and 23% in Stanines 7-9 (Average).

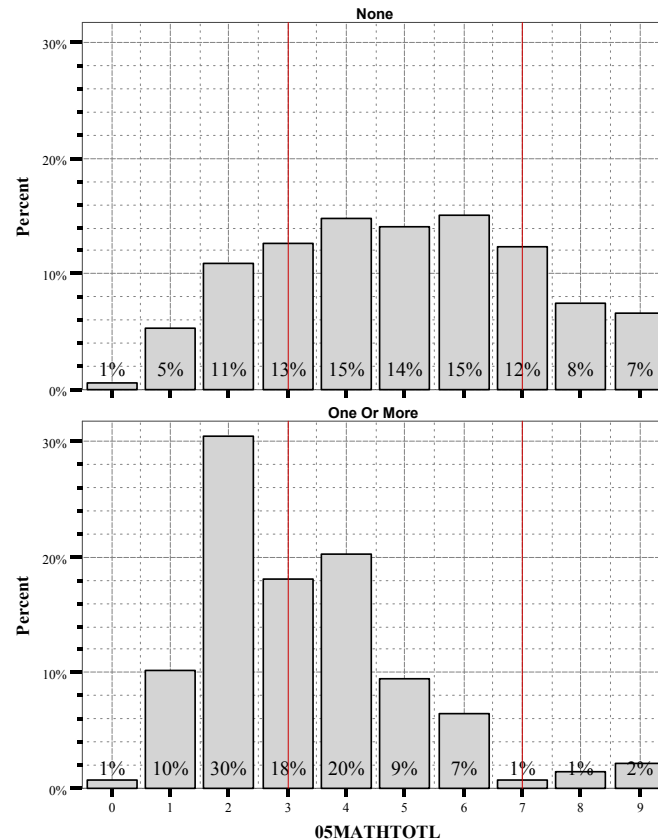
### SY2002 Suspensions: None vs. One or More

SY2002 Stanford Total Math Distribution - Stanines



### SY2003 Suspensions: None vs. One or More

SY2003 Stanford Total Math Distribution - Stanines



- Below Average - In SY2003, 59% of suspended students scored Below Average. This compares to 30% of those not suspended.
- Average - In SY2003, 36% of suspended students score Average. This compares to 44% of those not suspended.
- Above Average - In SY2003, 4% of suspended students scored Above Average. This compares to 27% of those not suspended.
- The SY2002 pattern was similar.

# Middle School Reading By Suspensions Group

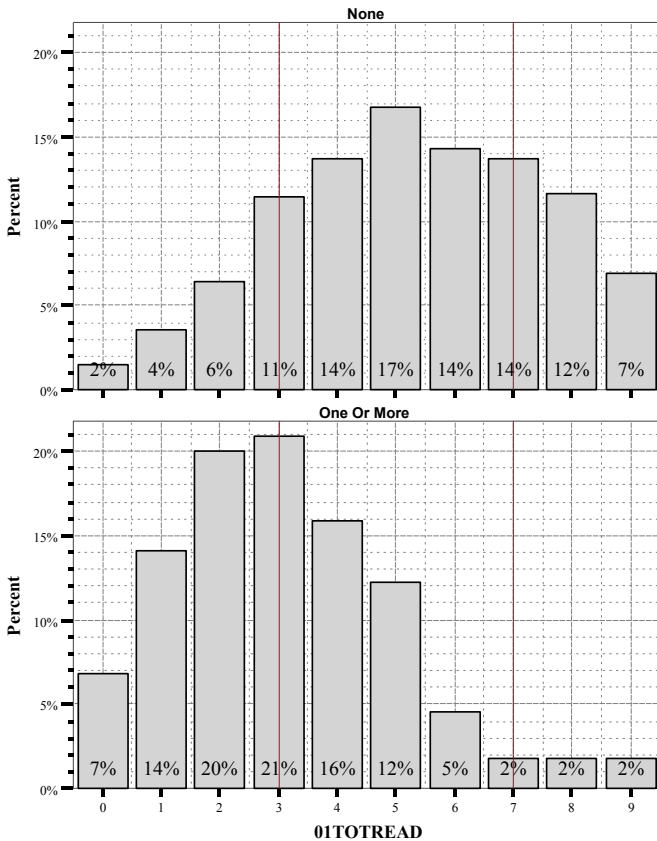


## Stanford Stanine Distribution

Middle School Reading: Red Reference Lines Indicate Stanine 3 and Stanine 7. One would normally expect 23% of scores to be found in Stanines 1-3 (Below Average), 54% in Stanines 4-6 (Average), and 23% in Stanines 7-9 (Average)

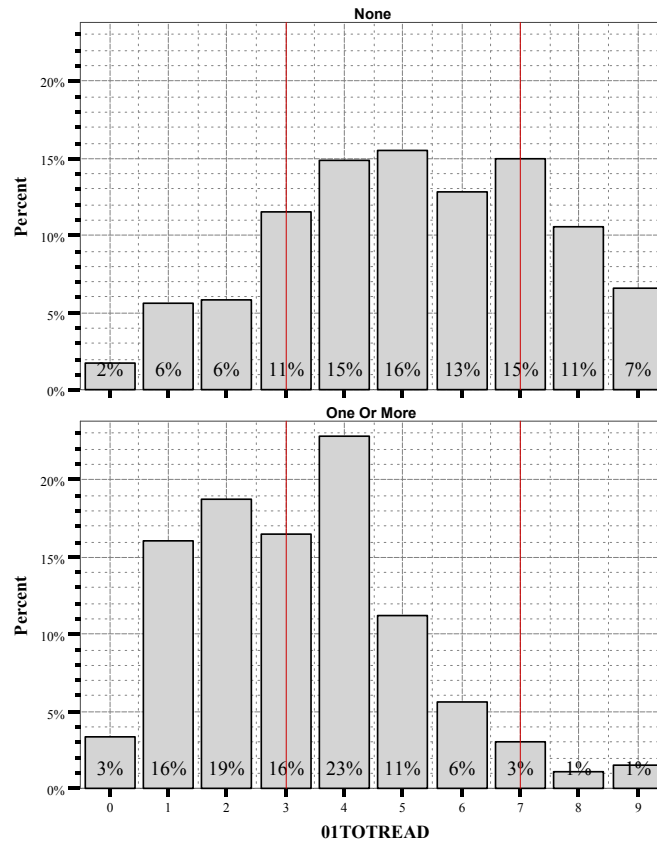
### SY2002 Suspensions: None vs. One or More

SY2002 Stanford Total Reading Distribution - Stanines



### SY2003 Suspensions: None vs. One or More

SY2003 Stanford Total Reading Distribution - Stanines



- Below Average - In SY2003, 55% of suspended students scored Below Average. This compares to 25% of those not suspended.
- Average - In SY2003, 40% of suspended students score Average. This compares to 44% of those not suspended.
- Above Average - In SY2003, 5% of suspended students scored Above Average. This compares to 33% of those not suspended.
- The SY2002 pattern was similar.

# Middle School Math By Suspensions Group



ACCESS  
OUTCOMES  
FAIRNESS

## Stanford Stanine Distribution

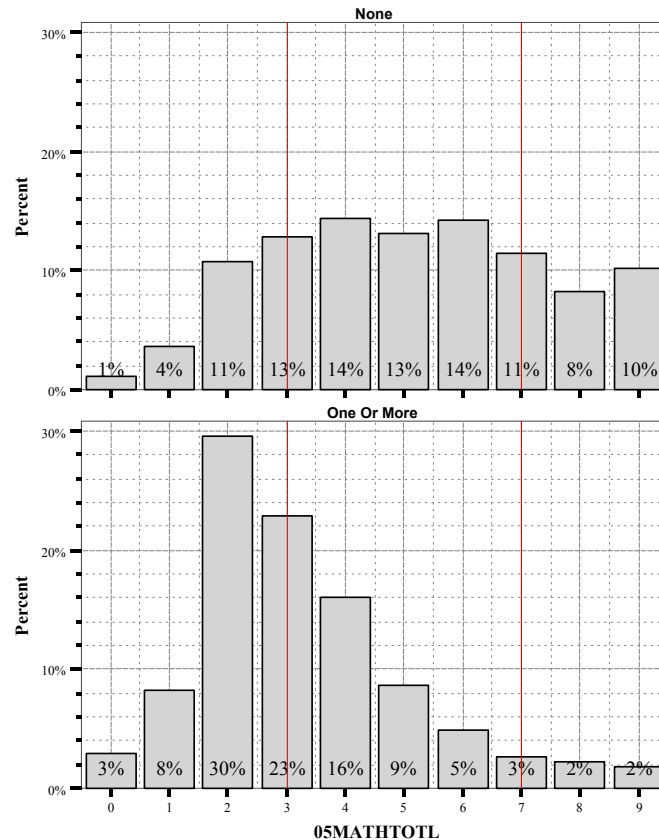
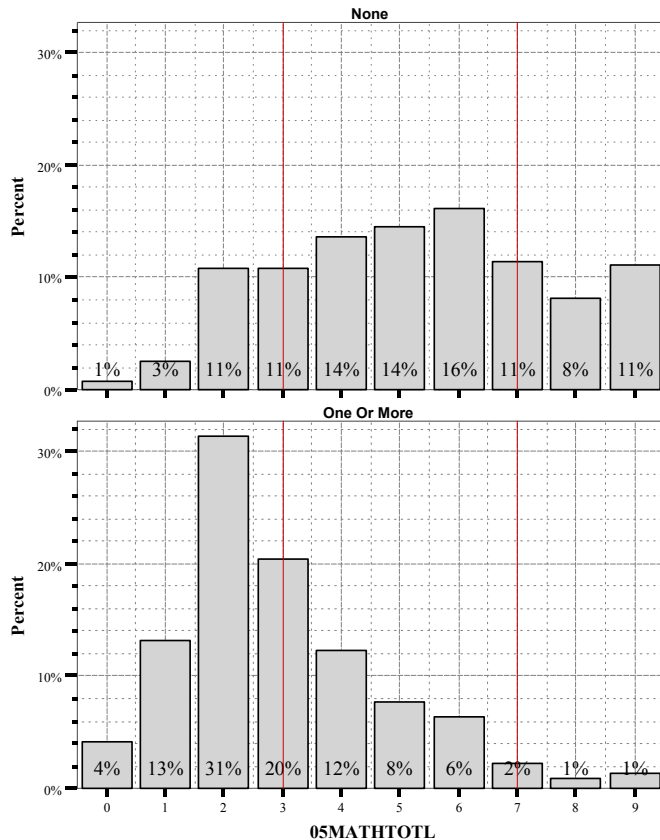
Middle School Math: Red Reference Lines Indicate Stanine 3 and Stanine 7. One would normally expect 23% of scores to be found in Stanines 1-3 (Below Average), 54% in Stanines 4-6 (Average), and 23% in Stanines 7-9 (Average)

### SY2002 Suspensions: None vs. One or More

SY2002 Stanford Total Math Distribution - Stanines

### SY2003 Suspensions: None vs. One or More

SY2003 Stanford Total Math Distribution - Stanines



- Below Average - In SY2003, 64% of suspended students scored Below Average. This compares to 29% of those not suspended.
- Average - In SY2003, 30% of suspended students score Average. This compares to 41% of those not suspended.
- Above Average - In SY2003, 7% of suspended students scored Above Average. This compares to 29% of those not suspended.
- The SY2002 pattern was similar.

***Which SY2003 Students  
Were Placed In  
The Middle School  
Alternative to Suspension Program?***

Who Are The Students?

# Participant Race/Ethnicity Alternative to Suspension Program

In SY2003, 35% of middle school students were African American. This is up from 33% in SY2002.

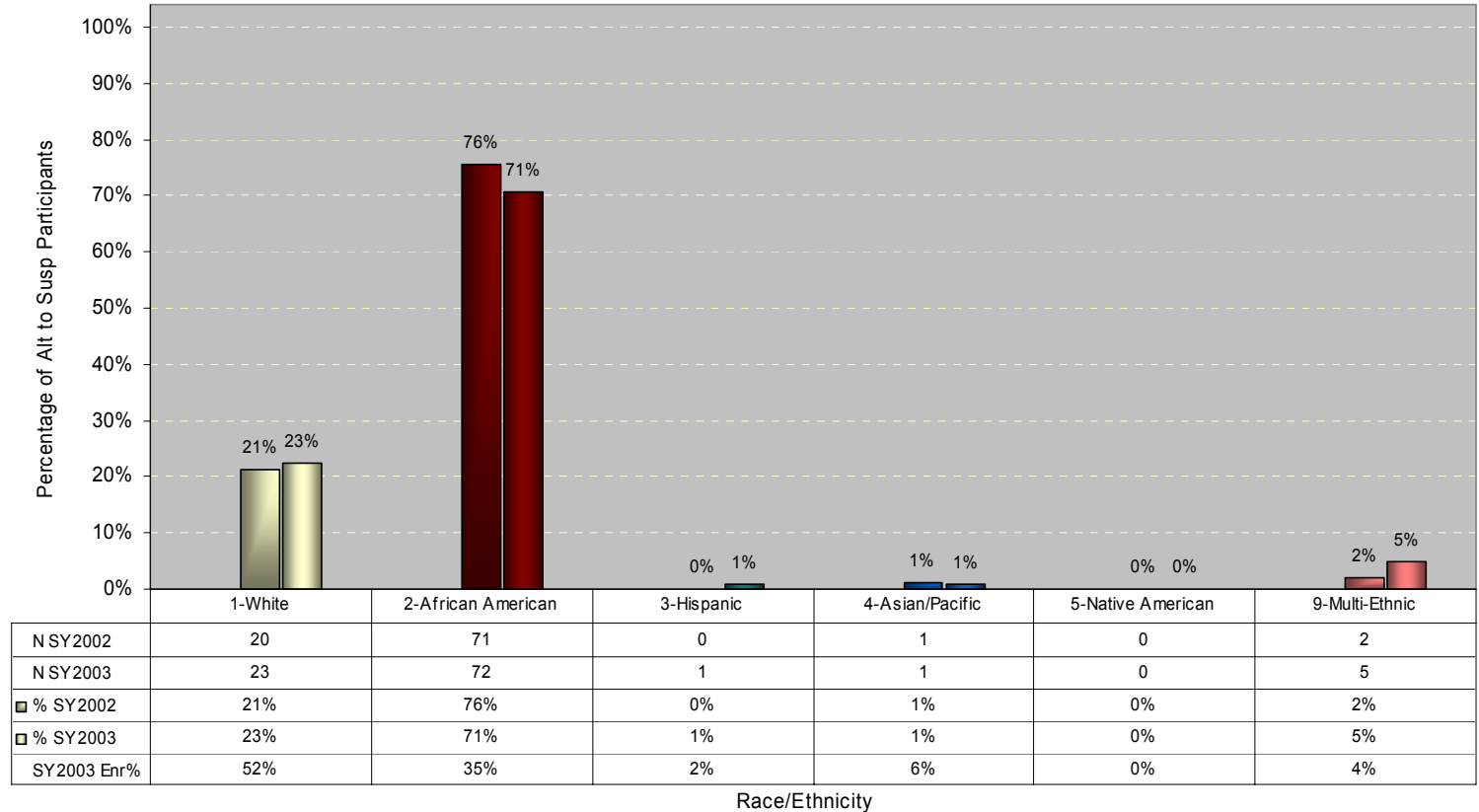
## Middle School - SY2002 & SY2003 Alternative to Suspension @ Columbia Center

Act02 By Race/Ethnicity

SY2002 N = 94

SY2003 N = 102

71% of students assigned to the Alternative to Suspensions program were African American. This compares to 76% in SY2002.



# Participant Gender Alternative to Suspension Program



In SY2003, 53% of middle school students were male, 47% female. This is up from 52% male, 48% female in SY2002.

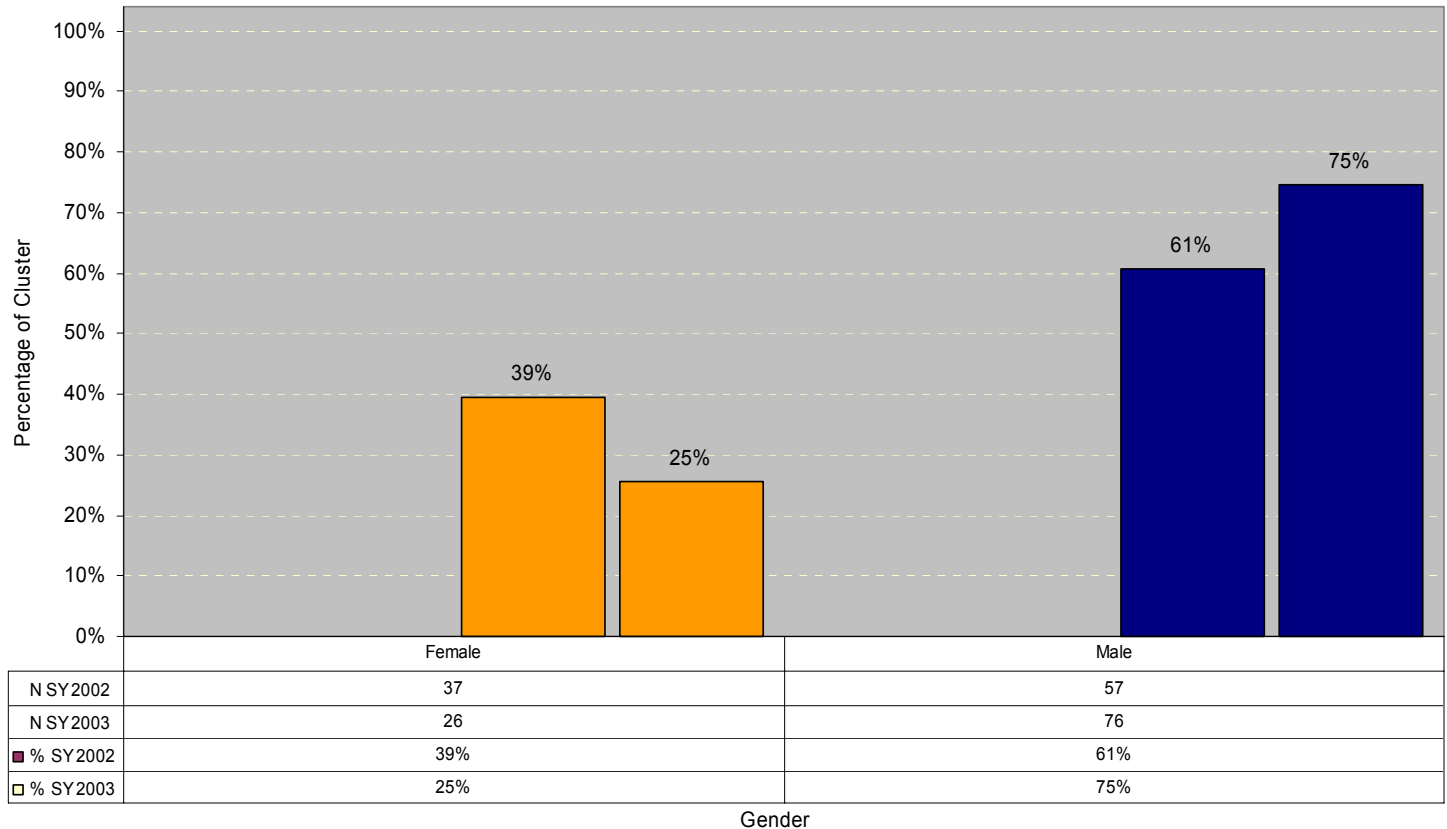
## Middle School - SY2002 & SY2003 Alternative to Suspension @ Columbia Center

Act02 By Gender

SY2002 N = 94

SY2003 N = 102

- In SY2003, 75% of participants were male.
- This is up from 61% in SY2002.





# Participant SPED Status Alternative to Suspension Program

In SY2003, 84% of middle school students were Not-SPED. Of the 16% who were SPED, 9% were classified with a "Specified Learning Disability, 2% with a "Mental Impairment", 2% with "Speech/Language", 1% with "Behavioral-Emotional", and 2% "Other SPED".

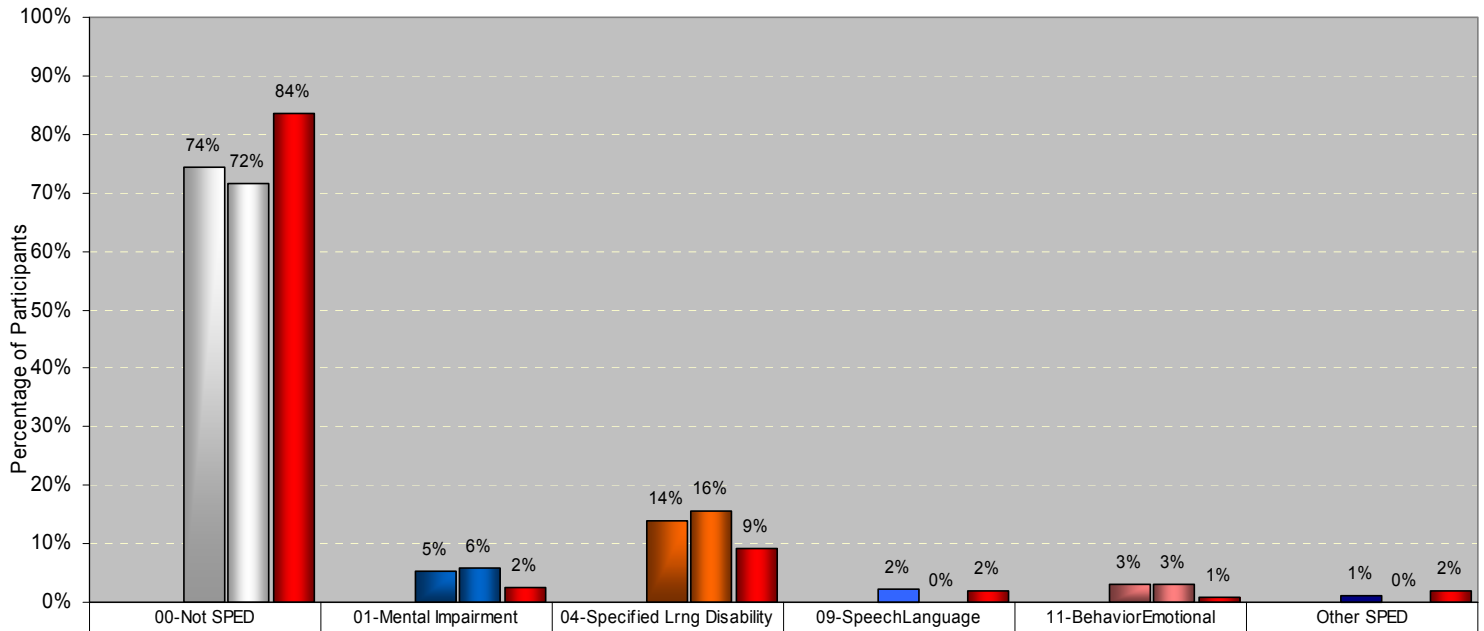
## Middle School - SY2002 & SY2003 Alternative to Suspension @ Columbia Center

Act02 By SPED Exceptionality

SY2002 N = 94

SY2003 N = 102

- 72%-74% of participants in the alternative to suspension program were Not SPED status.
- 26%-28% of participants were SPED.
- 14%-16% had a Learning Disability.
- 5%-6% had a Mental Impairment.
- 3% had Behavior-Emotional problems.



	00-Not SPED	01-Mental Impairment	04-Specified Lrng Disability	09-SpeechLanguage	11-BehaviorEmotional	Other SPED
N SY2002	70	5	13	2	3	1
N SY2003	73	6	16	0	3	0
% SY2002	74%	5%	14%	2%	3%	1%
% SY2003	72%	6%	16%	0%	3%	0%
MS SY2003 %	84%	2%	9%	2%	1%	2%

SPED Status

# Participant Meal Status Alternative to Suspension Program

In SY2003, 39% of middle school students were free or reduced lunch status, 2% had applied but did not qualify, and 60% did not apply. Certain family income limits apply to free or reduced meal status.

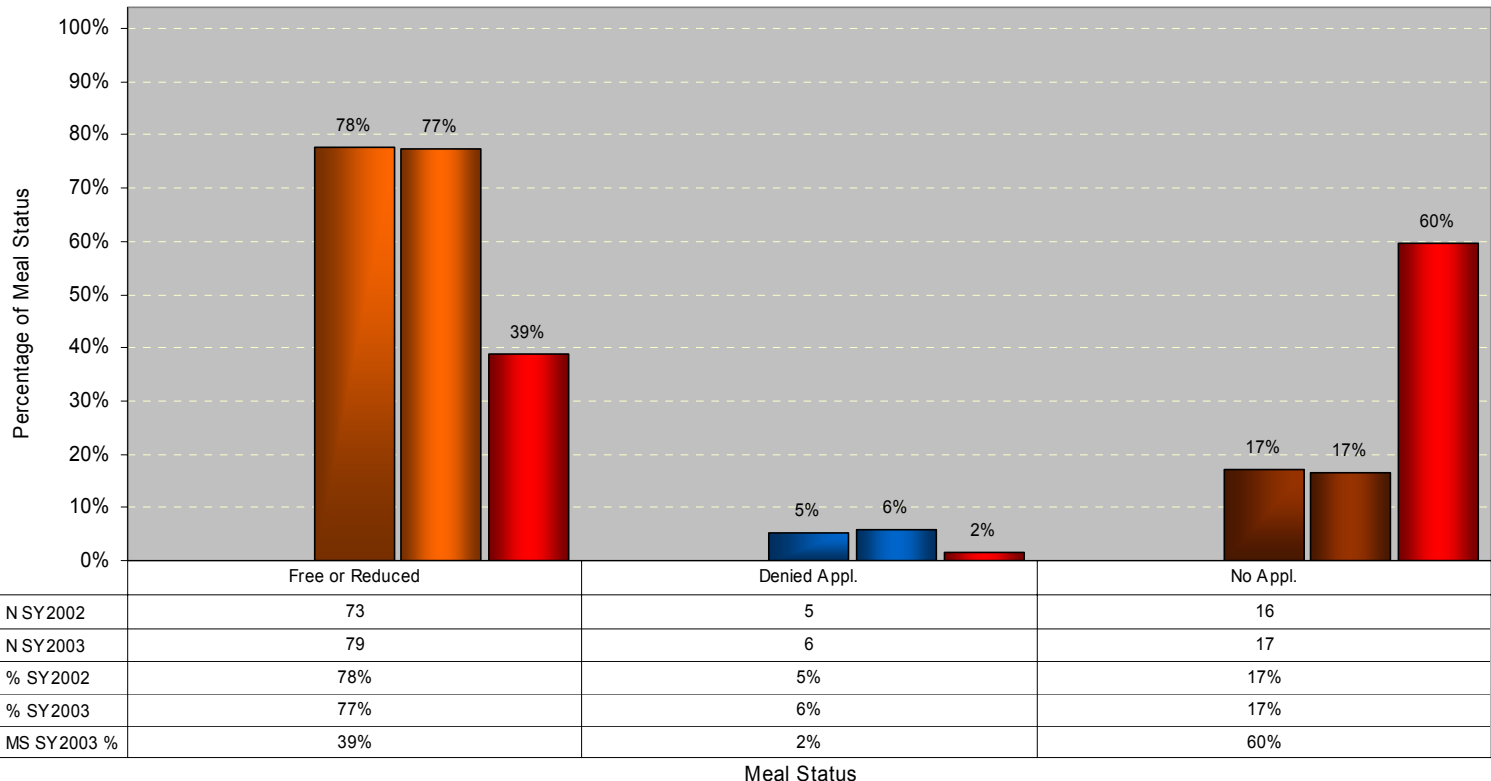
## Middle School - SY2002 & SY2003 Alternative to Suspension @ Columbia Center

Act02 By Meal Status

SY2002 N = 94

SY2003 N = 102

- 77%-78% of participants in the alternative to suspension program were free or reduced meal status.
- 17%-22% lived with both parents.
- 4%-7% lived with the father.
- 10%-12% lived with "other".
- The living-with status of 10%-20% of program participants was "unknown".



# Participant Living-With Status Alternative to Suspension Program



In SY2003, 53% of middle school students lived with the parents, 31% with the mother, 4% with the father, 5% with “other” (i.e., guardians, grandparents, foster parents, etc.). A total of 7% of the middle school student living-with status was “unknown”.

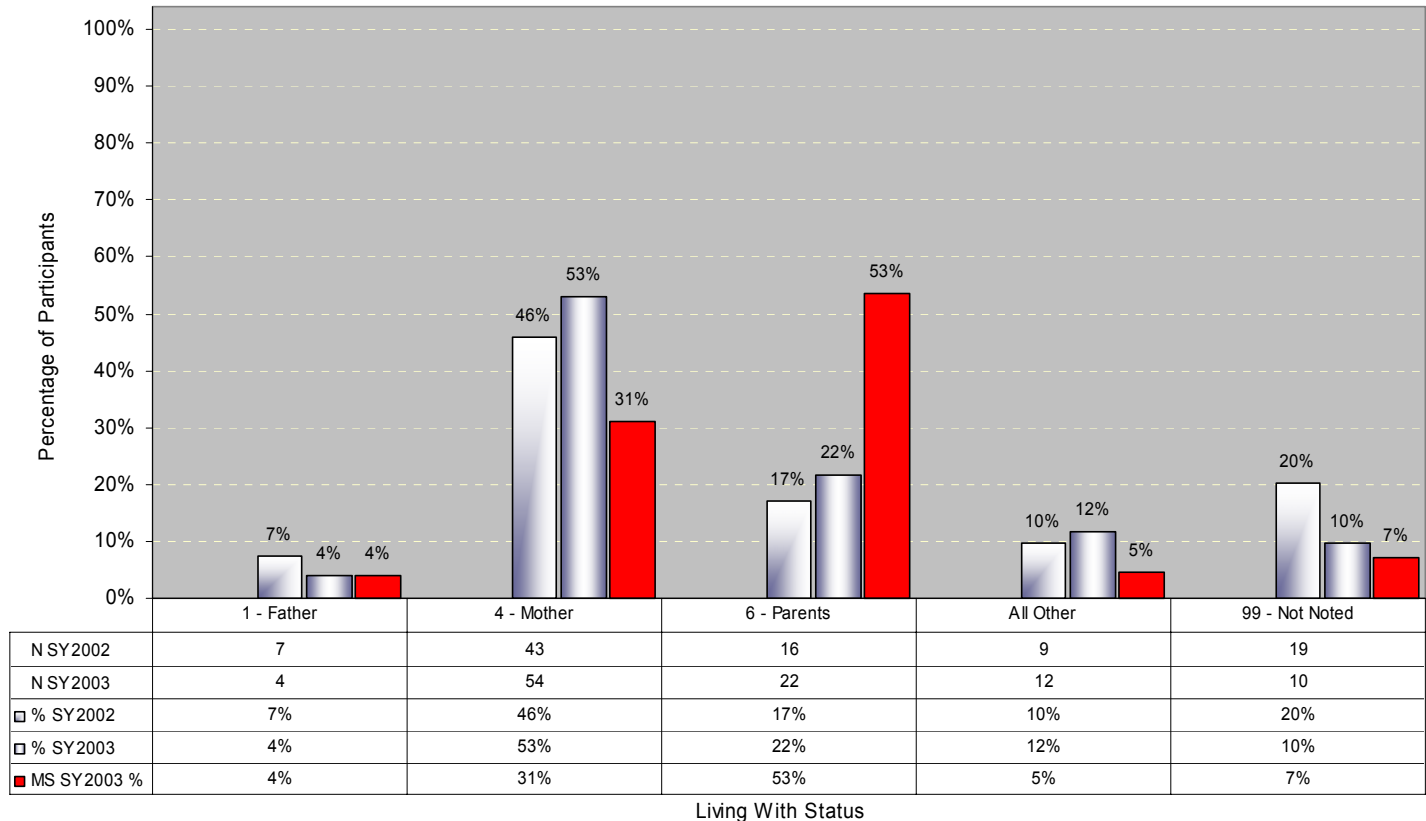
## Middle School - SY2002 & SY2003 Alternative to Suspension @ Columbia Center

Act02 By Living-With Status

SY2002 N = 94

SY2003 N = 102

- The highest number of program participants lived with the mother, 46%-53%.
- 17%-22% lived with both parents.
- 4%-7% lived with the father.
- 10%-12% lived with “other”.
- The living-with status of 10%-20% of program participants was “unknown”.



# Middle Schools Assigning Participants To Alternative To Suspensions Program

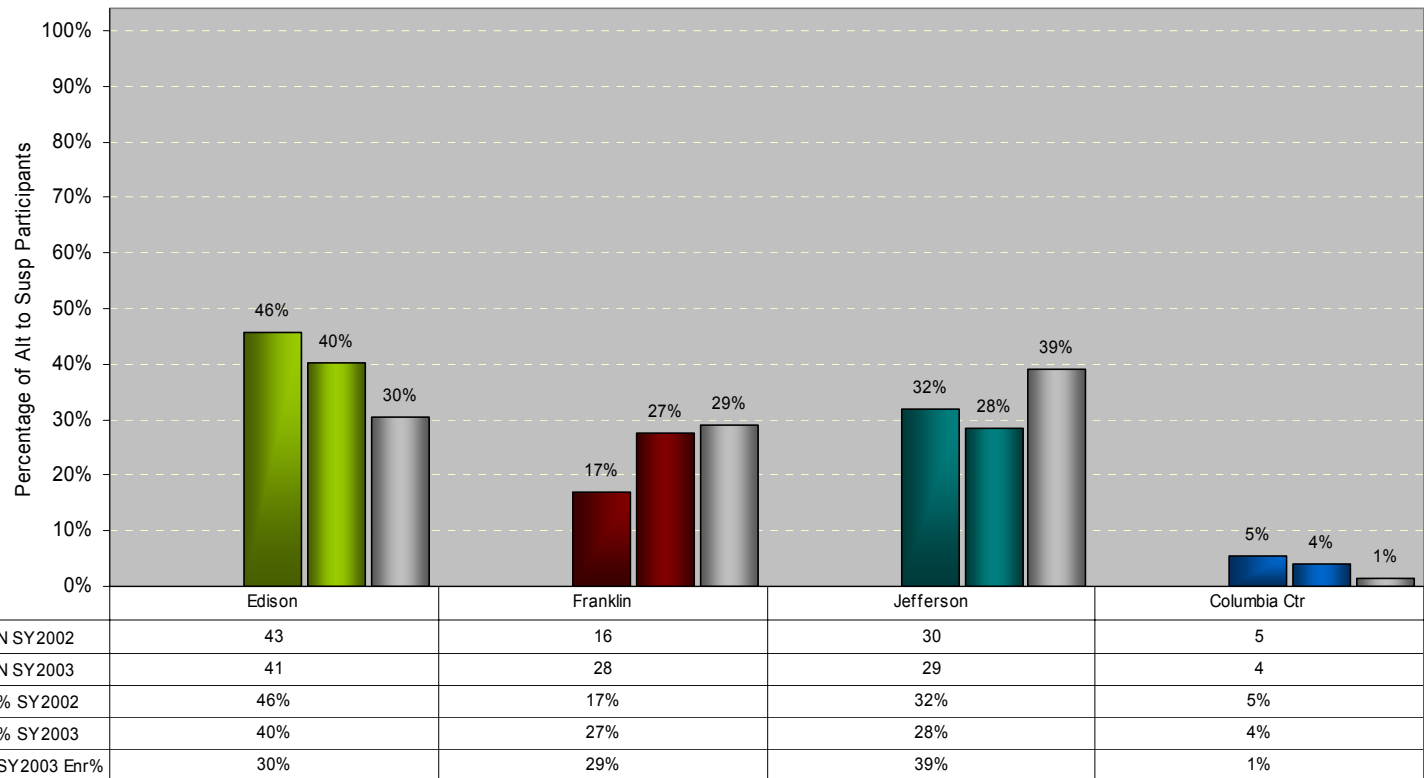
## Middle School - SY2002 & SY2003 Alternative to Suspension @ Columbia Center

Act02 By Middle School

SY2002 N = 94

SY2003 N = 102

- The highest number of program participants are assigned from Edison MS.
- In SY2003 Edison housed 30% of middle school students, but assigned 40% of the program participants
- Franklin housed 29% of middle school students and assigned 27% of the participants.
- Jefferson housed 39% of the middle school students, but assigned only 28% of the participants.



Middle School

# Middle School Reading

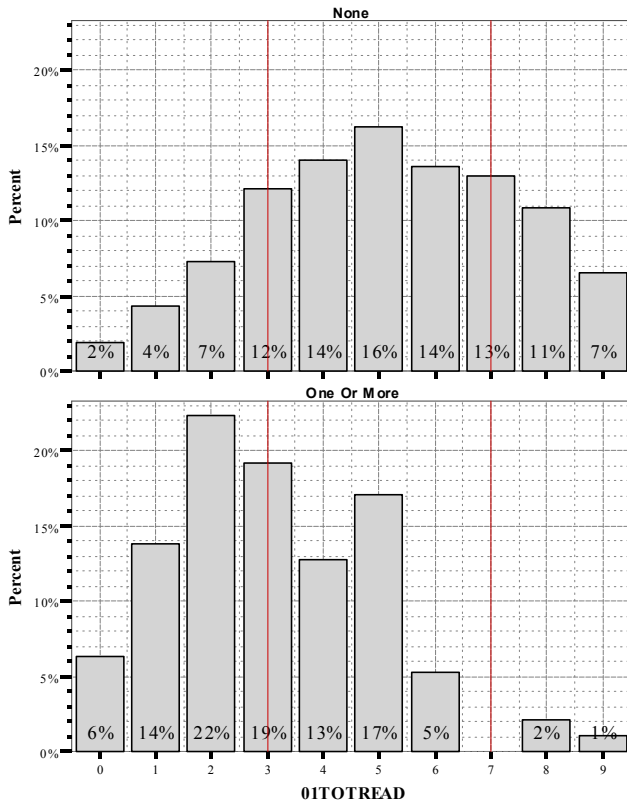
## By Alternative to Suspensions Group

### Stanford Stanine Distribution

Middle School Reading: Red Reference Lines Indicate Stanine 3 and Stanine 7. One would normally expect 23% of scores to be found in Stanines 1-3 (Below Average), 54% in Stanines 4-6 (Average), and 23% in Stanines 7-9 (Average)

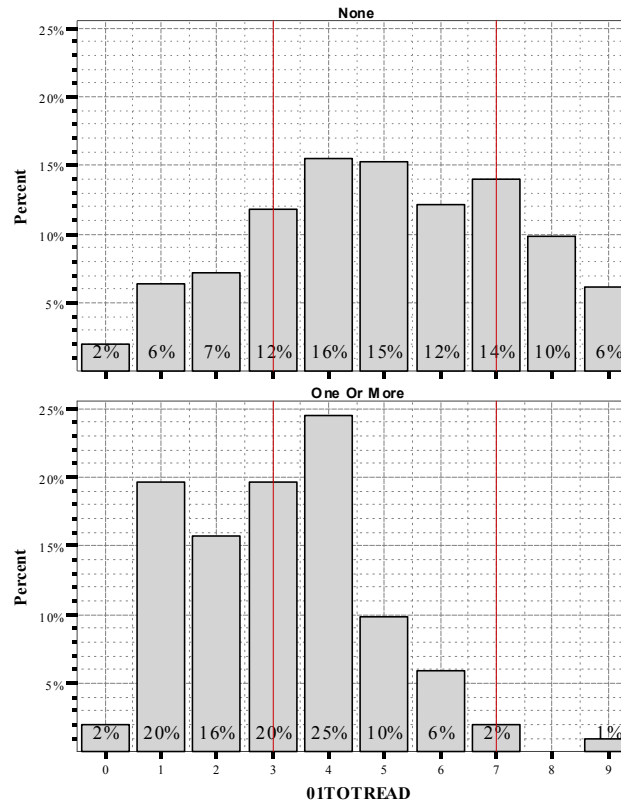
#### SY2002 Alt To Susp: None vs. One or More

SY 2002 Stanford Total Reading Distribution - Stanines



#### SY2003 Alt To Susp: None vs. One or More

SY 2003 Stanford Total Reading Distribution - Stanines



- Below Average - In SY2003, 58% of alternative to suspension students scored Below Average. This compares to 27% of those not placed in the program.
- Average - In SY2003, 41% of alternative to suspension students scored Average. This compares to 43% of those not in the program.
- Above Average - In SY2003, 3% of alternative to suspension students scored Above Average. This compares to 30% of those not in the program.
- The SY2002 pattern was similar.

# Middle School Math

## By Alternative to Suspensions Group

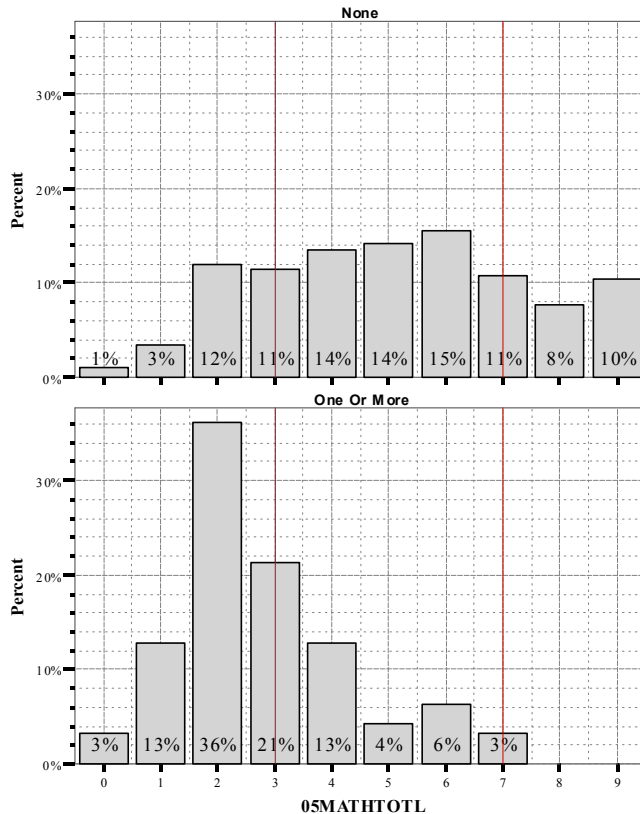
### Stanford Stanine Distribution



Middle School Math: Red Reference Lines Indicate Stanine 3 and Stanine 7. One would normally expect 23% of scores to be found in Stanines 1-3 (Below Average), 54% in Stanines 4-6 (Average), and 23% in Stanines 7-9 (Average)

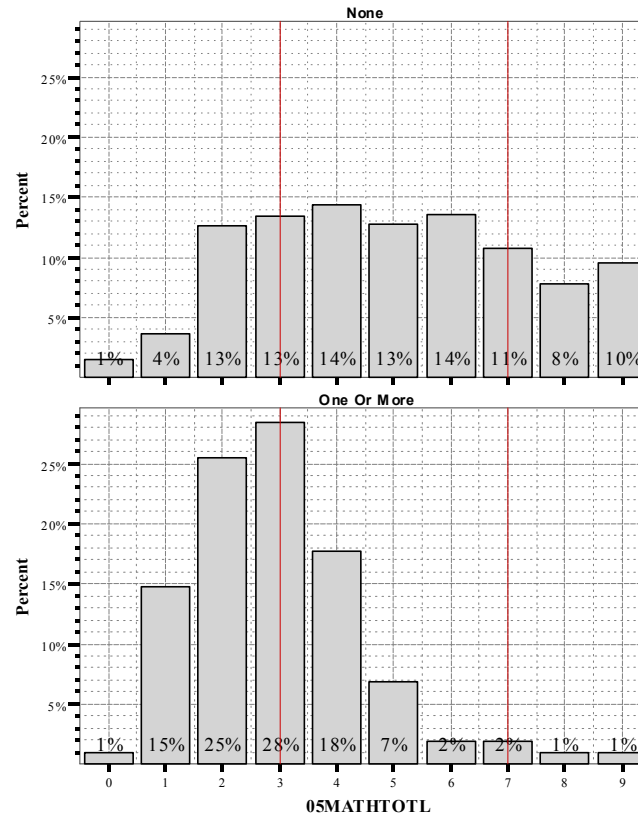
#### SY2002 Alt To Susp: None vs. One or More

SY 2002 Stanford Total Math Distribution - Stanines



#### SY2003 Alt To Susp: None vs. One or More

SY 2003 Stanford Total Math Distribution - Stanines



- Below Average - In SY2003, 69% of alternative to suspension students scored Below Average. This compares to 31% of those not placed in the program.
- Average - In SY2003, 27% of alternative to suspension students scored Average. This compares to 41% of those not in the program.
- Above Average - In SY2003, 4% of alternative to suspension students scored Above Average. This compares to 35% of those not in the program.
- The SY2002 pattern was similar.

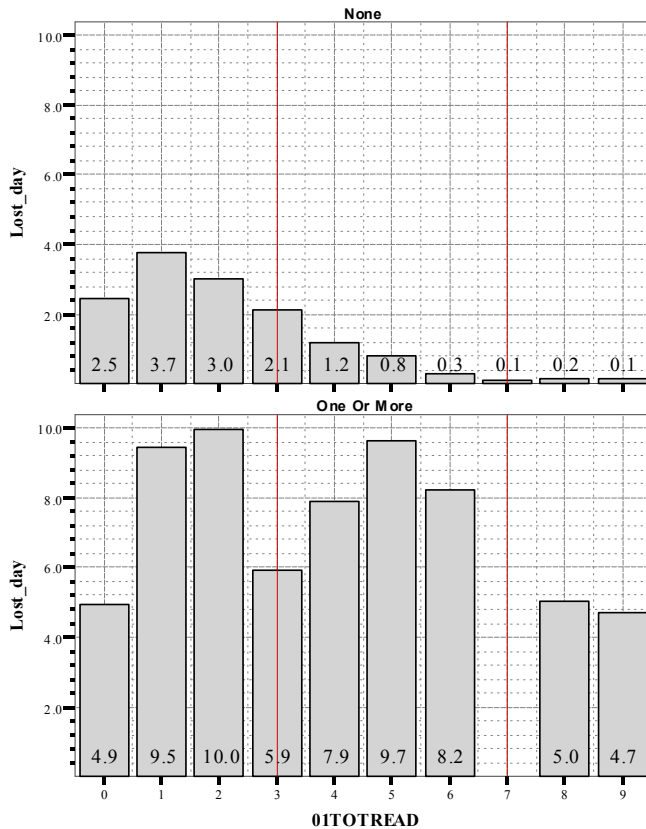
# Middle School Reading

## Lost Days By Alternative to Suspensions Group Stanford Stanine Distribution



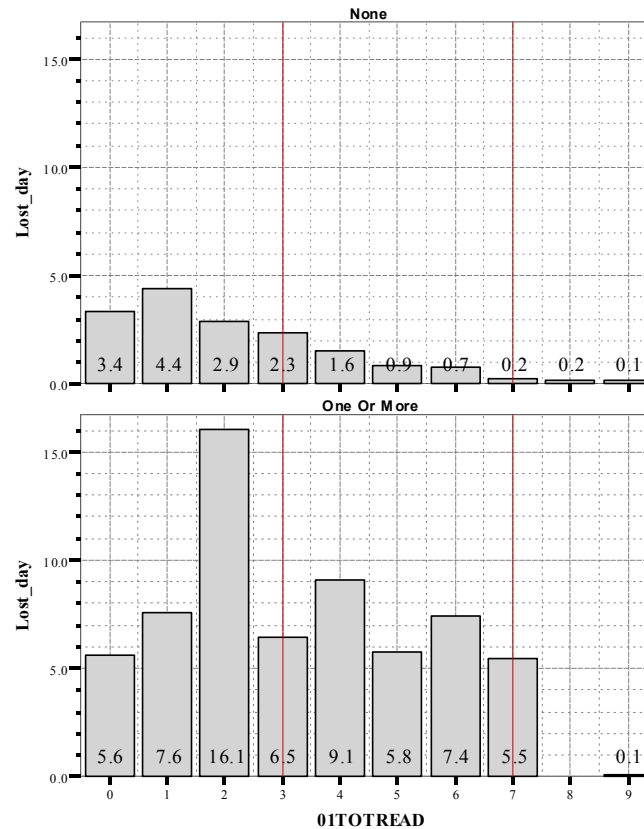
### SY2002 Lost Days For Alt To Susp Group

SY 2002 Stanford Total Reading Distribution - Stanines



### SY2003 Lost Days For Alt To Susp Group

SY 2003 Stanford Total Reading Distribution - Stanines



- o The number of lost days due to disciplinary action is greater at each stanine level for those students assigned to the Alternative to Suspension program one or more times than it is for those not assigned.
- o It is possible that the greater number of lost days could be generated from disciplinary actions other than assignment to the program. This, however, would question overall program efficacy.
- o The district should explain to the monitor how and why a program designed to keep students in school seems to involve a greater number of "lost days", i.e., days out of school.

