

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

**FLAIR FY'08 Data for  
CONSOLIDATED STATE PERFORMANCE REPORT:  
Part II**

July 1, 2007 – June 30, 2008

TECHNICAL REPORT #952

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Evaluation Research Consultants

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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, 2007 to June 30, 2008, please provide the following information:

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

Number of federally funded Even Start subgrants	33
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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 four core instructional components.
2. "Adults" includes teen parents.
3. For continuing children, calculate the age of the child on July 1, 2007. For newly enrolled children, calculate their age at the time of enrollment in Even Start.
4. Do not use rounding rules.

The total number of participating children will be calculated automatically.

	# Participants
1. Families participating	951
2. Adults participating	980
3. Adults participating who are limited English proficient (Adult English Learners)	411
4. Participating children	(Auto calculated)
a. Birth through 2 years	527
b. Age 3 through 5	571
c. Age 6 through 8	166
d. Above age 8	38

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

### 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	652
2. Number of newly enrolled adult participants	672
3. Number of newly enrolled families at or below the federal poverty level	542
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	523
5. Number of newly enrolled adult participants who have not gone beyond the 9 <sup>th</sup> grade	323

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

## 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, 2008). 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.

<b>Time in Program</b>	<b>#</b>
1. Number of families enrolled 90 days or less	95
2. Number of families enrolled more than 90 but less than 180 days or less	192
3. Number of families enrolled more than 180 days but 365 days or less	389
4. Number of families enrolled more than 365 days	275
5. Total families enrolled	(Auto Calculated)

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

## 2.2.2 Federal Even Start Performance Indicators

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

In the space below, provide any explanatory information necessary for understanding the data provided in this section on performance indicators.

The response is limited to 8,000 characters.

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.

The number exempted for PALS (N=63) is slightly higher than the number exempted for PPVT (N=58). This can be attributed to one project that served a large number of LEP children ages 3-5. The project's school district had a philosophy of early childhood education instruction in the child's native language. Thus, while the district was willing to test children on the PPVT if they understood the instructions, they were not willing to test children on the PALS. The rationale was that, because all alphabet instruction was conducted in Spanish, any gains in English alphabets could not be directly attributed to the project.

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 FY08, 59% of K-3 children met the achievement goal.

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 08, 98.3% of families independently demonstrated at least one interactive behavior, and the average number of behaviors demonstrated per family is 5.6. 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.

### 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.

The definition of “significant learning gains” for adult education is determined by your State’s adult education program in conjunction with the U.S. 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.

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	<b>99</b>	<b>64</b>	<p>The target was set at 65% for the total group of adults who attended 75+ hours of adult education. 65% 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>2</td> <td>2</td> <td>100</td> </tr> <tr> <td>Beginning</td> <td>4</td> <td>3</td> <td>75</td> </tr> <tr> <td>Low Intermed.</td> <td>23</td> <td>14</td> <td>61</td> </tr> <tr> <td>High Intermed.</td> <td>39</td> <td>25</td> <td>64</td> </tr> <tr> <td>Low Adv. ASE</td> <td>25</td> <td>16</td> <td>64</td> </tr> <tr> <td>High Adv. ASE</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. 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	2	2	100	Beginning	4	3	75	Low Intermed.	23	14	61	High Intermed.	39	25	64	Low Adv. ASE	25	16	64	High Adv. ASE	6	4	67	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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## 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)												
BEST	144	99	<p>The target was set at 65% for the total group of adult English learners who attended 75+ hours of adult education. 69% met target.</p> <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>14</td> </tr> <tr> <td>Low Beg. ESL</td> <td>11</td> </tr> <tr> <td>High Beg. ESL</td> <td>11</td> </tr> <tr> <td>Low Inter. ESL</td> <td>6</td> </tr> <tr> <td>High Inter. &amp; Advanced ESL</td> <td>6</td> </tr> </tbody> </table>	Level	Expected Point Gain	Beg. ESL Literacy	14	Low Beg. ESL	11	High Beg. ESL	11	Low Inter. ESL	6	High Inter. & Advanced ESL	6
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Low Beg. ESL	11														
High Beg. ESL	11														
Low Inter. ESL	6														
High Inter. & Advanced ESL	6														
CASAS															
TABE															

