

**ILLINOIS PREKINDERGARTEN PROGRAM  
FOR CHILDREN AT RISK OF ACADEMIC FAILURE  
FY 2003 EVALUATION REPORT**

**ILLINOIS STATE BOARD OF EDUCATION  
Data Analysis and Progress Reporting Division**

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State Board of Education**

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The interpretations and conclusions expressed in this report have been prepared by staff and do not necessarily reflect the position or the policy of the Illinois State Board of Education.

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## **PROGRAM HIGHLIGHTS FOR FY 2003**

The Illinois Prekindergarten Program for Children At Risk of Academic Failure provides state grants to public school districts to conduct preschool education programs for children ages three to five who are at risk of academic failure. General findings from this report are as follows:

- \* The Early Childhood Block Grant funding increased from \$169.6 million in FY 2000 to \$198.7 million in FY 2003. Under the Early Childhood Block Grant, the following programs can receive funding: the Prekindergarten At-Risk program, the Parental Training program, and the Prevention Initiative program.
- \* Statewide, 420 projects (a 3% increase from FY 2000) received state funds to serve children in 642 districts (a 5% increase from FY 2000). Forty-six of these projects served 202 districts under joint agreements with other districts.
- \* A total of 55,984 children were served during FY 2003, a 5% increase from FY 2000. Of the total served, 15,883 children (28%) were in their second year of the prekindergarten program. Of the children eligible after screening in FY 2003, 66% were served and 10,912 children were on a waiting list at the end of the 2003 school year.
- \* Statewide, 31% of three-year-old children were served in FY 2003, an increase from 24% in FY 2000.
- \* The average amount spent per downstate child from the appropriation remains almost the same (\$2,635) in FY 2003 from FY 2000 (\$2,598). The average cost per child for the state was \$2,785 in FY 2003, a 4.5% increase from \$2,664 in FY 2000.
- \* The average teacher/child ratio was 1 to 19 (18.6), and the average adult/child (teacher and teacher's aide) ratio was 1 to 8.9. Some 1,637 full-time equivalent teachers were paid by the grant, about 287 parent coordinators were employed, and 1,723 teacher's aides were employed in FY 2003. The teacher/child ratio has slowly increased. In FY 1997, it was 1 to 16; in FY 2000, it was 1 to 18.
- \* Statewide, teachers ranked 27% of the children who participated in prekindergarten programs as "above average" and 51% as "average" in their kindergarten readiness skills.
- \* About 28% of the children served were from single-parent homes and 2% were living with adults other than their parents. About 67% of the children were eligible for free or reduced-price lunch and 56% were minority children.
- \* Almost 91% of the parents were reported to be involved in at least one parent involvement activity. Forty-three percent of the parents participated in four or more parent involvement activities.
- \* Since the beginning of the program (FY 1987), ISBE has been collecting data in order to follow the academic progress of the children who participated in the program. Data for downstate students indicate that across three instructional areas (reading, mathematics, and language), 77% to 81% of students in the third grade and 74% to 78% of students in eighth grade were ranked as "above average" or "average" by their teachers. In Chicago, these percentages are 54% to 47% in third grade, and 62% to 70% in eighth grade reading and mathematics, and 53% in eighth grade language.

- \* Illinois Standards Achievement Tests (ISAT) results for previous downstate prekindergarten students in third grade reveal that 63% “meet” or “exceed” the standards in writing, 66% in reading and 82% “meet” or “exceed” the standards in mathematics. For eighth grade downstate students these percentages are 55%, 60%, and 53% respectively. In social science, 67% of these previous Prekindergarten participants “meet” and “exceed” the standards in fourth grade and 61% in seventh grade while in science these percentages are 72% and 74% respectively.
- \* The ISAT results for Chicago students previously enrolled in prekindergarten show that their level of performance is almost the same as all the other Chicago students in all subjects at all grade levels.
- \* The Illinois State Board of Education estimates that there may be as many as 140,066 three- and four-year-old children who may be at risk of academic failure in Illinois. With this estimate as a guide, the Illinois Prekindergarten Program served 40% of the total at-risk children in FY 2003. Head Start programs served 47,224 children (34%) in FY 2003.

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## **WHO PARTICIPATES IN THE PREKINDERGARTEN PROGRAM IN ILLINOIS?**

In 1985, the Illinois State Board of Education (ISBE) adopted a policy on early childhood education and was authorized by legislation to administer grants to school districts to operate prekindergarten programs for children three to five years of age. The eligible population to be served in this program was described as “children who are at risk of academic failure because of their home and community environment.” Many of the at-risk children come from low-income families and families where English is not spoken as the primary language in the home. Many are children of teen-aged parents who have not yet completed high school. Some are children who were born prematurely or had a low birth weight.

### **How are participants identified?**

Children are identified for the program through individual screening and assessment, not by their membership in a given group, or the characteristics of their families. Individual projects establish their own eligibility criteria and methods for screening based on local needs. No single uniform eligibility standard or screening system is applied to all age-appropriate populations. Because the program eligibility is based on local needs, the characteristics and services of the programs vary according to the needs of their participants.

### **How was information collected?**

This report is based on information collected from each project at the end of the school year using the following data collection instruments: Prekindergarten Student Record collects information about the characteristics of students served, their status and performance; Prekindergarten Program Record collects information regarding program characteristics; and Prekindergarten FollowUp Report collects information to measure performance of participating children in succeeding school years.

For the follow-up study, a random sample of at least 25-33% of the children who previously participated in the program was selected from each grade. Each student's academic performance was determined by Illinois Standards Achievement Test scores (ISAT) in conjunction with local rankings of “above average,” “average,” “below average,” or “deficient.” The local rankings were based on subjective judgments influenced by locally defined performance standards and assessment practices.

Because of the variations in programs and student characteristics, assumptions linking program services to participant outcomes should be made with caution. However, the data collected and the subsequent evaluation help identify factors that seem to be related to performance and provide a partial explanation of how students are responding to prekindergarten experiences.

## HOW HAS PARTICIPATION IN THE PREKINDERGARTEN PROGRAM CHANGED SINCE ITS INCEPTION IN 1986?

The Early Childhood Block Grant funded 420 prekindergarten projects in fiscal year 2003. Forty-six projects served more than one district under joint agreements, making a total of 642 districts served, almost three times the number of districts served during the first full year of the program in FY 1987. From a total of 84,017 children screened, 60,637 were eligible and 55,984 were served, 15,883 of whom were in their second year of the program. Projects reported a total of 10,912 children on the waiting list at the end of school year 2003. The number of students on the waiting list has increased. This might be due to the increase in the number of children screened and the increased number of children served the second year in the program. Table 1 on page 3 profiles program participation from FY 1986 through FY 2003.

The increase in funds for FY 2003 did not result in an increase in the number of children enrolled in the program. Table 1 reveals that more children are being screened from FY 2000 to FY 2003, and more children were eligible for the program. In FY 2000, 68.5% of the children screened were eligible for the program while in FY 2003, this number increased to 72.2%. About 72% of the eligible children were served and 18% were on a waiting list in FY 2003.

Table 2 shows the number of children who were eligible for the program, the number who received services, and the number of children on waiting lists by downstate, Chicago, and statewide.

**Table 2. Program Eligibility and Participation for Downstate, Chicago, and Statewide in FY 2003**

	Downstate	Chicago	Statewide
Children Screened	59,457	24,560	84,017
Eligible after Screening	36,919	23,718	60,637
Children Served First Year	25,357	14,744	40,101
Children Served for Second Year	10,396	5,487	15,883
Total Children Served	35,753	20,231	55,984
Children on Waiting Lists	7,425	3,487	10,912
Total Number of Children Served During the Summer	1,536	2,600	4,136
Number of Children Who Participated only in the Summer Program	187	0	187



**Table 1: The Prekindergarten At-Risk Program in Illinois from FY 1986 to FY 2003**

	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98	FY 99	FY 2000	FY 2001	FY 2002	FY 2003
Number of Projects	100	94	94	135	184	236	262	295	312	330	351	376	388	405	407	417	419	420
Participating Districts	232	202	178	279	353	475	496	531	547	578	607	607	na	na	609	609	641	642
Children Screened	24,340	26,749	23,993	32,161	45,770	57,482	67,388	71,470	75,519	73,953	74,663	83,737	82,689	81,805	81,070	80,365	80,448	84,017
Eligible after Screening	na	na	na	na	na	na	na	na	na	43,319	45,673	54,030	54,044	52,785	55,573	55,103	55,955	60,637
Children Served*	na	6,953	5,394	10,411	17,176	23,372	27,269	29,814	33,204	35,057	38,034	45,614	45,854	49,934	53,386	52,637	55,960	55,984
2nd Year in Program	na	1,642	na	1,723	2,802	5,056	6,557	7,393	7,362	9,928	9,150	11,597	11,798	12,353	13,024	14,026	14,998	15,883
Children Served First Year	na	na	na	8,688	14,374	18,316	20,712	22,421	25,842	25,129	28,884	34,017	35,364	37,581	40,362	38,611	40,962	40,101
Eligible Children Served	na	na	na	na	na	na	na	na	na	58%	63%	63%	65%	71%	73%	70%	73%	72%
Summer Enrollment	na	na	na	na	9,300	13,559	5,055	4,558	3,538	4,704	4,709	1,453	1,574	3,616	2,457	2,465	2,310	1,536
Children on Waiting List**	na	na	na	na	na	6,674	7,137	10,235	12,551	na	9,246	13,579	10,352	7,939	7,265	8,032	7,802	10,912
Appropriation in Millions	12.1	12.7	12.7	23.9	48	63	71.5	75.5	87.7	92.7	101.9	112.2	123.4	***	151.0	180.2	183.5	183.5
% Change in Appropriation	na	5	0	88	101	31	13	6	16	6	10	10	10					

\* The row 'Children Served' also includes children served for their second year in the Prekindergarten At-Risk Program.

\*\* Projects reported children on the waiting list based on only those parents who opted to be placed on the waiting list. Some parents enroll their children in Head Start or another preschool program and would not be on a waiting list. Children who were on a waiting list in the previous school year could have been enrolled in the current school year.

na = data not available

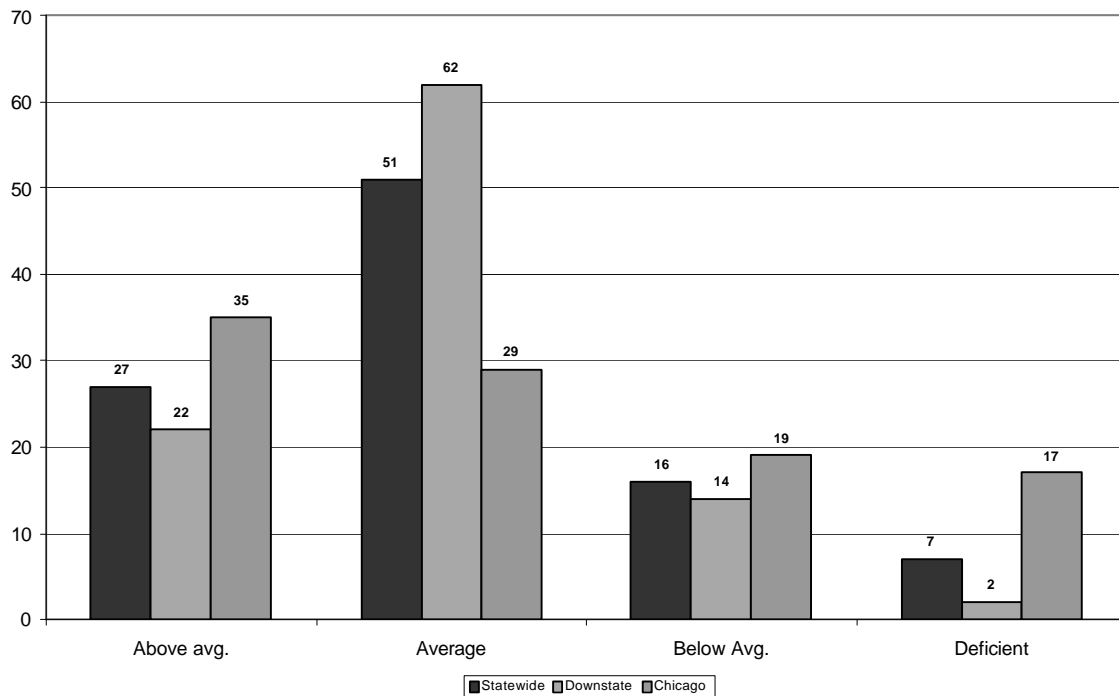
\*\*\* In FY99, 153.6 million dollars were appropriated as a part of the Early Childhood block grant. The amount spent on prekindergarten programs is not available.

