

**ILLINOIS PREKINDERGARTEN PROGRAM
FOR CHILDREN AT RISK OF ACADEMIC FAILURE
2005-2006 EVALUATION REPORT**



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

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FOREWORD

This report was prepared in response to Section 5/2-3.71(6) of the Illinois School Code by the staff of the Data Analysis and Progress Reporting Division. The interpretations and conclusions expressed in this report may not necessarily reflect the position or the policy of the Illinois State Board of Education. For further information concerning this report, please contact Kalpana Desai, Data Analysis and Progress Reporting Division, Illinois State Board of Education, at 217/782-3950.

DATA LIMITATIONS

The following need to be considered in reviewing this report:

- High student mobility and the existence of a dual district system (elementary and secondary districts being separate entities) have resulted in relatively small sample sizes.
- There was no control group in this study.
- There were many gaps in the data provided by Chicago School District 299 for the FY06 report. This district, which serves nearly one-third of the prekindergarten participants in the state, provides services for almost 40% of its prekindergarten population through community partnership programs, subcontracting to private organizations. These partnership programs did not provide important and required data on student ethnicity, lunch status, family structure, parent participation, or kindergarten readiness. About 10% of the data were also unavailable for these categories from the projects operated by the district itself. The teachers' rankings of students were also unavailable for the longitudinal section of this report. For high schools, the data on behavior and absent days were not provided. Therefore, no statewide data analyses were completed.
- Caution should be exercised when interpreting data from this report.

PROGRAM HIGHLIGHTS FOR FY06

The Prekindergarten At-Risk Program has been in operation in Illinois for 20 years and during that time, the funding for the program, the number of projects funded, and the number of children participating has increased significantly. The program has increased not only in size but also in quality. The National Institute for Early Education Research (*The State of Preschool, 2005*) gave the Illinois Prekindergarten program a grade of nine (10 was the highest possible).

FUNDING FOR PREKINDERGARTEN PROGRAMS

Funding increased: Since the inception of the Prekindergarten Program in 1986, the Illinois General Assembly has allocated more money through the years to this program. The allocation increased from \$12.1 million in FY86 to \$183.5 million in FY03, then to \$273.2 million in FY06.

The average cost per child in the prekindergarten program has increased by 9.6% from \$2,785 in FY03 to \$3,052 in FY06. 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 more hours per week of instruction.

PREKINDERGARTEN PROGRAMS AND STUDENTS

Number served increased steadily: The number of children served in the prekindergarten programs increased from 6,953 in FY86 to 76,508 in FY06. While the number of children being served has increased, the number of children eligible to be served but on a waiting list has not decreased over the years. This might be due to more children being screened and more three year olds returning to the program the following year. Among the children screened, 68% were found to be eligible for service in FY00 compared to 75% in FY06. Among all students being served, 24% were in their second year in FY00 compared to 27% in FY06.

Little uniformity in screening: There is little uniformity in the screening process among the various projects. About 44% 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 used 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.

Minority students: The percentage of minority children being served by downstate projects has increased steadily from 32% in FY 95 to 43% in FY06. Over the years, more Hispanic children and fewer black children are being served. In FY06, 21% of the children served were Hispanic compared to 12% in FY 95. Statewide the percent of black students being served fell from 29% in FY 95, to 20% in FY06 (Table B1).

Children from low-income families: A majority of the children served come from low-income families. In FY 95, 55% of the children served were eligible for free lunch and 8% were eligible for reduced price lunch. In FY06, 55% were eligible for free lunch and 12% for reduced price lunch. The number of children whose lunch status is unknown has increased from 12% in FY 95 to 28% in FY06 because 50% of Chicago students' lunch status was not available. (Table B2).

Parental Involvement: Educational research has shown the importance of parental involvement as a factor in students' success. Parental involvement and education are required components of the prekindergarten program. About 97% of parents in downstate Illinois participated in at least one or two activities during the preschool years. About 47% of these parents participated in four or more different parental involvement activities, and 28% of parents participated in only one or two activities. In FY06, about 36% of the parents participated in parenting skill development activities compared to 38% in FY03. (Chicago data are not reported because there were too many missing values.)

STUDENT PERFORMANCE, INCLUDING DATA FROM FOLLOW-UP SURVEYS

Readiness for Kindergarten: In FY06, 69% (83% downstate and 45% in Chicago) of the children served were ranked by their teachers as “above average” or “average” in their kindergarten readiness skill level.

Longitudinal Study of Downstate Students:

A majority of former prekindergarten students have sustained their high academic standards in elementary grades.

Teachers rank about 82% of these former prekindergarten students as “average” or “above average” in kindergarten through eighth grade in reading, mathematics, and language.

ISAT results reveal that former prekindergarten students who were eligible for free and reduced price lunch performed better in all grades in all subject areas than all downstate students who were eligible for free and reduced price lunch (as a group). The results from ISAT reveal that almost three-fourths of these former prekindergarten students are in the “meets” or “exceeds” categories in all grades for all three subjects (reading, mathematics, and science). More than 70% of the students remain in this category even in the eighth grade. (See Table 10.) These percentages (e.g., 59% to 65% in reading) are lower for other downstate free or reduced price lunch eligible students.

However, at the high school level, the majority of the former prekindergarten students did not sustain the academic progress. According to the PSAE results, these students are not performing as well.

The PSAE scores (Table 11) reveal that less than half these former prekindergarten students who were eligible for free and reduced price lunch, were in the “meets.” or “exceeds” categories, (42% in reading), (31% in mathematics), and (28% in science). But all downstate students who were eligible for free or reduced price lunch (as a group) performed even more poorly (37% in reading, 30% in mathematics, and 27% in science). Follow-up surveys revealed that 96% of former downstate prekindergarten students graduated from high school.

Longitudinal Study of Chicago Students:

Data on kindergarten readiness based on teachers’ rankings are not available from Chicago School District 299.

ISAT results reveal that former prekindergarten students in Chicago performed relatively well, with 55% (third grade) to 75% (eighth grade) meeting or exceeding standards in reading and 70% (third grade) to 67% (eighth grade) meeting or exceeding standards in mathematics. They performed as well as or better than the average Chicago student and also better than all Chicago students who were on free or reduced price lunch. (See Table 15.)

PSAE results show that only about one-third of the former prekindergarten students (39% in reading, 28% in mathematics, and 21% in science) meet or exceed standards. These former prekindergarten students did not do as well as all Chicago district students as a whole (39% in reading, 30% in mathematics, and 25% in science) (Table 16), but better than all students on free and reduced price lunch as a group (33% in reading, 24% in mathematics, and 18% in science). About 78% of former prekindergarten participants graduated from high school.

TABLE OF CONTENTS

	<u>Page</u>
Program Highlights for FY06.....	iii
Who Participates in the Illinois Prekindergarten Program?	1
How Has Participation in the Prekindergarten Program Changed Since its Inception in 1986?	2
Has the Prekindergarten Program Increased Children’s Readiness for Kindergarten?	4
What Factors Contributed to Children’s Readiness for Kindergarten?	5
What Are the Program Characteristics?	9
How Did Students Who Had Participated in the Program Perform in Later Elementary Grades?	11
Conclusions and Recommendations	26
Preschool For All	27
Appendices:	
A. Early Childhood Care and Education Position Statement	32
B. Tables.....	34
C. Figure 6.....	40
D. Figure 7.....	42

TABLE OF FIGURES

<u>Figure</u>	<u>Page</u>
1. Kindergarten Readiness Level	4
2. Percentage of Children Served by Ethnicity	5
3. Percentage of Children Served by Lunch Status.....	6
4. Comparison between Downstate Students with Previous Prekindergarten Experience Who are Eligible for Free and Reduced Price Lunch and Economically Disadvantaged Students in Downstate	16
5. Comparison between Chicago Students Who Had Previous Prekindergarten Experience and All Chicago Students	24
6. Number of Prekindergarten At-Risk Projects and Prekindergarten Children Served by County.....	41
7. Early Childhood Block Grant Preschool Program Services by County.....	43

TABLE OF TABLES

<u>Table</u>	<u>Page</u>
1. Program Eligibility and Participation for Downstate, Chicago, and Statewide in FY06	2
2. The Prekindergarten At-Risk Program in Illinois from FY86 to FY06	3
3. Readiness Level by Race/Ethnicity	6
4. Readiness Level by School Lunch Status	7
5. Readiness Level and Parent Participation - Downstate	7
6. Number of Parents Served by Parent Education Activities Statewide	8
7. Number of Parents Involved by Activity	8
8. FY06 Performance of Prekindergarten At-Risk Students in Elementary Grades by Their Teachers' Ranking-Downstate,	12
9. Recommended Placement for 2006-2007 by Elementary Grades – Downstate, FY06	13
10. FY06 ISAT Data of Downstate Students Who Were in Prekindergarten At-Risk Program and All Students by Free and Reduced Price Lunch Eligibility	15
11. FY06 PSAE Data of Downstate Students Who Were in Prekindergarten At-Risk Program and All Downstate Students	18
12. FY06 High School Follow-Up Data for Downstate Students	19
13. Recommended Placement for 2006-2007 by Elementary Grades – Chicago FY06	21
14. FY06 High School Follow-Up Data for Chicago Students	22
15. FY06 ISAT Data of Chicago Students Who Were in Prekindergarten At-Risk Programs and All Chicago Students	23
16. FY06 PSAE Data of Chicago Students Who were in Prekindergarten At-Risk Program and All Chicago Students	25
B1. Percentage of Children Served in Prekindergarten At-Risk Program by Ethnicity	35
B2. Percentage of Children Served in Prekindergarten At-Risk Program by Lunch Status	36
B3. FY06 Performance of Prekindergarten At-Risk Students Eligible for Free and Reduced Price Lunch by Their Teachers' Ranking – Downstate	37
B4. Recommended Placement for 2006-2007 by Elementary Grades – Downstate – Free and Reduced Price Lunch	38
B5. FY06 ISAT Data of Downstate Students Who Were in Prekindergarten At-Risk Program and All Students	39

WHO PARTICIPATES IN THE ILLINOIS PREKINDERGARTEN PROGRAM?

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. Since FY04, other eligible entities can also receive the grant. 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, are subject to such language, cultural, economic and like disadvantages that they have been determined, as a result of screening procedures, 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, children who are wards of the state, 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.”

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: the Prekindergarten Student Record collects information about the characteristics of students served, their status and performance; the Prekindergarten Program Record collects information regarding program characteristics; and the Prekindergarten Follow-Up Report collects information to measure performance of participating children in succeeding school years.

