

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

Guide to Calculating FLAIR FY '09 Performance Indicators

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**Guide to Calculating If an Adult, Child, or Family
Has Met an Illinois Even Start Performance Indicator (8/26/08)**

First Step: Selecting Adults, Children, and Families to Include in Analyses

1. Calculate # of days adult is enrolled in FY'09:
 $\text{AdultDaysEnrolled} = \text{AdultExitDate} - \text{AdultEnrollmentDate}$
2. Delete all adults exiting on or before July 30, 2008.
3. If adult was enrolled less than 30 days, exclude from all analyses.
(Note: Adult enrolled less than 30 days will still appear in FLAIR, but will not be included in the analyses).
4. Calculate # of days child is enrolled in FY'09:
 $\text{ChildDaysEnrolled} = \text{ChildExitDate} - \text{ChildEnrollmentDate}$
5. Delete all children exiting on or before July 30, 2008.
6. If child was enrolled less than 30 days, exclude from all analyses.
(Note: Child enrolled less than 30 days will still appear in FLAIR, but will not be included in the analyses).
7. If the adult is a primary adult, s/he must have at least one child enrolled for at least 30 days. If not, exclude the primary adult from all analyses.
(Note: Adult will still appear in FLAIR, but will not be included in the analyses).
8. If the adult is a non-primary adult and the primary adult has been excluded from the analyses due to Steps 1-5, then exclude the non-primary adult from all analyses.
(Note: Adult will still appear in FLAIR, but will not be included in the analyses).

PERFORMANCE INDICATOR A-1 FY'09: At a minimum, sixty-five percent (65%) of Even Start adults who have completed at least 75 hours of Adult Basic Education (ABE) or Adult Secondary Education (ASE) instruction will demonstrate at or above the average specified test score gains on the Test of Adult Basic Education-Reading (TABE-R), based upon the entry test score for new students and the most recent test score dated on or after March 3rd of the preceding project year for continuing students. (Form 5)

1. Exclude all TABE-R scores with missing dates, or with dates prior to 3/3/08 because these scores are older than 120 days from the beginning of FY'09.
2. Exclude all TABE-R scores less than 160 (these are not valid scores).
(Note: These data will still appear in FLAIR, but will not be included in the analyses).
3. Calculate the total number of hours from the FY'09 pretest TABE-R to the FY'09 posttest TABE-R:

$$\text{HOURSTABE} = \text{TABEHOURS}_{B1} + \text{TABEHOURS}_{12} + \text{TABEHOURS}_{23} + \text{TABEHOURS}_{34} + \text{TABEHOURS}_{45} + \text{TABEHOURS}_{56} + \text{TABEHOURS}_{67} + \text{TABEHOURS}_{78}.$$
4. Exclude all TABE-R scores if HOURSTABE ≤ 6 .
5. Identify which adults have HOURSTABE ≥ 75 hours.
6. Using the PRETABER score, calculate the TABE Literacy Level (TABELitL):
 LitLevel1 = PRETABER ≥ 160 and ≤ 367
 LitLevel2 = PRETABER ≥ 368 and ≤ 461
 LitLevel3 = PRETABER ≥ 462 and ≤ 517
 LitLevel4 = PRETABER ≥ 518 and ≤ 566
 LitLevel5 = PRETABER ≥ 567 and ≤ 595
 LitLevel6 = PRETABER ≥ 596
7. Calculate the Gain from pretest to posttest:
 $\text{GAINTABE} = \text{POSTTABER} - \text{PRETABER}$
8. The following have met Performance Indicator A-1:

LitLevel	GAINTABE
1: Beginning Literacy	20 points
2: Beginning ABE	30 points
3: Low Intermediate ABE	30 points
4: High Intermediate ABE	20 points
5: Low Advanced ASE	10 points
6: High Advanced ASE	10 points