## HAS THE PREKINDERGARTEN PROGRAM INCREASED CHILDREN’S READINESS FOR KINDERGARTEN?

At the end of the prekindergarten program, teachers rank each child’s readiness for kindergarten according to a four-category scale: “above average,” “average,” “below average,” and “deficient.” These rankings are based on teacher judgment influenced by local assessment practices.

In FY 2003, 78% of participating children were ranked as “above average” or “average” in their kindergarten readiness level. In downstate, 84% of the at-risk children were ranked as “average” or “above average” in their readiness skills after participation in the program, and in Chicago the number was 64%. Figure 1 compares the performance of children statewide in FY 2003 with the performance of Chicago and downstate children. It should be emphasized that differences in rankings may be the result of different assessment instruments and performance criteria.

Figure 1: Kindergarten Readiness Level



## **WHAT FACTORS CONTRIBUTED TO CHILDREN'S READINESS FOR KINDERGARTEN?**

Research has shown that environmental background plays a major role in academic success or failure. To evaluate the characteristics of the children served, projects are asked to report information on each child's ethnicity, family structure, health, primary language, eligibility for free or reduced-price lunch, previous preschool experiences, and parent involvement in their child's education.

### **What are the family structures of students?**

About two-thirds (67%) of the children served came from homes where both parents are present (excluding 5% whose family structure was unknown). This percentage has remained about the same since FY 1987.

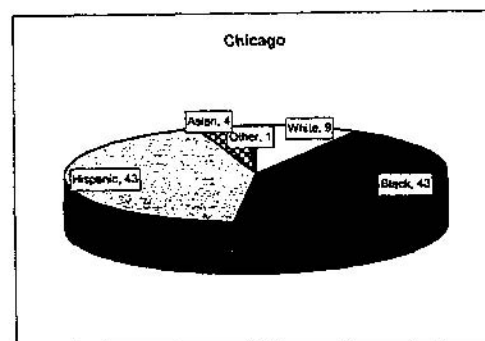
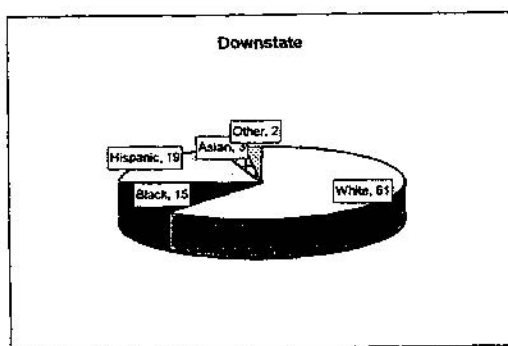
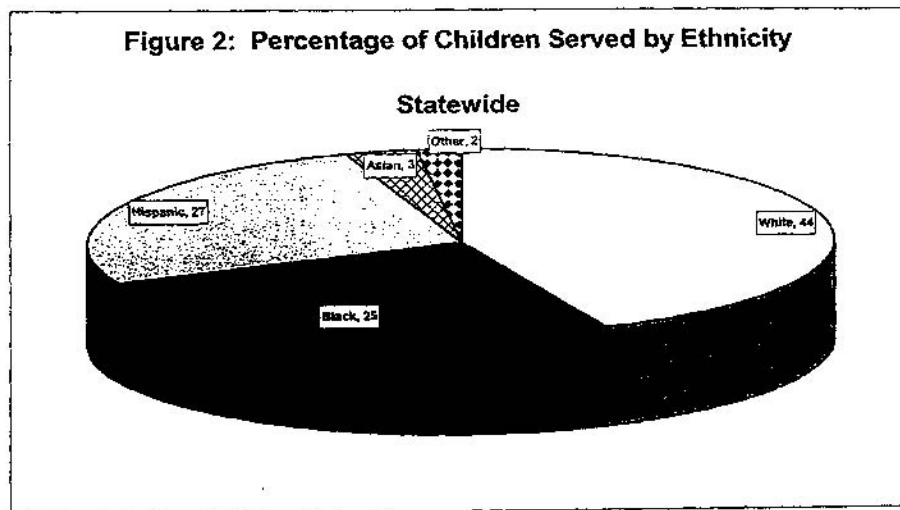
Children who lived with two parents were ranked higher by their teacher in terms of kindergarten readiness than children from other family structures. Almost 79% were ranked as "above average" or "average" compared to 76% of the children from single-parent families.

### **What were the racial and ethnic backgrounds of the children served?**

In FY 2003, more than half the children served (56%) were from a minority group. About 44% of the children were white; 25% black; 27% Hispanic; and 3% Asian. "Other" including American Indians accounted for 2%.

Statewide, the program's ethnic and racial configuration has been changing since FY 1990. In FY 1990, 32% of the participating children were black, compared to 25% in FY 2003. The percentages of white children decreased from 50% in FY 1990 to 41% in FY 1997 and increased back to 44% in FY 2003, and each year the percent of Hispanic children has gradually increased from 16% in FY 1990 to 25% in FY 2000 to 27% in FY 2003. Figure 2 shows the ethnic breakdown of the children served.

Chicago serves vastly different percentages of ethnic and racial groups than the rest of the state. Most of the children served in Chicago are black (43%) and Hispanic (43%), while projects downstate served 15% black and 19% Hispanic students. The racial/ethnic distribution of children served in the downstate projects has changed with decreases in white and black children served and an increase in Hispanic children served. In Chicago, the percentage of Hispanic children increased gradually from 22% in FY 1987, to 37% in FY 1995, to 41% in FY 1997, and 43% in FY 2003, and the percentage of black children decreased from 55% in FY 1990, to 48% in FY 1997, and 43% in FY 2003.



In downstate Illinois, 85% of white children were ranked by their teachers as “above average” to “average” compared to 81% of black and Hispanic children. This difference in ranking between the race/ethnicities was larger in previous years.

**Table 3: Readiness Level by Race/Ethnicity - Downstate**

Readiness Level	White	Black	Hispanic	Asian	Other
Above Average	23.8	19.4	19.5	31.7	21.5
Average	61.5	62.0	61.9	55.0	64.8
Below Average	12.6	16.1	16.4	11.9	11.8
Deficient	2.1	2.5	2.1	1.4	1.9

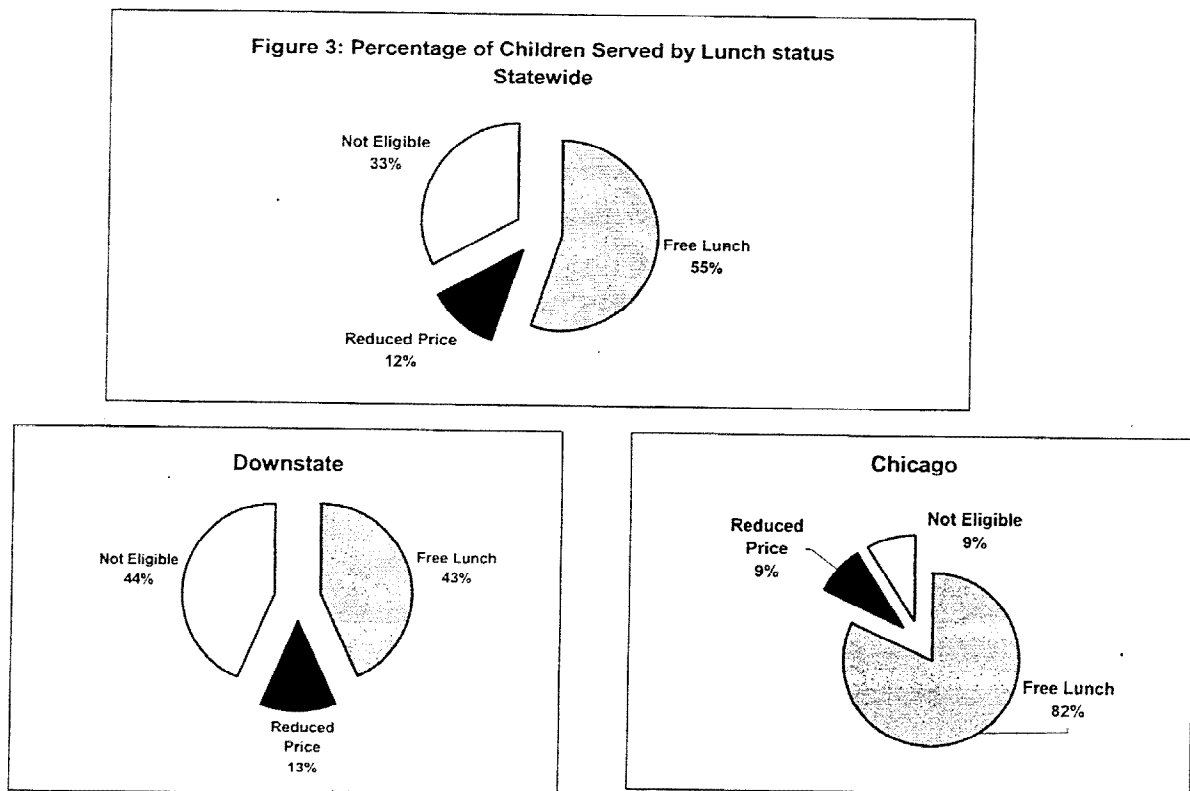
**Table 3: Readiness Level by Race/Ethnicity - Chicago**

Readiness Level	White	Black	Hispanic	Asian	Other
Above Average	42.7	37.8	33.9	16.7	29.4
Average	19.2	35.4	26.6	15.9	29.4
Below Average	21.7	16.8	19.7	28.6	5.9
Deficient	16.4	10.0	19.8	38.8	35.3

### Did the family income level relate to readiness?

Eligibility for free and reduced-price lunch is used to determine which children come from low-income families. Since most programs operate only half days and do not offer meals, the lunch status of 17% of downstate and 23% of Chicago participants was unknown in FY 2003.

Fifty-five percent of the children served statewide were eligible for free lunch and another 12% were eligible for reduced-price lunch. These figures have been slowly shifting since FY 1997, more children who are not eligible for free lunch but considered at-risk are being served. In FY 1997, 64% of children served were eligible for free lunch and 10% for reduced-price lunch. In FY 2003, Chicago programs served many more low-income children, 91% compared to 57% downstate. See Figure 3.



Due to significant differences in the population served and the readiness-level criteria between Chicago and downstate, the effect of family income on performance ranking diminishes in statewide data. Separate data analyses for Chicago and downstate reveal that family income

may have some effect on performance rank (see Table4). In Chicago, 65% of the children who were not eligible for free or reduced-price lunch performed at “average” and “above average” compared to 68% of the children who were eligible for free lunch. The lack of apparent difference in performance between these categories might be because of the large majority (82%) of the children who belong to the free lunch eligibility criteria. Downstate, this difference is 89% and 80%, respectively.

**Table 4: Readiness Level by School Lunch Status**

**Downstate**

Readiness Level	Free Lunch	Reduced Price	Not Eligible
Above Average	19.0	23.1	27.1
Average	60.6	61.3	61.7
Below Average	17.6	13.9	9.8
Deficient	2.8	1.7	1.4

**Chicago**

Readiness Level	Free Lunch	Reduced Price	Not Eligible
Above Average	37.6	40.0	43.8
Average	30.9	23.3	20.5
Below Average	17.6	19.2	18.7
Deficient	13.9	17.5	17.0

**How are parents involved?**

All prekindergarten projects are required to include parent participation and parent education components in their programs. Substantial evidence from research suggests that parent involvement has a major influence on student achievement.

Almost 91% of the parents participated in one or more activities, a decrease from 99% in FY1997 and 94% in FY 2000. About 48% of the parents participated in four or more activities compared to 55% in FY 1997, and one-third (30%) of the parents participated in one or two parent activities only, compared to 21% in FY 1997. ISBE will continue to track participation to determine the reason for this decline. A total of 286.9 full-time equivalent parent-coordinator/facilitators were employed by projects, an increase from 255.9 in FY 2000. Table 5 shows that high parent involvement may lead to better performance by the children. Almost 81-84% of the children whose parents participated in three or more activities were ranked as “average” and “above average,” compared to 72% whose parents participated in only one or two activities, and 58% whose parents did not participate at all.