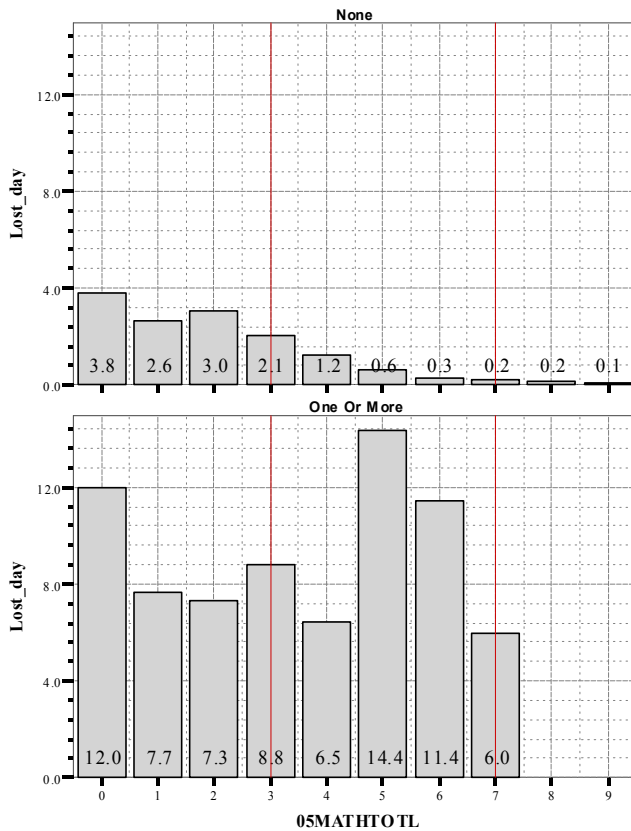
# Middle School Math

## Lost Days By Alternative to Suspensions Group Stanford Stanine Distribution



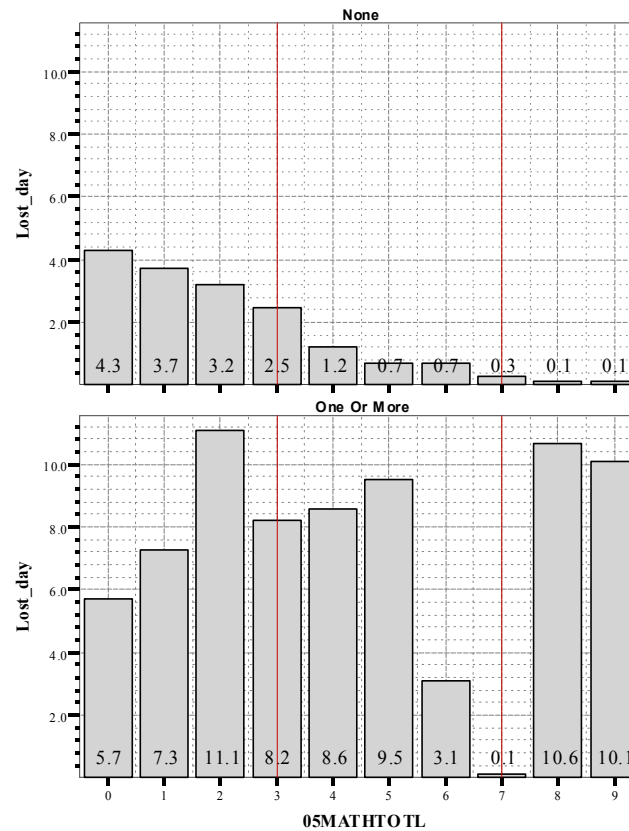
### SY2002 Lost Days For Alt To Susp Group

SY 2002 Stanford Total Math Distribution - Stanines



### SY2003 Lost Days For Alt To Susp Group

SY 2003 Stanford Total Math Distribution - Stanines



- o The number of lost days due to disciplinary action is greater at each stanine level for those students assigned to the Alternative to Suspension program one or more times than it is for those not assigned.
- o It is possible that the greater number of lost days could be generated from disciplinary actions other than assignment to the program. This, however, would question overall program efficacy.
- o The district should explain to the monitor how and why a program designed to keep students in school seems to involve a greater number of "lost days", i.e., days out of school.



# ***Disciplinary Incidents***

What Did Students Do?

# In SY2003 There Were 21,627 Disciplinary Incidents

Excluding R.E.A.D.Y. & Special Schools

Incident \* Inc\_grp Crosstabulation <sup>a</sup>



Count		Inc_grp						Total
Incident	ALARMS, FALSE	1-Insubordination	2-Verbal Abuse & Threats	3-Physical Acts & Disruption	4-Substances	5-Other	6-Tardy/Truant	
ALARMS, FALSE		0	0	0	0	2	0	2
ALCOHOL RELATED		0	0	0	20	0	0	20
ARSON		0	0	0	0	4	0	4
COMPUTERS, MISUSE OF		0	0	0	0	26	0	26
DETENTN, REFUSAL SRV		1515	0	0	0	0	0	1515
DISOBEDIENCE		3276	0	0	0	0	0	3276
DISRUPT SCHOOL		0	0	8	0	0	0	8
DISRUPTIVE BEHAVIOR		0	0	3433	0	0	0	3433
DRUG RELATED		0	0	0	54	0	0	54
ELCT RNC SGNL DEVICE		0	0	0	9	0	0	9
EXTORTION		0	0	0	0	2	0	2
FALSE RPT/FORGERY		0	0	0	0	33	0	33
GAMBLING		0	0	0	0	3	0	3
GANG RELATED		0	0	0	0	20	0	20
HARASS/SEX HRAS/HAZE		0	0	0	0	107	0	107
OTHER ACTS ENDANGER		0	0	41	0	0	0	41
PHY CONF W/STAFF		0	0	59	0	0	0	59
PHY CONF W/STUDENT		0	0	1277	0	0	0	1277
PROP DAM/VANDALISM		0	0	0	0	64	0	64
REFUSAL SRV SAT SCHL		547	0	0	0	0	0	547
SEXUAL CONDUCT		0	0	0	0	77	0	77
TARDINESS, REPEATED		0	0	0	0	0	6972	6972
TEMPER TANTRUM		0	0	0	0	171	0	171
THEFT		0	0	0	0	105	0	105
THREATS TO STAFF		0	78	0	0	0	0	78
THREATS TO STUDENTS		0	174	0	0	0	0	174
TOBACCO PROD, USE OF		0	0	0	6	0	0	6
TRESPASSING/LOITERIN		0	0	0	0	22	0	22
TRUANCY, REPEATED		0	0	0	0	0	2485	2485
VERBAL ABUSE STAFF		0	640	0	0	0	0	640
VERBAL ABUSE STUDENT		0	363	0	0	0	0	363
WEAPON RELATED		0	0	0	34	0	0	34
<b>Total</b>		<b>5338</b>	<b>1255</b>	<b>4818</b>	<b>123</b>	<b>636</b>	<b>9457</b>	<b>21627</b>

<sup>a</sup> 0001 Incident & Action Summary Rollup Group Tables.spp

- The SY2003 incident total 21,627 was a +7% increase over the 20,228 SY2002 instances.
- Insubordination:
  - Incidents increased 1,196 to 5,338. This is a +29% increase in SY2003.
- Verbal Abuse & Threats:
  - Incidents increased +128 to 1,255. This is an +11% increase.
- Physical Acts & Disruption:
  - Incidents decreased -1,605 to 4,818. This is a -25% decrease.
- Substances:
  - Incidents decreased -45 to 123. This is a -27% decrease.
- Other:
  - Incidents decreased -83 to 636. This is a -12% decrease.
- Tardiness-Truancy:
  - Incidents increased 1,808 to 9,457. This is a +24% increase.

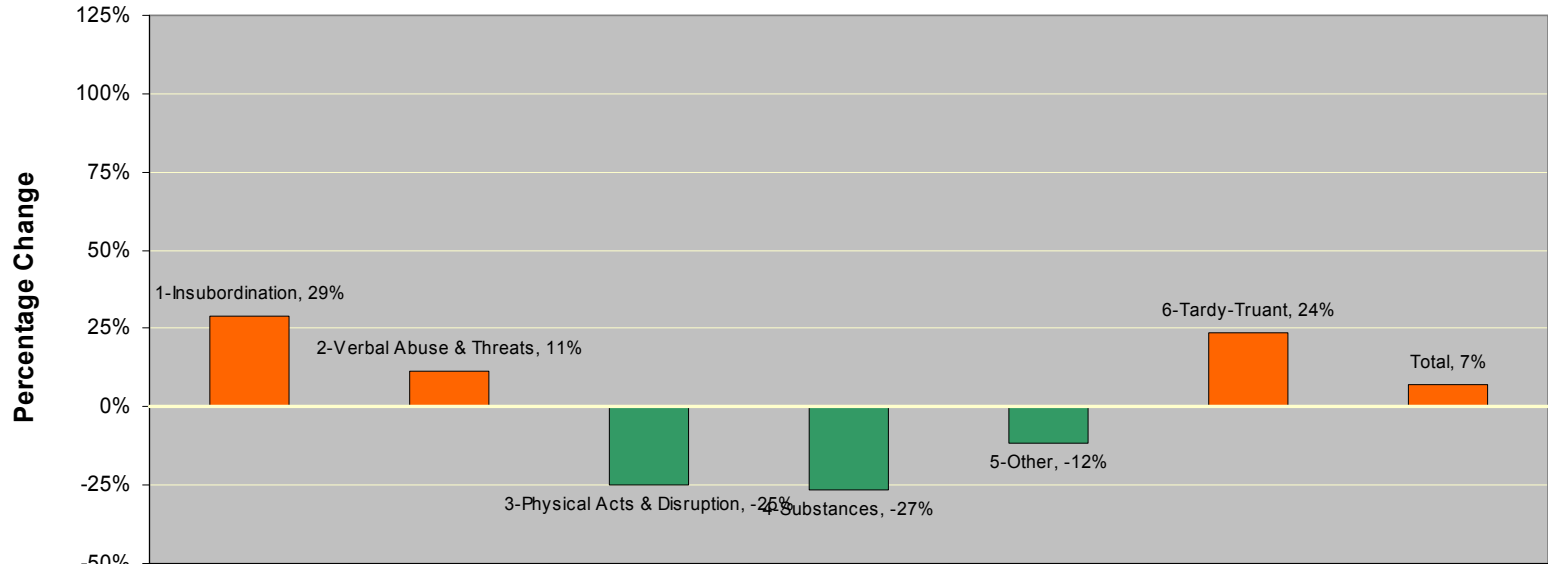
# SY2003 Total Disciplinary Incidents Increased 7% And The Mix Changed

Excluding R.E.A.D.Y. & Special Schools



## All School Disciplinary Incident Comparison Percentage Change SY2002 to SY2003

Grades K-12  
Excludes Ready and Special Programs



	1-Insubordination	2-Verbal Abuse & Threats	3-Physical Acts & Disruption	4-Substances	5-Other	6-Tardy-Truant	Total
SY2002	4,142	1,127	6,423	168	719	7,649	20,228
SY2003	5,338	1,255	4,818	123	636	9,457	21,627
Diff	1,196	128	(1,605)	(45)	(83)	1,808	1,399
% Diff	29%	11%	-25%	-27%	-12%	24%	7%

### Incident Group

# SY2003 Incident Mix

Excluding R.E.A.D.Y. & Special Schools

## District Disciplinary Incident Comparison SY2002 & SY2003

	1-Insubordination	2-Verbal Abuse & Threats	3-Physical Acts & Disruption	4-Substances	5-Other	6-Tardy- Truant	Total
SY2002	20%	6%	32%	1%	4%	38%	100%
SY2003	25%	6%	22%	1%	3%	44%	100%
<i>Diff</i>	4%	0%	-9%	0%	-1%	6%	0%

- The mix of school disciplinary incidents shifted in SY2003.
- The proportionate share of Tardiness-Truancy incidents and Insubordination incidents increased slightly.
- The proportionate share of Physical Acts & Disruption incidents decreased slightly.

# SY2003 Total Disciplinary Incidents Decreased -27%

Excluding R.E.A.D.Y. & Special Schools

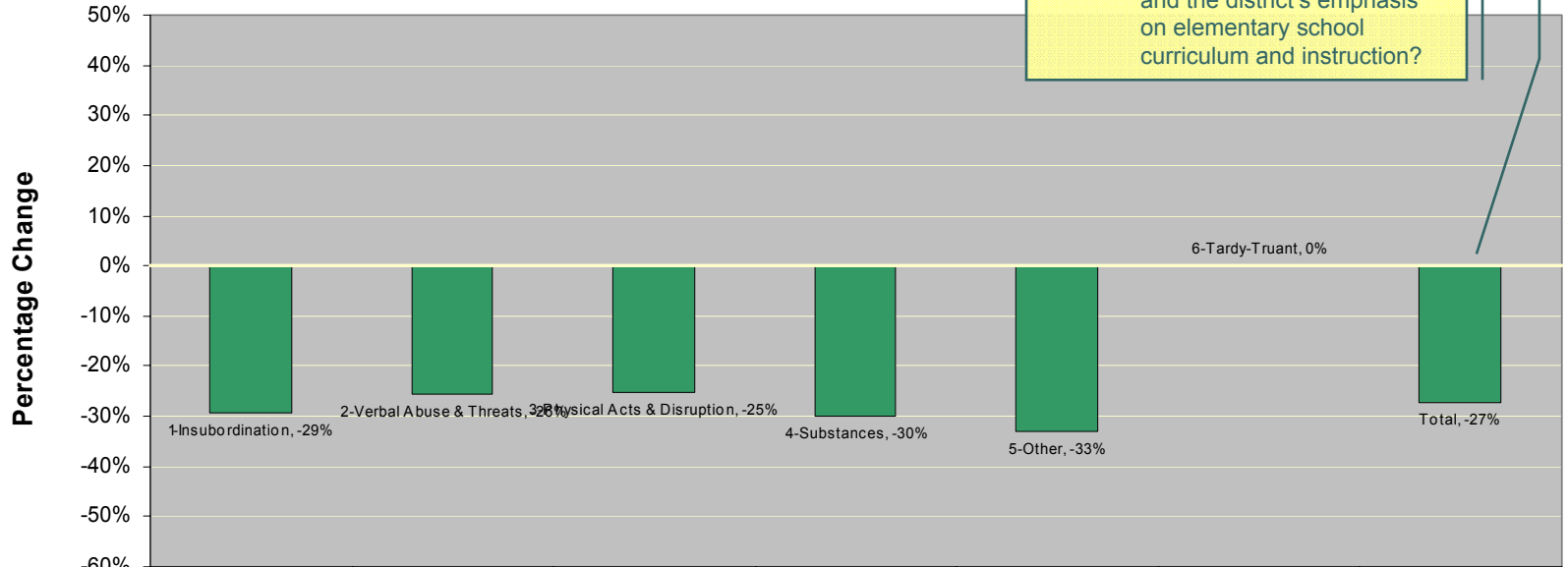


## Elementary School Disciplinary Incident Comparison Percentage Change SY2002 to SY2003

Grades K-5

Excludes Ready and Special Programs

Is there a connection between the 27% reduction and the district's emphasis on elementary school curriculum and instruction?



	1-Insubordination	2-Verbal Abuse & Threats	3-Physical Acts & Disruption	4-Substances	5-Other	6-Tardy-Truant	Total
SY2002	386	243	1,216	20	395	-	2,260
SY2003	273	181	910	14	264	-	1,642
Diff	(113)	(62)	(306)	(6)	(131)	-	(618)
% Diff	-29%	-26%	-25%	-30%	-33%	0%	-27%

Incident Group

# SY2003 Incident Mix

Excluding R.E.A.D.Y. & Special Schools

## Elementary School Disciplinary Incident Comparison SY2002 & SY2003

	1-Insubordination	2-Verbal Abuse & Threats	3-Physical Acts & Disruption	4-Substances	5-Other	6-Tardy- Truant	Total
SY2002	17%	11%	54%	1%	17%	0%	100%
SY2003	17%	11%	55%	1%	16%	0%	100%
<i>Diff</i>	0%	0%	2%	0%	-1%	0%	0%

- The mix of elementary school disciplinary incidents shifted only slightly in SY2003.
- The proportionate share of Physical Acts & Disruption incidents increased slightly.
- The proportionate share of Other incidents decreased slightly.

# SY2003 Total Disciplinary Incidents Remained Flat, But The Mix Changed

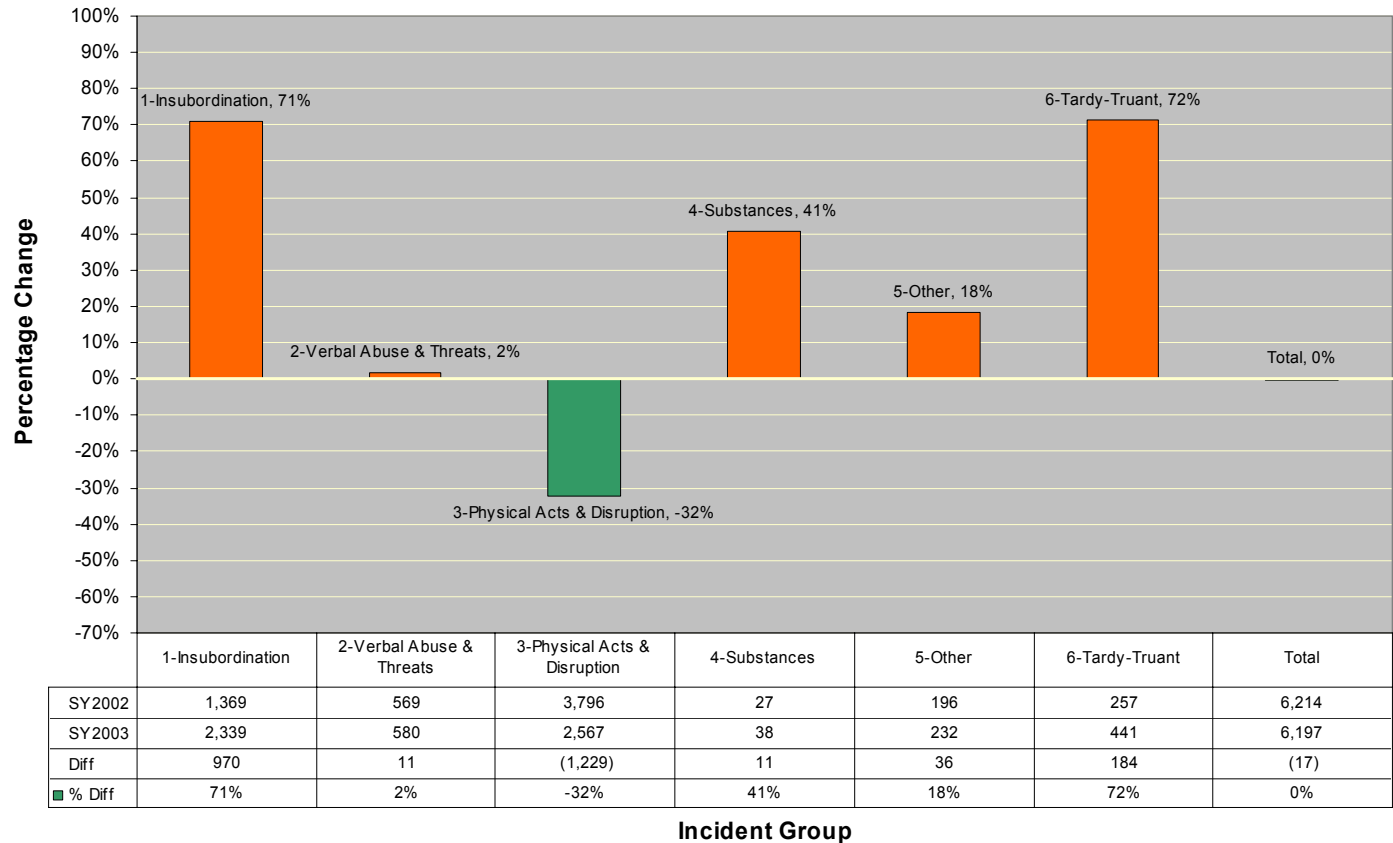


Excluding R.E.A.D.Y. & Special Schools

## Middle School Disciplinary Incident Comparison Percentage Change SY2002 to SY2003

Grades 6-8

Excludes Ready and Special Programs



# SY2003 Incident Mix

Excluding R.E.A.D.Y. & Special Schools

## Middle School Disciplinary Incident Comparison SY2002 & SY2003

	1-Insubordination	2-Verbal Abuse & Threats	3-Physical Acts & Disruption	4-Substances	5-Other	6-Tardy-Truant	Total
SY2002	22%	9%	61%	0%	3%	4%	100%
SY2003	38%	9%	41%	1%	4%	7%	100%
<i>Diff</i>	16%	0%	-20%	0%	1%	3%	0%

- The mix of middle school disciplinary incidents shifted in SY2003.
- There were proportionately fewer incidents of Physical Acts & Disruption in SY2003.
- There were proportionately more incidents of Insubordination and of Tardiness-Truancy.



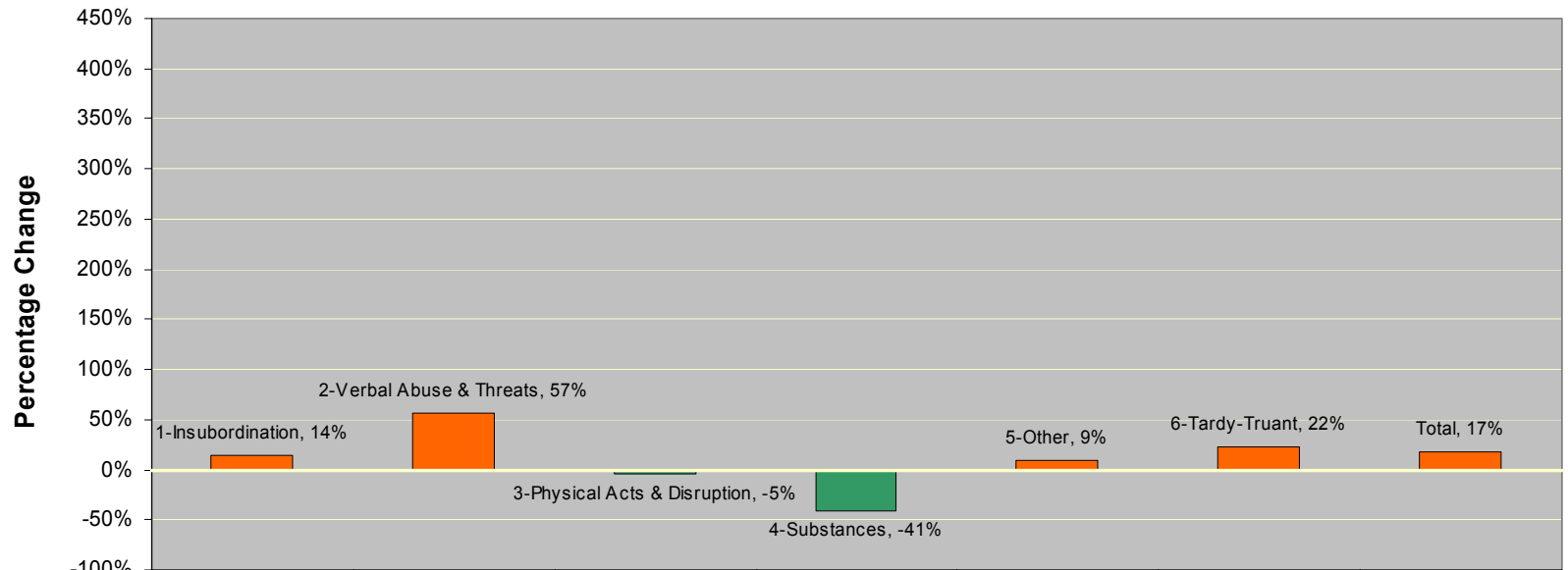
# SY2003 Total Disciplinary Incidents Increased 17%

Excluding R.E.A.D.Y. & Special Schools



## High School Disciplinary Incident Comparison Percentage Change SY2002 to SY2003

Grades 9-12  
Excludes Ready and Special Programs



	1-Insubordination	2-Verbal Abuse & Threats	3-Physical Acts & Disruption	4-Substances	5-Other	6-Tardy-Truant	Total
SY2002	2,387	315	1,411	121	128	7,392	11,754
SY2003	2,726	494	1,341	71	140	9,016	13,788
Diff	339	179	(70)	(50)	12	1,624	2,034
% Diff	14%	57%	-5%	-41%	9%	22%	17%

### Incident Group

# SY2003 Incident Mix

Excluding R.E.A.D.Y. & Special Schools

## High School Disciplinary Incident Comparison SY2002 & SY2003

	1-Insubordination	2-Verbal Abuse & Threats	3-Physical Acts & Disruption	4-Substances	5-Other	6-Tardy- Truant	Total
SY2002	20%	3%	12%	1%	1%	63%	100%
SY2003	20%	4%	10%	1%	1%	65%	100%
<i>Diff</i>	-1%	1%	-2%	-1%	0%	3%	0%

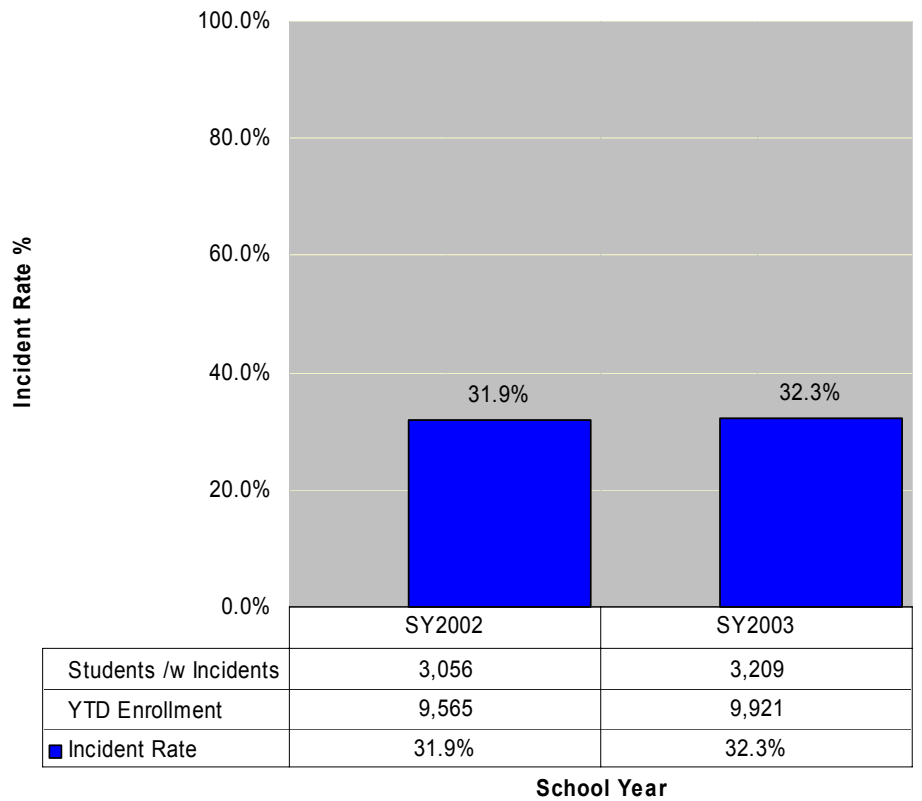
- The mix of high school disciplinary incidents shifted somewhat in SY2003.
- There were proportionately fewer incidents of Physical Acts & Disruption in SY2003.
- There were proportionately more incidents of Tardiness-Truancy.

# Incident Rate:

Percentage of Students With Disciplinary Incidents  
Includes Instances of Tardiness - Truancy

- The incident rate metric is computed by dividing the unduplicated number of students with disciplinary incidents by the unduplicated YTD enrollment.
- The SY2003 district incident rate was 32.3%, i.e., 32.3% of all students had at least one disciplinary incident. This rate is slightly higher than the SY2002 rate which was 31.9%.
- SY2002
  - In SY2002, 20,228 incidents were attributable to 3,056 different students.
- SY2003
  - In SY2003, 21,627 incidents were attributable to 3,209 different students.
  - The number of students with disciplinary incidents increased by 153 students (+5.0%).
  - The total unduplicated number of students increased by 356 students (+3.5%).

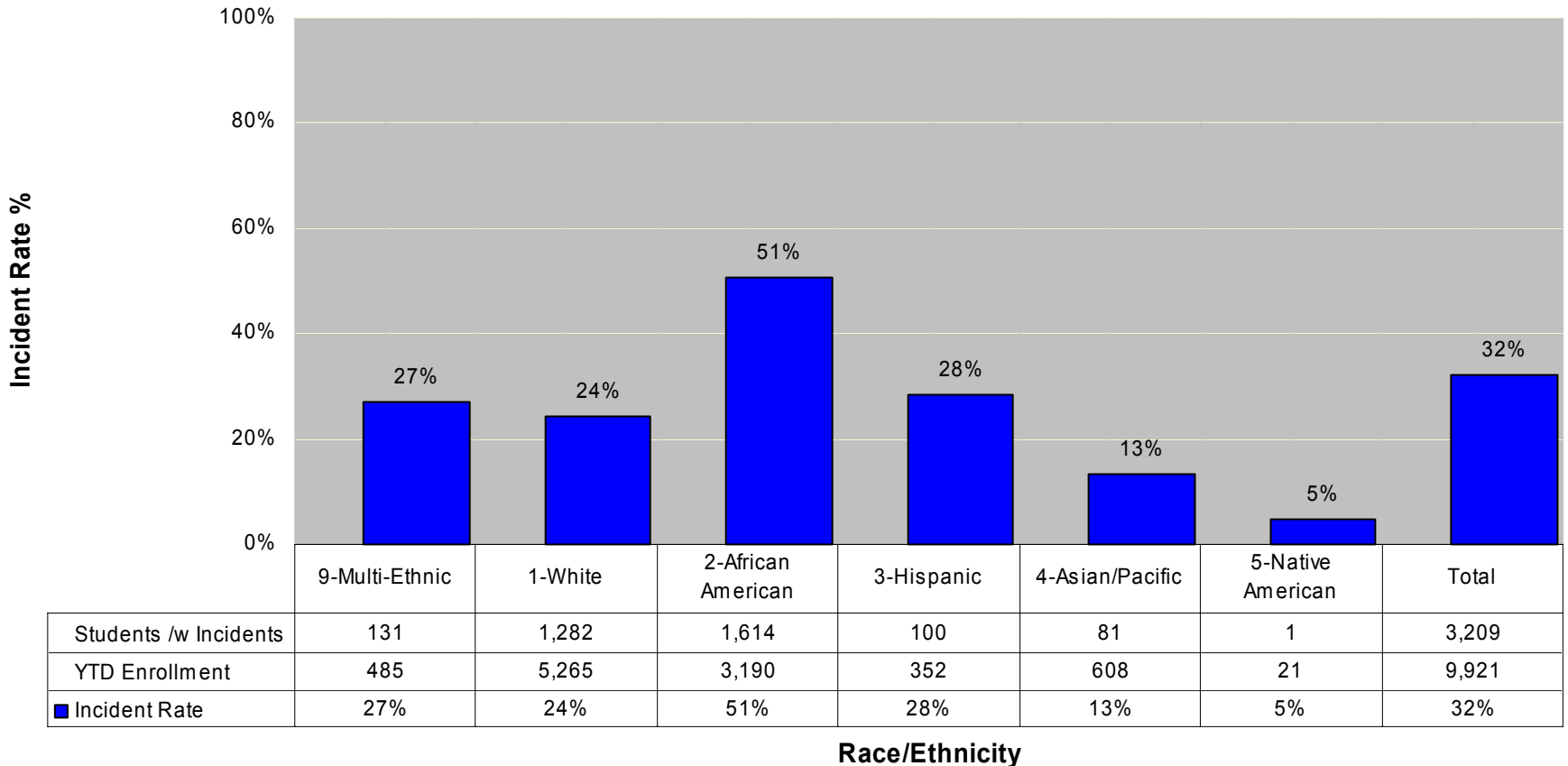
District Incident Rates SY2002 & SY2003  
District Level



# Incident Rate by Race/Ethnicity:

About half of African American students had at least one disciplinary incident.  
About a quarter of White students had at least one disciplinary incident.  
Over a quarter of Multi-Ethnic and Hispanic students had at least one disciplinary incident..  
Includes instances of tardiness-truancy.

## SY2003 District Incident Rates By Race/Ethnicity District Level



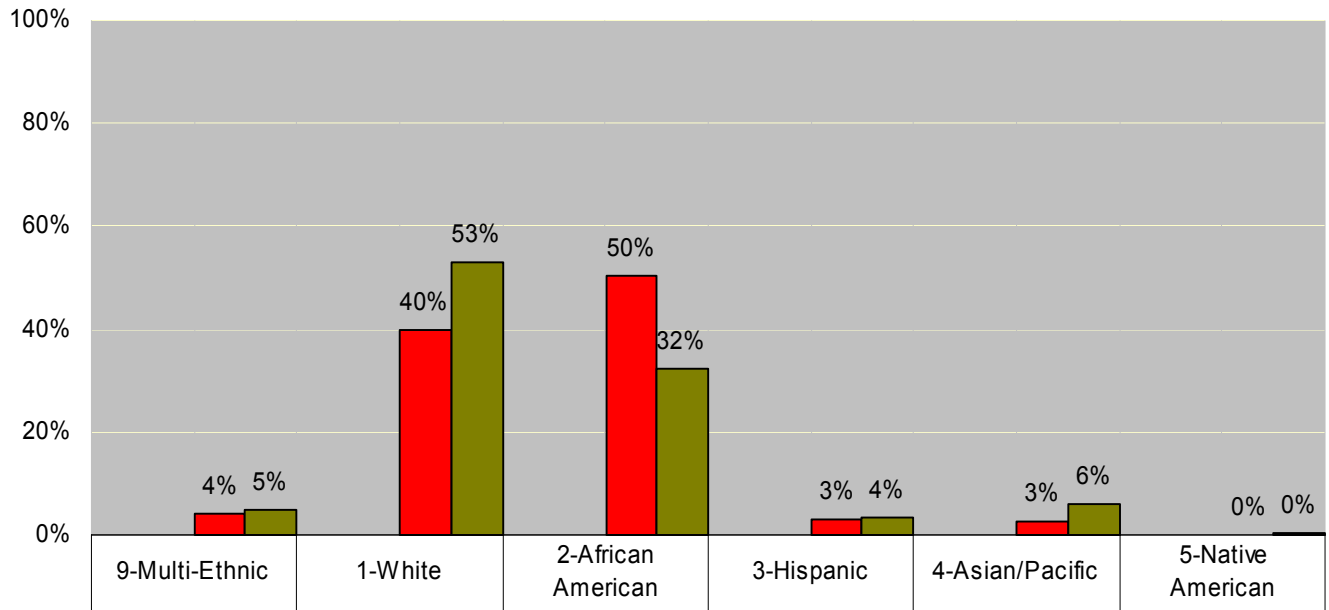
# Incident Distribution by Race/Ethnicity:

50% of the students with disciplinary incidents were African American. African Americans were 32% of all students.  
40% of the students with disciplinary incidents were White. Whites were 53% of all students.  
Includes instances of tardiness-truancy.

## SY2003 District Incident Distribution By Race/Ethnicity

District Level - Grades K-12

- 3,209 students had disciplinary incidents
- 1,614 African American students had disciplinary incidents
- 50% of the students with disciplinary incidents were African American
- 32% of the 9,921 student population was African American



Students /w Incidents	131	1,282	1,614	100	81	1
YTD Enrollment	485	5,265	3,190	352	608	21
<span style="color: red;">■</span> % of Students w/ Incidents	4%	40%	50%	3%	3%	0%
<span style="color: green;">■</span> % of YTD Students Enrollment	5%	53%	32%	4%	6%	0%

Race/Ethnicity

# ***Disciplinary Actions***

What Disciplinary Actions  
Did The District Take?

# In SY2003 There Were 21,627 Disciplinary Actions

Excluding R.E.A.D.Y. & Special Schools

Action \* Act\_grp Crosstabulation



Count	Act_grp										Total
	1-Expulsion	2-Suspension	3-Saturday School	4-Detention	5-In School Supervision	6-Supervised Lunch	7-Parental Contact	8-Warning	99-Not Noted	9-Other	
Action	0	0	0	0	0	0	0	0	1	0	1
ALT TO SUSP PROGRAM	0	0	0	0	129	0	0	0	0	0	129
APOLOGY TO CLASS	0	0	0	0	0	0	0	0	0	7	7
APOLOGY TO TEACHER	0	0	0	0	0	0	0	0	0	52	52
COMB: DET/PCF	0	0	0	0	0	0	74	0	0	0	74
COMB: PCF/SAT	0	0	0	0	0	0	35	0	0	0	35
COMB: SAT/SH DET	0	0	27	0	0	0	0	0	0	0	27
COMB: SUS/SAT	0	1	0	0	0	0	0	0	0	0	1
COMB: SUSP & ACC	0	8	0	0	0	0	0	0	0	0	8
COMB: SUSP/SH DET	0	66	0	0	0	0	0	0	0	0	66
COMB: TRC/WCF	0	0	0	0	0	0	0	9	0	0	9
COMB: WAR/SAT	0	0	2	0	0	0	0	0	0	0	2
COMB:CNF W/STU & ISS	0	0	0	0	126	0	0	0	0	0	126
COMB:CNF W/STU & SPV	0	0	0	0	1150	0	0	0	0	0	1150
COMB:ISS & DET	0	0	0	0	29	0	0	0	0	0	29
COMB:SPV & DET	0	0	0	0	302	0	0	0	0	0	302
DETENTION	0	0	0	9121	0	0	0	0	0	0	9121
EXPULSION	1	0	0	0	0	0	0	0	0	0	1
EXTENDED STUDY HALL	0	0	0	0	1504	0	0	0	0	0	1504
IN-SCHOOL SUPERVISN	0	0	0	0	1824	0	0	0	0	0	1824
IN-SCHOOL/OFFICE SUS	0	42	0	0	0	0	0	0	0	0	42
OTHER NON-SUSPENSION	0	0	0	0	0	0	0	0	0	260	260
OUT SCHL SUSPENSION	0	983	0	0	0	0	0	0	0	0	983
PARENT CONFERENCE	0	0	0	0	0	0	343	0	0	0	343
PARENT LETTER	0	0	0	0	0	0	83	0	0	0	83
PARENT PHONE CONTACT	0	0	0	0	0	0	196	0	0	0	196
REFER'D TO MEDIATION	0	0	0	0	0	0	0	0	0	31	31
REFERRED TO GUIDANCE	0	0	0	0	0	0	0	0	0	104	104
RESTITUTION/SCH SRV	0	0	0	0	0	0	0	0	0	29	29
SATURDAY SCHOOL	0	0	3435	0	0	0	0	0	0	0	3435
SUPERVISED AREA	0	0	0	0	267	0	0	0	0	0	267
SUPERVISED LUNCH	0	0	0	0	0	72	0	0	0	0	72
SUSP AWTG EXPULSION	0	16	0	0	0	0	0	0	0	0	16
SUS-PARNT REFUSE ACC	0	19	0	0	0	0	0	0	0	0	19
SUSPENDE FROM BUS	0	37	0	0	0	0	0	0	0	0	37
TEACHER CONF	0	0	0	0	0	0	0	0	0	54	54
TEAM CONF	0	0	0	0	0	0	0	0	0	2	2
WARN/CONF W/PUPIL	0	0	0	0	0	0	0	380	0	0	380
WARNING	0	0	0	0	0	0	0	806	0	0	806
Total	1	1172	3464	9121	5331	72	731	1195	1	539	21627

- The SY2003 action total was 21,627, a +7% increase over the 20,228 actions in SY2002.
- Expulsion:
  - SY2003 had the 1<sup>st</sup> expulsion in recent years.
- Suspension:
  - Up +11%, 114 additional totaling 1,172 SY2003 actions.
- Saturday School:
  - Up +20%, 568 additional totaling 3,464 actions.
- Detention:
  - Up +7%, 595 additional totaling 9,121 actions.
- In-School Supervision:
  - Down -14%, -845 decrease totaling 5,331 actions.
- Supervised Lunch:
  - Down -23%, -21 decrease totaling 72 actions.
- Parental Contact:
  - Up +76%, +315 increase totaling 731 actions.
- Warning:
  - Up +104%, 609 increase totaling 1,195 actions.
- Other (includes 1 case Not Noted):
  - Up 13%, 63 increase totaling 540 actions.

# SY2003 Total Disciplinary Actions Increased 7% And The Mix Changed

Excluding R.E.A.D.Y. & Special Schools

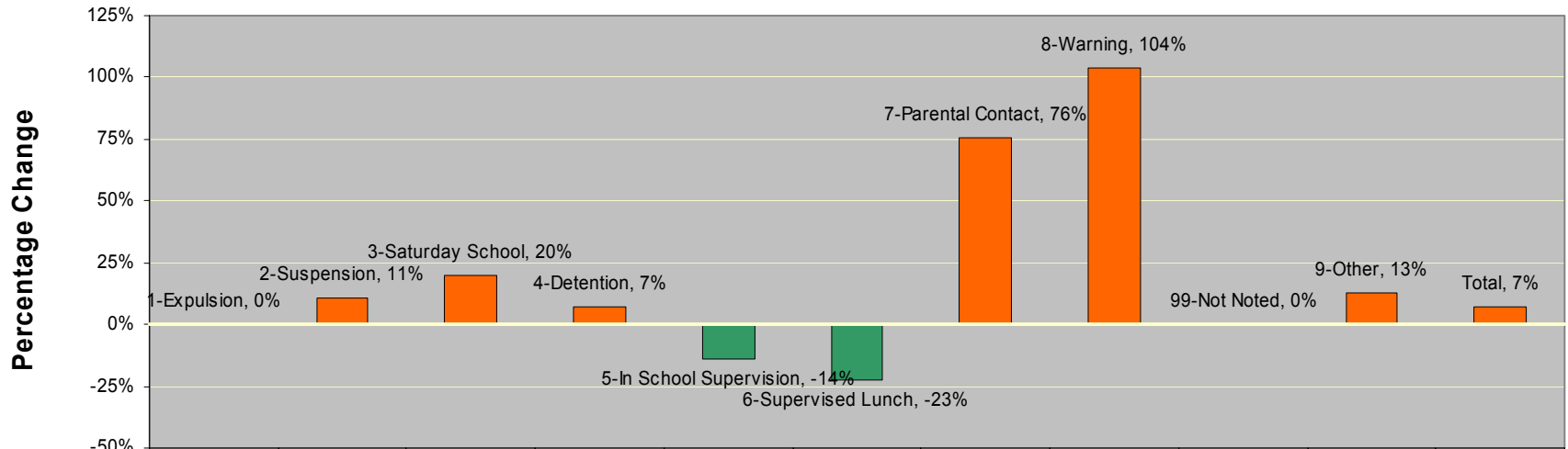


## All School Disciplinary Action Comparison

Percentage Change SY2002 to SY2003

Grades K-12

Excludes Ready and Special Programs



	1-Expulsion	2-Suspension	3-Saturday School	4-Detention	5-In School Supervision	6-Supervised Lunch	7-Parental Contact	8-Warning	99-Not Noted	9-Other	Total
SY2002	-	1,058	2,896	8,526	6,176	93	416	586	-	477	20,228
SY2003	1	1,172	3,464	9,121	5,331	72	731	1,195	1	539	21,627
Diff	1	114	568	595	(845)	(21)	315	609	1	62	1,399
% Diff	0%	11%	20%	7%	-14%	-23%	76%	104%	0%	13%	7%

### Action Group



# SY2003 Action Mix

Excluding R.E.A.D.Y. &amp; Special Schools

District Disciplinary Action Comparison SY2002 &amp; SY2003

	1-Expulsion	2-Suspension	3-Saturday School	4-Detention	5-In School Supervision	6-Supervised Lunch	7-Parental Contact	8-Warning	99-Not Noted	9-Other	Total
SY2002	0%	5%	14%	42%	31%	0%	2%	3%	0%	2%	100%
SY2003	0%	5%	16%	42%	25%	0%	3%	6%	0%	2%	100%
<i>Diff</i>	0%	0%	2%	0%	-6%	0%	1%	3%	0%	0%	0%

- The mix of disciplinary actions shifted in SY2003.
- There were proportionately fewer In-School Supervision actions in SY2003.
- There were proportionately more Warning and Saturday School actions.

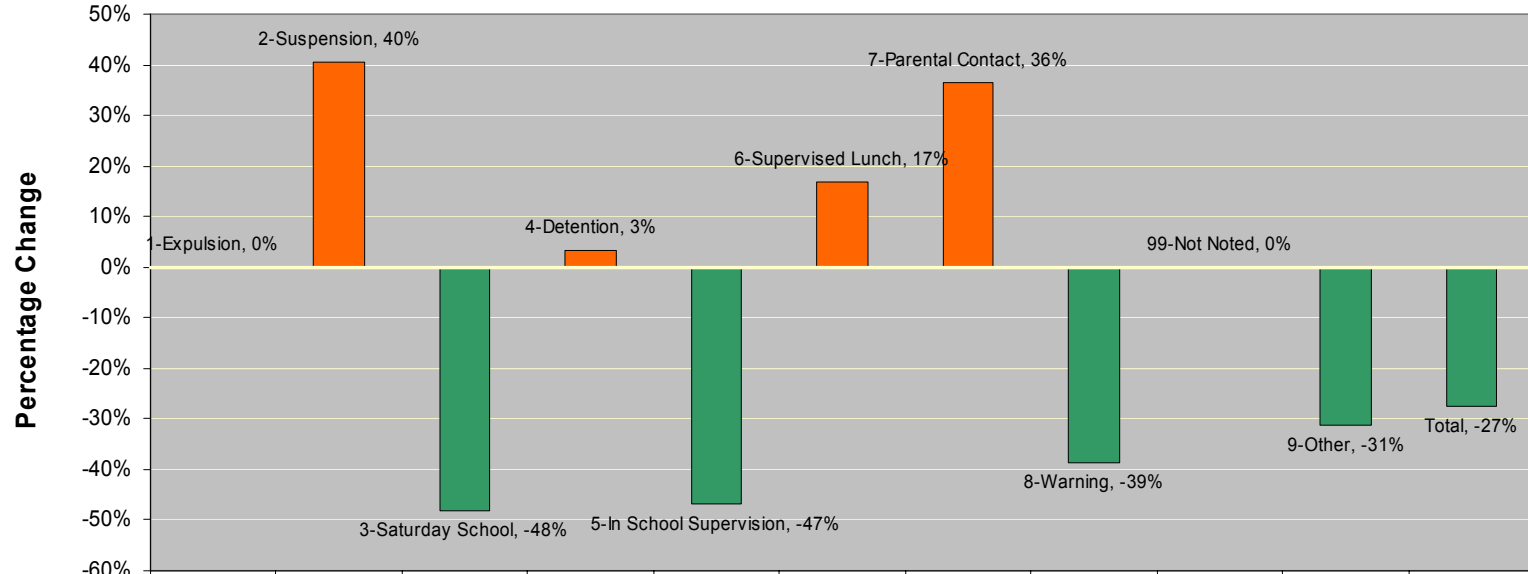
# SY2003 Total Disciplinary Actions Decreased -27%

Excluding R.E.A.D.Y. & Special Schools



## Elementary School Disciplinary Action Comparison Percentage Change SY2002 to SY2003

Grades K-5  
Excludes Ready and Special Programs



	1-Expulsion	2-Suspension	3-Saturday School	4-Detention	5-In School Supervision	6-Supervised Lunch	7-Parental Contact	8-Warning	99-Not Noted	9-Other	Total
SY2002		178	83	119	1,295	24	203	192		166	2,260
SY2003		250	43	123	688	28	277	118	1	114	1,642
Diff	-	72	(40)	4	(607)	4	74	(74)	1	(52)	(618)
% Diff	0%	40%	-48%	3%	-47%	17%	36%	-39%	0%	-31%	-27%

### Action Group

# SY2003 Action Mix

Excluding R.E.A.D.Y. &amp; Special Schools

## Elementary School Disciplinary Action Comparison SY2002 & SY2003

	1-Expulsion	2-Suspension	3-Saturday School	4-Detention	5-In School Supervision	6-Supervised Lunch	7-Parental Contact	8-Warning	99-Not Noted	9-Other	Total
SY2002	0%	8%	4%	5%	57%	1%	9%	8%	0%	7%	100%
SY2003	0%	15%	3%	7%	42%	2%	17%	7%	0%	7%	100%
<i>Diff</i>	0%	7%	-1%	2%	-15%	1%	8%	-1%	0%	0%	0%

- The mix of disciplinary actions shifted in SY2003.
- There were proportionately fewer In-School Supervision actions in SY2003.
- There were proportionately more Parental Contact and Suspension actions.

