

**ILLINOIS PREKINDERGARTEN PROGRAM REPORT
2008-2009**



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

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FOREWORD

This report was prepared by staff of the Illinois State Board of Education (ISBE) to fulfill the requirements of Section 2-3.71(a)(6) of the Illinois School Code. Questions about the information contained in this report may be directed to Kalpana Desai in the ISBE Data Analysis and Progress Reporting Division at 217/782-3950.

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DATA LIMITATIONS

The following need to be considered in reviewing this report:

- High student mobility and the existence of separate elementary and secondary districts resulted in relatively small sample sizes.
- There was no control group in this study.
- Many data elements were not collected in FY09; therefore, comparisons with previous years' data cannot be made.
- Data are self-reported by projects; caution should be exercised when interpreting data presented in this report.

WHAT IS THE PURPOSE OF THIS REPORT?

This report is prepared in response to the requirements of Section 2-3.71(a)(6) of the Illinois School Code:

“The State Board of Education shall report to the General Assembly by November 1, 2010, and every three years thereafter on the results and progress of students who were enrolled in preschool educational programs, including an assessment of which programs have been most successful in promoting academic excellence and alleviating academic failure. The State Board of Education shall assess the academic progress of all students who have been enrolled in preschool education programs.”

The report provides descriptive statistics based on programmatic data obtained from the prekindergarten programs (Prekindergarten At-Risk and Preschool for All programs), demographic data regarding the characteristics of students served in these programs, and achievement data of students who have been enrolled in these programs and are now in elementary or secondary school.

This report does not contain recommendations or conclusions or evaluate the success of prekindergarten programs. Their success in promoting academic excellence and alleviating academic failure depends on full implementation of the Early Learning Standards, which is a prerequisite for funding. Unfortunately, the success of students is affected by numerous complex factors and does not depend solely on their participation in a prekindergarten program.

PROGRAM HIGHLIGHTS FOR FY09

The Prekindergarten At-Risk Program has been in operation in Illinois for more than 20 years. During that time, the funding for the program, the number of projects funded, and the number of children participating have increased significantly. The program has increased not only in size, but also in quality. Since FY07 the Preschool for All Program has also been funded. The Prekindergarten Program referenced in this report includes combined data from the Prekindergarten At-Risk Program and the Preschool for All Program. The National Institute for Early Education Research (*The State of Preschool, 2007*) gave the Illinois Prekindergarten Program a grade of 9 out of a possible 10.

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 \$273.2 million in FY06, then to \$380.3 million in FY09.

The average cost per child in the Prekindergarten Program has increased by 5.6%, from \$3,052 in FY06 to \$3,223 in FY09. In addition to the cost-of-living increase, there was also an increase in the services offered by the program, such as health and transportation services and hours per week of instruction.

PREKINDERGARTEN PROGRAMS AND STUDENTS

Number served increased steadily: The number of children served in the Prekindergarten Program increased from 6,953 in FY86 to 76,508 in FY06 and to 95,123 in FY09. 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 eligible for service in FY00, compared with 79% in FY09.

Little uniformity in screening: There is little uniformity in the screening process among the various projects. About 51% of the projects used the Developmental Indicators for the Assessment of Learning-Revised (DIAL-R) test as the primary screening tool to determine eligibility. The remaining projects used a variety of other screening tools, such as Dial-3, Early Screening Inventory, and Chicago Early. Ages and Stages (26%) and Play-Based (22%) screening tests were other major screening tools. Besides screening tests, projects used other at-risk criteria, such as low-income status, homeless status, having teenage and/or single parents, parent's education, child's primary language being other than English, and referral from other state agencies.

Minority students: The percentage of minority children being served by non-Chicago projects has increased steadily from 32% in FY95 to 37% in FY00 and to 42% in FY09. In FY09, another 5% of children were reported as multiracial. Over the years, more Hispanic children are being served. In FY09, 22% of the children served were Hispanic, compared with 17% in FY00 and 12% in FY95. About 90% of the students served by Chicago were minority (45% black, 40% Hispanic, and 4% Asian) students. Statewide, the percentage of black students being served fell from 29% in FY95 to 24% in FY09. Statewide, more than half (55%) of the children served were minorities and another 4% were multiracial. (See Appendix B.)

Children from low-income families: The majority of the children served come from low-income families. In FY95, 63% of the children served were eligible for free or reduced-price lunch. In FY06, 67% were eligible for free or reduced-price lunch, compared with 62% in FY09. However, any comparisons with previous years should be made with caution since in previous years lunch status was not reported for 10% to 28% of the children. Beginning with FY09, we have lunch status data for all the children served, as the data are collected through the ISBE Student Information System.

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 participated in at least one or two activities during the preschool program.

In FY09, about 32% of the parents participated in parenting skill development activities, compared with 38% in FY03 and 36% in FY06.

STUDENT PERFORMANCE: DATA FROM FOLLOW-UP SURVEYS

Longitudinal Study of Non-Chicago Students:

The majority of former prekindergarten students have sustained their high academic performance in the elementary grades.

Teachers ranked about 83% of these former prekindergarten students as “average” or “above average” in kindergarten through grade 2 in reading, mathematics, and language. About 94% to 99% of these students were promoted to the next regular grade in kindergarten through grade 11, with 93% graduating from high school.

Illinois Standards Achievement Test (ISAT) results reveal that former prekindergarten students who were eligible for free or reduced-price lunch performed better in all grades in all subject areas than non-Chicago students who were eligible for free or reduced-price lunch (as a group). The results from ISAT reveal that more than three-fourths of these former prekindergarten students earned scores in the “meets” or “exceeds” performance levels in all grades for mathematics and science. More than 73% of the students remain in these performance levels even in grade 8. In reading, about 61% of these former prekindergarten students who were eligible for free or reduced-price lunch are in the “meets” or “exceeds” performance levels and this percentage continues to increase to 74% by the grade 8. (See Table 7.) These percentages (e.g., 61% to 70% in reading) are the same or better than other non-Chicago percentages for students eligible for free or reduced-price lunch.

However, at the high school level, the majority of former prekindergarten students did not sustain their academic progress. According to available PSAE results, other non-Chicago students also are not performing better.

Prairie State Achievement Examination (PSAE) scores (Table 9) reveal that only about one-third of these former prekindergarten students who were eligible for free or reduced-price lunch earned scores in the “meets” or “exceeds” performance levels, (44% in reading, 32% in mathematics, and 31% in science). However, non-Chicago students who were eligible for free or reduced-price lunch (as a group) performed even more poorly (36% in reading, 29% in mathematics, and 28% in science).

Longitudinal Study of Chicago Students:

The majority of former Chicago prekindergarten students have sustained their high academic performance in elementary grades.

Teachers rank about 85% of these former prekindergarten students as “average” or “above average” in kindergarten through grade 2 in reading, mathematics, and language.

In kindergarten, about 65% of students were ranked as “average” or “above average” in mathematics, but that number increased to 86% in grade 2.

ISAT results reveal that former prekindergarten students in Chicago performed relatively well, with 60% (grade 3) to 79% (grade 8) meeting or exceeding standards in reading and 76% (grade 3) to 73% (grade 8) meeting or exceeding standards in mathematics. These students performed as well as or better than the average Chicago student and also better than all Chicago students who were eligible for free or reduced-price lunch. (See Table 12.)

PSAE results show that only about one-third of the former Chicago prekindergarten students (37% in reading, 28% in mathematics, and 24% in science) earned scores that met or exceeded standards. However, these percentages are better than all Chicago students as a whole (34% in reading, 27% in mathematics, and 23% in science, see Table 14) and better than all students eligible for free or reduced-price lunch as a group (29% in reading, 22% in mathematics, and 18% in science).

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.” From FY07, funds were also received for the Preschool for All Program. Under this grant, besides those who are at-risk, children can also be eligible if the family income is less than four times the federal poverty level.