**Table 5: Readiness Level and Parent Participation**

Readiness Level	5 or More Activities	Four Activities	Three Activities	One or Two Activities	No Activities
Above Average	28.2	29.0	27.0	25.6	22.0
Average	54.5	55.6	54.2	46.5	36.0
Below Average	13.2	14.3	14.3	18.7	22.0
Deficient	4.1	4.5	4.5	9.2	20.0

Tables 6 and 7 show the number of parents involved in different activities.

**Table 6: Number of Parents Served by Parent Education Activities**

Type of Parent Education	Number of Parents Served	Percent of Total Parents
One-to-One Consultation/Counseling	13,449	26
Parent-Child Interaction Activities	26,337	52
Parenting Skill Development Activities	28,243	55
Health and Nutrition Workshop/Class	7,754	15
Adult Literacy/Job Development Activities	3,642	7
GED Classes	1,594	3
Parent Resource Library	13,901	27
Linking with Other Community Resources	13,293	26
Other Parent Education/Support Activities	12,626	25

**Table 7: Number of Parents Involved by Activity**

Type of Activities	Number of Parents Participating	Percent of Total Parents
Contributing Materials	36,576	72
Visiting/Observing in the Classroom	26,848	53
Attending Children's Programs	40,973	80
Attending Social Meetings	21,946	43
Attending Information Meetings	37,732	74
Volunteering Outside the Classroom	11,735	23
Volunteering in the Classroom	26,686	52
Participating in Parent Support Groups	5,754	11
Participating on Parent Advisory Boards	3,399	7
Book/Toy Lending Library	34,403	67
Field Trips	26,547	52
Other	12,183	24

## **WHAT ARE THE PROGRAM CHARACTERISTICS?**

The Prekindergarten At-Risk Program allows projects to develop their own unique at-risk programs while continuing to operate within the Illinois State Board of Education's guidelines. The following section explains the differing characteristics of the projects.

### **How do projects decide which children are eligible for services?**

Projects establish their own criteria to determine which children are at risk of academic failure. The Illinois State Board of Education requires the following to be included in screening: fine and gross motor skills, cognitive development, visual motor integration, language and speech development, vocabulary, English proficiency, and social competence.

In FY 2003, almost half of the projects (47%) used the DIAL-R (Developmental Indicators for the Assessment of Learning-Revised) test as their primary screening tool. About 20% of the projects used district-developed or other tests, and the Brigance Preschool Screening and PlayBased Screening were used by 7% of the projects when two screening instruments were used. These two instruments were most often used (24%), and the Peabody Picture Vocabulary Test Revised (PPVT-R) was used by 14% of the projects as the second instrument.

Besides the screening assessments, districts also use other criteria to determine the children's eligibility to participate in the program. About 96% of the projects consider low income and teenage parents as at-risk criteria. Criteria such as parent's education, drug/alcohol abuse, child living with family other than parent, child's primary language other than English, and a referral from other state agencies were used by 92%-94% of the projects. Other major at-risk criteria were: child suffering from chronic illness, one of the parents incarcerated, homeless family, and parents' illness.

### **What kinds of instructional settings do projects use?**

Instructional settings often depend upon available resources and the needs of the children. Some projects offer more than one instructional setting (e.g., half-day classroom and full-day classroom or classroom and home-based program). In FY 2003, the 420 projects offered 501 different types of instructional settings. Most of the projects (96%), enrolling 98% of the children, were classroom-based. The percentage of projects offering full-day programs has steadily increased from 11.5% in FY 2000 to 20% in FY 2003. The percentage of projects offering more than 15 hours per week of instruction has also increased from 6% in FY 2000 to 17% in FY 2003. About 1.2% of the children were served through a combination of classroom and homebased instruction, and less than one percent (0.7%) of the children were served in only homebased settings compared to 1.5% in FY 1997 and 1.8% in FY 1999.

While most children (71%) were served in a half-day classroom-based education program, 14% were served in a full-day program, a 10% increase from FY 2000. Another eight percent were served in 15 to 23 hours per week of classroom instruction. ISBE encouraged projects to offer extended day care to the children who are in a half-day classroom setting either at school or through collaboration with a private day care. About 62 districts offered the extended full-day care and education in FY 2003, serving 4,934 children.



### What are the qualifications of educational staff?

In FY 2003, the projects employed the equivalent of 1,637.1 fulltime teachers, a 3% increase from FY 2000. From FY 1999, all teachers have held Early Childhood Education Certificates as required by law. The full-time equivalent number for teacher's aides was 1,722.8 for FY 2003.

### What is the student/teacher ratio?

The largest classes had 20 students with one teacher and one teacher aide. Thirtyone percent of the largest classrooms had 15 to 19 children and almost 60% had 20 children in their classroom, a sharp increase from 34% in FY 2000. The average teacher/child ratio was 1 to 18.6. The average adult/child ratio (teacher and teacher's aide) in the class was 1 to 8.9. This is a slight increase from previous years. In FY 2000, these ratios were 17 and 8, respectively. The standard adult/child ratio specified in rules and regulations of the Illinois Prekindergarten Program is one adult to 10 children, with no more than 20 children in each classroom.

### What is the total cost of the program?

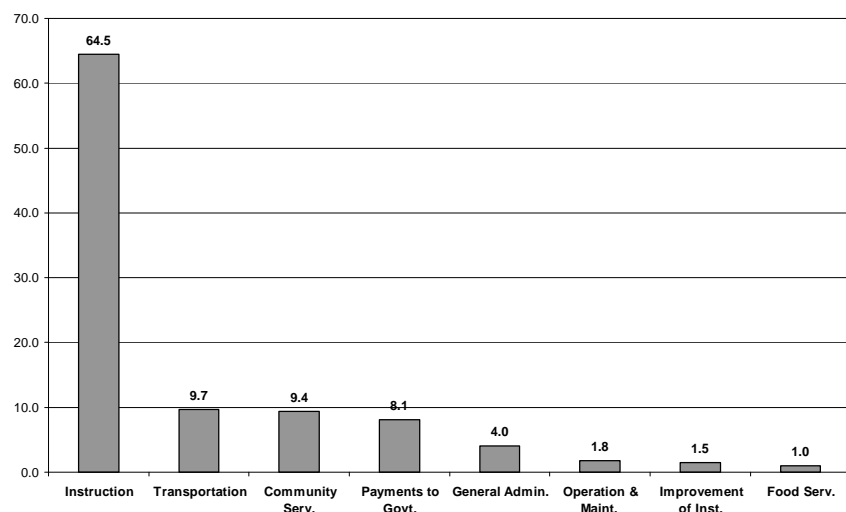
In FY 2003, \$183.5 million dollars was appropriated for the Early Childhood Block Grant. The following programs can be funded under the Early Childhood Block Grant: the Prekindergarten At-Risk program, the Parental Training program, and the Prevention Initiative program.

Chicago School District 299 received \$67.9 million dollars for the early childhood programs in a Chicago block grant and as such, they are not required to provide ISBE with expenditure data by services. In FY 2003, the average cost per child for Chicago Prekindergarten At-Risk program was \$ 3,051 from the state appropriation fund.

Downstate expenditure data reveal that about 61% of the total expenditures paid for instructional salaries and benefits. This percentage has increased 7% from FY 2000. The total expenditure for salaries and benefits for all services was about 75%. The expense for all supplies and materials was about 4%, out of which 2% was for instructional supplies and materials. Transportation was the next highest expense after the instructional category. Figure 4 shows the percentages of downstate expenditure by services in FY 2003. The average cost per downstate child for FY 2003 was \$2635.

The average cost per child for the state was \$2,785 in FY 2003, a 4.5% increase from \$2,664 in FY 2000.

Figure 4: Downstate Expenditure by Services (in millions)



## **HOW DID STUDENTS WHO HAD PARTICIPATED IN THE PROGRAM PERFORM IN LATER ELEMENTARY GRADES?**

The Illinois Prekindergarten At-Risk Program is designed to provide participants with a reasonable chance for academic success in school. Beginning in FY1993, in order to determine the success of the program, ISBE staff selected a random sample of 33% of the children who had previously participated in the prekindergarten program from each grade level. To study the longterm effects of participation, ISBE will continue every year to add another 33% of the current prekindergarten participants to the study.

Teachers in elementary grades were asked to rank children who participated in the prekindergarten program on their academic performance in reading, mathematics, language, and behavior. The four performance categories were “above average,” “average,” “below average,” and “deficient.”

Chicago data are not available for kindergarten students who were in a prekindergarten at-risk program in FY 2003. For this reason, downstate and Chicago data are not combined to show statewide results. However, the Chicago and downstate students’ data are shown separately in Tables 8 through 11.

The downstate follow-up data in Table 8 and Table 9 reveal the following about students who previously participated in prekindergarten programs.

- \* At the end of the 2002-2003 school year, 79% to 83% of the downstate students who previously attended a prekindergarten at-risk program were ranked “above average” or “average” in kindergarten in three instructional areas (reading, language, mathematics). Reading rankings were the lowest (79%); mathematics and language were the highest (83%).
- \* The large majority of students who were previously in a prekindergarten program continue to do well in later grades. At least 78% (reading), 74% (mathematics), and 76% (language) of students were ranked as “average” or “above average” through eighth grade in all three instructional areas.
- \* Previous prekindergarten participants who were ranked as “above average” by their teachers in kindergarten continue to perform well in all three instructional areas throughout their elementary grades. About 27% to 32% of the students were ranked as “above average.”
- \* In mathematics and language, the percentage of previous prekindergarten students ranked by teachers as “average” decreased from 55% in kindergarten to 44% in eighth grade mathematics and from 55% to 46% in language.
- \* The percentage of previous prekindergarten students in the “average” category in reading did not decrease as much as in other instructional areas. In kindergarten, 49% of the students were in the “average” category, and 46% of the students were still in the “average” category in eighth grade.

- \* Previous prekindergarten students show a higher decline in mathematics performance than in reading and language. In mathematics, the percentage of students in the “deficient” and “below average” category increased from 17% in kindergarten to almost 26% in eighth grade. This increase is more apparent from fifth grade on.
- \* In reading, the percentage in all categories remains relatively the same throughout the elementary grades. In the language category, the percentage of students in the “average” category steadily decreased while the percentage in the “below average” category steadily increased.
- \* Overall, 79% to 85% of the students were promoted to the next regular grade each year throughout their elementary career.
- \* The data also reveal that early supplementary help was not adequate to sustain the academic progress of some students. In the fifth and the sixth grade, some 20% to 22% of the students were ranked as “below average” or “deficient” in all three instructional areas, but less than 1% of the students were retained in the sixth grade through eighth grade and only 6% to 8% of the students received supplemental academic support from the fourth to the eighth grade.
- \* Percentages of previous prekindergarten students receiving supplemental academic services are highest in the first grade (12.7%) and gradually drop to 5.9% in the sixth grade, and to 5.4% and 5.7% in the seventh and eighth grades.
- \* The retention rate data (Table 9) reveal that the largest retention rates were in kindergarten (3.3%) and first grade (2.4%). From second to fifth grade, the retention rate remains low (one percent and below), increasing to 1.1% to 1.7% from sixth to seventh grade.
- \* Table 9 also shows that, while the percentage of previous prekindergarten students receiving supplemental help decreased, the percentage of students receiving special education services increased. The percentage of students receiving special education increased from 5.4% in the first grade, to 10.7% in the fifth grade and declines to 7.7% in the eighth grade.
- \* Overall, previous prekindergarten students perform and sustain achievement better in reading than in mathematics and language.