# SY2003 Total Disciplinary Actions Remained Flat, But The Mix Changed

Excluding R.E.A.D.Y. & Special Schools

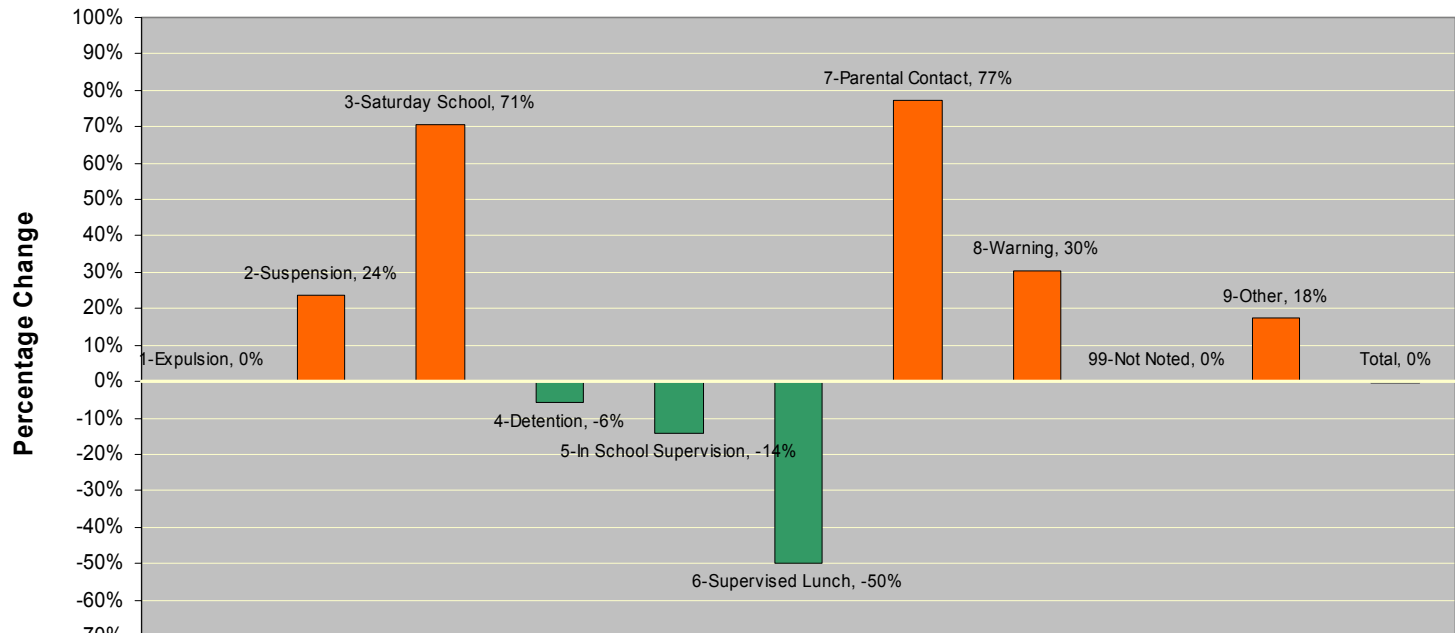


## Middle School Disciplinary Action Comparison

Percentage Change SY2002 to SY2003

Grades 6-8

Excludes Ready and Special Programs



	1-Expulsion	2-Suspension	3-Saturday School	4-Detention	5-In School Supervision	6-Supervised Lunch	7-Parental Contact	8-Warning	99-Not Noted	9-Other	Total
SY2002		402	499	788	3,905	68	75	232		245	6,214
SY2003	1	497	852	742	3,348	34	133	302		288	6,197
Diff	1	95	353	(46)	(557)	(34)	58	70	-	43	(17)
% Diff	0%	24%	71%	-6%	-14%	-50%	77%	30%	0%	18%	0%

Action Group

# SY2003 Action Mix

Excluding R.E.A.D.Y. &amp; Special Schools

## Middle School Disciplinary Action Comparison SY2002 & SY2003

	1-Expulsion	2-Suspension	3-Saturday School	4-Detention	5-In School Supervision	6-Supervised Lunch	7-Parental Contact	8-Warning	99-Not Noted	9-Other	Total
SY2002	0%	6%	8%	13%	63%	1%	1%	4%	0%	4%	100%
SY2003	0%	8%	14%	12%	54%	1%	2%	5%	0%	5%	100%
<i>Diff</i>	0%	2%	6%	-1%	-9%	-1%	1%	1%	0%	1%	0%

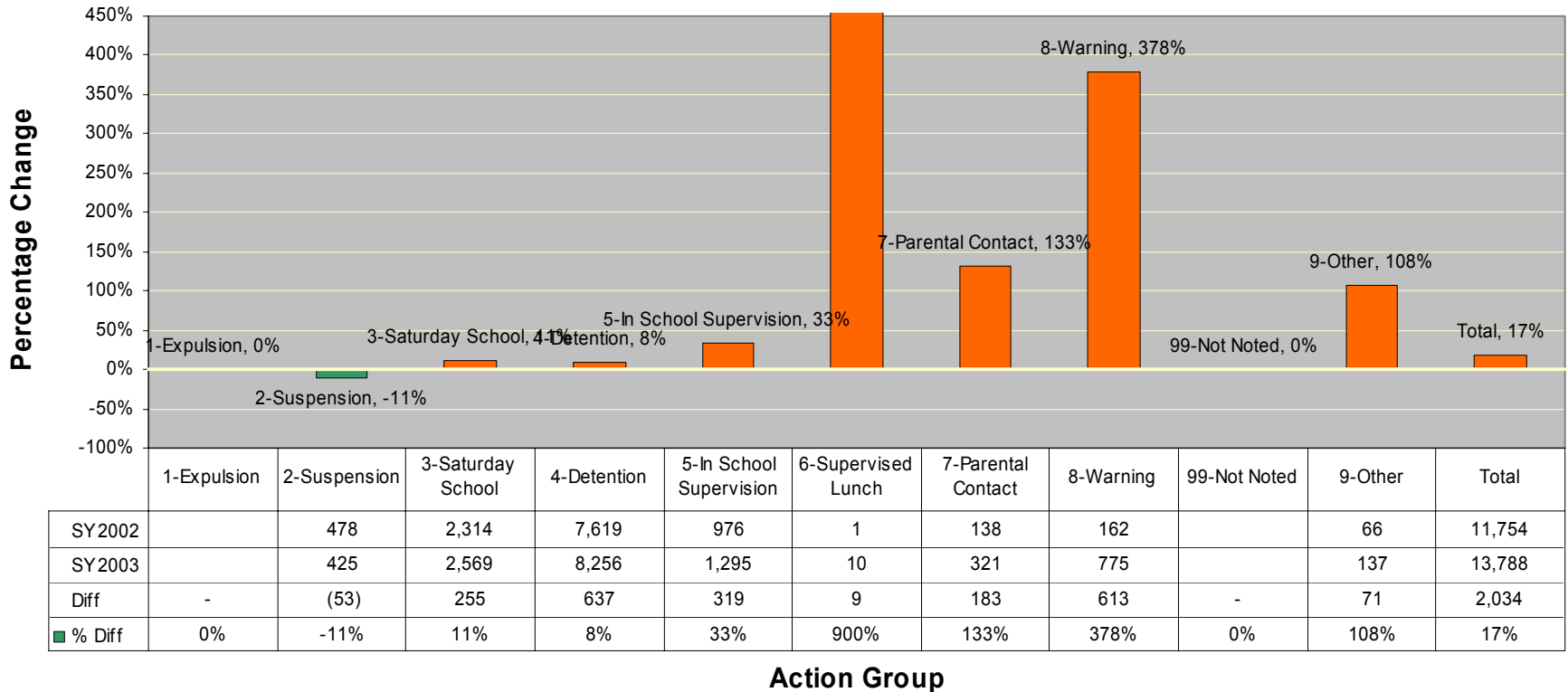
- The mix of disciplinary actions shifted.
- There were proportionately fewer In-School Supervision actions in SY2003.
- There were proportionately more Saturday School and Suspension actions.

# SY2003 Total Disciplinary Incidents Increased 17%

Excluding R.E.A.D.Y. & Special Schools



## High School Disciplinary Action Comparison Percentage Change SY2002 to SY2003 Grades 9-12 Excludes Ready and Special Programs



# SY2003 Action Mix

Excluding R.E.A.D.Y. &amp; Special Schools

**High School Disciplinary Action Comparison SY2002 & SY2003**

	1-Expulsion	2- Suspen sion	3- Saturday School	4-Detention	5-In School Supervision	6- Supervised Lunch	7-Parental Contact	8-Warning	99-Not Noted	9-Other	Total
SY2002	0%	4%	20%	65%	8%	0%	1%	1%	0%	1%	100%
SY2003	0%	3%	19%	60%	9%	0%	2%	6%	0%	1%	100%
<i>Diff</i>	0%	-1%	-1%	-5%	1%	0%	1%	4%	0%	0%	0%

- The mix of disciplinary actions shifted in SY2003.
- Although the number of Detention actions increased, there were proportionately fewer Detention actions in SY2003.
- There were proportionately more Warning actions.

# Disciplinary Actions:

- Detention, In-School Supervision, Saturday School, and Suspensions are exclusionary in nature and combined account for over 88% of the district's disciplinary actions.
- The monitor notes that the PBIS initiative calls for progressive disciplinary processes, i.e., non-punitive disciplinary actions which are geared to maintaining student academic progress.
- It is not clear to the monitor that the district has executed ("theory in use") the PBIS initiative according to PBIS design.
- As indicated elsewhere: ***"Students cannot achieve academic success if they are not in school."***
- The district should articulate a PBIS informed "theory of action" concerning if (and how) the current PBIS implementation -- "theory in use" -- functions as an ***"intervention strategy only and as a means to improve student performance and academic behavior."***



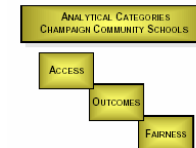
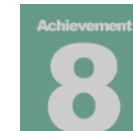
# Discipline & Suspensions:

- African American discipline and suspension rates continue to be significantly higher than those of White students and are disproportionate to the African American percentage of the student population.
- 51% of all African American students had at least one disciplinary action as compared to 24 % of White students.
- In SY2003, 70% of students who received suspended were African American.
- There appears to be a connection between discipline and student achievement. Students who were disciplined appeared to have lower standardized test scores. Students with the lowest scores appeared to have more lost days due to disciplinary action than did students with higher scores. The district should investigate if the “theory in use” surrounding discipline is consistent with the district “theory of action” and report to the monitor.

# Section 08: Achievement

Appendix Q - Alternative Programs - SY2003  
Appendix S - Stanford Stanines – SY2003  
Appendix T.1 - Elementary School ISAT SY2003  
Appendix T.2 - Middle School ISAT SY2003  
Appendix U - Middle School Course Grades SY2003  
Appendix V - High School Course Grades SY2003  
Appendix W - Level III Course Grades & Enrollment - SY2003  
Appendix X - Advanced Placement SY2003  
Appendix Y - Graduation - SY2003  
Appendix Z - Dropouts, DOC, Storefront, READY - SY2003  
Appendix AA - PSAE SY2003

*“Inspect  
What You  
Expect”*



## Covered In This Section Are:

- ISBE Achievement Test Results – ISAT & PSAE
- Core Course Grades – Middle & High Schools
- Level III, Level II, & Level I Courses and Grades
- Advanced Placement Courses, Grades, & AP Test Results
- Graduates
- High School Withdrawal Rates – Dropouts, Storefront, R.E.A.D.Y.
- Alternative Programs

# ***ISBE Achievement Tests:***

***ISAT – Elementary & Middle Schools***

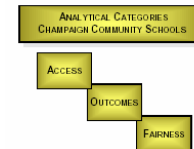
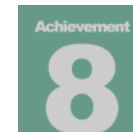
***PSAE – High Schools***

See Appendix T.1 - Elementary School ISAT SY2003

See Appendix T.2 - Middle School ISAT SY2003

See Appendix AA - PSAE SY2003

*“Inspect  
What You  
Expect”*



# ISBE Achievement Tests: Findings

- SY2003 African American performance scores on ISAT and PSAE were lower than other racial/ethnic group scores in each standard area at the district level and at the school level:
  - Reading
  - Math
  - Writing
  - Science
  - Social Science
- The most frequent performance score level for African American students was “Academic Warning – Below Standards”.
- While the proportion of African American students “Meeting or Exceeding Standards” was lower than for other groups, it should be noted that many African American students did score at the highest performance levels.
- There are differences between SY2002 and SY2003 ISAT/PSAE scores, but it is not clear if they are due to normal year-to-year fluctuations or if the elementary school skills curriculum is beginning to show results on some campuses.
- The district should explain the reason for differences among campuses.
- The district should explain the reason some students had “no ratings”.

# ISBE Achievement Tests: Findings

- There may be a relationship between SPED status and ISAT/PSAE performance. ISAT/PSAE scores were lower for students with SPED classifications:
- There may be a relationship between days absent and ISAT/PSAE performance. Those students with the most days absent may have the lowest ISAT/PSAE scores (or may not have been rated). This appears to be the case within most racial/ethnic groups.
- There may be a relationship between days lost due to disciplinary action and ISAT/PSAE performance. Those students with the most lost days may have the lowest ISAT/PSAE scores (or may not have been rated). This appears to be the case within most racial/ethnic groups.
- The impact of SPED, days absent, and lost days may differ for different racial/ethnic groups and merits additional study and consideration.

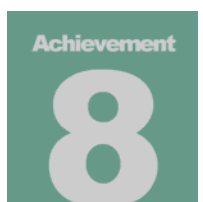
# ISBE Achievement Tests & Performance Definitions

Adapted from <http://www.isbe.net/assessment/ISATperfdef.htm#ISAT%20Reading>

- The Illinois State Board of Education (ISBE) measures annually student attainment of curriculum standards.
- The ISAT (Illinois Standards Achievement Test) is used at the elementary and middle school level.
- The PSAE (Prairie State Achievement Test) is used at the high school level.
- The work of students at each performance level is summarized in the following profiles:
  - Exceeds Standards – Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.
  - Meets Standards – Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
  - Below Standards – Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
  - Academic Warning – Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
- ISBE performance level metrics only include those students who successfully completed the test. Students absent or not completing the test (for whatever reason) are not included.

# District ISBE Reading Score Distribution By Race/Ethnicity At Tested Grades:

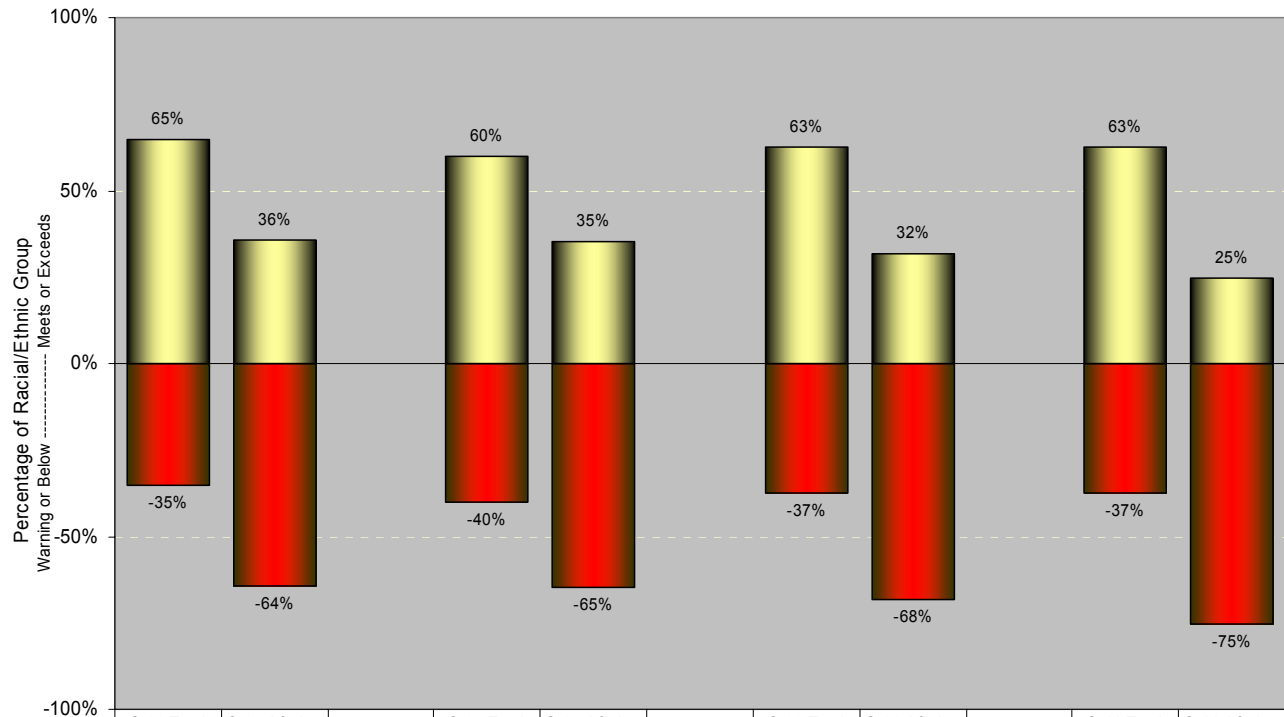
District wide, 60%-65% of students tested scored "Meets" or "Exceeds Standards". The highest percentage was 65% at Grade 3 and the lowest was 60% at Grade 5.



## SY2003 Total District & African American Distribution On ISBE Reading Standards

Grades 3, 5, & 8 are on ISAT. Grade 11 is PSAE.

- SY2003 African American scores were lower than other racial/ethnic group scores.
- 35%-36% of African American scores at Grades 3 and 5 were "Meets or Exceeds Standards".
- 32% of African American scores at Grade 8 were "Meets or Exceeds Standards".
- 25% of African American scores at Grade 11 were "Meets or Exceeds Standards".
- ISBE metrics contain only the rated scores.



	Gr03 Total	Gr03 Afr Am	Gr05 Total	Gr05 Afr Am	Gr08 Total	Gr08 Afr Am	Gr11 Total	Gr11 Afr Am
Warning or Below Stds N	244	159	263	160	232	143	230	104
Meets or Exceeds Stds N	452	89	396	87	390	67	385	34
Warning or Below Stds %	-35%	-64%	-40%	-65%	-37%	-68%	-37%	-75%
Meets or Exceeds Stds %	65%	36%	60%	35%	63%	32%	63%	25%

SY2003 Grade



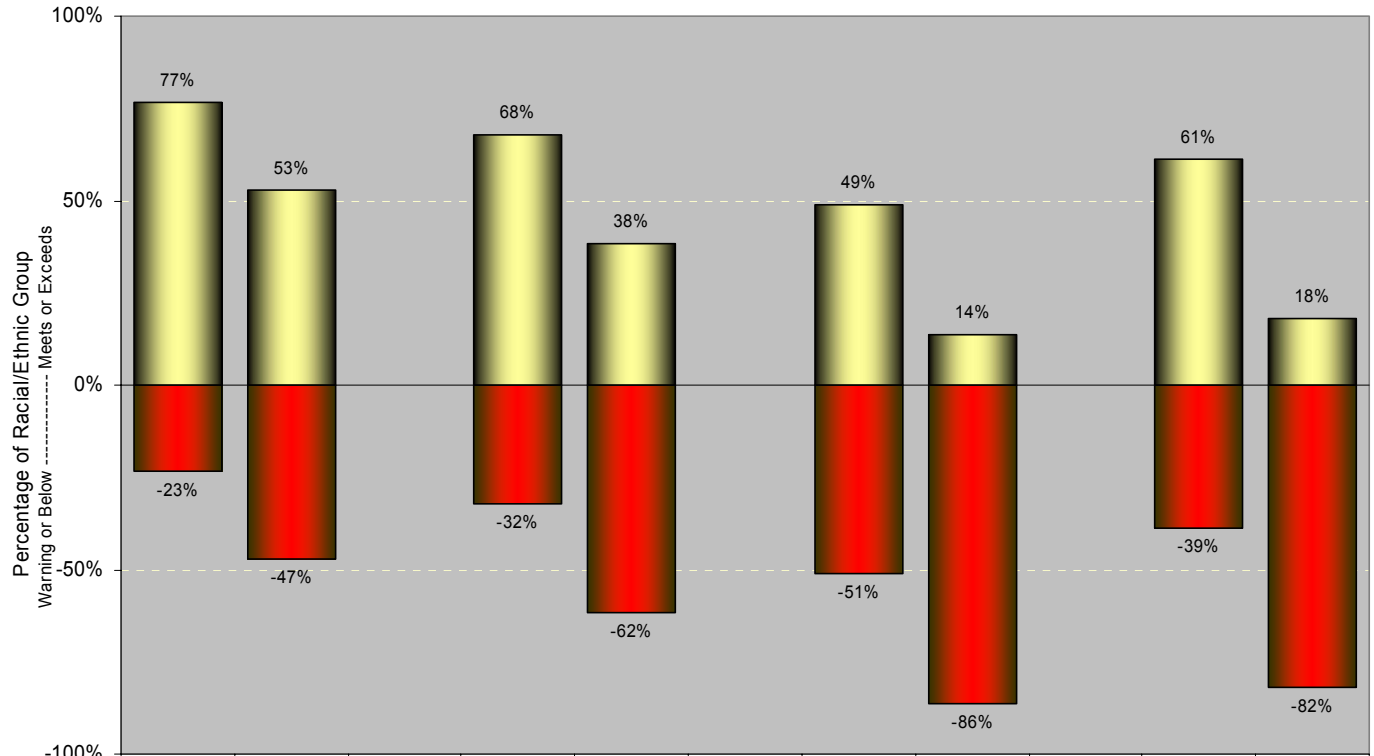
# District ISBE Math Score Distribution By Race/Ethnicity At Tested Grades:

District wide, the percentage of students scoring “Meets” or “Exceeds Standards” ranged from a high of 77% at Grade 3 to a low of 49% at Grade 8.



**SY2003 Total District & African American Distribution On ISBE Math Standards**

Grades 3, 5, & 8 are on ISAT. Grade 11 is PSAE.



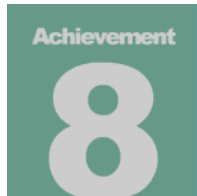
	Gr03 Total	Gr03 Afr Am	Gr05 Total	Gr05 Afr Am	Gr08 Total	Gr08 Afr Am	Gr11 Total	Gr11 Afr Am
Warning or Below Stds N	164	117	213	153	319	184	238	113
Meets or Exceeds Stds N	535	132	447	95	306	29	378	25
Warning or Below Stds %	-23%	-47%	-32%	-62%	-51%	-86%	-39%	-82%
Meets or Exceeds Stds %	77%	53%	68%	38%	49%	14%	61%	18%

SY2003 Grade

- SY2003 African American scores were lower than other racial/ethnic group scores.
- 53% of African American scores at Grade 3 were “Meets or Exceeds Standards”. At Grade 5 the percentage was 38%
- 14% of African American scores at Grade 8 were “Meets or Exceeds Standards”.
- 18% of African American scores at Grade 11 were “Meets or Exceeds Standards”.
- ISBE metrics contain only the rated scores.

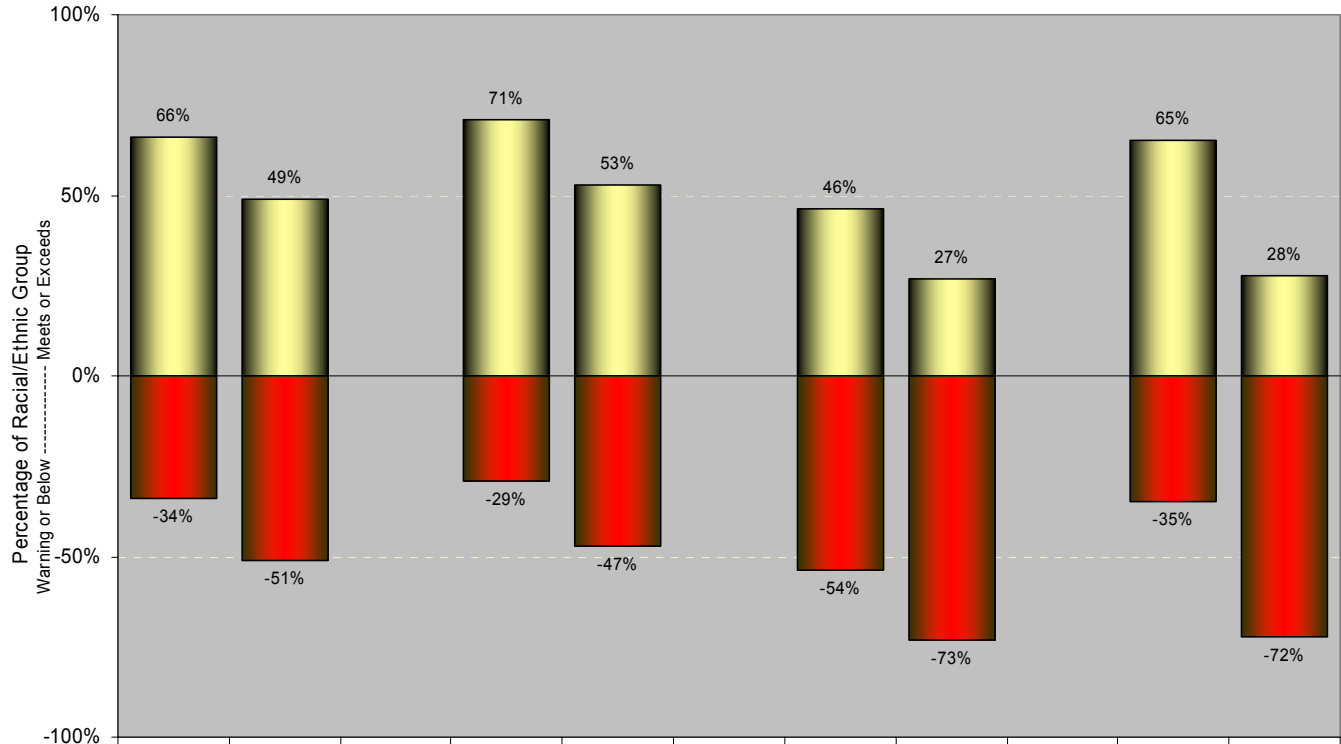
# District ISBE Writing Score Distribution By Race/Ethnicity At Tested Grades:

District wide, the percentage of students scoring “Meets” or “Exceeds Standards” ranged from a high of 71% at Grade 5 to a low of 46% at Grade 8.



## SY2003 Total District & African American Distribution On ISBE Writing Standards

Grades 3, 5, & 8 are on ISAT. Grade 11 is PSAE.



	Gr03 Total	Gr03 Afr Am	Gr05 Total	Gr05 Afr Am	Gr08 Total	Gr08 Afr Am	Gr11 Total	Gr11 Afr Am
Warning or Below Stds N	237	126	189	115	331	150	212	99
Meets or Exceeds Stds N	458	120	462	128	286	55	396	38
Warning or Below Stds %	-34%	-51%	-29%	-47%	-54%	-73%	-35%	-72%
Meets or Exceeds Stds %	66%	49%	71%	53%	46%	27%	65%	28%

SY2003 Grade

# District ISBE Science Score Distribution By Race/Ethnicity At Tested Grades:

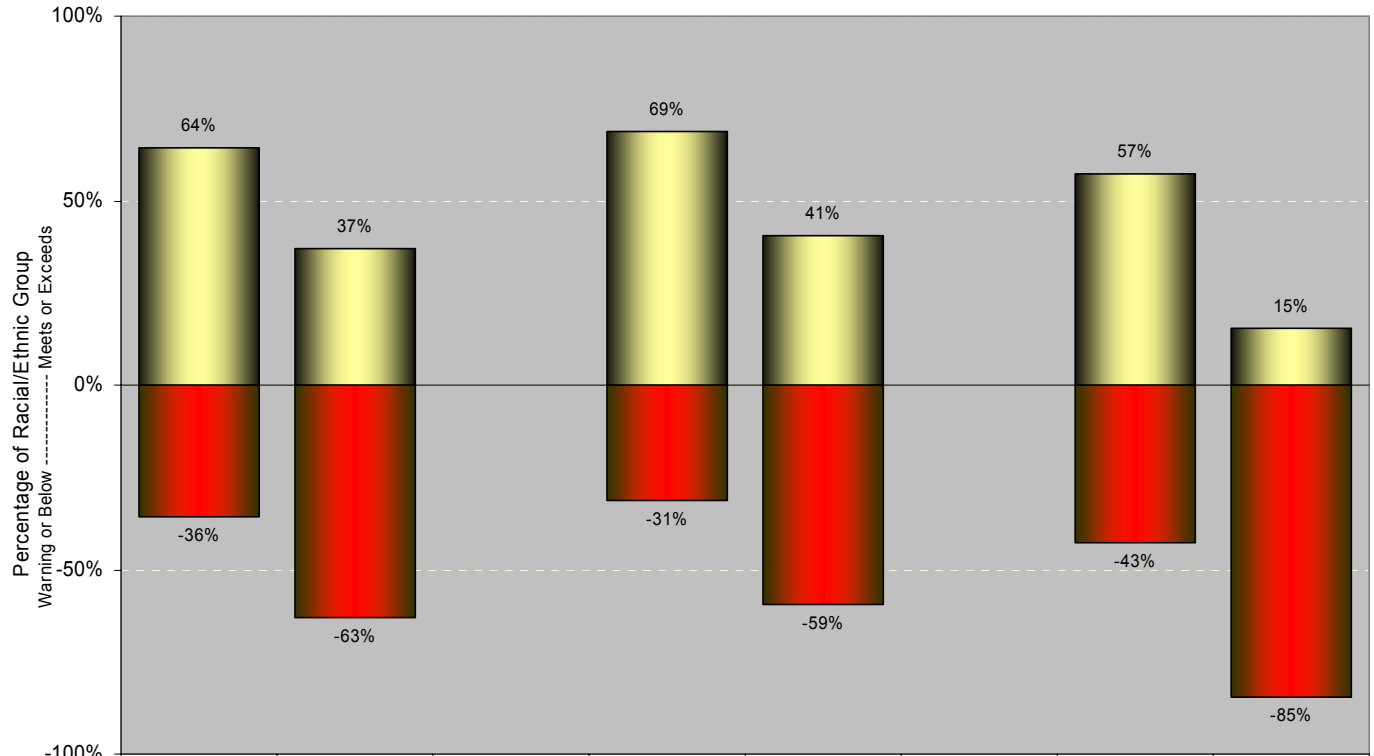
District wide, the percentage of students scoring “Meets” or “Exceeds Standards” ranged from a high of 69% at Grade 7 to a low of 57% at Grade 11.



**SY2003 Total District & African American Distribution On ISBE Science Standards**

Grades 4 & 7 are on ISAT. Grade 11 is PSAE.

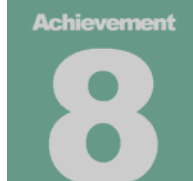
- SY2003 African American scores were lower than other racial/ethnic group scores.
- 37% of African American scores at Grade 4 were “Meets or Exceeds Standards”.
- 41% of African American scores at Grade 7 were “Meets or Exceeds Standards”.
- 15% of African American scores at Grade 11 were “Meets or Exceeds Standards”.
- ISBE metrics contain only the rated scores.



	Gr04 Total	Gr04 Afr Am		Gr07 Total	Gr07 Afr Am		Gr11 Total	Gr11 Afr Am
Warning or Below Stds N	250	161		209	137		264	117
Meets or Exceeds Stds N	452	95		457	94		351	21
Warning or Below Stds %	-36%	-63%		-31%	-59%		-43%	-85%
Meets or Exceeds Stds %	64%	37%		69%	41%		57%	15%

SY2003 Grade

# District ISBE Social Science Score Distribution By Race/Ethnicity At Tested Grades:

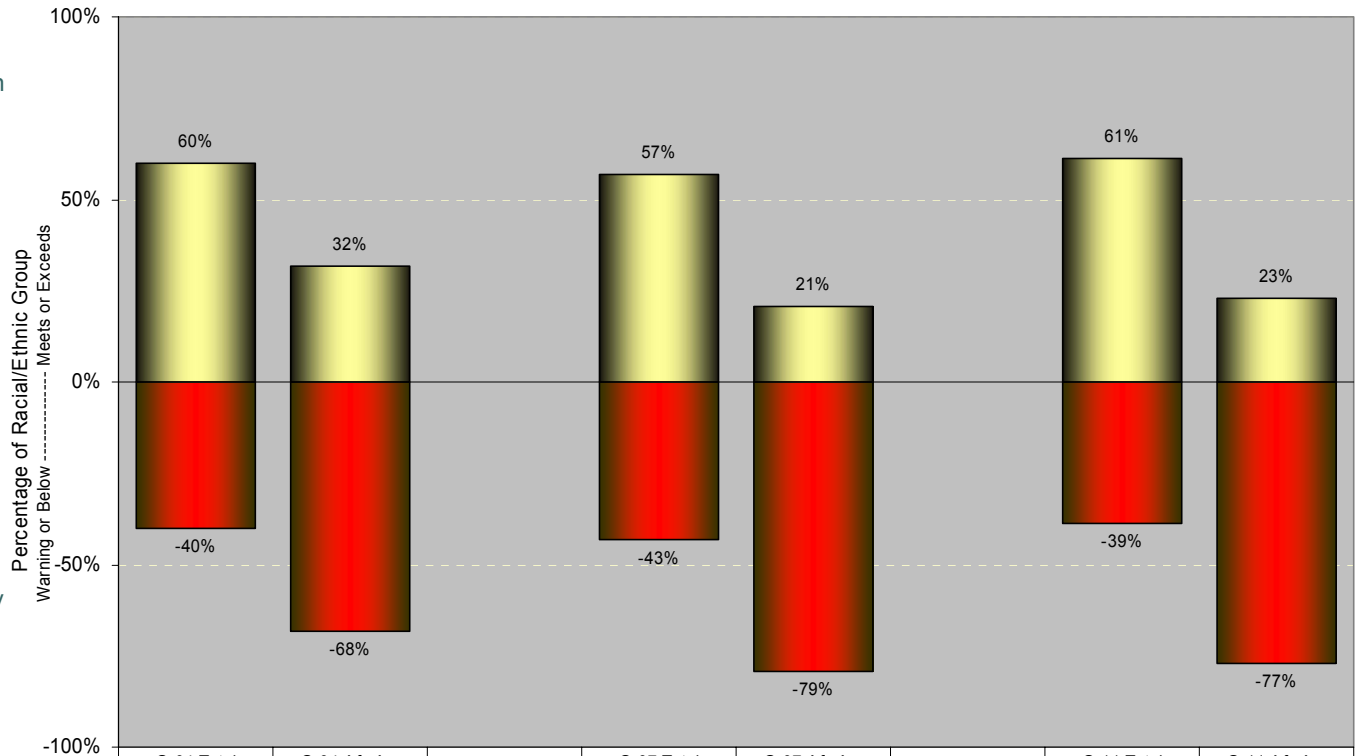


District wide, the percentage of students scoring “Meets” or “Exceeds Standards” ranged from a high of 61% at Grade 11 to a low of 57% at Grade 7.

- SY2003 African American scores were lower than other racial/ethnic group scores.
- 32% of African American scores at Grade 4 were “Meets or Exceeds Standards”.
- 21% of African American scores at Grade 8 were “Meets or Exceeds Standards”.
- 23% of African American scores at Grade 11 were “Meets or Exceeds Standards”.
- ISBE metrics contain only the rated scores.

**SY2003 Total District & African American Distribution On ISBE Social Science Standards**

Grades 4 & 7 are on ISAT. Grade 11 is PSAE.

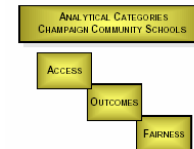
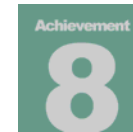


	Gr04 Total	Gr04 Afr Am		Gr07 Total	Gr07 Afr Am		Gr11 Total	Gr11 Afr Am
Warning or Below Stds N	283	175		289	184		241	111
Meets or Exceeds Stds N	420	82		379	48		380	33
Warning or Below Stds %	-40%	-68%		-43%	-79%		-39%	-77%
Meets or Exceeds Stds %	60%	32%		57%	21%		61%	23%

SY2003 Grade

# ***Elementary School Comparisons ISAT :*** ***How Did African American Students Perform On ISAT At Each Elementary School?***

*“Inspect  
What You  
Expect”*



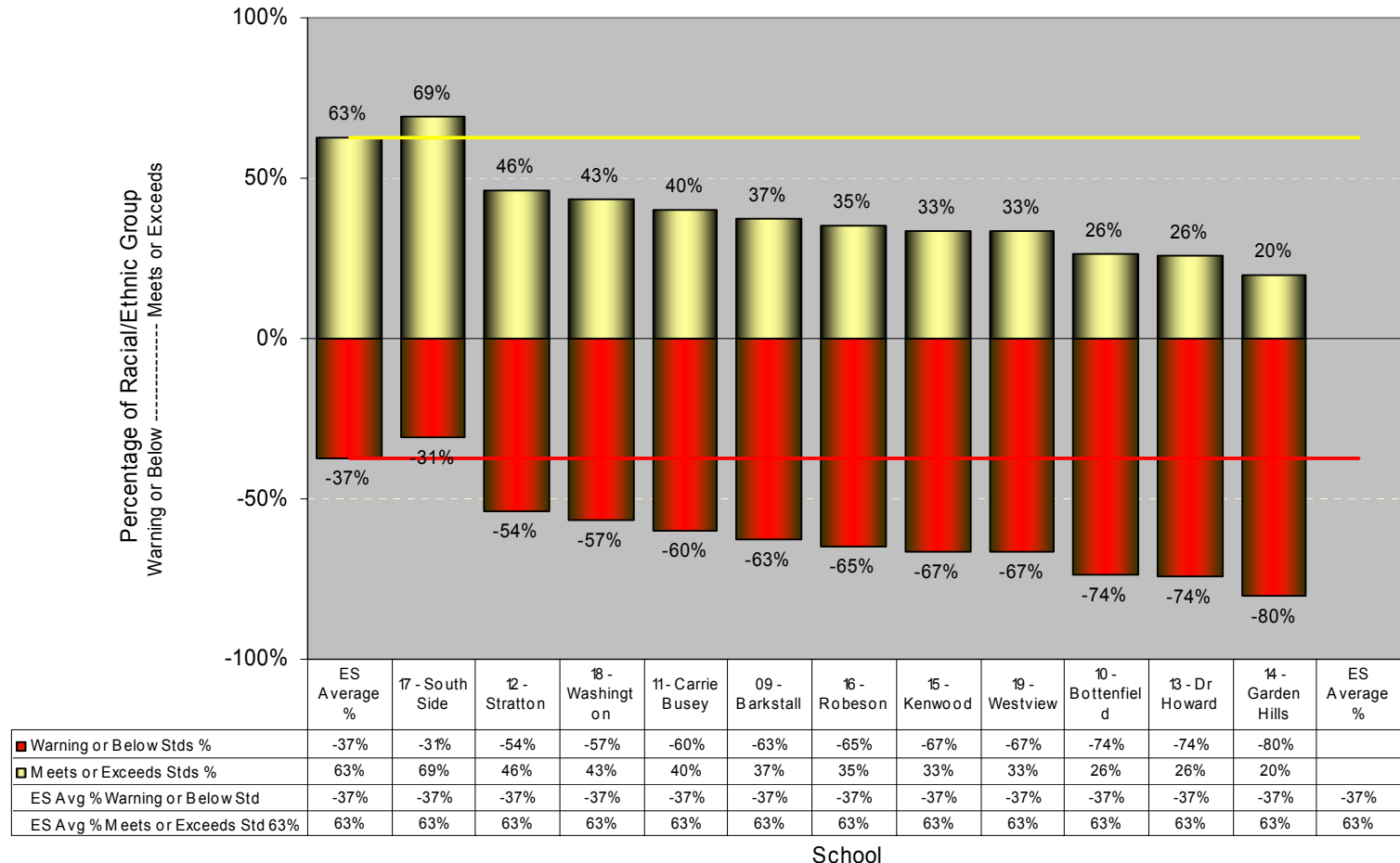
# African American Reading by School

## ISAT Reading Score Distribution By Race/Ethnicity:

In SY2003, 63% of all students tested scored "Meets or Exceeds" ISBE standards and 37% scored "Academic Warning or Below" standards". With the exception of South Side ES, the proportion of African American students at each elementary school scoring "Meets or Exceeds" ISBE standards was below the district average for all students tested.

### ISAT Reading Scores - African American % vs. % Distribution For All Students By Elementary School - SY2003 ISAT Administration - Grades 3 & 5

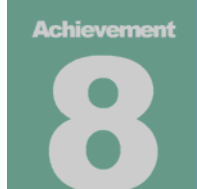
\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*



# African American Math by School

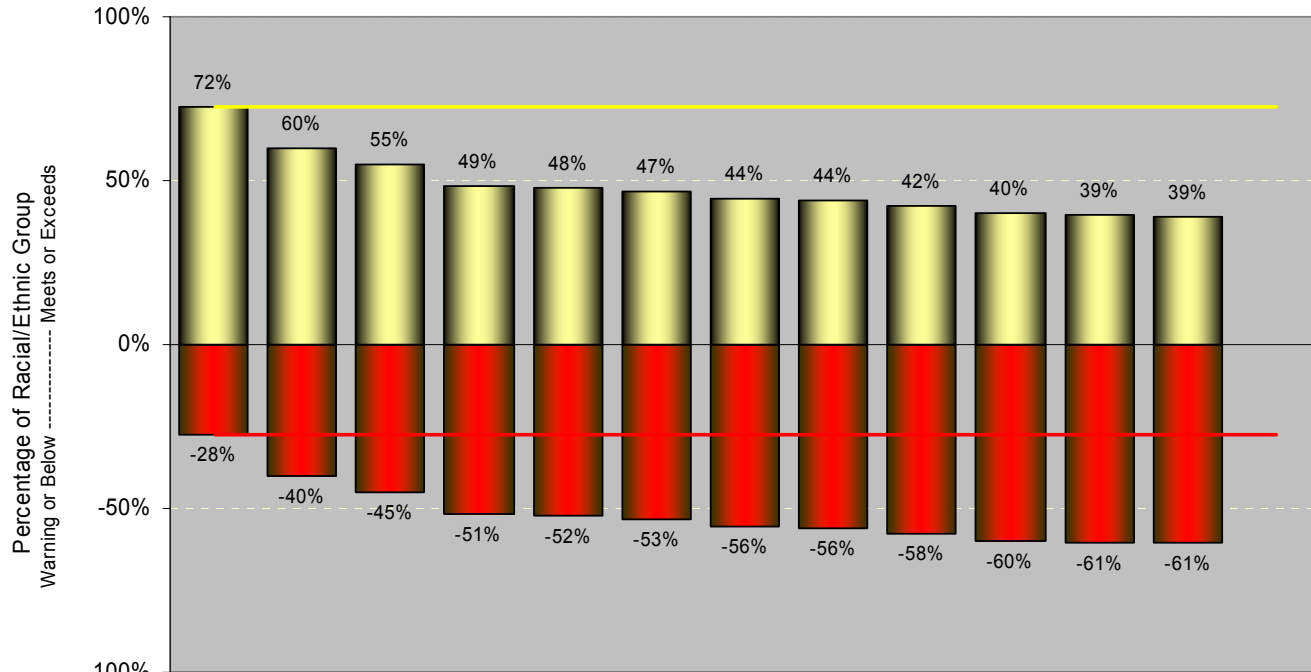
## ISAT Math Score Distribution By Race/Ethnicity:

In SY2003, 72% of all students tested scored "Meets or Exceeds" ISBE standards and 28% scored "Academic Warning or Below" standards". The proportion of African American students at each elementary school scoring "Meets or Exceeds" ISBE standards was below the district average for all students tested.



**ISAT Math Scores - African American % vs. % Distribution For All Students  
By Elementary School - SY2003 ISAT Administration - Grades 3 & 5**

\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*



	ES Average %	17 - South Side	15 - Kenwood	09 - Barkstall	18 - Washington	13 - Dr Howard	19 - Westview	12 - Stratton	10 - Bottenfield	11- Carrie Busey	16 - Robeson	14 - Garden Hills	ES Average %
■ Warning or Below Stds %	-28%	-40%	-45%	-51%	-52%	-53%	-56%	-56%	-58%	-60%	-61%	-61%	
■ Meets or Exceeds Stds %	72%	60%	55%	49%	48%	47%	44%	44%	42%	40%	39%	39%	
ES Avg % Warning or Below Std	-28%	-28%	-28%	-28%	-28%	-28%	-28%	-28%	-28%	-28%	-28%	-28%	-28%
ES Avg % Meets or Exceeds Std	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%	72%

School

# African American Writing by School

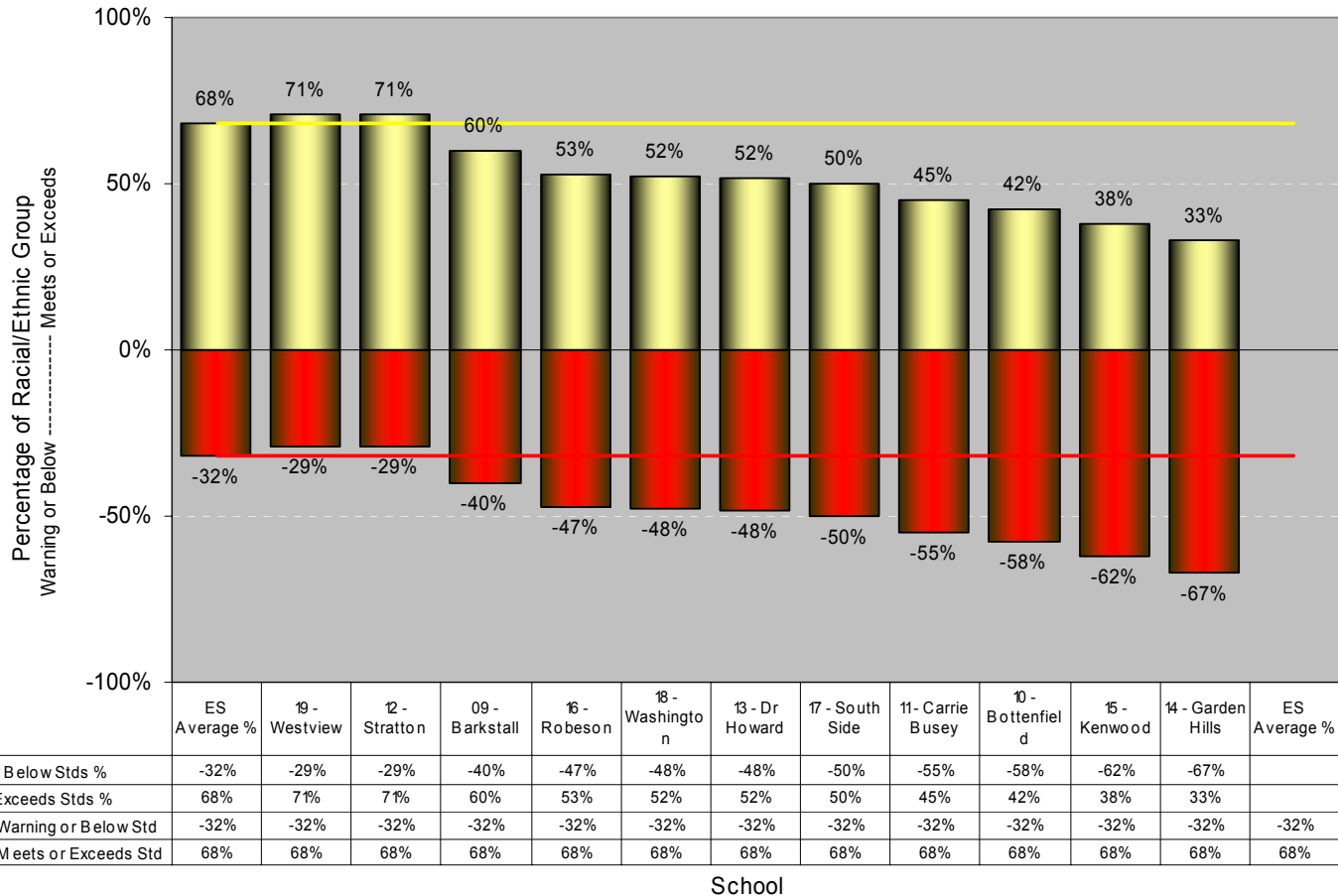
## ISAT Writing Score Distribution By Race/Ethnicity:

In SY2003, 68% of all students tested scored "Meets or Exceeds" ISBE standards and 32% scored "Academic Warning or Below" standards". With the exception of Westview ES and Stratton ES, the proportion of African American students at each elementary school scoring "Meets or Exceeds" ISBE standards was below the district average for all students tested.