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, 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. For students in grades 3 through 8, academic performance was determined by ISAT scores in reading, mathematics, and science. To measure achievements of students in kindergarten through grade 2, local teachers' rankings of “above average,” “average,” “below average,” or “deficient” were collected. PSAE scores were collected for grade 11 students. In addition to these scores, students' participation in various academic programs and promotion data were also collected.

Because of the variations in programs and in 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 appear to be related to performance and provide a partial explanation regarding 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 725 prekindergarten projects (520 Prekindergarten At-Risk and 205 Preschool for All) in FY09. Out of 725 projects, 130 projects had both Prekindergarten At-Risk and Preschool for All programs. Of 595 unduplicated projects, 467 were public school districts and 128 were other entities. Forty-four projects served a total of 222 districts belonging to joint agreements, making a total of 689 districts served, which is almost three times the number of districts served during the first full year of the program in FY87. From a total of 107,417 children screened, 85,093 were eligible. A total of 95,123 children were served, a 24% increase from FY06. Projects reported a total of 17,759 children on waiting lists at the end of school year 2009. The number of students on waiting lists has increased. This might be due to an 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 FY98 through FY09.

In FY06, 75% of the children screened were eligible for the program, while in FY09 this number increased to 79%.

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 Non-Chicago, Chicago, and statewide.

Table 1: Program Eligibility and Participation for Non-Chicago, Chicago, and Statewide in FY09

	Non-Chicago	Chicago	Statewide
Children Screened	73,856	33,561	135,094*
Eligible after Screening	54,082	31,011	103,581*
Total Children Served	67,267	27,856	95,123
Children on Waiting Lists	9,609	8,150	17,759
Total Number of Children Served Under Priority Two**	1,855	2,324	4,179
Number of Children Who Did Not Qualify Under At-Risk Criteria or Priority Two	437	0	437

*Data could be duplicated, as some projects have both Prekindergarten At-Risk and Preschool for All programs.

** Priority Two: Child is eligible because family income is less than four times the poverty level, established by federal authority.

Table 2: The Prekindergarten Program in Illinois from FY98 toFY09

	FY98	FY99	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Number of Projects	388	405	407	417	419	420	459	500	526	549	677	725
Participating Districts	na	na	609	609	641	642	640	657	665	674	688	689
Children Screened	82,689	81,805	81,070	80,365	80,448	84,017	82,131	88,877	90,744	111,621****	128,147****	135,094****
Eligible after Screening	54,044	52,785	55,573	55,103	55,955	60,637	59,105	64,721	68,020	87,907	102,976	103,581
Children Served*	45,854	49,934	53,386	52,637	55,960	55,984	59,652	72,652	76,508	85,186	91,808	95,123
2nd Year in Program	11,798	12,353	13,024	14,026	14,998	15,883	15,887	17,244	20,997	19,848	17,630	na
Children Served First	35,364	37,581	40,362	38,611	40,962	40,101	43,765	55,408	55,511	65,338	74,178	na
Eligible Children Served	65%	71%	73%	70%	73%	72%	74%	86%	82%	74%	72%	79%
Children on Waiting List**	10,352	7,939	7,265	8,032	7,802	10,912	10,165	8,773	11,897	17,195	17,468	17,759
Appropriation in Millions***	123.4	153.6	151.0	180.2	183.5	183.5	213.5	243.2	273.2	318.3	347.8	380.3
% Change in Appropriation***	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 place their children on the waiting list. Some parents enroll their children in Head Start or another preschool program so these children 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.

**** Some of the data could be duplicated, as some projects with an At-Risk Program and a Preschool for All Program reported the number twice.

NOTE: From FY 2007 data reported includes Preschool for All Program.

WHAT ARE THE CHARACTERISTICS OF CHILDREN SERVED?

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 race/ethnicity, family structure, primary language, eligibility for free or reduced-price lunch, and previous preschool experiences.

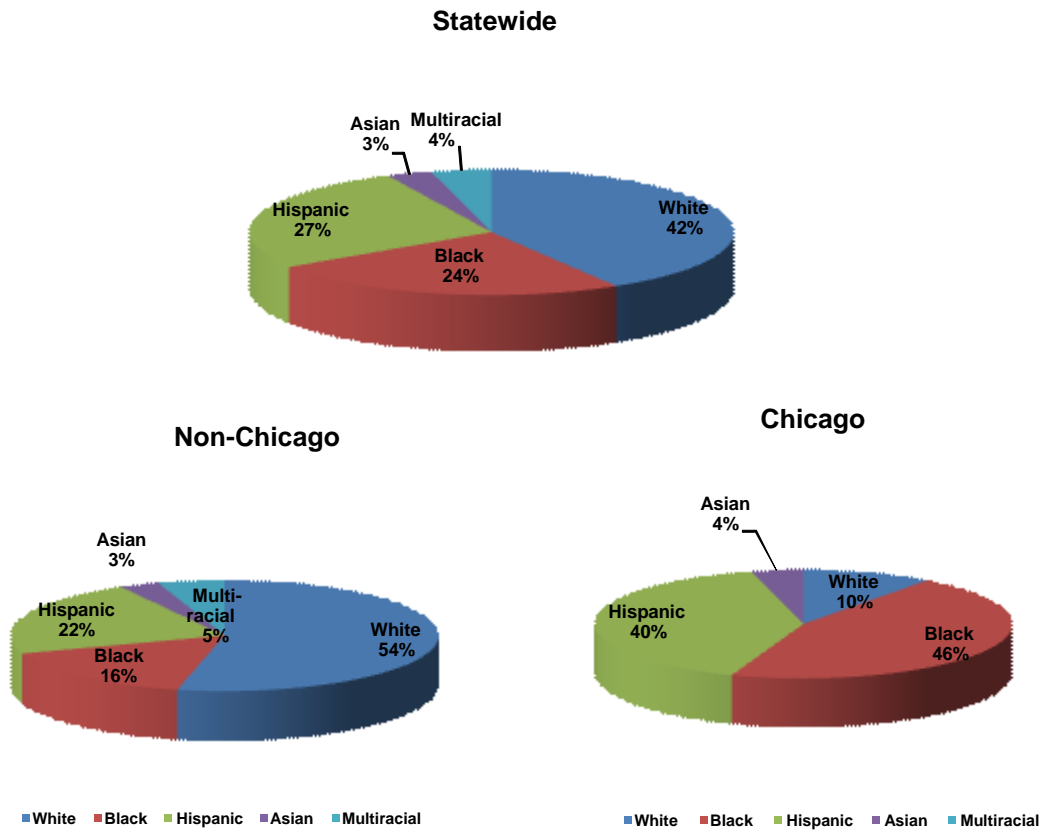
What were the racial and ethnic backgrounds of the children served?

Figure 1 shows that, in FY09, more than half (55%) of the children served were in a minority. About 41% of the children were white, 24% black, 27% Hispanic, 3% Asian, and 4% multiracial. Appendix B shows that, over the years, more minority children are being served.

Outside the City of Chicago School District 299, 53% of the children served were white, 42% were minorities, and 5% were multiracial, compared with FY06 when 57% were white and 43% were a minority. Over the years, the trend shows that more Hispanic children are being served than black children, from 12% in FY95 to 22% in FY09, compared with 16% of black children.

Chicago serves vastly different percentages of racial/ethnic groups than the rest of the state. Most of the children served in Chicago were black (45%) and Hispanic (40%), while only 10% were white.

