

PREKINDERGARTEN EXPANSION GRANT EVALUATION, 2004-2005



Austin Independent School District
Department of Program Evaluation

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EXECUTIVE SUMMARY

In 2004-2005, Austin Independent School District (AISD) offered full-day prekindergarten (pre-K) instruction to eligible four-year-olds who were limited English proficient (LEP), economically disadvantaged, or homeless. This was the third year for AISD to offer full-day instruction to students in all 67 elementary schools with prekindergarten programs. The full-day prekindergarten program is an important part of the district response to the *No Child Left Behind Act* (2001) requirement that 100% of Texas students pass the *Texas Assessment of Knowledge and Skills* (TAKS) reading and mathematics by 2013-2014. AISD received \$4,550,057 (a slight decrease) from the state *Prekindergarten Expansion Grant* to support full-day instruction in 2004-2005.

PROGRAM DESCRIPTION

A total of 5,097 four-year-olds attended AISD prekindergarten during 2004-2005. This year's prekindergarten enrollment was the largest ever for AISD. According to AISD student records, demographics for 2004-2005 prekindergarten children include the following:

- Gender was balanced with 50% female and 50% male students.
- Ninety-four percent of students (n=4,798) were from low-income families.
- Fifty-eight percent of students (n= 2,955) were of limited English proficiency.
- Forty-five percent (n=1,883) of the students met two criteria for eligibility.
- Homeless students (n=158) comprised 3% of all prekindergarten students.
- Hispanic students comprised the largest ethnic group (n=3,886 or 76%), followed by African American (n=744 or 15%), Anglo/Other (n=289 or 6%), and Asian (n=178 or 3%) students.
- Of the 47 home languages that were reported among this year's students, the home languages reported most frequently were Spanish (n=2,632 or 52%), English (n=2,244 or 44%), Vietnamese (n=57 or 1%), and Korean (n=37 or 1%).
- The average daily attendance (ADA) was 93.9% (down slightly from 94.2% in 2003-2004).

In 2004-2005, there were 281 prekindergarten teachers. The average years of teaching experience for pre-K teachers was 8.0 (down from 9.1 in 2003-2004). The overall average years of teaching experience for the AISD teacher workforce was 11.9 in 2004-2005, which was 3.9 years higher than the average teaching experience for prekindergarten teachers. The majority (52%) of pre-K teachers had five years or less teaching experience. A total of 279 (99%) pre-K teachers met the highly qualified criteria for No Child Left Behind (NCLB) legislation. To be deemed highly qualified by NCLB standards, teachers must have a bachelor's degree and full state certification or licensure.

PROGRESS IN LITERACY/PRE-READING

Student performance gains from pretest to posttest on the English language *Peabody Picture Vocabulary Test-III* (PPVT-III) and the Spanish language *Test de Vocabulario en Imágenes Peabody* (TVIP) determined program effectiveness in language and literacy for prekindergarten. From pre- to posttest, 77% of all Spanish language students and 75% of all English language students made gains on tests in their language of instruction.

These results indicate that English and Spanish language students made progress in receptive vocabulary. In fact, the 2004-2005 testing sample showed growth twice that expected for four-year-olds in a 7-month period of instruction.

It is important to know how prepared the pre-K students will be when they start kindergarten. Although 100 is the national average score, there is an average range for both the PPVT-III and the TVIP of 85-115 standard score points (one standard deviation above and below the mean). The assumption is that students who advance to the average range in the test of their language of instruction will be ready to accelerate future literacy learning in kindergarten. Among AISD students assessed in 2004-2005, Spanish-speaking LEP students showed the greatest growth in receptive vocabulary on the TVIP, moving from 51% (n=396) of students in the average or above average range on the pretest to 79% (n=613) of students in average or above average range on the posttest.

During 2004-2005, 80% (n=1,319) of all students scored in the average or above average range on the posttest when assessed in their language of instruction. However, only 42% (40% in 2003-2004) of the 2004-2005 prekindergarten students in the testing sample were at or above the national average of 100 on the posttest when assessed in their language of instruction.

PROGRESS IN MATHEMATICS

Because there is no formal mathematics assessment for pre-K through grade 2 in AISD at this time, mathematics ratings on the *Prekindergarten Report to Parents* were used to determine progress in mathematics during prekindergarten. The review of these reports showed that, while there are no standard guidelines for scoring a student each nine weeks, teachers saw progress in students' mathematics achievement. Overall, the percentage of prekindergarten students rated at levels 3 (skilled) and 4 (advanced) increased each grading period from 32% in the first nine weeks to 82% in the fourth nine week reporting period, while the percentage of students rated at Level 1 (needs improvement) decreased from 15% in the first nine weeks to 1% in the last nine weeks.

LONG-TERM IMPACT ON LITERACY LEARNING

A longitudinal study was conducted using PPVT-III/TVIP scores of students who attended AISD prekindergarten in 2000-2001 and their 2005 Grade 3 TAKS reading results.

2005 TAKS reading scores were matched for 1,046 (496 Spanish language and 550 English language) students who attended prekindergarten in 2000-2001. The 2000-2001 pre-K cohort had a passing rate (92%) similar to that of all district grade 3 students (93%) on the 2005 English TAKS reading test. Results of comparisons of the pre-K cohort and the district 2005 TAKS reading results disaggregated by low income and LEP include the following.

- Of the 935 pre-K cohort students who were from low-income families, 91% of the pre-K cohort students passed 2005 Grade 3 TAKS reading (English and Spanish), compared to 89% for district low-income students.
- Of the 493 cohort students who received Spanish instruction during prekindergarten, 203 (41%) took the 2005 TAKS reading test in English. Of those students, 96% passed TAKS reading, compared to 95% of district LEP students.

An analysis of the 2000-2001 cohort of pre-K students indicated that those who scored at or above the national average of 100 standard score points on the PPVT-III or TVIP at the end of prekindergarten had the greatest success on the 2005 TAKS Grade 3 reading test, as shown in the following results.

- Of the English language cohort students (n=448) who scored 100 or above on the PPVT-III posttest in 2000-2001, 99% (n=444) passed the 2005 TAKS reading.
- Of the Spanish language cohort students (n=175) who scored 100 or above on the TVIP posttest, 100% passed the 2005 TAKS reading.

PROFESSIONAL DEVELOPMENT

In 2004-2005, 234 pre-K teachers (83%) attended 5,848 hours of professional development directly related to prekindergarten instruction or classroom management for an average of 25 hours of completed professional development. This is almost twice the number of training hours (14 hours) for prekindergarten teachers in 2003-2004. Seventy-eight percent (n=182) of pre-K teachers who attended training in 2004-2005 completed more than one training session. On the *2004-2005 Prekindergarten Teacher Survey*, a large majority of respondents (88%) either agreed or strongly agreed that the prekindergarten specific training that they attended was beneficial to teaching and learning strategies for pre-K students.

PREKINDERGARTEN ASSESSMENT INSTRUMENT

During 2004-2005, a task force of nine prekindergarten teachers wrote and piloted the *Prekindergarten Assessment Rubric* to inform parents and administrators of student progress of the district's four-year-olds. The *Prekindergarten Report to Parents* outlines academic growth of the child, describes the physical, emotional, and social development, and includes teacher comments. According to one of the prekindergarten teachers who helped develop and pilot the assessment, "The report card and guidelines support the assessment of the whole child."

During 2005-2006, all AISD prekindergarten teachers will use the assessment rubric to provide

consistency in the way teachers measure student progress. The use of this instrument along with prekindergarten-specific professional development should influence instruction in a positive way.

RECOMMENDATIONS

Prekindergarten teachers and the prekindergarten specialist identified some areas for improvement to the program. As state and national expectations become more rigorous, the educators of young children face many challenges. The district should continue to implement developmentally appropriate practices for prekindergarten while supporting the academic rigor required for these four-year-olds to read on grade level by grade 3 and thereafter. Some of these recommendations are already in progress and require continued district support:

- **Accelerate English language acquisition for Spanish-speaking LEP prekindergarten students in bilingual classrooms** – Average English language PPVT-III posttest scores for Spanish-speaking LEP students have decreased for the past four years. Because these students must transition to English to take the TAKS tests, English language acquisition among Spanish-speaking LEP students must be enhanced. Many bilingual teachers have requested more training in the implementation of the AISD Bilingual Education department's RISE (*Rigorous Instruction in Spanish and English*) program.
- **Refine the *Prekindergarten Assessment Rubric* after the districtwide implementation** – The *Prekindergarten Assessment Rubric* will be implemented districtwide in 2005-2006. The assessment rubric is an evolving instrument that should be refined to reflect teacher feedback after use during 2005-2006.
- **Upgrade computer hardware in prekindergarten classrooms to be compatible with the DLM math curriculum technology** – For two years, many teachers have stated that they have difficulty using the DLM math curriculum CD on their classroom computers. District staff should help find resources to upgrade hardware on prekindergarten computers.
- **Provide high quality differentiated staff development courses that range from novice to mastery** – Because 24% of prekindergarten teachers had 0-1 years of teaching experience and 11% had over 20 years of experience, professional development must be tailored to meet the diverse needs of teachers.
- **Apply the knowledge gained from the longitudinal analysis of test scores** – Use assessment data to strategically identify entering kindergartners most likely to need instructional supports to pass Grade 3 TAKS reading—and deliver that support.

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AUSTIN ISD PREKINDERGARTEN PROGRAM EVALUATION, 2004-2005

The purpose of this evaluation of the Austin Independent School District (AISD) prekindergarten (pre-K) program is to inform decision-makers at the local and state level about the academic progress of prekindergarten students. Student acquisition of language and mathematics skills, quality of professional development for pre-K teachers, and the impact of the prekindergarten program on student achievement are the main focus of this evaluation.

The 2004-2005 program evaluation plan for the *Prekindergarten Expansion Grant*, Cycle 10 for Austin ISD is included in Appendix A. The major questions in this evaluation of the *Prekindergarten Expansion Grant* for the Texas Education Agency (TEA) include the following:

1. How did the program demonstrate evidence of gains in cognitive development, especially in pre-reading and language, and mathematics?
2. How did the program demonstrate effectiveness of activities of the expanded full-day prekindergarten in achieving the aims of the program?
3. How did the program determine the impact, short-term and long-term, of the expanded full-day prekindergarten on the participants?

INTRODUCTION

In the publication, *Early Childhood Programs That Work* (2003), the Center for Improving Readiness for Learning and Education (CIRCLE) at the University of Texas Health Science Center at Houston states that, “Early childhood is a critical period for social-emotional, language, and cognitive foundational skills known to predict later school success.” According to Susan Landry in *Effective Early Childhood Programs* (2005), “Young children have an innate desire to learn. That desire can be supported or undermined by early experiences.”

Early childhood education has been a recent focus of state and federal legislation, with an emphasis upon school readiness. At the state level, the 78th Texas legislature passed Senate Bill 76 designating CIRCLE as the State Center for Early Childhood Development in May 2003. This legislation represented a first step toward the coordination of prekindergarten programs, Head Start, and childcare in the state of Texas. CIRCLE designed an exemplary training model for professional development of early childhood teachers. At the federal level, the 2001 *No Child Left Behind Act* (NCLB) focuses on accountability, requiring that 100% of students pass the state reading and mathematics assessments (TAKS reading and mathematics in Texas) by 2013-2014. The *Good Start, Grow Smart* early childhood initiative (2002) scaffolds the support for learning achievement provided by NCLB.

Research has shown that program standards in early education help children, especially low-income children, succeed later in school and in life (Schumacher, 2003). According to *The Texas Plan, Enhancing Early Childhood Education and Development* (2004), several recent studies indicate that for each dollar invested in the education of 3- and 4- year-olds, the long-term return is between seven and eight dollars. The authors state, “The returns are almost evenly divided between the individual, in increased wages, and the state, in enhanced tax revenues and savings on costs of the criminal justice system, crime victim losses, and repeating grades in school.”

With annual testing requirements for NCLB starting at grade 3, district administrators and state policymakers have become increasingly concerned with improving early learning opportunities for children. Using the state *Prekindergarten Curriculum Guidelines*, the state-adopted *DLM Early Childhood Express* curriculum, and the district instructional planning guides (IPGs), AISD prekindergarten teachers are proactively helping their students prepare for success in school and life.

During 2004-2005, a task force of nine prekindergarten teachers wrote and piloted the *Prekindergarten Assessment Rubric* to inform parents and administrators of the academic and developmental progress of the district’s four-year-olds. The *Prekindergarten Report to Parents* outlines academic growth of the child, describes the child’s physical, emotional, and social development, and includes teacher comments. According to one of the prekindergarten teachers who helped develop and pilot the assessment rubric, “The report card and guidelines support the assessment of the whole child.” During 2005-2006, all AISD prekindergarten teachers will use the assessment rubric to provide consistency in the way that teachers measure student progress. The use of this instrument and prekindergarten-specific professional development should influence instruction in a positive way.