**ISAT Writing Scores - African American % vs. % Distribution For All Students  
By Elementary School - SY2003 ISAT Administration - Grades 3 & 5**

\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*





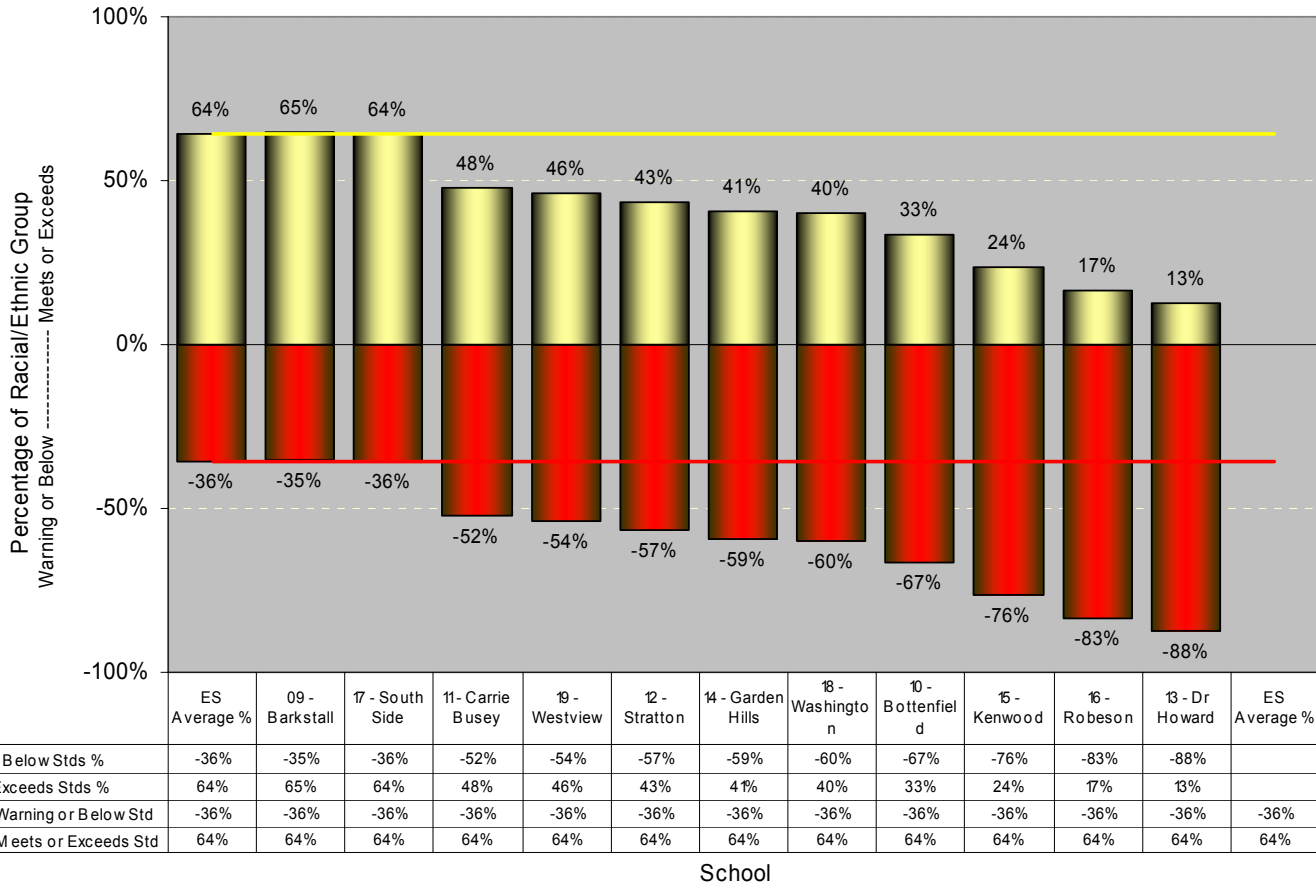
# African American Science by School

## ISAT Science Score Distribution By Race/Ethnicity:

In SY2003, 64% of all students tested scored "Meets or Exceeds" ISBE standards and 35% scored "Academic Warning or Below" standards". With the exception of Barkstall ES and South Side ES, the proportion of African American students at each elementary school scoring "Meets or Exceeds" ISBE standards was below the district average for all students tested.

**ISAT Science Scores - African American % vs. % Distribution For All Students  
By Elementary School - SY2003 ISAT Administration - Grade 4**

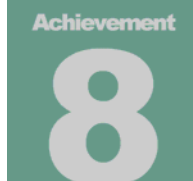
\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*



# African American Social Science by School

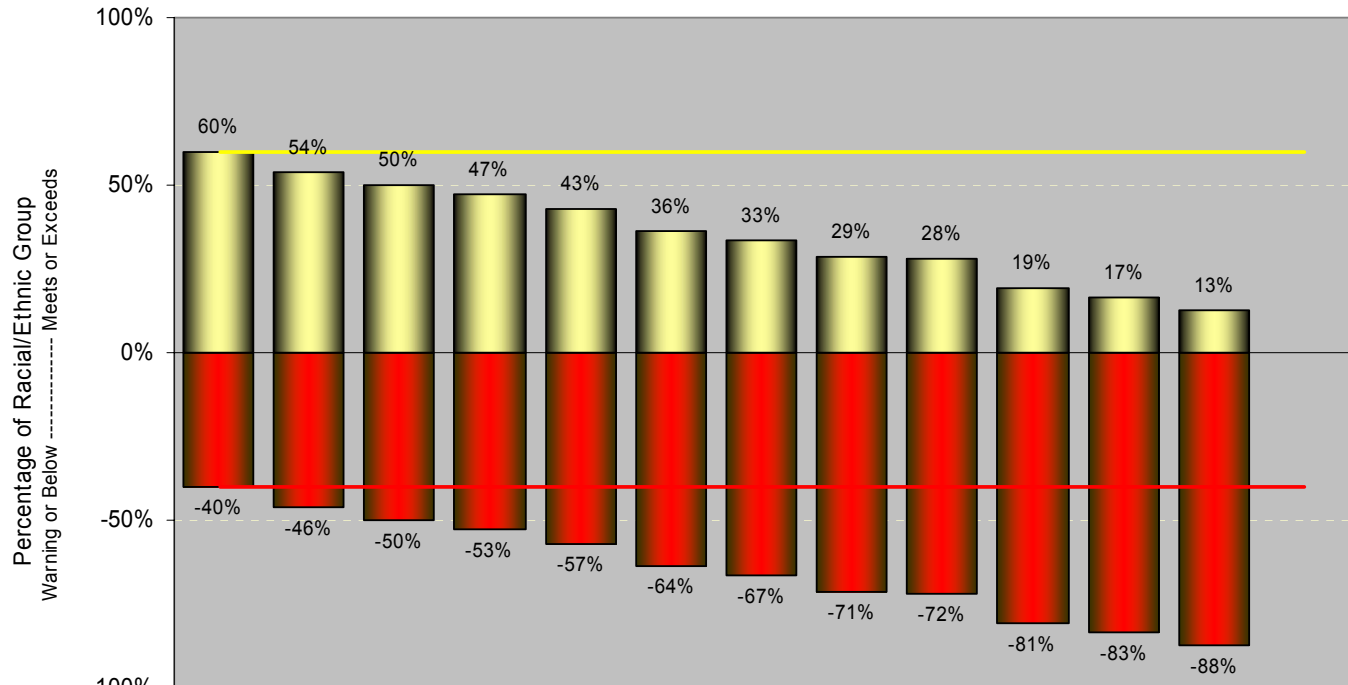
## ISAT Social Science Score Distribution By Race/Ethnicity:

In SY2003, 60% of all students tested scored "Meets or Exceeds" ISBE standards and 40% scored "Academic Warning or Below" standards". The proportion of African American students at each elementary school scoring "Meets or Exceeds" ISBE standards was below the district average for all students tested.



**ISAT Social Science Scores - African American % vs. % Distribution For All Students**  
**By Elementary School - SY2003 ISAT Administration - Grade 4**

\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*

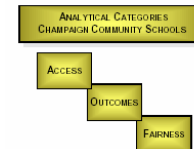
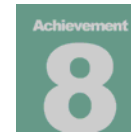


	ES Average %	19 - Westview	17 - South Side	09 - Barkstall	11 - Carrie Busey	18 - Washington	12 - Stratton	10 - Bottenfield	14 - Garden Hills	15 - Kenwood	16 - Robeson	13 - Dr Howard	ES Average %
■ Warning or Below Stds %	-40%	-46%	-50%	-53%	-57%	-64%	-67%	-71%	-72%	-81%	-83%	-88%	
■ Meets or Exceeds Stds %	60%	54%	50%	47%	43%	36%	33%	29%	28%	19%	17%	13%	
ES Avg % Warning or Below Std	-40%	-40%	-40%	-40%	-40%	-40%	-40%	-40%	-40%	-40%	-40%	-40%	-40%
ES Avg % Meets or Exceeds Std	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%

School

# ***Middle School Comparisons ISAT :*** ***How Did African American Students Perform On ISAT At Middle Each School?***

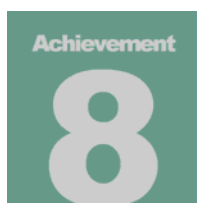
*“Inspect  
What You  
Expect”*



# African American Reading by School

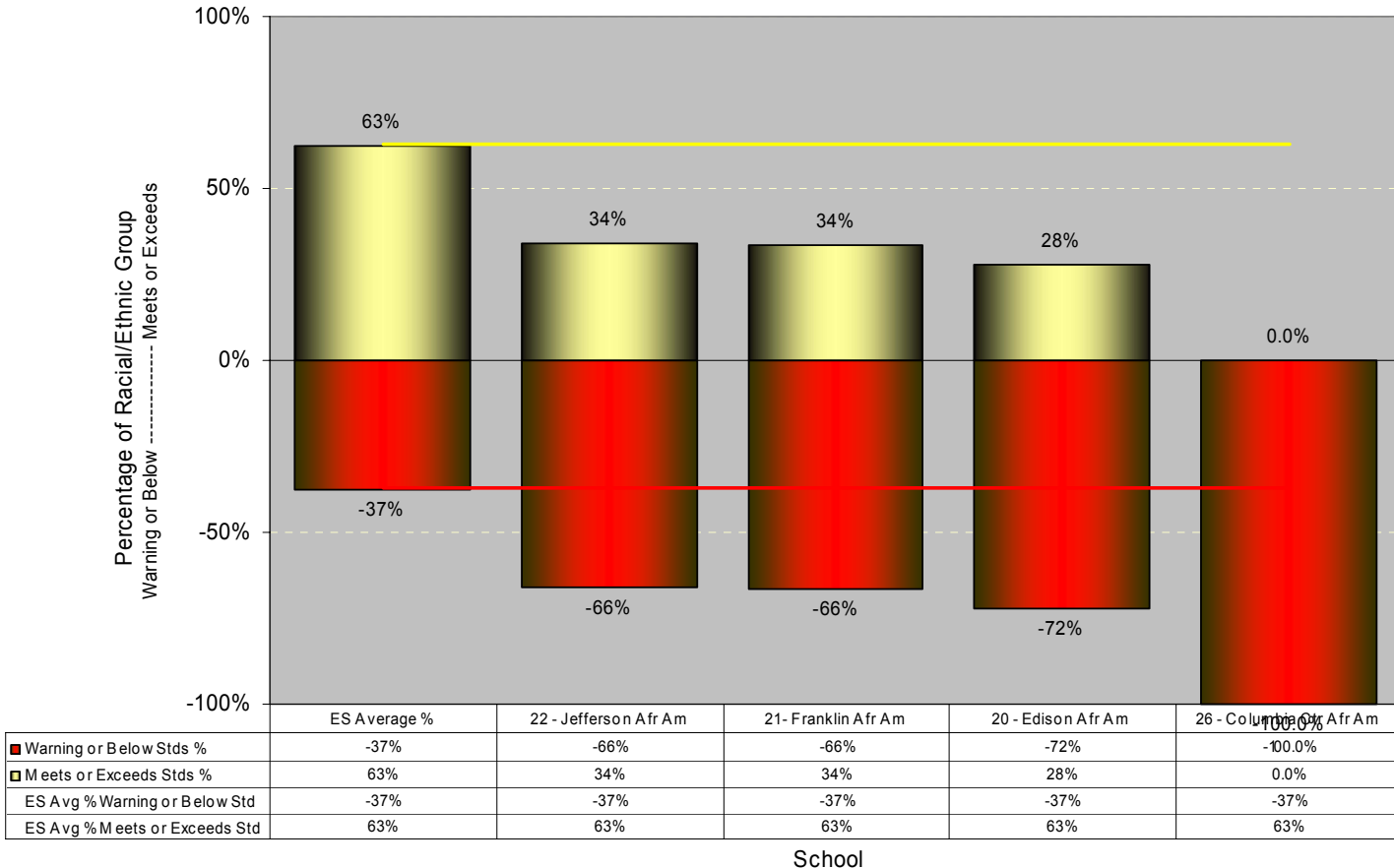
## ISAT Reading Score Distribution By Race/Ethnicity:

In SY2003, 63% of all students tested scored "Meets or Exceeds" ISBE standards and 37% scored "Academic Warning or Below" standards". The proportion of African American students at each middle school scoring "Meets or Exceeds" ISBE standards was below the district average for all students tested.



**ISAT Reading Scores - African American % vs. % Distribution For All Students  
By Middle School - SY2003 ISAT Administration - Grade 8**

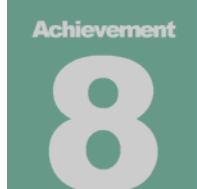
\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*



# African American Math by School

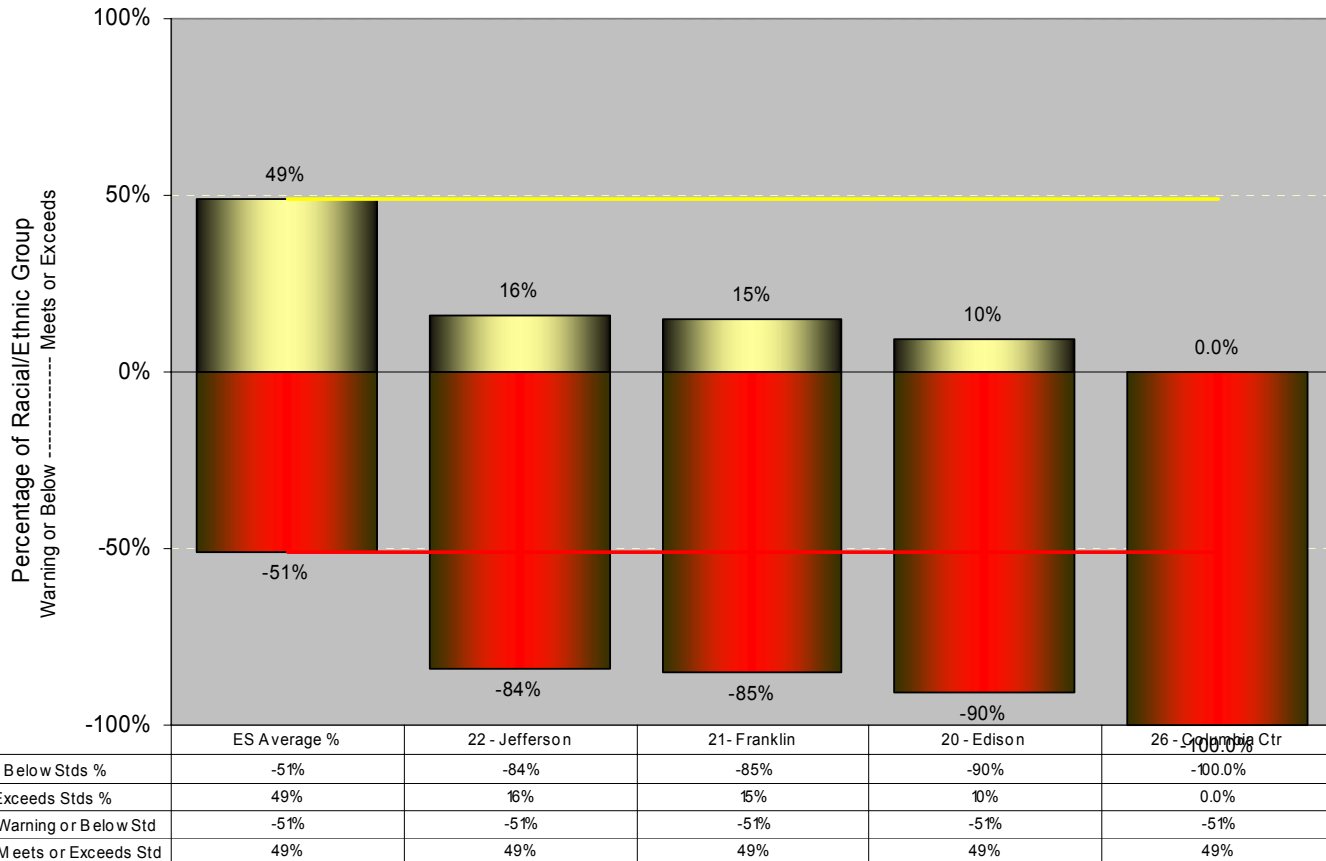
## ISAT Math Score Distribution By Race/Ethnicity:

In SY2003, 49% of all students tested scored “Meets or Exceeds” ISBE standards and 51% scored “Academic Warning or Below” standards”. The proportion of African American students at each middle school scoring “Meets or Exceeds” ISBE standards was below the district average for all students tested.



### ISAT Math Scores - African American % vs. % Distribution For All Students By Middle School - SY2003 ISAT Administration - Grade 8

\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*



# African American Writing by School

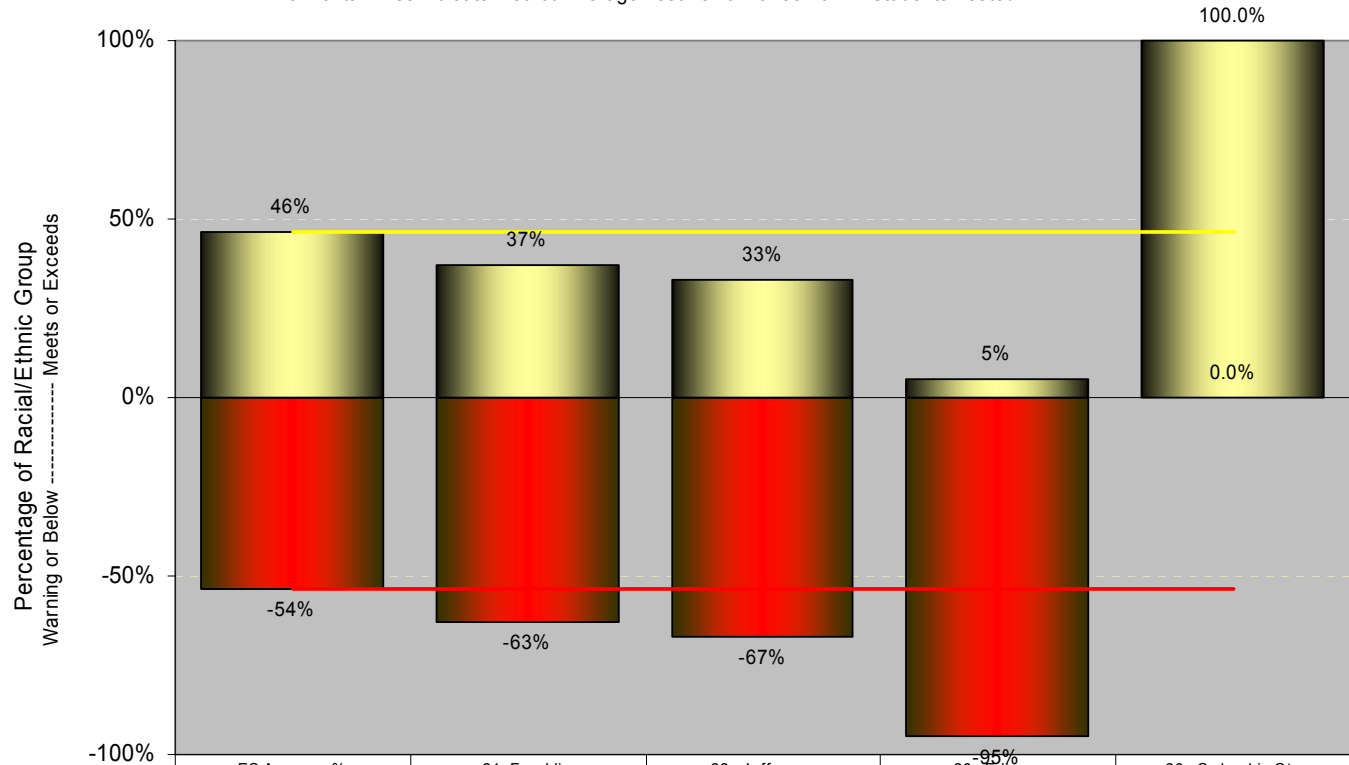
## ISAT Writing Score Distribution By Race/Ethnicity:

In SY2003, 46% of all students tested scored "Meets or Exceeds" ISBE standards and 54% scored "Academic Warning or Below" standards". With the exception of the single student tested at Columbia Ctr, the proportion of African American students at each middle school scoring "Meets or Exceeds" ISBE standards was below the district average for all students tested.



**ISAT Writing Scores - African American % vs. % Distribution For All Students  
By Middle School - SY2003 ISAT Administration - Grade 8**

\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*



	ES Average %	21 - Franklin	22 - Jefferson	20 - Edison	26 - Columbia Ctr
Warning or Below Stds %	-54%	-63%	-67%	-95%	0.0%
Meets or Exceeds Stds %	46%	37%	33%	5%	100.0%
ES Avg % Warning or Below Std	-54%	-54%	-54%	-54%	-54%
ES Avg % Meets or Exceeds Std	46%	46%	46%	46%	46%

School

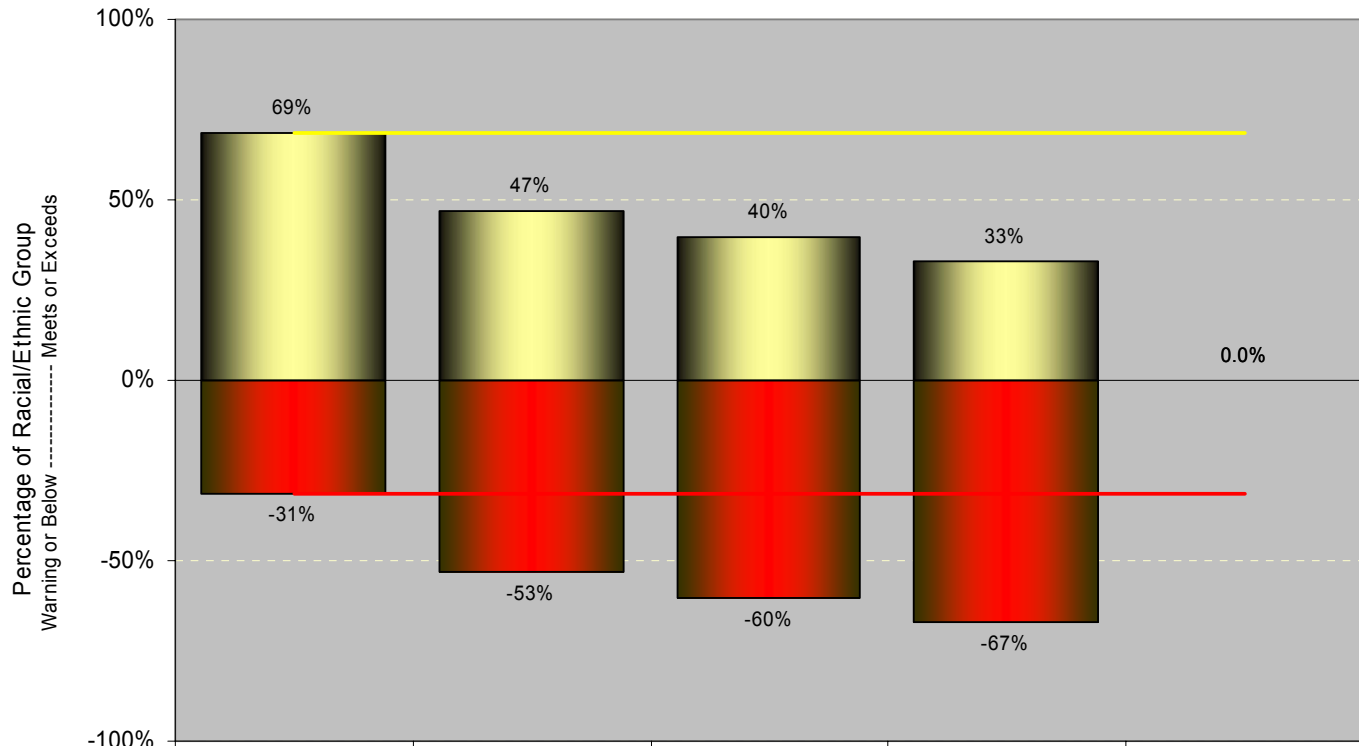
# African American Science by School

## ISAT Science Score Distribution By Race/Ethnicity:

In SY2003, 69% of all students tested scored "Meets or Exceeds" ISBE standards and 31% scored "Academic Warning or Below" standards". The proportion of African American students at each middle school scoring "Meets or Exceeds" ISBE standards was below the district average for all students tested.

**ISAT Science Scores - African American % vs. % Distribution For All Students  
By Middle School - SY2003 ISAT Administration - Grade 7**

\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*



	ES Average %	21 - Franklin	20 - Edison	22 - Jefferson	26 - Columbia Ctr
Warning or Below Stds %	-31%	-53%	-60%	-67%	0.0%
Meets or Exceeds Stds %	69%	47%	40%	33%	0.0%
ES Avg % Warning or Below Std	-31%	-31%	-31%	-31%	-31%
ES Avg % Meets or Exceeds Std	69%	69%	69%	69%	69%

School

# African American Social Science by School

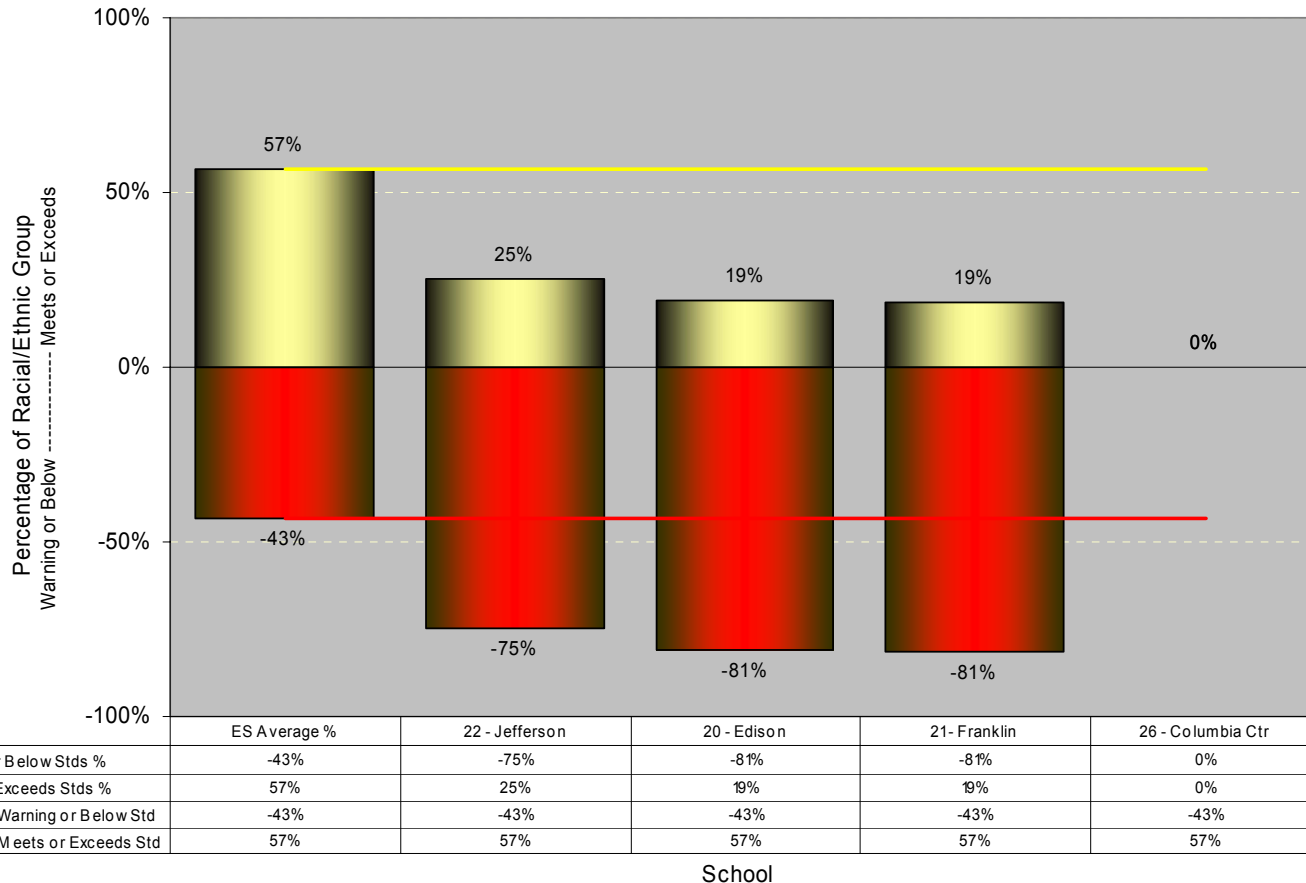
## ISAT Social Science Score Distribution By Race/Ethnicity:

In SY2003, 57% of all students tested scored “Meets or Exceeds” ISBE standards and 43% scored “Academic Warning or Below” standards”. The proportion of African American students at each middle school scoring “Meets or Exceeds” ISBE standards was below the district average for all students tested.



**ISAT Social Science Scores - African American % vs. % Distribution For All Students  
By Middle School - SY2003 ISAT Administration - Grade 7**

\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*



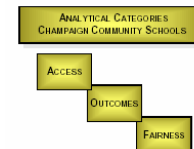
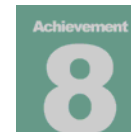


# ***High School Comparisons***

## ***PSAE :***

***How Did African American Students Perform  
On PSAE At High Each School?***

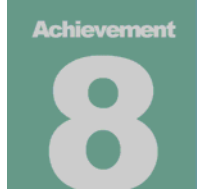
*“Inspect  
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Expect”*



# African American Reading by School

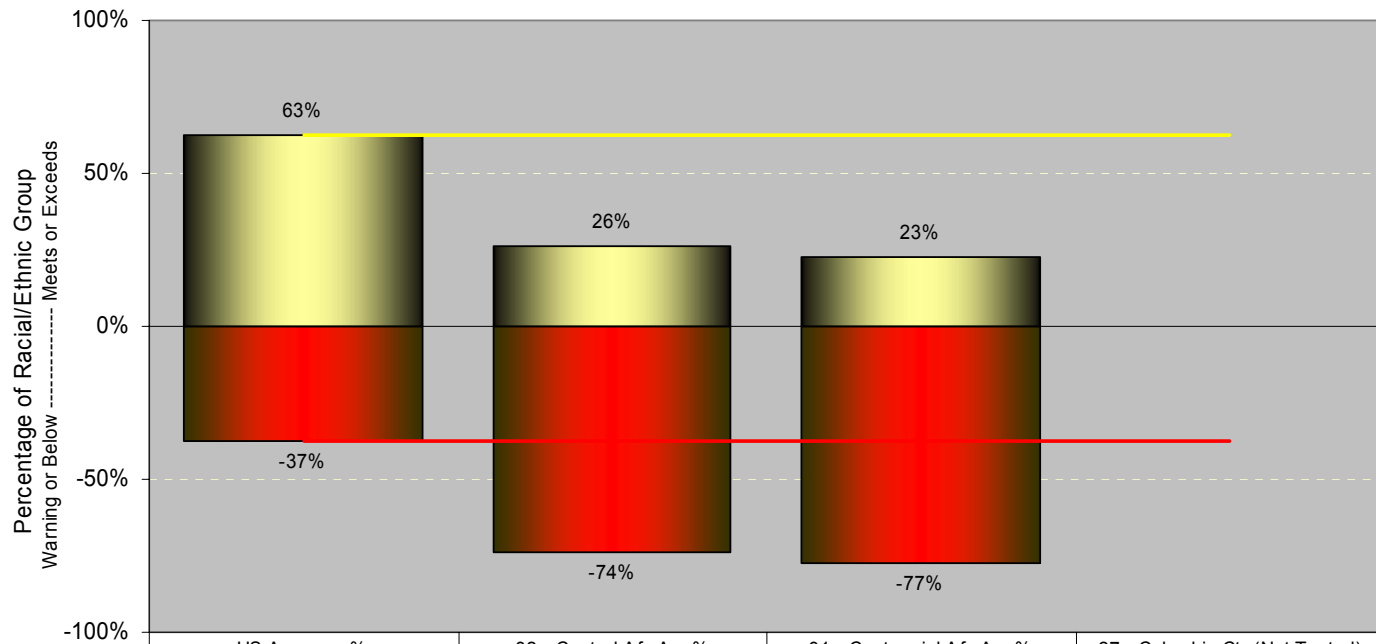
## PSAE Reading Score Distribution By Race/Ethnicity:

In SY2003, 63% of all students tested scored "Meets or Exceeds" ISBE standards and 37% scored "Academic Warning or Below" standards". The proportion of African American students at each high school scoring "Meets or Exceeds" ISBE standards was below the district average for all students tested. The PSAE was not administered at Columbia Center.



### PSAE Reading Scores - African American % vs. % Distribution For All Students By High School - SY2003 PSAE Administration - Grade 11

\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*



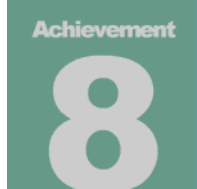
	HS Average %	32 - Central Afr Am %	31 - Centennial Afr Am %	27 - Columbia Ctr (Not Tested)
■ Warning or Below Stds %	-37%	-74%	-77%	
■ Meets or Exceeds Stds %	63%	26%	23%	
HS Avg % Warning or Below Std	-37%	-37%	-37%	-37%
HS Avg % Meets or Exceeds Std	63%	63%	63%	63%

School

# African American Math by School

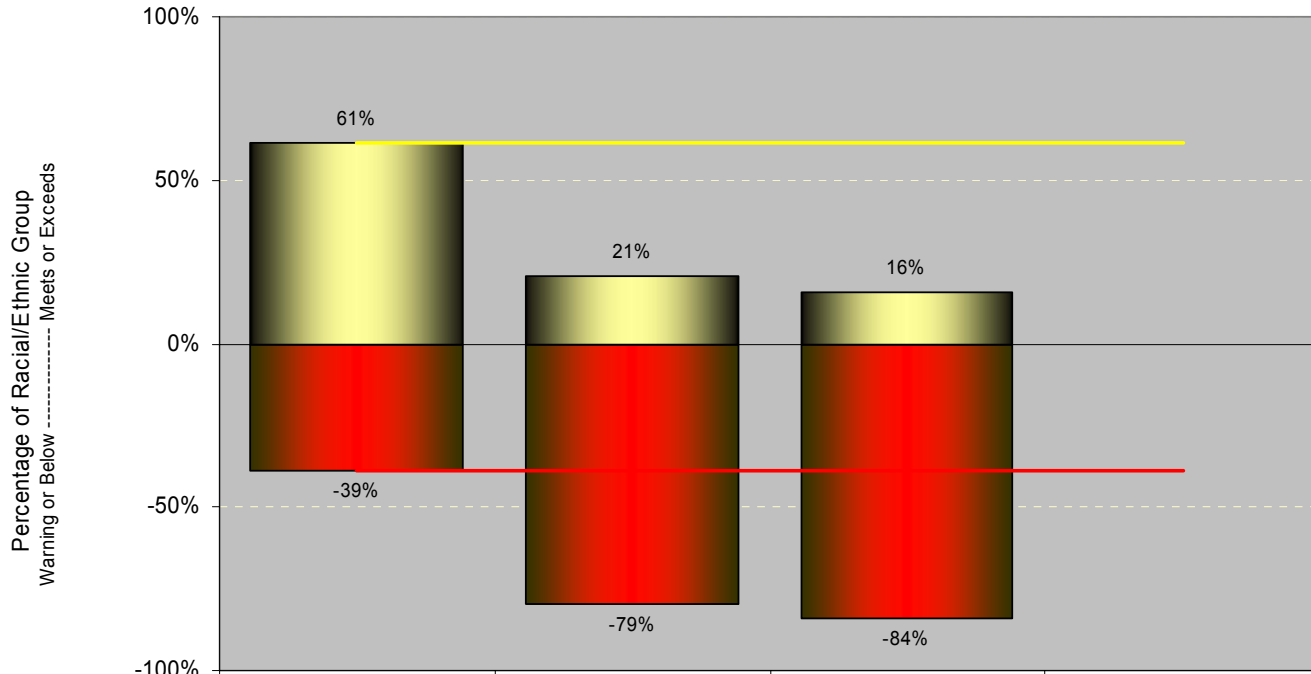
## PSAE Math Score Distribution By Race/Ethnicity:

In SY2003, 61% of all students tested scored "Meets or Exceeds" ISBE standards and 39% scored "Academic Warning or Below" standards". The proportion of African American students at each high school scoring "Meets or Exceeds" ISBE standards was below the district average for all students tested. The PSAE was not administered at Columbia Center.



### PSAE Math Scores - African American % vs. % Distribution For All Students By High School - SY2003 PSAE Administration - Grade 11

\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*



	HS Average %	32 - Central Afr Am %	31 - Centennial Afr Am %	27 - Columbia Ctr (Not Tested)
Warning or Below Stds %	-39%	-79%	-84%	
Meets or Exceeds Stds %	61%	21%	16%	
HS Avg % Warning or Below Std	-39%	-39%	-39%	-39%
HS Avg % Meets or Exceeds Std	61%	61%	61%	61%

School

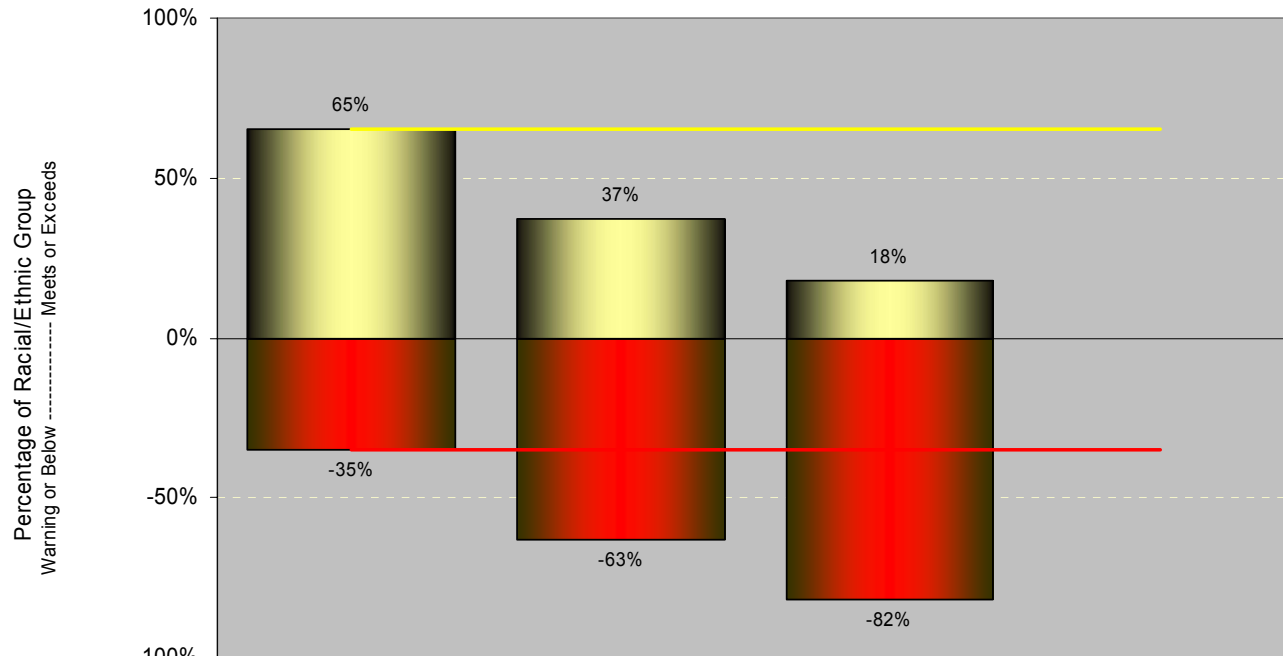
# African American Writing by School

## PSAE Writing Score Distribution By Race/Ethnicity:

In SY2003, 65% of all students tested scored "Meets or Exceeds" ISBE standards and 35% scored "Academic Warning or Below" standards". The proportion of African American students at each high school scoring "Meets or Exceeds" ISBE standards was below the district average for all students tested. The PSAE was not administered at Columbia Center.

### PSAE Writing Scores - African American % vs. % Distribution For All Students By High School - SY2003 PSAE Administration - Grade 11

\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*



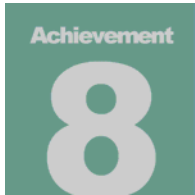
	HS Average %	31 - Centennial Afr Am %	32 - Central Afr Am %	27 - Columbia Ctr (Not Tested)
■ Warning or Below Stds %	-35%	-63%	-82%	
■ Meets or Exceeds Stds %	65%	37%	18%	
HS Avg % Warning or Below Std	-35%	-35%	-35%	-35%
HS Avg % Meets or Exceeds Std	65%	65%	65%	65%

School

# African American Science by School

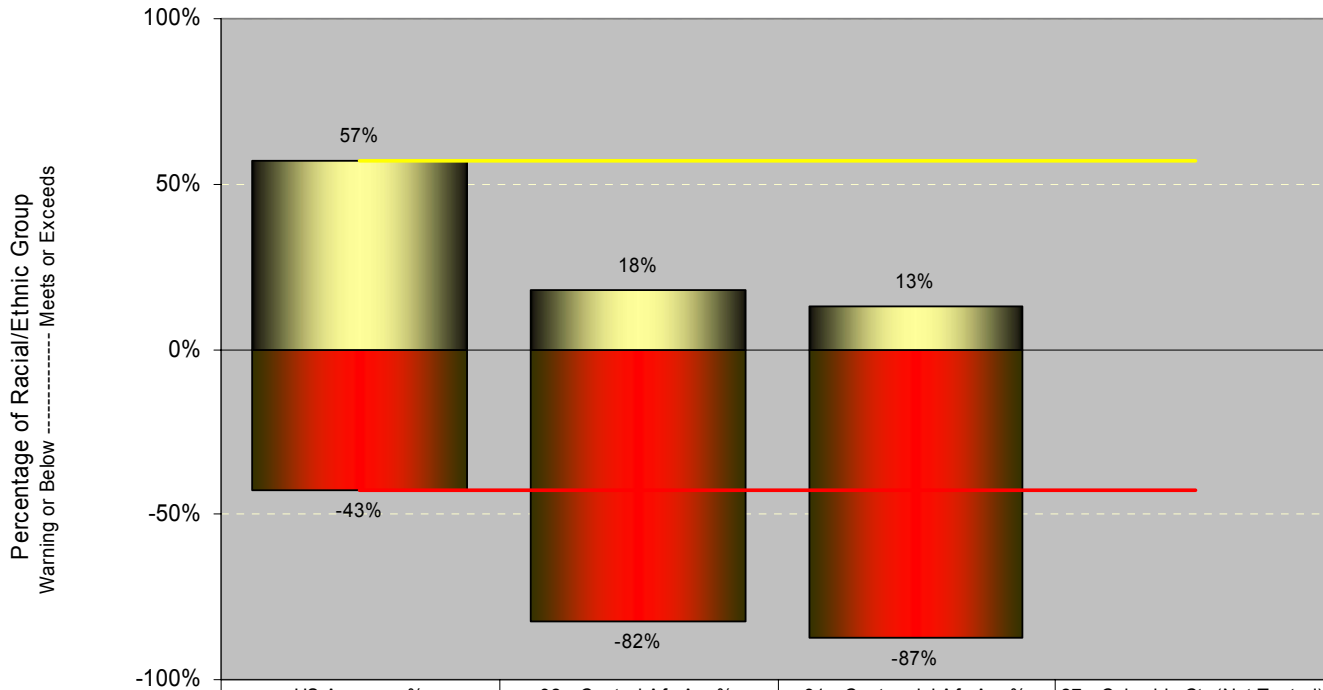
## PSAE Science Score Distribution By Race/Ethnicity:

In SY2003, 57% of all students tested scored “Meets or Exceeds” ISBE standards and 43% scored “Academic Warning or Below” standards”. The proportion of African American students at each high school scoring “Meets or Exceeds” ISBE standards was below the district average for all students tested. The PSAE was not administered at Columbia Center.



### PSAE Science Scores - African American % vs. % Distribution For All Students By High School - SY2003 PSAE Administration - Grade 11

\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*



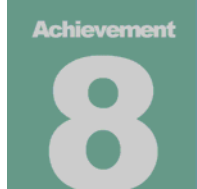
	HS Average %	32 - Central Afr Am %	31 - Centennial Afr Am %	27 - Columbia Ctr (Not Tested)
■ Warning or Below Stds %	-43%	-82%	-87%	
■ Meets or Exceeds Stds %	57%	18%	13%	
HS Avg % Warning or Below Std	-43%	-43%	-43%	-43%
HS Avg % Meets or Exceeds Std	57%	57%	57%	57%

School

# African American Social Science by School

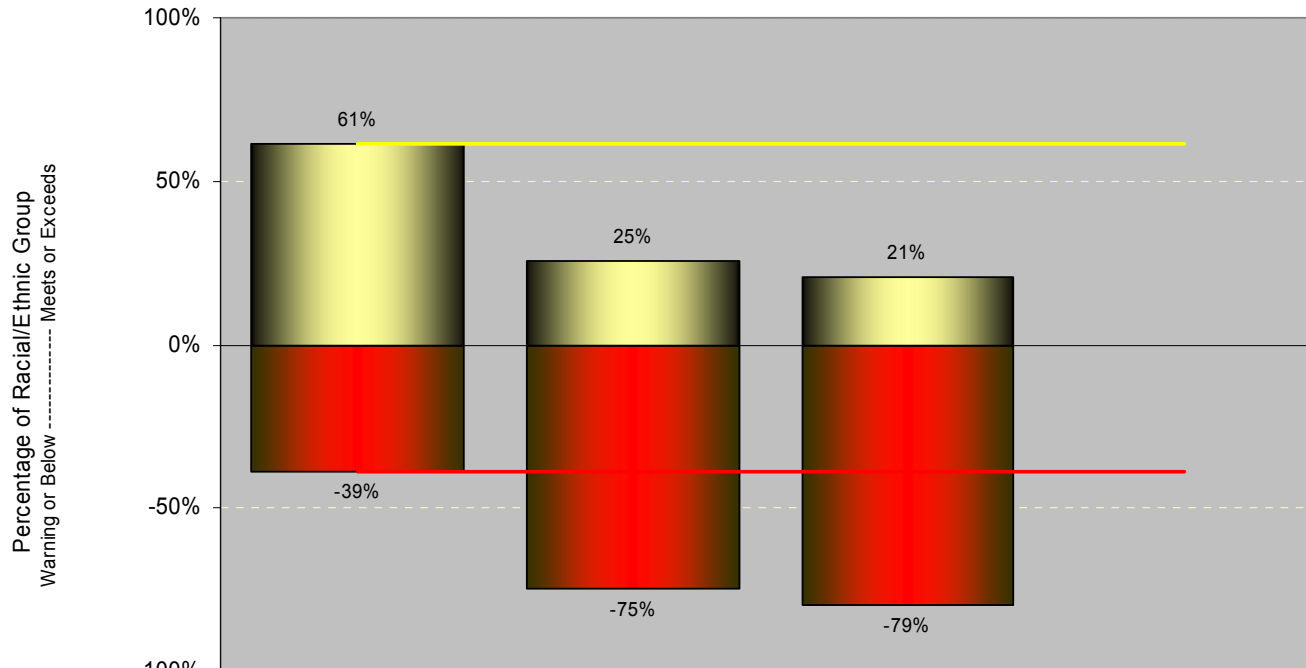
## PSAE Social Science Score Distribution By Race/Ethnicity:

In SY2003, 61% of all students tested scored "Meets or Exceeds" ISBE standards and 39% scored "Academic Warning or Below" standards". The proportion of African American students at each high school scoring "Meets or Exceeds" ISBE standards was below the district average for all students tested. The PSAE was not administered at Columbia Center.



