

# ILLINOIS FAMILY LITERACY PERFORMANCE INDICATORS FOR CHILDREN

FY'11 VERSION

<p><b>Illinois Even Start Child Performance Indicator C-1:</b></p> <p>FLAIR Form 9</p>	<p>Eighty percent (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.</p>
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SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURE
Children ages birth to three <sup>1</sup> , who have been enrolled and have participated in Even Start <sup>2</sup>	Will be observed consistently <sup>3</sup> exhibiting behaviors which are associated with at least two developmentally appropriate language <sup>4</sup> and emergent literacy <sup>5</sup> goals <sup>6</sup>	80% of children	Within a project year <sup>7</sup>	Identified and regularly monitored <sup>8</sup> by project staff and parents

*Definitions:*

- <sup>1</sup> Children aged three are children who turn three after September 1<sup>st</sup> during the project's fiscal year and aren't old enough to be or are not enrolled in a pre-school program.
- <sup>2</sup> "Enrolled and participated in Even Start" means that the family, adult(s) and child(ren), have been in Even Start for at least 30 calendar days and are attending project activities in all four components (adult education, child education, parenting education and interactive literacy parent-child activities).
- <sup>3</sup> "Consistently" means that the child has been observed over time exhibiting behaviors on a habitual basis associated with at least two developmentally appropriate language and emergent literacy goals as identified by the parent and project staff member.
- <sup>4</sup> The term "language" is not limited to only verbiage expressive language, but is inclusive of all communicative intent.
- <sup>5</sup> The term "emergent literacy" refers to any sharing and creation of any printed materials (e.g., sharing books, making marks on paper, coloring).
- <sup>6</sup> Language and emergent literacy goals are listed beginning on the next page.

*Definitions continued on the next page.*

Performance Indicator C-1

*Definitions, continued.*

<sup>6</sup> *The language and emergent literacy goals are listed in broad developmental categories under the age ranges of birth to 8 months, 8 months to 18 months, and 18 months to 3 years.*

<i>Developmental Goal Number</i>	<i>Examples of Language and Literacy Behaviors (Behaviors demonstrating behavior goals are not limited to what is listed.)</i>
<b>Child's Age Range: Birth to 8 Months</b>	
<b>GOAL #1:</b> <i>Responds to frequently heard sights and sounds</i>	<ul style="list-style-type: none"> <li>• <i>Follows an object with the eyes as it is moved back and forth</i></li> <li>• <i>Uses vocal and non-vocal communication to express interest and exert influence</i></li> <li>• <i>Responds to human voices or gazes at faces</i></li> </ul>
<b>GOAL #2:</b> <i>Uses a variety of sounds and motions to communicate</i>	<ul style="list-style-type: none"> <li>• <i>Cries to signal pain or distress</i></li> <li>• <i>Smiles or vocalizes to initiate social contact, i.e., stretches arms to be taken</i></li> <li>• <i>Shows displeasure at loss of social contact</i></li> <li>• <i>Babbles all types of sounds</i></li> <li>• <i>Babbles when alone</i></li> <li>• <i>Combines babbles</i></li> <li>• <i>Understands names of familiar people and objects</i></li> <li>• <i>Laughs</i></li> <li>• <i>Listens to conversations</i></li> </ul>
<b>GOAL #3:</b> <i>Develops book-handling behaviors</i>	<ul style="list-style-type: none"> <li>• <i>Makes eye contact with pictures, but does not make hand contact</i></li> <li>• <i>Looks intently at pictures</i></li> <li>• <i>Holds onto book to suck and chew, exploring how the book works</i></li> </ul>

*Definitions continue on the next page.*

Definitions, continued.

<sup>6</sup> Language and emergent literacy goals, continued.