For the follow-up study, a random sample of 33% of the children who previously participated in the program was selected from each grade. Each student’s academic performance was determined by the Illinois Standards Achievement Test scores (ISAT) in conjunction with local teacher rankings of “above average,” “average,” “below average,” or “deficient.” Behavior attendance data and Prairie State Achievement Exam (PSAE) scores were collected for high school students.

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 (ECBG) funded 526 prekindergarten projects in FY06. Forty-three projects served a total of 212 districts under joint agreements, making a total of 665 districts served, almost three times the number of districts served during the first full year of the program in FY 87. From a total of 90,744 children screened, 68,020 were eligible. A total of 76,508 children were served, (a 37% increase from FY03), out of which 20,997 who were in their second year of the program. Projects reported a total of 11,897 children on waiting lists at the end of school year 2006. The number of students on waiting lists has increased. This might be due to the increase in the number of eligible children screened, and the increased number of children served the second year in the program. Table 2 on page 3 provides the profiles of program participation from FY 90 through FY06.

In FY03, 72% of the children screened were eligible for the program, while in FY06, this number increased to 75%. In FY03, about 72% of the eligible children were served, while in FY06, about 82% of the eligible children were served.

Table 1 shows the number of children who were eligible for the services, the number who received services, and the number of children on waiting lists by downstate, Chicago, and statewide.

Table 1. Program Eligibility and Participation for Downstate, Chicago, and Statewide in FY06

	Downstate	Chicago	Statewide
Children Screened	71,223	19,521	90,744
Eligible after Screening	49,069	18,951	68,020
Children Served First Year	34,700	20,811	55,511
Children Served for Second Year	15,752	5,245	20,997
Total Children Served	50,452	26,056	76,508
Children on Waiting Lists	10,072	1,825	11,897
Total Number of Children Served During the Year and in Summer	2,748	0	2,748
Number of Children Who Participated only in the Summer Program	190	0	190

Table 2: The Prekindergarten At-Risk Program in Illinois from FY90 to FY06

	FY90	FY91	FY92	FY93	FY94	FY95	FY96	FY97	FY98	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06
Number of Projects	184	236	262	295	312	330	351	376	388	405	407	417	419	420	459	500	526
Participating Districts	353	475	496	531	547	578	607	607	na	na	609	609	641	642	640	657	665
Children Screened	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	82,131	88,877	90,744
Eligible after Screening	na	na	na	na	na	43,319	45,673	54,030	54,044	52,785	55,573	55,103	55,955	60,637	59,105	64,721	68,020
Children Served*	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	59,652	72,652	76,508
2nd Year in Program	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	15,887	17,244	20,997
Children Served First Year	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	43,765	55,408	55,511
Eligible Children Served	na	na	na	na	na	58%	63%	63%	65%	71%	73%	70%	73%	72%	74%	86%	82%
Summer Enrollment	9,300	13,559	5,055	4,558	3,538	4,704	4,709	1,453	1574	3,616	2,457	2,465	2,310	1,536	2,414	2,208	2,748
Children on Waiting List**	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	10,165	8,773	11,897
Appropriation in Millions***	48	63	71.5	75.5	87.7	92.7	101.9	112.2	123.4	153.6	151.0	180.2	183.5	183.5	213.5	243.2	273.2
% Change in Appropriation***	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.

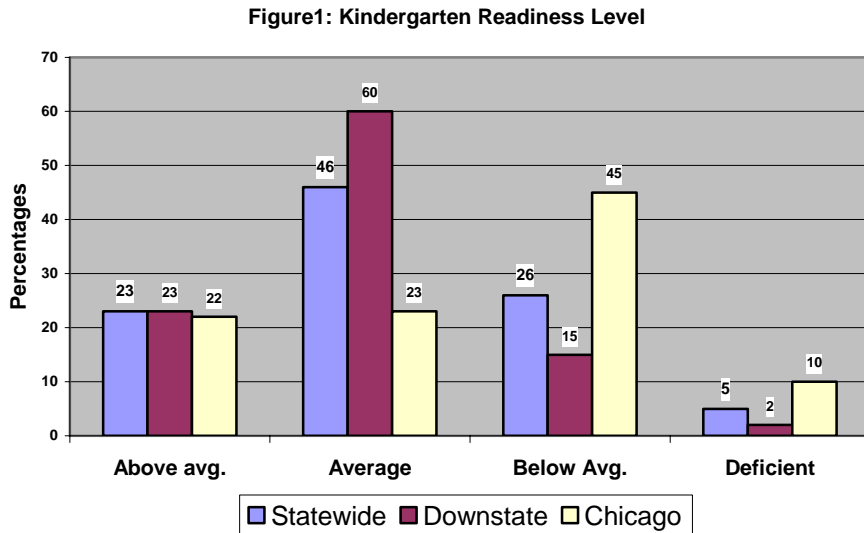
na = data not available

*** Since FY99, \$153.6 million was 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 category scale of “above average,” “average,” “below average,” and “deficient.” These rankings are based on teacher judgment influenced by local assessment practices.

In FY06, for downstate programs, 83% of the at-risk children were ranked as “average” or “above average” in their readiness skills after participation in the program. This number has remained about the same since the beginning of the program. In Chicago, 45% of the at-risk children were ranked as “average” or “above average.” It should be noted that in FY06, the criteria for readiness skills was calculated differently for children served in a community partnership program (almost 40%). Therefore, no comparisons with the previous year should be made. Figure 1 compares the performance of children statewide in FY06 with the performance of Chicago and downstate children. It should also be noted that differences in rankings may be the result of different assessment instruments and performance criteria.



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. Almost 40% to 50% of the Chicago students' data are missing in different categories. Therefore statewide analysis or previous year's comparisons should be interpreted with caution.

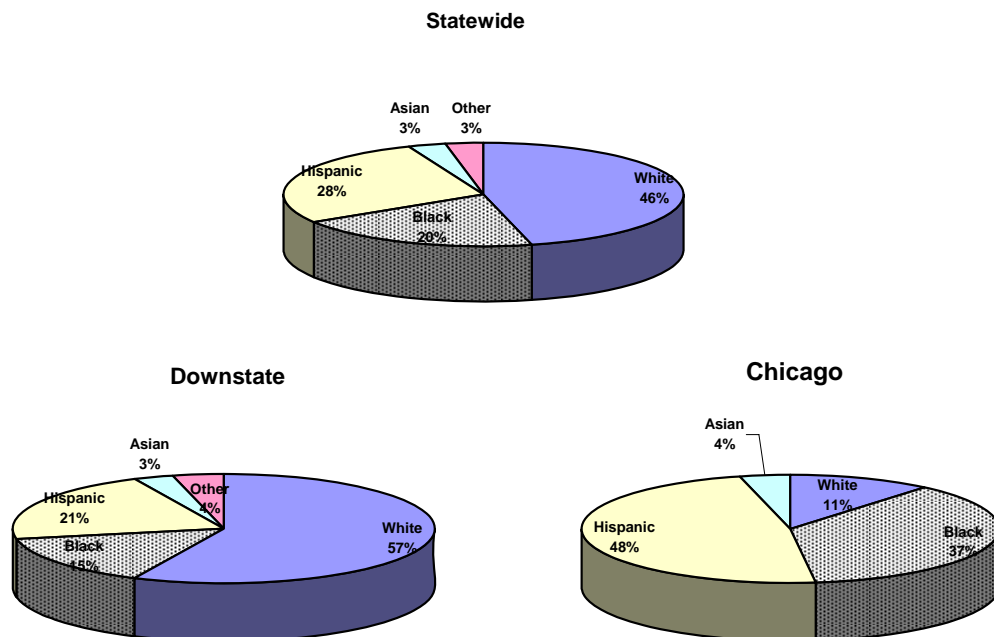
What were the racial and ethnic backgrounds of the children served?

Figure 2 shows that, in FY06, more than half (54%) of the children served were from a minority group. About 46% of the children were white, 20% black, 28% Hispanic, 3% Asian, and 3% were from multi-racial families. Table B1 in Appendix B shows that over the years, more Hispanic children are being served and fewer black children are being served.

Downstate, 57% of the children served were white, and 43% were from minorities compared to FY03 when 61% were white and 39% were minority. Over the years, the trend shows that more Hispanic children are being served than white children, from 12% in FY 95 to 21% in FY06.

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 (37%), and Hispanic (48%), while only 11% were white.

Figure 2: Percentage of Children Served by Ethnicity



In downstate projects, 84% 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 the same in FY03.

Table 3: Readiness Level by Race/Ethnicity

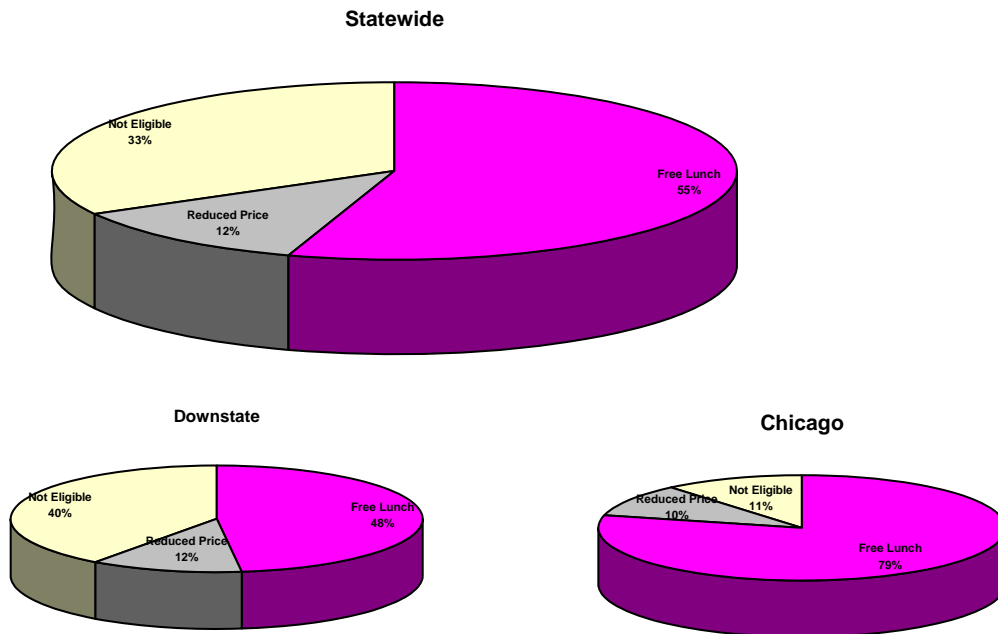
Downstate					
Readiness Level	White	Black	Hispanic	Asian	Multi-Racial
Above Average	23.8	20.9	20.1	31.8	22.8
Average	60.4	59.8	61.4	54.6	60.2
Below Average	13.8	17.1	16.7	12.3	14.4
Deficient	2.0	2.2	1.8	1.3	2.6

Chicago					
Readiness Level	White	Black	Hispanic	Asian	Other
Above Average	49.7	35.9	32.0	38.8	50.0
Average	28.1	26.3	30.6	29.8	22.2
Below Average	12.8	19.2	21.0	22.7	11.1
Deficient	9.4	18.6	16.4	8.7	16.7

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 16% of downstate and 50% of Chicago participants was unknown in FY06. Figure 3 shows that statewide the majority of children served (67%) were eligible for free and reduced price lunch. Chicago served 89% and downstate served 60% of the children eligible for free and reduced price lunch. Table B2 in Appendix B shows that these data have not changed since FY 95, except in downstate where more free and reduced price lunch eligible children were served in FY06 (48%) than in FY03 (43%).

