

# ***Monitoring Report #1***

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

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

Prepared by  
Dr. Robert Peterkin  
&  
James Lucey  
October 2002



ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS

ACCESS

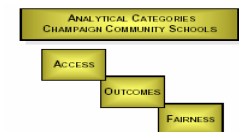
OUTCOMES

FAIRNESS



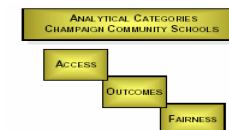
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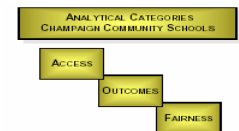
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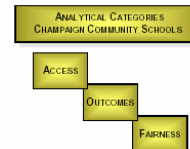
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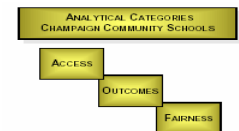
# ***Section 01: Introduction***

*“Inspect  
What You  
Expect”*



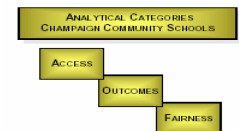
# Introduction:

- This document represents the baseline report for the Central District Court of Illinois, Chief Justice Joe Billy McDade in Case No. 00-1349.
- On January 29, 2002 Judge McDade issued his order approving the Proposed Second Revised Consent Decree in the case of Johnson v. Board of Education of Champaign Unit School District #4.
- Robert Peterkin and James Lucey prepared the 1998 Educational Equity Audit for the district. Robert Peterkin as appointed by Judge McDade in 2002 as monitor to be assisted by James Lucey and Michael Alves:
  - To insure compliance by the parties with the consent decree, and
  - To report on the district's progress in eliminating the achievement gap between African American students and White students.



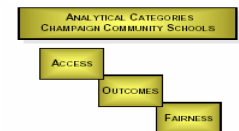
# Requirements:

- The consent decree indicates that “Unit 4 will carry out the requirements of the Educational Equity Memorandum [and] “...will carry out the Implementation Plan...which was prepared, in part, based on the comprehensive Audit conducted in June 1998 with the assistance of external consultants to evaluate the performance of Unit 4 school.”
- The decree also indicates that the implementation plan should address the following issues:
  - Climate & Discipline
  - Special & Gifted Education Programs
  - Student Performance
  - Hiring, Staff Placement and Retention



# The Implementation Plan & The Educational Equity Audit:

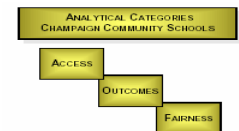
- The implementation plan calls for “...a comprehensive framework for improving the District’s educational programs and opportunities in order to ‘close the achievement gap’ between minority and non-minority students.”
- The plan goes on to state that “The Educational Equity Audit also requires the parties to assess the fairness of access criteria and educational outcomes...fairness is assessed by measuring how closely the distribution of various groups (by race/ethnicity, gender and SES elementary, middle, and high school levels in selected contexts approximates that of the district or school level as a whole. Access fairness is demonstrated when access is found to approximate the district or school level grouping distribution...[whereas] outcome fairness is demonstrated when outcomes approximate the actual access to the program.”





# District Processes vs. Student Outcomes:

- While the implementation plan generally responds to the various audits and agreements the District has accepted, it is largely what we would call a **‘process’** document. That is, it is largely concerned with the processes and programs the district has implemented, is implementing, or is planning to implement in order to “eliminate unwarranted disparities” in critical academic or social outcomes for minority children, or to recruit, hire, place and retain minority staff.
- While we are clearly concerned about **‘how’** the district meets those obligations and are particularly interested in the curricular and other interventions that the district is using to reduce disparities and what criteria are used to determine their effectiveness, we are, in our role as court monitors, more focused on the progress on positive **‘outcomes’** these programs and processes have for African American children, i.e., reducing the achievement gap and enhancing student achievement.

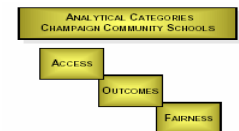


## Climate & Discipline:

- 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.

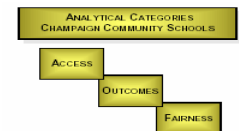


## Student Performance:

- 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.

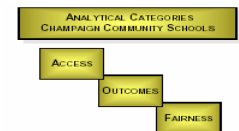
## Hiring, Staff Placement And Retention:

- 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.



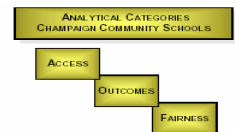
# During The Last Six Months:

- With the preceding as background, we:
  - Met with district staff and members of the Planning and Implementation Committee (PIC: PIC is a committee that includes 6 representatives each of plaintiffs and the district as well as counsel for both parties).
  - Collected and analyzed appropriate data from each area of concern to the court as indicated.
- Where possible in this report, we also present data comparisons with data we collected in 1998 and 2000.



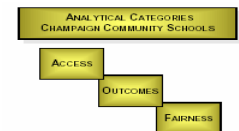
# Baseline Data & Reports:

- This report contains the baseline data against which progress, or lack thereof, will be measured for the duration of the consent decree.
- Each year we will file similar reports with the court, giving yearly and cumulative comparisons of the district's performance toward the elimination of these disparities.
- We also worked with district technical personnel on the preparation of the raw data that this report is based on, verifying to the extent possible the accuracy and completeness of the data.
- It is our hope that the district will continue to collaborate with us and that, by the end of this monitoring period, the district will have the capacity to prepare and present a similar report that will be seen by the public as of the highest accuracy and veracity.



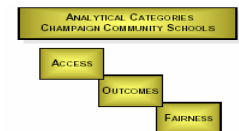
# Some Additional History:

- Two years after the Champaign Community Schools Board of Education accepted the Educational Equity Audit, we were asked to return to the district to assess the progress the district had made on the recommendations put forward in the audit.
- In December 1999 James Lucey forwarded a 'self-assessment' workbook, a set of templates and a format for data collection/reporting that we had used in the district in 1998. The results were to be used in our progress assessment.
- In June 2000 we made a visit to Unit 4 and met with the administrators responsible for the critical areas covered in the report, with the Assistant Superintendent for Equity, the Deputy Superintendent and with the Superintendent.
- Appendix A - Notes on Champaign Equity (19-June-2000) displays the report presented to the Superintendent and his senior staff.



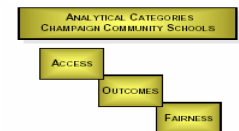
# Progress - June 2000:

- A summary of the district's performance toward equity implementation revealed:
  - While the district had made some progress toward collecting data on progress, or lack thereof, toward equity goals, that progress was inconsistent across departments.
  - District leaders were dissatisfied with progress toward their goals; attention to the progress was largely confined to central office and disconnected from the primary units of analysis, the students and the schools.
  - The outflow of African American students from the district continued unabated; the district could not identify the number of graduates for that academic year.
  - Any evidence of curriculum improvement or adaptation to the needs of African American students was lacking; no connection was apparent of analysis between curriculum and student outcomes.
  - The district was unable to present any analysis on student achievement, graduation, promotion, retention, dropouts, grades, AP exams, etc. Data appeared to be collected but not analyzed.
- Where possible in this report, we will present data comparisons with data we collected in 1998 and 2000.



# A New Superintendent:

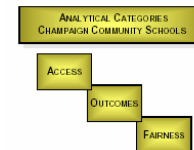
- Finally, the Champaign Community Schools Board of Education has appointed a new superintendent.
- According to the Board President, "Our primary qualification was someone with a proven record in closing the achievement gap by improving achievement for all students, and someone who has a proven ability in working various segments of the community..."
- We urge the members of the Champaign School Board, who are ultimately charged with meeting their responsibilities as agreed to in the consent decree, to use this opportunity to give the superintendent the tools to accomplish those goals in Champaign.





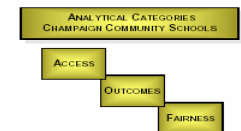
# ***Section 02: Analysis & Questions***

*“Inspect  
What You  
Expect”*



# Analysis & Questions:

- We continue to use the primary analytical frameworks that we first introduced in the Educational Equity Audit:
  - Access
  - Outcomes
  - Fairness
- We also continue to place an additional focus on key management issues:
  - Strategic Interventions
  - Support Structures



# Access :

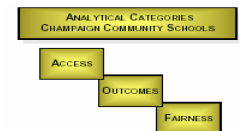
- Who has the opportunity to achieve and who doesn't?

# Outcomes:

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

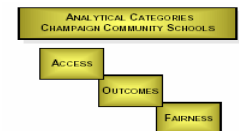
# Fairness:

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



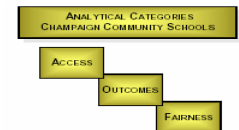
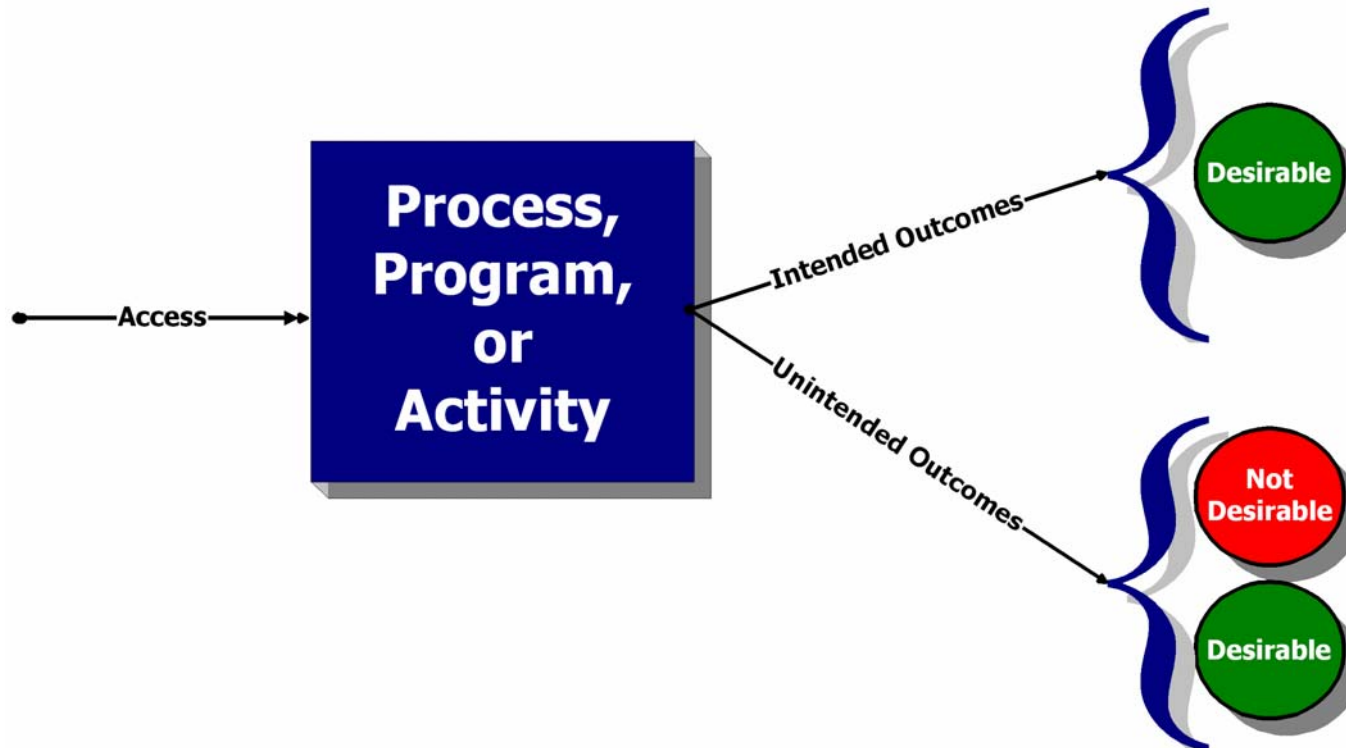
# Strategic Interventions :

- Additionally, we ask the district to respond to a series of questions in each section of the report .
- As in the original Educational Equity Audit, we ask the questions:
  - Does the district focus on appropriate student interventions, strategic plans, and support structures to enhance student access and outcomes?
  - Is there sufficient management support and a robust information technology infrastructure to monitor, assess, and report frequently on access, outcomes and fairness?
- Affirmative findings to these questions would indicate Unit 4 is making progress in meeting its obligations under the consent decree.



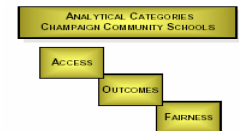
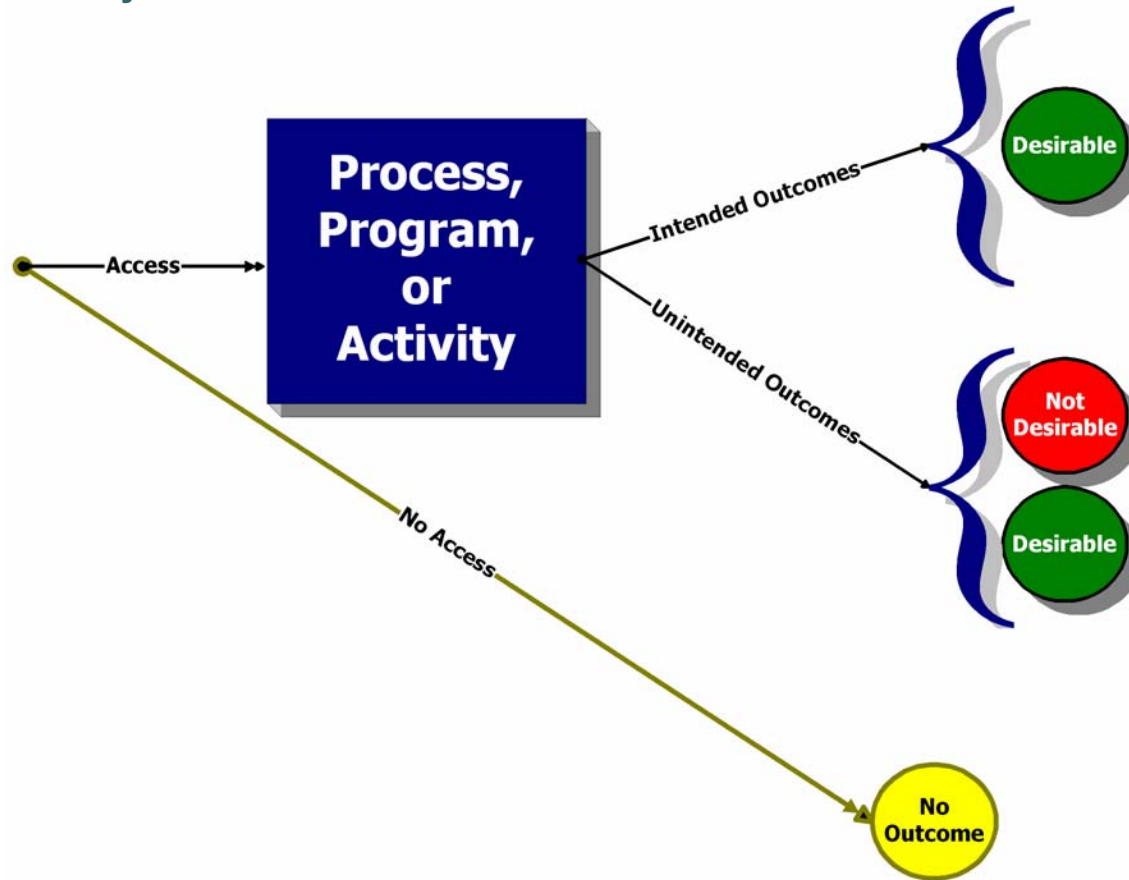
# Basic Model of Access & Outcomes With Intended & Unintended Outcomes:

For any strategic intervention there are one or more points of student access. There also are outcomes, both desirable and undesirable, though only desirable outcomes may have been intended.



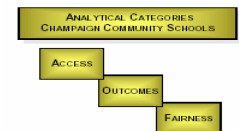
# Access & Outcomes – No Access Yields No Outcomes:

If the data indicate that there is no access for a particular group of students, there cannot be an outcome (either desirable or undesirable) for that group. If there is limited access, then only limited outcomes can result.



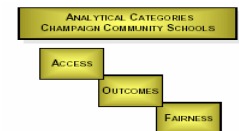
# ‘Theory of Action’:

- We asked in the 1998 Equity Audit:
  - If there are access, outcome, or fairness issues, what is the Unit 4 strategy to acknowledge those issues and to develop interventions directed toward those issues and the student populations impacted?
- In other words, what is the Unit 4 ‘theory of action’ in designing, implementing, and evaluating a program, a process, or an activity?
- How does that ‘theory of action’ translate program processes and interventions into desirable outcomes for the targeted student population?
- What modifications does the Unit 4 ‘theory of action’ require in the face of undesirable outcomes?



## *“Inspect What You Expect”*

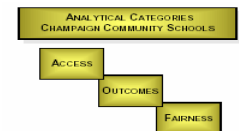
- Our intent in using the “Inspect what you expect” slogan was to challenge Unit 4:
  - To acknowledge the educational equity issues and challenges facing the district.
  - To state explicitly (through a ‘theory of action’) what it was planning to do about those issues in terms that could be measured and inspected by examining performance data.
  - Actually to implement the plan and collect resulting data.
  - To use the resulting data to inspect the strategic intervention’s design and implementation and to make appropriate design or implementation changes based on the results of that inspection.





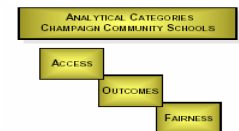
## *“Inspect What You Expect”*

- Our monitoring expectation is that Unit 4 has targeted strategic interventions (processes, programs, and activities) in Consent Decree areas such as:
  - Climate & Discipline
  - Special & Gifted Education Programs
  - Student Performance
  - Hiring, Staff Placement and Retention
- Our monitoring expectation is that Unit 4 is taking steps designed
  - To ‘close the achievement gap’ between minority and non-minority students.
  - To ‘eliminate unwarranted disparities’ in critical academic or social outcomes for minority children.
  - To recruit, hire, place and retain minority staff.



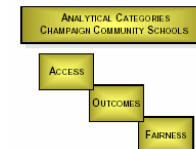
## *“Inspect What You Expect”*

- By inspecting Unit 4 data we will document progress (or lack of progress) in those Consent Decree areas and assess progress (or lack of progress) toward ‘closing the achievement gap’ between minority and non-minority students.
- The following report provides the results of our inspection and monitoring activities and provides a baseline for future reports.



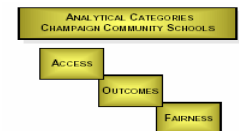
# ***Section 03: Summary Findings***

*“Inspect  
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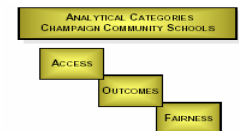
## Access Findings:

- African American student attendance rates lag behind White students by 2% at the elementary and middle school levels, increasing to 5%, or 15 days, at the high school level. African American Students as a percentage of the population falls from 35% at the elementary school level to 18% at 12th grade.
- African American dropout and discipline rates continue to be significantly higher than those of White students and are disproportionate to their percentage of the student population. 7% of African American students drop out of school as compared to 2% of White students. 50% of African American students receive disciplinary actions compared to 41% of White students.



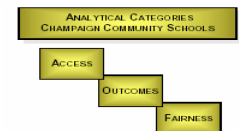
## Access Findings:

- Although African American students are represented by a greater percentage in Gifted and Talented programs than in 1998 - 12.6% versus 3% - the number of students (25) and the percentage is unrepresentative of the 35% of elementary and middle school populations they comprise.
- With limited access to Gifted and Talented programs, African American students continue to be less able to access honors and Advanced Placement classes and exams at the high school level. The number of African American students taking Advanced Placement exams has declined since 1998.
- African American students continue to be over-represented in Level I and Level II courses and under-represented in Level III courses. Students at Columbia Center, with rare exception, have access only to Level I courses.



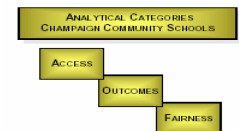
## Access Findings:

- 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. While the percentage African American students comprise of special education program participants has declined from 49% to 47%, their actual number has increased by 145 since SY2000. 24% of all African American students are assigned to special education as compared to 15% of White students. The percentage of African American students in special education has remained unchanged since SY2000.



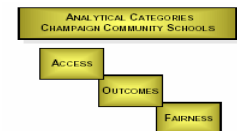
## Access Findings:

- African American students are substantially over-represented in SMART (the district's new intervention program for elementary and middle school students), Columbia Center Middle and High Schools, and Project READY. These types of placements prohibit African American students from accessing high quality academic programs and effectively segregate students in substandard programs
- At the start of SY2003-03, Superintendent Culver temporarily terminated use of the SMART program, citing racial disparities, similarity to out-of-school suspension, and a level of instruction that was not at the level of mainstream Unit 4 schools.



# Outcome Findings:

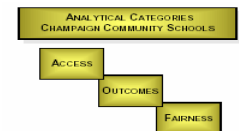
- African American students continue to score lower than White students on standardized tests. They also score below national norms.
  - African American students score on average 1.4 to 4.1 mean grade equivalents behind White students in Reading, .2 to 4.1 in Math and 1.6 to 3.8 in Basic Battery on the 2002 SAT 9 tests.
  - Students with one or more suspensions were more likely to score at or below the third stanine in Reading and Math on the 2002 SAT 9. African American Students constitute 68% of all suspensions.
- African American students take fewer Advanced Placement courses and exams and score lower than White students. District data indicate that only one African American student took an Advanced Placement Examination in SY2001.





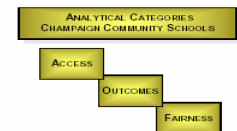
## Outcome Findings:

- African American students continue to receive fewer A's and B's and more F's in Level III courses than White students.
- African American students continue to receive fewer A's and B's and more F's in Level II courses than White students.
- African American students continue to receive fewer A's and B's and more F's in Level I courses than White students.
- The percentage of African American students who graduate has actually declined from SY1997 to SY2002, from 20% to 17%. The percentage African American students comprise of 12th grade enrollment also declined from 26% to 18%. The African American percentage of 11<sup>th</sup> grade enrollment also has dropped below 20%, from 29% in SY1993 to 19% in SY2002.



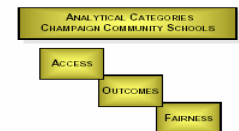
# Strategic Intervention & Management Support Structures:

- ❑ The district has adopted a PIC developed implementation plan for fulfillment of their obligations under the Controlled Choice, Education Equity and OCR Resolution agreements.
- ❑ The purpose of the plan is to set forth a comprehensive framework for improving the District's educational programs and opportunities in order to "close the achievement gap" between minority and non-minority students.
- ❑ "...the intent of the Plan's flexible goals and actions is for the District to make progress in each area each year, ultimately achieving the Plan's objectives. If the actions are not meeting the goals, and thereby the District is not achieving its objectives, the Plan contemplates that the parties will reevaluate the actions and goals and, if appropriate, modify them."



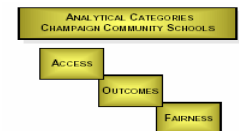
# Strategic Intervention & Management Support Structures:

- Data in this report would indicate that Unit 4 has no “theory of action” to implement its response to its responsibility under the consent decree or to respond to programs that are ineffective in modifying the conditions that impede African American student success.
- The district has attempted to connect the implementation to the school level by including equity goals in the evaluation of the building principals.



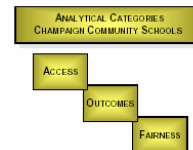
# Strategic Intervention & Management Support Structures:

- ❑ Despite the above, outcomes for African American students continue to be considerably lower than that of their White counterparts, and in some areas have actually worsened since 1998.
- ❑ In some cases the interventions seem to have mitigated against advances in access and improved outcomes. SMART, Project READY, and Columbia Center, for example, appear to have isolated increased numbers of African American students from mainstream academic opportunities.



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

*“Inspect  
What You  
Expect”*

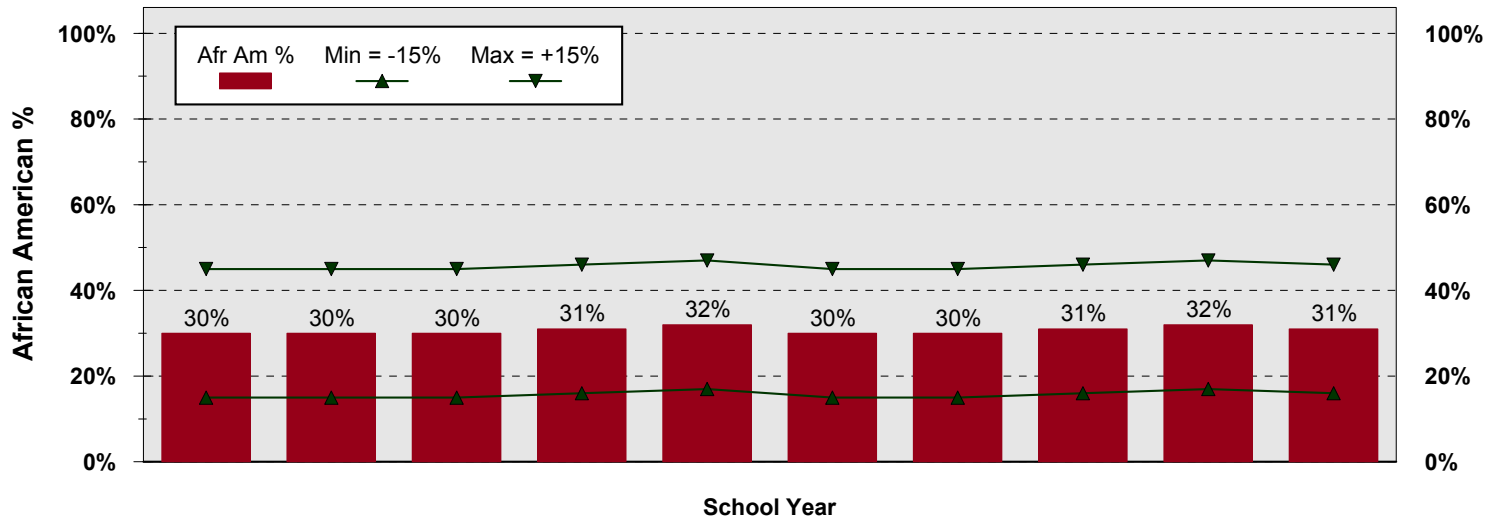


# District Totals - Grades K-12:

African American Grade K-12 enrollments reached 32% in SY2001. This is up from 30% in SY1993 to SY1995. SY2002 African American enrollment was 31%.

## African American Student Enrollment Percentages

vs. Stipulated +/- 15% African American Student Enrollment Percentages

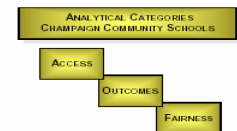


|              | '93   | '94   | '95   | '96   | '97   | '98   | SY1999* | SY2000** | SY2001** | SY2002** |
|--------------|-------|-------|-------|-------|-------|-------|---------|----------|----------|----------|
| Afr Am Enr   | 2,572 | 2,626 | 2,600 | 2,753 | 2,837 | 2,693 | 2,722   | 2,750    | 2,845    | 2,782    |
| Other Enr    | 6,076 | 6,225 | 6,186 | 6,048 | 6,041 | 6,194 | 6,210   | 6,225    | 6,181    | 6,212    |
| Afr Am %     | 30%   | 30%   | 30%   | 31%   | 32%   | 30%   | 30%     | 31%      | 32%      | 31%      |
| ▲ Min = -15% | 15%   | 15%   | 15%   | 16%   | 17%   | 15%   | 15%     | 16%      | 17%      | 16%      |
| ▼ Max = +15% | 45%   | 45%   | 45%   | 46%   | 47%   | 45%   | 45%     | 46%      | 47%      | 46%      |
| ■ Avg ES %   | 30%   | 30%   | 30%   | 31%   | 32%   | 30%   | 30%     | 31%      | 32%      | 31%      |

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

\* Source: SY1999 Is The Computed Average of '98 and SY2000

\*\* Source: Unit 4 Data Marts From Pentamation Student Management System

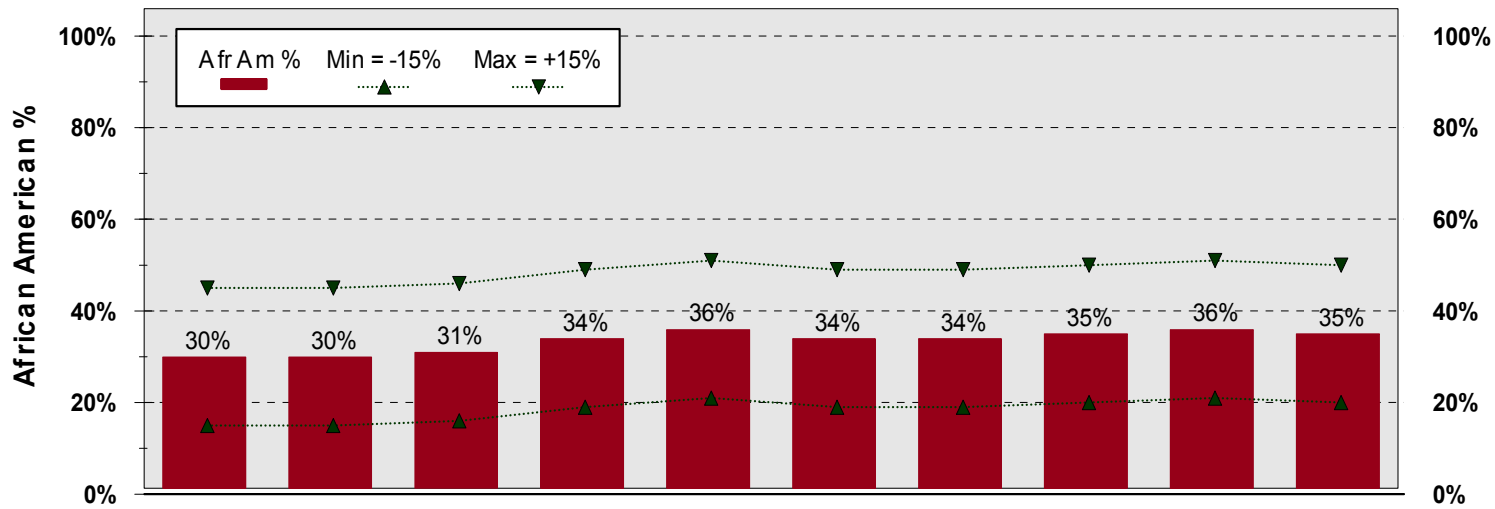


# Elementary Schools – Grades K-5:

African American Grade K-5 enrollments reached 35%-36% in SY2001 and SY2002, up from 30%-31% in SY1993 to SY1995.

## African American Student Enrollment Percentages

vs. Stipulated +/- 15% African American Student Enrollment Percentages



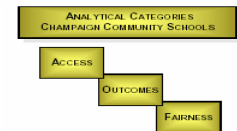
School Year

|              | '93   | '94   | '95   | '96   | '97   | '98   | SY1999* | SY2000* | SY2001* | SY2002* |
|--------------|-------|-------|-------|-------|-------|-------|---------|---------|---------|---------|
| Afr Am Enr   | 1,293 | 1,329 | 1,319 | 1,477 | 1,512 | 1,459 | 1,458   | 1,456   | 1,517   | 1,453   |
| Other Enr    | 3,087 | 3,080 | 2,934 | 2,832 | 2,727 | 2,773 | 2,769   | 2,764   | 2,707   | 2,732   |
| Afr Am %     | 30%   | 30%   | 31%   | 34%   | 36%   | 34%   | 34%     | 35%     | 36%     | 35%     |
| ▲ Min = -15% | 15%   | 15%   | 16%   | 19%   | 21%   | 19%   | 19%     | 20%     | 21%     | 20%     |
| ▼ Max = +15% | 45%   | 45%   | 46%   | 49%   | 51%   | 49%   | 49%     | 50%     | 51%     | 50%     |
| Avg ES %     | 30%   | 30%   | 31%   | 34%   | 36%   | 34%   | 34%     | 35%     | 36%     | 35%     |

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

\* Source: SY1999 Is The Computed Average of '98 and SY2000

\*\* Source: Unit 4 Data Marts From Pentamation Student Management System

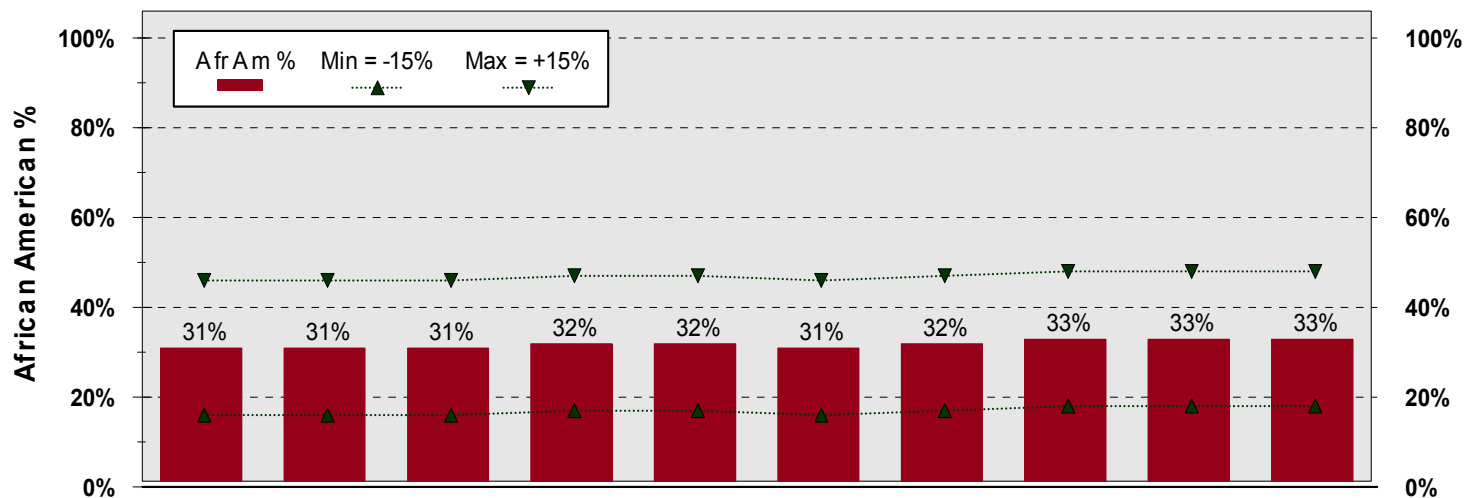


# Middle School – Grades 6-8:

African American Grade 6-8 enrollments reached 33% in SY2001 and SY2002, up from 31% in SY1993 to SY1995.

## African American Student Enrollment Percentages

vs. Stipulated +/- 15% African American Student Enrollment Percentages

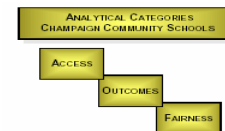


|              | School Year |       |       |       |       |       |        |         |         |         |
|--------------|-------------|-------|-------|-------|-------|-------|--------|---------|---------|---------|
|              | '93         | '94   | '95   | '96   | '97   | '98   | SY1999 | SY2000* | SY2001* | SY2002* |
| Afr Am Enr   | 596         | 592   | 606   | 618   | 622   | 614   | 630    | 646     | 670     | 665     |
| Other Enr    | 1,302       | 1,341 | 1,336 | 1,290 | 1,296 | 1,356 | 1,347  | 1,338   | 1,357   | 1,345   |
| Afr Am %     | 31%         | 31%   | 31%   | 32%   | 32%   | 31%   | 32%    | 33%     | 33%     | 33%     |
| ▲ Min = -15% | 16%         | 16%   | 16%   | 17%   | 17%   | 16%   | 17%    | 18%     | 18%     | 18%     |
| ▼ Max = +15% | 46%         | 46%   | 46%   | 47%   | 47%   | 46%   | 47%    | 48%     | 48%     | 48%     |
| Avg ES %     | 31%         | 31%   | 31%   | 32%   | 32%   | 31%   | 32%    | 33%     | 33%     | 33%     |

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

\* Source: SY1999 Is The Computed Average of '98 and SY2000

\*\* Source: Unit 4 Data Marts From Pentamation Student Management System



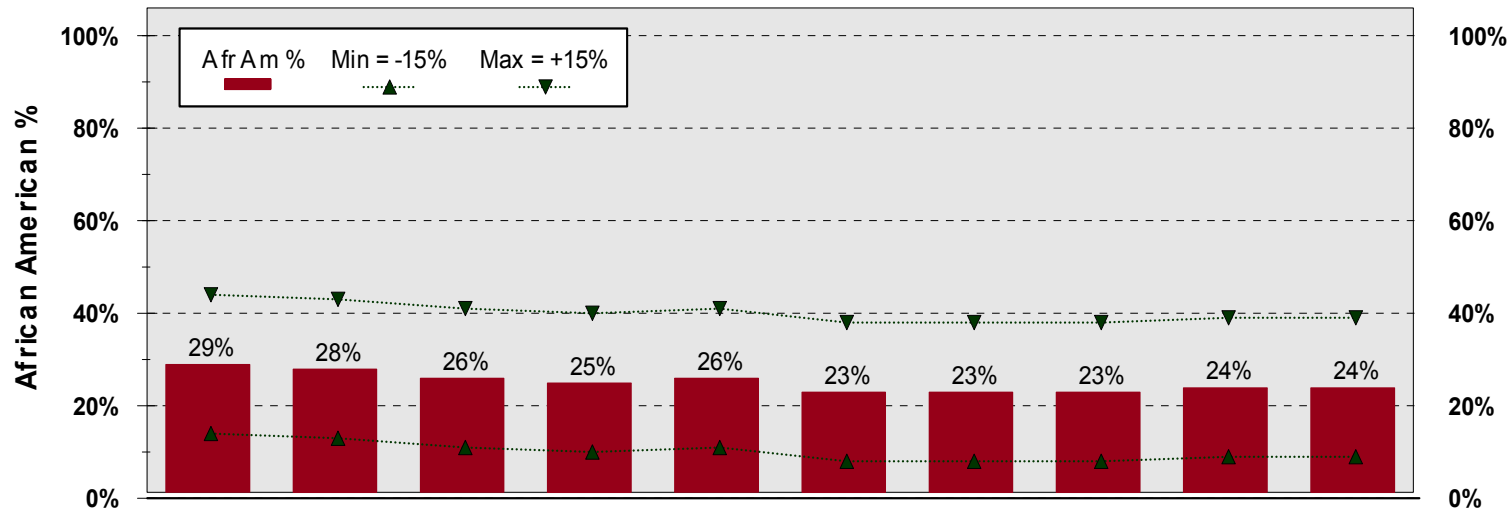


# High Schools – Grades 9-12:

African American Grade 9-12 enrollments declined to 23%-24% in SY2000 to SY2002, down from 29% in SY1993.