<i>Developmental Goal Number</i>	<i>Examples of Language and Literacy Behaviors (Behaviors demonstrating behavior goals are not limited to what is listed.)</i>
<b>Child's Age Range: 8 Months to 18 Months</b>	
<p><b>GOAL #4:</b> <i>Shows increased understanding of words and gestures</i></p>	<ul style="list-style-type: none"> <li>• <i>Laughs when a silly song is sung</i></li> <li>• <i>Looks concerned if spoken to harshly</i></li> <li>• <i>Understands many more words than can say</i></li> <li>• <i>Looks toward 20 or more objects when named</i></li> <li>• <i>Demonstrates intense attention to adult language</i></li> <li>• <i>Shows pleasure and takes part in a familiar finger play (e.g., "Open, Shut Them")</i></li> <li>• <i>Follows simple one-part directions (e.g., "Please hand me the book on the floor")</i></li> <li>• <i>Walks toward familiar person when arms open for a hug</i></li> <li>• <i>Begins to use "me," "you," and "I"</i></li> <li>• <i>Creates long, babbled sentences</i></li> <li>• <i>Uses marker or crayon on paper</i></li> </ul>
<p><b>GOAL #5:</b> <i>Uses consistent sounds, gestures, and some words to communicate</i></p>	<ul style="list-style-type: none"> <li>• <i>Coos and smiles when fed a familiar favorite food</i></li> <li>• <i>Uses single words for familiar objects and people and in familiar situations (e.g., says "baba" for bottle and "mama" for mommy)</i></li> <li>• <i>Shakes head no</i></li> <li>• <i>Can say two or three clear words</i></li> <li>• <i>Uses vocal signals other than crying to gain assistance</i></li> </ul>
<p><b>GOAL #6:</b> <i>Develops book-handling behaviors</i></p>	<ul style="list-style-type: none"> <li>• <i>Gives a book to someone to read</i></li> <li>• <i>Turns pages</i></li> <li>• <i>Increases visual attention to book over physical manipulation of books</i></li> <li>• <i>Turns an inverted book right side up or tilts head to try to see pictures right side up</i></li> </ul>
<p><b>GOAL #7:</b> <i>Begins attending to and interacting with pictures in books</i></p>	<ul style="list-style-type: none"> <li>• <i>Looks intensely at pictures</i></li> <li>• <i>Laughs or smiles when a picture is recognized</i></li> <li>• <i>Points to objects when asked, "Where's the ...?"</i></li> <li>• <i>Makes animal sounds, and points to pictures, and asks, "What's that?"</i></li> </ul>

*Definitions continued on the next page.*

Performance Indicator C-1

Definitions, continued.

<sup>6</sup> Language and emergent literacy goal categories, continued.

<i>Developmental Goal Number</i>	<i>Examples of Language and Literacy Behaviors (Behaviors demonstrating behavior goals are not limited to what is listed.)</i>
<b>Child's Age Range: 8 Months to 18 Months</b>	
<b>GOAL #8:</b> <i>Develops picture and story comprehension</i>	<ul style="list-style-type: none"> <li>• <i>Relates an object or an action in the book to the real world</i></li> <li>• <i>Frequently selects a book that relates to child's life</i></li> <li>• <i>Shows a preference for a specific book or a page in a book</i></li> </ul>
<b>GOAL #9:</b> <i>Develops story-reading behaviors</i>	<ul style="list-style-type: none"> <li>• <i>Talks about pictures while pointing</i></li> <li>• <i>Pretends to be reading the book</i></li> <li>• <i>Says a word or phrase that goes with the text as soon as an illustration is seen</i></li> </ul>
<b>Child's Age Range: 18 Months to 3 Years</b>	
<b>GOAL #10:</b> <i>Understands questions and simple directions</i>	<ul style="list-style-type: none"> <li>• <i>Responds to simple requests, such as, "Please sit down."</i></li> <li>• <i>Responds to simple questions, such as, "Where is the book?"</i></li> <li>• <i>Draws a circle when asked</i></li> <li>• <i>Imitates a horizontal crayon stroke</i></li> </ul>
<b>GOAL #11:</b> <i>Uses words and some conventions of speech to express thoughts and ideas</i>	<ul style="list-style-type: none"> <li>• <i>Combines words</i></li> <li>• <i>Defines use of many household items</i></li> <li>• <i>Uses adjectives and adverbs and can recount events of the day</i></li> <li>• <i>Uses compound sentences</i></li> </ul>
<b>GOAL #12:</b> <i>Participates in conversation</i>	<ul style="list-style-type: none"> <li>• <i>Repeats a story just told by another person, showing the desire to be part of the conversation</i></li> <li>• <i>Has a speaking vocabulary that may reach 200 words</i></li> <li>• <i>Asks frequent and meaningful questions</i></li> </ul>
<b>GOAL #13:</b> <i>Shows an interest in writing and the tools to do it</i>	<ul style="list-style-type: none"> <li>• <i>Draws to convey a concept and meaning (e.g., draws picture for a dictation, illustrates family members)</i></li> <li>• <i>Scribbles with marker or crayon</i></li> </ul>