Figure 3: Percentage of Children Served by Lunch Status



Separate data analyses for downstate projects and Chicago reveal that family income may have a significant effect on performance rankings (see Table 4). Downstate, 78% of the children who were eligible for free lunch were ranked as “above average” or “average” compared to 88% of the children who were not eligible for free or reduced price lunch. In Chicago, these percentages are 63% to 76% respectively.

Table 4: Readiness Level by School Lunch Status

Downstate

Readiness Level	Free Lunch	Reduced Price	Not Eligible
Above Average	18.4	22.6	28.6
Average	60.1	61.6	59.0
Below Average	18.6	14.4	11.0
Deficient	2.9	1.4	1.4

Chicago

Readiness Level	Free Lunch	Reduced Price	Not Eligible
Above Average	32.5	37.4	47.8
Average	30.3	31.0	27.8
Below Average	20.5	18.7	14.6
Deficient	16.7	12.9	9.8

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.

Parent participation data was not reported for 56% of the children served by Chicago. Therefore, no data analysis was conducted for Chicago students. Almost 97% of downstate parents participated in one or more activities. About 47% of the parents participated in four or more activities, while 3% of parents did not participate in any activity. Almost 28% of the parents participated in only one or two parent activities. A total of 257.4 full-time equivalent parent-coordinator/facilitators were employed by 284 projects in FY06. Table 5 shows that children whose parents participated in more parent involvement activities were ranked higher in their kindergarten readiness levels. Almost 86% of the children whose parents participated in four or more activities were ranked as “average” and “above average,” compared to 78% whose parents participated in only one or two activities, and 72% whose parents did not participate at all.

Table 5: Readiness Level and Parent Participation-Downstate

Readiness Level	5 or More Activities	Four Activities	Three Activities	One or Two Activities	No Activities
Above Average	26.7	25.3	22.6	17.3	12.3
Average	59.9	60.2	60.8	60.4	60.1
Below Average	11.9	12.7	14.7	19.4	23.7
Deficient	1.5	1.7	1.8	2.8	3.9

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

Table 6: Number of Parents Served by Parent Education Activities-Statewide

Type of Parent Education	Number of Parents Served	Percent of Total Children Served
One-to-One Consultation/Counseling	18,465	26
Parent-Child Interaction Activities	37,237	52
Parenting Skill Development Activities	22,368	31
Health and Nutrition Workshop/Class	9,783	14
Adult Literacy/Job Development Activities	3,815	5
GED Classes	2,961	4
Parent Resource Library	21,300	29
Linking with Other Community Resources	14,178	20
Other Parent Education/Support Activities	11,193	15

Table 7: Number of Parents Involved by Activity

Type of Activities	Number of Parents Participating	Percent of Total Children Served
Contributing Materials	42,981	60
Visiting/Observing in the Classroom	27,011	37
Attending Children's Programs	44,849	62
Attending Social Meetings	32,349	45
Attending Information Meetings	52,175	72
Volunteering Outside the Classroom	12,924	18
Volunteering in the Classroom	26,561	37
Participating in Parent Support Groups	17,089	24
Participating on Parent Advisory Boards	11,764	16
Book/Toy Lending Library	42,456	59
Field Trips	30,208	42
Other	23,556	33

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 Illinois State Board of Education guidelines. The following section explains the differing characteristics of the projects.

How do projects decide which children are eligible for services?

In addition to the ISBE guidelines for determining at-risk status, projects can establish additional criteria according to community characteristics. 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. Information on family history is also collected.

In FY06, almost half of the projects (44%) used the DIAL-R (Developmental Indicators for the Assessment of Learning-Revised) test as their primary screening tool. About 22% of the projects used district-developed or other tests, and the Play-Based Screening was used by 18% of the projects when more than one screening instrument was used.

Besides the screening assessments, districts also use other criteria to determine the children's eligibility to participate in the program. Almost all (99%) 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% of the projects. Other major at-risk criteria were: child suffering from chronic illness, one of the parents incarcerated, homeless family, or 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). The percentage of projects offering full-day programs has steadily increased from 11.5% in FY00, to 23% in FY06. About 87% of the programs offered five-day a week programs and 16% offered four-day a week programs.

While almost two-thirds of the children (65%) were served in a half-day classroom-based education program (10 to 15 hours per week), another 25% of children were served in 15 to 23 hours per week of classroom instruction, a substantial increase from 11% in FY03. About 9% were served in 24 or more hours per week instruction, with only 2% served in less than ten hours per week, or in a home day care environment compared to 6% in FY03. Chicago served almost all of the children in half-day classroom programs. Only less than one percent were served in full-day programs compared to 94% of children in half-day and 6% in full-day in FY03.

ISBE encouraged projects to offer extended day care to children who are in a half-day classroom setting either at school or through collaboration with private day care. About 90 districts offered the extended full-day care and education in FY06, serving 17,135 children compared to 4,934 in FY03.

Overall, more children are receiving longer classroom hours of instruction in FY06 compared to FY03.

What are the qualifications of educational staff?

In FY06, projects employed the equivalent of 2,165.5 full-time teachers, a 32% increase from FY03. Since FY 99, all teachers have held Early Childhood Education Certificates as required by law. In FY06, the 2,456.2 full-time equivalent teacher's aides were employed by the projects.

What is the student/teacher ratio?

The standard adult/child ratio specified in the rules and regulations of the Illinois Prekindergarten Program is one adult to ten children, with no more than 20 children in each classroom. The largest classes had 20 students with one teacher and one teacher's aide. Seventeen percent of the largest classrooms had 15 to 19 children and 77% had 20 children in their classroom, more than double the 34% in FY00, and a sharp increase from 60% in FY03. In FY06, the average teacher/child ratio was 1 to 19.4 compared to 1 to 17 in FY00. The average adult/child ratio (teacher and teacher's aide) in the class was 1 to 9.3 compared to 1 to 8 in FY00.

What is the total cost of the program?

In FY06, a total of \$273.2 million 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. The budget was divided into four categories: 1) \$131.3 million was given to 3-5 early childhood programs, which includes continuous prekindergarten at-risk programs and parental training programs for parents with children in age 3-5 programs; 2) \$22.9 million for 0-3 prevention initiative programs and parent training programs for parents with children in age 0-3; 3) \$16.6 million for newly funded prekindergarten at-risk or expansion of existing prekindergarten programs; and 4) the Chicago block grant received \$101 million.

From this \$101 million Chicago block grant, 11% of the grant was spent on 0-3 early childhood program. Based on the FY06 appropriation, the approximate average cost per child for the Chicago Prekindergarten At-Risk Program was \$3,450.

Since the prekindergarten at-risk budget also included parental training funds, the cost per individual services (e.g., instruction, administrative services, transportation) cannot be calculated. Approximately \$3.2 million was budgeted for 3-5 parental training programs. With this estimate, a total of \$144.8 million was budgeted for prekindergarten at-risk programs. Approximately \$143,588,464 was spent to serve 50,452, making \$2,846 per child in FY06 compared to \$2,635 in FY03.

Statewide, the approximate cost per child was \$3,052, a 9.6% increase from FY03 (\$2,785).

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 FY 93, 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 follow the long-term 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.”

Note that the performance rankings were unavailable for Chicago students. The other Chicago data are shown separately in Tables 13 through 16.

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 2005-2006 school year, about 82% 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).
- A large majority of students who were previously in a prekindergarten program continue to do well in later grades. At least 79% (reading), 78% (mathematics), and 80% (language) of students were ranked as “average” or “above average” in eighth grade in all three instructional areas.
- 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 14% in kindergarten to almost 21% in eighth grade. This increase is more apparent from fourth grade on.
- Overall, 79% to 85% of the students were promoted to the next regular grade each year throughout their elementary career. The retention rate data (Table 9) reveal that the largest retention rates were in kindergarten (2.1%) and first grade (1.9%). From second to fifth grade, the retention rate remains low (1% and below), increasing to 1.4%, and 1.2% in seventh and eighth grade.
- 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% 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 second grade through eighth grade, only 8% of the students received supplemental academic support from the fourth grade, and only 4% in the seventh grade.
- Percentages of previous prekindergarten students receiving supplemental academic services are highest in the first grade (11.6%), gradually dropping to 6.7% in the fifth grade, and to 4.2% and 2.9% in the seventh and eighth grades. The percentage of students receiving special education increased from 5% in the first grade, to 9.2% in the fourth grade, to 9.4% in the eighth grade.
- Overall, previous prekindergarten students perform and sustain achievement better in reading than in mathematics and language.
- Previous prekindergarten students who are eligible for free and reduced price lunch, performed slightly lower than prekindergarten students who were not eligible for free and reduced price lunch (see Table B3 and B4 in Appendix B).

