



Monitoring Report #5

An Earlier Draft Was Shared With Participants In The September 2008 Quarterly Meeting Held In Champaign

Docket Number: 00-1349
U.S. District Court For The Central District of Illinois
Honorable Joe B. McDade

Prepared By
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June 2009

5th Monitoring Report
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R. Peterkin, J. Lucey, & W. Trent

1



Monitor's Comments	p. 03
Information Technology & Reconciliations	p. 13
12 th Grade Graduation	p. 14
Academic Performance vs. Illinois State Standards	p. 18
5 th Grade Math Over Time – Same Grade, Different Students	p. 19
8 th Grade Math Over Time – Same Grade, Different Students	p. 22
8 th Grade Math Cohort Analysis – Follow The Same Cohort Over Time	p. 25
High Schools – PSAE Reading, Math, Science Scores – SY2002-SY2008	p. 18
HS Core Course Results	p. 38
MS Core Course Results	p. 46
Hs Level II Course Enrollments and Grades	p. 48
Benchmark Monitoring Systems	p. 55
Elementary School Discipline	p. 56
Middle & High School Discipline	p. 62
Middle School Discipline	p. 68
High School Discipline	p. 74
High School Tardy=Truancy	p. 82
High School Insubordination	p. 87
High School Suspension	
Attendance	p. 92
Enrollment	p. 104
Gifted & Honors: Enrollment & Grades	p. 111
Special Education (SPED)	p. 120
Selected Withdrawals & No Shows	p. 141
Suggested Exploratory Analyses	p. 144
Appendix A: Disproportionality Correspondence: ISBE & Unit 4	p. 175

CONTENTS

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MONITOR'S COMMENTS

On behalf of the monitoring team for Johnson v. Champaign Community Schools, Case No. 00-1349, I hereby submit the 5th Monitoring Report as required by the 2nd Revised Consent Decree.

Robert S. Peterkin, Monitor

Historical Perspective

First, we would like to give some historical perspective. Members of the monitoring team have been involved with The District's efforts to achieve equity for African American students since 1997. The first Equity Audit was completed in 1998; in fact James Lucey and Robert Peterkin were consultants to The District on equity issues from 1997-2000. In 2001, Peterkin was asked to serve as court monitor in Johnson v. Champaign Community Schools #4 and was joined by Lucey, and in 2004 by William Trent, a Champaign resident, professor at the University of Illinois, and another expert on school desegregation.

In preparing this report, we have reviewed the Equity Audit submitted in 1998, as well as the reports made by the monitoring team in 2002, 2003, 2005 and 2006. We re-examined what were previously identified as the prime issues to be addressed by Unit 4. We revisited the guidance provided to The District regarding the framework through which the process of addressing those issues might best be structured. We once again read the descriptions of the information and data required by the monitoring team to evaluate progress toward fulfillment of The District's responsibilities under the Consent Decree.

The Equity Audit established the foundation of this undertaking:

- Access: who has access to learning opportunities in Unit 4?
- Outcomes: who achieves success in The District?
- Fairness: is there evidence of disparate access to learning opportunities and/or outcomes based upon variables such as race, ethnicity, or economic status?

Each of these components of the foundation must be assessed, and various measures and tools available to facilitate assessment were described. The importance of managerial oversight was established, in terms of both strategic interventions with students, as well as the provision of support structures to enable the ongoing monitoring of, and reporting on, the status of the three key elements. A robust information technology capability was deemed a necessity.

The October 2002 report of the monitoring team, the first under the Consent Decree, provided refinements in terms of how best to evaluate the degree to which fair access and outcomes are being achieved. Rather discouraging patterns were discerned when district data was used to examine variances between African American students and the non-Black student population in the realms of: enrollment and attendance; participation in gifted and talented programs; special education assignments; disciplinary actions including suspensions; student achievement (including dropout and graduation rates). The report reflected that staffing, hiring, and recruiting practices had resulted in a

staff that was “overwhelmingly” white and female. Successes in Controlled Choice at the elementary school level were not replicated in secondary schools. While information technology infrastructure showed improvement, staffing was insufficient and required expansion. The team recognized in the 2002 report that, while changes in leadership could result in some understandable disarray, the ultimate responsibility for compliance with the Consent Decree rests firmly with the Board, and not with any particular manager. Judge McDade held a status hearing.