*Definitions continued on the next page.*

Performance Indicator C-1

Definitions, continued.

<sup>6</sup> Language and emergent literacy goal categories, continued.

<i>Developmental Goal Number</i>	<i>Examples of Language and Literacy Behaviors (Behaviors demonstrating behavior goals are not limited to what is listed.)</i>
<b>Child's Age Range: 18 Months to 3 Years, continued</b>	
<p><b>GOAL #14:</b> <i>Develops book-handling behaviors</i></p>	<ul style="list-style-type: none"> <li>• <i>Holds book right-side up</i></li> <li>• <i>Recognizes when a picture is meant to be upside down</i></li> <li>• <i>Moves a finger or whole hand across a line of print</i></li> <li>• <i>Asks questions related to a story or in relation to a story</i></li> <li>• <i>Attends to and interacts with pictures in books</i></li> </ul>
<p><b>GOAL #15:</b> <i>Develops picture and story comprehension</i></p>	<ul style="list-style-type: none"> <li>• <i>Initiates questions to learn more about picture</i></li> <li>• <i>Imitates an action that is shown or mentioned in a book</i></li> <li>• <i>Makes associations across books</i></li> <li>• <i>Asks questions related to a story or in relation to a story</i></li> <li>• <i>Shows empathy for characters or situations in books</i></li> <li>• <i>Talks about characters and events in storybooks in ways that suggest an understanding of what has been said or read</i></li> <li>• <i>Talks about events in storybooks in ways that suggest an understanding of the story's sequence</i></li> </ul>
<p><b>GOALS #16:</b> <i>Develops story-reading behaviors</i></p>	<ul style="list-style-type: none"> <li>• <i>Listens to story for a short while</i></li> <li>• <i>Fills in the next word or phrase in the text when the reader pauses</i></li> <li>• <i>Says the next word before it is read or reads along with the reader when a highly predictable text is read (e.g., responding to rhyme and repeating sounds)</i></li> <li>• <i>Pretends to read</i></li> <li>• <i>Asks to read books to other people and may be able to recite some books fairly accurately</i></li> <li>• <i>Protests when reader misreads a word from a familiar or predictable story</i></li> <li>• <i>Pretends to read while moving a finger or whole hand across line of text</i></li> </ul>
<p>Sources: <i>Developmentally Appropriate Practice in Early Childhood Programs</i>, revised edition, NAEYC, 1997  <i>Much More Than The ABC's, The Early Stages of Reading and Writing</i>, Judith A. Schickedanz. NAEYC, 1999  <i>The Ounce Scale, Standards for the Developmental Profile Birth-42 Months</i>, S. Meisels, D. Marsden, A. Dombro, D. Weston, A. Jewkes, Pearson Education, Inc., 2003</p>	

<sup>7</sup> Project year is the same as a project's fiscal year.

<sup>8</sup> Monitoring is accomplished through continual observations over time by both project staff and parents. (For example, observations can be recorded through anecdotal notes, developmental checklists, video tapes of interactions, and home journals.)

**Illinois Even Start  
Child Performance  
Indicator C-2:**

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.