**Table 8: FY 06 Performance of Prekindergarten At-Risk Students in Elementary Grades
by Their Teachers' Ranking-Downstate**

READING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	DEFICIENT	Above avg. and avg READING
	%	%	%	%	
KINDERGARTEN	25.5	55.3	16.7	2.6	80.8
FIRST GRADE	32.0	46.3	18.7	3.0	78.3
SECOND GRADE	33.4	45.6	19.2	1.8	79.0
THIRD GRADE	32.8	46.3	19.8	1.2	79.1
FOURTH GRADE	32.7	46.3	19.7	1.4	79.0
FIFTH GRADE	32.8	46.0	19.5	1.7	78.8
SIXTH GRADE	32.0	46.3	19.2	2.5	78.3
SEVENTH GRADE	31.5	47.6	17.7	3.2	79.1
EIGHTH GRADE	31.8	47.2	18.2	2.8	79.0
MATHEMATICS					MATHEMATICS
KINDERGARTEN	23.4	62.6	12.4	1.6	86.0
FIRST GRADE	30.0	55.4	12.8	1.9	85.4
SECOND GRADE	32.6	51.9	14.0	1.5	84.5
THIRD GRADE	31.7	51.7	15.4	1.2	83.4
FOURTH GRADE	30.3	50.2	17.8	1.7	80.5
FIFTH GRADE	30.3	48.0	19.1	2.6	78.3
SIXTH GRADE	31.9	47.1	17.5	3.5	79.0
SEVENTH GRADE	31.8	46.4	17.9	3.9	78.2
EIGHTH GRADE	31.3	47.2	17.6	3.9	78.5
LANGUAGE					LANGUAGE
KINDERGARTEN	23.5	60.3	14.3	1.9	83.8
FIRST GRADE	26.4	55.2	16.2	2.2	81.6
SECOND GRADE	28.4	53.1	17.1	1.4	81.5
THIRD GRADE	29.5	52.6	16.7	1.2	82.1
FOURTH GRADE	30.6	51.0	17.3	1.1	81.6
FIFTH GRADE	31.5	50.6	16.3	1.6	82.1
SIXTH GRADE	31.4	48.7	17.5	2.4	80.1
SEVENTH GRADE	31.4	48.5	17.0	3.1	79.9
EIGHTH GRADE	30.6	49.7	16.4	3.3	80.3

Number of students in the follow-up study

Kindergarten	4555	Fourth Grade	5657	Eighth Grade	2646
First Grade	8350	Fifth Grade	5024		
Second Grade	7001	Sixth Grade	5148		
Third Grade	6227	Seventh Grade	4300		

Table 9: Recommended Placement for 2006-2007 by Elementary Grades -Downstate FY 06

PLACEMENT	KINDER-GARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
	%	%	%	%	%	%	%	%	%
Advance to Next Regular Grade	81.7	79.4	79.9	80.4	81.5	82.8	84.1	84.8	86.1
Advance to Next Grade with Supplemental Services	8.1	11.6	10.6	9.7	8.0	6.7	4.6	4.2	2.9
Advance to Next Grade with Sp.Ed. Services	5.0	6.3	7.8	8.7	9.2	9.2	9.5	9.1	9.4
Advance to Transition Class	0.3	na	na	na	na	na	na	na	na
Refer for Sp.Ed. Placement	0.4	0.3	0.2	0.3	0.7	0.6	0.7	0.4	0.3
Bilingual Transition Classroom	1.3	0.3	0.4	0.4	0.2	0.2	0.1	0.1	0.0
Bilingual Self-Contained	1.1	0.2	0.3	0.1	0.1	0.1	0.1	0.0	0.0
Retention	2.1	1.9	0.8	0.4	0.3	0.4	0.9	1.4	1.2
Unknown**	2.3	0.7	0.7	0.6	1.0	0.7	0.6	0.7	0.7
Number of Children	4451	8350	7001	6227	5657	5024	5148	4300	2646

**Percentages are calculated without including unknown.

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

The Illinois State Board of Education developed grade-level performance standards related to what students should know and be able to do in three subjects (reading, mathematics, and science). According to their scores on the Illinois Standards Achievement Tests (ISAT), students are placed into one of four levels: “Academic Warning,” “Below Standards,” “Meets Standards,” or “Exceeds Standards.”

To evaluate the progress of former prekindergarten program participants, the scores on the ISAT for third through 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.

Table 10, Figure 4 shows the comparison of previous downstate prekindergarten participants who are eligible for free and reduced price lunch to all downstate students who are eligible for free and reduced price lunch. The following is an analysis from this table.

ISAT - Downstate

- Overall, the data reveal that free and reduced price eligible students who have previously participated in a 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.
- In reading, more than two-thirds of the students who were in previous prekindergarten at-risk programs and eligible for free and reduced price lunch (from now on referred to as prekindergarten students), “meet” or “exceed” the standards, compared to about 59% of downstate students who were eligible for free and reduced price lunch. These percentages for prekindergarten students decrease in fifth grade and increase again in eighth grade. All downstate students show the same trend.
- In third grade mathematics, almost 85% of previous prekindergarten students who were eligible for free and reduced price lunch “meet” or “exceed” standards. These percentages decreased to 74% in fifth grade and to 71% in eighth grade. The percentages for all downstate economically disadvantaged students are 80% in third grade, to 70% in fifth grade, and 65% in eighth grade.
- In science, 77% of prekindergarten students are in “meet” and “exceed” compared to 71% of all downstate students. In seventh grade, these percentages remain almost the same, 76% and 70%, respectively.
- Considering the fact that these students were at-risk students, they are performing at the same or at a higher level than other students, which is a positive sign. However, one must explore why the performance decreased in higher grade levels.
- Table B5 in Appendix B shows the comparison between previous downstate prekindergarten students to all downstate students and to all state students. However, this will not be a fair or correct comparison as it compares at-risk students with all levels of students, including highly gifted students

Table 10: FY 2006 ISAT Data of Downstate Students Who Were in Prekindergarten At-Risk Program and All Students by Free and Reduced Price Lunch Eligibility

READING		THIRD GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE					
Prek					
Free/Reduced	5.7	30.1	49.7	14.5	
All Downstate					
Free/Reduced	8.1	33.3	47.3	11.4	
State all					
Free/Reduced	10.2	35.5	44.3	9.9	

READING		FOURTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE					
Prek					
Free/Reduced	2.0	32.4	49.7	15.9	
All Downstate					
Free/Reduced	2.4	37.3	47.0	13.2	
State all					
Free/Reduced	2.8	39.2	45.6	12.4	

READING		FIFTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE					
Prek					
Free/Reduced	1.2	39.1	47.3	12.4	
All Downstate					
Free/Reduced	1.8	43.4	45.0	9.9	
State all					
Free/Reduced	2.1	46.4	42.4	9.1	

READING		SIXTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE					
Prek					
Free/Reduced	0.9	34.2	55.3	9.6	
All Downstate					
Free/Reduced	0.6	40.3	50.8	8.3	
State all					
Free/Reduced	0.7	41.4	49.9	8.1	

READING		SEVENTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE					
Prek					
Free/Reduced	0.7	37.5	56.4	5.4	
All Downstate					
Free/Reduced	0.9	43.8	51.3	4.0	
State all					
Free/Reduced	0.9	41.9	52.7	4.5	

READING		EIGHTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE					
Prek					
Free/Reduced	0.8	29.8	65.3	4.1	
All Downstate					
Free/Reduced	0.4	35.0	61.9	2.8	
State all					
Free/Reduced	0.4	32.8	63.9	2.9	

MATHEMATICS		THIRD GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE					
Prek					
Free/Reduced	2.9	12.4	56.5	28.2	
All Downstate					
Free/Reduced	4.5	15.0	56.3	24.2	
State all					
Free/Reduced	7.4	18.3	53.5	20.8	

MATHEMATICS		FOURTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE					
Prek					
Free/Reduced	1.4	16.1	66.7	15.8	
All Downstate					
Free/Reduced	1.9	20.2	64.3	13.6	
State all					
Free/Reduced	3.0	23.5	61.7	11.9	

MATHEMATICS		FIFTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE					
Prek					
Free/Reduced	1.3	24.5	66.8	7.4	
All Downstate					
Free/Reduced	0.7	29.3	64.2	5.8	
State all					
Free/Reduced	1.1	34.7	59.3	4.9	

MATHEMATICS		SIXTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE					
Prek					
Free/Reduced	2.1	24.2	66.6	7.1	
All Downstate					
Free/Reduced	1.2	29.2	63.1	6.4	
State all					
Free/Reduced	1.5	32.9	59.7	5.8	

MATHEMATICS		SEVENTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE					
Prek					
Free/Reduced	3.6	27.8	58.7	9.9	
All Downstate					
Free/Reduced	4.6	33.1	54.7	7.6	
State all					
Free/Reduced	4.8	34.0	54.0	7.3	

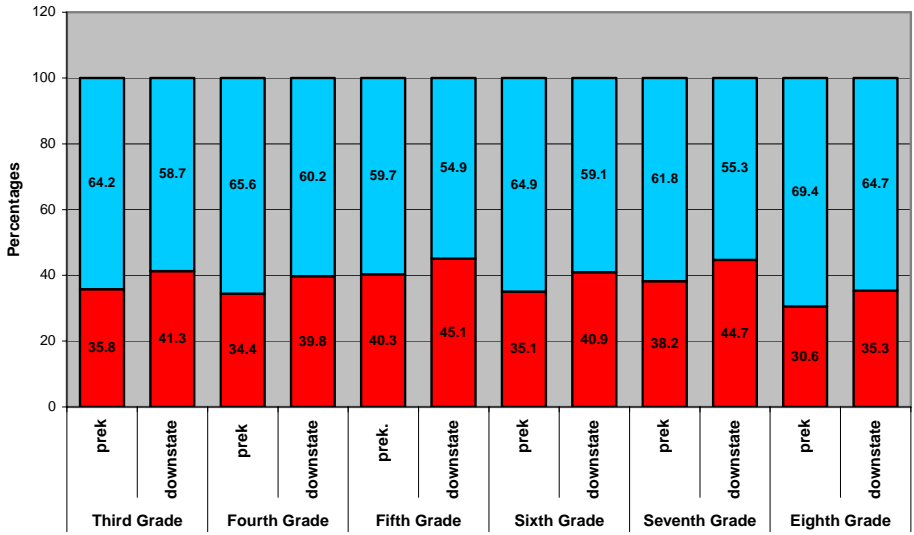
MATHEMATICS		EIGHTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE					
Prek					
Free/Reduced	3.1	25.8	57.7	13.4	
All Downstate					
Free/Reduced	3.5	31.2	54.5	10.9	
State all					
Free/Reduced	3.8	32.2	53.7	10.4	

SCIENCE		FOURTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE					
Prek					
Free/Reduced	2.2	20.7	68.5	8.6	
All Downstate					
Free/Reduced	3.3	25.9	64.5	6.2	
State all					
Free/Reduced	5.6	30.3	59.4	4.8	