PERFORMANCE INDICATOR A-2 FY'09: At a minimum, sixty-five percent (65%) of Even Start adults who have completed at least 75 hours of English as Second Language (ESL) instruction will demonstrate at or above the average specified test score gains on the Basic English Skills Test (BEST) Literacy, the Combined English Language Skills Assessment (CELSA), or the BEST Plus based upon the entry test score for new students and the most recent test score dated on or after March 3rd of the preceding project year for continuing students. (Forms 6, 6.1, 7)

A. BEST Literacy

1. Exclude all BEST Literacy scores with missing dates, or with dates prior to 3/3/08 because these scores are older than 120 days from the beginning of FY'09.
2. Calculate the total number of hours from the FY'09 pretest BEST to the FY'09 posttest BEST:
 $HOURS_{BEST} = BESTHOURS_{B1} + BESTHOURS_{12} + BESTHOURS_{23} + BESTHOURS_{34} + BESTHOURS_{45} + BESTHOURS_{56} + BESTHOURS_{67} + BESTHOURS_{78}$.
3. Exclude all BEST scores if $HOURS_{BEST} \leq 6$.
4. Identify which adults have $HOURS_{BEST} \geq 75$ hours.
5. Using the PREBEST score, calculate the BEST Literacy Level (BESTLitL):
 $LitLevel1 = PREBEST \leq 20$
 $LitLevel2 = PREBEST \geq 21 \text{ and } \leq 52$
 $LitLevel3 = PREBEST \geq 53 \text{ and } \leq 63$
 $LitLevel4 = PREBEST \geq 64 \text{ and } \leq 67$
 $LitLevel5 = PREBEST \geq 68 \text{ and } \leq 75$
 $LitLevel6 = PREBEST \geq 76$
6. Calculate the Gain from pretest to posttest:
 $GAIN_{BEST} = POST_{BEST} - PRE_{BEST}$
7. The following have met Performance Indicator A-2:

LitLevel	GAIN _{BEST}
1: Beginning ESL Literacy	12 points
2: Low Beginning ESL	9 points
3: High Beginning ESL	6 points
4: Low Intermediate ESL	6 points
5: High Intermediate ESL	6 points
6: Advanced ESL	6 points

B. CELSA

1. Exclude all CELSA Literacy scores with missing dates, or with dates prior to 3/3/09 because these scores are older than 120 days from the beginning of FY'09.
Note: These data will still appear in FLAIR, but will not be included in the analyses).
2. Exclude all CELSA scores less than 20 (these are not valid scores).
(Note: These data will still appear in FLAIR, but will not be included in the analyses).
3. Calculate the total number of hours from the FY'08 pretest CELSA to the FY'09 posttest CELSA:
HOURSCELSA = CELSAHOURSB1 + CELSAHOURS12 + CELSAHOURS23 + CELSAHOURS34 + CELSAHOURS45 + CELSAHOURS56 + CELSAHOURS67 + CELSAHOURS78.
4. Exclude all CELSA scores if HOURSCELSA <=6.
5. Identify which adults have HOURSCELSA >= 75 hours.
6. Using the PRECELSA score, calculate the CELSA Literacy Level (CELSALitL):
LitLevel3 = PRECELSA >= 20 and <= 23
LitLevel4 = PRECELSA >= 24 and <= 29
LitLevel5 = PRECELSA >= 30 and <= 41
LitLevel6 = PRECELSA >=42
7. Calculate the Gain from pretest to posttest:
GAINCELSA = POSTCELSA – PRECELSA
8. The following have met Performance Indicator A-2:

LitLevel	GAINCELSA
3: High Beginning ESL	8 points
4: Low Intermediate ESL	6 points
5: High Intermediate ESL	6 points
6:Advanced ESL	3 points

C. BEST PLUS

1. Exclude all BEST PLUS Literacy scores with missing dates, or with dates prior to 3/3/08 because these scores are older than 120 days from the beginning of FY'09.
Note: These data will still appear in FLAIR, but will not be included in the analyses).