FLAIR Form 10

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Children ages three <sup>1</sup> to five, who have been enrolled and have participated in Even Start <sup>2</sup>	Will demonstrate progress in language development and literacy <sup>3</sup>	75% of children	A baseline will be established within 45 calendar days of the family's enrollment in Even Start and reported after the family has participated in Even Start	Through authentic <sup>4</sup> , ongoing <sup>5</sup> assessment documenting baseline and progress <sup>6</sup> as recorded on a checklist <sup>7</sup> by their teacher

*Definitions:*

- <sup>1</sup> Children aged three are those children who turn three before the September 1<sup>st</sup> of the project's fiscal year and are old enough to be enrolled in a preschool program.
- <sup>2</sup> "Enrolled and participated in Even Start" means that the family, adult(s) and child(ren), have been in Even Start for at least 30 calendar days and are attending project activities in all four components (adult education, child education, parenting education and interactive literacy parent-child activities).
- <sup>3</sup> For three-to-five-year olds, the language development and literacy skills listed below reflect the Illinois State Goal 1 from the Early Learning Standards. State Goal 1: Read with understanding and fluency.
- Learning Standard IA: Apply word analysis and vocabulary skills to comprehend selections.
    - Benchmark I.A.ECa: Understand that pictures and symbols have meaning and that print carries a message.
    - Benchmark I.A.ECb: Understand that reading progresses from left to right and top to bottom.
  - Learning Standard IA (continued)
    - Benchmark I.A.ECc: Identify labels and signs in the environment.
    - Benchmark I.A.ECd: Identify some letters, including those in own name.
    - Benchmark I.A.ECe: Make some letter-sound matches.

*Definitions continued on the next page.*

## Performance Indicator C-2

### *Definitions (continued)*

- *Learning Standard 1B: Apply reading strategies to improve understanding and fluency.*
  - *Benchmark 1.B.ECa: Predict what will happen next using pictures and content for guides.*
  - *Benchmark 1.B.ECb: Begin to develop phonological awareness by participating in rhyming activities.*
  - *Benchmark 1.B.ECc: Recognize separable and repeating sounds in spoken language.*
  
- *Learning Standard 1C: Comprehend a broad range of reading materials.*
  - *Benchmark 1.C.ECa: Retell information from a story.*
  - *Benchmark 1.C.ECb: Respond to simple questions about reading material.*
  - *Benchmark 1.C.ECc: Demonstrate understanding of literal meaning of stories by making comments.*

*Source: Illinois Early Learning Standards, 2002, Illinois State Board of Education.*

<sup>4</sup> *“Authentic assessment” will be documented through a checklist of language development and literacy skills for children aged three to five. Teachers will determine progress through observations, work sampling, and other ongoing documentation.*

<sup>5</sup> *“Ongoing assessment” will be conducted continually and reported each project fiscal year.*

<sup>6</sup> *“Progress” means growth shown in performance. Performance is rated as: “Not Yet” (the skill, knowledge, or behavior has not been demonstrated), “In Process” (the skill, knowledge, or behavior is emerging and is not demonstrated consistently) and “Proficient” (the skill, knowledge, or behavior is firmly within the child’s range of performance). If baseline assessment is at level 3, then progress means maintaining level 3 over time.*

<sup>7</sup> *A checklist of 12 language development and emergent literacy skills are listed on the F.L.A.I.R. Data Collection Form 10.*

**Illinois Even Start  
Child Performance  
Indicator C-3:**

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.

FLAIR Forms 11.K, 11.1<sup>st</sup>,  
11.2<sup>nd</sup> or 11.3<sup>rd</sup>

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURES
Children in kindergarten to third grade (K-3), who have been enrolled and have participated in Even Start <sup>1</sup>	Will demonstrate progress <sup>2</sup> in reading readiness and reading skills <sup>3</sup>	75% of children	A baseline will be established within 45 days of the family's enrollment in Even Start and reported after the family has participated in Even Start	Through ongoing assessment <sup>4</sup> documenting baseline and progress as recorded on a checklist <sup>5</sup> by the teacher

*Definitions:*

<sup>1</sup> “Enrolled and participated in Even Start” means that the family, adult(s) and child(ren), have been in Even Start for at least 30 calendar days and are attending project activities in all four components (adult education, child education, parenting education and interactive literacy parent-child activities).

<sup>2</sup> “Progress” means a student’s assessment results reflect growth in performance. If baseline assessment is at levels 3 and 4, then “progress” means maintaining level 3 or 4 over time. “Progress” also means students who move to a higher performance level (e.g., a student moves from Level 1 to Level 2).