## African American Student Enrollment Percentages

vs. Stipulated +/- 15% African American Student Enrollment Percentages



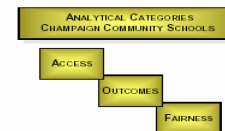
School Year

|              | '93   | '94   | '95   | '96   | '97   | '98   | SY 1999* | SY 2000* | SY 2001* | SY 2002* |
|--------------|-------|-------|-------|-------|-------|-------|----------|----------|----------|----------|
| Afr Am Enr   | 683   | 705   | 675   | 658   | 703   | 620   | 634      | 648      | 658      | 664      |
| Other Enr    | 1,687 | 1,804 | 1,916 | 1,926 | 2,018 | 2,065 | 2,094    | 2,123    | 2,117    | 2,135    |
| Afr Am %     | 29%   | 28%   | 26%   | 25%   | 26%   | 23%   | 23%      | 23%      | 24%      | 24%      |
| ▲ Min = -15% | 14%   | 13%   | 11%   | 10%   | 11%   | 8%    | 8%       | 8%       | 9%       | 9%       |
| ▼ Max = +15% | 44%   | 43%   | 41%   | 40%   | 41%   | 38%   | 38%      | 38%      | 39%      | 39%      |
| Avg ES %     | 29%   | 28%   | 26%   | 25%   | 26%   | 23%   | 23%      | 23%      | 24%      | 24%      |

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

\* Source: SY1999 Is The Computed Average of '98 and SY2000

\*\* Source: Unit 4 Data Marts From Pentamation Student Management System

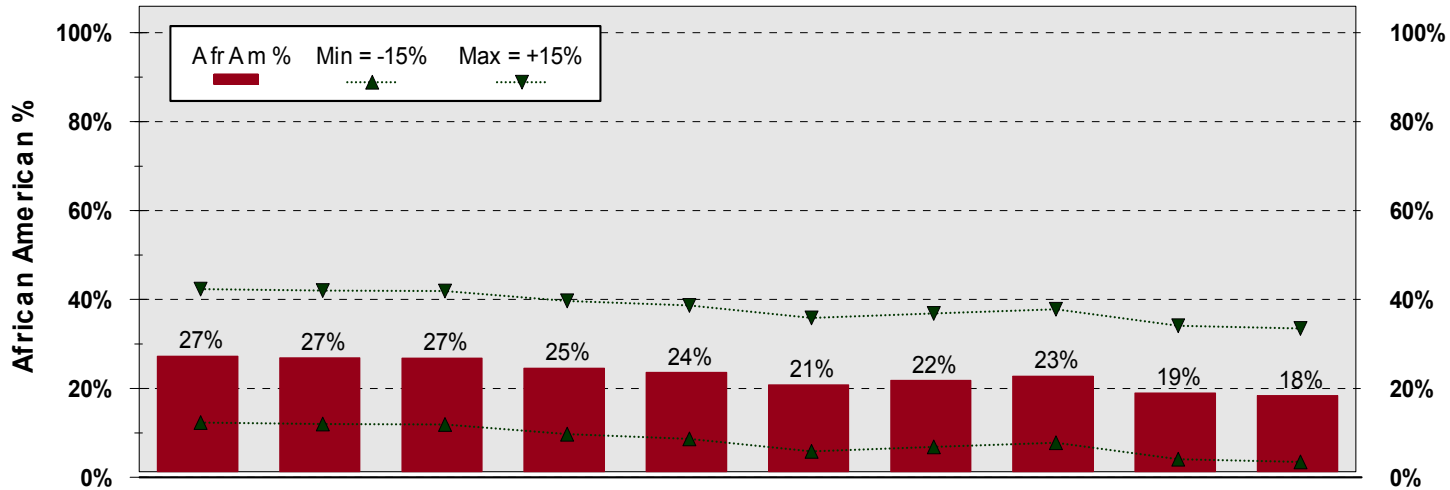


# Grade 11 & 12 Combined Enrollments:

African American Grade 11 & 12 enrollments declined to 18% in SY2002. This is down from a high of 27% in SY1993 through SY1995. The number of African American 11<sup>th</sup> & 12<sup>th</sup> graders decreased from 304 in SY2000 to 236 in SY2002.

## African American Student Enrollment Percentages

vs. Stipulated +/- 15% African American Student Enrollment Percentages



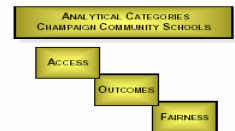
School Year

|              | '93 | '94 | '95 | '96 | '97 | '98 | SY1999 | SY2000* | SY2001* | SY2002* |
|--------------|-----|-----|-----|-----|-----|-----|--------|---------|---------|---------|
| Afr Am Enr   | 285 | 301 | 323 | 293 | 308 | 259 | 282    | 304     | 250     | 236     |
| Other Enr    | 758 | 813 | 879 | 893 | 993 | 984 | 1,006  | 1,028   | 1,059   | 1,040   |
| Afr Am %     | 27% | 27% | 27% | 25% | 24% | 21% | 22%    | 23%     | 19%     | 18%     |
| ▲ Min = -15% | 12% | 12% | 12% | 10% | 9%  | 6%  | 7%     | 8%      | 4%      | 3%      |
| ▼ Max = +15% | 42% | 42% | 42% | 40% | 39% | 36% | 37%    | 38%     | 34%     | 33%     |
| Avg HS AA%   | 29% | 28% | 26% | 25% | 26% | 23% | 23%    | 23%     | 24%     | 24%     |

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

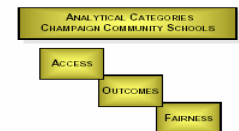
\* Source: SY1999 Is The Computed Average of '98 and SY2000

\*\* Source: Unit 4 Data Marts From Pentamation Student Management System



# Enrollment & Attendance:

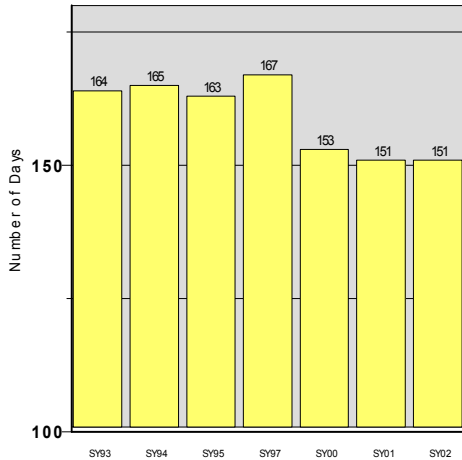
- There is a lack of evidence that the district has a plan to reduce absenteeism.
- There is a lack of evidence that the district recognizes the likely result of exclusion of African American students is continued truancy and dropouts.
- Absenteeism in combination with the excluded student population 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.



## SY2000 to SY2002 Average Days Attended:

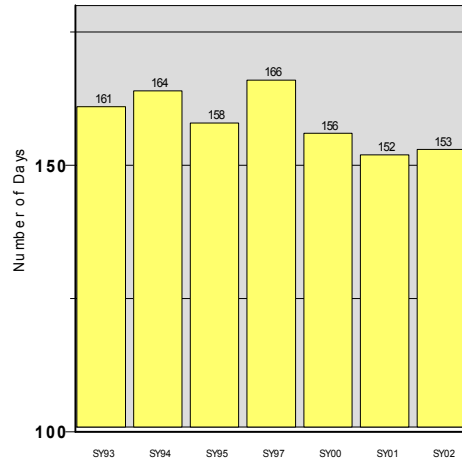
In recent years, the average days attended for all students has been 146 to 156 days, depending on school year and school level. These averages are lower than those between SY1993 and SY1997 and coincide with the district's new attendance reconciliation procedures instituted in SY2000.

**Elementary Schools  
Average Days Attended**



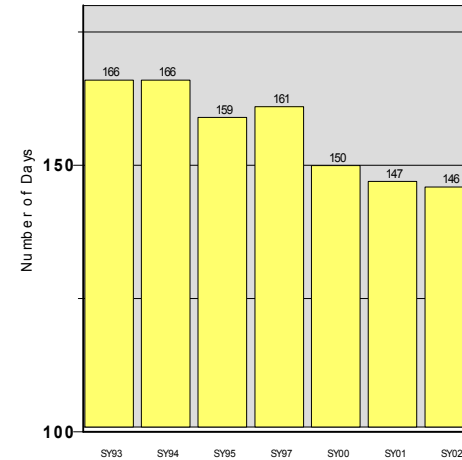
|       | SY93 | SY94 | SY95 | SY97 | SY00 | SY01 | SY02 |
|-------|------|------|------|------|------|------|------|
| Total | 164  | 165  | 163  | 167  | 153  | 151  | 151  |
| Total | 4,35 | 4,39 | 4,31 | 4,64 | 4,53 | 4,56 | 4,52 |

**Middle Schools  
Average Days Attended**



|       | SY93  | SY94  | SY95  | SY97  | SY00  | SY01  | SY02  |
|-------|-------|-------|-------|-------|-------|-------|-------|
| Total | 161   | 164   | 158   | 166   | 156   | 152   | 153   |
| Total | 1,856 | 1,876 | 1,916 | 1,906 | 2,076 | 2,146 | 2,126 |

**High Schools  
Average Days Attended**



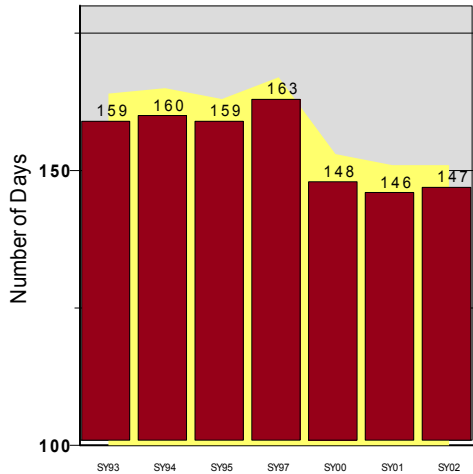
|       | SY93 | SY94 | SY95 | SY97 | SY00 | SY01 | SY02 |
|-------|------|------|------|------|------|------|------|
| Total | 166  | 166  | 159  | 161  | 150  | 147  | 146  |
| Total | 2,27 | 2,36 | 2,51 | 2,49 | 2,86 | 2,86 | 2,91 |



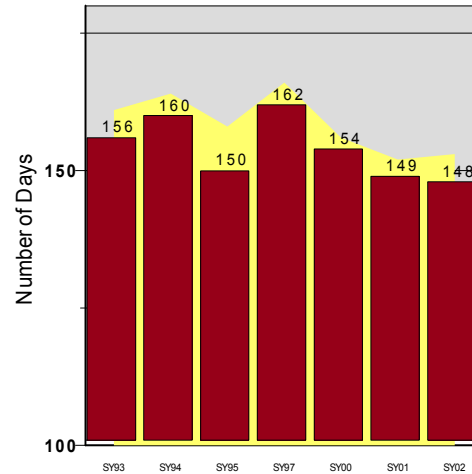
# African American Average Days Attended Lags Below The District Averages:

On average, African American students at all levels attend fewer days than do White and Other students (on average). This is particularly apparent at the high school level.

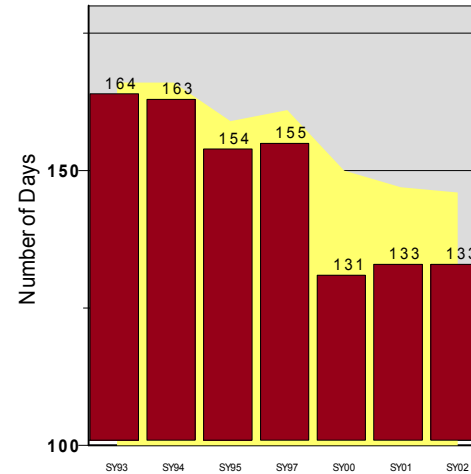
**Elementary School  
African American**



**Middle School  
African American**



**High School  
African American**



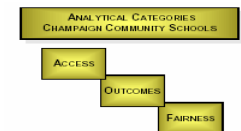
SY2002 African American Student Average Days Attended By Level

- Elementary = - 4 days
- Middle = - 5 days
- High = -13 days

|          | SY93 | SY94 | SY95 | SY97 | SY00 | SY01 | SY02 |
|----------|------|------|------|------|------|------|------|
| ■ Afr Am | 159  | 160  | 159  | 163  | 148  | 146  | 147  |
| ■ Total  | 164  | 165  | 165  | 167  | 155  | 15   | 15   |
| ● N AA   | 1,32 | 1,35 | 1,37 | 1,49 | 1,61 | 1,66 | 1,61 |

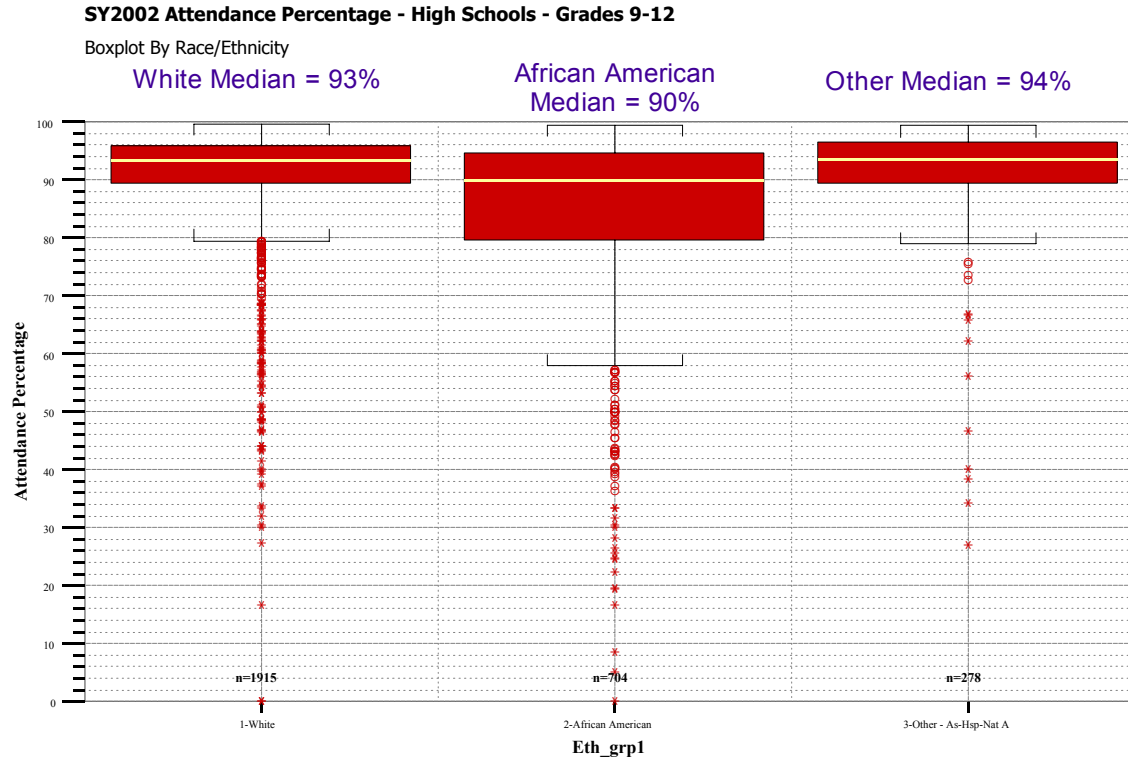
|          | SY93 | SY94 | SY95 | SY97 | SY00 | SY01 | SY02 |
|----------|------|------|------|------|------|------|------|
| ■ Afr Am | 156  | 160  | 150  | 162  | 154  | 149  | 149  |
| ■ Total  | 16   | 164  | 155  | 165  | 155  | 155  | 155  |
| ● N      | 575  | 575  | 600  | 575  | 68   | 705  | 705  |

|          | SY93 | SY94 | SY95 | SY97 | SY00 | SY01 | SY02 |
|----------|------|------|------|------|------|------|------|
| ■ Afr Am | 164  | 163  | 154  | 155  | 131  | 133  | 133  |
| ■ Total  | 165  | 165  | 155  | 16   | 155  | 147  | 145  |
| ● N      | 625  | 634  | 585  | 535  | 697  | 695  | 715  |



# ● Distribution of Attendance Percentages

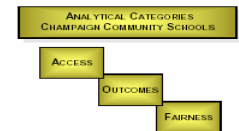
- It is important to note the distribution of attendance percentages for different groups of students. A large percentage of students from all racial/ethnic groups have reasonably good attendance. The high school median attendance percentage is 93%. Over half of White and Other students have 93% attendance or higher, but well under half of African American students reach that attendance level. However, well 25% or more of all groups have attendance at or above 95%.
- A significant set of students from all racial/ethnic groups have low attendance. Over half of African American students have lower than 90% attendance compared to almost 25% of White and Other students. The lower portions of the boxplots display the attendance distribution of the lowest 25%.



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.

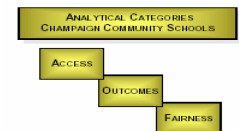
See Appendix C: for more on other school levels.

Note that attendance percentages are indistinguishable for the top 25% of African American students and the top 40%-50% of White and Other students.  
Note also that 50% of African American students and 25% of White and Other students had attendance percentages below 90%.



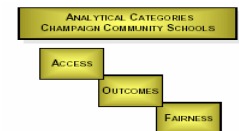
# Enrollment & Attendance:

- 371 African American students or approximately 13.3% of the overall African American student population were excluded from traditional district schools and were placed in substandard alternative programs such as SMART, Columbia Center, Project READY or Storefront. These students had no opportunity to benefit from the standard district curriculum and pedagogy during their exclusion.



# Enrollment & Attendance - Recommendations:

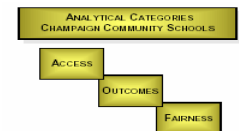
- The Educational Equity Audit of 1998 made a series of recommendations to increase the attendance and enrollment of African American students in Unit 4, based on a simple premise:  
***“Students cannot achieve academic success if they are not in school.”***
- The Implementation Plan is unclear as to the results of Unit 4’s efforts concerning attendance and keeping students enrolled and engaged in school. Unit 4 should 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.





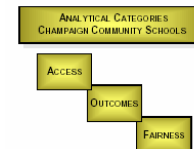
# Enrollment & Attendance - Recommendations:

- Unit 4 should provide the court with evidence of an effective response to the Climate Survey conducted by Dr. Mark Aber, especially the recommended actions on “...the effect of climate on student learning.” (Second revised Consent Decree, pp 24-25).
- Such evidence would not only address attendance and maintaining enrollments, but would also address reductions in disciplinary actions, reductions of inappropriate special education referrals, and greater access to higher level courses and programs for African American students.



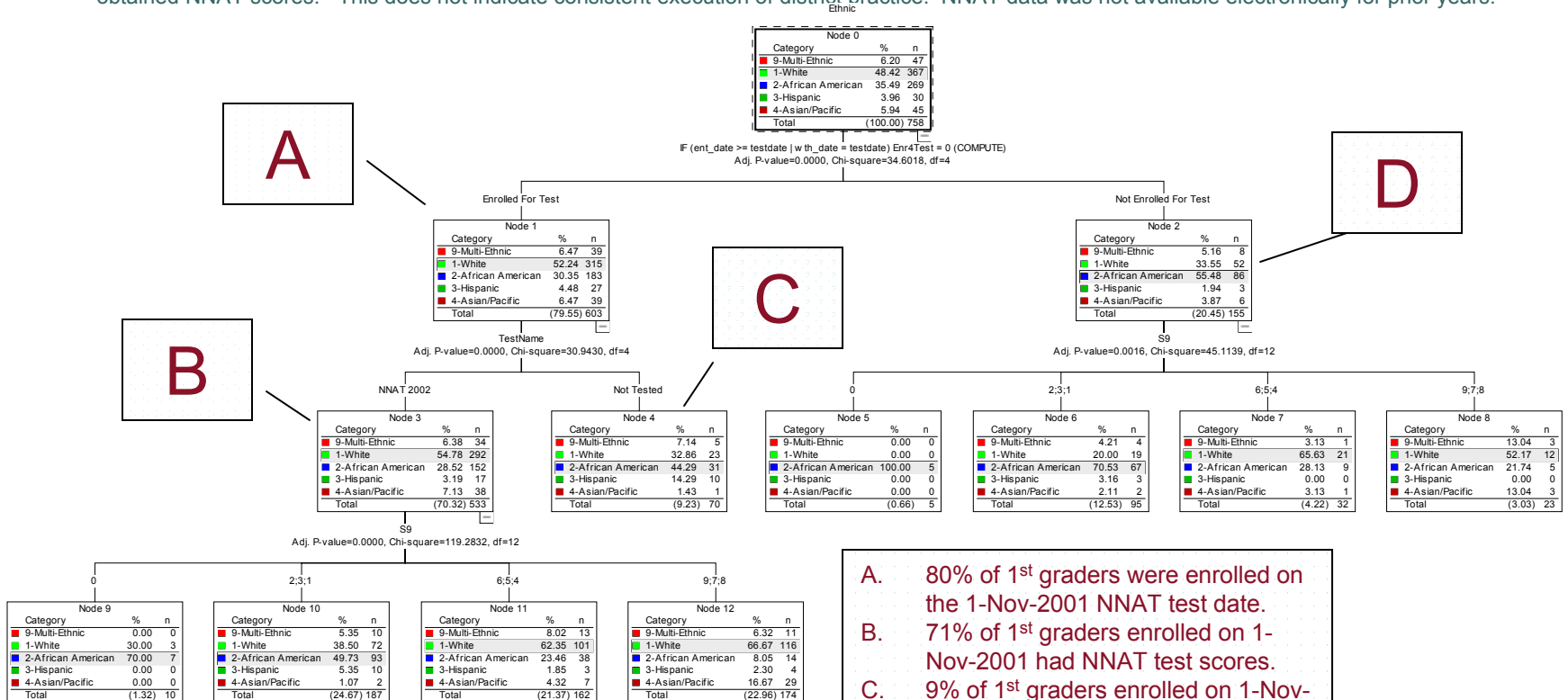
# ***Section 05: Gifted & Talented***

*“Inspect  
What You  
Expect”*

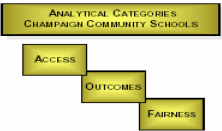


# SY2002 Gifted & Talented Elementary Screening:

In response to criticism concerning highly subjective screening criteria, the district indicated that current practice was to screen "all" 1st grade students using the NNAT. While that practice seems largely to be followed, a compliance test indicates that over 9% 1st graders enrolled as of the test administrator date never were screened using the NNAT. More than twice as many students *not enrolled* as the date of test administration obtained NNAT scores. This does not indicate consistent execution of district practice. NNAT data was not available electronically for prior years.



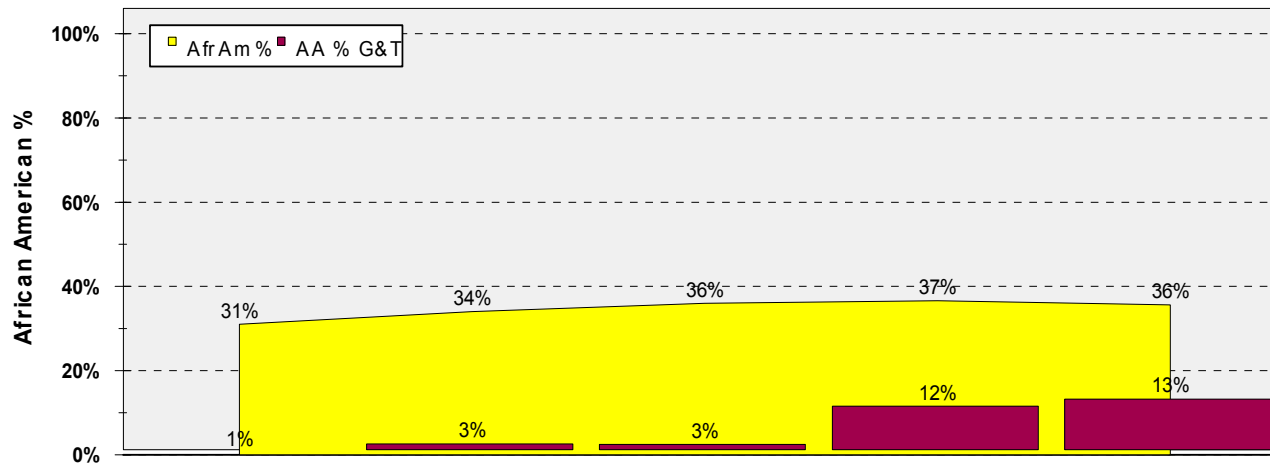
- A. 80% of 1<sup>st</sup> graders were enrolled on the 1-Nov-2001 NNAT test date.
- B. 71% of 1<sup>st</sup> graders enrolled on 1-Nov-2001 had NNAT test scores.
- C. 9% of 1<sup>st</sup> graders enrolled on 1-Nov-2001 did not have test scores.
- D. 20% of 1<sup>st</sup> graders were not enrolled in the district on 1-Nov-2001, but had test scores.



# Elementary Schools:

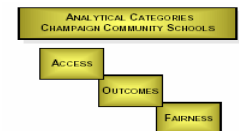
## African American Gifted & Talented Enrollment % vs. African American School Enrollment %

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



|           | SY96  | SY97  | SY98  | SY200 | SY2002 |
|-----------|-------|-------|-------|-------|--------|
| AA Enr    | 1,311 | 1,477 | 1,511 | 1,667 | 1,611  |
| Other Enr | 2,931 | 2,831 | 2,721 | 2,891 | 2,911  |
| Afr Am %  | 31%   | 34%   | 36%   | 37%   | 36%    |
| AA G&T    | 1     | 5     | 5     | 31    | 25     |
| Total G&T | 16    | 19    | 20    | 26    | 18     |
| AA % G&T  | 1%    | 3%    | 3%    | 12%   | 13%    |

SY96 - SY98 Enrollment Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98  
Source SY96 - SY98: District Departmental Database  
Source SY2001 - SY2002 - District Data Marts - SY2000 data marts do not include gifted & talented.



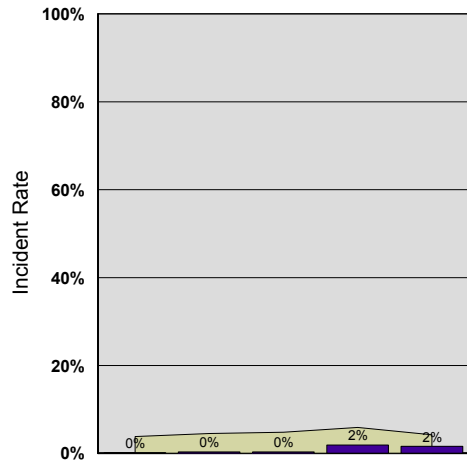
# Elementary Participation Rates:

The African American student participation in gifted programs has increased to 2% of all African American elementary school students, but remains lower than that for White and Other students.

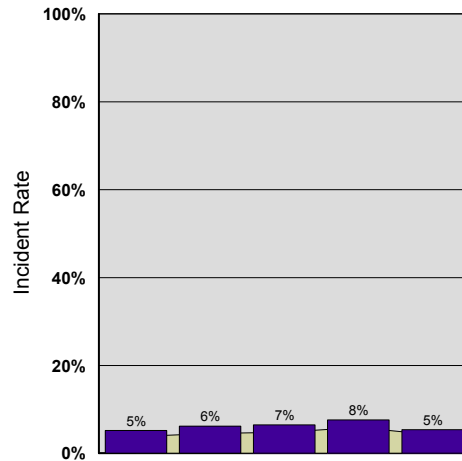
After peaking at 8% in SY2001, SY2002 participation by White students was 5%.

After peaking at 12%-13% in SY97 and SY98, SY2002 participation by Other students was at 6%.

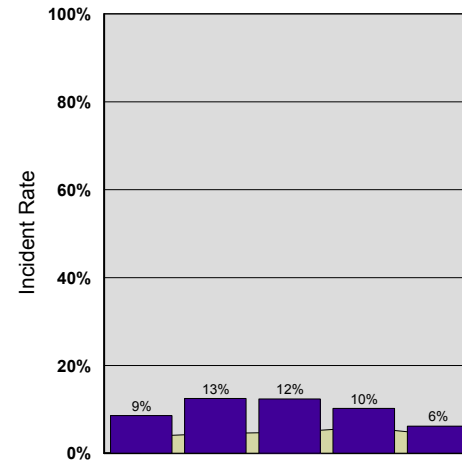
**African American**



**White**



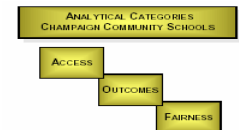
**Asian, Hispanic, & Other**



|          | SY96 | SY97 | SY98 | SY2001 | SY2002 |
|----------|------|------|------|--------|--------|
| Afr Am N | 1    | 5    | 5    | 31     | 25     |
| Afr Am % | 0%   | 0%   | 0%   | 2%     | 2%     |
| Total %  | 4%   | 5%   | 5%   | 6%     | 4%     |

|         | SY96 | SY97 | SY98 | SY2001 | SY2002 |
|---------|------|------|------|--------|--------|
| White N | 140  | 159  | 158  | 167    | 115    |
| White % | 5%   | 6%   | 7%   | 8%     | 5%     |
| Total % | 4%   | 5%   | 5%   | 6%     | 4%     |

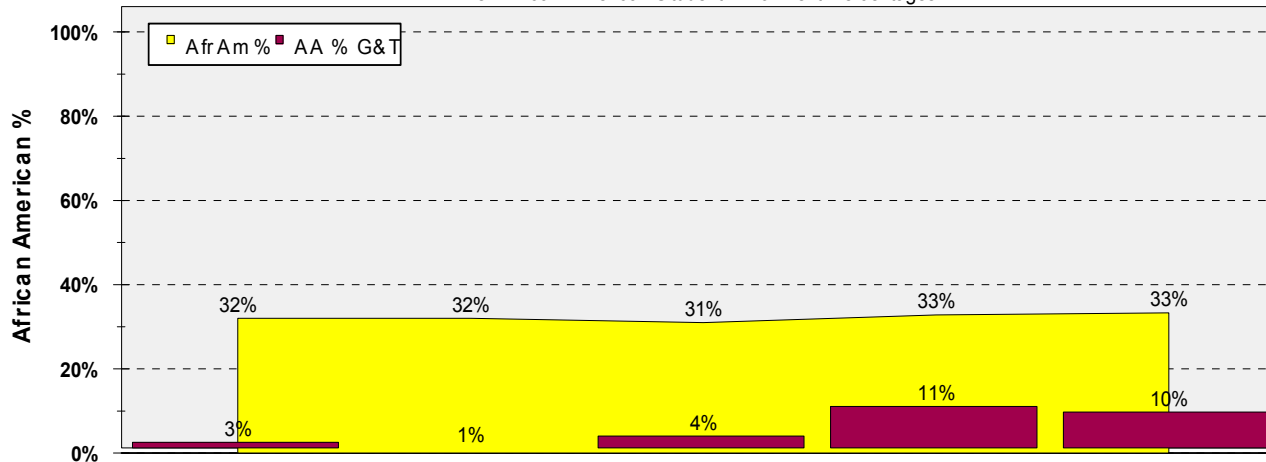
|         | SY96 | SY97 | SY98 | SY2001 | SY2002 |
|---------|------|------|------|--------|--------|
| Other N | 20   | 32   | 39   | 70     | 48     |
| Other % | 9%   | 13%  | 12%  | 10%    | 6%     |
| Total % | 4%   | 5%   | 5%   | 6%     | 4%     |



# Middle Schools – Language Arts-Social Studies:

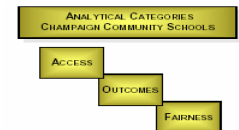
**African American Gifted & Talented Enrollment % vs. African American School Enrollment %**

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



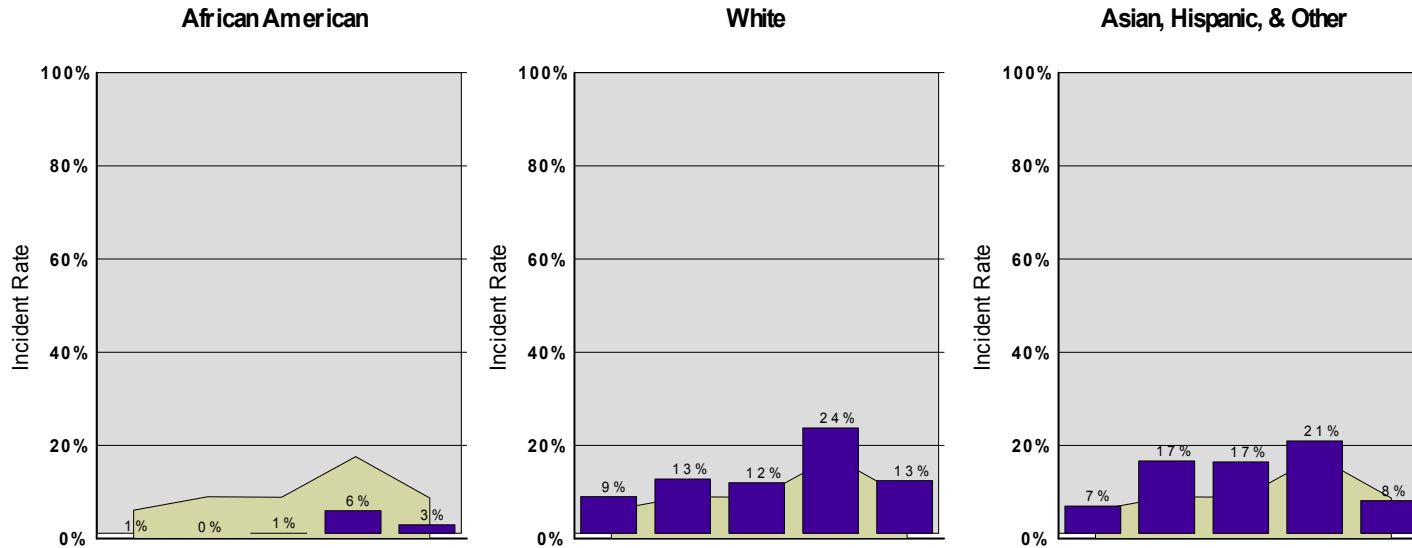
|            | SY96  | SY97  | SY98  | SY200 | SY2002 |
|------------|-------|-------|-------|-------|--------|
| Afr Am Enr | 616   | 622   | 614   | 702   | 706    |
| Other Enr  | 1,291 | 1,291 | 1,355 | 1,431 | 1,411  |
| Afr Am %   | 32%   | 32%   | 31%   | 33%   | 33%    |
| AA G&T     | 3     | 2     | 7     | 42    | 20     |
| Total G&T  | 117   | 17    | 174   | 377   | 205    |
| AA % G&T   | 3%    | 1%    | 4%    | 11%   | 10%    |

SY96 - SY98 Enrollment Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98  
Source SY96 - SY98: District Departmental Database  
Source SY2001 - SY2002 - District Data Marts - SY2000 data marts do not include gifted & talented.



# Middle School Language Arts-Social Studies Segment Participation Rate:

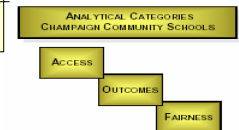
The African American student participation in gifted programs has increased to 3% of all African American middle school students, but remains lower than that for White and Other students..  
After peaking at 24% in SY2001, SY2002 participation by White students was 13%.  
After peaking at 21% in SY2001, SY2002 participation by Other students was at 8%.



|          | SY96 | SY97 | SY98 | SY2000 | SY2002 |
|----------|------|------|------|--------|--------|
| Afr Am N | 3    | 2    | 7    | 42     | 21     |
| Afr Am % | 1%   | 0%   | 1%   | 6%     | 3%     |
| Total %  | 6%   | 9%   | 9%   | 18%    | 9%     |

|         | SY96 | SY97 | SY98 | SY2001 | SY2002 |
|---------|------|------|------|--------|--------|
| White N | 107  | 152  | 148  | 281    | 140    |
| White % | 9%   | 13%  | 12%  | 24%    | 13%    |
| Total % | 6%   | 9%   | 9%   | 18%    | 9%     |

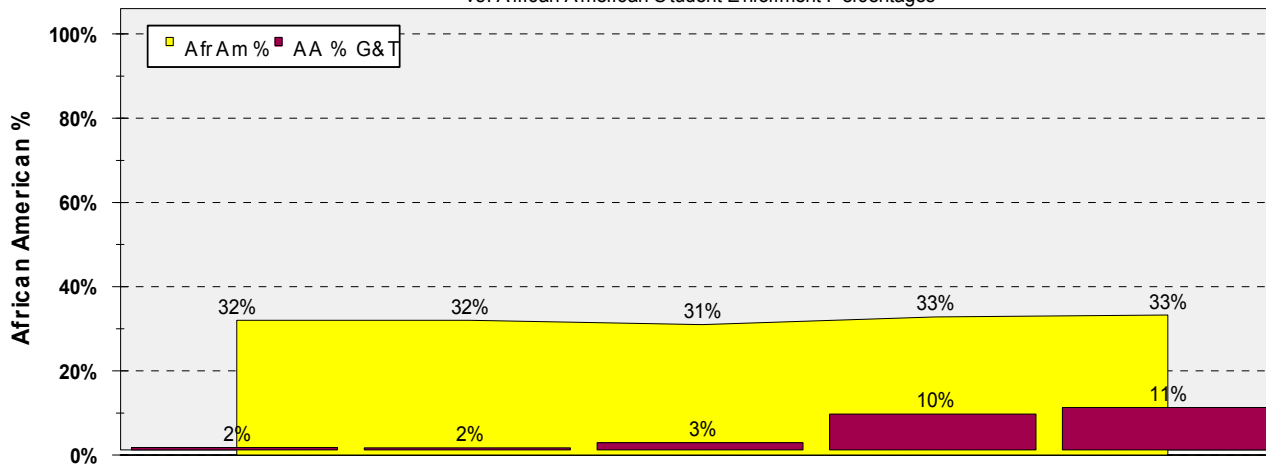
|         | SY96 | SY97 | SY98 | SY2001 | SY2002 |
|---------|------|------|------|--------|--------|
| Other N | 7    | 17   | 19   | 54     | 24     |
| Other % | 7%   | 17%  | 17%  | 21%    | 8%     |
| Total % | 6%   | 9%   | 9%   | 18%    | 9%     |



# Middle Schools – Mathematics-Science:

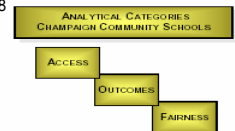
## African American Gifted & Talented Enrollment % vs. African American School Enrollment %

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



|            | SY96  | SY97  | SY98  | SY200 | SY2002 |
|------------|-------|-------|-------|-------|--------|
| Afr Am Enr | 616   | 622   | 614   | 702   | 706    |
| Other Enr  | 1,291 | 1,291 | 1,351 | 1,431 | 1,411  |
| Afr Am %   | 32%   | 32%   | 31%   | 33%   | 33%    |
| AA G&T     | 2     | 3     | 6     | 29    | 21     |
| Total G&T  | 114   | 172   | 200   | 296   | 186    |
| AA % G&T   | 2%    | 2%    | 3%    | 10%   | 11%    |

SY96 - SY98 Enrollment Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98  
Source SY96 - SY98: District Departmental Database  
Source SY2001 - SY2002 - District Data Marts - SY2000 data marts do not include gifted & talented.