AISD PREKINDERGARTEN PROGRAM DESCRIPTION

In 2004-2005, AISD offered full-day prekindergarten instruction to eligible four-year-olds who were limited English proficient (LEP), economically disadvantaged (low income), or homeless. This was the third year for AISD to offer full-day instruction to students in all 67 elementary schools with prekindergarten programs. See Appendix B for a complete list of the schools that had prekindergarten programs in 2004-2005.

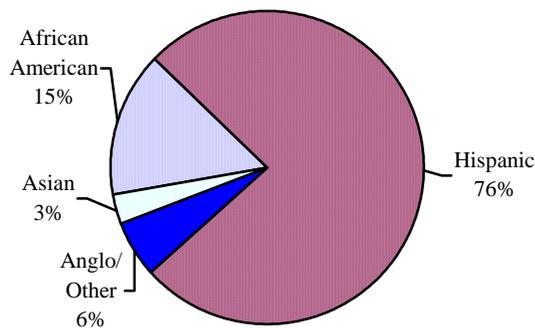
STUDENT INFORMATION

The AISD prekindergarten enrollment continues to grow each year. A total of 5,097 four-year-olds attended AISD prekindergarten during 2004-2005, compared to 4,499 in 2003-2004. According to AISD student records, demographics for 2004-2005 prekindergarten

children include the following:

- Gender was balanced with 50% female and 50% male students.
- Ninety-four percent (n=4,798) of students were from low-income families.
- Fifty-eight percent of students (n= 2,955) were of limited English proficiency.
- Homeless students (n=158) comprised 3% of all prekindergarten students.
- As shown in Figure 1, Hispanic students comprised the largest ethnic group (n=3,886), followed by African American (n=744), Anglo/Other (n=289), and Asian (n=178) students.

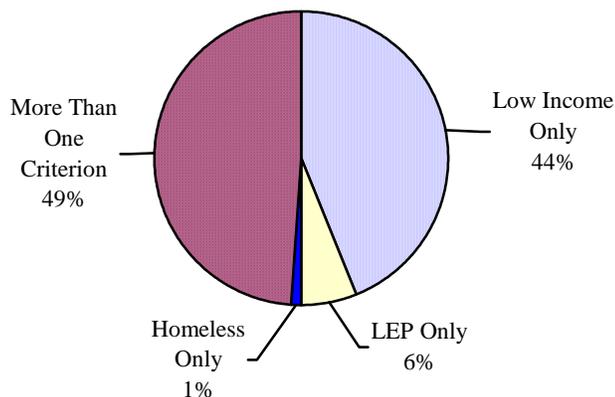
Figure 1: Percentages of AISD Prekindergarten Students by Ethnicity, 2004-2005



Source: AISD Student Records

To meet the eligibility requirements for prekindergarten, four-year-olds must be low income, limited English proficient, or homeless. Many of the 158 students classified as homeless also met one of the other eligibility requirements. In 2004-2005, 49% of AISD pre-K students qualified for the program by meeting both the low-income and LEP criteria. Figure 2 shows the percentages of AISD prekindergarten students in 2004-2005 who met each eligibility criterion.

Figure 2: Percentages of AISD Prekindergarten Students Who Met Prekindergarten Eligibility Criteria, 2004-2005



Source: 2004-2005 PEIMS Data

The number of AISD prekindergarten students has increased by 48% over the past four years, from 3,441 in 2000-2001 to 5,097 in 2004-2005. During this time, the number of pre-K students who were from low income families increased by 74% and the number of pre-K LEP students increased by 77%, which means that more students were meeting both criteria. Table 1 summarizes various program data from 2000-2001 through 2004-2005. These data include all prekindergarten students served at any point in a given year.

Table 1: Five Years of AISD Prekindergarten Summary Information from 2000-2001 through 2004-2005

Pre-K Information	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Number of Schools With Pre-K	58	61	61	65	67
Number of Teachers	178	201	243	262	281
Number of Pre-K Students	3,441	3,823	4,414	4,499	5,097
Number Low Income	2,762	3,153	4,060	4,184	4,798
Number LEP	1,442	1,901	2,206	2,367	2,555

Source: AISD Student Records

Note: Students can be both low income and LEP.

The number of pre-K students served at each of the 67 campuses varied widely in 2004-2005, and ranged from 8 students at Barton Hills to 171 students at Linder. The average pre-K student-teacher ratio in 2004-2005 was 18.1:1, up from 17.2:1 in 2003-2004.

PREKINDERGARTEN ENROLLMENT AND ATTENDANCE

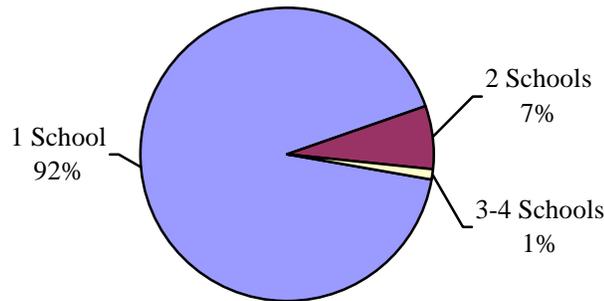
The number of prekindergarten students enrolled on October 29, 2004 for the October PEIMS (Public Education Information Management System) submission was 4,546. At that time there were 3,348 students at the 47 *Prekindergarten Expansion Grant* schools and 1,198 students at the 20 non-grant funded campuses. A table summarizing prekindergarten PEIMS data that were submitted to TEA in October 2004 can be found in Appendix C.

The average daily attendance historically has been lower for AISD prekindergarten than for other elementary grades, perhaps due to the lack of mandatory attendance for pre-K students. The average daily attendance for pre-K students in 2004-2005 was 93.9% (down from 94.2% in 2003-2004), compared with 95.3% for kindergarten and 95.9% for grade 1 students.

Another factor that contributes to lower student attendance rates is the number of students who transfer from one campus to another during the school year. In the 2004-2005 school year, 417 (8%) prekindergarten students were enrolled at more than one campus.

Figure 3 shows the percentage of 2004-2005 prekindergarten students enrolled by number of schools attended.

Figure 3: Percentage of 2004-2005 Prekindergarten Students by Number of Schools Attended



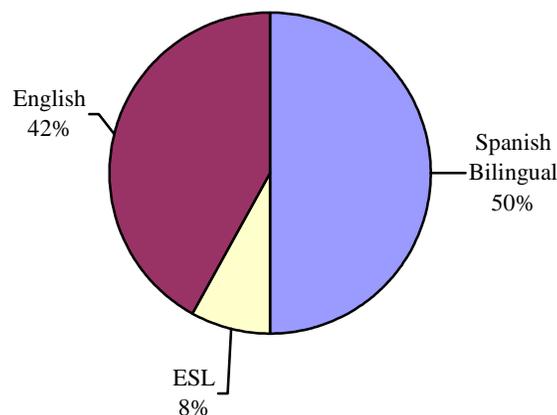
Source: AISD Student Records

LANGUAGE OF INSTRUCTION

Forty-seven languages (as compared to 37 in 2003-2004) were reported as home languages among 2004-2005 prekindergarten students. The home languages reported with the most frequency were Spanish (n=2,632), English (n=2,244), Vietnamese (n=57), and Korean (n=37).

AISD offers prekindergarten instruction in English and Spanish. For students whose primary language was not English or Spanish (8%), English instruction was delivered by an English as a Second Language (ESL) certified teacher. In 2004-2005, 50% of the prekindergarten students received the majority of their instruction in Spanish. Figure 4 shows the percentage of prekindergarten students by type of instruction in 2004-2005.

Figure 4: Percentages of AISD Prekindergarten Students by Type of Instruction, 2004-2005



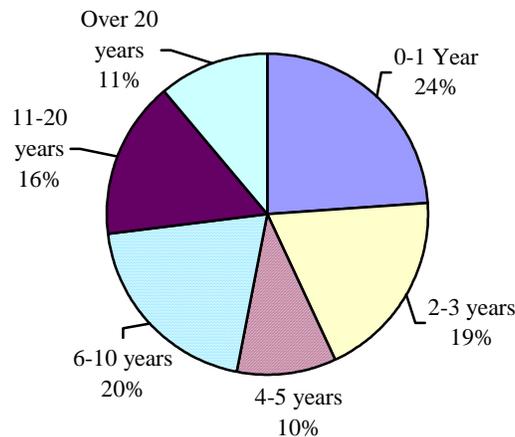
Source: AISD Student Records

TEACHER INFORMATION

There were 281 prekindergarten teachers in 2004-2005 with an average of 8.0 years of teaching experience (compared to 9.1 in 2003-2004). This is comparable to the national average of 8.2 years of teaching experience for teachers of young children, as reported in *The National Prekindergarten Study* (March 30, 2005) funded by the National Institute for Early Education Research. The overall average years of teaching experience for the AISD teacher workforce was 11.9 in 2004-2005, which was 3.9 years higher than the average teaching experience for prekindergarten teachers. A total of 279 (99%) pre-K teachers met the highly qualified criteria for NCLB. To be deemed highly qualified by NCLB, teachers must have a bachelor's degree and full state certification or licensure.

The majority (52%) of the prekindergarten teachers in AISD had five years or less of teaching experience. In 2004-2005, 34 beginning teachers (12%) were hired for the prekindergarten program. While 17% of all prekindergarten teachers had 0-1 years of teaching experience in 2003-2004, 24% of teachers had that same level of teaching experience in 2004-2005. Thus, the 2004-2005 prekindergarten class had less experienced teachers than the 2003-2004 class. The percentage of teachers at each teaching experience level is shown in Figure 5.

Figure 5: Percentage of AISD Pre-K Teachers by Years of Teaching Experience, 2004-2005



Source: AISD Human Resource Records

PREKINDERGARTEN BUDGET

The State of Texas Foundation School Program provides the funding for half-day prekindergarten. The district must pay for the additional half day of instruction for the full-day pre-K classes. AISD received the Cycle 10 *Prekindergarten Expansion Grant* in 2004-2005 to fund the additional half day for 47 of the 67 schools offering full-day pre-K classes.

Over \$6.3 million dollars were available to fund the AISD prekindergarten program during 2004-2005. The grant amount of \$4,450,057 was used for pre-K teacher salaries and benefits, reading materials and supplies, and professional support salaries for the full-day programs. In addition, \$54,218 in Title I funds and approximately \$1,840,441 in local funds were used to support the full-day prekindergarten program in 2004-2005.

STUDENT ACADEMIC PROGRESS

The following section will focus on the academic progress of AISD prekindergarten students. The cognitive development in language arts and in mathematics data address Question 1 of the *Prekindergarten Expansion Grant* evaluation report to TEA (see page 1), and the short-term and long-term impact data address Question 3.

COGNITIVE DEVELOPMENT IN LANGUAGE ARTS

Student performance gains from pretest to posttest on the English language *Peabody Picture Vocabulary Test-III* (PPVT-III) and the Spanish language *Test de Vocabulario en Imágenes Peabody* (TVIP) determined program effectiveness in language and literacy for prekindergarten. The PPVT-III and TVIP measure knowledge of receptive vocabulary in English and in Spanish, respectively. Standard test scores are based on national age norms, with a mean of 100 and a standard deviation of 15 for both tests. For a student to maintain his or her standing relative to the national average, the gain score would be zero. Any gain greater than zero indicates that the student's performance improved compared to the national average.

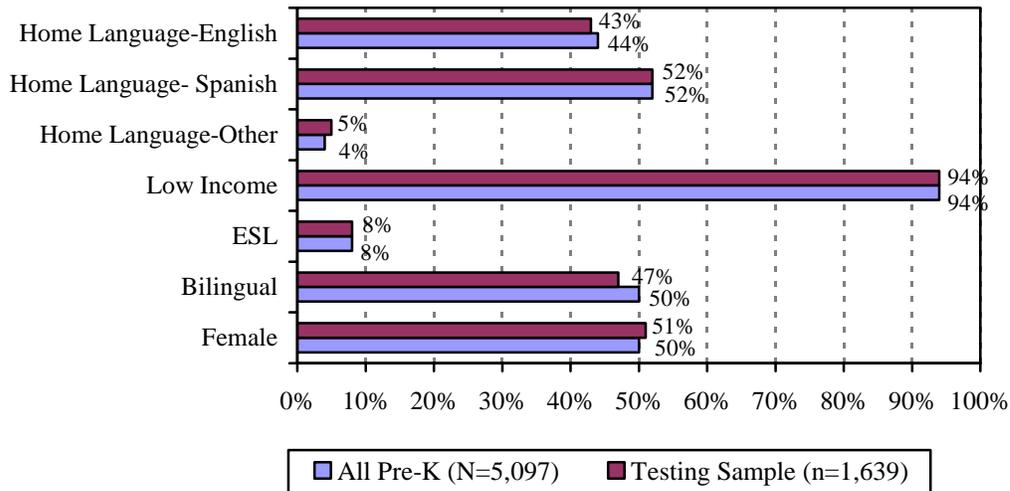
The PPVT-III and TVIP are achievement tests indicating the level of a person's vocabulary acquisition. However, the tests can only be used as a screening test of verbal ability when tested in the examinee's home language. Spanish-speaking LEP students are tested in English (in addition to Spanish) to measure growth in English language acquisition, which is part of the ESL component of prekindergarten. See Appendix D for the average PPVT-III and TVIP scores by school.