### PSAE Soc. Sci. Scores - African American % vs. % Distribution For All Students By High School - SY2003 PSAE Administration - Grade 11

\*\*\* Horizontal Lines Indicate District Average Test Performance For All Students Tested \*\*\*



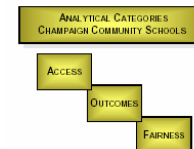
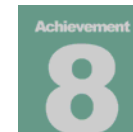
	HS Average %	31 - Centennial Afr Am %	32 - Central Afr Am %	27 - Columbia Ctr (Not Tested)
■ Warning or Below Stds %	-39%	-75%	-79%	
■ Meets or Exceeds Stds %	61%	25%	21%	
HS Avg % Warning or Below Std	-39%	-39%	-39%	-39%
HS Avg % Meets or Exceeds Std	61%	61%	61%	61%

School

# ***Is There A Relationship Between SPED and ISBE Achievement Standards?***

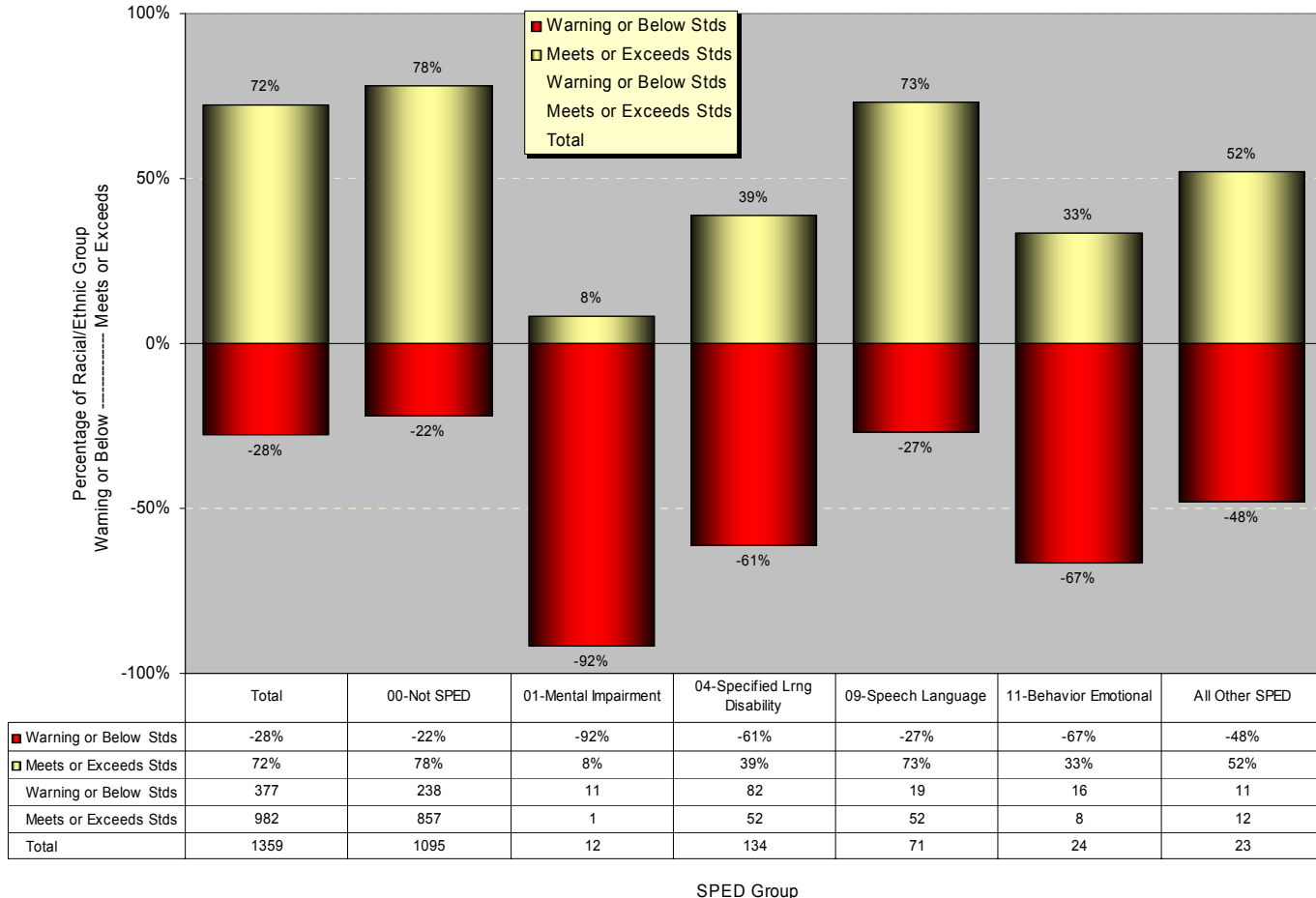
There may be a relationship between SPED status and ISAT/PSAE performance. ISAT/PSAE scores were lower for students with SPED classifications. The examples here are from Mathematics. See Appendices T.1, T.2, & AA for SPED examples in other curricular areas.

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What You  
Expect”*



# Is There A Relationship Between ES ISAT Math Scores and SPED?

Grades 3 & 5 - Distribution of ISAT Math Scores Within SPED  
SY2003 ISAT Administration

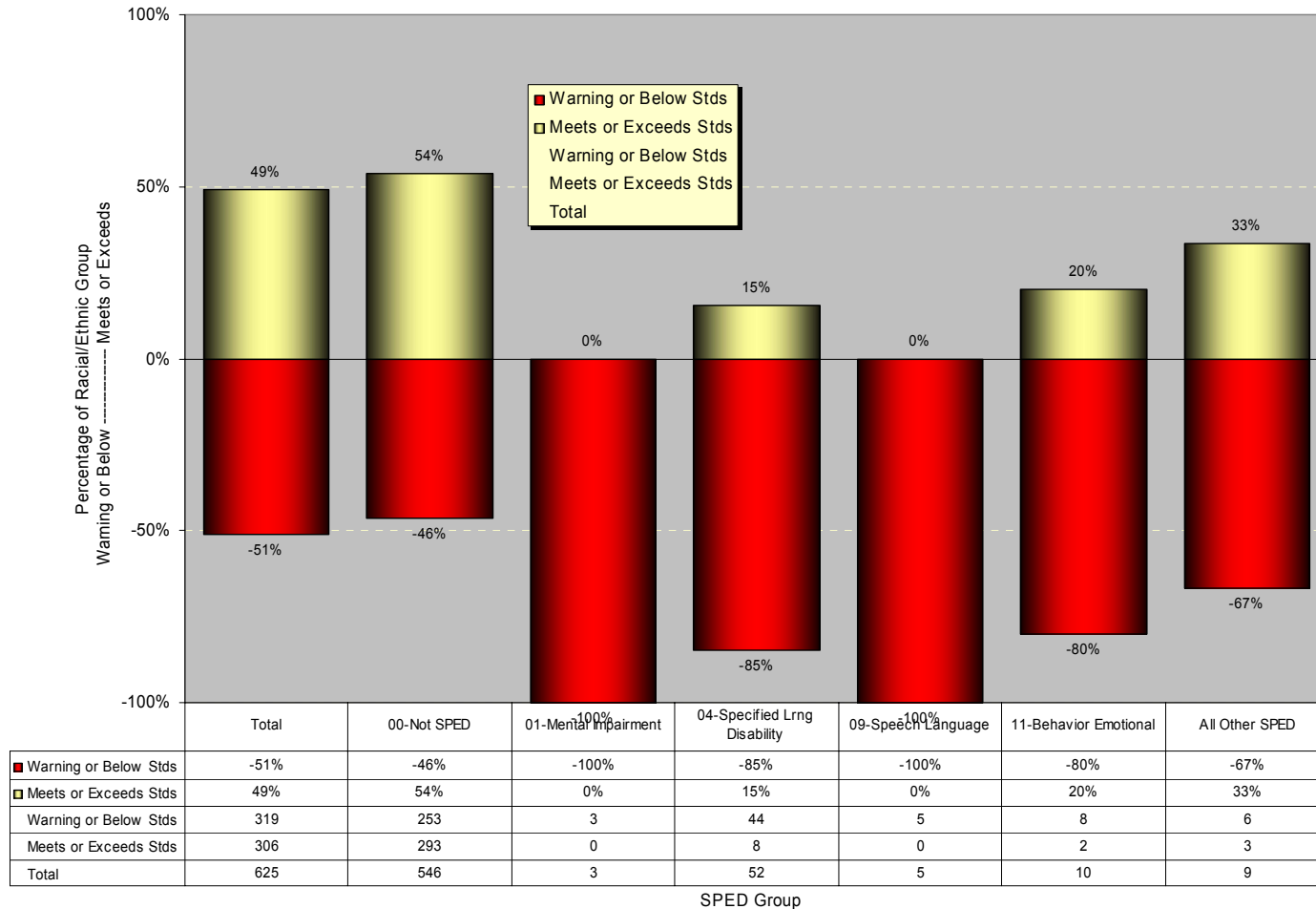


SPED Group



# Is There A Relationship Between MS ISAT Math Scores and SPED?

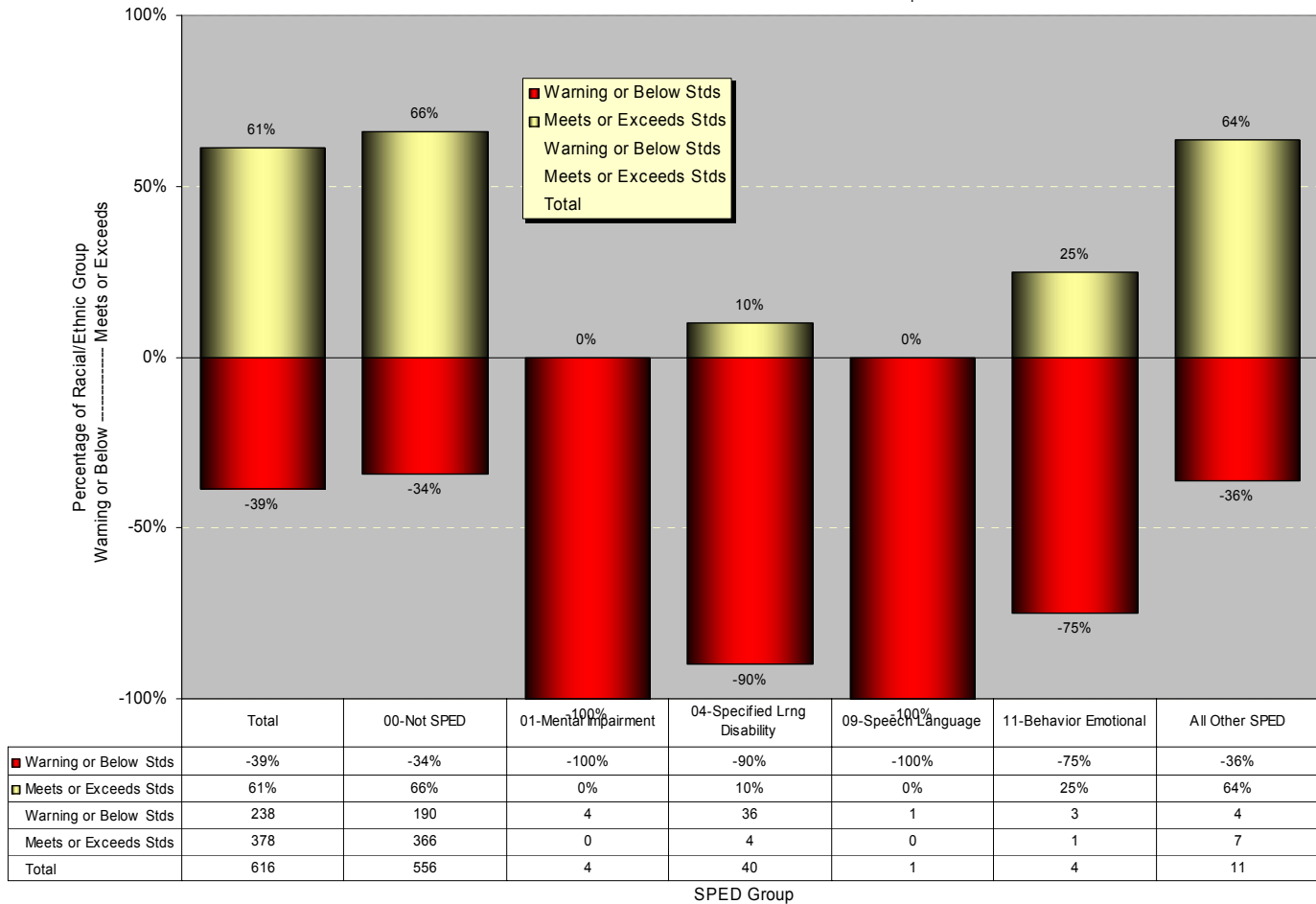
Grade 8 - Distribution of ISAT Math Scores Within SPED  
SY2003 ISAT Administration



SPED Group

# Is There A Relationship Between HS ISAT Math Scores and SPED?

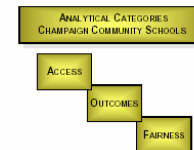
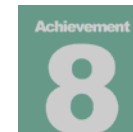
Grade 11 - Distribution of PSAE Math Scores Within SPED  
SY2003 PSAE Administration



# ***Is There A Relationship Between Days Absent and ISBE Achievement Standards?***

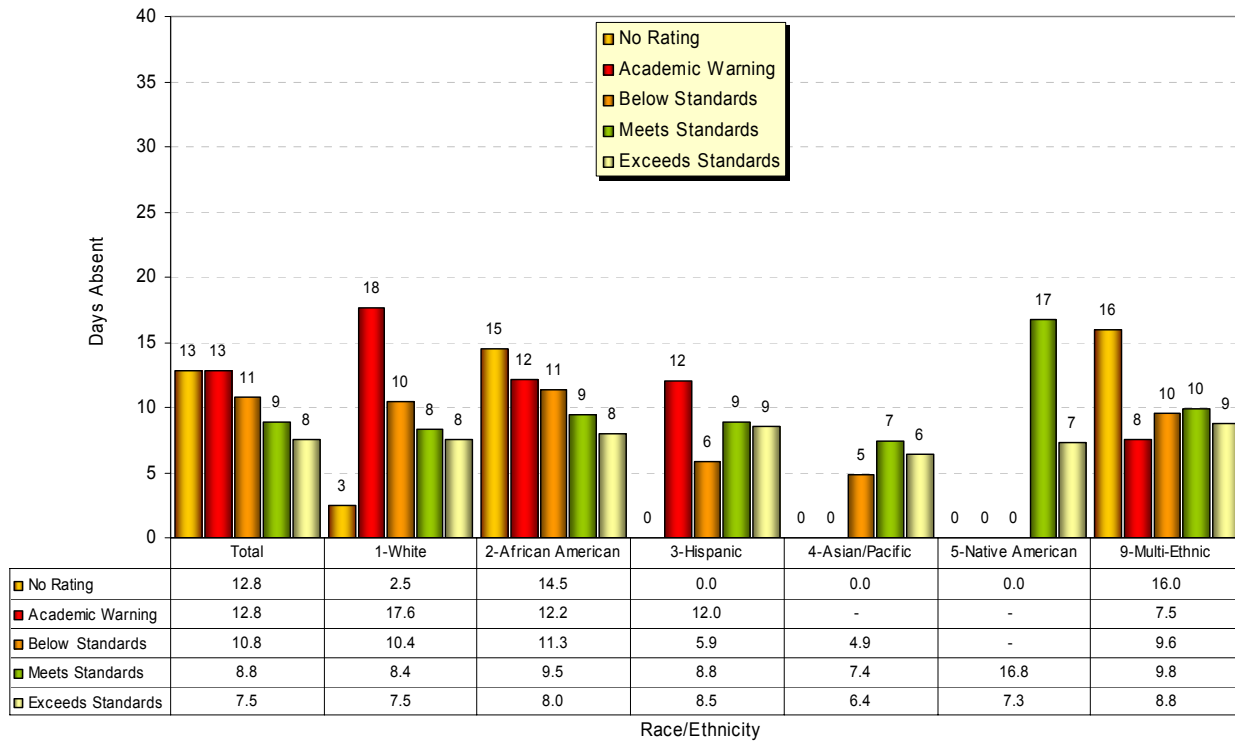
There may be a relationship between days absent and ISAT/PSAE performance. Those students with the most days absent may have the lowest ISAT/PSAE scores (or may not have been rated). This appears to be the case within most racial/ethnic groups. The examples here are from Mathematics. See Appendices T.1, T.2, & AA for examples in other curricular areas.

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What You  
Expect”*



# Is There A Relationship Between ES ISAT Math Scores and Days Absent?

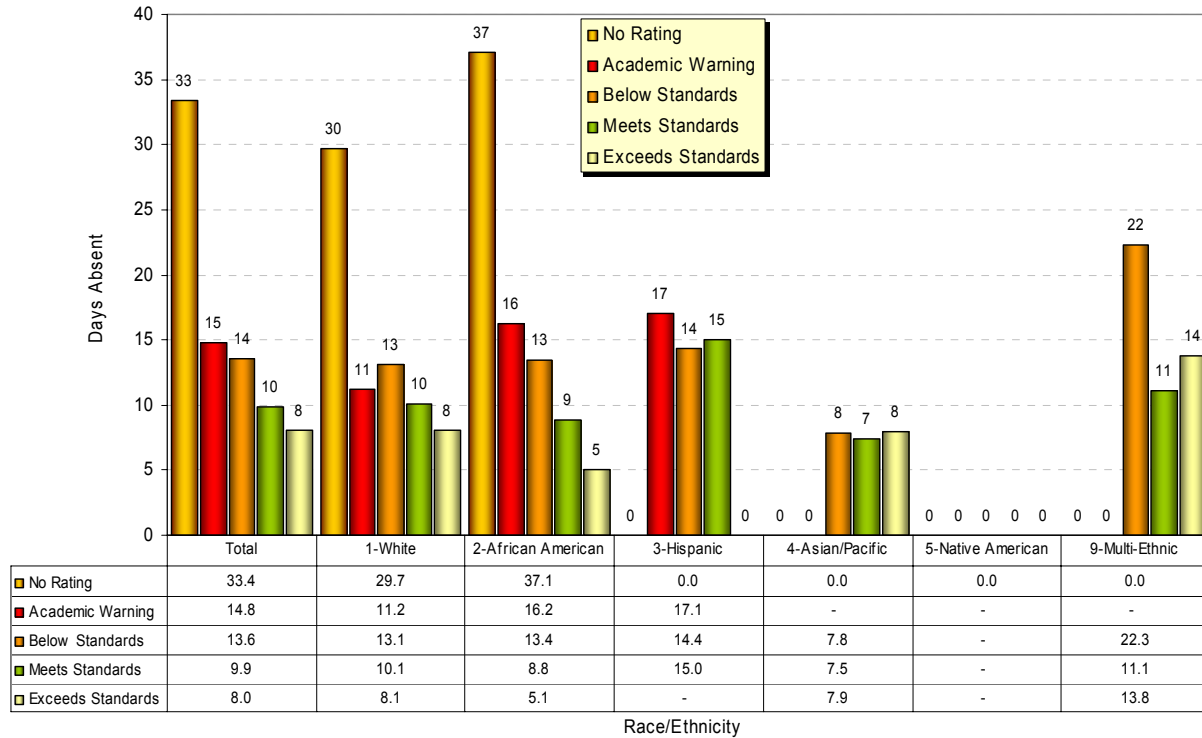
Days Absent For Grades 3 & 5 - ISAT Math Scores By Race  
SY2003 ISAT Administration  
N=1,365



	Total	1-White	2-African American	3-Hispanic	4-Asian/Pacific	5-Native American	9-Multi-Ethnic
No Rating	6	1	4	0	0	0	1
Academic Warning	59	8	48	2	0	0	1
Below Standards	318	74	222	9	4	0	9
Meets Standards	607	313	194	18	26	2	54
Exceeds Standards	375	259	33	9	53	2	19
Total	1365	655	501	38	83	4	84

# Is There A Relationship Between MS ISAT Math Scores and Days Absent?

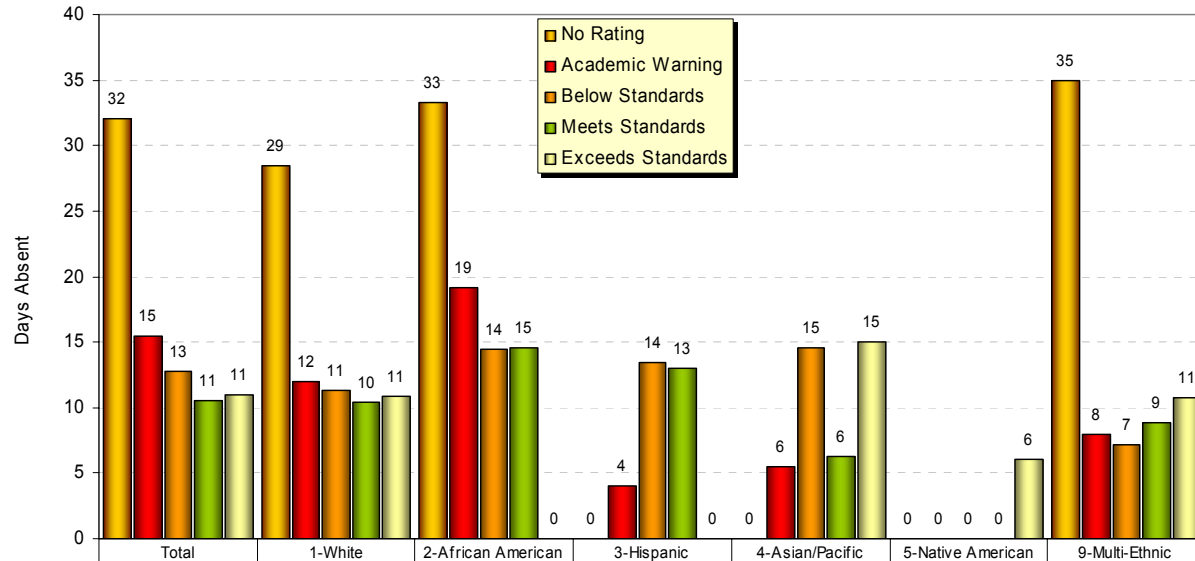
Days Absent For Grade 8 ISAT Math Scores By Race  
SY2003 ISAT Administration  
N=635



	Total	1-White	2-African American	3-Hispanic	4-Asian/Pacific	5-Native American	9-Multi-Ethnic
No Rating	10	5	5	0	0	0	0
Academic Warning	53	12	37	3	0	0	1
Below Standards	266	99	147	7	3	0	10
Meets Standards	221	180	22	3	10	0	6
Exceeds Standards	85	57	7	0	18	0	3
Total	635	353	218	13	31	0	20

# Is There A Relationship Between HS ISAT Math Scores and Days Absent?

Days Absent For Grade 11 - PSAE Math Scores By Race  
SY2003 PSAE Administration  
N= 642



	Total	1-White	2-African American	3-Hispanic	4-Asian/Pacific	5-Native American	9-Multi-Ethnic
No Rating	32.1	28.5	33.2	0.0	0.0	0.0	35.0
Academic Warning	15.5	12.0	19.1	4.0	5.5	-	8.0
Below Standards	12.8	11.3	14.4	13.5	14.6	-	7.1
Meets Standards	10.5	10.5	14.6	13.0	6.2	-	8.8
Exceeds Standards	11.0	10.8	-	-	15.0	6.0	10.8

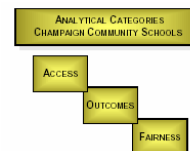
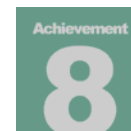
Race/Ethnicity

	Total	1-White	2-African American	3-Hispanic	4-Asian/Pacific	5-Native American	9-Multi-Ethnic
No Rating	26	7	17	0	0	0	2
Academic Warning	56	21	31	1	2	0	1
Below Standards	182	86	82	3	7	0	4
Meets Standards	316	258	25	4	17	0	12
Exceeds Standards	62	56	0	0	3	1	2
Total	642	428	155	8	29	1	21

# ***Is There A Relationship Between Lost Days Due To Disciplinary Actions And ISBE Achievement Standards?***

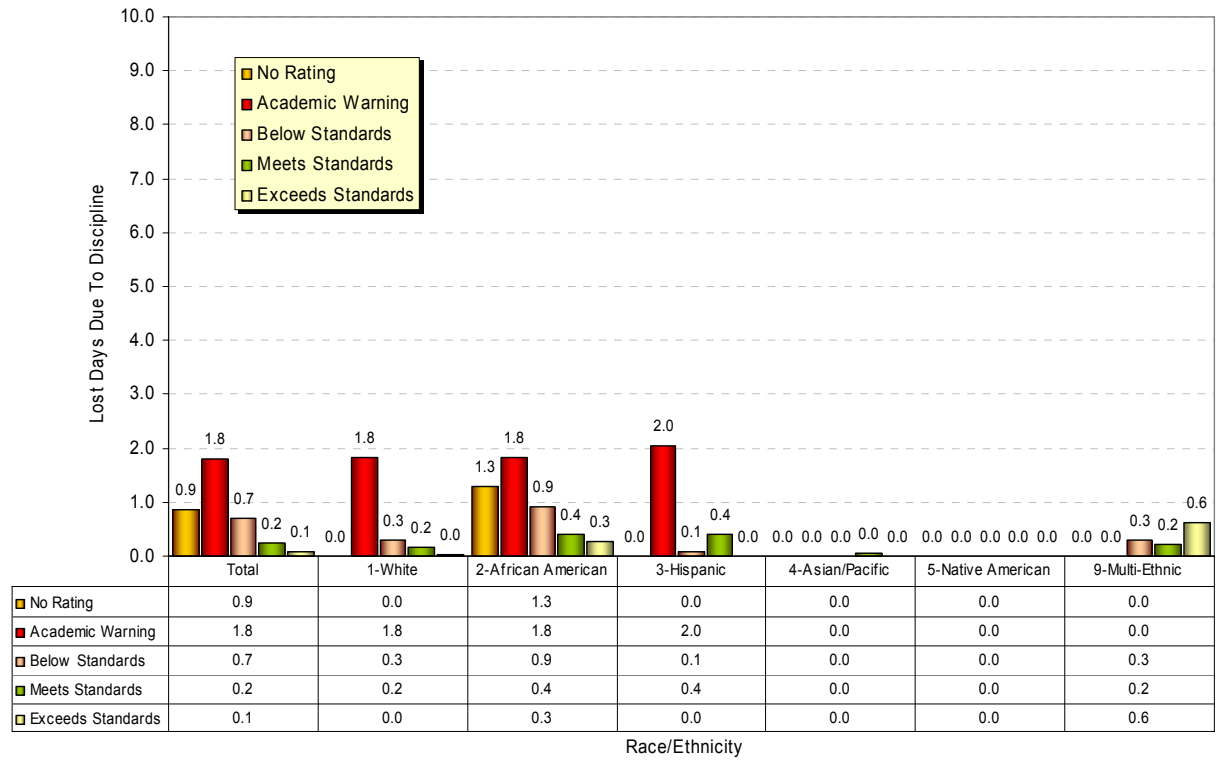
There may be a relationship between days lost due to disciplinary action and ISAT/PSAE performance. Those students with the most lost days may have the lowest ISAT/PSAE scores (or may not have been rated). This appears to be the case within most racial/ethnic groups. The examples here are from Mathematics. See Appendices T.1, T.2, & AA for examples in other curricular areas.

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# Is There A Relationship Between ES ISAT Math Scores and Lost Days Due To Disciplinary Action?

Lost Days Due To Disciplinary Action For Grades 3 & 5 - ISAT Math Scores By Race  
SY2003 ISAT Administration  
N=1,365

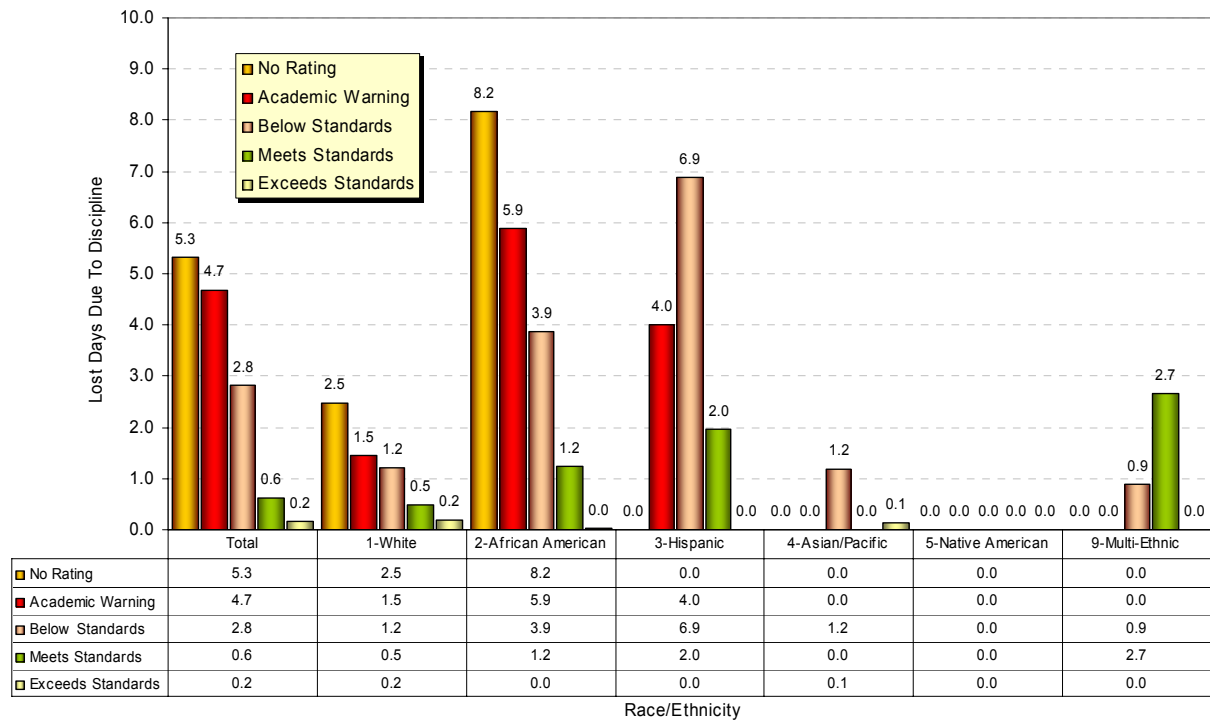


	Total	1-White	2-African American	3-Hispanic	4-Asian/Pacific	5-Native American	9-Multi-Ethnic
No Rating	6	1	4	0	0	0	1
Academic Warning	59	8	48	2	0	0	1
Below Standards	318	74	222	9	4	0	9
Meets Standards	607	313	194	18	26	2	54
Exceeds Standards	375	259	33	9	53	2	19
Total	1365	655	501	38	83	4	84



# Is There A Relationship Between MS ISAT Math Scores and Lost Days Due To Disciplinary Action?

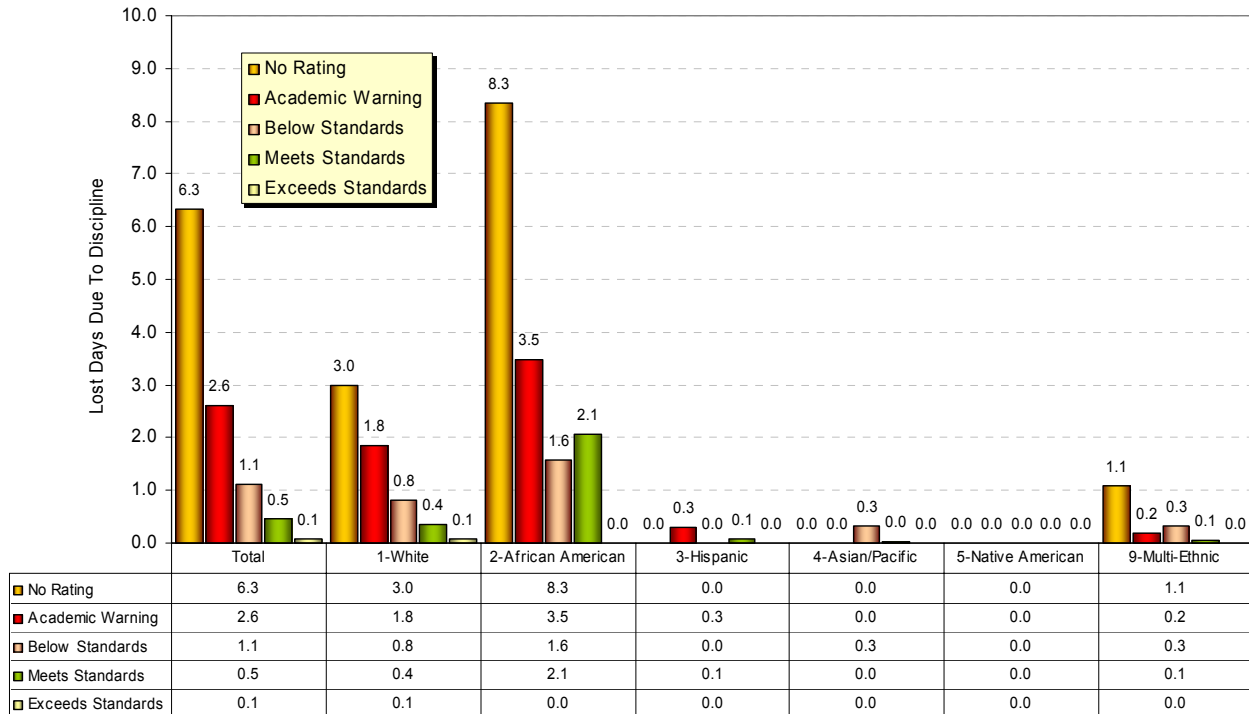
Lost Days Due To Disciplinary Action For Grade 8 ISAT Math Scores By Race  
SY2003 ISAT Administration  
N=635



	Total	1-White	2-African American	3-Hispanic	4-Asian/Pacific	5-Native American	9-Multi-Ethnic
No Rating	10	5	5	0	0	0	0
Academic Warning	53	12	37	3	0	0	1
Below Standards	266	99	147	7	3	0	10
Meets Standards	221	180	22	3	10	0	6
Exceeds Standards	85	57	7	0	18	0	3
<b>Total</b>	<b>635</b>	<b>353</b>	<b>218</b>	<b>13</b>	<b>31</b>	<b>0</b>	<b>20</b>

# Is There A Relationship Between PSAE Math Scores and Lost Days Due To Disciplinary Action?

Lost Days Due To Disciplinary Action For Grade 11 - PSAE Math Scores By Race  
SY2003 PSAE Administration  
N= 642



	Total	1-White	2-African American	3-Hispanic	4-Asian/Pacific	5-Native American	9-Multi-Ethnic
No Rating	26	7	17	0	0	0	2
Academic Warning	56	21	31	1	2	0	1
Below Standards	182	86	82	3	7	0	4
Meets Standards	316	258	25	4	17	0	12
Exceeds Standards	62	56	0	0	3	1	2
<b>Total</b>	<b>642</b>	<b>428</b>	<b>155</b>	<b>8</b>	<b>29</b>	<b>1</b>	<b>21</b>

# Middle School High School Core Course Grades

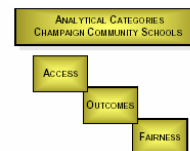
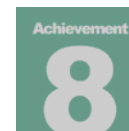
English, Math, Science, & Social Science

See Appendix U - Middle School Course Grades SY2003

See Appendix V - High School Course Grades SY2003

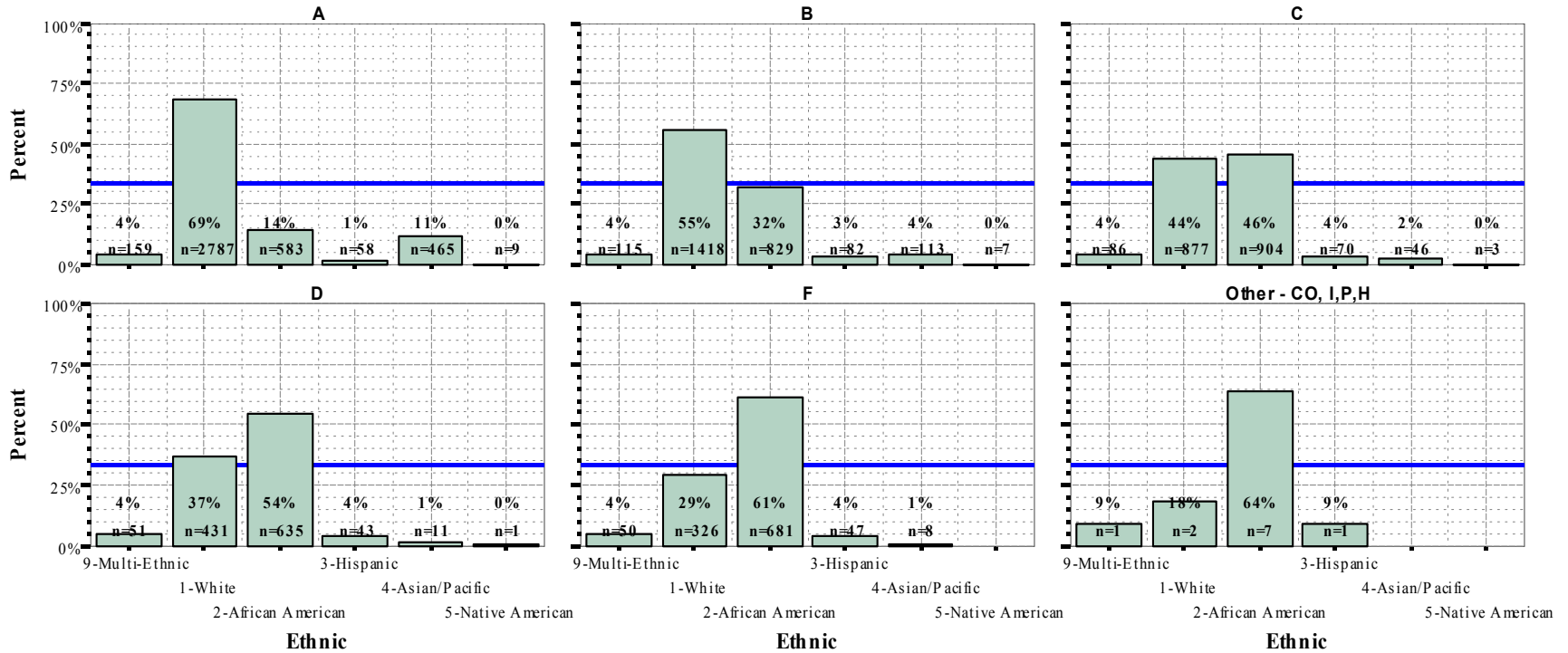
The following charts depict the total of all quarterly grades in core courses as included on quarterly report cards. The distribution of any course grade for any racial/ethnic group should approximate the percentage that racial/ethnic group represents of all grades. The horizontal blue lines represent the African American percentage of all grades in the respective subject. For each possible grade (A, B, C, D, F, or Other) the percentage of that grade going to African Americans should approximate the level of the blue line. Note that "Other" grades are not used for final grades. Only grades A-F are used as final grades.

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What You  
Expect”*



# ENGLISH Course Quarter Grade Distribution

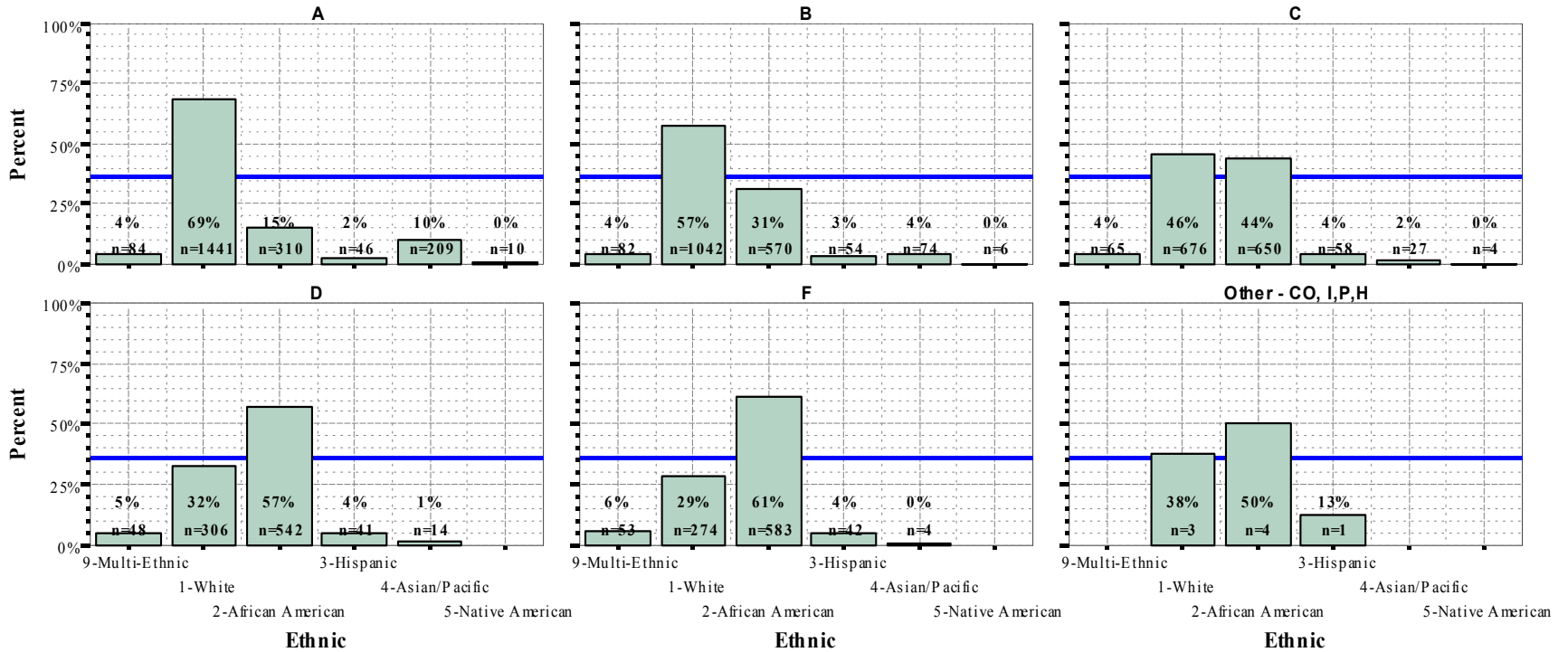
All Middle Schools - All Course Sections Combined For All Quarters



The horizontal blue line at 33.4% indicates the African American percentage of all Quarter ENGLISH Course grades.

# MATH Course Quarter Grade Distribution

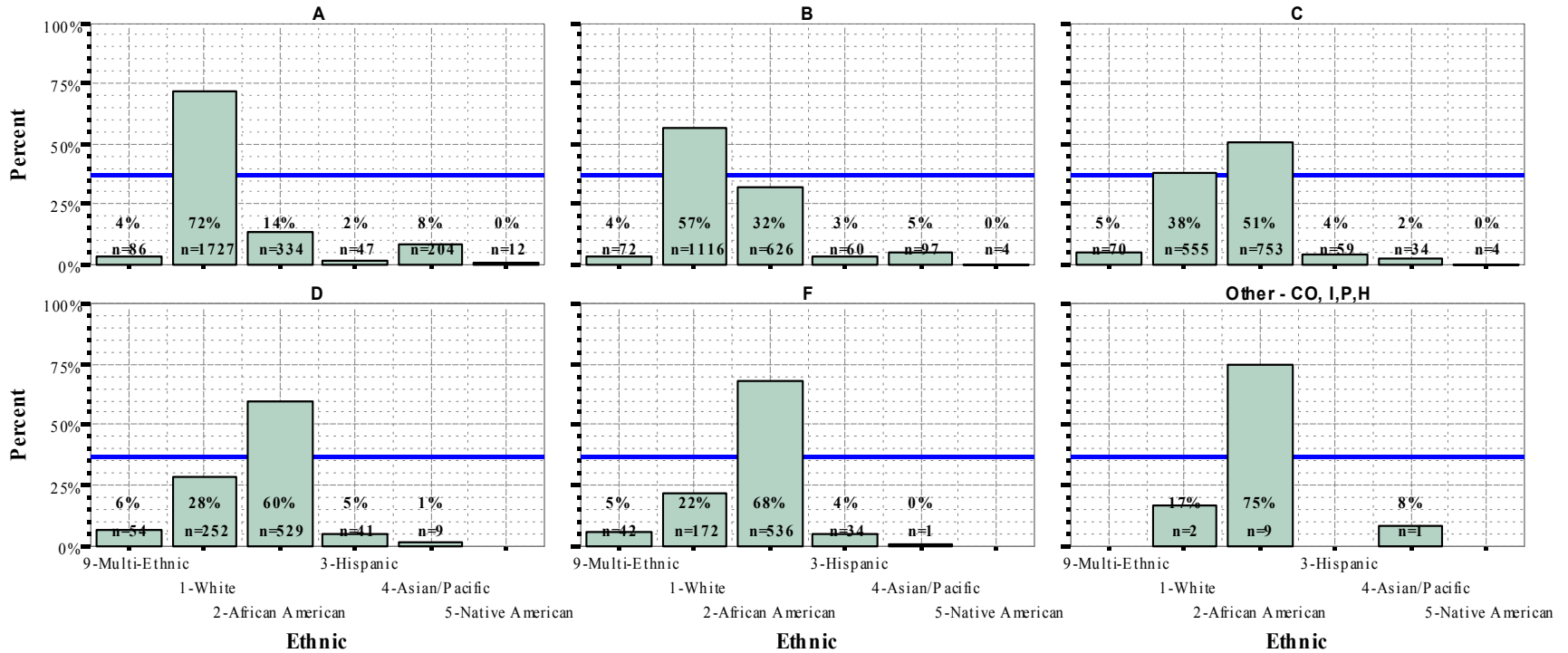
All Middle Schools - All Course Sections Combined For All Quarters



The horizontal blue line at 36.3% indicates the African American percentage of all Quarter MATH Course grades.

# SCIENCE Course Quarter Grade Distribution

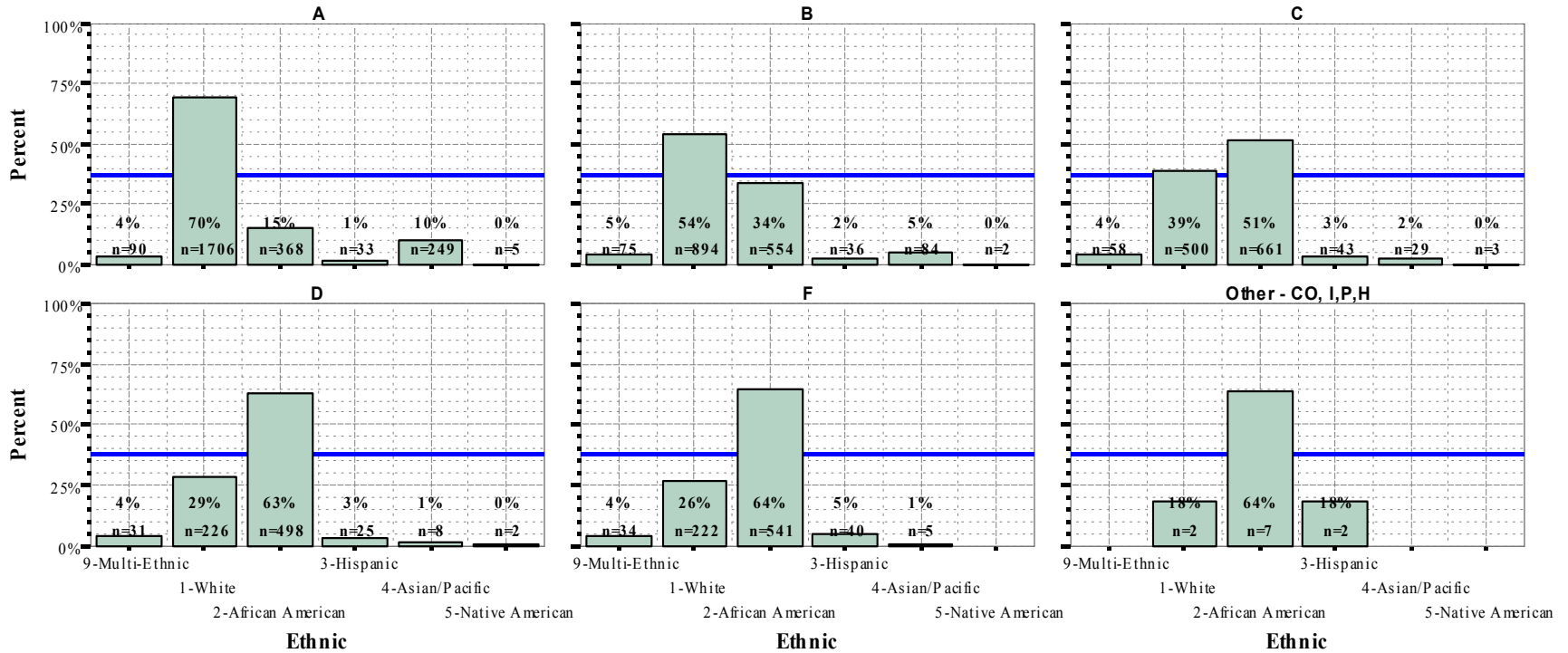
All Middle Schools - All Course Sections Combined For All Quarters



The horizontal blue line at 37.0% indicates the African American percentage of all Quarter SCIENCE Course grades.