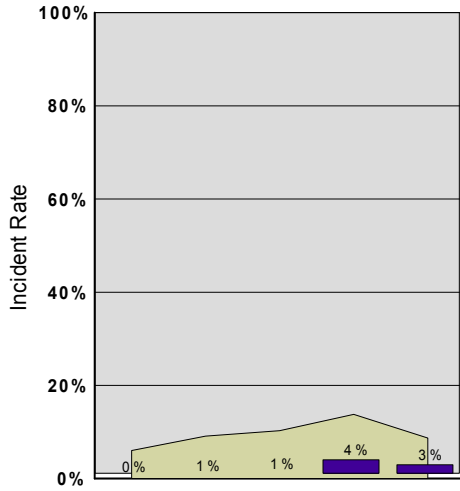




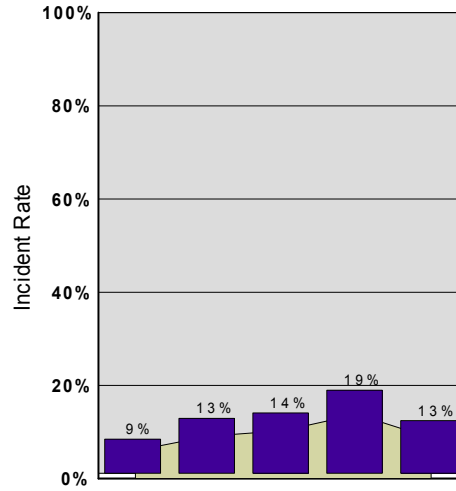
# Middle School Math-Science Segment Participation Rate:

The African American student participation in gifted programs has increased to 3% of all African American middle school students, but remains lower than that for White and Other students..  
After peaking at 19% in SY2001, SY2002 participation by White students was 13%.  
After peaking at 16%-17% in SY98 and SY2001, SY2002 participation by Other students was at 8%.

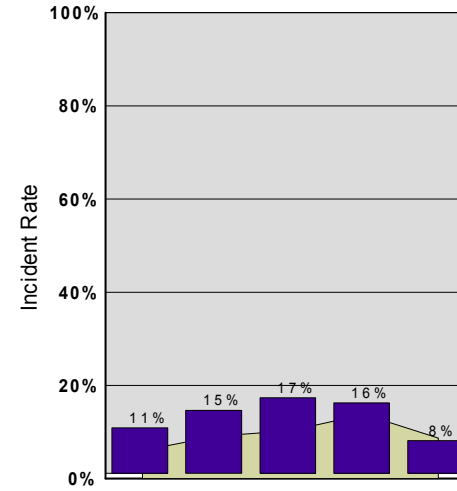
**African American**



**White**



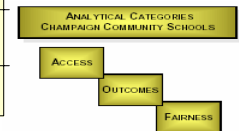
**Asian, Hispanic, & Other**



|                   | SY96 | SY97 | SY98 | SY2001 | SY2002 |
|-------------------|------|------|------|--------|--------|
| <b>Afr Am N</b>   | 2    | 3    | 6    | 29     | 21     |
| <b>* Afr Am %</b> | 0%   | 1%   | 1%   | 4%     | 3%     |
| <b>° Total %</b>  | 6%   | 9%   | 10%  | 14%    | 9%     |

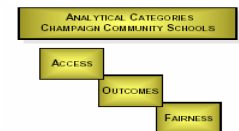
|                  | SY96 | SY97 | SY98 | SY2001 | SY2002 |
|------------------|------|------|------|--------|--------|
| <b>White N</b>   | 101  | 155  | 174  | 225    | 140    |
| <b>* White %</b> | 9%   | 13%  | 14%  | 19%    | 13%    |
| <b>° Total %</b> | 6%   | 9%   | 10%  | 14%    | 9%     |

|                  | SY96 | SY97 | SY98 | SY2001 | SY2002 |
|------------------|------|------|------|--------|--------|
| <b>Other N</b>   | 11   | 15   | 20   | 42     | 24     |
| <b>* Other %</b> | 11%  | 15%  | 17%  | 16%    | 8%     |
| <b>° Total %</b> | 6%   | 9%   | 10%  | 14%    | 9%     |



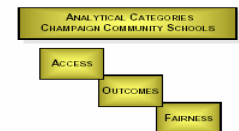
# Gifted & Talented – Recommendations:

- 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.



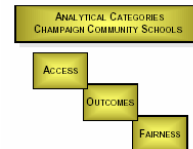
# Gifted & Talented – Recommendations:

- 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 in district databases.



# ***Section 06: Special Education***

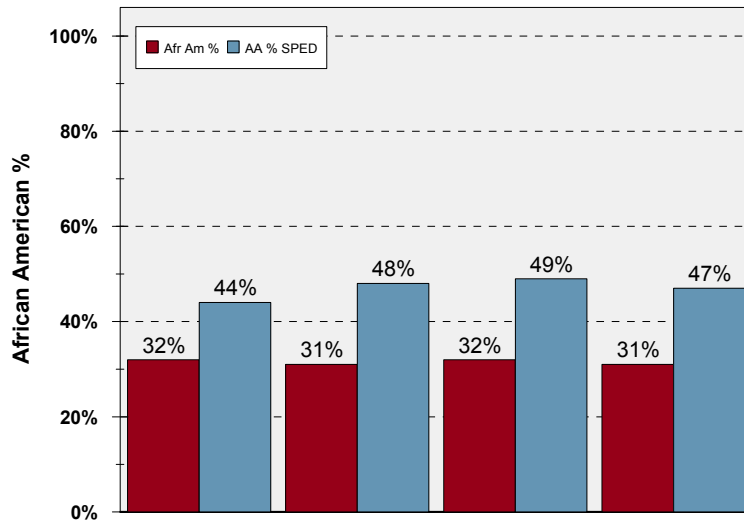
*“Inspect  
What You  
Expect”*



# All Primary Disabilities - Total

All School Levels - Includes 504 Plan for SY2001 & SY2002

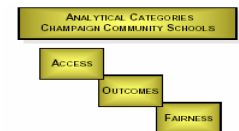
African American Students Enrolled In SPED Programs vs. African American Student Enrollment Percentages



|             | 1996-97 | SY2000* | SY2001* | SY2002* |
|-------------|---------|---------|---------|---------|
| ■ Afr Am %  | 32%     | 31%     | 32%     | 31%     |
| AA SPED     | 738     | 769     | 864     | 914     |
| SPED TOT    | 1,696   | 1,589   | 1,765   | 1,948   |
| ■ AA % SPED | 44%     | 48%     | 49%     | 47%     |

Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98  
 Source: District Departmental Database  
 \* Source: Data Marts From Unit 4 Pentamation Student Management System

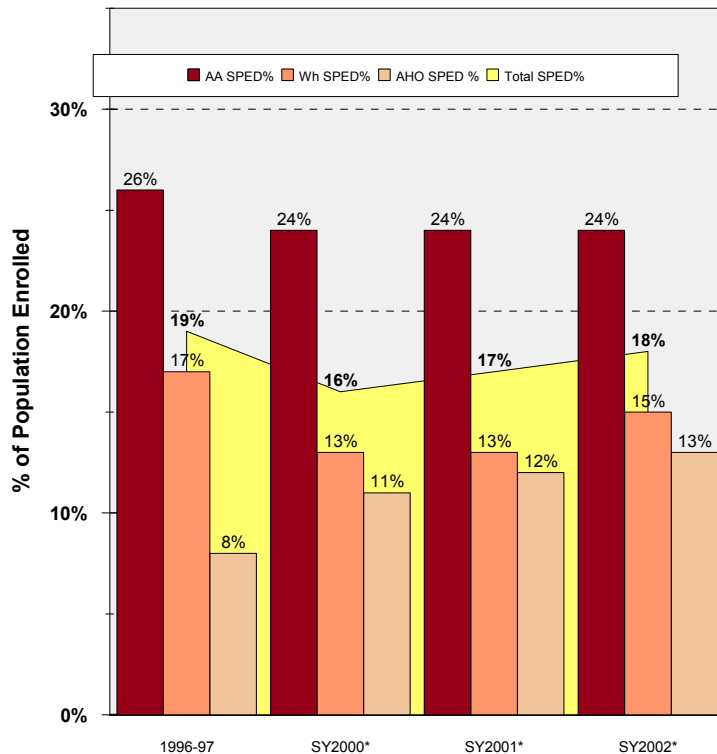
- From SY2000 to SY2002 47%-49% of all special needs students were African American.
- This is an increase from 44% in SY1996 to SY1997.
- The SPED population increased by 15% between 1996-97 and SY2002.
- The African American SPED population increased by 24% during that same period.



# All Primary Disabilities - Total

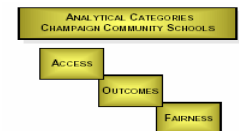
All School Levels - Includes 504 Plan for SY2001 & SY2002

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



Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98  
Source: District Departmental Database  
\* Source: Data Marts From Unit 4 Pentamtion Student Management System

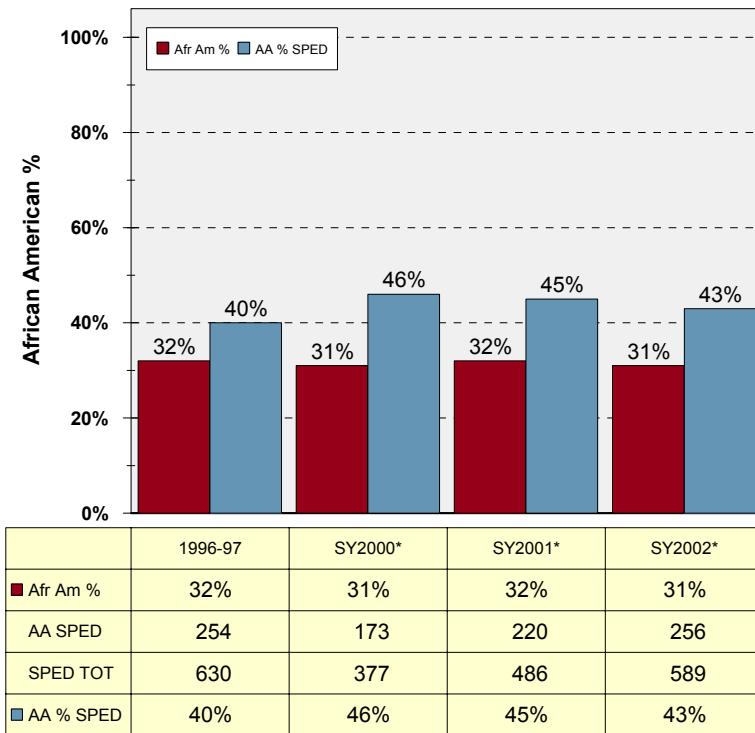
- During the SY2000 to SY2002 time period, 24% of all African American students were classified as having special needs.
- This compares to 13%-19% for White students and 11%-13% for Other students.



# Speech/Language Impairment (S/L)

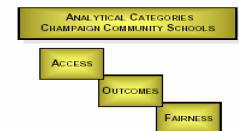
All School Levels.

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



Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98  
 Source: District Departmental Database  
 \* Source: Data Marts From Unit 4 Pentamation Student Management System

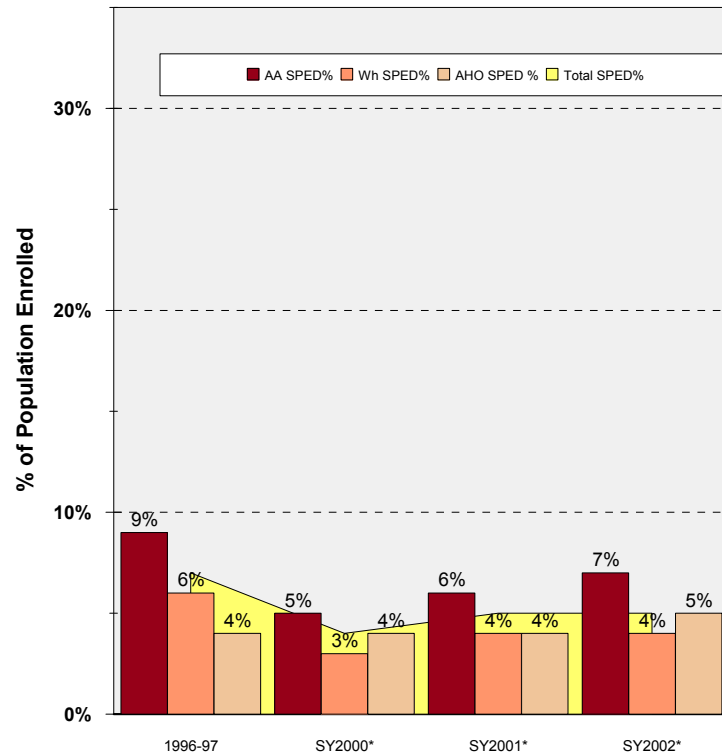
- From SY2000 to SY2002 the African American S/L population decreased from 46% to 43%. However, this is still an increase from 40% in SY1997.
- The SPED S/L population decreased by 40% between 1996-97 and SY2000, but has increased by 100+ students in each of the two successive years.
- The African American S/L population is 2 students larger in SY2002 than in 1996-97.



# Speech/Language Impairment (S/L)

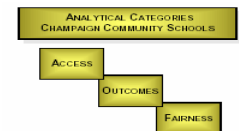
All School Levels.

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



Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98  
Source: District Departmental Database  
\* Source: Data Marts From Unit 4 Pentamotion Student Management System

- During the SY2000 to SY2002 time period, 5%, 6%, and 7% respectively of all African American students were classified as S/L.
- This compares to 3%-4% for White students and 4%-5% for other students.

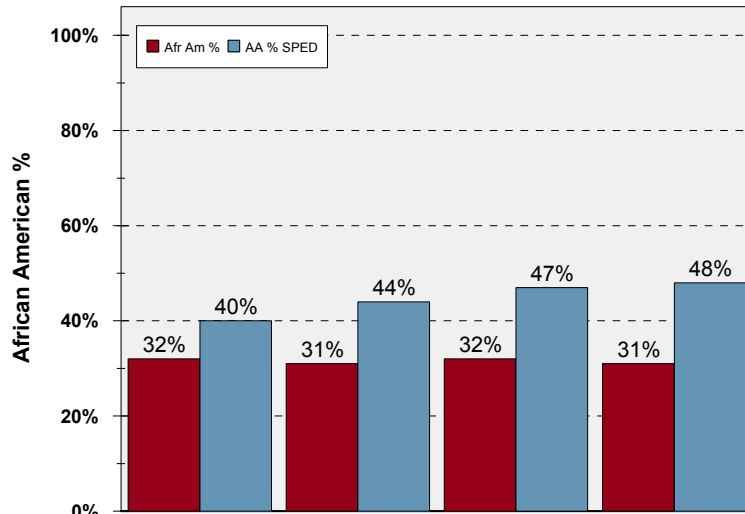




# Specific Learning Disability (SLD)

All School Levels

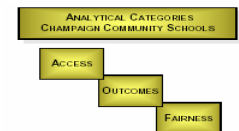
African American Students Enrolled In SPED Programs vs. African American Student Enrollment Percentages



|             | 1996-97 | SY2000* | SY2001* | SY2002* |
|-------------|---------|---------|---------|---------|
| ■ Afr Am %  | 32%     | 31%     | 32%     | 31%     |
| ■ AA SPED   | 231     | 285     | 321     | 340     |
| ■ SPED TOT  | 576     | 654     | 682     | 709     |
| ■ AA % SPED | 40%     | 44%     | 47%     | 48%     |

Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98  
 Source: District Departmental Database  
 \* Source: Data Marts From Unit 4 Pentamotion Student Management System

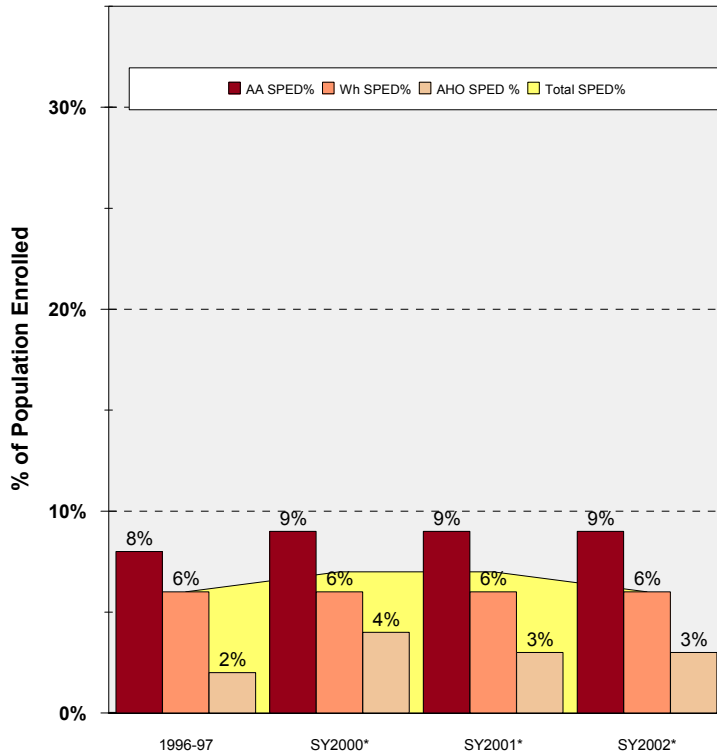
- From 1996-97 to SY2002 the African American SLD population increased from 40% to 48% of SLD students.
- The SLD population increased by 23% between 1996-97 and SY2002.
- The African American SLD population increased by 47% during that same period.



# Specific Learning Disability (SLD)

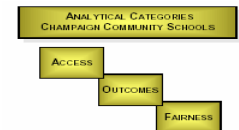
All School Levels

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



Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98  
Source: District Departmental Database  
\* Source: Data Marts From Unit 4 Pentamaton Student Management System

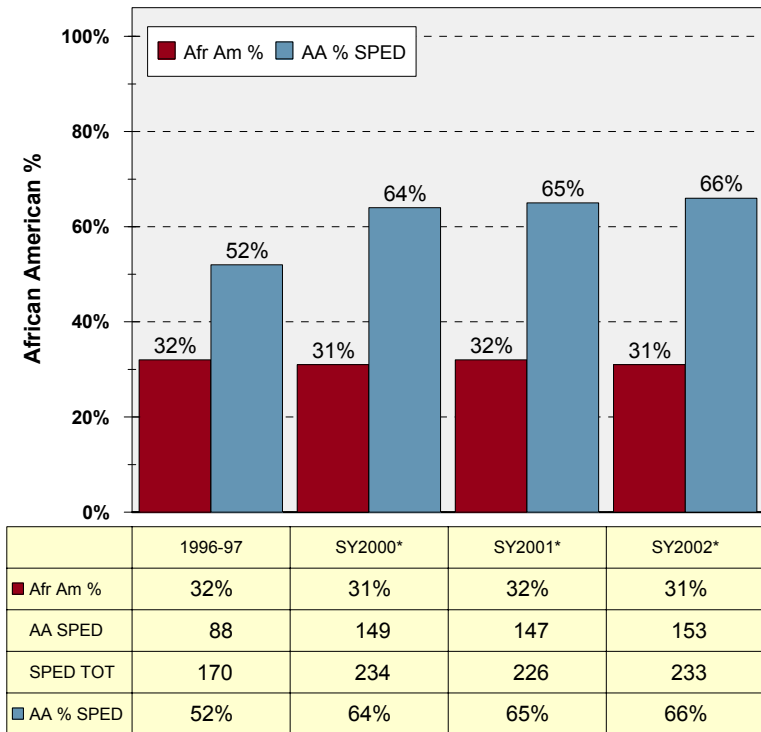
- During the SY2000 to SY2002 time period, 9% of all African American students were classified as having a specific learning disability.
- This compares to 6% for White students and 3%-4% for other students.



# Mental Impairment (MI)

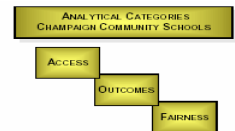
## All School Levels

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



Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98  
 Source: District Departmental Database  
 \* Source: Data Marts From Unit 4 Pentamotion Student Management System

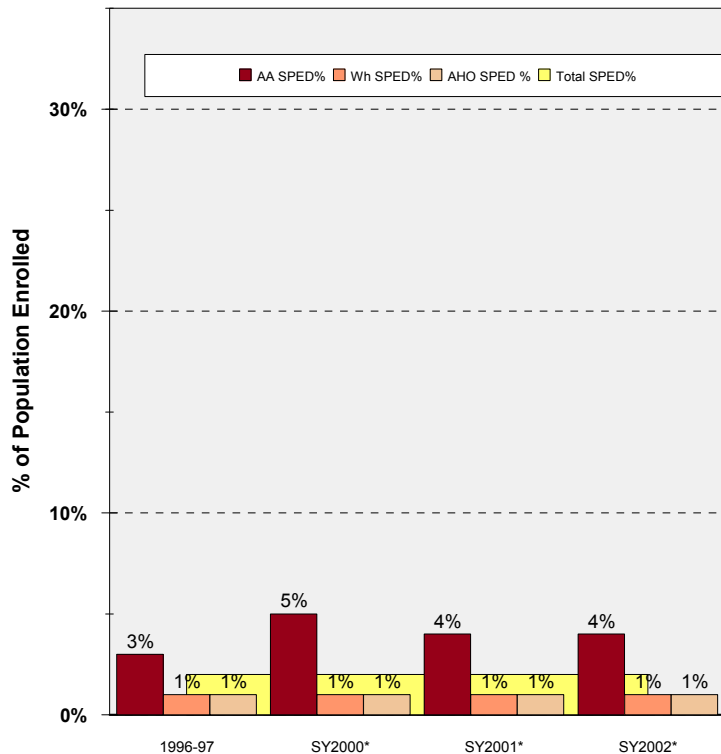
- From 1996-97 to SY2002 the African American MI population increased from 52% to 66% of MI students.
- The MI population increased by 37% between 1996-97 and SY2002. The African American MI population increased by 74% during that same period.
- From SY2000 to SY2002 the African American MI population and the total MI population has remained at roughly flat levels.



# Mental Impairment (MI)

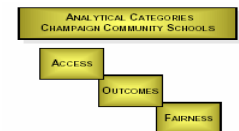
All School Levels

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



Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98  
Source: District Departmental Database  
\* Source: Data Marts From Unit 4 Pentamation Student Management System

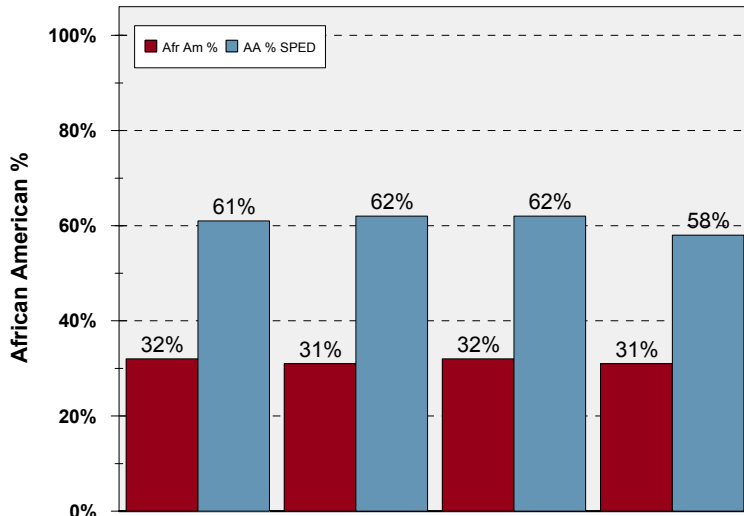
- During the SY2000 to SY2002 time period, 4%-5% of all African American students were classified with a mental impairment.
- This compares to 1% for White students and for other students.



# Behavior/Emotional Disorder (BD)

## All School Levels

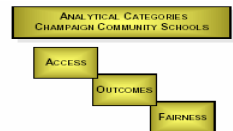
African American Students Enrolled In SPED Programs vs. African American Student Enrollment Percentages



|             | 1996-97 | SY2000* | SY2001* | SY2002* |
|-------------|---------|---------|---------|---------|
| ■ Afr Am %  | 32%     | 31%     | 32%     | 31%     |
| ■ AA SPED   | 102     | 131     | 124     | 116     |
| ■ SPED TOT  | 167     | 212     | 200     | 201     |
| ■ AA % SPED | 61%     | 62%     | 62%     | 58%     |

Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98  
 Source: District Departmental Database  
 \* Source: Data Marts From Unit 4 Pentamation Student Management System

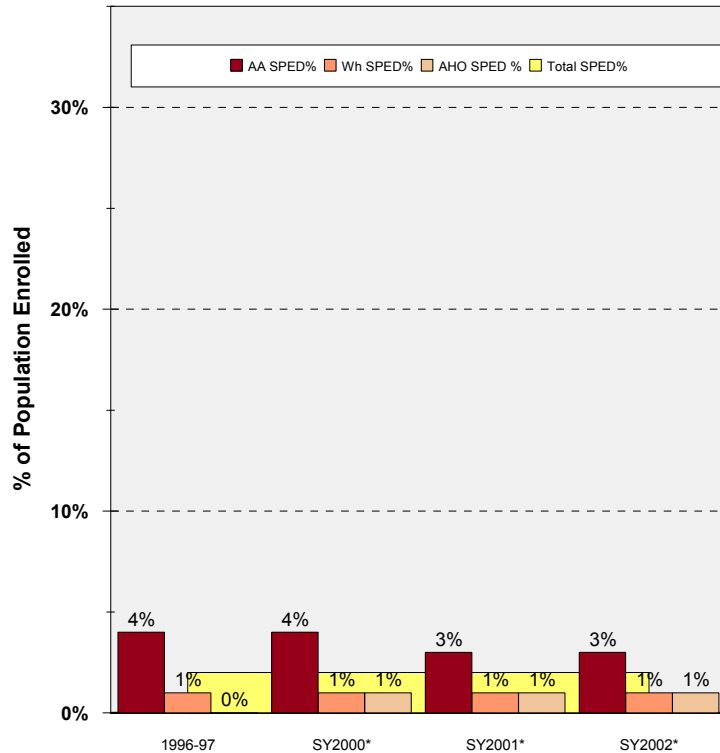
- From 1996-97 to SY2002 the African American BD population decreased from 61% to 58% of BD students.
- The BD population increased by 20% between 1996-97 and SY2002. The African American BD population increased by 13% during that same period.
- From SY2000 to SY2002 the African American BD population and the total BD population has decreased slightly from the highs of SY2000.



# Behavior/Emotional Disorder (BD)

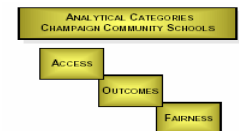
All School Levels

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



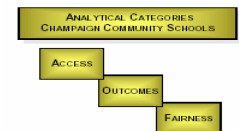
Source: ISBE Public District Fall Enrollment/Housing Reports - School Year '93 to School Year '98  
Source: District Departmental Database  
\* Source: Data Marts From Unit 4 Pentamaton Student Management System

- During the SY2000 to SY2002 time period, 3%-4% of all African American students were classified with a behavioral/emotional disorder.
- This compares to 1% for White students and for other students.



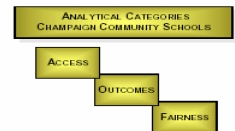
# Special Education:

- 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.
- African American students represent 47% of students in special education, while they are only 31% of the general student population.
- In response to the Educational Equity Audit, Unit 4 tightened its eligibility criteria for Behavioral Disorder (BD) in 1998 and Learning Disability (LD) in 1999.
- African American BD placements in 1999 rose to 62% of total placements before dropping to 58% in 2002. LD placements actually increased from 44% to 48% of total placements from 2000 to 2002.



# Special Education – Recommendations:

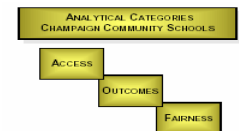
- The district should present evidence to the court that its response to the overrepresentation of African American students in special education is fair and effective.
- Unit 4 should provide adequate resources to competently fulfill the IEP's in appropriate developmental contexts for students experiencing academic difficulty.





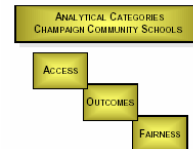
# Special Education – Recommendations:

- Unit 4 should develop an evaluation program to monitor the effectiveness of its response to student need, make appropriate adjustments to those responses, and report on progress of these students. Reports should be to parents, the public and this court on a semi-annual basis.
- 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.



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

*“Inspect  
What You  
Expect”*



# ***Out-Of-School Suspensions***

***SY93, SY94, SY95, SY97, SY2000, SY2001, & SY2002***

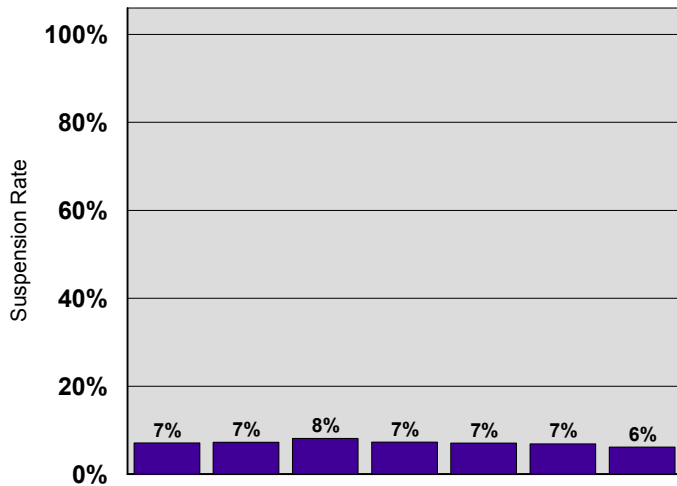
Out-of-School Suspensions Are A Subset Of All Suspensions

**What's Changed Since The  
Mid-1990's?**

# K-12 Out of School Suspension Rates:

Unduplicated Count of Suspended Students As A Percentage of All Students

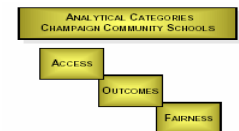
**Suspension Rates**



|         | SY93 | SY94 | SY95 | SY97 | SY00 | SY01 | SY02 |
|---------|------|------|------|------|------|------|------|
| Susp    | 655  | 683  | 714  | 678  | 671  | 661  | 590  |
| Total % | 7%   | 7%   | 8%   | 7%   | 7%   | 7%   | 6%   |
| Enr*    | 9234 | 9406 | 8747 | 9305 | 9482 | 9570 | 9565 |

\* Enrollments for SY93 - SY97 are from the YTD district database. SY2000, SY2001, and SY2002 are YTD unduplicated counts.

- Data on “out-of-school” suspensions was available for SY93-SY95, SY97, and SY2000-SY2002.
  - Columbia Center opened as CARE HS & CARE MS in SY96.
  - Project READY became an out-of-district option.
  - The PBIS discipline model was adopted by the district in SY2000.
  - During SY2002 the S.M.A.R.T. program was coded to indicate an instance of "in-school supervision" rather than an instance of "out-of-school" suspension.
- Prior to that time K-12 suspension rates were 7%-8%.
- Since SY2000 rates have been at 6%-7%.



# K-12 Out of School Suspension Rates By Race/Ethnicity:

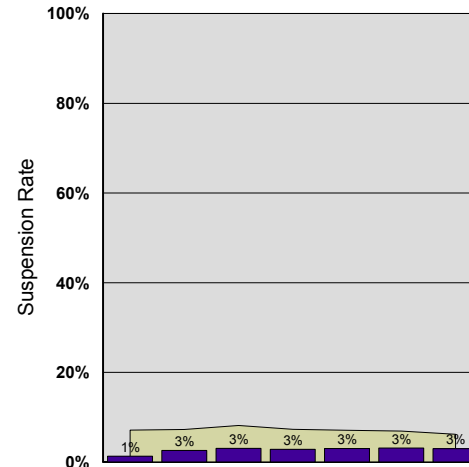
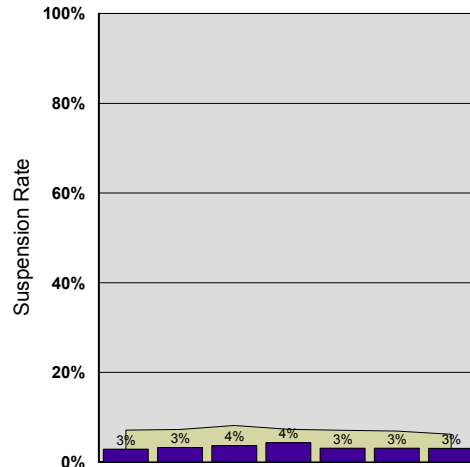
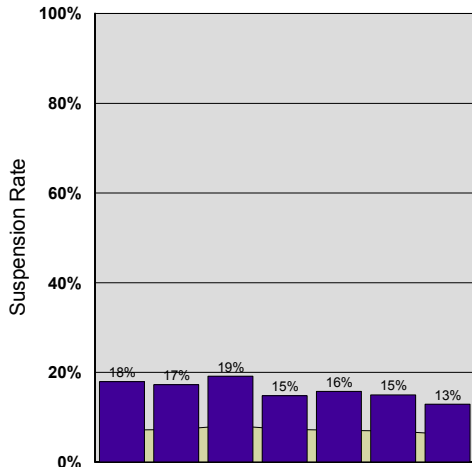
Unduplicated Count of Suspended Students As A Percentage of All Students

See Appendix E for K-12 Out of School Suspension details disaggregated by race/ethnicity and gender.

**African American**

**White**

**Asian, Hispanic, & Other**

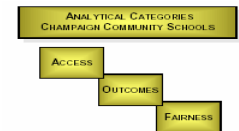


Despite district PBIS programs and various alternative programs, the African American out-of-school suspension rate has been at least 4 times that of other racial/ethnic groups.

|          | SY93  | SY94  | SY95  | SY97  | SY00  | SY01  | SY02  |
|----------|-------|-------|-------|-------|-------|-------|-------|
| Afr Am N | 474   | 472   | 490   | 403   | 472   | 460   | 391   |
| Afr Am % | 18%   | 17%   | 19%   | 15%   | 16%   | 15%   | 13%   |
| Total %  | 7%    | 7%    | 8%    | 7%    | 7%    | 7%    | 6%    |
| Afr Am N | 2,642 | 2,736 | 2,559 | 2,719 | 2,990 | 3,068 | 3,027 |

|         | SY93  | SY94  | SY95  | SY97  | SY00  | SY01  | SY02  |
|---------|-------|-------|-------|-------|-------|-------|-------|
| White N | 175   | 198   | 210   | 259   | 167   | 164   | 159   |
| White % | 3%    | 3%    | 4%    | 4%    | 3%    | 3%    | 3%    |
| Total % | 7%    | 7%    | 8%    | 7%    | 7%    | 7%    | 6%    |
| White N | 6,134 | 6,169 | 5,729 | 6,023 | 5,434 | 5,317 | 5,192 |

|         | SY93 | SY94 | SY95 | SY97 | SY00  | SY01  | SY02  |
|---------|------|------|------|------|-------|-------|-------|
| Other N | 6    | 13   | 14   | 16   | 32    | 37    | 40    |
| Other % | 1%   | 3%   | 3%   | 3%   | 3%    | 3%    | 3%    |
| Total % | 7%   | 7%   | 8%   | 7%   | 7%    | 7%    | 6%    |
| Other N | 458  | 501  | 459  | 563  | 1,058 | 1,185 | 1,346 |

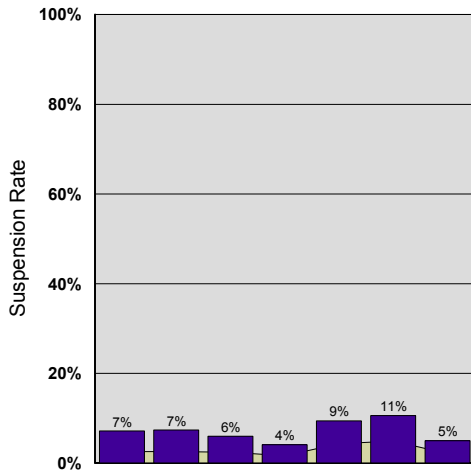


# K-5 Out of School Suspension Rates By Race/Ethnicity:

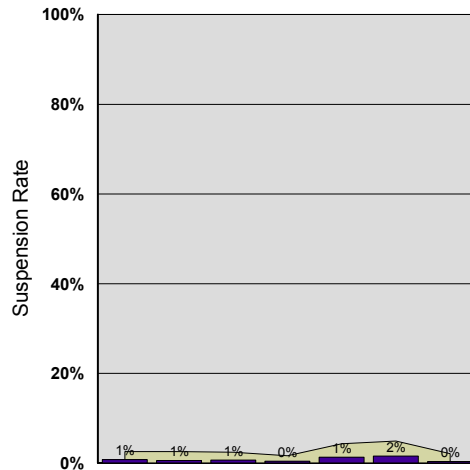
Unduplicated Count of Suspended Students As A Percentage of All Students

See Appendix F for K-5 Out of School Suspension details disaggregated by race/ethnicity and gender. These figures are *not* adjusted for the SMART program.