Testing Sample

In fall 2004 and spring 2005, the PPVT-III and TVIP were administered to a random sample of prekindergarten students in all AISD schools with prekindergarten programs. In fall 2004, 1,858 pre-K students were pretested on the PPVT-III. Although every effort was made to posttest all students who had a valid pretest score, 219 fewer students were posttested due to withdrawals, illnesses, and relocations of eligible students. Thus, 1,639 (32% of all) pre-K students had valid pre- and posttest scores on the English language PPVT-III. In addition, 774 (29% of all) Spanish-speaking LEP pre-K students had valid pre- and posttest scores on the

TVIP. As shown in Figure 6, demographic characteristics of students tested closely matched those of the overall AISD pre-K population.

Figure 6: Demographic Comparison of AISD Pre-K Student Testing Sample With All AISD Prekindergarten Students, 2004-2005



Source: AISD Student Records

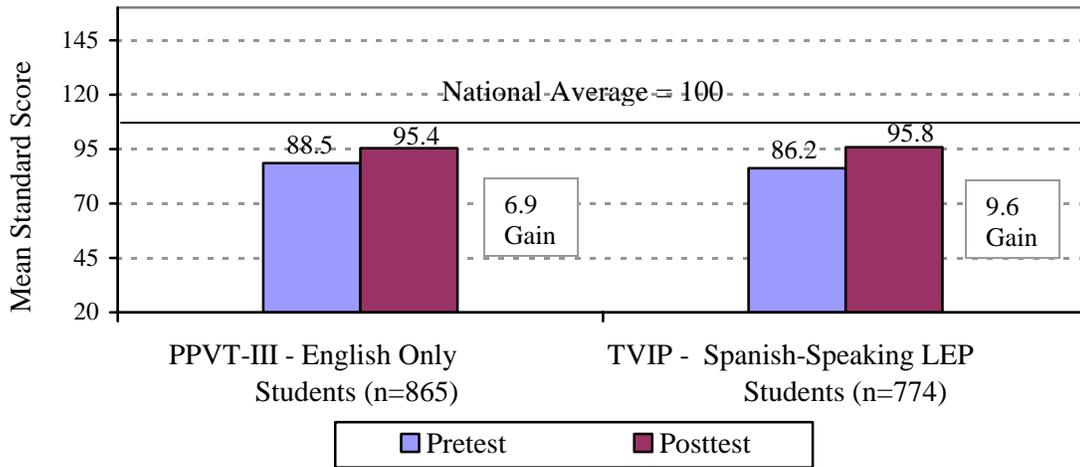
Progress in Language Arts/Pre-Reading

All students in the sample were tested in English (PPVT-III); Spanish-speaking LEP students also were tested in Spanish (TVIP). Because the PPVT-III and TVIP measure verbal ability when administered in the student's home language, it is necessary to look at the test results by language of instruction: PPVT-III for English language students and TVIP for Spanish-speaking LEP students. **Seventy-seven percent of all Spanish-speaking LEP students and 75% of all English language students made gains on tests in their language of instruction (76% of all students tested).**

Spanish-speaking LEP students had a lower average pretest score (86.2 standard score points) than the English language students (88.5 points) when tested in the language of instruction. However, Spanish language students made a higher average gain (9.6 points) than did the English language students (6.9 points) on the posttest. **The average posttest score for both groups of students was less than 5 standard scale points below the national average of 100 (95.4 for English language students and 95.9 for Spanish language students).**

Figure 7 shows the average pretest and posttest scores for students who took these tests in their language of instruction; the horizontal line represents the national norm of 100.

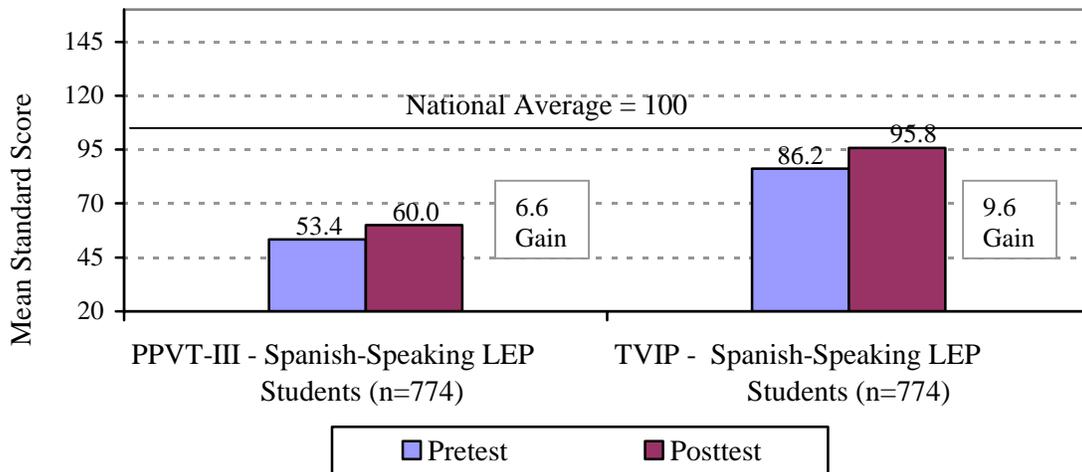
Figure 7: Average PPVT-III and TVIP Pretest and Posttest Scores for AISD Pre-K Students When Tested in Their Language of Instruction, 2004-2005



Source: AISD Program Evaluation PPVT-III and TVIP Records, 2004-2005

Also of interest is the progress made by Spanish language students in English language acquisition. Because English is the second language for Spanish-speaking LEP students, the average pre- and posttest scores on the PPVT-III were in the below average range (53.4 and 60.0 standard score points, respectively), but the gain of 6.6 points shows that student performance improved and is similar to the average gain of 6.8 points for this group in 2003-2004. Acceleration of English language learning was evident for the Spanish-speaking LEP students in the testing sample through the growth of nine-months in a seven-month period. This growth is based on the expectations of English language students on the PPVT-III. Figure 8 shows the PPVT-III and TVIP pre- and posttest scores for Spanish-speaking LEP students in 2004-2005.

Figure 8: Average PPVT-III and TVIP Pretest and Posttest Scores for AISD Spanish-Speaking LEP Students, 2004-2005



Source: AISD Program Evaluation PPVT-III and TVIP Records, 2004-2005

The 2004-2005 testing sample showed growth accelerated twice that expected for four-year-olds.

An average raw score can be used to calculate average growth in receptive vocabulary throughout the school year. The average raw score on the PPVT-III for English only students increased from 45 in the fall to 61 in the spring, reflecting an average growth in receptive vocabulary of 1 year, 2 months in a seven-month period. The average raw score on the TVIP for Spanish language students increased from 19 to 33 during the same period, also reflecting an average growth of 1 year, 2 months. This represents growth twice that expected for four-year-old English and Spanish language students.

Students Scoring in Average Range

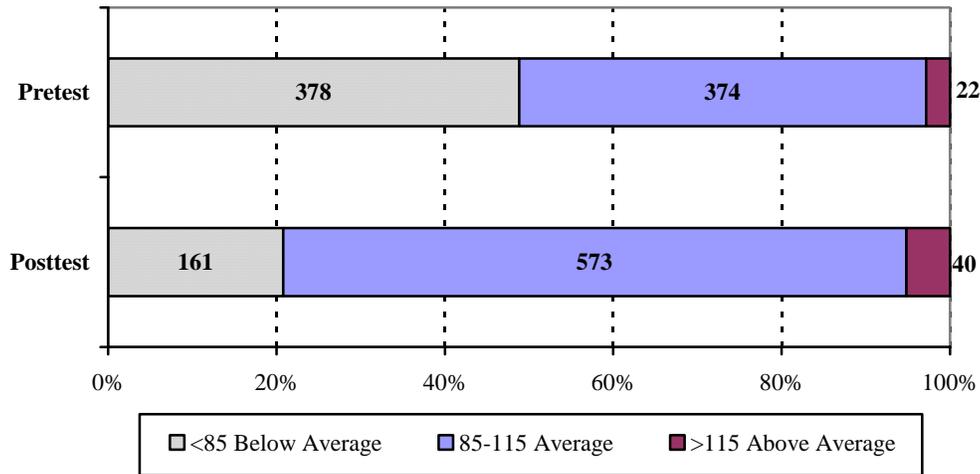
It is important to know how prepared the pre-K students will be when they start kindergarten. Although 100 is the national average score, there is an average range for both the PPVT-III and the TVIP of 85-115 standard score points (one standard deviation above and below the mean). The assumption is that students who advance to the average range in the test of their language of instruction will be ready to accelerate future literacy learning in kindergarten.

Each posttest score was examined to determine if it fell within this range for Spanish-speaking LEP students taking the TVIP, Spanish-speaking LEP students taking the PPVT-III, and English-only students taking the PPVT-III. Analysis of these data reveals the following information:

- 80% (n=1,319) of all students scored in the average or above average range on the posttest when tested in their language of instruction.
- 82% (n=705) of *English-only* students tested on the PPVT-III scored in the average or above average range on the posttest.
- 79% (n=613) of all *Spanish-speaking LEP* students tested on the TVIP scored in the average or above average range on the posttest.
- 9% (n=71) of *Spanish-speaking LEP* students tested on the PPVT-III scored in the average or above average range on the posttest.

Figures 9-12 show the numbers and percentages of students who scored in the below average, average, and above average ranges on the pretest and posttest. The greatest growth in receptive vocabulary was for Spanish-speaking LEP students on the TVIP moving from 51% (n=396) of students in the average or above range on the pretest to 79% (n=613) of students in the average or above average range on the posttest. Figure 9 shows the numbers and percentages of Spanish language pre-K students in the below average, average, and above average ranges on the TVIP pretest and posttest.

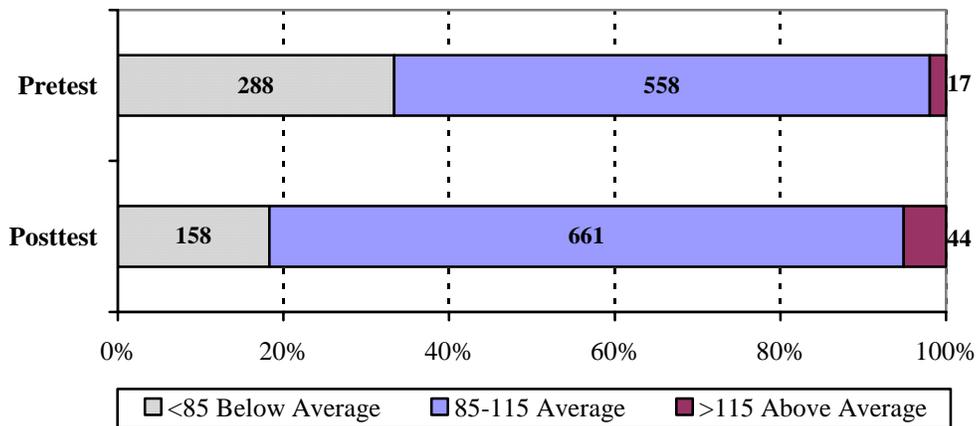
Figure 9: Number and Percentage of AISD Spanish-Speaking LEP Pre-K Students (N=774) Who Were Below, At, and Above Average on the TVIP Pretest and Posttest, 2004-2005



Source: AISD Program Evaluation TVIP Records, 2004-2005

Although 575 (67%) of the English language students were already in the average or above average range on the pretest, an additional 130 (15%) students moved from below average to the average or above average range on the posttest. Figure 10 shows the numbers and percentages of English language pre-K students in the below average, average, and above average ranges on the PPVT-III pre- and posttest.