2. Calculate the total number of hours from the FY'09 pretest BEST PLUS to the FY'09 posttest BEST PLUS:
 $\text{HOURSBESTP} = \text{BESTPHOURS}_{B1} + \text{BESTPHOURS}_{12} + \text{BESTPHOURS}_{23} + \text{BESTPHOURS}_{34} + \text{BESTPHOURS}_{45} + \text{BESTPHOURS}_{56} + \text{BESTPHOURS}_{67} + \text{BESTPHOURS}_{78}$.

4. Exclude all BEST PLUS scores if $\text{HOURSBESTP} \leq 6$.

5. Identify which adults have $\text{HOURSBESTP} \geq 75$ hours.

6. Using the PREBEST PLUS score, calculate the BEST PLUS Literacy Level (BESTPLitL):

LitLevel1 = $\text{PREBESTP} \leq 400$
LitLevel2 = $\text{PREBESTP} \geq 401$ and ≤ 417
LitLevel3 = $\text{PREBESTP} \geq 418$ and ≤ 438
LitLevel4 = $\text{PREBESTP} \geq 439$ and ≤ 472
LitLevel5 = $\text{PREBESTP} \geq 473$ and ≤ 506
LitLevel6 = $\text{PREBESTP} \geq 507$

7. Calculate the Gain from pretest to posttest:
 $\text{GAINBESTP} = \text{POSTBESTP} - \text{PREBESTP}$

8. The following have met Performance Indicator A-2:

LitLevel	GAINBESTP
1: Beginning ESL Literacy	8 points
2: Low Beginning ESL	20 points
3: High Beginning ESL	17 points
4: Low Intermediate ESL	17 points
5: High Intermediate ESL	17 points
6: Advanced ESL	17 points

D. Multiple Assessments (e.g., adult has BEST and BEST Plus)

1. Calculate whether the adult met the target for each assessment available (BEST or BEST Plus or CELSA).
2. Select the assessment(s) with hours >75 hours.
3. Select the assessment that meets the target. Record that individual as “meets target”. If none of the assessments with >75 hours meets target, then that individual is recorded as “does not meet”.

PERFORMANCE INDICATOR A-3 FY '09: Eighty percent (80%) of Even Start adults, who have identified at least one education goal (e.g., pass the GED tests), one employability skills goal (e.g., demonstrate job research skills), or at least one employment goal (e.g., enter into first job), will attain one or more of these goals within a prescribed period of time as measured by pre- and post-assessments completed by the adult participant and project staff. (Form 8)

1. For a goal to be included:
 - a. There must be a rating of attainment.
 - b. The rating of attainment cannot = 4 (because 4=N.A.)
 - c. The timeframe of attainment set (1-3 mos., 4-6 mos., 7-12 mos.) is less than the actual timeframe that has passed between date goal was set and date of assessment of goal ($ActualTimef = DGoalAssess - DGoalSet$)

OR: d. Goal is met (rating of attainment = 3) even if c. is not true.

2. Calculate the number of goals included for the adult.
3. Of the goals included, calculate the number for which rating of attainment = 3.
4. If the number calculated in Step 3 ≥ 1 , then the performance indicator is met.

PERFORMANCE INDICATOR C-1 FY '09: Eighty (80%) of children ages birth to three, who have been enrolled and have participated in Even Start, will be observed consistently exhibiting behaviors which are associated with at least two developmentally appropriate language and emergent literacy goals that are identified and regularly monitored by project staff and parents within a project year. (Form 9)

1. For a goal to be included: there must be a rating of observation of child's behaviors.
2. Calculate the number of goals included for the child.
3. Of the goals included, calculate the number for which rating of observation of child's behavior = 3.
4. If the number calculated in Step 3 ≥ 2 , then the performance indicator is met.
5. Note: If "Has IEP or Classified as Special Needs" is checked, then this child will not be included in the Summary Reports.