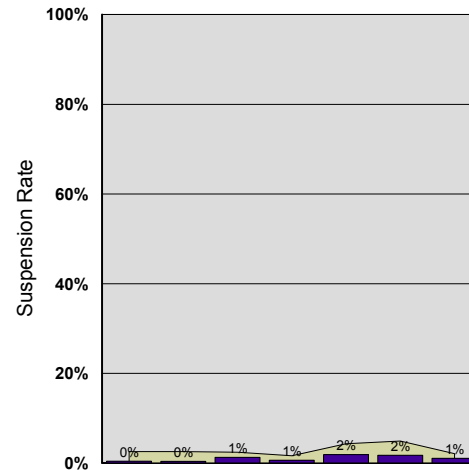
**African American**



**White**



**Asian, Hispanic, & Other**

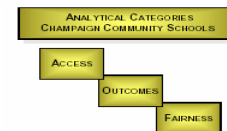


Despite district PBIS programs and various alternative programs, the grades K-5 African American out-of-school suspension rate has been at least 5 or more times that of other racial/ethnic groups.

|          | SY93  | SY94  | SY95  | SY97  | SY00  | SY01  | SY02  |
|----------|-------|-------|-------|-------|-------|-------|-------|
| Afr Am N | 97    | 105   | 82    | 61    | 152   | 177   | 80    |
| Afr Am % | 7%    | 7%    | 6%    | 4%    | 9%    | 11%   | 5%    |
| Total %  | 3%    | 3%    | 2%    | 2%    | 4%    | 5%    | 2%    |
| Afr Am N | 1,360 | 1,427 | 1,370 | 1,499 | 1,612 | 1,667 | 1,611 |

|         | SY93  | SY94  | SY95  | SY97  | SY00  | SY01  | SY02  |
|---------|-------|-------|-------|-------|-------|-------|-------|
| White N | 25    | 17    | 18    | 12    | 30    | 34    | 7     |
| White % | 1%    | 1%    | 1%    | 0%    | 1%    | 2%    | 0%    |
| Total % | 3%    | 3%    | 2%    | 2%    | 4%    | 5%    | 2%    |
| White N | 3,218 | 3,145 | 2,708 | 2,848 | 2,281 | 2,205 | 2,147 |

|         | SY93 | SY94 | SY95 | SY97 | SY00 | SY01 | SY02 |
|---------|------|------|------|------|------|------|------|
| Other N | 1    | 1    | 3    | 2    | 12   | 12   | 8    |
| Other % | 0%   | 0%   | 1%   | 1%   | 2%   | 2%   | 1%   |
| Total % | 3%   | 3%   | 2%   | 2%   | 4%   | 5%   | 2%   |
| Other N | 248  | 274  | 235  | 321  | 643  | 688  | 770  |

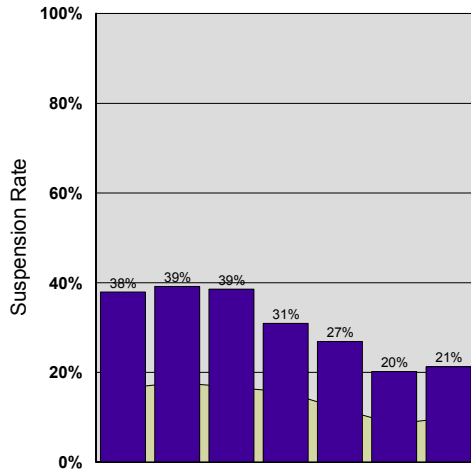


# Grade 6-8 Out of School Suspension Rates By Race/Ethnicity:

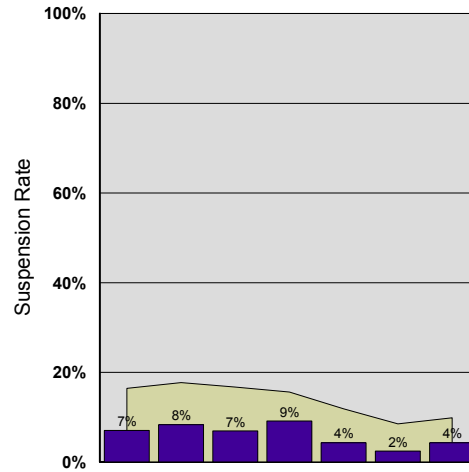
Unduplicated Count of Suspended Students As A Percentage of All Students

See Appendix G for 6-8 Out of School Suspension details disaggregated by race/ethnicity and gender. These figures are *not* adjusted for the SMART program.

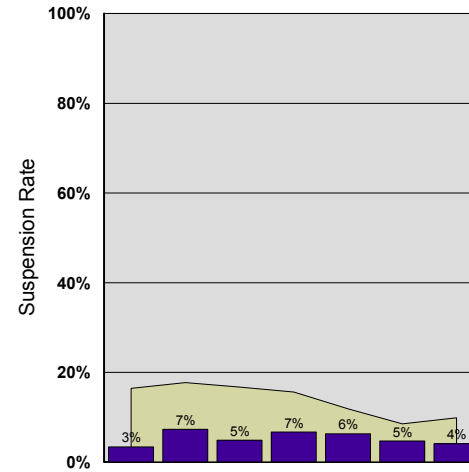
**African American**



**White**



**Asian, Hispanic, & Other**

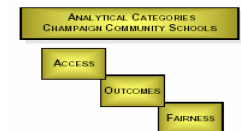


Despite district PBIS programs and various alternative programs, since SY2000 the grade 6-8 African American out-of-school suspension rate has been at least 4, 5, or more times that of other racial/ethnic groups.

|          | SY93 | SY94 | SY95 | SY97 | SY00 | SY01 | SY02 |
|----------|------|------|------|------|------|------|------|
| Afr Am N | 219  | 225  | 232  | 180  | 183  | 142  | 150  |
| Afr Am % | 38%  | 39%  | 39%  | 31%  | 27%  | 20%  | 21%  |
| Total %  | 16%  | 18%  | 17%  | 16%  | 12%  | 9%   | 10%  |
| Afr Am N | 578  | 575  | 602  | 582  | 681  | 703  | 706  |

|         | SY93  | SY94  | SY95  | SY97  | SY00  | SY01  | SY02  |
|---------|-------|-------|-------|-------|-------|-------|-------|
| White N | 84    | 101   | 84    | 113   | 51    | 29    | 48    |
| White % | 7%    | 8%    | 7%    | 9%    | 4%    | 2%    | 4%    |
| Total % | 16%   | 18%   | 17%   | 16%   | 12%   | 9%    | 10%   |
| White N | 1,194 | 1,209 | 1,213 | 1,233 | 1,191 | 1,182 | 1,122 |

|         | SY93 | SY94 | SY95 | SY97 | SY00 | SY01 | SY02 |
|---------|------|------|------|------|------|------|------|
| Other N | 3    | 7    | 5    | 7    | 13   | 12   | 12   |
| Other % | 3%   | 7%   | 5%   | 7%   | 6%   | 5%   | 4%   |
| Total % | 16%  | 18%  | 17%  | 16%  | 12%  | 9%   | 10%  |
| Other N | 89   | 96   | 103  | 105  | 207  | 257  | 294  |



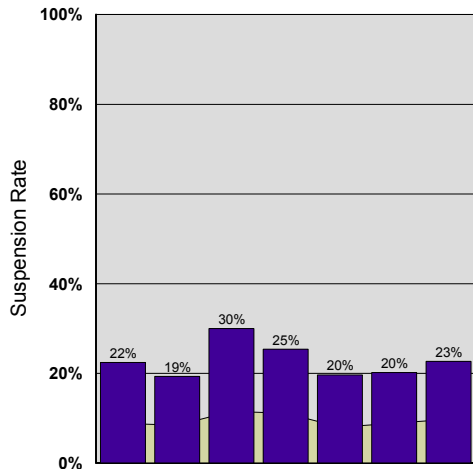


# Grade 9-12 Out of School Suspension Rates By Race/Ethnicity:

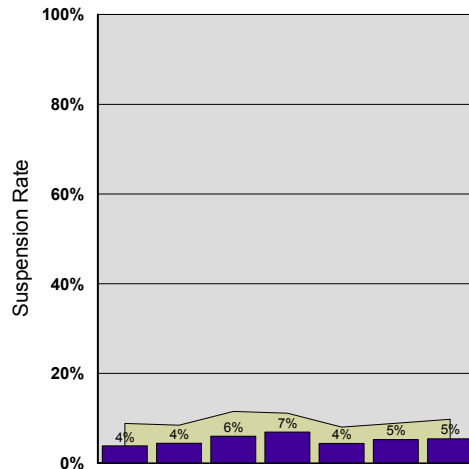
Unduplicated Count of Suspended Students As A Percentage of All Students

See Appendix H for 9-12 Out of School Suspension details disaggregated by race/ethnicity and gender.

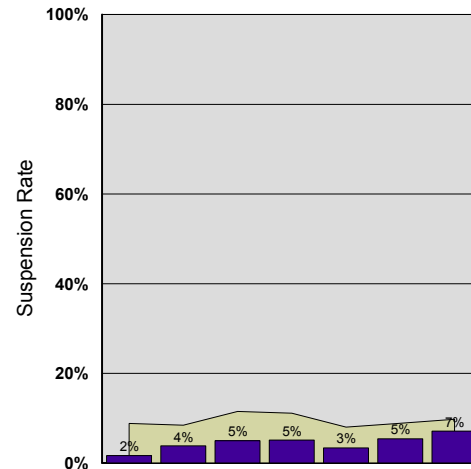
**African American**



**White**



**Asian, Hispanic, & Other**

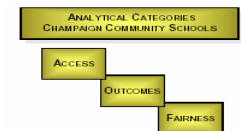


Despite district PBIS programs and various alternative programs, since SY2000 the grade 9-12 African American out-of-school suspension rate has been at least 3 or 4 times that of other racial/ethnic groups.

|          | SY93 | SY94 | SY95 | SY97 | SY00 | SY01 | SY02 |
|----------|------|------|------|------|------|------|------|
| Afr Am N | 158  | 142  | 176  | 162  | 137  | 141  | 161  |
| Afr Am % | 22%  | 19%  | 30%  | 25%  | 20%  | 20%  | 23%  |
| Total %  | 9%   | 8%   | 12%  | 11%  | 8%   | 9%   | 10%  |
| Afr Am N | 704  | 734  | 587  | 638  | 697  | 698  | 710  |

|         | SY93  | SY94  | SY95  | SY97  | SY00  | SY01  | SY02  |
|---------|-------|-------|-------|-------|-------|-------|-------|
| White N | 66    | 80    | 108   | 134   | 86    | 101   | 104   |
| White % | 4%    | 4%    | 6%    | 7%    | 4%    | 5%    | 5%    |
| Total % | 9%    | 8%    | 12%   | 11%   | 8%    | 9%    | 10%   |
| White N | 1,722 | 1,815 | 1,808 | 1,942 | 1,962 | 1,930 | 1,923 |

|         | SY93 | SY94 | SY95 | SY97 | SY00 | SY01 | SY02 |
|---------|------|------|------|------|------|------|------|
| Other N | 2    | 5    | 6    | 7    | 7    | 13   | 20   |
| Other % | 2%   | 4%   | 5%   | 5%   | 3%   | 5%   | 7%   |
| Total % | 9%   | 8%   | 12%  | 11%  | 8%   | 9%   | 10%  |
| Other N | 121  | 131  | 121  | 137  | 208  | 240  | 282  |



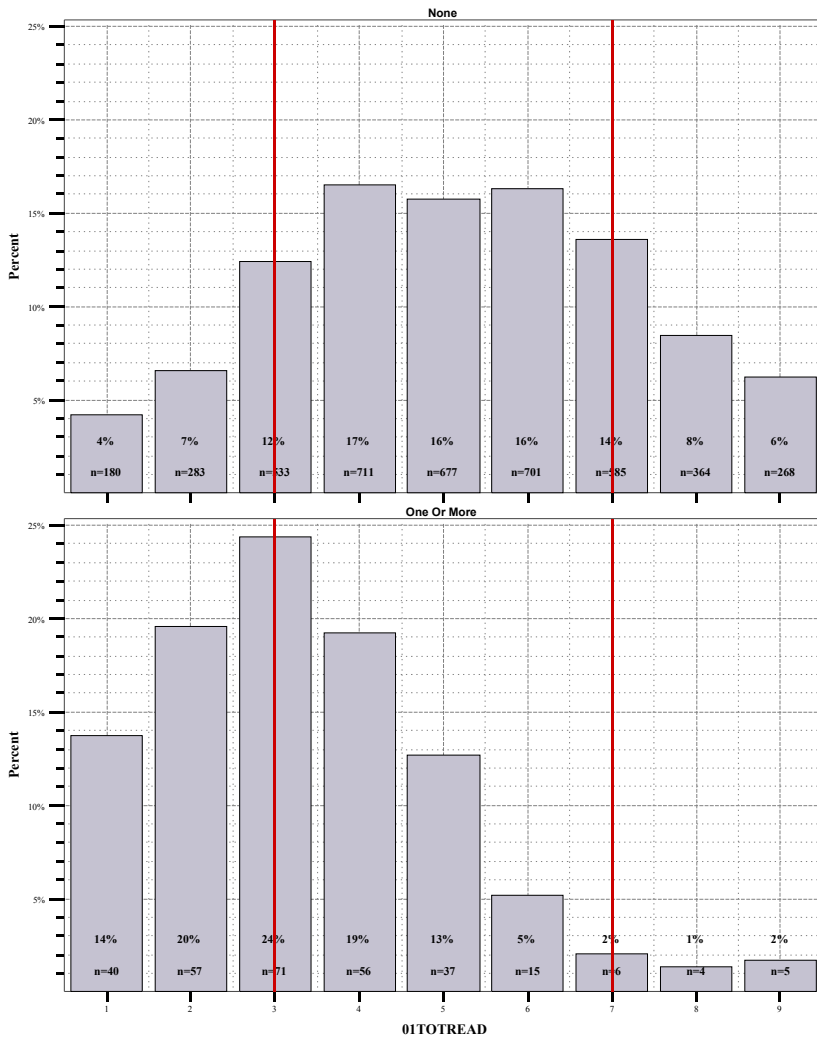


***Reading and Math Skills  
For Students  
Suspended vs. Not-Suspended  
SY2002***

How Are Student Reading  
And Math Skills?

### Students With and Without Instances of Suspension

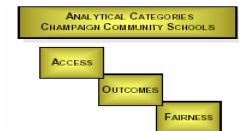
Stanford Reading Stanines - SY2002



Red Reference Line Indicate Stanine 3 and Stanine 7

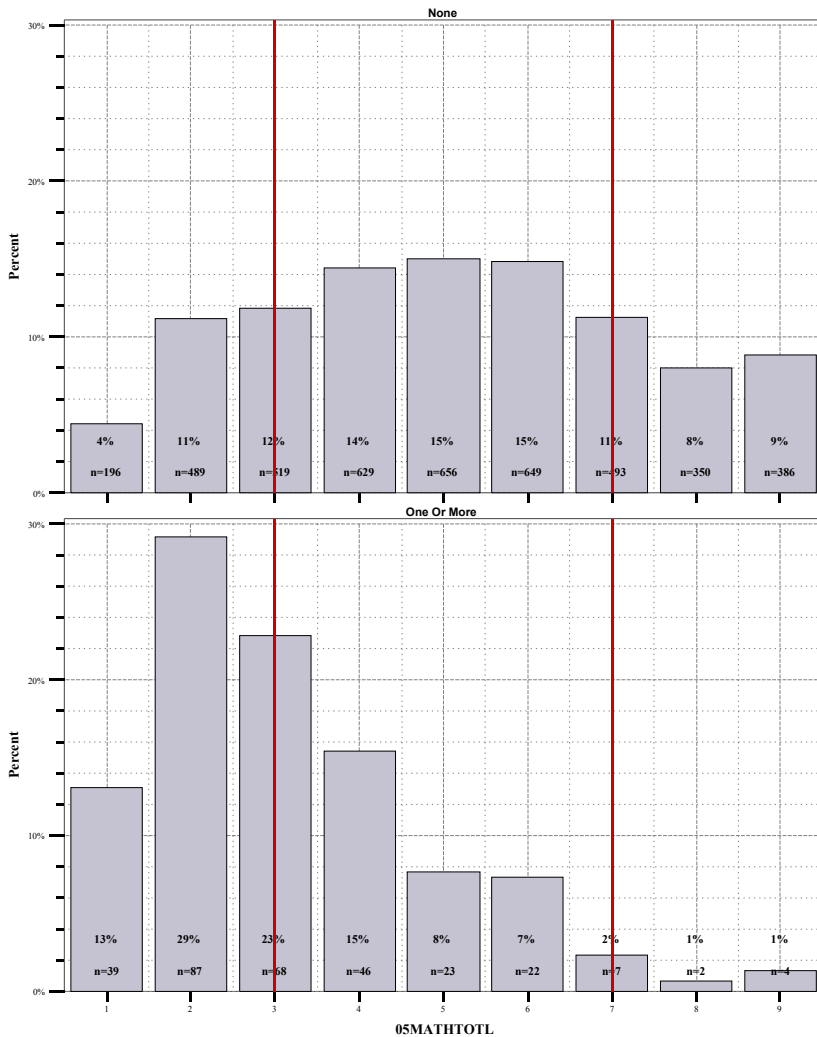
# Suspensions & Reading Skills:

- SY2002 suspended students who had tested on the SY2002 Stanford Test tended to show lower Total Reading scores than those who were not suspended.
- 61% of the suspended group scored in the 3rd stanine or below compared to 23% of those not suspended.
- 5% of the suspended group scored at or above the 7<sup>th</sup> stanine compared to 28% of those not suspended.



## Students With and Without Instances of Suspension

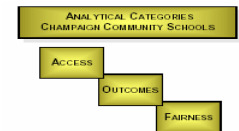
Stanford Math Stanines - SY2002



Red Reference Line Indicate Stanine 3 and Stanine 7

# Suspensions & Math Skills:

- SY2002 suspended students who had tested on the SY2002 Stanford Test tended to show lower Total Math scores than those who were not suspended.
- 65% of the suspended group scored in the 3rd stanine or below compared to 27% of those not suspended.
- 4% of the suspended group scored at or above the 7<sup>th</sup> stanine compared to 28% of those not suspended.



# ***Which SY2002 Students Were Placed In S.M.A.R.T.?***

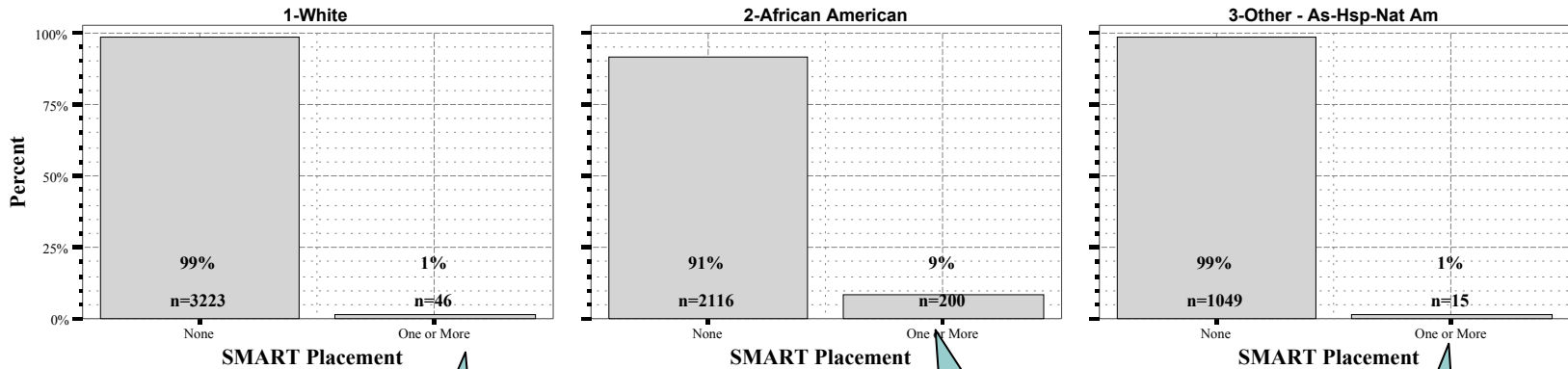
**Who Are The Students?**

# SY2002 S.M.A.R.T. Race/Ethnicity:

- 200 (76.7%) African American Students Were Assigned To S.M.A.R.T.
- 46 (17.6%) White Students Were Assigned To S.M.A.R.T.
- 15 ( 5.7%) Other Students Were Assigned To S.M.A.R.T.

## Instances of S.M.A.R.T. Placement By Race/Ethnicity

As Percentage of SY2002 Elementary and Middle School Enrollments



Unduplicated Count SY2002 YTD

1% of All White Students Were Assigned to S.M.A.R.T.

9% of All African American Students Were Assigned to S.M.A.R.T.

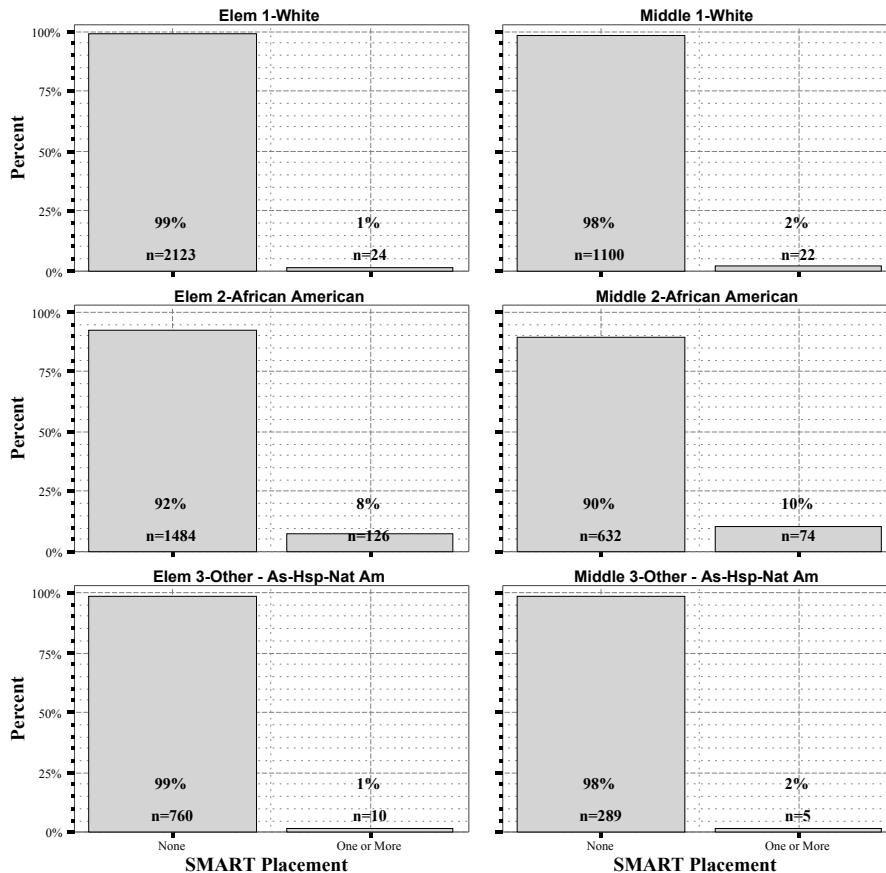
1% of All Other Students Were Assigned to S.M.A.R.T.

# S.M.A.R.T. Race/Ethnicity – SY2002:

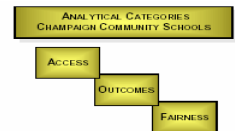
8% (126 of 1610) Of All Unit 4 African American Elementary School Students Were Assigned To S.M.A.R.T.  
 10% ( 74 of 706) Of All Unit 4 African American Middle School Students Were Assigned To S.M.A.R.T.

## Instances of S.M.A.R.T. Placement By Race/Ethnicity

As Percentage of SY2002 Elementary and Middle School Enrollments



•The 8% Rate For African American Elementary School Students Compares to 1% of White and Other Groups at the Elementary School Level.  
 •The 10% Rate For African Middle School Students Compares to a 2% Rate For White and Other Groups.



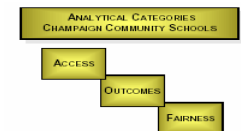
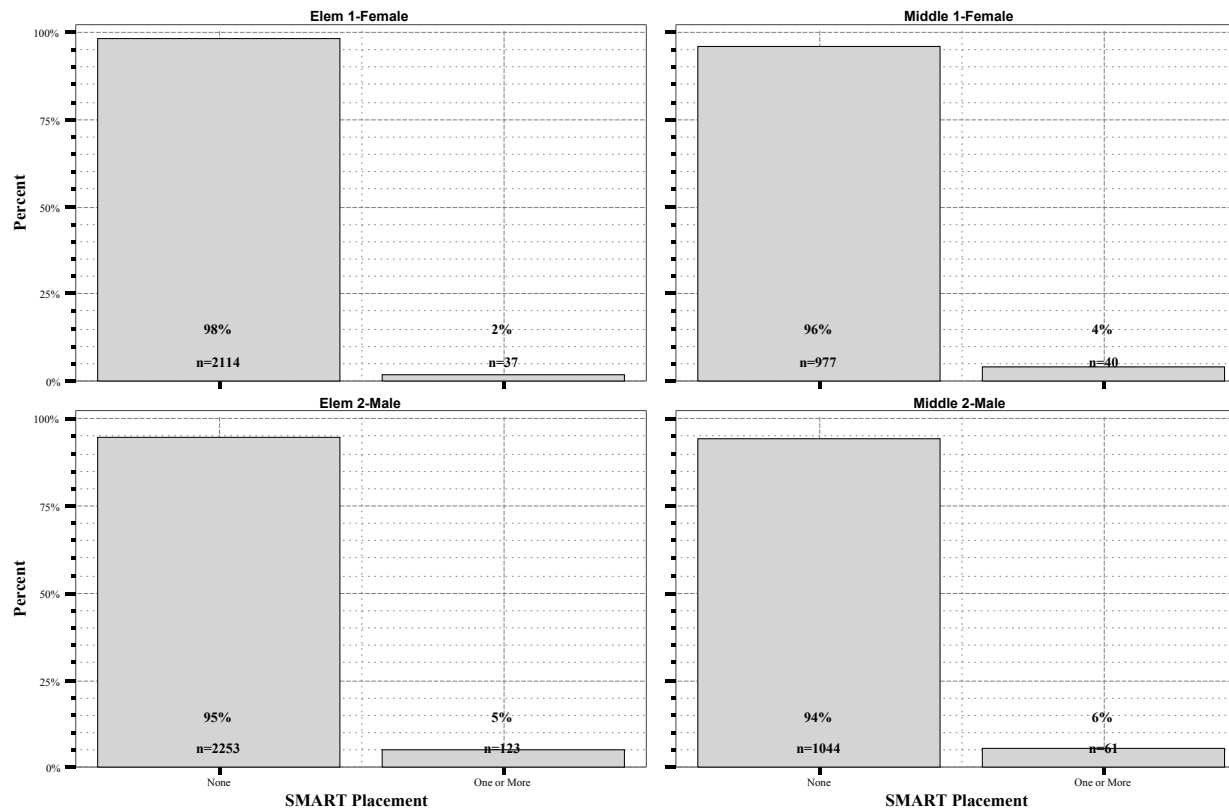
# S.M.A.R.T. Gender – SY2002:

The Percentage of Male Elementary Students Assigned To S.M.A.R.T. Was 5% At The Elementary Level and 6% At The Middle School Level.

The Female Percentage At The Middle School Level Was 4%, Double The Elementary Percentage of 2%.

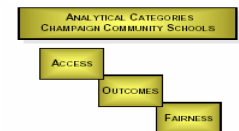
## Instances of S.M.A.R.T. Placement By Gender

As Percentage of SY2002 Elementary and Middle School Enrollments



# Discipline & Suspensions:

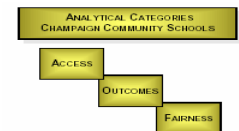
- Unit 4 has created a series of programs and schools that have effectively excluded African American students from access to mainstream educational opportunities and have consigned them to lesser opportunities.
- Even when the creation of such programs was a response to concerns raised by the Educational Equity Audit or the Office for Civil Rights (such as Columbia Center) the result is an educational program that is not comparable to the district's traditional schools and whose student population is substantially over-represented by African American students.





# Discipline & Suspensions:

- Alternative assignments usually connected with disciplinary incidents that also exclude students from traditional district academic opportunities include Project READY, Columbia Center, and SMART.
- During SY2002 these programs housed 453 Champaign students, 343 (76%) of whom were African American:
  - Project READY - 38 African American students: 81%
  - Columbia Center MS - 46 African American students: 72%
  - Columbia Center HS - 59 African American students: 73%
  - SMART - 200 African American students: 77%



# ***Disciplinary Incidents***

What Did Students Do?

# Disciplinary Incidents:

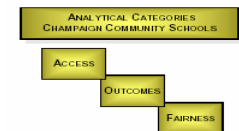
In SY2002 There Were 20,228 Disciplinary Incidents.  
SY2000 and SY2001 incident patterns were similar.

Incident \* Inc\_grp Crosstabulation

| Incident             | Inc_grp           |                          |                           |              |            |                | Total        |
|----------------------|-------------------|--------------------------|---------------------------|--------------|------------|----------------|--------------|
|                      | 1-Insubordination | 2-Verbal Abuse & Threats | 3-Physical Acts & Disrupt | 4-Substances | 5-Other    | 6-Tardy/Truant |              |
| ALARMS, FALSE        |                   |                          |                           |              | 2          |                | 2            |
| ALCOHOL RELATED      |                   |                          |                           | 23           |            |                | 23           |
| ARSON                |                   |                          |                           |              | 6          |                | 6            |
| COMPUTERS, MISUSE OF |                   |                          |                           |              | 21         |                | 21           |
| DETENTN, FAIL TO SRV | 1327              |                          |                           |              |            |                | 1327         |
| DISOBEDIENCE         | 2315              |                          |                           |              |            |                | 2315         |
| DISRUPT SCHOOL       |                   |                          | 8                         |              |            |                | 8            |
| DISRUPTIVE BEHAVIOR  |                   |                          | 5004                      |              |            |                | 5004         |
| DRUG RELATED         |                   |                          |                           | 69           |            |                | 69           |
| ELCTRNC SGNL DEVICE  |                   |                          |                           | 13           |            |                | 13           |
| EXTORTION            |                   |                          |                           |              | 2          |                | 2            |
| FAIL TO SRV SAT SCHL | 500               |                          |                           |              |            |                | 500          |
| FALSE RPT/FORGERY    |                   |                          |                           |              | 38         |                | 38           |
| GAMBLING             |                   |                          |                           |              | 4          |                | 4            |
| GANG RELATED         |                   |                          |                           |              | 16         |                | 16           |
| HARASS/SEX HRAS/HAZE |                   |                          |                           |              | 118        |                | 118          |
| OTHER ACTS ENDANGER  |                   |                          | 86                        |              |            |                | 86           |
| PHY CONF W/STAFF     |                   |                          | 84                        |              |            |                | 84           |
| PHY CONF W/STUDENT   |                   |                          | 1241                      |              |            |                | 1241         |
| PROP DAM/VANDALISM   |                   |                          |                           |              | 58         |                | 58           |
| SEXUAL CONDUCT       |                   |                          |                           |              | 80         |                | 80           |
| TARDINESS, REPEATED  |                   |                          |                           |              |            | 5325           | 5325         |
| TEMPER TANTRUM       |                   |                          |                           |              | 258        |                | 258          |
| THEFT                |                   |                          |                           |              | 104        |                | 104          |
| THREATS TO STAFF     |                   | 67                       |                           |              |            |                | 67           |
| THREATS TO STUDENTS  |                   | 165                      |                           |              |            |                | 165          |
| TOBACCO PROD, USE OF |                   |                          |                           | 12           |            |                | 12           |
| TRESPASSING/LOITERIN |                   |                          |                           |              | 12         |                | 12           |
| TRUANCY, REPEATED    |                   |                          |                           |              |            | 2324           | 2324         |
| VERBAL ABUSE STAFF   |                   | 511                      |                           |              |            |                | 511          |
| VERBAL ABUSE STUDENT |                   | 384                      |                           |              |            |                | 384          |
| WEAPON RELATED       |                   |                          |                           | 51           |            |                | 51           |
| <b>Total</b>         | <b>4142</b>       | <b>1127</b>              | <b>6423</b>               | <b>168</b>   | <b>719</b> | <b>7649</b>    | <b>20228</b> |

1. 37.8% of the incidents related to "Tardiness & Truancy".
2. 31.8% were "Physical Acts & Disruption".
3. 20.5% were incidents of "Insubordination".
4. 5.6% were "Verbal Abuse & Threats".
5. 3.8% were "Other".
6. .8% were "Substance" related.

See Appendices I - L for disciplinary incident detail at the district, elementary, middle, and high school levels.

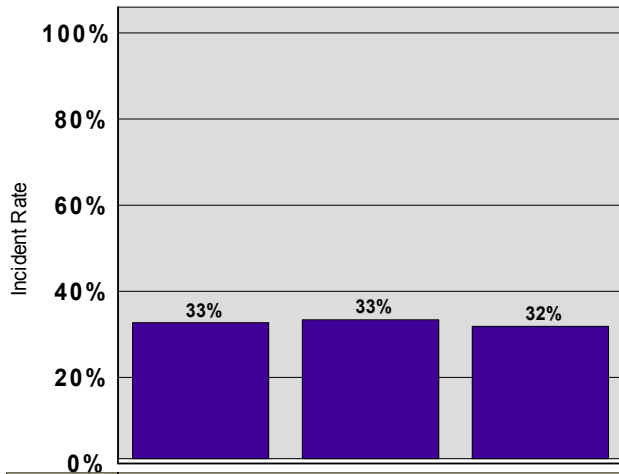


# Disciplinary Incidents:

About 33% of all students had at least one disciplinary incident if incidents of truancy and tardiness are included in the count of disciplinary incidents. The rate drops to roughly 25% if incidents of truancy and tardiness are not included in the count. Between 600 and 800 students per year have incidents of truancy and tardiness as their only disciplinary incident.

## Incident Rates

Including Truancy - Tardiness  
By School Year

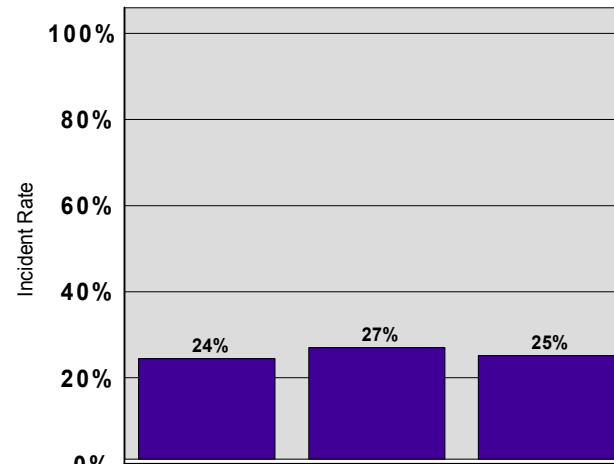


|             | SY 200 | SY 201 | SY 202 |
|-------------|--------|--------|--------|
| Students    | 3103   | 3199   | 3056   |
| Total %     | 33%    | 33%    | 32%    |
| Enrollment* | 9482   | 9570   | 9565   |

SY200, SY201, and SY202 are YTD updated counts excluding R.E.A.D.Y. & Special Schools. Includes incidents of Truancy/Tardiness.

## Incident Rates

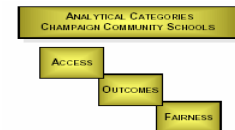
Excluding Truancy - Tardiness  
By School Year



|             | SY 200 | SY 201 | SY 202 |
|-------------|--------|--------|--------|
| Students    | 2323   | 2595   | 2410   |
| Total %     | 24%    | 27%    | 25%    |
| Enrollment* | 9482   | 9570   | 9565   |

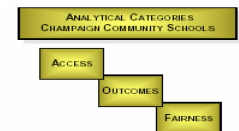
SY200, SY201, and SY202 are YTD updated counts excluding R.E.A.D.Y. & Special Schools. Excludes incidents of Truancy/Tardiness.

97% (7,392 of 7,649) of the SY2002 incidents of truancy and tardiness were found at the high school level.



# District Practice – Truancy & Tardiness:

- It should be noted that district practice is to treat incidents of truancy or tardiness at the high school level as “disciplinary” issues rather than as “attendance”, “climate”, or “learning environment” issues.
- District practice at high schools is to record instances of tardiness in the discipline tracking system rather than in the attendance reporting system. District practice at elementary and middle schools is to track instances of tardiness in the attendance reporting system.
- The district should reconsider the high school practice in this area and consider approaching truancy and tardiness issues as “academic” problems.



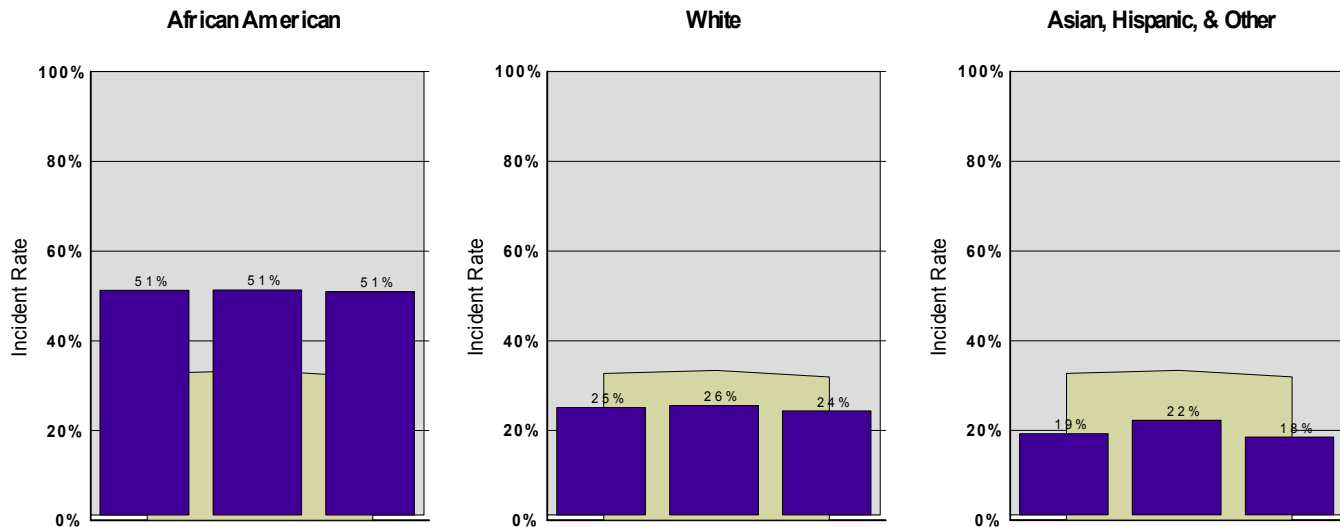
# Incident Rate by Race/Ethnicity:

About half of African American students had at least one disciplinary incident.