Figure 1: Percentage of Children Served, by Race and Ethnicity

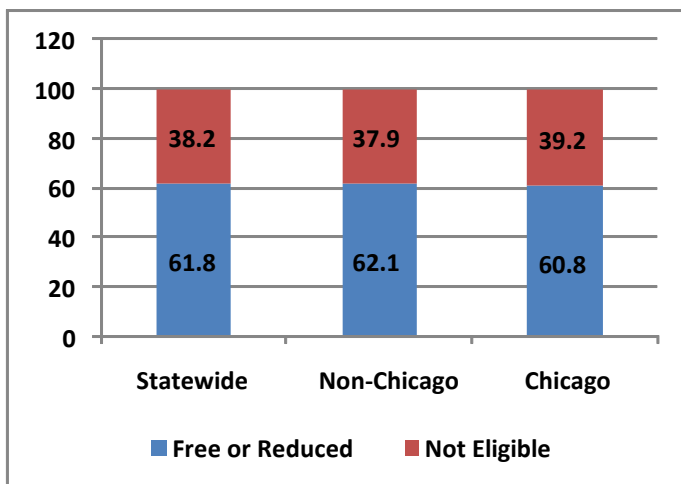


What was the family income of children served?

Eligibility for free or reduced-price lunch is used to determine which children come from low-income families. Figure 2 shows that statewide the majority of children served (62%) were eligible for free or reduced-price lunch. Chicago reported serving 61% and non-Chicago served 62% of the children eligible for free or reduced-price lunch. In previous years, lunch status was unknown for a high percentage of students (16% non-Chicago and 50% Chicago); therefore, data should not be compared with previous years. FY09 data were collected through the ISBE Student Information System (SIS), and all students' lunch status had to be reported through this system.

Figure 2: Percentages of Children Served, by Lunch Benefits Eligibility

	Eligible for	
	Free or Reduced	Not Eligible
Statewide	61.8	38.2
Non-Chicago	62.1	37.9
Chicago	60.8	39.2



What are the other characteristics of children served?

Data were also collected on children's native language. Statewide, English was the native language of 74% of children and 21% of the children's native language was Spanish. Other major languages were Polish (0.8%), Arabic (0.8%), Urdu (0.5%), and Greek (0.4%). Of the total children served by Chicago, English was reported as the native language for 66% of the children and Spanish was reported as the native language for 28% of the children.

Data were also collected on the family structure of the children served in the Prekindergarten Program by the following five categories: both parents in home, single-parent family, lives with an adult other than parents, ward of state, and other. The majority of non-Chicago children served (68%) lived in a home with both parents. About 29% of the children lived in a home with only one parent. Chicago reported 91% of students under the "other" category.

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.

In FY09, almost 97% of parents participated in one or more activities. Statewide, 81% of parents attended parent/teacher conferences and 58% participated in a book/toy lending library. About 32% participated in parenting skill activities and 51% in parent-child-interaction activities. Projects also helped 20% of parents by linking them with other community resources. In addition, 36% of parents also received home visits.

Tables 3 and 4 show the number of parents involved in different activities.

Table 3: Number of Parents Served, by Parent Education Activities

Type of Parent Education	Number of Parents Served	Percent of Total Children Served
Home Visit	34,708	36
One-to-One Consultation/Counseling	14,960	16
Parent-Child Interaction Activities	48,164	51
Parenting Skill Development Activities	30,556	32
Health and Nutrition Workshop/Class	13,103	14
Adult Literacy/Job Development Activities	5,692	6
GED Classes	7,021	7
Parent Resource Library	30,835	32
Linking with Other Community Resources	19,460	20
Other Parent Education/Support Activities	15,257	16

Table 4: Number of Parents Involved, by Activity

Type of Activities	Number of Parents Participating	Percent of Total Children Served
Volunteering in the Classroom Activities	39,713	42
Attending Social/Informational Meetings	61,134	64
Attending Informational Meetings	52,175	72
Attending Parent/Teacher Conferences	76,640	81
Participating in Parent Support/Advocacy Groups	10,505	11
Book/Toy Lending Library	55,403	58
Field Trips	39,606	42
Other	20,287	21

WHAT ARE THE PROGRAM CHARACTERISTICS?

The Prekindergarten Program allows projects to develop their own unique at-risk programs while continuing to operate within the ISBE 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. ISBE 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 FY09, slightly more than half of the projects (51%) used the Developmental Indicators for the Assessment of Learning-Revised (DIAL-R) test as their primary screening tool. About 26% of the projects used Ages and Stages, and Play-Based Screening was used by 22% of the projects. Dial-3 and Chicago Early were other major screening tools used. Districts often used more than one screening instrument to determine eligibility.

Besides the screening assessments, districts also used other criteria to determine children's eligibility to participate in the program. Almost all (97%) of the projects considered low income, homelessness, single parent, and teenage parent 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 95% of the projects. Other major at-risk criteria were: child suffering from chronic illness, one of the parents incarcerated, homeless family, or parent's 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- and full-day classrooms. The percentage of projects offering full-day programs increased from 11.5% in FY00 to 23% in FY06, but dropped to 13% in FY09 as Preschool for All programs are operated only half days. However, the number of instruction days increased. Almost all of the programs (98%) offered a five-day-a-week program compared with 87% in FY06.

What are the qualifications of educational staff?

In FY09 projects employed the equivalent of 2,639.98 full-time teachers, a 22% increase from FY06. Since FY99, all teachers have held Early Childhood Education certificates, as required by law. In FY09, 2,619.8 full-time equivalent teacher's aides were employed by the projects.

What is the student/teacher ratio?

The standard child/staff ratio specified in the rules and regulations of the Illinois Prekindergarten Program is 1 teacher to 10 children, with no more than 20 children in each classroom. The largest classes had 20 students, with 1 teacher and 1 teacher's aide. Almost 78% of the largest classrooms had 20 children in their classroom, a sharp increase from 60% in FY03. Of the largest classrooms, 10% had fewer than 18 children in their classroom. However, in FY09, the average child/teacher ratio was 1 to 18, compared with 1 to 19 in FY06. The average child/staff ratio (teacher and teacher's aide) in class was 1 to 9, compared with 1 to 9.5 in FY06.

What is the total cost of the program?

In FY09, a total of \$380.3 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 Preschool for All Program, the Parental Training Program, and the Prevention Initiative Program. The budget was divided into five categories: 1) Preschool for All continuing 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) Preschool for All 3-5 program; 3) Preschool for All Prevention Initiative 0-3 program, which includes newly funded or extra funds for the 0-3 Prevention Initiative programs; 4) Preschool for All continuing 0-3 program, which includes the Prevention Initiative and Parent Training programs for parents with children age 0-3; and 5) the Chicago block grant received 37% (\$140.7 million) of the total grant.

From this \$140.7 million for the Chicago block grant, about \$22.3 million of the grant was spent on their infant and toddler early childhood program. Based on the FY09 appropriation, the approximate average cost per child enrolled for the Chicago Prekindergarten Program was \$3,753.

Since the Prekindergarten At-Risk budget also included parental training funds, the cost per individual service (e.g., instruction, administrative services, transportation) cannot be calculated. A total of \$202,097,139 million was budgeted from the Early Childhood Block Grant for 3-5 prekindergarten programs. Approximately \$199,770,786 was spent to serve 67,267 children, expending \$2,970 per child in FY09 (4.4% increase), compared with \$2,846 per child in FY06 and \$2,635 in FY03. These expenditures do not include the amount spent by the districts from their own local, state, or federal funds.

Statewide, the approximate cost per child was \$3,223, a 5.6% increase from FY06 (\$3,052).

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

The Illinois Prekindergarten Program is designed to provide participants with a reasonable chance for academic success in school. Beginning in FY93, 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. Starting in FY10, ISBE will follow all prekindergarten children served in FY09 and subsequent years through ISBE SIS.

Teachers in early elementary grades (kindergarten through grade 2) were asked to rank children who participated in the Prekindergarten Program on their academic performance in reading, mathematics, and language. The four performance categories were “above average,” “average,” “below average,” and “deficient.”

The non-Chicago follow-up data in Tables 5 and 6 reveal the following about students who previously participated in prekindergarten programs.