Figure 10: Number and Percentage of AISD English Language Pre-K Students (N=863) Who Were Below, At, and Above Average on the PPVT-III Pretest and Posttest, 2004-2005

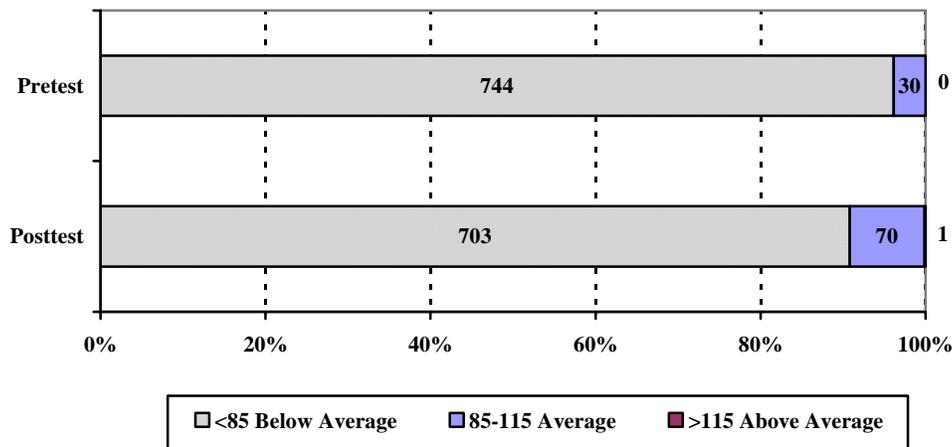


Source: AISD Program Evaluation PPVT-III Record, 2004-2005

Forty-two percent (40% in 2003-2004) of the 2004-2005 pre-K students in the testing sample were at or above the national average of 100 on the posttest when tested in their language of instruction. Of these, 40% (n=347) of all English-only students taking the PPVT-III had a standard score of 100 or higher, and 44% (n=343) of all Spanish-speaking LEP students tested on the TVIP had a standard score of 100 or higher on the posttest.

While the PPVT-III scores were low for Spanish language students, the number of students in the average or above range more than doubled from 30 on the pretest to 71 on the posttest. Figure 11 shows the numbers and percentages of Spanish language pre-K students in the below average, average, and above average ranges at PPVT-III pre- and posttest.

Figure 11: Number and Percentage of AISD Spanish-speaking LEP Pre-K Students (N=774) Who Were Below, At, and Above Average on the PPVT-III Pretest and Posttest, 2004-2005



Source: AISD Program Evaluation PPVT-III Records, 2004-2005

COGNITIVE DEVELOPMENT IN MATHEMATICS

AISD uses the *Prekindergarten Report to Parents* four times each year to report student academic progress, which is rated by teachers for the areas of oral language, pre-reading/concepts of print, writing, listening, mathematics, social studies/science/health, and English as a second language. Because there is no formal mathematics assessment for pre-K through grade 2 in AISD at this time, mathematics ratings on the *Prekindergarten Report to Parents* were used to determine students' progress in mathematics during prekindergarten. The *Prekindergarten Expansion Grant 2004-2005 Mathematics Survey* was sent to all AISD prekindergarten teachers (n=281) in April 2005. Teachers were asked to list performance levels for students who had a math score for each nine weeks on the *Prekindergarten Report to Parents*. The performance scale used for rating academic progress is as follows: 1—needs improvement; 2—basic understanding; 3—skilled; and 4—advanced. Responses from 112 (40%)

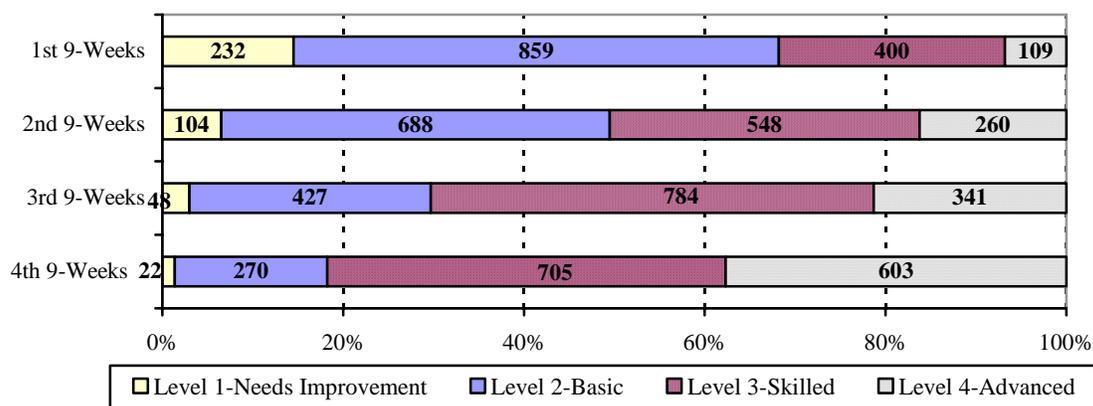
pre-K teachers represent 1,754 (39%) students at 56 (84%) schools with prekindergarten classes. Only students with a performance level during each nine-week period (n=1,600) were used for reporting purposes. This sample represents about one-third of 2004-2005 prekindergarten students.

Although there are major instructional goals listed on the *Prekindergarten Report to Parents*, currently, teachers use their discretion to determine what behavior constitutes an advanced performance level. Therefore, the *Prekindergarten Expansion Grant 2004-2005 Mathematics Survey* is an informal assessment and is subject to individual teachers' standards.

Progress in Mathematics

Figure 12 shows the number and percentage of prekindergarten students rated at each level in mathematics during each of the four nine-week grading periods. Overall, the percentage of prekindergarten students rated at levels 3 (skilled) and 4 (advanced) increased each grading period from 32% in the first nine weeks to 82% in the fourth nine week reporting period, while the percentage of students rated at Level 1 (needs improvement) decreased from 15% in the first nine weeks to 1% in the last nine weeks. Because new mathematics skills were introduced each nine-week period to build on previous skills, the expectations are higher each grading period. According to the *Prekindergarten Assessment Rubric*, to receive a rating of advanced in geometry and spatial sense during the first nine weeks requires the student "to recognize, describe, and name shapes" by naming and describing two or more shapes using mathematical language. By the fourth nine weeks, the child must name and describe four shapes using mathematical language (e.g., side, curve, point) to receive an advanced rating. Although there are no standard guidelines for scoring a student each nine weeks, the teachers' records indicated that they observed progress in students' mathematics achievement.

Figure 12: Number and Percentage of AISD Prekindergarten Students with Mathematics Performance Ratings 1-4 on *Prekindergarten Report to Parents*



Source: *Prekindergarten Expansion Grant 2004-2005 Mathematics Survey*

Mathematics Performance Ratings Comparison

During the 2004-2005 school year, nine prekindergarten teachers worked on an Assessment Task Force to create and pilot the *Prekindergarten Assessment Rubric* to be used in each of the four nine-week grading periods as a guide for more accurate reporting of performance levels on the *Prekindergarten Report to Parents*. The assessment rubric was based on the *Prekindergarten Curriculum Guidelines*, the district *Instructional Planning Guides (IPGs)*, and the district-aligned *PK-12 Matrix of Essential Knowledge and Skills*. In 2005-2006, the assessment rubric will be used as the districtwide prekindergarten assessment for language arts, mathematics, social studies, science, English as a Second Language (ESL), and personal development.

The prekindergarten assessment rubric was created to bring more consistency to reporting on the *Prekindergarten Report to Parents*. Performance levels reported on the *Prekindergarten Expansion Grant 2004-2005 Mathematics Survey* were compared for task force teachers who used the *Prekindergarten Assessment Rubric* and non-task force teachers who did not use the assessment rubric. Five of nine (56%) task force teachers and 112 of 272 (41%) non-task force teachers reported the mathematics performance levels of their students.

The percentage of students reported as “skilled” or “advanced” was higher for the task force group than for the non-task force group in each of the four nine-week periods. The greatest discrepancy was seen during the first nine-week grading period. Task force members rated 67% (n=41) of the pre-K students as “skilled” or “advanced” during the first nine weeks, while only 30% of students of non-task force students received these ratings.

While the students in both analysis groups are similar because of the eligibility requirements for prekindergarten, it is difficult to draw conclusions from the teacher-reported assessment data. The piloted assessment rubric may have influenced those teachers’ instructional practices, resulting in higher student performance; or, the teachers may have become more sensitized to observing developmental progress; or, other factors all together may have been responsible.

In 2005-2006, the Department of Program Evaluation and the Prekindergarten Assessment Task Force will collaborate to analyze student report card rubric data from all prekindergarten students. Table 2 shows the number and percentage of students rated at each performance level by task force members and by non-task force members during each of the four nine-week grading periods.

Table 2: AISD Pre-K Students' Mathematics Performance Ratings by Assessment Task Force and Non-Task Force Pre-K Teachers, 2004-2005

Student Performance Level	Students Rated by Task Force (n=62)		Students Rated by Non-Task Force (n=1,538)	
	#	%	#	%
First Nine Weeks				
Level 1-Needs Improvement	1	2%	231	15%
Level 2-Basic Understanding	20	32%	839	55%
Level 3-Skilled	19	31%	381	25%
Level 4-Advanced	22	35%	87	5%
Second Nine Weeks				
Level 1-Needs Improvement	1	2%	103	7%
Level 2-Basic Understanding	10	16%	678	44%
Level 3-Skilled	19	31%	529	34%
Level 4-Advanced	32	51%	228	15%
Third Nine Weeks				
Level 1-Needs Improvement	0	0%	48	3%
Level 2-Basic Understanding	11	18%	416	27%
Level 3-Skilled	24	39%	760	49%
Level 4-Advanced	27	43%	314	21%
Fourth Nine Weeks				
Level 1-Needs Improvement	0	0%	22	2%
Level 2-Basic Understanding	6	10%	264	17%
Level 3-Skilled	21	34%	684	44%
Level 4-Advanced	35	56%	568	37%

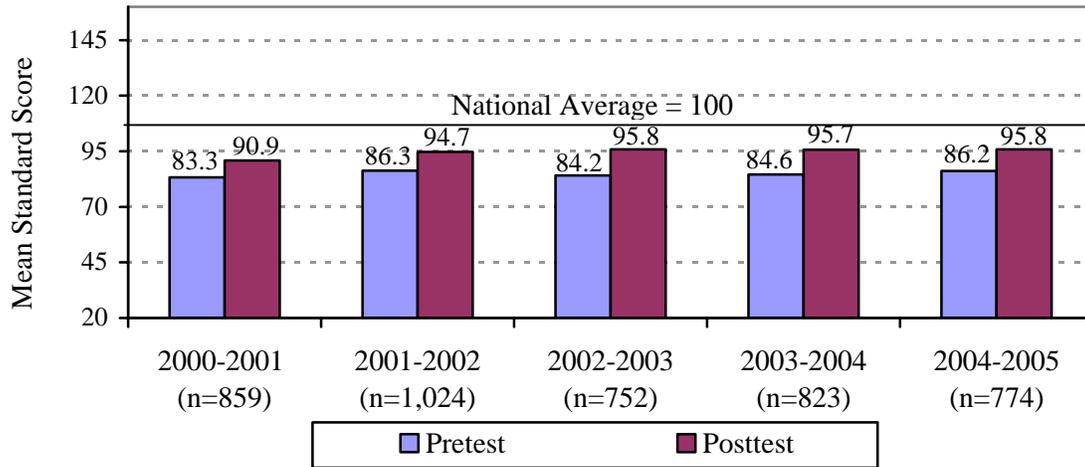
Source: Prekindergarten Expansion Grant 2004-2005 Mathematics Survey

Note: Highlighted cells are highest percentages of students rated by level during each 9-weeks.

SHORT-TERM IMPACT OF THE PREKINDERGARTEN PROGRAM

A five-year evaluation of the prekindergarten program reveals the benefits of prekindergarten instruction on pre-reading skills for several groups of pre-K students. Average scores are reported here for years 2000-2001 through 2004-2005. Spanish-speaking LEP students have demonstrated consistent gains from pretest to posttest each year since 2000-2001, and posttest scores remain slightly below the national average (Figure 13).

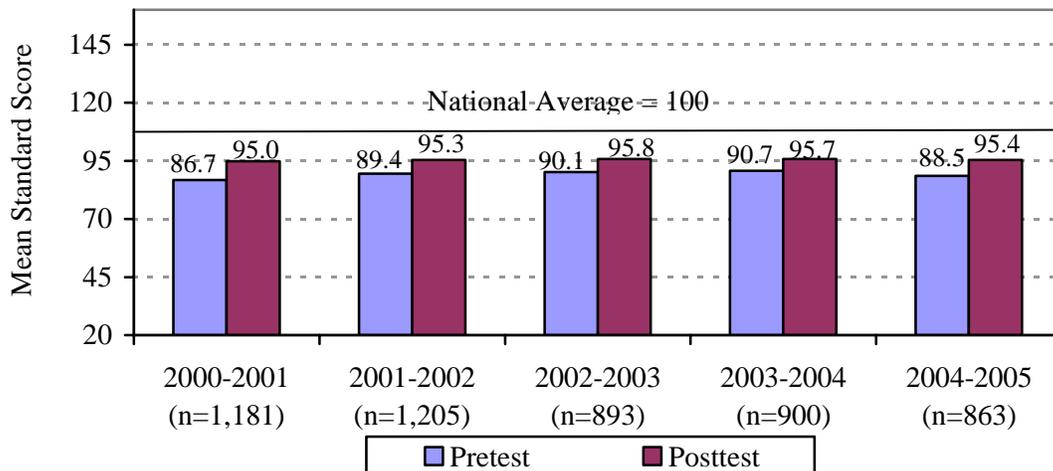
Figure 13: Five-Year Comparison of Average Pretest and Posttest Scores for AISD Spanish-Speaking LEP Pre-K Students Tested on the TVIP, 2000-2001 through 2004-2005



Source: AISD Program Evaluation TVIP Records, 2000-2001 through 2004-2005

While the average posttest score on the PPVT-III for English language students has varied only slightly for the past five years, the 2004-2005 average pretest score was the lowest (88.5 standard score points) and the average gain (6.9 points) was the highest of any year since 2000-2001. Figure 14 shows the multi-year test data for English-only students on the PPVT-III from 2000-2001 through 2004-2005.