About a quarter of White students had at least one disciplinary incident.

About a fifth of All Other students had at least one disciplinary incident.

These figures *include* incidents of truancy and tardiness.



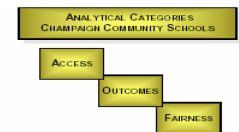
Note the difference in incident rates by race/ethnicity.

|          | SY 2001 | SY 2002 | SY 2003 |
|----------|---------|---------|---------|
| Afr Am N | 1,534   | 1,576   | 1,543   |
| Afr Am % | 51%     | 51%     | 51%     |
| Total %  | 33%     | 33%     | 32%     |
| Afr Am N | 2,990   | 3,068   | 3,027   |

|         | SY 2001 | SY 2002 | SY 2003 |
|---------|---------|---------|---------|
| White N | 1,365   | 1,359   | 1,264   |
| White % | 25%     | 26%     | 24%     |
| Total % | 33%     | 33%     | 32%     |
| White N | 5,434   | 5,317   | 5,192   |

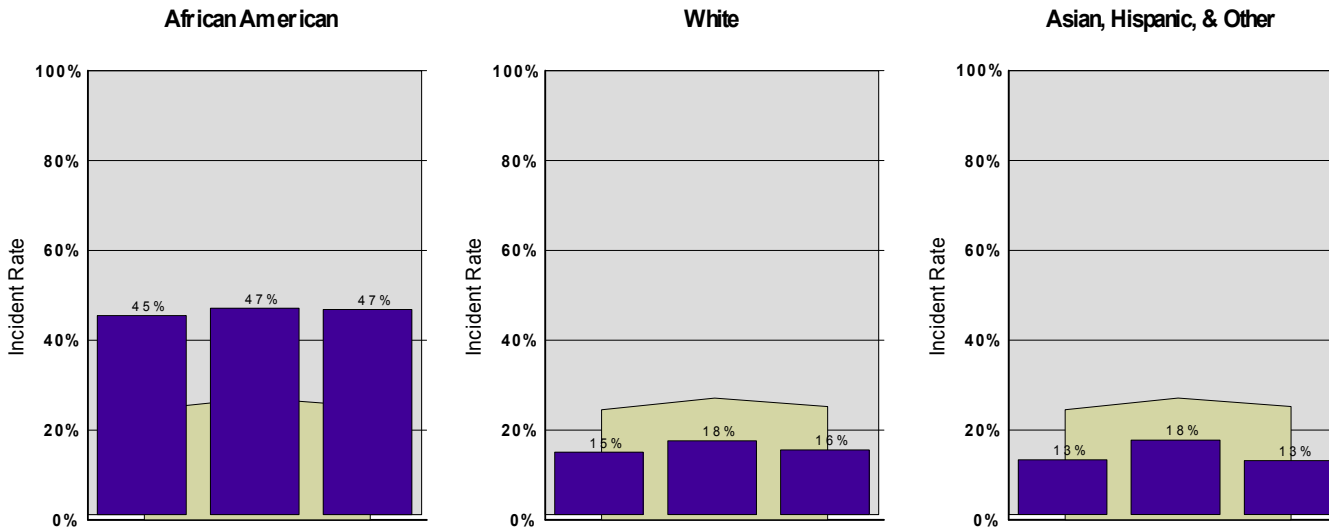
|         | SY 2001 | SY 2002 | SY 2003 |
|---------|---------|---------|---------|
| Other N | 204     | 264     | 249     |
| Other % | 19%     | 22%     | 18%     |
| Total % | 33%     | 33%     | 32%     |
| Other N | 1,058   | 1,185   | 1,346   |

**Includes Incidents of Truancy & Tardiness**



# Incident Rate by Race/Ethnicity:

Almost half of African American students had at least one disciplinary incident.  
 From 16% to 18% of White students had at least one disciplinary incident.  
 From 13% to 18% of All Other students had at least one disciplinary incident.  
 These figures *exclude* incidents of truancy and tardiness.



Note the differential incident rates change by race/ethnicity due to excluding truancy and tardiness:

- SY2002
- African American = - 4%
- White = - 8%
- Other = - 5%

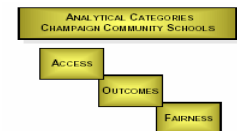
For example, the SY2002 difference between African American and White student rates *increases* by 4 percentage points when truancy and tardiness incidents are excluded from consideration.

|          | SY 2001 | SY 200 | SY 200: |
|----------|---------|--------|---------|
| Afr Am N | 1,360   | 1,447  | 1,418   |
| Afr Am % | 45%     | 47%    | 47%     |
| Total %  | 24%     | 27%    | 25%     |
| Afr Am N | 2,990   | 3,068  | 3,027   |

|         | SY 2001 | SY 200 | SY 200: |
|---------|---------|--------|---------|
| White N | 821     | 937    | 814     |
| White % | 15%     | 18%    | 16%     |
| Total % | 24%     | 27%    | 25%     |
| White N | 5,434   | 5,317  | 5,192   |

|         | SY 2001 | SY 200 | SY 200: |
|---------|---------|--------|---------|
| Other N | 142     | 211    | 178     |
| Other % | 13%     | 18%    | 13%     |
| Total % | 24%     | 27%    | 25%     |
| Other N | 1,058   | 1,185  | 1,346   |

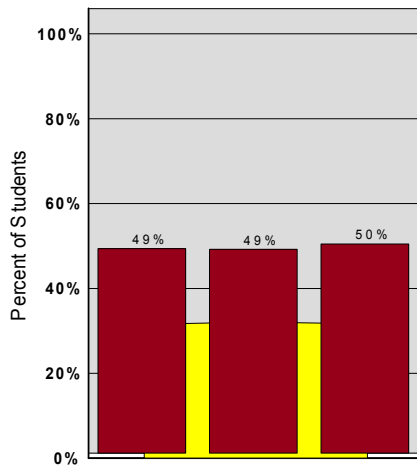
**Excludes Incidents of Truancy & Tardiness**



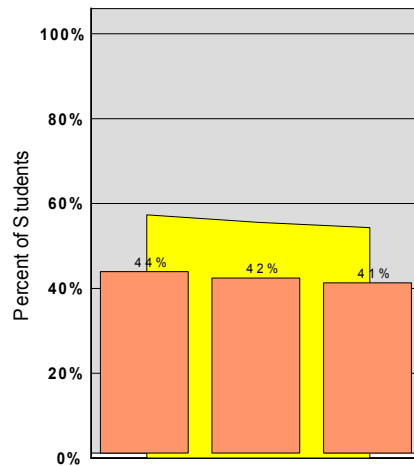
# Students With Disciplinary Instances:

African American students make up 32% of the student population, but are 50% of the students with disciplinary actions. White students make up about 54% of students, but are 41% of the students with disciplinary actions. Asian, Hispanic, and Other students make up about 14% of students, but are about 8% of the students with disciplinary actions.

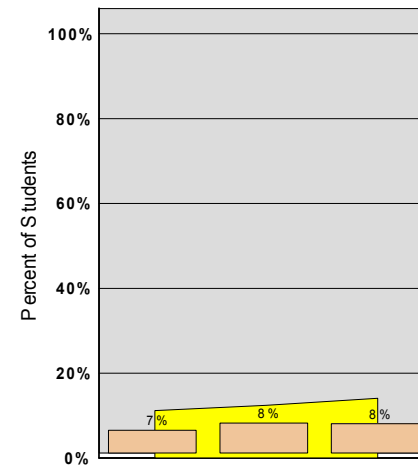
**African American**



**White**



**Asian, Hispanic, & Other**



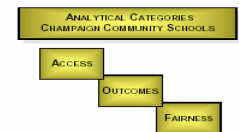
Includes truancy and tardiness incidents.

See Appendices I - L for disciplinary incident detail at the district, elementary, middle, and high school levels.

|                    | SY 2001 | SY 2002 | SY 2003 |
|--------------------|---------|---------|---------|
| African American N | 1,534   | 1,576   | 1,543   |
| African American % | 49%     | 49%     | 50%     |
| % African American | 32%     | 32%     | 32%     |

|         | SY 2001 | SY 2002 | SY 2003 |
|---------|---------|---------|---------|
| White N | 1,365   | 1,359   | 1,264   |
| White % | 44%     | 42%     | 41%     |
| % White | 57%     | 56%     | 54%     |

|         | SY 2001 | SY 2002 | SY 2003 |
|---------|---------|---------|---------|
| Other N | 204     | 264     | 249     |
| Other % | 7%      | 8%      | 8%      |
| % Other | 11%     | 12%     | 14%     |





# ***Disciplinary Actions***

What Disciplinary Actions  
Did The District Take?

# Disciplinary Actions:

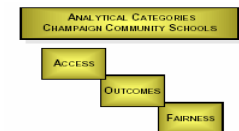
In SY2002 There Were 20,228 Disciplinary Incidents.  
SY2000 and SY2001 incident patterns were similar.

Action \* Act\_grp Crosstabulation

| Count                | Act_grp      |                   |             |                         |                    |                    |            |            |  | Total        |
|----------------------|--------------|-------------------|-------------|-------------------------|--------------------|--------------------|------------|------------|--|--------------|
|                      | 2-Suspension | 3-Saturday School | 4-Detention | 5-In School Supervision | 6-Supervised Lunch | 7-Parental Contact | 8-Warning  | 9-Other    |  |              |
| Action               |              |                   |             |                         |                    |                    |            |            |  |              |
| ALT TO SUS @COL.CTR. |              |                   |             | 362                     |                    |                    |            |            |  | 362          |
| APOLOGY TO CLASS     |              |                   |             |                         |                    |                    |            | 4          |  | 4            |
| APOLOGY TO TEACHER   |              |                   |             |                         |                    |                    |            | 54         |  | 54           |
| COMB: DET/PCF        |              |                   |             |                         |                    | 29                 |            |            |  | 29           |
| COMB: DET/SAT        |              |                   | 3           |                         |                    |                    |            |            |  | 3            |
| COMB: PCF/SAT        |              |                   |             |                         |                    | 2                  |            |            |  | 2            |
| COMB: SAT/SH DET     |              |                   | 15          |                         |                    |                    |            |            |  | 15           |
| COMB: SUS/SAT        | 1            |                   |             |                         |                    |                    |            |            |  | 1            |
| COMB: SUSP & ACC     | 13           |                   |             |                         |                    |                    |            |            |  | 13           |
| COMB: SUSP/SH DET    | 49           |                   |             |                         |                    |                    |            |            |  | 49           |
| COMB: TRC/WCF        |              |                   |             |                         |                    |                    | 11         |            |  | 11           |
| COMB:CNF W/STU & ISS |              |                   |             | 56                      |                    |                    |            |            |  | 56           |
| COMB:CNF W/STU & SPV |              |                   |             | 586                     |                    |                    |            |            |  | 586          |
| COMB:ISS & DET       |              |                   |             | 18                      |                    |                    |            |            |  | 18           |
| COMB:SPV & DET       |              |                   |             | 776                     |                    |                    |            |            |  | 776          |
| DETENTION            |              |                   | 8523        |                         |                    |                    |            |            |  | 8523         |
| EXTENDED STUDY HALL  |              |                   |             | 1850                    |                    |                    |            |            |  | 1850         |
| IN-SCHOOL SUPERVISN  |              |                   |             | 2354                    |                    |                    |            |            |  | 2354         |
| IN-SCHOOL/OFFICE SUS | 9            |                   |             |                         |                    |                    |            |            |  | 9            |
| OTHER NON-SUSPENSION |              |                   |             |                         |                    |                    |            | 259        |  | 259          |
| OUT SCHL SUSPENSION  | 931          |                   |             |                         |                    |                    |            |            |  | 931          |
| PARENT CONFERENCE    |              |                   |             |                         |                    | 232                |            |            |  | 232          |
| PARENT LETTER        |              |                   |             |                         |                    | 14                 |            |            |  | 14           |
| PARENT PHONE CONTACT |              |                   |             |                         |                    | 139                |            |            |  | 139          |
| REFER'D TO MEDIATION |              |                   |             |                         |                    |                    |            | 28         |  | 28           |
| REFERRED TO GUIDANCE |              |                   |             |                         |                    |                    |            | 103        |  | 103          |
| RESTITUTION/SCH SRV  |              |                   |             |                         |                    |                    |            | 9          |  | 9            |
| SATURDAY SCHOOL      |              | 2881              |             |                         |                    |                    |            |            |  | 2881         |
| SUPERVISED AREA      |              |                   |             | 174                     |                    |                    |            |            |  | 174          |
| SUPERVISED LUNCH     |              |                   |             |                         | 93                 |                    |            |            |  | 93           |
| SUSP AWTG EXPULSION  | 25           |                   |             |                         |                    |                    |            |            |  | 25           |
| SUS-PARNT REFUSE ACC | 16           |                   |             |                         |                    |                    |            |            |  | 16           |
| SUSPENDED FROM BUS   | 14           |                   |             |                         |                    |                    |            |            |  | 14           |
| TEACHER CONF         |              |                   |             |                         |                    |                    |            | 15         |  | 15           |
| TEAM CONF            |              |                   |             |                         |                    |                    |            | 4          |  | 4            |
| WARN/CONF W/PUPIL    |              |                   |             |                         |                    |                    | 316        |            |  | 316          |
| WARNING              |              |                   |             |                         |                    |                    | 259        |            |  | 259          |
| WORK DETAIL          |              |                   |             |                         |                    |                    |            | 1          |  | 1            |
| <b>Total</b>         | <b>1058</b>  | <b>2896</b>       | <b>8526</b> | <b>6176</b>             | <b>93</b>          | <b>416</b>         | <b>586</b> | <b>477</b> |  | <b>20228</b> |

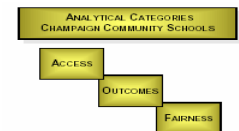
1. 42.1% were "Detention".
2. 30.5% of the actions were "In School Supervision".
3. 14.3% were "Saturday School".
4. 5.2% were "Suspension".
5. 2.9% were "Warning".
6. 2.4% were "Other".
7. 2.1% were "Parental Contact".
8. 0.5% were "Supervised Lunch".

See Appendices M - P for disciplinary action detail at the district, elementary, middle, and high school levels.



# Disciplinary Actions:

- Detention, In-School Supervision, Saturday School, and Suspensions are exclusionary in nature and combined account for over 92% of the district's disciplinary actions.
- The district 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 that the district has executed 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 functions as an ***“intervention strategy only and as a means to improve student performance and academic behavior.”***



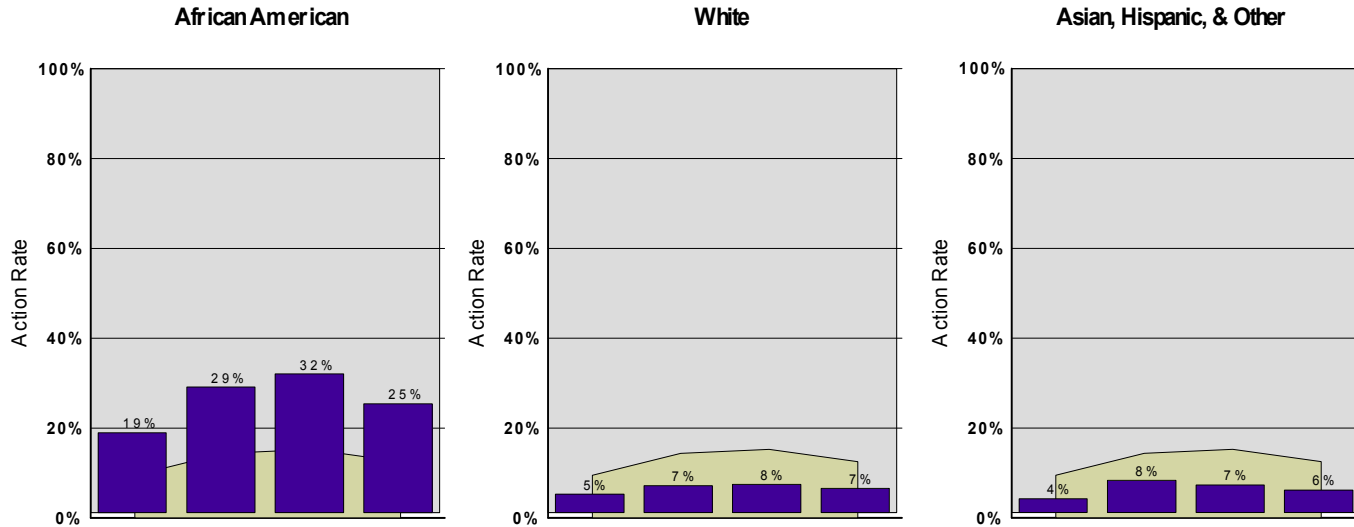
# In School Supervision Rate By Race/Ethnicity:

In SY2002 32% of African American students had at least one assignment of in school supervision.

In SY2002 8% of White students had at least one assignment of in school supervision.

In SY2002 7% of All Other students had at least one assignment of in school supervision.

NOTE the rates resulting from reclassifying SMART at an instance of "Suspension" rather than "In-House Supervision".



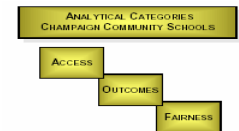
Includes truancy and tardiness incidents.

See Appendices I - L for disciplinary incident detail.  
See Appendices M - P for disciplinary action detail.

|          | SY2002 | SY2002 | SY2002 | SMART AD |
|----------|--------|--------|--------|----------|
| Afr Am N | 56     | 89     | 97     | 77       |
| Afr Am % | 19%    | 29%    | 32%    | 25%      |
| Total %  | 10%    | 14%    | 15%    | 13%      |
| Afr Am N | 2,99   | 3,06   | 3,02   | 3,02     |

|         | SY2002 | SY2002 | SY2002 | SMART AD |
|---------|--------|--------|--------|----------|
| White N | 28     | 38     | 39     | 34       |
| White % | 5%     | 7%     | 8%     | 7%       |
| Total % | 10%    | 14%    | 15%    | 13%      |
| White N | 5,43   | 5,31   | 5,19   | 5,19     |

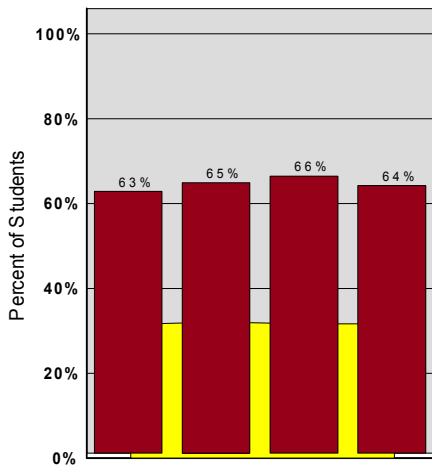
|         | SY2002 | SY2002 | SY2002 | SMART AD |
|---------|--------|--------|--------|----------|
| Other N | 45     | 95     | 99     | 84       |
| Other % | 4%     | 8%     | 7%     | 6%       |
| Total % | 10%    | 14%    | 15%    | 13%      |
| Other N | 1,05   | 1,18   | 1,34   | 1,34     |



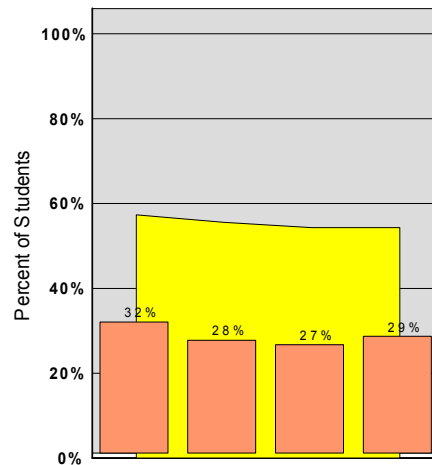
# Students Assigned In School Supervision:

African American students make up 32% of the student population, but are roughly two thirds of the students with in school supervision.  
 White students make up about 54% of students, but about 27% of the students with in school supervision.  
 Asian, Hispanic, and Other students make up about 14% of students, but are about 7% of the students with in school supervision.  
 NOTE the SMART Adj\* changes resulting from reclassifying SMART at an instance of "Suspension" rather than "In-House Supervision".

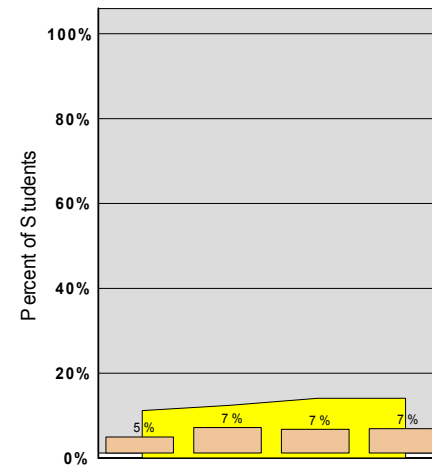
**African American**



**White**



**Asian, Hispanic, & Other**



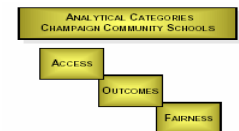
Includes truancy and tardiness incidents.

See Appendices I - L for disciplinary incident detail.  
 See Appendices M - P for disciplinary action detail.

|          | SY2000 | SY2001 | SY2002 | SMART Adj* |
|----------|--------|--------|--------|------------|
| Afr Am N | 567    | 895    | 970    | 770        |
| Afr Am % | 63%    | 65%    | 66%    | 64%        |
| % Afr Am | 32%    | 32%    | 32%    | 32%        |

|         | SY2000 | SY2001 | SY2002 | SMART Adj* |
|---------|--------|--------|--------|------------|
| White N | 289    | 383    | 390    | 344        |
| White % | 32%    | 28%    | 27%    | 29%        |
| % Wh    | 57%    | 56%    | 54%    | 54%        |

|         | SY2000 | SY2001 | SY2002 | SMART Adj* |
|---------|--------|--------|--------|------------|
| Other N | 45     | 99     | 99     | 84         |
| Other % | 5%     | 7%     | 7%     | 7%         |
| % Oth   | 11%    | 12%    | 14%    | 14%        |



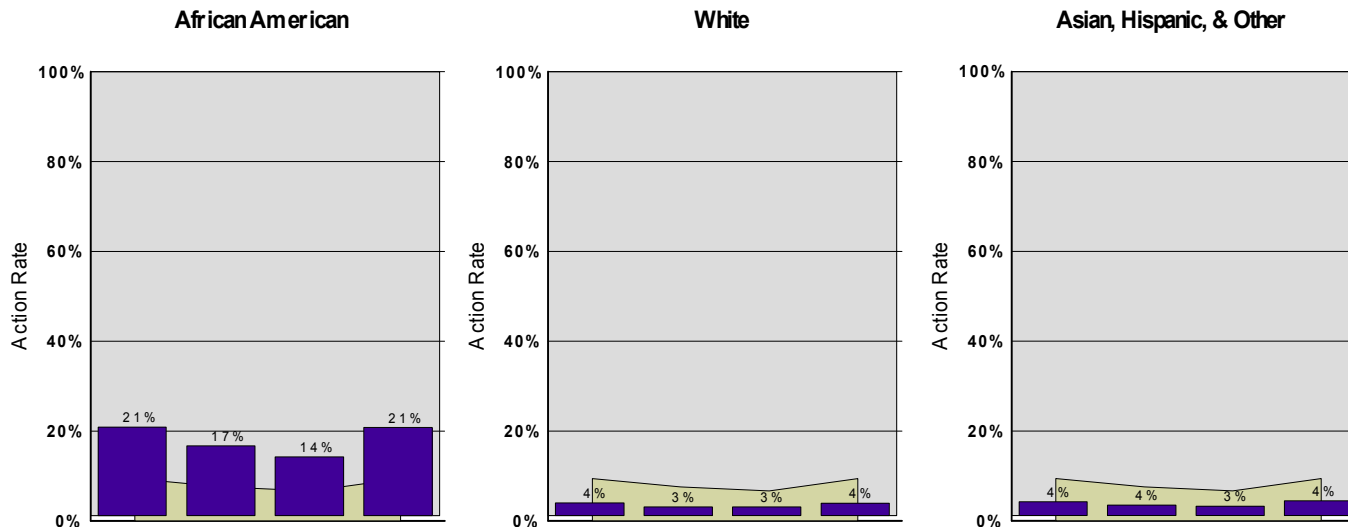
# Suspension Rate By Race/Ethnicity:

In SY2002 14% of African American students had at least one incident of substances.

In SY2002 3% of White students had at least one incident of substances.

In SY2002 4% of All Other students had at least one incident of substances.

NOTE the rates resulting from reclassifying SMART at an instance of "Suspension" rather than "In-House Supervision".



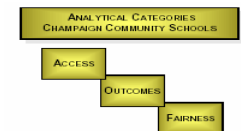
Includes truancy and tardiness incidents.

See Appendices I - L for disciplinary incident detail.  
See Appendices M - P for disciplinary action detail.

|          | Sy2000 | Sy2001 | Sy2002 | SMART ADI* |
|----------|--------|--------|--------|------------|
| Afr Am N | 627    | 514    | 432    | 632        |
| Afr Am % | 21%    | 17%    | 14%    | 21%        |
| Total %  | 9%     | 8%     | 7%     | 9%         |
| Afr Am N | 2,990  | 3,068  | 3,027  | 3,027      |

|         | Sy2000 | Sy2001 | Sy2002 | SMART ADI* |
|---------|--------|--------|--------|------------|
| White N | 222    | 170    | 163    | 209        |
| White % | 4%     | 3%     | 3%     | 4%         |
| Total % | 9%     | 8%     | 7%     | 9%         |
| White N | 5,434  | 5,317  | 5,192  | 5,192      |

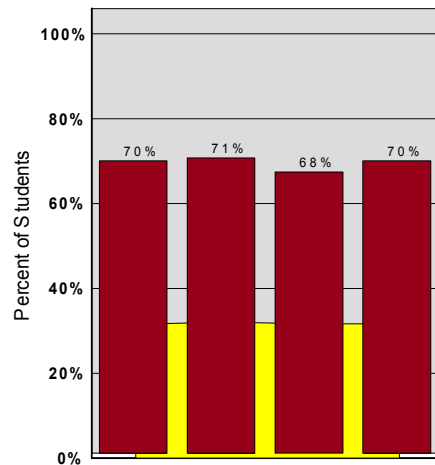
|         | Sy2000 | Sy2001 | Sy2002 | SMART ADI* |
|---------|--------|--------|--------|------------|
| Other N | 45     | 42     | 45     | 60         |
| Other % | 4%     | 4%     | 3%     | 4%         |
| Total % | 9%     | 8%     | 7%     | 9%         |
| Other N | 1,058  | 1,185  | 1,346  | 1,346      |



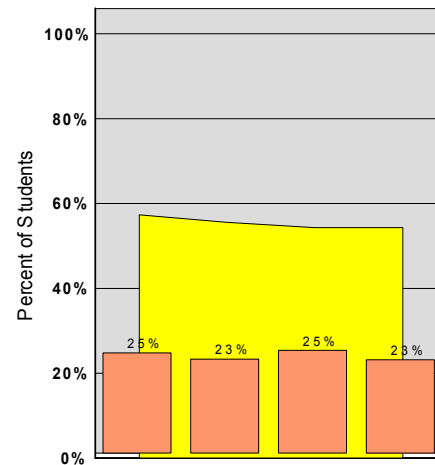
# Students Suspended:

African American students make up 32% of the student population, but are roughly 70% of the students suspended.  
 White students make up about 55% of students, but about 23% of the students suspended.  
 Asian, Hispanic, and Other students make up about 14% of students, but are about 7% of the students suspended.  
 NOTE the changes resulting from reclassifying SMART as an instance of "Suspension" rather than "In-House Supervision".

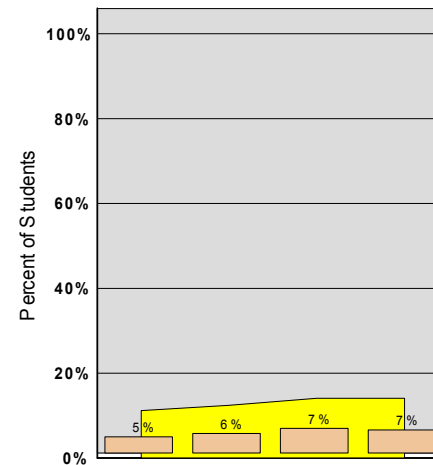
**African American**



**White**



**Asian, Hispanic, & Other**



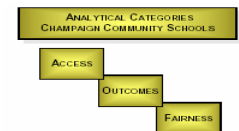
Includes truancy and tardiness incidents.

See Appendices I - L for disciplinary incident detail.  
 See Appendices M - P for disciplinary action detail.

|          | SY2000 | SY2001 | SY2002 | SMART ADI* |
|----------|--------|--------|--------|------------|
| Afr Am N | 627    | 514    | 432    | 632        |
| Afr Am % | 70%    | 71%    | 68%    | 70%        |
| % Afr Am | 32%    | 32%    | 32%    | 32%        |

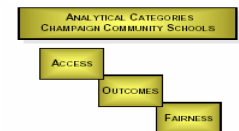
|         | SY2000 | SY2001 | SY2002 | SMART ADI* |
|---------|--------|--------|--------|------------|
| White N | 222    | 170    | 163    | 209        |
| White % | 25%    | 23%    | 25%    | 23%        |
| % Wh    | 57%    | 56%    | 54%    | 54%        |

|         | SY2000 | SY2001 | SY2002 | SMART ADI* |
|---------|--------|--------|--------|------------|
| Other N | 45     | 42     | 45     | 60         |
| Other % | 5%     | 6%     | 7%     | 7%         |
| % Oth   | 11%    | 12%    | 14%    | 14%        |



# Discipline & Suspensions:

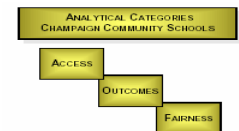
- African American discipline and suspension rates continue to be significantly higher than those of White students and are disproportionate with their percentage of the student population.
- 51% of all African American students had at least one disciplinary action as compared to 24 % of White students.
- In SY2002, 81% of students who received suspensions and out-of-school “alternatives to suspension” were African American.
- Suspensions: 432 students, or 68%, of all students suspended were African American. Students with one or more suspensions were more likely to score at or below the third stanine in Reading and Math on the 2002 SAT 9.





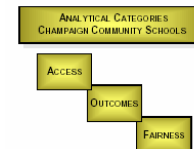
# Discipline & Suspensions – Recommendations:

- Unit 4 should show cause why these exclusionary programs, *which exist in direct contradiction to the district's responsibilities under the consent decree*, should not be discontinued.
- It should be noted that Superintendent Culver has discontinued Level II of SMART citing racial disparities, similarity to out-of-school suspension, and a level of instruction that was not at the level of mainstream Unit 4 schools.
- Unit 4 should develop a theory of action that brings it into compliance with its responsibilities under the consent decree:
  - 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.
- Unit 4 should revisit the recommendations made by Mark Aber in the Climate Survey and respond to the concerns raised by African American students and their parents.



# ***Section 08: Achievement***

*“Inspect  
What You  
Expect”*



# Normal Curve Equivalents (NCEs)

**Normal Curve Equivalents (NCEs):** Normalized standard scores with a mean of 50 and a standard deviation of 21.06. (See Standard Score.) The standard deviation of 21.06 was chosen so that NCEs of 1 and 99 are equivalent to percentiles of 1 and 99. There are approximately 11 NCEs to each stanine. (See [Stanines](#).)

**Normal Distribution:** A distribution of scores or other measures that in graphic form has a distinctive bell-shaped appearance. In a normal distribution, the measures are distributed symmetrically about the mean. Cases are concentrated near the mean and decrease in frequency, according to a precise mathematical equation, the farther one departs from the mean. The assumption that many mental and psychological characteristics are distributed normally has been very useful in test development work.

Figure 1 below is a normal distribution. It shows the percentage of cases between different scores as expressed in standard deviation units. For example, about 34% of the scores fall between the mean and one standard deviation above the mean.

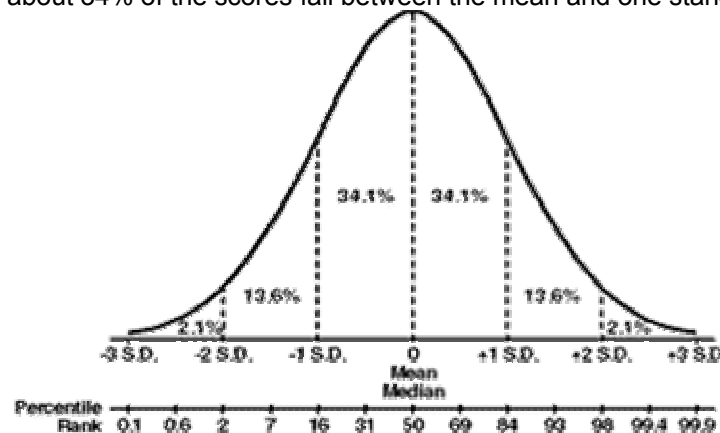
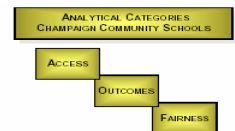


Figure 1. A Normal Distribution.

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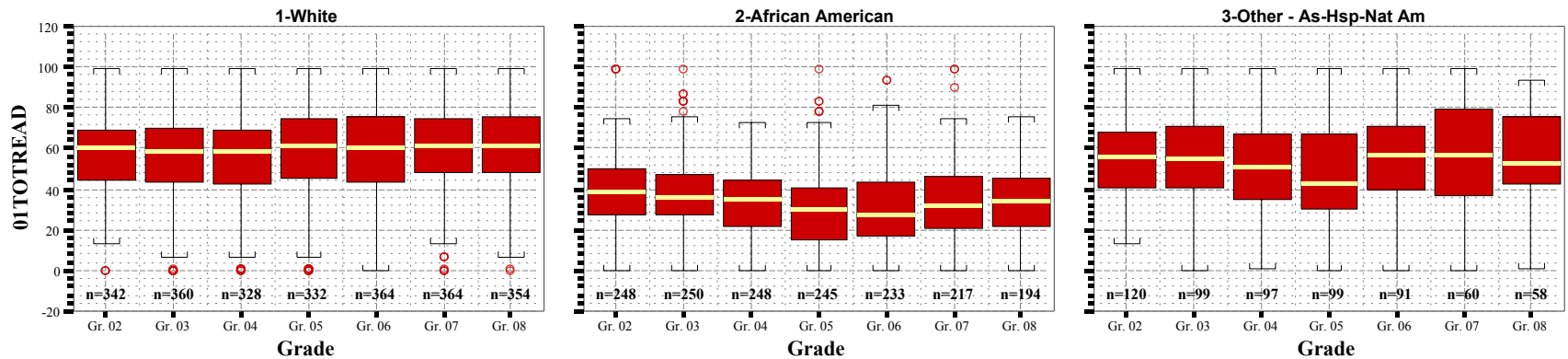
Source: <http://www.hemweb.com/library/glossary.htm#gain>

# SY2002 Stanford 01TOTREAD: Total Reading

See Appendix R for other sub-tests and how to interpret boxplots.

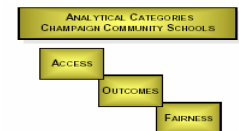
## SY2002 Stanford 01TOTREAD: Total Reading

NCE - By Race/Ethnicity



✓ African American student median scores are lower than for White and Other students.

✓ Note, however, that there are some students from **all** racial/ethnic groups score quite well and some who score quite poorly. Care should be taken not to treat all students in a group as if scoring at the average for that group.

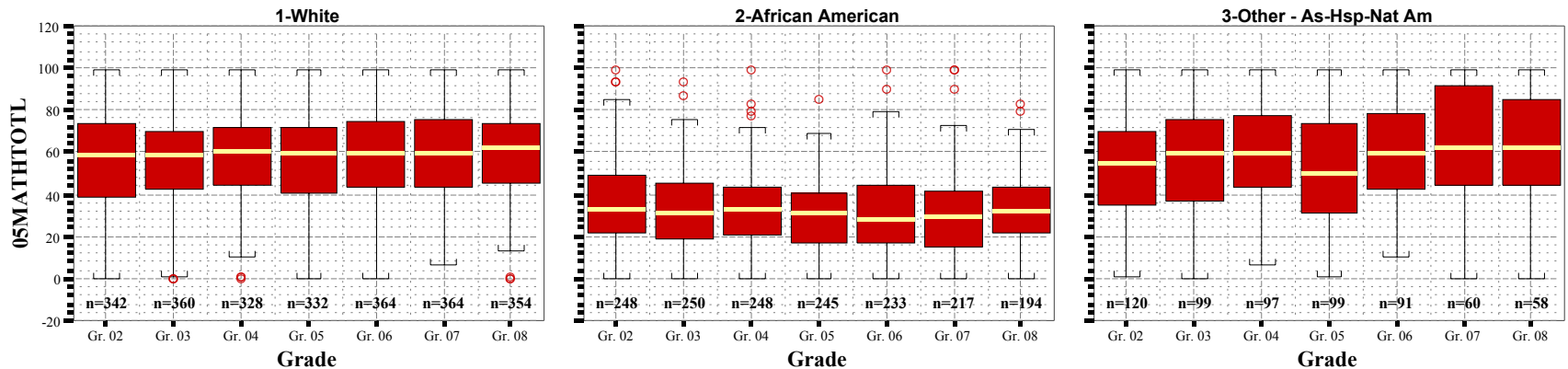


# SY2002 Stanford 05MATHTOTL: Total Math

See Appendix R for other sub-tests and how to interpret boxplots.

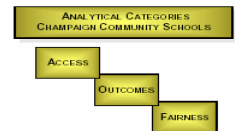
## SY2002 Stanford 05MATHTOTL: Total Math

NCE - By Race/Ethnicity



✓ African American student median scores are lower than for White and Other students.

✓ Note, however, that there are some students from **all** racial/ethnic groups score quite well and some who score quite poorly. Care should be taken not to treat all students in a group as if scoring at the average for that group.