- At the end of the 2008-2009 school year about 82% of non-Chicago students who previously attended a Prekindergarten At-Risk program were ranked “above average” or “average” in kindergarten in three instructional areas (reading, language, mathematics).
- The majority of students who were previously in a prekindergarten program continued to do well in later grades. At least 82% (reading), 83% (mathematics), and 85% (language) of students were ranked as “average” or “above average” in grade 2 in all three instructional areas.
- Overall, 94% to 99% of the students were promoted to the next regular grade each year throughout their elementary career. The retention rate data (Table 6) reveal that the largest retention rates were in kindergarten (1.4%) and grade 1 (1.3%). From grades 2 to 5 the retention rate remained low (1% and below).
- The data also reveal that almost one-third of the students received supplemental academic (Title I) help in early grades and gradually decreased to 20% in grade 8.
- The percentage of students receiving reading improvement services are highest (22%) in grades 1 and 2, gradually decreasing to 14% in grade 5, 10% in grade 6, and only 3% in grade 8.
- About 15% of these former prekindergarten students received special education services throughout their elementary grades.

**Table 5: FY09 Performance of Prekindergarten Students in Elementary Grades,
by Their Teachers' Rankings–Non-Chicago**

READING	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	DEFICIENT	Above avg. and Avg READING
	%	%	%	%	
KINDERGARTEN	33.3	47.8	16.7	2.2	81.1
FIRST GRADE	38.6	41.5	17.0	2.9	80.1
SECOND GRADE	40.3	41.3	16.0	2.4	81.6
MATHEMATICS					MATHEMATICS
KINDERGARTEN	30.4	53.0	14.9	1.7	83.4
FIRST GRADE	34.0	49.0	14.9	2.1	83.0
SECOND GRADE	36.6	46.5	15.1	1.8	83.1
LANGUAGE					LANGUAGE
KINDERGARTEN	31.2	53.1	13.9	1.8	84.3
FIRST GRADE	38.3	46.8	12.9	1.9	85.1
SECOND GRADE	40.0	45.4	12.7	1.9	85.4

Number of students in the follow-up study:

Kindergarten N = 5478

First Grade N = 6902

Second Grade N = 5921

Table 6: FY09 Prekindergarten Follow-Up Data, by Elementary Grades–Non-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	94.3	98.7	99.7	99.5	99.5	99.9	99.3	98.9	99.1
*Received Supplemental/ Title I Services	23.3	34.2	34.2	36.8	34.3	33.8	25.0	21.0	19.7
*Received Reading Improvement Services	11.1	21.8	22.0	18.7	15.4	14.0	10.1	5.7	2.8
Received Special Education Services	10.5	14.7	15.4	17.8	16.4	15.6	16.1	15.3	15.4
Received Bilingual Services	13.1	18.5	16.3	11.3	8.2	5.7	4.4	3.1	2.4
In a Career and Technical Education Program	NA	NA	NA	NA	NA	NA	NA	NA	NA
Enrolled in GED Program	NA	NA	NA	NA	NA	NA	NA	NA	NA
Retained in Same Grade	1.4	1.3	0.3	0.5	0.5	0.1	0.7	1.1	0.9
Dropped Out of Education System	NA	NA	NA	NA	NA	NA	NA	NA	NA
Expelled	NA	NA	NA	NA	NA	NA	NA	NA	NA
Number of Students	9529	8071	6619	4176	7856	6384	5966	5582	4563

*Data are not available for all students as reporting was optional.

**Graduated

NA = Not Applicable

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

ISBE 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 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 students in grades 3 through 8 were compared with statewide ISAT scores. Because ISAT is the only standardized achievement test all students take, it is the best tool to compare former 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 were never enrolled, would be more conclusive. However, the data were not available for a comparison group. Problems such as mobility, identification of children, and inadequate records from waiting lists make it difficult to do a comparison study.

Table 7 and Figure 3 show the comparison of previous non-Chicago prekindergarten participants who are eligible for free or reduced-price lunch to all non-Chicago students who are eligible for free or reduced-price lunch. The following is an analysis from this table.

ISAT–Non-Chicago

- Overall, the data reveal that students eligible for free or reduced-price lunch who had previously participated in a prekindergarten program performed better in all grades in all subject areas than all non-Chicago students who were eligible for free or reduced-price lunch.
- In reading, about two-thirds of the students who were previously in a prekindergarten program and eligible for free or reduced-price lunch (from now on referred to as prekindergarten students), met or exceeded the standards, compared with about 61% of non-Chicago students who were eligible for free or reduced-price lunch. These percentages for prekindergarten students continued to increase through grade 6 (73%), decreased to 86% in grade 7, and increased again to 74% in grade 8. All non-Chicago students show the same trend.
- In grade 3 mathematics, almost 82% of previous prekindergarten students who were eligible for free or reduced-price lunch met or exceeded standards. These percentages decreased to 78% in grade 5 and to 74% in grade 8. The percentages for all non-Chicago economically disadvantaged students are 80% in grade 3, 75% in grade 5, and 70% in grade 8.
- In science, 70% of prekindergarten students met or exceeded standards, compared with 66% of all non-Chicago students. In grade 7, these percentages were 73% and 68%, respectively.
- Considering the fact that these students were at-risk students, they are performing at the same or a higher level than other students, which is a positive sign. However, one must explore why the performance decreased at higher grade levels.

Table 7: FY09 ISAT Data of Non-Chicago Students Who Were in the Prekindergarten At-Risk Program and All Students, by Free or Reduced-Price Lunch Eligibility

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			
NON-CHICAGO																	
Prek					Prek					Prek							
Free/Reduced	6.3	32.5	49.3	11.9	Free/Reduced	1.5	33.5	50.2	14.8	Free/Reduced	0.5	35.2	50.3	14.0			
All non-Chicago					All non-Chicago					All non-Chicago							
Free/Reduced	6.7	32.8	47.6	13.0	Free/Reduced	2.1	36.5	47.6	13.8	Free/Reduced	0.6	38.1	48.7	12.6			
State all					State all					State all							
Free/Reduced	7.8	34.6	45.9	11.8	Free/Reduced	2.5	38.2	46.3	12.9	Free/Reduced	0.8	40.6	46.7	11.9			

READING		SIXTH 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			
NON-CHICAGO																	
Prek					Prek					Prek							
Free/Reduced	0.2	27.0	57.5	15.3	Free/Reduced	0.7	31.1	58.9	9.3	Free/Reduced	0.4	25.3	70.5	3.8			
All non-Chicago					All non-Chicago					All non-Chicago							
Free/Reduced	0.2	30.4	56.3	13.1	Free/Reduced	0.8	35.1	55.5	8.5	Free/Reduced	0.7	27.1	69.4	2.8			
State all					State all					State all							
Free/Reduced	0.3	31.7	55.2	12.7	Free/Reduced	0.9	34.1	56.3	8.8	Free/Reduced	0.6	25.8	70.5	3.0			

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			
NON-CHICAGO																	
Prek					Prek					Prek							
Free/Reduced	3.1	15.3	55.2	26.5	Free/Reduced	1.1	16.4	67.3	15.2	Free/Reduced	0.2	21.5	70.8	7.5			
All non-Chicago					All non-Chicago					All non-Chicago							
Free/Reduced	4.0	16.4	53.0	26.6	Free/Reduced	1.5	19.8	64.9	13.8	Free/Reduced	0.3	24.6	68.2	6.8			
State all					State all					State all							
Free/Reduced	5.9	18.2	51.6	24.4	Free/Reduced	2.0	21.3	64.0	12.6	Free/Reduced	0.5	27.5	65.5	6.4			