- *Level 1: Academic Warning: Students’ work shows an inconsistent command of basic knowledge and skills. Students have major gaps in their knowledge and skills and little knowledge to apply them. They may have serious errors or misunderstandings.*
- *Level 2: Below Standards: Students’ work shows basic knowledge and skills in the learning area. However, students have some gaps in their learning and can only apply it in limited ways.*
- *Level 3: Meets Standards: Students’ work shows that they have knowledge and skills in the learning area. Students consistently use and apply their knowledge and skills to solve problems.*
- *Level 4: Exceeds Standards: Students’ work is outstanding and shows comprehensive knowledge and skills in the learning area. Students consistently use their knowledge and skills to solve problems and evaluate the results.*

*Definitions continued on the next page.*

## Performance Indicator C-3

### *Definitions (continued):*

<sup>3</sup> *The reading readiness and reading skills in the checklist reflect the Early Elementary School English/Language Arts State Goals 1 and 2 and their related standards and related benchmarks listed in Illinois Learning Standards (ILS), 1997, Illinois State Board of Education. Information on ILS performance descriptors and classroom assessments*

*can be found on the following website, <http://www.isbe.state.il.us>.*

#### State Goal 1: Read with understanding and fluency

- *Learning Standard 1A: Apply word analysis and vocabulary skills to comprehend selections.*
  - *Benchmark 1.A.1a: Apply word analysis skills (e.g., phonics and word patterns) to recognize new words.*
  - *Benchmark 1.A.1b: Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.*
- *Learning Standard 1B: Apply reading strategies to improve understanding and fluency.*
  - *Benchmark 1.B.1a: Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.*
  - *Benchmark 1.B.1b: Identify genres (forms and purposes) of fiction, nonfiction, poetry, and electronic literary forms.*
  - *Benchmark 1.B.1c: Continuously check and clarify for understanding (e.g., reread, read ahead, use visuals and context clues, ask questions, retell, and use meaningful substitutions).*
  - *Benchmark 1.B.1d: Read age-appropriate material aloud with fluency and accuracy.*
- *Learning Standard 1C: Comprehend a broad range of reading materials.*
  - *Benchmark 1.C.1a: Use information for form questions and verify predictions.*
  - *Benchmark 1.C.1b: Identify important themes and topics.*
  - *Benchmark 1.C.1c: Make comparisons across reading selections.*
  - *Benchmark 1.C.1d: Summarize content of reading material using text organization (e.g., story and sequence).*
  - *Benchmark 1.C.1e: Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, mood, and characterization).*
  - *Benchmark 1.C.1f: Use information presented in simple tables, maps, and charts to form an interpretation.*

#### State Goal 2A: Read and understand literature representative of various societies, eras, and ideas.

- *Learning Standard: 2A: Understand how literacy elements and techniques are used to convey meaning.*
  - *Benchmark 2.A.1a: Identify the literary elements of theme, setting, plot, and character within literary works.*
  - *Benchmark 2.A.1b: Classify literary works as fiction or nonfiction.*
  - *Benchmark 2.A.1c: Describe differences between prose and poetry.*
- *Learning Standard 2B: Read and interpret a variety of literary works.*
  - *Benchmark 2.B.1a: Respond to literary materials by connecting them to their own experience and communicate those responses to others.*
  - *Benchmark 2.B.1b: Identify common themes in literature from a variety of eras.*
  - *Benchmark 2.B.1c: Relate character, setting, and plot to real-life situations.*

<sup>4</sup> *“Ongoing assessment” will be conducted continually and reported each project fiscal year.*

<sup>5</sup> *Checklists of 10-12 reading readiness and reading skills are listed for each grade level (kindergarten through third grade) on F.L.A.I.R. Data Collection Forms 11.K, 11.1<sup>st</sup>, 11.2<sup>nd</sup>, and 11.3<sup>rd</sup>.*

**Illinois Even Start  
Child Performance  
Indicator C-4:**

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 project attendance records.