# SOCIAL SCIENCE Course Quarter Grade Distribution

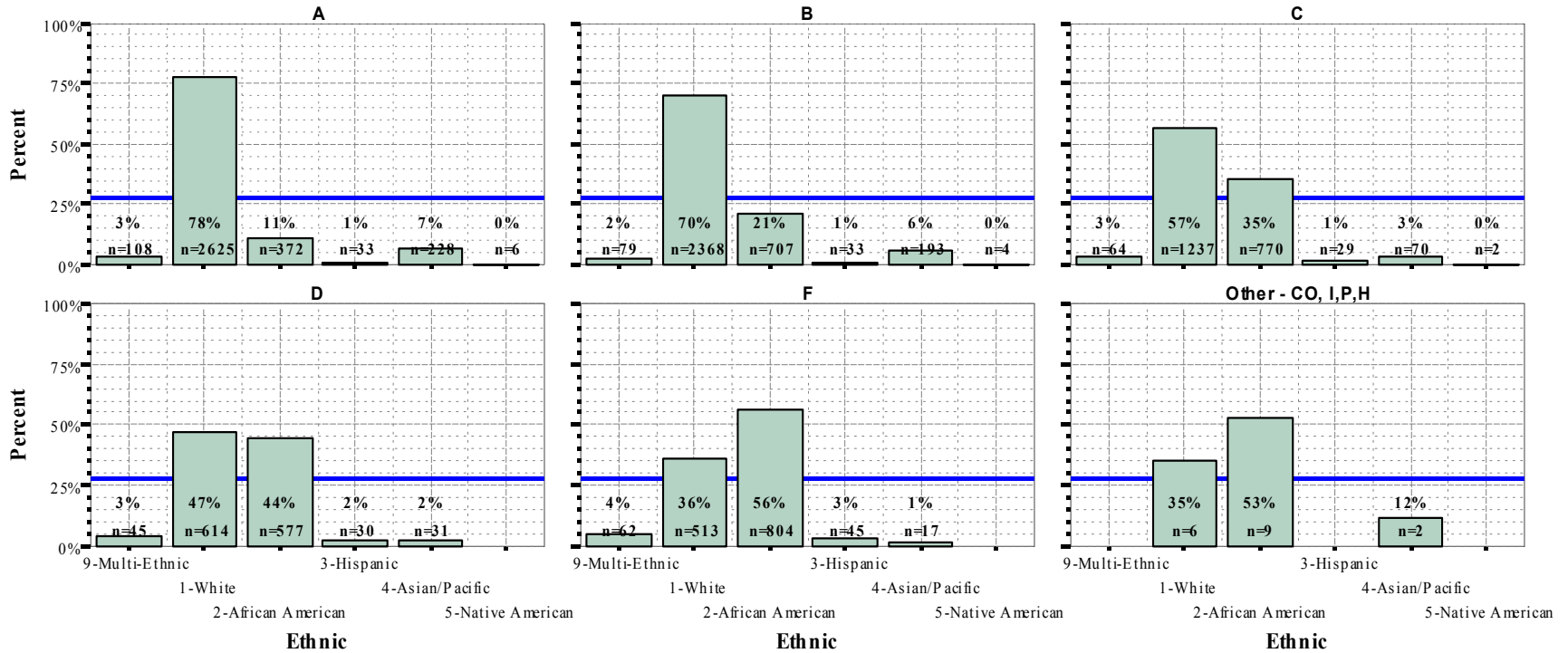
All Middle Schools - All Course Sections Combined For All Quarters



The horizontal blue line at 37.4% indicates the African American percentage of all Quarter SOCIAL SCIENCE Course grades.

# ENGLISH Course Quarter Grade Distribution

All High Schools - All Course Sections Combined For All Quarters

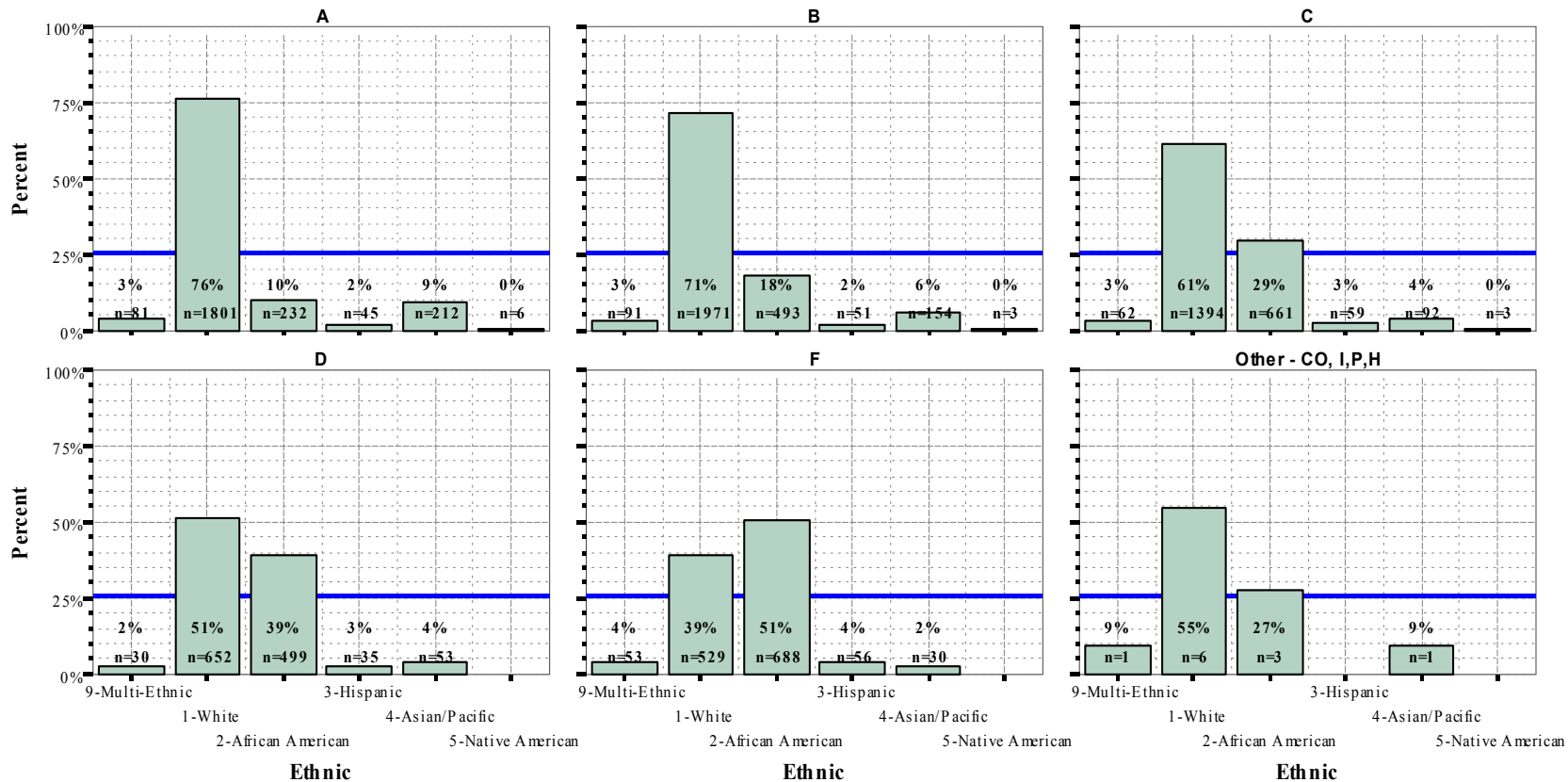


The horizontal blue line at 27.7% indicates the African American percentage of all Quarter ENGLISH Course grades.



# MATH Course Quarter Grade Distribution

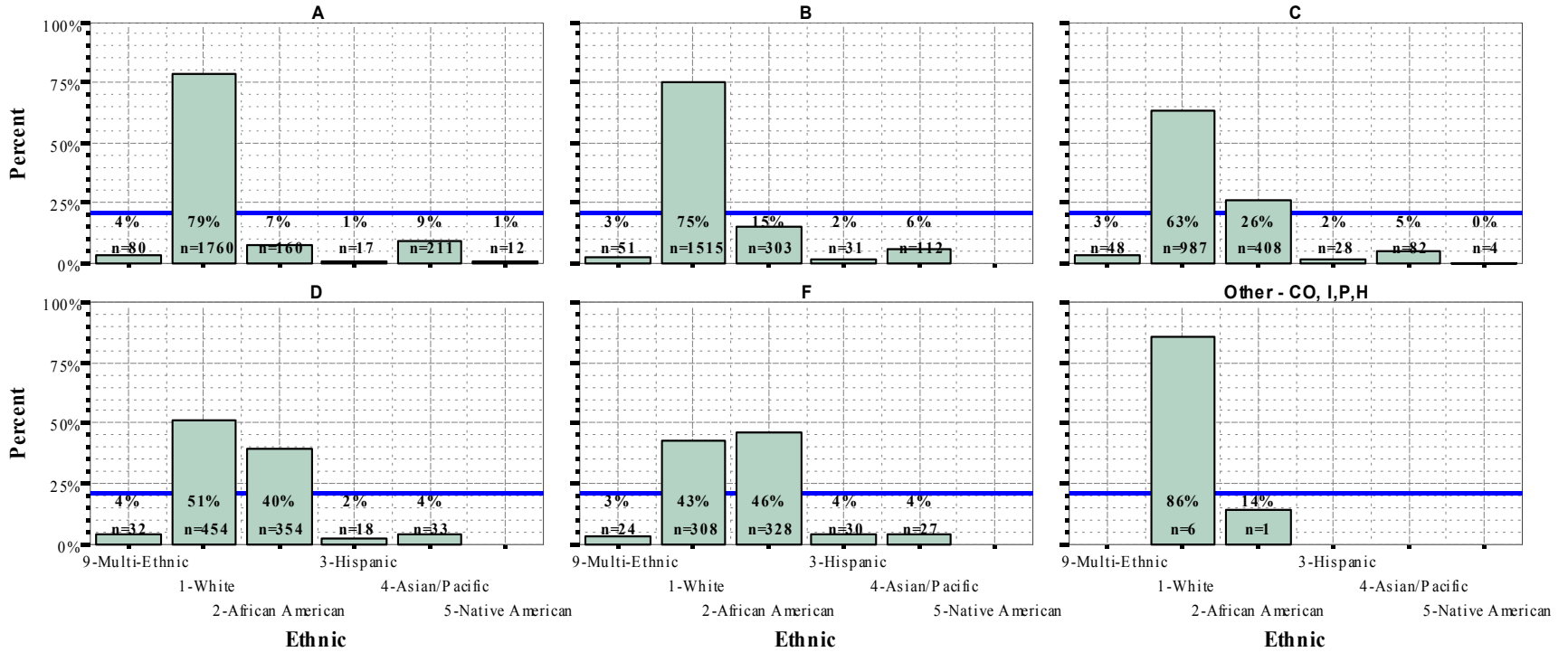
All High Schools - All Course Sections Combined For All Quarters



The horizontal blue line at 25.6% indicates the African American percentage of all Quarter MATH Course grades.

# SCIENCE Course Quarter Grade Distribution

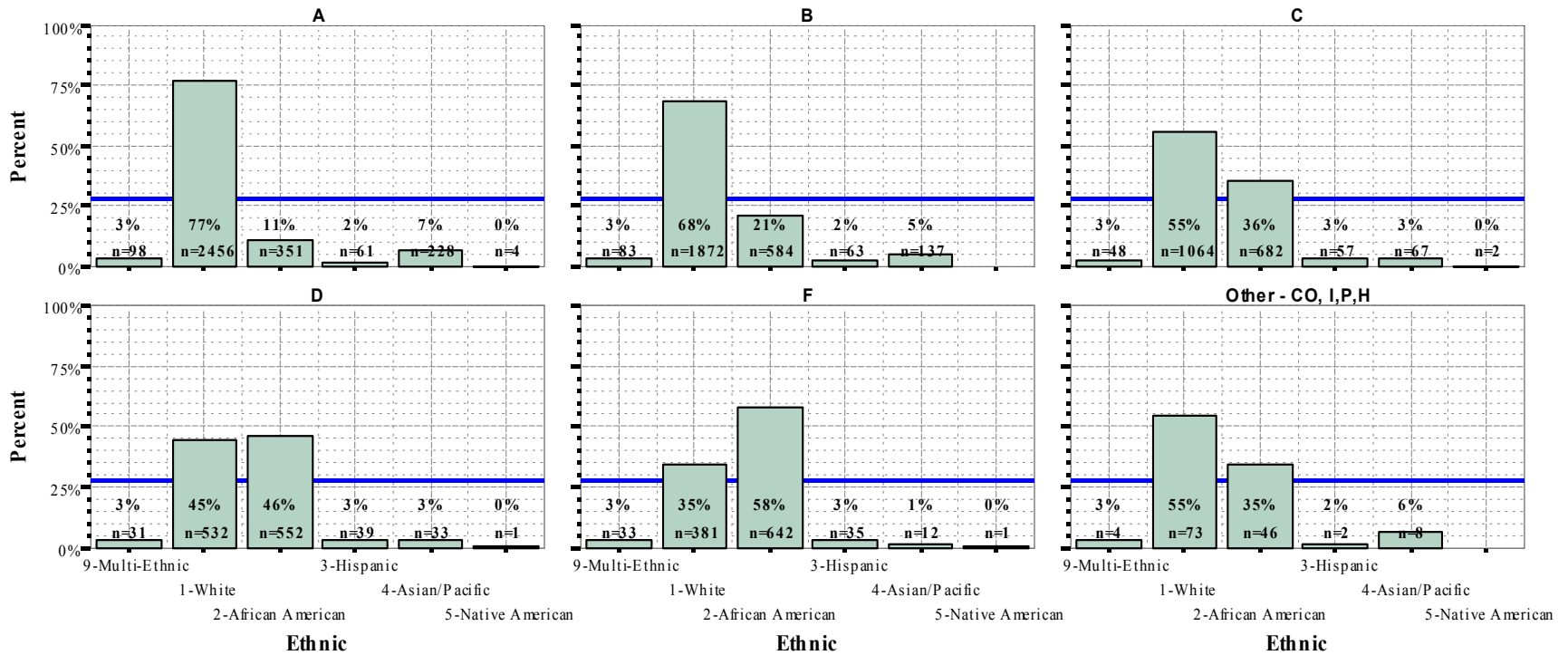
All High Schools - All Course Sections Combined For All Quarters



The horizontal blue line at 20.9% indicates the African American percentage of all Quarter SCIENCE Course grades.

# SOCIAL SCIENCE Course Quarter Grade Distribution

All High Schools - All Course Sections Combined For All Quarters

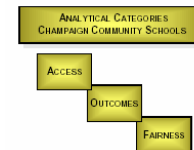
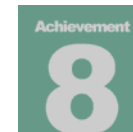


The horizontal blue line at 27.8% indicates the African American percentage of all Quarter SOCIAL SCIENCE course grades.

# ***High School Level III Quarter Course Grades***

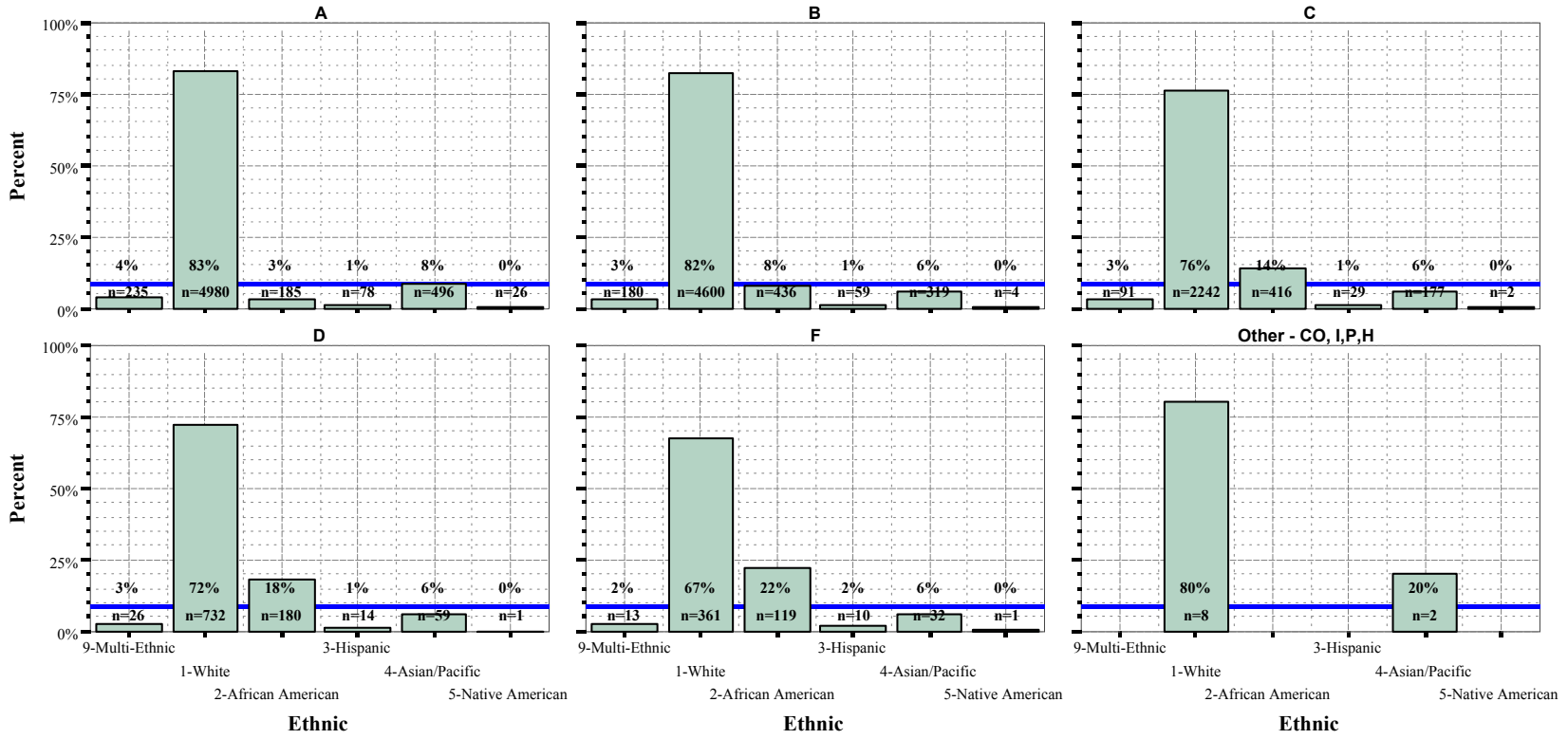
See Appendix W - Level III Course Grades & Enrollment - SY2003

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What You  
Expect”*



# Level III Course Quarter Grade Distribution

All High Schools - Level III Course Sections Combined For All Quarters



The horizontal blue line at 8.3% indicates the African American percentage of all Level III Course quarter grades.

# Level III Course Grade Distribution



Quarter Grade \* Ethnic Crosstabulation

			Ethnic					Total	
			9-Multi-Ethnic	1-White	2-African American	3-Hispanic	4-Asian/Pacific	5-Native American	Total
Count	Quarter Grade	A	235	4980	185	78	496	26	6000
		B	180	4600	436	59	319	4	5598
		C	91	2242	416	29	177	2	2957
		D	26	732	180	14	59	1	1012
		F	13	361	119	10	32	1	536
		Other - CO, I,P,H	0	8	0	0	2	0	10
		Total	545	12923	1336	190	1085	34	16113
% within Quarter Grade	Quarter Grade	A	3.9%	83.0%	3.1%	1.3%	8.3%	.4%	100.0%
		B	3.2%	82.2%	7.8%	1.1%	5.7%	.1%	100.0%
		C	3.1%	75.8%	14.1%	1.0%	6.0%	.1%	100.0%
		D	2.6%	72.3%	17.8%	1.4%	5.8%	.1%	100.0%
		F	2.4%	67.4%	22.2%	1.9%	6.0%	.2%	100.0%
		Other - CO, I,P,H	.0%	80.0%	.0%	.0%	20.0%	.0%	100.0%
		Total	3.4%	80.2%	8.3%	1.2%	6.7%	.2%	100.0%
% within Ethnic	Quarter Grade	A	43.1%	38.5%	13.8%	41.1%	45.7%	76.5%	37.2%
		B	33.0%	35.6%	32.6%	31.1%	29.4%	11.8%	34.7%
		C	16.7%	17.3%	31.1%	15.3%	16.3%	5.9%	18.4%
		D	4.8%	5.7%	13.5%	7.4%	5.4%	2.9%	6.3%
		F	2.4%	2.8%	8.9%	5.3%	2.9%	2.9%	3.3%
		Other - CO, I,P,H	.0%	.1%	.0%	.0%	.2%	.0%	.1%
		Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

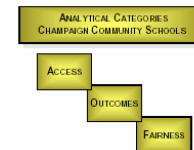
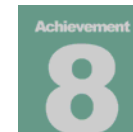
Note that students with an "F" final grade do not get credit toward graduation.

- A. 37% of all grades were "A's"; 14% of African American grades were "A's"
- B. 35% of all grades were "B's"; 33% of African American grades were "B's"
- C. 18% of all grades were "C's"; 31% of African American grades were "C's"
- D. 6% of all grades were "D's"; 14% of African American grades were "D's"
- F. 3% of all grades were "F's"; 9% of African American grades were "F's"

# ***High School Course Enrollments Level III, Level II, & Level I Courses***

See Appendix W - Level III Course Grades & Enrollment - SY2003

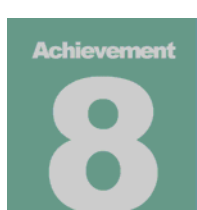
*“Inspect  
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Expect”*



# Level III Courses

## African American Enrollments

Unduplicated counts at the course level. Since students take courses in more than one course area and may take more than one course in any given area, the summary counts are duplicated counts. See Appendix W, pp. 9-17 for Level III course listing and count detail.



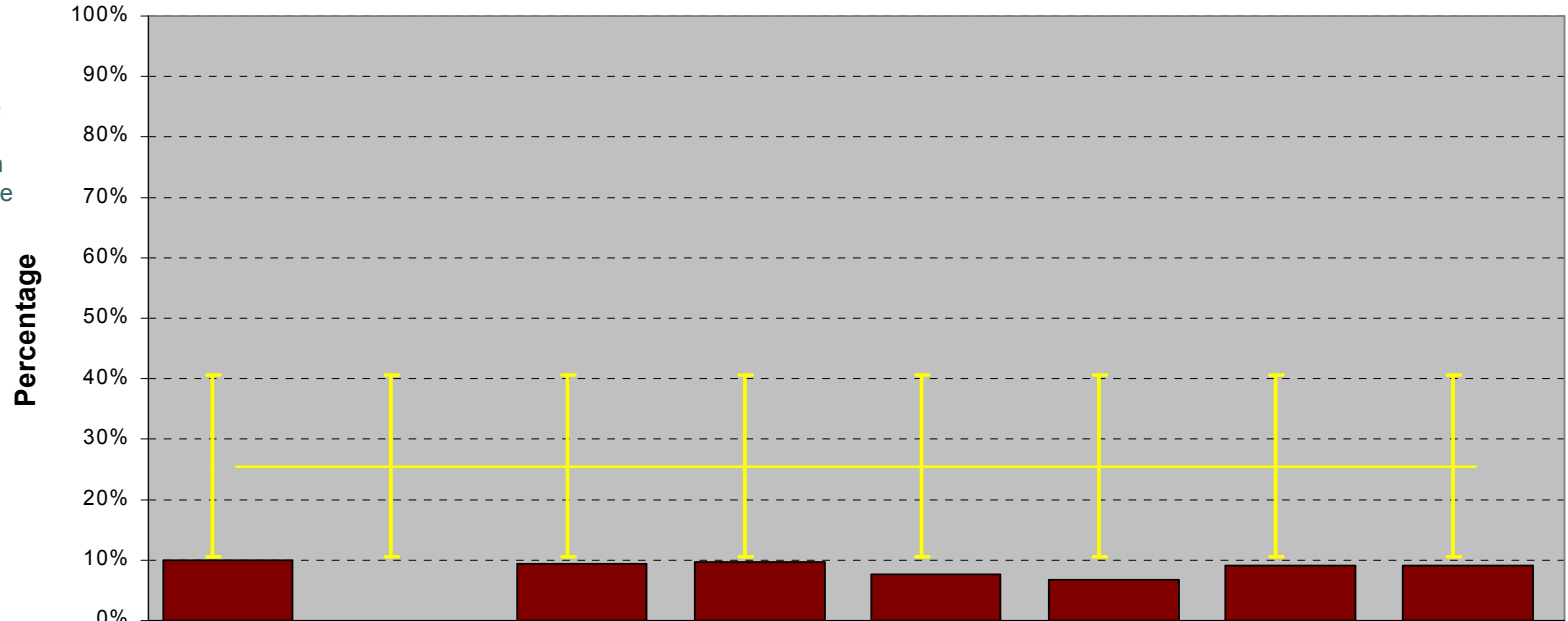
### African American Level III Course Enrollment

By Course Area- Grades 9-12

SY2003

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

African American students continue to be under-represented in Level III course enrollments.



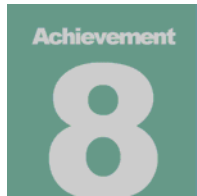
	Am Studies	Business	English	For Lang	Other	Science	Soc Sci	Total
Afr Am Enrollment Avg %	25.5%	25.5%	25.5%	25.5%	25.5%	25.5%	25.5%	25.5%
■ 2-African American	9.9%	0.0%	9.4%	9.8%	7.6%	6.7%	9.2%	9.0%
Afr Am N =	27	-	159	74	6	36	77	379
Grand Total	273	29	1,700	756	79	535	836	4,208

Course Area



# Level II Courses

## African American Enrollments



Unduplicated counts at the course level. Since students take courses in more than one course area and may take more than one course in any given area, the summary counts are duplicated counts. See Appendix W, pp. 18-27 for Level I course listing and count detail.

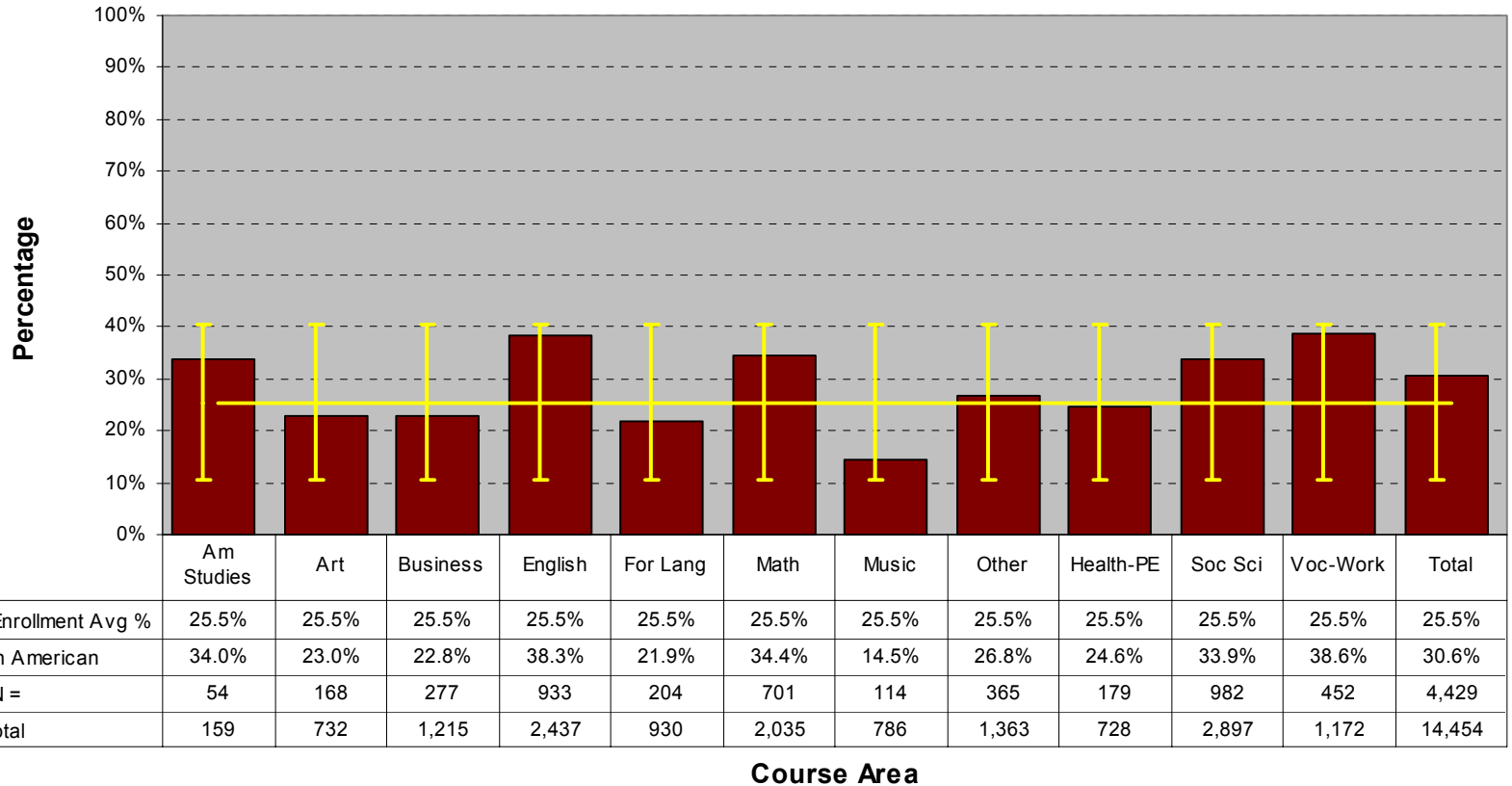
### African American Level II Course Enrollment

By Course Area- Grades 9-12

SY2003

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

African American students are represented about proportionately in Level II courses. Note that there are some specific courses or course areas where there is under-representation. See Band courses, for example.



The district should explain the relatively low representation of African American students in Music courses.

# Music:

Crs\_desc \* ethnic \* Level2 Crosstabulation<sup>a</sup>

Count		ethnic					Total
Level2	Crs_desc	9-Multi-Ethnic	1-White	2-African American	3-Hispanic	4-Asian/Pacific	
2	ADV WOM CHOIR	0	11	4	0	1	16
	BAND 363	5	56	3	1	8	73
	BASS CHOIR	0	6	12	1	0	19
	BASS CHORUS 662	0	11	9	0	0	20
	CON. BAND 564A	2	27	5	0	2	36
	CON. BAND 564B	2	46	1	0	2	51
	CONC BAND	1	78	10	3	5	97
	CONC BAND A 564	5	82	8	0	3	98
	CONCERT CH 666	1	36	8	0	1	46
	MADRIGALS	0	23	1	0	1	25
	ORCHESTRA	2	15	4	0	2	23
	ORCHESTRA 566	0	11	3	0	3	17
	PERCUSSION	1	9	0	0	1	11
	SHOW CHOIR	1	20	1	0	1	23
	SYM BAND	1	55	1	0	3	60
	SYMP BAND 565	1	60	1	0	3	65
	TREBLE CHOIR663	0	29	18	0	4	51
	TREBLE CHORUS	2	28	25	0	0	55
	<b>Total</b>	<b>24</b>	<b>603</b>	<b>114</b>	<b>5</b>	<b>40</b>	<b>786</b>

<sup>a</sup> Crs\_Area = Music

Crs\_desc \* ethnic \* Level2 Crosstabulation<sup>a</sup>

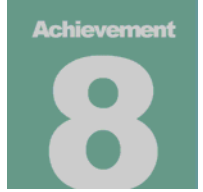
% within Crs_desc		ethnic					Total
Level2	Crs_desc	9-Multi-Ethnic	1-White	2-African American	3-Hispanic	4-Asian/Pacific	
2	ADV WOM CHOIR	.0%	68.8%	25.0%	.0%	6.3%	100.0%
	BAND 363	6.8%	76.7%	4.1%	1.4%	11.0%	100.0%
	BASS CHOIR	.0%	31.6%	63.2%	5.3%	.0%	100.0%
	BASS CHORUS 662	.0%	55.0%	45.0%	.0%	.0%	100.0%
	CON. BAND 564A	5.6%	75.0%	13.9%	.0%	5.6%	100.0%
	CON. BAND 564B	3.9%	90.2%	2.0%	.0%	3.9%	100.0%
	CONC BAND	1.0%	80.4%	10.3%	3.1%	5.2%	100.0%
	CONC BAND A 564	5.1%	83.7%	8.2%	.0%	3.1%	100.0%
	CONCERT CH 666	2.2%	78.3%	17.4%	.0%	2.2%	100.0%
	MADRIGALS	.0%	92.0%	4.0%	.0%	4.0%	100.0%
	ORCHESTRA	8.7%	65.2%	17.4%	.0%	8.7%	100.0%
	ORCHESTRA 566	.0%	64.7%	17.6%	.0%	17.6%	100.0%
	PERCUSSION	9.1%	81.8%	.0%	.0%	9.1%	100.0%
	SHOW CHOIR	4.3%	87.0%	4.3%	.0%	4.3%	100.0%
	SYM BAND	1.7%	91.7%	1.7%	.0%	5.0%	100.0%
	SYMP BAND 565	1.5%	92.3%	1.5%	.0%	4.6%	100.0%
	TREBLE CHOIR663	.0%	56.9%	35.3%	.0%	7.8%	100.0%
	TREBLE CHORUS	3.6%	50.9%	45.5%	.0%	.0%	100.0%
	<b>Total</b>	<b>3.1%</b>	<b>76.7%</b>	<b>14.5%</b>	<b>.6%</b>	<b>5.1%</b>	<b>100.0%</b>

<sup>a</sup> Crs\_Area = Music

The district should explain the relatively low representation of African American students in band courses.

# Level I Courses

## African American Enrollments



Unduplicated counts at the course level. Since students take courses in more than one course area and may take more than one course in any given area, the summary counts are duplicated counts. See Appendix W, pp. 28-42 for Level I course listing and count detail.

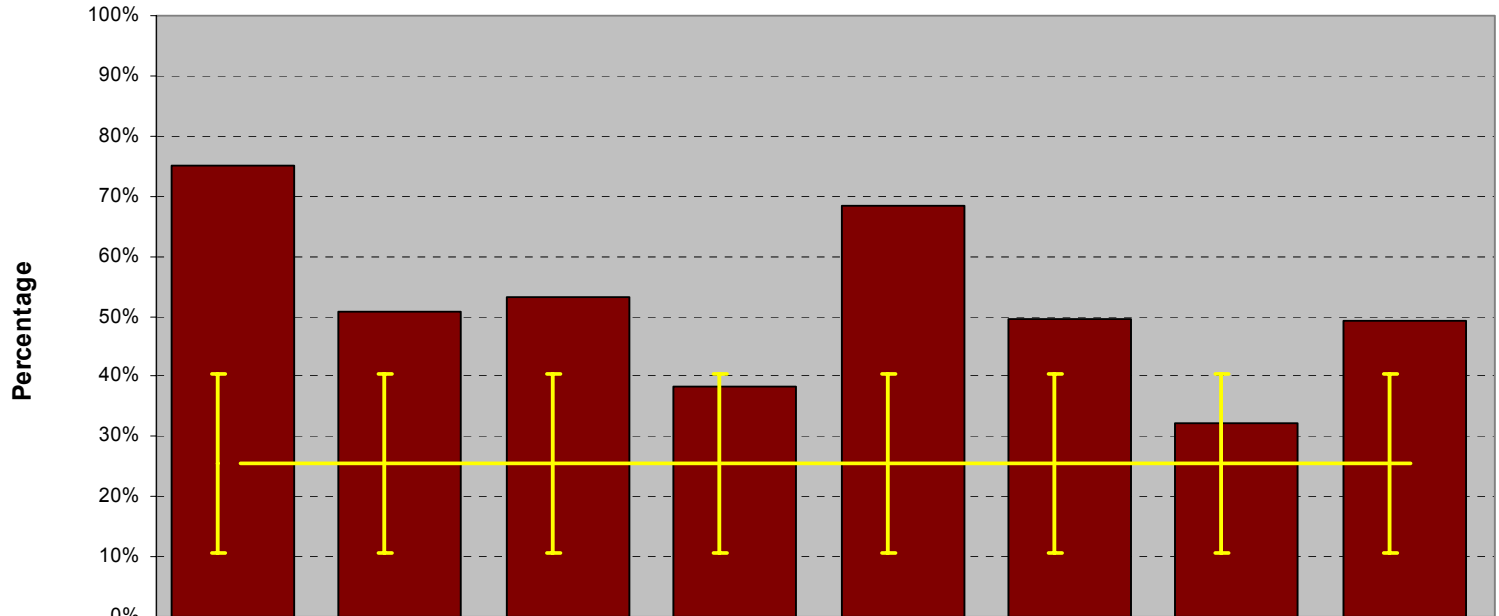
### African American Level I Course Enrollment

By Course Area- Grades 9-12

SY2003

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

African American students continue to be over-represented in Level I courses.



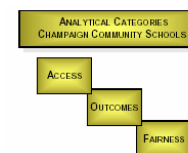
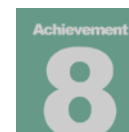
	Business	English	Math	Other	Science	Soc Sci	Voc-Work	Total
Afr Am Enrollment Avg %	25.5%	25.5%	25.5%	25.5%	25.5%	25.5%	25.5%	25.5%
■ 2-African American	75.0%	50.9%	53.1%	38.4%	68.4%	49.5%	32.4%	49.3%
Afr Am N =	9	86	60	28	13	49	11	256
Grand Total	12	169	113	73	19	99	34	519

Course Area

# ***High School Advanced Placement Course Enrollments, Quarter Grade Distribution, & AP Exam Results***

See Appendix X - Advanced Placement SY2003

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# Students Taking AP Courses:

## Gender \* Ethnic Crosstabulation

			Ethnic					
			9-Multi-Ethnic	1-White	2-African American	3-Hispanic	4-Asian/Pacific	Total
Count	Gender	1-Female	2	89	3	0	9	103
		2-Male	3	95	2	1	9	110
	Total	5	184	5	1	18	213	
% within Gender	Gender	1-Female	1.9%	86.4%	2.9%	.0%	8.7%	100.0%
		2-Male	2.7%	86.4%	1.8%	.9%	8.2%	100.0%
	Total	2.3%	86.4%	2.3%	.5%	8.5%	100.0%	
% within Ethnic	Gender	1-Female	40.0%	48.4%	60.0%	.0%	50.0%	48.4%
		2-Male	60.0%	51.6%	40.0%	100.0%	50.0%	51.6%
	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

- 213 different students took AP courses during SY2003.
- 5 of 213 (2.3%) of SY2003 AP students were African American; 26% of all SY2003 high school students were African American.
- In SY2002, 11 different African American students were enrolled in AP courses.

# Students Taking AP Courses:

Gender \* Ethnic \* Bldg\_no Crosstabulation

Bldg_no				Ethnic				Total	
				9-Multi-Ethnic	1-White	2-African American	3-Hispanic		4-Asian/Pacific
31 - Centennial HS	Count	Gender	1-Female	1	54		0	6	61
			2-Male	2	49		1	5	57
		Total	3	103		1	11	118	
	% within Gender	Gender	1-Female	1.6%	88.5%		.0%	9.8%	100.0%
			2-Male	3.5%	86.0%		1.8%	8.8%	100.0%
		Total	2.5%	87.3%		.8%	9.3%	100.0%	
	% within Ethnic	Gender	1-Female	33.3%	52.4%		.0%	54.5%	51.7%
			2-Male	66.7%	47.6%		100.0%	45.5%	48.3%
		Total	100.0%	100.0%		100.0%	100.0%	100.0%	
	32 - Central HS	Count	Gender	1-Female	1	35	3		3
2-Male				1	46	2		4	53
Total			2	81	5		7	95	
% within Gender		Gender	1-Female	2.4%	83.3%	7.1%		7.1%	100.0%
			2-Male	1.9%	86.8%	3.8%		7.5%	100.0%
		Total	2.1%	85.3%	5.3%		7.4%	100.0%	
% within Ethnic		Gender	1-Female	50.0%	43.2%	60.0%		42.9%	44.2%
			2-Male	50.0%	56.8%	40.0%		57.1%	55.8%
		Total	100.0%	100.0%	100.0%		100.0%	100.0%	

- All 5 of the African American AP students were enrolled at Central High School.
- None were enrolled at Centennial High School.

# AP Course Quarterly Grades:

Quarter Grade \* Ethnic \* Bldg\_No Crosstabulation

Bldg\_No: 31 - Centennial HS

Quarter A Grade	Count	Ethnic				Total
		9-Multi-Ethnic	1-White	2-African American		
				3-Hispanic	4-Asian/Pacific	
Count	6	158	0	18	182	
% within Quarter Grade	3.3%	86.8%	.0%	9.9%	100.0%	
% within Ethnic	37.5%	32.4%	.0%	39.1%	33.0%	
B	Count	2	180	0	11	193
% within Quarter Grade	1.0%	93.3%	.0%	5.7%	100.0%	
% within Ethnic	12.5%	36.9%	.0%	23.9%	35.0%	
C	Count	7	106	1	8	122
% within Quarter Grade	5.7%	86.9%	.8%	6.6%	100.0%	
% within Ethnic	43.8%	21.7%	50.0%	17.4%	22.1%	
D	Count	1	32	1	8	42
% within Quarter Grade	2.4%	76.2%	2.4%	19.0%	100.0%	
% within Ethnic	6.3%	6.6%	50.0%	17.4%	7.6%	
F	Count	0	12	0	1	13
% within Quarter Grade	.0%	92.3%	.0%	7.7%	100.0%	
% within Ethnic	.0%	2.5%	.0%	2.2%	2.4%	
Total	Count	16	488	2	46	552
% within Quarter Grade	2.9%	88.4%	.4%	8.3%	100.0%	
% within Ethnic	100.0%	100.0%	100.0%	100.0%	100.0%	

Quarter Grade \* Ethnic \* Bldg\_No Crosstabulation

Bldg\_No: 32 - Central HS

Quarter A Grade	Count	Ethnic				Total
		9-Multi-Ethnic	1-White	2-African American		
				3-Hispanic	4-Asian/Pacific	
Count	0	167	1	9	177	
% within Quarter Grade	.0%	94.4%	.6%	5.1%	100.0%	
% within Ethnic	.0%	39.2%	4.5%	20.5%	35.7%	
B	Count	3	157	7	19	186
% within Quarter Grade	1.6%	84.4%	3.8%	10.2%	100.0%	
% within Ethnic	75.0%	36.9%	31.8%	43.2%	37.5%	
C	Count	1	74	8	7	90
% within Quarter Grade	1.1%	82.2%	8.9%	7.8%	100.0%	
% within Ethnic	25.0%	17.4%	36.4%	15.9%	18.1%	
D	Count	0	17	2	3	22
% within Quarter Grade	.0%	77.3%	9.1%	13.6%	100.0%	
% within Ethnic	.0%	4.0%	9.1%	6.8%	4.4%	
F	Count	0	11	4	6	21
% within Quarter Grade	.0%	52.4%	19.0%	28.6%	100.0%	
% within Ethnic	.0%	2.6%	18.2%	13.6%	4.2%	
Total	Count	4	426	22	44	496
% within Quarter Grade	.8%	85.9%	4.4%	8.9%	100.0%	
% within Ethnic	100.0%	100.0%	100.0%	100.0%	100.0%	

- African American students received 1 A (4.5%), 7 B's (31.8%) , 8 C's (36.4%), 2 D's (9.1%), and 4 F's (18.2%).
- This compares unfavorably to a distribution of A's (35.7% of all grades), B's (37.5%), C's (18.1%), D's (4.4%), and F's (4.2%) at Central High School.
- The Centennial High School distribution of grades was similar to that at Central.

# AP Exam Grade Distribution:

<http://www.collegeboard.com/student/testing/ap/chemistry/dist.html>

- One of the 5 African American students took the national AP Chemistry Exam.
- The 6 Central High School students taking the AP Chemistry Exam scored:
  - 5 – Extremely Well Qualified (1 student = 16.7%)
  - 4 – Well Qualified
  - 3 – Qualified (2 students = 33.3%)
  - 2 – Possibly Qualified (3 students = 50.0%)
  - 1 – No Recommendation
- The College Board indicates the following national SY2003 grade distribution:

## 2003 Grade Distribution

	Examination Grade	Percentage Earning Grade
Extremely Well Qualified	5	14.9
Well Qualified	4	17.8
Qualified	3	24.0
Possibly Qualified	2	19.1
No Recommendation	1	24.2
Mean Grade	2.80	
Standard Deviation	1.38	
Number of Students	65,698	
Number of Schools	5,680	
Number of Colleges	1,673	

•The district currently does not track AP exam results centrally.

•Each high school maintains independent AP exam records and does not routinely report the results.

•The district should consider a centralized reporting mechanism for collecting, maintaining, evaluating, and reporting AP exam results.

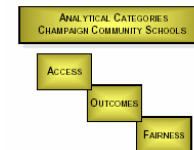
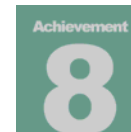
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# Graduates

See Appendix Y - Graduation - SY2003

*“Inspect  
What You  
Expect”*



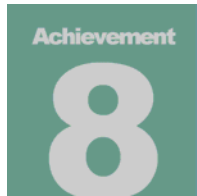
# Graduates:

- In SY2003 African American graduates were 16% of all graduates. In SY2002 African American graduates were 17% of all graduates. These rates were just under the African American enrollment percentages.
- There are differences between mid-year and “regular” graduation rates, with the percentage of African American graduates much higher at the mid-year points.
  - Mid-Year Graduates
    - African American graduates were 29% of mid-year graduates in SY2003 and 33% in SY2002. These numbers are twice the overall African American percentages.
  - “Regular” Graduates
    - African American graduates were 14% of “regular graduates” in SY2003 and 15% in SY2002. These numbers are roughly 4%-5% points lower than the African American enrollment percentages.
    - The term “Regular” graduates is used because of some ambiguity in the use of withdrawal codes W20-Graduation and W22-Mid-Year Graduation. While most Mid-Year graduates were coded in December or January, the frequency in other months (including May) suggests that, in practice, there could be another meaning to the code.
    - This would not necessarily be a problem if the “regular” graduation coding consistently was used for May (or June) graduates. The majority of “regular” graduates are in the month of May. However, the frequency in other months (including the same month a “Mid-Year” code is used for some other students) suggests ambiguity.
    - The district should consider standardizing graduation requirements and graduation coding.
- The percentage of African American graduates at Centennial HS decreased from 17% in SY2002 to 14% in SY2003.
- The percentage of African American graduates at Central HS increased from 17% in SY2002 to 20% in SY2003.
- African American mid-year percentages were twice the “regular” rate at Centennial and three-times the “regular” rate at Central.

# High School Graduates

## SY2002 & SY2003

African American graduates were 17% of all SY2002 graduates and 16% of all SY2003 graduates. September 30<sup>th</sup> African American Enrolments were 19% in SY2003 and 18% in SY2002. In SY2003 12<sup>th</sup> grade African American enrollment ranged between 16%-18%.

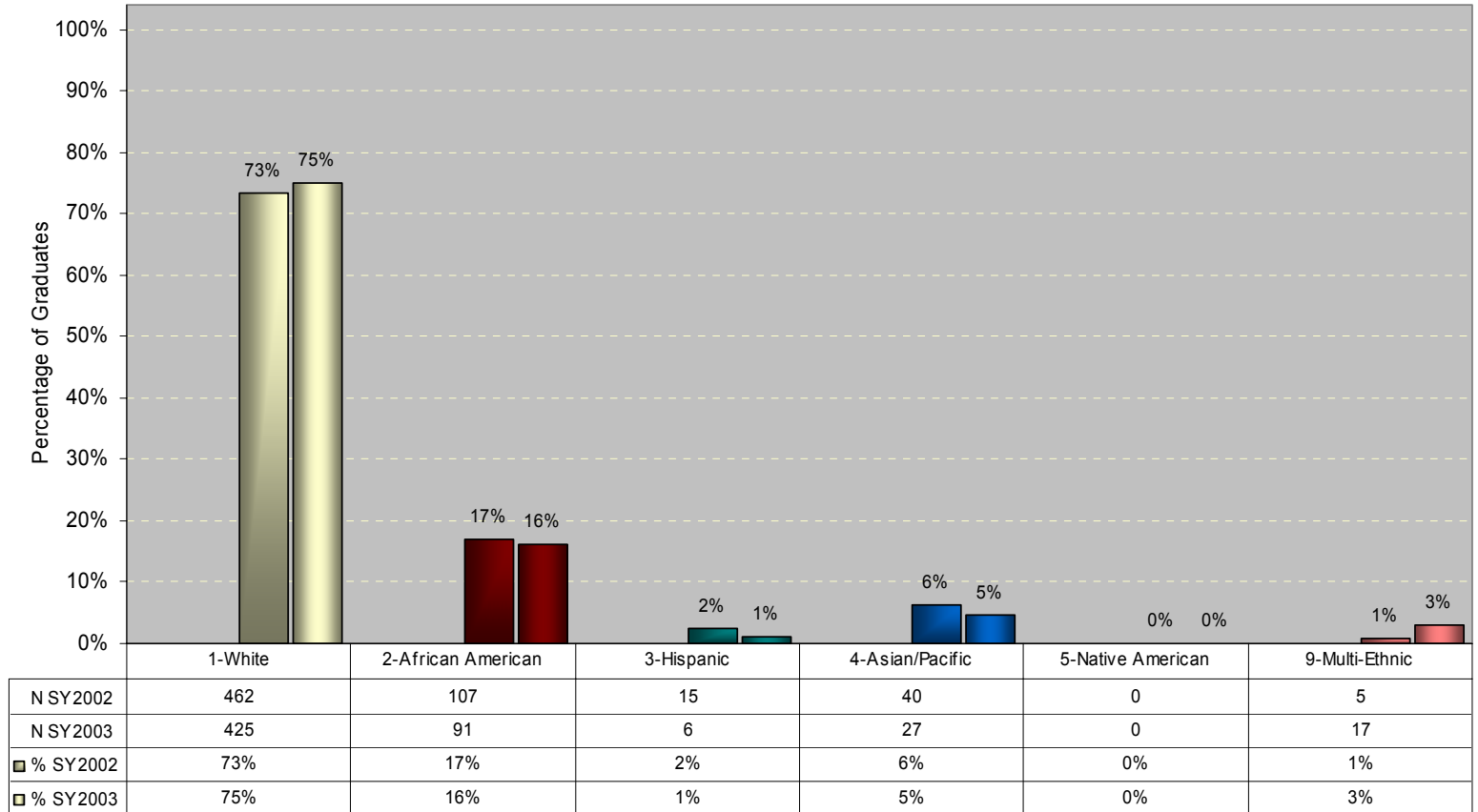


### SY2002 & SY2003 High School Graduates

Withdrawal Codes 20 & 22 By Race/Ethnicity

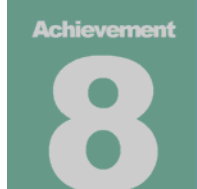
SY2002 N = 629

SY2003 N = 566



Race/Ethnicity

# Mid-Year Graduates & 'Regular' Graduates SY2002 & SY2003

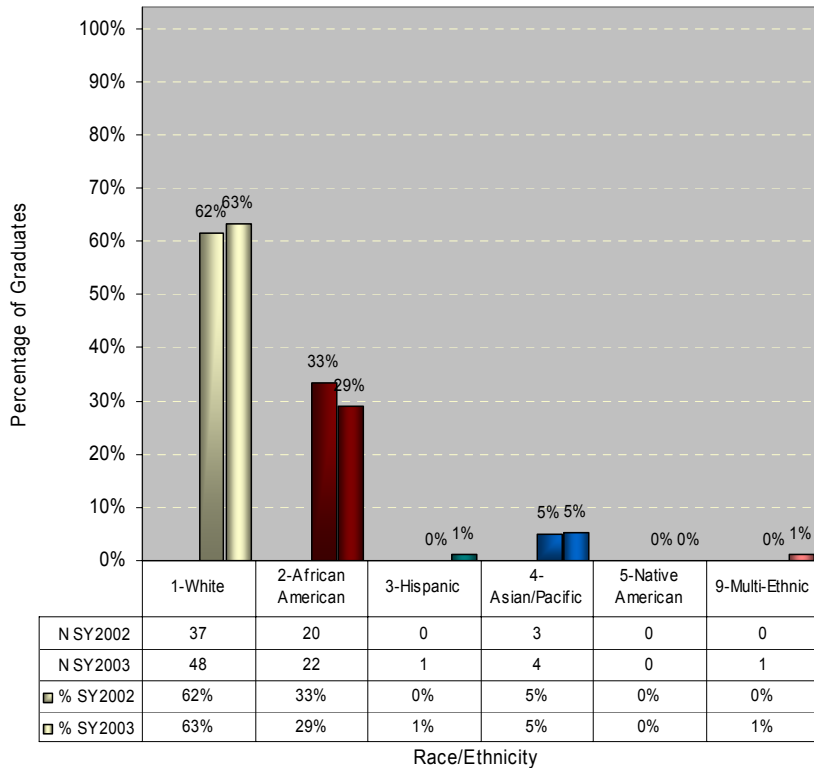


African American mid-year graduates were 33% of all SY2002 mid-year graduates and 29% of all SY2003 mid-year graduates. African American 'regular' graduates were 15% of all SY2002 'regular' graduates and 14% of all SY2003 June graduates. These numbers do not include any SY2003 students who left Unit 4 high schools and got a GED. Unit 4 does not offer a GED program. September 30<sup>th</sup> African American Enrolments were 19% in SY2003 and 18% in SY2002.