PERFORMANCE INDICATOR C-2 FY '09: Seventy-five percent (75%) of children ages three to five, who have been enrolled and have participated in Even Start, will demonstrate progress in language development and literacy as determined by their teacher through authentic, ongoing assessment documenting baseline and progress as recorded on a checklist. (Form 10)

1. Exclude any child who is missing either a Baseline or Most Recent Assessment.
(Note: Any non-missing data—Baseline or Most Recent-- will still appear in FLAIR, but will not be included in the analyses).
2. Calculate the Gain for **Each Item**, using the formula:
 - a. Let $\text{GainItemX} = 0$
 - b. If $(\text{MItemX} > \text{BItemX})$ then let $\text{GainX} = 1$
3. Sum the number of items showing gains by Standard A, B, C as follows:
 - a. $\text{GainStandA} = \text{Gain1} + \text{Gain2} + \text{Gain3} + \text{Gain4} + \text{Gain5} + \text{Gain6}$
 - b. $\text{GainStandB} = \text{Gain7} + \text{Gain8} + \text{Gain9}$
 - c. $\text{GainStandC} = \text{Gain10} + \text{Gain11} + \text{Gain12}$
4. Calculate progress by creating a variable $\text{GainC2} = 0$.
 - a. A child must make gains on 2 items in Standard A to be considered to have made progress in Standard A. If the child has made gains on 2 items in Standard A ($\text{GainStandA} \geq 2$) then let $\text{GainC2} = \text{GainC2} + 1$.
 - b. A child must make gains on 1 item in Standard B to be considered to have made progress in Standard B. If the child has made gains on 1 item in Standard B ($\text{GainStandB} \geq 1$) then let $\text{GainC2} = \text{GainC2} + 1$.
 - c. A child must make gains on 1 item in Standard C to be considered to have made progress in Standard C. If the child has made gains on 1 item in Standard C ($\text{GainStandB} \geq 1$) then let $\text{GainC2} = \text{GainC2} + 1$.
6. If the number calculated in Step 4 ≥ 1 ($\text{GainC2} \geq 1$), then the performance indicator is met.
7. Note: If “Has IEP or Classified as Special Needs” is checked, then this child will not be included in the Summary Reports.

PERFORMANCE INDICATOR C-3 FY '09: Seventy-five percent (75%) of children in kindergarten to third grade (K-3), who have been enrolled and have participated in Even Start, will demonstrate progress in a given school year in reading readiness or reading skills as determined by their teacher through ongoing assessment documenting baseline and progress as recorded on a checklist. (Forms 11.K-11.3)

For all Grades:

1. Exclude any child who is missing either a Classroom Entry or Most Recent Assessment. (Note: Any non-missing data—Classroom Entry or Most Recent-- will still appear in FLAIR, but will not be included in the analyses).
2. Calculate the Gain for **Each Item**, using the formula:
 - a. Let $\text{GainItemX} = 0$
 - b. If $(\text{MRItemX} > \text{CEItemX})$ then let $\text{GainX} = 1$
 - c. If $(\text{CEItemX} = 3 \text{ and } \text{MRItemX} \geq 3)$ then let $\text{GainX} = 1$
 - d. If $(\text{CEItemX} = 4 \text{ and } \text{MRItemX} = 4)$ then let $\text{GainX} = 1$
3. Note: If “Has IEP or Classified as Special Needs” is checked, then this child will not be included in the Summary Reports.

