

Illinois State Board of Education  
Illinois Even Start Statewide Evaluation Project:

**FLAIR FY'07 Data for  
CONSOLIDATED STATE PERFORMANCE REPORT:  
Part II**

July 1, 2006 – June 30, 2007

TECHNICAL REPORT #919

Prepared by:  
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## 2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)

### 2.2.1 Subgrants and Even Start Program Participants

For the reporting program year July 1, 2006 to June 30, 2007, please provide the following information:

#### 2.2.1.1 Federally Funded Even Start Subgrants in the State

Number of federally funded Even Start subgrants	44
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Source – Manual entry by SEA into the online collection tool.

#### 2.2.1.2 Even Start Families Participating During the Year

In the table below, provide the number of participants for each of the groups listed below. The following terms apply:

1. "Participating" means enrolled and participating in all required core services.
2. "Adults" include teen parents.

The number of participating children will be calculated automatically.

	# Participants
1. Families participating	1,292
2. Adults participating	1,352
3. Adults participating who are limited English proficient (LEP)	652
4. Participating children	(Auto calculated)
a. Infants and toddlers (birth through 2 years)	975
b. Preschool age (age 3 through 5)	556
c. School age (age 6 through 8)	322
Comments: School Age (8+) = 79	

Source – Manual entry by SEA into the online collection tool.

**Note:** The participating children subcategories have been added to this data collection for the SY 2006-07 CSPR.

### 2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of families at the time of enrollment for each of the groups listed below. The term “newly enrolled family” means a family who enrolls for the first time in the Even Start project at any time during the year.

	#
1. Number of newly enrolled families	813
2. Number of newly enrolled adult participants	847
3. Number of newly enrolled families at or below the federal poverty level	640
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	663
5. Number of newly enrolled adult participants who have not gone beyond the 9 <sup>th</sup> grade	436

Source – Manual entry by SEA into the online collection tool.

**Note:** For the SY 2006-07 CSPR, three new rows have been added: the number of newly enrolled families at or below the federal poverty level, the number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment, and the number of newly enrolled adult participants who have not gone beyond the 9<sup>th</sup> grade data collections have been changed from percent to number.

### 2.2.1.4 Retention of Families

In the table below, provide the number of families who are newly enrolled, those who exited the program during the year, and those continuing in the program. For families who have exited, count the time between the family's start date and exit date. For families still participating, count the time between the family's start date and the end of the reporting year (June 30, 2007). **Report each family only once in lines 1-4.** The total number of families participating will be automatically calculated.

Time in Program	# Families
1. Number of families participating 3 months or less	145
2. Number of families participating more than 3 months and fewer than 6 months	262
3. Number of families participating more than 6 months and fewer than 12 months	439
4. Number of families participating 12 months or longer	446
5. Total families participating	(Auto calculated)

Source – Manual entry by SEA into the online collection tool.

**Note:** The additional calculation of total families participating is new for the SY 2006-07 CSPR. This data collection has been changed from collecting percent of families to collecting number of families for the SY 2006-07 CSPR.

## 2.2.2 Federal Even Start Performance Indicators

This section collects data about the federal Even Start Performance Indicators.

Describe your State's progress in meeting the federal performance indicators listed for Even Start participants. States should always provide an explanation if they are using measures that differ from what is specified.

Illinois has made tremendous progress towards meeting the federal performance indicators. Program staff routinely use data available from the state web-based system to review progress of participants, and to make programming decisions.

Indicator 1: In FY07, 65.4% of adults showed significant learning gains on measures of reading. This is a significant gain from the FY06 results of 65.0%.

Indicator 2: In FY07, 65.2% of LEP adults showed significant learning gains on measures of English language acquisition. This is maintenance of the gains reported in FY06 of 66.3%. The State of Illinois's adult education board permits programs to assess adults with the BEST Literacy, BEST Plus, or CELSA. Giving programs the latitude to select the assessment that is best aligned with the education curriculum permits programs to more accurately measure progress in English language acquisition.

Indicator 3: In FY07, 56.8% of school age adults for whom earning a high school diploma or GED was a goal earned their degree. This is slightly lower than the FY06 results of 59.7%. The statewide evaluator has provided technical assistance to encourage programs to only include in these figures those adults for whom earning a degree is possible within the program year.

Indicator 4: In FY07, 47.8% of non-school age adults for whom earning a high school diploma or GED was a goal earned their degree. This is similar to the FY06 results of 48.7%. The statewide evaluator has provided technical assistance to encourage programs to only include in these figures those adults for whom earning a degree is possible within the program year.