**Mid-Year Graduates (W22)**  
**By Race/Ethnicity - SY2002 & SY2003**

SY2002 N = 60

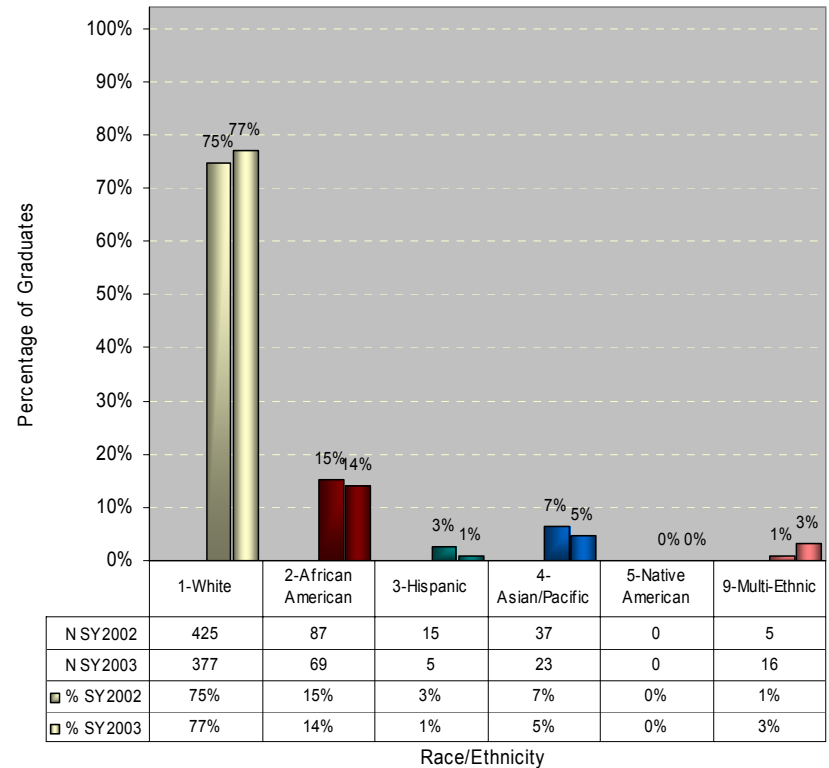
SY2003 N = 76



**Graduates (W20)**  
**By Race/Ethnicity - SY2002 & SY2003**

SY2002 N = 569

SY2003 N = 490



# Centennial High School Graduates

## SY2002 & SY2003

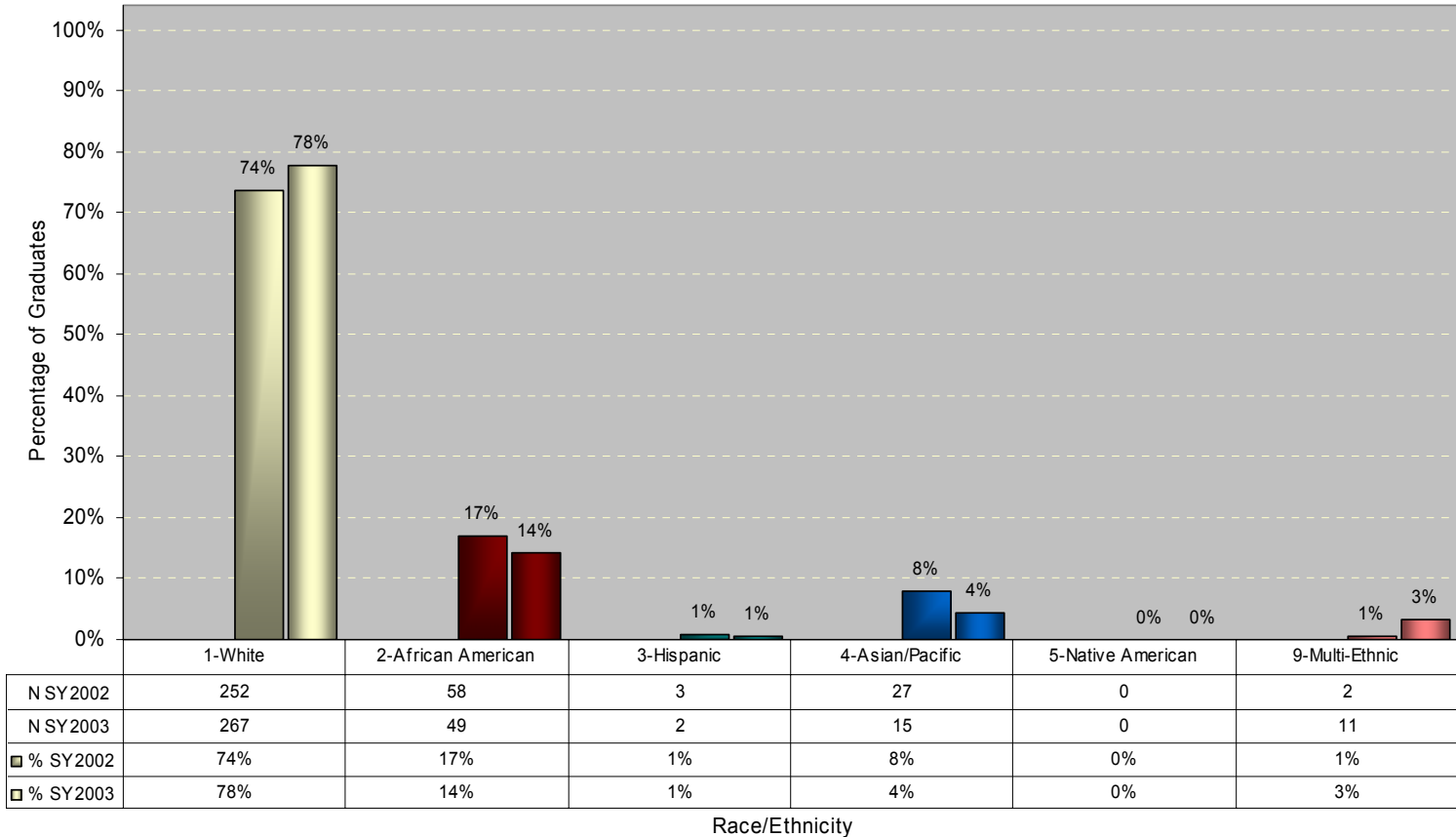
African American graduates were 17% of all SY2002 graduates and 14% of all SY2003 graduates. September 30<sup>th</sup> African American Enrolments were 20% in SY2003 and 18% in SY2002.

### Centennial High School - SY2002 & SY2003 High School Graduates

Withdrawal Codes 20 & 22 By Race/Ethnicity

SY2002 N = 342

SY2003 N = 344



# Centennial Mid-Year Graduates & 'Regular' Graduates

## SY2002 & SY2003



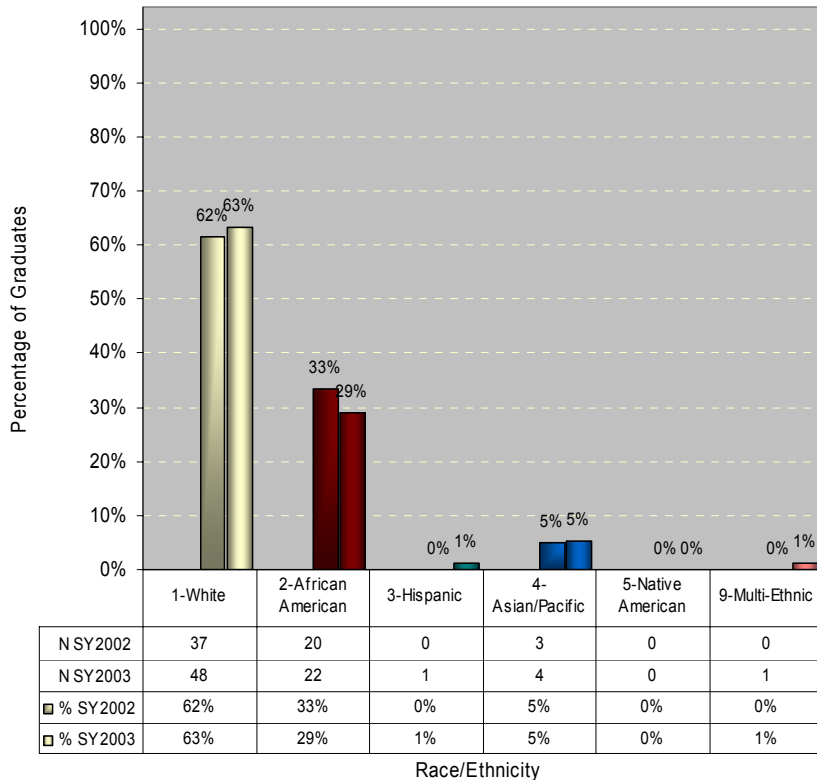
African American mid-year graduates were 33% of all SY2002 mid-year graduates and 29% of all SY2003 mid-year graduates. African American 'regular' graduates were 16% of all SY2002 'regular' graduates and 14% of all SY2003 June graduates. These numbers do not include SY2003 students who left Unit 4 high schools and got a GED. Unit 4 does not offer a GED program. September 30<sup>th</sup> African American Enrolments were 20% in SY2003 and 18% in SY2002.

### Centennial High School - Mid-Year Graduates (W22)

By Race/Ethnicity - SY2002 & SY2003

SY2002 N = 60

SY2003 N = 76

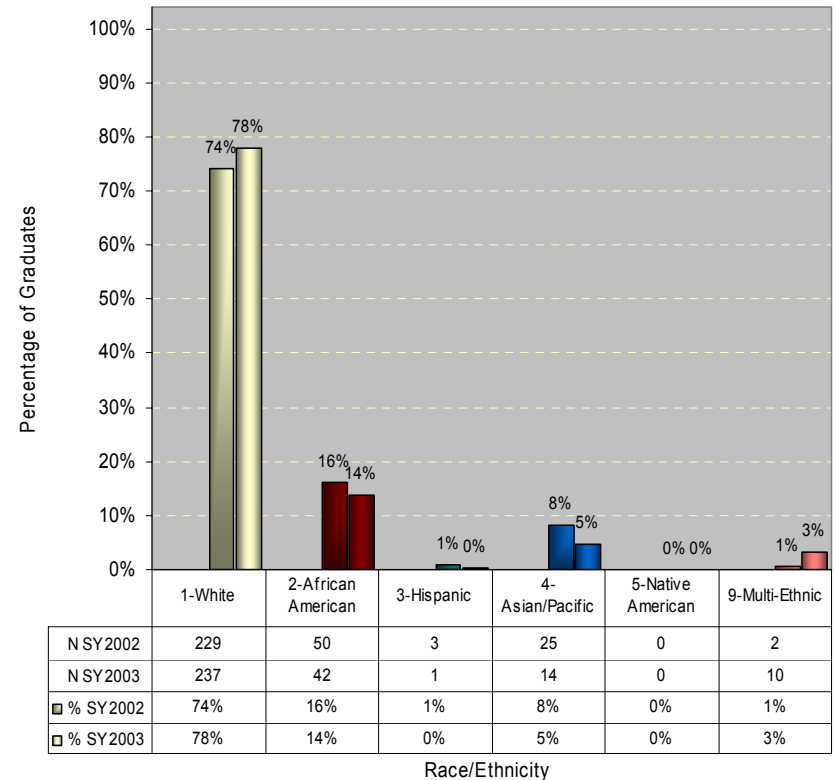


### Centennial High School - Graduates (W20)

By Race/Ethnicity - SY2002 & SY2003

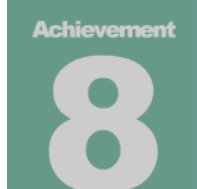
SY2002 N = 309

SY2003 N = 304



# Central High School Graduates SY2002 & SY2003

African American graduates were 17% of all SY2002 graduates and 20% of all SY2003 graduates. September 30<sup>th</sup> African American Enrolments were 30% in SY2003 and 27% in SY2002.

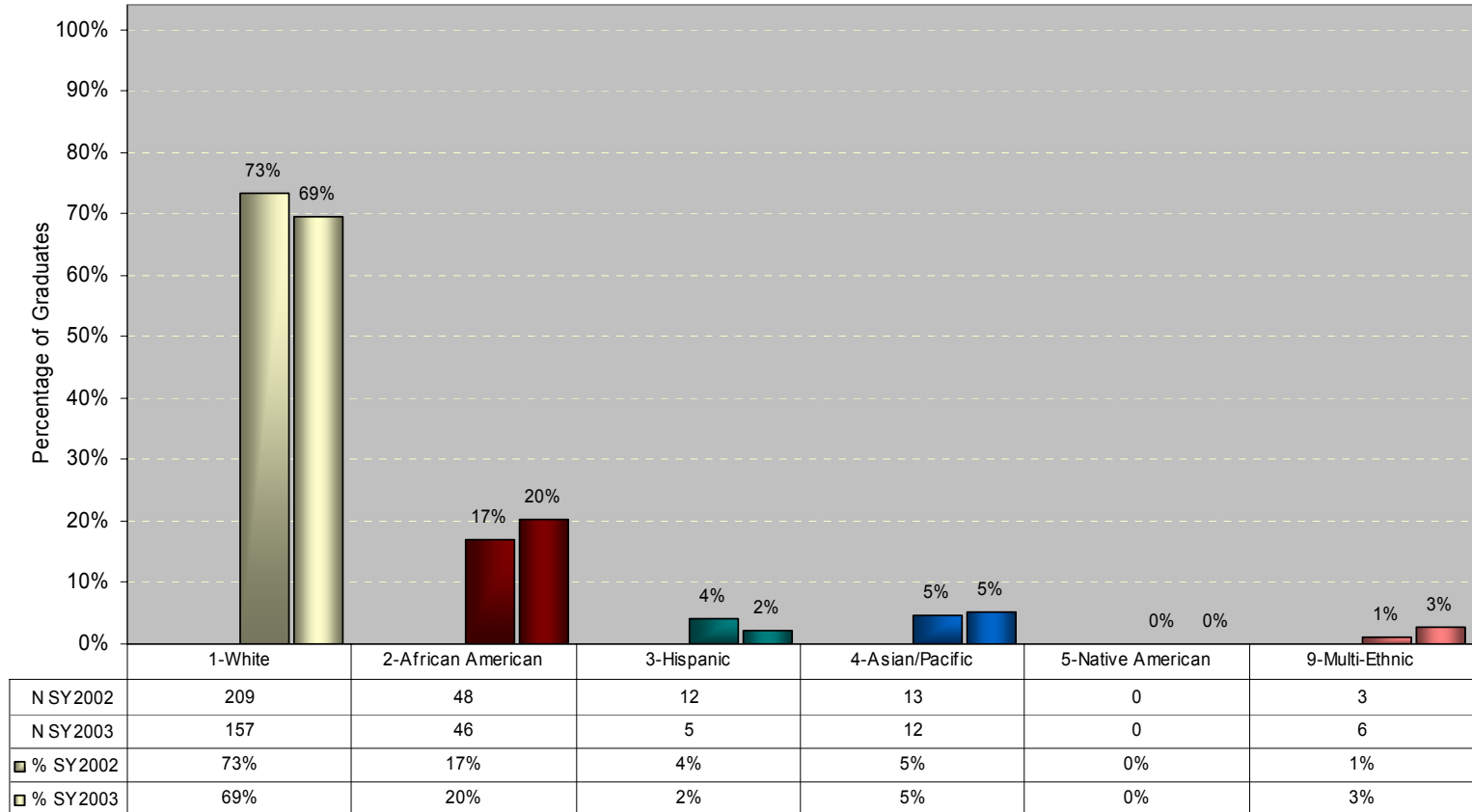


## Central High School - SY2002 & SY2003 High School Graduates

Withdrawal Codes 20 & 22 By Race/Ethnicity

SY2002 N = 285

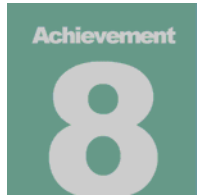
SY2003 N = 226



Race/Ethnicity

# Central Mid-Year Graduates & 'Regular' Graduates

## SY2002 & SY2003



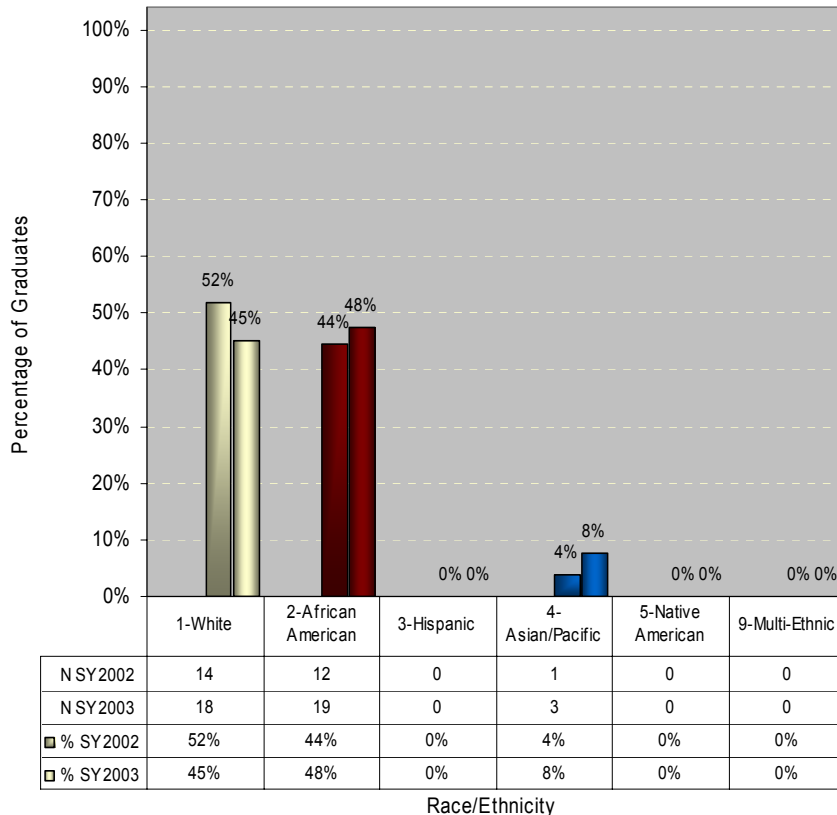
African American mid-year graduates were 44% of all SY2002 mid-year graduates and 48% of all SY2003 mid-year graduates. African American 'regular' graduates were 14% of all SY2002 'regular' graduates and 15% of all SY2003 June graduates. These numbers do not include any SY2003 students who left Unit 4 high schools and got a GED. Unit 4 does not offer a GED program. September 30<sup>th</sup> African American Enrolments were 30% in SY2003 and 27% in SY2002.

### Central High School - Mid-Year Graduates (W22)

By Race/Ethnicity - SY2002 & SY2003

SY2002 N = 27

SY2003 N = 40

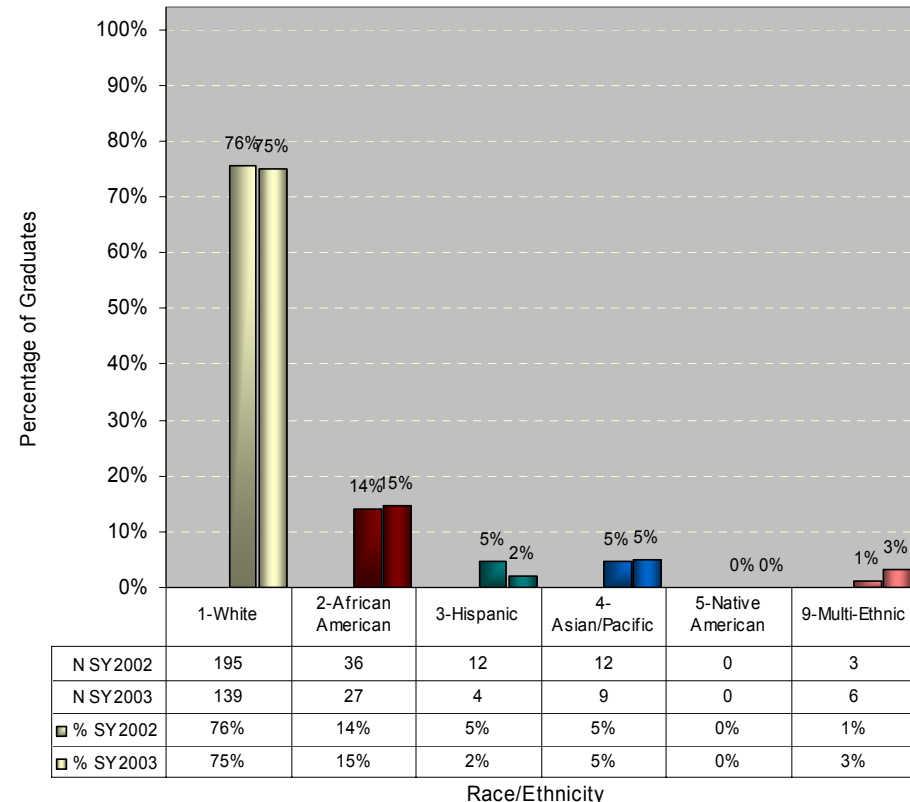


### Central High School - Graduates (W20)

By Race/Ethnicity - SY2002 & SY2003

SY2002 N = 258

SY2003 N = 185

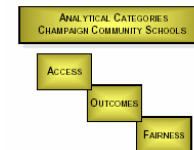
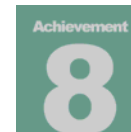




# ***High School Withdrawal Rates***

See Appendix Z - Dropouts, DOC, Storefront, READY - SY2003

*“Inspect  
What You  
Expect”*

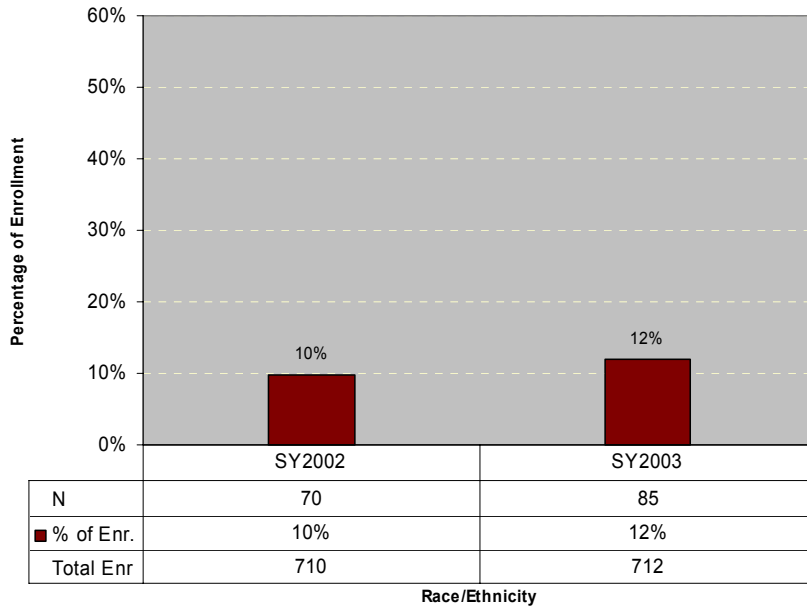


# High School Withdrawal Rate:

Percentage of Students With Withdrawals To Dropout, DOC, Storefront, and/or R.E.A.D.Y.

## African American High School Withdrawal Rate

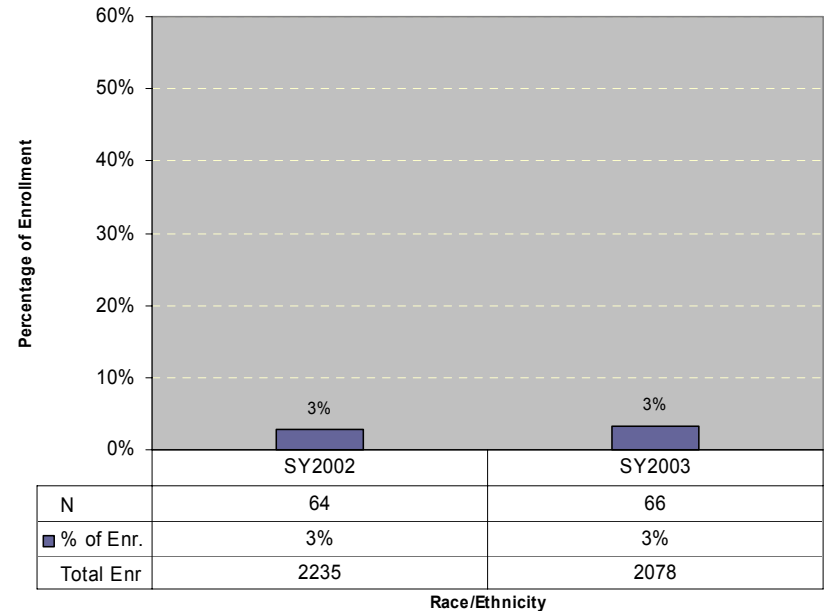
Percentage of Students With Withdrawals  
To Dropout, DOC, Storefront, and/or R.E.A.D.Y.  
SY2002 vs. SY2003



- The SY2003 African American withdrawal rate was 12%, up from 10% in SY2002. This rate is 4 times that for other groups.

## All Other High School Withdrawal Rate

Percentage of Students With Withdrawals  
To Dropout, DOC, Storefront, and/or R.E.A.D.Y.  
SY2002 vs. SY2003



- In SY2002 and SY2003, the withdrawal rate was 3% for students of all other racial/ethnic groups. This rate is 1/4 the SY2003 rate for African American students.

# High School Dropout Racial/Ethnic Distribution:

Distribution Students Withdrawing To Dropout

## Gender \* Ethnic Crosstabulation

			Ethnic				
			9-Multi-Ethnic	1-White	2-African American	3-Hispanic	Total
Count	Gender	1-Female	1	15	23	0	39
		2-Male	2	24	32	1	59
	Total	3	39	55	1	98	
% within Gender	Gender	1-Female	2.6%	38.5%	59.0%	.0%	100.0%
		2-Male	3.4%	40.7%	54.2%	1.7%	100.0%
	Total	3.1%	39.8%	56.1%	1.0%	100.0%	

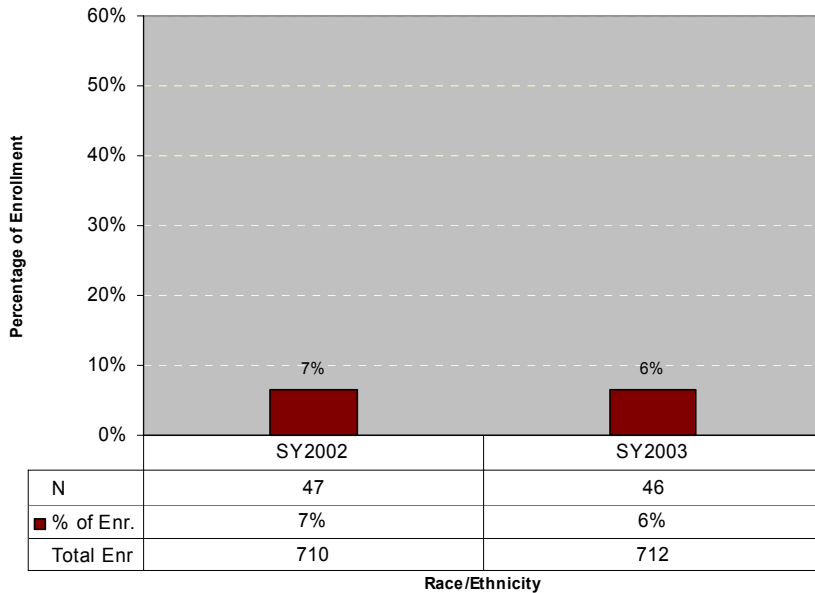
- In SY2003 56% of the high school students dropping out were African American and 40% were White.
- This compares to 48% African American and 47% White in SY2002.
- The African American dropout percentage increased 8% points in SY2003.
- The White dropout percentage decreased by 7% points in SY2003.

# High School Dropout Rate:

Percentage of Students With Withdrawals To Dropout

## African American High School Dropout Rate

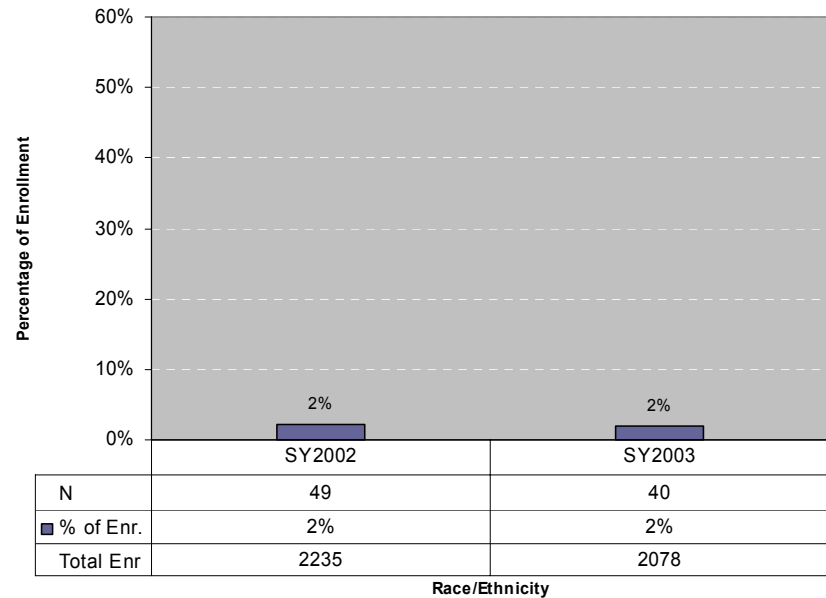
Percentage of Students With Withdrawals  
To Dropout, DOC, Storefront, and/or R.E.A.D.Y.  
SY2002 vs. SY2003



- The SY2003 African American dropout rate was 6%, down 1% point from 7% in SY2002. This rate is 3 times that for other groups.

## All Other High School Dropout Rate

Percentage of Students With Withdrawals  
To Dropout, DOC, Storefront, and/or R.E.A.D.Y.  
SY2002 vs. SY2003



- In SY2002 and SY2003, the withdrawal rate was 2% for students of all other racial/ethnic groups. This rate is 1/3 the SY2003 rate for African American students.

# High School Storefront Racial/Ethnic Distribution:

Distribution Students Withdrawing To Storefront

## Gender \* Ethnic \* Sch\_lvl Crosstabulation

Sch_lvl		Ethnic				Total	
		9-Multi-Ethnic	1-White	2-African American			
4 - High	Count	Gender	1-Female	2	9	13	24
			2-Male	0	14	11	25
			Total	2	23	24	49
% within Gender	Gender	1-Female	8.3%	37.5%	54.2%	100.0%	
		2-Male	.0%	56.0%	44.0%	100.0%	
		Total	4.1%	46.9%	49.0%	100.0%	

- In SY2003 49% of the high school students going into Storefront were African American and 47% were White.
- This compares to 36% African American and 57% White in SY2002.
- The African American Storefront percentage increased 9% points in SY2003.
- The White Storefront percentage decreased by 10% point in SY2003.

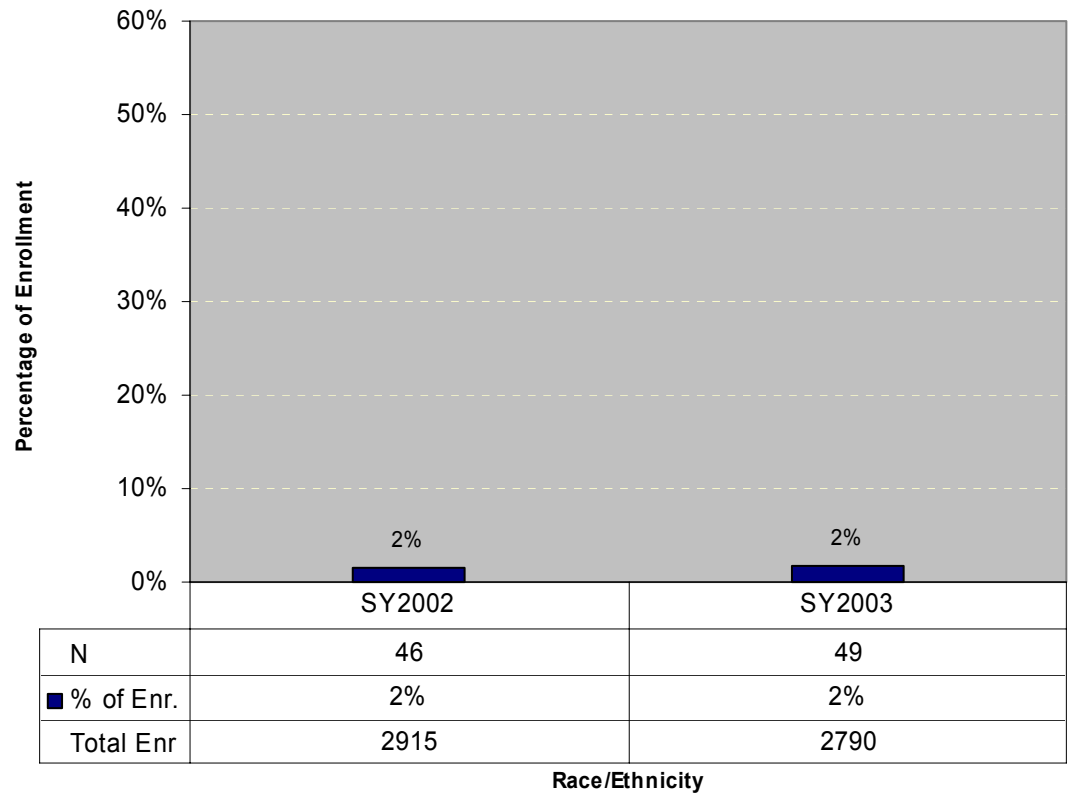
# High School Storefront Rate:

Percentage of Students With Withdrawals To Storefront

- In SY2002 and SY2003 2% of high school students withdrew to Storefront.

## High School Storefront Rate

Percentage of Students With Withdrawals  
To Dropout, DOC, Storefront, and/or R.E.A.D.Y.  
SY2002 vs. SY2003



# High School R.E.A.D.Y. Racial/Ethnic Distribution:

Distribution Students Withdrawing To READY

## Gender \* Ethnic \* Sch\_lvl Crosstabulation

Sch\_lvl: 4 - High

			Ethnic			
			1-White	2-African American	3-Hispanic	Total
Gender	1-Female	Count	1	2	0	3
		% within Gender	33.3%	66.7%	.0%	100.0%
	2-Male	Count	1	8	1	10
		% within Gender	10.0%	80.0%	10.0%	100.0%
Total		Count	2	10	1	13
		% within Gender	15.4%	76.9%	7.7%	100.0%

- In SY2003 77% of the high school students going into R.E.A.D.Y. were African American and 15% were White.
- This compares to 36% African American and 57% White in SY2002.
- The African American R.E.A.D.Y. percentage increased 41% points in SY2003.
- The White R.E.A.D.Y. percentage decreased by 42% points in SY2003.

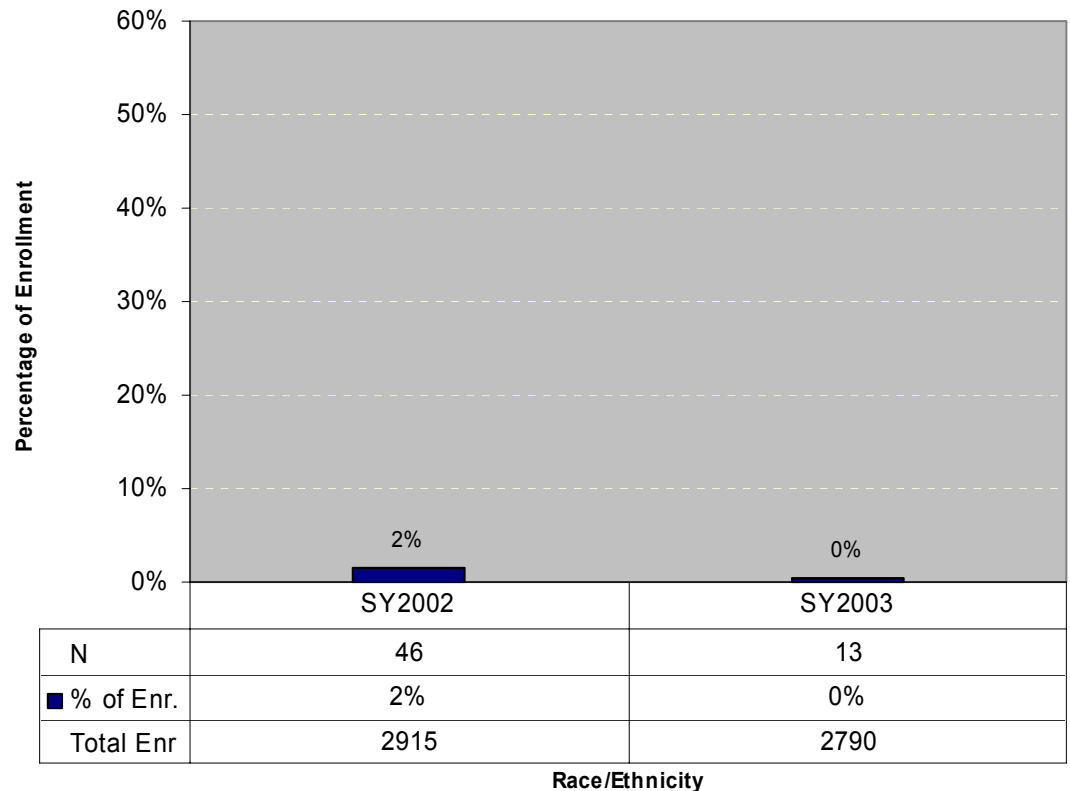
# High School R.E.A.D.Y. Rate:

Percentage of Students With Withdrawals To READY

- In SY2002 2% of high school students withdrew to R.E.A.D.Y.
- In SY2003 the percentage withdrawing to R.E.A.D.Y. was less than 1%.

## High School R.E.A.D.Y. Rate

Percentage of Students With Withdrawals  
To Dropout, DOC, Storefront, and/or R.E.A.D.Y.  
SY2002 vs. SY2003

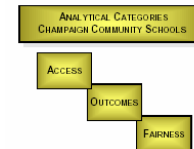
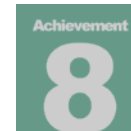




# ***Alternative Programs***

See Appendix Q - Alternative Programs - SY2003

*“Inspect  
What You  
Expect”*



# Alternative Programs:

- Very broadly conceived, an ‘alternative program’ is one in which program services are provided in settings differing from the regular school program.
- The program may use alternative settings, hours, instructional methods, or approaches to reach goals that aren’t all that different (if different at all) from the goals of the regular school program; e.g. reading, writing, math, good citizenship, etc.
- Alternative programs generally acknowledge that identical settings, methods, or approaches don’t work for all students. If the desired results are not being realized with traditional approaches, then alternative approaches are used.
- The focus is on desired results.
- Alternative programs generally ‘inspect what they expect’ and adjust accordingly.

# Unit 4 Alternative Programs:

- For the purposes of this report, the following will be considered as alternative programs:
  - Saturday School (primarily at the secondary level)
  - Alternative to Suspension @ Col Ctr (primarily at the middle school level)
  - Suspension – Parent Refused ACC (middle school level)
  - Columbia Center MS
  - Columbia Center HS
  - R.E.A.D.Y.
  - Department of Corrections
  - Circle Academy
  - Pavilion Day Care
  - Other SPED Facilities
  - Storefront
- For the purposes of this report, district SPED and gifted programs operated by Unit 4 within the regular school program will not be included. Broadly conceived, they also could be considered to be alternative programs, but they are not included here.
- Similarly, for this report, school-within-a-school programs at the high schools and cooperative enrollment programs with local colleges will not be included. They also could be considered to be alternative programs.

## Alternative Program Enrollment:

- 58% (812 of 1405) of students assigned to “alternative programs” were African American. This compares to African American district-wide enrollment of 32%.
  - Discipline-related alternatives (Saturday School, Alternative to Suspension @ Col Ctr, Columbia Center MS & HS) ranged between 55%-70% African American.
  - Legal or court-related alternatives (R.E.A.D.Y. & DOC) ranged between 79%-91% African American.
  - The two largest SPED-related alternatives (Circle Academy & Pavilion Day Care) ranged between 63%-67% African American. All other SPED-related alternatives combined were 31% African American.
  - In contrast to the other alternative programs, Storefront was 39% African American.
- 24% (371 of 1,548) of students assigned to “alternative programs” were SPED. This compares to SPED district-wide enrollments of 16%.
- On average, alternative program students lost 4 to 9 days due to disciplinary actions. This compares to  $\frac{1}{4}$  of a day for students not in alternative programs.
- On average, alternative program students were absent 15-42 days. This compares to an average of 10 days for students not in alternative programs.

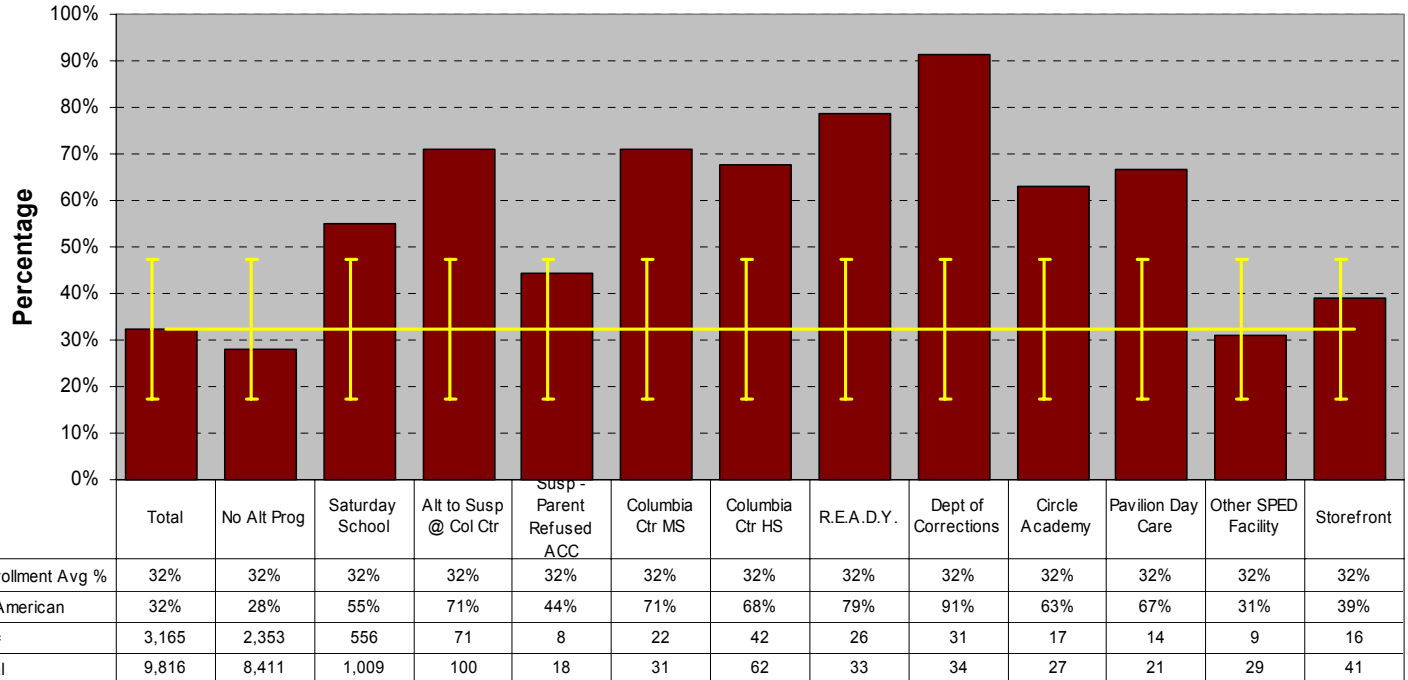
# African American Alternative Program Enrollment:

## African American "Alternative Program" Enrollment

SY2003 - Grades K-12

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

- 58% (812 of 1405) of students assigned to "alternative programs" were African American.
- This compares to African American district-wide Enrollment of 32%.
- Saturday School, Alternative to Suspension @ Columbia Center, and the Columbia Center MS & HS programs are under the district's direct control and were 55%-70% African American.



### "Alternative Program"

- 79% (26 of 33) of the Unit 4 students assigned to R.E.A.D.Y. were African American.
- 91% (31 of 34) of the Unit 4 students entering the Dept. of Corrections were African American.
- 63% (17 of 27) of the Unit 4 students enrolled at Circle Academy were African American as were 67% (14 of 21) of Unit 4 students at Pavilion Day Care. Circle Academy and Pavilion Day Care combined enrollments account for 62% (48 of 77) of Unit 4 external SPED placements. The remaining 38% of Unit 4 students enrolled at other special school facilities combined were 31% African American, just under the 32% district average.
- 39% (16 of 41) students enrolled at Storefront were African American.

# What Percentage Of Alternative Program Enrollments Were SPED?

## Alternative Programs \* Special Needs Crosstabulation

% within Alternative Programs

		Special Needs						Total
		Not SPED	Mental Impairment	Learning Disability	Speech-L anguage	Behavior-Emotional	Other SPED	
Alternative Programs	No Alt Prog	86%	2%	5%	4%	1%	2%	100%
	Saturday School	79%	3%	13%	1%	2%	2%	100%
	Alt to Susp @ Col Ctr	72%	6%	16%	0%	3%	3%	100%
	Susp - Parent Refused ACC	72%	11%	17%	0%	0%	0%	100%
	Columbia Ctr MS	68%	6%	10%	3%	10%	3%	100%
	Columbia Ctr HS	74%	5%	15%	2%	3%	2%	100%
	R.E.A.D.Y.	61%	3%	15%	3%	15%	3%	100%
	Dept of Corrections	53%	12%	18%	0%	18%	0%	100%
	Circle Academy	7%	7%	7%	0%	78%	0%	100%
	Pavilion Day Care	5%	0%	14%	0%	81%	0%	100%
	Other SPED Facility	3%	28%	14%	0%	38%	17%	100%
Storefront	93%	0%	7%	0%	0%	0%	100%	
<b>Total</b>	<b>84%</b>	<b>2%</b>	<b>6%</b>	<b>4%</b>	<b>2%</b>	<b>2%</b>	<b>100%</b>	

- District-wide, 1,548 of Unit 4's 9,816 students (16%) were designated as having special needs.