Figure 14: Five-Year Comparison of Average Pretest and Posttest Scores for AISD English-Only Pre-K Students Tested on PPVT-III, 2000-2001 through 2004-2005

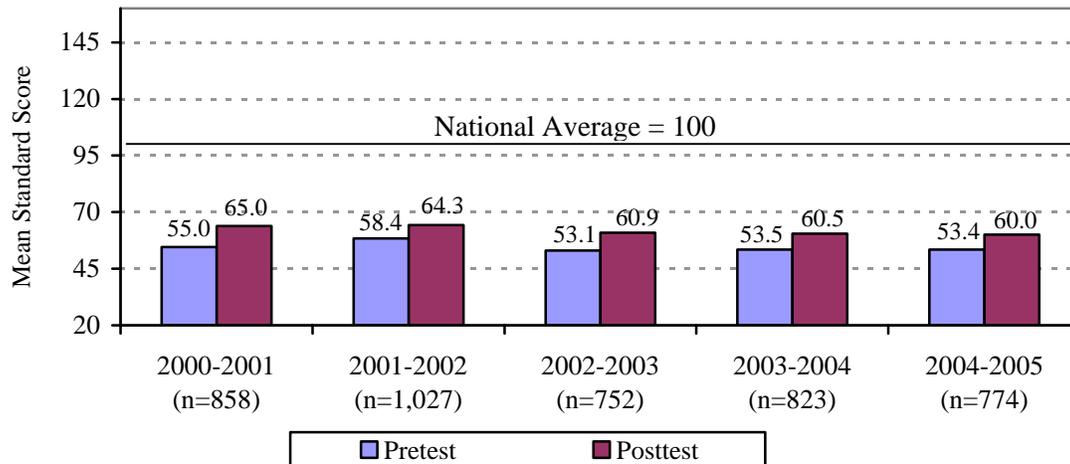


Source: AISD Program Evaluation PPVT-III Records, 2000-2001 through 2004-2005

English language instruction is required each day in the bilingual classrooms to accelerate English language acquisition. To measure their growth in English language acquisition, Spanish-speaking LEP pre-K students were tested in English. The average PPTV-

III posttest score for Spanish-speaking LEP students has continued to gradually decline over the past four years (Figure 15).

Figure 15: Five-Year Comparison of Average Pretest and Posttest Scores for AISD Spanish-Speaking LEP Pre-K Students Tested on PPVT-III, 2000-2001 through 2004-2005



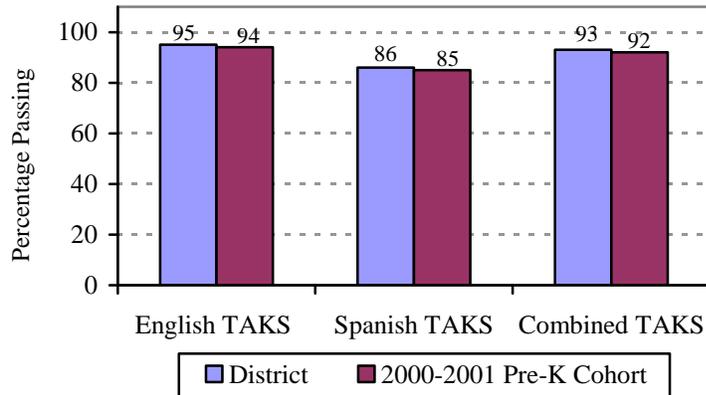
Source: AISD Program Evaluation PPVT Records, 2000-2001 through 2004-2005

In 2004-2005, the AISD Bilingual Education department implemented RISE (*Rigorous Instruction in Spanish and English*). The RISE framework was organized to provide direct instruction in both Spanish and English from the first day of school, and is expected to provide Spanish-speaking LEP students with an instructional plan that enables them to transition successfully to English by the time they are eligible to take Grade 3 TAKS.

LONG-TERM IMPACT OF THE PREKINDERGARTEN PROGRAM

A longitudinal study was conducted using PPVT-III/TVIP scores of students who attended AISD prekindergarten in 2000-2001 and their 2005 Grade 3 TAKS reading results. 2005 TAKS reading scores were matched for 1,046 (496 Spanish language and 550 English language) students who attended prekindergarten in 2000-2001. Because many of the pre-K cohort students (n=201) transitioned from Spanish to English instruction by third grade, 751 students took 2005 TAKS reading in English and 295 students took TAKS reading in Spanish. The 2000-2001 cohort of students achieved a passing rate only one percentage point below the district's grade 3 students on the English and Spanish TAKS reading tests (Figure 16).

Figure 16: Percentage of Students Passing 2005 Grade 3 TAKS Reading for a 2000-2001 Cohort of Pre-K Students (N=1,046) and for All AISD Grade 3 Students (N=5,462)



Source: AISD 2000-2001 PPVT-III/TVIP Testing Sample and 2005 TAKS Reading Data

While the percentages of students passing 2005 Grade 3 TAKS reading were similar for the prekindergarten cohort and the district, the prekindergarten cohort included more low income and LEP students than the district group. Low-income students comprised 89% of the pre-K cohort and 60% of the AISD grade 3 student group who took TAKS reading; LEP students comprised 51% of the pre-K cohort and only 12% of the AISD grade 3 student group. Results of comparisons of the pre-K cohort and the district 2005 TAKS reading results disaggregated by low income and LEP include the following.

- Of the 935 pre-K cohort students who were from low-income families, 91% of the pre-K cohort students passed 2005 Grade 3 TAKS reading (English and Spanish), compared to 89% for district low-income students.
- Of the 496 pre-K cohort students who received Spanish instruction during prekindergarten, 190 retained their LEP status in grade 3 and took the TAKS reading test in English. Of these LEP pre-K cohort students, 96% passed 2005 Grade 3 English TAKS reading, compared with 95% of district LEP students.

For those 2000-2001 pre-K students who completed pre-K with below average, average, or above average performance on the PPVT-III or TVIP, an analysis of their 2005 Grade 3 TAKS performance indicated the following:

- For the 2000-2001 cohort of Spanish language pre-K students who had a valid 2005 Grade 3 TAKS reading score, 81% of those below average (<85 standard score points), 93% of those in the average range (85-115 points), and 100% of those above average (>115 points) on the TVIP posttest passed TAKS reading.
- For the 2000-2001 cohort of English language pre-K students who had a valid 2005 Grade 3 TAKS reading score, 83% of those below average (<85 standard score

points), 95% of those in the average range (85-115 points), and 100% of those above average (>115 points) on the PPVT-III posttest passed TAKS reading.

Those who scored *at or above 100 standard score points* at the end of prekindergarten had the greatest success on the 2005 TAKS Grade 3 reading test. For the English language cohort students who scored 100 or above on the PPVT-III posttest in 2000-2001, 99% (n=444) passed the 2005 Grade 3 TAKS reading test. For Spanish language cohort students who scored 100 or above on the TVIP posttest, 100% (n=175) passed 2005 Grade 3 TAKS reading.

PROGRAM EFFECTIVENESS

This section of the report describes teacher professional development, classroom observation data, and teacher and program manager feedback about the program to respond to Question 2 (see page 1) of the *Prekindergarten Expansion Grant* evaluation.

PROFESSIONAL DEVELOPMENT

In 2004-2005, 234 (83%) pre-K teachers attended 5,848 hours of professional development directly related to prekindergarten instruction or classroom management for an average of 25 hours of completed professional development. This is almost twice the number of training hours (14 hours) for prekindergarten teachers in 2003-2004. Seventy-eight percent of pre-K teachers (n=182) who attended training in 2004-2005 completed more than one training session. Nationally, the average number of hours of in-service training for teachers of young children was 32.9 hours (Gilliam & Marchesseault, 2005). Professional development opportunities for pre-K teachers in 2004-2005 are described in the following sections:

Language and Literacy

- *Preschool Early Language and Literacy Training* –This class promoted best practices in language development and early literacy acquisition for 3- and 4-year-old children. Each session of this eight-hour course focused on one of the seven topics pertaining to early literacy acquisition and language development.
- *Teaching Phonemic Awareness and Phonics for Grades Pre-K - 3* – This was a six-session on-line course. Key concepts were presented through readings, videos, journal reflections, and discussion forums with the purpose of improving content knowledge and teaching pedagogy to enhance student achievement.
- *Thematic Resources that Support the Prekinder DLM Instructional Planning Guides (IPGs)*- This two-hour course was designed to support cross curriculum content planning and instruction for the first nine weeks IPG.
- *TEEM Project – Texas Early Education Model (TEEM)* in conjunction with the State Center for Early Childhood Development collaborated with eight AISD

Demonstration Sites to provide training in best practices for language and literacy learning.

- *Summer Pre-K Guidelines Training* – Participants attended six hours of training in the language arts objectives in the *Prekindergarten Curriculum Guidelines*.

Mathematics

- *Developing Geometric and Spatial Thinkers in Pre-K* – This two-hour course reviewed standards and anticipated student outcomes for children ages 4-6 in the mathematics strand of geometry.
- *Prekindergarten TEXTEAMS*–Three days of this training emphasized the five content areas of prekindergarten mathematics guidelines.
- *Developing Algebraic Thinkers in Pre-K* – This two-hour class helped teachers review the concepts, learning trajectories, assessment, and strategies for lesson design pertaining to the development of algebraic reasoning of the pre-K child.
- *Building Number Sense in Pre-K* – This two-hour class helped teachers review the concepts, learning trajectories, assessment, and strategies for lesson design pertaining to the development of number sense of the pre-K child.
- *Standards Based Mathematics for Pre-K* – This all day class was designed for teachers new to teaching the *DLM Early Childhood Express* curriculum system and other district resources.

Social Studies

- *Summer Pre-K Guidelines Training* – Participants attended three hours of training in the social studies objectives in the *Prekindergarten Curriculum Guidelines*.

Science

- *Prekindergarten Treehomes* – This two-hour class trained participants in the use of inquiry-based, hands-on science instruction and materials needed for implementing science curriculum.
- *Summer Pre-K Guidelines Training* – Participants attended three hours of training in the science objectives in the *Prekindergarten Curriculum Guidelines*.

Physical Education

- *PE for Pre-K* – This training focused on the pre-K guidelines that include directives for physical movement, gross motor development, and fine motor development that are to be incorporated into daily schedules for all prekindergarten classes.

Bilingual

- *RISE (Rigorous Instruction in Spanish and English) Training* – This two-hour course was provided to support the implementation of the Bilingual Education/ESL instructional model.
- *Bilingual Summer Academy for Teachers of Pre-K–Second Grade Bilingual Students* – This all-day class focused on the nature, needs, and instruction of bilingual students in pre-K through second grade.

Curriculum

- *Pre-K Team Leader Curriculum Update* – These five two-hour sessions addressed the use of instructional planning guides (IPGs) for prekindergarten teacher planning and instruction.

Assessment

- *Pre-K Assessment Task Force* - A select group of pre-K teachers provided input on the development of an assessment tool for use in the pre-K program. The group met once each month and during the summer.

Discipline

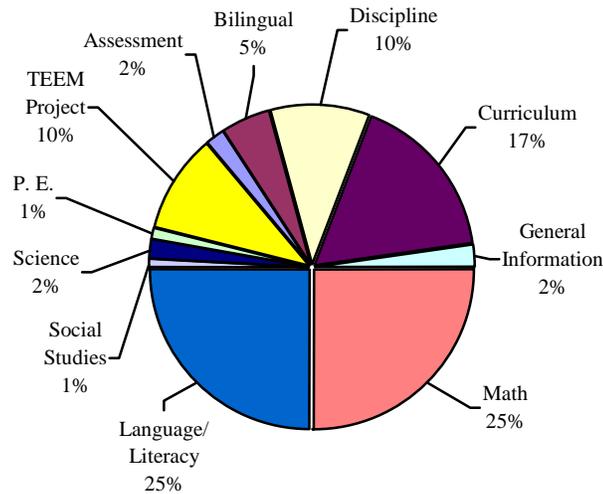
- *PPCD (Preschool Programs for Children with Disabilities), Pre-K, and Kindergarten Inclusion: Making It Work for You* – This all day course was a discussion regarding individual classroom challenges surrounding inclusion.
- *Satori Alternatives to Managing Aggression* – SAMA was a 12-hour containment/restraint course for educators who work with students with challenging behaviors.
- *Pre-K Positive Discipline* - Teacher leaders presented effective, positive discipline strategies for prekindergarten classrooms.