The 2nd report of the monitoring team posed six major challenges to Unit 4. The District was urged to:

- Ensure quality and fidelity of actions in evaluating decisions with attention to intent, likelihood of success, and making appropriate adjustments depending on outcomes
- Enhance accountability, primarily at the school and classroom levels
- Improve communications, trust, and accountability among all parties to the Consent Decree
- Support controlled choice: implement controlled choice for middle schools
- Make better use of data to analyze and report information and results; go beyond having a capacity to using that capacity
- Achieve increased diversity in staffing and hiring

Once again, patterns were examined in the areas established in the 2002 report, including the experience of African American students when compared with the experience of all students in: enrollment and attendance (**unchanged, meaning the initial plan must be modified**); participation in gifted and talented programs (**some improvement, and substantial compliance with testing of all first graders**); special education assignments (**still substantial overrepresentation, special audit required**); disciplinary actions; student achievement including dropout and graduation rates. It was noted that disciplinary actions taken against African American students had increased by some 7%, and an investigation was requested.

The pattern of staffing, hiring, and recruitment was basically unchanged, and a plan for improvement was requested. Controlled choice continued to be successful when implemented, and The District was urged to move forward to expand this program. Progress on information technology, data analysis capability and capacity was encouraging, but more application at the school and classroom levels was perceived as necessary for any improvement in outcomes for African American students.

In December of 2005, the 3rd report of the monitoring team was submitted, and it stressed the need to accelerate the pace of change in order that The District enable “getting there by 2009”. The team reported feeling ambivalent about progress to date:

- Policies, processes, and programs initiated reflect mostly agreement with the letter and spirit of the Consent Decree, but
- Progress was slow, and activities disparate and undertaken in “silos”: this may mean either that the inter-relationship of various components was not understood, or that the scope of the task had been underestimated.

Adequate progress toward the goals of the Consent Decree was not evident.

Findings were made in each of the eight areas of focus described and detailed in the previous reports. The interdependence of several of these eight components was noted. School discipline and over-

under-representation in special education and in gifted and talented programs, for example, are closely related and are a principle source of evidence about the level of fairness and equal treatment in the schools.

The successful implementation of Controlled Choice resulted in enrollments within the flexible goal range at the middle school as well as elementary school levels. The attendance plan, however, had not remedied the situation of African American students (on average) having lower attendance rates. The monitoring team had expected that The District's attendance plan would reflect recognition of this disparity and would incorporate consideration of their special obligation to African American students with attention paid to socioeconomic, political, and trust conditions that inhibit their school attendance.

There was notable improvement in The District's identification of students eligible for Gifted and Talented programs. The extent of testing of first graders expanded, although a 3% differential (lower) in the testing of African American first graders was observed. There was marked improvement in the participation level of African American students in self-contained elementary school gifted programs, although participation still did not reach the Racial Fairness Guidelines flexible goal range. Similar mixed results were evident when considering gifted programs at the middle school level. Despite requests from the monitor, The District had not provided an evaluation of enrichment programs instituted in elementary schools.

African American students continued to be substantially overrepresented in special education programs when compared to their percentage representation of the total student population and in relation to White students. This overrepresentation was more prevalent when the criteria used for student evaluation and assignment was subjective in nature as contrasted with placements made using more objective criteria.

When reviewing disciplinary actions, the data demonstrated that African American students continued to be disciplined at a much higher rate than that of White students (44.3% to 18.4%), and that suspensions of African American students occurred at a rate 5.5 times that of White students.

