

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

**FLAIR FY'09 Data for
CONSOLIDATED STATE PERFORMANCE REPORT:
Part II**

July 1, 2008 – June 30, 2009

TECHNICAL REPORT #975

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OER Associates LLC
Evaluation Research Consultants

January 2010

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

In the tables below, please provide information requested for the reporting program year July 1, 2008 to June 30, 2009.

2.2.1.1 Federally Funded Even Start Subgrants in the State

Number of federally funded Even Start subgrants	17
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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 four core instructional components.
2. "Adults" includes teen parents.
3. For continuing children, calculate the age of the child on July 1, 2008. For newly enrolled children, calculate their age at the time of enrollment in Even Start.
4. Do not use rounding rules to calculate children's ages.

The total number of participating children will be calculated automatically.

	# Participants
1. Families participating	501
2. Adults participating	519
3. Adults participating who are limited English proficient (Adult English Learners)	234
4. Participating children	(Auto calculated)
a. Birth through 2 years	428
b. Ages 3 through 5	207
c. Ages 6 through 8	103
d. Above age 8	12

2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of newly enrolled families 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 or who had previously been in Even Start and re-enrolls during the year.

	#
1. Number of newly enrolled families	341
2. Number of newly enrolled adult participants	355
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	304
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	283
5. Number of newly enrolled adult participants who have not gone beyond the 9 th grade at the time of enrollment	157

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 continuing to participate, count the time between the family’s start date and the end of the reporting year (June 30, 2009). For families who had previously exited Even Start and then enrolled during the reporting year, begin counting from the time of the family’s original enrollment date. **Report each family only once in lines 1-4.** Note enrolled families means a family who is participating in all four core instructional components. The total number of families participating will be automatically calculated.

Time in Program	#
1. Number of families enrolled 90 days or less	48
2. Number of families enrolled more than 90 but less than 180 days	102
3. Number of families enrolled 180 or more days but less than 365 days	207
4. Number of families enrolled 365 days or more	144
5. Total families enrolled	(Auto Calculated)

2.2.2 Federal Even Start Performance Indicators

This Section collections data about the Federal Even Start Performance Indicators

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**. Only report data from the TABE reading test on the TABE line. Likewise, only report data from the CASAS reading test on the CASAS line. Data from other TABE or CASAS tests or combination of subtests should be reported on the “other” line.

To be counted under “pre- and post-test”, an individual must have completed **both** the pre- and post-tests.

The definition of “significant learning gains” for adult education is determined at the State level either by your State’s adult education program in conjunction with the U.S. Department of Education’s Office of Vocational and Adult Education (OVAE), or as defined by your Even Start State Performance indicators.

These instructions/definitions apply to both 2.2.2.1 and 2.2.2.2.

Note: Do not include the Adult English Learners counted in 2.2.2.2.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)																																										
TABE	56	43	<p>The target was set at 65% for the total group of adults who attended 75+ hours of adult education. 77% met the 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>1</td> <td>100</td> </tr> <tr> <td>Beginning</td> <td>4</td> <td>4</td> <td>100</td> </tr> <tr> <td>Low Intermed.</td> <td>13</td> <td>10</td> <td>77</td> </tr> <tr> <td>High Intermed.</td> <td>25</td> <td>20</td> <td>80</td> </tr> <tr> <td>Low Adv. ASE</td> <td>7</td> <td>5</td> <td>71</td> </tr> <tr> <td>High Adv. ASE</td> <td>6</td> <td>3</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	1	100	Beginning	4	4	100	Low Intermed.	13	10	77	High Intermed.	25	20	80	Low Adv. ASE	7	5	71	High Adv. ASE	6	3	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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CASAS																																													
Other																																													