For Grade K:

4. Sum the number of items showing gains by Standard A, B, C as follows:
 - a. $\text{GainStandA} = \text{Gain1} + \text{Gain2} + \text{Gain3} + \text{Gain4} + \text{Gain5} + \text{Gain6}$
 - b. $\text{GainStandB} = \text{Gain7} + \text{Gain8} + \text{Gain9}$
 - c. $\text{GainStandC} = \text{Gain10} + \text{Gain11} + \text{Gain12}$
5. Calculate progress by creating a variable $\text{GainC3} = 0$.
 - a. A child must make gains on 3 items in Standard A to be considered to have made progress in Standard A. If the child has made gains on 3 items in Standard A ($\text{GainStandA} \geq 3$) then let $\text{GainC3} = \text{GainC3} + 1$.
 - b. A child must make gains on 1 item in Standard B to be considered to have made progress in Standard B. If the child has made gains on 1 item in Standard B ($\text{GainStandB} \geq 1$) then let $\text{GainC3} = \text{GainC3} + 1$.
 - c. A child must make gains on 1 item in Standard C to be considered to have made progress in Standard C. If the child has made gains on 1 item in Standard C ($\text{GainStandB} \geq 1$) then let $\text{GainC3} = \text{GainC3} + 1$.
6. If the number calculated in Step 4 ≥ 1 ($\text{GainC3} \geq 1$), then the performance indicator is met.

For Grade 1:

4. Sum the number of items showing gains by Standard A, B, C as follows:
 - a. $\text{GainStandA} = \text{Gain1} + \text{Gain2} + \text{Gain3} + \text{Gain4}$
 - b. $\text{GainStandB} = \text{Gain5} + \text{Gain6} + \text{Gain7}$
 - c. $\text{GainStandC} = \text{Gain8} + \text{Gain9} + \text{Gain10}$

5. Calculate progress by creating a variable $\text{GainC3} = 0$.
 - a. A child must make gains on 2 items in Standard A to be considered to have made progress in Standard A. If the child has made gains on 2 items in Standard A ($\text{GainStandA} \geq 2$) then let $\text{GainC3} = \text{GainC3} + 1$.
 - b. A child must make gains on 1 item in Standard B to be considered to have made progress in Standard B. If the child has made gains on 1 item in Standard B ($\text{GainStandB} \geq 1$) then let $\text{GainC3} = \text{GainC3} + 1$.
 - c. A child must make gains on 1 item in Standard C to be considered to have made progress in Standard C. If the child has made gains on 1 item in Standard C ($\text{GainStandB} \geq 1$) then let $\text{GainC3} = \text{GainC3} + 1$.

6. If the number calculated in Step 4 ≥ 1 ($\text{GainC3} \geq 1$), then the performance indicator is met.

For Grade 2:

4. Sum the number of items showing gains by Standard A, B, C as follows:
 - a. $\text{GainStandA} = \text{Gain1} + \text{Gain2} + \text{Gain3}$
 - b. $\text{GainStandB} = \text{Gain4} + \text{Gain5} + \text{Gain6} + \text{Gain7}$
 - c. $\text{GainStandC} = \text{Gain8} + \text{Gain9} + \text{Gain10} + \text{Gain11}$

5. Calculate progress by creating a variable $\text{GainC3} = 0$.
 - a. A child must make gains on 1 item in Standard A to be considered to have made progress in Standard A. If the child has made gains on 1 item in Standard A ($\text{GainStandA} \geq 1$) then let $\text{GainC3} = \text{GainC3} + 1$.
 - b. A child must make gains on 2 items in Standard B to be considered to have made progress in Standard B. If the child has made gains on 2 items in Standard B ($\text{GainStandB} \geq 2$) then let $\text{GainC3} = \text{GainC3} + 1$.
 - c. A child must make gains on 2 items in Standard C to be considered to have made progress in Standard C. If the child has made gains on 2 items in Standard C ($\text{GainStandB} \geq 2$) then let $\text{GainC3} = \text{GainC3} + 1$.