At the elementary school level, reading and math ISAT test results looked promising for an increasing number of African American students. The District did not focus as extensively on basic reading and math at the secondary level, and the results for African American students did not reflect the same promise at that level. The monitor questioned if the progress at the elementary level would carry forward and expand at the middle school level. The analysis of subsequent test results should be telling. African American students' grades at the middle and high school levels in core courses generally reflected an underrepresentation of "A"s and an overrepresentation of "F"s. The enrollment of African American students in advanced high school courses and in supplemental support programs increased significantly, and reached the flexible goal range for Level III courses, which are the most academically rigorous. Examination of the relative high school withdrawal and graduation rates still revealed notably higher withdrawal and lower graduation rates for African American Students when compared with the White student population: nonetheless, both rates reflected improvement.

While expressing empathy for The District with respect to challenges faced in pursuing staffing, hiring and recruitment goals, the monitor emphasized the need to make "much greater" progress in this area. Staffing patterns remained virtually unchanged from 2003 to 2005.

The controlled choice programs at the elementary and middle school levels continued to be successful. District projections were that the total middle school population would be within the Racial Fairness Guidelines, and the monitoring team agreed with those projections.

From an information technology viewpoint, The District had maintained and improved the significant work cited in the previous monitoring report, particularly in regard to new systems, data management, and monthly production. But progress in the areas of data analysis and reporting proficiency and consistency was less clear. While quarterly reports were generated on schedule, it was apparent there were analytical problems, data anomalies, and possibly internal controls issues. Key administration planning and control functions did not leverage the available data.

In the 3rd report of the monitoring team they again, as they did in their 2nd report, put forth challenges for The District. Those challenges, as listed in the 2nd report (comments from the 3rd report on the status of The District's responses to these challenges appear in bold type immediately following each) were:

1. Ensure quality and fidelity of actions in evaluating decisions with attention to intent, likelihood of success, and making appropriate adjustments depending on outcomes ***The District has implemented a program evaluation cycle: the monitoring team would like to review the outcome documents to gauge program efficacy "to improve outcomes for African American students".***
2. Enhance accountability, primarily at the school and classroom levels. ***The monitoring team does not find sufficient evidence to conclude that school level personnel are being held directly accountable for the current condition of African American children, nor that this situation will change rapidly enough to meet the goals of the Consent Decree by the end of the 2008-2009 school year.***
3. Improve communications, trust, and accountability among all parties to the Consent Decree. ***The monitoring team is of the opinion that the parties can and have been working together productively and can continue doing so in the future; the team will make explicit its requirements for collaboration.***
4. Support controlled choice: implement controlled choice for middle schools. ***The District is successfully implementing controlled choice at the elementary and secondary school levels, but will not meet its obligation to building additional student spaces in the Northern section of Champaign so has filed a petition to the court for permission to postpone this deadline.***
5. Make better use of data to analyze and report information and results; go beyond having a capacity to using that capacity. ***The District has complied in part with the monitoring team's request that it maintain an ongoing database, assure data integrity, and report its own data in a timely manner; district leadership still does not yet adequately analyze such data and use it to inform its decision-making process.***
6. Achieve increased diversity in staffing and hiring. ***The monitor notes that The District did a reasonably good job of reporting on diversity in staffing and hiring, and anticipates that analysis of available data and resultant action may lead to significant improvement in this area: The District must accelerate the pace of improvement in order to meet the Consent Decree's goals.***

In addition to these six challenges, the monitoring team issued a seventh, critical challenge in its 3rd report, specifically:

7. Accelerate the rate of improvement: the monitoring team expects that The District and the plaintiffs will share a new urgency as the mid-point of the Consent Decree is approached; we anticipate a new level of analysis and action by The District that heralds a new accountability for results, and that those results will be achieved at a pace that gives certitude to achievement of the Consent Decree's goals

Given the status of the progress of The District in responding to the challenges above, the monitor made a request to the court as well as a request to The District. The request to the court was that it seek and require from The District information regarding [summarized]:

- Their explicit targets, both intermediate and final, for African American students in each of the areas identified by the monitoring team, and
- The procedural steps in place and planned to reach those targets
- Assignment of appropriate responsibilities for outcomes and escalation of evaluation of personnel based on student progress
- Commitment to the preparation of responses and reports to the monitor and the court as requested and in timely fashion