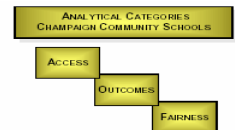
# Glossary:

## Grade Equivalent

- Grade Equivalent (G.E.): A norm-referenced score; the grade and month of the school year for which a given score is the actual or estimated average.
- A grade equivalent is based on a 10-month school year. If a student scores at the average of all fifth graders tested in the first month of the school year, he/she would obtain a G.E. of 5.1.
- If the score was the same as the average for all fifth graders tested in the eighth month, the grade equivalent would be 5.8.
- There are some problems with the use of grade equivalents, and caution should be used when interpreting this type of score.
- For example, if a student at the end of fourth grade obtains a G.E. of 8.8 on a math subtest, this does not mean that the child can do eighth-grade work.
- Rather, it means that the child obtained the same score as an average student in the eighth month of the eighth grade, had the eighth-grade student taken the fourth-grade test.
  - <http://www.hemweb.com/library/glossary.htm#gain>

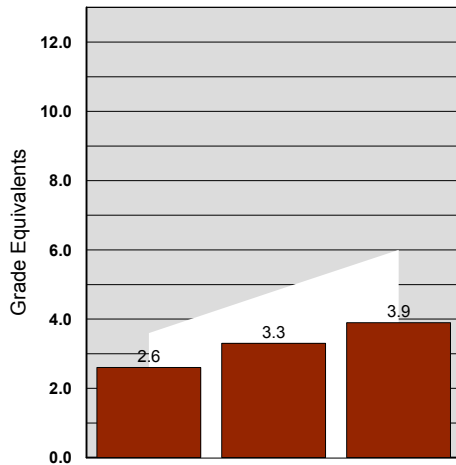


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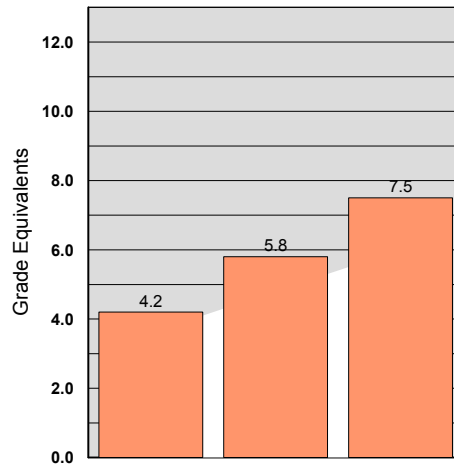


# Class of 2009 – Reading Grade Equivalents Year-To-Year Gains - 5th Grade SY2002:

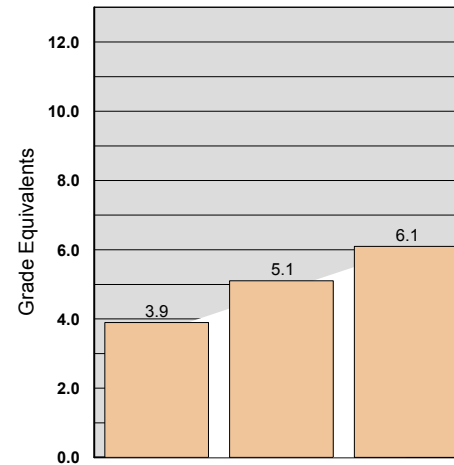
**African American**



**White**



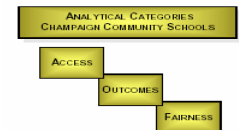
**Asian, Hispanic, & Other**



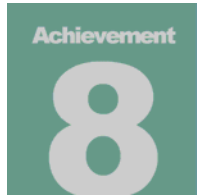
|               | Gr. 03 SY2000 | Gr. 04 SY2001 | Gr. 05 SY2002 |
|---------------|---------------|---------------|---------------|
| ■ Afr Am G.E. | 2.6           | 3.3           | 3.9           |
| ■ Avg G.E.    | 3.6           | 4.8           | 6.0           |
| ■ N Afr Am    | 221           | 244           | 245           |
| □ N Total     | 626           | 665           | 676           |
| ■ Afr Am %    | 35%           | 37%           | 36%           |

|              | Gr. 03 SY2000 | Gr. 04 SY2001 | Gr. 05 SY2002 |
|--------------|---------------|---------------|---------------|
| ■ White G.E. | 4.2           | 5.8           | 7.5           |
| ■ Avg G.E.   | 3.6           | 4.8           | 6.0           |
| ■ N White    | 327           | 333           | 332           |
| □ N Total    | 626           | 665           | 676           |
| ■ White %    | 52%           | 50%           | 49%           |

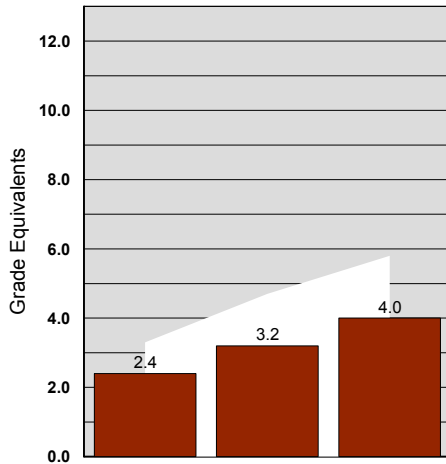
|              | Gr. 03 SY2000 | Gr. 04 SY2001 | Gr. 05 SY2002 |
|--------------|---------------|---------------|---------------|
| ■ Other G.E. | 3.9           | 5.1           | 6.1           |
| ■ Avg G.E.   | 3.6           | 4.8           | 6.0           |
| ■ N Other    | 78            | 88            | 99            |
| □ N Total    | 626           | 665           | 676           |
| ■ Other %    | 12%           | 13%           | 15%           |



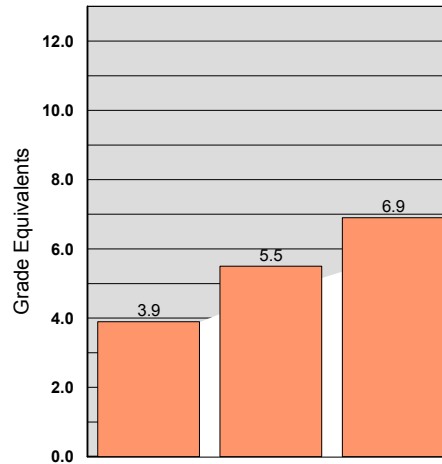
# Class of 2009 – Math Grade Equivalents Year-To-Year Gains - 5th Grade SY2002:



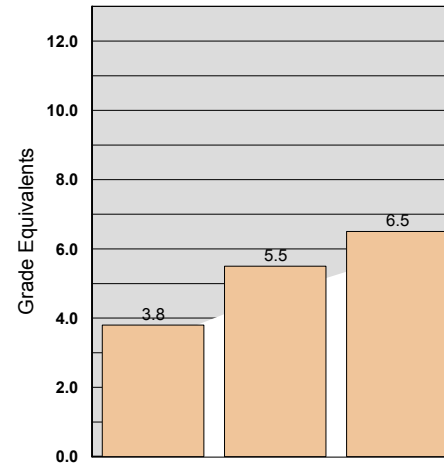
**African American**



**White**



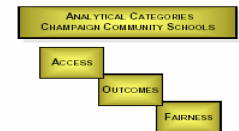
**Asian, Hispanic, & Other**



|             | Gr. 03 SY2000 | Gr. 04 SY2001 | Gr. 05 SY2002 |
|-------------|---------------|---------------|---------------|
| Afr Am G.E. | 2.4           | 3.2           | 4.0           |
| Avg G.E.    | 3.3           | 4.7           | 5.8           |
| N Afr Am    | 221           | 244           | 245           |
| N Total     | 626           | 665           | 676           |
| Afr Am %    | 35%           | 37%           | 36%           |

|            | Gr. 03 SY2000 | Gr. 04 SY2001 | Gr. 05 SY2002 |
|------------|---------------|---------------|---------------|
| White G.E. | 3.9           | 5.5           | 6.9           |
| Avg G.E.   | 3.3           | 4.7           | 5.8           |
| N White    | 327           | 333           | 332           |
| N Total    | 626           | 665           | 676           |
| White %    | 52%           | 50%           | 49%           |

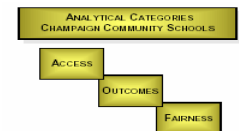
|            | Gr. 03 SY2000 | Gr. 04 SY2001 | Gr. 05 SY2002 |
|------------|---------------|---------------|---------------|
| Other G.E. | 3.8           | 5.5           | 6.5           |
| Avg G.E.   | 3.3           | 4.7           | 5.8           |
| N Other    | 78            | 88            | 99            |
| N Total    | 626           | 665           | 676           |
| Other %    | 12%           | 13%           | 15%           |





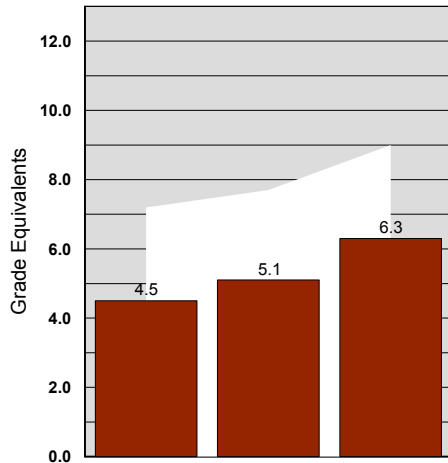
# Achievement – Stanford:

- District students continue to exceed national norms on the Stanford 9 Achievement Tests in grades 2-8.
- African American students as a group score lower on Reading and Math than White and Other students. For example:
  - In Reading SY2002 African American 5<sup>th</sup> grade students, the Class of 2009, scored 1.0, 1.5, and 2.1 grade equivalents below the respective district average in each of last three Stanford test administrations.
  - In Math SY2002 African American 5<sup>th</sup> grade students, the Class of 2009 scored 0.9, 1.5, and 1.8 grade equivalents below the respective district average in each of last three Stanford test administrations.
  - Note, however, that in the two years between the SY2000 and SY2002 test administrations, the African American group's average Reading scores increased 1.3 grade equivalents to 3.9. That group's 2-year Math increase was 1.6 grade equivalents to 4.0.
  - White and Other students in the Class of 2009 scored above the district average on each respective Stanford test administration and showed 2 year increases between 2 and 3 grade equivalents in Reading and in Math (albeit from a higher SY2000 base).

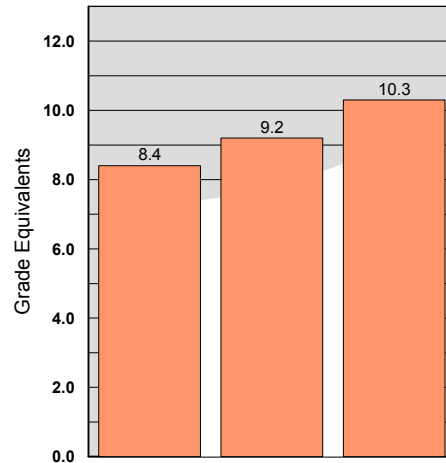


# Class of 2006 – Reading Grade Equivalents Year-To-Year Gains - 8th Grade SY2002:

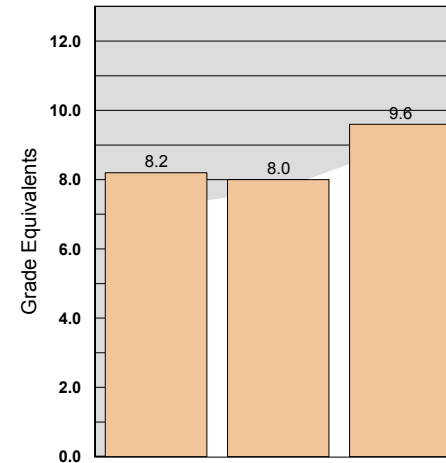
**African American**



**White**



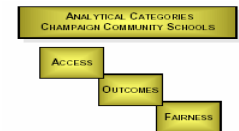
**Asian, Hispanic, & Other**



|             | Gr. 06 SY2000 | Gr. 07 SY2001 | Gr. 08 SY2002 |
|-------------|---------------|---------------|---------------|
| Afr Am G.E. | 4.5           | 5.1           | 6.3           |
| Avg G.E.    | 7.2           | 7.7           | 9.0           |
| N Afr Am    | 167           | 208           | 194           |
| N Total     | 576           | 611           | 606           |
| Afr Am %    | 29%           | 34%           | 32%           |

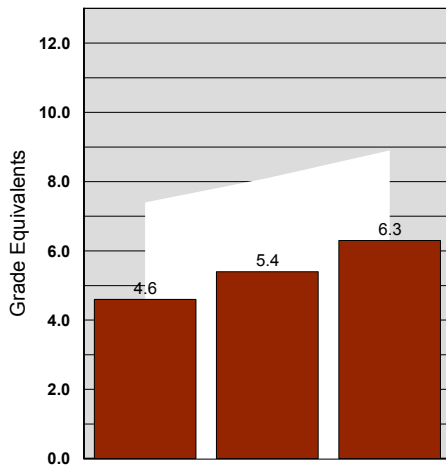
|            | Gr. 06 SY2000 | Gr. 07 SY2001 | Gr. 08 SY2002 |
|------------|---------------|---------------|---------------|
| White G.E. | 8.4           | 9.2           | 10.3          |
| Avg G.E.   | 7.2           | 7.7           | 9.0           |
| N White    | 352           | 344           | 354           |
| N Total    | 576           | 611           | 606           |
| White %    | 61%           | 56%           | 58%           |

|            | Gr. 06 SY2000 | Gr. 07 SY2001 | Gr. 08 SY2002 |
|------------|---------------|---------------|---------------|
| Other G.E. | 8.2           | 8.0           | 9.6           |
| Avg G.E.   | 7.2           | 7.7           | 9.0           |
| N Other    | 57            | 59            | 58            |
| N Total    | 576           | 611           | 606           |
| Other %    | 10%           | 10%           | 10%           |

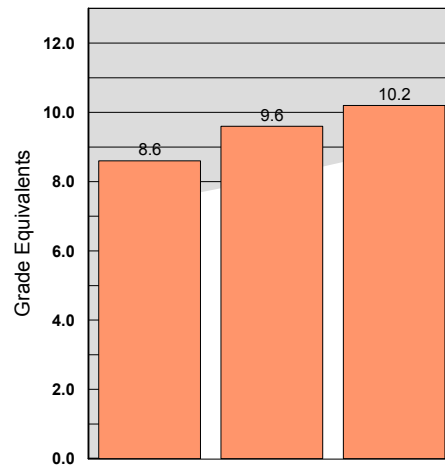


# Class of 2006 – Math Grade Equivalents Year-To-Year Gains - 8th Grade SY2002:

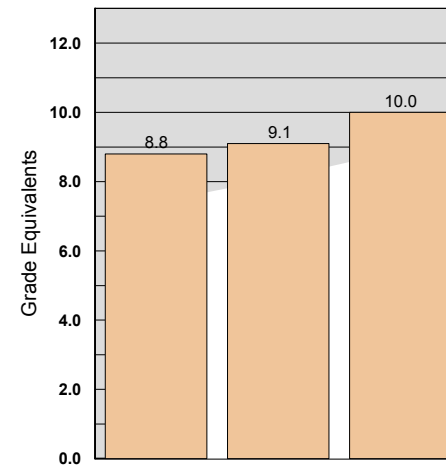
**African American**



**White**



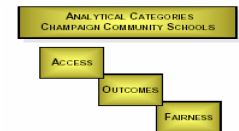
**Asian, Hispanic, & Other**



|             | Gr. 06 SY2000 | Gr. 07 SY2001 | Gr. 08 SY2002 |
|-------------|---------------|---------------|---------------|
| Afr Am G.E. | 4.6           | 5.4           | 6.3           |
| Avg G.E.    | 7.4           | 8.1           | 8.9           |
| N Afr Am    | 167           | 208           | 194           |
| N Total     | 576           | 611           | 606           |
| Afr Am %    | 29%           | 34%           | 32%           |

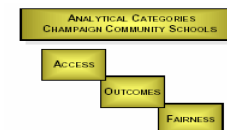
|            | Gr. 06 SY2000 | Gr. 07 SY2001 | Gr. 08 SY2002 |
|------------|---------------|---------------|---------------|
| White G.E. | 8.6           | 9.6           | 10.2          |
| Avg G.E.   | 7.4           | 8.1           | 8.9           |
| N White    | 352           | 344           | 354           |
| N Total    | 576           | 611           | 606           |
| White %    | 61%           | 56%           | 58%           |

|            | Gr. 06 SY2000 | Gr. 07 SY2001 | Gr. 08 SY2002 |
|------------|---------------|---------------|---------------|
| Other G.E. | 8.8           | 9.1           | 10.0          |
| Avg G.E.   | 7.4           | 8.1           | 8.9           |
| N Other    | 57            | 59            | 58            |
| N Total    | 576           | 611           | 606           |
| Other %    | 10%           | 10%           | 10%           |



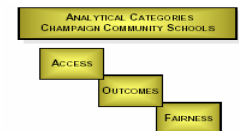
# Achievement – Stanford:

- African American students as a group score lower on Reading and Math than White and Other students. For example:
  - In Reading SY2002 African American 8<sup>th</sup> grade students, the Class of 2006, scored 2.8, 2.7, and 2.6 grade equivalents below the respective district average in each of last three Stanford test administrations.
  - In Math SY2002 African American 8<sup>th</sup> grade students, the Class of 2006 scored 2.8, 2.7, and 2.6 grade equivalents below the respective district average in each of last three Stanford test administrations.
  - Note, however, that in the two years between the SY2000 and SY2002 test administrations, the African American group's average Reading scores increased 1.7 grade equivalents to 6.3. That group's 2-year Math increase was 1.8 grade equivalents to 6.3.
  - White and Other students in the Class of 2006 scored above the district average on each respective Stanford test administration and showed 2 year increases between 1.2 and 1.9 grade equivalents in Reading and in Math (albeit from a higher SY2000 base).



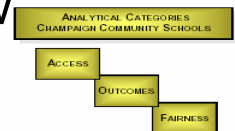
# Achievement – Stanford:

- As reported in Section 7 above, students 58% of students suspended at least once in SY2002 scored at or below the 3<sup>rd</sup> stanine on the Stanford Reading. This compares to 23% of those not suspended. Similar patterns also show in other disciplinary actions.
- As reported in Section 7 above, students 55% of students suspended at least once in SY2002 scored at or below the 3<sup>rd</sup> stanine on the Stanford Math. This compares to 27% of those not suspended. Similar patterns also show in other disciplinary actions.



# Achievement – ISAT:

- While the district as a whole compares favorably with the state on most tests at most grades, only 30%-45% of African American students tested “meet or exceed” Illinois State Learning Standards.
- During SY2002 the district has created a strategic intervention directed toward improving writing skills after three years of falling below the state average levels.
  - The ‘meet or exceeds’ rate for African American students entering 4<sup>th</sup> grade in SY2003 was 44%, an increase of 13 percentage points over the SY2002 group.
  - For those entering 6<sup>th</sup> grade, the rate was 43%, an 11 percentage point increase from the prior year’s group.
  - These are important gains, but the African American student ‘meet or exceeds’ rate remains well below state and local averages.
- The district should maintain this intervention and consider other strategic interventions to target other curricular areas in which African American students have unacceptably low ISAT “meet or exceeds” rates.



# Achievement – ISAT Reading:

See Appendix T for detail.

## ● Elementary Schools

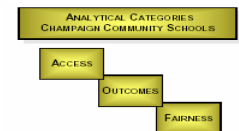
- These are students entering the 4<sup>th</sup> grade.
- 32%-37% of African American students tested met or exceeded standards.
- The SY2003 rate for African Americans students was 32%.
- This is about half the rate of other Champaign students.

## ● Middle Schools

- These are students entering 6<sup>th</sup> grade.
- The 'meet or exceeds' rate for African American students declined from 31% in SY2000 to 24% in SY2002.
- The SY2003 rate for African Americans students was 25%.
- These rates were 1/3 to 1/2 of those for other Champaign students.

## ● High Schools

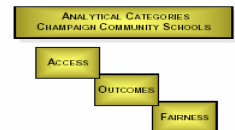
- These are students entering 9<sup>th</sup> grade.
- The 'meet or exceeds' rate for African American students varied considerably from a high of 42% in SY2001 to a low of 29% in SY2002.
- The SY2003 rate for African Americans students was 33%.
- These rates are less than half of those for other Champaign students.



# Achievement – ISAT Math:

See Appendix T for detail.

- **Elementary Schools**
  - These are students entering 4<sup>th</sup> grade.
  - 31%-41% of African American students tested met or exceeded standards.
  - The SY2003 rate for African Americans students was 41%.
  - These rates are less than 1/2 of those for other Champaign students.
- **Middle Schools**
  - These are students entering 6<sup>th</sup> grade.
  - 20%-29% of African American students tested met or exceeded standards.
  - The SY2003 rate for African Americans students was 24%.
  - These rates are about 1/3 of those for other Champaign students.
- **High Schools**
  - These are students entering 9<sup>th</sup> grade.
  - 11%-27% of African American students tested met or exceeded standards.
  - The SY2003 rate for African Americans students was 13%.
  - These rates for the last two years are less than 1/4 of those for other Champaign students.

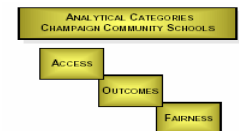




# Achievement – ISAT Writing:

See Appendix T for detail.

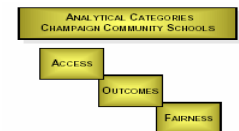
- **Elementary Schools**
  - These are students entering 4<sup>th</sup> grade.
  - 28%-44% of African American students tested met or exceeded standards.
  - The SY2003 rate for African Americans students was 44%.
  - These rates are 1/2 to 2/3 of those for other Champaign students.
- **Middle Schools**
  - These are students entering 6<sup>th</sup> grade.
  - 32%-59% of African American students tested met or exceeded standards.
  - The SY2003 rate for African Americans students was 43%.
  - The SY2002 rates are about 1/2 to 2/3 of those for other Champaign students.
- **High Schools**
  - These are students entering 9<sup>th</sup> grade.
  - 19%-39% of African American students tested met or exceeded standards.
  - The SY2003 rate for African Americans students was 24%.
  - The SY2002 rates are less than 1/2 of those for other Champaign students.



# Achievement – ISAT Science:

See Appendix T for detail.

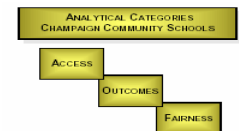
- **Elementary Schools**
  - These are students entering 5<sup>th</sup> grade.
  - 29%-30% of African American students tested met or exceeded standards.
  - The SY2003 rate for African Americans students was 29%.
  - These rates are less than 1/2 of those for other Champaign students.
- **Middle Schools**
  - These are students entering 8<sup>th</sup> grade.
  - 36%-40% of African American students tested met or exceeded standards.
  - The SY2003 rate for African Americans students was 40%.
  - These rates are less than 1/2 of those for other Champaign students.
- **High Schools**
  - There currently is not an ISAT achievement test at the high school level.



# Achievement – ISAT Social Science:

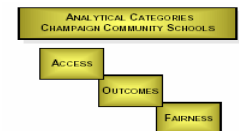
See Appendix T for detail.

- **Elementary Schools**
  - These are students entering 4<sup>th</sup> grade.
  - 20%-24% of African American students tested met or exceeded standards.
  - The SY2003 rate for African Americans students was 24%.
  - These rates are 1/3 to 1/2 of those for other Champaign students.
- **Middle Schools**
  - These are students entering 6<sup>th</sup> grade.
  - 22%-24% of African American students tested met or exceeded standards.
  - The SY2003 rate for African Americans students was 22%.
  - These rates are about 1/3 of those for other Champaign students.
- **High Schools**
  - There currently is not an ISAT achievement test at the high school level.



# Achievement – Middle School Course Access:

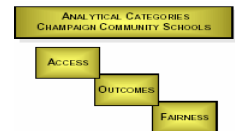
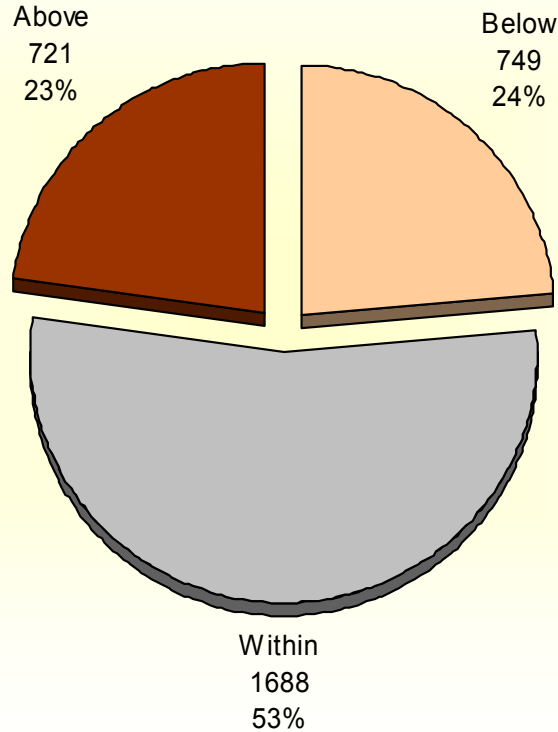
- Although the enrollment in Unit 4’s middle schools reflects the overall racial percentages of the district, course enrollments reflect some racial isolation.
- The district should study whether course scheduling practices are consistent with obligations within the Consent Decree and should articulate the district “theory of action” underlying course scheduling practices.
- This will become an important monitoring area for SY2003 at elementary, middle, and high school levels.



# Middle School Classes

**53% (1,688 of 3,158) middle school classes are within the +/-15% racial balance guidelines.**  
**23% ( 721 of 3,158) are above the +15% racial balance guideline.**  
**24% ( 749 of 3,158) are below the -15% racial balance guideline.**

All Middle School Classes  
 In Relation To +/-15% Racial Balance Guidelines



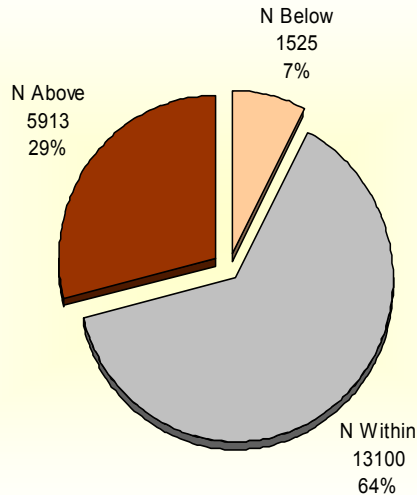
# African American Students

**64% (13,100 of 20,538) of African American students (extended count) were enrolled in classes within the +/-15% racial balance guidelines.**

**29% (5,913 of 20,538) were enrolled in classes above the +15% racial balance guideline.**

**7% (1,525 of 20,538) were enrolled in classes below the -15% racial balance guideline.**

African American Students  
In Relation To +/-15% Racial Balance Guidelines



## All Middle School Courses

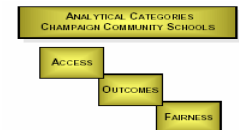
### African American Student Count

#### Extended By Total Sections Of All Courses For All Quarters

| Reference Points | N < -15% | N +/- 15% | > 15%   | Total |
|------------------|----------|-----------|---------|-------|
|                  | < 19.3%  | 34.3%     | > 49.3% |       |

|   | N Below     | N Within     | N Above     | Sections     |
|---|-------------|--------------|-------------|--------------|
| Edison  | 417         | 4391         | 1092        | 5900         |
| Franklin                                      | 209         | 3650         | 3099        | 6958         |
| Jefferson                                     | 899         | 4945         | 620         | 6464         |
| Columbia Ctr Middle                           | 0           | 114          | 1102        | 1216         |
| <b>All Levels - All Middle School Courses</b> | <b>1525</b> | <b>13100</b> | <b>5913</b> | <b>20538</b> |

|   | % Below   | % Within   | % Above    | Sections    |
|---|-----------|------------|------------|-------------|
| <b>Edison</b>                                 | 7%        | 74%        | 19%        | 100%        |
| <b>Franklin</b>                               | 3%        | 52%        | 45%        | 100%        |
| <b>Jefferson</b>                              | 14%       | 77%        | 10%        | 100%        |
| <b>Columbia Ctr Middle</b>                    | 0%        | 9%         | 91%        | 100%        |
| <b>All Levels - All Middle School Courses</b> | <b>7%</b> | <b>64%</b> | <b>29%</b> | <b>100%</b> |



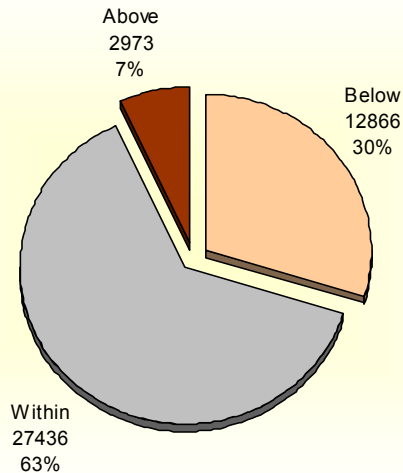
# Other Than African American Students

**63% (27,436 of 43,275) of Other Than African American students (extended count) were enrolled in classes within the +/-15% racial balance guidelines.**

**7% (2,973 of 43,275) were enrolled in classes above the +15% racial balance guideline.**

**30% (12,866 of 43,275) were enrolled in classes below the -15% racial balance guideline.**

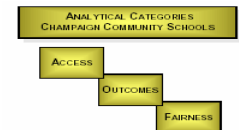
Other Than African American Students  
In Relation To +/-15% Racial Balance Guidelines



| All Middle School Courses                                  |          |           |         |       |
|--|----------|-----------|---------|-------|
| Other Than African American Student Count                  |          |           |         |       |
| Extended By Total Sections Of All Courses For All Quarters |          |           |         |       |
| Reference Points   | N < -15% | N +/- 15% | > 15%   | Total |
|  | < 19.3%  | 34.3%     | > 49.3% |       |

|   | N Below      | N Within     | N Above     | Sections     |
|---|--------------|--------------|-------------|--------------|
| Edison  | 3795         | 9512         | 404         | 13711        |
| Franklin                                      | 2170         | 5992         | 1861        | 10023        |
| Jefferson                                     | 6900         | 11782        | 398         | 19080        |
| Columbia Ctr Middle                           | 1            | 150          | 310         | 461          |
| <b>All Levels - All Middle School Courses</b> | <b>12866</b> | <b>27436</b> | <b>2973</b> | <b>43275</b> |

|   | % Below    | % Within   | % Above    | Sections    |
|---|------------|------------|------------|-------------|
| <b>Edison</b>                                 | <b>28%</b> | <b>69%</b> | <b>3%</b>  | <b>100%</b> |
| <b>Franklin</b>                               | <b>22%</b> | <b>60%</b> | <b>19%</b> | <b>100%</b> |
| <b>Jefferson</b>                              | <b>36%</b> | <b>62%</b> | <b>2%</b>  | <b>100%</b> |
| <b>Columbia Ctr Middle</b>                    | <b>0%</b>  | <b>33%</b> | <b>67%</b> | <b>100%</b> |
| <b>All Levels - All Middle School Courses</b> | <b>30%</b> | <b>63%</b> | <b>7%</b>  | <b>100%</b> |

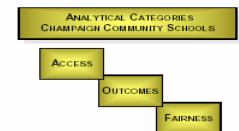


# Achievement – Middle School

## Course Grades:

See Appendix U for detail in other core curricular areas.

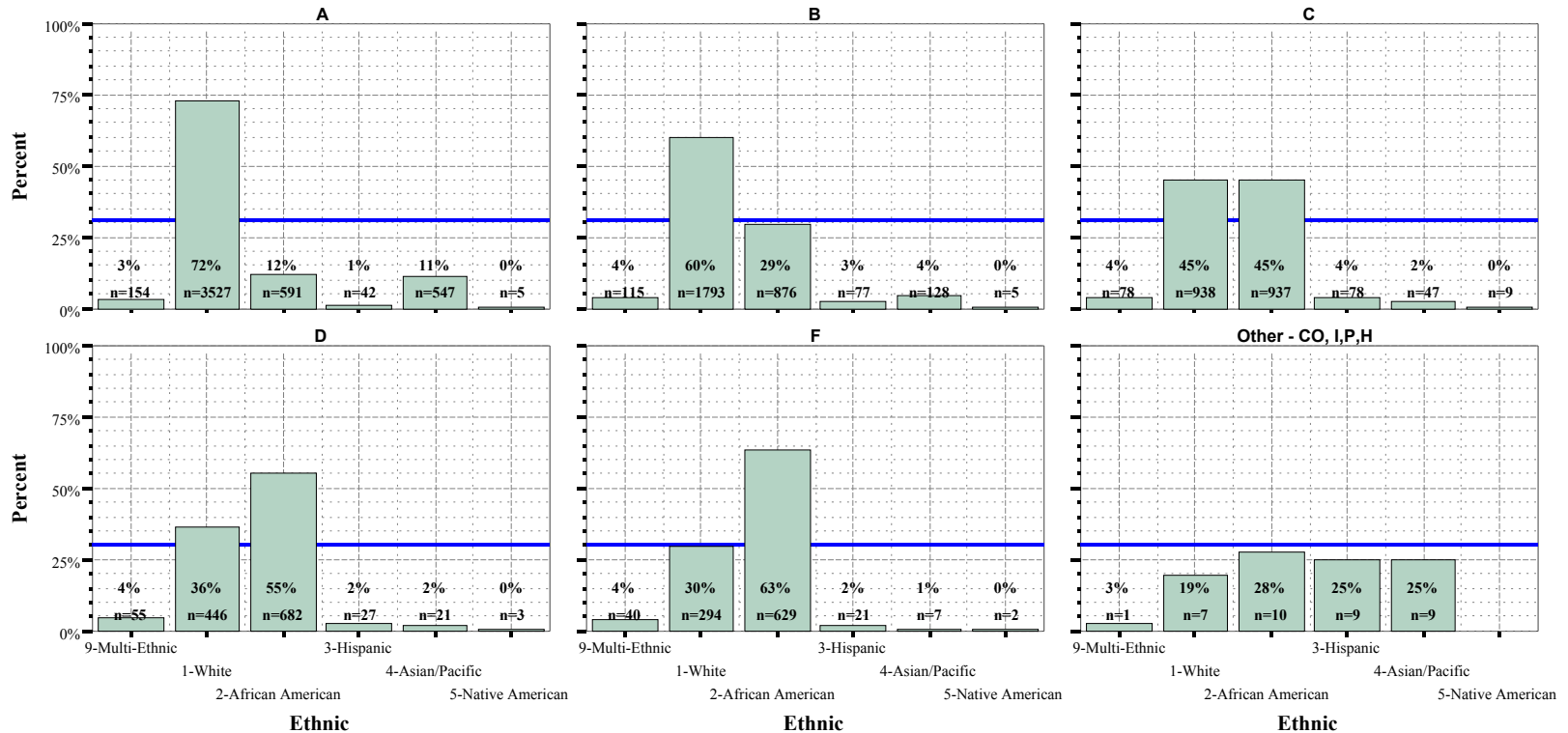
- African American students do not appear to have been issued a proportionate share of A course grades in their middle school “core” courses. However, B’s do approximate the African American proportion of all grades.
  - 12% of English A’s were issued to African American students as were 29% of B’s. African American students accounted for 31% of all English grades issued.
  - 15% of Math A’s were issued to African American students as were 27% of B’s. African American students accounted for 33% of all Math grades issued.
  - 11% of Science A’s were issued to African American students as were 29% of B’s. African American students accounted for 33% of all Science grades issued.
  - 11% of Social Science A’s were issued to African American students as were 33% of B’s. African American students accounted for 34% of all grades issued.
- A disproportionately high share of grades C, D, and F have been issued to African American students.



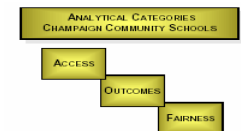


# ENGLISH Course Quarter Grade Distribution

All Middle Schools - All Course Sections Combined For Both Quarters



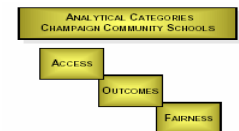
The horizontal blue line at 30.5% indicates the African American percentage of all Quarter ENGLISH Course grades.



# Achievement – High School Course Grades:

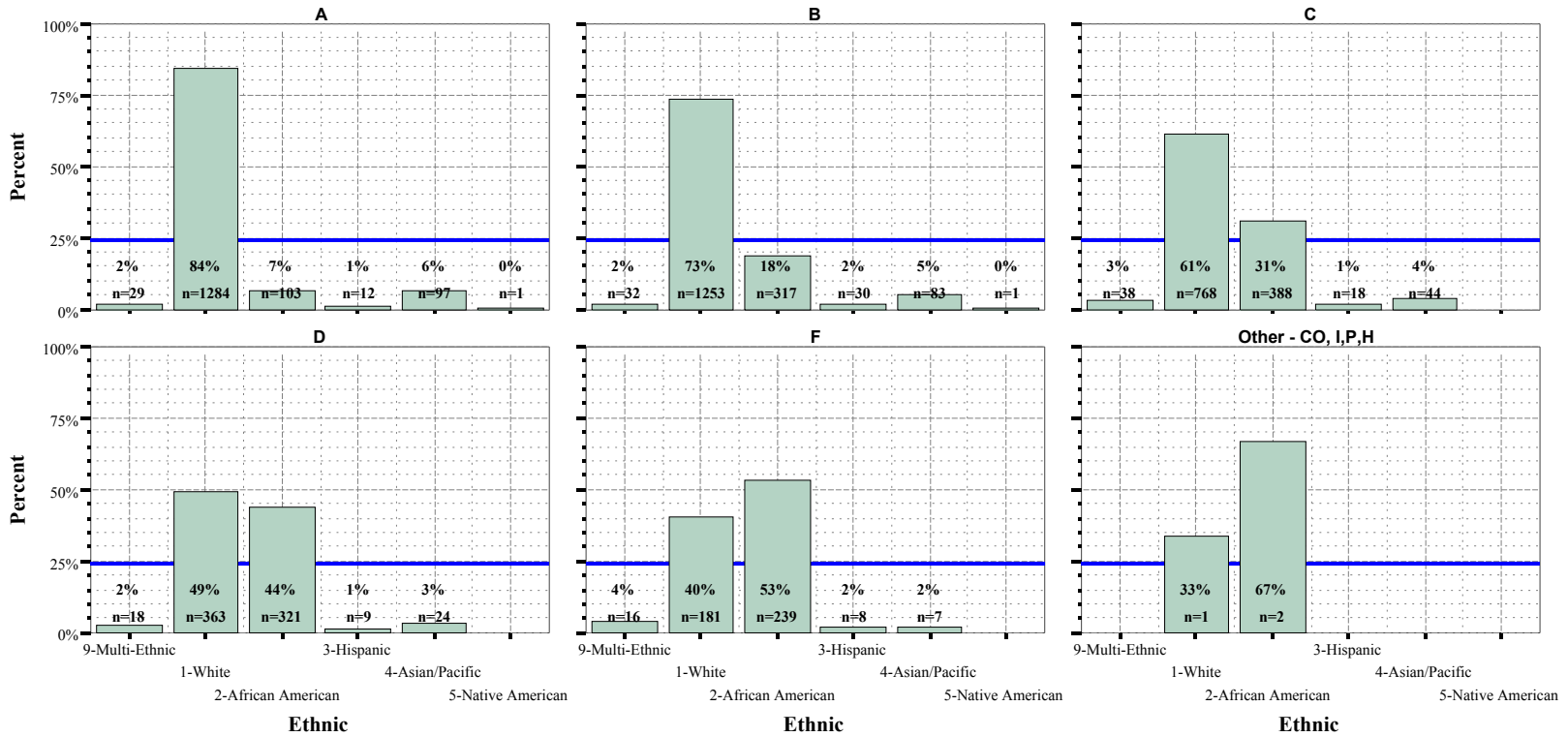
See Appendix U for detail in other core curricular areas..