General Information

- *Pre-K Classroom Organization and Management* – Teacher leaders shared practical ideas and strategies for creating a positive classroom environment.
- *Prekindergarten Registration Information* –Information for prekindergarten registration, including family income eligibility guidelines, staggered start, and helpful hints, were offered to teachers.

AISD prekindergarten staff participation in 2004-2005 prekindergarten training was highest for mathematics (1,460 hours) and for language and literacy (1,429 hours) content areas. Figure 17 shows the percentage of training hours by subject area.

Figure 17: Percentages of AISD Pre-K Teachers' Attendance by Type of Professional Development Session, 2004-2005



Source: AISD Professional Development Academy Records, 2004-2005

In May 2005, pre-K teachers were asked for feedback about the 2004-2005 prekindergarten program including curriculum, professional development, district staff and communication. A total of 113 (40%) of pre-K teachers responded to the survey. (See Appendix E for a summary of the responses to the *2004-2005 Prekindergarten Teacher Survey*.) On the teacher survey, a large majority of respondents (88%) either agreed or strongly agreed with the statement, “The prekindergarten specific training that I attended this year was beneficial to my understanding of teaching and learning strategies for prekindergarten students.”

When asked on the teacher survey which professional development opportunity was the most beneficial, many of the training sessions were listed. Four of the most common responses are listed below:

1. TEXTTEAMS Math (n=30),
2. Positive Discipline (n=14),
3. DLM Curriculum (n=13), and
4. Prekindergarten Team Leader Curriculum Updates (n=10).

When asked about areas in which they would like to have additional professional development opportunities, teachers identified specific content areas, discipline, teaching strategies, centers, and bilingual education most frequently. The most frequently requested additional areas of professional development are as follows.

1. Science (n=22),
2. Language and Literacy (n=18),
3. Positive Discipline (n=15),

4. Math (n=13),
5. Classroom Management (n=12), and
6. Bilingual instruction (n=10).

Teachers indicated appreciation for the prekindergarten-specific training that was available, but would have liked to have had more and varied training opportunities. One teacher wrote, "I think that the department is supportive of new teacher training. I would like to see more training for those of us who have been around for awhile."

TEEM DEMONSTRATION SCHOOLS

A long-term professional development opportunity was available during 2004-2005 through the statewide Texas Early Education Model (TEEM) Demonstration Project. Austin ISD was chosen as one of the demonstration sites.

Senate Bill 76, passed during the 78th Texas Legislature (2003), designated the Center for Improving Readiness of Children for Learning and Education (CIRCLE) at the University of Texas Health Science Center at Houston as the State Center for Early Childhood Development in May 2003. The purpose of the Center was to develop pilot projects on integration of services, a quality rating system, and a parent initiative to support school readiness.

The 11 demonstration sites in the *Texas Early Education Model* (TEEM) implemented integration plans across the three funding streams of public school prekindergarten, Head Start, and childcare. This community-based model of integration across the state planned to bring the combination of research-based curriculum, progress monitoring, and high quality professional development into the participating early childhood education programs in a cost-effective manner.

Eight AISD prekindergarten teachers who participated in the year-long program were from Andrews, Cowan, Dawson, Pecan Springs, Ridgetop, Rodriguez, Sanchez, and Winn elementary schools. The CIRCLE training model included small group focus, training throughout the year, in-classroom coaching/mentoring, and "buy in" from administrators. Teachers met each week with a CIRCLE trainer/mentor for small group coaching sessions via video clips or on-line mentoring. In addition, teachers were provided with classroom support via one-on-one classroom coaching and assessment tools. Training program content included responsive teaching practices, oral language enrichment, phonological awareness, print knowledge, motivation to read, mathematics, and handheld-to-Web assessment software. The assessment provided immediate feedback on a child's performance to allow teachers to review individual progress at any time.

AISD TEEM participants reported their experience with the training program at the end of the school year. Six of the eight (75%) teachers responded to the end-of-year survey with overwhelmingly positive responses regarding the training. Each area of the CIRCLE training received high praise from the survey respondents. All of the respondents agreed or strongly agreed that the instructional strategies, the in-class training, and progress monitoring of the CIRCLE training helped to accelerate learning for their students. (See Appendix F for the *2004-2005 TEEM Prekindergarten Teacher Survey*.) Examples of teacher comments about the benefit of participation in the TEEM Demonstration Project included the following:

- “It reminded me to use language acquisition strategies for oral language development and literacy. We learned the vocabulary (read alouds and unit lessons), used it in centers (real objects and integrated with theme), and then read and wrote using the new words (through letter walls, books and paper in each center, and journals).”
- “I have grown professionally; being able to share ideas with others more regularly about specified topics on Early Childhood learning was so beneficial to me.”
- “I had other teachers to work and learn with, who were also sharing in the project. I loved having a knowledgeable mentor to help guide me in my classroom as I integrated CIRCLE best practices.”
- “Helped me focus on vocabulary, and my teaching became more intentional. I use every opportunity now to introduce or support a vocabulary word.”

Teachers who participated in the TEEM project were eager for the district to utilize some of the TEEM strategies and resources on a larger scale. Teachers had the following suggestions about what aspects of the TEEM model should to be expanded to all prekindergarten classrooms:

- “All of it! The student is part of best practices for literacy. I think the TEEM model should be “taught” during staff development, have teachers make the materials and then assess (include in new instrument).”
- “The resources provided were great. Books, more Lakeshore materials specific to centers and theme related are wonderful.”
- “I liked the assessment tool. It showed me exactly where my students were in terms of understanding. The tool grouped students for me and gave me activities to help them improve understanding in specific areas.”
- “The read aloud part, the theme integration in centers, and the part on facilitating children’s talk would be particularly valuable, especially in light of the pressures of push-down curriculum.”

A professional development opportunity, led by two of the prekindergarten teachers, was offered in spring 2005 to extend the knowledge gained from CIRCLE training. *Preschool Early Language and Literacy Training* was developed to promote best practices in language development and early literacy acquisition for 3- and 4-year-old children. Each session of this eight-hour course focused on one of the seven topics pertaining to early literacy acquisition and language development (i.e., best practices, phonological awareness, written awareness, language development, print and books, shared reading, and letter knowledge).

PREKINDERGARTEN ASSESSMENT TASK FORCE

Another year-long professional development opportunity for pre-K teachers was the Prekindergarten Assessment Task Force, mentioned earlier in the report in the Cognitive Development of Mathematics section. In summer 2004, nine prekindergarten teacher volunteers worked in partnership to develop a prekindergarten assessment that would be useful to document each student's learning and to provide student progress information for teachers, parents, and administrators. The assessment was to be based on the scope and sequence of skills outlined in the DLM curriculum, incorporated into the district IPGs, and aligned with the *Prekindergarten Report to Parents* and district grading policies.

The task force met monthly with the early childhood specialist to determine the criteria for the four levels of student progress (needs improvement, basic understanding, skilled, and advanced) reported to parents at the end of each nine-week period. In addition, members of the Principal's Early Childhood Task Force reviewed the assessment, gave feedback, and helped clarify student expectations. Some kindergarten teachers also were asked to review the assessment rubric and to offer suggestions to improve rigor in prekindergarten classrooms in an effort to prepare for the students' transition to kindergarten.

The draft assessment rubrics included student outcomes in the areas of language arts, mathematics, science, social studies, English as a second language, and personal development. Each nine-week assessment was designed to inform parents of their student's progress toward goals that increased in difficulty with each grading period. For example, during the first nine weeks, if a student can count in sequence to 10, he/she receives a 4 (advanced) score, but by the last nine weeks, the student would only receive a 3 (skilled) because the expectation for progress changes by the end of prekindergarten. Teachers on the task force worked to apply academic rigor while maintaining developmentally sound practices for four-year-olds.

The rubrics for each standard in each content area were piloted by 37 teachers at the campuses where the task force members taught in fall 2004. The task force requested teacher feedback in an effort to improve the instrument. Teachers asked for clear wording and concrete examples for each assessment objective. While working with the rubrics throughout

the school year, task force members continued to update the documents to include overarching ideas, examples of student samples, and student outcomes that were aligned with the District IPG Overview for prekindergarten. The new *Prekindergarten Report Card Rubric* will be implemented districtwide in 2005-2006. Future evaluations will examine the extent to which this new assessment tool influences instruction and learning. According to one task force teacher, “The program will have a huge impact on the prekindergarten students because we are determining what is worthy of assessment, how learning will be evident, and how that evidence will be documented and shared for the 4,500 prekindergarten students in Austin.”

CLASSROOM VISITS

In April 2005, the program evaluator conducted visits at two campuses, Rodriguez and Sanchez, to view best practices in the classrooms of two experienced prekindergarten teachers. One teacher was working toward Master Teacher certification, and the other teacher was completing her Master’s Thesis. The teachers had both participated in the TEEM Demonstration Project and the Prekindergarten Assessment Task Force during 2004-2005.

Classroom observations occurred during the morning instructional period. As a guide to focus the observation on prekindergarten skills and activities, forms (*Preschool Early Language and Literacy Quick Check* and *Basic Classroom Environment Checklist*) designed by CIRCLE were used.

Reflections from Classroom Visits

The structure of these prekindergarten classrooms allowed for both rigorous academic learning and developmentally appropriate learning opportunities. The teachers greeted students warmly at the door and parents were welcome to stay. Some of the “best practice” qualities observed in these classrooms include the following:

- There was a high level of teacher participation with students during the day.
- Classrooms were rich with environmental print, children’s work samples, and a variety of learning centers.
- Teachers had excellent classroom management skills.
- Student activity was high but not out of control.
- Parents were welcome to stay and work with their students at the beginning of the day.
- Students experienced positive reinforcement.
- The bilingual teacher used Spanish and English instruction during instruction.
- Students participated in shared writing activities during circle time.
- Students wrote in journals each day.

- Teachers asked open-ended questions designed to encourage children to think and express their ideas.
- Teachers were skilled at taking advantage of teachable moments.
- Teachers observed children and documented what they learned about the children.

In addition to these best practices, these teachers provided opportunities for balanced literacy and Accountable Talk. Balanced literacy learning activities included read aloud, independent reading, shared reading, independent writing, and shared writing. Small group instruction took place during center time when the teacher worked with a few children to teach or practice a skill. Student work was proudly displayed and criterion charts displayed on classroom walls helped children know the expectations. Teachers involved students in Accountable Talk about the quality of their work. Students participated in large group, small group, and individualized instruction throughout the morning. Both teachers had a volunteer or teacher aide to assist with small group instruction.

Through their work with the Prekindergarten Assessment Task Force, these two teachers had the benefit of working with seven other pre-K teachers using the state *Prekindergarten Curriculum Guidelines*, the district *Prekindergarten Report to Parents*, and the district developed Instructional Planning Guides (IPGs), to develop an assessment that calls for more rigor in the prekindergarten classroom.

One of the teachers whose classroom was observed, concentrated on the development of the *Prekindergarten Assessment Rubric* for her thesis and was instrumental in obtaining teacher feedback about the assessment. Both teachers who participated in the classroom observations felt that they benefited from the CIRCLE training and the assessment task force. According to these teachers, the CIRCLE training helped them focus on best literacy practices as they collaborated with other teachers who shared ideas and strategies to increase student learning. The training translated into action in the classroom and, possibly, into improved student outcomes.

Of the prekindergarten assessment task force, one teacher's thesis (Grace, 2005) stated, "The process of the development of the instrument began with the strong foundation of highly qualified, volunteer teachers. Voluntary participation is the key factor in teacher commitment to the success of an initiative. Built upon actively listening to the stakeholder's opinions, the instrument maintains a commitment to community needs. The instrument and process is dependent on continual evaluation of its responsiveness while maintaining focus on being of benefit to children."

Observation in the classrooms of two highly qualified professionals who are actively involved in improving teaching and learning for prekindergarten students offered a glimpse into the dedication and determination of these two teachers. As they continue to provide

training to other prekindergarten teachers and to be involved with the assessment rubrics, they will share their enthusiasm and knowledge with other teachers.

STRENGTHS OF THE PREKINDERGARTEN PROGRAM

According to AISD's early childhood project specialist, a strength of the prekindergarten program is the integrated curriculum system, DLM *Early Childhood Express* used in all prekindergarten classrooms. The specialist stated that, "The system has been aligned to the AISD K-12 curriculum matrix to ensure that all prekindergarten students at every AISD campus received the same high standards of instruction, as well as a strong foundation for future school success in grades K-12." The specialist also noted another strength of the program, that all pre-K teachers have access to professional development opportunities that "train them to use effective instructional strategies incorporating the Principles of Learning and materials needed to implement state- and district-mandated curriculum."