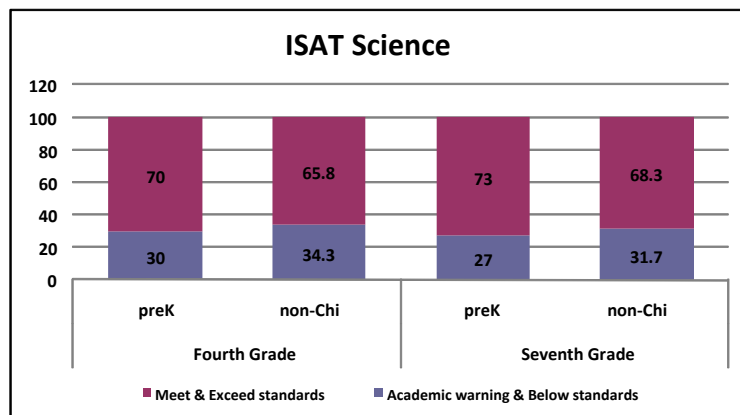
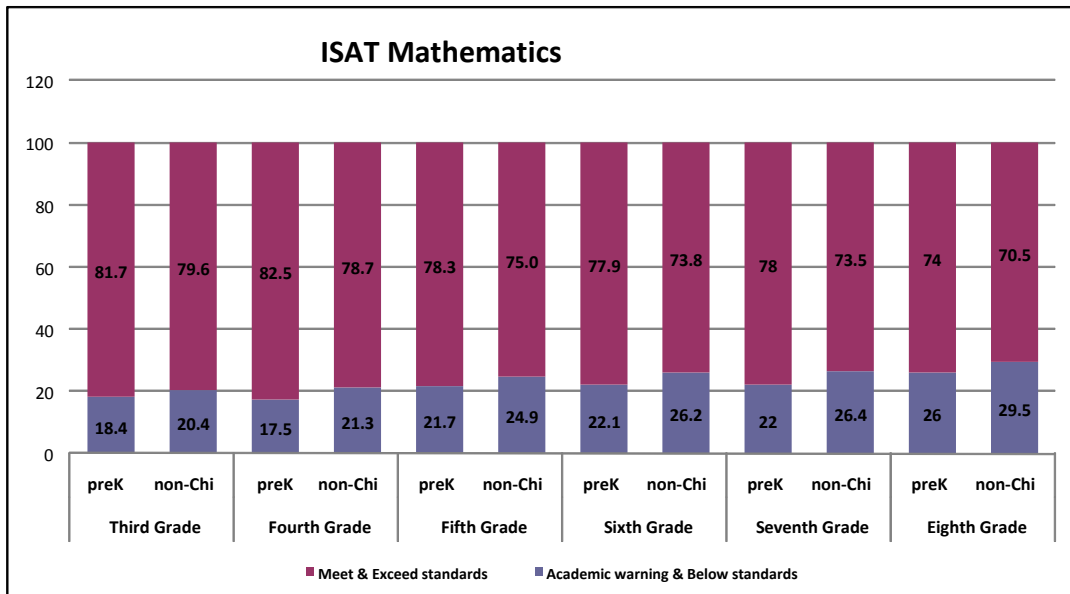
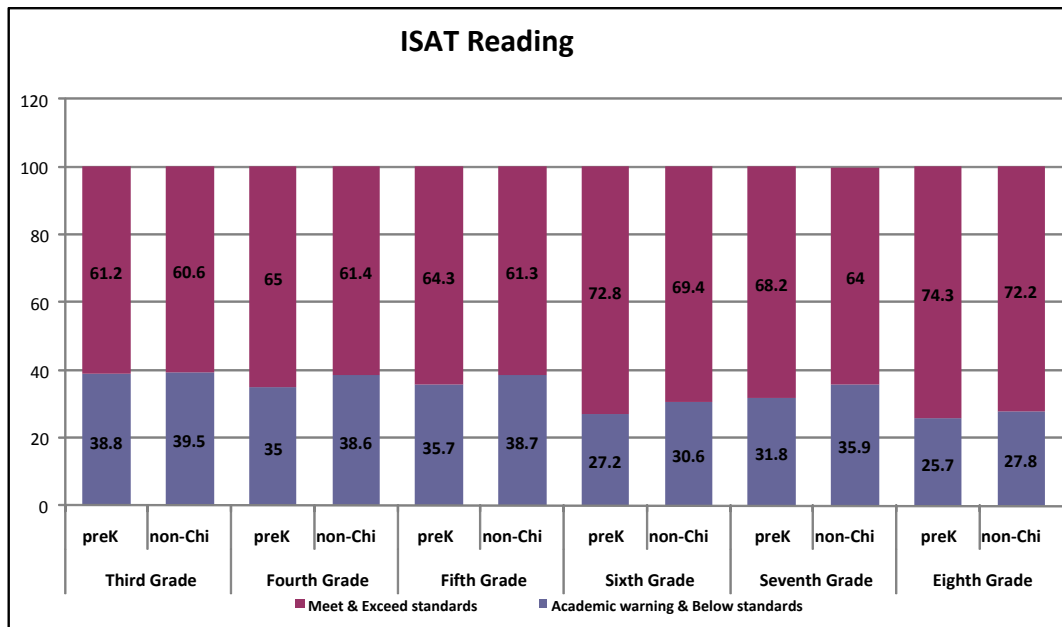
MATHEMATICS		SIXTH GRADE				MATHEMATICS		SEVENTH GRADE				MATHEMATICS		EIGHTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards		% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards		% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards			
NON-CHICAGO																	
Prek					Prek					Prek							
Free/Reduced	0.6	21.5	66.2	11.7	Free/Reduced	1.7	20.3	63.3	14.7	Free/Reduced	0.9	25.1	61.1	12.9			
All non-Chicago					All non-Chicago					All non-Chicago							
Free/Reduced	0.7	25.5	62.9	10.9	Free/Reduced	2.5	23.9	60.5	13.0	Free/Reduced	1.3	28.2	58.6	11.9			
State all					State all					State all							
Free/Reduced	1.0	27.1	61.1	10.8	Free/Reduced	2.9	24.7	59.3	13.1	Free/Reduced	1.3	28.1	58.1	12.4			

SCIENCE		FOURTH GRADE				SCIENCE		SEVENTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards		% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards		
NON-CHICAGO											
Prek					Prek						
Free/Reduced	3.1	26.9	62.3	7.7	Free/Reduced	8.4	18.6	60.2	12.8		
All non-Chicago					All non-Chicago						
Free/Reduced	4.2	30.1	58.9	6.9	Free/Reduced	11.1	20.6	57.9	10.4		
State all					State all						
Free/Reduced	5.6	32.4	56.1	5.9	Free/Reduced	12.2	21.9	57.1	8.7		

3rd Grade N =2385
 4th Grade N =4129
 5th Grade N =3347
 6th Grade N =2918
 7th Grade N =2536
 8th Grade N =2104

* Because of the disproportional sample size of Chicago students and non-Chicago students, the data were not calculated for statewide preK students.

Figure 3: FY09 ISAT Data of Non-Chicago Students with Previous Prekindergarten Experience Who Are Eligible for Free or Reduced-Price Lunch and Economically Disadvantaged Non-Chicago Students



High School–Non-Chicago

Since high school curriculum and structure are different from elementary schools, the data collected for students who are now in high school are different from the data for elementary school students. Results are shown in Tables 8 and 9.

For high school students who previously participated in prekindergarten programs, placement, graduation rates, and PSAE data were collected. The PSAE is a standardized test used by ISBE for students in grade 11. Data collection efforts were hindered for several reasons: student mobility, lack of manpower at the school level, and less cooperation from high school administrators. Any conclusions drawn from these data should be considered tentative in view of the small sample size.

