

Research Brief

Background. Austin Independent School District (AISD) provides a full-day prekindergarten (pre-K) program at 68 elementary campuses and the Lucy Read Prekindergarten Demonstration School for all children who are 4-years-old on or before September 1st of the current school year and who meet one of the following eligibility criteria: qualifies for free or reduced-price lunch program, is an English language learner, is homeless, is a child of an active-duty military member or a military member who was injured or killed in service, or resides or has ever resided in foster care. This report summarizes teacher evaluations of pre-K students’ social and developmental skills.

Social and personal development. The AISD pre-K program is aimed at developing the whole student, including social and personal development skills. Teachers rate how often students exhibit a variety of traits, using the following scores: 1 = *rarely*, 2 = *occasionally*, 3 = *frequently*, and, 4 = *consistently*. As with academic performance, a score of 3 or 4 indicates meeting expectations. Table 2 presents the percentages of pre-K students meeting expectations for student behavior for the 14 personal development traits evaluated by teachers at two periods during the 2011–2012 school year.

Table 1. Prekindergarten Students Who Met Expectation for Personal Development Traits, by 9-Week Period, 2011–2012

Personal development trait	Percentage of pre-K students who met expectation		Change 1st to 4th 9 weeks
	1st 9 weeks (n = 5,150)	4th 9 weeks (n = 5,216)	
Responds to questions appropriately	61	89	+28
Exhibits appropriate gross motor skills	76	97	+21
Exhibits appropriate fine motor skills	60	91	+31
Adjusts to school routines	73	94	+21
Demonstrates healthy practices	74	94	+20
Focuses on assigned tasks	64	89	+25
Works productively in large group	62	88	+26
Works productively in small group	71	91	+20
Follows directions	62	87	+25
Demonstrates self-discipline	61	85	+24
Respects the rights and property of self and others	70	89	+19
Assumes responsibility for own actions	67	89	+22
Works and plays cooperatively	73	91	+18
Solves problems appropriately	58	86	+28
Average number of traits each student met expectations	9.3	12.6	+3.3

Source. AISD student records, 2011–2012

Consistent with previous years, the personal development traits for which the highest percentage of students met expectations at the end of the year were as follows: exhibits appropriate gross motor skills (97%); adjusts to school routines (94%); and demonstrates healthy practices (94%, Table 1). The personal development traits that had the greatest gains were as follows: exhibits appropriate fine motor skills (+31%), responds to questions appropriately (+28%), and solves problems appropriately (+28%). Seventy percent of pre-K students met expectations for student behavior on all 14 personal development traits by the end of the year, compared with 31% of pre-K students during the first 9-week period.

About this report. This report is part of a series outlined in the district’s pre-K evaluation plan for 2011–2012. Funding for this report was provided by Title I funds.

**SUPERINTENDENT OF
SCHOOLS**

Meria J. Carstarphen Ed.D.

**OFFICE OF
ACCOUNTABILITY**

William H. Caritj, M.Ed.

**DEPARTMENT OF
RESEARCH AND EVALUATION**

Holly Williams, Ph.D.

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