According to the program specialist, the participation of prekindergarten teachers from AISD in the TEEM Demonstration Project will benefit the district. Already some of the trained teachers have offered workshops to other pre-K teachers to pass on what they have learned from their involvement with the project.

Prekindergarten teachers gave high praise for the DLM curriculum in its second year of use in AISD prekindergarten classrooms. On the teacher survey, 22 teachers rated the curriculum and materials first on their list of strengths of the prekindergarten program. Other strengths identified by teachers are listed below,

- Prekindergarten-specific professional development opportunities (n=12),
- District administrative support from program coordinators (n=9),
- Consistency of the program through use of IPGs and the *Prekindergarten Curriculum Guidelines* (n=7), and
- RISE Bilingual program/training (n=7).

Several teachers also mentioned that having a full-day prekindergarten program was very beneficial to students. One teacher added, "I taught every student as if he/she were gifted and talented. The results were very rewarding."

IMPROVEMENTS TO THE PROGRAM

AISD program staff were asked to describe the major challenges of the AISD prekindergarten program. The early childhood program specialist listed these two challenges:

- The continuity of program implementation must be ensured at all of the AISD campuses with prekindergarten programs.

- Because professional development is optional, not all prekindergarten teachers have been attending the training that they need to implement the state and district curriculum effectively.

While teachers offered praise for the prekindergarten program, they also had suggestions for program improvements. The area with the most suggestions was the assessment and reporting of information to parents (n=18). Teachers asked for a districtwide assessment to make the prekindergarten program more consistent. One teacher wrote that the district should develop “standard assessment guidelines that will be used by all pre-K teachers in AISD.” The district program staff will be acting on this suggestion by piloting of the *Prekindergarten Assessment Rubric* during the 2005-2006 school year.

In fall 2005, a districtwide mandatory staff development day provided training on how to implement the instrument, and provided authentic, ongoing, and curriculum-embedded documentation for the student assessment rubric. Teachers will be asked for further input to improve that assessment instrument. Other areas of improvement suggested by teachers include the following:

- Small Class Size (n=16) – Teachers suggested capping the prekindergarten class size at 18 and/or having an aide to assist.
- Technology (n=8) – Many teachers continue to encounter problems with hardware compatibility when using their computers and the DLM math CD-ROM.
- More Professional Development Opportunities (n=8) – One teacher suggested that training be available on the weekends because many teachers have to pick up their own children during the time of most training sessions.
- Math Materials (n=7)– Some teachers wrote that the DLM math curriculum is weak. Additional training and materials in English and Spanish are needed to support the program.
- Parent Involvement (n=6) – One teacher suggested that parent training to support the classroom curriculum would be helpful.
- RISE bilingual training (n=6) – Bilingual teachers asked for more training to support the implementation of RISE in the prekindergarten classroom.

As noted earlier, 24% of prekindergarten teachers in 2004-2005 had 0-1 years of teaching experience and 11% had over 20 years of experience. With the diverse range of prekindergarten teacher experience and expertise, the district will offer differentiated staff development courses that range from novice to mastery during 2005-2006, according to the program specialist.

SUMMARY

The AISD prekindergarten enrollment continues to grow each year. A total of 5,097 four-year-olds attended AISD prekindergarten during 2004-2005 (compared to 4,499 in 2003-2004). These four-year-olds, who are primarily from low income families and/or are limited English proficient, attend full-day prekindergarten programs, and receive hundreds of hours of instruction to support their academic progress. With this growth in the prekindergarten population, many opportunities and challenges present themselves.

One major challenge of the pre-K program is ensuring the continuity of program implementation across all of the AISD campuses with a prekindergarten program. Because professional development is optional, not all prekindergarten teachers have attended the training that would help them to effectively implement the curriculum. In addition, professional development must meet the needs of pre-K teachers with a great variety of teaching experience levels.

In spite of the growth and challenges of the prekindergarten program, student progress in language and literacy and in mathematics in 2004-2005 remained comparable to 2003-2004 results. Gains from pretest to posttest on the English language *Peabody Picture Vocabulary Test-III* (PPVT-III) and the Spanish language *Test de Vocabulario en Imágenes Peabody* (TVIP) determined program effectiveness in language and literacy for prekindergarten. Major findings relating to language development include the following:

- Evidence of accelerated learning for both English language and Spanish language students was found in a gain that was twice the expected rate during a 7-month period of instruction.
- 80% (n=1,319) of all pre-K students scored in the average or above average range on the posttest when tested in their language of instruction.
- 82% (n=705) of *English-only* students tested on the PPVT-III scored in the average or above average range on the posttest.
- 79% (n=613) of all *Spanish-speaking LEP* students tested on the TVIP scored in the average or above average range on the posttest.
- 77% of all Spanish-speaking LEP students and 75% of all English language students made gains on tests in their language of instruction.
- 42% of the 2004-2005 prekindergarten students in the testing sample were at or above the national average on the posttest when tested in their language of instruction.

Because there is no formal mathematics assessment for AISD students in pre-K through grade 2 at this time, mathematics ratings given by teachers to students on the *Prekindergarten Report to Parents* were used to determine progress in mathematics during prekindergarten.

Although there are no standard guidelines for rating a student's performance each nine weeks, the review of the data showed that teachers had observed progress in most students' mathematics achievement. Overall, the percentage of prekindergarten students rated at levels 3 (skilled) and 4 (advanced) increased each grading period from 32% in the first nine weeks to 82% in the fourth nine week reporting period, while the percentage of students rated at Level 1 (needs improvement) decreased from 15% in the first nine weeks to 1% in the last nine weeks.

In 2004-2005, 234 (83%) pre-K teachers attended 5,848 hours of professional development directly related to prekindergarten instruction or classroom management. Seventy-eight percent (n=182) of these teachers attended more than one training session. Prekindergarten teachers who attended training had an average of 25 hours of completed professional development, compared to 14 in 2003-2004.

In addition, two groups of prekindergarten teachers were involved in on-going training in 2004-2005. Nine teachers collaborated on the Prekindergarten Assessment Task Force throughout the year to develop the *Prekindergarten Assessment Rubric* to be used districtwide in 2005-2006. Eight AISD prekindergarten teachers participated in the year-long TEEM Demonstration Project, a statewide initiative to bring the combination of research-based curriculum, progress monitoring, and high quality professional development into participating early childhood education programs in a cost-effective manner.

A longitudinal study was conducted using PPVT-III/TVIP scores of 1,046 students who attended AISD prekindergarten in 2000-2001 and their 2005 Grade 3 TAKS reading results. The 2000-2001 cohort of pre-K students had a passing rate (92%) similar to that of all district grade 3 students (93%) on the 2005 TAKS reading test. Of the 493 cohort students who received Spanish instruction during prekindergarten, 203 (41%) took the 2005 TAKS reading test in English. Of those students, 97% passed TAKS reading.

The relationship between pre-K student PPVT-III or TVIP performance levels in 2000-2001 and their 2005 Grade 3 TAKS reading performance indicates the following:

- For the 2000-2001 cohort of Spanish language students who had a valid 2005 Grade 3 TAKS reading score, 81% of those below average (<85 standard score points), 93% of those in the average range (85-115 points), and 100% of those above average (>115 points) on the TVIP posttest passed TAKS reading.
- For the 2000-2001 cohort of English language students who had a valid 2005 Grade 3 TAKS reading score, 83% of those below average (<85 standard score points), 95% of those in the average range (85-115 points), and 100% of those above average (>115 points) on the PPVT-III posttest passed TAKS reading.

Those who scored *at or above 100 standard score points* at the end of prekindergarten had the greatest success on the 2005 TAKS Grade 3 reading test. For the English language

cohort students (n=448) who scored 100 or above on the PPVT-III posttest in 2000-2001, 99% (n=444) passed the 2005 Grade 3 TAKS reading. For Spanish language cohort students (n=175) who scored 100 or above on the TVIP posttest in 2000-2001, 100% passed 2005 Grade 3 TAKS reading.

RECOMMENDATIONS

Prekindergarten teachers and the prekindergarten specialist identified some areas for improvement to the program. As state and national expectations become more rigorous, the educators of young children face many challenges. The district should continue to implement developmentally appropriate practices for prekindergarten while supporting the academic rigor required for these four-year-olds to read on grade level by grade 3 and thereafter. Some of these recommendations are already in progress and require continued district support:

- **Accelerate English language acquisition for Spanish-speaking LEP prekindergarten students in bilingual classrooms** – Average English language PPVT-III posttest scores for Spanish-speaking LEP students have decreased for the past four years. Because these students must transition to English to take the TAKS tests, English language acquisition among Spanish-speaking LEP students must be enhanced. Many bilingual teachers have requested more training in the implementation of the AISD Bilingual Education department's RISE (*Rigorous Instruction in Spanish and English*) program.
- **Refine the Prekindergarten Assessment Rubric after the districtwide implementation** – The Prekindergarten Assessment will be implemented districtwide in 2005-006. The assessment rubric is an evolving instrument that should be refined to reflect teacher feedback after use during 2005-2006.
- **Upgrade computer hardware in prekindergarten classrooms to be compatible with the DLM math curriculum technology** – For two years, many teachers have stated that they have difficulty using the DLM math curriculum CD on their classroom computers. District staff should help find resources to upgrade hardware on prekindergarten computers.
- **Provide high quality differentiated staff development courses that range from novice to mastery** – Because 24% of prekindergarten teachers had 0-1 years of teaching experience and 11% had over 20 years of experience, professional development must be tailored to meet the diverse needs of teachers.
- **Apply the knowledge gained from the longitudinal analysis of test scores** – Use assessment data to strategically identify entering kindergartners most likely to need instructional supports to pass Grade 3 TAKS in reading—and deliver that support.

APPENDICES

**APPENDIX A: 2004-2005 PREKINDERGARTEN EXPANSION GRANT,
CYCLE 10 PROGRAM EVALUATION PLAN FOR AUSTIN ISD**

1. How will the program demonstrate evidence of gains in cognitive development, especially in pre-reading and language, and mathematics?

Language/Pre-Reading - Program effectiveness for prekindergarten language and pre-reading will be determined by gains on the English language *Peabody Picture Vocabulary Test-III* (PPVT-III) and the Spanish language *Test de Vocabulario en Imágenes Peabody* (TVIP). The PPVT-III and TVIP measure knowledge of receptive (hearing) vocabulary. To measure achievement gains for prekindergarten students, the PPVT-III and the TVIP will be administered in the fall and in the spring to a random sample of students at each campus with a prekindergarten program. All students in the testing sample are tested in English; Spanish-speaking LEP (limited English proficient) students are also tested in Spanish. Gains will be calculated based on the pre- and posttest scores and will be reported for students by language of instruction.

Mathematics – In 2004-2005, AISD will pilot a prekindergarten mathematics assessment designed by a group of district prekindergarten teachers who have completed TEXTEAMS training. The assessment will be aligned with the *Prekindergarten Curriculum Guidelines* and the *DLM Childhood Express* curriculum. A sample of teachers (approximately 12), who have participated in TEXTEAMS training, will be asked to pilot the assessment with their students in fall 2004 and spring 2005. Change from pretest to posttest will be recorded. To measure gains for students in the other prekindergarten classrooms, teachers will report the students' academic performance levels in mathematics on the *Prekindergarten Report to Parents* from the first nine weeks and the last nine weeks to determine student progress in mathematics.

2. How will the program demonstrate the effectiveness of activities of the expanded full-day prekindergarten in achieving the aims of the program?

Professional development for prekindergarten teachers will be monitored for attendance and content. Teachers will be surveyed to examine if professional development supports the district prekindergarten curriculum and state *Prekindergarten Curriculum Guidelines*, and if district efforts to support prekindergarten instruction (i.e., instructional planning guides, curriculum matrices) have impacted student learning. Informal classroom observations will be conducted to view mathematics instruction and the use of the pilot mathematics assessment. Teachers who used the TEXTEAMS training in their classrooms and piloted the mathematics assessment will be surveyed for their feedback

about how the TEXTEAMS training has impacted teacher instruction and student learning.

3. How will the program determine the impact, short-term and long-term, of the activities of the expanded full-day prekindergarten on the participants?

Short-term impact – Literacy readiness for kindergarten will be assessed by determining the number of students scoring in the average range on the PPVT-III and TVIP when tested in their language of instruction. The assumption is that students who advance to the average range in the test of their language of instruction will be ready to accelerate future literacy learning in kindergarten. In addition, using PPVT-III and the TVIP data from 2004-2005 and prior years, comparisons between current year gains in receptive vocabulary for all students tested will be made to previous years' gains. The mathematics pretest and posttest data from the pilot test will provide baseline data for 2004-2005.