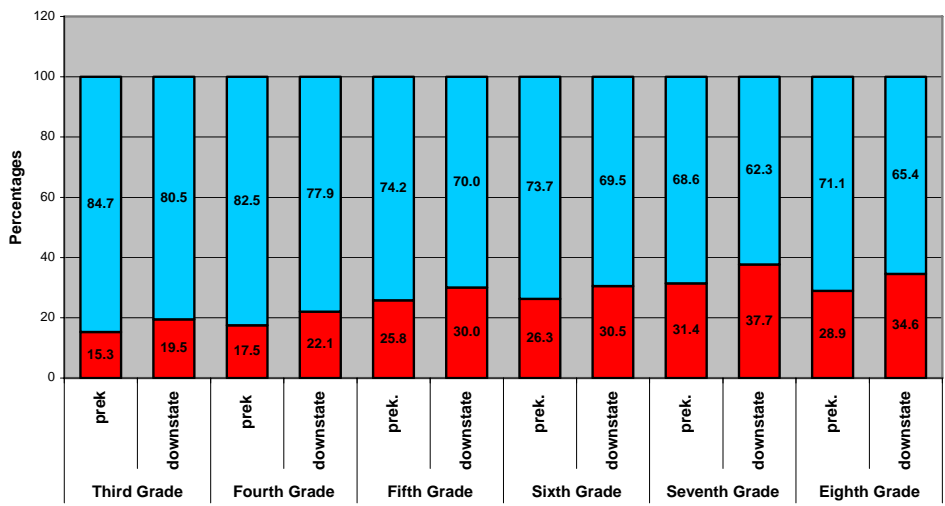
SCIENCE		SEVENTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards	
DOWNSTATE					
Prek					
Free/Reduced	6.3	18.0	65.8	9.9	
All Downstate					
Free/Reduced	10.3	19.9	62.3	7.5	
State all					
Free/Reduced	11.0	20.8	62.2	6.0	

3rd Grade N = 2641
 4th Grade N = 2292
 5th Grade N = 2095
 6th Grade N = 2137
 7th Grade N = 1736
 8th Grade N = 1044

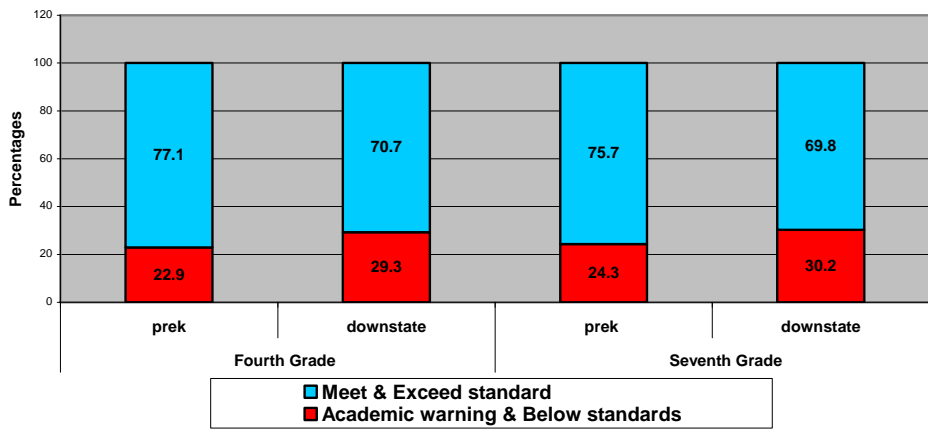
**FIGURE 4: Comparison between downstate students with previous Prek experience who are eligible for free and reduced price lunch and economically disadvantaged students in downstate
FY 06 ISAT reading score**



FY 06 ISAT mathematics scores



FY 06 ISAT science score



High School – Downstate

Since the high school curriculum and structure are 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 are shown in Table 11 and Table 12.

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, graduation rates, and the Prairie State Achievement Examination (PSAE). PSAE is a standardized test developed by ISBE for students in 11th grade. 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 24% of the students' information was not available from this sample group. The information for another 25% of students from the sample was already missing because of high mobility of students in elementary grades. Any conclusions drawn from these data should be considered tentative in view of the small sample size.

Table 11 and 12 show the following:

Downstate:

- A majority of high school students are ranked as “average” and “above average” in behavior.
- The truancy rate for these students is about 3.5% in high school. The behavior data for almost 25% of the students were unknown.
- 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. About 96% of the students graduated from high school.
- Very few students received supplemental academic help in high school. Only about 2% of the students received supplemental help, and 8% of the students received special education services.
- A total of 63 students dropped out of the education system and 40 students enrolled in other educational systems.
- ACT scores were available for 784 students. The average ACT score of these high school students was 18.6.
- The PSAE scores (Table 11) reveal that more than half of the students were at the level of “below standards” or “academic warning”, (53% in mathematics) and (59% in science) compared to about 42% to 45% for all other downstate students. In reading, 49% of the students were “below standards” or “academic warning” compared to 38% of all downstate students. However, this is not a correct comparison as downstate students include all gifted students and previously at-risk prekindergarten students.

Further analysis was done comparing only free and reduced price eligible students. This analysis shows that higher percentages of prekindergarten students were in “below standards” or “academic warning” (58% in reading, 69% in mathematics, and 70% in science). However, the difference between economically disadvantaged prekindergarten students and economically disadvantaged downstate students show that these former prekindergarten students perform better. As these percentages are, 63% in reading, 70% in mathematics, and 73% in science for economically disadvantaged downstate students

This is still a large number of students not meeting standards, and there is a large drop in academic performance from eighth grade to eleventh grade. At the same time, small numbers of students in a sample could not be ignored before drawing any conclusions.

N = 937

Chicago

Chicago did not have any data available for their students in elementary and high school except their current placement, promotion grade, and ISAT results. The following is the Chicago analysis from Table 13 through Table 16.

- About 97% of the students in kindergarten through eighth grade were promoted to the next grade except in third grade and sixth grade. The percentages of students retained in the third grade went up 9% and 11% in eighth grade. This might be due to Chicago School District's school board policy of grade 3, 6, and 8 being benchmark grades. In these grades, students who do not meet Chicago's assessment criteria will be promoted to the next grade only upon satisfactory completion of summer school.
- The ISAT data reveal that Chicago students who attended the prekindergarten program were as good as or better than all Chicago students in all grades and in all subjects.
- The Chicago preschooler's ISAT data were not further broken down in free and reduced price eligibility like downstate students because almost 90% of the previous prekindergarten Chicago students were eligible for free and reduced price lunch. However, they were compared to ISAT data of Chicago students (Table 15) who were economically disadvantaged. This comparison reveals that students who were previous participants in Chicago prekindergarten programs consistently perform better than the economically disadvantaged Chicago students. This difference is highest in third grade.
- Third grade ISAT scores (Table 15) reveal that students who attended prekindergarten at-risk programs perform better than all of the Chicago district's students in reading and mathematics. Almost 55% of students in reading, and 70% in mathematics, met or exceeded the standards compared to 51% and 67% of the total district students, and only 47% in reading and 56% in mathematics for all economically disadvantaged Chicago students.
- The percentage of prekindergarten students in "meet" and "exceed" categories decreased sharply in the fifth grade in both reading and mathematics, from 55% to 52% in reading and from 67% to 61% in mathematics. These percentages increased again from sixth grade through eighth grade. All Chicago students show the same trend.
- Ninety-eight percent of eighth graders were promoted to the ninth grade. Here again, ISAT data show that these former prekindergarten students perform the same or better in reading and mathematics. Seventy-five percent of Chicago's prekindergarten students "meet" or "exceed" in reading and 67% in mathematics compared to 72% and 65% for all Chicago's students.
- Chicago high school data for behavior and absent days are not available. The promotion and graduation data are available for a small number of students (see Table 14). From the data available, it appears that about 4% of the students dropped out of the education system, another 4% were enrolled in other educational systems, and about 78% graduated from high school or received a GED.
- The PSAE scores of 11th grade students show that 61% in reading, 72% in mathematics, and 79% in science were "below standards" or in "academic warning" status. These are very large percentages not meeting standards and a huge drop from eighth grade. However, all Chicago students are showing the same trends, 61% in reading, 70% in mathematics, and 75% in science not meeting the standards. (See Table 16.) Further comparison with all Chicago students who are eligible for free and reduced price lunch shows that students with prekindergarten experience perform better in all three subjects.
- Overall, ISAT scores in all subjects in all grades, the majority of previous prekindergarten participants "meet" or "exceed" the standards and consistently achieve almost the same level or slightly better performance as all other Chicago students. The PSAE scores of 11th grade students show that only 21% (in science), 28% (in mathematics), and 39% (in reading), students "meet" or "exceed" the standards. However, these percentages are better than all other Chicago students and better than other economically disadvantaged Chicago students.

Table 13: Recommended Placement for 2006-2007 by Elementary Grades -Chicago FY 06

PLACEMENT	KINDER-GARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
	%	%	%	%	%	%	%	%	%
Advance to Next Regular Grade	97.9	95.8	95.6	91.1	96.3	96.6	88.8	95.8	98.0
Advance to Next Grade with Supplemental Services	na	na	na	na	na	na	na	na	na
Advance to Next Grade with Sp.Ed. Services	na	na	na	na	na	na	na	na	na
Advance to Transition Class	na	na	na	na	na	na	na	na	na
Refer for Sp.Ed. Placement	na	na	na	na	na	na	na	na	na
Bilingual Transition Classroom	na	na	na	na	na	na	na	na	na
Bilingual Self-Contained	na	na	na	na	na	na	na	na	na
Retention	2.1	4.2	4.4	8.9	3.7	3.4	11.2	4.2	2.0
Unknown**	10.8	7.9	6.2	7.2	7.0	5.7	6.9	6.2	9.7
Number of Children	4079	3662	3420	3460	3355	3827	2581	2409	2289

**Percentages are calculated without including unknown.

na = not available

Table 14: FY 06 High School Follow-up Data for Chicago Students

Recommended Placement for 2003-04-Chicago Students	NINTH* GRADE	TENTH* GRADE	ELEVENTH* GRADE	TWELTH* GRADE
	%	%	%	%
Advance to Next Regular Grade	73.9	74.0	81.4	NA
In the Evening School	1.1	1.5	1.4	NA
Advance to Next Grade with Supplemental Serv.	na	na	na	na
Advance to Next Grade with Sp.Ed. Services	na	na	na	na
Bilingual Transition	na	na	na	na
Sp.Ed. Self-Contained Classroom	na	na	na	na
Enrolled in Other Education System	5.6	4.8	3.6	4.0
Retention	13.9	10.5	5.6	13.6
Moved Out of District	1.7	1.9	1.8	0.4
Dropped Out of Education System	3.6	5.8	3.2	3.8
Graduate	NA	NA	1.1	75.2
Acquired GED	NA	0.1	0.5	2.2
Unknown	0.1	1.2	1.4	0.9
Total Number of Students	2013	1653	1421	1337

* Percentage calculated including unknown

na = not available

NA = not applicable

Figure 5: Comparison between Chicago students who had previous prekindergarten experience and all Chicago students