FLAIR Form 12

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURE
Children ages birth to three, who have been enrolled and have participated in Even Start <sup>1</sup>	Will participate in 70% of the child developmental/ educational program activity <sup>2</sup> hours <sup>3</sup> offered in center-based or home-based settings	45% of children	At least 30 calendar days from date of enrollment until exit or end of the project year <sup>4</sup>	Project attendance records

*Definitions:*

- <sup>1</sup> “Enrolled and participated in Even Start” means that the family, adult(s) and child(ren), have been in Even Start for at least 30 calendar days and are attending project activities in all four components (adult education, child education, parenting education and interactive literacy parent-child activities).
- <sup>2</sup> The environments for child developmental/educational program activities include:
- center-based locations for children from different families, with instruction delivered to a group in an agency, school, or other community locale.
  - home-based locations for child(ren), with instruction delivered individually at their place of residence.
- <sup>3</sup> Hours of child developmental/educational program activities can be associated with average lengths of sessions held in center-based and home-based locations. For example, if a child is present for a day and the usual session length is 45 minutes, then that child is given .75 (3/4 of an hour) credit even if he is late or has to leave early. Other scheduled child developmental/educational program activities will also be recorded in quarter hours with partial quarter hours rounded up. For example, if a home visitor works with a child for 15 minutes, the time is recorded as .25 (1/4 of an hour).
- <sup>4</sup> Project year is the same as the project’s fiscal year.

**Illinois Even Start  
Child Performance  
Indicator C-5:**

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.

FLAIR Form 13

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURE
Children ages three to five, who have been enrolled and have participated in Even Start <sup>1</sup>	Will participate in 70% of the child developmental/educational program activity <sup>2</sup> hours <sup>3</sup> offered in center-based or home-based settings	70% of children	At least 30 calendar days from date of enrollment until exit or end of the project year <sup>4</sup>	Project attendance records

*Definitions:*

<sup>1</sup> “Enrolled and participated in Even Start” means that the family, adult(s) and child(ren), have been in Even Start for at least 30 calendar days and are attending project activities in all four components (adult education, child education, parenting education and interactive literacy parent-child activities).

<sup>2</sup> The environments for child developmental/educational program activities include:

- center-based locations for children from different families, with instruction delivered to a group in an agency, school, or other community locale.
- home-based locations for child(ren), with instruction delivered individually at their place of residence.

<sup>3</sup> Hours of child developmental/educational program activities can be associated with average lengths of sessions held in center-based and home-based locations. For example, if a child is present for a day and the usual session length is 3 hours, then that child is given 3 hours credit even if she is late or has to leave early. Other scheduled child developmental/educational program activities will also be recorded in quarter hours with partial quarter hours rounded up. For example, if a home visitor works with a child for 25 minutes, the time is recorded as .50 (1/2 of an hour).

<sup>4</sup> Project year is the same as the project’s fiscal year.

**Illinois Even Start  
Child Performance  
Indicator C-6:**

Seventy percent (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.

FLAIR Form 14

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURE
Children in kindergarten to third grade (K-3), who have been enrolled and have participated in Even Start <sup>1</sup>	Will attend school at the same or better rate as the building attendance rate <sup>2</sup>	70% of children	For each school year	School records

*Definitions:*

<sup>1</sup> “Enrolled and participated in Even Start” means that the family, adult(s) and child(ren), have been in Even Start for at least 30 calendar days and are attending project activities in all four components (adult education, child education, parenting education and interactive literacy parent-child activities).

<sup>2</sup> To obtain school report card data (e.g., school attendance rate), go to the following site, [www.isbe.state.il.us](http://www.isbe.state.il.us).

**Illinois Even Start  
Child Performance  
Indicator C-7:**

Ninety percent (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.

FLAIR Form 14

SUBJECT	PERFORMANCE WITH THRESHOLD	EXPECTATION	TIME PERIOD	MEASURE
Children in kindergarten to third grade (K-3), who have been enrolled and have participated in Even Start <sup>1</sup>	Will be promoted to the next grade level	90% of children	For each school year	School records

*Definitions:*

<sup>1</sup> “Enrolled and participated in Even Start” means that the family, adult(s) and child(ren), have been in Even Start for at least 30 calendar days and are attending project activities in all four components (adult education, child education, parenting education and interactive literacy parent-child activities).