The request made by the monitoring team to The District was that, in order to facilitate The District's efforts to demonstrate its progress in contemporaneous and universally understood documents, they prepare and submit:

- Monthly district data
- Quarterly reports containing the full set of reporting topics
- A rationale as to why the lessons learned about controlled choice at Stratton are not being applied to other low performing elementary schools
- Reports on district leaders' analysis of and response to data, as well as corrective actions taken
- Special reports on African American student participation in Gifted and Talented programs at the elementary school level, as well as special education programs
- Senior administrators' analysis of school disciplinary plans, as well as a report on why African American students who are achieving at high levels compared to their White classmates receive a disproportionately high number of suspensions and lose more days due to disciplinary actions
- Assessment of the efficacy of acceleration plans
- Quarterly reports on staffing, staff assignment criteria, and staff training as well as a plan for recruitment and retention of African American teachers; an evaluation of the "grow your own" program; a report on the number of substitutes hired as permanent teachers; and a report on the consequences for principals who repeatedly fail to hire teachers of color
- Quarterly reports on the results of national advanced placement examination results
- Reports on each of the "yellow flag" items cited in the 3rd report concerning data gathering and/or use

The monitoring team submitted a 4th report in April of 2007. It was submitted with the understanding that the "calendar life", but not the spirit, of the Consent Decree was due to expire after the 2008-2009

school year. This report was intended to support and reinforce the collaboration plan submitted by The District in response to an October, 2006 Order issued by the court which read:

Having found the Defendant's brief to be largely unresponsive to the Court's July 31, 2006 Order in that it did not, in collaboration with Plaintiffs, adequately address specific targets, steps and responsibility for accelerating the progress of African American students as agreed under the Second Revised Consent Decree, the Court hereby orders the Defendant to work collaboratively with Plaintiffs to produce a plan that is responsive to the Court's order, and which addresses all areas of the Consent Decree including all objectives and goals as stated in the Education Equity Implementation Plan.

Projections of likely outcomes based on trends of the most recent three years indicate that the goals of the Consent Decree will not be reached unless the efforts described in the collaboration plan operate substantially to accelerate the pace of improvement. Yet the plan did not develop the requisite metrics to facilitate evaluation of these efforts. The ability to measure results is crucial to the ability to measure progress toward the goals and targets expressed in the Consent Decree. The 4th report served as the basis for such metrics. It provided information on observable movement (both forward and backward) in the situation of The District and of African American students in the realms of:

- Climate and discipline
- Special Education and Gifted and Talented programs
- Student performance
- Hiring, staff placement and retention

A special section on Columbia Center detailed the situation in that facility, including that students there continue to be predominantly African American who are assigned there for behavioral reasons and who continue to be disciplinary problems. Student assignments to Columbia Center are sometimes made in lieu of expulsion and many students are identified as special needs students. The Center offers limited access to academic options and related outcomes.

The primary function of the monitor is to continually point the way to enhancement of district policies and operations that will result in improvement in the academic condition of African American children. The capability to perform an objective external review will be necessary for the community to conduct its own affairs after the elimination of court oversight. The monitoring team expressed disappointment in The District's lack of expressed specificity regarding targets and goals, programs, operations and internal accountability, and found this failing perplexing in view of mandates made specific to The District.

Current Status

As the anticipated date of the end of the consent decree approaches, we would like to present Judge Joe Billy McDade with an update of Unit #4's progress toward successful achievement of the consent decree goals and some suggestions for Judge McDade and the school board and administration of Unit #4 about how The District can sustain the progress made through collaboration with plaintiffs. We will also point out areas where, in our judgment based on the data provided by The District over the years, progress still needs to be accelerated. The latter includes areas where we have rated The District's efforts as "incomplete."

The monitoring team has now issued five reports, held quarterly meetings with representatives of both parties, and met with the school board and in the community with concerned citizens. We have worked with three superintendents since 1997. We have held several mediations between the parties and, under court order, facilitated the parties in their development of the Collaboration Plan and the Operational Plans. In this academic year we have reviewed monthly acceleration plans, as ordered in January, 2009 by the court.