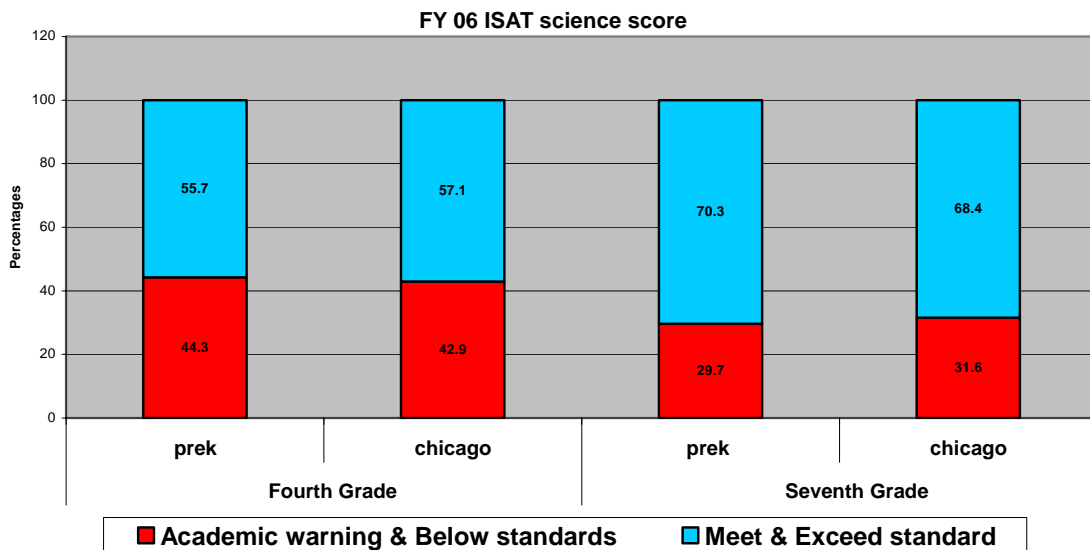
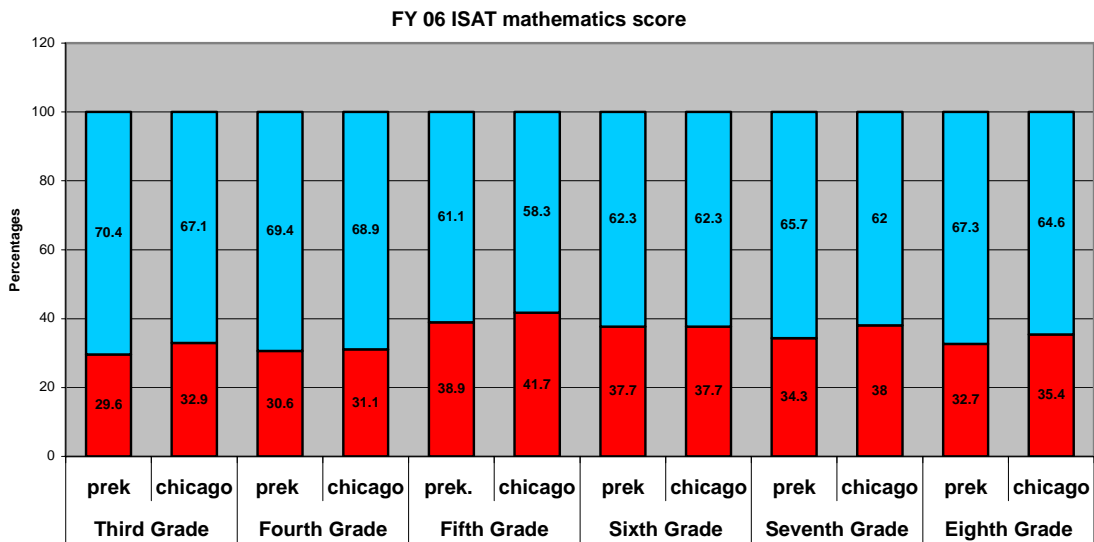
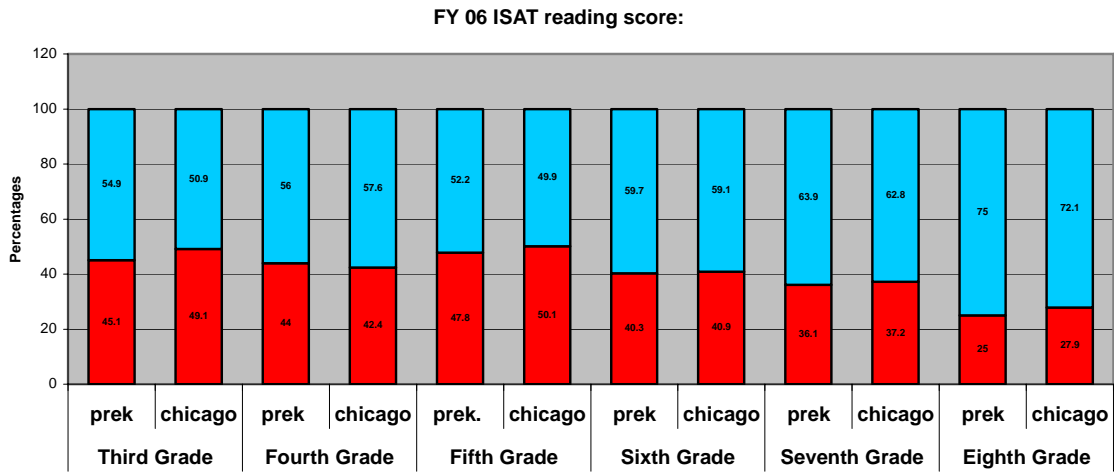


Table 16: FY 06 PSAE Data of Chicago Students Who Were in Prekindergarten At-Risk Program and All Chicago Students

READING		Eleventh Grade		
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
Chicago				
All Chicago Prek	12.8	48.6	34.7	3.9
All Chicago	13.3	47.4	33.4	6.0
Chicago all Free/Reduced	15.1	52.0	30.0	2.9

MATHEMATICS		Eleventh Grade		
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
Chicago				
All Chicago Prek	17.6	54.5	26.3	1.6
All Chicago	19.8	49.7	28.2	2.3
Chicago all Free/Reduced	22.3	53.5	23.5	0.8

SCIENCE		Eleventh Grade		
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
Chicago				
All Chicago Prek	17.6	61.0	19.5	1.9
All Chicago	18.0	57.3	21.3	3.4
Chicago all Free/Reduced	20.4	61.4	17.0	1.2

N = 1109

CONCLUSION AND RECOMMENDATIONS

The findings suggest that the prekindergarten students are performing well and the program has had a positive effect. Most of these students sustained academic success in later elementary grades though not at the high school level. The following are recommended:

- Ascertain why the number of parents participating in various activities is steadily decreasing. Additionally, greater effort should be made to strengthen the parent education and involvement components of this program.
- Chicago Public School District 299 should develop an effective system in order to provide more timely and complete data specifically from their Community Partnership program as required by law.
- Chicago Public School District 299 would do well to explore why their prekindergarten students are not doing as well as their downstate counterparts, e.g., 45% of their previous program participants do not meet standards in third grade reading as measured by ISAT.
- ISBE needs to explore why students do not sustain their academic progress in reading and mathematics when they reach the high school level. To prevent failure in later grades, there might be a need at the district level to continue to provide supplemental services and resources.

Preschool for All

(Required By PA 94-1054)

Fiscal Year 2007

Illinois Preschool for All Children

In August 2006, from the proposals received in response to the FY07 Preschool for All Request for Proposals (RFPs) for programs outside the City of Chicago, the Illinois State Board of Education awarded new Preschool for All funds to 101 Preschool for All programs. One hundred percent of the new FY07 Preschool for All funds was awarded to programs serving primarily at-risk children. Zero percent of the new Preschool for All funds was awarded to programs serving primarily children with a family income of less than four times the federal poverty level and zero percent of the new Preschool for All funds was awarded to other programs.

Program Overview

Preschool for All is a historic five-year expansion of early childhood programs that makes Illinois the first state in the nation to offer voluntary, high quality preschool to all three- and four-year-olds whose parents want them to participate. The goal of Preschool for All is to ensure that all children are well prepared to succeed in school and in life. Preschool for All also includes new resources to expand quality infant-toddler programs targeted to at-risk children and their families.

Preschool for All was signed into law in July 2006, after passing the General Assembly with strong bipartisan support. In August, \$45 million in new funding was awarded to 101 preschool and 15 at-risk infant-toddler programs in 48 counties. When fully implemented, Preschool for All will ensure that an estimated 190,000 children in Illinois have access to high-quality preschool. This estimate includes children who are already served in existing State Pre-Kindergarten, Head Start, and Early Childhood Special Education programs. During expansion, programs serving children at risk of school failure are the first priority for new funding, followed by families earning up to four times the federal poverty level, or \$80,000 for a family of four.

Preschool for All is administered by the Illinois State Board of Education, except in Chicago, where the program is administered by the Chicago Public Schools using the same criteria. Preschool for All builds on the foundation of the 20-year-old State Pre-Kindergarten program by expanding resources to reach more children and enhance quality in participating schools, community organizations, and private providers. As with the State Pre-K program, funding for Preschool for All is provided through the Early Childhood Block Grant. However, Preschool for All expands eligibility to all Illinois three- and four-year-olds, though at-risk and moderate-income children will be prioritized during the expansion period. Preschool for All infant-toddler funds will continue to be targeted to programs that serve at-risk children.

Quality and Accountability

Preschool for All also provides new resources for new initiatives to improve quality and accountability at the program level and across the system. Key components include:

Monitoring and accountability – Consultants based in sixteen Regional Offices of Education throughout the downstate area monitor Prekindergarten and Preschool for All programs for compliance to regulatory requirements. Reports and recommendations are routinely submitted to the Illinois State Board of Education, Early Childhood division. In FY07 and FY08, all programs will be visited to gather baseline data. In subsequent years, programs will be placed on a three year monitoring cycle, with new programs receiving an annual visit for the first three years of funding.

Training and technical assistance – Increased funding has allowed for more focused training and technical assistance for program implementation. Emphasis has been placed on classroom practice that is aligned with the Illinois Early

Learning Standards and evidence-based research in Early Childhood Education. Training and technical assistance target early childhood administrators, including principals, coordinators, and directors, as well as teachers. In subsequent years, training and technical assistance will be linked to monitoring reports and recommendations.

Expanding the supply of certified teachers – The Early Childhood Teacher Preparation Assistance Grant addresses the increasing need for certified teachers in the Preschool for All program. The purpose of these grants is to assist individuals employed in state-funded preschool education programs and other early childhood programs to enroll as candidates in and complete a teacher preparation program leading to an initial Early Childhood Teaching Certificate. In FY07, four planning grants were awarded to community/higher education collaborations serving the Quad Cities area, Rockford, Cicero/Berwyn, and DuPage County. In FY08, students in these areas will enroll in coursework leading to an Early Childhood Teaching Certificate.