6. If the number calculated in Step 4 ≥ 1 ($\text{GainC3} \geq 1$), then the performance indicator is met.

For Grade 3:

4. Sum the number of items showing gains by Standard A, B, C as follows:
 - a. $\text{GainStandA} = \text{Gain1} + \text{Gain2} + \text{Gain3}$
 - b. $\text{GainStandB} = \text{Gain4} + \text{Gain5} + \text{Gain6}$
 - c. $\text{GainStandC} = \text{Gain7} + \text{Gain8} + \text{Gain9} + \text{Gain10}$

5. Calculate progress by creating a variable $\text{GainC3} = 0$.
 - a. A child must make gains on 1 item in Standard A to be considered to have made progress in Standard A. If the child has made gains on 1 item in Standard A ($\text{GainStandA} \geq 1$) then let $\text{GainC3} = \text{GainC3} + 1$.
 - b. A child must make gains on 1 item in Standard B to be considered to have made progress in Standard B. If the child has made gains on 1 item in Standard B ($\text{GainStandB} \geq 1$) then let $\text{GainC3} = \text{GainC3} + 1$.
 - c. A child must make gains on 2 items in Standard C to be considered to have made progress in Standard C. If the child has made gains on 2 items in Standard C ($\text{GainStandB} \geq 2$) then let $\text{GainC3} = \text{GainC3} + 1$.

6. If the number calculated in Step 4 ≥ 1 ($\text{GainC3} \geq 1$), then the performance indicator is met.

PERFORMANCE INDICATOR C-4 FY '09: Forty-five percent (45%) of children ages birth to three, who have been enrolled and have participated in Even Start, will participate in seventy percent (70%) of the child developmental/educational program activity hours offered in center-based or home-based settings as measured by program attendance records. (Form 12)

1. Calculate total number of Center-Based Child Education Session Hours Possible by adding the number of hours per month:
$$\text{TotCEHP} = \text{CEHP1} + \text{CEHP2} + \text{CEHP3} + \text{CEHP4} + \text{CEHP5} + \text{CEHP6} + \text{CEHP7} + \text{CEHP8} + \text{CEHP9} + \text{CEHP10} + \text{CEHP11} + \text{CEHP12}$$
2. Calculate total number of Center-Based Child Education Session Hours Attended by adding the number of hours per month:
$$\text{TotCEHA} = \text{CEHA1} + \text{CEHA2} + \text{CEHA3} + \text{CEHA4} + \text{CEHA5} + \text{CEHA6} + \text{CEHA7} + \text{CEHA8} + \text{CEHA9} + \text{CEHA10} + \text{CEHA11} + \text{CEHA12}$$
3. Calculate total number of Home-Based Child Education Session Hours Possible by adding the number of hours per month:
$$\text{TotHEHP} = \text{HEHP1} + \text{HEHP2} + \text{HEHP3} + \text{HEHP4} + \text{HEHP5} + \text{HEHP6} + \text{HEHP7} + \text{HEHP8} + \text{HEHP9} + \text{HEHP10} + \text{HEHP11} + \text{HEHP12}$$
4. Calculate total number of Home-Based Child Education Session Hours Attended by adding the number of hours per month:
$$\text{TotHEHA} = \text{HEHA1} + \text{HEHA2} + \text{HEHA3} + \text{HEHA4} + \text{HEHA5} + \text{HEHA6} + \text{HEHA7} + \text{HEHA8} + \text{HEHA9} + \text{HEHA10} + \text{HEHA11} + \text{HEHA12}$$
5. Calculate the total number of Child Education Session Hours Possible by adding the Center-Based and Home-Based Possible Hours:
$$\text{TotEHP} = \text{TotCEHP} + \text{TotHEHP}$$
6. Calculate the total number of Child Education Session Hours Attended by adding the Center-Based and Home-Based Hours Attended:
$$\text{TotEHA} = \text{TotCEHA} + \text{TotHEHA}$$
7. Calculate the attendance rate:
$$\text{AttrTotEH} = (\text{TotEHA} / \text{TotEHP}) * 100$$
8. If $\text{AttrTotEH} \geq 70$ then the performance indicator is met.