**Table 8: Performance of Prekindergarten At-Risk Students in Elementary Grades  
by Their Teachers' Ranking-Downstate FY 2003**

<b>READING</b>	<b>ABOVE AVERAGE</b>	<b>AVERAGE</b>	<b>BELOW AVERAGE</b>	<b>DEFICIENT</b>
	%	%	%	%
KINDERGARTEN	29.8	49.5	17.6	3.2
FIRST GRADE	32.5	45.3	18.9	3.3
SECOND GRADE	33.7	44.3	19.7	2.3
THIRD GRADE	31.4	45.7	21.0	1.9
FOURTH GRADE	32.0	45.5	20.6	1.9
FIFTH GRADE	29.3	47.8	20.9	2.0
SIXTH GRADE	33.5	45.3	18.7	2.5
SEVENTH GRADE	31.5	45.8	18.8	3.9
EIGHTH GRADE	32.2	45.8	19.1	2.9
<b>MATHEMATICS</b>				
KINDERGARTEN	27.4	55.8	14.3	2.5
FIRST GRADE	31.5	52.9	13.5	2.1
SECOND GRADE	32.9	51.4	14.1	1.6
THIRD GRADE	30.2	50.9	16.9	2.0
FOURTH GRADE	30.2	49.3	18.6	1.9
FIFTH GRADE	27.7	49.2	20.7	2.4
SIXTH GRADE	31.1	46.3	19.3	3.3
SEVENTH GRADE	28.8	44.8	21.2	5.3
EIGHTH GRADE	30.2	44.0	20.7	5.1
<b>LANGUAGE</b>				
KINDERGARTEN	27.0	54.8	15.8	2.4
FIRST GRADE	27.7	53.7	16.3	2.4
SECOND GRADE	29.4	51.0	17.8	1.8
THIRD GRADE	28.0	51.1	19.0	1.9
FOURTH GRADE	29.8	50.1	18.4	1.7
FIFTH GRADE	28.7	50.4	19.4	1.5
SIXTH GRADE	31.4	47.7	18.3	2.6
SEVENTH GRADE	29.3	48.9	18.0	3.8
EIGHTH GRADE	29.7	46.5	20.8	3.0

Number of students in the follow-up study

Kindergarten	8221	Fourth Grade	5563	Eighth Grade
First Grade	7461	Fifth Grade	3541	1473
Second Grade	6575	Sixth Grade	3367	
Third Grade	6419	Seventh Grade	1955	

**Table 9: Recommended Placement for 2003-2004 by Elementary Grades -Downstate**

PLACEMENT	KINDER- GARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
	%	%	%	%	%	%	%	%	%
Advance to Next Regular Grade	81.8	78.5	79.1	79.0	80.6	79.9	83.5	84.6	84.4
Advance to Next Grade with Supplemental Services	9.4	12.7	11.2	11.0	8.7	7.6	5.9	5.4	5.7
Advance to Next Grade with Sp.Ed. Services	3.7	5.4	7.2	8.6	8.8	10.7	8.7	7.6	7.7
Advance to Transition Class	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Refer for Sp.Ed. Placement	0.3	0.4	0.6	0.5	0.7	0.8	0.6	0.5	0.7
Bilingual Transition Classroom	0.3	0.4	0.4	0.3	0.4	0.6	0.2	0.1	0.2
Bilingual Self-Contained	0.8	0.2	0.2	0.1	0.1	0.1	0.0	0.0	0.0
Retention	3.3	2.4	1.2	0.5	0.6	0.4	1.1	1.7	1.3
Unknown**	0.3	0.3	0.3	0.3	0.2	0.2	0.4	0.5	0.4
Number of Children	8221	7461	6575	6382	5563	3541	3367	1955	1473

\*\*Percentages are calculated without including unknown.



## **Cohort Longitudinal Study- Downstate**

Table 10 provides information on the progress of the downstate students who participated in the 1994-95 prekindergarten at-risk program.

The analysis indicates the following:

- \* From kindergarten to seventh grade, three-fourths of these students maintained their performance in reading, as 76% to 79% of the students were ranked as “above average” or “average.” The number of students in the “average” and “below average” category decreased while only 3% to 4% students remain in the “deficient” category in the elementary grades.
- \* In mathematics, 82% of students in kindergarten, 78% in fourth grade, and 74% in seventh grade were ranked as “above average” or “average.” From the fourth grade the number of students in the “below average” and “deficient” category increased. The number of students in the “average” category decreased while the number of students in the “above average” category increased. The students receiving supplemental help also decreased in the fourth grade, while there is a continuous increase in students receiving special education services.
- \* In language, the percentage of students in the “above average” and “average” category was 81% in kindergarten and 78% in eighth grade. Even though the combined percentages decreased slightly over the years, the percentage of students in “above average” increased from 22% in kindergarten to 29% in seventh grade, while the “average” category shows a downward trend from 59% to 49%. There is very little change in the “below average” category, while the number of students in the “deficient” category increased.
- \* These data suggest that, in order for some students to sustain performance, substantial supplementary help is needed in the early years. The data also reveals that, as the percentages of students receiving supplemental help decreased from the fourth grade, the percentages of students in the “deficient” and “below average” category increased in mathematics and language. It should be emphasized that all these students were at risk of academic failure, and still more than three-fourths of the children maintained “average” and “above average” performance even in seventh grade.
- \* The comparison between at-risk students’ ISAT data and all downstate students’ ISAT data shows the difference in the performance, but one needs to remember that the comparison group for these at risk students include “all” downstate students including the gifted and students with economic advantage.
- \* The ISAT results for the students in this cohort study reveal that these students, who were previously at-risk, have sustained their progress even in the fifth and seventh grade.
- \* About 59% of the students from this cohort group “meet” or “exceed” the ISAT standards in third and fifth grade reading. In mathematics, these percentages are 69% in third grade and 63% in fifth grade, while in writing, these percentages are 52% and 67% respectively. The percentages for all students in downstate areas ranged from 69% to 77% in these three subjects.

- \* In the fourth grade, 67% of students “meet” or “exceed” the standards in science, and in social science the percentage is 61%. This trend continues in seventh grade with 60% in social science. In science, these percentages increased to 74% as the students performed better in seventh grade.
- \* The fact that almost two-thirds of these students continue to perform in “average” and “above average” categories reflects the positive effects of the prekindergarten at-risk program.

**Table 10: Performance of FY 1995 Downstate Prekindergarten At-Risk Children in the Elementary Grade**

	Above Average	Average	Below Average	Deficient
<b>READING</b>	%	%	%	%
Kindergarten FY 96	24.0	51.9	21.0	3.1
First Grade FY 97	31.0	44.4	20.3	4.2
Second Grade FY 98	31.4	44.2	22.0	2.3
Third Grade FY 99	30.4	44.2	23.1	2.3
Fourth Grade FY 2000	30.6	46.2	20.5	2.7
Fifth Grade FY 2001	30.6	46.3	21.1	2.0
Sixth Grade FY 2002	30.7	48.6	18.7	2.0
Seventh Grade FY 2003	31.5	45.8	18.8	3.8
<b>MATHEMATICS</b>	%	%	%	%
Kindergarten FY 96	24.2	57.4	16.5	1.9
First Grade FY 97	29.5	53.4	14.7	2.4
Second Grade FY 98	30.0	52.8	15.2	1.8
Third Grade FY 99	29.9	49.4	19.0	1.8
Fourth Grade FY 2000	29.9	48.6	18.9	2.6
Fifth Grade FY 2001	26.9	48.3	22.0	2.8
Sixth Grade FY 2002	29.0	48.4	19.1	3.5
Seventh Grade FY 2003	28.8	44.8	21.2	5.3
<b>LANGUAGE</b>	%	%	%	%
Kindergarten FY 96	21.8	59.3	17.1	1.8
First Grade FY 97	25.3	53.6	18.1	3.0
Second Grade FY 98	26.7	52.4	19.4	1.6
Third Grade FY 99	27.3	51.0	19.9	1.8
Fourth Grade FY 2000	29.7	48.8	19.2	2.3
Fifth Grade FY 2001	28.3	50.5	19.2	2.0
Sixth Grade FY 2002	28.4	51.2	17.8	2.6
Seventh Grade FY 2003	29.3	48.9	18.0	3.8
<b>BEHAVIOR</b>	%	%	%	%
Kindergarten FY 96	31.4	51.6	14.8	2.2
First Grade FY 97	34.3	50.3	13.0	2.3
Second Grade FY 98	36.6	48.1	12.9	2.4
Third Grade FY 99	36.8	48.8	12.2	2.3
Fourth Grade FY 2000	41.5	45.0	11.6	1.8
Fifth Grade FY 2001	n/a	n/a	n/a	n/a
Sixth Grade FY 2002	n/a	n/a	n/a	n/a
Seventh Grade FY 2003	n/a	n/a	n/a	n/a
<b>Total # of Students in the Sample</b>				
Kindergarten FY 96	3791			
First Grade FY 97	3347			
Second Grade FY 98	2916			
Third Grade FY 99	2603			
Fourth Grade FY 2000	2443			
Fifth Grade FY 2001	2233			
Sixth Grade FY 2002	2059			
Seventh Grade FY 2003	1955			

Promoted Regular	Supplemental Services	Special Ed. Services	Special Ed. Self-Contained	Retention
80.5	10.2	2.9	0.6	3.5
76.6	14.7	4.5	0.5	2.7
76.9	13.4	7.3	0.7	1.4
77.9	11.8	8.5	0.6	0.8
79.9	8.8	9.8	0.7	0.8
81.2	8.0	9.6	0.5	0.6
83.2	6.0	8.8	0.1	1.0
84.6	5.4	7.6	0.5	1.7

**ISAT Results of this Cohort Group**

	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
<b>READING</b>	3rd grade in fy1999 5th grade in fy2001			
Prek 3rd grade	5	37	45	14
All 3rd Grade*	4	26	49	21
prek 5th grade	0	41	39	20
All 5th Grade*	1	34	36	29
<b>MATHEMATICS</b>				
Prek 3rd grade	10	21	53	16
All 3rd Grade*	7	16	51	26
prek 5th grade	2	35	60	3
All 5th Grade*	3	28	62	7
<b>WRITING</b>				
Prek 3rd grade	6	42	48	4
All 3rd Grade*	6	31	56	7
prek 5th grade	3	31	60	7
All 5th Grade*	3	22	61	14
<b>SOCIAL SCIENCE</b>	4th grade in fy 2000 and 7th grade in fy 2003			
Prek 4th grade	8	31	56	5
All 4th grade*	7	26	60	7
Prek 7th grade	1	38	49	11
All 7th grade*	1	34	48	17
<b>SCIENCE</b>				
Prek 4th grade	0	33	57	10
All 4th grade*	1	27	57	15
Prek 7th grade	8	17	60	14
All 7th grade*	8	14	58	20

All represents all Non Chicago(downstate) data only.

**# in a sample**

3rd grade fy 1999	1964	No ISAT tests in 6 th grade fy 2002
5th grade fy 2001	1854	7 th grade fy 2003 1445
4th grade fy 2000	1533	



## **Chicago:**

As mentioned, data on Chicago kindergarten students (previous prekindergarten at-risk program participants) are not available. The data for many students in various grades, specifically in early grades, were not available due to the large number of students in the sample size, the large number of schools (674) in Chicago school districts, and the lack of computerized data system at local schools.

The Chicago follow-up data (excluding kindergarten) in Tables 11 and 12 reveal the following:

- \* More than half (60%) of the first-grade students who previously participated in a prekindergarten program were ranked as “average” or “above average” in reading and language. The mathematics scores for most of these students were not available. Only 85 students’ mathematics scores were available.
- \* About half of the previous participants maintained their academic grades at the same level. According to the Child Assessment Profile data, by the third grade, the percentage of students in “average” and “above average” categories decreased in reading (52%) and language (54%). In eighth grade these percentages remain the same for language while in reading percentages increased to 62%. In mathematics, 60% of the students were ranked as “average” and “above average” in second grade, but only 47% in the third grade, and increased to 70% in the eighth grade.
- \* The data in Table 12 reveal Chicago’s retention policy. The retention rate increased from 8% in the second grade to 16.5% in the third grade. In fourth and fifth grades, the retention rate is only 6%, but it increased again to 16.4% in the sixth grade. Chicago retains students at the third, sixth, and eighth grade levels if they do not pass the citywide tests established by the Chicago Board of Education. Students who fail the tests may take summer classes and be retested.
- \* The variation in percentages of the “average,” “below average,” and “deficient” categories in all instructional areas probably reflects the Chicago districts retention policy. After the high retention rate in third, sixth, and eighth grades, the percentage of students in fourth and seventh grade in the “deficient” category drops.
- \* About 10% to 18% of the students receive special education services with the percentage of students receiving special education services increasing from sixth grade on.
- \* Table 12 also reveals that nearly three-fourths of the students receive supplemental help. For Chicago, if a student is in a Title 1 school, then the student is considered to be receiving supplemental help. This explains the high percentage of students in this category.

- \* Overall, except in language, 60% of students (in reading), and 70% of students (in mathematics), ranked as “above average” or “average” even in the eighth grade. In language, only about half (53%) of the students were ranked as “above average” or “average.”