Indicator 5: In FY07, 69.5% of children entering kindergarten, who were in Even Start for at least six months and who have a pre- and post-test achieved significant learning gains on measures of language development. This is similar to the FY06 results of 68.6%. Obtaining pre- and post- tests on the PPVT continues to be a challenge because many of the LEP children do not understand the directions in English at the pre-testing time period. Thus, in FY07, only 82 children have a pre- and post-test. Contrast this with the 143 children who are post-tested, of which 85 (59.4%) demonstrate age-appropriate oral language skills as measured by the PPVT.

Indicator 6: In FY07, the average number of letters children can identify

measured by the PALS Pre-K Upper Case Letter Subtest is 14.28. This is lower than the FY06 number of letters of 15.96. Illinois will continue to monitor these results and determine if professional development is needed regarding the teaching of the alphabet in early childhood classrooms.

Indicator 7: Illinois uses the Illinois State Board of Education's FLAIR Form 11 to assess reading readiness and reading level; this instrument is closely aligned to the Illinois State Goal 1: Read with understanding and fluency. In FY07, 59.5% of Grade K children read at or above grade level; results in FY06 were somewhat higher at 64.0%. In FY07, 65.2% of Grade 1 children read at or above grade level; results in FY06 are somewhat lower at 61.6%. In FY07, 68.1% of Grade 2 children read at or above grade level; results in FY06 are significantly lower at 60.8%. In FY07, 65.8% of Grade 3 children read at or above grade level; results in FY06 are significantly lower at 59.1%.

Indicator 8: All projects are required to use the ISBE FLAIR Form 16, Interactive Parents-Children Behavior instrument to assess the degree to which families demonstrate at least one of the interactive behaviors identified or learned during interactive literacy parent-child activities or parenting education activities. In FY 07, 99.5% of families independently demonstrated at least one interactive behavior, and the average number of behaviors demonstrated per family is 6.1. The FY06 data are 98% of families and 5.1 behaviors, respectively. The FLAIR Form 16 was developed by team of Illinois evaluators, child educators, family educators, and Even Start staff, and is closely aligned with the goals of projects in Illinois.

**Note:** This is a new data collection for the SY 2006-07 CSPR.

### 2.2.2.1 Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of adults who showed significant learning gains on measures of reading. To be counted under “pre- and post-test”, an individual must have completed **both** the pre- and post-tests. Do not include LEP adults.

The definition of “significant learning gains” for adult education is determined by your State’s adult education program in conjunction with the Department of Education’s Office of Vocational and Adult Education (OVAE).

These instructions/definitions apply to both 2.2.2.1 and 2.2.2.2.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)																																										
TABE	159	104	<p>The target was set at 65% for the total group of adults who attended 75+ hours of adult education. 65.41% met target. Results by level are summarized below.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Cohort</th> <th>Result</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Beg. Literacy</td> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>Beginning</td> <td>11</td> <td>10</td> <td>91</td> </tr> <tr> <td>Low Intermed.</td> <td>37</td> <td>22</td> <td>59</td> </tr> <tr> <td>High Intermed.</td> <td>49</td> <td>34</td> <td>69</td> </tr> <tr> <td>Low Adv. ASE</td> <td>31</td> <td>23</td> <td>74</td> </tr> <tr> <td>High Adv. ASE</td> <td>30</td> <td>15</td> <td>50</td> </tr> </tbody> </table> <p>Current state criteria for gains are:</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Expected Point Gain</th> </tr> </thead> <tbody> <tr> <td>Beg. Literacy</td> <td>20</td> </tr> <tr> <td>Beginning</td> <td>30</td> </tr> <tr> <td>Low Intermed.</td> <td>30</td> </tr> <tr> <td>High Intermed.</td> <td>20</td> </tr> <tr> <td>Low Adv. ASE</td> <td>10</td> </tr> <tr> <td>High Adv. ASE</td> <td>10</td> </tr> </tbody> </table>	Level	Cohort	Result	Percent	Beg. Literacy	1	0	0	Beginning	11	10	91	Low Intermed.	37	22	59	High Intermed.	49	34	69	Low Adv. ASE	31	23	74	High Adv. ASE	30	15	50	Level	Expected Point Gain	Beg. Literacy	20	Beginning	30	Low Intermed.	30	High Intermed.	20	Low Adv. ASE	10	High Adv. ASE	10
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Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number of adults pre- and post-tested has been added, but the number participating (cohort) has been deleted. This data collection requests the number of adults who showed significant gains. This is different from the SY 2005-06 CSPR, which requested the percentage of adults who showed significant gains.

