



# Court Monitor Report 2<sup>nd</sup> Quarter – SY2005

Re-Submitted to Court Monitor  
February 4th, 2005

# Section 01: Introduction

This Quarterly Report is the second District Quarterly Report prepared and submitted by the District, as required by the Court Monitor in the Second Annual Monitoring Report (SY2003). This Quarterly Report encompasses information up to and including December SY2005.

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# Message from the Superintendent



“The District’s Second Quarterly Report to the Court Monitor represents our ongoing efforts to monitor and use data to improve achievement, attendance, discipline, and graduation rates for African American students. Data are updated in each area of the Consent Decree, and the results are analyzed. Highlights of the Second Quarterly Report, 2005 include:

# Message from the Superintendent (cont.)

- A total of 50 African American students have been added to the elementary enrichment program.
- Enrichment teachers have received training on the Slocomb Payne Identification Matrix and are working on implementing strategies for identification of non-traditional gifted students.
- African American enrollment increased slightly from 35.1 percent to 35.3 percent.
- Seventy-six percent of the participants in TAOEP, the state attendance grant, are African American.
- African American students receiving attendance interventions increased their average attendance by 2.6 percent.
- Attendance rates at all levels have improved compared to October, 2004 data. This represents a 1 percent increase at the elementary level, 1 percent at middle school and 3 percent at high school.
- Decreases in discipline actions were recorded at the elementary level in all action groups and incident groups. The suspension rate for African American students decreased by 2.4 percent for grades K-5.

# Message from the Superintendent (cont.)

The dropout rate continues to be an area of concern. Forty-eight dropouts have been recorded this year as compared to 32 at the same time last year. Some of the increase may be the result of more diligent reporting, but neither number is acceptable. Discipline results at the secondary level are mixed with regard to action groups and incident groups. Suspension rates for African American students show an increase of .7 percent at the middle school and 3.3 percent at the high school level.

As we celebrate each success, we are constantly aware of the vast amount of progress to be made as we strive for equity and excellence for all students. When this goal is achieved, the Champaign Community Unit School District #4 will be a model for the nation in serving the needs of a diverse student population in a high quality manner. Thank you for your thoughtful review of our work.”

-Arthur R. Culver  
Superintendent,  
Champaign Community Unit School District #4

# Section 02: Executive Summary

Second Quarterly Report  
February 4th, 2005

# Executive Summary

- The Quarterly Report submitted on February 4th, 2005 represents the second quarterly report prepared for submission by Champaign Unit 4 School District. This report reflects data up to the end of December with the exception of the Student Achievement section which encompasses information up to the end of the first academic semester concluding January 14th. The areas reported in the quarterly include:
  - Information Technology,
  - Attendance/Enrollment,
  - Student Discipline,
  - Hiring & Staffing,
  - Gifted & Talented (G.T.),
  - Special Education,
  - Student Achievement and
  - Controlled Choice

# Executive Summary

This report also includes appendices regarding Campus Data Analysis and Hiring and Staffing Response to questions previously raised by the court monitors. Highlights of this report include, but are not limited to the following:

- An increase of 50 African American students in the elementary enrichment program after an analysis of the first quarter data, (Note: This is not reflected in the actual charts due to the date of the quarterly submission. According to the analysis description, however, these students have already been identified, and the subsequent change should have taken place effective January 17, 2005),
- A significant increase in the number of African American students at the middle school level who are participating in Honors classes,

# Executive Summary

- Increased attendance rates of African American students at the elementary, middle and high school level,
- All elementary schools are within Racial Fairness Guidelines,
- Improvement in the area of student discipline at the elementary level in almost all action groups reported, including a 2.4% decrease in suspensions,
- A decrease of 48 African American students participating in Special Education at the elementary level,
- An increase in the number of A's, B's, and C's earned by African American students at the middle school level,
- Significant increases in the number of African American students enrolled in upper level courses at the high school level.

# Executive Summary

Several areas of concern are evident in this quarterly report. Examples are as follows:

- The overall number of African American students participating in Special Education at both the middle and high school levels has increased when compared to the same time last year. (.5% and 2.7% respectively)
- Special Education numbers at the high school level are still above Racial Fairness Guidelines.
- Franklin Middle School enrollment continues to be out of compliance with Racial Fairness Guidelines.
- The numbers of reported dropouts have increased as compared to this same time last year.
- African American students continue to be disproportionately represented in all action groups as it relates to student discipline throughout the district.
- The overall suspension rate has increased at the middle and high school levels when compared to this time last year.
- Although the disparity of B's, C's, and D's are generally decreasing, the percentage of A's and F's earned are still disproportionately represented when African American student are compared to non-African American students.

# Executive Summary

Because the large majority of the hiring is done prior to September 1, there has been little change in the Hiring and Staffing section when compared to the December 2004 quarterly report.

Overall, Champaign Unit 4 School District has shown progress in several areas related to achievement, attendance and placement of gifted and talented education of African American students. While it is important for the district to monitor and improve in all areas, the district should target interventions in the areas of student discipline and special education as it relates to African American students at both the middle and the high school level.