2.2.2.2 Adult English Learners Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of Adult English Learners who showed significant learning gains on measures of reading.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)																																										
TABE																																													
CASAS																																													
BEST																																													
BEST Plus	28	25	<p>The target was set at 65% for the total group of adult English learners who attended 75+ hours of adult education. 89% met the target.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Cohort</th> <th>Result</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Beg. ESL Literacy</td> <td>13</td> <td>13</td> <td>100</td> </tr> <tr> <td>Low Beg. ESL</td> <td>3</td> <td>3</td> <td>100</td> </tr> <tr> <td>High Beg. ESL</td> <td>3</td> <td>3</td> <td>100</td> </tr> <tr> <td>Low Inter. ESL</td> <td>2</td> <td>1</td> <td>50</td> </tr> <tr> <td>High Inter.</td> <td>1</td> <td>1</td> <td>100</td> </tr> <tr> <td>Advanced ESL</td> <td>6</td> <td>4</td> <td>67</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. ESL Literacy</td> <td>8</td> </tr> <tr> <td>Low Beg. ESL</td> <td>20</td> </tr> <tr> <td>High Beg. ESL</td> <td>17</td> </tr> <tr> <td>Low Inter. ESL</td> <td>17</td> </tr> <tr> <td>High Inter.</td> <td>17</td> </tr> <tr> <td>Advanced ESL</td> <td>17</td> </tr> </tbody> </table>	Level	Cohort	Result	Percent	Beg. ESL Literacy	13	13	100	Low Beg. ESL	3	3	100	High Beg. ESL	3	3	100	Low Inter. ESL	2	1	50	High Inter.	1	1	100	Advanced ESL	6	4	67	Level	Expected Point Gain	Beg. ESL Literacy	8	Low Beg. ESL	20	High Beg. ESL	17	Low Inter. ESL	17	High Inter.	17	Advanced ESL	17
Level	Cohort	Result	Percent																																										
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BEST Literacy	112	99	<p>The target was set at 65% for the total group of adult English learners who attended 75+ hours of adult education. 88% met the target.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Cohort</th> <th>Result</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Beg. ESL Literacy</td> <td>4</td> <td>4</td> <td>100</td> </tr> <tr> <td>Low Beg. ESL</td> <td>71</td> <td>65</td> <td>92</td> </tr> <tr> <td>High Beg. ESL</td> <td>25</td> <td>23</td> <td>92</td> </tr> <tr> <td>Low Inter. ESL</td> <td>7</td> <td>5</td> <td>71</td> </tr> <tr> <td>High Inter.</td> <td>4</td> <td>2</td> <td>50</td> </tr> <tr> <td>Advanced ESL</td> <td>1</td> <td>1</td> <td>100</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. ESL Literacy</td> <td>12</td> </tr> <tr> <td>Low Beg. ESL</td> <td>9</td> </tr> <tr> <td>High Beg. ESL</td> <td>6</td> </tr> <tr> <td>Low Inter. ESL</td> <td>6</td> </tr> <tr> <td>High Inter.</td> <td>6</td> </tr> <tr> <td>Advanced ESL</td> <td>6</td> </tr> </tbody> </table>	Level	Cohort	Result	Percent	Beg. ESL Literacy	4	4	100	Low Beg. ESL	71	65	92	High Beg. ESL	25	23	92	Low Inter. ESL	7	5	71	High Inter.	4	2	50	Advanced ESL	1	1	100	Level	Expected Point Gain	Beg. ESL Literacy	12	Low Beg. ESL	9	High Beg. ESL	6	Low Inter. ESL	6	High Inter.	6	Advanced ESL	6
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Other (CELSA)	21	16	<p>The target was set at 65% for the total group of adult English learners who attended 75+ hours of adult education. 76% met the target.</p> <table border="1" data-bbox="756 310 1430 472"> <thead> <tr> <th>Level</th> <th>Cohort</th> <th>Result</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>High Beg. ESL</td> <td>3</td> <td>3</td> <td>100</td> </tr> <tr> <td>Low Inter. ESL</td> <td>4</td> <td>3</td> <td>75</td> </tr> <tr> <td>High Inter.</td> <td>1</td> <td>1</td> <td>100</td> </tr> <tr> <td>Advanced ESL</td> <td>13</td> <td>9</td> <td>69</td> </tr> </tbody> </table> <p>Current state criteria for gains are:</p> <table border="1" data-bbox="756 537 1295 699"> <thead> <tr> <th>Level</th> <th>Expected Point Gain</th> </tr> </thead> <tbody> <tr> <td>High Beg. ESL</td> <td>8</td> </tr> <tr> <td>Low Inter. ESL</td> <td>6</td> </tr> <tr> <td>High Inter.</td> <td>6</td> </tr> <tr> <td>Advanced ESL</td> <td>3</td> </tr> </tbody> </table>	Level	Cohort	Result	Percent	High Beg. ESL	3	3	100	Low Inter. ESL	4	3	75	High Inter.	1	1	100	Advanced ESL	13	9	69	Level	Expected Point Gain	High Beg. ESL	8	Low Inter. ESL	6	High Inter.	6	Advanced ESL	3
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High Inter.	6																																
Advanced ESL	3																																