Social/emotional Consultation – Preschool Social and Emotional Consultation Services grants were awarded to eighteen Prekindergarten and Preschool for All programs for consultation and support from early childhood mental health specialists. The grants target programs enrolling a disproportionate number of children with social/emotional development challenges due to conditions experienced by the child’s family or community. Such experiences include domestic violence, substance abuse, depression or other mental illness, and homelessness.

Statewide System Evaluation – The Illinois State Board of Education is in the process of selecting a contractor to conduct a multi-year evaluation of the effectiveness of the Early Childhood Block Grant programs, including Preschool for All and Prevention Initiative. The primary purpose of the proposed evaluation is to assess the effectiveness of the ECBG programs and the various delivery models in supporting the cognitive and social-emotional development of children ages birth to five years; identify program elements to be targeted for improving the quality of the programs; and establish a scientifically credible baseline for child outcomes against which the results of future program improvement efforts will be measured. It is anticipated that the first phase of the evaluation will begin no later than January 2, 2008.

Eleven percent of Preschool for All funding is directed to infant-toddler programs that serve at-risk children under the age of three and their families. Illinois is the only state to institutionalize its infant-toddler programs to this extent. Extensive information and application guidelines for infant-toddler programs is available on the Illinois State Board of Education website. This commitment reflects the core values that undergird Preschool for All – all children deserve a quality early learning experience, but we must start earlier and do more for children who face the steepest challenges.

Preschool for All is based on recommendations drafted by the Illinois Early Learning Council, a statewide advisory board created with bi-partisan legislative support in 2003. The Early Learning Council’s members are appointed by the Governor and leaders of the Illinois General Assembly, and include early childhood practitioners, policymakers, civic and business leaders, advocates, and state agencies. Standing committees provide a forum for participation by additional stakeholders.

By building on a strong tradition of quality, Preschool for All places Illinois at the forefront of a national movement to make quality early learning available for all children. Yet many people – from local program directors to leaders of state government – must help sustain the current momentum in order to realize the full vision of Preschool for All children.

Who is Eligible for Preschool for All?

Every three- and four-year-old in Illinois is eligible for Preschool for All. Prior to now, only children who were classified as at risk of school failure were able to take part in state-funded preschool. For the first time, programs are allowed use of state dollars to serve children from the broader community. While funding during the five year expansion period will be prioritized according to need, these priorities are designed with some flexibility so that programs can respond to local circumstances and use resources in as efficient and fair manner as possible.

Given the considerable interest in and need for preschool services, all Preschool for All classrooms are expected to be fully enrolled with 20 children. Programs that do not have a full roster of children should actively reach out to parents and the community in order to recruit students to fill each classroom. Recruitment activities can include outreach to local early childhood networks, participating in community fairs, posters in local businesses and state agencies, and door-to-door canvassing.

Preschool for All grant awards will be made each year, depending on available funding appropriated by the General Assembly. While the grant award time frame will vary depending on when the state budget is approved, the Preschool for All grant period will generally begin in the summer of a given program year, no sooner than July 1, and will extend until June 30 of the program year.

Where is Preschool for All?

Preschool for All will be offered in a diversity of school- and community-based sites and programs. All Preschool for All programs will be funded on a 180 day school year calendar to provide a 2.5 hour, 5 day a week program. Otherwise, local programs will have considerable flexibility about their locations, operational structure, and program formats. Applicants other than public school districts must provide evidence of existing capacity to provide early childhood education programs, including the agency's mission statement, organizational structure, accreditation, and other relevant information. Eligible applicants include:

- public school districts
- university laboratory schools
- child care centers
- Regional Offices of Education
- charter schools
- Community Colleges
- community organizations
- private preschools
- park districts
- faith-based organizations*
- home-based child-care networks • other settings

* Faith-based organizations are eligible to be funded for Preschool for All, but may not use state funds to support religious instruction.

Models for Collaboration

Preschool for All is designed to promote a comprehensive approach to early childhood development and encourages collaboration among providers and other community stakeholders to foster creative strategies to meet the complete needs of young children and their families. Many agencies are reworking their organizational thought and practice to emphasize cooperation, coordination, and collaboration. Educational, health, and social service agencies are beginning to recognize that only by working together can they provide services that are integrated rather than fragmented, multidimensional rather than one-dimensional, and continuous rather than sporadic.

Preschool for All encourages joint applications that maximize limited resources, increase the cohesion of services, and provide practical avenues for collaboration. Joint applications must designate a single administrative agent, clearly delineate the shared responsibilities of each partner. Applicants can participate in only one application for Preschool for All funds.

Within these parameters, Preschool for All providers have considerable flexibility to create partnerships that fit local circumstances.

Preschool for All Program Specifications

Preschool for All program specifications are similar to those of the State Pre-Kindergarten program upon which it is modeled. Preschool for All will enable programs to expand or create new preschool programs, while improving the quality of the overall system. Preschool for All is made up of several required components: 1) Screening; 2) Educational Program; 3) Parent Education and Involvement; 4) Community Collaboration; 5) Staff Requirements and Professional Development.

1. Screening Component

All Preschool for All programs must implement a formal screening process to determine a child's needs and priority for service. While Preschool All establishes that all Illinois three- and four-year-olds are eligible for preschool, new capacity must be built in order to meet expected demand. During the build-up period, funding will be prioritized to

programs which serve primarily at-risk children, followed by programs serving children from families earning up to four times the federal poverty rate (\$80,000 for a family of four).

Screening should be conducted on a community-wide basis in cooperation with other programs serving young children (e.g., public schools, child care agencies, special education, Head Start, 0-3 programs, and Child Find). Programs may use an existing screening instrument or one that they have developed. All screening procedures must include:

Criteria to determine at what point a screening instrument indicates that children are at risk of academic failure, as well as to assess other environmental, economic, and demographic factors.

Mechanisms to 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.

A parent interview that gathers information about a child's health and social development; parent's education, employment, income and age; and other information that indicates risk of school failure or prioritization under income guidelines.

Vision and hearing screening must be provided.

Written parental permission for the screening must be obtained.

Teachers should be involved in the screening process and have access to the results.

2. Educational Program

Preschool for All programs must offer an appropriate education program that addresses all developmental areas. Requirements include:

Curriculum and instruction are aligned to the Illinois Early Learning Standards.

The individualized assessment profile for each child is the basis for determining that child's educational program.

The following domains of development are addressed: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills, and cognitive development.

A language and literacy development program shall be implemented for each child based on the child's individual assessment.

A snack is provided for participating children in a half-day program.

Student progress is assessed and documented to ensure that the educational program meets the needs of the student.

A system is established to routinely advise parents of their child's progress.

The staff-child ratio for each classroom must not exceed one adult to ten children. No more than 20 children can be served in a single classroom.

Programs should serve the maximum number of children in each classroom. Programs must serve all at-risk children before enrolling other children. Children whose families make less than four times the federal poverty level will have the next priority.

Age-eligible children are enrolled in kindergarten upon leaving the program.

3. Parent Education and Involvement

As their children's first teachers, parents are a crucial piece of a successful early learning experience. Preschool for All will empower parents by providing more choices among programs and settings that fit their unique needs. Preschool for All programs are expected to engage parents in the educational process and support effective parenting practices. Required components of Preschool for All parent programs include:

Communication: There is meaningful, two-way communication between home and the program on a regular basis.

Parent Education: Parenting skills are promoted and supported.

Student Learning: Parents play an integral role in assisting student learning.

Involvement: Parents are welcome in the program, and their support and involvement are sought.

Decision-Making and Advocacy: Parents are full partners in the decisions that affect children and families.

Examples of effective parent engagement practices include: Parents, families, staff, and community members cooperatively develop a mission statement.

The program develops and implements a written parent involvement plan.

Staff partner with parents to promote children's social/emotional and overall development.

Family activities such as workshops, field trips, and child/parent events are organized.

The program encourages both mother and father/male involvement in children's lives.

Parents are encouraged to volunteer in the classroom.

The program has a lending library for parents, and a toy/book lending library for children.

The program has a newsletter and regularly sends information home.

4. Community Collaboration

Preschool for All seeks to ensure that children and families get the services they need with a minimum of bureaucracy, and use public resources wisely by avoiding duplication of efforts. Since many families need full-day, year-round placement that includes not only preschool but other like child care and family programs, extra consideration will be given to Preschool for All partnerships that address these broader needs. Examples include partnerships between school districts and child care agencies, networks of family child care providers who share a preschool teacher, or partnerships between preschool programs and local Head Start initiatives.

Characteristics of effective community collaborations include:

Programs collaborate with all other nearby programs to address the education, welfare, health, and safety needs of young children and their families.

A clear collaboration and implementation plan is in place.

Programs have written procedures to assist children with transitions both within the program and between other early childhood programs in the community, including kindergarten.

Programs establish partnerships with parents and families and encourage them to make decisions regarding their parenting skills and their children's development.

The program has a written transition plan with other early childhood programs that address the unique needs and situations of families.

Program staff appreciates the impact of children's home, community, and cultural experiences on their development and learning.

5. Staff Requirements and Professional Development

Preschool for All staff will have the knowledge and skills to assist children in reaching their full potential as learners. All program administrators and staff must hold appropriate certifications and/or qualifications for the position for which they are hired. Preschool for All programs are expected to regularly assess the continuing learning needs of the staff and provide appropriate ongoing professional development activities both inside the building and within the broader early childhood community. Major requirements include:

All teaching staff in instructional roles hold either an Initial (Type 02) or Standard (Type 04) Early Childhood Certificate.

Non-certified staff who assists in instruction meets training and degree requirements.

Administrators and program staff are knowledgeable about high-quality early childhood programs and are effective in explaining, organizing, and implementing them.

Program has written personnel policies and job descriptions on file.

Program offers opportunities and resources for staff to share and consult with others.

Staff development needs are regularly assessed and inform an in-service training program and other appropriate ongoing professional development activities.

The program has a written professional development plan for all staff.