Long-term impact- A longitudinal study using PPVT-III/TVIP scores of students who attended AISD prekindergarten in 2000-2001 and their 2005 Grade 3 TAKS reading results will be conducted. The 2005 Grade 3 TAKS reading passing rates of former full-day and half-day prekindergarten students with valid PPVT-III/TVIP pre- and posttest scores will be examined to determine if there is any relationship between pre-K test performance levels and TAKS grade 3 reading performance. The effect of instruction since prekindergarten will be examined by looking at the Grade 3 TAKS reading performance of former prekindergarten students who completed prekindergarten below average (below 85 standard score points), average (85-115 points), and above average (above 115 points) on the PPVT-III or TVIP.

**APPENDIX B: 2004-2005 AISD PREKINDERGARTEN PROGRAMS;
NUMBER OF STUDENTS AND CAMPUS FUNDING**

School	Number of Students Served	Title I Elementary School	Pre-K Expansion Grant Funding*
Allan	68	x	x
Allison	72	x	x
Andrews	108	x	x
Barrington	119	x	x
Barton Hills	8		
Becker	37	x	x
Blackshear	56	x	x
Blanton	104	x	
Boone	38		
Brentwood	36		x
Brooke	67	x	x
Brown	81	x	x
Campbell	64	x	x
Casey	89	x	x
Casis	15		
Cook	148	x	
Cowan	18		
Cunningham	53	x	x
Davis	40		
Dawson	49	x	x
Doss	23		
Galindo	115	x	x
Govalle	73	x	x
Graham	117	x	x
Harris	118	x	x
Hart	151	x	
Hill	16		
Houston	128	x	x
Jordan	104	x	x
Joslin	49	x	
Kocurek	50		x
Langford	143	x	x
Linder	171	x	x
Maplewood	36	x	x
Mathews	58	x	x
McBee	149	x	
Menchaca	48		x
Metz	77	x	x
Mills	21		
Norman	96	x	x
Oak Hill	51		x

School	Number of Students Served	Title I Elementary School	Pre-K Expansion Grant Funding*
Oak Springs	42	x	x
Odom	115	x	
Ortega	39	x	x
Palm	98	x	x
Patton	38		
Pecan Springs	100	x	x
Pickle	93	x	x
Pillow	67		
Pleasant Hill	81	x	
Reilly	31	x	x
Ridgetop	37	x	x
Rodriguez	147	x	
St. Elmo	55	x	
Sanchez	60	x	x
Sims	63	x	x
Summitt	37		x
Sunset Valley	64	x	x
Travis Heights	72	x	x
Walnut Creek	167	x	x
Widen	128	x	x
Williams	73	x	
Winn	101	x	x
Wooldridge	133	x	x
Wooten	103	x	x
Zavala	62	x	x
Zilker	27	x	x
Total	5,097	50	47*

* 47 schools are part of the *Prekindergarten Expansion Grant* as of 2001-2002. The 20 additional schools that moved to full-day programs after 2002-2003 are not part of the grant. Local and federal funds are used to supplement the prekindergarten budget.

Source: AISD Program Evaluation Pre-K Student Records, 2004-2005

Note: Elementary schools without prekindergarten programs in 2004-2005 were Baranoff, Bryker Woods, Gullett, Highland Park, Kiker, Lee, and Pease.

APPENDIX C: PREKINDERGARTEN PEIMS OCTOBER 2004 SNAPSHOT

Demographic Information	Expansion Grant*	Non-Grant Funded	Total
Number of Schools	47	20	67
Number of Students	3,348	1,198	4,546
Homeless Students	116	42	158
Limited English Proficient Students	1,749	712	2,461
Bilingual	1,583	541	2,124
ESL	149	167	316
LEP- Parent Denial	17	4	21
Limited English Proficient Only**	151	105	256
Economically Disadvantaged Only**	1,565	464	2,029
Met More Than One Criterion - LEP & Economically Disadvantaged**	1,632	629	2,261

* 47 schools were part of the Prekindergarten Expansion Grant as of 2001-2002. The 20 additional schools that moved to full-day programs after 2002-2003 are not part of the grant. Local and federal funds are used to supplement the prekindergarten budget.

** LEP only, Economically Disadvantaged only, and met more than one criterion (LEP & Economically Disadvantaged) equals total number of students (n=4,546).

Source: 2004-2005 PEIMS data

APPENDIX D: AVERAGE PPVT-III AND TVIP PRETEST, POSTTEST, AND GAIN SCORES BY SCHOOL (PPVT-III FOR ENGLISH-ONLY & TVIP FOR SPANISH-SPEAKING LEP STUDENTS), 2004-2005

School	Average Pretest PPVT-III	Average Posttest PPVT-III	Average Gain PPVT-III	Average Pretest TVIP	Average Posttest TVIP	Average Gain TVIP
Allan	96.9	95.8	-1.1	88.3	103.7	15.3
Allison	87.5	92.4	4.9	82.1	89.7	7.6
Andrews	82.5	86.6	4.1	87.7	93.3	5.6
Barrington	90.6	95.9	5.3	86.7	87.5	0.8
Barton Hills	93.0	98.5	5.5			
Becker	89.6	98.4	8.8			
Blackshear	84.5	92.7	8.2			
Blanton	94.5	99.9	5.4	90.8	97.0	6.3
Boone				86.8	94.6	7.8
Brentwood				83.4	85.6	2.3
Brooke	91.9	102.1	10.2	90.1	101.4	11.3
Brown	94.3	101.2	6.9	82.4	98.0	15.6
Campbell	87.2	91.6	4.4			
Casey	93.8	93.8	0.0			
Casis	102.0	106.4	4.4			
Cook	74.0	88.8	14.8	86.2	96.8	10.6
Cowan	87.3	97.5	10.2			
Cunningham	84.4	96.8	12.4			
Davis	88.8	91.2	2.4	72.5	72.5	0.0
Dawson	97.8	109.7	11.9	86.3	98.2	11.8
Doss	84.3	96.3	12.0			
Galindo	87.6	101.7	14.1	87.7	100.6	12.9
Govalle	87.7	93.3	5.7	80.7	88.7	8.0
Graham	93.8	97.5	3.8	88.1	99.6	11.6
Harris	85.8	89.8	3.9	89.8	102.1	12.4
Hart	86.2	92.0	5.8	94.0	98.2	4.1
Hill	90.9	97.6	6.8			
Houston	90.5	94.1	3.6	79.9	95.2	15.3
Jordan	87.5	90.8	3.3	84.5	97.7	13.2
Joslin	98.5	105.0	6.5	83.3	95.9	12.6
Kocurek	85.8	92.8	7.1	89.1	95.9	6.7
Langford	88.8	96.0	7.6	87.9	100.4	12.5
Linder	89.4	90.7	1.2	81.9	93.5	11.6
Maplewood				90.6	92.0	1.4
Mathews	88.5	97.4	9.0	99.2	87.6	-11.6
McBee	88.7	98.7	10.0	84.0	98.2	14.2
Menchaca	89.4	97.0	7.6			
Metz	87.8	91.4	3.6	85.8	97.7	11.8
Mills	77.7	94.1	16.4	73.8	64.0	-9.8
Norman	90.0	93.4	3.4	90.2	98.6	8.4
Oak Hill	96.9	95.8	-1.1	89.2	98.2	9.0

School	Average Pretest PPVT-III	Average Posttest PPVT-III	Average Gain PPVT-III	Average Pretest TVIP	Average Posttest TVIP	Average Gain TVIP
Oak Springs	81.4	89.8	8.4	75.4	90.6	15.2
Odom	92.6	100.8	8.3	80.6	100.6	20.0
Ortega	78.2	86.5	8.3			
Palm	88.5	97.7	9.2	87.5	101.7	14.3
Patton	97.0	103.1	6.1			
Pecan Springs	85.8	90.9	5.1	89.4	92.5	3.1
Pickle				87.0	99.5	12.5
Pillow	93.9	96.6	2.7			
Pleasant Hill	83.8	96.0	12.2	87.2	97.3	10.1
Reilly				90.4	96.4	6.0
Ridgetop	88.5	95.6	7.1			
Rodriguez	96.3	100.7	4.4	82.9	93.6	10.8
St. Elmo				81.8	88.1	6.3
Sanchez	97.0	102.4	5.4	88.8	103.8	15.1
Sims	82.5	88.9	6.4			
Summitt	90.7	98.7	8.3			
Sunset Valley	95.3	105.1	9.8	89.9	92.2	2.3
Travis Heights	89.6	98.3	8.7			
Walnut Creek	69.0	84.9	15.8	85.5	93.6	8.1
Widen	82.1	87.9	5.8	88.8	100.2	11.4
Williams	94.3	99.7	5.4	81.6	84.7	3.1
Winn	87.8	90.8	3.0	93.5	96.8	3.3
Wooldridge	89.3	94.0	4.8	89.9	95.8	5.9
Wooten				79.2	93.7	14.5
Zavala	89.2	99.3	10.1	85.2	91.2	6.0
Zilker	101.6	109.6	8.0			
2004--2005 Average	88.5	95.4	6.9	86.0	94.5	8.5
National Average	100		n/a	100		n/a

Source: AISD Program Evaluation PPVT/TVIP Records, 2004-2005

Note: The PPVT-III and TVIP measure knowledge of receptive vocabulary in English and in Spanish, respectively. Standard test scores are based on national age norms, with a mean of 100 and a standard deviation of 15 for both tests. For a student to maintain his or her standing relative to the national average, the gain score would be zero. Any gain greater than zero indicates that the student's performance improved compared to the national average.

PPVT-III scores are for English Language Students and TVIP scores reported here are for Spanish Language Students. Because a sample of students at each campus was tested, some schools do not have scores for each test.

APPENDIX E: SUMMARY OF 2004-2005 PREKINDERGARTEN TEACHER SURVEY

113 (40%) teachers responded to statements about the prekindergarten program in May 2005 using the following scale: 5=Strongly Agree; 4=Agree; 3=Unsure; 2=Disagree; 1=Strongly Disagree. Average responses are given below.

Curriculum Questions	Number of Responses	Average Response
The curriculum used in the prekindergarten program was an effective tool for accelerating student learning.	113	4.0
The prekindergarten specific training that I attended this year was beneficial to my understanding of teaching and learning strategies for prekindergarten students.	101	4.2
District-developed teaching guidelines such as instructional planning guide (IPGs) and curriculum matrices were helpful resources for planning prekindergarten instruction.	111	3.7
District staff provided adequate information for the prekindergarten program in the following areas:		
a) Eligibility criteria	107	4.1
b) Curriculum and materials	110	4.1
c) State & district instructional guidelines	109	4.1
d) Professional development opportunities	109	3.8
e) Program evaluation requirements	110	3.6
f) Prekindergarten Report to Parents	110	3.4

Source: 2004-2005 Prekindergarten Teacher Survey

Which professional development opportunity was the most beneficial to you?

See Page 22 for summarized responses to this question.

In what areas would you like to have additional professional development opportunities?

See Page 22 for summarized responses to this question.

What were the strengths of the 2004-2005 AISD prekindergarten program?

See Page 28 for summarized responses to this question.

What program improvements could be made to accelerate learning for prekindergarten students in AISD?

See Page 28 for summarized responses to this question.

APPENDIX F: SUMMARY OF 2004-2005 TEEM PREKINDERGARTEN TEACHER SURVEY

6 of 8 (75%) pre-K teachers who participated in the Texas Early Education Model (TEEM) Demonstration Project responded to statements about the program in May 2005 using the following scale: 5=Strongly Agree; 4=Agree; 3=Unsure; 2=Disagree; 1=Strongly Disagree. Average responses are given below.

Curriculum Questions	Number of Responses	Average Response
1) The instructional strategies added to my teaching as a result of participating in the Texas Early Education Model (TEEM) Demonstration Project have accelerated learning for my students.	6	4.8
2) My understanding of teaching and learning strategies for young children has increased by participating in the TEEM project.	6	4.5
3) The web-based training increased my knowledge of strategies for accelerating learning for young children.	6	4.2
4) The in-classroom training and mentoring provided me with resources to accelerate learning for young children.	6	4.7
5) Progress monitoring tools were effective means of determining student needs.	6	4.7

Source: 2004-2005 TEEM Prekindergarten Teacher Survey

7) How did participation in the TEEM Demonstration Project benefit you as a teacher?

See Page 23 for summarized responses to this question.

8) What parts of the TEEM model do you feel need to be expanded to all pre-K classes?

See Page 24 for summarized responses to this question.

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Austin Independent School District

Office of Accountability

Maria Whitsett, Ph.D.

Department of Program Evaluation

Holly Williams, Ph.D.

Martha Doolittle, Ph.D.

Author

Janice Curry



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