Tables 8 and 9 show the following:

Non-Chicago

- The majority of these high school students were promoted to the next regular grade. About 95% of the students moved to the next regular grade in grade 9 through grade 11. The retention rate in grade 9 increased to almost 4%, compared with only 0.9% in grade 8. About 93% of the students graduated from high school.
- Few students received supplemental academic help in high school, compared with elementary grades. About 12% of the students received supplemental help in grade 9, decreasing to 9% in grades 10 and 11. Reading improvement services were received by less than one percent of students in high school. About 14% of the students received special education services.
- About 3% of students dropped out of the education system in grade 12 and about 2% of students enrolled in GED programs over four years of high school.
- In high school, about 15% (grade 8) to 22% (grade 12) of students enrolled in career and technical education programs.
- PSAE scores (Table 9) reveal that about half of the students were at the level of “below standards” or “academic warning,” (50% in reading, 58% in mathematics, and 57% in science), compared with about 39% to 44% for all other non-Chicago students. However, this is not an appropriate comparison as all non-Chicago students also include gifted students. A comparison between previously at-risk prekindergarten students and a pool of all students is not appropriate.

Further analysis was done comparing only students eligible for free or reduced-price lunch. This analysis shows that higher percentages of prekindergarten students were in “below standards” or “academic warning” (55% in reading, 68% in mathematics, and 69% in science). The data reveal that the economically disadvantaged former prekindergarten students perform better than economically disadvantaged non-Chicago students. These percentages are 64% in reading, 71% in mathematics, and 72% in science for economically disadvantaged non-Chicago students.

This is still a large number of students not meeting standards and there is a large drop in academic performance from grade 8 to grade 11. Of course, ISAT and PSAE are different tests and the results are reported on different scales. In addition, the small sample size of high school data must be considered before forming conclusions.

Table 8: FY09 Prekindergarten Follow-Up Data, by High School Grades–Non-Chicago

PLACEMENT	NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELTH GRADE
	%	%	%	%
Advance to Next Regular Grade	95.0	95.7	95.4	92.8**
*Received Supplemental/ Title I Services	12.5	8.6	9.1	8.1
*Received Reading Improvement Services	0.5	0.7	0.3	0.3
Received Special Education Services	14.5	14.2	15.1	12.2
Received Bilingual Services	1.1	0.4	0.2	0.2
In a Career and Technical Education Program	14.9	16.6	19.3	21.6
Enrolled in GED Program	0.2	0.4	0.6	0.4
Retained in Same Grade	3.9	2.5	1.6	3.7
Dropped Out of Education System	0.7	1.2	2.3	3
Expelled	0.2	0.2	0.1	0.0
Number of Students	5150	3976	2313	2264

* Data are not a mandatory field in SIS

** Graduated

Table 9: FY09 PSAE Data of Non-Chicago Students Who Were in the Prekindergarten At-Risk Program and All Non-Chicago Students

READING		Eleventh Grade				
	% Academic Warning	% Below Standards	Warning & Below	% Meets Standards	% Exceeds Standards	Meet & Exceed
All Non-Chicago PreK	9.1	40.9	50	43.4	6.6	50.0
All Non-Chicago	7.2	31.7	38.9	47.9	13.2	61.1
Non-Chicago PreK Free/Reduced	11.5	44	55.5	39.4	5.1	44.5
All Non-Chicago Free/Reduced	15.9	47.8	63.7	32.8	3.5	36.3

MATHEMATICS		Eleventh Grade				
	% Academic Warning	% Below Standards	Warning & Below	% Meets Standards	% Exceeds Standards	Meet & Exceed
All Non-Chicago PreK	10.7	47.2	57.9	38.5	3.6	42.1
All Non-Chicago	8.8	35	43.8	45.6	10.7	56.3
Non-Chicago PreK Free/Reduced	14.5	53.3	67.8	29.9	2.3	32.2
All Non-Chicago Free/Reduced	19.2	51.5	70.7	27.6	1.8	29.4

SCIENCE		Eleventh Grade				
	% Academic Warning	% Below Standards	Warning & Below	% Meets Standards	% Exceeds Standards	Meet & Exceed
All Non-Chicago PreK	8.4	49	57.4	37.5	5.1	42.6
All Non-Chicago	7	37.5	44.5	44	11.5	55.5
Non-Chicago PreK Free/Reduced	14	55.5	69.5	28.5	2	30.5
All Non-Chicago Free/Reduced	16.3	55.8	72.1	25.8	2.1	27.9

Non-Chicago PreK N = 2194

Non-Chicago PreK N eligible for free or reduced-price lunch = 643

Chicago

Chicago did not have data available for supplemental academic services or reading improvement services for their elementary and high school students. Chicago data also show that no students were retained in any grades. Tables 10 through 14 display Chicago data. One should be cautious before drawing any conclusions from these tables as the number of students in the sample is very small when compared with the larger populations.

- At the end of the 2008-2009 school year, about 86% of the Chicago students who previously attended a prekindergarten at-risk program were ranked “above average” or “average” in kindergarten in reading (65% in mathematics and 95% in language).
- The majority of students who were previously in a prekindergarten program continue to do well in later grades. At least 87% (reading), 86% (mathematics), and 85% (language) of students were ranked as “average” or “above average” in grade 2 in all three instructional areas.
- About 9 percent of students received special education services in kindergarten. These percentages increased in later grades, reaching almost 20% in grade 7, and slowly decreasing to 13% in grade 12.

Chicago–ISAT

- ISAT data reveal that Chicago students who attended the prekindergarten program perform as well as or better than all Chicago students in all subjects at all grades, except at grade 7.
- The Chicago former preschoolers’ ISAT data were further broken down into free or reduced-price lunch eligibility. They were compared with ISAT data of Chicago students (Table 12) 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 greatest in grade 3.
- Grade 3 ISAT scores (Table 12) reveal that students who attended prekindergarten at-risk programs perform better than all of the Chicago district’s students in reading and mathematics. Almost 60% of students in reading and 77% in mathematics met or exceeded the standards, compared with 56% and 72% of the total district students and 53% and 70% for all economically disadvantaged Chicago students.
- The percentage of prekindergarten students in the “meets” and “exceeds” performance levels tends to decrease and increase in grades 3 through 8, with the lowest percentages in grades 5 and 7. In mathematics, the percentages dropped from 79% in grade 4 to 71% in grade 5, increased to 73% in grade 6, decreased again to 71% in grade 7, and increased again to 75% in grade 8. All Chicago students and economically disadvantaged students show the same trend.
- About 62% of the former prekindergarten students were in the “meets” and “exceeds” performance levels in science in grades 4 and 7, compared with 59% (grade 4) and 65% (grade 7) of all Chicago district students.

Chicago–High School

- Promotion and graduation data are available for a small number of students (Table 13). From the data available, it appears that about 4% of the students dropped out of the education system completely, another 4% were enrolled in other educational systems, and about 78% graduated from high school or received a GED.
- PSAT scores for grade 11 former prekindergarten students show that 63% in reading, 72% in mathematics, and 76% in science performed “below standards” or at the “academic warning” level. These are very large

percentages not meeting standards and a huge drop from grade 8. Unfortunately, all Chicago students are showing the same trends, with 66% in reading, 73% in mathematics, and 77% in science not meeting standards. The data again reveal that former prekindergarten students perform better (Table 14). Further comparison with all Chicago students who are eligible for free or reduced-price lunch shows that students with prekindergarten experience perform better in all three subjects.

- Overall, ISAT scores in all subjects at all grades show that the majority of previous prekindergarten participants met or exceeded the standards and consistently achieved at almost the same or a slightly better level as all other Chicago students. PSAE scores for grade 11 students show that 37% in reading, 28% in mathematics, and 24% in science, met or exceeded the standards. However, these percentages are better than all other Chicago students and better than other economically disadvantaged Chicago students.

Again, one should be cautious about drawing any conclusions as data were available for only small percentages of former prekindergarten students.