PERFORMANCE INDICATOR C-5 FY '09: Seventy percent (70%) of children ages three to five, who have been enrolled and have participated in Even Start, will participate in seventy percent (70%) of the child developmental/educational program activity hours offered in center-based or home-based settings as measured by project attendance records. (Form 13)

1. Calculate total number of Center-Based Child Education Session Hours Possible by adding the number of hours per month:
$$\text{TotCEHP} = \text{CEHP1} + \text{CEHP2} + \text{CEHP3} + \text{CEHP4} + \text{CEHP5} + \text{CEHP6} + \text{CEHP7} + \text{CEHP8} + \text{CEHP9} + \text{CEHP10} + \text{CEHP11} + \text{CEHP12}$$
2. Calculate total number of Center-Based Child Education Session Hours Attended by adding the number of hours per month:
$$\text{TotCEHA} = \text{CEHA1} + \text{CEHA2} + \text{CEHA3} + \text{CEHA4} + \text{CEHA5} + \text{CEHA6} + \text{CEHA7} + \text{CEHA8} + \text{CEHA9} + \text{CEHA10} + \text{CEHA11} + \text{CEHA12}$$
3. Calculate total number of Home-Based Child Education Session Hours Possible by adding the number of hours per month:
$$\text{TotHEHP} = \text{HEHP1} + \text{HEHP2} + \text{HEHP3} + \text{HEHP4} + \text{HEHP5} + \text{HEHP6} + \text{HEHP7} + \text{HEHP8} + \text{HEHP9} + \text{HEHP10} + \text{HEHP11} + \text{HEHP12}$$
4. Calculate total number of Home-Based Child Education Session Hours Attended by adding the number of hours per month:
$$\text{TotHEHA} = \text{HEHA1} + \text{HEHA2} + \text{HEHA3} + \text{HEHA4} + \text{HEHA5} + \text{HEHA6} + \text{HEHA7} + \text{HEHA8} + \text{HEHA9} + \text{HEHA10} + \text{HEHA11} + \text{HEHA12}$$
5. Calculate the total number of Child Education Session Hours Possible by adding the Center-Based and Home-Based Possible Hours:
$$\text{TotEHP} = \text{TotCEHP} + \text{TotHEHP}$$
6. Calculate the total number of Child Education Session Hours Attended by adding the Center-Based and Home-Based Hours Attended:
$$\text{TotEHA} = \text{TotCEHA} + \text{TotHEHA}$$
7. Calculate the attendance rate:
$$\text{AttrTotEH} = (\text{TotEHA} / \text{TotEHP}) * 100$$
8. If $\text{AttrTotEH} \geq 70$ then the performance indicator is met.

PERFORMANCE INDICATOR C-6 FY '09: Seventy (70%) of children in kindergarten to third grade (K-3), who have been enrolled and have participated in Even Start, will attend school at the same or better rate as the building attendance rate reported in school records. (Form 14)

1. Exclude any child who is missing Days Present, Days Absent, or School Building Attendance Rate.
(Note: Child will still appear in FLAIR and any non-missing Form 14 data will still appear in FLAIR, but will not be included in the analyses).
2. Calculate Child's Attendance Rate: $ChAttr = (ChDayspresent / ChDayspossible) * 100$
3. Let Adjusted School Building Attendance Rate ($AdjSchAttr$) = School Building Attendance Rate ($SchAttr$) - 0.627: $AdjSchAttr = SchAttr - 0.627$
Note: The +/- Comparison Interval of 0.627 is based on the FY'04 Confidence Interval Calculation from the paired t-test analysis.
4. If ($ChAttr \geq AdjSchAttr$) then the performance indicator is met.

PERFORMANCE INDICATOR C-7 FY '09: Ninety (90%) of children in kindergarten to third grade (K-3), who have been enrolled and have participated in Even Start, will be promoted to the next grade level each school year as measured by school records. (Form 14)

1. Exclude any child who is missing Grade Promotion Data.
(Note: Child will still appear in FLAIR and any non-missing Form 14 data will still appear in FLAIR, but will not be included in the analyses).
2. If the child receives a Grade Promotion Status report of "Yes", then the performance indicator is met.