**Table 11: Performance of Prekindergarten At-Risk Students in Elementary Grades  
by Their Teachers' Ranking-Chicago FY 2003**

READING	ABOVE	AVERAGE	BELOW	DEFICIENT	Data	
	AVERAGE		AVERAGE		available for	unknown
	%	%	%	%	students	
KINDERGARTEN	na	na	na	na	0	3002
FIRST GRADE	21.4	37.6	30.4	10.6	1906	956
SECOND GRADE	19.7	31.2	38.6	10.5	2831	813
THIRD GRADE	8.9	42.7	35.0	13.4	2518	205
FOURTH GRADE	12.7	44.7	34.5	8.1	2292	181
FIFTH GRADE	12.2	41.1	37.4	9.3	2321	197
SIXTH GRADE	9.8	32.3	45.8	12.1	2039	212
SEVENTH GRADE	12.7	45.4	34.9	7.0	1505	221
EIGHTH GRADE	14.4	47.4	32.8	5.4	1705	257
<b>MATHEMATICS</b>						
KINDERGARTEN	na	na	na	na	0	3002
FIRST GRADE	8.2	16.5	35.3	40.0	85	2777
SECOND GRADE	23.1	36.9	30.7	9.3	2582	1062
THIRD GRADE	17.1	29.8	34.5	18.6	2102	621
FOURTH GRADE	32.8	38.2	21.1	7.8	2354	119
FIFTH GRADE	24.9	41.2	26.6	7.3	2356	162
SIXTH GRADE	25.1	33.6	31.9	9.4	2080	171
SEVENTH GRADE	28.0	45.9	20.4	5.7	1545	181
EIGHTH GRADE	28.0	41.7	24.2	6.1	1742	220
<b>LANGUAGE</b>						
KINDERGARTEN	na	na	na	na	0	3002
FIRST GRADE	32.5	29.0	20.2	18.3	1521	1341
SECOND GRADE	22.3	19.9	34.0	23.8	1880	1764
THIRD GRADE	30.0	24.4	15.9	29.7	1844	879
FOURTH GRADE	40.6	19.5	21.5	18.3	1674	799
FIFTH GRADE	37.0	11.4	35.2	16.4	1618	900
SIXTH GRADE	37.6	14.0	23.2	25.1	1417	834
SEVENTH GRADE	34.0	26.2	16.1	23.7	1118	608
EIGHTH GRADE	26.6	26.7	17.3	29.4	1155	807

Number of students in the follow-up study  
na = not available

**Table 12: Recommended Placement for 2003-2004 by Elementary Grades -Chicago**

PLACEMENT	KINDER- GARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
	%	%	%	%	%	%	%	%	%
Advance to Next Regular Grade	n/a	5.0	5.2	3.6	4.5	3.8	4.2	4.9	6.8
Advance to Next Grade with Supplemental Services	n/a	72.7	75.4	68.9	78.4	79.1	66.6	70.2	68.1
Advance to Next Grade with Sp.Ed. Services	n/a	12.8	11.4	11.0	10.4	11.0	12.8	16.7	18.0
Advance to Transition Class	n/a	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Refer for Sp.Ed. Placement	n/a	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Bilingual Transition Classroom	n/a	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Bilingual Self-Contained	n/a	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Retention	n/a	9.5	8.0	16.5	6.7	6.1	16.4	8.3	7.1
Unknown**									
Number of Children		2862	3644	2723	2473	2518	2251	1726	1962

\*\*Percentages are calculated without including unknown.

## High School

Since the high school curriculum and structure is different from elementary schools, the data collected for the students who are now in high school are different from the data for elementary school students. Results from those data are shown in Table 13 and Table 14.

For high school students who previously participated in prekindergarten programs, the data on behavior, truancy, discipline, and suspensions were collected in addition to data on absence rates, placement, and graduation rates. Data collection efforts were hindered for several reasons: student mobility, lack of manpower at the school level, and less cooperation from high school administrators. Almost 18% of the students' information was not available from this sample group with another 8% added in to this year. The information for another 25% of students from the sample was already missing because of high mobility of students in elementary grades. Less than 1% of the students were in special education and data were not available for them. Any conclusions drawn from these data should be considered tentative in view of the small sample size.

Table 13 and 14 reveal the following:

Downstate:

- \* Out of a total sample of 3,006 downstate high school students who previously participated in a prekindergarten program, data for 553 students (18%) were not available.
- \* A majority of these high school students (80% to 85%) are ranked as "average" and "above average" in behavior.
- \* The truancy rate for these students is about 3% to 4% in high school. The behavior data for 10% to 13% of the students were unknown. The average number of days absent remains between 10 and 13.
- \* A majority of these high school students were promoted to the next regular grade. About 81% of the students moved to the next regular grade in ninth grade and 87% in eleventh grade.
- \* Very few students received supplemental academic help in high school. Only about 2% to 4% of the students received supplemental help and 8% of the students received special education services.
- \* The retention rate of these high school students was about 4% in the ninth grade to 2% in the eleventh grade. Only 1.7% of students were retained in twelfth grade and 96% of the students graduated from high school, including 1% acquiring GED.
- \* A total of 27 new students dropped out of the education system and 28 students enrolled in other educational systems.
- \* Two hundred forty students' ACT scores were available. The average ACT score of these high school students was 17.7.

- \* The PSAE scores reveal that more than half of the students were at the level of “below standards” or “academic warning.” (57% in writing), (61% in mathematics), (58% in reading), (53% in social science), and (63% in science) compared to about 37% to 44% for all other downstate students. However, one needs to be careful before drawing any conclusions, as there are many other factors, which could have affected the students’ outcome.

#### Chicago:

- \* Behavior and attendance data of Chicago high school students were not available.
- \* All Chicago high school students who were in Title 1 schools were reported as students receiving supplemental help (60%).
- \* The retention rate in ninth grade was high (12.2%), decreasing to 9.2% in tenth grade, almost 8% in eleventh grade, and 3.5% in twelfth grade.
- \* A total of 7% of the students dropped out from high school and some 6% enrolled in other educational systems.
- \* About 93% of the students graduated from twelfth grade.

#### Statewide:

- \* Statewide, 93% of the students in the longitudinal study who were in prekindergarten at risk programs graduated from high school and 5% dropped out of the education system. A total of about 5% enrolled in other educational systems such as vocational education, trade schools, or other alternative programs during the high school years.



Table 13: FY 2003 High School Follow-Up Data for Downstate Students

Percentage of Students by Behavior

BEHAVIOR	NINTH* GRADE	TENTH* GRADE	ELEVENTH* GRADE	TWELTH* GRADE
	%	%	%	%
Above Average	36.1	35.8	36.3	47.9
Average/No Problem	41.4	43.9	40.4	35.1
Below Average	15.8	14.8	15.9	13.1
Chronic Truant	3.0	3.6	4.4	2.7
Suspension	3.6	1.9	2.5	1.2
Expulsion	0.1	0.0	0.5	0.0
Unknown	13.7	9.4	10.7	13.4
Total # of Students	880	641	458	299
Average Days Absent	11.5	10.4	13	12.4

\* Percentages are calculated without including unknown

Recommended Placement for 2003-04 -Downstate Students

Recommended Placement for 2003-04- Downstate Students	NINTH* GRADE	TENTH* GRADE	ELEVENTH* GRADE	TWELTH* GRADE
	%	%	%	%
Advance to Next Regular Grade	80.9	86.5	86.8	0.0
Advance to Next Grade with Supplemental Serv.	4.0	1.8	3.0	0.0
Advance to Next Grade with Sp.Ed. Services	7.8	8.0	8.1	0.3
Bilingual Transition	0.1	0.0	0.0	0.0
Sp.Ed. Self-Contained Classroom	0.9	0.3	0.2	0.0
Enrolled in Other Education System	0.5	0.2	0.0	0.0
Retention	4.8	1.7	1.2	1.7
Moved Out of District	0.4	0.5	0.0	0.7
Dropped Out of Education System	0.6	1.0	0.2	1.1
Graduate	n/a	n/a	0.5	95.1
Acquired GED	n/a	n/a	0.0	1.1
Unknown	9.7	6.4	5.7	3.7
Total Number of Students	882	641	458	297

\* Percentage calculated without including unknown

na = not applicable



**Table 14: FY 2003 High School Follow-up Data for Chicago Students**

Recommended Placement for 2003-04-Chicago Students		NINTH* GRADE	TENTH* GRADE	ELEVENTH* GRADE	TWELTH* GRADE
		%	%	%	%
1	Advance to Next Regular Grade	12.1	15.7	19.2	na
2	Advance to Next Grade with Supplemental Serv.	59.0	59.2	58.5	na
3	Advance to Next Grade with Sp.Ed. Services	10.5	9.3	8.8	na
4	Bilingual Transition	0.0	0.0	0.0	na
5	Sp.Ed. Self-Contained Classroom	5.5	5.7	3.1	1.2
6	Enrolled in Other Education System	0.0	0.0	0.0	0.0
7	Retention	12.2	9.2	7.7	3.5
8	Moved Out of District	0.0	0.0	0.0	0.0
9	Dropped Out of Education System	0.7	0.9	1.7	2.3
10	Graduate	0.0	0.0	1.1	93.0
11	Acquired GED	0.0	0.0	0.0	0.0
12	Unknown	2.7	1.5	1.6	7.3
Total Number of Students					

\* Percentage calculated without including unknown ( 291 )

na = not applicable

Total Number of Students 5651

Number of students enrolled in other education system = 349 ( 6.2%)

Number of students aquired GED = 64 (1.1 %)

Number of Students dropped out of education system = 405 ( 7.2%)

354 previous- continued dropped out , 51 new ( 0.9 %)

Total Number of Students retained = 444 ( 7.9%)



## **How did ISAT test scores of former prekindergarten participants compare with the statewide average?**

To evaluate the progress of former prekindergarten program participants, the scores on the Illinois Standards Achievement Tests (ISAT) of a sample of third, fourth, fifth, seventh, and eighth graders were compared with statewide ISAT scores. Because ISAT is the only standardized achievement test all students take, it is the best tool to compare prekindergarten at-risk students' achievement with the general Illinois student population. To best judge the effects of the prekindergarten experience, comparison with a control group of students who were eligible for prekindergarten, but never enrolled, would be more conclusive. However, the data for a comparison group were not available. Problems such as mobility, identification of children, and inadequate records from waiting lists make it very difficult to do a comparison study.

The Illinois State Board of Education developed grade-level performance standards related to what students should know and be able to do in five subjects. According to their scores on the ISAT, students are placed into one of four levels: "Academic Warning," "Below Standards," "Meets Standards," or "Exceeds Standards." The achievement levels of former prekindergarten students were compared with the total population of students in grades three, four, five, seven, and eight.

Random sampling procedures were used to secure the data for Chicago and downstate participants. There is a disproportionately higher number of students in the Chicago sample than in the downstate sample possibly indicating higher student mobility in the downstate area. Therefore, no statewide totals are provided due to the likelihood that the combined data would not be representative of the state. Table 15 shows the ISAT data of downstate, Chicago, and all students statewide.