**Table 10: FY09 Performance of Prekindergarten Students in Elementary Grades,
by Their Teachers' Rankings-Chicago**

	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	DEFICIENT	Above avg. and Avg.
	%	%	%	%	%
READING					READING
KINDERGARTEN	38.0	48.1	13.9	0.0	86.1
FIRST GRADE	61.3	25.8	10.3	2.6	87.1
SECOND GRADE	58.9	28.6	10.1	2.4	87.5
MATHEMATICS					MATHEMATICS
KINDERGARTEN	24.0	40.8	35.2	0.0	64.8
FIRST GRADE	52.1	32.3	12.5	3.1	84.4
SECOND GRADE	53.0	33.0	11.4	2.6	86.0
LANGUAGE					LANGUAGE
KINDERGARTEN	45.8	49.3	4.9	0.0	95.1
FIRST GRADE	55.6	28.0	12.2	4.2	83.6
SECOND GRADE	54.0	31.2	11.6	3.2	85.2

Number of students in the follow-up study:

Kindergarten N = 3700

First Grade N = 5047

Second Grade N = 2988

Table 11: FY09 Prekindergarten Follow-Up Data, by Elementary Grades-Chicago

PLACEMENT	KINDER-GARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE	FOURTH GRADE	FIFTH GRADE	SIXTH GRADE	SEVENTH GRADE	EIGHTH GRADE
	%	%	%	%	%	%	%	%	%
Advanced to Next Regular Grade	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
*Received Supplemental/ Title I Services	na	na	na	na	na	na	na	na	na
*Received Reading Improvement Services	na	na	na	na	na	na	na	na	na
Received Special Education Services	9.2	9.4	10.8	11.1	13.5	16.4	17.5	19.8	17.5
Received Bilingual Services	34.2	32.7	36.3	28.2	12.1	10.3	7.5	6.7	4.0
In a Career and Technical Education Program	NA	NA	NA	NA	NA	NA	NA	NA	NA
Retained in Same Grade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dropped Out of Education System	NA	NA	NA	NA	NA	NA	NA	NA	NA
Number of Children	3297	4047	2722	2573	2335	2217	2184	2066	2515

* Data are not required to enter in the SIS system.

na = not available

NA = Not Applicable

Table 12: FY09 ISAT Data of Chicago Students Who Were in the Prekindergarten At-Risk Program and All Chicago Students

READING	THIRD GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
CHICAGO -PREK	7.1	32.9	45.9	14.1
CHICAGO -ALL	8.8	34.8	42.9	13.5
Chicago-Prek Free and reduced price lunch	7.7	34.9	46.1	11.3
CHICAGO -All Free & Reduced price lunch	9.6	37.5	43.1	9.8

READING	FOURTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
CHICAGO -PREK	2.9	34.1	45.8	17.2
CHICAGO -ALL	3.0	38.2	43.7	15.1
Chicago-Prek Free and reduced price lunch	3.2	36.8	46.8	13.2
CHICAGO -All Free & Reduced price lunch	3.3	41.2	44.1	11.4

READING	FIFTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
CHICAGO -PREK	1.5	40.8	41.6	16.1
CHICAGO -ALL	1.0	41.4	43.2	14.4
Chicago-Prek Free and reduced price lunch	1.5	43.7	41.7	13.0
CHICAGO -All Free & Reduced price lunch	1.1	44.9	43.3	10.7

READING	SIXTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
CHICAGO -PREK	0.9	29.5	53.5	16.1
CHICAGO -ALL	0.4	31.3	52.7	15.6
Chicago-Prek Free and reduced price lunch	0.8	31.8	54.4	13.0
CHICAGO -All Free & Reduced price lunch	0.4	33.9	53.5	12.1

READING	SEVENTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
CHICAGO -PREK	2.2	31.0	55.7	11.1
CHICAGO -ALL	1.0	29.8	56.9	12.3
Chicago-Prek Free and reduced price lunch	2.1	32.7	56.3	8.9
CHICAGO -All Free & Reduced price lunch	1.1	32.3	57.6	9.1

READING	EIGHTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
CHICAGO -PREK	1.7	19.2	73.0	6.1
CHICAGO -ALL	0.6	21.8	72.5	5.1
Chicago-Prek Free and reduced price lunch	1.7	20.4	72.8	5.1
CHICAGO -All Free & Reduced price lunch	0.6	23.7	72.3	3.3

MATHEMATICS	THIRD GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
CHICAGO -PREK	6.2	17.3	49.8	26.7
CHICAGO -ALL	8.2	19.5	47.6	24.6
Chicago-Prek Free and reduced price lunch	6.9	18.6	50.6	23.9
CHICAGO -All Free & Reduced price lunch	9.0	21.1	49.2	20.7

MATHEMATICS	FOURTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
CHICAGO -PREK	2.2	18.9	62.8	16.1
CHICAGO -ALL	2.6	22.3	61.2	14.0
Chicago-Prek Free and reduced price lunch	2.2	20.7	64.6	12.5
CHICAGO -All Free & Reduced price lunch	2.8	24.1	62.5	10.5

MATHEMATICS	FIFTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
CHICAGO -PREK	1.0	27.7	62.3	9.1
CHICAGO -ALL	0.7	30.2	61.1	8.0
Chicago-Prek Free and reduced price lunch	0.8	29.7	62.0	7.5
CHICAGO -All Free & Reduced price lunch	0.8	32.7	60.8	5.7

MATHEMATICS	SIXTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
CHICAGO -PREK	1.8	24.8	58.1	15.3
CHICAGO -ALL	1.4	27.6	57.5	13.6
Chicago-Prek Free and reduced price lunch	1.8	26.4	59.0	12.8
CHICAGO -All Free & Reduced price lunch	1.5	29.8	58.1	10.7

MATHEMATICS	SEVENTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
CHICAGO -PREK	4.3	24.6	55.4	15.7
CHICAGO -ALL	3.2	24.3	56.0	16.4
Chicago-Prek Free and reduced price lunch	4.2	25.7	56.2	13.9
CHICAGO -All Free & Reduced price lunch	3.5	26.1	57.3	13.1

MATHEMATICS	EIGHTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
CHICAGO -PREK	1.7	23.4	56.2	18.7
CHICAGO -ALL	1.3	25.9	56.2	16.6
Chicago-Prek Free and reduced price lunch	1.8	24.4	57.0	16.8
CHICAGO -All Free & Reduced price lunch	1.4	28.0	57.3	13.4

SCIENCE	FOURTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
CHICAGO -PREK	6.4	30.2	54.8	8.6
CHICAGO -ALL	7.5	33.7	52	6.9
Chicago-Prek Free and reduced price lunch	6.9	32.9	54.9	5.3
CHICAGO -All Free & Reduced price lunch	8.2	36.4	51.3	4.1

SCIENCE	SEVENTH GRADE			
	% Academic Warning	% Below Standards	% Meets Standards	% Exceeds Standards
CHICAGO -PREK	14.1	23.9	54.1	7.9
CHICAGO -ALL	12.9	22.3	55.9	8.9
Chicago-Prek Free and reduced price lunch	14.6	25.2	53.9	6.3
CHICAGO -All Free & Reduced price lunch	14.0	24.1	55.9	6.0

3rd Grade N = 3152
 4th Grade N = 2898
 5th Grade N = 2728
 6th Grade N = 2789
 7th Grade N = 2809
 8th Grade N = 3159

Figure 4: FY09 ISAT Comparison Between Chicago Students with Previous Prekindergarten Experience Who Are Eligible for Free or Reduced-Price Lunch and Economically Disadvantaged Students in Chicago