As the monitoring team submits its 5th and final report to Judge McDade and he prepares for a public hearing on the end of the consent decree, we observe that the progress The District has recently made in several areas under the Consent Decree happened as a result of The District working with the plaintiffs on the creation and implementation of the Collaboration and Operational Plans which were produced in 2007. The plan set specific targets for improvement in the condition of African American students and identified specific personnel responsible for carrying out various enumerated tasks. Progress on the Collaboration and Operational Plans, or lack thereof, was discussed at the quarterly meetings during the past two years.

In Fall 2008, after a status hearing before Judge McDade, The District was ordered to produce an Acceleration Plan designed to "accelerate" its improvement efforts in the areas of special education, High School discipline, student achievement, graduation and dropout rates and attendance for the remainder of the school year. In January, Judge McDade ordered The District to submit monthly progress reports to the monitoring team in those areas, as the monitoring team continued to express concern about the slow rate of progress and the impending end of the Consent Decree.

In April 2009, the monitoring team made a four day site visit to The District, during which we visited ten schools. We met with members of the school board, administration, principals and teachers, and representatives of the plaintiff communities. We observed classes, attended "case study" meetings of teachers monitoring student progress, and held our final quarterly meeting. At the quarterly meeting we conducted mediation on several issues raised by the plaintiff's counsel that related to the Acceleration Plan. Judge McDade will now hear other issues of dispute. We returned the following week to spend two additional days auditing middle school and high school "watch lists" and principal notebooks.

We observed that the schools at all levels are beginning to demonstrate the accountability for student outcomes that the monitoring team has called for in previous monitoring reports. The District has adopted the programs and administrative procedures that should produce the outcomes the Consent Decree envisioned in 2002. Our conclusion is that The District has made more progress in its efforts to more efficaciously educate African American children in the last two years than in the previous five years. The gains, both in outcomes and processes, are most visible at the elementary schools. This is to be expected as the administration directed its efforts – aligned curriculum and assessments, more comprehensive professional development, positive behavioral interventions and student academic supports – at the elementary level. The middle schools are beginning to show evidence of such aligned efforts.

We judge these efforts to be promising, but data is delayed and insufficiently mature to reveal consistent African American achievement improvement. Middle school interventions – AVID, honors courses, behavioral interventions and attendance monitoring and support – would appear to be engrained in school practice. We urge The District to implement these processes with fidelity and consistency so that they gain traction on African American student performance over time. These newly

implemented practices and ways of doing business need time to be internalized by teachers and administrators, to become ‘the way education happens in UNIT 4 schools’.

It is the high school level with which we remain most concerned. Principal turnover has been frequent as The District searched for strong leadership so that the two schools will meet the standards of No Child Left Behind (NCLB). Currently both high schools are under restructuring, which means that The District is required to change leadership and develop programs to meet state and national standards. Restructuring could also involve a complete overhaul of the teaching staff, which The District chose not to do.

While we may wish that The District had been more aggressive in their restructuring efforts, we hope that the chosen reforms address our concerns. Our concerns include a disparity between African American students and their white counterparts in the areas of attendance, graduation rates, dropout rates, student achievement, and especially, discipline. This is not to say that The District hasn’t made efforts to improve the condition of African American students at the high school level. Our recent visit to the high schools revealed procedures and programs that hold promise for improvement , including AVID, increased African American participation in advanced courses, heightened student monitoring, academic supports and some improvement in student grades. However, these efforts are recent and their results not yet consistently positive, nor is it clear that the new uses of the Collaboration and Operation Plans are fully internalized by the faculty.

We applaud The District for working with the plaintiffs and the monitoring team in the closing of Columbia Center, a failed experiment in alternative education. While we await a final report on the academic and social outcomes of the students referred from Columbia Center, we note The District’s responsiveness to our requests and the needs of their students.

At the same time, we must recognize that The District successfully opened the Academic Academy to serve another student population that experienced alienation in the regular high school program. The Academic Academy opened in September and in our two visits to the school we found it to be a substantive response to the needs of more than sixty students, with 27 graduating in June 2009.