## 2.2.2.2 LEP Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of LEP adults who showed significant learning gains on measures of reading.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)																																																																										
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Other-BEST	282	176	<p>The State of IL permits programs to use the BEST Literacy, the Combined English Language Skills Assessment (CELSA) or the BEST Plus for assessing learning gains in reading. Data under "Other" on the chart is from BEST Literacy. However, the target of 65% (see below) is for the combined reporting of all three assessments, and not just the BEST. The # pre- and post-tested and the # who met the goal of 65% is listed below for the three assessments, and for the combined results for the three assessments.</p> <table border="1"> <thead> <tr> <th></th> <th># Pre- &amp; Post-Tested</th> <th># Who Met Goal</th> </tr> </thead> <tbody> <tr> <td>BEST</td> <td>282</td> <td>176</td> </tr> <tr> <td>Best Plus</td> <td>43</td> <td>37</td> </tr> <tr> <td>CELSA</td> <td>60</td> <td>38</td> </tr> <tr> <td>Total</td> <td>385</td> <td>251</td> </tr> </tbody> </table> <p>The target was set at 65% for the total group of adults who attended 75+ hours of adult education. 65.19% met target. Results by level are summarized below.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Cohort</th> <th>Result</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Beg. Literacy</td> <td>40</td> <td>36</td> <td>90</td> </tr> <tr> <td>Low Beginning</td> <td>71</td> <td>52</td> <td>73</td> </tr> <tr> <td>High Beginning</td> <td>101</td> <td>60</td> <td>59</td> </tr> <tr> <td>Low Intermed.</td> <td>67</td> <td>52</td> <td>78</td> </tr> <tr> <td>High Intermed.</td> <td>66</td> <td>36</td> <td>55</td> </tr> <tr> <td>Advanced ESL</td> <td>40</td> <td>15</td> <td>38</td> </tr> </tbody> </table> <p>Current state criteria for gains are:</p> <table border="1"> <thead> <tr> <th rowspan="2">Level</th> <th colspan="3">Expected Point Gain</th> </tr> <tr> <th>BEST</th> <th>BEST Plus</th> <th>CELSA</th> </tr> </thead> <tbody> <tr> <td>Beg. Literacy</td> <td>14</td> <td>9</td> <td>--</td> </tr> <tr> <td>Low Beginning</td> <td>11</td> <td>7</td> <td>--</td> </tr> <tr> <td>High Beginning</td> <td>11</td> <td>21</td> <td>8</td> </tr> <tr> <td>Low Intermed.</td> <td>6</td> <td>29</td> <td>6</td> </tr> <tr> <td>High Intermed.</td> <td>6</td> <td>17</td> <td>6</td> </tr> <tr> <td>Advanced ESL</td> <td>6</td> <td>17</td> <td>3</td> </tr> </tbody> </table>		# Pre- & Post-Tested	# Who Met Goal	BEST	282	176	Best Plus	43	37	CELSA	60	38	Total	385	251	Level	Cohort	Result	Percent	Beg. Literacy	40	36	90	Low Beginning	71	52	73	High Beginning	101	60	59	Low Intermed.	67	52	78	High Intermed.	66	36	55	Advanced ESL	40	15	38	Level	Expected Point Gain			BEST	BEST Plus	CELSA	Beg. Literacy	14	9	--	Low Beginning	11	7	--	High Beginning	11	21	8	Low Intermed.	6	29	6	High Intermed.	6	17	6	Advanced ESL	6	17	3
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### 2.2.2.3 Adults Earning a High School Diploma or GED

In the table below, provide the number of school-age adults who earned a high school diploma or GED.

The following terms apply:

1. “School-age adults” is defined as any parent attending an elementary or secondary school. This also includes those adults within the State’s compulsory attendance range who are being served in an alternative school setting, such as directly through the Even Start program.
2. “Non-school-age” adults are any adults who do not meet the definition of “school-age.”
3. “Cohort” includes only those adult participants who had a realistic goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by State, so you should include only those adult participants for whom attainment of a GED or high school diploma is a possibility.

<b>School-Age Adults</b>	<b># In Cohort</b>	<b># Who Met Goal</b>	<b>Explanation (if applicable)</b>
Diploma	<b>26</b>	<b>15</b>	
GED	<b>18</b>	<b>10</b>	
Other			

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. This data collection is requesting the number of school age adults earning a diploma or GED, which is a change from the SY 2005-06 CSPR where it requested the percentage.

<b>Non-School-Age Adults</b>	<b># In Cohort</b>	<b># Who Met Goal</b>	<b>Explanation (if applicable)</b>
Diploma	<b>22</b>	<b>15</b>	
GED	<b>115</b>	<b>51</b>	
Other			

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. This data collection is requesting the number of non-school age adults earning a diploma or GED, which is a change from the SY 2005-06 CSPR where it requested the percentage. For the SY 2006-07 CSPR, the collection of diploma or GED data has been split into two rows, which is a change from the SY 2005-06 CSPR where it was collected together.