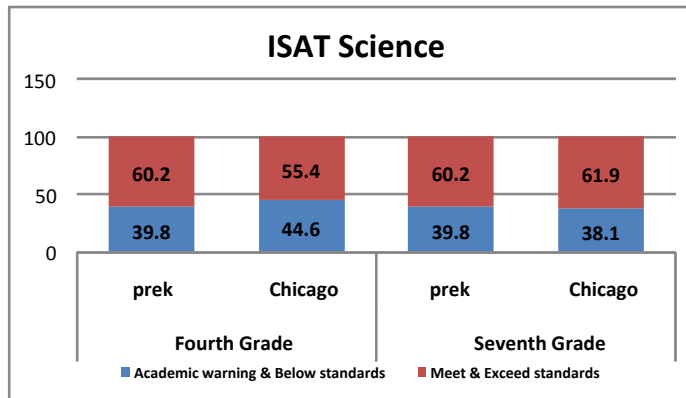
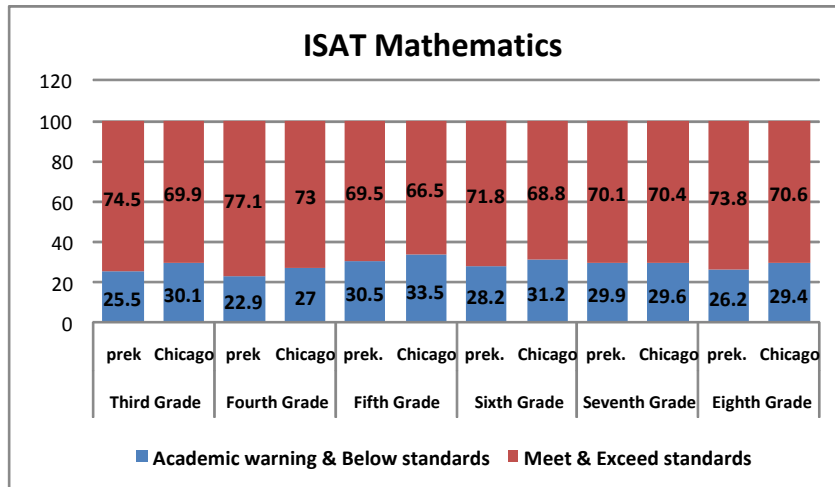
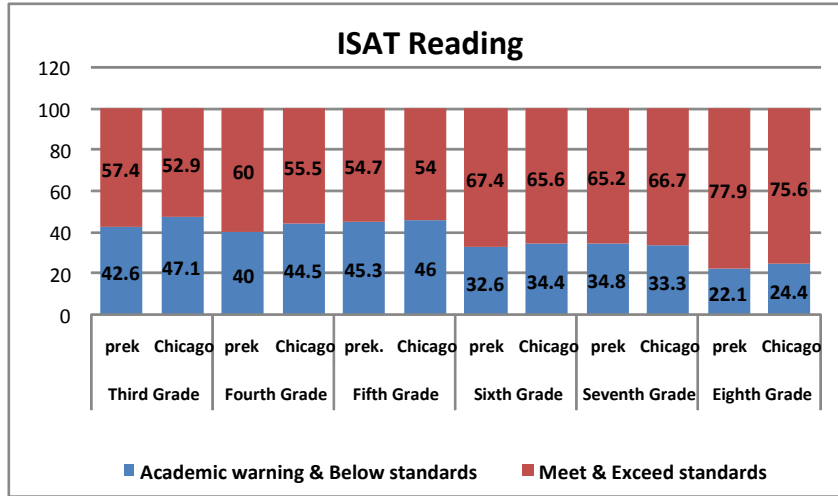


Table 13: FY09 Prekindergarten Follow-Up Data, by High School Grades—Chicago

PLACEMENT	NINTH GRADE	TENTH GRADE	ELEVENTH GRADE	TWELTH GRADE
Advanced to Next Regular Grade	100.0	100.0	100.0	98.1**
*Received Supplemental/ Title I Services	na	na	na	na
*Received Reading Improvement Services	na	na	na	na
Received Special Education Services	17.9	15.4	13.1	12.8
Received Bilingual Services	2.0	2.0	0.7	0.6
In a Career and Technical Education Program	26.4	27.6	40.8	40.4
Retained in Same Grade	0.0	0.0	0.0	0
Dropped Out of Education System	1.0	1.7	1.4	1.9
Number of Children	2203	1785	1291	1126

* Data are not a mandatory field in SIS

na = not available

** Graduated from high school

Table 14: FY09 PSAE Data of Chicago Students Who Were in the Prekindergarten At-Risk Program and All Chicago Students

READING		Eleventh Grade				
	% Academic Warning	% Below Standards	Warning & Below	% Meets Standards	% Exceeds Standards	Meet & Exceeds
All Chicago Prek	11.6	51.3	62.9	33.0	4.1	37.1
All Chicago	15.3	50.8	66.1	29.2	4.7	33.9
Chicago Prek Free/Reduced	12.4	51.8	64.2	33.0	2.8	35.8
Chicago all Free/Reduced	16.9	54.4	71.3	26.3	2.3	28.6

MATHEMATICS		Eleventh Grade				
	% Academic Warning	% Below Standards	Warning & Below	% Meets Standards	% Exceeds Standards	Meet & Exceeds
All Chicago Prek	20.2	51.4	71.6	25.9	2.6	28.5
All Chicago	23.1	50.3	73.4	24.1	2.5	26.6
Chicago Prek Free/Reduced	21.1	52.1	73.2	24.6	2.2	26.8
Chicago all Free/Reduced	25.3	53.1	78.4	20.6	1.1	21.7

SCIENCE		Eleventh Grade				
	% Academic Warning	% Below Standards	Warning & Below	% Meets Standards	% Exceeds Standards	Meet & Exceeds
All Chicago Prek	14.7	60.9	75.6	21.7	2.7	24.4
All Chicago	18.8	58.1	76.9	20.3	2.8	23.1
Chicago Prek Free/Reduced	15.8	61.3	77.1	20.9	2.0	22.9
Chicago all Free/Reduced	20.6	61.7	82.3	16.7	1.0	17.7

Chicago PreK N = 1133

Chicago PreK N for eligible free or reduced-price lunch = 989

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 and share resources, services, and accountability.
- 7) Emphasize the quality of instructional staff and leadership for early childhood programs in Illinois.

APPENDIX B

Percentage of Children Served in the Prekindergarten Program, by Race and Ethnicity

STATEWIDE

RACE & ETHNICITY	FY95	FY96	FY97	FY98	FY99	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
WHITE non-Hispanic	45	44	41	41	43	44	41	41	44	46	38	46	39	38	42
BLACK non-Hispanic	29	29	30	29	26	26	27	27	25	23	25	20	26	25	24
HISPANIC	21	22	25	26	26	25	26	27	27	26	31	28	29	30	27
ASIAN	3	3	3	3	4	3	4	3	3	3	4	3	3	3	3
AMERICAN INDIAN & Other	2	1	1	1	1	2	2	2	2	2	2	3	0	0	
MULTIRACIAL*													3	4	4

* Not collected until FY 2007

NON-CHICAGO

RACE & ETHNICITY	FY95	FY96	FY97	FY98	FY99	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
WHITE non-Hispanic	68	65	65	64	64	63	61	61	61	60	59	57	55	53	54
BLACK non-Hispanic	16	17	17	17	16	15	15	15	15	15	15	15	15	15	16
HISPANIC	12	13	13	15	16	17	18	18	19	19	20	21	22	23	22
ASIAN	3	3	3	2	2	3	4	3	3	3	3	3	3	3	3
AMERICAN INDIAN & Other	1	2	2	2	2	2	2	3	2	3	3	4	0	0	0
MULTIRACIAL*													5	6	5

* Not collected until FY 2007

CHICAGO

RACE & ETHNICITY	FY95	FY96	FY97	FY98	FY99	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
WHITE non-Hispanic	8	8	7	7	8	8	8	8	9	9	10	11	9	9	10
BLACK non-Hispanic	50	49	48	47	45	45	46	46	43	43	39	37	46	44	46
HISPANIC	37	39	41	42	43	42	41	41	43	44	47	48	40	43	40
ASIAN	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4
AMERICAN INDIAN & Other	1	0	0	0	0	0	1	1	1	0	0	0	0	0	0
MULTIRACIAL*													na	na	na

* Not collected until FY 2007
na = not available

APPENDIX C

**FY09 Number of Prekindergarten
Projects/Prekindergarten Children Served, by County**