Another area of concern for the monitoring team is special education. We are awaiting an audit of practices and identification processes that may negatively impact African American students, and The District has modified its intake procedures. African American students remain disproportionately assigned to Mental Impairment, Specified Learning Disability and Behavioral-Emotional programs. This pattern has been persistent and pervasive since 1998 and the monitoring team does not see the same capacity for positive change in the area of special education that we have seen in other areas. We urge The District to attack this disparity more aggressively, and in particular to be more precise in distinguishing “unwarranted” disparities so that needed services will be properly delivered to students who have been correctly identified.

Together the eight areas that have been targeted, including the evolving improvement in the IT capacity, are needed improvements that establish the climate of expectations and performance in UNIT 4 schools. The Climate Study which was conducted first in 2001 has been undertaken again in 2009. It will go a long way in informing the school community and community stakeholders about the progress in creating a “new normal” in UNIT 4. Some stakeholders and segments of the community “blamed the messenger” after the earlier study revealed the stark differences in perceptions of the schools (and

fairness in the schools). These differing views were held by members of the African American community, students, and parents; by members of the white community, students, and parents; as well as by teachers and administrators. It is not unreasonable to expect that many of the improvements generated by the Consent Decree acknowledged herein will also be reflected in the current Climate Study when it is completed. If that proves to be the case, it will be further evidence of The District's need to sustain its level of effort in improving the quality of educational experience provided African American students and all students. If it should fail to provide sufficient evidence that a "new normal" is taking hold in The District, then the Court has reason to challenge The District to be very explicit in delineating how it will address persisting disparities.

The work of the court and monitoring team may or may not be done, but the work of The District and the community is not complete. Reports are still due on school climate, special education, and alternative education (Columbia Center). We urge The District to produce an End Of Year report for SY2009. We have observed in other districts released from desegregation orders that gains for African American students slip if attention is not paid to maintenance and/or creation of lasting policies and practices to support those students. The community of Champaign must insure that ALL children are receiving a high quality education.

The District and Board should commit to continuing a community/district forum such as the Program Implementation Committee (PIC), to assess progress and identify problems. Additionally, the Board should continue community/district task forces in "troubled" areas such as special education, alternative education and discipline.

The District and Board should commit to producing regular reports to the above committee and the community, culminating in an annual report on progress in the education of African American students. This will facilitate the dialogue between The District and community. Items might include the 9 data categories we have reported on for the past seven years:

- Achievement, with a focus on the high school level
- Climate and discipline
- Enrollment and attendance
- Special education
- Gifted education
- Hiring and retention
- Controlled choice
- Information technology & Research & Evaluation
- Alternative education

The District should create a communication and dissemination plan for this information. We encourage The District, as we have since 1998, to "Inspect What You Expect." Without some set of clear, trackable data from The District, Plaintiffs have little historical information upon which to build

high expectations. A public, written record of **requirements and expectations** for The District to deliver is essential in assuring community support and engagement in the schools.

After speaking with community and plaintiff representatives, the monitoring team feels that the Champaign School Board needs to institutionalize the policies and practices that have created the gains for African American students in The District, and support the development of policies and practices that will accelerate progress in those remaining areas where African American students continue to be negatively impacted. The Board should institutionalize the Climate Study as a periodic way of assessing important perceptions held by the key stakeholders in and consumers of UNIT 4 educational opportunities in order to determine the fit between those perceptions and the aspirational vision the Board embraces for UNIT 4. The Board has been supportive of these issues in the past and we encourage them to continue such support. The Board and District should look to the Collaboration and Operational Plans for examples of such institutionalization.

We thank Judge McDade for the opportunity to serve the court and the Champaign community for the past seven years. We hope that the work that we have done with The District and the plaintiff community will result in better educational outcomes for African American children and an improved school district for all students.