### **ISAT - Downstate**

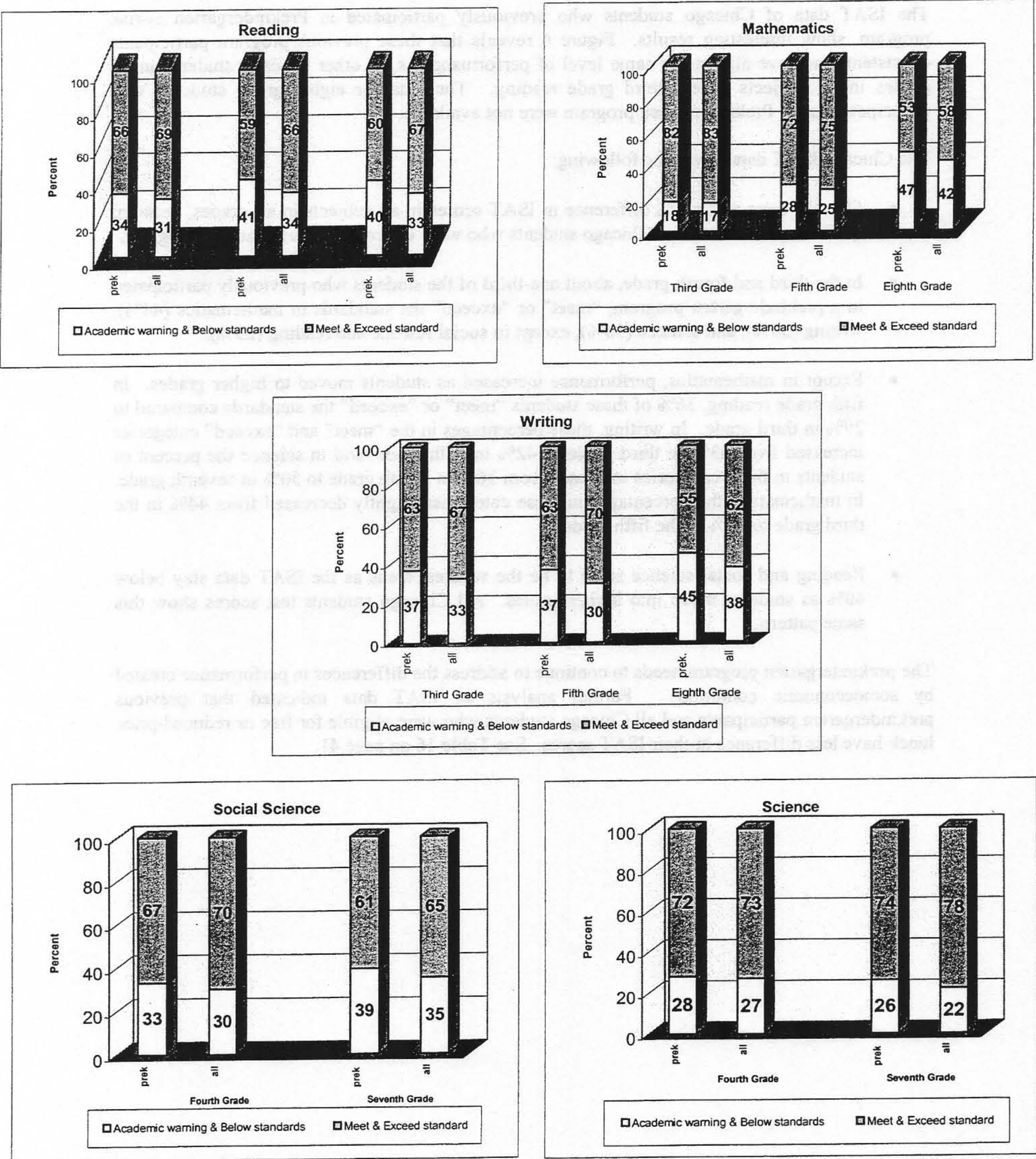
The ISAT data of downstate students who were previously in a prekindergarten program were collected and compared with other students' achievement. Figure 5 and Table 15 shows the following:

- \* In third grade, almost two-thirds of these previous prekindergarten participants "meet" or "exceed" the standards in reading and writing. In mathematics, 82% of the students "meet" or "exceed" the standards in third grade. Only 2% to 4% of the students were in the "academic warning" category.
- \* Overall, more than half the students who previously participated in the prekindergarten at-risk program have met or exceeded the standards through eighth grade in all areas with the lowest results in mathematics. In mathematics, 53% of these students "meet" or "exceed" the standards compared to 60% in reading, and 55% in writing.
- \* Comparing the downstate students who were in prekindergarten at-risk programs to all the downstate students reveal that in all instructional areas, and in all the grades, there was no difference in the percentages of students in the "academic warning" category.
- \* As the students who were in prekindergarten at-risk programs move to higher grades, the percentages in "meet" and "exceed" categories decreases. In mathematics, the loss in percentages is highest, and in reading, it is the lowest.

- \* In mathematics, previous prekindergarten students' performance decreases sharply in fifth grade and in eighth grade. About 82% of students in the third grade and 72% of students in the fifth grade "meet" or "exceed" the standards. In the eighth grade, 53% of these students "meet" or "exceed" the standards.
- \* Previous participants in downstate prekindergarten programs perform comparatively at the same level as all downstate students in all instructional areas in the third and fourth grades. Only about 4% to 7% more of the general population of downstate students "meet" or "exceed" the standards.
- \* The difference between previous downstate prekindergarten participants and all downstate students remains almost the same in the fourth and seventh grade for social science. In fourth grade social science, 67% of the students who were in prekindergarten programs "meet" or "exceed" the standards compared to 70% of all downstate students, while in seventh grade the percentage is 61%, compared to 65% of all downstate students.
- \* In fourth grade science, 72%, and in seventh grade, 74% of previous prekindergarten program participants "meet" or "exceed" the standards compared to 73% of fourth grade and 78% of seventh grade downstate students.
- \* Except in mathematics, overall previous downstate prekindergarten participants sustain their academic performance in the higher elementary grades. About two-thirds of these students "meet" or "exceed" the standards.
- \* The ISAT data was further analyzed by students who were eligible for free and reduced price lunch. The data reveals that free and reduced price eligible students who have previously participated in Prekindergarten At-Risk program performed better in all grades in all subject areas than all downstate students who were eligible for free and reduced price lunch. See Table 16 on page 41.



Figure 5: Comparison of ISAT Results of Prekindergarten At-Risk Students with All Students by Grades by Subjects - Downstate





## ISAT – Chicago

The ISAT data of Chicago students who previously participated in Prekindergarten at-risk program, show interesting results. Figure 6 reveals that these previous program participants consistently achieve almost the same level of performance as all other Chicago students in all grades in all subjects except third grade reading. The data for eighth grade students who participated in the Prekindergarten program were not available.

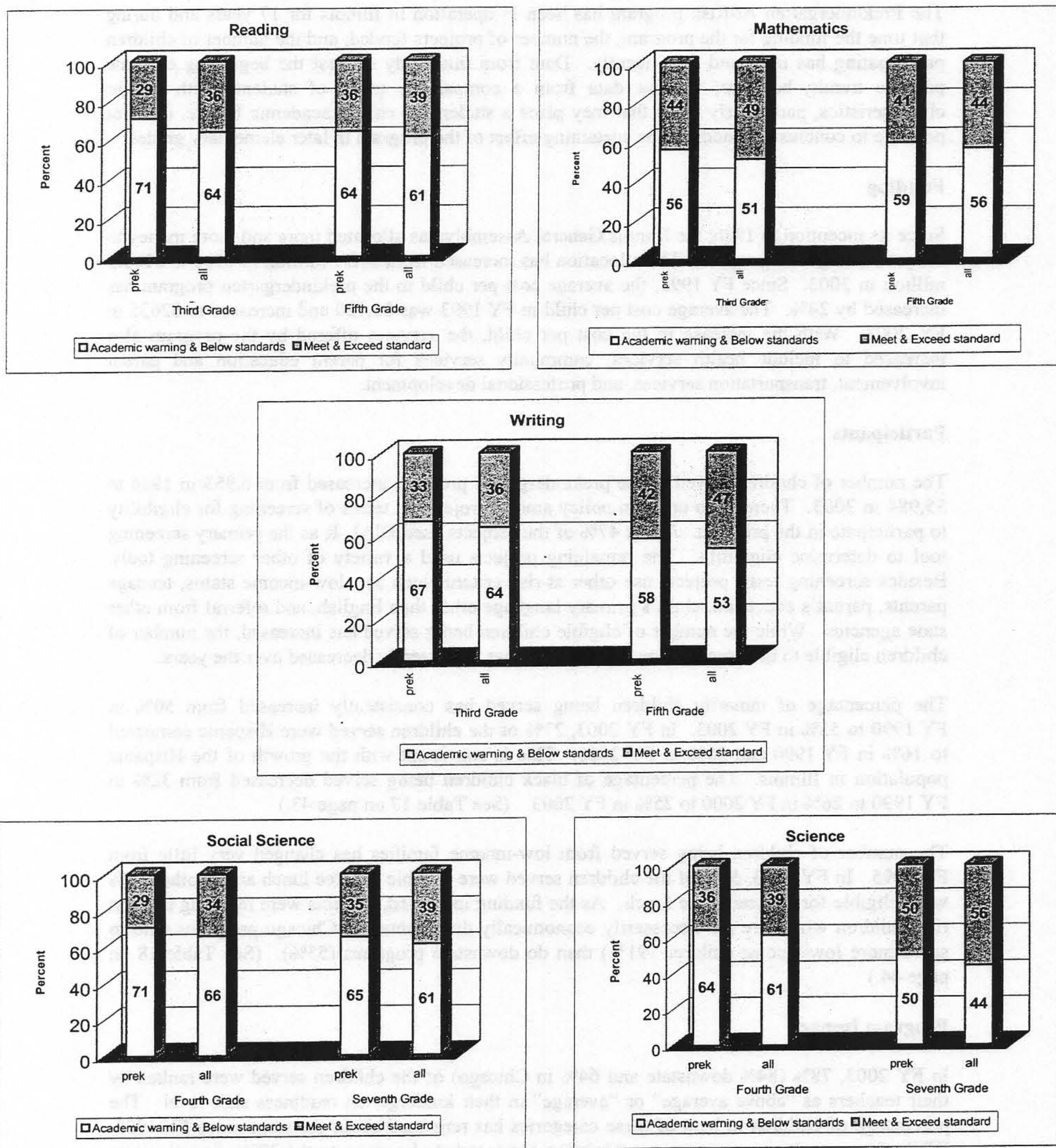
The Chicago ISAT data reveal the following:

- \* Overall, there was a 5% difference in ISAT scores in all subjects in all grades, between all Chicago students and Chicago students who were in Prekindergarten at-risk program.
- \* In the third and fourth grade, about one-third of the students who previously participated in a prekindergarten program, “meet” or “exceed” the standards in mathematics (44%), writing (33%), and science (36%), except in social science and reading (29%).
- \* Except in mathematics, performance increased as students moved to higher grades. In fifth grade reading, 36% of these students “meet” or “exceed” the standards compared to 29% in third grade. In writing, these percentages in the “meet” and “exceed” categories increased from 33% in third grade to 42% in fifth grade, and in science the percent of students in these categories increased from 36% in fourth grade to 50% in seventh grade. In mathematics, the percentages in these categories slightly decreased from 44% in the third grade to 41% in the fifth grade.
- \* Reading and social science seem to be the weakest areas as the ISAT data stay below 40% as students move into higher grades. All Chicago students test scores show this same pattern.

The prekindergarten program needs to continue to address the differences in performance created by socioeconomic conditions. Further analysis of ISAT data indicated that previous prekindergarten participants and all Chicago students who were eligible for free or reduced-price lunch have less difference in their ISAT scores. See Table 16 on page 41.



**Figure 6: Comparison of ISAT Results of Prekindergarten At-Risk Students with All Students by Grades by Subjects - Chicago**



ISAT data for eighth grade prekindergarten students were not available.



## **FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

The Prekindergarten At-Risk program has been in operation in Illinois for 17 years and during that time the funding for the program, the number of projects funded, and the number of children participating has increased significantly. Data from this study suggest the beginning of some positive trends, however; without data from a comparison group of students with similar characteristics, particularly those that may place a student at risk of academic failure, it is not possible to conclusively address the sustaining effect of the program in later elementary grades.

### **Funding**

Since its inception in 1986, the Illinois General Assembly has allocated more and more money to the prekindergarten program. The allocation has increased from \$12.1 million in 1986 to \$183.5 million in 2003. Since FY 1993, the average cost per child in the prekindergarten program has increased by 24%. The average cost per child in FY 1993 was \$2,120 and increased to \$2635 in FY 2003. With the increase in the cost per child, the services offered by the program also increased to include health services, community services for parent education and parent involvement, transportation services, and professional development.

### **Participants**

The number of children served in the prekindergarten program increased from 6,953 in 1986 to 55,984 in 2003. There is no uniform policy among projects in terms of screening for eligibility to participate in the program. About 47% of the projects used DIAL-R as the primary screening tool to determine eligibility. The remaining projects used a variety of other screening tools. Besides screening tests, projects use other at-risk criteria such as: low-income status, teenage parents, parent's education, child's primary language other than English, and referral from other state agencies. While the number of eligible children being served has increased, the number of children eligible to be served but on a waiting list has consistently decreased over the years.

The percentage of minority children being served has consistently increased from 50% in FY1990 to 55% in FY 2003. In FY 2003, 27% of the children served were Hispanic compared to 16% in FY 1990 and 25% in FY 2000. This is consistent with the growth of the Hispanic population in Illinois. The percentage of black children being served decreased from 32% in FY1990 to 26% in FY 2000 to 25% in FY 2003. (See Table 17 on page 43.)

The number of children being served from low-income families has changed very little from FY 1995. In FY 2003, 55% of the children served were eligible for free lunch and another 12% were eligible for reduced-price lunch. As the funding increased, projects were reaching more at risk children who were not necessarily economically disadvantaged. Chicago programs tend to serve more low-income children (91%) than do downstate programs (55%). (See Table 18 on page 44.)