- African American students do not appear to have been issued a proportionate share of A course grades in their high school “core” courses.
  - 7% of English A’s were issued to African American students. African American students accounted for 24% of all English grades issued.
  - 7% of Math A’s were issued to African American students. African American students accounted for 24% of all Math grades issued.
  - 5% of Science A’s were issued to African American students. African American students accounted for 18% of all Science grades issued.
  - 9% of Social Science A’s were issued to African American students. African American students accounted for 25% of all grades issued.
- A disproportionately high share of grades C, D, and F have been issued to African American students.

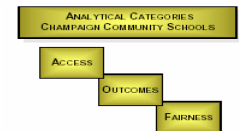


# ENGLISH Course Semester Grade Distribution

All High Schools - All Course Sections Combined For Both Semesters

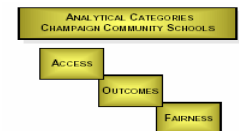


The horizontal blue line at 24.1% indicates the African American percentage of all semester ENGLISH Course grades.



# Achievement – High School Course Access:

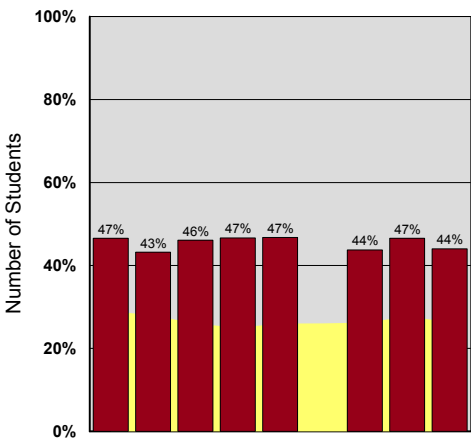
- American students are overrepresented in Level I and Level II courses and underrepresented in Level III and Advanced Placement courses at the high school level, as compared to their percentage of the student population.
- 47% of students participating in Level I and II courses are African American as compared to 26% in the student population.
- 49% of students participating in Level I and II courses are White, as compared to 64% of the student population.
- 9% of students participating in Level III courses are African American as compared to 26% of the student population.
- 79% of students participating in Level III courses are White as compared to 64% of the student population.



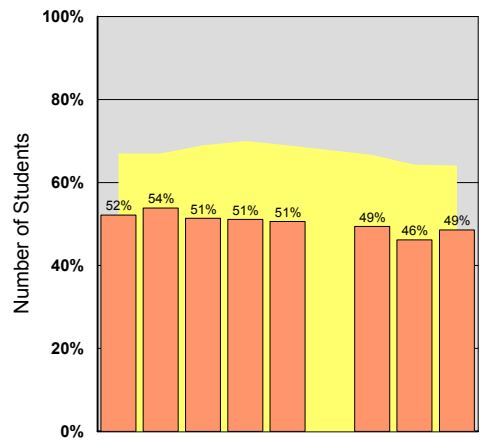
# Level I & II Course Enrollment

Had **No** Level III Courses  
Unduplicated Counts Within School Year by Race/Ethnicity Enrollment

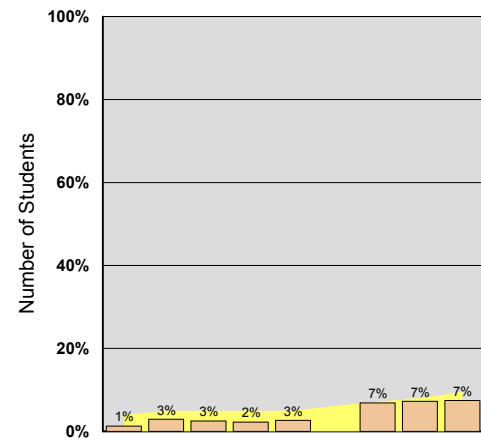
**African American**



**White**



**Asian, Hispanic, & Other**



|             | SY93 | SY94 | SY95 | SY96 | SY97 | 98 & 99 | SY00 | SY01 | SY02 |
|-------------|------|------|------|------|------|---------|------|------|------|
| Afr Am N    | 539  | 560  | 550  | 525  | 562  |         | 643  | 734  | 694  |
| Afr Am %    | 47%  | 43%  | 46%  | 47%  | 47%  |         | 44%  | 47%  | 44%  |
| HS % Afr Am | 29%  | 28%  | 26%  | 25%  | 26%  | 26%     | 26%  | 28%  | 26%  |

SY96 computed as average of SY95 & SY97

|         | SY93 | SY94 | SY95 | SY96 | SY97 | 98 & 99 | SY00 | SY01 | SY02 |
|---------|------|------|------|------|------|---------|------|------|------|
| White N | 604  | 698  | 613  | 576  | 608  |         | 726  | 728  | 766  |
| White % | 52%  | 54%  | 51%  | 51%  | 51%  |         | 49%  | 46%  | 49%  |
| HS % Wh | 67%  | 67%  | 69%  | 70%  | 69%  | 68%     | 67%  | 64%  | 64%  |

SY96 computed as average of SY95 & SY97

|          | SY93 | SY94 | SY95 | SY96 | SY97 | 98 & 99 | SY00 | SY01 | SY02 |
|----------|------|------|------|------|------|---------|------|------|------|
| Other N  | 15   | 38   | 30   | 25   | 32   |         | 101  | 114  | 117  |
| Other %  | 1%   | 3%   | 3%   | 2%   | 3%   |         | 7%   | 7%   | 7%   |
| HS % Oth | 4%   | 5%   | 5%   | 5%   | 5%   | 6%      | 7%   | 8%   | 10%  |

SY96 computed as average of SY95 & SY97

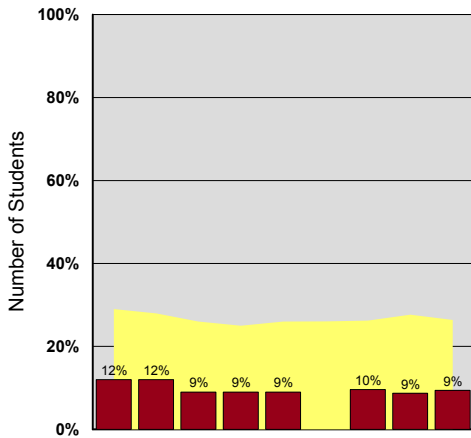
ANALYTICAL CATEGORIES  
CHAMPAIGN COMMUNITY SCHOOLS



# Level III Course Enrollment

Had **At Least One** Level III Courses  
Unduplicated Counts Within School Year by Race/Ethnicity Enrollment

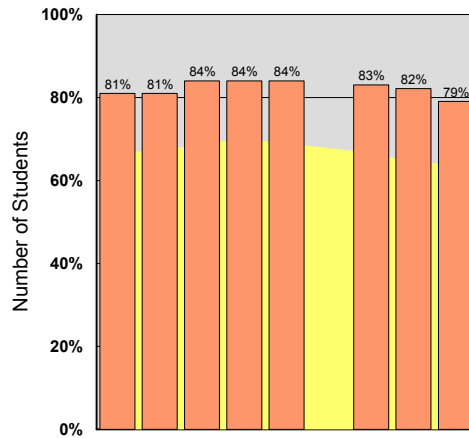
**African American**



|             | SY93 | SY94 | SY95 | SY96 | SY97 | 98 & '99 | SY00 | SY01 | SY02 |
|-------------|------|------|------|------|------|----------|------|------|------|
| Afr Am N    | 144  | 145  | 125  | 133  | 141  |          | 151  | 140  | 156  |
| Afr Am %    | 12%  | 12%  | 9%   | 9%   | 9%   |          | 10%  | 9%   | 9%   |
| HS % Afr Am | 29%  | 28%  | 26%  | 25%  | 26%  | 26%      | 26%  | 28%  | 26%  |

SY96 computed as average of SY95 & SY97

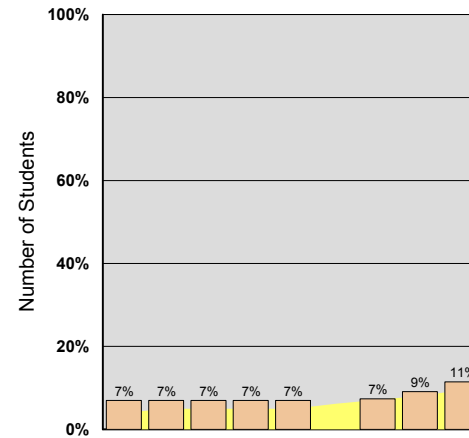
**White**



|         | SY93 | SY94 | SY95  | SY96  | SY97  | 98 & '99 | SY00  | SY01  | SY02  |
|---------|------|------|-------|-------|-------|----------|-------|-------|-------|
| White N | 983  | 982  | 1,177 | 1,225 | 1,272 |          | 1,308 | 1,323 | 1,310 |
| White % | 81%  | 81%  | 84%   | 84%   | 84%   |          | 83%   | 82%   | 79%   |
| HS % Wh | 67%  | 67%  | 69%   | 70%   | 69%   | 68%      | 67%   | 64%   | 64%   |

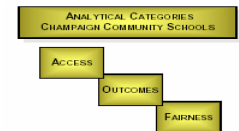
SY96 computed as average of SY95 & SY97

**Asian, Hispanic, & Other**



|          | SY93 | SY94 | SY95 | SY96 | SY97 | 98 & '99 | SY00 | SY01 | SY02 |
|----------|------|------|------|------|------|----------|------|------|------|
| Other N  | 85   | 86   | 96   | 101  | 106  |          | 116  | 147  | 190  |
| Other %  | 7%   | 7%   | 7%   | 7%   | 7%   |          | 7%   | 9%   | 11%  |
| HS % Oth | 4%   | 5%   | 5%   | 5%   | 5%   | 6%       | 7%   | 8%   | 10%  |

SY96 computed as average of SY95 & SY97

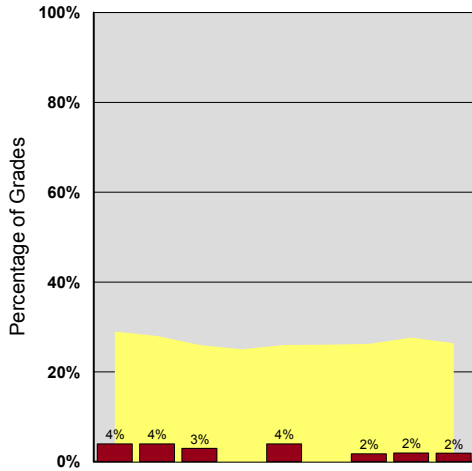


# Course Outcome = Grade "A"

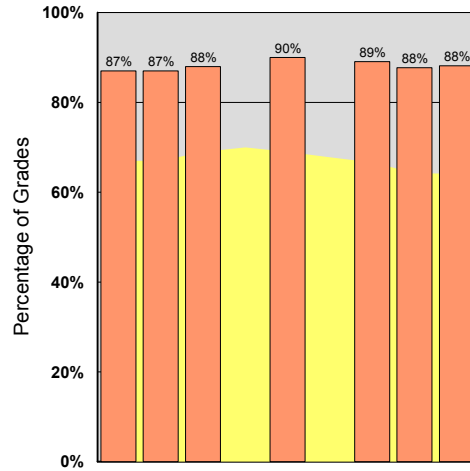
Level III Courses

Grade Counts Within School Year by Race/Ethnicity Enrollment

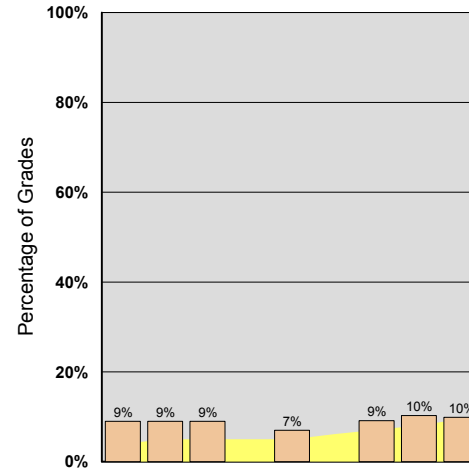
African American



White



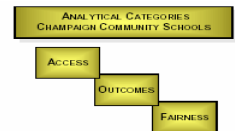
Asian, Hispanic, & Other



|             | SY93 | SY94 | SY95 | SY96 | SY97 | '98&'99 | SY00 | SY01 | SY02 |
|-------------|------|------|------|------|------|---------|------|------|------|
| Afr Am N    | 79   | 81   | 67   |      | 87   |         | 49   | 52   | 55   |
| Afr Am %    | 4%   | 4%   | 3%   |      | 4%   |         | 2%   | 2%   | 2%   |
| HS % Afr Am | 29%  | 28%  | 26%  | 25%  | 26%  | 26%     | 26%  | 28%  | 26%  |

|         | SY93  | SY94  | SY95  | SY96 | SY97  | '98&'99 | SY00  | SY01  | SY02  |
|---------|-------|-------|-------|------|-------|---------|-------|-------|-------|
| White N | 1,690 | 1,697 | 2,010 |      | 2,063 |         | 2,456 | 2,344 | 2,534 |
| White % | 87%   | 87%   | 88%   |      | 90%   |         | 89%   | 88%   | 88%   |
| HS % Wh | 67%   | 67%   | 69%   | 70%  | 69%   | 68%     | 67%   | 64%   | 64%   |

|          | SY93 | SY94 | SY95 | SY96 | SY97 | '98&'99 | SY00 | SY01 | SY02 |
|----------|------|------|------|------|------|---------|------|------|------|
| Other N  | 181  | 181  | 204  |      | 150  |         | 252  | 275  | 285  |
| Other %  | 9%   | 9%   | 9%   |      | 7%   |         | 9%   | 10%  | 10%  |
| HS % Oth | 4%   | 5%   | 5%   | 5%   | 5%   | 6%      | 7%   | 8%   | 10%  |

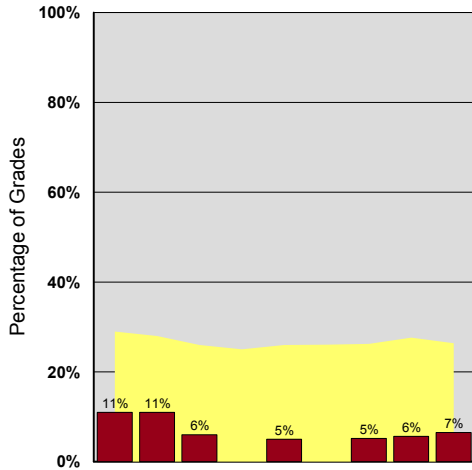


# Course Outcome = Grade "B"

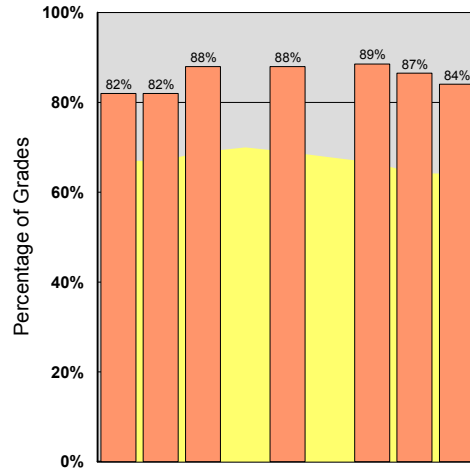
Level III Courses

Grade Counts Within School Year by Race/Ethnicity Enrollment

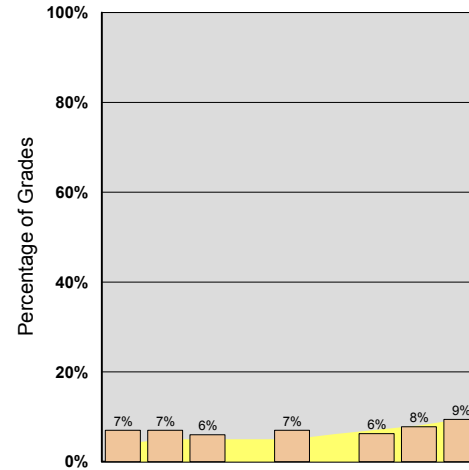
African American



White



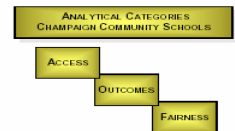
Asian, Hispanic, & Other



|             | SY93 | SY94 | SY95 | SY96 | SY97 | '98799 | SY00 | SY01 | SY02 |
|-------------|------|------|------|------|------|--------|------|------|------|
| Afr Am N    | 200  | 202  | 140  |      | 138  |        | 147  | 164  | 181  |
| Afr Am %    | 11%  | 11%  | 6%   |      | 5%   |        | 5%   | 6%   | 7%   |
| HS % Afr Am | 29%  | 28%  | 26%  | 25%  | 26%  | 26%    | 26%  | 28%  | 26%  |

|         | SY93  | SY94  | SY95  | SY96 | SY97  | '98799 | SY00  | SY01  | SY02  |
|---------|-------|-------|-------|------|-------|--------|-------|-------|-------|
| White N | 1,440 | 1,444 | 2,055 |      | 2,311 |        | 2,494 | 2,503 | 2,334 |
| White % | 82%   | 82%   | 88%   |      | 88%   |        | 89%   | 87%   | 84%   |
| HS % Wh | 67%   | 67%   | 69%   | 70%  | 69%   | 68%    | 67%   | 64%   | 64%   |

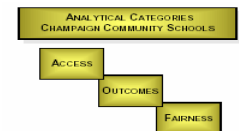
|          | SY93 | SY94 | SY95 | SY96 | SY97 | '98799 | SY00 | SY01 | SY02 |
|----------|------|------|------|------|------|--------|------|------|------|
| Other N  | 121  | 123  | 135  |      | 183  |        | 176  | 226  | 262  |
| Other %  | 7%   | 7%   | 6%   |      | 7%   |        | 6%   | 8%   | 9%   |
| HS % Oth | 4%   | 5%   | 5%   | 5%   | 5%   | 6%     | 7%   | 8%   | 10%  |





# Achievement – High School Course Access:

- 5% of students participating in Advanced Placement Courses in SY2002 were African American, as compared to their representation at 26% of the high school population. This is the same percentage of African American students taking Advanced Placement courses as in SY97.
- 84% of students participating in Advanced Placement courses in SY2002 were White, compared to their representation at 64% of the high school population. This is a 1% reduction in White student participation from 1997.

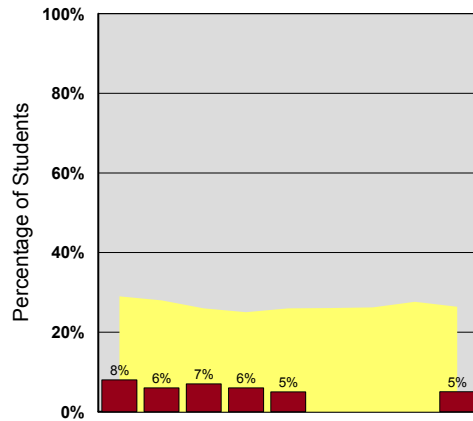


# Advanced Placement Course Enrollment

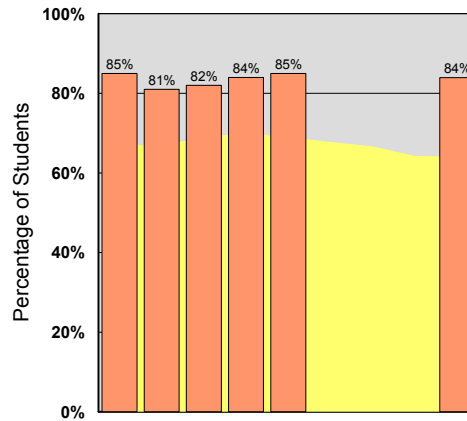
AP Course Enrollment Compared to High School Race/Ethnicity Enrollment

Note: AP Courses are not distinguished from other Level III courses on the SY2000 and SY2001 databases, Unduplicated Counts Within School Year by Race/Ethnicity Enrollment

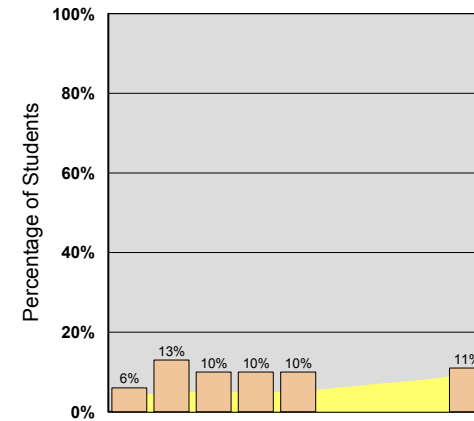
**African American**



**White**



**Asian, Hispanic, & Other**



|             | SY93 | SY94 | SY95 | SY96 | SY97 | 98 & 99 | SY00 | SY01 | SY02 |
|-------------|------|------|------|------|------|---------|------|------|------|
| Afr Am N    | 14   | 9    | 15   | 13   | 10   |         |      |      | 11   |
| Afr Am %    | 8%   | 6%   | 7%   | 6%   | 5%   |         |      |      | 5%   |
| HS % Afr Am | 29%  | 28%  | 26%  | 25%  | 26%  | 26%     | 26%  | 28%  | 26%  |

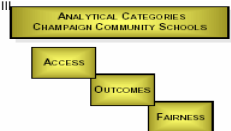
SY96 computed as average of SY95 & SY97. SY98 & SY99 not compiled. SY2000 & SY2001 AP Courses Not Distinguished From Other Level III Courses On The District Database.

|         | SY93 | SY94 | SY95 | SY96 | SY97 | 98 & 99 | SY00 | SY01 | SY02 |
|---------|------|------|------|------|------|---------|------|------|------|
| White N | 147  | 122  | 165  | 168  | 171  |         |      |      | 183  |
| White % | 85%  | 81%  | 82%  | 84%  | 85%  |         |      |      | 84%  |
| HS % Wh | 67%  | 67%  | 69%  | 70%  | 69%  | 68%     | 67%  | 64%  | 64%  |

SY96 computed as average of SY95 & SY97. SY98 & SY99 not compiled. SY2000 & SY2001 AP Courses Not Distinguished From Other Level III Courses On The District Database.

|          | SY93 | SY94 | SY95 | SY96 | SY97 | 98 & 99 | SY00 | SY01 | SY02 |
|----------|------|------|------|------|------|---------|------|------|------|
| Other N  | 11   | 19   | 21   | 21   | 20   |         |      |      | 24   |
| Other %  | 6%   | 13%  | 10%  | 10%  | 10%  |         |      |      | 11%  |
| HS % Oth | 4%   | 5%   | 5%   | 5%   | 5%   | 6%      | 7%   | 8%   | 10%  |

SY96 computed as average of SY95 & SY97. SY98 & SY99 not compiled. SY2000 & SY2001 AP Courses Not Distinguished From Other Level III Courses On The District Database.

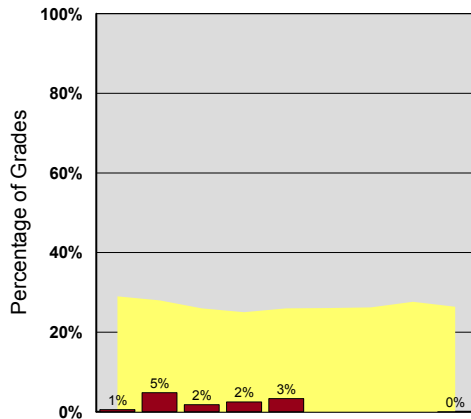


# Course Outcome = Grade "A"

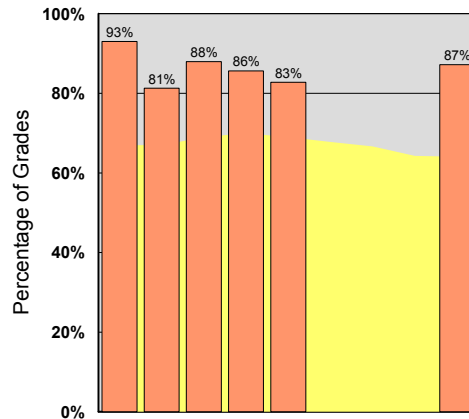
Local AP Courses

Note: AP Courses are not distinguished from other Level III courses on the SY2000 and SY2001 databases, Grade Counts Within School Year by Race/Ethnicity Enrollment

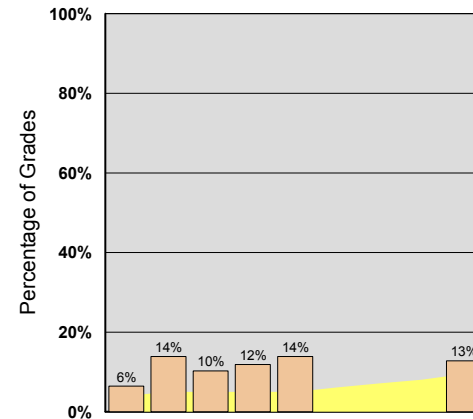
**African American**



**White**



**Asian, Hispanic, & Other**



|             | SY93 | SY94 | SY95 | SY96 | SY97 | '98&'99 | SY00 | SY01 | SY02 |
|-------------|------|------|------|------|------|---------|------|------|------|
| Afr Am N    | 1    | 9    | 4    | 5    | 6    |         |      |      | 0    |
| Afr Am %    | 1%   | 5%   | 2%   | 2%   | 3%   |         |      |      | 0%   |
| HS % Afr Am | 29%  | 28%  | 26%  | 25%  | 26%  | 26%     | 26%  | 28%  | 26%  |

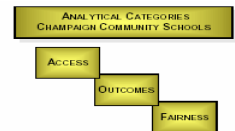
SY96 computed as average of SY95 & SY97. SY98 & SY99 not compiled. SY2000 & SY2001 AP Courses Not Distinguished From Other Level III Courses On The District Database.

|         | SY93 | SY94 | SY95 | SY96 | SY97 | '98&'99 | SY00 | SY01 | SY02 |
|---------|------|------|------|------|------|---------|------|------|------|
| White N | 173  | 152  | 197  | 173  | 149  |         |      |      | 225  |
| White % | 93%  | 81%  | 88%  | 86%  | 83%  |         |      |      | 87%  |
| HS % Wh | 67%  | 67%  | 69%  | 70%  | 69%  | 68%     | 67%  | 64%  | 64%  |

SY96 computed as average of SY95 & SY97. SY98 & SY99 not compiled. SY2000 & SY2001 AP Courses Not Distinguished From Other Level III Courses On The District Database.

|          | SY93 | SY94 | SY95 | SY96 | SY97 | '98&'99 | SY00 | SY01 | SY02 |
|----------|------|------|------|------|------|---------|------|------|------|
| Other N  | 12   | 26   | 23   | 24   | 25   |         |      |      | 33   |
| Other %  | 6%   | 14%  | 10%  | 12%  | 14%  |         |      |      | 13%  |
| HS % Oth | 4%   | 5%   | 5%   | 5%   | 5%   | 6%      | 7%   | 8%   | 10%  |

SY96 computed as average of SY95 & SY97. SY98 & SY99 not compiled. SY2000 & SY2001 AP Courses Not Distinguished From Other Level III Courses On The District Database.

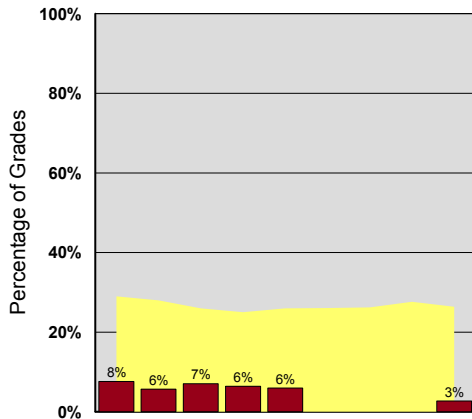


# Course Outcome = Grade "B"

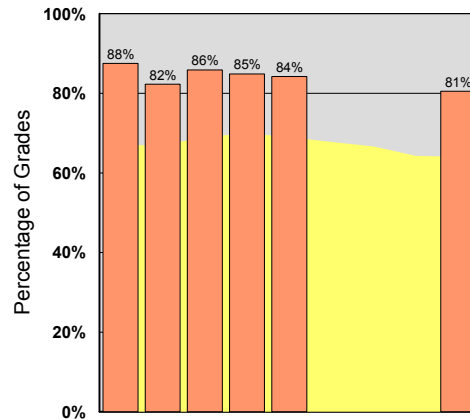
Local AP Courses

Note: AP Courses are not distinguished from other Level III courses on the SY2000 and SY2001 databases, Grade Counts Within School Year by Race/Ethnicity Enrollment

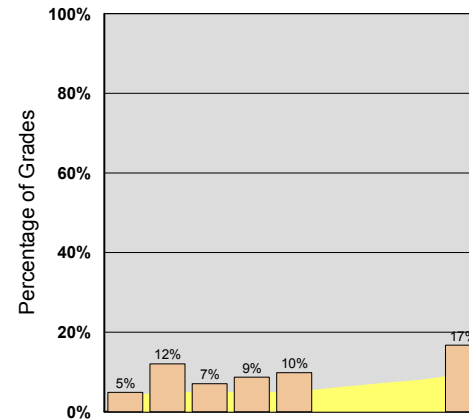
**African American**



**White**



**Asian, Hispanic, & Other**



|             | SY93 | SY94 | SY95 | SY96 | SY97 | '98&'99 | SY00 | SY01 | SY02 |
|-------------|------|------|------|------|------|---------|------|------|------|
| Afr Am N    | 14   | 9    | 14   | 16   | 17   |         |      |      | 7    |
| Afr Am %    | 8%   | 6%   | 7%   | 6%   | 6%   |         |      |      | 3%   |
| HS % Afr Am | 29%  | 28%  | 26%  | 25%  | 26%  | 26%     | 26%  | 28%  | 26%  |

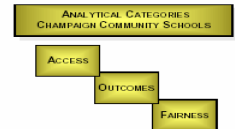
|         | SY93 | SY94 | SY95 | SY96 | SY97 | '98&'99 | SY00 | SY01 | SY02 |
|---------|------|------|------|------|------|---------|------|------|------|
| White N | 161  | 130  | 170  | 205  | 240  |         |      |      | 207  |
| White % | 88%  | 82%  | 86%  | 85%  | 84%  |         |      |      | 81%  |
| HS % Wh | 67%  | 67%  | 69%  | 70%  | 69%  | 68%     | 67%  | 64%  | 64%  |

|          | SY93 | SY94 | SY95 | SY96 | SY97 | '98&'99 | SY00 | SY01 | SY02 |
|----------|------|------|------|------|------|---------|------|------|------|
| Other N  | 9    | 19   | 14   | 21   | 28   |         |      |      | 43   |
| Other %  | 5%   | 12%  | 7%   | 9%   | 10%  |         |      |      | 17%  |
| HS % Oth | 4%   | 5%   | 5%   | 5%   | 5%   | 6%      | 7%   | 8%   | 10%  |

SY96 computed as average of SY95 & SY97. SY98 & SY99 not compiled. SY2000 & SY2001 AP Courses Not Distinguished From Other Level III Courses On The District Database.

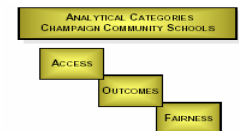
SY96 computed as average of SY95 & SY97. SY98 & SY99 not compiled. SY2000 & SY2001 AP Courses Not Distinguished From Other Level III Courses On The District Database.

SY96 computed as average of SY95 & SY97. SY98 & SY99 not compiled. SY2000 & SY2001 AP Courses Not Distinguished From Other Level III Courses On The District Database.



# Achievement – High School Course Outcomes:

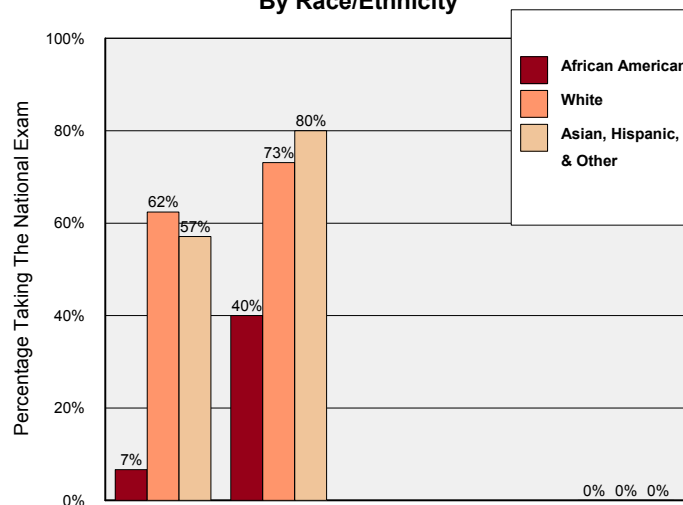
- African American students were issued disproportionately fewer Level III course A's and B's than were White and Other students.
- African American students were issued disproportionately fewer Advanced Placement course A's and B's than were White and Other students.
- 2% of those students receiving A's in Level III courses were African American.
- No African American students received A's in Advanced Placement course in SY2002.
- African American students were 26% of the high school student population in SY2002
- 88% of students who received A's in Level III courses and 84% of students who received A's in Advanced Placement courses were White in SY2002. White students were 64% of the high school population in that school year.



# Achievement – High School Course Outcomes :

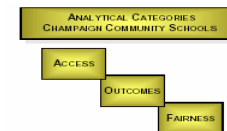
- Only one African American student took an Advanced Placement examination in SY2001. Two took AP exams in SY2000.
- The district does not keep a centralized record of students taking AP exam and as of this writing the high schools had not provided SY2002 AP exam data to the district office.
- AP courses were not distinguished from other Level III course in the SY2000 and SY2001 databases.

AP Exams As Percentage of AP Course Enrollment By Race/Ethnicity



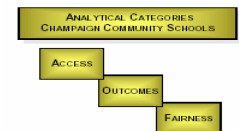
|          | SY95 | SY97 | SY2000 | SY2001 | SY2002 |
|----------|------|------|--------|--------|--------|
| AA Exams | 1    | 4    | 2      | 1      |        |
| AA N     | 15   | 10   |        |        | 11     |
| Wh Exams | 103  | 125  | 110    | 129    |        |
| Wh N     | 165  | 171  |        |        | 183    |
| AHO Exam | 12   | 16   | 13     | 7      |        |
| AHO N    | 21   | 20   |        |        | 24     |

Other prior years not available.  
SY2002 not available as of this compilation.



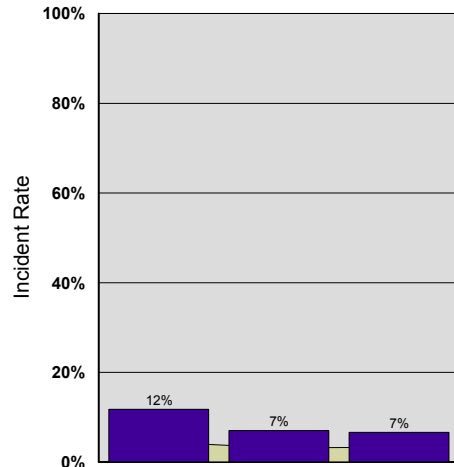
# Achievement – Dropouts:

- 7% of African American students drop out of school as compared to 2% of White students.
- 57% of dropouts are African American as compared to 40% for White students.
- African American students constitute 32% of the K-12 student population, but only 18% of the 12th grade high school population. Most students drop out of school at the high school level.