PERFORMANCE INDICATOR F-1 FY '09: Eighty percent (80%) of Even Start families with children ages birth to eight years old will participate in at least two transition activities in a project year as measured by sign-in sheets, self-reporting, or portfolio documentation completed by families or project staff. (Form 15)

1. For a transition activity to be included: there must be a number of activities (0 is a permissible number), and there must be a transition activity code given.
2. Calculate the total number of activities by summing the number of activities associated with each transition activity code. There may be up to 10 different transition activity codes assigned to a single family:
Total Number of Activities =
 $Act1+Act2+Act3+Act4+Act5+Act6+Act7+Act8+Act9+Act10$
3. If the number calculated in Step 2 ≥ 2 , then the performance indicator is met.

PERFORMANCE INDICATOR F-2 FY '09: Eighty percent (80%) of Even Start families with children ages birth to eight years old will independently demonstrate at least one of the interactive behaviors identified or learned during interactive literacy parent-child activities or parenting education activities within a project year as measured by artifacts, self-reporting forms or checklists specifically related to interactive behaviors that are completed by either families or project staff. (Form 16)

1. For an interactive literacy behavior to be included: there must be an assessment of the behavior (Behavior Demonstrated = “Yes” or “No”) and there must be a behavior code associated with that assessment.
2. Calculate the number of interactive literacy behaviors included for the family (“Extreme example”: For a family with 4 children with 10 behavior codes and ratings each, there are 40 interactive literacy behaviors for the family).
3. Of the goals included, calculate the number for which Behavior Demonstrated = “Yes”
4. If the number calculated in Step 3 ≥ 1 , then the performance indicator is met.

PERFORMANCE INDICATOR F-3 FY '09: Eighty percent (80%) of Even Start families with children ages birth to eight years old will attain one or more family needs or community involvement goals within a prescribed period of time as measured by pre- and post-assessments completed by the adult participant and project staff. (Form 17)

1. For a goal to be included:

- a. There must be a rating of attainment.
- b. The rating of attainment cannot = 4 (because 4=N.A.)
- c. The timeframe of attainment set (1-3 mos., 4-6 mos., 7-12 mos.) is less than the actual timeframe that has passed between date goal was set and date of assessment of goal ($\text{ActualTimef} = \text{DGoalAssess} - \text{DGoalSet}$)

OR: d. Goal is met (rating of attainment = 3) even if c. is not true.

2. Calculate the number of goals included for the family.
3. Of the goals included, calculate the number for which rating of attainment = 3.
4. If the number calculated in Step 3 ≥ 1 , then the performance indicator is met.

Federal Indicators for Children Entering Kindergarten

PPVT-III

Measure 1.4: The percentage of Even Start children who are entering kindergarten and who are achieving significant gains on receptive language on the Peabody Picture Vocabulary Test-III (PPVT-III).

1. Exclude all children enrolled less than six months.
2. Include all children with EnterKindergartenInSept=yes.
3. Exclude all PPVT scores<40.
4. Include all children with PPVT pretest and posttest scores.
5. Calculate $GAINPPVT = POSTPPVT - PREPPVT$
6. If $GAINPPVT \geq 4$, then the performance indicator is met. *A standard score increase of 4 or more points between pre- and post-test is considered to be a significant learning gain.*

Report results for:

- A. All children
- B. All Non-LEP children

PALS PRE-K UPPERCASE LETTER NAMING SUBTASK

Measure 1.5: The number of letters Even Start children can identify, as measured by the PALS Pre-K Uppercase Letter Naming Subtask.

1. Exclude all children enrolled less than six months.
2. Include all children with EnterKindergartenInSept=yes.
3. Include all children with PALS posttest scores.
4. Report number of letters child can identify.

Report results for:

- A. All children
- B. All Non-LEP children