Other			<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 included in the “BEST” row of 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% are listed below for the three assessments, and for the combined results for the three assessments.</p> <table border="1" data-bbox="792 646 1429 856"> <thead> <tr> <th></th> <th># Pre- &amp; Post-Tested</th> <th># Who Met Goal</th> </tr> </thead> <tbody> <tr> <td>BEST</td> <td>144</td> <td>99</td> </tr> <tr> <td>Best Plus</td> <td>46</td> <td>32</td> </tr> <tr> <td>CELSA</td> <td>58</td> <td>36</td> </tr> <tr> <td>Total</td> <td>248</td> <td>167</td> </tr> </tbody> </table> <p>The target was set at 65% for the total group of adults who attended 75+ hours of adult education. 67% met target. Results by level are summarized below.</p> <table border="1" data-bbox="792 1024 1429 1312"> <thead> <tr> <th>Level</th> <th>Cohort</th> <th>Result</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>Beg. ESL Literacy</td> <td>23</td> <td>19</td> <td>83</td> </tr> <tr> <td>Low Beg. ESL</td> <td>43</td> <td>31</td> <td>72</td> </tr> <tr> <td>High Beg. ESL</td> <td>57</td> <td>34</td> <td>60</td> </tr> <tr> <td>Low Inter. ESL</td> <td>48</td> <td>33</td> <td>69</td> </tr> <tr> <td>High Inter. &amp; Advanced ESL</td> <td>44</td> <td>29</td> <td>66</td> </tr> <tr> <td>Advanced ESL</td> <td>33</td> <td>21</td> <td>64</td> </tr> </tbody> </table> <p>Current state criteria for gains are:</p> <table border="1" data-bbox="792 1339 1429 1690"> <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. ESL Literacy</td> <td>14</td> <td>9</td> <td>--</td> </tr> <tr> <td>Low Beg. ESL</td> <td>11</td> <td>7</td> <td>--</td> </tr> <tr> <td>High Beg. ESL</td> <td>11</td> <td>21</td> <td>8</td> </tr> <tr> <td>Low Inter. ESL</td> <td>6</td> <td>29</td> <td>6</td> </tr> <tr> <td>High Inter. &amp; Advanced ESL</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	144	99	Best Plus	46	32	CELSA	58	36	Total	248	167	Level	Cohort	Result	Percent	Beg. ESL Literacy	23	19	83	Low Beg. ESL	43	31	72	High Beg. ESL	57	34	60	Low Inter. ESL	48	33	69	High Inter. & Advanced ESL	44	29	66	Advanced ESL	33	21	64	Level	Expected Point Gain			BEST	BEST Plus	CELSA	Beg. ESL Literacy	14	9	--	Low Beg. ESL	11	7	--	High Beg. ESL	11	21	8	Low Inter. ESL	6	29	6	High Inter. & Advanced ESL	6	17	6	Advanced ESL	6	17	3
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Source – Manual entry by SEA into the online collection tool.

### 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.

<b>School-Age Adults</b>	<b># with goal</b>	<b># Who Met Goal</b>	<b>Explanation (if applicable)</b>
Diploma	<b>19</b>	<b>15</b>	
GED	<b>18</b>	<b>13</b>	
Other			

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

<b>Non-School-Age Adults</b>	<b># with goal</b>	<b># Who Met Goal</b>	<b>Explanation (if applicable)</b>
Diploma	<b>15</b>	<b>9</b>	
GED	<b>72</b>	<b>34</b>	
Other			

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

### 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:

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 in English.

	<b># Age-Eligible</b>	<b># Pre- and Post- Tested</b>	<b># Who Met Goal</b>	<b># Exempted</b>	<b>Explanation (if applicable)</b>
PPVT-III	144	79	56	59	79=tested 65=not tested Reasons for Not Tested: 58=inability to understand the directions in English 1=severe disability 6=missing data/unknown
PPVT-IV					
TVIP					

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

### 2.2.2.4.1 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 who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PPVT-III or TVIP in the spring of the reporting year.
3. # who met goal includes children who score a Standard Score of 85 or higher on the spring PPVT-III
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 in English.

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.

	<b># Age-Eligible</b>	<b># Post-Tested</b>	<b># Who Met Goal</b>	<b># Exempted</b>	<b>Explanation (if applicable)</b>
PPVT-III	144	79	48	59	79=tested 65=not tested Reasons for Not Tested: 58=inability to understand the directions in English 1=severe disability 6=missing data/unknown
PPVT-IV					
TVIP					

Note: New to SY 2007-08 CSPR collection. Proposed under OMB 83I

### 2.2.2.5 The Average Number of Letters Children Can Identify as Measured by the PALS Pre-K Upper Case Letter Naming 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 who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PALS Pre-K Upper Case Letter Naming Subtask in the spring of 2008.
3. 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 (An example of how to calculate a weighted average is included in the program training materials) and rounded to one decimal.
4. "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.

	<b># Age-Eligible</b>	<b># Tested</b>	<b># Exempted</b>	<b>Average Number of Letters (Weighted Average)</b>	<b>Explanation (if applicable)</b>
PALS PreK Upper Case	144	76	64	15.42	76=tested 68=not tested Reasons for Not Tested: 63=inability to understand the directions in English 1=severe disability 4=missing data/unknown

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

### 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 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.

<b>Grade</b>	<b># In Cohort</b>	<b># Who Met Goal</b>	<b>Explanation (include source of data)</b>
K	86	53	ISBE FLAIR Form 11.K: Reading Readiness & Reading Level for Kindergarten
1	44	26	ISBE FLAIR Form 11.1: Reading Readiness & Reading Level for First Grade
2	27	14	ISBE FLAIR Form 11.2: Reading Readiness & Reading Level for Second Grade
3	9	5	ISBE FLAIR Form 11.3: Reading Readiness & Reading Level for Third Grade

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

### 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	947	931	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 947 families assessed, 931 (98.3%) independently demonstrated at least one interactive behavior. The average number of behaviors demonstrated per family is 5.6.

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