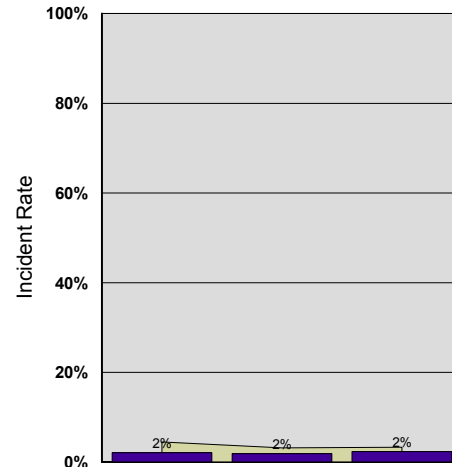


# High School Students Dropout Rate by Race/Ethnicity:

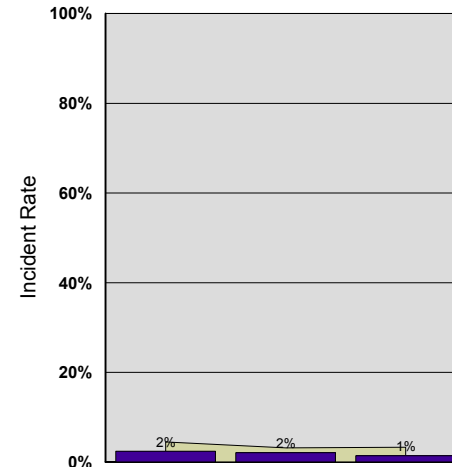
**African American**



**White**



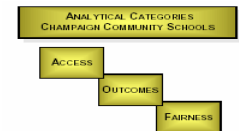
**Asian, Hispanic, & Other**



|          | SY2000 | SY2001 | SY2002 |
|----------|--------|--------|--------|
| Afr Am N | 82     | 49     | 47     |
| Afr Am % | 12%    | 7%     | 7%     |
| Total %  | 4%     | 3%     | 3%     |
| Afr Am N | 697    | 698    | 710    |

|         | SY2000 | SY2001 | SY2002 |
|---------|--------|--------|--------|
| White N | 41     | 36     | 45     |
| White % | 2%     | 2%     | 2%     |
| Total % | 4%     | 3%     | 3%     |
| White N | 1,962  | 1,930  | 1,923  |

|         | SY2000 | SY2001 | SY2002 |
|---------|--------|--------|--------|
| Other N | 5      | 5      | 4      |
| Other % | 2%     | 2%     | 1%     |
| Total % | 4%     | 3%     | 3%     |
| Other N | 208    | 240    | 282    |



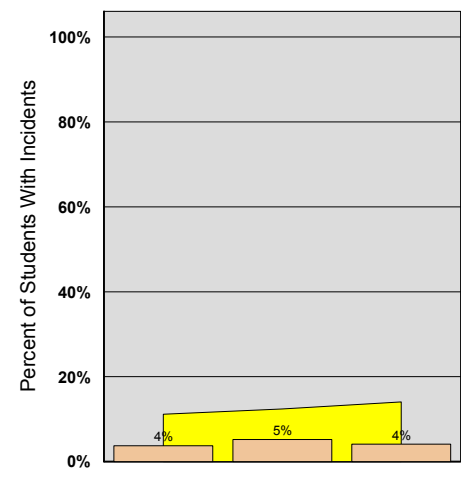
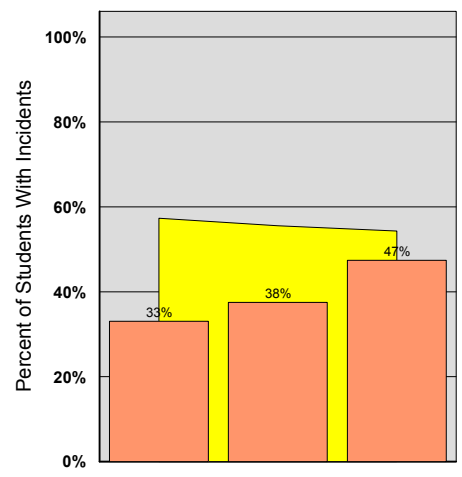
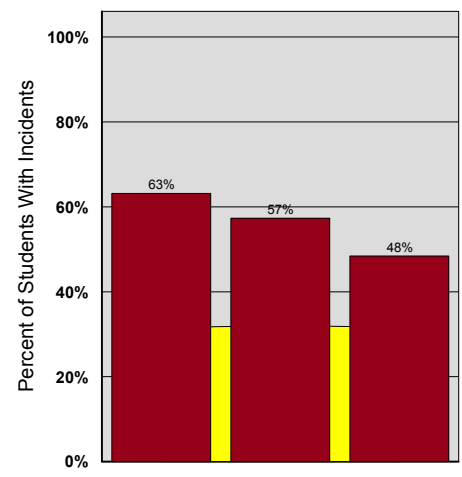


# High School Students Dropout Rate by Race/Ethnicity:

African American

White

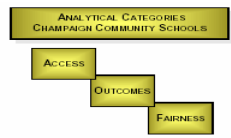
Asian, Hispanic, & Other



|          | SY2000 | SY2001 | SY2002 |
|----------|--------|--------|--------|
| Afr Am N | 84     | 55     | 47     |
| Afr Am % | 63%    | 57%    | 48%    |
| % Afr Am | 32%    | 32%    | 32%    |

|         | SY2000 | SY2001 | SY2002 |
|---------|--------|--------|--------|
| White N | 44     | 36     | 46     |
| White % | 33%    | 38%    | 47%    |
| % Wh    | 57%    | 56%    | 54%    |

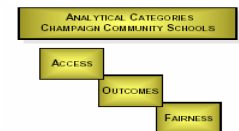
|         | SY2000 | SY2001 | SY2002 |
|---------|--------|--------|--------|
| Other N | 5      | 5      | 4      |
| Other % | 4%     | 5%     | 4%     |
| % Oth   | 11%    | 12%    | 14%    |



# Achievement – Dropouts

## Recommendations:

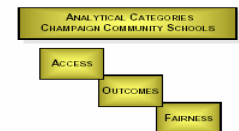
- The lack of access to advanced academic opportunities at the elementary and middle school levels, and their high rate of participation in “exclusionary” programs may lead to the higher level of dropouts on the part of African American students, and the diminution of their representation at the high school level.
- Unit 4 should develop a theory of action that brings it into compliance with its responsibilities under the consent decree:
  - 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.



# Achievement – Dropouts

## Recommendations:

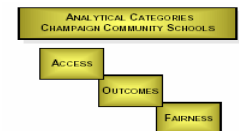
- Unit 4 should adopt a policy of providing an appropriate individualized education plan (IEP) for all students who are not making adequate (i.e., grade level) academic progress.
- Unit 4 should develop an evaluation program to monitor the effectiveness of its response to student need, make appropriate adjustments to those responses and report on progress of these students to parents, the public and this court on a semi-annual basis.



# Achievement – Dropouts

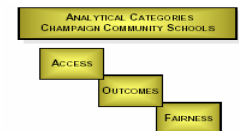
## Recommendations:

- Unit 4 should develop an evaluation program to monitor the effectiveness of its response to student need, make appropriate adjustments to those responses, and report on progress of these students. Reports should be to parents, the public and this court on a semi-annual basis.
- 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.



# Achievement – Graduation:

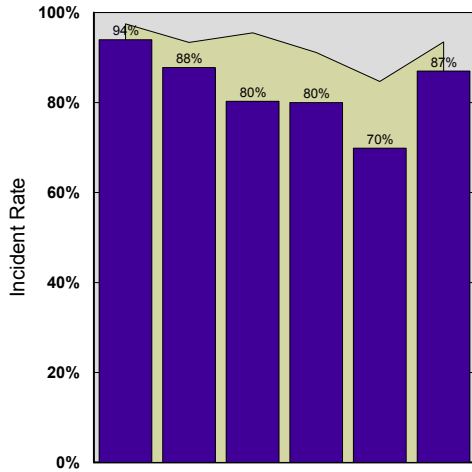
- 87% of African American 12<sup>th</sup> grade students graduated in 2002 as compared to 96% of White 12<sup>th</sup> graders and 87% of Other 12<sup>th</sup> graders
- African American students were 18% of the SY2002 graduates of and 17% of 12<sup>th</sup> graders.
- The percentage of African American students declined from 35% of the elementary population in 1998 to 18% of 12<sup>th</sup> graders in 2002.



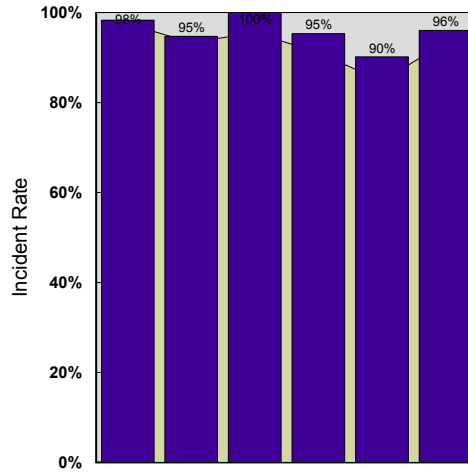
# 12th Grade Graduation Rate by Race/Ethnicity:

In some prior years the graduation rate exceeds 100% due to district high school enrollment practices.

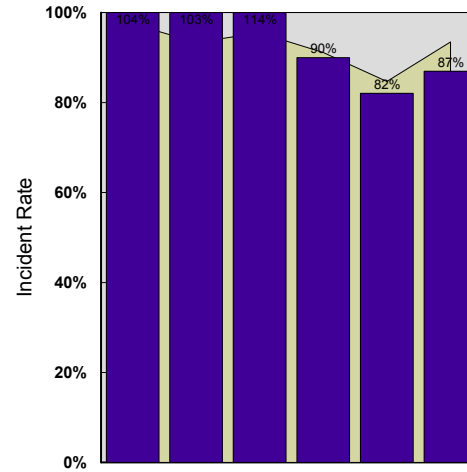
**African American**



**White**



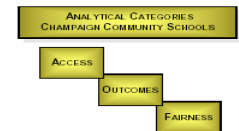
**Asian, Hispanic, & Other**



|          | '93 | '94 | '95 | '96 | '97 | SY'02 |
|----------|-----|-----|-----|-----|-----|-------|
| Afr Am N | 125 | 122 | 118 | 120 | 109 | 107   |
| Afr Am % | 94% | 88% | 80% | 80% | 70% | 87%   |
| Total %  | 97% | 93% | 96% | 91% | 85% | 93%   |
| Afr Am N | 133 | 139 | 147 | 150 | 156 | 123   |

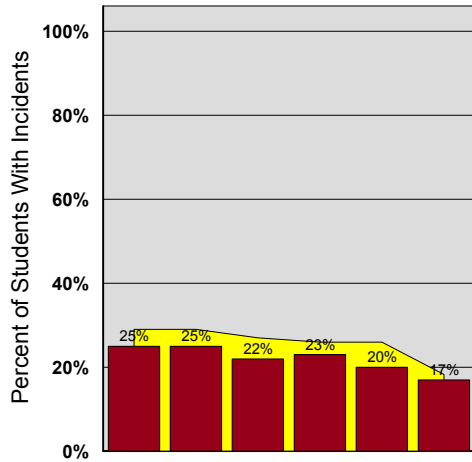
|         | '93 | '94 | '95  | '96 | '97 | SY'02 |
|---------|-----|-----|------|-----|-----|-------|
| White N | 351 | 340 | 381  | 386 | 395 | 462   |
| White % | 98% | 95% | 100% | 95% | 90% | 96%   |
| Total % | 97% | 93% | 96%  | 91% | 85% | 93%   |
| White N | 357 | 359 | 381  | 405 | 438 | 481   |

|          | '93  | '94  | '95  | '96 | '97 | SY'02 |
|----------|------|------|------|-----|-----|-------|
| Other N  | 29   | 32   | 32   | 27  | 32  | 60    |
| Other %N | 104% | 103% | 114% | 90% | 82% | 87%   |
| Total %  | 97%  | 93%  | 96%  | 91% | 85% | 93%   |
| Other N  | 28   | 31   | 28   | 30  | 39  | 69    |

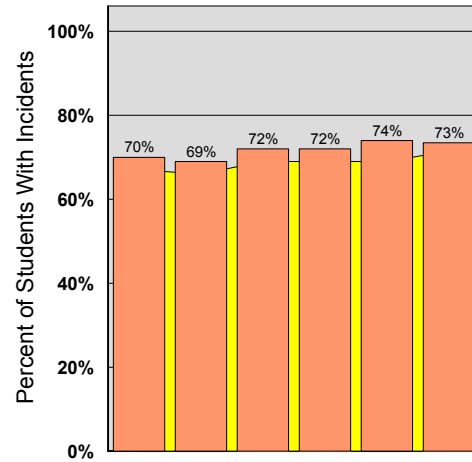


# Graduates:

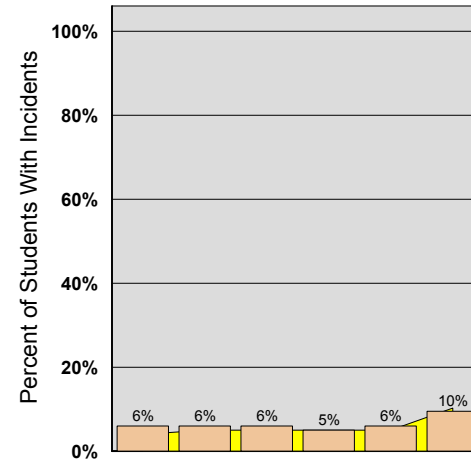
**African American**



**White**



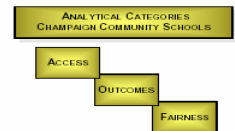
**Asian, Hispanic, & Other**



|             | SY93 | SY94 | SY95 | SY96 | SY97 | SY2002 |
|-------------|------|------|------|------|------|--------|
| Afr Am N    | 125  | 122  | 118  | 120  | 109  | 107    |
| Afr Am %    | 25%  | 25%  | 22%  | 23%  | 20%  | 17%    |
| HS % Afr Am | 29%  | 29%  | 27%  | 26%  | 26%  | 18%    |

|         | SY93 | SY94 | SY95 | SY96 | SY97 | SY2002 |
|---------|------|------|------|------|------|--------|
| White N | 351  | 340  | 381  | 386  | 395  | 462    |
| White % | 70%  | 69%  | 72%  | 72%  | 74%  | 73%    |
| HS % Wh | 67%  | 66%  | 69%  | 69%  | 69%  | 71%    |

|          | SY93 | SY94 | SY95 | SY96 | SY97 | SY2002 |
|----------|------|------|------|------|------|--------|
| Other N  | 29   | 32   | 32   | 27   | 32   | 60     |
| Other %  | 6%   | 6%   | 6%   | 5%   | 6%   | 10%    |
| HS % Oth | 4%   | 5%   | 5%   | 5%   | 5%   | 10%    |



# Achievement – PSAE:

See Appendix AA for detail.

As of this writing, only SY2001 PSAE were available for Unit 4.

- While the district as a whole compares favorably with the state for most tests, no more than 31% of SY2001 African American students tested “meet or exceed” any one of the Illinois State Learning Standards.

- Reading – Percentage Meeting or Exceeding Standards:

- African American = 31%
  - White = 74%
  - Other = 57%

- Math

- African American = 20%
  - White = 77%
  - Other = 68%

- Writing

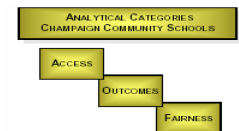
- African American = 29%
  - White = 76%
  - Other = 57%

- Science

- African American = 18%
  - White = 71%
  - Other = 57%

- Social Science

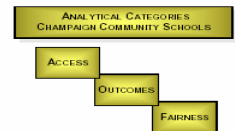
- African American = 25%
  - White = 76%
  - Other = 61%





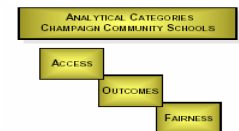
# Achievement – High School Recommendations:

- As indicated in the 1998 Equity Audit, the lack of access and positive academic outcomes for African American students at the high school level actually reflects a pattern that was, and is, evidenced at the elementary and middle schools levels.
- Additionally, the pattern of exclusion of African American students from the elementary to high school levels in substandard (as compared to higher quality programs found in traditional Unit 4 schools) compounds this problem.
- Unit 4 must show evidence of a systematic approach to the elimination of these barriers and a stronger commitment, on the part of the school board and the administration, to complying in good faith with their responsibilities under the consent decree.



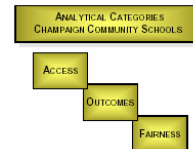
# Achievement – High School Recommendations:

- Unit 4 would appear to lack an analytical approach to the eradication of the issues it poses for African American student success. Programs are announced, launched and seldom evaluated for the effectiveness in supporting student success or remedying the findings of the many studies of the district over the past 5 years.
- As mentioned earlier, the district has chosen a new superintendent with a track record of ‘eliminating the achievement gap’.
- The court should request a plan to comply with district responsibilities under the consent decree by January 15, 2002.



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

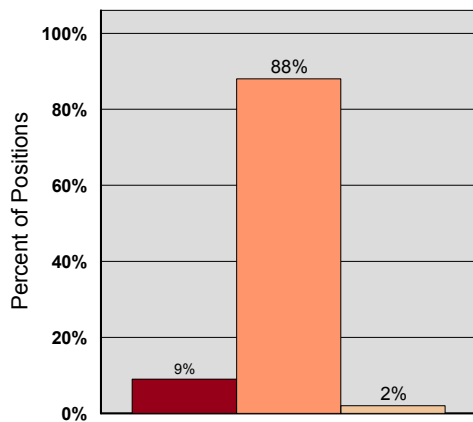
*“Inspect  
What You  
Expect”*



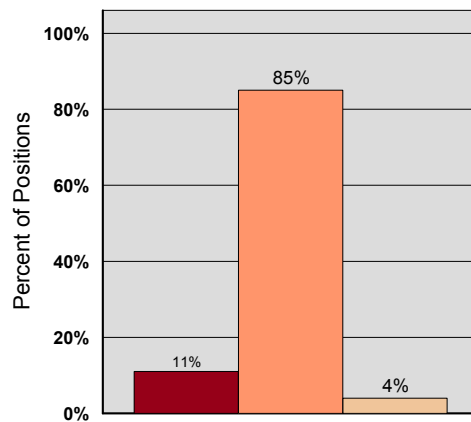
# Teachers By Race/Ethnicity – Total District:

Net Change Between SY1997 and SY2002 By Race/Ethnicity - Excludes Marquette, Substitutes, & Hourly Employees  
 The percentage of African American teachers increased 2% (rounding error) from 9% to 11% between SY1997 and SY2002.

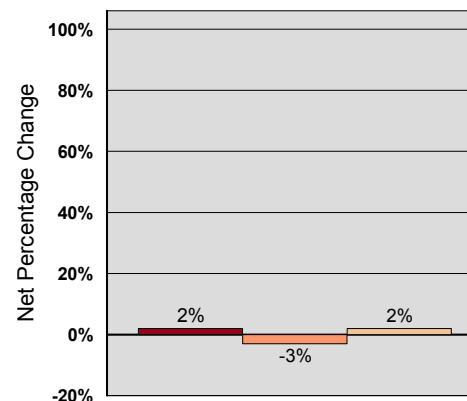
**SY1997**



**SY2002**



**Net Change = + 112 Employees**  
 African American = +22 Employee Net Change  
 African American Percentage = +2%



| Teachers - SY1997 |     |
|-------------------|-----|
| Afr Am            | 61  |
| White             | 576 |
| Other             | 16  |
| Total             | 653 |
| Afr Am %          | 9%  |
| White %           | 88% |
| Other %           | 2%  |

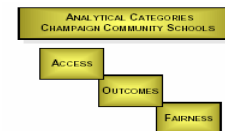
Excludes Marquette  
 Excludes Substitutes & Hourly Employees

| Teachers - SY2002 |     |
|-------------------|-----|
| Afr Am            | 83  |
| White             | 651 |
| Other             | 31  |
| Total             | 765 |
| Afr Am %          | 11% |
| White %           | 85% |
| Other %           | 4%  |

Excludes Marquette  
 Excludes Substitutes & Hourly Employees

| Teachers: Net Change |     |
|----------------------|-----|
| Afr Am               | 22  |
| White                | 75  |
| Other                | 15  |
| Total                | 112 |
| Afr Am %             | 2%  |
| White %              | -3% |
| Other %              | 2%  |

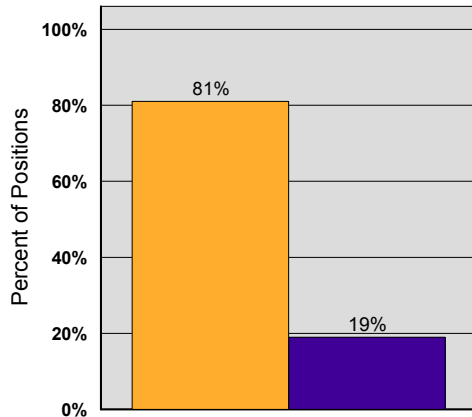
Excludes Marquette  
 Excludes Substitutes & Hourly Employees



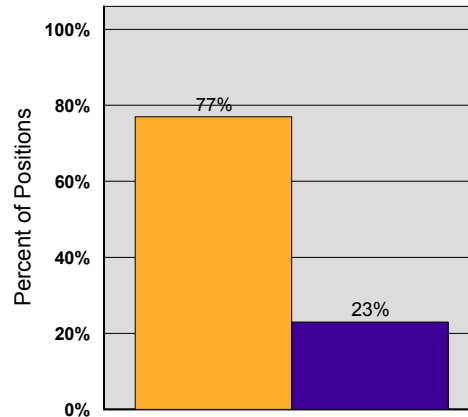
# Teachers By Gender - Total District:

Net Change Between SY1997 and SY2002 By Gender - Excludes Marquette, Substitutes, & Hourly Employees  
 The percentage of male teachers increased 4% (rounding error) from 19% to 23% between SY1997 and SY2002.

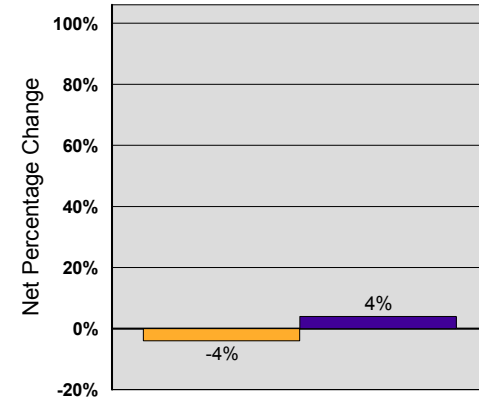
**SY1997**



**SY2002**



**Net Change = + 112 Employees**  
 Male = +49 Employee Net Change  
 Male Percentage = +4%



| All Teachers: SY1997 |     |
|----------------------|-----|
| Female               | 527 |
| Male                 | 126 |
| Total                | 653 |
| F %                  | 81% |
| M %                  | 19% |

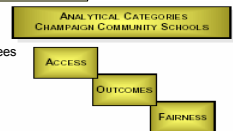
Excludes Marquette  
 Excludes Substitutes & Hourly Employees

| All Teachers: SY2002 |     |
|----------------------|-----|
| Female               | 590 |
| Male                 | 175 |
| Total                | 765 |
| F %                  | 77% |
| M %                  | 23% |

Excludes Marquette  
 Excludes Substitutes & Hourly Employees

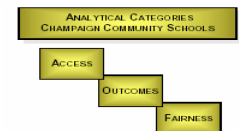
| Net Change: All Teachers |     |
|--------------------------|-----|
| Female                   | 63  |
| Male                     | 49  |
| Total                    | 112 |
| F %                      | -4% |
| M %                      | 4%  |

Excludes Marquette  
 Excludes Substitutes & Hourly Employees



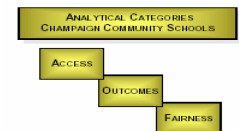
# Staffing & Hiring:

- Unit 4's teaching force continues to be overwhelmingly White and female. See Appendix DD for additional SY1997-SY2002 staffing comparisons.
- Evidence is lacking that the district has taken any affirmative action on the results of the Aber study that indicated a negative perception of school climate by African Americans.
- Unit 4, in the consent decree, committed to “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.”



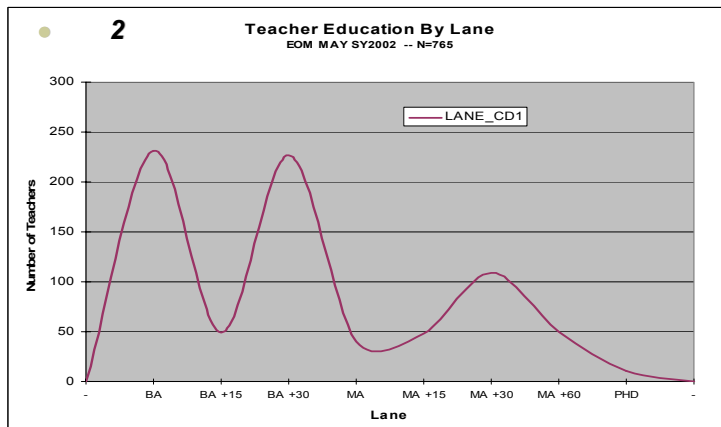
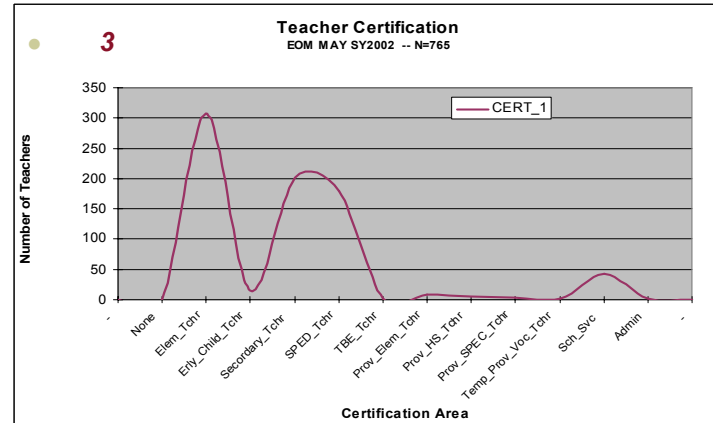
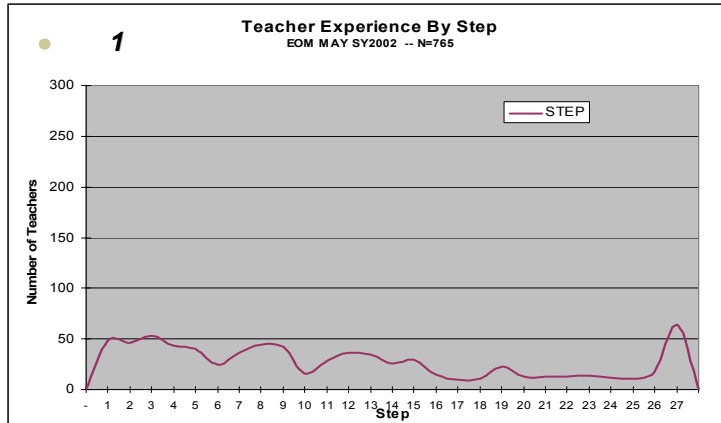
# Staffing & Hiring:

- African American teachers in Unit 4 in SY2002 were 10.8% of 765 teachers. This compares to 9% of 653 teachers in SY1997.
  - African American teachers were 12.7% of the 110 teachers hired during SY2002.
  - African American teachers were 25% of the 12 teachers who terminated their employment during SY2002.
- Male teachers were 22.9% of all 765 teachers during SY2002. This compares to 19% of 653 teachers in SY1997.
  - Male teachers were 27.3% of the 110 teachers hired during SY2002.
  - Male teachers were 8.3% of the 12 teachers who terminated their employment during SY2002.

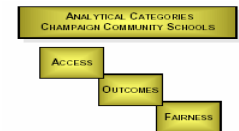


# Teacher Qualifications

## Experience, Education, & Certification – EOM MAY SY2002



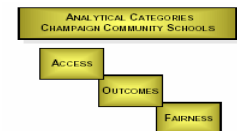
1. 765 teachers average 12.9 years of experience.
2. A roughly equal number of teachers have BA's (231) as have BA+30 (227); 109 have MA+30.
3. 307 teachers hold elementary teacher certification, 202 hold secondary certification, and 179 hold SPED certification.





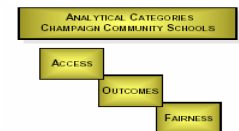
# Staffing & Hiring:

- During SY2002, 25% of Unit 4 teachers averaged 2.5 years of experience.
- 27% of Unit 4 teachers averaged 7.2 years of experience.
- 24% of Unit 4 teachers averaged 14.7 years of experience.
- 24% of Unit 4 teachers averaged 28.2 year of experience.
- Only one of teachers who taught students assigned to SMART had as much as 2.5 years of experience. The other two teachers assigned to the SMART program were new to the district and new to teaching.



# Staffing & Hiring – Recommendations:

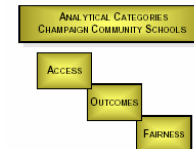
- Unit 4 did not have a ‘dedicated’ director of human resources from SY2000 to SY2002.
- Given the lack of senior leadership in human resources, the superintendent and school board should present the court with a plan to recruit and retain increased numbers and percentages of African American teachers.
- Given the research that demonstrates the statistically significant and positive impact that teacher quality and experience on the achievement of African American students, Unit 4 should present the court with a plan to equitably assign high quality and experienced teachers in all the schools and programs in the district and consider incentives that will draw the most qualified teachers to the students in most academic need.



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

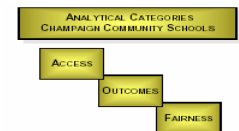
*From Michael Alves' Reports to the District*

*“Inspect  
What You  
Expect”*



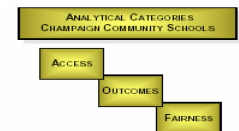
# Controlled Choice:

- The Controlled Choice Plan:
  - Guarantees racial diversity
  - Ensures equitable access and burdens
  - Provides educational opportunities for individual student choice
  - Contains a flexibility range (of assignment) of plus or minus 15%
  - May contain a sibling preference
  - Contains a neighborhood preference
  - Creates a Parent Information Center (now the Family Information Center)
  - Requires all eligible students to fill out an application
  - Addresses over-chosen schools by conducting a lottery
  - Established a community-based Controlled Choice Community Task Force (Now the Planning and Implementation Committee)
    - (Second Revised Consent decree,[Doc.#41], pp5-6, January 29, 2002)



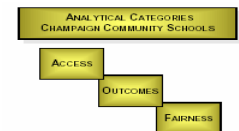
# Controlled Choice:

- In the period from 1998 to 2002, 98.4% of Early Kindergarten applicants received their 1st, 2nd or 3rd choices of schools.
- This compares favorably to the similar implementation period in Cambridge, Massachusetts (90.7%) and Rockford, Illinois (89.8%).
- The number of African American students who applied for Kindergarten assignments has declined from 142 in SY2002 to 125 in SY 2003.
- Over the past five years the number of African American early Kindergarten applicants has declined from 184 students in SY1999 to 125 in SY2003.
- Based on the SY2001-02 Kindergarten enrollment, the early Kindergarten assignment participation rate is 56.6% for African Americans and 96.9% for Whites.



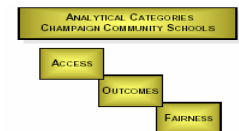
# Controlled Choice:

- Most of the elementary schools that were *under-chosen* over the past 5 years continue to be *under-chosen*. The elementary schools that were over-chosen continue to be so under the Controlled Choice Plan.
- Under-chosen schools in SY2003 are Robeson, Carrie Busey, Westview, Dr. Howard, Garden Hills and Stratton.
- Barkstall received the most first choice early applications for SY2003, as it has since it opened.



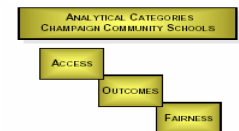
# Controlled Choice:

- The sibling and proximity priorities continue to provide access and stability for Champaign families.
- Priority B applicants (those who don't live within 1.5 miles of a school) who qualify for sibling preference at a school may be disadvantaged in their application to over-chosen schools, due to lack of available seats.
- Only 80 early Kindergarten applicants or 14.6% did not receive their first choice school and were placed on the wait list for those schools.



## Controlled Choice:

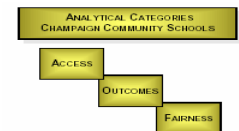
- 86.8% of transfer applicants received their assignments to their 1st, 2nd or 3rd choices of schools in SY2002. In SY2001, 82.1% received their 1st, 2nd or 3rd choice assignments.
  - In SY2002 66.3% of transfer applicants received their first choice while 15.1% received their second choice and 5.4% received their third choice.
  - The district approved a lower percentage of transfer applications than early Kindergarten applications due to a lack of available seats in popular schools in Grades 1-5.





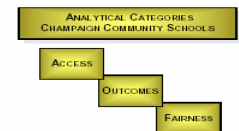
# Controlled Choice:

- One applicant raised the issue of fairness in the controlled choice assignment process, requesting that the district, and subsequently the court, investigate one assignment decision. Subsequent investigation by the district and the court monitor **did not find** any procedural violations.



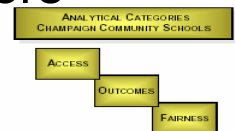
# Family Information Center:

- The importance of a Parent, or Family, Information Center 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 Parent Information Center.
- As stated in the Second Revised Consent Decree, 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 insure that all assignments are fairly considered according to the rules of the Controlled Choice Plan as approved by the Central District Court of Illinois.



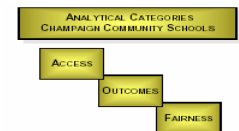
# Family Information Center:

- Counsel for plaintiff and Unit 4 disagree with respect to the support provided FIC staff in the discharge of their duties with regard to compliance with district policy and responsibilities under the Controlled Choice Plan. The FIC Director has filed discriminatory complaints with the district and a state agency.
- Plaintiff counsel has asked the court monitor to “...inquire into the District’s recent actions regarding the Family Information Center, FIC staff and FIC’s implementation of Controlled Choice,” based on the district’s response to a FIC report on a disgruntled applicant and “...that the District and the Board continue to criticize FIC’s implementation of current District Controlled Choice policy.”
- District counsel has indicated that the district does “...not think it appropriate for the Court Monitor to look into what (plaintiff lawyer) has requested, which are largely personnel matters and/or matters formally pending before a state agency.”



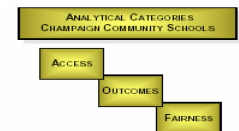
# Family Information Center:

- Unit 4 has failed to respond to its responsibility to consider extending the controlled choice process to secondary schools by March 15, 2002.
- By December 15, 2002 Unit 4 (in consultation with its consultant Michael Alves) should present the court with a plan for the expansion of the controlled choice process to the middle school level.



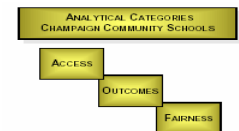
# Controlled Choice – Recommendations:

- Unit 4 should review, adopt, and (where appropriate) modify Michael Alves' Recommendations for Modifications of the Early Kindergarten application process.
- These recommendations are outlined in his May 8, 2002 memorandum regarding Priority B students and in his July 31, 2002 memorandum on Controlled Choice Lottery Transfers.
- Unit 4 should adopt Mr. Alves recommendation that schools be required “to notify the FIC of all student transfers within 24 hours of the school’s confirmation that a student has left the district.”
- Without such timeliness, the controlled choice assignment integrity and timeliness are severely compromised.



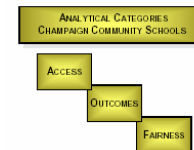
# Controlled Choice – Recommendations:

- District staff, the controlled choice consultant, and the court monitor all are concerned about the depth of the district’s technological capacity to manage and generate student data.
- District administrative and instructional requirements, consent decree data demands, and controlled choice assignment responsibilities may strain the district’s ability to perform adequately and in compliance with its assurances under the consent decree.
- Unit 4 should review the need for additional capacity to fulfill its mandated responsibilities.



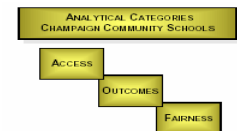
# ***Section 11: Information Technology***

*“Inspect  
What You  
Expect”*



# Information Technology:

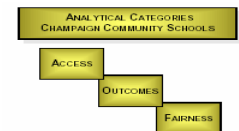
- Since the 1998 Equity Audit the district has:
  - Implemented the Pentamation student management system.
  - Installed and implemented the Controlled Choice “Walk In” Software.
  - Maintained annual data marts for SY2000 & SY2001.
  - Maintained monthly data marts for SY2002 (December to June).
- These are not insignificant accomplishments and the district should be recognized fully and positively for them.
- These are “backroom” support structures that begin to provide what we’ve elsewhere called “a robust information technology infrastructure to monitor, assess, and report frequently on access, outcomes, and fairness.”
- Now that the “backroom” or infrastructure portion is in place, the focus should be on actually using it help enhance student access and outcomes





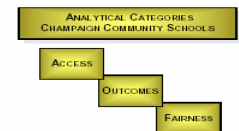
# Information Technology – Recommendations:

- The district should review the suggestions made to the district in SY2000 contained in Appendix EE: Suggestions For Champaign Community Schools Unit#4.
- Of particular import in that document are the suggestions for the district to develop a Chief Information Officer role (pp. 13-21). The 1998 Equity Audit previously called for the district to “retain an Information Technology (IT) strategic consultant with school system experience” for many of the same reasons.
- Both sets of suggestions revolve around the district’s need to do some strategic thinking about district information, information needs, information capacity, information capability, and information technology.



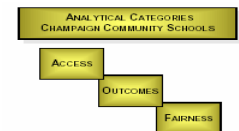
# Information Technology – Recommendations:

- The district has continued to staff a bare-bones IT operations staff.
- From a staffing perspective, there is a single point of failure for the Pentamation Student Management System and, hence, for the district Data Marts.
- The district’s database analyst also functions as the operations manager.
- There is not redundant database expertise within the district.
- As indicated in the 1998 Equity Audit, the district should “rationalize Information Technology (IT) functions and consider staffing it accordingly”.



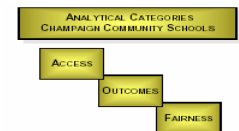
# Information Technology – Recommendations:

- The district should revisit the IT related suggestions from the 1998 Equity Audit. While there has been some real progress in some areas, those areas generally have been “backroom” or “infrastructure” related. These suggestions are all directed at “using” of information within the district. These suggestions are directed toward increasing the district’s analytical capacity.
  - Standardize on a single office automation package. (Equity Audit p. 86)
  - Collect, post, process, report, and reconcile district data regularly on a very tight schedule, perhaps daily. (Equity Audit, p. 87)
    - This is particularly important for maintaining the integrity of Controlled Choice processes.



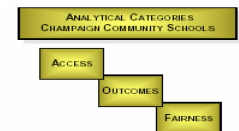
# Information Technology – Recommendations:

- Implement projects immediately to computerize student records in the following areas (being sure to collect, post, process, report, and reconcile data regularly). (Equity Audit p. 87)
  - Student attendance, enrollments, transfers in, transfers out, dropouts, etc. p.87
  - Student academic records (including classroom records and standardized test records) for students at all school levels. p. 87
  - Special needs records for *all* students at all school levels. p. 88
  - Gifted and Talented program student records (including student selection processes and ongoing program participation). p. 88
  - Student disciplinary records for students in any stage of the district progressive discipline process. p. 88
  - Promotion, retention, and graduation records. p. 88



# Information Technology – Recommendations:

- Prepare regular reports for each school using appropriate statistics. (Equity Audit, p. 89)
- Provide computer training and support for district staff. (Equity Audit, p. 89)





# ***Monitoring Report #1***

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

**Dr. Robert Peterkin  
James Lucey**

**October  
2002**