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 well-being; 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

Table B1: Percentage of Children Served in Prekindergarten At-Risk Program by Ethnicity

STATEWIDE

RACE & ETHNICITY	FY 95	FY 96	FY 97	FY 98	FY 99	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
WHITE non Hispanic	45	44	41	41	43	44	41	41	44	46	38	46
BLACK non Hispanic	29	29	30	29	26	26	27	27	25	23	25	20
HISPANIC	21	22	25	26	26	25	26	27	27	26	31	28
ASIAN	3	3	3	3	4	3	4	3	3	3	4	3
AMERICAN INDIAN & MULTIRACIAL	2	1	1	1	1	2	2	2	2	2	2	3

DOWNSTATE

RACE & ETHNICITY	FY95	FY96	FY97	FY 98	FY 99	FY 2000	FY 2001	FY2002	FY 2003	FY 2004	FY 2005	FY 2006
WHITE non Hispanic	68	65	65	64	64	63	61	61	61	60	59	57
BLACK non Hispanic	16	17	17	17	16	15	15	15	15	15	15	15
HISPANIC	12	13	13	15	16	17	18	18	19	19	20	21
ASIAN	3	3	3	2	2	3	4	3	3	3	3	3
AMERICAN INDIAN & MULTIRACIAL	1	2	2	2	2	2	2	3	2	3	3	4

CHICAGO

RACE & ETHNICITY	FY95	FY96	FY97	FY 98	FY 99	FY 2000	FY 2001	FY2002	FY 2003	FY 2004	FY 2005	FY 2006
WHITE non Hispanic	8	8	7	7	8	8	8	8	9	9	10	11
BLACK non Hispanic	50	49	48	47	45	45	46	46	43	43	39	37
HISPANIC	37	39	41	42	43	42	41	41	43	44	47	48
ASIAN	4	4	4	4	4	4	4	4	4	4	4	4
AMERICAN INDIAN & MULTIRACIAL	1	0	0	0	0	0	1	1	1	0	0	0

Table B2: Percentages of Children served in Prekindergarten At-Risk Program by Lunch Status

STATEWIDE

FAMILY INCOME	FY 95	FY 96	FY 97*	FY 98	FY 99	FY 00*	FY 01*	FY 02*	FY 03*	FY 04*	FY 05*	FY 06*
FREE LUNCH	55	55	64	56	na	59	59	60	55	57	55	55
REDUCED PRICE	8	9	10	10	na	11	11	11	12	12	13	12
NOT ELIGIBLE	25	23	26	24	na	30	30	29	33	31	32	33
UNKNOWN*	12	13	10	10	na	12	13	11	19	13	33	28

DOWNSTATE

FAMILY INCOME	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04	FY 05	FY 06
FREE LUNCH	43	47	46	45	42	41	41	43	43	46	48	48
REDUCED PRICE	12	12	12	13	14	14	14	14	13	13	13	12
NOT ELIGIBLE	45	41	42	42	44	45	45	43	44	41	39	40
UNKNOWN*	17	20	17	18	16	18	20	18	17	14	14	16

CHICAGO

FAMILY INCOME	FY 95	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01	FY 02	FY 03	FY 04	FY 05	FY 06
FREE LUNCH	84	86	85	85	na	85	84	83	82	84	75	79
REDUCED PRICE	7	7	8	8	na	6	7	8	9	9	13	10
NOT ELIGIBLE	8	7	7	7	na	9	9	9	9	7	12	11
UNKNOWN*	1	0	0	0.5	na	1	1	0	23	10	56	50

* Unknown are not included in calculating percentages .

Table B3: FY 06 Performance of Prekindergarten At-Risk Students Eligible for Free and Reduced Price Lunch by Their Teachers' Ranking-Downstate

READING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	DEFICIENT	ABOVE AVG. & AVG READING
	%	%	%	%	
KINDERGARTEN	22.4	54.5	19.3	3.8	76.9
FIRST GRADE	27.0	45.7	22.9	4.4	72.7
SECOND GRADE	28.7	44.9	23.7	2.7	73.6
THIRD GRADE	26.9	46.6	24.8	1.7	73.5
FOURTH GRADE	25.8	47.6	24.3	2.3	73.4
FIFTH GRADE	26.1	45.0	26.5	2.4	71.1
SIXTH GRADE	23.5	47.9	24.5	4.1	71.4
SEVENTH GRADE	26.0	46.1	22.7	5.2	72.1
EIGHTH GRADE	24.2	48.7	22.9	4.2	72.9
MATHEMATICS					MATHEMATICS
KINDERGARTEN	20.9	61.1	15.6	2.4	82.0
FIRST GRADE	24.3	57.3	15.8	2.6	81.6
SECOND GRADE	28.4	51.3	18.0	2.3	79.7
THIRD GRADE	25.9	52.0	20.3	1.8	77.9
FOURTH GRADE	23.3	50.7	23.3	2.7	74.0
FIFTH GRADE	23.3	47.5	25.6	3.6	70.8
SIXTH GRADE	24.3	47.6	23.0	5.1	71.9
SEVENTH GRADE	25.8	45.8	22.0	6.4	71.6
EIGHTH GRADE	24.6	47.5	22.1	5.8	72.1
LANGUAGE					LANGUAGE
KINDERGARTEN	20.7	59.3	17.3	2.7	80.0
FIRST GRADE	21.5	55.2	20.2	3.1	76.7
SECOND GRADE	24.0	52.6	21.3	2.1	76.6
THIRD GRADE	23.8	52.9	21.3	2.0	76.7
FOURTH GRADE	24.0	52.1	22.0	1.9	76.1
FIFTH GRADE	23.6	52.1	22.1	2.2	75.7
SIXTH GRADE	24.2	49.8	22.3	3.7	74.0
SEVENTH GRADE	26.3	47.1	21.2	5.4	73.4
EIGHTH GRADE	23.8	51.5	19.7	5.0	75.3

Number of students in the follow-up study

Kindergarten	2373	Fourth Grade	2495	Eighth Grade	1083
First Grade	4225	Fifth Grade	2218		
Second Grade	3335	Sixth Grade	2232		
Third Grade	2909	Seventh Grade	1803		

**Table B4: Recommended Placement for 2006-2007 by Elementary Grades -Downstate
Free and Reduced Price Lunch**

PLACEMENT	KINDER- GARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
	%	%	%	%	%	%	%	%	%
Advance to Next Regular Grade	79.6	76.0	76.5	77.4	78.2	78.9	81.9	80.9	83.8
Advance to Next Grade with Supplemental Services	8.9	13.0	12.0	11.4	9.0	8.6	5.1	4.8	3.5
Advance to Next Grade with Sp.Ed. Services	5.3	7.0	8.6	9.2	10.3	10.8	10.6	11.2	11.0
Advance to Transition Class	0.3	na	na	na	na	na	na	na	na
Refer for Sp.Ed. Placement	0.3	0.5	0.4	0.3	1.2	0.8	0.7	0.4	0.3
Bilingual Transition Classroom	1.5	0.6	0.7	0.7	0.5	0.2	0.2	0.3	0.0
Bilingual Self-Contained	1.2	0.4	0.7	0.3	0.1	0.1	0.1	0.0	0.0
Retention	2.9	2.5	1.2	0.7	0.7	0.6	1.4	2.4	1.4
Unknown**	3.0	0.5	0.7	0.6	0.7	0.6	0.8	1.1	0.5
Number of Children	2373	4225	3335	2909	2495	2218	2232	1803	1083

**Percentages are calculated without including unknown.

Table B5: FY 2006 ISAT Data of Students Who Were in Prekindergarten At-Risk Program and All Students

READING		THIRD GRADE				READING		FOURTH GRADE				READING		FIFTH 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			
DOWNSTATE -PREK	4.0	25.1	51.3	19.6	DOWNSTATE -PREK	1.4	25.7	50.4	22.5	DOWNSTATE -PREK	0.9	30.8	50.6	17.7			
DOWNSTATE -ALL	4.1	20.8	48.9	26.2	DOWNSTATE -ALL	1.2	22.4	47.3	29.1	DOWNSTATE -ALL	0.9	26.3	48.2	24.7			
STATE -ALL	5.7	23.6	47.3	23.4	STATE -ALL	1.6	25.5	46.6	26.3	STATE -ALL	1.2	30.4	46.5	22.0			

READING		SIX GRADE				READING		SEVENTH 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			
DOWNSTATE -PREK	1.0	27.5	57.0	14.5	DOWNSTATE -PREK	0.6	29.0	62.5	7.9	DOWNSTATE -PREK	0.6	23.1	70.4	5.9			
DOWNSTATE -ALL	0.3	23.4	54.6	21.7	DOWNSTATE -ALL	0.4	25.5	61.1	13.0	DOWNSTATE -ALL	0.2	19.0	70.8	10.0			
STATE -ALL	0.4	26.9	53.4	19.4	STATE -ALL	0.5	27.5	60.0	12.0	STATE -ALL	0.2	20.6	70.2	9.0			

MATHEMATICS		THIRD GRADE				MATHEMATICS		FOURTH GRADE				MATHEMATICS		FIFTH 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			
DOWNSTATE -PREK	2.3	9.0	53.7	35.0	DOWNSTATE -PREK	1.4	11.4	64.5	22.7	DOWNSTATE -PREK	1.1	18.4	69.4	11.1			
DOWNSTATE -ALL	2.2	8.0	47.0	42.8	DOWNSTATE -ALL	0.9	10.7	59.1	29.3	DOWNSTATE -ALL	0.4	16.3	66.5	16.8			
STATE -ALL	3.9	10.5	47.1	38.5	STATE -ALL	1.6	13.6	58.7	26.1	STATE -ALL	0.6	20.8	64.0	14.6			

MATHEMATICS		SIX GRADE				MATHEMATICS		SEVENTH 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			
DOWNSTATE -PREK	2.2	17.9	67.8	12.1	DOWNSTATE -PREK	2.6	20.6	61.8	15.0	DOWNSTATE -PREK	2.6	20.3	58.8	18.3			
DOWNSTATE -ALL	0.6	16.0	64.8	18.6	DOWNSTATE -ALL	2.2	18.5	56.1	23.2	DOWNSTATE -ALL	1.7	16.9	52.8	28.6			
STATE -ALL	0.8	20.1	62.9	16.2	STATE -ALL	2.7	21.3	55.4	20.6	STATE -ALL	2.1	19.7	52.7	25.5			

SCIENCE		FOURTH GRADE				SCIENCE		SEVENTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards		% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards		
DOWNSTATE -PREK	1.6	14.6	69.9	13.9	DOWNSTATE -PREK	5.0	12.1	66.3	16.6		
DOWNSTATE -ALL	1.5	13.6	67.1	17.8	DOWNSTATE -ALL	5.2	11.0	61.6	22.2		
STATE -ALL	2.8	17.4	64.5	15.4	STATE -ALL	6.3	12.8	61.7	19.2		


3rd Grade N = 5782
 4th Grade N = 5333
 5th Grade N = 4832
 6th Grade N = 4974
 7th Grade N = 4175
 8th Grade N = 2584

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

APPENDIX C

APPENDIX D

Figure 7: Early Childhood Block Grant Preschool program services by county

 FY07 Preschool for All