- 14% of the district's regular program enrollment (including Unit 4's internal SPED program) were SPED.
- 21% of Saturday School assignees were SPED..
- 28% of Alternative to Suspension @ Col Ctr students were SPED as were those suspended because parents refused the ACC placement.
- 32% of Columbia Ctr MS students were SPED as were 26% at Columbia Ctr HS.
- 39% of R.E.A.D.Y. students were SPED.
- 47% of students entering DOC were SPED.
- 93%-97% of student enrolled in special schools were SPED. This percentage would likely have been higher, but there are some non-SPED related programs included on the district special school database.
- 7% of students enrolled at Storefront were SPED.

# How Many Days Were Lost Due To Disciplinary Action?

Report

Lost\_day

Mean

Alternative Programs	Ethnic					Total
	9-Multi-Ethnic	1-White	2-African American	3-Hispanic	4-Asian/Pacific	
No Alt Prog	0	0	1	0	0	0
Saturday School	5	3	5	3	1	5
Alt to Susp @ Col Ctr	2	4	10	7	21	8
Susp - Parent Refused ACC		11	6	8	3	8
Columbia Ctr MS	10	2	9	20		9
Columbia Ctr HS	5	2	3			3
R.E.A.D.Y.		5	5	2		5
Dept of Corrections		4	3	23		4
Circle Academy	0	0	0			0
Pavilion Day Care		0	0	0		0
Other SPED Facility	0	0	0		0	0
Storefront	0	0	1			1

- On average, students not assigned to one of the alternative programs lost just over ¼ of a day due to disciplinary action.
- African American students not assigned to one of the alternative programs lost about 2/3 of a day.

- Saturday School students lost an average of 5 days.
- Students in the alternative to suspension program lost an average of 8 days. Those suspended because parents refused ACC placement lost also lost 8 days which calls program efficacy into question.
- Students at Columbia Ctr MS lost 9 days. Note that these days may have been at the original home school.
- Students at Columbia Ctr HS lost 3 days. Note that these days may have been at the original home school.
- Students at R.E.A.D.Y. lost 5 days. Note that these days were at the Unit 4 school since R.E.A.D.Y. is responsible for maintaining discipline records for R.E.A.D.Y. students.
- DOC students lost 4 days on average.
- The SPED facility programs are responsible for maintaining discipline records. Unit 4 does not maintain a discipline database for SPED facility students.
- Storefront students lost an average of 1 day. These lost days were in Unit 4 prior to entering storefront.

# How Many Days Were Students Absent?

## Report

Days\_Abs

Mean

Alternative Programs	Ethnic						Total
	9-Multi-Ethnic	1-White	2-African American	3-Hispanic	4-Asian/Pacific	5-Native American	
No Alt Prog	10	9	11	8	7	11	10
Saturday School	20	19	20	22	17		19
Alt to Susp @ Col Ctr	18	19	14	11	5		15
Susp - Parent Refused ACC		39	17	32	4		27
Columbia Ctr MS	57	12	28	29			29
Columbia Ctr HS	45	27	48				42
R.E.A.D.Y.		3	6	2			6
Dept of Corrections		49	24	60			27
Circle Academy	1	15	23				19
Pavilion Day Care		24	25	11			23
Other SPED Facility	0	16	20		3		16
Storefront	21	32	30				31

- Students not assigned to one of the alternative programs were absent an average of 10 days.
- African American students not assigned to one of the alternative programs were absent 11 days.
- Days absent were higher for most alternative program students than for those not in such programs.

- Saturday School students were absent an average of 19 days.
- Students in the alternative to suspension program were absent an average of 15 days. Those suspended because parents refused placement were absent an average 27 days.
- Students at Columbia Ctr MS were absent an average of 29 days. Students at Columbia Ctr HS were absent an average of 42 days. Note that these absences may have been at the original home school.
- Students at R.E.A.D.Y. were absent an average of 6 days. Note that these days were at the Unit 4 school since R.E.A.D.Y. is responsible for maintaining attendance records for R.E.A.D.Y. students. DOC student absences were in Unit 4 and averaged 6 days.
- Students at SPED facility programs were absent an average of 16 to 23 days depending on program.
- Storefront students were absent an average of 31 days. These lost days probably were in Unit 4 prior to entering Storefront since Storefront is not listed on the district's attendance reporting database. There may be Unit 4 state aid issues with student attendance reporting at Storefront.



# ***Section 09: Staffing & Hiring***

See Appendix BB - Staffing by Race-Ethnicity & Gender SY2003

See Appendix CC - Teacher Qualification Clusters - SY2003

See Appendix DD - Staffing Comparisons SY2002-SY2003

*“Inspect  
What You  
Expect”*

Staffing & Hiring

9

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

# Staffing Keys: Total District

Excludes Marquette, Substitutes, & Non-Certified Hourly Employees

## SY 2002 Staffing Key

	Administrative	Instructional	Support	Total
District Superintendent	1	0	0	1
Assistant District Superintendent	1	0	0	1
Business Manager	1	0	0	1
Elementary Principal	11	0	0	11
Junior High Principal	3	0	0	3
Assistant Junior High Principal	3	0	0	3
High School Principal	2	0	0	2
Assistant High School Principal	2	0	0	2
Junior High School Dean	4	0	0	4
High School Dean	6	0	0	6
Coordinator	0	7	0	7
Special Education Teacher	0	120	0	120
Elementary Teacher	0	293	0	293
Junior High-Middle School Teacher	0	128	0	128
High School Teacher	0	161	0	161
Guidance Counselor	0	15	0	15
Librarian-Media Specialist	0	12	0	12
Director	6	0	0	6
Psychologist	0	8	0	8
Social Worker	0	21	0	21
Occupational Therapist	0	0	4	4
Deputy Superintendent	1	0	0	1
Assistant Director	3	0	0	3
Intern	0	0	4	4
Administrator -- Non Certified	8	0	0	8
Administrative Secretary	8	0	0	8
District Service Personnel - DSP	0	0	6	6
Bus Monitor	0	0	10	10
Technology	0	0	8	8
Secretary-Clerk	0	0	98	98
Cafeteria	0	0	48	48
Custodian	0	0	57	57
Maintenance	0	0	15	15
Driver	0	0	32	32
Mechanic	0	0	4	4
Storekeeper	0	0	5	5
Aide	0	0	143	143
Paraprofessional	0	0	5	5
Interpreter	0	0	7	7
Summer Only	0	0	0	0
<b>SY2002 Total</b>	<b>60</b>	<b>765</b>	<b>446</b>	<b>1271</b>

## SY 2003 Staffing Key

Position	Administrative	Instructional	Support	Total
District Superintendent	1	0	0	1
Assistant District Superintendent	3	0	0	3
Business Manager				
Elementary Principal	10	0	0	10
Junior High Principal	3	0	0	3
Assistant Junior High Principal	3	0	0	3
High School Principal	3	0	0	3
Assistant High School Principal	1	0	0	1
Junior High School Dean	3	0	0	3
High School Dean	6	0	0	6
Coordinator	0	12	0	12
Special Education Teacher	0	120	0	120
Elementary Teacher	0	298	0	298
Junior High-Middle School Teacher	0	134	0	134
High School Teacher	0	171	0	171
Guidance Counselor	0	15	0	15
Librarian-Media Specialist	0	13	0	13
Director	6	0	0	6
Psychologist	0	7	0	7
Social Worker	0	23	0	23
Occupational Therapist	0	0	4	4
Deputy Superintendent	2	0	0	2
Assistant Director	1	0	0	1
Intern	0	0	7	7
Administrator -- Non Certified	8	0	0	8
Administrative Secretary	8	0	0	8
District Service Personnel - DSP	0	0	4	4
Bus Monitor	0	0	12	12
Technology	0	0	8	8
Secretary-Clerk	0	0	100	100
Cafeteria	0	0	49	49
Custodian	0	0	58	58
Maintenance	0	0	15	15
Driver	0	0	34	34
Mechanic	0	0	4	4
Storekeeper	0	0	5	5
Aide	0	0	153	153
Paraprofessional	0	0	5	5
Interpreter	0	0	7	7
Summer Only	0	1	0	1
<b>SY2003 Total</b>	<b>58</b>	<b>794</b>	<b>465</b>	<b>1317</b>

## Change From SY2002 to SY2003

Position	Administrative	Instructional	Support	Total
District Superintendent	0	0	0	0
Assistant District Superintendent	2	0	0	2
Business Manager	-1	0	0	-1
Elementary Principal	-1	0	0	-1
Junior High Principal	0	0	0	0
Assistant Junior High Principal	0	0	0	0
High School Principal	1	0	0	1
Assistant High School Principal	-1	0	0	-1
Junior High School Dean	-1	0	0	-1
High School Dean	0	0	0	0
Coordinator	0	5	0	5
Special Education Teacher	0	0	0	0
Elementary Teacher	0	5	0	5
Junior High-Middle School Teacher	0	6	0	6
High School Teacher	0	10	0	10
Guidance Counselor	0	0	0	0
Librarian-Media Specialist	0	1	0	1
Director	0	0	0	0
Psychologist	0	-1	0	-1
Social Worker	0	2	0	2
Occupational Therapist	0	0	0	0
Deputy Superintendent	1	0	0	1
Assistant Director	-2	0	0	-2
Intern	0	0	3	3
Administrator -- Non Certified	0	0	0	0
Administrative Secretary	0	0	0	0
District Service Personnel - DSP	0	0	-2	-2
Bus Monitor	0	0	2	2
Technology	0	0	0	0
Secretary-Clerk	0	0	2	2
Cafeteria	0	0	1	1
Custodian	0	0	1	1
Maintenance	0	0	0	0
Driver	0	0	2	2
Mechanic	0	0	0	0
Storekeeper	0	0	0	0
Aide	0	0	10	10
Paraprofessional	0	0	0	0
Interpreter	0	0	0	0
Summer Only	0	1	0	1
<b>Total Year to Year Change</b>	<b>-2</b>	<b>29</b>	<b>19</b>	<b>46</b>

- ❖ Total staffing increased by a net 46 positions during SY2003: +29 instructional, +19 support positions, offset by -2 admin positions.
- ❖ Instructional staff increased by 5 elementary teachers, 6 middle school teachers, 10 high school teachers, and 5 coordinators.
- ❖ The largest increase in support staff was 10 aide positions.

# Teacher Race/Ethnicity By Position

Source: SY2003 EOM JUN HR Data Mart

Position \* Ethnic Crosstabulation

Count	Position	Coordinator	Ethnic					Total
			0-Not Recorded	1-White	2-African American	3-Hispanic	4-Asian-Pacific	
		Coordinator	0	10	1	1	0	12
		Special Education Teacher	0	105	13	0	2	120
		Elementary Teacher	0	256	31	4	7	298
		Junior High-Middle School Teacher	0	98	26	2	8	134
		High School Teacher	1	155	7	6	2	171
		Guidance Counselor	0	13	2	0	0	15
		Librarian-Media Specialist	0	12	1	0	0	13
		Psychologist	0	7	0	0	0	7
		Social Worker	0	16	5	2	0	23
		Summer Only	0	1	0	0	0	1
	Total		1	673	86	15	19	794
% within Position	Position	Coordinator	0-Not Recorded	1-White	2-African American	3-Hispanic	4-Asian-Pacific	Total
		Coordinator	.0%	83.3%	8.3%	8.3%	.0%	100.0%
		Special Education Teacher	.0%	87.5%	10.8%	.0%	1.7%	100.0%
		Elementary Teacher	.0%	85.9%	10.4%	1.3%	2.3%	100.0%
		Junior High-Middle School Teacher	.0%	73.1%	19.4%	1.5%	6.0%	100.0%
		High School Teacher	.6%	90.6%	4.1%	3.5%	1.2%	100.0%
		Guidance Counselor	.0%	86.7%	13.3%	.0%	.0%	100.0%
		Librarian-Media Specialist	.0%	92.3%	7.7%	.0%	.0%	100.0%
		Psychologist	.0%	100.0%	.0%	.0%	.0%	100.0%
		Social Worker	.0%	69.6%	21.7%	8.7%	.0%	100.0%
		Summer Only	.0%	100.0%	.0%	.0%	.0%	100.0%
	Total		.1%	84.8%	10.8%	1.9%	2.4%	100.0%

- Numerically, the highest number of African American teachers is found at the elementary level where there are 31 African American teachers. This represents 36.0% of the district's 86 African American teachers.
- The highest proportion of African American teachers are in social worker (21.7%), middle school teacher (19.4%) and guidance counselor (13.3%) positions.
- African Americans fill 4.1% of high school teacher positions.
- There are no African American teachers in psychologist positions.

# Teacher Race/Ethnicity By Building

## Bldg\_No \* Ethnic Crosstabulation

Count

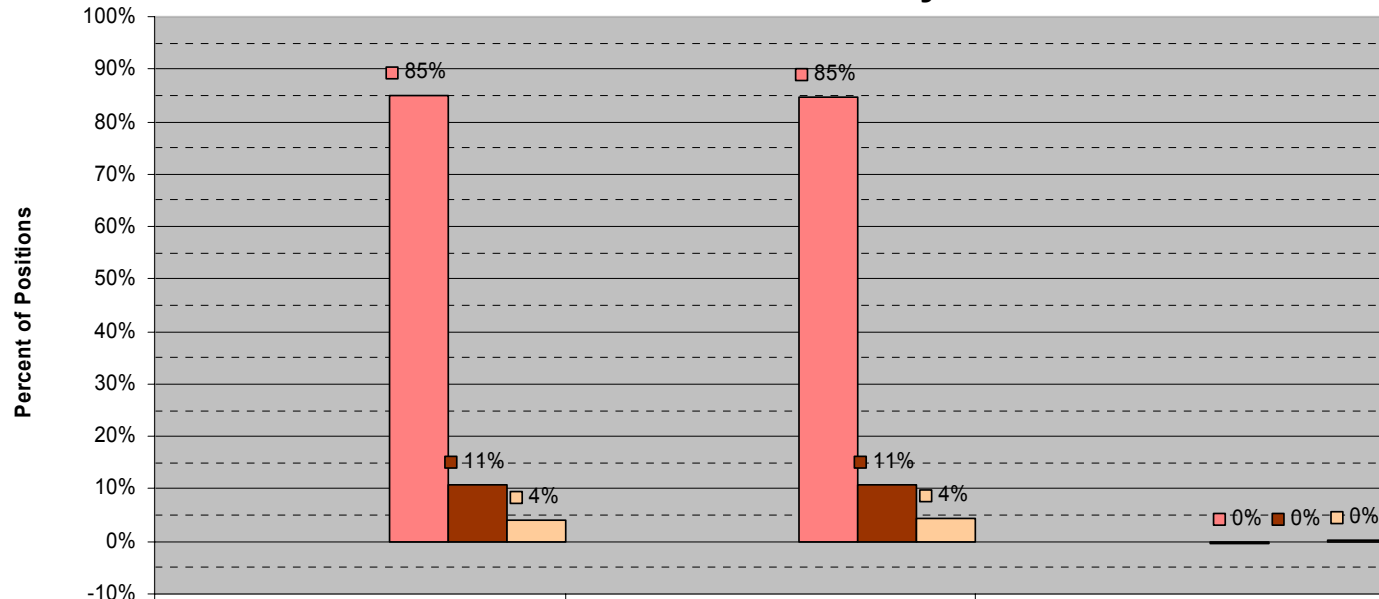
Bldg_No		Ethnic				Total	
		0-Not Recorded	1-White	2-African American	3-Hispanic		4-Asian-Pacific
Barkstall Elementary		0	33	3	0	1	37
Bottenfield Elementary		0	28	1	0	0	29
Carrie Busey Elementary		0	36	4	0	1	41
Stratton Elementary		0	21	12	0	0	33
Dr Howard Elementary		0	34	4	1	1	40
Garden Hills Elementary		0	37	5	0	0	42
Kenwood Elementary		0	34	2	0	1	37
Robeson Elementary		0	36	2	0	0	38
South Side Elementary		0	21	2	0	0	23
Washington Elementary		0	22	2	4	2	30
Westview Elementary		0	29	3	1	2	35
Edison Middle School		0	42	12	1	3	58
Franklin Middle School		0	42	9	1	2	54
Jefferson Middle School		0	48	10	0	4	62
Science - Literacy Center		0	6	0	0	0	6
Columbia Ctr Mdl School		0	7	2	1	0	10
Columbia Ctr Hi School		0	10	1	0	0	11
Centennial High School		1	97	7	2	2	109
Central High School		0	88	5	4	0	97
Family Information Center		0	2	0	0	0	2
<b>Total</b>		<b>1</b>	<b>673</b>	<b>86</b>	<b>15</b>	<b>19</b>	<b>794</b>

- Each school building has at least one African American teacher.
- The highest concentration of African American teachers is at Stratton Elementary School which has 12 (36.4%) African American teachers.
- Between 16%-21% of teachers at middle schools are African American.
- Between 5%-9% of high school teachers are African American.
- None of the 8 teachers at non school buildings is African American.

# Teachers\* – Total District:

Net Change Between SY2002 and SY2003 By Race/Ethnicity  
Excludes Marquette, Substitutes, & Non-Certified Hourly Employees  
\*See Key for listing of Instructional Positions

## Teachers - Total District Race/Ethnicity



	SY2002	SY2003	Net Change
White	651	673	22
Afr Am	83	86	3
Other	31	35	4
Total	765	794	29
White %	85.1%	84.8%	-0.3%
Afr Am %	10.8%	10.8%	0.0%
Other %	4.1%	4.4%	0.4%

### Net Change SY2002 to SY2003

# Teacher Staffing & Hiring:

## Race/Ethnicity

- End of SY2003
  - 86 African American teachers in Unit 4 represented 10.8% of 794 SY2003 teachers.
  - This compares to 83 African American teachers, 10.8% of 765 SY2002 teachers.
- New Hires in SY2003
  - 14 African American teacher new hires represented 12.4% of 113 SY2003 teacher new hires.
  - This compares to 14 African American new hires, 12.7% of 110 SY2002 teacher new hires.
- Terminations in SY2003
  - 12 African American teachers represented 15.0% of the 80 teachers leaving district employment during SY2003.
  - This compares to 3 African American teachers terminating employment, 25% of the 12 teachers leaving district employment in SY2002.

# Teacher Hiring Race/Ethnicity By Building

Source: SY2003 EOM JUN HR Data Mart

Bldg\_No \* Ethnic Crosstabulation

Count		Ethnic				Total
		1-White	2-African American	3-Hispanic	4-Asian-Pacific	
Bldg_No	Barkstall Elementary	5	1	0	0	6
	Bottenfield Elementary	2	0	0	0	2
	Carrie Busey Elementary	1	2	0	0	3
	Stratton Elementary	2	1	0	0	3
	Dr Howard Elementary	2	0	0	0	2
	Garden Hills Elementary	11	1	0	0	12
	Kenwood Elementary	1	0	0	1	2
	Robeson Elementary	4	0	0	0	4
	South Side Elementary	4	1	0	0	5
	Washington Elementary	4	0	1	0	5
	Westview Elementary	1	0	0	1	2
	Edison Middle School	2	4	1	1	8
	Franklin Middle School	12	1	0	1	14
	Jefferson Middle School	9	1	0	1	11
	Columbia Ctr Mdl School	2	0	0	0	2
	Columbia Ctr Hi School	2	1	0	0	3
	Centennial High School	12	1	0	0	13
	Central High School	15	0	1	0	16
Total		91	14	3	5	113

**Do district site-based hiring results reflect the district hiring theory of action? See Strategic Plan, Action 5.2.**

- During SY2003 no African American teachers were hired at:
  - Bottenfield ES (2 new hires)
  - Dr. Howard ES (2 new hires)
  - Kenwood ES (2 new hires)
  - Robeson ES (4 new hires)
  - Washington ES (5 new hires)
  - Westview ES (2 new hires)
  - Columbia Center MS (2 new hires)
  - Central HS (16 new hires)
- At the two large high schools, 1 of 29 SY2003 new hires was African American.
- No African American new hires were made in two successive school years at:
  - Robeson ES (10 new hires in 2 years)
  - Washington ES (9 new hires in 2 years)
  - Westview ES (6 new hires in 2 years)

# Teacher Gender By Position

Source: SY2003 EOM JUN HR Data Mart

Position \* Gender Crosstabulation

Count	Position	Coordinator	Gender		Total
			Female	Male	
		Coordinator	8	4	12
		Special Education Teacher	110	10	120
		Elementary Teacher	254	44	298
		Junior High-Middle School Teacher	94	40	134
		High School Teacher	103	68	171
		Guidance Counselor	10	5	15
		Librarian-Media Specialist	12	1	13
		Psychologist	5	2	7
		Social Worker	21	2	23
		Summer Only	0	1	1
	Total		617	177	794
% within Position	Position	Coordinator	66.7%	33.3%	100.0%
		Special Education Teacher	91.7%	8.3%	100.0%
		Elementary Teacher	85.2%	14.8%	100.0%
		Junior High-Middle School Teacher	70.1%	29.9%	100.0%
		High School Teacher	60.2%	39.8%	100.0%
		Guidance Counselor	66.7%	33.3%	100.0%
		Librarian-Media Specialist	92.3%	7.7%	100.0%
		Psychologist	71.4%	28.6%	100.0%
		Social Worker	91.3%	8.7%	100.0%
		Summer Only	.0%	100.0%	100.0%
	Total		77.7%	22.3%	100.0%

- Of the 794 Unit #4 teachers, 177 (22.3%) are male and 617 (77.7%) are female.
- The highest concentration of male teachers is in high school and junior high-middle school teacher positions.
- 39.8% of high school teacher positions are filled by males as are 33.3% of guidance counselors, 33.3% of coordinators, and 29.9% of middle school teacher positions.
- The lowest concentration of male teachers is SPED teacher positions (8.3%), librarian-media specialists (7.7%), social workers (8.7%), and elementary (14.8%).



# Teacher Gender By Building

Source: SY2003 EOM JUN HR Data Mart

Bldg\_No \* Gender Crosstabulation

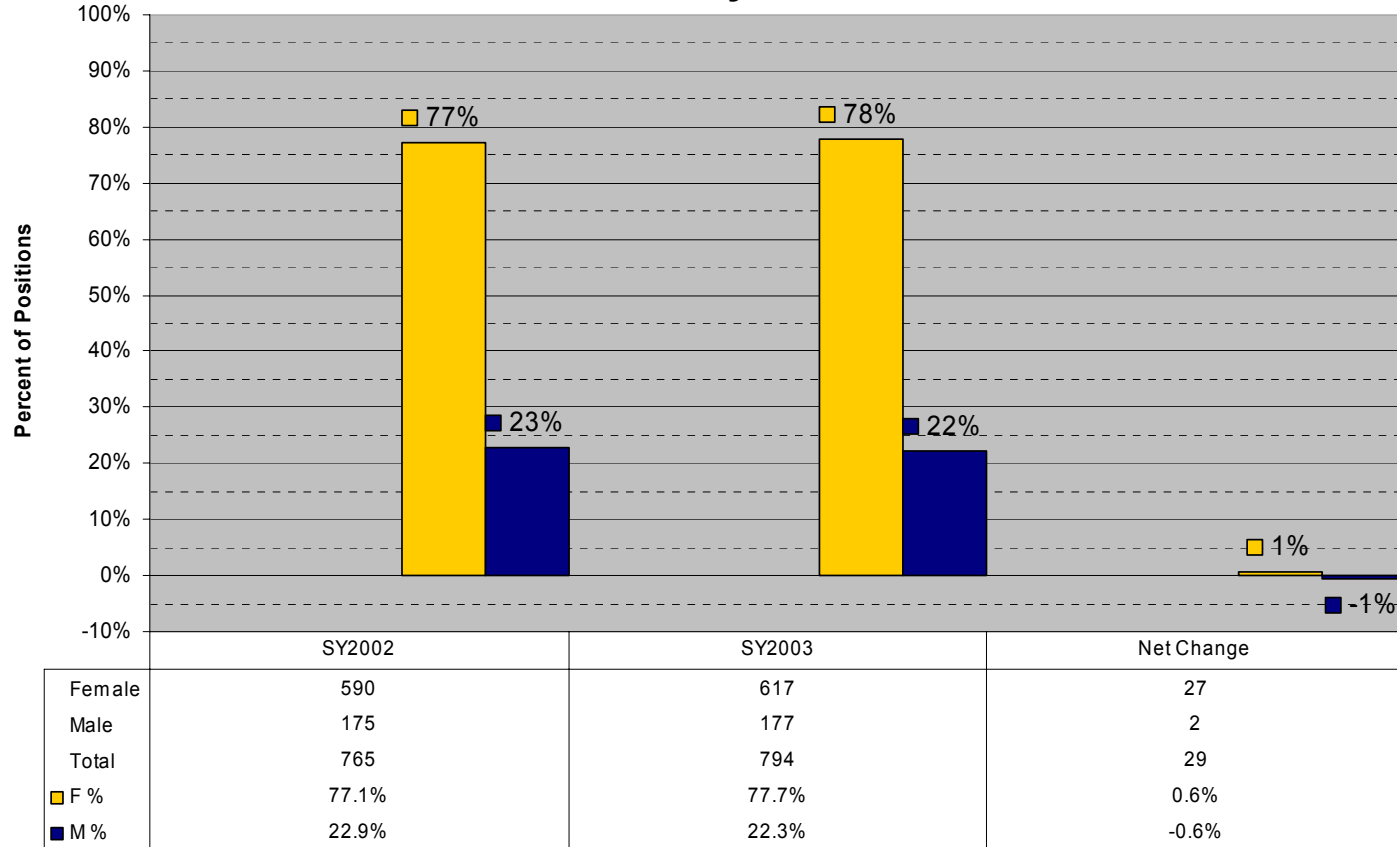
Count		Gender		
		Female	Male	Total
Bldg_No	Barkstall Elementary	35	2	37
	Bottenfield Elementary	28	1	29
	Carrie Busey Elementary	39	2	41
	Stratton Elementary	30	3	33
	Dr Howard Elementary	31	9	40
	Garden Hills Elementary	35	7	42
	Kenwood Elementary	30	7	37
	Robeson Elementary	33	5	38
	South Side Elementary	20	3	23
	Washington Elementary	23	7	30
	Westview Elementary	31	4	35
	Edison Middle School	43	15	58
	Franklin Middle School	40	14	54
	Jefferson Middle School	45	17	62
	Science - Literacy Center	5	1	6
	Columbia Ctr Mdl School	6	4	10
	Columbia Ctr Hi School	8	3	11
	Centennial High School	69	40	109
	Central High School	64	33	97
	Family Information Center	2	0	2
Total		617	177	794

- Bottenfield Elementary has one male teacher.
- All other school buildings have at least 2 male teachers.
- The highest concentration of male teachers is at the secondary level.

# Teachers\* – Total District:

Net Change Between SY2002 and SY2003 By Gender  
Excludes Marquette, Substitutes, & Non-Certified Hourly Employees  
\*See Key for listing of Instructional Positions

## Teachers - Total District By Gender



Net Change SY2002 to SY2003

# Teacher Staffing & Hiring:

## Gender

- End of SY2003
  - 177 male teachers in Unit 4 represented 22.3% of 794 SY2003 teachers.
  - This compares to 175 male teachers, 22.9% of 765 SY2002 teachers.
- New Hires in SY2003
  - 20 male teacher new hires represented 17.7% of 113 SY2003 teacher new hires.
  - This compares to 30 male new hires, 27.3% of 110 SY2002 teacher new hires.
- Terminations in SY2003
  - 18 male teachers represented 22.5% of the 80 teachers leaving district employment during SY2003.
  - This compares to 1 male terminating employment, 8.3% of the 12 teachers leaving district employment in SY2002.

# Teacher Hiring Gender By Building

Source: SY2003 EOM JUN HR Data Mart

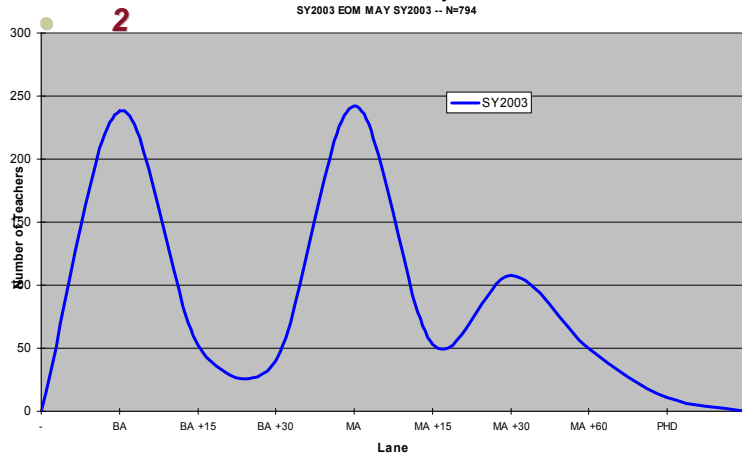
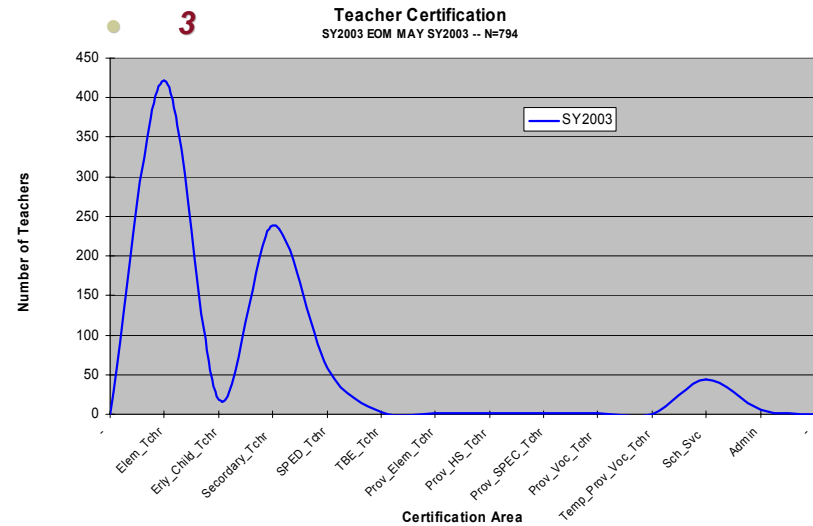
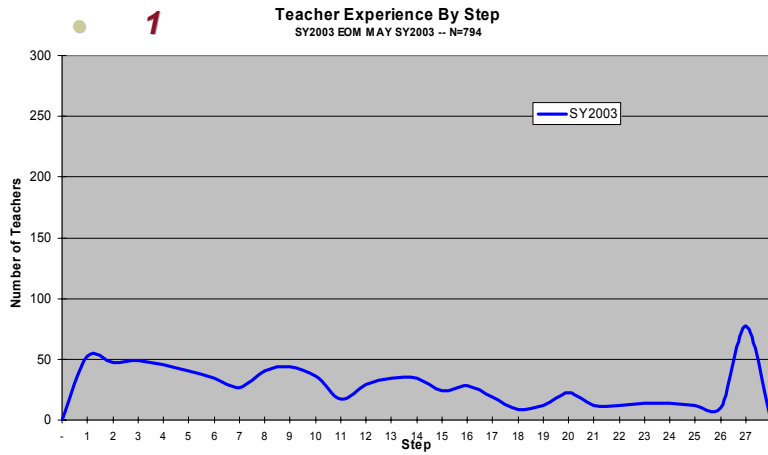
## Bldg\_No \* Gender Crosstabulation

Count		Gender		
		Female	Male	Total
Bldg_No				
	Barkstall Elementary	5	1	6
	Bottenfield Elementary	2	0	2
	Carrie Busey Elementary	3	0	3
	Stratton Elementary	2	1	3
	Dr Howard Elementary	1	1	2
	Garden Hills Elementary	11	1	12
	Kenwood Elementary	1	1	2
	Robeson Elementary	4	0	4
	South Side Elementary	4	1	5
	Washington Elementary	4	1	5
	Westview Elementary	1	1	2
	Edison Middle School	7	1	8
	Franklin Middle School	10	4	14
	Jefferson Middle School	10	1	11
	Columbia Ctr Mdl School	2	0	2
	Columbia Ctr Hi School	3	0	3
	Centennial High School	10	3	13
	Central High School	13	3	16
Total		93	20	113

- At least one male new teacher hire was made in each school except for:
  - Bottenfield ES (2 new hires)
  - Carrie Busey ES (3 new hires)
  - Robeson ES (4 new hires)
  - Columbia Ctr. MS (2 new hires)
  - Columbia Ctr. HS (3 new hires)
- No males new hires were made in two successive school years at:
  - Bottenfield ES (4 new hires in 2 years)
  - Columbia Ctr. HS (4 new hires in 2 years)

# Teacher Qualifications

## Experience, Education, & Certification – 31-May SY2003



1. In SY2003 the district's 794 teachers had an average 12.9 years of experience.
2. Almost as many teachers had BA's (238) as had MA's (242); 108 have MA+30.
3. 422 teachers hold elementary teacher certification, 239 hold secondary certification, and 58 hold SPED certification.

# Staffing & Hiring:

- Teacher Experience
  - During SY2003, 29% of Unit 4 teachers averaged 2.9 years of experience.
  - 28% of Unit 4 teachers averaged 8.9 years of experience.
  - 22% of Unit 4 teachers averaged 16.7 years of experience.
  - 21% of Unit 4 teachers averaged 29.2 year of experience.
- 350 teachers have advanced degrees.
- All teachers were certified.

# Staffing & Hiring:

- Unit 4's teaching force continues to be overwhelmingly White and female.
- The overall percentage of African American teachers has not changed since SY2002.
- The district should question site-based recruitment and hiring results in light of the district strategic plan. The district strategic plan (p.38) attempts to
  - *“Increase recruitment, hiring, and retention of African American and other minority staff.”*
  - *“Provide interventions for campuses that are not successful in hiring and retaining African American teachers.”*
- The district should submit by April 2004 a campus by campus intervention plan for recruiting, placing, and retaining African American teachers.

# **Section 10: Controlled Choice & The Family Information Center**

*“Inspect  
What You  
Expect”*

Controlled  
Choice  
**10**

ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS



# Controlled Choice:

See Appendix EE for the complete text of Michael Alves' November 2003 report.



- Unit 4 continues to support a successful Controlled Choice Plan.
- Not only has Controlled Choice promoted parental choice, but it also has stabilized student assignment and transfers at the elementary school level.
- It also has fostered substantive positive change at Stratton Elementary School, the only racially imbalanced elementary school in the district during SY2003.
- Michael Alves, Unit 4's Controlled Choice consultant, reports:
  - A total of 668 students (18 retentions and 650 schools of choice applicants) participated in the computerized Controlled Choice Kindergarten assignment process that was conducted on April 11, 2003 for the 2003-04 SY.
  - The ethnic breakdown of these 668 Kindergarten students is as follows: Black 185 (27.7%), White 361 (54.0%), Asian 67 (10.0%), Hispanic 50 (7.5%), Native American 2 (0.3%) and Other 3 (0.5%).

# Controlled Choice:

See Appendix EE for the complete text of Michael Alves' November 2003 report.

- The 668 Kindergarten students that participated in the April 11, 2003 assignment process is the largest number of Kindergarten students that have applied for an “early” assignment in the Champaign Community School District since the introduction of Controlled Choice in the 1998-99 SY
- The increase of 60 additional Black applicants in the 2003-04 SY early Kindergarten assignment pool suggests that the District’s outreach efforts were particularly effective this year among African American parents. This is significant in light of the fact the Black students have been consistently underrepresented in the early Controlled Choice application and assignment lotteries that were conducted in previous years.
- Excluding the 18 retentions, there were a total of 650 applicants (176 Black and 474 Non-Black in the Controlled Choice Lottery that was conducted on April 11, 2003. Of these students, 81.1% (527) were assigned to their first-choice school, 9.2% (60) were assigned to their second-choice school, 4.8% (31) were assigned to their third-choice school, and 4.9% (32) were not assigned to a school of choice

# Controlled Choice:

See Appendix EE for the complete text of Michael Alves' November 2003 report.



- The 81.1% first choice assigned in 2003-04 SY Controlled Choice lottery is 4.3% less than the 85.4% that were first choice assigned in the 2002-03 SY. The decrease in the proportion of first-choice assignments this year is due entirely to the net increase of 46 more first choice applicants to the District's three over-chosen elementary schools (Barkstall, Bottenfield and South Side).
- While there has been a slight decrease in proportion of first choice assignments, overall 95.1% of the 2003-04 SY applicants were assigned to a school of choice, which is comparable to the 96.5% that were assigned to a school of choice in the 2002-03 SY. (Alves, November 3, 2003)

# Family Information Center:

- As indicated in the 1st monitoring report, the importance of a Family Information Center (FIC) cannot be overstated.
- In the court monitor's extensive experience with controlled choice plans in districts throughout the United States, the long-term success of an equitable controlled choice plan depends on the viability of the Family Information Center.
- The Second Revised Consent Decree indicated that the FIC must be provided with "...sufficient resources to perform the day-to-day operations of the Plan and provide outreach, information, and advocacy to parents."
- The FIC exists to ensure that all assignments are fairly considered according to the rules of the Controlled Choice Plan as approved by the Central District Court of Illinois.

# Family Information Center:

- Unit 4 should actively seek to maximize the benefits available through the operation of the FIC.
- In the monitor's view, the capabilities of the FIC and the FIC staff currently are severely underutilized.
- As evidenced by the highly successful winter coat distribution effort, and this Fall's student immunization initiative, the FIC is in a unique position to identify and respond rapidly to problems within the Unit 4 student population.
- As pointed out in the 1998 Equity Audit and the 1<sup>st</sup> monitoring report, Unit 4 needs to address not only student enrollment issues, but also student attendance issues.
- The FIC is positioned to provide considerable help in addressing the student attendance problems identified throughout this report.

# ***Section 11: Information Technology (IT), Data Analysis, & Reporting***

*“Inspect  
What You  
Expect”*



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

OUTCOMES

FAIRNESS

# Information Technology:

- In the 1<sup>st</sup> monitoring report it was suggested that Unit 4 needed “to do some strategic thinking about district information, information needs, information capacity, information capability, and information technology.”
- Previously, the 1998 Equity Audit suggested the district should “rationalize Information Technology (IT) functions and consider staffing it accordingly”.
- Such work should be considered “foundational” in much the same way as the curriculum or SPED audits were “foundational” in curricular areas.
- Note that district network and security issues are not likely to be solved without such “foundational” work.

# Information Technology:

- While it is not clear that much “foundational” work was done in any systemic way during SY2003, steps subsequently were taken in early SY2004 to undertake a working review of information technology.
- Whatever the IT review may eventually indicate, from a monitoring perspective, access to data, analyses, and reports is of crucial importance and must be maintained and enhanced.
- One of the IT risks not addressed during SY2003 that should be addressed in the current review is district database management skills:
  - From a skills and staffing perspective, a single point of failure remained in SY2003 in support for the Pentamation Student Management System and, hence, for support of the district Data Marts and monitoring functions.
  - The district’s database analyst (DBA) also functions as the operations manager.



# Information Technology:

- There are not redundant DBA skills or expertise within the district.
- Time and efforts spent on operations (a relatively available and easily learned skills set) take away from DBA work (a rarer, more technical skills set).
- There doesn't appear to be a contingency plan to back up the DBA should a serious problem occur.
- Unit 4 IT has maintained the significant work cited in the 1<sup>st</sup> monitoring report. Since the 1998 Equity Audit the district has:
  - Implemented and maintained the Pentamation student management system.
  - Installed, implemented, and maintained the Controlled Choice “Walk-In” Software.
  - Maintained annual data marts for SY2000, SY2001, SY2002 (monthly December to June).

# Information Technology:

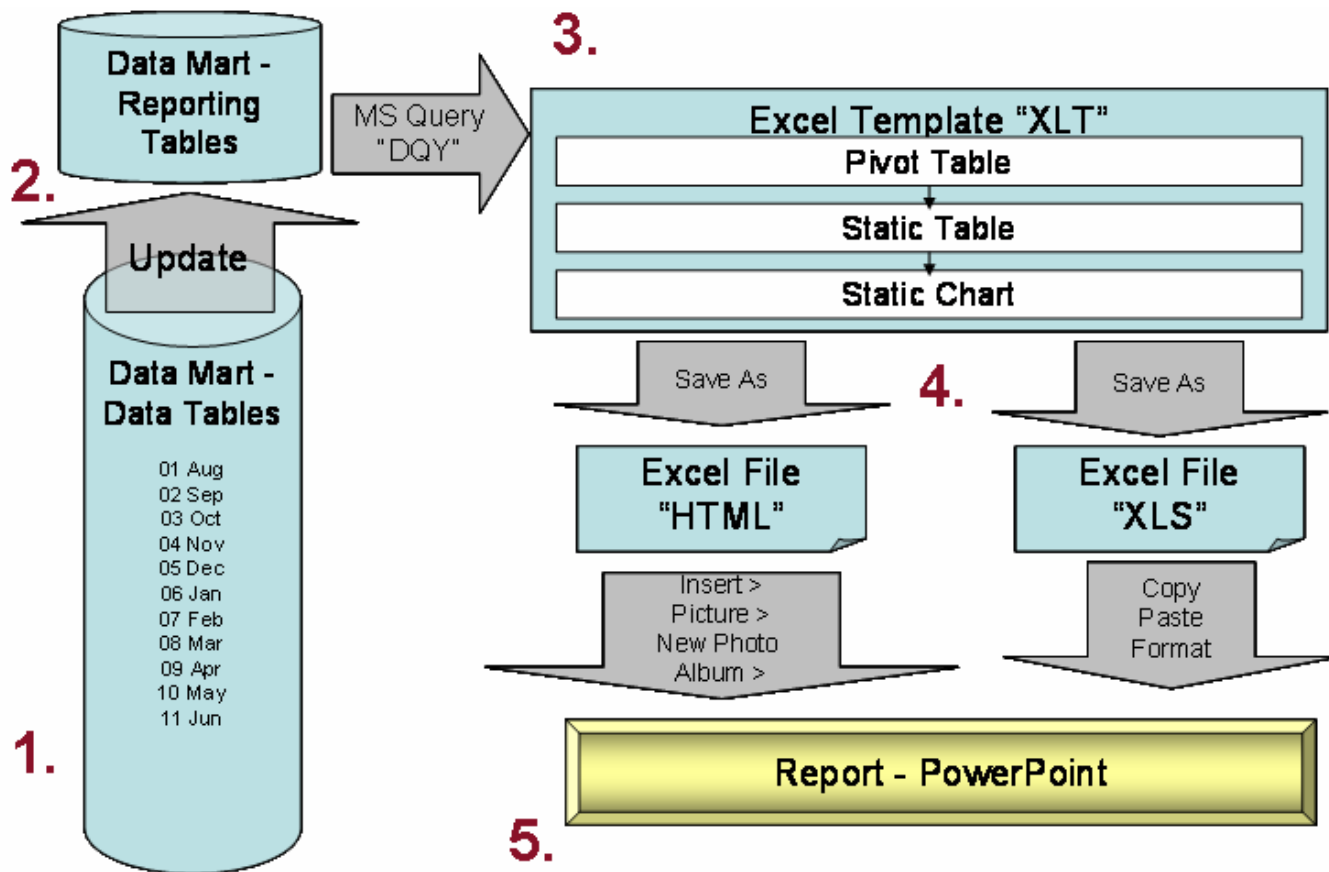
- Maintained monthly data marts for SY2003 (full school year).
- With a change of personnel in early SY2004, Unit 4 IT has maintained monthly data marts for SY2004 (to date).
- Electronic file transfers have speeded up data communications and have begun to take the place of slower hard-copy or cd-rom physical transfers. What in prior years took days, now is done in minutes.
- While far from perfectly implemented, the district has made real progress in the “use of information” or “analytical capacity” areas cited in the 1<sup>st</sup> monitoring report and originally in the 1998 Equity Audit:

# Information Technology, Reporting, & Analysis:

- The Unit 4 schedule for regularly collecting, posting, processing, reporting, and reconciling district data has tightened considerably to a monthly cycle and, with SY2004 efforts, some bi-weekly cycles are being tested and operated.
- While considerable work remains to be done to allow it to happen on a production cycle, the district now has the capacity to analyze and report out on:
  - Student attendance, enrollments, transfers in, transfers out, dropouts, etc.
  - Student academic records (including classroom records and standardized test records) for students at secondary school levels. Elementary levels are more reliant on standardized test results.
  - Special needs records for all students at all school levels.
  - Gifted and Talented program student records (including student selection processes and ongoing program participation).
  - Student disciplinary records for students in any stage of the district progressive discipline process.
  - Promotion, retention, and graduation records.
  - Staffing and hiring.

# Reporting Workflow Diagram:

Unit 4 reporting now follows these steps:



## Workflow Steps

1. Extract data from Pentamation
2. Update Data Marts & Reporting Data Tables in MS-Access
3. Query Data Marts & pull data into various MS-Excel templates
4. Create pivot tables, static tables, and static charts in MS-Excel
5. Publish tables and charts to Leadership Team via MS-PowerPoint or Excel.

# IT, Reporting, Analysis, & Continuous Improvement:

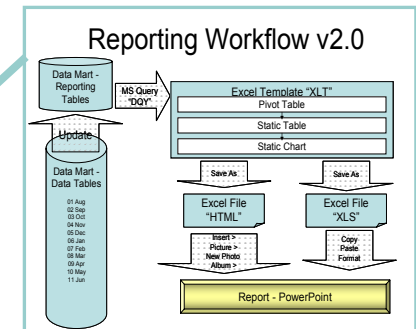
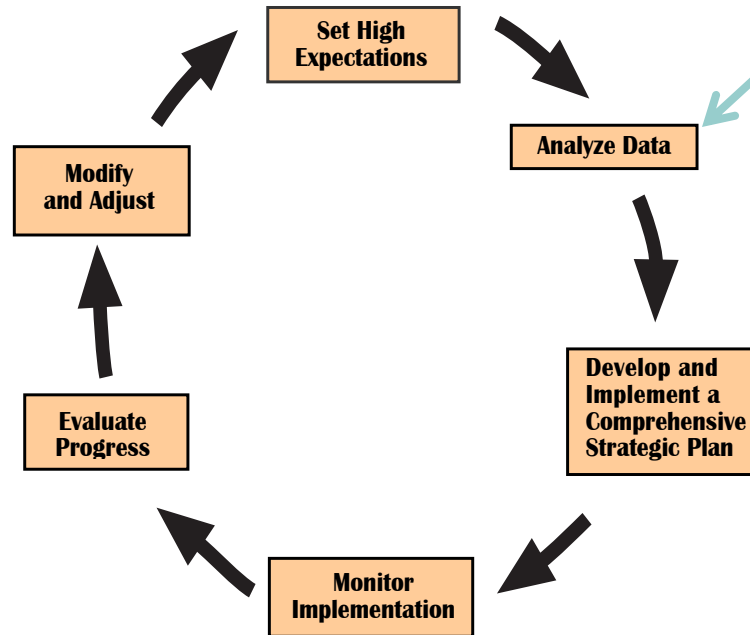
The challenge for Unit 4 is to ensure that the reporting workflow in practice fits into and informs the Unit 4 Process for Continuous Improvement. The 1<sup>st</sup> integration point is at the “Analyze Data” stage. The district should adapt a similar process at the “Monitor Implementation” & “Evaluate Progress” stages. This is one example of “Inspecting What You Expect”.

## Process for Continuous Improvement

High expectations are the starting point for Champaign Unit #4's Process for Continuous Improvement. As illustrated below, this process includes the following steps:

- Set high expectations
- Analyze data
- Develop and implement a comprehensive strategic plan
- Monitor implementation
- Evaluate progress
- Modify and adjust

*“Inspect What You Expect”*



This Process for Continuous Improvement, embedded within the Action Plans, will enable the District to reach its goals of character development and high academic achievement for all students.

# The Challenge For Unit 4 – Doing The Analyses & Reporting Results:

- Having the capacity to analyze and report out is one thing, but actually delivering data analyses, reporting out with integrity, and doing so on a regular basis is quite another.
- The “analyze data” stage of the district’s ‘Process for Continuous Improvement’ typically is not an IT function, but rather is a district administration function.
- The monitor has requested that a set of specific action plans (on a number of topics) be delivered at the monitor’s April 2004 meeting. Quarterly follow-up reports will be expected thereafter.
- Beginning in April 2004, Unit 4 should provide written analytical support for those plans in the form of text, tables, charts, and graphs.
- These reports should provide end-of-month (EOM) data points, inclusive of each quarter-to-date (QTD) for each quarter of the school year ending in June 2004 (SY2004). It is anticipated that the EOM and QTD data points will continue into future school years and this will become a regular Unit 4 reporting responsibility.

# The Challenge For Unit 4 – Doing The Analyses & Reporting Results:

- While the specific issues addressed certainly will vary quarterly depending upon which respective action-plan and which set of current issues are being worked, quarterly reports to the monitor should cover each of the following:
  - Enrollments
  - Attendance
  - Gifted & Talented
  - Special Education
  - Discipline & Suspensions
  - Student Achievement
  - Staffing & Hiring
  - Controlled Choice
- The final district report for SY2004 will become the basis for the Appendices to the 3<sup>rd</sup> monitoring report to be delivered in early SY2005.



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**Dr. Robert S. Peterkin**  
**James J. Lucey**  
**Dr. William T. Trent**

**February**  
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