2.2.2.3 Adults Earning a High School Diploma or GED

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

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. Include only the number of 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.

School-Age Adults	# with goal	# Who Met Goal	Explanation (if applicable)
Diploma	22	15	
GED	9	6	
Other			

Non-School-Age Adults	# with goal	# Who Met Goal	Explanation (if applicable)
Diploma	5	4	
GED	41	27	
Other			

2.2.2.4 Children Age-Eligible for 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:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took both a pre- and post-test with at least 6 months of Even Start service in between.
3. A "significant learning gain" is considered to be a standard score increase of 4 or more points.
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions.

	# Age-Eligible	# Pre- and Post- Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	59	55	49	4	55=tested 4=not tested Reasons for Not Tested: 2=inability to understand the directions in English 2=missing data/unknown
PPVT-IV					
TVIP					

2.2.2.4.1 Children Age-Eligible for Kindergarten Who Demonstrate Age-Appropriate Oral Language Skills

In the table below, provide the number of children age-eligible for kindergarten who demonstrate age- appropriate oral language skills.

The following terms apply:

1. " Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year.
2. "Tested" includes the number of age-eligible children who took the PPVT-III PPVT-IV or TVIP in the spring of or latest test within the reporting year.
3. Who met goal includes children who score a **Standard Score of 85 or higher** on the spring (or latest test within the reporting year) TVIP,PPVT-III or PPVT-IV.
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions.

Note: Projects may use the PPVT-III or the PPVT-IV if the PPVT-III is no longer available, but results for the two versions of the assessment should be reported separately.

	# Age-Eligible	# Post-Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	59	55	30	4	55=tested 4=not tested Reasons for Not Tested: 2=inability to understand the directions in English 2=missing data/unknown
PPVT-IV					
TVIP					

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 measure by PALS subtask.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year.
2. "Tested" includes the number of age-eligible children who received Even Start services and who took the PALS Pre-K Upper Case Letter Naming Subtask in the spring of 2009 (or latest test within the reporting year).
3. "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English
4. "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 (An example of how to calculate a weighted average is included in the program training materials) and rounded to one decimal.

	# Age-Eligible	# Tested	# Exempted	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case	59	43	16	19.0	43=tested 16=not tested Reasons for Not Tested: 15=inability to understand the directions in English 1=missing data/unknown

2.2.2.6 School-Aged Children Reading on Grade Level

In the table below, provide the number of school-age children who read at or above grade level (“met goal”). 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.

Grade	# In Cohort	# Who Met Goal	Explanation (include source of data)
K	43	31	ISBE FLAIR Form 11.K: Reading Readiness & Reading Level for Kindergarten
1	26	19	ISBE FLAIR Form 11.1: Reading Readiness & Reading Level for First Grade
2	8	7	ISBE FLAIR Form 11.2: Reading Readiness & Reading Level for Second Grade
3	13	7	ISBE FLAIR Form 11.3: Reading Readiness & Reading Level for Third Grade

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 (“met goal”) 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	494	490	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 494 families assessed, 490 (99.2%) independently demonstrated at least one interactive behavior. The average number of behaviors demonstrated per family is 6.0