Robert S. Peterkin

James J. Lucey

William T. Trent



- The Monitor has reviewed The District's databases and electronic worksheets used to generate the end-of-year report appendices and has reconciled them to The Monitor's calculations based on the same data. While there are some minor differences, the Monitor generally views these differences not to be material. In The Monitor's view, The District tables and charts found in the ***appendices generally are reliable***. This demonstrates that District has made ***considerable improvement*** over prior years.
- The Monitor, however, distinguishes between basic charts and graphs found in The District Quarterly Report appendices and how that data is characterized and referenced throughout the text of the report. The Monitor's role is neither to be a cheerleader for The District, nor to disparage District activities. However, it is important to note here that ***The District often exhibits the tendency to "market" or "spin" results*** as being more important or more impressive than The Monitor would conclude reviewing the same data and information.
- Some of the data sources referenced by The District in the text portions of the Quarterly Reports (primarily, but not limited to, academic quarterly assessment benchmark data) ***have not yet been made available to The Monitor for audit or review purposes***. These data remained unaudited by The Monitor and are ***not*** known to be either reliable, or unreliable.
- ***The District analytical capacity remains focused primarily on analyzing single variables rather than on analyzing the relationship between and among such variables as academic performance, attendance, and discipline***. The Monitor suggests that such analyses would aid The District in avoiding unintended outcomes and provides examples in the Exploratory Analysis section. District Curriculum Coordinators and High School Principals have shown considerable interest and initiative toward investigating the relationship among multiple variables.

INFORMATION TECHNOLOGY

The Monitor suggests that The District enter into a working relationship with a university Department of Educational Psychology to enhance data analyst, curriculum coordinator, and administrator statistical, research, and evaluation skills. Particular emphasis should be placed on basic statistical analysis, designing practical evaluative-research studies, and conducting practical action research. Such a program would also build increased credibility when The District communicates results to the larger Champaign community.



SY2009 12th grade end of year graduation results are not available at the time of this writing, so District progress toward better graduation rates is somewhat unclear. SY2008 was impressive: the gap (or difference) in 12th grade graduation rates for African Americans and their other peers was reduced to 6 percentage points. Prior to SY2008, the gap had ranged between 10 and 21 percentage points. The largest gap (21 percentage points in SY2007) and smallest gap (6 percentage points in SY2008) occurred in adjacent years. While the 6-year trend is toward a slightly smaller gap, it is not clear whether District Acceleration Plan efforts will have been able to move the 2009 gap to SY2008 levels or better. The Monitor would like to underscore the ongoing need for The District to maintain the focus on getting all student groups to graduate. The District should continue making programmatic investments in programs such as AVID and Academic Academy. Such new programmatic supports and alternatives should start early in a student's educational career in order to increase student academic health as they progress through high school.

12TH GRADE GRADUATION

5th Monitoring Report
June 2009

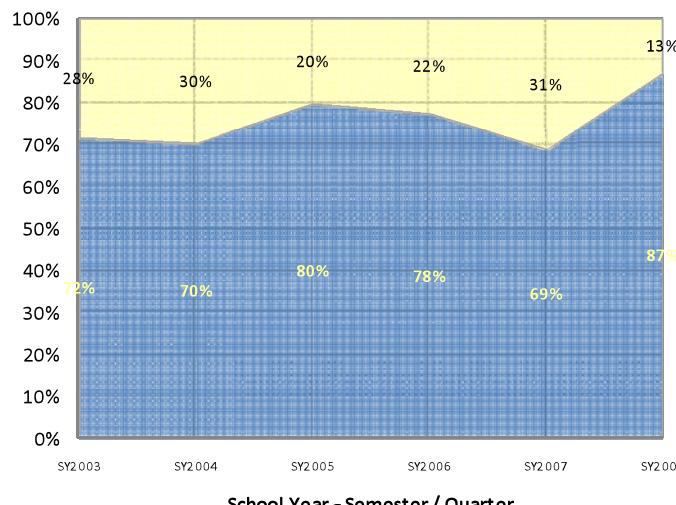
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12th Grade Graduation Rates

African American vs. Not African American
OVERLAP & "GAP" Analysis

African American

12th Grade Graduation
District Level



Not African American

12th Grade Graduation
District Level