### 2.2.2.4 Children Entering Kindergarten Who Are Achieving Significant Learning Gains on Measures of Language Development

In the table below, provide the number of children who are achieving significant learning gains on measures of language development.

The following terms apply to 2.2.2.4 through 2.2.2.7:

1. A "significant learning gain" is considered to be a standard score increase of 4 or more points with a minimum 6 months between pre- and post-test.
2. "Age-Eligible" includes the total number of children who are expected to enter kindergarten in the school year following the reporting year.
3. "Tested" includes the number of age-eligible children who took both a pre- and post-test with at least 6 months of services in between.
4. "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.

	# Age-Eligible	#Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	239	82	57	120	82=tested 157=not tested Reasons for Not Tested: 98=inability to understand the directions in English 22=severe disability 37=missing data/unknown
Comments: Percent of children who are entering Kindergarten and who have been in Even Start for at least 6 months and who demonstrate age-appropriate oral language skills as measured by the PPVT (a standard score of 85 or above) at post-test. <b>Number Post-tested = 143</b> <b>Number who score 85 Standard Score or above at Post-test = 85</b> <b>Percentage – 59.4%</b>					

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number age eligible, the number tested and the number exempted has been added, but the number participating (cohort) has been deleted. This data collection is requesting the number of children entering kindergarten who are achieving significant learning gains, which is a change from the SY 2005-06 CSPR where it requested the percentage.

### 2.2.2.5 The Average Number of Letters Children Can Identify as Measured by the PALS Pre-K Upper Case Letter Naming Subtask

In the table below, provide the average number of letters children can identify as measured by the PALS Pre-K Upper Case Letter Naming Subtask.

The term “average number of letters” includes the average score for the children in your State who participated in this assessment. This should be provided as a weighted average and rounded to one decimal.

	# Age-Eligible	# Tested	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case	239	125	14.28	125=tested 114=not tested Reasons for Not Tested: 65=inability to understand the directions in English 22=severe disability 27=missing data/unknown

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number age eligible, the number tested and the average number of letters (weighted average) has been added, but the number participating (cohort) has been deleted. This data collection is requesting the average number of letters children can identify, which is a change from the SY 2005-06 CSPR where it requested the percentage

### 2.2.2.6 School-Aged Children Reading on Grade Level

In the table below, provide the number of school-age children who read on grade level. The source of these data is usually determined by the State and, in some cases, by school district. Please indicate the source(s) of the data in the "Explanation" field.

<b>Grade</b>	<b># In Cohort</b>	<b># Who Met Goal</b>	<b>Explanation (include source of data)</b>
K	148	88	ISBE FLAIR Form 11.K: Reading Readiness & Reading Level for Kindergarten
1	89	58	ISBE FLAIR Form 11.1: Reading Readiness & Reading Level for First Grade
2	47	32	ISBE FLAIR Form 11.2: Reading Readiness & Reading Level for Second Grade
3	38	25	ISBE FLAIR Form 11.3: Reading Readiness & Reading Level for Third Grade

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. This data collection is requesting the number of school-age children reading on grade level, which is a change from the SY 2005-06 CSPR where it requested the percentage. The breakdown of grades K through 3<sup>rd</sup> is new for the SY 2006-07 CSPR.

### 2.2.2.7 Parents Who Show Improvement on Measures of Parental Support for Children's Learning in the Home, School Environment, and Through Interactive Learning Activities

In the table below, provide the number of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities.

While many states are using the PEP, other assessments of parenting education are acceptable. Please describe results and the source(s) of any non-PEP data in the "Other" field, with appropriate information in the Explanation field.

	# In Cohort	# Who Met Goal	Explanation (if applicable)
PEP Scale I			
PEP Scale II			
PEP Scale III			
PEP Scale IV			
Other	1262	1256	All projects are required to use the ISBE FLAIR Form 16, Interactive Parents-Children Behavior instrument to assess the degree to which families demonstrate at least one of the interactive behaviors identified or learned during interactive literacy parent-child activities or parenting education activities. Of the 1262 families assessed, 1256 (99.5%) independently demonstrated at least one interactive behavior. The average number of behaviors demonstrated per family is 6.1.

Source – Manual entry by SEA into the online collection tool.

**Note:** This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. This data collection is requesting the number of parents who show improvement on measures of parental support, which is a change from the SY 2005-06 CSPR where it requested the percentage. The breakdown of PEP scales is new for the SY 2006-07 CSPR.