### **Program Impact**

In FY 2003, 78% (84% downstate and 64% in Chicago) of the children served were ranked by their teachers as "above average" or "average" in their kindergarten readiness skill level. The percentage of children in both of these categories has remained about the same since FY1993. While these results are positive, consideration also needs to be given to the 22% of participants who have, for each year, been ranked by their teachers in the "below average" and "deficient"

categories. Children in Chicago School District #299 were not ranked as high as downstate. The reasons could be the high risk population of Chicago and the different assessment system of Chicago School District #299.

The data available on former prekindergarten program participants (kindergarten through eighth grade) indicate that downstate, about 75% are ranked as “above average” or “average” by their teachers in reading, mathematics, and language, while 25% are in the “below average” and “deficient” categories. The results from ISAT reveal that almost two-thirds of these students are in the “meets” or “exceeds” categories in the third grade. More than half of the students remain in this category even in the eighth grade.

Data from Chicago indicate that at least 60% of the former prekindergarten participants are ranked as “above average” or “average” by their teachers in reading and mathematics and about 50% in language from the first grade to the eighth grade. The results from ISAT reveal that about 30% to 40% of these students “meet” or “exceed” the standards in writing and reading and only 20% in mathematics. Further analysis of ISAT data indicated that previous prekindergarten participants and all Chicago students who were eligible for free or reduced-price lunch have less difference in their ISAT scores. (See Table 16 on page 41.)

Though teacher rankings are a subjective measure of students’ academic progress, they do provide an indication of a student’s relative standing in a given teacher’s classroom and school. While there exists a perceived discrepancy between prekindergarten program success as measured by teacher rankings and ISAT results, the fact that ISAT measures specific academic standards that are still in the early stages of implementation makes it impossible to compare the two measures. However, with the exception of eighth grade mathematics, the percentage of prekindergarten downstate eighth graders “meeting” or “exceeding” the standards across all other subjects is within 5-10 points of the downstate statewide total. The ISAT data was further analyzed by the students who were eligible for free and reduced price lunch. The data reveals that free and reduced price eligible students who have previously participated in Prekindergarten AtRisk program performed better in all grades in all subject areas than all downstate students who were eligible for free and reduced price lunch. (See Table 16.)

This suggests that these students may be performing relatively well and the Prekindergarten program has a positive effect. Still, without data from a control group of at-risk students it is not possible to draw conclusions. We do not have a comparison group, and we also do not have general population retention data, nor can all the other factors be excluded that affect these students’ academic performance in later school years; for these reasons, one cannot conclude the success or failure of this program.

### **Parent Involvement**

Much research has shown the strong positive effect of parent involvement in students’ success. Parent involvement and education is a required component of the atrisk program. About 91% of the parents participated in at least one or two activities during the preschool years. About 43% of these parents participated in four or more different parent activities, and 30% of parents participated in only one or two activities. About 55% of the parents participated in parenting skill development activities.

**Recommendations:**

The following recommendations are being made as a result of this study:

- \* ISBE needs to explore why the number of parents participating in various activities is steadily decreasing. Additionally, ISBE needs to continue its efforts to strengthen the parent education and involvement component of this program
- \* Chicago schools need to develop a system to collect the required data on a greater number of students.
- \* Chicago needs to continue to find a way to help the students, especially in the “deficient” category in early elementary grades to improve their academic performance and reduce the retention rate.
- \* A concerted effort needs to be made by the Chicago School District to improve the performance of all its students in all academic areas. Chicago needs to explore why almost 50% to 70% of their previous program participants do not meet standards as measured by ISAT.
- \* ISBE needs to explore why students do not sustain their academic progress in mathematics and writing as much as in reading. To prevent failure in later grades, there might be a need at the district level to continue to provide supplemental services and resources for mathematics also.
- \* The data demonstrate a need for districts to concentrate efforts on students who were ranked “below average” and “deficient” in early elementary grades by providing them with substantial supplemental academic support to prevent later school failure. A majority of Downstate students leaving the prekindergarten program should be offered sustained supplemental services for at least the first three grades and not just 11% to 13% of students.



## **Appendix A**

### **ILLINOIS STATE BOARD OF EDUCATION**

#### **Early Childhood Care and Education Position Statement**

**Adopted January 20, 2000**

The State Board of Education believes that the educational development and success of all Illinois children can be significantly enhanced when children participate in early childhood programs and services.

For the purposes of this position statement, early childhood is defined as the period in a child's life from birth through eight years of age. Appropriate early childhood programs, practices, and services are defined as those which:

- \* are founded on research-based knowledge about child development;
- \* promote the child's emotional, physical, mental, and social wellbeing; and
- \* support nurturing families.

The Illinois State Board of Education is actively committed to develop, deliver, and support early childhood programs, practices, and services that will enable all children to be successful students and responsible citizens. The State Board will give particular attention to the following actions:

- 1) Emphasize the need for high-quality early experiences that reflect research and knowledge on program quality and outcomes across the developmental period of birth through eight.
- 2) Encourage Illinois public schools to create coherent early learning systems that minimize major transitions for children and provide stable, consistent educational experiences for young children, ages three through eight years.
- 3) Make prekindergarten programs available for all Illinois children identified as at risk of academic failure and actively seek their participation. Support the provision of full-day prekindergarten for at-risk students who need additional educational experiences.
- 4) Support the availability of full-day kindergarten programs for all Illinois children.
- 5) Collaborate with families and relevant social service providers to provide early identification of and response to educational risk factors among children from birth through three years of age.
- 6) Collaborate with families, community organizations, child care organizations, Head Start, and other state agencies to meet the physical, mental, social, and emotional needs of young children, including their physical care and protection; share resources, services, and accountability.
- 7) Emphasize the quality of instructional staff and leadership for early childhood programs in Illinois.

## **Appendix B**

### **Prekindergarten At-Risk Program Specifications**

Section 2-3.71 of the School Code (105 ILCS 5/2-3.71) authorizes the State Board of Education to fund educational programs for children ages 3 to 5 (not age-eligible for kindergarten) who are identified as being at risk of academic failure. These programs must also provide parents of participating children with educational and involvement opportunities.

The prekindergarten at-risk initiative serves children who, because of their home and community environment, are subject to such language, economic and like disadvantages that they have been determined, through a screening process, to be at risk of academic failure. A disproportionate share of all children considered to be at risk come from low-income families, including low-income working families, homeless families, families where English is not the primary language spoken in the home, or families where one or both parents are teenagers or have not completed high school. However, neither a child's membership in a certain group nor a child's family situation should determine whether that child is at-risk.

The prekindergarten at-risk initiative is made up of two components: a screening component to determine a child's eligibility and an educational program. Applicants may request funds either to conduct screening and an educational program or to establish an educational program only. If funds are requested only for an educational program, then applicants must provide information about the screening process that will be provided.

Screening Component: Screening should be conducted on a communitywide basis and developed and implemented in cooperation with other similar programs operating in the district (e.g., special education, Head Start, Prevention Initiative, Early Intervention Child and Family Connections, Child Find).

Applicants may conduct the screening themselves, using an existing screening instrument or one that they have developed. In either case, all comprehensive screening procedures must include the following:

- \* Criteria to determine at what point performance on an approved screening instrument indicates that children are at risk of academic failure. All screening instruments and activities must relate to and measure the child's development in these specific areas: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills, and cognitive development.
- \* All screening procedures must include a parent interview (to be conducted in the parents' home language, if necessary). This interview should be designed to obtain a summary of the child's health history and social development, and may include questions about the parent's education level, employment and income, and age; the number of children in the household; and the number of school-aged siblings experiencing academic difficulty.
- \* Vision and hearing screening, in accordance with 77 Ill. Adm. Code 685 (Vision Screening) and 77 Ill. Adm. Code 675 (Hearing Screening), must be provided.
- \* Written parental permission for the screening as required by Section 23.71(a) of the School Code must be obtained.

- \* Teaching staff of prekindergarten at-risk initiatives must be involved in the screening process. Results of the screening must be made available to the teaching staff.

Educational Program: Prekindergarten at-risk initiatives must offer an appropriate education program for those children who are eligible to participate, as determined by the screening process. The education program that is established also must include a parent education and involvement component, provide for student progress plans to be shared with parents, and contain a language and literacy development component for each child based on the child's individual assessment. In addition, there should be collaboration with other services and resources available in the community.

The education program may be home-based or classroom-based. For classroom-based programs, the staff/child ratio may not exceed one adult to 10 children, and no more than 20 children can be served in a single classroom. The maximum number of children should be served in each classroom if, following the completion of the screening process, the district has a waiting list of eligible children.

Staff Requirements. All prekindergarten administrators and staff paid by the block grant must hold appropriate certification and/or qualifications for the position for which they are hired.

All teaching staff in the prekindergarten at-risk initiative must hold either a Type 02 or Type 04 Early Childhood Certificate. Evidence of the certification status of all staff must be provided prior to final funding approval. Teacher aides must meet requirements as described in the document titled "Illinois State Board of Education Minimum Requirements for State Certificates." Individuals wishing to be approved as teacher aides must file form ISBE 73-28 with the Regional Superintendent of Schools representing the area in which they will be employed. There is no fee for this service.

#### Collaboration with Child Care Providers

In order to meet the needs of children requiring full workday and year-round placement, school districts collaborating with childcare providers in developing partnerships that combine high quality education and care for prekindergarten children will be given extra consideration in the approval process.

## APPENDIX C



**Table 15:**  
**FY 2003 ISAT Data of Students Who Were in Prekindergarten At-Risk Program and All Students**

READING		THIRD GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE -PREK	4.1	30.2	47.6	18.1	
DOWNSTATE -ALL	4.9	25.7	43.3	26.1	
CHICAGO -PREK	21.2	50.1	25.4	3.3	
CHICAGO -ALL	19.5	44.7	29.0	6.8	
STATE -PREK*	na	na	na	na	
STATE -ALL	8.1	29.8	40.1	21.9	

READING		FIFTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE -PREK	0.6	40.0	41.9	17.5	
DOWNSTATE -ALL	0.7	33.4	39.3	26.6	
CHICAGO -PREK	1.1	63.3	27.5	8.1	
CHICAGO -ALL	2.3	58.9	29.4	9.4	
STATE -PREK*	na	na	na	na	
STATE -ALL	1.0	38.6	37.3	23.1	

READING		EIGHTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE -PREK	0.5	39.1	55.6	4.8	
DOWNSTATE -ALL	0.4	32.7	55.9	11	
CHICAGO -PREK	na	na	na	na	
CHICAGO -ALL	0.8	48.7	46.1	4.4	
STATE -PREK*	na	na	na	na	
STATE -ALL	0.5	35.8	54.0	9.7	

MATHEMATICS		THIRD GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE -PREK	2.5	15.6	54.0	27.9	
DOWNSTATE -ALL	3.5	13.1	46.3	37.1	
CHICAGO -PREK	20.0	35.7	38.6	5.7	
CHICAGO -ALL	18.6	32.7	38.6	10.1	
STATE -PREK*	na	na	na	na	
STATE -ALL	6.8	17.4	44.6	31.1	

MATHEMATICS		FIFTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE -PREK	1.6	26.8	67.2	4.4	
DOWNSTATE -ALL	2.2	23.2	63.1	11.5	
CHICAGO -PREK	8.8	50.7	38.5	2.0	
CHICAGO -ALL	8.7	47.3	41.4	2.6	
STATE -PREK*	na	na	na	na	
STATE -ALL	3.5	28.1	58.6	9.7	

MATHEMATICS		EIGHTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE -PREK	5.2	41.4	44.1	9.3	
DOWNSTATE -ALL	5.1	36.6	40.4	17.8	
CHICAGO -PREK	na	na	na	na	
CHICAGO -ALL	11.6	57.7	25.2	5.5	
STATE -PREK*	na	na	na	na	
STATE -ALL	6.3	40.6	37.6	15.5	

WRITING		THIRD GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE -PREK	4.3	32.6	60.9	2.2	
DOWNSTATE -ALL	4.8	28.5	63.3	3.4	
CHICAGO -PREK	18.0	48.8	32.8	0.4	
CHICAGO -ALL	15.3	48.8	35.2	0.7	
STATE -PREK*	na	na	na	na	
STATE -ALL	7.1	32.9	57.3	2.8	

WRITING		FIFTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE -PREK	5.4	32.0	60.3	2.3	
DOWNSTATE -ALL	4.9	25.6	65.4	4.1	
CHICAGO -PREK	14.1	43.6	41.6	0.7	
CHICAGO -ALL	11.0	42.3	45.4	1.3	
STATE -PREK*	na	na	na	na	
STATE -ALL	6.2	29.0	61.3	3.5	

WRITING		EIGHTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE -PREK	6.1	38.8	53.2	1.9	
DOWNSTATE -ALL	5.6	32.2	57.4	4.8	
CHICAGO -PREK	na	na	na	na	
CHICAGO -ALL	8.8	46.1	43.7	1.4	
STATE -PREK*	na	na	na	na	
STATE -ALL	6.2	34.8	54.8	4.2	

na = not available

\* Because of the disproportional sample size of Chicago students and downstate students, the data was not calculated for statewide prek. students.



Table 15 cont.:

## FY 2003 IGAP Data of Students Who Were in Prekindergarten At-Risk Program and All Students

FOURTH GRADE				
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
DOWNSTATE -PREK	4.3	28.8	61.9	5.0
DOWNSTATE -ALL	4.9	24.8	62.6	7.7
CHICAGO -PREK	20.6	50.1	29.3	0.0
CHICAGO -ALL	18.2	48.3	32.2	1.3
STATE -PREK*	na	na	na	na
STATE -ALL	7.6	29.5	56.4	6.4

SEVENTH GRADE				
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
DOWNSTATE -PREK	1.0	38.4	49.3	11.3
DOWNSTATE -ALL	1.2	33.6	48.3	17.0
CHICAGO -PREK	3.7	61.3	33.2	1.8
CHICAGO -ALL	3.0	58.3	34.1	4.6
STATE -PREK*	na	na	na	na
STATE -ALL	1.5	38.1	45.7	14.7

FOURTH GRADE				
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
DOWNSTATE -PREK	4.1	23.9	60.3	11.7
DOWNSTATE -ALL	4.6	22.0	56.4	17.0
CHICAGO -PREK	17.6	46.5	34.7	1.2
CHICAGO -ALL	16.3	44.2	35.9	3.6
STATE -PREK*	na	na	na	na
STATE -ALL	7.0	26.5	52.2	14.3

SEVENTH GRADE				
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
DOWNSTATE -PREK	8.4	17.3	60.0	14.3
DOWNSTATE -ALL	8.0	14.4	57.5	20.1
CHICAGO -PREK	19.0	30.7	45.6	4.7
CHICAGO -ALL	17.2	26.6	50.5	5.7
STATE -PREK*	na	na	na	na
STATE -ALL	9.7	16.6	56.2	17.5

na = not available

\* Because of the disproportional sample size of Chicago students and downstate students, the data was not calculated for statewide prek. students.



**Table 16:**  
**FY 2003 ISAT Data of Students Who Were in Prekindergarten At-Risk Program and All Students by Free and Reduced Price Lunch Eligibility**

READING THIRD GRADE					READING FIFTH GRADE					READING EIGHTH GRADE				
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards		% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards		% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
<b>DOWNSTATE</b>					<b>DOWNSTATE</b>					<b>DOWNSTATE</b>				
Prek Free/Reduced	6.1	36.1	44.3	13.5	Prek Free/Reduced	0.7	50.2	38.1	11.0	Prek Free/Reduced	0.4	50.2	46.0	3.4
All Free/Reduced Price	10.0	40.2	39.2	10.6	All Free/Reduced Price	1.4	55.1	33.4	10.1	All Free/Reduced Price	1.0	54.7	41.5	2.8
<b>CHICAGO</b>					<b>CHICAGO</b>					<b>CHICAGO</b>				
Prek All	21.2	50.1	25.4	3.3	Prek All	1.1	63.3	27.5	8.1	Prek All	na	na	na	na
All Free/Reduced Price	20.7	47.4	27.7	4.2	All Free/Reduced Price	2.3	62.2	28.5	6.9	All Free/Reduced Price	0.8	51.3	45.2	2.7
STATE -ALL	8.1	29.8	40.1	21.9	STATE -ALL	1.0	38.6	37.3	23.1	STATE -ALL	0.5	35.8	54.0	9.7

MATHEMATICS THIRD GRADE					MATHEMATICS FIFTH GRADE					MATHEMATICS EIGHTH GRADE				
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards		% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards		% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
<b>DOWNSTATE</b>					<b>DOWNSTATE</b>					<b>DOWNSTATE</b>				
Prek All	3.9	20.5	53.8	21.8	Prek Free/Reduced	2.3	35.8	59.1	2.8	Prek Free/Reduced	7.7	54.2	32.9	5.2
Downstate All Free/Reduced Price	7.5	23.7	51.0	17.8	All Free/Reduced Price	4.4	40.0	52.8	2.8	All Free/Reduced Price	10.9	56.5	27.8	4.8
<b>CHICAGO</b>					<b>CHICAGO</b>					<b>CHICAGO</b>				
Prek All	20.0	35.7	38.6	5.7	Prek All	8.8	50.7	38.5	2.0	Prek All	na	na	na	na
All Free/Reduced Price	19.8	34.9	38.6	6.7	All Free/Reduced Price	9.1	49.7	39.5	1.6	All Free/Reduced Price	11.8	60.7	24.0	3.5
STATE -ALL	6.8	17.4	44.6	31.1	STATE -ALL	3.5	28.1	58.6	9.7	STATE -ALL	6.3	40.6	37.6	15.5

WRITING THIRD GRADE					WRITING FIFTH GRADE					WRITING EIGHTH GRADE				
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards		% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards		% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
<b>DOWNSTATE</b>					<b>DOWNSTATE</b>					<b>DOWNSTATE</b>				
Prek Free/Reduced	5.5	36.1	57.2	1.2	Prek Free/Reduced	8.1	37.3	53.3	1.3	Prek Free/Reduced	10.3	42.8	46.1	0.8
All Free/Reduced Price	8.8	38.6	51.4	1.2	All Free/Reduced Price	8.7	37.0	53.0	1.3	All Free/Reduced Price	10.7	45.3	42.7	1.3
<b>CHICAGO</b>					<b>CHICAGO</b>					<b>CHICAGO</b>				
Prek All	18.0	48.8	32.8	0.4	Prek All	14.1	43.6	41.6	0.7	Prek All	na	na	na	na
All Free/Reduced Price	15.9	50.7	33.0	0.4	All Free/Reduced Price	11.2	43.7	44.1	1.0	All Free/Reduced Price	8.9	48.0	42.4	0.8
STATE -ALL	7.1	32.9	57.3	2.8	STATE -ALL	6.2	29.0	61.3	3.5	STATE -ALL	6.2	34.8	54.8	4.2

\* Because of the disproportional sample size of Chicago students and downstate students, the data was not calculated for statewide prek. students.

Separate ISAT data for Chicago Prek. free and educed price eligible students were not available. However 91 % of the students served in Prek. program are free and reduced price eligible.



Table 16 cont.:

FY 2003 ISAT Data of Students Who Were in Prekindergarten At-Risk Program and All Students  
by Free and Reduced Price Lunch Eligibility

**SOCIAL SCIENCE****FOURTH GRADE**

	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
<b>DOWNSTATE</b>				
Prek Free/Reduced	6.8	36.9	53.4	2.9
All Free/Reduced Price	10.4	41.7	45.9	2.0
<b>CHICAGO</b>				
Prek All	20.6	50.1	29.3	0.0
All Free/Reduced Price	19.1	51.1	29.3	0.5
STATE -ALL	7.6	29.5	56.4	6.4

**SOCIAL SCIENCE****SEVENTH GRADE**

	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
<b>DOWNSTATE</b>				
Prek Free/Reduced	1.5	47.2	44.9	6.4
All Free/Reduced Price	2.5	56.8	36	4.7
<b>CHICAGO</b>				
Prek All	3.7	61.3	33.2	1.8
All Free/Reduced Price	3.1	61.8	32.6	2.5
STATE -ALL	1.5	38.1	45.7	14.7

**SCIENCE****FOURTH GRADE**

	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
<b>DOWNSTATE</b>				
Prek Free/Reduced	6.3	31.4	54.2	8.1
All Free/Reduced Price	9.9	37.8	46.8	5.6
<b>CHICAGO</b>				
Prek All	17.6	46.5	34.7	1.2
All Free/Reduced Price	17.2	47.0	33.9	1.9
STATE -ALL	7.0	26.5	52.2	14.3

**SCIENCE****SEVENTH GRADE**

	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
<b>DOWNSTATE</b>				
Prek Free/Reduced	5.9	34.4	54.3	50.4
All Free/Reduced Price	16.7	25.5	51.4	6.4
<b>CHICAGO</b>				
Prek All	19.0	30.7	45.6	4.7
All Free/Reduced Price	17.9	28.4	50.2	3.5
STATE -ALL	9.7	16.6	56.2	17.5

\* Because of the disproportional sample size of Chicago students and downstate students, the data was not calculated for statewide prek. students.



**Table 17: Percentage of Children Served in Prekindergarten At-Risk Program by Ethnicity**

**STATEWIDE**

RACE & ETHNICITY	FY 90	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98	FY 99	FY 2000	FY 2001	FY 2002	FY 2003
WHITE non Hispanic	50	47	47	47	47	45	44	41	41	43	44	41	41	44
BLACK non Hispanic	32	31	31	31	29	29	29	30	29	26	26	27	27	25
HISPANIC	16	18	19	19	19	21	22	25	26	26	25	26	27	27
ASIAN	2	3	3	3	3	3	3	3	3	4	3	4	3	3
AMERICAN INDIAN & OTHER	0	1	0	0	2	2	1	1	1	1	2	2	2	2

**DOWNSTATE**

RACE & ETHNICITY	FY90	FY91	FY92	FY93	FY94	FY95	FY96	FY97	FY 98	FY 99	FY 2000	FY 2001	FY2002	FY 2003
WHITE non Hispanic	68	68	67	67	67	68	65	65	64	64	63	61	61	61
BLACK non Hispanic	20	20	21	19	18	16	17	17	17	16	15	15	15	15
HISPANIC	9	8	9	9	10	12	13	13	15	16	17	18	18	19
ASIAN	2	2	2	3	3	3	3	3	2	2	3	4	3	3
AMERICAN INDIAN & OTHER	1	2	1	2	2	1	2	2	2	2	2	2	3	2

**CHICAGO**

RACE & ETHNICITY	FY90	FY91	FY92	FY93	FY94	FY95	FY96	FY97	FY 98	FY 99	FY 2000	FY 2001	FY2002	FY 2003
WHITE non Hispanic	11	11	12	10	9	8	8	7	7	8	8	8	8	9
BLACK non Hispanic	55	50	48	50	50	50	49	48	47	45	45	46	46	43
HISPANIC	31	36	37	36	36	37	39	41	42	43	42	41	41	43
ASIAN	2	3	3	3	4	4	4	4	4	4	4	4	4	4
AMERICAN INDIAN & OTHER	1	0	0	1	1	1	0	0	0	0	0	1	1	1



**Table 18: Percentage of Children Served in Prekindergarten At-Risk Program by Lunch Status**

**STATEWIDE**

FAMILY INCOME	FY 90	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98	FY 99	FY 2000	FY 2001	FY 2002	FY 2003
FREE LUNCH	40	48	52	53	55	55	55	58	56	na	52	52	53	55
REDUCED PRICE	5	6	7	7	8	8	9	9	10	na	10	10	10	12
NOT ELIGIBLE	14	17	19	21	23	25	23	23	24	na	26	25	26	33
UNKNOWN	41	29	22	19	14	12	13	10	10	na	12	13	11	19

**DOWNSTATE**

FAMILY INCOME	FY 90	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98	FY 99	FY 2000	FY 2001	FY 2002	FY 2003
FREE LUNCH	56	68	51	51	39	43	47	46	45	42	41	41	43	43
REDUCED PRICE	10	8	11	10	8	12	12	12	13	14	14	14	14	13
NOT ELIGIBLE	34	24	38	39	31	45	41	42	42	44	45	45	43	44
UNKNOWN*	55	29	33	30	22	17	20	17	18	16	18	20	18	17

**CHICAGO**

FAMILY INCOME	FY 90	FY 91	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97	FY 98	FY 99	FY 2000	FY 2001	FY 2002	FY 2003
FREE LUNCH	81	82	84	84	87	84	86	85	85	na	85	84	83	82
REDUCED PRICE	8	7	7	6	6	7	7	8	8	na	6	7	8	9
NOT ELIGIBLE	11	11	9	9	7	8	7	7	7	na	9	9	9	9
UNKNOWN*	10	3	3	1	1	1	0	0	0.5	na	1	1	0	23

\* Unknown are not included in calculating percentages .

## APPENDIX D

[illegible]